SUMMARY

- Two-thirds of students are satisfied with the number of campus activities provided during the week while less than half are satisfied with the number of campus activities provided on the weekend.
- Three-fourths of students are involved in campus activities with more than half wanting to become more involved.
- Two-thirds of students believe their UAlbany experience has been enhanced due to their involvement in campus activities.
- Fifty-two percent of students attend campus events; 18% consider themselves active in athletics/sports programs/activities on campus; 6% of students “lead” athletic/sport programs/activities; 5% of students “lead” community service programs/activities; and 4% of students “lead” Greek-letter organizations and honor societies, respectively.
- The primary reasons for not participating in campus activities were not enough time, interferes with academic obligations, times/days of activities not being convenient, and unsure of how to get involved.
- Fifty-four percent believe that campus activities and programs are effectively promoted. Specifically, students cited flyers (37%), campus email (26%) and word of mouth (13%) as the three most common ways students learn about campus events.
- By participating in campus activities, respondents felt they were able to meet people they would not have otherwise met; meet individuals with similar (79%) and different (73%) interests than their own; became more productive; became involved in additional campus activities; their values/attitude changed; their stress management, study skills and overall health improved; and that their grades improved.
- Three-fourths of students found E-news useful.

OBSERVATIONS: BY THE NUMBERS

65% of students were satisfied with the number of campus activities available on campus during the week (Monday-Thursday).

UAlbany students were more satisfied with the number of campus activities offered during the week (3.27) than the national average (3.29).

48% of students were satisfied with the number of campus activities available on campus on weekends (Friday-Sunday).

UAlbany students were less satisfied with the number of activities offered on weekend (3.48) than the national average (3.56).

77% of UAlbany students are involved in campus activities compared to 82% nationally.
60% would like to be **involved in more campus activities**, higher than the national average of 50% who would like to be more involved on their college campus (10% higher than the national average).

62% are more likely to **complete their degree at UAlbany due to their involvement** in campus activities, higher than the national average of 58% of students who would complete their degree at their college or university due to their involvement in campus activities.

66% believe their **UAlbany experience improved** due to their involvement in campus activities, lower than the national average of 70% of students who believed their involvement in campus activities improved their experience while at college.

**STUDENTS’ PARTICIPATION**

The instrument categorizes ten areas for involvement (athletics/sports, campus events, community service, Greek letter organizations, honor societies, performing arts, political activism, student government, student media, and spiritual/religious organizations). **Chart 1** (below) outlines each of the aforementioned areas for involvement and the degree to which students attend, are active in or lead these areas. Highlights of **Chart 1** (below) include:

- 52% of students attend various campus events.
- 18% of students consider themselves active in athletics/sports programs/activities on campus.
- 6% of students “lead” athletic/sport programs/activities, 5% of students “lead” community service programs/activities and 4% of students “lead” Greek-letter organizations and honor societies, respectively.

![Student Involvement by Category](chart.png)

**Chart 1: Student participation in campus activities.**

When asked what caused respondents to not participate in campus activities (**Table 2**, below), the primary reasons cited were **not enough time, interferes with academic obligations, times/days of activities not being convenient**, and **unsure of how to get involved**.
<table>
<thead>
<tr>
<th>Rank</th>
<th>Reason(s)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Not enough time</td>
<td>17%</td>
</tr>
<tr>
<td>2.</td>
<td>Interferes with academic obligations (i.e.: studying, group work, etc.)</td>
<td>13%</td>
</tr>
<tr>
<td>3.</td>
<td>Times/days of activities are not convenient</td>
<td>9%</td>
</tr>
<tr>
<td>4.</td>
<td>Unsure how to get involved</td>
<td>9%</td>
</tr>
<tr>
<td>5.</td>
<td>I don’t like to participate alone</td>
<td>7%</td>
</tr>
<tr>
<td>6.</td>
<td>Interferes with social commitments (i.e.: going out, hanging out with friends, etc.)</td>
<td>7%</td>
</tr>
<tr>
<td>7.</td>
<td>Not interested</td>
<td>6%</td>
</tr>
<tr>
<td>8.</td>
<td>Work</td>
<td>6%</td>
</tr>
<tr>
<td>9.</td>
<td>Commitments to off-campus activities</td>
<td>5%</td>
</tr>
<tr>
<td>10.</td>
<td>I am too shy</td>
<td>5%</td>
</tr>
<tr>
<td>11.</td>
<td>There isn’t anything I like to participate in</td>
<td>3%</td>
</tr>
<tr>
<td>12.</td>
<td>I do not feel accepted/events are unwelcoming</td>
<td>2%</td>
</tr>
</tbody>
</table>

Table 2: Reason for Limited or No Participation in Campus Activities

PROMOTION

When asked about the promotion of campus activities, 54% believe that campus activities and programs are effectively promoted. Furthermore, 66% believe that publications (i.e.: flyers, posters, brochures) effectively promote campus activities and programs. Specifically, students cited flyers (37%), campus email (26%) and word of mouth (13%) as the three most common ways students learn about campus events.

STUDENTS’ PERSONAL DEVELOPMENT

By participating in campus activities at UAlbany (Table 3, below), respondents felt they were able to meet people they would not have otherwise met as well as meet individuals with both similar (79%) and different (73%) interests than their own. Additionally, UAlbany students who participated in campus activities indicated that they became more productive; became involved in additional campus activities; their values/attitude changed, their stress management, study skills and overall health improved; and that their grades improved at rates higher than the national average (highlighted in green below). Additionally, UAlbany students believed that their self-confidence improved, their understanding of diverse perspectives changed and they were better able to manage conflict at rates matching the national average (highlighted in orange below). The complete list of participating institutions is available in Appendix A.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Agree (%)</th>
<th>National Average (%)</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met people I would not have met otherwise</td>
<td>80%</td>
<td>86%</td>
<td>-6%</td>
</tr>
<tr>
<td>Met individuals with similar interests to my own</td>
<td>79%</td>
<td>87%</td>
<td>-8%</td>
</tr>
<tr>
<td>Connect with other students</td>
<td>78%</td>
<td>82%</td>
<td>-4%</td>
</tr>
<tr>
<td>Met individuals with different interests from my own</td>
<td>73%</td>
<td>79%</td>
<td>-6%</td>
</tr>
<tr>
<td>Gained skills and abilities that I will use after college</td>
<td>70%</td>
<td>73%</td>
<td>-3%</td>
</tr>
<tr>
<td>Characteristic</td>
<td>Agree (%)</td>
<td>National Average (%)</td>
<td>Difference</td>
</tr>
<tr>
<td>-------------------------------------------------------------------</td>
<td>-----------</td>
<td>----------------------</td>
<td>------------</td>
</tr>
<tr>
<td>More knowledgeable about the campus community</td>
<td>68%</td>
<td>72%</td>
<td>-4%</td>
</tr>
<tr>
<td>Communication skills have improved</td>
<td>67%</td>
<td>70%</td>
<td>-3%</td>
</tr>
<tr>
<td>Ability to work in a team has improved</td>
<td>66%</td>
<td>68%</td>
<td>-2%</td>
</tr>
<tr>
<td>Become more productive</td>
<td>64%</td>
<td>59%</td>
<td>5%</td>
</tr>
<tr>
<td>Learned to balance social activities with academic obligations</td>
<td>64%</td>
<td>65%</td>
<td>-1%</td>
</tr>
<tr>
<td>Feel part of the campus community</td>
<td>61%</td>
<td>69%</td>
<td>-8%</td>
</tr>
<tr>
<td>Self-confidence has increased</td>
<td>60%</td>
<td>60%</td>
<td>0%</td>
</tr>
<tr>
<td>Leadership skills have improved</td>
<td>55%</td>
<td>62%</td>
<td>-7%</td>
</tr>
<tr>
<td>Understanding of diverse perspectives has changed</td>
<td>55%</td>
<td>55%</td>
<td>0%</td>
</tr>
<tr>
<td>Gained experience relevant to my academic major</td>
<td>54%</td>
<td>59%</td>
<td>-5%</td>
</tr>
<tr>
<td>Better able to manage conflict</td>
<td>54%</td>
<td>54%</td>
<td>0%</td>
</tr>
<tr>
<td>Critical thinking/problem solving skills have improved</td>
<td>53%</td>
<td>55%</td>
<td>-2%</td>
</tr>
<tr>
<td>Time-management skills have improved</td>
<td>51%</td>
<td>56%</td>
<td>-5%</td>
</tr>
<tr>
<td>Become involved with additional campus activities</td>
<td>50%</td>
<td>49%</td>
<td>1%</td>
</tr>
<tr>
<td>Values and attitude have changed</td>
<td>47%</td>
<td>46%</td>
<td>1%</td>
</tr>
<tr>
<td>Stress-management skills have improved</td>
<td>45%</td>
<td>44%</td>
<td>1%</td>
</tr>
<tr>
<td>Connect with faculty</td>
<td>44%</td>
<td>48%</td>
<td>-4%</td>
</tr>
<tr>
<td>Connect with staff/administrators</td>
<td>43%</td>
<td>44%</td>
<td>-1%</td>
</tr>
<tr>
<td>Overall health has improved</td>
<td>41%</td>
<td>37%</td>
<td>4%</td>
</tr>
<tr>
<td>Made a difference on campus</td>
<td>40%</td>
<td>49%</td>
<td>-9%</td>
</tr>
<tr>
<td>Study skills have improved</td>
<td>40%</td>
<td>39%</td>
<td>1%</td>
</tr>
<tr>
<td>Goals in life have changed</td>
<td>37%</td>
<td>39%</td>
<td>-2%</td>
</tr>
<tr>
<td>Academic achievement and grades have improved</td>
<td>33%</td>
<td>26%</td>
<td>7%</td>
</tr>
</tbody>
</table>

Table 3: Participation Contributing to Personal Development.

By participating in campus activities, respondents indicated that their involvement at UAlbany provided them with skills and abilities they will use after college. A select number of respondents’ comments are included below (emphasis added in bold):

“After attending campus activity programs I have gained insight into diverse backgrounds and cultures. My college experience has opened my eyes to a different world from my own.”

“As a current active member of different student groups on campus, I have become a well-rounded individual. Through my Greek-letter organization involvement in Omega Phi Beta Sorority Inc. I have had the abilities to perfect my public speaking, communication and event-planning skills. Hosting educational and social programs has given me the opportunity to develop the necessary communication skills that will help me in the future outside of college.”
“Being a student leader for three years has taught me **time management**, how to **communicate with others** and how to **work in a team**. These are skills I will use later in my career after college.”

“Being able to **relate to different types of people**. I grew up in a very small town with a high school graduating class of 105 people, so being in a large environment meeting all sorts of people has been a great change and improved my knowledge of cultures and people in general. I also feel that I have gained a **greater sense of community** and being involved in helping the unfortunate and people who have been plagued by sickness or disability.”

“**Holding a leadership role has taught me how to organize better and communicate successfully** with a large group of people. It has also taught me how to **manage my time better**.”

“I feel that being involved with certain student groups has made my **overall confidence stronger**. I am a **better speaker** and I have **built relationships with faculty and staff**. I feel that I have made some strong ties, and I have become a team leader. **Team building** is a good skill to take with you. I have gained a sense of professional responsibility. I have taken on tasks that I wouldn’t normally do.”

“My involvement in campus activities has provided me with **social skills** that will be needed in the work force. Also my campus activities have taught me the **value of staying positive and using teamwork**.”

**DANES AFTER DARK, MYINVOLVEMENT & ENEWS: BY THE NUMBERS**

28% of respondents **attended** a Danes After Dark program, with 24% indicating that they would likely **attend again** in the future.

33% of those who attended Danes After Dark were **satisfied with the programming** offered to them.

When asked what programs and activities would attract students to future Danes After Dark programs, the most frequent responses included:

- Concerts
- Movies
- Food
- Drinks (alcoholic and non-alcoholic)
- Video game tournaments

46% accessed information about student organizations at UAlbany through myinvolvement.org (spring 2009), while 30% had never heard of myinvolvement.org.

74% found e-news to be useful.

**OPERATIONAL DATA**

The National Association for Campus Activities (NACA) administered an “operational benchmark” study during the spring 2009 to gather information related to staffing, facilities and budgets, collected from campus activities administrators.
While staffing levels in the Office of Student Involvement & Leadership (five full-time professional staff) are on par with averages at comparable, large, public universities (3.96) and SUNY University Centers (4.8), the number of student clubs and organizations at UAlbany (240-249) are more than five times the average at large, public universities (40-59) and almost double the average at participating SUNY University Centers (150-159).

On the question of providing students a co-curricular transcript, nationally less than 19% of campus activity offices provide the service currently with 40% planning to develop a co-curricular transcript program in the near future. Student Success’ strategic plan, adopted in January 2011, identifies the development of a comprehensive co-curricular transcript program as an action step in the next five years. UAlbany does not currently provide students with a formal co-curricular transcript.

With respect to late night programming, 75% of campus activities offices provide some sort of late night programming for their campus nationally. Each of the SUNY University Centers included in the operational benchmark also provide some type of late night programming for their students. UAlbany’s budget for late night programming ($10,000 annually), however, lags significantly behind the national average for large, public universities ($64,056 annually) while at the same time providing almost three times as many programs as the national average (125 late night programs per academic year at UAlbany compared to 41 late night programs per academic year, on average, at large, public universities).

METHODOLOGY & DEMOGRAPHICS

Findings are based on the 2009 Campus Activities and Involvement survey completed by 537 University at Albany students between February 10 and March 11, 2009. The survey was developed in association with the National Association for Campus Activities (NACA) and was administered electronically through StudentVoice by the Office of the Vice President for Student Success at UAlbany.

Respondents were:

- Mostly women (57% women, 42% men).
- Diverse (67% white, 6% African American/Black, 7% Asian/Pacific Islander, 8% Hispanic/Latino).
- Representative of different class years (25% freshman, 25% sophomore, 25% juniors, 25% seniors).
- Full-time students (97% full time students).
- Living on campus (65% live on campus).

QUESTIONS

Please direct any questions concerning this assessment brief to:

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University at Albany
TEL: 518.956.8140 EMAIL: mchristakis@uamail.albany.edu
APPENDIX A: PARTICIPATING INSTITUTIONS (44 participating institutions)

1. Arcadia University - Arcadia University Consortium:
   Campus Activities and Involvement 2009 - Benchmark
2. Augustana College (South Dakota) - Augustana College
   Consortium: Campus Activities and Involvement 2009 - Benchmark
3. Babson College - Consortium: Campus Activities and
   Involvement Student Survey
4. Baldwin-Wallace College - Baldwin-Wallace College
   Consortium: Campus Activities and Involvement 2009 - Benchmark
5. Butler University - Butler University Consortium: Campus
   Activities and Involvement 2009 - Benchmark
6. Denison University - Denison University Consortium:
   Campus Activities and Involvement 2009 - Benchmark
7. DePauw University - DePauw University Consortium:
   Campus Activities and Involvement 2009 - Benchmark
8. East Stroudsburg University - Consortium 2010: Campus
   Activities and Involvement Study
9. Elmhurst College - Consortium 2010: Campus Activities
   and Involvement Study
10. Florida Gulf Coast University - Consortium 2010: Campus
    Activities and Involvement Study
11. Fordham University - Fordham University Consortium:
    Campus Activities and Involvement 2009 - Benchmark
12. Fordham University - Lincoln Center - Fordham (LC)
    Consortium: Campus Activities and Involvement
    Benchmark
13. George Mason University - George Mason University
    Consortium: Campus Activities and Involvement 2009 - Benchmark
14. Georgia College & State University - Georgia College &
    State University Consortium: Campus Activities and
    Involvement 2009 - Benchmark
15. Gonzaga University - Gonzaga University Consortium:
    Campus Activities and Involvement 2009 - Benchmark
16. Grinnell College - Grinnell College Consortium: Campus
    Activities and Involvement 2009 - Benchmark
17. Johns Hopkins University - Johns Hopkins University
    Consortium: Campus Activities and Involvement 2009 - Benchmark
18. Kalamazoo College - Kalamazoo College Consortium:
    Campus Activities and Involvement 2009 - Benchmark
19. Kean University - Consortium: Campus Activities and
    Involvement Study
20. Louisiana State University - Louisiana State University
    Consortium: Campus Activities and Involvement 2009 - Benchmark
21. Macalester College - Macalester College Consortium:
    Campus Activities and Involvement 2009 - Benchmark
22. Marywood University - Marywood University Consortium:
    Campus Activities and Involvement 2009 - Benchmark
23. Miami University-Hamilton - Consortium: Campus
    Activities and Involvement Student Survey
24. Northwestern University - Consortium: Campus Activities
    and Involvement Benchmark
25. Occidental College - Occidental College Consortium:
    Campus Activities and Involvement 2009 - Benchmark
26. Ohio Dominican University - Ohio Dominican University
    Consortium: Campus Activities and Involvement 2009 - Benchmark
27. Otterbein University - Otterbein College Consortium:
    Campus Activities and Involvement 2009 - Benchmark
28. Sam Houston State University - Sam Houston State
    University Consortium: Campus Activities and Involvement
    2009 - Benchmark
29. Simpson College - Simpson College Consortium: Campus
    Activities and Involvement 2009 - Benchmark
30. Southern Illinois University, Carbondale - SIUC
    Consortium: Campus Activities and Involvement 2009 - Benchmark
31. Spring Hill College - Consortium 2010: Campus
    Activities and Involvement Survey
32. St. Cloud State University - St. Cloud State University
    Consortium: Campus Activities and Involvement 2009 - Benchmark
33. Towson University - Towson University Consortium:
    Campus Activities and Involvement 2009 - Benchmark
34. University at Albany - University at Albany
    Consortium: Campus Activities and Involvement 2009 - Benchmark
35. University of Alabama - Consortium: Campus
    Activities and Involvement
36. University of Florida - University of Florida
    Consortium: Campus Activities and Involvement 2009 - Benchmark
37. University of Missouri - Columbia - Student Life
    Survey (Consortium: Campus Activities & Leadership)
38. University of New Mexico - University of New Mexico
    Consortium: Campus Activities and Involvement 2009 - Benchmark
39. University of North Carolina at Greensboro -
    University of North Carolina at Greensboro
    Consortium: Campus Activities and Involvement 2009 - Benchmark
40. University of Puget Sound - University of Puget Sound
    Consortium: Campus Activities and Involvement 2009 - Benchmark
41. University of Utah - Consortium: Campus Activities
    and Involvement 2009 - Benchmark
42. Weber State University - Weber State University
    Consortium: Campus Activities and Involvement 2009 - Benchmark
43. West Virginia University - West Virginia University
    Consortium: Campus Activities and Involvement 2009 - Benchmark
44. William Paterson University - Consortium: Campus
    Activities and Involvement Benchmark