

Alfred University

Division of Student Affairs Briefing Book Academic Year 2014-15

Prepared for Michele Cohen
Chair, Student Affairs Trustee Committee



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Division of Student Affairs Briefing Book Academic Year 2013-14

Division Overview	3
Athletics	4
Beth Robinson Judson Leadership Center.....	6
Robert R. McComsey	
Career Development Center	8
Center for Student Involvement	10
Dean of Students/Judicial Affairs	12
Dining Services	14
The Bromeley Daggett Equestrian Center	
at the Maris Cuneo Equine Park	16
Public Safety	18
Residence Life	20
Wellness Center	22

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THE ALFRED UNIVERSITY EXPERIENCE

CULTIVATED BY STUDENT AFFAIRS & CREATED BY STUDENTS



Strategic Areas of Focus for This Year

- The AU Experience: Student engagement is linked to belonging, community engagement and impactful practices such as service, internships and leadership experiences, and we offer unique experiences in those areas at AU. This year, we'll focus on ensuring that our marketing and promotions reflect the AU Experience to our students and other audiences.
- Our new housing assignment model will prompt changes in orientation, living-learning communities, staff training, retention management and sophomore engagement. We will need to manage and assess the impact of these changes.
- With one great year of Saxon Pride initiatives (Mascot, Saxon Friday, athletic initiatives, etc.) under our belt, ramp it up this coming year.
- We must continue to explore the issue of stress reduction in our professional staff.

Issues that Impact Students at AU and Nationally

- Misuse of prescription drugs (seen by our staff as one of the overall most problematic issues on campus) and use of illegal drugs.
- Changes in Title IX with regard to sexual misconduct and impact of VAWA (Violence Against Women Act), and resulting new requirements.
- Bullying and anger management in the residence halls, in classrooms, on sports teams, etc., particularly the rise in cyber-bullying
- Integrating social media into student life: communication, engagement, activities, and negative impacts.
- Managing increased student and parental demands and complex needs of a changing student population.
- Retention as it relates to engagement with student affairs educators.
- Graduate students requesting enhanced services
- Diminishing financial literacy in students, and impact on persistence.

The Director of Athletics oversees the NCAA athletics program, provision of athletic training services, the intramural program, and facility operations. We are part of the Division III Empire 8 Conference

Selected Goals for the Upcoming Year

1. Earn an average GPA of 3.0 for the athletic department, with a minimum of five teams over 3.20.
2. Raise student-athlete retention rate to over 80%
3. Increase Friends of Saxon Athletics Membership to at least 200
4. Create roster expectations that will move us closer to proportionality regarding gender.
5. Continue to develop long-term facility needs and costs
6. Continue to work on budget management and accountability among all coaches

Accomplishments

- Football had their tenth straight post-season appearance, winning the ECAC championship
- Coach Wellman (men's basketball) was Empire 8 Coach of the year, most wins in over 30 years, and third in the country in scoring per game.
- Softball made it to the finals of the Empire 8 and NCAA Regional tournaments with second-best winning percentage in AU history.
- National appearances from D. Luke (men's swimming), S. Locker (men's track and field) and M. Hillman (women's track and field). Hillman was Empire 8 women's track athlete of the year, women's team had the best finish in AU history at the ECAC meet.
- Athletic department posted a combined 3.0 GPA in the spring semester, with 59 student-athletes earning over a 3.75 GPA.
- The Galanis family is renovating the main gym, and the Ferreri Athletic Fund creates new team room and video analysis tools.
- Opened and quickly established operations of new Health and Wellness Center.
- Created several new Saxon Spirit initiatives including the Saxon Pride Board and Saxons for Saxons games, with new energy and excitement at games.

Statistics

- *Varsity Sports:* 483 students completed a season of varsity athletics, not including Equestrian which is noted separately.
- *Recruiting:* 203 incoming athletes (excluding equestrian) deposited for Fall 2014 as a result of recruiting activity;a reduction of 25 from the previous year.
- *Intramurals:* 73 teams and 562 student participants .
- *Gibbs Fitness Center:* Approximately 23,600 users, 63 daily average.
- *Health and Wellness Center:* Since 2/2014 alone, 11,400 users with 88 daily average.
- *Service:* Student-athletes gave over 1400 hours of service to the local community.

Assessment

Senior exit interviews: 93% indicated that AU provided a safe, inclusive experience. 80% indicating that their time management skills were assisted by athletic participation, and 91% agreed that participation made them better leaders. 77% participated in campus life outside athletics.

Student-athlete end-of-season surveys: 74% felt their expectations were met (+4% from last year.) Athletic training services, equipment room and strength & conditioning were highly rated. The condition of Jericho field, need for more weight room accessibility, and the swimming pool were poorly rated.

Retention: 82% of first-year student-athletes on the 12-13 roster persisted to their sophomore year, including equestrian). We will have retention data for this year's class once the sophomores return to Alfred in the fall.

GPA: Student-athletes averaged a 3.00 in the spring semester (excluding Equestrian, shown elsewhere in this report)

Trends and Priorities

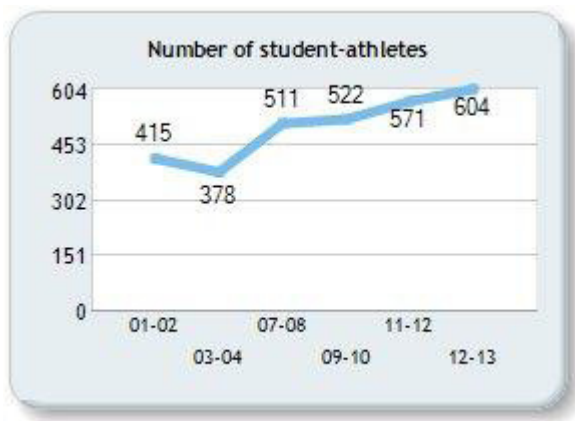
In Division III, athletic departments are an integral part of enrollment strategies, getting major support in terms of facilities and staff. In the Empire 8, at least four colleges have made major investments in adding sports in the last few years.

Coaches are transitioning to having more focus on recruiting and development of student-athletes, less on overall athletic department administration (e.g. compliance, Senior Woman Administrator, business management, fundraising), and more general administration positions are being created without coaching duties to manage these requirements.

The NCAA is revisiting recruiting calendars and burnout in the coaching profession at Division III. Many coaches are expected to work and recruit year-round, even if they have 10-month contracts or are part-time.

Were additional resources to become available, the AD would prioritize as follows:

- Facilities: additional practice field to replace the Tucker Field loss, swimming pool renovations, tennis court resurfacing, strength and conditioning.
- Bring assistant coaching, graduate assistant and administrative staff levels up to par with the rest of the Empire 8
- Find resources to support the AD spending more time traveling and visiting alumni.
- Additional resources for recruiting.



The Director oversees the Women's Leadership Center, the Gary Horowitz Leadership Certificate Program, the Saxon Sidekicks mentoring program for incoming students, E-LEAD engineering program, and general leadership programs for all students.

Selected Goals for the Upcoming Year:

- Develop an effective brand identity/marketing campaign for the JLC which highlights women's leadership as a cornerstone.
- Partner with the Horowitz Service Learning program to develop service leadership initiatives through the C Charles Jackson Foundation.
- Strengthen affiliations with the School of Art and Design and the College of Liberal Arts and Sciences.

Accomplishments:

- Developed Leadership Week, a series of workshops and activities that occurred early in the fall semester.
- E-LEAD launch: eleven students were enrolled and two courses were delivered in collaboration with the School of Engineering.
- Awarded a \$12,000 grant from the C Charles Jackson foundation to develop a service leadership initiative.
- Director J. Overton-Healy presented at conferences in Columbus OH, Albany NY and more. She was also the keynote speaker for an emerging leaders program at Alfred State College.
- Women's Leadership Center board chair Sherry Walton and Director Overton-Healy attended the Women Leaders for the World institute in Santa Clara, CA and are collaborating on a new week-long program called Velocity.

Statistics:

Skill-building Workshops, Special Events and Networking Events: Total attendance of 927, including 158 attending Academy capstone events.

Women's Leadership Academy: Academy Cohort VII has eight in progress, and VIII has eleven beginning in the fall.

Funded Awards: Four students were funded through Bernstein Leadership Awards, and one student was funded through the WLC Research Award.

Gary Horowitz Leadership Development Program: 45 enrolled, 10 completed the highest level.

Assessment

Saxon Sidekicks: 77% of the students who began the Sidekicks program completed it, up from 19% last year. 100% of mentees said they wanted to volunteer as mentors next year.

Women's Leadership Academy learning outcomes: Top ranked outcomes "understood of ways women's leadership differs from men's," "understanding my own strengths, values, and beliefs more clearly," and "understanding of the ways I have been disadvantaged because of my gender/sex role."

Trends and Priorities

Campus issues were brought forward at a recent team discussion to develop the new JLC strategic plan, including social backlash against the terms feminist and feminism, which presents interesting challenges to the WLC. There is also some feeling of a general rejection of the label “leader” among college students.

Nationally, online and social media applications may contribute to feelings of isolation among college students and can result in diminished social skills. This could in turn compromise the capacity for leadership skills such as teamwork and peer engagement.

Should budget allow, Director Overton-Healy’s priorities would include:

- Hire permanent events coordinator. This would free the director to pursue other initiatives more aggressively (such as fund raising, grant writing) and put her attention more fully on the signature programs, such as the Research Award and the Women of Influence speakers.
- Attract gifts to endow a major speaker fund to attract national/international speakers, which in turn, would attract larger audiences to WLC’s events.
- Establish an endowment fund to support internships/field work/professional experiences for students affiliated with the JLC but who are not involved with the Academy.
- Create an academic program in leadership studies.

WLA graduates

Number of Women's Leadership Academy graduates to date, not including current cohort

62

JLC event attendance

Attendance at all Center events

927

Attendance at Academy capstone projects

158

The Director of the Career Development Center oversees individual career counseling and advising, employer relations and recruiting, internships and co-ops, and job search preparation. The Children and Youth Learning Initiative and the Gary Horowitz Service Learning Program also report through the CDC.

Selected Goals for the Upcoming Year

1. Continue to focus on basic career readiness skills with a focus on networking, social media and interviewing.
2. Develop strategic and creative systems that engage parents
3. Increase level of collaborative programming with art-related student organizations
4. Conduct outreach to first year faculty and staff
5. Increase the number of service learning community partners by 25%
6. Collaborate with the Judson Leadership Center on leadership development capstone projects

Accomplishments

- 44 new employers visited campus this year for the first time to recruit our students.
- Offered nine art-related events in collaboration with the School of Art & Design
- Director M. McFadden won the Career Practitioner of the Year award from the NYS Career Development Association and ran the 2013 NYS Career Services Directors' Summit
- Transitioned to Interfolio for credential files, from an in-house manual system.
- Linked-In presence grew to over 2000, established a Twitter feed
- Asst. Director J. Crandall won the division's "Unsung Hero" award
- Increased the number of on-campus recruiting visits, student appointments, employers, and almost all measures across the board.

Statistics

Career Counseling/Advising Sessions:

1576 individual sessions with 746 people. The five top reasons for seeking services were (1) resume/cover letter, (2) finding an internship or co-op, (3) interviewing skills (4) career checkups, and (5) choosing a major/career .

24-hour Resume/Cover Letter Critique: 334

Co-ops and Internships:

32 students registered internships with the CDC; 15 registered co-ops

Career Fairs and Special Events: 7 events including Engineering Career Fair, Educators Networking Night, Spring Job Fair, etc., with 1248 student, faculty and employer participants

Email Advising: 96 students and alumni

Walk-in Hours: 725 one-on-one visits

Workshops Conducted: 120, with total attendance of 3800+

On-campus Recruiting: 527 students interviewed with 63 companies; the highest in 5 years. 246 visited campus this past year including career fairs

Resume Collections: 853 resumes submitted to 124 companies

Service Learning : 711 students offered 2100+ hours of service through the Gary Horowitz Service Learning program. 77 community partners were engaged, 6 service learning courses taught, 2 Days of Service events

Employer in Residence: 14 employers, 118 individual meetings

Assessment

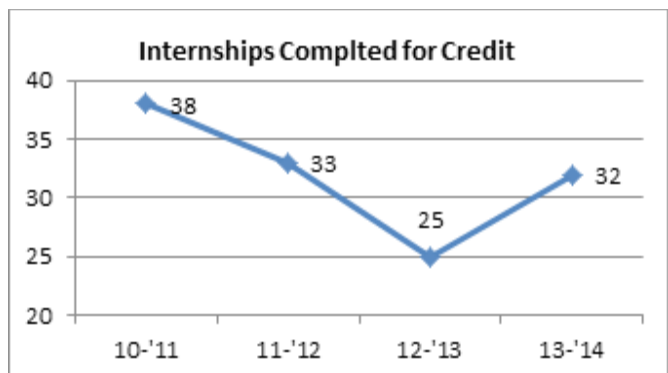
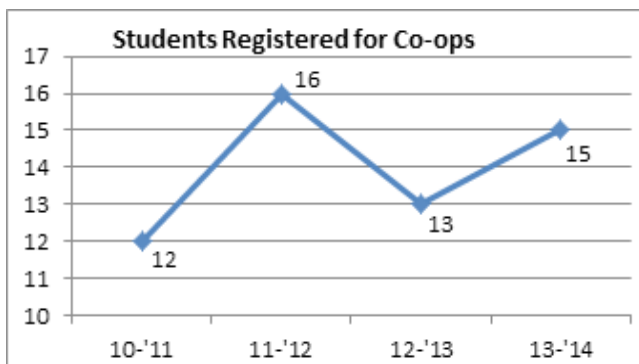
- Career counseling outcomes 71% agreed that after talking with a career advisor, they are more aware of careers that relate to their major or area of interest. 63% agree that they can create a resume that showcases their skills and abilities.
- Experiential Education survey: Students reported increased levels of collaboration and consciousness of self as a result of interning or co-oping. 95% of respondents said that as a result of their internship/co-op, they are better prepared to enter the world of work.
- 100% of students in Career and Professional Success class reported feeling better prepared to enter the world of work as a result of the class.

Trends and Priorities

- *New roadmap for career services:* Researchers Chan and Derry (Wake Forest, May 2013) argue that for career services to be effective it has to be woven into the fabric of the university's academic advising and curriculum. Findings from this paper include a seven step process for change:
 - Develop a bold mission and vision for personal and career development
 - Secure backing from institutional leaders
 - Strategically position the career development leadership role that allows for building partnerships both on and off campus
 - Strategically transform, build, and align career development staff to serve essential stakeholders
 - Collect and report career outcome data
 - Engage and equip faculty and parents with career essential career advising skills
 - Initiate programs that demonstrates the mission critical nature of career development throughout the post-secondary experience
- *The value of a college education:* Steady but slow growth in the economy does little to accommodate the 3-4 million college graduates entering the workforce each year, so the debate continues. Those that argue against the need to pursue a college degree ignore the fact that a college degree cannot be taken away and that college graduates on average earn one million dollars more in the course of their lifetime than high school graduates. Career offices need to provide data for admissions offices and faculty to make the case to parents and prospective students.

If funding were to become available, we would to the following priorities:

1. Internship funding. Too often students are offered wonderful internships that are unpaid. A stipend for such internships would help students obtain experience needed to develop essential career related and professional skills.
2. Community Engagement/Service Learning Program. The potential of this program cannot be realized with the current funding. Funding will provide the opportunity to support community service projects, encourage the implementation of service-learning curriculum, and improve the quality of service programs.
3. Professional practices class / workshop series for artists. According to the results of the most recent SNAAP survey, AU graduates frequently noted the lack of professional readiness as a deficit in an otherwise positive learning experience.
4. Networking events for students, alumni and employers. This will include transporting alumni and employers to Alfred University and students to the off campus events. Potential locations for off campus events include Rochester, Buffalo, New York City, Boston, and Washington, D.C.
5. International Internship Award. This remains a priority for our students.



Center for Student Involvement

The Center for Student Involvement oversees student activities, new student orientation and programming, The Institute for Cultural , Drawn to Diversity, and student government.

Selected Goals for the Upcoming Year

1. Enhance and build on Institute for Cultural Unity success through Unity House, creation of an alumni database, and more workshops.
2. Increase the use of Beacon for early alerts, assessment and student outreach; develop student-athlete programming to engage first-year students
3. Develop a five year plan for Drawn to Diversity

Accomplishments

- Created the Launch Pad for student entrepreneurs
- Co-created Senior Week again this year along with the Bookstore
- Collaborated with Residence Life to open Unity House for diverse students
- Drawn to Diversity trained over 30 students in art therapy for Alzheimer's patients.
- Coordinated over 40 visiting performers
- Installed "Art-O-Mat"
- Created "DogFest" for Hot Dog Day, a six hour, six-band concert
- Drawn to Diversity raised over \$10,000 to support increased programming, including the National Conference on Race and Ethnicity and Comic Con
- The new Institute for Cultural Unity expanded to 49 hours/week to meet increased demand.

Engagement

Student Events (comedians, large- and small-act concerts, open mic nights, etc.): Total attendance of 6707.

Student Organizations: 90 registered organizations

Nevins Theater Films: Total attendance of 965 including new "dinner and a movie" Wellsville shuttle.

Campus Center, Howell Hall and Gothic Chapel

Usage: 1773 meetings/events scheduled

Assessment

Community Feel on Campus: 74% of students agree that participating in campus activities helps them feel part of the campus community. This is a satisfactory figure that has improved over last year. Support requests this year.

Beacon Early Alert Program: 1048 alerts or updates were created and 57% were responded to. Regarding students on academic probation or suspension, 31% had no alerts. In the fall, 35% of the alerts came in the first six weeks, but only 13% were early alerts in the spring. We need earlier alerts.

Alfred's Newest Talent Program: 100% of participants reported an increase in leadership skills.

Drawn to Diversity: Very high outcomes related to theory and concepts behind community-based art, fighting ignorance, building community and promoting equality.

Orientation benchmarking

As a result of orientation, I have at least one faculty or staff member I can turn to.

82%

Trends and Priorities

The Center for Student Involvement is watching the following local and national trends in their profession:

- **Ethnicity support clubs** – although we have more students of color, there appears to be decreased membership in identity-based clubs on campus. With the creation of our Institute for Cultural Unity, we've made some strides, but we still have a way to go.
- Students and faculty expect the CSI office to provide them with **tech support** and equipment while in the building, but that is an ITS function. The campus might benefit from smart rooms, emerging technologies, and tech support for instruction, meetings and entertainment within the Campus Center.
- The **success and persistence** of our students is directly related to their engagement and ability to form connections during their first semester at AU. We will continue to incorporate first year student research into our existing efforts.
- Students desire a vibrant **24-hour community** that can meet their social needs, similar to what they'd find in an urban environment or online community.
- With a greener generation and attention on outdoor adventure, we should continue our "wellness in the wild" effort. Many colleges are offering a greater range of **outdoor adventure-based programming** ranging from rock walls to ropes courses and adventure trips.
- With our small, rural locations, AU needs to expose our students to views, issues and opportunities of a global nature. Social activism, civic engagement and connection to world events are staples in college student involvement.
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Should budget allow, our priorities would be:

- Most campus centers now have **gender-neutral restrooms** for the comfort of transgender students and anyone who desires more restroom privacy.
- A **smart room** in the campus center would enhance that location for the many people each year who wish to use the facility for presentations (over 2000 meetings last year). We cannot offer users the technology they are expecting in a modern facility.
- **Drawn to Diversity co-op program and international short courses** would enhance the program and provide a global experience to students. We'd also support more guest speakers, student travel and technology.
- **Support for adventure and outdoor programming** could include a ropes course, better usage of Foster Lake, and a rock climbing wall. The latter would enhance our commitment to Wellness in the Wilderness, support leadership training, and be a highlight of campus tours.

The Dean of Students oversees the Student Conduct System, Wellness Center (Health, Counseling and Wellness Education services), Public Safety, the Emergency Response System for the University, compliance with state and federal safety laws, and off-campus living.

Selected Goals for the Upcoming Year

1. Audit our Sexual Misconduct/Clery/VaWA Policy and Procedures to ensure we are fully compliant
2. Have a fully integrated "Prevention Plan" in place
3. Have a viable protocol for those students needing an emergency psychiatric evaluation
4. Review the Health Center consultants' report to assess compliance
5. Review the Emergency Response Plan consultant's report to assess compliance
6. Collaborate with athletics and Wellness Center to assist former athletes integration into the campus community and reduce their incidents of problematic behavior

Accomplishments

- Dean N. Pollard has presented on topics of behavioral assessment teams, hazing prevention, bullying and mental health issues at conferences and webinars, and is professionally active as a peer reviewer, award jury member, panelist, and speaker. He also chaired the Middle States working group for Administration, Leadership and Governance
- Worked with Title IX Coordinator to redesign the Sexual Assault/Sexual Misconduct process and resources to ensure compliance
- Developed a response plan as a result of the closure of the St. James psychiatric unit.
- Resumed presentations on identifying and responding to troubled students
- Completed a comprehensive audit and redesign of the Code of Conduct

Statistics

Bias reporting: 11 incidents of bias were reported to the team for action

Leaves of absence: 7 took medical leaves, 45 took personal leaves, 29 took psychological leaves and 67 withdrew (June '13 to June '14 timeframe)

Alcohol permits: 42 permits were approved this year for campus events

Behavior Assessment Team (BAT) referrals: 11

Conduct system:

- 329 individual students had 185 cases of violation of proscribed conduct.
- 467 hearings were conducted, including 25 University Conduct Board hearings.
- The five most common violations were, in order: alcohol, disorderly conduct, quiet hours, failure to comply, and drugs.
- 5 students were suspended this year
- 17 students met the criteria for the amnesty program

Assessment

Bias Response Team environmental scan Few interviewees had encountered incidents of bias; AU was seen as welcoming and accepting, remarkably better than most home communities. Almost all could identify the various methods of reporting bias-related conduct

Trends and Priorities

Locally and regionally:

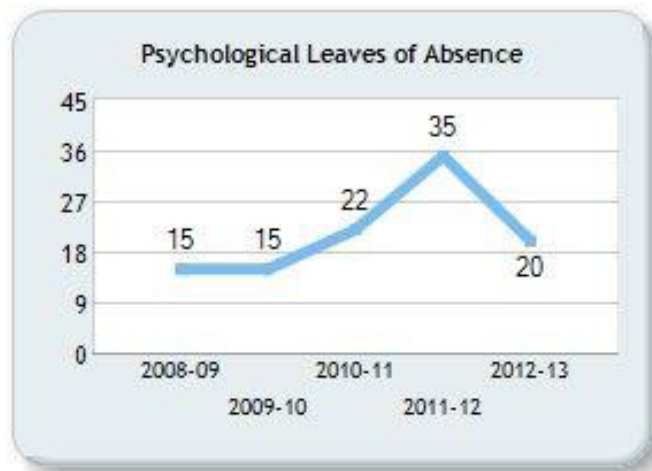
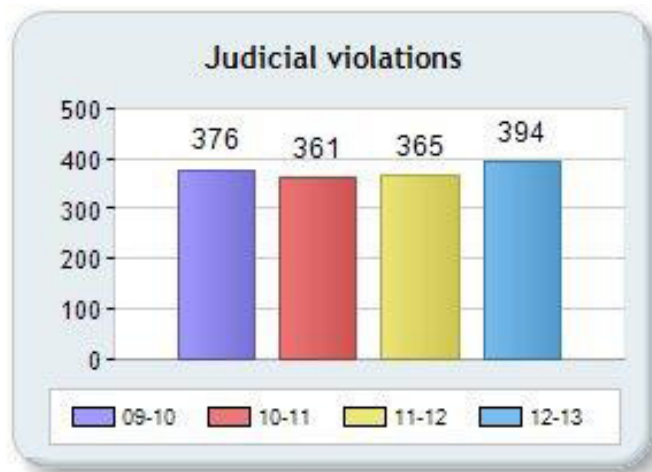
- Escalated use of marijuana and heroin
- Escalated reports of sexual harassment/misconduct/assault
- Increased reports of students aggressively behaving toward staff in the performance of their duties
- Increased requests for therapy animals in the residence halls
- Problematic behavior of students who arrived as a student-athlete but have discontinued participation

Nationally:

- Every college is working hard to adapt to changes in Title IX, Title II, VAWA and the Campus Crime Act and how it will affect student health and welfare, prevention efforts, campus policies and campus procedures

If funding were to become available for initiatives that would help us improve services, our priorities would include:

- Additional case management position in counseling services
- Additional personnel and administrative support in student conduct to deal with escalating volume of policy and legal requirements and time demands, and to allow the Dean of Students to do other things besides manage student conduct issues all day, every day
- Marketing, training and prevention efforts regarding student health and safety, and to comply with increasing federal regulations.
- Proximity readers and/or cameras for all campus buildings



AVIFresh, an Ohio-based company, is our contracted provider of dining and catering services on campus. Their education clients are mostly private colleges and include Wellesley, Kenyon and Sarah Lawrence.

Selected Goals for the Upcoming Year

1.Continue to review meal plan changes in conjunction with the Student Dining Advisory Board

2Emphasize marketing and connecting AVI Fresh with AU students in a positive manner

3.Continue the positive trend in satisfaction score results

Accomplishments

- Converted Powell Dining Hall (all-you-care-to-eat) into the Knight's Den (retail)
- Restructured the meal plans at mid-year to accommodate early feedback from students
- Increased satisfaction scores in both local and longitudinal surveys
- Director J. Dietrich served on the five year review panel for the culinary/baking school at Alfred State College.

Services and Usage for previous academic year

Meal Plans: 1363 members in Fall 2013, 1201 in Spring 2014.

Dining Hall usage: Of the board meals eaten in the dining halls 48% were in Ade, 38% were in Powell and 14% were in Midnight Express. This reverses the trend from last year in the direction we were hoping for.

Participation rate: 67.7% (fall) and 70.2% (spring), fall was down 2% and spring was up .2% over previous year.

Non-required plan purchase: 74% of our residential students who were not required to have a plan opted to purchase one anyway.

Catering: Provided 399 events during the year, including 30 in one day during Reunion weekend. AU caterings were down \$37,500 however external sales were up by \$2,500.

Fiat Bux: \$28,935 in Fiat Bux sold, a decrease from last year. New meal plan structure allows more dining dollars; students do not need as many Fiat Bux.

Assessment

Dining Satisfaction Survey: A locally administered survey of AU students showed significant improvement in dining hall ratings from last year, especially with Ade Hall's hot entrees, hot lunches and desserts.

Residence Life Survey: Highest rated aspect of dining was friendliness of employees and comfort/cleanliness of the dining halls. Best improvement from last year was in price/value perception and taste/quality of food.

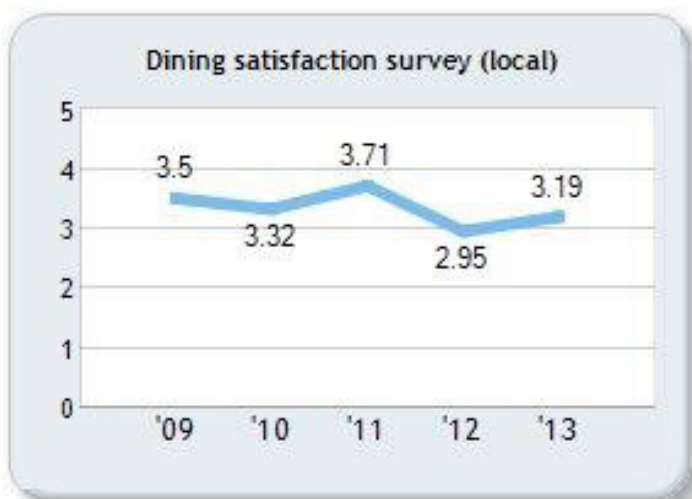
Trends/Departmental Priorities

Sustainability and dining are commonly linked on college campuses. AVI has the organizational capacity to help AU create more sustainable dining programs if we want to invest in that way. Post-consumer composting and zero-sort recycling are already underway, and there are many more opportunities.

NACUFS, the primary national college foodservice organization, released a report of dining trends through 2018. Among them were:

- Continued requests for 24/7 food availability, on-demand customization and amenities
- Strong student interest in local and organic foods, although those foods are more expensive and chosen less often by students.
- "One card" dining in conjunction with downtown restaurants
- Focus on nutrition, labeling, preparation methods, and source
- Complex health issues that require dining services staff to be knowledgeable about, and able to service students with, a range of conditions including celiac, allergies, intolerances, etc.

As AU and AVI move forward, we will continue to explore trends and adopt new practices as appropriate.



The Director of the Bromeley-Daggett Equestrian Center at the Maris Cuneo Equine Park oversees the intercollegiate Western and English teams and the provision of classes for the Equestrian Minor and physical education credits, and manages the facility and horses. She also oversees revenue generation through shows, lessons and boarding.

Selected Goals for the Upcoming Year

1. Continue working on the Equine Assisted Psychotherapy program with the College of Professional Studies
2. Increase the number of students enrolled in equestrian classes
3. Advocate for facility repairs and maintenance including repairing deteriorating stalls, installing a sawdust storage building, and improving the drainage of paddocks and pastures.
4. Initiate a pre-season camp for prospective team members.

Accomplishments

- Director N. Kohler was granted a USEF “r” Hunter and Equitation Judging Card.
- The varsity western team dominated the regional championship by a landslide and sent two riders to Nationals. The Hunt Seat team was Reserve Champion in the region and sent four riders to zones.
- Several team members earned IHSA All Academic Awards with GPAs above 3.8, and the equestrian teams had the highest number of Empire 8 award winners of all teams on campus.
- The live mascot, “Alden” was brought back to carry “King Alfred” at home football games.
- A community lesson program was started and has begun generating revenue
- Director N. Kohler and her staff received the “Spirit of Service” award for the Alfred village community in recognition of their service initiatives throughout the county.
- An introduction to Equine Assisted Psychotherapy course was taught as a topics class. Statistics

Team: 31 riders on Western team, 38 on English team (record number), 12 on junior varsity team

Classes: 136 students took classes this year

Lessons: 495 lessons were taught (up from 54 last year)

Events: 21 shows and 3 clinics were held on site with over \$39,000 in net revenue. Residential summer camp continues to be high with waiting lists for both camps.

Boarders: 12 fall boarders; 11 spring boarders

Admissions tours: 129 scheduled Admissions tours were conducted for interested students/families; doesn't include drop-ins.

Assessment

• Learning objective: “Riders will demonstrate sportsmanship and leadership in a team environment.” Focus groups indicated a stronger sense of community and team focus this year, more than a cutthroat competitive environment. This has led to a change in the way captains are selected, in order to reinforce this positive trend.

• 88% of students surveyed believe that participation in the equestrian program has been a beneficial part of their education at AU.

Trends and Priorities

Since the equestrian program is costly to maintain, it's important that we recognize the recruitment and retention value as indicated by annual student surveys. In addition, the program seems to attract high-achieving students, as evidenced by the teams' continued overall high GPAs compared to the general student population.

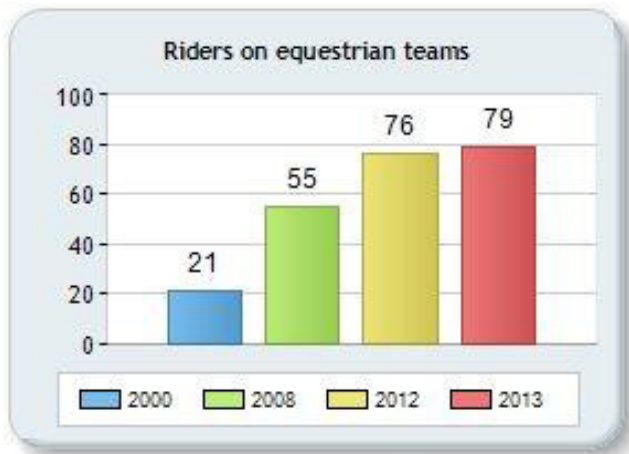
The slight decline in enrollment in classes is a trend that needs to be monitored, though team participation is up. We will review the course offerings to be sure they're still appealing and relevant to students.

It will be a strong plus to have a recent equestrian graduate as a new admissions counselor; this will assist in marketing the program to reach high school students with interests in a program that offers high-quality academics and a strong riding program. The Equine Assisted Psychotherapy program needs emphasis. More schools are developing this program but we are in a unique position to create one of the best.

Trends and Priorities (cont.)

Should budget allow, enhancements could include:

- Improve pastures and paddocks by improve draining, footing and grazing quality.
- Stalls and the roof are deteriorating and need repair.
- Addition of fencing in fields on Foster Lake Road to have summer pasture available, including some form of watering system. This would enable horses to be kept out 24/7 most of the summer, which would reduce summer costs in feed and labor
- Access road to back fields and addition of small cross country course. This would enhance the program offerings and allow us to easily use hay from our own fields.
- Training costs for staff and faculty to implement the Equine Assisted Psychotherapy program



EQ recruitment value

% of first-year equestrian students who visited our Center before enrolling.

89%

Public Safety oversees student security and safety on campus, the parking permit and fine system, and compliance with the federal Campus Crimes Act and associated regulations. They also play a significant role in emergency response planning and management.

Selected Goals for the Upcoming Year

1. Explore Peace Officer status for our officers.
2. Continue adding DVR capability and additional video cameras to key campus locations.
3. Revitalize the Campus Safety committee with the goal this year of exploring safety-related mobile apps.
4. Develop a strategic plan for the department

Accomplishments

- 97% of our first year students received emergency response training during orientation.
- AU upgraded its video surveillance system with three outdoor cameras and re-deployed Davis Gym cameras in other high-traffic locations.
- Added one more professional staff member to bring the total number of professional staff to four officers
- Responded to a rash of “grabber” reports with increased patrols, cameras, and escorts.
- Collaborated with Environmental Health and Safety to conduct a full-scale test of the Integrated Contingency Plan, including over 20 external agencies

Statistics

Reportable Incidents: Public Safety responded to 526 service calls (+28 from last year). The top reasons for calls were fire alarms, alcohol-related incidents, ambulance dispatches, escorts, drug-related incidents and welfare-safety checks.

Parking: 2259 parking violations issued. 431 were appealed and/or dismissed

Assessment

Student perception of safety on campus: According to our annual Residence Life Survey, 97% of on-campus students feel safe in their room

Interaction with office: 64% of survey respondents who interacted with Public Safety felt that they were treated with respect by the officer(s)

Student guard training: : 68% felt they were well trained for their jobs. This decrease from last year has prompted a change in training to include sessions on dealing with difficult people, developing an abbreviated emergency dispatch course, and discontinuing security guard certification.

Trends and Priorities

Parents and caregivers of our students will expect universities such as ours to be places where they are comfortable that their children are safe. To that end, here are a number of items we must continue to evaluate:

1. *Electronic Access Control:* We strongly recommend a Card Access program in all residence halls. An access control system would provide the University with opportunity for campus-wide lockdown, better control of unauthorized entry, and much more. We have provided a white paper to University Relations for interested parties.
2. *Peace Officer status:* This would provide authorization for more professional equipment, opens opportunities for grant funding, gives officers authorization for improved care and transportation when responding to mental health emergencies, and gives officers an intermediate means of force during physical conflict through use of non-lethal weapons.
3. *Mass communication siren:* In an emergency, we currently have an agreement with Alfred State College to use theirs, but it is ineffective for many areas of our campus. This is becoming a standard piece of safety equipment on college campuses.
4. *Campus-wide Camera System:* We have far fewer cameras than most other communities. We would like greater access to allow the Public Safety office to activity watch and record high risk areas such as parking lots, walkways and key roadways.



Residence Life oversees 17 residence halls, including apartments, suites, corridor-style halls and special interest houses. The director oversees professional staff and student RAs, hall programming, housing assignments, and summer upstate housing.

Selected Goals for the Upcoming Year

- Fully implement Intentional Programming Model with attention to campus safety, in collaboration with other offices. Participate in National Campus Safety Month in September.
- Hone last year's operations changes by implementing new staffing patterns in Ford Street, creating more beds by placing RAs in apartments in suites, and continuing with mixed class year housing.
- Work with the newly developed Unity House living-learning community, in collaboration with the Institute for Cultural Unity
- Implement Community Watch program in all halls in collaboration with Public Safety's awareness campaign.

Accomplishments

- Asst. Dir. S. Isaacs was the keynote speaker for the annual HEOP banquet
- Implemented a TracFone system for RA contact during Hot Dog Day, and will expand that during the school year.
- Successfully implemented a host of operations changes to good effect.
- Created Unity House, the newest living-learning community.
- Created a new assistance animal policy to respond to Fair Housing Act laws.

Statistics

Housing Occupancy: 98% fall semester; 88% spring semester

Non-emergency Medical Transports: Utilized 20 times through partnership with County Cabs.

Facility Damage: End of year damage charges totaled \$17,480, an increase from last year.

Programming: 555 events offered with 8,053 residents in attendance.

Assessment

Our annual benchmarking survey showed that Special Interest House residents are by far the most satisfied with their residential experience. Students living in corridor-style halls were the least satisfied. 96% of respondents feel safe in their rooms. 58% of students reported participating in residence hall events and programs sometimes or often, a slight increase from last year.

Trends and Priorities

Assistance animals are an exploding trend across the country. We were taken by surprise last year but have strong policies in place now.

Continue to be intentional in training staff by increasing our focus on targeted skills and knowledge-based on assessment of staff performance. With specific emphasis on campus safety, assertiveness and taking initiative in conflict, guided by the social change model and diversity, student development theories, and social justice theories, this overarching umbrella would connect all major areas of the skills we seek to develop in staff members and students alike.

Continue to keep the findings of the Residence Life Task Force in mind when renovating spaces and considering new spaces for our residents.

If additional funding were to become available, our priorities would be:

- We concur with the #1 student affairs priority to advocate for electronic access to all halls and more cameras for safety reasons.
- Bathroom renovations for Reimer.
- Furniture Upgrades in all common lounges in residence halls, especially the suites to help students better utilize them. If they aren't cool and comfy, students don't come out of their own suites or room to interact and that is a problem. We are going to attempt to create some coziness in the Office waiting area this summer.
- Mixed by class residence halls reconfigure and re-introduce the kitchen spaces in residence halls from which they were removed



The Director of the Wellness Center oversees counseling services, health services, and wellness education, including alcohol and other drug use and abuse education.

Selected Goals for the Upcoming Year

- Collaborate with influential offices on campus in an effort to more effectively promote Wellness Center services
- Promote “Mind Spa,” a new area where anyone can learn how to relax and de-stress through biofeedback, our massage chair, and various forms of meditation
- All Wellness Center staff will get CPR training
- Create a research plan for Equine Assisted Psychotherapy
- Conduct small groups within Athletics on sexual assault prevention
- Create a structured template for integrating with faculty on our services.

Accomplishments

- 30% of AU graduates had used counseling services at some point in their AU career
- 84% of incoming students completed AlcoholWise with an added “consent and respect” module
- Counselor K. MacCrea taught the graduate counseling class in Group Dynamics and is collaborating with the Equestrian Program on Equine Assisted Psychotherapy
- Counselor L.Wolf presented at Rochester General Hospital’s Integrative Women’s Health conference and created a sexuality support group for breast cancer survivors in Rochester
- Offered a monthly RA support luncheon and Mental Health Movie Night
- Staff capacity has expanded due to the establishment of a graduate internship program
- AU was awarded a JED Foundation Campus Seal, indicating comprehensive mental health promotion and suicide prevention programming on campus

Statistics

Counseling: 309 students had 1458 counseling sessions. 11% had been using psychotropic medication at intake. 27% had received counseling prior to obtaining services at AU. Usage was highest among first year students. The most frequent presenting concerns were situational problems compounded by anxiety symptoms and mood disorders, producing the perception of a crisis.

Health: 1380 students had 2435 appointments. The most frequent presenting problems, in order, were upper respiratory infections, psychiatric problems, sinusitis, bronchitis and viral infections. Individual Alcohol and Drug Education Session: 116 students took an alcohol or drug education course. 158 total sessions were offered.

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Psychiatric Hospitalizations: 11

Psychiatric consultations: 195

Health screenings: 294 students were provided with depression screenings and alcohol screenings upon intake.

Assessment

Student Evaluation of Counseling Services: 94% would recommend services to a friend; 97% would return to the Counseling Center, and 86% agreed that counseling helped change the problem that brought them to the Wellness Center.

Learning Outcomes Assessment wThis year was this year was focused on (1) understanding of treatment and diagnosis and (2) birth control awareness. Dr. Tam can provide data on these outcomes.

Health Service Satisfaction Survey: 89% would refer their friends and 100% found the waiting area welcoming, and 97% found the self-care instructions to be clear.

Trends and Priorities

National Trends

Universities have been responding to the increased demands for mental health services following national interest in violence on campus. Means used include increasing staff, hiring case managers, supporting the consultation and outreach activities of centers, and training campus personnel to recognize and respond to student distress. Without additional resources, most campuses are feeling challenged by the rising numbers of students in need of services. Nationally, 69% of students report that counseling helped them stay in school, so the provision of counseling is at minimum a retention strategy for most colleges.

Regarding health issues, The ACHA has focused on student 360 degree care, a more streamlined data system and electronic medical records, more triage with integrated care, and a shifting culture toward health and counseling integration. National norms indicate that AU students may be slightly better with exercise, nutrition and general self-care, but our students report lower rates of abstention from alcohol.

AU Trends

The national average for hospitalizations per 1000 students is 1.8. We are far above that ratio – further evidence that we must continue investing in the provision of quality counseling services.

Retaining students with complex problems. Our numbers of students on medication at intake and referred for psychiatric evaluation are about the same as national averages. However, we accompany many more students to the hospital for evaluation, just as we are more proactive with outreach, participation on the ERT, and in avoiding use of a waiting list (11% of students do not return following a triage appointment, according to NSCCD 2011).

Athletic Training department consultation & involvement in WC activities. We continue to review and improve information sharing procedures with AT staff and team physician. Three flu clinics exclusively for athletes were offered on site at McLane by health service staff this year. We also participated in health screenings for pre-season athletes this year.

Male student participation in counseling services declined, underscoring the need for outreach to men on campus. Connections with athletics will be critical in this regard.

If funding were to become available, we would suggest the following:

- Facility upgrades in Health Services: re-tiling the old floor, removal of X-ray equipment, new furniture, emergency button in all staff offices
- Regular cleaning suitable for a medical office
- A method of transportation to local hospitals for students not in need of the ambulance

- Electronic medical records software that is shared with Athletic Training
- Staffing: A case manager position, an additional licensed counselor, staff to provide 24/7 emergency services.

