

STATE UNIVERSITY OF NEW YORK
COLLEGE AT ONEONTA
ONEONTA, NEW YORK

DIVISION OF STUDENT DEVELOPMENT

ANNUAL REPORT

2012 - 2013

Submitted by:
Steven R. Perry
Vice President for Student Development

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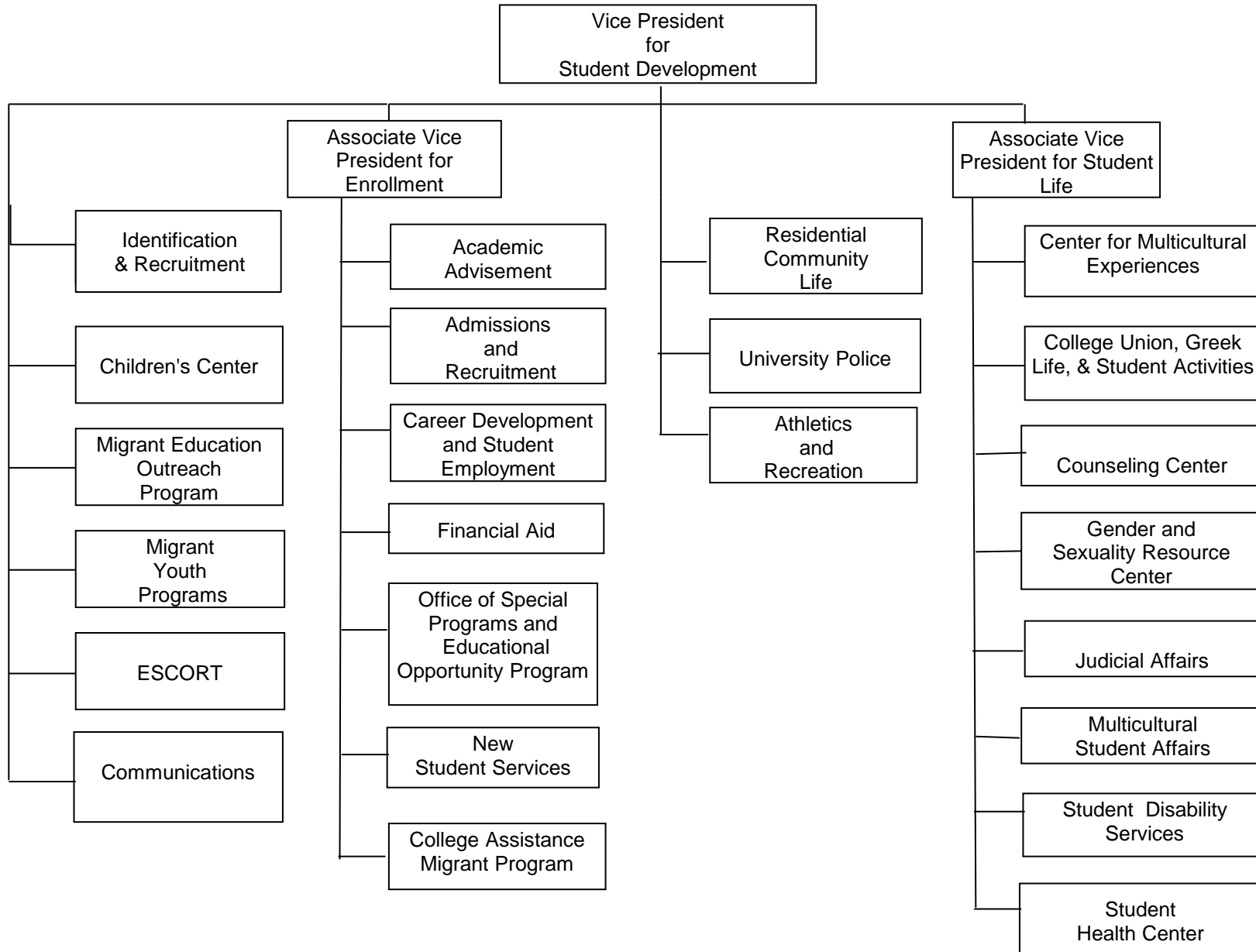
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STUDENT DEVELOPMENT MISSION STATEMENT

The mission of the Student Development Division is to facilitate student engagement in learning and personal development by providing exceptional enrollment services, co-curricular programs and support services, and fostering a safe and diverse living/learning community.



**STUDENT DEVELOPMENT
DIVISIONAL ANNUAL REPORT 2012-2013**

I. SUMMARY OF DIVISIONAL ACCOMPLISHMENTS AND OUTCOMES

The Division of Student Development is responsible for a diverse array of programs and services facilitated through a central office, sixteen state supported departments, six grant and contract funded programs, and the Bugbee Child Care center. Annual reports from each department are included with this report and address unit-specific accomplishments, outcomes, plans and issues.

With Dr. Ingersoll's retirement, alignment of division functions has changed with University Police and Parking, and Athletics, Recreation and Intramurals reporting directly to the Vice President. Despite these changes, the division maintains a high degree of expertise in respective units, strong collaboration within and outside the division, effective communication and problem solving, and a commitment to a high level of responsiveness to issues.

The division plays a significant leadership role for the College in the areas of quality of student life, student engagement outside the classroom, enrollment management, support for student diversity, health and safety, and community relations.

Division Highlights

- The caseload for the Behavior Assessment Team, now in its sixth year, has grown from 23 cases in 2007-08 to 105 cases in 2012-13. In addition to a fourfold increase in cases, there is evidence to indicate that the severity of cases is increasing and the ongoing monitoring necessary in many cases is consuming large amounts of staff time. A single case may involve efforts from senior leadership, police, and staff from residence life, counseling, and judicial. In a number of cases, communications are ongoing for weeks or months. To date, we have managed this emerging caseload and associated policies and procedures with no additional staff. An emerging trend in higher education is the hiring of case managers to handle this workload.
- The Bias Acts Response Team (BART), now in its second year, is a working group that crosses all divisions. As expected, the team responded to an increased number of incidents in 2012-13: 44 incidents (46 reports and 49 targets) as compared to 28 incidents (31 reports and 57 targets) in 2011-12. The increase in the number of incidents is likely the result of more publicity and programming about the reporting process and the increased diversity training of residence hall staff in 2012-13.
- In the enrollment area, we expect new freshman enrollment to be on target, with transfers slightly higher than our target. International and graduate enrollment will likely exceed their targets, resulting in strong enrollment again in 2013-14. In addition, we expect the freshman profile to remain stable.
- Initiatives put in place to enhance diversity recruitment appear to be paying off. Admissions data indicates AALANA acceptances are up 11.3% from 2011-12, and deposits represents 20.6% of the entering freshmen and transfers.
- AALANA student first to second year retention was 84%, mirroring the same rate for Caucasian students.
- The division successfully completed searches at the management level for a new Chief of University Police (Dan Chambers) and Director of Gender Sexuality Resource Center (Elliot Ruggles).

- A full-time (10 month) LEAD Coordinator/Student Activities Assistant position was established and filled by Elise Krueger (Cain). Megan Ackley was hired in the newly established Internship Coordinator position.
- Grants and contracts for migrant programs at Oneonta totaled \$4,916,889 (\$4,432,183 in direct costs and \$484,706 in indirect costs), with ESCORT sources alone generating over half the College's indirect revenue last year.
- The handling of the Matteson fire on January 16, 2013 and in subsequent weeks is an outstanding example of campus preparedness and collaboration in a time of crisis.
- Implemented the "Bold Campaign" to inform members of the campus community about the policies against discrimination, harassment, and bullying (Strategic Plan 4.3)
- Major cross-divisional activities included:
 - Degree Works (Academic Advisement and Registrar)
 - Internships (Career Development Center and academic departments)
 - Alumni activities (EOP, Career Development, and Alumni Affairs)
 - Diversity programming (Multiple offices in Student Development, Academic Affairs, OEI, and PCOD)
 - Bias Acts Response Team (Student Development and faculty)
 - The Beloved Community Series (Student Development and faculty)
 - Third Annual Multicultural Student Leadership Conference (Student Development, faculty and students)
 - AALANA Welcome Week (Student Development and faculty)
 - 5th Kente Graduation Recognition Ceremony (Student Development and faculty)
 - The second annual Lavender Graduation Recognition Ceremony for LGBTQ students (Student Development and faculty)
 - Graduation, Advocacy and Information Network (GAIN) (Student Development and faculty)
 - ADL training (Student Development, OEI, faculty, and PCOD)

II. CURRENT MAJOR INITIATIVES OR PLANNED MAJOR NEW INITIATIVES

Goal(s) or Objective(s)	Planned actions taken or to be taken	Measures of Progress
Develop a plan for capping enrollments in selected majors (supports Division Goal 3A and 3C)	Work with the Provost to identify impacted programs and collaborate on parameters	At the direction of the Provost, pilot caps in selected programs.
Implement mandatory Alcohol education program for new students under 21 (supports Strategic Plan 2.0 and Division Goal 2F)	Implement AlcoholEDU for new students; Analyze results of data gathered in final assessment	100% compliance; reduction in high risk behaviors resulting in transports; reduction in alcohol violations
Transition new Health Center management team and backfill Counseling Center needs (supports Division Goal 2A)	Work closely with new staff to identify issues associated with Health Center operations; promote and hire staff as planned to support Counseling Center caseload and training needs.	Satisfactory resolution of issues as they arise; Fill all vacant positions with qualified staff.
Complete and implement degree works (supports Strategic Plan 2.1a and Division Goal 2A)	Support Academic Advisement staff with resources to complete	Successful roll out of Degree Works, including faculty and student training

	development; Collaborate with the Provost and Deans on implementation	
Implement Internship Advisory committee with Provost(supports Strategic Plan 2.1b and 5.3)	Collaborate with the Provost to appoint members and develop a working agenda for the year.	Regularly scheduled meetings, progress on identified issues.
Continue collaborative coordination of ADL training with Academic Affairs (supports Strategic Plan 4.4c and Division Goal 2E)	Continue to share coordination responsibilities with Academic Affairs; Collaborate with Cabinet to enroll additional faculty and staff in training;	Train significant numbers of faculty, staff and students in ADL.
Begin planning for possible Hunt Union expansion (supports Division Goal 2A)	Collaborate with Finance and Administration and OAS to initiated a program plan for possible expansion.	Successful development of a program plan meeting the needs of all stakeholders.
Implement early warning system. Affairs (supports Strategic Plan 2.1 and Division Goal 3C)	Collaborate with Academic Affairs and Information Technology to activate WARN – Web Activated Referral Network – in fall 2013.	Utilization by faculty to identify students at-risk.

Action Plan for 2012-13

Goal 2: Provide a high quality of student life through effective programs and services.

Objective	Strategies	Expected Outcome	Actual Outcome
A. Ensure effective service delivery in each department and functional area	Review SOS results and departmental assessment data for student satisfaction issues. Develop additional assessment measures and/or initiate remedies where improvement is indicated.	Mine data to identify departments with student satisfaction issues. Selected departments will collect additional data and/or initiate a plan to improve satisfaction	The Health Center responded to complaints by making major changes to their appointment system; complaints decreased as a result. Plans to follow up the SOS results were delayed temporarily because of unexpected retirement of the director; the plans for follow-up surveys will be implemented in 2013-14.
B. Implement risk reduction activities and respond to behavior that disrupts or threatens the living learning environment	Implement new assessment procedures for AOD transports and monitor outcomes.	Number of students experiencing multiple AOD transport events (n=4 in 2011-12) will decline.	New procedures were implemented to speed up the response to students who were transported; there was one case this year involving multiple transports.

Goal 3: Provide leadership for the College’s enrollment planning activities with specific responsibility for undergraduate enrollment.

Objective	Strategies	Expected Outcome	Actual Outcome
A. Increase diversity in the undergraduate student body through recruitment and retention	Fully implement recruitment diversity initiatives approved in fall 2011	Increase regular freshman diversity applications by 10%, acceptances by 10%, and enrollment by 5%	AALANA acceptances are up 11.3% from 2011-12, and deposits represent 20.6% of the entering freshmen and transfers. Overall AALANA applications are up 7%.

Goal 4: Support training and career development for staff.

Objective	Strategies	Expected Outcome	Actual Outcome
A. Provide opportunity for employees to participate on college committees and in campus activities	Actively recruit staff for participation in ADL training.	Involve 75% of division staff in ADL training	Approximately 66% of division staff participated in ADL training. In addition, all RAs, Hunt Union and CME managers, and athletes have participated in some level of training.

Closing the Loop

Data collection, review, discussion and tracking of each of this year’s strategies was an ongoing process and involved senior management, along with selected managers and stakeholders in the respective areas of study.

With respect to service delivery (2A), the area of critical concern was the Health Center. These issues were compounded by the retirements of the Director and a nurse practitioner. The Center has subsequently replaced one nurse practitioner, reorganized with the Counseling Center under a single director, and doubled the physician’s time at the Center. Additional assessment will occur in 2013-14 to determine if the service complaints have been reduced or eliminated.

Similarly, risk reduction (2B) analysis and discussion have been ongoing. Procedural and policy changes have been initiated along with a mandated alcohol and drug program for all new students under 21. Implementation in fall 2013 may be sidetracked or delayed as a result of the resignation of the AOD counselor.

Recruitment of AALANA students (3A) showed strong results in 2013-14. The pilot initiatives will remain in effect for the coming year and we expect to see them yield strong results again.

Staff participation (4A) was slightly less than expected for ADL training, the most significant campus-wide effort for participation, but many managers more than compensated with

implementation for student staff (e.g., RA's, athletes, etc.). Given the three commitment to this initiative, we will push hard for 100% participation in the coming year.

Action Plan for 2013-14

Goal 1: Facilitate student learning and personal development through co-curricular programs and academic and support services.

Objective	Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Expected Outcome
B. Collaborate within and across divisions to develop learning opportunities	Implement early Warning System	Fall 2013	Computer support, faculty/staff referral, New Student Services and AVP coordination of referrals	AVP Student Life and Director New Student Services	Maintenance or improvement of retention metrics

Goal 3: Provide leadership for the College's enrollment planning activities with specific responsibility for undergraduate enrollment.

Objective	Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Expected Outcome
A. Provide leadership and support to College enrollment planning	Utilize enrollment planning committee model to define targets and discuss issues	Ongoing	Enrollment planning data from IR	AVP Enrollment Management, and Directors of Graduate and International Education	Maintain enrollment at 6000, with increases in graduate and international enrollment
C. Collaborate within and across divisions to recruit and retain students	Utilize enrollment management committee model	Ongoing	Enrollment data, annual reports from stakeholder offices, retention metrics	AVP Enrollment Management, and Directors of Graduate and International Education	Maintain enrollment at 6000, with increases in graduate and international enrollment

Goal 4: Support training and career development for staff.

Objective	Strategies	Target Date	Resources Required	Person(s) Responsible	Expected Outcome
C. Provide opportunities for employees to network with staff at other	Survey employee opportunities for networking.	Dec. 2013	None	Senior staff	75% of division employees will be able to report opportunities for networking.

Objective	Strategies	Target Date	Resources Required	Person(s) Responsible	Expected Outcome
campuses and through professional organizations D. Seek effective methodologies to communicate with employees on important issues	Assess effectiveness of current methodologies for communication.				75% of division employees will identify effective means of communication.

III. SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Following is an outline and brief explanation of important division and College issues in the areas of personnel, enrollment, student trends and issues, and facility needs. These represent some of the most significant challenges and opportunities from a Student Development perspective for the division and, in some cases, the College.

Personnel Needs (ongoing discussions are occurring to prioritize these requests and determine if there are existing resources or reorganization possibilities to meet these demands)

- As requested in 2008 and affirmed through the accreditation process, a deputy police chief is needed at UPD. This would provide second-in-command leadership, a career ladder for officers, and additional investigatory capability for crimes and workplace violence complaints.
- Code of Conduct violations continue to grow reaching over 2000 this year and creating a need for increased support for timely adjudication and record keeping.
- Lack of support staff is an emerging issue with Internships (Career Development) and persists in CME. Staff are committed to growing their programs, but limited by the availability of support staff.
- Multicultural Student Affairs has proposed a staff assistant position to support growing activity and numbers of AALANA students.
- Monies have been redirected in the Intercollegiate Athletic budget to augment growing demands in game management and sports information.
- Resources to increase the ¾ FTE staff assistant in Student Disability Services to full-time are still lacking.
- Restructuring of the migrant education programs by the State Education Department will result in the elimination of the Migrant Education Opportunity Program. Some funding will be retained as other functions will be shifted to personnel at Oneonta.

Enrollment Issues

- The issue of capping enrollment in impacted majors will be assessed this summer in collaboration with the Provost. While caution is still advised for a variety of reasons, we expect to move forward in 2013-14 with a pilot plan.

Student Trends and Issues

- The increase in cases related to serious mental health, behavior and bias incidents is not likely to decrease. At some point, we will need to examine the resources we have in place address the intervention, communication and record keeping needs brought on by these students.
- The need to more effectively track the progress of recent graduates and alumni is emerging at the state and national levels.

Facilities

- The lack of capital monies for major construction affect all divisions of the college. In Student Development, these are most apparent in Admissions and Athletics.
- Interest in expanding the Hunt Union to address Admissions and OAS needs is intriguing, but must be carefully planned to create a win-win outcome for all stakeholders.
- Athletics priorities begin with installing field turf on the soccer field to support soccer, lacrosse and intramurals. A convergence of issues (availability of SHOF fields, aging vans, transportation liability and comparable facilities at other SUNYAC campuses) make this the highest priority. Other projects in the facilities master plan also remain on hold.

ACADEMIC ADVISEMENT CENTER (AAC) ANNUAL REPORT 2012-13

I. Accomplishments and Outcomes

From 2012-13 Assessment Plan (for details, see “Academic Advisement Assessment Report June 2013”)

- **PROVIDING ADVISOR SUPPORT:** The actions/strategies were to create Academic Department Highlights, identify key training topics, provide training in those areas, and build an advisor resource page on the web. Outcomes: The *Highlights* page was scrapped in lieu of updating technical and curricula information on the web page for all constituents. Training topics were identified and incorporated into on-line, individual, and group training. 19% of faculty completed 100% of ten modules with 100% correct responses. New modules will be created with the advent of Degree Works (DW), and modules will be separately accessible to allow advisors to build upon self-defined needs. More resources will be created as Degree Works (DW) is implemented.
- **IMPLEMENTING DEGREE WORKS:** The actions/strategies were to create the building blocks for all curricula, create a testing plan, process corrections, coordinate testing with degree clearance, test with departments, and create the marketing for Fall 2013 implementation. Outcomes: Initial major building blocks are in pace and testing is on-going. Utilizing CAPP with DW was not implemented initially, but is part of the current screening process. Course substitutions are being processed as needed, and new curricula are being built. Departments and other stakeholders will begin to access materials mid-July. All is on track for early October implementation. CAPP will continue to be updated and accessible for comparison.

From 2011-12 Annual Report – Initiatives for 2012-13

- Review the Angel course and update as appropriate. Expand course to include state and federally mandated information regarding Registrar and Judicial Affairs.
 - *The Orientation Angel course was revised based upon curricula rule changes and outcome of assessment of student learning (For details, see “Academic Advisement Student Learning Outcome Report June 2013”). Registrar module was added. Judicial Affairs selected to opt out for another year before adding material to the Angel course.*
- Create, administer and evaluate students learning outcomes from Angel (post-orientation).
 - Post-Angel questions were more difficult than the previous year’s and combined simple knowledge items with application of knowledge. In general, Fall transfers performed better than freshmen, and more than half of all new Fall students tested got at least 8 out of 10 items correct. 79% got at least 7 items correct. The assessment identified a need to put more emphasis on General Education rules and completion. When students were separated into smaller groups during January orientation and more emphasis was placed on areas of confusion identified from the Fall assessment, there was a 25% increase in students getting 8 or more out of 10 items correct, and a 13% increase in those getting 7 correct. Outcome: The Angel course was revised again to help students navigate the Oneonta Gen Ed, and orientation presentations will be given in smaller groups since student outcomes on this assessment indicate that format has positive outcomes in comprehension and application of material.
- Work more collaboratively with Residence Life to train and supervise Academic Team Members (ATMs).
 - Two Residence Hall Directors (RHDs) were assigned the staff task of working with AAC on ATM matters. The RHDs attended all ATM meetings; shared ATM

- information with other RHDs; ensured consistency of expectations among RHDs for ATMs; and brought ATMs into the programming module and programming recognition process. Select times for ATM specific training was incorporated into the Res Life pre-semester training. The success of this pilot is resulting in the continuation of ATM Liaison as a staff task for one or two RHDs. In addition, this outreach effort helped young professionals develop their skills. Both RHDs built their own knowledge of campus rules, policies, procedures, etc., assisting one in obtaining a new position on campus (Leadership Coordinator) and the other a summer advisement assistant position.
- Offer 3rd annual Transfer Outreach Day in both Fall and Spring semesters.
 - In conjunction with New Student Services (NSS), two transfer outreach days were held. For the students who attended, the program was well received. But, less than 50% of the transfers are attending. Post-program evaluations indicate the top three reasons for not attending were the time of the program conflicted with other obligations (36%), thought they only should come if they needed help (18%), and just not interested (12%). Given the time conflict issue, the future success of this outreach will require extended or multiple times, or bridging the program with another large draw (ex: the same day as an up until the start of EXPO).
 - Obtain “Yellow Ribbon” status for SUNY Oneonta (Federal Veteran’s Benefits category)
 - The “Yellow Ribbon” veterans’ category allows out-of-state students the ability to attend Oneonta for in-state tuition. Since no VA students fit this category, no designation is needed. Instead, a submission was made to Victory Media for classification as a Military Friendly School. All indications are Oneonta will make the 2014 guide, to be made available September of 2013.
 - Overhaul AAC web site to include faculty links, FAQs, individually accessible minor requirements, and easier navigation overall.
 - This task was assigned to an individual who then left ACC, so there was delay in implementation. To date, the site has been overhauled for easier navigation; curricula matters have been updated and broken links are working. This project will continue into the coming year, with many items being updated to reflect the change from CAPP to DW.

Other Accomplishments/Highlights:

- **PROGRESS TOWARD DEGREE COMPLETION:** The ATMs conducted a March Madness campaign to increase the number of students completing their foreign language Gen Ed requirement (FL2). Lacking the FL2 and the CWE are two reasons students are denied graduation. Almost 85% of students in the halls had studied a language in high school, yet most had not taken the FL2 exam or enrolled in an FL2 course. The likelihood of students passing the FL2 exam is better if it is taken closer to the time it was studied in high school. Thus, the ATMs embarked on increasing the FL2 exam attempt/completion rate. During the one month campaign, there was a 25% increase in the number of residential students completing their FL2 via passing the exam. Another 15% enrolled in an FL2 for the summer or fall based upon not passing the exam or not having FL background.
- **TRANSFER-FRIENDLY/COURSE MANAGEMENT:** AAC continued presetting transfer students in required major courses. In addition, where possible, gen ed and related work courses were added to the presets. This ensures critical need seats are given to those who need them. Faculty advisors and students responded positively to this initiative so AAC is continuing this service. (100% approval by surveyed faculty, and 87% approval by students). In addition, AAC will be adding Department Outreach to have course substitutions or re-

evaluations completed prior to orientation. In this manner, students and advisors have the most accurate account of courses taken and courses needed in order to meet degree requirements.

- *COURSE MANAGEMENT*: AAC continued to monitor new student enrollment in majors and supply departments and Deans with course enrollment projections and needs.
- *COURSE MANAGEMENT*: Re-evaluated and redesigned, in concert with the Registrar's Office, the reserved seating preset process providing students and faculty with accurate information about seat availability and max course enrollment. This year's update shows courses as closed when seats are reserved for presets. This has reduced the frustration on students' part that courses they want seem available but aren't.
- *REPEATS*: Worked with Registrar's Office to have transfer course repeats be identified during the registration process. The original coding only identified repeated courses if the course was initially taken at Oneonta. This led many transfers to take courses they did not need, and in some cases, lose TAP. The updated process which looks at full academic history should reduce the number of erroneous repeats.
- *VETERAN FRIENDLY CAMPUS*: 60 veteran-benefit eligible students were enrolled in the on-line benefits' web-site (VA-Once) and received their benefits.
- *DEGREE COMPLETION*: A new feature was added to the transfer course equivalency tool allowing students to search for which schools offer a needed course. Naming conventions on some SUNY schools were altered for ease of identification.
- *OPERATIONAL OUTCOMES*: AAC documented over 4000 student advisement sessions; entered 4600 curriculum declarations and changes; processed almost 1800 course substitutions and re-evaluations; reviewed almost 2300 Prior Approvals (25% increase from the previous year, much of which is due to the increase in study abroad); and processed 136 requests for review of graduation from inactive students (over 100% increase from past year).
- *STAFFING*: AAC had two temporary hires throughout the year, one of whom was brand new to advisement. Despite intensive and on-going training with new staff, AAC maintained its access and efficiency while also progressing toward implementation of DW.
- *BRANDING*: AAC is working on updating all printed and promotional materials to use the new SUNY Oneonta lettering and naming convention.
- *COLLABORATIVE EFFORTS*: AAC worked with the Graduate Office to create a system for checking undergraduate students' applicability for graduate course enrollment. An overhaul of placement procedures was done with CADE. AAC and Registrar collaborated on new student folders and promo items that contain easy access to Gen Ed, Key Dates, and academic support resources. NSS and ACC collaborate on the Transfer Coffee Day. With Int'l Ed, new support systems and information sharing mechanisms were put in place to streamline and manage study abroad and international student enrollment.

II. Initiatives for 2013-14

- AAC's primary focus will be in the implementation and successful delivery of the basic DW package to the Oneonta campus community. Following that, testing and implementation of DW enhancements will be initiated.
- Based upon DW implementation, the on-line orientation Angel course will be recreated (and probably rebuilt in BlackBoard).
- Update and enhance website information for current and prospective students based upon DW, cross-registration, and seamless transfer.
- Create, administer and evaluate student learning outcome in conjunction with Career Development and New Student Services.
 - Objective: To increase student knowledge of and comfort with choice of major (*for details, see "AAC Student Learning Outcome for 2013-14"*)
- Offer 4th annual Transfer Outreach Day in both Fall and Spring semesters.

III. Summary, Conclusions, Critical Issues, Recommendations

Summary: AAC supports and complements the College's mission and core values by striving to create opportunities for applied learning opportunities; providing professional development for faculty; designing activities and resources that enhance advising and mentoring; increasing student participation in civic and leadership activities; developing incentives to encourage student engagement; and supporting a commitment to an inclusive and diverse community. AAC continues to effectively be a support service office for students, faculty, and other offices. Despite staffing challenges, use of AAC remained high and illustrates the need for and positive impact of the Center.

Issues/Conclusions:

- Implementing DW is a challenging undertaking and will soon consume the focus of most of the ACC staff and others on campus.
- The impact on AAC of the college's new academic structure and arrival of new Deans is unknown.

2012-13 Staff:

Cynthia Weigel – Secretary

Kate Simeon – Advisor

Rachael Price – temporary Advisor, hired in Advisor position May 2013

JoAnne Murphy – temporary Advisor – search is underway to fill this position for August 2013

Eileen McClafferty – Director

Support Staff:

Elise Krueger – Residence Hall Director & ATM Liaison

Leslie Kintner - Residence Hall Director & ATM Liaison

15 Academic Team Members (ATMs)

2 Work Study students

Action Plan and Outcomes for 2012-2013

Goal 1: To provide matriculated undergraduate students with access to and an understanding of academic advising information and support resources.

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible <i>D=Director AA = AAC staff SS = student staff</i>	Expected Outcome	Actual Outcome
B. To ensure that all matriculated undergraduate students have access to knowledgeable academic advisors and to foster students' engagement with their department(s) and advisor(s).	Create "Department Highlight" info to web with 20-30 viewings per month	Monthly (4 Fall, 4 Spring)	Academic Depts., Computer Center, & Networking	1. D, AA, SS	Add one highlight per month to the ACC web page and supplement with a poster campaign. Expect 20-30 viewings per month.	Not initiated. Focus was on updating current information before embarking on new material. Web site has been updated and new materials will be added in the coming year. Current staff has decided this use of the web site for information sharing is not effective.

Goal 2: To collaborate with faculty to support the advisement process.

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible <i>D=Director</i> <i>AA = AAC staff</i> <i>SS = student staff</i>	Expected Outcome	Actual Outcome
B) To provide standardized and ongoing new and experienced faculty advisor development and training	1. Survey faculty for identification of advising items of confusion and use to design on-line resources.	August-May	Academic Depts., Networking, Computer Center	1. D, AA, SS	1. Identify top ten technical issues for advisors. Use results to create and market on-line processes for advisors.	TOP TEN ISSUES: 1. Repeats 2. Max Credits in major 3. Overlap between majors and minors 4. Course subs vs. re-evals 5. Reading the arrow sheet 6. Prior Approvals 7. Study Abroad 8. Course sequencing 9. Changing Majors 10. Dual Majors ADDRESSING: 1. Results being used to create systems in Degree Works that eliminate some of the items (2, 5, 8, 9, 10) 2. Other items were in Angel training. Also, Degree Works implementation will be a better conduit for training and information sharing in the coming year.
	2. Build five initial on-line faculty advisor training modules using ANGEL				2. Have 50% of faculty complete at least one training module, 25% complete two, and 10% complete three or more.	One program with ten modules was built. 76 faculty (19%) completed all or more than 50% of a ten module course on advising topics. So, less than 50% of faculty started a module, but more than 10% completed more than three.
					- Increase knowledge of curricula items by 25% per module or demonstrate 90% or higher mastery.	A pre-test was not created based upon the list of items faculty identified in #1. The premise became that faculty would benefit from any refresher offered. The program is created so multiple assessments are in each module and 100% correct responses are require before moving

						forward.
	3. Build comprehensive faculty advisor resources on AAC web page.				3. Survey faculty review of resource info on AAC page (goal: 50% rank helpful)	Based on #1 not being initiated, no survey was conducted. All materials will need to be updated with the advent of DW, so any updates would have been almost immediately obsolete. In place of this, individual and group sessions were provided as per survey results or request.
C) To provide academic departments with information about advisees for planning and assessment.	1. Build all majors and minors in DegreeWorks (DW) 2. Create process for testing validity of DW output against current CAPP output to ensure curriculum policy compliance. 3. Develop procedure for correcting output errors to achieve 100% compliance in 50% of the majors. 4. Institute coordinated degree clearance check for validation of output	1. October 2012 2. October 2012 3. November 2012 4. December 2012	1. Deans, Registrar, Computer Center 2. Computer Center 3. Computer Center 4. Computer Center, Registrar	1. D, AA 2. D, AA 3. D, AA 4. D, AA	1. 100% completion 2. Process in place, 75% compliance 3. Achieve 100% compliance 4. 80% accuracy with 100% accuracy after corrections	1. All initial majors are built. Minors are pending while awaiting direction from Academic Affairs on processes and procedures for minors. 2. Validity checking is on-going. Expected initial completion – July 2013. 3. Compliance runs to date are 100% correct within the confines of DW ability. 4. Delays in DW building precluded the ability to use DW against CAPP for degree clearance.
	5. Develop system for and implement duplication of all course substitutions from CAPP to DW 6. Implement a testing & assessment phase for select departments 7. Implement testing and assessment phase	5. December 2012-February 2013 6. March 2013 7. April 2013	5. Computer Center, Registrar 6. Computer Center & Academic Depts. 7. Computer Center &	5. D, AA 6. D, AA 7. D, AA	5. 100% completion with 100% accurate output 6. 25% of departments review 25% of advisees' output with 75% satisfaction with output 7. 100% of Depts. Review 50% of	5. Course subs are all being processed now and will be completed July 2013. 6. Reviews will begin mid-July and run through August. 7. On-going thorough implementation slated for early

	for all departments		Academic Depts.		advisees with 75% satisfaction with output	October.
	8. Create marketing materials, assessment tool, and Q/A venue for implementation for Fall 2013	8. May 2013	8. Computer Center, Academic Depts., Networking	8. D, AA	8. 100% of students and faculty able to access and use DW utilize tool with 80% satisfaction rate.	8. Same as #7.

Resources Needed: A budget was been established for the DW project which is supporting the on-going training for and implementation of this project.

2012-2013 Annual Report

ADMISSIONS OFFICE

I SUMMARY OF GOALS, OUTCOMES AND ACCOMPLISHMENTS

2012-2013 Goals, Outcomes and Accomplishments

Goal/Objective	Planned Actions/Strategies	Time Frame	Measures
Enroll a highly qualified freshman class continuing to strengthen both the high school gpa and SAT/ACT and improve the Yield for the freshman class	<p>1. Increase the number of freshman non EOP applications by 1-2%</p> <p>2. Increase messaging and communications with influencers other than students (parents, guidance staff, alumni, teachers)</p> <p>3. Identify academic majors to pilot targeted and additional recruitment activities/communications to admitted students</p> <p>4. Create outcomes/internships brochure for admitted students & parents. Will mail to a select group of admitted students</p>	<p>1. May 2013</p> <p>2. Plan in place 10/2-12 ongoing thru May 2013</p> <p>3. Fall 2012</p> <p>4. November 2012</p>	<p>1. Increased number of applications from high achieving students; increase number of applications of purchased sources;</p> <p>2. 2 new GC contacts; 2 new parent contacts; Print and electronic targeted communications</p> <p>3. Identification of 2-4 majors/Depts. to work within 12-13 academic year - to include activities and outreach</p> <p>4. improve yield from targeted group</p>

Freshman Class Profile June 2012 vs. June 2013:

GPA 90.70 vs. 90.4
 SAT 1112 vs. 1107
 ACT 24 vs. 24
 Yield 20.7% vs. 21.7%

1. Increase the number of freshman non EOP applications by 1-2% (appendix #1)

We did not achieve a 102% increase rather a .6% increase.

2013 non EOP Applications: 10,274

2012 non EOP Applications: 10,212

Applications from high achieving students did increase (appendix #2)

Applicants by Selectivity Group	1	2	Total
2013	1612	3228	4840 or 47.1%
2012	1473	2968	4441 or 43.4%

2 sources for name buys were ZINCH and Ruffalo Cody. Overall we experiences a 3% decrease in conversion from prospect to application from these sources, decreases were in Ruffalo Cody leads. Zinch lead applications increased nearly 50% due to a contract and enhanced electronic recruitment campaign used to convert to application.

Application from purchased sources (Ruffalo Cody/Zinch)

Applications 2013: 2804

2012: 2903

2. Increase messaging and communications with influencers other than students (parents,

guidance staff, alumni, teachers)

2 new GC contacts: We did not include additional GC contacts in a systematic way however Admissions Counselors did do some target follow up to school counselors after fall travel, in particular to counselors at school that were new to their travel schedule.

2 new parent contacts: a total of 4 new emails were sent to parents from January to April. Topics included: Kiplinger's Ranking, Scholarship Brunch Save the Date, Scholarship Brunch Reminder, and Deposit Deadline Approaching. There are in addition to 2 other parent contacts to admitted student for a total of 6. We will continue to review, refine and develop appropriate and timely communications to parents as they are top influencers in the college selection decision process

3. Identify academic majors to pilot targeted and additional recruitment activities/communications to admitted students.

Admissions partnered with 5 academic departments to plan two admitted student sessions that were hosted in the spring 2013.

The Business session (Departments of Economics, Finance & Accounting and Management, Marketing & Information Systems) was hosted on 3/6/13.

15 students attended, 50% of those deposited.

The Fine Arts session (Departments of Theater, Art, and Music) was hosted on 4/17/13. 27 students attended and 70% of those students deposited.

We hosted 4 similar sessions which were open to any major, the average deposit yield on those sessions was 49%.

We will continue to work with department for the 2013-14 recruitment cycle and add additional programs if possible.

4. Create outcomes/internships brochure for admitted students & parents. Will mail to a select group of admitted students.

We were unable to manage this project during the 2012-2013 academic year.

Challenges to the process included: workload, collecting data/information from other departments, identifying students. This will remain a priority for the 2013-14 year.

Related Accomplishments:

Successfully managed the implementation of our new CRM

Successfully implemented a new scholarship awarding process and method of notification (appendix 3)

Increased participation at scholarship brunch by 46 students/49% increase and improved

Number of deposits and yield from attendees 65/55% vs. 32/43%

Increased the number and percentage of selectivity group 1 students enrolling

(261/23% vs. 234/19%)

One of only 4 SUNY colleges to increase applications for Fall 2013, overall university colleges are

-1.1% in applications, Oneonta is 2.5%+

Increased attendance at AED (681 vs. 589)

Goal/Objective	Planned Actions/Strategies	Time Frame	Measures
Enroll a transfer class that supports the enrollment goals at the College	<p>1. Expand individual visits to 2 yr schools by 20%</p> <p>2. Increase the number of transfer students on our tour/AA and volunteer staff.</p> <p>3. Identify high profile transfer faculty/staff/alumni and profile their stories on web/print</p> <p>4. Create 3-5 articulation agreements</p> <p>5. Work to increase the number of course by course equivalencies w/ top majors from top feeder schools</p>	<p>1 Fall 2012 and Spring 2013</p> <p>2. October 2012</p> <p>3. December 2012</p> <p>4. May 2013</p> <p>5. May 2013</p>	<p>1 Increased number of visits by counselors and increased number of completed applications from those schools.</p> <p>2. increased # of students on staffs allowing for more transfer to transfer contacts with prospective students.</p> <p>3 Improved yield on targeted transfers. The information will be distributed to admitted Fall 2013 transfer students</p> <p>4. Articulations completed and on file</p> <p>5. 3-5 course by course plans created by May 2013</p>

1. Expand individual visits to 2 yr schools by 20%
Individual visits increased by 8 or 50%. We did not see an increase in applications from those schools, nor did we experience an increase in deposit yield. However reviewing all transfer visits from 2012-13 we do see an increase in deposit yield of 12%.
2. Increase the number of transfer students on our tour/AA and volunteer staff
19% of the student volunteer staff were transfer vs. approximately 10% in 11-12. There was no increase in the Tour Team nor AA staffs. Transfers on the volunteer staff assisted at transfer sessions throughout the year participating on student panels, event hosts and tour guides. Yield on fall transfer events improved from 24% (11) to 35% (12) and spring yield on transfer events has also increased from 58% (12) to 64% (13).
3. Identify high profile transfer faculty/staff/alumni and profile their stories on web/print
This was not accomplished and will remain a priority for the coming year.
4. Create 3-5 articulation agreements
1 new articulation agreement with SUNY Morrisville is complete to date
3 others are currently in progress and were delayed due to circumstances beyond the admissions office and remain priority for completion.
5. Work to increase the number of course by course equivalencies w/ top majors from top feeder schools- this was accomplished based on a review of the top feeder school data from 2011 and 2012 to plan for the 2012-13 year.

3-5 course by course plans created by May 2013- this was not completed rather transfer counselors reviewed current course by course equivalencies and sent to Department Chairs for review. BANNER and the course equivalency tool were updated with all changes which has improved the process admitted students from our top feeder schools.

Related Accomplishments:

- Enrolled a spring transfer class of 230 students, 5 over goal
- Despite a 12% decline in non EOP transfer applications we will likely exceed the Fall 2013 enrollment target of 480. Current deposits are 542
- Active participation in the 2012-13 Ad Hoc Gen Ed Committee
- Nearing the completion of a 1 year project which will allow for a paperless review of course description for our faculty in order for the admissions office to update and manage the database more efficiently
- Increased attendance at and deposit yield for fall and spring transfer information sessions
- Offered one NYC transfer information session
- Participation in the 11th Annual Conference of the National Institute for the Study of Transfer Students

Goal/Objective	Planned Actions/Strategies	Time Frame	Measures
Increase the enrollment (% and numbers) of AALANA students and other diverse groups at the College	1 Creation of a Diversity and Inclusion resource guide or packet for admitted students	1 Oct 2012	1 Additional contact with admitted students leading to increase # of AALANA students enrolling
	2 Expand On-Site program to new markets (Albany/Syracuse/Rochester)	2 plan in place by November 2012	2 Increased number of AALANA students applying and enrolling from schools involved. Improve the relationships with identified schools.
	3 Increase the number of non-EOP applicants participating in and admitted during NYC On-Site	3 January 2013	3 Increased number of student participating at event, being admitted and enrolling

June 2013 vs. June 2012

Applications	4864	vs.	4541
Accepts	1333	vs.	1188
Enrolled	348	vs.	285
% of Class	20.4%		16.9%

1. Creation of a Diversity and Inclusion resource guide or packet for admitted students. We did develop a new Diversity brochure for mailing to admitted students.
2. Expand On-Site program to new markets (Albany/Syracuse/Rochester)
Participated in an On-site program at 2 additional locations:
Hampton Bays High School (October 2012)
Albany High School (January 2013)

Numbers are small but we did see an increase in the number of applications and deposits with an increase in the yield as well.

- Increase the number of non-EOP applicants participating in and admitted during NYC On-Site. 20% increase in non EOP participation for January 2013, 28% increase in non EOP acceptances and 10% increase in admitted students paying deposit.

OSA Event Results

<u>January 2011</u>	<u>January 2012</u>	<u>January 2013</u>
125 Participants (81 non EOP/ 44 EOP)	135 Participants (87 non EOP/ 48 EOP)	147 Participants (105 non EOP/42 EOP)
Acceptances: 74 – 91.4% of General Admissions Attendees *16 additional EOP students eventually accepted Paid/Waived: 32 (6 EOP) (25.6% of all attendees)	Acceptances: 59 – 67.8% of General Admissions Attendees Paid/Waived: 25 (10 EOP) (18.5% of all attendees)	Acceptances: 101– 96.2% of General Admissions Attendees * 18 additional EOP students eventually accepted Paid/Waived: 42 (31 General Admit; 11 EOP)(28.6% of all attendees)

Related Accomplishments:

A NYC information session planned for 11/2/12 had 58 students registered but was cancelled due to Hurricane Sandy.

Developed new invitation for April NYC Bus trip and decreased no show rate while increasing attendance (Appendix #5).

Increased outreach in Rochester City Schools, Syracuse City Schools, Schenectady and Albany areas schools, Nassau and Suffolk Counties and CBO's with high AALANA populations.

Some example of our activities:

Participated in the GE Inspire College Fair 11/2012. GE Inspire is a program assists at risk high school students in the Schenectady area and introduces them to Science and technology careers and study paths.

Counselor presentation at the SUNY Albany STEP summer 2013 program

Additional visits/added visits

MRC caller successfully contacted 1072 AALANA students

II CURRENT MAJOR INITIATIVES/NEW INITIATIVES 2012-2013

Continue to fully implement and transition to CONNECT (crm) and launch new communication plans, tracking and reports

Manage the Naiviance platform to improve increase prospects and applications

Explore inviting admitted students into myOneonta

Identify vendor and funding for a new on-line campus tour

III SUMMARY/CONCLUSION/RECOMMENDATIONS

The mission of the Office of Admissions is to provide accurate information and exceptional customer service for the purpose of effectively recruiting and enrolling an academically qualified, diverse student body who will contribute to and benefit from the Oneonta experience. The Office supports the mission and core values of the college through the recruitment of high achieving students of diverse backgrounds. The 2012-13 academic year was extremely challenging as we face declining high school graduation rates in NYS, increased competition from the private sector and other SUNY campuses, changing academic programs at 2 year colleges, policy mandates, and a challenging economy. Despite

these and other factors, the admissions staff successfully met both our spring and fall 2013 enrollment goals. This summer we will continue to review our 2012-13 recruitment results, WICHE data, decliner and survey data and SUNY reports to guide and inform our travel and event management, communication plans, and outreach efforts. We will be sun setting several activities (O-town on-line community, ebrouchure, Chats, College Week Live) and work to fully implement our CRM and VIP pages, ARGOS reporting tool and Degree Works. Our biggest challenge before us I believe is to improve our deposit yield. In addition to data analysis we will be exploring best practices and solutions for 2013-14 implementation if possible.

Challenges:

- Declining deposit yield

- Replacement of 3 area recruiters

- New common application platform could present challenges to our application process

- Evolving technologies and social media creating new recruitment methods which require

- Analysis and investigation and impact our productivity time.

2012-2013 Assessment Action Plan with Outcomes

Goal #1: Enroll a freshman class with a high school average of 90+, and SAT average of an 1100+ and/or ACT average of a 24+.

May 2013: gpa 90.70 SAT 1112.43 ACT 24.33

MAY 2012: gpa 90.4 SAT 1107.5 ACT 24.37

OBJECTIVE	ACTIONS/STRATEGIES	TARGET COMPLETEION DATE	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE DOA- Director of Admission FAS- Freshmen Admissions Staff TAS- Transfer Admissions staff	EXPECTED OUTCOME	ACTUAL OUTCOME
						2012 Apps: 10,212 2013 Apps: 10,274 .6% increase
Increase the number of freshman non EOP applications by 1-2%	Review 3 year HS application data to identify trends	July 15, 2012	No additional resources required. Will utilize current funding	DOA FAS	Identification of schools with decreases in applications and no visits will receive a visit Fall 2012.	This was achieved. Counselors visited ___ additional schools which resulted in .6% increase in applications overall. Application data varies and one year/visit is NOT enough to impact declining trends in many situations.
	Increase targeted recruitment to counties that have experienced decreases in applications	August 15, 2012			Students INQ from schools will receive additional apply outreach	Not achieved as our new CRM system was not in place which is needed to manage these communications.
	Outreach to school counselors in those	Ongoing Fall-Spring 2012/13			School counselors at schools to	Approximately 40% of those additional

	districts				receive follow up note post visit	schools received follow up contact post visit. Admissions Counselors were inconsistent in efforts and are not always given the opportunity to meet with a HS counselor therefore follow up is difficult.
	Identify academic majors to pilot targeted and additional recruitment activities/communications to admitted students	August 15, 2012 Fall 2012/Spring 2013			Identification of 3 academic majors for targeted communication and event/visit day	2 events working with 5 departments were successfully executed Spring 2013. Deposit yield for both events was over that for other campus events supporting the continuation of academic based programs for admitted students.

Goal #2 Enroll a transfer class that supports the enrollment goals at the college

Transfer target Fall 2012: **480**

Deposits 6/10/13: **542**

Anticipated enrollment: **510+**

OBJECTIVE	ACTIONS/STRATEGIES	TARGET COMPLETEION DATE	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE DOA- Director of Admission FAS- Freshmen Admissions Staff TAS- Transfer Admissions staff	EXPECTED OUTCOME	ACTUAL OUTCOME
Increase the number of articulation agreements	Review top 5 transfer majors, and top 5 transfer colleges to determine 3 programs and depts. to work with. Identify courses currently not transferring in Work to resolve issues and complete Art. Agreements	July 15, 2012 September 1, 2012 May 2013	Admissions staff Academic Departments	DOA -K. Brown TAS- RL CQ	3 new articulation agreements signed by May 2013 allowing us to then advertise to prospective transfers	1 completed agreement May '13; 2 others in process, delays due to forces outside admissions. Courses in top transfer majors were reviewed by academic depts.. to create smoother course to course transition

Goal #3 Increase the enrollment (% and numbers) of AALANA students and other diverse groups at the college
June 2013 vs June 2012

Applications	4864 vs. 4541
Accepts	1333 vs. 1188
Enrolled	348 vs. 285
% of Class	20.4% 16.9%

OBJECTIVE	ACTIONS/STRATEGIES	TARGET COMPLETEION DATE	RESOURCES REQUIRED	PERSON(S) RESPONSIBLE DOA- Director of Admission FAS- Freshmen Admissions Staff TAS- Transfer Admissions staff	EXPECTED OUTCOME	ACTUAL OUTCOME
Continue to increase the number of AALANA students applying to and admitted to the College.	Purchase additional names of AALANA seniors. Create an aggressive campaign to convert inquiries from above purchase to applicants	October 2012 October 2012	Up to \$6500 for purchase of names None at this time	DOA DOA FAS	Inquiries from purchase should yield at 5% Print and email campaign targeted to these seniors will lead to a 10% conversion to application	

Athletic Department Executive Summary 2012-2013

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 2012-2013 academic and athletic success. The athletic department provided support and programming to 453 student athletes on 21 varsity teams. 98 students competed in 2 or 3 sports.

The Fall 2012 term GPA for all student athletes was 2.94. The Spring 2013 term GPA was 3.02. 188 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, women's soccer and women's swimming and diving. Additionally, 13 different athletes received Capital One Academic All-district, Scholar All-American or other academic scholarship honors by their sport national organization. 14 students and Mr. James Vogler, Biology Professor, 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 one full year. The plan supports every student athlete and focuses on those students who have a GPA below a 3.0. 18 of 19 special talent student athletes were in good academic standing. According to the Office of Assessment and Effectiveness, the graduation rate for student athletes for the 2006 cohort was 70%, student body 65%.

Athletically, The Department celebrated 2 national championships in men's outdoor track; the 200 meter dash and the 4x100 relay. Winning 2 national championships together is a first in college history. In team performances nationally, the men's outdoor track and field team finished with a ranking of 6th. In SUNYAC; we won the Men's Soccer and Men's Indoor Track Championships, we took second place in women's soccer and men's outdoor track, we took 3rd in men's swimming, men's and women's cross country and women's tennis and top 4 in women's basketball and FH. In individual performances; 11 student athletes went to nationals in men's and women's indoor track and field, men's outdoor track and field, wrestling, and swimming and diving. We claimed the rookie of the conference award in both men's and women's soccer, SUNYAC Player of the Year in men's soccer, Swimmer of the Meet in men's swimming, field and track athletes of the meets in men's indoor track and the National track athlete of the year (another first). We collected 8 national all-American honors in field hockey, men's lacrosse and men's indoor and outdoor track and won 22 individual SUNYAC championships in men's and women's indoor and outdoor track and men's swimming and diving. The college came in 3rd in the SUNYAC Commissioners Cup, the highest distinction in the conference represented by overall win percentage.

The department focused on student engagement with an emphasis on career preparation, social networking, diversity 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 second *Alumni Athlete Career Panel*. 5 Alumni; law school, graduate school, and graduates in the work force all provided useful information to a captive audience of juniors and seniors. National Speakers on social networking and transgender students provided opportunities for critical thinking and personal growth and we regularly provided programming on academic success, athletic performance, leadership and alcohol and drug abuse.

We celebrated NCAA Division III Week for the first time this year. Programming included a Faculty Appreciation Dinner, Academic Luncheon, NCAA Giant Steps Civic Leadership, Coaching and Courageous Student Athlete Awards, a visit to a local nursing home and energy around competition that included give-a-ways to the student body, all in an effort to promote 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. 155,696 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 2012-13. This card access number compares to 148,970 student users in 11-12. These 3 facilities are open 92 hours a week for student use. The swimming pool recorded 10,103 users in 2012-13 as compared to 10,039 in 11-12. 18 Intramural team sports were offered, supporting 22 championships with 305 teams and 3,150 students participating. Students recreated through independent offerings (442 classes) which included Zumba, Kickboxing, Pilates, Bootcamp Conditioning, Abs and Yoga which attracted 12,119 participants. 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 155,696 entries into the fitness centers and an additional 8% of the student body participating in athletics and it is clear that SUNY Oneonta aspires to a culture of fitness and enjoys recreating both independently and in an organized way. In the past 5 years, the intramural program has grown by 34%. Facility limitations have deterred further growth. The Athletics Department employed 59 students through federal work study (FWS) funds and 89 (Fall) and 53 (Spring) students through temporary services funds this year. The continued reduction in FWS students has increased the need to hire temp services employees, increasing costs in the area of facility supervision.

The department continues to focus on safety; the development of standardized “return to play” protocols for every sport has seen a decrease in re-injury upon return to play. Development of consistent strength and conditioning programs has produced more power and speed as demonstrated in pre and post max testing in student athletes in 2012-13. Athletic Training staff evaluated 347 injuries and cared for approximately 30 students/day requiring rehabilitation. This does not include the time ATC’s preside over, evaluate and prepare student athletes for practice and games, injuries during practices/games and opposing team’s pre-game preparation. ATC’s also traveled with teams 60 times this year, ensuring their safety while on the road. Bassett Health Care Orthopedic Physicians visit the college weekly and the improvement in email communication of demographics, diagnostic testing results, scheduling and rehabilitation protocols has expedited care for student athletes. The Athletic Training Staff oversaw the implementation of Drug Testing for the first time in our history. This has been a successful endeavor to promote accountability and dissuade drug use by student athletes. ATC’s also ensure that coaching staff are certified in CPR/First Aid and AED.

Student athletes, coaches and staff raised over \$5,200 for 8 national, regional and local charities and participated in 38 community service events contributing 6,500 hours to the local community. Last year we participated in 22 service events. New ideas are explored every year to support the college’s mission in community efforts.

The department focused on advancing technology for a global message and generating new revenue to support student athlete initiatives during the 2012-13 year. In only the third year of a new website we had 1,400,000 page views through May 2013 (an increase of 239,687 from 2011-12). The site averaged 5,000 views daily with 145,657 returning visitors and 94,030 new visitors, this is a 65% increase in the past year and each viewer is taking a look at an average of 6 pages each time they sign on. The site integrates social media sources; facebook, twitter, texting, live stats, live webcasts and youtube. The weekly, “Inside Red Dragon Sports”, aired 15 new shows on local channel 23 with a viewership of 3,285 with 200 views per episode. We expanded our reach this year by linking into the NCAA Division III facebook and twitter networks and celebrated a front page story on the NCAA homepage and an article in the July Issue Champions Magazine. The website affords the department an opportunity to generate “new” revenue and \$15,500 was raised in local sponsorship. The 5th Annual Dining with Champions Fundraising event raised \$25,957 to support travel and facility enhancements. More work needs to be done in this area to meet the economic challenges facing the college.

The department focused on retaining and enrolling talented and diverse students. Spring 2012-Fall 2012 data confirms a 90% retention rate for freshman to sophomore student-athletes. The department identified 2,546 prospects, made 12,112 contacts (phone, letter, e-mail), made 1,564 off-campus evaluations, hosted 614 prospects on-campus and 211 freshman and transfers have made deposits for Fall of 2013, each with the intent to be a college athlete. This represents 20% of the student body’s incoming class. Effective and successful recruitment remains a priority. TeamDesktop aids in the assessment of recruiting efforts. 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.

Athletic Department Goals/Objectives for 2012-2013

Continuous quality improvement in the areas of student engagement, preparing student athletes for success, recruiting and retaining highly qualified student athletes, alumni development and superior customer service to campus and community constituents’ were essential to 2012-2013 success in athletics, intramurals and recreation.

Athletic Department Goals/Objectives for 2012-2013

Goal #1: To enhance the quality of student life by providing intramural and recreational opportunities that will enhance students educational experience and enjoyment.

Objective	Planned Actions	Time Frame	Expected Outcome	Actual Outcome
1. Increase opportunities for intramural and recreation activities	A. Plan for 2014 field turf on soccer field with lights. Develop new intramural programs ready for target date	A. Spring 2014	A. SOS 2014 athletic facility satisfaction increase 3%.	A. Traveled to 5 turf sites for comparison, identified ideal surface with SUNY liaison, facility, MOC and coaching staff. Prepared facility schedule without lights for optimum opportunities for intramurals, recreation, student groups and athletics.
2. Maximize facility usage for all groups and individuals	A. Evaluate usage pattern for all recreation facilities by month/time of day, all year round	A Spring 2013	A. patterns identified will support maximum growth of opportunities for campus users as well as offer non-campus users space for town and gown relations	A. 2012 SOS results reflect a -0.22 decline in athletic facility satisfaction by students. 155,696 card access entries into 3 fitness centers, open 92 hours/week, represents a 4.5% increase in usage from the previous year and an all time high. Intramurals supported 305 teams in 18 sports with 22 championships and 3,150 sign-ups. 442 classes were offered in recreation with 12,119 sign-ins. EMS scheduling and collaboration with all groups is efficient and effective as identified in use patterns.
3. Cooperate with Residential Life to adjoin programming where possible	A. Meet with Residential Life two times, Fall and Spring to collaborate on student programming	A. on-going	A. Track student body attendance at SUNYAC sporting events, M/W soccer, M/W basketball and M/W lacrosse for a start	A. College Ticket Policy was delayed this year but is set for implementation Fall 2013. This will allow us to track fans and expand fans in the stands initiatives. Met with Residential Life on central issues.

Goal #2: To Cultivate Alumni Relations

Objective	Planned Actions	Time Frame	Expected Outcome	Actual Outcome
1. Increase alumni contacts	A. Track alumni contacts by coaches in TeamDeskTop	A. Spring 2013	A. Increase Alumni back to campus for sport alumni events by 3%	We did not have a benchmark for tracking alumni so this year will be the benchmark year. 292 alumni returned to campus for events organized by coaches in the 2012-13 year. Events included competition against current students, dinner events, clinics, watching NCAA competition and tailgates. 74 additional athlete alumni attended the annual Athletic Hall of Fame Ceremony.

Goal #3: Develop Exemplary Scholar Athletes, Promote Competitive Excellence and Cultivate Community and Alumni Relations (unfinished goals from 2011-12 = goal 3):

Objective	Planned Actions	Time Frame	Expected Outcome	Actual Outcome
1. Enhance academic support to students	A.. Train all students in calculating grades for each class.	A. Spring 2013	A. Term GPA's for student athletes will increase by .05% in spring 2013 semester.	Spring Term 2012 = 3.15 Spring Term 2013 = 3.12 Expected outcome not achieved, this is a work in progress. Faculty Mentor role is developing for consistency with 1x/semester meetings with FAR and all coaches full implementation of the Academic Game Plan for students below a 3.0 GPA. Coaches or FM reviewed grade calculation in AGP.
2.Promote coaching/ teaching effectiveness	B. write gender equity plan	B. Spring 2013	B. Identify best practices for gender equity and create a strategic plan for improvements necessary	Received an NCAA grant to cover some costs. Coaches and student athletes completed a 100 page survey of their program. This was provided to the consultant who will begin plan review Fall 2013.
3.Emphasize career development focus	C.Track student athletes career path in first 6 months of graduation.	C. Fall 2013	C. 33% of student athletes will attend graduate school or have a job within 6 months of graduation.	The Career Development center launched the 1 st Destination Survey this May and this tool will help us track student athletes upon graduation. Did not achieve this goal but will be able to do this with help from the Career Center in the upcoming year. 2 nd Annual Alumni Career Panel for juniors and seniors was a success with 104 attendees. Career Athletes Network with 2 interns promoted 230 sign-ups to this site. Students network with former student athletes who are willing to be mentors in business.

Summary, Conclusions and Recommendations

The vision for the athletic department is consistent with the mission, goals and objectives of the college and aligns with the strategic plan best through Teaching, Learning and Scholarship, Student Engagement and Community Partnerships. The work environment continues to promote efficiencies in staff aptitude in Microsoft outlook calendar. Improved proficiency in TEAMdesktop and Dartfish have provided a technologically advanced, well-organized and dynamic approach to teaching and learning for both coaches and student-athletes. The athletic department showcased national speakers to support student athletes' personal growth, competed on the national stage athletically and in service to others, met the average campus GPA and exceeded it, in spite of tremendous time demands placed on student athletes and athletic department members strived to grow professionally with limited resources to travel. There is still much to learn and do. As we prepare for the new academic year we will continue to pride ourselves in providing a "winning experience" for the student-athlete in all academic, athletic, social and personal pursuits.

Areas of concern are as follows:

A plan is in place to rehabilitate current athletic facilities to include the soccer field, outdoor all-weather field/outdoor track, baseball and softball facilities. The college Master Facility Plan supports a new pool and indoor tennis/track facility. This major athletic facility (MAF) is important to athletic, intramural and recreation growth for the campus.

SUNY policy recommends the Intercollegiate Athletic Fee be used only for Athletics, yet the pressures to meet needs of the entire student body as they relate to intramurals and recreation weigh on the decisions made to use these funds. A 5-year budget plan has been created and given the economic climate this plan must be given flexibility to meet changing needs.

Student engagement in recreation and fitness is at an all-time high in the history of the college. Facility limitations prohibit serving all students with an interest in intramurals. A reduction in the number of Federal Work Study students provided to support fitness center supervision and federal mandates regarding FWS employment has forced the Athletic Department to use IA funds to keep fitness centers open 92 hours/week. This is a financial strain on the department.

In a growing climate of instant access and a sports culture that caters to fans, the Athletic Department is trying to keep up with these needs and represent the college positively through webcasting improvements and home contest event management upgrades. The department is reorganizing efforts and manpower to produce the best product possible. Increased staffing would enable the athletic department to structure event management similarly to “like” institutions.

Assessments and Planning 2012-2013

Both direct and indirect measures of learning outcomes are assessed. Directly, winning is an objective measure for coaches to endorse that teaching and learning has occurred. The expectation is that fastidious recruitment, proper preparation, perseverance and intelligently executed strategy created a scoreboard win. By design, fastidious recruitment, preparation, perseverance and departmental academic support for students proved a departmental GPA we are proud of. Additional goals in year three of a three year plan allowed us to assess areas beyond student athlete engagement for the betterment of all students. We are determined to build alumni relations as well. We continue to assess all elements of the three year plan in a methodical way.

Executive Summary for SLO – Leadership Development of Student Athletes

In the 2012-2013 academic year, coaches assessed student leadership through a rubric identifying “beginner”, “novice”, “proficient” and “advanced” leadership skills, for the 4th year of a 4 year cycle. The expectation is that those teams identifying large numbers of student athletes with “proficient” and/or “advanced” leadership skills will “win” more both academically and athletically.

14 head coaches supporting 20 varsity sport teams assessed 387 student athletes on seven dimensions of leadership using a leadership rubric. This is the 4th year of a 4-year study. Data does not show higher student athlete leadership traits amongst teams having greater athletic success, although this was the case in year 1 and 2 of the study, it was not the case in year’s 3 and 4. In the top 8 highest leadership scores, males tended to score leadership higher. The fall sport teams, earning a #2 ranking in the SUNYAC Commissioners Cup with 6 of 7 teams finishing in the top 4 were rated lower in total leadership scores (56.7) versus winter teams (59.2) and spring teams (57.4) who combined for 4 top 4 finishes. This is curious but in difficult times we see leadership emerge. This would lend credence to the age old saying “Sport doesn’t develop character, it reveals it”. Another observance could be head coaches of successful teams set the bar higher for leadership. The Class of 2014 scored higher in leadership than the Class of 2013. Three 1st time coaches took part in this assessment. A noteworthy benefit of this effort has been a more open dialog with students one on one about what leadership on a team means to the coach and how leadership growth in an individual can benefit the team. Future studies comparing the results of leadership skills and team success will determine the value of student athlete leadership training.

CAREER DEVELOPMENT CENTER (CDC) ANNUAL REPORT 2012-2013

I. SUMMARY

The 2012-2013 academic year in the CDC has been characterized by teamwork, collaboration, and change.

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 postgraduation 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 fall semester consisted of five full-time professionals (Amy Benedict-Augustine, Director; Matt Munson '04, Career Counselor; Megan Ackley MS '11, Interim Internship Coordinator; Brian Levis, Interim Student Employment Coordinator; and Patti St. John, Credentials Secretary), three temporary service students (Alexandria Turner '13, Kevin Shea '13, and Hannah Weinell '14), and seven federal work-study students. The three temporary service students each worked approximately 10 hours/week; the federal work-study students each worked approximately 7 hours/week. The temporary service students also worked during Winter Break and an additional student, Jerah Brewster '14, was hired for the summer. Anna Legname '06 joined the CDC as an intern as part of her Master's program in Vocational Rehabilitation Counseling at the University of Buffalo.

In late September, Brian Levis was reassigned to special projects for the CDC. Megan Ackley and Matt Munson divided the essential, high priority Student Employment Coordinator duties between them for the remainder of the fall semester. In January, the Financial Aid office managed all employment paperwork for federal work-study students. Patti St. John announced her retirement with her official last day in the office on December 20. A search for the Secretary 1 replacement resulted in Bridget Kiff joining the CDC team on January 24. Meanwhile, Matt Munson chaired the search for a permanent Internship Coordinator resulting in Megan Ackley being appointed to that role. Anna Legname took on the Student Employment Coordinator duties on a part-time basis in January through the end of her internship in late April and was then appointed full-time Student Employment Coordinator until the end of the calendar year.

Services: The CDC staff conducted 1160 individual advising/counseling appointments (534 Fall/626 Spring), which reflects a 22% increase over the 2011 - 2012 academic year, a 68% increase from the 2010 - 2011 academic year. The staff, including the three temporary service students and two federal work-study students, critiqued 1132 resumes through the drop-off service, a 21% increase over the 2011 - 2012 academic year. Mock interviews continued to be requested by faculty for students as part of academic classes. This resulted in 174 students participating in mock interviews.

The CDC conducted 100 presentations including 69 classroom/club presentations, 6 residence hall presentations, 13 workshops, and 12 Don't Cancel Your Class presentations with total attendance of 2927. Amy Benedict-Augustine taught PROF 100 in both the fall and spring semesters, with 58 and 15 students each semester for a total of 73 students. Four course facilitators worked with students in the class under Amy's guidance and supervision. The CDC staff participated in transfer and freshmen orientation sessions throughout the summer as well as in January reaching 1190 new students plus 750 family members.

Two hundred fifty-eight users logged into FOCUS, an on-line career development assessment accessible on our webpage, 622 times; 133 students and alumni took the Myers-Briggs Type Indicator via our SkillsOne website; and 72 students and alumni took the Self Directed Search through the same website.

There were 1889 full-time job postings on DragonLink from 314 different employers. In addition, 15 recruiters worked with the CDC to schedule time on campus to meet with students. In addition, academic departments, such as Accounting and Business, hosted employers on campus to meet with students.

At long last, the credential folder service is electronic, including on-line payment! Patti St. John, Bridget Kiff, Cheryl Parisian '14, Hannah Weinell '14, and Jeremiah Wood were instrumental in making the implementation a reality. From 7/1/12 through 12/31/12, 203 paper credential packets were requested; 1/1/13 through 5/29/13, 92 people requested 167 electronic credential packets.

The annual Graduate and Professional School Fair hosted 82 graduate and professional school representatives and 474 students attended the event in October. The New York City Internship Fair debuted in January with 30 employer representatives and 125 students representing 20 majors. Alumnus Antonio Perez '76, president of the Borough of Manhattan Community College, donated the use of a conference room at his campus for the event. The Summer Opportunities Fair was held on campus in February and hosted 44 local and regional employers who were visited by 150 students.

The Teacher Recruitment Days (TRD) job fair for teacher candidates was held in April at SUNY Cortland. Matt Munson served as TRD chairperson, working with peer institutions in central New York to coordinate the event. Seventy-three recruiters/39 districts (12 from New York State) attended the event and 37 registrants from SUNY Oneonta received 99 interviews.

The 2012 First Destination Survey garnered a 54% response rate. A summary report of the findings will be available in the summer. Amy collaborated with Ernesto Hernandez from Institutional Assessment to administer the 2013 First Destination Survey to December 2012, May 2013, and August 2013 graduates. Follow-up will be conducted with non-respondents as well as those who listed "still seeking" as their primary post-graduation status.

Collaborations: The CDC staff had multiple collaborations with the Alumni Affairs staff including 2012 First Destination Survey outreach, InterviewStream marketing, a resume and cover letter presentation and a networking workshop for seniors, and the New York City Internship Fair. In the spring semester, Amy and Megan met with the new Alumni Career Advisor and Director of Alumni Affairs to begin brainstorming new joint initiatives.

Matt taught a section of BUS 319, Career Preparation, during the third mini in the Fall semester for the Division of Economics and Business while a faculty member was on maternity leave. Eighteen students from various majors within the Division were enrolled in the class.

The Student Employment Coordinator continued to collaborate with Financial Aid and Payroll to manage student employment. In the Fall, staff began outreach to community employers to identify off-campus placements for Federal Work-Study students. New procedures and paperwork were implemented cooperatively between the three office and the off-campus employers. During an unexpected CDC staffing change, the Director of Financial Aid agreed to manage all the Federal Work-Study employment paperwork in his office which was a tremendous aid to the CDC. This model continues as a collaborative effort between the two offices.

The Internship Coordinator worked with Melissa Marietta, the Hartwick College Internship Coordinator to bring the Intern Queen, Lauren Berger, to Oneonta for various events on both campuses. Nearly 400 students attended a lecture that was also open to the public. The following offices made financial contributions to the SUNY Oneonta events: Office of New Student Services, Athletics, Inter Greek Council, Residential Life, Class of 2014, Phi Kappa Psi, OnMark, Damascene Book Cellar, The College at Oneonta Foundation, Sodexo,

and Office of Continuing Education & Summer Session. Thirty students from these organizations attended a networking event with Lauren Berger and were able to ask her individualized questions. Faculty Internship Coordinator, John Schaumloffel from Chemistry, reached out to the Internship Coordinator in support of a NSF grant. A letter of support was created and submitted to the grants office during the month of July to support the grant. This includes presenting internship information to STEM students during the Fall semester. The Internship Coordinator also worked with the Office of Alumni Affairs to assist with Political Science and Communications Departments' alumni networking events.

Professional Development:

SICAS Survey Tool Training – Megan and Amy

ADL training – Matt, Megan, Anna, Patti, and Bridget

PCI Compliance training – Matt, Megan, Anna, Bridget, and Amy

Career Counseling with Asperger's Syndrome NACE webinar – Anna and Amy

Argos Report Writer training – Megan and Bridget

Symplicity Mock Interview Module webinar - Matt, Bridget, and Amy along with James Errico and Ryan Gennaralli from Alumni Affairs

Sexual Harrassment training – Megan, Bridget, and Amy

New I-9 (Employment Eligibility Verification Form U.S. Citizenship and Immigration Services webinar – Anna and Bridget

Matt served as the TRD chairperson and attended the SUNY CDO conference. Matt also interviewed Alumni Career Advisor candidates.

Megan attended the New York State Cooperative and Experiential Education Association (NYSCEEA) conference and served as the organization's 4 year college representative. She was elected Vice President/Conference Chair in January 2013. Megan was appointed to the SUNY Co-op Advisory Board, attended the SUNY Works Summit, and coordinated the SUNY Works Faculty Workshop. She also attended a program on Handling Disruptive Behavior and Understanding FERPA: Training for Student Employees and the Capital Region Recruiters Network (CCRN) Networking Event. Throughout the year, Megan participated in the NACE Mentor Program. Pamela Gardner from the University of Vermont served as her mentor which included monthly phone conferences one hour in length each.

Anna participated in Safe Space Program training, a Managing Student Employment NACE webinar, and a UUP Autism Awareness Roundtable. She was also invited to be a 3rd Annual Women to the World Roundtable Discussion participant.

Bridget participated in a Symplicity Tools and Features webinar.

Amy conducted four 4-hour ADL trainings and two 2-hour ADL trainings. In addition, she was selected to present at the Global Internship Conference in Singapore on her research about the impact of international internships on undergraduate college students' career development.

Service: Matt chaired the Internship Coordinator search committee and was a Pass through the Pillars volunteer. Megan conducted an MBTI presentation for Hulburt Hall Residential Life Staff (24 RAs and ATMs) was a Beyond the List program volunteer, staffed the registration table at the Alumni Affairs New Year's Eve Social in New York, City, assisted with Matteson Hall resident relocation, was a Relay for Life Team DQ member, and staffed the Reunion Weekend registration table. Brian served on the College Enhancement Committee. Anna was a Relay for Life Team DQ member. Amy served on the Banner Steering Committee and the Orientation Committee, conducted a FOCUS workshop for Residence Life staff, assisted with Matteson Hall resident relocation, was a Relay for Life Team DQ member, served on the Academic Advisor 1 search committee, and is chairing the Academic Advisor 2 search committee.

IV. STUDENT LEARNING OUTCOME

To enable students to develop a career/academic plan.

Assessment Method - Students will develop goals that are specific, achievable and realistic after attending a CDC workshop.

Success Indicator Outcome - Students will identify two potential career goals.

Due to staff transitions and other office priorities, this Student Learning Outcome was not assessed. For 2013 – 2014, an assessment will be developed and results will be reported in next year’s Annual Report.

IV. PLANNED MAJOR INITIATIVES

- Survey “still seeking” respondents to the 2013 First Destination Survey in August and November.
- Streamline paperwork for returning student employees.
- Train additional student staff members to conduct resume critiques.
- Administer Summer Experience Survey in collaboration with Continuing Education/Summer Session at the beginning of the fall semester to learn what SUNY Oneonta students do in the summer.
- Hire permanent Student Employment Coordinator in December.
- Evaluate CDC communication strategy especially with regard to social media.
- Collaborate with Judicial Affairs to evaluate effectiveness of CDC referral appointments.
- Collaborate with Alumni Affairs to administer a Reunion Survey of alumni in June 2014.

V. RECOMMENDATIONS

- Additional administrative support is essential to provide consistent, professional service year-round on the CDC’s front line, especially since the Internship Coordinator has become a permanent position. While temporary service student staffing has been helpful in the absence of a second administrative support position, a full-time, 12-month Keyboard Specialist 2 position would be ideal.
- Increase funding for technology support via DragonLink. The Student Tracking module would provide an efficient, timely means for assessing service usage and planning future resource allocation (\$1500 one time set-up fee, \$2000/year). Alumni Affairs is interested in sharing the costs for either InterviewStream or the new DragonLink mock interview module (\$500 one time set-up fee, \$2000/year).

Assessment Plan Career Development Center

I. SETTING OBJECTIVES

Mission Statement

The mission of the Career Development Center (CDC) at the SUNY College at 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 postgraduation 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.

Goal #1: To offer programs to teach career decision making and career planning skills.

Objectives

- A. To offer a class to students to learn how to explore career options and decision making skills.
- B. To offer individual advising and counseling opportunities to assist students in career decisions.
- C. To offer services that help students prepare for future careers and employment.
- D. To offer programs that educate students about strategies for future career success, employment, and employers’ expectations.

Goal #2: To provide opportunities for students to learn about career advancement strategies and success.

Objectives

- A. To offer resources to students that will help them with the job search process.
- B. To provide programs that inform students about graduate education opportunities and requirements relevant to their career field.
- C. To provide programs and services to assist students with identifying job opportunities.
- D. To achieve high levels of student satisfaction with all programs and services.

Goal #3: To offer employment service that will provide opportunities to students seeking employment.

Objectives

- A. To make students aware and provide on- and off-campus part-time job listings for currently enrolled students.
- B. To manage Federal Work Study program work assignments.

Goal #4: To provide students, alumni, faculty, staff, employers, and family members opportunities to learn about office services.

Objectives

- A. To stimulate interest and use of CDC services through programs.
- B. To provide direct marketing of CDC services through publications and online resources to students, faculty, staff, employers, and family members.

Goal #5: To offer staff training and development opportunities to support office programs and activities.

Objectives

- A. To offer opportunities for staff to develop and increase knowledge in their field that will help implement programs and mechanisms to improve program quality and accountability.
- B. To offer opportunities for student staff to develop skills related to their job functions.

II. EVALUATING ACTIVITIES

During staff meetings, the CDC staff jointly agreed upon the priority order of the objectives. The staff reviewed the services and programs offered to students and identified the top priorities based on outreach, desired outcome, and available resources.

III. MEASURING OUTCOMES

During the 2012-13 academic year, CDC assessed the four objectives included the table below using the actions and assessment measures/criteria indicated for each action.

2012 - 13 Action Plan

Goal 1: To offer programs to teach career planning skills.

	Actions	Target Completion Date	Resources Required	Person(s) Responsible	Expected Outcome	Actual Outcome
1 - Offer an undergraduate class for students to learn how to explore career options and decision making skills.	1A - Teach PROF 100, Survey of Career Fields, to students who need assistance in deciding their career path.	1A – Three minis taught during fall semester.	1A - Portion of Director's salary (30% of time) \$500 Budget for teaching support materials, marketing publications, assessment tools and printing costs	1A - Director	1A – 60 students complete the class with 85 percent receiving a B or better.	1A - Director taught three minis during the Fall semester and two minis during the Spring semester. Fifty-eight students completed the class in the Fall with 98% receiving a B or better; 17 students completed the class in the Spring with 88% receiving a B or better. In the Spring, the course was offered at 1:00 – 2:15pm on Tu/Th to see if students might be more energetic and participative than during the 4:00 – 5:15pm time slot of the Fall semester. Overall students were more engaged but fewer students enrolled as this was a popular time slot for other required courses. A decision was made to not offer the course during the third mini as many of the students enrolling in that mini are simply looking for one credit to finish out their semester and are not really engaged with the course content. This has had a negative impact on large and small group activities in the class.
	1B – Hire and train 4 to 6 Course Facilitators to assist in class each semester.	1B – Prior to start of each semester.	1B – Portion of Director's salary	1B – Director	1B – 100 % of Course Facilitators will successfully	1B – Two Course Facilitators were selected for the Fall semester; three Course Facilitators were selected for

	Actions	Target Completion Date	Resources Required	Person(s) Responsible	Expected Outcome	Actual Outcome
	1C – Create course to assist students with implementation of career plans.	1C – Submit proposal to Curriculum Committee at beginning of Fall semester. Offer course in Spring Semester	printing training materials/manual, and marketing publications. 1C – Portion of Career Counselor’s salary, budget for teaching support materials, marketing publications, assessment tools, and printing costs	1C – Career Counselor	pass the course with a B or better. 1C – Students enroll in the new course with 85% receiving a B or better.	the Spring semester, including one who returned for a second semester. All Course Facilitators received a B or better. 1C- The Career Counselor taught one section of BUS 319, Career Preparation, during the Fall semester with 18 students enrolled. This was to cover for an Economics and Business professor who was on maternity leave for the semester.

Goal 3: To offer a student employment service that will provide opportunities to SUNY Oneonta students seeking local employment.

	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Expected Outcome	Actual Outcome
1- Manage FWS program work assignments	1A - Train new FWS students in job skills.	1A - By end of Add/Drop period in Fall & Spring semester.	1A - Printed materials Training Program Postage for student mailings Paper & Print Shop costs Computer Center Support	1A - SEC	1A - Student Survey regarding service 85% satisfaction.	1A – Due to unexpected staffing changes, this survey was not developed.

	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Expected Outcome	Actual Outcome
	1B - Provide FWS supervisors with appropriate student support.	1B - Assign prior to start of each semester.	Administrative Computing Support 1B - Printed materials Training Program Computer Center Support Administrative Computing Support	1B – SEC	1B - Percentage of requests filled \geq 90% initially.	1B – 100% of assignments were filled.
	1C - In order to reduce paper and increase efficient delivery, pilot electronic mailing of assignments.	1C – Prior to start of each semester.	1C – Computer Center Support; Administrative Computing Support	1C – SEC	1C - Reduction in paper needed for process.	1C – Electronic mailing of FWS assignments was implemented in the Fall semester. Modifications to the process were made and implemented in the Spring semester.
	1D – In order to reduce paper and shorten time in office to complete forms, eliminate gold NYS retirement form for returning student employees.	1D – Beginning of Fall semester.		1D – SEC	1D – Reduction in paper and time needed for returning student employees to complete the process.	1D – Due to unexpected staffing changes, this action was put on hold until the 2013 – 2014 academic year.
	1E – In order to reduce paper and shorten time in office to complete forms, explore eliminating green curriculum vitae form for returning student employees.	1E – Summer.	1E – Human Resources Support, Payroll Support	1E - SEC	1E – Reduction in paper and time needed for returning student employees to complete the process.	1E – Due to unexpected staffing changes, this action was put on hold until th3 2013 – 2014 academic year.

Goal 4: To provide students, alumni, faculty, staff, employers, and family members opportunities to learn about office services.

	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Expected Outcome	Actual Outcome
1 – Offer ways to market CDC services to students, faculty, staff, employers, and family members.	1A – Evaluate marketing strategy, especially with regard to use of social media.	1A – End of Spring semester.	1A – Percent of staff salary	1A – All CDC staff	1A – Improved marketing.	1A – This action was discussed at the May 2013 Strategic Planning Meeting.
	1A1 – Conduct focus group of undergraduate students to evaluate webpage.	1A1 – End of Fall semester	1A1 – Percent of staff salary; Dreamweaver software; computer; pizza and beverages	1A1 – Career Counselor	1A1 – Relevant feedback to guide website enhancements.	1A1 – Due to unexpected staffing changes during the Fall semester, this action was put on hold.
	1A2 – Increase use of DragonLink to communicate with students.	1A2 – Ongoing.	1A2 – Percent staff salary; NACELink registration fees	1A2 – All CDC staff	1A2 – Increased use of DragonLink by undergraduate students.	1A2 – From July 2012 – June 2013, 11,944 visitors made 21,819 visits to DragonLink. This represents a 219% increase in the number of visitors and a 39% increase in the number of visits to DragonLink.
	1A3 – Launch CDC Student Ambassadors.	1A3 – Ongoing.	1A3 – Percent of staff salary; t-shirts	1A3 – Internship Coordinator	1A3 – Greater attendance at CDC programs and events.	1A3 – CDC Student Ambassadors launched to assist with marketing for the New York City Internship Fair in January 2013. Students wore event t-shirts once a week for # weeks prior to the event as a means to create awareness for the fair.
	1A4 – Hold mid-year Strategic Planning Meeting to evaluate progress.	1A4 – December.	1A4 – Percent of staff salary	1A4 – All CDC staff	1A4 – A marketing plan for enhancing CDC use of social media.	1A4 – Given unexpected staffing changes in the Fall semester, this did not happen.

IV. USING RESULTS TO PLAN

In reviewing the CDC 2012-2013 Assessment Plan, there seem to be several recurrent themes that will be useful in guiding the CDC in 2013-2014.

1. CDC staff continue to do outreach through a variety of venues—classes, groups, clubs, residence halls, campus-wide recruitment programs, and Orientation, to name a few—but there are still graduating seniors who do not know that the office and its services exist. We will continue to seek opportunities to collaborate with peers across campus with the hope that all students know we are here for them. Purchasing the Student Tracking module for DragonLink will help us to do analysis for targeted outreach to specific groups of students.
2. DragonLink has a great deal of potential in supporting the work with do with students. Use of this career management system continues to grow. Now that the credential folders are managed through DragonLink, there is one more reason that students and alumni will use DragonLink. The integration of InterviewStream with DragonLink is another bonus feature for users.
3. Partnering with Alumni Affairs in a variety of ways has been a very positive collaboration. The CDC will continue to seek ways to collaborate with Alumni Affairs, especially the new Alumni Career Advisor.
4. The CDC has solid marketing in place. However, there is always room for improvement. Two areas for improvement include outreach to faculty and effective use of social media.

Center for Multicultural Experiences 2012-2013 Annual Report

I. Summary of Accomplishments

Mission: In collaboration with students, faculty and staff at SUNY College at Oneonta, the Center for Multicultural Experiences strives to promote an inclusive, welcoming, and intellectually challenging environment that enriches the multicultural climate and contributes to the vitality of the campus for all students faculty, staff and the community.

The Center for Multicultural Experiences continues to offer an array of programs, working collaboratively with faculty, staff, and students to promote speakers, artists, workshops and trainings. This year the Beloved Dialogue Series was extended for the entire year with ten faculty members participating from ten different academic departments. The post assessment showed 70% of participants felt they had learned something new and were comfortable participating. 75% of participants felt the sessions were inclusive in nature. This program will be continued for the 2013-14 academic year with the intention of expanding to new academic areas.

The Faculty in Residence program was evaluated and a new application process was established as well as adding additional marketing techniques. This resulted in four applications for the Faculty in Residence program which was an increase of 75%. Unoma Azuah, who was the 2013 Faculty in Residence is a writer from Africa, whose area of expertise is gender and sexuality. Unoma met with students from Africana and Latino Studies, the English Department, Poetry Slam members, AALANA mentors, members of GSA and students involved at the GSRC. An additional Faculty in Residence will be held this coming fall due to a unique opportunity of a visiting faculty member from China who is able to pay his own way to the U.S. and is only in need of housing and food for the week he will be on campus. Xiangyu Li, a faculty member in Political Science at the Guangxi Normal University, will be on campus September 2-9, 2013. He will be engaged in a series of class visits, meetings with faculty members, and expected to deliver a public lecture. He will present his research on ethnic minorities in China. The CME Council was actively involved with this change and is hoping this valued program will have continued support from the College.

The Anti-Defamation League Campus of Difference workshop was a new initiative for the college this year. Mary Bonderoff and Theresa Russo oversaw the roll out and implementation of this diversity initiative. Over 1,000 people attended workshops. Overall the evaluations were positive. A common theme to their feedback was the appreciation for being able to hear people's personal stories and have discussion around diversity. Participants seemed most appreciative of the skills presented to speak up against bias. The groups that included faculty, staff and students seemed to have the most impact in hearing the perspective of the other group and creating awareness.

Long standing programs that the CME continues to collaborate on are the Diversity Peer Education Program, the LGBTQA Speaker's Bureau, the Sneaker's Bureau on Race and Ethnicity, the Red Dragon Reading Series, AALANA Welcome Week, and the Kente Graduation Recognition Ceremony. Programs continue to be evaluated and changes made where deemed necessary. These programs support the efforts for recruitment and retention of our AALANA and LGBTQ students.

An important event this year that the CME was involved with was the Black List Commemoration. Events were planned in a teach-in style and faculty members were encouraged to bring their classes to events instead of holding class. A variety of programs were offered and the feeling was that the day was extremely successful. People directly involved with the events surrounding the Black List returned to campus and were given the opportunity to share their stories. This was a positive step for the campus to make towards healing. Cornel West was the keynote speaker for this important day.

II. New Initiatives

The new initiative for CME during the 2013-14 academic year is the Common Read. In collaboration with a number of faculty members the campus will be reading *Flight* by Sherman Alexie. Sherman Alexie will be on campus for a lecture titled, *Without Reservations: An Urban Indian's Comic, Poetic & Highly Irreverent Look at the World* and will meet with students and faculty during the day. This initiative is in direct support of the strategic plans diversity pillar. Faculty trainings will be held to assist people in how to use the novel. Additional programming will be held to continue the conversation around diversity and inclusion. Students enrolled in the first year seminar will participate in a series of workshops lead by students from the Cooperstown Graduate program as well as staff members from the New York Historical Association at the Fennimore Art Museum in Cooperstown. The film *Smoke Signals* by Sherman Alexie will be shown. The film *Crooked Arrows* and members of the lacrosse team featured in the film will be on campus to lead a discussion. Student athletes as well as other students will be invited to this program. Programming that will highlight diverse faculty in areas like Chemistry will be brought to campus to meet students and lead discussions. A lecture and round table discussion will be planned to highlight a historian whose expertise is in Native American Studies. This effort is a true collaboration between student development and academic affairs.

2012-2013 Student Learning Outcomes

Center for Multicultural Experiences & Hunt College Union Student Managers Student Development Learning Outcomes Domain: Multicultural Competency

Executive Summary

As a means of identifying the level of competence and confidence, the student managers at CME (1 male and 3 females) and Hunt College Union (5 females) participated in a diversity and inclusion training prior to the start of the fall semester. The session was facilitated by Craig Levins and Serenity Beardslee who are trainers for the Campus of Difference ADL model. Pre and post tests were administered to 9 student managers (N=9). No information was collected related to gender or other demographics. After the training, managers (100%) were willing to positively impact others' perspective on diversity and inclusion and to stand up to people making comments that reinforce stereotypes. The student managers (100%) realized that observable characteristics do not tell us everything about a person's identity. Supervisors will monitor and provide support as needed.

III. Summary, Conclusions and Recommendations

- The CME continues to be an asset to our campus community. The increase of faculty and staff collaboration on a number of initiatives has been important. The CME feels it is having impact through these initiatives in building a more inclusive environment on our campus. The CME will continue to reach out to different academic departments to broaden the impact on our campus.

- Available space and condition of Lee Hall continues to be a concern for the CME. Staffing is also a concern at the CME. Having only one professional staff person is a challenge.
- The students are looking forward to the renovation scheduled for 2014. The project to add an emergency exit in the main room of the CME has been put on hold creating a difficult situation pertaining to the size of the groups allowed in the space.
- This year Orientation as well as EOP will have events in the CME for new students. The CME is hopeful that this will help students become aware early on in their college experience what the CME is and what it has to offer.
- The CME is proud of all that was accomplished this year and looks forward to what the new academic year will bring.

CME Action Plan 2012-2013

Goal 1: To provide and promote a rich array of social and academic events that celebrate, embrace and enhance knowledge and understanding of, individuals and groups from various racial, ethnic and cultural communities.

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Measure/ Expected Outcome	Actual Outcome
Ensure a comprehensive array of programs by maximizing funding (objective C)	Continue year long series of dialogues sessions offered in residence halls. Expand disciplines represented through Faculty recruitment.	May 2013		Director, CME and Grant Hall	Increase by 20% in representation from various departments	10 academic departments were represented in the dialogues. This was an increase of 33%.
	Impact shift in attitude for students, faculty and staff attending dialogues.	May 2013		Director, CME and Grant Hall	Post tests will be given to participants to assess attitudinal change through self-report.	Post test shows that 50% of participants had a change in attitudes.
	Continue Beloved Community Series. Extend involvement to new areas on campus.	May 2013		Director, CME	Increase new areas of involvement by 20%.	Instead of adding new events, the committee decided to take current events such as the Trivia Nights and have the theme be centered around the Beloved Community theme.
Provide opportunities for faculty, staff and students to explore and develop skills relating to diversity, equity and inclusion. (objective D)	Organize and advertise ADL trainings for entire campus	Ongoing	ADL funding	Director, CME and Dr. Theresa Russo	Evaluations completed after each training to evaluate strength of program.	Evaluations of each workshop were positive. 72% stated that they valued the program. 95% stated they would use strategies presented.
	Organize classroom visits for speakers bureau, First Year Seminar and Sticks and Stones.	Ongoing			Pre/post test administered to Resident Advisors to determine material learned	RAs showed significant change in their understanding of a bias incident. 84 respondents pre -workshop said they would not step in to stop bias comments. Post-workshop 128 respondents said they would step in to stop bias. 11 were unsure and only 1 person would not step in.

Goal 2: To provide a warm, welcoming and intellectually challenging environment that enriches the multicultural climate, fosters open and enlightened learning, and contributes to the vitality of the campus for all students, faculty, staff, and community.

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Measure/ Expected Outcome	Actual Outcome
Develop materials and programs that welcome and encourage interaction of all members of the campus community. Assist in community building opportunities around diversity for all students. (objective C) Support recruitment and retention efforts of underrepresented students.	Create promotional items to better advertise the CME.	Summer 2012		Director, CME student managers	Promotional items created, purchased and distributed.	A brochure was designed by a student manager, printed and distributed. Promotional items were purchased such as jump drives, pens, and key chains. Jump drives and pens were well received.
	Plan programs in collaboration with a variety of departments and student groups.	ongoing		Director, student managers	Programs planned with a variety of campus departments and student clubs.	The CME worked with 21 departments on campus and 15 student clubs in a variety of ways from programs to presentations to support.
	Participate in planning activities and events for Orientation.	Summer 2012, ongoing		Director, CME, Student Managers	Meet with all incoming freshman and transfers through Diversity and Inclusion presentation.	Presented a mini workshop for incoming students that educates on issues of bias and how to respond to issues concerning bias acts.
	Participate in AALANA Welcome Week, Open Houses, and Speakers Bureau.	May 2013		Director, CME, Student Managers	Plan and implement series of events to support AALANA and LGBTQA students on campus throughout the year. Participate in Open Houses.	Assisted in AALANA Welcome week activities. Oversaw LGBTQA Speakers bureau engagements and trainings on and off campus. Attended open houses and assisted in planning panel on diversity for new students.
	Utilize ADL training model with FYE Seminar Course for	August 2012,		CME Director/	Meet with all FYE seminar courses. Present bias piece from	Provided one hour workshop to all FYE classes during the fall semester. Used the ADL

	incoming Freshman	ongoing		FYE Director	ADL workshop.	model. Students showed an understanding of what bias is and how to respond. Students in two sections showed shift in attitudes towards bias and how to respond.
	Train students for the LGBTQ speaker's bureau and the Sneaker's Bureau on Race and Ethnicity.			CME director, MSA director	Offer 2 trainings for students to be part of the speaker bureaus.	A.2 trainings were offered and 12 students were trained. 100% of students trained felt more comfortable in their identity after speaking on panels.
	Offer diversity and inclusion panel for Academic Exploration days.	Ongoing			Assist in planning diversity and inclusion panels for Academic Exploration days.	Panels created and held during fall and spring admissions programs on campus.

Goal 3: To support the Student Development mission by providing opportunities that support and challenge individual student growth and actively engage students in their learning, and leadership development.

Objective		Target Completion Date	Resources Required	Person(s) Responsible	Measure/ Expected Outcome	Actual Outcome
Identify and assess learning outcomes for student employees.	Provide diversity training and leadership development for student employees.	Sept. 2012, ongoing		Director, CME, ADL trainers	Increased understanding of multiculturalism. Pre and post tests will be given. 80% of student managers will show an increase in their understanding of multiculturalism.	100% of the student managers in the CME and Hunt Union showed an increase of their understanding of multiculturalism.
Mentor and provide leadership development to student employees.	Have regular meetings with student staff emphasizing leadership development and diversity issues.	August 2012, ongoing		Director, CME	Student employees' performance of duties enhanced. Meet with	Student managers were given additional tasks to assist director with day to day operations as well as programming responsibilities. Director held weekly meetings with managers.

Assist students in developing skills to function in multicultural environments.	Use NACA Competency Guide for Student Leaders.	August 2011 and ongoing		Director, CME	<p>director weekly. Encourage them to participate in LEAD program and work towards certification. Require students to attend MSC conference.</p> <p>Self-assessment and CME supervisor assessment using NACA Competency guide and an evaluation rubric created specific to position.</p>	<p>All the managers participated in the LEAD program and attended the MSC conference.</p> <p>Student managers and director completed evaluation rubric in December and May. Managers and director met to discuss results and create plan for improvement.</p>
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Goal #4: To enhance CME staff knowledge of best practices, and engage in professional development.

Objective		Target Completion Date	Resources Required	Person(s) Responsible	Measure/ Expected Outcome	Actual Outcome
Attend trainings to increase knowledge.	Select programs to attend .	May 2013		Director, CME	CME staff attends programs and continues to provide best practices and increase knowledge	Director attended webinars offered through the Student Development professional development committee. Attended the train the trainer for ADL. Student managers attended ADL workshop, the MSC conference and had EMS training.

IV. Using Outcomes to Plan

Based on the comparisons between expected outcomes and actual outcomes, the Action Plan will be used to create the Action Plan for the following academic year.

CME's collaboration with other offices and departments is working well to provide a wide array of diverse programs that meet the needs of the campus. Next year the CME will continue to work on expanding the offices and departments that are involved with the CME programs. We will continue the Beloved Community Dialogues in the residence halls. The Beloved Community series will be evaluated and its outcome will be discussed by the CME council.

The campus wide diversity initiative of adopting the ADL Campus of Difference workshops proved to be quite successful. Over 1,000 people on campus were trained this past year. The evaluations and data collected show that the ADL workshops are having impact and are valued by those attending. We are anticipating workshop enrollment to be a challenge this coming year so we are planning a number of initiatives to help with this. Next year we will be focusing on connecting ADL with the Common Read initiative. The CME will continue to work with the faculty members involved in the first year seminar to offer support and mini workshops around diversity and inclusion. We will be working with the New Faculty Orientation to hopefully encourage new faculty members to be trained. Workshops will be continued for all RAs and athletes this fall. Meetings will be held with new deans to help encourage more faculty attendance.

CME staff will continue to work with orientation, admissions, new student services, EOP and MSC to be sure students know about, recognize and use the CME. It is always a challenge getting the entire campus to know about the CME, and to feel welcomed and included. The CME, as a place for everyone on our campus, will be reiterated throughout the summer at all the orientation workshops.

(SOS) with the SOS administered in Spring 2012 will provide data regarding students from the identity groups view of the campus climate. We will continue to review this data and plan accordingly.

Training, mentoring and leadership development of student employees indicates student learning and growth. Managers' roles and responsibilities will continue to grow. Having only one professional staff person working for the CME is difficult and has its challenges. Relying only on students for assistance can be problematic. The CME is currently working with Career Development to create an intern opportunity. Having additional professional support is necessary at this point in time.

CME staff continues to participate in professional development opportunities which enhance knowledge and the ability to provide the best programming, mentoring, leadership development and diversity and inclusion practices. Continued support for professional development is imperative.

Counseling Center Annual Report 2012-13

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 9th 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. The Counseling Center saw a 1.5% increase in students served this year, continuing the trend of increased overall utilization by 10% over the past 5 years. 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.

Responding to students in mental health crisis continues to be a growing challenge for the Counseling Center. The number of students with psychiatric emergencies continued to rise again this year with hospitalizations up 12% this year and 164% from 5 years ago. This past academic year saw a dramatic increase in transports to the hospital for alcohol and other drug (AOD) overdose and 55 students were seen for mandated assessments subsequent to their AOD transport. This is a 150% increase in the number of transports from the previous year and posed a significant challenge to the Counseling Center staff in terms of providing enough crisis or immediate appointments. Further, the Counseling Center provided 3 comprehensive assessments for students who were mandated by the Behavioral Assessment Team for threat to others. The increase in number and severity of students' psychiatric crises and requests for mandated assessments are changing the nature of the Counseling Center workload in that these students demand more staff time for coordinating services and providing consultation.

The Counseling Center continues to do an excellent job of serving diverse students as illustrated by the fact that students in all categories of racial and ethnic identity seek Counseling Center services in higher numbers than they exist in the student population. Further, in our satisfaction survey, 100% of students reported that they "feel comfortable talking to my counselor about my identity or cultural background" and rated the counselors as a 6.7 of a possible 7-point scale as responding with "respect and sensitivity when issues of identity came up in counseling meetings." Not only is the Counseling Center attracting students of diverse backgrounds and identities, but these students are reporting high satisfaction with the counseling services they receive at the Counseling Center.

There were several difficult events on campus this year and the Counseling Center was very active in helping the campus to cope with these challenges. The Counseling Center was very active in supporting the campus response to Hurricane Sandy, the fire in Matteson Hall, and the off-campus student death. Counseling Center staff offered several outreach support meetings for Hurricane Sandy and the students affected by the fire. Counseling Center staff were a very active presence in many of the meetings and events related to the Matteson Hall fire. The staff was present in the initial response, in organizational meetings, and in Matteson Hall helping with students retrieving their belongings. Staff met with the Matteson Hall RA's, the students whose room was most directly damaged by the fire and many individual students in crisis. In addition staff spoke to worried parents and family members of students affected by these events.

Ninety-nine outreach programs were delivered to the campus community which is a significant increase from last year. Counseling Center staff also provided education and outreach through service on many college committees including AOD, GSRC, BAT, and PAIRS, with staff

members chairing the AOD Committee and co-chairing the GSRC advisory committee. Members of the Counseling Center staff served on search committees for the health center director and chairing search committees for the Health Center nurse and GSRC Director.

We continue to be successful in our group counseling program and ran 3 groups this year, one of which ran for both semesters. Staff facilitated 2 “women and anxiety” groups and 1 grief group. Attempts were also made to recruit for a body image group, a relationship group, a men’s issues group, and a harm reduction group. Our student learning outcome assessment initiative was assessing learning in group counseling. A study was conducted to evaluate student learning as a result of group counseling at the Counseling Center. An instrument to measure learning was developed by the staff and was administered to 25 students who participated in group therapy at the Counseling Center over the past 2 years. Students were asked to rate their level of learning on 7 different counseling learning outcomes such as coping strategies (i.e. stress management, coping with negative thoughts), psycho-education (i.e. learning about anxiety), and insight-development (i.e. understanding ways of thinking and patterns in relationships). 100% of the students in the study reported that they advanced their knowledge of at least 3 of their counseling learning goals, which was well above the 90% target.

Counseling, education, and prevention specifically addressing alcohol and other drug use are a part of the Counseling Center’s work. Brandon Roman provided AOD specific education and counseling to the college’s student population, as well as AOD consultations for students, faculty/staff, and families. Chaired by Mr. Roman, the AOD Prevention Committee maintained a strong presence on campus. Among the notable accomplishments of Mr. Roman and the AOD committee was a new prevention campaign called the “C3” campaign (Oneonta Cares, Calls, Connects) which was a comprehensive social norms program targeting bystander intervention and lowering binge drinking. Mr. Roman spearheaded an effort to find a new on-line prevention program and work with the Student Development Office to develop policies and procedures for mandating the prevention program for all freshman and shaping the new medical amnesty policies and procedures. Additionally, Mr. Roman helped maintain community partnerships by serving on an addictions sub-committee with representatives from local agencies.

Mr. Roman also coordinated 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. The number of students required to complete Checkpoint continued to rise and while the total number of Checkpoint without visit referrals increased 2% from last year, the number of referrals seen at the Counseling Center increased 24%. Among these Checkpoint increases, alcohol referrals to the Counseling Center increased 56% and marijuana checkpoint referrals to the Counseling Center increased 38%. There was an 86% increase in the number of students seen by the Counseling Center for Checkpoint meetings over the past 5 years. This significant increase in checkpoint referrals along with the tremendous demand for mandated assessments for students transported to the hospital for alcohol overdose has created a significant workload challenge for the AOD Counselor/Educator and Counseling Center staff this year.

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. Managing the increasing demand for crisis services, checkpoint appointments, and mandated assessments has been a challenge this year and likely will continue to be so in the future. 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.

Counseling Center Action Plan for 2012-2013

Goal 1: To foster students' psychological growth by providing timely, welcoming, and effective counseling services to students.

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Expected Outcome	Actual Outcome
A. To coordinate scheduling and services in such a way as to manage wait times for appointments and accommodate students' schedules.	Assess student client satisfaction with appointment wait times through expanded questions on client satisfaction survey.	May 2013	N/A	Director, Administrative support staff	Average of 80% satisfaction rating for wait time items. List of suggestions for better accommodating students' schedules.	96% of students reported they were satisfied with the timeframe for their initial and subsequent appointment
	Assess satisfaction and wait time for student clients who receive crisis appointments via on-line survey.	May 2013	N/A	Director, Administrative support staff	Average wait times will be less than 1 day for crisis appointments.	Average wait time for crisis appt is .58 days. 62% of requests for crisis appointments are seen the same day. Longest wait times in Oct-Nov.
	Institute procedures for sending reminder emails to student clients about appointments to decrease the no-show rate for appointments so as to have better utilization of staff	May 2012	N/A	Administrative support staff	Decrease No-Show rate by 5% (current no-show rate is 12%)	No show rate of 8%. 36% reduction in no show rate from 2011-12.
E. To provide assessment and counseling services	Assess the percent of student clients presenting	May 2013	N/A	Director	The percent of multicultural-	The percentage

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Expected Outcome	Actual Outcome
that are culturally competent and that welcome all students, including those from diverse identity groups.	<p>for services in terms of racial, ethnic, gender, religious preference, and sexual orientation to minority student usage of our services.</p> <p>Develop formal liaison relationships with the student groups and offices that serve minority students so as to educate about the Counseling Center services and offer outreach programs.</p> <p>Assess client comfort with the diversity climate on campus and concerns about biased acts at intake so as to appropriately address student's concerns and create a climate of safety regarding diversity.</p>	<p>November 2013</p> <p>Assessment questions created by September 2012. Ongoing use of assessment,</p>	<p>N/A</p> <p>N/A</p>	<p>Counseling Center Staff</p> <p>Director will create assessment. Staff will address campus climate with all students in intake meeting.</p>	<p>identified students presenting at Counseling Center will equal or exceed their percentage of the general population.</p> <p>Provide at least 3 outreach programs to these identified student groups.</p> <p>Average score of 5.5 of 7 rating for satisfaction of Counseling Center Services in terms of comfort with discussing multicultural concerns with their</p>	<p>of minority students seeking services exceeds the percentage of the general population.</p> <p>Liaisons were made with HOLA, GSA, TWOHAWL, International students Office, Campus Ambassadors, Hillel, & Muslim Student Association. 3 new outreach programs were provided.</p> <p>100% of students reported they felt comfortable talking to their counselor about their</p>

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Expected Outcome	Actual Outcome
					counselor.	identity or multicultural concern. Students rated counselors as a 6.7 on a 7-point scale in terms of responding to multi-cultural issues with respect and sensitivity.

Goal #2: To provide educational programming to the campus community in support of students' psychological well-being and mental health.

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Expected Outcome	Actual Outcome
D. To provide leadership as well as direct service in Alcohol and Other Drug education and prevention programming.	Evaluate AOD outreach programs to identify most helpful programs and components with the goal of improving services.	Ongoing	N/A	Counseling Center staff	Average score of at least 5 of possible 7 points in evaluation assessment. List of suggestions for improving programs.	Three programs were evaluated with average ratings from 6.38-6.94. Qualitative feedback was reviewed with AOD Counselor and list of new topics and strategies were
	Inspect CORE survey data to use for planning and targeting outreach and prevention programs.	December 2012	CORE Survey was administered in Spring 2012			

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Expected Outcome	Actual Outcome
					knowledge.	prevention self-efficacy (24%) and Knowledge about alcohol (22%).

Goal #4: To provide consultations to faculty, staff, students, and families

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Expected Outcome	Actual Outcome
To assist faculty, staff, students, and families in responding to students of concern by providing consultations in a timely manner as requested by constituents.	Administer on-line learning assessment and satisfaction survey regarding consultation services.	Ongoing	N/A	Counseling staff	Average satisfaction with consultation services will be 5 on 7-point scale. List of ideas for improving services.	On-line survey was completed and administered with only 1 survey completed by consultees. High satisfaction with services but poor response to survey.

Goal #5: To participate in professional development, staff training, and quality of care review.

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Expected Outcome	Actual Outcome
Research and evaluate Counseling Center and Internship accreditation bodies/procedures and consider costs and benefits of accreditation.	Staff members will be assigned tasks of researching the process as well as the cost and benefits of seeking accreditation by the International	May 2012	N/A	Counseling Staff & Director	Document will be presented at staff meeting and to A.V.P. Jeanne Miller for further discussion and	Document was prepared and discussed at staff meeting. Results were

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Expected Outcome	Actual Outcome
	Association of Counseling Services, Inc.				investigation of financial feasibility of accreditation.	presented to AVP Jeanne Miller and it was decided that APA accreditation for internship training was a more valuable national accreditation to pursue. Steps were taken to pursue this accreditation.

Closing the loop on our assessment

The following initiatives will be instituted as the result of assessments and activities from the Counseling Center Action Plan for 2012-2013.

Goal 1: To foster students' psychological growth by providing timely, welcoming, and effective counseling services to students.

A. To coordinate scheduling and services in such a way as to manage wait times for appointments and accommodate students' schedules.

1. 96% of students reported they were satisfied with the timeframe for their initial and subsequent appointment. This is slightly down from the previous year in which 99% of students were satisfied with the timeframe of both their initial and follow-up appointments. Wait time data for appointments was analyzed and it was identified that in Fall 2012 wait times were longer than in previous years. This increase in wait time was attributed to the unusually high number of students who were transported to the hospital for alcohol overdose and then subsequently mandated assessments at the Counseling Center. Alcohol transport appointments were up 150% from the previous year. Counseling Center staff has been working with Student Development and Residence Life to better manage the mandated assessments without interfering with non-mandated client access to services. Additionally, the AOD Counselor/Educator Brandon Roman has been working with Student Development to mandate an on-line alcohol education program for all freshmen to hopefully address the dramatic increase in transports for alcohol overdose.

2. Average wait times for crisis appointments was very low with 62% of students who requested a crisis appointment being seen the same day. However, trends in wait times were higher in the months of October and November, which coincides with peak usage of Counseling Services. In response, an increased number of crisis appointments will be made available during the months of October and November for future years. A satisfaction survey for crisis appointments was created and will be piloted in the next academic year.

3. No-show rates decreased 36% as a result of sending reminder emails for appointments. Cancellation rates increased as a result of sending reminder emails but cancelled appointments allow the counselor to be available for crisis appointments and walk in appointments. A decrease in no-show rates translates to more efficient use of staff time and allows us to see more crisis and walk-in clients. Email reminders will continue to be sent before all regularly scheduled appointments.

Goal #2: To provide educational programming to the campus community in support of students' psychological well-being and mental health.

D. To provide leadership as well as direct service in Alcohol and Other Drug education and prevention programming.

1. Three AOD outreach programs were evaluated with average ratings from 6.38-6.94 on a 7-point scale with 7 being extremely satisfied. While these satisfaction ratings were extremely high, qualitative feedback was reviewed with AOD Counselor in terms of how to improve satisfaction. The following suggestions were discussed with Mr. Roman in terms of how to improve/retain the most successful parts of his prevention programs:

- Interactive programs – Satisfaction survey results suggest that students identified that the interactive elements of the prevention programs were most effective. We discussed continuing to keep the outreach programs interactive and ways to introduce interactive activities into didactic presentations.
- Rapport building – Students identified Mr. Roman's rapport with the audience as important in an effective presentation. They identified that he was not "preachy or judgmental" and that he had an openness which is not what they generally expect from a lecturer on AOD issues.

- The interactive program “B4U Drink” was identified as particularly engaging in satisfaction surveys. This is a program where the student can input their drink intake and get feedback on their BAC. We discussed the continued use of this program and ways to expand the use of this program in other programs.
- How to help a friend - Students reported that they found the material in Mr. Roman’s presentation helpful and that they planned to use it to help a friend. Given this feedback, Mr. Roman will continue to include information about how to help friends in his presentations and to include it in future presentations.

2. New prevention programs that were targeted to address binge drinking, synthetic drug use and marijuana use. Alcohol continues to be the most frequently used substance and caused the most harm for students. The data further showed that improper use of social media while high or drunk was a consequence the students identified as concerning. The AOD committee developed products and a series of posters around the C3 campaign (Oneonta Cares, Calls, Connects) which was a comprehensive social norms program targeting bystander intervention and lowering binge drinking. The RA AOD task force targeted programs and bulletin boards to provide education regarding synthetic drugs. Alcohol awareness week was broadened and re-named “Addictions Awareness Week.” Programs and campaigns during this annual week-long education drive to reduce harms related to binge drinking were expanded to include education and harm reduction strategies for prescription drugs, use of social media while high/drunken, and marijuana use. The CORE Survey will continue to be used as a guiding document for prevention efforts.

3. As a result of the College Alc Program, increases occurred in knowledge of harm reduction strategies (9%), harm prevention self-efficacy (24%) and knowledge about alcohol (22%). The College Alc program was seen as being effective for students who responded. However, the College Alc program was mandatory for only freshman athletes and proved to be effective with this population. Also, a very small sample of people who completed the initial course took the post-test and of the students that did take the post-test the majority were mandated student athletes. Further, the number of alcohol transports this academic year more than doubled from the previous year. As a result, efforts were made to expand the number of students who are mandated to take the on-line education and to identify an on-line education and prevention program that is more effective. Next year all freshmen will be mandated to take the new Alcohol.edu program and data will be collected to assess its effectiveness.

E. To provide assessment and counseling services that are culturally competent and that welcome all students, including those from diverse identity groups

1. The demographics of students who seek services at the Counseling Center suggest that the Counseling Center sees students of racial and ethnically diverse students in greater proportion than they exist in the general student population. Possible explanations for this include that students of color and ethnic minorities might experience an increase of mental health concerns due to experiences of oppression, isolation or poverty. It might also suggest that the Counseling Center is a trusted resource on campus among students of color and diverse backgrounds.

2. Liaisons were formed with several groups on campus and outreach programs were offered to 7 new student groups. Three new outreaches were offered to these groups as a result. Staff will be asked to continue to reach out to 1 new student group each year in order to expand the diversity of groups to which we provide prevention services.

3. In a satisfaction survey of students, 100% of students reported they felt comfortable talking to their counselor about their identity or multicultural concern. Students rated counselors as a 6.7 on a 7-point scale in terms of responding to multi-cultural issues with respect and sensitivity. This suggests that staff

is doing a good job communicating respect to multicultural clients and being sensitive to their identity concerns. As satisfaction with the Counselor's addressing of multicultural issues are very high, it suggests that the current emphasis on professional development in client diversity issues should be continued as it appears to be supporting good services for clients from diverse background. Staff have identified trends in diverse clients for future professional development training as working with Transgender issues and working with students who have experienced biased incidents or discrimination.

Goal #4: To provide consultations to faculty, staff, students, and families

A. To assist faculty, staff, students, and families in responding to students of concern by providing consultations in a timely manner as requested by constituents.

1. An on-line survey was developed and provided to the majority of people who call or come-in for a consult in Spring 2013. Only 1 person completed the on-line survey. This Counseling Center Staff met to discuss the results of the survey. It was suggested that people who call for a consult are generally in distress and when staff approach the consultees to complete a survey, the request is not well received. Most consults end in the development of a plan of action for which the consultee is very motivated to carrying out. It was additionally suggested by Counseling Center staff that even when consultees do appear interested in completing the survey, the survey likely is less important to the consultee than completing the action plan, understandably because most consultations are about a student in distress. A new plan for assessment of satisfaction for consultations was developed. A list of frequent faculty and staff that request consults frequently were created. The on-line satisfaction survey will be emailed to this distribution list at the end of each semester in order to assess satisfaction with consults.

Goal #5: To participate in professional development, staff training, and quality of care review.

E. Research and evaluate Counseling Center and Internship accreditation bodies/procedures and consider costs and benefits of accreditation.

1. Counseling Center staff Shawn Bubany, Ph.D., was assigned the task of researching the accreditation process for the International Association of Counseling services. A document was produced describing the costs and benefits of this process and it was presented at a Counseling Center Staff meeting and to Associate Vice President Jeanne Miller. It was decided that American Psychological Association accreditation for the doctoral internship training program would benefit the Counseling Center more. IACS accreditation will not be pursued at this time. Additionally, there is grant funding available to assist with the high cost of APA accreditation and Counseling Center Staff have started working with the Grants office to apply for the grant.

Student Learning Outcome Report Counseling Center 2012-13

Executive Summary

A study was conducted to evaluate student learning as a result of group counseling at the Counseling Center. An instrument to measure learning was developed by the staff and was administered to 25 students who participated in group therapy at the Counseling Center over the past 2 years. Students were asked to rate their level of learning on seven different counseling learning outcomes such as coping strategies (i.e. stress management, coping with negative thoughts), psychoeducation (i.e. learning about anxiety), and insight-development (i.e. understanding ways of thinking and patterns in relationships). 100% of the students in the study reported that they advanced their knowledge of at least 3 of their counseling learning goals, which was well above the 90% target.

Background:

A central function of the Counseling Center is to provide individual and group counseling to students. Historically in the Counseling Center, learning outcomes in counseling have not been systematically

assessed. In the 2009-2010 academic year, the Counseling Center developed and piloted an assessment of student learning in individual counseling. Based on the results, minor adjustments were made to the instrument and, in the 2010-2011 academic year, an assessment of student learning in individual therapy was conducted. The project addressed the student development domain; *learn principles for improving physical and mental health*. During the 2011-2013 academic year the study switched focus to assess learning in a group counseling setting at the counseling center.

Method and Sample:

The assessment was administered to 25 students who participated in group counseling over the past 2 years. The assessment was administered to the women and anxiety groups (3 different groups) and the grief support group. The assessment was administered at the 2nd-to-last group session (there were varying number of sessions for each group) and discussed with the students. The outcome measure was a paper and pen measure, developed at the Counseling Center, consisting of seven learning items using a 5-point Likert scale. Based on pilot survey results, the cut-off score for learning outcome was identified as above neutral or above 3 on a 5-point Likert scale. The measure also contained questions measuring common therapeutic factors of group as identified by psychological research in this area. Some examples of these common factors include realizing that others share similar feelings, feeling hopeful about the future, and understanding interpersonal interactions. These were also measured using a 5-point Likert scale.

Results:

Of students who participated, 100% endorsed at least three items on the survey in the positive direction, which indicated that learning took place. The target was for 90% of the students to score in the positive direction on at least three of the outcome items, so the target was achieved and exceeded. In addition, when asked if group counseling had helped them “to understand my life and/or cope better” overall, 94% of students responded positively with a total mean score of 4.52 out of a possible 5 points. The mean score for all of the endorsed learning outcome items ranged from 4.48 to 4.65 out of 5 possible points indicating that students felt they had achieved their learning goals through counseling. Regarding the items assessing common factors of group therapy, the mean scores ranged from 3.96 to 4.88 out of 5 in terms of how much the group experienced helped them.

Summary and Conclusions

The target goal of having 90% of Counseling Center group therapy clients advance in their learning of 3 counseling learning outcomes was achieved. This assessment indicates that group counseling is resulting in students’ learning in an overall sense as well as on specific dimensions (e.g. reducing stress, learning how to communicate feelings). An additional benefit of the study was that it provided feedback to the group leaders as to the clients’ perceptions of what was most effective about the group as well as suggestions for improving the overall group experience. This data will be examined in a Counseling Center staff meeting so as to improve the quality of our group counseling program.

**Office of Special Programs
Educational Opportunity Program
2012-13 Annual Report**

I. Summary of 2012-13 Major Initiative Outcomes and Accomplishments

Student Engagement:

- Culmination of the Financial Literacy Project (Student Learning Outcome – Attachment A) with data collected covering the initial cohort's fourth year of enrollment.
- Approached the goal of 90% with an actual outcome of 85.7% of students achieving a highest ranking of "Meets Expectations" or higher in understanding their personal finances
- Efforts for the Financial Literacy Project included the FAFSA Blitz project; one-on-one counseling, and use of the MyOneonta portal for messages about the College's new Higher One aid refund system
- Plans for 2013-14 include an enhanced and interactive Summer Academy 2013 personal development program for pre-freshmen; continuation of the FAFSA Blitz; one-on-one Counseling; and to monitor the positive and negative effects of the Higher One refund process.

Diversity and Inclusion/ External Support and Image:

- Development of the AALANA Alumni Network stalled. The faculty collaborator transferred to another university; the alumni leadership resides out of state and did not move forward with network development; and the Alumni Affairs Office did not officially recognize an AALANA Alumni Network
- The EOP Alumni Network successfully implemented its annual Homecoming Weekend event. The Alumni Networking for the Real World activity drew approximately 10 alumni and 25 students
- The EOP Scholarship accepted more than \$2000 in donations for the year with 10 new EOP contributors to the College at Oneonta Fund.

Academic Quality:

- The peer tutoring program underwent the initial stages of a rebuilding phase under the consistent leadership of the new Operations Coordinator.
- Developed and implemented a plan to recruit, select and hire quality peer tutors; collaborated with CADE to train tutors; and facilitated an efficient appointment-based peer tutorial program.
- The CADE system for tracking EOP tutorial participation was not compatible.
- Significantly reduced drop-in tutorial in the spring semester to improve cost-effectiveness.
- Student usage levels were not yet restored as a strategic re-evaluation and reconfiguration got underway. AY comparisons of student tutorial hours: 2012-13 = 820 hours; 2011-12 = 932 hours; 2010-11 = 1177 hours.

II. Current Major Initiatives

Attachments:

- B. 2012-13 Action Plan with Narrative
- C. 2013-14 Action Plan
- D. Updated Comprehensive Assessment Plan

III. Summary, Conclusions and Recommendations

The negative effects of inconsistent leadership in EOP academic support services will take further work to be rectified as new energy is infused into the program with the term appointment of an Operations Coordinator. The re-conceptualization of the student activities program (Student Opportunities and Leadership Group) expanded collaborations and increased student participation (Attachment E). The department's counseling staff was permanently reduced to three fulltime positions by SUNY Administration. The opportunity to connect alumni and students continues to be of great interest for mentoring and job opportunity networking, but little progress was made. Staff reductions in EOP coupled with staff expansion in Alumni Affairs will necessitate the Alumni Office take the lead to initiate and implement desired programs. In the coming year, the department will undergo a counselor search to fill a position currently filled under a temporary contract. For the second consecutive year, the freshman class is significantly overenrolled. The growing population of academically and economically EOP eligible students is a state-wide trend. The pool of potential EOP students far exceeds the spaces available across all programs in New York State; thus, it is anticipated that acceptance yield will remain high, if not continue to rise.

Student Learning Outcome: Financial Awareness

Rationale for the study:

The decisions/choices students make with regard to financial-related issues can have far-reaching consequences on their overall college experience and success. With the proper information and support, students can gain financial awareness and related skills that can successfully see them through college and beyond. This can eventually lead them to an adulthood of principled and wise decision making in handling issues related to their finances. This study proposes to conduct an assessment of the contribution of the SUNY Oneonta EOP Program to empowering students in the program to gain increasingly higher levels of financial awareness as they progress toward degree completion.

Learning Outcomes:

EOP students will demonstrate increasingly higher levels of financial awareness (FA) from the freshman through the senior year, demonstrating personal maturity through responsible behavior and self-reliance.

Method:

A Student Evaluation/Survey will be used by EOP Counselors, in conjunction with a FA Rubric to weigh student performance on Individual Counseling Reports (ICRs). The assessment procedure will be conducted as follows:

- FA data collection will begin with the fall 2009 new freshmen, only, and continue throughout their enrollment at the college; each new freshman class will be added in the

subsequent years. The first FA survey will be completed for all freshmen during EOP Summer Academy, or during the first two weeks of the freshman semester. All subsequent surveys will be conducted towards the end of the spring semester (April).

- Assessment Measure: Pooled statistics from the ICRs on the proportion of students that attain the expected level of FA, where students can either: i) Fails to Meet Expectation, ii) Approaches Expectation, iii) Meets Expectation, or (iv) Exceeds Expectation based on benchmarked FA indicators.
- Success Criteria: EOP students will be expected to at least “Meet Expectation” of FA at the end of the academic year based on the following benchmarks:
 - o Freshman year – at least 50% of students “Meet Expectation” of FA
 - o Sophomore year – at least 70% of students “Meet Expectation” of FA
 - o Junior year – at least 80% of students “Meet Expectation” of FA , and
 - o Senior year – at least 90% of students “Meet Expectation” of FA

Use of the data:

The study will contribute to the Cognitive Skills (integrating new information) category of the Student Development Learning Outcomes. The data and results will assist the EOP Director in formulating EOP student counseling strategies.

III. Measuring Outcomes

Action Plan 2012-13

Goal 3: To design and provide programs to maximize EOP students' academic potential, enhance their study skills, and encourage overall academic excellence

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Measure/ Expected Outcome	Actual Outcome
A. To design and instruct Interdisciplinary Studies courses that build EOP students' study and college survival skills	1. Continuously review and fine tune the curriculum for a freshman seminar course	1. March 15, 2013	1. Counselor workload	1. EOP Instructors and Director	1. Updated syllabi are approved by department leadership	1. Approval is pending. Four meetings convened to review/revise INTD 110 syllabus; established new course objectives/themes. Instructors are building section syllabi around the themes that were established
	2. Continuously review and fine tune the curriculum for an academic probation students' course	2. May 15, 2013	2. Counselor workload	2. Course Instructor and Director	2. Updated syllabus is approved by department leadership	2. Updated several of the lesson plans by adding new material and online resources
	3. Assess student success rates and trends in EOP's INTD courses	3. May 31, 2013		3. EOP Counselor	3. Students' course grades at 3.0+ exceed or are within 10% of an error margin of the three-year historic average	3. 55% of students earned ≥ 3.0 in INTD110
	4. Use course success data to gauge students' overall semester performance	4. December 31, 2012		4. EOP Counselors & Instructors	4. At least 60% of students with course GPA of 3.0+ earn a cumulative GPA of 3.0+	4. 42% of earned 3.0+ INTD110 students earned cum of 3.0+. Notably, 27.5% of all INTD110 students earned cum of ≥ 3.0
	5. Continue targeted enrollment in INTD110 to address academic deficiencies and challenges;	5. August 1, 2012 and December 31 2012		5. EOP Instructors	5. 95% of students are enrolled in EOP INTD110 based on entering performance data (academic	5. 94.4% of students were enrolled in EOP INTD110 based on entering academic profile.

	and maximize performance overall. 6. Assess effective delivery of syllabi	6. May 15, 2013		6. EOP Director	profile) 6. 95% of Student Perception of Instruction (SPIs) data indicate overall satisfaction with EOP courses at 4.0+ ratings	6. INTD194 overall rating of 4.0; INTD110A rating of 4.61; INTD110B rating of ;
B. Provide participatory incentives that inspire students to pursue academic excellence	1. Implement an annual celebration(s) that highlights student achievement 2. Support a visibly active honor society (XAE) that provides interesting campus activities 3. Support leadership opportunities at the state and national level	1. May 15, 2013 2. May 1, 2013 3. April 15, 2013	1. Student Development OAS funding for hospitality 2. Student fundraising Counselor Workload 3. STEP and Student fundraising Counselor workload	EOP Staff and Counselors	1. Conduct at least two academic achievement celebrations that involve at least 60% of eligible participants 2. Implement two activities per semester that involve at least 25% of XAE membership 3. Provide at least one leadership opportunity per semester	1. XAE Honor Society Induction included 90% (17 of 19 students) of eligible participants. The inaugural Graduate's Brunch was attended by 48.8% (21 of 43) of anticipated graduating seniors. An overall participation rate of 2. No leadership activities were implemented with no professional staff available to provide guidance for XAE national Honor Society 3. No professional staff were available to organize students and to attend the honor society biennial national conference; no state level leadership activities implemented.

Goal 7: To cultivate a responsive EOP Alumni Network that engages in College and EOP activities and donates.

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Measure/ Expected Outcome	Actual Outcome
A. To connect alumni with EOP students to foster mentoring and expand the EOP Network.	1. Implement activities that introduce students to alumni	1. May 31, 2013	1. Alumni database & budget for hospitality	1. EOP Director, Counselor & Alumni Affairs Office	1. At least one campus activity that connects at least 15 alumni and 20 students	1. Planned and organized a networking event for alumni and students during Homecoming Weekend; 10 alumni and 25 students participated
	2. Facilitate on-line interactions between students and alumni	2. May 31, 2013	2. Alumni and student databases	2. EOP Director and Counselor	2. Five students engage in on-line, mentoring interactions with alumni <u>Overall Expected Outcome</u> At least 5 alumni donate to the College for the first time	2. At least 5 students were connected to Oneonta alumni for the purposes of networking. <u>Overall Outcome</u> More than \$2000 was donated for the EOP Scholarship; 10 EOP alumni donated for the first time
B. Cultivate donations for the benefit of the College and the EOP Scholarship	1. Continue to develop and support an engaged EOP Alumni Steering Committee that oversees alumni awards and fundraising	1. October 31, 2012	1. Alumni database	1. EOP Director, Counselor, and Alumni Affairs Office	1. Five EOP Network Steering Committee Members participate in at least 50% of monthly meetings	1. There were 3 Steering Committee meetings in 2012-13. There were a total of 5 Steering Committee members who participated. Four Steering Committee members participated in at least 50% of meetings.
	2. Select outstanding EOP Alumni for recognition	2. June 1, 2013	2. Alumni database; awards expenses Counselor workload	2. EOP Director & Counselor	2. Two alumni are present to receive EOP awards annually at Reunion Weekend	2. Two EOP alumni were honored to receive the Outstanding EOP Alumni Award at the Reunion Weekend Ceremony.

IV. Using Outcomes to Plan: Narrative

The Spring 2013 EOP Annual Planning Retreat focused on review, analysis and discussion of the 2012-13 Action Plan Outcomes; a full review and update of the department's Comprehensive Assessment Plan's *Goals* and *Objectives* (incorporating outcomes from the 2012-13 Action Plan to shape the updated goals & objectives); and discussion and documentation of the 2013-14 Action Plan (which consists of the formal assessment of the department's remaining goal #6).

Goal #3 Outcomes/Planning:

- Syllabi will be reviewed, discussed and improved upon annually.
- Student performance in the freshman seminar course Orientation to Higher Education (INTD110) met desired outcomes; thus targeted enrollment will continue. Scientifically, the data supports but does not prove that the targeted enrollment influenced student performance; however anecdotally, instructors found it beneficial to apply specific teaching strategies to address broad deficit areas and students were engaged when instruction addressed their specific needs.
- The National Honor Society *XAE* will benefit from the return of the lead EOP counselor from a LOA.

Goal #7 Outcomes/Planning:

- Homecoming Weekend's *EOP Alumni Networking for the Real World* is the most successful EOP alumni event. Building on its popularity, EOP will partner with the Office of Alumni Affairs to enroll EOP alumni and students in a developing mentorship program. Ultimately, EOP alumni will have the opportunity to meet in person with mentees at the annual EOP networking event.
- Reunion Weekend is the least popular event for EOP alumni and after more than 10 years of effort, will no longer promote it as a major event for the department. EOP alumni are excited about meeting and interacting with EOP students, thus events during the academic year are better attended. However, the award recipients are highly deserving, provide an opportunity to showcase EOP success stories, and expand the pool of potential mentors as well as potential donors. Future Reunion activities will eliminate formal meeting agendas and include the award ceremony and an informal lunch with recipients.

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Measure/ Expected Outcome	Actual Outcome
<p>A. To identify relevant opportunities that explore best practices and foster the EOP mission and vision.</p>	<p>1. Maintain membership in the Tri-State Consortium of Opportunity Programs and attend the biennial conference as the budget allows</p> <p>2. Attend SUNY Administration and Office of Opportunity Programs professional development opportunities</p>	<p>1. On-going; conference in 2015</p> <p>2. May 31, 2014</p>	<p>1. SUNY, College, and/or department funding for conference attendance</p> <p>2. College or Department funding for conference or other development opportunities</p>	<p>1. EOP Counselors and Director</p> <p>2. All EOP staff</p>	<p>1. 100% of EOP counselors attend the biennial Tri-State Consortium of Opportunity Programs conference</p> <p>2. EOP Department members will attend at least one professional development opportunity</p>	
<p>B. To engage in professional development opportunities for faculty and staff to enhance use of educational practices associated with high level of learning and development</p>	<p>1. Attend SUNY Oneonta and other organized professional development opportunities for faculty/staff to enhance depart. proficiency in practices associated with high level learning and development</p>	<p>1. May 31, 2014</p>	<p>1. Staff time</p>	<p>1. All EOP Staff</p>	<p>B1. EOP Department members will attend at least two professional development opportunities</p>	

III. Measuring Outcomes

Action Plan 2013-14

Goal #5: To engage in opportunities for EOP staff to enhance the use of best practices, and engage in professional development to consistently improve overall effectiveness of service to students.

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Measure/ Expected Outcome	Actual Outcome
C. To identify relevant opportunities that explore best practices and foster the EOP mission and vision.	<ol style="list-style-type: none"> Maintain membership in the Tri-State Consortium of Opportunity Programs and attend the biennial conference as the budget allows Attend SUNY Administration and Office of Opportunity Programs professional development opportunities 	<ol style="list-style-type: none"> On-going; conference in 2015 May 31, 2014 	<ol style="list-style-type: none"> SUNY, College, and/or department funding for conference attendance College or Department funding for conference or other development opportunities 	<ol style="list-style-type: none"> EOP Counselors and Director All EOP staff 	<ol style="list-style-type: none"> 100% of EOP counselors attend the biennial Tri-State Consortium of Opportunity Programs conference EOP Department members will attend at least one professional development opportunity 	
D. To engage in professional development opportunities for faculty and staff to enhance use of educational practices associated with high level of learning and development	<ol style="list-style-type: none"> Attend SUNY Oneonta and other organized professional development opportunities for faculty/staff to enhance depart. proficiency in practices associated with high level learning and development 	<ol style="list-style-type: none"> May 31, 2014 	<ol style="list-style-type: none"> Staff time 	<ol style="list-style-type: none"> All EOP Staff 	<ol style="list-style-type: none"> EOP Department members will attend at least two professional development opportunities 	

Financial Aid Office

I. Follow up of 2012-2013 Goals

The Financial Aid Office processed in excess of \$63M in assistance to 4,896 students during 2012-2013.

Federal financial aid programs continue to be dynamic and evolving enterprise. We continue to focus on necessary new program implementation and regulatory requirements with a goal of full compliance. Our success relies heavily on IT resources and staff.

With cooperation from Career and Development Office we were able to establish multiple new community service worksites for our Federal Work Study (FWS) students. Additionally, we worked with Student Disability Services to offer for the first time FWS students to assist in note taking services. We expended nearly 13% of our Federal Work Study allocation on community service for 2012-2013. We streamlined the application/assignment process and will continue in the coming year to complete this transition. As an example we established on line access for students, through student WebServices, to monitor their FWS earnings better. A second example included establishing bi-weekly payroll reports to FWS supervisors, through Argos, enabling better supervisory controls over student earnings.

Transparency initiatives continue to be a focus at the state and federal levels. We have made progress with Gainful Employment disclosures and will continue to move towards full compliance as additional clarification is communicated by Department of Education. External requests for data and subsequent analysis continue to stretch current resources and capabilities within the Aid Office. Without additional resources our ability to report accurately and timely will continue to be a concern.

Unfortunately, the Federal Direct Loan Program (DL) closeout for 2011-2012 did not occur until early 2013. This was beyond the control of the Financial Aid Office.

We transitioned to new verification program requirements with relative ease and in a timely manner sufficiently for the 2012-13 processing cycle.

II. Current initiatives

Federal/SUNY Shopping Sheet-Full Implementation

Streamlining Federal Work Study assignment/monitoring process to include the elimination of paper driven processes such as work authorization forms.

Verification- We have transitioned for the second time in two years to new verification program requirements.

Reauthorization activities are expected to gear up in anticipation of the reauthorization of the Higher Education Act in 2014-2015.

DL Initiatives-We will again strive for closeout of 2013-2014 by October/November of 2014. New regulatory requirements will limit interest subsidies for certain borrowers beginning in 2013.

Try to streamline data reporting-We will continue to evaluate strategies that will insure integrity of data in a timely manner.

III. Summary

We continue to work hard to provide excellent customer service and part of that is being available to our students. The staff continues to find ways to be more efficient. As always we rely heavily on computing services to process aid applications, awards, and to review data in order to monitor regulatory compliance.

Financial Aid will continue to monitor the changing landscape with regard to new program implementation, changes and new mandates. Pell Grant funding and Federal Perkins Loan program are two areas that will likely see major changes in the forthcoming reauthorization.

FINANCIAL AID

APPENDIX I: COMPLETED 1213 ACTION PLAN

Goal: Support Admission recruiting by processing aid and delivering Aid Packages timely.

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Measure/Expected Outcome	Actual Outcome
1. Deliver Award Packages to students by March 1	Follow SCT/SI CAS release dates and coordinate Oneonta install timeline.	10 Feb	Computer Center	Computer Liaison	Install ready for setup by 10 Feb of award year.	The install was completed by 1/16/2012
	Develop FA Budgets	15 Feb	Budget Office Residence Life Athletics	Director	Have FA Budget in place by 15 Feb	Preliminary FA Budgets were in place by 2/15/2012
	Deliver electronic notifications of availability of financial aid packages	March 1	Computer Center	Director	Deliver via email by March 1	The first eAward Letters were delivered on 2/28/12

Goal: Manage federal, state, and institutional resources to maximize effectiveness for Financial Aid Applicants.

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Measure/Expected Outcome	Actual Outcome
1. Effectively utilize all federal/state resources.	Fully utilize available funds but not exceeding fund balances to enrolled students	October		Director	Fiscal Operations Report and Application to Participate (FISAP) meets federal guidelines.	1112 Report was submitted on time and met all federal guidelines
2. Balance available fund dollars with applicant pool within fund program guidelines	Develop packaging algorithm that will balance available resources with meaningful awards to greatest number of students.	February	Computer Center, FA Staff,	Director	Meaningful awards available to applications through early April.	We offered meaningful awards through April 7, 2012
3. Maintain Compliance with Federal/State regulations.	Monitor proposed/pending legislative actions	Continual	Attend Conferences, Network	Director	Identify changes as soon as legislation passes. Evaluate impact and implement necessary changes by	We met all deadlines for all new regulatory requirements
						No audit occurred

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Measure/Expected Outcome	Actual Outcome
	Utilize Institutional Control Internal Control to review procedures	2014	Opportunities Institutional Internal Control Committee	Internal Control	required deadlines. 100% Compliance, No findings	

Goal: Provide timely and accurate customer service to all aid applicants.

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Measure/Expected Outcome	Actual Outcome
1. Respond to individual appointment requests within 2 days.	Periodical sampling of students as they come into office to make appointment.	Continual	None	FA Staff	95% of students scheduled with an appointment within 2 days of initial contact.	At least 95% of students were able to schedule an appointment if requested with an FA counselor
2. Monitor overall student satisfaction with Financial Aid	Evaluate Student opinion Survey results on Financial Aid Items.	2013	None	FA Staff	Maintain or improve Financial Aid mean scores on Student Opinion Survey	

ACTUAL OUTCOMES

We met nearly all target deadlines associated with our actions/strategies.

Annual Report 2012-13 - Hunt College Union "You Have A Place Here"

Mission Statement- 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.

Review of Accomplishments for 2012-13

- ✓ Secured and hired a fulltime position: Coordinator for Leadership Programs/Student Activities Associate to start on June 26th. The Director of Campus Activities chaired the national search adding a very successful innovation of offering LEAD credit to students for attending candidate luncheon presentations. The Director of Campus Activities also covered LEAD responsibilities during the year with the departure of the GSRC coordinator last fall, and the college hired a temporary LEAD Coordinator to assist us through the spring semester.
- ✓ LEAD: There were 466 LEAD identified programs offered (increase of 56% compared to last year) and had a total of 14,524 participants. Diversity programs were offered the most (95) and Balancing Independence & Collaboration (5), Media Literacy (13) and Spiritual Awareness (15) were offered the least and require more attention next year. Currently there are 739 active members in the program. 60 students completed Foundations of Leadership online course in 2012-13, an increase of 114% compared to its debut last year. Approximately one hundred and sixty-two students achieved recognition at one of the three levels at graduation, an increase of 114%; and thirty-one students reached platinum level, an increase of 19% compared to last year.
- ✓ Under the administration of the Director of Campus Activities and the support of the Agency Service Representative, the ticket box office generated more than 12,000 transactions; an increase of 129% compared to last year. This continues to provide a positive impact on foot traffic for Hunt Union.
- ✓ In response to our internal and external customer service needs and availability due to the Fitzelle renovation the college provided Hunt Union a fulltime third shift custodian; satisfaction with facility cleanliness has increased since filling this vacancy.
- ✓ Quarterly customer service surveys reveal 91% or more satisfaction across the following areas: Reservation process, Room availability, Equipment availability, Room set up, Cleanliness, Employee attitude/service, Employee knowledge, Employee availability and Overall satisfaction.
- ✓ This year there were 5,246 customer bookings; an increase of 45% compared to last year. We have supported an Influx of classes due to Fitzelle renovation.
- ✓ Collaborated with the Office of Continuing Education (Academic Affairs) to feature SUNY Global & SUNY and the World program "Hilary Corna-I dare you"-a meal and global connectedness presentation (Oct '12); co-sponsored and assisted in the planning to bring poet Regie Gibson to campus for the Red Dragon Reading Series (Feb'13); co-funded "Tell it On the Mountain" academic affairs presentation (Feb '13); co-sponsored Shabbat 201 (May '13) and Chabad Hanukkah event (Dec'12); co-sponsored and assisted in the planning of the Dream share Project (Sept '12).
- ✓ Big O' Poetry Slam completed its 12th season and produced a poetry slam team which were ACUI region 2 champions and made the semifinals of the national college poetry slam in April at Barnard College, NYC finishing 10th of 59 teams.
- ✓ Updated and administered the Diversity Matrix to assess comparison levels from when

it was last assessed in 2006-07. Mean scores this year for level of attention given to elements of diversity increased by 14.5% from 2.47 in 2006-07 to 2.83 this year. Observed improved mean scores in 27 of 30 areas. Sample (N=81) drew from HU student employees, IGC, SA and SAAC members.

- ✓ Added guidelines to room reservation confirmations regarding cancellation procedure- Morris Conference Center has also adopted a similar 3 strikes rule for cancelling meeting spaces. Both buildings, communicate via EMS with notes on a group's profile.
- ✓ Director of Campus Activities and Events Coordinator produced, recorded, and distributed to an online video tutorial for EMS reservation web requests- it replaced an earlier tutorial by the college.
- ✓ Student club fundraising process was moved online after the February break using Campus Connection; reduces paper and student time to secure authorizations.
- ✓ New entrance rear entrance doors were installed in the spring semester improving our facility safety and security.
- ✓ A Hunt Union spring survey on campus connection asked to students to identify the best ways to reach them from 15 categories about joining clubs and finding out about activities and events. The top 5 included Facebook, traditional flyers, emails, word of mouth and even mailbox notices. It appears some traditional media still is required to reach students been in the social media age.
- ✓ Emerging Leaders: of the 165 applications 65 new and second year students were accepted into the program. Thirty-four juniors and seventeen seniors applied, however as this program is aimed at new students none were accepted.
- ✓ There were 1,467 approved events posted to Campus Connection this year. 181 out of 190 (96.32%) calendar dates had "meaningful engagement opportunities." Our goal was to see 95% of school calendar dates have opportunities for engagement is achieved.
- ✓ To assess student satisfaction of support and advisement of Hunt Union staff serving as advisors to student groups, we *re-administered* our Student- Advisors survey from fall 2011. Student advisees reported unanimous agreement (100% agree or strongly agree) in 7 of 10 questions on the student -advisor relationship. Hunt Union advisors also saw improvement in 7 of 10 questions on the student -advisor relationship compared to last year.
- ✓ Greek Life: spring semester membership was at 466 students, an increase of 36% compared to 341 last spring. The PanHellenic (traditional female) organizations have grown dramatically to the point where new limits may be required. Over the year the recognized Greek community provided 14,603 hours of community service (81% increase over last year) and raised more than \$9,600 for philanthropies. The all fraternity cumulative GPA was at 2.96 and all sorority GPA 3.20. The All Greek cumulative GPA was at 2.99.
- ✓ The Director of Campus Activities worked with Professor Oscar Oberkircher to provide event management experience to the event management minors which he supervises. This year, each member of the class was expected to assist and learn at one campus event. Next year, we will be integrating the class within SAAC itself to expand their experience.
- ✓ The Greek Life Advisor partnered with the temporary LEAD Coordinator to create two Leaderships lunches in the spring.
- ✓ SA- Activity Fee Cap Increased from \$100 to \$120 per semester. Budget lines restructured allowing more flexibility within each line and simpler budget format. OSES

and Escort Service are now combined. Worked with several college faculty on status of painting by Hale Woodruff and agreed, in principal, to turn over to the college.

Yearbooks will still be free but must now be requested by graduating seniors.

- ✓ SAAC- Successfully made the transition from CUAC (College Union Activities Council) to SAAC (Student Association Activities Council). Offered 274 activities as primary sponsor, down 3.8% from last year mostly due to cancellations by performers in the fall due to them receiving TV or Movie offers. Arrangement were made by the Director of Campus Activities and the SA to have Job Corps cadets attend SAAC events. SAAC was awarded the best delegation award at the National Association for Campus Activities Mid-Atlantic Conference. Their pre-movie show was recognized by Swank Motion Pictures as a best practice and spotlighted in one of their campus newsletters.
- ✓ OHFEST - Returned to Neahwa Park for OH-fest 8 and sustained the street fair. Tight funding and city restrictions, however, caused turnout to be lower than in the past.
- ✓ Hunt Union and Office of Continuing Education continue to successfully partner with the non-credit class program enrolling community members and campus members.

Highlights of Proposed Initiatives for 2013-14

- ✓ Create an environment which supports diversity, equity and inclusion: expand the diversity matrix to non-student employees, develop (student group) registration group policy for cabinet consideration to meet suggested best practices as a result of Hastings legal society vs. Martinez.
- ✓ Create an environment which supports sustainability: consult with sustainability coordinator to explore new initiatives on campus where the college union can be a considerable partner.
- ✓ Explore a long range plan with all building constituents on the future of Hunt Union.
- ✓ Explore and enhance marketing strategies to institutionalize the LEAD program: improve institutional understanding on how LEAD program operates through partnerships and department visits; improve the student understanding of the LEAD program and its benefits.
- ✓ Utilize the outcomes of the experiential leader's assessment: identify two of the learning domains to improve from the leadership assessment; identify leader statements for publicity purposes.
- ✓ Identify new forms of funding to support the operation, programs, and marketing efforts of the college union: explore funding methods utilized by students/college unions across SUNY; pursue opportunities to host conferences which are mutually beneficial to the campus and local community.
- ✓ Utilize tech to enhance community building, co-curricular activity and engagement: pursue funding and college support for a video/media wall; assess the usage of touch screen flyer board procured from a grant and installed this summer; utilize iPads for improved communication for student and office staff as well as for improved service to patrons; explore greater departmental social media presence for programs and services.
- ✓ Explore global connectedness programming opportunities with other campus units: departmental program collaborations; examine current LEAD programs and events for global connectedness.
- ✓ Develop and assess a SLO for the recognized Greek community: pilot NACA leadership guide with Advisors for Greek organizations and with IGC officers and pursue other assessments.

- ✓ Identify preferred core competencies for potential student staff; common application for all student employees.
- ✓ Monitor the outreach of the Hunt Union to the campus and local community: identify campus constituents which have received HU support to establish a base line and track staff impact on campus.
- ✓ Provide direct support thru advising and mentoring students: expanding the advisor assessment tool to include interested Greek chapter advisors.
- ✓ Improve meeting and event room aesthetics to enhance community building; art installation(s) in select room(s).

Summary, Conclusions and Recommendations

- A long term issue continues to be identifying viable revenue generating sources for the Hunt Union to continue funding improvements in programs, services, marketing and facilities.
- The college's decision to no longer provide graphic design services to departments who coordinate on campus programs which support our students and our campus community creates undue burdens. It will create barriers to those of us charged with meeting the college's pillars of Student Engagement and Diversity. It will increase unnecessary human time and costs to some departments as they scurry to create temporary solutions to market to students and campus community. The college's alternative to provide departments with the design software to do the work themselves or to rely on student assistance is an unacceptable solution. More appropriate solutions are desired.
- We have considerable need to return to a fulltime Agency Services Representative position to provide support in the Hunt Union. Much more could be done to support the work of our department and needs of our patrons. During the summer and break periods we do not have complete coverage in the main lobby receiving area; the nexus point of the union. To supplement this we've had to hire student staff which challenges our Temp Service budget allocations.
- Campus requests to open the Hunt Union for additional hours beyond our budget allocation and the increasing needs to have student technicians on hand to support Non-SA events continues to drain Temp Service allocation. A more viable solution is sought as we are dedicated to providing excellent customer service and to sustain traffic in the building.
- Based on our campus assessment on where students' obtain information on programs and club involvement, we believe while there is a need for an increased presence in social media; there is a need to sustain traditional form of media (flyers, weekly broadcasts, etc.). We also believe there is a need to identify best practices related to social media and guidance on our ability to respond, or whether or not to respond to specific student commentary.
- The hiring of several new deans create opportunities to build connections with the curricular and co- curricular lives of students.
- Ongoing Critical issues and concerns in Greek Life include the continued existence of unrecognized Greek organizations, the lack of interest shown by National Pan-Hellenic groups in expanding to Oneonta, and the use of alcohol during recruitment events.
- While the HVAC project has been delayed due to changes to state funding, at some

point it will commence and portions of the union will be offline. This will impact traffic, reservations and likely services and some programs.

- It appears the Fitzelle construction project has had a negative impact on traffic into the building: Hunt Union observed an - 8.8% decrease (1,836 average persons per day in 2011-12 to 1,675 this year). We hope to sustain the current traffic rate and anticipate an increase after Fitzelle reopens.
- While we are grateful for the support of having a new third shift custodian, it's possible we may lose this position when Fitzelle reopens. The Hunt College Union serves as an important partner in building community on campus. The consistent usage of the college union continues to strongly indicate it is a desirable facility and offers value to the College and to the community. It is necessary to identify a long term solution for this position.

Student Learning Outcome

Executive Summary- Student employees will work effectively other student employees- The CME and Hunt Union conducted some community building exercises to establish rapport between our student managers prior to participation in the combined ADL training scheduled during our fall training. Mr. Snapper Petta facilitated a series of exercises to assist our staffs on how to work effectively with one another and build community. A post assessment rubric was used to collect student responses (which included reflections) as to what degree the exercises improved communications skills, challenged leadership skills, increased of personal competency and confidence, impacted learning on problems solving skills, and impacted community building among the staffs. As a result of participating in the activities facilitated by Mr. Petta, student managers revealed a strong level of agreement on learning across the board.

Committee on Greek Life

The committee on Greek Life met three times this year. Highlights from the year included recommending Lambda Sigma Upsilon to become a fully recognized organization. The committee also recommended that Alpha Epsilon Pi Fraternity and Alpha Sigma Phi fraternity start the recognition process. The committee selected Phi Kappa Psi as Greek Chapter of the Year. The group also reviewed and recommended changes to the Greek Code. Most of the changes were non substantive and reflected the language and increased diversity of Greek Life at Oneonta. One substantive change was made and that was replacing the statement that required students to have GPAs of a 2.5 to be active members with the sentence "every member of Greek letter organizations must maintain a minimum cumulative grade point average of 2.5 to be an officer in the organization." The committee also reviewed the proposed changes to the Standards of Excellence program and voted to recommend the changes.

GSRC Highlights submitted by Interim directors Preschel and Capristo

On June 10th the new GSRC director will start.

- GSRC remained open without the presence of a half/full time Coordinator/Director. Over 20 student workers throughout the year (includes federal work study students, temp service students, interns, and volunteer students) planned the programs and outreach for the GSRC. Stephanie Preschel, Dale Capristo, and Marisa Speranzi helped with supervision of the students at different times throughout the year.

- Planned and hosted second annual Lavender Graduation. Moved location to Waterfront due to large turnout from first year.
- Student workers are planning the first SUNY PRIDE Conference for Fall 2013 to be hosted at SUNY Oneonta. GSA groups from all SUNY schools will be invited.
- Continued to host Coming out Month and Pride Month events; including bringing several speakers (Kye Allums, Robyn Ochs, Marshall and Kaylin).
- GSRC Advisory Committee remained active and helped with planning different events and activism throughout the year.
- Student workers maintained the website, the GSRC office, and answered emails/ phone calls. Provided customer service and support to all students.
- Stephanie Preschel and Melissa Fallon met with the committee on Retention to discuss issues that LGBTQ students face on campus and how it relates to retention.
- Hosted the first annual Transgender Remembrance Ceremony.
- Continued to host Dialogue Sessions on Thursday nights.
- Continued Cap and Gown loaner program each semester.

Issues on campus climate: Students have expressed concern about the graffiti and bias comments in academic buildings and in the library. Need more gender neutral bathrooms in academic buildings.

Hunt College Union Action Plan w/Outcomes for 2012-13

Mission Statement

“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.”

Closing the Loop

The Hunt College Union staff revisited and reviewed progress on these objectives periodically during the year. On June 4th we assembled for our annual year in review to discuss the outcomes of our work, modify text for our goals, identify objectives for next year, including some preliminary objectives for the new three year assessment plan due in the spring semester 2014.

- **(Goal 1 Objectives 2A-F)**- We were satisfied to learn our online video tutorial production on how to use the campus room reservation system (EMS) was successful enough to replace the former college tutorial. It is helpful to know other departments offering rooms for meetings and events are beginning to adopt more similar and consistent policies; nonetheless the college should aim to have a campus wide policy for booking and cancelling rooms which is consistent across all of its venues. The EMS software makes it easy to perform this task. We have made progress in offering patrons pictorial reviews for room sets and continue to increase our catalogue. It's taken us several years to move the student fundraising process to an online format and

in doing so we have observed it has provided greater ease and transparency in the process. Conversations will continue on the issue on creating a policy and procedures for non SA and recognized student groups to have access to facilities.

- **(Goal 1 Objectives 6A-B)**- As a result of our discussions with campus officials we learned we are not quite ready to offer tickets for off campus events at this time. The **129% increase** in ticket transactions demonstrate this is a useful service for our student clubs to get tickets into the hands of campus community members for campus sponsored events. We anticipate an increase next year as the Athletic Office has been in discussion with us to provide tickets for all sporting events next year.
- **(Goal 3 Objective 2B)**- We will re-administer our Hunt Union Advisor survey in fall 2013 and continue to monitor this activity and observe its impact on the advisor- student advisee relationship in co-curricular club development. We are excited about the prospects of working with some Greek advisors to expand this assessment over a wider population next year. Our survey was adapted as part of an Association of College Unions International study from Ferris, Johnson, Lovitz and Moyns, in *The Successful Advisor-Student Relationship*.
- **(Goal 3 Objective 5B)**- In April 2013 all Greek students (N-466) were emailed a satisfaction survey to complete. Seven students in multicultural organizations completed the survey. 42% of the multicultural students thought that the College supported their organization, 28% thought that the Greek Life Advisor and the Inter-Greek Council (IGC) supported their organizations and 28% felt somewhat supported by the Greek Life Advisor and the IGC. 42% of the respondents did not feel supported by the Greek Life Advisor and the IGC. 42% of multicultural respondents were satisfied with the services the College and the IGC provides and 57% were satisfied with the services that the Greek Life Advisor provided to their organization. Overall 52% of the respondents thought that the College supports their organization and 64% thought that the Greek Life Advisor supports their organization. The results provide baseline information for our office to work with IGC and Multicultural Greeks to identify areas for improved satisfaction of support and services.

Recommendations

- The college should aim to have a campus wide policy for booking and cancelling rooms which is consistent across all of its venues.
- Obtaining more specific information on meeting Multicultural Greek student needs is necessary.
- Request the college's leadership to develop a more unified and streamlined approach to annual reports, actions plans, student learning outcome.

	Objective	Actions/ Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Measure/ Expected Outcome	Actual
<i>Goal 1: To provide excellent service and support to our campus community and to the local community in line with the educational mission of the college.</i>							
2. Review and revise policies and procedures	<p>A Review reservations process and cancellation procedures in accordance with campus policy</p> <p>B Be responsive to suggestions from patrons when appropriate</p>	<p>A Ongoing through end of year annual review</p> <p>B Ongoing</p>	<p>A EMS data, reviewing communications managers log, staff time</p> <p>B Comment card/suggestion tool, materials, review time</p>	<p>A Hunt Union Staff, consultation with Events Council</p> <p>B Hunt Union Staff</p>	<p>A Adherence and compliance with campus policy</p> <p>B Install comment box June 2012 and respond where appropriate, review at staff meetings and make changes when needed.</p>	<p>A Added guidelines to confirmations regarding cancellation procedure-Morris Conference Center has also adopted a similar 3 strikes rule for cancelling meeting spaces and both buildings, Morris and the Union, communicate via EMS with notes on a group's profile.</p> <p>B Installed, responded as appropriate- including installing a new Flag of Bahamas as requested by student</p>	
	C Collect photos for room set ups & post at website or EMS web request link	C Dec-12	C Staff time and cooperation of other campus departments, EMS	C Hunt Union Director, Greek Life advisor (advisory role only) and Hunt Union Staff	C Completion	C Photos are on the EMS online reservation tool and we continue to add with new room sets/	
	D Develop tutorial for EMS reservation web requests	D Oct- 12	D Technology, staff time, script	D Voiceover by Reservations Coordinator, produced by Campus Activities Director	D Completion and posting on HU website	D Developed , recorded, and distributed to the campus via the HU website and Weekly Broadcast- advised it replaces an earlier tutorial by the college	

	E Update fundraising forms and policy (preferably online)	E Aug- 12	E Staff time and consultation with other campus groups (Finance and Administration, Student Association, etc.)	E Hunt Union Director and Campus Activities Director	E Completion	E Moved online after February break as part of the event submission process on Campus Connection. As such, non-SA groups may now utilize the system and there are no exempt SA groups.
	F Develop applications and procedures to permit non-SA or college recognized Greek social letter organizations to register for facility access	F Aug- 12	F Printing costs, staff time, promotion and advertising	F Hunt Union Director, Campus Activities Director and consultation with Events Council to include groups in EMS	F Completion	F Deferred. Conversations with several parties occurred late in fall and this past spring- Vice president of student development requests a policy draft for consideration during summer. Concerns: issues of event liability, and connecting with advisors of academic student groups.
6. Establish Ticket Box Office Service	A Increase utilization of box office at HU	A Spring 2013	A Use of SA ticket machine, potential ticket manager (Temp service).	A Agency services Representative and Campus Activities Director	A Increase number of tickets sold by 25% over last year (5,240-Spring 2012)	A There was a 129% increase of tickets “sold” this year. We processed 12,009 ticket transactions compared to 5,240 during our debut of this service in the spring semester only (2012).
	B Work with the college to partner with off campus organizations and theaters to sell tickets in the Hunt Union	B Ongoing	B Staff time, agreements with college and off campus organizations, increased ticket stock (costs).	B Hunt Union Director, Campus Activities Director, consultation and assistance with Finance & Administration and Internal Controls Officer	B If approved by the college, establishing practices to minimize risk/signed agreements by Spring 2012	B Deferred for future conversations.

	Objective	Actions/ Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Measure/ Expected Outcome	Actual
<i>Goal 3: To build community and engagement across campus and with the local community through mentoring, advising, and supporting students and patrons.</i>							
2. Assess degree of direct support through advising and mentoring to students involved in SA, CUAC, IGC, PSA, and GSRC	A Analyze calendars to determine and ensure appropriate amount of time available to students	A Spring 2013	A Staff time and commitment	A Hunt Union Staff	A Propose recommendations if we do not sustain 40% of collective staff schedule for student access (based on two semesters of data).	Unfortunately while our data set is incomplete making it hard to absolutely confirm meeting this outcome, the information we did collect combined with our quarterly customer service assessment indicating a 97.6% level of satisfaction for “employee/staff availability” during the year and the 90% agreement from our student advisees on being able to communicate in person frequently to very frequently reveals we are accessible.	
	B Re-assess student satisfaction of support and advisement	B Dec- 2012	B Time, survey instrument	B Hunt Union Director	B In comparison to the fall 2011 survey, improve on the 79% agreement in how advisors show interest in student involvement <u>and</u> maintain high level of agreement of the rest of assessment	B Achieved and improved from 79% to 90% on specific variable in question and Student advisees reported unanimous agreement (100% agree or strongly agree) in 7 of 10 questions on the student -advisor relationship. Hunt Union advisors also saw improvement compared to last year in 7 of 10 questions on the	

<p>5. Provide focused support to marginalized communities to increase their engagement and satisfaction with co-curricular life</p>	<p>A Use of the LGBT -Friendly Campus Climate Index to prioritize initiatives of the GSRC</p>	<p>A Spring 2013</p>	<p>A Index survey, staff time,</p>	<p>A GSRC Coordinator</p>	<p>A Identification and prioritization of initiatives.</p>	<p>student -advisor relationship.</p>
	<p>B Support Multicultural Greek Organizations in the continuation of the Multicultural Greek Committee</p>	<p>B May- 2013</p>	<p>B Staff time, survey, student commitment</p>	<p>B Greek Life Advisor</p>	<p>B Measure satisfaction and identify items which may require additional support.</p>	<p>A No data- GSRC coordinator vacated in September and no longer reports to Hunt Union Director</p> <p>B Greek Life Advisor provided guidance to students wishing to start five (5) new multicultural groups. She also administered an assessment to the entire community to determine the level of support and satisfaction. The data revealed students in Multicultural Greek Organizations have less satisfaction with support provided by the college than students in traditional Greek organizations. The baseline data is on file and will serve as performance indicators to monitor and improve.</p>

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<p>5. Provide focused support to marginalized communities to increase their engagement and satisfaction with co-curricular life</p>						<p>questions on the student -advisor relationship. Hunt Union advisors also saw improvement compared to last year in 7 of 10 questions on the student -advisor relationship.</p>						
	A	Use of the LGBT -Friendly Campus Climate Index to prioritize initiatives of the GSRC	A	Spring 2013	A	Index survey, staff time,	A	GSRC Coordinator	A	Identification and prioritization of initiatives.	A	No data- GSRC coordinator vacated in September and no longer reports to Hunt Union Director
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Section I.

The Office of Judicial Affairs (OJA) is charged with the responsibility of overseeing the judicial 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 operational goals were met. A total of 2,067 cases were adjudicated this year. Eight cases were referred to the Standing Disciplinary Board, 6 of which resulted in voluntary withdrawals.

In addition to our operational functions, the Office of Judicial Affairs undertook some new initiatives and continued some ongoing goals. One of those ongoing goals is the annual review of the Code of Student Conduct. Last year the Office of Judicial Affairs drafted a proposal of changes to the Alcohol/Drug policy and the Disorderly Conduct/Harassment/Abusive behavior policy. The proposal was based on feedback received from hearing officers and students which indicated that there were a few areas of confusion in the Code. The Disorderly Conduct/Harassment/Abusive behavior policy was difficult for students to understand. They asked that the Harassment portion of the policy be separated and that we clarify what would constitute a violation of these policies. Additionally, hearing officers expressed concern over the fact that we use the Disorderly Conduct policy when students require medical attention for intoxication. These incidents are our most severe alcohol incidents and a Disorderly Conduct violation does not allow us to send a notification to parents. The hearing officers recommended that we amend our alcohol and drug policy to include medical evaluation for intoxication. The resulting recommendations were approved by legal counsel and forwarded to the Vice President for Student Development in the spring of 2012. During the fall semester of 2012 College Council approved the changes and they were incorporated into the Code immediately. In addition to the proposed changes presented by the Office of Judicial Affairs, College Council members also considered a proposal from the Student Association regarding development of a Medical Amnesty Policy. The Director of OJA worked with the VP for Student Development, as well as the AOD counselor (and advisory committee), to research a program and policy that may work for our campus community. A policy was approved at the end of the spring 2013 semester.

The Bias Acts Response Team (BART) was created in the spring of 2011 as partial fulfillment of initiative 8 in the Strategic Plan on Equity, Diversity, and Inclusion. The Director serves on BART as the Office of Judicial Affairs representative. BART was very active in the first year of existence. This academic year BART received 42 cases to review, showing an increase in activity. The Office of Judicial Affairs was able to adjudicate 11 disciplinary cases involving bias acts as well.

A comprehensive review of the sanctions we use in the adjudication process was conducted this year. A committee was formed of 10+ hearing officers to conduct this review. It spanned the entire academic year and resulted in an update of our sanctions. Members of this committee did a large amount of research by benchmarking with other SUNY institutions, consulting international associations such as NASPA, ACPA, and ASCA, as well as a literature review of published best practices. What resulted was recommendations for additional “creative” sanctioning that may impact student learning as well as a comprehensive document detailing what sanctions are the most appropriate for each offense that may be charged. This initiative will be followed up in the next academic year by a survey administered to students in order to see what they perceive to be most educational in the judicial process.

The College as a whole underwent its Middle States accreditation review this year. As a Student Development representative on the Institutional Assessment Committee (IAC), the Director of OJA was involved in the committee's preparation for the Middle States team visit by compiling information and sample plans. Additionally, the Director attended a session with IAC during the Middle States team campus visit where we answered questions and gave our rationale for the structure of our assessment process for administrative units. In addition to the Middle States review, IAC also provided an opportunity to the Office of Judicial Affairs to represent the College at the Assessment Network of New York (ANNY) annual conference by giving a poster presentation regarding administrative unit assessment and plan development.

A student learning outcome project was developed and executed this year, as part of the assessment plan, to assess the effectiveness of the First Year Experience and Career Development referrals as judicial sanctions. For the entire academic year the Office of Judicial Affairs tracked cases where students were referred to the First year Experience Office (FYE) or the Career Development Office (CD) as a sanction. When tracking these cases the Director looked for completion of the FYE and CD referral sanctions and recidivism. The recidivism rate was tracked through the entire 12-13 academic year. It was hypothesized that students referred to either FYE or CD would have a lower rate of recidivism during the academic year than a control group of randomly sampled students who were not sanctioned to either CD or FYE. This hypothesis was based on the goal focused conversations that staff are having with students as part of the sanction completion. Students are typically setting short and long term goals for themselves during the sanction meetings, which should increase their motivation to change behavior. The results show that 27.47% of students who completed the FYE sanction were repeat offenders, while 23.28% of students who completed the CD sanction were repeat offenders. The control group of students who were not sanctioned to complete a referral had a recidivism rate of 34.5%. These rates indicate that students who completed the referral sanctions had a lower recidivism rate than those students who didn't have a referral sanction. In light of these results, the Office of Judicial Affairs will prepare a survey to be administered to students who have gone through the judicial process in the next academic year. The survey will help to identify what the students perceive to be the most beneficial/educational part of the process. This will give us insight into what we can do to motivate and support students to change behavior that is not consistent with expectations.

Section II.

Outlined below are the new and continuing initiatives for the 12-13 academic year.

Goal/Objective	Planned Actions	Time Frame	Measure of Progress	Issues/Tasks to address
1. Engage students as active participants in their cognitive, personal and professional growth by	A. Develop and administer a survey targeting students who have been through the judicial process.	A. Target completion of 5/2014	A. At least 60% of students surveyed will report a perception of fairness and educational benefit from	A. This project is dependent on student completion of the survey. The Director must also make this a priority for time management

promoting opportunities with articulated learning outcomes (Strategic Plan 2010 – Student Engagement goal).			some portion of the judicial process.	purposes. That can be difficult depending upon the case load.
2. Create a college community that values diversity, equity, and inclusion (Strategic Plan on Equity, Diversity, & Inclusion – Goal 1, objective 3).	A. Raise awareness of reporting mechanisms already in place to report bias, stereotype threats, and profiling (Initiative 8).	A. Ongoing	A. Participate in the development of at least 1 proactive action to publicize reporting mechanisms as a member of BART in the 13-14 academic year.	A. The success of this project is dependent on an entire committee of people as well as the case load for the BART.
3. Create and enhance partnerships that are mutually beneficial to the campus and community (Strategic Plan 2010- Community partnership goal)	A. Change Ad-Hoc committee to the “Campus & Community Coalition”. B. Develop a short term plan with goals and initiatives that members would like to see completed within a definitive period of time.	A. 12/2013 B. 5/2014	A. Ask all members to vote in agreement to change the name of the committee. B. Document to articulate some strategic ways to achieve goals as well as expanded membership invitations to bar owners and landlords.	A. This is not a very active group and we only meet twice a semester. B. At this time the current group of members is not very ambitious. Expectations of change seem very low.

Section III.

The total number of cases adjudicated this year is again larger than in years prior. The Office of Judicial Affairs processed 2,067 cases this year. This is an increase of 163 cases over last year’s total. Increases were recorded for alcohol, failure to comply, fire regulations, theft, and

falsification of information violations. All other violation counts are largely consistent with those of prior years.

The largest jump this year is in residence hall license violations which saw an increase of 200 violations. It's not surprising that our alcohol and drug charges are among the highest referrals every year. Residence hall license violations typically round out the top three. However, a jump of 200 cases is very large. This huge increase may be attributed to residence hall staff vigilance in confiscating prohibited items. A fire in Matteson hall this year prompted many residence hall staff to tighten up restrictions on prohibited items. Confiscation cases amount to a large percentage of the Residence hall license violations.

The off campus referrals from the Oneonta City Police Department (OPD) increased slightly this year. We adjudicated 86 off campus cases this year in contrast to the 73 cases we received last year. We are in the process of incorporating a message from OPD into our orientation presentation to increase our proactive approach to preventing crime in the community.

There was a decrease in Standing Disciplinary Board level cases again this year. Eight cases rose to that level of adjudication; 6 students chose to voluntarily withdraw while 2 chose to proceed with a hearing. The 2 hearings resulted in 1 suspension and 1 expulsion.

The Director continues to discuss the increasing number of cases with colleagues across New York State. Colleagues indicate that increasing case counts and increased severity of cases has occurred steadily over the last 5 years and appears to be a trend. The Office of Judicial Affairs is struggling with the ever increasing case load. Unfortunately, a large part of our assessment plan was not completed this year due to a shortage of staff time to complete the necessary tasks. Staffing shortage has become an issue for the Office of Judicial Affairs due to the increase in case load and the demand for our office to do additional tasks/presentations across campus and in the larger community.

Action Plan 2012 – 2013: Office of Judicial Affairs

Goal 1: Enforce the conduct expectations of the College community.

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Measure/Expected Outcome	Actual Outcome
C. Oversee and coordinate the College judicial process, including adjudicating alleged violations of the Code of Student Conduct.	1. Develop a “satisfaction” survey targeting students who have been through the judicial process.	1. 9/2012	1. None	1. Director	1. Survey developed.	1. Incomplete.
	2. Administer survey to a random sampling of students who have had at least 1 hearing in the 12-13 academic year.	2. 5/2013	2. None	2. Director	2. 60% or higher indicating satisfaction with the process and service they received.	2. Incomplete.

Goal 2: Promote student learning and development.

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Measure/Expected Outcome	Actual Outcome
A. Impose educational sanctions during adjudication process.	1. Compare recidivism rates between Career Development referrals, FYE referrals, and a control group.	1. 12/2012	1. None	1. JA Director, FYE Director, CD Director	1. Career Development and FYE referral students will have a significantly lower recidivism rate than the control group.	1. 27.47% of students who completed the FYE sanction were repeat offenders, while 23.28% of students who completed the CD sanction were repeat offenders. The control

C. Provide Information regarding the Code of Student Conduct, community expectations and the campus judicial process to student.	1. Consult with UPD about what information government agencies require us to give to students annually.	1. 9/2012	1. None	1. JA Director and UPD rep	1. Consult completed and information compiled.	group of students who were not sanctions to complete a referral had a recidivism rate of 34.5%. 1. Complete.
	2. Work with a staff member in academic advisement to place the required information into a course on ANGEL for first year students to complete before attending orientation.	2. 12/2012	2. None	2. JA Director, UPD rep, AA staff	2. ANGEL course created and ready to pilot for Jan 2013 Orientation.	2. Course materials compiled. However, Andrew Stammel would like to work with us on this. Launch date of course was pushed back to accommodate this.

Goal 4: Ensure the College is in compliance with all federal, state, and SUNY system mandates and policies regarding judicial action in higher education.

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Expected Outcome	Actual Outcome
A. Oversee all policies and procedures related to the College judicial process.	1. Evaluate the process by which the College gets the student population to acknowledge they have read the Code of Student Conduct.	1. 5/2013	1. None	1. JA Director & Leslie Bidwell	1. Evaluation complete and/or recommendations for changes.	1. Evaluation complete.
C. Attend professional development opportunities to gain knowledge regarding compliance updates.	1. Attend 1 compliance update seminar during the academic year.	1. 5/2013	1. None	1. Director	1. Seminar or conference attended.	1. Attended the SUNY safety seminar regarding Title IX, VAWA, and SAFE Act legislation.

IV. Using Outcomes to Plan

Goal 1, Objective C

Actions 1 & 2: The assessment of this objective was not met this year. I have assessed this particular objective before, in a different way; however the Director of Judicial Affairs was unable to create and administer a survey this academic year. This project will be attempted in the next academic year as it will likely generate interesting data. The Office of Judicial Affairs has struggled with case load issues for the last 2 years and unfortunately this project was too time consuming to be undertaken at this time.

Goal 2, Objective A

Action 1: During the 12-13 academic year the Office of Judicial Affairs tracked cases with First Year Experience and Career Development referral sanctions to compare the recidivism rates with that of a control group. The results indicate that recidivism rates were lower in the FYE and CD sanction groups than in the control group. Showing that students may have a better change of learning how to change or adjust their behavior/decision making after completing an FYE or CD referral. This outcome will be shared with the FYE Office and the CD Office as completion of these sanctions is fairly work intensive for staff, but obviously having a positive effect on students. Further assessment may be conducted in the future.

Goal 2, Objective C

Action 1: In the fall of 2012 the Director of OJA consulted with the interim UPD Chief to compile information that must be distributed to students annually. We compiled this information and found that most if it was contained in our orientation presentation. In compiling this information we consulted with the Affirmative Action Officer, Andrew Stammel, who indicated that he wanted to work with us on this since he has a number of informational mandates to manage as well.

Action 2: The Director of OJA and the UPD Chief had intended to put all of the information compiled into an ANGEL course that could be accessed by incoming students prior to orientation. However, the launch date for this course had to be pushed back as the addition of information from Andrew Stammel will take more time to compile and incorporate.

Goal 4, Objective A

Action 1: On an annual basis the College is legally required to show that all students acknowledge that they have read the Code of Student Conduct. As this is central to the mission and function of the Office of Judicial Affairs, the acknowledgement process should be evaluated periodically for efficacy. The Director of OJA worked with Leslie Bidwell of IT services to research the acknowledgement process at our institution as well as others. We found that we are satisfied with the process we currently use, which requires all students who register for classes to stop and acknowledge they've read the Code of Student Conduct before continuing to the class registration screen. We believe that this is a best practice and is sufficient to capture all enrolled students. We plan to revisit this evaluation in 2-3 years time.

Goal 4, Objective C

Action 1: In the last 2 years it has become more difficult to keep up with legislation that has an effect on institutions of higher education. This fact alone has made it increasingly more important to take advantage of professional development opportunities and/or compliance update seminars. This year's SUNY Safety Seminar had to do with Title IX, VAWA, and the SAFE Act. These are all important pieces of legislation that have a large effect on our compliance reports and policies. This seminar created a vital working relationship between the Office of Judicial Affairs, UPD, and the Affirmative Action Office. All three offices had a representative at the seminar and this generated conversations about compliance, policy, proactive programming, training, and collaboration.

Office of Multicultural Student Affairs

2012-2013 Annual Report
Bernadette Tiapo – Director

I. Summary of Accomplishments

The mission of the Office of Multicultural Student Affairs (OMSA) is to provide leadership geared toward developing and maintaining a welcoming, supportive, and inclusive environment to students from a diverse background at SUNY Oneonta. The office is also committed to fostering the strategic initiatives on diversity and inclusion for the College as well as the College's broad mission on academic excellence and students' success.

The following existing initiatives were pursued by the OMSA during the 2012/2013 academic year:

Continue with efforts to enhance the College's strategic initiatives related to students' recruitment, persistence, and overall college success

Some of the key realizations of the OMSA in 2012-2013 included: (i) coordinated the AALANA Mentor program – provided leadership trainings and supervision to 30 AALANA mentors, and support to 94 mentees (81 were freshmen and 13 transfers) representing a 4% increase to last year's number (90 mentees), and a 42% increase in the number of participating mentees in 2008 (66 mentees); (ii) provided academic/community building activities to AALANA students – 16 group activities were organized including 4 academic support activities in collaboration with the EOP/SOAL, GAIN, and MSC; (iii) engaged in collaborative recruitment initiatives with the Office of Admissions – recruited AALANA students to serve as volunteers for Academic Exploration Days, serve on admissions focus groups, and serve on the diversity panels for accepted students. The admissions diversity panels for accepted students were organized in collaboration with the CME; (iv) the OMSA Director continued to chair/coordinate the activities of the Graduation, Advocacy and Information Network (GAIN) which addressed academic and social concerns of students. GAIN members, in addition to providing academic and social support to students, organized two student workshops: "Healthy Living and Spirituality" and "Just Get it Done: The Disadvantages of Procrastination;" (v) collaborated with other SD offices, faculty and staff to address issues related to AALANA students' academic and social climate; (vi) assessed/reviewed the academic performance of students in the AALANA Mentor Program and support/assistance received by these students – the average cumulative GPA was 2.77 and 3.34 for freshman and transfer mentees respectively. Both Students in the AALANA mentor program and those who did not participate in the mentor program indicated having a sense of community, but additionally students who participated in the program felt the support/guidance received from the mentors made their transition and overall college experience more meaningful. Several students who did not sign up for the program at the beginning of the semester joined the program either toward mid fall or spring semester as a result of positive feedback from their peers.

Continue to collaborate with SD offices and other departments to provide focused support, recognition, and advocacy to AALANA students

Collaborative activities by OMSA with SD offices and other departments to provide focused support, recognition, and advocacy to AALANA students included: (i) the AALANA Welcome

Week for incoming freshmen and transfer AALANA students, organized in collaboration with, Career Development Center, New Student Services, Campus Ambassadors, Newman Center, EOP, CME, and the ALS Department – 6 events ranging from community-building and “Resource Round Robin” were planned and executed. (ii) the 5th *Kente* Graduation Recognition Ceremony, organized in collaboration with the ALS Department, CME, SD, and the President’s Office, recognized 53 graduating AALANA and non-AALANA students, matching the number of students participating last year (47). (iii) advisory role to the Multicultural Student Council (MSC) in coordinating the activities of multicultural student clubs on campus and building relations with the SA; (iv) the pursuing of efforts with the Office of International Education in relation to training International students to serve as mentors.

Continue to promote, support, or develop programs to increase student awareness and involvement in diversity related issues on campus

Initiatives pursued in 2012-2013 included: (i) coordinated the third Annual Multicultural Student Leadership (MSLC) Conference in collaboration with the MSC, Diversity Peer Education Program (DPEP) participants, CME, GAIN, and some faculty and staff. The conference was attended by more than 160 students from SUNY Oneonta, Harwick College, and SUNY Cobleskill; (ii) secured funding from the Student Development Campus Enhancement grant, in collaboration with the ALS Department for a cultural diversity trip to NYC that exposed and educated over 40 participants (students, faculty, and staff) to African/African American arts and cultures; (iii) continued to coordinate DPEP activities in close collaboration with the CME, and with partial funding from the Student Development Campus Enhancement grant. Trained 24 students to take up advocacy roles on diversity-related issues and concerns on campus and in the surrounding community (iv) worked with DPEP graduates to facilitate, or give presentations at, several diversity activities such as the MSLC. DPEP graduates also served as panelists for “Feast for the Soul” - a diversity initiative organized by a number of faculty and staff. The graduates also served on the “Religion and Spirituality” panel organized by the Action Hero Committee, and Annual Harvey Delaney Leadership Institute; (v) continued to carry out in-class and other presentations and workshops on diversity related topics to different campus constituents – academic departments, Resident Halls, EOP Pre-freshman, and incoming freshman during freshman Orientation.

In addition to the foregoing, the OMSA Director was actively involved in the College community. For instance: (i) chaired the committee charged with establishing the Bold and Demonstrative Campaign to inform the College on discrimination policies and procedures. The campaign was rolled out at the beginning of the fall semester to all employees and in the Residence Halls throughout the fall semester; (ii) chaired the President’s Council on Diversity. Council’s work is in progress with targeted activities earmarked for the 2013/2014; (iii) chaired the Graduation Advocacy and Information Network (GAIN); and (iv) chaired the Action Hero Committee.

II. 2012 – 2013 Continued/New Initiatives

Key new and continuing objectives/initiatives pursued by the OMSA in 2012–2013 included the following:

Goals/ Objectives	Planned Actions	Timeframe	Measures	Issues/Tasks to Address	Outcome
Continue to provide targeted assistance and advocacy to support the academic success and overall college experience of AALANA students	- Continue to collaborate with computer services to acquire data on AALANA students GPA and per semester	May, 2013	A report with comparative information between AALANA students in the AALANA Mentor Program and AALANA students not in the program	Secure data from Computer Services	Good response from the Computer Services in providing the data. The average cumulative GPA of students in the AALANA Mentor Program was as follows: Freshmen (2.77) and Transfer students (3.34). This compared favorably with AALANA students not in the program: Freshmen (2.83) and Transfer students (2.87). Though both Students in the AALANA mentor program and those who did not participate in the mentor program indicated having a sense of community, but additionally students who participated in the program felt the support/guidance received from the mentors made their transition and overall college experience more meaningful. Several students who did not sign up for the program at the beginning of the semester joined the program either toward mid fall or spring semester as a result of positive feedback from their peers.
	-Continue to provide targeted referrals to campus resources and/or advocacy on academic related concerns with instructors/departments	February 2012, May 2013	- At least 90% of academic-related concerns reported to OMSA addressed	Work with GAIN to get buy-in from faculty	All academic related concerns reported to the OMSA during the 2012/2013 academic year were addressed. The office worked in collaboration with the Academic Advisement, Registrar’s Offices and in most cases with faculty members to address the student concerns. GAIN members met throughout the 2012/2013 academic year and provided support to students. Members also organized two activities at the request of the students: (i) Healthy Living and Spirituality in Connection with Academic Achievement and

					(ii) Just get it Done – the Disadvantages of Procrastination. Members also provided support to students during study day sessions.
To create and implement or support an initiative that enhances students' global awareness and multicultural experiences beyond the campus community	Assess students' satisfaction with the design and implementation of initiative	May, 2013	C. At least 50% of participant satisfaction rate; Participating students' learning outcome depicts an increase of at least a 10% in their average scores in the post-test relative to the pre-test.	Secure grant	(See the outcome of Goal 3. Objective 4 of the 2012/2013 Action Plan presented in Section V of this report below)

III.2013 – 2014 New Initiatives

Key new and continuing objectives/initiatives to be pursued by the OMSA in 2013–2014 will include the following:

Goals/Objectives	Planned Actions	Timeframe	Measures	Issues/Tasks to Address	Outcome
To enhance students understanding of campus climate issues and how to address them.	Assess students understanding of bias, bias related acts and reporting procedures	November 2013	Participating students' learning outcome depicts an increase of at least a 12% in their average scores in the post-test relative to the pre-test.	Recruit new class of students to take part in the DPEP	

IV. Summary and Conclusions

OMSA coordinated initiatives like the AALANA Mentor Program, AALANA Welcome Week, the Graduation Advocacy and Information Network (GAIN), the Diversity Peer Education program (DPEP), the Multicultural Student Council (MSC), the Annual Multicultural Student Leadership Conference (MSLC) were very useful in the outreach and support efforts towards the diverse student population on campus. GAIN continued to support the efforts of the OMSA in advocating for AALANA/other underrepresented students' social and academic concerns. DPEP continued to attract greater student participation. DPEP students were involved in a number of activities promoting diversity at the College. The third Annual MSLC continued to attract participants from neighboring schools – Hartwick College, Delhi, and Cobleskill. The MSLC has the potentials to grow in scope and foster the visibility of the College. The MSC also continued to serve as a platform for supporting and advocating for multicultural clubs on campus.

The OMSA, as in the prior years, continued to work extensively with other programs/departments to provide support and recognition for AALANA and other underrepresented students as well as fostering a welcoming and inclusive campus climate to enable a successful college experience. The Kente Graduation Recognition Ceremony, a key collaborative activity with the ALS, was successfully organized during the 2012/2013 academic year. Attendance/participation at this year's ceremony again saw an increase in faculty, staff, students, family member and friends of graduating students. OMSA will continue its collaborative efforts and leadership role in advocating and providing continued support for underrepresented students as well as in assisting to enhance a welcoming and inclusive campus climate for all constituents.

The OMSA realized its goal to increase the number of male mentors in the AALANA mentor program during the 2012/2013 academic year. The 8 males out of 30 mentors represented 27 % of the mentor pool and constituted the highest proportion of male mentors at any time over the past five years. Conscious effort was made to continue to educate the campus community on the use of the acronym AALANA. Emails were sent to students and all newly hired mentors were quizzed during the interview process of their understanding of the acronym and to identify ways to continue educating their peers and the community as a whole.

OMSA will continue to work on recruiting and retaining more male mentors in the AALANA Mentor Program. This has been an issue over the years and even though there was improvement during the 2012/2013 academic year, more efforts need to be made to continue growing the numbers. Even though the assignment of mentees to mentors is not gender-sensitive, it is important that the gender gap in the proportion of mentors is not very disproportionate. This is therefore a critical issue that needs to be addressed every year. The OMSA will also continue with campus-wide education on the role of the AALANA Mentor Program and the meaning/use of the acronym "AALANA." This issue has been addressed to a certain extent during the past academic years and 2012/2013 academic year but it is imperative that the OMSA continues to educate the campus community and incoming freshmen, in particular, about the meaning and use of the acronym "AALANA".

V. Action Plan for Academic Year 2012 – 2013

The following 3 objectives of the OMSA were monitored, evaluated and assessed in 2012-2013: Goal 2, Objective 2; Goal 3, Objectives 4; and Goal 3, Objectives 5.

Goal 2: Coordinate the AALANA Mentor program that provides peer support to freshmen and transfer students, enhances their college experience and improve retention rates

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Measure/Expected Outcome	Actual Outcome
2.To recruit and train AALANA mentors and ensure they are well equipped to attend to the needs of mentees	A. Develop guidelines to recruit and retain mentors with a focus increasing the number of male mentors	A. Ongoing	N/A	A. OMSA Director	A. At least 15% of recruited mentors are male students; All mentors retained are notified and listed on the OMSA webpage	27% (8 out the 30) mentors recruited during the 2012/2013 academic year were males
	B. Provide orientation and training to all retained mentors	B. At the start of the fall semester	Miscellaneous expenses	B. OMSA Director	B. Mentor orientation session organized; at least 80% mentor satisfaction with training received	100% mentor satisfaction with orientation/training received.
	C. Assign mentors to mentees	C. At the start of the fall semester	N/A	C. OMSA Director	C. Mentor-mentee list established and students notified by mid-September, 2012	Mentee/mentor list was established and students were notified at the end of August - (August 29 th).

Goal 3: Develop and engage in collaborative efforts to increase an understanding of diversity and foster inclusion on the college campus

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Measure/Expected Outcome	Actual Outcome
4. To promote and support a collaborative platform for the dissemination of information on student involvement in multicultural- and social justice-related issues on campus and beyond	A. Encourage the active collaboration of the Multicultural Student Council (MSC) and other student clubs, programs, and initiatives in the planning and design of the framework of a multicultural newsletter	A. December 2012	Miscellaneous expenses	A. OMSA Director	A. An Editorial Board comprising of representatives from at least 3 student clubs created and introduced to the campus community no later than December 5, 2012	An Editorial Board comprising of 5 students representing 5 different clubs (Muslim Students' Association, Korean Cultural Club, Voices of Serenity, Multicultural Student Council, and AALANA Mentor Program) was established in October of 2012.
	B. Produce and disseminate the multicultural newsletter to the wider campus community using diverse outlets	B. Throughout the Academic Year	Miscellaneous expenses	B. Constituted E-board; OMSA Director	B. At least 1 issue of the multicultural newsletter is produced per semester	4 issues were produced – 2 in the fall and 2 in the spring.
	C. Encourage student clubs and other campus programs and offices to have buy-in and actively contribute information for the newsletter	C. Throughout the Academic Year	Miscellaneous expenses	C. Constituted E-board; OMSA Director	C. At least 3 student clubs or different campus entities provide information/feed for each issue of the newsletter produced	On average at least 5 student clubs and others provide information for the newsletter
4. To create and implement or support initiatives that enhance students' global	A. Write a proposal for a travel/global awareness grant that expose students to broader multicultural	October 30, 2012	Grants	A. OMSA <i>Collaboration</i> ALS	A. Proposal submitted and funded	In collaboration with the ALS Department a grant was secured in the amount of \$1800 through the SD Campus Enhancement Endowment

awareness and multicultural experiences beyond the campus community	perspectives B. Disseminate information about initiative, on campus, to attract participation of students from diverse backgrounds	December, 2012	Miscellaneous expenses	B. OMSA <i>Collaboration</i> ALS	B. At least 10 students from a diverse background on campus participate	43 participants attended the Cultural Diversity Trip to NYC – 6 Asians, 9 African/African Americans, 6 Latinos, 19 white participants, 2 Middle Easterners, and 1 Native American
	C. Assess students' satisfaction with the design and implementation of initiative	May 2013	N/A	C. OMSA Director	C. At least 50% of participant satisfaction rate <u>Overall Expected Outcome:</u> Participating students' learning outcome depicts an increase of at least a 10% in their average scores in the post-test relative to the pre-test.	Overall, 80% of participants were satisfied with the design and implementation of the trip from the results of survey The survey assessed participants' knowledge of the areas visited and their activities, as well as their knowledge of the African/African American art and cultures. Participating students' learning outcome depicts an increase of 25% (more than the targeted 10%) in their average scores in the post-test relative to the pre-test. In addition 35 out of the 43 participants attempted all questions on the posttest as opposed to only 8 in the pretest showing an improvement of 81%.

VII. Executive Summary of Student Learning Outcome

The level of awareness of the following toured cultural reference sites and their activities in Harlem – the Malcolm Shabazz Harlem Market (African Market), the Schomburg Center for Research in Black Culture, the Studio Museum, the Hip Hop Culture Center, and the Abyssinian Baptist Church - was assessed for participants at the Diversity and Global Awareness trip to NYC in April 2013. The results showed that participants' knowledge/awareness improved from taking part in the trip. Participants improved their average post test scores by 25% relative to their pre-test scores. In addition 35/43 participants attempted all questions on the posttest as opposed to only 8 in the pretest showing an improvement of 81%. The assessment results contribute to the following skills categories of the Student Development Learning Outcomes: Intercultural Maturity, Mature Relationship, and Cognitive. Overall, the results indicate that trips such as these could provide students with the opportunity to have a better understanding of the cultural dimension of diversity especially as it relates to Africans and Africans Americans and by extension, other students. This can also provide valuable insights to help enhance the College's strategic goals related to diversity and inclusion. The results will be used to reinforce the activities of the OMSA as well as outreach to the campus and other departments.

2012-2013 ANNUAL REPORT
FIRST YEAR EXPERIENCE AND ORIENTATION OFFICE (through 12/31/12)
NEW STUDENT SERVICES (1/1/13- present)

I. Summary of accomplishments and outcomes during the past academic year.

Perhaps the biggest changes were the name change and the move to support a full-time staff member. The FYE/O Office underwent a name change to the Office of New Student Services (NSS). This effort was to indicate an equal focus on both freshmen and transfer students.

The half time position in the office was approved to become a full-time position. We are currently going through the search process.

Freshman Outreach

Freshman 15: Implemented a full slate of 20 sessions targeted at freshmen. The Very Influential Peers, the peer mentors, staffed those events. These topics are highly engaging. The attendance at these events averaged 25 students.

FYE Residence Hall Collaborated with the FYE RHD's to focus on the first six weeks of college life as well as add to our slate of FYE Traditions. This year we added the First Annual St Patrick's Day Volleyball Tournament. All 6 of the events were well attended. We have already started planning for 13-14 as finding appropriate space and time for these events that does not conflict with other campus use can be a challenge

Hulbert Collaborated with the Hulbert Hall RHD to sponsor a Freshman Mingle during the second week of classes. This was attended by 70 Hulbert residents. This may become an annual event.

Social Events The NSS Office sponsored a wide variety of events either as our own entity, as a partner, or just as a sponsor. Some examples include: Casino Night, Stress Free Zone, Red Day, Welcome to Your Coochie, Crafts with RA Rose.

Transfer Outreach: We collaborated on two Transfer Coffee Days, one in the fall and one in the spring semesters. The event in the spring was not as well attended as the event in the fall. During the Spring Semester, the NSS Office had a intern who sponsored a talk to us type of event for transfers, did a bit of research around transfer students, and worked with staff to propose a Transfer mentor program.

Web-based Alert Referral and Notification - WARN: The College's early warning initiative required quite a bit of behind the scenes work in BANNER. We were able to get the code for this initiative from RPI, as we had shared some orientation related code with them a few years back.

We updated the email responses to better reflect the services offered here at SUNY Oneonta. We have turned off the mandatory faculty compliance piece that RPI uses. We believe it is ready to go for fall 13.

Orientation: We enrolled all 6 freshman sessions at 140. The three transfer sessions averaged 108. There was an average of 10 walk-in registrations for parents at each summer session (one session had a high of 21 parents who registered on site). This is concerning given the 2 brochures and the confirmation letter that are mailed to the permanent address and the email reminder regarding orientation.

During the July 2012 orientation sessions, 60% of our freshmen students brought at least one parent/family member with them to an orientation program. This is slightly down from 2011 when 62% of students brought at least one parent/family member with them.

II. Report on current major initiatives or planned major new initiatives which will continue into the next year or beyond

GOALS	Planned Actions	Time frame	Measure of Progress	Issue/tasks to be addressed
Assist new students with their transition to the College	*pilot the Transfer Mentor Program in Hays Hall for fall semester	*Fall 2013	*evaluations	Student Engagement
	*pilot online transfer mentoring for January 2014	*January 2014	*evaluations	Student Engagement
	*if time/staffing permit, create transfer workshops	*2013-2014	*# of sessions, session evaluations.	Student Engagement
	*SLO: Increase level of comfort/knowledge of major (in collaboration with Academic Advisement & Career Development) *implement Common Read- collaboration between Student Development Staff and Faculty	* August-December, 2013 *August- October	*pre/post- test *Evaluations in FYS course, *# of students that attend Mr. Alexie's talk/film/and other related events	Student Engagement *Learning & Scholarship; Diversity; Student Engagement
Create parent outreach	*sponsor session at H/F Weekend targeted at parents of freshmen.	*October if time in schedule/space	Evaluation at end session # of parents that attend	Community Partnerships
WARN	*implement the online early warning system	August	*Use by faculty?	Student Engagement
	*Create information for faculty ease of use	August	*Number of students referred to various resources	
	*continue to review other methods of identifying students who are at risk.	May 14	*Compare Beacon (Campus Labs), MapWorks, etc using cost/benefits/ease of use	
FY Seminar	*Hire VIPs in late fall 13 who will be on contract spring 14 and fall 14. *Train VIPs during Spring 14 so they are ready to enter the FY Seminar classrooms in Fall 14.	Spring 14	*# of VIPs hired. *VIPs satisfaction with training and self-identified readiness for classroom	*Learning & Scholarship; Diversity; Student Engagement

III. Summary, Conclusions, and Recommendations

*NSS staff are teaching themselves how to utilize InDesign and the other Adobe Suite Products. This is time consuming as we need to continue the professional look and feel of our publications that our entering students and their parents receive. Although we did have several students working with us this spring to create some publications (which was very helpful), the bulk of the design responsibility rests with us. That said, we do appreciate the coaching and tips we receive from our colleagues in the Graphic Design Department & Web Development Office.

*As we continue to create additional programs for our new students, both freshmen and transfer, we are finding that there is a lack of programming spaces available on campus.

In summary, the Office of New Student Services team worked with new students through the programs and services offered. It is our goal to continue to welcome our new students and to assist them in their transition to the College.

Student Learning Outcomes EXECUTIVE SUMMARY

During Orientation, every student attends the following: College Life Skits, It's An Oneonta Thing, and Transitions. These presentations focus on critical issues that can impact a student's transition to college. These are also sessions presented by Orientation Staff Members so if changes need to be made, we have control over the content. We wanted to determine if they were able to identify any of the critical issues that are presented during these sessions at each orientation session.

We randomly selected students during check-in to receive an invitation to assist us with this project. We added an incentive of \$10 Dragon Dollars. Students were able to identify some of the issues presented during these sessions.

Orientation has long been considered a time that entering students should be exposed to information regarding their college experience so that they are prepared for their transition to this environment. To that end, orientation professionals across the country create orientation programs that allow students to gather such information in a short time. SUNY Oneonta's orientation program focuses heavily on the academic experience but does have several sessions where other critical issues that can impede or assist student success. The presentations that we focused on for this SLO are: the College Life Skits, It's an Oneonta Thing, and the Transitions workshop. We selected these workshops because they are all crafted by and presented by orientation staff members, either professional or student, thus we have control over the messages that are sent.

There was a potential total of over 840 students from which we randomly selected participants. The original plan was to randomly select up to 12 students to receive an invitation to assist us. Each student who participated was to be rewarded with an extra \$10 added to their Dragon Dollar account. We had zero students show up during the first session. We then increased the number of invitations to 20 per session. In spite of inviting more students, we still only ended up with 20 students participating from 5 sessions.

All of the students were able to identify at least one message from each of these presentations. Most students then shifted their commentary to a more evaluative tone of their overall orientation experience.

New Student Services 2012-2013 Assessment Report

Mission: The Office of New Student Services facilitates the transition of new students to SUNY College at Oneonta. The Office collaborates with students, faculty, and staff to create social, physical, cultural, and intellectual connections within the College's academic and co-curricular communities. The Office strives to prepare parents/guardians of new students for the personal and academic development changes that will take place during their students' first year in college. The Office supports the College's Mission of uniting "excellence in teaching, scholarship, civic engagement, and stewardship to create a student centered environment" by providing assistance to new students as they enter our community of scholars.

GOALS/OBJECTIVES:

GOAL 1: Provide a quality orientation experience to students.

Objective A: Provide relevant information to new students regarding academics, co-curricular opportunities, and support services available.

Objective B: Establish opportunities to build community within groups and allow for connection to the College.

Objective C: Provide a satisfactory orientation experience for students

GOAL 2: Develop a relationship with parents of new students.

Objective A: Implement a parent orientation for parents of freshmen and transfer students that provides information about SUNY Oneonta's academic expectations, critical information, and the supports services available to students in the time allotted.

Objective B: Provide a satisfactory orientation experience that is considered a good use of parent time/money.

Objective C: To serve as a clearinghouse of information for parents of new students during their first year at the College.

Objective D; Develop ongoing initiatives that engage parents of new students.

GOAL 3: Create an interactive, residentially-based first Year Experience

Objective A: Implement Welcome Dragon Week each fall semester in collaboration with other student life departments.

Objective B: Implement the "First Six Week Initiative/Community Development Plan" in the First Year Residence Halls.

Objective C: Collaborate with the Faculty in the First Year Seminar on transitional issues.

Objective D: To design and implement the Success Series.

Objective E: Collaborate with Campus Departments, Student Clubs, Residence Halls, and students to provide programs that provide opportunities for new students to engage in the campus community.

GOAL 4: Provide leadership opportunities for students.

Objective A: To coordinate the selection processes, training, and supervision of student positions.

Objective B: Train FY Student Leaders (RA, OL, ATM, VIP) to provide transitional assistance to new students as well as develop programs

2012-2013 Assessment Report

	Actions/ strategies	Target date	Resources	Person Responsible	Expected Outcomes	Actual Outcomes
GOAL ONE: Provide a quality orientation experience to students.						
Objective A: Provide relevant information to new students regarding academics, co-curricular, opportunities, and support services available.	<p>*Orientation Evaluation at all July sessions.</p> <p>*Randomly select up to 12 students at each July session to invite to lunch on Day Two for a short focus group regarding their experience, specifically focusing on skits, It's an Oneonta Thing, and the Transitions workshops.</p>	Summer 12	Staffing	Orientation Professional Staff	<p>*Students will express satisfaction with information given at those sessions.</p> <p>*focus group students will be able to identify key themes and concepts specific to those three workshops. (SLO)</p>	<p>*96% of freshmen strongly agreed/agreed that the information sessions were helpful in learning key information about SUNY Oneonta. When asked which sessions stood out, many different sessions were mentioned.</p> <p>*The focus group gave us some information that we will use (please see discussion below)</p>
GOAL FOUR: Provide leadership opportunities for students.						
Objective B: Train FY Student Leaders (RA, OL, ATM, VIP) to provide transitional assistance to new students as well as develop programs	<p>*VIPs will attend training.</p> <p>*Each VIP will receive a goal grid of outreach objectives to use with the students in their class.</p> <p>*Questions regarding VIP performance will be included on the FY Seminar Evaluation.</p> <p>*VIPs will be required to do a self-</p>	Fall semester	Staff Campus events	M. Grau K.McMichael VIPs	<p>VIPs will be able to show a completed grid of their time spent with FY Seminar students in a variety of activities.</p> <p>80% of the VIPs will perform at least 90% of the expected activities.</p> <p>75% of the FY Seminar Students will strongly agree/agree that the VIP was a good resource in the classroom.</p> <p>75% of the FYE</p>	<p>*</p> <p>*VIPs performed their expected tasks at the expected rate.</p> <p>*the majority of the comments regarding VIPs on the Seminar</p>

	<p>evaluation at the end of the fall semester.</p> <p>*FY Seminar faculty will evaluate VIPs.</p>				<p>Seminar students will rate the Strongly agree/agree that their VIP was supportive of their transition to the College.</p> <p>*VIPs will assess their own contributions to the FY Seminar and 50% will rate themselves as highly effective/effective</p> <p>*FY Seminar Faculty will assess their VIP's contributions to the FY Seminar and 50% will rate their as highly effective/effective</p>	<p>Evaluation were positive.</p> <p>*did not have them assess their own contributions as the Fall 12 class was a full semester class and we did not account for that when planning.</p> <p>* did not have them assess their VIP's contributions as the Fall 12 class was a full semester class and we did not account for that when planning.</p>
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GOAL THREE : Create and interactive, residentially based First Year Experience

<p>D. Design and implement the Freshman 15</p>	<p>Design and implement Fall 12 Freshman 15</p> <p>Develop evaluation for each session with instant incentives as well as long-term incentives</p>	<p>August 2012</p> <p>August 2012</p>	<p>SD division staff to present programs</p>	<p>Kate McMichael</p> <p>Monica Grau</p>	<p>*Offer 10 FR 15 sessions.</p> <p>Students who attend any of the Freshman 15 sessions will indicate:</p> <p>*that attending the event was a good use of their time.</p> <p>*that the topic provided insight into their transition to the College or provided information about a specific topic. We anticipate that 15% of the students who attend a F15 will not be enrolled in a FYS course.</p>	<p>*offered 20 Freshman 15 sessions.</p> <p>*Students indicated that they enjoyed the session and took information away that they considered valuable. We were unable to track who was in a seminar course and who was not in a reliable format. Some students indicated on the sheets that they were enrolled in a seminar course but they were not on any roster.</p>
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DISCUSSION/CLOSING THE LOOP:

During Orientation, every student attends the following: College Life Skits, It's An Oneonta Thing, and Transitions. These presentations focus on critical issues that can impact a student's transition to college. These are also sessions presented by Orientation Staff Members so if changes need to be made, we have control over the content.

We wanted to determine if students are able to identify the issues/themes presented during these sessions. We randomly selected 20 students at each of the July Freshman sessions to volunteer for a focus group. We increased the number of randomly selected students after inviting 10 students (as we had originally planned) and only having none show up at the focus group for the first session. We also gave each student who participated \$10 in Dragon Dollars for their ID card. In spite of inviting more students, we still only ended up with 20 students participating from 5 sessions.

All of the students were able to identify at least one message from each of these presentations. Most students then shifted their commentary to a more evaluative tone of their overall orientation experience.

After reviewing our small sample size and their responses, we believe that our efforts to start the process of thinking about these critical issues that college students face is working. We will continue to tweak the skits to fit the issues identified by the professional staff, Orientation Leaders, and other members of the Student Development Division. If we were to repeat this type of information gathering, we would most likely have the Orientation Leaders ask the questions in a small group setting as there would be a certain level of comfort already established between the students and the Orientation Leaders. We also discussed asking first Year Seminar Faculty if we could do this in their classes. This might give us an idea of how much of the information regarding these critical issues is retained. Campus Labs has some pieces within their baseline product that might assist with such post-orientation assessment initiatives.

Regarding the VIPs, we have changed our hiring process. We hired a new group of staff for Fall 13 ONLY. We will be selecting a new group in late fall '13/very early spring '14 whose term will run from January 14- December 14. This will give us more time to train them on peer educator issues. Our hope is that they will also be able to meet with their assigned First Year Seminar Faculty to do some planning prior to start of the class.

The Freshman 15 continues to be a program series that is updated every year as we identify key issues that first year students experience. We plan to continue enhancing. One issue we do face for fall '13 is that the first year seminar course is returning to a first half class. This causes the Freshman 15 to get front loaded into the first half of the semester since faculty teaching the class require students to attend a minimum of 4 sessions. While not insurmountable, it does require some nifty scheduling.

2013-2014 Assessment Plan:

A new 5 year assessment plan will be crafted during this academic year using the College's Strategic Plan, the SAP on Equity, Diversity and Inclusion, the Student Development Division's plan while taking into consideration best practices from the CAS and NODA.

Residential Community Life
Executive Summary

I. Summary/Highlights

During 2012-13 the Office of Residential Community Life incorporated online education in orientation for the RA staff, finished program development for the proposed townhomes, and implemented ADL training for all professional staff. We opened the last renovated First year Experience building in 4 years (Littell) and completed the design phase for renovation of the first of five suite style halls. We also developed an Emergency Operations Center Guide for Residence Life in response to a major fire in a residence hall.

A needs analysis was completed for a new student assignment program for fall 2013. We continued measuring our objectives in the Residence Life assessment program, and created a new learning outcome to improve the skill level of the night host leadership position.

12-13 Goals/Outcomes

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

Continue the design phase of the townhomes with Facilities and Sasaki Associates

- This goal was halted when the contract with Sasaki Associates was ended. Additionally, there was no revenue source for bonding the project, and complications arose when a private developer announced plans to build a 330 bed apartment complex next to our campus.

Develop new student learning outcome:

- A new student learning outcome was developed to develop the skills of night hosts. This goal was completed. See action plan below for results.

**Continue implementation of gender neutral bathrooms and reopen tub and sink rooms (T&S)
(Strategic Action Plan- Diversity goal)**

- The fire in Matteson Hall and electrical life safety issues interrupted the progress on this goal.
- Since the suite halls are scheduled for renovation next, implementation of this goal will be folded into the plans.
- **Implement new Gender Inclusive Housing Option in Higgins Hall (T&S)(Strategic Action Plan- Diversity goal)**
- This goal was completed. Students chose this option during the room selection process and later assessed the program. The residence hall staff participated in specific training to develop as allies.

Implement ADL training to all professional and student staff (T&S)(Strategic Action Plan- Diversity goal)

- This goal was completed. All but two professional and paraprofessional staff were trained during both fall and spring orientations.

Begin developing online RA training module

- This goal was completed. The pilot was utilized for spring 2013 training, and the next phase will be this summer for the fall staff.

Collaborate with Academic Advisement to become more involved in the ATM program

- Two Resident Directors were liaisons with the Academic Advisement Office and attended ATM meetings
- The program will continue next year because of the positive response from both departments.

Departmental Goals 2013-14

Goal/Objective	Planned Action	Time Frame	Measures	Issues to be Addressed
Prepare to balance the effect the Newman Development project will have for on campus occupancy	Research the possible effects, plan strategies to counter occupancy draw	Academic year 2013-14	Attrition from campus of continuing students	Examination of present policy issues in Higgins Hall
Develop new student learning outcome	Educate student and professional staff in making appropriate referrals to student support offices	August 2013 – December 2013	Evaluation by staff, students and unit directors of support offices	Prepare training, prepare evaluations
Conversion of damage billing to electronic delivery (Strategic Action Plan- Sustainability goal)	Review and implement a pilot program in the fall, with full electronic delivery of damage bills in May, 2014	Academic year 2013- 14	Successful electronic delivery and cost savings of paper and mailing	Training and implementation of process
Develop web site for off campus housing rentals (Strategic Action Plan- Sustainability goal)	Complete a search with outsource companies, complete needs analysis, complete RFP if outsourced, begin implementation	Academic year 2013-14	Evaluation by students/parents and participation of landlords, reduction of paper costs	Needs analysis, cost
Finish design of Grant Hall bathroom project, expanding the number of GI privacy baths (Strategic Action Plan- Diversity goal)	Attend meetings and provide input from students	Academic year 2013-14	Student feedback, Q of L survey	Providing for the privacy needs of all students

II. Assessment Action Plan 2012-13

During the 2012-13 academic year, Residential Community Life will assess the objectives in the table below, using the actions and assessment measures/criteria indicated for each action.

Goal #1: Provide on campus housing to new freshmen, transfers, and continuing students.

Objective	Action/Strategies	Target Completion Date	Resources Required	Person (s) Responsible	Expected Outcome	Actual Outcome
C. Develop high quality and appropriate housing options for students with non-traditional needs and interests.	1. Develop a pilot gender inclusive housing option for returning students	1. May, 2012	1. N/A	Team of professional staff including Director and Assistant Director for Occupancy Management	75% of the students surveyed will be generally satisfied with the pilot program as an option for housing.	81% of students surveyed were greatly satisfied with pilot GI program, and 19% were generally satisfied.
	2. Offer the pilot as an option of housing for fall 2012	2. December, 2012	2. N/A			
	3. Survey students who participate in the pilot program for their satisfaction level.	3. December, 2012	3. N/A			

Goal #3: Articulate and design experiences to enhance student learning outcomes associated with living in college housing and working in residential life.

Objective	Action/Strategies	Target Completion Date	Resources Required	Person (s) Responsible	Expected Outcome	Actual Outcome
B. Provide continuous training for residence advisors to support self awareness and leadership growth.	1. Plan and implement during fall RA orientation for FYE and Gender Inclusive Program RAs training on developing as allies and leaders in promoting diversity and inclusion through programming.	1. August , 2012	N/A	Director, Associate Director, and Residence Hall Directors	We expect to find that 85% of the returning RAs trained feel they are better prepared than in previous years in developing as allies and promoting diversity and inclusion through programming.	62% of returning RAs indicated they were better prepared for developing as an ally and be more effective programmers in promoting diversity and inclusion.
	2. RAs will complete surveys to evaluate how effective the training was to	2. August, 2012				

	prepare them as allies and effective programmers in promoting diversity and inclusion					
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Goal #1: Provide on campus housing to new freshmen, transfers, and continuing students.

Objective	Action/Strategies	Target Completion Date	Resources Required	Person (s) Responsible	Expected Outcome	Actual Outcome
B. Maximize the use of our residential facilities while minimizing over-occupancy issues	1. Determine the number of students needed to house for fall. 2. Assess available beds and seek additional areas as necessary 3. Plan strategy for minimizing the number of over occupied rooms. 4. Track efficiency with the SUNY Utilization Report for the fall term.	August, 2012	N/A	Assistant Director for Occupancy Management	On the SUNY Utilization Report (SUR) the revenue producing utilization will be 98% or higher.	On the SUR the revenue producing utilization was 98.71%.

Goal #2: Provide an effective support structure to assist students dealing with personal and social issues.

Objective	Action/Strategies	Target Completion Date	Resources Required	Person (s) Responsible	Expected Outcome	Actual Outcome
B. Prepare student and professional staff for confrontation and	1. Develop SLO statement (RA's will identify and demonstrate specific appropriate	December, 2010	N/A	All professional Residence Life Staff	1. On the end of the fall semester RA evaluation	1. On the fall evaluation 59% of the RA's reached the "meets"

documentation of inappropriate behavior in the residence halls.	<p>confrontational techniques with students)</p> <p>2.Develop rubric to describe levels of competency</p> <p>3.Prepare and model training from the rubric.</p> <p>4. Share the rubric with staff at supervisory mtgs and in their end of term evaluation</p>				<p>80% of RA's will be at the "Meets" level of acceptable behavior while confronting students</p> <p>2.On the Quality of Life Survey question regarding consistency in RA confronting behavior the satisfaction level would rise.</p>	<p>level on the RA evaluation (compared to a goal of 80%)</p> <p>2. Student satisfaction remained fairly constant (compared to a goal of increased satisfaction).</p>
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Goal #4: Continually develop facilities, policies and procedures, services, and standards that support changing needs and interests of students.

Objective	Action/Strategies	Target Completion Date	Resources Required	Person (s) Responsible	Expected Outcome	Actual Outcome
B. Annually review and revise all policies, procedures and community standards to support student needs through the Quality of Life Survey.	<p>1. Identify questions targeting policies, procedures and community standards on the Q of L survey.</p> <p>2. Annually review the results of these questions</p>	April, 2013	N/A	Director of Residence Life, Central Staff	Through the Q of L Survey, overall student satisfaction of living in the residence halls will stay the same or increase from the year before in the areas	Overall student satisfaction in the areas of policies, procedures and community standards slightly increased from the year before.

					of policies, procedures and community standards	
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Goal #3: Articulate and design experiences to enhance student learning outcomes associated with living in college housing and working in residential life.

Objective	Action/Strategies	Target Completion Date	Resources Required	Person (s) Responsible	Expected Outcome	Actual Outcome
C. Develop employment and leadership opportunities through the Night Host program to enhance a positive welcoming community.	1. Advertise and hire new night hosts by September 15, 2012. 2. Train all new night hosts utilizing the same training video. 3. Survey Night Hosts to assess the effectiveness of the training. 4. Survey students to determine whether they have the perception of a positive welcoming community when Night Hosts are on duty.	1. September , 2012 2. September, 2012 3. November, 2012	N/A	Residence Directors, Coordinator of Night Host Training	1. We expect to find 80% of Night Hosts are generally satisfied with the effectiveness of the training. 2. We expect to find 75% of students surveyed perceive a positive welcoming community while Night Hosts are on duty.	1. We found 93% of Night Hosts were generally satisfied with the effectiveness of the training. 2. 90% of the students surveyed perceived a positive welcoming community while Night Hosts are on duty.

Goal #3: Articulate and design experiences to enhance student learning outcomes associated with living in college housing and working in residential life. (SLO**)

Objective	Action/Strategies	Target Completion Date	Resources Required	Person (s) Responsible	Expected Outcome	Actual Outcome
C. Develop employment and leadership	1. Train all new night hosts utilizing the same training video.	1. September 2012	N/A	Residence Directors, Coordinator of Night	1. We expect to find 80% of Night Hosts are	1. We found 93% of Night Hosts were

opportunities through the Night Host program to enhance a positive welcoming community.	<p>2.Survey Night Hosts to assess the effectiveness of the training.</p> <p>3. Using Q of L survey, determine specifically if Night Hosts demonstrate appropriate skills effectively and appropriately with students while on duty</p>	<p>2.September 2012</p> <p>3.April 2013</p>		Host Training	<p>generally satisfied with the effectiveness of the training.</p> <p>2.On the Q of L survey we expect to find Night Hosts demonstrate appropriate skills effectively in dealing with students while on duty.</p>	<p>generally satisfied with the effectiveness of the training.</p> <p>2. On the Quality of Life Survey the following question was asked: The Night Hosts demonstrate appropriate skills effectively in dealing with students while on duty. On a scale of 1-5, 1 being strongly agree and 5 being strongly disagree; the mean was 1.68 and a standard deviation of .904.</p>
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Based on the above information, we will continue to provide, and pursue more meaningful, training to RAs on developing skills to become better allies to students of various lifestyle choices. We must be better teachers so RAs understand better how to integrate diversity into programs that promote inclusiveness. While 62% of returning RAs felt they were better prepared than in previous years, others indicated they would like to have a deeper understanding about being an ally, or already considered themselves an ally and found the training repetitive. We plan to research and improve training these RAs receive in fall orientation, and develop a more direct link in applying these concepts to programming to promote inclusion.

We will also continue to train RA staff on good confrontational skills. Professional staff was found to be subjective in their assessment of these skills with staff, and were further trained in identifying and evaluating confrontational behavior in order to “normalize” evaluations in the

spring term. Training was effective in teaching consistency and positive confrontational behavior-based on professional staff evaluations. The rubric will continue as a model for staff training and RA evaluation.

We will be continuing the gender inclusive housing option, and have expanded it to include more living units next year.

We found the night host training video corrected inconsistencies in training from residence hall to residence hall, and plan to continue to utilize it in the future. The night host program has proven to be a positive community development tool.

Assessment Action Plan for 2013-14

Goal #2: Provide an effective support structure to assist students with personal and social issues (SLO)

Objective	Action/Strategies	Target Completion Date	Resources Required	Person (s) Responsible	Expected Outcome	Actual Outcome
A. Educate student and professional staff in making appropriate referrals to student support offices (counseling, academic advisement, student disability services, etc).	1. Provide training to determine when a referral to a supporting office is appropriate during RA and professional orientation	1. August 2012	N/A	Director, Associate Director, and Residence Hall Directors	1. We expect to find that 85% of returning RA and RD staff feel they are better prepared than in previous years in making referrals appropriately to support offices. 2. On the Q of L survey we expect to find of those students referred to student support service office students feel the referral was made appropriately and was helpful. 3. We expect	
	2. Staff will complete surveys to evaluate how effective the training was to better prepare them to make appropriate referrals	2. August 2012				
	3. Students will be asked on the Q of L survey if they feel a referral to a student support services office by an RD or RA was appropriate and helpful	3. April 2014				
	4. Directors of					

	student support service offices will be surveyed to determine if a residential life referral was appropriately made.				to find Directors of student support service offices will report that 80% of all residential life referrals were made appropriately.	
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Goal #2: Provide an effective support structure to assist students dealing with personal and social issues

Objective	Action/Strategies	Target Completion Date	Resources Required	Person (s) Responsible	Expected Outcome	Actual Outcome
D. Train resident advisors to prepare and facilitate outcome based wellness programs within the residence hall.	<p>1. Using the online RA training module, teach RAs the steps of preparing and facilitating outcome based programming from the 6 wellness areas of HOUSE(S).</p> <p>2. RAs will complete an evaluation of the training.</p> <p>3. Using the Program Guidelines for Excellence, RDs will evaluate each program and track the results.</p>	January 2014	N/A	Resident Directors, Assistant Director for Programming	1.85% of the RAs will be generally satisfied the online training positively assisted them in preparing and facilitating outcome based wellness programs. 2.75% of the programs evaluated by RDs will be at the good or excellent level in preparing and facilitating	

					outcome based wellness programs within the residence halls.	
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III. Summary, Conclusions, and Recommendations

During 2012-13 Residence Life made progress on all goals, except those that were halted due to unforeseen circumstances- the fire in Matteson Hall and the lack of a revenue source to bond the townhomes project. Compounding the townhomes project was the progress toward approval by the City of Oneonta to allow a private developer to build a 330 bed facility adjacent to the campus.

We are pleased with the department's continuing development to address issues for LGBTQ students supporting the College's Strategic Action Plan for Equity, Diversity, and Inclusion. Nearly 100% of Residence Life staff has participated in ADL training over the past year and there is growing acceptance and popularity of Gender Inclusive Housing.

We are developing a more cost and time efficient process to train RA staff through online training and will continue to enhance the ATM program in cooperation with the Academic Advisement Office.

Finally, the Residence Life Department met the challenge of a major fire in one of our residence halls, and was able to use that experience to be better prepared by developing an Emergency Operation Guide for future professional staff.

Challenges for next year:

- Evaluate the present plan and transition to a strategic assessment plan for the department
- Prepare for possible effects of the Newman apartment complex opening next to our campus
- Facilitate conversion of the damage billing system to a electronic billing and collection
- Create an off campus housing website to assist students to locate available rentals

Student Disability Services (SDS)
Annual Report, 2013
 Craig Levins, Director

I. Summary of Divisional Accomplishments and Outcomes

	2012/13	Previous 5 Year Average
Students diagnosed with a disability assisted by SDS	312	247
Exams proctored	1864	945
Student assistants hired	249	178
"Temporary disabled" students assisted	11	13
Students referred for psycho-educational testing	11	15

Table 1

Table 1 shows the number of students served by SDS and measures several areas of service provision. Each area has increased annually without additional campus resources or staff. While the provision of services continues to be highly effective, as measured in the SDS end of year survey, several procedures surrounding testing services were modified to assist with the increased workload. These procedures worked toward balancing the responsibility of service provision between faculty and SDS. Faculty were made aware of all changes prior to them being instituted and were mostly supportive. Such revisions will continue to be necessary if additional resources are not allocated to SDS.

Improving student self-advocacy was a continued initiative for the 2012/13 academic year. Results from the 2011/12 student learning outcome project were utilized to maximize the resources for students surrounding academic advisement. Intake sessions were once again modified to bolster students' involvement in advocating for their rights and accommodations with their professors, and enhanced communication with students to encourage a stronger participation in requesting their needs in a timely manner was attained. The office continued to offer text messaging as a mode of communication, which proved to be very effective. A student learning outcome project was developed to assist students with self-advocacy surrounding utilizing tutoring services. It is apparent from the results of this project that students who advocate for themselves by seeking out campus resources such as CADE have greater success than they assume they will prior to receiving such services. The results also show the importance of meeting directly with the SDS director for disability specific advisement, as all students are educated during the intake process about campus services including CADE.

The Americans with Disabilities Act was recently updated and new guidelines were instituted. The director attended several trainings to get up to date with these changes. Necessary policies and procedures were updated and adopted for the campus, and intake procedures were modified to remain in compliance. A new student self-report form was created, allowing students to have a voice in what they believe their accommodations should be and what they require to succeed. The end result of these new guidelines will be more students eligible for SDS services.

Technology continues to be a primary focus for SDS. The director attended a post secondary training institute for higher education and disabilities, and completed a 3 day training on creating a more efficient system to request, convert and deliver books in alternate format to students. 140 books were delivered this past year and the demand continues to increase. New software was purchased to assist in this endeavor, and new online networks were joined, including those in which SDS converts, tags, and uploads books to be available for other colleges to download. The amount of books that are requested each semester has been an extreme burden on SDS during one of its most busy times of the year. The director has had to "learn on the fly", as minimal support is available on campus due to the unique nature of adaptive technologies.

The director of SDS was elected as the SUNY Sector representative of the New York State Disability Services Council (NYSDSC) at the beginning of the academic year and is moving into a two year executive board position this summer. This has allowed the director to become involved in several statewide policy initiatives. The NYSDSC has recently affiliated with The Association of Higher Education and Disabilities, which will allow for the director to remain up to date in a very timely manner on disability related policy changes throughout the country.

Under the director's advisement, several students began an "Accessibility Club" which is an available resource to all campus community members for advocacy, disability information and peer support. The director applied for, and received, STEP funding to accompany 4 of these student leaders to a conference in Buffalo run by a group student similar to this one. The students' were able to network with the student leaders in Buffalo to discuss the creation of the Oneonta group, who are applying to be SA recognized in the fall.

The SDS end of year survey was dispersed to all SDS students. 80% of students responding report receiving all accommodations they are entitled to within the classroom. 95% of students responding report satisfaction of academic accommodations received. 97% of student respondents expressed satisfaction with direct services provided through the SDS office. All of these numbers are in line with last year's response.

II. Report on Initiatives

2012/13 Action Plan

Goal #1: Ensure the college abides by federal and state legislation in regards to eligibility for academic accommodations to students diagnosed with a disability.

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Expected Outcome	Actual Outcome
Make prospective students aware of the services SDS provides.	Update and enhance all SDS related outgoing material that Admissions and First Year Experience/Orientation provides to prospective and incoming students.	5/21/13	Office of Admissions Office of First Year Experience and Orientation	Director	100% of all outgoing material will be reviewed and updated.	Completed. All outgoing materials were updated and a new self-report form was created and sent with orientation material.
	Attend and participate in all 2012/13 open houses.	5/21/13	N/A	Director Assistant Director	100% attendance and participation at 2012/13 open house events.	Completed

Goal #2: Ensure students with disabilities have access to all academic and nonacademic opportunities offered at the institution.

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Expected Outcome	Actual Outcome
Increase efforts in making the college community aware of the services SDS provides.	Offer departmental presentations to each division on campus.	1/31/13	N/A	Director	100% of division heads will be contacted offering presentations to their units.	Completed. Each department head was sent an email at the beginning of the academic year offering a departmental presentation.

Increase self-advocacy for SDS students.	SDS students will be instructed at the beginning of each semester, or on their SDS registration date, to present their accommodation plans to their professors and discuss how accommodations will be provided within the classroom.	1/31/13	N/A	Director	100% of students will be instructed.	Completed. The intake process was modified and each student who registered with SDS was instructed during their intake to discuss directly with professors how accommodations would be provided.
	SDS students will be given the results of the 2011/12 Student Learning Outcome Project and encouraged to utilize as many resources as possible during academic advisement.	5/21/13	N/A	Director	100% of students will be given results and instructed.	Completed. New students were provided this information during intake, and all students were provided this information via text message and/or email prior to the registration period.
	SDS students receiving note-taking services will be instructed to advocate for themselves to ensure effective services.	3/1/13	N/A	Assistant Director	100% of students receiving note-taking services will be instructed.	Completed. The intake process was modified to encourage self-advocacy and 100% of students were instructed.

Student Learning Outcome: Improving Self-Advocacy: Seeking Out CADE Services.

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Expected Outcome	Actual Outcome
Improve self advocacy by educating students on how to apply for	Educate all students on the importance of CADE and how to apply for services.	1/15/13	CADE	Director Assistant Director	100% of new students registering with SDS will be educated on the	Completed. Each student who registered with SDS was educated and

CADE services and showing the benefits of tutoring through a pre and post test.	Administer a pre/post test to measure a student's perception of what their grade will be prior to tutoring and after.	5/21/13	CADE	Secretary	importance of CADE and how to apply for services.	instructed during their intake.
	Compare actual final grade to student's pre and post tests.	6/15/13		Director	75% of participants will increase their projected grade.	80% of participants increased their projected grade after receiving one semester of tutoring sessions.
					90% of participants will receive a grade equal to or greater than their perceived pre test projection.	Of the students who completed tutoring, 93% received a higher grade.
					75% or participants will receive a grade equal to or greater than their perceived post test projection.	Of the students who completed tutoring, 83% received a higher grade.

Results from the 2012/13 action plan will be utilized to plan for upcoming semesters. Because of the new ADA regulations, SDS is required to seek out more information from students prior to registering, which is consistent with Goal #1. The enhanced intake sessions, combined with the new self-report form, will ensure all students who seek out services are approved for accommodations in a timely fashion. This first step naturally feeds into Goal #2, ensuring SDS students have an equitable opportunity at the college. Department meetings with faculty will continue to be offered annually and SDS will continue to communicate with faculty through as many mediums as possible to ensure they are aware of the services available to them, and aware of what students are entitled to. Students will continue to be provided results of previous learning outcome projects to assist in showing how effective college services can be if they advocate for themselves.

The 2013-2014 Action Plan will continue to focus on making prospective students aware of the services SDS provides, and ensuring that staff and faculty are satisfied with the services SDS provides.

2013/14 Action Plan

Goal #1: Ensure the college abides by federal and state legislation in regards to eligibility for academic accommodations to students diagnosed with a disability.

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Expected Outcome	Actual Outcome
Make prospective students aware	Utilize social media to increase awareness of SDS	1/15/14	N/A	Director	A Facebook and twitter page will be created, linking to	

of the services SDS provides.	services.				appropriate college wide social media sites.	
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Goal #3: Continually maintain efficient and effective service provision to students, faculty, and staff.

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Expected Outcome	Actual Outcome
Ensure faculty/staff are satisfied with direct and indirect services provided through the SDS office.	Administer an end of year assessment to all faculty.	5/21/14	N/A	Director Assistant Director Secretary	80% satisfaction of services provided through the SDS office.	

Student Learning Outcome: Peer Mentor Program, Measuring Peer Mentors

A Student learning outcome project will be developed for the 2013/14 academic year focusing on the newly forming Peer Mentor Program. This project will measure the learning process of the mentors. The learning outcomes will include: Self Determination, Interdependence, Personal Responsibility, and Knowledge of Rights and Responsibilities.

Continued operational initiatives include educating the campus community on disability law and awareness, working with faculty to assist with classroom compliance, focusing on adaptive technology, and promoting self-advocacy. These initiatives are all in line with the College's Strategic Plan, and supports the Strategic Plan on Equity, Diversity, and Inclusion.

SDS is scheduled to move into the Milne Library in 2013/14, which will almost double the operational space. This move will open up much more space for SDS students and ensure service provision compliance within SDS for years to come.

III. Summary

SDS is in a position where its direct service provision is highly effective. According to the end of year student satisfaction survey SDS students are highly satisfied with the services and advocacy SDS provides.

Because of the continually increasing numbers of students, and the changing nature of the disability services field, lack of staff is a critical issue for SDS. Due to this, SDS has had to stop providing some of the faculty services it has offered in the past, and may need to continue doing so. A STAR proposal was drafted in 2012/13 requesting funds for an adaptive technology position on campus, but not granted. As a result, the director spends a large amount of time learning how to resolve issues as they arise, and students depending on technology are at times left without adequate support. Campus outreach is another area of concern, because of shortness of staff and increasing workload, time left for campus outreach is minimal.

As shown in table 1, the SDS student population for the academic year was 312, which is a 14% increase in population from the previous year, a 21% increase over the previous 5-year average, and a 40% increase from 10 years ago. With no additional staff being added in the past 10 years, these numbers continue to push the capacity of SDS staff time. Each area of direct assistance within the office has increased significantly over this time.

86%* of students registered with SDS were diagnosed with a cognitive disability for the 2012/13 academic year. 19%* of students were diagnosed with a mental health impairment. The primary focus of the office continues to be increasing the services available to these populations, while serving all students diagnosed with a disability. The

largest increase of population resides with the Aspergers Syndrome diagnosis. Because of their unique needs, direct staff time with students has increased.

*Several students registered with SDS present with multiple disabilities.

As the college continues to offer more online courses, and as the Open SUNY initiative becomes a reality, there is a concern regarding accessibility as compliance issues have remained largely unaddressed for web based courses. The director has forwarded several training opportunities surrounding online teaching for students with disabilities and Section 508 of the Rehabilitation Act to both academic and ITS staff and administration throughout the past two years; and, while none have been attended, will continue to do so. Accessibility of live classrooms continues to be a concern as well, as the campus is lacking in campus-wide availability of adaptive technology, training for faculty, and a policy requiring all video material to be captioned.

**Annual Report
Student Health Services
2012-2013**

The Student Health Center is committed to supporting the mission of helping each student maintain optimum physical and emotional health so each may achieve their academic and intellectual potential and to minimize interruptions in their academic pursuits.

Support of the mission is achieved by providing easily accessible, high quality, evidence based and compassionately delivered primary health care. We are an information resource for health care question and concerns and strive to promote healthy behavioral life-style choices during patient appointments and through health education promotional outreach programs. We are concerned with public health issues as they impact the college community. Services are student focused and proved in a caring and professional manner, committed to respecting the dignity and privacy of all who use our services.

Highlights –The academic year 2012-2013 has been quite a challenging one for the health center. Staffing reductions due to retirements resulted in the fall semester having unusually long waiting times for students to be seen. Fortunately, the spring semester’s waiting time was dramatically improved Student wait times were reduced to approximately 24 hours or less as a result of the commitment and hard work on the part of staff and the hiring of a new nurse practitioner.

Our total student contacts –We have seen an overall decrease in student contacts by 4% and appointments by 28%. In contrast our urgent care utilization essentially remained constant and our now show rates dropped by 22%

2012-2013	2011-2012
Total contact- 15,790	Total contact- 17,576
Appointments- 4309	Appointments- 6007
Urgent Care Utilization-2174	Urgent Care Utilization-2159
No shows- 571	No shows- 723
Flu immunization-274	Flu immunization-249

Staffing Changes

Ricky O’Donnell, FNP, retired as the health center director after 16 years of service and Jackie Polge, FNP, retired after 18 years of service. Mary Mancuso, FNP has served as interim director during the spring semester and Bridget McKinley, FNP, joined our staff as a full time nurse practitioner. In order to improve our availability to students, Barb Saunders increased her time by two days a week and Dr. Bitterman will increase his hours from two days a week to four days beginning in the fall semester of 2013.

Health Center News and Accomplishments

- This year we replaced old equipment with hospital grade multi-parameter vital sign instrumentation that will be able to eventually interface with our electronic medical record system.
- We created a new brochure in a question and answer format that covers all aspects of the student health center
- The student health center expanded services for overseas travel by obtaining the official certificate for yellow fever vaccine from the department of health. This will allow students the convenience of getting their immunization in the health center rather than traveling to Albany or Binghamton.
- This semester we developed policies and procedures along with a training program in order to offer students the option of having incision and drainage of abscesses done at the health center rather than send them to the local emergency rooms.
- The student health center precepted a student nurse practitioner from SUNY Binghamton. This was the first student we mentored a student in the last nine years. We hope to get more student placements from nurse practitioner programs
- We started our transition to electronic medical records and expect to be using the patient management scheduling component by fall semester 2013
- The student health center was given a year extension for our current student health insurance so no changes in insurance coverage.

Professional Development

- Three staff members attended a comprehensive four day continuing education program *13th annual Dermatology for the Non-Dermatologist*
- Three staff members attended Syracuse University's Health Services Teaching Days 2013. Topics covered included: update on women's health, psychological assessment and treatment of eating disorders, inter-office relations and common dermatologic conditions presenting in the college population.
- Our entire staff attended the Anti-Defamation League training and LGBT training
- Three providers attended programs relating to care of transgendered individuals

Outreach

- Barb Saunders presented at a very well attended women's health outreach program in collaboration with Women's Studies professor, Dr. Bambi Lobdell
- The designated "super users" for our electronic medical records project met with staff from Cobleskill Student Health Center to gain a better understanding of the benefits of EMR as well as the expected challenges

Highlights of Office of Health Education

- Presented to 10 Freshman seminar classes, one music industry class on gender portrayals in the media and provided two programs for the "freshman fifteen" series one of sex education (with Dr. Schillo of the biology department and Dr. Harper of the history department) and one on bullying and harassment (in conjunction with Andrew Stammel)

- Distributed 45+ cases of condoms via residence hall cages and the “hump day wagon” initiative which consists of a wagon full of safe sex supplies that is pulled by student volunteers one day a week.
- Hosted a free HIV testing clinic, 28 students participated; STAP provided staffing and supplies to administer the tests.
- Collaborated with Women’s Studies professor Dr. Bambi Lobdell on “Welcome to Your Coochie” a day of lectures which examined female sexuality through an interdisciplinary lens.
- Provided on campus internships to 1 Psychology student, 6 Dietetics major/Wellness minor students and 1 Child & Family Studies student for a total of 22ch over the year (11 in fall, 11 in spring). Internship projects included:
 - Released 9 issues of the Potty Press. Peer educators and interns brainstormed a majority of the articles and wrote almost all of the articles this year.
 - Collaborated with OAS and Dietetics professor Dr Bueche in the development of the “Freggie” Campaign targeted at encouraging students to increase fruit and vegetable intake.
- Participated in the new ADL training

Goals for 2013-2014

Increased focus on primary and secondary prevention

Student learning outcome plan for 2013-2013-Education re: safe use of over the counter medications

Institution of a Quality Improvement Program

Full implementation of EMR

Continue as preceptor site for NP students

Increase health center staff engagement with college community by participation in health education programing

Summary, Conclusions and Recommendations

In conclusion, the Student Health Center experienced a year of changes and challenges. The staff displayed resilience and flexibility as they continued to provide high quality, compassionate health care to our students. Our future challenges will include seeing our students in a timely manner while we transition to electronic medical records. We will also be faced with the decision to continue offering student health insurance and in turn doing a RFP for 2014

2012-2013 Action Plan

Student Health Services

Goal #1: Provide high quality evidence based health care

<i>Objectives</i>	<i>Actions/Strategies</i>	<i>Target Completion Date</i>	<i>Resources Required</i>	<i>Person(s) Responsible</i>	<i>Expected Outcome</i>	<i>Actual Outcome</i>
A. Maintain a staff of licensed and credentialed health professionals.	1. Provide CPR training every 2 years	1. August 2012	1. \$250.00	1. Director	1. Eleven staff certified in Am Heart CPR	CPR scheduled to be completed May 30 2013
	2. Medical professionals maintain current licensure	2. 2012 academic year	2. N/A	2. Director	2. Medical professionals will keep licenses current	All licensed personnel current with NYS license and national certifications

Goal #2: Provide accessible health care

<i>Objectives</i>	<i>Actions/Strategies</i>	<i>Target Completion Date</i>	<i>Resources Required</i>	<i>Person(s) Responsible</i>	<i>Expected Outcome</i>	<i>Actual Outcome</i>
A. Educate students on how to access Health Center Services	1. Write and publish a new Health Services brochure	1. December 2012	1. \$1000.00	1. Director and staff	1. Meet with Print Shop to set layout and print. Link to Health Services webpage and advertise as orientation piece on Student Portal	New Brochure completed and published March of 2013
	2. Distribute brochure at Open House and Orientation events.	2. Spring semester 2012	2. N/A	2. RNs/Director & Secretary	2. Distribute brochure at Open House and Orientation events.	New Brochure will be included in orientation packets for incoming freshman and transfer students during summer orientation 2013
	3. Continue work			3. RNs/Medical		

	on student learning outcome project <i>Appropriate Antibiotic Use and Viral Upper Respiratory Infections</i>	3. Fall 2012 and spring 2013 semesters	3. N/A	providers/Director	3. Sample of students will increase their knowledge to 90% threshold from pretest to posttest survey. An educational brochure will be written and distribute based on survey understanding.	Student learning outcomes project on appropriate antibiotic use was completed Spring 2012. The post-test demonstrated an increased understanding of antibiotic use in upper respiratory infections
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Goal #3: Engage students as active participants in their role in achieving optimal wellness

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Expected Outcomes	Actual Outcomes
Design varied activities targeting the interest and issues of the college population	1. Provide Interpersonal Violence Response information to students via streaming video-student learning project 2. Provide non-FYE resident halls with on-going drop-in meditation groups	1. 2012-2013 academic yr. 2. Two/month during academic 2012-2013 yr.	1. \$3000.00 2. \$500.00	1. PAIRS Committee, Health Educator, CHOICES student, IRC Media Services, & Convenience sample 2. CHOICES students, Health Educator, Psych interns	1. Sample of students will show 90% increase from the pretest to posttest survey on understanding rape myths. 2. Students who participate will have survey scores of 80% or greater of	Video learning project (“Re-think campaign”) was administered in Spring 2012, n=476. 67% of students could list a characteristic of an “undetected rapist” post video viewing. 2010-11 Academic Year: 18 sessions were presented in 6 different residence halls 2011-12 Academic Year: 36 sessions offered in 6 different residence halls;

	and stress reduction programs 3.Develop & launch Green Dot program	3.Spring 2012	3.\$500.00	3.Health Educator & Green Dot Trainers	understanding self-meditation & stress reduction techniques 3.Trainers will offer programming to campus constituents	offered as a weekly intramural in Chase PE, 12 weeks. 2012-13 Academic Year: 4 sessions offered as special topic programs in Residence Halls, no committed leaders were recruited Green Dot-6 of the original 10 trained leaders are no longer available to train (no longer in service at SUNY Oneonta (5) one left the division (1). Training was developed but never offered. Plans to develop a new training which incorporates aspects of Green Dot training is planned for 2013-14 academic year.
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Goal #5: Demonstrate strong commitment to providing health care to a diverse and inclusive campus community

<i>Objective</i>	<i>Actions/strategies</i>	<i>Target Completion Date</i>	<i>Resources Required</i>	<i>Persons(s) Responsible</i>	<i>Expected Outcomes</i>	<i>Actual Outcomes</i>
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A.Coordinate health services with initiatives, offices and programs charged with diversity and inclusion related work	1. Invite 2 guest speakers/semester to speak at staff meetings about their programs	1.2012/2013 academic year	1.N/A	1.Director/Secretary	1.Staff will learn about 4 diversity programs on campus during the academic year	The student health staff participated in SAFE training and ADL training 2012 1. Andrew Stammel from Affirmative Action Office (October 2012) 2. Staff received Safe Spaces training May 2012 3. Staff received ADL training December 2012
	2. Offer Safe Space training for office staff	2. 2012-2013	2. N/A	2. Director, Health Center Staff	2. Staff will have the opportunity to participate in Safe Space training	
	3.Promote staff attendance at Anti-Defamation League training	3. 2012-2013	3. N/A	3. Director, Health Center Staff	3.Staff will participate in ADL training	

Goal # 6: Implement mechanisms insuring continued effective provision of services through the Student Health Center

<i>Objective</i>	<i>Actions/strategies</i>	<i>Target Completion Date</i>	<i>Resources Required</i>	<i>Person(s) Responsible</i>	<i>Expected Outcome</i>	<i>Actual Outcome</i>
A.Maintain and enhance the Health Center physical facilities including software and hardware systems.	1. Purchase and implement an electronic medical record keeping system	1.Phase 1- electronic scheduler August 2012 Phase 2-Medical documentation September 2012 Phase 3-student self- scheduler	1.\$100,000.00	1.Phase 1 Director/Support staff & IT staff Phase 2 Director/Medical Providers/RNs/Support staff & IT Phase 3 Director/Support	1.Appt scheduler will be operational Internal medical documentation with be done 100% electronically for freshman students Students will schedule their own appts via	The delivery of electronic medical records (EMR) system (MediCat) and database occurred March 25 2013. Scheduling of appointments using EMR expected to begin August 2013 and electronic medical records to begin January 2014 Spring 2014 projected for students to utilize self-made appointments

<p>2. Monitor Federal program for student health insurance</p> <p>3. Provide health insurance policy through agency</p>	<p>2. Coordinate policy with Marshall & Sterling</p> <p>3. Analyse need to go for RFP student Health insurance plan for 2013-2014</p>	<p>December 2012</p> <p>2. August 2012</p> <p>3. Spring 2013 for policy year 2013-2014</p>	<p>2. N/A</p> <p>3. \$300.00</p>	<p>staff & IT</p> <p>2. Director and AVP Student Development</p> <p>3. Director, SD, Finance, IT, student representatives</p>	<p>internet</p> <p>2. Health Insurance plan will be operational by August 2012</p> <p>3. Health Insurance plan will be operational by August 2013</p>	<p>feature of EMR</p> <p>Student health insurance available to student as of August 2012. Extension given for same plan will be offered August 2013</p>
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1V. Using Outcomes to Plan*

In order to complete our 2010 assessment plan the health center will consider developing a Quality Improvement Program (objective from 2010 assessment plan). Regular quality improvement activities, student satisfaction surveys, benchmarking, peer review, complaint log and chart surveys as well as student learning outcome studies would fall under the quality improvement program. A Quality Improvement Committee that would meet several times a year committee may be one method to assure oversight for the program.

In reviewing our goals, objectives and actual outcomes from our yearly action plans the health center has done much work to maintain a staff of qualified professionals that deliver high quality, timely and compassionate health care. Staff has voiced concerns, both informally and during staff meetings that preventive care, both primary and secondary prevention is not emphasized enough at the Student Health Center. Staff members have expressed interest in increasing participation in programs offered by the campus community as well as working with the health educator in offering preventive programs outside of the health center. This possible outreach may be in the form of screening projects, offering influenza in the residence halls, and collaborating with academic staff on health related presentations. Specific goals for the following year to be discussed at the staff retreat which is to be held August 2013

*The assessment plan was written such that many of the actions and strategies that were identified for this year did not render qualitative or quantitative data that lent itself to planning for quality improvement. For instance, the action item of maintaining licenses and credentials was achieved however there is no data that resulted from this action that can be used to improve quality of services. Future plans will be written so as to render action items that result in data that will help improve the quality of Health Center Services.

**Annual Report
University Police
2012-13**

Summary of Accomplishments

The most significant accomplishment for the University Police department this past year was the solidification of the chief's position. The search was completed and the decision was made in May to make the Interim position the permanent choice. This was well received by the department members. For many of the members of this department this was a very significant change since Barton Ingersoll with his 19 year career here as chief, was the only chief most members here had ever known.

Technology in law enforcement is always changing and new adaptations of technology developed specifically for law enforcement is significantly altering the way a police officer does his / her job. The major change with technology in the last year was the expansion in the use of existing technologies. This year we were able to enhance to officer's public presence by working with the college IT services on a project that allowed the officers to connect wirelessly in real time with the SJS reporting system in the office. The officers could now complete routine police reports in their vehicles in the field and transmit those reports to the office to print. The end result was officers remained active in the field more of the workday and the reports could be printed in the office and reviewed on a timelier basis by their supervisors. The current use of Trac's (Traffic and Criminal Software) has allowed University Police to transmit court documents involving Vehicle and Traffic offenses via computer and make reports from the patrol vehicle, thus eliminating the need to go to either the specific court to deliver papers or to return to the office to process vehicle and traffic paperwork. This software has expanded to include the use of this system to complete required court paperwork for criminal law cases, including appearance tickets, informations and warrant applications. This eliminated the requirement that officers bring all arrested subjects back to the station for processing on all arrests. Officers could complete the intake portion on lower level offenses, right at the patrol vehicle.

University Police uses LiveScan to transmit an arrested person's fingerprints. As an added service to our community the department can submit fingerprints for students that need to submit their prints for an educational reason. This year, there were 260 civilian fingerprints, in a 10 month period submitted to the New York State Department of Education. The current hurdle that University police is collaborating with the college IT department to remedy is the two way communication with the LiveScan server for the processing of criminal prints. This two way communication would enable the download of arrestee information from the SJS system to the LiveScan server, prior to the prints being taken and transmitted. This will save officers the time of entering the same lengthy suspect pedigree information twice.

Our officer mounted body cameras have been enhanced with the purchase of a new vendor product. The new system is as durable but easier to use. The video files that are created can be transmitted to necessary partners such as court or the district attorney or our judicial office. The new product enables the use of off campus storage and can be utilized to build an electronic "case file" for any case and save all data in this method.

University Police will continue to meet or exceed any state mandates for educational requirements. This year marks the first year of our department as an accredited law enforcement agency. Department members have averaged 64 hours of training this year. The Otsego County

Law Enforcement Academy continues to play a major role in training for UPD and area law enforcement agencies, and serves as a significant source of pride for the department. After a lapse one year the Otsego County Law Enforcement Academy is currently in session. This session began with 17 recruits from 15 different agencies in New York State and will continue through October 19th.

The department took an active part in the Black List Remembrance events in October. Most of the department members participated in the events during the day. The department's reputation was enhanced by the attendance and participation of the members. This was a high point for the University Police department here on campus.

Update on Current Initiatives

The department is working with student, and local community based groups, local police and Hartwick College officials to address issues of student behaviors off-campus. Currently there have been three major efforts at enhancing police community relations that have been viewed as positive for all the stake holders involved.

The first program is the formation of a Police Liaison committee. This committee has worked with representatives of various student groups and the local Chief of Oneonta City Police, the Chief of University Police and the Vice President for Student Development. This committee met during both semesters in locations of the administration building, University Police and the City Police Department. This committee was formed to discuss any problems or concerns that may affect members of these various groups.

The second program is an AD HOC group that is meeting regarding quality of life issues for residents of the City of Oneonta. This group includes representatives of both college administrations, members from both the college and the city police departments and members of the city administration and members representing the local chapter of the NAACP. A wide range of items were discussed from issues of noise and pedestrian traffic through center city to absentee landlords and code violations in student housing.

The third program is a scheduled weekly meeting between the Chief of University Police, the Chief of the City of Oneonta Police and the Director of Security for Hartwick College. These meetings were formed to discuss reports from the city involving students from either college and to track trends in behavior. These meetings have enhanced the cooperation and information sharing capabilities of all three entities. This committee has added to the quickness of responses from all member agencies.

Now that the department has secured Accreditation, this process will be an ongoing project. The assessment is complete and will only involve yearly compliance surveys until the fifth year. It will however, require that each standard is adhered to and that each standard is reviewed on a periodic basis to maintain current activity and accuracy with evolving department standards. Many of these standards require documentation on a periodic basis, especially regarding department records providing proof of training.

Summary, Conclusions, Recommendations

The change in management with the permanent appointment of the Chief of Police will bring some changes in the department. Many of these ideas for change will be an incorporation of suggestions from all levels and ranks of the department.

UPD faces increased manpower demand for assists to outside agencies as calls for assistance increased from 65 in 2011 to 68 in 2012. This increase could significantly grow and affect our patrol coverage in the future with the increased activity in the city and the future additional of the 330 bed student housing unit on Blodgett Drive. This housing unit will be in the city limits but the farthest extreme for emergency response from the city units. The type of call has changed over this period not only have we responded to slightly more calls but the intensity of the calls has increased over the year.

University Police continually seeks to acquire and implement technology to improve effectiveness. In concert with Facilities, we will continue to work towards incorporating these technologies in new construction, as well as renovation. New items will put a greater burden on continuous funding and computer services.

Close monitoring and working to reduce student medical and mental health calls for assistance is needed, beginning with educational and community policing activities, (EMS calls up from 130 in 2011 to 290 in 2012 and mental health incidents up from 20 in 2011 to 24 in 2012.)

UPD needs to continue to protect our pedestrian population by an increasing vigilance to Vehicle and Traffic enforcement (DWI's are up from 21 incidents in 2011 to 26 incidents in 2012)

There must be a concerted effort each year to increase the interaction, as much as possible, between police and all factions of the college community. The interaction the community had with the members of the University Police Department during the twentieth anniversary of the "black list" definitely went a long way to enhance the professional and positive image of our department. We will need to work towards an enhanced mutual understanding and respect for any individual and group on campus. A particularly important area we will be reaching out to campus groups that represent segments of student life; clubs, social and multicultural areas.

Salary compression between uniformed members of the department and the chief ranks is a potential issue across the state. In the near future, should we look towards the promotion of a uniformed and union represented person to a Management Confidential rank the compression and overtime issues will need to be carefully addressed. This has been noted at several other small campuses this past year. Chiefs have retired and the senior members of the department do not wish to apply to the open position due to the lack of compensation for the demands of the job.

The department has filled the open police officer line with a trained police officer from the Delaware County Sherriff's office, Richard Sass. He comes to our department not only as a trained police officer but additionally he is New York State certified General Topics and Defensive Tactics Instructor. The department is currently one dispatcher down. This unforeseen reduction is due to the vacancy created by one of the senior dispatchers, Brain Farley. Brain left to assume a supervisory role in the New York State Watch Center in Albany, under the New York State Department of Homeland Security. Due to the lack of an active civil service list of eligible candidates and the postponement of the Civil Service Test that had been scheduled for

this past fall, it has been difficult to hire a qualified applicant for this position. Once this position is filled I believe that we will have a stable police force for the next 3-5 years.

University Police Action Plan for 2012-13

Goal 1: Implement new technologies and approaches designed to improve campus safety.

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Measure/ Expected Outcome	Actual Outcome
a. Enhance the wireless capabilities of current reporting systems to include both SJS and to connect all three systems to communicate.	a. Work with IT department to make the SJS reporting system available from the patrol cars and additional terminals in the department.	a. August 2013	\$6,000.00	a. IT staff, Chief and Command staff	a. Increased officer productivity and enhanced communication both in the department and with judicial affairs office. More time officers in the field.	Officers now remain in field more of the shift. Reports are reviewed by the Lieutenants in a more timely fashion. TRACS, we are now concentrating on the computer interface with the finger-print system relay to Broome County. Student Development areas are receiving copies of reports in a timelier manner.
b. To better communicate with students during the orientation presentations and better document compliance with required mandates	b. In collaboration with The Judicial affairs office script a program utilizing "Angel" to remove items from the in-person orientation presentations to a mandated online presentation.	September 2012	Judicial affairs office staff and Angel software	Director Judicial Affairs Chief and / Command Staff	More time can be spent interacting with students and the data from Angel used to verify compliance and testing to assure content given.	The Judicial Affairs and UPD are continuing to enhance the student presentation and incorporate more instructional presentations into FYE residence halls throughout the year.

Goal 3: Practice community policing

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Measure/ Expected Outcome	Actual Outcome
Make presentations on law enforcement	Involve the campus community through participation in a Police Liaison committee with various representative student groups.	May 2013	Possible additional PSR costs with associated with additional programming	VP's, chief and department members as designated.	Student will have a better understanding of the police function and this committee can make it easier to dialogue with the various groups on campus during a time critical need.	The SUNY Oneonta and the OPD Chiefs met with police liaison committee members in both academic semesters. These meetings have given the students a better understanding of police functions and created a vehicle for increased dialogue between these groups.
Benchmarking of programs through review of community input.	Use of information obtained through Student Opinion Surveys	May 2013	Possible additional PSR costs with associated with additional programming Based on responses	Chief, Command Staff and department members as designated.	Higher ratings of satisfaction by increased positive responses in student opinion surveys	Positive reviews in the survey indicate a higher satisfaction with the areas relating to personal safety.

Goal 5: Maintain relationships with community law enforcement agencies.

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Measure/ Expected Outcome	Actual Outcome
Maintain MOU's with area law enforcement agencies.	Review all existing MOU's	Ongoing	Chiefs of Police and CEO of entity	Chiefs of Police and CEO of each Political Entity	Enhanced working relationship and availability for shared services	All MOU's are currently up to date and have been shared with each municipality

Closing the Loop (2012-13)

The Chief of Police met with the command staff (i.e., lieutenants) and department members throughout the year and during May to review the results of action plan items.

Technology has become a major factor in University Police work. Significant progress has been accomplished in this past year with the completion of the needed links that made the wireless transmissions of all SJS reports possible. Now all officers can remain in the field for simple reports and have the report written in the vehicle and transmitted and printed real time in the department. A second significant technological advancement for UPD is Livescan, which allows the department to transmit crime arrest fingerprints. The only remaining technological hurdle is closing the information sharing loop with the Livescan data bank. This link will save the SJS information from the arrest and use this data to populate the livescan arrested person data, thereby saving time necessary for data entry of the arrested person's information. Long term plans for maintenance and replacement still need to be resolved.

The communications between the University Police department and other entities on campus has been an objective this past year. University Police has taken an active role in participating with Judicial Affairs office to present various topics revolving around student / community relations and expectations. Communications with various concerns in Student Development has additionally increased over the past year. This has involved the electronic submissions of reports involving students to multiple offices in the Student Development division. The director of Judicial Affairs and the Chief of University Police have worked with the Director of the First Year Experience to tailor their Community Expectations program to best meet the needs request from that office.

The University Police Department at SUNY Oneonta has made additional efforts towards extending our community policing efforts in taking a more active role in the interaction with students and student groups. Again officers have been more involved in educational programs in the residence halls. The Chief of Police has been actively involved in all meetings that were held with the newly created Student/Police Liaison committee, this committee involved students representing the Student Association, The Resident Student Association and the Multicultural Student Organization. The other members of this committee were the Chief of Oneonta City Police Department, the Chief of the University Police Department for SUNY Oneonta, and the Vice President of Student Development. This committee met in both the first and second semester. The committee met on campus in the Netzer Building and the University Police Department. The committee met in the City of Oneonta at the Police Department. These meetings were held to discuss any concerns that students may have with the treatment they received or problems encountered in dealings with the local police department members. Although there were no significant issues brought up during these meetings the mayor has stated that he believes that the relationship between the City and the student community as a whole, has improved this year.

The student opinion survey represents the students' perception of the safety on campus. The high ranking is a measure of how the students believe they are protected and served by their University Police Department. The University Police has begun to study the all of the police reports for a year period. These reports will be reviewed for the trends in criminal reporting but will additionally be used for locations and methods of selective enforcement and crime prevention techniques and equipment that would assist in making the campus a safer community for our population.

The University Police department takes an active role in reaching out and forming bonds with all members of the local law enforcement communities. Examples of this effort would include the weekly meetings that held with the between the Chief of the City of Oneonta Police, the Chief of University Police for SUNY Oneonta and the Director of Security for Hartwick College. These meetings are primarily used to share information regarding any contact the city departments have had with college community members and to share relevant data in the most beneficial manner.

The University Police together with the Oneonta Police and Hartwick Security have joined in a team approach with the Student Development offices on each campus to form a Town/ Gown AD HOC committee. Other stakeholders are members of the City of Oneonta Government, and the local NAACP chapter. Any matter that can aid in the mutual understanding and benefit of each group is shared and discussed at these meetings.

It has been noted by the Mayor of the City of Oneonta that these efforts have combined to raise the perception of a better relationship between the college communities and that of the residents of the City of Oneonta.

The Memorandums of Understanding are a useful tool for each of the departments that are engaged in and involved in mutual operations and in working together to enhance the service to the communities that we are sworn to protect. The MOU's are signed by not only each Chief of Police but also the Chief Officer for each of the political subdivisions. The memos reflect the willingness for the departments involved to cooperate and share resources when needed. These agreements are especially valuable in the case of a rapidly changing emergency.

University Police Action Plan for 2013-14

Goal 3: Maintain a high level of preparedness to address campus emergencies.

Objective	Actions/Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Measure/ Expected Outcome	Actual Outcome
a. Update college Emergency response plan on an annual basis	c. The Emergency manager will review action plan with appropriate campus resources and update.	a. Ongoing	a. Computer and possibly staff to assist	a. Emergency Manager/ Chief	a. Maintain a highly effective document that will serve as an all hazard resource device.	
b. Benchmark campus safety perceptions using Student Opinion Survey results.	d. Requires student opinion survey which will not be completed until 2015.	b. On going	b. Survey results and funding to create additional patrols	b. Chief and Command Staff	b. Students will perceive a higher level of safety.	

Goal 6: Provide on-going training for police officers and dispatchers, extending to the wider law enforcement community as appropriate.

Objective	Actions / Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Measure/ Expected Outcome	Actual Outcome
a. Assure compliance with mandatory training as required by law and policy.	a. Follow NYS law and compliance guidelines	a. Ongoing	a. Funding for coverage and training funds for travel	a. Chief and Command Staff	a. Maintain level of training required by law	
b. Identify and make available additional training opportunities for officers, dispatchers and civilian staff	b. Send department staff to relevant training based on individual person's needs.	b. Ongoing	b. Funding for expenses associated with training	b. Command Staff	b. Members will receive additional training and be an added resource for	

					other department members	
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Goal 7: Meet SUNY, state and federal standards and timelines for crime reporting

Objective	Actions / Strategies	Target Completion Date	Resources Required	Person(s) Responsible	Measure/ Expected Outcome	
a. Provide annual reports of all criminal activity as required by law	Follow NYS law and federal compliance guidelines	a. Ongoing	a. Staff to collect and correlate data	a. Chief and Command Staff	a. Remain in compliance with all reporting laws.	
b. Meet acceptable standards on all state and federal audits	b. Seek guidance from central administration. Review technology to assist in data collection	b. Ongoing	b. Funding for expenses associated with updating software	b. Command Staff / Chief	Successful audit inspection.	

ADL Training 2012-2013 Report

Number of People Trained

- 145 Faculty and Staff were trained in Fall 2012 (32 Classified, 76 Professional, 37 Faculty)
- 69 Faculty and Staff were trained in Spring 2013 (8 Classified, 33 Professional, 28 Faculty)
- 75 Students in Fall 2012 attended the 4 hour ADL training
- 30 Students in Spring 2013 attended the 4 hour ADL training
- 150 RA/ATM attended two 4-hour trainings
- 25 Diversity Peer Educators had an 8-hour training
- All Student Athletes (over 500) had a 2-hour training
- 37 Community Members attended a 4-hour training

Successes

- Some groups made it a priority and we were able to have an impact, such as Residence Life (RDs, RAs and ATMs) and Intercollegiate Athletics (student athletes).
- A follow-up survey was sent to RA asking them if they had used information and strategies they learned in the training. 95% felt ADL training gave them strategies to assist them in responding to statements or comments people made. 94% responded that they are more likely to say something when they hear someone generalize based on stereotypes since they attended ADL training. 71% reported they had or were planning to implement the action item they had identified during ADL training.
- All the First Year Seminar classes had a session on diversity
- Overall the evaluations of the attendees were positive. A common theme to their feedback was appreciation for being able to hear people's personal stories and have discussion around diversity. Many of them were unaware of the issues and now have a better understanding. They also expressed appreciation for having ways to speak up against bias. Discussion in mixed groups with faculty, staff and students in attendance seemed to have the most impact in hearing the perspective of the other group and creating awareness.

Challenges

- Many people signed up for ADL and did not end up attending, despite reminders and follow up.
- Time Constraints for people to attend – it is hard for people to get away from work and hard for faculty around class schedule. Attendance at sessions during breaks was higher, particularly for faculty.

- We have trained the 'early adopters' so it will be more challenging to get the next group of people trained.
- The secretarial support was in a different building from either of the coordinators so this made the logistics of using this resource to its maximum benefit challenging.

Ideas for the Future

- Meet with the new divisional Deans to encourage more faculty participation
- Have the ADL Coordinators, along with student ambassadors, attend Department Meetings to discuss value of ADL training and encourage participation. We went through the Deans and Provost last year to get word out to faculty and may need more direct contact with faculty and department chairs.
- Meet with Bias Response Team to educate campus about diversity issues
- Create a more thorough assessment plan for the future – follow a group of LEAD students and follow up with changes faculty and staff have made based on the training.
- Connect ADL and diversity training with The Common Read by infusing diversity into the curriculum. This book should result in more classroom discussions about diversity issues so faculty may need more resources to assist them.
- Work to get new faculty to attend ADL training through New Faculty Orientation
- Schedule ADL trainings at times that make it easier for people to get away from work – review dates with higher attendance this year when scheduling for 2013-2014.

College Assistance Migrant Program (CAMP) Annual Report 2012.2013

Section 1: Overview of Annual Performance

The College Assistance Migrant Program (CAMP) assists students, who are migratory or seasonal farmworkers (or children of such workers), to enroll in their first year of undergraduate studies at SUNY Oneonta. Funding supports completion of the first year of study and provides follow-up services to help students continue in post-secondary education. CAMP projects are funded by competitive five-year grants from the U.S. Department of Education, Office of Migrant Education. The SUNY Oneonta CAMP project completed its 12th year with the freshman class of 2012.13.

Federal and Project outcomes include: Enrollment of 25 first-year students *most in need* of CAMP services, 86% of whom will successfully complete their freshman year (GPRA target 1); of these, 85% will continue to be enrolled in post-secondary education after completing their first year of college (GPRA target 2). In order for a student to be considered “successful”, he or she must complete at least 24 semester credit hours, and be academically eligible to return to the college.

The following (Figure 1) depicts the 2011.13 (years 11 and 12) performance of the program. The SUNY Oneonta CAMP met its GPRA 1 target for this year, and we hope to continue to exceed the national objective for the percentage of students who continue in post-secondary education (GPRA 2 Federal target = 85%; Oneonta CAMP = 100%*).

Figure 1. CAMP performance FY 2011-2013

Year	Number Funded To Be Served	Number Served		GPRA1- Number who completed 1st year		Number who completed with a 2.0 or better		GPRA2- Number Who Continued for year 2	
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
2011-2012	25	24	96.00%	18	72.00%	18	100.00%	18	100.00%
2012-2013	25	25	100%	22*	88%	21	95%	22**	100%**
Totals	50	49	98.00%	40	80.00%	39	97.50%	40	100.00%

* 1 student has received grades of incomplete. If she is successful on her final exams, this number will increase to 23, or 92%.

** This is an estimate. We will not know the exact number until students return Fall 2013. However, we have always met or exceeded this Federal target.

Graduates: Two students graduated from SUNY Oneonta in December 2012, and 10 in May 2013. Another 3 students graduated from other IHEs (Cobleskill, Binghamton and Cornell) for a total of 13 graduated this academic year. From 2001 through 2009, 157 students were served by SUNY Oneonta CAMP. Of those students, 129 (82.17%) were successful during their 1st year and of those 94 (72.87%) have graduated to date, with the majority (84%) of those students graduating from the College at Oneonta. **Hispanic student success:** The results differ somewhat with regard to CAMP students who identified as Hispanic between 2001 and 2008. Only 70% of those students successfully completed their 1st year, and 67.86% graduated from SUNY Oneonta, or another IHE. However, our service and their success have improved over the last 4 years. Eighty-Seven percent (87.30%) of CAMP students, who identified as Hispanic, and entered between Fall 2009 and 2012, completed their 1st year successfully. There have been

an increased number of CAMP students who identify as Hispanic during years 2009-2012 (up 37%) and this trend is continuing.

On-site Program Review: March 11 and 12, 2013, an on-site program review was conducted by outside evaluator, Javier Gonzalez, Director of Grants and Special Programs, ABAC, Tifton Georgia. The final report has been sent to the Director of Sponsored Programs, Vice President of Student development and the projects Principle Investigator, Roger Sullivan. Here I will only present the conclusion of the evaluation:

It is the opinion of the evaluator that Oneonta CAMP is being well administered at the institutional and programmatic level and should make progress in meeting its established goals during this academic year. It is very evident that project staff enjoys great support from their departmental and institutional administrators. The project is well established within the specific unit of the college and is relied on by other departments on campus for support. The minor issues that were identified have either already been addressed or are being addressed at the program and institutional level for the improvement of the project. With the continued focus on student recruitment and enrollment, service delivery, administration management, and institutional support, CAMP should continue to be successful in bridging the gap between migrant students and academic success for years to come.

Section II: Total Financial Impact 2012.2013

SUNY Oneonta CAMP will have expended approximately \$466,290 at the end of its fiscal year (June 30, 2013). Of that amount, \$30,982 of indirect dollars went directly to the College. The project employs 5 full-time employees and provided tuition assistance and weekly stipends to 25 freshmen students each year, as well as tuition for students to participate in the GEOFYRST pre-semester trip.

Section III: Connection to the College

Recruitment and retention of diverse students: As noted earlier, from 2009-2012 CAMP attracted 37% more Hispanic students than it did from 2001 to 2008, and this trend, as well as the retention and graduation of these students, continues to rise. There is a large Nepalese/Bhutanese refugee population of farmworking families arriving in New York, and these students are now participating in campus tours and CAMP day and over-night events. (*MVSP Goal: Diversity*)

Teaching and Learning: As part of our project's STEM initiative, 7 freshman CAMP students participated in the GEO FYRST program offered by the Earth and Atmospheric Sciences Department. As a result of the student participation in this program in 2011, the Earth and Atmospheric Sciences Department hired 1 CAMP student to promote and answer questions about the program during Summer 2012 orientation. One CAMP student had the opportunity to intern in the offices of the President's Initiative for Excellence in Hispanic Education during the summer of 2012. Two CAMP students will be working in North Carolina with the Student

Action for Farmworker Program, one as a summer intern and another as a fellow (*MVSP Goal: Student Engagement*).

Section IV: Summary and Critical Issues

The year presented many challenges for our staff and students. However, the year was a success in meeting project/Federal objectives. As you are aware, Rick Jagels, who has been with the project since 2002, retired June 4th of this year. Mr. Jagels began his phased retirement in January, reducing his FTE to .60 and Evan Jagels came on as a half-time employee at that time. Evan is currently a temporary hire, but brings a wealth of experience from his work with SEEK, EOP and as a former SUNY Oneonta student. Evan will be teaching a course during summer academy, and Rick will return in the Fall to teach the EOP INTD 110 course for freshman students, keeping his connection with both CAMP and EOP and our students. He will be missed.

As you know, Congress's sequestration has affected CAMP. However, rather than our program absorbing the entire 5% cut, we board members of the HEP/CAMP Association have been working with the Office of Migrant Education to minimize cuts by looking at programs which are either not meeting objectives, have excessive carryover, or both. This resulted in a cut of only 2.5% for our program and this can be covered by carryover this fiscal year. We do usually try to keep some carryover, reducing it each year, to cover increases in costs to the program, and occasionally passing on savings to the students in increases in their scholarships. This cut will reduce that flexibility and we will have to watch expenditures closely during the next 3 years of the project.

College Assistance Migrant Program (CAMP) Student Learning Outcomes 2012.13

Executive Summary

During the summer of 2012, students were asked to complete a survey regarding their attitudes about college and their feelings of self-efficacy. The survey was conducted pre- and post-summer academy to determine if their experiences at summer academy changed those attitudes or feelings. The questions were adapted from a survey administered to our students during Summer Academy 2011 by an outside program evaluator, as well as from the General Self-Efficacy Scale (Schwarzer & Jerusalem, 1995). Most students were confident that they would succeed and graduate from college (see Table 1). Regarding their self-efficacy, students believed they would be successful in school if they tried their best, could solve most problems if they invested the necessary effort, and could usually handle whatever comes their way (Table 2). Students reported a mean self-efficacy score of 4.06 on a scale of 1-5 at the beginning of Summer Academy and a mean self-efficacy score of 4.10 at the end of Summer Academy, both of which represent a relatively high degree of student self-efficacy. However, it doesn't seem that the scores changed significantly.

Reasons for the Assessment

An outside evaluation of the CAMP program was done during the summer of 2011. At that time, evaluators administered surveys and conducted focus groups with the Summer Academy students, and it was suggested that specific measures of student confidence in their own future

success, and self-efficacy be included in future evaluation reports as predictors of student success. It was also suggested that these scores be used to monitor changes over time in self-reported confidence and self-efficacy as these students move through the program. Students with a strong sense of efficacy or a high assurance of their capabilities tend to “set themselves challenging goals and maintain a strong commitment to them” (Bandura, 1994). They tend to “attribute failure to insufficient effort or deficient knowledge and skills which are acquirable” (Bandura, 1994). Students “who doubt their capabilities” are more likely to give up easily on their goals and difficult tasks, have difficulty handling stress and may become depressed (Bandura, 1994). One of the ways self-efficacy is strengthened is through mastery experiences, and the more a student is convinced or believes that he or she has what it takes to succeed, they are more likely to persevere and rebound from set-backs (Bandura, 1994). We believe that the Summer Academy experience can foster belief in ones capabilities, as well as provide a place where mastery experiences can take place, therefore, increasing students’ confidence and self-efficacy.

Method and Sample

During the summer of 2012 seventeen (17) CAMP students, attending Summer Academy, were asked to complete a pre-and post Summer Academy survey regarding their attitudes about college and their feelings of self-efficacy. The questions were adapted from a survey administered to our students during Summer Academy 2011 by an outside program evaluator, as well as from the General Self-Efficacy Scale (Schwarzer & Jerusalem, 1995).

Summary and Implications for Further Study

Most students were confident that they would succeed and graduate from college (see Table 1), believed they would be successful in school if they tried their best, could solve most problems if they invested the necessary effort, and could usually handle whatever comes their way (Table 2). Students reported a mean self-efficacy score of 4.06 on a scale of 1-5 at the beginning of Summer Academy and a mean self-efficacy score of 4.10 at the end of Summer Academy, both of which represent a relatively high degree of students’ perceived self-efficacy, but not necessarily a significant change after their Summer Academy Experience. More interesting was an analysis of the individual questions and changes in feelings, where some of their self-reported confidence and feelings of self-efficacy actually decline. It may mean that Summer Academy provided them with a more realistic sense of what it will take to succeed in college, as well as giving them some experience in solving their problems on their own as adults. It was suggested that we administer the survey again at the end of the academic year in an effort to gauge any increases in feelings of confidence and self-efficacy. We did administer the questions concerning “Attitudes about College” at the end of the academic year and the results are shown below (Table 1.). The results are more in-line with their attitudes pre-summer academy, but also may be more realistic since they, at that time, had tangible evidence as to how obstacles in their lives had impacted them during the academic year, and real confidence based on mastery, rather than excitement or anticipation. It should also be noted that several CAMP students did not attend Summer Academy due to lack of space, and those students who did not attend were chosen based

on academic achievement in high school/SAT scores, and level of maturity and family support as perceived by our staff.

If consistently administered, we may be able to make comparisons from year to year and determine if those students with more positive attitudes about college and greater feelings of self-efficacy succeed at higher levels. We will continue this during the 2013.14 academic year.

Table 1. Attitudes about College (Student Survey Responses Pre- and Post Summer Academy and at the end of their freshman year)

Questions:	Mean Pre	Post-	End-
There are too many obstacles in my personal life to succeed in college.	1.81	2.07	1.8
I am confident that I can succeed in college.	4.0	4.6	4.22
I am confident that I will graduate from college.	4.5	4.13*	4.5
<i>*Some students expressed fears about paying for college after the 1st year, and these feelings may have affected the answers to this question.</i>			

Scale: 1=Strongly Disagree to 5=Strongly Agree

Table 2. Self-Efficacy (Student Survey Responses)

Questions:	Mean Pre-	Post-
If I try my best, I can be successful in school.	4.82	4.69*
I can always manage to solve difficult problems if I try hard enough.	4.2	4.1*
It is easy for me to stick to my aims and accomplish my goals.	4.1	3.9*
I can solve most problems if I invest the necessary effort.	4.3	4.1*
When I am confronted with a problem, I can usually find several solutions.	3.4	4.1
If I am in trouble, I can usually think of a solution.	3.4	4.1
I can usually handle whatever comes my way.	3.8	4.1

COMMUNICATIONS PROJECT OF THE NEW YORK STATE MIGRANT PROGRAM

SECTION I: OVERVIEW OF ANNUAL PERFORMANCE

The Communications Project works collaboratively with the New York State Migrant Director, the 11 regional Migrant Education Outreach Programs and other agencies providing services to the migrant population in order to address issues impacting the migrant population in New York State. These services serve as a vehicle to promote academic, social and health assistance to children and youth served through the regional MEOPs.

The Communications Director is part of monitoring team to conduct on-site school year program visits and summer program visits to provide technical assistance and share best practices.

Through the Health Voucher System the Communications Project provides medical and dental services to migrant children on an emergency basis.

An annual three-day statewide Migrant Education Training for 300 migrant staff and parents is conducted in November.

The Communications Director serves as secretary at the quarterly Migrant Education Meetings and prepares and submits minutes to the meetings.

Schedules in state meetings for the Comprehensive Needs Assessment and Service Delivery Plan and distributes information at Consortium Meetings of relevance to the program.

The Communications Director also distributes the Migrant Education Directory; and participates in the National Migrant Education Conference.

SECTION II: TOTAL FINANCIAL IMPACT

\$334,853

SECTION III: CONNECTION TO THE COLLEGE

No connection to the college.

SECTION IV: SUMMARY AND CRITICAL ISSUES

The New York State Migrant Education Program's child count continues to drop. With the reauthorization of the Federal program New York could see a significant decrease in the state budget.

This will directly impact the Communications budget in terms of the need for a 3 day State Training; less health services requests; and fewer meetings and monitoring visits.

ESCORT

COLLABORATE - INNOVATE - FACILITATE - EDUCATE

ANNUAL REPORT 2012 - 2013

SECTION I: OVERVIEW OF ANNUAL PERFORMANCE

In a year of fiscal turbulence in Washington, DC, ESCORT has managed to remain relatively stable, despite some negative impacts from sequestration. The beltway debate about immigration has not impacted our funding, although actions early in the year in some states posed threats to migrant education programs in those states. In most cases, the situation has stabilized, and states, many of whom are our clients, remain committed to educating all of their children as mandated by *No Child Left Behind (NCLB)*.

To strengthen ESCORT's future, we launched several initiatives, noted on our revamped website at www.escort.org. ESCORT established the **ID&R (Identification & Recruitment) Center**, located out of our Tampa, FL, office, to focus our ID&R recruitment, re-interview and related initiatives. ID&R is the number one priority for the migrant state directors, and, as nationally-recognized subject matter experts in ID&R, we decided to capitalize on our work and focus in a way to better market our services.



We also launched our **Language and Literacy Learning Center**, with services targeted for all at-risk populations, not necessarily focused on migrants. Our English learner/literacy experts can provide professional development, differentiated instruction and a range of services and program development and support through this center.

We also continue to offer our key foundational services in needs assessment, service delivery and evaluation, with a program improvement perspective so we are not only working “for” clients, but we work “with” them to help them build their capacity to serve targeted populations.

In FY 2013, ESCORT was funded through 40 contracts with total expenditures of \$2,198,792. Many of the contracts were renewals with existing clients; a testament to our

customer loyalty business model. One of our long term contracts with a Comprehensive Center through George Washington University ended because the “Comp” Center was not re-funded, but that contract was replaced with six others through Pennsylvania and Maryland to continue work handled under the single Comp Center contract. These new contracts resulted from the diligent efforts of senior education specialist Pamela Wrigley. Following are highlights of some other awards.

- ❖ ***Maine Department of Education:*** Thanks to consistent high quality performance in recent years by Michele Cheney, senior education specialist, Tom Hanley, assistant director, and Jorge Echegaray, education specialist, who have helped forge a strong program relationship in Maine, ESCORT was awarded a one-year contract of \$716,000 with five equivalent options years to manage Maine’s migrant education program, providing administrative support, professional development and training, ID&R, and data collection and support. We have two full-time staff on the ground in Maine, and provide the balance of services through our core staff in addition to two subcontractors, Mano en Mano and Arroyo Research Associates.
- ❖ ***New Mexico:*** We are in the third contract extension working with New Mexico to build their ID&R program. Ray Melecio, assistant director, and Jorge Echegaray have worked with New Mexico and the potential exists for us to continue to build on the relationship and help New Mexico Migrant Education Program build its capacity.
- ❖ ***Guymon, OK:*** This contract resulted from the professional development staff person from Guymon School district hearing Tom Hanley speak at a national conference last year. As a result, we connected the Guymon staff with Michele Cheney who is conducting professional development on-site and via webinar for over 200 teachers in the district to strengthen their teaching approaches for English learners.
- ❖ ***RESULTS (MERC) contract – option year two*** This contract was impacted by sequestration; one of the six tasks, the annual conference, was cut from the contract. At the same time, a new task was added in which ESCORT will obtain Subject Matter Experts on topics identified by OME. The overall impact is a loss in award of approximately \$100,000 for the second and third option years. While the overall award remains substantial at over \$400,000, the cut resulted in a short-term reduction in pay for seven ESCORT staff. During the third (last) option year, efforts will focus on the RESULTS website to best meet OME’s needs for future communication through that medium.
- ❖ ***National Migrant Education Hotline:*** We continue to operate the toll-free Hotline that enables migrants across the nation to call for assistance in locating the local migrant education program to enroll in school or accessing other services such as health, food, and other socio-economic needs. In existence since 1996, the Hotline has logged over 200,500 calls through the ESCORT system.
- ❖ ***Identification & Recruitment Forum:*** With the loss of the annual OME conference, ESCORT decided to capitalize on the opportunity to host a forum focused on ID&R – the area identified as priority by State Directors of Migrant Education. The Forum, scheduled for October 1-3, 2013 in Tampa, Florida, will offer innovative high quality workshops to migrant education staff from across the country and will serve as a strong marketing tool for our new ID&R Center.

SECTION II: TOTAL FINANCIAL IMPACT

ESCORT remains the largest externally-funded program affiliated with the College at Oneonta. The direct dollars it receives contribute to the College’s finances. **In FY 13 to date*(May 31, 2013), \$273,485 has been generated as indirect (over 50% of the College’s total) with**

\$1,925,307 million in direct expenditures; a total of \$2,198,793 expenditures to date. The total dollars expended by ESCORT are less than last year, but at a slightly less drop than the College. ESCORT’s greatest direct financial impact continues to be through the indirect costs that it generates.

The following figures depict the distribution of ESCORT total expenditures, direct and indirect, compared to all RF sponsor-funded expenditures at the College, for the past five years. (*Please note that the last column (2012-2013) only includes figures through May 31, 2013).

Figure 1. ESCORT % of Total Expenditures FY 08 – FY 12

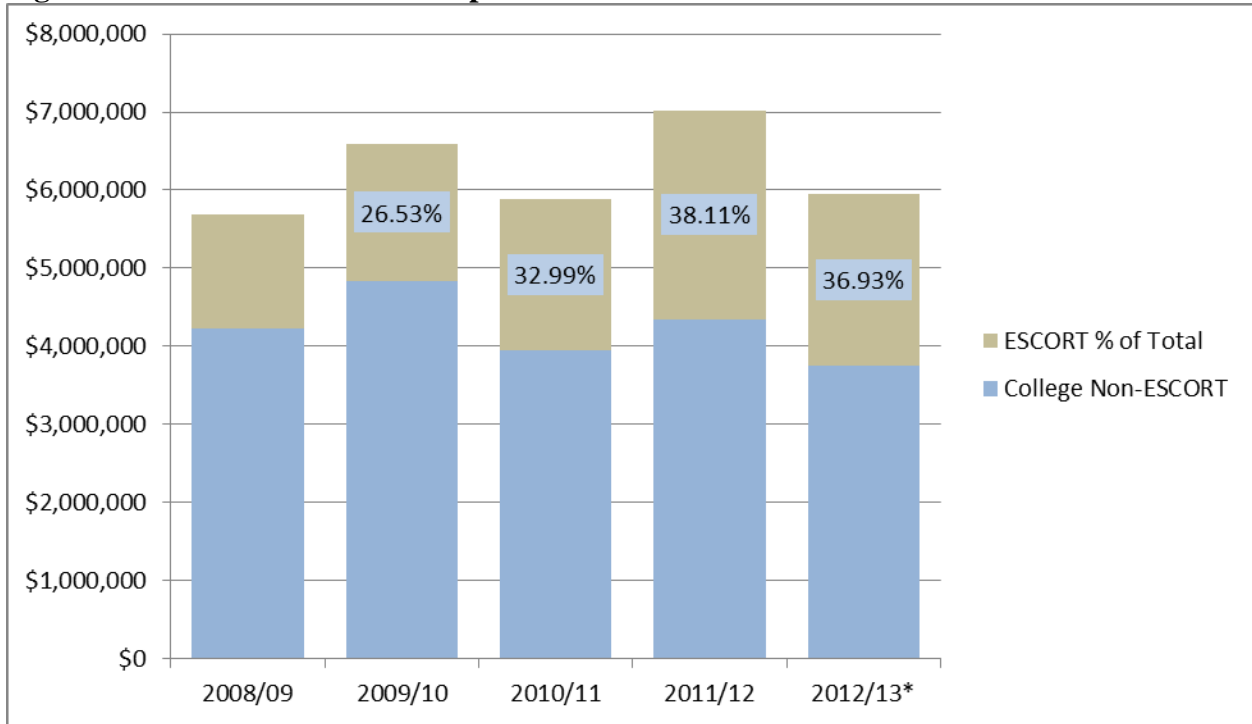


Figure 2. ESCORT % of College Total Direct Expenditures

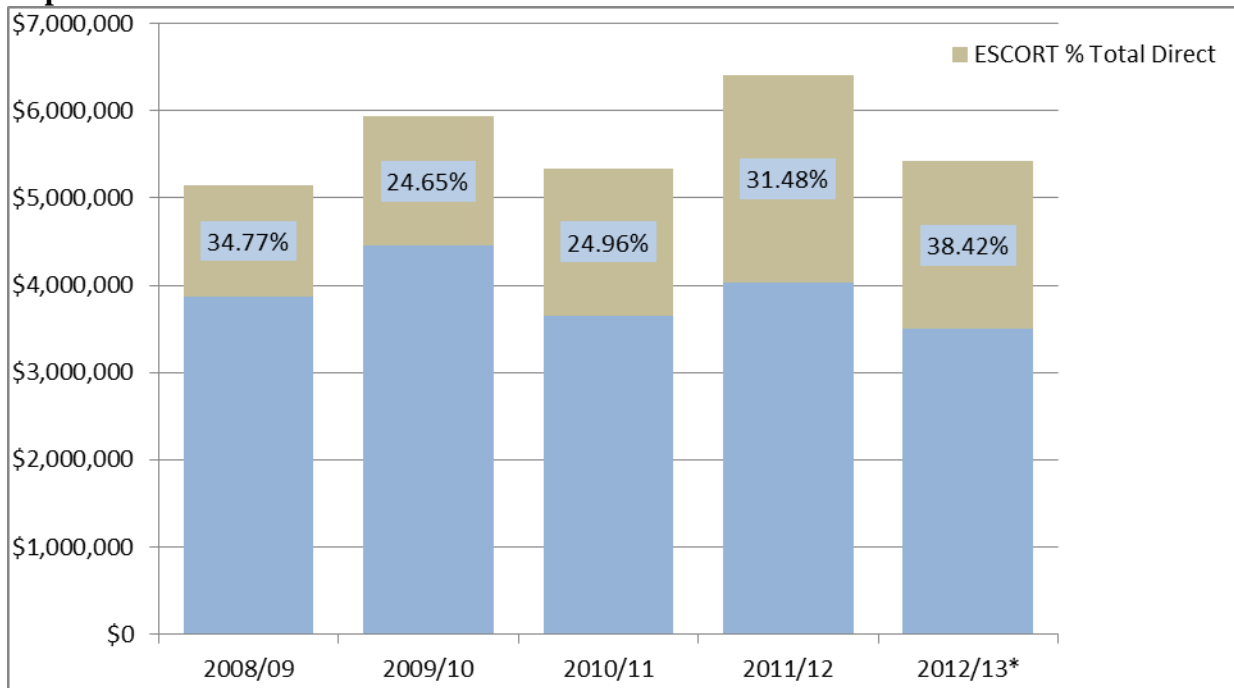
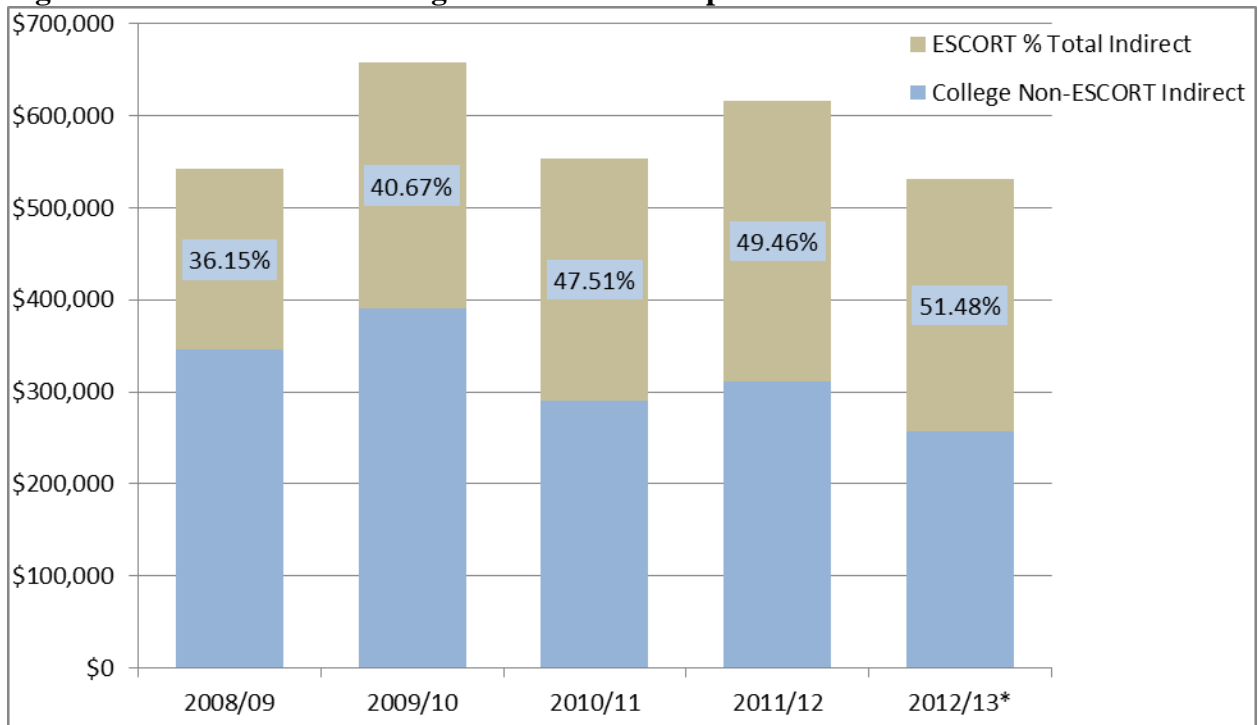


Figure 3. ESCORT % of College Total Indirect Expenditures



SECTION III: CONNECTION TO THE COLLEGE

ESCORT has made efforts to increase its connection with the greater College community and worked to align with SUNY Oneonta’s strategic plan as follows:

- ❖ **Diversity:** Monica Ulewicz, senior education specialist, collaborated with faculty members from Human Ecology and Education/Secondary Education implemented their awarded project from the SUNY Diversity Grant Program entitled *Through Each of Our Voices: Narratives on Diversity, Inclusion and Community*. Project team meetings were conducted in ESCORT's office and staff participated in various events resulting from the project.
- ❖ **Teaching, Learning and Scholarship:**
 - ❖ Contracted Dr. Jen-Ting Wang, Statistics, to develop samples and analyze results of re-interviews of migrants conducted by ESCORT in several states.
 - ❖ Principal education specialist Tom Hanley spoke to education classes about the work of ESCORT as it relates to their future opportunities in schools as teachers and administrators.
 - ❖ Michele Cheney and Pamela Wrigley applied for and received a 2013/14 Faculty/Professional Staff Research Grant administered by the Grants Development Department. The title of the proposed project is: "Teacher Preparation: To What Degree are Teachers of English learners (ELs) Trained in English as a Second Language (ESL) Methodology?" The principal goals of the project are: 1) Determine the amount and type of ESL preparation that mainstream elementary teachers receive; 2) Determine whether there is a correlation between the amount of teacher preparation in schools with high and low populations of ELs; and 3) Provide the schools that participate in the research study with recommendations for effective EL-focused staff development models.

In addition, Bob Thomas, senior programmer analyst, participated in technology committees and task forces, which is mutually beneficial to the College and ESCORT.

SECTION IV: SUMMARY AND CRITICAL ISSUES

ESCORT is investing to grow in key areas while sustaining and preparing for cuts as a result of federal actions including sequestration, immigration, and reauthorization. At this time, we are stable.

Challenges

- 1) *Remaining competitive:* We constantly evaluate the fixed costs such as fringe benefit and indirect cost rates that impact our opportunities in a competitive bid situation. We continue to nurture our loyal clients while simultaneously pursuing new opportunities.
- 2) *Contract development:* Support from the College in preparing contract proposals remains significantly diminished. Support previously provided by Sponsored Programs and Grants Development staff is sporadic; the result is an increase in the work load of the ESCORT director and administrative assistants. Staff reductions at the Research Foundation further exacerbate the issue.

Opportunities

- 1) *Diversifying:* Given the current political climate, federal funds could shift away from education for disadvantaged populations, especially migrants whose numbers have been diminishing nationally. In response, we continue efforts to diversify our portfolio by seeking work in areas beyond migrant through our Language and Literacy Learning Center.
- 2) *Professional Development and Innovation:* Our Service Quality business model requires ESCORT staff to: 1) maintain expert levels of knowledge and techniques in order to meet the expectations of our clients at the state and federal level; 2) nurture client relationships; and 3) track activities at the federal and state levels as they impact educational programs and resources. We are taking advantage of currently available funding to attend and present at

conferences to both network and improve our knowledge base. We are also expanding and upgrading our technology to enable us to learn innovative techniques for service delivery, in light of the constantly evolving uses of technology and the ever-shrinking travel budgets of our clients.

- 3) *College Collaborations:* We would like to explore with the College additional activities of mutual benefit; ESCORT's national presence and work within state and local education agencies across the country presents opportunities for research as well as contractual work for College faculty who are interested in collaborating with our staff experts. ESCORT has made efforts to promote these opportunities; at some date we would welcome the College's interest in exploring active partnerships.

In conclusion, the outlook for FY 14 remains positive. We will be monitoring legislative activity at the federal level and will continue to diversify in anticipation of the reallocation of federal funds to non-migrant programs. We will also continue to make efforts to integrate College resources, human as well as services, to the mutual benefit of the institution and ESCORT.

NEW YORK STATE IDENTIFICATION/RECRUITMENT (ID/R) PROGRAM

SECTION I: OVERVIEW OF ANNUAL PERFORMANCE

The New York State Identification/Recruitment (ID/R) Program is responsible for identifying all eligible migrant children in New York State for program services. Eligibility for program services is determined by the guidelines established under the Elementary and Secondary Education Act, Title I, Part C.

Data is collected by regionally based recruiters who are responsible for identifying and recruiting migrant families residing in their region for migrant education programs. Information is compiled on a 'Certificate of Eligibility' (C.O.E.) which is then disseminated to the appropriate school district and migrant education program.

The ID/R Office assists the New York State Education Department and the METS projects in planning programs. Information from the C.O.E. is entered and stored on a statewide database. This data is used to generate reports and statistics for education programs and organizations and to compute funding for the METS.

The ID/R Office tracks migrant children as they move into and around New York State. When children leave New York their home base state is notified of their impending arrival. This tracking system enables migrant educators to know where migrant children reside and if there are programs in that area to meet their needs.

SECTION II: TOTAL FINANCIAL IMPACT

\$1,376,089
24 staff

SECTION III: CONNECTION TO THE COLLEGE

No connection to the college.

SECTION IV: SUMMARY AND CRITICAL ISSUES

The Migrant Identification & Recruitment Program annually faces the challenge of maintaining its funding level to assure that our staff can identify and recruit migrant children statewide in sufficient numbers to assure the following year's state allocation of federal funds.

ANNUAL REPORT: July 1, 2012– June 30, 2013
ONEONTA MIGRANT EDUCATION OUTREACH PROGRAM

Section I: Overview of Annual Performance

The Oneonta Migrant Education Outreach Program (O-MEOP) continues to serve migrant eligible children and families in Otsego, Delaware, Schoharie, Chenango, Sullivan, and Greene Counties. In the past year over 300 migrant children from birth through 21 years of age were served in summer and school year programs in home, camp, and school settings. In addition to the educational services, the program also focuses on parent involvement, adolescent outreach and family literacy using a combined advocacy/direct instruction model. Special activities include community service activities, family literacy, parent involvement and career education projects. Program funding is through the Elementary and Secondary Education Act/ Migrant Unit of the NYS Education Department, Reading is Fundamental, a Homeless Assistance Act grant, Migrant Even Start, community support and contributions of time, services and funds from the college community.

GOALS:

1. To provide academic and enrichment school year and summer programs
2. To provide family literacy programs to preschoolers and their parents
3. To provide academic and enrichment programs to adolescents and drop outs.
4. To provide nutrition and health support to children and families
5. To provide parent involvement opportunities to migrant parents

ACTIVITIES:

SCHOOL YEAR AND SUMMER PROGRAMS: School year programs were carried out in all 6 counties by a staff of 11 tutors with support from parent involvement specialists and adolescent outreach counselors. Migrant tutors provided in class and pull out services to over 300 children in 20 school districts. A 6 week summer program was provided to 350 students in the 6 county area through campus and in-home programs. Regular home visits to inform parents of student progress were held throughout the year.

PROGRAM HIGHLIGHTS:

Academic Services

During the school year/summer program 11 migrant educators, 6 of whom are bilingual, offered instructional and advocacy services based on family and student goals and needs. The staff worked closely with administrative and instructional personnel to ensure appropriate educational services for migrant children. Regular home visits and home instruction ensured strong parental involvement in each child's education and progress on family goals. The program also continued to have a strong relationship with community agencies and farm worker support groups to ensure that student and family needs and goals are met.

We continue to have an increasing number of Spanish speaking children and Out-of School Youth enrolling in schools and working on area farms. To meet this need we have increased the number of classes and services needed by this population. The Oneonta Migrant Education Outreach Program continues assisting school districts in the understanding and implementation of State Education Department regulations regarding second language learners. Additionally, we have provided the guidance and, often the translation support, to bring school districts and parents together to develop appropriate instruction and support for their students.

To meet this growing need we are now sponsoring 6 English as a Second Language classes for youth and adults. These classes teach basic English and survival skills that assist students with classroom participation and young adults in work performance.

Section II: Total Financial Impact

GRANT AWARDS:

NYSED/Title 1 Migrant:	\$ 757,994	(+\$85,672)
MOU – Parent Involvement	\$ 116,486	(+\$36,486)
NYS Homeless Grant:	\$ 1650	(-\$ 2,850)
Migrant Even Start:	zero funded	(-\$ 7,800)
TOTAL GRANTS:	\$ 876,130	

STAFF:

College Liaison: Steven R. Perry
Director: Robin Robbins
Data Specialist/Coordinator: Dale Gordon
11 Tutor/Advocates
1 Adolescent Specialist
2 Parent Involvement Specialists

Concerns for the future:

Due to restructuring of the migrant education program by the State Education Program for the new five year cycle of funding, the Oneonta migrant program has been eliminated and the six counties previously served by Oneonta will be absorbed by the Cortland, Mid-Hudson and Mohawk Migrant Programs to continue services for the migrant students and their families.

MIGRANT YOUTH PROGRAMS 2012-2013 ANNUAL REPORT

SECTION I: OVERVIEW OF ANNUAL PERFORMANCE

The objective of Migrant Youth Programs (MYP) is to assist the office of Migrant Education and existing Migrant Education Outreach Programs (MEOPs) in the following areas of adolescent concerns: dropout prevention, career development, work experience, guidance and support counseling, alternative academic programs, advocacy for dropouts and out-of-school youth, conflict resolution, etc.; to meet with and review local MEOP'S; to provide in service and technical information to schools and MEOP's regarding adolescent concerns; to coordinate the Close-Up Leadership Conference, The Migrant Academy, and to supervise the administration of the Statewide PASS Program, and to perform other duties and tasks which address adolescent needs as determined by the State Director of Migrant Education.

Services and Highlights:

- **NEW YORK STATE PASS:** The PASS Program continues to help many credit deficient students. During the program year many students enrolled in PASS, Mini PASS, and/or the PASS Academy and were awarded credits toward high school graduation. All requested PASS courses were duplicated and distributed to MEOP'S. Migrant Youth Programs also subcontracts with the National PASS Program for course development.
- **Out-of-School Youth Staff Support:** The majority of the New York State migrant population is now identified as OSY. The MYP continues to support OSY instructional/support staff in focusing on how we can best meet the needs of the OSY population. Topics included: successful activities for OSYs, materials available for OSY, native language instruction, sharing existing materials, "Living In America" and "Wise Guys" curriculum, and learning more about the GED.
- **Adolescent Outreach Program (AOP) Staff Support:** Migrant Youth Programs works closely with AOP staff in the regional migrant education programs to identify and assist students that are at risk of dropping-out. Topics and strategies include identifying youth that are at risk of dropping-out, goal setting with migrant youth, fund raising for program activities, planning a yearly calendar, and sharing MEOP plans for summer service to secondary and out-of-school youth.
- **INFORMATION DISSEMINATION:** Migrant Youth Programs continues to review and disseminate information concerning youth. Youth concerns include:
 - Scholarships and Financial Aid
 - Alternative Education
 - Grade Retention
 - Services for Out-of-School Youth
- **IN SERVICE PRESENTATIONS:** Several presentations and/or trainings were conducted throughout the program year. Topics included:
 - Second Language Acquisition
 - Working with Out-of-School Youth
 - Credit Accrual
 - AOP Training
 - CAMP, and Increasing Graduation Rates
 - PASS and the PASS Academy
 - Dropout Prevention
- **Close-Up Program –** 20 students and 4 adults will participate in the New American Leadership Program from June 23 – June 28, 2013 in Washington, D.C.
- **The Migrant ACADEMY:** During summer 2013, 22-25 students will attend a program of intensive credit accrual for 12 days on the Hartwick College campus. Students will work towards earning ½ to 1 academic high school credit. The curriculum will be based on the PASS program. Courses will be available in English (grades 9-12), Algebra, Geometry, Global Studies 9&10, Biology, Earth Science, Physical Education, and Health. Eleven (11) students will attend an intensive ESL program geared to improving their English competency. Academic and social English is emphasized but students also have the opportunity for self-exploration. ESL credit may be granted for this program depending on each specific school district across the state.

SECTION II: TOTAL FINANCIAL IMPACT

Total Budget: \$157,333 (-\$146,988)

Number of Employees: .25 FTE Director

Difference from Last Year: -11% from 2011 and 45% from 2012

SECTION III: CONNECTION TO THE COLLEGE

There is no connection.