STONY BROOK
STATE UNIVERSITY OF NEW YORK

Student Affairs and Enrollment and Retention Management Briefing Book
2010-2011

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LETTER FROM VICE PRESIDENT PETER BAIGENT

Each year we reflect on the year that just ended so that we may consider our accomplishments and acknowledge the many achievements flowing from our staff and leadership. This year, I am very pleased to present the second iteration of the divisions Briefing Book for 2010-2011!

Our achievements come in a time of continuing financial challenge from which the University is not immune. However, we are guided and strengthened by the enduring values, a well-established moral compass and our contin- ued ability to be imaginative, and engage staff and students while contributing to the fabric of our community.

The Briefing Book will give you a sense of our Division's work. I hope you will find it to be an honest appraisal of the past academic year. You will find details of our divisional unit priorities, goals of the past year, points of pride, and strategic priorities for 2010-2011.

Many wonderful changes are happening at Stony Brook – and our focus is, first and foremost, student success!

Sincerely,

Peter M. Baigent

VP for Student Affairs and Associate Provost for Enrollment and Retention Management

Vision

The Division of Student Affairs and Enrollment and Retention Management commits itself to transforming lives and communities.

Mission

The Division of Student Affairs and Enrollment and Retention Management is committed to the success of each student. In partnership with others, the Division advocates for and provides leadership to cultivate the educational success and personal development of our students by offering services, activities, and learning opportunities.

We prepare and empower students to engage fully as active learners, responsible leaders, and contributing members of a diverse and dynamic campus community and global society.

Core Values

Central to achieving our mission are:

Care and Respect: Foster a positive and supportive environment that promotes respect, compassion, and pride.

Opportunity, Access, and Inclusiveness: Promote an inclusive and safe campus community that encourages students to explore and value diverse ideas and perspectives.

Collaboration and Partnerships: Provide opportunities for students, faculty, and staff to collaborate and strengthen learning in the classroom and beyond.

Personal and Community Responsibility: Develop students as healthy, successful lifelong learners and civic-minded citizens who are socially and environmentally responsible.

Quality and Excellence: Pursue excellence with fortitude, creativity, and the courage to adapt to changing needs and conditions, and move beyond the status quo through continuous assessment.

Divisional Goals

1. Optimize organizations, programs, and services to support University enrollment goals.

2. Support student learning, personal development, and academic success.

3. Develop the next generation of leaders by creating opportunities for student involvement, leadership, community service, and internships.

4. Promote a vibrant, inclusive community.

5. Cultivate safe environments that promote personal responsibility and healthy lifestyle choices.

I. Mission

Living on campus serves as an integral part of students' education by fostering the development of the individual and enriching his/her academic experience. The purpose of Division of Campus Residences is to meet the wide range of needs represented within a diverse student population in the context of residential life. It is essential that the Division provide facilities which are clean, safe, comfortable and affordable, managed effectively and efficiently. This requires integration of new technologies, keeping abreast of trends, and development of strategies for responding to changing student needs.

Guiding these efforts are the principles of preparing the individual to make a positive contribution to the campus and in society. By challenging residents to examine their value systems, by teaching and modeling such characteristics of citizenship as interdependence, acceptance of difference, and pride in and responsibility for one's community, the Division contributes to the educational mission of the University.

Personal attention in a caring environment should characterize the quality of the residential experience, and should shape the direction and efforts of the Division of Campus Residences.

II. Strategic Priorities & Goals

A. **Resource Management.** Through careful management, the financial viability of the campus residences is ensured. This effort requires a focus on the efficient and effective utilization of fiscal and human resources, with particular attention to the perceived value of the residential experience and the costs associated therewith. Management of $66 million in resources represents a constant challenge. Associated with these expenses are procurement, receiving, warehousing, distribution and inventory of supplies and materials; personnel records and tracking; monitoring of expenditures; and assignments for nearly 10,000 residents. Systems and utilization of technology are essential to accomplishing these tasks.

B. **Residential Operations.** The Division continues to maintain a standard of quality in the physical environment that compares favorably with the best alternatives available to prospective residents. This is accomplished through scheduled renovations of residence halls and apartments, and the continuing efforts of custodial and maintenance staffs and supervisors. The physical environment is comprised not only of the buildings, their systems and respective facilities, but also the surrounding grounds and landscaping. All of these dimensions of the residence halls and apartments are critical to providing an attractive and comfortable environment.

C. **Residential Programs.** Central to achieving an optimal interpersonal environment is the promotion of the growth of the individual resident, such that he or she makes significant progress toward achieving his/her life potential. Of equal importance is establishing a climate which fosters a sense of community, and which enhances student learning. In particular, the staff who live among the residents are chiefly responsible for ensuring that appropriate standards of conduct are maintained, that residents are respectful of one another, that opportunities for involvement are vital and enriching, and that the student's educational experience extends to his/her living environment.

D. **Residential Risk Management.** Safety and security are major concerns on the part of residents and of the Division. Among the responses to these issues are the Walk Service, the Residential Safety Program, uniformed security guards, and evening desk monitors. Division personnel play a critical role in campus emergency management, and work closely with University Police. Additionally, fire and life safety systems, inspection processes and reports, and review of standards for lighting and access control systems and the monitoring of the operation of these systems are critical to residents' feelings of safety and security.

III. Metrics

The Division utilizes multiple measures of the success of the priorities and goals identified above. These include the Quality of Life Survey, administered once each semester; learning outcomes for students and their associated assessment measures, for each unit; the Resident Student survey from Educational Benchmarking (EBI), administered annually; close monitoring of financial reports and inventory control; Quality Assurance Tours, conducted by senior staff, line supervisors and others in each Quad; along with analysis of data such as work order completion, monitoring of behavioral incidents, and reporting mechanisms on service utilization, tracking and reporting of propped exterior doors, fire extinguisher status and other dimensions of safety and security.

RESIDENTIAL FINANCIAL SERVICES

Mission

The Department of Residential Financial Services is committed to the development, refinement, and management of resources, processes, and procedures which are cost effective, efficient, and organizationally consistent in order to meet the needs of a diverse residential population.

Strategic Priorities 2010-2011

Goals > Major Accomplishment or Activity

The Division of Campus Residences is a complex organization whose purpose is to meet the wide range of needs represented within a diverse student population in the context of residential life.

Revenue Generation

- Continued to seek out new revenue sources and grow conference revenue by no less than 5% over FY 2009/10.
- This additional growth of conference revenue was not realized in 10-11 due to the fact that several conferences either reduced or canceled their reservations. This was primarily based on the economic fiscal conditions and numerous programs were subjected to state and research funding reductions which led to fewer conference requests.

Savings

- Continued to negotiate with vendors to achieve prices lower than NYS Contract Pricing.
- Identified several recently purchased items to reflect that the price Campus Residences paid was below NYS Contract Pricing.

Internal Audit

- Internal control and function audits performed with improved regularity.

ACCURACY OF INVENTORY COUNT

% of Accuracy
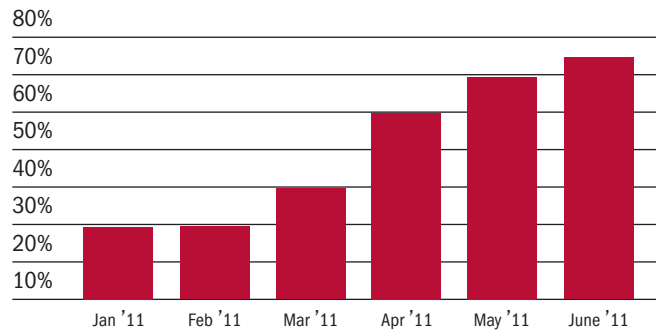
ITEMS RECENTLY PURCHASED

% Below NYS Contract Pricing

Points of Pride

Procurement: Successful procurement of materials for a very aggressive summer renovation schedule. Continued success in negotiating 'lower than state contract' pricing as well as utilizing the experience our professionals have in the field to obtain the lowest possible costs from vendors.

Capital Funding: Effectively securing the necessary capital funding for extensive residential construction and renovation projects to ensure they are adequately subsidized and supported.

Packages: Successfully handled approximately 76,000 packages that were received at one of the three Campus Residences Mailrooms and then distributed to the students with a delivery rate of nearly 100%.

Strategic Priorities 2011-2012

Cost Savings: Campus Residences will continue to minimize costs to students by maximizing our resources while maintaining an emphasis on providing quality facilities and services to our residents.

Procurement: Campus Residences will successfully migrate from the current procurement system to a new web based procurement system called SciQuest. The department will ensure that all appropriate users will receive the proper training they need to succeed.

Financial Data: Develop plans to improve the financial tools provided to the Directors of Campus Residences to better assist them in managing their accounts in order to maintain appropriate funding levels by account.

Personnel Records: Strive for a 100% rating on evaluation/performance program Compliance Scorecards as well as implement a method to improve the submission of timesheets to facilitate the payroll process in a timelier manner.

Professional Development: Increase opportunities in staff development and training to enhance professional growth.

RESIDENTIAL OPERATIONS

Mission

The Department of Residential Operations in the Division of Campus Residences is committed to providing residential facilities that are clean, safe, and comfortable. This includes the management of personnel and available financial resources to provide maintenance, repair, construction and renovation services to meet the needs of a diverse residential population. We will continue to exploit new technologies and strategies to provide services in an eco-nomical and timely manner. It is our goal to make the living environment of our residents a positive contribution to their growth and development.

Strategic Priorities 2010-2011

Goals > Major Accomplishment or Activity

Financial – reduce overtime expense

- Reduced overtime labor expense by shifting existing labor resources and establishing clear internal overtime authorization policy/procedures.
- Forecasted overtime reduction for 2010-2011 is $200K

Financial – optimize existing labor resources while maintaining an expanding physical plant

- In FY10/11 Residential Operations proved its operational efficiencies while absorbing additional maintenance responsibilities which included three cafeteria buildings and a new 600 bed residence hall. We were able to maintain the new additions and deliver Maintenance and Custodial services to a larger residential population without increasing department headcount (138 for 3 years). In addition, we anticipate a total reduction of 25 positions by the end of FY10/11.

Internal Processes – improve operational work flow

- Average work order age is an indication of response efficiency. Our goal is to continually reduce this response time. We are currently maintaining an average response of 7 days with a goal of reaching 5 days. In addition a low per-centage of emergency work orders relates to an effective preventative maintenance program. Our goal is to maintain an average percentage of 20% or less, we are currently at an average of 30%.

Financial – Staffing Ratio:

	'08-'09	'09-'10	'10-'11
Occupied Beds	9,389	9,511	9,809
FTE Staff	136.7	134.7	138.0
Ratio: Beds to Staff	68.7	70.6	71.1

Financial – Overtime Savings Trends

FY '08-'09	FY '09-'10	FY '10-'11 (forecasted)	Anticipated Savings
$817,000	$818,000	$617,000	$200,000

Internal Process – Work Order Trends

Work Order Trends 2010	Jan	Feb	Mar	Apr	May
Current Backlog Total	1,588	1,559	1,862	2,024	2,092
Total Received	1,708	1,754	1,745	1,664	1,708
Total Emergency Received	807	917	848	708	548
EM Percent of Total Received	47%	52%	49%	43%	32%
Total Closed	1,132	1,375	1,350	1,145	796
Total Open	576	379	395	519	912
Average Response Time (days)	6.06	8.56	6.97	6.62	7.14
% Completed Two Weeks or Less	79%	81%	88%	86%	84%

Points of Pride

Project Planning and Management: Through exhaustive planning and on-site project management we have successfully completed the renovation of H-Quad, the renovation of 60 apartments between West Phase 1, Schomburg and Chapin, a structural rehabilitation of Chapin K building, renovation of 40 showers in Kelly Quad, installation of a new sport court at Tabler Quad, the installation of the new illuminated exterior way finding signage at Mendelsohn and H-Quad, and successfully occupied the new 600 Bed residence hall now known as Nobel Halls. The large scope and incredible magnitude of work accomplished in FY10/11 is unprecedented and was only possible with a team of dedicated and knowledgeable professionals within Residential Operations.

Labor Management: In FY10/11 each Facility Manager took on the additional responsibility of supervising the custodial staff in their respective zone. This shift of supervisory responsibility gave the Facility Manager full control over all maintenance and custodial related issues in their area. The clear reporting lines enhanced coordination efforts, but more importantly allowed for true accountability.

Financial Resource Management: Residential Operations established a rigid policy for authorizing overtime. In addition, we shifted existing labor resources to establish a custodial and maintenance evening shift to respond to emergency calls from 4pm to 12am. The maintenance and custodial presence drastically reduced the amount of overtime spent between those hours. The combination of internal procedural changes and the shift of labor resources helped us realize a $200,000+ reduction in overtime expenses for FY10/11.

Strategic Priorities 2011-2012

Financial – Reduce Utility Costs: Exploit new HVAC control technologies to reduce gas consumption in Schomburg Apartments and Mendelsohn Quad. New controls anticipate domestic HW and Heating hot water temperature variances/fluctuations and minimize drastic temperature swings; the result is reduced gas consumption and consistent service.

Financial – Reduce Labor Costs: We will complete the re-organization of maintenance and custodial staffing to match the needs of each of the 4 zones, and shift the custodial shift start time from 6am to 8am. The result will be reduced custodial overtime and a better department identity with a custodial presence. Overtime reduction anticipated 100k, additional to 200k in FY10/11.

Internal – install and implement new CMMS to enhance operational work flow:

- Complete the procuring, implementation and training on a new Computer Maintenance Management Software system.
- Enhanced reporting features of new CMMS will allow us to examine a large amount of data to assess work performance.

Financial – reduce future operational costs:

- Through proper planning and collaboration with KSQ on the new Toll Drive residence/dining facility, we will reduce unwarranted maintenance costs related to poor design review process. Proper planning will also result in lower soft costs.
- Assist KSQ in planning/design process and keep timeline for new residence hall facility.

RESIDENTIAL PROGRAMS

Mission

The Department of Residential Programs believes that education is a collaborative process involving students, faculty and staff who are committed to designing a residential experience that enhances student learning. As educators, creating an ethos of learning is our most fundamental purpose. The keystone of the Department's philosophy is for our community of learners to explore the wide variety of educational opportunities available at the University as a means to better understand and appreciate the unique qualities that all members of this community have to offer. Our purpose is to create a stimulating environment that continually challenges and supports students pursuing academic excellence. In striving to achieve this goal, the Department of Residential Programs offers many opportunities that enhance the educational experience of the whole person. These experiences will eventually contribute to a person's intellectual, interpersonal life planning, spiritual, physical and identity development and will help the individual understand and fulfill their responsibility to the community at large.

Strategic Priorities 2010-2011

Goals > Major Accomplishment or Activity

Sustainability Education and Action:

- Office Assistant application moved from paper to electronic application process. The on-line application was fully used by applicants for in the Spring semester, saving about 400 sheets of paper per semester
- Chapin E-Newsletter - Traditional newsletter is now sent electronically. Schomburg-West also sent a weekly newsletter to the residents of the quad using e-mail. Saves thousands of sheets of paper per semester. (As much as 15K- 20K sheets per year)
- Implemented an electronic (paperless) Room Condition Report (RCR) process in all 51 residence hall and apartment buildings. $35K savings in paper and labor costs resulting from not printing over 10,000 multi part RCR forms and having staff follow up with residents failing to submit completed RCR reports After one year of implementation nearly 70% of residents report: The E-RCR provided me with a convenient way to report the condition of my room.
- On-Going development and refinement of the Campus Residences homepage to reduce dependency on printed materials
- Distributed "White Boards" w/ environmental information throughout the residence halls to educate students on how to become more "green".
- Sponsored two staff development conferences offering sustainability education and action seminars.
- Sponsored Educational Table at Earthstock featuring readily Available Earth Friendly products.

Personal Safety and Responsibility:

- Ten (10) staff Participated in the Long Island Heart Walk raising $300.
- Participated in the Wellness Expo on 11/10/10 Both RSP and C-Cert were present at this event and promoted both the walk service and the fitness centers on campus
- Developed "Four Loko" truth campaign stopped working on it after the drink was banned in NY state
- Established Cooking Safety campaign. Created safety tip posters for both electric stoves and microwave ovens.
- E-mail blasts were done throughout the semester to promote various safety related events or new website initiatives like "SB is serious about safety" and "Take the pledge". On a weekly basis to both professional staff and student leaders including NRHH, RHA, RA Council and Hall Council
- Safety Campaign Bulletin Board contest - Spring semester 2011
- Preventive Health Fair -March 31, 2011 in SAC ballroom A Over 75 in attendance and over 10 people who were screened for STD's
- Chapin Presented "New Residents Campus Living Workshop" collaboratively to educate the residents and provided information about the community, environment, and regulations. 225 residents attended.

Student Success:

- Chapin Graduate Council Lecture Series - This monthly lecture provided the opportunity for all the graduate students on campus to share their academic research interests, outcomes, and accomplishments. Won both the quad and department Academic Success Award.
- Student Success Workshop Series with Career Center- 1) Networking with Career Center Services, 2)Resume Writing, and 3)Interview Skills -Fall 2010
- Financial Literacy Series with Office of Financial Aid & Scholarship Services- Money Skills for the College Student: 1)Money Management, 2)Financing College, and 3)Credit Karma- Spring 2011
- Residential Tutoring Centers- On-line Tutoring implemented Spring 2011

RESIDENTIAL PROGRAMS

Occupancy 2008-2010

	2008	2009	2010
Total #	8,850	8,850	9,454
Total #	9,578	9,650	9,593

■ Number of Students Housed   ■ Design Beds
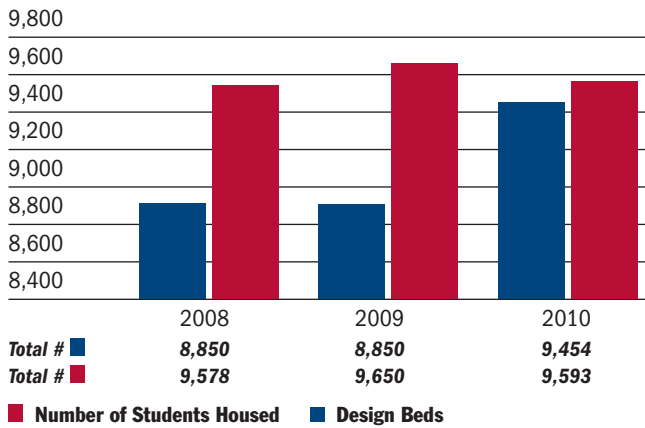
Housing Retention 2008-2010

	2008	2009	2010
Total #	718	740	753
Total #	5,650	5,763	6,047

■ Number of Students Undergraduate   ■ Number of Students Graduate

Student Success Data 1

	Fall 2009	Fall 2010
Total #	1,490	1,865
Total #	1,142	1,772

■ First Year Students who could name at least 2 resources
■ First Year Students Success Meeting conducted by RHD's

Student Success Data 2

	Fall 2009	Fall 2010
Total #	2,080	2,214
Total #	1,490	1,865

■ First Year Students Success Meeting conducted by RHD's
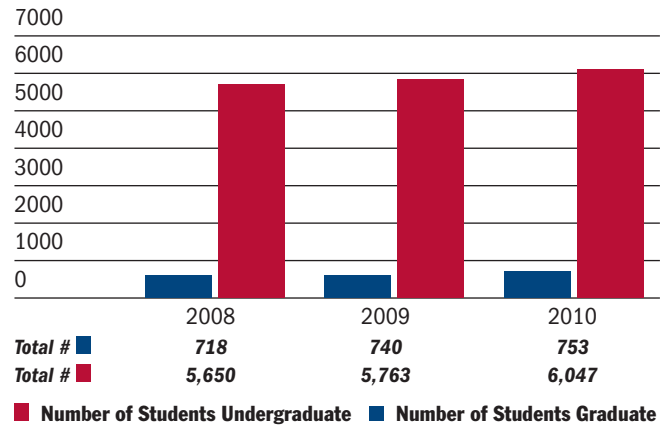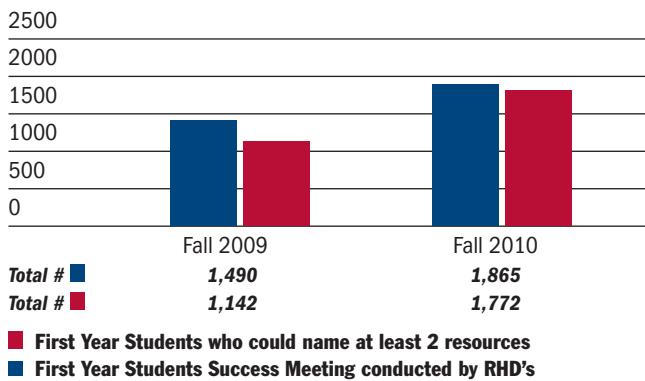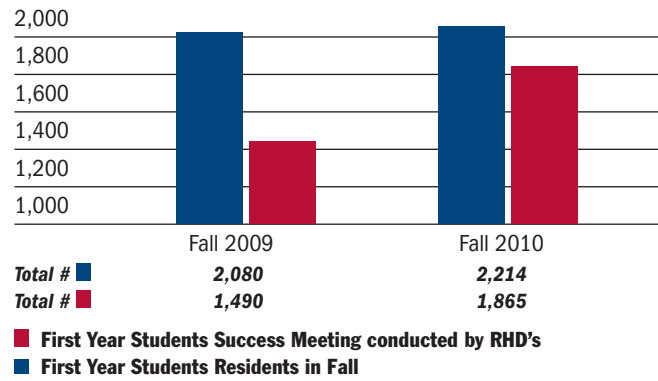■ First Year Students Residents in Fall

Points of Pride

Implementation of the on line programming management system: This system was added use to our student staff portal and makes the tracking and management of residential programming easy and useful.

Financial Literacy Series: In conjunction with Financial aid advisor - series of workshops offered to students. The programs were Credit Karma, Financing College and Money management.

Quad office operations manual: A step by step training and operations guide for office management in each residential area.

Chapin Graduate council lecture series: Seven workshops were conducted, each having two to four presenters. Participants received a certificate of completion from Charles Taber, Associate Dean of Graduate School.

Recyclemania: 38,000 pounds of materials were collected for recycling in this eight week long program. The mission of this program is to increase recycling participation by students and heighten awareness of school's waste management and recycling programs.

'Tis the season: Raised over $20,000; gifts were purchased for 125 local children in need; funds were also distributed to Stony Brook University Campus Residences Haiti Relief Task Force, the Carol M. Baldwin Breast Care Center, the Joe Torre Safe at Home Foundation, and the Island Harvest Food Bank.

RA conference: One-day series of training workshops for Resident Assistants that hosted over 400 people including over 150 from neighboring institutions.

RHA superbowl party - RHA block party: Two long standing traditional programs attended by thousands of students to mark the opening of each semester, completely planned and implemented by the student leaders of the Residence Hall Association.

Strategic Priorities 2011-2012

1. Optimize organizations, programs and services to support University enrollment goals.

2. Promote a vibrant, inclusive, community.

3. Support student learning, personal development, and academic success.

RESIDENTIAL RISK MANAGEMENT

Mission

Provide a safe living environment that encourages personal responsibility, learning and development.

Risk Management in Campus Residences is responsible for the coordination and administration of a range of functions that affect the living environment in the 26 residence halls and 23 apartment buildings. These functions encompass the following areas: safety, security, emergency management, code compliance, student advocacy, parking, access control, and disability services.

Strategic Priorities 2010-2011

Goals > Major Accomplishment or Activity

Create a Comprehensive Safety Campaign

- Create a Comprehensive Safety Campaign: Design a summary of safety education information that all students can access immediately.
- **Survey Results:** *On the Quality of Life (QLS) Survey, 90% of students agree with "I feel safe within my building." (QLS FA10, SP11)*

Increase Master-Key Accountability By Using New Tracking Technology

- Increase Master-Key Accountability By Using New Tracking
- Technology: Determine an implementation program and costs to phase in a new master-key tracking system.

Encourage Student Employees to Seek Internships opportunities

- RSP and CERT Students Will Be encouraged to find an Internship:
- Create a program with Career Services to make sure our students understand their options and opportunities.
- Percent of Employees Registered with Internship: 60%

Implement a Proactive Risk Management System

- Implement a Proactive Risk Management System: Division of Residential Risk Management will begin to use a proactive enterprise risk management (ERM) as a model to strategize planning for physical and program components.

Campus Residences Fire Alarm Voice Upgrades

Location

Location	
West Apartments	
Chapin	Completed Novemeber 2011
Kelly	Completed August 2011
ERQ	
Tabler	
Roth	Completed Novemeber 2009
Mendelsohn	
H	Completed August 2010

0%   20%   40%   60%   80%   100%

■ Voice Upgrade   ■ Networking
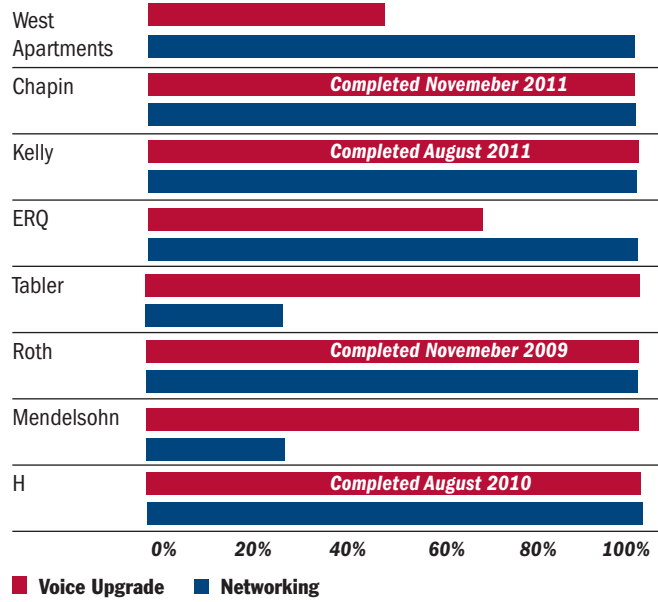
RESIDENTIAL RISK MANAGEMENT

Points of Pride

Fire System Voice Upgrade: Secured funding to upgrade fire systems with voice capabilities for two residential areas.

RSP Procedure Optimization: Revised and optimized Residential Safety Program operating procedures.

Training: Director and Assistant Director completed "Incident Command" training (ICS 300 and ICS 400)

Compliance: Achieved 100% compliance with State of New York Fire Inspection.

Programming: Successfully implemented Fire Safety Week.

Strategic Priorities 2011-2012

Complete Fire Alarm Voice Upgrade

• Complete fire alarm voice upgrade with emergency communication capabilities for all residence halls.

• Performance Indicator will be Number of residence halls complete.

Design Risk Management Website

• Design Risk Management website to communicate policies procedures and protocols to internal and external stakeholders.

• Performance Indicator will be data obtained and tracked through Google Analytics and Optimizer

Implement Student Employee Portal for Residential Safety Program and Residential Fitness.

• Utilize the student employee portal to hire and track all Residential Safety Program and Residential Fitness employees.

• Performance Indicators will compare student time sheets and student portal registration.

Educate students about personal property insurance.

• Coordinate an educational campaign to increase awareness about personal property insurance for undergraduate residential students.

• Increase in the number of undergraduate students surveyed who report that they are aware that they can purchase personal insurance.

Promote SB Guardian

• Promote, help raise awareness of and increase usage of SB Alert and Guardian system: Personal mobile application safety system.

• Assess success of effort through measurement of percentage of residential students registered with SB Guardian.

ASSOCIATE VP AND DEAN OF STUDENTS

Mission

The offices and departments that comprise the Division of the Associate Vice President for Student Affairs and Dean of Students advocate for student needs and provide services, support, and coordination for co-curricular programs to help cultivate and develop community, individual growth, wellness, inclusion, and leadership.

Core Values

Recognizing that much learning occurs beyond the physical boundaries of the classroom, we dedicate ourselves to maximizing the fullest potential of both the individual and the campus community. As such, we have identified these core values that will serve as a foundation for the work we do and the services we provide.

• The mission of the University is supported by an environment that promotes health, wellness, and campus pride, celebrates history, and cultivates new traditions.

• By providing purposeful experiences, we believe students will become active members of the campus community, lifelong learners, and productive members of society.

• Student development is strengthened by advocating, mentoring, advising, role modeling, and providing opportunities for active learning.

• Student academic success and retention is enhanced by involvement, engagement, and leadership opportunities as well as by maintaining the mental and physical health of the student.

• An open, just, respectful, diverse, and caring campus community helps engender a sense of belonging.

• Collaboration and cooperation are essential to achieving individual and institutional goals.

• The community is best served by open discourse.

• Principles of good management, leadership, and motivation are critical in the development of competent and dedicated staff and for ultimately providing efficient and effective services.

• Our facilities are primarily provided for the safe, enjoyable, and purposeful interaction of our students. Our ability to provide exceptional programs and services is predicated upon having suitable facilities, technology, and resources.

• Efforts to assess and evaluate individual and programmatic effectiveness improve and guide practice and service delivery.

Goals

1. Fostering learning and promoting academic success
2. Advocating for and coordinating outreach to support a diverse student body
3. Encouraging healthy choices and offering quality health and mental health services
4. Creating opportunities for involvement and leadership
5. Enhancing campus life and promoting a sense of community
6. Promoting school spirit and campus pride
7. Promoting cross-cultural competence

OFFICE OF ATHLETIC BANDS

Strategic Priorities 2010-2011
Goals > Progress Toward Goals

Student Leadership Development

- Developed a comprehensive, year-long leadership development program for 25 student leaders consisting of 1) Intensive leadership camp, 2) Student Leadership Council, 3) Expanded opportunities for involvement, 4) recognition events, 5) Enhanced leadership development assessments

Systems Optimizations

- Contracted with web-based management system to help manage inventory, equipment, uniforms, and track student attendance.
- Recruitment Team enhancement to systems & processes, to support various needs & interests of transfer, freshman, out of state and international students.
- Prioritized over 100 performance requests to fit within scope of our mission and goals
- Enhanced coordination of spirit groups to streamline performances & increased overall performance quality.
- Enhanced spirit group Welcome Wagon activities to yield excellent publicity and press for the university.

Recruitment

- Enhanced coordination with Admissions to support recruitment and yield of incoming students (data mining, information sharing, systems development, outreach).
- Hosted second annual High School Band Day to enhance educational pipeline and develop partnerships with local schools (over 150 HS students participated)
- Strengthened in-state student recruitment with print material in all Nassau, Suffolk County, and NYC high schools.
- Initiated recruitment to targeted Out-of-State (NJ, CT, MA, TX, FL) using out-of-state current band members contact.

Marketing

- Initiated social media marketing and advertising campaigns
- Increased facebook "likes" to 2000 members.
- Created marketing assistant position to manage social marketing initiatives
- Translated newsletter into Constant Contact digital newsletter delivered to over 1600 fans, friends and community members.

Facilities

- Executed a three-phase renovation plan over the course of the 2009-2010 academic year that would support the growing program, additional equipment, instruments and students.

Performance Indicators

Enrollment: Reached a total enrollment of 165 students in 5 years

Performances: Performed at over 100 campus, community and athletic events

Out-of-State Student: Increased enrollment of out-of-state students to above 10%

Academic Performance: Decreased students at academic risk to under 5%; 62 students on Dean's List.

Enrollment

	2006	2007	2008	2009	2010
Total #	37	70	107	137	165

OFFICE OF ATHLETIC BANDS
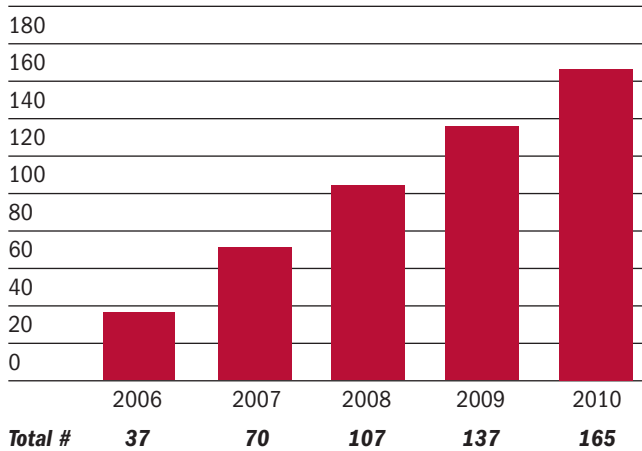
Points of Pride

Enrollment: Program has established itself as the fastest growing collegiate marching band in the country, with membership up to 149 in four years.

Retention Rate: Maintained high level of freshman to sophomore retention rate (94%)

Stony Brook Band Day: Coordinated 1st Annual High School Band Day with over 150 high school students

Social Media & Marketing: Launched a successful social media, marketing & branding campaign (>2000 fans).

Strategic Priorities 2011-2012

Fundraising & revenue generation: Establish alumni fund-raising mechanism and base. Develop fundraising and sponsorship levels and publications.

Marketing & brand development: Create Style Guide to create brand consistency. Expand Social Media with advanced features and applications. Merchandising, including SB songs available on i-tunes and ring tones. Re-design web site with advanced functionality.

Educational Pipeline and Recruitment: Seek grant opportunities to support arts education initiatives of under-represented student initiatives. Establish strong partnerships with band members of former HS. Expand SB Band Day participation.

Student Retention in Band: Increase upper-class student band membership retention. Continue to establish member traditions. Create mechanisms for enhancing student participation in governance and decision-making. Increase efforts to support outstanding academic and musical performance through scholarships.

Community Outreach: Increase number of community performances, including high profile regional/national events.

COUNSELING AND PSYCHOLOGICAL SERVICES/CENTER FOR PREVENTION AND OUTREACH

Mission

To provide college mental health services of the highest quality in the areas of prevention, early intervention, crisis intervention and treatment that are tailored to the individual needs of students and strengthen the mental health and wellness of the campus community.

Strategic Priorities 2010-2011

Strategic Priorities > Major Accomplishment or Activity

Reorganization

- Greater involvement of "prevention" staff in clinical work and "clinicians" in prevention and outreach work.
- Development of CPO as a training rotation for predoctoral interns (i.e., CAPS staff presenting in Parent Orientations; CPO clinicians included in intake schedule).

Spanning Treatment-Prevention Continuum

- Provide an even distribution of programs and services to reach students in a variety of methods including CPO 101, Depression Screens, Battle of the Bands, Post-A-Secret, Vagina Monologues, HIV Testing Day

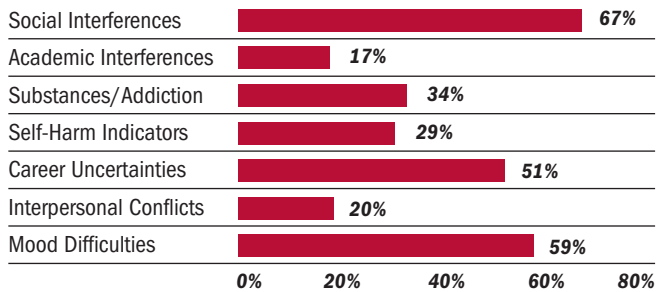### Generation of External Revenue

- Secured soft funding that will help further the work and projects currently in place as well as enable new partnerships with departments on and off campus.

Creation of a Formalized Program of Assessment

- Tied together data from CAPS clinical outcomes measures, NCHIP, RWB, POLARIS, as well as data from IR related to persistence and graduation rates so that effort in any single area contributes to other projects.
- Created logic model that outlines how various initiatives in CAPS/CPO intersect, including assessment practices

Leading Presenting Issues

K-CAT Form A T-Scores, Seven Dimensions (n=539, >55)

Dimension	Value
Social Interferences	67%
Academic Interferences	17%
Substances/Addiction	34%
Self-Harm Indicators	29%
Career Uncertainties	51%
Interpersonal Conflicts	20%
Mood Difficulties	59%

CPO101 Seminar Conditional Relationships Pre to Post:

CPO Staff completed more than 150 sessions of CPO 101 as part of the FYS 101 curriculum in Fall 2010, reaching nearly all 2,600 first-year students, with pre-/post-results indicating the following as a result of the presentations ($\alpha = .01$)

- 84% probability that a student will remain or become willing to intervene on behalf of a peer.
- 58% probability that a student will remain in disagreement or become newly disagreed with the statement that "alcohol should play an important role in an active social life"
- 75% probability that a student will call an ambulance when faced with a peer who is intoxicated.

of Unique Consultations (Walk-in and Intakes) July 1 - June 30, 1999-2011

# of Consultations

Year	# of Consultations
'99-'00	646
'00-'01	709
'01-'02	762
'02-'03	738
'03-'04	765
'04-'05	858
'05-'06	960
'06-'07	1001
'07-'08	1091
'08-'09	1082
'09-'10	1311
'10-'11	1369
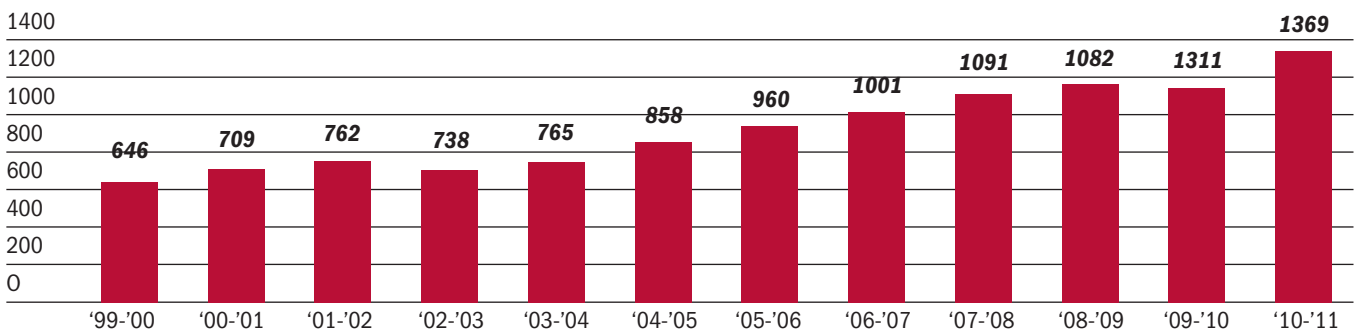
COUNSELING AND PSYCHOLOGICAL SERVICES/CENTER FOR PREVENTION AND OUTREACH

Academic Year	FTE Direct Clinical Service		# Sessions		Mean # of Sessions		Median # of Sessions			% in psych		% in group		
	'09-'10	'10-'11	'09-'10	'10-'11	'09-'10	'10-'11	'09-'10	'10-'11	'10-'11 Target	'09-'10	'10-'11	'09-'10	'10-'11	'10-'11 Target
Center Total	22.85	19.45	6,137	7,306	5.69	6.28	3	4	4-5	27%	25%	12%	12%	20%
	-14.9%		19.0%		10.4%		33.3%	-		+7.4%		0.0%	-	

Points of Pride

Increased Partnership with Academy & Departments outside SA/ERM:

- Formal partnership with the Psychology Department both in clinical service provision, training, grant writing and research.
- Active partnership with faculty in Preventative Medicine on grants and broader health initiatives including the National College Health Improvement Project (NCHIP).
- Formal Partnership with School of Nursing to implement Red Watch Band not only on East Campus but also in local high schools and communities where nursing students serve.
- Formal Partnership with University Police Department through DOJ/OVW

Engagement of student leaders in Prevention and Education Initiatives:

- Increased Quality of Engagement in RA Training (268 RAs), RED Watch Band Training and QPR Suicide Bystander Intervention Training for Honors College students
- Increased involvement of students in credit-bearing Peer Education Programs and Internships in major organizational initiatives.
- Established Student Advisory Group for CAPS with regard to clinical services
- Student Athletic Committee's work through NCAA CHOICES grant to combat high-risk drinking

Increased National Visibility:

- Profile of CAPS/CPO in The New York Times.
- 148 institutions have joined Red Watch Band, an SBU originated initiative.

Clinical Response To Volume Increase:

- Overall volume of unique students increased 8% while FTE decreased 15%
- Number of sessions provided increased 20%
- Key performance indicator target for median number of sessions identified in August 2010 was met in AY2010-2011.

Strategic Priorities 2011-2012

Building a Formalized Program of Assessment: Implementation of a PDSA approach consistent with NCHIP project to achieve systems and services improvements

Generation of External Revenue: Grant proposal submissions that connect ongoing University initiatives such as NCHIP, programs to improve graduation rates and existing grant work (e.g. Polaris)

Diversification of Clinical Services: Development of a robust group program

FACILITIES OPERATIONS SAC AND SB UNION

Mission

The Department of Facilities Operations provides access to two prominent student centers. The Student Activities Center and Stony Brook Union present opportunities for learning and socializing which foster a red hot school spirit. Our energetic staff creates a student-centric, nurturing, safe environment which serves as a vibrant nexus for our campus community. It is our pleasure to welcome everyone to enjoy our facilities.

Strategic Priorities 2010-2011

Goals > Major Accomplishment or Activity

Reputation of Excellence

•82 % of surveyed event organizers reported they "loved" doing business with the SAC & SB Union. This is a 10 point increase from the prior year.

Student Centers supporting a vibrant student life

•The Student Activities Center & SB Union executed 18,152 events. Although total event production decreased slightly from last year, overall foot-traffic increased. The SAC & SB Union continue to be the primary programming venues for the campus despite the presence of newer and similarly equipped facilities on campus.

Paperless Reservations Office

•Converted the Reservations Office and Accounts Receivable process into an electronic record system.

Student Club Office Space Access Control

•Moved 48 student club spaces into a card-access system allowing for greater usage tracking, accountability and access for 141 students while reducing the expense on our department to manually provide access.

Renovation/Refurbishment of facilities

•Partnered and collaborated with several offices on-campus to renovate and refurbish more than 8,000 square feet of student facilities. These partnerships were key in developing stronger, more attractive and functional venues at minimal cost to the department. Primary funding for projects came from Lackmann Culinary Services (Traditions Lounge & Servery) and the Undergraduate Student Government (Commuter Commons Upper & Lower Levels).

Performance Indicators

Results of user satisfaction survey.

Opinion

No **5%**
Somewhat **13%**
82% Yes, I love it!
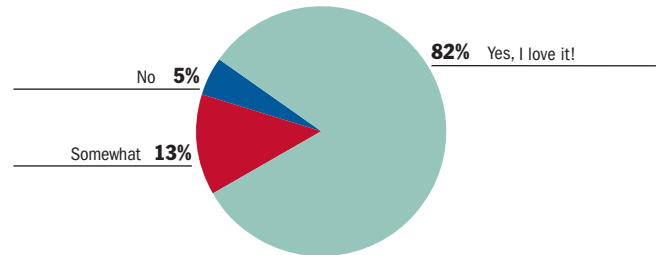
Increased foot traffic in building

Headcounts

# of Headcounts

	2009-2010	2010-2011
Total #	**1,138,644**	**1,606,946**
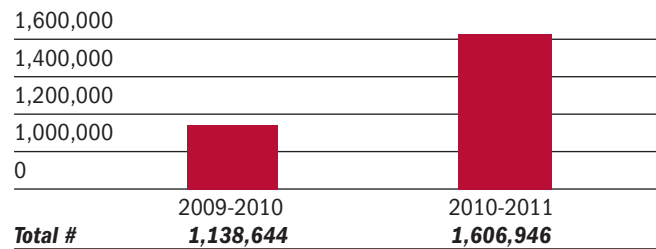
Comparison of SAC & SB Union event production with similar campus event centers

Comparable Campus Event Center

SB Union	8,098
SAC	10,054
Wang Center	1,291
ITS Center	275
GLS/HDV Center	712
SSO Center	653
Tabler Center	1,013
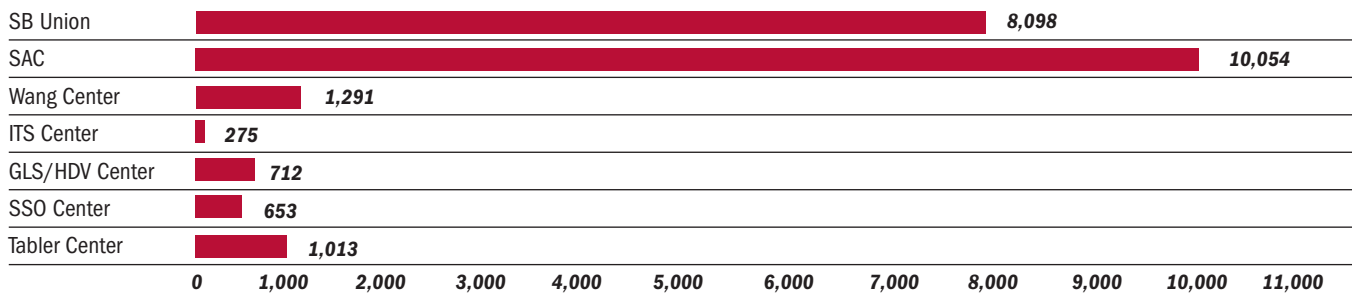
FACILITIES OPERATIONS SAC AND SB UNION

Graph of reduced paper consumption; during fiscal year 2011-2012 the reduction in printer usage will yield a projected service bill savings of 50%.

Imprints

# of Imprints

Total #	1/6/10 - 6/30/10	1/1/11 - 6/30/11
	13,740	2,900

Data demonstrates that moving from a desk-based entry system to a prox system dramatically increased space usage.

# of sign-ins April10 = 61
# of sign-ins April11 = 1283

Correlation between increased usage and decreased student staffing costs for the months of April 2010 & April 2011.
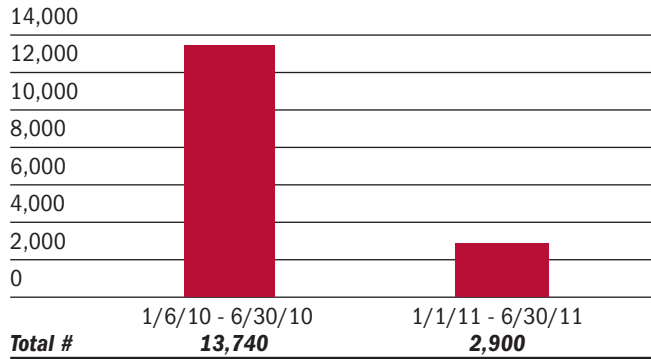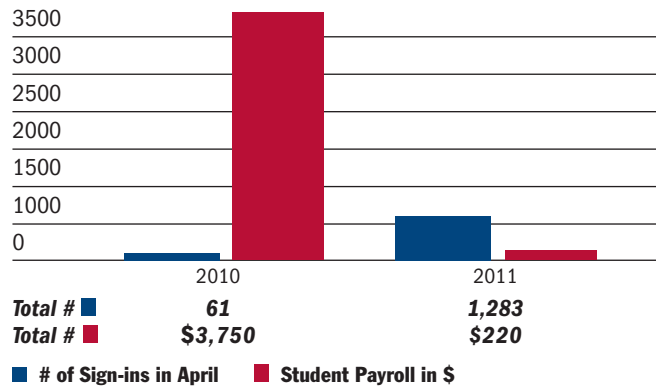
Student Payroll

	2010	2011
Total # ■	61	1,283
Total # ■	$3,750	$220

■ # of Sign-ins in April   ■ Student Payroll in $

Points of Pride

Maintained Building Operations: Despite staff vacancies and four (4) blizzards dropping a combined fifty-six (56) inches of snowfall, we maintained building operations and opened on-time relying primarily on a graduate workforce.

Event Production: Operating at 60% FTE, the department executed 18,152. In order to do this, a dedicated team of student and professional staff provided the following on a weekly basis: 30 hours of IT Support, 125 hours of event planning & data entry support, 133 hours of event execution & risk management, 145 hours of A/V production, and 177.50 hours of event setup & operational support.

Customer Satisfaction Levels: 82% of surveyed respondents reported they loved their experience with the SAC & SB Union. In addition, sixty-one letters of accolade were received acknowledging staff members 164 times.

Key Control Procedures Implemented a master key release system which eliminated the need to maintain duplicate sets of master & sub-master keys in circulation. Also provides for greater accountability from our student staff.

Strategic Priorities 2011-2012

Graduate Student Facility Manager Training Program: Standardize the training program for our graduate student facilities managers to ensure student staff members are able to effectively manage the buildings on their own within 1 month of employment.

This can be monitored by assessing their knowledge of our operation at the end of week one versus the end of week

four. Successful completion of the training program ensures students are ready to manage the facilities in absence of professional staff.

Revenue Generation: Alleviate the stress of decreasing campus allocation for the student centers by increasing external business. Develop a marketing strategy designed to bring new, off-campus clients SAC & SB Union.

Seek to attract at least four (4) new external clients to book a reservation during 2011-2012. Compare # of external clients with previous year.

Undergraduate Student Staff Training Module: Redefine student staff roles and create a standardized training program for all Operations Assistants. The goal will be to improve the understanding of how each OA contributed to the event production of the department.

This can be monitored by assessing their knowledge of our operation at the end of week one versus the end of week four. Successful completion of the training program ensures students are ready to manage the facilities in absence of professional staff.

Maintenance & Custodial Quality Assurance Program: Develop a quality assurance program for the SAC & SB Union taking into account public, semi-public, and private spaces. Shift burden of daily monitoring to student staff.

Maintain year-to-year volume of work requests but shift percentage of work submittals from professional staff to student staff. Utilize usage reports from MP2 to assist with assessment of this.

MULTICULTURAL AFFAIRS

Mission

The Office of Multicultural Affairs supports Stony Brook University's commitment to maintain an all-inclusive campus community where human diversity is valued, appreciated, and celebrated. The office assists in fostering a campus climate that is welcoming, nurturing, and supportive for all members of the University. The office provides educational and cultural programs, facilities, advocacy, outreach, and resource information that promote student success, leadership, engagement, and community involvement.

Strategic Priorities 2010-2011

Priority > Major Accomplishment or Activity

Campus Traditions that promote multicultural learning and celebrate diversity:

- 10th Annual Festival of Lights Program – Holiday celebration and reception featuring the Interfaith Center Chaplains and cultural performances by 10 student groups. Attendance = 400 (estimate)
- Black History Month 2011 – Annual campus celebration featuring Opening Ceremony, Essay & Speech Contest, and Closing Ceremony. Also included 38 educational and cultural programs sponsored by 23 student groups and 15 departments.
- Journey Around the World: 7th Annual Multicultural Show & Food Tasting - Educational program that highlights Stony Brook's diverse campus community, featuring cultural performances and ethnic cuisine from 12 student groups. Attendance = 500 (estimate)
- 13th Annual Diversity Day Program – Part of Stony Brook's Strawberry Festival, this year's indoor event featured educational performances by 9 cultural student organizations. Attendance = 250 (estimate)

UNITI Cultural Center:

As a focal point for multicultural learning, the UNITI Cultural Center provided more opportunities for students to participate in a variety of diversity programs, including:

- The 2nd Annual "Culture Captured" Photography Contest
- Cultural Game Night (new)
- Beauty Around the World program (new)
- Make-and-Take Native American Dream Catcher Making (new)
- Origami and Chinese Paper Cutting, a First Friday event (new)
- "You're a Grand Ole Flag" Multicultural Flag Making (new)
- Ojos de Dios Latino/Hispanic Crafts Making, a First Friday event (new)
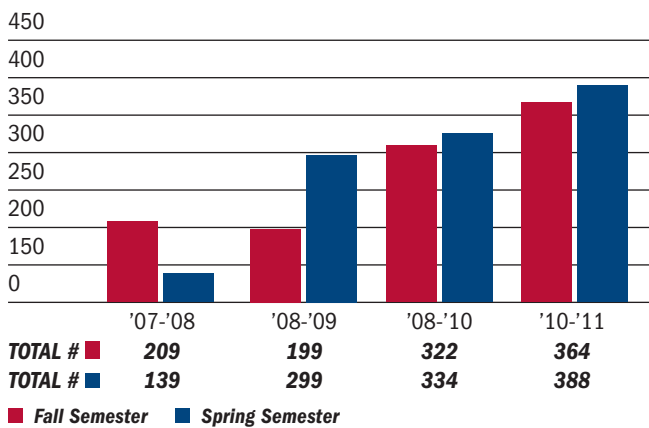- Be Stress Free with the UCC!

Student Retention Initiatives:

Student African American Brotherhood Chapter (SAAB) As part of its emphasis on academic development and student success, members of the SAAB Chapter (30 students):

- completed written Personal Development Plans to identify individual academic, career, leadership, and personal development goals each semester
- completed weekly Study Hours (average 30 hours per week)
- offered two programs: "Student Success" and "Making the Grade" (facilitated by the Academic Advising and Pre-Professional Center)
- presented 4 developmental programs on presentational speaking, budgeting/personal financial management, and ethics/character building
- performed community service, including hosting 40 Brentwood South Middle School students at the 2nd Annual "My First Day at College" Program, and 2 "College 101" outreach programs.
- participated in the SAAB National Conference (3 student leaders, 2 SAAB Advisors)
- engaged in team building experiences to further develop SAAB as a peer community. This included weekly leadership team meetings and monthly chapter meetings, SAAB Field Day (recreation), SAAB Movie Night, and a SAAB Game Night, and orientation programs for new officers and new chapter members.

UNITI Cultural Center Facility Reservations Comparison

# of Reservations

	'07-'08	'08-'09	'08-'10	'10-'11
TOTAL # ■	**209**	**199**	**322**	**364**
TOTAL # ■	**139**	**299**	**334**	**388**

■ *Fall Semester*   ■ *Spring Semester*

SAAB Chapter Membership 2007-2011

# of Students

	Fall '07	Spring '08	Fall '08	Spring '09	Fall '09	Spring '10	Fall '10	Spring '11
TOTAL # 13		**13**	**27**	**32**	**31**	**31**	**33**	**30**
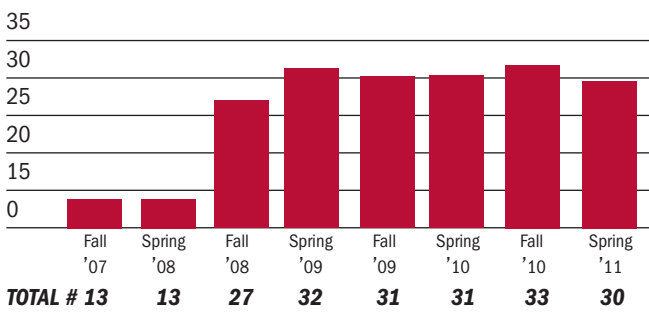
MULTICULTURAL AFFAIRS

SAAB Chapter Academic Grades Comparisons 2007-2011

		Fall '07	Spring '08	Fall '08	Spring '09	Fall '09	Spring '10	Fall '10	Spring '11
TOTAL	#	2.83	2.85	2.81	2.75	2.80	2.76	2.78	2.80
TOTAL	#	2.54	2.54	2.54	2.54	2.54	2.54	2.54	2.54
TOTAL	#	2.64	2.64	2.64	2.64	2.64	2.64	2.64	2.64

- All SAAB Chapter Members
- All African American Males
- All Latino/Hispanic American Males

SAAB Chapter Membership 2007-2011

of Students

	SAAB National Conference	Career Coaching Series Prog	Diversity Pro. Leadership Network Prog.	Community Service	Leadership Team Meetings	Study Sessions	Chapter Meetings
TOTAL #	10%	21%	33%	63%	75%	77%	90%

UNITI Cultural Center Facility Reservations Comparison 2007-2011

July Aug. Sept. Oct. Nov. Dec. Jan. Feb. Mar. Apr. May June

- '07-'08
- '08-'09
- '09-'10
- '10-'11
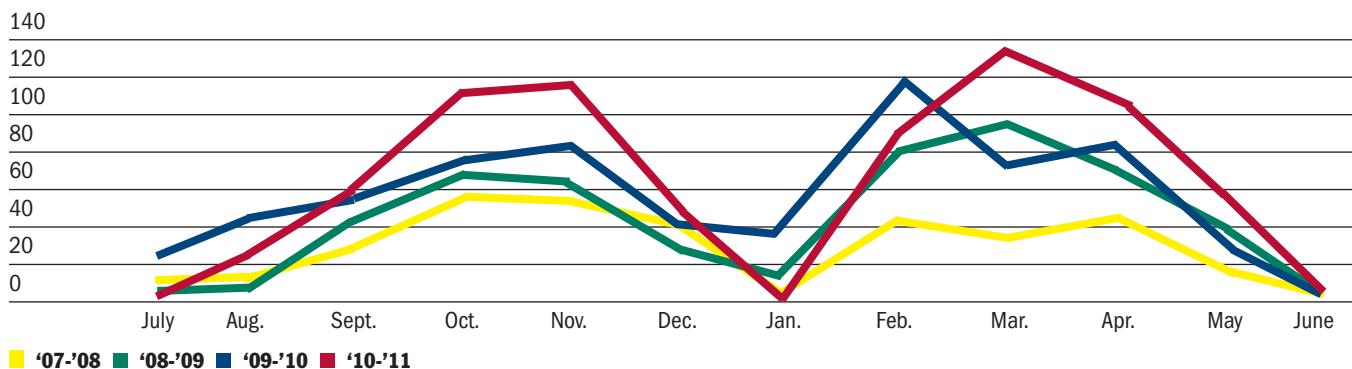
Points of Pride

Enhanced Assessment Efforts and Strategic Planning: Expanded assessment efforts of the SAAB Chapter to inform future strategic planning for student success.

Increased Opportunities for Experiential Learning: Strengthened and expanded student engagement in cultural programming, internships, community service, and alumni relations.

Expanded the Role of the UNITI Cultural Center (UCC): Enhanced outreach efforts to students and campus departments to increase awareness about the UCC facility as a multicultural resource center. Introduced new programs, resulting in an increase in visibility and student involvement.

Strategic Priorities 2011-2012

Enhance Opportunities for Experiential Learning: Establish a peer mentoring component for the SAAB Chapter, including program design, needs assessment, peer mentor training and program implementation.

Enhance Opportunities for Experiential Learning: Increase professional development opportunities for student staff and interns.

Provide one diversity training workshop and one professional development opportunity to all student staff and interns.

Fundraising: Enhance fundraising for the SAAB Chapter.

Conduct outreach to current and potential donors for the SAAB Chapter Fund (SBF) to increase current donations by at least 5%.

OFFICE OF THE DEAN OF STUDENTS

Strategic Priorities 2010-2011

Student Case & Crisis Management:

• Coordinated the activities of a collaborative and broad-based campus response team to provide spectrum of support to students, faculty, staff and community members affected by the Japanese tsunami & nuclear crises. Response team raised more than $25,000 to support crises response.

• Provided individual advisement to over 799 students in response to their academic, family, personal, & psychological crises & concerns to support academic success & personal development.

• Optimized organizational roles and training to focus case management on delivering prompt, compassionate and effective responses, serving as a key point of contact for students, faculty, staff, family and community members.

• Provided organizational leadership to academic and administrative departments to create a coordinated, effective and seamless university response.

• Managed high-level student crises with warmth and leadership in support of a strong sense of campus community.

Assessment, Metrics and Data Collection:

• Broadened and strengthened learning outcomes for various elements of unit. Expanded targeted metrics to deepen assessment of operational effectiveness as it relates to student case management.

• Investigated and reviewed viable information and data management systems to enhance tracking and assessment of student case management.

Community Development:

• Launched Community Pledge Campaign with Academic Affairs in efforts to build a safe and more caring campus community. More than 500 students took the pledge in the first few months.

• Provided leadership in the coordination and advancement of the University Spirit, Pride & Traditions Committee in its efforts to provide opportunities for programming and engagement. Efforts helped advance record student attendance at NCAA athletic games and supported teams, fans and community in banner year.

• Successfully coordinated major traditional programs, including, Earthstock, Student Giving Campaign, Homecoming and Student Life

• Coordinated student events to recognize outstanding student service, leadership, academics & research (Undergraduate Recognition Awards, Student Art Exhibit, Student Life Awards, Fredrick Preston Partnership Awards).

• Expanded Campus Involvement Project (CIP) that helps students involve peers in student life

Campus Leadership & Partnerships:

• Advance strategic partnerships with administrative units & academic deans that support student advocacy, programming and affect the student experience.

• Supported coordination, instruction, advising & co-curricular support and leadership of the University Scholars program, which enrolled 275 high-achieving first-year students.

• Continued coordination & cultivation of student leadership groups (USG, Red Zone, Alternative Spring Break Outreach, etc.) in support of their contribution to student life.

• Administered and coordinated the Student Ambassador Program in collaboration with Undergraduate Admissions and Alumni Affairs.

DOS Student Cases by Category	'09-'10	'10-'11
Academic	131	112
Advising/Misc.	130	220
Death of Student/Alumni	9	4
Family Illness, Crises, Death	59	51
Financial	35	19
Housing	26	36
Judicial	39	30
Medical	134	110
Missing Student	6	6
Psychological	34	15
Recommendations/Nominations	172	132
Other	56	61
TOTAL	*831*	*795*

OFFICE OF THE DEAN OF STUDENTS

Student Cases Managed by DOS Office

of Cases

Total #	531	747	831	795
	'07-'08	'08-'09	'09-'10	'10-'11
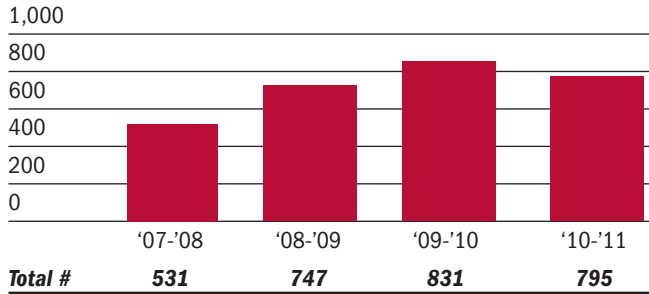
Community Pledge Programmatic Outgrowths & Collaborations

	Apr 2011:	Day of Silence
	Apr 2011:	Multicultural Show
	Apr 2011:	Community Service Club Fashion Show
	Spring 2011:	Community Pledge Tabling
	Mar 2011:	Have A Heart
2010 – 2011	Mar 2011:	Vigil of Hope
	Feb 2010:	Vagina Monologues
	Feb 2011:	Serenity Showcase II
	Feb 2011:	Sing for CommUNITY
	Jan 2011:	New Student Convocation
	Dec 2010:	Festival of Lights
	Nov 2010:	Serenity Showcase I

Points of Pride

Japan Campus Response Team: Coordinated the activities of a collaborative, and broad-based campus response team to provide spectrum of support to students, faculty, staff and community members affected by the Japanese tsunami & nuclear crises. Response team raised more than $25,000 to support crises response.

Emergency & Crises Intervention: Responded to individual & community needs following high-level student community crises while fostering a sense of community support & care in the wake of tragedy. Partnered with academic, administrative, student and interfaith programs to provide academic and personal support.

Grant Funding: Awarded SUNY Explorations in Diversity and Academic Excellence Grant ($7,080) to enhance efforts connecting local schools with Earthstock. Awarded the New-man's Own Campus Community Service Challenge Grant ($7,500) to support pre-med fraternity collaboration and outreach with Make-A-Wish Foundation of Suffolk County.

Regional Educational Programming Recognition: The Office of the Dean of Students received the Long Island Student Personnel Association (LISPA) Outstanding Educational Programming Award in recognition of Earthstock programming series.

Institutional Pride & School Spirit: Organized, in partnership with various units, activities and events that increased student attendance at athletic events to record levels.

Strategic Priorities 2011-2012

Institutional Pride, Traditions and Identity: Expand scope of pride and tradition initiatives to help continue to bolster sense of school spirit and develop/communicate campus traditions. Enhance publicity of campus traditions using social media networks and creative use of facilities as opportunity for entrenchment of institutional history and traditions.

Assessment, Metrics and Data Collection: Implement new information and data management systems for tracking progress and outcomes of student cases. This will help to obtain and analyze data.

Building a Safe and Caring Community: Use Community Pledge campaign as basis to inspire organic and collaborative outgrowths which support building a safer and more caring campus community. The Pledge offers opportunities to connect with University Scholars, Undergraduate Colleges, student groups and Student-Faculty-Staff Retreat

Capital Planning: Investigate, support and advocate for space needs in capital planning projects as they relate to sustaining counseling, student health, student organizations, athletic bands, recreational and programming needs of student body and campus.

STUDENT HEALTH SERVICES

Mission

It is the mission of the Student Health Service of the State University of New York at Stony Brook to be responsible for the delivery of accessible, high-quality, cost-effective primary health care to a diverse student population. The Student Health Service will be committed to preventative health and comprehensive wellness, integrating accessible primary care with other student needs inherent in a healthy lifestyle. The Student Health Service will serve in partnership with students and the campus community. It is dedicated to protecting patient interests. This facility will pursue its vision of continuing education by integrating learning experiences for staff and students, and providing services that support and nurture the maximization of general wellness.

Strategic Priorities 2010-2011

Strategic Priorities > Major Accomplishment or Activity

Active Laboratory EMR Interface.

The Health Service EMR (Electronic Medical Records) developed an interface with the two outside laboratories where the laboratory testing is being performed. The laboratory results go directly into the EMR for easy retrieval and evaluation by the health care practitioner.

Maintain Compliance with AAAHC Standards.

The SHS purchased policy software which allows the easy creation, review and update of all policy and procedures annually. The staff has desktop access to all policies and procedures through this program. Any policies changes can be distributed to the staff and confirmation received. All policy and procedures were reviewed and are up to date for upcoming AAAHC accreditation review in December 2011.

MMR Automation.

The SHS worked with DOIT to devise a system for better identification of students' compliance with MMR requirement based on current Public Health Law. Reports were developed to identify those not in compliance.

Maintain SHS patients visits.

The services offered to the students at the SHS have increased. Even though visits in some areas decreased due to job changes and retirement, other areas saw increases leading to an overall increase in service visits. Patient visits were up to 26,831 this past year.

Student Health Center Patient Visits by Type, 2004-2011

Academic Year	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Medical	14,796	16,186	16,233	16,540	16,897	17,188	16,760
GYN	4,108	4,635	4,318	3,800	1,926	3,027	3233
Administrative	2,265	2,232	3,186	2,626	2,314	328	2869
Dermatology	358	248	312	287	155	361	321
Wart Clinic	235	226	291	166	28	62	206
Therapeutic Massage	718	801	755	702	683	606	131
Nutritionist	157	196	209	213	216	35	151
Influenza Vaccine Clinic	—	—	—	—	—	397	51
Social Worker	661	732	688	553	506	261	218
CAC Counselor	449	388	297	—	—	—	—
Self Care Clinic	—	—	—	—	—	2,617	2891
Total SHS Visits	*23,747*	*25,644*	*26,289*	*24,887*	*22,725*	*24,882*	*26,831*

STUDENT HEALTH SERVICES

SHS Total Visits 2004-2011

# of Visits

TOTAL #	'04-'05	'05-'06	'06-'07	'07-'08	'08-'09	'09-'10	'10-'11
	23,747	25,594	23,289	24,887	22,725	24,882	26,831
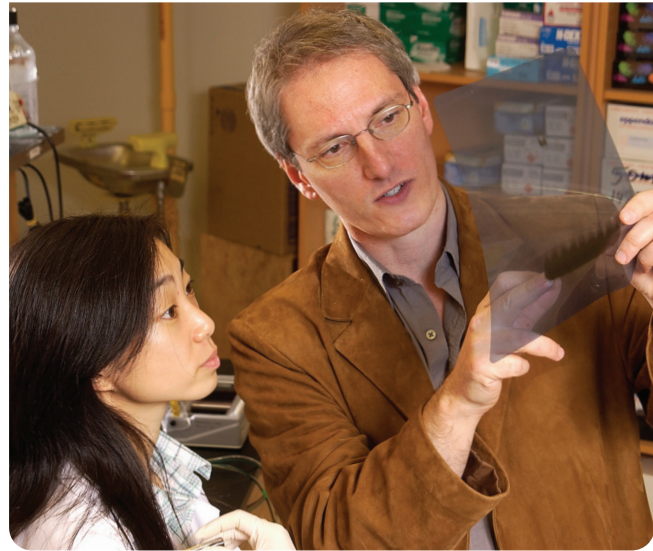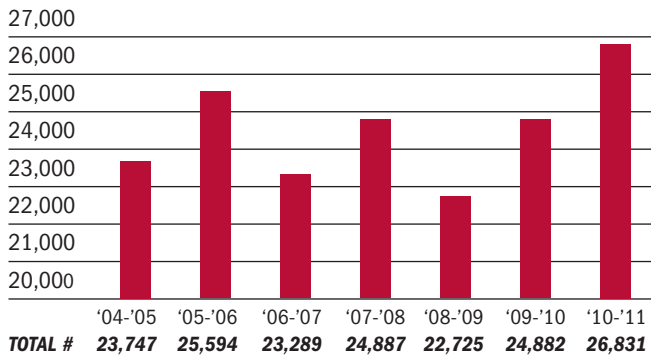
Points of Pride

SHAC: Student Health Advisory Council was actively involved in the Health Fee determination process, the choices for selection of the insurance options for the coming year and collaborating on wellness week activities with other groups and organizations. More than 120 student members were involved in SHAC activities.

Volunteer Efforts: 45 Faculty/Staff were screened for prostate cancer at the SHS in conjunction with the Urology Department.

70 cholesterol and blood pressure screenings were done in conjunction with the Wellness Center.

6 Heartsaver/ AED courses for the campus community were done in conjunction with Human Resources.

1,526 chiropractic visits at SHS were made available by students from NY School of Chiropractic Medicine.

42 family medicine residents, medical students, nurse practitioner students and nursing students were supervised for their Ambulatory Medicine Rotations at SHS.

Patient Satisfaction: 99% of the students would recommend the SHS to another student and overall satisfaction was at 100%.

Patient Visits & Laboratory Visits: More students were served this year than last year with an increase of more than 1,000 visits to the clinics. In particular there were more visits to Gynecology, our Nutritionist and our Self Care clinic. The Laboratory had an increase of more than 400 in-house tests, 500 in-house cultures, and 700 tests sent out.

Pharmacy & Over-the-Counter Visits: Over-the-counter medications usage went up by over 5,000 items, dispensed mostly for free. The number of regular prescriptions filled decreased by 500. Prescription medications such as Allegra and Zyrtec, now being provided over-the-counter, contributed to this decrease. Between the over-the-counter medications and regular prescriptions, overall pharmacy usage increased by 4,000.

Strategic Priorities 2011-2012

Decrease Antibiotic Usage through Educational Efforts for Viral Upper Respiratory Infections: Provide an education/learning experience regarding appropriate antibiotic use. It is expected that the education/learning experience should help educate patients in regard to appropriate antibiotic use for viral upper respiratory infections.

Better Management/Control in Type 2 Diabetic patients: Increase Diabetic Control to avoid complications affecting eyes, kidneys and nerves by ensuring that every diabetic is offered a Hemoglobin A1C blood test to assess control over the past 3 months and an urine-protein test for more immediate assessment.

Influenza Prevention in Health Care Providers: Following the influenza vaccine recommendation of immunizing all Health Care Providers by the CDC and the DOH, all the Health Care Providers of the SHS will be offered and receive the influenza vaccine during the 2011-2012 influenza season.

Maintain SHS Patient visits: Continue to provide the same quality and level of services and increase when possible.

STUDENT LIFE

Mission

The Division of Student Life at Stony Brook University advocates for students while fostering campus involvement, civic engagement, and student success. The departments within the Division of Student Life offer quality services and programs that provide social, cultural, recreational, academic, and leadership development.

The Division of Student Life is comprised of the following units: Campus Recreation, Commuter Student Services, Student Leadership, and Student Activities. The core values the division strives to achieve are: Advocacy, Empowerment, Collaboration, Inclusiveness, Wellness, and Fun.

Strategic Priorities 2010-2011

Goals > Major Accomplishment or Activity

Submit Event Form

• Online Form used for students, faculty, and staff to submit events to be posted on student life listserv, calendar of events, and SCALA. The number of submittals increased by 70%.

License Event Notification Service (LENS)

• Instituted a new policy for Student Club Travel. Each student that plans on driving a rented or personal vehicle to an event or recognized club event were required to provide current driver's license information for verification of license status and driving history. Students were not permitted to drive if they had an expired or suspended license and/or6 or more points

Internships

• Division of Student Life offered 50 internship opportunities for students: 21 Media, eight Student Life, eight Student Activities, five Craft Center, five Leadership, two Intramurals, and two Wellness Center.

Student Life Listserv

• Division of Student Life listserv membership has grown by 40% this year. Announcements are sent out twice per week to students regarding calendar of events and announcements.

Student Employment

• Student Employment: 232 students were employed within the Division of Student Life.

Support for Student Learning

• Seven student life professional staff members taught academic classes: six SBU 101 sections, 1 ADV first year seminar for transfer students, and Assistant Director for Student Life and Leadership taught Sociology 268.

Performance Indicators

Increased Event Form submittals by 70% from 2010 to 2011.
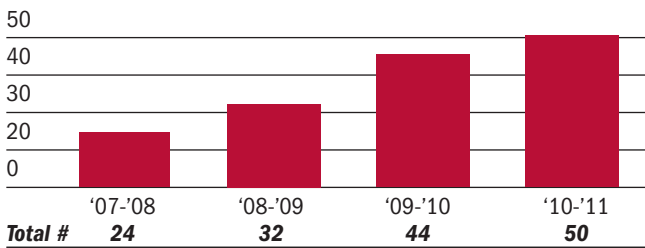
Submit Event Form Utilization

# of Forms Submitted

Total #	2009-2010	2010-2011
	213	**364**
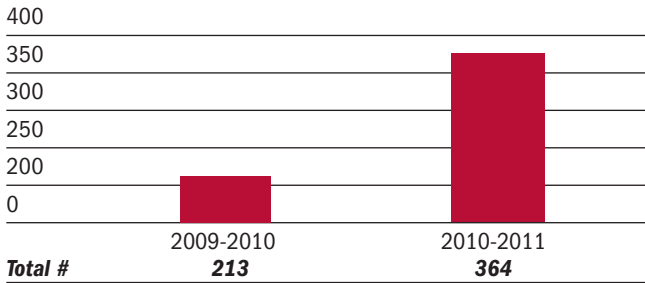
Internships increased by 14% from prior year.

Internship Positions

# of Interns

Total #	'07-'08	'08-'09	'09-'10	'10-'11
	24	**32**	**44**	**50**

Increase membership by 40% from prior year.

Student Life Listserve Members & Reach

# of Members

Total #	'06-'07	'07-'08	'08-'09	'09-'10	'10-'11
	1,379	**5,227**	**6,010**	**10,880**	**15,126**
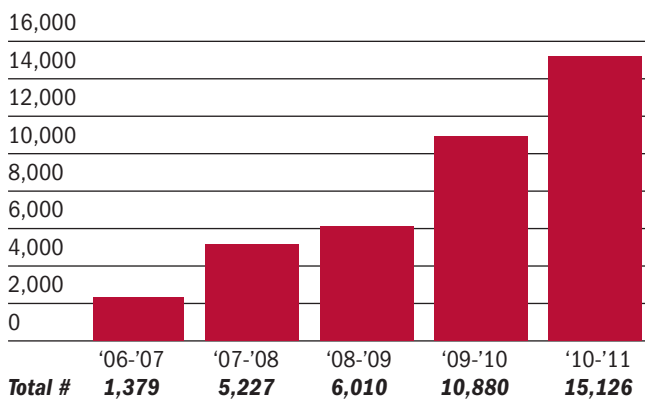
Points of Pride

Implemented License Event Notification Service (LENS) for all student club/organization travel: July 2010 instituted a new policy for Student Club Travel. Each student that plans on driving a rented or personal vehicle to an event or recognized club event were required to provide current driver's license information for verification of license status and driving history. The Division of Student Life utilizes the New York State Department of Motor Vehicles License Event Notification Service (LENS) program. Students were not permitted to drive if they had an expired or suspended license and/or 6 or more points.

July 2010-June 2011   128 Driver's applied to drive.

16 Driver's had 6 or more points on license

4 Driver's had expired license

4 Driver's had suspended license

As a result of this new program the Division of Student Life prevented 24 unsafe or unlicensed drivers from transporting Stony Brook students to events.

Internships: Offered 50 internship opportunities to support administrative functions and student learning.

LICSPA Creative Social Program Award: LICSPA 2011 Creative Social Program Award: The Division of Student Life – Rocky-ofacecase (RYFC) Monday Night showcase that is hosted at the UCafe was awarded the LICSPA Creative Social Program award. RYFC is an all-ages, alcohol-free, professional concert experience where admission is free and the bands play for free.

Strategic Priorities 2011-2012

Submit Event Form: Develop an assessment tool to measure the effectiveness of the Submit Event Form.

• **P.I.:** Results from assessment showing that participation at events were a result of promoting on Student Life listserv, calendar, SCALA.

Comprehensive Student Life Calendar: Collaborate with Campus Residences, Athletics, USG, and Student Life in developing a comprehensive calendar of events for student life. Ensuring that events are developed to complement each other and are strategically planned to fill gaps in calendar.

• **P.I.:** One comprehensive calendar and limited gaps throughout the year regarding programming.

Student Club Travel: Offer Driver Safety Classes for students and encourage those that would like to drive to student events to take the class. Also, encourage students that applied to drive to events but were denied due to LENS program the opportunity to attend the class and decrease their points.

• **P.I.:** Track the number of students that apply to drive through the LENS Program that actually take the Driver Safety Class.

Student Life Listserv: Assess the effectiveness of the listserv in promoting student events. Research different software programs to design announcements that will work with Stony Brook's listserv system to make announcements more interactive and user friendly.

• **P.I.:** Assess students at events and programs throughout the year to determine how they became aware of the event/program, Contact listserv administrator, research other institutions as to what software is available for designing the announcements.

Campus Recreation Center: The new Campus Recreation Center is scheduled to open fall 2012.

• Working closely with Campus Planning, Design, & Construction on Furniture and Equipment purchases to assure smooth transition to the new facility.

• Developing policies and procedures for new facility.

• Implementation of Campus Recreation Center fee to support operation and maintenance of facility.

• Hiring of five new staff members to support new building operation.

• **P.I.:** Ability to furnish and equip facility with allocation provided.

• **P.I.:** Policies and Procedures manual for new facility.

• **P.I.:** New Campus Recreation Center Fee implemented for 2012-13.

• **P.I.:** Successful hiring of five staff members to support new building operation.

CAMPUS RECREATION

Mission

To provide the students, faculty and staff at Stony Brook University with the opportunity to recreate in a safe, positive and friendly environment. Recreation is provided through a wide variety of programs and opportunities, including an extensive intramural sports program, sports clubs, open recreation, fitness activity classes, non-credit instruction, special events and equipment rental.

Strategic Priorities 2010-2011

Strategic Priority > Major Accomplishment or Activity

Weekend Programming

- Offered 12 major weekend programs which totaled more than 1951 number of participants throughout the year.
- Saw a 138% increase in participation in weekend life programming events from the previous year.
- Co-sponsored the Rec A Thon with Campus Residences and had over 450 participants.
- Offered for the first time ever a 3-day ski trip to Jay, Vermont for our students.
- Outdoor movie (Shutter Island) drew over 300 participants.
- The Department of Campus Recreation teamed up with the Undergraduate Colleges and co-sponsored the "Battle of the Undergraduate Colleges" and organized a variety of programming for this event.

Marketing, Communication and Outreach

- Enhanced outreach and communications to students through expanded use of social media and marketing:
  - Campus Recreation Facebook Page: 3763 members (319% increase from previous year).
  - Fitness and Wellness Center Facebook Group: 1226 members (182% increase from previous year)
  - Campus Recreation YouTube page: 6193 channel views (556% increase from previous year)

Promote A Vibrant And Inclusive Community

- Offered 53 fitness classes per week and 38 intramural and recreational programs. Wellness center was open 3,917 hours during the year

Fitness Class Programming

- Offered 141 more fitness classes than last year (1,209 vs. 1,068), with total annual participation totaling 13,927 and average class attendance 11.50.
- Particular emphasis on scheduling and clustering activities; added 13 more Friday and weekend classes.

Performance Indicators

Wellness Center: Operated more than 3,917 hours, totaling 101,980 visits, this represents a 6.5 percent increase over the last 6 years

Fitness Area: Offered 1,223 classes totaling 13,605 participants, a 18 percent increase over 6 years

Intramural Program: Coordinated 10 intramural sport activities, totaling 5,873 participants, a 10 percent one-year increase and 38 percent increase over 6 years

Recreational Program: 24 events offered, totaling 2,339 participants, a 40 percent one year increase

Sport Clubs: 27 sports clubs, totaling 879 members

Social Media & Marketing 2009-2011

# of Comparison

	'09-'10	'10-'11
TOTAL # ■	1,849	3,763
TOTAL # ■	1,114	6,193

■ *Facebook Friend*   ■ *YouTube Views*
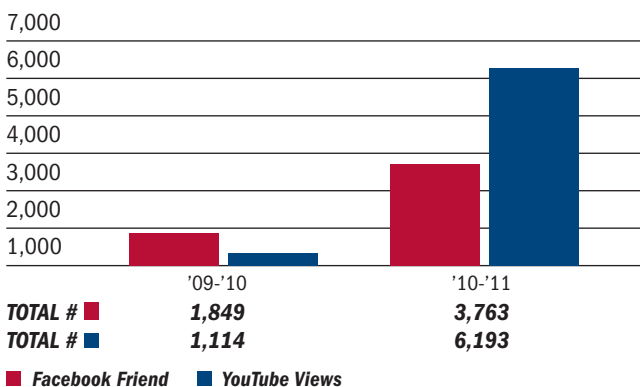
Average Participation in Weekend Programming

2010-20	162.58
2009-20	71.5
2008-20	62.45

0   50   100   150   200
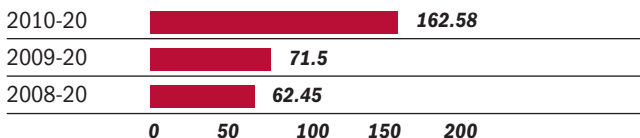
CAMPUS RECREATION

Fitness Class Participation

of Fitness Class Participation

14,000
13,000
12,000
11,000
10,000
0

	'06-'07	'07-'08	'08-'09	'09-'10	'10-'11
TOTAL #	11,728	11,390	11,770	13,688	13,605

Wellness Center Visits

of Visits

104,000
102,000
100,000
98,000
96,000
94,000

	'06-'07	'07-'08	'08-'09	'09-'10	'10-'11
TOTAL #	95,123	96,762	101,886	102,542	101,980

Intramural Participation

of Instramural Participation

6,000
5,000
4,000
3,000
2,000
1,000

	'06-'07	'07-'08	'08-'09	'09-'10	'10-'11
TOTAL #	4,245	4,123	4,229	5,346	5,873
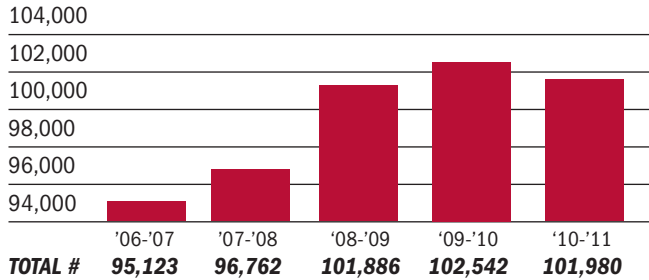
Sport Club Participation

of Sport Club Participation

1,400
1,200
1,000
800
600
400

	'06-'07	'07-'08	'08-'09	'09-'10	'10-'11
TOTAL #	1,297	1,168	874	935	879
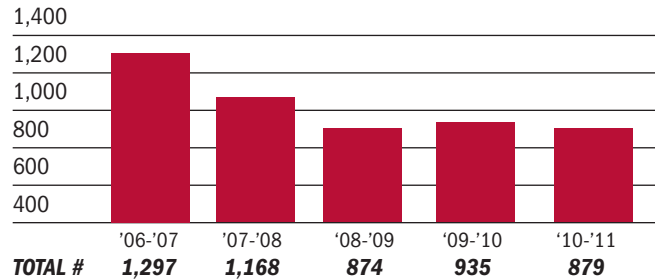
Points of Pride

Weekend Programming: Offered 11 major weekend programming events this year. Saw student participation increase by 138% since previous year.

Collaboration: Enhanced collaboration with developing and sustaining on-campus and off-campus partners. The relationships that have been created with these entities afforded us the ability to offer more programs (which increased student participation), use less resources and save money.

Fundraising: The Department of Campus Recreation in total raised $4,000.00 through fundraising through three events that were organized this year where the Zumba-thon, Campus Recreation Annual Golf Tournament and Debbie Whittermore 5k Run. All monies raised were donated to the following SBU charitable foundations: Stony Brook Children's Hospital, Rich Reeder Endowment Fund, Debbie Whittemore Endowment Fund,

SB Fit Club: SB Fit Club grew from 6 participants in the fall to 18 participants in the spring. This 15 week program had positive results. Average weight loss for fall was 7.1 lbs and 12.97 lbs for the spring.

Strategic Priorities 2011-2012

Campus Recreation Center:

- Begin the transition to the New 85,000 square foot Campus Recreation Center. Activities include establishing budgeting parameters, staffing requirements, vendor proposals, and equipment purchases.
- Equipment Purchase by July 2012

Marketing, Communication and Outreach:

- Utilize various social media outlets to promote the program. Launch New Campus Recreation Website for fall 2011.
- Use google analytics to track usage of visitors to the various social media outlets

Weekend Programming:

- Determine the efficacy of weekend programming in promoting retention of first year out of state students
- Will track out of state participation at all campus recreation weekend activities.

Marketing and Promotion:

- Utilize social media (facebook, youtube) to promote programs. Collaborate with a variety of Departments
- Track the amount of hits that we get on each of our social media pages, including website.

COMMUTER STUDENT SERVICES

Mission

The Office of Commuter Student Services contributes directly and indirectly to the enhancement of the educational experience of all undergraduate commuter students at Stony Brook University. We seek to help commuter students become active participants in campus life so that their experiences at Stony Brook are truly satisfying and enriching. We accomplish this by providing services, programs, advocacy, research and outreach on their behalf.

Strategic Priorities 2010-2011

Priority > Major Accomplishment or Activity

Enhanced Use of Technology

- Created new method of pairing new students with Commuter Assistants through the use of online video bios, viewed over 7,110 times.
- Increased number of Facebook fans by over 67% & increased the number of active monthly users by 400 users.
- Hosted four online Commuter blogs that were viewed 810 collectively.
- Created a Commuter Assistant Blackboard page, transitioned all Commuter Assistants to Lotus Notes email addresses and developed/ maintained two email listservs.

Enhanced Assessment Methods

- Assessed the impact of the Commuter Assistant Program on new students' transition to the University.
- Assessed the level and number of meaningful relationships built between Commuter Assistants and their new student partners.
- Tracked the number of and reason for students' inquires.

Increased Networking Opportunities for Commuter Assistants

- Piloted the Commuter Assistant Liaison Project so that all (7) returning Commuter Assistants were paired with a representative from a campus office to increase networking opportunities while enhancing communication between Commuter Student Services and the chosen office.
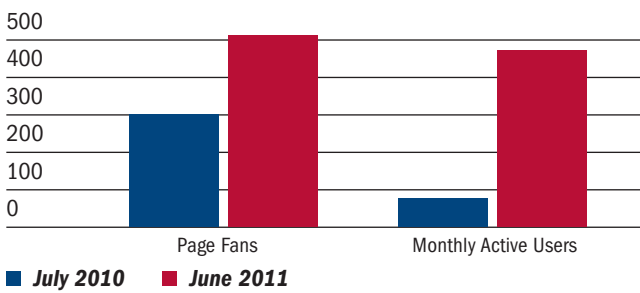
Increased Programming and Participation

- Increased number of overall programs and participants. Held 25 more programs and outreach events, and had over 4,124 more participants.
- Increased collaborative efforts with Center for Prevention & Outreach/ Student Health Services. Cosponsored 6 Commuter Depression Screenings as compared to 3 last year, and had over 1,700 students receive face-to-face contact with a Peer Educator as compared to 950 students last year.
- Distributed over 1,000 preventative health condom packets, and scheduled Red Watch Band Training for Commuter Assistants.

Increased Number of Commuter Assistant Applications

- Conducted first-ever Prospective Commuter Assistant Mixer which resulted in Commuter Assistant applications increasing by over 20% from last year.

CSS Facebook Page Activity

# of Activity

■ **July 2010**   ■ **June 2011**

Summer 2010

% Participants

■ **CA Program Participant %**   ■ **NOT CA Program Participant %**
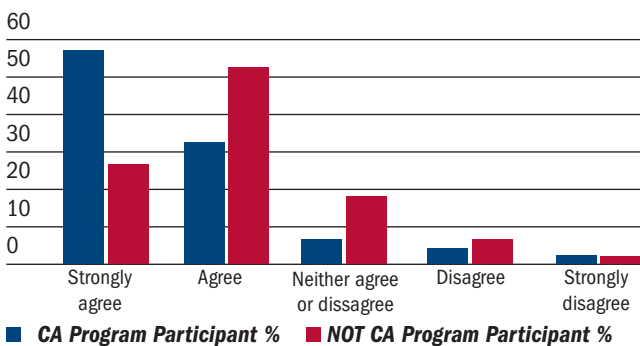
Commuter Assistant Fall & Mid-Semester Participation Rates

% Participants

■ **CA Program Participant %**   ■ **NOT CA Program Participant %**
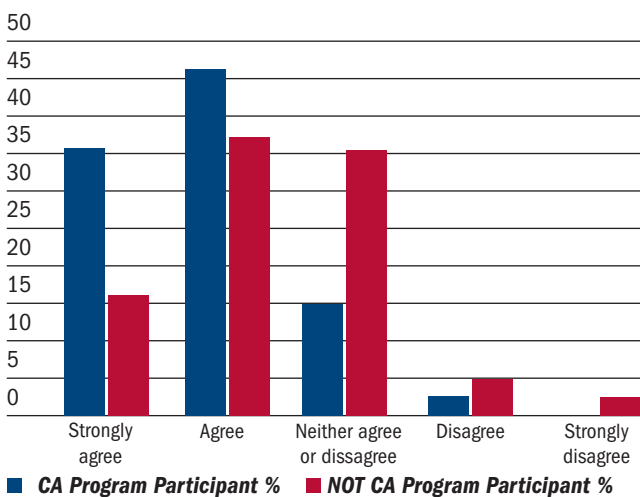
COMMUTER STUDENT SERVICES

When asked to rate their level of agreement with statement **"I feel as though people at Stony Brook want me to succeed here"**, incoming 2010-11 students indicated as follows:

When asked to rate their level of agreement with statement **"I plan to stay at Stony Brook to complete my undergraduate degree"**, incoming 2010-11 students indicated as follows:
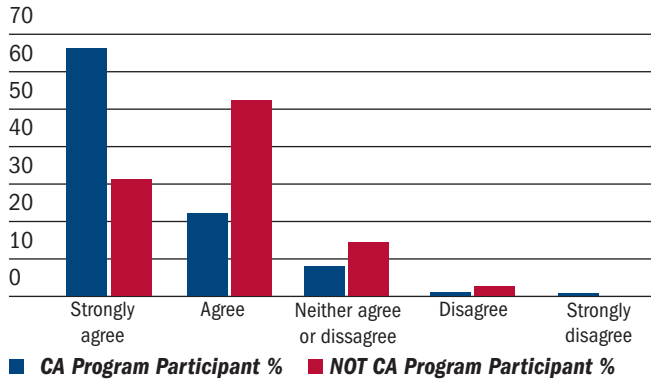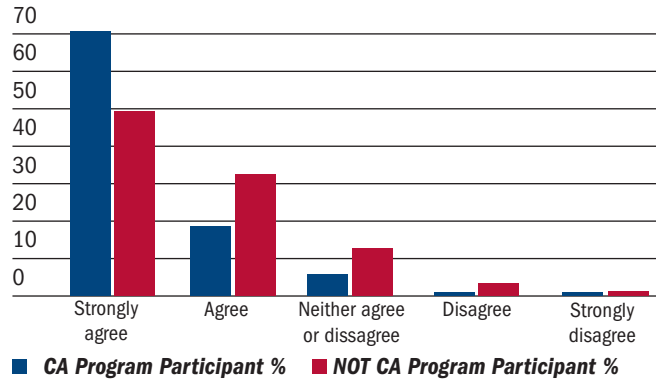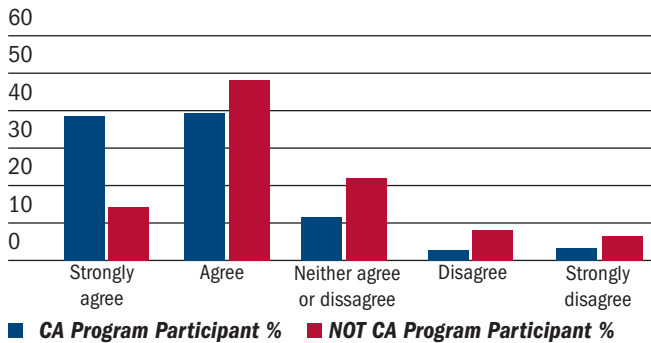
Summer 2010

% Participants

■ *CA Program Participant %* ■ *NOT CA Program Participant %*

Summer 2010

% Participants

■ *CA Program Participant %* ■ *NOT CA Program Participant %*

Fall 2010, Mid-Semester

% Participants

■ *CA Program Participant %* ■ *NOT CA Program Participant %*

Fall 2010, Mid-Semester

% Participants

■ *CA Program Participant %* ■ *NOT CA Program Participant %*
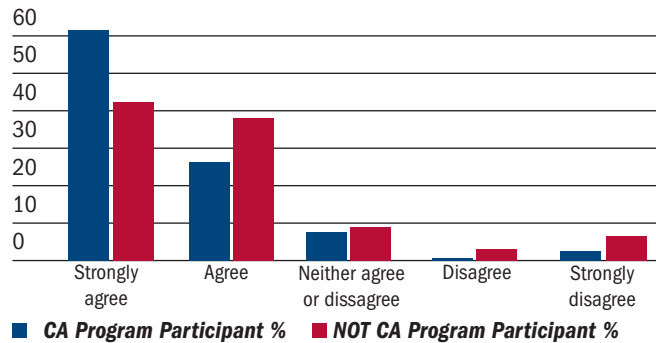
Meaningful Relationships

2010-11 Commuter Assistants

Level of Relationships Built with New Student Partners

3% Not Available
12% Not Meaningful
35% Somewhat Meaning
50% Very Meaningful
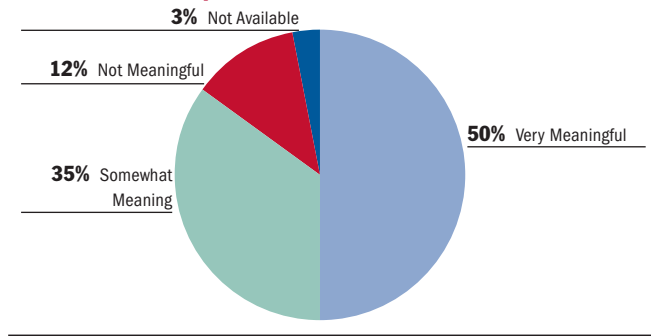
Returning Commuter Assistants

Relationships with 2010-11 New Student Partners Compared to Previous Years

12% Equally Meaning to 2009-10
88% More Meaningful than in 2009-10
0% Less Meaningful than in 2009-10
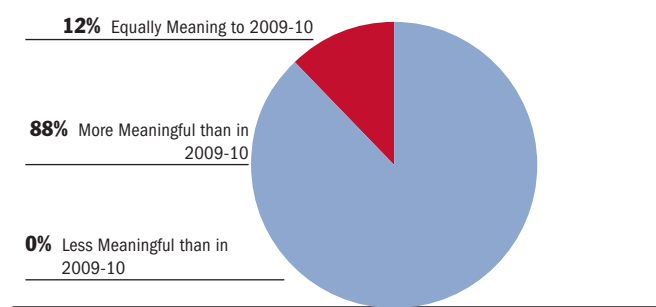
Note: The Office implemented a new method for pairing incoming students with Commuter Assistants. With the creation of online video bios, new students were able to choose the Commuter Assistants with whom they identified the most. This survey was meant to assess

(1) the level of the relationships being built between Commuter Assistants and their new student partners, and (2) whether or not this new method impacted the level of meaningful relationships as compared to the relationships built in the past.

COMMUTER STUDENT SERVICES

Student Inquiries

of Student Inquiries

Commuter Student Services Programs & Participation

of Programs

■ 2009-2010 ■ 2010-2011

Commnuter Student Services Programs & Participation

of Participants

■ 2009-2010 ■ 2010-2011

Commnuter Depression Screening Outreach

of Students Receiving Face-to-Face Contact with Peer Educators

■ 2009-2010 ■ 2010-2011

Points of Pride

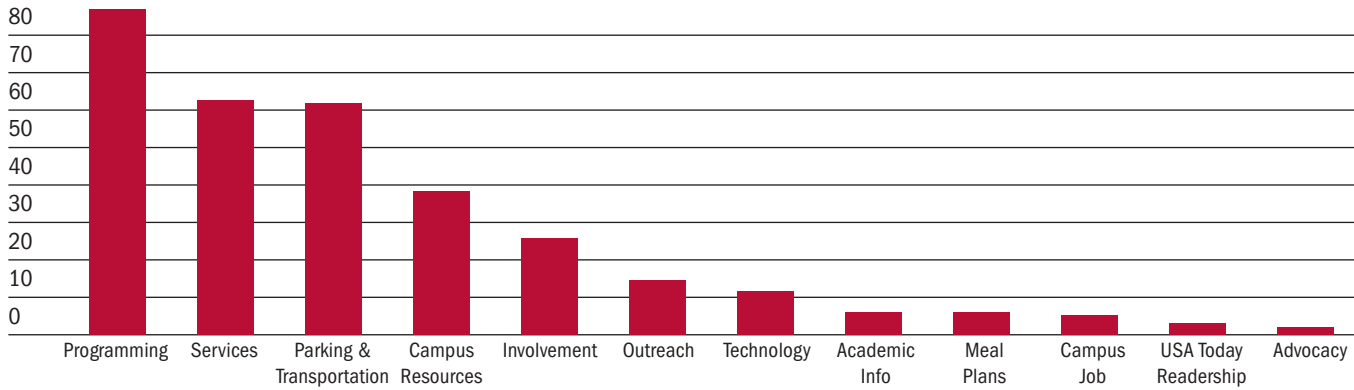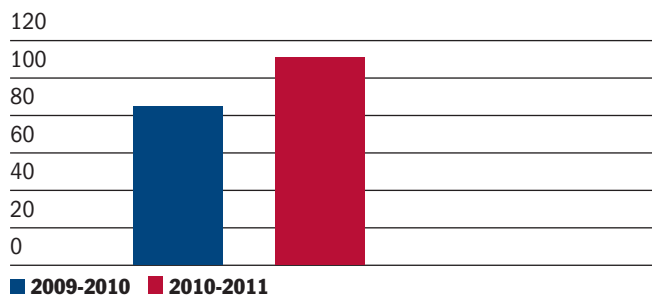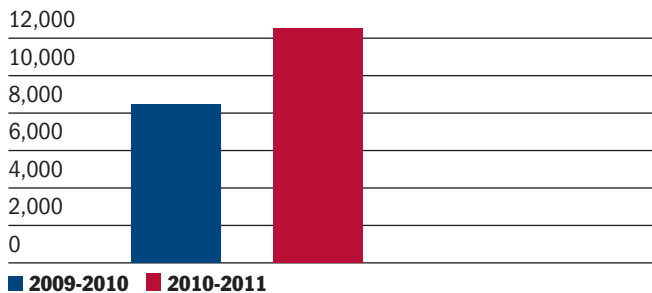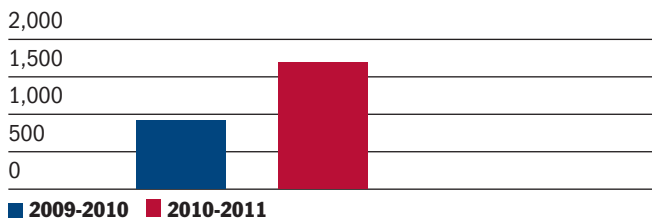**New Recruitment Strategies for Commuter Assistants:** Coordinated a Prospective Commuter Assistant Mixer and increased mentor applications by 20%.

Enhanced Marketing and Pairing Methods for Commuter Assistant Program: Increase new student interest in the Commuter Assistant Program by over 88% as a result of the new marketing technique and orientation refinements.

Assessment and Benchmarking: Assessed the impact of the Commuter Assistant Program on new students' experiences and set the stage for continued benchmarking in future years.

CSA Shadowing Program: Created and implemented an executive board shadowing program which allowed prospective executive board members to learn about the club's culture and organizational process.

Strategic Priorities 2011-2012

Target New Groups of Commuter Students: Create method to connect with former residential students who have become commuter students.

Increase Number of Commuter Assistant Applications: Hold 2nd Annual Prospective Commuter Assistant Mixer and develop successful marketing campaign. Increase applications by 10%.

Increase Collaborative Efforts with Academic Affairs: Develop new programs while reconsidering structure of current programs. Develop strategic plans for future Academic Achievement Banquet. Create Honors Society for non-traditional students. Implement Commuter Assistant Mentoring Program (CAMP).

Increase Community Service and Civic Engagement: Investigate and facilitate service projects for commuter student participation.

Enhance Outreach and Student Contact: Increase both the number of face-to-face contacts with commuter students and the number of commuter students contacted online. Increase number of Facebook fans by 30%. Increase number of student participation in commuter programs by at least 5%.
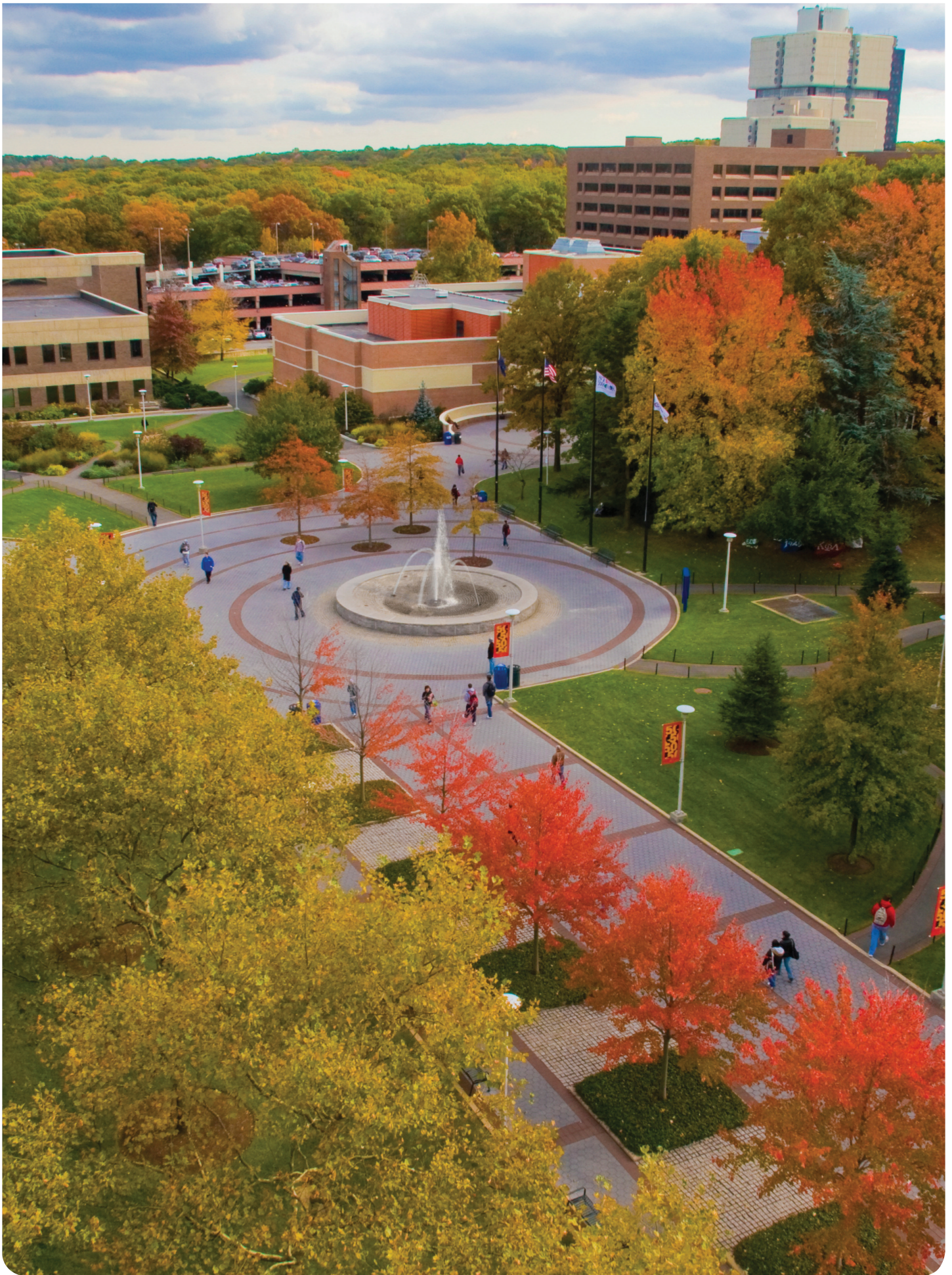
STUDENT ACTIVITIES

Mission

The Office of Student Activities strives to develop the whole person by providing education, advisement, resources, and support to enhance our students' co-curricular and experiential opportunities.

Strategic Priorities 2010-2011

Strategic Priority > Major Accomplishment or Activity

Five-Year Plan

- Comprehensive review and development of new vision, mission, goals and objectives were aligned with university and divisional mission.
- Worked with Office of Communications to launch new mission statement and CORE values.

Assessment

- Enhanced assessment efforts of student needs, learning outcomes and programmatic efficacy.
- Specific Assessment Efforts and data included:
    - Club registration comparison
    - Activity Report comparison
    - Weekend Life Expenses
    - Craft Center Programming

Staff Training

- Developed online training platforms and workshops for new club registration as well as Fraternity and Sorority new member training.
- Fraternity and Sorority New Member training: 250 students completed with 100% scoring 80% or higher.
- Of a total of 207 student invited to New Club Workshop, 164 completed the training resulting in 21 new student clubs and organizations.

Major Programming and Weekend Life Programming

- Worked with student groups and Undergraduate Student Government Several to support major programming efforts which included the annual Roth Regatta (over 3000 students), Aziz Ansari (1000 students) and the Bruno Mars Concert (4000 students).
- Increased weekend life programming activities by 13% from previous year.
- Established First Friday's monthly major programming initiative in order to increase weekend life activities.

Registered Student Club & Organization

Academic	29
Advocacy	31
Civic Engagement	15
Cultural	35
Fraternity & Sorority	30
Governing Body	13
Honor Society	9
Performance	22
Pre-Professional	25
Residential	25
Recreational	32
Media	24
Spiritual	22
Sports Club	25

Number of Registered Student Clubs/Organizations: 336

Number of Weekend Activities Sponsored: 232

Number of Media Organizations: 21

Number of Fraternities and Sororities: 30 (16 Fraternities and 14 Sororities)

Art Gallery Exhibits: Two exhibits were held this year
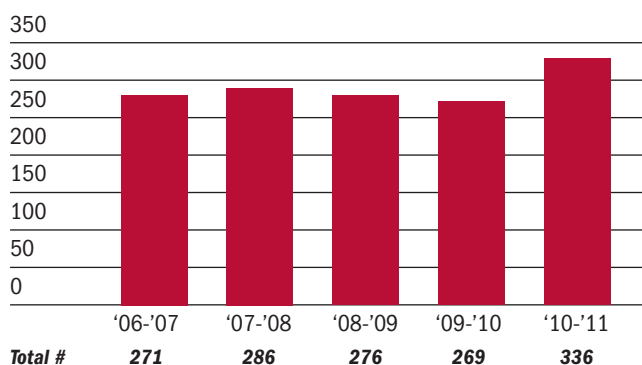
    Folds: November/December 2011
    URECA: April/May 2011

Craft Center Information:

    73 Student Activities sponsored
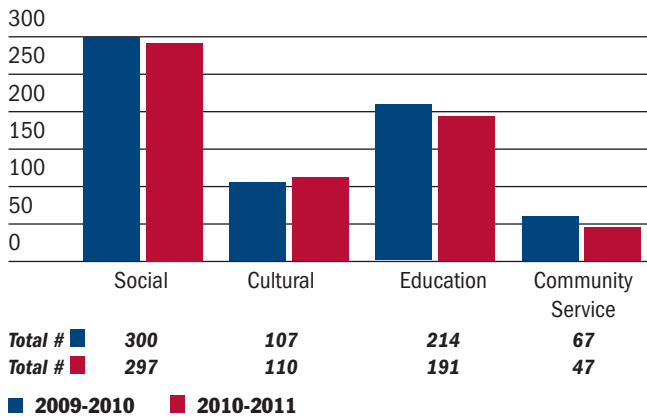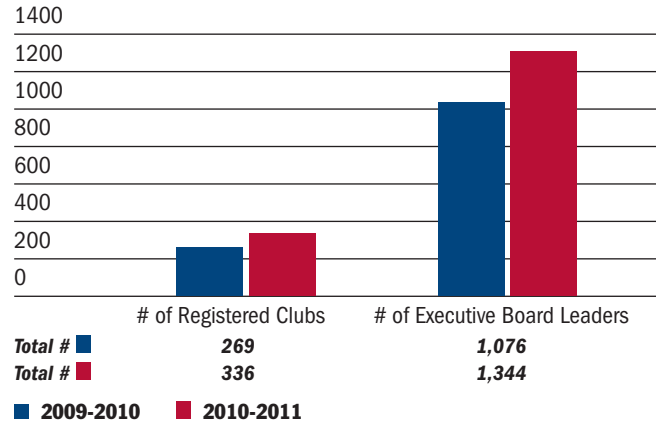   21 Non-credit courses

Student Activities Club

Total #	'06-'07	'07-'08	'08-'09	'09-'10	'10-'11
	271	286	276	269	336

Comparisions of Social, Cultural, Education and Community Service Activities 2009-2010 to 2010-2011

# of Activities

	Social	Cultural	Education	Community Service
Total # (2009-2010)	300	107	214	67
Total # (2010-2011)	297	110	191	47

■ 2009-2010   ■ 2010-2011

Number of Registered Clubs and Executive Board Leaders 2009-2010 to 2010-2011

# of Clubs and Student Leaders

	# of Registered Clubs	# of Executive Board Leaders
Total # (2009-2010)	269	1,076
Total # (2010-2011)	336	1,344

■ 2009-2010   ■ 2010-2011

Points of Pride

First Friday: A new program entitled "First Friday" was developed in order to provide more programs on the weekends for students. Each First Friday of the month were filled with events that helped to anchor other events on the weekends to help keep students on campus.

Student Activities Blackboard: A blackboard group was created to improve communication between the office and student club and organization leaders. Pre-scheduling and block booking were both completed with the assistance of the blackboard group. Pre-scheduling reservations increased 200% this year.

Media programming and WUSB broadcasts: WUSB broadcasted the following programs: 85 athletics games, 20 live Coaches Corners, 20 Sports Section shows, 20 Journalism School news broadcasts, and 50 remote music broadcasts including RockYo Face Case, Stony Brooklyn, Sunday Street, JazzFest, and Salsathon. In addition, Student Media cosponsored lectures by Dan Ellsberg and Arianna Huffington.

Craft Center programs participation: During the 2010-2011 year the Craft Center participated in a total of 94 events which is an increase of 42% from the previous year. Student participation in Craft Center programs rose by 90%.

Fraternity & Sorority Five Star Standards Program: A comprehensive standards program for the Fraternity and Sorority community was created and will be implemented for the 2011-2012 academic year. The program is able to track fraternity and sorority achievements and challenges in the following areas: Academic Excellence, Philanthropy & Service, Programming, Campus Relations, Fraternity & Sorority Relations, Leadership Development, and Internal Operations.

Strategic Priorities 2011-2012

Image & Branding: Redesign website and increase departmental collaboration and student awareness. Continue to collaborate with various departments and student organizations on campus to increase the integrative learning process and student awareness of Student Life.

Technology: Acquire a database, assessment equipment, and software to improve efficiency and quality of services

Professional Development: Increase professional development opportunities for staff, student staff and interns

Assessment: Utilize resources and technology to improve assessment efforts. Train 100% of the staff on StudentVoice.

STUDENT RISK AND THREAT ASSESSMENT

Mission

The Coordinator of Student Assessment facilitates the mandated assessment (MA) process and serves as a liaison between the Behavioral Assessment Committee (BAC), University Community Standards (UCS), and Counseling and Psychological Services (CAPS). Students are mandated for psychological assessment in cases in which a student's behavior has crossed a threshold of concern due to potential harm to self, harm to others, or significantly disruptive behavior. The primary purpose of the assessment is to address factors which contributed to the incident of concern in order to identify solutions to mitigate these risk factors.

Strategic Priorities 2010-2011

Strategic Priority > Major Accomplishment or Activity

Support High Retention Rate

- During all phases of the evaluation process, student success at Stony Brook is held as a top priority. Students were encouraged through the process to identify factors which impede their full academic participation at the University (at times, including significant mental illness and/or disability status) in order to develop a plan to rigorously attend to those factors in order to maximize learning potential. Plans often include ongoing support at CAPS.

- Retention/graduation rates for student who are required to have a mandated evaluation are high (of 51 student evaluated during the 10-11 year, 32 (63%) continue to be enrolled or graduated).

- Students receive voluntary support at CAPS at a much higher percentage than the general Stony Brook population (49% had voluntary contact with CAPS).

Formalize Intern Rotation

- Formal intern rotation included The intern rotation was included as a formal rotation in the APA-accredited predoctoral training program at CAPS.

- Increased pre-doctoral interns exposure to empirically supported approaches through reading assignments, seminars and experiential learning (conducting evaluations).

Continue to Incorporate Best Practices

- With all phases of the Mandated Assessment process, consideration is given to established and newly emerging best practices through ongoingg review of literature, conference attendance and webinar attendance.

Outcome (during semester of incident) (N=50)

Administrative withdrawal **3%**
Voluntary medical withdrawl **7%**
40% Education continues uninterrupted
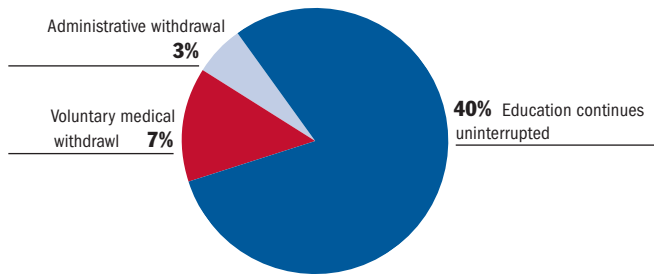
STUDENT RISK AND THREAT ASSESSMENT

Voluntary Contact with CAPS (N=51)

Treatment following; no treatment prior **3%**

Treament prior; no treatment following **7%**

Voluntary tx prior to and following ME **15%**

26% No contact prior to or following ME

Retention Data (N=51)

Not enrolled - plans unknown **10%**

Petitioning for reentry **1%**
Academically suspended in subsequent semester **2%**
Administrative W/D remains in effect **3%**
Transferred **3%**
Graduated **1%**

31% Enrolled (Summer or Fall 2011)

Outcome (during semester of incident) (N=50)

Off-campus indivdual **2%**

On-campus office **4%**

Faculty **14%**

21% University Police

17% Campus Residences

Points of Pride

Advance Best Practices: Suicidal students receive assessments based on reported suicidal threats and attempts. The assessment procedure is grounded in empirically supported practices and is aimed at addressing and mitigating risk factors which contributed to the behavior.

Provide Training Opportunities: Pre-doctoral interns receive an intensive training experience including attendance at BAC meetings, training seminars with Coordinator for S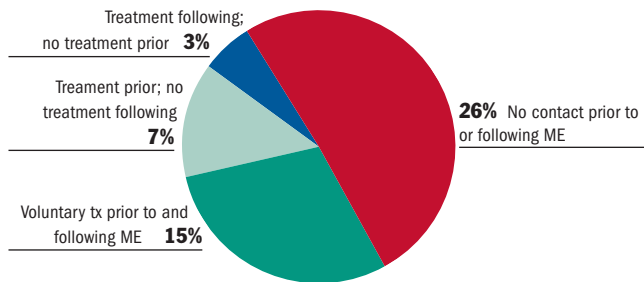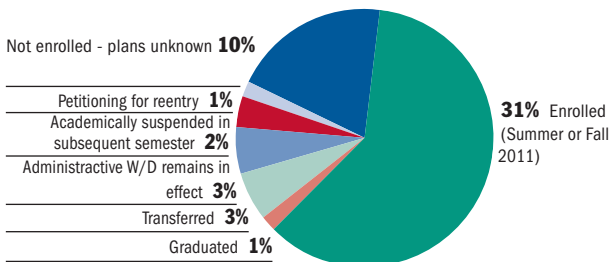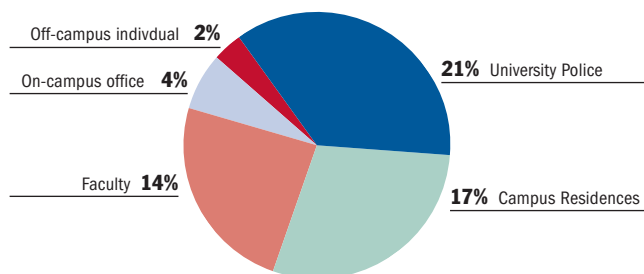tudent Assessment, review of relevant written resources, and hands-on experience (observing and conducting evaluations).

Support Student Learning: Coordinator for Student Assessment is involved in ongoing conversations with relevant individuals including faculty, staff and other students, as well as family members of at-risk students, in order to consider all relevant information when making recommendations to BAC.

Strategic Priorities 2011-2012

Best Practices/Refinement of Policies and Procedures: With the ongoing emergence of literature and resources in the area of threat assessment and suicide assessment, Coordinator for Student of Assessment will continue to review resources as they become available. All Forms given to students will be updated, also mandated assessment template; reentry forms; mandated assessment paperwork; maintenance of records.

Collaborate With Other Departments: Create a circle around the student where the intervention based on behavioral disturbance is one point of intervention in trajectory (earlier interventions).

Expand the Pool of Mandated Assessors: Develop procedures for involving more staff in the assessment process; provide staff training biannually; schedule biweekly/monthly meeting times with staff who will complete mandated assessments.

ENROLLMENT MANAGEMENT AND FINANCIAL AID

Enrollment and Retention Management (Admissions, Transfer Office, International Admissions, Enrollment Operations, and Office of Financial Aid and Scholarship Services)

The Offices of Enrollment and Retention Management seek to provide counseling and information to prospective and current students to enable them to successfully navigate their tenure at Stony Brook through to graduation. Our measures of student success include improving metrics related to admission, progression, retention, and graduation rates. We also seek to ensure students have meaningful experiences through our participation in Student Learning Outcomes and our use of continual program assessment and improvement.

Our goal is to provide research-based, data-driven, accurate, and consistent information designed to ease the transition from high school or community college to our University community. We strive to ensure that prospective and current students understand the features, benefits, outcomes, and expectations of, and for, a Stony Brook University education and the student experience. From our Admissions Office, which is tasked with recruiting, admitting, and enrolling a well-qualified group of students from New York State, the United States, and around the world, we seek to ensure student representation from economic, geographic, and culturally diverse backgrounds. Additionally, we strive to provide access to a world-class, research-based, higher education for all qualified students through our work with community colleges and transfer mobility.

Our Office of Financial Aid and Scholarship Services seeks to utilize federal, state, local, and institutional resources to ease the financial burden on students and maintain access to those from all economic backgrounds, especially those who face significant economic challenges. Our goal is to do so with the highest level of professional student service guided and informed by best practices. We also seek to ensure students understand and take ownership of their role as a financial aid recipient and in the process become more financially literate. We do so guided by a rubric of service that adheres to all federal, state, and institutional guidelines and regulations for the use of financial aid.

Finally, all of our areas strive to use continuous process improvement to ensure the highest level of service is provided, informed, and supported by secure efficient technology infrastructures and green practices wherever possible.
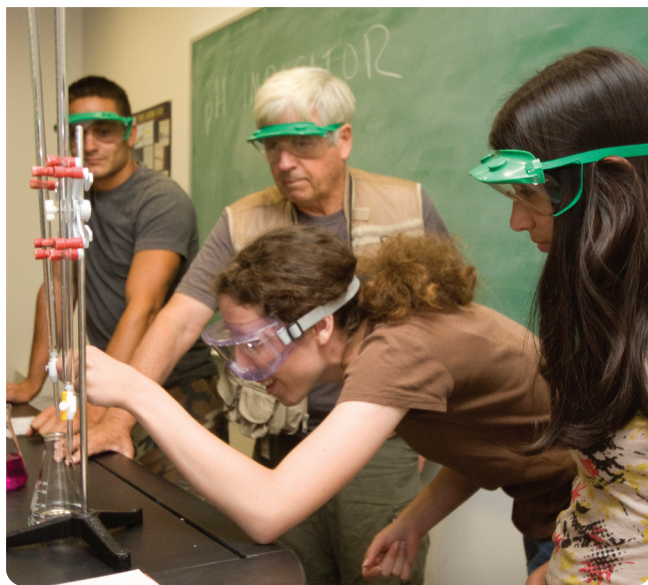
OFFICE OF FINANCIAL AID AND SCHOLARSHIP SERVICES

Mission

The mission of the Office of Financial Aid and Scholarship Services is to assure that the delivery of student aid funds is conducted accurately, expediently, and with integrity. We examine current processes and develop new approaches that strive to meet the highest quality standards, while demonstrating a commitment to the needs of the communities that we serve (i.e. students, parents, university personnel, and many outside agencies).

We strive to meet our mission by achieving the highest degree of accuracy in the delivery of student aid through a total quality management approach to processing. The office identifies problems and develops creative solutions tailored to the unique needs of the communities that we serve. Our participation in the Quality Assurance Program has allowed us to establish a measurement system that focuses on producing positive results and empowers us to effect change based on those results.

Strategic Priorities 2010-2011

Goals > Major Accomplishment or Activity

Improvements to the implementation of Chapter 33 Veteran's Awards

- Played an instrumental role in properly disbursing a total of $948,493.16 from the Chapter 33 program to pay eligible veteran's tuition and fees at Stony Brook University during the 2010-2011 academic year.
- Continued to improve communication between all campus offices involved with certifying, posting and disbursing the Veteran's Chapter 33 Awards.
- The Office of Financial Aid and Scholarship Services has hired and trained a Veteran Work Study Student to assist with the manual processing of these awards.
- During the 2010-2011 year we are participating on a committee of VA working group to come up with solutions needed for the smoother flow of processing the awards.

Imaging

- The initial stages of implementing Nolij were compelte and helped to ensure that documents are always available.
- A FaxCom account was created. Anyone sending faxes to our office have those faxes routed to electronic mailbox automatically which has streamlined our business process and increased efficiency .

Virtual Waiting Room/Workflow/Communications

- Added the Virtual Waiting Room and Workflow function to the existing communication tracking model resulting in the ability to more accurately track student office visits.

Participation in Admitted Student Day, Orientations, Opening Week Activities, and SUNY Day

- The Office of Financial Aid and Scholarship Services staff assisted prospective students and families at the Admitted Student Day by providing general financial aid information and how it pertains to students attending Stony Brook University. Financial Aid Advisors presented at Undergraduate and Graduate Orientations.
- Staff members participated in opening week activities such as Convocation and Scooping out Success. In addition, staff was available during extended office hours to help new students and families with specific financial aid concerns during opening week.
- The University hosted a very successful event on SUNY Day where staff members of the Office of Financial Aid and Scholarship Services assisted fifty nine families in accurately completing the FAFSA. A general financial aid presentation was also given along with staff available to answer specific questions that families had.

2010-2011 Full-Time Undergraduate FAFSA Filing Status

FAFSA Filed: 10,623 **72%**

28% No FAFSA Filed: 4,070
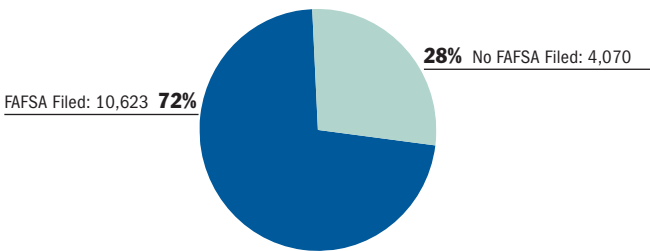
Students with Need Who Were Awarded Financial Aid in Fall 2010

of Student Awarded

| Total # | 8,392 | 8,119 | 7,275 | 1,199 | 268 |

- ■ All Students Awarded Financial Aid
- ■ Rec'd Need Based Self Help
- ■ Rec'd Need Based Grant or Scholarship
- ■ Financial Need Fully Met
- ■ Rec'd Non-Need Based Grant or Scholarship
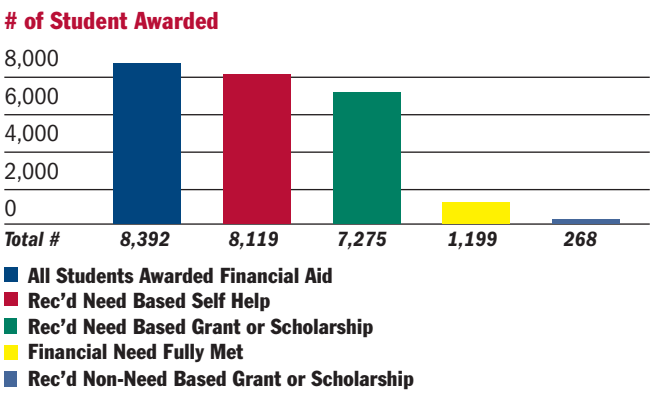
OFFICE OF FINANCIAL AID AND SCHOLARSHIP SERVICES

Contacts by Month 2010-2011

# of Contacts

Legend: ■ *E-mail* ■ *Phone* ■ *Lobby*
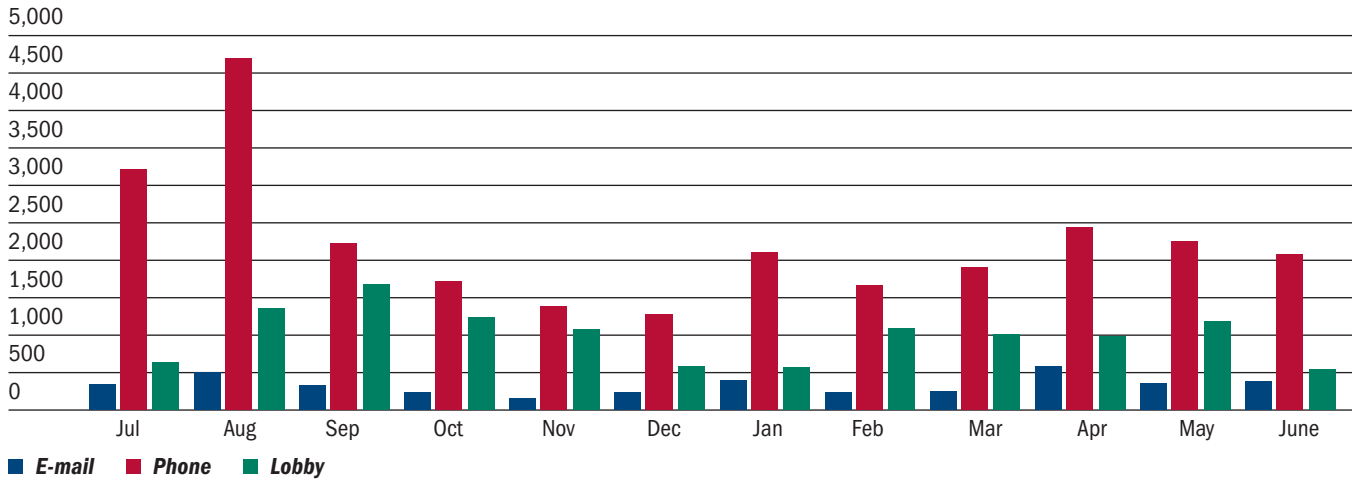
Student Receiving Pell Grants as a Percentage of

	First-Time Full-Time Freshman (IPEDS part C)	Full-Time Undergraduate	All Undergraduate (IPEDS part B)
2003-2004	37%	39%	36%
2004-2005	36%	37%	35%
2005-2006	33%	34%	33%
2006-2007	33%	34%	32%
2007-2008	33%	34%	32%
2008-2009	30%	32%	30%
2009-2010	35%	35%	33%

OFFICE OF FINANCIAL AID AND SCHOLARSHIP SERVICES

Student Contacts by Type, 2006-2011

	Lobby Visits	Phone Calls	Email	Total Contacts	Difference	% Change
2006-2007	10,078	25,140	–	35,218		
2007-2008	9,985	26,778	–	36,763	1,545	4%
2008-2009	11,356	27,896	1,633	39,141	2,378	6%
2009-2010	12,319	27,790	4,068	43,214	4,073	10%
2010-2011	12,319	27,503	4,443	44,265	1,051	2%
Total Contacts	*2,241*	*2,363*	*1,600*	*198,601*	*9,047*	*26%*

*Note: Because e-mails were tracked beginning 2008-2009 a conservative estimated increase of 400 per year was used.

Points of Pride

Virtual Waiting Room: Staff members worked with programmers from DoIT to develop a contact management system within PeopleSoft, complete with a virtual waiting room and the ability to run reports to analyze contact data – FA Office went live September 2010. Training and setup assistance provided to other offices (Academic Advising, Academic Affairs, Undergraduate Colleges, Graduate School).

E-mail Communication through PS: We are now using the new delivered Communication Generation functionality in PeopleSoft version 9.0 to create and send emails to students. The various emails contain specific details regarding either required items that need to be submitted or notifications of a completed activity.

Chapter 33 Veteran's Awards: Improved the communication among the Offices involved to provide an enhanced service to our Veterans by processing the awards in a more efficient manner.

Continued refinement of the "Financial Aid Certificate Program": The "Financial Aid Certificate Program" was reworked and offered again in the Fall of 2010 and Spring 2011.

Disbursing Athletics Housing and Meal Grants: Athletes Housing / Meal Plan Reporting was enhanced for full scholarship student-athletes to capture student athletes to on or off campus housing and meal preferences. Athletics Housing & Meal Grants are now posted to match the student-athlete's preference. Payment priority on the item types was adjusted to pay fees so refunds could be processed faster.

Strategic Priorities 2011-2012

Implementation of the Program Integrity Rules and federal requirements: By implementing new federal regulations we remain in compliance and maintain the ability to administer Title IV Programs.

Increase Student financial Literacy: Establish a financial literacy program to prepare students to be financially responsible with their money and to pick up real world life skills that will help them succeed after college, using virtual learning centers, games, simulation, workshops and classes.

Default Management: Develop a default management program to reducing cohort default rate and ensuring that our default rate remains low through educational, counseling and advisement initiatives.

Satisfactory Academic Progress: Work closely with Academic Affairs, Academic Advising, and other "academic advising areas" in an effort to identify academically at risk students early on, to ensure students meet academic progress guidelines associated with Title IV.

Community Service Outreach: Through outreach, develop additional community service partners that will enable the campus to maintain compliance with federal guidelines. Increase % of Federal Work Study Community Service positions.

Insure that the requirement for reading and math tutors is met.

Athletics Grant-in-Aid Agreements: Automate the grant-in-aid renewal process for continuing student-athletes to allow student-athletes to retrieve the grant-in-aid packet via the Solar System.

NPC Net Price Calculator: Federal Regulations require that a Net Price Calculator be available to students in the fall of 2011 so that prospective students will utilize the calculator to determine an estimated cost after federal, state and institutional aid has been awarded.

UNDERGRADUATE ADMISSIONS

Mission

The Undergraduate Transfer Office is one arm of the Division of Student Affairs and Enrollment and Retention Management that is committed to the success of each student. Transfer students are offered services, activities, and learning opportunities to strengthen their college experience, to enhance their success, and to support the mission and values of our division. The Undergraduate Transfer Office serves our transfer population from the point of initial inquiry through their first semester of enrollment at the University. We provide important linkages with the feeder community colleges and provide on-going advising ensuring a seamless transfer.

Strategic Priorities 2010-2011

Goals > Major Accomplishment or Activity

Increase use of technology to facilitate communication to prospects, inquiries, and applicants.

- Implemented STARS – self reported transcript in freshman application process. Records were submitted by 2844 students in pilot year.
- Enhanced our social media presence, generating more than 5000 new fans and increasing post interactions by 151% on our principle Facebook page; posts on Twitter increased by 46%.
- Hosted the University's first Virtual Open House, attended by 925 visitors (44 international from 29 countries) allowing visitors to engage SB students and staff through interactive video chats, multimedia presentations, and group text chats.
- Implemented new Event Management System, providing 4700 visitors with a user-friendly portal for scheduling and changing reservations, and generating pre- and post-visit communications.

Continue to tailor the class to increase out of state enrollment and enrollment in programs with capacity.

- Collaborated with International Academic Programs to establish a study abroad blog program – visited more than 20,000 times), enabling current Stony Brook and SUNY students to share their experiences with prospects.
- Hosted group online text chats and participated in virtual college fairs to recruit out of state and international students, SOJ,CEAS, SoMAS, COB, and students interested in other academic disciplines.
- Communicated with more than 2000 students through virtual events, including more than 1000 out of state and international students.

Revised communications plan to facilitate interactive communication and realize budget savings.

- Designed admissions packet to incorporate Admitted Student Day invitation. Realized print and mail budget savings of $17,000.
- Implemented on line check list and notification process to facilitate communication to pending and denied applicants.

Increase outreach to underrepresented students to provide access to historically disadvantaged students.

- Hosted seminar for educators from targeted Long Island school districts in collaboration with the Office of the Provost.
- Conducted college planning workshops on campus and within schools served by the HCOP and HOPE and STEP programs.
- Conducted workshops and hosted visits for elementary, middle school and high school students from Amityville, Copaigue, Uniondale, Southampton, Brentwood and Center Moriches.

First-Year Applications, 2006-2010

# of Applicants

	'00	'01	'02	'03	'04	'05	'06	'07	'08	'09	'10	'11

30,000
27,500
25,000
22,500
20,000
17,500
15,000

TOTAL #   15,400   26,900

Freshman Selectivity

% of Applicants Admitted

	'00	'01	'02	'03	'04	'05	'06	'07	'08	'09	'10	'11

60%
55%
50%
45%
40%
35%
30%
25%
20%

TOTAL #   56%   39%
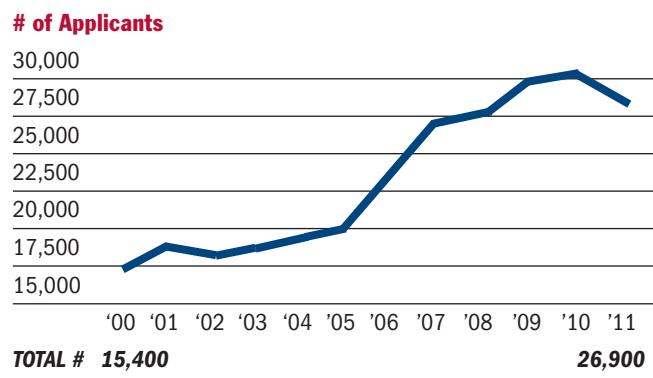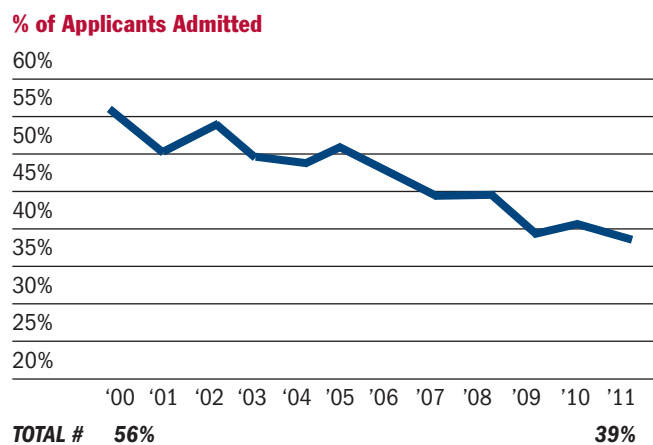
UNDERGRADUATE ADMISSIONS

Average Freshman SAT Scores

# of Applicants
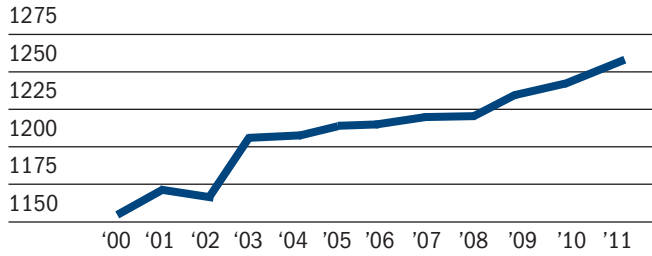
| TOTAL # | 1,159 | 1,255* |

* Preliminary

Social Media Activity

	2009-2010	2010-2011
Total # ■	710	1,040
Total # ■	3,275	4,946

■ Twitter Posts   ■ Facebook Post Interactions

Website Pageviews

	2009-2010	2010-2011
Total #	1,306,612	1,722,178
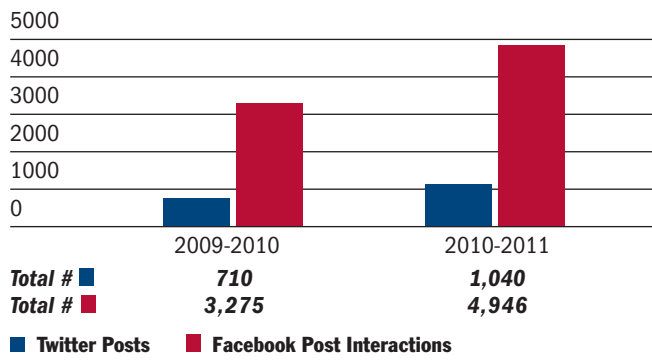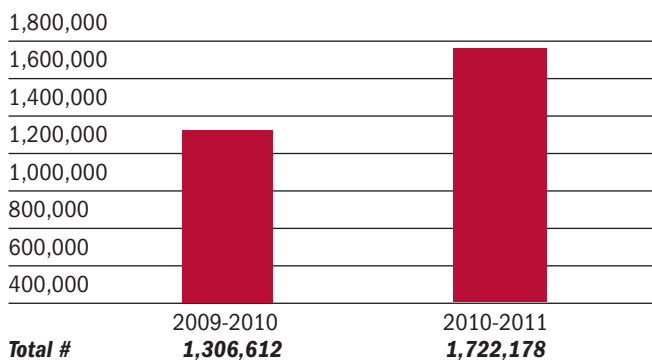
Points of Pride

Developed a new Undergraduate Admissions website: Developed a new Undergraduate Admissions website, offering visitors more streamlined navigation and interactive features. Results have exceeded expectations as measured by a number of quantitative markers. Improved navigation has resulted in significantly lower bounce and exit rates, while better design, graphics and content has brought about increased return visits and time spent on the website. The site was awarded a bronze medal by CASE District II's Accolades Awards in the category of student recruitment.

Introduced mobile app for campus tour: Introduced the University's first mobile app for iOS and Android devices, offering prospective students a state-of-the-art mobile interface for a self-guided tour of our campus. The app has been downloaded more than nine thousand times, and was recently highlighted in the Chronicle of Higher Education.

Developed Accelerated College Education program: In collaboration with academic departments, developed protocol, outreach, and application process for offering Stony Brook courses in local high schools. Offered 16 courses in 8 high schools, with a total enrollment of 408 (revenue $120,000)

Strategic Priorities 2011-2012

Enhance and increase use of Admissions website: Develop a mobile-friendly Undergraduate Admissions website, to better accommodate students browsing our site on new mediums of choice.

Develop new off-campus visit communication stream: Produce a new communication stream for prospects, alerting them to off-campus opportunities to meet with Admissions staff at their high school or at college fairs.

Build out of state and high achiever prospect pools: Utilize sophomore and junior student searches to build pool of out of state and high achieving applicants.

Expand Accelerated College Education (ACE) program: Facilitate collaboration between SB academic departments and area high schools to offer more courses.

Improve campus visit program: Improve format of campus visits to incorporate a counselor information session with every campus tour. Develop and implement schedule of lecture style information sessions tailored to specific academic programs.

Increase outreach to underrepresented students: Collaborate with Suffolk CC and Nassau CC to promote transfer pathways and Joint Admissions programs in targeted schools.

UNDERGRADUATE TRANSFER OFFICE

Mission

The Undergraduate Transfer Office is one arm of the Division of Student Affairs and Enrollment and Retention Management that is committed to the success of each student. Transfer students are offered services, activities, and learning opportunities to strengthen their college experience, to enhance their success, and to support the mission and values of our division. The Undergraduate Transfer Office serves our transfer population from the point of initial inquiry through their first semester of enrollment at the University. We provide important linkages with the feeder community colleges and provide on-going advising ensuring a seamless transfer.

Strategic Priorities 2010-2011

Goals > Major Accomplishment or Activity

Student Mobility.

- Collaborated with community colleges and departments to continue to review and build course equivalencies to facilitate mobility.
- Completed SUNY course equivalency projects.
- Supported development of PeopleSoft Transfer Articulation module – collaborated with Registrar's Office providing course equivalencies for data tables.

Pilot Online Transfer Evaluation.

- Piloted online transfer evaluation project for Suffolk County Community College students in Spring 2011 and expanded to include Nassau Community College students in Fall 2011. Students self-articulated courses in preparation for Orientation.

Credit Evaluation.

- Posted credits and prerequisites in a timely fashion for 1800 newly enrolled transfer students. Transferred in 55,168 courses.
- Posted credits for continuing students taking summer and intersession courses as well.

Top 20 Feeder Institutions 2010-2011

Institution	Count
Suffolk CC	576
Nassau CC	190
SUNY Farmingdale	84
BMCC	27
Queensborough CC	25
Ajou	24
St. John's	22
SUNY Old Westbury	21
SUNY Albany	20
Hofstra	20
Kingsborough CC	20
La Guardia CC	18
Queens College	18
CW Post	17
SUNY Buffalo	16
Hunter College	16
Baruch	15
Rockland CC	14
Dowling	13
NYIT	13
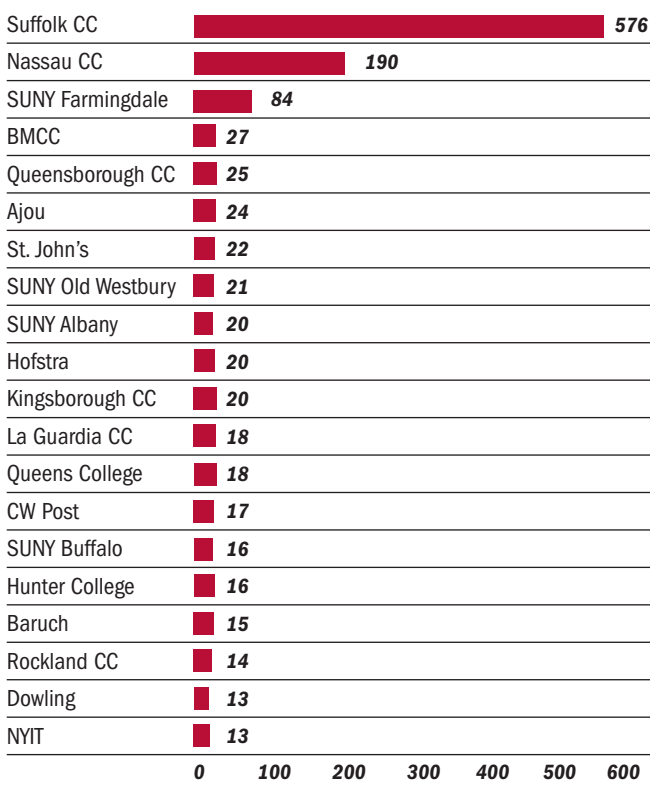
Total Credits Posted Annually, 2006-2011

# of Credits

Year	# of Credits (approx.)
'06-'07	140,000
'07-'08	128,000
'08-'09	122,000
'09-'10	132,000
'10-'11	155,000
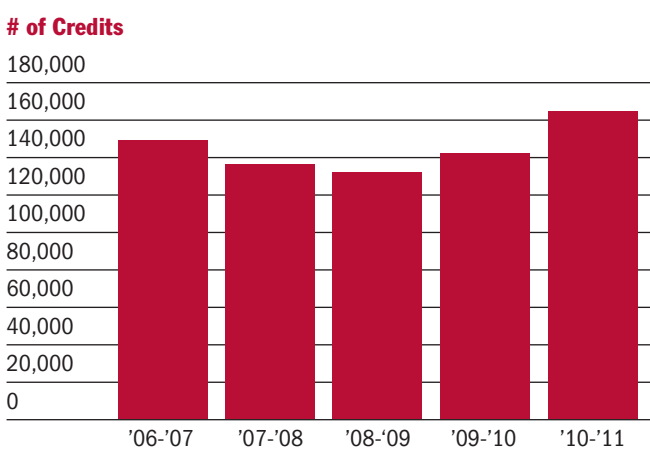
UNDERGRADUATE TRANSFER OFFICE

Number of Transfer Credits Posted 2010-2011

Top 20 Insitutions	Summer	Fall	Spring	Total
Suffolk CC	6,088	31,665	26,181	63,924
Nassau CC	1,958	6,990	11,052	20,000
SUNY Farmingdale	178	3,398	1,571	5,147
Ajou University	78	1,764	1,067	2,909
LIU CW Post	20	1,769	534	2,323
BMCC	49	1,206	665	1,920
St. John Univ. - Jamaica		1,125	633	1,758
Kingsborough CC	109	798	751	1,658
SUNY Center Albany	4	1,123	377	1,504
Queensborough CC	97	907	457	1,460
Hofstra University		541	699	1,239
Fiorello LaGuardia CC	33	787	330	1,150
Queens College	67	707	310	1,084
SUNY Old Westbury	66	751	197	1,014
Kon-Kuk University		667	319	986
Chungnam University	3	694	279	976
Dowling	106	723	121	950
Orange County CC	11	765	137	913
Adelphi University	30	525	349	904
Dongguk University	9	668	205	882
Top 20 Totals	*8,905*	*57,562*	*46,213*	*112,700*
Grand Total	*11,007*	*89,572*	*64,926*	*165,505*

Self-Articulation

Suffolk County Community College
(June 1st – One week prior to orientation)

School	SCCC	SCCC & NCC	Not Entered	Grand Total	% Students Entered
Suffolk	306	2	198	506	61%
Nassau			4	4	0%
Other	5		30	35	14%
Grand Total	*311*	*2*	*232*	*545*	*57%*

Nassau Community College
(June 1st – One week prior to orientation)
Student Count   Courses Entered

School	NCC	SCCC & NCC	Not Entered	Grand Total	% Students Entered
Nassau	126		120	246	51%
Suffolk		2	5	7	29%
Other	3		24	27	11%
Grand Total	*129*	*2*	*149*	*280*	*47%*

Points of Pride

Self-Managed Articulation: Piloted transfer articulation program for Suffolk County Community College students for the spring and introduced program for Nassau Community College students for the fall semester.

Additional 8,000 Courses Posted: Posted an additional 25,000 credits this year mainly as a result of self-articulation project.

Student Mobility: Completed participation in two SUNY wide mobility projects. Continue to build additional equivalency courses.

Outreach and Advocacy: Involvement in many committees to support student success - Undergraduate Council, Opening of School Committee, Undergraduate Curriculum Committee, Rewriting University General Education Requirements, TCE Committee and ADV 101 instruction for new transfers.

Excellent Incoming Transfer Class: Helped recruit and enroll Fall 2010 Transfer class with mean GPA of 3.26.

Strategic Priorities 2011-2012

Self-managed Transfer and Articulation Project:
- Increase by at least one additional school to be included in project for next year.
- Increase by 10% number of students from schools currently self-articulating prior to orientation

Student Mobility:
- Continue to support transfer mobility.
- Meet with feeder schools and update Joint Admissions Agreements.
- Re-sign Joint Admissions Agreements with top two feeder schools.

Credit Evaluation:
- Ensure students' credits are posted accurately and timely.
- Complete process for Advanced Registration

Academic Advisement:
- Provide early advisement to prospective transfer students with visits to local feeder colleges.
- Provide advising to our students wanting to take summer and winter courses outside of the University or needing to "repeat" a course.
- Visit each local feeder school at least once per term.

A subset of the Division of Student Affairs/Enrollment and Retention Management, the "Student Success" group consists of nine units, each of which supports students' academic and career success in a variety of ways. From systems enhancements and information management to collaborative programming and services for special populations of students with unique needs, the offices within Student Success provide opportunities for students to set and achieve academic and career goals, while promoting individual and civic responsibility.

"Student Success" is comprised of the following departments:

- Academic and Pre-professional Advising Center
- Career Center
- Disability Support Services
- EOP/AIM
- Health Sciences—Office of Student Services
- Office of Community Standards
- Orientation and Family Programs
- Registrar
- Veterans' Affairs

ACADEMIC AND PRE-PROFESSIONAL ADVISING CENTER

Mission

At Stony Brook University, academic advising is an intentional, educational partnership between advisors and students. Grounded in teaching and learning and approached from a developmental perspective, this multidimensional process considers and respects students' diverse backgrounds, interests, abilities, and facilitates the identification and achievement of educational, career, and life goals.

Strategic Priorities 2010-2011

Goals > Major Accomplishment or Activity

Implemented New Peoplesoft Advising Tracking System

- PeopleSoft Advise Tracking System (PATS) provides a virtual waiting room/check in system to manage student traffic, showcases comprehensive student profiles, and allows advisors to track the reasons for student visits via a notes function.
- Reports can be generated from PATS that track number of student visits, reasons for visits and detailed notes.

Reworked The Course Retake Policy

- Reworked student course retake policy so in order to more to enhance student success (data indicated that few student performed significantly better during a retake) efficiently manage student enrollment in high needs high demand courses.
- Students must obtain advisor permission to retake any course for the second time; third time or more requires a petition and major departmental consent as well.
- The retake policy now classifies certain courses as "controlled access" thereby allowing first-time registrants the opportunity to take these courses before those who have already been enrolled in them before.

Assessed The Effectiveness Of ADV 101

- Revamped course syllabus and expanded ADV 101 – Seminar for New Transfers – enrollment to include 43% of new transfers across 50 sections per academic year.
- Fall 2010 enrollment of 525 students was the highest in the course's history. Implemented end-of-semester survey.

Developed Course For Pre-Medical Students

- Developed new ADV 201 course, Preparing for Medical School, is being offered for the first time in Fall 2011. This course provides a broad survey of pre-medical studies, preparation for medical school admission, and the medical profession.

ADV 101 – Seminar For New Transfer Students

Fall 2010 Survey

ADV 101 Enrollment, 2006-2010

# of Fall Enrollments

TOTAL	74	200	264	310	525
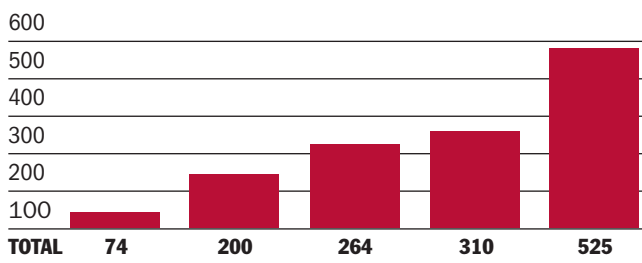
I Feel Connected to the Stony Brook University Community

# of Comparison

TOTAL # Enrolled in ADV 101 ■   68%
TOTAL # Not Enrolled in ADV 101 ■   31%
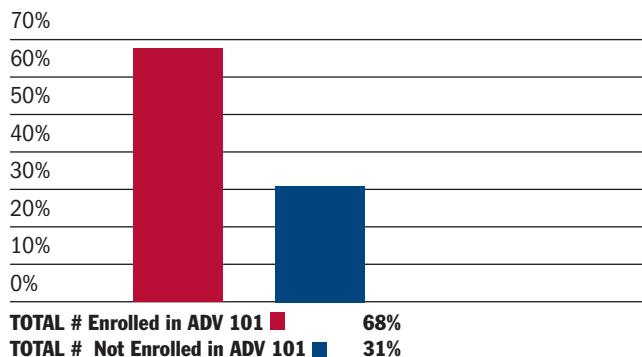
Note: ADV 101 Respondents - 279
          Non-ADV 101 Respondents - 212

I Made a Good Decision in Transferring to Stony Brook

# of Comparison

TOTAL # Enrolled in ADV 101 ■   80%
TOTAL # Not Enrolled in ADV 101 ■   64%
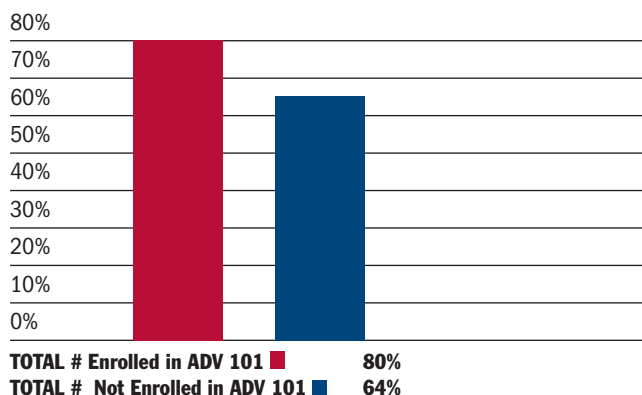
ACADEMIC AND PRE-PROFESSIONAL ADVISING CENTER

Fall 2010 Transfer Students Who Did Not Return Spring 2011

of Comparison

TOTAL # Enrolled in ADV 101   7%
TOTAL # Not Enrolled in ADV 101   12%

Note: • Attrition rate of fall 2010 transfers enrolled in
ADV 101 = 36 students of 525 enrolled = 6.86%
• Attrition rate of fall 2010 transfers not enrolled in
ADV 101 = 80 students of 689 not enrolled = 11.61%

I Plan to Graduate From Stony Brook University

of Comparison

TOTAL # Enrolled in ADV 101   92%
TOTAL # Not Enrolled in ADV 101   83%

First Semester Transfer GPA

of Comparison

TOTAL # Enrolled in ADV 101   2.85%
TOTAL # Not Enrolled in ADV 101   2.62%

Note: ADV 101 is S/U graded

Points of Pride

Student Tracking Initiatives: Continued outreach to denied graduation applicants, new transfer students, and students with 140+ credits.

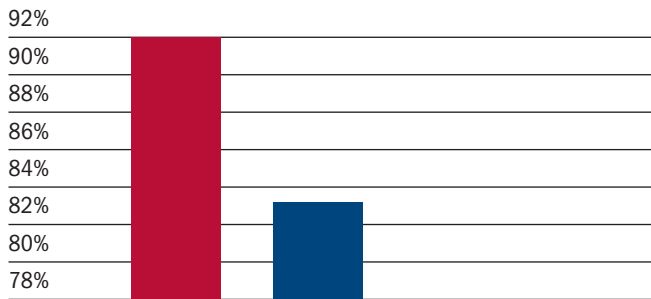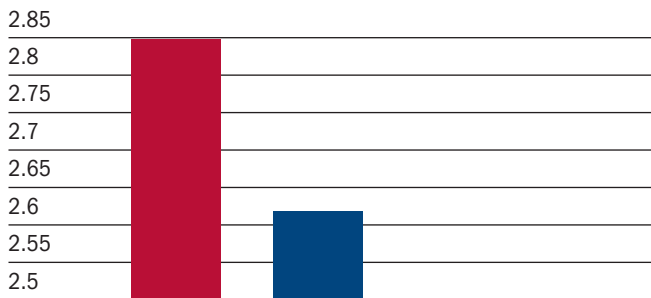**Academic Advising Certificate Program:** Completed its fourth full year with 175+ participants having completed course to date.

ADV 101: Adv 101 has grown to almost 50 sections per year and now has the highest student enrollment in the course's history. Established ADV 475 and ADV 476 for student teaching assistants.

ADV 201: Created new course, adv 201 – preparing for medical school, being taught in fall 2011.

Pre-Professional Advising: Signed articulation agreement with new york college of osteopathic medicine. Over 300 letters of recommendation written for medical school applicants.

Bridges Program: Developed and piloted a new mentoring program that links student leaders with students on academic probation.

Technology And Website: The advising website incorporated several new technologies including Facebook, Twitter, Pod-casts, and video tutorials. Implemented a new advising tracking system via Peoplesoft.

Strategic Priorities 2011-2012

At Risk Student Outreach And Engagement:

• Improve upon the way we work with students in academic difficulty. Build upon the new Bridges Peer Mentoring Program along with other initiatives to improve the success and retention of the at-risk student.

• Increase number of students enrolled in the Bridges Program to 30 this Fall.

ADV 101 & 201 Development And Enhancement:

• Continue to improve upon the ADV 101 curriculum as well as the technology and resources used to support the seminar.

• Assess and evaluate the new ADV 201 course for pre-medical students.

• The number of ADV 101 sections offered for Fall 2011 has increased to 30. Fifty percent of all new incoming transfers are currently registered for ADV 101.

Outreach & Communications:

• Continue to outreach to students and departmental faculty/major advisors.

• Better utilize new technologies (podcast, Facebook, Twitter) to connect with students on advising-related matters.

• Continue to outreach with web-based technologies and social media.

CAREER CENTER

Mission

The Career Center at Stony Brook University exists to:

- EDUCATE students about the career development process & industry options, empowering them to make informed career decisions.
- PREPARE students for work and further education through internships, community service and part-time employment.
- CONNECT hiring organizations with our talented, diverse student body.

Our VISION for SBU students:

Students will view academic & career planning as inter-twined, and take responsibility for their success by:

- Acquiring knowledge of self and of career options
- Gaining related experience and establishing professional networks
- Reflecting on experiences to shape their next steps
- Committing to ongoing career development and profes-sional growth

Strategic Priorities 2010-2011

Goals > Major Accomplishment or Activity

Facilitate Connections Between Students And Employers

- Despite continued sluggish economy, Career Center staff aggressively pursued employers for recruitment via job fairs, campus interviews, diversity initiatives and career education.
  - Job & Internship listings: 5507 (+35.2% over previous year)
  - Employers recruiting on campus: 477 (-2.2%)
  - Company presentations: 46 with 1294 attending (+31.8%)
  - Site visits conducted: 101 (+36.5%)
  - Active ZebraNet users: 11,112 (-45%)

Expand Experiential Learning Opportunities And Strengthen The Learning Component

- Outreach to non-profit agencies to increase community service options. Refine EXT process and assess student learning outcomes. Pilot use of e-Portfolio with 70 AmeriCorps members.
  - 42,144 service hours were completed (+2.3%) by 3522 student volunteers (+26.7%) with 217 community partners (+106%) through Career Center programs.

Technology Enhancement And Integration

- Worked with DoIT on authenticating data pass from People-soft to ZebraNet, improving ease of use with students for single sign on, improved security and accurate data.
- Worked with Financial Aid and DoIT to adapt technologies to create a one-stop for all student employment on campus (FWS, SA, GA, internship). Months of preparation resulted in smooth and easy transition for all.
- Shibboleth completed on time. System functioning and on campus staff trained by September 2010 with no problems.

Guide Students Toward Greater Self-Awareness & Increased Knowledge Of Career Options

- Provide programming to introduce students to careers and industries; offer individual consultation via walk-in job search advising and scheduled career counseling appointments
- Engage transfer students through participation in ADV 101, and execute a successful Diversity Professional Leadership Network.
  - Total Career Center all users: 23,564 (+4.07).
  - Individual student consultations: 7389 (+3.4%).
  - Offered 2 sections of CAR 110 (43 enrolled) and 1 section of CAR 210 (19 enrolled).
  - Workshops offered: 226 with 6203 attending (-7.9%). Classroom presentations: 69 with 2343 attending (+17.1%); ZebraCAN matches made 100. Active ZebraCAN advisors: 333 (+5.7%).

Completed Program Assessments

- Assessment of AmeriCorps Program: Student members re-ported significant increases in communication skills (70%), teamwork (65%), and professionalism (60%).
- 100% of members reported client benefits from their service.
- 95% of site supervisors rated their members as excellent.
- 61% reported they will continue their service beyond the scope of the AmeriCorps program.
- EXT interns reported that they
  - gained professional knowledge (97%)
  - received meaningful projects (94%)
  - were challenged by their responsibilities (87%)
- Supervisors of EXT interns rated final
  - workplace etiquette: 4.2/5
  - communication skills: 4.1/5
  - job performance 4.2/5

Career Center Major Concentration Type

- 905 Arts/Communications
- 4,553 Business/Math
- 172 Education/Teaching
- 2,519 Health Care:
- 5,031 IT/Engineering
- 142 Language/Culture
- 3,236 Life/Physical Sciences
- 3,266 Social Sciences/ Human Services
- 3,740 Undeclared/Unknown

CAREER CENTER

Total Student Contacts Over Time
Since 06-07 our contacts have increased by 31%

25,000
20,000
15,000
0

	2008-2009	2009-2010	2010-2011
TOTAL #	19,457	22,643	23,564
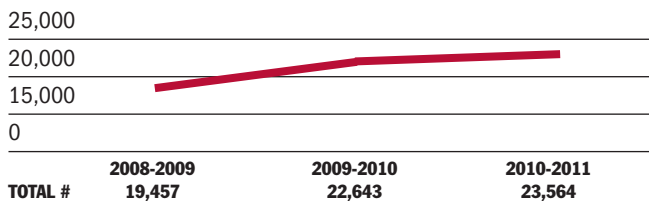
Student Volunteers Recruited for Career Center service projects

3,500
3,000
2,500
2,000
1,500
1,000
0

	2008-2009	2009-2010	2010-2011
TOTAL #	1,036	2,780	3,522

Community Service Hours Completed through Career Center programs

45,000
40,000
35,000
30,000
25,000

	2008-2009	2009-2010	2010-2011
TOTAL #	28,043	41,191	42,144

ZebraNet Job & Internship Listings

- 0% Other: 0
- 10% Sale/Marketing: 407
- 4% Sciences: 168
- 6% Teaching/Education: 243
- 11% Banking Finance Statistical: 468
- 14% Business: 592
- 7% Communications/Arts: 292
- 6% Engineering: 225
- 2% Govt/Politics/Law: 92
- 10% Healthcare: 421
- 9% Human Services: 358
- 21% Info Tech/Computer: 844

Points of Pride

Technical enhancements to ZebraNet: Worked with DoIT to incorporate technology that authenticates data pass from PeopleSoft to ZebraNet, improving security, data accuracy, and ease of use for students with single sign-on. Created a one-stop for all student positions (FWS, SA, GA, internships).

Carnegie Classification for Community Engagement: Stony Brook University received highly selective 2010 Community Engagement Classification for Curricular Engagement and Community Outreach by the Carnegie Foundation for the Advancement of Teaching. The Career Center prepare the extensive application for this national recognition of SBU's engagement with community.

Research partnership with Department of Psychology: Research project successfully launched in summer 2010 with outstanding response of 1792 freshmen, 792 parents with 523 matched pairs. In addition, forty-five personal interviews were conducted with individuals in Spring 2011. Results of both quantitative and qualitative aspects of phase I are currently being analyzed. The next stage of the project has received a $1600 Presidential Diversity Mini Grant for 2011-2012.

Career Center hosted a visiting professional from Germany: Krischan Brandl, Coordinator of Career Services at the University of Wurzburg, Germany, requested to spend eight weeks with us, to learn about our philosophy, operations, and services. Mr. Brandl obtained funding from his university president for this endeavor. International conference presentation and scholarly paper for publication in process.
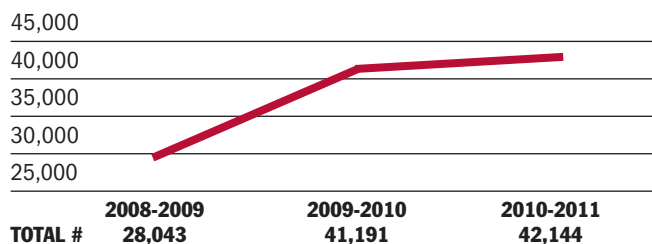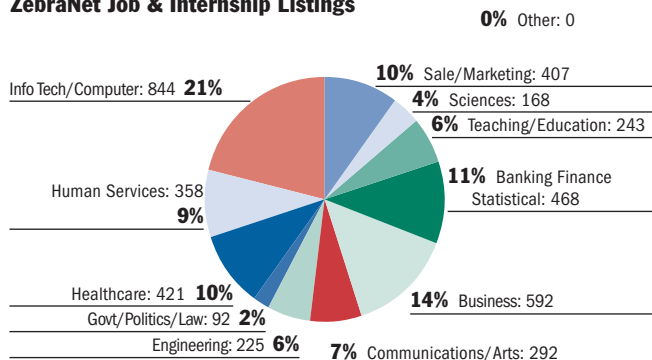
Established relationship with new Office of Postdoctoral Affairs: The Career Center has created a partnership with the newly-formed Office of Postdoctoral Affairs and has already begun to serve this new population. In 2010-2011, we offered 3 Career Center events exclusively for post-docs with 65 attendees. Feedback from OPDA was very positive and additional joint programming efforts are being planned for 2011-2012.

Strategic Priorities for 2011-2012

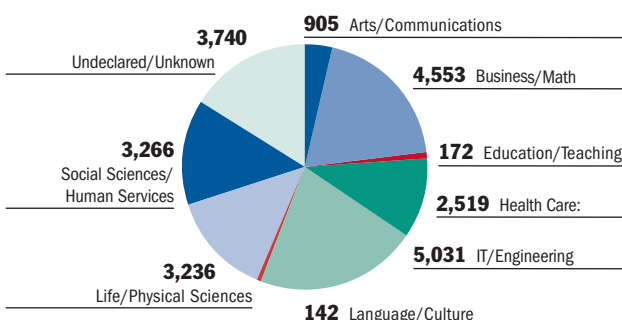**Guide students toward greater self-awareness & increased knowledge of career options.** Introduce students to careers and industries through programming; offer individual consultation via walk-in job search advising and scheduled career counseling appointments; respond to requests from faculty and student groups for career-related programming and execute a successful Diversity Professional Leadership Network.

Improve student preparedness for work. Provide opportunities for students to improve their competitiveness for the job & internship search, including job search strategies, written correspondence and interview preparation.

Facilitate Employer-Student connections. Aggressively pursue new employer prospects and increase the # of companies recruiting on campus while maintaining positive relationships with current employers.

Improve placement tracking. Execute new plan to better track experiential learning from students and employers and establish a baseline from which to proceed over time. Work with Registrar to deploy a service indicator for all students enrolled in internship courses. Report results.

DISABILITY SUPPORT SERVICES

Mission

Disability Support Services is committed to advocate for a campus environment that meets the needs of students and employees who have disabilities. We support universal design in education, communication and construction that fosters the educational and professional development of all individuals with diverse needs.

Strategic Priorities 2010-2011

Strategic Priority > Major Accomplishment or Activity

Enhance Assessment Efforts

• Data base, student tracking and scheduling programs were reviewed to manage the various services and documentation files.

• Data and systems were reviewed to refine collection methods through changes to forms and improve metrics in order to track data along several performance indicators

• Selected new database system, Clockwork, to be incorporated next year for student tracking and scheduling. Incorporated PATs duel database.

Support Services To Strengthen Student Academic Performance

• Enhanced support services including Campus Accommodations, Student Testing Accommodations, IT digital support, training and assistance. DSS student learning outcomes survey.

Student Connection Queries

• 163 students completed 2 Student Connection Queries. 70% of Students reported that they do not belong to any group or club on campus. However, 69% feel well connected to the campus community. Students cited difficult classes, jobs and lack of event awareness as reasons for not participating more.

Strengthen Student Performance And Community Connections

• Psychoeducational workshops and groups, Introduce students to Barter Time, exchanging ideas and knowledge DSS will continue to promote student self-awareness through the continued use of the MBTI in our life skills groups.

2010-2011 IT Services

Exams converted to CD in the past year.	47
Etext textbook conversions	106
Hours of technical support provided to students using Assistive Technology	20
Online Math Assessment exams	26
Journalism digital media exams	11
Art History digital media exams	12

DSS Accommodation Statistics 2010-2011

Number of Students Registered at DSS	800/yr + 75
Number of new Students	347/Yr
Student consultations	1258yr
Number of Students w/Temporary Disability	137/yr
Requests for Academic Accommodations letters	3,200/yr
Requests for Test Proctoring	2,500/yr
Requests for Housing accommodations	100/yr
Exams needing readers, scribes, assistive technology	237/yr
Exams needing distraction reduced location / individual room	2,480/yr
Sign Language Interpreters,	$36,708
Readers/Aid	$800.00
Proctors	219 paid hours
Volunteer Proctors for Finals	232 hours
Note takers	70/yr
Equipment on Loan - Keys etc.	30/yr
Transportation/Para transit Requests number of individuals using	86/yr
Handicap Parking Permits	120/yr
Classroom access (furniture)	11/yr
ADA cases and consults	162yr
ADA complaints	70 /yr

DSS Testing Accommodation Statistics

Total number of tests 2010-2011	2,500

Number of total exams facilitated at DSS also increases each academic year.

1992	112
2000	321
2007	2,015
2008	2,035
2009	2,076
2010	2,338
2011	2,500 +162 from last year

DISABILITY SUPPORT SERVICES

Student Consultations

	2008	**2009**	**2010**	**2011**
TOTAL #	*1,016*	*1,033*	*1,090*	*1,258*
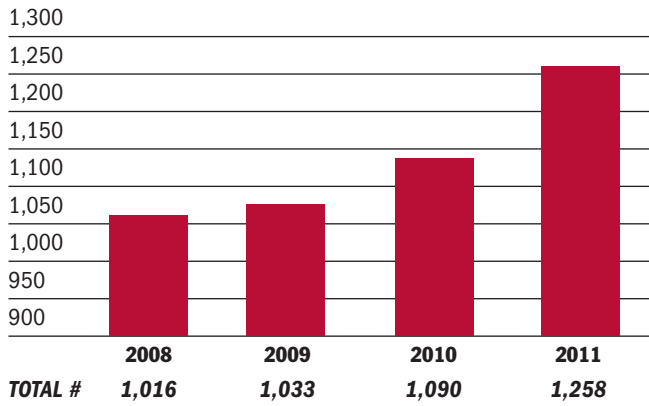
Academic Accommodations
of Letters

	2008	**2009**	**2010**	**2011**
TOTAL #	*1,924*	*2,050*	*2,220*	*3,200*
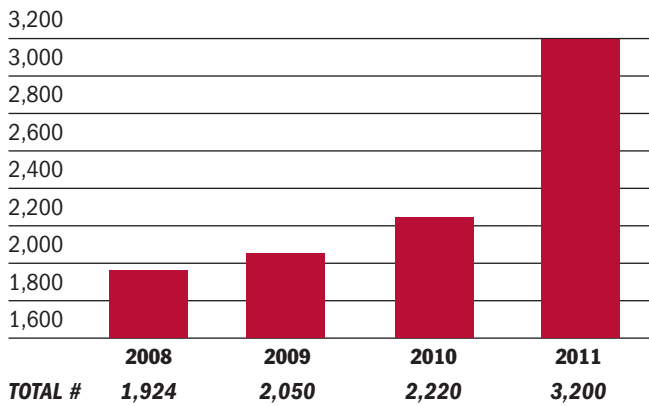
Test Proctoring
of Tests

	2008	**2009**	**2010**	**2011**
TOTAL #	*1,862*	*2,015*	*2,338*	*3,200*
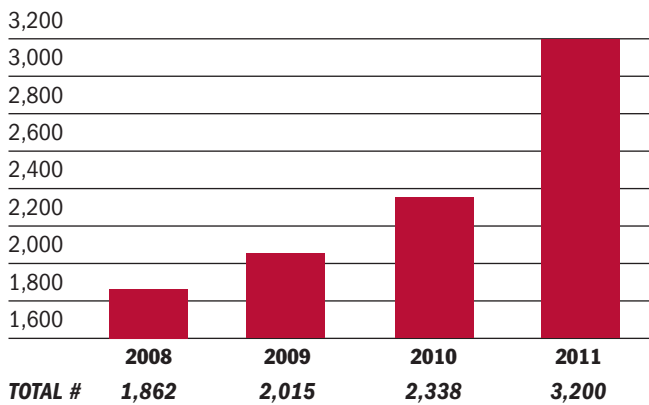
Points of Pride

Implemented Novel DSS New Student Orientation: Developed a fall orientation program to address specific issues for students with disabilities. Includes both new students and family members. Residential students are given the option to check into their room earlier than other students.

Increase In The Number of Testing Services Provided: Testing services included "Ability to Benefit" testing. Facilitated 2,500 student exams; increase of 162 over previous year.

Increase In The Number of Accommodations Requested: DSS responded to over 6,300 requests for services and accommodations.

Continuation of Excellent Customer Service: Despite a staff reduction and an increase in requests DSS managed to provide excellent customer service.

Strategic Priorities 2011-2012

Continue To Enhance Data Management And Assessment Efforts: Incorporate new Database, Clockwork, for student tracking and scheduling programs designed to manage the various services and documentation files allowing. Data and systems will be designed to refine collection methods through changes to forms and improve metrics in order to track data along several performance indicators

Classroom Accommodation Letter Requests: Reassign staff member to meet the accommodation needs of students. Utilize paperless format with Clockwork to notify professors of accommodation needs.

Testing Accommodation Requests: Utilize clockwork to more efficiently schedule exams, assign test rooms and equipment

Psychoeducational Workshops, Barter Time: Expose students to a variety of stress management tools. Increase the number of students participating on Barter Time, exchanging ideas and knowledge

Social Work Intern Program: Support departmental functions and provide hands-on training ground for social work students by continuing to develop Social Work Program

DSS Services to Veterans:

• Continue to encourage Veterans with disabilities to receive services in order to enhance student learning, personal development, and academic success.

• Outreach and collaboration w/ Office of Veteran's Affairs, number of registered veterans

EDUCATIONAL OPPORTUNITY PROGRAM/ADVANCEMENT ON INDIVIDUAL MERIT (EOP/AIM)

Mission

The purpose of the Educational Opportunity Program is to provide opportunity and access to higher education for economically disadvantaged students who possess the potential to succeed in higher education, but whose academic preparation in high school has not fully prepared them to success fully pursue college/university education. The primary mission of EOP/AIM is to facilitate the recruitment, enrollment, retention and graduation of thee students, while fostering learning and promoting student success.

Strategic Priorities 2010-2011

Prioroities > Major Accomplishment or Activity

Increase graduation rates through outreach

- •EOP staff provided outreach to students who entered in Fall 2004, 2005 and 2006 who separated from the University without completion of degree.
- •Program reached thirty-one students who separated from the University without degree. Of those seven were able to take the necessary steps to return to the University to complete degree requirements.

Increase enrollment of eligible African American male students

- •EOP sponsored a three-day Recruitment Weekend targeting underrepresented (African American and Hispanic/ Latino) male students.
- •Percentage of African American male new students (first-year and transfers) enrolling as full-time EOP students for Fall semester has increased from 4.0 % in Fall 2010 to 15.8% in Fall 2011.

Improve student performance in introductory chemistry (CHE129, 131 & 132)

- •Students enrolled in the EOP Elite Chemistry initiative which included workshops group tutoring, and a specialized section of SSO 102 to develop academic success strategies for chemistry.
- •In Fall 2010, 62.0% of all EOP/AIM first-year students who enrolled in CHE 129 and 68.0% of all EOP/AIM first-year students who enrolled in CHE 131 passed the course with grades of ""C" or better. Passing rates were at least 12% higher for students in each course who attended four or more supplemental instruction sessions for EOP Elite Chemistry. In Spring 2011, 81.0% of EOP students who enrolled in CHE 132 and were enrolled in specialized section of SSO 102 passed CHE 132 with grades of "C" or better.

Strengthen academic performance of "at-risk" student population

- •EOP Advisors developed academic success contracts with all students whose Fall 2010 and/or Spring 2011 grade point averages fell below 2.0. Contracts directed students to appropriate services.

Increase tracking of student involvement in experiential learning, community service, and student leadership activities

- •EOP advisors required all students to submit updated resumes. Advisors reviewed and critiqued resumes and offered suggestions regarding additional opportunities to support student learning.

Performance Indicators

mproved Academic Performance in Introductory Chemistry Among Student Participating in the EOP Elite Chemistry Initiative: In Fall 2010, 62.0% of all EOP/AIM first-year students who enrolled in CHE 129 and 68.0% of all EOP/AIM first-year students who enrolled in CHE 131 passed the course with grades of ""C" or better. Passing rates were at least 12% higher for students in each course who attended four or more supplemental instruction sessions for EOP Elite Chemistry. In Spring 2011, 81.0% of EOP students who enrolled in CHE 132 and were enrolled in specialized section of SSO 102 passed CHE 132 with grades of "C" or better.

Improved Academic Standing of EOP/AIM Students Who Have Participated in the REACH Workshop Series: Of students identified as "at risk" who consistently participated in REACH workshops, 62.5% returned to good standing, 12.5% were suspended, 12.5% withdrew for the semester and 12.5% continue to persist with grade point averages

Improved Tracking of Student Involvement in Experiential Learning, Community Service and Student Leadership Activities Through Collection and Review of Student Resumes: Of the 587 EOP students enrolled in the Fall 2010 semester, 422 (71.9%) submitted copies of their resumes to their EOP advisors for review.

EDUCATIONAL OPPORTUNITY PROGRAM/ADVANCEMENT ON INDIVIDUAL MERIT (EOP/AIM)
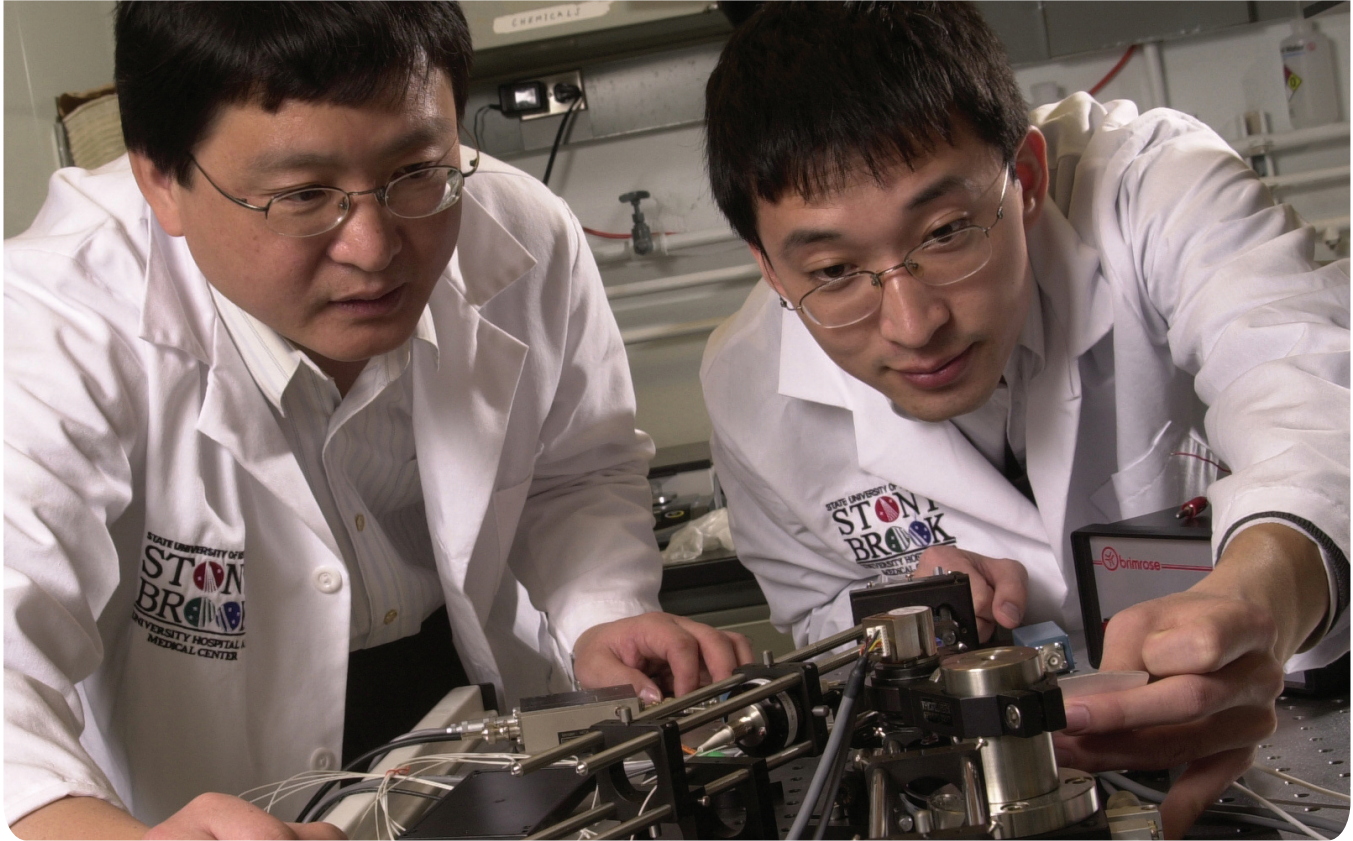
Points of Pride

Program Graduation Rate: The six-year graduation rate (76.84 percent) of Stony Brook's Fall 2002 cohort is the highest of all Educational Opportunity Programs in SUNY.

Stony Brook Southampton Black History Month Celebration: Stony Brook University's EOP/AIM students, faculty, and staff implemented the first Stony Brook Southampton Black History Month Celebration.

EOP/AIM Pre-Freshman Summer Academy: Stony Brook's EOP/AIM Pre-Freshman Summer Academy is the only SUNY campus at which EOP students are able to earn six college credits, complete two general education requirements, and advance in mathematics placement prior to the start of their freshman year. The program also offers unique collaborative efforts among program faculty in African Studies, Writing, and Philosophy.

Strategic Priorities 2011-2012

Increase graduation rates by reaching out to students who have separated from the University without degree.

Strengthen student performance in gateway math and science courses.

Increase enrollment of African American male students.

Increase tracking of student involvement in experiential learning, community service, and student leadership activities.

HEALTH SCIENCES—OFFICE OF STUDENT SERVICES

Mission

To provide effective student administrative services to assist students achieve success while completing their academic programs; to support the academic mission of the Health Sciences Schools in educating and training future health professionals; and to assist all who seek information about health careers and academic programs.

Strategic Priorities 2010-2011

Goals > Major Accomplishment or Activity

Enhance service to applicants to HSC programs, improve efficiency, and realize budget savings.

- Procedures were developed to allow applicants to view admissions decisions on line and for admitted students to accept or decline on line effective with 2011 admissions.
- Programs received responses sooner so they were able, if needed, to use the waitlists without delay.
- Number of inquiries decreased.
- Budget savings were realized due to no mailing of response forms (stationery, postage

Ensure compliance with new federal student financial aid regulations.

- Revised or developed new processes to award federal student aid in order to meet the requirements of the HEOA Program Integrity Rules effective July 2011.

Continue to increase visibility of Health Sciences programs on West Campus.

- Staff participated in recruitment, advising and orientation programs sponsored by offices in the Division by making presentations, tabling, and coordinating the participation of Health Sciences staff/faculty.
- Staff also participated in West Campus activities and committees and worked collaboratively with other offices.

Enhance student experience in HSC.

- Organized first meeting of HSCSA and held elections for new officers; supported programming efforts during the academic year which included the Thanksgiving Event, Spring Fling Picnic, Island Harvest donations, University Community Pledge drive, and the annual HSCSA Student Leadership Awards.
- Instrumental in the restart of the HSC Mental Health Advisory Board, participated in meetings, and chaired the search for a position in the HSC Counseling Center/CAPS.
- Participated in meetings of the HSC Student Parking Group and advocated for students.
- Assisted students seeking to hold activities in HSC. Chaired and held monthly meetings of the HSCPCB.

Improve efficiency of records and registration.

- Procedures were developed to expedite enrollment of HSC new studebnts by managing the run for the term activation process at specific times rather than relying on Registrar's schedule. This is important since HSC programs have different schedules for admissions and orientation.

- HSC term and module session calendar was produced earlier to facilitate the scheduling of clinical courses and to address other program needs.
- Completed the review of HSC program titles/codes as part of the SIRIS project.

Provide an efficient and integrated delivery of student administrative services.

- Admissions applications were accurately processed, financial aid awarded, students registered for classes and were cleared for graduation.
- Applicants and students had easy 24/7 online access to applications, academic and financial records, and to post inquiries or report problems.
- Over $26 million total student aid was processed for 1,800 students (excludes medical and dental students). Five Hundred federal aid applications were selected and audited for institutional verification.

Health Sciences 2011 Admissions Applications Non Matriculated Study and Non Credit Career Programs

	UG Non-Matric	Grad Non-Matric	SBNC
TOTAL #	*49*	*80*	*295*
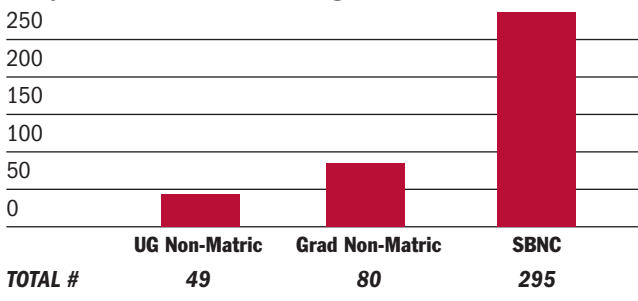
Note: Data for Schools of Nursing, Social Welfare, Health Technology and Management, and the Graduate Program in Public Health/School of Medicine.

HEALTH SCIENCES—OFFICE OF STUDENT SERVICES

Schedule of Classes Academic Year 2010-11

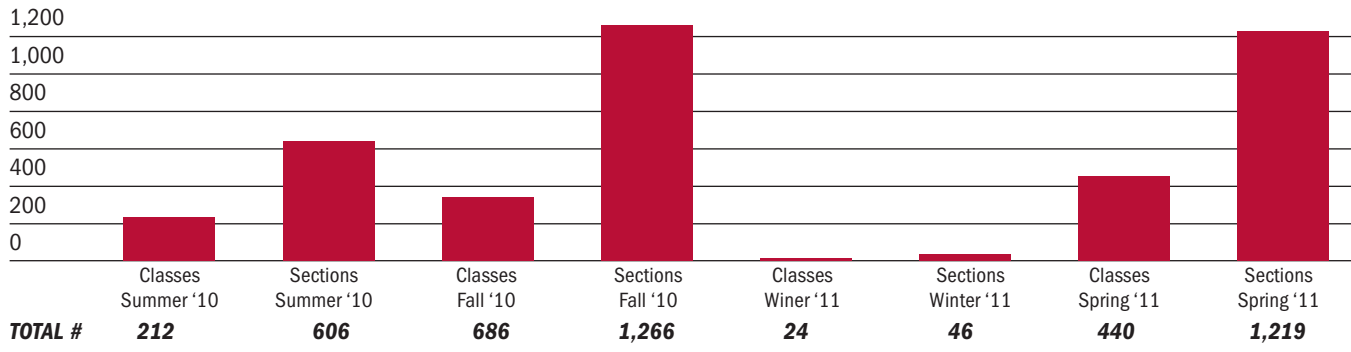|	Classes Summer '10	Sections Summer '10	Classes Fall '10	Sections Fall '10	Classes Winer '11	Sections Winter '11	Classes Spring '11	Sections Spring '11
TOTAL #	*212*	*606*	*686*	*1,266*	*24*	*46*	*440*	*1,219*

Total Classes Scheduled during academic year 2010-2011: 1062
Total Sections Scheduled during academic year 2010-2011: 3137
Classes are scheduled following the University semester calendar and the Health Sciences modular session calendar. Totals include distance learning classes.

Points of Pride

One-Stop Shop: Maintaining excellent administrative services to students and HSC Schools in the areas of admissions, financial aid, records, registration, and student government/activities by addressing concerns and generating integrated solutions.

New Online Options For Hsc Admissions Applicants: Applicants can now view admissions decisions on line 24/7 and admitted students can accept or decline on line effective with 2011 admissions.

Federal Financial Aid Audit: Successfully completed annual audit.

New Online Apply For Graduation Option For The Stony Brook Non Credit Career Programs: Students enrolled in the SBNC programs can now apply for graduation on line 24/7 instead of completing paper forms.

HSC Student Leadership Awards: HSC students were selected for the annual awards sponsored by the HSC Undergraduate Student Association.

Strategic Priorities 2011-2012

Enhance service to applicants to HSC programs, improve efficiency, and realize budget savings: Develop procedures to allow applicants to view and print the admissions decision letter on line 24/7 effective with 2012 admissions. This will be the last step to have a fully integrated online admissions system.

Ensure University compliance with new federal student financial aid regulations: Continue to revise or develop new processes to award federal student aid in order to meet the requirements of the HEOA Program Integrity Rules effective July 2011 and beyond.

Improve efficiency of student records and registration:

•Review and update as needed current processes to determine HSC academic standing load/level rules and honors designation.

•Review and update as needed the transfer credit evaluation process.

Continue to increase visibility of Health Sciences programs on West Campus: Staff will participate in recruitment, advising and orientation programs sponsored by offices in the Division by making presentations, tabling, and coordinating the participation of Health Sciences staff/faculty. Staff will participate in West Campus activities and committees and will work collaboratively with other offices.

Enhance student experience in HSC: Continue to assist students seeking to hold activities in HSC.   Continue participation in the HSC Mental Health Advisory Board and provide leadership to the HSC Student Services Planning and Coordinating Board (HSCPCB).

Provide an efficient and integrated delivery of student administrative services: Admissions applications will be accurately processed, financial aid awarded, students registered for classes and cleared for graduation. Applicants and students will have easy 24/7 online access to applications, academic and financial records, and to post inquiries or report problems.

OFFICE OF THE REGISTRAR

Mission

The Registrar's Office supports the division and University community by providing information and services to support, facilitate and promote educational success. The office strives to accomplish its mission using current technologies and methods, making efficient use of university resources while seeking to enhance service to all constituents. With its dedicated, knowledgeable and competent staff it strives for efficient processes that ensure the integrity, confidentiality and security of all education records. This includes, but is not limited to supporting and enforcing, university, state and federal policies.

Strategic Priorities 2010-2011

National Collegiate Athletic Association (NCAA) Compliance:

- **Transfer Credits:** Improved the average turnaround time (now same day) for Preliminary Transfer Credit Evaluations for Prospective Athletes.
- **Certification:** Improved certification processing time. Spring 2011 Certification of our Stony Brook Athletes was posted to NCAA Compliance within 10 business days.
- **Daily Compliance Reported:** Daily Compliance Reported changes for Athletes (new/changed majors, grade changes, transfer evaluations/credits posted, etc) records updated same day.

Registration Enhancements:

- **Waitlist Improvements:** Students wanting to waitlist/enroll into a preferred course/section without losing their current enrollment if enrollment was unsuccessful. Introduced the "drop if enrolled" feature which enables students to waitlist a preferred course/section while remaining enrolled in their original course.

- **Registration Cancellation:** Created online SOLAR mechanism to allow students to cancel their enrollment during advance registration. This supports students unique needs and helps improve course availability and registration efficiency
- **Permission to Drop:** Academic Departments need to control their enrollment in restricted and co-required courses. To support this request the Registrar's Office created a "Permission to Drop" Form which is used by departments in order to facilitate exceptions on unlinking of co-required courses and/or allowing dropping/withdrawing from restricted courses.

Transfer Articulation:

- **Self Service via SOLAR:** The Registrar's Office continues to support the Transfer Articulation project. During this time period we rolled out Self Service via SOLAR course input for our two main feeder schools: Suffolk and Nassau Community Colleges. Once input the information was validated by the Transfer Office and posted to the academic records. Once posted this information supported: prerequisite screening, departmental/university degree audits and advising.

Registrar Staff PS Transactions
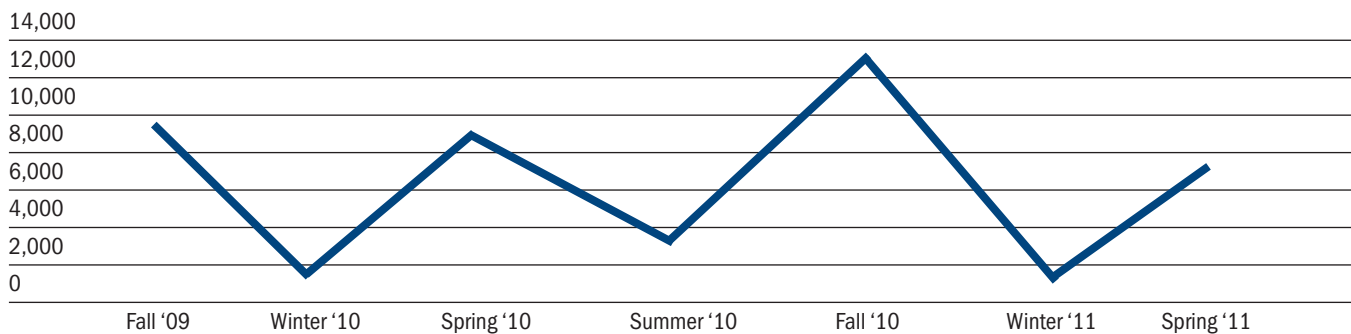
Credits by Level in Summer Session 2007-2011

Points of Pride

Goals > Major Accomplishment or Activity

Summer Sessions: Revamped and updated marketing campaigns for summer session

West Campus Credit Limits: Automated processes to better assist students in academic record related transactions. This includes, but is not limited to automating credit limit changes as students fulfill the needed criteria, and or lowering their approved limit, grade posting/processing and electronic notification from departments to adjust student registration.

Withdrawal Website: Created Withdrawal site to answer questions pertaining to the withdrawal process and provide valuable information and direction to students.

Departmental Degree Audits: Developed Undergraduate departmental degree audits were for Biomedical Engineering and Mathematics as roll out continues. To follow: Computer Science and Biology.

Strategic Priorities 2011-2012

PERC: Post-Enrollment Requisite Checking (PERC): In an effort to support student success, with PERC in place, we will be able to support student's taking the appropriate course(s).enrollment.

Registrar 101: Registrar 101 Program: In an effort to share the Registrar's Office processing and knowledge base, we will create an 8 week program for university staff. Each week will cover several areas the Registrar's Office supports.

Parent /Guardian Orientation Video: Create a Parent/Guardian Orientation Video. In an effort to provide important detailed information the Registrar's Office would like to create a Parent/Guardian Orientation video. Not only will this increase office presence, it could also assist should we become short of staff and are unable to attend the Parent/Guardian Orientation. The same information would be available on our web site.

Optimize Programs: Summer/Winter programs: Expand enrollments through increase utilization of social media marketing channels. Maintain and increase enrollments for visiting and current students.

Academic Year Scheduling: Yearly Scheduling: In an effort to better serve student, faculty, staff and the campus as a whole, the Registrar's Office in collaboration with other key academic and administrative offices, work towards an academic year scheduling model. With this in place it will support better planning and advising for all involved.

Transfer Articulation: Data collection: Expand set up to include other college and possibly automate electronic data interchange (EDI) or use optical character recognition (OCR) to support the process. With a better data exchange option in place, this will save time and effort for both students and staff. It will also reduce the possibility for input errors.

STUDENT ORIENTATION AND FAMILY PROGRAMS

Mission

Our office is dedicated to helping new students and family members during Orientation, through the First-Year Experience, and throughout the Stony Brook Undergraduate experience.

Strategic Priorities 2010-2011

Goals > Major Accomplishment or Activity

International Student Orientation:

- A primary goal for the 10-11 academic year was to implement international undergraduate orientation, including the development of an International Pre-Arrival Website
- Developed Blackboard site specifically for international undergraduate students.
- Effectively collaborated with International Services and Admissions for programs and outcomes.
- Evaluations measures were short of anticipated goals (54% Agree or Strongly Agree, Goal = 75%) in relation to ability to get classes needed for graduation.

Student Leadership Development at NODA:

- Orientation continued to provide leadership opportunities both within our office, as well as beyond, through participation in local and regional conferences.
- Increased participation at our regional conference - 2011: 7, 2010: 3, 2009: 3, 2008: 2, 2007: 0. In addition, 3 OLs attended a "Careers in Student Affairs" mini conference at Rutgers University.
- These professional development opportunities allow our OLS to learn from other institutions while presenting SBU as an active and involved institution in our region.

Emphasis on Activities and Involvement:

- Efforts were implemented during the Summer 2010 in which Orientation Leaders promoted specific clubs and activities that they are involved in. This was supported through print publications, media presentations and 1:1 informal contact.
- Saw slight increases in first-year students' knowledge of activities and involvement on campus, which is getting us closer to our overall goal of 75% or higher (Fall 2010: 70%, Fall 2009: 68%, Fall 2008: 63%)

Reduction of ROME participants:

- The number of students enrolled in our Required Orientation Make up Experience (ROME) has decreased since its implementation in 2008, indicating that fewer students are missing the required orientation programs.
- Since its implementation, the number of students enrolled each fall has decreased by nearly 33% each year. Specifically Fall 2010: 573, Fall 2009: 862, and Fall 2008: 1,372. Spring enrollments were consistent from 2009 to 2010, but quite manageable (Spring 2011: 103, Spring 2010: 100, Spring 2009: 176).
- Overall, we are creating a culture of commitment and follow-through in terms of orientation participation and importance.

Points of Pride

International Orientation: Orientation office assumed responsibility for international student orientation. Working in partnership with multiple offices successful program were implemented in Fall of 2010 and Spring of 2011. Orientation evaluations provide baseline data to review our international orientation programs and improve our practices. These new initiatives and assessment practices will serve as the foundation upon which we continue to build and improve our programs for international students.

Transfer Student Socialization: We are seeing a positive trend based on the small things we are doing to expose students to each, mainly by training OLs on networking and facilitating conversations (2010 = 45%, 2009 = 39%).

Activities and Involvement: We are seeing a positive trend based on the small things we are doing to expose students to activities, mainly by showcasing OL activities (Fall 2010: 70%, Fall 2009: 68%, Fall 2008: 63%).

Strategic Priorities 2011-2012

International Student Orientation: Orientation will continue its efforts towards implementing and improving our new International Student Orientation Programs. Overall goal is that at least 75% (3/4) of international students surveyed will agree or strongly agree that they are able to get classes needed to make good progress towards graduation.

Emphasis on Activities and Involvement: Orientation will continue its efforts towards increasing first-year student awareness of activities and involvement on campus during summer orientation. New efforts are being piloted in Summer 2011, including involvement from Undergraduate Student Government, as well as the efforts that were piloted in 2010.

Transfer Student Socialization: Orientation will continue its efforts towards increasing transfer student socialization during summer orientation. Efforts are being continued in Summer 2011 to maximize student to student interaction.

Parent Newsletter/Listserve: Orientation will implement a Parent/Family Newsletter and/or List serve that is distributed electronically to parents and family members four times per year (early-fall semester, late-fall semester, early-spring semester, late-spring semester)

UNIVERSITY COMMUNITY STANDARDS

Mission

The mission of the Office of University Community Standards is to support the University's educational goals by promoting a just, safe, orderly, civil, and positive University climate for learning, both inside and outside the classroom, through behavioral standards, disciplinary processes, training, and intervention efforts.

The disciplinary processes contained in the Conduct Code provide students, faculty, staff and visitors with a procedural guide to initiate a complaint against a student, when their rights as members or visitors to the University community have been allegedly violated. Students can apply to become an Administrative Hearing Board volunteer. Once selected, Hearing Board volunteers are trained to hear evidence and render fair and objective decisions on allegations brought to the formal hearing processes.

Intervention by the Office of University Community Standards addresses inappropriate conduct and serves to educate students on how their behavior affected themselves, others, and the University community.

Strategic Priorities 2009-2010

Goals > Major Accomplishment or Activity

Revised University Student Conduct Code

- The Conduct Code was revised to improve clarity, incorporate changes, remain compliant with state and federal laws and meet the needs of the SBU community.

Increased The Number Of "Active" Sanctions

- In an ongoing effort to provide more sanction options, an increased number of "active" sanctions were imposed during the 2010-2011 academic year that required students to actively participate in a class or provide a physical type of service.

- These "active" sanctions are often paired with a traditional sanction such as writing a reflective paper, letter of apology, or creating an educational poster.

- The number of community service sanctions and fire safety class doubled from the 2009-2010 academic year. The number of students sanctioned to the substance education course increased by 17%.

Enhance Hearing Board Training

- The fall 2010 and spring 2011 Administrative/Conduct Hearing Board Training provided more hands-on experience through group exercises and mock hearings. Board members were also given a more in-depth understanding of the Conduct Code and how it is applied during board hearings.

- An overwhelming majority of the board members strongly agreed that they learned important techniques that would benefit them when participating in a hearing

Sanctions Assigned

# of Sanctions

	Community Service	Educational Project	Fire Safety Class	1st LOW*	2nd LOW*	3rd LOW*	No Contact Directive	Substance Education Class
Total # (2010-2011)	40	611	212	723	176	48	17	267
Total # (2009-2010)	17	729	120	689	184	68	13	228

■ 2009-2010   ■ 2010-2011
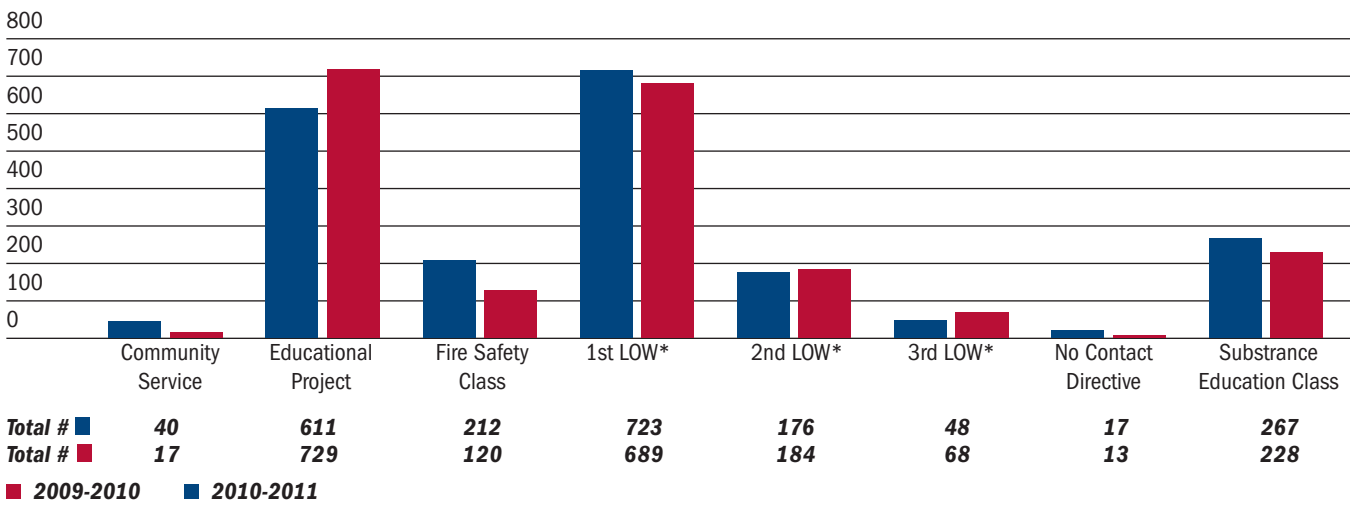
* LOW = Letter of Warning

CHART 2: Spring 2011 Hearing Board Training Feedback

	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
The training session was conducted with an appropriate level of professionalism:	28%	14%	–	–	–
There were enough checks to ensure training participant understanding:	29%	12%	1%	–	–
The training covered each topic in enough depth and detail:	21%	17%	4%	–	–
There were enough opportunities for learner participation:	22%	16%	3%	1%	–
The training session was overall very helpful:	28%	13%	1%	–	–
The topics discussed were clear and I was able to understand them:	32%	14%	–	–	–
I learned important techniques during this session that will benefit me when attending a hearing:	29%	12%	1%	–	–
I was provided with enough reference material prior to the training session that helped me prepare for what I should expect as a member of the hearing board:	24%	14%	3%	–	–
Overall, the training session was relevant and it provided a good understanding of what is to be expected at the hearing:	25%	17%	–	–	–

Points of Pride

Significant increase in student board member in spring 2011: The spring 2011 semester brought in the highest number of student board members trained to serve on the University Administrative/Conduct Hearing Board (43 new student board members and 15 returning board members were trained).

Revised the University Student Conduct Code: The Conduct Code was revised to incorporate over a dozen new changes and updates. The offices of University Community Standards and Residential Community Standards facilitated the Rules Revision Committee, which is charged with reviewing and revising the Conduct Code. The committee met several times over the course of the spring 2011 semester. Once completed, the proposed changes were sent to the Stony Brook Council for approval. The changes were approved by the council on May 9, 2011.

Quick case turnovers: During the spring 2011 semester, University Community Standards adjudicated over 170 cases. Of those cases 71% were processed and closed within one month of it being referred and opened.

Strategic Priorities 2011-2012

Condense University Student Conduct Code: Abridge the Conduct Code to be more reader friendly. Decrease the current 34-page Conduct Code by at least 8 pages.

Increase the number of graduate students, staff/faculty hearing board members: Increase the number of graduate students, faculty and staff serving on the Administrative/Conduct Hearing Board to provide more well-rounded hearing board panels.

Create more on-campus community service opportunities: Collaborate with other departments to create on-campus community service opportunities for students required to complete this sanction.

VETERAN AFFAIRS

Mission

- Provide excellent support to active duty service members, veterans and their families in the Stony Brook community
- Enhance the registration for and processing of Veterans Educational Benefits – web based
- Augment the exposure of military service members on campus
- Provide work-study opportunities to our Veteran Students

Strategic Priorities 2010-2011

Goals > Major Accomplishment or Activity

Collaborate with internal departments

- In the event that a Veteran student requires extra assistance outside of the classroom, we have collaborated with the Center for Prevention & Outreach, Disability Support Services, and Academic Advising to provide special assistance.

Encourage Veterans Student Involvement

- Through the planning and attendance of the Veterans Day ceremony and the participation in the Veterans Affairs Work-Study program, Veterans are brought together and are actively involved in the campus community.

Recruitment and information services

- Continuous development of our website has assisted in attracting more Veterans to the University as well as provide students/family members with interactive, accurate up-to-date information.

Performance Indicators

- Graduation / Retention
- Increased attendance at on campus VA events and programs
- Increased visits to University VA website

Points of Pride

Veteran Student Population: The veteran population at the university continues to increase. Currently, we have over 200 student enrolled at Stony Brook University.

Veteran Student Population: Has re-established the VESO group.

Veteran office: Stony Brook is officially recognized as a Military Friendly School - finishin in the top 20% range.

Strategic Priorities 2011-2012

Process Veterans Benefits: Benefits processing is done in a stream-lined, efficient manner with cooperation between the many offices that are involved to include Bursar/Student Accounts and Financial Aid. As a result of continuing changes to the GI Bill, there will be increased communication and development of benefits processing.

Enrollment of eligible VA students.

Integrate with internal departments: In the event that a Veteran student requires extra assistance outside of the classroom, we have collaborated with the Center for Prevention & Outreach, Disability Support Services, and Academic Advising to provide special assistance.

- Graduation / Retention
- Withdrawals/Transfers
- Deployments

Peer to Peer mentoring: Engaging veteran student leaders to mentor new veteran students entering Stony Brook University. The students are also able to relate to one another and a communicative relationship is developed resulting in a feeling of community and camaraderie.

Encourage Veterans Student Involvement: Through the planning and attendance of the Veterans Day ceremony and the participation in the Veterans Affairs Work-Study program, Veterans are brought together and are actively involved in the campus community.

Increase attendance at campus events.

Provide one-on-one advise: Staff and VA Work-study students will continue to meet with veteran students in reference to benefits and related issues.

Recruitment and information services: Work with Admissions in outreaching to service members and family as well as maintaining a current VA website.

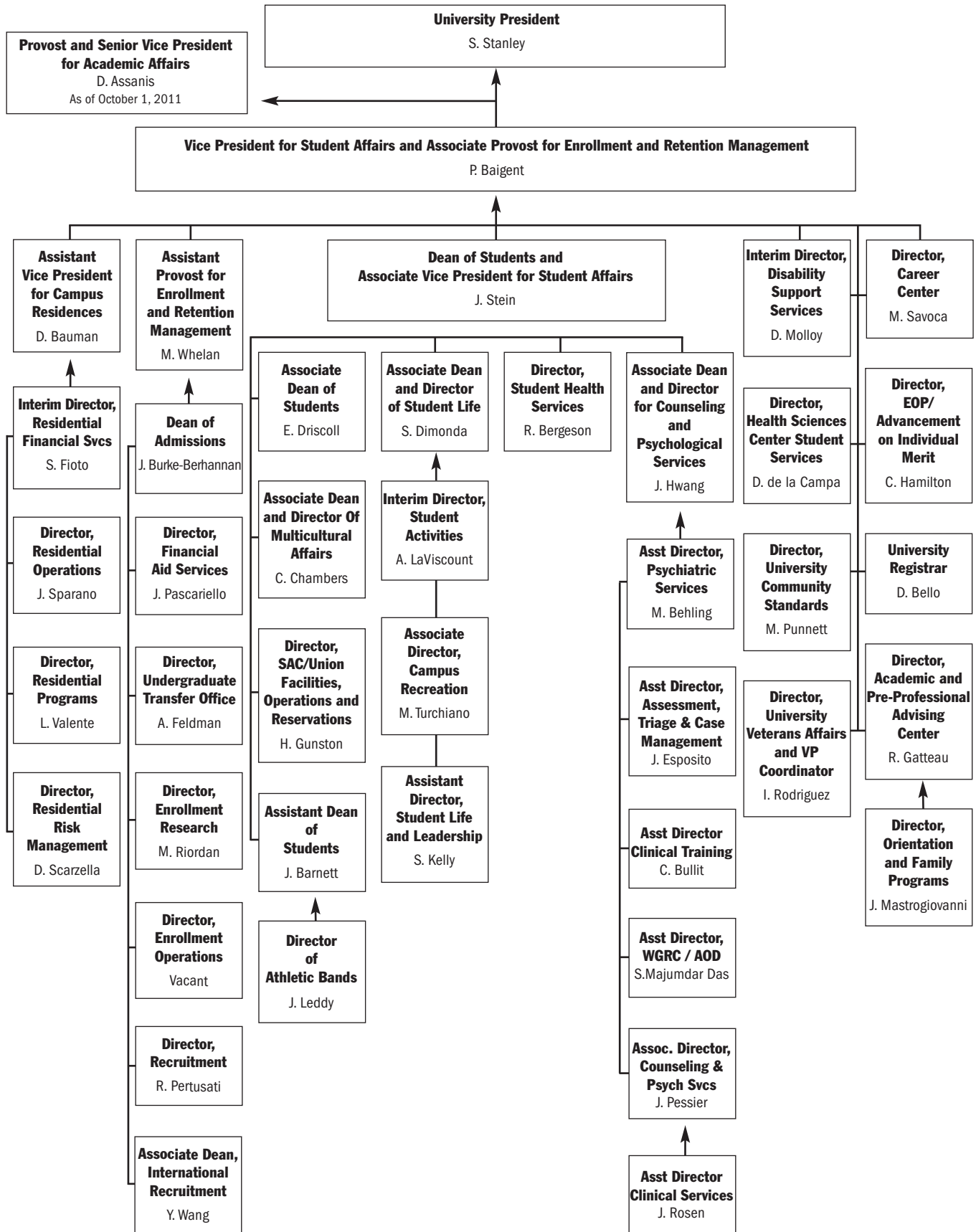Increase student veterans enrollment.

APPENDIX A: DIVISIONAL ORGANIZATIONAL CHART

University President
S. Stanley

Provost and Senior Vice President for Academic Affairs
D. Assanis
As of October 1, 2011

Vice President for Student Affairs and Associate Provost for Enrollment and Retention Management
P. Baigent

Assistant Vice President for Campus Residences
D. Bauman

- **Interim Director, Residential Financial Svcs**
  S. Fioto
- **Director, Residential Operations**
  J. Sparano
- **Director, Residential Programs**
  L. Valente
- **Director, Residential Risk Management**
  D. Scarzella

Assistant Provost for Enrollment and Retention Management
M. Whelan

- **Dean of Admissions**
  J. Burke-Berhannan
- **Director, Financial Aid Services**
  J. Pascariello
- **Director, Undergraduate Transfer Office**
  A. Feldman
- **Director, Enrollment Research**
  M. Riordan
- **Director, Enrollment Operations**
  Vacant
- **Director, Recruitment**
  R. Pertusati
- **Associate Dean, International Recruitment**
  Y. Wang

Dean of Students and Associate Vice President for Student Affairs
J. Stein

- **Associate Dean of Students**
  E. Driscoll
  - **Associate Dean and Director Of Multicultural Affairs**
    C. Chambers
  - **Director, SAC/Union Facilities, Operations and Reservations**
    H. Gunston
  - **Assistant Dean of Students**
    J. Barnett
  - **Director of Athletic Bands**
    J. Leddy
- **Associate Dean and Director of Student Life**
  S. Dimonda
  - **Interim Director, Student Activities**
    A. LaViscount
  - **Associate Director, Campus Recreation**
    M. Turchiano
  - **Assistant Director, Student Life and Leadership**
    S. Kelly
- **Director, Student Health Services**
  R. Bergeson
- **Associate Dean and Director for Counseling and Psychological Services**
  J. Hwang
  - **Asst Director, Psychiatric Services**
    M. Behling
  - **Asst Director, Assessment, Triage & Case Management**
    J. Esposito
  - **Asst Director Clinical Training**
    C. Bullit
  - **Asst Director, WGRC / AOD**
    S. Majumdar Das
  - **Assoc. Director, Counseling & Psych Svcs**
    J. Pessier
    - **Asst Director Clinical Services**
      J. Rosen

Interim Director, Disability Support Services
D. Molloy

Director, Health Sciences Center Student Services
D. de la Campa

Director, University Community Standards
M. Punnett

Director, University Veterans Affairs and VP Coordinator
I. Rodriguez

Director, Career Center
M. Savoca

- **Director, EOP/ Advancement on Individual Merit**
  C. Hamilton
- **University Registrar**
  D. Bello
- **Director, Academic and Pre-Professional Advising Center**
  R. Gatteau
  - **Director, Orientation and Family Programs**
    J. Mastrogiovanni

APPENDIX B: STAFF PROFESSIONAL LEADERSHIP

Staff Name	Department	Staff Professional Leadership
Kristin Hall	Academic Advising-	**National Academic Advising Association (NACADA) Region 1 Conference,** Volunteer Chair
Ellen Hopkins	Academic Advising--	**Starting and Sustaining Peer Advising on your Campus: Three Case Studies** presented at National Association of Academic Advising (NACADA)Region 1 Conference, Burlington, VT, March2011
		National Academic Advising Association (NACADA) Region 1 Conference, Volunteer
Richard Gatteau	Academic Advising-	**College Admissions 101** presented at Nassau Guidance Counselor Association, SUNY Old Westbury, September 2010 and at W. Tresper Clarke high School, Westbury, NY March 2011.
Richard Gatteau & Mary Beth Powers	Academic Advising	**Calling All Academic Advisors: Implementing an Academic Advising Certificate Course on your Campus** presented at National Academic Advising Association (NACADA) Region 1 Conference, Burlington, VT March 2011
Joanie Mianaci & Kristin Hall	Academic Advising	**Top 10 Things to know about Pre-Health Advising even if you Aren't a Pre-Health Advisor** presented at National Association of Academic Advising (NACADA)Region 1 Conference, Burlington, VT, March2011
Clarissa Bullitt, Ph.D.	Counseling & Psychological Services/ Center for Prevention & Outreach	**NYSPA Conference Externship Panel** **NYSPA/NOFP Annual Peter Lincoln Internship Fair Panel**
Smita Majumdar Das, Psy.D.& Ahmed Belazi, MPH	Counseling & Psychological Services/ Center for Prevention & Outreach	**Engaging Students as Partners in Prevention.** Presented at GLS Campus Suicide Prevention Conference. Washington, D.C.
Sandra Edwards, NPP, DNP	Counseling & Psychological Services/ Center for Prevention & Outreach	**Education Increases Willingness to Seek Help Among Depressed College Students** presented at NY State Nurse Practitioner Association State Conference 2010
Lara Hunter, LCSW, Ellen Driscoll, LMSW, CASAC, and Ahmed Belazi, MPH	Counseling & Psychological Services/ Center for Prevention & Outreach	**Red Watch Band** Invited Presentation at the US Department of Education Summit on High Risk Drinking
Ellen Driscoll, LMSW, CASAC	Counseling & Psychological Services/ Center for Prevention & Outreach	**Red Watch Band**. Invited presentation at the Bystander Intervention Conference. SUNY Oneonta
Lara Hunter, LCSW	Counseling & Psychological Services/ Center for Prevention & Outreach	**Red Watch Band** Invited Presentations at: • US Department of Education Summit on High Risk Drinking • US Department of Education Alcohol and Other Drug Conference • Bard College • National Association for Student Personnel Administrators Annual Conference • New York State College Health Association Conference • Texas High School Peer Education Conference • Vassar College • Culinary Institute of America • Marist College • Northeastern University • Connecticut Consortium •· Oneonta Bystander Intervention Conference • International. Association of Campus Law Enforcement Conference
Karen Clemente	Career Center	**Northeast Association of Student Employment Administrators (NEASEA) Student Employee of the Year Campaign 2010/2011,** Chair **Happauge Industrial Association (HIA) Education Committee,** Member **Smithtown Chamber Festival Committee,** Member
Andrea Lipack	Career Center	**Metropolitan New York College Career Professional Officers Association (MNYCCPOA),** 1st Vice President in 2010-2011
Nikki Barnett	Career Center	**Personal Branding for Career Success** presented at the LICSPA Conference, Long Island, NY. **SUNY CDO Annual Conference Site Selection Committee,** Co-Chair
Paige Carbone	Career Center	**Personal Branding for Career Success** presented at the LICSPA Conference, Long Island, NY. **Careers with a Counseling Degree** panelist for Western Suffolk Counselors Association (WSCA) Conference on Long Island
Kimberly Joy Dixon	Career Center	**"Business Etiquette,"** for the Canon USA 2010 Summer Intern program in Lake Success, NY and at for Bayport-Blue Point High School's School to Work Business Program sponsored by RCM Technologies.

APPENDIX B: STAFF PROFESSIONAL LEADERSHIP

Staff Name	Department	Staff Professional Leadership
Joanna Durso	Career Center	**"Women In Higher Education,"** roundtable discussion leader at the Smith College Women in Education Conference in Northampton, MA.
Marianna Savoca	Career Center	**Career Services in the USA** invited keynote speaker for annual conference of the Career Services Network of Germany in Wurzburg, Germany. **Emerging Careers** with partner Connie Egelman from Nassau Community College to area HS guidance counselors as part of SUNY OPINFORM in Stony Brook, NY. **Creating A Quality Internship Program** invited pre-conference speaker for the National Society of Experiential Education (NSEE)'s Experiential Education Academy in Charlotte, NC. **Experiential Education Academy for the National Society for Experiential Education (NSEE),** Faculty Advisory Council and Pre-conference instructor **Civic Engagement in Higher Education: Value of Community Partnerships** at the Annual Conference of the National Society for Experiential Education, in Charlotte, NC. **National Association of Colleges and Employers (NACE),** Co-Chair, New York Regional Face to Face event **Consulting Committee of Eastern Association of Colleges & Employers (EACE),** member,& external reviewer **National Career Directors' Benchmarking Group Annual Meeting,** Co-Chair
Amie Vedral	Career Center	**Career Identity of Transfer Students,"** at the Society for Research on Identity Formation, FL. **Assessment & Student Learning Outcomes,"** facilitated breakout activity at the MNYCCPOA Annual Meeting in New York City, NY. **SUNY CDO Annual Conference Site Selection Committee,** Co-Chair
Urszula Zalewski	Career Center	**The Power of Partnerships: Transforming Students and Communities Through Service Learning** presented at the NYCC/NYMAPS Symposium at Columbia University. • **Nuts & Bolts of Working with Youth** presented at the Association of Professional Volunteer Administrators' Conference in Bethpage, NY. • **Civic Engagement in Higher Education: Value of Community Partnerships** at the Annual Conference of the National Society for Experiential Education, in Charlotte, NC. **Community Engagement Programs** presented by invitation at Hofstra and NYIT. **AmeriCorps Service Programs** presented invited speaker for the NYS Family Benefits Program in Nassau County, NY and 22nd Annual Keys For the Homeless Conference at Touro Law Center coordinated by Long Island Coalition for the Homeless **NY State Campus Compact and Response of Suffolk County, Inc.,** Board of Directors **Oxfam America**, Advisor, Stony Brook University chapter
Jeffrey A. Barnett	Dean of Students	**A Contextual Framework for Learning and Programs Outcomes Assessment** invited presentation at the 2011 *Long Island Council of Student Personnel Administrators (LICSPA) Annual Conference*, Farmingdale, NY. **Building Staff Capacity in Assessment and Research** invited presentation at 2011 *StudentVoice/CampusLabs* national professional development webinar. **Teachers College (TC) Record,** Reviewer
Glenn Dausch	Disability Support Services	**Preparing Students for the Transition to College.** presented at the annual conference of the Pennsylvania -Delaware Association for Education and Rehabilitation of the Blind and Visually Impaired and at the 25th Annual conference of The New York State Association for Education and Re-habilitation of the Blind and Visually Impaired
Susan DiMonda	Division of Student Life	**Long Island Council Student Personnel Administrators (LICSPA),** Secretary
Francisco Colon	EOP/AIM	**Not Your Ordinary Student Organization: Student Leadership Development for Opportunity Programs** presented at the Tri-State Consor-tium of Opportunity Programs in Higher Education 11th Biennial Conference, Tarrytown, NY March 2011 **Introduction to the Educational Opportunity Program** presented at William Floyd High School, Brentwood Freshman Center, Amityville Middle School, Amityville High School, Wyandanch High School, Brentwood High School.
Cheryl Hamilton	EOP/AIM[.]	**Opportunity Programs: The Facts, the Myths, the Challenges** presented at the New York State Financial Aid Administrator's Association High School Guidance Counselor Workshop, Hofstra University, Hempstead, NY December 2010 and at Senior Directors Leadership Panel, Tri-State Leadership Institute, Tarrytown, NY, March 2011 **The Effects of Speaking a Second Language in Teachers' Multicultural Understanding** presented at the One Voice International Conference, Washington, DC (March 26, 2011) **Not Your Ordinary Student Organization: Student Leadership Development for Opportunity Program** presented at the Tri-State Consortium of Opportunity Programs in Higher Education 11th Biennial Conference, Tarrytown, NY (March 2011 **Diversifying University Faculty to Support Academic Success,** presented at the National Conference on Race and Ethnicity in American Higher Education, San Francisco, CA, June 2011 **Council of EOP Directors**, President **United University Professions,** Affirmative Action Chair, Stony Brook University chapter **Tri-State Consortium of Opportunity Programs in Higher Education,** Board of Directors **Tri-State Consortium of Opportunity Programs in Higher Education 11th Biennial Conference,** Conference Planning Committee Member **Herstory Writers Workshop,** Board of Directors and Gala Planning Committee **Counseling and Treating People of Colour International Conference,** Advisor, Undergraduate Academy **Ad Hoc Committee on Economic Eligibility Guidelines**, New York State Education Department, Representative

APPENDIX B: STAFF PROFESSIONAL LEADERSHIP

Staff Name	Department	Staff Professional Leadership
Stephanie Jarrett	EOP/AIM	**Outreach and Engagement Strategies to Increase Graduation Rates** presented at the Tri-State Consortium of Opportunity Programs in Higher Education 11th Biennial Conference, Tarrytown, NY, March 2011 **Presidential Mini Grant** ($3,000) to support "Passing Along the Dare to Care: A Mini-Memoir Course for Young Writer", a supplemental writing component of the EOP/AIM Pre-Freshman Summer Academy.
Pamela Matzner	EOP/AIM	**Advisement and Counseling Strategies: A Holistic Approach to Teaching Financial Literacy** presented at Tri-State Consortium of Opportunity Programs in Higher Education 11th Biennial Conference, Tarrytown, NY
Loretta Mulle & Patricia Rasso	EOP/AIM	**Competing for A Global Economy: Junior Year Career Development**, Tri-State Consortium of Opportunity Programs in Higher Education 11th Biennial Conference, Tarrytown, NY
Howard Gunston	Facilities Operations SAC & SB Union	**American Heart Association Basic Teaching Center**, Faculty
Barbara Hazard	Health Sciences Center Office of Student Services	**New York State Financial Aid Administrators Association (NYSFAAA) Region 7**, Membership Representative and Representative for Nominating Committee.
Adelaide Kuzmack	Office of Financial Aid and Scholarship Services	**Financial Aid Product Advisory Group,** Member **Higher Education Users Group (HEUG),** Member **Transitioning to Direct Lending: Promissory Note Strategies** presented at the PeopleSoft Financial Aid – Webinar "Year-Round Pell Perspectives" – 2011 Alliance Conference – March 2011
Jacqueline Pascariello	Office of Financial Aid and Scholarship Services	**College Financial Aid** presented for The Long Island Regional Advisory Council on Higher Education and Congressman Tim Bishop at Third Annual Financial Aid Information Seminar, SUNY Day Presentation and at High School Nights at Mt. Sinai, Hauppauge, Centereach, Newfield and Amityville High School
Stephanie Rovello	Office of Financial Aid and Scholarship Services	**New York State Financial Aid Administrators Association,** Co-Chair, Annual Guidance Counselor Workshop
Diane Bello	Registrar's Office	**American Association of Collegiate Registrars and Admissions Officers (AACRAO)** Member, AACRAO Transfer Committee **Association of American Universities (AAU) Registrars,** Profile Survey Committee
Peter Gerace	Residential Operations	**International Code Council (ICC),** Member
John Sparano	Residential Operations	**Eastern Regional Association of Physical Plant Administrators (ERAPPA),** Member
Dillon Beckford	Residential Programs	**Association of College and University Housing Officers -International (ACUHO-I),** Professional Standards Committee
Joan Collier		**GLBT Communities of Color,** presented at NYU Student Affairs Conference, NYU
Sarah Bergeron	Residential Programs	**National Association of Student Personnel Administrators (NASPA),** Reviewer, Conference Program
Kathleen Hart		**New Professionals and Transition** presented at the 2011 Association of College Personnel Administrators (ACPA), Baltimore, MD
Melissa Mastrogiovanni	Residential Programs	**Strengthening Your Leadership** invited keynote speaker, Saint Joseph's College Student Leadership Conference
Natalie Munoz	Residential Programs	**American College Personnel Association (ACPA) Latino Network,** Social Chair **Professional Development:** Are You on Target, presented at the 2011 Association of College Personnel Administrators (ACPA), Baltimore, MD • **"Yo Soy Latina" Latino Network Monologue,** presented at the 2011 Association of College Personnel Administrators (ACPA), Baltimore, MD
Nathan Parsell, Sarah Bergeron, Kevin Conn	Residential Programs	**Emotional Intelligence** presented at the 2011 Association of College Personnel Administrators (ACPA), Baltimore, MD
Terri Romeo	Residential Programs	**American College Personnel Association (ACPA),** Standing Committee on Men **Sexual Assault Prevention** presented at the 2011 Association of College Personnel Administrators (ACPA), Baltimore, MD
Gerald Stannard		**Diversity and College Admissions** presented at the 2011 Association of College Personnel Administrators (ACPA), Baltimore, MD
Laura Valente	Residential Programs	**Chancellor's Student Achievement Awards,** Selection Committee **SUNY Faculty Senate Student Life Committee** Member

APPENDIX B: STAFF PROFESSIONAL LEADERSHIP

Staff Name	Department	Staff Professional Leadership
Laura Valente & Kevin Conn	Residential Programs	**Instant Celebrity: Narcissim and Facebook** presented at the National Association of Student Personnel Administrators (NASPA) 2011, and at 2011 Association of College & University Housing Officers (ACUHO-I)
Emmanuel Gyamfi	Residential Risk Management	**Suffolk County Auxiliary Police**
David Scarzella	Residential Risk Management	**Building Staff Capacity in Assessment and Research** invited presentation at 2011 *StudentVoice/CampusLabs* national professional development webinar.
Isobel Breheny-Schafer	Student Activities	**College Media Advisors** New Members and Public Relations Committee Member **National Graduation Green Pledge**, University Representative **Society of Professional Journalists**, Professional Member and Student Chapter Advisor **Broadcasting for New Advisors** presented at the College Media Advisors Conference, New York, NY **Creating on Campus Internships in Media and Journalism** presented at the College Media Advisors Conference, New York, NY **Student Media Leadership** presented at the Intercollegiate Broadcast Seminars, New York, NY **Fundraising for your Media Organization** presented at the Intercollegiate Broadcast Seminars, New York, NY **Emergency Planning** presented at the Intercollegiate Broadcast Seminars, New York, NY
Alexandra Marchesano	Student Activities	**Association of College Unions International,** Co-Membership Chairperson for Region 3 Regional Leadership Team
Diane Redo	Student Activities	**Long Island College Student Personnel Association (LICSPA),** Immediate Past President
Diane Redo and Kimberly Stokely	Student Activities	**How to Educate Student Leaders via Blackboard** presented at Long Island Council of Student Personnel Administrators Conference, February, 2011
Rachel Bergeson	Student Health Service	**American Academy of Pediatrics Chapter 2 District 2 Adolescent Committee** **Planned Parenthood of Hudson Peconic Medical Advisory Committee**
Maureen Pavone	Student Health Service	**New York State College Health Association,** Nursing Section Chair
Maryann Walsh	Student Health Service	**New York College Health Association,** Liaison to District 1
Regina Marshall	Student Orientation and Family Programs	**Where You Work Matters** panelist, Careers in Student Affairs mini-conference, Rutgers University.
Heather Robertson	Student Orientation and Family Programs	**National Orientation Directors Association (NODA) Region 9,** Representative **National Society of Collegiate Scholars (NSCS),** Advisor, Stony Brook Chapter
Annette Staebler	Student Orientation and Family Programs	**Golden Key National Honor Society,** Executive Board Member **Communication Skills: Don't be Misunderstood,** presented at Golden Key International Summit, Phoenix, AZ.
Meghan Behan	Undergraduate Admissions	**Association of International Educators (NAFSA),** Member
Judith Berhannan	Undergraduate Admissions	**Preparing for the Health Professions** panel presentation at SUNY NYC Recruitment Center **Inside the College Application Process** presented at the Gateway to Medicine Institute campus program **Opportunities for Honors Students** presented at the Junior Sciences and Humanities Symposium on campus
Stavroula Boutsis	Undergraduate Admissions	**Overseas Association for College Admission Counseling,** Member **Western Suffolk Counselor Association,** Member **Study New York, Inc., Event and Planning Committee,** Member **STUDY NY Council, Events & Planning Committee,** Member **Association of International Educators (NAFSA),** Member
Christopher D'Orso	Undergraduate Admissions	**SUNY College Admissions Professionals,** President Elect **Do Your Job Better** presented at the New England Association of College Admissions Counseling's annual meeting & conference
Ryan Donnelly	Undergraduate Admissions	**Opportunities for Students in the Health Professions** presented at the Suffolk County Doctors of Tomorrow Conference at Stony Brook. **The SUNY University Centers** presented at the SUNY OP Inform, SUNY Purchase **Opportunities for Honors Students** presented at Half Hollow Hills HS Research Program Presentation

APPENDIX B: STAFF PROFESSIONAL LEADERSHIP

Staff Name	Department	Staff Professional Leadership
Robert Pertusati	Undergraduate Admissions	**Western Suffolk Counselors' Association,** Executive Council Member, College Representative, Parliamentarian, College Fair Committee Member **Three Village- Stony Brook University Partnership Committee,** Member **Welcome to SUNY: Inside the Admissions Process** presented at Nassau Community College **The College Application Process, Helping Students Find the Right Fit** presented at the Western Suffolk Counselors' Association Spring Conference.
Lisa Piquette	Undergraduate Admissions	**Association of International Educators (NAFSA),** Member
Lauren Shallash	Undergraduate Admissions	**New York State Association of College Admissions Counselors,** Membership Committee and Conference Planning Committee **Breaking New Ground** presented at the New York State Association of College Admissions Counselor's Annual Conference
Yu-wan Wang	Undergraduate Admissions	**WISE Summit in Doha, Qatar,** Participant, Invited by Qatar Foundation **Rotary District Foundation, Rotary International,** Co-Chair **Suffolk County Human Rights Commission,** Member **Group Study Exchange to Korea (Rotary International),** Team Leader **Middle States Commission,** Middle State Evaluator
Robin Weeks	Undergraduate Admissions	**What Prospective Students Need To Know** presented at SUNY Op Inform at Fashion institute of Technology **Which SUNY Are You** invited panel presentation at the SUNY New York City Center for Student Recruitment
Ismael Rodriguez	Veterans Affairs	**National Association of Veteran's Program Administrators,** Member

APPENDIX C: STAFF AWARDS AND ACKNOWLEDGEMENTS

Staff Name	Department	Staff Professional Leadership
Kathleen Valerio, MS, CHES	CAPS/CPO	**Steel Magnolia Award**, 2010-2011, Stony Brook University **Master Certified Health Education Specialist,** National Commission for Health Education Credentialing. Among first 100 Health Educators in USA to Masters-level, National credentialing. **NY State Prevention Materials Grant,** ($10,000) continuation Funding, (in collaboration with Student Health Services).
Kimberly Joy Dixon		**Target Grant** ($2,000) to support Diversity Professional Leadership Network
Smita Majumdar Das, Psy.D	CAPS/CPO	**Avon Foundation for Women Grant** ($10,000) to support Peer Educator Programming (Collaboration with Preventative Medicine Department, SB School of Medicine) **Garret Lee Smith Campus Suicide Prevention Grant,** Continuation and Carryover Funding **US Department of Justice, Office of Violence Against Women,** continuation funding
Christine Tanaka, MPS	CAPS/CPO	**Presidential Mini-Grant,** Development of web-based training for faculty on issues faced by LGBT students (Collaboration with SB Department of Psychology)
Kimberly Joy Dixon	Career Center	**Target Grant** ($2,000) to support the Diversity Professional Leadership Network
Alfreda James	Career Center	**US Navy Distinguished Visitor Program, 2010** **Partnership for Public Service Grant** ($5000) to raise awareness of government careers.
Andrea Lipack	Career Center	**Partnership for Public Service Grant** ($5000) to raise awareness of government careers. **Employer Partnership Council** ($22,500) to support sponsorship of recruitment of activities
Elena Polenova	Career Center	**Distinguished Service Award** for Student Development, Student Affairs & Enrollment and Retention Management **Presidential Minigrant** ($1600) in collaboration with Psychology Department for continuation of research project
Marianna Savoca	Career Center	**Department of Labor Grant** ($2000) to support Careers in Transition Workshop **Key Partner Total Systems Education,** PMI Global Congress Awards Ceremony in Washington, D.C. **Professional Education Provider of the Year:** SBU Displaced Worker Retraining & Career Transition **US Navy District Career Center of the Year** **National Association of Colleges & Employers (NACE) Annual Convention Foundation Scholarship** in support if annual conference attendance ($1500)
Urszula Zalewski	Career Center	**AmeriCorps program Grant** ($91,088) year one of a three-year $273,264 grant. **VISTA Grant** ($30,000) providing for a full time staff member to support community engagement projects Prepared applications packages which resulted in the following institutional recognition: • **Carnegie Foundation Community Engagement Classification** for collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity • **President's Community Service Honor Roll with Distinction,** for its strong institutional commitment to service and compelling campus-community partnerships that produce measurable results for the community
Jeffrey A. Barnett	Dean Of Students	**Creative Programming Award for Educational Programming** for Earthstock 2010, Long Island Council of Student Personnel Administrators (LICSPA) **Newman's Own Campus Community Service Challenge Grant** ($7,500) to support Premed Honor Society Community Partnership with Make-A-Wish foundation (in collaboration with Career Center) **SUNY Explorations in Diversity and Academic Excellence Grant** ($7,080) to support Earthstock Educational and Community Outreach Initiatives (in collaboration with Undergraduate Admissions)
Patrice Zapiti	Division of Student Life	**LICSPA 2011 Creative Social Program Award: Rockyofacecase** (RYFC)
Cheryl Hamilton	EOP/AIM	**Sister Margaret M. Landry, RSHM, Lifetime Achievement Advising Award,** Stony Brook University **EOP Pre-Freshman Summer program,** ($211,007) to support the 2010 EOP Pre-Freshman Summer Academy
Stephanie Jarrett	EOP/AIM	**Presidential Mini Grant** ($3,000) to support "Passing Along the Dare to Care: A Mini-Memoir Course for Young Writer", a supplemental writing component of the EOP/AIM Pre-Freshman Summer Academy
Roy Lacey (Chemistry) and EOP/AIM Staff	EOP/AIM	Presidential Mini Grant ($2,800) to support "Chemistry" A Bridge to Medicine", a year-long initiative to support student success in chemistry
Stephanie Rovello	Office of Financial Aid and Scholarship Services	**Rising Star Award,** New York State Financial Aid Administrators Association

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Staff Name	Department	Staff Professional Leadership
Michael Lawson	Residential Programs	**LICSPA Creative Program Award** for Multicultural Education **Adam's Diversity Award,** Stony Brook University
Christine Noonan	Residential Programs	**NRHH Regional Advisor of the Month,** Northeast Affiliate of College and University Residence Halls (NEACURH)
Campus Emergency Response Team (CERT)	Residential Risk Management	**President Obama Community Service Award**
Emmanuel Gyamfi	Residential Risk Management	**Professional Award,** Suffolk County Auxiliary Police Program
Isobel Breheny-Schafer, Assistant Director for Student Media	Student Activities	**Letter of Recognition** for presenting at the College Media Advisors National Conference in March, 2011. **Campus Progress Grant** ($1,500) to support WUSB 90.1FM Think Magazine radio show
Kimberly Stokely	Student Activities	**Association of Fraternity/Sorority Advisors Foundation Scholarship Award** to support attendance at the Association of Fraternity/Sorority Advisors Annual Conference.
Student Health Advisory Committee (SHAC)	Student Health Service	**Outstanding Group Award,** 2011 New York State College Health Association (NYSCHA) **President's Volunteer Service Award,** for 1000 hours of Community Service
Maureen Pavone	Student Health Service	**SUNY Chancellor's Award** for Outstanding Service in Classified Service
Kathleen Valerio	Student Health Service	**Master Certified Health Education Specialist (MCHES)** **2010-2011 Steele Magnolia Award,** Division of Student Affairs and Enrollment & Retention Management
Denise DeGennaro	Student Orientation and Family Programs	**Student Leadership Award**, National Orientation Director's Association Region 9
Denise DeGennaro & Farzin Hossain	Student Orientation and Family Programs	**Best Student Program Award,** National Orientation Director's Association Region 9
Annette Staebler	Student Orientation and Family Programs	**Top 10 Workshop Award,** Golden Key International Summit
Stefan Hyman	Undergraduate Admissions	**Bronze Accolades Award,** CASE District II for the new Admissions website developed in collaboration with the Office of Communications
Katherine McFarland	Undergraduate Admissions	**Achievement Award,** State University of New York College Admissions Professionals (SUNYCAP)
Robert Pertusati	Undergraduate Admissions	**Best Student Program Award,** National Orientation Director's Association Region 9
Ismael Rodriguez	Veterans Affairs	**Diamonds that Shine in the Community Award,** Suffolk County Hispanic Advisory Board, for his dedicated service in the community, seeking to improve the quality of life by promoting cultural, civic and social responsibility

APPENDIX D: STUDENT EMPLOYEE LEARNING OUTCOMES (S.E.L.O.) ASSESSMENT RUBRIC

Assessment of Learning Student Affairs/Enrollment and Retention Management Student Employees–Stony Brook University

Your contributions as a staff member are important to us, and along with your commitment to serving other students through the work you do, we make a commitment to you as you develop your abilities and skills. Aside from assessing your performance on the job, which occurs through a separate process, we have identified areas of learning that relate to the work you do, and to the world of work beyond the campus.

Below are some areas in which this learning can occur, and some examples of the kinds of learning that we hope will occur related to your employment. A discussion between you and your supervisor will help to clarify these intended outcomes, and that conversation will continue over the course of your employment in the Division of Student Affairs and Enrollment and Retention Management.

I. KNOWLEDGE OF HUMAN CULTURES[i]

1. The student employee demonstrates sensitivity to differences.[ii] *A Developmental Approach to Training for Intercultural Sensitivity, Bennett (1986)*[iii]

3	2	1
Student evaluates events and situations in a cultural context. (Integration)	Student is able to empathize with a person of a different culture in a particular situation. (Adaptation)	Student recognizes and accepts differences in fundamental cultural values. (Acceptance)

Observable Outcomes

3	2	1
• Lacks strong cultural identification. • Demonstrates confidence when challenged about own identity. • Sense of self is evolving.	• Demonstrates an ability to empathize. • Questions about difference are appropriate. • Makes suggestions for change based on knowledge of cultural difference.	• Enjoys recognition and exploration of difference. • Tolerates ambiguity. • Questions about difference may be naïve, but are geared to learning.

2. The student employee demonstrates multicultural development. *A Handbook for Developing Multicultural Awareness, Pederson (1988)*[iv]

3	2	1
Student interacts appropriately and effectively with persons of other cultures. (Skill)	Student has acquired information or comprehension of different cultures and cultural beliefs. (Knowledge)	Student is aware of him/herself as a cultural being and of his/her own culture in relation to others. (Awareness)

Observable Outcomes

3	2	1
• Accurately informs others about cultural difference. • Adapts response to others' needs based on cultural difference.	• Identifies similarities and differences between their own culture and other cultures. • Selects key resource persons from other cultures for more information.	• Expresses that cultural perspective shapes his/her attitudes, opinions, and assumptions. • Expresses that cultural perspectives shape attitudes, opinions, and assumptions of others.

II. INTELLECTUAL AND PRACTICAL SKILLS

1. The student employee is able to gather, evaluate, and apply information to solve work-related problems.

Forms of Intellectual and Ethical Development in the College Years, Perry (1968)[v]

3	2	1
Student can typically identify work-related problems and engages in a systematic, conscious process of gathering, evaluating and applying information to solve the problem. (Relativistic)	Student sometimes identifies work-related problems and seeks out and utilizes the opinions and experiences of others in solving work-related problems. (Multiplistic)	Student identifies work-related problems when presented by supervisor or other authorities. Student addresses problem when directed to do so. (Dualistic)

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Observable Outcomes

- Articulates solutions to problems as "right" or "wrong" only in context.
- Evaluates supervisor and co-worker judgments through various contexts.
- Demonstrates an ability to consider different perspectives.

- Expresses interest in solutions that are not just "right" or "wrong."
- Seeks information from multiple sources.
- Demonstrates ability to respond to inquiries in multiple ways.

- Articulates solutions to problems as only either "right" or "wrong."
- Does not demonstrate interest in alternative perspectives.
- Sees only supervisor as having the right answer.

2. The student employee demonstrates an ability to work collaboratively with others.

Mature Interpersonal Relations, Education and Identity, Chickering & Reisser (1993)[vi]

3	2	1
Student serves as a leader and/or role model in the work setting. Student leads others in collaborative projects or contributes to the overall organization's continued development.	Student contributes to work in group settings and offers contribution to the work of others. Student engages in an active role in collaborative projects.	Student demonstrates an ability to engage in relationships with co-workers that are respectful and appropriate.

Observable Outcomes

- Relationships are characterized by equality, reciprocity, and interdependence.
- Is able to confront others and resolve disagreements with relative ease.
- Takes responsibility for his/her own behavior and seeks continued self-improvement.

- Demonstrates effective intercultural communication.
- Demonstrates skill for appropriately expressing thoughts and emotions.
- Empathizes with others.
- Demonstrates increasing ability to confront and resolve disagreements.
- Takes initiative to reach out to new team members.

- Demonstrates acceptance of others who are different.
- Is able to address situations when needed, but may steer clear of confrontation.
- Establishes connections with new friends or team members when necessary and convenient.
- Makes meaningful connections.

III. PERSONAL AND SOCIAL RESPONSIBILITY

1. The student employee observes principles of confidentiality. *Moral Stages and Moralization, Lawrence Kohlberg (1976)*[vii]

3	2	1
Student maintains confidentiality of sensitive information, can explain the importance of confidentiality, and demonstrates a commitment to protecting confidential information as a responsibility to others. (Postconventional)	Student can explain the confidentiality rules in the work place and can articulate their role and obligation in the management of confidential information. (Conventional).	Student maintains confidentiality as a rule. Student can articulate the rules about the management of confidential information. (Preconventional)

Observable Outcomes

- Can clearly explain rules governing and importance of confidentiality, and apply to a particular situation.
- Does not make any exceptions to the application of confidentiality rules.
- Seamlessly integrates confidentiality into daily activities.

- Can articulate the rules to others who may be requesting information.
- Applies the rules appropriately as different circumstances arise.

- Complies with regulations and applies them appropriately.
- Complies with rules to avoid negative results.
- Wants a good evaluation, as it may affect future employment.

APPENDIX D: STUDENT EMPLOYEE LEARNING OUTCOMES (S.E.L.O.) ASSESSMENT RUBRIC

2. The student employee takes responsibility for own choices and behaviors. *Moral Stages and Moralization, Kohlberg (1976)*

3	2	1
Student frequently acknowledges own role in outcomes, and demonstrates the ability to make responsible choices that protect the rights and interests of affected others. (Principled)	Student can identify own actions as distinct from the normative group and can identify inconsistencies in his/her behavior and attitude when applicable. (Social System Morality)	Student focuses responsibility for outcomes on the actions of others. Student identifies social group norms as acceptable behaviors. (Normative Morality)

Observable Outcomes

• Determines, with peers, acceptable parameters of behavior.	• Stays after hours to complete a project important to the supervisor.	• Avoids taking full ownership of project or responsibility for mistakes.
• Takes action because it is the right thing to do.	• Takes right action to impress or please others.	• Makes excuses for why something wasn't done well or on time.
• Confronts peers who behave disrespectfully.	• Evaluates action based on intention or effort over result.	• Blames team member for problems with projects.

IV. INTEGRATIVE LEARNING

1. The student employee is able to describe his/her role in the organization, and how that role fulfills the mission of the organization.

Developing Reflective Judgment, King and Kitchener (1994)[viii]

3	2	1
Student can specifically describe his/her own duties and responsibilities, and is able to tie these to the mission. (Reflective thinking)	Student describes his/her own duties and responsibilities and their own interpretation of their unique role in the performance of these responsibilities. (Quasi-Reflective Thinking)	Student describes his/her duties and responsibilities as they are stated on job description or as directed by supervisors and persons of authority. (Pre-reflective Thinking)

Observable Outcome

• Seeks reasons for assignment.	• Questions assignment to know why it is important.	• Does not question purpose of assignment.
• Can articulate goals of assignment.	• Articulates purpose of role but does not seek to improve the role.	• Engages in rote behavior as assigned without regard to its purpose or seeking to add value.
• Seeks to add value to assignment by employing creative thinking.		

2. The student employee is able to integrate/synthesize multiple viewpoints.
Developing Integrity, Education and Identity, Chickering & Reisser (1993)

3	2	1
Student can synthesize life lessons from opposing viewpoints.	Student can contrast personal beliefs with those of other and differing beliefs.	Student engages in behaviors that allow for examination of personal values.

Observable Outcomes

• Demonstrates skills in analysis and synthesis of diverse sources of information.	• Articulates understanding of similarities and differences between self and alternative value systems.	• Is able to construct and present an argument.
• Articulates different perspectives on issues	• Uses multiple sources of information and their synthesis to solve problems.	• Expresses openness to different ideas.
• Is able to provide supportive evidence to back up arguments.		• Seeks out people who are different.
		• Is comfortable when in the presence of different opinions.

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V. CAREER DEVELOPMENT

1. The Student employee is able to understand the concept of transferable skills and how it applies to their career development.

Career Development Cycle, Stony Brook University Career Center (2007). Social Learning Theory of Career Decision Making, Krumboltz (1996).
Experiential Learning: Experience as a Source of Learning & Development, Kolb (1984)

3	2	1
Student is aware that skills honed at work are transferable and can apply to different career paths.	Student can articulate skills developed through work.	Student recognizes that work experience may look good on a résumé.

Observable Outcome

• Articulates how skills developed apply in a variety of career paths. • Has conversations linking skills to future career plans.	• Describes the skills developed on the job. • Actively works to enhance a specific skill.	• Student employment is listed on the résumé. • Student verbally acknowledges that work experience "looks good."

2. The student employee intentionally and purposefully takes action to further career concept and prepare for it.
Planned Happenstance, Mitchell, Levin, and Krumboltz (1999). Career Adaptability, Super, Savickas, and Super (1996).

3	2	1
Students uses career services purposefully and intentionally.	Student sometimes takes advantage of career opportunities.	Student is aware of career opportunities "out there."

Observable Outcomes

• Engages in systematic conscious process of gathering information and experience relevant to future career intentions. • Purposefully schedules participation in career activities and uses career services appropriately. • Takes responsibility for own career development	• Has registered with ZebraNet. • Has had a résumé reviewed. • Attended a couple of Career Center programs. • Browsed online job boards.	• Knows we have a database of options (ZebraNet). • Has seen promotions for Job and Internship Fairs. • Viewed first page of Career Center Web site. • Expresses relief that family member may have a connection for "a job." • Knows a résumé is important for future.

i Derived from the 2007 monograph from AAC&U, "College Learning for the New Global Century."
ii Learning Outcomes derived from "Student Employee Learning Outcomes," Division of Student Affairs, University of Rhode Island.
iii International Journal of Intercultural Relations, 10, 179-196.
iv Alexandria, VA: American Association of Counseling and Development.
v New York: Holt, Rinehart & Winston.
vi San Francisco: Jossey-Bass.
vii Moral development and behavior, 31-53. New York: Holt, Rinehart & Winston.
viii San Francisco: Jossey-Bass.

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