reimagining THE STUDENT EXPERIENCE

Student Affairs
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Reimagining the student experience acknowledges that a student’s college experience is not a series of discrete activities in the classroom, out of the classroom, and in the community, but rather a continuous, integrated educational journey that provides students with the skills to succeed in a fast-paced, ever-changing, complex, and diverse global society.

Reimagining the student experience calls on student affairs professionals to consider a student’s cumulative collegiate experience, influenced by the student’s unique characteristics and contributions, and develop ways by which a student has the most productive, supported, and positive experience possible.

By reimagining the student experience, student affairs professionals will positively contribute to student persistence, time-to-degree, completion, and affinity for their alma mater.

I’m excited to share with you the programs, services, and activities that we will focus on to reimagine the student experience at the University at Albany.

Go Great Danes!

Sincerely,

Michael N. Christakis, Ph.D.
Vice President for Student Affairs
The Division of Student Affairs creates an outstanding and inclusive student experience that promotes academic success, social engagement, personal growth, and resilience. The Division strives to advance the University’s commitment to excellence by preparing students to live, learn, and lead in an increasingly complex, diverse, and global society.

SUPPORTING OUR VISION OF PREPARING STUDENTS TO LIVE, LEARN, AND LEAD IN A DIVERSE AND GLOBAL SOCIETY

- Advocacy Center for Sexual Violence
- Campus Center Management
- Campus Recreation
- Career and Professional Development
- Center for Leadership and Service
- Community Standards
- Counseling and Psychological Services
- Disability Resource Center
- Intercultural Student Engagement
- Orientation and Transition Programs
- Residential Life
- Student Affairs Communications and Marketing
- Student Affairs Technology
- Student CARE Services
- Student Health Services
- Student Affairs Assessment and Planning
- Student Involvement
College student development is influenced by a number of factors including involvement in co-curricular activities. Students who are involved in co-curricular activities are more satisfied with their college experience, are retained at higher rates, and have higher levels of academic achievement (Astin 1985).

Student Affairs will reimagine our students’ co-curricular experience by collaborating with institutional stakeholders to increase retention and contribute to our students’ academic success.
Students enrolled in high-impact programs that encourage faculty and student interactions have higher retention rates than those students who are not part of these organized programs. In addition, research has shown that students perform better academically when given the opportunity to be housed and enrolled in classes as a cohort.

Formalized residential learning environments house students in close proximity to one another and enroll them in some of the same classes. These practices result in the development of a greater sense of community, increased academic success, and provide increased opportunities for faculty interaction.

Student Affairs will reimagine how we foster student and faculty interaction. Working collaboratively with campus partners, we will create opportunities to engage faculty and students outside of the classroom. These engagement initiatives will include: Increasing the programmatic options offered in our Living-Learning Communities, programs aimed at first-year and transfer students, and targeted programs designed to enhance the experience of international, off-campus, and commuter students.
Numerous reports suggest that college students are displaying higher levels of distress but also lower levels of coping and adaptive skills than in prior years (Chew and Thompson 2014). A 2015 survey of UAlbany undergraduates reveals that 60 percent of respondents reported at least one significant marker of psychological distress. For this growing group of students, evidence-based screening and early interventions effect immediate change and hold the promise of modifying the trajectory of their college experience by decreasing negative consequences, improving academic outcomes and enhancing the resilience skills that prove to be a lifelong asset.

To enhance our reach to students, Student Affairs will reimage strategies to grow and make accessible broad-based screening programs, evidence-based early intervention programs, and bystander intervention programs.
Research by Hunter (2010) indicates that sophomores may be at risk for attrition due to feelings of abandonment by the institution and have a lower sense of guidance. Some key factors for success in the second year include: living on campus, being engaged in co-curricular activities, involvement in undergraduate research, staying connected to campus community and opportunities, and seeking career counseling and advising services (Pascarella and Terenzini 2005; Hunter 2010).

Student Affairs will reimage existing initiatives by working collaboratively with Student Engagement and Institutional Research to address the potential factors that influence the retention of our second year population. We will develop program recommendations designed to increase faculty connections, provide career exploration, assist with selecting a major, and increase opportunities for leadership and service, all of which will provide a framework to increase retention of this cohort.
FOCUS ON: **ENHANCING LEADERSHIP, SERVICE, AND COMMUNITY ENGAGEMENT OPPORTUNITIES**

Service learning and leadership development are high-impact practices that are proven to increase student retention, community engagement, and student learning. These programs increase student development, student satisfaction, and career readiness, while augmenting the visibility of the University in the broader community.

Student Affairs will **reimagine** the programs we develop to advance the University’s commitment to community engagement and preparing students for leadership in the 21st century. We will establish credit-bearing connections between out-of-classroom engagement and coursework, advance the community-based aspects of curricular and co-curricular teaching and learning, and develop a comprehensive leadership development program for students. In addition, Student Affairs will work with institutional partners to develop a community engagement plan that introduces students to regional leaders and gets them involved in community-based organizations and events, and promotes engagement in ongoing service experiences.
Student Affairs is committed to promoting a welcoming, inclusive campus environment for students. Research has long supported the idea that welcoming, inclusive, and diverse campus environments lead to greater retention and graduation rates for students. Graduates of institutions that are diverse and inclusive also demonstrate more advanced interpersonal skills, which are also positively correlated to higher employment and career advancement rates.

Student Affairs will **reimagine** opportunities for students to develop and expand their cultural competencies, clearly define and communicate the University’s values regarding diversity and inclusion, and encourage students to participate in programs such as study abroad and alternative spring break initiatives to develop global awareness and consciousness. The division will actively support programs that advocate increased support for members of our community who are from traditionally marginalized or under-represented groups. We will also ensure that all programs and services designed to orient students are inclusive and will collaborate with International Education and Global Strategy to more fully integrate international students into the life of the University.
Education remains the cornerstone of prevention of illness and promotion of healthy behaviors. Nationally, college students report stress, anxiety, and sleep difficulties as the top health factors that affect their academics (ACHA 2014). In addition, recent NIH publications point to alcohol as a key factor in accidental deaths, injury, assault and sexual assault, poor academic performance, and sexual risk-taking leading to increases in unplanned pregnancies, STI’s and other health consequences for college aged students (Merrill and Carey 2015).

Student Affairs will reimagine how we educate and promote healthy lifestyles to our students. Through a team approach, we will implement the objectives of the Healthy Campus 2020 initiative, addressing priority health topics, and expanding the reach of existing health services will help to create sustained and healthier social and physical environments. We believe this approach will reduce the major health and wellness impediments that affect academic performance, productivity, and retention.
Student Affairs oversees a significant part of the campus infrastructure, including: 40 residence halls and three apartment complexes, which house almost 8,000 students; the campus center; and indoor and outdoor campus recreation spaces that have a direct impact on the student experience. Many facilities were built as part of the main campus and are now nearly 50 years old. We are concerned about the condition of these facilities, because the look and feel of a campus - as well as the physical condition and services provided in its facilities - influence prospective students as well as currently enrolled students.

Together with campus partners, Student Affairs will *reimagine* living learning environments, the Campus Center, and recreational spaces to enhance the student experience.
Student Affairs will examine opportunities across the division to increase efficiencies and streamline processes to optimize and grow resources, which is essential in advancing the mission of the division. An analysis of the budgeting and allocation model, commodity purchases, technology structure, and our current business practices will provide the data needed to realize efficiencies. In addition, we seek to grow resources by collaborating with University Development to create a culture of giving and connect philanthropy efforts to the University Foundation.

Over the next five years, Student Affairs will reimagine business practices to develop clear, consistent, and collaborative approaches to doing business that will enhance operations and effectively utilize and grow resources.
To effectively respond to emerging student needs, Student Affairs will *reimagine* student services, programs, and activities to ensure that they meet the changing needs of our current students. We will assess current delivery methods, access, and offerings, while being mindful of changing student demographics, expanded academic programs, and modes of delivery. Student demographics are shifting to include significant growth in international and online students, and an evolving technological landscape - changes that require a comprehensive review of all service offerings.

We will explore new opportunities for service delivery using virtual, human, and physical methods, including what services we should provide outside of traditional hours, throughout the calendar year, and what may be offered utilizing technology or other delivery options without compromising the priority of engaging students on a personal level.
FOCUS ON: Strategically engaging stakeholders to cultivate relationships and increase institutional affinity and loyalty

Student Affairs will reimagine how we communicate with students and their families in order to develop and manage long-term, trusting relationships. We will engage them by telling our story, promoting institutional affinity, and enhancing connections. Utilizing practices early and often, we will enhance the student and family experience and engage all stakeholders in the life of the University.

Together with Communications and Marketing, Development, and the Alumni Association, Student Affairs will develop and implement a comprehensive marketing plan to advance the division’s mission and augment the University’s ongoing efforts.
As students enter a global economy, there is a greater need for increased skill building, networking, and career education that begins in their first year and continues through graduation. As noted by the National Association of Colleges and Employers (NACE), the top skills employers seek in new hires include leadership, the ability to work in teams, written communication, and problem solving skills (“Skills/Qualities Employers Want” 2014).

Together with institutional partners, Student Affairs will reimagine an applied learning culture on campus, which will allow students the opportunity to “learn by doing.” Through these opportunities, students will engage in substantial experiences that will increase their transferrable skills. These skills will help lead to students’ success as they go to graduate school or enter into the workforce. These opportunities include undergraduate research, service learning, internships, and study abroad. We will collaborate with institutional partners to ensure that our students have the skills and abilities to succeed in a diverse, global society.
The 2014 ACHA-NCHA II responses from college students illustrate a clear association between health and a student’s academic performance. Nationwide college students report stress, anxiety, sleep difficulties and cold/ flu as the top health factors that affect their academics (ACHA 2014). In addition, in the past 12 months, more than 62 percent of college students across the U.S. report feeling very sad, 54 percent report overwhelming anxiety, and 36 percent have felt too depressed to function, with seven percent of male students and eight percent of female students seriously considering suicide (ACHA 2014). Student Affairs has long worked to facilitate the treatment of students’ increasingly complex problems, improve the safety of the student and the community, and meet the challenging mental health care needs of our diverse student population.

Student Affairs will reimagine access to student health care and the adoption of lifelong healthy behaviors and lifestyles among our students by working collaboratively with University partners to provide effective office-based interventions, ensure referrals to the appropriate provider/resources, and examine the use of technology to help facilitate access to services.
Student Affairs is proud of the diversity of UAlbany’s student population and strives to recruit, develop, and retain a workforce reflective of that diversity. A diverse and talented workforce creates greater opportunities for students and new professionals to seek and find mentors and role models. This has been shown to have a positive impact on the academic achievement, retention, and graduation rates of students, and the retention of employees.

Student Affairs will **reimagine** the employee experience by identifying ways to increase the knowledge, skills, and abilities of our professional, support staff, and student employees.
Description of Process

The planning process was intentionally designed as a unit-driven initiative in order to encourage each unit to reflect on the challenges and opportunities that will impact their unit within the next five years. Each unit was asked to identify problems, supported by evidence, to demonstrate the need for their priorities. With these concerns in mind, as well as the institutional and divisional guiding principles, each unit articulated goals and objectives, which were accompanied by a timeline, action steps, resources requests, and an assessment/evaluation plan. After planning items were submitted by the individual units, they were reviewed and approved by the Work Plan Steering Committee. The bottom-up format enabled individual units to have their own voice in the divisional planning process.

Guiding Principles

Institutional – President Jones’ “Four Stakes”

In September 2013, President Jones outlined four “stakes” in his inaugural address as the 19th president of the University at Albany:

1. Expanding the portfolio of degree-granting programs.
2. Recruiting more out-of-state and international students.
3. Broadening the role as a University engaged in the community.
4. Growing the resources to fulfill UAlbany’s ambition.

Divisional - Student Learning Domains

The Division of Student Affairs created four student learning domains based on institutional priorities as well as competencies outlines by the AAC&U.

- **Experiential Learning** - Students will develop transferable intellectual and practical skills to deal with complexity, diversity, and change.

- **Diversity & Inclusion** - Students will develop a broad knowledge of the social, civic, and economic challenges of a diverse and inequitable world.

- **Health & Resilience** - Students will develop lifelong strategies to optimize health behaviors and establish healthy coping skills.

- **Community Engagement** - Students will apply knowledge and skills for action in our communities and in real-world settings.
State University of New York (SUNY) System Core Values

**Student-Centeredness:**
The student is at the heart of all we do, whether we are focusing on the impact of volunteerism and applied learning on a student’s education, or student impact on campus and in community.

**Community Engagement:**
In our communities, learning goes both ways and forms of engagement range from community service and volunteerism to civic engagement, service-learning and participatory research.

**Diversity:**
Diversity enriches our lives and the educational experience. Drawing on the myriad life experiences and social locations of our students, we seek to engage in thoughtful, respectful, and meaningful ways with campus and wider communities.

**Integrity:**
When we demand of each other the highest standards of integrity and accountability, we create a collegial community that can confidently explore new frontiers, vigorously debate ideas, and learn from mistakes.

**Collaboration:**
Collaboration makes our expertise more powerful. When we acknowledge common goals and approach problems in a spirit of reciprocity and flexibility, we achieve far more than when we labor alone.

**Implementation Plan**

The AVPs will meet regularly with each unit leader to discuss their unit’s Work Plan progress. Unit leaders will also share updates in regularly held Leadership Team meetings, conducted by the Vice President. In addition, at the conclusion of each semester (December, May, and August), unit leaders will report on the Goals & Objectives that their unit focused on during that period. Using a provided template, the reports will highlight quantitative and qualitative evidence of progress.
Assessment Plan

Since 2008, the Division of Student Affairs has focused assessment initiatives on the measuring of student learning, collection and sharing of findings, and aligning program and department outcomes with divisional goals. Through the efforts of the Assessment Council, the Student Learning Project (SLP) became the centerpiece of creating a culture of assessment within the division. The Student Learning Project was established through a student-driven learning objective framework that integrated national (AAC&U), campus-wide (General Education), and student affairs best practices (CAS).

Now in its second phase, the Student Learning Project has helped the division realize student learning outcomes development. Based on public health literature on prevention strategies, learning objectives are created by targeting three different populations: universal, selective, and indicated.

Student Affairs’ Student Learning and Assessment is also committed to the systematic gathering of information for the purposes of accountability, program improvement, and the enhancement of student learning. Student Affairs departments are asked to regularly collect data and share their findings with university stakeholders. With the development of the division’s Work Plan 2020, we have created an assessment and data framework that categorizes findings and outcomes. The framework is aligned with the three pillars of the Division of Student Affairs and the five SUNY Excels measures.

They include:

Engagement:
Measuring student involvement and factors that influence student engagement, to ensure a vibrant student body, rich in pride for the university and UAlbany traditions.

Learning:
Evaluating educational programs, services, and activities that enhance our students’ intellectual, social, cultural, professional and spiritual development.

Success:
Assessing activities and services, through success metrics, to safeguard a fostering and enriching student experience that develops and prepares students for life after college.


The Advocacy Center for Sexual Violence will enhance the student experience by striving to reduce incidents of sexual violence on campus through comprehensive prevention training and bystander intervention training. By empowering students to become change agents, one by one, a culture change will begin to emerge. Reimagining client-centered accessibility and optimal service delivery will increase the number of students reporting incidents of sexual violence and provide victims with the support and services they need to help them heal, helping to increase retention.
PURPOSE:
The Advocacy Center for Sexual Violence provides comprehensive support and advocacy services to survivors of sexual violence as well as prevention education and training for the University community.

CHALLENGES AND OPPORTUNITIES

As the state and federal mandates continue to be revised and extended, the Advocacy Center for Sexual Violence must find collaborative ways to meet these requirements.

- Staffing- keeping up with increased workload expectations due to new and ever-changing mandates and ensuring that we have an advocate available in the Center or easily accessible at all times to offer critical walk-in services.

- Innovative ways to offer training of all new and continuing students on sexual violence prevention including the use of an on-line training program as well as in person follow-up training.

- Training of all faculty and staff annually in a collaboration between the Advocacy Center and the Title IX Coordinator.

- Campus climate surveys- meeting the New York State requirements to use the same survey instrument at all SUNY campuses and to administer this survey bi-annually presents issues with funding and staff effort in administration and data assessment.

- Mandated bystander intervention training- expanding the Mentors in Violence Prevention (MVP) program to include more training opportunities and expanding the number of participants, including student leaders, members of fraternities and sororities and athletes.
GOALS & OBJECTIVES

1

Improve operational efficiency to attain client-centered accessibility and to ensure optimal service delivery.

1.1: Secure approval and funding for a new full-time position.

1.2: Pursue a partnership with CVSVC to assist students after hours.

1.3: Develop an "on call" work model to handle walk-ins and immediate phone calls.
   Related to: Health & Resilience

2

Educate and empower student leaders to be change agents fostering an environment free from sexual violence perpetration and victimization.

2.1: Develop and foster relationships with Athletics, Greek Life, and Student Organizations.

2.2: Promote Positive Leadership and Community Standards.
3.1: Raise Awareness and promote MVP Program.

3.2: Sustainability of MVP Program.

3.3: Assessment of MVP Program.

3.4: Train certified MVPs to facilitate bystander intervention programs.

Promote bystander intervention behavior among students to foster an environment committed to preventing and intervening in situations involving interpersonal violence.

4.1: Secure or develop an on-line course on sexual violence for new students to assist in meeting the requirement of federal and state mandates.

4.2: Develop an hour-long in person follow-up program to be provided to students residing in all first year residence halls during the first month of the academic year.

4.3: Include one class session in each of the freshman seminar course, about 40 in total, devoted to sexual violence prevention training, including information on bystander intervention.
ENGAGEMENT

<table>
<thead>
<tr>
<th>Activity</th>
<th>Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Programs Delivered</td>
<td>2.1, 2.2</td>
</tr>
<tr>
<td>Advocacy Center for Sexual Violence, Project SHAPE, and MVP Program Attendance</td>
<td>2, 3.1</td>
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<tr>
<td>Partnership with Albany County Crime Victim and Sexual Violence Center</td>
<td>1.2, 1.3</td>
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<tr>
<td>Clients Served in the Advocacy Center for Sexual Violence</td>
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<tr>
<td>Partnership with Residential Life</td>
<td>2.2, 3.1, 4.2</td>
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<td>2.2, 3.4, 4.3</td>
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LEARNING

<table>
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<tr>
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<td>Student Learning Outcomes Assessment</td>
<td>Varied Objectives Each Year</td>
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<tr>
<td>Mentors in Violence Prevention Training Program</td>
<td>3.1, 3.2, 3.3, 3.4</td>
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<tr>
<td>MVP Facilitator Rubric</td>
<td>2.2, 3.4</td>
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<tr>
<td>Project SHAPE ECPY 311 and ECPY 312 course grades</td>
<td>2.1, 2.2</td>
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SUCCESS

<table>
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<tr>
<th>Activity</th>
<th>Supports</th>
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</thead>
<tbody>
<tr>
<td>Advocacy Center for Sexual Violence Client Satisfaction Survey</td>
<td>1.1, 1.2, 1.3</td>
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<tr>
<td>Clients Served in the Advocacy Center for Sexual Violence</td>
<td>1.1, 1.2</td>
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</table>
Campus Center Management will enhance the student experience by providing transitional ease and resources during the Campus Center expansion and rehabilitation of original spaces; seeking at all times to provide an inclusive and engaging environment for all students. Further, Campus Center Management will reimagine event planning and management procedures, recreational opportunities, and nightly programming offerings for the campus community. Finally, Campus Center Management will emphasize high levels of customer service and operational efficiency.
PURPOSE:
The Campus Center serves as a hub for students, faculty, staff, and the regional community. In an effort to create an environment of inclusive formal/informal engagement, the Campus Center provides event planning, event support, services, facilities, and amenities available to all community members.

CHALLENGES AND OPPORTUNITIES

- Over the next five years, Campus Center Management will have to continue to manage and minimize the disorder and displacement during construction to allow an extremely busy facility to maintain its multi-function role on the academic podium.

- Campus Center Management will need to create a systematic schedule for refreshment and replacement of the entire building’s furniture, fixtures and equipment. Updates must be mapped out that strategically use fiscal resources and systematize the frequency and timing of renewal.

- As a new and developing program, Late Night with Campus Center Connections will need to continue to strengthen our campus community through recreational offerings and programming.

- The Campus Center needs to secure additional revenue in order to keep up with expanding services and usage, to run more efficiently, and to continue to develop into a place where students will participate in experiential learning.

- Campus Center Management will need to develop more clear procedures with campus wide partners to provide a more seamless event-planning process for university departments and student organizations.

- Campus Center Management will need to clarify the department’s collaborative role on campus by enhancing student, para-professional, and professional roles.
GOALS & OBJECTIVES

Provide leadership with the integration of the Campus Center expansion to campus life as well as rehabbing the existing space.

1.1: Manage and minimize disorder and displacement during construction to allow an extremely busy facility to maintain its multi-function role on the academic podium.

1.2: Campus Center Management, in conjunction w/ Facilities personnel associated with construction, will design and update an attractive signage program to highlight new routes through the Campus Center.

1.3: Campus Center operations personnel will create furniture, fixture, and equipment refreshment plans while working in collaboration with Facilities, A.C.U.I., and established vendors, to develop life cycles grid for the Campus Center.
   Related to: Public Engagement, 3. Broadening Community Engagement, 4. Growing the Resources

1.4: Rehab and reorganize existing Campus Center space.
   Related to: Public Engagement, 3. Broadening Community Engagement, 4. Growing the Resources

1.5: Convene a team of campus stake holders to evaluate & plan new uses for old spaces – spaces which may or may not be renovated in the near term so the repurposing of these spaces maximizes its utility to the campus.
GOALS & OBJECTIVES

Provide recreational opportunities within the Campus Center to enhance the college experience.

2.1: Due to construction, a new (temporary) location will need to be found for the current recreational equipment. With this transition we will need to consider and anticipate possible complications due to noise and spacing.
   Related to: 3. Broadening Community Engagement, 4. Growing the Resources

2.2: Late Night with Campus Center Connections will continue to strengthen our campus community through recreational offerings and programming.

2.3: Establish and move to a permanent location that will allow larger scale and more wide variety of opportunities for recreation and Late Night programming, ideally B52, such as more billiards, ping pong tables, foosball tables, arcade games, dart boards, etc.

2.4: Late Night will host gaming leagues and tournaments to allow participating students to enjoy friendly competition and a place to meet people with similar interests.
3. Enhance operational efficiency to meet the needs of customers utilizing the Campus Center.

3.1: Improve the framework of the Campus Center usage fee(s) and keep all invoicing up-to-date.

   Related to: Public Engagement, 3. Broadening Community Engagement, 4. Growing the Resources

3.2: Effectively utilize the Campus Life Fund.

   Related to: Public Engagement, 3. Broadening Community Engagement, 4. Growing the Resources

3.3: Raise funds via a development campaign in order to subsidize Campus Center Improvements.

   Related to: 3. Broadening Community Engagement, 4. Growing the Resources

4. Define and develop an event management strategy in collaboration with campus partners.

4.1: Develop procedures with campus-wide partners to provide a more seamless event planning process for university departments and student organizations.


4.2: Clearly define the role of Campus Center Connections Event Staff and how their services can be requested as well as a fee structure.


4.3: Evaluate and understand the way in which university departments, student organizations, and outside users use the new Event Management System (EMS) to create the most user friendly system.

GOALS & OBJECTIVES

5

Develop and provide opportunities to build administrative operational efficiency in an effort to provide consistent, high-quality service to the university community.

5.1: Clearly define the department’s role on campus by enhancing student staffing, para-professional, and professional roles.

5.2: Work with the Office of Student Involvement and the Office of the Vice President for Student Affairs to delegate financial and billing responsibilities.
   Related to: 4. Growing the Resources

5.3: Build upon the organizational structure to include an Associate Director for operations and an Assistant Director for technology.
   Related to: 3. Broadening Community Engagement, 4. Growing the Resources
## ASSESSMENT PLAN

### ENGAGEMENT

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ASSESSMENT PLAN, Continued

LEARNING

- Campus Center Connections Student Leader Evaluation (by students) – Supports 5.1
- Campus Center Connections Student Staff Evaluation – Supports 5.1

SUCCESS

- NASPA Consortium Survey (Campus Center Programming Survey – Spring 2016) – Supports ALL
Campus Recreation will enhance the student experience by developing creative options for recreational space and offering a variety of innovative programs to the campus community. Campus Recreation will reimagine marketing efforts to increase visibility by building a positive image and broadening awareness of the programs and services offered. Further, Campus Recreation is committed to the continual development of transferable skills in student employees to promote their future success.
PURPOSE
The Mission of Campus Recreation is to enrich the quality of life of the UAlbany campus community by educating and encouraging participation in recreational opportunities that develop leadership skills, cultivate social relationships, and emphasize healthy lifestyles. In our commitment To Engage; To Learn; To Succeed, we provide diverse, innovative, and stimulating programs, exceptional service with integrity and courtesy, opportunities for leadership development, quality and well-maintained equipment, enthusiastic and professional team, and a commitment to safe and clean facilities.

CHALLENGES AND OPPORTUNITIES

- The need to increase quality indoor recreation space in the future is paramount. Campus Recreation must strive to find creative options to develop additional space and re-develop existing areas.

- Outdoor recreation space is currently limited. The department must work toward future enhancements in the amount and style of available spaces.

- As the university community continues to become more diverse, Campus Recreation must be diligent in exploring opportunities to re-think recreational program offerings to best meet the needs of our patrons.

- Our students have an extensive array of program options. Campus Recreation will need to be very structured in the form and content of the marketing we deliver.

- Campus Recreation has one of the largest student staff groups on campus. The department must be dedicated to the personal and professional development of student employees by providing the tools and resources required for their future success.
GOALS & OBJECTIVES

Provide quality recreational facilities and equipment by improving, maximizing, and efficiently operating existing spaces, while identifying opportunities for expansion and growth.

1.1: Obtain lighting for Campus Recreation outdoor field spaces.  
   Related to: Applied Learning, Health & Resilience, Public Engagement

1.2: Expand the current low ropes course elements and add a high ropes course and outdoor climbing wall.  
   Related to: Applied Learning, Health & Resilience, Public Engagement

1.3: Upgrade and repurpose existing indoor and outdoor facility space and equipment.  
   Related to: Applied Learning, Health & Resilience, Public Engagement

1.4: Have day to day operational oversight of all Recreation Facilities on campus.  

1.5: Obtain additional/redesigned departmental space and explore options for new facility space.  
   Related to: Applied Learning, Health & Resilience, Public Engagement
Enrich the University experience by identifying, developing, and providing a diverse selection of recreational programs and services to actively develop a healthier UAlbany.

2.1: Overhaul the intramural program to be more in line with peer institution programs.  
*Related to: Applied Learning, Health & Resilience, Public Engagement*

2.2: Expand The Outdoor Pursuits program to appeal to a larger student population.  
*Related to: Applied Learning, Health & Resilience, Public Engagement*

2.3: Create a stronger foundation and a tighter bond between Campus Recreation the individual Club Sports teams and the Student Association in order to create a more enjoyable Club Sports atmosphere and experience for participants.  
*Related to: Applied Learning, Health & Resilience, Public Engagement*

2.4: Develop a comprehensive fitness and wellness program to improve the health of the UAlbany community.  
*Related to: Applied Learning, Health & Resilience, Public Engagement*

2.5: Develop a comprehensive and diverse student-led group exercise program.  
*Related to: Applied Learning, Health & Resilience, Public Engagement*

2.6: Be an active participant in the Living Learning Community process.  
*Related to: Applied Learning, Public Engagement*
Foster an environment committed to student and professional development by providing the knowledge, skills, and resources for future success.

3.1: Develop a comprehensive student employee training program.  
   Related to: Applied Learning, Public Engagement

3.2: Develop and implement a student employee incentive program.  
   Related to: Applied Learning

3.3: Assist undergraduate and graduate students to attend conferences, workshops, and tournaments.  
   Related to: Applied Learning

3.4: Create and distribute a department newsletter.  
   Related to: Applied Learning

3.5: Develop tools and initiatives that will provide employees with resources that will assist them in advancing within the field of Campus Recreation.  
   Related to: Applied Learning

3.6: Implement a structured evaluation and end of year review process for student employees.  
   Related to: Applied Learning
GOALS & OBJECTIVES

Build a positive departmental image and increased awareness in the University community to effectively and efficiently market Campus Recreation.

4.1: Create a comprehensive marketing plan for Campus Recreation which outlines both the overall departmental goals as they relate to the division/UAAlbany, as well as targets program area/individual product needs/strategies.  
   Related to: Applied Learning, Public Engagement,  
   3. Broadening Community Engagement

4.2: Increase campus visibility by effectively establishing, managing and maintaining a unified Campus Recreation brand identity at all facilities, programs, promotional products, and events.  
   Related to: Applied Learning, Public Engagement,  
   3. Broadening Community Engagement

4.3: Establish Campus Recreation as the information and programming authority for fitness and wellness at UAAlbany.  
   Related to: Applied Learning, Public Engagement,  
   3. Broadening Community Engagement

4.4: Reach and stay connected with our target market by establishing the Campus Recreation brand online and social media presence.  
   Related to: Applied Learning, Public Engagement,  
   3. Broadening Community Engagement
## Assessment Plan

### Engagement

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<td>Space Usage</td>
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### Success

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<td>NASPA Consortium Survey</td>
<td><em>Supports ALL</em></td>
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Career and Professional Development will enhance the student experience by increasing Applied Learning, networking and engagement opportunities for students by leveraging technology and relationships. Through collaboration with both internal and external partners and by providing education and skills development, Career and Professional Development will reimagine an environment where students can receive guidance in fostering their career growth beginning with their orientation experience.
PURPOSE:
Career and Professional Development counsels and educates students to make gratifying career decisions and facilitates connections and interactions with employers to enable students to transition successfully into a diverse and global society.

CHALLENGES AND OPPORTUNITIES

- With an increased focus on experiential education, Career and Professional Development must increase their efforts in engaging employers locally, regionally, and nationally, as well as in preparing students for, and encouraging them to take advantage of, experiential education opportunities.

- Career and Professional Development needs to enhance services and programs for first and second year students to engage them earlier in order to better prepare them for experiential education and employment opportunities, as well as to improve retention of these students.

- With increased emphasis on career outcomes, Career and Professional Development needs to leverage social media and various marketing strategies to identify innovative ways to engage more students and employers.

- As the need for outcomes data grows, we need to enhance our assessment culture to enable more efficiency and accuracy.
CAREER AND PROFESSIONAL DEVELOPMENT

GOALS & OBJECTIVES

Enhance Employer Relations/Engagement initiatives locally, regionally and nationally in order to increase opportunities for students.

1.1: Centralize the internship and employment opportunities for UAlbany students on and off campus to minimize the student population confusion.  
Related to: 2. Out-of-State & International Students

1.2: Establishing a shibboleth connection to the university PeopleSoft system in order to further increase student engagement via UA CareerPath and better communicate and market events to students.  
Related to: Applied Learning

1.3: Increase on campus recruiting and Employer outreach by 5% each year leading up to 2020.  

1.4: Establish an Employers relations team consisting of an Associate Director, two Assistant Directors, and administrative support.  
Related to: 1. Expanding Portfolio of Programs, 4. Growing the Resources

1.5: Providing hiring and placement data to parents and students so they can make informed decisions about attending UAlbany.  
Related to: 2. Out-of-State & International Students
GOALS & OBJECTIVES

Foster an environment where most students take advantage of experiential education.

2.1: Develop on-campus internship opportunities with campus offices and divisions as well as with contracted companies doing business on-campus; e.g. Sodexo, Coke, SEFCU.
   Related to: Applied Learning, 2. Out-of-State & International Students. 4. Growing the Resources

2.2: Promote and develop international internship opportunities.
   Related to: Applied Learning, Diversity & Inclusion, 2. Out-of-State & International Students. 4. Growing the Resources

2.3: Reach out to alumni to develop internship opportunities.

2.4: Enhance communication with faculty internship contacts to promote, identify and develop internship opportunities for undergraduates.

2.5: Establish a campus-wide "Best Dane Intern" Or "Intern of the Year" award collaborating with faculty and Career Services staff in selection process.
   Related to: Applied Learning, 4. Growing the Resources

2.6: Establish a process to track credit-bearing and non-credit bearing undergraduate internships.
   Related to: 4. Growing the Resources
3

CAREER AND PROFESSIONAL DEVELOPMENT

GOALS & OBJECTIVES

Restructure the funding model to develop and support more leading-edge initiatives and programming.

3.1: Implement a student career fee of $25/semester allowing for greater services, staff and technology.
   *Related to: 4. Growing the Resources*

3.2: Increase sponsorship/partnership activities with corporate sponsors (This is in conjunction with the division’s goal of increasing funds through development).
   *Related to: 2. Out-of-State & International Students, 4. Growing the Resources*

3.3: Increase funding through alumni engagement.
   *Related to: 3. Broadening Community Engagement, 4. Growing the Resources*

3.4: Increase fees for Job and Internship fairs as initial research shows that the price we charge compared to similar schools is significantly less.
   *Related to: 4. Growing the Resources*

3.5: Explore new forms of funding including grants.
   *Related to: 4. Growing the Resources*
GOALS & OBJECTIVES

Enhance direct services to 1st and 2nd year students engaging them in the career process earlier to better prepare them for employment afterwards.

4.1: Engage more students in critically considering their major choice in accordance to their future career.

4.2: Increase overall number of first and second year students in counseling appointments and drop-ins.

4.3: Decrease intimidation factor surrounding Careers and Job and Internship Fair to increase first and second year attendance.

4.4: Increase number of first and second year Peer Career Advisors.

4.5: Provide each incoming freshman with a StrengthsQuest code. During the first year, provide training etc. so that all freshmen can leverage their strengths.
GOALS & OBJECTIVES

Develop a compelling marketing message and a consistent communications strategy to improve awareness of Career and Professional Development.

5.1: Build a “marketing team” in Career and Professional Development that will collaborate to increase awareness of services and events.
   Related to: 2. Out-of-State & International Students, 4. Growing the Resources

5.2: Establish a strong, recognizable, marketable “brand” within the office that all services and materials will reflect.
   Related to: 2. Out-of-State & International Students, 4. Growing the Resources

5.3: Expand marketing resources and technology for the office.
   Related to: 4. Growing the Resources

5.4: Create new, relevant approaches to communicating services to students.
   Related to: Applied Learning, 2. Out-of-State & International Students

5.5: Drive traffic to website as a resource and calendar of events.
Enhance our assessment culture to ensure more efficiency and better accuracy.

6.1: Significantly minimize the manual data entry of appointment data to move towards a paperless office and reduce errors in the data by the end of calendar year 2016.
*Related to: 4. Growing the Resources*

6.2: Significantly minimize the manual data entry of drop-in to reduce errors in the data and be able to report more demographic data on our drop-in students by the end of calendar year 2015.

6.3: Eliminate the reference file service. The service will be eliminated by fall 2015 and all files will be closed by the end of calendar year 2020.
*Related to: 4. Growing the Resources*

6.4: Move the Career and Professional Development office to a new location that better allows for expansion.
*Related to: 2. Out-of-State & International Students, 4. Growing the Resources*

6.5: Implement a self-service kiosk where student will be able to check in for appointments, drop-ins, and other services by 2018.
*Related to: 2. Out-of-State & International Students*

6.6: Develop a strategy for determining 1st destination data.
*Related to: 1. Expanding Portfolio of Programs 2. Out-of-State & International Students*
CAREER AND PROFESSIONAL DEVELOPMENT

ASSESSMENT PLAN

ENGAGEMENT

- Number Of Student Appointments – Supports 1.2
- Number Of Students Registered With Our Online Job System (f.k.a UA Careerpath) - Supports 1.2
- Satisfaction With New Graduate Assistant Appointments – Supports 4.3
- Attendance At Workshops (Career Fairs And Graduate School Fairs) - Supports 1.2
- Number Of Student Drop-ins – Supports 1.2
- Number Of Students Participating In On-campus Interviews - Supports 1.1, 1.3
- NEW Track Number Of Freshmen That Come In For Appointments / Drop-ins - Supports 4.1, 4.2
- Social Media Metrics Such As Likes And Tweets (New Freshmen Using #UAlbanyAspires) - Supports 4.1, 5.2, 5.4, 5.5
- New Experiential Education Baseline Assessment To Determine How Many Students Currently Participate In Experiential Education - Supports 1.1, 2.1, 2.2, 2.3, 2.4, 2.6
- PCA Course Evaluations - Supports 4.1 - 4.4

LEARNING

- Satisfaction With New Graduate Assistant Appointments - Supports 4.3
- StrengthsQuest Learning Outcomes / Do Students Retain Their Strengths - Supports 4.5
- Student Learning Outcomes To Support Various Objectives Each Year
- PCA Course Assignments - Supports 4.1 - 4.4

SUCCESS

- First Destination Data - Supports 1.5, 6.6
- NASPA Consortium: Career And Professional Aspirations (April 2013) - Supports 1.1 - 1.5, 2.1 - 2.6, 5.1 - 5.5
Community Standards will enhance the student experience by reimagining its impact on the campus community by augmenting administrative operations, enhancing support and services for non-residential students and providing diverse learning experiences and educational opportunities to encourage and cultivate both personal and professional growth.
COMMUNITY STANDARDS

PURPOSE:
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.

CHALLENGES AND OPPORTUNITIES

- It is important that the Unit remain proactive, precise and efficient in all its administrative and operational processes to ensure compliance with evolving state and federal regulations and to effectively address litigation related to student conduct cases.

- Encouraging students to be upstanding representatives of their institution off-campus can be a difficult message to craft and deliver to students who generally do not have the same sense of belonging in off-campus areas as the long-term residents who live there year-round.

- The continued enhancement of the Unit’s restorative justice programs is a priority as Community Standards strives to find ways to balance its responsibilities to the community as a whole but also remain developmental and educational in administering the student code of conduct.

- Students who are struggling, in and out of the classroom, can be disruptive to others and must be addressed and assisted swiftly and compassionately to ensure a productive living and learning environment for everyone.

- Student Conduct Board members must be highly trained in all aspects of the hearing process, but the experience should also provide personal and professional development opportunities for the community members who volunteer their time to provide such a service.
GOALS & OBJECTIVES

1. Improve administrative operational efficiency to provide consistent, high-quality service to the University and local communities.
   - 1.1: Increase staffing to support areas.  
     Related to: 4. Growing the Resources
   - 1.2: Improve records collection and retention.  
     Related to: 4. Growing the Resources

2. Provide enhanced services to students who live in and visit local, off-campus neighborhoods.
   - 2.1: Create and implement a mandatory workshop for any student moving off-campus.  
     Related to: Applied Learning, Public Engagement,  
     3. Broadening Community Engagement
   - 2.2: Establish an annual off-campus housing fair.
   - 2.3: Double the number of off-campus ambassadors.
   - 2.4: Open a Neighborhood Life Resource Center.  
     Related to: Applied Learning, Public Engagement,  
     3. Broadening Community Engagement
COMMUNITY STANDARDS

GOALS & OBJECTIVES

3

Enhance restorative programs.

3.1: Implement a reentry program for suspended and ex-offender students.  
*Related to: Applied Learning*

3.2: Enhance CoRe program.  
*Related to: Applied Learning*

3.3: Open a Restorative Practice Center.  
*Related to: Applied Learning*

3.4: Create a restorative warning class for low-level off-campus conduct incidents.

4

Provide enhanced personal and professional development opportunities for Student Conduct Board members.

4.1: Create a curriculum for student members of conduct board.  
*Related to: Applied Learning, 1. Expanding Portfolio of Programs,*

4.2: Provide unique professional development opportunities for staff who serve on conduct boards.  
*Related to: Applied Learning*
COMMUNITY STANDARDS

ASSESSMENT PLAN

ENGAGEMENT

University at Albany Student Experience Assessment (Questions Specific To Experience With Conduct Process) - Supports 1.1, 1.2

NASPA Consortium Survey (Satisfaction / Benchmarking) - Supports ALL

Civility Surveys (General Student Survey) - Supports 3.1 - 3.4

Off-Campus Student Focus Group - Supports 2.1 - 2.4

Student Conduct Advocate Survey - Supports 1.1, 4.1, 4.2

External Review - Supports ALL

Internal CAS Review - Supports ALL

Faculty / Staff CARE Protocols Survey - Supports 5.1

LEARNING

CoRe Rubric - Supports 3.1 - 3.4

Appeal Board Training Survey - Supports 1.1, 4.1, 4.2

Student Conduct Board Class Assignments - Supports 1.1, 4.1, 4.2

Off-Campus Ambassador Program Evaluations - Supports 2.1 - 2.4

SUCCESS

CoRe Rubric - Supports 3.1 - 3.4, 5.1

Student CARE Case Management Rubric - Supports 5.1
Counseling and Psychological Services will enhance the student experience by developing and delivering accessible and responsive evidence-based treatment, consultation, and prevention services that promote the behavioral health and psychological resilience of our diverse students. In addition, CAPS will reimagine the graduate and undergraduate experiential training opportunities offered including doctoral psychology internships and undergraduate courses that prepare students for professions while enriching services for the campus community.
COUNSELING AND PSYCHOLOGICAL SERVICES

PURPOSE:
Counseling and Psychological Services (CAPS) promotes the behavioral and emotional health, furthers the social development, and enhances the academic performance and personal well-being of University at Albany students.

CHALLENGES AND OPPORTUNITIES

- An increasing percentage of students arrive on campus with severe and complex psychological concerns (e.g. history of significant trauma, serious suicidal ideation) and lower levels of coping and adaptive skills. Counseling and Psychological Services must build the capacity to offer the additional assistance needed to surmount those personal challenges.

- Unique pressures and stressors impact subgroups of students (such as international students, first-year and transfer students, multicultural students, and student athletes) who experience cultural, environmental, social and personal barriers to seeking counseling and psychological assistance, thus challenging Counseling and Psychological Services to build transitional bridges to better reach all students.

- Despite continued efforts in promotion, networking, programming, and prevention, Counseling and Psychological Services remains an invisible, or otherwise inaccessible, resource to many of our most vulnerable students. To improve student resilience and to assist with academic persistence CAPS must increase the accessibility of comprehensive psychological services by enhancing consultative options, expanding the availability of appointments to support the intensity of treatment, and improving the visibility of services.

- A range of often co-occurring alcohol and other substance use and mental health-related factors lead to school failure and other adverse consequences among our students. Counseling and Psychological Services must continue to develop, implement, and evaluate evidence-based prevention and early intervention programs designed for high-need students (e.g., first-year students, student athletes and mandated students) as well as the entire campus community.

- National standards for the training of doctoral, masters, and undergraduate students as scientist-practitioners are evolving and ever more demanding; Counseling and Psychological Services provides supervised practice that meets the increasingly high standards for professional practice while at the same time enhancing the ability to respond to UAlbany students’ needs.
COUNSELING AND PSYCHOLOGICAL SERVICES

GOALS & OBJECTIVES

Enhance responsive and accessible services that address the increasingly complex psychological needs of our diverse students.

1.1: Increase Counseling and Psychological Services access and treatment intensity for mental health and substance use concerns with attention to high-risk groups, such as first-year, international, transfer students, and student athletes.


1.2: Increase timely and responsive access to early intervention services to promote mental health and reduce the risk for suicide.


1.3: Increase timely and responsive access to early intervention services for alcohol and other drug abuse.

GOALS & OBJECTIVES

Promote behavioral health through the evidence-based prevention of mental health risks and alcohol and other drug abuse.

2.1: Enhance alcohol and other drug abuse prevention efforts, including social norms-based interventions, to include an increased emphasis on marijuana, non-medical prescription drug use, other drugs and mental health correlates.


2.2: Develop and implement suicide prevention and mental health promotion interventions, including multimedia campaigns and educational materials that focus on the development of resilience, social connectedness, and bystander behavior.


2.3: Expand the services of the Middle Earth Peer Assistance program to include online peer assistance and a “Peer Wellness Coach” program.


2.4: Promote philanthropic efforts by Middle Earth students, alumni, and members of the UAlbany community and Middle Earth alumni efforts to build and sustain a mentorship program for current Middle Earth students.

Related to: Public Engagement, 4. Growing the Resources
Train doctoral, masters and undergraduate students as scientist-practitioners through supervised practice.

3.1: Seek reaccreditation of the CAPS Doctoral Psychology Internship Program consistent with the forthcoming revised Standards for Accreditation for Programs in Health Service Psychology through the American Psychological Association. 

3.2: Resume training advanced graduate practicum students to enhance CAPS’ ability to provide diverse clinical and early intervention services and provide collaboration between CAPS and the University’s Clinical and Counseling Psychology programs. 
Related to: Applied Learning, Diversity & Inclusion, Health & Resilience, Public Engagement, 1. Expanding Portfolio of Programs, 2. Out-of-State & International Students

3.3: Enhance the academic credit-bearing course component of the Middle Earth Peer Assistance program to better prepare its graduates who enroll in the new B.S. program in Human Development to work in behavioral health careers. 
**ASSESSMENT PLAN**

### ENGAGEMENT

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<td>Global Assessment of Functioning (GAF) - Supports 1.1</td>
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<td>Counseling and Psychological Services Assessment of Psychological Symptoms - Supports 1.1</td>
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<td>UAlbany Student Health Survey (Population-Level Survey) - Supports 1.1, 1.2, 2.1, 2.2</td>
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### LEARNING

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### SUCCESS

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<td>CARE Net Program Assessment - Supports 1.2</td>
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<tr>
<td>UAlbany Student Health Survey (Population-Level Survey) - Supports 1.1, 1.2, 2.1, 2.2</td>
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The Disability Resource Center will enhance the student experience by providing an inclusive, accessible environment to meet the needs of a growing population of students with disabilities. The Disability Resource Center will reimagine staffing, physical space, technology, outreach, and training to optimally serve the university community, increase retention, as well as provide education on disability issues to the local community.
PURPOSE:
The Disability Resource Center (DRC) supports students by ensuring a fully accessible living and learning environment for the University’s programs, services and activities in order to prepare them for a successful future in a diverse and global society.

CHALLENGES AND OPPORTUNITIES

- Ensure appropriate physical resources are in place to serve the needs of a growing population of students with disabilities. A window of opportunity exists for designing a new DRC.

- Ensure the DRC Staffing is sufficient to meet the needs of a growing population of Students with Disabilities. Planned growth of staff for additional services.

- Utilize up-to-date software and hardware to enable the DRC to serve students effectively. Hire personnel to continuously research the latest software and develop training sessions to educate.

- Retain students with disabilities registered with the DRC (need extra personnel for outreach). Create outreach that is more “intrusive.”

- Provide enhanced programs of education, awareness, outreach and community involvement to campus community (including students, faculty and staff). Work with various offices to coordinate outreach/education efforts as well as to seek creative funding to support efforts.

- Educate the University community on the impact of emerging technologies. Partner with many areas to create opportunities for education and training in accessibility of materials (electronic or print).
GOALS & OBJECTIVES

1. Ensure appropriate physical resources are in place to serve the needs of a growing population of Students with Disabilities.

   1.1: Identify, create and occupy a centralized, accessible location for the Disability Resource Center by 2017.
      Related to: Public Engagement, 1. Expanding the Portfolio of Programs, 4. Growing the Resources

   1.2: Identify and secure space very near or connected to the DRC for Alternative Testing Program.
      Related to: 1. Expanding the Portfolio of Programs, 4. Growing the Resources

2. Ensure the DRC Staffing is sufficient to meet the needs of a growing population of students with disabilities.

   2.1: Increasing Professional Staff for DRC.

   2.2: Transform student part-time staff position in to full-time professional staff position.
      Related to: Applied Learning, 1, Expanding Portfolio of Programs, 4. Growing the Resources

   2.3: Support growing needs for assistive technology by hiring full-time Assistive Technology Coordinator.
      Related to: Applied Learning, 1, Expanding Portfolio of Programs, 4. Growing the Resources

   2.4: Increasing Student Staff Support for DRC.
      Related to: 4. Growing the Resources
3. Utilize up-to-date software and hardware to enable the DRC to serve students effectively.

3.1: Develop a plan for software/hardware upgrades and replacements. 
*Related to: Applied Learning, 4. Growing the Resources*

4. Retain students with disabilities registered with the DRC.

4.1: Develop a plan to increase retention of students with disabilities registered with the DRC. 
*Related to: Applied Learning, 1. Expanding Portfolio of Programs*
Provide enhanced programs of education, awareness, outreach and community involvement to campus community (including students, faculty and staff).

5.1: Collaborate with other units on outreach initiatives and programming.

5.2: Create new honor society for students with disabilities.
   Related to: Applied Learning, Public Engagement, 1. Expanding Portfolio of Programs

5.3: Collaborate with Academic Affairs/Student Affairs to create sign language course.

5.4: Involve students with disabilities in creating clubs and organizations with disability related issues/research/education.
GOALS & OBJECTIVES

Educate the University community on the impact of emerging technologies.

6.1: Partner with Academic Affairs to develop a plan to educate faculty on inclusive/emerging technology.

6.2: Identify and evaluate impact of emerging technologies on students with disabilities access to instruction.

6.3: Update campus community in regards to changes in ADA compliance and emerging technologies.
Related to: Diversity & Inclusion, 1. Expanding Portfolio of Programs, 4. Growing the Resources
## ASSESSMENT PLAN

### ENGAGEMENT

<table>
<thead>
<tr>
<th>Activity</th>
<th>Supports</th>
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</thead>
<tbody>
<tr>
<td>Therapy Dogs Surveys</td>
<td>4.1</td>
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<tr>
<td>DRC Student Engagement Focus Group</td>
<td>4.3, 5.1, 5.2, 5.5</td>
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<tr>
<td>Evaluation Of Programs</td>
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<tr>
<td>Faculty &quot;Pop Quizzes&quot; After Presentations</td>
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<tr>
<td>Recipe for Success Surveys</td>
<td>5.1</td>
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<tr>
<td>Data Collection of Number of Tests &amp; Rooms Used Each Semester</td>
<td>2.2, 2.1, 2.2, 2.4</td>
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### LEARNING

<table>
<thead>
<tr>
<th>Activity</th>
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<tbody>
<tr>
<td>Pre and Post Assessment of Study Skills Meetings Rubric</td>
<td>4.1</td>
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<tr>
<td>Pre and Post Assessment of Time Management Meetings Rubric</td>
<td>4.1</td>
</tr>
<tr>
<td>Student Staff Evaluations</td>
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### SUCCESS

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<thead>
<tr>
<th>Activity</th>
<th>Supports</th>
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<tbody>
<tr>
<td>Pre and Post Assessment of Study Skills Meetings Rubric</td>
<td>4.1</td>
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</table>
The Office of Intercultural Student Engagement will leverage the diversity of the student population at the University at Albany to increase and enhance interactions between teaching faculty, professional faculty, and students with varied backgrounds, identities and experiences. We will create and improve our programmatic areas to support interaction and highlight intersectionality. This re-imagined focus will better prepare our students to interact more fully in an increasingly international marketplace and provide impactful leadership as global citizens.
The Undergraduate community has a high level of racial/ethnic diversity, while the levels of racial/ethnic diversity within the Teaching and Professional faculty is relatively low. This disparity has been shown to have a negative impact on retention and graduation rates (Lotkowski et al., 2004; Colton et al., 1999; Fidler, 1991; Tinto, 1993). ISE must find ways to increase the cultural competency of the faculty and advocate for increased efforts to increase the diversity of the group.

The increased levels of diversity within the Undergraduate population has led to an increased need to create spaces and programs to support this growing and extremely active population.

There are increasing numbers of international and other non-work-study eligible students interested in working in our resource centers, however, our primary means of hiring staff is through the work-study program. In the past year 99.9% of our paid staff were work-study students.

There is very little support within the field of higher education for diversity officers who are not serving in the CDO role, specifically because there is no national association particularly designed to bring together cultural affairs directors in Higher Education. There is also no Director's group within the SUNY System.

The Office of Intercultural Student Engagement has had the same programmatic budget over the past eight (8) years. However, the office's area of responsibility has expanded from providing advocacy and support for ALANA students, to providing comparable support for members of the LGBTQ* community, the faith community, providing support for the CHARGE Peer Educator program, and providing D & I training for all students at UAlbany. Since the University has not seen a major increase in funding from the State of New York, we must find alternative sources of funding to support our work or advocate more strongly for a redirection of funds towards the Intercultural Student Engagement Budget.

Assessing the overall campus climate for inclusion and the creation of a diversity and inclusion strategic plan has traditionally been the responsibility of the Office of Diversity and Inclusion. Currently, the University at Albany Diversity Plan has not been completed. This creates a situation where we either have to wait until a University-wide plan is created or create a divisional diversity plan without a University-wide plan as a foundation. We must find ways to do this while also respecting and supporting the leadership of the Office of Diversity & Inclusion.
Establish intercultural engagement as vital to the success of the institution, its members and the surrounding communities.

1.1: Create an Intercultural Living Learning Community.

1.2: Develop a Divisional Diversity Plan.
   Related to: Applied Learning, Diversity & Inclusion, 4. Growing the Resources

1.3: Develop and Implement ISE Staff Development Plan.

1.4: Track D&I participation of non-teaching faculty.
   Related to: Applied Learning, Diversity & Inclusion

1.5: Share intersectionality-based programming model at conferences.
GOALS & OBJECTIVES

Enhance opportunities for meaningful interactions between faculty, staff, students, and community members.

2.1: Create an Intergroup Dialogue Schedule.
   *Related to: Applied Learning, Diversity & Inclusion 2. Out-of-State & International Students*

2.2: Grant MRC Coordinator oversight of Heritage Suites.

2.3: Increase international and non-work-study staff positions.
   *Related to: Applied Learning, Diversity & Inclusion, Public Engagement, 2. Out-of-State & International Students*

2.4: Increase interactions with Local, Regional and National D&I Professionals.
   *Related to: Applied Learning, Diversity & Inclusion, 3. Broadening Community Engagement, 4. Growing the Resources*

2.5: Track service and involvement of all affinity groups connected to ISE.

2.6: Expansion of CHARGE Peer Educator program to include non-residential students.

2.7: Increase support for collegiate conferences.

2.8: Develop a class year-based mentorship program for ALANA students.
   *Related to: Applied Learning, Health & Resilience, 3. Broadening Community Engagement*
Ensure the financial sustainability of programmatic offerings within the office.

3.1: Create a Diversity & Inclusion development package.
   Related to: 4. Growing the Resources

3.2: Host annual I.S.E fundraising events.

3.3: Increase external grant writing / application / funding initiatives.

3.4: Increase External Grant Writing / Applications / Funding.
   Related to: 1. Expanding Portfolio of Programs, 3. Broadening Community Engagement, 4. Growing the Resources
## INTERCULTURAL STUDENT ENGAGEMENT

### ASSESSMENT PLAN

### ENGAGEMENT

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<thead>
<tr>
<th>Event Attendance</th>
<th>Supports 1 &amp; 2</th>
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<tbody>
<tr>
<td>Workshop Attendance</td>
<td>Supports 1 &amp; 2</td>
</tr>
<tr>
<td>Resource Center / Heritage Suite Usage</td>
<td>Supports 1 &amp; 2</td>
</tr>
<tr>
<td>CHARGE Attendance</td>
<td>Supports 1 &amp; 2</td>
</tr>
<tr>
<td>MSAC Attendance</td>
<td>Supports 1 &amp; 2</td>
</tr>
<tr>
<td>Brother to Brother Program Attendance</td>
<td>Supports 1 &amp; 2</td>
</tr>
<tr>
<td>NASPA Campus Activities Benchmark</td>
<td>Supports 1 &amp; 2</td>
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### LEARNING

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<tr>
<th>Safe Space Survey</th>
<th>Supports 1 &amp; 2</th>
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<tbody>
<tr>
<td>UACCESS Dialogues Survey</td>
<td>Supports 1 &amp; 2</td>
</tr>
<tr>
<td>CHARGE Peer Educator Program</td>
<td>Supports 1 &amp; 2</td>
</tr>
<tr>
<td>Center Staff Scholar Survey</td>
<td>Supports 1 &amp; 2</td>
</tr>
<tr>
<td>Inclusive Danes Worksheet Analysis</td>
<td></td>
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<tr>
<td>MLK Luncheon Evaluation</td>
<td>Supports ALL</td>
</tr>
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</table>

### SUCCESS

<table>
<thead>
<tr>
<th>NASPA Consortium Survey Disaggregated By Race: Career And Professional Aspirations (April 2013)</th>
<th>Supports ALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long Term Safe Space Training Survey</td>
<td>Supports ALL</td>
</tr>
<tr>
<td>Lavender Graduation Attendance</td>
<td>Supports ALL</td>
</tr>
</tbody>
</table>
Orientation and Transition Programs will enhance the student experience by developing an orientation program designed to fully engage freshman students and their families, adapting to the diverse needs of transfer students, and structuring the Orientation Leader experience. Orientation and Transition Programs will also reimagine ways to increase resources to adapt to potential growth in areas of online orientation, programming for EOP and international students, and supporting the entire experience of newly admitted students.
ORIENTATION AND TRANSITION PROGRAMS

PURPOSE:
Orientation and Transition 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.

CHALLENGES AND OPPORTUNITIES

- As the role of orientation assistants is expanding, Orientation and Transition Programs will explore ways to structure their experience through expanded training and course credit.

- Given the many items new students are required to complete before beginning their first semester as well as the importance of orientation to a student’s college transition, Orientation and Transition Programs could serve an expanded role in streamlining processes for newly admitted students.

- Due to UAlbany’s gradual decline in freshman to sophomore retention, Orientation and Transition Programs will work to adapt orientation and first year programming to engage freshman students.

- Orientation and Transition Programs has faced increasing costs and must find ways to increase resources through sponsorship, fundraising, and broadening and increasing orientation fees.

- As UAlbany has seen an increase in online academic programs as well as an increase in mandates for orientation, Orientation and Transition Programs must find ways to deliver important material to new students online.

- Transfer students are a diverse population with varied levels of college experience and Orientation and Transition Programs must adapt orientation to meet their needs.
GOALS & OBJECTIVES

1. Provide a rewarding student leader experience.
   1.1: Offer the Orientation Assistant position as an internship.
       Related to: Applied Learning
   1.2: Structure the Orientation Assistant Leadership Development Program.
       Related to: Applied Learning, Diversity & Inclusion
   1.3: Develop an interactive training for Orientation Assistants.
       Related to: Public Engagement

2. Positively contribute to retention of first year students.
   2.1: Increase outreach to commuter students.
       Related to: Public Engagement
   2.2: Increase outreach to out-of-state students.
       Related to: Diversity & Inclusion, Out-of-State & International Students
   2.3: Enhance Living-Learning Communities.
       Related to: Applied Learning, Public Engagement
   2.4: Improve integration of all first year students.
       Related to: Diversity & Inclusion, Out-of-State & International Students
   2.5: Coordinate services for Beacon.
       Related to: Applied Learning
GOALS & OBJECTIVES

3. Support the UAlbany Freshmen Focus through first-year programming.

3.1: Redesign the freshmen student orientation program.  

3.2: Enhance Welcome Week for freshmen students.  

3.3: Support Explore UAlbany for freshmen students.  

3.4: Contribute to the UAlbany GO calendar of events.  
Related to: Applied Learning, Diversity & Inclusion, Health & Resilience, Public Engagement

4. Increase resources to support new student and family programs.

4.1: Create an Orientation Affinity Group.  
Related to: Public Engagement, 4. Growing the Resources

4.2: Gain corporate sponsorship.  
Related to: 4. Growing the Resources

4.3: Increase orientation fees.  
Related to: 4. Growing the Resources
Leverage technology to meet the needs of students.

5.1: Collect orientation payments on Visual Zen Orientation Registration System.
   Related to: 4. Growing the Resources
5.2: Collect international and EOP Orientation Registration on VZ.
   Related to: Diversity & Inclusion
5.3: Create a paperless orientation check-in process.
   Related to: 4. Growing the Resources
5.4: Create an online orientation module.
   Related to: Public Engagement
5.5: Use technology to enhance communication with new students.
   Related to: Public Engagement

Customize orientation for different populations.

6.1: Incorporate international students into OTP orientation program.
   Related to: Diversity & Inclusion
6.2: Increase support of veteran students.
   Related to: Public Engagement, 3. Broadening Community Engagement
6.3: Support the diverse needs of transfer students.
   Related to: Applied Learning
6.4: Ensure that all athletes participate in orientation.
   Related to: Applied Learning

Provide an enhanced parent and family program.

7.1: Create a Parents’ Council.
   Related to: 4. Growing the Resources
ORIENTATION AND TRANSITION PROGRAMS

ASSESSMENT PLAN

ENGAGEMENT

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<tr>
<th>Survey/Event</th>
<th>Supports</th>
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<tbody>
<tr>
<td>Freshman Student Orientation Surveys</td>
<td>3.1</td>
</tr>
<tr>
<td>Freshman Family Orientation Surveys</td>
<td>3.1, 7.1</td>
</tr>
<tr>
<td>Transfer Student Orientation Surveys</td>
<td>6.3</td>
</tr>
<tr>
<td>Transfer Family Orientation Surveys</td>
<td>6.3, 7.1</td>
</tr>
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<td>Orientation Attendance</td>
<td>6.4</td>
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<tr>
<td>Explore UAlbany Attendance</td>
<td>3.3</td>
</tr>
<tr>
<td>Explore UAlbany Part 2 Attendance</td>
<td>3.3</td>
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<tr>
<td>Great Dane Connections Attendance</td>
<td>2.4, 3.3</td>
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<tr>
<td>OA Reunion Attendance</td>
<td>1.2</td>
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LEARNING

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<thead>
<tr>
<th>Curriculum/Event</th>
<th>Supports</th>
</tr>
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<tbody>
<tr>
<td>Orientation Assistant Leadership Curriculum</td>
<td>1.2, 1.3, 1.4</td>
</tr>
<tr>
<td>Freshmen Student Orientation Surveys</td>
<td>3.1</td>
</tr>
<tr>
<td>Transfer Student Orientation Surveys</td>
<td>7.1</td>
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SUCCESS

<table>
<thead>
<tr>
<th>Survey/Event</th>
<th>Supports</th>
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<tbody>
<tr>
<td>Explore UAlbany Survey</td>
<td>3.3</td>
</tr>
<tr>
<td>Freshman Student Orientation Surveys</td>
<td>3.1</td>
</tr>
</tbody>
</table>
Residential Life will enhance the student experience by reimagining residential amenities, the personal, social, and academic support available in the living areas, and nurturing mutual responsibility among residents on campus. Also, by restructuring student and professional staffing patterns, Residential Life will be able to more efficiently support an increasingly diverse resident student population.
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.

As the student population continues to diversify, Residential Life must find innovative ways to support the residents’ varied personal, social and academic needs.

The demand for recess and summer housing has been increasing, and will continue to grow as UAlbany enrolls more international students.

Despite annual renovations, some of the residential amenities are dated and could benefit from further enhancements.

Students are becoming more reliant on technology and social media, which can reduce their interpersonal skills, making it difficult to build community.

Student misconduct and mental health concerns, which can be disruptive to individual residents and the residential community, must be proactively addressed in an efficient and effective manner.

Residential Life has a large student and professional staff, with varied prior experiences and job responsibilities. The Department must ensure that staffing patterns properly support the needs of the residential population.
RESIDENTIAL LIFE

GOALS & OBJECTIVES

1. Utilize environmentally sustainable office procedures.
   1.1: Implement an electronic check in/out and room condition process. 
       Related to: 4. Growing the Resources
   1.2: Transition to use of more centralized electronic housing-related forms and processes. 
       Related to: 4. Growing the Resources

2. Provide adequate recess and summer accommodations for residents who cannot leave campus during breaks.
   2.1: Expand services for residents during recess and summer breaks. 
       Related to: Health & Resilience, 2. Out-of-State & International Students
   2.2: Improve academic year to summer school housing transition. 
       Related to: Health & Resilience, 2. Out-of-State & International Students
   2.3: Ensure sufficient staffing patterns for summer and recess housing. 
       Related to: Health & Resilience, 2. Out-of-State & International Students

3. Offer enhanced summer conference operations.
   3.1: Develop a business model for the summer conference operations. 
       Related to: 3. Broadening Community Engagement, 4. Growing the Resources
   3.2: Create and implement a branding model for the summer conference operations. 
       Related to: 3. Broadening Community Engagement, 4. Growing the Resources
RESIDENTIAL LIFE

GOALS & OBJECTIVES

4. Ensure that facilities are conducive to residents’ well-being and holistic learning experience.
   - 4.1: Increase technology available for student use in the living areas.  
     Related to: Health & Resilience
   - 4.2: Expand amenities available in the living areas.  
     Related to: Applied Learning, Public Engagement
   - 4.3: Improve wellness center operations.  
     Related to: Health & Resilience
   - 4.4: Provide safe facilities for residents.  
     Related to: Health & Resilience

5. Support the varied needs of diverse resident populations.
   - 5.1: Enhance on-campus sophomore student experience.  
     Related to: Applied Learning, Public Engagement
   - 5.2: Enhance on-campus resources for international students.  
     Related to: Applied Learning, Diversity & Inclusion, 2. Out-of-State & International Students
   - 5.3: Enhance academic support initiatives within Residential Life.  
     Related to: Applied Learning

6. Foster a sense of community among residents on campus.
   - 6.1: Enhance structure of, and participation in, Residence Hall Associations.  
     Related to: Applied Learning, Public Engagement
   - 6.2: Refine programming model to meet the needs of residents on each living area.  
     Related to: Applied Learning, Public Engagement, Diversity & Inclusion, Health & Resilience
Nurture mutual responsibility and personal accountability among residents on campus.

7.1: Create a culture of restorative practices in the living areas.  
Related to: Public Engagement

7.2: Improve and streamline the support networks available for students’ mental and physical health needs.  
Related to: Applied Learning, Health & Resilience

Facilitate a comprehensive and developmental student staff member experience.

8.1: Enhance student staff development opportunities.  
Related to: Applied Learning

8.2: Improve the consistency of student staff roles and responsibilities across positions and living areas.  
Related to: Applied Learning, 4. Growing the Resources

Promote the success of professional staff members in the department.

9.1: Enhance transitions for new GAs and RDs.  
Related to: 4. Growing the Resources

9.2: Modify hiring process and staffing patterns to better align staff members with the needs of the department.  
Related to: 4. Growing the Resources

9.3: Expand professional development opportunities.  
Related to: 4. Growing the Resources
## ASSESSMENT PLAN

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<th>Supports</th>
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<tr>
<td>Recess/Summer Space Usage</td>
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<tr>
<td>Student Staff Training Surveys</td>
<td>8.1, 8.2</td>
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<tr>
<td>Housing Sign Up Survey</td>
<td>1.1, 1.2</td>
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<tr>
<td>Summer Conference Survey</td>
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<tr>
<td>Programming Attendance</td>
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<tr>
<td>ECPY Course Evaluation</td>
<td>8.1, 8.2</td>
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<tr>
<td>NASPA Consortium Survey (Satisfaction/Benchmarking)</td>
<td>4.1, 4.2, 4.3, 4.4, 6.1</td>
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<tr>
<td>ACUHO-I Survey (Satisfaction/Benchmarking)</td>
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<tr>
<td>Staff Exit Survey</td>
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<tr>
<td>Summer Satisfaction Survey</td>
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### LEARNING

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<td>Student Staff Training Surveys (Direct Learning Assessment)</td>
<td>7.1, 7.2, 8.1, 8.2</td>
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<tr>
<td>Student Learning Outcomes Assessment</td>
<td>varied Goals/Objectives each year</td>
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<tr>
<td>Programming Student Learning Outcomes Assessment</td>
<td>varied Goals/Objectives each year</td>
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<td>Student Staff Evaluations</td>
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<tr>
<td>NASPA Consortium Survey (Perceived Learning Questions)</td>
<td>5.3, 7.2</td>
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<td>ECPY Course Assignments</td>
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<td>Conduct Referral Data</td>
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<tr>
<th>Activity</th>
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<tbody>
<tr>
<td>NASPA Consortium Survey (GPA / Academic Achievement / Career Readiness Questions)</td>
<td>ALL</td>
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<tr>
<td>Academic Outreach data</td>
<td>ALL</td>
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</table>
Student CARE Services advocates for students who encounter behavioral, academic, or personal concerns by assessing needs, coordinating a comprehensive network of on- and off-campus resources, and providing on-going follow-up and support. Student CARE Services balances and enhances the safety, success, and well-being of the community and its individual members by promoting a caring culture where the early signs of distress are recognized and attended to. By collaborating with and coordinating the CARE Team, Student CARE Service mobilizes University resources to maximize the student experience, academic success, resilience, and ultimately, their retention.
STUDENT CARE SERVICES

PURPOSE:
Student CARE Services advocates for students who encounter behavioral, academic, or personal concerns by assessing needs, coordinating a comprehensive network of on- and off-campus resources, and providing ongoing follow-up and support. Student CARE Services balances and enhances the safety, success, and well-being of the community and its individual members by promoting a caring culture where the early signs of distress are recognized and attended to. By collaborating with and coordinating the CARE Team, Student CARE Service mobilizes University resources to maximize the student experience, academic success, resilience, and ultimately, their retention.

CHALLENGES AND OPPORTUNITIES

- It is both a challenge and an opportunity to provide a new service to campus. Challenging in that it must be built from the ground up and an opportunity in that the service can be developed specifically for the needs of the campus. It is essential that procedures and protocols developed over the last year be refined and codified such that they can be assessed for efficacy.

- To ensure that no student “falls through the cracks,” the service must continue to be marketed to the campus community to increase awareness and reporting of students of concern. Proactive measures to reach students early, before they are in crisis, will increase safety and decrease the impact of problematic issues or behaviors on students’ academics as well as on the community.

- Promotion of a culture of care, compassion, and vigilance in recognizing distressed members and knowing what to do will likely require a sustained effort over time.

- Increased reporting and the ability to intervene early will likely necessitate additional human resources to meet the need. In the meantime, utilization of Residential Life staff for Welfare Checks in less serious cases serves the need, helps promote community and interaction, and gives students the feeling that they matter at UAlbany.

- The CARE Team, which is co-coordinated by Student CARE Services, is still in flux with a mission statement and procedures in draft form. Roles and responsibilities need to be more clearly defined and a process for considering student issues and the assessment of risk should be selected and tailored to our campus’s needs. Training in risk assessment and the selection and practice with a risk assessment tool is essential.

- Supporting students post-hospitalization is an important aspect of getting them back to the business of academics and Student CARE Services can offer comprehensive case management to ensure these most vulnerable students are getting what they need. It is sometimes a challenge getting timely information regarding a student’s return to campus, due in part to confidentiality laws. Relationships must be built with local hospitals and emergency mental health providers to ensure that no student in need goes unserved once they return to campus.
1

Establish clear policies, procedures and protocols for Student CARE Services.

1.1: Develop and refine procedures and protocols for Student CARE Services.  
Related to: Health & Resilience, 3. Broadening Community Engagement

1.2: Tailor the Advocate CARE Network (database) to collect timely data about referrals and follow-ups of students of concern.  
Related to: Health & Resilience, 3. Broadening Community Engagement

2

Market Student CARE Services and the CARE Team to ensure that the community is aware of and knows how to access the services.

2.1: Develop and disseminate marketing materials targeted toward specific stakeholders, i.e. faculty, staff, students, parents.  
Related to: Health & Resilience, Public Engagement, 3. Broadening Community Engagement

2.2: Coordinate and deliver presentations to academic departments and key administrative units who serve students to increase awareness and utilization of services.  
Related to: Health & Resilience, Public Engagement, 3. Broadening Community Engagement

2.3: Coordinate and deliver presentations to the Student Association and student groups to increase awareness and utilization of services.  

2.4: Continue to work with Neighborhood Life on presentations to the surrounding community.  
Related to: Health & Resilience, Public Engagement, 3. Broadening Community Engagement
Promote a “culture of care and compassion” where distress is recognized and reported to Student CARE Services.

3.1: Develop and deliver training in cooperation with other Student Affairs units to educate the community on the signs of distress and services available to reporters and distressed students.
  Related to: Related to: Public Engagement, 3. Broadening Community Engagement

3.2: Develop a multimedia campaign for a “caring culture” that dovetails with #MakeADifference (twitter campaign that encourages positive, impactful participation in one’s community).
  Related to: Related to: Health & Resilience, Public Engagement, 3. Broadening Community Engagement

3.3: Bring the campaign “live” by attendance at a resource fair or other campus center tabling at least twice per semester.
  Related to: Related to: Health & Resilience, Public Engagement, 3. Broadening Community Engagement

Anticipate and manage increased reporting and the need for additional services and follow-up with students of concern.

4.1: Ensure that every student transported to the hospital or victimized by crime gets a “touchpoint” welfare check from the University by leveraging Residential Life Staff for on campus residents and Neighborhood Life Ambassadors for off-campus residents.
  Related to: Related to: Health & Resilience, Public Engagement

4.2: Plan for additional staff to serve a greater number of students as reporting increases.
  Related to: Related to: Health & Resilience, 4. Growing the Resources
STUDENT CARE SERVICES

GOALS & OBJECTIVES

5. Work with CARE Team to solidify mission statement, procedures, and protocols and define member roles.

5.1: Establish clear protocols and procedures for the CARE Team, a specialized group of staff who work with students of concern.
   Related to: Related to: Health & Resilience, 3. Broadening Community Engagement

5.2: Select and utilize an appropriate risk assessment tool.
   Related to: Health & Resilience, 3. Broadening Community Engagement

5.3: Provide professional development regarding threat assessment skills to CARE Team members.
   Related to: Health & Resilience, 4. Growing the Resources

6. Support students who have been hospitalized for serious health or psychiatric conditions.

6.1: Develop a cooperative Memo of Understanding with local hospitals to ensure that once identified, our students are offered the opportunity to release information to Student CARE Services for follow-up.

6.2: Explore and develop a plan to have all students hospitalized for serious conditions assessed upon release to ensure proper follow-up care is available and utilized.
   Related to: Health & Resilience, Public Engagement, 3. Broadening Community Engagement

6.3: Explore and assist in the development of an involuntary withdrawal policy for cases where students refuse treatment or despite treatment remain a direct threat or a disruption to the academic mission of the institution.
   Related to: Health & Resilience, Public Engagement, 3. Broadening Community Engagement
STUDENT CARE SERVICES

ASSESSMENT PLAN

ENGAGEMENT
- Procedure and Protocol Surveys - Supports 1.1, 1.2
- Faculty and Staff Surveys - Supports 2.1, 2.2
- Student Survey - Supports 2.3
- Community Survey - Supports 2.4
- Presentation and Program Attendance - Supports 3.1
- Social Media Analytics - Supports 3.2
- Number of Attendees at Fairs - Supports 3.3
- Student Experience Survey - Supports 2.3

LEARNING
- Faculty and Staff Surveys - Supports 2.1, 2.2
- Student Survey - Supports 2.3
- Community Survey - Supports 2.4

SUCCESS
- Student CARE Services Case Management Rubric - Supports 6.1, 6.2
Student Health Services will enhance the student experience by supporting the student’s educational journey by promoting their overall health. Student Health Services will reimagine the use of technologies to provide better services to students, enhance efficiency and promote health education. Student Health Services maintains high quality medical services by hiring and maintaining a staff dedicated to meeting the needs of our student population to foster healthy lifestyles.
PURPOSE:
Student Health Services strives to promote student health and wellness by providing medical treatment, prevention and education in an environment that respects the uniqueness of each individual.

CHALLENGES AND OPPORTUNITIES

- Student Health Services must find innovative ways to adequately meet the medical needs of our student body since the cost of maintaining the current health services, both personnel and facilities, is becoming greater than the allocated budget.
- Student Health Services acknowledges the increasing demand for psychiatric services for our student community and we seek to find ways to effectively treat these conditions.
- In light of increasing enrollment and the uniqueness of individual populations, including, but not limited to, International Students, LGBTQ population, veterans, etc., Student Health Services will need to meet the various needs of these populations.
- Student Health Services recognizes the continuous opportunities provided with electronic technologies including proficiency in electronic prescribing, secure messaging, and online appointments and overall moving towards a paperless office.
- If a Health Educator position is available in our budget, this could allow us to reach more students with outreach programs on campus and develop a social media presence.
GOALS & OBJECTIVES

1. Provide high quality services utilizing a budget that is fiscally sustainable.
   1.1: Explore Options for covering Health Services budget.  
      Related to: 4. Growing the Resources

2. Utilize new technologies to provide better service to students and enhance efficiency.
   2.1: Launch Electronic Submission of Immunization and Health Forms.  
      Related to: Health & Resilience
   2.2: Implement Secure Messaging to enhance efficiency.  
      Related to: Health & Resilience
   2.3: Implement Appointment Reminders to reduce no-show rate.  
      Related to: Health & Resilience

3. Maintain high quality medical services by hiring and maintaining a staff dedicated to meeting the needs of our student population.
   3.1: Create an educational outreach program to provide students with knowledge and skills to develop lifelong strategies to optimize health behaviors.  
      Related to: Health & Resilience, 1. Expanding Portfolio of Programs
   3.2: Provide psychiatric services that meet the needs of the student population.  
      Related to: Health & Resilience
   3.3: Provide clinical services that meet the needs of the student population.  
      Related to: Health & Resilience, 4. Growing the Resources

4. Utilize social media to further connect with the student population to provide health education and foster healthy lifestyles.
   4.1: Develop a social media presence.  
      Related to: Health & Resilience, 4. Growing the Resources
# Assessment Plan

## Engagement
- Documentation of Chief Complaint – *Supports 3.3*
- Use of online appointments – *Supports 3.3*
- Tobacco cessation coding – *Supports 3.3*

## Learning
- Flu Vaccination – *Supports 3.1, 3.3*
- Knowledge of Health Insurance – *Supports 3.1, 3.2, 3.3*
- Knowledge of Online appointments – *Supports 3.1, 3.2, 3.3*
- Tobacco Cessation – *Supports 3.1, 3.3*

## Success
- Tobacco Cessation – *Supports 3.1, 3.3*
Student Involvement will enhance the student experience by emphasizing *involvement leads to success*, and will continue to shape and influence the student environment so that it increases the likelihood that a student will get involved. Involvement will be increased through intentional, fun and UAlbany-oriented student experiences along with training programs and models that support student leaders as they, in turn, impact the experience of their peers in a positive and unique way. By reimagining the student experience over time and assessing the current student population, Student Involvement will continue to adapt and react to current student needs and interests and continue to seek cutting edge methods to positively impact the UAlbany student experience.
PURPOSE:
The Office of Student Involvement promotes involvement in the campus through out-of-class learning opportunities and experiences that enhance the cultural, intellectual, leadership, personal, and professional development of students as well as build a sense of community and pride in the University. The office has embraced the national research that shows that "Involvement Leads to Success."

CHALLENGES AND OPPORTUNITIES

- Student organization leaders are increasingly inquiring about additional campus policies, procedures, trainings, and leadership development workshops.

- There is a demand for more comprehensive leadership development education and training opportunities but no physical space to house a Center for Leadership and Service.

- Although there are almost 100 students representing the Office of Student Involvement, there is currently no formal process for hiring, training, and evaluating student employees and volunteers.

- Fraternity and Sorority Life continues to expand through student participation and engagement with the surrounding community, but there is a shortage in resources and acknowledgement on campus.

- There is no current co-curricular programming mission for the University at Albany. This has led to competing or similar programs happening across campus with little partnerships or consultations.

- Although the Campus Life Fee has created an opportunity by increasing co-curricular programming, there is inadequate programmable space available on campus.

- Risk Management policies and procedures have not been established and are administered ad hoc or after an event.

- With a new Financial Manager in the Office of Student Involvement, our office and student organizations need an enhanced fiscal structure centering on policies, procedures, and reporting mechanisms.
STUDENT INVOLVEMENT

GOALS & OBJECTIVES

Design a student group development plan so that student groups are supported, understand and follow policies and procedures, and have first rate leadership training to effectively lead their organizations.

1.1: Provide better advocacy and support to student organizations.
   Related to: Applied Learning, Diversity & Inclusion, Health & Resilience, Public Engagement

1.2: Effectively communicate campus policies and procedures to student organization officers.
   Related to: Applied Learning, Diversity & Inclusion, Health & Resilience, Public Engagement

1.3: Provide training for student leaders to effectively lead their organizations.
   Related to: Applied Learning, Diversity & Inclusion, Health & Resilience, Public Engagement

1.4: Develop a resource "store," providing resources for events, leadership materials and marketing services for rent and purchase by student organizations.
   Related to: Applied Learning, 4. Growing the Resources

1.5: Restart the financial system on myinvolvement.org.
   Related to: Applied Learning, Public Engagement, 4. Growing the Resources

1.6: Develop student organization training, monitoring, and reward system.
   Related to: Applied Learning, Public Engagement, 4. Growing the Resources
GOALS & OBJECTIVES

2. Establish the University at Albany Center for Leadership and Service.
   2.1: Establish a Center for Leadership and Service in collaboration with Career Services, Leaders in Service, and Community Public Service Program (CPSP).
   
   2.2: Increase leadership development initiatives.
   
   2.3: A professional staff member will be assigned the responsibility of creating a Community Engagement committee with various stakeholders from around campus.
   
   2.4: A comprehensive community service marketing plan will be developed to ensure a consistent message of logging community service hours.
   Related to: Applied Learning, Health & Resilience, Public Engagement
   
   2.5: The Office of Student Involvement and Leadership will hire a full-time professional staff member to lead co-curricular community service initiatives on campus.

3. Facilitate a student employee hiring, training and evaluation model that will be universal for all Student Involvement student employees.
   
   3.1: Assemble a team to create policies for standard recruiting, hiring, training, and evaluation of our student employees.
   Related to: Applied Learning, Public Engagement
   
   3.2: Assign professional staff member to lead universal model efforts.
   Related to: Applied Learning, Public Engagement
GOALS & OBJECTIVES

4

Expand fraternity and sorority membership to a total of 10% of the UAlbany population by 2020.

4.1: Provide all fraternity men and sorority women academic, personal, and professional support through two full-time dedicated professional staff members, two dedicated graduate assistants and an increased programming budget.

*Related to: Applied Learning, Diversity & Inclusion, Health & Resilience, Public Engagement, 1. Expanding Portfolio of Programs, 3. Broadening Community Engagement*

4.2: Establish a dedicated space that will be used as an office and resource center.

*Related to: Applied Learning, Diversity & Inclusion, Health & Resilience, Public Engagement, 1. Expanding Portfolio of Programs, 3. Broadening Community Engagement*

5

Positively affect student retention by providing outreach to students and offering involvement opportunities that will allow students to bridge their curricular and co-curricular experiences.

5.1: Engage in research and professional development with regard to how Student Involvement/Activities departments can positively affect student retention.

*Related to: Applied Learning, Public Engagement, 1. Expanding Portfolio of Programs*

5.2: Continue to grow and build the Pathways to Success program.

*Related to: Applied Learning, Public Engagement, 1. Expanding Portfolio of Programs*

5.3: Develop an outreach and retention partnership with Academic Advising and Undergraduate Studies.

*Related to: Applied Learning, Public Engagement, 1. Expanding Portfolio of Programs*
GOALS & OBJECTIVES

6

Foster a Student Experience model that is learning outcome driven and strives to meet students where they are intellectually, emotional and physically.

6.1: Assemble a team to create a cohesive programming plan for yearly activities.
  Related to: Applied Learning, Diversity & Inclusion, Health & Resilience, Public Engagement, 1. Expanding Portfolio of Programs

6.2: Create a university-wide programming model.
  Related to: Applied Learning, Public Engagement, 1. Expanding Portfolio of Programs

6.3: Hire a full time staff member, Assistant Director of Campus Life, to facilitate and oversee the University-wide programming model.
  Related to: Applied Learning, Public Engagement, 1. Expanding Portfolio of Programs

7

Utilize best practices for risk management, including procedures and resources for student organizations to reduce risk to individuals, their organization, and the University.

7.1: Develop a best practices risk management rubric and training program which conforms to national and campus standards.

7.2: Establish and maintain a student staffing model to address risk management proactively.
  Related to: 3. Broadening Community Engagement
GOALS & OBJECTIVES

8. Develop a marketing program for the Office of Student Involvement by collaborating with the division’s Communications and Marketing team.

8.1: Develop a marketing program with trained staff and students who will create a coherent print, web and social media plan that works in conjunction with individual areas to manage annual priorities and handle new projects.

Related to: Applied Learning, Diversity & Inclusion, Health & Resilience, Public Engagement

8.2: Build a creative, skilled student staff who can complete in-house marketing projects.


9. Provide a greater variety of high quality events with adequate accessible programming facilities on campus.

9.1: Develop presentation and materials to advocate for long term growth in programming spaces on campus.

Related to: Public Engagement, 4. Growing the Resources
STUDENT INVOLVEMENT

GOALS & OBJECTIVES

10. Develop a Campus Life Advancement program that will include pursuing corporate sponsorship opportunities, annual giving initiatives, and annual connections with alumni and community partners.

10.1: Develop Alumni Councils for Campus Life, Leadership Development, Student Association and Tier 1 groups such as WCDB, ASUBA, 5-Quad etc. In collaboration with Alumni Association constituency group program.

Related to: Health & Resilience, Public Engagement,
3. Broadening Community Engagement, 4. Growing the Resources

10.2: Develop current and alumni employee outreach program.

Related to: 3. Broadening Community Engagement, 4. Growing the Resources

11. Department internal fiscal practices and internal controls are clearly charted and functioning accurately.

13.1: Develop formal fiscal policies and procedures.

Related to: Applied Learning, 4. Growing the Resources

13.2: Develop fiscal training model.

Related to: Applied Learning, 4. Growing the Resources
## Engagement

- Leadership Programs Satisfaction Survey – *Supports 2.1, 2.2*
- Leadership Training Satisfaction Survey – *Supports 2.1, 2.2*
- Student Association exit interviews – *Supports 1.1, 1.3, 2.1*
- Student Employee Training Survey – *Supports 3.1, 3.2*
- Increase in member participation – *Supports 1.1 - 1.3, 2.2, 4.1, 4.2, 5.2, 6.1, 6.2*
- Student Organization recruitment and retention data – *Supports 1.1, 1.2, 4.1, 4.2*
- Tracking Student Involvement and Engagement – *Supports 5.1, 5.2, 5.3, 6.1, 6.2*
- Programming Satisfaction Survey – *Supports 6.1, 6.2, 6.3*

## Learning

- Student Group Leader training evaluations – *Supports 1.2, 1.3, 7.1, 7.2*
- Student organization self-evaluation – *Supports 1.1, 1.2, 1.3*
- Student Learning Outcomes Assessment – *Supports varied Goals/Objectives each year*
- Annual evaluation of student organization – *Supports 1.1, 1.2, 1.3*
- Campus policies & procedures pre and post test – *Supports 1.2, 7.1, 7.2*
- Leadership pre and post test – *Supports 2.2*
- Assessing and evaluating the health of each student organization – *Supports 1.1, 1.2*
- Student employee rubrics & exit interviews – *Supports 2.1, 2.2, 3.1*
- Risk Management Matrix – *Supports 7.1, 7.2*

## Success

- Retention, GPA, and Graduation rate Data – *Supports 2.1, 3.1, 3.2, 4.1, 4.2, 5.2, 5.3, 6.2*
- Student Employee Retention Data – *Supports 3.1, 3.2*
- Alumni Donations and Involvement – *3.1, 3.2, 4.1, 4.2, 6.1, 6.2*