

I. INTRODUCTION

Michigan Tech is a university where undergraduate students have the developmental experience of living and studying in a small, residential setting among a true community of scholars. There are significant opportunities for student leadership development and for active engagement of undergraduates in scholarship and research. This kind of environment for undergraduates is rare and valuable.

Advances in technology will continue to make academic programs available from a distance and many institutions may be able to compete effectively in content-centered academic program delivery. Fewer institutions will offer robust residential programs devoted to the student-centered development of educated citizens and leaders. We should preserve and enhance this characteristic of Michigan Tech and we should promote it aggressively. Michigan Tech will continue to exist because it is a student-centered, residential university.

II. STUDENT AFFAIRS VISION

Student Affairs assists students in the development of attitudes, values and skills that are consistent with traditions of scholarship. Our student-centered approach to higher education develops graduates who are creative, responsible leaders in a diverse society. Michigan Tech is a best practice benchmark for the integration of academic affairs and student affairs in higher education.

III. SWOT ANALYSIS

Strengths: Significant program strength in judicial affairs and student academic standards; First Year programs outcomes; Collaboration with other student life units; Strong liaison with residence life program; Increased number of staff; Improved staff competencies; Students' leadership capacities and work ethic; Student judicial process outcomes; Student leadership development programs.

Weaknesses: Low student fees which limit funding for student life; Lack of breadth of expertise in counseling services staff; Lack of expertise and technology in disability services; Uncoordinated academic advising; Lack of resources and expertise to take full advantage of new technology.

Opportunities: Cooperation with Auxiliary Services, Residential Services, International Programs, Educational Opportunity, Intramural Sports and Career Center including possible strategic restructuring of student life services/programs; Adoption of institutional standards in academic advising services; Corporate, alumni and friends sponsorship of student co-curricular experiences; Efficiencies derived from technology advances.

Threats: Increasing level of emotional and mental illnesses in college age students; Erosion of academic preparedness, academic engagement, and intrapersonal competence in college age students; Excessive alcohol use by college students; Illegal drug use by college students; Violence in schools and workplaces; Pace of technological change.

IV. CURRENT STATUS AND GOALS OF THE UNIT

The Student Affairs unit is responsible for Counseling as well as Student Academic Standards, Judicial Affairs, First Year Programs, Student Activities (including Greek affairs), and Disability Services. The Counseling Center has four professional staff and one support staff position. The Student Affairs Office has five professional staff and four and one half (4.5) support staff positions. One of the Student Affairs Support staff positions is dedicated to support of Undergraduate Student Government and the *Lode*. The student: professional staff ratio is 667:1. The current annual general fund support for Student Affairs is \$900,000, or \$150/student /year. Student life programs are also supported at \$30/student/year from the Student Activities fee. First year students are assessed a \$115 Orientation fee. Student Affairs also receives about \$10/student/ year in gifts to the Michigan Tech Fund. Therefore, we estimate that the Student Affairs program is delivered for a cost of \$240/student.

Desired Learning Outcomes:

Michigan Tech graduates will have attitudes, values and skills that are consistent with traditions of scholarship and leadership. They will possess cross-cultural awareness, an appreciation for life-long learning, and the motivation and enthusiasm to serve others. They will be skilled at interpersonal communication, teambuilding, conflict resolution, group dynamics and problem-solving. They will be confident of their own abilities and will respect the contributions of others.

Outcomes Goals: To effect a measureable

- increase in student satisfaction with University programs and services, as measured by the continuing longitudinal use of the ACT Student Satisfaction Survey.
- decrease in academic failure(dismissal) rate of first year students from 6% to 3%.
- increase in first to second year retention rate from 83.5% to 90%.
- decrease the incidence of binge drinking among students from 49% to 35%.
- decrease in conduct violations and academic integrity violations.
- decrease in mental and emotional health problems in the student body as measured by counseling services use and outcomes.
- stability of membership in Greek organizations with no increase in the number of organizations.
- increase in the academic success (GPA) of members of Greek organizations to parity with the all-undergraduate success.

Program Goals:

- Contribute significantly to student academic success, retention and satisfaction by creating an Academic Advising Center and by adopting university-wide standards for departmentally based academic advising.
- Provide psychological services, especially for students with documented or suspected learning disabilities.
- Enhance services for students with disabilities by identifying a physical location for a disability services office and by identifying staff with appropriate expertise.
- Improve both the quality and quantity of social spaces and programs for students.

- Provide guidance and support for continued improvement of the Greek system.
- Develop a student Wellness program to enhance and facilitate on-going efforts and to act as liaison the out-sourced on-campus facility.

V. 2000-2010 PLAN FOR THE UNIT

A. Programs we must do/ have to have

Academic Advising Initiatives:

There is a link between First-year Programs—providing an introduction to the University and support throughout the first year—and appropriate academic advising. In the first year, students need to develop a clear understand of the curriculum and should begin to develop a long-range academic plan. Directing students through the curriculum, making them aware of opportunities such as co-op, study abroad, and undergraduate research, will help them to add value to their degree.

An Academic Advising Center, staffed with professional advisors, will provide detailed information about the various programs, course requirements, General Education, dual degrees, and study abroad options. The Center will serve as a resource to help students select a major. It can also coordinate intervention strategies for students having difficulty and offer a variety of programs and workshops to strengthen students academic skills.

The Center will support students through their first year. If at the end of their first year, they have not yet decided on a major, staff in the advising center will continue to work with them until they have selected a major and then the academic department will

assume responsibility for their continued advising. Transfer students will be seen initially by the Advising Center and then move to the academic department as well.

Finally, the Academic Advising Center will work with academic departments to coordinate advising in subsequent years. Staff in the Center will serve as a resource for faculty who advise upper division students. The Center will provide an institution-wide Advisor Handbook, and offer seminars and workshops on current advising practices.

2000-2001: Develop budget, identify space, and personnel to staff the Academic Advising Center. It is possible that a re-organization and re-allocation of resources within the offices of Student and Academic Affairs could result in the development of the Center without hiring new professional staff.

2001: Begin providing initial advising services and academic support.

2002-2005: Conduct assessment of students' preparation for academic work and work design appropriate strategies to strengthen their skills. Create administrative materials that up-date policy, i.e. Advisor handbook. Develop and fund role of Peer Mentors.

2006-2010: Create additional delivery systems that do not usurp student-centered approach to advising.

Measurable outcomes: number of students served, academic success of students, i.e. few first year students on probation.

Psychological Services:

There is a need to provide psychological services for students with documented or suspected learning disabilities. The number of students in need of special services to

accommodate learning disabilities to assure academic success increases each year. Without this support, students with learning disabilities often encounter academic difficulty. At the present time, students must be referred to off-campus providers for these services and the services are not readily available in the local community. We have tried to contract for these services and have been unable to find personnel available in local agencies to serve our students. Learning disabilities are covered under the Americans with Disabilities Act. We are obliged to make a good faith effort in this matter.

2000 -2002– Collaborate with the Department of Teacher Education to explore possibility of shared position. Take advantage of anticipated staff turnover to add this expertise to the Counseling Services range of services. Consider instituting a user fee for cost of testing materials.

Measurable outcomes – number of students served, academic success of students served.

Disability Services:

We have a legal obligation under the American with Disabilities Act to provide accommodations that assure programs, facilities and services are available to all students. Providing appropriate services to this segment of the student body supports the academic success of the students served and contributes to realization of diversity goals. Over the last 10 years, the number of students identifying themselves for accommodations has increased from a handful to about 50 and the number has doubled in the past 4 years. Current staffing and services provided are basic and stretched to the limit, with some

current and eminent needs looming. A more comprehensive program would allow for greater academic support to students, guidance for faculty, adaptive and assistive technology and expansive services. An identifiable and dedicated space to concentrate and access these services would benefit students, faculty and service providers. National reports suggest that students with disabilities (disclosed and undisclosed) can comprise as much as 10% of a given student population. The majority of universities report under this number as disclosing, but most institutions cite tremendous recent growth in particular categories of disability - i.e., learning disabilities.

2000-2002: Develop plan for space, budget and staffing for adequate disabilities services program. This will require new resources or the reallocation of resources.

2002-2004: Acquire space and hire professional staff

2004 – 2010: Maintain and enhance facility and service in response to demand for service and as the law requires.

Measurable outcomes: Number of clients served, client success, favorable compliance reviews.

Improve student social spaces and student social opportunities

2000 –2003: Increase Student Activity fee \$20 each year to achieve parity with peer/benchmark institutions. Increased resources will support student organizations, traditions, and leadership development, and will contribute to the operations of the MUB and SDC.

2004 –2010: Increase the Activity fee 3%/year to support on-going program.

2000 and on: Collaborate with the Memorial Union leadership to replace or enlarge and enhance the physical space and the program offerings of the Memorial Union. The student union is the “town square” of any university campus. It provides an initial impression for visitors and has an effect on recruitment. It contributes to the satisfaction of nearly 4000 students who live off-campus and use this facility as a base of operations while on campus. Student organizations --the laboratories for leadership development activity on campus – need more and better space for their work. The Union can also develop into a center for creative, energetic social life.

2000 and on: Collaborate with the Student Development Complex and Intramural staff to provide cross-functional support of programs offered. The recreational, fitness, and community building activities that occur in this facility contribute positively to the quality of life of MTU students and provide yet another venue where our stated learning outcomes can be achieved.

Measurable outcomes: Enhanced recruitment; Increase in student satisfaction; increased retention; decrease in negative off-campus behaviors; Positive outcomes of leadership development programs.

B. New Initiatives: Programs with a base that should be expanded

Greek Life

The greek-lettered organizations on the MTU campus play a very important role in the social life of campus and in keeping University traditions. Some of these organizations are struggling because of lack of guidance from advisors, alumni and student affairs staff. Greek-lettered organizations influence the attitudes and values of

many students and are a highly visible expression of student life at Michigan Tech.

Attention to this segment of the student body can positively affect the environment for all students.

2000-2002: Develop relationship statement for recognition of greek organizations by the University.

2002: Hire coordinator; institute leadership development program for officers and provide more guidance and support for advisors of greek organizations. Consider assessment of membership to fund coordinator position.

Measurable Outcomes: Improved membership numbers and stability in greek organizations, improved academic success of greeks, safer social activities hosted by greeks, safer housing for greeks, enhanced image of the greek community.

C. Programs with no current base that ought to be started/built

Wellness Coordinator:

A student Wellness Coordinator position will enhance and facilitate on-going efforts and act as liaison to the Portage Health System to provide student health and wellness programs and services. The new full-service health center on the Michigan Tech campus is the first fully out-sourced student service at MTU. University health centers are distinguished from commercial health facilities by the inclusion of educational programs and services related to disease prevention and health promotion. When Michigan Tech out-sourced its health service in 1988, it lost this component of service. Other units have tried to deliver the service, but this has strained other service delivery. For example, there are a large number of alcohol assessments and alcohol

education classes currently done in Counseling Services. If these were delivered from a Wellness Office, we would free up at least 0.5 professional position to deal with emotional and mental health issues. The Health Services Advisory Committee and the President's Commission on Substance Abuse Prevention have both recommended the creation of a Wellness Position.

There are several possible strategies to achieve this goal:

- Increase the current part-time faculty/staff Wellness Coordinator position in Human Resources to full time and add responsibility for student wellness program to this position.
- Negotiate with Portage Health System for full or partial support for the position to operate from the new on-campus medical facility.
- Create a new full-time position in the Student Affairs office that is devoted to student disease prevention and health promotion.

Funding this initiative might necessitate the addition of a health service fee. Peer institutions have University health centers which incorporate wellness programs and assess health services fees.

VI. THE IMPORTANCE OF RESIDENTIAL SERVICES

Our residence halls are very well maintained and offer a full range of services and educational programs to students. Student satisfaction is high as measured by occupancy rates, upper-class student re-application rates, and Association of College and University Housing International 1999 Satisfaction Survey results. However the physical plants are of an earlier vintage and Residential Services is currently considering renovations and/or

building to modernize facilities. For example, we might remodel to create more suite environments with private baths and common lounge areas for upper-class students. We believe strongly that our traditional halls serve first year students best by providing the opportunity to live and learn in a close knit community. Student Affairs will work closely with the Residential Services area to assist in the creation of living and learning facilities and environments.

Georgia Tech has very new and modern residence halls because they were able to purchase these facilities for one-tenth their cost after the buildings were constructed for and used in the Olympic Games. University of Missouri-Rolla and Colorado School of Mines have residence hall facilities that compare less favorably.

The Associate Director of Residence Life and her staff of 4 professionals and about 65 para-professionals (Resident Assistants) collaborate very effectively with the with Student Affairs in student discipline, alcohol abuse prevention programming and the First Year Experience floor. Residence Life provides students in the residence halls with a living and learning environment that fosters the development of the individual and the community. They accomplish this through educational programming incorporating various monthly themes (Black History, Women's History, Substance Abuse Awareness, Occupational Awareness), and a myriad of social and recreational activities. They also use academic collaboration (faculty teaching in the halls, teaching study skills and time management, and organizing study groups), staff training and development, community building and leadership training, referral services and providing students personal advising and support in order for them to succeed academically. Residence Life has also created the International House where students from different nationalities live and learn

together with a focus on multicultural understanding in the global workplace. The halls also offer Chemical free and Smoke free areas to students.

We strongly believe that the Residence Life program is one of the most important tools for providing a quality first year. All first year students who are not living with their families are required to live in the halls, thus assuring that new students have a positive introduction to the community values and expectations of the University. They form personal bonds with other students and professional staff that are critical to retention efforts.

VII. EFFORTS THAT ADDRESS DIVERSITY AND EQUITY

Diversity and equity work is woven into the fabric of all the work we do in Student Affairs. Student Affairs staff members have been members and leaders of standing committees and task forces on diversity and human relations for many years.

Diversity relative to abilities is recognized and addressed in the provision of services for students with physical and learning disabilities. Prospective students and their families as well as current students with questions and need for accommodations contact the Student Affairs Office on a regular basis.

We supported the development of many student organizations of minority and special interest groups, provide workshops for these groups, contribute funds to help support their programs, and participate in retreats and special events. Some of the student organizations that fall under the “diversity” label would include The Black Student Association, Native American Association, Nosotros, International Student Association, The Muslim Student Association, Keweenaw Pride (gay/lesbian), Society of Women

Engineers, National Society of Black Engineers, the Society of Intellectual Sisters and Kappa Alpha Psi. Some of the larger organizations were visited by the Residence Life staff at the beginning of Resident Assistant selection to explain the program as well as the required credentials and expectations and to invite applications for these peer leader positions.

The new student Orientation program includes special sections devoted to understanding diversity in the new community (new culture) as well as special meetings for some minority groups. When cases of student on student harassment come into the student judicial system, we often work closely with the Affirmative Action Office in creating educational components in any sanction that is imposed.

The Educational Opportunity Office currently assumes responsibility for off-campus outreach (to K-12 students) and recruitment, program for faculty development, and the on-campus student program. There is a history of cooperative efforts with the Educational Opportunity office on matters of diversity. The original and subsequent 4-S grants from the Office of Equity resulted from cooperative planning and efforts between Educational Opportunity and Student Affairs. Associate Dean of Student Affairs Melton serves the recruitment function by identifying Minority Scholarship recipients for the Financial Aid Office and tracking their continued eligibility for these awards.

Educational Opportunity and Student Affairs are leaders in development of peer educators (Resident assistants, orientation team leaders, Summer Youth Program counselors); hence, there are several areas of common interests, strengths and concerns.

A common leadership and a shared plan would facilitate the integration of diversity programming into the general student development program in residence halls and student organizations.

MTU's intercollegiate athletic program is in compliance with Title IX primarily because our skewed male:female ratio makes it easier to achieve proportionality here than on other campuses. We are in compliance with respect to the number of male and female participants and with respect to funding.

Title IX provisions that relate to prevention of violence against women are followed in our policies and procedures. In the most recent revision of the MTU Sexual Misconduct Policy (June 1999), Title IX concerns were reviewed to assure that we are in compliance with the spirit and the letter of the law.

The orientation program contains a required unit on sexual assault prevention (especially acquaintance rape prevention) that is required of all students. This year we conducted a special orientation session for first year football players that focused on academic success, alcohol abuse prevention and acquaintance rape prevention.

Although Michigan Tech women comprise only 25% of the student body, they form nearly half the student leadership and hold several of the most responsible student leadership positions. For example, in 1999, the Editor of the Lode, the President of Blue Key and both Head Orientation Team Leaders were women. Women make up nearly half of student government positions and seats on the Memorial Union Board and the Student Entertainment Board. There are eight sororities on the Michigan Tech campus, available to about 1500 women (1:187) and 15 fraternities available to about 4500 men

(1:300). It appears the Michigan Tech supports the co-curricular development of women students well.

VIII. OPPORTUNITIES AND AREAS OF STRENGTH FOR MTU

There is a strong affiliation between academic affairs and student affairs at Michigan Tech. Colleges and universities throughout the country are attempting to forge this link. MTU could be a benchmark for other institutions in this regard and we need to preserve this characteristic of our institution. This affiliation is seen in the enforcement of student academic standards and rules, application of the student academic integrity policy, support for academic advising, participation in the general education program, in orientation program objectives, in diversity education and in student leadership development. In each of these areas, student affairs professionals bring a student development perspective that enriches and supports the faculty-student interaction.

There has been a frequent “re-shuffling” of student affairs and student services responsibilities at Michigan Tech since 1988. These units currently report to three Vice Presidents and two Vice Provosts (and all Deans and Department Heads if academic advising and learning centers are considered student service units). The resultant fractionation of the total program has made it difficult for any one leader to develop and carry out an integrated vision and plan in student life areas. (Compare our organization of student affairs and student services with the organization of our benchmark in the attached benchmarking report.)

An integrated vision and plan for student life and students services would include, at a minimum, institution-wide agreement on the quantity and quality of students admitted linked to integrated plans for providing appropriate courses and adequate residential space. If the admissions office is successful in significantly increasing the number of new first year students, we could have more students than we can comfortably house or provide courses for. If the pressure to increase enrollment leads to an erosion of admission standards, we will have an obligation to provide new academic support programs for under-prepared students. We have an obligation to decide not only how many students we want, but which students we want and to provide appropriate programs and services for those we admit. We MUST remain a student-centered university.

IX. BENCHMARKING

Organization of Student Affairs and Student Services at MichiganTech

Spring, 2000

Vice President for Finance and Administration

- Residential Services
- Memorial Union
- Student Development Complex
- Golf Course, Ski Hill, Bookstore

Senior Vice President for Advancement

- Admissions
- Financial Aid
- Career Center

Provost: (Senior Vice President for Academic and Student Affairs)

- Deans and Department Heads
- Academic Advising
- Learning Centers

Vice Provost for Instruction

- International Programs
- Educational Opportunity
- Student Records and Registration

Vice Provost for Student Affairs

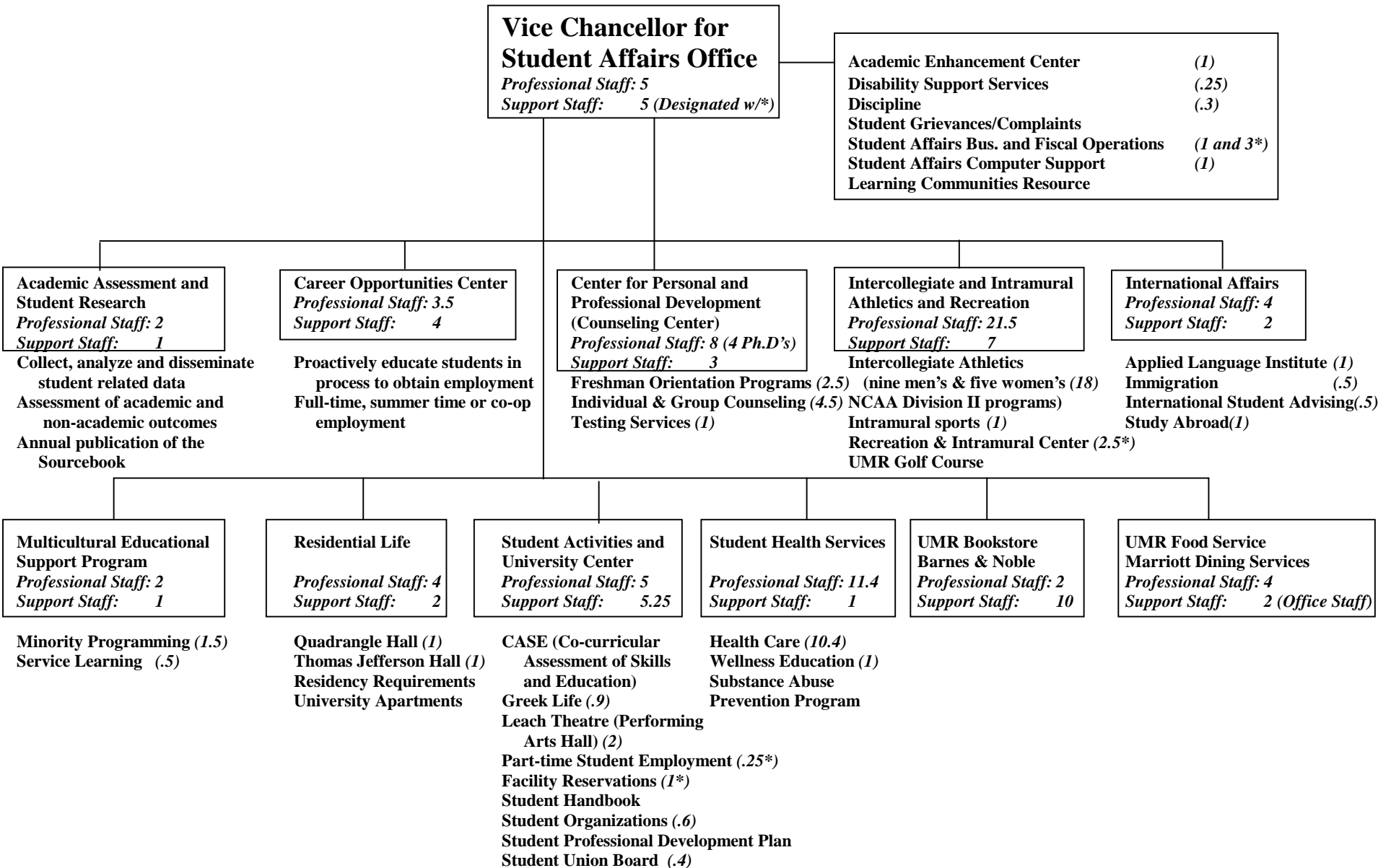
- Student Academic Standards
- Judicial Affairs
- Counseling Services
- Disability Services
- Student Organizations and Activities (including Greek life)
- Orientation and First Year
- Liaison to Health Services

President:

- Cultural Affairs
- Intercollegiate Athletics

University of Missouri-Rolla

Student Affairs Organizational Chart



Georgia Tech Student Affairs

<http://lotus.stucen.gatech.edu/staffdir/view.msql>

Office of Student Affairs - Judicial Affairs

Institution	# of Prof. Staff	# of Grad. Assts.	# of Support Staff	Overall Student Enrollment	Prof. Staff/Enroll. Ratio	Students Seen Annually	Prof. Staff/Students Seen Annually	Comments (does not inc. residence hall judicial affairs programs)
Georgia Tech	1	.5	1	13,000	1:13,000	180	1:180	They are developing judicial database on Access and linked to Banner link we are (source:Lee Harper, Dean is Karen Boyd).
UM @ Rolla	.33	0	.33	4,500	1:13,500			Do not address off-campus complaints, Greek housing complaints or academic dishonesty.
Colorado School of Mines	?	?	?	?	?	?	?	
MTU	.75	0	.4	6,100	1:6,100	195 (98-99)	1:260	It appears benchmarking on student seen annually is more realistic than looking at student enrollment when one is analyzing staffing issues. We appear to have highest ration Prof/students seen. If we account for support staff, the ratio to students goes dramatically higher...we are understaffed compared to our benchmark, Georgia Tech).
Best Practices- Bowling Green State University	2	2	1	18,000	1:6,000			-Excellent due process model-streamlined and not overly cumbersome. Our program is not cumbersome either, but BGSU has a few aspects in process we would like to emulate in the future. -Grad Assts. Hear some cases in Dean's Office -(Kuh country)
Best Practices- UM-College Park	1	1	?	33,000	1:33,000			Strong emphasis on moral development as student learning outcome in judicial affairs, good linkages between ethical standards/principles and student code of conduct (see Web site- Pavela country), good standards for student organizational conduct.

Office of Student Affairs - Greek Life Program

Institution	# of Prof. Staff	# of Grad. Assist.	# of Support Staff	Undergrad Student Enrollment	# of Greek Orgs.	Prof. Staff/ # of Greek Org. Ratio	Greek Students Population	Comments
Georgia Tech	1	2	1?	9,473	31	1:31	?	They have well-established policies and procedures and have “institutionalized” some of MTU’s initiatives over the past few years (risk mgt. Seminars, TIPS required) Contact: Mark Douglas)
UM@ Rolla	.9	1	1	4,386	21	1:23	1,100	Recent decision to re-emphasize a part-time position to a full-time position.
Colorado School of Mines	.33	0	?	1,255	9	1:27	?	3 of 9 organizations established in 1998-99. Institution is just beginning it’s Greek Life program. Some Greek ‘houses” in residence halls.
MTU	.25	0	.1	6,100	23	1:92	750	(1) In administration of a Greek Life program, benchmarking on prof. staff/# of Greek Org. makes more sense than looking at student enrollment, because effort to oversee and implement change often occurs on an “org-to org” basis. (2) In administration of pledging requirements and academic standards, the number of students in the Greek population will affect the institution’s ability to monitor or “enforce” policies, and the # of prof. staff and support staff becomes a critical question (The current pledging requirements were implemented in part due to how much we felt we could effectively administer with the current staffing pattern).
Best Practices - UM @ College Park	4	2	2	(inc. grad)	47	1:12	?	College Park has a well-established and received relationship statement between the University and Greek organizations. Expectations for conduct and student learning outcomes are clear and well-administered.

Comparison of Health Services

Institution	University Operated?	Wellness Program?	Student Health Fee?
Georgia Tech	Yes	Yes	Yes
UM@ Rolla	Yes	Yes	Yes
Colorado School of Mines	Yes	Yes	Yes
MTU	No	No	No

Office of Student Affairs - Counseling Services

Institution	Total Prof. Staff	# Ph.D./ Ed.D.	# of MS or MSW	MD Consultant	Interns/ Grad. Students	Total Student Enrollment	Student/ Professional Staff Ratio
Georgia Tech	11	8	3	1	2	13,036	1:1185
UM@ Rolla	8	5	3	?	?	5,426	1:678.25
Colorado School of Mines	5	Acad. Advisor 1	4	0	0	3,150	1:630
MTU	4	0	4	1	0.5	6,100	1:1525

Office of Student Affairs – Advising

Institution	Advising Center Services	Additional Faculty Advising	Organizationally Reports Through:
Georgia Tech	<p>SPAARC – Students Providing Academic Advisement Resources and Communication</p> <p>Established by students for students, to provide an objective source of academic resources, to provide students’ perspective in an effort to advise student on academic planning and to maintain a solid communication link between faculty and the student body.</p>	<p>First-year students are required to see a faculty member prior to registering or a hold is placed on their student record.</p>	<p>Supported by: Student Success Programs Faculty Advisors Dean of Students Freshmen Experience Leaders Special Programs Office Major School Directors Administration Student Government Student Programs</p>
UM @ Rolla	<p>No Centralized Advising Services – does offer academic support through the Academic Enhancement Center</p>	<p>Advising is done by faculty</p>	<p>Student Affairs</p>
Colorado School of Mines	<p>No Centralized Advising Services – does offer academic support through the Office for Student Development and Academic Services</p>	<p>Advising is done by faculty</p>	<p>Student Life</p>
MTU	<p>No Centralized Advising Services – does offer academic support through Learning Centers</p>	<p>Advising is done by faculty</p>	<p>Vice Provost for Instruction</p>

<p>Best Practices- Rensselaer</p>	<p>Advising and Learning Assistance Center</p> <p>Services include:</p> <ul style="list-style-type: none"> -Coordination of Academic - Advising including assignment of advisors for first-year students -Train Faculty Advisors -Individual counseling of undergraduate students -Administer tutoring programs -Administer Supplemental Instruction Program -Monitor "D" and "F" grades for frosh courses -Train and monitor Learning Assistants (LA's) for work in frosh dorms -Administer Faculty Intervention Program -Administer English as a Second Language (ESL) Programs -Interpret, administer and make exception to Institute Policies and Procedures -Serve as Faculty Advisors to all Undecided General Studies and non-matriculated undergraduate students -Conduct Freshman Seminar for all General Studies students -Monitor academic performance of many athletic teams at Rensselaer -Serve as a support source for students experiencing academic difficulty -Assure smooth transitions to and from the Institute 	<p>Advising is also done by faculty</p>	<p>Vice Provost and Dean for Undergraduate Education</p>
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	<ul style="list-style-type: none"> -Serve on Committee on Academic Standing -Counsel and advise parents -Interact with various internal and external constituencies to improve advising and mentoring -Coordinate all prizes for Commencement -Participate in and plan for Student Orientation -Strive to improve the quality of faculty, staff and student interaction -Carry out functions to enhance the basic principles of performance: minimizing exam anxieties and improving time management, note taking, textbook reading and general learning skills 		
<p><i>Best Practices-</i> Calpoly, San Luis Obispo</p>	<p>Student Academic Services</p> <p>Services include:</p> <ul style="list-style-type: none"> -Academic Enhancement -Advising -Orientation Course -Study Groups -Study Skill Library -Study Skills Seminars -Standardized Testing -Support Services for Students with Disabilities -Free Tutoring -Writing Proficiency Exam Prep. -Supplemental Instruction 	<p>Students are encouraged to use either a faculty advisor or the Advising Center for help</p>	<p>Student Affairs</p>

Office of Student Affairs - Orientation

Institution	Enrollment of Incoming Class	Fee	Required Participation	Length of Program	Paid Student Staff
Georgia Tech	2100	\$95	Yes	2 Days	Hourly
UM @ Rolla	800	\$125	Strongly Recommended	2 Days in summer and one week before school	Hourly
Colorado School of Mines	600	Unknown	Yes	2 Days	Unknown
MTU	1200	\$115	Yes	1 Week	Yes (65 staff members)
<u>Best Practices-</u> Carnegie Mellon	1300	\$165	Yes	1 Week	Volunteer (90 staff members)
<u>Best Practices-</u> Calpoly, San Luis Obispo	4100	\$80	Strongly Recommended	1 Week	Volunteer (400 staff members)

Office of Student Affairs – Student Activities

Institution	Student Activity Fee (Semesterly)	Number of Organizations	Staff Student Ratio	Staff Organization Ratio	Practices To Emulate
MTU (6,000)	\$15.00	150	1:4,615	1:115	
Georgia Institute of Technology (14,000)	\$75.00	259	1:4,667	1:86	
Colorado School of Mines (3,200)	\$54.00	90	1:3,200	1:90	
University of Missouri-Rolla (4,500)	\$43.74	190	1:2,250	1:95	On-Line Organization Reg. Co-Curricular Transcript
<i>Best Practices</i> University of Maryland (25,800)	N/A	350	1:1,985	1:27	“Maryland Weekends” “Peer Leadership Consultants”

Office of Student Affairs – Disability Services

Institution	# Prof. Staff	# Support Staff	Student Enroll.	Students Served	Comments
Georgia Tech	2	1	13,000	170	866 extended time accommodations last year for classroom tests—had to find rooms throughout the University (no center). Assistive technology room located in library—only program students use. Loan laptops and recorders. Paid/voluntary readers & notetakers. Program budget (\$120,000). Does not provide on-site testing for learning disabilities; Strength: individualized attention; Challenge: understaffed, space limitations.
UM@ Rolla	.55	.3	4,500	39	Spent \$25,000 on interpreter services (fees+travel from 250 mile radius. No testing for learning disabilities. Strength: availability of interpreters, dedicated staff; Challenge: assisting new and variety of disabilities.
Colorado School of Mines	.25	--	3,300	20	All clients are learning disabled, no other disabilities currently; interpreters readily available in metro and outer area; notetakers & readers; no assistive technology. Accommodations review committee. Strength: rapport with students & individualized attention; Challenge: constant change, unpredictability, little expertise (current staff person will be retiring.)
MTU	.3	.2	6,100	50	Basic services for variety of disabilities; 2 CCTVs for visual impairments; reading services and recorder loan program; prepare accommodation memos for students with professors largely arranging for testing accommodations; arrangements for notetaking and other special situations on as needed basis. Strength: individualized attention; Challenge: need for more assistive technology equipment (hardware/software) and space; poor availability of interpreters for the deaf/hard of hearing; understaffing.
Best Practices – University of Minnesota-Duluth	4	1	8,000	255	Also 6 part-time interpreters available (for academic courses and extracurricular activities. Testing for learning disabilities available on campus; access center houses assistive technology (hardware software) and services. Strength: accessible campus; general advisement/counseling/support groups; sign language, notetaking availability; professional expertise.

<i>Best Practices --</i> University of Michigan	6	2	36,000	550	Also has 2 full-time and 6 part-time interpreters, 20 student assistants. Budgets \$80,000 per year for real-time captioning. Testing for learning disabilities available (for fee); on site taping and scanning of textbooks/other reading material; some support services available (for fee); library retrieval service; transportation service.
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