Chapter 7: Student Support Services

Overview

The support provided to students in pursuit of their educational goals requires a well-organized program of services appropriate to the institutional mission and explicitly committed to learning and success. Student support services at the University at Albany have undergone substantial changes in the past decade, and address a spectrum of diverse and changing student needs. Many of the support areas discussed in this chapter fall under the purview of the Division of Student Success; others fall under the purview of the Division of Academic Affairs. No matter where they fall organizationally, there is a shared responsibility to develop and support the opportunities that contribute to student success. Six key areas of student support have been identified for further discussion in this section: the Residential Community; Physical and Mental Health and Well-Being; Personal Safety, Security and Risk Management; Access to Resources for Special and/or Disadvantaged Populations; Services in Support of the Academic Mission; and Engaging in the Life of the University and Beyond. It should be noted that, in recent years, the increase in the number of students at the University has led to a decision to no longer provide housing for graduate students. In addition, with the exception of Student Financial Services and Information Technology Services, student services discussed below under the categories of Services in Support of the Academic Mission and Engaging in the Life of the University and Beyond are services offered solely to undergraduate students. All other services are available to both undergraduate and graduate students. Appendix 7.1 provides a brief explanation of data sources used in this chapter.

The Residential Community

Residential Life provides an “Inviting, Intellectual and Inclusive” living community that fosters academic success, personal growth and overall well-being. The mission is discussed during professional and student staff training, printed on staff t-shirts and otherwise reinforced with staff. A new programming model was adopted in 2007; it serves as the foundation for all programs conducted by the resident assistants (RAs) with their students (more than 1,000 programs each year). This model changes the past paradigm of focusing on categories of activities that were defined in terms of attendance to a new model that measures success in terms of reaching defined learning outcomes (Appendix 7.2). The purpose of the model is two-fold: to clearly foster the residential mission when working with students in residence, and to emphasize programs that achieve identified learning outcomes as the center of the residential experience. RAs are required to work closely with professional staff to develop programs that are intended to produce a certain outcome and to use evaluative tools with students at the program’s conclusion to assess results.

1 In 2006, the student affairs division of the University at Albany was renamed the Division of Student Success to better communicate to students the meaning of the units under this rubric. Consistent with the renaming of the division, a new mission was developed — Engage, Learn, Succeed; all units in the division are expected to cultivate the supportive environment necessary to engender learning and ultimate success.
Each semester since the inauguration in 2007 of this new programming model, Residential Life hosts a Learning Outcomes Showcase featuring outstanding programs and a brief ceremony to recognize the RAs who worked on each project.

This model won an award from SUNY system administration in 2009 for Best Student Affairs Program in the SUNY system. Since the model has been in use, the Association of College and University Housing Officers International (ACUHO-I) survey results show that students who attended programming in the residence halls had higher satisfaction with certain factors, such as managing time (84%), studying effectively (80%), and solving problems (76%). In addition, 81% of students in this same survey reported that, as a result of their residential experience, they more than moderately interacted with students who were different from them; 77% said they benefitted from their interactions with residents who were different from them; and 80% said that living in on-campus housing enhanced their ability to appreciate other cultures. Appendix 7.3 provides a graph indicating that overall student satisfaction with the residential experience increased steadily since 2002.

Forty buildings are considered traditional (both suite and corridor style) residence halls and 50 are apartment-style buildings equipped with full-service kitchens. While approximately 56% of the undergraduate population (including 92-95% of freshmen) resides on campus, there is a need for additional beds. There currently is no space available for graduate student housing and in most years, late transfer admits are turned away when requesting on campus housing. The “crunch” on campus is due to several factors, including the lack of acceptable housing off campus and the appeal of apartment-style housing for upper-class students. Appendix 7.4 provides information about the number of beds provided and the level of satisfaction of the facilities during the self-study period.

The housing sign-up process continues to be a concern of students as evidenced in the ACUHO-I EBI Resident Survey. Residential Life has made substantial changes in the lottery sign-up process to address this issue and now includes grade point average as well as academic status in assigning lottery numbers. An online process was also created for all students (new and returning) to complete housing information. Despite these changes requested by students, satisfaction with this process still remains a “top priority” for attention; the demand for apartment housing remains higher than the available supply and, until this is addressed with the new housing complex, the low rating in this area will likely remain unresolved.

Residential Life has taken several steps to increase availability in student housing, including the elimination of the requirement for sophomores to live on campus, conversion of lounge space to bedrooms in freshmen areas, and the elimination of enhanced single bedrooms. While these are not optimal, they were short-term steps necessary to accommodate an unexpected growth in the undergraduate student population in 2005 and 2006 as well as in 2009. Plans are underway to build an additional 500 beds on campus to alleviate the overcrowding, accommodate graduate students, and allow for swing space to facilitate a quicker renovation schedule of the traditional halls built in the 1960s. The need for this housing was confirmed in a market study completed in 2006 by SLAM Architects, PC.²

The services provided by the dining operation on campus are critical to the overall satisfaction of students, most especially those living in traditional residence halls where meal plans are mandatory. University Auxiliary Services oversees the food service operation and Chartwell’s has held the contract on the campus since 2000. Chartwell’s is currently responsible for more than 5,500 residential meal plans and 889 off-campus plans per semester.

Chartwell’s mission, “Eat, Learn, Live,” clearly represents its commitment to provide the food and nutrition that will help students succeed in their education at UAlbany, while laying the foundation for a long, healthier life. Chartwell’s has increased nutrition education in the dining locations and has brought a nutritionist on staff who is very responsive to students’ dietary needs. This individual works one-on-one with any student who is having challenges identifying healthy choice options. Nutritional menus are readily available and retail foods options have been expanded to include vegan, vegetarian, organic, and kosher items. In addition, many strides have been made in buying food products locally. Special meal accommodations are made for Muslim and Jewish holidays, and chefs host regular taste tests and cooking courses for international student groups. Authenticity of ethnic foods remains difficult to attain, and dining services is working to increase the variety of ethnic foods on the menus. Efforts to bring ethnic caterers to campus are a challenge as these enterprises do not necessarily meet the campus’s health and safety requirements for caterers.

Satisfaction with dining services on campus has consistently been one of the lowest areas of contentment for resident students as recorded in the ACUHO-I benchmarking surveys. For the fourth consecutive time since the ACUHO-I study was first administered (administered previously in 2002, 2004 and 2006), dining services remained a ‘top priority’ among students in 2008; i.e., students perceived dining services as having a high level of importance but with low levels of satisfaction. The quality of food remained among the lowest rated items on the survey, with little improvement during the ACUHO-I survey’s administration (Educational Benchmarking Institute & ACUHO-I, 2008, University at Albany). Similarly, the 2006 and 2008 NACUFS (National Association of College and University Food Services) surveys of UAlbany students found high rates of dissatisfaction with dining services overall, including in the areas of taste, variety of menu choices, speed of service, friendliness of staff, and layout of facilities.

It should be noted, however, that University Auxiliary Services and Chartwell’s have been proactive in taking a number of steps to improve the satisfaction of food services and the data indicate there has been slow progress. The satisfaction with quality of food, variety of dining plan options, and value of the dining plan has shown incremental improvement from 2004 to 2006 and to 2008. But dining continues to be the “top priority” for attention in the residence halls in predicting overall satisfaction with the residential experience.

It is recommended that the University move forward with the construction of additional housing on campus and continue to closely monitor the demand for on-campus housing. The University should also take a closer look at the data made available through the UAS, NACUFS and the ACUHO surveys, as there is evidence that despite significant progress in student/customer satisfaction with dining services, further improvements are needed.
Physical and Mental Health and Well-Being

The University Health Center (UHC) and the University Counseling Center (UCC) provide a range of primary acute care services, prevention-focused education and broad-based psychological services to the University’s undergraduate and graduate students. New initiatives that address high-risk drinking, sexual health, sexual assault prevention, sports psychology/ performance enhancement and suicide prevention are also a focus. In fall 2007, the University established a Sexual Assault Resource Center and now has a full-time psychologist dedicated to sexual assault prevention and the support of victims.

UHC and UCC were relocated in summer 2008 to a new medical professional building approximately one mile from the Uptown Campus, with an accessible shuttle for transport. The move was necessitated because of the former facility’s condition; it lacked air conditioning, and was inadequate for running efficient patient exam rooms and maintaining privacy. A communication campaign to inform students about the move was launched in the spring 2008 term and continued into fall 2008. After one year in the new location, total visits to UHC declined by 8% (from 18,909 to 16,314). During the same time period, however, UCC experienced a 5% increase in the number of students who received psychological counseling (Appendix 7.5).

The American College Health Association Patient Satisfaction Assessment Survey (ACHA-PSAS) administered to students in spring 2009, indicates that over 92% of students were satisfied or very satisfied with the cleanliness and appearance of the building as well as its capacity to maintain confidentiality and privacy. Feedback from student clients solicited by clinicians suggests that most prefer the new location; efforts continued this year to communicate the change in location, including an Open House for the entire community in early September. Appendix 7.6 provides graphs from data collected over the past three years regarding both student satisfaction with the overall quality of care and the percentage of students who would recommend the UHC.

UCC and Residential Life participate in a joint preventative program called CARE Net (Consultation and Resource Evaluation); it provides an alternative to disciplinary action for disruptive behavior that emerges within the context of suicide threats, attempts, or actions. Focusing on follow-ups with appropriate support systems such as parents, CARE Net has been completed by 86 students; their grade-point averages show an increase for the semester following the program compared to the semester of the incident and the semester before. Appendix 7.7 shows a graph of CARE Net referrals over the past five years.

Because issues of suicidal ideation and other behaviors continue to present an ongoing challenge, UCC developed and implemented a training initiative, the Save-A-Life Program, to inform faculty and staff of the warning signs for suicide and teach them identification and referral skills. Pre-training and post-training assessments of Save-A-Life reveal significant increases in both knowledge and comfort for those staff trained to: identify risk factors that could lead to suicide; interact with distressed students; and make appropriate mental health referrals.
Additional data from the ACHA-PSAS indicate that 95% of students who used the Health Center services were satisfied or very satisfied, although 22% indicated they could not get an appointment during the time needed, had to wait too long, or were not able to get the provider they wanted. Data collected from UCC-sponsored educational programs (alcohol and drug prevention, AIDS and sexuality, sexual assault prevention) suggest that 95% of students would recommend that other students attend the program.

In response to national concerns and campus-based data that reveal UAlbany students exhibited high-risk drinking at levels higher than the national cohort and even higher than the Northeast region, the campus established a comprehensive Alcohol Prevention Program. Based on the model developed by the Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention in Higher Education, this program focuses both on individual and environmental change within a comprehensive model that includes interventions at the universal level (for the entire campus) and at the selective and indicated levels (for students who are exhibiting risk behaviors). Key elements of the model include leadership and campus-wide input from the President’s Advisory Council on the Prevention of High-Risk Drinking and Related Risk Behaviors, the STEPS\(^3\) Comprehensive Alcohol Screening and Brief Intervention Program, an award-winning early intervention program for high-risk drinkers, a model peer assistance program and a well-established and recognized social norms campaign. Coordination for this program lies with the President’s Advisory Council and the Division of Student Success, with guidance from the professional experts in UCC, which maintains and updates the University’s Biennial Review document mandated by the U.S. Department of Education.

The STEPS program, introduced in 2004, is designed to reduce alcohol use frequency and quantity, along with associated negative consequences, among students through interventions that meet the very distinct and complex needs of target populations of high-risk drinkers. The program has shown both statistically and clinically significant results, and received the 2009 NASPA Grand Gold Award for the Best Student Affairs Program in the country, as well as the NASPA National Award for Excellence in Health and Counseling Services. In 2009, it was the nation’s sole winner of the American College Health Association’s Best Practices in College Health Award this year. In July 2009, the U.S. Department of Education recognized STEPS as a model alcohol abuse prevention program and awarded UCC a grant of $220,000 to apply this intervention to UAlbany fraternity and sorority members.

Assessment of STEPS’ effectiveness was conducted through comparison of baseline and six-month self-report measures assessing student alcohol use, associated negative consequences, and use of protective behaviors. Six-month follow-up outcomes indicated reductions in drinking and associated negative consequences on more than 25 indices, including drinks per week, peak drinking, and choosing not to drink. The STEPS program succeeded in correcting student misperceptions about the prevalence of alcohol on campus; students’ more realistic understanding of alcohol use correlated with lower alcohol use among those participating in the program. These changes were evident across all high-risk target populations, including first-year students, student-athletes, and students seeking health and counseling services on campus. Based

\(^3\) STEPS stands for: S Screening First Year Students for Alcohol Use and Related Behaviors & Consequences; T Targeting High Risk Drinkers; E Engaging High Risk Drinkers in Brief Alcohol Interventions; P Preventing High Risk Alcohol Use and Promoting Healthy Behaviors; S Sustaining Success
on its success, the STEPS program was recommended by the White House Office of National Drug Control Policy as part of the 2009 President’s National Drug Control Strategy.

The UCC has a strong and widely recognized “social norms” campaign to inform the University community that UAlbany students, contrary to misperceptions, are making healthy choices. The campaign provides members of the University community with accurate information about UAlbany students in the form of messages taken from The National College Health Assessment conducted in 2004, 2006 and 2008. In 2007, UAlbany students developed a PSA that earned a statewide award from the New York State Office of Alcohol and Substance Abuse Services (OASAS) Statewide. This PSA reported facts about the health behaviors of college students and was shown in TV spots throughout New York State. Spring 2008 National College Health Assessment data indicate that, in comparison to 2004, there is evidence of a change toward the norm of reduced alcohol use. Specifically, data show the following significant changes:

- **17% reduction** in the number of students who think the typical UAlbany student drinks daily
- **32% increase** in the number of abstinent students
- **14% increase** in the number of students who drink once a week or less
- **25% increase** in the number of students who abstain from heavy episodic drinking (5+drinks on one occasion)

The Middle Earth Peer Assistance Program is a nationally-recognized prevention service staffed by trained and professionally supervised undergraduate and graduate students. The program offers course credits to undergraduates who provide information, referral and education through a hotline and peer education programs, with over 1,600 contacts annually. Middle Earth distributes information to the campus community through its column entitled “Middle Earth Roots” in the *Albany Student Press*. Since 2000, Middle Earth has received numerous awards and grants, including a U.S. Department of Education model program designation, the Exemplary Substance Abuse Prevention Program Award from the Center for Substance Abuse Prevention, U.S. Department of Health and Human Services and recognition as a model alcohol abuse prevention program by the U.S. Department of Education.

Project SHAPE (Sexual Health and Peer Education) provides peer education and training in sexual health promotion through a variety of interactive workshops on sexual health topics, healthy behaviors and connections to resources on and off campus. In keeping with the national goals set forth in American College Health Association’s Healthy Campus 2010 objective, Project SHAPE’s 35 peer educators conduct more than 120 educational programs for the University community each year in residence halls, for student groups, and in academic classes.

**Personal Safety, Security and Risk Management**

The University takes a multifaceted approach to safety and security in order to foster a culture of shared responsibility. The 2008 Profile of the American College Student indicates that 82% of UAlbany students consider campus safety an important factor when deciding which college to attend.
The University Police Department (UPD) maintains police and security personnel throughout the campus 24/7 with an average response time to all calls for assistance of less than two minutes (Appendix 7.8, UPD staffing). UPD relocated to a new facility in 2001 — a move that not only increased the department’s square footage but also enhanced its ability to effectively manage its staff and operations. This facility is utilized as the emergency operations center in the event of a severe campus-wide emergency.

UPD begins communicating with students about safety at new-student orientation programs and continues a safety communication campaign throughout the year. There has been an expansion of Web-based services on the UPD site to improve access to safety information. In addition to the yearly crime statistics published as part of the Clery Act, the site includes crime-mapping information for the City of Albany and informational videos on safety-related topics such as DWI and sexual assault.

The University at Albany is a safe campus. Comparison data indicates that UAlbany has the lowest crime per 1,000 students the four SUNY University Centers (Appendix 7.9 on campus crime trends). Student perception of safety is important as well; according to the 2008 Re-Accreditation Survey, 73% of undergraduates believe that UPD is either somewhat or very effective at informing students about its services, and 61% were either somewhat or very satisfied about those services. This is an improvement from the 2006 Student Opinion Survey, where 54% of students expressed satisfaction with “personal safety/security” on campus.

Residential Life staff assists with safety initiatives by establishing personal safety, security, and fire safety procedures and practices with students. Residence halls are locked at all times with card access to exterior doors. There are phones in the vestibules of the residence halls to make on-campus calls and there are phones in each suite equipped for emergency calls. All suite doors are outfitted with key locks and peepholes. While the 2008 ACUHO-I EBI resident survey indicates that 76% of students are satisfied with the security of possessions in their room, UPD statistics bear out that 30% of overall crime on campus is theft, and more than 90% of these thefts are crimes of opportunity due to unattended property. Of the remaining 70%, the highest number of crimes include: criminal mischief (vandalism, not graffiti), 19%; unlawful possession of marihuana (simple possession), 8%; and aggravated unlicensed operation (driving on a suspended license), 7%.

The safety of UAlbany students off campus has been the focus of attention of a variety of ongoing safety initiatives. While the number of student crime victims remains relatively low over the past 10 years when compared to the previous decade, there remain some areas of concern (Appendix 7.9). Even with a 10% decrease in off-campus crime from 2005-2007, physical assaults of UAlbany students off campus increased during the same period, from 10 to 23. The Office of Personal Safety & Off-Campus Affairs works in conjunction with UPD and Albany city police to improve the safety of students off campus as well as improve relations between the University and the larger community in Albany. The Committee on University and Community Relations, chaired by the director of the Office of Personal Safety & Off-Campus Affairs, comprises a diverse group of UAlbany students and professional staff, as well as Albany police, personnel from other local colleges, local tavern owners and neighborhood associations. This group has been in existence for over 19 years and is a force for improving the safety and quality
of life for off-campus students. In 2006, this committee was recognized as a “Model Program” by the U.S. Department of Education’s Alcohol and Other Drug Prevention Models on College Campuses and, in 2007, received further recognition as an “Innovative Program” by the New York State Office of Alcoholism and Substance Abuse.

After the tragic events of 9/11, the University established a campus-wide emergency response team to develop a more coordinated campus response to a major emergency; within two years, a comprehensive emergency response plan was established and implemented. The University also made significant progress in establishing a campus emergency notification system (NY-Alert), training UPD command staff and senior administrators on NIMS (National Incident Management System) compliance, and defining campus roles in the event of a major emergency.

In spring 2008, the President appointed a Behavior Risk Assessment Committee (called BRisk), a critical decision-making and advisory group responsible for ensuring that necessary risk-assessment policies and programs are in place for the campus community. This team has developed a comprehensive campus-wide prevention plan; a sub-group is the College and University Behavioral Intervention Team, a preventative effort to get ahead of possible issues that could escalate over time. This group meets regularly to triage reports, assess risk and provide resources or interventions as appropriate. Thirteen cases were reviewed in spring 2008 and an additional 26 in the 2008-2009 academic year.

**Access to Resources for Special and/or Disadvantaged Populations**

The University works to foster respect for its community’s diversity, ensuring that all students are extended a full and equal place. To that end, it pays particular attention to special and disadvantaged populations in order to ensure appropriate access to University resources in a safe and supportive environment.

The Disability Resource Center (DRC) ensures that more than 500 disabled and learning disabled students will have a fully accessible living and learning environment while taking advantage of the University’s programs and activities. A demographic study of students utilizing the services of the DRC revealed that in fall 2008 157 out of 412 (38%) students registered with the DRC had a cumulative GPA of 3.0 or higher; 81% of the undergraduates had a cumulative GPA of 2.86. For graduate students, 76 out of 84 (90%) had cumulative GPAs above 3.0. The University at Albany’s Alternative Testing Program is a model program for other campuses, especially with regard to the outpouring of volunteers who come from various academic departments and offices across campus to make this possible. Trend data on students’ GPAs show that grades improve for students who have disabilities once they register with this office and receive services, and that registering with the DRC gives students the same chance to do well as the average student. Of students who participated in the UAlbany DRC Survey in 2008, 79% reported positive experiences with the DRC.

In spring 2008 the University reestablished the Office of Multicultural Student Success (eliminated in budget cuts in 2001), staffing it with one full-time professional. Considered essential to enhancing the University’s broad mission of excellence in education, this office is committed to developing and maintaining a culturally inclusive and supportive campus
environment which promotes and enhances the academic excellence, personal growth and leadership development of African, Latino, Asian and Native American heritage (ALANA) students. The office collaborates with others on campus, most specifically the Office of Diversity and Affirmative Action, the Department of Residential Life CHARGE Program, and the Office of International Student Education, to ensure that students benefit from the rich diversity of UAlbany. In addition to mentoring student leaders and facilitating and co-sponsoring educational and social activities to foster cultural awareness, the office works directly with multicultural student organizations and Greek councils to guide them on the skills necessary for effective leadership.

The 2008 survey Profile of the American College Student, conducted by NASPA, reveals that 93.47% of UAlbany students believe that their campus is diverse; 70.08% say the diversity of the campus was an important factor in their decision to come to UAlbany. The University will continue to support individuals of diverse backgrounds and assist the entire community to value, appreciate and learn from its diversity. The same survey indicates 61% of UAlbany students have become more open-minded about diversity issues since coming to the University, compared to a 58% national average; also, 62% of students have become more aware of racial, ethnic and cultural differences since starting at UAlbany; the national average is 59%.

The University is a member of the National Coalition Building Institute (NCBI), which facilitates diversity awareness — some areas of possible misunderstanding and intolerance. Each year, UAlbany’s NCBI chapter offers approximately a dozen training sessions for a number of different departments and units. Some of these annual trainings are for specific undergraduate and graduate classes by request of the professor. NCBI-trained personnel also regularly train all of the staffs from the Department of Residential Life (over 200) and Middle Earth (120+). NCBI has also done training sessions for the Students Association, all incoming freshmen and transfers, Greek letter organizations, Hillel, the PRIDE Alliance and numerous others. During the 2008-2009 academic year, more than 500 students received some form of NCBI training. There is an annual Train-the-Trainer session in the Capital Region; to date, more than 1,000 faculty, staff and students have received NCBI certification.

The University does not currently have an office dedicated to the needs of the LGBTQI student population on campus. A graduate student from the Office of Multicultural Student Success currently staffs the LGBTQ resource center on a part-time basis. In 2009, a campus-wide advisory group was formed to discuss LGBTQ issues and to examine concerns related to this population. The group will make recommendations regarding future steps to fully support LGBTQI students, faculty and staff.

Services in Support of the Academic Mission

Advisement

At the time of the previous Middle States report, the Advisement Services Center (ASC) had begun changing the model used to provide advising services by staffing the office with full-time professional academic advisors instead of relying on graduate student assistants. This shift is now complete, as is a change to a focus on developmental advisement, instead of prescriptive
advising. Student Learning Outcomes (Appendix 7.11) were developed to guide the work of the office. These changes have been positively received by students, as noted by the assessment data detailed below.

A variety of programming is offered through ASC each year. These programs aim to strengthen student connections to advisors and faculty, to assist in identifying academic interests, and to teach skills for managing administrative student details.

ASC caseloads are higher than national averages for four-year public institutions; 400 students per advisor in ASC versus 285 students per advisor nationally (“The Status of Academic Advising: Findings from the ACT Sixth National Survey” 2004). Lower caseloads would increase the ability of each advisor to do outreach to students in need, as well as increase the amount of time available to each student.

Once students declare their major, academic advisement is provided by the academic department that hosts the major. Departments use different advising models; these range from all department faculty providing advising, to a small group of faculty handling all the students, to maintenance of a professional advisor line within the department.

Data for assessing advising services are taken from several sources. These include the Advisement Services Exit Survey (2003 – 2008), the Student Opinion Survey (1994 – 2006), and the Student Experience Survey (2005). The ASC Survey is administered through the Office of Institutional Research, Planning and Effectiveness. Survey questions are directly related to the Student Learning Outcomes. This survey has been administered since fall 2003 and provides information clustered by semester. While the response rate for this survey is quite low (range of n=50 to n=185), responses suggest that between fall 2003 and spring 2008, the percentage of students attaining the learning outcomes has improved. One measure of the improvement is that, for each item on the survey, the highest or second highest mean across the years was attained in 2006-2007 or 2007-2008. These include understanding graduation requirements, using DARS for academic planning, knowing what it takes to be academically successful, understanding the purpose of the General Education program, and several items related to access to ASC advisors and the comfort level in asking them for assistance (data available upon request).

The Student Experience Survey is also administered by the Office of Institutional Research, Planning and Effectiveness. The 2005 Survey reported that, across 12 scale items, freshmen agreement with positive aspects of their experience with advisors averages 3.97 on a five-point scale. Freshmen are most likely to see their advisors as helpful and knowledgeable, saying they are concerned with their personal growth, encourage them to talk about themselves and their college experience, and help identify career areas that fit their skills, abilities and interests. Freshmen see their advisors as easy to talk to and available when needed.

The Student Opinion Survey is promoted by SUNY system administration but administered locally. The 2006 Survey provides some comparative data on satisfaction with ASC-provided

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4 The spring 2009 Student Opinion Survey results were not available at the time of this writing, but have been publically posted as Research Report No. 27: “2009 SUNY Student Opinion Survey: Report on Trends and Key Findings.” (December 2009) on the IRPE Assessment Report webpage at http://www.albany.edu/ir/reports.htm.
advising and departmental advising. Consistent with the 2003 Student Opinion Survey, the 2006 Survey found that students were more satisfied with their ASC advisement than with departmental advisement:

“Academic Services: Almost half (48%) of respondents were very satisfied or satisfied with centralized academic advisement services, another 26 percent neither satisfied nor dissatisfied. Satisfaction was lowest for academic advising within the major (43%).

The results of the survey are addressed further in Chapter 9, including recommendations regarding advising within the major.

Services for Transfer Students

In 2007, the position of Transfer Experience Coordinator was created in order to improve services for transfer students, a need that was indicated by a variety of data sources, including student engagement and student opinion surveys. The primary goals in creating this position were:

- To provide better academic and extracurricular services for the transfer population in order to increase student satisfaction and retention rates
- To create a supportive network for transfer students who may struggle academically and socially upon their transition to the University
- To strengthen relationships with local “feeder” institutions as a way of making transitions more seamless

In the past two years, these goals have been pursued through a variety of programs. The UA Transfer Connections mentoring program was designed to pair new and at-risk transfer students with faculty, staff, and peer mentors on campus. A chapter of Tau Sigma National Honor Society was established in order to recognize the achievements of transfer students and give them an outlet for campus and community involvement. A listserv directed at all transfer students was created in order to allow better email communication with this population. In addition, a variety of programs and communications have been established with local community colleges in order to facilitate stronger relationships between institutions. This position will continue to develop as the needs of this population change, and, as the programs become more established, additional assessment will needed to be conducted to examine the impact of new services on transfer students’ educational experience.

Student Financial Services

During the past decade, all student services have been revamped to maximize seamless “self service” via the Web for all students, and to provide “single-stop” financial services for students and families requiring assistance. While the previous Middle States self-study revealed that students were satisfied with financial services, opportunities presented by the conversion of the student information system to PeopleSoft in 2003, and the addition Touchnet financial services in 2007, have led to the development of a broad range of online activity replacing paper and in-person transactions. Students can now complete virtually all University business (registration, payment, accepting/declining financial aid, etc.) via
“MyUAlbany,” as well as access key services, such as enrollment verification. At the Touchnet Website, students can also pay tuition, set up an authorized user (a parent or designee), and set up to receive an e-refund.

Simultaneously, financial services have been consolidated to a single point of contact to reduce “runaround” by students, as well as to optimize service by a limited staff. Students needing to resolve financial matters that involve either the Student Accounts or Financial Aid units are serviced at the “Student Services Center;” staffing has been enhanced with professionals who are able to provide financial and financial aid counseling. Space in the Campus Center was remodeled to provide more appropriate private spaces, while the Student Services Center performs the “back end” processing. Because UAlbany is unable to meet all students’ demonstrated financial need, students are advised of alternate funding sources, such as loans, scholarship opportunities and payment plans. The E-Payment Plan also allows students to pay charges in four monthly installments per term.

Staffing in the Student Services Center has decreased over the past few years, with a loss of four full-time positions in the past year alone. Through restructuring, renovations, and enhanced technology, however, services to students have remained largely intact. Advancements in technology, in particular, have mitigated the negative impact on student service. In fact, the Student Financial Center now disburses financial aid almost entirely electronically. Appendix 7.10 includes a chart showing aid disbursed by the Financial Aid unit during the past decade. The chart indicates that the amount of financial aid processed through the unit has been steadily increasing, and over $143 million was disbursed in 2008-2009. In 2008-2009, the Student Accounts area processed more than 40,000 financial aid refunds, and more than $225 million in payments, with 94% of all payments processed via E-Pay.

These units also recognize the special needs of UAlbany’s diverse population. Training with other offices has focused on improving service to unique populations, such as international students, transfer students, disabled students, Educational Opportunity Program (EOP) students, and graduate students. Each of these areas is also working to enhance services for veterans; there are 178 veterans or dependent family members enrolled in the GI Bill program. The director of the Student Services Center (himself a veteran) is assigned the task of coordinating communication and information on veterans affairs issues, and an assistant registrar has responsibility for issues pertaining to the G.I. Bill. Student Financial Services staff members also participate in summer orientation programs, educating students and parents on services offered. Once enrolled, contact with students continues via e-mails and MyUAlbany, residential life programs and other campus events.

While organizational changes have made it challenging to establish a baseline to measure performance, some data and feedback mechanisms are available. First, there has been a reduction in phone calls and an increase in answered calls between 2008 and 2009. From mid July to the second day of class in 2009, the number of calls to the Student Services Center decreased by 21% (from 18,139 in 2008 to 14,276 in 2009). In addition, 57.1% were answered in 2009, compared to 36.1% in 2008.

Second, Student Opinion Survey data collected every three years revealed a recent increase in student satisfaction with “billing and payment procedures.” On a five-point scale, this category has improved from 3.41 in 2000 to 3.67 in 2009. Third, in the student survey undertaken for this
self-study, Student Financial Services received a 3.69 rating for “effectiveness in informing students about the services” and a 3.61 for student satisfaction with the services.

The University offers a Tuition Appeals Committee where student appeals are regularly heard and adjudicated. The committee includes representatives from a variety of administrative offices. Additionally, numerous Financial Aid programs have formal appeal processes, either by federal and state policy or by policy set by the Student Financial Center.

**Information Technology Services**

Information technology services are offered at UAlbany by the Information Technology Services (ITS) unit. The mission of ITS is to “…offer [the University] a sophisticated IT environment that advances enriched learning experiences, excellence in teaching, service, and distinguished research programs commensurate with its status as a nationally recognized public university. ITS provides direct services to UAlbany students to enable them to pursue their studies and enrich their overall experience. Technology and online services have become an integral part of campus life, and these services are used heavily. ITS also provides the infrastructure, services and support that underlie a number of other student services described in this chapter. Students are given access to and information about IT services even before they arrive on campus. ITS plays an integral part in helping new students acclimate to the University.

IT services help students get and stay connected with multiple facets of their lives, including academics, extra-curricular, and social activities. As members of the campus community, they receive an email account, wired and wireless network access, file and Web space, printing services, and access to a host of applications, such as the Blackboard Course Management System (described in Chapter 9, Educational Offerings and General Education) and MyUAlbany portal, in support of numerous academic and business transactions. Additionally, ITS offers a variety of training courses to help students maximize the utility of campus technology resources.

The Office of the CIO uses a variety of mechanisms to evaluate students’ satisfaction with campus IT services. Comments, concerns and complaints can be directed to the CIO mailbox (cio@albany.edu) or the ITS Service Desk at any time. Town Hall-style meetings and participation in both the EDUCAUSE Core Data Survey and EDUCAUSE Center for Applied Research (ECAR) Study of Undergraduate Students and Information Technology have provided ITS with valuable student input and comparable statistics about IT services at similar institutions. Despite the fact that IT funding per student at UAlbany is 30-50% below that of peer institutions, ITS provides students with a competitive portfolio of services. One of ITS’s most important feedback mechanisms is a student advisory board. Established in 2006, this group provides the CIO with on-going feedback on campus IT services and plays an informative and influential role; many of the concerns raised by its members have helped shape and improve the services available to students. ITS tracks system up-time and a variety of other metrics to evaluate the availability of campus services.

The University’s appetite for both new and improved IT services appears to be insatiable, and there are always more projects than ITS has resources to provide. These run the gamut from additional support for core services (more evening/weekend coverage for the ITS Helpdesk,
additional staffing for classroom technology support, and upgrades to a variety of business applications) to new services (more collaboration and online tools).

Limited staffing and resources also constrain ITS’s ability to respond to offices’ requests for IT improvements and/or new systems that would serve students. This puts a premium on mutual priority-setting and planning with the University’s divisions so that available resources can be used to their maximum effect. For more information on staffing, see the section on ITS In Chapter 3, Institutional Resources.

**Academic Support Services**

Academic support for students needing assistance with improving their academics and maintaining academic excellence is provided by the Office of Academic Support Services (OASS). A variety of academic support services are provided, including weekly study skills workshops, tutoring, and faculty mentoring, to name a few.

Each semester, 11 study skills workshops are offered at no cost to all students, with freshmen highly encouraged to participate. These one-hour sessions focus on transition issues such as time management, plagiarism, memory enhancement, listening skills (in order to better learn from lectures), and fostering self-motivation. Spring 2008 data suggest that on average attendance for these workshops were 15 students per session. Up until fall 2009, OASS also provided free study groups in 24 first-year courses, e.g., introductory courses in biology, chemistry, economics, mathematics and statistics, and so on. These study groups, held twice a week for two hours each, allowed students to review class discussions and course material and enabled the participants to prepare for exams. These study groups were discontinued in fall 2009 as a result of budget cuts. OASS does, however, provide a clearinghouse for students seeking tutoring in these subjects and others. Tutors must have a cumulative grade point average of 3.0 or better and have received at least a B+ in the course for which they are tutoring. Tutors are paid by the students receiving tutoring. The University also has an “early warning system,” whereby professors identify students experiencing problems and encourage them to utilize available academic and advising services. The warning is in lieu of a mid-semester grade.

In addition, OASS is the home of Project EXCEL, which provides academic assistance to low income, first generation, and disabled students with the goal of increasing their retention and graduation rates. Project EXCEL offers its students a variety of University-wide support services, including academic counseling, free-study group tutorials, and study skills workshops. Additionally, Project EXCEL students receive other comprehensive programming, such as supplemental advisement, personal counseling, and free peer-tutoring.

While the programs provided through OASS provide a national model that has been adopted at other colleges and universities around the country, to date there has been no formal assessment of the impact of these services on overall student retention, graduation or academic performance.

Physical access to the Advisement Services Center is extremely difficult for mobility-impaired persons. Addressing this with a ramp or electric lift in the stairwell outside the Lecture Centers would provide access to ASC, EOP/Academic Support, the Office of the Vice Provost for
Undergraduate Education, Project Renaissance and the Lecture Centers. Also, since advisor caseloads are significantly higher than national averages, strategies should be considered to lower this ratio and/or to review alternative models designed to provide similar services. It is reasonable to assume that an advisor with fewer students can then spend more time with each, and that additional time with advisors would contribute to more satisfied students, which in turn would contribute to stronger retention. Although students receiving services from OASS appear to value the services provided, there is need for empirical evidence of the impact of these services. OASS should be encouraged to develop an assessment plan to evaluate the impact of its services.

Engaging in the Life of the University and Beyond

University at Albany students are encouraged early in their collegiate career, beginning with their orientation to campus, to explore the opportunities available to become actively involved in campus life. The Office of Student Involvement and Leadership actively lends support to creating an environment on campus that promotes and directs this involvement. Some of the more recent endeavors that have been implemented to support student engagement are late-night programming on weekends (Danes After Dark), the Emerging Leaders program, the consistent use of social networking and Web-based software (MyInvolvement) to facilitate club membership and the production of co-curricular transcripts. Late-night activities have increased with the Danes After Dark program from 11,000 attendees in 2005 to 17,500 in 2008. The late-night professional position that oversees this program was lost as a result of budget reductions, yet the full continuation of this program is fundamental to supporting student engagement in healthy late night activities that support leadership, involvement, and alternatives to hanging out on downtown streets.

Campus traditions are sustained to support a shared sense of pride in the University. These traditions include the Candle Lighting Ceremony, Torch Night, Clash of the Quads and Fountain Day. Fountain Day attendance has increased from 4000 students in 2004 to more than 7,000 in 2009. Clash of the Quads has also experienced increases, with improved attendance from upper-class students due to concerted efforts to advertise and make these events attractive to students.

Recreation is an integral part of the lives of many UAlbany students who participate in club sports, intramurals and other recreational activities such as aerobic exercise and weightlifting. The University continues to seek out new resources to build recreational facilities (see the Athletics Master Plan) and obtain the financial capital to provide adequate staffing for managing and supervising such activities.

The Campus Center, the hub of student interaction on campus, has an outdated configuration and aging infrastructure in desperate need of rehabilitation. A $30M appropriation from the State of New York will make possible a 50,000 square-foot addition, and a total rehabilitation of the current space is planned as well. Opportunities to strengthen student engagement with a wellness center, a multipurpose auditorium, increased meeting space, and co-mingled student and staff offices are being explored.
The campus judicial processes have been reexamined and a new model of Restorative Justice was implemented in 2008 for a small number of pilot cases. Restorative Justice focuses on communal relationship building, and engages the responsible party, as well as the parties harmed by their behavior, in a dialogue that seeks to repair harm. The goal is to design a process that reintegrates the responsible party into the community. As part of this new process, the University Community Accountability Board was introduced to the UAlbany community; to date, 50 faculty, students and staff have been trained as facilitators and 21 cases resolved using this method during its first two years of operation (Appendix 7.12).

The University at Albany NASPA Consortium Campus Safety/Student Conduct Student Benchmark Survey conducted in spring 2009 found that while 60% of students surveyed believed they understood the rationale for student conduct decisions, only 42% believed that sanctions were educational in nature and 31% believed the process helped clarify their values, beliefs or goals. These results, along with a goal to expand the restorative justice model, precipitated retraining of residence hall professional staff in fall 2009 to promote more value-laden interactions with students when dealing with disciplinary issues. Staff are educated to promote an environment where accountability and civic responsibility are fundamental principles to be upheld and supported. Training will help empower community members to better understand, embrace and put into practice the theories of restorative justice.

Finally, Career Services has undergone several changes in staffing, focus, and location. Prior to 2006, Career Services was located in the basement of the University’s main library, a location that was difficult for students to locate. Recognizing the demand for a visible and effective career center for both the alumni and current students, Career Services moved to an office space on the first floor of the Science Library, a location that has raised the visibility and amount of student contact. In 2004, Career Services had 961 appointments. This number has grown steadily to a high of 1,916 in the 2008-2009 academic years (Appendix 7.13). In addition, Career Services has expanded participation in the annual career fairs from approximately 60 to nearly 150 companies and, in direct response to student requests, is sponsoring a graduate school fair to include graduate programs from the region and across the nation.

The University should explore options to increase the recreational and late night opportunities available to students. To better align the University with its peer institutions and to meet minimum recreational standards for a university of its size, resources should be devoted to improving recreational opportunities on campus.
APPENDICES

7.1 Summary of Recommendations

With regard to the residential community:

UAlbany should move forward with the construction of additional housing on campus and continue to closely monitor the demand for on-campus housing.

With regard to students’ physical and mental well-being, UAlbany should:

- Take a closer look at the data made available through UAS, NACUFS and the ACUHO surveys, as there is evidence that despite significant progress in student/customer satisfaction with dining services, further improvements are needed.

- Explore the possibility of implementing online appointment registration for students to schedule themselves for Health/Counseling appointments.

With regard to the services in support of the academic mission:

- Address accessibility issues of the many offices on the Lecture Center level (e.g. Advisement Services Center, Office of the Vice Provost for Undergraduate Education, Project Renaissance) which are less than suitable for students who have physical disabilities; a ramp or electric lift in the stairwell outside the Lecture Centers would provide access to ASC, EOP/Academic Support, the Office of the Vice Provost for Undergraduate Education, Project Renaissance and the Lecture Centers.

- Since advisor caseloads at UAlbany are significantly higher than national averages, strategies should be considered to lower this ratio and/or to review alternative models designed to provide similar services; a reasonable assumption is that an advisor with fewer students can spend more time with each, and that additional time with advisors will contribute to more satisfied students, in turn contributing to stronger retention.

- Students receiving services from OASS appear to value the services provided, but there is need for empirical evidence of the impact of these services; OASS should be encouraged to develop an assessment plan to evaluate the impact of its services.

With regard to engagement in the life of the University and beyond:

- The University should explore options to increase the recreational and late night opportunities available to students.

- To better align UAlbany with its peer institutions and to meet minimum recreational standards for a university of our size, resources should be devoted to improving recreational opportunities on campus.
Appendix 7.2

To assist with UAlbany’s assessment efforts in the current round of re-accreditation, UAlbany’s Office of Institutional Research, Planning & Effectiveness conducted a survey of UAlbany undergraduate students between December 3rd and December 19th, 2008. Overall, 751 students participated in the survey, for a margin of error of +/- 3.5%. Results from this survey (referred to in this chapter as the “Re-accreditation Survey”) supplement results from the SUNY Student Opinion Surveys (SOS) conducted every three years since 1985 and most recently in spring of 2006 and 2009, as well as other topical assessment surveys conducted by offices included in this report.

- Student Success Annual Reports (AR) 2007 – 2008
- Student Success Assessment Reports
- Student Success Compact Plans
- Student Success Briefing Book 2008 – 2009
- Academic Support Services - www.albany.edu/oass/

Appendix 7.3 – Department of Residential Learning Outcomes

By living in the Residence Halls, students will:

- Demonstrate behaviors of mutual respect
- Positively contribute to their community
- Work to overcome challenges
- Display life skills
- Demonstrate habits that positively contribute to a sustainable environment
- Exhibit pride in the University at Albany

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5 The re-accreditation survey results are available at https://wiki.albany.edu/display/middlestates/Re-Accreditation+Survey+Results. The survey was designed to address specific questions that various Self-Study Subcommittees needed additional information on in order to answer their charge questions. Accordingly, the survey results should not be interpreted as summative evaluations, in and of themselves, of particular issues, programs, or offices.
Appendix 7.4 – Residential Life: Overall Satisfaction

Overall Satisfaction with Residential Living

- 2001: 4.48
- 2002: 4.39
- 2004: 4.72
- 2006: 5.1
- 2008: 5.2
Appendix 7.5 – Residential Life: Occupancy & Satisfaction with Facilities

**Occupancy**

- Fall 2000: 5850
- Fall 2001: 5893
- Fall 2002: 6325
- Fall 2003: 6645
- Fall 2004: 6538
- Fall 2005: 7160
- Fall 2006: 7049
- Fall 2007: 7349
- Fall 2008: 7389

**Overall Satisfaction with Facilities**

- 2001: 4.71
- 2002: 4.70
- 2004: 5.01
- 2006: 5.26
- 2008: 5.02
Appendix 7.6 – University Health Center & Counseling Center Users

Appendix 7.7 – Health Center Satisfaction – Selected Findings

Appendix 7.8 – CARE Net Referrals
Appendix 7.9 – University Police Department Staffing

UPD Staffing 2005-2009
by division (excluding command and clerical staff)

Jan 05 | Jul 05 | Jan 06 | Jul 06 | Jan 07 | Jul 07 | Jan 08 | Jul 08 | 39822 | 40003
---|---|---|---|---|---|---|---|---|---
Police | 73 | 41 | 32 | 29 | 31 | 27 | 26 | 25 | 24 | 21 | 20
Security | 69 | 40 | 39 | 26 | 24 | 25 | 21 | 19 | 20 | 20 | 20
Total | 71 | 66 | 66 | 66 | 67 | 62 | 59 | 56 | 59 | 59 | 59

([Diagram showing staffing levels for Police, Security, and Total from January 2005 to December 2009])
Appendix 7.10 – Students as Crime Victims

Crime Trends - On-Campus

Students as Crime Victims (July-June) - Off-Campus
### Appendix 7.11 – Financial Aid Processed by the Financial Aid Office

<table>
<thead>
<tr>
<th>Aid type</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stafford Loans</td>
<td>$44,618,783</td>
<td>$45,185,216</td>
<td>$47,677,709</td>
<td>$52,027,877</td>
<td>$51,717,703</td>
<td>$53,603,272</td>
<td>$56,225,796</td>
<td>$60,379,681</td>
<td>$70,410,407</td>
</tr>
<tr>
<td>(sub/unsub)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Plus Loans</td>
<td>$3,647,046</td>
<td>$3,785,126</td>
<td>$4,142,512</td>
<td>$6,225,034</td>
<td>$6,842,674</td>
<td>$8,683,210</td>
<td>$9,537,986</td>
<td>$7,673,341</td>
<td>$10,529,541</td>
</tr>
<tr>
<td>Perkins Loans</td>
<td>$2,561,999</td>
<td>$2,635,170</td>
<td>$2,870,426</td>
<td>$5,238,552</td>
<td>$3,153,932</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Alternative Loans</td>
<td>$7,312,650</td>
<td>$9,724,098</td>
<td>$11,535,674</td>
<td>$11,625,896</td>
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</tr>
<tr>
<td>Pell Grant</td>
<td>$9,888,988</td>
<td>$9,899,776</td>
<td>$10,592,523</td>
<td>$11,959,575</td>
<td>$14,060,736</td>
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<tr>
<td>SEOG</td>
<td>$499,500</td>
<td>$472,398</td>
<td>$556,434</td>
<td>$568,753</td>
<td>$552,302</td>
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<tr>
<td>ACG</td>
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<td></td>
<td></td>
<td></td>
<td>$658,558</td>
<td>$661,869</td>
<td>$692,133</td>
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<tr>
<td>SMART</td>
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<tr>
<td>EOP</td>
<td>$735,908</td>
<td>$724,700</td>
<td>$864,853</td>
<td>$978,879</td>
<td>$1,012,000</td>
<td></td>
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<tr>
<td>TAP</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>$12,961,480</td>
<td>$12,814,129</td>
<td>$13,057,711</td>
<td>$14,298,406</td>
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<tr>
<td>SUSTA</td>
<td>$95,439</td>
<td>$97,416</td>
<td>$100,100</td>
<td>$99,800</td>
<td>$97,016</td>
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<td>APTS</td>
<td>$22,717</td>
<td>$32,295</td>
<td>$11,100</td>
<td>$8,373</td>
<td>$8,625</td>
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<tr>
<td>Grad Tuition Sch</td>
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<td></td>
<td></td>
<td></td>
<td>$6,201,318</td>
<td>$5,776,950</td>
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<tr>
<td>FWSP</td>
<td>$973,701</td>
<td>$903,385</td>
<td>$957,525</td>
<td>$970,030</td>
<td>$942,925</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athletic</td>
<td>$2,445,629</td>
<td>$2,778,328</td>
<td>$3,060,816</td>
<td>$3,485,518</td>
<td>$3,871,827</td>
<td></td>
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<td></td>
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<tr>
<td>Presidentials</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Pres,FD,Ach,CS</td>
<td>$4,070,060</td>
<td>$3,978,973</td>
<td>$3,612,263</td>
<td>$3,937,188</td>
<td>$3,892,478</td>
<td></td>
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</tr>
</tbody>
</table>

Note: the Financial Aid unit converted to the PeopleSoft system in 2005, but not all aid was posted and disbursed through the financial aid module until 2006 (2005-06 academic year). As a result, **total** aid disbursements are reflected in the table for 2006 onward.
### Appendix 7.12 – Advisement Services Center Student Learning Outcomes

<table>
<thead>
<tr>
<th><strong>Student Responsibility</strong></th>
<th><strong>Understanding Degree Requirements</strong></th>
<th><strong>Awareness of Academic and Co-curricular Opportunities</strong></th>
<th><strong>Intellectual Development</strong></th>
<th><strong>Careers and Opportunities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>· Understand expectations as a student (go to classes, buy books, take good notes, study, converse with instructor, show up for exams)</td>
<td>· Learn to read and interpret degree audit and Undergraduate Bulletin</td>
<td>· Gather information about: academic opportunities (e.g., majors, minors, internships, study abroad, independent study, and research)</td>
<td>· Be able to articulate why one is here (in college and UAlbany)</td>
<td>· Identify long term goals and reexamine/update them over time</td>
</tr>
<tr>
<td>· Learn UAlbany student tools: MyUAlbany; University email; Academic Calendar; terms such as AVN, Permission number, etc.</td>
<td>· Learn to build a class schedule that meets your needs</td>
<td>· Co-curricular opportunities (e.g., clubs, student organizations, honor societies, and leadership activities)</td>
<td>· Identify areas of interest and of strength</td>
<td>· Understand that majors do not limit career options</td>
</tr>
<tr>
<td>· Attend study groups and/or study skills workshops, if needed</td>
<td>· Learn to use GPA calculator</td>
<td>· Develop an understanding of amounts and types of studying required in college</td>
<td>· Understand the purpose of General Education Program and a liberal arts education</td>
<td>· Reflect on how undergraduate career affects long term personal and professional goals</td>
</tr>
<tr>
<td>· Ask for help when necessary</td>
<td>· Understand how transfer coursework/exams effect one’s degree (Same for summer coursework)</td>
<td>· Choose a major and minor</td>
<td>· Develop an understanding of majors and minors</td>
<td>· Identify and gather information about opportunities such as combined bachelor’s/master’s programs, and graduate schools</td>
</tr>
<tr>
<td>· Develop a relationship with professors and understand why this is important</td>
<td></td>
<td>· Understand reasons for choosing major/academic path</td>
<td>· Reflect on the pros and cons of one’s approach to education</td>
<td>· Utilize services of Career Development Center</td>
</tr>
<tr>
<td>· Advocate for self with professors and</td>
<td></td>
<td>· Master study skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>· Consider applicable honors programs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
University offices
- Acquire pertinent academic information independently
- Follow up on referrals
- Participate in activities within academic discipline
- Serve as a positive student role model

- Develop intellectual curiosity
- Seek out academic challenges
- Increase acceptance of diverse people and ideas
- Develop critical skills such as reflection, synthesizing, and open-mindedness
Appendix 7.13 – Restorative Justice

![Number of Restorative Cases (UCAB)](image)

Appendix 7.14 – Career Services Users

![Career Counseling Appointments](image)