January 2009

I am pleased to present the *Student Success Briefing Book* for 2007-08!

I am constantly amazed by the tireless effort which Student Success staff put forth each day to support our students and their academic careers at UAlbany. Our staff, across the thirteen units that make up our Division, are passionate about what we do and dedicated to our students’ successes both in and out of the classroom.

The *Briefing Book* gives you a sense of the kind of important work that our units engage in throughout the year. The following pages not only give you a snap-shot of each unit’s activities during the past year, they also include points of pride, strategic goals for the coming year, and areas for continued improvement.

Day or night, fall or spring, in Student Success our work is never done…and we wouldn’t have it any other way.

Great things are happening in Student Success at UAlbany – and the best is yet to come!

Sincerely,

Christine A. Bouchard
Vice President for Student Success
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ENGAGE | LEARN | SUCCEED

Student Success provides opportunities and support for students to engage as contributing members of the University at Albany and to learn the intellectual and personal skills necessary to succeed in an academic community and a global society.

TO ENGAGE

Student Success:

- Provides opportunities for our students that encourage full participation in the life of the university and the surrounding community.
- Encourages engagement through student volunteerism, group membership and leadership development.
- Collaborates with families, faculty, staff, alumni and the local community to increase the opportunities to support our students.
- Promotes a vibrant student body with pride in the University and an appreciation for UAlbany traditions.

TO LEARN

Student Success:

- Provides educational programs, services and activities that enhance our students' intellectual, social, cultural, professional and spiritual development, foster multicultural competency, and sustain and improve their physical and mental health and well being.
- Promotes responsible behaviors, healthy life choices and civic-minded citizenship in the university community, the local community and the world.
- Fosters respect for the diversity of our community as well as for the individuality of each student and insures that all students are extended a full and equal place in our community.
- Creates and sustains welcoming, safe and secure residential and campus-wide environments that are conducive to the academic mission.

TO SUCCEED

Student Success:

- Provides a foundation for students to attain their goals by preparing them for the challenges, opportunities and responsibilities of a global society.
- Assesses the programs, activities and services that foster and enrich the student experience.
- Promotes a student-centered perspective throughout the University.
TODAY'S UALBANY STUDENTS...

...are the first in their family to go to college and communicate daily with their parents’ who have at least a high school education;

...had UAlbany as their first choice when applying to colleges out of high school and chose to attend UAlbany because of its overall academic reputation and the affordable cost of attending;

...find that the difficulty of their coursework matched their expectations when entering college, felt prepared for the academic demands upon arriving to campus, cite class discussions as their preferred mode of classroom learning, and enjoy learning for the sake of learning;

...are majoring in the social sciences, business or the humanities;

...communicate with their instructors via email;

...plan to graduate in four years;

...live on-campus;

...have to work in order to pay for some/all of their college and personal expenses;

...would like to be more involved in campus activities;

...are on their parents’ health insurance;

...have a cell phone, laptop computer, ipod and TV on campus; text message several times a day; and instant message daily;

...participate in a social networking web site; believe that potential employers look at their online profile; and think they should be held accountable for actions depicted in their posted photographs;

...have at least two email addresses, and primarily use their UAlbany email address;

...stay current with local, national and international news primarily through the internet (online newspapers);

...believe UAlbany is a diverse campus and believe that they personally contribute to that diversity, they recognize and are ok knowing that others’ opinions may be different than their own, and believe that being able to interact with individuals of diverse backgrounds will help them after college;

...consider themselves liberal, are concerned with social issues, believe it is important to make a difference in the world, give back to their community, and treat others with respect.

- Based on spring 2008 “Profile of Today’s College Student” survey, UAlbany student responses.
CAREER SERVICES

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MISSION:
Career Services educates students to empower them in making gratifying, career decisions and to develop, transition, and function successfully in a diverse and global society.

GOALS:
- To motivate students to pursue internship, study abroad, volunteer, and participate in community service experiences to gain knowledge, develop skills, and become engaged participants in society.
- To encourage students to take personal responsibility for their life plans such as pursuing advanced education (i.e., graduate and/or professional degrees), choosing a career, and conducting an effective job search.
- To maintain a variety of partnerships with employers, campus academic departments, and university administrative offices that contribute to the breadth and effectiveness of our services.

UNIT OVERVIEW:
Career Services provides career counseling, decision-making, and planning assistance to undergraduate, graduate, and doctoral students, as well as alumni. These services include career assessments, help in selecting a major, gaining experience through internships or community service, searching for jobs, changing careers, and preparing for graduate school. Our office hosts and co-sponsors career fairs, manages on-campus recruiting, and offers a large number of programs (workshops, career panels, and munch & learns) throughout the year to benefit the University at Albany student body.

DASHBOARDS:

Students Registered With MonsterTRAK

Career Counseling Appointments

Career Events Attendance

Companies Who Visited Campus
LEARNING OUTCOMES:

1. Ninety percent of freshmen and sophomores have an understanding of the career planning process following their initial appointment in Career Services.

2. Seventy-five percent of juniors, seniors, and alumni can identify three key methods of an effective job/internship search after working with a career counselor.

3. Seventy-five percent of Career Services users know how to write a resume and a cover letter.

POINTS OF PRIDE:

- **2008 Job & Internship Expo, 2/13/08** - Initially, 130 employers were scheduled to attend. Several cancellations due to that day’s ice storm brought the actual number of attendees to 112, an increase by 13 over last year’s Expo.

- **SUNYCDO Award for Excellence in Programming** - Won a SUNY Career Development Organization Award for a humorous and educational video we created for use at our Dining Etiquette and Young Professional Networking dinner.

- **Jobsapalooza, 1/3/08** - Twenty employers and 108 students attended this first-time event co-sponsored by the University at Buffalo and Stonybrook University.

- **2007 Senior Survey** - A senior survey was completed for the first time in several years. The response rate was 52 percent. Results indicate that 97.8 percent of graduates are employed or attending graduate/professional school.

CONTINUOUS IMPROVEMENT:

1. **Improve Website** - Although we have updated over 90 web pages, we have many more to do. We need to add more alumni and diversity resources as well.

2. **LGBT** - Raising awareness about LGBT friendly environment and resources available through our career library and web pages.

2009-10 STRATEGIC GOALS:

1. Increase alumni partnerships.

2. Increase internship opportunities.

3. Improve technology: continue updating and improving our web pages, as well as exploring new options.

4. Identify grant options.

5. Increase employer participation at career fairs: goal of 150 employers for our Expo and 35 employers for Jobsapalooza.
MISSION:

The Campus Center is the nucleus of the academic podium and provides a welcoming source for meetings, socialization, dining, and services for students, faculty, staff, alumni, and guests.

To achieve this mission, the Campus Center staff will:

- Provide an inclusive environment where all members of the community are valued through quality programs, an inviting dining environment, effective support services, and safe, pleasing facilities.
- Manage the Campus Center’s facilities and support its programs to foster interaction among the University community and enhance the quality of campus life.
- Manage the finite physical and financial resources to insure balanced access for the community’s shareholders.

GOALS:

- Encourage and enhance the University at Albany community by providing a welcoming, inclusive atmosphere that supports the social, cultural and academic growth of our students, faculty and staff
- Provide effective meeting / event support for the Campus Center’s constituencies
- Position the Campus Center for viable, highly effective growth through renovation and renewal

UNIT OVERVIEW:

The Campus Center seeks to manage the building, its programs and facilities, and to maximize the effectiveness of the University’s central meeting place and community hub. Campus Center Management is active, and central in the coordination of the Campus Center’s four current functions: student center, conference center, student services center and campus’ primary dining facility. This unit is invested heavily in the planning and facilitation of the building’s events, and acts as a planning resource for hundreds of special events and their sponsors (56% of the C.C.’s meetings and events during the past year were booked and/ or were provided planning services by the unit’s 1.5 staff members – see graph # 3 in the dashboards section.) As the campus moves towards adding to the physical structure of the Campus Center, this unit is actively involved in surveying and analyzing recent trends in student center renovation and services to properly position this much needed improvement to the campus infrastructure.

DASHBOARDS:
LEARNING OUTCOMES:

1. Students will recognize the Campus Center as the “Living Room” of the campus and that it contributes positively to the sense of community at UAlbany by increased usage of the facility.

2. Students will recognize that the Campus Center plays a central role in the out-of-classroom experience at the university.

POINTS OF PRIDE:

- **Maintenance of the campus’ most ambitious programming resource** - Usage of the Assembly Hall & Ballroom was up 5% over the previous year. Even with the loss of CC 361 as a meeting room – a room that has historically had over 350 reservations / year - the Campus Center usage totals were within 32 of last year’s highest usage totals. Testing space usage through the Disability Resource Center has increased nearly 15% over the past two years.

- **Renovations and upgrades of the Campus Center** - The year started with the complete rehabilitation of the two most public rest rooms facilities and its traffic redirection challenges, included a major renovation of the radio station, and continued with the planning and substantial completion of a comprehensive signage project.

- **Campus Center Addition Project Planning** - Two trips were made to sister institutions to see recent renovations and to discuss renovation processes with those who were involved. In addition, a review of similar local and SUNY institutions was achieved to develop a baseline for expectations and planning.

- **Recognition from L.G.B.T. conference** - The Campus Center was cited for “outstanding support” of the L.G.B.T. conference – particularly for the establishment of unisex bathrooms in the conference areas.

CONTINUOUS IMPROVEMENT:

1. **Office Space Allocation** - The routine evaluation and adjustment of student office space allocation is needed to keep the areas viable and focused on current community needs. A viable structure and process has been established for that routine evaluation.

2. **Improved billing systems** - The billing process of the Campus Center reservation system is inadequate for good business practices. Billing is too laborious in its current structure to provide timely billing. A study into applicable models and modes of staffing is needed to improve this aspect of the reservation process and will be a target for significant improvement this year.

3. **Greater inter-campus contact and interaction** - Regular interaction with peer institutions and facilities is necessary to insure best practices and adoption of emerging trends. To accomplish this, the Director needs to actively visit and spend time with colleagues to stay at the front of the curve for student centers.

2009-10 STRATEGIC GOALS:

1. Campus Center Management will collaborate with U.A.S. and Chartwells to manage the Indian Quad dining experience in a positive and efficient manner. The effect of over 1,000 additional diners will be monitored and strategies will be employed to make the dining as pleasing as possible and with the least negative effect on other programs in the building.

2. Campus Center Management will effect a reorganization of the student offices and will begin to develop multi-group office and group storage spaces. This initiative will include a significant infusion of unit funds to buy new office and storage furnishings for student office areas.

3. Campus Center Management will provide leadership and, in collaboration with Undergraduate Education and Student Success, develop and logistically support the new Transfer / Commuter Student Lounge and its programs.

4. Campus Center Management will manage the high demand for its meeting facilities with creative staffing strategies in both the intake / planning process and in the logistical facilitation of those events.

5. Campus Center Management will improve the audio-visual support of programs in its meeting rooms by upgrading video projection equipment and performance.
COUNSELING CENTER

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Estela M. Rivero, Ph.D., Director
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MISSION:
The University Counseling Center promotes the emotional and behavioral health, furthers the social development, and enhances the academic productivity and personal well-being of University at Albany students.

To achieve this, University Counseling Center professionals:

- Coordinate and deliver psychological counseling, assessment, and consultation services
- Develop and provide health promotion initiatives, and alcohol and sexual assault prevention programs
- Implement innovative interventions based on best practices, conduct program evaluation research and seek grant funding to further these initiatives
- Train advanced doctoral students and teach undergraduate and graduate academic courses
- Supervise the daily operation of two peer education programs
- Develop and deliver services that are sensitive to the needs of a diverse campus

GOALS:

- To promote the mental health and well being of our students by providing psychological counseling, assessment and consultation that is timely and tailored to the specific needs of the University at Albany student body
- To enhance campus health and safety through the development of risk management strategies aimed at the prevention of and coordinated response to psychological crises, as well as through the broad scale delivery of clinical and educational services
- To offer full access to services that are sensitive to and knowledgeable about the diversity of backgrounds, cultures, and individual personal characteristics and which promote the success of all students
- To develop, implement, and evaluate innovative evidence-based prevention and health promotion programs that enhance the health and the intellectual, social, emotional, and physical development of students
- To provide training and supervision for graduate and undergraduate students within our nationally-recognized undergraduate peer assistance programs and in our doctoral training program for advanced students in clinical and counseling psychology

UNIT OVERVIEW:
The Center provides psychological assessment and individual and group treatment for all students, as well as specialized services for student athletes, academically underachieving students and students mandated for high risk drinking related infractions. Consultation and crisis response are provided to manage campus crisis situations and to provide triage and emergency assistance to students in acute psychological distress. Prevention and health promotion services address a range of health and psychological issues including sexual health, alcohol and other drug prevention and sexual assault prevention. The Center’s two peer assistance programs offer course credits to undergraduates who provide peer assistance through a hotline and peer education. As an APPIC approved program, the Center provides internship and pre-internship training for advanced doctoral students.
• To provide classroom instruction to undergraduate students within our peer assistance & peer education programs

• To encourage staff development, self assessment and resource development to ensure the maintenance and improvement of services and the mounting of innovative evidence-based responses to students’ complex and ever-changing needs

DASHBOARDS:

LEARNING OUTCOMES:

1. Sexual Health Promotion: the Counseling Center will promote responsible and healthy sexual behaviors and relationships as evidenced by increasing knowledge, self efficacy, use of condoms for STI prevention, use of contraception for pregnancy prevention, and increasing the number of students getting tested regularly for STI's for early treatment and reduction of infection.

2. Social Norms: the Center will correct student misperceptions of the alcohol and other drug use of their peers as a vehicle for encouraging the self assessment/correction of their own alcohol use.

3. Save A Life: the Center will continue to increase the knowledge and skill of faculty staff and students in responding to the suicidal and disruptive behavior of students and thereby increase the safety of the community.

POINTS OF PRIDE:

• Early Intervention Efforts: Alcohol Abuse - The Counseling Center screened over 11,000 UAlbany undergraduate and graduate students within three sub-populations of high-risk drinkers for alcohol abuse and related negative consequences. Students identified as high-risk drinkers who participated in the Brief Alcohol Screening and Intervention for College Students (BASICS) showed significant reductions in reported drinks per week and peak drinking episodes at six months post-intervention.

• Early Intervention Efforts: Suicide Risk - The Counseling Center developed and implemented a tailored and small group training program, the Save-A-Life Program, to inform faculty and staff of the warning signs for suicide and teach them identification and referral skills. During the past year, a total of 99 faculty and staff have been trained under this program. In addition, the Center refined and further implemented its CARE Net (Consultation and Resource Evaluation) program for students who have exhibited suicide attempts or threats. This year, a total of 25 students were served by this program.

• Improving computer scheduling infrastructure - The Center purchased and adapted Titanium scheduling and record-keeping software to significantly improve the accessibility, reliability, and overall usefulness of the electronic scheduling of clinical and educational activities. This provides better tracking of individual contacts, less frequent disruption of clinical operations, and the capability of seamless and more efficient record entry and retrieval.
CONTINUOUS IMPROVEMENT:

1. **Student access to services and on-site risk management** - When the Counseling Center moves off-campus beginning fall 2008, students will no longer have pedestrian access to the service and the site will require taking a shuttle or driving. This change will require some adjustment for both students and our referral sources. The Center will monitor access to insure that all parts of the campus are well informed and to ease any transitional issues in response to the move. Activities to track and address these challenges are in the planning stages but include significant multimedia promotions and careful assessment of demographic changes in student-clients.

2. **Early Intervention for Alcohol and Other Drug Abuse** - Early intervention has resulted in mixed results with our mandated students who are the University’s highest risk drinkers. Attempts will be made to focus on the BASICS model and consider ways to tailor it for this most challenging group of students.

2009-10 STRATEGIC GOALS:

1. The Counseling Center will enhance and further refine its early intervention program for students mandated for alcohol policy violations who require alcohol screening and brief intervention services. Counseling Center staff has been monitoring effectiveness of current interventions for mandated students and will be implementing target-population specific enhancements based on this review during the upcoming year.

2. The Counseling Center will utilize its student health assessment data to enhance and refine its campus-wide Social Norms Campaign. NCHA data collected in Spring 2008 is currently being analyzed, and media campaign elements are being prepared for dissemination in Fall 2008.

3. The Counseling Center will institutionalize all grant-funded components of its comprehensive, target population-specific alcohol screening and brief intervention program determined to be effective based on outcome evaluation.

4. The Counseling Center has continued to collect ongoing data on intervention effectiveness. Based on a review of this data, an institutionalization plan will be developed during the 2008-2009 academic year.

5. The Counseling Center will maintain and improve upon its high quality professional training for doctoral students. The improved physical resources within the Center (e.g., observation rooms, video capacity, etc.) made available through the upcoming move will further our progress towards accreditation of our internship program through the American Psychological Association.

6. The Counseling Center will continue 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 physical and emotional health concerns.

7. The Sexual Assault Resource Center will continue to increase its visibility and accessibility for students and staff while further developing programmatic initiatives.
CONFLICT RESOLUTION & CIVIC RESPONSIBILITY

Clarence L. McNeill, **Director**
cmcneill@uamail.albany.edu

MISSION:
The Office of Conflict Resolution & Civic Responsibility upholds the student code of conduct that establishes standards for our students that stress the values of personal and academic integrity, respect for others and property, and the appreciation and acceptance of a diverse community.

To achieve this, Conflict Resolution and Civic Responsibility staff:
- Promotes respect for the individuality of each student in promoting justice and insures that all students are extended due process regardless of their abilities, race, ethnicity, gender, age, sexual orientation, or religion;
- Maintains, disseminates and educates students with regard to Community Rights and Responsibilities, the student code of conduct;
- Provides students, faculty, and staff with access to consultation services, conflict resolution and alternative dispute mediation;
- Coordinates campus resources and support services in the resolution of behavioral problems including the adjudication and resolution of student conduct complaints;
- Proactively educates students to develop appropriate conflict resolution responses.

GOALS:
- Meet with students to resolve formal student conduct referrals and to inform and educate students about their rights, responsibilities, and options for resolution of their cases;
- Provide consultation with and presentation(s) to faculty, staff, and students as it relates to the campus judicial system, the student code of conduct, and methods of resolving conflict;
- Assist in the coordination of campus resources and support services in the resolution of student behavioral problems via a team approach which includes leadership and participation in: BRISK, CUBIT and Divisional Serious Cases Meetings;
- Develop, interpret and enforce the student conduct code, and other campus policies as they relate to drugs and alcohol;
- Recruit, select, and train members for the Committee on Student Conduct, Judicial Board, and the University Community Accountability Board;
- Provide individual attention to each and every student we meet, assessing their needs, and acting, consulting, or referring as necessary to assist them in their academic, social, and personal growth.

UNIT OVERVIEW:
The Office of Conflict Resolution & Civic Responsibility and the campus disciplinary system is established to maintain the integrity of the values of the University community by reviewing alleged violations of our student conduct code. Judicial Affairs maintains a system of rules and procedures which communicate to students, faculty and administrators that the University is a community which holds some values especially high. Examples of those special values include personal and academic integrity, learning to live together, respect for others, respect for property, appreciation for diversity, and learning that reason and discussion are preferred over physical response to disagreement.
LEARNING OUTCOMES:

1. With the development of an effective civic responsibility marketing campaign, and an increase in staff visibility at student-centered activities, students will respect each other and their role in promoting and maintaining a civil, honorable campus society.

2. By conducting workshops with ITLAL and the Office of the Vice Provost for Undergraduate Education, teaching faculty will be more comfortable and adept at dealing with classroom misconduct, as they would have been provided with easier access to staff, a variety of communication methods (e.g. electronic) and the development of BRISK and CUBIT for consultation.

POINTS OF PRIDE:

- **Justice Award 2007** - “Judicial Board” selected to receive the prestigious “Justice Award 2007” during the spring 2007 President’s Award
- **Sexual Assault Policies: Best Practices in the SUNY System 2007** - Served as a panelist/representative for the University Centers at the Spring 2007 SUNYJA (Statewide Judicial Administrator’s) Conference held at SUNY Cortland
- **ASCA Summer Drive In 2007 & 2008** - Hosted the “annual” Association of Student Conduct Administrators’ summer conference. Members from three states attend a two day “mini” conference to interact with colleagues and explore “best practices” in the area of student conduct.

CONTINUOUS IMPROVEMENT:

1. **Student/Staff Satisfaction** - Office needs to “hear” from its constituents (e.g. students, faculty, staff) as to whether or not quality service is being provided.
2009-10 STRATEGIC GOALS:

1. Reduce formal referrals to the student conduct system by 10%.

2. Select and train 15 – 20 faculty members to serve as the primary hearing body for violations of the academic dishonesty policy and cases involving graduate students.

3. Develop and implement a “civic responsibility/civility” marketing campaign. The office will coordinate programs, presentations and resource materials to encourage and increase social responsibility within the University community.

4. Increased staff visibility and interaction at student-centered activities.

5. Support the University’s commitment to recycling and reduced resource consumption. By “Going Green”, Conflict Resolution aims to reduce its paper usage by 25%
MISSION:
The Disability Resource Center supports our students in ensuring a fully accessible living and learning environment for the University’s programs, services and activities in order to prepare them for a successful future in a diverse and global society.

To achieve this, the Disability Resource Center:
- Collaborates with faculty and staff;
- Coordinates services and accommodations for students with disabilities to ensure legal compliance with federal, state and local regulations regarding disability law;
- Promotes leadership and self-advocacy among disabled students.

GOALS:
- Help the University and all of its members to remain in compliance with state and federal laws relating to people with disabilities in higher education.
- Offer services to students with disabilities after documenting their disabilities; recommend reasonable accommodations for their usage while in class and while participating in activities or programs on campus.
- Recommend and/or purchase assistive technology to be used by students with disabilities.
- Offer educational opportunities and resources to be used by the campus community that promote greater awareness and understanding of people with disabilities and their issues.
- Seek external funding to benefit disabled students and the Disability Resource Center.
- Manage a university-wide Testing Program for students with disabilities.

UNIT OVERVIEW:
The Disability Resource Center (DRC) promotes and supports intellectual growth, and the development of personal and educational goals for students with disabilities. The DRC promotes inclusion of students with disabilities in all programming and policies of the University. The DRC promotes self-advocacy for students with disabilities and encourages its students to partake of the numerous leadership opportunities that exist on and off campus. The DRC serves as a central resource for technical assistance to the University community with respect to information about disabilities, assistive technology, reasonable accommodation and other disability related topics.
LEARNING OUTCOMES:

1. As a student with a disability he/she will be increasingly made aware of both his/her rights and their responsibilities and he/she will develop skills in self-advocacy and independence.

2. As a student with a disability he/she will be strongly encouraged and supported to participate in leadership activities like NCBI, ODK, PHS, Gold Key and other Honor Societies, President’s Leadership Awards or other organizations; vehicles that build and honor citizenship and excellence.

3. As a student with a disability he/she will learn to work proactively with the DRC to meet his/her academic and personal needs and to be a full partner in the development and implementation of reasonable accommodations.

POINTS OF PRIDE:

- **NASPA Mentee** - Paul Porter III, a UA disabled student, worked almost daily with Nancy Belovich-Negron to develop increased skills in the higher education administration of a Disabled Students Office.

- **Jail ‘n Bail** - Nearly $8,000 was made in this fund raiser that was the primary project of Paul Porter’s mentee experience.

- **DRC 26th Annual Awards Luncheon** - This annual event continues to be an uplifting, meaningful, motivational, educational activity that is well attended by a cross section of University citizens and benefits its students with scholarship funds.

- **Affirmative Action Grant** - The DRC was nominated for and then received a $2500 Affirmative Action Grant. A Freedom Scientific Scanner was purchased to read text to non readers.

CONTINUOUS IMPROVEMENT:

1. **DRC Advisory Council** - The DRC Advisory Council was established in 2006-2007 and met for a year. During the past year there was so much transition that the Committee did not meet. It will be re-established for 2008-2009.


2009-10 STRATEGIC GOALS:

1. Update DRC Mission statement to best reflect consistency with the Division of Student Success’ mission statement

2. Update the DRC Website

3. Analyze the data from our departmental Assessments of Faculty and students and make programmatic changes if applicable

4. Promote the print and media library to professors who teach “Diversity” courses to better integrate disability as a topic for inclusion

5. Hold a Jail ‘n Bail fund raiser in October during Disability Awareness Month

6. Develop a support group for students with Asperger’s Syndrome and others on the Spectrum or with similar disabilities

7. Cooperate with the Athletic Department to provide both academic and technological support to for several athletes who need additional support
MISSION:
The University Health Center provides University at Albany students consistent, high-quality primary health care that promotes the good physical health and well-being to support academic success and life long healthy habits.

To achieve this, University Health Center staff:

- Provides a broad range of primary care services complemented by auxiliary services (pharmacy, women’s health, and psychiatric services) to all students in a manner that respects the individuality and confidentiality of each student
- Maintains a campus free of threatening communicable diseases in alignment with the goals and objectives of the New York State Department of Health Public Health Laws

GOALS:

- To provide sensitive Primary Care (including Women’s Health care and Psychiatric care) to the UAlbany student population on a timely basis appropriate for need.
- To evaluate all students with risk of TB, clarify non-communicable status and offer education and treatment when warranted.
- To support students with special needs within the larger campus (housing, parking, academic support).
- Maintain compliance with AAAHC requirements and federal and state regulations.

UNIT OVERVIEW:
The UAlbany Health Center serves the student community by providing primary care medical services throughout the calendar year. The Health Center also minimizes public health risk through active cooperation with the Albany County DOH to insure a campus free of communicable disease. The Health Center maintains campus compliance with PHL-2165 and 2167. The Health Center also provides guidance to all campus departments when required regarding any medical or health related issues as they pertain to the student environment and individual students.
LEARNING OUTCOMES:

1. Students will learn to obtain appointments in a manner consistent with expected behavior in the community at large. This includes making appointments for routine appointments (physicals, GYN exams, etc.) as well as acute non-emergent visits (fever, cough, musculoskeletal complaints). Three years ago the HC could expect 40-50 walk in visits for non-urgent conditions. By means of an aggressive educational program accomplished via web information and personal instruction within the Health Center, current walk-ins number 5-10 during a busy day with the majority being urgent and therefore appropriate for walk-in.

2. Students will continue to learn about appropriate management of acute self limited viral illnesses with particular attention to the avoidance of unnecessary antibiotic use. A clear, concise UAlbany HC Antibiotic Policy is on our website with appropriate CDC and American Academy of Family practice links. In addition, patient handouts are provided when appropriate during office visits accompanied by clear explanations from HC physicians and mid-levels.

POINTS OF PRIDE:

- **New Facility** - Secured approval/funding for a new medical facility.
- **PHL-2165 compliance** - Obtained a compliance with MMR/PHL-2165 of 97.4% for the past academic year.

CONTINUOUS IMPROVEMENT:

1. **Student Access to the Health Center** - Via a collaborative effort between Patient Service Staff, Administration and Nursing staff the process by which appointments were obtained was simplified, resulting in greater student satisfaction/timeliness and satisfaction with process.

2009-10 STRATEGIC GOALS:

1. Completion of move from paper records to a complete EHR with eventual transition to an active interface with lab and radiology

2. Superior student access to UAlbany HC via on-line appointments, self check in, confidential e-communication and enhanced telephonic interaction

3. Reaccreditation by AAAHC (Inspection anticipated in summer ’09)

4. Continual evaluation of potential transition to a Hard Waiver Health Insurance plan. The current Student Health Insurance plan was chosen in part with consideration of its advantages in the event we were to move to this Hard Waiver system. Interim President Philip has been made aware of past efforts in this area and has expressed interest in pursuing this in the coming year

5. Pandemic Influenza Planning: This yearly strategic goal is continually reassessed based on current state of knowledge regarding disease activity, current CDC (Center for Disease Control), WHO (World Health Organization), ACDOH and ACHA recommendations. Upon arrival in the new Health Center, a tabletop exercise is anticipated within the coming months. Additionally, the HC will continue to work with the UAlbany administration and the Department of Environmental Health and Safety
MISSION:

Multicultural Student Success develops and maintains a culturally inclusive and supportive campus environment that promotes and enhances the academic excellence, personal growth and leadership development of African, Latino, Asian and Native American heritage (ALANA) students.

To achieve this, Multicultural Student Success staff:

- Counsels and mentors student leaders;
- Facilitates and co-sponsors educational, cultural awareness and social activities;
- Collaborates with academic offices on campus to ensure that our students benefit from the rich diversity at the University at Albany.

GOALS:

- Acclimate ALANA students to the culture of UAlbany
- Assist ALANA student leaders in determining and assessing their educational goals, academic skills and leadership skills
- Refer ALANA students to support services to help them achieve educational goals and attain or refine academic skills necessary to perform adequately in the classroom
- Promote the intellectual, career, social, and moral development of all students
- Promote and deepen each UAlbany student's understanding of his or her own culture and heritage
- Provide training in leadership skills and other personal and social skills for ALANA students and those seeking to assist them
- Offer or identify appropriate mentors and role models for ALANA students
- Provide educational efforts for all students that focus on:
  - awareness of cultural differences
  - self-assessment of cultural awareness and possible prejudices
  - changing prejudicial attitudes or behaviors

UNIT OVERVIEW:

OMSS advises each member group of the Multicultural Student Advisory Council (MSAC) which is made up of elected, appointed and emerging student leaders of color on campus. We conduct an annual MSAC leadership retreat and monthly MSAC meetings. The retreat and meetings include workshops designed to enhance the knowledge, understanding and skills necessary to exercise effective leadership. Our office sponsors and co-sponsors cultural, educational and social programs targeted to the overall university community. We serve as a resource for general diversity concerns and questions and offer information, placements and referrals for summer and academic year employment/internship opportunities.
POINTS OF PRIDE:

- **29th Annual MLK Jr. /Black History Month Luncheon** - The 29th luncheon featured Myrlie Evers-Williams and was attended by 317 faculty, staff, community members and students from UAlbany and the local middle and high school students. This represented the largest attendance in 5 years.

- **22nd Annual Spellman Awards** - There were 928 Spellman Award Recipients. This represents the highest number of recipients in 3 years.

- **Secretarial/Clerical Council Conference Presentation** - I was honored to be asked to give a presentation on inclusion in the workplace to over 100 UAlbany classified service employees at the 2008 SCC conference.

- **Relay for Life Participation** - After calling upon ALANA student to increase their participation in the annual relay for life, we saw a marked increase in participation of cultural student groups and cultural student leaders.

- **Katina Thomas Funeral Fund** - In collaboration with an effort spearheaded by the BFSA and supported by the campus and surrounding community, we were able to raise over $7,000.00 to support the family of Katina Thomas, an 11 yr. old who was killed by a stray bullet.

**2009-10 STRATEGIC GOALS:**

1. Enhance and/or expand efforts to support and retain students of color
2. Develop a culturally inclusive and supportive campus environment
3. Create a Multicultural Student Group Brochure to be distributed during summer orientation and opening weekend
4. Continue to increase quality of cultural programming on campus
5. Increase participation of ALANA Alums at University at Albany Events. Increase giving from ALANA alums
ORIENTATION

Eastman Tower, State Quad U-Lounge
PHONE: 518.442.5509
WEB: www.albany.edu/orientation

Mary L. Schimley, Director
EMAIL: mschimley@uamail.albany.edu

MISSION:
Orientation facilitates the transition of new students into the University at Albany by preparing them for educational opportunities and social responsibilities; integrating them into the intellectual, cultural, and social climate of the University; and introducing appropriate support resources.

To achieve this, the Orientation Office:

- Coordinates orientation communications, programs and services for new students and their families to ensure a smooth and informative start at the University;
- Collaborates with numerous offices/services on campus to provide high quality information delivery and clean, safe facilities;
- Promotes student staff positions to ensure a diverse staff that represents the campus community.

GOALS:

- Facilitate the transition of new students into the University at Albany
- Prepare students for educational opportunities and social responsibilities
- Integrate students into the intellectual, cultural and social climate of the University
- Introduce parents and families to appropriate support resources

UNIT OVERVIEW:
The Orientation Office provides services and transition programs to approximately 6,500 incoming freshmen, transfers and their families within 10 freshman, 12 transfer and 19 parent orientation programs throughout the academic year and summer. The Director is responsible for the creation of mailings, coordinating all aspects of program development including facilities, food service, lodging and workshops/activities, web site, tracking payments, and evaluation of programs. A new staff of 25 is recruited, screened, hired and trained each year to assist in conducting programs. Programs allow opportunities for students and families to interact with campus administrators and faculty and other students while providing information that will ease their transition to the University.

DASHBOARDS:
LEARNING OUTCOMES:

1. Freshmen can identify co-curricular opportunities, actions they can take to be successful academically and can identify some of UAlbany’s institutional ‘values’

2. Transfers can identify where to go if they have a question and actions they can take to assist them to be successful academically

POINTS OF PRIDE:

• Orientation Video - Worked with Marketing and Media to develop video to be used for the next several years during orientation programs for students and families

• Diversity of Student Staff - Student staff included students particularly diverse in backgrounds in terms of place of birth, religion, ethnicity, sexual orientation, spoken language

• Evaluations - Sending transfer evaluations to students via email resulted in significantly more returns than conventional methods

CONTINUOUS IMPROVEMENT:

1. Transfer Orientation - Work closely with Advisement Services Center as they continue to create and improve advisement programs for incoming transfers which hopefully will allow us to advance information sessions for that population.

2009-10 STRATEGIC GOALS:

1. Create and implement on line payment option for orientation fees

2. To be trained on new Reddot software to allow us to update our website

3. Work collaboratively to create additional opportunities for transfers to interact with staff and faculty and offer additional information opportunities as new advisement delivery system is developed by ASC

4. Benchmarking Survey to further evaluate orientation programs
PARENT PROGRAM

Eastman Tower, State Quad U-Lounge
PHONE: 518.442.5875
WEB: www.albany.edu/parents

Holly Barker-Flynn, Parent Liaison
EMAIL: hbarker@uamail.albany.edu

MISSION:
The Parent Program provides family members with a link to campus resources and provides timely communication to assist parents in supporting their son or daughter’s academic success.

To achieve this, the Director of Parent Programs:
• Maintains connections with University administrative offices to provide timely answers to parent questions;
• Disseminates information to parents via Parents Council email list serv;
• Coordinates an annual meeting during Homecoming and Parents Weekend to encourage interaction between families and University Administrators.

GOALS:
• Link parents with campus resources
• Provide timely responses to parent questions/needs
• Counsel parents regarding their concerns with UAlbany and/or their son or daughter

UNIT OVERVIEW:
The Parent Program serves as a resource for parents and family members. Parents Council members receive information regarding campus events and updates through regular email updates. The Parent Liaison is responsible for maintaining and updating the parents web site with important dates, frequently asked questions, and the most recent version of the parents handbook. An annual meeting is held on Parents Weekend to afford parents the opportunity to learn more about UAlbany and interact with campus administrators and other UA parents.

DASHBOARDS:

*Increase in membership reflects change in format.

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<table>
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</tr>
<tr>
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LEARNING OUTCOMES:

1. Parents will be able to identify a person they could contact if they had a question that needed to be addressed.
2. Parents will be able to articulate the services offered to parents at UAlbany.

POINTS OF PRIDE:

- **Strategic Goals** - Identified strategic goals which added more structure and substance to the Parents Program.
- **Class Year List Serv** - Change in format allowed us to distribute more targeted information to certain class years (e.g. Commencement information to parents of seniors).
- **Parents web site** - Redesign of on-line parents' handbook made it more user friendly.

CONTINUOUS IMPROVEMENT:

1. **Implement Survey** - During the Fall 2008 the Parent Program will begin working with Student Success and Institutional Research to create a survey to assess the parent program.

2009-10 STRATEGIC GOALS:

1. Improve services for UAlbany Parents; better coordination with offices such as Student Accounts to inform parents of important dates and bills.
2. Improve the parents web site; add a counter to the web site to track the number of people viewing the site.
3. Increase membership in the Parents Council; greater outreach to transfer parents; information about Parents Council and Liaison sent out during the welcome packet to deposited students.
PERSONAL SAFETY & OFF CAMPUS AFFAIRS

University Police Department
PHONE: 518.442.3130
WEB: http://www.albany.edu/studentaffairs/safety/

Thomas L. Gebhardt, Director
EMAIL: tgebhardt@uamail.albany.edu

MISSION:

The Office of Personal Safety & Off-Campus Affairs improves the safety of students, faculty and staff as well as relations between the University and the larger community in which it resides.

To achieve this unit’s mission, the Director of Personal Safety & Off-Campus Affairs:

- Sponsors, coordinates and is involved with personal safety programs for the University on campus
- Sponsors, coordinates and is involved with personal, property and fire safety programs for the University off campus with other colleges, law enforcement agencies, city officials, business owners and community groups
- Improves relations between college students off campus and their long term neighbors, develops alcohol abuse prevention programs off campus and improves the quality of life in neighborhoods where college students reside
- Assists the University in its community outreach programs and initiatives
- Assists the University Police Department with community education and public relations

GOALS:

- Improve the safety and security of our students, faculty and staff both on and off campus
- Improve relations between the University and the larger community in which it resides
- Educate our students concerning their responsibilities as both a member of the University community and a member of the larger community in which the University resides
- Improve community outreach and engagement efforts on behalf of the University to increase our institution’s visibility in the local community

UNIT OVERVIEW:

The safety of our students is the University’s highest priority – both on and off campus. The University takes a multi-faceted approach to issues of safety and security. The Office of Personal Safety and Off-Campus Affairs helps to coordinate all aspects of student safety on this campus.
LEARNING OUTCOMES:
1. Off-campus students will gain a greater awareness and acceptance of their rights and responsibilities as both tenants and responsible members of the local community by a number of educational and enforcement initiatives and programs.
2. Off-campus students will develop an appreciation for environmental sustainability by their active participation in the spring, 2009 "Dump & Run" recycle/reuse program.
3. Students, faculty and staff will gain a greater awareness of the steps they can take to improve their safety and security both on and off campus through a series of educational initiatives and programs.

POINTS OF PRIDE:
• "Innovative Program" designation - The Committee on University & Community Relations received recognition as an “Innovative Program” by the New York State Office of Alcoholism and Substance Abuse Services at the 25th Anniversary Celebration of the New York State College Prevention Program in December, 2007.
• The Committee on University & Community Relations as a model program - I continue to be contacted by individuals and institutions across the country on a regular basis as the Chairperson of the Committee on University and Community Relations about our model campus-community collaborative and its many programs and initiatives. This designation was particularly enhanced by our recognition as a 2006 Model Program by the U.S. Department of Education’s Alcohol and other Drug Prevention Models on College Campuses Grant Competition.
• Campus-community relations, town-gown partnerships and campus-community coalition building - I continue to be contacted by various groups to present about these topics. Please refer to section “I” of this report regarding my most recent presentations. I also will be travelling to the University of Nebraska – Lincoln in late July to present to a state-wide gathering of college and university representatives, community members and tavern owners.

CONTINUOUS IMPROVEMENT:
1. Improves the safety of students off campus - As a result of examining year to year comparisons of crimes (nature and number) committed against our students off campus, create new safety initiatives and revise current safety initiatives.
2. Improve relations between the University and the larger community in which it resides; specifically
regarding the behavior of our students off campus - As a result of examining year to year comparisons of off-campus student arrests, the number and nature of calls to the “Off-Campus Hotline” and anecdotally the observations of long term residents, new behavioral initiatives/expectations are created and current behavioral initiatives/ expectations are revised.

3. Improve community outreach and engagement efforts by the University - As a result of examining year to year comparisons of the number and scope of community outreach and engagement initiatives in which I am involved, current initiatives are improved and new initiatives are created.

2009-10 STRATEGIC GOALS:

1. Expand and improve the “Dump & Run” Recycle/Reuse and Community Relations Program (off-campus component) for spring, 2009

2. Create and distribute widely a tenant and landlord rights and responsibilities brochure for fall, 2008

3. Increase the role of the Midtown Neighborhood Watch program to make the environment safer and more secure by recruiting more volunteers from the local neighborhood associations, the University and the College of St. Rose.

4. Continue to assist other institutions of higher learning and college communities locally, statewide and nationally in their efforts to create and maintain successful campus-community collaborations that can improve campus-community relations, deal with alcohol abuse by college students off campus, improve safety off campus and improve the quality of life in neighborhoods where college students reside.

5. Improve community outreach and engagement efforts on behalf of the University to increase our institution’s visibility in the local community. I would like to expand my role with the University’s community outreach and engagement efforts and specifically my role as a member of the “Midtown Improvement Strategy Working Group.”
MISSION:
The Department of Residential Life creates and sustains inviting, intellectual and inclusive living communities which foster students’ academic success, personal growth and overall well being.

To achieve this, Residential Life staff is committed to:

- Providing safe, healthy and inviting residence halls and apartments.
- Sustaining living communities that support the intellectual culture of the University at Albany.
- Recognizing the advantages and challenges of an inclusive and multicultural society.

GOALS:

- Maintain occupancy for Residence Halls and University Apartments
- Provide safe and secure facilities
- Provide opportunities for students to participate in programs designed to enhance their residential experience and facilitate their academic success
- Continue to recruit, hire and train a competent and diverse professional and student staff
- Work collaboratively with other offices to successfully meet all of the goals stated above

UNIT OVERVIEW:
The Department of Residential Life provides both traditional and apartment style housing for 7400 undergraduate students during the academic year and specialty housing, including summer conferences, throughout the summer. Our functional units within the department include assignments and all financials associated with assignments; Facilities and operations, which includes the full participation in the planning and implementation of building renovations and facility upgrades, and collaboration with Plant to insure quality facility management; Supervision of over 250 professional and para-professional staff who are responsible for the daily management of the residence halls including community development through a learning outcomes programming model, managing several Living Learning communities, and the enforcement of Community Rights and Responsibilities;

DASHBOARDS:

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<tr>
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<td>7049</td>
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<td>7160</td>
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<td>2006</td>
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LEARNING OUTCOMES:

By living in the Residence Halls, the student will:

1. Demonstrate behaviors of mutual respect;
2. Positively contribute to their community;
3. Work to overcome challenges;
4. Display life skills;
5. Demonstrate leadership skills;
6. Exhibit pride in the University at Albany.

POINTS OF PRIDE:

- **Learning Outcomes Showcase** - This program was created to recognize the outstanding programs that address specific learning outcomes created by our student staff. The entire campus was invited to celebrate the programs and our student staff.

- **Living and Learning Communities** - Honor's College; Project Ren; Francophone, China House and Hollywood/ Bollywood. We will be continuing Francophone and will be adding Japan House and Anime for the 08-09 year. We have also added three theme houses for the coming year: Women's Leadership House, Leadership House and a Wellness House.

- **CS Housing** - Despite major disruption due to staffing issues, we were able to provide seamless service to students regarding assignments and billing.

- **Assessment Committee** - The Assessment committee rolled out our new programming model which focused all programming on our Learning Outcomes.

- **Accommodate Housing Needs of increased class** - Residential Life was able to house all students after receiving inconsistent messages about class size.

CONTINUOUS IMPROVEMENT:

1. **Facilities and Services** - In this year’s ACUHO-I benchmarking assessment satisfaction with facilities and services went down slightly. Specifically, temperature control was the biggest facility related issue. Television, Telephone and Internet were areas that also saw a decrease in satisfaction. Not sure why television did, except for the fact that if students wanted additional services, beyond basic cable, they needed to pay for them. This year we did not provide the same level of phone service for students. Students may have seen this as a decrease in service. As far as internet, this surprised me given the implementation of a fully wireless system. I do know that some students did complain about a reduction in speed.

2. **Assignments and Room Change Procedures** - The ACUHO-I survey noted that we did see a decrease in satisfaction for assignment and room change procedures. The biggest decrease was with freshmen. I would interpret this as a direct reflection of the number of students in triples and converted lounges this past year. Returning students are much more satisfied with the process.

3. **Technology** - Our web page is not seen as being very useful. We have now hired a person who has this area as one of their main responsibilities. This will include not only developing a web page which will be a useful tool for parents and students, but increasing the mediums we will use to communicate with them. Examples include increased use of Facebook, blogs, podcasts and real time communications such as instant messaging.


2009-10 STRATEGIC GOALS:

1. Enhance web site so that it is a destination for students for timely information, resources and events.

2. Develop on-line programming form that staff can submit to multiple users. This will help to streamline the process and will allow for timely feedback.

3. Theme initiatives that will help to reduce stress for parents and students during check in. An opening transition team was formed to develop a comprehensive program for check in. This includes enhancing help teams, purchasing rolling bins, increasing vendors, Mardi Gras theme and introducing a community service component.

4. Update Performance Programs for Residential Life staff that accurately reflects the Department’s mission and goals. RD performance program is in draft form and will be implemented this year.

5. Participate in LGBT Campus committee. We will also be looking at the potential for gender neutral housing in the future.

6. Work closely with faculty and staff to insure the success of these programs and future growth. DeShawn was moved to Dutch Quad so she can work closely with the LLC faculty as well as the Women’s Leadership House.
STUDENT INVOLVEMENT & LEADERSHIP

Campus Center 130
PHONE: 518.442.5566
WEB: http://www.albany.edu/involvement/

Michael Jaromin, Director
EMAIL: mjaromin@uamail.albany.edu

MISSION:
Student Involvement and Leadership promotes student involvement through in-class and out-of-class learning opportunities and experiences that enhance the cultural, intellectual, leadership, personal, and professional development of UAlbany students.

To achieve this, Student Involvement and Leadership staff:

- Ensure that all students know of and are encouraged to engage in co-curricular opportunities;
- Help students build connections between their university curricular and co-curricular activities;
- Provide guidance, advice and support to student groups and in particular, student government;
- Offer a wide range of opportunities to strengthen leadership skills to create life long competence and accomplishment;
- Promote campus traditions that cultivate relationships and encourage connections to the others and a pride in the University;
- Foster an environment that is inclusive of all students and furthers interaction and learning among diverse groups of students, faculty and staff.

GOALS:
- Ensure that all students, especially those identified as at risk, know of and, if possible, are engaged in co-curricular opportunities
- Support efforts by students to build and experience a robust extra-curricular program on campus
- Create and manage University sponsored extra-curricular activities including major traditional events and late night programming
- Help students build connections between their university curriculum, co-curriculum, and career goals
- Enhance students’ experiences, personal growth and development of new skills
- Promote meaningful relationships for students with a wide diversity of faculty, staff, and students

UNIT OVERVIEW:
The Office of Student Involvement & Leadership provides services to the campus and student body through:

- Planning and coordinating major campus traditions and events such as Fountain Day, Welcome Candlelighting Ceremony, Torch Night, and Homecoming
- Promoting extracurricular opportunities to students through weekly e-news communication, on-line group fair websites such as www.myinvolvement.org.
- Supporting student sponsored extracurricular activities through advising the Student Association and the over 200 student clubs and organizations and serving as the campus designee for review of financial transactions for the two million dollar student activity fee.
- Planning and executing campus sponsored programs and events including the award winning Danes After Dark late night program (www.danesafterdark.com)
- Coordinating Greek Affairs for 32 recognized fraternities and sororities on campus
- Coordinating leadership development and recognition for student leaders through coordinating the annual student leader retreat; helping sponsor receptions for upper level administrators and coordinating the annual President’s Awards for Leadership.
- Providing other campus services such as serving as campus voter registration coordinator and local alcohol policy administrator; supporting the administration of the Chancellor Awards; supporting ODK as faculty secretary and any other duties as needed by the Vice President for Student Success.
LEARNING OUTCOMES:

1. Students will learn how, where and when they can get involved in on-campus activities.

2. Involved students will enhance their interpersonal skills and personal growth through interacting with others to achieve a common goal.

3. Students will develop an appreciation for cultural awareness through involvement in campus activities.

4. Students who attend the leadership retreat, leadership workshops and/or engage in the emerging leader program will display increased leadership development awareness.

POINTS OF PRIDE:

- **2007 SUNY Award** - Danes After Dark won a 2007 State University of New York Award for Outstanding Program in the Recreation Category

- **Beth Conrad wins ODK award** - Elizabeth Conrad won the Omicron Delta Kappa Eldridge W. Roark, Jr. Meritorious Service Award

- **Fountain Day** - Over 8,000 students registered for Fountain Day

- **Student Events** - Over 855 events sponsored by student organizations were held on campus including three major concerts (Ghostface; Plain White Ts; Parkfest)

- **Voter Registration** - For the 2nd year in a row, UALBANY registered the most students to vote in the SUNY system

- **Relay for Life** - Almost two thousand students raised over $95,000 for cancer research
CONTINUOUS IMPROVEMENT:

1. **Late Night Programming** - Need to improve recruiting/training of staff, quality of offerings and, most importantly, outreach to less involved students.

2. **Leadership Development** - Need to improve utilization of the low-ropes course and develop emerging leader program.

3. **Greek Affairs** - Based on the survey from the spring, we need to continue to emphasize education and no tolerance for hazing.

4. **Office Space Allocation** - Based upon the office space survey we are re-allocating space, creating a communal cubicle space as well as a storage locker area.

5. **Myinvolvement.org** - We need to improve the interface and training so that students use all of the many facets of this program. We need to reach out to campus entities to include their leadership positions.

6. **Branding** - We need to complete the design and printing of our new logos and brochures to continue the new campaign to brand involvement and success.

7. **Event Staff** - We need to improve the training and supervision of our student security team (event staff) including more collaboration with UPD.

2009-10 STRATEGIC GOALS:

1. Implement a 2.5 GPA minimum requirement for joining a Greek organization. This will contribute to our standing goals by building the connection between the primary goal of academic success and involvement in activities. The requirement will be assessed to see if there is an impact on numbers in the fall and spring. No funding required.

2. Implement a Greek Life 102 and 103 as follow-up educational sessions during the new member education period. These programs will enhance students’ understanding of responsibility as leaders in our community as well as continue to assess hazing risks among our groups. No extra funding required.

3. Expand outreach of Danes After Dark marketing utilizing consistent major programs and co-sponsorships. This goal is primary to our mission to reach out to less involved students to insure they are aware of and invited to these extra-curricular programs.

4. Re-issue faculty/staff involvement newsletter 5566. The goal of the newsletter is to better inform the community – particularly faculty and staff – about co-curricular activities on campus and increase awareness so that faculty and staff feel comfortable talking to students about issues of involvement as well as attending and getting involved themselves.

5. Increase efficiency and satisfaction with reservation process. With almost 2,000 meetings and events a year, it is important to continue to seek improvements in services in order to support our students as they create the robust extra-curricular offerings we seek for our students.

6. Improve myinvolvement.org interface. The involvement portal has many benefits that we currently do not utilize to the fullest extent possible, such as the co-curricular transcript. In addition, we will assess the student’s response to the interface and look to improve its user friendliness.

7. Complete branding initiative including updating brochures, banners, e-news etc. By creating distinct looks for our brands such as Danes After Dark, E-News and MYInvolvement, we hope to build recognition from the student body and thus increase awareness and participation.

8. Seek out corporate financial support for Fountain Day. Access to over 8,000 students must be worth something to some corporation.

9. Improve training and development of event staff in conjunction with UPD. We continue to seek out ways to better work with UPD on the training and supervision of event staff.

10. Implement Emerging Leader Program for 15 – 20 underclass students with leadership potential. This not only provides the type of educational experiences for these select students but hopefully has longer term benefits as these students take on greater leadership roles as they become upperclassmen.

11. Market the low-ropes course to faculty, staff and student leaders. This remains a hidden gem on campus (hidden behind all of the construction) that we hope to better market internally.

12. Increase leadership development opportunities for Student Association and other student leaders. We continue to try and provide better educational opportunities for all of our student leaders.
UNIVERSITY POLICE

University Police Department Building
PHONE: 518.442.3130
WEB: http://police.albany.edu

J. Frank Wiley, Chief of Police
EMAIL: JFWiley@albany.edu

MISSION:
The University Police Department, in partnership with the University community, strives to create a peaceful and safe environment, as free as possible from threats to safety and well being, in order to enhance the quality of the academic life at the University at Albany.

To achieve this, University Police have merged time tested policing fundamentals with contemporary technology to deliver a broad spectrum of police services in the context of community policing.

GOALS:

- The University at Albany Police Department exists to serve all people with respect, fairness, and compassion.

- We are committed to the prevention of crime and the protection of life and property; the preservation of peace, order, and safety; the enforcement of laws and ordinances; and the safeguarding of Constitutional guarantees. To this end, we seek to create a safe and secure campus environment in which the educational mission of the University can be realized free from the specter of crime.

- With community service as our foundation, we are driven by goals that enhance the quality of life for all in our community. We seek solutions to problems that detract from that quality, thereby fostering a sense of comfort and security in our community.

- We nurture trust by holding ourselves to the highest standards of performance and professionalism.

UNIT OVERVIEW:
The University Police Department is dedicated to providing service in keeping with our focus on community policing. We are here 24 hours a day, every day working to maintain and improve the safety, security, and quality of life within our community.

DASHBOARDS:
LEARNING OUTCOMES:

1. The department’s efforts in crime prevention and reduction will allow the students to pursue their academic goals in an environment as free from crime, and the fear of crime.

POINTS OF PRIDE:

- **Annual UPD Awards Ceremony** - We recognize and praise individuals for going above and beyond their assigned duties. It is attended by staff, their families and members of the administration. In 2008 we recognized an outside individual for his outstanding support of our organizational goals, Commander Daniel Colonna of the Albany Police Department.

- **Assistant Chief Paul Berger (award)** - Assistant Chief Berger, while serving the University with distinction daily, has also gained recognition as a criminal justice instructor at Bryant and Stratton College. The Bryant and Stratton Leadership Committee has recognized Paul Berger as an “Outstanding College of Education Instructor.”

- **International Police Vehicle Design Contest** - UPD’s patrol car design won 2nd place and the photograph was included in an article by Law and Order, a magazine for police management, focusing on police mobile patrol fleets.

- **Inspector Jennifer Fila (award)** - She received the International Association of Campus Law Enforcement Association (IACLEA) Professional Services Award, 2007.

- **Police Officer John McGuire (award)** - He received the G.W. Beranger Memorial Award for Proactive Enforcement and Involvement in D.W.I. (Driving While Intoxicated).

CONTINUOUS IMPROVEMENT:

1. **Certifying Patrol Officers as Educators** - In 2008, the University at Albany Police Department began a monthly in-service training schedule for our patrol staff. This training is done by our Instructor Development Certified Police Officers and topics vary to include all facets of police work. Over half of our patrol officers have been certified as instructors to teach law enforcement topics statewide. This training keeps our patrol up to date on current law enforcement-related issues.

2. **TraCS grant award** - In 2007, the University Police applied for and received a grant which provided $50,000 worth of equipment to develop and support the implementation of a mobile computing platform linking UPD with other police departments throughout the state, the NYS Court System, the NYS Department of Motor Vehicles and District Attorneys’ offices throughout the state. The system and the software, called TraCS, allowed us to bootstrap ourselves into the mobile computing age and is eliminating much of the paperwork (and time) involved in managing traffic citations.

3. **License Plate Reader grant award** - The successful application for and award of the TraCS platform has also allowed us to apply for another grant through which, and with the assistance of the Albany County Sheriff’s Department, we have obtained a license plate reader (LPR) and associated equipment, software and installation. The system was delivered at no cost to the department for a total grant value of about $20,000. The LPR is linked through TraCS to the information supplied by all of the TraCS participants. The LPR allows patrol officers to review all routine vehicle contacts made over the course of their shift, compare that data against NYS DMV data, share the data with other participating departments, and alert the officer whenever a plate that is linked to a wanted file, Amber Alert, or any vehicle the campus is looking for, such as a missing person’s vehicle.

4. **Video System Enhancement grant award** - The University Police secured a $4,500 grant from the Albany County District Attorney’s Office to upgrade and expand the audio and video recording equipment in the interview and booking rooms in the UPD station. The improvements will allow for the secure, digital recording of suspect and witness interviews leading to improved conviction rates.

5. **Report Management Software improvements** - We continue to develop and improve our report management software, the Incident Entry and Tracking System or IETS. We have migrated the system from MS Access format over to an Oracle Db format (with outstanding support from Tom Jones, Steve Murphy, Keith Alber and the rest of the University’s IT team). The transition was absolutely necessary to maintain data integrity and doing so has improved database stability and data security while offering us the opportunity to move to automatic Web updates of department statistics, and we are nearing completion of a fully mobile version of IETS, integrating IETS, TraCS and the LPR on one platform.
2009-10 STRATEGIC GOALS:

1. UPD will continue to pursue both campus and grant funding for technology that will allow greater effectiveness from our current and anticipated staffing levels.

2. UPD will partner with the National Center for Security and Preparedness in developing a self-sustaining program of hazard identification and mitigation, emergency management training and exercises.
MISSION:
Student Success provides opportunities and support for students to engage as contributing members of the University at Albany and to learn the intellectual and personal skills necessary to succeed in an academic community and a global society.

UNIT OVERVIEW:
The Office of the Vice President provides leadership for the Division of Student Success and serves as the centralized communication point for internal and external constituents. The OVPSS works collaboratively with other executives, students, faculty, and staff at UAlbany to encourage a sense of community on campus and to plan, organize, and administer the functional responsibilities of the Division.

POINTS OF PRIDE:

- **Revise Division Mission and Goals** - In order to rethink and update the Division’s mission as well as Departmental missions, a working group was charged with examining the Division’s mission statement in December ’07. New, revised mission statement unveiled in mid-May to Division (see section A and C above). Departmental missions revised to conform to Division’s mission.

- **Improve intra-Departmental communication of student affairs efforts** - Established regular Departmental and Divisional meetings. Established Divisional newsletter, Success Stories, and explored other communication methods to connect with Division personnel.

- **Develop a Division-wide Assessment Plan** - All units established (or re-established) unit-specific assessment plans and submitted them in April 2008. Plans were compiled and submitted to the Division’s newly established Assessment Committee for continuing review.

- **Create an Office for Multicultural Student Success** - Re-established the Office of Multicultural Student Success and appointed new Director in November 2007.

- **Redesign Student Success web page** - Division’s web page redesigned with a focus on resourcefulness, improved appearance and ease of navigation. Introduced in January 2008.

- **Reconvene the Sexual Assault Advisory Committee** - The Sexual Assault Advisory Committee was reconvened and includes members of the University community (faculty, staff and students). The Committee reconvened for the first time in February 2008 and meets twice a semester.

- **Revise Open House Presentation** - Combined Residential Life’s and Student Involvement’s presentations to create a new, attractive PowerPoint for accepted students and their families. Presented at the spring 08 open houses in April.

- **Create a student handbook for new students** - Convened a working group representing various units to compile pertinent information for inclusion in a new student handbook. Developed, edited and published a new student handbook, “Success Within Reach,” for distribution to new students in the fall 2008.

- **Review and development policies and procedures for assessing students in crisis** - Established the Behavior Risk Assessment Committee (BRisk), a decision-making and advisory group responsible for ensuring that the necessary risk assessment policies and programs are in place for the campus community.

- **Develop a risk intervention team and procedures to evaluate faculty, staff and students at risk of harm to self or others or campus property** - Established the College/University Behavioral Intervention Team (CUBIT) to respond to specific individuals who might pose a threat to campus persons or property and develop and implement behavioral interventions.
COLLABORATIVE EFFORTS & OUTREACH:

**Educational Outreach** - The Office of the Vice President established a working relationship with faculty from the Department of Educational Administration and Policy studies to work collaboratively towards developing an internship program for graduate students, a mentorship program, and a series of student affairs colloquia for the fall 2008.

**Living Learning Communities** - The Office of the Vice President supported the development and implementation of Living Learning Communities in association with Residential Life and Academic Affairs.

**Success Stories** - The Division’s “new” newsletter was distributed to the members of the Division as well as Deans, Directors and Department Chairs across campus. The newsletter highlighted the accomplishments of the Division’s units as well as individuals (and students) throughout the Division.

**Cookie Delivery!** - The Office of the Vice President again coordinated the delivery of freshly baked cookies to students in the Campus Center and in the University Libraries on reading day in anticipation of final examinations.

**Diversity Audit** - Student Success is playing a major role in the University’s Diversity Audit.

**LGBT Concerns** - Student Success is collaborating with undergraduate and graduate students to advance initiatives for LGBT students.

CONTINUOUS IMPROVEMENT:

- Maximize Resources - The Office of the Vice President needs to explore new and creative ways to link budget with the things we value in order to maximize funds in times of fiscal challenges.

2009-10 STRATEGIC GOALS:

1. Fully implement SUNY NY Alert by promoting participation in the alert system, establishing an on-going testing cycle, and communicating results/findings to SUNY System Administration and the University Community.
2. Partner with Educational Administration and Policy Studies to introduce the Student Success Graduate Internship Program for graduate students and the NASPA Undergraduate Fellowship program for undergraduate students interested in student affairs administration.
3. Improve student outreach efforts by creating a communication schedule for the student body and working to enhance relationships with Student Association and the Albany Student Press.
4. Establish SUCCESS (Supporting Unique, Creative and Collaborative Efforts in Student Success) Grants to support diversity and inclusion efforts by Divisional units and more clearly link funding to goals.
5. Streamline sexual assault reporting by creating a one-page form for UPD and other areas to use when a sexual assault is reported, conducting training/review of the protocol process with identified UPD officers, Counseling Center, Residential Life, and the Vice President’s office.
6. Provide leadership for the coordination of Clery Law compliance, including reporting and training of pertinent personnel.
7. Establish LGBT Committee to begin to create a campus environment that is LGBT supportive with the goal of forming an LGBT President’s advisory group consisting of various campus constituents.
8. Complete Division-wide diversity audit.
9. Support and guide the development of plans for a Campus Center extension.
10. Establish “Student Affairs Colloquia” addressing key issues in student affairs and invite Divisional staff (and surrounding campuses) to attend and participate.
# STAFFING ACROSS THE DIVISION

The following includes the number of full-time and part-time professional and classified staff as well as Graduate Assistants for each unit across the Division.

## Campus Center

<table>
<thead>
<tr>
<th>Staff Type</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Professional/Classified Staff</td>
<td>1.5</td>
</tr>
<tr>
<td>Part-time Professional/Classified Staff</td>
<td>0</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>1.5</strong></td>
</tr>
</tbody>
</table>

## Career Services

<table>
<thead>
<tr>
<th>Staff Type</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Professional/Classified Staff</td>
<td>7</td>
</tr>
<tr>
<td>Part-time Professional/Classified Staff</td>
<td>0</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

## Counseling Center

<table>
<thead>
<tr>
<th>Staff Type</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Professional/Classified Staff</td>
<td>11</td>
</tr>
<tr>
<td>Part-time Professional/Classified Staff</td>
<td>5</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

## Conflict Resolution & Civic Responsibility

<table>
<thead>
<tr>
<th>Staff Type</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Full-time Professional/Classified Staff</td>
<td>4</td>
</tr>
<tr>
<td>Part-time Professional/Classified Staff</td>
<td>0</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>5</strong></td>
</tr>
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</table>

## Disability Resource Center

<table>
<thead>
<tr>
<th>Staff Type</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Professional/Classified Staff</td>
<td>3</td>
</tr>
<tr>
<td>Part-time Professional/Classified Staff</td>
<td>0</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

## Health Center

<table>
<thead>
<tr>
<th>Staff Type</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Professional/Classified Staff</td>
<td>18</td>
</tr>
<tr>
<td>Part-time Professional/Classified Staff</td>
<td>12</td>
</tr>
<tr>
<td>Per Diem:</td>
<td>8</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>38</strong></td>
</tr>
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### Multicultural Student Success

<table>
<thead>
<tr>
<th>Staff Type</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Professional/Classified Staff</td>
<td>1</td>
</tr>
<tr>
<td>Part-time Professional/Classified Staff</td>
<td>1</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3</td>
</tr>
</tbody>
</table>

### Orientation

<table>
<thead>
<tr>
<th>Staff Type</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Professional/Classified Staff</td>
<td>2</td>
</tr>
<tr>
<td>Part-time Professional/Classified Staff</td>
<td>0</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3</td>
</tr>
</tbody>
</table>

### Parent Program

<table>
<thead>
<tr>
<th>Staff Type</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Professional/Classified Staff</td>
<td>1</td>
</tr>
<tr>
<td>Part-time Professional/Classified Staff</td>
<td>0</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1</td>
</tr>
</tbody>
</table>

### Personal Safety

<table>
<thead>
<tr>
<th>Staff Type</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Professional/Classified Staff</td>
<td>1</td>
</tr>
<tr>
<td>Part-time Professional/Classified Staff</td>
<td>0</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2</td>
</tr>
</tbody>
</table>

### Residential Life

<table>
<thead>
<tr>
<th>Staff Type</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Professional/Classified Staff</td>
<td>39</td>
</tr>
<tr>
<td>Part-time Professional/Classified Staff</td>
<td>2</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>17</td>
</tr>
<tr>
<td>TOTAL</td>
<td>58</td>
</tr>
</tbody>
</table>

### Student Involvement & Leadership

<table>
<thead>
<tr>
<th>Staff Type</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Professional/Classified Staff</td>
<td>6</td>
</tr>
<tr>
<td>Part-time Professional/Classified Staff</td>
<td>1</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>8</td>
</tr>
</tbody>
</table>

### University Police Department

<table>
<thead>
<tr>
<th>Staff Type</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Professional/Classified Staff</td>
<td>69</td>
</tr>
<tr>
<td>Part-time Professional/Classified Staff</td>
<td>0</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>69</td>
</tr>
</tbody>
</table>
STUDENT SUCCESS ASSESSMENT

Research, in the form of various survey instruments, has been an on-going effort Division-wide. Documentation associated with on-going assessment research below details the research activities that have taken place over the course of the spring 2008 semester.

Survey research occurs at two levels. The first, in association with the University’s Office of Institutional Research, Planning and Effectiveness (IRPE), includes the development and administration of “home-grown” survey instruments. The second are national benchmarking study efforts which include surveys administered by professional organizations and often include a benchmarking feature.

<table>
<thead>
<tr>
<th>STUDY</th>
<th>UNIT</th>
<th>Assessment Agency</th>
<th>Dates Administered</th>
<th>NO. ATTEMPTED</th>
<th>NO. RESPONDED</th>
<th>% RESPONDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACUHO-I Resident Residential Life</td>
<td>EBI</td>
<td>November ’07</td>
<td>3,000</td>
<td>2,176</td>
<td>73%</td>
<td></td>
</tr>
<tr>
<td>ACUHO-I Apartment Residential Life</td>
<td>EBI</td>
<td>November ’07</td>
<td>800</td>
<td>349</td>
<td>44%</td>
<td></td>
</tr>
<tr>
<td>Profile of the American College Student</td>
<td>Office of the Vice President</td>
<td>StudentVoice</td>
<td>February - March ’08</td>
<td>7,160</td>
<td>1,803</td>
<td>25%</td>
</tr>
<tr>
<td>ACUI Campus Center</td>
<td>EBI</td>
<td>March ‘08</td>
<td>3,500</td>
<td>647</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td>Campus Center Study – Students</td>
<td>StudentVoice</td>
<td>March ’08</td>
<td>7,002</td>
<td>1,288</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td>Campus Center – Faculty/Staff</td>
<td>StudentVoice</td>
<td>March ’08</td>
<td>3,035</td>
<td>1,094</td>
<td>36%</td>
<td></td>
</tr>
<tr>
<td>SUNY NY Alert Survey</td>
<td>Office of the Vice President</td>
<td>IRPE</td>
<td>March ’08</td>
<td>20,236</td>
<td>1,956</td>
<td>10%</td>
</tr>
<tr>
<td>National Survey of Student Engagement</td>
<td>IRPE</td>
<td>NSSE</td>
<td>February - March ’08</td>
<td>5,000</td>
<td>842</td>
<td>17%</td>
</tr>
<tr>
<td>NCHA Counseling Center</td>
<td>NCHA</td>
<td>February ’08</td>
<td>1,346</td>
<td>1,271</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>Greek Survey</td>
<td>Student Involvement &amp; Leadership</td>
<td>IRPE</td>
<td>April ’08</td>
<td>229</td>
<td>70</td>
<td>31%</td>
</tr>
<tr>
<td>Student Office Space Survey</td>
<td>Student Involvement &amp; Leadership</td>
<td>SurveyMonkey</td>
<td>December ’07</td>
<td>179</td>
<td>41</td>
<td>23%</td>
</tr>
<tr>
<td>Disability Resource Center Satisfaction</td>
<td>Disability Resources Center</td>
<td>IRPE</td>
<td>April ’08</td>
<td>491</td>
<td>98</td>
<td>20%</td>
</tr>
<tr>
<td>Torch Night Survey</td>
<td>IRPE</td>
<td>December ’07</td>
<td>1,652</td>
<td>137</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Career Services Alumni Survey</td>
<td>Career Services</td>
<td>IRPE</td>
<td>October ’07 - April ’08</td>
<td>2,025</td>
<td>975</td>
<td>48%</td>
</tr>
</tbody>
</table>

**TOTALS** 55,655 12,747 23%
ADVISORY COMMITTEES

Staff from units in Student Success as well as faculty and staff from other areas throughout the campus serve on a number of advisory groups that support and inform the work of our units. These advisory groups include the following:

The **Advisory Committee on Campus Security** reviews current campus security policies and procedures and make recommendations for their improvement. (Unit(s) advised: Personal Safety and Off-Campus Affairs, University Police Department)

The **Behavioral Risk (BRisk) Management Committee** is responsible for reviewing campus wide policies governing risk assessment of faculty, staff and students to ensure a safe campus environment for all campus stakeholders. (Unit(s) advised: Conflict Resolution and Civic Responsibility, Office of the Vice President for Student Success)

The **Clergy Advisory Committee** is responsible for ensuring annual compliance with the provisions of the Higher Education Authorization Act and Campus Security Authority Training. (Unit(s) advised: Conflict Resolution and Civic Responsibility, University Police, Office of the Vice President for Student Success)

The **College University Behavioral Intervention Team (CUBIT)** is responsible for assessing behavioral risk of individuals toward self, others or campus property and designing and implementing appropriate behavioral interventions to address and reduce risk. (Unit(s) advised: Conflict Resolution and Civic Responsibility, University Counseling Center, Office of the Vice President for Student Success)

The **Committee on University & Community Relations** works to improve relations between college students off campus and their long term neighbors, improve safety off campus, develop alcohol and other drug prevention and education programs off-campus and improve the quality of life in neighborhoods off campus where college students reside. (Unit(s) advised: Personal Safety and Off-Campus Affairs, University Police Department)

The **Disability Resource Center (DRC) Advisory Council** supports the DRC in the execution of its mission and offers insights, consultation and actions to respond to the changing needs and expectations of students with disabilities. (Unit(s) advised: Disability Resource Center)

The **Five Quad Board of Directors** is charged with oversight of the policies governing the operation of the 85-member volunteer student organization which provides emergency medical care for the campus. The Board reviews and approves any and all monetary expenditures in excess of $500.00. (Unit(s) advised: Health Center, Student Involvement and Leadership)

The **Multicultural Coordinating Group (MCG)** facilitates the exchange of information between members, the development of joint projects and initiatives, and the undertaking of collaborative efforts to better publicize activities and events. (Unit(s) advised: Multicultural Student Success)

The **Multicultural Student Advisory Council (MSAC)** is made up of elected, appointed and emerging student leaders of color on campus. The purpose of the organization is to assist students in recognizing their individual and collective influence. The Advisory Council seeks to foster a cooperative and supportive relationship among student leaders of color in an effort to create a greater sense of unity among the overall student population on campus. (Unit(s) advised: Multicultural Student Success)

The **President’s Advisory Council on the Prevention of Alcohol Abuse and Other High-Risk Behaviors** provides consultation to the President regarding issues of policy and institution-wide programs and initiatives addressing a number of risk behaviors faced by our students, including alcohol abuse, underage drinking, the use of illegal substances, suicide risk, risky sexual behavior, and sexual assault. (Unit(s) advised: President's Office, Counseling Center, University Police Department, Personal Safety & Off-Campus Affairs, Office of the Vice President for Student Success)
The President’s Advisory Council on the Prevention of Sexual Assault advises the President on matters pertaining to sexual assault and policy addressing sexual assault and related risk behaviors for the institution. (Unit(s) advised: President’s Office, Counseling Center, Office of the Vice President for Student Success)

The Residential Life Student Staff Advisory Group is responsible for providing feedback and suggestions to the Director of Residential Life in an effort to enhance the University’s housing program.

The Serious Case Management Advisory Committee reviews all ambulance transports and serious disciplinary cases to ensure appropriate follow up on the status of students by staff and to update the committee on the status of students. (Unit(s) advised: Conflict Resolution and Civic Responsibility, Counseling Center, Residential Life, Office of the Vice President for Student Success)

The Steering Committee for the Prevention of Violence Against Women (Project REACH) provides input on viable opportunities for staff development and the enhancement of the existing services in both the Albany and University at Albany community surrounding this issue. (Unit(s) advised: Counseling Center, Office of the Vice President for Student Success)

The Student Health Advisory Committee is charged with reviewing any policy-related matters involving student health and Health Center policies and related services. (Unit(s) advised: Health Center)

The Student Success Assessment Council serves as an advisory group to the Vice President for Student Success on matters relating to the assessment of program areas and student learning outcomes for the Division of Student Success at the University at Albany. Committee members serve as internal resources for their departments on assessment and provide leadership for the development of assessment plans and reports for the Division. (Unit(s) advised: Office of the Vice President for Student Success)

The University Police Department Advisory Committee facilitates roundtable discussions on current issues or concern related to policing on campus and on the future of community policing at the University at Albany with the betterment of the campus community in mind. (Unit(s) advised: University Police Department)