### University at Albany Undergraduate Re-Accreditation Survey Report

**Survey Dates:** December 3 - December 19, 2008  
**Number in Sample:** 6,791  
**Completed Surveys:** 751  
**Percent Response Rate:** 11%  
**Confidence Interval:** +/- 3.5% \(^1\)

### Responses Embedded in Survey Instrument

#### PART 1: ACADEMIC AFFAIRS

| Q1. How satisfied are you with...? | Very Dissatisfied | Somewhat Dissatisfied | Neutral | Somewhat Satisfied | Very Satisfied | Don’t Know/NA | Total | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Mean* |
|-----------------------------------|-------------------|-----------------------|---------|-------------------|----------------|---------------|-------|-------|---|-------|---|-------|---|-------|---|-------|---|-------|
| ...the clarity of learning objectives of courses in your major or intended major? | 15 | 2% | 49 | 7% | 97 | 13% | 329 | 44% | 252 | 34% | 8 | 1% | 750 | 4.02 |
| ...the clarity of learning objectives in general education courses? | 33 | 4% | 82 | 11% | 172 | 23% | 343 | 46% | 113 | 15% | 6 | 1% | 749 | 3.57 |
| ...the ease in getting a sense of courses in your major or intended major before you take them? | 21 | 3% | 96 | 13% | 152 | 20% | 307 | 41% | 160 | 22% | 6 | 1% | 742 | 3.66 |
| ...the ease in getting a sense of general education courses before you take them? | 38 | 5% | 121 | 16% | 212 | 29% | 269 | 36% | 92 | 12% | 8 | 1% | 740 | 3.35 |
| ...available opportunities to pursue interdisciplinary majors or minors? | 15 | 2% | 70 | 10% | 200 | 28% | 248 | 34% | 122 | 17% | 72 | 10% | 727 | 3.60 |
| For students in interdisciplinary majors: How satisfied are you with how well your program meets your needs? | 8 | 1% | 13 | 2% | 126 | 21% | 96 | 16% | 53 | 9% | 306 | 51% | 602 | 3.58 |

*Means are calculated without “Don’t Know/NA” responses. Responses for this and similar questions are coded from “1” (most negative) through “5” (most positive).

### Will you be able to complete the General Education requirements on time?

<table>
<thead>
<tr>
<th>(Freshmen through Juniors)</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>421</td>
<td>77%</td>
</tr>
<tr>
<td>No</td>
<td>20</td>
<td>4%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>108</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>549</td>
<td>100%</td>
</tr>
<tr>
<td>Missing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Answer</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Not Asked</td>
<td>188</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>202</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>751</td>
<td></td>
</tr>
</tbody>
</table>

\(^*\) Based on 95% confidence for questions asked of the full sample. Questions asked of subgroups, or with lower response rates will have larger confidence intervals. The confidence interval also does not account for the potential of other sources of bias.

Prepared by Joel D. Bloom, Ph.D.  
Associate Director for Survey Research  
Institutional Research, Planning & Effectiveness
Were you able to complete the General Education requirements on time?

<table>
<thead>
<tr>
<th>(Seniors)</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>148</td>
<td>82%</td>
</tr>
<tr>
<td>No</td>
<td>20</td>
<td>11%</td>
</tr>
<tr>
<td>Not Sure</td>
<td>13</td>
<td>7%</td>
</tr>
<tr>
<td>Total</td>
<td>181</td>
<td>100%</td>
</tr>
<tr>
<td>Missing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Answer</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Not Asked</td>
<td>563</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>570</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>751</td>
<td></td>
</tr>
</tbody>
</table>

Why were you not or might you not be able to, complete the General Education requirements on time?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Not Checked</th>
<th>Checked</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
</tr>
<tr>
<td>Not enough courses were offered.</td>
<td>39</td>
<td>60%</td>
<td>26</td>
</tr>
<tr>
<td>Courses were offered at times that conflicted with other required courses.</td>
<td>22</td>
<td>34%</td>
<td>43</td>
</tr>
<tr>
<td>Courses were offered at times that conflicted with other responsibilities.</td>
<td>41</td>
<td>63%</td>
<td>24</td>
</tr>
<tr>
<td>Courses were filled up.</td>
<td>27</td>
<td>42%</td>
<td>38</td>
</tr>
<tr>
<td>Available courses did not interest me.</td>
<td>35</td>
<td>54%</td>
<td>30</td>
</tr>
<tr>
<td>I did not have complete information about how to schedule my General Education courses.</td>
<td>52</td>
<td>80%</td>
<td>13</td>
</tr>
<tr>
<td>I am a transfer student, so I didn't have very much time to do it.</td>
<td>41</td>
<td>63%</td>
<td>24</td>
</tr>
<tr>
<td>Other...</td>
<td>50</td>
<td>77%</td>
<td>15</td>
</tr>
</tbody>
</table>

...Please Specify. (16 verbatim responses are included in the appendix.)

Now please think of any courses you have taken at UAlbany that have utilized computing technology or media resources.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Don’t Know/NA</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction in use of technology or media has been adequate.</td>
<td>15</td>
<td>2%</td>
<td>49</td>
<td>7%</td>
<td>97</td>
<td>13%</td>
<td>329</td>
</tr>
<tr>
<td>Hardware has been adequate and/or easy to use.</td>
<td>33</td>
<td>4%</td>
<td>82</td>
<td>11%</td>
<td>172</td>
<td>23%</td>
<td>343</td>
</tr>
<tr>
<td>Software has been adequate and/or easy to use.</td>
<td>15</td>
<td>2%</td>
<td>70</td>
<td>10%</td>
<td>200</td>
<td>28%</td>
<td>248</td>
</tr>
<tr>
<td>Support services for the technology or media have been adequate.</td>
<td>8</td>
<td>1%</td>
<td>13</td>
<td>2%</td>
<td>126</td>
<td>21%</td>
<td>96</td>
</tr>
</tbody>
</table>

*Means are calculated without “Don’t Know/NA” responses.
# Additional Comments about Academic Affairs:

[Verbatim open-ended responses are included in the appendix]

## PART 2: OUTSIDE OF CLASSROOM LEARNING OPPORTUNITIES

### Do sufficient opportunities exist at UAlbany for pursuing each of the following activities?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
<th>Not Sure</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
</tr>
<tr>
<td>International programs</td>
<td>469</td>
<td>70%</td>
<td>35</td>
<td>5%</td>
</tr>
<tr>
<td>Community service programs</td>
<td>386</td>
<td>58%</td>
<td>62</td>
<td>9%</td>
</tr>
<tr>
<td>Internship programs</td>
<td>312</td>
<td>47%</td>
<td>122</td>
<td>18%</td>
</tr>
</tbody>
</table>

### Have you found that high quality placements exist through UAlbany for pursuing each of the following activities?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
<th>Not Pursued</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
</tr>
<tr>
<td>International programs</td>
<td>226</td>
<td>34%</td>
<td>36</td>
<td>5%</td>
</tr>
<tr>
<td>Community service programs</td>
<td>237</td>
<td>36%</td>
<td>74</td>
<td>11%</td>
</tr>
<tr>
<td>Internship programs</td>
<td>203</td>
<td>31%</td>
<td>84</td>
<td>13%</td>
</tr>
</tbody>
</table>

### Have you found that placements relevant to your program exist through UAlbany in each of the following activities?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
<th>Not Pursued</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
</tr>
<tr>
<td>International programs</td>
<td>199</td>
<td>30%</td>
<td>89</td>
<td>13%</td>
</tr>
<tr>
<td>Community service programs</td>
<td>233</td>
<td>35%</td>
<td>82</td>
<td>12%</td>
</tr>
<tr>
<td>Internship programs</td>
<td>235</td>
<td>36%</td>
<td>85</td>
<td>13%</td>
</tr>
</tbody>
</table>

### Have you studied abroad since coming to UAlbany?

<table>
<thead>
<tr>
<th>Validity</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>46</td>
<td>7%</td>
</tr>
<tr>
<td>No</td>
<td>624</td>
<td>93%</td>
</tr>
<tr>
<td>Total</td>
<td>670</td>
<td>100%</td>
</tr>
<tr>
<td>Missing</td>
<td>No Answer</td>
<td>81</td>
</tr>
<tr>
<td>Total</td>
<td>751</td>
<td></td>
</tr>
</tbody>
</table>
How useful is the study abroad experience for you, or for other students you know who have done it?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all Useful</td>
<td>1</td>
</tr>
<tr>
<td>Not Very Useful</td>
<td>9</td>
</tr>
<tr>
<td>Neutral</td>
<td>37</td>
</tr>
<tr>
<td>Valid</td>
<td></td>
</tr>
<tr>
<td>Somewhat Useful</td>
<td>60</td>
</tr>
<tr>
<td>Very Useful</td>
<td>204</td>
</tr>
<tr>
<td>Don't Know</td>
<td>319</td>
</tr>
<tr>
<td>Total</td>
<td>630</td>
</tr>
<tr>
<td>Mean*</td>
<td>4.47</td>
</tr>
<tr>
<td>Missing</td>
<td>No Answer</td>
</tr>
<tr>
<td>Total</td>
<td>751</td>
</tr>
</tbody>
</table>

*Mean is calculated without “Don’t Know” responses.

In your experience, can UAlbany students interested in study abroad go where they want?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>348</td>
</tr>
<tr>
<td>No</td>
<td>47</td>
</tr>
<tr>
<td>Not Sure</td>
<td>252</td>
</tr>
<tr>
<td>Valid</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>647</td>
</tr>
<tr>
<td>Missing</td>
<td>No Answer</td>
</tr>
<tr>
<td>Total</td>
<td>751</td>
</tr>
</tbody>
</table>

How useful have each of the following out-of-class opportunities available at or through UAlbany been to your educational program?

<table>
<thead>
<tr>
<th>Not at All Relevant</th>
<th>Not Very Relevant</th>
<th>Neutral</th>
<th>Somewhat Relevant</th>
<th>Very Relevant</th>
<th>Haven’t Participated in This</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
<td>Count</td>
</tr>
<tr>
<td>Community service</td>
<td>42</td>
<td>6%</td>
<td>48</td>
<td>7%</td>
<td>76</td>
<td>11%</td>
</tr>
<tr>
<td>Independent study (directed readings)</td>
<td>29</td>
<td>4%</td>
<td>22</td>
<td>3%</td>
<td>75</td>
<td>11%</td>
</tr>
<tr>
<td>Independent study (research)</td>
<td>29</td>
<td>4%</td>
<td>22</td>
<td>3%</td>
<td>78</td>
<td>12%</td>
</tr>
<tr>
<td>Study abroad</td>
<td>32</td>
<td>5%</td>
<td>25</td>
<td>4%</td>
<td>63</td>
<td>10%</td>
</tr>
<tr>
<td>Internships</td>
<td>25</td>
<td>4%</td>
<td>22</td>
<td>3%</td>
<td>79</td>
<td>12%</td>
</tr>
<tr>
<td>Other...</td>
<td>17</td>
<td>4%</td>
<td>4</td>
<td>1%</td>
<td>56</td>
<td>13%</td>
</tr>
</tbody>
</table>

...Please Specify. (15 verbatim responses are included in the appendix.)

*Means are calculated without “Haven’t Participated in This” responses.

Additional Comments about Outside of Classroom Learning Opportunities:

[Verbatim open-ended responses are included in the appendix]
## PART 3: STUDENT SUPPORT SERVICES

How effective do you feel the University has been at informing students about the services provided by these offices?

<table>
<thead>
<tr>
<th>Service</th>
<th>Very Dissatisfied</th>
<th>Somewhat Dissatisfied</th>
<th>Neutral</th>
<th>Somewhat Satisfied</th>
<th>Very Satisfied</th>
<th>Have Not Used</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Support Services</td>
<td>32%</td>
<td>22%</td>
<td>19%</td>
<td>19%</td>
<td>20%</td>
<td>31%</td>
<td>657%</td>
</tr>
<tr>
<td>Advisement Services Center</td>
<td>37%</td>
<td>22%</td>
<td>19%</td>
<td>19%</td>
<td>20%</td>
<td>31%</td>
<td>657%</td>
</tr>
<tr>
<td>Career Services</td>
<td>21%</td>
<td>12%</td>
<td>13%</td>
<td>18%</td>
<td>31%</td>
<td>22%</td>
<td>250%</td>
</tr>
<tr>
<td>University Counseling Center</td>
<td>16%</td>
<td>12%</td>
<td>13%</td>
<td>18%</td>
<td>31%</td>
<td>22%</td>
<td>250%</td>
</tr>
<tr>
<td>Disability Resources Center</td>
<td>11%</td>
<td>12%</td>
<td>13%</td>
<td>18%</td>
<td>31%</td>
<td>22%</td>
<td>250%</td>
</tr>
<tr>
<td>University Libraries</td>
<td>11%</td>
<td>12%</td>
<td>13%</td>
<td>18%</td>
<td>31%</td>
<td>22%</td>
<td>250%</td>
</tr>
</tbody>
</table>

*Means are calculated without “Don’t Know” responses.

For each office listed below, how satisfied are you with the services they provide?

<table>
<thead>
<tr>
<th>Service</th>
<th>Very Dissatisfied</th>
<th>Somewhat Dissatisfied</th>
<th>Neutral</th>
<th>Somewhat Satisfied</th>
<th>Very Satisfied</th>
<th>Have Not Used</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Support Services</td>
<td>32%</td>
<td>22%</td>
<td>19%</td>
<td>19%</td>
<td>20%</td>
<td>31%</td>
<td>657%</td>
</tr>
<tr>
<td>Advisement Services Center</td>
<td>37%</td>
<td>22%</td>
<td>19%</td>
<td>19%</td>
<td>20%</td>
<td>31%</td>
<td>657%</td>
</tr>
<tr>
<td>Career Services</td>
<td>21%</td>
<td>12%</td>
<td>13%</td>
<td>18%</td>
<td>31%</td>
<td>22%</td>
<td>250%</td>
</tr>
<tr>
<td>University Counseling Center</td>
<td>16%</td>
<td>12%</td>
<td>13%</td>
<td>18%</td>
<td>31%</td>
<td>22%</td>
<td>250%</td>
</tr>
<tr>
<td>Disability Resources Center</td>
<td>11%</td>
<td>12%</td>
<td>13%</td>
<td>18%</td>
<td>31%</td>
<td>22%</td>
<td>250%</td>
</tr>
<tr>
<td>University Libraries</td>
<td>11%</td>
<td>12%</td>
<td>13%</td>
<td>18%</td>
<td>31%</td>
<td>22%</td>
<td>250%</td>
</tr>
</tbody>
</table>

*Means are calculated without “Have Not Used” responses.
Additional Comments about Student Support Services:

[Verbatim open-ended responses are included in the appendix]

PART 4: TRANSFER STUDENT EXPERIENCES

Compared to other colleges or universities you have attended, are your experiences with UAlbany faculty in the following areas better, worse, or about the same?

<table>
<thead>
<tr>
<th>(Transfer Students Only)</th>
<th>Much Worse</th>
<th>Somewhat Worse</th>
<th>About the Same</th>
<th>Somewhat Better</th>
<th>Much Better</th>
<th>Not Applicable</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of teaching</td>
<td>17</td>
<td>8%</td>
<td>31</td>
<td>14%</td>
<td>65</td>
<td>30%</td>
<td>215</td>
</tr>
<tr>
<td>Quality of advising</td>
<td>45</td>
<td>21%</td>
<td>39</td>
<td>18%</td>
<td>41</td>
<td>19%</td>
<td>211</td>
</tr>
<tr>
<td>Faculty availability outside of class</td>
<td>13</td>
<td>6%</td>
<td>38</td>
<td>18%</td>
<td>87</td>
<td>41%</td>
<td>213</td>
</tr>
<tr>
<td>Faculty involvement in student activities</td>
<td>20</td>
<td>9%</td>
<td>32</td>
<td>15%</td>
<td>67</td>
<td>31%</td>
<td>214</td>
</tr>
<tr>
<td>Faculty involvement of students in their research</td>
<td>11</td>
<td>5%</td>
<td>16</td>
<td>7%</td>
<td>50</td>
<td>23%</td>
<td>214</td>
</tr>
</tbody>
</table>

*Means are calculated without “Not Applicable” responses.

Additional Comments about Transfer Student Experiences:

[Verbatim open-ended responses are included in the appendix]

Thank you for completing this survey!

Press the SUBMIT button below to save your responses.

After submitting your responses, you will be re-directed to the UAlbany home page.
Sample and Population Comparative Demographic Report

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Sample Demographics</th>
<th>Population Demographics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>White</td>
<td>461</td>
<td>61.4</td>
</tr>
<tr>
<td>Black</td>
<td>49</td>
<td>6.5</td>
</tr>
<tr>
<td>Hispanic</td>
<td>57</td>
<td>7.6</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>36</td>
<td>4.8</td>
</tr>
<tr>
<td>Amer Indian or Nat Alaskan</td>
<td>1</td>
<td>.1</td>
</tr>
<tr>
<td>Non-Resident</td>
<td>25</td>
<td>3.3</td>
</tr>
<tr>
<td>Unknown</td>
<td>122</td>
<td>16.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>751</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Sample Demographics</th>
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APPENDIX B: Verbatim Responses to Open-Ended Questions

PART 1: ACADEMIC AFFAIRS

Why were you not or might you not be able to, complete the General Education requirements on time? (Please check all that apply.)

Other... Please Specify

- Advisor always changes without any notice to the students.
- Completion of GenEds is contingent on my success of passing
- Gen Ed. Courses are tough to take if you come in with many credits (from HS) (100 level lockout)
- Half these classes are full only to empty up after people take Ws
- I could not register for classes that I wanted because of policies discriminating against seniors
- I find it more of an annoyance to fulfill the Gen Ed requirements. I understand some, but not all
- I had no advisor to help me figure out what to take when I transferred here
- I have a busy schedule since I am double majoring so it is hard for me make room for my general Educ
- I took a course that my degree audit said fulfilled the art req. My last semester it said it did not
- I transferred in with senior standing, and had trouble registering for low level gen.ed. courses
- Living conditions when in Albany makes it hard to allocate enough time and attention for such classes
- No interest in the gen ed courses, which resulted in bad grades.
- Not sure if the school will let me into a course, as the classes are filled by people in that major
- Prefer Online Gen ED Courses
- Returning student, changed major, non-traditional, part-time
- Waiting to see if I pass the last gen ed requirement winter 2009 term
(For non-traditional students:) As a non-traditional student, in what ways do you see your needs differing from those of traditional students?

- Class participation for a deeper understanding of the course/subject
- Due to travel time and work/home obligations, class lengths feel too short to justify the challenges getting to and around campus
- Due to working constraints, my needs differ in regards to class times available.
- Flexibility of class schedule for electives - very few nights, weekends or online; availability of staff after hours; registration and all procedures should have flexible hours and online capabilities due to work schedules (i.e., getting permission numbers, etc.)
- I have been in a position of having to work full-time or near full-time for pretty much my entire college career. I understand the importance of attendance policies for most students, but for students like me running on tight schedules with other responsibilities, they amount to unreasonable expectations, and though some teachers have worked with me on them, buy and large I've been at an academic disadvantage because of them.
- I have trouble meeting with professors/advisors during business hours. Some courses are required to be taken before senior year, but I returned to the school and changed my major when I was already a senior.
- I started as a transfer student, so I did not come here as a freshmen. It made it difficult to get an advisor and have that person give me the correct information.
- I work full time and live off campus, so having multiple sections of classes and classes which are available at many different times of the day and days of the week is very beneficial.
- Need for opportunity to meet with other non-traditional students. I wonder if non-traditional students are more concentrated in certain majors and not others.
- Offering more activities and organization meetings during the daytime hours when non-traditional students are on campus and more programs where we can bring our families along.
- Primarily it is a lonely and isolating experience. Instructors haven't the time and fellow students haven't the interest in being social with a superannuated student.
- Time constraints, unable to relate to student body.
- Time of schedule of classes. Parking for working adults who have to come in the middle of the day for a class and can't find a parking space.
- We have to work around our work schedule for classes, do not feel as connected as a full-time student would because of time constraints.
- With budget constraints, I would think the university would provide a greater number of online course, especially for General Education requirements. Frankly, the area Community College does a much better job in this regard.
Additional Comments about Academic Affairs:

- A teacher should not be able to use a program that is not compatible with both PC's and Macs.... there is a math program that isn't available in mac format..this should not be allowed.
- Advisors always changed without any notices to the students. I did not even have an advisor when I came here three years ago. One advisor knows less than the other one, which does not help me. I like to finish on time, but that will also not be be possible, since I will still have two other class left before I graduate.
- Amazing institution.
- As a finance major I have learned more about finance from doing not being taught. Nothing is ever taught about actual corporate finance instead professors try and teach topics they do not understand themselves. I am disappointed with the lack of depth and focus of the classes in the school of business. Having a joint concentration in [****] I have learned nothing about actually managing. Instead I have been forced to take pointless information systems classes and when I ask how they can be used in small business I am given a perplexed look from the prof. this is pitiful to say the least. I feel that the school should redefine the concentrations within the school of business.
- [expletive deleted]
- Be more concern with older adults that work and trying to get a degree. There is nothing for the older adult for support.
- Blackboard is an issue, but everything else online was fine.
- Classes that use the Blackboard system should be marked in the course description. I would have avoided them if I had known before registration that they were going to have that component.
- Color printing is very expensive.
- Course Compass website for Statistics class often froze mid-assignment and teacher wouldn't allow another chance
- Course descriptions in the bulletin are vague, it would be nice to have an online up-to-date catalogue of courses.
- currently taking a course to learn how to use computers and create programs. and i have no clue what is going on and the help outside of the class is limited.
- I am a commuter and there are not a sufficate number of computers available on campus. I don't have internet at my house so i depend on being able to do it at school, this often requires lots of time waiting to find an open computer.
- I am a Senior now and I cannot believe how far I have come. I am thankful for those professors that have taken the time out of their schedule to help me. However, I have scheduled my classes on my own with very, very little assistance from my advisor. I did not feel that my advisor was available to me. It would have helped if I had more contact in that way.
- I graduated on [-----] with my BA in [-----] and [-----]. It took me several years to accomplish this, with breaks in between.As result, I came to Albany as a transfer student. I only needed 50 credits to graduate. I was very disappointed to learn, that even though I have been on the Dean's list all four years of college, with a GPA high enough for a magna cum laude, distinction, I graduated without honors and without the magna cum laude distinction. I wish UAlbany would have considered that despite not being here for four years as a traditional student did, I worked very hard to earn the honors distinction. I am a parent of college students and the daughter of college educated parents who were surprised and dissapointed that I did not receive this distinction at yesterday's ceremony.
- I had an issue w/ the software for an itm this fall 08 semester. I understand it was a very large class but the teacher sent me to the ta's office, who could not help me. I contacted the software tech help people 3 times before I received any help; I was very worried that it would not get solved in time before the assignments were due. Thankfully the issue was resolved.
- I love the use of Blackboard and Eres. It makes learning in the classroom so much easier.
- I should have been all set to graduate on time, this Spring, but not all of my credits from other colleges transferred. However, my adviser explained why and I completely understand. I have transferred to Albany, from Albany, and back to Albany. Of the three colleges I’ve been to, I am most happy with the way SUNY Albany offers its classes. Albany holds its students to a higher degree of excellence than other colleges.
- I think it needs to be easier for upperclassmen to get into gen ed courses in a lot of cases there has been classes with only seats left for freshmen.
- I think the history general education requirements are a little too much. There are 3 history requirements with global studies, regions beyond europe and europe. I feel that there should be less history courses requirements and more english.
- I understand that I attend at state school, but I expected so much more from UAlbany. Those instructors I have who are not tenured faculty have not impressed me. They seem to teach one idea the entire semester and teach the exams. I am not paying all this money just to learn the material temporarily for the exams which is what i have been doing for the past 2 and a half years. I feel as though Albany needs to step up academic performance and faculty needs greater expectations of their students.
- I've taken classes in computer programs without any computers in the classroom.
- Many SUNY school such as Buffalo offer free downloads to students of Microsoft Word and it's components. This is something that Albany should consider since all the school computers use Word Processor.
- More writing is necessary in all courses...general education and within the psychology major (which is my major). I think it could be integrated better throughout all academic affairs.
- My advisor is difficult to communicate with and does not seem interested in making an effort to find information for me (graduation requirements / AVN codes.)
- Need more student friendly teachers, workers, and employees. I feel that this school lacks easy access support. Example is UA health service is moved to a new location inconvenient to students. Dining hall workers are mean and sloppy. Some teachers are not qualified for the course they are teaching. More office hours are needed per teacher.
- Need to invest in someone with the proper equipment to clean the computers..other than that they are fine.
- Projector broke twice in sociology and the people were there both times with like 2 minutes of calling for help..was very impressed
- The computer science department does not get enough funding for computers. The ones we used for labs had to be at least 10 years old (this may have changed since I used them a couple years ago). Also, ITS Unix is horrible. The solaris system in place has broken libraries everywhere and the tools we use such as gcc for example have not been updated in over 10 years!! This is not acceptable at all. The unix system at the school needs to be updated, or better yet, completely scrapped and started over. The technology at the libraries etc. are fine, but the computer systems that computer science majors use are the worst in the entire school. This is very counter intuitive.
- The general education systems makes a mockery of the university. I am a Dean's List student and I can't bear to attend and pay for these Gen-Ed classes that are tantamount to an academic wasteland. The overall sense of apathy among the students, the inability of the instructors to stimulate student interest, and the unclear objectives of the courses in general all serve to undermine SUNY Albany's academic reputation. I have had a great experience here with the exception of the Gen Ed System. I think it should be extremely altered and/or even done away with. I can honestly say I have received nothing but dissatisfaction from it.
• The Geogology lab B18 and B13 the computers are very old, programs never work right, the professors get upset due to the inadequate number of computers for the students and the limited storage capacity on the hard drives. Very disappointed in the computers we were expected to use in ENV 230 Lab.
• The inapplicability is due to me being able to quickly adapt myself to new software/hardware, it is especially easy in an environment that I'm used to.
• The library, both university, and science, are my main source on campus for technology and media access. Though computers run scarce during night hours, I find that I see an improvement in creating new computer spaces. I strongly agree that technology and media are available to every student on campus.
• The school needs to work on the advisory program. Having uninterested professors who often don't understand the system really hurts students.
• The website used for homework by my Calculus course, webassign, provides absolutely no feedback as to why an answer is wrong. This leads to much frustration which in turn makes other problems on the site more difficult to concentrate on. On the otherhand the website used by my Chemistry course, masteringchemistry.com, often gives some hint as to why a problem was answered incorrectly. I believe there is a calculus version of this site and suggest it be used by the mathematics department. On a related note: my physics teacher wanted all papers handed directly to him, an inefficient system when a website similar to the previous two is available.
• The wireless internet in the dorms is awful. It goes in and out all the time, and only one jack in our suite works. I called Apogee and the Help Desk about it several times, but no one ever came to fix it even though they said they would.
• There are not enough computers for students to use within the library at certain times during the day. I have also find myself bringing my laptop to campus because I know that I will not have a computer to use. During peak times at the library, maybe there should be a time limit on computer use. Also, I ran across problems in several of my ITM courses where certain software programs needed for course projects were only installed on select computers in select locations.
• There should be no policy limiting who or what class rank can take what levels of class, we all pay the same amount, so we should be able to take any class we feel that we have an interest in.
• too much relay in power point slides by professors, rush to get the required material that needs to be covered, and no concederation for students who work while attending college.
• We sometimes are required to buy programs that we dont end up using at all.
• when I went to the support services for the technology when I had issues with my computer all they did was restart my computer and my suite mate did a better job helping me, I was a little disappointed and I don't think I would return to the support services center for help.
PART 2: OUTSIDE OF CLASSROOM LEARNING OPPORTUNITIES

What (if any) barriers exist that might prevent UAlbany students from going where they want?

- A lack of certain programs available in certain countries (i.e. a Pre-Medical Study Abroad Program for [----])
- A specific path in their major.
- Academic planning, if there were more guidance and more resources that remind students of the benefits of planning their future semesters the prospect of going abroad may be more feasible for students.
- According to their major they might not have a class that they can take abroad.
- As a transfer student I was unable to study abroad. I had too many transfer credits to make me eligible for the program.
- As an Art and Art History student I find that there is a lack of study abroad programs with specialization opportunities. Also there is a limited amount of study abroad programs in my (and other's) places of interest such as Greece, the Czech Republic, Egypt, etc.. Furthermore, I feel that when Albany cannot offer the desired program directly that there is a lack of interest in aiding the student with the process.
- Bad planning of courses, too many essential courses can only be taken in the fall. Which effectively sets people back an entire year.
- Because when I email the Study Abroad office they offer no help whatsoever. They just direct me to the suny.edu webpage. Thank you study abroad office!
- Being an idiot and not finishing my credit requirements on time. Albany is not why I didn't do study abroad, I am. Because I was too lazy to go get an advisor and get my classes done for my major.
- black administrators not helping the white students.
- can't afford it
- Can't afford study abroad.
- certain classes available towards major
- Completing course requirements on time. All business school courses must be completed here at the University. This reason makes it difficult for a business major to study abroad, which is why I went on a four week program through Stony Brook University in the summer.

- Cost (12)
- Cost and language barriers and gen ed requirements
- cost and time
- Cost and/or language of country
- Cost is a large problem. There should be more short options for going abroad like during the winter session or a 4 week summer one.
- cost is a very big barrier. I simply cannot afford to go overseas to learn.
- Cost of studying abroad. A study abroad trip to Mexico would be only $5,000 in regards to a certain program. Yet, because UAlbany has to transfer the credits it would be an extra $3000. Does that seem fair to you?
- Cost of the program, the pressure and stress between the time of acceptance into the program and deadlines for every piece of paperwork. In that short of a time, being away from home it is extremely difficult to receive certain things in a timely manner. Also, give reminders and specific examples and updates on materials you have received thus far.
- credits don't always transfer for the major you have depending on what location you choose to go to.
- don't know (2)
- falling behind due to lack of courses for credit while abroad
- Financial reasons and major requirements.
• Finances (7)
  Finances, in terms of cost
• Financial reasons (2)
  financial reasons are usually the biggest hurdle
• Financial Reasons. Also because of budget cuts, students are not only losing needed educational experiences, but also more and more students are not graduating within four years. As a transfer student it is difficult for me to find help with picking a major and classes. No one seems to care and expect that you know this. This is especially the case if you are an undeclared major.
• Financial Situations
  Finding courses that fulfill requirements to take abroad
  finances, time.
  From my experience, money is the main issue when it came to students going where they wanted.
  funds
• GPA
  GPA is not high enough or they cannot get credits that will allow them to graduate on time (if they care.)
  GPA, or so I've heard.
• GPA / Monetary funds
  grade point average
  grade point averages
• Having required that are not provided or do not fit into schedule
• I actually dont know that answer
• I actually studied abroad through SUNY Geneseo in Costa Rica. Geneseo's program was much cheaper than UAlbany's. I think the cost may hinder students to study abroad.
• I am a single mom - the opportunity to study abroad is out of the question for me. It is also difficult for me to participate in extra curricular activities since they are usually in the evenings and outside of my son's daycare it is difficult for me to secure childcare to attend such events/services. However I feel very fortunate that as a single mom I am in school full-time working towards a valuable degree.
• I am a spanish minor and want to get spanish credit, but the only country to get it in is Spain, plus there seem to be no programs that aid in getting my information science credits out of the way. There are a lot of countries to go to, but there aren't a lot of opportunities in more exotic places like the Mediterranean or India.
• i believe there are none. we can go to where other suny schools offer programs and therefore I believe this broadens our horizons.
• I could not go abroad if I wanted to graduate on time even though I was ahead in credits. It is very difficult as an accounting major.
• I know someone will help us if we have a problem.
• I studied with Semester at Sea and in order to be able to do it, I spend hours talking to various people and in the end I had to go the dean of the college and explain that if they didn't let me know I was transferring from SUNY Albany.
• I want to study abroad in Ethiopia but it is not offered. However there are a lot of alternatives I will pursue abroad.
• I wanted to do the Disney College Program but Albany does not accept the credits for the internship, I will be transferring.
• I would love to study abroad but there only seems to be opportunity for those in history, or languages to go abroad. I am a chemistry major and it just don't seem to be a possibility despite my strong interest in it.
• I'm a physics major and I have a hard time finding a study abroad program focused in my major. Most of the study abroad programs are business based, nothing really related to my major.
• In the economy today, money is everyone's main objective. Clarifying the amount of the study abroad program will differentiate the boundary from the gray area to black and white. I believe study abroad is an affordable and deeply beneficial experience. I hope to venture in this program one day.
• International travel is rather expensive
• It's extremely expensive
• Lack of certain classes abroad
• Lack of options I see on the S.A website.
• Lack of Options, I looked into it very briefly to see if there was an option to go to Greece... Did not see one.
• Lack of programs, funding
• Lack of space would probably be the only thing to prevent students from going where they want, there appears to be a very large amount of countries and regions for people to choose from, which I think it awesome.
• Language and money
• Language barriers
• Language, fear, inexperience.
• Major
• Major constrictions
• Major has such strict requirements that you simply CANNOT study abroad for a semester and graduate within the 4 years.
• Many of the programs require two years of a language, and some students may want to go to more than one country, but not have the time to take the courses to learn enough of the language.
• Monetary reasons. Some of the programs aren't as expensive, but that may not be necessarily where students want to go...
• Money (19)
• Money and time.
• Money and/or time
• Money is always a huge issue. Sometimes the financial aid is not enough.
• Money issues
• Money problems
• Money, time constraints
• Money, UAlbany and the SUNY schools charge way too much for study abroad programs. Way more than other colleges, its pretty ridiculous.
• Money; Language
• MONEY!!! (thanks in advance for raising tuition...again. NOT!!!)
• MONEY!!! I was accepted (to the Valencia program in Spain), but was unable to afford the costs of study abroad. I think there should be more information available concerning potential study abroad scholarships or grants that students can pursue to offset the expense of a semester abroad.
• Money. It is very expensive.
• Money. naturally.
• Navigating the site for internships is next to impossible. My major in particular I had to search on my own. And the site wasn't very helpful. The career services was slightly more helpful yet still limited.
• No money at all for when you get there and not getting good enough grades to allow for any kind of scholarship.
• No time to go- need every semester to take required classes
• not being able to afford to study abroad—lack of money.
• Not being able to take courses in your major in a particular study abroad program.
• Not Having Enough Funding
• Not offering the program in the countries students want to go
• personal grievances against programs that teachers might have making it difficult for students to get paperwork filled out!!!
• PRICE LACK OF FINANCIAL AID FOR STUDENTS WANTING TO STUDY HELP FROM AN ADVISOR IN DETERMINING WHETHER OR NOT THE STUDENT HAS TIME TO STUDY ABROAD AND GRADUATE WHEN THEY WANT. MANY STUDENTS WANT TO STUDY ABROAD BUT FEEL IT IS TOO LATE BECAUSE THEY DIDN'T KNOW THEIR OPTIONS OR CHOICES EARLIER AND ARE AFRAID THEY WON'T GRADUATE ON TIME
• Price, Language Barrier, Availability
• Required courses need to be taken.
• School doesn't offer programs in Hamburg, Germany.
• sexual orientation or gender identity issues—worried about acceptance there and dorming
• Some locations are only offered in specific semesters and there are only a handful of locations available in the winter/summer sessions
• Some majors at UAlbany are designed to fill the entire 4-years and if you take the courses elsewhere (other countries) they won't transfer and then you can't graduate on time.
• Specific courses that need to be taken in sequence limit the opportunities you can study abroad. Personally, I would have loved to have the chance to study abroad in my later years of college because I did not feel ready to while I was still a freshman and sophomore. Unfortunately once I was an upperclassmen I had to follow a schedule of classes so I would not fall behind (financial analysis conc.) and did not get the chance to go abroad.
• Staying on time with their major
• Strict regulations for courses that need to be taken during a certain semester.
• Strong competition for very few spots
• Study abroad is often too expensive for many students.
• study abroad office paperwork is horrible, not well managed, need to change credit evaluations when going through other suny schools
• Study abroad programs in one's major or minor being in only a few places.
• Sufficient Funding.
• Taking specific courses in order to graduate in certain semesters
• that specific program is not offered at the University, however many other similar programs are offered to the SUNY system.
• The classes that I needed to graduate on time were not being offered through a study abroad program, wherefore I did not waste my money or time and instead focused on my studies here.
• the cost
• The cost of going abroad for a semester is often more expensive than an entire year of study at UAlbany, even where I am out of state.
• The costs and prices are very high this is probably the greatest barrier. The benefits of studying abroad are amazing it is a great opportunity for students to learn about and experience the different cultures in other countries.
• The fact that the courses will not be counted in the major (Accounting)
• the finances available.
• The financial burden is the largest barrier that I believe would prevent the most people. Many other programs also have high GPA requirements (Which I believe is a good thing).
• The is not a great variety of places to go; there is a limited countries that you can go to study abroad.
• The lack of funds. The pursuit of gened requirements, if the student started working on them later in their college career. I tried to bang out my gen eds early, as a freshman and sophomore. I could have studied abroad. However, if a student waited until junior or senior year, they might be more compelled to fulfill them instead of studying abroad. When I look back on it, I wish I studied abroad. It was a missed opportunity.
• The language. Some programs require a previous knowledge of the language of the country.
• The main reason in my experience has been aid for the opportunity to study abroad. I myself wanted to go to Europe to study sociology but was reluctant due to not having enough money and I'm not a student that has parents that can pick up the slack financially.
• The only one I can think of is SUNY Albany not offering that specific program at a specific place, but I know that you can go through a different SUNY, which I believe is very helpful and useless, as well as beneficial.
• The people in the study abroad office here and very stand off-ish and not very informative regarding outside programs. I am happy that I have the opportunity to use another school's program but when I went to then they instructed me to do everything on my own.
• the program may not be held in the school or finances
• the push for spain.
• The reputation of the school is getting very bad around the states, being as a party and a drug school, which makes other places even abroad not really interested in students this school.
• The School of Business in particular will only accept transfer credits from three study abroad programs in only two different countries. They should have a wider variety of countries.
• The status (Citizens, non-citizens)
• their major
• Their major isn't always offered at certain countries that they want to go to.
• their own laziness and activeness in pursuing it.
• Then go through another university. the study abroad office is extremely helpful.
• Then they can learn here in the country
• There isn't a lot of variety for the winter session study abroad programs
• they go talk to the study abroad department
• Time
• timing and planning, many students arent aware of these opportunities and counsellors need to know more about them and let students know.
• Type of major: pre-med students cannot study abroad during a regular semester, they are limited to winter and summer sessions only.
• UAlbany has a wide range of study abroad programs, some of which were very relevant to my field of study. I would have liked to study abroad for a whole semester or a year, and I would have definately minored in a second language if I had been able to do so. The single most significant barrier is a financial one; the maximum amount of loans a student can take out do no cover the cost of ANY semester long study abroad program, and often are deficient by thousands of dollars. Therefore, only students who have other sources of income--their parents, trust funds, special financial awards--can go to the 'quality' placements abroad. The financial aid system is flawed because it assumed that if your parents make X amount of dollars, that they are giving you as much as they can; if this is not the case, however, as was my situation, you cannot declare independence even if you pay your own bills, took out your own loans, etc. unless there is documented domestic violence in your home and/or your parent(s) is in jail. I tried to go to le Sorbonne for a semester through SUNY Oswego but discovered that the cost for ONE SEMESTER would have been $12,000, and my approved loan amount FOR THE ENTIRE YEAR
was only $5500. If I had had the means to study abroad for an extended period of time I would have considered my experience at UAlbany a great deal more enriching.

- Understanding and acceptance of the destination's culture before they study abroad
- unknown
- while programs are available the process for acceptance is difficult and little support is given.
- you have to be fluent to go to some countries.

How useful have each of the following out-of-class opportunities available at or through UAlbany been to your educational program?

Other... Please Specify

- Athletics
- Extracurricular
- Financial Analyst Boot Camp
- Help from professors
- I didn't know independent studying was an option for me.
- my internship has been an asset to my field experience
- My job as a videographer at a tv station.
- None to specify, Internships is spelled wrong. Just wanted to inform you of that.
- phs
- sports
- Student clubs
- Student Involvement and Leadership
- study groups
- Study Hours
- studying abroad in valencia was amazing
Additional Comments about Outside of Classroom Learning Opportunities:

- An independent study with Prof. ******, XXX 450 was fantastic, with the Albany Rural Cemetery and it was helpful to many people and students.
- As a freshman physics student I have found none and feel this is a tragic oversight by my department. There are all manner of different ways to learn about physics outside of the classroom and none of them are being used! Instead we are hand-fed formulas with no real knowledge of their practical applications or how they were discovered! A simple task like describing a way to find some constant (such as g) would have been a nice change of pace from the droning of my teacher.
- Could be difficult to get an independent study going without the right connection to a professor who has experience in that topic of interest.
- I am involved in Bio 499 and it has introduced me to areas of research I never would have been introduced to otherwise.
- I am sometimes limited to internships because I can find a way to get there. Also, the buses the run to and on Albany except a limited amount of UA students and more often then not the busses are very crowded and it is difficult to get around if you have a disability.
- I don't think there is enough of a variety of internship opportunities.
- I have not seen many opportunities, but I would like to pursue some.
- I know that when I do participate in internships and study abroad programs, as well as any research programs and studies, they will prove very beneficial to me and my major.
- I will be participating in both community service and independent study next semester, so I'll get back to you guys.
- I'd like to, but no opportunities.
- It was difficult to understand when I transferred here how important it is to "get in good" with a professor in order to get ahead and learn all the in's and out's at the university the whole experience is very cumbersome. Also a students success is too contingent on who they know and not what they know, it really isn't fair for those students that might not be outgoing but have the capability to perform the same skills as those that are more comfortable putting themselves out there.
- It would be nice if the Psychology department offered internship placement throughout Albany or NY S in general given limited research spots. If placement cannot be given, perhaps the department could assist students in choosing extracurricular activities that are relevant to their field of interest.
- It would be nice to get more information on these, or even if you are informing people, to make the information memorable (I am unsure as to how effective you are being as I am only a freshman and might not be the target of "Out of classroom" opportunities.
- Lack of communication of all these events.
- Making community service a requirement, such as in EEDU 390, is unfair to those who work and attend school. There are already very few online courses and not nearly enough night classes for it to be a practical school for those wishing to continue their education, requiring the community service to be done in Albany is only more of an inconvenience than the class itself.
- More internships should be offered for majors so more students can have opportunities to get in.
- My major is philosophy but what I am interested are matters that classes here don't touch on. I am often discovering or learning something new about myself or the world we live in in research I do on my own time. One might say I'm a creative type of learner. Being able to do school work on my own time might be the best approach for me to take in academia that would allow for me to show my being worthy of a degree from the University at Albany.
- Need more undergrad teaching assistant opportunities for students trying to go into higher education.
• Research experience is something I have really enjoyed. Not only did it help me grasp a better understanding of the scientific methods, the interactions with graduate students really helped to prepare me for the application and decision process in relation to graduate school.

• Student clubs offer an experience not offered in any classroom

• The internships do not accommodate the non-traditional students need for income - would like more stipends

• The UNI Internship program should be less complicated. It is very hard to just go out and find a faculty sponsor.

• There should be more and students should be allowed to get credit without 10 page essays or org. com. studies with additional homework, just let the student focus on their internship. Also I went to get a full time internship this summer and asked if there was a list of places Albany regularly uses or has a good working relationship with and I was told no. I later found there was a list through my department head, too late.
PART 3: STUDENT SUPPORT SERVICES

Additional Comments about Student Support Services:

- After trying to report a harassment case to the campus police, they didn't even take the time to file it as a report, let alone take much of an interest in it. Being a freshmen, this incident didn't give me a good impression of the university's handling of student problems. The only reason I'm still here is because of monetary issues and if it weren't for this I would have transferred in my freshman year. When dealing with the Department of Residential Life, I was equally dissatisfied. Their initial action was unprofessional and poorly handled. After all was said and done I felt like I was to blame for the incident even though I had clearly done nothing wrong. I believe that students working on behalf of the Department of Residential Life are insufficient in dealing with community problems, and there should be more non-student participation to ensure an unbiased perspective.

- also, i wish that students were told that such programs like cstep are available, especially for science majors interested in medical careers, because i always found out things after it was too late, and not everyone i approached was able to give me useful advice, because theyre not that educated on the subject, i didnt know we could have a mentor, it should be more advertised, and the counselors should help you make a list of the courses needed and suggest the years we should take them in, like during freshman year, that way people wont be here longer than they need and they will be more apt to do better.

- Any steps that could be taken to limit the bureaucracy at the University need to be taken. There have been days where I've spent literally hours running around campus to take care of things that honestly shouldn't have taken more than a phone call. Also, the university needs more computers. Since they were taken out of the lecture halls there has been a shortage. I've been a half hour late to class because I had to wait that long in the library to print up my homework. Student financial services needs an estimated wait time before their hold message.

- As a police and emergency services dispatcher at home, I feel that UPD does a good job for what they have. Yet, as a student my opinion is definitately biased. I say this though, I believe UPD should concentrate more on solving crimes, preventing crime, and keeping peace amongst the student community, handing out traffic violations left and right makes the student feel more as if UPD is "out to get them". As for AAS, advisors need to either put more effort into helping the student or be trained better. Holding tru for all students, I feel, if I knew then what I know noe, I would have never needed AAS to begin with. I somewhat feel as if they ill-prepared me for my future. If applicable, **** ***** is one of the advisors I trust most. Dining services... NO more chartwells. Advertising Career services would be more beneficial as well. I find SA to be corrupt, but that is not the school's fault, it is the student body.

- As a transfer student it is very difficult to find the help you need and there are not enough extra-learning chances at UA (eg tutoring)

- Can never find a computer.. Health center is always slow and I am on hold forever.. The health center is usually very hard to get in touch with and when they do answer they are so rude like you are bothering them.

- Clubs/Organizations need to put the locations/times of their club meetings on MyInvolvement.

- Financial Aid System when calling to ask a question via telephone is HORRIBLE. All automated and on hold for up to, literally 40minutes, to ask a simple question. **** and ***** are very helpful in regards to asking questions and receiving answers. The amount of students on campus, their should be more financial aid services provided especially NOW THAT OUR TUITION JUST GOT RAISED???????? And waiting lines are way to long for just brief information inbetween classes. When you send an e-mail with a question, you never get one back....
Financial Services: why can't an older adult going part time get some financial aid or scholarships?  
Food is horrible  
Frequently treated rudely by ResLife staff, both on phone and in person. They were rarely able to answer legitimate questions and I had to make multiple corespondences to get any useful information.  
Get professors who speak English.  
Getting a healthy meal or at least an affordable one shouldn't be so difficult. Wendy's does the best and they are a commercial agent. That bounce you heard was Chartwells dropping the ball.  
I am a transfer student from the College of St Rose, and in the three short semesters I have been at UAlbany I have received more support and consideration from the staff, advisors, and faculty here than I did throughout my four years at St Rose. Albany should be proud of the energy and dedication its university staff devotes to the student population.  
I am fortunate to be a member of ResLife and thus exposed to a far greater degree to many of the services offered by the University. While I am charged with the responsibility of informing my residents of these many services, I am still stunned at the lack of knowledge by many upperclassman and freshman as to some of the most basic resources. Whether this is because the University isn't advertising enough or they are simply oblivious to what's out there is yet to be determined.  
I am very dissatisfied with the Advisement Services Center because when I first came to UAlbany I transferred my AP credits but was not informed that my scores on the AP exams omitted me from two classes. That was 6 credits that I did not need to take. They were too easy and a waste of my time and money. Also, the UAlbany Dining Service I am very dissatisfied with because the meals are not always very good yet VERY expensive.  
I contacted the Counseling Center within the first few weeks of this semester for a type of testing, they just got back to me to schedule a time to do the testing this week (week before finals)  
I have, on two occasions, not been able to get a book out of the library because it wasn't in or near its proper spot despite being listed as available. Student staff wasn't very helpful with locating books either.  
I know many people who are dissatisfied with the way that residential life handles the check out process when leaving campus for the summer. The res-life people do not thoroughly check your room, as they are supposed to, and then seem to often times simply make up charges on your room that are very difficult to dispute due to the fact that they have the final say in the matter.  
I like that the Health center has moved to a more Convenient place for them but i feel that it is a little inconvenient for the students. But i like the change and the Health center has always helped me out a great deal. thank you for letting me participate in this survey.  
I think students need more healthy food/stores on campus, not just "adding more fiber" into our cafeteria food.  
I think that the dining services need to be re-evaluated. I find that often I feel sick after eating dining hall food or highly dissatisfied with the food provided and the choices of food to eat.  
I think that the UPD does a very good job i feel much safer seeing them often patrolling the grounds.  
i think the new health center is great and the people who work there are nice but i am very disappointed they moved so far. although there is a shuttle, students are less likely to make the trip when they are sick all the way to Patroon Creek.  
More computers are necessary in the libraries. For commuter students who have work to do in there off time watching other students use every single computer on campus to browse Facebook is very frustrating.  
my freshman advisor was NOT helpful. because of her, i ended up taking an extra science class that i didn't need!!!! i would have gotten a 4.0 if it were not for that class, which i did not enjoy at all, and now realize i did not need to take. she did not explain the degree audit to me clearly and it took me a while to understand everything. now that i have an advisor in my major, things have been SO much better.
• My main problem is the dining facilities. I have paid over one thousand dollars to have food to eat on campus, however, there are times when I simply cannot eat. Weekends are particularly hard. It almost seems as if my money could be better spent at a grocery store than the dining services. My advice would be to have the dining services open in the morning (Roughly seven in the morning so some students have one hour for breakfast before any classes) and to close at night (Roughly eleven at night so all students have plenty of time to have a good dinner after even the latest of classes). To have certain times in the day (especially on weekends) where you cannot get food, normally ends up leaving you with a surplus of "meal plans" that expire Thursday night. I am afraid that if the dining services do not improve, in the following years of my stay here I might opt to not have a meal plan, and simply save money by purchasing my own food (not only would I be able to eat when I wanted, but I would also be free of wasted "meal plans").

• Need new recreational equipment. Pool table, more basketball courts. Dining hall needs better cooks and food variety that TASTES GOOD. Currently most dining hall food tastes like vomit even simple things like pizza.

• One thing I've noticed is the limited independence of the university apartments. I've lived in apartments in neighborhoods where rent was on the higher end of things, all things included, that were still far cheaper than living in these apartments. Yet, we still have no independence as far as being able to have friends over off campus. I think (one) parking pass should be permitted to the apartment residents for use as they please of off-campus visitors. It's almost impossible to have people over unless they live on campus without getting a $40 parking ticket. Paying $5 everyday I want a friend to come over and having to know by 430 (when the parking office closes, M-F) is a tad ridiculous. Also I don't understand why University apartment doors are locked during the day when people are awake and alert, but kept unlocked after dark when people are sleeping and not alert. If all students are suppose to keep their apartments locked (and bedrooms if they wish), there shouldn't be a need to lock the main doors. But if they need to be locked I think it would make more sense to lock them all day or at night...again if at all.

• Science Library needs to have longer, more consistent hours!

• Science library should have same hours as main library

• SUNY is not worth my money.

• The academic advisement at U Albany could not be any worse! no one knows anything I am truly amazed people graduate U Albany at all considering how horrible the academic advisement is here!

• The academic advisors for those without a declared major are essentially jokes. The woman I had was not at all knowledgeable about transfer credits, and seemed irritated with my questions. Having been a previously horrible student, going to one being on the President's list at my prior school transferring in, I felt as though she was rude and judgemental toward my lack of prior accomplishment. Personally, I felt that I had achieved a substantial accomplishment coming from failing out of school to maintaining a 4.0 in every class I'd taken. She was unhelpful and wouldn't let me declare my major after I'd been readmitted. I had to actually go to the advisor for my intended major and speak with her; she is a wonderful advisor and is incredibly helpful. The one I'd had previously had frustrated me to the point where I was actually going to transfer out of Albany because she made me feel stuck in the past.

• The academic support services office did absolutely nothing for me. I went to get extra help in my statistics class and they told me I would be contacted within the next two weeks with a tutor. I was never contacted and when I went back to the office to clear it up, they said my papers must have been lost and that I would be e-mailed shortly. Once again I waited for weeks as my tests piled up and I was never contacted. I was very disappointed with the apathetic attitudes they held while I was trying to get help.

• The Advisement at Albany is a joke. I am in a Biology major and trying to get my advisor to help me, inform me, or (ADVISE ME!) is like pulling teeth. I understand that they have a lot of students to get to but at the very least they could pretend that they give a ****!!!
• The advisors do not seem to know enough about degree requirements. They can only tell a student the limited things that are online and when a question you ask isn't online (such as what are the minor requirements for a particular subject) they still don't have an answer. I thought these people are getting paid to be advisors, and as such they should know these questions or be able to look them up instead of shrugging and telling you to look online again even when you show them it's not there.

• The availability and location of the University Health Center is very inconvenient.

• The fact that the Science Library closes early everyday due to budget cuts is absolutely appalling. That was the one place that was actually quiet, had great study rooms and was filled with usually useful people. Not only that, but now we are forced to used the main Library I find that the staff know less about the building and computer system then we do. In addition none of them seem to really care about those of us trying to study and as a result do nothing about the 100's of people who go into study area's and talk. Then to make their jobs easier, one of the ONLY two study rooms in the whole building is closed at 10. Then the only remaining study room allowed for students is also one of the many rooms in the building that has NO internet access. I would love to know who felt that it was a good idea to save money on the only two buildings set up for students to improve their education. What are we supposed to assume you are implying, that we should find something better to do with our time like drink?

• The food is terrible, dump chartwells

• The food/dining services is the worst of any school I have ever eaten at. Chartwells is absolutely the worse food I have ever eaten. Intramural sports need major reorganization because the officials for my games are all paid over $10 an hour, yet the SA does not even provide us with the equipment to play the games that we pay for. Lastly, I feel most students, myself included, are not aware of the opportunities that most of these offices present.

• The health center is located in the downtown campus, where only a fraction of the student body lives. Also, the "police force" on this campus is absolutely ridiculous. You support underage drinking.

• The Health Center is too far away and full of quacks. Everything is a sinus infection or strep throat, and the common cure is anti-biotics.

• The information that is critical for unfamiliar students needs to be more accessible and almost needs to be spoon fed to younger student, which is sad but a new generation of students are used to that because they are coming from high schools and homes that have created a sort of entitlement attitude. For the success of the university it needs to cater to those that don't really know how to obtain critical information themselves; more hand holding would be conducive for the success of the college and the students that don't understand self-sufficiency.

• The libraries should be 24 hours during the week along with extended hours on the weekends. The registrar has greatly improved from when I was a freshman. The new design has brought more efficient work.

• The Main Library does not have the DVDs located next to the circulation desk in any order. This creates a problem when attempting to rent them

• The registrar and the Financial Aide Depts were very bad at communicating options, choices, and never any help. Every time I went to see both depts the experience was always negative, and more hassel than helpful. The wait times were understandable, but the workers in the registrar and financial aide depts were not helpful and didn't offer any useful suggestions or pointers or tips.

• the SA should have made it more known to the general student body that they were voting on a tuition hike.

• there are never any computers available in the main library.

• There are over 20 Thousands students in this school and there too few computers in the libraries to accomedate the high needs of the professors' distributed assignments. WE NEED MORE COMPUTERS PLEASE
• There is too much paperwork when trying to get credits transferred in as a general education course. The dean is too fast in denying, and very rude at times. I don't know why they think Albany's credits are better than Stony Brook's credits. I understand courses that are in a specified major might be, however general education course requirements should be able to transfer in with a little more ease.
• Why is the Health Center so far away?
PART 4: TRANSFER STUDENT EXPERIENCES

Additional Comments about Transfer Student Experiences:

- Advisers should have all their students' degree audit information made available to them, and should have at least some knowledge of requirements in other minors. (Or again, have this information available to them.) 90% of my decisions made in regards to class selection, and semester planning, were based off looking at my own report. Helpful, however this gives a student little insight into which professors they might want to look at, or when it might be beneficial to take classes in a certain sequence, etc. These are things an adviser can/should be especially helpful at.

- Although the process of transferring credits to appropriate classes and gen. ed.'s has taken more time than I anticipated, my advisor and the staff and faculty I have worked with have been very knowledgeable and willing to make the extra effort with me. I have been given exceptional guidance, both through the transition process and in the following semesters to ensure that my goals and needs are being met. My only lament is that I did not come to UAlbany sooner!

- Depending on the major, I have found many teachers do not really care about their students and just want everyone to agree with what they are saying. In many of my classes, there isn't an open discussion and classes are too large. It is sad that for some majors all you need is a 2.5 to graduate and stay in the program. I don't feel students are challenged and this will make it difficult for many when they graduate.

- I appreciate the wide variety of classes SUNY Albany offers as compared to other schools. Also, the faculty has an air of professionalism and wisdom to them. I’ve had good professors and bad professors, but SUNY Albany has a lot more good professors, especially in the Philosophy department.

- I believe that I have an exceptionally good program to compare to my last university, largely because of the faculty to student ratio in my program.

- I came from SCCC.

- I expected UA to be VERY different than my past college, which was a private school. However, I did NOT expect to practically be my own advisor. Advisement at UA should be called the AVN Distributors, they are POINTLESS! How can you advise if you do NOT give ADVISE. Furthermore, teachers pontificate. I am away that we are in lectures more than small classrooms but pontification is not a substitute for TEACHING! Lastly, student activities are simply activities. There are not enough opportunities for involvement.

- I feel like the teachers are less caring about helping the students out then the school I attended before. I feel that when I ask how to improve they don't tell me advise they say just study for the test, where as my old teachers wanted me to good and gave me better feedback because they seen I was willing to do whatever...Teachers are hard to get in touch with in the communications department because their are so many students in that major. My advisor gave me the classes I needed and said take them and i took 2 that i realized i should have taken my senior year because they were harder and you should have taken a statistic class before just so you can understand easier.....Also it is extremely hard for me to get into any communication classes

- I feel that this university is very unfriendly and I would transfer out of here if that was an option. I do not feel respected by faculty and staff, including those who work in offices. It is hard to get information and it seems that no one knows what the other offices do.

- I really dislike the fact that so many of my classes grades gave been solely based on 3 or 4 multiple choice tests. This has affected my GPA in a negative way dramatically. I understand with classes as big as they are it being hard to expand grading in other ways but, it is very unfair for people who understand the material and are punished.
I transferred from Adirondack Community College and it was a difficult acclimation due to the ambiguity of what hoops I needed to jump through to get on the track of a degree but I do feel that that transition has gotten better for other students.

I understand that UAlbany is a very large school and I am very grateful for the opportunities available to me. My only issue is that due to the large number of students the faculty deals with on a regular basis, I feel that at times it is difficult to get all the answers I might need. Some of my teachers office hours are only offered once a week and I have other classes at that time. Honestly I am not really dissatisfied w/ UAlbany, but I do feel that in comparison to the school I came from you have less time to talk about classes/schedules w/ the advisors. My advisors are very pleasant and helpful, but it is very obvious that they are busy and you have to come in prepared and know what you need. It is good preparation for the real world though, :-)

I would of liked to put much better because for the most part they are. On the same side of things see the above comment box.

It may be due to the fact from transferring form a smaller university to a larger one, but everything seems like such a hassle to do something. For example, trying to get into classes; why use permission numbers? only put the availability in the seats open on the website and first come first serve. Most likely, the upperclassmen who are trying to get into the class and will enroll, need it more than underclassman who are just taking the course to take up space. And to go through your advisor, then the undergraduate dean, then the department then back to the undergrad dean...too much for something so simple. Why is that students who rank as a senior are unable to take 100 level courses unless going through the process of obtaining permission numbers? It's a stupid rule. Underclassmen have more time to get that class taken care rather than seniors who only have x amount of time left. I am not happy with the scheduling process.

It would be more pleasant if the food company was better like the sodexho corp I had while I was at *****

My experiences in the English department were much better than in my previous school. My experiences in the Psychology department were far worse.

My other school provided a much higher level of understanding and clarity in classes. One of my professors was so bad that 1/2 way through the semester he was replaced. However, I was so far lost by that point and there was not sufficite time to reteach the old material and the new stuff. Now I feel completely unprepared for physics II which I take next semester. I never took it in highschool and I believe the school should have done something more to insure our understanding. I am over all very unhappy with the teacher here and I plan to stay for my undergrad only because my family is going through difficult times and I want to be near them, otherwise I would not attend this school.

My previous SUNY college was smaller, so teachers were more accessible but also made themselves seem more interested/invested.

My so-called "advisor" didn't even know he was my advisor until I had emailed him about it. Even after emailing him, he still never responded to me when I tried scheduling an appointment...

My transition from transferring was much harder then expected, SUNY Card wise and living situation.

Research opportunities are MUCH better at Albany

Resources were not easy to find and it was necessary to contact several people before an answer could be found.

SUNY should develop a unified scheduling system because several friends and I have gone through SUNY 2 years and found making our schedules at Albany very difficult in comparison.

Teachers do not care about the students at this University. I have heard professors say "It's okay if you don't want to pay attention, I am getting paid anyway." This is unacceptable at an institution such as UAlbany. Also, classes are to difficult. In more than one case here at UAlbany, the teachers made the classes very hard to do well. I received around a 60% on every test, and was supposed to fail the course
but in the end received a B+ because of the curve. Teachers make the classes so hard that many students fail, and then they curve the class in the end. I end up not learning anything except the fact that school is a joke, and that all I need is that little piece of paper that says I have a college degree. The sad thing is that I am wasting four years in college and not learning anything when I could be working and learning with hands on experience.

- The diversity at UAlbany is unique, refreshing, progressive
- The experience I have in teaching here is not the same as the one I got before since I came from another continent, we don't have the same system. Here we get more opportunities although it more expensive to study. I know it depend of this society. I learnt a lot of new things only during a semester, computering for instance. I'm very optimist that at the end of my studies I would be very prepared for my carreer.
- The professors may have their PhDs and years of research behind them, but they aren't good teachers.
- This is my 4th year in college and I have never had a teacher as awful as *****. Since my enrollment in his class, I have been planning to leave UAlbany because the teaching standards are obviously way too low. I have gotten much better quality teachers in community college. Shame on UAlbany, this teacher is pathetic.
- This is the best school I've ever been to and I'm proud to be a student at SUNY Albany.
- This school is way to big for the students here to get from their teachers what they did at my old school.
- This school seems to at a crossroads - do you want to be the biggest or the best? Over enrollment (with limited effort to weed out underachievers) seems to lead to poor quality here.
- Transfering is really scary esp because the degree audit is hard to read and i wasn't sure what i needed to take. so now as a senior i am trying to get into all my gen eds and NOTHING is letting me in because i am not a freshman/sophomore
- UAlbany treats the students as deposit slips. Some of the teachers care more about their research then the students, teaching seems like an imposition to them. I transferred from HVCC where the students were first priority. I am unable graduate on time, because classes I needed for my major were filled when I registered and they are only offered every other semester. More should be done to save classes for transfer students. I could not get a minor in Biology because my AP biology credit was not accepted. All other SUNY schools accept it, even Cornell accepts AP Bio (it counts for Bio I &amp; II). I received a 5 on my exam and received an A in Bio II at HVCC, yet your Bio department refused to accept my credit and wants me to take Bio I again. The chemistry department is understaffed, do to this Pchem I was taught by an over the hill professor who did not want to be there, he read the book to us. He failed most of the class and do to complaints was forced to retire and all of the student were given D's. That D ruined my GPA I should have a 3.7 but instead I have a 3.2. The low GPA is going to hurt my chances of getting into med school and I do not have time to retake the class. I am not one to place blame for my grades however, I received a B in Pchem II so the first semester was not due to a lack of understanding of Pchem I. The one hundred level restrictions are very inconvenient; it took so long to hear back from the teacher of the class, which fit between my labs, that the class was full.
- You need an appointment even if have simple, oral questions with TAS', Profs and everybody that find him/herself a boss in this school and this annoys some people so much