Student Experience Strategic Planning Committee Report

Organization

On June 11th, 2010, under the leadership of Peter Baigent, Vice President for Student Affairs and Associate Provost for Enrollment & Retention Management, and Joseph Mitchell, Professor in Applied Mathematics & Statistics a 39-member Student Experience Strategic Planning Committee was convened to develop priorities and initiatives to guide the University planning process in terms of transforming the student experience in the coming years.

The Committee was charged to:

- Explore and define opportunities for planning for our student experiences,
- Recommend improvements to the campus which would be relevant to student enrollment, retention, and community building, and,
- Present actionable and prioritized recommendations for transforming student success at Stony Brook University.

Over the course of several months, the Committee assessed strengths, weaknesses, opportunities and analyzed previous University strategic plans. The Committee members were comprised of a broad representation of campus constituents: members of the student body, academic affairs, University Leadership and student services. Sub-Committee priority teams, led by University Leadership/senior administrators and faculty leaders, convened to craft measurable and actionable plans for each goal/themes. Integration and prioritization remained a focus for each sub-Committee team as they worked together to develop a measurable plan that would have short and long-term impact.

To frame the conversations the Student Experience Strategic Planning Committee adopted four themes resulting from a synthesis of the following previously submitted reports:

- Middle States Institutional Self Study, 2004
- Five Year Plan, 2005-2010
- First Year Matters Study, 2008
- Survey of Stony Brook 2009 Graduates
- Middle States Report, 2009
- SUNY Strategic Plan, 2010

The themes were assigned to sub committees chaired and co-chaired as follows:

1. **<u>Supporting and Enhancing Student Progress</u>**: Joseph Mitchell, Professor, Applied Math and Statistics, and Rick Gatteau, Director of Academic & Pre-Professional Advising.
   - A commitment to developing and implementing best practices that enable students to succeed academically and help them reach their full intellectual potential.

     - Roy Lacey, Chemistry Department
     - Nancy Goroff, Chemistry Department
     - Catherine Sowell, Enrollment Management
     - Donna DiDonato, Undergraduate Affairs
     - Diana Voss, Teaching, Learning & Technology
     - Charles Robbins, Vice Provost for Undergraduate Education and Dean of Undergraduate Colleges
     - Frank Fanizza (Student)

- Theodore Hueckel (Student)
- Justin Williams (Student)
- Joel Jimenez (Student)

2. **Supporting and Enhancing a Safe, Caring and Healthy Campus**: Dallas Bauman, Assistant Vice President Campus Residences and Jenny Hwang, Associate Dean & Director of CAPS.
   - Several departments play an integral role in maintaining a healthy campus environment and delivering services, programs and innovative learning experiences that promote wellness.

     - Marci Lobel, Psychology Department
     - Amanda Haxer, Residential Programs
     - Ed Feldman, Department of Family Medicine
     - Charles Rico (Student)
     - Aisha Scott (Student)
     - Nakiya Findley (Student)
     - Geri Galott (Student)
     - Jean-Marie Caidor, Jr. (Student)

3. **Supporting and Enhancing a Cohesive Learning Experience Inside/Outside the Classroom**: Charles Taber, Professor of Political Science, Associate Dean of the Graduate School, and Dave Ferguson, Professor and Chair/Department of Technology and Society.
   - Being able to attract, retain and graduate students requires a strong support system that integrates learning and personal development in academic and non-academic activities, both inside and outside of the classroom.

     - Peter Baigent, Vice President for Student Affairs, and Associate Provost for Enrollment and Retention Management
     - Joseph Mitchell, Applied Mathematics & Statistics
     - Wendy Tang, Electrical Engineering
     - Kamazima Lwiza, Marine Sciences
     - Qiadode (Jeff) Ge, Mechanical Engineering
     - Leonie Huddy, Political Science
     - Jean Peden, Undergraduate Affairs
     - Ann Levy (Student)
     - Melissa Klott (Student)
     - Michael Glick (Student)
     - Colby Allen (Student)
     - Neville Hall, Jr. (Student)

4. **Supporting and Enhancing a Sense of Place and Community**: Jerrold Stein, Dean of Students and Mary Kritzer, Professor of Neurobiology and Behavioral Sciences.
   - Improving campus and student life and finding ways to galvanize the campus community will supplement the exemplary academic reputation we now have.

     - Monica Fernandez-Bugallo, Electrical Engineering

- Perry Goldstein, Music Department
- Karen Lee, Office of the Dean of Students
- Joan Dickinson, University Communications
- Phil Son (Student)
- Franck Joseph (Student)
- Alexander Dimitriyadi (Student)
- Denise Degennaro (Student)
- Kirin Mahmud (Student)
- Kadeem Hylton (Student)

The four subcommittees' findings were synthesized into the following functional initiatives for further action:

Radically Improve Campus Communication Strategies:

Current Condition

Communication is a vital component of community-building and a consensus priority for solution of all the subcommittees.

There is a wealth of information resources available for the campus intended to address a wide range of needs, but few on campus, whether student, faculty or staff, are aware of all of these sources and how to gain access to them. Our teaching, research, and programs can only benefit from greater information to and feedback from present and future students, as well as members of the general public.

There is also little ability to tailor information flow to individual interest /requirement, nor the ability to respond to comprehensive real-time questions.

Action Plan

In order to provide for effective and efficient dissemination of information about campus activities, opportunities and offerings, it will require the establishment of a focused "in charge" planning and implementation effort lead by stake holders who might not be the first line providers. (When everyone is responsible for something, too often no one is held accountable for it. "In charge" parties are not necessarily expected to bring about the changes themselves, but to praise, monitor, challenge and support others who are working on solutions).

Strategic Enrollment Planning:

Current Condition

The revised Stony Brook Five Year SUNY Enrollment Plan has a capping of Undergraduate enrollment and an increase in Master's students with the East Campus having projected growth from 3,500 to 4,000 students; PhD growth will be strategic based on opportunities.

The Undergraduate focus will be to continue an increase in the quality of an increasing geographically widespread student body and continue to provide access to the University by a diverse student body.

Action Plan

Increase out-of-state and international students to almost 30% of the class. This requires increasing the number of first-time full-time International UG students from 180 to 270 and increasing domestic out-of-state students from 325 to 480 by 2016 resulting in 29% (28.8%) of the entering class hailing from out-of-state by 2016. This will require an enhanced presence in out-of-state markets utilizing retired guidance counselors familiar with those areas, similar to the Ohio State model in which they are investing several million dollars in new personnel and aid costs, as well as models being used by many private institutions.

In order to achieve increases in quality and provide access we will, optimally need to deliver an additional $7 million by Fall 2016 in annual merit/need financial aid (total $15.3 million) to undergird the recruitment effort for high ability students with need from diverse socio-economic and geographic backgrounds. New awarding models targeted to attract high-ability students with high need and financial aid awarding system upgrades will need to be implemented to ensure aid is awarded with maximum efficiency and with maximum ROI in achieving our goals.

Focus campus efforts on recruiting increasing numbers of qualified under-represented students. To accomplish this, the University will incorporate focused outreach to high school districts with known high quality, under-represented students along with those who have a high percentage of students on reduced and/or free lunch in order to provide counseling and guidance to keep these students in the educational pipeline. Pre-college counseling, tracking, guidance and pre - first year academic support and enhancement for accepted students will enhance the number of well prepared students from these districts gaining admission and capable of benefitting from post-secondary education at Stony Brook.

Create a centralized Visitor Center: to provide an immediate, state-of-the-art and consistent presentation to prospective students and parents on the feature, benefits, outcomes and expectations for students interested in attending Stony Brook, as well as accessible source of information and assistance for campus visitors; to provide admissions with an accessible space of sufficient size for hosting its visiting students recruitment groups; and, to provide a space for use in conjunction with new student orientation sessions.

Student Success:

Current Condition

Student success is everyone's business, and all must work together to make sure students do not fall through the cracks. High quality support requires contemporary and readily available advising, academic support, and tracking systems to make sure students get what they need when they need it.

Action Plan

In the broad scale, implement a comprehensive system of advising, safety nets and early warning systems for students by:

Better integrating the various advising functions on campus by examining the feasibility of bringing them together under a single administrative structure.

Completion of Degree Audit: a number of pilots have been completed and the functional process is understood. The plan will concentrate on strategies that allow large scale input of

transfer student data into the student record system through self-reporting by the student applicant and/or an EDI transfer from major feeder institutions. This will establish a one-to-one relationship of accepted transfer courses enabling a degree audit system to operate for all students. (Pilot is underway)

Implementing a single student advising notes repository to allow all advisers access to prior contact information. (Pilot is underway)

Providing a central source to coordinate and inform students about tutoring resources on campus.

Improving the use of historical data and enrollment projections to more accurately ensure the availability of high demand gateway and core courses.

Completion of the implementation of the Student Data Warehouse to provide a definitive source of academic, demographic, enrollment and financial aid data for all analysis and reporting. (Under development)

Academic program improvements

The undergraduate academic core requires a strong foundation in the general education curriculum. Therefore, we must continue the revision and implementation of the general education curriculum to ensure that it is meeting the needs of our current and future students, and expand the review of our major requirements across Stony Brook University. (Underway)

Understand the full range of Honors Education opportunities and re-organize them in a manner that more clearly demonstrates the benefits of each individual program to potential students. (Currently under review)

Complete an assessment of the impact of the Undergraduate Colleges (currently underway) and consider the possible expansion of the most positive aspects of program to the sophomore year.

Engage in an assessment of Living Learning Centers.

Incorporate Experiential Learning as an integral part of a Stony Brook education providing opportunities to the individual student and to the community outside the boarders of the campus by:
- Implementing an experiential learning requirement as part of new DEC.
- System enhancements for tracking and assessment.
- Managing the process with staffing/faculty compensation with the goal of transferring us to an engaged campus.

Deliver Summer Opportunity programs in CEAS & CAS to promote student success. (Planning underway)

Continuous need to pursue the creation of Professional Science Masters programs which have been growing in strength and prominence for the past few years (see http://www.sciencemasters.com/).

Class Scheduling and Availability

Current Condition

Far too often Stony Brook students are unable to enroll in the classes they need to progress through their courses of study. This is due to a variety of factors, including availability of classrooms, insufficient resources for instruction and instruction support (e.g., teaching assistants), and inaccurate or delayed prediction of demand for classes. It is particularly vital that key gateway classes be available with adequate seats. It is a disservice to students to admit them to programs for which the University cannot provide adequate seats for timely degree completion; failing to fulfill this basic obligation impedes student progress and has a direct impact on student satisfaction and the University ranking. The current scheduling system has its roots in the 1970's and has not had a champion on campus so it has not been fully or effectively utilized. Contemporary scheduling and demand forecasting approaches can provide for optimized use of space providing a low cost high, benefit strategy.

Action Plan

Make a commitment to plan for and provide adequate seats in critical gateway and core courses. Identify specific target courses where additional seats are needed and can be provided at the least possible cost.

Work closely with deans and departments to do the advance planning effectively so that better informed decisions can be made earlier. Utilize the best possible demand prediction system and optimize the use of instruction resources.

Optimize the use of limited classroom resources to the maximum extent possible, particularly as construction projects remove some rooms while working towards increasing overall classroom space. Take a hard look at the current scheduling software to see if it is able to meet contemporary needs of an enterprise scheduling system for instant conflict checking, calendaring, academic and event scheduling tools, and reporting analytic capabilities. If the current software cannot meet needs, we must pursue, purchase, and implement a contemporary solution. This is necessary to use historical data and enrollment projections to optimize the scheduling of gateway and core courses.

Safe and Caring Community

Current Condition

There are programs and services widely available for students in health, mental health, and safety that promote a safe and caring campus community. The sense of community is a primary protective factor for all members of the community, and as a result, requires the participation of all members – students, faculty, and staff. Programs, infrastructure and services need to have as a shared focus increased investment, skill building, and provision of support services. Furthermore, this initiative is closely related to the Communication initiative; communication of availability of services, expectations of members of this community, and educational opportunities is critical as the lack of awareness and knowledge serves as one of the primary barriers to help seeking, bystander intervention, and a broader sense of personal responsibility.

Individual and Community Responsibility

Student acceptance and understanding of the values, attitudes, knowledge and skills necessary for a Stony Brook University Student. The campus community reaffirms its commitment to equality, civility, caring, responsibility, accountability, and respect by:

Continue to build a culture of respect and civility inside and outside the classroom to create a more caring community.
- Student leaders read our Community statement to the new students at orientation – respect, responsibility and understanding of difference,
- Peer education programs: RWB, Chill and Choice,
- Personal safety and personal responsibility campaigns,
- Development of and roll out of the community pledge.

Rules and Enforcement
- Respect for persons
- Plagiarism (broad issue of intellectual property)
- Responsible use of Information Technology

Support systems and resources
- Early detection – depression screenings, etc.
- Risk assessment – interdisciplinary team (CAPS, Residence Halls, Academic Community, UP, DOS, etc.)
- Outreach and Prevention team

Student Service Provision

Counseling and Psychological Services:
Diversity of services coupled with an increasingly large client base; Outreach and prevention programs have been widely deployed; Development of clinical logic model to track short-term, mid-range, and long-term outcomes; and, greater use of referral system – offering a few sessions internally to prep students to follow-through on referral.

Partnership(s) in development with:

- Psychology Department's training clinic to offer longer term therapy for chronic depression, anxiety.
- School of Social Welfare to provide interventions for anger and stress management.
- Children's Hospital.
- Preventative medicine.

Spanning the Prevention – Treatment Spectrum:
- OSA/ERM Mental Health, Violence Prevention and Clinical services situated where practice and research meet.
- Services cover broad spectrum from Prevention to Treatment to Immediate Crisis Management.
- Health and Safety needs of campus are health issues, not simply student development/student experience issues, which require multidisciplinary, flexible, intentional strategy that emphasizes collaboration across the academy and administration, as well as dialogues with outside institutions/agencies (e.g. Funding agencies, peer institutions, and so forth).

Areas of emphasis and examples:
- Prevention/Early Intervention Community-Level approach:
- Protective/Risk Factors are targets:

- US Department of Justice Grant:
  - Psychology Department, Public Health, School of Social Welfare, University Police, OSA/ERM, Victims Information Bureau of Suffolk
  - Needs survey; Data-driven intervention; EBTs; Targeted Resource Allocation
  - Community-level approach that's driven by data, not just on subjective experience. For example, freshmen are not necessarily highest risk; Prevalence rates for problems such as violence, depression, and substance abuse increase (from Fresh to graduate school student status).
  - EBTs are used that are cost-efficient, yet also can be made flexible enough to respond to needs of our diverse student population
- Diversity of Services to match diversity of needs and population: Used to be a long-term approach. Data shows that 80% of students stop attending treatment after 10 sessions; now, much more intentional practice for sessions 1-5. Development of clinical logic model to track short-term, mid-range, and long-term outcome targets; Greater use of referral system – offering a few sessions internally to prep student to follow-through on referral using EBT (i.e., motivational interviewing).
- Changing approach internally to service provision.
- Partnerships with university departments: (such as, Psychology Dept., School of Nursing, and School of Social Welfare).
  - Psychology Department's training clinic to offer longer term, EBTs for chronic depression, anxiety.
  - School of Social Welfare to provide manualized interventions for anger and stress management.
- Increased faculty/staff training to build KSAs related to recognizing a student in distress and making an appropriate referral.

Taking Advantage of New Construction Opportunities

Current Condition

Campus Village (East & West):

Building upon the Campus Village statement initially in 1995 and again in 2005, ***Presidents Task Force on the Student Experience, July 2005.***

"Create Main Street, Stony Brook, on the campus, in the area between the planned Recreation Center, the Library, the Staller Center, and the Stony Brook Union. This should be a village within the campus that features attractive shops, entertainment and ample facilities for socializing all open to the outside. On Main Street, and elsewhere on campus (particularly near residence halls), there should be carts with food and refreshments, convenience stores and other needed shops."

A number of construction/renovation programs are bringing that vision within reach: The Athletics arena renovation, construction of a Recreation Center, renovation of the Student Union, building a 400- bed residence hall and new dining center (adjacent to the Union) and creating a plaza (between Bookstore and Union). All are either funded or ready to be bonded, presenting a golden opportunity.

The absence of social hubs is a real barrier to enhancing student life at Stony Brook. Designing and constructing a "College Town(s)" replete with social, dining and other retail operations will enhance the quality of life and become a destination for not only students, but also for our faculty, staff and other members of the community.

Action Plan

Create Campus Hub(s)

Create *Main Street, Stony Brook* on the campus in the area between the planned Recreation Center, the Library, the Staller Center, and the Stony Brook Union. This should be a village within the campus that features attractive shops, entertainment and ample facilities for socializing all open to the outside. On Main Street, and elsewhere on campus (particularly near residence halls), there should be carts with food and refreshments, convenience stores and other needed shops.

Successful current ventures, such as University Café, should be incorporated, as should opportunities for Graduate Student social settings, Staller Center events should be connected in various ways and special effort should be made to allow and then encourage local entrepreneurs to locate on *Main Street* and to develop unique shops that cater to student taste.

The final mix should include restaurants, coffee shops, and pubs, possibly a range of clothing stores, service establishments like laundries, grocery stores, drug stores, and other sources of needed supplies, and whatever entertainment venues prove viable.

With 3,500 students (1,200 UG's) the HSC students need dedicated similar services to "Main Street" along with lounge space and food options. These spaces can (will) become an additional hub of activity while providing a connection between east and west campus.

Recreation Space

Current Condition

Work is currently underway on building a Recreation Center after 11 years of planning which will provide for the first time a visible and accessible space for individual and organized sports. Over the recent past, there has also been a lighted outdoor area developed for recreation, however demand far outstrips available space.

Action Plan

To take advantage of currently available space at relatively low cost, the Stony Brook Road Field needs to made wider to accommodate regulation rugby field and re-configured so that two or more fields can support more than one event simultaneously.

Handball courts – add an additional six (6) new courts behind the Sports Complex and provide lighting.

Sport Courts- add additional courts near the residence halls. Suggestion: Gray/Irving College, Construction Lot across from Lauterbur on Circle Drive, and Tabler Quad.

Campus Activity Space

Current Condition

The current Student Union is being currently completely renovated and re-purposed to centralize student services, e.g., academic support counseling health care, advising, orientation (Student Union)
Approximately 20,000 events are annually scheduled in the SAC and SB Union. The renovation of the SB Union will require the relocation of several programs currently housed there. Phase III of the SAC will offer space to support campus events and student organizations. It will also help us expand dining capacity in the center of campus.

Action Plan

SAC III will:
- Bring another campus center to life on the weekends and offset the loss of activity/student organization space due to the Union renovation. This addition will also make centrally located campus dining functional and also provide a tractable lounge, study and entertainment complex.

Campus Residences:

Current Condition

Demand for campus housing has exceeded available capacity for many years, with significant shortfalls in accommodations for new and returning undergraduate and graduate students. Additionally, there is an identified need for housing for professional students – medical and dental students, and medical residents.

In the interest of enhancing student success, it is highly desirable that a substantial portion of undergraduates, particularly freshmen, live on campus. Currently, more than 80% of freshmen choose to live on campus. To accommodate freshmen who apply to live on campus, it has been necessary to over-assign a significant number of students, typically in tripled rooms. This continues to be the case despite the recent completion of construction of more than 600 beds, which added capacity to Kelly and Roosevelt Quads.

Also, without additional capacity beyond the next 400 beds, we will need to continue to enforce the "Eight Semester Rule," which excludes continuing residents to a maximum of eight semesters of residency (six semesters for transfer students). This is certainly an undesirable alternative for managing demand, and additional capacity would allow us to cease relying on this restriction. Similarly, we regularly have a waiting list of as many as 500 undergraduates who live off campus and are seeking on-campus accommodations.

Action Plan

In order to achieve a goal of housing at least 90% of freshmen, additional construction will be necessary. A new project of 400 beds, which would also include a dining facility to replace

substantial portions of the dining services currently provided in the Stony Brook Union, would likely be completed by fall 2014.

Demand argues for adding as many as 800 beds beyond the currently planned 400-bed project. This construction could be achieved in two phases, with an additional 400 beds completed by fall 2015, and the balance shortly thereafter.

The University's plan to significantly increase Master's level enrollment suggest that we should add capacity specifically to accommodate these students. Among the alternatives to be considered in this context is the construction of an additional building at West Apartments, utilizing the existing design and adjacent land, to add 173 beds to this group of facilities.

Previous work by the Task Force on Graduate and Professional Student Housing has identified potential demand, primarily from medical and dental students, medical residents, along with some graduate students with higher levels of institutional support for campus housing targeted at their particular needs. It is widely understood that such housing would come with a higher cost than other alternatives discussed above, and that even with acknowledgement of the need for higher rental rates, such housing would only be financially viable if it were to be accomplished through a public-private partnership. Completion of this project is, therefore, dependent on a number of factors which make the time line difficult to predict, including legislative action to permit such partnerships, as well as actions that would make an appropriate site on campus available for construction.

Construction of new facilities is only one part of the challenge of providing safe and comfortable accommodations available to Stony Brook's students. Additionally, it will be necessary to maintain and enhance our renovation of facilities on an aggressive schedule. As we begin the third round of renovations of the original 26 residence halls, and continue our renovation of apartments at Chapin, Schomburg and West of at least 10% of all units each year, the investment of resources in this initiative will continue to contribute to our planning challenges and to the cost of on-campus residence.