The provision of additional support services to students in the designated all first-year student residence halls - WISE; contribute to the fall-to-spring and fall-to-fall persistence rates as compared to all first-year students and to all full time students in general. Revisions to program and environment are continuously updated based upon survey feedback, focus group comments, as well as from students, faculty, and staff associated with first-year efforts. The overall persistence rates for all first-year students continues to increase attributable to the first-year housing program, efforts of the OFE, outreach to parents, and the efforts of many departments and programs on campus.

The information above indicates that the support services provided in the first-year housing program, the course FRX101, course instructors and efforts of the FY Advocates and OFE staff have been effective in building the number of credit hours and increasing and maintaining GPA’s of first-year students. The training of faculty mentors, resident mentors, academic support satellite office staff will be modified and stress the importance of academic grades and the services available on campus to assist students i.e. Learning Center, student’s advisors, etc. The implementation of the FRX101 course will be modified for the fall 2009 semester based upon student and faculty feedback. The most notable change will be in the format for the course for all first-year students outside of Whiteface and Wilson residence halls. This format will shift from a residential setting to an open enrollment process. Sixteen course sections will be available for students to enroll in for these students. Those students residing in WISE will continue to have the course offered on their floor and in their building. Commuter students will be able to enroll in any of the sixteen general sections offered to the students. In addition, an on-line section will be available for those students that have scheduling conflicts and commuter students will be encouraged to enroll in this section.

A number of strategies were investigated for those students placing into ENG100 and their subsequent enrollment into the course. Meeting participants included the Office of First-Year Experience, Dean of Arts and Science, the English Department, Registrar’s office, the First-Year Council and the Academic Support Services Council. Initial thoughts included mandatory enrollment in ENG100 including the student’s inability to drop or withdraw from the course. However, a number of practical and logistical issues arose with this strategy. Strategies that will be employed include: specific information on the importance of taking this course will be discussed at Orientation Sessions, faculty and staff associated with Orientation registration will focus and encourage student enrollment, and the English department will personally contact each student that has placed in ENG100 to stress the importance of enrolling in a section. A further review and comparison of the original 2006 cohort and the cohort from the fall 2008 semester indicates a decrease in the number of students both placing for ENG100 and those students not taking the course in their first semester. Based upon the review of this information, the First-Year Council recommended that the data continue to be monitored and that the strategies employed in previous years have been successful and should be continued. No new or additional strategies are recommended at this time.

Over the past two years, the OFE has taken measures targeted at the off campus first-year student population. This population has the highest attrition rate of any cohort of students at PSU. Some of the measures include: special presentation to this group at the local Orientation session, first-year advocates assigned to this population, an Opening luncheon, first week coffee and donut welcoming meetings, an on-line section of FRX101, and frequent communications from their first-year advocates. These efforts do not appear to have had an impact as correlated to the persistence rates noted in the above chart. This population has proven to be difficult to reach out to and to draw into the campus community. Off campus first-year students are approximately 10% of the first-year student population.

The OFE will continue to reach out to this population by focused communications through letter and email. Additionally, a special effort will be made to enroll these students into sections of FRX101. As opportunities arise to connect to this population, the OFE will take advantage of them. New or additional measures will need to be analyzed in light of cost effective use of resources.
<table>
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<tr>
<th>Career Development Center</th>
<th>2009-10</th>
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<tr>
<td>Created special flyer to promote event to these students during their academic advising sessions. Increased numbers 40%. One possibility is that undeclared students were less likely to sign in or complete survey. Even though special marketing was done toward undeclared students, many may still feel that Career Night is for seniors only. More work will be done in this area. We will continue to collaborate with the Academic Advising staff.</td>
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<tr>
<td>The CRC will continue to be supported in the next academic year 2009-10 with the recruitment and training of a new graduate student to serve and staff it as the Peer Career Advisor.</td>
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<th>2010-11</th>
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<tr>
<td>Determined student satisfaction of attendees at workshops/class presentations. 95% learned something new; 99% found the information useful/relevant; 98% found the presenter prepared and knowledgeable; 98% found the handouts helpful; 98% would recommend that other students obtain this information. <strong>(Maintain high levels of constituent satisfaction)</strong></td>
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<tr>
<td>Ascertained student learning outcomes of those participating in mock interviews. 97% have a better idea of what should be included in a cover letter and resume; 91% know where to find appropriate job/internship vacancies; 97% know how to prepare for an interview; 97% know what type of questions to expect and to ask employers; 94% have increased confidence in presenting strengths and skills; 97% found the project useful. <strong>(Foster student learning and growth in the areas of cognitive skills, personal development, and societal responsibility)</strong></td>
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<tr>
<td>Tabulated number of messages distributed by various social media outlets. Intended intern changed to volunteer status so priorities changed. Posted events and articles on Facebook. Increased members on CDC Facebook page from 14 to 240. <strong>(Maintain high quality service and programs)</strong></td>
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<tr>
<td>Supervised possible intern to expand social media and other public relations efforts. Scheduled weekly meetings with student intern/volunteer. Student worked with graduate peer advisor in advertising workshops and special events. <strong>(Maintain high quality service and programs)</strong></td>
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<tr>
<td>Re-established Peer Career Assistance Office in Adirondack Hall and promote services. Relocated and decorated office. Conducted workshops and/or tabling in all 12 residence halls. Provided walk-in assistance during evening hours. <strong>(Maintain high quality service and programs)</strong></td>
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<tr>
<td>Provided training to peer career advisor funded by Residence Life. This graduate student held weekly meetings with staff and attended numerous workshops and class presentations related to career counseling, job search, and presentation techniques. Continued satellite office in Adirondack Hall with evening hours. Peer advisor presented 10 workshops in residence halls and to student groups. <strong>(Foster student learning and growth in the areas of cognitive skills, personal development, and societal responsibility)</strong></td>
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<tr>
<td>Commemorate and organize 35th anniversary celebration of Career Night. Status: Successfully executed 35th annual event including representatives from health care, law enforcement, government, military, retail, non-profit, hospitality and the media. <strong>(Maintain high quality service and programs)</strong></td>
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</table>
Develop enhanced programming for the Graduate & Professional School Fair.
Status: Participated in the program, provided materials, and assisted with logistics and arrangements for the second annual. It was decided not to have concurrent workshops. “Applying to Graduate School” workshops were held before and after the fair. (Maintain high quality service and programs)

Provide career support and activities to students involved with the National Science Foundation grant (if funded). However, grant was not funded. (Maintain high quality service and programs)

Facilitated 80 workshops presented this year for college students, high school students, alumni and community members. (Maintain high quality service and programs)

Updated office resources including workshop materials. Purchased numerous books and posters for the career library. Updated job vacancy websites as well as CDC website. (Maintain high quality service and programs)

Attended various webinars including “MBTI—Conflict for Success,” “Peace Corps,” “Managing Conflict in the Workplace,” “I Start Strong,” “Violence Goes to College—Keeping SUNY Safe,” “Federal Employment Opportunities” (Maintain high quality service and programs)

Collaborated with new Coordinator of Plattsburgh Employment and Public Computer Center now housed in public library in conjunction with the North Country Workforce Investment Board (Maintain high quality service and programs)

Discussed graduate admissions trends both locally and nationally with Director of Graduate Admissions (Maintain high quality service and programs)

Coordinated information and workshop attendance with School of Business and Economics professors and shared employment information with Director of Internships and Career Placement (Maintain high quality service and programs)

Dean of Students
It is clear that the number of students who attend the Transfer Orientation Sessions is declining. The Dean of Students office will look at the Transfer Orientation Program for potential changes, and will meet with members of the Admissions staff to determine how the program could attract more participants.

Based upon this evidence, the Academic Advisement portion of Orientation is something in which the student participants have much satisfaction. This information will be shared with the Academic Advisement Office for there use. The program (New Student Orientation) will be continued with an eye for continued good reviews.

The Assistant Dean of Students has evaluated the data that was collected and compiled a report. Based upon this report, a decision has been made that the Orientation sessions will continue to be assigned, rather than chosen by the participants. There was not a single case where a student was not able to switch into a session of his or her choice throughout the summer program. The data also suggest that there is no significant need to switch the practice of assigning sessions as been done in the past.

A system has been developed within the Orientation Office, allowing students and/or family members to request a certain session before the sessions are assigned in the Month of May

Judicial Affairs--The programs and services that are currently being offered at SUNY Plattsburgh appear to be assisting to lower the level of these types of violations. Although there are many other factors that could contribute to these statistics, Higher performing students, differing levels of enforcement on the campus, societal changes, etc., the college will continue the programs that are in place designed to limit the number of violations of these regulations and continue to develop new strategies that will further reduce the number of violations in the coming years/
| Educational Opportunity Program | 2009-10  
Last year evaluation of this assessment measure revealed an actual regression in the reading scores for summer program. This year however the increase in vocabulary drove an overall reading score increase above what we anticipated. This dramatic increase from last year’s scores points to an increased emphasis on the reading components of the summer program. The increase in math skills continues to remain strong with the average student more than doubling their pre-test scores. The following graphs illustrate the increases for both individual mathematics and individual overall reading scores:  
2010-11  
Through gathering the data, program staff have been able to help connect students to activities which they may find interesting through more experienced EOP students. In addition, we have increased the activities sponsored in our own office which, while not necessarily reflected in Appendix A, nonetheless increases student connection to EOP as well as to the campus as a whole.  
Of the 165 students who were enrolled in EOP in the fall of 2009, 25 graduated prior to the fall of 2010 and 12 were academically dismissed. Of the 128 remaining students eligible to re-enroll in the fall of 2010, 112 (87.5%) re-enrolled. The past few years have seen fewer academic dismissals and transfer rate remain pretty much the same. As a result of achieving 70%, EOP has set a new aspirational goal of 75% for graduation within the six year time period. We are all excited about this goal as well as the goal of raising the overall graduating GPA.  
Through gathering the data for this objective, program staff have been able to help connect students to activities which they may find interesting through more experienced EOP students. In addition, we have increased the activities sponsored in our own office which, while not necessarily reflected in Appendix A, nonetheless increases student connection to EOP as well as to campus involvement.  
EOP at Plattsburgh continues to have high levels of transferring students. We plan to work harder at recruiting students for whom Plattsburgh is a first choice to lessen the impact of transfers on our retention data. EOP continues to aspire to record a 65% graduation rate. Although the average state wide rate for comprehensive colleges is 45%, we believe that we have the services available to reach the 65% graduate rate which is the EOP average rate for university centers. Although moving closer (the rate two years ago was 45%), we will continue to strive for our aspirational goal and make continual changes to the program to increase this effort.  
| Student Service Corps | 2009-2010  
In an effort to address this issue, we are now offering varied contracts for 2009-2010. Members will have the option to provide 10 hours of service per week for a full academic year, 5 hours per week for a full year, 10 hours per week for one semester, or the number of hours equal to Federal Work Study allocation with an incentive bonus for members who complete 300 hours. Note, however, that the survey response rate was very low and these results may not be valid.  
| Student Activities & Volunteerism | 2009-2010  
These events were well received by students. The “Random Days of Fun” were not resource or time consuming and we will continue to offer one each month. We will probably also continue to plan for World AIDS Day unless the Student Health Center would like to take over these plans. The Dress for Success Fashion Show will not be planned by the Center for Student Involvement in the future and will be shifted back to Alumni Affairs. While ACB did not reach their goal for committee members, there was positive discussion this year about quality vs. quantity of members. They will continue to actively recruit through means such as Facebook, the Involvement Fair, and Orientation. The transition between the VP for Activities 46th to 47th legislations has been a difficult one...
and we continue to work with the new VP on realistic goal setting and management.

The newly implemented training program for ACB committee chairs has been very well received. Chairs received valuable information on marketing and public relations, recruitment and retention of members, and event planning logistics. We will continue to support the VP for Activities in planning such training sessions.

This number is encouraging given the relatively new structural and cultural change to ACB. We will keep tracking this information over time. Chairs will continue to be encouraged to recruit members who represent a broad range of interests across campus so that their programming targets a larger audience.

While the anecdotal and qualitative feedback was positive, we feel that we might benefit from asking more specific questions about individual events next year. This might be the last year that Family Weekend stands alone (plans are underway to combine it with Homecoming), so it is important for us to have a handle on the most valued events so that we can work them into the new model.

2010-11
1e. Use of Results to Improve Unit Services:

We met our goal this year, but would still like to see more men involved in all of our service programs, including Project HELP and Alternative Breaks. We have had success in working with fraternities and a few men’s athletics teams, but would like to see more individuals volunteering. We have hired a male coordinator for Project HELP next year – the first in several years – and hope his insight will help us reach more men.

We will continue to utilize traditional advertising methods, as well as social media such as Facebook and Twitter to help get the word out about Project HELP and community service opportunities. We will also have our annual ice cream social and try to get ourselves invited to speak at hall council meetings, etc.

We provided site leaders with specific ideas for activities that would help facilitate conversations about these issues and we stressed the importance of reflection and pre-trip education as components of Alternative Breaks. We will continue to include these in next year’s training.

We will continue to survey the scholars for these learning outcomes, but may not be able to say much about “significant” differences because of the small number of respondents. During the FRX course in the fall, we will also continue to focus discussion and reflection activities on these areas.

While the average attendance met our goal, there were many weeks when attendance was well below this target. Next year’s Weekend at Burghy’s program (being renamed Late Night Weekends) will be run entirely out of Student Activities & Volunteerism and we are looking to implement several changes. Each of the student coordinators will be responsible for a specific marketing task each week and they will each be assigned to a target audience for special outreach. We are also planning a venue change to the Sundowner which may help us to increase attendance with the built in audience of Late Night food service.

While we did see improvement from last year’s score, there is still work to be done. We will continue to encourage promotion of ACB and the SA as a whole at every ACB committee-sponsored event. We will also encourage the VP for Activities to get members back in the habit of wearing promotional t-shirts on any committee’s event days.

Chairs self-reported their skills in these areas as fairly high to begin with, but still showed increased scores in each. We will continue to encourage board/chairs training that covers some of these issues and we will also continue to provide individual support for these as needed.

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<th>Fraternity/Sorority Life &amp; Organization Development</th>
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<td>2010-11</td>
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<tr>
<td>Program and learning outcomes still need to be developed for Greek Ally Project and the Fraternal Peer Facilitation Program.</td>
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The Fraternity/Sorority Experience Survey will be administered in 2012 and will measure the above-listed program outcomes. Plan to recreate this evaluation tool via Google Documents for ease in tallying the information. Plan to re-administer this within the next month to staff members who served on the staff for more than one year and who will not be returning next Fall. Outcomes and an evaluation tool needs to be created for the Fraternal Summit and Greek Ally Project. The Future Fraternal Leaders evaluation was done electronically and we received a poor response rate. Therefore, we will continue to administer these evaluations through paper/pen upon the conclusion of each program.

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<tr>
<th>Student Service Corps</th>
<th>Student Activities</th>
<th>Technical Assistance Center</th>
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<tr>
<td>In an effort to address this issue, we are now offering varied contracts for 2009-2010. Members will have the option to provide 10 hours of service per week for a full academic year, 5 hours per week for a full year, 10 hours per week for one semester, or the number of hours equal to Federal Work Study allocation with an incentive bonus for members who complete 300 hours.</td>
<td>While ACB did not reach their goal for committee members, there was positive discussion this year about quality vs. quantity of members. They will continue to actively recruit through means such as Facebook, the Involvement Fair, and Orientation. The transition between the VP for Activities 46th to 47th legislations has been a difficult one and we continue to work with the new VP on realistic goal setting and management. The newly implemented training program for ACB committee chairs has been very well received. Chairs received valuable information on marketing and public relations, recruitment and retention of members, and event planning logistics. We will continue to support the VP for Activities in planning such training sessions. This number is encouraging given the relatively new structural and cultural change to ACB. We will keep tracking this information over time. Chairs will continue to be encouraged to recruit members who represent a broad range of interests across campus so that their programming targets a larger audience. While the anecdotal and qualitative feedback was positive, we feel that we might benefit from asking more specific questions about individual events next year. This might be the last year that Family Weekend stands alone (plans are underway to combine it with Homecoming), so it is important for us to have a handle on the most valued events so that we can work them into the new model.</td>
<td>2008-09 TAC is now leading a regional effort to plan a strategy to expand broadband adoption and use in all sectors (education, government, business, public safety, etc.). This can eventually include outreach work through the college’s library and MIS department. Our clients’ needs have challenged TAC staff to grow and evolve, and to develop partnerships with SUNY Plattsburgh faculty and area experts. 2009-10 TAC now has a portfolio that includes the supervision of broadband Needs Analysis research for Clinton, Essex, and F Each of the partnerships is a new form of working relationship for TAC. The AEP has resulted in the formation of the first ever Adirondack Legislative Caucus, which is supporting new economic development programs for Adirondack Park communities. The TAC – LTLP partnership resulted in a competitive proposal to the City of Peekskill and allowed the partners to make the first cut in the competition. TAC is a subcontractor to Friends of the North Country to provide a strategic housing plan for the Clinton County Housing Coalition. TAC invited CITEC to partner with it to submit a proposal in response to the Workforce Investment Board’s RFP for research on Green Collar Jobs, which the partnership was awarded. TAC partnered with the City of Plattsburgh Community Development office as part of a TAC strategy to provide services to the City while it is understaffed in its community and economic development initiatives. While this meant providing some volunteer hours to assist with grant writing, it ultimately resulted in TAC receiving a contract to create new marketing materials in support of the City’s economic development efforts. Franklin counties and the implementation and reporting of such research for Hamilton, Warren, and Washington counties.</td>
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The results are difficult to compare to previous years. We measured some of the same factors that the ACUHO-I/EBI Quality of Life Survey measures; however, we had a smaller response rate this year and used a 4- or 5-point scale instead of the 7-point scale used in the ACUHO-I/EBI survey.

The data suggests that we still have work to do in this area. While the trend has continued where students living in Whiteface and Wilson do show greater level of satisfaction with their overall housing experience, the academic and social environment created by living on campus, and the degree to which living on campus has improved their overall learning experience, the differences were not large enough to be statistically significant. Given the trend of data, we should continue many of the positive things we are doing in the first-year buildings and work to improve the implementation of them. As in the past, there needs to be additional focus on improving the noise level within first-year buildings.

Even though the past two years gave the department its first experience with developing rubrics and assessing learning outcomes for new RAs, we realized that we were not connecting this information to training, supervision, or the evaluation process. Taking the year to closely align these processes will benefit the department and individual RAs in the future.

Given the overall retention of first-year students living on campus is 81.0% for the fall 2007 cohort, the retention numbers for Whiteface and Wilson are satisfactory. Since there are efforts coordinated by the First-Year Experience program for all first-year students regardless of where one lives and the increase in selectivity of our incoming classes the last three years, it is difficult to differentiate students in Whiteface and Wilson all the time in a significant positive way. The most significant aspect of this data is the jumps in retention the year the first-year housing initiative began in both Whiteface and Wilson compared the prior years. Considering that the Wilson retention rate dropped slightly with this latest data demonstrates that there are many factors that influence students’ success and persistence. The trend to maintain two to four point increase of retention rates for Whiteface and Wilson residents over other first-year students is positive. Now that the first-year housing option has a positive reputation, one wonders whether it is attracting the more self-initiated students to live in what is perceived as a successful environment. These outcomes will continue to be monitored. The new outcome data that will be available this coming fall will be the four-year graduation rates for the fall 2005 cohort of students living in Whiteface Hall.

The information collected through focus groups and the survey both confirmed what we knew about our program (positive and negative) and provided many good ideas for amenities that would be attractive to residents. The consultants were very impressed by how much students enjoy being a student at SUNY Plattsburgh and living on campus. We have very strong communities in the residence halls and on campus in general. The information also confirmed national data showing that as students progress through their collegiate years, there is an increase demand for privacy in living and bathroom facilities. The survey revealed that some of our students would be interested in us offering apartments on campus. This is somewhat of a surprise, given the availability of apartments off campus. The reality is that we would have a very difficult time being able to afford constructing apartments and then charging the necessary rent to make it financially feasible. In addition, the focus groups gave us some immediate concerns brought to our attention (e.g., custodial and cleaning issues) and small projects that can be addressed (e.g., lounge furniture upgrades) outside of major renovation projects.

One of the main outcomes of this section of the assessment effort allowed the consultants to better understand how our facilities meet or not meet current New York State building codes. Code compliance will have a major influence on renovation projects, depending on the extent of the project. One piece of bad news was discovered during this facilities assessment. It was the hope of several campus administrators to potentially eliminate Adirondack Hall from the housing program. Due to how utilities are funneled through Adirondack for the entire Stage XIV complex, it is not financially feasible to eliminate this structure. Consultants provided the College with positive feedback on the condition of general maintenance of the buildings. The reality is that all the buildings are getting old and many of the systems (e.g., electrical, heating, plumbing) are original systems. Even given our location, all residence halls are void of insulation. One of the main goals for all renovation projects will be to focus on energy conservation by replacing windows in high rise buildings and insulating the exterior of all residence halls.
We have several years of data already collected. We have not pulled the data together to date to start analyzing it. We will have a part-time intern from the Counselor Education Department in our office during the 2011-12 academic year and this person will work on compiling and analyzing the data. The reason we are doing this particular assessment is due to the Housing Office frequently being asked what it is like living in each residence hall and prospective students solicit opinions on where to live. We currently have a good idea of what the communities are like in Whiteface and Wilson due to all the data we have gathered since the first-year housing program’s inception. Turning our attention to better document and understand the other 10 buildings will serve to either confirm or correct our assumptions of the current culture in each building. If we see themes that we don’t like or see shifts in culture that does not support the department’s mission, we will be able to make the appropriate changes (e.g., staffing, approaches to programming, etc.) to positively influence the buildings culture and climate. Overall, students reporting satisfaction with their residence hall experience is a goal.

The competency models that have been adopted have provided a good foundation to focus our training, provide clearer supervision, effectively evaluate staff members’ performance, and assess learning. This particular assessment was our best attempt so far to get close to a learning outcome assessment of our staff. The approach with using three administrations of the same instrument has its faults and benefits. As expected, there is an inflated confidence in the staff members’ abilities prior to training and post training. The Post-Training Surveys (particularly the RA survey) showed that at a minimum, RAs and CAs felt confident about the training they just experienced (shown by an increase in all RA means and most CA means). The benefit of doing the three separate time frames is that we are getting close to real reactions versus trying to remember how one thought at a previous point in time (this is especially true for the Post-Experience survey administered in April – at least 6 months after training was concluded). The most interesting data gleaned from this effort is the Post-Experience data that we surmise shows that “reality” set in and the RAs and CAs were better prepared to give a more accurate representation of their confidence in performing the various competencies. The items where RAs had lower means Post-Experience can be lumped into two categories – relationships with residents/co-workers and availability/time management. The items where CAs had lower means where similar except these additional items that are noteworthy including: making good decisions and sound judgment; understand/appreciate differences; organize and deliver social and educational programs; and learn about resources on campus. The items where both RAs and CAs had lower means post-experience give us some clear things to focus on during training and to monitor throughout the upcoming academic year. We will be sharing this information with RDs both during training, but also at appropriate times throughout the year to try to address these issues. Planning for this fall’s training of both RAs and CAs is currently on-going. We will incorporate this data into our conversations to see where we can make immediate changes.

The overall retention of first-year students living on campus is 82.3% for the fall 2009 cohort, which is the highest since we started retention efforts on campus. The retention of the fall 2009 cohort living in Whiteface Hall is the highest since the first-year housing program began. This year Wilson’s retention rate is below the overall rate for on campus first-year students, but above the retention rate of first-year students in other buildings. As one can see, there is always fluctuation of these numbers from year to year. There are many factors that could lead to this phenomenon. Since there are efforts coordinated by the First-Year Experience program for all first-year students regardless of where one lives and the increase in selectivity of our incoming classes the last five years, it has become increasingly difficult to differentiate students in Whiteface and Wilson all the time in a significant positive way. It is positive that our retention of first-year students has remained strong and still slightly increasing. While we have maintained some retention efforts these past years, the College as a whole has not put much attention towards retention. This is going to change with the creation of the new Enrollment Management Council chaired by Rich Higgins and Todd Morravec. It is a good time to put some renewed energy towards retention to try to boost the numbers some more as we enter into a period of more difficult recruitment. We continue to track these numbers, combined with our new assessment effort to better understand the dynamics in the other residence halls, will better inform us of what is working and what is not working regarding some retention efforts. If we are not able to maintain higher levels of retention in these two buildings over the next few years despite positive trends in other data, then we will have to question the need for these special living situations.

Sport and Wellness 2009-2010
Learn to Swim Program
Parents of the Learn to Swim program would like to see program year around, but this is impossible with students as instructors and not available during breaks and summer. Some parents would like to see discount if more than one child enrolled. In comparing our cost for similar area programs, we are still cheaper for a better quality program and a lower instructor-student ratio than other programs. Some wanted to increase cost and make classes longer. 45 minute classes are the recommended length for optimum learning before getting to cold for learning to occur. Overall parents were very satisfied with instructors. Parents still have preconceived notion that in order to be effective, instructors must be in water at all times. We need to do a better communication that in order to analyze children’s skills, instructors need to be on deck to be able to see. They needs to be in water if there is a safety issue especially level 2. Need to review system for communicating with parents. Some parents want progress reports from instructors throughout the course. I will work with my instructors on this.

Non-credit CPR Courses
Instructors: Even though CPR instructor ratings are very good and received many excellent comments, there was a theme that many times the course was being rushed, not enough practice time given, and instructor attitude could be more energetic and interested rather then let’s get this done as quickly as possible. Other comments indicated that more help during class on written tests questions. I did find out some instructors were taking shortcuts that detracted from a quality course. I started and will continue working with my student staff assistant and the instructors as to my expectations, review of class format and more supervision by student staff supervisor.
Usage: Our numbers have steadily increased over past three year
Registration, cost, times offered: A few comments wanted more variety in days classes are offered, if left on Sundays start at later time and cost. With labs scheduled during week in evenings and use of lab by SUNY Lifesaver AED program, Sundays are usually the best time to offer. I will review starting time with student staff assistant.

CPR Renewal
Many of the same comments were expressed as in the CPR courses. 97% rated satisfied to very satisfy with learning experience. Comments included renewals should be free, instructors need to take more time in reviewing skills. I will be emphasizing format for renewal to testing each part separately then testing decision trees as well as good verbal review in preparation for written test especially AED information.

Non-credit Waterfront Lifeguard Training Courses
100% were satisfied/very satisfied with learning experience. A few comments were made that the course was too expensive and the days the course was offered. In comparing our cost for similar area programs, we are still cheaper and the course includes textbook and pocket masks. The majority of our participants are high school students and the days we have scheduled works best for them. Our college students enrolled do not like the Sunday times. This program is sponsored by the Department not the Student Association.

Lifeguard Renewal Courses
The waterfront lifeguarding renewal was harder to analyze due to the low number of surveys. One unsatisfied individual can lower satisfaction numbers dramatically. The main dissatisfaction came from individuals who just wanted to get renewed quickly with very little effort and with very little cost. My instructors met my expectations for teaching a renewal class. This program is sponsored by the Department not the Student Association.

Instructor Courses
Student Instructor candidates are hand picked by me. The professionals I have trained have approached me with a request to become an instructor to meet the need within their departments. This program is sponsored by the Department not the Student Association.

Communication
In reviewing how participants found out by health services programs, we still feel that use of a wide variety of program marketing is the best means of communication.

**Employee Satisfaction**

On a whole most employees were satisfied with all components of the job. A few seemed to have fallen through the cracks. I believe these are students we have hired after the start of the school year. I will be working with my student staff assistant on 3 areas of student employment: Initial job orientation, follow up in service training on job responsibilities and procedures and better communication between staff assistant and employees.

**2010-2011**

Intended Outcome:

1. Improve the evaluative processes used in the Athletic Department

Summary of Evidence Collected

   I. Development of Course Opinion Survey
      a. Each athletic team evaluated by coaching staff and athletic director
      b. Each coaching staff evaluated by athletic director
      c. Athletic Director evaluated by Vice President for Student Affairs
      d. Support Staff evaluated by respective supervisors and athletic director
      e. Senior student-athletes exit interviews with athletic director
      f. Student-athletes using ‘open-door policy’ with athletic director
      g. Surveyed entering freshmen to gauge interest in athletics and intramurals
      h. Exit interviews being finalized and sent for approval to committee on human subjects

Intended Outcome:

2. Development of a five-year plan to address Title IX issues

Summary of Evidence Collected

   I. Continued to assess Title IX/Gender Equity
      a. Studied participation rates
      b. Studied support of all teams
         i. Compared budgets
         ii. Compared coaching staffs
            1. See attached Player/Coach ratio spreadsheet
         iii. Compared facilities
      c. Continued to assess needs of all students on campus
         i. Entering freshmen survey done during orientation
         ii. Continue to work on development of club programs with Director of Residence Life and Director of College Center
      d. Hiring Practices
         i. Filled NCAA women/minority grant position with female
ii. Hired a female applicant for the position of Assistant Sports Information Director.

**Intercollegiate Athletics Program**

Intended Outcome:

3. Restructuring of Sport & Wellness Department

   I. Summary of Evidence Collected
      a. Continued to assess feasibility of separation of athletics from Sport & Wellness
      b. Continued to improve identity for athletics
         i. Website improvements and development
            1. Athletics only website (http://www.gocardinalsports.com)
            2. Live stats available for most home sporting events
            3. YouTube channel for athletics
            4. Instant messaging and text messaging for instant sports updates
            5. Facebook page for athletics
            6. Team blogs
      ii. Continued to improve athletics facilities
         1. Installed new scoreboards at Stafford Arena
         2. Continued to renovate offices in Memorial Hall
         3. Re-organized offices in Memorial Hall
      iii. School spirit continued to rise
         1. Attendance figures
      c. Sport & Wellness
         i. Continued to discuss move to Education Department
      d. Intramural & Club Sports
         i. Continued to work on development of club programs with Director of Residence Life and Director of College Center
      e. Fitness Center
         i. Director of College Center conducted department-wide survey with teams
            1. Improved hours for student-athletes
            2. Improved access for teams

   Intended Outcome:

4. Increase involvement of student-athletes in campus community

   II. Summary of Evidence Collected
      a. Leadership Opportunities
i. Campus Involvement
   1. Student-Athletes continue to work as resident assistants

ii. Student-Athlete Advisory Committee
   1. Campus involvement improving
      a. Special Olympics
      b. Make-A-Wish
      c. North Country Down Syndrome
      d. Think-Pink Cancer Awareness
   2. NCAA Leadership Conference
      a. Tucker Glass representing SUNYAC on NCAA Division III SAAC

iii. Campus committee involvement improving
   1. Intercollegiate Athletics Board
      a. More faculty represented
      b. Regular meetings
      c. Greater transparency
   2. Athletics & Honors Program
      a. Classes being taught by department members
         i. Sports in America
            1. Bruce Delventhal, fall 2010

Intended Outcome:

5. Interjection of athletics and student-athletes into the full college environment

II. Summary of Evidence Collected
   b. Interjection of athletics and student-athletes into the full college environment
      i. Student-athletes continue to exhibit good citizenship
         1. Student-athletes maintain higher grade-point averages
         2. Student-athletes maintain lower percentage of judicial incidents
         3. Student-athletes continue to perform large amounts of community service

Learning Center 2008-2009 The 89% re-enrollment rate denotes a 1% decrease from last year. We continue to refine our intrusive academic intervention program to increase the re-enrollment numbers. As I stated last year, I think we are at the high end of possibility for this intended outcome. Having an 80% persistence rate is extraordinarily high in the world of higher education so maintaining this level of re-enrollment seems unrealistic, however, we have consistently achieved this rate for several years due to the diligent effort of our staff.

Again this year SSS was able to conclude the academic year with a good standing rate of 95%. I continue to believe that it is through the dedication of the staff that we are
able to produce these results with a group of students that would traditionally not be as successful. I am very proud of the work of this group and believe that they are significantly under-compensated for the work that they do as well as for the longevity that most of them have with the program.

Although we managed to add another 1% to this year’s graduation rate, we continue to be disappointed that we have not yet reached our aspirational goal of 70% graduation. We know that this goal presents a significant challenge given our population but we continue to shoot for this as a possibility. We closely monitor all aspects of student behavior but our numbers are also impacted by accepting students to the program who are exhibiting significant academic difficulties. These referrals seldom persist to graduation and, in fact, lower our program’s success rate. The conundrum becomes whether or not to look to the numbers as a method for measuring our success or to continue to take high risk students knowing that many will not succeed and reflect poorly in our data.

2009-2010 One of the most significant changes we implemented in 2009-10 involved a review and subsequent revision of our organizational chart. In the past three years, we created the Assistant Director/Writing Specialist position, which provided additional support for our student employees. In the course of our review, however, it became apparent that we needed to more clearly outline the reporting structures within our different student employee positions. In addition, in the 09-10 year, the Learning Center was fortunate to receive an increase in our FWS allocation, which created an additional supervisory responsibility.

With the start of the new year, we introduced a new, streamlined, organizational chart and new reporting lines so that all student employees report to either the Director or Assistant Director.

The secretary was assigned 10 hours a week at the front desk scheduling tutoring appointments; this assignment was intended to help contain our head tutor payroll expenditure and also provide a high-quality and consistent presence at the front desk.

While our student employees have many strengths, our secretary has a much greater command of the Banner system and she is able to use her time at the desk each morning to review the tutor appointment report. Our past assessments have shown that it is a frustrating experience for everyone involved—tutor, tutee, head tutor and professional staff—when a scheduling error occurs. By implementing a daily review of the Banner report, we are now in a much better position to address scheduling errors in advance versus attempting to deal with them in the moment.

University Police Patrol Rifle Operations were integrated into University Police policies and procedures. The remaining two members of University Police will complete the course. All sworn members will qualify with the patrol rifle twice a year.

Continue with safety related education and implement program evaluations into the “Shots Fired on Campus” education program.

College Center 2009-10

1. Improvement efforts to facilities will continue in an effort to provide space that is attractive, functional and efficient. Plans for 2009-10 include reservation of renovated Point/Subway area, in-house data projection capability in Alumni Conference Room, improvements to Ballroom air-handling.

2. Improvement efforts to facilities will continue in an effort to provide space that is attractive, functional and efficient. The Sundowner will undergo a complete renovation this fall, with the Ballroom serving as a temporary dining area. The hours of the College Center will remain extended to 1am every night (except Saturday will remain 2am) to accommodate the “late night” food service function that will take place for the 2nd year at the Sundowner (Ballroom for fall). The Information Desk replacement will be a huge impact visually and should improve efficiency and services. Improvements to the audio-visual capability of Alumni Conference Room (in-house data projection system) and improvements to the Ballroom air-handling system should make these rooms more conducive to presentations.

3. Replacement of Information Desk which has been in the planning phases for years is scheduled for this summer. Continue to embrace “Concierge” concept of Information Desk, creating partnership with Chamber of Commerce to promote local attractions and amenities. Maintain College Center Web page to include more information on Info Desk services. Increase available services at Information Desk, i.e. maintain ferry pass discount service, continue discount movie tickets for Regal Cinemas, explore discount for new Cumberland 12 theatre complex, continue partnership with ORDA to offer discount Whiteface season and day ski passes, explore possibility of offering discount
passes to Jay Peak, continue postage services. Maintain current efforts with Burghy Video Den operation, with extra funds appropriated from SA to enable purchase of several copies of new releases as opposed to one copy. Maintain efforts with marketing and promotion, i.e. free popcorn promotion.

4. Data from these surveys is not very consistent. Antidotal feedback from conferences points to both lighting and sound as areas in need of improvement. These problems are being addressed. There are also complaints of temperature and fan noise in Ballroom B. Renovation of air-handling system this summer should improve temperature and noise. Installation of “smart” technology in Alumni Room should happen this summer.

5. Burghy Video Den will maintain marketing efforts and promotions, and continue to order multiple copies of new releases. Antidotal information regarding the trends in the craft fair business is that there is a universal downward trend in this area, as there is an over-saturation in number of shows occurring. Advertising dollars and other show expenses will be more carefully scrutinized in an attempt to level the decline, with exploration of promotion across the border, and a determination will be made as to whether to forego having a Spring show again. Also being explored is the feasibility of allowing edible items such as teas, honey, syrups, spices, etc.

Future assessments will track new revenue producing efforts at the Information Desk, specifically those generated by ski pass and ticket sales. Efforts were successful this year to institute a service charge to the Whiteface Season’s passes, and Whiteface Day passes created a new source of revenue. Future efforts will explore the possibility of adding Jay Peak Ski tickets and Cumberland 12 theatre tickets.

6. A greater effort should be placed on marketing of the Late Night program, including utilization of Facebook web service; the Angell College Center web page will include information on the program and scheduled events. This program will be re-aligned with the Friday Night programming and migrate away from College Center administration next year.

7. Replacement of Information Desk which has been in the planning phases for years is scheduled for this summer. Continue to embrace “Concierge” concept of Information Desk, creating partnership with Chamber of Commerce to promote local attractions and amenities. Maintain College Center Web page to include more information on Info Desk services. Increase available services at Information Desk, i.e. maintain ferry pass discount service to include passenger tickets, continue discount movie tickets for Regal Cinemas, explore discount for new Cumberland 12 theatre complex, continue partnership with ORDA to offer discount Whiteface season and day ski passes, explore possibility of offering discount passes to Jay Peak, continue postage services. Maintain current efforts with Burghy Video Den operation, with extra funds appropriated from SA to enable purchase of several copies of new releases as opposed to one copy. Maintain efforts with marketing and promotion, i.e. free popcorn promotion. Obtain estimate for re-laminating or replacing conference tables in Meeting Rooms.

8. The College Center will continue to provide employment opportunities as Information Desk Attendants and Building Supervisors, providing students with learning opportunities and opportunities to develop skills and abilities. Evaluation processes are being enhanced to provide direct feedback.

2010-11
Continue to embrace “Concierge” concept of Information Desk, creating partnership with Chamber of Commerce to promote local attractions and amenities. Maintain College Center Web page to include more information on Info Desk services. Increase available services at Information Desk, maintain ferry pass discount service, continue discount movie tickets for Regal Cinemas and Cumberland 12 theatre complex, continue partnership with ORDA to offer discount Whiteface season and day ski passes, continue postage services. Maintain current efforts with Burghy Video Den operation, and explore options for an improved program for scanning and renting videos and possible addition of video games. Increase efforts with marketing and promotion, i.e. free popcorn promotion.

Antidotal feedback from conferences points to both lighting and heating as areas in need of improvement. Despite recent renovation of air-handling system temperatures seem difficult to regulate. Installation of “smart” technology in the Ballroom this year was a great improvement. The lighting in the room was not included in the recent energy efficiency incentive, so efforts to determine better lighting options will resume. Eventual window replacement in Ballroom A will improve natural lighting.
Burghy Video Den will increase marketing efforts and promotions, and explore computer program options to allow video game offerings. The registration fee for Craft Fair vendors has not increased in 10 years, and will be raised from $55 to $65 this year. The admission fee for the show has also not been raised in that time, and may be raised from $2 to $3. This fall will mark the second show where we will allow edible items such as teas, honey, syrups, spices, etc. Future assessments will track new revenue producing efforts at the Information Desk, specifically those generated by ski pass and ticket sales. The College Center will continue to provide employment opportunities as Information Desk Attendants and Building Supervisors, providing students with learning opportunities and opportunities to develop skills and abilities. Evaluation processes are being enhanced to provide direct feedback.

### Center for the Study of Canada

**2008-2009**
1. Results utilized to ensure timely, properly scheduled events tied to academic calendar. More lead time for scheduling future major events.  
2. Results of programs continue to allow for targeted, niche initiatives that fill appropriate programming voids.  
3. Filing of grant requests to address/support key, targeted Center/Institute initiatives. Focus on dedicated, guaranteed pools of funding.  
4. Planning and promotion of donor-sensitive programming. Seeking entrepreneurial, niche opportunities to match programming with funding.  
5. Active, regularized consultation with partners to facilitate healthy, ongoing relationships. Face-to-face discussions and conversations emphasized.  
6. Identify programming voids that facilitate successful implementation of partnership opportunities.  
7. Results have permitted Center to identify those opportunities/activities that are priorities for SUNY Plattsburgh students/faculty and to dedicate appropriate funding support. Canadian Studies Coordinator to provide financial support for student activities.  
8. Results have allowed for more accurate calibration of speakers to appropriate campus venue to accommodate audiences. Consultations with faculty have increased.

**2009-10**
1. Results utilized to ensure timely, properly scheduled events tied to academic calendar and to ensure programming content and cost reflective of audience interest/available funding.  
2. Quantitative and qualitative results continue to allow for targeted, niche initiatives that fill appropriate programming voids.  
3. Planning and promotion of donor-sensitive programming. Seeking entrepreneurial opportunities to match programming with funding.  
4. Active, regularized consultation with partners to facilitate healthy, ongoing relationships. Face-to-face discussions/direct conversations emphasized.  
5. Identify programming voids that facilitate successful implementation of partnership opportunities.  
6. Results have permitted Center to identify those opportunities/activities that are priorities for SUNY Plattsburgh students/faculty and to dedicate appropriate funding support.

**2010-11**
Total of eighteen programs blanketing audiences/participants in all 50 states and Canada, including national CONNECT program. Total audience/participants in excess of 2,300 from variety of communities. Over 180 evaluative surveys submitted. Quantitative and qualitative results continue to allow for targeted, niche initiatives that fill appropriate programming voids.

Seven applications for funding support identified and submitted; all seven successful and/or pending. Quantitative and qualitative results continue to allow for targeted, niche initiatives that fill appropriate programming voids.

Planning an Total of ten+ significant partnerships across sectors – academia, government and business. Active, regularized consultation with partners to facilitate healthy, ongoing relationships. Face-to-face discussions/direct conversations emphasized promotion of donor-sensitive programming. Seeking entrepreneurial opportunities to Total of 24 campus program activities involving 678 SUNY Plattsburgh individuals (faculty and students) engaged in Canadian/Quebec Center/Institute-sponsored program campus initiatives; faculty and students serve as co-planners of events, presenters at research forums, facilitators of campus speakers, and offer recommendations for programming. Results permit Center to identify those opportunities/activities that are priorities for SUNY Plattsburgh students/faculty and to dedicate appropriate funding support. match programming with funding. Identify programming voids that facilitate successful implementation of partnership opportunities.

### International Student Services

1. We will continue to monitor the enrollment funnel for international students. In order to maintain overall international enrollment at 350 or more, given historical retention and graduation rates for this population, we will need to enroll approximately 130 students each academic year. The mix of freshmen, transfers, and visiting students will be analyzed historically in order to better predict outcomes and to maintain or reduce the burden of financial aid on available institutional funds.

2. Having comparable data from different semesters enables ISS to determine what adjustments should be made to the FRX100 curriculum as well as how adjustments to the
curriculum have influenced the students’ understanding of visa compliance requirements. We will continue to monitor this type of data as a way to ensure that the FRX class remains a useful service for our international students. Along with this qualitative data, our office has been interviewing past FRX100 students to learn more about their impressions of the course and their opinions about how to make it more beneficial to future students. Their input has resulted in curriculum enhancements that will be implemented this fall.

| Registrar | With feedback from the faculty over a two month period, and with nine different plans suggested, the original plan was adopted. The adjustment to the time blocks gave the college a new time block in the middle of the day, on Tuesday and Thursday, at 12:30. It also allowed for a more attractive time block on Monday and Wednesday at 2:00 and one at 3:30. If we had not adjusted the time blocks, we anticipated the inability to place over 90 courses in their requested time blocks. With the adjustment to the time block, only 7 courses were not placed and need to find a new time block.

Approved General Education deviations have some common threads, including requests for an advanced course to meet a category as the student is advanced in the discipline or upper-division credit is needed, honors courses being used, one credit science courses in the process of gaining general education approval, students nearing graduation and a course is being substituted as there are time conflicts with major requirements or no open seats, scheduling difficulties for distance nursing students and branch campus students, and the evaluation of math and foreign language skills from the Student Support Services staff. From my estimation I did not find any major problems. The largest deviation request area came from Student Support Services for the foreign language requirements and it was less than 3% of the freshman class.

From reviewing the telephone operation, we see a decline in phone traffic which has allowed the office to adjust the responsibilities of one of our phone operators to assist with the production of official transcripts. This adjustment of duties has reduced the time to process an official transcript from 5 days to 3 days, which we believe will further reduce telephone traffic.

| CDPI | 1. In the area of the CDPI taught general education course we have revamped some of the external to class strategies that we were using to supplement in class discussions.

2. In the area of the CDPI Faculty Roundtables we have attempted to be more inclusive in our outreach of participants and co-facilitators.

| Fitness Center | 1. There has historically been little variation in the average academic year utilization. While 75% was not reached, it is within 2.5% of the stated objective. Positive or negative factors influencing member experience can lead to an increase or decrease in utilization. As a result, services are not directly impacted by minor changes and can be indicative of many factors.

2. This was an enlightening endeavor and served an important function in assisting the verification of program quality as well as to serve as an important reminder to members to return and utilize the service(s) they had paid for. In addition, members were impressed and appreciative of the effort by the fitness center program to show concern and interest in their level of participation.

3. The Fitness Center Program continues to meet the predominant needs of its membership and operates at a level that provides a positive fitness experience for many of its users. However, availability of equipment totaled 7.3. While this indicates room for improvement in relation to other categories, it is by nature due to a sizeable membership base with a limited (due to space) number of cardiovascular exercise machines. In most all categories, quantitative markers of fitness center member satisfaction stayed constant or improved slightly from the previous year indicating a slight improvement of overall program quality.

4. Member satisfaction survey results for 2008-09 show a modest increase in the overall rating of the member experience compared to the previous year. While not all surveyed responded to the overall rating question, there were 149 completed surveys reviewed for 2008-09 compared to 114 surveys reviewed for 2007-08. Typically, with a larger number of respondents, you will have a lowered rating, on average. This was not the case for 2008-09 which showed both an increase in the number of surveys completed and reviewed and a resultant increase in .67 percentage points.

The member satisfaction survey looks at all key indicators of programmatic success for the fitness center program from quality of staffing to hours of operation to variety of equipment to group activity class offerings. It serves a vital function to understanding areas of programmatic strengths and weaknesses and will be a continual annual
5. After having relative success over the first four to five years of hosting the Personal Trainer workshop and certification, AFAA made significant changes to the practical as well as written aspects of the exam process. In essence, the organization took steps to enhance the competencies of the exam and therefore provide a more rigorous assessment of one’s ability to obtain the personal trainer credential. While this was applauded as a step to differentiate more skilled trainers from less skilled in the Personal Trainer industry, it caused a couple of years (2006 and 2007) respectively, for us to understand exactly what the new requirements for successful completion of the exam process would be and therefore how to assist in preparing our student training staff to meet the new challenge and rigor of the process. As the numbers show fall 2008 showed that all nine participants passed the exam. This has important implications for the quality and breadth of the student staff assistance that is provided to fitness center members and also to the ongoing professional development and industry wide opportunities for our student training staff to benefit beyond their time at college.

We understand what is now necessary to prepare our student training staff to successfully pass the Personal Trainer certification process. While we are currently reviewing another certification organization’s process of certification, we will not enter into a change in organizations without a thorough review the advantages and disadvantages in doing so.

5. It is clear from a review of the last five years of total membership and active participation that membership has steadily increased over the last two years. Membership, with all other aspects of programmatic quality being equal, is generally determined by student enrollment at the college. One can draw a correlation between the increase in enrollment the last couple of years at the college to an overall increase in student membership to the fitness center. This is not the single most important factor but obviously a significant one. As enrollment increases, generally so does participation in student driven programs on campus.

6. After relatively constant faculty and staff membership for the previous four years, there has clearly been an increase for the 2008-09 academic term. A signification factor in this recent increase may be directly related to the opportunity this year for faculty and staff to register online for their membership privilege. In the fall session, 34% of faculty and staff registered online while the 45% registered online for the spring session. This online registration opportunity has provided an important convenience for faculty and staff of the college and likely has led to an increase in membership as a result.

The opportunity for faculty, staff and alumni to register for more than one membership session at a time is currently being explored and may lead to an additional convenience and continued increase in enrollment in the program.

7. Program revenue is a direct result of membership fees paid which the significance of college enrollment, program quality, and effective marketing and advertising all play an important part. With enrollment figures at the college for the fall 2009 session looking very strong and with all other aspects of the fitness center program remaining constant or improving, it appears the program will continue to have a successful outlook for the upcoming academic year in membership and resultant revenue.

In addition, membership fees to start the fall session have been increased $5.00 across all membership categories and should result in a revenue increase of approximately $32,000. This increase in fees was proposed to make a significant purchase of new exercise machinery for the continued enhancement of the program’s offerings and resultant improvement of the member experience.

### Institutional Research

**2008-09**

Due to budget restrictions, the IR Office will no longer be printing and distributing multiple copies of office publications. We will from this point be using the IR ANGEL web site for distribution. It will allow easy access and be cost effective. Of concern is the new SUNY SIRIS data transmission system. This process will impact the definition on longitudinal data. All internal efforts necessary to avoid the confusion from such changes will be made. The following improvements in office publications and functions have resulted from this limited assessment project:

A. Greater emphasis will be placed on the IR web site.
B. A data index over the next several years will be developed and made available by the next Middle States visit.
C. Both the FACT Book and Comparative Statistics publications will be revised and feedback sought on their utility and clarity including formatting and volume.

D. Requests for subjective feedback from the campus community via at least one focus group on data needs will be requested and facilitated with support from the Provost.

2009-10

Overall the survey results were very useful. This was the first IR Office use of an ANGEL survey. Prospective respondents were notified twice that the survey was forthcoming. No incentives were employed to increase return rates. So a 33% return rate is deemed acceptable for the purposes of this survey (of course a researcher always wants at least a 70% return or more). Overall, the responses were very positive about the site.

There were several excellent recommendations for improvement. Of those, two were very appropriate and will be undertaken by this Office during the coming year. The first was the equivalent of employing some type of “data index” or Table of Contents for the site. The index would be an excel spreadsheet that a user could download and sort by topics. This would assist a user to ascertain if the site contained the topic and to ascertain where it is located. For example, if the user wanted to know where to find head counts, they could sort by that designation and find document (with folder and publication names). There are literally hundreds of potential topics that would have to be included in the index. As such, it will take the Director and Assistant Director some time to get the index topics defined, updated, and clarified. However, it will assist users to find information they are seeking in a much more expeditious fashion. The second recommendations dealt with notifying IR ANGEL Group Site members when new publications, reports or documents are added to the site. This is a simple yet effective means of “marketing and advertizing” data the IR possesses. Hopefully, this will motivate more site members to access the site, review the data and consider some uses for them. The IR ANGEL Group Site has an abundance of data on a variety of topics. Office staff is available to assist any group with translating those data into useable packets of information or to supply technical support on how to do that. The IR ANGEL Group site is a valuable tool that allows the college community to access data. Such data can also be utilized to create institutional dashboards, benchmarks, and increase the overall institution’s transparency. Those data can be utilized to assess institutional effectiveness to student learning outcomes. Many of these data will be employed during our forthcoming Middle States self-study. The IR Office looks forward to serving as a valuable resource in that capacity.

2010-2011

Two program improvements evolved from that experience. First, IR staff must check and expand the check list of comparable data elements used to verify the accuracy of data submissions. Second, staff must revisit all internal programs to make sure they include the new SIRIS data element definitions and reestablish a focus on improving lines of communication regarding institutional data requests (college personnel are contacting both myself and the assistant director for the same data sets, the output will depend on which files are employed).

Basically the responses received were very similar to the previous year.

“The first was the equivalent of employing some type of “data index” or Table of Contents for the site. The index would be an excel spreadsheet that a user could download and sort by topics. This would assist a user to ascertain if the site contained the topic and to ascertain where it is located. For example, if the user wanted to know where to find head counts, they could sort by that designation and find document (with folder and publication names). There are literally hundreds of potential topics that would have to be included in the index. As such, it will take the Director and Assistant Director some time to get the index topics defined, updated, and clarified. However, it will assist users to find information they are seeking in a much more expeditious fashion.”

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These are excellent suggestions. The office simply could not keep up with the press of SIRIS to implement these useful and valuable ideas and assess their direct impact. We hope to initiate them during the coming year. Migrating to SIRIS was the main thrust of office operations during the 2010-11 year.

<table>
<thead>
<tr>
<th>Student Health and Psychological Services</th>
<th>2009-2011</th>
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<tbody>
<tr>
<td>1. The Center will discuss with the Mental Health Task Force the lower levels of satisfaction with parental/support system involvement in the program and discuss possible alternatives to enhance satisfaction in this area. In addition, the Center would like to implement this survey again in the future and will explore alternate means of surveying our students to improve our return rate for completed surveys.</td>
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<tr>
<td>2. Health Reach added a Travel Section for students, staff and faculty researching health issues and resources for traveling abroad. Consistent with objectives, the Global Education Office on campus was supplied with this link and its intended focus. Dr. Harvey Hurwitz contributed immensely to this project through his knowledge and collaboration efforts. The Nursing Program now uses Health Reach as a valid research tool and is now being discussed as part of an integrative and collaborative effort between the Health Center and this academic discipline. A new, special page was created in response to the Swine Flu epidemic and posted for students, faculty and staff in response to a campus-wide safety planning meeting. The site is complete with downloadable education pages, media and various resources addressing this important issue.</td>
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<tr>
<td>Launch a campus wide campaign to promote the student utilization of the Health Reach website 3. In general providers are aware of the recommendations of the AAFP for the management of SSRI’s and recommend (80% of the time) appropriate follow up. However, we will reinforce these recommendations with the providers when we formally review the study results with them to ensure 100% compliance. The academic calendar does pose limitations on the 4 consecutive weekly appointments that are recommended during initial treatment. With that limitation in mind, patients need to be aware that they should utilize their primary care provider or the emergency room services in their community if they are experiencing problems with their medications. Finally, providers can limit the amount of medication to prescribe to students to ensure proper follow up. 2010-11 The Student Health medical providers and nurses give verbal and written instructions to each student that include diagnosis, treatment plan and recommendations about what to do if not better. The survey served as an evaluation of the student’s knowledge about the health care they had just received. The Center exceeded the assessment criteria: over 80% of all students surveyed answered all three questions correctly. The results of this survey show that the majority of students leave the Center understanding their diagnosis and treatment plan, and understand what to do if they don’t get better. The results strongly suggest that the educational methods used by the Student Health medical providers and nurses are highly effective.</td>
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Use of Results to Improve Services: Psychological Services has decided to eliminate questions 12 and 13 on next year’s Student Satisfaction Survey. In tabulating these questions by hand, it was quite clear that many individuals had difficulty with interpretation of the questions. Some individuals answered the questions as written; others answered No to question 12 yet answered question 13 anyway and still others left question 13 completely blank. The students who answered no to question 12 and answered question 13 were most interesting to this writer. The majority of these students answered that counseling helped them stay at SUNY Plattsburgh. It is clear after 2 years of gathering retention data that students are finding counseling to be helpful and supportive to their academic goals. Future qualitative studies will be considered and proposed to the Dept. of Counselor Education Research Design class in an effort to continue to look at the connection between counseling outcome and retention.

<table>
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<tr>
<th>Upward Bound</th>
<th>2009-2010</th>
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<tbody>
<tr>
<td>1. A noted difference in engagement between the Plattsburgh Upward Bound and Adirondack Schools Upward Bound participants will drive an effort to engage the ASUB participants more.</td>
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<tr>
<td>2. A review of participants with fewer than 8 counseling sessions per year prompted the staff to address other methods of maintaining necessary contact with participants to enhance retention and participation efforts.</td>
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<tr>
<td>3. Each participant who is not retained is reviewed for factors which contributed to non-continuation. Efforts are made to correct for errors made in the selection process, provision of services, explanation of expectations, etc.</td>
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</tr>
<tr>
<td>4. Results are used to maintain “Good Practices” in establishing feasible and challenging goals with participants. Participant needs determine course offerings in the Summer Program, tutoring support services, target school interface needs, etc.</td>
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Any comments rather laudatory or not are used to challenge our staff to improve the services we provide to our participants, the target schools, households and community. Additionally, we share these assessments with our TRIO and non-TRIO colleagues to enhance services to all underrepresented youth in pursuit of a higher education.

| 2010-11 |
| The results demonstrate that effective and ineffective recruitment takes place; demonstrates gaps in gender, grade level or academic preparation distribution. Results used to re-frame the recruitment methodology. |
| Make efforts to strengthen commitments from households, schools and participants during the Academic Year. |
| Each participant who is not retained is reviewed for factors which contributed to non-continuation. Efforts are made to correct for errors made in the selection process, provision of services, explanation of expectations, etc. |
| Results are used to maintain “Best Practices” in establishing feasible and challenging goals with participants. Participant needs determine course offerings in the Summer Program, tutoring support services, target school interface needs, etc. |

| ESL |
| Student survey results will be shared with the instructors in the program before the start of the next semester. It would also be beneficial to discuss these results in a staff meeting. |
### Global Education Office (2009-10)

We will use the context of “making friends” to highlight intercultural opportunities and global learning outcomes with study abroad. This will include integration into our marketing themes, orientation materials and developing learning outcomes for future assessment iterations.

We will direct more attention to “culture shock” as a topic during the three stages of study abroad experience. While these students appeared to have very positive responses and attitudes toward study abroad, it seems we can enhance their awareness of global skills and global learning outcomes by giving the intercultural dimensions and global skills more explicit attention.

We will improve communication with students in regard to study abroad grades and transcripts as they become available during the following semester.

### Academic Advising (2009-10)

The Academic Advising office conducted an assessment of INT120 outcomes and other indicators, following AY08-09. Based upon preliminary findings (lower levels of attrition among first year undeclared students, more expeditious movement toward majors, etc.), in F09 Academic Advising offered three sections of INT120: Individual, Academic, & Social Expression (2x27 + 1x15), expanded from just the one section taught in F08. This course, among other objectives, aims to enhance the academic and social integration of first year, undeclared students who are typically a more attrition prone population. (The course simultaneously contributes to the General Education program, meeting the GE4 OE category.) While we hope to continue more longitudinal assessment of INT120, we have learned from end-of-term evaluations that, according to students' verbatim accounts, INT120 seems to have served the following important functions specific to undeclared status: encouraging exploration, reducing fright and discomfort associated with being undeclared, narrowing the list of majors to several focal areas (i.e., providing direction), furnishing a more realistic perspective on various disciplines, validating (or sometimes negating) their prior ideas about major choices. These findings, coupled with other course assessment data, show that INT120 is indeed meeting the intended learning outcomes; consequently, we will continue to offer INT120 (2 sections) in fall 2010.

The assistant director of advising, along with other advising staff and student assistants, expend a significant amount of time and effort on the AIP. The high-degree of student satisfaction with the AIP, reinforces that our efforts be continued and that further assessment on the more successful activities involved in AIP be conducted.

### Graduate Admissions (2009-10)

1. The Graduate Studies Council reviewed the findings. Each graduate program and office that provides services to graduate students has been encouraged to utilize the results to address specific programmatic or office issues. The Graduate Studies Council has agreed to look at improving academic advising and departmental guidance as part of their objectives for the 2010-2011 academic year as these were the areas in which we had some of the lowest ratings. The Alumni Office will utilize the information to track alumni for a variety of purposes.

2. We plan to work more closely with academic programs to help them make their websites more user friendly, to keep them updated, and to align and link them with the Graduate Admissions website.

3. Students asked for more schools and graduate programs, and we are inviting many more this year to accommodate their requests. We are inviting more programs in the human services, law, fine arts, and medicine. In addition, we are inviting more downstate, NYC, and out-of-state graduate schools to participate. We will also be adding pre and post workshops for attendees on a variety of topics.

4. The September 27, 2010 Graduate and Professional School Fair will be held in the Angell College Center’s Ballroom to provide space for more exhibitors and better flow for students in attendance. We are moving the Fair to Monday afternoon to facilitate travel for exhibitors coming from a distance and to coordinate with St. Lawrence’s and Potsdam’s fairs on Tuesday. We will provide exhibitors with access to wireless internet. We will be serving lunch from noon to 1 PM (prior to the start of the Fair).

5. Suggestions in my annual report for additional summer (and winter) courses for non-matriculated local educators in order to qualify for middle school and early childhood...
extension certificates is drawn from this research.

6. Suggestions in my annual report for additional Summer (and Winter) courses for non-matriculated local educators in order to qualify for middle school and early childhood extension certificates is drawn from this research.

7. For the 2009-2010 academic year, we cut out the fairs at McGill, Geneseo, Brockport, St. John Fisher, and RIT and added Paul Smiths. In 2010-2011, we do not intend to go to the Fair at Elmira, but will continue with Paul Smiths. We are looking to reduce what we spend on travel and maximize our return on where we choose to travel.

8. Graphing these reports over a number of years allows us to keep setting realistic graduate admissions goals. In addition, we can monitor how programs are doing over time and what institutions and counties our graduate applicants are coming from. This information is helping us to determine where we want to spend money on recruitment travel and on which programs may need additional recruitment/marketing efforts to bring in more applicants.

9. The Graduate Studies Council reviews the findings each year and sets enrollment goals by program and campus for the coming academic year.

2010-11

We work more closely with academic programs to help them make their websites more user friendly, to keep them updated, and to align and link them with the Graduate Admissions website. In addition, we have asked programs with interviews to provide us with their timelines so that we can keep candidates better informed of where their application is at in the process.

Students have again asked for more schools and graduate programs and we will try and invite more to accommodate their requests, especially from the NYC area.

The September 21, 2011 Graduate and Professional School Fair was held in the Angell College Center’s Ballroom to provide space for more exhibitors and better flow for students in attendance. There were no significant criticisms. However, we plan to shorten the Fall 2011 Fair by ½ hour, given the decrease in numbers from 1:30 to 2 PM. In addition, we are going to go back to the meal tickets for the Sundowner café.

Worked with Dr. Catana to create an international program profile for the M.S. in Leadership Program. This particular program has been designed to appeal to international students from a wide variety of undergraduate majors. We are seeing an increasing number of international students (our own and those from other countries) applying to this graduate program.

For the 2010-2011 academic year, we continued to decrease the number of fairs attended, looking only at the most effective. We are continuing to attend Paul Smiths (focusing on our Natural Science and Professional Science Masters) and once again attended SUNY Cobleskill (they tried a new format that was much more effective). We continue to look at what we spend on travel and find ways to maximize our return on where we choose to travel. This year, we gave $25 graduate application fee discounts out at the graduate school fairs that we attended. This worked to attract individuals to our table and also brought in two applicants (both of whom were accepted). Overall, the effectiveness of recruitment travel dollars is questionable in terms of actual applications generated. We hope to have a new banner stand and table display for the 2011-2012 academic year, improving our image and the attractiveness of our exhibit. In addition, we are considering doing more recruitment activities on Facebook or Linkedin.

Graphing these reports over a number of years allows us to keep setting realistic graduate admissions goals. In addition, we can monitor how programs are doing over time and what institutions and counties our graduate applicants are coming from. This information is helping us to determine where we want to spend money on recruitment travel and on which programs may need additional recruitment/marketing efforts to bring in more applicants.

The Graduate Studies Council reviews the findings each year and sets enrollment goals by program and campus for the coming academic year. Each graduate program and
office that provides services to graduate students has been encouraged to utilize the results to address specific programmatic or office issues. The Graduate Studies Council—which had agreed to look at improving academic advising and departmental guidance as part of their objectives for the 2010-2011 academic year noted an overall improvement in these areas from the previous report. In the Fall of 2011, the Graduate Studies Council will set goals for the coming year. The Alumni Office will utilize the information to track alumni for a variety of purposes. The next report will provide a three-year analysis.

### Admissions 2010-11

The college met or exceeded its full-time goals for both Fall 2010 and Spring 2011, and it appears we will do so again for Fall 2011. New freshmen enrolled in Fall 2010 numbered 996 (102% of goal), new full-time transfer students numbered 610 (102% of goal) and 130 new full-time graduate students enrolled meeting that goal. The number of other students (which includes readmit, graduate certificate, and visiting students) at 193 was well above goal (143%), though it was slightly down from fall 2009. Similarly, the number of new students enrolled in Spring 2011 was above goal for every student type except freshmen, which was down.

We exceeded our overall goals for Fall 2010 in terms of selectivity. Among freshmen, the percent of group 1 students exceeded the goal (at 15.5% vs. 14.4%), while the number of group 2 students was above target (at 36.8% vs. 33.2%). We enrolled no students in group 4 and we enrolled a smaller proportion of EOP and Special Admit students than the maximum allowed (16.1% vs. 16.9%).

While the final numbers are not yet in, it appears that we will again meet our targets for new student enrollment in Fall 2011. Similarly, it seems that we will again exceed our overall selectivity goals for Fall 2011 as well. Currently, we project that more than half of the incoming freshmen will be in groups 1 and 2. These successes have been achieved despite the fact that we have seen a sizable decrease in the applications from North Country students. Admissions staff are to be commended for their recruitment efforts, which should allow us to meet our enrollment goals despite the decline in our primary recruitment region.

The college also exceeded its Fall 2010 recruitment goals in students from diverse backgrounds, who made up 21.7% of enrolled freshmen, while the goal was 15%. Preliminary figures show that 23.5% of all new domestic freshmen for Fall 2011 are from diverse backgrounds. These figures do not include international and national student exchange students. Our international cohort included 104 new students (96 degree seeking) in Fall 2010; tentative data for Fall 2011 indicates that we will have 110 new students (95 degree seeking).

The Admissions Office is in the first year of a strategic three-year recruitment plan. Amongst some of the initiatives that have been adopted this past year include: 1) A peer recruitment program for high ability students from the ; 2) a VIP visitation program for high ability freshmen and transfer students; 3) a comprehensive virtual tour featuring dozens of high-quality videos for prospective students; 4) the renewal of approximately 100 transfer articulation agreements with major feeder institutions and; 5) along with Institutional Advancement and an external marketing firm, the development of a comprehensive new media strategy for 2011-2012 prospective students. We anticipate that these efforts will be critical to ensuring that future enrollment goals are achieved.

### Global Education Office 2010-2011

In 2004 there were no faculty-led programs at SUNY Plattsburgh. The following year a special program that highlighted faculty-led programs by the Global Education Office resulted in significant growth in this component of study abroad. In addition to increasing the number of students, the Global Education Office also substantially improved the health and safety procedures, financial administration and campus policies and procedures for faculty led programs.

Embedded within the overall growth in study abroad enrollments are a number of distinct counter-trends in the various sub-sectors of study abroad shown in the chart below. The number of Plattsburgh students enrolled in SUNY Plattsburgh’s full-semester paid programs rebounded slightly this past year. The slight dip in the number of full-
semester paid study abroad enrollments in the two previous years produced financial stress, since the Study Abroad Office is required to recoup 50% of the accounts manager’s salary each year (~$40,000 in 2011) and the total revenue with administrative fees for study abroad declined. In addition, the administration substantially reduced the state budget for this office three years ago. Another sub-sector, the enrollment of Plattsburgh students on “other SUNY programs” has increased from 25 to 55 during the past six years for a 120% increase.