Dear Student Success Colleague:

I am pleased to present the Student Success Briefing Book for the 2011-2012 academic year. The Briefing Book provides you with a snap-shot of each unit’s activities during the past year, including points of pride and strategic goals for the coming year.

Student Success continues to work tirelessly to educate and support our students. It is clear that our staff, across the units that comprise our division, are passionate about what we do and dedicated to our students’ successes both in and out of the classroom.

Your ongoing efforts on behalf of our students are key to the great things happening in Student Success. Thank you for all that you do.

Sincerely,

Christine A. Bouchard
Vice President for Student Success
# Student Success

**UNIVERSITY AT ALBANY**  
State University of New York

## BRIEFING BOOK  
**2011-2012**

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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 ensures 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.
DURING THE 2011-2012 ACADEMIC YEAR…

- 2,450 freshmen and 1,417 new transfer students were admitted. The new freshman class had 876 students of color, 164 out-of-state students, 91 international students and 114 in the Honors College.

- **Hurricane Katrina** struck the Capital Region as a tropical storm on opening weekend. Students participated in numerous relief efforts over the course of the semester in hard-hit areas.

- **Seneca Hall** on Indian Quad was off-line for rehab.

- **Magic Johnson** was featured at the Student Association’s Speaker Series.

- Chapel House was renamed **The Interfaith Center** and the Interfaith Meditation and Prayer Room was dedicated.

- Our first “**Report Card**” on Strategic Planning progress was released.

- The **Continuous Improvement Inventory** was inaugurated to display assessment results.

- The **Student Learning Project** was inaugurated to clearly document what students learn as a result of Student Success efforts.

- The **Assessment Education Professional Development Program** (AEDPD) was established to encourage wider participation in assessment efforts.

- “**Hard waiver**” health insurance was approved by the Faculty Senate for activation in fall 2012.

- The **Good Samaritan 911 medical amnesty policy** was instituted.

- A **new judicial process** was established to address off-campus arrests.

- **Gender Inclusive Housing** was introduced during spring housing signup.

- The main **Fountain** rehab began in April.

- **Dr. Walter Kimbrough** spoke to Student Success on Black Male Retention and Fraternity-Sorority Life and **Dr. Dorothy Edwards** augmented bystander training in the Student Success **Insights** programs.

- **Mohawk Tower** was taken off-line to begin the first tower rehab in the history of UAlbany.
Diversity of the freshman class has grown from 27% in 2008 to 42% in 2012.

Students value the diversity of the campus.

91% of students feel that UAlbany is diverse and 96% of students are ok with others being different or having different opinions than themselves.

18% of students are the first in their family to go to college.

9 out of 10 students communicate with their parents/guardians at least once a week.

About 38% of undergraduates are transfer students.

60% of UAlbany students live in on-campus housing.

90% of students feel safe on-campus overall. 60% of students said campus safety was an important factor when making their decision about college.

In the 2008 and 2010 Profile of Today’s College Student survey, 35% of our students report to be Catholic and 7% report to be Jewish.

Half of UAlbany students work for pay during the academic year. 56% of working students help to pay college expenses. 24% work more than one job.

83% of students feel that it is important to give back to the community.

95% of students use their UAlbany e-mail account.

94% of students have a profile on an online social network (Facebook, MySpace, Friendster, etc.).

Most students prefer to communicate with faculty outside of the classroom via e-mail (53%).

Most students feel that they learn the most in the classroom through class discussions (52%).

8 out of 10 students prefer to study alone.
Students say that lack of sleep is one of the top stressors in their life.

84% of students said the choice of major/departmental reputation was an important factor when making their decision about college.

57% of students said that residence hall facilities were an important factor when making their decision about college.

Parents are one of the top three influencers in UAlbany students choosing this school.

83% of students said UAlbany was in their “top three” when deciding where to go to college.

Over half of UAlbany students plan to go to graduate school immediately after graduation (52%).

50% of UAlbany students study for more than 10 hours per week.

UAlbany students are active in on-campus activities outside of the classroom. Most students are a member of at least one student club or organization (56%). One quarter of students are involved in at least one intramural group, club sport, or organized fitness activity on campus in a given semester (26%). Greek Life on campus, while not large in numbers (about 600 students), is valued as it celebrates cultures and supports inclusion.

The vast majority of students have no credit card debt. Paying college loans, however, is a concern.

DATA SOURCES

663 respondents to the NASPA Consortium: Student Conduct and Academic Integrity student survey administered electronically through Campus Labs between February 24, 2012 and March 31, 2012.

1088 respondents to the NASPA Consortium: Campus Safety student survey administered electronically through Campus Labs between February 20, 2012 and March 31, 2012.

1294 respondents to the NASPA Consortium: Campus Activities student survey administered electronically through Campus Labs between November 10, 2011 and December 2, 2011.

1038 respondents to the Profile of Today’s College Student survey administered electronically through Campus Labs between April 6, 2010 and April 23, 2010.
MISSION
The Campus Center is the nucleus of the academic podium and provides a welcoming source for meetings, socialization, dining, and services for students, staff, alumni and guests. To achieve this mission, The Campus Center will:

• Provide an inclusive environment where all members of the community are valued through quality programs, effective support services, an inviting dining environment, 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 ensure balanced access for the community’s shareholders.

STRATEGIC GOAL PROGRESS
2011-2012

Provide leadership for the design and implementation of the Campus Center addition and space usage.

The Director of Campus Center Management served as an active participant on the renovation working committee. A business plan is being created to embrace the changes inherent and necessary with the expansion and modernization of the Campus Center. Staffing comparisons are underway with a look to SUNY university centers and regional peer and near-peer institutions. Discussion has been initiated with local audio-visual providers to ensure the correct audio-visual needs are met by the design and eventual Furniture, Fixture, and Equipment (FFE) purchases associated with the auditorium of the expansion.

Campus Center Management and Student Involvement are developing an integrated space reservation process.

Improve reservation of Campus Center Facilities.

In collaboration with Student Involvement, Campus Center Management is developing an integrated space reservation process for students, faculty and staff which is efficient, timely and user-friendly. The Director of Campus Center Management participated in a campus-wide committee to bring a common, comprehensive reservation system to the campus. The new package will have the ability for a comprehensive reservation system, with improved billing and account management abilities, as well as an on-line reservation request function, and a displayable data base for consumers to access room and available support equipment information. (This goal will be continued next year to fully implement.)

2012-2013 GOALS
1. Implement reservation system for Campus Center Facilities.
2011-2012

1. As a result of attending multicultural events in the Campus Center, 44% of students learned more about another culture.

* NOTE: This is NOT a direct measure of learning. However, this method does capture the students’ perception of learning.

2. As a result of attending multicultural events in the Campus Center, 24% of students learned more about their own culture.

* NOTE: This is NOT a direct measure of learning. However, this method does capture the students’ perception of learning.

2012-2013

1. As a result of increased promotion efforts by Campus Center Management, students will be able to identify at least 3 programs or events that occurred in the Campus Center this semester.

After a year challenged by construction, large room usage (Assembly Hall and CC 375) doubled over 2010 -11.

The tabling program at the Campus Center reached an all-time high mark – increasing 50% over a 5 year previous average – increasing community (and primarily student) engagement.

Although the large event space usage doubled, the total hours of Campus Center meeting room usage dropped nearly 2% . This is due to a marked increase in duration of meetings / events – resulting from increased technical support preparation time as well as diminished custodial support availability.

After a construction constrained year, Ballroom usage tripled and was again comparable to the two busiest years in the last six.
The Mission of Campus Recreation is to enrich the quality of life of the UAlbany campus community by educating and encouraging participation in recreational opportunities that develop leadership skills, cultivate social relationships and emphasize healthy lifestyles.

In a commitment To Engage; To Learn; To Succeed, Campus Recreation will provide:

- Diverse, innovative and stimulating programs.
- Exceptional service with integrity and courtesy.
- Opportunities for leadership development.
- Quality and well-maintained equipment.
- Enthusiastic and professional team.
- Commitment to safe and clean facilities.

Develop a comprehensive Club Sports affiliation program which articulates the relationship and guidelines for Club Sports to operate on campus.

Campus Recreation established program guidelines for all Club Sports and developed a registration packet that outlines the process, risk and responsibilities that coincide with Club Sports. A comprehensive Club Sport Handbook was also written and approved. A soft implementation of the Club Sport program was successfully implemented in the Fall of 2011 with the goal to have full implementation beginning Fall 2012.

Increase CPR, First Aid, AED and Blood Bourne Pathogen Training.

This goal is to enhance the risk-management/liability of Campus Recreation facility use and organized programming by providing all student supervisor/managers with a comprehensive American Red Cross Adult CPR, First Aid, AED and Blood Borne Pathogen training. Half of the professional staff are now trained to instruct Adult CPR, First Aid, Automated External Defibrillator and Blood Borne Pathogens. Certified "in-house" instructors provided American Red Cross Adult CPR, First Aid, AED and Blood Borne Pathogen training for Campus Recreation student employees in supervisory/management positions.

2012-2013 GOALS

1. Establish a new primary customer service interface within the Physical Education building.
2. Establish activity/event management operations.
3. Increase Intramural Sports participation numbers.
2011-2012

1. In Fall 2011, as a result of attending a comprehensive training, 100% of student supervisors/managers obtained certification in Adult CPR, First Aid, Automated External Defibrillator and Blood Bourne Pathogens.

2. In Spring 2012, as a result of attending a comprehensive training, 95% of student supervisors/managers obtained certification in Adult CPR, First Aid, Automated External Defibrillator and Blood Bourne Pathogens.

2012-2013

1. At the conclusion of the Club Sport Advisory Committee (CSAC) Orientation, the attendants will be able to identify the composition, the purpose, and goal of the CSAC.

2. At the conclusion of the Fall Staff Trainings, the undergraduate Campus Recreation staff will be able to name two events/programs scheduled for their program area. Returning staff will also be able to apply this information and identify 3 means of communicating these activities to the campus community/members.

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MISSION
Career Services educates students and alumni, empowering them to make gratifying career decisions and to develop, transition, and function successfully in a diverse and global society.

STRATEGIC GOAL PROGRESS
2011-2012

Increase student awareness of Career Services’ programs and activities.

Career Advisors to staff additional drop-in hours in spring 2012 as well as new social media options to extend outreach to students. This office participated in the new freshmen poster campaign, as well as freshmen resource fairs in the residence halls and other advertising methods. Drop-in hours increased by 21% over the academic year.

Utilize emerging technologies to enhance access to Career Services.

Career Counselors can now record and view practice interviews with students.

Offered 10 webinars on career-related topics over the course of fall 2011. Purchased web-cams that attach to counselors’ computers so that counselors can record and view practice interviews with students. Increased usage of Facebook to communicate with students and began using Twitter. Membership in LinkedIn Group increased by 20% from last year. New work stations were added in the library to allow students to register with UA CareerPath immediately while at the office. Utilized Skype for several job interviews this spring. Offered 9 webinars on career-related topics during spring 2012 and advertised upcoming events on TV in Career Services’ window.

As of June 2012, 3,686 students were registered with UA Career Path (that’s a 27% increase from December 2011).

2012-2013 GOALS
1. Create and implement social media strategy.
2. Increase collaboration with Office of Multicultural Student Success.
Students completed a total of 615 on-campus interviews through three methods in 2011-2012:

1. Scheduling interviews via our on-line system (514),
2. Companies creating their own schedules (93), and
3. Students reserving rooms in our office for phone or Skype interviews (8).

This number represents the total number of students, alumni, and parents who attended/participated in Career Services’ events: workshops, career panels, On-Campus Recruiting orientations, tabling, etc.

On-Campus Recruiting includes the number of companies who actively recruit on the UAlbany campus. Recruiting mirrors the state of the economy, which is slowly improving. This year, 156 companies visited campus a total of 266 times (some visit both fall and spring).

On-Campus Recruiting Student Interviews

2011-2012

1. Of the 250 ECPY204 (Principles of Career & Life Planning) students who attended a Career Services Overview workshop, 97% were able to list three services offered by Career Services. The top 3 services identified were:
   1. Career Counseling
   2. Resume Assistance
   3. Internship Assistance

2. As a result of participating in a practice interview, 88% of students scored “proficient” or “advanced” in 3 or more interview skill dimensions. Students exhibited the highest performance within the Body Language & Gestures dimension and the lowest performance in the Integrating (WHAT they say) dimension.

2012-2013

1. Students who attend a Career Services Overview workshop will be able to list three services offered by Career Services.

2. Students who attend an Internship Orientation will be able to plan their own internship search strategies.
MISSION

The Office of Conflict Resolution & Civic Responsibility educates students, faculty and staff on community standards as promulgated in the code of conduct – Community Rights & Responsibilities (or CR&R). Community Rights & Responsibilities outlines the University’s values which include personal and academic integrity, respect for others and property, and the appreciation and acceptance of a diverse community.

STRATEGIC GOAL PROGRESS

2011-2012

Review policies for Title IX compliance.

Changes to the code of conduct based on Title IX issues were presented to and approved by the University Council. Conflict Resolution staff along with two experienced conduct board members attended a conference facilitated by two national experts with NCHERM on Title IX issues. Conflict Resolution staff attended the annual Statewide Conduct Administrator’s Conference at which a workshop was facilitated by SUNY System Administration Assistant Counsel on Title IX issues. Conflict Resolution staff joined SUNY-Wide Title IX list-serv.

A new sanction of “Terminal Disciplinary Probation” serves to connect students (who would ordinarily be removed from the residential community) to a faculty/staff mentor.

Implement a restorative intervention to change what students learn through the disciplinary process.

A Disciplinary Probation Release application process was piloted in Spring 2011. A rubric was created to assess and evaluate applicants and the process. Residential Life Professional staff were trained on how to establish an atmosphere of civic responsibility within the residential community. The introduction of the new sanction of “Terminal Disciplinary Probation” serves to connect students (who would ordinarily be removed from the residential community) to a faculty/staff mentor.

2012-2013 GOALS

1. Increase office web presence and use of emerging technology.
2. Establish process to resolve off-campus conduct cases.
3. Implement the “investigator model” for serious case adjudication.
There was a total of 1207 formal conduct cases in 2011-2012.

- 1057 resolved via the Administrative Review process (Admin Rev)
- 75 resolved via a judicial body (hearing officers/board)
- 65 resolved via an Informal Disciplinary Conference (IDC)

Total number of formal conduct referrals for 2008-current.

- 2008: 1348 referrals
- 2009: 805 referrals
- 2010: 1446 referrals
- 2011: 1207 referrals

Applications for disciplinary probation release are evaluated using a rubric that covers four dimensions: mentorship, involvement, community service and a reflection paper. They can receive a not met, met or exceeded score in each dimension. For the reflection paper, students must answer 8 questions, including one about the impact their experience with the conduct system has had on their future goals.

Referred students were administered a survey in Fall 2011 to evaluate their experience with the conduct process.

- 73% felt that the staff person they met with explained their rights to them.
- 82% felt that the staff person they met with allowed them to tell their side.
- 79% felt the staff explained their sanctioning decision to them.

In Fall 2011, students were asked the following: How much time passed between you receiving notice of an alleged violation and you receiving written notification of the outcome of your case? The percentage of students receiving notification of case outcomes in less than 10 days increased from 59.38% in 2010 to 73.87% in 2011.

2012-2013

1. As a result of attending conduct board training, student judicial board members will be able to demonstrate an understanding of the preponderance of the evidence standard.

2. Students who accept responsibility for a conduct referral will be able to articulate why their behavior violated CR&R code(s).
MISSION
The Disability Resource Center (DRC) supports students by 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.

STRATEGIC GOAL PROGRESS

2011-2012

**Increase Awareness of DRC Services.**

All DRC publications have been updated and printed, both in hard copy and on the web. A fact sheet has been added to the web site, as well as “Recipes for Success”. An assessment of services was completed for newly registered students in fall 2011.

DRC presented to Political Science faculty in Spring 2012 on DRC services and individual consultations available to faculty, staff, and students.

**Enhance appreciation of diversity and multiculturalism to promote an inclusive environment.**

Eight Safe Space trainings were held in 2011-2012, as well as two NCBI Train the Trainers. DRC also held five additional NCBI workshops in the classroom setting.

DRC guest presented to four classes on the topic of “Disability in Society”.

2012-2013 GOALS

1. Develop and disseminate as necessary, the new policy for companion/therapy animals for use in the University Residence Halls.
1. As a result of utilizing individual appointments, 73% of students with disabilities were able to make a semester calendar listing all their academic obligations and use it to better plan their time and meet deadlines.

2. As a result of utilizing individual appointments, 86% of students with disabilities were able to prevent cramming activities by using their semester calendar to plan their studies and using class notes and study guides to prepare for tests in advance.

2012-2013

1. As a result of educational activities describing opportunities for participating in community service, students will be able to identify 4 ways to participate.

2. As a result of participating in educational activities or in community service activities, students will be able to articulate the value of community service to themselves or to the community.
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 First Year and Family Programs maintains connections with University administrative offices to provide timely answers to parent questions; and disseminates information to parent and family members via Constant Contact email list serve.

STRATEGIC GOAL PROGRESS
2011-2012

Implement new E-mail marketing program.

A marketing campaign was created and implemented announcing the name change to Parent & Family Services. Parents Council email addresses were inputted into Constant Contact, the new email marketing program established for Parent & Family Services. This new marketing program also includes a new Parent and Family Services logo, new brand, and a transfer of services to Constant Contact – the new email system. This new system allows for an analysis of data that helps determine what parents are getting, opening and reading.

Constant Contact collects data on each email sent to 4612 active contacts. The average open rate is 44.8% (1715).

Bounce rate dropped significantly to 5.5% in Spring 2012 after a targeted effort to determine valid email addresses.

Parent & Family Services changed its name and function to First Year & Family Programs.

2012-2013 GOALS
1. Assess new student programs.
2. Increase membership in Family Program Network.
2011-2012

1. As a result of attending Orientation sessions, 43% of parent and family members were able to identify a campus representative to contact with future questions.

2. As a result of joining the Parent and Family Services Listserv, 74% of parents and family members were able to identify a campus resource to contact with future questions. Of the respondents,
   - 45% cited the Director of Family Programs as a resource.
   - 57% cited an area within the Division of Student Success.
   - 16% cited an area within Academic Affairs.

2012-2013

1. Parents who attend Orientation will be able to independently join the Family Programs email network.

2. First year students who attend Great Dane Beginnings events will be able to identify one function of MyInvolvement.

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The Office of Multicultural Student Success (OMSS) is committed to developing and maintaining a culturally inclusive and supportive campus environment that promotes and enhances the academic excellence, personal growth and leadership development of all UAlbany students with an emphasis on enhancing the experiences of and support for African, Latino, Asian and Native American heritage (ALANA) and Lesbian, Gay, Bisexual, Transgender, Queer, Intersex and Pansexual (LGBTQIP) students.

**MISSION**

**STRATEGIC GOAL PROGRESS**

**2011-2012**

**InCREASE STUDENT USAGE OF THE MULTICULTURAL RESOURCE CENTER.**

As a space for students interested in issues related to diversity and inclusion and as a valuable resource for programming ideas related to leadership development, cultural and social programs, professional opportunities, academic support and career services, concerted efforts were made to make the MRC more welcoming. It was redecorated to include artwork representing various cultures, a conference table and a large white board for meetings and a large TV. The Director of Multicultural Student Success set up weekly office hours in the space and cultural groups were encouraged to utilize the space for executive board meetings and small group discussions. A resource room/private study area was created within the center.

**DEVELOP MALE RETENTION PLAN FOR MALES IN COLLABORATION WITH ACADEMIC SUPPORT SERVICES.**

Program (EOP) collaborated to develop a motivation and success tips workshop to be delivered to all males in the EOP program. The group was also encouraged to participate in the faculty mentorship program and will be encouraged to attend sporting events on campus as a group. The students were invited to six programs throughout the year that support their collegiate success. Participation was not as high as originally anticipated and the workshops will be redesigned to increase attendance.

**2012-2013 GOALS**

1. Diversity and Inclusion Training Awareness.
2. "Micro" Programming initiative to create Resource Center Programming for small groups (between 10-20 students).
2011-2012

1. After attending the Diversity and Inclusion Presentation at Summer Orientation, 96% of Freshmen were able to correctly identify the terms "Diversity" and "Inclusion".

2. After attending the Diversity and Inclusion presentation at Summer Orientation, 64% of Freshmen were able to identify one campus resource available to increase their cultural competency while at UAlbany.

2012-2013

1. After Participating in the 2012 MSAC retreat participants will be able to identify a leader from 3 participating groups or offices that they met as a result of the retreat.

2. After participating in the 2012 MSAC retreat each participating group will be able to identify at least one collaborative event that was developed as a result of the MSAC retreat.
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.

STRATEGIC GOAL PROGRESS
2011-2012

**Better engage veterans.**

Veteran Education Team on campus to expand efforts to engage and meet the needs of military students and families during orientation. This resulted in the decision to add a "Military and Veterans Services" presence during Orientation Resource Fairs. Military organizations (ROTC) and relevant student groups on campus were encouraged to participate in Orientation. In addition, Orientation Assistants participated in an Information Session during their 3-Week Leadership Training Program that enhanced their knowledge of campus services for Veterans and increased awareness of unique concerns of Veteran population. A Military and Veterans Services information piece has been added to the "Transfer Resource Guide" published by Orientation and a Military and Veterans Services Information and Meet & Greet Session will be a part of the 2012 Transfer Planning Conference program offerings. Orientation is now able to select responses from Veterans on the SPC Evaluations to track Veterans responses to help inform future program needs.

**Invoke efficiencies using emerging technologies.**

There is now a "Military and Veterans Services" presence during Orientation Resource Fairs. Technology to enhance efficiencies in management of reservation requests, orientation fee processing and communications with students. The end goal is to develop a paperless reservation and payment process ultimately resulting in an online registration/payment system. Staff worked with Admissions Office personnel to create a reservation form that can be completed and submitted online. They also worked with Information Technology Services to determine a plan to develop an online registration tool that will automate the Orientation registration process. This effort has also been designated as a division priority for IT. The Orientation Office has also developed an e-mail process that has been successful in eliminating need for mailings and improving timeliness of communication with students. Research has begun to identify with vendors who offer such services.

2012-2013 GOALS

1. In light of the retirement of the Director for Orientation, this office function will be closely examined and a new director chosen.
Freshmen and Transfer students were asked to indicate their level of agreement with the following statement in a survey administered after they attended Orientation: “Overall, my experience at Orientation was positive.” Based on the sum of students who selected “Moderately agree” and “Strongly agree,” the following results were determined:

- 89.22% of Freshmen Students had a positive experience at Orientation.
- 80.61% of Transfer Students had a positive experience at Orientation.

Survey was administered to Orientation Assistants (OA) following a Diversity Training Program that asked OA’s to indicate level of agreement with the following statements: As a result of attending Orientation Leader Training…

- I am better prepared to confront negative stereotypes. (Blue)
- I am better able to respectfully disagree with others. (Red)
- I have established mutually rewarding relationships with my friends and colleagues. (Gold)

Percentages are based on the 18 respondents and the sum of “Strongly agree” and “Moderately agree” responses.

Freshmen students were asked to indicate their level of agreement with the following statement in a survey administered after they attended Orientation: “I felt welcome at Orientation.” Based on the sum of students who selected “Moderately agree” and “Strongly agree,” the following results were determined:

- 94.81% of Freshmen Students felt welcome.

The graph shows an analysis of responses to this question based on the following race/ethnicity groups: Black/African American/African heritage (Gold), Latino(a)/Hispanic (Blue), White/European American/European (Red), and Asian/Pacific Islander, Middle Eastern, Indigenous/Native American, or Multiracial/Multietnic (Green).

Freshmen students were asked the following question in a survey administered after they attended Orientation: “Which UAlbany website can you utilize to create a personal profile with your involvement interests, find information about student groups and events that match your interests, and track your involvement record?”

- 57.46% of Freshmen Students can name “myinvolvement.org” exactly (with variation of capitalization and spacing)
- 80.78% of Freshmen Students demonstrate knowledge of “myinvolvement.org” as the website used to find information about involvement opportunities on campus (with variations on capitalization, spacing, spelling, and domain suffix).

2012-2013

1. As a result of attending freshmen orientation, students will be able to identify the MyInvolvement website.

2. As a result of participating in workshops within the Student Staff Leadership Training Program, staff will be able to identify and describe diversity and inclusion at UAlbany.
MISSION

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

STRATEGIC GOAL PROGRESS

2011-2012

Increase local neighbors’ understanding of student behavioral expectations.

Midtown Neighborhood Association members regarding the University’s policies concerning responsible student behavior off campus, presentations and reports were given to Pine Hills Neighborhood Association and Beverwyck Neighborhood Association meetings by the Director of Personal Safety & Off-Campus Affairs and the Assistant Director of Conflict Resolution & Civic Responsibility. A survey of long-term neighbors was completed in spring 2012 and a comparable survey will be done next spring.

41% of local long-term neighbors feel the University at Albany is doing enough to keep them informed about its implementation concerning responsible student behavior off campus.

The Director of Personal Safety functions as the University’s Victims Assistance Liaison, working with victims to assist with university resources.

The Office of Personal Safety & Off-Campus Affairs partnered with the city of Albany and the Office of Conflict Resolution to create an off-campus judicial process.

2012-2013 GOALS

1. The Don’t Walk Alone program will be evaluated for effectiveness.
2. Communicate effectively with off-campus students.
1. As a result of reading e-mail messages, publications delivered to their apartment and information on the “Living Off-Campus” website, 92% of respondents living off campus were able to identify two personal safety tips at the end of the academic year.

2. As a result of reading e-mail messages, publications delivered to their apartment and information on the “Living Off-Campus” website, 51% of respondents living off campus were able to identify all five steps they can take to be a better neighbor.

2012-2013

1. Students will be able to identify two personal safety tips at the end of the academic year and where/how they learned these two tips.

2. Long term neighbors belonging to the Pine Hills Neighborhood Association (PHNA) will be able to identify two programs/initiatives sponsored/organized by Personal Safety & Off-Campus Affairs that are improving relations between the University and long-term neighbors and where/how they learned about these two programs/initiatives.
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.

STRATEGIC GOAL PROGRESS
2011-2012

Partner with Academic Affairs to promote programs and services in support of "at risk" students.

received names of students who were either on the academic warning list or on academic probation. Once identified, staff met with these students to help them develop a plan to facilitate academic success. Targeted programming related to academic success was also provided in conjunction with Academic Support Services. An Academic Support Newsletter was developed and distributed to all students in the Fall semester. In addition, Dean’s List students were sent a congratulatory letter from the Quad staff.

Provide a living environment that is conducive to academic success of all students.

worked closely with Academic Affairs to successfully implement ten new (Living Learning Communities) LLC’s for the freshmen class. Coordination between Associate Director of Residential Life/Director of First Year and Family Programs and Student Engagement has facilitated a more efficient partnership. The flow of information supports the accurate assigning of students to the LLCs in addition to enhancing communications amongst all constituents. A process was developed to identify and hire RAs who will complement the LLCs. Collaboration with the Provost’s Office and Academic Advisement to provide opportunities for faculty involvement in the residence halls through tabling in the dining halls and targeted programming was also accomplished. “The More You Know” outreach series was implemented in the Fall and Spring terms. This included soliciting ten offices that provide support services to students to table in the dining halls on Indian and State Quads. Also – with the help of assessment data, Residential Life was able to identify areas of the quads where noise levels were not conducive to student academic success and satisfaction. Steps are being taken, including the installation of video cameras, to address these areas.

2012-2013 GOALS

1. Change staffing to facilitate a 24/7 environment conducive for academic success.
2. Enhance professional staff development.
3. Enhance living options and programs.
4. Increase high-tech delivery methods.
RESIDENTIAL LIFE

Overall satisfaction with residential living has gone down slightly this past year. There was found to be a decrease in satisfaction with students’ ability to study, sleep, etc. in the residence halls. This is consistent with our findings regarding an increase in the negative secondary effects of alcohol use. Our strategic plan will focus on changing this behavior and focusing more on enhancing the quality of life for students in the residence halls.

We continue to see an increase in the number of students who have displayed suicidal ideations and/or have attempted to harm themselves in some way. The Carenet program continues to track the status of these students academically post-Carenet. We have found that the students who participate in Carenet tend to do better academically the following semester.

This indicator is based on the ACUHO-I Benchmarking survey. What we have found is that as we continue to renovate buildings there is a significant difference in student satisfaction with facilities based on whether they live in a renovated building. Out of the 15 top ranked buildings, 11 had been renovated or refreshed.

Ease of use and housing selection options which includes the new Liberty Terrace Apartments

2011-2012

1. As a result of participating in one-on-one staff meetings, 78% of student staff members were able to articulate their strengths. The top 3 themes regarding strengths that were identified are:
   - Interpersonal Skills (i.e. Communication)
   - Organizational Skills (i.e. Time Management)
   - Hardworking/Diligence

2. As a result of living in on-campus housing, 85% of students have a better understanding of the consequences of alcohol and drug use and abuse.

*NOTE: This is NOT a direct measure of learning. However, this method does capture the students’ perception of learning.

2012-2013

1. First Year Students who attend the More You Know Programs will be able to identify a campus resource that positively contributes to their UAlbany experience.

2. After attending the CHARGE open house, students will be able to identify one goal of the CHARGE program.

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MISSION
The Office of Student Involvement & Leadership promotes involvement in the campus through out of class learning opportunities and experiences that enhance the cultural, intellectual, leadership, personal and professional development of students as well as build a sense of community and pride in the University. The office has embraced the national research that shows that "Involvement Leads to Success".

STRATEGIC GOAL PROGRESS
2011-2012

Enhance and better coordinate leadership development offerings across all areas.

was asked to enhance its leadership offerings and collaborate with other offices to interweave their programs into the certificate program. Guidelines were established for the new Leadership Certificate Program which will allow students to accumulate leadership "points" by participating in workshops/conferences, participating in community service and holding leadership roles. Students who accumulate a certain level of points will earn the certificate and distinction. This program will be rolled out in Spring 2013.

Develop strategies to expand and enhance the use of the MyInvolvement.org platform to all undergraduate students in order to create a personal involvement record.

All advertisements promoted MyInvolvement.org as the place to find involvement opportunities on campus. Student Association financial processes were moved to MyInvolvement.org; student groups were required to maintain a profile and register through the site; President Awards for Leadership nomination forms were submitted through MyInvolvement.org; Resident Assistant Application process moved to MyInvolvement.org; advertised MyInvolvement.org on T-shirts handed out at leadership retreat; managed student Community Service hours through MyInvolvement.org.

A total of 10425 service hours were recorded by students on MyInvolvement.

2012-2013 GOALS
1. Every student organization will acquire a faculty advisor.
2. Create Campus Programming Board.
### 2011-2012

1. After attending “Introduction to Leadership” in the Fall 2011, 85% of students were able to successfully identify 3 or more leadership theories. When the program was conducted again in the Spring 2012 with a new group of students, 86% of participants were able to successfully identify 3 or more leadership theories.

2. After attending the Conflict Resolution session, 93% of students were able to successfully identify three strategies to solve conflicts.

### 2012-2013

1. As a result of participating in Community Service, students will be able to critically reflect on at least one component of service. Components include: active citizenship, community engagement, and social responsibility.

2. After participating in leadership programs, Emerging Leaders or Leadership Certificate, students will be able to identify at least three elements that characterize their leadership style.

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**In the 2012 NASPA Consortium Campus Activities Survey, students were asked, “Are you as involved in campus activities as you would like to be?” 59% of students said that they would like to be MORE involved in campus activities.**

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This graph shows student attendance to leadership workshops.

* Note 2011 - 2012 year includes emerging student leaders.

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The Student Leadership Survey surveyed students that attended the 2011 Student Involvement and Leadership training. The survey asked students to identify their level of agreement with the statements: “At the Leadership Retreat, I gained confidence in my abilities to be an effective leader,” and “Because I attended the 2011 Leadership Retreat, I am more connected to other student leaders in different groups.” Percentages reflect responses of moderately agree and strongly agree.

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The NASPA Consortium Campus Activities Survey asked students to rate their agreement with the following: “As a result of attending the 2011 SA Block Party... - I am more likely to get involved on campus.” 68.23% of students said they either somewhat agree or strongly agree. 31.09% of students also said that they joined an organization as a result of their attendance at the block party.
MISSION
The University Counseling Center promotes the emotional and behavioral health, furthers the social development, and enhances the academic performance 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.

STRATEGIC GOAL PROGRESS
2011-2012

Enhance suicide prevention.

World Suicide Prevention Week was held on September 19-22, 2011. The Counseling Center provided 18 suicide specific Step UP UAlbany trainings during 2011-2012 to 546 students. A Success Grant funded a Mental Health Awareness Social Marketing Poster Campaign. The UCC provided consultation and coordination of the 2nd Annual "Out of Darkness" Suicide Prevention Awareness Walk with the local American Foundation for Suicide Prevention (AFSP) Chapter. Compared to 2010-11, the Counseling Center provided individual psychological appointments to an 11% greater number of students, with a modest increase in the mean number of sessions per student. Most notably, however, students evaluated by clinicians as posing a safety risk received, on average, 69% more individual psychological appointments than the Center’s mean.

Complete accreditation for the Pre-doctoral Internship Program.

The UCC completed the self-study and the APA application was submitted to meet a September 1 deadline. The site visit occurred on May 29 and 30, 2012. The visiting team submitted their written report of the site to the American Psychological Association Accreditation Committee for review. A decision is expected to be forthcoming during Fall 2012.

2012-2013 GOALS

1. Enhance cannabis abuse prevention and early intervention.
2. Implement self study recommendations and complete accreditation of the Center’s Doctoral internship program.
Upon completion of treatment, clients voluntarily filled out a satisfaction survey about their experience at the Counseling Center and generally reported being very satisfied with services. Clients were asked to indicate their level of agreement with the statement: “If I were to need help again, I would go back to the Counseling Center.” Most clients strongly agreed that they would return for service.

There has been a 22% increase in clinical service provided such as assessment, counseling and/or consultation since 2006-07.

This graph reflects the number of contacts made with students who received assessment, counseling and/or consultation services. Contacts have increased over the past several years with a more significant increase since 2009-10.

1. As a result of participating in the University Counseling Center Bystander Intervention Program, there was a statistically significant increase in students’ ability to identify risk factors for suicide. The mean pre-test score was 6.15, while the mean post-test score was 7.87.

* NOTE: This is NOT a direct measure of learning. However, this method does capture the students’ perception of learning.

2. As a result of participating in the University Counseling Center Bystander Intervention Training Program, there was a statistically significant increase in students’ ability to demonstrate confidence (self-efficacy) in asking questions about suicide (e.g.-“Are you thinking of killing yourself?”) of their peers when indicated. The mean pre-test score was 5.74, while the mean post-test score was 7.73.

* NOTE: This is NOT a direct measure of learning. However, this method does capture the students’ perception of learning.

2012-2013

1. First-year students who participate in the University Counseling Center Social Norms Campaign Addressing Cannabis Use will exhibit lower levels of use after exposure to campaign elements compared to first-year students who are not exposed to the campaign.

This chart illustrates two indices of UAlbany staff and student program attendee satisfaction with Counseling Center “Save-a-Life” suicide prevention training programs. Attendees indicated that they received new and useful information from these training programs, and the overall impression of attendees toward the programs was extremely favorable.

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MISSION
The University Health Center provides on-going, consistent, high-quality primary health care to University at Albany students that promotes the good physical health and well-being to support student success and life long healthy habits. To achieve this, University Health Center staff:

• Provides a broad range of services from prevention-focused education and on-going primary care to acute (urgent) medical care.
• Maintains a campus where the risk of threatening communicable disease is minimized consistent with the goals and objectives of the New York State DOH.

STRATEGIC GOAL PROGRESS
2011-2012

Require all full time UAlbany undergraduate students to be enrolled in a Health Insurance Plan adequate to protect them from significant financial liability in compliance with the Affordable Care Act.

A hard waiver health insurance plan for full time undergraduate students has been established for academic year beginning fall 2012. Students have been notified of the requirement and information provided regarding the waive out procedure. A Student Health Insurance Plan (SHIP) website has been established including FAQs, waiver and enrollment instructions. A policy regarding appeals has been written for anticipated use in the fall.

The Electronic Medical Records System now allows the Health Center to order labs and receive lab results electronically.

Improve LabCorp electronic interface.

By utilizing the newest features available with the Electronic Medical Records (EMR) system, Pyramed’s P5, the University Health Center will enable all lab orders and lab reports to be sent and received electronically via the UHC’s EMR system in conjunction with a local lab (LabCorp). LabCorp interface is complete, now allowing ordering labs and receiving of lab results via our Electronic Medical Records System.

2012-2013 GOALS
1. SHAC: Reinvigorate the involvement of student body representatives in Health Center operations.
2. Tobacco-free campus.
2011-2012

1. As a result of visiting the Health Center for an upper respiratory illness during fall 2011, 47% of students were able to identify that the vast majority of upper respiratory infections are caused by viruses. When the study was conducted again in spring 2012, 15% of students were able to identify that the vast majority of upper respiratory infections are caused by viruses.

2. As a result of visiting the Health Center for an upper respiratory illness during fall 2011, 63% of students were able to identify that antibiotics can only cure bacterial infections. When the study was conducted again in spring 2012, 69% of students were able to identify that antibiotics can only cure bacterial infections.

2012-2013

1. Students seen at the Health center as a result of a positive tuberculosis (TB) screening test will demonstrate a basic understanding of the value of Latent TB Treatment as well as symptoms of active TB.

2. Students seen at the Health center with a diagnosis of Sexually Transmitted Infection (STI) contact, STI screen, chlamydia, gonorrhea, syphilis, HPV or Herpes Simplex will demonstrate a basic understanding of how STI’s can be prevented in themselves and their partners.

A study found the University Health Center was in 100% compliance with ACOG guidelines for initiation of cervical cancer screening and 100% in compliance with interval cervical cancer screening when compared to the guidelines from all 3 bodies (ACOG, ACS and USPSTF).
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.

STRATEGIC GOAL PROGRESS
2011-2012

Create social media page outlets (Facebook, Twitter, and YouTube) in order to communicate more effectively with our constituents.

A University Police Department Facebook page and Twitter account have been created. UPD’s Community Education Series videos have been put on Youtube.com. The department established a new Information Technology and Records Officer, responsible for linking all social media facets together and updating them periodically with safety concerns, crime trends, and domestic violence information.

A staff member has been assigned to the Division’s "MyInvolvement" committee. The MyInvolvement portal will allow UPD to reach more constituents.

UPD created a Community Education Series that can be found on YouTube.com and the UPD website.

Solicit a student-centered focus group to help guide the Department.

The focus group provided feedback on the University Police Department’s Facebook page. They also provided UPD with suggestions on how to best communicate with students in the age of technology.

Establish an MOU with the UA Football program to create a leadership development opportunity for football players.

MOU was established and signed and pilot program has begun.

2012-2013 GOALS
1. The University Police Department will establish partnerships and collaborations with external groups to create and develop trainings for our members.
2. Increase outreach within the community.
3. Establish policies to promote the respect for diversity and to deter bias-based policing.
2011-2012

1. As a result of attending the University Police Department’s RAD Self-Defense program, 47% of participants were able to identify three personal weapons.

2. As a result of attending the Citizen’s Police Academy, 25% of students were able to define community policing at the conclusion of the academy.

2012-2013

1. At the completion of the Summer Planning Conference, students will be able to identify the number one crime on campus (theft of property).

2. As a result of a crime victim’s interaction with a University Police Officer after reporting that they have been victim of a crime, the victim will be able to identify victim’s resources both on and off campus.

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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.

STRATEGIC GOAL PROGRESS
2011-2012

Provide leadership for the Campus Center Extension.

The Office of the Vice President, the Vice President, and Associate Vice President are providing ongoing leadership as the plans evolve for the new extension. They are also developing a vision for the Campus Center extension that includes a strategy for fundraising for the new extension.

Provide evidence of Student Learning.

The Vice President's Office provided leadership for "Phase I" of the Division's Student Learning Project, identifying and analyzing findings from assessments of student learning during the summer (orientation) and opening weekend (Explore UAlbany). Orientation, Multicultural Student Success, Parent & Family Services and Explore UAlbany were included in preliminary findings outlining student learning. A "final report" of the Student Learning Project's "Phase I" findings was published and made available on June 15th. "Phase II" outcomes were developed by units in Student Success in January 2012 for implementation during the 2012-13 academic year.

2012-2013 GOALS

1. Expand and promote MyInvolvement.org to encourage student group awareness, membership, and participation in a co-curricular transcript.
2. Increase school spirit through initiatives and incentives.
3. Provide professional experiences for undergraduate and graduate students who are interested in a career in student affairs.
4. Establish a professional development grants program to support individual professional development.
5. Provide evidence of student learning based on programs and services offered within Student Success.
This graph shows the aggregate results of students who answered “Definitely would” or “Probably would” when asked, “If you could start over again, would you attend UAlbany?” Results come from the following NASPA consortium studies conducted at UAlbany in 2011-2012:
- Campus Activities Student Survey
- Campus Safety Survey
- Student Conduct & Academic Integrity Survey

This graph shows the aggregate results of students who answered “Extremely Likely”, “Somewhat Likely”, or “N/A, Graduating” when asked, “How likely is it that you will be enrolled at UAlbany next semester?” Results come from the following NASPA consortium studies conducted at UAlbany in 2011-2012:
- Campus Activities Student Survey
- Campus Safety Survey
- Student Conduct & Academic Integrity Survey

Results of the 2010 Profile of Today’s College Student show that:
- 91% of students feel that UAlbany is diverse.
- 86% of students believe that being able to interact with individuals of diverse backgrounds will help them after college.

In the 2012 NASPA Consortium Campus Activities Survey, students reported that as a result of participating in campus activities, they experienced personal improvement in the following areas:
- 79% - knowledge about the campus community
- 77% - communication skills
- 76% - ability to balance social activities with academic obligations
- 75% - ability to work in a team

**2011-2012**

1. By attending Explore UAlbany, 87% of students were able to identify one way to connect with faculty.
2. By attending Explore UAlbany, 84% of students were able to identify one tip or resource to succeed in a UAlbany classroom.

**2012-2013**

1. As a result of participating in the NASPA Undergraduate Fellowship Program, Fellows will be able to identify the units that make up the Division of Student Success. Students who attend an Internship Orientation will be able to plan their own internship search strategies.
2. As a result of participating in Assessment Education Programming, Student Success Professional Staff will be able to identify and define the Student Learning Project Domains.

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MISSION

The Albany Collegiate Interfaith Center strives to facilitate interfaith activities and encourage spirituality for the students, faculty, staff, and alumni of the University at Albany. The Albany Collegiate Interfaith Center operates and maintains a building, THE INTERFAITH CENTER, as well as provides support and facilities for chaplaincy and religious services, group meetings, conferences, research and related activities. The Board of Directors shall provide service and direction, and solicit financial resources to support this interfaith mission.

While the Interfaith Center is not a formal unit within the Division of Student Success, there is a mutual relationship between Student Success and the Interfaith Center to ensure that the spiritual needs of our students are being met.

STRATEGIC GOAL PROGRESS

2011-2012

Create Inter-religious Prayer/Meditation space.

Converted conference room to prayer/meditation room by removing existing furniture and purchasing religious appointments such as wall art, prayer rugs, prayer books, prayer beads, cushions, etc. to create a meditative spiritual space for use by the UAlbany community. The Interfaith Center’s Community & Public Service Program (CPSP) student intern spent 60 hours Fall Semester working on this project. A dedication of the space was held in January. The room is open to everyone daily when the Executive Director is there.

Chapel House was renamed this year to the “Interfaith Center at Chapel House”.

Increase Visibility of the Interfaith Center at Chapel House.

Opportunities for more of the UAlbany community to become more involved. Staff participated in Freshman Move-In, Open House, meeting with MSA students, Action and Service Fair, Third World Impact Fund Raising Dinner, and UAlbany Day in order to expand outreach efforts. The most significant change is the approval by the Board of Directors to change the name from Chapel House Interfaith Center to the Interfaith Center at Chapel House. All signage and printed material will be changed to identify “The Interfaith Center”. This will be more welcoming to students of all denominations.

2012-2013 Goals

1. Develop and implement new interfaith programming opportunities
2. Support of Interfaith Student Group
3. Outreach: Develop interfaith resources in the community

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Student Success Celebrations

The SEFCU Fitness Center was transformed into a comprehensive, state-of-the-art work out center.

The students in the Peer Career Advising program, now in its third year, helped increase drop-in hours by 21% in the Career Services Office.

Significant strides were made in increasing the Division’s Facebook, Twitter and LinkedIn presence.

Conflict Resolution added a new off-campus judicial component to better address good citizenship off campus.

Dr. Dolores Cimini was honored by the White House as a “Champion of Change” for her work to promote access to STEM for students with disabilities.

Ekow King received the Multicultural Service Award from the Capital Area Leadership Council on Inclusion.

Orientation successfully transitioned to an online reservation system.

Clash of the Quads added a community service component that collected an entire busload of cans and other non-perishables for a local food bank.

A student organization, R.A.C.E. (Reclassifying All Children Equally) won a $10,000 grant for the Newman’s Own Foundation.

UPD received NYS Law Enforcement Accreditation from the Division of Criminal Justice.

Gender Inclusive Housing was introduced in campus housing.

A new medical amnesty policy, called Good Samaritan 911, was activated.

An MOU for a new mentorship program (ATLAS) with UPD and the UA Football team was established.

Student Success staff presented at the NASPA National Conference in Phoenix and the NASPA Assessment/Persistence Conference in Tampa. UAlbany alum and president of NASPA, Dr. Kevin Kruger, cited Student Success at UAlbany as a leader in the field of assessment.

Student Success was cited for its assessment work in two different publications of the Student Affairs Leadership Council of the Education Advisory Board.
Student Success has a number of collaborative efforts with other Divisions in the University as well as organizations outside the University in order to enhance the learning experiences of our students. In particular, this past year, partnerships with Academic Affairs have allowed us to more completely address the needs of the students.

- Campus Recreation partnered with the Honors College to provide a comprehensive leadership and team-building workshop for the incoming freshmen in the Honors College program.

- **Great Dane Beginnings**, the opening weekend welcome event for all new students, freshmen and transfers, is a collaborative effort among all the units in Student Success and the Academic Affairs Office of Student Engagement to connect students with faculty immediately upon their arrival.

- Career Services partnered with the Community and Public Service Program and Chapel House to offer an **Action and Service Fair** to promote volunteerism. This office also partnered with Graduate Studies, Graduate Admissions, and representatives from several academic departments to hold a **Graduate and Professional School Fair** open to schools around the country.

- Many Student Success staff teach courses on campus in the departments of Counseling Psychology, Educational Administration, and Public Administration and Policy. In addition, the Counseling Center staff lectured in over 50 academic classes across a wide variety of departments. Career Services partnered with Counseling Psychology to offer workshops on resumes/cover letters in the Principles of Career and Life Planning course.

- The Disability Resource Center hosts a **“Recipe for Success”** conference for Junior and Senior high school students with disabilities to talk about the college transition.

- Family and First Year Programs collaborated with the Student Engagement Office to better facilitate student and faculty interaction with the expansion of the freshmen and upper class **Living-Learning Community** program and the **Food for Thought** program.

- The Office of Conflict Resolution and Civic Responsibility and the Office of Personal Safety and Off-Campus Affairs partnered with the Albany City Police Department and the Albany County District Attorney’s Office to find ways to better address student behavior in the Pine Hills neighborhoods. These offices presented information to the Pine Hills Neighborhood Association to help inform as well as get advice from neighbors.

- To help address the needs of the residents of Albany County in alcohol and drug education, prevention and enforcement, UPD is an active member of the Albany County Stop DWI Unit administered by the Albany County Sheriff’s Office and participates in DWI blanket patrols throughout the year.
The Midtown Neighborhood Watch is a walking patrol program by resident volunteers, college students and long term neighbors with close Albany Police Department coordination. This group monitors and reports unusual activity and unsafe conditions as well as disseminates appropriate safety information to residents in the patrol area. It is a joint effort with the Albany Police Department, Personal Safety & Off-Campus Affairs and the College of St. Rose Safety & Security Department, in cooperation with the Pine Hills and Beverwyck Neighborhood Associations.

The Committee on University & Community Relations seeks 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. The committee is currently composed of student leaders and professional staff from the University at Albany as well as other local colleges, officials from the Albany Police and Fire Departments as well as the Albany Common Council, neighborhood association representatives, community and religious leaders, tavern owners, landowners and representatives from the Empire State Restaurant and Tavern Association and the New York State Division of Alcohol Beverage Control.

The Counseling Center partnered regularly with Athletics to educate coaches and administrators about the unique behavioral needs of student athletes and implementing effective intervention strategies with student athletes who are at risk. Services included the assistance of the Center’s Addictive Behaviors Specialist who worked closely with the Athletics Department to reduce alcohol risk and enhance other prevention efforts such as early clinical intervention in the case of positive drug screens.

The University Health Center also partners with Athletics training room staff to provide prompt injury/illness management, thereby ensuring the best possible patient outcomes.

The University Health Center has established liaisons for contact at Albany Medical Center Division of HIV Medicine. This has allowed for the institution of rapid HIV testing on campus in compliance with all NYS Public Health laws.
The annual “report card” captures the progress units are making with respect to their strategic goals. Each unit’s strategic goal is associated with the related action steps articulated in the Division-wide plan. The key at the bottom of the page identifies a unit’s progress towards goal attainment.

### 2011-2012 GOALS REPORT CARD

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<th>THEME 3: Partner with families, faculty, staff, alumni and the local community to support our students</th>
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| Campus Recreation |  |  |  |
|-------------------|  |  |  |
| Develop affiliated Club Sport Model & Philosophy |  |  |  |
| Increase CPR, First Aid, AED & Bloodborne Pathogen Training |  |  |  |
| Increase Team Building & Camaraderie |  |  |  |

| Career Services |  |  |  |
|-----------------|  |  |  |
| Increase student awareness of Career Services’ programs and activities |  |  |  |
| Utilize emerging technologies to enhance access to Career Services’ programs and offerings |  |  |  |

| Chapel House |  |  |  |
|---------------|  |  |  |
| Create Inter-religious Prayer/Meditation space |  |  |  |
| Increase Visibility of Chapel House |  |  |  |

| Conflict Resolution & Civic Responsibility |  |  |  |
|--------------------------------------------|  |  |  |
| Institute restorative interventions throughout the disciplinary process |  |  |  |
| Address Title IX issues as they relate to the disciplinary process |  |  |  |
| Implement a fully integrated software platform for conduct processes |  |  |  |

| Disability Resource Center |  |  |  |
|-----------------------------|  |  |  |
| DRC Awareness |  |  |  |
| Collaborate to enhance an inclusive environment |  |  |  |

| First Year & Family Programs |  |  |  |
|------------------------------|  |  |  |
| Implement new e-mail marketing program |  |  |  |

| Multicultural Student Success |  |  |  |
|-----------------------------|  |  |  |
| Increase student usage of the Multicultural Resource Center |  |  |  |
| Develop male retention plan |  |  |  |
| Develop Programming initiatives incorporating the G&SRC and MRC |  |  |  |
| Re-organize the MSAC retreat in order to remove conflicts with SI&L & Residential Life Training |  |  |  |

| Orientation |  |  |  |
|-------------|  |  |  |
| Better engage veterans |  |  |  |
| Invoke efficiencies using emerging technologies |  |  |  |

| Personal Safety and Off-Campus Affairs |  |  |  |
|----------------------------------------|  |  |  |
| Communicate effectively with off-campus students |  |  |  |
| Increase local neighbors’ understanding of student behavioral expectations |  |  |  |

| Residential Life |  |  |  |
|-----------------|  |  |  |
| Provide Support for at Risk Students |  |  |  |
| Provide Living Environments that Support Student Success |  |  |  |

| Student Involvement & Leadership |  |  |  |
|---------------------------------|  |  |  |
| Enhance and better coordinate leadership development offerings across all areas |  |  |  |
| Change perception of MyInvolvement.org to involvement platform for all students |  |  |  |

| University Counseling Center |  |  |  |
|------------------------------|  |  |  |
| Enhance suicide prevention |  |  |  |
| Complete accreditation for the Center’s Predoctoral Internship Program |  |  |  |

| University Health Center |  |  |  |
|--------------------------|  |  |  |
| Hard Waiver Health Insurance |  |  |  |
| Improve LabCorp electronic interface |  |  |  |

| University Police Department |  |  |  |
|-------------------------------|  |  |  |
| Department Social Media page |  |  |  |
| Focus Group |  |  |  |
| ATLAS Program - Leadership Course |  |  |  |

| Student Success |  |  |  |
|-----------------|  |  |  |
| Provide leadership for the Campus Center extension |  |  |  |
| Provide evidence of student learning |  |  |  |
| Provide professional experiences for students interested in a career in student affairs |  |  |  |
| Provide oversight for implementation of the Division’s strategic plan |  |  |  |

* ● Canceled  ● Behind Schedule  ● On Schedule  ● Ongoing  ● Completed*
<table>
<thead>
<tr>
<th>THEME 4: Promote pride in the University and an appreciation for UAlbany traditions</th>
<th>THEME 5: Create physical environments that are conducive to students’ development</th>
<th>THEME 6: Promote responsible lifestyle decisions</th>
<th>THEME 7: Promote civic minded citizenship</th>
<th>THEME 8: Promote a student-centered perspective throughout the University</th>
<th>THEME 9: Support staff’s ongoing training and professional development</th>
<th>THEME 10: Assess programs, activities and services that enrich the student experience</th>
</tr>
</thead>
</table>
Our STRATEGIC PLAN is a policy guide that articulates our division's path for the future. The responsibility of implementing Student Success' strategic plan resides with each member of the Division. Units have incorporated relevant action steps into their on-going planning efforts and, wherever appropriate, build off of the plan’s themes and action steps in their own unit-level planning documents.

2012-2013 GOALS

<table>
<thead>
<tr>
<th>THEME 1: Foster respect for the diversity of our community as well as for the individuality of each student</th>
<th>THEME 2: Provide opportunities that encourage group membership and leadership development</th>
<th>THEME 3: Partner with families, faculty, staff, alumni and the local community to support our students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Campus Center Management</strong></td>
<td></td>
<td></td>
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<tr>
<td>Implement reservation system for Campus Center Facilities</td>
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<td><strong>Campus Recreation</strong></td>
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<td>Member services</td>
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<tr>
<td>Event operations</td>
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<tr>
<td>Increase intramural sports participation</td>
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<tr>
<td><strong>Career Services</strong></td>
<td></td>
<td></td>
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<tr>
<td>Create and implement social media strategy</td>
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<tr>
<td>Increase collaboration with Office of Multicultural Student Success</td>
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<tr>
<td><strong>Conflict Resolution &amp; Civic Responsibility</strong></td>
<td></td>
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<tr>
<td>Increase office web presence and use of emerging technology</td>
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<tr>
<td>Establish process to resolve off-campus conduct cases</td>
<td></td>
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<tr>
<td>Implement the &quot;investigator model&quot; for serious case adjudication</td>
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<tr>
<td><strong>Disability Resource Center</strong></td>
<td></td>
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<tr>
<td>Assistance Animal Policy</td>
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<tr>
<td><strong>First Year &amp; Family Programs</strong></td>
<td></td>
<td></td>
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<tr>
<td>Assess new student programs</td>
<td></td>
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<tr>
<td>Increase membership in Family Program Network</td>
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<td>●</td>
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<tr>
<td><strong>Interfaith Center</strong></td>
<td></td>
<td></td>
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<tr>
<td>Develop and implement new interfaith programming opportunities</td>
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<tr>
<td>Support of Interfaith Student Group</td>
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<tr>
<td>Outreach: Develop Interfaith Resources in the Community</td>
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<tr>
<td><strong>Multicultural Student Success</strong></td>
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<tr>
<td>Diversity and Inclusion Training Awareness</td>
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<td>●</td>
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<tr>
<td>&quot;Micro&quot; programming initiative</td>
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<td>●</td>
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<tr>
<td><strong>Orientation</strong></td>
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<tr>
<td>Examin office function and choose new Director</td>
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<tr>
<td><strong>Personal Safety and Off-Campus Affairs</strong></td>
<td></td>
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<tr>
<td>The Don’t Walk Alone program will be evaluated for effectiveness</td>
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<tr>
<td>Communicate effectively with off-campus students</td>
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<tr>
<td><strong>Residential Life</strong></td>
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<tr>
<td>Change staffing to facilitate a 24/7 environment conducive for academic success</td>
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<tr>
<td>Enhance professional staff development</td>
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<tr>
<td>Enhance living options and programs</td>
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<tr>
<td>Increase high tech delivery methods</td>
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<tr>
<td><strong>Student Involvement &amp; Leadership</strong></td>
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<tr>
<td>Every student organization will acquire a faculty advisor</td>
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<td>●</td>
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<tr>
<td>Create Campus Programming Board</td>
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<tr>
<td><strong>University Counseling Center</strong></td>
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<tr>
<td>Enhance cannabis abuse prevention and early intervention</td>
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<tr>
<td>Implement self study recommendations &amp; complete accreditation of Doctoral Internship Program</td>
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<tr>
<td><strong>University Health Center</strong></td>
<td></td>
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<tr>
<td>SHAC</td>
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<tr>
<td>Tobacco-free campus</td>
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<tr>
<td>Multi-school/SUNY wide Health Case insurance</td>
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<tr>
<td><strong>University Police Department</strong></td>
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<tr>
<td>Partnerships and collaborations</td>
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<tr>
<td>Increase outreach within our community</td>
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<td>●</td>
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<tr>
<td>Establish policies to promote diversity</td>
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<tr>
<td><strong>Student Success</strong></td>
<td></td>
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<tr>
<td>Expand and promote MyInvolvement.org</td>
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<tr>
<td>Increase school spirit</td>
<td></td>
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<tr>
<td>Provide professional experiences for students interested in student affairs</td>
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<tr>
<td>Establish a professional development grants program</td>
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<tr>
<td>Provide evidence of student learning</td>
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</table>
The Advisory Committee on Campus Security reviews current campus security policies and procedures and makes recommendations for their improvement. (Unit(s) advised: Personal Safety and Off-Campus Affairs, University Police Department, President’s Office)

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 Clery 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 LGBTQ Concerns Advisory Committee is an advisory group on matters related to enhancing the quality of life on campus for the LGBTQ population. (Unit(s) advised: Provost’s Office, Office of the Vice President for 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. (Unit(s) advised: Residential Life)

The Sexual Assault Response Team (SART) is comprised University personnel who individually have a role in sexual assault prevention and victim assistance. They come together in a more formal way on this team to better coordinate and further enhance victim support in the event of a sexual assault involving a University at Albany student. (Unit(s) advised: Counseling Center, Office of the Vice President for Student Success)

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, Office of the Vice President for Student Success)

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 concerns 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)
### 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.

<table>
<thead>
<tr>
<th>Campus Center</th>
<th>Personal Safety &amp; Off-Campus Affairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Type</td>
<td>No.</td>
</tr>
<tr>
<td>Full-time Professional/Classified Staff</td>
<td>1</td>
</tr>
<tr>
<td>Part-time Professional/Classified Staff</td>
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</tr>
<tr>
<td>Graduate Assistants</td>
<td>1</td>
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<tr>
<td><strong>TOTAL:</strong></td>
<td>4</td>
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<tr>
<td>Campus Recreation</td>
<td>Residential Life</td>
</tr>
<tr>
<td>Staff Type</td>
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<tr>
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<tr>
<td>Part-time Professional/Classified Staff</td>
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<tr>
<td>Graduate Assistants</td>
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<tr>
<td><strong>TOTAL:</strong></td>
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<tr>
<td>Career Services</td>
<td>Student Involvement &amp; Leadership</td>
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<td><strong>TOTAL:</strong></td>
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<td>Disability Resource Center</td>
<td>University Health Center</td>
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<td>Part-time Professional/Classified Staff</td>
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<td><strong>TOTAL:</strong></td>
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<tr>
<td>First Year &amp; Family Programs</td>
<td>University Police Department</td>
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<tr>
<td>Staff Type</td>
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<tr>
<td>Part-time Professional/Classified Staff</td>
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<tr>
<td>Graduate Assistants</td>
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<tr>
<td>Multicultural Student Success</td>
<td>Office of the Vice President for Student Success</td>
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<tr>
<td>Staff Type</td>
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<td>Part-time Professional/Classified Staff</td>
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<td><strong>TOTAL:</strong></td>
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<td>Orientation</td>
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<tr>
<td>Part-time Professional/Classified Staff</td>
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<tr>
<td>Graduate Assistants</td>
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<td><strong>TOTAL:</strong></td>
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