Dean of Students
Annual Report
2014-2015
Awareness. Advocacy. Accountability

RADFORD UNIVERSITY
Dean of Students
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Office of the Dean of Students Mission

The Dean of Students areas promote and facilitate student learning, engagement and development outside the classroom and collaborates with others to enhance the quality of life for students at Radford University.

**Awareness** - to provide information and education to students and their family members from pre-matriculation through graduation.

**Advocacy** – to support our students in developing there self-advocacy skills, and to advocate for our students.

**Accountability** – personal accountability is an essential component of the growth and development of Radford University students in preparing them to achieve their life goals.

Division of Student Affairs

**Vision, Core Values, Mission, Goals, and Objectives**

Student Affairs Vision:  *Preparing students for lives of meaning and purpose*

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

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

Student Affairs Mission

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

Division Goal 1  
**PROVIDE A DIVERSE AND DISTINCTIVE RADFORD STUDENT EXPERIENCE**

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

Division Objectives

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

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

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

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

- Addresses RU 7-17 Strategic Directives 1.1, 2.1, 2.3, 4.2, 4.5

Division Objectives

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

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

C. Implement extended student transition programs leading to matriculation and early intervention programs to enhance academic preparation and social integration

Division Goal 3  
**PROVIDE SAFE, ACCESSIBLE, AND INVITING STUDENT-FOCUSED FACILITIES THAT ENHANCE STUDENT LIFE**

- Addresses RU 7-17 Strategic Directives 1.1, 2.3, 2.4, 4.3, 4.4, 4

Division Objectives

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

Division Goal 4  **STRENGTHEN STAFF RETENTION AND EXCELLENCE**

- Addresses RU 7-17 Strategic Directives 1.1, 1.2, 4.5

Division Objectives

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

**Strategic Plan for the Future of Student Affairs – 2012 to 2018**

Student Affairs staff engaged in a comprehensive long-range planning effort to identify immediate, mid-term, and longer-term programmatic initiatives to advance the mission and strategic priorities of Radford University.

These priorities were translated into a Student Affairs Strategic Budget Plan with seven-year projections to facilitate Division and University fiscal planning and to identify the range and scope of investment opportunities. The plan addresses the following four Division-wide goals as strategic priorities:

- Provide a Diverse and Distinctive Radford Student Experience;
- Promote Student Development, Retention, Graduation, and Success;
- Provide Accessible, Safe and Inviting Student-Focused Facilities that Enhance Student Life;
- Strengthen Staff Retention and Excellence.
Executive Summary

The Associate Vice President for Student Affairs/Dean of Students is responsible for Student Conduct, Advocacy, Behavioral Consultation and Threat Teams, Center for Diversity and Inclusion (CDI), Disability Resource Office (DRO), Office of Housing and Residential Life, Office of Student Standards and Conduct (OSSC), Substance Abuse and Violence Education Support services (SAVES), Trio – Student Support Services (SSS) and serves as the primary advisor to the Student Government Association (SGA). Each of these areas and/or functions provides service and support to students with the goal of enhancing their experience outside the classroom, while promoting academic success.

The Office of the Dean of Students (DOS) started the year finalizing a reorganization that resulted in the creation of an Office of Student Standards and Conduct (OSSC). OSSC and SSS both welcomed new Directors in August 2014. Staff across all DOS areas have worked closely with one another and increased collaborations both internally to Student Affairs as well as with faculty and other campus offices. This is only one example of how DOS staff goes above and beyond toward the support and success of Radford University students. Staff have also been actively engaged in the RU community and beyond through committee representation, collaborative partnerships, conference and professional association participation, and leadership roles. A summary of DOS staff involvement is provided on page 6.

This Annual Report contains End of Year reports for each of the DOS areas of responsibility. The reports provide area highlights, achievements, performance data, and current and future goals, along with information and data specific to that area. The individual and collective summaries demonstrate and reinforce a commitment to student service. This commitment is exhibited through research, awareness of best practices, on-going review and enhancement, delivery of service and support, and feedback received.

A summary of 2014-2015 highlights includes:

- Successful reorganization of the Office of the Dean of Students; over 400 requests for students assistance
- Creation of Office of Student Standards and Conduct; over 35 faculty, staff and students trained to participate on the conduct board.
- **Awareness. Advocacy. Accountability.** rebranding
- Designed, published, and distributed University recruitment brochures focusing on the Dean of Student units at Radford University
- Number of students receiving service through DRO again saw new heights – 637 students
- The Office of Housing and Residential Life was the first office to utilize the application and communication tools in the Radius software package for the Resident Assistant selection process.
• Dine on Diversity – new bi-weekly series in CDI designed to engage students, staff and faculty in issues around social justice and inclusion
• Along with New Student Programs and the Department of Biology, created and launched the Biology Connections Residential Learning Community serving 20 students in Stuart Hall.
• SSS created a mentoring program and social work club
• SAVES received additional funding from Anheuser Busch for the LiveWell social norming grant.
### Professional Staff
#### 2014-2015

#### Office of the Dean of Students
- **Associate Vice President for Student Affairs & Dean of Students**: Irvin Clark  
  Heth 274  
  831-6297  
  iclark6@radford.edu
- **Associate Dean of Students**: Susan Trageser  
  Heth 274  
  831-6259  
  strageser@radford.edu
- **Assistant to the Dean of Students**: Gina Stike  
  Heth 274  
  831-6297  
  gstike@radford.edu
- **Assistant to the Associate Dean of Students**: Kim Vest  
  Heth 274  
  831-6259  
  kvest@radford.edu

#### Center for Diversity and Inclusion
- **Director**: Crasha Perkins  
  Tyker 025  
  831-7565  
  cperkins5@radford.edu
- **Assistant Director**: Natalie Fajardo  
  Tyker 025  
  831-7565  
  nfajardo2@radford.edu
- **Administrative Assistant**: Tasia Persson  
  Tyker 025  
  831-6343  
  tpersson@radford.edu

#### Disability Resource Office
- **Director/ADA 504 Coordinator for Students, Parents, and Visitors**: Angela Devore-Green  
  Tyker 54  
  831-6350  
  amdevore@radford.edu
- **Assistant Director**: Jennifer Scott  
  Tyker 54  
  831-6350  
  jscott111@radford.edu
- **Coordinator of Adaptive Technology**: Nivisha Shah  
  Tyker 54  
  831-6350  
  nshah2@radford.edu
- **Coordinator of Deaf and Hard of Hearing Services**: Jerome Thomas  
  Tyker 54  
  831-6350  
  jthomas6@radford.edu
- **Coordinator of Note Taking & Test Proctoring Services**: Jasmin Lawrence  
  Tyker 54  
  831-6350  
  jlawrence4@radford.edu
- **Administrative Assistant**: Kristina Contreras  
  Tyker 54  
  831-6350  
  kcontreras@radford.edu

#### Office of Housing and Residential Life
- **Director of Residential Life**: Amber Mullen  
  Heth 226  
  831-5375  
  amullen@radford.edu
- **Director of Housing Operations**: Jeff Orzolek  
  Heth 226  
  831-5375  
  jorzolek@radford.edu
- **Assistant Director for Retention Programming**: Lauren Hatfield  
  Heth 226  
  831-5375  
  lhatfield3@radford.edu
- **Assistant Director for Residential Education**: Timothy Ledna  
  Heth 226  
  831-6608  
  tledna@radford.edu
- **Area Director**: Amanda Anderson  
  Governors Quad  
  831-5436  
  aanderson27@radford.edu
- **Area Director**: Joe Wilder  
  Main Quad  
  831-5355  
  jswilder@radford.edu
- **Area Director**: Brandi McKee  
  Muse Quad  
  831-6077  
  bmckee@radford.edu
- **Area Director**: Lisa Cooper  
  Moffett Quad  
  831-5741  
  lcooper2@radford.edu
- **Coordinator of Facilities and Maintenance**: Alex Campbell  
  Heth 226  
  831-6623  
  acampbell30@radford.edu
- **Housing Assignments Coordinator**: Jeannette Sarver  
  Heth 226  
  831-5375  
  jsarver@radford.edu
- **Administrative Assistant**: Tammy Rorrer  
  Heth 226  
  831-5375  
  trorrer@radford.edu
- **Administrative Assistant**: Betty Davidson  
  Heth 226  
  831-5375  
  bcdavidson@radford.edu

#### Office of Student Standards and Conduct
- **Director**: David Stuart  
  Heth 207  
  831-5321  
  dstuart4@radford.edu
- **Associate Director**: Devin Dausin  
  Heth 207  
  831-5321  
  ddausin@radford.edu
- **Assistant Director**: LaShan Lovelace  
  Heth 207  
  831-5321  
  llavelace3@radford.edu
- **Case Manager**: Kim Dowdy  
  Heth 207  
  831-5321  
  kdowdy2@radford.edu

#### Substance Abuse and Violence Education Support Services
- **Coordinator**: Julie Dill  
  Heth 215  
  831-5709  
  jdlill7@radford.edu
- **Licensed Clinical Social Worker**: Rhoda Janosik  
  Tyker  
  831-5709  
  rjanosik@radford.edu
- **Licensed Clinical Social Worker**: Kathy Ahern  
  Tyker  
  831-5709  
  kahern@radford.edu
- **Administrative Assistant**: Darlene Hill  
  Heth 215  
  831-5709  
  dhill8@radford.edu

#### Trio - Student Support Services
- **Director**: Alia Zaro  
  Heth 199  
  831-6382  
  azaro@radford.edu
- **Academic Specialist**: Faith Cooper  
  Heth 199  
  831-6382  
  fcooper@radford.edu
- **Academic Specialist**: Michelle Crotto  
  Heth 199  
  831-6382  
  mcrotto@radford.edu
- **Administrative Assistant**: Gwen Sowers  
  Heth 199  
  831-6382  
  gsowers@radford.edu
Professional Staff Involvement

**RU Committee Involvement**

- Risk Advisory Committee
- Living Learning Community Review Committee
- Scholar Citizen Initiative
- Joint Commission
- Consent Campaign
- Behavioral Consultation Team
- Threat Assessment Team
- Student Affairs Executive Team
- President’s Cabinet
- Presidential Search Committee
- Student Affairs Management Team
- Dean of Students Leadership Team
- SAVES Sexual Assault Task Force
- Banner Operations Committee
- City of Radford Coordinating Council on Domestic and Sexual Violence
- New River Valley Alcohol Safety Program
- Area Director Search Committee
- Administrative/Professional Faculty Grievance Committee
- NRV Alcohol Safety Program
- Student Affairs Scholarship Committee
- Instructional Review Board
- Parking and Traffic Committee
- Sustainability Committee
- Wellness Fair Planning Committee
- General Foundation Scholarship Committee
- AP Faculty Senate
- Wellness Committee
- Diversity Dialogues
- Diversity, Equity & Action Committee
- Military Advisory Committee

- Center for Student Engagement in Community Service Initiative Committee
- Women’s Studies Committee
- Director, Student Support Services Search Committee
- Academic Specialist, Student Support Services Search Committee
- Academic Advising Committee/Meetings
- Readmission Committee
- President’s Diversity Reception Committee
- Administrative Assistant, Center for Diversity and Inclusion Search Committee
- MLK Commemorative Committee
- Club Programming Committee (CPC)
- Ignite Student Leadership Conference Program Chair
- Recognizing Excellence in Diversity Awards Committee
- Women’s Studies Program Director Search Committee
- Director of University Services Search Committee
- Assistant to the AVP/Dean of Students Search Committee
- Deputy Title IX Coordinator Search Committee
- Executive Director of Career Services Search Committee
- Suicide Prevention Committee
- RU Futures
- Assistant VP for University Advancement Search Committee
• Communicable Disease Outbreak Advisory Committee
• Assistant Director of Disability Resource Office Search Committee
• Retention Committee
• Success Starts Here Planning Committee
• Assistant Director of Residential Education Search Committee
• Sustainability Committee
• Alcohol & Sexual Violence Education RFP
• Radford University Campus Ministers Association (RUCMA)
• Student Affairs Director of Budget Search Committee
• Assistant Director of Disability Resource Office Search Committee
• Coordinator for Deaf and Hard of Hearing Services Search Committee

• Commencement Committee
• University 100 Planning
• Student Affairs Staff Development Committee
• Roots and Branches Commission
• CART services RFP
• DOS Website
• Noel Levitz Student Support Services subcommittee
• Director, Emergency Management Search Committee
• RU Emergency Management Team
• Biology Connections Living Learning Communities Community
• Assoc./Asst. Director of Student Conduct Search Committee
• Hobsons Implementation Team

National/Regional/Local Conference/Workshop/Webinar Attendance
• NAPSA National Conference
• ACPA National Conference
• NASAP National Conference
• Virginia Leadership Academy (VLA)
• Virginia Association of Educational Opportunity Program Personnel (VAEOPP) Drive-In Conference
• Virginia Association of Educational Opportunity Program Personnel (VAEOPP) Annual Conference
• Mid-Atlantic Educational Opportunity Program Personnel (MAEOPP) Conference
• Virginia Student Services Conference (VSSC)
• Virginia College Alcohol Leadership Council (VACALC) Retreat
• National Center for Student Leadership (NCSL) – Student Leadership Conference, Orlando, FL
• Virginia Victim Assistance Academy
• Climate Surveys: What Campuses Need to Know webinar
• ASCA Legislative Update: The Campus Accountability and Safety Act webinar
• Safe Zone Training
• Common Substances Abused and Signs of Drug Use
• Beyond Checking the Box: Examining Best Practices for Sexual Assault Prevention webinar
• Campus Sexual Violence Summit
• Engaging the Healthy Majority: An Examination of Bystander Intervention
Approaches for Alcohol and Sexual Assault Prevention webinar

• Professional Development Training: The Seven C’s of Social Change
• Neuropsychology of Addiction and Brain Based Relapse Prevention
• Title IX Training
• Examining the Connections Between Alcohol Use and Sexual Assault Among College Students webinar
• Virginia Campus Safety and Violence Prevention Forum
• Professional Development Training: LGBTQ and Sexual Assault – Eric Garrison
• Engaging Men: Triumphs, Troubles and Tools webinar
• Preventing Sexual Violence on Campus webinar
• A Holistic Approach to Sexual Assault Prevention on Campus webinar
• Reasoning with Unreasonable People: Focus on Disorders of Emotional Regulation
• SASSI Training: Administration, Scoring, and Advance Clinical Interpretation
• Professional Boundaries and Ethical Dilemmas
• Mass School Violence Training
• Emotional Manipulation: Understanding Manipulators and Helping Their Victims
• NCORE National Conference
• Creating a Modern Mentoring Culture (webinar)
• Social Justice Training Institute (SJTI)
• Creating More Welcoming, Safer Campuses for LGBTQ students (webinar)

• Association on Higher Education and Disabilities
  o Fall Drive-In Conference
  o Regional Conference in Richmond, Virginia
• Salome Heyward and Associates Webinars
  o Training Students in a Workplace Environment
  o The Complexity of Student Conduct Cases
  o The Housing Dramas Continue
  o The Art of Managing the Unreasonable
  o Legal Updates and Compliance Issues on the Horizon
• Area and University Assessments: Dr. Ebenezer F. Kolajo
• Street Crimes K9 Unit Presentation
• Diversity Training – Tim Wise, Activist and Trainer
• Cross Country Education Day Conference, Roanoke, VA
  o DSM – 5 update and Anxiety Disorders
  o Happiness: How Positive Psychology Changes Our Lives
• 7 C’s of Social Change- Robert Bedford
• Sexology Training- Eric Garrison
• May Our Turn Session: New Online RFT Procedures
• Empowerment and Initiative – Tracey Knofla
• Terrorism and Security Awareness Training
• CQ5 Content Development Training
• Workplace Harassment Training
• Suicide Prevention Training
• Annual MOAT Training
• SPCC Supervisors Training
• SPCC Training
• Association for Student Conduct Administration (ASCA) Legislative Update: The Campus Accountability and Safety Act Webinar
• ASCA 2014 Final Legislative Update: What Every Student Conduct Administrator Should Know about VAWA and other Recent Legislative Activity
• ASCA Virginia Summer Meeting
• Connecting with Student of Concern: Conduct Officer as Student Support Advocates
• Accountability Alliance: How to Successfully Manage Fraternity and Sorority Conduct Cases
• Tracking Legislation for Your State
• At-Risk and Veterans on Campus through Kognito
• D. Stafford & Associates Clery Act Compliance Training Academy
• Gehring Summer Academy (ASCA)
• Grant Writing Workshop
• Council for Education (COE) webinars
  o Grant Writing
  o APR Completion
• CBORD User Group Conference
• South Atlantic Affiliate of College and University Residence Halls (SAACURH)
• Virginia Association of College and University Residence Halls (VACUHR) conference
• Donna M. Bourassa Mid-level Management Institute
• John N. Gardner Institute’s Symposium on Student Retention
• EverFi Annual Research Summit
• Virginia Association of College & University Housing Officers (VACUHO) Drive-in Conference 2015

Presentation/Instruction
• Highlanders Step UP! & Do Something bystander intervention, 17+ presentations/trainings
• Resident Assistant (RA) Policy and Incident Training
• Resident Director (RD) and Graduate Assistant (GA) Student Conduct Officer Training
• The New Standards & What They Mean for Ras, RDs, and Gas
• The New Standards & What They Mean for Muse Hall Residents (RA Hall Program)
• Resident Director (RD) and Graduate Assistant (GA) Student Conduct Officer RE-Training
• Academic Integrity Case Training for Academic Case Coordinators
• Conduct Board Training for Students, Faculty and Staff
• Quest, Parent, Student, Transfer and Express presentations
• Behavioral Consultation Team overview for New Faculty Orientation
• Dean of Students Overview, presentations
• Behavioral Consultation Team Overview, for residential life staff
• “Threat Assessment and Behaviors of Concern”, presentation for College of Education and Human Development faculty and staff
• Managing Class Room Behaviors, presentation for graduate teaching assistants/fellows
- UNIV 100: Introduction to Higher Education (8 sections taught)
- Emergency Advocate Training, Women’s Resource Center, fall and spring
- Diversity on our Campus, training for Residential Life
- Investing your whole self: Diving into the world of a Mid-Manager, presentation for SACSA
- International recruitment: presentations in China for parents and potential students
- Leaning In: When Women of Color Lend their Voices
- Authentic Leadership: The Courage to Just be YOU as you Lead, NASPA National Conference
- Stone Soup_How your Library Can Partner to Make Programming More Inclusive, 10th Annual Metrolina Library Association Conference
- Overview of DRO and faculty/student roles and responsibilities, New Faculty Orientation
- Working with Students Registered with the Disability Resource Office – presented to:
  - School of Teacher Education and Leadership student teacher cohort
  - Peer Instructors for University 100
  - Quest Assistants
  - Admissions Counselors
  - Resident Assistants
- Our Turn Sessions:
  - Colorful Language- Colors and Manners in American Sign Language
  - Appalachian Dancing/Clogging Workshop
- QUEST, DRO Overview for parents and students
- Campus-wide Accessibility Workshop
- Special Speaking Engagement to School of Teacher Education and Leadership
- Visiting Schools, DRO
  - Franklin County High School – 32 students and adults
  - Salem High School – 12 students
- LARC Training for Tutors
  - Working with Students Who have Hearing Loss
  - Working with Students living with Autism Spectrum Disorder
  - Working with Students living with Traumatic Brain Injuries
  - Working with Students living with Attention Deficient Disorder and Learning Disabilities
  - Working with Students living with Vision Loss
  - Working with Students living with Psychiatric Disabilities
  - Note taking Strategies for Students
- Multiculturalism and first generation students, SSS staff presentation at Ignite Leadership Conference
- Healthy Relationships: Communicating Effectively with Friends, Family, and Significant Others, Dean of Students presentation at Ignite Leadership Conference
- Plagiarism Presentations at Pulaski County High School
• “Art of Effective Communication” – Ignite Student Leadership Conference

**National/Regional/Local Leadership Roles/Advisement**

- Student Government Association (SGA), Primary Advisor
- SGA Off-Campus Senator/Off-Campus Student Council, Advisor
- ACPA SSAO Advisory Board Member
- NASAP Executive Board
- Deputy Title IX Coordinator Search Committee, Chair
- Women’s Resource Center Board Member at Large Representative
- VACUHO President Elect
- VACUHO Governing Council Secretary
- VACUHO CHO Rep
- VSSC Conference Planning Team/Co-chair Entertainment Committee
- Ignite Student Leadership Conference: Program Chair
- Kappa Delta Rho, Advisor
- Assistant to the AVP/Dean of Students Search Committee, Chair
- SAVES Sexual Assault Task Force, Chair
- Administrative Assistant, Center for Diversity and Inclusion Search Committee
- AP Faculty Senate
- AHEAD Scholarship Committee
- Diversity, Equity & Action Committee, Co-Chair
- Are You Hype, Primary Advisor
- RUCMA, University contact
- Zeta Phi Beta Sorority, Inc., Graduate Chapter Advisor
- NASPA African American Knowledge Community, Chair Emeritus
- NASPA African American Knowledge Community, Fundraising Chair
- SACSA VA State Board Member
- NAACP – Montgomery, Floyd, Christiansburg, Radford chapter, Collegiate Advisor Ex Board
- Men of Standards, Primary Advisor
- PRETII Women, Primary Advisor
- Black Student Advisory Committee, Primary Advisor
- RISE UP Mentoring Program, Primary Advisor
- African Student Association, Primary Advisor
- NAACP, Primary Advisor
- Ladies of Value and Empowerment, Primary Advisor
- Assistant Director, Disability Resource Office Search Committee, Chair
- Coordinator for Deaf and Hard of Hearing Services Search Committee, Chair
- Clery Compliance Co-Coordinator
- Area Director Search Committee, Chair
Membership in Organizations

- American College Personnel Association (ACPA) College Student Educators International
- National Association of Student Personnel Administrators (NASPA)
- National Association of Diversity Officers in Higher Education (NADOHE)
- National Pan-Hellenic Council (NPHC)
- Zeta Phi Beta Sorority, Inc.
- Association on Higher Education and Disability (AHEAD)
- Virginia Chapter of Association on Higher Education and Disability (VA AHEAD)
- Registry of Interpreters for the Deaf (RID)
- Virginia Chapter of Registry of Interpreters for the Deaf (VA RID)
- American Counseling Association (ACA)
- PepNet – National collaboration of four regional postsecondary education centers in the United States, for individuals who are deaf and hard of hearing
- Order of Omega, Honorary Initiate – Greek Honor Society
- Virginia Association of College & University Housing Officers (VACUHO)
- American Colleges & Universities Housing Officers-International (ACUHO-I)
- Association of Student Conduct Administrators (ASCA)
- National Association of Student Affairs Professionals (NASAP)
- Georgia Association of Public Administrators (GAPA)
- Georgia Housing Officers Association (GHO)
- Southeastern Association of Housing Officers (SEAHO)
- National Association for the Advancement of Colored People (NAACP)
- Southern Association for College Student Affairs (SACSA)
- National Association of Clery Compliance Office and Professionals
- Delta Delta Delta National Sorority
- Alpha Omicron Pi Fraternity
- Virginia College Alcohol Leadership Council
- Radford University Campus Ministers Association (RUCMA)
Office of the Dean of Students

Overview of Area

The Office of the Dean of Students responds to the informational and personal concerns of students and oversees the protection of student rights. The office plays a major role in promoting and upholding the shared values and ideals of the Radford University community.

The office provides a variety of direct services for students. These include student advocacy services, off-campus student services, information for parents and families, absence notices, medical withdrawal processes and serves as primary advisor to the Student Government Association. During the 2014-2015 academic year, the staff included an Associate Vice President for Student Affairs/Dean of Students, Associate Dean of Students, 2 Administrative Assistants (1 vacant fall 2014), and 2 undergraduate work study students (spring 2015).

Mission/Vision

The Office of the Dean of Students (DOS) promotes and facilitates student learning, engagement and development outside the classroom and collaborates with the others to enhance the quality of life for students at Radford University.

AY 2014-2015 Highlights

1. Successful completion of DOS reorganization
3. Marketing and Branding efforts
4. Significant increase in student requests for assistance and walk-ins
5. Suicide Prevention Committee convened
6. DOS organized and co-hosted the Virginia Leadership Academy for the 2nd year
7. Staff Development Committee enjoys successful first year

Personnel Changes

The Assistant to the Associate Vice President for Student Affairs/Dean of Students position became vacant during the fall 2014 semester. Following a search Gina Stike joined DOS from the President’s Office to fill that role in January 2015.
Performance Data

Advocacy:

The Dean of Students’ Office (DOS) provides advocacy by working with a student to ensure they have access to eligible resources, support, and skills to engage and be successful while members of the Radford University community. This includes conflict coaching, policy/process navigation, connecting to resources, role playing conversations, and information gathering, as well as ensuring the rights of community members. Medical withdrawals, absence notifications, facilitated conflict resolution, and behaviors of concern are the most commonly associated processes. This was the third year of a more intentional approach and tracking of general inquiries and requests for support in DOS. DOS provides the same guidance and consultation to families, faculty and staff.

During the 2014-2015 academic year approximately 421 requests from students, faculty, staff and families were fielded through the DOS. This represents a 72.5% increase in contacts from the previous academic year. This number does not include data provided below specific to medical withdrawals and absence notifications. This number is likely 50 to 100 requests higher than reported as data related to the Associate Vice President for Student Affairs/Dean of Students interactions with students, faculty, staff, and families were only tracked for spring 2015. Generic contacts by faculty and families not connected to a specific student are also not captured in the data shown below. The majority of requests require multiple interactions or meetings for resolution to be reached. Additional data such as average number of interactions, types of requests, etc. is not available at this time but is anticipated in the near future.
Advocacy - 3 yr comparison

- 2012-2013: 212
- 2013-2014: 244
- 2014-2015: 421

Absence Notifications - 3 yr comparison

- 2012-2013: 23
- 2013-2014: 49
- 2014-2015: 106
Absence notifications increased by 116% from the previous academic year. This year the Radford University community experienced three (3) house/apartment fires. Approximately 26 students were impacted by the fires with 18 students requesting notice be provided to their faculty. Accident, illness or injury necessitated 28 absence notifications and loss of a family member or friend accounted for 24. The dramatic increase has not been able to be attributed to a single specific issue or reason. Consistent with the increase in requests for assistance it is believed the increase is due to greater visibility of DOS, separation of conduct functions and marketing efforts. Future numbers coupled with the consistent approach of DOS will assist in better determining impacts.

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<tr>
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<tbody>
<tr>
<td><strong>Medical Withdrawals</strong></td>
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<td>Pending</td>
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</tr>
<tr>
<td>Processed</td>
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<td>60</td>
</tr>
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Exceptions to the University’s Withdrawal Policies or Non Academic Withdrawals, more commonly referred to as medical withdrawals, range from medical injury to mental health concerns as well as other personal student circumstances (e.g. Loss of a parent during the semester, etc.). The difference in medical withdrawals in 2014-2015 and the previous academic year is not statistically significant.

**Dean of Students Reorganization**

Upon arrival of Dean Clark to Radford University, the administration of the campus student conduct process fell within DOS. The conduct functions overshadowed the advocacy work done
by DOS in the eyes of the RU community; deterring students in need of support from reaching out to DOS. The creation of an Office of Student Standards and Conduct (OSSC) staffed with a Director, Associate and Assistant Director roles, and a Case Manager provide an office and staffing structure that best meets the needs of the functions and community.

A Director provides an additional staff member to assist in the resolution of the most serious and/or organizational allegations and provide the supervision and support required of the conduct functions. The result is more timely response to behaviors, which promotes a community that is conducive to student learning and growth; thus aiding in student retention efforts.

Staff office locations presented similar constraints for students seeking support, in crisis, having been hospitalized, or violated in some way. The Associate Dean and SAVES were housed in the same suite with the conduct functions. Victims of sexual assault or other violence may be reluctant to seek support out of fear of running into their alleged perpetrator facing conduct allegations and required meetings in the same office suite.

The newly created Office of Student Standards and Conduct is housed in suite 207 Heth (formerly the Dean of Students suite) The Associate Dean and Administrative Assistant moved to the former Vice President for Student Affairs (VPSA) office suite (274 Heth Hall) (now Dean of Students suite).

The SAVES Coordinator, 1500 hour Administrative Assistant, along with associated graduate assistants/interns remain in the same location. A new door cut into the suite to allows SAVES to have its own entry and identity (215 Heth Hall), thus seeking to address concerns outlined above.

The separation of functions through the creation of an Office of Student Standards and Conduct and restructuring of space provides clarity of function and ease of seeking support (especially from the student walk-in perspective) making it easier for students to pursue services and ask for assistance needed to encourage their academic and personal success; thus directly impacting student retention.

The reorganization moved forward during summer 2014 with relocation of office space for staff, changes in signage, and onboarding of a new Director of Student Standards and Conduct. The reorganization was finalized during the fall 2014 semester. The positive impacts are directly reflected in the previously discussed advocacy performance data.

**Re-Branding and Marketing**

In the early efforts of marketing to aid discussion around the reorganization and clarify functions of the Dean of Students Office a tagline was developed. _Awareness. Advocacy. Accountability._

_Awareness_ – to provide information and education to students and their family members from pre-matriculation through graduation.
Advocacy – to support our students in developing their self-advocacy skills, and to advocate for our students.

Accountability – personal accountability is an essential component of the growth and development of Radford University students in preparing them to achieve their life goals.

A tagline offers quick recognition and word association making it easy for students to recall. While specific to DOS it is also inclusive and broad enough to serve as a foundation for all areas the report to the Office of the Dean of Students.

Rebranding and marketing continued by adding artwork and the tagline to the second floor Heth hallway. A brochure for use at Quest, other events and resource displays was also printed.
Academic Excellence
Academic Freedom and Debate
Collegial Working Relationships
Curiosity and Creativity
Diversity
Education as Lifelong Pursuit
Ethical Behavior
Freedom of Thought and Expression
Suicide Prevention:

As members of Radford University campus community, faculty and staff are committed to not only the academic success of our students, but also their mental and physical well-being. Good mental and behavioral health is critical to effective student learning and navigating the pressures and demands of the collegiate experience.

Students who lack the emotional readiness to learn face many potential challenges that may affect academic performance, interpersonal adjustment, retention and graduation.
Stress, anxiety, depression and substance abuse are key factors that undermine readiness to learn and academic and personal success in college. Taken to the extreme, they can result in degraded performance, withdrawal, aggression and suicide. The best means to address such issues include awareness, alertness to behavioral indicators, intervention and referral.

During fall 2014 the Dean of Students Office learned of three (3) online trainings to address these concerns; “At Risk for Campus Faculty/Staff”, “Veterans on Campus for Faculty and Staff” and “At Risk for Students” available via Kognito. The At Risk Licenses were available to both students and faculty as provided by a federal grant to the Virginia Department of Health and the Campus Suicide Prevention Center of Virginia at JMU. The grant expired December 31, 2014.

Radford University made the “At Risk for Campus Faculty/Staff” and “Veterans on Campus for Faculty and Staff” training sessions available to faculty and staff to enhance awareness and promote understanding of the appropriate assistive behaviors for students at risk. Such training is required under the Code of Virginia § 23-9.2:10. and is directed by the University’s Threat Management Policy and Procedures.

The “At Risk for Campus Faculty/Staff” consisted of a 45 minute interactive online simulation that helped faculty and staff learn to identify and respond to students who may be in distress. Participants also learned some basic skills, including how to make an effective referral to support services when necessary.

The second training was “Veterans on Campus for Faculty and Staff”. This 30-minute session helped participants better understand the needs and experiences of student veterans, including (1) the unique value they bring to campus, (2) obstacles they may face in their pursuit of a college degree, (3) effective techniques for managing classroom discussions around topics that may be sensitive to veterans, and (4) best practices for connecting with student veterans exhibiting signs of psychological distress with support.

The “At Risk for College Students” was an online, interactive gatekeeper training simulation designed to prepare students and student leaders to (1) recognize when a fellow student is exhibiting signs of psychological distress and (2) manage a conversation with the student with the goal of connecting them with the appropriate support service. “At Risk for College Students” used a virtual environment to enhance the learning experience. Users assumed the role of a university student and engaged in a simulated conversation with a fully animated student who showed signs of depression, suicidal thoughts, anxiety and drug abuse. By providing hands-on practice, participants become more confident and proficient in handling similar situations in real life.
At the end of each training session, participants were asked to take a short survey. This is how data was collected on the effectiveness of the program. Approximately 69 students, 43 Veterans and 90 faculty took advantage of the training. Informal feedback received from faculty took the on-line training was overwhelmingly positive.

The Risk Advisory Committee has charged the AVP/DOS to appoint and convene a cross-sectional committee of faculty, staff and students to identify and review Radford University’s current suicide prevention efforts, identify gaps and develop appropriate training programs, resource materials and prevention marketing strategy. The committee is working to have new and updated programs and materials in place and available for fall 2015.

The Radford University Suicide Prevention Committee is one of nine (9) campuses that has partnered with the Campus Suicide Prevention Center of Virginia at James Madison University and the Virginia Department of Prevention and Health Promotion, to seek a new grant through on grant awards are anticipated by October 1, 2015.

**Staff Development:**

The Staff Development Committee believes that the best possible educational environment for all students can be achieved when the college invests in the professional skills, academic knowledge, personal health, and cultural proficiency of all of its employees. Thus, provision for continued professional development opportunities for Division of Student Affairs employees is essential for their effectiveness in advancing student success.

**Operational Principles**

The following principles provide a framework for professional development and serve as criteria for making decisions on professional development activities. In general, these principles foster professional development by providing resources to build the ability of staff to meet the goals of the university.

Professional Development is defined as an activity that has as its goals the development of skills, competencies and personal qualities that will provide the potential for better performance and satisfaction on the job. To that end, the Division of Student Affairs Staff Development Committee plans, coordinates and provides financial support for a variety of activities that engage staff in an active and creative intellectual life.
The committee’s principles under these headings:

1. Contribution to Student Success:

   Professional development activities must have either a direct or an indirect student benefit. These benefits to students should increase their success as measured by agreed-upon learning outcomes at the institutional, program and course levels.

   Benefits to students may accrue through:
   • Improvement of the delivery of the service which a staff member provides
   • Enhancement of the content for a specific course or program of instruction or student service
   • Enhancement of cultural proficiency of the staff member
   • Improvement of leadership skills
   • Enhancement of knowledge of shared governance
   • Improvement of technological skills
   • Enhancement of employees’ health and wellness

2. Meeting University Needs

   Professional development activities include those that meet the needs of Division of Student Affairs employees as expressed in needs assessment surveys, workshop evaluation forms, and internal documents such as program reviews, accreditation self-study reports, district and college strategic plans, shared governance committee activities, and academic and classified senate or management initiatives. Moreover, the Staff Development Committee should be proactive in identifying university needs and encouraging employees to explore ideas and competencies that facilitate continuous improvement at the organizational and individual levels.

3. Allocation of Resources

   Since resources are always limited, the committee believes that professional development activities should be designed to provide the greatest effect on the college, its programs and its students. Consequently, college resources should be allocated to activities that have broad institutional impact. At the same time, the committee recognizes:

   a. the value of the individual’s rejuvenation through individual professional development activities, such as attendance at professional conferences;
   b. that professional development may involve activities which are beyond staff’s ordinary or current job descriptions but are likely to be integrated into their present or future contribution to the college; and
c. the importance of professional development for all Division of Student Affairs employees, which requires that resources be fairly allocated among departments, employee categories and types of activities.

Resources for professional association conference attendance will be evaluated with regard to the employee’s level of engagement in the association through conference presentations, association leadership involvement, and record of past association involvement. Employees are actively encouraged to establish long-term professional association membership, attend national, regional and state conferences, regularly present at conferences, and aspire to leadership positions.

4. Accountability

The committee evaluates what the offerings and learns from the evaluations. The importance of ensuring appropriate accountability for those who engage in professional development activities is recognized. The committee abides by state, district and college policies and regulations as well as by the requirements of funding sources. Staff Development Committee policies and operations are open.

Responsibilities

The responsibility for professional development for Division of Student Affairs lies with many constituencies. Ultimately, in an effective organization, the responsibility for professional development lies with each employee. The Vice President for Student Affairs and Staff Development Committee must nurture a climate where continued personal and professional growth is valued and pursued by every employee. As well, the Staff Development Committee is responsible for ensuring that adequate opportunities for staff development exist. At present, the responsibilities of the Staff Development Committee are:

- Plans and conducts activities for all employees that lead to enhanced student success
- Provides a forum for explorative and open discussion of new and innovative procedures and strategies
- Supports technology innovation and training
- Develops a process to distribute information to staff on workshops, seminars and available resources related to staff and instructional improvement
- Provides programs for community awareness
- Develops a comprehensive staff development plan
- Fulfills committee obligations to college strategic planning
Staff Development Goals and Strategies

The goals of the Staff Development Committee are aligned with the goals of the Division of Student Affairs, namely, promote student retention and success, staff retention, safe and inviting facilities, and diverse co-curriculum. Most directly, the Staff Development Committee supports these goals through the development of skills, knowledge and attitudes in these areas:

- **Teaching and Learning Competence** – by building a training program in the development, implementation, and assessment of culturally proficient student learning outcomes
- **Cultural Proficiency** – by developing a training program and providing opportunities for Division of Student Affairs employees to have cultural experiences that contribute to and broaden the cultural proficiency of the Division of Student Affairs community
- **Technological Competence** – by developing a technologically competent organization
- **Health and Wellness** - by encouraging and promoting healthy life choices among all Division of Student Affairs and staff
- **Organizational Competence** – by creating an environment that provides objective and effective training and learning opportunities to ensure and promote organizational competence

Trainings Highlights

Throughout the 2014-2015 academic year, the Staff Development Committee provided nine (9) training events and one (1) support staff recognition program (April 22, 2015). Attendees received a certificate of completion for each training event they participated in for their portfolio. After each development and training event attendees were asked to complete a “Training Evaluation Form.” The evaluation assists the Staff Development Committee in assessing staff opinions and impressions of the training provided and to determine areas of improvement.

Training & Events

- Team Building & Customer Service- Tracy Knofla (High Impact Training), May 14, 2014
- Crisis Intervention Training: Basic Intervention Skills & Verbal De-Escalation- Sgt. Scott Shaffer (Radford University Police Department), May 21, 2014
- Assessing Student Development and Learning in the Student Affairs Division- Dr. Ebenezer F. Kolajo (Assistant Vice Provost for Academic Retention/ SACSCOC Accreditation Liaison), August 14, 2014
- Diversity- Time Wise (American Anti-Racism Activist and Writer), October 22, 2014
- 7 C’s of Social Change- Robert Bedford (Director of Student Involvement), January 13, 2015
- Gender Empowerment- Dr. Lea Williams (Author and Independent Scholar), April 10, 2015
Staff Development Evaluation & Assessment

Student Affairs Administrative Professional and Classified staff members were surveyed to determine the areas in which to conduct development and training. Based on answers to questions such as “what are your professional goals,” “would you be willing to pursue professional development, if the topic was interesting and relevant,” and “what is the preferred time of day for professional development activities,” the Staff Development Committee was able to curtail training to the needs and desires of relevant information for the student affairs staff members. A total of 33 staff members (23 AP, 10 Classified) submitted surveys. Surveys were anonymous and completed on a volunteer basis.

The majority of staff (AP and Classified) stated that their top professional goal was to improve professional skills followed closely by furthering knowledge in student affairs and improving professional networking across campus. Both groups unanimously stated they would pursue professional development if the topic was interesting and relevant. Additionally, the majority of both groups agreed that Wednesdays or Thursdays in either the late morning or early afternoon would be preferred for training sessions. When asked what are the staff members’ greatest barriers to attending workshops the most selected answers were “timing of workshop/event,” “topics that do not interest me,” and “unaware of workshop/event.”

The Staff Development Committee analyzed the data and chose workshops and training events that met the needs of AP and Classified staff members. A total of 9 workshops/events were administered in AY 2014-15, correlating with the requests of staff as well as the goals of the Staff Development Committee.

After each workshop/training event was completed, participants completed the Training Evaluation Form. Attendance for workshops/training events averaged at 36 attendees with one outlier of 19 people. All workshops yielded almost identical results on each evaluation question/statement including training met expectations, the trainer was knowledgeable of their topic, and materials administered were relevant and useful. Attendees for all workshops overall felt that the training they received could be applied in their staff positions. Some comments from participants were: “Really enjoyed this!!!”, “This is what we needed to energize, motivate and encourage better communication and to facilitate change”, “Thought provoking!”, “Very relevant!”, “Great topic-very solid focus on our division”, “Awesome, fun, empowering, validating!”, “Great job, training and development committee”, and “Best one yet!”
Some of the suggestions from staff on improving training and development workshops included:
“I would like more dialogue. I learn through conversation/reflection”, “Suggest 2 hours would be
better”, “More time”, “Handouts of PowerPoint could have been helpful for following along”,
“More interaction with in presentation”, “Interactive exercises- straight lecture is boring, less
impactful!”,”More materials!”,”Break half-way through”, “I saw people raise their hand and not
get recognized”, and “No time for questions at the end.”

Overall, the data collected supports the Staff Development Committee’s mission and goals. With
the comments and suggestions provided, the committee can develop a strategic training program
for AY 2015-2016 that address the concerns of staff while continuing to provide quality
workshops and speakers that are innovative and relevant to Student Affairs.

Staff Development Proposed Improvements/Changes/Action Items for 2015-2016

- AP Staff Monthly Trainings
- Classified Staff Monthly Trainings
  - Procurement Presentation
  - eVA- Processes for getting things done
  - Request for Travel
  - Optimizing the use of Microsoft Outlook
  - PowerPoint/ Visio Tips & Tricks
- Create a tentative calendar of events for year
- Implement Radford Onboarding Assistance and Resources (R.O.A.R.) program
- Presenters brought to Radford University thru Student Affairs for campus wide events to
  also present for staff development training as appropriate
- Revise evaluation instrument
- Enhance Student Affairs professional development book club
- Use of campus expertise for development and training events
Virginia Leadership Academy:

The Virginia Leadership Academy (VLA) is an intensive three-day leadership academy that allows newly elected campus leaders and their advisors – from Student Government and other organizations having campus-wide impact at their college or university – to share ideas and solutions, receive training and personal consultations from current Student Affairs Vice Presidents, Deans of Students, and invited leadership experts. The Academy also promotes intentional team development and synergy in planning among a cross section of student leaders and advisors from each campus. Finally, the academy will facilitate networking with peers from colleges and universities across the Commonwealth of Virginia. This is a working conference stressing group discussions and sharing of information, with facilitators who actively engage participants in generating solutions to shared issues and concerns.

The main objective for Virginia Leadership Academy (VLA) is to facilitate an exchange of ideas across a diverse group of Student Affairs and Student Leadership experts to newly elected SGA and campus-wide leaders. The VLA will allow the newly elected leaders the opportunity to learn more about their elected positions and provide campus leaders with useful tools, contacts and networks to bring forth the confidence needed to effectively prepare for their new campus leadership roles.

The theme for VLA 2015 was “Take The Lead”. An elected SGA or campus-wide officer is not someone who walks around with a title. An elected campus-wide officer is about being the voice of the students, modeling a collaborative approach to governance, and fostering the development of future leaders. The VLA theme “Take The Lead” was selected as a platform for newly elected campus-wide officers to better understand the process of value creation in their roles on the executive boards of their organizations.
OBJECTIVES AND LEARNING OUTCOMES

The conference was focused around sessions and team-building activities that would address aspects of student government leadership. This conference helped student government and campus-wide leaders achieve the following objectives:

- Reduce student apathy.
- Learn new approaches to renew student and faculty interest in student government.
- Improve student input on campus.
- Improve student participation in campus governance and campus-wide activities.
- Assist in forming “plans of action” for resolving own campus concerns.
- Provide the necessary skills and ideas enabling to “make a difference” on own campus next year.

Discussions and various team-building exercises allowed participants to:

- Understand the different aspects of leadership.
- Realize and enhance their own strengths.
- Hone their leadership skills
- Be recognized as leaders among peers from around the state.

Conference Learning Objectives

With a commitment to continuous learning and development, the 2015 VLA:

- Inspired SGA and campus leaders to accept leadership roles
- Increased awareness of challenges faced by SGA and campus leaders
- Built a network of collaborative SGA and campus leaders working towards the betterment of SGAs and campus-wide organizations around the State of Virginia.

Twenty-three (23) students from three (3) Universities participated in VLA 2015. Feedback from their experience and participation has been overwhelmingly positive. Based on discussions during the academy strong consideration is being given to moving VLA to a central location within the state of Virginia in hopes to stimulate more institutions to participate. Regardless of its location for 2016, the Radford University Student Affairs administration remains committed to serving as a partner with the selected host institution. It is also “highly” recommended that Tracy Knofla be retained as the professional consultant facilitator for the 2016 Virginia Leadership Academy.
In the chart above twenty-three (23) or 100 % of the participants responded affirmatively that VLA enabled them to further develop their existing leadership skills.
95% or 19 participants indicated they learned new leadership skills through participation in VLA as shown above.

When asked what they would do differently following VLA, participant responses included:

- “Approach the way I listen and interpret people differently in order to get the job done as best as possible.”
- “Collaborate and consult more with colleagues.”
- “Build stronger relationships with my organization member and understand their needs.”
- “I will strive to be more open-minded and flexible with other leadership styles.”
- “Be more proactive as far as encouraging and fostering other’s potential as leaders. GROWTH.”

When asked why other student leaders should attend VLA, participant responses included:

- “It is an awesome experience to gain new leadership skills and learn how to work with other leaders effectively and efficiently. Plus the bonfire!”
• “So many fun interactive activities with extremely relevant messages behind them.”
• “To compare and contrast issues with other schools and learn ways that helped them.”
• “It is crucial for growth and wisdom.”
• “To become better leaders and form relationships that are state-wide.”

VLA TESTIMONIALS and PHOTOS:

“It is a great experience and it only strengthens your capabilities as a leader and person.”
“The reason why I came back this year as a 2nd timer at the conference, VLA, is for this one very special person and her name is Tracy Knofla. Tracy is our facilitator here at VLA. She’s energetic, she’s passionate, she’s dedicated to letting us grow from her as well as her grow from us. It’s been a wonderful experience with her from the first time and this year the second time. Something about her makes you get out there and get engaged as a leader and take those skills back to your University.”
“I’m truly excited! This experience at VLA has been amazing. I came here because I wanted the opportunity to learn and grow – I did that and so much more! So thank you VLA!”
“And it’s a great way to get to know your administrators of your school that you don’t really get to know or speak to as much!”
“We learn from each other. It is a no judgment zone. We work hard and play harder.”

“It’s also a great time to get to know other leaders from all different parts of your school; to come out and socialize and mingle.”
“This experience is life changing and it really helps you remember why you become a leader and how to be a better leader. Also the people and networking opportunities.”
“To see that they are not alone with everything they are doing. There are other leaders that they can get to know and reach out to.”
Goals for Academic Year 2014-2015

Goal 1. Finalize the reorganization of the Dean of Students Office with a focus on advocacy, and creation of the Office of Student Standards and Conduct with a focus on the Radford University conduct process.

VPSA-2B: Enhance student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional wellbeing and healthy lifestyles

- This goal was achieved

Goal 2. Further revise and develop the materials related to the medical withdrawal process.

VPSA-2B: Enhance student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional wellbeing and healthy lifestyles

- This goal is in process. Information on the Dean of Students web site was updated and revised to align with the Exception to University Withdrawal Policy. Staff have modified language used when working with a student to make parallel with the policy and website.

Goal 3. Enhance the provision of advocacy services, and awareness of services within the campus community.

VPSA-2B: Enhance student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional wellbeing and healthy lifestyles

- This goal is in process. By virtue of the reorganization advocacy services have been enhanced. The Dean of Students tagline, brochure and other marketing efforts have begun to raise awareness of services offered as well as enhance the provision of advocacy services.
Goals for Academic Year 2015-2016

Goal 1. Further revise and develop the materials related to the medical withdrawal process; specifically looking at timing and appeals.

*VPSA- 2B:* Enhance student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional wellbeing and healthy lifestyles

Goal 2. Enhance the provision of advocacy services, and awareness of services within the campus community.

*VPSA- 2B:* Enhance student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional wellbeing and healthy lifestyles

Goal 3. Develop effective policies and high-quality programs based on research-based practices and institutional, as well as internal assessment data.

   **Goal 3.1** Working together with Housing & Residential Life, continue to identify problematic areas of residential life and effective solutions to those concerns.

*VPSA – 4C:* Strengthen Staff Retention and Excellence – Develop and implement long range staffing, compensation and restructuring plans to support and sustain quality and continuity of programs and services.

Goal 4. Increase collaborations between Associate Vice for Student Affairs/Dean of Student units and Associate Vice President for Student Affairs/Director of Student Activities units

*VPSA – 1C:* Provide an Engaging, Distinctive and Diverse Co-Curriculum – Build a sense of campus community through collaborative partnerships to support student learning, development and success.

Goal 5. Raise student, faculty and community awareness about DOS programs and services.

*VPSA – 2A.* Promote Student Development, Retention and Success – Provide and assess programs, services and learning outcomes and promote continuous improvement

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

- Fully implement Symplicity-CARE software for Behavioral Consultation Team and Advocacy functions
• Explore and implement next steps to further branding and promotion of *Advocacy* within the Dean of Students Office.
• Develop and propose full plan to restructure Housing & Residential Life
• Outreach to the campus units to increase awareness and participation in Dean of Students units’ events and services.
• Develop a comprehensive Dean of Students, providing information, tools and resources for the campus community
Center for Diversity and Inclusion

Overview of Area

The Center for Diversity and Inclusion (CDI) is an office that is dedicated to promoting inclusiveness on Radford’s campus through programmatic and co-curricular experiences. This office serves as a multicultural resource to students, staff and faculty. CDI offers student organization support, off-campus cultural excursions and innovative campus programs to celebrate cultures represented on RU’s community and across the globe. The office staff includes 1 Director, 1 Assistant Director, 1 Administrative assistant, 3 Graduate Interns/Assistant, and 6 Office Assistants (work study students).

Mission

The Center for Diversity and Inclusion (CDI) seeks to explore and encourage diversity to promote a deeper understanding and appreciation for people from all backgrounds. CDI will collaborate with others offices on campus and in the greater Radford community, to provide engaging social and educational programs that create a safe space and multicultural environment for students, staff and faculty.

Vision

The Center for Diversity and Inclusion (CDI) envisions Radford University as a multicultural institution that provides a forward thinking and progressive approach to social justice and equality. Through a commitment to educating students, staff and faculty on issues of diversity, CDI hopes to promote global citizenry that will encourage the fostering of inclusive communities both on campus and in the world.

AY 2014 – 2015 Highlights

1. Spring Semester: MLK Programming that was robust!
   o Day of Service: increased more than 100%, from 50 in the first year to more than 130 in the second year. Participants completed more than 592 hours of service collectively at more than 11 locations in the Radford, Christiansburg, Blacksburg, Pulaski, Salem and Roanoke.
   o RU Reads Exhibit: This collaborative effort will showcase diversity in a different way on campus, while also promoting a deeper appreciation for literacy.
   o A recreation of the March on Washington: A memorable student-led experience on campus that reflected on over 50 years of civil rights and liberties.
2. CDI and the student organizations that are under our umbrella offered 3,170 hours of community service during the 2014-2015 academic year!

3. CDI had more than 10,500 participants and attend programs hosted by our office and the student groups that we directly advise.

4. New Fall Initiative: Dine on Diversity a new bi-weekly series designed to engage students, staff and faculty in issues around social justice and inclusion. The series started in September and has maintained a strong steady following of students, staff and faculty for talks on Ferguson, diversity in Israel, how to become an LGBT ally, the Jewish faith, Puerto Rican culture and more!

5. Increased Campus Partnerships
   - Collaborative efforts made with **departments/offices**: McConnell Library, Scholar Citizen Initiative, Student Activities, Be SEEN, Peace Studies, Greek Life, Athletics, Sociology Department; College of Education, Nutrition and Dietetics Department, Diversity and Equity Action Committee, Alumni Office, RU Black Alumni Association, Dalton Dining, Club Programming Committee **Student groups**: RUCMA, Men of Standards, Hillel, NAACP, Sociology club, Diversity Awareness Programming Board, R-Space, La Sociedad Hispanica, Are U Hype, Ask Big Questions

6. Living Library – a new and innovative event where we asked campus members to become “living books” to share their story. This was a creative way to share the diversity of campus. The books had more than 150 conversations with “readers.” This event was done in collaboration with the McConnell Library and Scholar Citizen Initiative.

7. Black Alumni/Family Weekend
   - Hillel Bagel and Lox Mixer - more than 30 families from the RU Jewish community were able to network and talk about the Jewish experience on campus!
   - Business meeting – 80 alumni present
   - State of the Black Union – 100 alumni and current students present to listen to a panel of alumni talk about best practices and how to strengthen communities of color on campus
   - Step Show – full capacity 1500 students, family and community members came out to see the NPHC Greek council perform and a professional comedian served as host (event done in collaboration with Greek Life)
   - DAP After party – more than 500 alumni and current students present
   - One hundred percent of those who registered said they would return for the celebration in 2015-2016.

8. Ally Week – featured a weeklong series of programming to promote being an ally to the LGBT community. We offered an Ally training, dialogues, movie (with Rspace) and a social media conversation to stimulate conversation around the issue.

9. Latino History Month – Guest in Residence Michael Reyes
   - Guest was able to engage more than 200 students through a variety of conversations and activities over the course of three days. Events such as the Community Tool Box, a night of Spoken Word, class room visits, Dine on Diversity speaker and a creative presentation on social justice art designs left students asking when the next he would be on campus! Very successful!
10. DAP Fall Concert: This event featured rap music artist Ty Dolla Sign and Lil Bibby. The event was a success with more than 1000 concert goers!

11. Guest Lecturer Tim Wise – “White Like Me”
   - Conducted professional development engagements for Faculty and one for Staff on diversity.
   - Keynote speech drew a crowd of more than 700 students’ staff and faculty. This speaker was brought to campus by efforts of Scholar Citizen Initiative, McConnell Library, the Sociology Club and CDI.

12. 2nd Annual Drag Show: “Shock Therapy” – This event offered a social and educational experience for more than 400 participants. Those in attendance enjoyed a show and also information about becoming an ally on campus to our LGBT community. This event saw almost double the attendance of last year (250 attended last year).

13. Mentoring Program – Radford Inspiring Student Excellence for Underrepresented Populations or R.I.S.E. U.P. is a mentoring program that provides support from upper-class students to first-year and transfer students as they transition to the Radford campus community. Since its inaugural year in 2012, R.I.S.E. U.P has helped many students find a mentor or mentee through a variety of curricular and co-curricular activities such as guest lecturers or academic workshops. Fall semester resulted in 12 prosperous mentorship pairings that will continue throughout the academic year. Many mentorship pairings transpired because of similar interests and majors. During the spring semester, R.I.S.E. U.P will continue to focus on cultivating positive peer relationships with all mentorship pairs through academic workshops, community service projects, and socials.

14. Black History Month Initiatives
   - Dialogue Forums:
     - Black Lives Matter
     - Exploring Colorism in communities of color and whiteness
     - I want to be an ally, but don’t know how
     - I am not my skin color
   - Diversity Awareness Programming Board Black History Month Dinner – more than 100 present, featuring faculty speaker Dr. Reginald Shareef
   - Movie showing – The Butler and Selma (cosponsored w/RSPaCE)
   - Comedy Show and after party – more than 300 people came out (one the iciest day that we had this year)

15. 3rd Annual Diversity Program and Reception – hosted by President Kyle, showcase of high impact practices across academic departments and student affairs.

16. Increased Community Partnership
   - Westside Elementary
     - Hosted a campus visit with more than 100 5th grade students and chaperones. The students had their first college visit on the campus of Radford University! Students were encouraged to attend college and it gave prime exposure to Radford. In the audience of chaperones was a Radford alum who is now a teacher at the elementary school. CDI partnered with student leaders and Radford NPHC members to host the students while on campus.
   - Georgetown University college prep program
     - Hosted 14 high school students and exposed them to campus life and encouraged them to attend Radford.
o Washington DC College Prep Program
  ▪ Hosted 12 high school students and exposed them to campus life and encouraged them to attend Radford.

17. Student Leadership learning opportunities:
o National Conference on Student Leadership
o University of North Carolina at Greensborough – Student Affairs conference
o Keynote speaker event: Kevin Powell (cosponsors – Black Student Advisory Council and NPHC)
o PRETII Women: women’s conference

18. Educational Dialogue Forums:
o DREAMers and Immigration (focus on educating about undocumented students)
o What is Hillel?

19. Interactive Experience
o Tunnel of Oppression – An interactive simulation of oppressed communities were explored. Topics such as racism, suicide, body image and domestic violence were involved. More than 125 participants were a part of this engaging experience.

20. Recognition Efforts
o Recognizing Excellence in Diversity Awards Celebration
o There was a 200% increase in participation, with 25 nominees last year and 100 nominations this year.
o Students, faculty and staff were recognized in 8 categories.

21. Diversity Awareness Programming Board cultural excursion to Washington DC
o More than 25 students were able to visit all the major national monuments, the White House and the nation’s Capital Building.
o Students were able to network with alumni while in DC.

Personnel Changes

- CDI added a new Assistant Director, Natalie Fajardo to the staff on July 10, 2014
- CDI added a new Administrative Assistant, Tasia Persson to the staff on December 10, 2014
Performance Data

Radford University Center for Diversity and Inclusion

Our Story...

96% would recommend CDI programs to a friend or colleague

CDI Publicity
4 out 5 Rating

91% agreed CDI programs were interactive and engaging

89% agreed to have a higher level of awareness than I did prior to attending programs

Useful information from programs
4.3 out of 5 Rating

CDI Resources
4.4 out of 5 Rating

83% acquired new skills or knowledge in relation to topics discussed

Variety of programs offered:
4.3 out of 5 Rating

94% met expectations based on the program description

Welcome home!

Presented by Piktochart
make information beautiful
CDI - Attendance/Participation Levels

Student Groups (Increase in numbers each year)

- Student Groups 2011-2012 (starting amount 6)
- Student Groups 2012-2013 (increase/reactivation of 7 orgs.)
- Student Groups 2013-2014 (increase/reactivation of 6 orgs.)
- Student Groups 2014-2015 (increase of 2 orgs.)
• 97% of participants said they would recommend this program to a friend or colleague.

Responses to why True Leaders should be offered next year:

- It’s necessary for ALL clubs to learn how to communicate
- It is informative
- It was a great way to network and had a lot of information
- It provides an example of how organizations should lead/ be led
- I think it's a great opportunity for exec boards to get to know each other
- It definitely helped
- It’s a great opportunity to learn how to be a leader
- It was useful for new leaders
Tunnel of Oppression

Question 1: After attending the Tunnel of Oppression program, I now have a higher level of awareness of oppressive behaviors than prior to the program.

Question 2: After attending the Tunnel of Oppression program, I am able to identify various types of oppressions in everyday life.

Question 3: After attending the Tunnel of Oppression program, I am better able to explain how oppression affects those involved.

Question 4: After attending the Tunnel of Oppression program, I now have a better understanding of what oppressive behaviors look like.

Question 5: After attending the Tunnel of Oppression program, I now have a better understanding of what oppressive behaviors look like.

Question 6: The Tunnel of Oppression, I am able to adequately communicate what I’ve learned.

Would you recommend The Tunnel of Oppression for future years?

99% Yes
1% No
Graph above is reflective of participants who attended guest speaker, Tim Wise speech on white privilege.

**Goals for Academic Year 2014-2015**

1. Increase permanent staff for office
   a. Assistant Director
   b. Graduate Assistants
2. Increased outreach to Asian, Latino and white students
   a. Invite diverse speakers to campus
   b. Encourage student groups to create more programming and do outreach to include more students from these backgrounds
3. Continue to increase CDI’s visibility through a branding campaign
   a. Walking billboards: shirts (giveaways to students), CDI center staff polos
   b. Branding mark
   c. Brochures
4. Increased publicity for CDI’s events and programs
   a. Hashtag campaigns on all publicity/live tweeting
   b. Multiple sites of publicity: tv, social media and print
5. Increase conference participation for student leaders to gain valuable leadership skills and networking
   a. Attend National Student Leadership Conferences
   b. Attend NASPA: Encourage careers in student affairs (graduate/undergraduate)
6. Continue to strengthen CDI’s relationship with student groups and other departments
   a. Encourage co-programming
   b. Collaborate with Scholar Citizen Initiative
c. Maintain a calendar for organizations to promote collaboration and to avoid duplication of efforts and audiences
7. Continue outreach initiatives to males and faith based leadership
   a. Identify convener for RUCMA
   b. Encourage greater male leadership in student groups
8. Provide greater opportunity for student leadership through student programs

**Goals for Academic Year 2015-2016**

**Goal 1:** Increase collaboration with academic affairs

*VPSA – 1C: Build a sense of campus community through collaborative partnerships to support student participation, inquiry, self-reflection, learning, innovation, development, and success*

**Tangible/Measures**
1. Have 2-4 collaborative efforts with the Quality Enhancement Program – Scholar Citizen Initiative.
2. Incorporate faculty involvement with CDI events and retention efforts.
3. Tutoring program resource as a collaboration with LARC.
4. Increased communication and outreach to faculty, to provide greater exposure to CDI and encourage interaction between faculty and students.

**Goal 2:** Greater outreach efforts

*VPSA – 1B: Sustain distinctive programmatic initiatives and advise an inclusive array of student organizations that promote student engagement, cultivate leadership, and empower self-governance*

**Tangible/Measures**
1. Strengthen publicity efforts with social media platforms (i.e. Twitter, Instagram, Snapchat, etc…)
2. Strengthen publicity efforts with printed flyers and other innovative marketing efforts.
3. Increase outreach to Roanoke Higher Education Center (RHEC).
   a. Reach out to faculty to assess the needs of CDI at the Roanoke campus.
   b. Make CDI events accessible and known to RHEC campus.
4. Increased collaboration with Residence Life
   a. Create training session for Resident Directors and Area Directors, for summer training.
   b. Create training session for Resident Assistants, for summer training.
c. Work with HRL retention specialist to create Multicultural Assistant undergraduate staff positions to create inclusive environments within residence life.
d. Send monthly updates to Area Directors for opportunities for involvement and programs to share with staff and students.
e. Encourage RA staff to co-sponsor events with CDI. Also encourage RAs to bring floor to CDI programs.
f. Develop speaker series with retention specialist.
g. Create committee of students and staff to address needs of residents in halls.

Goal 3: Increase Retention Efforts

*VPSA – 3A: Provide and assess programs, services, applied learning opportunities, and learning outcomes promoting continuous improvement*

**Tangible/Measures**
1. Research, develop and implement a peer mentoring program.
2. Create a study room in the CDI.
3. Early communication to all Students of Color (SOCs) by US Mail, Quest Interactions, Social Media, and communication at the end of each semester.
   - GPA Checks
   - Have You Connected - checks
4. First Fridays: Networking hour
5. Staff development around areas of retention

Goal 4: Increase Assessment Efforts

*VPSA – 3A: Provide and assess programs, services, applied learning opportunities, and learning outcomes promoting continuous improvement*

**Tangible/Measures**
1. Implement assessments for end of semester and year (surveys).
2. Monthly assessment: 1 large scale event, 2 smaller events.
3. Continue to develop and use hashtag tracking.
4. Purchase card scanners for use at CDI events.
5. Continue to enhance campus presence through branding efforts.
Goal 5: Outreach to Asians, Latinos, Whites and Males

VPSA – 1A: Support and enhance a campus culture and co-curriculum characterized by inquisitiveness, active engagement, diverse perspectives, access and inclusion, social justice, character development, personal responsibility, and global citizenship

Tangible/Measures
1. Continue to bring a diversified speaker pool to campus.
2. Hire graduate students to focus solely on male-centered initiatives.
3. Intentional outreach and/or program 1-3 times a month towards these populations.

Proposed Improvements/Changes to be Implemented in 2015-2016

In all the areas that were surveyed this year the area that received the lowest evaluative reading was a 4.0 score out of 5 in the area of publicity. While measures were taken to increase the CDI social media footprint this year, additional innovative ways to better publicize and market will be identified in the upcoming academic year.

Fall 2014 Events:

Salsa Night with RSPAcE
Spoken Word Artist: Michael Reyes

Living Library
Careers in Student Affairs Conference

NCSL Conference
NAACP Event: While Colored

Men of Standards event: Getting Grilled

Center of Diversity and Inclusion celebrates National Coming Out Day!
Spring Events:

MLK WEEK: MLK Day of Service
MLK WEEK: MLK Keynote Speaker
DAP: Black History Month Dinner
Disability Resource Office

Overview of Area

The Disability Resource Office (DRO) adheres to the guidelines and regulations mandated by The Americans with Disabilities Act of 1990 (ADA). This law prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, state and local government services, public accommodations, commercial facilities, and transportation.

DRO was established in 1990 to provide services to students in an educational environment. In 1990, the small office was staffed with one graduate student serving less than fifty students per year. The DRO is now a comprehensive, full-service office with 6 staff members, an assistive technology lab and 4 testing rooms. The DRO supports and serves well over 6% of the campus student population. Parent and visitor requests are also supported and coordinated through the DRO. The increase in service requests directly correlates to the increased awareness of individual rights for those seeking services under the ADA of 1990 and the ADAAA ("ADA Amendments Act) of 2008. The ADAAA states that the new definition should be “construed in favor of broad coverage of individuals to the maximum extent permitted by the terms of the ADA and generally shall not require extensive analysis.”

Mission

The Disability Resource Office is committed to providing equal educational opportunities for all students living with disabilities. The Disability Resource Office serves and supports students, parents and visitors seeking reasonable accommodations under the Americans with Disabilities Act. The Disability Resource Office is dedicated to the ongoing goal of access and inclusiveness for an individual to fully participate in the university experience.

AY 2014-2015 Highlights

1. 637 Students Served
2. DRO’s Project Eye to Eye, a national program with a Radford University campus chapter, was awarded $500 through the Scholar Citizenship Initiative.
3. $1000 National AHEAD Scholarship Recipient, Mary Kronberger (GPA 4.0, Major: Accounting and Finance in the College of Business and Finance).
4. **All Access Pass Event (Fall 2014):** Interactive overview of services provided to faculty, staff, students, parents, and visitors. Participants also explored an array of services and adaptive technologies:

- Hands-on Adaptive Technology activities and demonstrations allowed visitors to experience current technologies such as the SMART PEN, MyReader, and assistive software such as Kurzweil and Dragon *NaturallySpeaking*.

*Coordinator for Adaptive Technology, Nivisha Shah and MSW Intern Cori Falls explain and demonstrate MyReader, a technology for those who have sight loss and other visual impairments*
Deaf and Hard of Hearing Services overview provided to participants: Sign Language Interpreting Services, CART Services and a demonstration of a Video Phone.

Coordinator of Deaf and Hard of Hearing Services, Jerome Thomas

On and off campus resources described: Center for Assessment and Psychological Services, Tutoring, Health Services, etc.

Successful note taking strategies discussed and demonstrated.

Students read more about LD and ADHD and participated in simulation activities

5. **Disability Awareness Week,** March 16-20, 2015

- **Monday** – Students, faculty and staff visited the DRO to receive give-away items that bring awareness regarding individuals living with disabilities around the globe.
• **Tuesday** – Experts from the Deaf and Hard of Hearing Services Center, Inc. demonstrated current technology used by the Deaf and Hard of Hearing community.

• **Wednesday** – Guest speaker and RU alum Garrett Brumfield conveyed experiences and challenges as a child, teen, college student and now graduate living with a Cerebral Palsy. Fellow Delta Chi fraternity brothers and campus constituencies were in attendance.

• **Thursday** – Debbie Longwood, Founder of New River Valley Paws of Hope, shared information regarding Animal Assisted Therapy. Therapy pets, Poncho and Sophia, interacted with students.
• **Friday** – In collaboration with the Military Resource Center, students/faculty/staff visited the DRO to receive a yellow awareness bracelet to honor Veteran’s living with a disability.


The DRO, Autism Speaks U, and President Kyle invited the campus to “Light It Up Blue” (LIUB) by wearing their favorite shade of blue for the 2nd Annual Meet at the Water Fountain. University buildings lit up blue after sundown in support of the global initiative of LIUB. Radford University was mentioned in an article in the U.S. News and World Report entitled “Universities Prepare for Autism Awareness Month” as a result of money raised for Autism Speaks U through the local Radford Chapter.

![Image of a group of people wearing blue for LIUB](image)

**Personnel Changes**

- DRO Coordinator position reclassified to Assistant Director. DRO welcomed Mrs. Jennifer P. Scott, Assistant Director, to the team on April 27th, 2015.
- Jerome Thomas was appointed as the Coordinator of Deaf and Hard of Hearing Services August 12, 2014.

**Performance Data**

Annual Year 2014-15, (Post-graduation Day Spring 2014 - Spring Graduation Day 2015) the Disability Resource Office served 637 students which represents a five percent increase from the number of students served in AY 2013-14.
Students Served

Categories of Students defined:

- **Prospective**: Student initiated the registration process but did not complete the process in the current academic year (AY).
- **New**: Student submitted documentation and completed the registration process. May have moved from Provisional or Prospective to New. Students remain in the New category until the next AY begins.
- **Returning**: “New” student requested accommodations for the upcoming AY or any student who received services in years prior.
- **Temporary**: Student used accommodations for a limited period of time based on the temporary diagnosis such as a broken limb, mild concussion, or symptoms related to a recent surgery. Time frame aligns with doctor’s recommendation and release.
- **Housing**: Student received housing accommodations for a medical condition and may also have qualified for academic accommodations.*
- **Provisional**: Student received accommodations for one semester based on incomplete, partial, pending documentation.

![Students Served Chart](chart.png)

*Note: Housing accommodations are an additional category not listed in the original content.
* A Student who received a housing accommodation may also have received academic accommodations.
*No Description indicates students who have insufficient documentation.
At 53.9%, the largest primary disability category is Learning Disabilities (ADHD and LD diagnoses combined).
Assistive Technology Services

Students Using Assistive Technology Services

<table>
<thead>
<tr>
<th>Services</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternate Text</td>
<td>98</td>
<td>96</td>
<td>105</td>
</tr>
<tr>
<td>Kurzweil</td>
<td>110</td>
<td>89</td>
<td>101</td>
</tr>
<tr>
<td>Dragon NaturallySpeaking</td>
<td>16</td>
<td>38</td>
<td>18</td>
</tr>
<tr>
<td>JAWS/My Reader</td>
<td>7</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>231</td>
<td>226</td>
<td>229</td>
</tr>
</tbody>
</table>

* Alternate text requests: Materials conversion to readable formats such as PDF’s, Embossed material, and/or E-texts as requested through publishers.
Deaf and Hard of Hearing Services (D/HOH)

<table>
<thead>
<tr>
<th></th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Deaf or Hard of Hearing Students</td>
<td>11</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Students Using Interpreting or *CART Services</td>
<td>6</td>
<td>8</td>
<td>6</td>
</tr>
</tbody>
</table>

* Computer Assisted Real-time Translation

*In addition to the services as listed, deaf or hard of hearing students may also qualify for an Assistive Listening Device, FM Loop System, Closed Captioning/English Subtitles for media, and/or other types of assistive devices creating equitable communication access.
Other University Sponsored Events may include but are not limited to: Awards Ceremonies, Disability Awareness Week events, Extra Curricular Student Activities/Events, Diversity Programming, Human Resource Requests, and Visual and Performing Arts requests.
**CART and American Sign Language Interpreting Service Hours**

<table>
<thead>
<tr>
<th></th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total CART and Interpreting Service Hours</td>
<td>2605</td>
<td>3059 (17%)</td>
<td>1725 (-43%)*</td>
</tr>
</tbody>
</table>

*2013-14 vs 2014-15 (-43%) change correlates to number of credit hours taken by students.*
Note Taking and Test Proctoring Services

Notes Distributed and Tests Proctored

<table>
<thead>
<tr>
<th></th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(%) change from previous year</td>
<td>(%) change from previous year</td>
<td></td>
</tr>
<tr>
<td>Sets of Notes Distributed</td>
<td>2184</td>
<td>2976 (36%)</td>
<td>2107 (-29%)</td>
</tr>
<tr>
<td>Tests Proctored</td>
<td>762</td>
<td>1366 (79%)</td>
<td>1126 (-17%)</td>
</tr>
</tbody>
</table>

* 29% decrease in Sets of Notes Distributed, correlates to the separation of categories; “anonymous” and “non-anonymous.” DRO students who choose the “non-anonymous” category are connected with their peer note taker to receive notes. Coordination of volunteer note takers and note distribution remains the same throughout each semester regardless of category choice.
Parent and Visitor Accommodation Requests

The Disability Resource Office provides support to parents and visitors who request accommodations at all University sponsored events. This includes, but is not limited to, Winter and Spring Commencement, QUEST, Highlander Days, etc. In AY 2014-2015, DRO supported 181 accommodation requests from parents and visitors. DRO began tracking event data AY 2014-2015 and will submit comparison data in AY 2015-2016.

DRO S.W.O.T Analysis

Strengths

1. What are our strengths? collaboration, team work/dynamic, team passion, involved in appropriate professional associations to further DRO mission, proactive, customer service skills, professionalism, strive for excellence, service oriented, signature spring program, outreach to campus constituencies, resourceful with budget, and adhering to policies and procedures (within DRO and campus-wide)
2. What do we have or do better than others in this profession? support and collaborate with campus offices/departments, possess individual staff expertise, exemplary customer service, and team dynamics
3. What unique capabilities do we have? historical knowledge of the University, strong student/staff rapport, diversity awareness, cultural competency, flexibility and adaptation, resilience, and open to change
4. What do others perceive as our strengths? approachable and friendly, support to students in crisis, timely turnaround time on requests, professionalism, lead in best practices, and fluid processes

Weaknesses

1. What are our weaknesses? limited/confined space for high volume traffic, limited/restricted testing space, ability to hold note-takers accountable for volunteer note taking, long term stability/commitment in Coordinator positions, turnaround time from textbook publishers, no Master’s level GA positions, staff knowledge on DSM criteria/changes
2. What do others do better than us? all inclusive testing centers, compensation/incentives for note-takers, larger programming efforts
3. What do others perceive as our weaknesses? community outreach, small scale programs vs large scale, no summer transition program for individuals with disabilities, no remedial classes (RU wide)
Opportunities

1. What opportunities are available to us on campus? collaborations with new Health and Wellness Center, Autism Clinic, PT and OT collaborations, Counseling Office, Military Resource Office, Emergency Management, Police Department, and Library; more robust participation in the BE SEEN Series; psycho-educational evaluations through CAPS on campus, free hearing tests, specific student support with speech/hearing difficulties and Autism through the Waldron College
2. What trends or conditions positively impact us? More self-disclosure on the students behalf, disability laws better understood and students understand their rights, students are more tech-savvy than ever, staff learning more about DSM criteria and diagnosis,
3. Off campus? State and local agencies that provide support/resources to us and our students; take advantage of services/workshops/trainings through VDDHH, DARS, DBVI
4. What can we do more of that we are already doing well? Enhance note taking services, enrich programming efforts, further develop database and ability to extract data for reporting purposes, reconstitute 2 day summer transition program for students with disabilities

Threats

1. What trends or conditions may negatively impact us? Lack of knowledge/compassion/understanding from faculty about students with disabilities, lack of student follow through and/or adhering to policies/procedures, broad level communication barriers/breakdowns, turnover in DRO staff positions
2. How can our weaknesses impact the threats to us? Students frustrated by limited testing space as reported in comments section of Student Satisfaction Survey
3. What are other disability service offices or K-12 environments doing that may impact us? Lack of information about services/accommodations in the college setting,

Goals for Academic Year 2014-2015

VPSA G:1 O:C. Build a sense of campus community through collaborative partnerships to support student learning, development and success

DRO G1. Increase awareness and implementation of Universal Design (UD) campus-wide

DRO O:1 Arrange an on-site visit with peer institutions to collaborate, observe and collect information on how they implement UD in their online platforms

- Site Visit to Virginia Tech completed on 11/18/14
• Observations and data collected indicated strikingly similar best practices applied in service provision (procedures and policies) and processes in online platforms.

DRO O:2: Partner with the Center for Teaching and Innovative Learning (CITL) and other related offices to apply UD to online learning venues

• Hosted workshop in collaboration with CITL: *Accessibility for Online Courses.*
• CITL and DRO will maintain partnership to provide ongoing training for faculty and staff

DRO O:3: Conduct one-on-one and/or group sessions with faculty and/or departments and provide UD information so they may increase online accessibility to students with disabilities

• DRO staff provided 2 workshops to faculty and staff entitled *Accessibility for Online Courses*

*VPSA G:2 O:A. Provide and assess programs, services and learning outcomes and promote continuous improvement*

**DRO G:1. Assess and track Disability Resource Office auxiliary services and use student feedback to benchmark progress and/or adjust service provision.**

DRO O:1: Create, distribute and compile results of a Student Satisfaction Survey to guide future services provided by the DRO

• Collaboration with the Center for Social & Cultural Research: second Student Satisfaction Survey disseminated Spring 2014.
• 295 Respondents
  o 3 most common places students learned of DRO Services
    • Admissions
    • QUEST/Highlanders Days
    • High School
  o 95% to 96% of Respondents strongly agreed or agreed that DRO staff are knowledgeable, helpful, and that they are comfortable in seeking DRO services.
  o 74% strongly agreed or agreed that Adaptive Technology Services met their needs
  o 74% strongly agreed or agreed that Note Taking Services met their needs
  o 72% strongly agreed or agreed that testing spaces provided a reduced distraction environment.
DRO O:2: Provide legal-based staff training to stay abreast of best practices in the field of disabilities in providing reasonable, appropriate and effective accommodations to students, parents, and visitors under the ADA.

- Engaged in a series of webinars as provided by Salome Heyward & Associates (former OCR Attorney at Law).
- Consulted with the Office of Civil Rights to review DRO’s Housing Accommodation Request Form and deem it appropriate for University use.

DRO G:2. Streamline service information in DRO application database populated with Banner to include information on BCT Referrals, Assistive Technology, Note taking Services, and Test Proctoring Services/Accommodations.

DRO O:1: Continue continuity and development with Information Systems Technology to add and integrate needed modules for specific service provision and referrals (i.e., BCT referrals, Assistive Technology eligibility, etc…)

- BCT and Adaptive Technology Indicator added to application with successful use
- Continued collaborations with IT Enterprise to further develop and improve application
- Data components for extraction and culmination for reporting purposes are still in development stage

**Goals for Academic Year 2015-2016**

*VPSA G:1 O:C. Build a sense of campus community through collaborative partnerships to support student learning, development and success*

**DRO G: 1** To strengthen faculty & staff knowledge base in working with students who live with disabilities.

**DRO G: 2** To increase the number of co-facilitated & collaborative initiatives among the community and campus constituencies in support of individuals living with disabilities.

*VPSA G:2 O:A. Provide and assess programs, services and learning outcomes and promote continuous improvement*

**DRO G:1** To provide additional support and programming to the two largest categories of disabilities served through the DRO: ADHD & Learning Disabilities.
Proposed Improvements/Changes for 2015-2016

- Increase square footage to create ample working space for staff, to house assistive technology equipment inventory, and to provide a more adequate testing environment for students who qualify for testing accommodations under the ADA
- Enhance current lobby space to improve visibility of posted information regarding services and student highlights
- Begin creating and/or adding accessible information videos on DRO website to highlight/explain services as offered
- Explore potential new and viable processes regarding Note Taking and Test Proctoring Services
Office of Housing and Residential Life

Overview of Area

The Radford University residential community consists of 15 residence halls and additional apartment spaces for upper-class students. Residence halls range in size from 120 to nearly 900 students. When the current renovation project in Draper Hall is completed in the fall of 2016, seven of our residence halls will have been renovated since 2009.

Living on campus is one of the best ways for students to become connected to the Radford University community. Our residence halls provide close physical proximity to classrooms, labs, the library, student services, and student life facilities. Living on campus also provides opportunities to make instant connections with other students and to become a part of the campus community. In addition to all the benefits of on-campus living listed above, students who live on campus consistently demonstrate higher grade point averages, greater retention, and are more likely to graduate on time than their off-campus counterparts.

The Office of Housing and Residential strives to continually improve the student residential experience through the residential facilities and programs. Several themed and living learning communities serve to enhance the student residential and academic experience. The Honors Academy, the College of Visual and Performing Arts, the Biology Department, Accelerated Research Opportunities (ARO), and College of Science and Information Technology majors create unique learning communities for qualified, interested students.

A commitment to provide an environment conducive to living and learning in the residence halls is a priority. Goals for the residential experience are guided by the departmental philosophy of “PRIDE”. The PRIDE philosophy encompasses the following: Passion, Responsibility to Self and Others, Integrity, Development, and Engagement.

Mission/Vision

The Office of Housing & Residential Life supports the academic mission of Radford University and focuses on residential student needs by providing a healthy living environment, enhancing personal development, encouraging respect, and promoting engagement within the community.

To accomplish our mission we will:
- provide a healthy living environment
- foster personal development
- encourage respect in a diverse community
- promote engagement within the community
AY 2014-2015 Highlights

1. The total number of mutual roommate requests was 685 rooms for a total of 1370 students who started with their requested roommate preference.
2. At the end of the fall semester, there were 3,133 students living on campus for an occupancy rate of 101.2%.
3. There were 161 residential academic suspensions at the end of fall 2014 semester. At the end of the fall 2013 semester there were 113 residential students academically suspended.
4. Retention efforts
   - Lauren Hatfield was requested to complete 46 Wellness checks (14 fall semester, 32 spring semester) on students. The requests were from faculty members and advisors.
   - 131 academically at-risk students were emailed at mid-terms with resources and requests to meet. 47 of these students took advantage of meeting with the Assistant Director for Retention Programming.
5. Fall 2014 Triples

<table>
<thead>
<tr>
<th>Fall 2014 Triples</th>
<th>At Assignment</th>
<th>At Opening</th>
<th>10/31/2014 Triples</th>
<th>10/31/2014 Voluntary Triples</th>
<th>10/31/2014 Voluntary RA Roommates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Rooms</td>
<td>297</td>
<td>197</td>
<td>25</td>
<td>27</td>
<td>10</td>
</tr>
<tr>
<td>Total Students</td>
<td>891</td>
<td>591</td>
<td>75</td>
<td>81</td>
<td>20</td>
</tr>
</tbody>
</table>

   - By the end of the fall semester, all males except those in voluntary triples had been offered a permanent space.
6. The Office of Housing and Residential Life was the first office to utilize the application and communication tools in the Radius software package for the Resident Assistant selection process. This went live in mid-November and will replace “home grown” systems that were used in the past.
7. Winter wonderland – RHA’s annual event, saw 160 children from low-income families sponsored from various student organizations, staffs and individuals. RHA was able to find sponsors for an additional 15 children this year.
8. Along with New Student Programs and the Department of Biology, created and launched the Biology Connections Residential Learning Community serving 20 students in Stuart Hall.
9. Began the renovation project of Bolling and Pocahontas Residence Halls.
10. The RU Residence Hall Association traveled to the Virginia Association of College and University Residence Halls state conference at Mary Baldwin College. The Radford group came away with numerous honors and awards. Miranda Roberts received the honor of freshmen student of the year. Miranda followed this up with a successful bid to become a member of the state board of officers, as Director of Finance and
Administration for the coming year. Radford also received a nomination for the School of the Year Award and presented two highly attended programs.

**Personnel Changes**

Joseph Wilder was hired on July 25, 2014 to fill the open Area Director Position in Main Quad.

During the first week of the semester Ronald Taylor resigned from the RD position. Kati Hurt was hired during the first week of October to replace Ronald Taylor in Norwood Hall. At the conclusion of fall semester a Moffett Resident Director had to be terminated. The RD was dismissed from his graduate academic program and therefore was not eligible to hold the graduate RD position. A search was conducted to fill the position but was unsuccessful. As a result, Lisa Cooper, the Moffett AD, filed in as Moffett RD.

Lisa Cooper left the University on June 30, 2015. The search process is underway and a new Area Director is anticipated to be hired with a start date in late July.

Three (3) Resident Assistants left the position throughout the fall semester and six (6) additional RAs at the end of the fall semester. During the spring semester, four (4) Resident Assistants were terminated, all because of performance issues.

**Performance Data**

### Mid-Year Returning Student Retention

<table>
<thead>
<tr>
<th></th>
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<tr>
<td></td>
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<tr>
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<tr>
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<tr>
<td>Difference</td>
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<td>Retainers Retained</td>
<td>90.00%</td>
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<tr>
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<tr>
<td>WD End of Fall 2012</td>
<td>231</td>
<td>WD End of Fall 2013</td>
<td>244</td>
</tr>
<tr>
<td>Released*</td>
<td>38</td>
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<td>0</td>
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<tr>
<td>Total</td>
<td>231</td>
<td>Total</td>
<td>244</td>
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*Reasons for Release 2012

<table>
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<td>Disney</td>
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<tr>
<td>Study Abroad</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Not Returning</td>
<td>21</td>
<td></td>
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<tr>
<td>TOTAL</td>
<td>38</td>
<td>45</td>
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*Reasons for Release 2013

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<td>Internships, Student Teaching</td>
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<tr>
<td>Internships, Student Teaching</td>
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<tr>
<td>Study Abroad</td>
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<td></td>
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<tr>
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<tr>
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<td>TOTAL</td>
<td>45</td>
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*Reasons for Release 2014

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<td>Currently Enrolled</td>
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<td>New Students</td>
<td>103</td>
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<td>Total Students</td>
<td>1307</td>
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<td>2962</td>
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86
### Staffing Applications/Positions Available

<table>
<thead>
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<th>Applications Submitted</th>
<th>Positions Available</th>
<th>Retention Rate</th>
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<td>RD 2013</td>
<td>27</td>
<td>14</td>
<td>33.00%</td>
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<tr>
<td>RA 2013</td>
<td>146</td>
<td>43</td>
<td>60.00%</td>
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<td>RD 2014</td>
<td>19</td>
<td>7</td>
<td>55.00%</td>
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<td>RA 2014</td>
<td>119</td>
<td>35</td>
<td>56.00%</td>
</tr>
<tr>
<td>RD 2015</td>
<td>28</td>
<td>10</td>
<td>50.00%</td>
</tr>
<tr>
<td>RA 2015</td>
<td>141</td>
<td>58</td>
<td>35.00%</td>
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</table>
## Returning Student Room Selection

<table>
<thead>
<tr>
<th></th>
<th>Housing Applications Submitted 2013</th>
<th>Housing Applications Submitted 2014</th>
<th>Housing Applications Submitted 2015</th>
<th>% change from 2013</th>
<th>% change from 2014</th>
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</thead>
<tbody>
<tr>
<td>Returning Students Assigned</td>
<td>1074</td>
<td>1044</td>
<td>926</td>
<td>-14%</td>
<td>-11%</td>
</tr>
<tr>
<td>RA Staff Assigned</td>
<td>91</td>
<td>86</td>
<td>92</td>
<td>1%</td>
<td>7%</td>
</tr>
<tr>
<td>Total Assigned Returners and Staff</td>
<td>1165</td>
<td>1130</td>
<td>1018</td>
<td>-13%</td>
<td>-10%</td>
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<tr>
<td>Returning Student Waiting List</td>
<td>135</td>
<td>124</td>
<td>77</td>
<td>-43%</td>
<td>-38%</td>
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<tr>
<td>Returning students applied did not select</td>
<td>112</td>
<td>51</td>
<td>155</td>
<td>38%</td>
<td>204%</td>
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<tr>
<td>Total interest in housing</td>
<td>1412</td>
<td>1368</td>
<td>1250</td>
<td>-11%</td>
<td>-9%</td>
</tr>
</tbody>
</table>

## RETURNING STUDENT HOUSING APPLICATIONS

- Returning Students Assigned: 1074 in 2013, 1044 in 2014, 926 in 2015
- RA Staff Assigned: 91 in 2013, 86 in 2014, 92 in 2015
- Total Assigned Returners and Staff: 1165 in 2013, 1130 in 2014, 1018 in 2015
- Returning students applied did not select: 112 in 2013, 51 in 2014, 155 in 2015
- Total interest in housing: 1412 in 2013, 1368 in 2014, 1250 in 2015
### Housing Capacity and Occupancy

<table>
<thead>
<tr>
<th></th>
<th>Capacity</th>
<th>Occupancy</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall 2012</strong></td>
<td>3176</td>
<td>3150</td>
<td>99.10%</td>
</tr>
<tr>
<td><strong>Spring 2013</strong></td>
<td>3176</td>
<td>2960</td>
<td>93.10%</td>
</tr>
<tr>
<td><strong>Fall 2013</strong></td>
<td>3373</td>
<td>3228</td>
<td>95.70%</td>
</tr>
<tr>
<td><strong>Spring 2014</strong></td>
<td>3373</td>
<td>3070</td>
<td>91.00%</td>
</tr>
<tr>
<td><strong>Fall 2014</strong></td>
<td>3094</td>
<td>3176</td>
<td>102.60%</td>
</tr>
<tr>
<td><strong>Spring 2015</strong></td>
<td>3094</td>
<td>2942</td>
<td>95.10%</td>
</tr>
</tbody>
</table>

#### HOUSING CAPACITY AND OCCUPANCY

**Capacity** | **Occupancy**
---|---
Fall 2012 | 3176 | 3150 | 99.10%
Spring 2013 | 3176 | 2960 | 93.10%
Fall 2013 | 3373 | 3228 | 95.70%
Spring 2014 | 3373 | 3070 | 91.00%
Fall 2014 | 3094 | 3176 | 102.60%
Spring 2015 | 3094 | 2942 | 95.10%

### Triples in Housing

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>At Assignment</td>
<td>At Opening</td>
<td>Absorbed</td>
</tr>
<tr>
<td>Number of Rooms</td>
<td>131</td>
<td>74</td>
<td>1/16/2013</td>
</tr>
<tr>
<td>Total Students</td>
<td>393</td>
<td>222</td>
<td></td>
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</tbody>
</table>

**TRIPLES IN HOUSING**

- **Number of Rooms**
- **Total Students**

- **At Assignment**
  - 2012-2013: 131
  - 2013-2014: 46
  - 2014-2015: 297

- **At Opening**
  - 2012-2013: 74
  - 2013-2014: 0
  - 2014-2015: 197

- **Absorbed**
  - 2012-2013: 1/16/2013
  - 2013-2014: n/a
  - 2014-2015: 1/18/2015
Residence Hall Programming

- Active Programs are programs in which the residents are active and intentionally social or involved. This is a program which the RA has planned and or implemented the program.
- Passive Programs are designed not be a time commitment for the residents. The RA delivers goods or information in a physical way to the residents but is intentional in the planning and implanting.
- Community Development Activities (CDAs) are activities done with residents that the RA has not planned or been a part of the planning but spends time with residents.

### Quad Programming

<table>
<thead>
<tr>
<th>Quad</th>
<th># of Active Programs Fall</th>
<th>Fall Attendance</th>
<th>Spring Attendance</th>
<th># of Passive Programs Fall</th>
<th>Spring</th>
<th># of CDAs Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Quad</td>
<td>67</td>
<td>1374</td>
<td>58</td>
<td>300</td>
<td>61</td>
<td>58</td>
<td>164</td>
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<tr>
<td>Moffett Quad</td>
<td>35</td>
<td>874</td>
<td>32</td>
<td>1659</td>
<td>22</td>
<td>27</td>
<td>11</td>
</tr>
<tr>
<td>Muse Quad</td>
<td>81</td>
<td>1118</td>
<td>84</td>
<td>1254</td>
<td>65</td>
<td>67</td>
<td>251</td>
</tr>
<tr>
<td>Governor's Quad</td>
<td>71</td>
<td>1293</td>
<td>70</td>
<td>785</td>
<td>53</td>
<td>64</td>
<td>198</td>
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<tr>
<td>Total</td>
<td>254</td>
<td>4659</td>
<td>244</td>
<td>3998</td>
<td>201</td>
<td>216</td>
<td>624</td>
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<tr>
<td>Total programs</td>
<td>498</td>
<td></td>
<td></td>
<td>417</td>
<td></td>
<td>1235</td>
<td></td>
</tr>
</tbody>
</table>

### Programming by type

- **# of Active Programs**: [Blue]
- **# of Passive Programs**: [Red]
- **# of CDAs**: [Green]
1. Goal 1: Assess, evaluate and track Housing and Residential life initiatives and programs and use that feedback to benchmark progress or adjust approach (Assess, evaluate and track)

*VPSA – 2A. Assess programs, services and learning outcomes to promote continuous improvement*

O1.1: Student Satisfaction – Gauge student satisfaction with residential life experience and amenities.

* M1: EBI/ Student Satisfaction survey – We did not receive requested budget initiative to fund the EBI survey. We conducted an in-house survey in late April and received 394 responses.*
M2: Fix-it survey – survey has only been sent to the students who are requesting fix-it service through the OHRL office. We continue to struggle to get responses for student satisfaction with the fix-it process.
M3: Student feedback for RA – Due to a number of other issues that were happening at this same time, this was not completed.
M4: Laundry Survey – the MacGray survey was administered in the spring and we are waiting for the survey results from MacGray

O1.2: Staff Training – Identify level of effectiveness of staff training
M1: RA Training Pre-test – 72.2% correct
M2: RA Training Post-test – 86% correct
M3: On-Line training module – Expanded on our existing on-line training module through D2L which allowed staff members to complete some of the basic training sessions virtually before arriving back to campus. Staff have also been required to retake sections related to performance issues.

O1.3 On-line program tracking form and database
M1: Programming database – programming database was created to centrally and consistently log the number of programs, attendance, types of programs. Programs can be accounted for more accurately and consistently to be used in reporting and evaluation
M2: Front office call log - We logged 267 calls from June 1, 2014 through December 17, 2014. Front desk staff stopped recording calls after December. We will analyze the types of calls to determine what information to make readily available to students and parents, as well as determining what topics to focus on with our office staff training. The most frequently asked questions are being used to update our FAQ section on the OHRL webpage.

2. Goal 2: Collaboration

VPSA - 1C. Engage students, faculty administrators, staff, alumni, and community in collaborative partnerships to support student development and success

O2.1: Plan communication schedule for contact with parents – Break reminders, room selection, resource reminder at midterms
M1: implement parent communication plan – Sent emails to inform and remind about break housing at Fall break and Winter break. Regular communication regarding room selection was sent in January and throughout the selection process.
O2.2: Evaluate current status of LLCs and make recommendations  
M1: Research peer institutions – Lauren Hatfield conducted research on peer institutions and compiled a report to include Living Learning Communities, Residential Colleges and themed housing.  
M2: Develop template/guide for creation of new Residential Learning Communities – Both Amber Mullen and Timothy Ledna were on the Living Learning Committee, chaired by Dr. Jeanne Mekolichick and Dr. Irvin Clark. This committee created an application and selection process. Eight proposals were submitted and a recommendation has been made to move forward with two LLCs for fall 2016.

O2.3: Utilize campus partnerships to support student development and success  
M1: Number of Collaborative programs and initiatives - To date, residence hall staff members have completed 83 programs collaborating with other departments on campus and local organizations. Some of the collaborating offices included:
- RUPD
- Residence Hall Association
- SAVES
- Women’s Resource Center
- the Library
- Student Government Association
- Peer Educators
- RSPaCE
- EMS
- Advising Centers
- Fitness Center staff
- Radford City Police Department
- CDI
- Chemistry Club
- CRU
- Kappa Alpha Psi Fraternity

M2: RUPD Involvement in Adopt a Hall Program – 11 programs with RUPD

Goal 3: Skill Development
VPSA - 2B. Promote student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional wellbeing and healthy lifestyles
O3.1: Staff development

M1: RA Monthly staff development opportunities -; developed sessions for RA and RD staff to attend throughout the semester on topics of Multicultural education, self-care, staff reapplication process and tips, working with distressed students and financial management.

M2: RD Devo meetings –Have invited outside offices to select meetings to present information to staff. The Office of Student Standards and Conduct have been invited to several staff meetings. Development topics were also presented, including: ethics, staff supervision and motivation, diversity and inclusion, trigger words, article reviews, transferrable skills and resume writing, professional dress and attire.

M3: Conference Attendance –
- VSSC (Virginia Student Services Conference – attended by the Director of Residential Life, two Area Directors and one Resident Director
- SAACURH (South Atlantic Affiliate of College and University Residence Halls) – attended by one Area Director, one Resident Director and four students
- VACURH (Virginia Association of College and University Residence Halls) conference- attended by one Area Director and the RHA Executive Board.
- CBoard Conference – attended by Assignments Coordinator
- Donna M. Bourassa Mid-level Management Institute – attended by on Area Director in June
- John N. Gardner Institute’s Symposium on Student Retention – held in June, attended by Assistant Director for Residential Programming
- Everfi Annual Research Summit – attended by Director of Residential Life in June

O3.2: Staff Training –

M1: RA training schedule – training occurred between August 11-August 21, 2014

M2: RD training schedule – training occurred between August 4 – August 10, 2014

M3: On-Line training programming – RD staff completed 7 on-line sessions prior to Fall training. RA staff completed an 8 week training program on-line before returning in the fall, covering the basics of such topics as: OHRL office basics, mission and vision, job expectations, programming, preparing the halls and creating a welcoming environment, helping and listening skills and an introduction to confrontation.

M4: Staff manual – Review and edit complete.
O3.3: Student conduct
M1: Student conduct numbers
M2: Number of PRIDE related programs – Staff completed 229 programs which addressed Responsibility or Integrity related topics

O3.4: Programming
M1: Community Service – Staff completed 17 community service projects in the first semester
M2: Programming model
M3: Off campus education session – This was offered in spring semester. We had 1,102 students complete the on-line session.
M4: Types and Number of Programs offered- Based on the current programming model, staff completed 1,550 programs (active, passive and CDA). 718 of those programs have been tied back to the PRIDE model.
M5: Sponsor 8 week program track in the areas of identified developmental topics (alcohol/drugs, academics, involvement, roommates, sexual assault, life skills, homesickness, personal connections) – 126 programs related to the 8 specific developmental topics throughout the first 8 weeks of the fall semester

O3.5: Provide additional support and resources for staff
M1: increase staff overall GPA for those who begin the semester on academic probation – Lauren Hatfield worked with 7 staff members in the fall semester who had academic issues in the fall in an effort to increase their GPA.
M2: Recognition of academic success – recognition for staff members took place at January training for fall semester GPA.

O3.6: Provide additional support and resources for residents
M1: Recognition of academic success- not completed
M2: Identify and reach out to students who are struggling academically to promote support resources available – Lauren Hatfield send emails to students on with all Ds and Fs at midterms or 0.00 with resources and encouraging them to schedule meetings with her.
    - In the fall, 66 students were emailed; 29 students set up a meeting and 10 additional students conferred with Lauren over the phone or through email.
    - In the spring semester, 65 students were emailed; 18 students set up meetings.
M3: Academic program requirement from RAs – Programming model requirement for fall 2014-2015 model –All staff members were required to focus
on academic programming in the halls. Several faculty members and advisors, as well as the Library and LARC, were invited into the halls to do academic programs. Additionally Lauren Hatfield hosted 6 programs with the RAs in the residence halls.

Goal 4 OHRL Internal Goal

O4.1: Incorporate PRIDE philosophy into the basis of the work of Housing and Residential Life (PRIDE)
   M1: PRIDE training
   M2: Update media

O4.2: Staff Selection
   M1: Increase number of RA applications – This year we had 141 applications compared to 119 the previous year.
   M2: Increase number of RD applications – This year we had 28 applications compared to 19 the previous year.
   M4: RA selection process evaluations-Evaluations were sent to both new candidates and returning RA candidates to evaluate the selection process

O4.4: Recognition
   M1: PRIDE awards – Awards were given out at the end of the year at the staff banquet. Todd Turner, and RA in Floyd Hall won the Staff Member of the Year PRIDE Award.
   M2: PRIDE CUP – recognized staff at the Staff development meetings, PRIDE cup passed to another staff member with description of why that staff member is deserving at each RD staff meeting
   M3: Recognition of campus partners – sent emails to supervisors of those who have helped our staff recognizing their good work and collaboration.
   M4: GPA/Academic recognition – Staff was recognized at January training with certificates. After the fall semester, 44 staff members had a 3.5 cumulative GPA or above; 81 staff members had a 3.0 or above cumulative GPA.
   M5: OTMs – The National Residence Hall Honorary (NRHH) was not very functional this year
Office of Student Standards and Conduct

Overview of Area

The main role of the Office of Student Standards and Conduct (OSSC) is to enforce the University’s policies with a focus on academic integrity, student safety, and personal accountability. This is done through a multilevel educational conduct system that is designed to safeguard a student’s rights while ensuring a timely resolution to their cases.

The Office of Student Standards and Conduct is responsible for training conduct officers, advocating for victims, adjudicating incidents that occur both, on and off campus, and preforming conduct clearances/checks. Office of Student Standards and Conduct staff consisted of a Director, Associate Director, Assistant Director, Case Manager, 2 Graduate Assistants, and 6 undergraduate work study students.

Mission/Vision

The Office of Student Standards and Conduct (OSSC) strives to protect the rights of all students; both students going through our conduct process, and those impacted by the actions of other students. OSSC focuses on holding students accountable, and helping students advocate for their own future success.

AY 2014-2015 Highlights

1. Creation of the Office of Student Standards and Conduct,
2. Implementation of the conduct management software; Advocate by Symplicity,
3. Approval and implementation of a new set of Standards of Student Conduct,
4. All Graduate Assistants, Housing and Residential Life (HRL) staff, and other relevant staff members were trained on the Advocate system,
5. Four positions were filled, including a Director, Associate Director, Assistant issues
6. Staff presented to UNIV 100 classes resulting in students answering post-class assessment at a 93% correct rate.
7. Over 35 students, faculty and staff were training to serve on conduct boards.
8. Standing conduct boards were designed to ensure students timely hearings.
9. Conduct issues for Student Organizations including Clubs, Sports Clubs, and Greek Letter Organizations were placed under the Office of Student Standards and Conduct to ensure consistence across organizations.
10. Retrained all of the Academic Case Coordinators, about the changes in the standards.
11. All of the available staff were trained to be “Step UP” presenters.
**Personnel Changes**

Following a national search David R. Stuart Jr. joined the Office of Student Standards and Conduct in the role of Director. Following another national search Kimberly Dowdy joined the Student Standards and Conduct team as the Case Manager. Erin Campbell, Associate Director left the Radford University in January of 2015. After consulting with HR and the DOS it was determined to run a dual search for an Assistant/Associate Director to ensure a position was filled before the 2015-2016 academic year. After conducting a national search Devin Dausin, former Assistant Director was selected as the Associate Director, and LaShan Lovelace was selected at the Assistant Director.

**Performance Data**

All graph statistics represent data from July 1, 2014 to June 8, 2015

![Conduct Checks Graph](image)

Internal checks/clearances are typically requested by Radford University offices of: New Student Programs, International Education, Student Activities, some academic departments (e.g. Teacher Education and Nursing), as well as The Registrar on behalf students applying for readmission. External inquiries are most often sought from other campuses due to transfer and graduate/professional school applications, State and/or Federal Investigators, and military agencies.
Total Students Charged: 1396

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<tbody>
<tr>
<td>On-Campus</td>
<td>590</td>
<td>853</td>
<td>968</td>
</tr>
<tr>
<td>Off-Campus</td>
<td>499</td>
<td>491</td>
<td>428</td>
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</tbody>
</table>

Total Students Charged: 1089 | 1344 | 1396
Total Violations Alleged: 2541

Alleged Standards Violations - 3 Year Comparison

<table>
<thead>
<tr>
<th>Year</th>
<th>On-Campus</th>
<th>Off-Campus</th>
</tr>
</thead>
<tbody>
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<td>2012-2013</td>
<td>1222</td>
<td>1105</td>
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<tr>
<td>2013-2014</td>
<td>1626</td>
<td>882</td>
</tr>
<tr>
<td>2014-2015</td>
<td>1787</td>
<td>754</td>
</tr>
</tbody>
</table>

Total Violations Alleged: 2327  2508  2541
Goals for Academic Year 2014-2015

Please note that all goals were extracted from the Dean of Students Goals as stated in the “Dean of Students Annual Report 2013-2014”

Goal 1 (DOS): Implement the revised Standards of Student Conduct for the 2014-2015 academic year.

VPSA- 2B: Enhance student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional well-being and healthy lifestyles

This goal was completed before the start of the spring semester. All conduct officers were retrained. All of the academic case coordinators were also invited to meet with the office to discuss the new standards and the new paperwork that went with the new process.

Goal 2: (DOS): Finalize the reorganization of the Dean of Students Office with a focus on advocacy, and creation of the Office of Student Standards and Conduct with a focus on the Radford University conduct process.
VPSA- 2B: Enhance student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional well-being and healthy lifestyles

The reorganization of the Dean of Students Office and the Office of Student Standards and Conduct is complete. Office of Student Standards and Conduct has been successfully established as a standalone office.

- New Director and Case Manager have been hired.
- This has enabled both offices to focus on their individual mission: be it conduct or advocacy.

**Goals for Academic Year 2015-2016**

**Goal 1: Increase the use of the Facilitated Conflict Resolution method when resolving appropriate conduct cases.**

VPSA- 2B: Enhance student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional well-being and healthy lifestyles

**Goal 2: Increase the percentage of conduct sanctions that have stated learning outcomes, while also increasing the numbers of sanctions that demonstrate critical reading and consciousness of self, congruence, and citizenship.**

VPSA – 1A Support and enhance a campus culture and co-curriculum characterized by inquisitiveness, active engagement, diverse perspectives, cross-cultural awareness, character development, personal responsibility, and global citizenship.

VPSA – 2A Provide and assess programs, services and learning outcomes and promote continuous improvement.

**Goal 3: Evaluate the student conduct process as it relates to student organizations, and begin to implement best practices for student organization conduct (process, sanctions, involved parties, etc.) in order to help organization increase their understanding of common purpose, and consciousness of selves.**

VPSA – 1B Sustain programmatic initiatives and advice and inclusive array of student organizations that cultivate leadership and empower self-governance.

VPSA- 2B: Enhance student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional well-being and healthy lifestyles
Goal 4: To better engage and partner with faculty to focus on Academic Integrity issues, especially courses that have heavy technology use.

VPSA – 2B: Enhance student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional well-being and healthy lifestyles

Goal 5: Develop a professional development plan for each staff member and comprehensive plan for the office to ensure continuing development and good stewardship of our resources.

VPSA – 4B Create a stimulation professional climate for the student and full time staff with an emphasis on continuing staff development, involvement with RU and community councils, and professional association membership, conference presentations, and leadership opportunities.

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

- Continue with three (3) standing conduct boards in the fall semester, and hold training in the late fall early spring.
- Better partner with select academic areas to better educate student and faculty on academic integrity issues.
- Implement a publicity campaign around new and relevant policies, focusing on academic integrity, amnesty, and alcohol and drugs
- Reevaluate the position description of current staff to ensure they align with best practices, current skills and future goals.
Substance Abuse and Violence Education Support services

Overview of Area

Substance abuse and sexual violence are serious issues on college campuses across the country. Substance Abuse and Violence Education Support services (SAVES) believes that educating students on the risks and consequences associated with high risk alcohol and other drug use, violence, sexual violence issues (sexual assault, dating and domestic violence, stalking, and harassment), bystander intervention, and other student health issues empowers them to make choices that will keep them safe, healthy, and successful throughout their college experience. SAVES staff support students by encouraging them to make healthy choices, providing ongoing services through recovery, and providing support and advocacy services related to sexual violence.

SAVES staff includes one coordinator, a 1500 hour administrative assistant, and two graduate assistants. The RU Aware program coordinated by SAVES has a staff of two part-time (29 hours per week and 24 hours per week) counselors and two to three interns. The Health Educator has a dotted line relationship with SAVES and advises the Peer Health Educators.

Mission/Vision

Substance Abuse and Violence Education Support services (SAVES) is dedicated to reducing negative consequences related to health, safety, and academic performance associated with substance use and/or violence through distinctive campus wide initiatives that address these issues and promote student success.

AY 2014-2015 Highlights

1. Restructuring of RU Aware program significantly decreased number of carry-over clients from spring to fall semester from approximately 50-80 in past years to approximately 20 allowing for streamlined referral process and giving students with alcohol and drug violations access services in a more timely fashion
2. Received additional funding from Anheuser Busch for the RU Normal grant/LiveWell social norming campaign. Social norming information was distributed via 12 Tartan ads, 10 Weekly Facts in the Tartan, 15 online ads, 15 TV ads, 3 Tartan stand ads, and 300 posters throughout campus
3. Domestic Violence Awareness Month offered an array of programs, including nationally known campaigns such as the Purple Ribbon Campaign, Clothesline Project and The Red Flag Campaign
4. Creation of Sexual Assault Awareness Month, which offered an array of programs including nationally known campaigns such as the Teal Ribbon Campaign, NO MORE, It’s On Us Campaign, and Clothesline Project
5. Reconvened Sexual Assault Task Force

**Personnel Changes**

Darlene Hill joined the staff as the 1500 hour administrative assistant in mid-August. Chris Wilson joined the SAVES staff as the part-time Graduate Assistant for the LiveWell social norming campaign in September. Sarah Rash also joined the SAVES staff in September as the Graduate Assistant for the Step Up! Bystander Intervention Program. Kathy Ahern joined the RU Aware staff as an additional part-time (24-hour per week) counselor in August. Petra Dajevic, MS Clinical Mental Health Counseling Candidate, and Boniface Odong and Amber Stoakley, MSW Candidates, joined the RU Aware staff as part-time interns for fall 2014. Amber Stoakley continued with RU Aware through spring 2015 with the addition of Jaye Stanley, MS Clinical Mental Health Counseling Candidate.

**Performance Data**

**RU Aware**

![2014-2015 RU Aware Referrals](image)

*Reflects July 1, 2014 – June 8, 2015*
*2012-2013 and 2013-2014 reflect July 1 – June 30

*2014-2014 reflects July 1 – June 8
Support and Advocacy Services

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol &amp;/or Drugs</td>
<td>6</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Sexual Violence</td>
<td>2</td>
<td>29</td>
<td>31</td>
</tr>
</tbody>
</table>

Total Students Reached 41

SAVES has seen increased need for support and advocacy services for sexual violence survivors and secondary survivors. With student advocacy, frequently these are not one-time meetings with students but are on-going and collaborative to assist with the University’s response.

Sexual Violence Advocacy Services - 3 year Comparison

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>16</td>
</tr>
<tr>
<td>2013-2014</td>
<td>25</td>
</tr>
<tr>
<td>2014-2015</td>
<td>31</td>
</tr>
<tr>
<td>Date</td>
<td>Program</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>July 18</td>
<td>Sexual Assault</td>
</tr>
<tr>
<td>Aug. 15</td>
<td>Step Up!</td>
</tr>
<tr>
<td>Sept. 10</td>
<td>Consent: A Forum on</td>
</tr>
<tr>
<td></td>
<td>Sexual Assault</td>
</tr>
<tr>
<td>Sept. 18</td>
<td>Step Up!</td>
</tr>
<tr>
<td>Oct. 8</td>
<td>Step Up!</td>
</tr>
<tr>
<td>Oct. 28</td>
<td>Step Up!</td>
</tr>
<tr>
<td>Nov. 4</td>
<td>Step Up!</td>
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<tr>
<td>Nov. 5</td>
<td>Step Up!</td>
</tr>
<tr>
<td>Nov. 5</td>
<td>Step Up!</td>
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<td>Nov. 11</td>
<td>Step Up!</td>
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<tr>
<td>Nov. 11</td>
<td>Substance Abuse</td>
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<td>Nov. 19</td>
<td>Step Up!</td>
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<tr>
<td>Jan. 29</td>
<td>Step Up!</td>
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<tr>
<td>Feb. 2</td>
<td>Sexual Assault</td>
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<tr>
<td>Mar. 26</td>
<td>Step Up!</td>
</tr>
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<td>Mar. 31</td>
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<td></td>
<td>Assault &amp; Harassment</td>
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<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Apr. 7</td>
<td>Step Up! LEAD 110</td>
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<tr>
<td>Apr. 7</td>
<td>Step Up! CRJU 235</td>
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<td>Apr. 12</td>
<td>Step Up! BACCHUS Area 12 Regional Peer Health Educator Conference</td>
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<td>Apr. 23</td>
<td>Step Up! Washington Hall</td>
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<td>Apr. 27</td>
<td>Step Up! PSYC 218</td>
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</tbody>
</table>

**Total Students Reached:** 772

Given recent media attention and new legislation on campus sexual assault and safety, there is increased need for programming on issues of sexual violence and bystander intervention. The SAVES office has seen an increase in program requests on these topics in the past three years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>12</td>
</tr>
<tr>
<td>2013-2014</td>
<td>24</td>
</tr>
<tr>
<td>2014-2015</td>
<td>31</td>
</tr>
</tbody>
</table>

The Women’s Resource Center of the New River Valley (WRC) and the Radford University Peer Health Educators (PHE) also present programs on the topics of sexual violence, dating and domestic violence, and bystander intervention to Radford University students. During the 2014-2015 academic year, the WRC reached 1269 students through 59 presentations. PHE presented six dating/domestic violence programs and four sexual assault programs in residence halls.
Step Up! Bystander Intervention

The Step Up! Bystander Intervention program reached approximately 594 students through 27 programs. In spring 2015, 12 new Step Up! Bystander Intervention program presenters were trained.
Fall 2014 data reflects surveys of 347 students through 18 programs
Step Up! Conclusions:

1. Fall 2014 pre-test data reflected that only 35% of students felt they could trust their peers on or around campus. The spring 2015 post-test data showed an increase in trust by 19% to end with 54%.

2. There was a 12-24% increase in level of agreement for all statements between fall 2014 pre and spring 2015 post-tests.
   - After Step Up training, more RU students feel it is their responsibility to intervene when they notice a problem situation.
   - Step Up training increased students’ belief that bystander intervention can help prevent negative outcomes in problem situations.

3. Step Up training resulted in an increased level of awareness of problem situations, safe intervention strategies, trust in surrounding peers and likelihood of intervention.

4. 82% of students would recommend the Step Up program to other students and professors.
RU students believe there is a need for increased campus education about bystander intervention, how to recognize problem situations, and strategies to safely intervene in problem situations.

**Goals for Academic Year 2014-2015**

SAVES has made progress toward the goals outlined below.

1. **Student retention and success**
   Create, implement, and sustain quality educational programming across campus in multiple mediums that is based on best practices and promotes student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional well-being, and healthy lifestyles.
   - SAVES reached 772 students through 32 programs
   - Social norming information was distributed via 12 Tartan ads, 10 Weekly Facts in the Tartan, 15 online ads, 15 TV ads, 3 Tartan stand ads, and 300 posters throughout campus

2. **Collaborative partnerships**
   Engage students, faculty, administrators, staff, and community agencies in collaborative partnerships to support student development and success.
   - In collaboration with the WRC, Health Educator, and Peer Health Educators Domestic Violence Awareness Month offered an array of programs, including nationally known campaigns such as the Purple Ribbon Campaign, Clothesline Project and The Red Flag Campaign
   - In collaboration with the WRC, Health Educator, and Peer Health Educators SAVES created Sexual Assault Awareness Month, which offered an array of programs including nationally known campaigns such as the Teal Ribbon Campaign, NO MORE, It’s On Us Campaign, and Clothesline Project
   - Reconvened Sexual Assault Task Force

3. **Raise awareness of SAVES services**
   Increase number of students served and promote responsible decision making, risk reduction, and physical and emotional well-being.
   - SAVES has seen consistent increase in number of students seeking support and advocacy services over the past three years
4. **Restructure RU Aware program**
   Implement necessary changes to streamline referral process, reduce number of spring to fall carry-over clients, and enhance quality of service to students.

   - Restructuring of RU Aware program significantly decreased number of carry-over clients from spring to fall semester from approximately 50-80 in past years to approximately 20 allowing for streamlined referral process and giving students with alcohol and drug violations access services in a more timely fashion.

**Goals for Academic Year 2015-2016**

**Goal 1:** Create, implement, and sustain quality educational programming and campus events on topics of sexual violence, bystander intervention, and substance use/abuse to promote student physical and emotional well-being, consciousness of self, and citizenship.

*VPSA – 1B. Provide an engaging, distinctive, and diverse co-curriculum*

*VPSA – 2B. Promote student development, retention, and success*

**Goal 2:** Continue to build and sustain collaborative partnerships with faculty, staff, administrators, and community organizations.

*VPSA – 1C. Provide an engaging, distinctive, and diverse co-curriculum*

*VPSA – 2B. Promote student development, retention, and success*

**Goal 3:** Support staff development opportunities including: involvement with RU and community committees and councils, professional association memberships, conference/training/workshop attendance, and leadership opportunities.

*VPSA – 4B. Strengthen staff retention and excellence*

**Goal 4:** Increase SAVES staff to include additional full-time positions and enhance quality of service to students.

*VPSA – 4A. Strengthen staff retention and excellence*

*VPSA – 4C. Strengthen staff retention and excellence*
Proposed Improvements/Changes to be Implemented in 2015-2016

- Review, consolidate, and update website and other educational materials for accuracy and compliance (in progress)
- Build upon current programming opportunities and create new signature programs to raise awareness of and further educate the RU community on issues of sexual violence, substance use and abuse, and bystander intervention in collaboration with RU and community organizations
- Enhance and develop Step Up! Bystander Intervention program and LiveWell social norming campaign inclusive of exploring longitudinal evaluations, merchandise to distribute, and student organization opportunities
- Reinvigorate the Alcohol Task Force

Clothesline Project

Red Flag Campaign

SAVES and WRC staff at Men’s Soccer Game
Domestic Violence Awareness Month

Sexual Assault Awareness Month

It’s On Us Campaign
TRiO – Student Support Services

Overview of Area

Student Support Services (SSS) is a grant-funded program, which operates under the umbrella of the Federal TRIO programs, and is financially supported by the United States Department of Education. Also nicknamed Project SUCCESS, the SSS office at Radford University is an academic program within the Division of Student Affairs.

Student Support Services was designed to assist Radford University students who are considered susceptible to attain a baccalaureate degree. This population of students is defined as students who are first generation, low income, and/or have a documented disability. First generation students are defined as students whose parents did not complete a baccalaureate degree. Low income students are identified by federal guidelines set forth by the United States Department of Education and are based upon the student’s or their parents’ taxable income. In order to qualify as a student with a disability, the student must be registered with the Disability Resource Office at Radford University. Staff includes a director, two academic specialists, a math tutor, and an administrative assistant.

Mission

The mission of Student Support Services (Project SUCCESS) is to retain and matriculate students who are first generation, low income, and/or have documented disabilities. The program does so by enhancing academic skills, developing leadership potential, assisting with financial literacy planning, encouraging graduate school education, and supporting cultural enrichment activities in a comfortable, relaxed environment.

AY 2014-2015 Highlights

1. SSS earned all 15 of the eligible “prior experience” points upon completion of the Annual Performance Report in November.
2. The SSS office is fully staffed. Alia Zaro was hired as a new director in August. Michelle Crotto joined the staff as an Academic Specialist in February. Phillip Whipp joined as our math tutor in March. Gwen Sowers joined the staff as our Administrative Assistant shortly after.
3. Staff revamped and increased their recruitment efforts.
4. Staff increased efforts to build a stronger sense of community between all SSS students.
5. Staff implemented interview portion of student application process, which assisted staff with identifying the most eligible students for the program.

6. Grant proposal has been submitted for the 2015 grant competition and we are awaiting notification of funding for continuation of the program.

7. 98 of our students completed their semester individualized service plans with their academic specialists to ensure that their academic and social needs are being met and they have strong goals for the semester.

8. SSS registered a student organization called “SSS Skills for Success” with the purpose of increasing awareness of first generation, low income and students with documented disabilities on campus, in addition to increasing leadership roles of the students.

9. SSS hosted over 10 workshops that were attended by students. The focus of these workshops were graduate school enrollment, financial aid, resume development, time management, financial literacy, registration assistance and stress management. Our signature programs were the welcome event at the beginning of fall 2014 and the graduate banquet at the end of spring 2015.

10. SSS students created a mentoring program and a social work club for the students.

11. SSS took 10 students to a tour of East Tennessee State University, as well as, a cultural experience of attending “Hamlet” at the Barter Theatre.

12. SSS took 10 students to visit the graduate school at Virginia Commonwealth University in Richmond, Virginia.

13. 28 of our seniors participated in spring commencement ceremony.

**Personnel Changes**

The fall of 2014 brought some staffing challenges with Eric Wall resigning from his position as an academic specialist. Following Eric’s departure, Alia Zaro was hired as the director of Student Support Services. She has a background in working in other TRIO programs in Virginia and West Virginia, is an alumnus of Radford University and her most recent experience was with Talent Search and Upward Bound programs at Virginia Tech. The fall semester of 2014 brought some additional staffing challenges. Keisha Davidson, the previous Administrative Assistant and Jessica Wisdom, the previous Math tutor leaving their positions. However, on January 25th, 2015, Michelle Crotto was hired as a successful candidate for the Academic Specialist position and shortly after, Gwen Sowers was hired as the administrative assistant. In addition, the math tutor position was filled by Phillip Whipp early in the spring of 2015 and he provided tutoring services to the students. Despite some of the changes in staffing, the staff members are looking forward for this opportunity to develop a strong office and great potential for success in the upcoming year.
**Performance Data**

- SSS served 193 students during the 2014-2015.
- Applications increased from the previous year; a total of 89 new and transfer students sought admission into the program. 57 of those students were admitted to the program in the fall of 2014. An additional 13 students were admitted to the program in the spring of 2015.
- A total of 29 students utilized tutoring services with the math tutors in fall and spring 2014.
- SSS took a total of 20 students on two trips during spring 2015.
- 98 of our students, 50%, completed their semester individualized service plans.
- SSS hosted over 10 workshops and signature events that were attended by students.

This pie chart represents the student diversity of Student Support Services participants based on their eligibility for the program. It is required that 2/3rds of the participants are both First Generation and Low Income.
This chart compares the 2013-2014 data to the current 2014-2015 data, based on the number of students that received the projects required services.

**Goals for Academic Year 2014-2015**

SSS has made substantial progress toward achievement of each of the goals listed below. A sampling of the programming and methods employed to demonstrate success, as well as outcomes is outlined under the 2014-2015 Highlights and SSS Performance Data sections outlined above.

1. **Life skill development**
   Enhance student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional well-being and healthy lifestyles.

   - Staff made successful progress towards the achievement of this goal through promoting these skills through individual student meetings, workshops offered and trips.

2. **Early Intervention and Social Integration**
   Implement extended student transition programs prior to matriculation and early intervention programs to enhance academic preparation and social integration.
Through efforts to build community with program participants, individual student contacts, and collaboration partnerships early intervention with students is in place.

Collaboration efforts with various departments on campus has initiated discussion about introducing a summer bridge program that focuses on assisting first generation students.

Recruitment of incoming freshman and their enrollment in a Student Support Services specific University 100 for the fall 2015 is currently occurring with the intention of developing a community amongst new students and a focus on early intervention and college success.

3. **Staff Development Opportunities**
   Encourage, support, and fund continuing staff development opportunities, involvement with RU and community councils, and professional association conference and leadership opportunities.
   
   - Staff have been engaged in numerous campus partnerships and professional development sessions offered at the University.
   - Director of the program attended the VAEOPP annual conference, a priority 2 training and numerous grant writing trainings.
   - Director and Academic Specialists attended MEAOPP annual conference and the VEAOPP drive-in conference at University of Virginia at Wise.
   - All full time staff in the office will attend an intensive three day training from a consultant that specializes in managing TRIO grants.

4. **Persistence**
   Promote academic services and social opportunities which will assist in the retention of program participants.
   
   - Staff have achieved this goal. 142 (89%) of our 159 returning students are currently registered for classes in fall 2015 and are expected to return.

5. **Good Academic Standing**
   Provide academic services which will assist in program participants maintaining good academic standing at the university.
   
   - Staff have achieved this goal. 148 (93%) of our 159 returning students are currently in good standing at Radford University.
Goals for Academic Year 2015-2016

1. **Life skill development**

   **VPSA-2B**: Enhance student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional wellbeing and healthy lifestyles.

   O1.1: Workshops and trips- Staff will continue to provide a wide range of workshops and trips to develop a sense of common purpose, community and help students become involved in the program.

   O1.2: One on one coaching- Staff will continue to complete Individual Service Plans with the students to encourage students development consciousness of self and commitment to graduation from Radford University.

2. **Early Intervention and Social Integration**

   **VPSA-2B**: Enhance student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional wellbeing and healthy lifestyles.

   O2.1: Early intervention- Staff will teach a University 100 class for incoming freshman to help enhance their academic preparation and social integration through developing a sense of common purpose and encouraging a sense of commitment to succeeding at Radford University.

   O2.2: Workshops and individualized coaching- Staff will continue to provide workshops and individualized coaching with students to encourage positive personal and academic development.

3. **Staff Development Opportunities**

   **VPS-4B**: Create a stimulating professional climate for students and full time staff with an emphasis on continuing staff development, involvement with RU and community councils, and professional association membership, conference presentations and leadership opportunities.

   O3.1: Staff development- Continue to offer opportunities for personal and professional development for all staff members through in-service, conferences, workshops and staff development activities.
O3.2: Staff training- Continue to use staff training as an opportunity to develop the basic skills needed to successfully work with students and provide the best possible services.

4. Persistence

VPSA-2B: Enhance student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional wellbeing and healthy lifestyles.

O4.1: Utilize Noel-Levitz data- Staff will utilize the data while coaching and advising students by identifying student needs and developing goals to help them be successful at Radford University.

O4.2: Social opportunities- Staff will promote social activities through the SSS Skills for Success club, which encourages SSS students to have a common purpose and develop a greater presence on campus, leadership opportunities and investment in SSS and at Radford University.

5. Good Academic Standing

VPSA-2B: Enhance student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional wellbeing and healthy lifestyles.

O5.1: Math tutoring- Staff will continue to provide math tutoring to students that require assistance in their mathematics classes to promote academic success.

O5.2: Workshops- Staff will continue to provide workshops that encourage academic success, such as, time management, study skills and test taking skills.
SSS - SWOT ANALYSIS

The staff completed the SWOT Analysis during their end of the year retreat.

**STRENGTHS**
- Teamwork
- Self-motivated
- Outreach with other offices
- Increased student interest in program
- Increased visibility on campus
- Credibility
- Individual strengths of each staff member
- Good communication
- Dedicated staff
- Responsible staff
- Professional
- Fully staffed for the first time in years
- New students increased buy-in

**WEAKNESSES**
- Numerous staff changes over last year
- Lack of space for a tutoring office
- Additional rules must be followed due to being 100% federally funded
- Limited by budget
- New staff continued need for professional growth and trainings

**OPPORTUNITIES**
- Retention initiative on campus (Noel Levitz)
- Online application through collaborating with Hobsons
- Updated equipment
- Updated filing system
- Professional development and trainings
- Additional tutors in diverse subject areas
- University 100 for incoming freshman
- More trip opportunities for students
- Workshops planned out for entire year
- Continue to increase visibility on campus

**THREATS**
- Funding for program is 100% dependent on soft money (grant being refunded)
- Students dropping out of Radford University or transferring schools
- Students being academically dismissed
- Student motivation
- Students lack of responsibility
- Attaining the expected goals set forth by the grant on a yearly basis
- Possible audits
- Limited visibility on campus
TRIO WORKS!