Student Learning Project 1.0
Findings Report
2011-2014

STUDENT SUCCESS
UNIVERSITY AT ALBANY
State University of New York
From the Vice President for Student Success

When we developed the Student Learning Project in 2011, our hope was to identify and measure the impact of the programs, services and activities on our student’s learning.

We did just that!

Not only did we identify and measure student learning outside of the classroom, but we also advanced the critically important role that co-curricular experiences have of our students’ lives while at UAlbany.

Since 2011, the Student Learning Project has been honored by both the State University of New York’s (SUNY) Council of Chief Student Affairs Officers outstanding student affairs program and NASPA’s Assessment, Evaluation and Research Knowledge Community (KC) as the inaugural recipient of the KC’s assessment innovation award.

It is evident, by both the accolades the Student Learning Project has received since its inception but especially by the findings detailed in this report that student learning is everyone’s responsibility on a college campus and not limited to the classroom.

The Student Learning Project’s success is a testament to the leadership of unit heads and assessment professionals in student affairs at UAlbany, without whose commitment none of these findings would have been possible.

Here’s looking forward the next phase of the Student Learning Project – version 2.0!

Go Great Danes!

Sincerely,

Michael N. Christakis, Ph.D.
Vice President for Student Success
& Public Service Professor
**Student Learning Project Framework**

**BALANCED LIFE CHOICES**

"STUDENTS WILL ACHIEVE BALANCE BETWEEN EDUCATIONAL, PERSONAL, PHYSICAL, PROFESSIONAL, INTERPERSONAL AND SPIRITUAL PURSUITS IN ORDER TO BECOME WELL-ROUNDED INDIVIDUALS."

a) **Educational**: Sets, articulates, and pursues individual realistic goals; Articulates personal and educational goals and objectives; Uses personal and educational goals to guide decisions; Understands the effect of one's personal and education goals on others.

b) **Interpersonal**: Develops and maintains satisfying interpersonal relationships; Indic－ates commitment to others; Discusses personal matters appropriately with others; Relates oneself to other in a positive manner; Evaluates appropriate balance of give and take in a relationship; Solves conflicts in concert with others; Employs positive behaviors as participant in group conflict.

c) **Personal**: Articulates personal skills and abilities; Acknowledges personal strengths and weaknesses; Seeks feedback from others; Relates feedback from others to areas for personal growth; Articulates rationale for personal behavior; Identifies when aspects of a situation are within or outside of one's control, and behaves accordingly.

d) **Physical**: Chooses behaviors and environments that promote health and reduce risk; Articulates the relationship between health and wellness in accomplishing lifelong goals; Exhibits behaviors that advance healthy community.

e) **Professional**: Articulates career choices based on assessment of interests, values, skills and abilities; Documents knowledge, skills and accomplishments resulting from formal education, work experience, community service and volunteer experiences; Makes the connections between classroom and out-of-classroom learning; Takes steps to initiate a job search or seek advanced education.

f) **Spiritual**: Develops and articulates personal belief system; Understands roles of spirituality in personal and group values and behaviors; Explores issues of purpose, meaning, and faith.

**CULTURAL AWARENESS**

"STUDENTS WILL DEMONSTRATE AN AWARENESS OF AND HAVE AN APPRECIATION FOR THE DIFFERENCES AND SIMILARITIES BETWEEN CULTURES."

a) **Appreciate Diversity**: Seeks involvement with people different from oneself, Seeks involvement in interests surrounding diversity; Challenges abusive use of stereotypes by others when appropriate.

b) **Global Perspective**: Understands the impact of diversity on one's own society; Articulates the advantages and challenges of a diverse society.

c) **Personal Identity**: Understands one's own identity and culture; Articulates personal values; Makes decisions and acts in congruence with personal values; Identifies how personal, work, and lifestyle values influence decision-making; Demonstrates willingness to scrutinize personal beliefs and values.

d) **Respect**: Shows self-respect and respect for others; Lists to and considers others' points of view; Demonstrates willingness to view things from others' perspective.

**UNIVERSITY CITIZENSHIP**

"STUDENTS WILL BE INFORMED AND ENGAGED UNIVERSITY CITIZENS, WHILE CONTRIBUTING ONE'S TALENTS TO MAKE A DIFFERENCE ON CAMPUS AND IN THE SURROUNDING COMMUNITY."

a) **Collaboration**: Works cooperatively with others, including people different from oneself and/or with different points of view; Seeks the involvement of others; Contributes to achievement of a group goal; Seeks help from others when needed and offers assistance to others; Accepts supervision and direction as needed; Listens to and considers others' points of view.

b) **Community Service**: Identifies opportunities for service/volunteer activities; Evaluate specific ways in which one can help community meet its needs; Initiates individual or group actions to advance positive social change; Recognizes needs of community and world; Utilizes personal skills and abilities to contribute to community efforts; Recognizes how one's actions impact others and the world; Articulates the meaning of citizenship.

c) **Decision Making**: Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; Demonstrates assertive behavior.

d) **Effective Communication**: Classifies and organizes thoughts in a manner that can be understood by others; Reflects before writing or speaking; Able to influence others through writing, speaking or other forms of expression; Clearly articulates abstract ideas; Selects communication methods appropriate to different situations and audiences.

e) **Leadership Development**: Articulates leadership philosophy or style; Serves in a leadership position in a student organization; Identifies and understands the dynamics of a group; Exhibits democratic principles as a leader; Demonstrates skill in guiding and assisting a group, organization, or community in meeting its goals; Exhibits ability to visualize a group purpose and desired outcomes; Communicates a vision, mission, or purpose that encourages commitment and action in others; Initiates actions toward achievement of goals.

f) **Social Responsibility**: Understands and participates in relevant governance systems; Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards or norms. Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; Debate fairly and respectfully in instances of disagreement; Accepts personal accountability.
As a result of attending multicultural events in the Campus Center, 44% of students are learning more about another culture.

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

82% of respondents were able to accurately identify three programs or events that occurred in the Campus Center within the 2012 – 2013 academic year.

18,944 visitors and students asked for information at the Campus Center Connections desk for the Fall 2014 and Spring 2015 semesters.
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.

Of those trained:
- 8/9 group exercise instructors are certified.
- 25/25 aquatic staff are certified.
- 16/18 member service representatives are certified.
- 14/14 intramural commissioners/site supervisors are certified.

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

- 100% of respondents were able to correctly articulate the composition, purpose, and goal of CSAC.
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

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.

94% of respondents were able to correctly identify three tools they can use to find a job or internship, such as websites, social media tools, etc.
As a result of applying for release from probation, 70% of applicants received a “met” or “exceeded” score in the reflection paper dimension demonstrating an understanding of how their experience with the conduct system has impacted their future goals.

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

- 50% of respondents were familiar with the hearing process PRIOR to attending the training.
- 92% of respondents were familiar with the hearing process AFTER the training.

Students who accept responsibility for a conduct referral are able to articulate why their behavior violated CR&R code(s).

- 77% of applicants were able to articulate how their experience with the conduct system has impacted their future goals and subsequently became eligible for release from disciplinary probation.
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.

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.

First year students who reported occasional or frequent exposure to social norms campaign posters were significantly more likely to report non-use of synthetic marijuana than those who reported never or rarely seeing the posters.

- **95%** first-year students exposed to campaign reporting non-use versus **84%** first-year students not exposed to campaign reporting non-use.

Significantly more likely to report not driving after using marijuana than those who reported never or rarely seeing the posters.

- **99%** first-year students exposed to campaign reporting not driving after using marijuana versus **95%** first-year students not exposed to campaign reporting not driving after using marijuana.
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.

As a result of utilizing individual appointments, 87% 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.

As a result of educational activities describing opportunities to participate in community services, such as individual appointments and email notices, students were able to identify three ways to participate.

- 100% of students were able to identify at least three community service opportunities offered at the University.
Intercultural Student Engagement 2011-14

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

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.

After participating in the 2012 MSAC retreat, participants were able to identify a leader from two participating groups or offices that they met, and were also able to identify at least one collaborative event that was developed as a result of the retreat.
New Student and Family Programs
2011-14

As a result of attending UAS Training, 72% of Orientation Assistants were able to accurately explain Meal Plan Options.

As a result of attending Orientation, 78% of new Freshmen students were able to identify a campus resource they can access to assist them to be successful academically.

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.

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, and
16% cited an area within Academic Affairs.

60% of parents who attended Orientation registered for the Family Programs Network.

93% of student staff members were able to accurately define diversity and inclusion following trainings.

81% of Freshmen Students demonstrated knowledge of "myinvolvement.org" as the website used to find information about involvement opportunities on campus (with variations of capitalization, spacing, spelling, and domain suffix).
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.

As a result of information distributed during Pine Hills Neighborhood Association meetings and on a Pine Hills email list, long-term Neighbors were able to identify two programs coordinated by the University at Albany to improve relations between the university and long-term neighbors.

Nearly half of respondents were able to identify legitimate programs or initiatives sponsored or coordinated by the University at Albany’s Personal Safety & Off-Campus Affairs and/or Committee on University & Community Relations that are improving relations between the University and long-term neighbors.

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.
As a result of participating in one-on-one staff meetings, 78% student staff members were able to articulate their strengths.

The top 3 themes regarding strengths that were identified are:

1. Interpersonal Skills (i.e. Communication)
2. Organizational Skills (i.e. Time Management)
3. Hardworking/Diligence

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.

First year students who attend the “More You Know” programs were able to interact with and identify a campus resource that positively contributes to their UAlbany experience.

72% respondents interacted with, and were able to identify offices and resources during the “More You Know” resource program

After attending the CHARGE open house, students were able to identify at least one goal of the CHARGE program.

100% of students were able to correctly identify “Multicultural Awareness” as one of the most important goals of the CHARGE program.
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.

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

After participating in the Emerging Leaders or Leadership Certificate, students were able to identify at least three improvements of their leadership style.

- 90% of respondents agree that the program improved their understanding of what type of etiquette is required in professional settings.
- 82% of respondents agree that the program helped them during their time at UAlbany to seek out and succeed in leadership roles.
- 80% of respondents agree or strongly agreed the program led them to become a better self-marketer when communicating with future employees.
The Advocacy Center for Sexual Violence was established in Spring 2014 to provide a safe and welcoming environment for students to receive support and advocacy services in the aftermath of sexual violence including, but not limited to, sexual assault, intimate partner violence and/or stalking.

After participating in the Mentors in Violence Prevention Program, 90% of students agree or strongly agree that if they saw a person at a party who they did not know well being taken advantage of, they would do something to help him/her, compared to 67% in the pre-test.

97% of students were able to correctly identify the location of the Advocacy Center for Sexual Violence following a Sex Sense Week program.

Advocacy Center staff and Project SHAPE: Sexual Health and Peer Education delivered 131 programs with a total attendance of 9,583 participants.
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.

As a result of visiting the Health Center for an upper respiratory illness during fall 2011, 63% 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.

Students seen at the Health Center as a result of a positive tuberculosis (TB) screening test demonstrated a basic understanding of the value of latent TB treatment as well as symptoms of active TB.

- 92% of respondents knew that a positive/abnormal TB blood test indicates active or latent TB infection.
- 92% of respondents knew that treatment of latent TB infection is recommended to prevent the development of active TB in the future.
- 83% knew that a positive TB blood test with no symptoms and a normal chest x-ray indicates latent TB infection.
As a result of attending the University Police Department’s RAD Self-Defense program, 47% of participants were able to identify three personal weapons.

Of the participants,

- 7 respondents answered all 3 correctly
- 2 respondents answered 2 correctly
- 1 respondent answered 1 correctly (they identified defensive moves)
- 5 respondents answered 0 correctly (they identified defensive moves)

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.

As a result of attending the Summer Planning Conference, students will be able to identify at least one way to promote their own personal safety.

- 88% of respondents were able to identify at least one action to take to promote their own personal safety.
By attending Explore UAlbany, 87% of students were able to identify one way to connect with faculty.

By attending Explore UAlbany, 84% of students were able to identify one tip or resource to succeed in a UAlbany classroom.

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.

- 46% of respondents were able to accurately identify the Student Learning Projects’ three learning domains (Balanced Life Choices, Cultural Awareness, and University Citizenship).
- 99% of respondents were able to accurately define the Student Learning Projects' three learning domains.