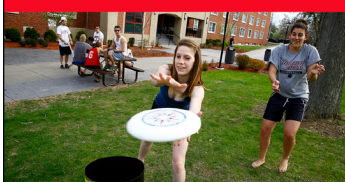


## DIVISION OF STUDENT DEVELOPMENT





# *División of Student Development*

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# *Division of Student Development*

## **A message from the Vice President for Student Development**

We are pleased to present the 2016 Annual Report for the Division of Student Development. As you will see in the pages that follow, the units within Student Development had an extremely busy and productive year. They are to be commended for their hard work and commitment to our students at SUNY Oneonta.

The commitment of our staff to excellence and continuous improvement has helped to enhance the student experience at SUNY Oneonta. We realize that this is a team effort, so we would also like to thank all of our campus partners who contributed to our efforts, especially our student leaders. We could not have accomplished what we did without you.

We trust the information we have chosen to highlight in this report will help give you a glimpse of our efforts to enhance the student learning and engagement of our students throughout the year. We also encourage you to contact us if in reviewing this report you identify areas in which you'd like to be involved with us in the future.

We look forward to many more successes as we work together to provide co-curricular opportunities of exceptional quality, and providing assistance to students for the development of positive attitudes, personal qualities and intellectual pursuits that will promote the worth, dignity and aspirations of each student as they matriculate towards graduation.

Franklin D. Chambers, Ph.D.

## I. INTRODUCTION

The 2015-2016 academic year in the CDC has been described by the staff with the following words: challenging (2), eye opening, frustrating (2), growth, humbling, informative, inspiring, intriguing, perseverance, rewarding, teamwork, turbulent, a wild ride, a year of learning. During this time, the college welcomed a new Vice President of Student Development, Dr. Franklin Chambers, and therefore a new supervisor for the CDC.

## II. MISSION STATEMENT

The mission of the Career Development Center (CDC) at SUNY Oneonta is to facilitate active career exploration and preparation for all students and alumni in today's competitive world. The CDC strives to encourage career development through experiential learning, academic and civic leadership, and student engagement that will lead to post graduation success and lifelong satisfaction in all endeavors. Through collaboration and partnership, the CDC is committed to serving the diverse campus community and alumni with sound knowledge and supportive enthusiasm for academic, career, and personal development.

## III. ACTIVITY HIGHLIGHTS

**Staffing:** Staffing for the year consisted of six full-time professionals (Amy Benedict, Director; Matt Munson '04, Career Counselor; Megan Scrivener MS '11, Internship Coordinator; Anna Legname '06, Student Employment Coordinator; Cassandra Mullinnex '07, First Destination Assessment Coordinator; and Natasha Fisher, Secretary), one Web Developer intern (Nicole Klahn '16), two Career Development interns (Jordyn Glassberg '15 and Danielle Liebman '16), three Office Assistants (Kaitlin Mextorf '15 MS '18, Matthew Holmes MS '17, and Kevin Donovan '16), and four Peer Assistants (Richard Hanley '17, Samantha Valiando '19, Michelle Bonikos '17, and Laura Melendez '18). The three Office Assistants collectively worked approximately 40 hours/week; the Peer Assistants each worked approximately 6 - 7 hours/week based on Federal Work Study program funding available to each student. Bridget Kiff, former CDC Secretary, accepted a new position in Enrollment Services at SUNY Oneonta in July 2015. Until Natasha Fisher was hired, retirees Nancy Barnes and Julie Thies filled the position on a temporary basis.



In an effort to maximize resources, the CDC partnered with the Call Center to answer its incoming phone calls. Cassandra served as the CDC liaison for the Call Center and trained thirteen Call Center Agents as well as the Call Center Director, Deb Ost, on FAQs and processes for assisting the CDC. This partnership has been a positive one and will continue in the 2016 – 2017 academic year. Natasha will serve as the CDC liaison to the call center during the coming year.

**Services:** The CDC staff conducted 1264 student and alumni appointments which reflects a 12% increase over the previous academic year. The staff, including Office Assistants and Peer Assistants, critiqued 825 resumes and 44 cover letters through the drop-off service. The Career Development intern critiqued an additional 50 resumes during Wednesday evening drop-in hours in the fall semester. One hundred one students took advantage of the CDC's internship drop-in hours which began in April and concluded in early May. Due to its popularity, this drop-in service will be offered again in 2016 - 2017. Forty-three mock interviews were conducted by staff members. Faculty members were encouraged to use InterviewStream, an on-line practice interview platform, to conduct mock interviews for class assignments. One hundred forty-seven students and alumni used InterviewStream to complete 163 interviews. Eleven students and alumni completed more than one interview with three being the highest number of interviews completed by an individual.

The Senior Career Counselor trained the CDC student staff during the Fall and Spring semesters to aid in the resume critiquing process. In addition, the Career Development intern hosted "The Resume Doctor" on Monday evenings in Jazzman's to provide resume and cover letter critiques outside of regular office hours. This service was very popular with students.

The CDC staff conducted 122 presentations including classroom/club presentations, residence hall presentations, and general workshops with total attendance of 3651, a 24% decrease from the 2014 – 2015 academic year. The CDC staff participated in transfer and freshmen orientation sessions throughout the summer as well as in January.

Three hundred four users logged into FOCUS, an on-line career development assessment accessible on our webpage; 61 students and alumni took the Myers-Briggs Type Indicator via our SkillsOne website; and nine students and alumni took the Strong Interest Inventory through the same website. Four hundred thirty-five students used Going Global (decrease of 1,109 students from 2014-2015), and 1,463 students used Internships USA (increase of 257 students from 2014-2015), two of our on-line career development resources.

Matt Munson taught PROF 100 in both the fall and spring semesters, with 42 and 35 students each semester for a total of 77 students. Eight course facilitators worked with students in the class under Matt's guidance and supervision during the year.

A total of eleven students participated in international internships programs through our partners the Academic Internship Council (AIC) and Connect-123 in Berlin, Buenos Aires, Cape Town (4), Dublin, New York City, San Francisco, Singapore, and Toronto. Three of the participants were non-degree students enrolled at Binghamton University, SUNY New Paltz, and University at Albany. Both SUNY Oneonta and non-degree students continue to show great interest in these partnerships and the opportunity to expand program location offerings. Berlin saw its first program participants in Summer 2016 and Santiago is a new program location beginning in Fall 2016.

The Helen & Michael Casper Fellowship for Internship Support funded twenty-seven students for Fall 2015, Spring and Summer 2016 totaling \$37,750. Internship opportunities covered both domestic and international locations and were a nice mix of experiences offering academic credit and/or experience. Recipients engaged in both short and semester long internship experiences. Committee members included Katherine Bronk (Office of International Education), James Errico (Office of Alumni Engagement) through June 2015, Wesley Zernial (Financial Aid Office) beginning December 2015 and Fund Manager, Megan Scrivener (Career Development Center). Katherine Bronk served as Co-Fund Manager awarding the Spring 2016 recipients.

The Claudia and Leif Hartmark Scholarship was not active in 2015-2016. Megan Scrivener, Fund Manager, hopes to receive direction from Cabinet for 2016-2017 as the funds goals are determined at this level.

The Paul Lanspery Internship Fund was established during the Fall 2015 semester and provides a \$4,000 stipend to a student engaged in a local government focused internship experiences. The 2016 recipient, Jaclyn Courtier '17, is interning with the Otsego County Planning Department as an Agricultural District Specialist Intern. The Fund Manager, Megan Scrivener, will recruit a new site sponsor beginning Fall 2016 to engage a variety of local government offices.

There were 1323 full-time job postings, 244 part-time job postings, and 254 internship postings on DragonLink. In addition, 9 on-campus recruiters worked with the CDC to schedule time on campus to meet with students. In addition, academic departments, such as Accounting, Biology, and Business, hosted employers on campus to meet with students.

On-Campus Recruitment (\*denotes internship OCR)

\*ARMA International, \*SUNY Brockport Washington Program, Peace Corps, U.S. Army, Teach for America, U.S. Marine Corps, New York National Guard, NYS Unified Court System, NYS Parks & Recreation, Fresh Air Fund, United States Senate,\*Academic Internship Council (AIC)

On-Campus Interviews (\*denotes internship interviews)

\*JP Morgan Chase (telephone), \*ABM Industries

The Student Employment Coordinator expanded job searching and networking online databases to accommodate students with disabilities. The *Our Ability Connect* website is found at the Career Development Center main webpage. The website <https://connect.ourability.com/login> is used as a medium for individuals with disabilities to network, research organizations, and apply for job opportunities with businesses open to hire individuals with disabilities.

Ninety-nine students and alumni requested 189 electronic credential packets via DragonLink that were sent to employers and graduate/professional schools.

The annual Graduate and Professional School Fair hosted 78 graduate and professional schools (the same number as the previous year) and 325 students attended the event in October. Recruiters used Regics for on-line payment for a second year; colleagues in Continuing Education and Summer Session were instrumental in continuing this process.

The fourth annual New York City Internship Fair was held on January 7, 2016. This was our inaugural year of partnering with the Borough of Manhattan Community College (BMCC) Office of Career Services. The joint venture was well received by both SUNY Oneonta and BMCC students. Cassandra Mullinnex and James Zians (Psychology) staffed the event along with five current SUNY Oneonta students and BMCC staff and students. Thirty-one organizations registered (twenty-one attended), and 36 students out of 107 that registered attended. A total of seventy BMCC students attended. Of the eighteen recruiters that completed the survey at the event fourteen rated their overall impression of the event as very satisfied. The lowest rating in this same category was a rating of three from one recruiter.

The fifth annual Summer Opportunities Fair held on February 11, 2016 in the Hunt Union Ballroom provided a venue for students to learn and connect with local and regional internship, summer employment, and volunteering opportunities. This year, the event had a record of 50 recruiter registrations and was open to SUNY Oneonta, SUNY Empire State College, and Hartwick College students. The Fair hosted a total of 271 students (263 students from SUNY Oneonta and 8 students from Hartwick College). Recruiters were pleased with interactions they had with students and several expressed that they are looking forward to hiring SUNY Oneonta students and to coming back next year to another Summer Opportunities Fair. Megan Scrivener, Anna Legname, and Linda Drake collaborated to plan the event.



The Central New York Teacher Recruitment Days (TRD) job fair for teacher candidates was held on April 11 and 12, 2016 at SUNY Cortland. Matt Munson once again coordinated recruiter registration for the event. The TRD consortium voted to use Purple Briefcase as the online registration tool this year. This system proved to be difficult to use and made the registration process confusing for recruiters attending the event. Matt Munson, Cassandra Mullinnex, Amy Benedict and Natasha Fisher helped staff the event. Two hundred twenty five recruiters from 101 districts with 44 districts from NY (35.5% increase) attended the event and 45 students (32% increase) from SUNY Oneonta received 251 interviews (24% increase). This worked out to six interviews per student who attended the event.

The First Destination Assessment Coordinator successfully moved through the first year and first cycle in this position. Cassandra worked tirelessly to obtain the goal of achieving a 75% knowledge rate for the 2015 First Destination Survey (FDS). In addition, more than 160 students participated in the #PinUrPath social media campaign. With the assistance of the CDC Web Developer, the First Destination website evolved from one page to six engaging pages, including graduate outcomes, a social media stream and an interactive world map [www.oneonta.edu/firstdestination](http://www.oneonta.edu/firstdestination).

A comprehensive report focuses on graduate outcomes across all undergraduate and graduate majors across the College. From that report, we know 72% of respondents planned on employment, 70% are working full-time, 80% report their job is related to their field, and 63% found their job within 3 months of graduation. We also know 24% of respondents planned on continuing their education and 75% of those who wanted to continue their education were accepted into a graduate program at the time they completed the FDS. SUNY Oneonta graduates are 10% ahead of the national trends of students from institutions of a similar size and offering similar programs who plan to continue their education (16% national vs. 26% SUNY Oneonta) and plan for employment (62% national vs. 72% SUNY Oneonta).

Cassandra also created a report for each of the five Schools that outlined outcome trends for students across the School and highlighted the first destinations for students within each major.

Cassandra was invited to present recent graduates' first destination outcomes at an Administrative Forum meeting, to the faculty in the School of Education and Human Ecology, to the staff in the Division of College Advancement, and at a College Foundation Board meeting.

The 2016 FDS went live to May 2016 graduates on April 13, 2016. As of June 6, 2016, there was a 31% knowledge rate (5% decrease from this week last year) from the survey and 195 students (18% increase) participated in the #PinUrPath social media campaign celebrating their next stop at graduate programs, employment opportunities, and joining the military.

In December Cassandra submitted a Strategic Allocation of Resources (StAR) proposal requesting \$27,500 over three years for a new software platform to manage the First Destination Survey called The Outcomes Survey (TOS). The proposal was approved in April and Cassandra worked with the TOS team to implement the tool to survey the August 2016 graduates.

**Collaborations:** The CDC staff had multiple collaborations with the Office of Alumni Engagement staff including a Fall semester workshop series, the Graduate School Workshop, and the New York City Internship Fair.

The Student Employment Coordinator continued to collaborate with the Financial Aid Office by reaching out to community employers to identify off-campus placements for Federal Work-Study award recipients and collecting job descriptions. The Director of Financial Aid continues to manage all other aspects of the Federal Work-Study program. The Student Employment Coordinator continues to promote the shadowing program for students by meeting individually with each student who is interested in shadowing and guiding students through the process of finding a shadowing opportunity and how to apply. At least 18 students have shadowed a professional during the 2015 – 2016 year to learn about jobs within their career field of interest.

The Internship Coordinator continued coordinating monthly coffee hour meetings with SUNY Oneonta applied learning partners through November 2015. Regular attendees included representatives from the Office of International Education, Center for Social Responsibility and Community, Student Employment Service, Grants, Development and Research, Psychology, Economic Development, and Leadership Programs. The Internship Coordinator served as a secondary mentor to Student Fashion Society leaders in planning the third annual Dress for Internship Success Fashion Show. The show was well attended and demonstrated close collaborations with both the campus and community: Student Fashion Society, SAAC, Southside Mall, and over 250 canned goods were collected for the CSRC's annual Canstruction event.

The First Destination Assessment Coordinator worked with many offices on campus to launch the December 2015 and May 2016 First Destination Survey (FDS).

The Registrar's Office, specifically Deb Sperano (Associate Registrar), was incredibly helpful in integrating FDS messages into Commencement emails to graduates.

The Office of Alumni Engagement helped to spread the word about the FDS to graduating seniors including weekly email blasts and utilizing the Senior Class Facebook page.

Ernesto Henriquez (Office of Institutional Assessment and Effectiveness) helped to edit, set up and launch the 2015 FDS. Purchasing an enhanced subscription to Survey Monkey allowed Cassandra to independently manage, edit and launch the 2016 FDS.

Sara Headley and Tracey Ranieri (Athletics), Lynda Bassette (EOP), Patty Hanley (CAMP), Angie Eichler (Greek Life), Pat Mente (Graduate Studies), Elise Cain (Leadership Programs), John Bugyi, Jennifer Smith, Jared Stanley, Lisa Miller & Hal Legg (Office of Communications), Colleen Brannan (President's Office), and the Senior Class Executive Board were also key collaborators.

Cassandra collaborated with the Registrar's Office, the Office of Alumni Engagement and Red Dragon Outfitters to host a new event on-campus for graduating students. Graduation Head Quarters, or GradHQ, was a one-stop shop where graduating students could take care of all their graduation related business in one physical location. Students could pick up their tickets for the Commencement ceremonies and their regalia, donate \$20.16 to the Senior Class gift, pick up their FDS pin for their graduation robe and participate in the #PinUrPath social media campaign. GradHQ was a space of celebration and featured music, giveaways, a SUNY Oneonta-centric photo booth with props. Student feedback indicated that GradHQ was extremely well-received and students appreciated the convenience of the event.

Cassandra and Matt worked with the Office of Student Accounts and the Financial Aid Office to plan and execute the Making Cents of Life After College event in November 2015. Cassandra continued collaborating with the Office of Student Accounts throughout the year to plan and run the Making Cents of Everyday Life event held in April 2016. This collaboration included weekly meetings throughout the year and culminated with a simulation-based experience attended by 335 students in November (a 400% increase) and 50 students at the seminar-style session in April 2016.

### ***Professional Development:***

**Amy** participated in four webinars: Telling the Story Behind First Destination Survey Data, How to Improve Meetings in Higher Education, Study Abroad and Employability, and Microaggression in the Workplace; attended two workshops sponsored by Human Resources: Campus Bullying, Not Just About Students and Mentoring; and attended the SUNY Applied Learning Conference in Albany, NY. Amy regularly participated in the SUNYCDO 4 year directors' monthly meeting phone calls. Amy and Megan served as presenters at the NYSCEEA Conference in Albany, New York. Their presentation entitled "From Idea to Implementation: A Case Study" shared with others how SUNY Oneonta was able to go from zero formal international internships to nine in less than a year.



**Anna** participated in a number of webinars this past year: Navigating the Internal and External Funding World at SUNY Oneonta; Microaggressions and Workplace Bullying Webinar Series – I: Understanding and Identifying Impact of Microaggressions and II: Reducing Hierarchical Microaggressions and Bullying; Helping Students with Disabilities: Employment Opportunities via NY Business Leadership Network and Our Ability Connect. Anna was also invited to attend the UN Women He for She Campaign for Gender Equality Conference at SUNY StonyBrook on March 3, 2016.

**Cassandra** participated in seven webinars throughout the year: NACE – Telling the Story Behind First Destination Survey Data; NACE – First Destination Survey for Advanced Degrees; NACE – Professionalism Essentials for Students; SUNY InternShop Teach-in and Answer Session; How to Reach Students in a Digital Age Who Struggle With For Fear of Missing Out; a two-part series on Microaggressions; How to Achieve a 100% Response Rate. She attended the SUNYCDO Annual Conference in June 2016 in Tarrytown, NY and presented a session titled “Creating a Successful First-Destination Process and Sharing the Story”.

**Matt** represented the SUNY Oneonta Career Development Center at the Central New York Career Development Association (CNYCDA) and he continued membership through SUNY Career Development Organization (SUNYCDO). In addition, he obtained the Master Career Specialist (MCS) designation through the National Career Development Association (NCDA).

**Megan** attended the SUNY Applied Learning Summit, and a joint presentation of Riipen to SUNY System Administration and NYSCEEA board members. Megan and Amy co-presented with Elise Newkirk-Kotfila, Director of Applied Learning at SUNY System Administration, at the NYSCEEA Conference in Troy, NY. Their presentation entitled “From Idea to Implementation: A Case Study” shared with others how SUNY Oneonta was able to go from zero formal international internships to nine in less than a year. SUNY System focused on the growth of applied learning initiatives across the 64 campuses. Megan served as NYSCEEA’s Past-President through the end of December when her term ended. On-campus she coordinated/attended a webinar “Professionalism Essentials for Students” for teaching faculty and applied learning stakeholders, and NAFSA's WIVRA (work, intern, volunteer, research abroad) webinar which walked through the new standards and best practices for international internships. Megan also attended a Benjamin A. Gilman International Scholarship webinar hosted by the Office of International Education. She will attend the Global Internship Conference in Boston, MA in June.

## **Service:**

**Amy** served as Intercollegiate Athletics Board member, LEAD Advisory Council member, StrengthsQuest facilitator, and Phi Kappa Psi Fraternity/New York Kappa’s co-advisor. In that capacity, she attended the American Leadership Academic Chapter Advisor Retreat in Los Cabos, Mexico in March 2016. She was the Internship Advisory Board co-chair until November 2015 and SUNY Applied Learning Council representative for SUNY Oneonta and SUNY Applied Learning Phase 1 project manager until the report was submitted February 15, 2016. She was invited to be a member of the College-Wide Advising System Task Force, the Degree of Distinction Task Force (presidential appointment), the Strategic Plan Group – staff mentoring of students, and the Enrollment Management Leadership Team. Amy was also recruited for Community Standards Appeal Panel training. Her proudest service of the year was participating in Into the Streets with Phi Kappa Psi members at Saturday’s Bread on Saturday, April 30, 2016.

**Anna** became an advisor to Beta Chi Fraternity and has been assisting the fraternity with reaching its goals to become recognized on campus since Fall 2015. She has been a member of the GAIN Committee, Banner Steering Committee, and was invited to serve in the Diversity Education Working Group charged to identify the diversity education and/or training needs of the campus community and recommend to the President's cabinet a favored approach based on national and SUNY best practices for educating the campus community.

**Cassandra** was invited to participate in the Social Media Users Group (SMUG) as a representative from the CDC in part due to the success of the #PinUrPath First Destination Survey social media campaign and due to taking a lead in managing the CDC's social media channels. Cassandra was also invited to serve as a LEAD Advisory Council member, as a Student Travel for Excellence (STEP) committee member, as a Financial Literacy Task Force member, and on a search committee for two Admission Counselor positions.

**Matt** served on the Orientation Committee and the Financial Literacy Task Force.

**Megan** served on the Internship Advisory Board. The IAB final report was presented to the Deans' Council in April 2015 by James Zians (Psychology). Megan also served on the SUNY Applied Learning Steering Committee through December 2015.

**Natasha** served on the Family Weekend planning committee.

## IV. STUDENT LEARNING OUTCOMES

**Goal:** Inform students about office resources and services.

**Actions/Strategies:** Collaborate with a. the Office of International Education on international internships and b. the Office of Institutional Assessment and Effectiveness on the First Destination Survey.

**Outcomes:** a. Eleven students participated in international internships programs through our partners the Academic Internship Council (AIC) and Connect-123 in Berlin, Buenos Aires, Cape Town (4), Dublin, New York City, San Francisco, Singapore, and Toronto. Three of the participants were non-degree students enrolled at Binghamton University, SUNY New Paltz, and University at Albany. Both SUNY Oneonta and non-degree students continue to show great interest in these partnerships and the opportunity to expand program location offerings exist.

b. The First Destination Survey for May and December 2015 graduates had a 75% knowledge rate.

## IV. PLANNED MAJOR INITIATIVES

Begin using The Outcomes Survey (TOS) software to launch the August 2016 First Destination Survey in July 2016 and follow up with non-responders for one year after their graduation date. Use TOS to launch the December 2016 First Destination Survey in November 2016 and follow up with non-responders for one year after their graduation date. Explore developing a shared space with interested Applied Learning Partners in Hunt Union after Oneonta Auxiliary Services moves into their new building Summer 2017.

## V. RECOMMENDATIONS

Approve additional administrative support for the CDC. This is essential to provide consistent, professional service year-round on the CDC's front line, especially with First Destination Survey, international internships, and part-time jobs outreach. A full-time, 12-month Keyboard Specialist 2 would be ideal.

Increase CDC annual operating budget by \$18,000 (\$3,000/person) to allow each staff member to participate in professional development to ensure that CDC staff members are knowledgeable of best practices in their respective areas of expertise.



# Intercollegiate Athletics, Intramural and Recreation



## I. Summary of Departmental accomplishments

The College at Oneonta Athletic Program prides itself in developing exemplary scholar athletes. Experiential learning occurs in a classroom without walls contributing to the distinctiveness of the college through academic and competitive excellence, high levels of participation in athletics and intramurals and a commitment to service. Teaching with distinction is exemplified by 2015-2016 academic and athletic success. The athletic department provided support and programming to 455 student athletes on 21 varsity teams. 110 students competed in 2 or 3 sports.

The 2015-2016 GPA for all student athletes was 3.14 up from 3.09 in 2014-15. 217 athletes were selected to the SUNYAC All-Academic team or Commissioners list and National All-American Scholar Team recognition was received by women's cross country, field hockey and women's swimming and diving. Additionally, 15 athletes received Scholar All-American or other academic honors by their respective National Coaches organizations. 30 students and Dr. Nancy Kleniewski, College President, were inducted into the Chi Alpha Sigma National College Athlete Honor Society. The department focused on academic success; the Faculty Athletic Representative, Dr. Jennifer Bueche, was instrumental in advancing the Faculty Mentorship Program and the department "Academic Game Plan" for students. This plan, with contributions from faculty, coaches and students, has been implemented now for four years. The plan supports every student athlete and focuses on those students who have a GPA below a 3.0. 20 of 22 special talent student athletes were in good academic standing. According to the Office of Institutional Assessment and Effectiveness, the student body graduation rate was 72% for the 2009 cohort. The graduation rate for student athletes, rostered as freshman was 78%. Student Athletes who were rostered for four years had a graduation rate of 93%.

# Intercollegiate Athletics, Intramural and Recreation



Athletically, in team performances nationally, 4 teams to date finished in the top 25 in the country, men's soccer, women's soccer, women's cross country and women's indoor track and field. National Champions are a real possibility in outdoor track events to occur in the next 2 weeks. Student athletes in men's soccer, women's cross country, indoor and outdoor track and field and women's basketball also garnered All-American accolades. In SUNYAC team performances; we won the conference championship in men's soccer, women's soccer and women's indoor and outdoor track and field; we took second place in women's cross country and men's outdoor track & field; we took 3<sup>rd</sup> in women's tennis, men's cross country and men's outdoor track and field and we took 4<sup>th</sup> in volleyball, field hockey, women's basketball, women's swimming and diving, men's indoor track and field and softball. In individual performances; Oneonta claimed the SUNYAC Defensive Player of the Year in men's soccer, SUNYAC Track and Field Most Outstanding track athlete in men's indoor and outdoor and women's indoor track. We won 24 individual SUNYAC championships in men's and women's indoor and outdoor track & field and men's swimming and diving. The college came in 3<sup>rd</sup> in the SUNYAC Commissioners Cup, the highest distinction in the conference represented by overall win percentage with a score of 7.32. The 2<sup>nd</sup> place winner (Cortland) scored 7.50. We are developing winning traditions in every sport and continued to advance our athletic prowess represented by a record number of conference wins. It was a great year to be a Red Dragon!

The department focused on retaining and enrolling talented and diverse students. Fall 2015-Fall 2016 data confirms a 97.3% retention rate for freshman to sophomore student-athletes. This is a celebration of quality coaches providing a special D3 experience. The department identified 2,506 prospects, made 14,695 contacts (phone, letter, e-mail), made 1,762 off-campus evaluations, hosted 525 prospects on-campus and 228 freshman and transfers have made deposits for Fall of 2016, each with the intent to be a college athlete.

# Intercollegiate Athletics, Intramural and Recreation



We reached a 35% yield on top prospects who came for an official or unofficial visit and we achieved a 70% yield on all prospects attending Fall 2016. A new initiative, “Junior Days” indicate anecdotal success with high school juniors making verbal commitments to SUNY Oneonta. We will track this data and report the fruits of this labor in the 2017 class. TeamDesktop continues to be instrumental in recruitment efficiency and assessment. The department utilizes a *Recruiting Best Practices* document to support effective recruiting and each coach uses a sport specific *recruiting calendar* to plan consistent and persistent recruiting efforts throughout the year.

The department focused on student engagement with an emphasis on career preparation, diversity, leadership and goal setting. We continue to grow the *Career Athletes Network*, an on-line networking source where former college student athletes, now successful business men and women, agree to mentor current student athletes in the job market, connecting them to internships, assistantships and people. We held our fourth *Alumni Athlete Spotlight*; 3 alumni in the field of law enforcement shared career information with a captive audience of juniors and seniors. Telling our story of alumni success is a daily endeavor. National Speakers on leadership, mental toughness and inclusivity provided opportunities for critical thinking and personal growth and we regularly provided educational programming on academic success, athletic performance, and alcohol and drug use. Collaboration with Academic Advisement, Counseling Health and Wellness, Career Development, Dietetics, Diversity and Inclusion, GSRC, EOP and faculty from multiple departments supported student athlete programming throughout the year. We are grateful to have the always certain support of Unit Directors and their staff in the Division of Student Development.

This was the third year of the Dr. Joe Heissan Leadership Academy and 130 student athletes voluntarily attended 6 workshops to develop and enhance their leadership skills. There were also 2 mandatory programs held for all student-athletes.

# Intercollegiate Athletics, Intramural and Recreation



The entire coaching staff taught in the academy and post-event survey results confirm the program is a resounding success. Using a five point Likert scale ranging from “strongly agree” to “strongly disagree”, the percentage of student-athletes responding agree or strongly agree that the Dr. Joe Heissan Leadership Program was beneficial to their development as a student-athlete leader in year three was 87.52%. Effectiveness of topics ranged from 94.59% to 78.38%.

We celebrated NCAA Division III Week for the fourth time. Programming included a Faculty Appreciation Dinner, Academic Luncheon and celebration of National Student Athlete Day, 1000 cans donated to the local food pantry through the college’s CANstruction effort and 2 Special Olympics events. Home competition during this week included give-a-ways to the student body, all in an effort to promote NCAA D3 cognizance and celebrate the student athlete experience.

Athletic facility use and student interest in intramurals and recreation is at an all-time high in the history of the college. Facility usage and offerings are at no extra charge to the student. 192,766 entries were recorded in the AFH and Chase fitness centers and the Chase weight room (this number does not reflect PE classes or team usage) in 2015-16. This participation number compares to 183,188 last year an increase of approximately 5%, and reflects an increase of nearly 20% over the last 3 years (155,696 usages in 2012-13). Renovations of the Jay Pawa weight room, new cardio equipment upgrades in Chase fitness center and additional power lift strength training equipment in AFH have greatly enhanced all three facilities. The 3 facilities are open 99 hours a week for students, staff and faculty use and combine for 259 total operational hours per week. The swimming pool recorded 8,733 users in 2015-16 as compared to 7,643 in 14-15.

13 Intramural team sports were offered, supporting 22 championships with 275 teams and 2,231 students participating. This number of students is increased from last year’s total of 2,152. Students enjoy participating in more than one intramural offering which totaled 3,107 duplicated participants.



# Intercollegiate Athletics, Intramural and Recreation



Students recreated through independent offerings (505 classes, down from 559 last year). The offerings included Zumba, Kickboxing, Pilates, Body Sculpturing, Boot Camp, Step, Extreme Yoga, Total Body Conditioning, Abs & Gluts, Yoga, Beach Body and others which attracted 12,194 participants (down from 13,671 last year).

The non-duplicated student numbers in “aerobic” offerings in conjunction with intramurals reflect at least 50% of the student body partake in these organized offerings, add 192,766 entries into the fitness centers and an additional 8% of the student body participating in varsity athletics and it is clear that SUNY Oneonta aspires to a culture of fitness. Students enjoy recreating both independently and in an organized way.

The Athletics Department employed 40 students through federal work study (FWS) and 72 students through temporary services funds. The continued reduction in FWS has increased the need to hire temp services employees to support athletics, intramurals, recreation and facility supervision. The increase in the minimum wage and the decrease in FWS support saw the budget stretched beyond its limits and we had to ask the college for additional support in this area this year.

A department priority is the safety, health and wellbeing of every student-athlete and to this end the development of standardized “return to play” protocols for every sport has realized a decrease in re-injury upon return to play. Athletic Training Staff (AT) evaluated 618 injuries and cared for approximately 43 students/day requiring rehabilitation, treatments, evaluations, or for other varied office visits each day.

This number includes pre-practice or game preparation, injuries during practices or games, but does not include opposing team’s practice, pre-game preparation, or injuries. AT’s also traveled with teams 46 times this year, ensuring their safety while on the road. The staff also supported teams on preseason training trips, which included Women’s Soccer, Baseball, Men’s Lacrosse, and Softball.

# Intercollegiate Athletics, Intramural and Recreation



Bassett Health Care Orthopedic Physicians visit the college weekly and the improvement in email communication with the physicians' secretarial assistants of demographics, diagnostic testing results, scheduling and rehabilitation protocols has expedited care for student-athletes, including having direct contact with the physicians through the use of text messaging, direct phone calls, and emails. AT's also bridged the gap between the campus health center and athletics by taking responsibility for all NCAA requirements for medical clearance. Since Fall 2015 all needed medical clearance goes directly to the athletic department, expediting student-athlete clearance and not making double work for health center staff. This can only happen with tremendous cooperation and collaboration across Student Development units and the continuation of building the relationship between the two offices. AT's have also worked in conjunction with the Biology Department in order to start a Sports Medicine Internship. In its first year, AT's support a rigorous curriculum to help prepare biology majors for careers in athletic training, physician's assistant, physical therapy and occupational therapy. The Athletic Training Staff successfully facilitated the Student Athlete Drug Testing Program in conjunction with *Drug Free Sport*. This has been a successful endeavor to promote accountability and dissuade drug use by student athletes. Additionally, the continuation of comprehensive concussion testing is scheduled for 2016-17 with the support of our team designated physician at Bassett Healthcare. Under the direction of the physician the AT's designed standardized sport-specific concussion return-to-play protocols.

Oneonta is on the cutting edge of concussion testing, diagnosis and treatment for student-athletes. We met our goal for 100% of student-athletes to receive concussion education as well as 100% of our new student-athletes had proper baseline testing conducted before their first sanctioned competitive event. 31 concussions were identified this year, with AT evaluation within the first 24-48 hours. AT's ensured that all coaching staff were certified in CPR/First Aid and AED and made a great effort to go green to support campus initiatives.

Development of consistent strength and conditioning programs has produced more power and speed as demonstrated in pre and post max testing in student athletes during the 2015-16 seasons.

# Intercollegiate Athletics, Intramural and Recreation



An important goal for the end of 2015-2016 was to have an off season Strength and Conditioning program for all athletic teams and to grow the number of teams conducting Pre and Post Strength Testing. The development of consistent off season strength and condition programs that were built and/or reviewed by a certified strength and conditioning specialist included the following programs: Men's and Women's Soccer, Volleyball, Field Hockey, Men's and Women's Tennis, Men's and Women's Basketball, Men's and Women's Swimming and Diving, Baseball, Softball, Men's and Women's Lacrosse, and Men's and Women's Cross Country and Track and Field. This is a 25% increase from the previous year. Pre and/or Post Strength Testing ran or designed by a certified strength and conditioning specialist expanded during the 2015-2016 year and included the following teams: Men's and Women's Soccer, Field Hockey, Women's Basketball, Baseball, and Men's and Women's Lacrosse. This is a 57% increase from the previous year. Of the teams that utilized a Strength and Conditioning Specialist, 12 teams qualified or had athletes that qualified for the SUNYAC postseason, and 4 teams won SUNYAC titles. Of these teams, 31% showed an increase of at least two overall wins or repeated as SUNYAC Champions, from the previous year.

There was also a decrease in athletes who reported Muscle Strains or Joint Sprains to the Athletic Training Room during the 2015-2016 year compared to 2014-2015. Muscle Strains dropped by 17% and Joint Sprains dropped by 20%. The overall Strength and Conditioning Program was aided by the efforts of 3 staff members with CSCS certification; full-time baseball coach, Ben Grimm, full-time ATC, Alexis Caponi and part-time assistant men's lacrosse coach, Kevin Gregory.

Student athletes, coaches and staff raised \$14,991 for national, regional and local charities and participated in 59 community service projects and events contributing 8,198 hours to the local community. New events included Stock Hands for Healing horses, Hearts for Hope, and the Sean Dixon Outreach.

# Intercollegiate Athletics, Intramural and Recreation



The Athletic Department is proud to support the college's mission in community efforts. Total hours of community service worked – non athlete: 33,847/5,380 = 6 hours per student. Total hours of community service worked – athlete: 8,198/430 = 19 hours/per athlete and 372 hours/team.

The department continues to focus on advancing technology for a global message and generating new revenue to support student athlete initiatives. The [www.oneontaathletics.com](http://www.oneontaathletics.com) website had nearly 1.5 million page views from September 1, 2015 through May 31, 2016, which is a 4% increase from the same period in 2014-15. We had over 336,000 visitors, which is a 9% increase from the same time period in 2014-15. Of the total visits, we had over 143,000 new visitors, a 10% increase. More than 50% of the visitors this year were unique visitors and the average pages viewed per visit was 3.9. Social site referral between Facebook and Twitter was over 33,000, which was an increase of 21% from the previous year. From July 1, 2015 to May 1, 2016, we were able to grow our following on Twitter by 18% while increasing our Facebook likes by 16% and Instagram following by 100%. Youtube views were down by 5% but with the first year of Live streaming and 20,559 views for 63 events we are keeping up with technology in the way viewers want to use it.

The Sports Information Office reached a national audience with the selection of our "It's on Us" video as the top NCAA SAAC award winner. The video was displayed at the NCAA basketball Final 4. The website serves to integrate all social media sources; Facebook, twitter, texting, live stats, live webcasts, Instagram and YouTube. We link into the NCAA Division III Facebook and twitter networks as well. Keeping up with changing social media and evaluating what will work for the constituents of SUNY Oneonta Athletics is a daily commitment. The website also affords the department an opportunity to generate "new" revenue and \$20, 000.00 was raised in local sponsorship. In 8 years the Annual Dining with Champions Fundraising event has raised more than \$178, 000.00 to support student athlete travel and facility enhancements. More work needs to be done in this area to meet the economic challenges facing the college but it is with great pride that the entire staff devotes time and effort to assist in successful fundraising that benefits student athletes directly.

# Intercollegiate Athletics, Intramural and Recreation



## Closing the Loop

The May 2015 all-day retreat for all professional staff and coaches produced the goals that were assessed this year. These goals were further confirmed and refined in September 2015 in meetings with the Intercollegiate Athletic Board and Student Athlete Advisory Council. Staff meetings were held every 3 weeks and particular goals were focused on throughout the year. In looking at all outcomes, achieving a 97% retention rate and 3.14 department GPA was evidence of multiple objectives realized. Coaches are recruiting students that “fit” Oneonta, and leadership programming through the Dr. Joe Heissan Leadership Academy is producing leaders in and out of the classroom demonstrated by academic and athletic awards and professional attribute inventory scores. National, regional and conference prominence/rankings in several sports prove athletic prowess. Objectives not achieved that still require work include a higher 4-year graduation rate.

Since Dr. Kleniewski announced this goal in Fall 2014 we are strategizing for success. We have always tracked student athlete graduation rate based on the federal 6-year graduation rate that is reported to the NCAA by all NCAA member institutions. This is 85%. It will be a focus in 2016-17 with the exclusion of student athletes who make a personal choice to delay graduation to exhaust their athletic eligibility. The 2016-17 action plan includes objectives that match the college’s institutional mission, vision and/or strategic plan and are conveyed in the IAC report.



## Executive Summary

The Office of Community Standards is responsible for communicating the College's behavioral expectations via the Code of Student Conduct. The Office of Community Standards provides educational opportunities which foster student learning, personal integrity, and ethical development by holding student's accountable for behavior that is not consistent with the College's expectations. The Office of Community Standards assists in developing positive decision-making skills that impact student's lives and prepare them to enter a global society while promoting healthy and safe lifestyles.

The Office of Community Standards is charged with the responsibility of overseeing the conduct process for the college community. This includes disposition of cases at the administrative level as well as referral and presentation of cases to the Standing Disciplinary Board. During the current academic year these responsibilities and our operational goals were met. A total of 1,641 conduct cases were adjudicated this year. Fourteen cases were referred to the Standing Disciplinary Board, 7 of which resulted in voluntary withdrawals. In addition to conduct cases, the Office of Community Standards also managed 83 Amnesty cases, 63 Behavioral Assessment Team cases, and 27 Bias Act Response cases. In total the Office managed a case load of 1,814 cases this year. Appendix A contains two tables that depict the Code of Conduct violations committed by students they year (Table 1), as well as sanctions that were issued (Table 2).

Below are the Office of Community Standards goals and their alignment with the Divisional and College strategic plans:

1. Develop, disseminate, interpret and enforce the College's student conduct policies and procedures. (*College Strategic Plan 2015* - Goal 3, Objective E: Strengthen SUNY Oneonta as a safe and welcoming learning and living environment where everyone is valued.)
2. Promote experiences that will enhance student learning and promote development. (*College Strategic Plan 2015* – Goal 2, Objective B: Develop college-wide essential learning outcomes including creative, critical, and ethical thinking. Goal 1, Objective D: Increase opportunities for students to be mentored.)



*Student Development Plan 2014*, Goal 1: Facilitate student learning and personal development through co-curricular programs and support services.)

3. Create a safe and healthy campus environment. (*College Strategic Plan 2015* – Goal 3, Objective E: Strengthen SUNY Oneonta as a safe and welcoming learning and living environment where everyone is valued. *Student Development Plan 2014* – Goal 2: Provide a high quality of student life through effective programs and services.)

4. Strengthen professional development activities for all staff that have a role in the Office of Community Standards to ensure they are knowledgeable about best practices in the student conduct and student development field. (*Student Development Plan 2014* – Goal 4: Support training and career development for staff.)

5. Promote College compliance with all federal, state, and SUNY system mandates as well as policies regarding judicial action in higher education.

Please see [Appendix B](#) for an overall summary of goals and objectives reviewed and assessed for this academic year.

## **Accomplishments**

Services and programs for students

Provided student conduct process training to RAs, RDs, IGC Judicial Board, Standing Disciplinary Board.

Created, assembled and trained an Appeal Panel to pool of faculty, staff, and students to hear appeals for cases from the Standing Disciplinary Board.

Provided conflict resolution and ethics training to AALANNA mentors, CAMP students, Greeks, RAs, RSP, EOP, and CAMP counselors.

Presented to RAs, Greek life, and in classrooms about our Sexual & Interpersonal Violence policy, how/where to report and Title IX.

Developed and facilitated an ethics court program for RAs and RSO members.

Created programming in a bag for RAs to conduct ethics programs in their residence halls.

Created a bulletin board in a bag for RAs to put up regarding the new Higgins Hall alcohol policy as well as the Amnesty policy.





## **Publications and presentations**

Raised awareness for Community Standards programs by presenting at the Administrative Forum for professional staff in October 2015.

Began providing a proactive message in Health 101, with 2 pages of content for Community Standards topics in each publication.

Presented at the Student Association retreat regarding conflict resolution and services our office provides.

Participated in summer orientation 2015 and presented on Community Standards, campus safety, and emergency notification systems.

## **Service on campus-wide or divisional committees**

Alcohol and Other Drug Committee – Lacey

Residential Life Liaison/Support Committee – Lacey (chair)

Health & Wellness Committee – Amanda

Student Progress Committee – Amanda

Bias Acts Response Team – Amanda

Behavioral Assessment Team – Amanda (chair)

Institutional Assessment Committee - Amanda

## **Staff Accomplishments**

- The Director created and delivered a webinar over WebX regarding conflict resolution. The audience was a group of individuals that were attempting to be certified court mediators in the State of South Carolina. The WebX was part of their 40 hour training component.
- The Director participated in a cross divisional effort to write a grant application for sexual assault awareness and advocacy program money from the Dept. of Justice.
- Office staff participated in the Racial Equity Institute and continue to participate in ongoing caucus discussion as well as programs.
- The Assistant Director secured a position in the Restorative Justice track of the Gehring Academy. She will attend the institute this summer and bring back knowledge to create a Restorative Justice program on our campus.



## Challenges Faced During the Past Year

The Office of Community Standards attempted to focus our efforts on the joint work done with Residential Community Life this year. We have felt in years past that the communication between departments has not been clear or consistent. This year we asked that the Assistant Director of Community Standards be included in Residential Life staff meetings, at least once a month. While she was invited to these meetings, the communication only seemed to go one way. She would give updates and offer the opportunity to answer questions for staff. The Office of Community Standards needs to be included in conversations and decisions regarding confrontation issues, process & procedure, programing, training, community building, and conflict resolution. We need to be involved in these parts of Residential Life in order to fulfill the goals and objectives of our own office. We've attempted a straight forward conversation about this with Residential Life central staff and we've also attempted to simply put ourselves in a position to proactively communicate, but none of that has worked. We need to rethink our communication strategy next year.

We also found, during a case audit, that many cases assigned to Hall Directors were found to be incomplete or incorrect. We worked with the Hall Directors and their supervisors to get the cases corrected, but this is an extremely inefficient way to supervise casework. We will explore better ways to supervise this work and address any problems in a timelier manner.

Another challenge that we faced, along with the rest of the Division, was one of leadership transition. A new Vice President for Student Development began his tenure this year. The academic year was one of relationship building, adjustment, and open mindedness to change. The Office of Community Standards has embraced change and continues to work diligently to reinvent what we do in order to serve the College population in a positive way.



## **Office Assessment Plan and Learning Outcomes**

The Office of Community Standards began its assessment this year by convening staff for a review and evaluation of our goals and objectives. With guidance from the Vice President of Student Development, the Office of Community Standards reviewed its mission and the name of the office. Office staff reviewed the College and Divisional mission statements, as well as suggested language from the Association for Student Conduct Administrators and the stated mission and goals for similar offices at peer institutions. After careful review of these internal and external materials a mission statement was drafted and approved by all Office of Community Standards staff. We also decided that the name of the office should change from Student Conduct to Community Standards. We felt that the change was more reflective of the services and support we provide to students.

Office staff also reviewed the programs and services we provide to assure that they are aimed at accomplishing our goals and objectives. Always paramount to this review is a realistic appraisal of what can and cannot be accomplished given the state of existing resources. We felt, as a staff, that we were on the right track with our assessment plan and would continue to actively pursue our objectives outlined for the next academic year. Appendix C contains our new Action Plan for academic year 2016-2017. The Action plan summarizes our assessment plan for the next year and shows our assessment methodology (actions) for each objective and learning outcome. Results from this plan will be reported next year.

## **Trends and Future Directions**

The total number of conduct cases adjudicated this year is 1,641. This is a decrease of 36 cases compared to last year. From a case management perspective the Office of Community Standards processed a larger total of 1,814 cases this year. The larger total includes creation, tracking, updating, and closing of 1,641 judicial cases, 83 Amnesty cases, 63 BAT cases, and 27 Bias cases. All case categories decreased this year, except Amnesty cases. Amnesty cases rose by 11 this year. The Office of Community Standards plans to discuss this rise in dangerous alcohol use with the Alcohol and Other Drug Committee in hopes that some proactive measures might bring the number back down.



We will also look at the 83 cases where amnesty was given to see if we can identify any trends in use, location, classification, and/or age. This information may be helpful in combating the issue and directing our proactive efforts. We saw an increase in alcohol violations this year. Alcohol violations increased by 84; from 177 to 261. This increase may be a trend; which would correspond with the increase in Amnesty cases. The vast majority of alcohol violations are being committed by first year students and second year students who are underage. The violations are occurring in our residence halls. The Office of Community Standards (OCS) will approach the AOD Counselor and the Health Educator regarding partnering on some initiatives in the residence halls to reduce harmful and/or naïve drinking habits.

There was also an increase in drug charges this year. The increase was somewhat small, but OCS will continue to work with the AOD Counselor and Residential Community Life to monitor drug violations. Hopefully the increase is not the beginning of a trend, however we have consistently seen small increases in this violation each year beginning in 2013.

Sound policy violations decreased this year by a large margin. We had a huge spike last year, but have come down by 92. OCS shared last years' data with Residential Community Life and we focused our training with RAs on community building; specifically targeting how an RA could develop community on his/her floor. This may have been the key to getting the "quality of life" and community violations under control this year.

The off campus referrals from the Oneonta City Police Department (OPD) decreased tremendously this year. We adjudicated 42 off campus cases this year in contrast to the 83 cases we received last year. We have incorporated a message from OPD into our orientation presentation to increase our proactive approach to preventing crime in the community. Additionally, the recidivism rate is extremely low for off campus cases. In the past 2 years we've only had 1 student out of 125 re-offend.



There was a small decrease in Standing Disciplinary Board level cases this year. Fourteen cases rose to that level of adjudication; 7 students chose to voluntarily withdraw while 7 chose to proceed with a hearing. The 7 hearings conducted resulted in 6 suspensions, 1 expulsion.

## **Goals for the Coming Year**

In the coming year the Office of Community Standards would like to reinvent our image. We strive to be a place where student can receive comprehensive conflict resolution services. To this end we will institute a restorative justice program and create a way to track our restorative and medication track cases. We also plan to fill a gap in our services by taking on off campus student advocacy. Off campus students need information, services and support from campus constituents and we feel that our Office can be the starting point for that. Additionally, we plan to continue work on our website and pursue the possibility of a mobile app for student development services.

## Appendix A

During the 2015-16 academic year there were a total of 1,641 conduct cases that were adjudicated. This total reflects the number of hearings that occurred ranging from the most minor to the most serious policy violations and does include recidivists. The following two tables depict most of the violations (Table 1) committed by students and sanctions that were issued (Table 2) from proceedings during the 2015-16, 2014-15, 2013-14, and 2012-13 academic years.

VIOLATION	2015-16	2014-15	2013-14	2012-13
Academic Dishonesty	44	29	34	31
Alcohol	261	177	217	291
Assault/Reckless Endangerment	10	4	11	13
Disorderly Conduct	28	29	45	90
Drugs	94	87	75	112
Failure to Comply	33	27	61	33
Fire Regulations	482	541	606	57
Harassment	10	5	18	19
Illegal Appliances	1	5	4	1
Misuse of Property	20	4	50	26
Residence Hall License*	334	282	370	840
Sexual Misconduct	0	3	1	0
Sound	132	224	127	173
Theft/Stolen Property/Criminal Mischief	19	10	10	42
Trespassing	7	9	8	3
Weapons	2	2	1	2

\*This was created in banner starting with the 2001-02 academic year to address various minor residence hall license violations (ex. guest policy) that previously were tracked as separate categories. The substantial increase in this violation category may be due to Residential and Community Life focus on confrontation skills training with RAs throughout the 2008-09 academic year and adding confiscation process to judicial review in 2010-11.



Table 2

SANCTION	2015-16	2014-15	2013-14	2012-13
Banned from specific Residence Hall	1	1	4	3
Career Development Referral	82	69	70	139
Checkpoint Program - AL	248	185	228	327
Checkpoint Program - MJ	85	80	69	108
Community Service	14	18	23	45
Creative Sanction	2	2	0	32
Expulsions	1	1	0	1
General College Probation/PRO II	173	158	180	264
Judicial Educator Module	335	265	364	342
Referral to NSS	59	44	81	202
Residence Hall Probation/PRO I	397	338	422	576
Residence Hall Termination	4	1	10	10
Residence Hall Transfer	2	1	2	2
Restrictive College Probation	1	0	2	0
Revoke Guest Privileges	0	3	2	2
Standing Disciplinary Board Referrals	14	19	15	8
Suspensions	7	6	6	1
Voluntary Withdrawals	7	7	7	6
Warning	718	773	905	764



## Appendix B

### 15-16 Completed Action Plan

**Goal 1: Develop, Disseminate, interpret and enforce the College's student conduct policies and procedures.** (College Strategic Plan 2015 – Goal 3, Objective E: Strengthen SUNY Oneonta as a safe and welcoming learning and living environment where everyone is valued.)

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Expected Outcome	Actual Outcome
C. Train all hearing officers to have a clear understanding of the administrative hearing process and the Code of Student conduct.	1. Create a pre-test and post-test for hearing officers to take surrounding training.	1. 8/3/15	1. N/A	1. Assistant Director of Student Conduct	1. Tests created.	1. Test created.
	2. Administer pre-test just prior to training and post-test just after.	2. 9/25/15	2. N/A	2. Assistant Director of Student Conduct	2. Post-test scores will be 20% higher than pre-test scores, showing knowledge gain from training.	2. The 20% increase in score was reached for all hearing officers who could improve on the pre-test score

**Goal 2: Promote experiences that will enhance student learning and promote development.** (College Strategic Plan 2015 – Goal 1, Objective D: Increase opportunities for students to be mentored. Goal 2, Objective B: Develop college-wide essential learning outcomes including creative, critical, and ethical thinking. Student Development Plan 2014, Goal 1: Facilitate student learning and personal development through co-curricular programs and support services.)

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Expected Outcome	Actual Outcome
C. Expand the training for student members of the Standing Disciplinary Board regarding the judicial process, questioning techniques, listening skills, and deliberation skills.	1. Develop a survey to assess student preparedness to serve as a board member after receiving training.	1. 8/3/15	1. N/A	1. Director	1. Survey created.	1. Survey created.
	2. Administer survey after student participation in their first hearing.	2. 12/31/15	2. N/A	2. Director	2. Students will score 80% or higher indicating they felt prepared and knowledgeable.	2. All students scored 85% or higher on the post-hearing survey.

## Appendix B

### 15-16 Completed Action Plan

**Goal 3: Create a safe and healthy campus environment.** (College Strategic Plan 2015 – Goal 3, Objective E: Strengthen SUNY Oneonta as a safe and welcoming learning and living environment where everyone is valued. Student Development Plan 2014, Goal 2: Provide a high quality of student life through effective programs and services.)

Objective	Actions/Strategies	Target Completion Date	Resources Required	Objectives	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Expected Outcome	Actual Outcome
C. Train all hearing officers to have a clear understanding of the administrative hearing process and the Code of Student conduct.	1. Create a pre-test and post-test for hearing officers to take surrounding training. 2. Administer pre-test just prior to training and post-test just after.	1. 8/3/15 2. 9/25/15		<b>A. Evaluate the effectiveness of sanctions that use a harm reduction model.</b>	1. Track students who are assigned an alcohol education sanction through the 15-16 academic year. 2. Assess effectiveness of harm reduction model by looking at recidivism rates of students who went through the alcohol education program.	1. 5/13/15 2. 5/13/15	1. N/A 2. N/A	1. Director 2. Director	1. Students/cases tracked through the academic year. 2. 80% of students who successfully complete a harm reduction sanction will not re-offend with the same violation in this academic year.	1. Cases tracked. 2. Over 90% of students who completed the sanction did not re-offend during this academic year. The recidivism rate for alcohol was 6.56%.



## Appendix B

### 15-16 Completed Action Plan

***Goal 4: Strengthen professional development activities for all staff that have a role in the Office of Student Conduct to ensure they are knowledgeable about best practices in the student conduct field.***

(Student Development Plan 2014, Goal 4: Support training and career development for staff.)

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Expected Outcome	Actual Outcome
B. Create in-service training and/or professional development opportunities to professional staff members who are serving as hearing officers.	1. Develop and present an in-service training for RDs and professional staff regarding how to use community building to be proactive in student conduct work. 2. Administer a brief satisfaction survey after completion of the fall semester.	1. 11/1/15	1. N/A	1. Assistant Director, Director, Res Life Liaison committee	1. In-service developed and presented successfully to all RDs and professional staff.	1. In-service developed and presented.
		2. 1/15/16	2. N/A	2. Assistant Director, Director, Res Life Liaison committee	2. RDs and professional staff will indicate a high level of satisfaction with the in-service.	2. RDs and Professional staff in Res Life indicated that they didn't often (if ever) use the skills and techniques provided in the training. While they expressed satisfaction with the training they didn't use it.

## Appendix B

### 15-16 Completed Action Plan

***Goal 5: Promote College compliance with all federal, state, and SUNY system mandates as well as policies regarding judicial action in Higher Education.***

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Expected Outcome	Actual Outcome
C. Maintain records consistent with the Family Education Rights and Privacy Act and SUNY policy.	1. A random audit will be conducted of current files to ensure that they are being maintained appropriately.	1. 5/1/16	1. N/A	1. Director	1. Audit will show that current files have been maintained appropriately per FERPA and SUNY.	1. The audit revealed that we do maintain our files appropriately.
	2. A review of our purging and destruction process will be conducted to ensure it follows SUNY guidelines.	2. 5/1/16	2. N/A	2. Director	2. The review will indicate that our purging and destruction process follows SUNY guidelines.	2. We reviewed our process with SUNY legal counsel and found that it follows the guidelines.

## Appendix B

### 15-16 Completed Action Plan

**Goal 5: Promote College compliance with all federal, state, and SUNY system mandates as well as policies regarding judicial action in Higher Education.**

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Expected Outcome	Actual Outcome
C. Maintain records consistent with the Family Education Rights and Privacy Act and SUNY policy.	1. A random audit will be conducted of current files to ensure that they are being maintained appropriately.	1. 5/1/16	1. N/A	1. Director	1. Audit will show that current files have been maintained appropriately per FERPA and SUNY.	1. The audit revealed that we do maintain our files appropriately.
	2. A review of our purging and destruction process will be conducted to ensure it follows SUNY guidelines.	2. 5/1/16	2. N/A	2. Director	2. The review will indicate that our purging and destruction process follows SUNY guidelines.	2. We reviewed our process with SUNY legal counsel and found that it follows the guidelines.

## Appendix C

### 16-17 New Action Plan

**Goal 1: Develop, disseminate, interpret and enforce the College's student conduct policies and procedures.** (College Strategic Plan 2015: Goal 3, Objective E: Strengthen SUNY Oneonta as a safe and welcoming learning and living environment where everyone is valued.)

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Expected Outcome	Actual Outcome
B. Oversee and coordinate the College's Judicial process including adjudicating alleged violations of the Code of Student Conduct.	1. Create a Restorative Justice Council with students from the Resident Student Organization (RSO).	1. 11/1/16	NA	1. Director & Assistant Director of CS	1. Restorative Justice Council Created.	
	2. Train RSO students to conduct restorative justice circles for low level Res Hall violations.	2. 12/31/16	NA	2. Assistant Director	2. Training completed.	
	3. Administer pre-test and post-test to students who are trained in Restorative practices to show learning.	3. 12/31/16	NA	3. Assistant Director	3. Students will show a 20% improvement on post-test from their pre-test performance.	

**Goal 2: Provide experiences that will enhance student learning and promote development.** (College Strategic Plan 2015: Goal 2, Objective B: Develop college-wide essential learning outcomes including creative, critical, and ethical thinking. Student Development Assessment Plan 2014: Goal 1: Facilitate student learning and personal development through co-curricular programs and support services.)

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Expected Outcome	Actual Outcome
A. Impose educational sanctions and provide reflective experiences to students found to have violated the Code of Student Conduct.	1. Increase visibility, and use, of mediation and restorative justice programs by advertising on our webpage and through residence hall poster campaign.	1. 12/1/16	1. \$200 for poster printing.	1. Director	1. The use of mediation and restorative justice tracks for adjudication will increase by 10%.	

**Goal 3: Support a safe and healthy campus environment.** (College Strategic Plan 2015: Goal 3, Objective E: Strengthen SUNY Oneonta as a safe and welcoming learning and living environment where everyone is valued. Student Development Assessment Plan 2014, Goal 2: Provide a high quality of student life through effective programs and services.)

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Expected Outcome	Actual Outcome
C. Promote and support relevant programming that is responsive to campus needs.	1. Develop 1 hour program on restorative justice principles and conflict resolution methods.	1. 8/1/16	NA	1. Assistant Director	1. Program developed.	
	2. Deliver program to all students in the Social Justice Living Learning Community and students registered in the First year student seminar class.	2. 12/31/16	NA	2. Assistant Director	2. Program delivered to all groups.	
	3. Assess knowledge acquisition with a survey instrument designed to test recall of information presented.	3. 12/31/16	NA	3. Assistant Director	3. Students will be able to recall at least 80% of the information correctly.	

# Office of Community Standards



***Goal 5: Ensure the College is in compliance with all federal, state, and SUNY System mandates as well as policies regarding judicial action in higher education.***

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Expected Outcome	Actual Outcome
A. Protect the rights of students in the administration of the judicial process.	1. Conduct a benchmarking study with comparable SUNY institutions to see how many student conduct officers are communicating due process rights prior to a hearing in writing.	5/1/17	NA	1. Director	1. SUNY Oneonta is in line with our benchmarking institutions and using similar notification practices.	
B. Make information regarding Code of Student Conduct violations, as consistent with the Clery Act, available to students and community members.	1. Update the Community Standards website to show our annual statistics from our Clery compliance documents and ask interns and RAs to review the site. They will then provide feedback via a 5 questions survey.	5/1/17	NA	1. Director	1. Students will show satisfaction by answering in the affirmative on all 5 questions.	
D. Create and Disseminate information from my Office, required by the Title IX mandates.	1. Work with other offices to create a compliance committee in order to manage Title IX, Clery and 129(a)(b)	1. 12/31/16	NA	1. Director of Community Standards, Title IX Coordinator, Chief of UPD, VPSD	1. Committee created.	



# The Counseling Health & Wellness Center



## **Summary of Accomplishments & Outcomes**

The Counseling Center was a well-utilized service again this year and student satisfaction with services continues to be high. The pre-doctoral internship continued in its 12<sup>th</sup> year and interns continued to bring diversity to the Counseling Center staff as well as valuable service and knowledge to students and the campus community. Utilization of Counseling Center services increased overall by 6% over last year. We met our goal of assuring timely and accessible services as evidenced by our having no wait list, keeping brief wait times for appointments, and maintaining extremely high student satisfaction with scheduling. Further, 100% of students indicated that the staff treated them with respect and dignity; the staff treated them in a professional manner; and they would recommend the Counseling Center to a friend. The Counseling Center continues to do an excellent job of serving diverse students as illustrated by the fact that the percentage of students that utilize the counseling center who identify as racial/ethnic minorities exceeds the percentage of students of racial/ethnic minority in the college as a whole. This suggests successful efforts in reaching out to and/or welcoming diverse student groups.

The Counseling Center continues to have a very successful group therapy program. In the 2015-16 academic year we ran 1 College Life adjustment group, 4 Women and Anxiety groups (2 groups for 2 semesters), 2 Interpersonal Relationship groups (1 group for 2 semesters), 2 Life-altering condition support group (1 group for 2 semesters; for students with chronic illnesses), 1 semester of "Drawing from within" (an art therapy group), and 1 Grief and Loss group. This is a higher-than-average number of groups for a campus this size which speaks to the expertise of staff in recruiting and running groups. Satisfaction with group therapy is high and group therapy allows the Counseling Center to serve more students with fewer resources.

One hundred and fifteen outreach programs were delivered to the campus community which is a large increase from last year. Outreaches included providing education and mental health prevention trainings for residence life staff, classes, fraternities & sororities, sports teams, Oneonta High School, faculty & staff, Office of International Education, EOP, residence halls, and the college leadership conference.

# The Counseling Health & Wellness Center



One important aspect of our outreach programs is assisting the campus in responding to tragedy. Staff provided 2 separate grief and coping with trauma outreach programs to the women's basketball team and the women's softball team in response to tragedies that impacted the players. The Counseling Center also co-sponsored the campus events Fluffy Friends for Finals and a campus Mental Health Fair.

The Counseling Center staff contributes to many campus projects and committees outside of their clinical work. Staff members participated in the following campus committees: Know Violence, Mental Health Task Force, Umbrella prevention committee, AOD prevention committee, Greek Life, and Data Governance. Counseling Center staff members chair the Mental Health Task force and the AOD prevention campus committees. Staff also served on campus search committees for the ACE Counselor Position in EOP, Residence hall directors, and committee for the Associate Vice President for Student Development. Staff also provide outreach to the campus by advising and helping to establish the Active Minds Student and NAMI student organizations and advising the recognized fraternity Alpha Phi Delta.

Counseling Center staff are active in the SUNY and community as advocates as well. Staff members serve on the SUNY-wide mental health task force and Title IX task force. Staff also serves on the SUNY-Wide Personal Safety Committee, Mental health task force and Title IX task force. Staff also contribute to our local community by serving on the Otsego County Community Services Committee – Mental Health Subcommittee and Addictions subcommittee – As well as the Otsego County Opiate Task force. The director is a founding board member of the local chapter of the American Foundation for Suicide Prevention helping to connect the college with community resources. Staff also worked with the President's office and Otsego County LEAF program to bring a documentary about Heroin addiction to campus for both students and community members.

The Counseling, Health & Wellness Center building is currently undergoing renovations beginning in December 2015. As a result, all staff were relocated to Dennison from December 2015/January 2016 until approximately August 2016.

# The Counseling Health & Wellness Center



There are several challenges for the Counseling Center in the relocation plan as well as with moving the entire operation twice in a year. The first move went very smoothly, thanks to the hard work of the Counseling Center staff and with assistance from personnel from Facilities. The Staff showed great flexibility and adaptability in our temporary accommodations and are looking forward to returning to our newly renovated building in August 2016.

Responding to students of concern and supporting the campus Behavioral Assessment Team continues to be a growing demand on the Counseling Center. The Counseling Center provided one comprehensive assessment for students who were mandated by the Behavioral Assessment Team for threat to others. Conducting these types of assessments are extremely time consuming and can easily take a counselor 20-40 hours of staff time to complete. We also provided mandated assessments and completed behavior plans with 39 students who were transported to the hospital because of alcohol intoxication. The Counseling Center provided mandated assessments for 10 of the 12 students who were hospitalized for psychiatric reasons this year and we generally attempt to contact the hospital and coordinate return to campus and academic accommodations for students in the hospital. While psychiatric hospitalizations are down overall, responding to all the students of concern continues to be a challenge for the Counseling Center.

In 2013, the Counseling Center applied for and received a grant from the American Psychological Association (APA) for \$15,000 to support our application for APA Accreditation for our Doctoral Internship. We completed an extensive self-study of the internships, which was submitted to the American Psychological Association in December 2015. The self-study received excellent reviews and we have moved to the next phase of the application which is a site visit which will occur on June 15 - 16, 2016. APA accreditation will benefit the Counseling Center in that it will bring more competitive interns to the staff but it will also provide external validation of the high quality of training the interns receive here.

# The Counseling Health & Wellness Center



In the 2014-15 academic year, the Counseling Center started a multi-year project to become certified by JedCampus and the Clinton Foundation as having best practices in mental health and suicide prevention. The initial stage of this project was that we completed a self-study of campus and Counseling Center practices and received recommendations from the Jed Campus to help improve our campus practices. This year we formed the Mental Health Task Force to look at the JedCampus recommendations and enact some of these recommendations on our campus. This year the Mental Health TaskForce made recommendations about campus policy and procedures regarding FERPA, Leaves of Absence procedures and off-campus students in a mental health crisis. These recommendations would result in substantial improvements to our current procedures and were forwarded to the Behavioral Assessment Team, Vice President of Student Development, and our SUNY legal representation and are awaiting action from other offices.

It was a very busy and productive year for the Counseling Center and all the staff worked very hard to provide high quality services to the campus community.

## **Alcohol & Other Drug Counseling & Education**

Another area included in the Counseling Center's work is providing education, prevention and counseling specific to alcohol and other drugs. Angelica Dellapenna provided AOD specific education and counseling to the college student population, as well as AOD consultations for students, faculty/staff, and families. The AOD Prevention Committee, chaired by Angelica Dellapenna continued to meet and brainstorm new prevention campaigns. The committee rolled out a new campaigns called "Dragons Do It Better, Fall 2015" "Biphasic Effect Star Wars Themed, Fall 2015" and "Oney Friends, Spring 2016". Several previous programs were maintained through the 2015-2016 academic year including the continuing implementation of the online prevention program Campus Clarity. Again it was mandated for all incoming students to complete the "Think About It" course.

# The Counseling Health & Wellness Center



The course provides information and scenarios pertaining to alcohol, other drugs, and sexual assault. In addition, the course provided information on heroin, and the policies and procedures concurrent to the student code of conduct including the medical amnesty policy. Social norms posters targeting freshman were distributed in the beginning of the Fall 2015 semester. A pumpkin carving event was held for students in the residence halls during Halloween. For the fall campaign, “Dragons Do It Better” t-shirts were distributed and “Oney Friends” t-shirts were distributed for the spring campaign. Ms. Dellapenna provided education to RAs and campus faculty/staff on Heroin as part of Governor Cuomo’s plan to combat Heroin. Furthermore, she helped maintain community partnerships by serving on the Otsego County Opiate Task Force and the Addictions Sub-Committee with representatives from local agencies.

The RA AOD task force was utilized to oversee additional programming in the residence halls. The Star War’s themed biphasic poster was utilized for RAs to hang on the bulletin board to educate students on identifying their light side/ dark side of personal feelings that signify feeling good (light side) and feelings that signify the experience is beginning to produce negative effects (dark side).

Ms. Dellapenna also coordinates the Checkpoint Program, which is a psycho-educational program for students who have violated the campus alcohol and other drug policy, and are sanctioned by the campus judicial system. Additionally, the Medical Amnesty Policy (MAP) required students to meet for a session after evaluation and/or transport. During the fall 2015, all incoming students were required to take the two hour education program Campus Clarity. A total of 39 students were transported and 43 students were assessed for a transport. Alcohol, marijuana, and other drugs during the 2015-16 academic year saw a fairly steady, slight increase from the previous year. Other drug referrals increased from 2 to 4.

# The Counseling Health & Wellness Center



## Summary, Conclusions, and Recommendations

In conclusion, the Counseling Center remains well-utilized and functioning strongly in its many areas of service. Student satisfaction with services continues to be extremely high. The Counseling Center functions effectively providing high quality services to students. Highlights of this year include a successful move of all staff, the promotion of mental health best practices through the mental health task force, and advancing in our goal of achieving APA accreditation for our doctoral internship. We will continue to be creative and flexible in adapting our system for ongoing and crisis appointments. Our goal and challenge is to serve increasing numbers of students who present with increasing levels of severity without compromising our high standard for quality mental health care.

# The Counseling Health & Wellness Center



## APPENDIX TO COUNSELING CENTER ANNUAL REPORT 2015-16

**TABLE # 1**

### Counseling Center Staff

Director	Melissa Fallon-Korb, Ph.D.
Assistant Director	Amy Clarvoe, Ph.D.
Secretary I	Jan Strong
Counselors	Shawn Bubany, Ph.D. Marta Guzman, Psy.D. Jeanne Keahon, L.C.S.W., A.C.S.W.
Alcohol & Other Drug Counselor	Angelica Dellapenna, M.S.
Pre-doctoral Psychology Interns	Adrian Garcia, M.A. Priya Pandit, M.Ed.

**TABLE # 2**

### Counseling Center Utilization and Demographics you have a lot of things highlighted in the doc

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Total # Clients*	584	597	556	564	563	546	577*
Total Hours Scheduled*	3281	2896	2835	2775	2070	2688	3319
Mean # Scheduled Appts per Client**	5.2	3.75	3.58	3.72	3.68	3.62	4.17**
Mean Age	20.8	20.9	21.0	20.74	20.79	20.88	21.0
% Reporting that Problems Impact their Education	83	79	78	72	85	65	69
% Clients with Previous Counseling	51	57	55	53	55	48	49
Consultations***	172	165	113	104	98	70	72
Outreach Programs	101	64	67	99	50	84	115



# The Counseling Health & Wellness Center



\*This does NOT include Checkpoint students. Total hours include group and individual counseling.

\*\* Mean # sessions is for average *individual* counseling sessions per client.

\*\*\* A consultation is defined as when a Counseling Center staff member provides professional expertise to someone other than a current counseling client (e.g. a roommate or family member) about mental health issues. Consultations are usually about a distressed student but may also be about specific mental health diagnoses, career paths, residence hall conflicts, etc.

TABLE # 3  
Client Satisfaction Survey Results

Note: Satisfaction surveys were administered at random points throughout both semesters, and sampled a cross-section of clients with different counselors and at different stages of counseling. The number of responses is indicated by each item. Qualitative comments were elicited but for the sake of brevity are not reported here. 32 students responded to the satisfaction survey this year.

Survey Question	Response in %	
Were you satisfied with the time frame in which you were given an initial appointment?	95	Yes
	5	No
Have you been satisfied with time frames and convenience in scheduling follow-up appointments?	98	Yes
	2	No
Did our staff and your counselor treat you with respect and dignity?	100	Yes
	0	No
Did our staff and your counselor treat you in a professional manner?	100	Yes
	0	No
Would you recommend the Counseling Center to a friend if they needed help?	100	Yes
	0	No
Has the Counseling Center helped you in being able to function better academically?	5.2 out of 7*	
How satisfied are you with the help you are receiving?	6.1 out of 7*	

# The Counseling Health & Wellness Center



\*Scale of 1 to 7, with 7 being most helped academically or most satisfied. Note that some students may have had only a small number of sessions at the time of the survey. Note also that perceived help regarding academics is lower because for some students, their counseling concerns did not have as much impact on academics; therefore, they would not experience as much improved academic functioning as a result of counseling improvement.

TABLE #4  
Psychiatric Emergency Response

	09-10	10-11	11-12	12-13	13-14	14-15	15-16
TOTAL number of known students seen for psychiatric evaluation at a hospital	11	23	26	29	15	18**	12
Number of students admitted to Hospital for inpatient treatment	8	10	13	16	9	7	9
Number of students seen for psychiatric evaluation at a hospital w/ follow-up at Counseling Center	8	15	15	22	13	15	10
Number of transports residential students	8	14	23	23	15	15	12
Number students not transported but w/ crisis plan required to be completed	5	5	1	0	10	3	2
Number of student threat assessments conducted	N/A	3	3	3	5	2	1
Number of students mandated for assessment after an AOD transport	N/A	N/A	5	55	43	49**	39

# The Counseling Health & Wellness Center



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\*Note that these statistics do not necessarily reflect all off-campus emergencies, about which we are often uninformed due to client confidentiality laws unless students seek us out for treatment. On-campus psychiatric emergencies are more easily tracked.

# The Counseling Health & Wellness Center



TABLE #5  
Gender comparisons

	Counseling Center Students	College Population**
Female	69%	61%
Male	30%	39%
Transgender	.04%	Not stated
No response	.04%	Not stated

Table #6  
Sexual Orientation of Counseling Center Students

	Sexual Orientation
Heterosexual	78%
Lesbian	2.3%
Gay	1.8%
Bisexual	7.4%
Questioning	1.9%
Prefer not to answer	5.0%
No response	3.7%

TABLE #7  
Race/Ethnicity Comparisons

Race/Ethnicity*	Counseling Center Students %	College Student Population %**
White	79.6	79.0
Hispanic	5.8	10.0
Black	4.6	3.0
Asian	2.1	2.0
Multiracial	3.0	2.0
American Indian/ Alaskan Native	.04	0
International	1.0	1.0
Other	1.1	2.0
Prefer not to answer	1.4	N/A

# The Counseling Health & Wellness Center



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American Indian/ Alaskan Native	.04	0
International	1.0	1.0
Other	1.1	2.0
Prefer not to answer	1.4	N/A

\* These categories are drawn from the college's categories. The representation of diverse student groups at the Counseling Center closely parallels and in some cases exceeds that of the college population. The data is particularly significant because students from these groups tend to under-utilize counseling services. The data suggest successful efforts in reaching out to and/or welcoming diverse student groups.

\*\* Campus data was taken from the Common Data set on the Institutional Assessment Office website.

# The Counseling Health & Wellness Center



TABLE #8  
Referral Sources

REFERRAL SOURCE	2010- 11 %	2011- 12 %	2012- 13 %	2013- 14 %	2014- 15 %	2015- 16 %
Self	51	53	44	45	44	39
Friend	18	15	13	12	11	17
Family Member	11	10	10	10	9	10
Health Center	4	5.2	4	3	4	5
Other	7	4.6	2	3	12	4
Academic Advisor or faculty member	5	4	5	8	4	5
Therapist or doctor from home	6	4.4	5	5	5	4
RA or RD	5	4	11	10	11	9

# The Counseling Health & Wellness Center



TABLE #9  
Checkpoint Program Summary

“Checkpoint” is a psycho-educational program for students who receive sanctions from the Judicial Office for violating the campus alcohol and other drug policy. The Counseling Center’s AOD Counselor/Educator, Angelica Dellapenna, is the Checkpoint Coordinator. Students with AOD related violations pay a \$15 course fee to complete online programs called “E Checkup To Go” (for Alcohol and Marijuana). The online course provides assessment of use, education, and intervention. Ms. Dellapenna used the Marijuana “E Checkup To Go” online program in conjunction with a 2-week psycho-educational class for students with 1<sup>st</sup> offense Marijuana sanctions. Ms. Dellapenna meets individually with students who have alcohol, 1<sup>st</sup> offense Marijuana that are unable to attend class, 2<sup>nd</sup> offense Marijuana, and other drug related offenses, in addition to their online education. A majority of alcohol-related 1<sup>st</sup> offenses are assigned the online program and seen by Residence Hall Directors.

In the 2015-2016 academic year, 173 Checkpoint referrals were completed at the Counseling Center. Ms. Dellapenna conducted 105 individual Checkpoint meetings, with 86 students completing the two-week Marijuana Checkpoint class.

	10-11	11-12	12-13	13-14	14-15	15-16
Total Checkpoint Referrals	367	446	456	387	335	348
Referrals processed by Couns Ctr*	*173	*180	*234	209	177	173
Completed program	171	169	209	185	123	105
Alcohol referrals (AL-I-WV, AL-II, AL-III)	73	71	111	140	97	118
Marijuana-related referrals	80	84	116	71	80	86
Checkpoint Level II referrals (AL-II & MJ)	36	39	45	38	17	31
Other Drug referrals	2	3	7	1	2	4
Amnesty Transport				43	45	39
Amnesty Evaluated				47	26	43

\* AI1 (alcohol first offense) are seen by RHD, assigned online course only, and are processed by the Judicial Office. The 2004-2012 data is based on the students processed by the Counseling Center, except for the grand-total on the top line.

# The Counseling Health & Wellness Center



## 2015-2016 Marijuana Checkpoint Class Evaluation

Based on 57 students who volunteered to take an anonymous survey at the end of the 2-week Marijuana Class. On a scale from 1 (Disagree) to 7 (Agree):

The class was informative and provided education on Marijuana.	6.19
--	------

This class encouraged me to examine my Marijuana use.	6.5
---	-----

Questions, discussion, and feedback were encouraged by the facilitator.	6.8
---	-----

As a result of my sanction(s) through Judicial Affairs, I have reduced or stopped smoking Marijuana.*	3.33
---	------

Overall, this class was helpful for me.	5.74
---	------



**Mission:**

“The Hunt College Union will promote and provide intentional co-curricular and social opportunities for the campus and surrounding communities that support the mission of the college, enhance the collegiate experience, and build community.”

**Motto:** “You Have A Place Here”

**Executive Summary**

The Hunt Union staff continues to work with highly engaged students. The staff is dedicated, knowledgeable, and reliable (ACUI assessment data and customer service surveys). It supports students and organizations to foster leadership opportunities and build community. The college union has cultivated a good rapport with campus departments and we are seen as event planning experts. We are committed to provide service to the college as we chair and/or serve on more than forty committees and task forces. Students see value in the student life services and programs the Hunt Union offers. This is reflected in the sustained high student satisfaction with the “campus center/student union” in the 2012 and 2015 SOS results. Students see the Hunt Union as a desirable place to work, study, and gather. Foot traffic to the union increased by 6% as 1,724 students on average visit the union each day. The Hunt Union modified its 2016-17 action plan and created actions to address items cited in the text of the college’s strategic plan.

The department responded to budget restrictions by reducing student coverage and facility hours in order to meet our obligations and absorb minimum wage increases. With no available funding for summer student staff, the fulltime staff have made accommodations to work evening and weekend events. As fiscal resources tightened we are concerned about a further reduction in hours, less money for student employee training, box office coverage, office coverage, and negative consequences which will impact service to the students and campus community.

The loss of the Coordinator of Leadership Programs position will pose immense challenges as the current staff absorb its duties to sustain the critical elements of the LEAD@Oneonta program. We run the risk of losing some programs and services which could impact student satisfaction as staff is working at capacity to provide support for programs and services.

## **Accomplishments**

### **Assessment**

- Customer service surveys reveal an average overall satisfaction rate of 97.2% with patrons who reserved rooms this year. Of the nine areas we assess (how well needs were met during the reservation process, room availability, equipment availability, room set up, room cleanliness, employee/staff attitude, employee/staff knowledge, employee/staff availability, and overall satisfaction), the lowest rated item was room availability (88%).

- Regards SLO Assessment: Student Employees will demonstrate conflict management skills. A two hour session on conflict management skills for twenty student employees of Hunt Union & CME occurred on the evening of August 26. It was facilitated by Christine Edwards from Residential Life and Housing. It examined conflict resolution styles, techniques and included interactive exercises for practice. Pre-test and post-tests were administered. Modest increases were reported in skill and comfort levels. Student employees (90%) believe they have processes and places to handle conflicts with co-workers & supervisors; nearly all of the student employee's (80%) reported a change in their understanding of conflict resolution as a result of the session; 90% agree their peers consistently apply policies in their positions, and finally all (100%) student employees report feeling better equipped to address conflict as the result of the session.

- During the spring semester the staff reviewed the college's strategic plan which lead to discussions on how we might proceed in the final year of our department plan. We established a SharePoint discussion at our department site so that our staff could access and offer suggestions and feedback as we created our new action plan.

## Greek Life, Leadership, Diversity, Programming, SA/SAAC

-There were 2,242 campus wide events posted to Campus Connection which is an 18% increase over 2014-15.

- Fall Expo in September drew 165 clubs and organizations and attracted the highest numbers of attendees in our history with 2,312 people. The Spring Expo hosted 124 clubs and organizations and drew 1,300 attendees in January.

- LEAD@Oneonta reached its all-time high membership on Campus Connection in May 2016 with 1,534 members, more than double May 2013. LEAD also awarded its most certificates for level completion in spring 2016 with 426 – 275 silver, 95 gold, and 56 platinum (an increase from 386 offered last year). There were 565 opportunities for students to earn LEAD credit this academic year. This is almost 100 more events than offered in 2013, but 17 less events than 2015.

- The 29<sup>th</sup> annual Harvey Delaney Leadership Institute (HDLI) in March; the institute was themed around “The Student Leadership Challenge” with one hundred and nine participants. 100% of participants would recommend HDLI to other students.

- The 15<sup>th</sup> annual Emerging Leaders program was held in November; sixty-one participants. Students reported a better understanding of Emotionally Intelligent Leadership after attending the conference, and 78% of students reported their understanding or definition of leadership changed as a result of attending.

- The 2<sup>nd</sup> annual iROAR occurred in August with sixty-six participants. 97% of students stated they had a new or enhanced perception of what it means to be involved as a result of attending iROAR.

- The 2<sup>nd</sup> annual ULead series occurred in the fall over the course of five Fridays with forty-five participants. 83% of students said Ulead met or exceeded their expectations, and 100% of students who attended more than one session said they grew as leaders or students.

- Transfers in the Lead, a collaboration with the Office of New Student Services, targeting transfer students occurred on December 11<sup>th</sup> with forty-three participants.
- The Leaders Lunch Series provided 10 sessions based on the NACA Competency Guide for College Student Leaders and averaged sixteen participants.
- A new vanguard of peer mentors was established this year: Leadership Mentors. Five mentors assisted fellow students with their leadership development while also developing their personal leadership skills and knowledge.
- Developed and coordinated RED Talk Series (Modeled after TEDx Talks) which connected college mission pillars as themes. Modest attendance (320 total/ approximately 48 per session) but received positive feedback. Recordings of the series are available on the Oneonta SA YouTube channel.
- Under the advisement Director of Campus Activities; SAAC provided 336 events; a 3% increase and co-sponsored 43 additional events including OH-fest XI.
- Hunt Union collaborated with many campus departments and student groups to organize and plan a successful Family Weekend in September. Approximately 399 families (1,168 guests total in guest book) checked in. Average family size was 3.13 person. Of these 56% of families visited freshmen/First Year year students, 14% sophomore, 11% junior, 5% seniors and 13% did not identify. Families' (88%) indicated as long as their student attends Oneonta they would return to this event next year.
- Three of six staff members participated in phase one of the Racial Equity Institute this year. Two staff attended the Micro Aggressions Training offered by the Office of Equity and Inclusion.

- Greek Life: This year 607 students were members of fraternities and sororities, a nearly 10% increase compared to last year. There are 9 sororities and 9 fraternities on campus. This year Latino America Unida Lambda Alpha Upsilon Fraternity Inc. and Omega Phi Beta Sorority Inc. received interim recognition from the College. These two groups are a welcome addition to the Multicultural Greek Council which now has 7 groups.
- or the 2015-2016 academic year Greeks completed 16,756 hours of community service (15% increase vs. last year) and raised \$24,963 (72% increase compared to last year) for philanthropies.
  - National Hazing Prevention Week was held March 29-March 4 with 100% of Greeks attending one program or outreach activity during the week.
- Greek Life Office worked with the AOD counselor and chapter advisors on initiatives to curb alcohol use during recruitment events.
- The initiative to bring unrecognized Greek organizations into the recognized community approved three organizations into the interim recognition process: Alpha Kappa Phi (local sorority), Beta Chi (local fraternity), and Kappa Sigma (national fraternity)
- The Committee on Greek Life in accordance with the IGC Standards of Excellence programs selected the following organizations for Chapters of the Year: Chi Phi fraternity (IFC), Sigma Delta Tau sorority (Panhellenic), and Lambda Theta Alpha sorority (MGC).
- Hunt Union co-sponsored and assisted in the coordination of the college's support of the Regional Poetry Out Loud high school program in February, a partnership with SUNY institutions.
- The Student Association passed a balanced budget of \$1,266,052 which is slightly smaller than this year's budget based on enrollment projections for 2016-17. They also recognized **nine** new organizations: Entrepreneurship Club, Bowling Club, Transfer Student Club, Nutrition for Performance Club, E-sports Club, American Red Cross, LAUGH Club, National Alliance on Mental Illness, and Oneonta Technology and Engineering Club.

- The co-curricular Student Travel for Excellence Program (STEP) committee reviewed forty-two applications and provided thirty-five student awards (83% approval rate). The average amount of each award was \$222.25.

## **Operations, Facilities and Sustainability**

- In 2015-16 room usage/bookings (3,328) declined by 6% due to a combination of the Waterfront Room being offline for three months to resolve a sagging ceiling soffit and the introduction of “open access” rooms (second floor meeting rooms) which debuted in the fall and were widely used throughout the year. The flexible access accommodated groups to use these spaces impromptu/as needed when they weren’t reserved. Room usage/bookings remains 16% above the fifteen year average. The upcoming HVAC project will impact and decrease room usage and traffic for the next two years.
- Foot traffic increased by 6% this year (data measured by traffic counters installed in the entrance doors) with a daily average of 1,724 persons per day. Sundays continue to attract the lowest foot traffic numbers and room usage.
- The number of campus events having tickets sold at the box office increased by 18%.
- Student Techie position was restructured into an Event Support Intern to be fully implemented in 2016-17 (class credit/stipend).
- While the weather was not cooperative and the ice depth/quality was never satisfactory which prevented approved Ice Skating activities at the pond; policies and procedures were formally established and approved by Office of Facilities and UPD in January.
- The Office of Sustainability reports the Electronic Waste collection program housed in and supported by Hunt College Union staff collected 1,066 lbs of items this year; a 7.5% increase compared to 2014-15.
- The basement restroom renovations including two all gender facilities were operational by the start of the school year; ADA doors and signage were complete in October.

- Worked with Office of Facilities to secure fifteen round tables to replace worn and broken pieces.
- Collaborated with the Student Association to identify a location behind the Hunt Union to house the bike shed for the SA bike loan program.
- Dragon's Lair successfully petitioned the SA to receive funding for payroll next year. While average player usage declined by 8% (34.01 per day) vs 2014-15, it remained 12% above the seven year average (30.17).

## **Professional Development, Committees/Service to the College, and other Achievements**

- Angie Eichler, Greek Life Advisor continues to serve as Treasurer of the SUNY Fraternity and Sorority Advisors Association. She attended the SUNY Greek Advisors conference last summer and will attend the next one scheduled this summer in Albany. She is member of the Association of Fraternity Advisors.
- Angela Deleski, Events Coordinator and Kathy Hewlett, Information Desk/Box Office Manager attended the Launching SUNY Initiatives on Mindfulness and Health conference at SUNY Buffalo on March 4, 2016.
- - Bill Harclerod, Director of Campus Activities just completed his term on the Board of Directors of his professional association (National Association for Campus Activities) having served this last year as treasurer of the \$5 million organization. He asked to present at the NACA West Conference in Spokane Washington, the NACA Mid-Atlantic Conference in Buffalo, and the NACA Festival at Penn State. He also attended the NACA National Convention where he actively participated on behalf of the educational foundation.

- He presented “Leadership Lessons from Roald Dahl” an extended session exploring eleven lessons from literature /film and interactive activities modeled after Dahl’s work at both Festival and the Mid-Atlantic Conference, “SUOSTFU! Creating an open and inclusive concert selection process” based on the processes used here at the college to reduce negative social media backlash during concert act selections and increase student voice into the process at Mid-Atlantic, and Engaging Faculty as part of a co-curricular leadership program at the West Conference He also chaired and hosted a very successful New York Leadership Educators Conference (NYLEC) on June 6th which hosted more than 100 delegates (CSPA-NY anticipated 80 delegates) for this one day event. He co-authored the New York Council for the Humanities grant to bring local high schools to campus for Common Read author, Ishmael Beah.
- Elise Cain, Coordinator of Leadership Programs made vital contributions serving on the NYLEC conference committee including delivering a presentation “Crossing Lines: Collaborative Initiatives for New Student Leaders” with Kate McMichael, Assistant Director of New Student Services. Cain serves as the advisor to Omicron Delta Kappa (ODK). This year ODK was selected to receive a 2016 Maurice A. Clay Leadership Development Initiative Grant in the amount of \$500. This money was used to create an Honor Society Workshop event in the spring 2016 semester. In 2015 our chapter earned a Superior Circle award.
- Robb Thibaut, Director of Hunt College Union attended the 96<sup>th</sup> annual Association of College Unions International (ACUI) conference in New Orleans, LA on March 19-24. He co-presented an educational session “The Slam- One Funky Gumbo of Poetry, Identity, and Transformation” with Brian Magee, University of Rochester. The session is based on ongoing research of college students involved in the college poetry slam movement since 2012-13. It examines the poetry slam movement on college campuses in terms of diversity, equity, and inclusion, student learning outcomes, student engagement and the possible implications on retention. Thibault currently serves on the 2017 ACUI Conference Planning Team for the 97<sup>th</sup> annual conference in Philadelphia.



- He assists with the selection of keynotes, entertainment and community building activities. In April he provided tournament oversight for the 16<sup>th</sup> annual the ACUI College Unions Poetry Slam Invitational (CUPSI) hosted by the University of Texas-Austin, April 6-9. Sixty seven college teams from Canada, U.S. and Scotland competed in a four day competition. This is the fifteenth consecutive year SUNY Oneonta sent a team to this tournament. Our team of students included: Daniella Plunkett, Stefan Mirvil, Daija Russell, Marisa Tambasco, and Kimberly Kehr. SUNY Oneonta finished thirty-sixth overall. Thibault established the first CUPSI tournament at the University of Michigan in April 2001 and has remained very active since.
- In 2015-16 Hunt College Union staff chaired and/or served on more than 40 campus and SUNY committees, and task forces including but not limited to: Alcohol and Other Drugs, Mental Health Task Force, LEAD Advisory Council, College Enhancement Committee, Spirit Curriculum Committee, Applied Learning Network, Diversity Education Task Force, Engaged Learning Award/ Degree of distinction work group, Family Weekend Steering Committee, Budget Advisory Committee, Committee on Greek Life, Co-Curricular STEP, Institutional Assessment Committee, Internal Controls Committee, Applied Learning Task Force, Labor-Management Individual Development Awards Committee, Midnight Madness, Orientation implementation team, Social media users group, Committee on public events, Welcome dragon week committee, and SUNY Chancellors award committee for student excellence.

### **3. Challenges Faced during the Past Fiscal Year**

The future of the Hunt Union as OAS prepares transition to new facilities; and the shareholder discussions of who should relocate and where in vacated space; and what new “wow” enhancements students’ desire in relation to limited funds for the project.

- Temp Services Allocation: balancing patron needs of the building while reducing student building coverage and services, and absorbing minimum wage increases.
- Loss of a key fulltime position- Coordinator of Leadership Programs- we are in the earliest stages of transition to determine how to sustain the LEAD program.
- Decrease in rental income.
- Adapting to changes in leadership in the division as we learn through “fresh eyes” of new and exciting directions (we are curious on the reverberations of change with a new SUNY Chancellor in the year ahead).

#### 4. Budget Summary

All Hunt Union budgets in 2015-16 did not exceed their overall allocation. In order to ensure and meet our budget, temporary service reductions were necessary in the spring; including reducing student coverage by 15 hours per week at the information desk, and reducing building hours by 2 hours on the weekends. Through these cuts we were also able to absorb the minimum wage increase and meet our allocation by just over \$100. Regrettably there were no monies to support summer student managers and the fulltime staff has covered the building for some activities on evenings and weekends when needed.

We anticipate we will remain within budget in our temporary service lines and absorb the minimum wage increase in 2016-17 as a result of adjusting and reducing our student facility and services coverage, and the limited access to the union during the summer of 2017 for HVAC work. We expect negative impacts on both external and internal customer service as a result of both. Additional resources will be needed in 2017-18 to keep up with approved minimum wage increases and demand for services. If, however, the resources cannot be found, the union will be required to reduce building and other service hours which may malign our mission and impact student access and satisfaction.

- Introduce National Association for Campus Activities (NACA) learning outcomes early in the learning process for student organization officers: This year the NACA learning outcomes were introduced early in the fall semester for student organization officers. Workshop with student leaders was conducted on 9/21/15 and the 2015-2016 Leaders Lunches were based on these Core Competencies.
- Pursue funding and college support of a video-wall in the International lounge: Efforts to seek out support for this idea prior to and leading up through the fall came up short. No submittal was made. This or some other high tech installation may be worth pursuing in the future.
- Explore Augmented Reality to provide more info on events and services: Google purchased companies working on it and it is on hold pending future re-launch
- Develop a social media site for connecting "building managers" over the years as a means of networking: Introduced in the fall. Thirty-seven alumni currently participate in a private Facebook site; we hope to increase members with assistance of Office of Alumni Engagement in the year ahead.
- Pursue installation of an electronic bulletin board in the lower level: Campus enhancement grant to fund request was denied.
- Implement and assess internship opportunities offered through Hunt Union: Developed a rubric to evaluate the interns working in the Hunt Union offices. The rubric is three parts and the students do a self-evaluation before they begin their internship, there is a mid-semester check, and a final evaluation.
- Research webinar/other media sources for training that would benefit student staff: Resources and recordings of webinars available on Hunt Union webinar site.
- Developed an outreach protocol for AALANA, EOP, FYE, transfers and other cohort groups about getting involved. Plan was developed in consultation with OEI and Enrollment Management staff (EOP/CAMP).
- Explore opening rooms up that aren't being used for reservations as open study areas: In August initiated "open access" for three meeting rooms on second floor in order to reflect our department motto "you have a place here".

- Patrons can use these rooms when not reserved. Access has been popular and reaffirms our department slogan.
- Survey student needs for Hunt Union in the post OAS move: study completed and report on results sent to Hunt Union Space Committee in November.

## 6. Trends and Future Directions

As we look to the future, we need to decide what the identity of the Hunt Union is and its future after the OAS departure. What is the College leadership's view on the purpose, or role of the Union? Will we lean to a more student service center model? How does the Hunt Union fit into the college's strategic plan? Further reflection and discussions are required.

Opportunities to generate revenue from rental space in Hunt Union will be reduced throughout the HVAC project. Creating a marketing plan for summer of 2019 should be a priority for the college. In the meantime, the Hunt Union staff's knowledge and event planning experience can be tapped to support revenue generating initiatives in other campus spaces in 2017 and 2018.

We anticipate foot traffic into the Hunt Union may decline when the new OAS retail operations open. With the Welcome Center about to be built, this may be the time to explore adding a new food option in the Hunt Union as traffic may support a new food concept with the welcome center, new outfitters building and Hunt Union driving more foot traffic into the area.

There are possibilities to have Leadership Programs collaborate with the Applied Learning Network as well as become a part of the Engaged Learning Award. These opportunities should be pursued as to broaden the connections and networks of Leadership Programs and the Hunt College Union with other campus entities.

As use of the CollegiateLink platform, has shown great benefit to the college and more departments are using in it, the college should develop a plan to take over, or pick up a greater share of the annual costs of this from the Student Association. We are fortunate to have had the support of student development to fund the \$2,000 for the curriculums module.

- We observe visitor's will often by-pass information desk because they appear to not see it; this has created customer service barriers and we plan on improving and enhancing the signage system in the year ahead.

## **7. Goals for coming year- New Actions for 2016-17**

- Assist in developing the curriculum for the Engaged Learner Award: Contributions to the possible program from Hunt Union staff serving on the committee and acknowledgement of co-curricular importance in learning.
- Appeal to the Applied Learning Task Force by the Hunt Union staff to broaden its understanding and recognition for intentional connections with the co-curricular world of our students: Contributions to the final report/proposal which acknowledge co-curricular importance in learning and the contributions by many professional staff and their departments.
- Support the Common Read program by researching potential authors, negotiating the contract and working on logistics for the day and by offering guidance and support for ancillary programming: Strong campus participation in the workshops offered and ancillary programming.
- Assist in the implementation of the new orientation model: be seen as integral to the planning and execution of the event.
- Review Hunt Union co-curricular and LEAD LOs and present to Vice President Student Development: Ensure the Hunt Union operating ELOs are in line with college expectations.
- Explore how the at-risk indicators (lack of attendance at events /involvement, over involvement) factor into the new early warning system: Inclusion of under/over involvement in the early warning process.
- Develop a proposal for a college union fee to reduce temp service expenses and create steady funding for operation.
- Pursue opportunities to assist with marketing the college and its facilities to non-college fee paying users: Identification of plausible services or groups to market college facilities.
- Identify program partnerships which can create opportunities to develop revenue sharing programs: Proposal of potential ideas to pursue.

- Develop an anticipated plan for cost reduction if further budget reduction is necessary for 2017 and beyond.
- Administer ACUI assessment on student satisfaction in the college union in spring 2017: Seek improvement on number one predictor of student satisfaction: College Union Enhances Life and Leadership, and sustain or improve in the eleven others compared to 2014 results.

## **Appendix-**

All staff annual reports and more than 40 pages of appendices are available upon request.

# Residential Community Living



## Mission Statement

The Office of Residential Community Life supports the educational mission of the College by providing opportunities and experiences for learning outside the classroom. We challenge and support students in leadership development, community service, civic engagement, and embracing diversity/inclusion. To meet the changing needs of students, we continually assess our policies and procedures, facilities, services, and standards. We strive to develop a sense of belonging and respect within our residential community

## Summary Highlights

During 2015-16 the Office of Residential Community Life was able to retain more juniors and seniors on campus with Oneonta's new One Rate, roll out a new intensive programming model, and begin development of a new student staff leadership position. We continued a marketing plan to assist in stabilizing the on campus population and implemented the new alcohol policy for use in the Higgins Apartment Building.

Following our staff retreat a year ago in January, Residence Life renewed our focus on community development within the residence halls, and implemented adjustments in our Resident Advisor (RA) and professional staff training in August. We made plans to relocate our Transfer Living Community to Hays Hall, which hopefully will attract more transfers to campus in their first year. Finally, we developed a new off campus student website to assist students in understanding community policies and responsibilities and added an electronic listing of landlords who provide a Certificate of Compliance with the City of Oneonta.

## **Accomplishments**

### **2015-16 Departmental Goals/Outcomes**

The goals set forth for the year and their level of accomplishment were as follows:

#### **Pilot two kitchen renovations for Higgins apartments.**

Two kitchen renovations were completed during summer 2015

Students who lived in apartments with kitchens were assessed and found to be more satisfied with their kitchen units than students without kitchens

All students living in these two units (both fall and spring terms) purchased the “Higgins meal plan” (the lower plan) and supplemented with cooking. In the fall term 88% of all Higgins students purchased the “Higgins” plan, and 94% in the spring.

There were no safety issues from cooking during the school year in these two units.

#### **Implement the new educational wellness programming model and its expectations**

Resident Directors and RAs were trained during fall and spring orientations

- The program was utilized and assessed during 2015-16, and recommendations for improvements have been made for fall 2016
- On the program planning learning outcome rubric, we found 96.2% of all RAs had reached the “meets” skill level on their RA evaluation
- 90% of student representatives in Hall Government or RSO are satisfied with the new model



# Residential Community Living



## **Determine the future direction of technology development for Residence Life for paperless projects (Strategic Action Plan-Sustainability goal)**

- All of our processes are paperless except the “dorm damage” process.
- We are on the list of projects, but have not begun the process of change over yet.
- The announcement by IT that moving to Banner XE will necessitate departments to outsource their processes is financially problematic

## **Implement the new alcohol policy in Higgins Hall**

- RA/RD staff was trained in the policy, confrontation expectations and documentation of incidents by Residence Life, University Police, and Community Standards during August orientation

The policy was implemented in Higgins Hall

- 93.54% of students responding to the Quality of Life survey in Higgins Hall are satisfied or highly satisfied with the new policy that allows alcohol in their residence hall.

## **Pilot a program utilizing one of the suites in Matteson Hall as the temporary Oneonta State Emergency Squad (OSES) Office/On Duty Location**

- One suite was held offline and assigned to the OSES
- Furniture was reallocated to furnish the groups’ needs
- There were no complaints regarding behavior of OSES members or their activity from students of Matteson or their Residence Director

# Residential Community Living



## **Members of the Residence Life professional staff served on the following campus-wide or divisional committees:**

Bias Acts Response Team	Battle of the Red Dragons
Behavioral Assessment Team	Emerging Leaders
Orientation Working Team	Appeal Panel for SD Board
Orientation Implementation Group	Dragon Pride Committee
Orientation Move-in Group	UPD Independent Review
Living/Learning Communities	Strategic Planning Committee
Midnight Madness	Facilities Master Planning Steering
Harvey Delaney Leadership	Greek Affairs Committee
Action Hero Committee	LEAD Advisory Council
Safe Space Facilitator/Planning Committee	STEP Committee
Campus Life Committee of College Senate	OSES Advisory Board
Degree of Distinction Task Force	Banner Steering Committee
Alcohol and Other Drugs Committee	
College Camp Advisory Committee	
Financial Literacy Committee	

## **Members of the Residence Life professional staff served as Advisors to the following student groups:**

Student Association  
6 Greek organizations  
St. Jude's Giants  
Harry Potter Club  
National Residence Hall Honorary  
Resident Students Organization  
OZONE  
Oneonta e-Sports Club  
Oneonta Yearbook Club

# Residential Community Living



**Members of the Residence Life professional staff served on three College search committees.**

Staffing changes within the Residence Life professional staff this year included four new Residence Hall Directors (RDs), three final retirements for Administrative Assistants, and one new Administrative Assistant. The four new RDs replaced four staff members that secured next level positions at SUNY Oneonta or other universities.

# Residential Community Living



## **Challenges Faced and Budget Summary**

The DIFR budget, which funds numerous areas of the campus, is in its second year of decreased occupancy levels. This is a result of two factors- a decreasing pool of applicants to the College and direct competition with off campus housing areas, most notably, Hillside Commons.

Last year the College noted a softening of the applicant pool. Admissions extended transfer acceptances through June 1<sup>st</sup> before they, and Residence Life, reached targets. While we have reached our freshmen target for fall 2016, we are still 100 short of the transfer target for housing. We will continue to accept any transfer housing application that is submitted right through August, as well as continuing student, readmits, exchange students, and fulltime non degree students.

Unlike last year, Hillside Commons is not fully rented for the 2016-17 academic year, and landlords downtown are also still looking for tenants. With Oneonta's One Rate, our rental prices have been frozen for juniors and seniors since 2014, while the off campus prices are not. As a result, we have seen an increase in juniors and seniors who participated in room selection for fall 2016. There is an increase of 19.9% of sophomores going into their junior year and an increase of 69% of juniors going into their senior year who chose to remain on campus.

One challenge we face is the increasing minimum wage we pay any temporary service student employees. This will affect our Night Host program and conference assistants we hire over the summer.

Another challenge is the decreasing number of residential conferences the College is attracting during summer, and the increasing number of online summer courses, which soon will eliminate the need for any on campus housing during summer sessions.

Finally, the cost of feeding student staff during orientations has increased by 36% over the course of four years. We find it is a delicate balance between training which must occur, especially with New York State training mandates, and the number of days we can afford with staff on campus. On campus training is much more preferable to online training when you are promoting community development and interpersonal skills.

# Residential Community Living



## Assessment/Action Plan for 2015-16

During the 2015-16 academic year, Residential Community Life assessed the objectives in the table below, using the actions and assessment measures/criteria indicated for each action.

***Goal #1: Provide an effective support structure to assist students in social development and guide their experience as a member of a community.***

Objective	Action/Strategies	Completion Date	Resources Required	Person(s) Responsible	Expected Outcome	Actual Outcome
B. Train students to recognize and properly document bias related acts.	<ol style="list-style-type: none"> <li>1. Co-train with the Office of Student Development to prepare RAs/ATMs to recognize bias related acts during fall and spring staff training</li> <li>2. Train staff to follow procedures and properly document bias related acts during fall and spring orientation</li> <li>3. Disperse information at residence hall meetings to train students to recognize bias related acts, and whom to notify in the event of witnessing such an act.</li> </ol>	August, 2015	N/A	Professional staff, Residence Life	<ol style="list-style-type: none"> <li>1. RAs will be evaluated on the learning outcome for recognizing and documenting incidents and all will reach the "meets" level of skill in the LO rubric</li> <li>2. Using the Quality of Life survey, 70% of responding students will indicate they are aware of how to properly recognize and document a bias related incident</li> </ol>	<p>On the learning outcome rubric, 84% of all RAs reached the "meets" level of skill for recognizing and documenting bias related acts.</p> <p>2. Institutional Research inadvertently left this question off the Quality of Life Survey this year. It will be posted next year.</p>

***Goal #2: Facilitate and design experiences to enhance leadership development in co-curricular opportunities***

Objective	Action/Strategies	Completion Date	Resource Required	Person(s) Responsible	Expected Outcome	Actual Outcome
C. Train RA/ATM candidates in effective interviewing skills that will maximize their ability to secure a student leadership position	<ol style="list-style-type: none"> <li>1. Create a program to teach effective interviewing skills for candidates in the fall and spring terms.</li> <li>2. Create an opportunity for candidates to have a mock interview to prepare for positions in the residence life area before the actual process begins.</li> </ol>	Feb/March 2016	N/A	Professional Staff, Residence Life	<ol style="list-style-type: none"> <li>1. Using a learning outcome rubric, we expect to find that 80% of students who attend the programs and participate in mock interviews will reach the "meets" level of identifying and utilizing effective interviewing techniques</li> </ol>	Using the outcome rubric, we found that 94% of students who attended the interview training program and participated in mock interviews reached the "meets" level of identifying and utilizing effective interviewing techniques

# Residential Community Living



**Goal #3: Continually develop facilities, policies and procedures, services and standards to support evolving student needs and interests.**

Objective	Action/Strategies	Completion Date	Resources Required	Person(s) Responsible	Expected Outcome	Actual Outcome
B. Compare best practices of those in our SUNY sector and implement a new alcohol policy for on campus students	<ol style="list-style-type: none"> <li>1. Survey colleges in our SUNY sector on practices for alcohol policies for students on campus</li> <li>2. Create a new alcohol policy for residential students</li> <li>3. Implement the new policy in one residence hall as a pilot program in fall 2015</li> </ol>	Fall, 2015	N/A	Professional staff of Marketing and Policy Committee, Residence Life	<ol style="list-style-type: none"> <li>1. Using the Quality of Life Survey, we expect to find that 80% of students residing in the building with the pilot program will be satisfied with the new policy</li> <li>2. The actual number of violations of the Higgins policy will be lower than an expected 10</li> </ol>	<ol style="list-style-type: none"> <li>1. Using the Quality of Life survey, we found that 93% of students responding to the survey were satisfied with the new policy.</li> <li>2. The actual number of violations of the Higgins policy was 4.</li> </ol>

# Residential Community Living



## Departmental Goals 2016-17

Goal/Objective	Planned Action	Time Frame	Measures	Issues to be Addressed
Enlarge the Transfer Learning Community (TLC) and move it to exclusively occupy one residence hall	Hire residential staff directly for this program  With New Student Services, plan the training, of staff, and the program to be implemented	May 2016-May 2017	Students in the Transfer Living Community will be more satisfied with the program in their residence hall than transfer students not housed in the TLC (Quality of Life Survey) (First 6 Weeks Survey)	Staff training Program development
Utilize new social media student interns to positively market the residence life program in both the fall and spring terms	Select and train the interns  Develop new Twitter and Snapchat accounts to reach out to students. Market these accounts to on campus students  Improve outreach to parents/families via the Residence Life website and Facebook page	August 2016-May 2017	75% of on campus students will "follow" the Residence Life group on Twitter and Snapchat  We will increase the number of those who "like" the Residence Life Facebook page to 5000	Prepare a performance program for the interns  Prepare evaluations of the interns
Prepare for the transition of Banner 8 to Banner XE. Determine the future direction of technology development for Residence Life (Strategic Action Plan-Sustainability goal)	Work with the Computer Center to determine level of support and training to make the transition, review new commercial products	Fall, 2016	Feedback from IT and budget personnel	Budget
Plan opening the new student residence halls with as little congestion and as smoothly as possible	Train RA/RD staff in new schedule  Plan and coordinate with the Move in Committee and Orientation Implementation Teams  Have enough "move in equipment" available	August 2016	Student and family feedback	Appropriate planning and organization  Budget
Host a successful NEACURH conference	Support and advise the student planning committee	August- November 2016	Evaluation by NEACURH attendees and NEACURH professional staff	Appropriate advisement and planning  Coordination with College facilities and food service

# Residential Community Living



## Summary, Conclusions, and Recommendations

During 2015-16 Residence Life made progress on all goals, except those which involved the Institutional Technology (IT) Department. We have meetings scheduled with IT to pursue our last initiative before the transition to Banner XE. The transition to Banner XE will prove to be particularly difficult. We have been unable to find a product which can compare with our present functionality. Additionally, the cost has been prohibitive.

It appears the new rental price structure (Oneonta's One Rate) and implementing independent living options in Higgins have begun to make an effect on maintaining occupancy. We have an internship plan in place for 2016-17 to use student expertise in social media to increase marketing our program to families and students.

A new programming model assisted in returning our program back to basics which values community development within our residence halls. We will continue our approach to staff orientation in August concentrating on intentional interactions with residents and relationship building within the halls.

Finally, we spent the year preparing for new living/learning communities for freshmen, and enlarging and moving the Transfer Living/Learning Community to occupy its own residence hall. We will continue to work with professionals across divisions to further engagement of students as much as possible.

Challenges for next year:

Begin planning with Institutional Technology the transition to Banner XE. Secure \$50,000-\$100,000 for a third party vendor for Residence Life

Assess and continue to develop strategic changes in policies to increase occupancy in residence halls

Review the Macduff Hall renovation design and suggest changes to create a positive environment and independent lifestyle for juniors and seniors while residing on campus



# Residential Community Living



## Summary, Conclusions, and Recommendations

Put into operation the social media internship program to assist in marketing the Residence Life program

Implement new living/learning programs in the FYE halls and begin development of two additional ones

Have a logistically successful orientation opening

Host the NEACURH conference



## Executive Summary –

The mission of the University Police department is to provide a safe environment for teaching, research and social endeavors and to protect the lives and property of the students, employees and visitors at SUNY Oneonta.

This mission is pursued within the framework of the SUNY Oneonta rules and regulations and all local, state and federal laws. All university police officers are fully certified under NYS regulations. The investigation of crimes committed on the campus fall under the jurisdiction of the University Police Department. The University Police also work closely with the City Police, Sheriff's Department, and the New York State Police to assist them with incidents that may occur off campus but involve campus staff or students.

Virtually every goal and objective in the College's Comprehensive Plan and new Strategic Plan is dependent upon an environment free from fear and disruptive incidents. There is an assumption of safety until an incident occurs that alters the way members of the community conduct daily business. The goals and objectives established here seek to ensure that the campus is safe for teaching, research and student engagement. University Police recognizes its obligation to conduct its activities and treat all persons in a lawful, fair, equitable, and evenhanded manner without regard to race, color, national or ethnic origin, gender, sexual orientation, religion, disability, political affiliation, or personal interest.

## Goals and Corresponding Objectives:

### Increase Department Professionalism

- Leverage hosting of the Otsego County Law Enforcement Academy (OCLEA) to enhance the training for SUNY Oneonta officers.
- Facilitate training opportunities to enhance response to emerging campus issues.
- Maintain accreditation through New York State Department of Criminal Justice Services.
- Improve communication with the campus community by providing police action data on department web page.

# University Police



## **Enhance Positive Interaction and Engagement with Campus Community**

- Increase the officer engagement with student based social groups.
- Increase educational training opportunities for specific campus groups.
- Improve consumer satisfaction with UPD services.
- Increase officer engagement with underrepresented student groups.

## **Maintain Compliance with Cleary and Department of Education Mandates**

- Keep compliant with all current Cleary mandates
- Educate officers on regulations
- Maintain accurate Data sources

## **Examine technology as a resource for added security and policing functions**

- Review current infrastructure and use data to direct new projects.
- Examine new and emerging technologies for consistent and relevant application for campus law enforcement.

## **Accomplishments –**

- The NYS University Police at SUNY Oneonta has strived to meet and exceed the objectives that have been set. The following are the accomplishments made in the past academic year
- We have utilized the affiliation of the campus with the operations of the regional academy to facilitate enhanced opportunities for “train the trainer” type instructor seminars. This enhances the level of instruction we can provide both through the academy and indirectly to our officers through our in-service training program. Many of the training we have conducted deal directly with the emerging areas of criticism regarding police/citizens encounters nationwide. These topics include dealing with sexual assaults, dating and domestic violence and fair and equitable policing.

# University Police



- The accreditation process has changed radically this year. These changes have required our department to review all documentation in the department's General Orders and modify each according to the change in standards. The state has changed from 133 standards to 100 but this was not a simple consolidation, new standards were created in addition to the consolidation of other sections.
- In an effort to maintain our transparency with our community we have continued to produce an annual report. This annual report is based on a calendar year to align more closely with our Federal reporting standards to the Department of Education.
- The department's engagement with the campus community has been enhanced this year due to attempts to work with several groups on programming and educational issues. Members of the department conducted two R.A.D. (Rape Aggressive Defense) programs this year for female students, doubling our projected engagement. Educational programs were conducted prior to the start of the academic year for all athletes, this was a joint project between Athletics, University Police and the office of the Health Educator. Officers performed educational seminars in the resident halls and provided programs for fraternities and campus groups on safety concern in high risk events.
- The college has maintained our compliance with the required mandates stats for Cleary data. The integration of enhancements to our records management system has made the collection of this data less challenging and more transparent.
- The department is in the final stages for presenting a pamphlet for student use based on safety concerns for a driver, when they are stopped by the police for a vehicle and traffic violation. The chief made a presentation to the New York State Criminal Justice Educators Association in the fall.

# University Police



- Members, including the chief, serve on the following committees, Facilities Planning committee, Personal Safety committee, Bias Acts Response Team, Behavioral Assessment Team, SUNY and N.Y.S. Emergency management groups. The chief was asked to sit on a standing committee that was formed by the New York State Department of Criminal Justice Services. This committee was tasked with creating a uniform body camera policy for the use of all police agencies in New York State.
- One member of the department, T-Sgt. Daniel Rommer, took part in SUNY's University Police statewide initiative for the "Train the Trainer" program that was hosted in Syracuse.
- T-Sgt. Shawn Callahan has been very involved in the Regional Intelligence Sharing Unit and in this function assisted in hosting a two day-long seminar on various topics. These topics were presented by several Federal Agencies and was disseminated to any police agency in the Troop C Zone.
- Our Emergency Manager was a co-host and facilitator for the second annual SUNY emergency management seminar this past semester.
- We had three female graduates from the OCLEA this past January. It was the first academy session that had over half of the recruits being female. One of our recruits, Maria Fernandez-Naughton, won the Ricky Parisian Award. This award is presented by the family and is named after a NYS Trooper from this zone that was murdered in the line of duty. The award was presented to the recruit that exemplifies the values of Heroism, Integrity, Honesty, High Moral Standards, Loyalty, Respect and Professionalism.
- The end of 2015 was another milestone in the history of the NYS University Police as a statewide entity. The governor signed into law the bill that created a 25year half pay track for the police officers employed by SUNY. In the past officers would have to work an average of 30 – 40 years before they could retire without a penalty. This fact alone made recruitment difficult.



All but three sworn members made the change to the new system. Two of these officers that did not change will retire prior to the beginning of the 2016-17 academic year. The retirements that have been announced will also require the promotion of two officers to supervisory levels. Through advanced planning, the two vacancies in the officer ranks are filled by two new hires that are currently attending the OCLEA.

## **Challenges Faced During the Past Fiscal Year**

Over the past year there have been several challenges to the department financially. There have been two major technology projects added to the University Police technology area in recent years. Both of these projects were initially funded and maintained by cost savings from savings at the end of the fiscal year.

These two projects were *IMPACT*, the Records Management System (RMS) and Taser Axon units the department body camera program. The RMS was installed and the first two years were paid for by the end of year cost savings. The body camera equipment was initially funded and maintained through the second year, with end of year budget savings. Neither of these programs had any funding added to the University Police budget to meet the yearly subscription and maintenance costs.

The lack of added funding to the budget for the ongoing costs associated with these programs has led to a great budget hardship. The yearly costs for the body camera system was funded this year through a cooperative arrangement with the director of IT that we would both sign off on the use of the campus CCTV budget funds to pay for the yearly maintenance and subscription costs for the body cameras.

A third technology problem for the budget, occurred this fiscal year with the problems associated with the vendor and the equipment required for our online submissions for fingerprints. This system is approximately five years old. Originally the equipment could not only process the required arrest fingerprints but could, additionally be used to submit student teacher candidate prints to the Education Department.

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When this system was being purchased the determination was made that the department would not charge any Oneonta student a fee to provide this service on campus. This fee would be used to provide a funding source to replace the equipment when it had reached the end of its lifespan, this time was set at approximately 5-6 years. When the decision was finalized it was noted that since there would be no fee, the college agreed that it would need to take on this fiscal responsibility to fund the equipment replacement when that time came. The equipment needed to be replaced this past year, and the cost was approximately \$14,000.00, this amount was funded by the Vice President for Student Development. Again as with any newer technology there is a yearly subscription/maintenance fee. The fee that has been deemed the most appropriate is \$3,450.00/year and will be due during the next fiscal year. This amount includes a 24 hours maintenance contract, cross shipping and a full technology refresh at the 5-7 year period. Again there has been no permanent addition to the University Police budget to incorporate this fee.

The last financial difficulty this year is one involving the communications from the patrol vehicles to computing services. The significant loss of campus Wi-Fi in the areas readily accessible to the patrol vehicles has hampered officers being able to complete paperwork in the field. The alternative is to invest more money in an upgrade to the current RMS program or to connect via a cellular modem in each patrol vehicle. The cellular modem was the suggestion of our campus IT department. The only problem is that this solution comes with the costs of approximately \$1,920.00 yearly. The vendor is now testing a version of the RMS software that does not require real-time connection with the server but this is an upgrade to our present purchase. The other alternative is officers returning to the station to write all of their reports, this option could possibly result in additional staffing costs associated with the downtime of requiring officers to return into the station to complete any report.

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## **Budget Summary –**

During this past year the University Police have had cost savings in the area of PSR savings. These savings will not be fully recognized until the completion of the retirement and promotional moves have been completed. The supervisors were both senior department members, and their replacements will be hired at a cost savings. Additionally the replacements that are currently in the basic academy will be at the hiring rate for officers' rank.

The department was able, this year to work with Information Technology to take advantage of the funding source for our campus CCTV funds to pay for the yearly subscription and maintenance fees associated with the body camera program. The use of this alternate funding source for the cameras saved the department budget the \$7,200.00 for this year. Additionally the department has applied for the Bulletproof Partnership program through the Federal government. This program is a grant program to assist police departments in purchasing the protective vests for their officers. The funds are distributed on a portion of a lump sum payment by the Federal government. This amount is not shared equally across all departments and is divided according to the Department of Justice. These awards can range anywhere from \$50.00 per vest up to 50% of the costs, and is solely dependent on how many departments place requests and how many vests each department is purchasing.

## **Office Assessment Plan and Learning Outcomes –**

The main areas for the department this year was active community engagement and the various aspects of technology that assist the officers. The following areas have proven most successful or problematic.

- Community engagement. The department conducted two Rape Aggressive Defense (RAD) classes this year. Although both sessions were successful we had only four females in the first session and the second session we had the maximum of 16 students. This was a success in another area. This was the first time that the chiefs from SUNY Oneonta and SUNY Cobleskill shared officers for this type of program. We are trading officer hours on a one-to-one basis between the two colleges for this type of training.



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- Programming. The department began its programming efforts with training of our student athletes in cooperation with our campus health educator. The male athletes were instructed in two large groups by our department and the females were instructed in two large groups. The training centered on the new legislation of Affirmative Consent and laws and regulations involving dating and domestic violence. This training took place on the weekend prior to the commencement of classes in August. The training was well received by the athletes and I received very favorable comments from some of the athletes and the coaching staff. We are already engaged in planning for August 2016 training with the Athletic department.
- Our department conducted training sessions in the residence halls that involved safety and security issues, drug and alcohol abuse, and how these topics related to the violations or various sections of the laws of New York. Programs were additionally conducted on demand and included sessions on vehicle maintenance and emergency issues with the student's cars.
- In efforts to reach more students than in the residence halls, officers conducted training and informational sessions for fraternities and sororities on practices for having a safe party. Although this event was not as well attended as hoped, we are working in cooperation with a fraternity to conduct a similar session involving the laws of New York that the students may not be aware of that affect them when hosting parties or living in a group environment.
- The figures for the calendar year 2015 showed 70% less reported burglaries than the previous year. The department will keep our presence up in the residence halls in the evening and late night hours hosting presentations or conducting walk through foot patrols.



## **Trends and Future Directions**

- The trends that we have been addressing this year – and I do not see a drastic change is that our budget resources are constantly taxed due to the increasing number of services that require yearly subscriptions and maintenance agreements in the field of technology. Many of these services are required by regulations or aid greatly in the area of transparency and data collection that they cannot be completed without.
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- Officers need to be able to deal with the members of the community in a fair and equitable manner. I do not foresee the public sentiment of policing in the US in general changing in the near future. This area will remain a critical area for improvement with our community. Our department members have observed the positive affect the community engagement creates not only on the cooperation from the community but the added trust and observed lowering of certain types of crimes.
- Efforts are being made at a statewide level to actively recruit a greater applicant pool from minority groups. These efforts combined with the recently adopted retirement initiative will make the profession of University Policing in NYS more attractive to applicants.

## **Goals for coming year –**

- In the fall of 2016 our department will have undergone the completion of a slow but challenging event. The department will have had a change in staffing equal to half of the officer ranks and half of the supervisory ranks in the past three years. The officers lines will be at least one member short for another year. This will still be well below the shortages seen in recent years. One goal is to maintain the staffing levels we currently have with trained officers. Constantly running short staffed makes conducting programming and informational sessions for the students harder.

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- We are planning to build off the past years programming efforts to continue the active programming in the residence halls, especially the FYE buildings. We will reach out to groups, not based in residence hall life. This effort will include an abridged civilian police academy for any community members, starting with the Independent Review Committee. We will attempt to bring in more interaction with the Greek community and social groups.
- We will work with vendors and examine all technology currently being utilized by the department with the intent of evaluating any possible cost saving alternatives that will maintain the current level of service while reducing the costs.