I am pleased to share our inaugural Student Learning Project Findings Report – Phase I (2011-2012) with you.

We began this project in January 2011 with a deep desire to identify learning outcomes for our students based on the programs, services and activities they engage in everyday on campus and in our community. Beyond just identifying potential learning outcomes, we wanted to ensure appropriate methods for measuring the efficacy of these learning experiences.

This report’s findings are a testament to the learning which takes place outside of the classroom at the University at Albany across all of our units in Student Success. It is a collective effort to ensure that every interaction we have with students contributes to their learning.

We have developed new learning outcomes and assessment instruments for Phase II which we will be introducing in a few short weeks as we prepare for the start of the 2012-13 academic year.

Our work has only just begun, but I am confident that the identification and assessment of student learning throughout Student Success will continue to provide a valuable snapshot of our students’ experiences as well as the tremendous value of our work in Student Success.

Sincerely,

Christine A. Bouchard
Vice President for Student Success
a) **Educational**: Sets, articulates, and pursues individual realistic goals; Articulates personal and educational goals and objectives; Uses personal and educational goals to guide decisions; Understands the effect of one’s personal and education goals on others.

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

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

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

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

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

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**Balanced Life Choices**

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

---

**Cultural Awareness**

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

---

**University Citizenship**

“STUDENTS WILL BE INFORMED AND ENGAGED UNIVERSITY CITIZENS, WHILE CONTRIBUTING ONE’S TALENTS TO MAKE A DIFFERENCE ON CAMPUS AND IN THE SURROUNDING COMMUNITY.”
### LEARNING OUTCOME

- As a result of attending multicultural events in the Campus Center, 44% of students learning more about another culture.
- As a result of attending multicultural events in the Campus Center, 24% of students learning more about their own culture.

### METHOD

**Yes/No Question:**
Which of the following have you experienced as a result of attending multicultural events in the Campus Center? (Check all that apply):

- [ ] Feel a part of the campus community
- [ ] Joined a cultural student group
- [ ] **Learned more about another culture**
- [ ] Learned more about my own culture
- [ ] Met individuals from diverse backgrounds other than my own
- [ ] Have not attended multicultural events in the Campus Center

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

### TOOL

“Fast-Five” survey administered electronically with a touch screen I-Pod to 179 students in the Campus Center during Spring 2012.

### LEARNING MECHANISM

Cultural events offered in the Campus Center (i.e. (Martin Luther King Jr. Luncheon, Fuerza Night, ASUBA Fashion Show, Shabbos Dinner, etc).

### SUPPORTED LEARNING DIMENSIONS

- Cultural Awareness
  - Appreciate Diversity
  - Respect
  - Global Perspective

- Cultural Awareness
  - Appreciate Diversity
  - Personal Identity
  - Respect
<table>
<thead>
<tr>
<th>LEARNING OUTCOME</th>
<th>Fall 2011</th>
<th>Spring 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a result of attending a comprehensive training, 100% of student supervisors/managers obtained certification in Adult CPR, First Aid, Automated External Defibrillator and Blood Bourne Pathogens.</td>
<td>As a result of attending a comprehensive training, 95% of student supervisors/managers obtained certification in Adult CPR, First Aid, Automated External Defibrillator and Blood Bourne Pathogens.</td>
<td></td>
</tr>
<tr>
<td>Of those trained:</td>
<td>Of those trained:</td>
<td></td>
</tr>
<tr>
<td>• 8/9 group exercise instructors are certified.</td>
<td>• 8/9 group exercise instructors are certified.</td>
<td></td>
</tr>
<tr>
<td>• 25/25 aquatic staff are certified.</td>
<td>• 25/25 aquatic staff are certified.</td>
<td></td>
</tr>
<tr>
<td>• 16/18 member service representatives are certified.</td>
<td>• 16/18 member service representatives are certified.</td>
<td></td>
</tr>
<tr>
<td>• 14/14 intramural commissioners/site supervisors are certified.</td>
<td>• 14/14 intramural commissioners/site supervisors are certified.</td>
<td></td>
</tr>
</tbody>
</table>

**METHOD**

**Standard Exam:** Successful completion (=/> 80%) of the Professional Rescuer Level American Red Cross or American Heart standardized exam.

**TOOL**

Achievement for this learning outcome is based on the number of student supervisors/managers who obtain certification as a result of passing the Professional Rescuer Level American Red Cross or American Heart standardized exam.

**LEARNING MECHANISM**

All professional staff attend training and acquire instructor certification in Adult CPR, First Aid, Automated External Defibrillator and Blood Bourne Pathogens. The certified professional staff, the host “in-house” American Red Cross Adult CPR, First Aid, AED and Blood Bourne Pathogen training for student employees in supervisory/management positions where they will acquire the knowledge and develop the skillsets necessary to play a key role in the Office of Campus Recreation Emergency Action Plan.

**SUPPORTED LEARNING DIMENSIONS**

Balanced Life Choices
- Educational
- University Citizenship
- Leadership Development
# Learning Outcome

Of the 250 ECPY204 (Principles of Career & Life Planning) students who attended a Career Services Overview workshop, 97% were able to list three services offered by Career Services.

The top 3 services identified were:
1. Career Counseling
2. Resume Assistance
3. Internship Assistance

As a result of participating in a practice interview, 88% of students scored “proficient” or “advanced” in 3 or more interview skill dimensions.

Students exhibited the highest performance within the Body Language & Gestures dimension and the lowest performance in the Integrating (WHAT they say) dimension.

# Method

**Open-ended survey question:**
What are THREE services offered by Career Services?

**Rubric:**
- Professional Dress
- Eye Contact
- Body Language & Gestures
- Listening
- Speaking (HOW they say it)
- Integrating (WHAT they say)

**Scale:**
1. Emerging
2. Developing
3. Proficient
4. Advanced

# Tool

The Career Services Overview for ECPY204 Survey administered electronically via Campus Labs between September 8 and December 16, 2011.

Practice Interview Scoring Rubric used to score 65 practice interviews conducted during the 2011-2012 academic year.

# Learning Mechanism

All sections of ECPY204 (Principles of Career & Life Planning) are required to participate in the Career Services overview workshop.

Practice Interviews, Interviewing Skills Workshops, Counseling Appointments, Drop In Hours, and Interviewing information on the Career Services’ website.

# Supported Learning Dimensions

**Balanced Life Choices**
- Educational
- Personal
- Professional

**Cultural Awareness**
- Personal Identity

**University Citizenship**
- Decision Making
- Effective Communication
LEARNING OUTCOME: As a result of applying for release from probation, 70% of applicants received a “met” or “exceeded” score in the reflection paper dimension demonstrating an understanding of how their experience with the conduct system has impacted their future goals.

METHOD: Reflection Essay:

Please attach an essay, typed and doubled-spaced, that describes from your perspective, the incident that resulted in your Disciplinary Probation. This essay must address the following points:

1. Description of what happened
2. How this incident impacted your community
3. What you have learned from this and any prior incidents
4. Your goals for your time here at the University
5. Your goals for the future
6. How this incident may impact those goals or your life in any way
7. Ways in which you have made positive contributions to the UAlbany community
8. Reasons you believe that the Committee should end your probation at this time

TOOL: Utilizes the “Reflection Paper” dimension of the “Application to End Disciplinary Probation” Rubric to evaluate the essay.

LEARNING MECHANISM:

- Review of conduct procedures meeting (formerly known as the “pre-hearing conference”)
- Administrative review process (if applicable)
- Student conduct hearing process (if applicable)
- Meetings with faculty or staff mentor
- Engagement in activities to support release from Disciplinary Probation. These are the student’s choice and could include:
  - Community service activities (on or off campus)
  - Involvement in University events and programs

SUPPORTED LEARNING DIMENSIONS:

- Balanced Life Choices
  - Educational
  - Personal
- Cultural Awareness
  - Respect
- University Citizenship
  - Decision Making
  - Effective Communication
LEARNING OUTCOME

As a result of participating in a University Community Accountability Board (UCAB), 100% of participants completed their requirements and were able to articulate examples of how they repaired the harm done to the community during their exit interview.

METHOD

Matrix:

<table>
<thead>
<tr>
<th></th>
<th>Counseling*</th>
<th>Education**</th>
<th>Service***</th>
<th>Reflection Paper</th>
<th>COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student X</td>
<td>✅</td>
<td>✅</td>
<td></td>
<td>✅</td>
<td>3/3 - 100%</td>
</tr>
<tr>
<td>Student Y</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
<td>✅</td>
<td>3/3 - 100%</td>
</tr>
<tr>
<td>Student Z</td>
<td>✅</td>
<td>✅</td>
<td></td>
<td>✅</td>
<td>3/3 - 100%</td>
</tr>
</tbody>
</table>

*Student X: Meetings with Dr. Feidenberg; Student Y: Atlas Mentorship Program; Student Z: St. Peter’s Addiction Recovery Program
**Student Y: Create educational program with RA; Student Z: Create educational program with RA
***Student X: Volunteer at Counseleeracut and Fountain Day; Student Z: Volunteer class SSW 250

Tool

Exit Interview Matrix utilized at the conclusion of the UCAB process.

*Review of this student learning outcome encompasses cases over the past two academic years, 2010-11 and 2011-12. UCAB processes can sometimes require more than one semester to fully complete. For example, cases that commence in Spring 2011 may not be completed until Fall 2011.

LEARNING MECHANISM

- The review of conduct procedures meeting (during which a decision regarding how the student’s incident will be resolved occurs and if feasible, the UCAB process would be discussed at this point)
- The UCAB process
- Follow-up meetings with Conflict Resolution staff person
- Engagement in the activities/projects students will be required to complete as required by their UCAB outcome. This could include:
  - Community service activities (on and/or off campus)
  - Counseling appointments (through UCC or external organization)
  - Substance abuse programs
  - Academic advisor appointments
  - Educational programs done in conjunction with Residential Life staff, Student Involvement and any other appropriate unit on campus
  - Formal letters of apology to harmed parties
  - Restitution
  - Involvement and service at University events/activities such as Big Purple Growl, Campus Clean-Up, Citizen’s Police Academy
  - Any other activities as developed by the harmed parties, referred party, facilitators and participants

SUPPORTED LEARNING DIMENSIONS

Balanced Life Choices
- Educational
- Personal

University Citizenship
- Community Service
- Decision Making
- Effective Communication
**LEARNING OUTCOME**

As a result of utilizing individual appointments, 73% of students with disabilities were able to make a semester calendar listing all their academic obligations and use it to better plan their time and meet deadlines.

As a result of utilizing individual appointments, 87% of students with disabilities were able to prevent cramming activities by using their semester calendar to plan their studies and using class notes and study guides to prepare for tests in advance.

| % | 73% | 87% |

**METHOD**

**Rubric:** Category ➔ Time Management

1 - Does Not Meet Expectations: The student shows no evidence of planning and demonstrates a “last minute” work style.
2 - Progress to Level 3
3 - The student shows evidence of planning by creating a “to do” list but does not use it.
4 - Progress to Level 5
5 - Advanced: The student shows evidence of planning by using a “to do” list and/or planner and meets deadlines.

**Rubric:** Category ➔ Test Preparation

1 - Does Not Meet Expectations: The student is unfocused, usually off task and cannot cite examples of studying.
2 - Progress to Level 3
3 - The student has a “last minute” work style but cites specific examples of studying.
4 - Progress to Level 5
5 - Advanced: The student is focused, uses class notes and study guides in advance of a test.

**TOOL**

DRC Student Meeting Pre- and Post-Rubric. Students were evaluated on calendar usage with the rubric at the beginning of the Spring 2012 semester and again at the end of the semester.

DRC Student Meeting Pre- and Post-Rubric. Students were evaluated on test preparation with the rubric at the beginning of the Spring 2012 semester and again at the end of the semester.

**LEARNING MECHANISM**

Individual one-on-one student appointment during which semester calendar is explained. Student makes a calendar during appointments.

Individual one-on-one student appointment during which semester calendar is explained. Student is asked about activities listed on calendar in subsequent appointments.

**SUPPORTED LEARNING DIMENSIONS**

Balanced Life Choices
- Educational
- Personal

Balanced Life Choices
- Educational
- Personal
### LEARNING OUTCOME

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

As a result of joining the Parent and Family Services Listserv, 74% of parents and family members were able to identify a campus resource to contact with future questions.

Of the respondents,

- **45%** cited the Director of family programs as a resource,
- **57%** cited an area within the Division of Student Success, and
- **16%** cited an area within Academic Affairs.

### METHOD

**Open-ended survey question:**

List a Campus Representative that you could contact if you have any further questions.

**Open-ended survey question:**

Please identify an Individual at UAlbany that you would contact if you had a concern.

### TOOL

790 Respondents of the Parents SPC 2011 administered through a paper survey at the Parent SPC’s between June 29, 2011 and September 1, 2011.


### LEARNING MECHANISM

Orientation presentations at the Parents’ Summer Planning Conferences.

Orientation presentations, Parents’ website, and Parent and Family e-mails.

### SUPPORTED LEARNING DIMENSIONS

- **University Citizenship**
  - Decision Making

- **University Citizenship**
  - Decision Making
## LEARNING OUTCOME

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

### 96%

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

### 64%

## METHOD

**Multiple-choice Test Question:**

The presence of a variety of difference is defined as __________; the act of allowing or welcoming all to participate is defined as __________.

- A. Diversity; inclusion
- B. Inclusion; diversity
- C. Cultural competency; kindness
- D. Respect; communication

**Open-ended survey question:**

Please identify one campus resources available for you to increase your cultural competency while at UAlbany.

## TOOL

788 Respondents of the Freshmen Student SPC Survey administered electronically through Campus Labs between June 30 and September 1, 2011.

## LEARNING MECHANISM

Diversity and Inclusion presentation at Summer Planning Conferences (freshmen orientation) held during the summer of 2011.

## SUPPORTED LEARNING DIMENSIONS

**Balanced Life Choices**
- Interpersonal

**Cultural Awareness**
- Appreciate Diversity
- Global Perspective
- Personal Identity
- Respect

**University Citizenship**
- Effective Communication
- Leadership Development

**Balanced Life Choices**
- Interpersonal

**Cultural Awareness**
- Appreciate Diversity
- Global Perspective
- Personal Identity
- Respect

**University Citizenship**
- Decision Making
- Effective Communication
- Leadership Development
## LEARNING OUTCOME

| As a result of attending UAS Training, 72% of Orientation Assistants were able to accurately explain Meal Plan Options. | As a result of attending Orientation, 78% of new Freshmen students were able to identify a campus resource they can access to assist them to be successful academically. |

### 72% 78%

## METHOD

<table>
<thead>
<tr>
<th>Open-ended survey questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Name 5 services that come under the umbrella of UAS (University Auxiliary Services).</td>
</tr>
<tr>
<td>2. List the meal plans available to students and briefly describe the main elements of each.</td>
</tr>
<tr>
<td>3. Define “Meal Trade”.</td>
</tr>
<tr>
<td>4. Describe Munch Money—What is it? What can it be used for?</td>
</tr>
<tr>
<td>5. Describe Podium Account—What is it? What can it be used for?</td>
</tr>
</tbody>
</table>

### Open-ended survey question:

What is a campus resource (office, service, or representative) you could access to help you with academics?

## TOOL

| Pre- and Post-Test administered electronically through Campus Labs between June 7 and July 30, 2011. |
| 788 Respondents of the Freshmen Student SPC Survey administered electronically through Campus Labs between June 30 and September 1, 2011. |

## LEARNING MECHANISM

| Orientation Assistant Leadership Training Workshops. |
| During the Freshman Summer Planning Conferences, via Meetings with Orientation Assistants, the Resource Fair, Advisement Information Meetings, Academic Departmental Meetings/Academic Advisement, Campus and Alumni Quad Tours, Check In Packet Materials, Success 101 Presentation (Creating Your Own Personal Path at UAlbany), Study Abroad Presentation (Where in the World), and Pre-Health and Pre-Law Information Sessions. |

## SUPPORTED LEARNING DIMENSIONS

<p>| Balanced Life Choices |
| Balanced Life Choices |
| Physical |
| Educational |
| University Citizenship |
| Personal |
| Effective Communication |
| University Citizenship |
| Decision Making |</p>
<table>
<thead>
<tr>
<th>LEARNING OUTCOME</th>
<th>As a result of reading e-mail messages, publications delivered to their apartment and information on the “Living Off Campus” website, 92% of respondents living off campus were able to identify two personal safety tips at the end of the academic year.</th>
<th>As a result of reading e-mail messages, publications delivered to their apartment and information on the “Living Off Campus” website, 51% of respondents living off campus were able to identify all five steps they can take to be a better neighbor.</th>
</tr>
</thead>
</table>
| METHOD           | **Open-ended survey question:**  
As a result of e-mails, flyers, publications, and information on the “Living Off Campus” website, please, as an off-campus student, identify two personal safety tips. | **Multiple-choice survey question:**  
As a result of e-mails, flyers, publications, and information on the “Living Off Campus” website, please identify what step(s) you can take to be a better neighbor. (Check all that apply)  
- Observe the City of Albany Noise Ordinance regarding music and other loud noise  
- Abide by the Open Container (of alcoholic beverage) Law  
- Observe the NYS Alcohol Beverage Control Law (pertaining to house parties/selling alcohol/serving minors)  
- Follow the City of Albany garbage collection rules  
- Keep the outside of your apartment free of litter and trash  

*Correct Answer: All Five* |
| LEARNING MECHANISM | E-mail messages, publications delivered to their apartment and information on the “Living Off Campus” website, Door-to-Door Chats with the Office of Personal Safety & Off-Campus Affairs. | E-mail messages, publications delivered to their apartment and information on the “Living Off Campus” website, Door-to-Door Chats, and letter to problematic apartments from the Office of Personal Safety & Off-Campus Affairs. |
| SUPPORTED LEARNING DIMENSIONS | Balanced Life Choices  
- Physical | Balanced Life Choices  
- Physical |
### LEARNING OUTCOME

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

The top 3 themes regarding strengths that were identified are:
1. Interpersonal Skills (i.e. Communication)
2. Organizational Skills (i.e. Time Management)
3. Hardworking/Diligence

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

### METHOD

**Open-ended survey question:**

Please comment on your overall strengths.

### TOOL

- **360 Student Staff Self Evaluation**
  - Administered electronically through Campus Labs between April 17 and May 3, 2012.
- **ACUHO-I Survey**
  - Administered electronically to students living on campus.

1,159 respondents.

### LEARNING MECHANISM

- Staff learn about their strengths in one-on-ones and in staff meetings. The 360 evaluation process allows staff to compare what they perceive to the perceptions of their supervisor and coworkers.
- Residential Life, in frequent collaboration with the Counseling Center, coordinates programs for resident students to teach them about the consequences of drug and alcohol use and abuse (i.e. “Sex Under the Influence”). Residential life Professional Staff meet with students who violate the University’s drug and alcohol policy and have conversations about the consequences of drug and alcohol abuse. These conversations also take place between all Resident Assistants and students on a frequent basis during hall meetings and weekly “check-ins.”

### SUPPORTED LEARNING DIMENSIONS

#### Cultural Awareness
- Personal Identity
- University Citizenship

#### Balanced Life Choices
- Physical
- University Citizenship
- Leadership Development

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

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

| 85% | 93% |

**METHOD**

**Multiple-Choice/Matching Test Questions:**

*Match the theory to the correct description.*

1. Leaders are BORN not made.  
   A. Trait Theory
2. Certain leadership behaviors work under certain situations.  
   B. Behavior Theory
3. Universal characteristics are common to effective leadership.  
   C. Contingency Theory
4. A leader’s actions, not his/her personality, is most important.  
   D. Great Man Theory
5. Transformational Leadership is (circle one):
   A. Leaders and followers making an exchange over valued items.
   B. Leaders and followers raising one another to higher levels of motivation and morality.
   C. Leaders serving the group they lead by creating and maintaining an environment that supports everyone maximizing their potential.
   D. Pulling rather than pushing.

Answer Key: 1:D; 2:C; 3:A; 4:B; 5:B

**Open-ended survey question:**

*Identify three strategies to resolve conflict.*

**TOOL**

Paper survey completed by the 15 attendees at the end of the session.

**LEARNING MECHANISM**


“Conflict Resolution” session offered on November 4, 2011.

**SUPPORTED LEARNING DIMENSIONS**

- University Citizenship
- Leadership Development
- Balanced Life Choices
- Interpersonal
# LEARNING OUTCOME

| Learning Outcome | As a result of participating in the University Counseling Center Bystander Intervention Program, there was a statistically significant increase in students’ ability to identify risk factors for suicide. The mean pre-test score was 6.15, while the mean post-test score was 7.87. | As a result of participating in the University Counseling Center Bystander Intervention Training Program, there was a statistically significant increase in students’ ability to demonstrate confidence (self-efficacy) in asking questions about suicide (e.g.-“Are you thinking of killing yourself?”) of their peers when indicated. The mean pre-test score was 5.74, while the mean post-test score was 7.73. |

## METHOD

<table>
<thead>
<tr>
<th>Likert Scale Question:</th>
<th>Likert Scale Question:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know how to recognize another student who is in distress.</td>
<td>I feel comfortable asking a distressed student about suicidal thoughts or feelings.</td>
</tr>
<tr>
<td>Likert Scale: 1–10 (1 = strongly disagree, 10 = strongly agree)</td>
<td>Likert Scale: 1–10 (1 = strongly disagree, 10 = strongly agree)</td>
</tr>
<tr>
<td>* NOTE: This is NOT a direct measure of learning. However, this method does capture the students’ perception of learning.</td>
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</tr>
</tbody>
</table>

## TOOL

Administered as a Pre- and Post-test to participants of the “Save-a-life” Bystander Intervention Training Program.

## LEARNING MECHANISM

Learning will occur in the context of Bystander Intervention workshops and training programs delivered to selected groups of student leaders, including resident assistants, officers from Student Association-recognized groups, peer educators from the Middle Earth Peer Assistance Program, and other student groups.

## SUPPORTED LEARNING DIMENSIONS

<table>
<thead>
<tr>
<th>Balanced Life Choices</th>
<th>Balanced Life Choices</th>
<th>University Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational</td>
<td>Educational</td>
<td>Collaboration</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Interpersonal</td>
<td>Community Service</td>
</tr>
<tr>
<td>Decision Making</td>
<td>Personal</td>
<td>Decision Making</td>
</tr>
<tr>
<td>Leadership Development</td>
<td>Cultural Awareness</td>
<td>Effective Communication</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>Respect</td>
<td>Leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Development</td>
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<tr>
<td></td>
<td></td>
<td>Social Responsibility</td>
</tr>
</tbody>
</table>

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**University Counseling Center**

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| LEARNING OUTCOME | As a result of visiting the Health Center for an upper respiratory illness during fall 2011, 47% of students were able to identify that the vast majority of upper respiratory infections are caused by viruses.

When the study was conducted again in spring 2012, 15% of students were able to identify that the vast majority of upper respiratory infections are caused by viruses. | As a result of visiting the Health Center for an upper respiratory illness during fall 2011, 63% students were able to identify that antibiotics can only cure bacterial infections.

When the study was conducted again in spring 2012, 69% of students were able to identify that antibiotics can only cure bacterial infections. |

| METHOD | Multiple-choice survey question:

*The vast majority of upper respiratory infections (which include bronchitis, colds, and most sore throats) are caused by:*

A. Bacteria  
B. Viruses  
C. Both bacteria and viruses equally | Multiple-choice survey question:

*Which of the following can antibiotics cure:*

A. Bacteria  
B. Viruses  
C. Both bacteria and viruses equally |

| TOOL | Upper Respiratory Illness (URI) Survey administered electronically through Campus Labs between November 29 and December 9, 2011 and again between April 2 and April 13, 2012. The survey was sent to a sample of students who visited the Health Center for an Upper Respiratory Illness. |

| LEARNING MECHANISM | The learning occurs during an office visit for an upper respiratory illness.  
The students may also get this information by visiting the Flu Self-Management and Respiratory Symptom Guidance pages on the University Health Center Website. |

| SUPPORTED LEARNING DIMENSIONS | Balanced Life Choices  
• Physical | Balanced Life Choices  
• Physical |
| LEARNING OUTCOME | As a result of attending the University Police Department’s RAD Self-Defense program, 47% of participants were able to identify three personal weapons. Of the participants,  
- 7 respondents answered all 3 correctly  
- 2 respondents answered 2 correctly  
- 1 respondents answered 1 correctly (they identified defensive moves)  
- 5 respondents answered 0 correctly (they identified defensive moves) | As a result of attending the Citizen’s Police Academy, 25% of students were able to define community policing at the conclusion of the academy. |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>METHOD</td>
<td>Open-ended survey question: Please list three personal weapons.</td>
<td>Open-ended survey question: Please define community policing.</td>
</tr>
<tr>
<td>TOOL</td>
<td>15 respondents of a paper evaluation completed after completion of the RAD Self-Defense Program.</td>
<td>Administered as a Pre- and Post-test to participants of the RAD Self-Defense Program; First during session #1 and again during the final session, session #6.</td>
</tr>
<tr>
<td>LEARNING MECHANISM</td>
<td>The University Police Department’s R.A.D. course for both men and women is offered free to any community member. This programs teaches many facets of self-defense to include the vulnerable locations on an attacker.</td>
<td>The University Police Department's Citizen's Police Academy is an informative learning process that provides an opportunity for citizens to receive 9 weeks of both classroom and field instruction regarding the various responsibilities of University Police Officers.</td>
</tr>
</tbody>
</table>
| SUPPORTED LEARNING DIMENSIONS | Balanced Life Choices  
- Personal  
- Physical | University Citizenship  
- Decision Making  
- Social Responsibility |
<table>
<thead>
<tr>
<th>LEARNING OUTCOME</th>
<th>By attending Explore UAlbany, 87% of students were able to identify one way to connect with faculty.</th>
<th>By attending Explore UAlbany, 84% of students were able to identify one tip or resource to succeed in a UAlbany classroom.</th>
</tr>
</thead>
<tbody>
<tr>
<td>METHOD</td>
<td>Open-ended survey question: Please describe one way in which you can connect with Faculty on campus.</td>
<td>Open-ended survey question: Please identify one tip or resource you can use to succeed in a UAlbany classroom.</td>
</tr>
<tr>
<td>LEARNING MECHANISM</td>
<td>Explore UAlbany program on Friday, August 26, 2011. Explore UAlbany is the academic component to Great Dane Beginnings Opening Weekend and provides incoming students the opportunity to investigate a topic of interest while connecting with some of UAlbany’s most outstanding faculty. Faculty will communicate various ways to connect with UAlbany Faculty during their sessions.</td>
<td>Explore UAlbany program on Friday, August 26, 2011. Explore UAlbany is the academic component to Great Dane Beginnings Opening Weekend and provides incoming students the opportunity to investigate a topic of interest while connecting with some of UAlbany’s most outstanding faculty. Faculty will communicate various ways to succeed in a UAlbany classroom during their sessions.</td>
</tr>
</tbody>
</table>
| SUPPORTED LEARNING DIMENSIONS | Balanced Life Choices  
  - Educational  
  - Interpersonal | Balanced Life Choices  
  - Educational |