

**Division of Student Success  
University at Albany  
Compact Plan 2006**

**Introduction**

***The mission of the Division of Student Success at the University at Albany is to support and sustain the co-curricular experiences of our students within the strategic goals and values of this institution. Working in partnership with other members of the University community, Student Success fosters an environment on this campus that enhances the health, safety, maturity, development and quality of life for our student population, thus contributing to and encouraging their overall success.***

**The goals of the Division of Student Success are as follows:**

**Student Success is committed to sustaining a living environment that is safe and secure, accessible, engaging, and that encourages civility and tolerance.**

**Student Success creates educational opportunities to help students maintain physical and mental health and well being.**

**Student Success provides leadership for programs, services and activities that enhance recruitment and retention as well as the intellectual, social, and cultural development of our students.**

**Student Success is sensitive to and knowledgeable about different backgrounds, cultures, and personal characteristics evident in a diverse student body and their relationship to student success.**

**Student Success promotes respect for the individuality of each student in deliberations on institutional mission, policies, organizational structure, and culture. We are fully committed to promoting justice and to insuring that all students are extended a full and equal place in our community regardless of their abilities, race, ethnicity, gender, age, sexual orientation, or religion.**

**Student Success provides opportunities for community and public service through student volunteerism, leadership development, service learning and internships.**

**Student Success encourages staff development; self-assessment for improved services; and innovative solutions to meeting our students' ever-changing needs.**

**Student Success will emphasize the accomplishment of measurable outcomes that are associated with programming and service delivery and will utilize data/metrics to inform planning, decision making and resource allocation.**

**Student Success insures that a student-centered perspective is always promoted in the management of the University at Albany.**

**Student Success is comprised of the following units:**

**Student Activities**

**Campus Center Management**

**Conflict Resolution and Civic Responsibility (formerly Judicial Affairs)**

**Residential Life (Orientation and Parents Program)**

**Counseling Center**

**Health Center**

**Disability Resource Center (formerly Disabled Student Services and**

**Learning Disabled Student Services)**

**University Police**

**Career Development**

**Academic Support Services and Educational Opportunity Program (EOP)**

**Office of Diversity and Affirmative Action**

**This compact reflects the top priorities of the Division. Each unit has its own compact reflecting the details of all initiatives in the Division of Student Success.**

## **Initiatives**

### **A. Initiatives Supporting University Goals**

**Goal 1: Strengthen the recruitment, retention, graduation and placement of a diverse and appropriately prepared student in such a way as to place UAlbany in the front of the rank of the University Centers in the SUNY System...**

#### **1. First Year Experience Living Learning Community**

Recognizing that learning extends beyond the classroom, we will offer freshmen students a common academic and residential experience to provide a setting where student academic success is supported through residential experiences. **STRATEGY:** This proposal is a **codicil** between Residential Life and Enrollment Management. Enrollment Management proposes that all freshmen students (not in Project Renaissance) register for A Freshmen Year Experience course. Five classes of students who register for this course will be housed with other students in their class. At least one of these learning communities would include a class where an academic advisor is the instructor of record. This option will allow for experimentation with a residence-based model of academic advisement that is currently used successfully at Miami University in Ohio. Residential Life will provide classroom space in proximity to these assigned special living learning communities.

**SCHEDULE:** Two clusters will be assigned in Fall 2006.

**FINANCIAL PLAN:** No funds required for this except as outlined for the FYE course as put forth by Enrollment Management.

**EVALUATION:** The methodology and measurement of outcomes will be assessed both quantitatively and qualitatively in conjunction with Enrollment Management. Faculty/student evaluations, retention of students assigned to this living learning community compared to counterparts in “traditional” housing, and student satisfaction as measured on both the ACUHO-I benchmarking survey and the Student Opinion Survey will be used.

#### **2. Living Learning Academic Communities for Upper Class Students**

**STRATEGY:** The Office of the Vice President for Student Success will invite proposals from the University’s academic community for Living Learning Communities that address the needs of upper class students (sophomores, juniors or seniors)

**SCHEDULE:** Implement for Fall 2007

**FINANCIAL PLAN:** Monetary awards will be made to faculty within colleges and schools at the University at Albany. Funding will be supported by the Office of the Vice President for Student Success, up to \$15,000 per year in stipends and up to \$10,000 per year in operating costs.

**EVALUATION:** The methodology and measurement of outcomes will be both qualitatively and quantitatively assessed. The assessments methods will include course teacher evaluations and institutional data quantitatively measuring student retention and performance. In addition, the Department will create an internal student satisfaction survey

### **3. Safety Campaign for Alumni Quad**

**STRATEGY:** In order to address the safety concerns of students, particularly of those residing on Alumni Quad and in the mid-town neighborhoods, the Division of Student Success, in particular, Residential Life, University Police, and Personal Safety and will collaborate with Facilities and the Marketing and Media Office to address on-going development of safety related enhancements. This initiative will include increased police visibility, continued personal safety programs, the addition of surveillance cameras on Alumni Quad, additional access via card swipe, on-going evaluation of lighting and sight obstructions due to landscaping, and a media campaign to highlight campus safety.

**SCHEDULE:** Implement in stages during 2006.

**FINANCIAL PLAN:** The Office of the Vice President for Student Success will partner with the Vice President for Finance and Business to cover the initial costs related to the purchase and placement of surveillance cameras. The Office of the VP for Student Success will finance the media campaign. Card swipe access changes will be addressed with residence hall maintenance funds.

**EVALUATION:** Crime statistics, as provided by University Police and Albany Police Department, as well as town-hall-like meetings with resident students of the downtown campus will be utilized. Additionally, ACUHO residence hall surveys address safety issues and can be determined by quad.

### **4. Transfer Transitional Programming**

**STRATEGY:** This initiative addresses the need to assist transfer students in their adjustment to on-campus and university life. Information from focus groups indicates that transfer students would benefit from programs that target specific transitional issues, particularly in the first six-eight weeks of school. This initiative will design a program plan for transfers in residence beginning the first week of class and continuing throughout the first semester. The goal is to help them better connect to their quad and the university; improve their ability to access available courses at pre-registration time; and to assist them with identifying available university resources.

**SCHEDULE:** Implement in Fall 2006

**FINANCIAL PLAN:** Estimated costs for these programs is \$10,000 which includes \$3,000 for fall semester welcome dinner/social day, \$2,000 for transportation, \$5,000 for on and off Quad programs and activities. These costs will be covered through quad program money and UAS Grant funding will be requested.

**EVALUATION:** This will be evaluated based upon student participation, focus groups and survey instruments for each program and activity.

**5. The Career Development Center proposes to hire two professional staff members and move the entire Career Center operation to an area of campus that is more visible to and convenient for students.**

**STRATEGY:** In fiscal year 2002- 2003, the Division of Student Affairs eliminated 25 lines due to reductions in budget. At this time, the Career Development Center lost 4 (four) staff members who were redeployed to other offices. This reduction in staffing equated to 50% of the staff, and, therefore, a drastic reduction in services to our students and alums.

It is clear that in order to meet the mission of the University that we “strengthen the recruitment, retention, graduation and placement of a diverse and appropriately prepared student in such a way as to place UAlbany in the front of the rank of the University Centers in the SUNY System...”, the Career Development Center must provide more comprehensive services that will enhance the placement of *all* our student populations. This initiative addresses the restoration of those services by creating two professional level positions in the CDC. This proposal also requests that the Career Center move to a new campus location that meets the professional guidelines set forth by the Council for the Advancement of Standards in Higher Education that indicate this function must be “in a convenient location for students and employers and project a welcoming, professional atmosphere for its users. A private employer workspace should be available.”

Two additional professional positions will restore much needed career services. It is proposed that the following services be added to the current work of the CDC:

- Reengage all services to graduate students and to alumni. This will include counseling appointments, mock interviews, resume/letter critiques and all walk in assistance.
- Foster relationships with Capital Region businesses for the purpose of developing internship opportunities for undergraduates. Undergraduate students have a specific need for these internship opportunities locally so that they are able to gain critical work experience while they attend classes.

- Increase the number of workshops and presentations for all student groups in order to aid educational and occupational planning and provide experiences that enhance future employment options.
- Increase marketing efforts and attention to first and second year students in order to develop self knowledge related to their competencies, interests and values.
- Resume staff facilitated evening workshops on the uptown and downtown campus for interviewing skills, letter writing and selection of appropriate educational or graduate programs.
- Develop links to alumni through the organization of an alumni network and career panels. This will provide opportunities to students to integrate academics with work experiences and provide networking for future career possibilities.

**FINANCIAL PLAN:** To be addressed in the base budget of the Division of Student Success.

**SCHEDULE:** August 2006.

**EVALUATION:** The CDC will partner with the Vice Provost for Assessment to develop and appropriate evaluation of this endeavor. Outcomes will be measured utilizing quantitative and qualitative measures involving all constituent groups, including employers. The overall satisfaction of alumni using these services will also be monitored by the Alumni Association and communicated to the Career Development Center. The number of new Capital Region internships and the satisfaction of the students working with these internships will be evaluated – both in terms of the experience and the relation of the internship to long term career goals. The type and quality of placements, both formal and informal, will also be evaluated. The CDC expects tangible improvement in students’ rating of career exploration at the University in both the Senior Exit Survey administered by Institutional Research and SUNY Central Administration (SOS).

## **6. Sexual Health Promotion**

**STRATEGY:** This initiative will work to promote responsible sexual behaviors, strengthen community capacity and increase access to quality educational programs and services to prevent HIV and other sexually transmitted infections and their complications, unplanned pregnancies, and related health concerns. According to the Centers for Disease Control (CDC), we have an epidemic of STI’s among young people, with 75% of all STI’s occurring in persons under the age of 24, and 50% of all new HIV infections occurring in persons between the ages of 15 and 24. College students are well represented in this high-risk group.

Consequences of such behaviors affect a student's ability to concentrate on academic responsibilities and in some circumstances results in a temporary or permanent disruption of educational goals. In keeping with the national goals established in "Healthy Campus 2010" by the American College Health Association we wish to see specific improvements reducing sexual risk-taking among our students.

University Counseling Center staff will develop and offer educational program opportunities to student groups, faculty and professional staff, including the "Don't Cancel that Class" program, which would offer faculty the option of a guest lecture on sexual health. The Center will further develop its annual awareness weeks: World AIDS Week, Black HIV Awareness Week, STI Awareness Week, Sexuality Week. In addition to expanding the membership of Project SHAPE: Sexual Health and Peer Education program we will also expand the repertoire of educational programs offered by this group. Finally, Center educators will develop a large-scale media campaign on the importance STI/HIV testing and risk reduction and author a monthly question and answer column in the "Student Voice" addressing student's questions on sexual health matters.

**FINANCIAL PLAN:**

1. Budget Awareness Weeks (Annual World AIDS Week, Black HIV Awareness Week, STI Awareness Week)	
a. Keynote speakers (2 per year avg. \$3500 each With honoraria and travel)	
\$7000.00	
b. Campus Center Ballroom rental, AV equipment	\$ 575.00
c. Refreshments	\$ 250.00
2. ASP ads, Student Voice ads	\$ 550.00
3. Brochures	\$1500.00
4. Condoms/dental dams	\$ 500.00
5. Project SHAPE: staff shirts	\$ 400.00
6. Staff end of year recognition and awards banquet	\$ 850.00
7. Contraception demonstration kits	<u>\$ 300.00</u>
	Total: \$11,925.00

Other sources of income:

1. UAS grants –	avg. \$3500.00
2. Residential Life -	\$1400.00
3. Student Association funds-	\$ 750.00
	Total other Sources: \$5,650.00

Total from Divisional support \$6,275.00

**EVALUATION:** Yearly administrations of the NCHA planned for the next three years will be used to evaluate sexual risk taking behaviors, incidents of unplanned pregnancies, HIV testing, and awareness of diagnosis with an STI.

(Since many STIs are asymptomatic, increasing testing in the absence of symptoms is likely to increase the number of positive diagnoses.) We will compare UA results with national results as well as target goals established in "*Healthy Campus 2010*".

## **7 Project First STEPS**

**STRATEGY:** The University Counseling Center will address the unique and complex needs of its first-year student high-risk drinkers through the implementation, evaluation, and institutionalization of a Screening and Brief Intervention (SBI) strategy, *Project First STEPS*, that builds on the nationally recognized National Institute of Alcohol Abuse and Alcoholism (NIAAA) Tier I Brief Alcohol Screening and Intervention for College Students (BASICS) Model (Dimeff et al., 1999). This initiative will work toward 1) reducing student alcohol use and 2) reducing "harms" or negative consequences that result from excessive use within our target population of first-year students.

This initiative addresses University Goal 2 – Strengthening the recruitment, retention, graduation, and placement of a diverse and appropriately prepared student population.

University Counseling Center staff will implement BASICS interventions with first-year students identified as high-risk drinkers based on results from confidential online alcohol use screenings conducted in the fall semester of their first year college .

**FINANCIAL PLAN:** As this initiative is funded by a two-year grant from the U.S. Department of Education, no funding is required during the 2006-2007 academic year. By June 2007, the Project Institutionalization Steering Committee will prepare a proposal for the institutionalization of project strategies found to be effective based on evaluation data.

**Evaluation:** Detailed baseline and follow-up assessment batteries will be administered to students within this project and will be analyzed by the project Evaluator from the Department of Educational and Counseling Psychology. The University Counseling Center Director will present the recommendations of the Project Institutionalization Steering Committee to the Vice President for Student Success by May 2007.

## **8. UAibany Alcohol Screening and Brief Intervention (SBI) Program**

**STRATEGY:** The University Counseling Center will address the needs of student high-risk drinkers identified within the University Health Center primary care setting through the implementation, evaluation, and institutionalization of a Screening and Brief Intervention (SBI) strategy that builds on the nationally

recognized National Institute on Alcohol Abuse and Alcoholism (NIAAA) Tier I Brief Alcohol Screening and Intervention for College Students (BASICS) Model (Dimeff et al., 1999). This initiative will work toward 1) reducing student alcohol use and 2) reducing "harms" or negative consequences that result from excessive use.

This initiative addresses University Goal 2.

University Counseling Center staff will implement BASICS interventions with undergraduate and graduate students seeking medical care through the University Health Center who are identified as high-risk drinkers based on results from confidential alcohol use screenings conducted within the context of University Health Center medical visits.

**FINANCIAL PLAN:** As this initiative is funded by a three-year grant from the Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services, no funding for staffing and implementation is required during the 2006-2007 and 2007-2008 academic years. Resultant from our requirement of two additional professional staff and two graduate assistants under this project, however, a serious need for additional office space to conduct BASICS interventions within the Health and Counseling Building has arisen. To address longer-term needs of this initiative, by December 2007 the Project Institutionalization Steering Committee will prepare a proposal for the institutionalization of project strategies found to be effective based on evaluation data.

**EVALUATION:** The University Counseling Center Director will work with the University Health Center Director and Vice President for Student Success to obtain additional office space for new staff. Detailed baseline and follow-up assessment batteries will be administered to students within this project and will be analyzed by the project Evaluator. The University Counseling Center Director will present the recommendations of the Project Institutionalization Steering Committee to the Vice President for Student Success by December 2007.

## **9. UAlbany Social Norms Project**

**STRATEGY:** Research (Perkins, 2005) indicates that the strongest predictor of college student drinking rates is their perceptions of peers' drinking habits. To correct significant misperceptions of the rate of alcohol use at the University at Albany that are held by our students and to support the increase of student use of protective behaviors, the University Counseling Center will plan and implement a campus-wide social norms media campaign. The selection of this persuasion strategy is based on its identification by National Institute on Alcohol Abuse and Alcoholism (NIAAA) as a Tier III promising intervention for college students.

The University Counseling Center, with assistance from the Office of Media and Marketing, and grant funds under the U.S. Department of Education's Alcohol and Other Drug Prevention Models on College Campuses Grant, will plan and implement an integrated campus-wide social norms media campaign. Center staff will also disseminate key campaign elements to faculty and staff for their use in further supporting our efforts to reduce underage consumption of alcohol and to increase use of protective behaviors by our students.

**FINANCIAL PLAN:** No financial resources are required for this initiative at this time. We have \$4800 already dedicated to Phase 1 of this project within the Creative Services Department IFR account, and we will request funding to implement Phase 2 by the fall of 2006. Data analyses from the National College Health Assessment (to be used to develop media messages for our social norms campaign) have been completed. We are currently working with the Office of Media and Marketing and Dr. H. Wesley Perkins, external consultant and developer of the social norms theoretical model, on refining our campaign elements and messages.

**EVALUATION PLAN:** The University Counseling Center Director will keep the Vice President for Student Success apprised of the progress of the social norms media campaign. We anticipate that the campaign will be in progress by the fall of 2006.

## **10. UAlbany STEPS Comprehensive Suicide Prevention Initiative**

Suicide is the second leading cause of death among college students. According to our 2004 American College Health Association NCHA survey results, an estimated 2500 University at Albany students "seriously considered suicide" within a year of the survey, while an estimated 456 students reported that they attempted suicide during that same period. These data indicate a clear and compelling need for educating all students, and the adults with whom they are involved, about the risk factors that contribute to the development of suicidal crises. Further, the data demonstrate a need for educating care providers and others about empirically supported brief interventions designed to reduce potent suicide risk factors. To this end, the University Counseling Center staff will work to increase the prevalence and utilization of suicide prevention programs on campus, including programs addressing education about risk factors that may lead to suicide, risk identification, and risk management

**STRATEGY:** The University Counseling Center will develop and provide educational programs and written materials to students, faculty, parents, and staff about suicide prevention, suicide risk and warning signs, and available resources to access assistance. Further, the Center will deliver programs and materials to University Health Center practitioners and other on-campus primary care providers that assist them in providing effective screening and early, science-based, focused interventions for students at risk for suicide.

**FINANCIAL PLAN:**

This initiative is funded through a federal grant awarded for a three-year period by the Substance Abuse and Mental Health Services Administration. No new money is needed. Development and implementation of educational programs and materials will occur during Phase 1 (2006). Phase 2 involves implementation and evaluation of programs and materials (2006-2007). Phase 3 concludes with the institutionalization of the suicide prevention program and dissemination of evaluation results (2007-2008).

**Evaluation:** *Risk Education-* Increase the proportion of University students, parents, faculty and other staff who receive information on suicide and suicide prevention (Measures: National College Health Assessment results, number of programs provided and program attendance).

*Risk Identification and Risk Management-* Increase the proportion of “at risk” University students with mental conditions who seek treatment services (Measures: on-line mental health screening behavioral intent data on utilization of services for suicide risk and related mental health concerns, the actual number of student requests for mental health services to the Counseling Center, the number of faculty/staff consultation requests for student mental health concerns, annual review of CARE Net referrals).

**Goal 5: Develop Successful athletic, recreational, alumni and public relations programs to help build University identity and spirit.****1. UPD/Citizen Police Academy**

**STRATEGY:** Hold two 2- hour sessions of Citizen Police Academy each Academic year, open to students and staff. Topics to include the role of the police in the University Community, the role of the student and staff in creating a safer campus, crime prevention, and an overview of educational programs sponsored by UPD. UPD will partner with Residential Life staff, Student Life, the Unions representing employees on campus and Human Resources to attract participants. Also, partner with the Albany Police Department to participate with APD in presenting a Police/Citizen Academy for the Pine Hills Neighborhood.

**SCHEDULE:** Fall 06

**FINANCIAL PLAN:** Overtime expenditures from the budget of the Division for Student Success of approximately \$2,000 to support one on-campus Academy and one Pine Hills Academy a year.

**EVALUATION:** Attendance will be taken to measure citizen interest. Course evaluations will be filled out by participants. Publicity will be sought in both on campus and off campus media. Once approved and developed, courses would be held each semester and an evaluation report submitted at completion.

## **2. Foster new partnerships with local neighborhood associations and business owners in the neighborhoods where our students reside and shop.**

**Strategy:** Continue and expand the “neighborhood clean-ups” done by our students and student groups such as the fraternities and sororities, work closely with the City of Albany and its implementation of the “Midtown Colleges and University Study” to improve the quality of life in these neighborhoods and refine our “Trash-to-Treasure” program off campus for the Spring of 2006. In order to refine and improve our “Trash-to-Treasure” program off campus for the spring of 2006, this subcommittee of the Committee on University & Community Relations will be reconvened. Effective programs at other institutions of higher education in this regard will be researched and examined for possible implementation here in the City of Albany.

**Resources:** Utilize the current budget of the Office of Personal Safety & Off-Campus Affairs as well as the time and energy of appropriate city, student, other colleges and neighborhood representatives.

**Outcome:** In order to continue and expand the “neighborhood clean-ups” done by our students and student groups, increased efforts and incentives are needed to motivate fraternities, sororities and other student groups in this regard. Success with this endeavor will be measured by the number of neighborhood clean-ups and the number of students who participate in these clean-ups in April/May as well as during the fall, 2006 semester.

Working closely with the City of Albany to successfully achieve specific goals in the “Midtown Colleges and University Study” (i.e. improve the quality of rental property and strengthen commercial development related to student needs), which are also related to the four primary goals of the Committee on University & Community Relations as stated earlier in this document, will necessitate the consistent and persistent work of the committee as the programs to achieve these goals are created and implemented. This will be facilitated by the regular reporting by Rebecca Brownell and others from the City of Albany concerning the progress of this study. This topic has been and will remain a regular item on the committee’s agenda. Success of these efforts will be measured by the achievement of the goals that specifically involve the Committee on University & Community Relations. It should be noted that the Committee on University & Community Relations is specifically noted in this study as a valuable resource to be utilized to achieve the goals of this study.

Success of the program we develop will be measured by a comparison of the amount and type of items collected as a result of this program by the Salvation Army at the end of the spring both in 2004 and 2005.

### 3. Sport and Personal Performance Enhancement

College student-athletes are viewed as an at-risk group for psychological distress and use of alcohol (Etzel, 1989; Maniar et al., 2001; Watson, 2005), and yet student-athletes underutilize counseling services on campuses nationwide (Maniar et al., 2001). In addition, recent data gathered from Albany student-athletes reveals rates of preseason consumption of alcohol (i.e., 14.3 average drinks per week) that are higher than campus, national college student, and national student-athlete norms. In 2000, the University Counseling Center established a relationship with the Athletic Department to begin addressing the unique psychological needs of Division-I student-athletes, and while student-athletes, coaches, and administrators consistently note their satisfaction with the programming provided, the services have been limited. The University Counseling Center will offer more systematic and specialized psychological services for student-athletes in collaboration with the Athletic Department.

**STRATEGY:** This initiative will include a number of core strategies. First, University Counseling Center staff will utilize psychological screenings to facilitate early identification and intervention (referral/treatment) for depression and other psychological conditions for all incoming athletes. Second, Center staff will develop and implement a specialized alcohol and other substance abuse prevention program targeted to the unique needs of student-athletes. Third, sport psychology services will be expanded to routinely educate all coaches and athletes about the psychological skills necessary to enhance personal, academic, and athletic leadership and excellence.

#### Financial Requirements and Implementation Schedule:

At present, one Psychologist devotes 20% of University Counseling Center staff time primarily to athletics.

#### Budget:

Psychological Screening (software and materials)	\$ 3500.00
Performance Enhancement Software	\$2122.00
Biofeedback Software	\$122.00
National College Health Assessment	\$480.00
Core Survey of Alcohol and Other Drug Norms	\$300.00
Audio and Video Resource Materials	\$398.00
Brochures and Posters	\$650.00
Professional Books/Journals	\$200.00
Maintenance of equipment and office space	<u>\$1000.00</u>
Total support from Division of Student Success:	<u>\$8772.00</u>

Grant opportunities through NCAA will be explored. A feasibility analyses will be conducted and additional costs will be determined.

Psychological screening will begin with athletes by Spring 2007. Programming with coaches and athletes will continue through the academic 2005-2006 academic year on a limited basis, with more intensive and systematic service offerings for the 2006-2007 academic year. Feasibility of offering Interventions targeted to subpopulations such as athletes in transition, injured athletes, and leadership excellence will be explored in Fall 2006-2007 academic year.

Proposed Method, Outcomes and Proposed Reporting Schedule:

To establish baseline rates and provide sub-analysis with athletes, the NCHA survey will be anonymously administered and the survey will be re-administered in subsequent academic years, as predetermined. The results will be utilized to measure outcomes and rates of alcohol consumption among student athletes compared with the general UAlbany student population, as well as national results for students and student-athletes. The University Counseling Center will track participation and satisfaction in various targeted programs. The University Counseling Center will report to the Vice President for Student Success.

**Goal 6: Foster new partnerships that permit the University to be engaged with the City of Albany, K-12 public education, with other institutions of higher education in the region, and with supporting foundations.**

### 1. Internship Opportunities in UPD

**STRATEGY:** Partner with both on campus and off-campus students to bring them in contact with Law Enforcement and promote a constructive UAlbany experience for them. This initiative has two facets. **\*On-Campus:** The UAlbany Campus enjoys the presence of the nationally recognized School of Criminal Justice on our Campus. We propose to partner with the School of Criminal Justice to provide opportunities for students to assist us while at the same time obtaining practical experience through their Internship program. The School of Criminal Justice has students eager to have first hand experience with a police department. This may include ride-alongs, arrest procedures and other practical aspects that need to be observed at “eye level” in order to be instructive. It will also include the assignment of a formal academic position paper. This will be a partnership resulting in academic credit awarded by the School of Criminal Justice. **\*\*Off-Campus:** We propose to partner with Albany High School and sponsor internships for students interested in law enforcement and law enforcement as a potential career or field of study. Their activities may also include ride-alongs, arrest procedures and exposure to other core police functions.

**SCHEDULE:** Fall 06

**FINACIAL PLAN:** This can be achieved without any additional resources.

**EVALUATION:** The effects of this partnering, both on and of campus, can be measured by the number of students participating. In the case of the School of Criminal Justice, we expect to see students successfully complete their internship and receive academic credit.

## **2. Habitat for Humanity Campus Partnership House**

**STRATEGY:** The UAlbany community will continue to work in partnership with the Capital Region Habitat for Humanity, Siena College, The College of Saint Rose, Albany Medical College and the Albany College of Pharmacy to collectively raise \$70,000 to build the Campus Partnership House in downtown Albany for a local area family. In addition to fundraising, there will be opportunities for students, faculty and staff to help build the Campus Partnership House. Building will begin once half of the \$70,000 is raised collectively by all institutions involved.

**SCHEDULE:** Fundraising will continue in 2006 until the entire \$70,000 is raised.

**FINANCIAL PLAN:** Fundraising materials and supplies needed to implement some of the fundraising ideas are estimated to cost \$1,500 and will be provided by the Division of Student Success budget.

**EVALUATION:** Success of this initiative will be determined by successful completion of the Habitat for Humanity house

## **3. Partner with local public education agencies, such as individual school districts and Boards of Cooperative Education Transition teams to focus on the students with learning disabilities and /or attention deficit disorder.**

**STRATEGY:** Develop a working relationship with the local education agencies regarding higher education differences between high schools success models and higher education access models in providing services to students with learning disabilities and /or attention deficit disorder. Develop programming to educate students as well as parents as to the difference between the demands of education in high school and higher education.

**FINANCIAL PLAN:** At first there will be little in regards to financial support for the contacts and meetings. As programming is developed, financial support will be needed to bring in national speakers that will be of interest to both the University community as well as the high school community. It is assumed that as a working relationship is developed, financial needs of both the University and the K-12 area will be mutually supportive when ever possible. Year 1: \$2,000 to cover costs such as printing and mailings to advertise transition meeting. Year 2: \$2,000 to cover costs as above and additional costs as idea grows and expenses for local speaker. Year 3: \$2,000 to cover above costs and expenses to bring in

national speaker with topic on “ADA and College Accessibility for students with disabilities”. This funding will be covered by the Division of Student Success.

**Implementation Schedule:** Fall 06

**Evaluation:** Contacts made per year; Meetings with professional staff in the public schools; Programs presented at local area schools; Growth to large programming appropriate to be presented in the University setting.

#### **4. Albany High School – UAlbany Alliance for Young Talent**

**STRATEGY:** On October 7, 2005 the University at Albany and the City School District of Albany announced the Albany High School - UAlbany Alliance for Young Talent. This alliance brings a new strategic level of focus on advancing student success, faculty collaborations and professional development, and other mutual interests. To begin that Alliance, UAlbany is building on its considerable base of programs with area schools to create a sustained comprehensive partnership with Albany High School. Another important reason for the alliance is that UAlbany shares the same neighborhood. Strengthening the neighborhood will help the University assure that that area prospers for attracting and retaining graduate students to our Downtown Campus. Some steps of the partnership will include a Faculty Teach-Out in early October and a campus visit of Albany High’s freshman class.

Goals include the following:

1. Inspire and prepare our students to realize their potential.
2. Increase the college-bound focus of Albany High School students.
3. Increase the access of Albany High School students to and enrollment at UAlbany.
4. Advance faculty collaborations and professional development opportunities for teaching and leadership.
5. Improve Albany’s quality of life through student community service and engagement particularly in the campus neighborhoods.

The Alliance has defined several action steps to work towards these goals with particular emphasis on the first three at present. Steps range from immediate efforts to build awareness of the need university – high school collaborations focused on the region’s youth to planning longer term actions that will address difficult challenges such as with at-risk students.

Action Step 1: Hold annual Teach Out

UAlbany and AHS faculty collaborated this fall on teaching varied subject areas in AHS classrooms this fall to great success. We plan to continue this as an annual event. Benefits including giving AHS students direct exposure to college faculty and even in some cases college course material [true?]. Another benefit is the direct interaction of faculty at both institutions. Being paired in classrooms together, faculty can more readily see the importance of viewing education as a continuum from K-16.

Action Step 2: Hold annual campus visit of all AHS freshman at UAlbany.

The entire freshman class of AHS, some 800 strong, is getting a taste of college through small-group visits to UAlbany running from December 2005 through May 2006. The goal of the high school and school district is to help students think of themselves as being college bound, a goal strongly shared by UAlbany. At the same time, students get their first glimpse of UAlbany which may stimulate future interest in choosing UAlbany. For most students, this is their first introduction to college. The experience includes orientation, a campus tour, lunch in a residence hall, and interaction with a UA student panel. A vital part of the half-day session, the panel offers positive role models and coaching on issues of concern to students whether it is the search process, overcoming challenges, or pursuing interests. The events are led by UAlbany's Academic Talent Search program along with Admissions.

Action Step 3: Develop tutoring and mentoring program to help at-risk students

Of the 900 entering freshman [or overall], some 70% have low levels of proficiency in math and reading. About 200 of these (or school-wide??) are most at-risk in terms of behavioral and academic issues and participate in the 9th Grade Academy special ACCESS program (Albany Children Can Excel in State Standards). A critical question is how to engage these students, motivate them, and help them graduate in four years. The Alliance is seeking external support to develop a multi-pronged strategy to assist the most significant challenges these students face. At the same time an initial step will be undertaken as quickly as possible to begin supporting ACCESS faculty teams with UAlbany students who can tutor low-achievers who

Action Step 3: Enrich opportunities to explore career interests in exciting fields

The Alliance will expand opportunities for Albany High School seniors to test their interests in promising careers which require a college degree. Currently AHS seniors can gain hands-on experience coupled with academic study in 6 Senior Career Exploration Programs from engineering to health in many businesses, non-profits and academic institutions throughout Albany. By tapping into more of UAlbany's academic strengths, the Alliance partners recognize that a vibrant K-16 pipeline can be cultivated over time in the sciences, social sciences, and other key fields. An immediate joint effort begins this spring while planning continues for new opportunities. Support is needed for the two initiatives noted below.

Forensic Science: UAlbany's DNA Academy and Albany High School are working together to add an exciting new pilot in forensic science. The pilot kicks off this spring and pairs high school students with faculty and graduate students at the Academy which is part of the university's Northeast Regional Forensic Institute. The goal is to build the K-16 pipeline for forensic scientists and related professionals who are in rapidly growing demand [Mark?]. At the same time the pilot taps the great interest of many high-school age students in this field and encourages their pursuit of requisite advanced degrees. The pilot will give two dozen students their first taste of the field through 10 hours of shadowing in the lab. They will then attend a moot court session in Sudbury, Massachusetts to see forensic scientists being trained for trial. UA's DNA Academy is contributing costs in-kind and the high school is covering the field trip. The pilot is beginning through in-kind contributions but external support is needed to make this an annual offering and develop it further.

**FINANCIAL PLAN:** Contingent on grant funding.

## **B. Initiatives Arising from Unit Issues and Priorities**

### **1. Annual Assessment of Student Health Behaviors and Risk Factors**

**STRATEGY:** The University Counseling Center will continue to evaluate and disseminate National College Health Assessment (American College Health Association) findings in the areas of alcohol and other drugs, sexual assault, HIV/AIDS and other sexual health issues, and other health promotion areas in order to inform, refine, and guide prevention efforts and to enhance student productivity and retention.

To date, the University Counseling Center has conducted two campus-wide administrations of the ACHA-NCHA (Spring 2000 and Spring 2004), offering two sets of baseline data from which to establish benchmarks. The Center will continue such administrations on an annual basis to assess for the impact of programs and services and to monitor the changing picture of student health and risk behaviors so that future interventions may be most responsive to assessed student needs.

**FINANCIAL PLAN:** As annual administrations of the ACHA-NCHA are required by two of our federal grant funding agencies, these survey administrations will not require University funding. We have worked with the Office of Institutional Research to complete an in-class ACHA-NCHA administration during late March of 2006.

**EVALUATION:** The University Counseling Center Director will keep the Vice President for Student Success apprised of the progress of survey administration and will work with the Vice President on a plan for reporting of survey data within

the University. Data from the spring 2006 ACHA-NCHA administration should be available by October of 2006.

## **2. International Association of Counseling Services (IACS) Accreditation of University Counseling Center**

**STRATEGY:** The Center provides a range of mental health and educational services for the campus and has an established self-evaluation and quality assurance program so essential to insuring the quality of critical and high-risk services. An integral component of such a program is an external review process and subsequent accreditation. Therefore the University Counseling Center will develop a plan for accreditation by the International Association of Counseling Centers (IACS).

Complete an application for IACS accreditation and work with University Counseling Center staff to engage in a Center self-study and prepare for the IACS accreditation site visit.

**FINANCIAL PLAN:** There is no new money needed in the planning stages in 2005-2006. The self-study and application will be completed in fall of 2006; the application fee has been waived. The site visit would be expected in Spring 2007 and is estimated to cost approximately \$1500. Funding for the site visit will be determined based on an evaluation of its priority ranking among Center projects in the 2006-2007 academic year.

**EVALUATION:** A proposal for budgeting and the application process will be completed by December 31, 2006.

## **3. American Psychological Association (APA) Accreditation for Pre-doctoral Psychology Internship Program**

**STRATEGY:** Beginning in 1991, the University Counseling Center's current APPIC-member pre-doctoral psychology internship program was developed with the long-term goal of American Psychological Association accreditation. An APA-accredited internship program would enable the Center to attract the highest caliber of doctoral students in counseling and clinical psychology from around the nation. Accreditation also would provide formal recognition on a national level that the Center maintains the highest standards in professional training.

Phase 1: Study the feasibility of and develop a proposal for pursuing American Psychological Association accreditation for our current APPIC-member pre-doctoral psychology internship program. Phases 2 & 3: Complete the APA self-study, application, and site visit process.

**FINANCIAL PLAN:** Schedule and Financial Plan: No new money is needed during the feasibility study phase of the plan (Phase 1, 2006-2007). Phase 1: A proposal will be completed during the Fall 2007. If the Phase 1 feasibility study is affirmative, Phase 2 will entail engaging in the formal APA self-study process, making program modifications as needed, and finally completing the application for APA-accreditation (2007-2008). Phase 2 will require \$2500 to cover the application fee and (if needed) a pre-site visit consultation. Phase 3 involves the required APA site-visit (2008-2009). Funds to cover the expenses of a site visit will also be required (\$3000). The current annual accreditation fee is \$2000.

**EVALUATION PLAN:** A decision on the feasibility, proposed budget, and estimated time-line will be produced by December 31, 2007. The self-study document and accreditation application will be completed by December 31, 2008. The APA site visit will be completed by December 31, 2009. The final outcome measure is APA-accreditation for the internship program.

## **C. Initiatives Related to Enrollment Management**

### **1. Support Programming and Staff Enhancements to “Danes After Dark” Late Night Activities**

**STRATEGY:** “Danes After Dark” is a late night programming initiative developed to respond to our students’ need to have something constructive to do during late nights on weekends and to address issues related to alcohol abuse by underage students. The program provides events on-campus every Thursday (till 11:00 pm), Friday and Saturday night (till 3:00 am) when classes are in session. This type of programming is also designed to promote personal and social engagement, and is particularly directed to freshmen and sophomores to enhance their engagement in the life of UAlbany.

The “Danes After Dark” program was run as a pilot program in the spring 2005 with full implementation during the fall 2005 semester. Because of its initial success and of the potential to develop a variety of attractive, healthy program options, the Office of Student Activities has developed codicils with Campus Center Management, the Student Association, University Auxiliary Services and Residential Life to expand the “Danes After Dark” initiatives.

**As the “Danes After Dark” Program expands, however, there is a critical need for additional programming money to provide a variety of interesting, fun and educational programs during late night hours. There is also a need for a professional staff presence in the evening to manage the Campus Center facilities, to interact with students in a role-modeling capacity, and to work with student groups and other university offices to identify and plan the night programming that will occur three nights of every week.**

An expanded program with a dedicated staff member would include:

- Expansion of programs to residential satellites
- Inclusion of off-campus residents in Alumni Quad activities
- Saturday night "Take Your Favorite Faculty to Dinner in the Patroon Room."
- Faculty/Student Coffee hours in the Patroon Room where new couches, tables and bookcases have been installed
- An increase in major events in Ballroom, Patroon Room, Performing Arts Center and Gym
- Diversity Enhancement programs
- Midnight basketball
- Faculty film series in the Assembly Hall – "See the World From the Eyes of our Faculty." This program will invite faculty to share their experiences abroad by sharing their films and pictures and participating in informal discussions with students who are interested in traveling, studying or working abroad.
- Faculty led discussion groups on our annual campus reading project (UAS has donated \$10,000 to Academic Affairs in support of bringing Tracy Kidder to campus)
- University Senate and Student Success co-sponsored Public Forums on topics such as the Solomon Amendment and "The Biology Wars: The Religion, Science and Education Controversy."
- Concerts & Movies in locations other than Campus Center
- Motivational/Educational Speakers
- The development of student programming boards to help plan, market and execute events, programs, services, and resources for their particular area.
- Expansion of Campus Center recreational equipment
- Promotion of student theater and musical performances in the PAC.
- Collaboration of "Danes After Dark" opportunities with other campus entities such as Academic Offices.

**SCHEDULE:** Fall of 2006

**FINANCIAL PLAN:** The estimated cost for this plan is \$120,000 in programming funds per year, with an additional \$40,000 for 1 FTE to run the program. Codicils with other offices (\$50,000 committed from Student Association; \$10,000 from UAS and \$10,000 from Residential Life) resulted in a \$70,000 commitment for programming. **\$50,000 in funding and an additional \$10,000 to be applied to one FTE for the next three years, will be funded in the base budget of the Division for Student Success.** The remaining \$30,000 in this salary is committed by Student Activities and Campus Center Management.

**EVALUATION:** Data will be collected on number, types and attendance for programs offered; locations utilized number of co-sponsored programs; and

major events. Efficacy in impacting student attitudes and experiences will also be measured. Particular attention will be paid to the ability to attract typically hard to involve students, such as those that live off campus. Long term evaluation will assess the impact on student involvement and faculty-student interaction.

## **2. UPD Officer Programming Training**

**STRATEGY:** Because of increased demand, train 2 additional UPD officers in RAD.

**FINANCIAL PLAN:** \$500 per officer plus \$800 lodging to train 2 additional police officers in RAD. The total for this initiative is approximately \$1,800.

**SCHEDULE:** Fall 06

**EVALUATION:** UPD will track their ability to keep up with demand for RAD programming.

## **3. Career Development Center Mini Career Fairs for On-Campus Jobs**

**STRATEGY:** To meet the needs of those students seeking on-campus positions as well as that of our on-campus employers, the CDC would like to hold four mini-career fairs each year. Those would be similar to the two very well attended events (the Delta Sigma Pi Fall Career Fair and the Spring Job & Internship Expo) and would be held as follows: one at the beginning and one at the end of each fall and spring term. Using current resources and reaching out to all departments, offices and entities that hire students for part-time positions on our campus, the CDC would coordinate and hold the four events.

**FINANCIAL PLAN:** No additional funding would be required as we would utilize staff members, work-studies and graduate assistants already in our employ in the implementation of this project.

**SCHEDULE:** One mini-fair at the beginning and one at the end of each fall and spring term.

**EVALUATION:** The outcome would be measured by:

- a) attendance at those four mini-career fairs for on-campus jobs;
- b) results of the survey of our on-campus employers after the first year of implementing this new approach to determine whether or not there existed any improvement over previous years in the timing (i.e., were they able to fill the positions faster than before?) and the size and competitiveness of their applicant pool;
- c) similarly, a questionnaire could be circulated amongst all undergraduates who hold part-time positions on campus querying whether or not they found those events helpful and if they would like to see a continuation of
- d) the initiative.

### **3. Renewal Campus Center lighting systems in the Main Lobby and Ballroom**

**STRATEGY:** Given the Campus Center's high public profile, particularly with first time visitors, there are significant building components that are in need of a timely upgrade. In particular, the lighting systems in the Main Lobby and Ballroom are inefficient and contribute greatly to a dreary first impression. The Campus Center will work with a regional lighting designer and the Facilities Management Department to jump start the stagnant lighting renovation project for the Campus Center lobby, with an eye towards implementation over the summer of '06.

**FINANCIAL PLAN:** The estimated budget figures range between \$20,000 and \$30,000 and we look to shared financial support between the unit's IFR budget and division resources, as well as any appropriate "energy management" appropriations through the Division of Finance and Business. Planning support from the Facilities Management Department is essential. Lighting schemes for the Ballroom will be cycled in during the next 2 years, with continued funding support from the unit's IFR funds and additional divisional support.

**EVALUATION:** Positive outcomes from this investment in facility rehabilitation will be evident in the unit's assessment responses to the overall satisfaction with the facility and the view of the Campus Center as a "positive environment."

### **4 .Address Increased Enrollment Through the Institutionalization of New Grant-Funded Prevention and Intervention Service Initiatives and Restructuring of the Funding Basis of the Center**

**STRATEGY:** During the past several years, the University at Albany has experienced a steady increase in student enrollment that is projected to continue through the next 4 years. Requests for service and the drain on all of the Center services are directly correlated with the number of students on the campus. The potential impact of the increase in enrollment is amplified by evidence suggesting that students are coming to the University with more complex mental health and substance abuse-related issues, resulting in associated increases in risk and demand for services. To address this challenging issue, the Counseling Center has applied for and received over \$3.5 million from six major federal service-focused grants which have served to increase staffing ratios and service delivery to address our expanding student needs. To meet future service needs based on projected University enrollment, the Center will work toward the institutionalization of both new initiatives and associated staff positions currently supported by external federal grant funding. At the same time Center resources should be more directly tied to the student health fee and thereby fluctuate with enrollment shifts to stabilize service delivery resources.

The Center will assemble and coordinate a Grant Project Institutionalization Steering Committee comprised of key project staff, faculty, professional staff, students, and University administrators to evaluate the progress of ongoing grant-funded projects and make recommendations for the institutionalization of new initiatives based on project-related outcomes.

**FINANCIAL PLAN:** This initiative will not require any funding by the University. The Project Institutionalization Steering Committee will be formed in the spring of 2006 and will convene twice per semester to review project progress and develop institutionalization plans for interventions determined by outcome data to demonstrate effectiveness.

**EVALUATION:** Detailed baseline and follow-up assessment will be conducted with all grant-funded projects to obtain outcome data. The Project Institutionalization Steering Committee will be provided with periodic progress reports of project outcomes and will formulate recommendation for institutionalization of effective initiatives into the University structure

## **5. Small Group Peer-Facilitated Alcohol Intervention for Judicially Referred Students**

**STRATEGY:** The University Counseling Center will address the unique and complex needs of its high-risk drinkers referred to the University judicial system for alcohol-related policy violations through the implementation, evaluation, and institutionalization of a set of peer-facilitated and professionally supervised small group intervention strategies that build on the efforts of the nationally recognized Middle Earth Peer Assistance program of the University Counseling Center and adhere to National Institute on Alcohol Abuse and Alcoholism (NIAAA) Tier 1 evidence-based interventions for alcohol abuse. This initiative will work toward 1) reducing student alcohol use and 2) reducing "harms" or negative consequences that result from excessive use in our judicially referred students.

University Counseling Center staff will continue to train and supervise undergraduate peer facilitators from the Middle Earth Peer Assistance Program who deliver project-related small group interventions.

**Financial Plan:** As this initiative is funded by a three-year grant from the National Institute on Alcohol Abuse and Alcoholism, no funding is required during the 2006-2007 academic year. We are currently considering ways in which we can institutionalize effective project-related interventions after the project termination date of September 2007. By the spring of 2007, the Project Institutionalization Steering Committee will prepare a proposal for the institutionalization of project strategies found to be effective based on evaluation data.

**EVALUATION:** Detailed baseline and follow-up assessment batteries will be administered to students within this project and will be analyzed by the project evaluator. The University Counseling Center Director will present the recommendations of the Project Institutionalization Steering Committee to the Vice President for Student Success by June 2006.

## **6. Redevelopment of Alumni Quad and Related Housing Issues**

**STRATEGY:** The University Residence Capacity Planning Group has determined that given the current enrollment growth, there will be a housing shortage of approximately 1000 beds by 2009. Given this, an RFI will be issued to in early February 2006 to developers with demonstrated expertise in improving and developing urban student housing. They will be asked to submit information and qualifications to help guide in the development of plans in support of improving, developing, and expanding the Alumni Quad housing site of the University, providing modern amenities, and developing the structures and site to achieve its maximum potential for bed capacity.

With regard to any newly constructed beds that would be provided at the Alumni site, it is intended that they be developed so as to provide attractive, functional, and affordable apartment-style housing. Preferred amenities for the new beds should include, but not be limited, to the following:

- Apartment clusters
- Private single bedrooms at 100 square feet minimum
- Modern kitchen facilities within each apartment
- Modern, shared living and study facilities within each apartment
- Cable television, telephone, and data/internet connectivity
- Modern, durable furnishings
- Air-conditioning
- Centralized washer and dryer facilities
- Continuation of distributed blue-light emergency phones and improved security measures
- Bicycle storage facilities
- Fully sprinklered apartments and buildings with modern addressable fire alarms
- Limited number of fully handicapped accessible apartments
- Central, shared recreational gathering space and amenities

When completed, Alumni Quad would be configured and operated to provide safety and privacy to its occupants at the same time creating a sense of a living and learning “community”.

**SCHEDULE:** Planning begins in Spring 06

**FINANCIAL PLAN:** This project will be self supporting.

**EVALUATION:** It is proposed that a feasibility study be completed by an outside firm to confirm total new bed requirements as well as to assess student needs.

**CAPITAL PROJECTS**  
**Division of Student Success**

- **A new Student Union to address the need for recreational, meeting and office space for students as well as campus-wide conference space**
- **1,000 new beds in residence halls to accommodate enrollment increase and bed demand**
- More aggressive rehab schedule for current residence halls
- New dining halls
- New building for 5 Quad
- Total rehabilitation of the Health and Counseling Building