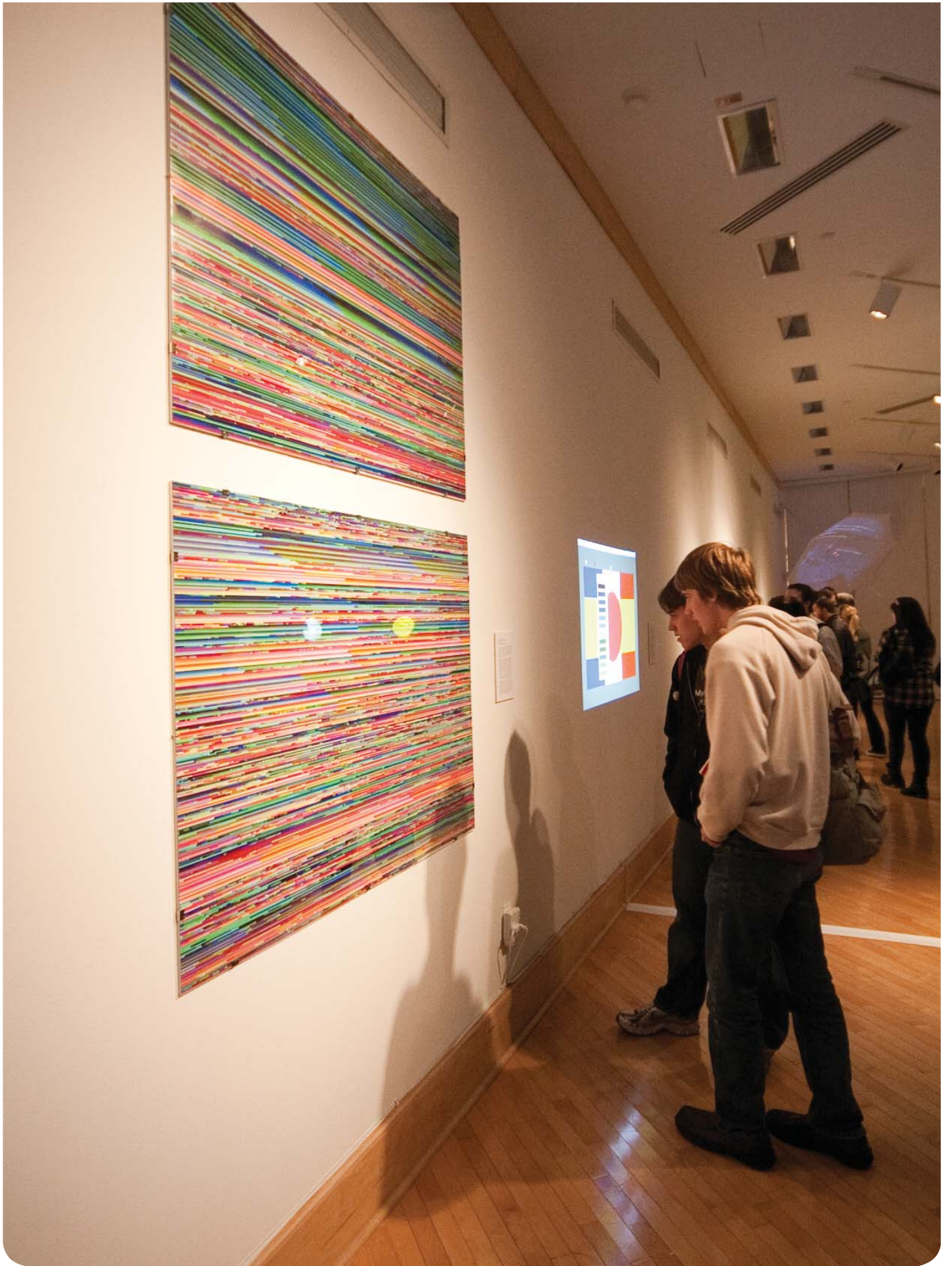




**Student Affairs and
Enrollment and Retention
Management Briefing Book
2009-2010**





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LETTER FROM VICE PRESIDENT PETER BAIGENT



Each year we reflect on our accomplishments and acknowledge the many achievements flowing from our staff and leadership. This year, I am very pleased to present the Student Affairs and Enrollment and Retention Management Briefing Book for 2009-2010.

Our achievements come at a time of growing financial challenge from which the University is not immune. However, we are guided and strengthened by our enduring values and our continued 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 strategic priorities for 2009-2010, 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,

A handwritten signature in black ink that reads "Peter M. Baigent". The signature is fluid and cursive, with a large initial "P" and "B".

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.



DIVISIONAL STRATEGIC PRIORITIES

Assessment and Strategic Planning

Mission and Overview

The Student Affairs Division is committed to continuous improvement efforts to develop, conduct, and maintain high-quality assessment, evaluation, and policy-relevant research projects. With an investment in productive staff and fiscal resources, the Division of Student Affairs and Enrollment and Retention Management and its assessment activities aims to support data-driven decision making and program improvement.

The overall aspiration of the Division of Student Affairs and Enrollment and Retention Management is to promote and support the University's mission and values by delivering exemplary programs, services, resources, and facilities that have a measureable impact on the learning and development of students. In order to do so, it is important that our operations are functioning efficiently and strategically. As such, it is crucial that decision-making be grounded in data that can lead to policy changes. Assessment is a priority for our Division and we will continue to provide the resources necessary to support our staff in their assessment work and formalize it into our culture to meet institutional, divisional, and departmental goals.

Strategic Priorities 2009-2010

Goals > Progress Toward Goals

Organizational Systems and Infrastructure

Divisional Commitment: Established and gave structure to the SA/ERM Assessment and Strategic Planning Committee to support operation, programmatic, and learning outcomes assessment within the Division.

Assessment Leads: Identified and trained 32 departmental "Assessment Leads" to help foster a culture of assessment and as a practical vehicle for helping to effectively communicate information and advance assessment projects.

SELO Supervisors: Identified, trained, and gave structure to supervisors of student employees who are responsible for assessment learning outcomes that result from students' on-campus employment. SELO supervisors were trained in student development theory undergirding learning outcomes as well as practical operations of how to effectively administer assessment.

Student Voice: Contracted with Student Voice to provide a common platform for sharing data, building capacity, managing goals, and connecting goals to assessment projects.

Divisional Coordination: Developed systems, processes, and protocols for facilitating assessment projects in a coordinated and integrated manner among 32 divisional units.

Student Learning Outcomes

Student Employee Learning Outcomes (SELO): Developed large-scale system and comprehensive plan to identify, articulate,

and assess common student learning outcomes associated with on-campus employment across more than 1,000 SA/ERM divisional student employees. Developed divisional assessment rubric (see Appendix D) along four learning dimensions aligned with AACU standards.

Unit Learning Outcomes: Supported departments' identification and articulation of learning outcomes for programs and services. All SA/ERM departments now have at least one articulated student learning outcome and assessment plan for those outcomes.

Staff Capacity Building

Professional Consulting: Contracted with Keeling & Associates to provide divisional training and consultation on learning outcomes development and assessment.

SELO Training: Developed and trained more than 100 supervisors of student employees on theory and practice of cultivating and assessing student learning.

Assessment Lead Training: Established, identified, and trained departmental "assessment leads" to coordinate unit-level assessment initiatives, facilitate communication, and serve as units' internal assessment experts.

Assessment Certificate: Established SA/ERM Assessment Certificate to help provide an enhanced and deeper method of building staff capacity in the area of assessment planning, design, and implementation. Assessment certificate program allows staff to enroll in either a **Student Development** (provides theoretical grounding and rationale connected to strategic planning) or **Assessment Practices** track (help develop practical skills and techniques in the actual implementation of assessment efforts) to develop assessment competencies.

Directors Retreats: Coordinated four retreats for divisional directors on elements related to assessment planning, articulating learning outcomes, strategic planning, assessment techniques, and quality improvement.

Divisional Professional Development: Integrated all assessment staff capacity building activities with divisional professional development outreach committee and efforts to integrate and optimize divisional development activities.

Communications, Outreach, and Reporting

Assessment Web site: Developed Assessment Web site to support staff with their Assessment efforts. Web site provides online portal to assessment documents, trainings, videos, toolbox, and resources, and effectively communicates our organizational framework.

Assessment and Annual Reporting: Enhanced annual reporting strategies to align with strategic planning and assessment cycle.

SELO Roundtable: Established regular meeting pattern of SELO supervisors to effectively communicate updates, details, and expectations.

Unit Goals and Priorities: Listed Unit Goals on Student Voice to allow staff for information sharing.

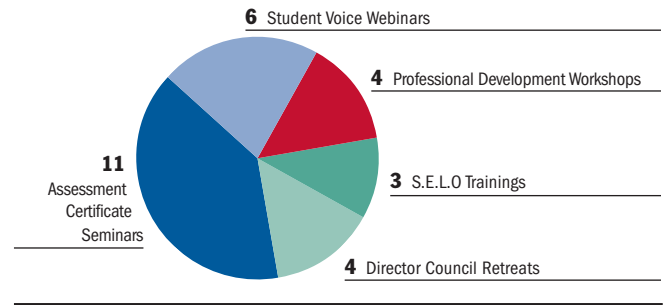
Performance Indicators

Number of Projects on Student Voice: 34 completed projects

Number of Departments Using Student Voice: 10 departments with completed assessment projects and five departments with projects currently in progress

Assessment Certificates: Awarded 11 certificates upon completion to first cohort in Spring 2010

Professional Development and Staff Capacity Building Activities



Points of Pride

SUNY Award: Awarded SUNY Outstanding Programs Award in Assessment for divisional Student Employee Learning Outcomes (SELO) initiative, which articulates standards and assesses the student learning that results from on-campus employment within the SA/ERM.

Assessment Certificate: Established SA/ERM Assessment Certificate to help provide an enhanced and deeper method of building staff capacity in the area of assessment planning, design, and implementation.

Student Voice: Successfully implemented Student Voice Assessment and Goal Management system, a high-powered strategic planning software package that provides for a common survey platform, professional consultation and development opportunities, and goals management abilities.

Assessment Web site: Developed assessment Web site to support staff with their assessment efforts. Web site provides online portal to assessment documents, trainings, videos, toolbox, and resources, and effectively communicates our organizational framework.

Divisional Reporting: Establish outcomes-oriented annual reporting mechanism to link institutional and divisional goals with unit strategic priorities using operational and student learning outcomes assessment as performance indicators.

Strategic Priorities 2010-2011

Professional Leadership and Visibility:

- Increase conference presentations, participation in regional and national assessment efforts, and submission of articles for publication in the areas of student learning outcomes, assessment, and strategic planning.
- Provide institutional leadership, expertise, and collaboration to University efforts on program and operational assessments as well as assessment of student learning.

Student Learning Outcomes:

- Organize departmental student learning outcomes into divisional matrix integrated with Council for Advancement of Standards (CAS) Standards student learning and development outcomes domains and dimensions.
- Continue to assess Student Employee Learning Outcomes (SELO) and expand dimensions to include Career Development domain.

Systems Development and Optimization:

- Collaborate with Department of information Technology and Registrar’s office on streamlining and optimizing processes for large-scale divisional assessment technology and data needs.
- Develop internal systems that facilitate and support staff unit assessment efforts.

Divisional Assessments:

- Establish divisional “dashboard” to identify, track, and communicate divisional performance indicators.
- Support units in establishing departmental dashboards to identify, track, and communicate unit level performance indicators.
- Support units with strategic planning efforts, including connecting unit performance indicators and assessment initiatives with their strategic priorities.

Staff Capacity Building:

- Increase number of staff participating in professional development seminars related to assessment.
- Increase number of staff participating in SA/ERM assessment certificate program.
- Develop novel methods for information sharing and peer teaching and learning.
- Develop Student Employee Learning Outcomes (SELO) best practices roundtable.

Experiential Learning

Mission and Overview

In keeping with our belief that “learning happens everywhere,” SA/ERM units seek to proactively engage students in opportunities to learn by applying knowledge in real-world environments. Experiential learning may occur on or off campus in a variety of contexts, but requires critical reflection of the learning experience.

Experiential learning may include: Internships, community service, academic service learning, peer education, research, study abroad, committee work, and leadership. Our vision is that all students at SBU will have completed at least one substantive experiential learning activity prior to graduation.

Many units within the Division coordinate some form of experiential learning activity. Several offer internships, some coordinate community service and academic service learning projects, and organize and manage peer education programs, and many provide opportunities for students to serve on university committees and in leadership roles.

The Career Center plays a central role in creating and coordinating many experiential learning activities. The Career Center is the defacto Community Service Office, managing two grant-funded programs (AmeriCorps and VISTA), coordinating thousands of service hours, posting several hundred service opportunities annually, managing the Virtual Center for Community Service Web site, coordinating the campus-wide Community Service Committee, and working closely with faculty to develop academic service learning projects.

In addition, the Career Center serves as the Internship Office, offering a centralized posting service for employers on and off campus to post internships (paid, credit, volunteer), coordinating Job and Internship Fairs several times each year, routinely consulting with employers and faculty who wish to create opportunities, and managing EXT 288 and EXT 488, credit-bearing designators to support students in all majors engaged in internships outside their major department.

Strategic Priorities 2009-2010

Goals > Progress Toward Goals

Create opportunities for student engagement in experiential learning.

- Eleven departments within the division of Student Affairs and Enrollment and Retention Management offer internships at the graduate and undergraduate levels, involving more than 100 students annually.
- Six departments offer formal peer education programs, involving more than 100 students annually.
- More than 250 students serve as Resident Assistants.
- More than 40 students serve on the University student conduct board, participating in extensive training to hear cases of misconduct and make sanction recommendations.
- The Career Center worked closely with several departments at the Stony Brook University Medical Center to create new internships, both clinical and nonclinical, for students. In 2009-2010, 144 interns worked in 13 SBUMC departments.
- The Career Center held six job and internship fairs and posted close to 900 internships on ZebraNet to expand opportunities for SB students in terms of internships and community engagement.
- The Student Health Service serves as a formal clinical placement site for medical and nursing residents—approximately 50 per year.
- The Career Center has more than 1,100 active partnerships with nonprofit and health care organizations, and a growing list of campus departments including SBUMC.
- Supported Alternative Spring Break Program, which involved 50 students engaged in rebuilding devastated communities in flood-ravaged Georgia.

Link experiential learning with formal curricular activities.

- Support and advise General Education committee on potential for including experiential learning activities as a part of new general education requirements.
- Established common divisional learning outcomes and assessment standards for more than 1,000 student employees as part of Student Employee Learning Outcomes (SELO) initiative.
- Managed and closely monitored 245 internships via EXT 288 and 488.
- Career Center and College of Business partnered for an academic service-learning project: 29 students worked in teams on service projects for eight nonprofit organizations.
- Provided consultation to academic departments on incorporating service projects as part of their classroom learning. Successfully integrated service learning into three courses.

Establish robust offerings of Service Learning and Community Service activities.

- More than 36,000 service hours completed through Career Center programming (not student organization-sponsored service learning activities).
- More than 2,880 volunteers recruited for community service programs.
- Raised \$10,515 for community agencies.
- Planned and organized Stony Brook Community Outreach Day involving 28 nonprofits and 31 student organizations.
- VISTA partnered with 42 student groups on 16 service projects involving 733 students. "Clubs for a Cause", "Quads for a Cause", and "Commuters for Causes" outreach efforts raised \$8,014 for community agencies through service fundraising projects.

- Island Harvest Community Service project in partnership with UG College of Leadership and Service, involving 400 freshmen preparing 2,465 food packs for 1,300 underprivileged Long Island children.
- Student Health Advisory Council and Influenza-like Illness Task force efforts to successfully educate and vaccinate students on H1N1 influenza virus involved more than 120 students from health programs and peer educators programs. Effort was recognized with University's Outstanding Community Service Award.

Points of Pride

National Recognition: Stony Brook University was named to the 2009 U.S. President's Higher Education Community Service Honor Roll.

Grants: Secured external funding and grants to support experiential learning opportunities: American Reinvestment and Recovery Act funding (\$23,400) to support AmeriCorps programming; AmeriCorps continuation funding (\$273,264) for three years; VISTA grant for fourth year (equivalent to \$30,000 salaried position); and Newman's Own Foundation Campus Community Challenge Grant (\$7,500) to support Alternative Spring Break Outreach.

AmeriCorps Program: Student completion rate was 100 percent for the sixth year in a row with more than 21,000 hours of service (2009-2010) completed and 1,376 volunteers recruited by AmeriCorps members to participate in service projects that serviced 303 at-risk youth and 1,156 blood donors.

Meaning of Service Program Through the NY Council for the Humanities: Ninety-four percent of AmeriCorps members indicated very high understanding of why they are engaged in service work; 84 percent report ability to communicate their values and ideas about service to others. Members increased their sense of community and common purpose with one another by 22 percent.

Strategic Priorities 2010-2011

Experiential Learning as a part of new DEC: Continue working with the University General Education Committee to incorporate an EL component into future General Education requirements.

Increase the number of opportunities available to students: Many SA/ERM units will be involved in documenting and increasing options for students.

Tracking and Reporting: With campus support we would like to improve our statistics by better documenting experiential learning activities that happen both through SA/ERM departments and in other areas of the campus (eg., Study Abroad, URECA).



DIVISIONAL STRATEGIC PRIORITIES

Leadership Development

Mission and Overview

Stony Brook University is committed to the concept that leadership development is integral to a student's college experience and overall educational process. We aim to provide a wide range of opportunities for students to develop their leadership knowledge and skills through both academic and co-curricular offerings.

At Stony Brook, students create their own organizations, serve in elected office, and organize activities and events. They apply what they learn in classes to test their leadership skills in an environment that encourages experimentation, problem solving, and critical thinking. They build professional relationships with faculty, staff, and fellow students in ways to achieve shared goals.

Through feedback and reinforcement, they acquire insight about their leadership skills and knowledge, learning what they do well and what areas need improvement. They become continuous learners who value and respect the contributions of colleagues from diverse backgrounds. They start a long-term process of leadership growth that will prepare them for a successful career no matter what their profession.

Strategic Priorities 2009-2010

Goals > Progress Toward Goals

Optimizing programs and services that support student learning, personal development, and academic success.

- Hosted LEADSTRONG, a campus-wide leadership development conference with 160 participants and 40 volunteers, focused on Kouzes & Posner's Five Practices of Exemplary Leadership with workshop topics such as personal development goal-setting, creating a shared vision, delegation, leadership styles, and public speaking.
- Coordinated Leadershops, a leadership development certificate-bearing workshop program. More than 145 students participated in the program and more than 40 students earned certificates.
- The Living-Learning Center for Leadership Development hosted the Leadership Exploration and Development (LEAD) Program for emerging leaders in the spring semester, and the Growth Opportunities in Leadership Development (GOLD) Program in the fall semester.
- The Living-Learning Center for Leadership Development Minor enrolled students in both LDR 210 and LDR 310. (Please see the Key Performance Indicators section for details.) The syllabus and course materials for LDR 210 were revised to allow students to develop a more comprehensive view of leadership.
- Coordinated and instructed SOC 268: Theory and Practice in Student Leadership in the Fall 2009 semester.
- Hosted President's Leadership Retreat for the fraternities' and sororities' executive members.

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

- Provided positional opportunities with leadership training components by units throughout campus including, but not limited to, Student Ambassadors, Resident Assistants, RHA Representatives, Undergraduate College Fellows, Academic Peer Advisors, Commuter Assistants, and Orientation Leaders.
- Established internship positions with the LLC for Leadership Development, the LLC for Community Service Division of Student Life.
- Facilitate the development and growth of almost 300 recognized student clubs and organizations.
- Established the Community Service Club as part of the Living-Learning Center (LLC) for Community Service.
- The Residence Hall Association (RHA) facilitated leadership training for members focusing on leadership skill building in areas such as communication, teamwork, and program planning.
- Established the Campus Involvement Project (CIP) committee, which functions according to Social Change Model of Leadership Development.

Assessing current organizational framework and leadership development offerings.

- Initiated assessment of current organizational framework through formal and informal discussions, formal meetings, and focus group sessions with students, faculty, and staff, with focus on understanding and structure of current offerings, and leadership development needs analysis.
- Worked with the leadership development interns and a graduate student from the MBA program to research current trends in leadership programs, services, theories, and models.

Developing collaborative relationships with offices around campus to create new leadership development and leadership learning opportunities.

- Presented a leadership development workshop to 45 Educational Opportunity Program (EOP) students enrolled in a leadership development track through the EOP program.
- Worked with the Assistant Director for Fraternity and Sorority Life to develop a leadership development track at the annual Fraternity and Sorority Conference in October 2010.

Performance Indicators

Leadership Minor: In Fall 2009, 18 students were enrolled in LDR 210, and 13 students were enrolled in LDR 310. In Spring 2010, 15 students were enrolled in LDR 310; seven students declared a Leadership Minor.

LEAD Spring 2010: 39 applicants, 26 participants

GOLD Fall 2009: 15 applicants, 15 participants

Leadershops Participation in Fall 2009: Total of 147 participants; 42 students completed certificate program.

LEADStrong 2010 Participation: 159 participants and 42 volunteers.

Sociology 268: Theory and Practice in Student Leadership: 12 students enrolled (maximum capacity is 12).

Points of Pride

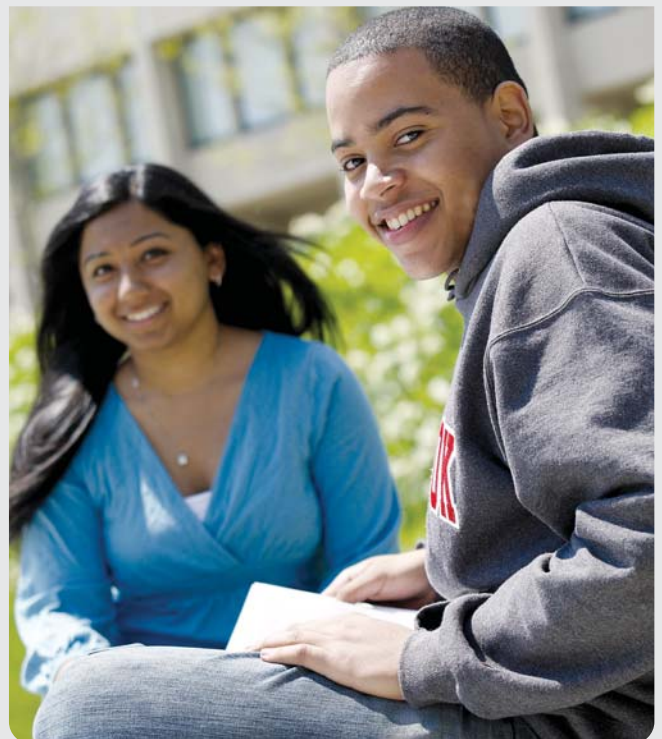
Campus Involvement Project: Won the “Creative Program of the Year for Leadership” award from LICSPA, and the “Student Life Enhancement” award at the Student Life Awards.

Community Service Club: Awarded the U.S. President’s GOLD Award for more than 500 hours of community service and won a \$500 grant from DOROT Foundation for their work with the Sunrise Senior Living Center.

National Residence Hall Honorary (NRHH): Won Chapter of the Year Award from NEACURH, collected more than 1,100 books for the Better World Book program, and was recognized as “Most Outstanding Organization” at the annual Student Life Awards.

Strategic Priorities 2010-2011

- Develop, support, and enhance student leadership programming and leadership opportunities.
- Enhance marketing, communications, and outreach of current leadership development opportunities.
- Support leadership development training and efforts of University offices, departments, and student clubs.
- Support integration of student leadership efforts with residential and curricular initiatives.
- Develop comprehensive plan to assess programming efficacy and student learning outcomes.



DIVISIONAL STRATEGIC PRIORITIES

Personal Safety and Responsibility

Mission and Overview

The purpose of the Division's Personal Responsibility effort is to promote student responsibility to engage actively in the well being of self and others through seeking education, awareness of resources, help-seeking behavior, adherence to the conduct code, and being an active bystander to peers.

The Division's efforts in this area will: (1) prepare and articulate a clear set of expectations that promote personal responsibility and community safety, (2) identify the ways and means to convey these expectations using a wide range of educational techniques that promote awareness and knowledge and, (3) construct infrastructure and training that will maximize likelihood of meeting expected standards of care for self and others by students. These goals cut across any topic area related to safety, community, and well-being through a combination of clearly articulated expectations, activities that increase knowledge and awareness, and actual behavior change.

Strategic Priorities 2009-2010

Goals > Progress Toward Goals

Prepare and articulate a clear set of expectations that promote personal responsibility and community safety.

New Student Orientation: The Division provides education to incoming students prior to their arrival on campus through empirically based Web-based programs such as eCHUG and the Web-based newsletter, StudentHealth101.

This Community Belongs to All of Us: Opening Weekend programming where new students are provided with information about critical services at the University as well as information mandated at the state and federal levels through an interactive program that won recognition in 2007 from Long Island College Student Personnel Association (LICSPA).

ROME: Required Orientation Make-up Experience: Incoming students who miss Orientation are required to participate in this make-up Orientation program that won a Long Island College Student Personnel Association (LICSPA) Creative Program of the Year award in 2009.

Identify the ways and means to convey expectations using a wide range of educational and marketing techniques that promote awareness and knowledge.

Red Watch Band: Bystander Intervention Training program that has garnered national attention and been adopted at more than 50 universities.

CP0101: Prevention and Outreach class embedded into all 100+ sections of the First-Year Seminar.

Residential Safety Program (RSP): Coordinates Walk Service and Building Monitors.

Residence Hall Personal Safety and Responsibility

Programming: Provided by residential and other staff to residential students.

Campus Community Emergency Response Team (C-CERT)

Influenza-like-Illness (ILI) Student Task Force: Organization charged with providing preventive information on H1N1 and helping to coordinate vaccinations.

CPR/First-Aid Courses: Offered for credit and as part of other programs.

Develop and maintain infrastructure and training that will maximize likelihood of students taking responsibility for care of self and others.

Peer Education Programs: AIDS Peer Education, CHILL, CHOICE, SWALLOW THIS! Outreach and education of student body of themes related to safety and personal responsibility.

Residential Safety Program: Promote safety in our community by providing various services to enhance the safety experience and educate residents and the University community about their responsibility in our community as a whole.

Conduct Code: Reviewed and made policy change recommendations to enhance and ensure safety, and communicate and uphold community standards.

Residential Safety Program Dispatch: Operates 24 hours a day to help ensure enforcement of safety policies and conduct code through educational interventions.

Points of Pride

Office of Violence Against Women: U.S. Department of Justice three-year grant: Collaboration with Department of Psychology and Victims Information Bureau of Suffolk on a \$298,000 grant to address sexual violence prevention among college students.

SAMHSA Continuation Funding: Continued funding for suicide prevention efforts focused on bystander intervention training.

Red Watch Band: RWB gained national recognition and has been adopted by more than 50 institutions across the country. Preliminary evaluation of the program indicates statistically significant increases in knowledge, willingness, and confidence to intervene on behalf of a friend facing an alcohol emergency.

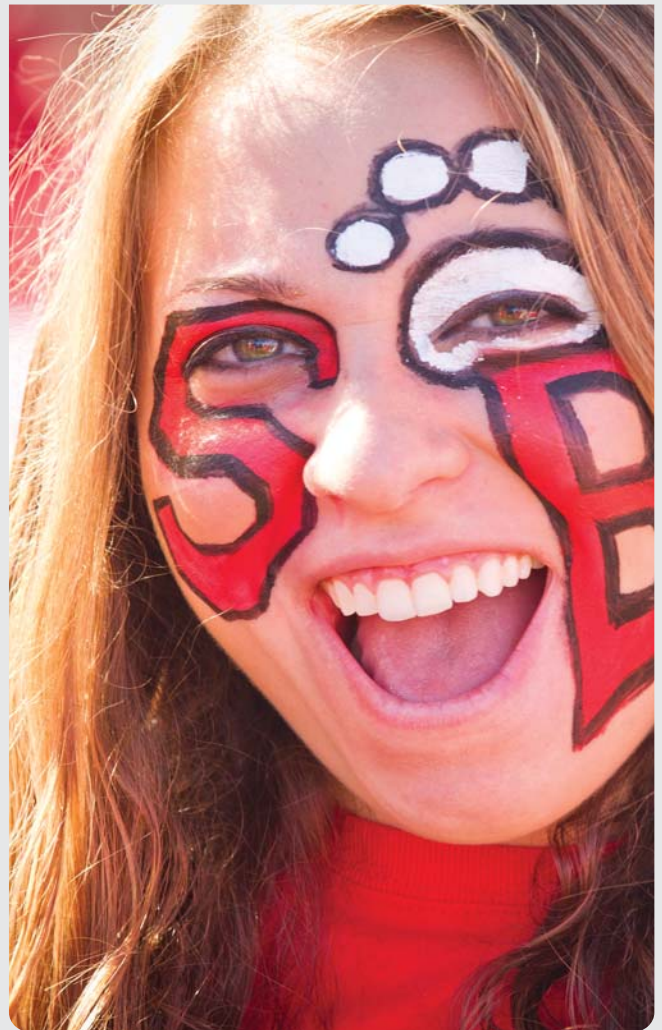
ILI Student Task Force: 2009-2010 ILI Student Task Force was built on a core base of 24 AmeriCorps volunteers and grew to 120 student volunteers who aided in student training, outreach, and the 10 PODs for the H1N1 vaccine (including SBS POD and HSC POD). In addition to the prevention of ILI spread, a goal of outreach and training efforts was to increase student confidence in their ability to care for themselves if they suspected they had ILI. In Fall 2009, of the 24,692 SB students with access to health services provided by Student Health Services, less than 200 students were assessed by campus health care professionals to have influenza or ILI. More than 3,900 members of the campus community were vaccinated, and more than 6,000 ILI care kits distributed by ILI Student Taskforce members to the campus community through one-on-one or group-based conversations regarding ILI and ILI prevention practices.

Strategic Priorities 2010-2011

Development of a comprehensive assessment strategy that both measures learning outcomes for our students and assesses the Division’s performance as reflected in measures of student behavior in areas that are often under-reported.

Improve communication to the student community regarding on-campus service and educational resources related to health and safety.

Development of a University-wide safety campaign that targets six key wellness/safety areas: Alcohol, Tobacco and Other Drugs, Environmental Safety, Mental Health, Traffic, Personal Health and Wellness, and Sexual Safety.







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

To accomplish this mission, it is essential that the Division provide facilities that are clean, safe, comfortable, and affordable, and that are managed effectively and efficiently. This requires integration of new technologies, keeping abreast of current trends, and development of strategies for responding to changing student needs.

Guiding the efforts to enhance the development of the individual resident 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, and 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.



Contributions Toward Divisional Goals

Goals > Progress Toward Goals

Employee Safety (especially of those engaged in the Property Control area)

Safety training of employees included:

- Forklift training and certification in conjunction with Environmental Health and Safety.

Operational Effectiveness

- Student employees attend job-specific training classes
- All Financial Services employees driving a state vehicle must have been cleared to drive through the Director of Residential Risk Management's license check procedure.
- Property Control
- Improvements in electronic record-keeping.
- Utilization of external consultants in an effort to provide direction on needed processes and functional improvements.

Financial Reporting

- Communication to area directors of monthly financial analyses performed by financial analyst increased relative to previous years; greater budgetary compliance.

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

- Ensured proper capital funding and planning for residential construction projects to increase residential capacity.
- Staff participation in open house programs geared to prospective Stony Brook students.

Support student learning, personal development, and academic success.

- Among other activities, staff members participate as Undergraduate College 101 instructors, serve as mentors through the LEAD/GOLD programs, and serve as test proctors for Disability Support Services.
- Secured capital funding for the creation of new Undergraduate College spaces.
- Financial services administrator assisted in the creation of new Master of Arts in Higher Education degree and will serve as a class instructor.

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

- Employment of approximately 20 students, each of whom is afforded an opportunity for increasing levels of job responsibility and leadership.
- Fostering the personal and professional growth of every student staff member through the Department's Student Employment Learning Outcomes (SELO) program.
- Professional staff members volunteer as mentors for Stony Brook students.

Promote a vibrant, inclusive community.

- Staff serve on community-oriented committees including, but not limited to, Homecoming and Spirit and Pride, as well as participate in student activities such as Scooping Out for Success, Homecoming, and New Student Convocation.
- Staff members volunteer for student event contests, intramural events, and as radio commentators for Stony Brook athletics.

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

- Financial Services Administrator is a member of the Safe Space program.
- Staff speaks to students on personal responsibility and healthy lifestyles as UGC 101 instructors.
- Staff members receive OSHA and job-specific safety training through Campus Residences and Environmental Health and Safety programs.

Strategic Priorities 2009-2010

Goals > Progress Toward Goals

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.

Employee Safety (especially of those engaged in the Property Control area)

Safety training of employees included:

- Forklift training and certification in conjunction with Environmental Health and Safety OSHA training.
- Student employees attend job-specific training classes.
- All Financial Services employees driving a state vehicle must have been cleared to drive through the Director of Resident Risk Management's license check procedure.

Property Control

- Improvements in electronic record-keeping
- Utilization of external consultants in an effort to provide direction on needed processes and functional improvements

Financial Reporting

- Communication to area directors of monthly financial analyses performed by Financial Analyst increased relative to previous years; greater budgetary compliance.

Performance Indicators

Operational Efficiency

Campus Residences has placed a major emphasis on providing quality facilities and services for residents while keeping costs to residents as reasonable as possible. Our commitment to efficiency is reflected in the fact that our ratio of beds to staff is the highest among the University Centers.

Campus	Occupied Beds	FTE Staff	Beds per Staff
Albany	6,206	249	24.9
Binghamton	6,650	252	26.4
Buffalo	5,193	230	22.6
Stony Brook	9,504	237	40.1

Rate Increases

The Department budget shall afford residents competitive rate increases and room rates. Stony Brook’s average rate increase over the past six years is the lowest among all SUNY University Centers; the standard double rate is second lowest.

Campus	'09-'10 Double Rate/Year	Avg. Six Year Rent Inc.
Albany	6,324	6.8%
Binghamton	6,546	6.7%
Buffalo	5,748	5.8%
Stony Brook	6,112	4.3%
University Average	5,748	5.9%

Procurement Processes

With the objective of increasing operating efficiency, we have employed a purchasing strategy that has resulted in larger encumbrances but fewer deliveries and fewer invoices. This helps Campus Residences to secure the best possible price while not increasing administrative costs.

	'07-'08	'08-'09	'09-'10
Average Value Per Encumbrance	\$41,504	\$44,364	\$93,895

Budgetary Compliance

Monthly analysis of variances between budgeted account allocations vs. actual fiscal obligations against accounts. Goal to have all Campus Residences function areas compliant with budgeted parameters achieved.

Points of Pride

Revenue: Numerous new avenues for summer conference housing revenue were identified and pursued, thereby increasing revenue 15 percent over previous fiscal year and 51 percent above budgeted.

Capital Funding: Successfully estimated needs and secured capital for large-scale residential construction and renovation projects.

Procurement: Continued success in negotiating “lower than state contract” pricing. Successful procurement of materials for a very aggressive summer renovation schedule.

Safety: Numerous safety initiatives have been developed to ensure a safe work environment for all employees, especially those employed in Property Control.

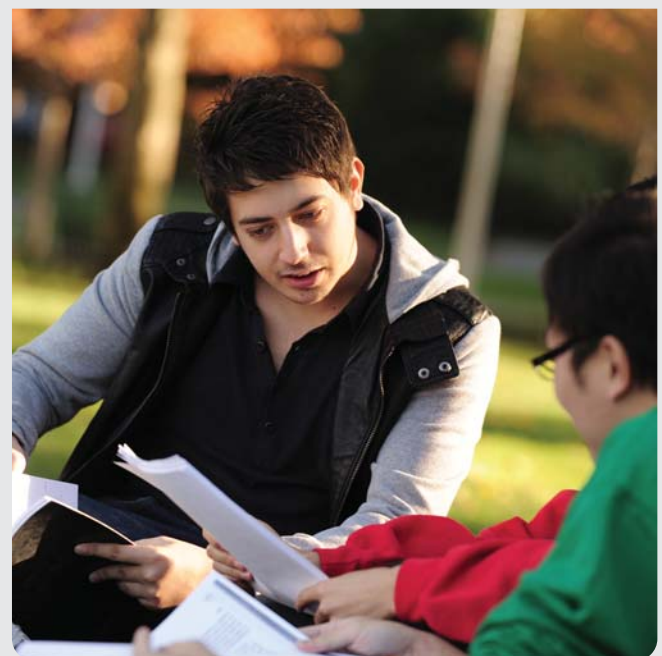
Strategic Priorities 2010-2011

Revenue Generation: Continue to seek out new revenue sources and grow conference revenue by no less than 5 percent over FY 2009/10.

Savings: Continue to negotiate with vendors to achieve prices lower than New York State Contract Pricing.

Property Control: Continued efforts required to have Property Control area performed at a more efficient level. Focus on maintaining proper inventory levels, efficiency of ordering, and ensuring that Campus Residences’ maintenance function is properly supported.

Internal Audit: Internal control and function audits should be performed with regularity.



RESIDENTIAL OPERATIONS

Contributions Toward Divisional Goals

Goals > Progress Toward Goals

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

- Implemented second schedule of cleaning in corridor-style residence halls to improve resident satisfaction with cleanliness of bathrooms.
- Enhanced Department identity with the implementation of a new uniform policy for the entire maintenance and custodial staff.

Support student learning, personal development, and academic success.

- Working with Facility Master Plan consultant to identify facility needs and capital planning process for implementation in 2013-2023.

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

- Maintain facilities for all Undergraduate College Centers, which are the facilities where various student leadership programs and activities events are held.
- Constructed new Chapin Commons building supporting the Chapin Apartments community, occupancy in December 2009.

Promote a vibrant, inclusive community.

- Energy/Utility/Sustainability: Started the planning process for proposed FY 10/11 installation of a new cooling system for Roth Quad, which would reduce KWH consumption substantially, saving approximately \$200,000 annually.
- Installation of a new Building Management System (BMS) in the new Chapin Commons building and Nobel Halls 600 Bed, which will be connected, monitored, and manipulated via a Web-based application. BMS will allow for real-time energy management and reduce utility consumption.

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

- Reduce deferred maintenance needs with the continuation of the planning process and renovation of residence halls and apartments. This fiscal year we have started the renovation of H Quad, and started planning for FY 10/11 renovation of Roth Quad. We are also renovating 60 apartments between Schomburg, West Phase 1, and Chapin to preserve the integrity of these buildings.
- Promote environmental responsibility through recycling refuse during renovations and supporting sustainable new construction practices of the Nobel Halls 600 Bed building project.

Strategic Priorities 2009-2010

Goals > Progress Toward Goals

Labor Management

- Focused on labor efficiencies and productivity levels, which resulted in a reduction in work order response time, total backlog, and a reduction in total overtime. We also consolidated responsibilities and reduced management team by one facility manager, realizing savings of \$100,000.

Construction Design, Planning, and Project Management

- Established close relationship with Capital Planning, Design, and Construction through collaborative design review on all projects and coordination of separate responsibilities of departments.

Utility/Energy Management

- Reduction in utility consumption through projects such as the installation of occupancy sensors in all laundry room lighting, and planned projects such as replacement of window a/c units at Roth with centralized chiller system and installation of occupancy sensors at West Apartments HVAC.



Performance Indicators

Operational Efficiency: Consistent with efforts across the Division, Residential Operations maintains a priority on providing quality services with the optimal number of staff. As the number of students housed has increased, we have improved the quality of our services with minimal increases in staffing, and a higher ratio of beds per Residential Operations staff.

	'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

Total overtime reductions anticipated in FY '09-'10 to exceed \$200,000.

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

Customer Perspective

Quality of Life Surveys: Specifically resident satisfaction with cleanliness in bathrooms and cooling/heating service.

Internal Process Perspective

Average Work Order Age: Work order age is an indication of response efficiency. Our goal is to maintain an average work order age of less than two weeks, and continue to reduce.

Backlog and Percentage of Work Order That are Emergency: Emergencies account for 40 percent of all work orders. Proper preventive maintenance management will reduce percentage of emergency work orders. Our goal is to reduce to 20 percent of total.

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, collaboration, and management we successfully renovated Mendelsohn Quad, which had a substantial scope of work, in a small window of time, and within anticipated budget cuts.

Strategic Priorities 2010-2011

Labor Management: Align reporting structure to enhance accountability and set labor efficiency and productivity as priorities.

Professional Development: Make professional development for professional staff an expectation. Offer multiple opportunities for CSEA supervisors and staff to enhance management and trade skills.

Utility/Energy Management: Complete the installation of new Building Management Software system connected to Chapin Commons and Nobel Halls 600 Bed mechanical systems. Set standard and start incorporating additional buildings to enhance sustainable practices.

RESIDENTIAL PROGRAMS

Contributions Toward Divisional Goals

Goals > Progress Toward Goals

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

- Conducted internal assessment to improve the residential student experience.
- Used electronic means to communicate procedures, services, projects, and programming.
- Instituted a paperless housing agreement campus-wide; successful pilot of “e-room condition report” form.
- Coordinated a Warm Welcome for newly arriving International students (with International Programs and UPD).

Support student learning, personal development, and academic success.

- Sponsored Time Management Workshop, Study Skills Workshop, Career Center Seminars, and fairs.
- Implemented Student Employee Learning Outcomes with approximately 300 student employees.
- Resident assistants completed programming requirements supporting learning outcomes.
- Facilitated several Safe Space/ALLY trainings throughout the academic year.
- Utilized new Chapin Commons to promote community spirit and student learning.
- Sponsored 12th annual RA Conference for RA's from SB and campuses throughout the region.
- Residence hall directors teach COL 101 course in every Undergraduate College (29 sections).

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

- Co-sponsored LeadStrong Conference.
- Offered LEAD and GOLD certificate programs.
- Two hall directors served as advisors and chaperones on the Alternative Spring Break trip to Atlanta.
- The Global Studies fellows (students) planned the year-end celebration event for the third year in a row.
- Staff participated in drives for blood, clothing, books, and canned goods throughout the year.
- Workshop series during the spring semester for all West Apartments RAs aimed at developing skills of résumé and cover letter writing, interviewing, and transitioning from college into professional life.

Promote a vibrant, inclusive community.

- College of Human Development/Kelly Quad Music Festival
- Consistent Diversity Month programming.
- “Greeley Cribs” won a diversity grant of \$500 in November.
- Wagner used a Diversity Grant they received last year to host the third annual Asian Extravaganza program.

- Sponsored Homecoming parade with nine floats, 35 banner/walking units, marching band, and Homecoming court.
- Coordinated three tailgate parties and eight promotional events to support the football, basketball, and other teams.
- Hosted Rec-A-Thon event with Campus Recreation and Weekend Life.
- Hosted the Big Red Howl: weeklong series of rec programs. College Bowl, Sports Night, Spirit Night.

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

- Eisenhower College Flu and You Comic: <http://www.stony-brook.edu/commcms/flu/comic.shtml>
- Schick College Public Health Week; Schick Flu and You Educational Program
- Students were held accountable through the judicial system for violations of alcohol and drug policies.
- Continued Healthy Choices bulletin board program.
- Chapin presented New Residents Campus Living Workshop.
- Quickly responded to fire alarms and safety violations; fire alarms decreased 22 percent between Spring 2009 and Spring 2010.
- Educated residents on safety and responsibility through room/apartment and building meetings. Staff conducted educational programs on healthy eating, safety, and relaxation.
- Offered programs about sexual assault, dating violence, locking doors, and alcohol/drug abuse prevention.
- Implementation of University services awareness programs (police, fire, ambulance, Operation ID).

Strategic Priorities 2009-2010

Goals > Progress Toward Goal

Sustainability Education

- Implemented the LEARN program in the three apartment communities (Chapin, Schomburg, West).
- One resident and one resident assistant per quad per semester were chosen as Green Award winners for their efforts to “live green.”
- Recycle Bucks were awarded during the Recyclemania campaign and redeemed at the Recyclemania Auction.
- RHA hosted a Sustain-A-Thon event for one month. This program offered a series of activities that promoted sustainability.

Student Success

- Offered two workshops per semester at the Residential Tutoring Centers (RTCs), expanding service beyond tutoring.
- Updated marketing materials for distribution to residence halls with Living Learning Centers; updated Web links information to reflect most current contacts, requirements and

program descriptions for each LLC minor; coordinated staff training with Provost's Office.

- Updated all RTC publications and Web link information to reflect hours of operation and locations, including transfer of H Quad location to new Information Technology Studies Center; distributed posters, fliers, and palm cards to residence halls and administrative units; held open house events at the start of the fall semester at all three Residential Tutoring Centers.

Spirit and Pride

- Sponsored the Homecoming parade with nine floats and 35 banner/walking units, marching band, and Homecoming court.
- Coordinated three tailgate parties and eight promotional events to support the football, basketball, and other teams.
- Hosted Rec-A-Thon event with Campus Recreation and Weekend Life, and the Big Red Howl, a weeklong series of recreation programs.

Points of Pride

The Professional Staff training model incorporated ACPA Competencies this year for a more purposeful and strategic training program.

Campus Residences Staff Conference, Fall and Spring: Workshops conducted by internal and external experts.

First full year of online training modules for the resident assistants.

Created and executed a new marketing plan for the RA position; increase of 10 percent in applications from last year.

RHA was awarded the largest grant this year from the NEACURH, \$2,770 funding sustainability initiatives in March and April.

Student Organization Awards: NEACURH Regional Program of the Year—RHA Block Party; NEACURH Regional School of the Year—Stony Brook University; NEACURH Regional Chapter of the Year.

Performance Indicators Occupancy: Fall “Snapshot”

Year	2008	2009
Number of Students Housed	9,578	9,650
Occupancy Rate Based on Designed Beds	103%	104%

Housing Retention: Eligible Students Returning to Housing

Year	2008	2009
	Graduate	Undergraduate
Number of Students	718	5,650
Rate	73.6%	74.3%
Number of Students	740	5,763
Rate	73.5%	75.1%

Strategic Priorities 2010-2011

Sustainability Education and Action: Create a student Sustainability Committee to create programs and presentations that can be implemented in the residence halls; continue to sponsor two sustainability staff education events. Develop sustainability action plans.

Personal Safety and Responsibility: Convene and charge a Departmental committee to develop a comprehensive personal wellness educational program: physical health, mental health, alcohol and other drugs, sexual/relationship violence, pedestrian safety, environmental safety.

Student Success: Develop an assessment tool for Learning Outcomes in Resident Assistant Programming Model; host a Residential Programs Student Success Conference.

Contributions Toward Divisional Goals

Goals > Progress Toward Goals

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

- Provided 24/7 call center dispatch support for residence hall duty, and residential safety and operations through Residential Safety Program (RSP).
- Work with Orientation to deliver safety and renter's insurance information for new student parents.
- Created a new Web site for the Residential Safety Program.

Support student learning, personal development, and academic success.

- Fire Safety Prevention Education for first-time student code of conduct violations is administered through national fire prevention self-education Web site: "Igot2kno.com" <http://www.pbfeducation.org>
- Continuous certification training for American Heart Association First Aid and CPR.
- Campus fire prevention programming is a joint effort between Residential Risk Management and the University Fire Marshals.

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

- Department of Residential Risk Management started the Campus Community Emergency Response Team (CERT) to support University Emergency Management planning and incidents.
- Student employee drivers received mandatory safety training.
- Started a new training program for Residential Safety Program student dispatchers, who are trained in crisis management, effective communication, monitoring multiple emergency situations on the radio and knowledge of University resources.

Promote a vibrant, inclusive community.

- Department of Residential Risk Management to provide support, guidance, and safety oversight for all Campus Residences student events.

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

- Upgraded key system for all residential facilities to Medeco High Security locks.
- Collaborated with University Police to upgrade video recording systems in the Residence Halls.
- Coordinated OSHA 10 training for all operations staff.
- Conducted driver safety training for all student employees that drive state vehicles.

Strategic Priorities 2009-2010

Goals > Progress Toward Goals

- Increase AHA CPR and First Aid Training for all residents.
- Increase the number of CCTV cameras and making access available to UP.
- Complete the fire system upgrades mandated by SUNY.
- Assist UP detectives with all cases using their 7 and 14 day timelines for case outcomes.
- Completed OSHA 10 training and start the training process for "Lock Out Tag Out Safe Electrical" procedures.
- Implemented a new package software tracking program for residential mail.



Performance Indicators

Propped Doors

Any time an exterior door is propped open, the security of the building is compromised. For several years, student staff of the Residential Safety Program have regularly patrolled exterior doors of all residential facilities, and then corrected any propping that is found. This initiative, in combination with electronic monitoring of exterior doors, has resulted in a substantial decrease in the incidence of propped doors.

	'07-'08	'08-'09	'09-'10
Propped Doors	3,375	2,297	1,884

RSP Walk Service Provided: In 2009 RSP provided 614 escorts; this year RSP provided 429 escorts.

CPR/First Aid Certifications Provided: 148 students and employees were trained.

RSP After-Hours Dispatch Calls: RSP dispatchers handled 601 service and emergency calls. After hours is defined as Monday through Friday, 5:00 pm to 8:00 am and all weekend.

Packages Delivered—Residential Mail: The new package tracking system allows for accurate package handling numbers. Residential Mail handled 52,300 packages this year.

Points of Pride

Implementation of the Community Emergency Response Team (CERT): CERT enhances the emergency management capacity of the University with trained volunteer students that are ready to assist the SB community and understand the Incident Command System. The CERT program has 38 active members that have been activated for pan flu inoculation logistics, traffic details, and power outages.

University Police and Residential Safety Program toured the residence halls/apartments looking for unlocked doors and informed residents about safety techniques. The community policing concept combined with peer education has proven to be productive with residents.

Department of Residential Risk Management successfully coordinated the OSHA 10 training requirements of all Residential Operations employees. In addition, we now have a driver safety program for state and student employees.

Strategic Priorities 2010-2011

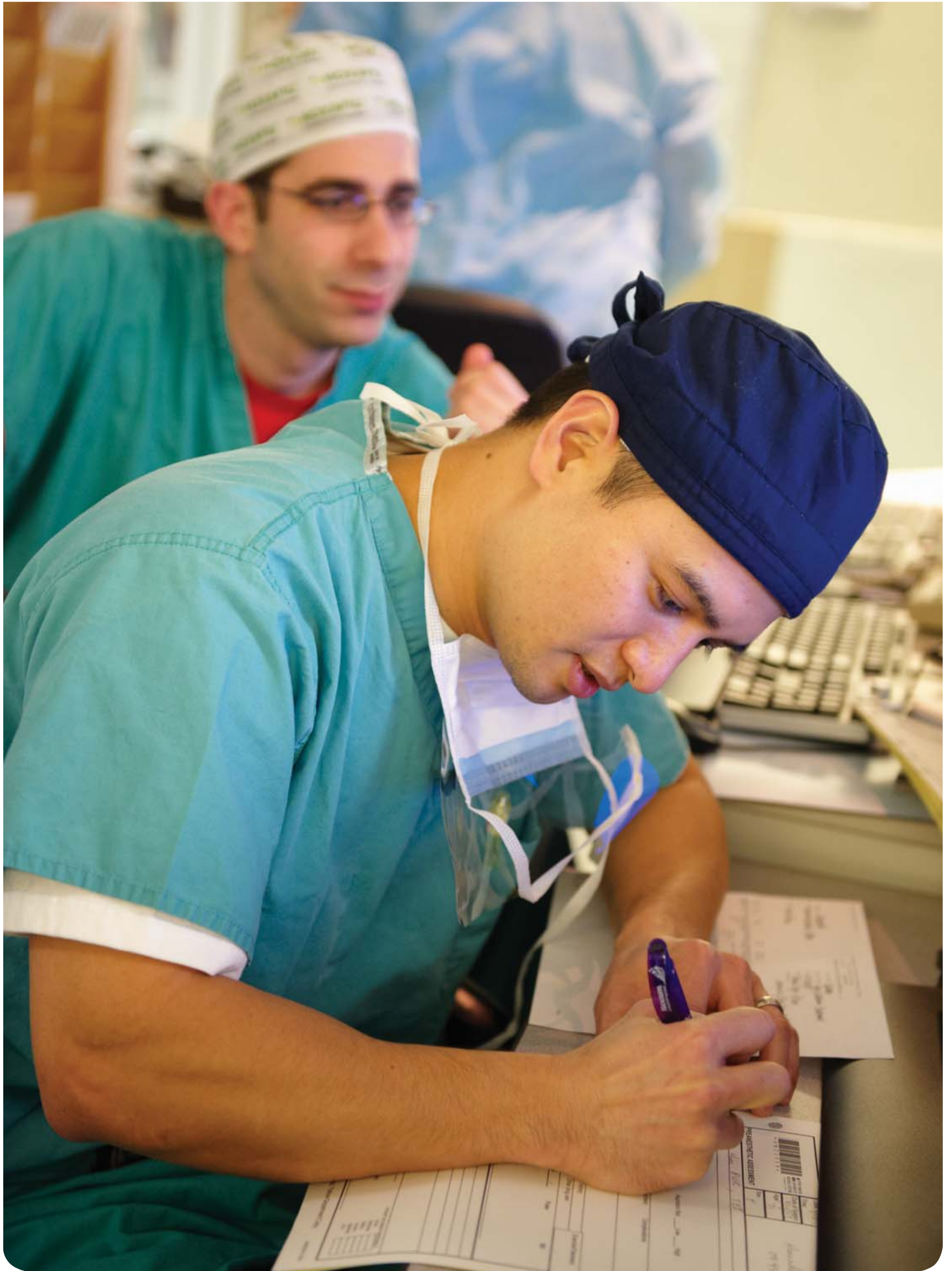
Create a Comprehensive Safety Campaign: Design a summary of safety education information that all students can apply immediately.

Increase Master-Key Accountability By Using New Tracking Technology: Determine an implementation program and costs to phase in a new master-key tracking system that is connected with card access and has the ability to communicate electronically.

RSP and CERT Students Will Be Required to Find an Internship: Create a program with Career Services to make sure our students understand their options and opportunities.

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.







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

Contributions Toward Divisional Goals

Goals > Progress Toward Goals

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

- Enhanced coordination with Admissions to support recruitment and yield of incoming students (data mining, information sharing, systems development, outreach).
- Hosted first annual High School Band Day to enhance educational pipeline and develop partnerships with local schools. More than 150 high school students participated.

Support student learning, personal development, and academic success.

- All new students (first-year and transfer) meet one-on-one with band director to ease the transition.
- All at-risk students meet with assistant dean at least twice per semester to develop and implement academic and study plan.
- Initiated “Brass Crash summer clinic” to train students on brass instruments.

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

- Increased number of performances at community and charitable events.
- Implemented a multidimensional, yearlong intensive August leadership camp for section leaders.
- Developed Student Leadership Council, which supports strategic planning, decision making, and leadership development.
- Recognizing outstanding student leadership and achievement.
- Provided opportunities for student involvement in community service initiatives.
- Established leadership development assessments and reflections.

Promote a vibrant, inclusive community.

- Enhanced coordination of spirit groups to streamline performances and increase overall performance quality.
- Enhanced spirit group coordination for “Welcome Wagon” activities to create warm and vibrant welcome for students and families and yield strong publicity and press for the University.

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

- Implemented three-phase renovations plan to help meet building codes and support the growing program.
- Coordinate student membership rights and privileges with their current academic and judicial standing.

Strategic Priorities 2009-2010

Goals > Progress Toward Goals

Student Leadership Development

- Developed a comprehensive, yearlong leadership development program for 25 student leaders consisting of intensive leadership camp, Student Leadership Council, expanded opportunities for involvement, recognition events, and enhanced leadership development assessments.

Systems Optimizations

- Contracted with Web-based management system to help manage inventory, equipment, uniforms, and track student attendance.
- Enhanced recruitment team systems and processes to support various needs and interests of transfer, freshman, out-of-state, and international students.
- Prioritized more than 100 performance requests to fit within scope of our mission and goals.

Recruitment

- Strengthened in-state student recruitment with print material in all Nassau County, Suffolk County, and New York City high schools.
- Initiated recruitment to targeted out-of-state students (NJ, CT, MA, TX, FL) using out-of-state current band members’ contact.

Marketing

- Initiated social media marketing and advertising campaigns.
- Created marketing assistant position to manage social marketing initiatives.

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 137 students in four years.

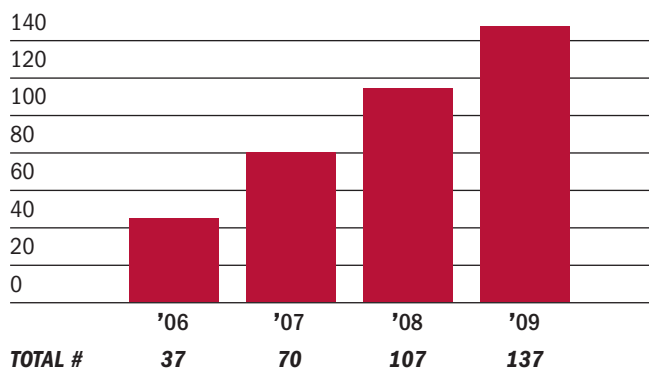
Performances: Performed at more than 100 campus, community, and athletic events.

Out-of-State Students: Increased enrollment of out-of-state students to above 10 percent.

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

Athletic Bands Enrollment, 2006-2011

Enrollment



As a result of participating in band camp leadership seminars, 100 percent of band section leaders and e-board members will be able to demonstrate five of seven elements of effective leadership as measured by rubrics of role-play scenarios.

As a result of participating in athletic bands, 70 percent of all registered students will be able to discuss the relational nature of music as a catalyst and component to community development as measured by student reflection papers.

Student Academic Performance, Fall 2008-Spring 2010 (Percentages)

Cumulative GPA	Fall '08	Spring '09	Fall '09	Spring '10
Below 2.0	5.20%	5.90%	5.90%	4.30%
2.0-3.0	13.90%	7.90%	9.60%	13.70%
2.5-3.0	23.50%	25.40%	29.60%	25.20%
3.0-3.5	26.10%	21.90%	31.10%	33.10%
3.5-4.0	21.70%	24.60%	23.70%	23.70%

Points of Pride

Enrollment: Program has established itself as the fastest-growing collegiate marching band in the country, with membership up to 137 in four years.

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

Stony Brook Band Day: Coordinated first annual High School Band Day with more than 150 high school students.

Social Media and Marketing: Launched a successful social media, marketing, and branding campaign (more than 1,500 fans).

Leadership Council: Established Student Leadership Council to increase student engagement and governance.

Strategic Priorities 2010-2011

Fundraising and Revenue Generation: Establish alumni fundraising mechanism and base. Develop fundraising and sponsorship levels and publications.

Marketing and Brand Development: Create style guide to create brand consistency. Expand social media with advanced features and applications. Merchandising, including SB songs available on iTunes and ring tones. Re-design Web site with advanced functionality.

Educational Pipeline and Recruitment: Seek grant opportunities to support arts education initiatives and outreach to under-represented students. Establish strong partnerships with band members of former high school. 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.

Contributions Toward Divisional Goals

Goals > Progress Toward Goals

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

- Completed first phase of restructuring Counseling and Psychological Services (CAPS) with Center for Prevention and Outreach (CPO), with 20 position descriptions rewritten.
- Number of positions reduced from 39 to 33 with a span of control of three to six professional direct reports per supervisor to increase accountability, staff support, and higher-quality oversight of client care and community-level outreach/early intervention.

Support student learning, personal development, and academic success.

- Symptom checklist summaries indicate statistically significant drop in suicide-related ratings at time of intake, indicating that students are seeking help before problem reaches crisis point, particularly among Asian and Caucasian students.
- CAPS satisfaction survey indicates that 70 percent of respondents felt that counseling services helped with personal relationships and 75 percent reported greater ability to cope with stress.

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

- Recruited and trained 117 undergraduate students as peer educators or CPO interns, approximately a 55 percent increase in recruitment from the 2008-2009 academic year.
- At least two current or former CPO peer educators were recipients of the SUNY Chancellor's Award.
- Influenza-Like Illness (ILI) Student Task Force provided students with venue to exercise leadership in the area of ILI prevention. One hundred percent of volunteers surveyed following H1N1 outreach efforts said that they would be willing to serve again to promote health and wellness for the campus community.

Promote a vibrant, inclusive community.

- Co-lead Safe Space effort with Office of Diversity and Affirmative Action to further cultivate safe, supportive environment for LGBTQ members of University community.
- Major CPO initiatives focused on bystander intervention to increase ability and confidence of students to intervene on behalf of others, as well as foster a campus climate in which people take responsibility not only for their own well being, but also for others. Examples include Red Watch Band, Question Persuade Refer (QPR), and CPO101.

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

- Provision of Mandated Alcohol and Other Drugs (AOD) Evaluations for students transported for AOD overdose to the Emergency Department at SBUMC; 35 students evaluated in 2009-2010 academic year, compared to 22 students in 2008-2009, reflecting a 59 percent increase.
- Two hundred and sixty-nine students trained as Red Watch Band members and certified in CPR and AED use in 2009-2010 year, making for a total of 389 students trained in the last 16 months.
- Two hundred and six students completed sanctioned Substance Education Course following a first-time violation of the University's AOD policy, compared to 88 students in the 2008-2009 academic year. We attribute this to more consistent recognition/response of alcohol violations by professional staff, as well as consistent adjudication.

Strategic Priorities 2009-2010

Goals > Progress Toward Goals

Organizational Management

- Reduced overall state spending by securing external funding while also meeting increased demand for services. State-funded FTE decreased from 30.3 to 29.8 while clinical volume increased 18.25 percent, and prevention/early intervention staff and peer educators provided nearly 21,000 educational interactions with defined learning outcomes over the course of the academic year to students, faculty, staff, and parents.

Outreach Initiatives

- CHILL Peer Educators provided critical outreach to students in collaboration with professional mental health staff through ongoing depression screenings.
- CHOICE students helped expand use of eCHUG as an evidence-based AOD prevention resource.
- Women's Studies health education interns provided educational workshops on physical health and wellness topics including body image, safer sex, and diabetes.

Secure External Funding

- Awarded three-year, \$298,000 U.S. Department of Justice grant to support sexual violence prevention in collaboration with Department of Psychology and Victims Information Bureau of Suffolk.
- Awarded \$5,000 Presidential Mini-Grant to support Safe Space training.

Program Assessment

- Developed assessment plan to measure student self-efficacy and sense of belonging as an outcome of clinical treatment.
- Instituted comprehensive pre/post test assessment of more than 150 CPO 101 sessions reaching nearly 2,600 first-year students.

Performance Indicators

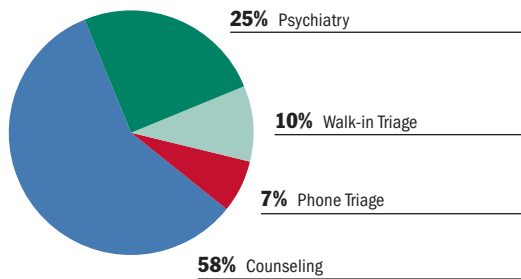
Service Utilization: Overall percentage of student population seeking clinical services increased from 4.5 percent to 6.9 percent between 2008-2009 and 2009-2010 academic years (1,689 students served; 8,698 client sessions).

CP0101: CPO Staff completed more than 150 sessions of CPO 101 as part of the SBU 101 curriculum in Fall 2009, reaching nearly all 2,600+ freshmen students, with pre/post results indicating the following as a result of the CPO 101 presentations ($\alpha = .01$):

- **7 percent** fewer students strongly agree that alcohol is an important part of an active social life on campus.
- **27 percent** more students will choose to call an ambulance if they see someone passed out after drinking.
- **40 percent** more students realize that alcohol is the number one date-rape drug.
- **34 percent** more students know that a SANE examination can take place within 96 hours of a sexual assault.
- **28 percent** more students know that people who attempt suicide typically give clear signs beforehand.
- **33 percent** more students realize talking about suicide with someone who is depressed will not increase their chances of suicide.

Percentage of Services Rendered of 1,689 Cases

Service Percentages



Points of Pride

Office of Violence Against Women: U.S. Department of Justice three-year grant: Collaboration with Department of Psychology and Victims Information Bureau of Suffolk on a \$298,000 grant to address sexual violence prevention among college students.

Presidential Mini-Grant: Safe Space Program: Collaboration with Office of Diversity and Affirmative Action to expand education program to enhance campus climate for LGBTQ members of the campus community.

Red Watch Band: RWB gained national recognition and has been adopted by more than 50 institutions across the country. Preliminary evaluation of the program indicates statistically significant increases in knowledge, willingness, and confidence to intervene on behalf of a friend facing an alcohol emergency.

Strategic Priorities 2010-2011

National Leadership and Visibility: Increase conference presentations and submission of articles for publication in the areas of college mental health and prevention/education work.

Campus Partnerships with Academic Affairs East Campus: Develop a more formal relationship with academic departments, especially the Department of Clinical Psychology, as well as work with SBU Medical Center and Health Sciences Center to identify ways to increase services for our students.

External Funding: Seek new funding opportunities to begin planning grant application submissions in 2011 and 2012.

Contributions Toward Divisional Goals

Goals > Progress Toward Goals

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

- Developed a Quality Assurance Program for the Student Activities Center for VIP events.
- Improved the reliability and execution of events in the SAC Auditorium by completing a \$25,000 renovation of the projection system and component hardware.
- Began training of staff on MAC platform.

Support student learning, personal development, and academic success.

- Continued SELO initiative, which represents a joint effort of all Department supervisors.
- Enhanced assessment of student learning outcomes related to Department interns and student tenants.

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

- Increased enrollment in the Department internship program by expanding the program to include summer sessions and creating partnerships with HSC Environmental Health and Safety faculty.
- Enhanced Departmental Student Learning Outcomes Assessment initiative to include student presentations and rigorous documentation of student learning.

Promote a vibrant, inclusive community.

- Created a Student Staff Recognition Committee to bolster staff morale and staff recognition.
- Received 69 letters of recognition allowing us to formally recognize the efforts of specific student staff 88 times and professional staff 69 times.

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

- Introduced new opportunities to reduce the carbon footprint of the student centers, including installing SMART power strips and installing daylight timers.
- Trained two additional American Heart Association instructors so that Department is positioned to train our entire staff in the use of AEDs throughout each of our student centers.

Strategic Priorities 2009-2010

Goals > Progress Toward Goals

Strategic Planning

- Engaged in a Department-wide effort to redefine mission statement, articulate a unified vision statement, and establish goals and tasks directly related to the University Five-Year Plan and Divisional goals.

Budget Reduction Plan

- Assessed operations, conducted cost benefit analysis, and developed a strategy aligned with our mission to cope with a reduction in state aid by 18 percent (\$72,000), without terminating any professional or student staff currently employed.

Maintaining a Safe Environment

- Complete Vulnerability Assessments of the Student Activities Center and Stony Brook Union with Office of Emergency Management. Worked with campus fire marshals to enhance fire drills evacuation.
- Worked closely with University Police to track occurrences of graffiti, document and record property damage, and increased building rounds to bolster our supervisory presence in each building.

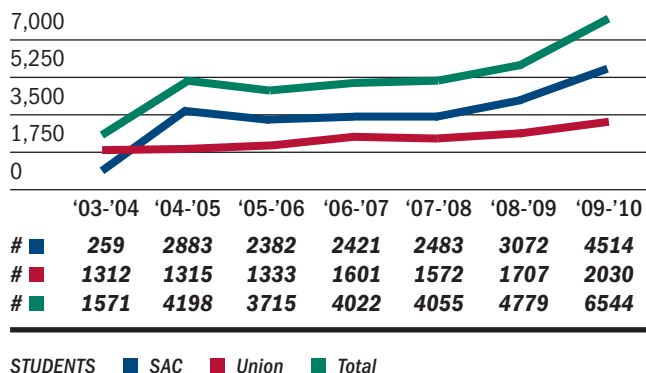
IT Hardware Infrastructure Improvements

- Audited more than 100 workstations to record specifications and determine enhancement compatibilities.
- Created a formal system to centrally manage, update, and maintain all laptops.
- Developed a strategy for anticipating and scheduling machine upgrades and purchases.

Tenant Relations

- Enhanced the reliability and accessibility of tenant relations by streamlining communications, demonstrated to be effective when used during environmental emergencies.

Student Events by Venue, 2003-2010



Performance Indicators

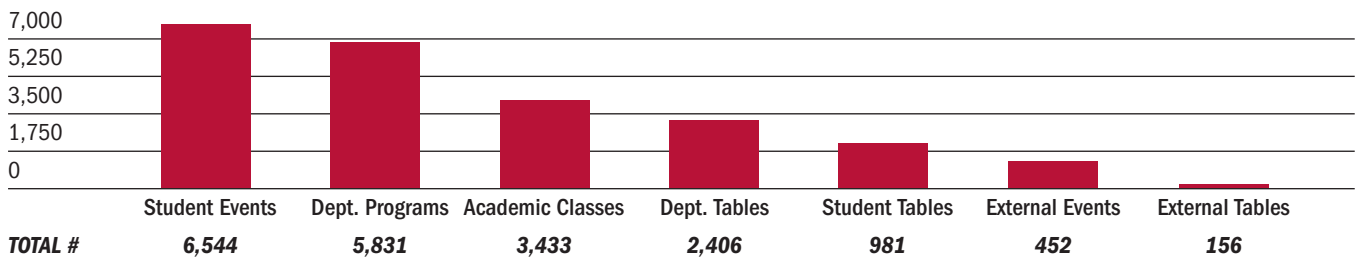
Student Center Usage: Student Center Usage increased by 18 percent. Student Activity Center alone experienced a 29 percent increase in usage from 8,765 events in 2008-2009 to 11,368 events in 2009-2010.

Customer Satisfaction: Assessment of client satisfaction indicates that 72 percent “loved” their experience.

Sources of Revenue: Sixty-six percent of revenue received was collected from external money, which is significant since 95 percent of space usage is by internal departments and student groups.

Distribution of SAC/Union Usage (Total: 20,105)

Distribution



Points of Pride

Renovation of Spaces: Oversaw the renovation of 1,400 square feet of the SAC and Union benefiting Center for Prevention and Outreach, Dean of Students, Athletic Bands, Commuter Student Services, and Leadership.

Collaborated on Proposed Renovation Plans: 7,000 square feet for Commuter Student Lounge, Treetop Lounge, Courtview Lounge, Traditions Lounge, Commuter Rec Room.

Web site Enhancements: Collaborated with Admissions to create virtual tours of SAC. Redesigned Web site to enhance navigation based on student feedback; implemented Web-only forms for specific event protocols.

Maintained Building Operations During Weather Emergencies: Despite high volumes of accumulated snow during four blizzards we maintained building operations.

Sponsorship of Student Life Events: Sponsored \$106,000 in direct and indirect costs associated with student events.

Red Watch Band Collaboration: Department supported the nationally recognized Red Watch Band campaign; the Department Director assisted with certifying nearly 200 students in American Heart Association CPR.

Strategic Priorities 2010-2011

SWOT Analysis: Conduct comprehensive analysis of our operation, staffing levels, resources, etc., compared with other SUNY and AAU counterparts’ operation of their student centers.

Student Club Office Space Access: Reconsider access control for student organizations to student center spaces so as to maintain current levels of strong security while enhancing access and convenience in light of state cutbacks.

Decentralized IT Support: Currently all hardware/software installation and upgrades are managed by our graduate students. With reduced staffing, the Department needs to partner with the office it supports to empower individuals capable of assisting with IT needs in their own area.

Revenue Generation: Create a comprehensive marketing campaign designed to attract external clients during Summer, Intersession, and Spring Break and find grant opportunities to offset state aid cuts.

Contributions Toward Divisional Goals

Goals > Progress Toward Goals

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

- Conducted targeted outreach to prospective students at the Admissions Open House and Admitted Students Day programs.
- Enhanced communication strategy for marketing UNITI Cultural Center Programming Space.
- Developed global assessment protocol in accordance with CAS Standards to assess learning and development of Student African American Brotherhood (SAAB) students.

Support student learning, personal development, and academic success.

- Coordinate SAAB program to increase the number of African American and Latino men who graduate from college by creating a positive peer community based on a spirit of caring.
- SAAB Executive Leadership Team composed written Personal Development Plans that identify their academic, career, leadership, and personal development goals over time.
- SAAB Chapter offered five developmental programs, with an average attendance of 17 students at each event.

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

- SAAB hosted 40 Brentwood South Middle School students as part of the Suffolk County Community Service Initiative, My First Day at College Program.
- Increased student leadership in various Departmental groups: Multicultural Women's Alliance by 109 percent (from 11 to 23 students), Multicultural Organizations Network by 17.2 percent (from 29 to 34 students), Black History Month Committee (two new student co-chairs), Multicultural Show and Food Tasting (two new student leaders).
- Provided academic internships to three students to support Multicultural Affairs Programming.
- Increased student awareness and engagement with the SB Alumni Association.

Promote a vibrant, inclusive community.

- New Department-sponsored programs were implemented at the UNITI Cultural Center.
- Successfully coordinated large SUNY award-winning campus programming, Festival of Lights, which recognizes and celebrates the traditions of many faiths.
- Coordinated Multicultural Show and Food Tasting.
- Successfully coordinated the annual Diversity Day programming to celebrate the rich diversity among our University students, faculty, and staff.
- Successfully coordinated University's Black History Month Programming with broad collaboration.

Strategic Priorities

Goals > Progress Toward Goals

Increase student use of the UNITI Cultural Center through outreach.

- A comprehensive outreach plan was developed and implemented, including social media (Facebook, Web site, etc.).

Increase student involvement from cultural and ethnic interest student groups.

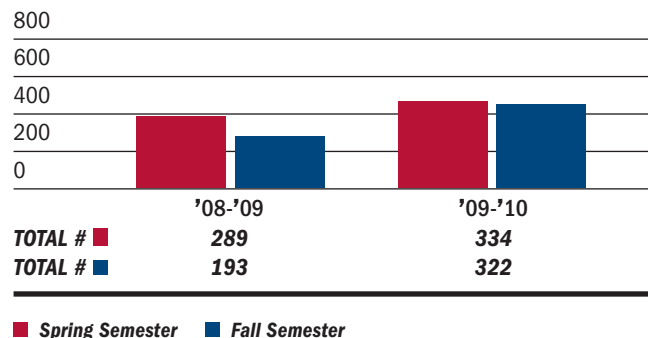
- Students were involved in all committee and major event planning.
- Outreach to students for SB Alumni Association Awards increased their awareness about the Alumni Association and helped to cultivate lasting relationships beyond graduation.

Further develop the SAAB Chapter to optimize student learning and development"

- Offered developmental programs in the area of career development, intellectual growth and leadership development.
- Expanded communications about SAAB programs and opportunities.

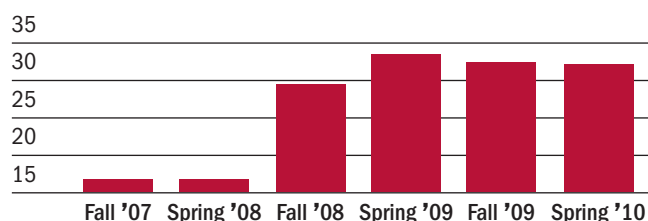
UNITI Cultural Center Facility Reservations Comparison

of Comparison



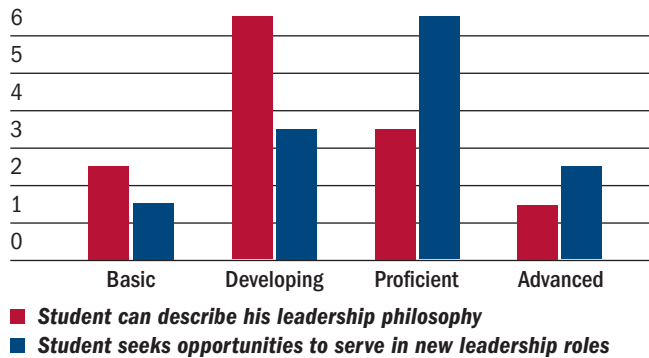
SAAB Chapter Membership Over Time, Fall 2007-Spring 2010

of Students



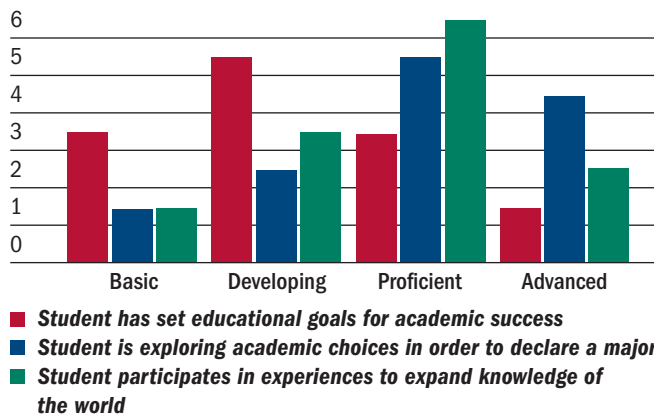
SAAB Leadership Development: Performance Levels

of SAAB Leaders



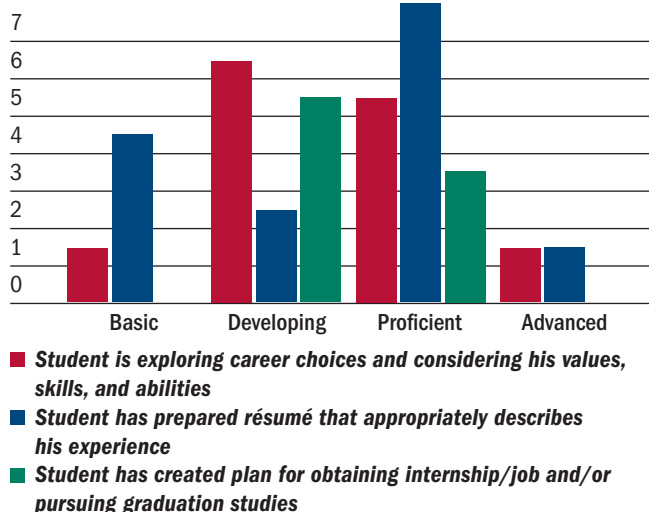
Intellectual Growth/Educational Goals: Performance Levels

of SAAB Leaders



SAAB Career Choices: Performance Levels

of SAAB Leaders



Points of Pride

Suffolk County Community Service Initiative Grant: Received \$1,300 grant to underwrite the My First Day at College Program, conducted by SAAB Chapter for 40 students from Brentwood South Middle School. Coordinated and hosted by the SAAB Chapter, this full-day community service program featured a panel presentation, small group discussions, and a campus tour.

Stony Brook’s Campus Response to Earthquakes in Haiti: Provided co-leadership in convening the Campus Response Administrative Team and coordinated Web site development, programs, relief efforts, support, and resource information. Also assisted in responding to Stony Brook’s Haitian students and others directly affected by the earthquakes.

Stony Brook Alumni Association’s Student Scholarship Awards: Chaired the SBAA Awards Committee and implemented a comprehensive outreach campaign, including a new website and online application, resulting in a 120 percent increase in student responses received, from 35 to 77 applications.

Strategic Priorities 2010-2011

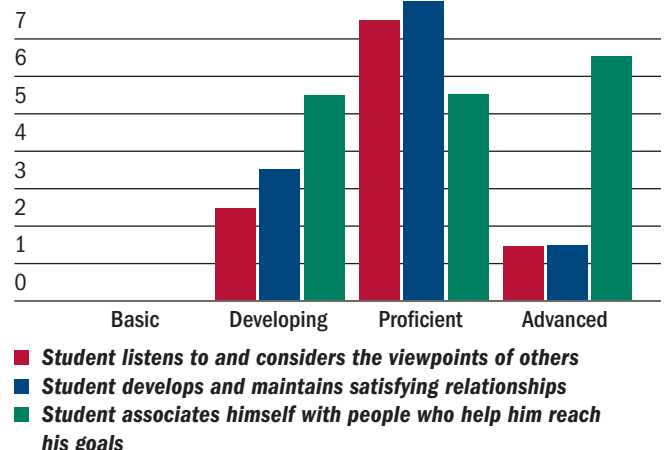
SAAB National Assessment: As an institutional member of the SAAB National Organization, we will participate in their national assessment (data collection system and an online student survey).

Increased collaborations with Academic Affairs: Partner with Academic Affairs for internships, programs, and services.

Strengthen and Build Relationships with Cultural and Ethnic Interest student groups: Implement comprehensive outreach to groups and increase participation from diverse student groups in the Multicultural Organizations Network and the Multicultural Women’s Alliance.

Meaningful Interpersonal Relationships: Performance Levels

of SAAB Leaders



Contributions Toward Divisional Goals

Goals > Progress Toward Goals

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

- Provided campus leadership as central office for response to and point of contact for the facilitation and resolution of a wide range of student issues, concerns, and needs.
- Enhanced partnerships with academic and administrative offices to advance collaborative spirit and response.
- Expanded Earthstock educational outreach initiative with more than 275 secondary school students participating in a collaborative pre-college seminar and educational projects.

Support student learning, personal development, and academic success.

- Provided individual advisement to more than 830 students in response to their academic, family, personal, and psychological crises and concerns to support academic success and personal development.
- Coordinated Student/Faculty/Staff (SFS) Retreat focused on “General Education in the 21st Century” and contributed significantly to the current review of undergraduate education.
- Coordinated student events to recognize outstanding student service, leadership, academics, and research such as Undergraduate Recognition Awards, Student Art Exhibit, etc.

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

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

Promote a vibrant, inclusive community.

- Managed high-level student crises, including four tragic student deaths and downscaling of Stony Brook Southampton within a five-week span of the Spring 2010 semester, with warmth and leadership in support of a strong sense of campus community.
- Strategic advancements to Earthstock, a SUNY award-winning weeklong series of educational programs on sustainability involving 7,000 participants, 275 secondary students, 150 volunteers, and 100 vendors.

- Provided campus leadership in the coordination and expansion of initiatives focused on institutional pride, tradition, and identity.
- Launched Campus Involvement Project that helps students involve peers in student life.

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

- Adjudicated 39 high-level conduct violations, including suspension/expulsion appeals in support of community standards, personal responsibility, and sound decision-making.
- Initiated review of certain University policies and procedures in response and follow-up to student cases (pedestrian accidents, motor vehicle accidents, traffic safety, etc.) and helped initiate divisional focus on safety.

Strategic Priorities 2009-2010

Goals > Progress Toward Goals

Student Case Management

- Optimized organizational roles and training to focus case management on delivering prompt, compassionate, and effective responses to student needs.
- Provided organizational leadership to academic and administrative departments to create a coordinated, effective, and seamless University response for more than 830 student cases during 2009-2010 academic year.

Emergency and Crisis Management

- Provided leadership in response to major campus tragedies and crises (including four student deaths and the relocation of SBS students). Served as a key point of contact for students, faculty, staff, family, and community members.

Community Development

- Provided leadership to and advanced the initiatives of the University Spirit and Pride Committee in its efforts to provide opportunities for programming and engagement.
- Helped advance record attendance of students at NCAA athletic games and supported teams, fans, and community in banner year.
- Coordinated major traditional programs, including the Presidential Inaugural Ball, SFS Retreat, Earthstock, Student Giving Campaign, Homecoming, etc.
- Campus Leadership, Partnerships: Advanced strategic partnerships with administrative units and academic deans that support student advocacy and support.

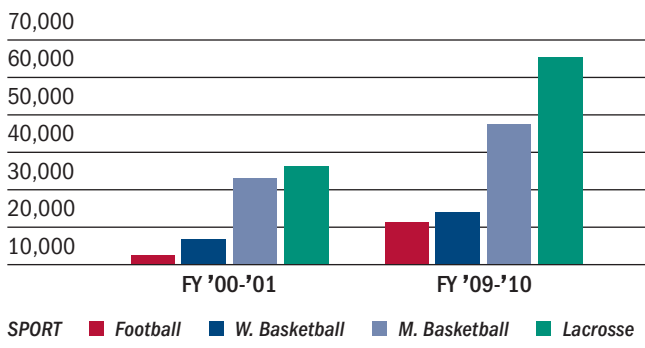
Performance Indicators

Student Case Management Metrics: Managed more than 830 student cases representing a wide range of student problems, concerns, and issues.

SFS Retreat Sense of Community Outcomes: Pre- and post-assessment of the Student/Faculty/Staff Retreat’s impact on sense of community and faculty interaction demonstrate that, while students selected to attend the Retreat entered the experience with somewhat higher levels of sense of community and faculty interaction, the Retreat served a synergistic role to help propel outcomes along these measures.

Student Attendance at Athletic Events: Provided leadership to campus committee that helped increase student attendance at targeted athletic events by more than 300 percent (up to 475 from 155 average students at Basketball games) as a way to help create school pride and spirit.

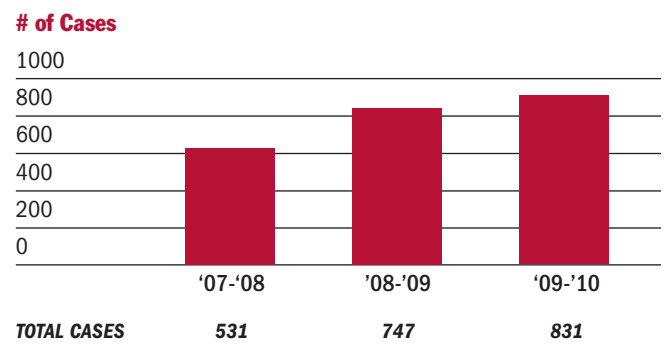
Student Attendance at Athletic Events, 2000-2001 to 2009-2010



DOS Student Cases by Category

Academic	131
Advising/Misc.	130
Death of Student/Alumni	9
Family Illness, Crises, Death	59
Financial	35
Housing	26
Judicial	39
Medical	134
Missing Student	6
Psychological	34
Recommendations/Nominations	172
Other	56
TOTAL	831

Student Cases Manage by DOS Office, 2007-2010



Points of Pride

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

Grant Support: Awarded SUNY Explorations in Diversity and Academic Excellence Grant (\$7,080) to enhance efforts connecting local schools with Earthstock. Awarded the Newman’s Own Campus Community Service Challenge Grant (\$7,500) to support Alternative Spring Break Outreach, which this year sent 50 students to flood-ravaged Georgia to help rebuild communities.

Haiti Relief Effort: Initiated the recruitment and coordinated the activities of a campus response team to provide as broad a spectrum of support as possible to affected students, faculty, and staff.

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

Strategic Priorities 2010-2011

Assessment, Metrics, and Data Collection: Broaden and strengthen learning outcomes for various elements of unit. Expand targeted metrics that help deepen assessment of operational effectiveness and student satisfaction.

Institutional Pride, Traditions, and Identity: Expand scope of pride and tradition initiatives to help communicate campus history and traditions. Enhance publicity of campus traditions using social media networks and Campus360.

Communications and Publicity: Develop the DOS brand; identify and highlight outstanding student achievements.

Contributions Toward Divisional Goals

Goals > Progress Toward Goals

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

- Total of 8,364 students (33 percent) visited Student Health Services (SHS) with a total of 24,882 visits, not including the vaccinations done at the PODs by SHS staff.
- Point of Care Testing developed for nurses and health care providers to perform testing in the clinic to speed SHS student visits with 1,589 tests performed.
- Prescriptions filled at the SHS pharmacy were at about the same number but there was a dramatic increase in the over-the-counter medications given out. More than 6,500 more free items, totaling more than \$58,000, were distributed.

Support student learning, personal development, and academic success.

- Supervision and training of 40 third- and fourth-year medical students on their clinical ambulatory rotation.
- Supervision and training of two nursing and two nurse practitioner students.
- Supervision and training of three family medicine residents, one preventive medicine resident, and two dermatology residents.

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

- SHAC planned and coordinated weeklong health and wellness event.
- Five students were part of the SHIP committee in evaluating insurance company bids and determining the health insurance program for the coming year.
- Created graduate internship with the SHS IT to develop skills in server and computer security and maintenance.

Promote a vibrant, inclusive community.

- ILI (Influenza-like-Illness) Task Force created in conjunction with CPO and Emergency Management for H1N1, prevention information and kits, communication, and eventual vaccine distribution.
- Recycling bins were set up in the SHS lobby for old batteries, cell phones, bottles, and glass.

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

- Staff manned 10 H1N1 PODs training student nurses, paramedics, and medical students to give immunizations and keep records of all distributed vaccines.
- Measles, Mumps, and Rubella Public Health Law compliance was at 100 percent by the end of the Spring 2010.

- Gardasil (HPV) vaccine education offered to all women on their annual GYN visit. Americorp Health Core also supported distribution of Gardasil fact sheets and availability of the vaccine at the SHS.
- AmeriCorp Health Core project developed and implemented for sharps disposal in residence halls.

Strategic Priorities 2009-2010

Goals > Progress Toward Goals

H1N1 Prevention

- 10 PODs and 11 mini-vaccination clinics at the SHS were offered in six weeks. More than 4,500 H1N1 and seasonal flu shots were given to campus community. Weekly information tables were held in the SAC and Union with Commuter Student Services. Ten thousand packets were distributed at tables, workshops, and South P.

HIV Testing

- On HIV testing day in March, 140 students were screened and more than 200 students received HIV awareness workshop training and received safer sex materials. Suffolk DOH and LIAAC did six more HIV testing days leading to another approximately 120 students being tested for HIV.

SHAC Health Awareness Week

- The SHAC members executed Health Awareness Week in April. Campus Residences, Campus Recreation, and Commuter Student Services supported events in conjunction with SHAC.

Tobacco Cessation Program

- In conjunction with Sabra Boughton and NYS TAC (Tobacco Action Coalition), a product mini-grant of \$5,000 was received in the form of nicotine replacement products: gum, patches, and lozenges. Materials were offered by SHS and education by CPO Health Educator to more than 70 students.

Performance Indicators

Pharmacy Prescriptions: 8,916 vs. 8,919 last year; Over the Counter Meds: 20,534 vs. 14,007 last year

Vaccinations (In House + PODs): 8,728 compared to 2,433 in 2008-2009.

Patient Satisfaction: Ninety-eight percent of students would recommend the SHS to a friend in a survey of 100 students done at the Health Service during the Spring Semester.

Learning Outcome: Vaccine Education initiative yielded 84 percent of all students and 92 percent of student athletes were able to effectively identify two benefits and risks of the Gardasil vaccine.

Student Health Center Patient Visits by Type, 2004-2010

Academic Year	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Medical	14,796	16,186	16,233	16,540	16,897	17,188
GYN	4,108	4,635	4,318	3,800	1,926	3,027
Administrative	2,265	2,232	3,186	2,626	2,314	328
Dermatology	358	248	312	287	155	361
Wart Clinic	235	226	291	166	28	62
Therapeutic Massage	718	801	755	702	683	606
Nutritionist	157	196	209	213	216	35
Influenza Vaccine Clinic	—	—	—	—	—	397
Social Worker	661	732	688	553	506	261
CAC Counselor	449	388	297	—	—	—
Self Care Clinic	—	—	—	—	—	2,617
Total SHS Visits	23,747	25,644	26,289	24,887	22,725	24,882
Total SB Enrollment	21,685	22,011	22,524	23,351	23,994	24,692

Notes: Divisional reorganization in 2007 moved CAC Counselor to Center for Prevention and Outreach. Electronic Medical Records (EMR) introduced in 2009 changed the way visits were tracked. Administrative visits, in the past, had included the Self Care Clinic and Flu Clinics. With EMR, they became separate categories. Influenza Vaccine Clinic and Self-Care Clinic introduced in 2009-2010.

Points of Pride

H1N1 PODs: 10 vaccination PODs were done to distribute more than 4,500 H1N1 and seasonal vaccines.

ILI Task Force: 120 student volunteers, SHAC, Americorp Health Core, Campus Residence, Commuter Student Services, and Peer Health Education distributed flu prevention kits and education on H1N1 prevention to more than 10,000 students.

SHAC Committee: SHAC was actively involved in creating a wellness week for the campus in the spring semester. They were also active participants in the SHIP committee to determine the student insurance company for the coming year.

Strategic Priorities 2010-2011

Active Laboratory EMR Interface: Mediat EMR will have an active interface with outside laboratory, and health care providers will be able to receive results on their home computers through a laboratory Web site.

AAHC Compliance: Update the Policy and Procedure Manual and staff training to reflect the change in standards by the AAHC.

Health Education: Update health information in Mediat system to be current. Have SHAC conduct a needs assessment on what type of programming the students feel they need.

MMR Automation: Automate the process of blocking students not in compliance with the MMR Public Health Law to improve the compliance rate earlier in the semester as required by New York State.

Mission and Overview

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.

Contributions Toward Divisional Goals

Goals > Progress Toward Goals

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

- Created an online “Submit Event Form” for students, faculty, and staff to submit events for Student Life listserv, calendar of events, and Facebook.
- Developed online “New Alumni Form” to gather information from alumni on clubs and organizations they were involved in while a student at Stony Brook University.
- Division of Student Life: All departments within the Division expanded use and visibility of Facebook Fan Pages.
- Utilizing SCALA for promotion of events in the Student Activities Center.

Support student learning, personal development, and academic success.

- Eight student life professional staff members taught academic classes: seven SBU 101, and assistant dean for Student Life and Leadership taught one Sociology 268.
- Implemented the Student Employee Learning Outcomes with all student employees across the Division.

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

- Division of Student Life offered 44 internship opportunities for students: 20 Media, six Student Activities, seven Craft Center, three Campus Recreation, four Student Life, one Leadership, three Leadership.
- Student Employment: 207 students were employed within the Division of Student Life.

Promote a vibrant, inclusive community.

- Division of Student Life Listserv has grown to 10,880 members. Announcements are sent out twice per week to students regarding calendar of events and announcements.

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

- Collaborated with Faculty Student Association (FSA) in offering Non-Alcoholic Monday Night Programming in the UCafé with the Rock Your Face Case Concert Series.
- Campus Recreation, Commuter Student Services, and Student Activities all offer a host of programs, lectures, and activities that support healthy lifestyle choices.

Strategic Priorities 2009-2010

Goals > Progress Toward Goals

Marketing and Branding

- Creation of Student Life Video.
- Increased membership in Student Life listserv, main medium through which information about student life, engagement, and activities is communicated.
- Helped implement use of the new SCALA (general-purpose multimedia marketing service) in the Student Activities Center to help promote student life events and activities.
- Initiated social media marketing campaign using Facebook with more than 1,300 fans.

Internship Opportunities

- Offered 44 internship opportunities for students.

Student Employment Opportunities

- Employed 207 students within the Division of Student Life.
- Invested in student learning of student staff through the successful implementation of the Student Employee Learning outcomes (SELO) initiative.

New and Creative Programming

- Introduced the collaboratively coordinated “Rock Your Face Case” non-alcoholic concert series to great acclaim and fanfare. Averaged well more than 100 in attendance.

Institutional Pride and School Spirit

- Collaborated with Athletics, Office of Athletic Bands, Campus Residences, and Office of Communications in the promotion of Spirit and Pride in the institution and of the Athletics Program by hosting tailgate activities before athletic events, supporting travel for student fans to attend championships, and the weekly promotion of all athletic events.

Performance Indicators

Student Life Online Submit Event Form: 213 events submitted in 2009-2010.

- Form created in August 2009 for students, faculty, and staff to have their event posted on Student Life listserv, calendar of events, and Facebook.

Student Life Listserv: Maintain 10,880 members, sent 102 listserv messages.

- Maintain the Division of Student Life listserv for announcements and calendar of events.

Created an Online Form Called “New Alumni Form”: As of 6/14/10 collected 469 forms from new alumni.

- Created a New Alumni Form on the Student Life Web site to collect data from alumni on the clubs and organizations that they were involved with while a student at Stony Brook University. Data being collected to assist in forming of Alumni Affinity Groups.

Points of Pride

LICSPA 2010 Creative Program Award: The Division of Student Life Internship Program received the 2010 Creative Program of the Year Award from the Long Island Council of Student Personnel Administrators.

Marketing: Developed a Student Life Video to help market opportunities for student engagement and activities. Student Life listserv, with more than 10,000 students, faculty, and staff enrolled, serves as main Student Life marketing tool.

Internships: Offered 44 internship opportunities to support administrative functions and student learning.

Strategic Priorities 2010-2011

Internships: Continue to offer internship opportunities for undergraduate students.

Programming: Increase student programming throughout the Division of Student Life.

Collaboration: Work closely with Campus Residences in offering a seamless approach to programming. Work closely with USG Student Programming Board in enhancing the perception of student life.

Marketing: Use videos to promote student life at student events and programs wherever possible (i.e., prior to outdoor movie events or events in large venues, show video clips to promote upcoming events; show Student Life Video at Convocation in the stadium).

Assessment: Develop assessment tools and instruments in pre/post-test assessment of student’s experience interning in the Division of Student Life.



Contributions Toward Divisional Goals

Goals > Progress Toward Goals

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

- Enhanced social media outreach and marketing systems so as to optimize communications of recreation events to students, faculty, and staff.
- Enhanced strategies, policies, and increased opportunities for outdoor recreation programs including whitewater rafting, kayaking, and bicycle trips.
- Successfully developed and organized a “field day” for the EOP summer program.

Support student learning, personal development, and academic success.

- Organized comprehensive and yearlong student staff and leadership development training series to support student staff development and knowledge of FERPA, sexual harassment, risk management, conflict resolution, multicultural development, and recreation as a vehicle for student learning.
- Expanded Divisional Student Learning Outcomes Assessment and Training such that student coordinators were trained on how to accurately assess students’ learning and development along a multidimensional set of rubrics.

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

- Developed student internships for marketing, wellness programs, sports clubs, and intramurals. Supervised and fostered student interns’ experiential learning and development.
- Coordinated Community Outreach initiatives including Turkey Trot, Fun Run, and Debbie Whitmore Memorial Scholarship Run.

Promote a vibrant, inclusive community.

- Weekend Programming: 15 weekend programming events.
- Coordinated annual Wellness Expo, with more than 2,000 participants, which provides the students, faculty, staff, and community learning opportunities on each of the dimensions of wellness.
- Sport clubs: Offered two off-campus trips to the Men’s Ice Hockey Team Competitions; Men’s Rugby Team moved up to Division I. Games draw many students and community members.

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

- Friday “Happy Hour”: Offered 13 Friday and Saturday classes, totaling 1,239 participants.
- Implemented Wellness Week. Events included: Wii sports competition, body fat testing, blood pressure and chole-

sterol testing, free personal training, and SB Strongest Bench Press Competition.

- Developed six wellness workshops including Fitness Made Easy, Healthy Eating=Healthy You, Stress and Time Management, Nutrition on Campus.
- Provided workshops in Risk Management for recreation staff.

Strategic Priorities 2009-2010

Goals > Progress Toward Goals

Weekend Programming

- Offered 15 major weekend programs and 182 weekend fitness classes, which totaled more than 3,873 participants throughout the year.

Staff Training and Development

- Organized comprehensive year-long student staff and leadership development training series to support 162 student staff. Training included development and knowledge of FERPA, sexual harassment and conflict resolution, multicultural development, and recreation as a vehicle for student learning.
- Trained and certified 80 percent of all staff in CPR and Automated External Defibrillator.

Marketing, Outreach, and Communications

Enhanced outreach and communications to students through expanded use of social media and marketing.

Stats since March 2009:

- Campus Recreation (friend page): 208 percent increase to 1,179 members
- Campus Recreation Fitness and Wellness (group page): 33 percent increase with 670 group members
- Campus Recreation YouTube page: 904 percent increase with 1,114 channel views

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 3,677 hours, totaling 102,542 visits; this represents 7 percent increase over last five years.

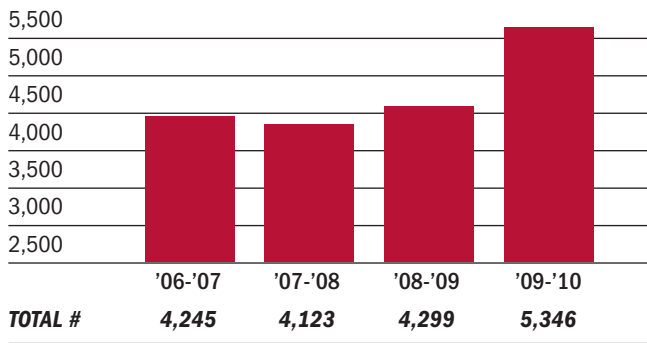
Fitness Area: Offered 1,209 classes totaling 13,927 participants, a 16 percent one-year increase and 27 percent five-year increase.

Intramural Program: Coordinated 10 Intramural Sport Activities totaling 5,346 participants, a 20 percent one-year increase.

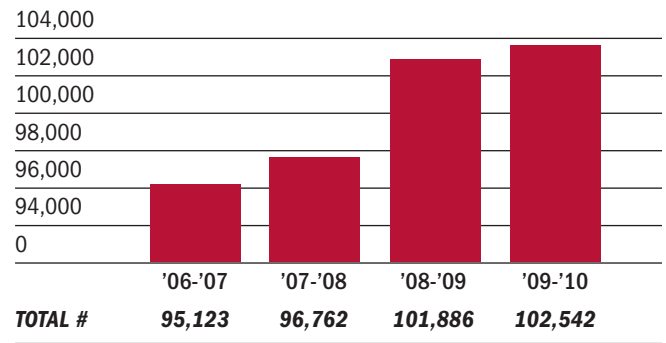
Recreation Program: 23 events offered, totaling 1,663 participants.

Sport Clubs: 28 sport clubs, totaling 935 members.

Intramurals Participation, 2006-2010



Wellness Center Visits, 2006-2010



Points of Pride

Major Programming: Collaborated with Campus Residences to provide large-scale Friday night program from 9:00 pm to 2:00 am, offered both Fall and Spring, and attracting more than 500 students at each event to help meet increasing recreation demand. More than 500 students attended Departmental Outdoor Movie on a Friday night to see “Avatar.”

Fitness Program: Offered 141 more fitness classes (1,209 vs. 1,068) with total annual participation totaling 13,927. Average class attendance was 11.50. Added 13 more Friday and weekend classes this past year.

Team Success: Ice hockey, roller hockey, and rugby sport club teams were nationally ranked; flag football won regional LI Football Tournament.

Strategic Priorities 2010-2011

Staff Training and Development: Certify 100 percent of Campus Recreation staff in CPR/AED; enhance student staff training, with a focus on student learning outcomes; expand student internship availability and development opportunities.

Assessment Measures: Expand assessment; build upon the Campus Recreation unit plan, which gives our student supervisors the opportunities to assess the SELO of our students.

Weekend Programming: Develop additional weekend programming.

Marketing and Communications:

Utilize social media. Offer events that include community involvement such as golf tournament, wellness expo, and lawn movies. Offer fitness workshops that focus on promoting healthy lifestyles.

Contributions Toward Divisional Goals

Goals > Progress Toward Goals

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

- New video introducing new students to Commuter Assistant (C.A.) Program, and new mentor/mentee pairing process featuring Commuter Assistant online video bios yielded large increase of new student requests to participate in the program.
- Enhanced Adult Learner/Non-Traditional Student Initiative to include a “Why College, Why Now?” essay contest during National Non-Traditional Student Week.
- Launched social marketing campaign while maintaining Blackboard, bulletin displays, the Roads Scholar newsletter, CA Blogs, and two e-mail listservs.
- Collaborated with Registrar to improve student communication about Winter Session parking options.

Support student learning, personal development, and academic success.

- Monthly programs on campus services, resources, and events as well as educational workshops, including topics on self defense, sustainable lifestyles, healthy eating, stress management, winter safety, LSAT/GMAT/GRE preparation, and increasing faculty/student interaction; and had more than 1,200 students participating throughout the year.
- Annual Academic Achievement Reception honored 153 commuter students earning 4.0 semester GPA and 3.8 or higher cumulative GPA.

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

- Collaborated with the Career Center and VISTA to enhance communication and outreach to engage commuters in service opportunities through Commuter for Causes including an American Heart Association Heart Walk and Family Service League Toy Drive.
- Created committee structure to assist with CA leadership development and engagement.

Promote a vibrant, inclusive community.

- Hosted two Drive-in Movie Nights with Commuter Student Association (CSA) with more than 500 students, faculty, staff, and community members attending each event.
- Facilitated services for adult learners including workshops during Opening of School, the adult learner listserv mailing, Driving Force, and Lunch on Us programs.
- Held our first Spring semester Non-Traditional Student Week to echo the week of recognition that is traditionally held in the Fall semester.
- Continued developing the tradition of “Commuter Student Days” at athletic events and Staller Center performances, and hosted Wolfie at three commuter outreach events.

- Held third annual Commuter Assistant Meet and Greet event before Opening Weekend; 57 new student partners attended.

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

- Collaborated with CPO and CSA on Commuter Depression Screening Days. Staff and peer educators spoke with 950 students, and 311 students completed depression screenings.
- Distributed more than 1,000 informational H1N1 flu packets to commuter students.
- Facilitated connection between Planned Parenthood and the Center for Prevention and Outreach resulting in several collaborations including “Love Carefully” in the SAC Plaza and “Safe Spring Break Outreach” at South Parking Lot.

Strategic Priorities 2009-2010

Goals > Progress Toward Goals

Engagement and Outreach

- New Commuter Student Services Office location helped increase visibility and student visits.
- Hosted “Commuter Days” to create strong commuter student engagement in events.

Communication

- Launched video ad introducing Commuter Assistant Program to incoming students.
- Use of online video biographies introducing Commuter Assistants.
- Made expanded use of social media sites as effective communication method (340 Facebook Fans).

Commuter Assistant Program

- Utilized unit learning outcomes data to initiate assessment of programmatic efficacy.
- Created more opportunities for learning through creation of programming, marketing, and community services committees.
- Expanded CA program social events to provide opportunities for socializing, networking, and community building.

Student Staff Development

- New office administrative structure offered the opportunity to engage graduate and undergraduate student staff in greater roles and tasks relating to programming and outreach initiatives.

Institutional Spirit and Pride

- Expanded efforts to integrate activities that enhance institutional programming, including increased Wolfie appearances and Commuter Student Days, at athletic events; and improved integration of commuter students at Homecoming.

Performance Indicators

Commuter Assistants: Increased new students participating in CA program by more than 89 percent (from 137 to 259 students).

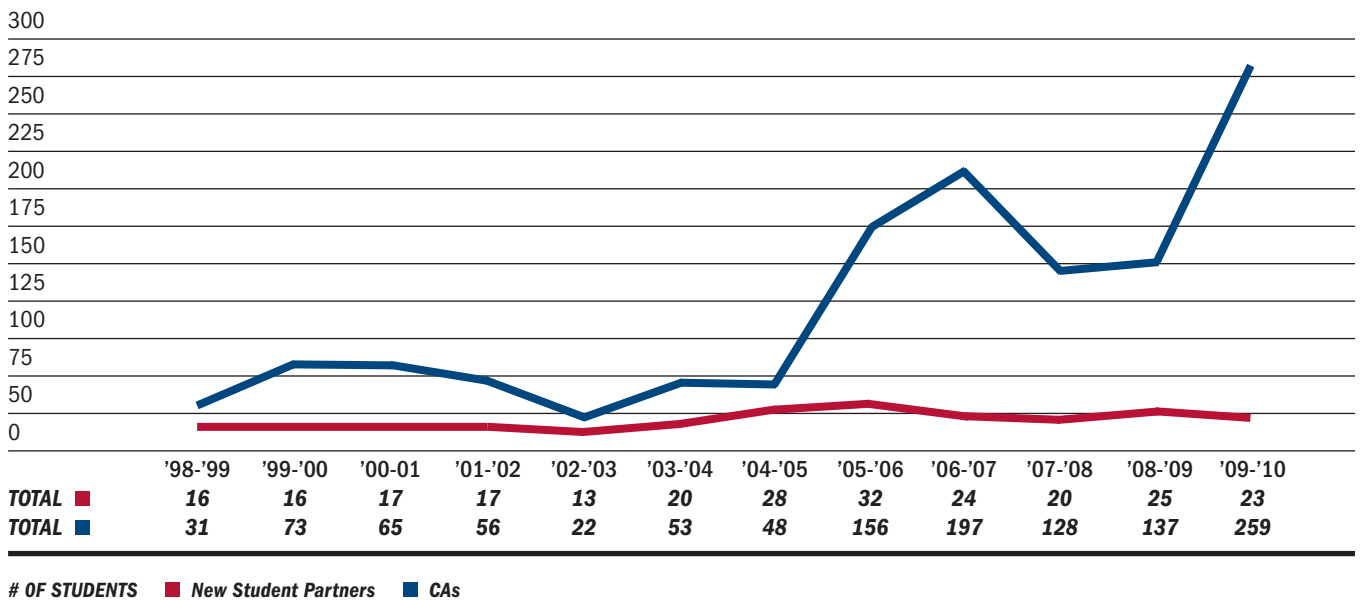
Programming: Coordinated more than 85 events with more than 8,280 students participating.

Outreach: Increased hours of face-to-face outreach by approximately 400 percent (20 to 100 hours).

Commuter Student Services Programming

Program Type	Number of Programs	Attendance
Commuter Assistant	21	503
Wellness	6	1,930
Educational	8	344
Outreach, Social, and Recognition	36	4,698
Commuter Connections	7	805

Commuter Assistant Program Partnerships, 1998-2010



Points of Pride

Commuter Assistant Program: New outreach methods have increased incoming students' requests to be paired with Commuter Assistants by more than 89 percent.

New Commuter Student Services Office: Completed renovation and relocation of new office to yield greater accessibility and student visits.

Community Building and Traditions: Held third annual Commuter Assistant Meet and Greet; collaborated with CSA to hold two Drive-in Movie Nights.

Strategic Priorities 2010-2011

Commuter Assistant Program: Expand presence and enhance outreach to incoming students at Orientation. Initiate CA Liaison project and CA-to-CA mentorship programs.

Assessment: Increased assessment of commuter student needs, learning outcomes, programmatic efficacy, and expanded use of Student Voice assessment platform.

Communications and Outreach: Enhance marketing of CSS services and programs. Create new Communications Intern position. Explore new marketing aesthetics and creative programming ideas. Expanded use of social media and video.

STUDENT ACTIVITIES

Contributions Toward Divisional Goals

Goals > Progress Toward Goals

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

- Planned and implemented the annual Fraternity and Sorority Life Conference to support student and group leadership development. Total of 97 students attending this conference.
- Created a Fraternity and Sorority 101 Passport Program for all new members of fraternal organizations.
- Created a model to train student leaders to work as advisors to work with clubs to help plan events.
- Coordinated Fraternity and Sorority Retreat for 28 Fraternity and Sorority presidents.
- Hired and trained student assistants to work in each of the areas of Student Activities and incorporated SELO into their work process.

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

- Continued to hire interns for all of the areas in Student Activities.
- Worked with the Alternative Spring Break Outreach Group to create an experiential learning internship program in which each of the participants were able to receive credit for attending workshops, attending the trip, and writing a journal and a reflection paper.
- Presented at the Undergraduate Student Government Leadership Day to educate clubs/organizations about the event management process.

Promote a vibrant, inclusive community.

- Completed a Diversity Sensitivity workshop for all of the student media editors.
- The Craft Center collaborated with departments around campus to sponsor a variety of free craft programs for students that included SSK Street Fair, Festival of Lights, Wellness Expo, Open Door Open Minds, Craft Night, Relax in the SAC, and Library Craft Event.
- Collaborated with the Department of Art to sponsor various programs in the SAC Gallery.
- Continued to sponsor weekend life programs, such as Relax in the SAC and traveling game night, and collaborated with Athletics to sponsor tailgates for weekend games.

Strategic Priorities 2009-2010

Goals > Progress Toward Goals

Weekend Programming

- Total of 57 programs for 2009-2010 were planned on the weekends for SB students by Student Activities Weekend Life Staff.

Fraternity and Sorority Programming

- Created a 101 Passport Program for all new Fraternity and Sorority members. A total of 68 percent of Fall 2009 Fraternity and Sorority initiates successfully completed four of six workshops and received certificates of completion.

Craft Center Programming

- Total of 207 students participated in ceramics, arts, and leisure classes in the Craft Center. Total of 26 craft programs were sponsored throughout the academic year for students, with a total of 2,100 students participating in these craft events.

SAC Art Gallery

- Collaborated with the Department of Art to sponsor exhibits in the SAC gallery throughout the academic year. A total of five successful exhibits were held in the SAC gallery.

Institutional Spirit and Pride

- Expanded efforts to integrate activities that enhance institutional pride in operations and programming, including student organizational performances at athletic events.



Performance Indicators

Number of Registered Student Clubs/Organizations: 269

Media Organizations: 19

Fraternities and Sororities: 31 (16 fraternities and 15 sororities)

Art Gallery Exhibits: 5

BROOD: May 3, 2010 to May 13, 2010

URECA Student Art Exhibition: April 8 to April 22, 2010

gro(o)ve: January 28 to February 12, 2010

Hybrid Geographies: October 24 to December 11, 2009

SMFA Alumni Exhibition: September 15 to October 3, 2009

Noncredit Craft Center Classes: 40

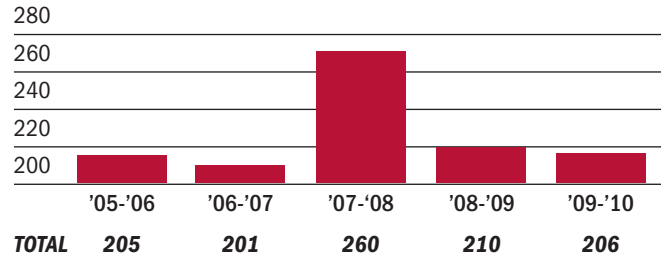
Summer 2009: 11 classes (6 ceramics, 4 arts, 1 leisure)

Fall 2009: 15 classes (9 ceramics, 4 arts, 2 leisure)

Spring 2010: 14 classes (7 ceramics, 4 arts, 2 leisure)

Weekend Programming, 2005-2010

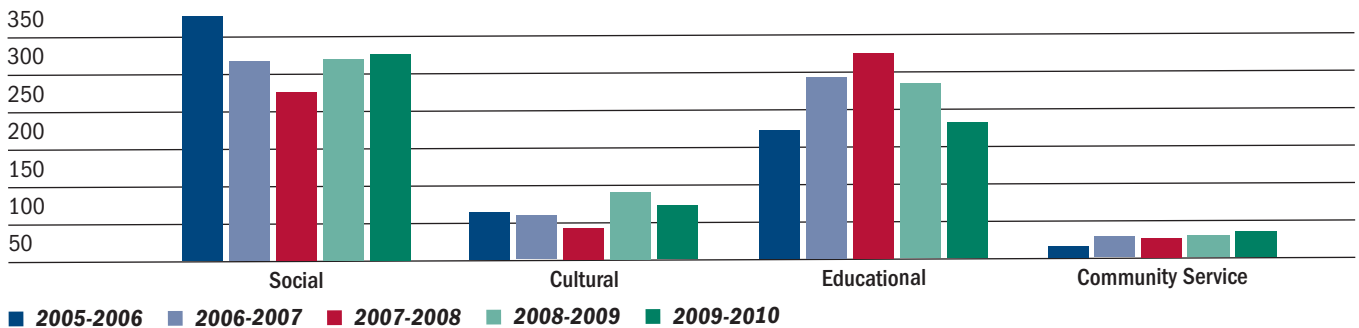
of Programs



Note: Includes programming coordinated by Student Activities Weekend Programming Staff as well as programs coordinated by student groups and organizations that were facilitated and supported by Student Activities.

Activity by Program Type, 2005-2010

of Programs



Points of Pride

Weekend Programming: Coordinated and hosted more than 57 weekend programming events to help build a robust sense of student life on weekends. Coordinated Weekend Life Grants to support student weekend programming.

Student Staff Training: Trained six students to advise clubs/organizations on the event management process, which helped fill several staff vacancies and provided students with new and transferable skills.

Regional/National Leadership and Visibility: Staff were involved with and provided leadership to many regional and national professional organizations including conference presentation to help advance the profession and University.

Strategic Priorities 2010-2011

Five-Year Plan: Comprehensive review and development of new vision, goals, and objectives as aligned with University and divisional mission. Focus on streamlining processes, resources, and collaborative programming.

Assessment: Increased assessment of student needs, identification of learning outcomes and programmatic efficacy, and expanded use of Student Voice assessment platform. Develop staff capacity for assessment.

Staff Training: Develop new training platforms for new club registration and training as well as Fraternity and Sorority new member training. Collaborate with Undergraduate Student Government on Leadership Day.

Major Programming: Develop major programs with focus on galvanizing, developing, and connecting student organization programming as base for large-scale events, especially for Opening of School and Chillfest.

Contributions Toward Divisional Goals

Goals > Progress Toward Goals

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

- Organized 80 evaluations for 70 students on the basis of disruptive or threatening behavior. Goal is to help students maintain appropriate behaviors in order to continue as a student at SB.
- Organized staff developments at CAPS to ensure staff have clarity regarding the BAC/ME process.
- Organized and trained CAPS/CPO staff to complete mandated evaluations.
- Piloted an intern rotation where pre-doctoral interns are trained and supervised on evaluation process.
- Consulted with individuals at other institutions and initiated a process whereby Stony Brook became a part of a larger group of institutions committed to increasing campus safety.

Support student learning, personal development, and academic success.

- As part of the evaluation process, students were encouraged to reflect on the original incident as a way to consider alternative behaviors to the problematic behaviors exhibited.
- As part of evaluation process, students were provided with assistance with referrals for mental health counseling as a means to facilitate personal development, and an advisor as a means of academic support.

Promote a vibrant, inclusive community.

- Evidence indicates that many students who experienced difficulties were able to resume important community activities including co-curricular activities, student clubs/organizations, and athletics.
- Consulted with faculty, parents, and staff; feedback indicates that they felt supported by the University.
- Collaborative relationships initiated around threat assessment best practices vis-à-vis Campus Threat Assessment Seminar, an empirically supported training seminar committed to campus safety.

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

- Organized 80 evaluations for 70 students on basis of disruptive behavior and/or threat to self or others.
- Coordinated a pilot program of the Illinois Model with individuals who made a credible suicide threat or attempt. These students were required to participate in four sessions of professional assessment aimed at increasing the students' ability to maintain concern for their self-welfare.
- Consulted with mental health care providers to facilitate appropriate treatment services as a way to assist students in making healthy lifestyle choices.

- Consulted with faculty and professional staff on campus to increase students' awareness of resources and to encourage students' personal responsibility in accessing resources.

Strategic Priorities 2009-2010

Goals > Progress Toward Goals

Development of a Mandated Evaluation Team

- A small team was identified to complete the mandated evaluations. Individuals were identified on the basis of interest in the process and record of clinical excellence, including pre-doctoral interns.
- Developed system for enhanced communication of cases, including Behavioral Assessment Committee Meetings, which brings together faculty/staff from various units of the University to consult on cases.

Information Gathering and Data Tracking

- Developed system on medical record keeping system to allow for consistency of information gathering, which includes key variables related to information/data collection and Conduct Code.
- Tracking system was designed to include known risk factors/predictors for suicide and information outlined in the Illinois Suicide Prevention Plan.
- Created database to record key variables of individuals required to complete evaluations.

Staff Training and Development in Empirically Supported Approaches

- Seven members of BAC attended the Campus Threat Assessment conference, a federally funded and empirically supported training that addresses the prevention of college campus violence.
- Conducted staff training addressing the BAC/ME process, facilitated for CAPS/CPO staff in Fall 2009.
- A staff development that addressed the Illinois Model of Suicide Prevention for CAPS/CPO staff was facilitated in Spring 2010.

Consideration of Policies and Procedures

- Reviewed and modified, where necessary, University policies, procedures, and conduct code to incorporate empirically supported approaches.
- Reviewed, investigated, and consulted with other universities and professionals regarding safety/threat assessments on their campuses, and incorporated feedback into our procedures.
- Changes to the section of the Conduct Code that addresses the mandated evaluations were drafted.

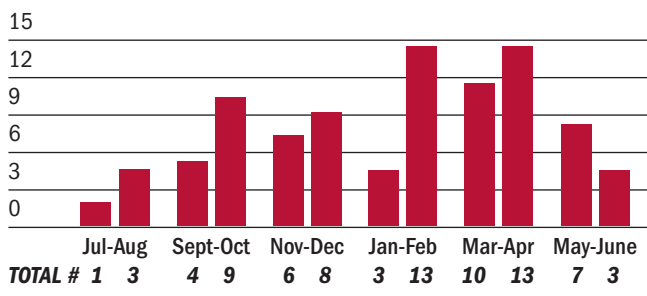
Performance Indicators

Decrease in Behavioral Disturbance: Of the 72 incidents that prompted a mandated evaluation, 60 students (85 percent) did not become known to BAC for any subsequent behavioral disturbance.

Retention Rate: Of the 70 students who required an evaluation, 45 (69 percent) either graduated in spring 2009 or were enrolled for Fall 2010.

Number of Evaluations, 2009-2010 (N = 80)

of Evaluations

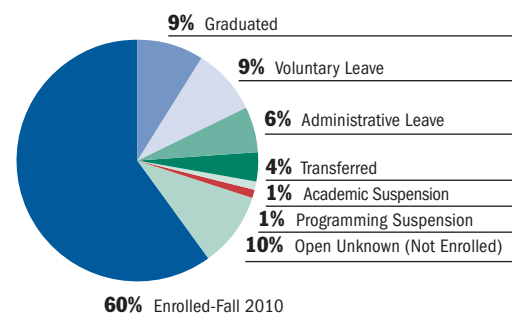


Follow-up Counseling: Of the 70 students who required an evaluation, 42 (60 percent) either sought services voluntarily at CAPS or planned to follow up with an outside referral.

Participation in counseling may be an indication of a student's willingness to explore thoughts/feelings to develop better coping mechanisms for managing behavior.

Community Perception of Process: Anecdotal evidence suggests that many faculty, staff, parents/family, and students have felt supported by the evaluation process.

Assessment Enrollment Outcome (N=70)



Points of Pride

Outcomes Measures: Data indicates that the majority of students are able to continue their education at SB following a mandated evaluation. Rates of voluntary participation in counseling suggest that the process may help students get connected to resources. There has been no known completed evaluation during the 2009-2010 academic year. Anecdotal evidence suggests that faculty, staff, parents/family, and students themselves have felt supported by the evaluation process.

Incorporation of Empirically Supported Practices: Conference attendance and review of best practices literature in the areas of threat management and suicide prevention contributed to the incorporation of these models into our evaluation process. As such, SB is currently in step with recommended practices and working to further incorporate these models into our process.

Informal Intern Rotation: Two interns were selected to participate in the evaluation process, and in Spring 2010 they attended meetings, conducted evaluations, and participated in supervision.

Strategic Priorities 2010-2011

Formalize Mandated Evaluation Team: Team members will meet on a more frequent basis to discuss pertinent issues related to the evaluation process. New team members will be identified and trained in empirically supported approaches.

Refine Data Collection: Data from the past year will be reviewed, and we will work to refine data collection through changes to forms given to students and changes of template of information collected. Both quantitative and qualitative metrics will be considered.

Formalize Intern Rotation: The intern rotation will be included as a formal rotation in the APA-accredited pre-doctoral intern-training program at CAPS.

Continue to Incorporate Best Practices: We will continue to keep apprised of developments in the areas of campus threat assessment and suicide prevention, and we will work to incorporate that information into our process.





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.



Contributions Toward Divisional Goals

Goals > Progress Toward Goals

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

- Implementation of Direct Lending.
- Upgrade to PeopleSoft 9.0.
- Creation of a Financial Aid 101 certificate program for University personnel.
- Continued implementation of the Higher Education Opportunity Act.
- Participation in Admitted Student Day, Orientations, Opening Week Activities, and SUNY Day.

Support student learning, personal development, and academic success.

- SELO Initiative.

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

- Planned/coordinated JobExpo attended by 1,048 students.
- Worked with Career Center to assist in the Community service placement initiative.

Promote a vibrant, inclusive community.

- Planned/coordinated Student Staff Appreciation Day, which celebrated the accomplishments of student employees.
- Planned/coordinated a series of workshops aimed at raising the multicultural awareness of student employees working for the Financial Aid office and UG Admissions.

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

- Staff member attended Safe Spaces Training and brought information back to the rest of the staff.

Strategic Priorities 2009-2010

Goals > Progress Toward Goals

Systems Efficiency and Improvement: Implemented Direct Lending and two Pell Grants in an award year, ACG and SMART Grant for eligible noncitizens. Upgraded to PeopleSoft 9.0. Developed more user-friendly scholarship Web page.

Customer Service: Implemented an initiative of sending monthly e-mails to students where required documentation was holding up disbursement of aid, resulting in more expedient delivery of financial aid as students took action more promptly.

Financial Aid Certificate Program: The Financial Aid 101 certificate course was first offered to the Admissions staff in the summer of 2009. Our second session was held in the Spring 2010 term.

Student Employee Learning Outcome (SELO) Implementation:

Collaborated with Office of Multicultural Affairs, the Office of Diversity and Affirmative Action, and the Office of Financial Aid and Scholarship Services to establish a series of four workshops to help build multicultural competence among student staff.

Performance Indicators

Single Audit: The Office undergoes an annual audit by an outside agency to determine if we are awarding and disbursing aid in compliance with federal regulations. The findings are sent to SUNY Administration and corrective action is taken.

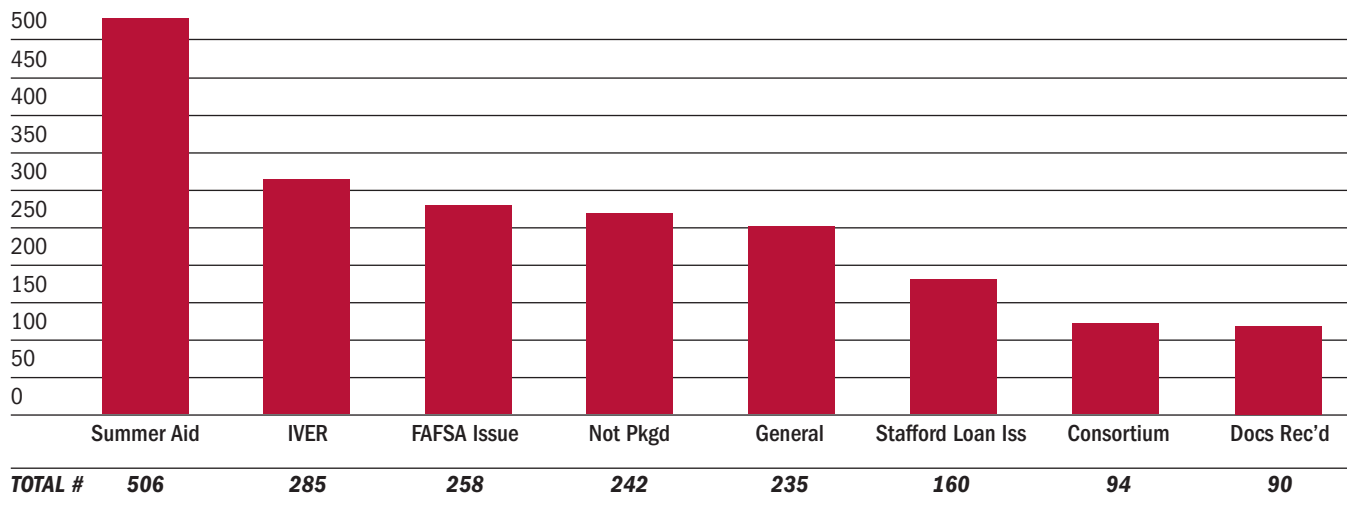
Phone/Visits Compare 2006-2007 thru 2009-2010 (First Year Data):

	Total Phones	Total Visits	Total Contacts
2006-2007	25,140	10,078	35,218
2007-2008	26,788	9,985	36,773
2008-2009	27,896	9,612	37,508
2009-2010	27,710	11,443	39,153

Students Receiving Pell Grants as a Percentage of:

	First-Time Full-Time Freshmen (IPEDS Part C)	Full-Time Undergraduates	All Undergraduates (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%

Top Contact Reasons: 2009-2010



Points of Pride

Customer Service: Enhanced use of PeopleSoft communications to serve as contact management system. The tracking of all communications with students and parents, whether through office visit, phone call, or e-mail, allows us to:

- Maintain a continuous accurate record of communications to improve the continuity and quality of our exchanges with students/parents.
- Eliminate unnecessary duplication of staff effort in student issue resolution.
- More effectively assign staff to respond to contacts.
- Analyze trends and spikes in student contacts so that we may evaluate the need for more proactive communication or for improvements to our business processes.

Participation in Federal Quality Assurance Program: The institutional Quality Assurance Program was designated by the U.S. Department of Education to assure accuracy in the administration of federal financial aid. The long-term goal is to simplify the application process, improve and expedite the financial aid delivery process, and reduce the amount of documentation families must submit to receive financial aid.

Experimental Sites Initiative: Schools that participate as experimental sites can test different ways to meet program requirements, and Federal Student Aid can incorporate these school experiences in regulatory and legislative proposals that will enhance program integrity and reduce administrative burden.

Strategic Priorities 2010-2011

Imaging: Conversion of student files to an all-electronic format using Nolij to scan all documents and save them electronically to a student folder, to enable staff to obtain information without searching for or tracking physical folders.

Virtual Waiting Room: Pilot PeopleSoft-based Contact Management System to create Virtual Waiting Room, combined with the current use of PeopleSoft communications, to track all student/parent contacts, to be used by all campus student service areas.

Documenting Processes: Documentation of all policies, procedures, and processes.

Training: Continued staff training to insure professional growth and development.

Chapter 33 Veterans Awards: Veterans are being directed to the Office of Financial Aid and Scholarship Services for explanations of the awards and what other financial assistance the veteran may be eligible for. In 2010-2011 we expect to improve the process to include the Veterans Work-Study Program.

Contributions Toward Divisional Goals

Goals > Progress Toward Goals

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

- Implemented paperless application and admission review processes using common application, SUNY application, and supplemental application materials.
- Designed and launched an online virtual tour to bring SB to those who cannot come to us.
- Collaborated with campus to offer single Admitted Student Day for more than 4,000 participants.
- Enhanced data-driven admission warehouse reports to help meet enrollment goals.
- Assisted with the development of the PeopleSoft Transfer Articulation module.
- Assisted with one-stop design and delivery of FAQs for pre-arrival of International students.

Support student learning, personal development, and academic success.

- Developed math expectations chart for prospective freshmen and transfers.
- Conducted peer-to-peer online chats for prospective students to educate and prepare students for University life.
- Established Admissions staff liaisons, and the key features, benefits, outcomes, and expectations of students enrolling in those programs.
- Conducted workshop for Suffolk Community College advisors to facilitate transfer mobility.
- Continued to provide financial literacy education to students after HESC grant lapsed.

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

- Provided training and opportunity for SB students to assist with high school outreach initiatives and peer support programs through Student Outreach for Admissions and Recruitment.
- Developed Out-of-State Student Association to support recruitment and retention.
- Utilized social welfare internships in Admissions supporting diversity initiatives.

Promote a vibrant, inclusive community.

- Collaborated with clubs and organizations to support initiatives such as SHEP Pre-College Day, LASO College 101, and Earthstock Pre-College Seminars.
- Provided buses for hosting 18 campus visits from high-needs school districts.
- Conducted Saturday college awareness workshops for STEP program.

- Implemented a YouTube video contest for current students, to share their experiences with prospective students.
- Developed a social networking page for incoming freshmen on Facebook (2,000 members) offering students a forum to receive answers to questions and to network with their peers.

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

- Promoted Red Watch Band program through counselor newsletter and e-mail network.
- Took on International student pick-up service.

Strategic Priorities 2009-2010

Goals > Progress Toward Goals

Improved processing and front-line student service through technology and staff reorganization.

- Conducted a pilot of self-reported transcripts with feeder high schools in collaboration with Binghamton University.
- Increased collaboration with counseling community by hosting receptions and information sessions in the tri-state area.
- Implemented a Wait List Blog to manage expectations and questions in a more efficient manner.

Increase out-of-state student awareness and enrollment.

- Utilized student search to increase out-of-state and high-achieving prospect and applicant pools targeting NYS high-achieving students. Conducted three on-site Admissions Days in Connecticut.
- Increased collaboration with the counseling community by hosting meetings for the Fairfield County Counselors Association and the Massachusetts South Shore Counselors' Association.
- Established Facebook page and Web site for the Out-of-State Student Association to support recruitment and retention.
- Increased enrollment of domestic out-of-state freshmen by 13 percent, with significant increases in Connecticut, Massachusetts, Florida, and Maryland.
- Focused recruitment on Asia, Middle East, and expanded into Eurasia. Increased enrollment of International first-time students by almost 20 percent.

Utilized data to design recruitment and admission strategies.

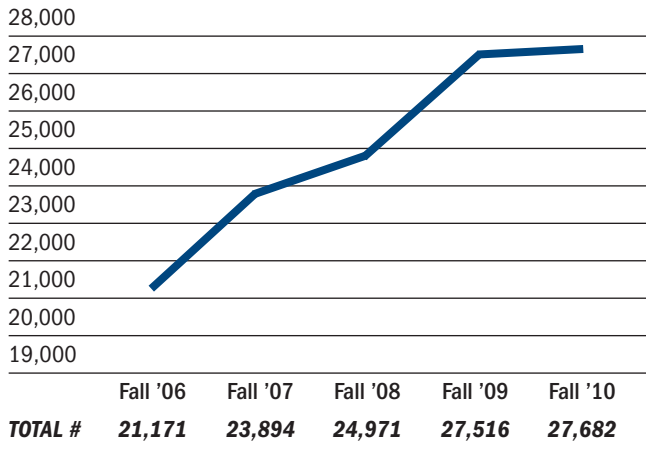
- Designed and hosted "invitation only" Red Carpet Days to replace traditional large Fall Open House event provided a higher-quality program for audiences of fewer than 350 students.
- Hosted Fall Discover Stony Brook program for out-of-state students, Engineering Day at Brooklyn Tech and Bronx High School of Science, and BNL Day for admitted students in physical sciences and engineering.
- Expanded the Spring Visit-a-Class program by adding a Fall Visit a Class program for prospective high school students.

Promoted student success by developing new data-driven messaging and admission review policies to facilitate congruence between student expectations and experiences.

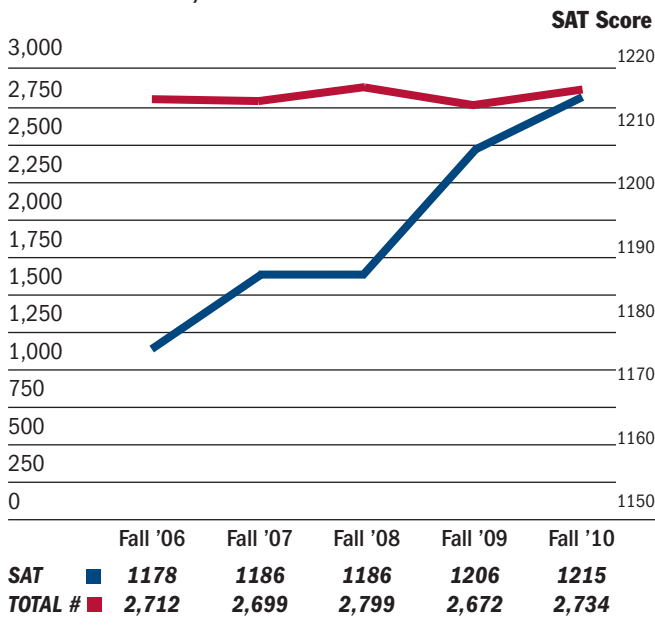
- Developed Math Expectations chart for freshmen and counselors' guide sheet to better educate students and counselors about SB math requirements for specific majors.

Performance Indicators

First-Year Applications, 2006-2010



First-Year Enrolled, 2006-2010



Points of Pride

Met enrollment goals with 99.5 percent accuracy increasing quality, geographic diversity, and maintaining economic access for students.

Admitted Student Day: On-campus “showcase” event for more than 4,000 admitted students and families involving major campus-wide collaboration.

BNL Admitted Student Day: Admitted student tour and symposium in collaboration with Brookhaven National Lab for high-achieving students in the physical sciences and engineering.

Engineering Day for Bronx Science and Brooklyn Tech: Admissions and CEAS worked to establish liaisons with STEM faculty at top feeder schools, bringing 89 students to campus for an overview of CEAS programs.

Completed second full year of paperless application and online admission review, reducing backlog by four weeks.

Developed first online virtual tour optimized for mobile devices.

Strategic Priorities 2010-2011

Implement and promote STARS and electronic transmissions of transcripts and letters of recommendation to facilitate application processing and improve data collection.

Revise communications plan for prospects, inquiries, and applicants, utilizing technology to facilitate interactive communication and realize budget savings.

Continue to improve the campus tour program and increase opportunities for high-achieving students to interact with SB faculty, staff, and students through focused campus visits/programs.

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

Focus outreach efforts to provide opportunity, and assist with the development of support networks, for underrepresented districts to ensure we continue to provide access and opportunity to historically disadvantaged students.

Pilot Transfer Articulation program for Suffolk Community College allowing for self-reported academic records and evaluation.

Develop budget-sensitive recruitment and enrollment strategies to manage declining budgets and human resources.

Contributions Toward Divisional Goals

Goals > Progress Toward Goals

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

- Provided early outreach and advising to prospective Transfer students with visits to local feeder schools—included visits with Honors College Clubs and attending College Fairs.
- Executed and maintained Joint Admissions Agreements.
- Collaborated with Southampton to evaluate and post their transfer students' credits.
- Worked closely with International Admissions Office to support admission of F1 students.

Support student learning, personal development, and academic success.

- Early intervention: Worked diligently with community college advisors to better prepare students for programs requiring additional mathematics skills.
- Provided credit evaluation for 1,800 new Transfer students attending Fall and Spring Orientations. Posted college and test credits to student records.
- Evaluated and posted math and science prerequisites to student records for appropriate registration.
- Collaborates with Registrar's Office providing course equivalencies that are used in building data tables for degree audit for majors.

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

- Established unit learning outcome that emphasizes and assesses Transfer walk-in advising.
- Assisted Admissions with creating opportunities for Transfer students to become bloggers.

Promote a vibrant, inclusive community.

- Served on Opening of School Committee to ensure seamless transition for Transfer students.
- Presented workshop for new Transfer students that supported students' transition and sense of community.
- Supported Orientation Leaders training on Transfer student issues and needs.
- Served on Curriculum Committee and Undergraduate Council to advise and advocate for Transfer students' needs.

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

- Ensured high-quality training for student assistants on FERPA policies.
- Helped students understand Degree Audit and assume responsibility for degree requirements.
- Offered assistance to incoming and continuing students to explore opportunities and make decisions.
- Counseled students on managing life and academic responsibilities.

Strategic Priorities 2009-2010

Goals > Progress Toward Goals

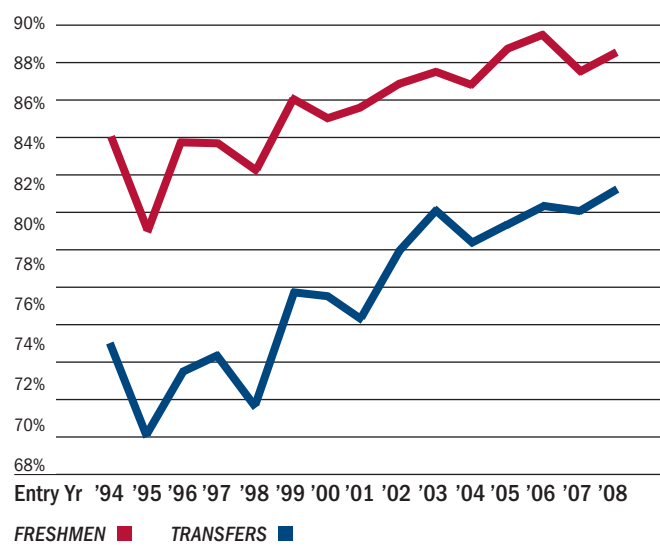
Paperless Environment: All newly enrolled transfer student files were scanned and indexed electronically.

Comprehensive Advisement for New and Prospective Students: Met with prospective students at feeder schools several times impressing the importance of building mathematical skills. Advised Joint Admissions students and others. Met with Honors College Students at both Suffolk and Nassau Community Colleges.

Update Transfer Guide: Updated and printed new 2010-2012 Suffolk, Nassau, Farmingdale Transfer Guide with additional course evaluations.

Campus Collaboration: Working closely with Registrar's Office to support major degree audit. Collaborate with Admissions daily to recruit, admit, and advise students. Continue relationships with Academic Advising and Orientation to enroll and register students appropriately.

One-Year Retention of Transfer Students Entering 1994-2008, Compared to FY Retention



Performance Indicators

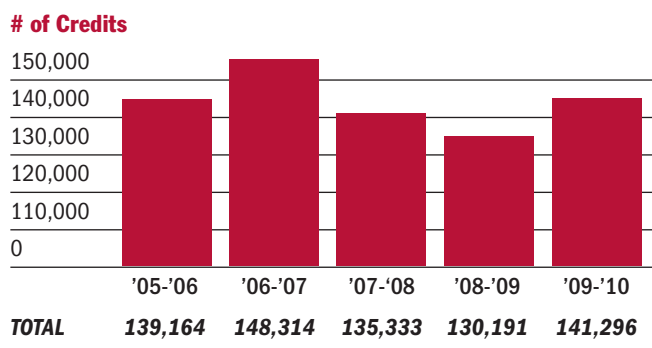
Feeder schools: Suffolk Community College (503 students), Nassau Community College (172); SUNY Farmingdale (67).

Incoming credits from Suffolk, Nassau, and Farmingdale were 59,770 (42 percent). These three schools are fully articulated.

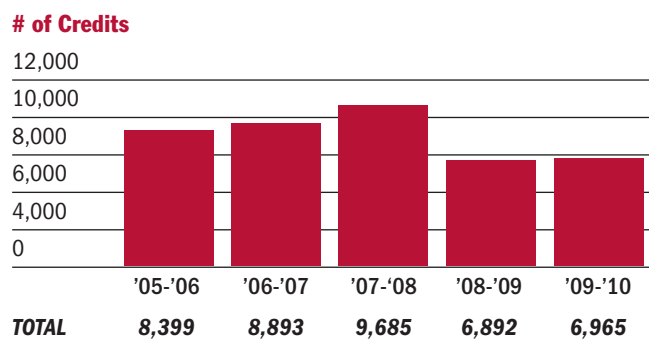
Credits from Suffolk accounted for 31 percent of all incoming transfer credits.

Transfer student majors: As in past years transfer students are choosing biology (234), CEAS majors (208), business (201), health science (125), and psychology (194) with the most frequency.

Total Credits Posted Annually, 2005-2010



Credits Taken by Continuing Students, 2005-2010



Points of Pride

Updated and printed new 2010-2012 Suffolk, Nassau, Farmingdale Transfer Guide with additional course evaluations.

Excellent incoming Transfer class with mean GPA of enrolled Fall 2009 Transfer class increasing to 3.24.

Helped ensure smooth Transfer student transition with involvement and organization of Opening Weekend for students.

Supported student advocacy of Transfer students' needs through involvement in collaboration with various academic units, committees and supporting SBU 101 instruction for Transfer students.

Strategic Priorities 2010-2011

Student Mobility

- Continue focusing on one-to-one course equivalency and updating SUNY transfer equivalency tables.
- Encourage students to understand general education requirements at pre-admission stage.
- Collaborate with community colleges and departments on course learning outcomes.

Collaboration and Cross-Training

- Develop new ways to meet the challenges facing us regarding paperless environments.
- Receive support and help from Admissions, Advising, and Registrar.
- Cross-training for students including internships.

Support Admissions in Recruiting the Best Prepared Transfer Class to Date

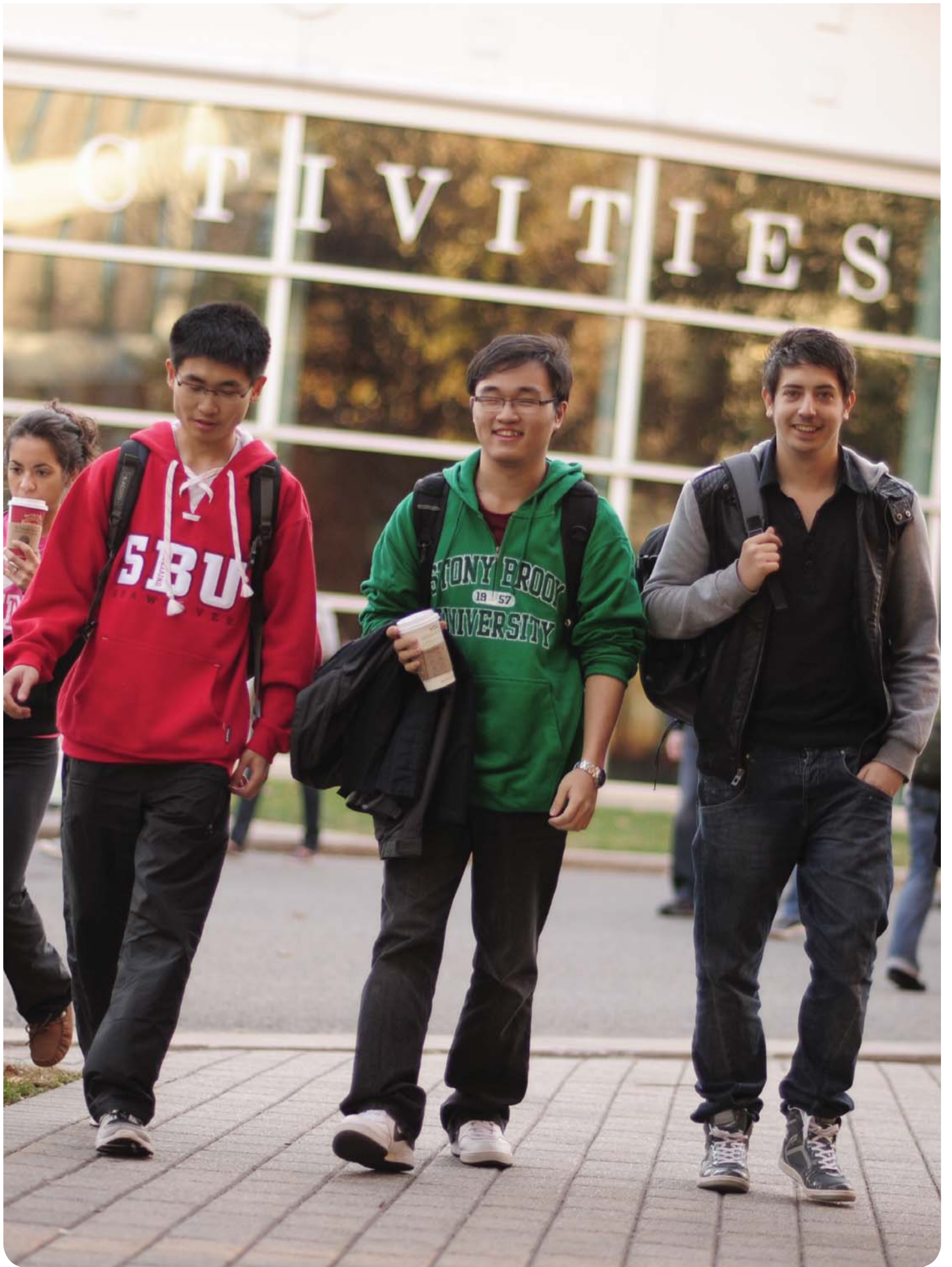
- Continue early advising in feeder schools.
- Continue meeting with Honor Clubs at community colleges.
- Meet with counselors at feeder schools and share information about prerequisites and requirements.

Credit Evaluation

- Post credits and prerequisites in a timely fashion.
- Supported development of PS Transfer Articulation module.
- Comprehensive advising for new and prospective Transfers.
- Enhance advising to focus groups, such as Honors Clubs.

Online Transfer Evaluation

- Pilot the online transfer evaluation process for Spring 2011; deposited students from Suffolk Community College.





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



Contributions Toward Divisional Goals

Goals > Progress Toward Goals

Support student learning, personal development, and academic success.

- Conducted workshops for students who were suspended, dismissed, and not eligible to petition.
- Developed and implemented new course retake policy.
- Wrote 326 committee letters and linkage recommendations, 25 noncommittee health and early medical education letters, and 22 law school dean's certifications.
- Reviewed students' degree progress reports and made regular outreach to students who were not making degree progress.
- Held regular staff meetings, monthly Committee on Academic Advising meetings, and semi-annual staff retreats to collect feedback on the effectiveness of new policies and procedures and focus on new initiatives.

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

- Sponsored three undergraduate and one graduate intern from the School of Social Welfare.
- Created an Academic Peer Advisor (APA) course designator (ADV 488) to better reflect the nature of the internship and developed senior APA roles.
- Tracked and monitored Academic Peer Advisor interns to ensure their academic success. Students maintained journals of their experiences, which helped inform the Center's advising practices.

Promote a vibrant, inclusive community.

- Worked to ensure the smooth transition of the Southampton undergraduates to West Campus, including on-site advising, class registration, and orientation for students and parents.
- Continued to teach the eight-week Academic Advising Certificate Course each semester. To date, more than 125 campus community members have completed this 16-hour program focused on general academic advising skills relevant to Stony Brook.

Strategic Priorities 2009-2010

Goals > Progress Toward Goals

Outreach and Support

- Outreached to Transfer students on academic action, to those who did not have a full-time schedule of classes or declared major, and did not advance register for the following term.
- Hosted an open house for rising sophomores and provided each student with a "Sophomore Syllabus" of important dates and advising information.
- Outreached via e-mail and phone to any senior denied graduation and worked to establish a graduation plan.
- Established a timeline to make proactive outreach to those students who did not complete crucial general education requirements and did not have a declared academic major by the junior year.
- Revamped SBU 101 to become ADV 101, including creation of sections for specialized and discipline-based population.

Student Recognition

- Recognized the academic achievement of those students whose previous academic standing was first, second, or conditional reinstatement and improved to good academic standing.
- Recognized 9,000 Dean's list recipients via cards of congratulations.

Student Communications

- Expanded student outreach via the bi-monthly "Please Be Advised" e-mail announcement that reaches 14,000 undergraduates.
- Created new venues for connecting with students via advising videos, particularly for new Transfer students prior to their attendance at Orientation.

Policy Advisement

- Developed and implemented new course retake policy.
- Developed and implemented new pre-enrollment policy.
- The Center was instrumental in revising and instituting the academic standing policy and guidelines related to petitioning for immediate reinstatement.

Performance Indicators

Conducted one-on-one advising meetings with 14,831 student visitors (appointments and walk-ins).

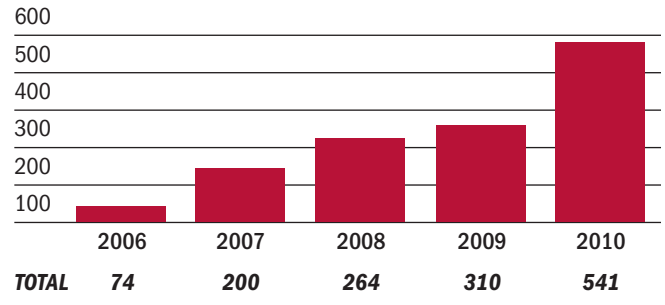
Committee Letter: 325

Academic Advising Certificate Course: Enrolled 45 members in 2009-2010.

Academic Peer Advisor Program: Enrolled 18 students in 2009-2010.

ADV 101 Enrollment, 2006-2010

of Fall Enrollments



Points of Pride

ADV 101: The development of the new ADV 101 course was one of the most significant accomplishments this past year. Thirty sections of the class were offered in Fall 2010, with the capacity to teach more than 600 new Transfer students—the highest capacity since the course’s inception.

Major Programs: The Center sponsored a significant number of outreach programs and events, including The Major Event, Academic Advising Day, So You Think You Can Graduate, and the Graduate School Forum.

Orientation: Providing a one-on-one advising experience for new Transfers is a challenging task, but one that has resulted in much positive feedback from students.

Post-Baccalaureate Program: The Center successfully generated more than 150 applications to the post-baccalaureate program in only its second year of operation.

Regional Summit Conference Host: Stony Brook served as the host chapter of the 2010 Region 1 and 10 Summit of the Golden Key International Honor Society in February 2010.

Student Recognition: The Center recognized more than 9,000 students who earned the Dean’s list.

Strategic Priorities 2010-2011

Support “at-risk” student population through expanded student success workshops, recognition, and outreach.

Establish comprehensive student learning and operational outcomes assessment committee and plan.

Support pre-health student success through the development of ADV 201 advising course and shadow program.



Contributions Toward Divisional Goals

Goals > Progress Toward Goals

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

- Expanded AmeriCorps program with ARRA funds (\$23,000).
- Awarded three-year \$273,264 AmeriCorps grants.
- Approved for VISTA grant (\$30,000 value).
- Overhauled Web site to provide more current and organized approach to online resources.

Support student learning, personal development, and academic success.

- 22,643 total student contacts
- 6,672 career counseling appointments; 6,712 in presentations
- Managed 314 alumni in ZebraCAN Career Network.
- Involved 135 industry professionals in career education.
- Ninety-six students attended Mock Interview Day.
- Managed 245 credit-bearing internships.

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

- Aggressive marketing to employers despite economy.
- More than 4,000 job and internship posts; 488 employers on campus
- 135 employers in career education; 74 site visits
- \$950,000 in JLD student employment wages generated
- New Federal Job and Internship Fair attracted 36 agencies.
- 36,000 service hours completed through Career Center.
- 2,780 volunteers recruited and \$10,000 raised for charity.
- 42 student organization partners for service projects.

Strategic Priorities 2009-2010

Goals > Progress Toward Goals

Career Education

- Delivered new career module for freshman seminar (101).
 - 99% reported the session met/exceeded expectations.
 - 26% used career services after the session.
- 6,672 individual career consultation, 6,712 students attended workshops and class presentations designed to increase their knowledge of career development and the job search preparation process.
- Addressed the career needs of specific student populations with 2,000 students attending 60 programs.
- Our career development courses for credit, CAR 110 & CAR 210, met their objectives.
- We involved 135 industry professionals in career education seminars and events.

- We rebranded our alumni network and created a new matching process: ZebraCAN–Career Advisor Network. 314 active alumni participants, 165 eligible students, and 25 successful matches.

Experiential Learning

Community service programs achieved great results:

- 36,368 service hours completed through Career Center programming.
- 2780 volunteers recruited (+57% over LY).
- \$10,515 raised for community agencies (+85%).
- Awarded \$20,000 in federal stimulus money for 20 additional AmeriCorps slots.
- Worked with faculty members to incorporate service projects as part of classroom learning.
- “Meaning of Service” program increased AmeriCorps members’ sense of community and common purpose with each other.
- Worked with faculty to incorporate service projects as part of classroom learning. One successful example is our work with BUS 447: Business Ethics–Honors.
- Helped faculty incorporate service projects as part of classroom learning (i.e., BUS 447 Business Ethics).
- Expand internship offerings and revised (EXT 288 and 488) process.

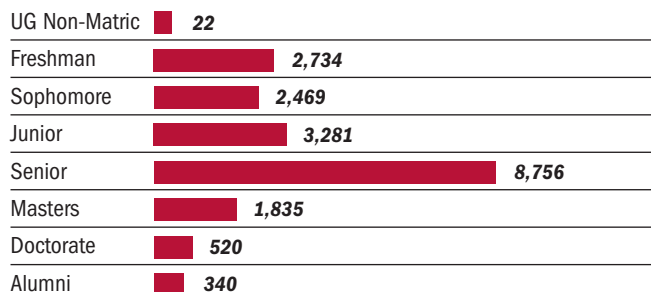
Employer Relations

- Despite continued lagging economy and decreased recruitment for the second straight year, we’ve continued to involve employers in every way possible and maintained overall employer involvement numbers.
- 135 total employers involved in career education
- 10 organizations joined our Partnership Council
- 10 employer-led career seminars
- 16 employer prime times
- 26 company presentations
- 18 employer participants in DPLN
- 16 employer participants in Mock Interview Day
- One of 15 schools in the nation approved for “Call to Serve Innovation Grant” by the Partnership for Public Service to increase awareness of federal career opportunities.
- Hosted first-ever Government Job and Internship Fair, with 36 employers and 600 candidates
- We posted 4,074 jobs and internships in 2009-2010; slight increase over 2008-2009.

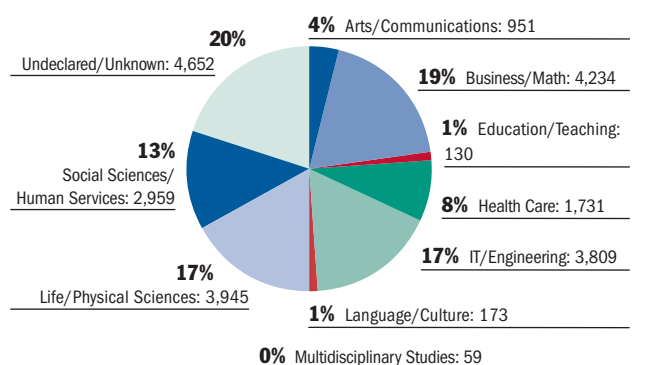
Performance Indicators

Student Contacts by Class Year

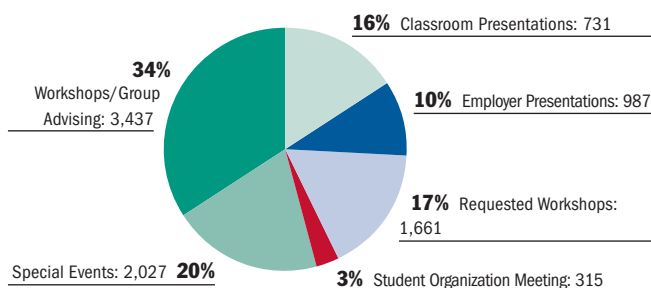
(Other/Unknown: 2,684)



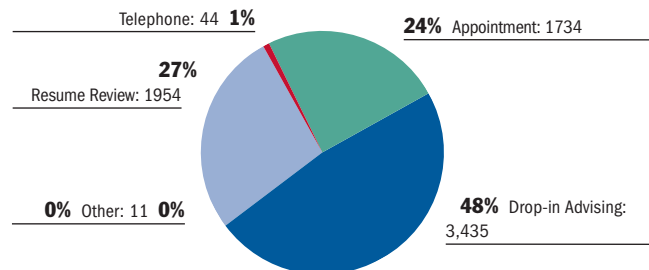
Career Center Major Concentration Type



Career Center Group Contacts



Career Center One-to-One Contacts



Points of Pride

Awards and Recognition: The Career Center secured \$23,400 in ARRA funds, an AmeriCorps grant of \$273,264, a fourth year of VISTA (equivalent to \$30,000 salaried position), and was named a Call To Serve institution (one of 15) by the Partnership for Public Service.

Fulbright Program: The Career Center was invited to host ten Fulbrighters from the German American Student Services Administrators program for a weeklong intensive learning program about career services, employer relations, alumni relations, and development.

SBU Community Outreach Day: Inaugural event drew 400 students, 28 nonprofit agencies, and 31 student organizations to showcase their community engagement. Also, 24 AmeriCorps members assisted with the first POD station on campus, where 465 students got H1N1 vaccinations.

Support for Displaced Workers: Supported career transitions for approximately 400 midlevel and senior-level executives displaced from local companies in the economic downturn. Grants received to run this program total \$25,000.

Strategic Priorities for 2010-2011

Focus on improving student preparedness for work.

Successfully migrate on-campus job postings from SOLAR to ZebraNet, providing students with a one-stop location for all jobs, internships, and community service positions, regardless of compensation or position location.

Increase the number of ZebraNet internship postings.

Contribute to the formation of the new general education requirements, specifically defining experiential learning for the campus and setting standards.

Implement learning outcomes assessment plans for two experiential learning programs: AmeriCorps and EXT.

Implement plans for collaborative research project to understand family and social factors affecting career choice.

Contributions Toward Divisional Goals

Goals > Progress Toward Goals

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

- DSS researched obtaining a TRIO grant for SB. It was determined that SB students were not significantly in need of remediation and therefore would not qualify for the grant.
- Veterans with disabilities have been encouraged to receive services through a transition program. Peggy is working with I. Rodriguez to offer services.
- DSS will continue to expand the support groups we offer for students.
- STAC will be encouraged to continue in its growth to provide service to SB including presence at welcoming programs.
- DSS, STAC, and the Presidents ADA Committee co-sponsored GIMP, a dance performance with “differently abled” performers.

Support student learning, personal development, and academic success.

- DSS continues efforts to place emphasis on independence and responsibility to students. Our Learning Outcomes focus was to evaluate our services in regard to the personal development of students with disabilities as individuals.
- DSS reinstated our tutor program for students at risk. This will be eliminated due to the budget cuts.
- DSS will continue to work toward a stable consistent testing environment for our students.
- DSS will continue to recruit volunteer proctors for finals to reduce costs and develop community service and interdepartmental staff participation.

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

- DSS will continue to offer leadership programs and personality assessments for students through the STAC club.
- Encourage students to take advantage of University Leadership programs.
- Continue promoting STAC involvement with other clubs for community service and disability awareness events.
- Develop internship opportunities for students with disabilities to enhance their career success.
- Continue encouraging students with disabilities in their involvement with SB Student Government as one method of making students with disabilities visible.

Promote a vibrant, inclusive community.

- DSS continues to attract a diverse disabled population to SB with our reputation for excellent service.

- Offer support and accommodations for students with disabilities to encourage their growth and success and especially their visibility on campus.
- Continue encouraging students with disabilities in their involvement with SB activities and clubs as one method of making students with disabilities visible.
- DSS, STAC, and the President’s ADA Committee co-sponsored GIMP, a dance performance with “differently abled” performers.

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

- DSS will continue to monitor the campus for safety and accessibility and work with Facilities to improve evacuation plans.
- Continue to work to prevent incidents by offering a safe and welcoming environment for students in which to bring their concerns.
- Serve on committees that promote healthy lifestyle choices and place emphasis on prevention.

Strategic Priorities 2009-2010

Goals > Progress Toward Goals

Testing Services: Test requests increased by 323 tests this year, straining our limited physical space and staff. Services were consistently provided despite DSS’s need to relocate due to ceiling collapse.

Reevaluate and Provide Medical Single Accommodations to Students: Developed evaluation forms and procedures to evaluate students for ADA Medical Singles.

Services to Southampton Students: Assisting with the accommodations and the transfer of services to the Stony Brook campus.

Provide ADA-Accessible Furniture: Unsuccessful attempts to reassign responsibility.

Performance Indicators

Total number of students registered with DSS is 725.

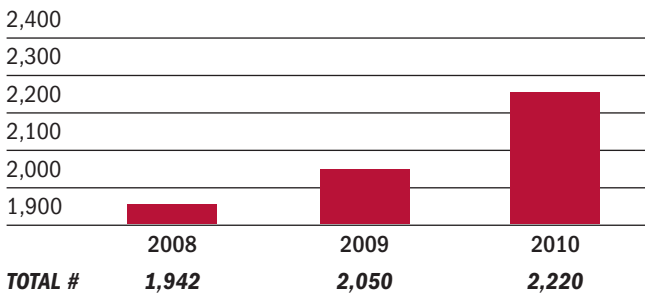
Survey indicates that 71 percent report ease of procedure in scheduling exams, getting accommodation letters, etc.

Students reporting ease of discussing accommodations with professors at 48 percent.

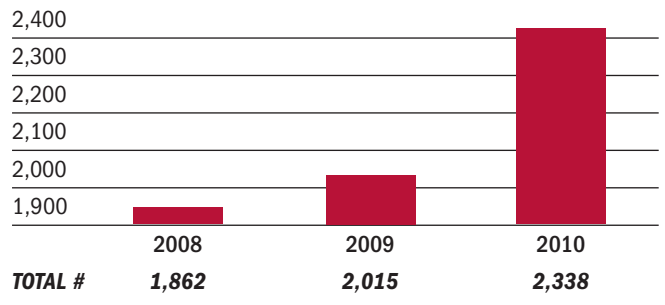
Students reported as “very satisfied” with the ability of DSS to provide their accommodations at 79 percent.

Students report that “accommodations are very important to their academic success” at 70 percent.

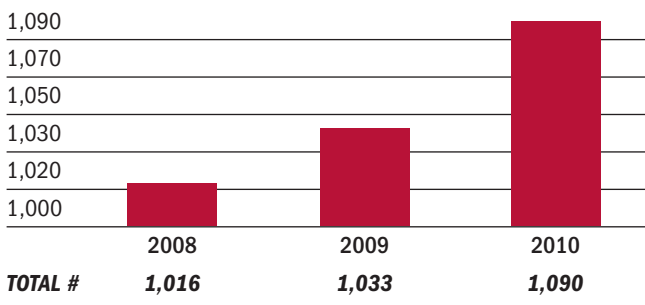
Academic Accommodations, 2008-2010



Test Proctoring, 2006-2010



Student Consultations, 2008-2010



Points of Pride

Retention Rate: Retention rate of those registered with DSS as freshman: 84.4 percent (vs. 88.7 percent SB average).

Graduation Rate: Freshman with accommodations 65.9 percent rate (vs. 66.2 percent SB average); Transfer with accommodations 62.7 percent (vs. 63.9 percent SB average); graduation rate of all SWD: 69 percent (vs. 74.9 percent SB average).

Recruited the support of 45 volunteers from throughout campus to proctor final exams.

DSS staff divided into three locations to continue services while the ceiling was replaced.

Strategic Priorities 2010-2011

Develop strategies and goals that support transition in Departmental leadership and staff changes.

Continuation of high level of services and student satisfaction despite facing a reduction in staff size.

Student development of community and leadership opportunities by emphasizing supportive counseling, workshops, and programs, and direct involvement in student government.

Identify and establish stable testing location(s); DSS has changed testing locations four times in three years.

Contributions Toward Divisional Goals

Goals > Progress Toward Goals

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

- Strengthened efforts to recruit eligible underrepresented students by participating in various outreach activities.
- Strengthened its relationship with such programs as SUNY GEARUP, and has begun exploring opportunities to create high school-to-college pipeline for eligible students.

Support student learning, personal development, and academic success.

- EOP Elite Chemistry Workshop developed to increase likelihood of students' success in chemistry.
- Restoring Effective Attitudes and Changing Habits (REACH) Workshop Series has increased in length by 25 percent, and has increased in student participation by 17 percent from 2008/2009.
- Tutorial offerings were expanded to increase more "high risk" courses.

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

- EOP/AIM student leaders presented at Chi Alpha Epsilon National Conference in San Antonio, Texas.
- Twenty-one EOP/AIM students served as mentors to "at risk" middle school students through the "Ordinary Youth Doing Extraordinary Things" Mentor Program (funded by W. K. Kellogg Foundation).
- Chi Alpha Epsilon students funds for the Victims Information Bureau of Suffolk (VIBS), Rise Again Haiti, and the James Nobles Memorial Scholarship fund.
- EOP/AIM student leaders participated in a Leadership Luncheon, led by Felipe Luciano.

Promote a vibrant, inclusive community.

- EOP/AIM sponsored and coordinated the first SB Southampton Black History Month Celebration.
- The first annual EOP/AIM Soiree was held, and raised funds for various campus outreach initiatives.

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

- EOP/AIM students attended the Counseling and Treating People of Colour Conference, where they participated in activities addressing issues of violence and making healthy lifestyle choices.
- Twenty-one EOP/AIM students attended the National Black Alcoholism Council's Black Alcoholism Institute, where they participated in workshops and activities addressing choices and consequences.
- Peer Advisor/Tutors in the EOP/AIM Pre-Freshman Summer Program developed and presented "Campus Realities," a series of vignettes designed to address healthy lifestyle choices.

Strategic Priorities 2009-2010

Goals > Progress Toward Goals

- Improve EOP/AIM student performance in "high risk" courses by expanding tutorial services in the STEM disciplines.
- Through strengthened academic support, increase the number of First-Time, Full-Time (FTFT) EOP/AIM students completing their first year with grade point averages of 2.5 or greater and a minimum of 20 credits to 85 percent.
- Increase students' awareness of, and preparedness for, graduate and professional school opportunities.
- Strengthen program's instructional component through increased collaboration between programs.

Performance Indicators

REACH Workshop Participants: 68.7 percent improved their grade point averages; 75 percent of participants earned Spring 2010 semester grade point averages of 2.0 or greater; 31.25 percent moved to good academic standing.

First-Year Student Retention: 136 (97.84 percent) were enrolled as full-time students in Fall 2009.

STEM and Clinical Disciplines Degree Completion: Of the Spring 2010 EOP/AIM candidates, 29.9 percent will earn degrees in either STEM or clinical disciplines, with 5.2 percent earning degrees from the College of Engineering and

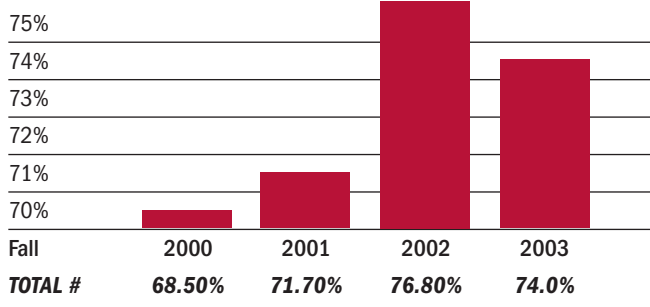
Applied Sciences, 7.8 percent earning degrees in the natural sciences, and 16.9 percent earning degrees in clinical disciplines.

Student Grade Point Average: During the 2009-2010 academic year, 33.1 percent of all EOP/AIM student earned cumulative grade point average of 3.0 or higher.

EOP Junior Year Career Success Initiative: Eighty percent attended at least two workshops; 50 percent attended two or more optional activities; 34 percent engaged in experiential learning activities in summer 2010.

Six-Year Graduation Rate—Entering Class 2000-2003

Percentages



Enrollment Trends: 2005-Present

Year	U1	Transfer	Cont.	Readmit	Total
2005	138	17	405	5	565
2006	118	20	436	5	579
2007	172	8	448	1	629
2008	139	15	474	6	633
2009	143	10	447	2	602
2010	125	9	447	4	586

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 2010-2011

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.

Contributions Toward Divisional Goals

Goals > Progress Toward Goals

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

- Provided strong administrative services to Health Sciences Schools to support new academic programs, increased enrollment, academic initiatives, and program accreditation reviews.
- Admissions applications were processed for 48 undergraduate and graduate professional programs (excludes medical and dental programs).

Support student learning, personal development, and academic success.

- Provided an efficient delivery system of student administrative services that met students' needs as they progressed from admissions application to graduation. Inquiries about HSC were answered, admissions applications were processed, financial aid awarded, students registered for classes, and were cleared for graduation. Applicants and students have easy 24/7 online access to applications, academic and financial records, and to report problems/concerns, which are then quickly addressed.

Promote a vibrant, inclusive community.

- Advisor to the HSC Undergraduate Student Association.
- Staff participated in campus-wide activities and on committees.

Strategic Priorities 2009-2010

Goals > Progress Toward Goals

Enhanced service delivery to students through the development and implementation of new SOLAR self-service options, the development of new business processes, and initiatives to improve student services.

- Planned and implemented a successful switch to the Federal Direct Student Loan Program from the lender-based FFEL program, effective Summer 2009.
- Planned and implemented the new admissions procedures to view admission decisions online. HSC Admit Packet for newly admitted students for 2010 admissions.
- Evaluated the admissions application waivers available to graduate applicants and successfully made changes in criteria and procedures.
- Improved the SOLAR option of enrollment verification for Health Sciences students enrolled in 10-month programs by making setup changes for the National Student Clearinghouse.
- Developed and successfully implemented the option for HSC Graduate, Medicine, Dental Medicine, and noncredit programs students to apply online for graduation.

Provided strong administrative services to Health Sciences Schools to support new academic programs and increased enrollment, as well as strong administrative support regarding academic initiatives, accreditation, and program reviews.

- Began initial plans and actions for new programs including approval of new course, curricular changes to existing programs, and coordination of new combined programs.
- Planned and implemented a successful transition to Vs9 PeopleSoft Student Administration in all student administrative areas. Provided training and assistance to HSC Schools' faculty/staff as requested.
- Developed queries in iStrategy Data Warehouse specific to HSC Schools' needs and trained Schools' faculty/staff. Provided statistical and enrollment reports.
- Started the review of HSC program titles as part of the SIRIS project.
- Reviewed and made changes to the scheduling of courses in some programs in the School of Dental Medicine and the School of Health Technology and Management to better align with financial aid process.

Increased visibility of Health Sciences programs on West Campus.

- Actively participated in West Campus activities and committees and worked collaboratively with other offices.
- Coordinated Health Sciences Schools' participation in such programs as University Open House, Admitted Students program, West Campus New Student Orientation, Experience Stony Brook 2009, the Major Event program, Advising Day, Undergraduate Admissions On-Line Chats, and the EOP/AIM Summer Program.
- Participated in special programs sponsored by the West Campus Office of Undergraduate Admissions and the University Scholars/Honors College; Campus Opening Week in the Fall and Spring.
- Participated in the Earthquake in Haiti Campus Response Team.

Enhanced student life in HSC.

- Advised and supported HSCSA programming efforts, which included the annual HSCSA Student Leadership Awards.
- Continued to facilitate the use of HSC facilities for programs sponsored by other student groups.
- A review of student activities was started in collaboration with the Health Sciences Schools.

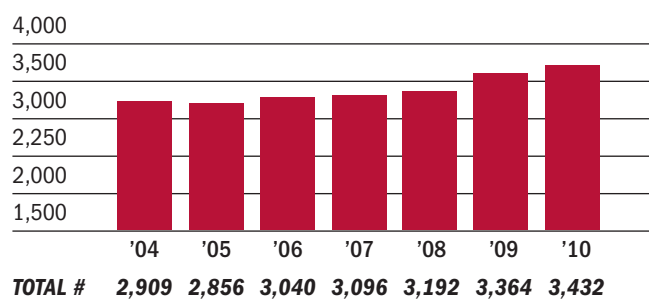
Performance Indicators

In Fall 2009, 3,364 students were enrolled, a 5 percent increase from 2008.

1,108 classes and 3,270 sections were scheduled in Summer, Fall, Winter, and Spring terms from 1,057 Health Sciences courses active in Course Catalog using semester and HSC modular calendars.

\$25 million total student aid was processed for 1,900 students (excludes medical and dental students). Close to 500 federal aid applications were selected and audited for Institutional Verification.

HSC Student Enrollment, 2004-2010



Points of Pride

Successful switch to the Federal Direct Student Loan Program/U.S. Department of Education from the private lender-based FFEL program in Summer 2009 to ensure availability of student loans at a time of unstable financial markets.

New online HSC Admit Packet for new admitted students for 2010 admissions.

New online Apply for Graduation option for HSC graduate, professional, and noncredit programs.

Redesigned scheduling of modular/session code courses for several HSC programs due to curricular updates.

Development of unique queries in SB University Reporting (campus data warehouse) specific to HSC Schools' needs and training of Schools' faculty/staff.

HSC Undergraduate Student Leadership Awards sponsored by HSC Student Association.

Strategic Priorities 2010-2011

Develop new online self-service options and business processes to enhance service delivery to students.

Develop/implement viewing decisions for completing the Response Form online for 2011 admissions. Continue to evaluate work processes in Admissions, Financial Aid, and Records to identify optimal ways to improve workflow and facilitate service delivery. Update the office Web site to incorporate new features. Encourage staff training using available campus and Web resources.

Monitor and sustain strong administrative services to Health Sciences Schools to support new academic programs, increased enrollments, curricular changes, and academic initiatives.

All areas of the office will be involved in these efforts (Admissions, Records/Registration, and Financial Aid) since every new program or change signifies integration into current online systems, development of policies and procedures, compliance with regulations, staff training, and statistical and enrollment reports. Assess the accuracy and timeliness of these processes to ensure optimal results and a seamless process among areas. New academic programs will require setup in the University systems before students start the application process; new courses and curricular changes to existing programs will be added to the Course Catalog and Master Schedule of Courses following the semester and the HSC modular academic calendars.

Increase visibility of Health Sciences programs.

Continue staff participation in activities and committees and specific programs such as University Scholars/Honors College, SUNY Financial Aid Day, Commencement ceremonies, and in the Academic Advising Certificate Program offered by the Academic and Pre-Professional Advising Center. Continue to coordinate the participation of Health Sciences Schools in campus-wide recruitment, advising, and Orientation events: University Open House, Admitted Students program, Experience Stony Brook 2010, the Major Event program, Advising Day, Undergraduate Admissions Online Chats, and the EOP/AIM Summer Program.

Enhance student experience in HSC. Continue to be advisor to the HSC Undergraduate Student Association.

Plan and hold elections at the start of the academic year to create the group for 2010-2011 and start operations. Increase student participation by specific outreach efforts to students and key faculty. Develop a survey to assess student interest in programs to guide efforts in this area.

Contributions Toward Divisional Goals

Goals > Progress Toward Goals

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

- Optimize systems to better assist students through the portal of registration and academic records processes.
- Upgraded PeopleSoft system so more functionality and improvement is allowed, to facilitate communication and increase automated processes.
- Automated processes as needed to better assist students in academic record-related transactions.

Support student learning, personal development, and academic success.

- Key collaborative efforts with Academic Advising to streamline the graduation application process.
- Continue efforts to simplify course transferability and program articulation.
- Enhance the degree audit system to assist in timely and accurate student advising.

Strategic Priorities 2009-2010

Goals > Progress Toward Goals

Transfer Credit Articulation: Support academic advising, registration, degree audit, and enrollment management planning.

Summer/Winter Session Enrollment: Created new means of promoting and marketing Summer and Winter session courses, which resulted in increased enrollment of both sessions.

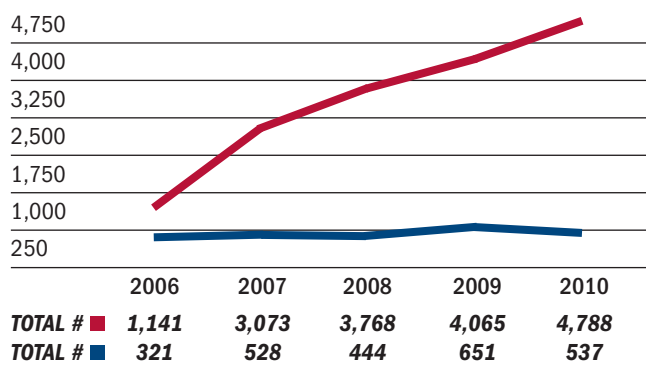
Degree Audit: Smooth transition and pilot of degree audit system for Business and Psychology majors.

Exit Interviews: Developed and implemented exit interview procedures for students withdrawing from the University to evaluate effectiveness of procedures and obtain student feedback.

Final Exam Scheduling: Final Exam Scheduling Process of PeopleSoft established as pilot that will allow students to view date and time of final exam during students' registration process.

Information Technology: Upgraded to PeopleSoft 9.0, allowing for new functionality and improvements and increased information flow between faculty and staff (Final Examination Scheduling).

Winter Session Credits by Level, 2006-2010



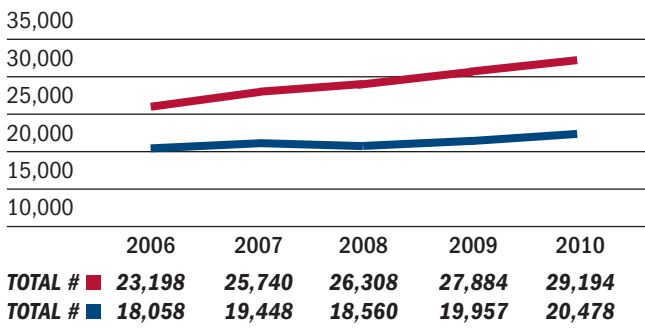
STUDENTS ■ Undergraduate ■ Graduate

Performance Indicators

Summer/Winter Session Growth: The West Campus Summer Session grew 6 percent in 2009 and the East Campus 18 percent. Total credits taught in the intersession increased 13 percent between 2009 and 2010, with an 18 percent increase in undergraduate credits alone.

Summer/Winter Enrollment: Almost 2,000 students enrolled in Winter 2010 session, 260 more than previous year.

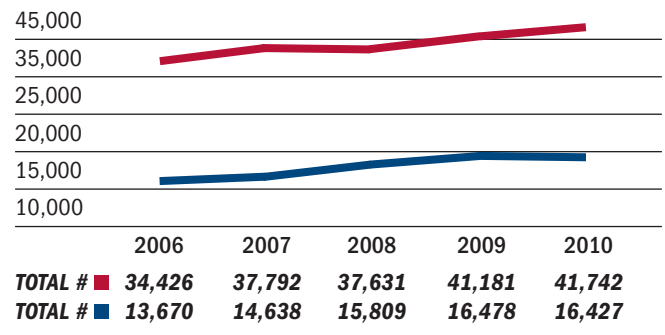
Credits Offered by Summer Session, 2006-2010



SESSION ■ Summer 1 ■ Summer 2

Summer/Winter Session Credits: A total of 5,325 credits were generated in Winter 2010, about 1.8 percent of Fall 2008 credit volume. Seventy-four percent of these credits were in the College of Arts and Sciences, 16 percent in other West Campus programs, and 10 percent in East Campus schools.

Credits by Level in Summer Session, 2006-2010



STUDENTS ■ Undergraduate ■ Graduate

Points of Pride

Collaborative Efforts and Relationship Building: Continuous efforts to collaborate with colleagues to provide more comprehensive services.

“So You Think You Can Graduate”: Collaboration with Academic Advising to outreach to seniors who applied for graduation. This was done in a timely manner to allow seniors to enroll in additional course if needed and still graduate on time.

Departmental Degree Audit: Students pursuing majors in both Psychology and Business have the ability to view their departmental degree audits via SOLAR. This provides an accurate reflection of departmental requirements, requirements completed, and that which still needs to be completed.

Electronic Evaluation for Transfer Credit/Articulation Pilot Project: The Electronic Evaluation of Transfer Credits taken at Suffolk Community College and their Stony Brook equivalents for incoming Fall 2008/Spring 2009 Psychology major admits has been completed. Currently we are working on the Electronic Evaluations for Fall 2009/Spring 2010 Psychology major admits. By providing this information electronically, students are able to view course equivalencies that are counted toward their major as well as their University requirements.

Strategic Priorities 2010-2011

Continue working with various departments to create additional Departmental Degree Audits. This will assist students with their tracking and planning for future courses enrollment.

Automate the Final Exam room assignments for all Final Exams so the departments, faculty, and students may locate the information in PeopleSoft and SOLAR.

Incorporate R25 into PeopleSoft scheduling that will allow staff and faculty members to identify available classroom space, therefore automating classroom reservations for Ad Hoc requests.

Continue working on the Transfer Credit Articulation Project. Expand and include other feeder schools and high-volume transfer universities.

Work towards Electronic Data Interface to allow sending transcript data electronically from feeder schools. This would support student advising and timely graduation, the planning of course offerings by the academic departments, colleges, and enrollment management administration.

Contributions Toward Divisional Goals

Goals > Progress Toward Goals

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

- Breadth and Capacity of Orientation Programs: Orientation provides specific Orientation programs to accommodate the growing University Scholars program. We will continue to adapt our programs to meet the growing and changing needs of the student populations, much as we adapted the Transfer Orientation to meet the needs of that group.
- Distance Enroll Group: We have solidified the practice of Distance Enrolling students who live too far to attend Orientation. By creating the “distance-enroll” event in PeopleSoft, we are able to accurately track this group, while keeping attendance in our Orientation events accurate.

Support student learning, personal development, and academic success.

- Orientation programs: Orientation offered almost 30 orientation sessions during the summer of 2010 to transition students to SB. Sixteen transfer sessions and 17 first-year sessions were offered. Six Orientations occur in January.
- OL Development: The new assistant director has implemented additional diversity training into the OL Training Program, specifically designed and implemented by our Offices of Multicultural Affairs and Diversity/EEO. The session received very favorable reviews from the OLs.
- Southampton Support. The Orientation office played an active role in helping students/parents during the closure of the Southampton campus, and the transition to West Campus.

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

- OL Applications: The Orientation Leader program continues to experience significant growth and improvement. The Summer 2010 process had a record number of applicants (more than 170).
- Returning OLs: Summer 2010 had the largest number of returners in the five years that the director has been affiliated with the program. More than 25 OLs returned to the position this summer, leaving us less than 30 openings for new Orientation Leaders. This rate indicates our students’ commitment, dedication, and enjoyment of their role.

Promote a vibrant, inclusive community.

- Parent Day partnership with Inauguration: Orientation again completed a successful Parent/Family Day for the third year in a row; however, this year we combined the event with the presidential inauguration activities. Utilizing space in the Athletics arena for the luncheon was positive and connected guests easily to the football game. This date be-

came known as “Communiversy Day” by Athletics and surrounding community members. 2010 Parent/Family Day saw nearly 1,000 registrations.

- Orientation offered three Orientation sessions to existing Southampton students to orient and acclimate them to the West Campus community, including a session for parents. These sessions were lightly attended by both students and parents.

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

- Parent Link from Home Page: A parent program has been created from the University’s home page with relevant links, although content specific to parents has yet to be developed.
- RWB/Safe Space Training for OLs: Orientation has begun to offer Red Watch band and Safe Space optional training for Orientation Leaders. These training opportunities have been well received and attended by our student leaders.
- Evolving ESB Programs: We continue to explore new and creative programs to deliver our state-mandated information, which includes topics such as sexual assault, alcohol and drug use, and other critical topics.

Strategic Priorities 2009-2010

Goals > Progress Toward Goals

Opening Weekend Meals: Major focus to reduce our operational costs without compromising programs or services. In collaboration with FSA, the Orientation office has implemented a new plan to reduce the cost of Opening Weekend meals. This new program reduces the number of meals that we provide, while shifting the cost of these meals onto the students and parents who use them.

International students: The issue of International Student Orientation became a focus of discussion during the 2009-2010 academic year. With discussion of International Student orientation moving to the Orientation office, Orientation worked collaboratively with International Services to develop a plan for the Fall 2010 orientation season. There was a joint effort in 2010 to implement services for this population.

Parent Orientation Support: Previously, the Office of Orientation had hoped to hire a fourth staff member to support the Parent and Family Programs operations of the office. Due to the budgetary crisis within SUNY and SB, a new hire position was not possible. However, two post-master’s professionals have been hired at an hourly rate to support the implementation of Parent Orientation during the summer. This will allow the director flexibility during the summer to implement International Orientation and plan for Opening Weekend.

Performance Indicators

Transfer Student Orientation Evaluation/Faculty Staff Contact:

Our target was that 75 percent of our respondents would agree or strongly agree with the statement, "I know at least one faculty or staff member that I can contact on campus." Last year 72 percent of respondents agreed or disagreed with that statement.

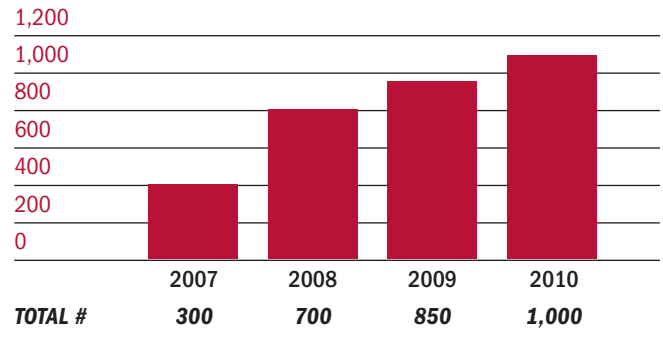
First-Year Student Orientation Evaluation/Activities and Involvement:

Our target was that 80 percent of our respondents would agree or strongly agree with the statement, "I know which activities to get involved with on campus." Last year 68 percent of respondents agreed or strongly agreed with the statement. We increased our success slightly in this area (70 percent) but still did not meet our target objective.

Transfer Student Orientation Evaluation/Student Contact:

Our target was that the percentage of transfer students who respond agree or strongly agree with the statement, "At orientation, I got to know at least one other transfer student" would increase. Last year only 39 percent of respondents indicated agree or strongly agree in response to that statement. We saw a slight increase in 2010 with 45 percent agreeing/strongly agreeing with that statement.

Family Day Participation, 2007-2010



Points of Pride

Cost Effectiveness Efforts: Two specific areas of cost savings are being piloted this year. The Success Book format should save an estimated \$20,000 in publications cost, costing only \$5,000 this year. The Opening Weekend Meal fee should reduce the Opening Weekend costs by nearly \$75,000. Both efforts should result in nearly \$100,000 in savings.

Parent and Family Day: Parent and Family Day continues to be one of the most successful events that we host. Registrations continue to rise from 300 in 2007, to 700 in 2008, and nearly 850 in 2009. 2010 Parent/Family Day saw nearly 1,000 registrations.

Strategic Priorities 2010-2011

International Student Orientation: A plan to implement International Undergraduate Orientation will be developed including use of the International Pre-Arrival website, a Blackboard site specifically for International undergraduate students, and collaboration with International Services and Admissions for programs and outcomes.

First-Year Student Orientation Evaluation/Activities and Involvement: Eighty percent of our respondents will agree or strongly agree with the statement, "I know which activities to get involved with on campus." Seventy percent of respondents agreed or strongly agreed with the statement.

Fiscal Responsibility and Rate Review: We will continue to explore opportunities to save money and eliminate or reduce expenses. We will also evaluate the effectiveness of the cost-saving measures that we implemented this summer.

Contributions Toward Divisional Goals

Goals > Progress Toward Goals

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

- Serve as member of the Special Admissions Committee, which is charged with reviewing and deciding admissions for special candidates with disciplinary and/or criminal backgrounds to ensure that individuals with criminal and/or disciplinary backgrounds are given a fair review of their application.
- Each summer, UCS speaks to the incoming EOP/AIM students. By articulating the rules and regulations students must abide by, the students are supplied with information that will help them avoid conduct violations.
- Support student learning, personal development, and academic success.
- Support student learning by redirecting students' poor choices through education sanctions.
 - Educational Projects and Programs: 729
 - Substance Education Class: 228
 - Fire Safety Class: 120
 - Community Service: 17
- Served as central component in the University's Behavior Assessment process, to support students, serve as main student contact, and advise students on process.
- Facilitate community service opportunities on- and off-campus for students assigned community service sanctions in collaboration with Career Center's Senior Career and Volunteer Programs Coordinator.

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

- Coordinate extensive, full-day training for Student Conduct Board with Residential Community Standards to help students hone their communication skills, examine evidence, interpret Conduct Code, etc.
- Coordinate mock hearings for Student Conduct Board. Students were able to serve as student advisors, and learn how to help other students create their opening and closing statements.
- Most hearings include a mixed board of students and staff. Students are given the opportunity to deliberate cases with professional staff and learn how to interact with professionals.

Promote a vibrant, inclusive community.

- Participate in New Student Orientation to ensure incoming freshman and transfer students understand the importance of community standards and to communicate student expectations.
- Coordinate diverse pool of individuals, including undergraduate and graduate students, and faculty and staff to serve on Conduct Board.
- Collaborated with Student Life to advertise opportunities to join the conduct hearing board. Information regarding the conduct hearing board is e-mailed to students throughout campus.

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

- Collaborated with the Center for Prevention and Outreach (CPO), which was granted a Department of Justice Violence Against Women grant to provide education and prevention outreach.
- Presented at the New Graduate Student Orientation. Graduate Teaching Assistants (TAs) are informed on how to address disruptions in the classrooms.

Strategic Priorities 2009-2010

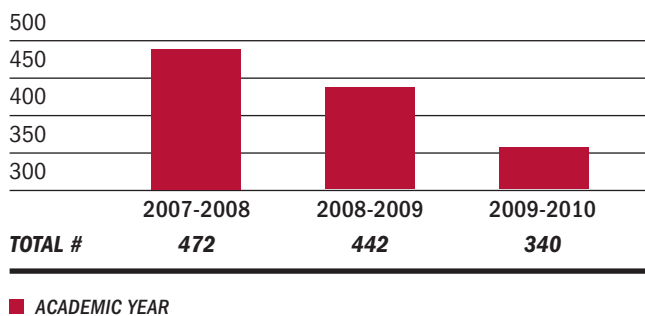
Goals > Progress Toward Goals

- Reduced the time between students hospitalized due to drug/alcohol related incidents and the time they are given the Alcohol and Other Drugs evaluation letter.
- Improved the tracking of University Police Department referrals.
- Developed a better system of Clery statistics classification.

Performance Indicators

Employment and Graduate School Clearance Forms Processed

of Forms Processed

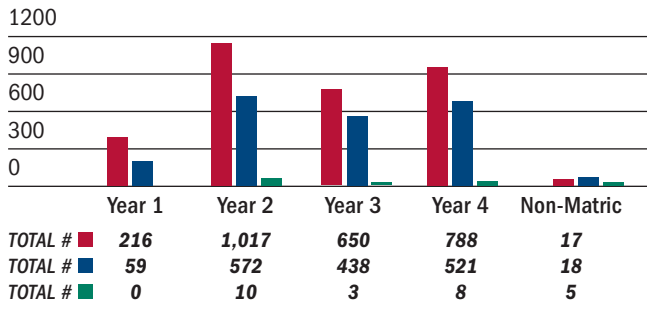


Key Metrics

Undergraduate Classification*

Individual respondents at the time of the incident.

of Responses

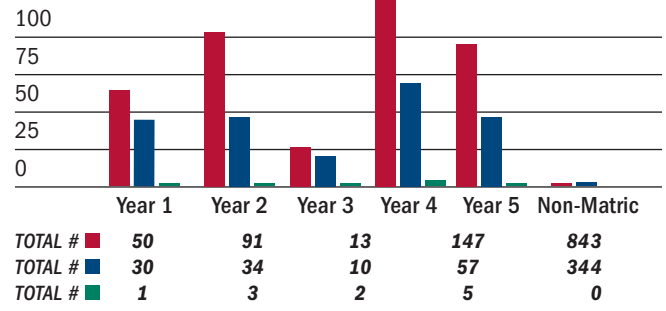


STUDENTS ■ Male ■ Female ■ Other

Graduate Classification*

Individual respondents at the time of the incident.

of Responses



STUDENTS ■ Male ■ Female ■ Other

* Numbers include alleged violations for General Campus Regulations (II.A.) and Residence Halls/Apartment Regulations (II.B.).

Student Conduct Board Training Satisfaction Survey

	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
The training session was overall very helpful:	66%	33%	-	-	-
The topics discussed were clear and I was able to understand them:	83%	16%	-	-	-
I learned important techniques during this session that will benefit me when attending a hearing:	66%	33%	-	-	-
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:	66%	16%	16%	-	-
There was ample opportunity for me to ask questions and engage in a discussion with other students and faculty members at the session:	83%	16%	-	-	-
Overall, the training session was relevant, helpful, and it provided a good understanding of what is to be expected at a hearing:	50%	50%	-	-	-

Points of Pride

Family Educational Rights and Privacy Act (FERPA) Student Release Form: UCS created a FERPA waiver form that grants UCS permission to speak with students' parents and attorneys regarding pending judicial matters.

Update Online Sign-Up Sheet: The online hearing board application was updated, thereby making it more user-friendly and easier for students to submit their application. As a result, seven students signed up electronically during the 2009-2010 year.

Letters of Recommendations: UCS wrote letters of recommendations in support of hearing board students seeking admission to law school, graduate school, postgraduate employment, and academic scholarships.

Strategic Priorities 2010-2011

University Student Conduct Code: UCS plans to revise and simplify the University Student Conduct Code as a more user-friendly governing document.

Assessment of Judicial Process: UCS plans to develop a method of assessing students involved in the judicial process.

Update UCS Documents: UCS plans to update the documents given to students (Notice of Charge letter, Directive to Appear letter, etc.).

Contributions Toward Divisional Goals

Goals > Progress Toward Goals

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

- Formed partnerships within the University in an ongoing effort to provide significant services valuable to our Veteran students.
- Enhanced collaboration with Registrar, Bursar/Student Accounts, Admissions, Academic Advising, Disability Support Services, Financial Aid, Campus Residences, The Center for Prevention and Outreach, etc., to ensure our returning Veteran students are provided the services necessary for their smooth transition back to civilian and academic life.

Support student learning, personal development, and academic success.

- Coordinate with student academic services to support Veteran students.
- Assisted Veteran students returning from deployments through the Academic Advising Center to help them graduate in a timely manner.
- Provided a significant amount of online courses for every major because of the many interruptions to a student's academic career due to military deployments.

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

- Motivate the returning Veteran student to participate in student gatherings and events.
- Supported student career development and awareness of internships and career opportunities unique to Veterans with support of the Career Center.
- Provide VA Work-study Opportunity by working cooperatively with the VA Regional Processing Center in Buffalo, Long Island State Veterans Home, and West Campus, to offer employment opportunities through the VA work-study program.

Strategic Priorities 2009-2010

Goals > Progress Toward Goals

Campus Collaboration

- Formed partnerships within the University in an ongoing effort to provide significant services valuable to our veteran students.

Technological Systems

- Using the VA Once electronic system provided by the VA, our office is able to keep an accurate, up-to-date head count of Veteran students receiving benefits.

Benefits Management

- Enhanced systems and communications among Veterans Affairs, Bursar, and Financial Aid to track and manage benefits certification from processing to payment.
- Great attention and time was taken to help ensure students understand the benefits applications process.

Supporting Student Transitions

- Developed close collaborations with the Center for Prevention and Outreach in helping students acculturate back to civilian life.
- Enhanced student outreach and communication streams to connect students with Student and Academic Support Services.

Performance Indicators

The Office of Veterans Affairs at Stony Brook University has processed more than 1,000 Veteran students since September of 2001.

Veterans Statistics 2009-2010 as of March 2010

Enrollment Breakdown by Chapter	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Total # students processed – Chapter 30 (Prior Active Duty, three or more years of continuous service)	84	90	78	68	15
Total # students processed – Chapter 31 (Vocational Rehabilitation)	4	4	5	6	2
Total # students processed – Chapter 33 (Post 911 GI Bill)	-	-	-	-	122
Total # students processed – Chapter 35 (Dependent/Spouse of deceased or 100 percent disabled veteran)	31	21	22	11	16
Total # students processed – Chapter 1606 (Reserve or National Guard)	40	32	29	28	14
Total # students processed – Chapter 1607 (Reserve or National Guard, activated/mobilized for three months or more of continuous service)	33	47	48	28	2
Total # Students	192	194	182	141	171

Points of Pride

Informed Advice: Employees of the Veterans Affairs office are well informed about the various avenues of benefits available to the Veteran student. They are able to provide counseling regarding the GI Bill, Tuition Assistance, DMNA, and HESC Scholarships. They assist approximately 200 Veteran students a semester with benefits enrollment and inquiries.

Process Veterans Benefits: Improved our system to process at a faster rate, so students and the University receive payment in a timely manner in collaboration with Bursar/Student Accounts and Financial Aid.

Service Members Opportunities College: Stony Brook is a member of the Service Members Opportunities Colleges, (S.O.C.), which was created to expand and improve voluntary postsecondary education opportunities for service members worldwide.

Veterans Day Ceremony: Recognized success of the Veterans Day Ceremony due to increased attendance and participation, bringing the attendance to well over 100 people in the audience, an increase of approximately 50 people.

Strategic Priorities 2010-2011

Continue to collaborate with campus departments to ensure smooth transition of Veteran students.

Enhance the Veterans Affairs website, communications, and outreach streams.

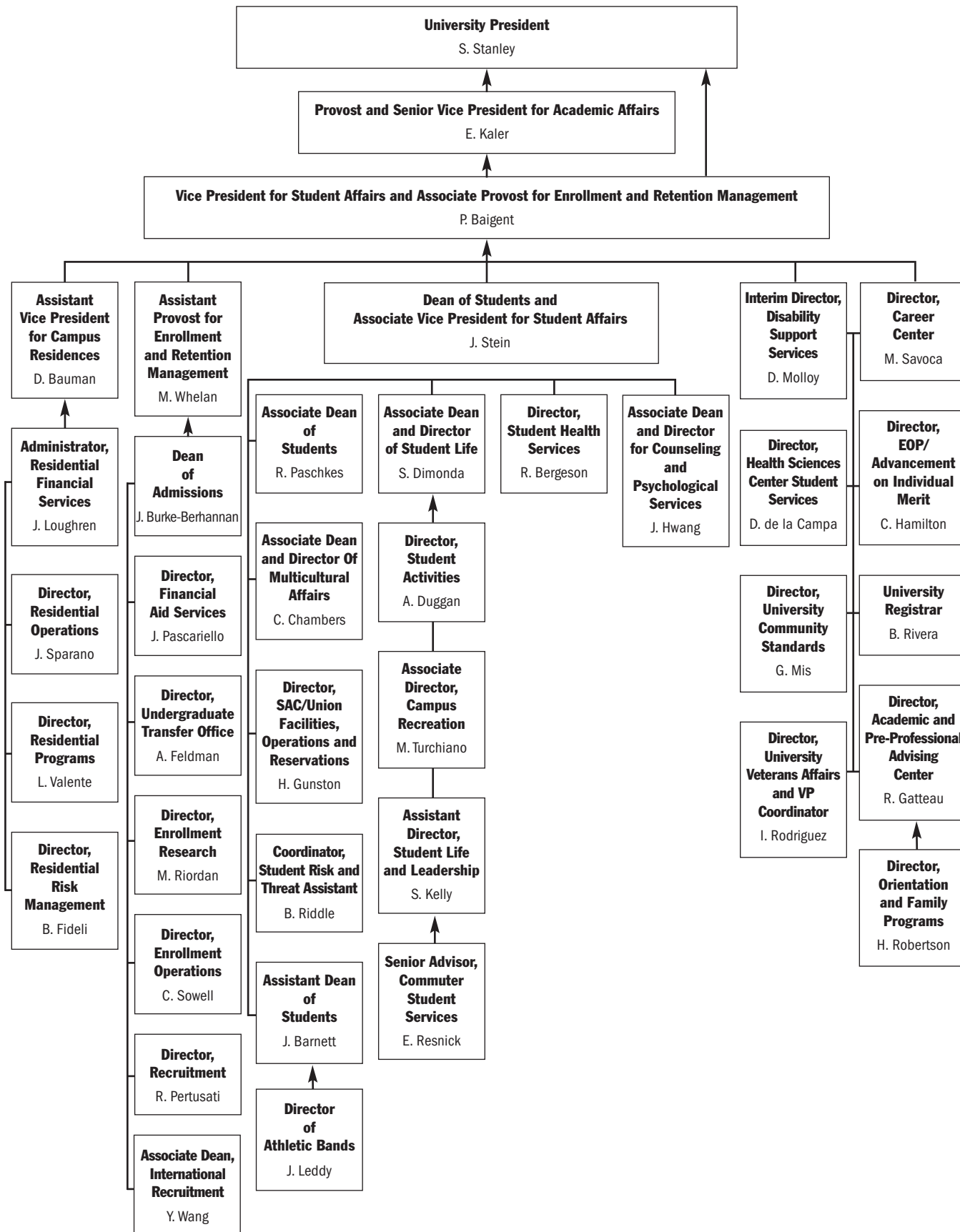
Continue to seek grant funding for programs uniquely tailored to supporting Veteran students.

Enhance record-keeping procedures to improve data and assessment of student outcomes and success.

Support increased admission of Veteran students with active Admissions collaboration.



APPENDIX A: DIVISIONAL ORGANIZATIONAL CHART



APPENDIX B: STAFF PROFESSIONAL LEADERSHIP

Staff Name	Department	Staff Professional Leadership
Neil Buffett	Academic and Pre-Professional Advising Center	Divided Communities: High School Students Civil Rights Activism, presented at The Society for the History of Advising Center Childhood and Youth Conference , Berkeley, CA, July 2009 The Three-Year College Degree, presented at National Academic Advising Association (NACADA) Regional Conference , Boston, MA, March 2010
Rick Gatteau	Academic and Pre-Professional Advising Center	College Admissions 101, presented at Nassau Guidance Association Fall Admissions Expo , State University of New York (SUNY) Old Westbury East Meets West: Professional Development in Tough Economic Times , presented at Student Affairs Administrators in Higher Education (NASPA) National Conference, Chicago, IL, March 2010
Kristin Hall	Academic and Pre-Professional Advising Center	Are Student Athletes Majoring in Eligibility? Presented at National Academic Advising Association (NACADA) Regional Conference,
Sandy Trapani	Academic and Pre-Professional Advising Center	East Meets West: Professional Development in Tough Economic Times , presented at Student Affairs Administrators in Higher Education (NASPA) National Conference, Chicago, IL, March 2010
John Leddy	Athletic Bands	North Fork Music Festival, Guest Conductor
Ahmed Belazi	CAPS/CPO	Beyond Knowledge and Satisfaction Measures: Do Gatekeepers Use Learned Skills to Intervene? and Empowering Students Through Peer Education in Suicide Prevention , presented at Substance Abuse and Mental Health Services Administration (SAMHSA) Technical Conference, Orlando, Florida
Michael Bombardie	CAPS/CPO	Beyond Knowledge and Satisfaction Measures: Do Gatekeepers Use Learned Skills to Intervene? and Empowering Students Through Peer Education in Suicide Prevention , presented at Substance Abuse and Mental Health Services Administration (SAMHSA) Technical Conference, Orlando, Florida
Ellen Driscoll	CAPS/CPO	New York State Office of Alcoholism and Substance Abuse (OASAS) , Steering Committee Member
Lara Hunter	CAPS/CPO	The Red Watch Band: Stony Brook University's Comprehensive Bystander Intervention Program to Prevent Death from Toxic Drinking , presented at U.S. Department of Education; National Association of Student Personnel Administrators (NASPA) Summit on AOD; New York State Office of Alcoholism and Substance Abuse (OASAS); Texas Association of Family, Career, and Community Leaders of America (FCCLA); College and University Public Safety Association (CUPSA); International Association of College Law Enforcement Administrators (IACLEA)
Jenny Hwang	CAPS/CPO	Community-based College Mental Health Practice, presented at New Jersey conference on Community Approach to Suicide Prevention in Higher Education , Rutgers University, and at the CUNY Risk Management Council
Nikki Barnett	Career Center	Personal Branding for Student Career Success , presented at SUNY Career Development Organization (CDO) Annual Conference
Paige Carbone	Career Center	Western Suffolk Counselors' Association Board (WSCA) , Member Published articles in the WSCA and MNYCCPOA Newsletters: "Networking for Student Career Success" (2010); "Put Me In Coach: an Introduction to Life and Career Coaching" (2009); "Keep Your Head Up: Dealing with Disappointment at Work" (2009) Discovering Your Elements and Possibilities and What's In It For Me , presented at National Conference for Student Leadership, Washington, DC Personal Branding for Student Career Success , presented at SUNY Career Development Organization (CDO) Annual Conference
Karen Clemente	Career Center	Northeast Association of Student Employment Administrators Finance and Nominations Committee , Member
Alfreda James	Career Center	Internships for College Students , presented at Hauppauge Industrial Association (HIA) Workforce Panel at St. Joseph's College, Patchogue, NY
Andrea Lipack	Career Center	Metro NY Career Counselors (MNYCCPOA) , Board of Directors
Elena Polenova	Career Center	A New Approach to Understanding Career Indecision , presented at SUNY Career Development Organization (CDO) Annual Conference SUNY Career Development Organization (CDO) , 2010 Awards Committee, Member
Marianna Savoca	Career Center	SUNY Career Development Organization (CDO) , Board of Directors-Employer Relations SUNY Career Development Organization (CDO) , 2010 Conference Committee, Program Co-Chair Invited Keynote speaker for the Golden Key International Honor Society Regional Conference National Society for Experiential Education (NSEE) , 2009 Pre-Conference Session Leader-Developing an Internship Program National Society for Experiential Education (NSEE) Strategic Futures Task Force , Member Student Employee Learning Outcomes Implementation , presented at National Society for Experiential Education (NSEE), Annual Conference Student Employee Learning Outcomes Implementation , presented at the Co-Operative Education Conference at LaGuardia Community College, City University of New York (CUNY)
Amie Vedral	Career Center	A New Approach to Understanding Career Indecision , presented at SUNY Career Development Organization (CDO) Annual Conference
Urszula Zalewski	Career Center	Student Employee Learning Outcomes Implementation , presented at National Society for Experiential Education (NSEE), Annual Conference Student Employee Learning Outcomes Implementation , presented at the Co-Operative Education Conference at LaGuardia Community College, City University of New York (CUNY)

APPENDIX B: STAFF PROFESSIONAL LEADERSHIP

Staff Name	Department	Staff Professional Leadership
Urszula Zalewski <i>(continued)</i>	Career Center	Community Programming with a Service Component , presented at Suffolk County Community College Service Learning Retreat AmeriCorps Program , presented at Suffolk County BOCES Brookhaven Tech Center Community Outreach Programs , presented at Touro Law School Homelessness Conference Response of Suffolk County , Board of Directors
Shannon Kelly	Commuter Student Services	Commuter Assistant Program Presentation , presented at Adelphi University Round Table
Jeffrey A. Barnett	Dean of Students	The Journey Along Instituting a Culture of Assessment in Higher Education , presented at Herkimer Community College Division of Student Life Symposium. Teachers College (TC) Record , Reviewer
Jerrold L. Stein	Dean of Students	Careers in Student Affairs Series for the Long Island Council of Student Personnel Administrators (LICSPA) , Co-Chair Long Island Council of Student Personnel Administrators (LICSPA) , Program Committee, Member
Francisco Colon	EOP/AIM	Rejuvenating and Re-Energizing an Honor Society Chapter , presented at the Chi Alpha Epsilon National Honor Society 20th Anniversary Conference, San Antonio, TX, February, 2010
Cheryl Hamilton	EOP/AIM	Council of Educational Opportunity Program (EOP) Directors, State University of New York (SUNY) , President Tri-State Consortium of Opportunity Programs (New York, New Jersey, and Pennsylvania), Board of Directors Establishing a Local Affirmative Action Committee , presented at United University Professions Affirmative Action Retreat Higher Education Opportunities through the Educational Opportunity Program , presented at Nassau BOCES Guidance Advisory Failing Is Not An Option , Project Excel, presented to Town of Huntington, NY One Size Does Not Fit All: Different Approaches to Summer Orientation , presented at the Educational Opportunity Program (EOP) SUNY Academic Advisor and Student Support Professionals Training
Jarvis Watson	EOP/AIM	Career Decision-Making , presented at the National Black Alcoholism Council's 2010 Black Alcoholism Institute, Atlanta, GA, May, 2010
Howard Gunston	Facilities Operations and Reservation	American Heart Association Teaching Center , Faculty
Adelaide Kuzmack	Financial Aid and Scholarship Services	Financial Aid Product Advisory Group for Oracle , Member
Jacqueline Pascariello	Financial Aid and Scholarship Services	Two Pell's in an Award Year , presented at a Regional Meeting of the New York State Financial Aid Administrators Scholarship Services December, 2009 Financial Aid , presented for The Long Island Regional Advisory Council on Higher Education and Congressman Tim Bishop at Third Annual Financial Aid Information Seminar, St. Joseph's College
Jan Tassie	Financial Aid and Scholarship Services	Tri-Regional Planning Committee for New York State Financial Aid Administrators , Member
Barbara Hazard	HSC Student Services	New York State Financial Aid Administrators (NYSFAA) Nominations and Membership Committee , Member, presented at the NYSFAA State-Wide Fall Training meeting on the transition from Federal to Direct Lending for student loans
Beverly Rivera	Registrar	State University of New York Registrar's Association (SUNYRA) , Secretary
Peter Gerace	Residential Operations	International Code Council (ICC) , Member
John Sparano	Residential Operations	APPA Association of Physical Plant Administrators , New York Chapter, Member
Michael Ospitale	Residential IT	Follow the Paperless Road , (2010), presented at Association of College and University Housing Officers International (ACUHO-I) Conference
Al deVries	Residential Programs	Follow the Paperless Road , (2010), presented at Association of College and University Housing Officers International (ACUHO-I) Conference
Courtney Drew	Residential Programs	Translating the Umbrella, We've Got You Covered , presented at the Association of College Personnel Administrators (ACPA) How to Kill Friends and Influence People , presented at the Long Island Lesbian, Gay, Bi, and Transgender Conference
Matthew Gregory	Residential Programs	Creating a Culture of Assessment , presented at Association of College Personnel Administrators (ACPA) Broadway Cares/Equity Fights AIDS College Program , Co-Chair Standing Committee for LGBT Awareness Coordinator for Advancement , Association of College Personnel Administrators (ACPA) Like S.A.N.D. Through the Hour Glass, A Presentation of Student Staff Development and Motivation , presented at College Student Educators International (ACPA)
Amanda Haxer	Residential Programs	Student Learning Outcomes for Student Employees, A Horizontal Developmental Approach , presented at College Student Educators International (ACPA) and at Student Affairs Administrators in Higher Education (NASPA) Region 2

APPENDIX B: STAFF PROFESSIONAL LEADERSHIP

Staff Name	Department	Staff Professional Leadership
Natalie Munoz	Residential Programs	Like S.A.N.D. Through the Hour Glass, A Presentation of Student Staff Development and Motivation , presented at College Student Educators International (ACPA) College Student Educators International (ACPA) , Committee for Multicultural Affairs, Latino Network, Social Chair
Patrick Ross	Residential Programs	How to Kill Friends and Influence People , presented at the Long Island Lesbian, Gay, Bi, and Transgender Conference
David Scarzella	Residential Programs	Creating a Culture of Assessment in Campus Residences , presented at Association of College Personnel Administrators (ACPA) National Conference
Laura Valente	Residential Programs	State University of New York (SUNY) Faculty Senate Student Life Committee , Member Author of State University of New York's (SUNY) "White Paper" on off-campus housing
Joe Vece	Residential Programs	National Association for Student Personnel Administrators (NASPA) , Association of College Personnel Administrators (ACPA), Program Reviewer
Baycan Fideli	Residential Risk Management	National Campus Fire Safety Organization , Education Standards, Committee Member
Alexandra Duggan	Student Activities	Risky Business—Managing Risks in Higher Education , presented at the Regional Association of College Unions International (ACUI) Conference in New Jersey, November 2009 Association of College Unions International (ACUI) , Co-Chair for Membership of Regional Leadership Team Planning Committee for the Annual Association of College Unions International (ACUI) Conference, Member
Isobel Breheny	Student Activities Leadership Learning	Presented on four panels at the National College Media Advisors: New Advisors and Committees National Conference , March, 2010 Presented on six panels at the Regional Intercollegiate Broadcasting Seminars Planning Committee Regional Conference , New York City, March, 2010 Schafer
Rachel Bergeson	Student Health Services	State University of New York (SUNY) Health Council , Nominating Committee Member, Adolescent Committee for American Academy of Pediatrics District 2, Member
Maureen Pavone	Student Health Services	New York State College Health Association (NYSCHA) , Nursing Section Head
Anthony Pesce	Student Health Services	Volunteer Editor for Medpedia
Maryann Walsh	Student Health Services	District 1 for the New York State College Health Association (NYSCHA) , Liaison
Susan DiMonda	Student Life	Long Island Council Student Personnel Administrators (LICSPA) , Secretary
Heather Robertson	Student Orientation and Family Programs	National Orientation Directors Association (NODA) , Downstate NY Representative Imagine Your State Mandated Programs as Innovative, Interactive, and Accountable , presented at the National Orientation Directors Association (NODA), National Conference, Anaheim, CA, November, 2009 Your State Mandated Programs Can Be Innovative, Collaborative, and Assessable , presented at the National Orientation Directors Association (NODA) Region 9 Conference, Ithaca, NY, March, 2010
Chris D'Orso	Undergraduate Admissions	SUNY College Admissions Professionals (SUNYCAP) , University Center Representative
Stefan Hyman	Undergraduate Admissions	Engaging the Millennial Generation Strategies to Leverage the Social Web , presented at ACT Enrollment Planners Conference, Chicago, IL, July 2010 Social Media in Higher Ed 101 presented at Division of Student Affairs Workshop, Stony Brook University, Stony Brook, NY, September 2009 Moving Beyond Gutenberg, Successful Online Recruitment Strategies , presented at ACT Enrollment Planners Conference, Chicago, IL, July 2009 Social Media in Admissions , conducted Panel Discussion at Connect University, 2009, Boston, MA, July 2009 Successful eRecruitment Strategies , conducted College Admission Counseling Annual Meeting at New York State Association, Queens, NY, June 2009
Robert Pertusati	Undergraduate Admissions	Executive Council of Western Suffolk Counselors' Association , Board Member Western Suffolk Counselors' Association , College Fair Steering Committee Long Island Counselors' Annual Conference , Co-Chair

APPENDIX C: STAFF AWARDS AND ACKNOWLEDGEMENTS

Staff Name	Department	Staff Awards and Acknowledgement
Patricia Rasso	AIM/EOP	Distinguished Service Award for Outstanding Service, Student Affairs and Enrollment and Retention Management
Shayna Stahl	Athletic Bands	“Superior” Rating, New York State School Music Association (NYSMA) Competition
Mary Behling	CAPS/CPO	Resident Supervisor of the Year Stony Brook University Medical Center (SBUMC)
Michael Bombardier	CAPS/CPO	Substance Abuse and Mental Health Services Administration (SAMHSA) Continuation Funding (\$87,555) to support suicide prevention outreach
Smita Majumdar Das	CAPS/CPO	Office of Violence Against Women/U.S. Department of Justice Three-year Grant (\$298,000) to support outreach
Ellen Driscoll	CAPS/CPO	NCAA CHOICES Grant continuation funding (\$10,000) to support student alcohol prevention campaign
Jenny Hwang	CAPS/CPO	Office of Violence Against Women/U.S. Department of Justice Three-year Grant (\$298,000) to support outreach
Christine Tanaka	CAPS/CPO	Presidential Mini-Grant (\$2,000) to support Stony Brook University Safe Space Program
Kathleen Valerio	CAPS/CPO	New York State Tobacco Action Materials Grant (\$5,000) to support anti-smoking campaign New York State HIV Prevention Materials Grant (estimated at \$5,000)
Joanna Durso	Career Center	Alva Cooper Award Metro NY Career Counselors (MNYCCPOA)
Elena Polenova	Career Center	Eastern Association of Colleges & Employers (EACE) Research Grant (\$1,000) to support investigating parents’ influence on student career identity.
Marianna Savoca	Career Center	President’s Award for Outstanding Service and Dedication, SUNY Career Development Organization (CDO)
Urszula Zalewski	Career Center	SUNY Chancellor’s Award for Excellence in Professional Service President’s Award for Excellence in Professional Service, Stony Brook University Distinguished Service Award Outstanding Service, Student Affairs and Enrollment and Retention Management Fellow for the New York Council for the Humanities
Jeffrey A. Barnett	Dean of Students	Newman’s Own Campus Community Service Challenge Grant (\$7,500) to support Alternative Spring Break Outreach Program SUNY Explorations in Diversity and Academic Excellence Grant (\$7,080) to support Earthstock Educational and Community Outreach Initiatives
Cheryl Chambers	Multicultural Affairs	Founder’s Choice Award, Student African American Brotherhood (SAAB) National Organization , Northeast Region Public Service Award (2010), Suffolk County Dr. Martin Luther King Jr. Commission
Diane Bello	Registrar	Distinguished Service Award , Systems Innovations, Student Affairs and Enrollment and Retention Management
Joanne Colombini	Registrar	Distinguished Service Award , Student Affairs and Enrollment and Retention Management
Matthew Gregory	Residential Programs	Outstanding New Professional College Student Educators International (ACPA) , Commission for Administrative Leadership
Rachel Bergeson, M.D.	Student Health Service	25-Year Service Award , Stony Brook University Medical Center
ILI Task Force Student Group	Student Health Service	Award for Community Service , New York State College Health Association
Kathleen Valerio and SHS Staff	Student Health Service	Award for Tobacco Cessation Support in the Form of Distribution of Nicotine Replacement Products, TAC/Suffolk County DOH Community Partnership
Maryann Walsh	Student Health Service	20-Year Instructor Award , American Heart Association Outstanding Regional Faculty Grant (\$1,000) from New York State College Health Association (NYSCHA) for Red Watch Band CPR Training Equipment, American Health Association
Susan DiMonda	Student Life	Sister Margaret Ann Landry Lifetime Achievement Award , Stony Brook University
Stefan Hyman	Undergraduate Admissions	Distinguished Service Award Outreach Efforts , Student Affairs and Enrollment and Retention Management

**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 CULTURESⁱ

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

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> • Lacks strong cultural identification. • Demonstrates confidence when challenged about own identity. • Sense of self is evolving. | <ul style="list-style-type: none"> • Demonstrates an ability to empathize. • Questions about difference are appropriate. • Makes suggestions for change based on knowledge of cultural difference. | <ul style="list-style-type: none"> • Enjoys recognition and exploration of difference. • Tolerates ambiguity. • Questions about difference may be naïve, but are geared to learning. |
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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

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> • Accurately informs others about cultural difference. • Adapts response to others' needs based on cultural difference. | <ul style="list-style-type: none"> • Identifies similarities and differences between their own culture and other cultures. • Selects key resource persons from other cultures for more information. | <ul style="list-style-type: none"> • 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)

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

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 <ul style="list-style-type: none"> • Determines, with peers, acceptable parameters of behavior. • Takes action because it is the right thing to do. • Confronts peers who behave disrespectfully. 	<ul style="list-style-type: none"> • Stays after hours to complete a project important to the supervisor. • Takes right action to impress or please others. • Evaluates action based on intention or effort over result. 	<ul style="list-style-type: none"> • Avoids taking full ownership of project or responsibility for mistakes. • Makes excuses for why something wasn't done well or on time. • 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 <ul style="list-style-type: none"> • Seeks reasons for assignment. • Can articulate goals of assignment. • Seeks to add value to assignment by employing creative thinking. 	<ul style="list-style-type: none"> • Questions assignment to know why it is important. • Articulates purpose of role but does not seek to improve the role. 	<ul style="list-style-type: none"> • Does not question purpose of assignment. • Engages in rote behavior as assigned without regard to its purpose or seeking to add value.

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 <ul style="list-style-type: none"> • Demonstrates skills in analysis and synthesis of diverse sources of information. • Articulates different perspectives on issues • Is able to provide supportive evidence to back up arguments. 	<ul style="list-style-type: none"> • Articulates understanding of similarities and differences between self and alternative value systems. • Uses multiple sources of information and their synthesis to solve problems. 	<ul style="list-style-type: none"> • Is able to construct and present an argument. • Expresses openness to different ideas. • Seeks out people who are different. • Is comfortable when in the presence of different opinions.

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

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

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|--|---|---|
| <ul style="list-style-type: none"> • Articulates how skills developed apply in a variety of career paths. • Has conversations linking skills to future career plans. | <ul style="list-style-type: none"> • Describes the skills developed on the job. • Actively works to enhance a specific skill. | <ul style="list-style-type: none"> • 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

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Has registered with ZebraNet. • Has had a résumé reviewed. • Attended a couple of Career Center programs. • Browsed online job boards. | <ul style="list-style-type: none"> • 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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STATE UNIVERSITY OF NEW YORK