Dear Student Success Colleagues:

Once again, I am pleased to provide you with our annual Student Success Briefing Book for the 2013-2014 academic year. The Briefing Book provides you with a snap-shot of the progress of each of our units over the past year, as well as the strategic goals for the year ahead. This year, as we begin Phase II of the Student Learning Project, we are building on the accomplishments of the past three years to identify innovative ways to realize outcomes development. The 2014-2015 learning outcomes for each of our units are also detailed in this booklet.

The programs we support are clearly fundamental to providing a campus that is safe, inclusive and supportive of student learning in all its forms. You continue to work tirelessly to advance our collective purpose and it is clear that you are passionate about what you do and dedicated to student success in and out of the classroom. I very much appreciate all of your ongoing efforts on behalf of students.

Best wishes for a successful 2014-15 academic year.

Sincerely,

Christine A. Bouchard
Vice President for Student Success
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Success Mission</td>
<td>1</td>
</tr>
<tr>
<td>During the 2013-2014 Academic Year</td>
<td>2</td>
</tr>
<tr>
<td>The UA Albany Student At A Glance</td>
<td>4</td>
</tr>
<tr>
<td>Advocacy Center</td>
<td>6</td>
</tr>
<tr>
<td>Campus Center</td>
<td>8</td>
</tr>
<tr>
<td>Campus Recreation</td>
<td>10</td>
</tr>
<tr>
<td>Career Services</td>
<td>12</td>
</tr>
<tr>
<td>Community Standards</td>
<td>14</td>
</tr>
<tr>
<td>Disability Resource Center</td>
<td>16</td>
</tr>
<tr>
<td>Intercultural Student Engagement</td>
<td>18</td>
</tr>
<tr>
<td>New Student Programs</td>
<td>20</td>
</tr>
<tr>
<td>Residential Life</td>
<td>22</td>
</tr>
<tr>
<td>Student Involvement and Leadership</td>
<td>24</td>
</tr>
<tr>
<td>University Counseling Center</td>
<td>26</td>
</tr>
<tr>
<td>University Health Center</td>
<td>28</td>
</tr>
<tr>
<td>University Police</td>
<td>30</td>
</tr>
<tr>
<td>Office of the Vice President for Student Success</td>
<td>32</td>
</tr>
<tr>
<td>The Interfaith Center</td>
<td>34</td>
</tr>
<tr>
<td>Staffing Across the Division</td>
<td>35</td>
</tr>
<tr>
<td>Collaborative Efforts</td>
<td>36</td>
</tr>
<tr>
<td>Advisory Committees</td>
<td>38</td>
</tr>
<tr>
<td>Strategic Goals 2013-2014</td>
<td>40</td>
</tr>
<tr>
<td>Strategic Goals 2014-2015</td>
<td>42</td>
</tr>
</tbody>
</table>
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 2013-14 Academic Year...

2,582 new freshmen entered the class of 2017. 94% lived on campus.

147 of these freshmen were admitted to The Honors College.

41.9% were students of color.

175 students were international.

1,380 new transfer students were admitted.

A total of 16 Living Learning Communities available for freshmen.

Gender Inclusive Housing increased from 40 students in its first year to 82 in its second.

Bob Ford Field opened and UAlbany football joined the CAA. The Marching Great Danes made their debut!
a lot was happening!

The new **School of Business** building opens.

Career Services hosted the first **Virtual Career Fair**.

**Student Learning Project Phase III** 2014 -2017 was underway.

**The Fountain** opened during commencement week!

The **Advocacy Center for Sexual Violence** opened in January.

**Residential Life** completed its first external review.

**Housing sign-ups** are done completely online for the first time.

The **University Health Center** implemented online appointments.

**Pathways to Success** had 7,907 students who completed one Involvement Marker.

The **University Counseling Center** implemented “Let’s Talk” bringing services to 3 campus locations.

UAlbany was named a **“JED” Campus**.

The Great Dane Project honored President Jones with **19 Danes** decorated in honor of his inauguration.
THE UALBANY STUDENT AT A GLANCE

WHAT STUDENTS SAY

Lack of sleep is one of their major stressors.

If you could start over again, would you still choose UAlbany?

65% said YES

WHO OUR STUDENTS ARE

2% are veterans.

30% of students say they are responsible for 76-100% of their college expenses.

23% of students are first generation college students.

WHAT STUDENTS DO

50% study more than 10 hours per week.

60% live on campus.

95% use their UAlbany email account.

80% prefer to study alone.

63% are a member of at least one student group.

48% change their major at least once.
WHAT STUDENTS PLAN FOR THE FUTURE

32% of students plan to work in the **private sector** while 10% plan to work for **non-profits**.

48% of **Seniors** are actively seeking employment.

60% of **seniors** have had either an **internship** or **employment** in their field of interest prior to graduating.

30% of seniors have **utilized on-campus job fairs**.

42% of students **expect to earn** between $30-50K their first year of employment.

56% of students **plan to attend graduate or professional school** immediately.

**DATA SOURCES**

838 respondents to the **NASPA Consortium: Campus Center & Programming Student Survey** administered electronically through Campus Labs between February 13 and April 16, 2013.

875 respondents to the **NASPA Consortium: Campus Recreation Student Survey** administered electronically through Campus Labs between February 13 and April 26, 2013.

1,085 respondents to the **NASPA Consortium: Career and Personal Aspirations Student Survey** administered electronically through Campus Labs between February 13 and April 26, 2013.
The Advocacy Center for Sexual Violence provides a dedicated space for survivors, friends and family members to seek support and advocacy related to all forms of sexual violence including sexual assault, intimate partner and relationship violence and stalking. The Advocacy Center oversees a comprehensive sexual violence prevention and sexual health promotion program.

**STRATEGIC GOALS (2014 - 2015)**

1. **Increase Awareness/Access to a New Center:** Increase the awareness of the existence, mission and services offered by the newly developed Advocacy Center for Sexual Violence among the entire University community. Promotional efforts will include trainings, programs, open houses, brochure creation and distribution, poster creation and distribution, door hangers, magnets, and exhibits in the Campus Center and student dining halls.

2. **Expand Peer Education Program:** Expand the mission and program repertoire of the Project SHAPE: Sexual Health and Peer Education program to include a major focus in sexual violence prevention education. Develop and expand the sexual violence training components of both ECPY 311 and 312 training courses including curriculum, syllabi, readings, and projects and exams.

3. **Develop a Bystander Intervention Program:** Deliver an evidence-based violence prevention program to raise awareness, create an open dialogue, and inspire leadership among students using the Mentors in Violence Prevention (MVP) bystander-model. Deliver an eight hour bystander intervention program offered over 4 sessions in October to a select group of Project SHAPE volunteers. Certified participants will deliver bystander intervention programs to other students. A second training program will be offered in the Spring 2015 semester to certify another group of student leaders.
1. **Mentors in Violence**: After completing the Mentors in Violence Prevention training, participants will be able to identify one thing they can do to be a leader and combat gender-based violence within the campus community.

2. **Project SHAPE Training Course**: After completing the Project SHAPE training course (ECPY 311 or ECPY 312), participants will be able to facilitate awareness exhibits and educational programs on sexuality/sexual health and sexual violence related topics.

3. **Program Assessment**: After attending a program delivered by Advocacy Center staff or Project SHAPE, participants will be able to identify three new pieces of information related to sexuality/sexual health and/or sexual violence.

4. **Program Assessment (Awareness of Center)**: After attending a program delivered by Advocacy Center staff or Project SHAPE, participants will be able to identify the services provided by Advocacy Center staff.

5. **General Awareness**: As a result of awareness campaign efforts including door tags, magnets, emails, exhibits, and posters, students will be able to identify the services provided by the Advocacy Center for Sexual Violence.

6. **New Students**: After attending the University at Albany New Student Orientation, new students will be able to identify the Advocacy Center as a campus resource to address students’ concerns related to sexual violence.
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.

The Campus Center will:

1) 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.

2) Manage the Campus Center’s facilities and support its programs to foster interaction among the University community and enhance the quality of campus life.

3) Manage the finite physical and financial resources to ensure balanced access for the community’s shareholders.

Strategic Goal Progress (2013 - 2014)

1. Finalize reservation system for Campus Center Facilities: Event Management Systems (EMS) software was introduced to the campus and will provide reservation services, room utilization, calendaring, operational reporting, and invoicing for the Campus Center. EMS will allow us to be better stewards of our space and closely monitor our growing number of guests and programmatic expansions. An implementation timeline was developed which includes procedural guidelines and orientation sessions for Campus Center reservation requests.

2. Continue to provide leadership for Campus Center Expansion Project: The Campus Center Expansion Project is underway! During the summer, renovation of the 518 Market was completed. With changes to several entrances, staff from the Campus Center and Science Library partnered to ensure access to all building locations and will be continuing to communicate these changes to students. A technical guide has been added to the construction team to establish optimum audio-visual quality upon the completion of the renovation. A ‘short range plan’ for the next two years has been drafted which details staffing and facilities needs to address near-term goals in anticipation of the new Campus Center opening.

STRATEGIC GOALS (2014 - 2015)

1. Campus Center Connections: Develop and implement a one-stop, full service support location for reservations, event management and information for campus stakeholders and guests (Campus Center Connections).

2. Room Reservation System: Roll-out a comprehensive room reservation system for the Campus Center.

3. Furniture, Fixtures & Equipment (FF&E): Develop a furniture, fixtures and equipment (FF&E) replacement plan for the Campus Center.
1. **Campus Center Connections Customer Service:** Campus Center Connections staff will be able to provide a broader level of customer service from the beginning of their first semester to end of that semester.

2. **Student Leader Event Planning:** Student leaders planning events in the Campus Center will be able to identify two steps in the event planning process.

3. **Campus Center Connections Services:** Students who visit the Campus Center Connections desk or social media sites will be able to identify two services Campus Center Connections offers.

4. **Student Group Risk Management:** Student group event planners hosting a Ballroom event will be able to identify a risk management technique or logistical management technique used to maximize the success and safety of an event.

5. **Campus Center Connections:** University community members will be able to identify where to access Campus Center Connections, either the physical location or social media sites.

6. **Late Night with Campus Center Connections:** As a result of Campus Center Connections outreach, students will be able to identify what is offered through the program, “Late Night with Campus Center Connections.”
Strategic Goal Progress (2013 - 2014)

1. Establish policies for use of outdoor facility spaces and equipment: Campus Recreation offers several opportunities to participate in recreational activities outdoors. They offer a ropes course, and have established rental costs and guidelines for team building workshops, with all information available on the website. Additionally, weekly field maintenance has been scheduled with campus Grounds personnel, and updated procedures and forms were created for facility rental and reservation requests.

2. Increase group exercise participation: Group exercise classes are offered through Campus Recreation. These classes were actively promoted throughout residence halls and Campus Recreation website, and additional marketing efforts will continue. The number of cycling classes offered doubled from the previous year, with near full attendance in all classes. Stress reduction activities were provided in residence halls, and also during the Health Fair in the Campus Center.

3. Establish employee scheduling software and technology: SubItUp, an online staff scheduling software, has been implemented into daily staff and human resource operations. This technology allows adding recently hired staff to the scheduling system, for employees to select desired work hours, and for employees to request to shift changes with real-time schedule updates. iPads are now used to monitor employee scheduling that occurs on fields and spaces outside of the Physical Education building, making staff monitoring more efficient.

STRATEGIC GOALS (2014 - 2015)

1. Develop program for access control and tracking: Implement a card swipe tracking system for departmental activity areas and install a register table to take credit card and Podium Cash transactions in the PE building.

2. Increase intramural offerings: Increase Intramural Activity Offerings by 15% by adding additional activities to the Intramural Sports Calendar.
1. **Club Sports Presidents and E-Board Members:**
   Upon the completion of the club sport season, presidents and e-board members will be able to identify the benefits of involvement and leadership on campus.

2. **Fitness Center:** Through use of the SEFCU Fitness Center, students will be able to identify the core Fitness Center policies.

3. **Group Exercise:** As a result of attending a Campus Recreation Group Exercise class, attendees will learn how to correctly take their resting heart rate.

4. **Intramural Captains:** Upon the completion of the intramural sports season, captains will be able to identify the benefits of involvement and leadership on campus.

5. **Logo Recognition:** As a result of attending GreatDANEtopia, attendees will be able to correctly identify the Campus Recreation logo.

6. **Student Employees:** Campus Recreation student employees will be able to correctly identify all six of the Campus Recreation program areas. Program areas include, Intramural Sports, Club Sports, Outdoor Pursuits, Group Exercise, Fitness and Wellness and Aquatics.

7. **Student Managers:** As a result of the Campus Recreation student employee training and orientation, student managers will be able to correctly identify Campus Recreation risk management procedures.
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. Our office motivates students to pursue internship, study abroad, volunteer, and community service experiences to gain knowledge, develop skills, and become engaged participants in society. We encourage students and alumni to learn and take personal responsibility for their life plans, such as pursuing advanced education, choosing a career, and conducting an effective job search. We maintain a variety of partnerships with employers, campus academic departments, and university administrative offices that contribute to the success, breadth, and effectiveness of our services.

STRATEGIC GOALS (2014 - 2015)

1. Increase collaboration with Disability Resource Center: Career Services will focus on the needs of students registered with the Disability Resource Center to offer services and programs that will help develop career related skills.

2. Enhance Employer Engagement: Career Services will explore ways in which we can strengthen our engagement to employers through events and programs.

3. Raise Awareness of Choosing a Major or Career: Career Services will work to engage students earlier in the career process and raise awareness of the importance of identifying career and major options.

Strategic Goal Progress (2013 - 2014)

1. Develop a partnership with SUNY Works to improve internship and experiential education opportunities: The Director of Career Services, Noah Simon, has assumed responsibility as Chair of the SUNY Works committee on campus, which includes 10 members from various departments. The committee continued to meet throughout the academic year and is beginning to develop a strategy to target employers to increase internship opportunities. Career Services worked with faculty internship contacts to complete a revision of the student Internship Handbook.

2. Launch a StrengthsQuest pilot program: Career Services secured a $1,000 grant from the Office of the Chief Information Officer to offset the cost of purchasing 100 StrengthsFinder access codes. Freshmen in the Career Development Living Learning Community (LLC) took the StrengthsFinder assessment and participated in two in-class exercises and two assignments. Class discussions surrounded on how best to utilize your strengths and were required to incorporate their strengths in class assignments. Additionally, students in the STEM Lean In Circle took in the StrengthsFinder assessment and participated in small group discussions on how to communicate your strengths during networking and interviews.

3. Increase the number of counseling appointments for freshmen and sophomores: Career Services collaborated with the Educational Opportunity Program (EOP) to specifically target freshmen and sophomores to offer appointments and monthly presentation, which resulted in nearly 50 drop-in appointments. Also, the office began using FOCUS 2, an assessment tool which allows students to answer questions based on interests, skills, and abilities. Targeted emails were circulated to users to schedule a follow-up appointment with Career Services to discuss their FOCUS 2 results. A Peer Career Blog, written by five UAlbany students, was also established. The blog, which has nearly 500 visits, educates peers about major selection, personal branding, and balancing jobs and school.
1. **Employer Engagement:** We have 5024 employers in the database. After completion of a promotion plan, 70% of respondents will be able to list two ways in which they can engage with students at UAlbany.

2. **Raise awareness of career and major choices:** After completion of a promotion plan, 85% of all student respondents will be able to list one way that we can help with career or major choice.

3. **UA Career Path:** Freshmen who register with UA CareerPath will be able to list two things you can do with UA CareerPath.

4. **Group Appointments:** Group appointment attendees will improve their LinkedIn profile after attending a group appointment.

5. **Lean In Circles:** As a result of participating in Lean in Circle, students will become familiar with their StrengthQuest to better articulate their strengths.

1. **Work Study Students:** As a result of student staff training, work study students will be able to identify three skills they need to know to work in our office.
Community Standards educates students, faculty and staff on community standards as promulgated in the code of conduct – Community Rights & Responsibilities. 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 GOALS (2014 - 2015)

1. **Student Care Services Protocols**: Create a standard operating procedure for Student Care Services. Including information sharing, dissemination, intake process and closing case.

2. **Off-Campus Ambassadors**: Launch Pilot of Off-Campus Ambassador program in Spring 2015.

3. **Conduct Code Sanction Rubric**: Create a Rubric to be used internally to better facilitate consistent case outcomes for cases that Conflict Resolution and Residential Life most frequently adjudicate (i.e. alcohol and drug incidents).

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**Strategic Goal Progress (2013 - 2014)**

1. **Modify and customize the formal investigator process (as created by the NCHERM group) for the UAlbany conduct system**: The Office of Community Standards has evaluated their role in the investigative process and have expressed a concern about there being a conflict of interest in having office staff serve as the investigating body in addition to their "standing role" in the overall student conduct process (i.e. administrators who intake the case, facilitate the adjudication of the case and notify outcome of case). The office has recommended that investigations for Title IX cases be conducted by an independent body (either an external investigator or a separate professional staff member/unit at the University). As of May 2014, the institutional perspective is that investigation process for Title IX incidents will ultimately rest with a specialized professional staff person and/or unit.

2. **Design and implement a curriculum for student conduct board members**: During the academic year, the office evaluated the current student conduct board review process and researched best practices at peer institutions. Four student conduct board member focus groups were held, and staff will review the transcript to implement a curriculum for student conduct board members.

3. **CUBIT Online reporting mechanism**: An online public reporting system for CUBIT cases has been created, and data can now be directly input into the Advocate system. All past CUBIT files dating back to 2008 have been migrated into the new system, and the office is working with ITS to sync Advocate with PeopleSoft to tract student status.
1. **CoRe Applicants:** Students applying into the CoRe program will be able to identify two ways their relationship with their mentor positively impacted their future goals.

2. **Good Samaritan:** Students will be able to identify the major components to the University’s Good Samaritan 911 policy.

3. **Neighborhood Life:** Students will be able to identify the Assistant Director of Neighborhood Life.

4. **Off-Campus Rental Workshop:** After attending a workshop on renting an apartment off-campus, attendees will be able to identify what "ROP" stands for.

5. **Student CARE:** Students will be able to describe the services provided by Student CARE.

6. **Student CARE Services:** Students utilizing Student CARE Services will be able to identify two resources to assist them with the completion of their success plan.

7. **Student Conduct Board:** After attending the "Student Conduct Board" training, participants will be able to describe the preponderance of evidence standard.
Strategic Goal Progress (2013 - 2014)

1. Hold workshops to inform faculty of how classroom accommodations and accessibility are determined: Staff from the Disability Resource Center held meetings with academic departments during the year, and faculty and staff were invited to a presentation regarding digital access and online content for disabled students, with keynote speaker William Welch. This was the kick-off event for an inclusive Digital Access Working Group to assess access to websites, online course material, and procedures for accessibility for online classes.

2. Implement the “Therapy Dog” program as a regular event during midterms and finals: The Disability Resource Center’s Therapy Dog program was offered throughout the year for midterm and finals, and all events were very well attended. The program received a $600 UAS grant to assist with parking and fees for dog handlers. The program was featured in an article in the Times Union, and noted that the program is a welcome recipe during midterms and finals.

3. Create a welcome packet for incoming students with disabilities and their families: The office has developed an information packet with informational material that is now provided to each student who registers with the office. The welcome information is also available digitally on the university’s website, which links to the Disability Resource Center where students can find forms to register and information regarding required documentation.

STRATEGIC GOALS (2014 - 2015)

1. Establish a student run peer mentor program: Create a peer mentoring program organized and run by disabled students, targeting incoming students with disabilities.

2. Establish a Disability Resource Center Student Council: Form a Disability Resource Center Student Council to allow students to take an active role in informing the services and programs offered by the DRC.
1. **Faculty Meetings:** After DRC presentations at Faculty Department meetings, faculty will be able to identify three ways that the DRC can assist them in being in compliance with the ADA.

2. **DRC Awareness:** Students who register with the DRC will indicate how they learned about our services on the intake form.

3. **Student Mentors:** Student initiated mentor program will meet to develop goals and objectives for the group and will develop an assessment method for continuous improvement and possible continuation of the program.

4. **Student Disabilities Service Council:** A Student Disabilities Service Council will be established to create a venue through which students can learn leadership skills, as well as assessment and advocacy skills. Students will demonstrate these skills through management of meetings, assessment of academic and physical accessibility throughout the campus, assessment of DRC procedures, and presentation of recommendations to the DRC.

5. **Time Management Appointments:** Students registered with the DRC who participate in time management training appointments will demonstrate increased ability to successfully manage their schedule as indicated on a pre/post session assessment rubric.

6. **Study Skills Appointments:** Students registered with the DRC who participate in one-on-one study skills appointments will be able to identify three study skills that they have learned and intend to use as indicated on a pre/post session assessment rubric.
Intercultural Student Engagement is committed to developing and maintaining a culturally inclusive campus environment where all students can engage in meaningful relationships with other students, faculty and staff thereby enhancing the academic excellence, personal growth and leadership development of all UAlbany students.

Strategic Goal Progress (2013 - 2014)

1. Diversity Peer Educator Program: The Office of Intercultural Student Engagement and Residential Life have developed a partnership to modify the role of the CHARGE Assistant. Beginning this fall, CHARGE Assistants will now be called CHARGE Peer Educators (CPEs). They will serve as a cultural competency peer educator and will be trained to deliver diversity and inclusion workshops, and will continue to serve as the diversity resource for the quad upon which they reside.

2. Interfaith Awareness: Intercultural Student Engagement has worked with various chaplains for a variety of campus programming including Stand Up For Peace (a Palestinian-American and Jewish-American comedian who perform on campuses around the country and discuss cross-cultural understanding in a funny and approachable way), Holocaust Remembrance Day, and the annual Unity Dinner. The office has also partnered with the Interfaith Center to hire work-study students who are interested specifically in working with faith-based student groups or on collaborations between ISE and the Interfaith Center.

Strategic Goals (2014 - 2015)

1. Development: Partner with Development to create a successful development project designed to support the work of I.S.E.

2. Resource Center, CHARGE and Student Association Collaboration: Increase collaboration between of CHARGE Peer Educators, Resource Center Assistants and Affinity Group Leaders.
1. **CHARGE Peer Educators**: After completion of their first year of employment, CHARGE Peer Educators will be able to develop and facilitate a dialogue session/workshop on one of the following dimensions: ableism, Arab/Jewish relations, gender, International/US relations, religion, LGBTQ*, Race/Racism, class/classism.

2. **I.S.E. Scholars**: By the end of the 2014-15 academic year, Scholar-Leaders and Scholar-staff members that work with the Office of Intercultural Student Engagement will be able to identify the minimum number of study hours they should allocate per credit suggested in order to be successful academically.

3. **Resource Center Assistants**: Resource Center Assistants will be able to identify one benefit of working in a diverse environment.

4. **Safe Space**: As a result of attending Safe Space training, Faculty, Staff and students will be able to identify one way they can be an ally to the LGBTQ* community. They will also be able to identify one campus resource to learn more about the LGBTQ* community.

5. **UACCESS Dialogues**: As a result of participating in the UACCESS dialogue sessions, Staff will be able to identify one way they can make their “corner” of the university more inclusive.

6. **Affinity Groups**: By the completion of the 2014-15 academic year, members of the Division of Student Success will be able to identify five affinity groups on the UAlbany campus.

7. **Resource Centers**: By the end of the 2014-15 academic year, the majority of students at the University at Albany will be able to identify the locations of the Multicultural and Gender & Sexuality Resource Center.
New Student Programs facilitates the transition of new students by encouraging the exploration of opportunities, supporting connections to University resources, promoting a sense of pride in the University and partnering with parents and families.

Strategic Goal Progress (2013 - 2014)

1. **Increase membership for parent and family network:** During the new online summer orientation registration process, family members can now opt in to receive updates from New Student Programs. As a result, over two-thousand (40%) family members opted to receive email updates, an increase of 46% over last year. After the January 2014 orientation session, an additional 108 family members registered for email updates.

2. **Develop Orientation Assistant Connections program where freshman can digitally connect with their summer orientation assistant:** Each Orientation Assistant created and promoted a Twitter handle during their summer orientation sessions. The fourteen group leaders were able to garner a substantial follower base where they could interact with new students via Twitter and continue to promote university events during the academic year. Overall, the New Student Program staff was able to attract 1638 followers and sent a total of 1564 tweets after summer orientation was completed.

STRATEGIC GOALS (2014 - 2015)

1. **Office and Family Leaders:** Redefine the roles of the Office Leaders and incorporate them into the family program.

2. **Parents listserv:** Increase the membership of parents in our email listserv.
1. **Fall Fridays**: Students that attend "Fall Fridays" will be able to engage with and learn about campus resources available to them.

2. **Orientation**: Students that attend Orientation will be able to identify one way they plan to engage with the campus community in their first semester.

3. **Orientation Assistants**: Orientation leaders will be able to reflect on how they have developed as a leader as a result of their participation in Orientation.

4. **Parent Liaison**: Families that attend Orientation will be able to identify the University's Parent Liaison.

5. **UAlbany TIPS**: UAlbany families will be able to sign up to receive UAlbany TIPS (Targeted Information for Parents).

6. **Explore UAlbany**: All new students will participate in Explore UAlbany. This year a total of 2101 students participated in Explore UAlbany. Fifteen faculty led sessions were held, eleven were at maximum capacity.
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:

1) Providing safe, healthy and inviting residence halls and apartments.

2) Sustaining living communities that support the intellectual culture of the University at Albany.

3) Recognizing the advantages and challenges of an inclusive and

STRATEGIC GOALS (2014 - 2015)

1. Restorative practices in the residence halls: Implement a restorative practice model in the residence halls as a community development philosophy for the fall.

2. Online Assignment Process/Roommate Selection for new students: Utilize current technology to facilitate roommate matching option for new students.

3. Empire Commons switch to all academic year contracts: Discontinue offering a full year option on empire commons.

Strategic Goal Progress (2013 - 2014)

1. Complete an external review program: A comprehensive self-study report was prepared in Fall 2013 in preparation for the external review team. The external review timeline was delayed by a month due to unforeseen circumstances. External reviewers visited campus in early December. A final report was delivered in late January with several suggested changes to consider. Additionally, a committee has been established to address several of the recommendations while other recommendations will be addressed by Residential Life senior staff.

2. Returning student online room selection: An online room selection process was implemented in during the Spring 2014 semester for housing sign-up. Students registered for housing remotely, selecting roommates, and apartments or rooms. Students were only able to see available spaces, and spaces they were eligible to register for. A help desk and hotline were set up throughout the process to provide support for students who had questions or encountered problems during the sign up process.
1. **Restorative Practice**: As a result of living on campus, students will exhibit positive experiences pertaining to community engagement and personal growth.

2. **Sustainability**: As a result of living on campus, students will be able to articulate at least one way to contribute to a sustainable environment.

3. **Mental Health**: As a result of participating in student staff training, student staff will be able to identify three indicators of a person that may need mental health support.

4. **LLC**: As a result of participating in an LLC, residents will engage with faculty members outside of the classroom more frequently than non-LLC residents.

5. **Staff Evaluations**: As a result of participating in performance evaluations, student staff will be able to explain ways that their experience as a staff member has influenced their growth.

6. **Restorative Practice**: During Student Conduct Meetings, residents who are facing Disciplinary Probation will be able to identify at least one way that their misconduct has influenced the community.
Student Involvement & Leadership promotes involvement in the campus with 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 (2013 - 2014)

1. **Institutionalize the campus programming board**: To provide consistent campus-wide programming, the Campus Programming Board has secured regular funding to ensure continuity and growth through a campus life fee. In January 2014, information regarding the proposed fee was provided at a Campus Programming event that hosted over 250 students, and a press release about the fee was included in the Albany Student Press. Additionally, online petitions were conducted using Facebook and MyInvolvement to serve as an informational forum that included detailed information about the fee and calendars of proposed events.

2. **Improve event management student organizations**: A comprehensive student event planning website and corresponding section in the Student Organization handbook has been created. The Evening Events Assistant Director worked with student groups to plan and execute higher quality that are safer for students. This included meeting with the groups to plan logistics and review safety procedures. An off-campus event registration process has been reviewed and cleared by University Counsel's office and has been piloted. Additional support and resources for student organization's holding off-campus events will be coordinated and offered to students.

STRATEGIC GOALS (2014 - 2015)

1. **Student Association Training**: Conduct a comprehensive training for Student Association Officers.

2. **First Year Students on MyInvolvement.org**: 95% of First Year Students will have signed on to MyInvolvement.org and tracked their completion of the 6 Involvement Markers needed to become an Involved Dane.
1. **Fraternity and Sorority Life**: As a result of being initiated into a University sponsored Fraternity or Sorority, members will be able to identify three ways they can receive academic support.

2. **Involved Dane**: By becoming a Pathways to Success’ Involved Dane, students will be able to identify how to set their interests, print their Involvement Record, and monitor their curriculum completion on MyInvolvement.org

3. **Non-Involved Danes**: After attending an Involvement Focus Group session, 30% of participants who were Non-Involved Danes will become Involved Danes by the end of the Academic Year.

4. **Program Assistants**: As a result of participating in the Campus Programming Board’s Training, Program Assistants will be able to articulate how to plan and execute an on-campus event.

5. **Student Group Officers**: After attending at least one Student Officer Workshop, students will be able to identify two changes they can implement to improve their organization.

6. **UAlbany GO**: By the end of the academic year, students will be able to identify UAlbanyGO as the source for up to the minute information on events, activities and all that is happening on and off campus.
Strategic Goal Progress (2013 - 2014)

1. **Enhance Cannabis Abuse Prevention and Early Intervention**: We have continued the marijuana focused social norms campaign begun last spring. Although promising in its first semester, the limited social norms campaign aimed at cannabis use in first year students did not significantly change the student perception of cannabis abstinence nor for driving after using cannabis. At this point perceptions and increasing use rates appear to be influenced by the broader social context and societal conversations about legalization. Goals and methods in the arena of cannabis prevention are being reevaluated in this broader context. However, a grant proposal, Screening and Brief Intervention for Cannabis Use in Campus Health Care Settings, will be submitted this fall to the National Institute on Drug Abuse (NIDA).

2. **Earlier Access to Brief Clinical Interventions**: To enhance access to clinical services and reduce barriers that may because by stigma or lack of information about services, the Counseling Center began offering “Let’s Talk” appointments at three host locations: Career Services, Athletics Department, and the Educational Opportunity Program (EOP) Complex. Due to the on-campus locations and walk-in nature of the service, it afforded fuller access to the campus community. It was also a welcome option for referrals from parents and faculty and staff who were looking for an easy entry point for students to “try” counseling. In total, 43 students and 6 faculty and staff made use of this service.

STRATEGIC GOALS (2014 - 2015)

1. **Develop and Pilot STEPS 2.0: An Alcohol and Other Drug Early Intervention Program**: Develop and pilot an early intervention program that addresses substance use, including alcohol, marijuana, and non-medical prescription drug use.

2. **Enhance Alcohol and Other Drug Abuse Prevention**: Enhance alcohol and other drug abuse prevention to include an increased emphasis on marijuana, non-medical prescription drug use and mental health correlates.
1. **Alcohol-focused Social Norms Campaign**: UAlbany students who have been exposed to the University Counseling Center's alcohol-focused Social Norms Poster Campaign will report lower levels of alcohol use than students not exposed to the campaign.

2. **Doctoral Internship Alumni Employment**: Alumni of the University Counseling Center Doctoral Internship in Psychology will report employment in the field of psychology, an indicator of the Internship's contribution to their career preparation.

3. **STEP UP! Bystander Campaign**: UAlbany students who have been exposed to the University Counseling Center's STEP UP! Bystander Campaign will report greater likelihood of engaging in active bystander behavior than students not exposed to the campaign.

4. **STEPS Program—Decreased Drinking**: Students participating in the STEPS Program will report a decrease in drinking from baseline to follow-up.

5. **STEPS Program—Decreased Drinking**: Students participating in the STEPS Program will report a decrease in negative consequences related to alcohol from baseline to follow-up.

6. **UCC Clinical Services**: University Counseling Center clients will report that Counseling Center services helped them personally.
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 lifelong healthy habits.

To achieve this, University Health Center staff:

1) **Provides a broad range of services** from prevention-focused education and on-going primary care to acute (urgent) medical care.

2) **Maintains a campus where the risk of threatening communicable disease is minimized** consistent with the goals and objectives of the New York State DOH.

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**Strategic Goal Progress (2013 - 2014)**

1. **Implement a process for self-check-in for appointments:** To improve student satisfaction with front office efficiency, the Health Center has implemented an IT based system for students to check-in for their appointments without interacting directly with the front office staff. The system went live in November 2013, and initial technical issues have been resolved. Approximately 5% of students check-in using the system, but signage will be added to the front area to better promote the service.

2. **Become compliant with NYS requirements to utilize electronic prescriptions:** Several university staff members met throughout the year to discuss becoming compliant, including IT, the university pharmacy, and the medical director. The University Health Center is working with partners to establish an interface to move forward with implementation in the coming academic year.

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**STRATEGIC GOALS (2014 - 2015)**

1. **Introduce E-prescription Services:** The UHC will become compliant with New York State Requirements to replace paper prescriptions with e-prescriptions.

2. **Administrative Staffing Realignment:** Modify Health Center Administration by incorporating new staff members with greater cross training skill sets with the objective of overall positive impact on the budget and ability to cross cover and minimalize loss productivity during staff absence.

3. **Identify a Health Center High Impact Education Practice:** Identify a Health Center appropriate high impact educational practice that can be implemented with current Health Center resources.
1. **Knowledge of Online Appointments for the Health Center**: As a result of viewing the Orientation Guidebook, students will be aware that appointments for the University Health Center can be made online.

2. **Knowledge of the Health Insurance Requirement**: As a result of viewing the Orientation Guidebook, students will be aware University’s health insurance requirement.

3. **Flu Vaccination**: As a result of outreach to students via campus media, TV, email, and posters students will be more likely to receive a flu vaccination.

4. **Tobacco Cessation**: As a result of a tobacco cessation appointment at the Health Center, students will decrease their amount of tobacco use.

5. **Tobacco Assessment Coding**: As a result of Campus Center Connections outreach, students will be able to identify what “Late Night with Campus Center Connections” is / offers.

6. **Chief Compliant Documentation**: As a result of Campus Center Connections outreach, students will be able to identify what “Late Night with Campus Center Connections” is / offers.
Strategic Goal Progress (2013 - 2014)

1. **Utilize social media to expand community outreach:** The University Police Department completed two additional videos as part of their Community Education video series; “Stop and Frisk” and “Racial Profiling”. The videos are available on the website for the campus community. Additionally, the department includes “Like us on Facebook” on all promotional items in an attempt to expand their outreach and to communicate with the campus in varied forms.

2. **Develop a training matrix:** This past year, UPD purchased new training software which assists in tracking all department training. Additionally, the software tracks individual training records and provides alerts when expirations are near. The software will be used to develop a training matrix to meet this strategic goal.

3. **Increase staffing levels:** During the academic year new staff was hired including Campus Public Safety Officers and University Police Officers. The increased staffing levels provide a more efficient and secure campus operation.

STRATEGIC GOALS (2014 - 2015)

1. **Educate students on dangers of opiates:** Develop and implement educational program opportunities for new and continuing students on opiate use and abuse.

2. **Develop an educational outreach model with international students:** Partner with the International Student and Scholar Program to open dialog and promote understanding between police officers and our International Students.
1. **Summer Planning Conferences**: At the end of the Summer Planning Conferences, students will be able to list the name of the police department jurisdiction for the University at Albany.

2. **UPD Programming**: Students who attend UPD programs, tabling, or follow us on social media will be able to list the University Police Department’s phone number.

3. **Domestic Violence**: After viewing the UPD PSA on the dangers of heroin, students will be able to summarize the NYS 911 Good Samaritan Law.

4. **Domestic Violence**: Students who attend a collaborative information session presented by UPD and the Advocacy Center will be able to list three behaviors that constitute domestic violence according to NYS Penal Law.

5. **Officer Identification**: After an interview and preliminary investigation for a criminal police report, a student victim will be able to correctly identify the reporting police officer’s name.

6. **Citizens Police Academy**: Upon completion of a UPD Citizens Police Academy, a student will be able to list three units of UPD officer classification.
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 GOALS
(2014 - 2015)

1. **New Strategic Plan**: Develop a strategy for creating a new strategic plan for Student Success once the current plan expires (2015).
2. **Student Learning Project**: Implement the new Student Learning Project learning outcomes framework.
3. **Involvement, Programming, and Co-Curricular Offerings**: Provide leadership and support for expanded involvement, programming and co-curricular offerings.

Strategic Goal Progress (2013 - 2014)

1. **Introduce an outside the classroom experience Pathways to Success**: Pathways to Success, the outside of classroom experience program designed to engage students beyond the classroom, was successfully implemented during the academic year. As of May 2013, over 10 thousand students signed on to MyInvolvement.org, the web platform used for Pathways to Success. Additionally, there was an average of over 600 users signing on each day – 60% of which were returning users.

2. **Implement a program review process for Student Success**: The Office of the Vice President for Student Success has developed a comprehensive program review process for units throughout the Division. Program reviews will be used to objectively measure whether units are working to support their mission as well as the missions of both the Division and the University. Additionally, program reviews afford units the opportunity to examine whether their programs and services effectively meet the needs of our diverse student population.

3. **Identify next steps for the Student Learning Project**: The initial Student Learning Project, a three year long enterprise that focused on the divisional assessment efforts on student learning, came to a close in May 2014. Throughout the academic year, the Assessment Council had a series of meetings during which a revised framework was developed to continue the project in the coming years. A new, three year long framework will further the already groundbreaking work we have engaged in during the initial project and will position Student Success to significantly impact co-curricular student learning both at UAlbany and in student affairs nationally through 2017!
Consistent with the Division’s core values, as identified in both our mission and strategic plan, the learning outcomes framework is grounded in four primary learning domains:

1. **Individual Growth** – Students will develop transferable intellectual and practical skills to deal with complexity, diversity, and change.

2. **Intercultural Fluency** – Students will develop a broad knowledge of the social, civic, and economic challenges of a diverse and inequitable world.

3. **Wellness and Resilience** – Students will develop lifelong strategies to optimize health behaviors and establish healthy coping skills.

4. **Social Engagement** – Students will apply knowledge and skills for action in our communities and in real-world settings.
**Strategic Goal Progress (2013 - 2014)**

1. **Develop new interfaith programming opportunities**: The Interfaith Center had a busy year with many new and continuing programs for the campus community. They held an Interfaith Movie Night series which were attended by student groups, and included a post-movie audience discussion. The series will continue in the program throughout the new academic year.

2. **Increase campus visibility of The Interfaith Center**: The Interfaith Center continued to reach out to new student leaders from various religious and cultural groups to strengthen and create relationships within the campus community. Additionally, a program strategy was implemented to diversity the types of programs and to attract different audiences. Programs included guest speakers, interfaith discussions, meditation classes, regional field trips, and student group partnerships.

3. **Partner with community organizations to provide interfaith programs**: Throughout the year, the Interfaith Center partnered with many community organizations including The Interfaith Alliance, Interfaith Story Circle, Capital Area Council of Churches, Ahmadiyya Muslim Community, Labor Religion Coalition, and many more! These collaborations included programming, blood drives, donations, and events.

**STRATEGIC GOALS (2014 - 2015)**

1. Further develop and enhance relationships with non-religious student groups on campus.

2. Continuing to strengthen and establish relationships with religious student groups on campus such as UAlbany Peace Action; UAlbany Amnesty International; Third World Impact; SA Interfaith Alliance; Seventh Day Adventists.

3. Developing Relationships with organizations in the community, specifically Interfaith Story Circle/Children at the Well; Peace Village-Brahma Kumaris; Interfaith Partnership for the Homeless; FOCUS.
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COLLABORATIVE EFFORTS

- Carol Stenger taught three semester long courses in collaboration with the Department of Educational and Counseling Psychology as well as the Office of the Vice Provost for Undergraduate Education's student engagement initiatives.

- The Advocacy Center staff served as guest lecturers in 23 classes for a variety of academic departments including School of Public Health, School of Social Welfare, freshman seminar classes, EOP classes, Department of Educational and Counseling Psychology, Department of Women, Gender and Sexuality Studies, Department of Psychology, Department of Sociology, and Department of Biology.

- In a collaboration between the Dean of Rockefeller College, Campus Center Management, Sodexo, and the ITS Department, video information screens are now available throughout campus. The video screens show up-to-date information for events, academics, and other campus information.

- Career Services, in collaboration with EOP, implemented our drop-in hours for in the EOP complex. For two hours each week, a career counselor spends time with students reviewing resumes and cover letters.

- Career Services partners with various departments and groups throughout the year, including Residential Life, student groups, honor societies, and academic departments to provide career-related information and workshops. This year, groups included accounting and MBA students, Middle Earth, Women Excelling in Business, Purple & Gold Ambassadors and Athletics.

- Working with the Universities at Buffalo, Binghamton and Stony Brook, Career Services participated in a Virtual Career Fair. This collaboration was held in April 2014 and offered students the opportunity to interview with employers online. Nearly 300 UAlbany students participated.

- The Office of Community Standards worked with the Office of the Vice Provost for Undergraduate Education to implement protocols for faculty reporting on academic dishonesty and to better streamline the processing of reporting academic dishonesty cases.

- Community Standards collaborated with the Albany Police Department to share information regarding off-campus student conduct cases.
• Community Standards participates in meetings of the Committee on University and Community Relations in support of these programs.

• The Disability Resource Center worked with Student Involvement to provide time management workshops for the Emerging Leaders program.

• New Student Programs partnered with Residential Life to offer a UAlbany spirited finals study break for students, and also collaborated on Food for Finals. This event brought faculty and staff to the dining halls to serve a breakfast to students the night before finals begin.

• Residential Life partnered with Facilities, Physical Plant and outside vendors to create additional multimedia study spaces for students and Residential Life staff. By the end of summer 2014, 10 smart meeting rooms and study spaces were introduced.

• New Student Programs partnered with Educational Opportunity Program to ensure that all new first year students have shared orientation experiences. UAlbany Live, a game show style contest, was offered to students attending the EOP summer program and to students attending summer orientation. International freshmen students also joined orientation student sessions that were held in August.

• New Student Programs, Residential Life, Student Engagement, and Advisement Services Center worked together to create two new transfer living-learning opportunities in the Residence Halls.

• Residential Life partnered with University Police, IT, Finance and Business, Facilities, and SUNYCard to install cameras for a surveillance program which includes approximately 250 cameras in all residential areas by 2015. Approximately 175 cameras have already been installed.

• University Police collaborated with International Student and Scholar Services to develop an educational outreach model for international students.

• The University Police Department and The Advocacy Center partnered to develop a victim centered perspective.
The Advisory Committee on Campus Security reviews current campus security policies and procedures and makes recommendations for their improvement. *(Unit(s) advised: Community Standards, 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: Community Standards, 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: Community Standards, University Police, Advocacy Center for Sexual Violence, 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: Community Standards, University Counseling Center, University Police, 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: Community Standards, University Police Department)*

The Digital Access Working Group is responsible for assessing and making recommendations regarding the University at Albany’s efforts on the accessibility of learning materials, software systems, as well as internal and external communications and media. *(Unit(s) advised: Disability Resource Center, Office of the Vice President for Student Success, Office of the Provost, IT, Office of Communications and Marketing)*

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 Hazing Prevention Advisory Committee is responsible for assessing and making recommendations regarding the University at Albany’s efforts on hazing awareness, education and prevention. *(Unit(s) advised: Community Standards, Student Involvement and Leadership, Office of the Vice President for Student Success)*

The Independent Review Committee for UPD consists of a panel of trained members who examine citizen complaint cases brought to and investigated by UPD. *(Unit(s) advised: UPD, Office of the Vice President for Student Success)*

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: Intercultural Student Engagement)

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 Violence advises the President on matters pertaining to sexual violence (i.e. sexual assault, intimate partner violence and stalking) and policy addressing sexual violence and related risk behaviors for the institution. (Unit(s) advised: President’s Office, Advocacy Center for Sexual Violence, 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 of 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: Advocacy Center for Sexual Violence, Office of the Vice President for Student Success)

The Serious Case Management Advisory Committee reviews all ambulance transports and coordinates the follow up with students who are/have been identified as at risk because of behavior, health, social/emotional or other concerns. (Unit(s) advised: Community Standards, Counseling Center, Residential Life, 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)
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 ongoing planning efforts and, wherever appropriate, build off of the plan’s themes and action steps in their own unit-level planning documents.

### 2013-2014 GOALS

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<td>THEME 1: Foster respect for the diversity of our community as well as for the individuality of each student.</td>
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<td>THEME 2: Provide opportunities that encourage group membership and leadership development</td>
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<td>THEME 3: Partner with families, faculty, staff, alumni and the local community to support our students</td>
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**Campus Center Management**
- Continue to provide leadership for the Campus Center expansion project.
- Finalize the reservation system for Campus Center facilities.

**Campus Recreation**
- Establish policies and procedures for use of outdoor facilities.
- Establish employee scheduling software and technology.
- Increase group exercise participation.

**Career Services**
- Develop partnership with SUNY Works to improve experiential education opportunities.
- Launch a StrengthQuest pilot program.
- Increase the number of freshmen and sophomore counseling appointments.

**Conflict Resolution & Civic Responsibility**
- Modify and customize the formal investigator process for the UA/Albany conduct system.
- Design and implement a curriculum for student conduct board members.
- Develop a CUBIT online reporting mechanism.

**Disability Resource Center**
- Inform faculty of how classroom accommodations and accessibility are determined.
- Implement the “Therapy Dog” program as a regular event during midterms and finals.
- Develop a PTSD women’s support group.
- Create a welcome packet for incoming students with disabilities and their families.

**Interfaith Center**
- Develop new interfaith programming opportunities.
- Increase campus visibility of The Interfaith Center.
- Partner with community organizations to provide interfaith programs.

**Intercultural Student Engagement**
- Increase student awareness of faith-based activities.
- Develop a cultural competency peer education program.

**New Student Programs**
- Increase membership for parent and family network.
- Develop Orientation Assistant Connections program.

**Personal Safety and Off-Campus Affairs**
- Develop methods to improve behavior of off-campus students.
- Inform RPUNA of positive contributions students make to the community.

**Residential Life**
- Complete an external review program.
- Implement a returning student online room selection process.

**Student Involvement & Leadership**
- Institutionalize the Campus Programming Board.
- Improve on-going management support for student organizations.

**University Counseling Center**
- Enhance cannabis abuse prevention and early intervention.
- Enhance access to clinical service interventions.

**University Health Center**
- Implement a process for self-check in for appointments.
- Introduce electronic prescription services.

**University Police Department**
- Utilize social media to expand community outreach.
- Develop a training dog matrix.
- Increase staffing levels.

**Student Success**
- Introduce an outside the classroom experience: “Pathways to Success.”
- Implement a program review process for Student Success.
- Identify next steps for the Student Learning Project.

- Canceled
- Behind Schedule
- On Schedule
- Ongoing
- Completed
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2014-2015 GOALS

**Advocacy Center**
- Increase awareness and access to a new center.
- Expand peer education program.
- Develop a bystander intervention program.

**Campus Center Management**
- Develop and implement a full-service support location (Campus Center Connections).
- Roll-out a comprehensive room reservation system.
- Develop a furniture, fixtures, and equipment replacement plan (FF&E plan).

**Campus Recreation**
- Develop program for access control and tracking.
- Increase intramural offerings.

**Career Services**
- Increase collaboration with Disability Resource Center.
- Enhance employer engagement.
- Raise awareness of choosing a major or career.

**Community Standards**
- Create a standard operating procedure for Student Care Services.
- Launch pilot of the off-campus ambassador program.
- Conduct code sanction subc.

**Disability Resource Center**
- Establish a student-run peer mentor program.
- Establish a Disability Resource Center Student Council.

**Interfaith Center**
- Further develop and enhance relationships with non-religious student groups on campus.
- Continue to strengthen and establish relationships with religious student groups on campus.
- Develop relationships with organizations in the community.

**Intercultural Student Engagement**
- Partner with Development.
- Increase collaboration between Resource Center, CHARGE, and Student Association.

**New Student Programs**
- Redefine the roles of the Office and Family Leaders.
- Increase the membership of parents on the liaisons.

**Residential Life**
- Implement restorative practices in the residence halls.
- Utilize technology to facilitate the online assignment process and roommate selection for new students.
- Switch Empire Commons to an all academic year contract.

**Student Involvement & Leadership**
- Conduct a comprehensive training for Student Association Officers.
- First Year students on MyInvolvement.org.

**University Counseling Center**
- Develop and plot STEPS 2.0: An Alcohol and Other Drug early intervention program.
- Enhance Alcohol and Other Drug Abuse Prevention.

**University Health Center**
- Introduce E-prescription services.
- Administrative Staffing Realignment.
- Identify a Health Center high impact education practice.

**University Police Department**
- Educate students on dangers of opioids.
- Develop an educational outreach model with international students.

**Student Success**
- Develop a new strategic plan for Student Success.
- Implement the new Student Learning Project.
- Provide leadership and support for expanded involvement programming and co-curricular offerings.
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