

STANDARD SIX: STUDENTS

Consistent with its mission, the institution defines the characteristics of the students it seeks to serve and provides an environment that fosters the intellectual and personal development of its students. It recruits, admits, enrolls, and endeavors to ensure the success of its students, offering the resources and services that provide them the opportunity to achieve the goals of their program as specified in institutional publications. The institution's interactions with students and prospective students are characterized by integrity.

ADMISSION AND RETENTION

DESCRIPTION

Undergraduate Admission. The Office of Admission strives each year to enroll a diverse student body with a balance of students from Rhode Island as well as from out-of-state and other countries. The permanent admission staff and seasonal "Rhode Runners" travel throughout the northeast and beyond to visit high schools and attend college fairs, both regional and national. Every high school in Rhode Island is visited annually, and out-of-state schools are included in the visit schedule based upon numbers of applications received from those schools in previous years. Schools with high populations of students of color are included in the recruitment visits as part of the University's efforts to become a more diverse campus. Students of color represent 13% of the incoming class in 2006, an increase of 1% over 2005. (Appendix 6.1 Enrollment Reports)

Admission staff are trained annually in the review of applications and standards for admission are provided in the *Viewbook* and the *Catalog*, as well as on the University web site. The *Catalog* and web site also include information about "satisfactory progress" and the minimum grade point average (GPA) required for maintaining enrollment (<http://www.uri.edu/catalog/cataloghtml/ugraduateadmission.html>, p. 26, pp. 29–31). The Office of Admission provides prospective students with descriptions of services and academic opportunities on the web, and via college fairs, high school presentations, Meet the University Days, Campus Tours, and Centennial Scholar Days. The Feinstein Providence Campus holds open houses at least twice a year to inform the community about programs.

The Office of Enrollment Services is responsible for the administration of student financial aid for students at all campuses. The distribution of financial aid is based on formulas developed by Congress that describe variables in students' profiles. Need-based scholarships are met through federal and state dollars, as well as University-endowed and private scholarships. Merit scholarships are given in several categories including academic departments, endowed scholarships, and Centennial Scholarships. The Centennial Scholarship Program has been very successful in recruiting and retaining top academic students. This program provides full to partial tuition depending upon the level of academic achievement. Awards are renewable each year as long as the student maintains continuing enrollment and a minimum 3.0 GPA. Students in the Doctor of Pharmacy program are eligible in the first four of the six-year curriculum. The University recently added University Scholarships to its merit-based program. These scholarships are intended for excellent students whose SAT scores are just below the target range for Centennial Scholarships.

Admission to both the Kingston and the Providence campuses requires a minimum of 18 units of college-preparatory course work in high school, with specific requirements in each subject area. To ensure reasonable potential for success, some degree programs require additional math courses and minimum SAT math scores, i.e., business and engineering. High school GPA and class rank are critical components in the admission decision for freshmen, with consideration given to the degree of challenge of the courses pursued. The average high school GPA for the current freshman class was a 3.12, and the average SAT score was 1100 (combined critical reading and math scores only). When applicants disclose that they have a learning disability, a senior member of the admission staff reviews these files and works closely with

Disabilities Services to determine the applicant's potential for success. If the student is admitted, he or she receives information about support services. A number of special programs are offered for nontraditional students through the Feinstein Providence Campus that use other criteria for admission, including "performance-based" admission and the Learning Enhancement for Adults Program (LEAP) (<http://autocrat.uri.edu/1409.html>).

Transfer students are encouraged to complete a minimum of 24 transferable credits prior to transfer and are required to have a minimum GPA of 2.5. A personal essay is required, and student involvement, leadership, and special talents are considered, as are letters of recommendation (<http://www.uri.edu/admission/transferequirements.html>).

Talent Development students, athletes, and Community College of Rhode Island (CCRI) students are specifically recruited, but once admitted, these students are encouraged to take advantage of all academic and co-curricular resources in order to enhance their integration into the student body. The Talent Development Program is designed to recruit, support, and retain students of color and students from disadvantaged backgrounds from Rhode Island who have met the admission requirement of 13 college-preparatory units. Students admitted to this program may have grades and test scores below that of the freshman profile, but must successfully complete a five-credit summer program to matriculate in the fall. In summer 2007, 312 (89%) of students participating in the program were successful and will enter the University in fall 2007. Talent Development advisors work with these students throughout their years at the University, providing support as needed (http://www.uri.edu/talent_development/). Occasionally, recruited athletes will also fall below the typical student profile for grades and test scores. A senior member of the Admission staff reviews these files and serves as a liaison to the athletic department (<http://www.uri.edu/univcol/athadv/>). For students seeking admission from CCRI, the Joint Admission Agreement (JAA) guarantees University admission to these students if they satisfy the course and GPA requirements of the agreement. (Appendix 6.6 Joint Admissions Agreement)

Undergraduate Retention. Undergraduate retention is a University-wide priority addressed through programs and policies to increase student engagement, both in and out of the classroom. Retention initiatives for first- and second-year students are led by University College with support from Student Affairs departments.

Five two-day Summer Orientation sessions for new students occur in June, followed by additional transfer orientation programs for University College students and students matriculating directly into a degree-granting college. (Appendix 6.8 Orientation, URI 101 Evaluations) Orientation includes one-on-one registration with a faculty advisor, math placement evaluation, and workshops on support services, diversity, and community standards, study strategies, major/career exploration, leadership, co-curricular involvement, and adjustment issues. Special orientations are provided for student athletes and for international students. For the first time in 2006, an all-day orientation was held at the Feinstein Providence Campus for new freshmen, and an annual orientation for older students is routinely held in a half-day format.

A two-day Leadership Institute is held in August for 100 first-year students, and First Night, an activity for all new students, is held on move-in day to introduce students to programs and services. Welcome Week activities introduce students to the campus. See (<http://www.mu.uri.edu/leadership/leadershipinstitute.html>) and (<http://www.mu.uri.edu/involvement/traditions.html>).

University College provides academic support for retention for all first- and second-year students in all majors. The new URI Advisement System is a customized PeopleSoft application for scheduling advisor appointments and maintaining cumulative academic advising records. The system helps ensure the integrity of the academic record by tracking changes in majors, keeping records of course prior approvals, maintaining all advising contact notes, tracking all evaluations, and more. Special advising is provided for undeclared students, pre-professional majors and honors students. Trained learning specialists work with athletes. See (http://www.uri.edu/univcol/pdf/UC_brochure_fall_06.pdf) and (<http://www.uri.edu/univcol/acadadv/?pages=major>).

The Academic Enhancement Center (AEC) offers academic skill support through peer-facilitated, collaborative learning

projects such as supplemental instruction, study group facilitation, paired and group tutoring, and academic skills development workshops. Through its new Intercultural Community for Academic Success (ICAS) initiative, the AEC works to identify and address race and culture-specific barriers to academic success and to increase support for students of color. (Appendix 6.7 ICAS Summary) In all AEC programs, emphasis is placed on interpersonal and intercultural communication, and on encouraging students to teach themselves and one another to deepen understanding and develop ownership of learning (<http://www.uri.edu/aec/>). All students have free and unlimited use of the Writing Center and the language laboratories for course support. Students who excel in academics are encouraged to participate in the Honor's Program, in general and discipline-specific honor societies, and are encouraged to serve as advising peers and tutoring peers (http://www.uri.edu/honors_prog/wordpressHonors/). Beginning in their first year, students may serve as learning facilitators in roles such as a URI 101 mentor, an academic peer mentor, a disability services mentor, a mentor to new students of color, a mentor/tutor in the local school systems, and a literacy mentor in the Jumpstart Program.

The Center for Students in Transition proactively contacts students with unsatisfactory mid-semester grade reports and students who fail to register in a timely way. The Center also provides Early Alert counseling for at-risk students referred by faculty, peers, staff or self. The Center produces Rhode Rules, a bi-weekly fall e-newsletter and supports transfer students with both an orientation and outreach advising to the community colleges. See (http://www.uri.edu/univcol/rhode_assistance/) and (<http://www.uri.edu/univcol/index.php?pages=Student%20Transfer%20and%20Transition%20Office>).

All first-year students are required to take a one-credit freshman seminar called URI 101: Transitions and Transformations—the cornerstone course for all learning communities. (Appendix 6.25 URI 101 Sample Syllabus) Each learning community consists of a cohort of 20 students enrolled in a three-course cluster, based on major or undecided status. See (<http://www.uri.edu/iep/house/index.html>), (http://www.uri.edu/women_center/wist.htm), (<http://www.uri.edu/univcol/index.php?pages=Living%20Learning%20Communities>), and (http://housing.uri.edu/living_and_learning_fyre.html).

Experiential opportunities such as academic internships, service learning, International Study Abroad, and National Student Exchange improve the culture for learning by encouraging the integration of classroom experience and learning outside of the classroom. (Appendix 6.11 Feinstein Center for Service Learning Report) See (<http://www.uri.edu/univcol/internships/>) and (<http://www.uri.edu/international/>).

When students transfer into a degree-granting college, academic advising is decentralized to each academic department. Each degree-granting college has an academic standing committee made up of faculty and dean's representatives. The associate and assistant deans meet bi-weekly with Enrollment Services to discuss policy and practice that may affect the integrity of the academic record. At the end of each semester, students with an overall GPA below 2.0 are considered for academic probation and may be subject to dismissal. Program Academy for Skills and Success (PASS) is a program for first-year students with GPAs of 1.5 or less following their first semester. Dismissal of these students may be waived if they participate in the program. Workshops are provided for students on academic probation. Students who are on probation for three consecutive semesters, or who have a quality point deficit of eight or more points are subject to dismissal. Students have the right to appeal, in writing, to the Scholastic Standing Committee. Most appeal processes include students' reflections on their poor performance and their plans for improving their academic performance. If the committee believes the student is able to earn a 2.0 grade point average, the dismissal may be waived. Others may be dismissed with instructions for how to repair their records and eventually be readmitted on conditional or probationary status. In 2006, the grade appeals process was standardized across all colleges, enhancing consistency and fairness (<http://www.uri.edu/univcol/acadadv/?pages=acaddiff>), (http://www.uri.edu/facsen/MANUAL_05.html). (Section 8.26.13)

The Office of Information Technology Services (ITS) provides comprehensive resources and service for the University

community for information technology and software. Students are served by PeopleSoft modules supporting admission, online registration, financial aid, grading and billing. Students are provided telephone, network connectivity, email addresses, cable television, and security services. Approximately 4,775 Help Desk requests are responded to annually providing technological assistance to students. Students also receive free anti-viral, anti-spyware, and firewall software, and over 6,000 students take advantage of this service.

There are 10 public computer labs on the Kingston and Providence campuses, and student monitors supervised by ITS staff are available to provide support. All computers have broadband Internet access, printers, and sufficient numbers of computers to meet student demand. The labs are open from five to seven days a week, depending on location, and for long enough hours each day to accommodate student needs (<http://www.uri.edu/ois/iits/iits.home.page.html>). See also *Standard 7: Library and Other Information Resources*.

Graduate Student Admission. While some variation in the selectiveness in admission and award of financial support for graduate students exists among graduate programs, University-wide admission standards are maintained by all. The weighting of the various parts of the application package also varies among individual disciplines, with objective test scores (GRE, GMAT, MAT) being an important element for some while not required for others. Often the use of these scores is related to the measures used by external accrediting groups for professional or practice-oriented programs. These requirements are summarized by program in the Graduate School Admission packet distributed to students (available in the workroom).

Academic standing of graduate students is reviewed by an associate dean of the Graduate School according to the policies established by the Graduate Council and documented in the *Graduate Student Manual* Section 6. (<http://www.uri.edu/gsadmis/TOC.html>) The associate dean consults with graduate program directors and their programs' graduate faculty in deciding upon appropriate actions in coping with students facing problems with academic standing.

Graduate Student Retention. Graduate student retention and completion, particularly in Ph.D. programs, is a nationwide concern and is driven by six general institutional and program characteristics: selection, mentoring, financial support, program environment, research mode of the field of study, and processes and procedures in administering graduate programs (Council of Graduate Schools [CGS], PhD Completion Project [<http://www.cgsnet.org/Default.aspx?tabid=157>]). While issues in financial support and graduate program environments are covered in the section on Graduate Academic Programs under *Standard 4: The Academic Program*, to address issues in each of the remaining areas, the Graduate School undertakes a number of centralized activities beginning with a Graduate Student Orientation. (Appendix 6.32 Graduate Student Orientation) Among other matters, the information provided informs students of the following services available to them: The Graduate Student Association (www.gsa.uri.edu); Graduate Assistants United (<http://www.uri.edu/union/gau/>), the graduate assistants' arm of the AAUP; Disability Services; The Counseling Center; Career Services; the Multicultural Center; the English Language Studies Program; and Health Services. Attendance at Graduate Student Orientation generally totals about 350 of a possible 900 matriculated graduate students. All graduate students are invited to a Graduate Students of Color (GSOC) Orientation held shortly after the general Graduate Orientation session. In both fall 2005 and fall 2006, 30 graduate students and interested faculty and administrators attended the GSOC orientation.

To support good mentoring, the Graduate School operates a Graduate Program Directors' Workshop to both inform new Graduate Program Directors and to update continuing directors about Graduate School activities. In spring 2006, a Graduate Faculty Orientation was started particularly for new graduate faculty, including adjunct faculty. The orientation involves a panel discussion on mentoring issues, as well as a brief presentation on graduate student/faculty interactions that impact graduate student retention and completion such as leaves of absence or planning a program of study. (Appendix 6.32 Graduate Student Orientation)

The Graduate School receives funding from the National Science Foundation, through the Northeast Alliance for Gradu-

ate Education and the Professoriate (NEAGEP), to undertake recruitment and retention activities particularly aimed at graduate students of color in the science, technology, engineering, and math (STEM) disciplines. Activities under this grant are developed by a Coordinator of Graduate Diversity but create a halo effect to benefit all graduate students. The coordinator runs the GSOC Orientation referred to above, undertakes recruiting trips with other faculty and staff, and runs a speaker series that addresses both a science topic and a career-oriented topic. For 2006-07 the speaker series was funded by the University's ADVANCE program and focused on presentations by women.

APPRAISAL

Undergraduate Admission and Retention. The application pool has increased from 12,203 in 2001 to 15,033 in 2006. Between 2003 and 2006, the University successfully increased enrollment by 1,000 FTE (800 undergraduate and 200 graduate students) and successfully increased the size of each incoming freshman class to 2,500. The freshman to sophomore retention rate for 2002–2003 was 81.3%, for 2003–2004 was 79.1%, and for 2004–2005 was 80.2%. The overall University graduation rate after six years has remained steady at 55.8%. (Appendix 6.17 Management Letter)

Between 2000 and 2006, tuition increased by 51.8% for in-state students and 50.3% for out-of-state students while financial aid and scholarship dollars increased by only 40.5%. As a result, University students each have an average unmet need of almost \$4,000 per year. It is increasingly difficult for students to afford a University education. (Appendix 6.2 Financial Aid Leveraging) The cost of textbooks adds to students' financial burden. The Providence Feinstein Campus has a book fund to assist students, and the Kingston campus supports book purchases through the regular financial aid processes (<http://www.uri.edu/es/students/finance/info.html>).

Retention efforts are supported by data gathered by Institutional Research and various assessments during summer orientation and throughout the undergraduate years. An orientation pre-test and a post-test completed at the end of the first semester as part of the URI 101: Transitions and Transformations course asks students about their personal and academic expectations, and their perceptions at the completion of the course. In addition, the National Survey of Student Engagement (NSSE) is conducted every other year with freshmen and seniors. (Appendix 6.20 National Survey of Student Engagement and Orientation Summary) Finally, when students take a leave of absence or withdraw from the University, they are required to complete an online exit survey. As of fall 2006, preliminary findings indicate that financial need is a primary reason for departure. (Appendix 6.26 Exit Survey)

As a member of the Consortium for Student Retention Data Exchange (CSRDE), the University calculates retention and graduation rates annually for fall semester cohorts of first-time, full-time baccalaureate degree-seeking freshmen. (Appendix 6.12 CSRDE 1995–2005) Rates also are determined for gender and race/ethnicity categories. Results are reported to internal and external audiences. In recent years, special analyses of ten-year trends have been done for the College of the Environment and Life Sciences, Talent Development, and the Centennial Scholarship program. (Appendix 6.13, 6.14, 6.15 CELS Retention and Graduation Rates, Centennial Scholar's Retention and Graduation Rates, Talent Development Retention and Graduation Rates)

Students participating in Talent Development (TD) during the period from 1994 through 2004 showed an average first-year retention rate (77.3%), essentially equal to non-TD students (78.6%). However, the six-year graduation rate for TD students is 45.4%. TD students comprise 7% to 10% of the full-time freshman cohorts. They average of 273 points lower on the composite SAT tests than their non-TD counterparts. In an attempt to address academic preparedness, additional bridge programs such as those in the College of Nursing have been effectively implemented to assist TD students. Unfortunately, financial aid for TD students does not cover all expenses, and the burden increases each successive year.

Both retention and graduation rates are well served by on-campus living opportunities in Kingston. The opening of two new residence complexes during 2006-2007 gives new housing options to 800 additional students. The current

strategic plan commits to an additional 600 beds. Students have reacted positively to both learning communities and living-learning communities, which help improve student interaction and comfort levels. (Appendices 6.9, 6.10 Senior Survey-Learning Community, CELS Learning Community)

The 2005 National Survey of Student Engagement indicated a concern with upper-level advisement at the University. While the recently reported 2007 NSSE data show an improvement in student satisfaction, upper-level advisement continues to be a priority. The new URI Advisement System is a powerful tool for consistent and effective advising, however, the system is predominantly used by University College advisors. More faculty training in the use of this system is needed across degree-granting colleges (*see Standard 5: Faculty*).

The four-year average graduation rate for student-athletes (59%) is slightly higher than for the University's general student population (57%). This holds true for both male and female student-athletes, who graduate at a similar or higher rate than the general student population. The four-year average graduation rate for male student-athletes (51%) is similar to that of males in the general student body (52%), and female student-athletes graduation rate (68%) compared to other females in the general student population (60%). Minority student-athlete graduation rates have been analyzed by subgroups. (Appendix 6.16. NCAA Reports) There has been a significant upward trend in the graduation rates of minority student athletes, with an increase from 36.4% to 50%, when comparing the 1994–1995 freshman cohort to the 1997–1998 freshman cohort.

Graduate Student Admission and Retention. In fall 2006, the Graduate School, as an affiliate of the Ph.D. Completion Project, began distributing a Ph.D. program exit survey, developed by the Council of Graduate Schools (CGS) (<http://www.phdcompletion.org/participants/index.asp>). Thirty-two surveys were submitted by students who completed their Ph.D. in December 2006. The three open-ended responses help assess student services: 1) the most positive aspect of the student's graduate program; 2) the least positive aspect; and 3) recommendations for the University to attract, retain, and graduate more graduate students. So far, many students indicate positive mentoring experiences with major professors in response to question 1, negative experiences due to insufficient graduate student stipends in response to question 2, and desires for greater diversity as one way to attract and graduate better students.

PROJECTION

Undergraduate Admission and Retention. The 2006 report from consultant Don Hossler notes the Admission Office's staffing and space needs, the need to upgrade overall enrollment management processes, the need to increase recruitment of international students, and the need to improve transfer students enrollment processes. (Appendix 6.3 Hossler Enrollment Management Report) The University is evaluating the need for infrastructure and organizational change to increase efficiencies in enrollment and recruitment goals and the position of Vice Provost for Enrollment Management has been created but not yet filled. The University is reevaluating the balance of need versus merit awards and is working to increase the data available to determine aid distribution. (Appendix 6.3 Hossler Enrollment Management Report)

In its 2006–2009 Strategic Plan, the University has committed to “Enhancing student recruitment, retention, involvement, and graduation rates,” more specifically to “achieve the enrollment of a talented and diverse community of students totaling 16,000 (13,000 FTE).” (Appendix 6.19 2006-2009 Strategic Plan) The plan sets the goal of increasing the number of students who graduate in six years by 2%. Plans to increase graduation rates include increasing the number of four credit courses offered (Appendix 6.22 Four Credit System) and creating flexible graduation plans, e.g., three, four, six, eight years, with appropriate tuition and financial aid packaging.

The University's commitment to provide higher education access is gravely challenged by its inability to bridge the gap of unmet need. The 2007 Capital Campaign has made the endowment of undergraduate scholarships and graduate fellowships its highest priority. The Enrollment Management Committee is currently modeling various formulas for student

recruitment and financial aid support to best maximize the University's capacity to serve its students. Under discussion is development of need-based financial aid programs specifically for second year students. (Appendix 6.2 Financial Aid Leveraging)

To address concerns about consistency and effectiveness of academic advising, the University has developed a comprehensive advising plan that includes provisions for advisor training and appropriate faculty/advisee ratios. (Appendix 6.21 Comprehensive Advising Plan) More widespread implementation of the advising software will provide a better map of students' movement toward graduation.

Currently, the Faculty Senate is conducting a cost-benefit analysis of the required freshman seminar, URI 101: Transitions and Transformations. Results will help guide improvements to this system of acclimating new students to the University.

In the next three years, the University will increase student participation in living-learning communities beyond the current 50% of first-year students. Each year, at least one college will be added, based on the college's ability to support such programs. While a larger residential population and more upperclassmen on the Kingston Campus has the potential to enhance a sense of belonging and engagement for the University community, the quantity and quality of opportunities for weekend and evening socializing on the Kingston Campus must also increase. This is addressed in the Student Affairs Appraisal Section. (Appendix 6.23 Weekend Culture)

Graduate Student Admission and Retention. Continued efforts to assess doctoral programs will include surveying students who have not yet completed their programs as well as comparing the University's survey results to those obtained across many institutions and published by CGS. A similar survey assessment is planned for master's degree programs, both professional and research-oriented. It is clear, however, that success of graduate programs at the University of Rhode Island hinges on increasing resources for graduate student stipend and tuition support.

Campus Security. The University works proactively to ensure the safety of students on all campuses. The Kingston Campus Police Department is comprised of 35 officers who have graduated from the R.I. Municipal Police Training Academy and a management team with extensive police training and experience. An escort system and emergency telephone system, security cameras in residence halls and at select locations on campus all contribute to the safety and security of our community (<http://www.uri.edu/admin/uripd>). There have been significant improvements in the last three years with the addition of staff, security technology, improved facilities, and training. Lighting walks, conducted regularly by the Student Senate to suggest additional improvements in lighting and emergency phone installation, are addressed by the responsible University office. The Feinstein Providence Campus is monitored for safety 24/7 and a Providence Police sub-station is located within the Shepard Building which has security cameras and voice-activated alarms throughout. The Feinstein Providence Campus offers a shuttle service in the evenings to each of its parking destinations (<http://autocrat.uri.edu/1447.html>).

After the incident at Virginia Tech, the University, along with others across the country, began to review its procedures. The President established the Critical Incident Prevention Team (CIPT) made up of the Provost, other Vice Presidents, and other individuals including communications personnel, technology staff, and security officers. The team was charged with reviewing procedures already in place, evaluating their efficacy, and making recommendations for change. The team, using subgroups, has prepared reports of: 1) Prevention and Education; 2) Detection and Intervention; 3) Event Action Plan; 4) Recovery; and 5) Evaluation and Improvement (available in the workroom).

Student Records. Policies regarding the release of and privacy of student records are published in the *Student Handbook* and administered by the Office of Enrollment Services. Students can restrict any and all information designated as public and personal information is shared only in compliance with FERPA regulations (<http://www.uri.edu/ois/FERPA.final.pdf>).

The University maintains information in the permanent academic record of students in a manner consistent with national standards and in compliance with applicable laws. Electronic records are maintained in secure (password protected) databases, paper records where maintained are kept in secure, locked files in areas without access by the general public. Health and Counseling Records, academic records, financial records and disciplinary records are not intermingled. The University's move in 2003 to a non-Social Security student and employee identification number has significantly improved privacy.

THE DIVISION OF STUDENT AFFAIRS

DESCRIPTION

The Division of Student Affairs is dedicated to "creating an inclusive community, passionate about learning, discovery, service, and leadership" and is guided by the division's vision, mission, and values. The statement is reviewed annually and reflects the vision and mission of the University (http://www.uri.edu/student_affairs/). Departments in Student Affairs include the following auxiliary (self-supporting) departments: Housing and Residential Life, Dining Services, the Bookstore, Memorial Union and Student Involvement, and Health Services. Departments supported by general revenue are the Vice President's Office, Student Life, Career Services, Counseling Center, Multicultural Student Services, Gay, Lesbian, Bisexual, Transgender Student Services, and Talent Development. A combination of general revenue and fees supports Athletics and Recreation. The Athletics Department has a joint reporting line to the President and to the Vice President for Student Affairs. The Vice President's Office serves as the liaison with University Chaplains who are valued and integrated members of the University community.

The Vice President for Student Affairs holds a Ph.D. in Educational Administration and Supervision; all directors hold master's degrees. All positions at the Assistant Director's level and above require a minimum number of years of experience prior to hiring. (Appendix 6.28 Sample Resumes) The Division of Student Affairs provides professional development programs for staff and encourages attendance at professional conferences.

Student Affairs' retreats and planning sessions provide regular opportunities to evaluate how effective and appropriate student services are in advancing institutional purposes. Virtually all student services are regularly assessed, and the information is used to understand student needs, to inform the planning process, and to make improvements (http://www.uri.edu/student_affairs/sqolas/index.html).

All full-time Kingston undergraduate and graduate students pay a student services fee and a health services fee entitling them to use recreational and sports facilities, Health Services, and the Counseling Center. Part-time matriculated students pay pro-rated student services fees covering the use of some services and facilities.

Students attending the Feinstein Providence Campus pay a separate activity fee that funds events sponsored by the Student Government Board (SGB) such as the Arts and Culture Program, the Emergency Book Fund, day trips to New York City, annual food drive and all of the festivities for each graduating class. The Feinstein Providence Campus Office of Student Services is staffed by professional staff and student peer counselors who help students cope with academic anxiety, feelings of isolation, and juggling multiple roles. Peer Counselors publish the student newspaper, Downcity. This office also organizes special events including Black History Month, Women's History Month, and Family Fun Day, and a Brown Bag Lunch Series (<http://autocrat.uri.edu/1423.html>). The Feinstein Providence Campus provides its mostly adult student population on-site access to academic advisors, an Academic Skills Center, accommodations and support for students with disabilities, and support for students for whom English is a second language. The Feinstein Child Development Center offers preschool and kindergarten programs for children of students.

Gay, Lesbian, Bisexual, Transgender Student Services. The Gay, Lesbian, Bisexual, Transgender (GLBT) Student Center began offering support and programming to students of all sexual orientations in 2001. Center activities include conversation groups, a yearly symposium, film series, and welcome project (<http://www.uri.edu/glbtl/>).

Housing and Residential Life. The University has an array of housing facilities to meet the needs of students. A \$64-million renovation of 13 freshman-focused residence halls is to be completed by fall 2007, and three new residence halls for upperclassmen (\$70-million, 800 bed project) were opened during the 2006-2007 academic year. Additionally, fire code upgrades, including fire suppression systems, are being undertaken in all residence halls with a scheduled completion in 2008. On-campus housing in Kingston is now available to 46% of the undergraduate population, inclusive of Greek housing and various living-learning/theme houses. On-campus living-learning/theme communities are available for 500 undeclared majors, 100 education majors, 350 students in the College of the Environment and Life Sciences, 30 students in the International Engineering Program, 30 students in the Women in Science and Technology residence, and 44 students in the Rainbow Diversity residence, which focuses on issues of diversity and social justice. Graduate student housing is provided in two separate apartment complexes totaling 124 apartments. See (<http://housing.uri.edu/>), (http://www.uri.edu/women_center/wist.htm) and (<http://www.uri.edu/iep/>).

Memorial Union and Student Involvement. The Memorial Union houses 30 student organizations, numerous meeting rooms, the Student Senate, an administrative office for the Director's staff, the Office of Student Life, and the Vice President for Student Affairs. In 2004, the Memorial Union celebrated its 50th anniversary with many traditional and new events. The facility serves as home base for the University's commuter student population using the Commuter Lounge and Commuter Housing Office and other services. The Memorial Union attracts students, staff, and faculty to its Ram's Den food facility, hair salon, barbershop, sign shop, coffeehouse, copy center, bookstore, computer store, and pizza parlor (<http://www.mu.uri.edu/>). (Appendix 6.29 Memorial Union Mission)

Leadership development is fostered through participation in student organizations and through the Center for Student Leadership which offers an academic minor in cooperation with the College of Human Science and Services. The Center offers classes, workshops, the Leadership Institute, FLITE (Freshman Leaders Inspired to Excellence), ropes course training, and community service opportunities (<http://www.mu.uri.edu/leadership/index.html>). (Appendix 6.27 Leadership Program Outcomes) There are over 85 recognized student organizations open to all students. The Student Senate recognizes student groups, appoints students to University-wide committees, and budgets undergraduate student activity fees. The Student Senate is an important link between students and the faculty, administration, and Board of Governors. The University recognizes 22 fraternity and sorority chapters, the Student Alumni Association, Women Offering Women Wisdom (WOWW), and numerous student academic honor societies. See (http://www.uri.edu/student_organizations/senate/), (<http://www.uri.edu/greek/>), and (<http://www.uri.edu/home/students/getinvolved.html>).

Career Services. A broad range of career services are offered to nearly 4,000 students and alumni each year. Services include career counseling and testing, group education sessions, courses for academic credit, résumé critique, career library, BEACON (comprehensive online job listing service), on-campus interviews, and numerous career fairs. Career Services helps students develop decision-making and job search skills, and also helps employers to identify URI students and alumni with appropriate qualifications for internships, jobs, and graduate and professional skill placement (<http://career.uri.edu/>). The Career Services office on the Feinstein Providence Campus provides part-time staff for career counseling, job and internship opportunities, career workshops, resume critiques, career and internship fairs, as well as a number of self-assessment instruments. Working with the Office of Alumni Relations, Career Services has established a network for career exploration by matching students and alumni together for mentoring purposes. In addition, the Office of Career Services provides access to experiential opportunities for students' integrated learning (<http://career.uri.edu/>).

Health Services. On the Kingston Campus, the University operates a comprehensive ambulatory Health Services facility accredited by the Joint Commission on the Accreditation of Health Care Organizations (JCAHO). Services include: urgent care; women's health; and partnered chronic care services; specialty clinics (dermatology, gynecology, internal medicine, orthopedic, psychiatry, and general surgery); pharmacy; laboratory; X-ray; and a broad spectrum of preventive programs. (Appendix 6.24 Health Services Surveys) An extensive health education program sponsors numerous events and outreach programs for residential life, Greek life, and academic and co-curricular programs. Health Service sponsors the student volunteer University Emergency Medical Service (EMS) and the peer educator human sexuality Speakeasy Program (<http://health.uri.edu/>). In 2006, a new state-of-the-art EMS facility was opened at the northwest end of campus.

Counseling Center. Counseling and mental health services are offered through individual and group sessions and psycho-educational programs are available to help students integrate psychosocial development with academic and intellectual development. The program includes short-term counseling, consultation, training, and supervision and testing to meet the needs of students with learning disabilities and attention deficit disorder. Substance abuse treatment is provided by a substance abuse specialist, and eating disorders are addressed through education and counseling support (<http://www.uri.edu/coun/>). The Counseling Center has excelled in meeting the needs of students. An additional full-time psychologist was hired in 2007 to allow the center to better meet the needs of students of color as well as the needs of Intercollegiate Athletics.

Multicultural Center. A variety of programs and services celebrate diversity, including the annual lecture on multiculturalism, leadership development activities, concerts, seminars, performances, retreat, and an annual Diversity Week, comprised of over 60 events attended by over 3,000 students, faculty, and staff. The Multicultural Center advises 11 student organizations through the Multicultural Unity and Diversity Council (MUSIC), composed of the student leadership of all multicultural student organizations (<http://www.uri.edu/mcc/>). Monthly multimedia exhibits at the Feinstein Providence Campus art gallery attract community visitors and often feature multicultural themes. The Multicultural Center provides meeting space and program space for student organizations, as well as a computer lab for academic instruction. The Center also houses the Nonviolence & Peace Studies Program (<http://www.uri.edu/nonviolence/>).

The Office of Student Life. Under the direction of the Dean of Students and Assistant Vice President for Student Affairs, the Office of Student Life includes Commuter Affairs, Disability Services for Students, Greek Affairs, Student Discipline, Substance Abuse Prevention, and the Women's Center.

Commuter Affairs. Commuter Affairs serves undergraduate and graduate students by participating in orientation sessions, providing resources regarding landlord-tenant responsibilities and issues, producing a yearly *Living Off-Campus Guide* (http://www.uri.edu/commuter_housing/handbook.html), and operating a Commuter Housing Office with web sites for rental and roommate listings. Periodic distribution of welcome packets, informational door tags, and emails, keep commuters informed. An after-hours hotline allows quick sharing of concerns for students, property owners, and town residents. Student Commuter Liaisons are leaders in these initiatives. A yearly Commuter Housing Fair brings students together with realtors, town police, and others. In the spring of 2007, a major effort was made to reach significant numbers of students with a "Living Large Off Campus Workshop" to prepare students with information about renting, respect, safety, and community involvement. In conjunction with the Narragansett-URI Coalition, Commuter Affairs sponsors a yearly town clean up and a twice yearly food drive. Student Commuter Liaisons are leaders in these initiatives as well. In July 2007, a Commuter Assessment Committee reported on the characteristics and needs of this group, which comprises 53% of the student body. (Appendix 6.30 Commuter Assessment)

Disability Services for Students. Disability Services for Students (DSS) promotes equal opportunity awareness about students with disabilities. The program works to increase retention and academic success for students with documented disabilities by recommending reasonable accommodations in academic, residential, and transportation settings. DSS

serves approximately 700 students yearly. A 2006 mentoring project helps ensure that eligible students, including students of color, low-income, and first-generation students have the opportunity to perform to their capacity. A 1999–2006 project, Changing the Culture, funded by the U.S. Department of Education, provided education for faculty who are now peer mentors for colleagues regarding the services for and needs of students with disabilities (http://www.uri.edu/disability_services).

Greek Affairs. With the help of an NIH/NIAAA (National Institute on Alcohol Abuse and Alcoholism) funded project, Common Ground, the University hired a full-time director of Greek Affairs in 2004. This infusion of resources has turned the Greek system away from a downward spiral of substance abuse and hazing. A significantly strengthened Greek System was recognized with 11 awards at the Northeast Greek Leadership Conference in 2007. Greeks make up about 11% of the undergraduate population with eleven fraternities, nine sororities, two multicultural groups, and the Interfraternity Council and Panhellenic Council governing organizations. Improvements in the system are maintained by replacing dangerous traditions, providing leadership retreats, and maintaining the focus on scholarship, leadership, and community service (<http://www.uri.edu/greek/>).

Student Discipline. The URI Cornerstones (http://www.uri.edu/student_life/corner.html) continue to set the standards for aspiration for the University community. Policies on student rights and responsibilities for undergraduate and graduate students are articulated in the *Student Handbook*, as are grievance procedures (<http://www.uri.edu/judicial/studenthandbook.pdf>). Policies are reviewed approximately every two years by a committee that includes students, faculty, and staff. The University Ombud, (<http://www.uri.edu/facsen/Ombud.html>) assisted by a Student Ombud, is an important part of the University's grievance procedures. Approximately 1,100 cases of alleged violations are resolved each year by four staff in Housing and Residential Life and Student Life who work together closely. A philosophy of peer review offers students the option of a hearing panel, however, most cases are resolved between the student and the judicial administrator. University jurisdiction for off-campus violations was slightly broadened in 2005 to include application to repeated arrests or threats to safety. The new policy is being carefully monitored and reviewed.

Substance Abuse Prevention. With Presidential support and leadership, the University of Rhode Island plays a national leadership role in battling campus substance abuse. In its interdisciplinary prevention efforts, the University uses broad alliances with parents, research faculty, and local associations and agencies (Substance Abuse Prevention Packet available in the workroom). With approximately 2,000 students living in the neighboring town of Narragansett, the University has given serious attention to substance abuse and related harms occurring off campus over the last five years (<http://www.uri.edu/alcohol/coalition/>). The NIAAA funded project Common Ground has boosted the effectiveness of these efforts (<http://www.uri.edu/alcohol/rhodemap/cgfaq.html>). Substance Abuse Prevention Services works closely with the campus conduct system, with University College, the Greek system and others to prevent abuse and to aid students with issues. Both the Counseling Center and Substance Abuse Prevention Services offer confidential alcohol and drug assessment and referrals for long-term treatment. Health Services also partners in these efforts through its health education and medical screening. Outreach efforts include regular alcohol screening, health education sessions on drug use, participation in National Collegiate Alcohol Awareness Week, and building alcohol-free traditions. All first-year -students are required to complete the web-based prevention course, AlcoholEdu. Student alcohol and drug use patterns and negative effects are surveyed regularly through several survey methods (<http://www.uri.edu/alcohol>) and (<http://health.uri.edu/healthed/index.html>).

The Women's Center. The Women's Center continues its mission to promote, support, and encourage the intellectual, professional, and educational growth of women students, faculty, staff, alumni, and community members. In 2002, the Women's Center moved to a renovated fraternity allowing the establishment of a residential living–learning program for 30 Women in Science and Technology (WIST) (http://www.uri.edu/women_center/). The Women's Center also houses

Violence Prevention and Advocacy Services (VPAS), a successful legacy of a U.S. Department of Justice grant (http://www.uri.edu/women_center/violence.htm). VPAS is an award-winning program working with more than 25 diverse student advocates to reach approximately 8,000 students yearly and serve more than 140 clients yearly. Also part of the Women's Center are the Rose Butler Browne mentoring program for women of color (http://www.uri.edu/women_center/roseButler.htm) and WOWW, a student-run mentoring program for first-year women. The Center also sponsors academic internships, a spring community service course, art exhibits, and hosts numerous University programs in its library.

Recreation Services. The University offers a variety of intramural, club, and recreational sports activities for students. Competitive club sport teams include equestrian, ice hockey, lacrosse, roller hockey, men's rowing, rugby, sailing, skiing, synchronized swimming, ultimate Frisbee, men's volleyball, water polo, and wrestling. The Intramural Sports Program also offers badminton, basketball, beach volleyball, billiards, bowling, flag football, floor hockey, golf, indoor soccer, softball, tennis, and volleyball (<http://www.uri.edu/athletics/recservices/>). Intramural, recreational, and fitness activities are housed in Mackal, Tootell, East, and West Gyms, the Tootell Aquatic Center, and Keaney Gymnasium (<http://www.uri.edu/athletics/recservices>).

Athletics. A new Athletic Director joined the University in July 2007. He oversees a large program of intercollegiate competition. Men's intercollegiate teams participate in Division 1AA football and Division 1 baseball, basketball, cross-country, golf, soccer, swimming and diving, tennis, and indoor and outdoor track and field. Women's intercollegiate teams participate in Division 1 basketball, cross-country, field hockey, gymnastics, rowing, soccer, softball, volleyball, indoor and outdoor track and field, swimming and diving, and tennis. The same academic standards and policies that apply to the entire student body apply to the University's Intercollegiate Athletic Program. (*Student Athlete Handbook 06-07* available in the workroom). The *University Manual* Section 8.51.12 defines the excused absence policy of the University, and Sections 9.12.10–13 contain academic rules and regulations for all faculty, staff, and students, and specifically discuss student athletic eligibility, scheduling contests during final examinations, and responsibility for academic advising. The University's athletic compliance officer reports administratively to the University President (<http://gorhody.cstv.com/>).

The Associate Director of Intercollegiate Athletics for Finances administratively reports to the Controller of the University. The Athletics budget is developed as part of the University's regular budget process, and the University's Director of Budget and the University Controller are responsible for the fiscal integrity of these programs. As mentioned above, academic support services for intercollegiate athletes is an administrative unit of University College (Appendix 6.18 Athlete Progress/Graduation). The 2005 Title IX review found the University's Athletics program to be in compliance. (Appendix 6.16 NCAA Reports)

Talent Development. Talent Development (TD) provides consistent academic and social support to about 900 students of color and students from disadvantaged backgrounds yearly. The TD admission processes and summer pre-matriculation program is described above (http://www.uri.edu/talent_development/).

Bookstore. The University Bookstore is a service-oriented facility that also includes Ram Computers and the Campus Copy and Design Center. Each semester bookstore staff prepare Box-and-Carry textbook orders matched to student schedules for more than 5,000 students each semester. They also fill computer orders for new students and have the computers set up and connected in residence hall rooms when students move in (<http://www.uri.edu/bookstore/navigate/>).

APPRAISAL

Facilities to serve students have had a renaissance in recent years with the opening of the 7,700-seat Ryan Center and Boss Ice Arena (2002); the addition of 2,000 seats in Meade Stadium; renovation of residence halls (2006) and completion of two new residential buildings and opening of the new Hope Commons (2007) (<http://www.uri.edu/dining/hope.htm>).

Facility improvements are not the only changes positively affecting residential students. Other improvements include the introduction of living-learning communities; an electronic card access system; stronger diversity programming; installation of voice, video, and high speed wireless data networks in student rooms; the implementation of first-year focused programs; and the implementation of automated housing administration systems. During 2006–2007, much needed improvements in advising office space and computer facilities are being made for student athletes.

However, much remains to be done. (Appendix 6.23 Weekend Culture) More visible and centralized locations are needed for the GLBT Center and Career Services. Current recreational space (3,800 square feet) is far below standards recommended by National Intramural-Recreational Sport Association (NIRSA), American College of Sports Medicine (ACSM), and Society for College and University Planners (SCUP) of 15,000 square feet for a university the size of URI. The planned renovation of Roger Williams Dining Hall will go a long way toward addressing the critical need for more fitness space. In addition to the above, the Athletics and Recreational Services Three-Year Strategic Plan 2004–2007 (http://www.uri.edu/pspd/Admin_units_plans/Athletics3-yr.pdf) calls for improvement to outdoor recreation space and the extension of existing facility hours of operation.

The Division of Student Affairs has done good work in needs assessment and satisfaction inventories through the Student Quality of Life and Satisfaction Research Project (http://www.uri.edu/student_affairs/sqolas/index.html) but is just in the beginning stages of developing and measuring learning outcomes. Staffing in Career Services has been consistent, yet it is significantly below that of peer institutions. (Appendix 6.31 Career Services Reviews) The addition of a second part-time Career Services professional from the Kingston Campus has improved services to students and employers at the Feinstein Providence Campus. However, Providence students express frustration at the limited hours for academic and financial advisors. Students on the Providence campus have asked that a full-time professional be hired to address their needs. A program to upgrade and expand advising services at the Providence Feinstein Campus, including hiring additional advisors, was begun in July 2007.

With respect to diversity programming, the University and Student Senate will address the issue of event co-sponsoring between majority and minority student organizations. There is not enough social interaction, and there is no established co-sponsorship that encourages the interaction. The Student Affairs Division, as part of its Three-Year Plan, will develop a peer mentoring program for all first-year residence hall students focused on diversity. As part of the Student Affairs Division Strategic Plan, discussions with the Student Senate have begun in three critical areas: how to be more intentional in involving first-year students and transfer students in co-curricular activities; formalizing the selection and training of faculty advisers to student organizations; and finding a solution to the lament of many first-year students, “there is nothing to do on the weekend.”

The University’s Kingston Campus is located in a rural village with fewer services and amenities such as transportation, restaurants, shopping, and entertainment than in a more urban setting. In-state students have the option of going home on weekends, accentuating the problems for out-of-state students. Too often, house parties and bars in neighboring Narragansett are the primary social outlet. Concentrated efforts to improve campus social opportunities and enhance safety in the surrounding community are being supported through the Rhodemap to Safety Campaign and funding applications to the U.S. Department of Education. The concentrated educational outreach done through workshops and follow-up in spring and summer of 2007 will begin to change awareness and attitudes about living off campus (<http://www.uri.edu/alcohol/rhodemap/index.html>).

One issue that needs to be addressed with the off-campus population is keeping contact information current. Most commuting addresses change yearly, and students do not update their PeopleSoft information, making routine and emergency communication difficult. While the University’s efforts in substance abuse have been exceptional, many have been based on federal grants that will end in the near future. Plans have been made to continue some of these pro-

grams, and efforts are being made to secure additional funding in the future. Externally funded improvement in Greek Affairs will be institutionalized with a permanent hire in September 2007.

PROJECTION

The Division continues to work closely with the University's Learning Outcomes Oversight Committee (LOOC) and will systematically assess student learning outcomes in the near future. In 2006, Student Affairs acquired the latest Self-Assessment Guide developed by the Council for the Advancement of Standards in Higher Education (CAS) (<http://www.cas.edu/>). Between the use of CAS standards and the development of learning outcomes and assessments, we anticipate major advances in assessment.

The University's five-year target is to have 50 to 55% of its undergraduate student population residing on the Kingston Campus. Additional theme housing is planned for the future, including combining education and engineering majors in a living-learning community for 250 first year students and a 50-bed Health Sciences House for upperclassmen, beginning fall 2007. Plans are being made to create a peer mentoring program in first-year focused residences, to modernize and upgrade housing for upperclassmen, to introduce online room registration, and to develop conflict resolution and mediation for residential student conflicts.

Because of changing demographics, intercollegiate athletics constantly monitors compliance with Title IX. The addition of women's teams, the reallocation of scholarship dollars, and the possible addition of men's and women's ice hockey as varsity sports are all on the agenda for the near future. The University is addressing Athletic and Recreational facilities, both of which are inadequate to meet the needs of students. The planned renovation of Keaney in 2007–2008, the planned renovation of Roger Williams Hall, and the construction of a new Athletic Performance Center in 2008 will address needs in academic advising, office space, weight training facilities, and athletic training.

The Counseling Center will be expanding efforts to meet the needs of student athletes by extending available hours for this group. The Center has also hired a multicultural psychologist to assist in developing an effective program to meet the needs of our diverse student body.

The Division of Student Affairs Three-Year Plan has set a goal to implement a Talent Development peer advising/mentoring program patterned after the Rose Butler Browne program for Women of Color. (Appendix 6.4 Student Affairs Strategic Plan 2006–2009) (http://www.uri.edu/women_center/roseButler.htm) To successfully meet diversity retention goals, the University must find a way to provide Talent Development-type support for out-of-state students. In the fall of 2006, a small-scale mentoring program was initiated to meet this need, and this effort and will be continued and expanded. (Appendix 6.5 Mentor Program for Academic Success)

As more students have the opportunity to live on the Kingston Campus, institutional support is building for improvements in campus social space and opportunities. The new dining hall has lounge and retail space that will help with this goal. Efforts are underway to centralize all campus programming and events listings through the Memorial Union web site, to enhance accessibility of involvement information for students.

INSTITUTIONAL EFFECTIVENESS

The many different divisions, units, and offices that address the requirements of the Student Standard use a broad variety of information and procedures to gauge their effectiveness including audits, student satisfaction surveys, and interviews. With coordination and oversight provided by the Joint Strategic Planning Committee, these divisions, units, and offices will continue their efforts at identifying needs and improving effectiveness of the services they provide.