



# Alfred University

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## Division of Student Affairs Briefing Book Academic Year 2011-12

Prepared for Michele Cohen  
Chair, Student Affairs Trustee Committee

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# Alfred University

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## Division of Student Affairs Briefing Book Academic Year 2011-12

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**Student Affairs Goal:** A student-centered campus culture that integrates academic learning with student development

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## Student Affairs Vision Statement, 2009-2014

***Creative Connections:*** Alfred's unique collaboration of ideas will lead to innovative solutions. Student Affairs will be leaders in building bridges and bringing students together to create a community of innovation and engagement.

***Wellness within Wilderness:*** Alfred's unique natural setting will be developed as both an educational and recreational resource that reflects care for the self, the community and the planet. Our wellness initiatives will foster healthy lifestyle choices in an environmentally aware and connected context.

***Dedication to Diversity:*** Alfred's unique history of equality will inspire us to be proactive in celebrating the diversity on our campus and preparing students with leadership skills to create safe, socially just communities – starting here in our own rural area.

### Strategies:

- Define and develop the AU experience
  - Promote an environment of health, wellness and personal safety
  - Promote student engagement and social responsibility
  - Create diverse and inclusive communities
  - Ensure professional excellence
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## Strategic Areas of Focus for This Year

- Wilderness Immersion, Learning and Discovery (WILD) formed in the spring of 2011 to make the most of Alfred's unique physical setting in western New York. This year, we will be focusing heavily on making the most of our outdoors through programming, event promotion, and development of new outdoor traditions.
- Assessment: Last year, every unit underwent a comprehensive self-assessment program using external standards. This year, each department will be using their action plans for continuous improvement. We will continue to utilize StudentVoice as partners in creating assessment plans and key performance indicators.
- Living-Learning communities: Student affairs areas are engaging with faculty and staff across campus to expand our existing special interest housing communities into true living-learning communities with full academic partnership. This is an exciting venture that has the added benefit of being fairly low-pressure.
- Beth Robinson Judson Leadership Center: Our new Judson Leadership Center will integrate leadership education throughout the division, while still maintaining focus on women's leadership.
- Civic Engagement: A StudentVoice benchmarking assessment in the fall showed some troubling data about our students' interest in civic engagement issues, as well as our focus on this as a University. We will be looking at this area via our strategic plan, enlisting the Gary Horowitz Service Learning Center as a key player.

## Issues that Impact Students at AU and Nationally

Over the summer, the student affairs directors met and identified the following "hot topics" that we will discuss throughout the year:

- Misuse of prescription drugs and use of illegal drugs, and the impact of medical marijuana
- Bullying and anger management in the residence halls, in classrooms, on sports teams, etc., particularly the rise in cyber-bullying
- Managing increased student and parental demands and complex needs of a changing student population
- Study skills: what is being provided v. what the students need, and how that impacts our areas
- Engaging students who come to college with an athlete identity but who leave their sports teams for a variety of reasons
- Partnering with ASC and the village to address violence prevention
- Refining our systems for retention efforts and effective intervention at mid-term
- The impact of national economic trends on student behavior and health, as well as student financial literacy

*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.*

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## **Selected Goals for the Upcoming Year**

1. Restructure Friends of Saxon Athletics to maximize efficiency and grow membership
2. Develop a more realistic Athletic Department budget
3. Encourage coaches to be more visible on campus
4. Continue to improve the operations of the Gibbs Fitness Center

## **Accomplishments**

### *Team Highlights*

- Football was 10-3 and made it to the third round of the NCAA Division III championships before falling to second-ranked Mount Union. AU went 5-0 in the conference. Nick Clark was named Empire 8 Defensive Player of the Year and Dave Murray was the Empire 8 Coach of the Year.
- Track and field sent first-year athlete Rebecca Gaudons to Nationals, where she placed 17th in the pole vault. Both Gaudons and senior Shawn Ross (shot put) finished first in New York State in their events.
- Two women's softball players, Molly Shepherd and Nicole Hedrick, were named Conference First Team.
- Men's lacrosse finished with a winning record in a very tough conference and is clearly on the way up.

### *Department Highlights*

- Coach S. Miller (soccer) and B. Striker (swimming & diving) served as sport committee chairs for the Empire 8.

## **Statistics**

*Varsity Sports:* 498 students completed a season of varsity athletics, not including Equestrian which is noted separately. (About 50 additional students began a sports season but did not finish.)

*Recruiting:* 885 athletes applied; 723 visited, and 233 deposited as a result of recruiting activity by full-time coaches.

*Intramurals:* 71 teams, 525 student participants.

*Gibbs Fitness Center:* 29,221 people used the fitness center this year, about 7,000 more than last year.



## Assessment

**Student-athlete experience:** As a result of athletic participation, students showed great improvement in the areas of learning to motivate others, recognizing value in struggles and apparent failure, conflict resolution with teammates, and familiarity with campus resources such as the CDC. Areas to work on include satisfaction with athletic facilities (only 40% satisfied), more emphasis on sportsmanship, and awareness of athletic department goals.

**Retention:** 76% of first-year student-athletes on the 09-10 roster persisted to their sophomore year. We will have retention data for this year's class once the sophomores return to Alfred in the fall.

**GPA:** Student-athletes averaged a 2.93 GPA in fall 2010 and a 3.00 GPA in spring 2011

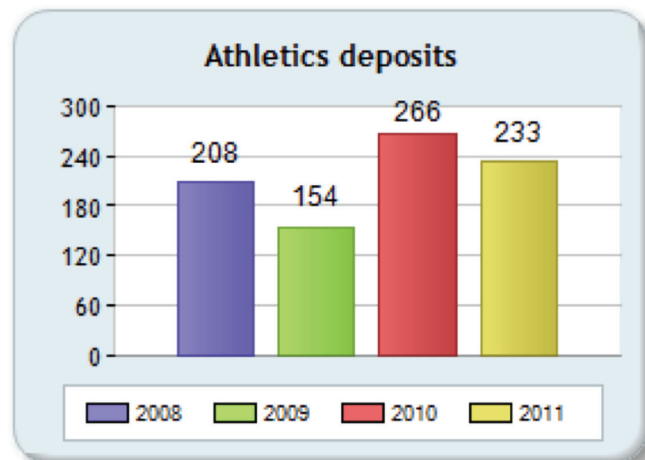
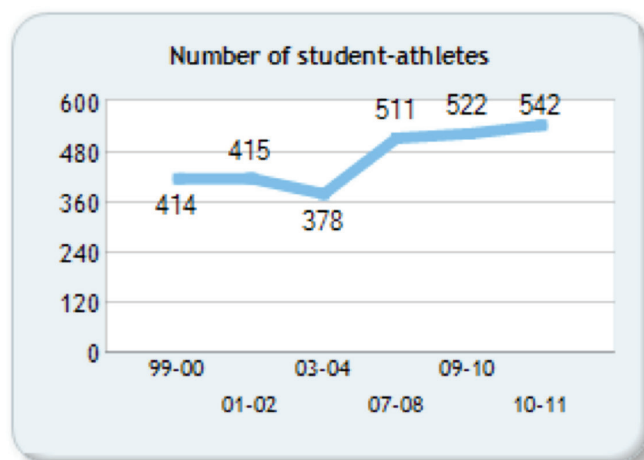
## Trends and Priorities

**Score One for Athletics campaign:** The number of student-athletes who have visited, deposited, and enrolled has increased steadily over the last five years. With the addition of women's sports and the advent of the NCAA-sanctioned non-traditional season, facilities are stretched to the limit for varsity sports. Promoting the Score One campaign needs to be top priority for everyone involved in the athletic program this year.

**Compliance:** Athletic departments are getting hit with more regulations every year. This is a challenge for small departments without compliance officers who are subject to ever-increasing NCAA oversight.

**Fundraising:** Nationally, athletic director job descriptions are changing to include much more involvement in institutional fundraising.

**Title IX:** As we know, it's imperative that colleges not discriminate based on gender. Provisions of Title IX compliance must be taken into account when considering all aspects of varsity, club and intramural sports.



*The Director of the Robert R. McComsey 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 Experience also report through the CDC.*

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## Selected Goals for the Upcoming Year

1. Continue to offer satellite offices in high-traffic areas
2. Continuing off last year's success, offer more virtual career events
3. Complete the geospatial mapping project that indicates where alumni are living/working
4. Initiate research study on career self-efficacy and self-authorship
5. Continue to explore strategies to best serve CITE students given resource limitations

## Accomplishments

- Offered a virtual career fair to manage the influx of job postings that come at semester's end
- Collaborated with ITS to provide guest speakers via Skype, WebEx and other live streaming
- Initiated a geospatial mapping project based on where alumni move following graduation
- Collaborated with the College of Business to present an Enterprise Resource Planning Contest
- Successfully switched to CareerShift job posting system, resulting in over 1100 more visitors to the site this year
- K. Jacobs project-managed Profiles 2011, a repeat of last year's successful art show in Chelsea
- J. Crandall was named Registration Chair for the College Student Personnel Association's 2011 conference, and became MBTI certified
- M. McFadden completed StrengthsQuest certification and began offering workshops around campus; he also chaired the 2010 New York State Career Services Directors' Summit

## Statistics

**Career Counseling/Advising Sessions:** 1541 individual sessions with 712 people (49% male, 51% female) The five top reasons for seeking services were (1) resume/cover letter, (2) finding an internship or co-op, (3) job searching, (4) interviewing skills, and (5) choosing a major/career

**24-hour Resume/Cover Letter Critique:** 487

**Co-ops and Internships:** 48 students registered internships with the CDC; 12 registered co-ops

**Email Advising:** 145 students and alumni

**Walk-in Hours:** 454 one-on-one visits

**Workshops Conducted:** 120, with total attendance of 4028, and 25 special events with 2221 attendees

**On-campus Recruiting:** 161 students interviewed with 45 companies; 131 companies came to campus for events, including career fairs

**Resume Collections:** 829 resumes submitted to 93 companies

**CareerShift usage:** 5875 visitors entered the site to utilize electronic CDC services

**Credential Files:** 763 sent on behalf of 425 individuals

## Assessment

**"First Destinations" report:** Outcomes for the class of 2010 will be available in late 2011.

**Internship/Summer job survey:** 80% reported being paid; primary learning outcomes were (1) better understanding of intended career path and (2) improved confidence.

**Career counseling student survey:** 90% agreed that after talking with a career advisor, they had a better understanding of the issue(s) that brought them to the CDC. 95% said they would return to the CDC.

**Employer Feedback:** In rating AU candidates against those from other institutions, the best ratings came in the area of interviewing skills. The lowest was relevant prior experience (internships/co-ops).



## Trends and Priorities

**Internships:** With companies cutting paid internship programs, and the importance of internships increasing at the same time due to the tight job market, a subsidized internship program would be most welcome particularly for A&D and LAS students. A white paper has been developed and shared with University Relations.

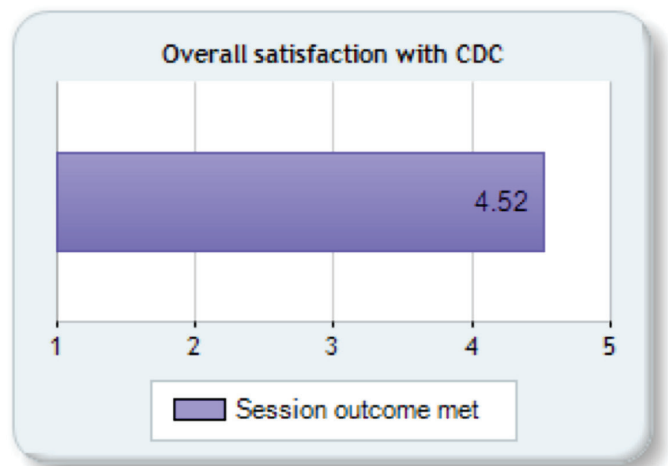
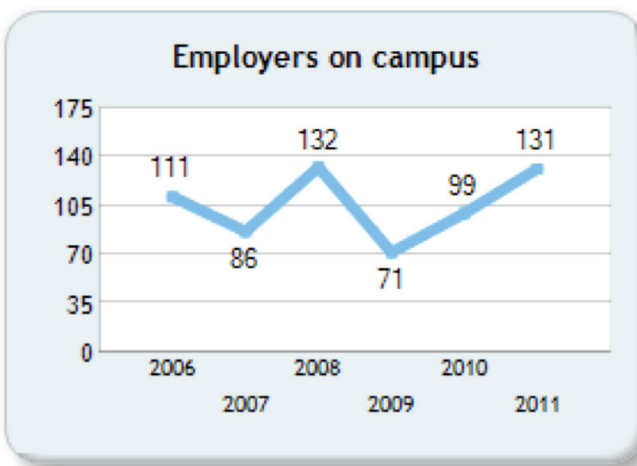
**Hiring:** The job market for new grads is improving slowly; the National Association of Colleges and Employers (NACE) estimates a 19% increase in expected hiring over last year. The CDC will continue to push new avenues of connecting students with jobs and internships. Alumni are making more use of the CDC as well; 16% of the CDC's appointments this year were with alumni, the highest ever.

**Technology:** With over 1100 members now, LinkedIn is an effective forum to share career related questions, concerns and opportunities. The CDC has also used emerging technologies to connect employers and guest speakers to students using the web, and we expect this to continue.

**CITE:** Our downstate students present a very different set of needs and expectations than our traditional population, and AU needs to identify ways to serve this population.

Future priorities include:

1. Gary Horowitz Service Learning program: we would like to fully realize the potential of this program by ensuring the current staffing pattern.
2. Subsidized internships, as stated above.
3. Professional practices/workshop series for artists, which would require transportation to art related events, bringing guests to AU, and networking events.
4. Transporting students to off-campus networking events in high-demand places such as DC, NYC, and Boston.



# Center for Student Involvement

Patricia Debertolis, Assistant Dean for New Student Programs  
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Dan Napolitano, Director, Student Activities  
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*The Center for Student Involvement oversees student activities, new student orientation and programming, diversity programming, Drawn to Diversity, and student government.*

## Selected Goals for the Upcoming Year

1. Better use of technology to include Facebook, Twitter, updated webpages, and more
2. Incorporate career skills into work-study positions
3. Revisit and rewrite building policies for student organizations
4. Continue to seek creative collaborations

## Accomplishments

- Partnered with Residence Life on the creation of a pilot living-learning community: Drawn to Diversity in Openhym Hall
- Partnered with Dining services on several special events including Cinco de Noviembre, Alfred's Pizza, All-American BBQ, EquestFest 2, Spa-Ghetti, and the senior BBQ
- Increased athletics study hall usage to include additional sports teams
- Expanded Drawn to Diversity: 33 students enrolled in class, 18 educational outreach workshops, the launch of the living-learning community, and more than 12 community art projects
- Advised Transgender Awareness Week
- Led campus-wide response to the Japan earthquake and tsunami with "Alfred Responds" series
- Coordinator of Diversity Programs C. Arno presented "Alfred University's Approach to an Attractive and Accommodating Campus for Transgender Individuals" at various venues by invitation this year

## Statistics

*Student Events (comedians, large- and small-act concerts, open mic nights, etc.):* Total attendance of 8735. Includes over 40 visiting performers

*Student Organizations:* 90 registered organizations

*Nevins Theater Films:* One film each weekend with a total attendance of 2082

*Campus Center, Howell Hall and Gothic Chapel Usage:* 1756 meetings/events scheduled

*Airport Shuttle:* 197 students used the shuttles to get to and from Rochester and Buffalo

## Assessment

*Student Orientation Evaluation:* Local survey showed that 93% rated orientation good or excellent. A national study showed that AU students rated orientation significantly higher than the national group in "helping them feel connected to the university." National benchmark results available upon request.

*Athlete Study Hall:* Growth was shown in the following areas: staying calm during exams, editing writing assignments, and asking for help when in need.

*Building community that embraces diversity:* 67% of our students agreed they have been challenged to learn about other cultures. 84% agree that fellow students are open-minded and welcoming; 90% agree that faculty and staff are open-minded and welcoming. 6% believe that students are treated poorly due to race, religion or sexual preference. (Note: These students are reporting on their overall AU experience, not particular to any one office or program).

*Drawn to Diversity:* Social Change improvements included citizenship, consciousness of self, and congruence. Controversy with civility is an area to focus on next year.

## Trends and Priorities

**Technology needs:** Students expect more technology support from the Campus Center, and faculty/staff are seeking IT support for their scheduled meetings, when that is not the function of our staff. Students would also benefit from daily podcasts and twitter regarding campus news and opportunities. The ideal would be a Smart Room in the campus center.

### *Diversity and demographics of prospective students:*

Additional funds could be used to send D2D into more urban schools, establish a D2D co-op, enhance existing programs, and develop new services that our urban or minority students are seeking (increase NYC bus trips, driver education, recruiting staff and faculty of color, religious services). We also should have a gender neutral restroom facility.

**First-Year emphasis:** The success and retention of our students directly relates to their ability to form connections and a sense of belonging during their first semester at Alfred. We will continue existing efforts (FYE, Alfred's Newest Talent, athlete study halls, etc.). Additional efforts should be invested in connecting first-year athletes to alternative ways to connect to AU, as many may not receive playing time.

**24-Hour community:** We need to continue to find ways to meet needs similar to urban and online communities. Late night dances have been challenging this year, and safety has necessitated shorter hours, unfortunately. We still need to strengthen efforts for late-night alcohol-free programs. Additional funding could enhance the new game room, and re-establish Late Night McLane.

**Outdoor recreation and adventure programming:** With a greener generation and more students being interested in outdoor activity, we need to continue our "Wellness Within Wilderness" efforts. We are actively engaged in building our outdoor training and team building offerings for students. Additional resources might be directed toward the creation of a ropes course or development of outdoor recreation offerings at properties we currently own.

**Need for global connections and opportunities:** We need to promote social activism and a connection to world events. Additional funding would provide exciting guest speakers, increase student travel or conference attendance, and be used for technology.

### Orientation benchmarking

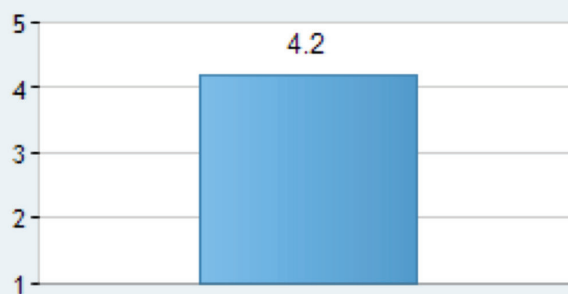
Orientation helped me feel connected to this college (AU response average out of 5)

**4.08**

National average response

**3.91**

### "Alfred welcomes cultural and social diversity"



Spring 2011

# Dean of Students/Judicial Affairs

Dr. Norm Pollard, Dean of Students and Judicial Coordinator  
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*The Dean of Students oversees the Judicial 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. Implement an intervention program, utilizing a variety of creative and active judicial sanctions, for high risk students
2. Fully implement recommendations from our consultant's Crisis Management Systems Review
3. Assess the CARE network as a possible replacement of the Student Alert System for our division
4. Make the bias response reporting system more accessible

## Accomplishments

- N. Pollard has presented on hazing, bullying, and men & masculinities at various ACPA, NASPA, United Educators and other national venues. He also co-chaired the Wellness within Wilderness Task Force
- Integrated the Emergency Response protocols into Student Affairs oversight
- Designed and implemented a problem analysis as a first step in violence prevention planning for the Alfred Community Coalition

## Statistics

**Off-campus living:** 142 students completed requirements to live off-campus; 114 were approved

**Bias reporting:** The online form was used 11 times

**Leaves of absence:** 12 took medical leaves, 19 took personal leaves, and 22 took psychological leaves

**Withdrawals:** 95 (as of 6/15/11)

**Alcohol permits:** 36 permits were approved this year for campus events

**Behavior Assessment Team (BAT) referrals:** 23

## Judicial system:

- 361 students were found in violation of proscribed conduct. 24 students had multiple violations
- The five most common violations were, in order: alcohol, illicit drugs, residence hall infractions such as quiet hours, disorderly conduct, and failure to comply.
- 7 students were suspended this year and 1 was expelled
- 4 students went through the amnesty program

## Assessment

**Alcohol/drug transports:** Upon return from the hospital, 19 students participated in an assessment interview with the Dean of Students, with the goal of diminishing further high risk behavior. Only 5 had subsequent substance violations, and none were transported a second time.

**Judicial satisfaction survey, for students found in violation of a policy:** 75% agreed that they were treated respectfully, and 83% reported that the process and charges were explained clearly. 48% felt the sanction was fair and 57% were satisfied with the process overall. Based on the survey, we will be improving the way we train residence life and public safety staff to respond to and document incidents.

**Focus groups:** Judicial hearing officers were pleased overall, and wanted more training on how to develop more educational and impactful sanctions.

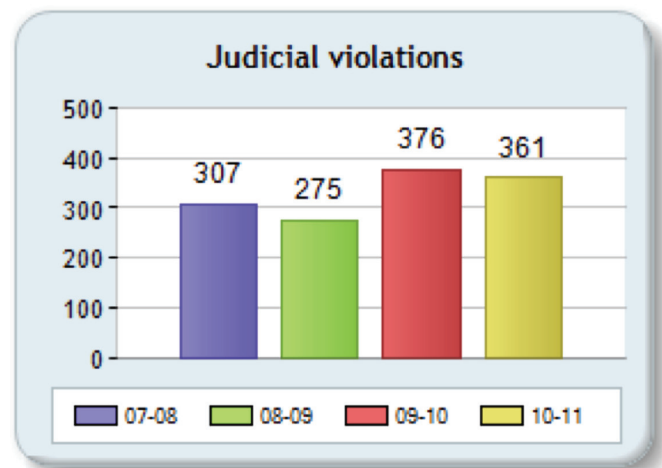
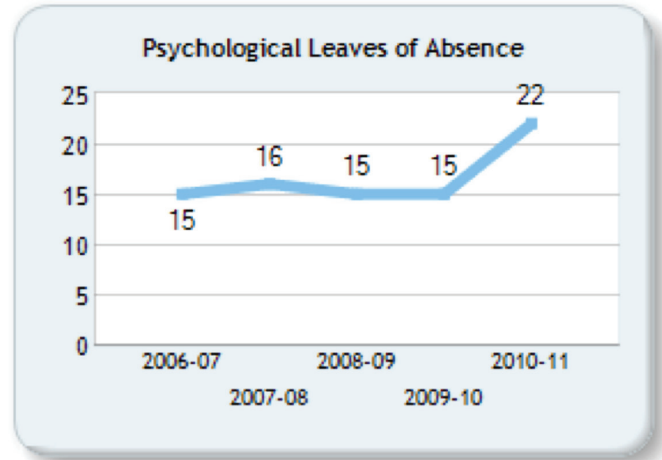
### Trends and Priorities

Locally: Continue to refine our systems to respond to the increasing number of students exhibiting disruptive behavior in classrooms and respond to the increasing number of students referred to the Behavior Assessment Team. Bullying is a problem everywhere, and AU needs to develop an effective response for students on all sides. Last, we need to prepare for the increase in first year students and the associated impact on public safety, wellness center and judicial affairs.

Regionally and nationally, we are monitoring the trends in legalization of medical marijuana and how it would play out in regard to our Substance Use and Abuse Policy. We are also paying attention to the continued increase in parental involvement, expansion of technology and its impact on student behavior, and ways in which economic fluctuations impact students.

Future priorities include

- Renovation of the Health Services examination rooms
- Hiring a "case manager" for Counseling Services
- Training budgets for emergency response team, judicial affairs and the BAT.



*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. Settle on a long-term contract partnership
2. Pursue, with the help of the Student Dining Advisory Board, the creation of a retail facility in the location of Powell Dining Hall. Restructure dining plans accordingly
3. Emphasize marketing and connecting AVI Fresh with AU students in a positive manner
4. Enhance the popular "single-swipe café" program that began last year.

## Accomplishments

- Satisfaction ratings continued to rise, trending consistently upward since AVI took over.
- G. Lohnes and L. Becker won an Alfie award for best staff contribution to student life; they also won the Division of Student Affairs' award for Creative Connections; both by popular vote.
- Director J. Dietrich served as part of the Council on Green Efforts' subcommittee on Recycling, Waste and Food.

## Statistics

**Meal Plans:** 1371 members in Fall10, 1224 in Spring 11. Students swiped meals at a participation rate of 66% (fall) and 70% (spring), down by 2% (fall) and down 1% (spring) over previous year. Of the students living on campus who were not required to purchase a meal plan, 79% did, and of those, 56% purchased a residential plan.

**Dining Halls:** Of the board meals eaten in the dining halls 52.5% were in Powell and 47.5% were in Ade. This is a 1.5 % swing in favor of Ade compared to last year.

**Cyberfresh Café (Li'l Alf):** 2194 weekend meal equivalency breakfast combo swipes, a decrease of 4% from previous year. Late Night Combos increased 5% to 21179.

**MidKnight Express:** Meal Equivalency swipes increased to 39,695, up 14.3% from previous year.

**Catering:** Provided 459 events during the year, including 32 in one day during Reunion weekend – down 15.9% from previous year.

**Fiat Bux:** Introduced in Fall 2009, Fiat Bux are Dining Dollars, purchased in addition to meal plans, that can be spent in all dining facilities and University operated areas including Clay Store, Ding Bat Store, and copiers in both Herrick and Scholes Libraries. These stores sold \$29070.54 in Fiat Bux (10/11) compared to \$30,115.63 (09/10), a decrease of 3.6%.

## Assessment

**Dining Satisfaction Survey:** A locally administered survey of AU students saw an overall increase in satisfaction of 0.39 on a 5 point scale from last year, as well as increases in every individual unit. The largest positive differences were in hot entrees and pizza quality in Ade, hot lunches, soups and vegetarian items in Powell, and quality and speed of service in Li'l Alf. The largest negative differences were in cold cereal and beverage selections.

**Residence Life survey:** Highest rated aspect of dining was friendliness and professionalism of employees; AU still needs to work on price/value perception.



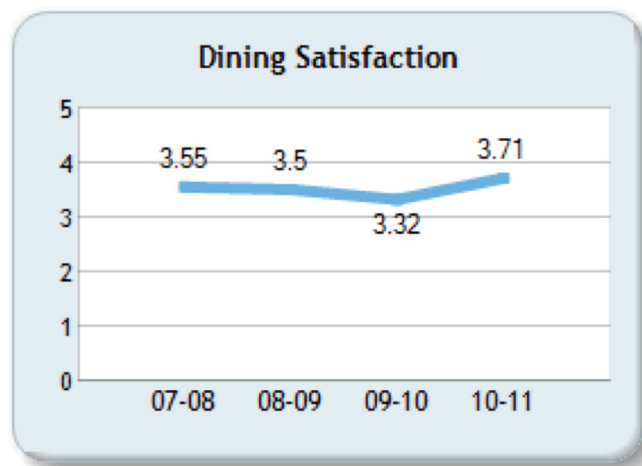
### Trends and Priorities

The Student Dining Advisory Board (SDAB) will be helping to mold the future of Dining Services with the charge of exploring the feasibility of converting Powell Dining Hall into a large retail operation and continuing its environmental goals with a focus on local purchasing and other sustainability practices, including post-consumer composting.

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.

- 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 in reality, chosen less often.
- Multifunctional, communal dining spaces that encourage connections among students, and between students and professors. New facilities are trending toward smaller, "coffeehouse"-sized spaces.
- "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 be exploring all these trends and seeing which are appropriate to adapt to Alfred University's size and culture.



*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.*

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## Selected Goals for the Upcoming Year

1. Continue to explore the development of an Equine Business minor
2. Better utilize social networking tools
3. Involve the riding teams in more on-campus events to increase visibility
4. Continue developing relationships with industry professionals to offer internships
5. Host an Equestrian Talent Search in the fall to further increase visibility with prospective students

## Accomplishments

- Director N. Kohler was approved for her permit to begin working toward her United States Equestrian Federation judge's card.
- Western team was undefeated; team went to semi-final competition and three riders qualified for nationals. One rider was the AQHA High Point Rider for the region, first time ever. AU hosted all of the Western shows including the regional competition.
- English team was Reserve High Point team behind Cornell; one rider was Cacchione Cup High Point Rider of the Year, also first time ever, and went on to compete at nationals. AU hosted our first English show since the center was built.
- AU's IEA team qualified several riders for nationals and one was National High Point Crossover Rider. Hosted the zone IEA show, bringing over 400 people to Alfred.
- Eleven students enrolled in the 10-day short course trip to Ireland, our first international short course.
- Equest-Fest returned by popular demand, coordinated with Dining Services and Student Activities
- Two new classes were created: Caring for Equine Anatomy and Starting Young Horses.

## Statistics

**Team:** 30 riders on Western team, 29 on English team, 20 on junior varsity team

**Classes:** 160 students took classes this year. This is a decrease, due to class sizes being limited this year for safety reasons.

**Lessons:** Over 290 lessons were taught by the staff and/or director

**Events:** 22 (shows, sales, clinics) were held this year. Gross revenue increased by over \$20,000 from last year, our best year ever

**Summer camps:** 29 enrolled

**Boarders:** 13 fall boarders; 10 spring boarders

## Assessment

- Qualitative assessment indicated that work-study students who had either limited or "backyard" experience in the equine industry felt their experience helped them learn the skills and management practices that would prepare them for future jobs.
- Focus groups of riders revealed the need to involve the teams more in on-campus activities, and to emphasize team aspects of the sport more than individual aspects next year.
- A StudentVoice visitor survey indicated that 60% of visitors thought the Equestrian Center met their expectations compared to other school barns, and 40% said we exceeded their expectations.
- A student satisfaction survey indicated that students were most satisfied with the riding class offerings and the variety of disciplines offered, and were least satisfied with the amount of riding time for boarders.

### Trends and Priorities

There seems to be increasing interest in equine business programs that our competitors are offering; it would be wise to explore an academic major or minor in this area. Also, we continue to attract a strong contingent of pre-vet students.

There is interest in developing a boarder self-care program in the barn; this could encourage more boarders but might also increase traffic in the already-busy facility.

Hosting so many IEA shows has been a great revenue producer, but that will likely decrease next year as IEA has been split into additional regions. On the other hand, our successful IHSA English show means we'll host more of those in coming years.

Our success with the Ireland class indicates a need to develop more international opportunities, and to advertise them widely to prospective students.

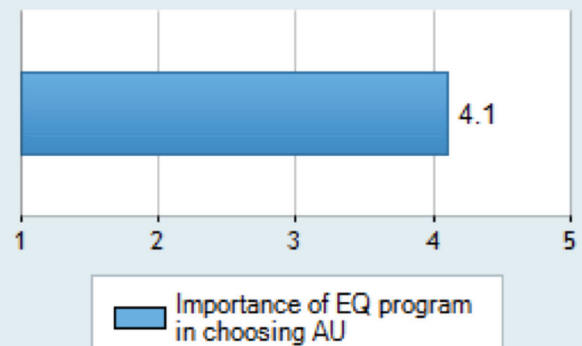
Although we have a great outdoor arena, the climate and the time of the school year prevent us from fully utilizing that space for classes and other programs. The addition of another indoor arena would give the program more room to grow, thus expanding the opportunities we could offer to our students. It would also be beneficial to add access to the surrounding areas to allow for more trail riding and harvesting of hay from our own property.

#### Visitor perception

Percentage of visitors who rated our Equestrian Center higher than other college barns they've visited.

**83.33%**

#### EQ Recruitment Value



*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.*

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## **Selected Goals for the Upcoming Year**

1. Strive for quality campus community relations by increasing residence hall programs and by continuing to offer faculty and staff training in preparation for any emergency situation.
2. Bring our Emergency Response Plan into NIMS (National Incident Management System) compliance; conduct trainings for our entire campus community on responding to emergencies.
3. Analyze the existing state of the Blue Light phone system and make recommendations.
4. Explore the feasibility of attaining Peace Officer status.

## **Accomplishments**

- Almost 88% of our first year students received emergency response training during orientation, and all employees received the “orange folder” containing emergency information.
- Chief J. Dougherty co-chaired exceptional efforts in NIMS compliance on campus, providing multiple trainings and culminating in a tabletop drill.
- The office dealt with a series of fires that were set in Reimer Hall, cooperating with campus and external entities to narrow the suspect list and eventually stop the arson.
- Three members of the staff traveled to the Office of Homeland Security HQ in Alabama and completed Incident Command System training; they are now qualified to assist in major events on and off campus.

## **Statistics**

**Reportable Incidents:** Public Safety responded to 508 service calls. The top five reasons for calls were fire alarms, escorts, drug-related incidents, miscellaneous disturbances, and alcohol incidents.

**Parking:** Issued 2632 violations; generated \$51,000 in vehicle registrations and \$33,000 in parking fines.

## Assessment

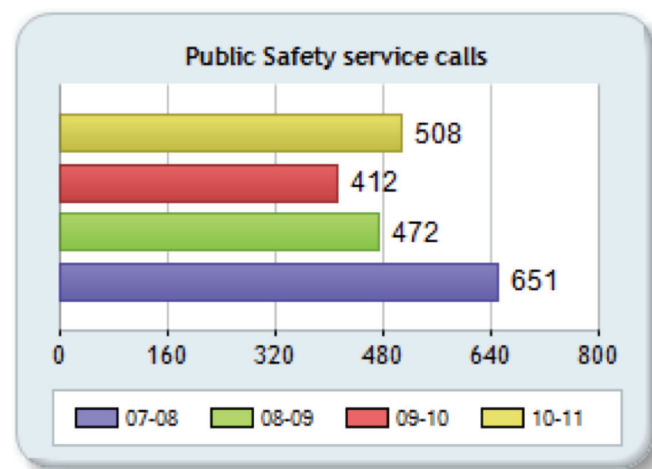
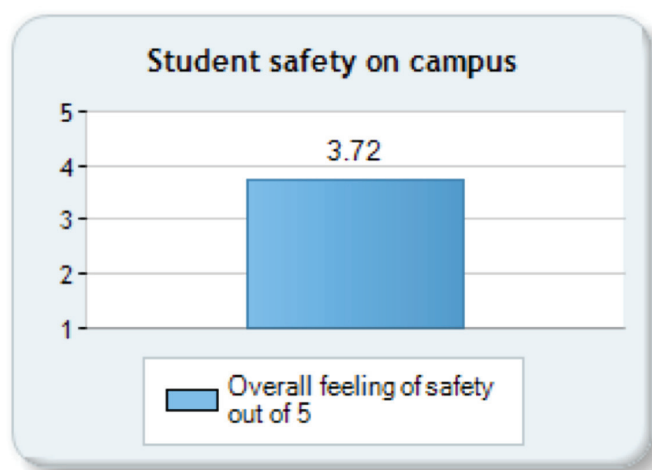
**Student perception of safety on campus:** According to our StudentVoice survey, students also gave high ratings to all safety and security items; those mean scores have gone up every year but one since 2005. However, a local instrument showed 68% of students reporting that they felt safe on campus, a decrease from last year. This is most likely due to some high-profile violent incidents in the village and the fires in Reimer Hall last year.

**Assessment of student guard training:** More training is required in responding to emotionally disturbed students, and there is need for more frequent interaction with the Residence Life staff during training.

## 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 Academic and Residence Life buildings. An access control system would provide the University with opportunity for campus-wide lockdown within seconds of need if a situation arises. In 2009, Public Safety, Residence Life and the Director of Capital Operations met with EAC vendors and received a quote from the Linstar Corporation; a white paper has been submitted to University Relations.
2. **Peace Officer status:** This would provide authorization for more professional equipment, opens opportunities for grant funding, and gives officers an intermediate means of force between physical conflict and the use of non-lethal weapons.
3. **Campus-Wide Alert System:** One possibility for a campus-wide public alert system is a Mass Communication Siren, which would deliver instruction on how to proceed in an emergency.
4. **Blue Light Phones:** The current system we have is old and expensive to fix and maintain, and cell technology is rendering them obsolete. Many campuses are exploring getting rid of them, but are hesitant because of the iconic, "security theater" nature of blue phones. We will be exploring this and making recommendations this year.



*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 CITE housing.*

## Selected Goals for the Upcoming Year

1. Expand the living-learning community model by offering upperclass and first-year Wellness within Wilderness area, in addition to Drawn to Diversity in Openhym.
2. Provide enhanced emphasis on recycling initiatives.
3. Continue to improve residential living opportunities to meet the needs of our diverse student population based upon recommendations of the Task Force on Residence Life.
4. Collaborate within Student Affairs to increase residential students' sense of community, social responsibility, personal safety, health and well-being.

## Accomplishments

- Director B. Porter presented at several conferences about our Transgender Student accommodations; she was also named conference chair for the College Student Personnel Association of New York. Six additional Res Life staffers served on committees for CSPA this year.
- Competently handled a series of nuisance fires in Reimer Hall in conjunction with Public Safety and external agencies.
- Created online forms for much greater efficiency.
- Managed a smooth opening.
- Successfully piloted a living-learning first-year community in Openhym, Drawn to Diversity.

## Statistics

**Housing Occupancy:** 1433 (98%) fall semester; 1310 (90%) spring semester

**Non-emergency Medical Transports:** Utilized 14 times through partnership with County Cabs.

**Facility Damage:** \$8,449 in damages were assessed, a fairly normal amount.

**Programming:** 2098 residents attended 216 first year hall programs. In upperclass halls, 2061 students attended 252 programs.

## Assessment

Our annual benchmarking survey showed that the highest ranked factors were perceptions of safety and security, improved connections with other students, and ability to meet individuals with differing interests and backgrounds. Financial concerns of the students seem to be primary drivers for the areas that are unsatisfying to students, such as internet connectivity and in the area of perceived value vs. cost of the dining plan.

100% of Resident Assistants showed improved leadership skills, teamwork skills, and understanding of group dynamics as a direct result of the experience.

100% of the students who took UNIV 101, the leadership class, agreed that the course met all 8 core values of the Social Change Model of Leadership. Conflict resolution was seen as the skill that improved most.



### Trends and Priorities

Director Porter concurs with the emphasis that her Public Safety colleagues place on the need for electronic access into residence halls for safety reasons, as well as the time and labor spent replacing lost keys. A white paper has been developed and shared with University Relations.

Advocacy for continuing facility upgrades will most certainly continue; the Pine Hill Suites are seen as unpopular living environments.

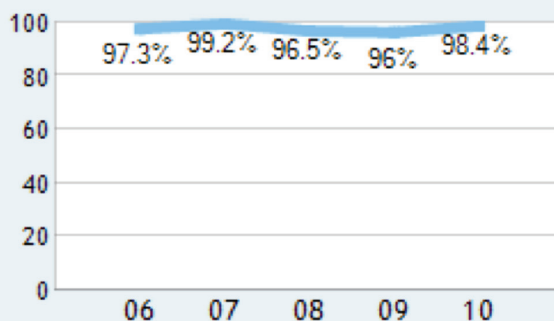
The Academic Intervention process following the release of midterm grades seems to be happening too late in the semester for students to achieve any kind of success in turning the semester around. The department will continue to support ways to fine-tune this process.

The first year halls and the Suite buildings are lacking in common room space for students. We need to find additional comfortable spaces for them to congregate, socialize, study and hold events in a space on the north end of campus.

Our successful living-learning community pilot has encouraged us to work with faculty to see if there is interest in creating a true LLC with full collaboration, course credit, etc.

Across the country, students are asking for better recycling programs. Residence Life will meet this need through a revised plan that involves peer education, RAs and recycling interns.

#### Fall occupancy rate



#### Residence Experience Satisfaction

Percent of respondents "satisfied with their overall residence experience."

**79.23%**

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

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## **Selected Goals for the Upcoming Year**

- Support a positive living environment, personal development and academic success through an integrated approach to student wellness and care needs
- Maintain quality professional services consistent with best practices in university health and counseling
- Increase consultation as a means to incorporate Wellness Center perspective across campus.

## **Accomplishments**

- Successfully merged mission, goals, financial management and organizational collaboration of the Health, Wellness Education and Counseling units.
- Assumed responsibility for the student health insurance program.
- Director C. Chester is co-chairing the WILD about Alfred committee.
- Counselor J. Yoder achieved licensure, NP S. Hendee received secondary certification, and counselor S. Covell became an examiner for potential licensees.

## **Statistics**

**Counseling:** 281 students had 1683 counseling sessions. 23% acknowledged having been prescribed psychotropic medication at intake. 53% received counseling prior to obtaining services at AU. Usage was almost dead even among undergraduate class years. The most frequent presenting concerns were situational problems interacting with depression and anxiety symptoms/disorders. 15% utilized our certified therapy dogs.

**Health:** 1006 students had 2124 appointments. The most frequent presenting problems were upper respiratory infections, psychiatric problems, sinusitis, bronchitis and women's health.

**Individual Alcohol and Drug Education Session:** 176 students took an alcohol or drug education course. That number has grown each year from 76 when the position was created.

**Psychiatric Hospitalizations:** 13

## **Assessment**

**Goal Attainment Scaling (GAS)** indicated that 80% of clients met their designed goals.

**Student Evaluation of Counseling Services Highlights:** 98% would recommend services to a friend; 98% would return to the Counseling Center, and 83% agreed that counseling helped change the problem that brought them to the Wellness Center.

**Outreach Effectiveness:** Of the 119 students outreached by request from faculty and staff, 45% of those students became clients.

National Collegiate Health Assessment was conducted in spring 2010; summary available upon request.

### Trends and Priorities

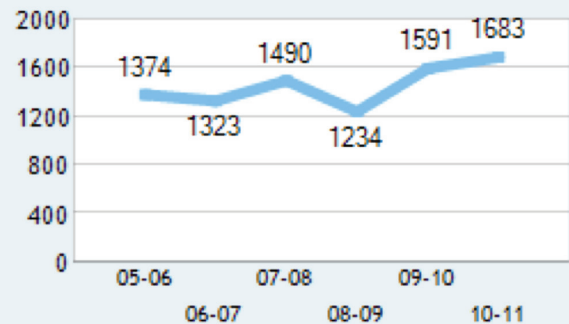
Nationally, Centers are finding that students with developmental and adjustment difficulties, our traditional and still needy population, are being short-served due to the need to see more seriously mentally ill students. Inadequate local psychiatric services in many areas complicate this problem.

Staff burnout is an inevitable consequence as student needs rise. The panic following campus violence in recent years has led to a change in the expectation of therapists on campus, with external expectation of foolproof management of risky students. Last, increasing numbers of veterans will require counseling services. All this leaves us in a precarious position, when we were not originally set up as 24/7 treatment centers for mentally ill students.

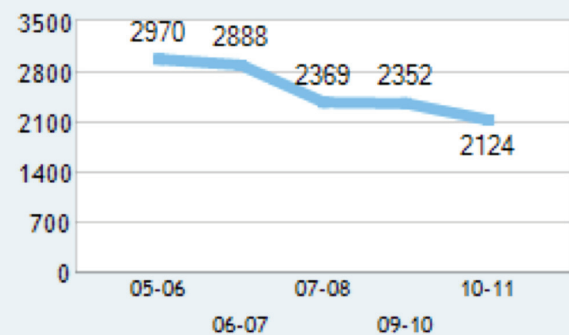
Results from the National College Health Assessment suggest that AU students are doing better than the national averages in many health-related areas, with exceptions in the areas of binge drinking and self-report of depression and anxiety symptoms. Access to Health Care has improved at AU, with more students using services and more use of psychiatric consultation. Screenings for alcohol abuse and depression symptoms were administered for every first time user of Health Services this year, a best practice that will be continued.

Should budget allow in the future, a Case Manager position at the WC is a top priority. The WC's current counselors typically spend 85 – 90% of their week providing individual or group counseling at the WC office. A Case Manager would spend 50% of the work week following up counseling referrals by faculty, staff, parents, and the campus community, student alert notifications, and intervention requests. The Case Manager would serve as a liaison between counseling and other campus services to identify, contact, and guide students to appropriate resources, and would also support retention efforts by monitoring progress for students with behavioral management plans and other behavioral, emotional, or health conditions that place them at risk for failure, dismissal, or withdrawal.

Counseling appointments



Health service appointments



*The Director of the WLC oversees provision of skill-building workshops, the Women's Leadership Academy, and the Women of Influence lecture series. Beginning in August 2011, the WLC will be part of the Beth Robinson Judson Leadership Center, which also includes the Gary Horowitz Leadership Certificate Program (GHLDP) and the new Saxon Sidekicks mentoring program for incoming students.*

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## **Selected Goals for the Upcoming Year**

- Develop the Beth Robinson Judson Leadership Center, and create synergy between the programs under that umbrella.
- Prepare for the implementation of the E-LEAD Scholars program.
- Develop strategic long range goals once the transitional period has been successfully completed.

## **Accomplishments**

- Director J. Overton-Healy collaborated with Dr. Edwards on the successful E-LEAD training grant (\$570,000) from the National Science Foundation. She also presented at the Annual Conference of the National Resource Center for First Year Experience and Students in Transition in Houston, TX.
- Founded the WILDER network (Women in Leadership, Development, Education and Research).
- Created the Women's Leadership Conference as an Academy capstone event.
- Launched a series of mentor appreciation events.
- Raised funds to pay for "green" improvements to the WLC through the Saxon Chef program.

## **Statistics**

*Women of Influence:* Four speakers with approximate total attendance of 145

*Skill-building Workshops, Special Events and Networking Events:* Offered 36 events with a total attendance of 1018. Topics included assertive communication, wage negotiation, professional etiquette, learning to golf and conflict management.

*Women's Leadership Academy:* Academy Cohort V has sixteen in progress, and VI has eleven beginning in the fall.

*Bernstein Leadership Awards:* Five students were funded this year.

*WLC Research Award:* Two students were funded this year.

## **Assessment**

*WLC workshops:* Strongest outcome achievement in: (1) enhanced academic learning, (2) understanding leadership, (3) growth toward personal goals, and (4) improved self confidence.

*Academy learning outcomes:* Top five were (1) deeper understanding of feminism/women's issues, (2) understanding of leadership theory and skills, (3) improved communication skills, (4) diversity and inclusion, and (5) improved sense of confidence.

### Trends and Priorities

Many universities have created standardized leadership education curricula (credit bearing and non). This might lead to accreditation standards and greater examination of who is authorized/credentialed to teach leadership. At Alfred University, the division has chosen the Social Change Model of Leadership to unify our efforts, and we will be focusing additional energies through the Judson Center on creating high-quality leadership education programs.

Environmental factors that place women and girls at risk in Western NY include diminished access to quality education, lack of positive women role models, high rates of unplanned pregnancies, high unemployment, and poverty. The WLC may pursue educational programs on these topics, as well as the economic impact of family on women's careers. It is likely that such topics will be encouraged for Academy capstone projects, and potentially for research work funded by the WLC Research Award.

Although there more women are attending college than in previous generations, women continue to be underrepresented in STEM fields and have not achieved on-par numbers at the highest levels of positional leadership in business, industry, technology and education. This presents additional ground for research.

The so-called "boy crisis," following from women attending college at higher levels than men, has focused discussion on whether universities should still be investing in empowering women. Some universities are focusing special programs on men to keep them engaged and develop their leadership capacity.

Global leadership takes on new urgency as we prepare students for lives of purpose and contribution in cultures different from our own.

Director Overton-Healy would prioritize additional needs as follows:

- Endow a major speaker fund to attract national/international speakers.
- Endow a professional women's career summit for regional working women. As yet, we have not been able to devote resources to our community outside Alfred University, yet there is a great need in this county.
- Additional support for the Gary Horowitz Leadership Development Program

