Dean of Students

Annual Report

2016-2017

Awareness. Advocacy. Accountability

RADFORD UNIVERSITY

Dean of Students
# Table of Contents

I. Mission Statements .................................................................................................................. 3

II. Executive Summary .............................................................................................................. 6

III. Professional Staff ............................................................................................................... 7

IV. Professional Staff Involvement .......................................................................................... 8

V. Office of the Dean of Students ........................................................................................... 14

VI. Center for Accessibility Services ......................................................................................... 31

VII. Housing and Residential Life ............................................................................................ 45

VIII. Office of Student Standards and Conduct ....................................................................... 56

IX. Student Counseling Services .............................................................................................. 62

X. Student Health Services ..................................................................................................... 75

XI. Substance Abuse and Violence Education Support Services ............................................ 81
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 Advocacy, Behavioral Consultation and Threat Teams, Center for Accessibility Services (CAS), Office of Student Standards and Conduct (OSSC), Substance Abuse and Violence Education Support services (SAVES), Student Counseling Services (SCS) 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.

This year the Office of the Dean of Students (DOS) announced and implemented a change to not include Student Counseling Services (SCS) in the contracted services and do manage in house. While it has been a successfully executed contract, it recently became clear that the University could provide additional services and offer increased staffing levels if the contract were ended and the SCS were brought in-house. The transition to change the contract began during the academic year and was announced to the University and to Carilion EAP staff in May 2017.

Due to transitions in staff arrivals and departures, the DOS has spent its year in transition. There have been two interim Deans of Students – Susan Trageser and Andrea Zuschin. Office areas have shifted as necessary in order to support students, support staff, and achieve goals.

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 2016-2017 highlights include:
• Muse Hall was renovated.
• Office of Student Success and Retention was created.
Professional Staff
2016-2017

Office of the Dean of Students
Intermediate Associate VP for Student Affairs/Dean of Students
Susan Trageser  Heth 274  831-6434 strageser@radford.edu
Intermediate Associate VP for Student Affairs/Dean of Students
Andrea Zuschin  Heth 274  831-6259 azuschin@radford.edu
Assistant to the Dean of Students
Gina Stike  Heth 274  831-6297 gstike@radford.edu
Assistant to the Associate Dean of Students/Intake Coordinator
Kim Vest  Heth 274  831-6259 kvest@radford.edu

Center for Diversity and Inclusion
Director
Crasha Townsend  Heth 157  831-5765 cperkins5@radford.edu
Assistant Director
Natalie Fajardo  Heth 157  831-5765 nfajardo2@radford.edu
Administrative Assistant
Tasia Persson  Heth 157  831-6343 tpersson@radford.edu

Center for Accessibility Services
Director/ADA 504 Coordinator for Students, Parents, and Visitors
Angela Devore-Greene  Tyler 54  831-6350 amdevore@radford.edu
Assistant Director
Jennifer Scott  Tyler 54  831-6350 jscott111@radford.edu
Coordinator of Adaptive Technology
Kelly Woodward  Tyler 54  831-6350 kwoodward4@radford.edu
Coordinator of Note Taking
Haley Sortzi  Tyler 54  831-6350 bsortzi@radford.edu
Administrative Assistant
Kathy Artom  Tyler 54  831-6328 kartom@radford.edu

Office of Housing and Residential Life
Director of Housing and Residential Life
James Penven  Heth 226  831-5375 jpenven@radford.edu
Assistant Director of Residential Life
Amber Mullen  Heth 226  831-5375 amullen@radford.edu
Associate Director Assignments and Tech
Karen Sutherland  Heth 226  831-5375 ksutherland1@radford.edu
Coordinator of Facilities and Maintenance
Alex Campbell  Heth 226  831-6623 tcampbell8@radford.edu
Housing Assignments Coordinator
Jeannette Surer  Heth 226  831-5375 jsurer@radford.edu
Administrative Assistant
Tammie 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 Beyma  Heth 207  831-5321 ddbevma@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
Director
Kelly Rubin  Heth 215  831-5709 kruhin@radford.edu
Assistant Director
Julie Dill  Heth 215  831-5709 jdlil7@radford.edu
Licensed Clinical Social Worker
Rhoda Janosik  Tyler  831-5709 rjanosik@radford.edu
Licensed Clinical Social Worker
Kathy Ahern  Tyler  831-5709 kahern@radford.edu
Administrative Assistant
Amanda Shepheard  Heth 215  831-5709 ashepheard@radford.edu
Professional Development

Campus Committee Involvement

- 1st Generation Committee
- Administrative/Professional Faculty Grievance Committee
- Advising Committee
- AOD Taskforce
- Behavioral Consultation Team
- Best Practices in Retention Committee
- Buildings and Grounds Committee
- Campus Forums
  - Director of Housing candidates
  - Director of SAVES candidates
  - President Hemphill Open Forum for AP Faculty
- Challenges and Opportunities Subcommittee
- City of Radford Coordinating Council on Domestic and Sexual Violence
- Clery Compliance Co-Coordinator
- Club Programming Committee
- Council for Student Engagement and Success
- Course Management Systems Student Affairs Website Committee
- Diversity & Equity Action Committee
- Enrollment Operations/Communication
- Exit Interview Committee
- Financial Aid Advisory Committee
- Foundation Scholarship Committee
- Health and Wellness Task Force (Co-Chair)
- Healthy Minds & Healthy Bodies/Suicide Prevention Intervention Committee
- HEHROS
- Highlander Hall Cup
- Holds Committee
- Joint Commission
- Leadership Council
- Learning Communities Communications
- Medical Leave Review Committee
- Military Advisory Committee
- NRV SafeNET (Co-Chair)
- Office of Undergraduate Research and Scholarship Steering Committee
- Parking and Traffic Committee
- Procurement and Contracts Committee (for captioning/CART vendors)
- Radford Youth Adult Partnership (RYAP)
- Risk Advisory Committee
• SAVES Alcohol and Other Drug Task Force (Chair)
• SAVES Sexual Assault and Interpersonal Violence Task Force (Chair)
• Search Committees
  o Participant, Office of Diversity and Equity Compliance Specialist
  o Chair, DRO Administrative Assistant
  o Chair, DRO Coordinator of Deaf and Hard of Hearing Services
  o Resident Director
• Sexual Assault & Interpersonal Violence Task Force
• Starfish Implementation Team
• Student Affairs Leadership Council
• Student Affairs Registration Calling Campaigns
• Student Affairs You Matter Campaign
• Suicide Prevention Taskforce
• Summer Bridge
• Threat Assessment Team
• Winter Commencement Committee
• Women’s History Month committee

National/Regional/Local Conference/Workshop/Webinar Attendance

• Accessing Higher Ground National Conference in Denver, Colorado
• ACHA
• Active Shooter Training
• ACUHO-I
• Airway Management Conference
• Anemia of Chronic Disease
• Arranged for Virginia Department for Blind and Visually Impaired to update CAS Staff on current procedures and assistive technology
• Association on Higher Education and Disabilities Annual Conference, Staunton, VA
• Association on Higher Education and Disabilities Fall Drive-In Conference
• ASTP (Alcohol Skills Training Program)
• Bipolar Depression: presentation, diagnosis and treatment
• Campus Safety and Violence Prevention Forum
• Captioning w/Camtasia
• Carilion Clinic Cardiac Symposium (27th annual)
• Carilion Clinic’s Urgent Care Conference
• CDC /VDH: STD Intensive Course
• Conference- ENT updates: management of chronic and recurrent sinus infections and allergy management
• Conference - Update on surgical topics: updates on breast cancer treatments & vascular surgery
• Course Management Systems website access training
• Dealing with the Dynamics of Non-Stranger Sexual Assault
• ELM Exchange/ CarilionClinic, Opioid Prescribing: Risk Management, EMR: Documentation Principles, Allied Health Professional Scope of Practice: Provider to Provider (goal is to improve pt. safety and to reduce risk.)
• Ethics in the age of technology
• Etiology of Headaches and Evaluation of Headaches
• Forward Motion Coaching: Finding Employment that Works for Individuals with Asperger’s Syndrome Conference, Alexandria, VA
• GreenZone training
• HIV Screening and Prevention
• Infectious Diseases for Primary Care Conference
• Inside the Manipulator’s Mind: The Insider’s Guide to Ending Emotional Exploitation
• Investigation of Sex Crimes for campus Police and Public Safety Agencies
• Live chat demonstration by Sonocent regarding audio notetaking software
• Managing Critical Incidents for Higher Education Institutions: A Multi-Disciplinary, Community Approach
• Marginalized to Empowered: Improving Retention and Creating Academic Equity for College Students
• Maternity and Women’s Health Conference
• May Our Turn sessions
  o Mindfulness
  o Exploring Intercultural Competence
  o “One Note” training
  o Terrorism and Safety Awareness Training
• Mid-Atlantic Collegiate Recovery Conference
• NASPA Strategies Conference on Alcohol, Other Drugs, and Violence Prevention
• NASPA Student Affairs Law and Policy Certificate Program
• Prevention of Rx Drug Abuse & Heroin Overdose in the NRV
• Radford University Title IX Training
• Research-Based Strategies for Sexual Violence Prevention webinar
• Residential College Symposium
• Salome Heyward and Associate Webinars
  o Assistive Technology Trends
  o Students with Allergies and Disability Law
  o The Compliance Mandates Regarding Accommodation Practices Are Rapidly Changing
  o Student Responsibility: What are the New Rules of Engagement?
  o Legal Updates and Compliance Issues on the Horizon Training
• Safe Zone Training
- Take 3 CME quarterly from Carilion
- TIPS for University Train the Trainer Workshop
- Training in Restorative Justice for College Student Misconduct and Residential Life
- Unbroken Brain
- Understanding Meningococcal Disease
- VaCalc Drive-In Conference
- VCU Health, Advanced Practice Provider Pharmacology Symposium
- Virginia Student Services Conference (VSSC)
- VYNE Workshop-Emotional Survival for Trauma, PTSD & Critical Incidents
- Webinar: A Touchy Subject: The Ethics of Touching
- Webinar: Adolescent Development and Susceptibility of Teens towards Addiction
- Webinar: Clinical Supervision for a Skill-Based, Client-Centered Program
- Webinar: Ohio College Initiative - Environmental Scans as Tool for Reducing Excessive College Drinking
- Webinar: Teen Trends in Substance Abuse: Beyond Alcohol and Marijuana
- Webinar: The Clery Act & Title IX: Practical Considerations for Coordination and Integration
- Windows 10 Overview with CITL

Presentation/Instruction

- ACUHO-I: “Costs and Benefits of Residential Colleges” and “New Kids on the Block: Reflections and Panel Discussion with new CHO’s”
- Advised the Radford Chapter of Eye to Eye
- Assistive Technology Lab Open House with McConnell Library
- Autism Awareness Info Table and Roanoke City Police Department awareness vehicle
- BE SEEN "Mission Possible" presentation about technology to assist with learning
- BE SEEN Diversity and Inclusion Week: Deaf Awareness Week tabletops
- CAS Weekly Skill Building Workshops
- Course Design Spa presentation and consultation with Faculty: Breaking Down Barriers
- Disability Awareness Week
  - Diversity Dialogue
  - Virginia Department for Blind and Visually Impaired Info Table
  - CAS Info Table
  - Wheelchair Basketball Game
  - Occupational Therapy Department: Adaptive Equipment Info Table
- Envision magnification products demonstration for Radford community
- HumanWare magnification product demonstration for library services
- Majors and Minors Fair
- Master of Social Work Intern, fall and spring semester
- Mindfulness for Those Who Struggle with Attention and Focus
- New Faculty Orientation – DRO Overview; Faculty/Student Responsibilities
- Open Houses
• Our Turn Presentations given (May and August 2016, January 2017):
  o Exploring Intercultural Competence
  o Extended Access to Assistive Technology
  o Kempo Karate – Self Defense for Women
  o Appalachian Music and Dance
• Overview of CAS services to RUCMA
• Quest Assistants/POG’s
• Quest presentations and Q & A Meet and Greet
• Quest- students and parents
• Resident Assistant Policy and Incident Training
• Resident Director and Graduate Assistant Student Conduct Officer Training
• Residential College Symposium, Pre-Institute: “What is a collegiate way of living worth? Setting out expectations for the costs and benefits of a residential college, Plenary Speaker, “Ensuring a sustainable future for RCS”
• Student Affairs Professional Development Committee "Mission Possible" presentation about technology to assist with learning
• TIPS Certification Training
• UNIV 100: Introduction to Higher Education-Overall Wellness
• VSSC Presentation “What is a collegiate way of living worth? Exploring costs and benefits of residential colleges”
• Working with Students Registered with the Disability Resource Office presented to:
  o School of Teacher Education and Leadership student teacher cohort
  o Peer Instructors for University 100
  o Quest Assistants
  o Admissions Counselors
  o Resident Assistants

National/Regional/Local Leadership Roles/Advisement

• Alpha Phi Omega National Honor Fraternity Advisor
• Executive Council, Residential College Society
• Journal of College and University Housing, Associate Editor
• KDR Advisor
• President Elect, Virginia Association on Higher Education in Disabilities
• VACUHO: (President through April), (Secretary/Historian – through Oct 2016), (Secretary/Historian through Oct 2017), (Governing Counsel through Oct 2017)
• Xclusive Division Advisor (Dance/Modeling group)

Membership in Organizations

• ACA – American Counseling Association
• ACHA- American College Health Association
• ACPA/Residential Curriculum Institute
• ACUHOi, Department
• AHEAD – Association on Higher Education in Disabilities
• Alpha Phi Alpha
• American Board of Family Medicine
• American College Personnel Association
• American Counseling Association
• Association for Student Conduct Administrators
• Association of Recovery in Higher Education
• Campus Advocate and Prevention Professionals Association
• Delta Delta Delta
• NASPA – Student Affairs Professionals in Higher Education
• National Association for Alcoholism and Drug Abuse Counselors
• National Association for Student Personal Administrators
• National Association of Clery Compliance Administrators
• PepNet - National collaboration of four regional postsecondary education centers in the United States, for individuals who are deaf and hard of hearing
• Residential College Society
• RID – Registry of Interpreters for the Deaf
• VA AHEAD – Virginia Chapter of AHEAD
• VA RID – Virginia Chapter of the Registry of Interpreters for the Deaf
• VACHUO Department
• Virginia Counseling Association
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 2016-2017 academic year, the staff included an Associate Vice President for Student Affairs/Dean of Students, two (2) Administrative Assistants, one (1) graduate assistant, one (1) graduate intern, and two (2) undergraduate work study students. The Dean of Students Office enjoys students seeking opportunities for employment, placement for academic credit and volunteer hours.

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 2016-2017 Highlights

1. Continued increase in student requests for assistance and walk-ins
2. Continuation of Highlander Chats Committee
3. Continuation of Helping to Eradicate Homelessness with Resources Opportunities and Support (HEHROS) Committee
4. Continuation of calling campaign to increase continuing student enrollment

Personnel Changes

Dr. Irvin Clark was reassigned into the position of Interim Vice President of Student Affairs. Susan Trageser reassigned into the positon of Interim Dean of Students and later to the Interim Vice President of Student Affairs upon the resignation of Dr. Clark. With the reassignment of Ms. Trageser, Dr. Andrea Zuschin was reassigned to the position of Interim Dean of Students.
Performance Data

Advocacy:

The 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 fifth 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. Our overall advocacy incidents for 2016-2017 increased by 60%.

Advocacy - 3 yr comparison
During the 2016-2017 academic year, 161 absence notifications were shared with instructors compared to 124 absence notifications during the 2015-2016 academic year. Loss or sudden illness of family members or friends, accidents, illnesses, and injuries were the most common reasons for students missing classes. 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 still believed the increase is due to greater visibility of the Dean of Students Office.
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 2016-2017 shows a decrease from 2015-2016 academic year on pending/inquiries but an increase on processed medical withdrawals.

Re-Branding and Marketing

During the reorganization of the DOS Office in 2014 a tagline was developed in an effort to help clarify functions of the office. **Awareness.Advocacy.Accountability.**

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

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

**Accountability** – to prepare students to achieve their life goals through personal accountability; an essential component of the growth and development of a Radford University student.

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. The tagline is shared at Quest, new student orientation with students and parents, and any time an overview of the DOS is given. Occasionally a student will still mention DOS being associated with student conduct functions. It is becoming much more common that a student will bring another student to DOS to ensure they receive support and assistance. This is the best demonstration of the success of the increased visibility and messaging.

**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.
**Highlander Chats Pilot Program:**

**WHAT IS THE HIGHLANDER CHATS PROGRAM?**

The Radford University (RU) Highlander Chats pilot program was born out of discussion between faculty members and representatives of the Offices of the Dean of Students and University Services who are committed to better serving our students in a manner that fosters inclusive excellence across campus. Studies show engaging students through better faculty/staff-student interactions bolsters retention and academic success for a diverse set of students. The Highlander Chats pilot program is delivered in partnership with RU Dining Services-Chartwells. The Highlander Chats pilot program allows students and faculty/staff to share a complimentary meal together at the Dalton Dining Hall. The idea is to get the students and faculty/staff out of the classroom, studio, laboratory or office to foster discussion in a welcoming environment over a shared meal. Conversations could range from discussing a student’s progress in a course, a particular course assignment, to post-graduate plans or career advice.

**PILOT PROGRAM PARTNERS (in alphabetical order):**

- Dr. Irvin Clark (Former Interim Vice President of Student Affairs)
- Adrean Harris (Dining Services Manager, Chartwells- RU Dining Services)
- Dr. Kimberly Lane (Associate Professor of Biology)
- Dr. Jeanne Mekolichick (Assistant Provost for Academic Programs)
- Dr. Sara O’Brien (Associate Professor of Biology, 2017-18 Scholar-Citizen Director)
- James Perkins (Director of University Services)
- Dr. Tara Phelps-Durr (Associate Professor of Biology)
- Susan Trageser (Interim Vice President of Student Affairs)

**BRIEF HISTORY OF THE HIGHLANDER CHATS PROGRAM**

The Highlander Chats pilot program was initiated in the 2016-17 academic year. The budget for the original pilot was set at $3,000.00 based on the cost of similar programs at other institutions. Funds were allotted from the Provost’s Office. The budget allowed RU, in working with Chartwells Dining Services, to purchase 250 tickets representing two meals/ticket at a meal price of $6.51. The Highlander Chats program allows for a student or faculty/advisor to request a ticket and dine free at Dalton Dining Hall during Highlander Chats week, which is the first full week of each month during the academic year. Each ticket allows two people to dine, a student and a faculty/advisor. Before the ticket is collected at the Dalton Dining Hall, the student must fill out the brief survey on the back of the ticket, which asks for the names and RU IDs of the student and the faculty/advisor as well as their College, how they heard about the program, and reason for participating. An area to collect free form thoughts is allocated. Every month the tickets collected
at Dalton Dining Hall are tracked for Chartwells meal cost purposes, copied and sent to James Perkins’ office to account for their use. From there, tickets are taken to the Dean of Students Office. Once at the Dean of Students Office the data is collected, entered, and collated so the progress of this pilot program could be tracked. During the 2016-2017 academic year, 174 (includes duplicate attendees) students participated in the Highlander Chat program.

DISCUSSION OF PARTICIPANT DEMOGRAPHICS AND PROGRAM UTILITY

Demographics by Class Rank

Summary: Overall, RU Senior students (n=82) used the majority of Highlander Chats tickets followed by RU Graduate students (n=49), Juniors (n=18), Freshmen (n=13), and Sophomores (n=12).

Retention efforts are often directed towards freshmen and sophomore students when students are most at risk for leaving college. While the data display that we did not target freshmen and sophomore students as well as other class ranks, the data do show the utility of the program for seniors and Graduate Students. Our data may show that the Highlander Chats program could serve as a good way to strengthen the sense of belonging of Graduate students to the RU community and will help attract and retain a vibrant Graduate student population. The data also display that we have success is reaching our RU senior students. Thus, perhaps the Highlander Chats program may serve as a touch point to connect to and advise our students as they begin the next step into their careers while possibly strengthening ties to the RU community and encouraging future Alumni relations.
Program Utility by Reason for Participation

Summary: Discussions of extracurricular opportunities, academic advising, and discussions of course performance or a course project made up a smaller percentage of student: faculty discussion topics when compared to the third to half of respondents who chose the “other” category on their Highlander Chats ticket survey. Delving deeper into discussion topics based on survey responses, we were able to see that the largest category chosen as “other” represented discussion topics ranging from future employment and career advice, to graduate school preparation, to generally getting to know their instructors/advisors and building an out-of-class relationship. A few students also responded to using the Highlander Chats program for student club advising.

These data show that most students are utilizing the face-to-face time with faculty and other mentors to receive information on post-graduation plans as well as advising. This result is clearly in line with RU’s commitment to “investing in a lifetime” when supporting their students and alumni. The program directly encourages faculty and students to build relationships beyond the classroom and beyond a student/assessor relationship to one that holistically nurtures the whole student. This data is in line with data on class rank showing that most students attending the Highlander Chats program were seniors and Graduate Students.

Demographics by Underrepresented Student Status

Summary: When compared to the general student population of Radford University, those students considered Pell Eligible (n=28), First Generation (n=65), and/or Ethnic Minorities (n=40) made up similar numbers of those students participating in the Highlander Chats program.
Many students belonging to underrepresented groups are considered “at risk” students in college. Statistically, these students are less likely than their majority represented peers to persist through college to graduation. While we would have liked to better target these populations of at risk students with the Highlander Chats program, the data do display that, at minimum, we are seeing their participation similar to that of their representation on campus. Future continued attempts will be made to better target these populations of students to ensure we continue to meet their needs for support during their college careers.

**Demographics by College**

Summary: Overall, most RU Colleges were represented as users of the program, however, the largest majority of students using the program were housed in the College of Education and Human
Development (n=54), followed by students in the College of Humanities and Behavioral Sciences (40), and the Artis College of Science and Technology (43).

These demographic data demonstrate that the program has utility among a large breadth of our students regardless of major. In future iterations of the program, we will be sure to target those colleges who have participated less and encourage them to remind students and faculty of this opportunity.

**Demographics by GPA**

Summary: The majority of the students using the program had, on average, a relatively high GPA (3.0-4.0) with the GPAs of students using the program ranging from 4.0 (max) to 1.5 (min). Freshmen participants has the lowest min-GPA represented, while senior participants had the highest average range of GPA (3.5-4.0) represented. Overall, those students with the highest GPAs (3.5-4.0) were most likely to initiate contact (ask a faculty or staff member to the Highlander Chats program). Across all students, however, more than half of the students participating initiated contact.

RU continues to produce excellent students who we can highlight as success stories for our PR work. RU faculty and students continue to show pride in the fact that RU offers an environment where students know their instructors and advisors and feel valued in the support they are given.
The Highlander Chats program continues to be a signature program highlighting this commitment and the success it achieves. While this program is utilized more so by our high achieving students, we believe that the utility of this program would help those students who may be struggling to find the connections and resources they need to achieve their best at RU. We will continue to ensure that the advertising for this program is highlighted to all students who may benefit from participating to ensure we support students who need these resources most to help them succeed.

SUMMARY OF THE PILOT PROGRAM & FUTURE GOALS

Overall, the Highlander Chats program has continued to gain popularity as noted by small monthly increases in ticket use. Based on monthly requests, ~250 total tickets have proven to be a steady number to allow for availability of tickets through the academic year. Ticket users represent a wide array of majors and student rank. Some repeat student users used the tickets to invite different faculty/advisors to a meal and some faculty/advisors were asked to dine with different students repeatedly, however, most users of the program have only used one ticket. While it was planned to send a follow up survey at the end of the academic year to Highlander Chats ticket users to gather more in-depth information about the utility of the program this did not come to fruition. Informal feedback suggests that students enjoy the opportunity to share a meal and discuss a variety of topics face-to-face with their professor/instructor/advisor. The data discussed in this report clearly highlight the success of the pilot program as an opportunity to offer students support for defining post-graduation plans, career success and general advising. The data also demonstrates the program to be a method to strengthen a student’s sense of community on campus, while building a relationship with a faculty/advisor beyond the constraints of the classroom. These data display that the program is working to target many of the well-researched and outlined best practices in melding the academic and student services aspect of supporting and retaining a diverse set of college students (Pike & Kuh, 2005). Continued advertisement of the program, including targeted advertising to students who may most benefit from the program will remain an ongoing goal. Specifically, we hope to attract more freshmen and sophomore students as well as more students from underrepresented groups. Continuation of the program and continued data collection will allow us to explore the Highlander Chats program as part of a full spectrum of retention efforts across campus.

PROPOSED BUDGET FOR 2017-18 ACADEMIC YEAR

We propose to continue the Highlander Chats program for the 2017-18 academic year. We ask for 250 tickets, the same amount requested in the pilot program. Due to the 3% increase in dining prices (from $6.51/meal to $6.71/meal), we are asking for $3,300.00, which is an increase from the pilot program budget of $ 3,000.00. $3,300.00 will allow the Highlander Chats program to continue and will provide 250 tickets (representing two meals/ticket) for a student and a faculty/advisor to share a meal at Dalton Dining Hall.
Health and Wellness Task Force

The Health and Wellness Task Force has as its goal to create a positive and active campus where health and wellness are woven into everyday operations and academic mandates, thereby providing a welcoming, educational, and healthy environment for our students, faculty, and staff. To that end, the Health and Wellness Task Force, with membership from across campus and from the community, has consolidated various committees related to suicide prevention, healthy minds/healthy body, and the Jed Foundation. This new collaborative team can serve as a one-stop wellness hub for all services, programs, offices, and events related to health and wellness components.

Professional Development Committee:

Mission Statement

The Professional 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 goal of Professional Development is 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 Professional Development Committee plans, coordinates and provides financial support for a variety of activities that engage staff in an active and creative intellectual life.

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.

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 Professional 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. Professional 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 Professional Development Committee must nurture a climate where continued personal and professional growth is valued and pursued by every employee. As well, the Professional Development Committee is responsible for ensuring that adequate opportunities for staff development exist. At present, the responsibilities of the Professional 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

Professional Development Goals and Strategies

The goals of the Professional 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 Professional 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 2016-2017 academic year, the Professional Development Committee provided seven (7) training events. Events were provided with no budget and in conjunction with existing resources.

**Professional Development Evaluation & Assessment**

In 2014, 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 goal,” “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 Professional Development Committee was able to curtail training to the needs and desires of relevant information for the Student Affairs staff members. A total of thirty-three (33) staff members (twenty-three [23] AP, ten [10] Classified) submitted surveys. Surveys were anonymous and completed on a volunteer basis.

Per the results of the survey, 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 Professional Development Committee analyzed the data and chose workshops and training events that met the needs of AP and Classified staff members. A total of seven (7) workshops/events were administered in AY 2016-2017, correlating with the requests of staff as well as the goals of the Professional Development Committee.
The events held were:

- Dr. Amer Ahmed “Islamophobia”
- Dr. Angela Joyner “Getting Linked In with LinkedIn”
- Kelly Woodward “Learning Assistive Technology Tools: Livescribe Echo Smart Pen and Kurzweil Software”
- Emerging Women Leaders Webinars “9 Types of Courage for Emerging Leaders”
- Dr. Karen Davis “Effective strategies to support our students with Language-Learning Disabilities”
- Presentation by Steve Bobbitt, Associate Director for Programming at James Madison University “A Guide for Student Affairs Professionals”
- Dismantling Racism workshop

**HEHROS - Helping to Eradicate Homelessness with Resources Opportunities and Support**

**History of the Program:**

- The program was developed in order to identify options we have at RU to support our students who are homeless, or are at-risk of being homeless.
- Homelessness is an issue faced by many colleges and Universities in Virginia, affecting approximately 18,000 of our 4000,000 students.
- This has also become an issue here on campus, and there have been numerous departments that have identified and assisted students that were homeless or at risk of being homeless, including CDI, SSS, Housing and the campus police.
- An additional factor that seems to coincide with homelessness is hunger and the need to connect students to resources, such as food banks, or options of meal plans.

**Highlights:**

1. A website and brochure for the program has been established.
2. HERHOS Closest designated in Heth Hall where students in need can obtain clothing. They can contact the Dean of Students Office and be taken down discretely to the room.
3. We have developed and are ready to implement a food swipe program where students can donate meals and they will be loaded onto the ID card for a student in need.
4. We are in the planning stage for a food pantry on campus.
5. Students in need of housing are put in contact with the local Canterbury House.
6. Students in need of a limited amount of funds for needs outside of tuition and books can contact the Dean of Students Office for assistance.
Goals for Academic Year 2016-2017

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 2016-2017

- Continue to enhance and improve utilization of features of Symplicity-CARE software for Behavioral Consultation Team and Advocacy functions
- Implement plan to restructure Housing & Residential Life
• Outreach to the campus units to increase awareness and participation in Dean of Students units’ events and services.
Center for Accessibility Services

Overview

In accordance with the Americans with Disabilities Act (ADA) of 1990, the Disability Resource Office (DRO) was established at Radford University in 1990 to provide academic and housing accommodations to students. The ADA prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, state and local government services, public accommodations, commercial facilities, and transportation. This law also requires that state institutions receiving federal funding must provide services to individuals living with disabilities. In 1990, the Disability Resource Office was staffed with one graduate student serving less than fifty students per year. Now known as the Center for Accessibility Services (CAS), the center is a comprehensive, full-service center staffed with 6 university employees, an assistive technology lab, a large testing room, 7 small testing rooms and a wide-range of student access services. The center serves approximately 7% (628 students) of the student population. Accommodation requests received from parents and visitors to campus are coordinated through CAS as well. The increase in service requests through the years directly correlates with the increased awareness of individual’s 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 Center for Accessibility Services (CAS) is committed to providing equal educational opportunities for all students living with disabilities. CAS serves and supports students, parents and visitors seeking reasonable accommodations under the Americans with Disabilities Act and is dedicated to the ongoing goal of access and inclusion so an individual can fully participate in the university experience.

Objectives:

- Promote equal **access** in curricular and co-curricular activities within the university setting
- **Empower** students to self-advocate for needed resources
- Create environments that are accessible, diverse, and **inclusive**

1. **Department Name Change and Relocation of Office Space**

   The Disability Resource Office became the Center for Accessibility Services (CAS) in spring 2017 and relocated to the third floor of Russell Hall. The administration’s support for the name change will positively impact the university’s retention efforts and
commitment to providing high quality services and programs to Radford University students. The new name lends itself to a fresh brand identity of inclusiveness and accessibility. It also epitomizes the types of work Disability Services Specialists perform each day. The center’s name focuses less on an individual’s disability and focuses more on access and support. The CAS staff believe the name change will welcome and retain new students who may have been reluctant to request services under the original name for fear of being identified as being less than or being stigmatized in some way. Shifting from the term Office to Center accurately reflects the large scope of services and support resources delivered to students, parents and visitors. The timing of the name change aligned well with the move to Russell Hall. The new, remodeled space offers a great deal of natural lighting, has a variety of small and large testing rooms, an Assistive Technology Lab and ample storage for adaptive technology and equipment.

2. Emotional Support Animal (ESA) Policy and Procedure Development
   - CAS collaborated with the Office of Housing and Residential Life to create Guidelines for Support Animals in Residence Halls. All students who qualify for an ESA must agree to adhere to the guidelines.
   - CAS created an educational flyer to clarify the differences between an ESA and a Service Animal.
   - CAS developed a policy, procedure and verification form to qualify a student for an ESA.
   - CAS staff provided training Resident Advisors on the topic of how students are qualified to have an ESA on campus.

3. Off-campus Housing Accommodation Request Policy and Procedure Development
   CAS has seen a trend uptick in the number of students requesting a release from their Housing contract due to a diagnosis. In response, the CAS team is creating a policy, procedure and request form in response to the many hours spent on these cases. In most cases, the release is not granted as Radford University is able to provide the services and support a student needs on campus.

4. Disability Awareness Week (DAW) 2017
   The CAS Staff and Interns hosted Disability Awareness Week in March 2017. DAW week included an adaptive equipment demo, an info table announcing the department name change, and information shared by representatives from The Department for the Blind and Visually Impaired. CAS partnered with Diversity Dialogue and hosted student panelists who shared information regarding their diagnosis(es): ADHD, Autism, Epilepsy and hearing loss. The main event on Saturday night in Peters Gym was a high paced, highly interactive wheelchair basketball game in which brave student, faculty and staff volunteers, in wheelchairs, tested their skills against the nationally ranked
Charlottesville Cardinals Wheelchair Basketball Team. The event drew approximately 100 spectators and 15 volunteers.

Personnel

- Angela DeVore-Greene, Director, Disability Services Specialist
- Jennifer Scott, Assistant Director, Disability Services Specialist
- Kelly Woodward, Coordinator of Accessible Materials and Adaptive Technology, Disability Services Specialist
- Lori Graham, Coordinator of Deaf and Hard of Hearing Services, Disability Services Specialist
- Haley Sortzi, Coordinator of Test Proctoring and Note Taking Services
- Kathy Artom, Administrative Assistant, Webmaster

Personnel Changes

The Center for Accessibility Services welcomed three new staff members this year:
Ms. Haley Sortzi as the Coordinator of Test Proctoring and Note Taking Services on 8/15/2016

Ms. Kathy Artom as the Administrative Assistant on 11/10/2016

Mrs. Lori Graham as the Coordinator of Deaf and Hard of Hearing Services and Disability Services Specialist on 11/28/2016

AY 2016-2017 Goals

VPSA G:1 O:B. 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

DRO G:1 Continue to offer robust collaborative programming options to promote campus and community disability awareness, student ability awareness and student self-advocacy skills

- CAS staff and interns offered weekly skill building workshops, open to all students on campus. Topics included study skills, time management tips, Mindfulness methods, note-taking tips and organizational skill building.
- Implemented the annual Disability Awareness Week events, as reported on above.

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

DRO G:2 Increase faculty, staff, and student knowledge of and use of best practice accessibility tools to support student learning

- Set up accessibility for a student who is blind
  - Worked with the Department of Information Technology regarding accessible materials.
  - Met with chair, professors, and the student’s advisor to discuss issues and resources.
  - Met with the student and his tutor through the LARC (Learning Assistance and Resource Center).
  - Contacted housing to ask for volunteers to walk with the student to dinner the first week
  - Worked with housing to acquire an accessible residential room
  - Oriented the student around campus the first few weeks until he was able to navigate on his own
  - Consulted dining on the process to assist a person who is blind in Dalton and the Bonnie eateries
  - Researched the accessibility of Radford’s website when used with a screen reader
o Worked with housing and admissions to determine accessibility issues in their processes
o Collaborated with Virginia Department for the Blind and Visually Impaired
- Promoted the Sonocent Audio Note taker software
  o Communicated with the LARC, athletics, CITL to provide information about the software trial available
  o Held information table sessions at the Bonnie 3 times to promote the note taking software to all students
  o Emailed students who signed up at the table for more information about the software
  o Communicated through the CAS list serve to educate CAS registered students about the product
- Hosted CAS workshops to promote assistive technology and note taking strategies.
- Promoted Kurzweil Literacy software with the athletics academic support office by meeting with Alix Guynn. Plan to install the software on their lab computers during the summer.

VPSA G:3 O:A. Develop and implement best practice models from benchmark institutions for facility staffing, equipment, maintenance, renovation and operation plans consistent with universal building design

DRO G:1 Expand and improve test proctoring space and associated adaptive equipment to more adequately meet the testing/access accommodations for students with disabilities

- Increased 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

AY 2017-2018 Goals

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

CAS G:1 Strengthen faculty & staff knowledge base in working with students who live with disabilities.

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

CAS G:2 Enhance faculty, staff and student USE OF best practice accessibility tools to support an equitable educational experience.
VPSA G:1 O: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

CAS G:3 Reintroduce our office mission focusing on accessibility services.

Proposed Improvements/Changes for 2016-2017

- Streamline standard processes by electronic means (i.e., online fillable forms for registration process, test proctoring, requesting alternate text formats, etc…)
  - Explore the Accommodate module of Simplicity and similar products for improved reportable data
- Continue creating and/or adding accessible informational videos on CAS website to highlight/explain services offered
- Coordinate and secure a Workforce Representative to support students transitioning into the workplace

Performance Data

Annual Year 2016-17, (post-graduation day spring 2016 - spring graduation day 2017) the Center for Accessibility Services served 628 students representing a 4% decrease from the number of students served in AY 2015-16 (655).

Categories of Students Served defined:

- **Prospective**: initiated the registration process but did not complete the process in the current academic year (AY)
- **New**: completed the registration process and qualified for academic accommodations for the current AY
- **Returning**: qualified for academic accommodations during any previous AY
- **Temporary**: qualified for accommodations for a limited period of time based on a temporary diagnosis (i.e., broken limb, mild concussion, recovery from surgery, etc.)
- **Housing**: qualified for housing accommodations for a medical or psychiatric condition. May have also qualified for academic accommodations. *These students are not included in other Categories of Students Served.*
- **Provisional**: qualified for limited academic accommodations for one semester or less based on incomplete, partial, pending documentation
*Note the 123% increase in the number of students qualifying for housing accommodations since 2014-15. This alludes to an even higher number of requests CAS has received.

**Decrease in number of Returning students could correlate with improved elimination of the number of students who have graduated from annual numbers.
No Description * indicates students who have insufficient documentation

**ADHD and Learning Disabilities remain the most common diagnoses across the nation.
https://nces.ed.gov/fastfacts/display.asp?id=64
ASSISTIVE TECHNOLOGY SERVICES

Assistive technology (AT) is any product, process or service that enables a person to compensate for or work around a disability related limitation.

Recent Department of Justice Rulings emphasize that disability services offices must provide timely, equal access to all instructional materials. Timely is considered as “at the same time as peers”. Assistive Technology plays a heavy role in providing equal access to instructional materials.  http://www.d.umn.edu/~lcarlson/atteam/lawsuits.html http://www2.ed.gov/about/reports/annual/ocr/report-to-president-and-secretary-of-education-2015.pdf

Assistive technology available through the CAS:

- **Alternate text:** text provided in an alternate format (electronic, large font, audio)
- **Kurzweil:** literary software that includes text to speech, note taking, and brainstorming support.
- **Dragon Naturally Speaking:** dictation software
- **JAWS (Job Access With Speech):** screen reader for blind and visually impaired
- **ZoomText:** magnification software
- **Smart pen:** device that records lectures and synchronizes audio with written notes
- **Digital recorder:** device that records lectures and provides ability to upload audio to computers

The CAS educates and orients students in the use of assistive technology to help them overcome barriers that affect academic success. The CAS also educates and advises faculty on creating accessible instructional materials and effectively incorporating accessible technology and practices into their course material.
*Decrease over time indicates the increased availability of purchasing books with an electronic version*
DEAF AND HARD OF HEARING SERVICES

Number of Students Using Services Specific to Deaf or Hard of Hearing Individuals 2014-17

**Total Deaf or Hard of Hearing Students

Students Using Assistive Listening Device, FM Loop System, etc.

Students Using Sign Language Interpreting Services

Students Using *CART Services

Number of Students

Service Type

Number of Students Using Services Specific to Deaf or Hard of Hearing Individuals 2014-17

**Total Deaf or Hard of Hearing Students

Students Using Assistive Listening Device, FM Loop System, etc.

Students Using Sign Language Interpreting Services

Students Using *CART Services

Number of Students

2014-15 2015-16 2016-17

* Communication Access Real-time Translation

** Not all students require the use of these services due to severity of diagnosis
*Other University Sponsored Events* include, but are not limited to, award ceremonies, commencement ceremonies, Disability Awareness Week events, extra-curricular student activities/events, diversity programming, Human Resource requests and Visual and Performing Arts requests.
*Other University Sponsored Events* include, but are not limited to, award ceremonies, commencement ceremonies, Disability Awareness Week events, extra-curricular student activities/events, diversity programming, Human Resource requests and Visual and Performing Arts requests.

**TEST PROCTORING SERVICES**

<table>
<thead>
<tr>
<th></th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests Proctored by the CAS</td>
<td>1126</td>
<td>1038</td>
<td>976</td>
</tr>
<tr>
<td>Students Qualified to Test in the CAS</td>
<td>337</td>
<td>388</td>
<td>359</td>
</tr>
</tbody>
</table>

* Slight decrease indicates that some students may have arranged testing with faculty in an alternate location due to limited reduced distraction testing space in Tyler Hall DRO location, per student comments on satisfaction survey.
**NOTE TAKING SERVICES**

![Bar chart showing note taking services from 2014-15 to 2016-17](chart.png)

**Sets of Notes Distributed** correlates to how notes are distributed. Students choosing to be “anonymous” receive notes confidentially from the Coordinator of Note Taking Services. Students choosing to be “non-anonymous” receive notes directly from a peer note taker as paired by the Coordinator. Coordination of volunteer note takers and note distribution is ongoing throughout each semester (including summer terms), regardless of anonymous or non-anonymous status.

**PARENT AND VISITOR ACCOMMODATION REQUESTS**

The Center for Accessibility Services coordinates and supports parents and visitors requesting accommodations at all University sponsored events. This includes but is not limited to winter and spring commencement, QUEST, Highlander Days, etc. CAS received 193 accommodation requests in AY 2015-16 and 169 in AY 2016-17.
Housing and Residential Life

Overview of Area

The main role of the office of Housing and Residential Life is to provide housing accommodations and intellectual engagement that support student learning at Radford University creating a sense of belonging among residential students. The office works cooperatively with university facilities and services to ensure residence halls and apartments are maintained appropriately.

Staff in Housing and Residential Life hold a wide variety of responsibilities including: creating a comprehensive educational community plan, ensuring facilities are maintained at an appropriate level, adjudicating violations of the student code of conduct, creating and implement retention focused initiatives, and managing occupancy to ensure efficient use of available space. Currently the Housing and Residential Life staff consists of a Director, two Associate Directors, Assistant Director for Student Retention Programming (dual report), two Area Directors, 11 full time Residence Directors, three Administrative/Program Support staff, 97 Resident Assistants, and 12 undergraduate Student Assistants.

Mission/Vision

The offices of Residential Life and Housing were merged and now report to one director. During the spring semester the director charged a committee to develop a departmental mission, vision, and values for the newly merged department. This committee consisted of all levels of OHRL staff (including student staff).

Mission

The mission of the Office of Housing and Residential Life is to provide an inclusive living and learning environment that fosters a sense of belonging where students can pursue academic success and cultivate meaningful relationships within well-maintained facilities. Our student-centered approach promotes student learning and development while preparing residents to engage in a diverse and changing society.

Vision

Providing an exemplary residential experience where students are inspired and prepared to become the leaders of tomorrow.

Values

1. Student Learning: The heart of our work is providing experiences that promote student learning.
2. Inclusion: We work to ensure that all residents are heard and have a place in our communities.
3. Responsible Stewardship: We appropriately manage our resources in a way that reflects responsibility.
4. Excellence: We strive for a standard of excellence in all we do.
Major Accomplishments and Highlights

1. Expanded the MASH (Mentoring Academically Successful Highlanders) program by almost 300%. At census date there were 78 students and 76 of these completed the fall semester.
2. Launched three new living-learning communities (Makers, ECO, and Community of Artists). These bring our total LLCs to seven.
3. Partnered with Facilities and Services on several major renovations projects including: renovation of Draper Hall and renovations of Muse Hall Lounges.
4. Implemented a comprehensive process to ensure maximum occupancy and enforce the Radford University Boarding Policy.
5. Launch a new position (Associate Director of Assignments and Technology) to maximize our use of the Housing Management System (HMS) and increase efficiency in the assignments process.
6. Transitioned four full time RDs into the departmental structure and operations.
7. Strengthen partnerships with current LLC partners (faculty, HIP office, academic assessment).

Personnel Changes and Highlights

The offices of Residential Life and Housing underwent a re-organization that was implemented July 1. This re-organization included the hiring of a new director, new associate director for housing assignments and technology, assistant director for student retention programming and four professional residence directors. As expected roughly 50% of the resident assistant staff are new hires. Academic performance of the Resident Assistant staff continues to be high:

Fall Semester 2016 average GPA 3.29. Overall Cumulative GPA: 3.37
15 RAs earned a 4.0 for the Fall Semester and 5 RAs maintained a 4.0 cumulative GPA

Spring Semester 2017 average GPA of Resident Assistants: 3.32. 17 RAs earned 4.0 for the spring semester and 5 RAs currently have a cumulative 4.0 GPA

Average Cumulative GPA of Resident Assistants is a 3.37

Stuart/Trinkle RD Tyler Rathbone resigned effective June 23, 2017.

Transition to the new organizational structure was completed and we moved from four Area Directors to two Area Directors. Amanda Anderson will supervise the Moffett and Governor’s Quad areas. Joseph Wilder will supervise Muse and Main Quad. The search process for the remaining professional RD positions was conducted. Presently, four of the positions have been filled. Alana Weyant, Tyler Edwards, Emma Israel and Jack Waldon have been hired with a start date of July 5, 2017.
Fall semester 2016 GPA performance increased substantially from 2014 and 2015. The average fall GPA was .50 higher than first year students not in a living-learning community and .45 higher than the all first year fall semester GPA.

Fall 2016: Despite having all beds back on-line (from Draper renovation) we opened with vacancies. We have adjusted our contract release process to better manage requests to live off of campus after the first year in the hopes of addressing this issue.
Occupancy by Class Year and Gender Fall 2016

Occupancy by Gender
Fall Semester

Occupancy by Gender
Spring Semester
This year we increased our returning student (currently enrolled students) housing applications by 30%. The average number of returning housing applications in spring 2016 was an average of 1127. This spring this increased to an average of 1468. As of June 30, 2017 we have 1507 returning students slated to live on campus.

This spring we added 200 additional university operated apartment beds for academic year 2017-2018. This delayed finalizing spring assignments. This year however we were able to assign our “waiting list students” (students who signed up after the application priority deadline) by June 1. Previously, these assignments were not finalized until August.

This year we implemented a new process for students to request for exemption from the RU Boarding Policy/Release from Residential Student Agreement. We received a total of 743 requests. The pie chart above illustrates the final decisions for these. We required all students to either submit a request for release/exemption OR sign up for housing. We had approximately 120 students who were referred to the office of Student Standards and Conduct for failing to comply with this process.
Finally, this fall we added an Associate Director for Assignments and Technology. The addition of this position had several goals. First, to maximize our use of the Housing Management System (HMS), to better manage the assignments workload (previously under one individual), increase our web/social mediate presence, and improve our communications.

As a result we will be implanting the most recent version of HMS (we were operating on a version seven editions older). It is important to note that we had purchased this “upgrade” several years ago but it was not implemented.

Additionally we have already seen a reduction in the amount of overtime the assignments coordinator has had to work to unsure the assignments process functions smoothly. Comparing 2017 (January to May) we have seen almost a 50% reduction in the amount of hours the coordinator has had to work outside of her normal 40 hour week.
Beginning this fall residential life staff have started using scanners to track student attendance at residence hall events. The chart above provides an indication of student involvement in residence hall programming.

In addition to the data contained in the charts above, the following bulleted items are accomplishments for HRL for the Summer/Fall 2016:

- **Winter wonderland** – RHA’s annual event, saw 130 children from low-income families sponsored from various student organizations, staffs and individuals. 41 student organizations came together to offer games, crafts and entertainment.

- **Draper Hall renovations** were completed and the building opened on-time and has received positive feedback from students living in the hall.

- Over the summer, the lounges in Muse hall floors 2-5 were completely renovated with new kitchens, flooring, HVAC systems, furniture and windows. Work was started on renovations on the first floor lounge, AD apartment, elevators, penthouse and lobby.

- 8 students and 2 advisors traveled to SAAACUH (South Atlantic Affiliate of College and University Residence Halls) Conference held at the University of South Florida on October 28-30, 2016.

- The National Residence Hall Honorary, inducted 6 students into the organization for the Fall semester. There were 4 students inducted in the Spring semester

- After a year-long planning period, a Residential Curriculum was introduced and facilitated by the residential life staff.
  - There were 227 Event Occurrences (events created in our communities) over the course of the Spring semester
  - 1861 Involvement entries (number of total participants in the event occurrences) was recorded during the Spring semester.

- A partial building renovation in Muse continues. Work to rebuild the tower elevators continues and work begin in May to relocate the Area Director apartment, install the new life safety systems, renovate the main lobby and elevator lobbies, and renovate the first floor lounge.

- The furniture replacement plan for the Muse furniture was initiated this summer. Multipurpose rolling desk chairs were purchased for the entire building.

- **RA Selection**
  - We had 51 RAs rehired for the 2017-2018 academic year.
  - We received 148 applications from new candidates.
  - With the addition of the leased apartment spaces, we will increase our RA staff to a total of 97 RAs for the 2017-2018 academic year.
Student Experience in the Residence Halls

Through our departmental satisfaction survey we learned that students who actively sought to get to know a student on their floor (who was different from them) was more likely to report a greater sense of belonging in the residence hall.

Goals for Academic Year 2016-2017

1. **Strengthen retention efforts in the department**
   
   *VPSA-2C: Implement extended student transition programs leading to matriculation and early intervention programs to enhance academic preparation and social integration.*

   a. *Serve as active partner in implementation of Starfish*
i. 150 Social or Wellness Concern Flags were raised via Starfish over the course of the Fall semester. Residential Life staff followed up with all social/wellness flags during Fall 2016 with the residential students.

ii. 124 Social or Wellness Concern Flags were raised via Starfish over the course of the Spring semester. OHRL staff followed up with all residential students who had a social/wellness flag raised.

iii. A total of 274 Social or Wellness Concerns Flags were raised over the course of the year.

b. Operate expanded MASH Program
   i. Expanded MASH program to 80 students and increased MASH mentors. Revamped spring MASH experience for students returning on academic probation.
   ii. Implemented a revised MASH program for spring semester (Enrollment in 150 as a cohort when possible) and this being instructed by the AD for Retention.

c. Collaborate with University offices to support retention
   i. Highlander Hall Cup was a retention based effort partnering with Recreation Sports. This is a year-long inter-hall competition covering a variety of areas, sports, program attendance, knowledge based activities, etc.
      1. Events: Zombie Prom, Kickball, Twister, food donation, flag football, soccer, basketball, board game night, capture the flag, 5k run walk, and gym use.
      2. Attendance: 450 students attended for the semester (Gym use was not counted nor were other events not sponsored by Housing and Residential Life or Recreational Sports)
         a. All Quads had representation.
      4. Cancellations: Few events were cancelled due to not having someone to oversee the event.
   ii. Collaborate with Student Success and Retention to facilitate registration campaigns
      1. Conducted a “door to door” campaign for students not registered for spring semester. Made contact with 383 students.
      2. Assisted in organizing 3 calling campaigns and compiling data of outcomes of campaigns.
      3. A Spring “You Matter” campaign was initiated for spring semester and HRL staff assisted in participation as well as organization of the event.

2. Improve Housing and Residential Life occupancy management and room assignment process
VPSA 3A: Develop and implement best practice models from benchmark institutions for facility staffing, equipment, maintenance, renovation and operation plans consistent with universal building design
   a. Communication
      i. Housing and Residential Life has increased the frequency of communication and used various medians to convey information related to the housing agreement release request process.
   b. Establish criteria and process for housing release requests
      i. In October HRL Leadership revised the Housing Agreement and On Campus boarding Policy
   c. Create process to project housing demand to ensure maximum occupancy
      i. This is in progress. Institutional Research is assisting in creating a projection model for first year students and retention of currently enrolled students living on campus.
      ii. Spring 2017 update: In using the past four years of data we developed a model to anticipate how many students were required to live on campus, the rate at which we would “lose” these students by fall semester, as well as projected first year and transfer student numbers. This allowed us to determine the number of students who would be released from the Residential Student Agreement.

3. Student Residents will participate in an environment which fosters collaboration and interconnectedness
   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.
   VPSA-1B: Sustain programmatic initiatives and advise an inclusive array of student organizations that promote student engagement, cultivate leadership and empower self-governance.
   VPSA-1C: Build a sense of campus community through collaborative partnerships to support student participation, inquiry, self-reflection, learning, innovation, development and success.
      i. This fall HRL implemented the residential curriculum. This model has helped emphasize the importance of student interactions and recurring events which allow students to engage with one another.

Proposed Improvements/Changes to be Implemented in 2017-2018

- Continue to work with RU Information Technology to increase efficiency and productivity of HMS
- Ensure opening occupancy rate exceeds 100% Spring 2017 Update: Current occupancy is 108% - desired rate is 104%.
• Transition the Request for Residential Student Agreement Release/exemption from boarding policy on-line (through Radius).
• Increase marketing of Housing Sign-up to increase application numbers in spring.
• Strengthen service to stakeholders
• Enhance the learning environment in the halls
• Improve administrative processes
• Promote a sense of belonging among residential students
• Implement more supportive housing practices for LGBT students (Flexible Housing)
Office of Student Standards and Conduct

Overview of Area

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

OSSC is responsible for training conduct officers, advocating for all student’s rights, adjudicating incidents that occur both on and off campus, and performing conduct clearances/checks. During the 2016-2017 academic year the OSSC staff consisted of a Director, Associate Director, Assistant Director, Case Manager, one graduate assistant, and six undergraduate work study students.

Mission/Vision

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

Major Accomplishments and Highlights (this section also includes goals accomplished for current year)

1. Pilot Restorative Justice program was developed, and it was used to resolve five cases
2. Four “Our Turn” sessions were presented (two on academic integrity, one Conduct Board training, and one general overview of the Office)
3. Five Conduct Board trainings targeted towards students were presented
4. Forty three Conduct Boards were convened to provide students with the utmost due process
5. Collaborated with the College of Business and Economics to attend a faculty meeting to discuss our academic integrity process and our Office in general
6. Staff presented at a local high school to discuss the importance of college
7. Survey, of demographic information, of Conduct Board members was collected; we determined that with a slight increase in male and diverse members we could align our membership to better represent overall student demographics

Personnel Changes and Highlights (provide brief overview of any staffing changes in the area; this section includes any significant staff accomplishments, awards, etc.)
The 2016-17 academic year was a steady and uneventful one, in terms of personnel changes; with the only change being a new graduate assistant, Samantha Logue, and some new undergraduate work study students.

**Key Performance Indicators and Data**

All graph statistics represent data from July 1, 2016 to June 15, 2017

<table>
<thead>
<tr>
<th>Year</th>
<th>Conduct Checks</th>
<th>Internal RU Inquiries</th>
<th>External Inquiries</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>188</td>
<td>1179</td>
<td>0</td>
</tr>
<tr>
<td>2015-2016</td>
<td>200</td>
<td>2232</td>
<td>503</td>
</tr>
<tr>
<td>2015-2016</td>
<td>503</td>
<td>994</td>
<td>503</td>
</tr>
</tbody>
</table>

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: 1284

### 2016-2017 Students Charged Under Conduct

<table>
<thead>
<tr>
<th>On-Campus</th>
<th>Off-Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>855</td>
<td>429</td>
</tr>
</tbody>
</table>

### Students Charged Under Conduct - 3 Year Comparison

<table>
<thead>
<tr>
<th>Year</th>
<th>On-Campus</th>
<th>Off-Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>968</td>
<td>428</td>
</tr>
<tr>
<td>2015-2016</td>
<td>817</td>
<td>627</td>
</tr>
<tr>
<td>2016-2017</td>
<td>855</td>
<td>429</td>
</tr>
</tbody>
</table>

Total Students Charged:
- 2014-2015: 1396
- 2015-2016: 1444
- 2016-2017: 1284
Alleged Violations of Plagiarism or Cheating

<table>
<thead>
<tr>
<th>Alleged Violation</th>
<th>2015-2016</th>
<th>2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alleged Violations of Plagiarism or Cheating</td>
<td>112</td>
<td>61</td>
</tr>
<tr>
<td>On-Campus (Alcohol and Drug Related)</td>
<td>408</td>
<td>462</td>
</tr>
<tr>
<td>Off Campus (Alcohol and Drug Related)</td>
<td>345</td>
<td>379</td>
</tr>
<tr>
<td>Student Charged with Alcohol</td>
<td>603</td>
<td>652</td>
</tr>
<tr>
<td>Student Charged with Drug</td>
<td>199</td>
<td>273</td>
</tr>
<tr>
<td>Student Charged with Endanger Conduct (High BAC, &quot;Hard Drugs&quot;, DUI, Alcohol Poisoning)</td>
<td>210</td>
<td>221</td>
</tr>
</tbody>
</table>
Goal 1: Develop a set of community service-based sanctions that involve students engaging in service projects with a local non-profit. These projects will include areas of reflection and critical thinking.

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 2: Refine and establish processes that focuses on, outreach, and adjudication of student organization cases specifically regarding hazing. For example, meet with each 70% active Greek Life chapter, for a risk management/alcohol/hazing presentation or discussion, before the conclusion of the fall semester.

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 3: Develop a purposeful assessment plan to focus on sanction outcomes and case adjudication.
VPSA- 2A: Provide and assess programs, services, applied learning opportunities, and learning outcomes promoting continuous improvement.

Goal 4: Develop a professional development plan that focuses on increasing staff knowledge and use of conflict resolution and mediation skills, while ensuring good stewardship of university 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 2017-2018 Academic Year (next reporting cycle)

- Complete a long-term strategic plan for OSSC
- Develop an assessment plan for OSSC, focusing on case adjudication
- Develop a strategy for assessment of learning outcome relating to sanctions
- Review of how our Office space is utilized, in concert with the long-term strategic plan
- Increase the number of male students of color that serve on our conduct board
Carilion Clinic Student Counseling Services

**Mission:** Student Counseling Services (SCS) supports the academic mission of the university through the enhancement of student learning and retention. SCS provides learning opportunities to grow as individuals, to form deeper relationships with their peers, and to develop as successful members of our community and society at large.

**Purpose:** The primary purpose of SCS is to assist students with typical student developmental issues and to provide short-term, professional counseling to students with mental health concerns. SCS also provides consultative services to the RU community.

**Staffing:** SCS is staffed with five counselors, most of who work part time. The counselors consist of the director who is a licensed clinical social worker, 3 licensed professional counselors, a part time licensed psychologist, and a doctoral intern. SCS also provides a practicum placement two days per week for a student from the RU Doctorate in Psychology program. The SCS psychiatrist works 20 hours per week. SCS and SHS employ a full time health educator who provides educational programs to the university as well as wellness information for Student Health Services. SCS employs two full time office associates and a part time student worker.

**Goals:** SCS strives to offer an intake appointment to all clients within five business days. SCS is to attain a score of 90 or above on the good-excellent ratings on the Student Satisfaction Surveys given twice yearly.

![Number of Students Who Received Services](chart.png)
<table>
<thead>
<tr>
<th>Number of Students Who Received Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>878</td>
</tr>
</tbody>
</table>

SCS served 93 more students in 2016-2017 than in 2015 - 2016. This demonstrates an ongoing upward trend pertaining to service utilization. Many students report wanting the option of more sessions on the SCS student satisfaction survey. The average number of sessions used was 3.24.

<table>
<thead>
<tr>
<th>Gender Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Male</td>
</tr>
</tbody>
</table>
The gender ratio has remained fairly stable with 782 females and 307 males seeking services. The percentage of clients being female has increased by 1 percentage point to 71% in 2016-2017.

The number of clinical appointments was increased by 308 appointments from 2015-2016. The center worked more diligently on recognizing students in need of more on-going or longer term counseling and referred clients out earlier. This was the fourth year that SCS implemented a policy change to refer ADHD medication management to the students’ home providers (unless medically needing closer monitoring or unless the student lived further away). This gave the physician additional time to work with more acute clients which was needed.
SCS has seen an increase of utilization by sophomores and graduate students. The number of clients in other classes has remained relatively equal from 2015-2016 school year. More students are aware of the SCS presence and are utilizing services.
Client case status remained evenly distributed across all types for the 2016-2017 school year with increases in all types.
The top five presenting concerns remained somewhat similar from last year. In 2016-2017 anxiety remained the number one presenting problem in 46.92% of the students seen, showing a continuing trend over the past two years. The second highest presenting problem was depression at 24.61%, again demonstrating an ongoing trend regarding this presenting problem. Traumatic events decreased this year but is still ranking the third highest presenting problem.

### Presenting Problems

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Anxiety</td>
<td>3 6 1</td>
<td>467</td>
<td>511</td>
</tr>
<tr>
<td>2. Depression</td>
<td>2 4 8</td>
<td>236</td>
<td>268</td>
</tr>
<tr>
<td>3. Traumatic Event</td>
<td>5 5</td>
<td>78</td>
<td>63</td>
</tr>
<tr>
<td>4. Academic Concerns</td>
<td>5 1</td>
<td>62</td>
<td>5 8</td>
</tr>
<tr>
<td>5. Relationship Concerns</td>
<td>4 6</td>
<td>45</td>
<td>4 0</td>
</tr>
</tbody>
</table>
Global Assessment of Functioning

- 2013-2014
- 2014-2015
- 2015-2016
The Global Assessment of Functioning is a standard of measure of acuity used by all mental health professionals. The GAF scores indicate that the majority student’s receiving services continue to present to SCS with mild to moderate symptoms which indicates symptoms with some impairment in functioning. The DSM IV defines mild and moderate as:

### 61-70 Some Mild symptoms

- (e.g. depressed mood and mild insomnia)
- **OR some difficulty in social, occupational, or school functioning**
- **(e.g., occasional truancy, or theft within the household), but generally functioning pretty well, has some meaningful interpersonal relationships**

### 51-60 Moderate symptoms and/or moderate difficulty in social or school functioning.

(e.g., few friends, conflicts with peers or co-workers).

- **Few friends, frequent conflict with peers or roommates**
Frequently missing classes, exams, and academic deadlines as a result of interfering emotional distress, or - Dropping of classes due to stress, withdrawing from clubs/organizations

- Suicidal thoughts with no clear accompanying plan or intent
- Feelings of hopelessness/helplessness/pessimism,
- Heightened distressing affect – tearfulness/crying episodes, irritability or fear
- Moderate level panic episodes w/ accompanying difficulty in modulating degree of agitation
- Non-serious self-mutilation – cutting or scratching self to induce pain, but without serious self-injury.
- Intrusive thoughts, obsessions and/or compulsions with little control over their occurrence, heightened accompanying affective distress and some deterioration of behavior.

<table>
<thead>
<tr>
<th>Student Mental Health Hospitalizations and Suicide Attempts from BCT Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MH Hospitalizations</strong></td>
</tr>
<tr>
<td>Suicide Attempts</td>
</tr>
</tbody>
</table>

2015-2016 **MH Hospitalizations**

Suicide Attempts

** Information from BCT Notes 2013 – 2014 Hospitalizations

2 TDO (Temporary Detention Order – Involuntary)
5 Voluntary

** Information from BCT Notes 2014 – 2015 Hospitalizations

6 TDO (Temporary Detention Order – Involuntary)
10 Voluntary
2 Unknown (Dean of Students not given information)

** Information from BCT Notes 2015-2016 Hospitalizations

TDO (Temporary Detention Order- Involuntary
Voluntary
Unknown (Dean of Students not given information)

The majority of psychiatric hospitalizations and suicide attempts are reported to the Associate Dean of Students Office and are recorded at the Behavioral Consultation Team (BCT) meetings. This information is not reported by SCS. The number of hospitalizations for 2015-2016 dramatically increased with over three times the number from the previous year, suggesting an increase in the acuity of students’ presenting problems.
The majority of cases have resulted in at least partial, if not full resolution to the presenting problem over the past three years. In 2016 – 2017, 58.85% of presenting problems were at least partially resolved.
<table>
<thead>
<tr>
<th>Organizational Service Type</th>
<th>2014 - 2015</th>
<th>2015 - 2016</th>
<th>2016 - 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admin/Managerial Consultation</td>
<td>188</td>
<td>43.21%</td>
<td>193</td>
</tr>
<tr>
<td>BCT Meeting</td>
<td>31</td>
<td>7.12%</td>
<td>26</td>
</tr>
<tr>
<td>Committee Meetings (HE)</td>
<td>7</td>
<td>1.6%</td>
<td>n/a*</td>
</tr>
<tr>
<td>Critical Incident Response</td>
<td>23</td>
<td>5.28%</td>
<td>53</td>
</tr>
<tr>
<td>General Consultation</td>
<td>57</td>
<td>13.10%</td>
<td>40</td>
</tr>
<tr>
<td>Outreach</td>
<td>86</td>
<td>19.55%</td>
<td>n/a*</td>
</tr>
<tr>
<td>Health Fair/Health Screening</td>
<td>11</td>
<td>2.10%</td>
<td>n/a</td>
</tr>
<tr>
<td>Organizational System Support*</td>
<td>n/a</td>
<td>n/a</td>
<td>20</td>
</tr>
<tr>
<td>TAT Meeting</td>
<td>4</td>
<td>0.22%</td>
<td>10</td>
</tr>
<tr>
<td>Training</td>
<td>42</td>
<td>9.65%</td>
<td>98</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>435</strong></td>
<td><strong>100%</strong></td>
<td><strong>435</strong></td>
</tr>
</tbody>
</table>

* Health Educator training was moved to separate report and separate SCS Outreach Category was added in 2014–2015.
In 2015-2016 Committees were included under Organizational/System Support.

51% of the organizational service time was spent primarily providing Organizational Support to the university by the director and Carilion Clinic Leadership. Training time has significantly increased across the three year period. SCS provided fewer hours in response to critical incidents this academic year.

**Highlights for 2016-2017:**

**Personnel changes:** Student Counseling Services had no personnel turnover other than the doctoral intern and Psy.D practicum student completing their programs. Thad Reece from the Atlanta Georgia, was hired to fill the one year doctoral intern position. A match was attained in round 1 of APIC for the coming year will be SCS from Chicago, IL next year.

SCS helped orchestrate the RU Critical Incident Response Team training with DOS to provide CISM training to 47 members the RU community (faculty, students, ministers and counselors) to expand the team membership from 13 to 27 again.

**Accreditation:** As part of the SW Virginia Consortium, we met our goal of obtaining our APA accreditation status for seven years- and with that, the approval to not have another site visit for reaccreditation for seven years.

**Services:** Numbers continued to be on the rise and the need for additional FTE of professional counselors and psychiatrist hours has increased. A fall and a spring Stress Management & Anxiety Group were held. Stress management workshops were provided to Governor School Students in June of 2016

**Evaluation of Student Services:** Student evaluations indicated that 95% of students surveyed (N=121) rated the care and service they received was good to excellent. 100% of those surveyed indicated that their confidentiality was maintained during their visit(s). 95% indicated the appointment was convenient to their schedule.

**Outreach:**

The Health Educator provides the majority of educational outreach programs for SCS and Student Health Services (see separate report).

The counseling staff participated in several of the outreach presentations including stress management, residential and peer instructor training and Quest. SCS responded with the RU CIRT team in providing emotional support to the university community following the tragic death of a nursing student.
Outreach topics included: Alcohol & substance use, Wellness & hygiene, Flu & disease prevention, Nutrition, Sexual Health, Stress Management, Coping with the Holidays, Adjusting to College Life, Safe Traveling, Healthy Relationships, Smoking Cessation, Eating Disorders, Mental Health, Access to Campus Resources, Grief counseling/Memorial Services, Recognizing students in Distress, and the training of Residential Life staff, Peer Educators, Student Health Awareness Club and faculty.

**Collaboration with other offices:** SCS continues to work closely with the Behavioral Consultation Team (BCT) on campus which reviews and makes recommendations about students identified to be at risk. The director continued as a member of the Risk Advisory Committee which serves to educate the Radford University campus on identifying students at risk and referring these students to the BCT.

In addition, the director continued to work with the Dean of Students Office to propose a suicide prevention education program for the university to provide suicide assessment and intervention information to the students, faculty and staff. This program is the early stages of implementation. The director continues to be actively involved with the university Threat Assessment Team which responds to potential threats by students, faculty or staff.

The director of SCS continued to work closely with the Student Affairs administration and the department of Emergency Management to acquire funding for the training and expansion of the RU MHR (Radford University Mental Health Response Team) which was held in August of 2016. This team includes faculty, staff and professional counselors who provide psychological first aid and trauma debriefing in the event of a campus death or traumatic event.

Staff of SCS has worked closely with these offices to provide support services to students at Radford University: Student Health Services, Substance Abuse & Violence Education Services, Dean of Students Office, Disability Resource Office, Residential Life, Athletics Department, Learning Assistance and Resource Center, Radford University Police Department, New Student Programs, New Student Programs, RUAWARE, and with the Radford University Campus Ministries.

**Reflections & Future Focus:** Tyler Hall SCS to be remodeled over the summer and SCS Staff will move for the summer into RU Student Health Services until the renovations are complete.

Radford University will transition the counseling center under its own responsibility beginning on August 14, 2017.
Radford University Student Health

Overview of Area: Student Health is located in the basement of Moffett Hall and provides cost effective, comprehensive medical care to students of the University.

Mission/Vision: The mission of Radford University Student Health Services is to consistently provide comprehensive, cost effective, confidential, caring, holistic health care to our students within the University community. We are dedicated to promoting healthy lifestyles with an emphasis on education and prevention. We respect individual differences and diversity and deliver our services in a manner that reflects that respect.

Major Accomplishments and Highlights

1. AAAHC Re-Accreditation- Scored “substantial compliance” in all areas surveyed which is the highest score an organization can obtain. Accreditation is valid for 3 years.
2. Student Health served 10,226 students.
3. Medcat implementation to track student immunization compliance is well underway
4. Student Health continued the partnership with the Virginia Department of Health to offer free STI testing to students 2 times a month.
5. Student health partnered with Lynn Zoch (Communications professor) and her Public Relations class for a class project. The project assigned was to create a media or PR campaign for the campus aimed at improving the relationship between student health and students, as well as sharing information about services offered. The Director presented several times to the class during information sharing sessions, and attended the final presentations in May 2017. The projects provided great insight into student’s thoughts/perceptions and provided several great ideas for a promoting Student Health to the campus. The director plans to utilize those ideas during the 2017/2018 academic year.
6. The creation and implementation of the Health and Wellness Hub for students to have easier access to all departments related to their health on Radford’s webpage.

Personnel Changes and Highlights: Student Health has had no turnover in staffing this academic year. Student Health is staffed with 4 medical office associates (1 dedicated to health records management), 1 medical office lead, 5 LPN’s (nurses), 1 physician, 2 nurse practitioners and 1 physician assistant. In addition, Student Health shares a full time health educator with Student Counseling Services who provides educational programs to the University.

Judi Cox, DNP, nurse practitioner at Student Health, earned her doctorate in nursing from Radford University.
The decrease in students seen in 2014/2015 could be attributed to our data collection process; 2014/2015 was the last year Student Health collected data via manual counts from the patient intake forms. Manual data collection results in a much greater risk of receiving incorrect data vs. the collection process offered to Student Health via Epic (electronic medical record). The decrease in patient visits in 2015/2016 vs. 2016/2017 is due in large part to hiring a new provider (physician assistant) to replace the experienced provider that was in the position during Fall 2015. When the physician assistant started with Student Health, she was given 2 patients an hour vs. 4 as an experienced provider would be seeing. She was eventually moved to 3 patients an hour and was seeing 4 an hour by the end of the spring 2017 semester. In addition, Student Health has seen more time intensive patients this academic year serving as a back-up for uncomplicated patients from SCS as their schedule has been completely booked.
Student Health began keeping accurate no show data post 2014 therefore, no data is available for the 2014/2015 academic year.

Student Health has seen a decrease in no-shows which can be attributed to our improved system of notifying students who are a no-show to their appointments. The changes came about after a data analysis and QI study of our no show process/protocol which lead to consistent notification to students after a no-show occurred.
The gender gap continues to be consistent with more females than males utilizing services.

**A Snapshot of the Patient Satisfaction Results from Spring 2017**  *Full report available*
How would you rate the helpfulness of the staff at the reception desk?

- Excellent: 62.83%
- Good: 15.15%
- Fair: 2.02%

How do you feel about the service received?

- Excellent: 75.00%
- Good: 21.00%
- Fair: 5.00%
Goals for Academic Year 2017-2018

1. Respond to the RFP in regards to providing health services to the University and continue our partnership with the University.
2. Consider implementation of 3rd party billing for Student Health.
3. Create a process with our Community Pharmacy (pharmacy that delivers to student health 2x a day) to allow students to utilize their insurance for prescriptions vs. paying the cash price for those currently offered. In addition, this will allow patients to gain access to prescriptions not currently on the formulary for cash price. (prescriptions typically sent to CVS) which will allow for students to utilize the prescription services even more than its current use.
4. Recreate and rebrand the Student Health website to make it more user friendly as well as add some branding so students and parents are aware of the high level medical care offered at Student Health.

Proposed Improvements/Changes to be Implemented in 2017-2018

1. Carilion Clinic to update and change all office furniture.
2. Partner with the Art Department on campus to provide student art for the clinic.
3. Utilizing the information from Lynn Zoch’s class and the PR campaign projects, the director plans to implement more branding and advertisements across campus to both increase student knowledge of the services provider and improve perception of Student Health.
4. Create a scorecard for Student Health to further track performance.
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 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), and bystander intervention 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 a Director, Assistant Director, a 1500-hour administrative assistant, and three 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) licensed counselors and two interns.

Mission/Vision

Substance Abuse and Violence Education Support services is dedicated to reducing negative consequences related to substance abuse and/or violence through campus wide initiatives that address these issues and promote student success.

2016 – 2017 Major Accomplishments and Highlights

1. Domestic Violence Awareness Week offered an array of programs, including nationally known campaigns such as the Purple Ribbon Campaign and a speaker event with Teresa McKensie, Victim Witness for Floyd County; this event also included question/answer opportunities with Radford University and city professionals
2. Received additional funding from Anheuser Busch for the RU Normal grant/LiveWell Social Norming Campaign
3. LiveWell social norming campaign distributed information via 20 Tartan ads, 12 TV ads, 2 Tartan stand ads, and 117 social media posts, and increased social media following by 17% from last academic year
4. SMART Recovery provided on campus to students in recovery from alcohol and/or drugs
5. Survivor of Sexual Assault support group met weekly during spring semester
6. Sexual Assault Awareness Week offered an array of programs, including Clothesline Project, Campuspeaks event featuring Tim Mousseau, Take Back the Night, Gil Harrington of Help Save the Next Girl speaking event, and several tabling events
7. Increased programming events from 23 to 88 in one academic year, reaching 2,946 students
8. Hosted Rx Take Back event in collaboration with RUPD and DEA, collecting 30 pounds of unused and expired medication
Personnel Changes

Kelly Rubin was hired as Director of SAVES in June 2016. Amanda Shepheard was hired as the 1500-hour Administrative Assistant of SAVES in June 2016. SAVES also included three Graduate Assistants: Sexual Violence GA, Substance Abuse GA, LiveWell GA. RU Aware program hosted two Radford University interns from the MSW and Counselor Education program. At the end of the academic year, Rhoda Janosik, RU Aware 29 hour/week licensed clinician retired.

Key Performance Indicators and Data

RU Aware

Most students receiving services from the RU Aware program have been mandated by Radford University’s Office of Student Standards and Conduct due to a violation of the University’s alcohol and/or other drug use policies. Students can participate in the RU Aware program on a voluntary basis. RU Aware provides diagnostic and bio-psychosocial assessments, recommendations and referrals, basic alcohol and drug education, and risk reduction and decision making skills building. The RU Aware counselors also address co-morbid mental health and dependency issues to provide referrals to other campus and community resources as needed.

<table>
<thead>
<tr>
<th></th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>374</td>
<td>115</td>
<td>115</td>
<td>604</td>
</tr>
<tr>
<td>2015-2016</td>
<td>368</td>
<td>95</td>
<td>99</td>
<td>562</td>
</tr>
<tr>
<td>2016-2017</td>
<td>370</td>
<td>91</td>
<td>145</td>
<td>606</td>
</tr>
</tbody>
</table>
### Advocacy, Counseling, and Case Management 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>21</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>Sexual Violence</td>
<td>1</td>
<td>56</td>
<td>57</td>
</tr>
<tr>
<td><strong>Total Students Reached</strong></td>
<td></td>
<td></td>
<td>87</td>
</tr>
<tr>
<td><em>Total Meeting Hours</em></td>
<td></td>
<td></td>
<td>150</td>
</tr>
</tbody>
</table>

**Service not included in total:**

| Advocacy letters/emails sent | 23 |
*Advocacy services frequently are not one-time meetings with students but are on-going and collaborative to assist with the University’s response to students managing sexual violence and substance use concerns.

**Step Up! Bystander Intervention**

The Step Up! Bystander Intervention program reached approximately 753 students through 39 programs. SAVES was invited to present in academic courses, such as: UNIV 100, COED 450, LEAD 110, WGST 200, PEAC 200, and other program request came from resident advisors and Greek Life.

**Total of students who received Step UP! Bystander Intervention Training:** 753

The Women’s Resource Center of the New River Valley (WRC), the Radford University Health Educator, 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. From July 1, 2016 to April 23, 2017, the WRC reached 526 students through 39 presentations.

**Step Up! Conclusions:**
The Step Up! Bystander Intervention Program reached 753 Students through 39 Programs. Overall the data indicates that students are not only more aware of how to intervene but feel able to intervene following the Bystander Intervention program. Positive responses increased between 3% and 20% between Pre and Post test scores. One of the questions focused on in the presentation discusses how much trust RU students have in each other to intervene. When the data is averaged out it shows that students who strongly agree with this statement rose from 16.94% to 25.11% while students who agree went from 44.8% to 65.07%.

1. There was an average difference of 41.42% increase in level of agreement for all statements between pre and 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.

2. Step Up! training resulted in an increased level of awareness of problem situations, safe intervention strategies, and likelihood of intervention.

3. 98% 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 2016-2017**

SAVES has made progress toward the goals outlined below.

1. **Student retention and success**
   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.
   - SAVES reached 2946 students, staff and faculty through 88 programs
   - The LiveWell social norming campaign distributed healthy lifestyles information via 20 Tartan ads, 12 TV ads, 2 Tartan stand ads, and 117 total social media posts via Facebook, Instagram, and Twitter, for an increase of 17% in social media followers
   - Weekly SMART Recovery meetings were held 10/06/2016 through 12/01/2016
   - Weekly Sexual Assault Survivors support group meetings were held 3/24/2017 through 5/5/2017

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

- In collaboration with the Women’s Resource Center of the New River Valley, RU Health Educator, and RU Peer Health Educators Domestic Violence Awareness Week and Sexual Assault Awareness Week offered an array of programs
- Sexual Assault and Interpersonal Violence Task Force met monthly throughout the academic year
- SAVES representative attends monthly Radford Youth Adult Partnership (RYAP) meetings and City of Radford Coordinating Council on Domestic and Sexual Violence meetings
- SAVES has collaborated with the Recovery Community at Virginia Tech and has connected students with RC@VT
- SAVES has worked in collaboration with RUCMA to raise awareness of services available to students
- SAVES collaborated with Greek Life and Athletic Department to offer more extensive Hazing Prevention programming
- SAVES collaborated with SGA to increase programming prevention efforts offered to students on issues of harm reduction with alcohol use, increasing awareness of domestic violence, and consent campaign
- Alcohol and Other Drug Task Force began holding monthly meetings in January 2017

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

   - Provided funding for RU Aware counselors to attend continued education seminars as requested and appropriate
   - Staff has maintained involvement in RU and community committees and councils
   - SAVES full time staff attended National Conferences such as NASPA, Campus Safety and Violence Prevention Forum, and Ever Fi National Summit

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

   - Budget initiative to increase 1500-hour administrative assistant to full time
   - Budget initiative created to reallocate funding for 2 part-time RU Aware counselors to one full-time counselor
• Budget initiative to include Titanium scheduler in order to maintain clinical records and appointments

Goals for Academic Year 2017-2018

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 2017-2018

• 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, hazing, 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 revamping programs, creating merchandise to distribute, and increasing data collection (in progress)
• Co-Chair the Hazing Prevention Task Force in efforts to enhance prevention efforts throughout the academic year, not just limited to awareness weeks (in progress)