Chapter 7

From: Thomas Gebhardt
Sent: Friday, November 06, 2009 1:50 PM
To: UA Self Study
Subject: Middle States Self-Study

To Whom It May Concern,

As the Chairperson of the "Committee on University & Community Relations," I wanted to correct on page 7 (Chapter 7) – this paragraph that the following should read "This group has been in existence for over 19 years and is a . . .". It is now printed as "17" years.

Thank you.

Tom

Feedback addressed as follows:
- Number of years adjusted

From: Christopher E Fernando
Sent: Wednesday, November 11, 2009 9:15 PM
To: Sue R Faerman; Bruce Szelest
Cc: Maritza Martinez
Subject: RE: Middle States Report

Hi Sue and Bruce,

In Chapter 7, Student Support Services section, just a couple of typos.

Under Academic Support Services on page 14, paragraph two: "Up until fall 2009," needs a space after the comma. And in the 5th paragraph on page 14 as well as the 5th bullet on page 17 "OASS appear to values the..." I think needs to read "value."

Just two cents.

Thanks, Maritza and Chris

Feedback addressed as follows:
- Typo fixed
Typos and Comments

1. Student Services for Graduate Students needs to be explicated.
2. Notation that 30% of the crime on campus is ‘theft’, what is the other 70%?
   Is it more serious crime? Needs explanation and data.
3. Perceptions of safety? Where are the stats that demonstrate that UA is more safe than the general Albany community? There is one chart (Appendix 7.2) with ‘Students as Crime Victims OFF CAMPUS’, how about stats on students as crime victims on campus?
4. Appendices 7.1 - 7.5, charts or appendices entitled “Cultural Leaders Avg. GPA “, “Prevention Program Attendance”, and “Residence Hall Programming “ are not referred to in the body of the chapter.
5. Page 9, third paragraph: acronym ‘LGBTQ’ should be ‘LGBTQQA’. And, last sentence, same paragraph is a frag…”In and examine…faculty and staff”. [SRF: I think it actually should be LGBTQQI; but I will figure that out.]

Feedback addressed as follows:
- A sentence was added to clarify the relative focus on undergraduate versus graduate students
- Additional information provided regarding campus crimes as follows:

  While the 2008 ACUHO-I EBI resident survey indicates that 76% of students are satisfied with the security of possessions in their room, UPD statistics bear out that 30% of overall crime on campus is theft, and more than 90% of these thefts are crimes of opportunity due to unattended property. Of the remaining 70%, the highest number of crimes include: criminal mischief (vandalism, not graffiti), 19%; unlawful possession of marihuana (simple possession), 8%; and aggravated unlicensed operation (driving on a suspended license), 7%.

- UAlbany was not compared to the general Albany community, but rather to the other University centers as follows:

  The University at Albany is a safe campus. Comparison data indicates that UAlbany has the lowest crime per 1,000 students the four SUNY University Centers (Appendix 7.9 on campus crime trends).

- All appendices are now referenced in the text
- References to LGBTQQI (lesbian, gay, bisexual, transgender, queer, questioning, intersexed) students have been fixed
Hi Sue and Bruce,

Maritza and I had a chance to consider this further, and we felt that it was important to include some verbiage / description of CSTEP and STEP under the Office Academic Support Services section in the Student Support Services chapter. Both programs have been at the University at Albany for decades and play an important function.

We attached a paragraph on each grant program for your consideration. We are not suggesting the entire sections to be included, but we feel it is important that these programs be mentioned in some manner in this document. If you feel that the program descriptions belong in other chapters or sections, we will be happy to hear your suggestions.

Lastly, please let us know if you’d like for us to further edit these descriptions on STEP and CSTEP.

Thank you in advance!
Best,
Chris and Maritza

The Science and Technology Entry Program (STEP) is jointly sponsored by University at Albany and the New York State Education Department. STEP services middle and high school aged students in the Albany area who are potentially interested in careers in the STEM fields and licensed professions. Tutorial and programming services are centered on academic support and college attainment; services are offered to low income/at-risk students after school in various school districts and Saturday mornings here at the University at Albany. STEP also provides a three week summer non-residential program where students are engaged in programming/summer projects, and participate in weekly fieldtrips relevant to the mission of the program. STEP serves as an important part of the University’s commitment to the surrounding Capital Region community as well as increasing the pipeline of underrepresented students in the STEM fields and licensed professions. STEP also supports the mission of the University by providing tutors and mentors (graduates and undergraduates) with financial support and opportunities to be role models for their mentees.

The Collegiate Science and Technology Entry Program (CSTEP) is jointly sponsored by University at Albany and the New York State Education Department. The University at Albany CSTEP initiative is an academic and career enrichment program designed to foster student success in preparing for professional licensure and careers in medicine, law, accounting, mathematics and science education, science, technology, engineering, and health. CSTEP prepares historically underrepresented and/or economically disadvantaged college students to acquire the aptitude and skills necessary to pursue graduate degrees that lead to professional careers in the scientific, technical, health-related or other licensed professions. The University at Albany CSTEP program also provides opportunities to conduct summer research, receive peer mentors/tutors, educational field trips, opportunities for students to present their research at conferences, and discounts toward graduate preparatory courses. The program pursues partnerships with departments within the university as well as other community partnerships in order to support the development of our future STEM professionals.
University at Albany CSTEP program:
• 85% of CSTEP Seniors graduate
• 250 students served annually
• 40% of CSTEP students take Graduate Examination courses
• 40% of CSTEP freshman remain active through their senior year
• University at Albany Summer Research Program (UASRP) has assisted over 100 CSTEP students in scientific research
• 45% of CSTEP students utilize tutoring services provided
• 80% of CSTEP students plan to pursue graduate degrees/science Careers

Feedback addressed as follows:
• This material is currently placed in Chapter 10. See feedback on that Chapter for how this feedback was addressed.

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Chris Bouchard

All:

Attached are our last minute changes for Chapter 7. The PDF file has little “inserts” which reference the appendix items we are suggesting. Please note that the appendices attached should REPLACE the current appendix for Chapter 7 for all the info PRIOR TO FINANCIAL AID. In other words, we are attaching Appendix 7.1 -7.10. Financial Aid, therefore, should become 7.11

In addition, there is another word doc called Ch.7 last minute changes. These are small changes for the most part, but some came about after discussions in ULC about things that were confusing.

If you have any questions, please let me know.
Thanks
Chris

Bps: See e-mail of 12/4/2007 from C. Bouchard for attachments which contain appendices and notes for them in the text.

Ch 7 Changes Due Before Dec 7.

p. 9 last paragraph:

The University does not currently have an office dedicated to the needs of the LGBTQ student population on campus. A graduate student from Multicultural Student Success currently staffs the LGBTQ Resource Center on a part-time basis. In 2009, a campus-wide advisory group was formed to discuss LGBTQ issues and examine concerns related to this population. This group will make recommendations regarding next steps necessary to fully support LGBTQ students, faculty and staff.
University at Albany students are encouraged early in their collegiate career, beginning with their Orientation to campus, to explore the opportunities available to become actively involved in campus life. The Office of Student Involvement and Leadership actively lends support to creating an environment on campus that promotes and directs this involvement. Late night programming on weekends (Danes After Dark), the Emerging Leaders program, the consistent use of social networking and web-based software (MyInvolvement) to facilitate club membership and the production of co-curricular transcripts are some of the more recent endeavors that have been implemented to support student engagement. It should be noted that late night activities have increased with the Danes After Dark program from 11,000 attendees in 2005 to 17,500 in 2008. The late night professional position that oversees this program was lost as a result of budget reductions. The full continuation of this program is fundamental to supporting student engagement in healthy late night activities that support leadership, involvement and alternatives to hanging out on downtown streets.

Campus traditions are sustained to support a shared sense of pride in the University. These traditions include the Welcome Candle Lighting Ceremony, Torch Night, Clash of the Quads and Fountain Day. Fountain Day attendance has increased from 4000 students in 2004 to over 7000 in 2009. Clash of the Quads has also experienced increases, with improved attendance from upper class students due to concerted efforts to advertise and make these events attractive to students.

The University at Albany is a safe campus. Comparison data indicates that in comparing crime per 1000 students, UAlbany has the lowest crime of all the University Centers. Perception of safety is important as well, as students must believe they are safe where they student and live. According to the 2008 Re-Accreditation Survey, 73% of undergraduates believe that UPD is either somewhat or very effective at informing students about their services, and 61% were either somewhat or very satisfied about those services. This is an improvement from the 2006 Student Opinion Survey, where 54% of students expressed satisfaction with “personal safety/security” on campus.
After the tragic events of 9/11, the University established an Emergency Response Team consisting of members campus-wide to develop a more coordinated campus response to a major emergency. A comprehensive emergency response plan was established and implemented in the two years following this incident. The University has also made significant progress in establishing a campus emergency notification system (SUNY NY Alert), training UPD command staff and senior administrators on NIMS (National Incident Management System) compliance, and defining campus roles in the event of a major emergency.

Feedback addressed as follows:
- All additions and edits were made as requested (except that Appendices are ordered to be consistent with the order of material in the chapter).