

**REPORT**

**of**

**STONY BROOK UNIVERSITY  
Stony Brook, New York**

**by**

**AN EVALUATION TEAM REPRESENTING  
MIDDLE STATES COMMISSION ON HIGHER EDUCATION  
William E. "Brit" Kirwan, Chair**

**Prepared after a study of SBU's self study report  
and campus visit March 30-April 2, 2014**

This report represents the views of the evaluation team and it is presented directly to the institution before being considered by the MSCHE.  
April 21, 2014

## I. INSTITUTIONAL OVERVIEW

Beginning as a small teacher preparation college in Oyster Bay, New York, in 1957, Stony Brook University (SBU) has evolved into an elite AAU (Association of American Universities) university – one that is consistently ranked among the top public universities in the United States. SBU is a member institution of the State University of New York (SUNY) and is governed by the SUNY 18-member Board of Trustees.

Located on the north shore of Long Island (60 miles east of New York City), SBU enrolls more than 24,000 students (16,000 undergraduates). It offers 94 Bachelor's programs, 126 Master's program, 56 Doctoral programs and 44 Graduate Certificate programs. SBU has 28 residence halls and 23 apartment buildings with approximately 86% of freshmen living on campus. It prides itself for its selective student body with average SAT scores over 1200. It also boasts a diverse student body with more than 6,200 Pell Grant-eligible students.

SBU houses 13 schools and colleges:

- College of Arts and Sciences
- College of Business
- College of Engineering and Applied Sciences
- The Graduate School
- Honors College
- School of Dental Medicine
- School of Health Technology and Management
- School of Journalism
- School of Marine and Atmospheric Sciences
- School of Medicine
- School of Nursing
- School of Professional Development
- School of Social Welfare.

The most popular majors are biology, psychology, health science, business management, economics, sociology, computer science, English, political science and applied mathematics and statistics.

**Mission:** SBU has a five-pronged mission focus.

- The primary mission of each of SBU's colleges is to provide high quality comprehensive education at all levels – undergraduate, graduate and professional.
- Research is a major component and expectation of all tenure track faculty, which results in affiliations and collaborations in a myriad of fields.

- As a major economic force within the Long Island community SBU is committed to providing workforce relevant programs and community programs.
- With its five health related Schools, SBU is committed to community patient care and health-related research and education.
- The university is deeply committed to promoting and celebrating diversity. It boasts a diverse student population with only 42 percent white, non-Hispanic students.

## **II. NATURE AND CONDUCT OF THE EVALUATION TEAM VISIT TO STONY BROOK UNIVERSITY**

A team of peer evaluators, chaired by University System of Maryland Chancellor William E. "Brit" Kirwan, visited SBU March 31-April 2, 2014. Prior to the visit, Chancellor Kirwan had a preliminary visit to the main campus in December 2013; and Dr. Jacqueline Hodes visited the Florence University of the Arts (Florence, Italy) on February 2014.

Besides Chancellor Kirwan, the team included:

- James Broomall, associate provost, Division of Professional & Continuing Studies, University of Delaware
- Mark Hagerott, deputy director and distinguished professor, Center for Cyber Studies; U.S. Naval Academy
- Jacqueline Hodes, assistant professor, Department of Counselor Education, West Chester University of Pennsylvania
- Ronnie Holden, vice president for administrative affairs, University of Maryland Eastern Shore
- Keith Jackson, interim provost and vice president for academic affairs, Morgan State University
- Lisa Klein, professor II, Materials Science & Engineering Department, Rutgers, The State University of New Jersey
- Laurie Pierce, instructor, Clarion University of Pennsylvania
- Alvin (Hal) Strelnick, assistant dean for community engagement, professor of clinical family and social medicine, Albert Einstein College of Medicine of Yeshiva University, Montefiore Medical Center

The team was assisted by Katie Ryan, senior advisor to Chancellor Kirwan. Jason Lane, associate provost for graduate education & research, SUNY, was the SUNY representative to the team.

Prior to the visit, the team reviewed materials provided by SBU's Self Study Committee, including, but not limited to:

- The comprehensive institutional self study report
- Three University Bulletins (Undergraduate, Graduate and Health Sciences Center)

- Supporting Data Documents, including an 8 year enrollment history, financial information, and audits

During the visit, the team met with the following groups and individuals:

- University Council (basically the president’s cabinet), which includes the President, Provost, several vice provosts, the Deans, Vice Presidents, Executive Director of the Long Island State Veterans Home, Presidents of the Faculty Senate and the School of Medicine Faculty Senate (33 individuals)
- Undergraduate representatives (open forum)
- Graduate School representatives (open forum)
- The SGA and GSO leadership
- Provost’s Advisory Group
- Faculty Senate
- Union representatives
- Division of Student Affairs
- Members of the SBU Curriculum Committee
- Members of the Academic Assessment Task Force
- Members of the Middle States Steering committee
- Open forum for all campus representatives
- Stony Brook Council , the oversight and advisory board to the campus and to president – composed of external community leaders appointed by the Governor

In addition, the team leader, Chancellor Kirwan, had two one-on-one meetings with President Stanley

### **III. COMPLIANCE WITH REQUIREMENT OF AFFILIATION**

Stony Brook meets all ten requirements of affiliation for accreditation by the Middle States Commission on Higher Education.

### **IV. COMMENDATIONS**

The team noted institutional strengths and aspects worthy of commendation within a discussion of the fourteen (14) standards (Section V).

### **V. STANDARDS 1-14**

#### **MISSION & GOALS: STANDARD 1**

*The institution’s mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution’s stated goal, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and*

*goals are developed and recognized by the institution with the participation of its members and its governing body and are used to develop and shape its programs and practices and to evaluate its effectiveness.*

**Conclusion:** The University appears to meet this standard

### **Summary of Key Evidence and Developments**

As a member of the State University of New York (SUNY) system, Stony Brook University (SBU)'s mission is rooted in a set of core expectations set by the SUNY Board of Trustees.

- to advance student learning by offering a high quality, academically rigorous program of instruction;
- to support an outstanding faculty in their instruction and scholarship; and
- to provide public service to the citizens of New York

SUNY-led mission reviews were conducted in 1998 and again in 2006 (the latter during the previous Middle States self-study evaluation period). The second review cycle continued and enhanced the theme of academic quality and added focus on the physical facilities, resources and infrastructure implications of academic plans for each SUNY campus, coupled with efforts to enhance and measure student outcomes.

In 2006 an MOU between the institution and Board acknowledged SBU's growing mission as a leading research institution. Major changes included establishing a College of Business and a new location in Manhattan; a change in structure for six undergraduate colleges and development of academic programs at SBU's Southampton, NY facility.

SBU's currently stated mission has five parts:

- to provide high quality education at all levels
- to carry out research and intellectual endeavors of the highest standards
- to provide leadership for economic growth, technology and culture for the community
- to provide state of the art innovative health care, and be a resource to regional health care and to the underserved
- to enhance diversity and be positioned in the global community

The campus and its stakeholders have been involved in developing the institution's various mission and goals statements. Six (6) campus task forces were engaged in the work between 2004-2009 with full campus feedback; during 2008-2013, there were regular campus updates to the community. A leadership change in 2009 at both at the System level and the campus level led to an overarching vision of positioning SBU as one of the nation's top 20 public research universities.

President Stanley has established six general goals:

- Increase focus on innovation in education
- Renew the institution's commitment to excellence and research
- Increase access to SBU – while enhancing student quality and improving graduation and retention rates
- Enhance opportunities for global impact
- Build and maintain a state of the art energy efficient campus and enhance SBU's IT infrastructure and advancement efforts
- Position SBU as a leader for improving economic growth, healthcare and quality of life in the larger society.

### **Suggestion**

SBU has a clearly stated mission and a broadly accepted set of six goals aimed at achieving its mission. The provost is completing the process of developing an *academic strategic plan*, with strategies to accomplish the institution's goals. In addition, prior to the development of the university strategic plan, all the colleges and schools developed individual strategic plans.

The president has announced a bold plan to raise SBU's 4-year graduation rate to 60%. The state of New York has announced two major initiatives: a 2020 plan that will enable the university to hire 250 faculty over the next five years plus an economic development initiative aimed at encouraging start-ups in the university's environs.

The team senses some confusion over how these multiple (and impressive) initiatives interact and suggests the need for an integrated document bringing all of these elements and efforts into a single widely-circulated plan that can be a coherent blueprint for the institution's development in the coming years.

### **PLANNING, RESOURCE ALLOCATION, AND INSTITUTION RENEWAL: STANDARD NUMBER: 2**

*An Institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and maintain institutional quality.*

**Conclusion:** The University appears to meet this standard

### **Summary of Key Elements and Developments**

- With the creation of Project 50 Forward and the enactment of NYSUNY 2020, SBU developed clear institutional and unit goals and objectives that are linked to mission and goal achievement and are used for planning and resource allocation at the institutional and unit level.

- Project 50 Forward is clearly communicated and strategic initiatives are shared and discussed throughout the university community with appropriate feedback from all constituencies.
- Well-defined decision making processes and authority have been exhibited with effective collaboration and sufficient mechanisms in place for process improvement.
- The creation of the Budget Working Group and the Project Management Office, as well as other operational activities enhances the university's ability to assess the effectiveness of planning, resource allocation and renewal.
- The culture of the institution shows a collaborative planning process that engages the input from faculty, staff, students and other constituencies with an understanding of their respective roles.

### **Commendations**

- Initiated and completed a successful capital campaign raising more than \$200 million to support research, scholarship and the hiring of additional faculty.
- In March 2013, the university submitted 10 proposals for the SUNY Empire Innovation Program, with 5 being approved.

### **Suggestions**

- Expand and enhance the work of Project 50 Forward in Operational Excellence, Academic Greatness and Building the Future
- Complete the implementation of the new modified Responsibility Center Management budget in an expeditious manner
- More clearly and transparently link the resource allocation process with the goals and objectives of SBU's strategic priorities .

### **INSTITUTIONAL RESOURCES: STANDARD 3**

*The human, financial, technical, physical facilities and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.*

**Conclusion:** The University appears to meet this standard

### **Summary of Key Evidence and Findings**

- Stony Brook University, as one of 64 institutions in the State University of New York System, has sufficient resources to meet and achieve its mission. Its FY 2013-2014 budget of \$2,367,717,297 was designed to support 24,220 headcount

or 21,705 full-time equivalent (FTE) students. The largest sources of revenue are hospital income \$1,055,047,202 (44%); clinical practice income \$298,561,102 (12.6%); tuition income \$206,163,400 (8.7%); state support \$142,207,991 (6.01%); and sponsored research \$135,842,757 (5.7%).

- Between the years 2008-09 and 2010-11, SBU experienced a cut of \$82 million, representing 27% of the state budget, as a result of the downturn in the economy. However, the university was able to address this first through increased hospital revenues and tuition increases. Secondly the university enhanced the efficiency of the campus and cost reductions, including program reduction/elimination and implementing a hiring freeze.
- The SUNY 2020 legislation enabled the university to effectively develop five-year financial plans because it ensured that there would not be a reduction of state support increase and a yearly undergraduate tuition increase of \$300. This enabled a higher degree of predictability with these two major fund sources.
- The university routinely assessed and analyzed the resource distribution through various administrative and governance structures, inclusive of the establishment of a Program Management Office.
- Compliance is consistent with Title IV program responsibilities as demonstrated with external audit of federal programs.
- An effective Automated Track System has been implemented by the Human Resource Component, which assists the university as it plans to hire more than 200 new faculty following a significant reduction and realignment of positions. The university has sufficient human resources to carry out its mission.
- The new facilities master plan, which covers the period FY 2013 to FY 2023, has been developed consistently with the university's strategic plan. With the procurement of "25 Live" space management software, the University has been able to maximize its efficiency of its space utilization.

### **Commendations**

- The first Capital Campaign "The Emergence of SBU" exceeded \$300 million, with a \$100 million donor, and a new larger campaign will be launched soon.
- Despite the decline in federal support for research, SBU faculty have secured grants and contracts averaging more than \$180 million over the past five years,



- Utilizing various utility cost containment measures, the university was able to reduce consumption by 17.6% while increasing the gross square footage by 21%.

### **Suggestions**

- Make the infrastructure investments necessary to increase faculty competitiveness in securing increased external funding.
- Continue to enhance SBU's donor base.
- Review the Facilities Master Plan to ensure it supports the new technology-driven pedagogy of the 21<sup>st</sup> Century.
- Collaborate with the SUNY system and the State of New York to modify the procurement process for construction projects to enable more flexibility in the construction methodology and project award methodology - (design-build, construction management, prequalification of bidders).
- Collaborate with the SUNY system and the State of New York to develop and implement a more rational and systemic capital budget process with s prioritized five-year capital plan tied to SBU's strategic priorities.

### **LEADERSHIP AND GOVERNANCE: STANDARD 4**

*The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.*

**Conclusion:** The University appears to meet this standard

### **Summary of Key Evidence and Developments**

- SBU, as a member of the SUNY system, is governed by the 18-member SUNY Board of Trustees.
- In addition, the SBU Council serves as an oversight and advisory body to the campus and to SBU's president and senior officers. The SBU Council is established in New York State Education Law.
- Internal governance includes a variety of bodies that encompass collegial governance:

- The president's cabinet includes 32 individuals, including the Provost and Senior Vice President; other senior vice presidents, vice presidents, deans, key mid-level administrators and faculty representatives from the University Senate and the School of Medicine Faculty Senate.
- The SBU Senate includes representatives from all the colleges/schools on campus, the professional academic staff, the Graduate Student Organization (GSO) and the Undergraduate Student Government (USG). The Senate is established in accordance with Board of Trustees policy and is an advisory body.
- The United University Professions (UUP) is a statewide union.
- As noted, there is a undergraduate student organization (USG) and a graduate student organization (GSO).
- There is also a Professional Employees Governance Board representing professional employees.

These organizations provide the structure for a robust collegial shared governance culture.

### **Suggestion**

- While the president's vision and major decisions are widely supported across the institution, several shared governance groups suggested the need for greater consultation and connectivity between the administration and campus constituents in the decision making process. The team suggests that the administration explore this issue with seriousness and depth and encourages it to make adjustments as appropriate in its communication and shared governance engagement processes.

## **STANDARD 5: ADMINISTRATION**

*The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement and support the institution's organization and governance.*

**Conclusion:** The University appears to meet this standard

### **Summary of Key Evidence and Developments**

Dr. Samuel L. Stanley became the president of SBU in July 2009; previously he was vice president for research at Washington University. He had the opportunity to appoint many of the senior officers, including the Senior Vice President for Academic Affairs/Vice President for Brookhaven Affairs; Senior Vice President of

the Health Sciences and Dean of the School of Medicine; and the Senior Vice President for Administration, among others.

- Dr. Stanley is the chief executive officer of SBU and has shown leadership of the institution in guiding its vision and mission and in establishing goals. He has demonstrated responsible decision-making as he administers SBU.
- After earning his medical degree from Harvard Medical School in 1980, he completed his resident-physician training at Massachusetts General Hospital. He went to Washington University in St. Louis in 1989 for a fellowship in infectious diseases in the School of Medicine, eventually becoming a professor in the Departments of Medicine and Molecular Microbiology in recognition of the collaborative nature of his research. In 2006 Dr. Stanley was appointed Vice Chancellor for Research at Washington University, serving in that position until he was appointed President of Stony Brook. With Stony Brook's emphasis on the sciences and research and with its prestigious medical school, Dr. Stanley was an appropriate choice as president of SBU.
- The university has an experienced senior administrative team. Dr. Dennis Assanis is the Senior Vice President for Academic Affairs/Vice President for Brookhaven Affairs. He served at the University of Michigan as the Jon R. and Beverly S. Holt Professor of Engineering and Arthur F. Thurnau Professor, as well as Director of the Michigan Memorial Phoenix Energy Institute, Founding Director of the US-China Clean Energy Research Center for Clean Vehicles and Director of the Walter E. Lay Automotive Laboratory. Ms. Barbara Chernow is Senior Vice for administration. She was previously vice president for facilities and service at SBU. Prior to joining SBU she was Vice President of Administration for the New York City School Construction Authority. Dr. Kenneth Kaushansky, MD, MACP, is Dean of the [School of Medicine](#) and Senior Vice President of Health Sciences at Stony Brook University. Before coming to SBU, Dr. Kaushansky was a professor at the University of Washington and chief of the hematology section of Washington Medical Center and Chair of the Department of Medicine at UC San Diego. He has a distinguished record of research.
- SBU has appropriate staffing for the size and complexity of the institution
- There is a robust organizational structure on campus that allows groups of staff and administrators to work together in task forces and committees on focused initiatives.
- There are clear lines of organization and authority with appropriate opportunities for appropriate collegial interaction.

- Through the Budget Working Group (BWG), the university is reviewing university resources to ensure that the distribution of resources is done in accordance with the campus mission and its strategic plan. SBU lost over \$82 million in state funding. SBU protected the academic budgets as much as possible during this time to protect core academic mission.

### **Commendation**

- The team was impressed by the credentials of the senior leadership team – and by the competence and dedication of a large group of professionals working at the managerial level. We especially commend the members of the Middle States Committee who worked on the self-study report – so ably led by the co-chairs, Charles Robbins and Dan Davis.

### **INTEGRITY: STANDARD 6**

*In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.*

**Conclusion:** The University appears to meet this standard

### **Summary of Key Evidence and Developments**

Stony Brook has developed a system of fair and equitable policies and procedures for all its constituents:

- SBU complies with all SUNY conflict of interest policies and the NY State Joint Commission on Public Ethics
- There are online resources for all employees developed and publicized by the Office of Human Resources and again, guided by the SUNY Board of Trustees policies.
- Employees (except those designated as management confidential and research foundation employees) are represented by one of several bargaining units.

SBU is committed to equity and diversity for all its campus constituents:

- There are two offices charged with making progress in the enhancement of diversity on campus: the Office of Diversity and Affirmative Action reporting to the President charged with implementing all aspects of Title IX compliance; an Associate Provost for Diversity and Inclusion charged with making progress toward the University's strategic diversity goals.
- There is a university ombuds office, which provides informal dispute and conflict resolution services to the University community.

To protect intellectual property, SBU has established an Office of Technology, Licensing and Industry Relations to ensure effective technology transfer and to protect the University and its faculty. In addition, there is a policy that dictates training for all individuals involved in research to ensure ethical standards.

Besides academic resources and support services for students, the University fosters an environment to encourage and support and recognize diverse cultural traditions and ideals. The University also promotes and publicizes academic requirements and policies for both undergraduate and graduate students.

- There is a mechanism, the Academic Integrity and Judiciary Process website, that provides information on reporting academic dishonesty, appealing such reports and filing grievances against faculty and staff.
- The Academic and Transfer Advising Services websites informs students on academic integrity, petitions and the academic calendar
- There are numerous avenues for grievance procedures – including but not limited to complaints of capricious grading, examinations and more.

The Office of Management Analysis and Audit manages the internal audit function and internal control program. This office reports directly to the President.

### **Commendation**

- The team was impressed by the institution's exemplary commitment to high ethical standards and regulation compliances. The team took special note of institutional efforts to comply with Title IX; initiatives to enhance the general workplace environment; and a comprehensive audit process.

### **INSTITUTIONAL ASSESSMENT: STANDARD 7**

*The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.*

**Conclusion:** The University appears to meet this standard

### **Summary of Key Evidence and Developments**

- The University has developed clear institutional and unit goals and metrics that are linked to the strategic plan and are used for planning and resource allocation at the institutional and unit level. The metric definitions are documented within the SUNY System's strategic plan *Power of SUNY* report card. These are system level metrics, which are tied to SUNY's "Six Big Ideas."

- The defined assessment metrics are implemented via a scorecard which includes such data as graduation rates, student retention, faculty /student ratios, costs per student and classroom utilization. The structure of this scorecard is such that SBU can compare its results against other institutions within the SUNY system.
- There is a wealth of data available to departments and administrative offices for their own research assessment of program outcomes. This data is provided in a central SBU Data Warehouse.
- Decision-making processes and authority have been exhibited with effective collaboration, opportunities for input from different university constituencies and sufficient mechanisms in place for process improvement. These processes have resulted in major recent decisions, including:
  - Increasing faculty numbers and infrastructure based on potential for sponsored research activity, student enrollments, and quality of programs.
  - Making a decision to focus on completion rates and the availability of courses necessary for graduation.
  - Embarking on a project to build an online transfer articulation and degree audit system.
- Student Affairs has online access to over 170 different types of student surveys. This SBU Campus Labs platform allows the division of Student Affairs to facilitate service provision and assessment practices within the division.
- The SUNY Student Opinion Survey provides direct feedback by students on advising. The use of the information allows SBU to determine the effectiveness of any initiative if it is having a positive effect on the student experience.
- This technology is also part of the university RedWatch program that provides for direct intervention in cases of alcohol and drug abuse in a non-threatening confidential manner. The campus police and university administrators alike have praised this program.
- Another example of the use of data from focus groups to probe behavior, perceptions and expectations of potential SBU freshman. The results of the Cooperative Institutional Research Program (CIRP) Freshman Survey, led to the decision to build a new Visitor Center in order to improve SBU's ability to directly message students.

### **Commendations**

- The university has initiated and completed significant improvements to its IT network, which allows direct access to survey data for institutional assessment purposes.
- The university has supported a significant expansion of the RedWatch Band program from a \$100,000 private donation. The Division of Student Affairs has also received a number of external awards in the direct support of student

services for suicide prevention, sexual violence, and a recovery program for students with substance abuse issues.

## **Suggestions**

- Given the size and complexity of SBU and the size of its database, the team suggests that SBU continue to expand the capacity of its Office of Institutional Research, Planning and Effectiveness so that it can provide more robust and timely assessments at the institutional, unit and program level.
- Over the next few years, the SUNY 2020 program will add 250 new faculty to the institution. SBU needs to ensure that it provides the infrastructure support necessary for these faculty to be successful.
- SBU should utilize its considerable assessment tools and modeling capacity to establish the appropriate number of graduate students that a departmental unit can support. This should be based on the funds required to support the student for the time to degree appropriate for the discipline.

## **STUDENT ADMISSION AND RETENTION: STANDARD 8**

*The institution seems to admit students whose interests, goals and abilities are congruent with its mission and seeks to retain them through the pursuit of the students educational goals.*

**Conclusion:** The University appears to meet this standard

### **Summary of Key Evidence and Developments**

- Over the past decade, SBU has made an institutional commitment to increase its undergraduate selectivity and retention rates and has achieved considerable success with both goals.
- Through a multi-channeling admissions strategy involving both the central offices of Undergraduate Admissions and the Graduate School and the 13 colleges and schools, both the size and academic quality of the student body has increased significantly since 2002. Social media , print materials, site visits and focus groups are among the effective strategies.
- At the undergraduate level enrollment has increased by 14.2% while the SAT score continues to increase. Stony Brook is now the seventh most selective AAU university for undergraduates. At the same time, 33% of those students enrolled meet the income criterion for Pell eligibility. The institution has met its goals to provide opportunity and academic excellence.
- Graduate admissions has risen also, with attention being paid to higher enrollment at the master's level and among students from China. An unanticipated consequence of greater admissions selectivity has been a 31.2% decrease in African American students. Hypercompetitive for students in this category is not unique to Stony Brook.

- Stony Brook's retention strategy is grounded on the principles of diversity and inclusion. The four-year graduation rate ranges over several years from 43-47 % with a spike to 65-67 % in 5-6 years. A goal echoed throughout the Stony Brook community is to increase these rates to 60 % and around 70% respectively.
- For over a decade the Center for Inclusive Education has provided support services to underrepresented groups at the graduate level. They have been effective in securing external funding and grant support for their mission and goals.
- In 2012 the Academic Success Team focused on scheduling and course availability as a means to improve four-year graduation, persistence, and retention rates.
- A host of university and school and college programs are in place for at-risk students. These include EOP/AIM during both the summer and academic year, STEM smart programs, and CAES' major program. Admissions and retention is characterized by a culture of innovation and creative problem-solving. The ethos is to find new solutions to ongoing challenges.
- A strong program infrastructure is extant to enable Stony Brook to meet its goals under Standard 8.
- SBU's overall strategic intent is to enhance its record of achievement in Standard 8. Their goals are definable and measurable and identify key areas. These include an increase in the graduation rates comparable to its AAU peers, increase in the minority student population by 20%, and higher annual stipends for graduate students. Both this document and the institutional self-study affirm these goals.

### **Commendations**

- SBU celebrates diversity and inclusion in admissions and retention and understands the factors constraining its goals. It has institutional systems in place to meet the challenges and provides resources commensurate with its aspirations.
- SBU deserves special commendation for its ability to recruit and graduate low-income students.

### **Recommendation**

- While SBU serves a very diverse student body, it should make a concerted effort to understand the decline in participation rates for African American students and take steps to reverse this trend.

### **Suggestions**



- Based on a number of comments made to the team, SBU should assess the effectiveness of communications and intra-organizational interaction between the centralized and decentralized units involved in recruitment and retention.
- Stony Brook should benchmark its 4-year and 6-year undergraduate rate against its AAU peers with comparable selectivity and applicants meeting the income criterion for Pell eligibility. These two distinct elements need to be analyzed concurrently.
- Stony Brook should monitor its graduate acceptance rate and graduate completion data against its AAU peers.

### **STUDENT SUPPORT SERVICES: STANDARD 9**

*The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students*

**Conclusion:** The University appears to meet this standard

#### **Summary of Key Evidence and Developments**

- Consistent with the sharpened focus referenced in the summary of evidence for Standard 8, SBU has, over the past several years, enhanced orientation for incoming students and their families.
- Through efforts of the office of Student Orientation and Family Programs, an integrated orientation is provided for traditional, nontraditional, transfer, and international students.
- Orientation for graduate and professional level students ranges from an online podcast to a week-long program.
- Academic advising is equally well-integrated. Students are served in two ways: by faculty offering specific program advising and by professional advising units offering general academic advising.
- Academic support for first-year students is noteworthy. Distributed across the six undergraduate colleges, advising is organized thematically. Students are supported before entering their freshmen year through New Student Orientation, 101 and 102 seminars, and the Undergraduate College Fellows Program. Continuous program improvement is reflected in ongoing committee review with modifications as warranted.
- Stony Brook has been effective in orchestrating the link between the curricula and co-curricular elements (e.g, clubs and social organizations) of the undergraduate experience. Living Learning Centers are clustered around

residence facilities and provide a link between academic and student life to emphasize holistic student development.

- An Academic Success and Tutoring Center is a new initiative designed to support and complement extant tutoring services in writing, math, physics, and in residential settings. Career support applies technology to strengthen teaching and learning through the application of technology. Examples here include SUNY University Center Virtual fair and the Virtual Ph.D. Career Fair.
- Both online and in-person services are available for at-risk/special needs students. Individual counseling and a public health approach to wellness are both implemented. Disability Support Services (DSS) provides a range of services in compliance with the ADA.
- Evident across the University are indicators of using technology to monitor and assess learning - “flipped classrooms”, active learning spaces, lecture capture, clickers, and online course delivery, freshman seminars, and e-portfolios. Instructional innovation in life sciences exemplifies Stony Brook’s creativity in meeting the high demand enrollment needs in freshmen courses. Problem-based learning and clickers are used in the two-semester organic chemistry course. Inquiry-based exercises, video podcasts, and a capstone experience are used in the introductory biology curriculum.
- Stony Brook has implemented an undergraduate teaching fellows program and provided communications training through the Alan Alda Center for graduate teaching assistants.

### **Commendation**

- The Division of Student Affairs is providing excellent support to students through their varied programs and services. It has an impressive commitment to collecting data and assessing satisfaction and learning. It also has made concerted efforts to learn about and engage first generation students, create high impact activities to engage all undergraduate students and to provide thoughtful and appropriate services to students who are in need of support. The divisional staff has made a commitment to ongoing assessment and improvement for all programs and services.

### **Suggestions**

- Review communication and policies across the multiple units providing academic support services to ensure they are more proactive and that their efforts are in alignment.

- Systematically and regularly assess support services like the Living Learning Center, the Academic Support and Tutoring Center, student orientation, social media, and innovative technology.
- Establish a well-understood process for monitoring the goal of a 94 per cent retention rate from freshmen and sophomore year.
- Increase graduate student completion and reduce time to degree.
- With a significant increase in the Chinese student population, there is a need to provide different support services for this group.

### **FACULTY: STANDARD 10**

*The Institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.*

**Conclusion:** The University appears to meet this standard

### **Summary of Key Evidence and Developments**

- The faculty of Stony Brook is a distinguished group of scholars and educators. Of the 2,471 faculty, 1,753 are full-time and 718 are part time.
- With the development of several new initiatives by the Governor and SUNY, there has been an increase of about 130 faculty appointments at SBU over the past few years with more to come. The new faculty members will be hired using a three-pronged approach: utilizing the strategic plans of the colleges/school through the annual strategic budgeting process; engaging faculty in a competitive proposal process for interdisciplinary faculty clusters approved through peer review; and using the strategic initiatives identified by the Provost and President. Central to this process is the intent to enhance academic excellence and the mission of the institution; to foster interdisciplinary research; to identify emerging disciplines; to develop or grow programs that address workforce needs; and to support collaborations.
- The quality of the faculty is supported by the accepted measures of academic evidence. There are a large number of notable faculty members who have won national and international recognition for their scholarship. Overall, the faculty members are productive scholars who publish in peer-reviewed journals, win competitive grant support for their research, participate in consortia addressing important social issues, and contribute to the creation of new knowledge.
- Teaching at the undergraduate and graduate level is highlighted as a major responsibility of faculty members. Excellence in teaching is recognized at the institution through teaching awards and the designation "distinguished service" professor. Students frequently commented that the faculty want the students to do well. Faculty participate in offering about 150 seminars

- geared to freshman to introduce students to the community of a major research university.
- Recruitment of new faculty is a critical function of each department. The mechanisms for attracting a diverse and highly qualified pool of applicants are working well in most cases. There are challenges ahead as the concept of interdisciplinary hires and the recruiting of individuals who work across departments become more the norm.
  - The challenges for evaluating junior faculty who are engaged in interdisciplinary scholarship are in the process of being addressed. Those faculty members in traditional fields are aware of expectations for promotion and tenure. The process for evaluation is part of the orientation for new faculty. The Deans of the Schools coordinate with Department Chairs to offer orientation programs. Mentoring programs are more or less handled in Departments and Schools. Faculty members asked about the mentoring programs were satisfied with the exchange of information. Faculty participate in mentoring with their cohort, and this encourages networking and fosters collegiality. With the emphasis on interdisciplinary programs increasing, it is the responsibility of the Chairs and Deans to see that the proper information about promotion and tenure continues to flow to the junior faculty.
  - The faculty is undergoing some “rejuvenation”. Clearly, the wisdom and experience of senior colleagues is appreciated. Still, the demographics of the faculty indicate that there will be a significant turnover in the next decade. This rejuvenation is an opportunity for the faculty to increase its diversity. One specific program to increase diversity, which was mentioned in meeting with faculty in STEM (science, technology, engineering, mathematics), was the Brookhaven Post Doctoral Program. To make substantive improvements in diversity will take concerted effort.
  - Many Schools and Departments are able to successfully compete for talented new faculty. Through several mechanisms, it is possible to put together start-up packages to bring faculty, especially scientists and engineers in the experimental fields. Retention of these faculty, once they are successful grant getters, is a challenge. Several Deans described how they are pro-active in retaining junior faculty by seeing to it that their superstars are supported. The point was made that it is preferable to keep a faculty member happy, thus avoiding the need for matching an “outside offer.”
  - The institution has an adequate core of faculty to support the educational offerings. Some instruction is carried out by non-tenure track instructional faculty and part-time (adjunct) faculty. The use of these personnel is appropriate and adequately monitored. In particular, good examples of this were given for clinical settings in the School of Nursing.
  - As the number of faculty increases, there is a need to increase the number of graduate students supported on teaching assistantships. Based on feedback from graduate students, the supervision of teaching assistants is variable, with some departments being better than others. More attention to the

welfare of teaching assistants seems to be a new function of the Graduate School Dean, and this is a positive step.

- The faculty is covered by a collective bargaining agreement.
- Shared governance is practiced in several ways. The faculty leadership is engaged in standing committees and the University Senate. They have many opportunities to be part of conversations with the Administration and to give input on decision making.

### **Suggestion**

- SBU has a very special moment of opportunity. As the faculty is strategically expanded, SBU should develop strategies tailored to SBU's special strengths and give high priority to recruiting, supporting, retaining and promoting a diverse population of faculty.

### **EDUCATIONAL OFFERINGS: STANDARD 11**

*The Institution's educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skill, for its educational offerings.*

**Conclusion:** The University appears to meet this standard

### **Summary of Key Evidence and Developments**

- The University's academic programs are structured within thirteen undergraduate, graduate, and professional colleges and schools. The University offers an impressive array of baccalaureate, masters, and doctoral programs to a growing student population. The University delivers a wide array of programs that meet the interests of students and are congruent with the mission of the institution.
- Undergraduate programs are rich in diverse educational experiences that support both general and program specific curricula. Innovative programming that supports student learning and engagement include undergraduate research, study abroad, and other experiential activities. Additionally, the Honors College and University Scholars Program provide students opportunities to participate in intensive academic scholarship and leadership activities.
- The Graduate School provides both professional and research focused curricula. Diversity initiatives focus on increasing the diverse census, specifically in fields where minorities and women are underrepresented. Multiple programs, including the National GEM Consortium and the LSAMP-

BD program, are focused on increasing underrepresented students in STEM and research terminal degrees.

- Professional programs offer both undergraduate and graduate opportunities in Medicine, Dental Medicine, Nursing, Social Welfare, Health Technology and Management, and Public Health.
- SUNY Stony Brook provides innovative multidisciplinary opportunities. These offerings include an advanced certificate in health communications and coursework in communicating science to the public.
- Information on all programs is available on the institution's website. The University Catalog provides information regarding each academic program. The University publishes policies and information regarding transfer credits and provides clear articulation agreements with other schools.
- Academic rigor is measured through qualitative and quantitative methods including increased complexity of courses from 100 to graduate level courses. A review of individual programs demonstrates evidence of learning outcomes related to program objectives. Course syllabi demonstrate course outcomes. Many of the syllabi demonstrate cohesiveness of course outcomes that are congruent with university's learning outcomes.
- The library maintains an extensive information collection as well as access to electronic databases and digital media resources. Students may access resources through interlibrary loans within the SUNY system. The librarians provide resources for research, subject guides, course reserves and interlibrary loans. The librarians provide activities related to information literacy. However there does not appear to be a plan for integrating information literacy into all programs, nor is there evidence of a consistent method of assessing information literacy for all students. Additionally, the university libraries sustained major staffing attrition over the past several years, however, in discussion with the Dean of Libraries, it appears staff levels may soon be programmed for substantial increases to mitigate the shortfall

## **Commendations**

- The team commends the university for its dedicated commitment to increasing diversity in field where women and minorities are underrepresented.
- The team commends the University for its forward -looking culture of innovation that pervades the campus. In particular, the creation of a nexus between two SUNY centers of excellence--Information Technology and Energy-- appears to be a precedent setting innovation.
- In addition, the team commends the University for the creation of a new program, the Alan Alda Stony Brook Center for Communicating Science.

## **Recommendation**

- While the institution has taken significant steps to determine learning outcomes for its academic programs, this is a relatively recent development, and SBU needs to find means to make these expected outcomes more accessible and transparent to the community.

## **Suggestion**

- SBU needs to clarify that it has curricular pathways to ensure all students demonstrate proficiency in information literacy.

## **GENERAL EDUCATION: STANDARD 12**

*The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.*

**Conclusion:** The University appears to meet this standard

## **Summary of Key Evidence and Developments**

Stony Brook University is on the verge (Fall 2014) of implementing new general education requirements (The Stony Brook Curriculum). All first year first time students entering in Fall 2014 will be introduced to and schedule classes using the new SBU Curriculum. All students will meet with academic advisors in their first year. Advisers will be familiar with the new SBU Curriculum. Following a 2009-2013 comprehensive review of general education, Stony Brook University has redesigned the general education curriculum organized into four structural components:

- Acquire and practice foundation skills
- Synthesize knowledge into understanding
- Develop and exercise civic responsibility
- Apply knowledge and skills beyond the classroom

The general education curriculum is in concert with the SUNY general education requirements and goes beyond the minimum requirements articulated by SUNY. The general education requirements and learning goals will be listed in the Fall 2014 Undergraduate Bulletin which is available on the Stony Brook website. The learning goals apply to all students with one exception (foreign language requirement for students in the College of Engineering and Applied Sciences). All

students must complete 30 credits of general education but in achievement of the general learning outcomes, most students will complete at least 45 credits.

The learning outcomes include:

- Demonstration of versatility in each of ten fundamental areas of learning
- Exploration of interconnectedness
- Pursuit of advanced knowledge
- Preparation for life-long learning

The structural components of the general education curriculum are consistent with the institutional mission, *“to provide comprehensive undergraduate, graduate, and professional education of the highest quality.”* Articulated and embedded in the structural component descriptions are the subjects of ethics, diversity, and values. Also the general education curriculum develops student’s skills and abilities, which are applied in the chosen major or concentration.

As the university transitions to the new general education curriculum, courses must include the following:

- Learning outcome(s) that would be satisfied by the course
- The outcome(s) or skill(s) that would be reinforced by the course
- A syllabus that articulates the above two bullets and a description of the graded assignments that will be used evaluate students’ achievement of the outcome(s)

At the time of the Middle States Visit, over 1200 courses have been certified to be included in the SBU Curriculum.

The General Education Certification Committee has a process in place to certify and recertify (after four years) courses. The recertification process includes identifying the outcomes of assessment data from the course and how the data has been used to modify the course—essentially closing the assessment “loop.” The recertification process is designed to assess student learning and to provide evidence that assessment results are used for curricular improvement.

A comprehensive degree audit is available to all students and advisers. Beginning in 2012 major and minors have been added to the degree audit. This initiative allows students and advisers to have a more accurate and comprehensive view of completed and outstanding coursework. Once completed, this information will be especially helpful to transfer students. Transfer students entering in Spring 2015 will use the new SBU Curriculum to satisfy their general education requirements. SBU has shared the SBU curriculum with their top feeder community colleges.

### **Commendation**

- SBU has been engaged in a five-year effort to explore and change its General Education Curriculum. SBU will implement the new curriculum in 2014. This



new curriculum includes student learning outcomes assessment and a process by which to certify and recertify curriculum courses. This process is no small feat and deserves recognition to all who participated in the creation of the new curriculum. The SBU Curriculum is admirably designed to provide students the necessary skills, abilities, knowledge and dispositions for success in the 21<sup>st</sup> century.

### **Recommendation**

- The institution needs to develop a process for assessing the impact of the Stony Brook Curriculum, its new General Education requirements, to ensure it achieves the high expectations set for it.

### **RELATED EDUCATIONAL ACTIVITIES: STANDARD 13**

*The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery or sponsorship meet appropriate standards.*

**Conclusion:** The University appears to meet this standard

### **Summary of Key Evidence and Developments**

Stony Brook University has a process for evaluating entry skills of all students.

- For undergraduate students, information about how the skills are satisfied and options to students for completing the skills are advertised in the University Bulletin. Students have many options for satisfying the skills needed for the basic entry requirements in mathematics, writing, elementary foreign language and American history.
- For graduate students, it is required that the applicant have the preparation and ability to enable progress in the chosen degree. These parameters are articulated by the Graduate School and the degree program as articulated in the Graduate Bulletin.

The institution provides a number of Master's degree programs and certificate programs through the School of Professional Development.

- The certificate programs include coaching, environmental management, human resource management, educational leadership and information systems management. Each program has articulated program requirements and curricular sequence. Information for students, including a student success series is readily available.
- Articulation agreements are available and listed on the web.
- Programs are offered in both the traditional setting and online.

- Additionally, the Institution offers an innovative multidisciplinary certificate programming in Advanced Health Communications.
- A lack of demonstrated consistency with learning outcomes for certificate programs was noted.

Formal experiential learning is offered at the institution and is decentralized. Internship programs are offered with and without academic credit. There are many ways undergraduate students can engage in experiential learning including study abroad, undergraduate research, internships, and service learning.

Non-credit offerings are consistent with the mission and goals of the institution. The non-credit programs are meeting the needs of teachers, administrators, and life-long learners.

The Institution's internship programs provide students with non-credit experiences in their related disciplines.

- Academic learning goals are submitted by the student with self-evaluation of those goals.
- Currently, the institution is developing a plan for an online reporting system that ensures the quality of the internship experiences.

Branch campuses of Stony Brook Manhattan, Stony Brook Southampton, and the SUNY Korea campus meet the standards for quality instruction, academic rigor and educational effectiveness.

The Study Abroad program has over 110 exchange partners.

- One of the largest study abroad sites is in Florence University of the Arts. The program is academically rigorous and includes a thoughtful and deliberate experiential component as well as significant student support.
- Field study is offered in Madagascar and Kenya affording students a unique, hands-on, for-credit experience in a number of disciplines including archaeology and geology. These programs are part of the institution's system of Strategic Global Sites.
- The Turkana Basin Institute, made famous by the work of Louise Leakey and SBU's faculty Richard and Maeve Leakey serves as a learning site for students.

The Institution offers distance education through online courses.

- The offerings are consistent with the mission and programs offered by the University. Program offerings include academic programs, hybrid courses, and online programs.
- The Blackboard learning management system is being used for delivery and management of their online courses.

- The learning network provides the university with hosting services, a help desk, and student secure sign on. The online learning staff does provide a series of workshops for faculty related to distance learning.
- Students are provided services including admissions, financial aid, registration, virtual tutoring and access to the online library.
- Additionally, the University utilizes e-portfolios that allow students to demonstrate work completed at the Institution.
- The School of Nursing has developed and implemented a separate learning management system to meet the unique learning needs of the students.

The Institution has committed human and financial resources to the success of experiences offered in an online environment.

- This commitment is demonstrated through the recruitment of an Associate Provost for online education and investment in learning managements systems, an advisory committee on Massive Open Online Courses (MOOC), and e-portfolios.
- To ensure the quality of courses delivered online, the School of Business evaluates and compares the online courses to traditional courses. Individual departments are responsible for orientation of faculty to online modalities.
- The University is implementing online courses utilizing MOOC programming. SBU students participated in the CDT 208 course using the MOOC as a hybrid model for university credit. The course ultimately was utilized by thousands of participants as a no-credit option.

The institution has a contractual relationship with Brookhaven National Laboratory, a multipurpose research laboratory, which provides opportunities for collaborative research efforts. The institution provides Corporate Education and Training through a collaboration with a network of Long Island employers. Programs to high school students range from credited summer courses to STEM competitions to programs to promote science education in underrepresented populations.

### **Commendation**

- The Florence University of the Arts program provides Stony Brook students with an exemplary academic experience that is rich in experiential learning. This opportunity will assist students in understanding the responsibility of becoming a global citizen.

### **Recommendation**

- SBU has made considerable progress in developing learning outcomes and assessments of these outcomes for its degree programs, but this effort needs to be expanded to include all certificate programs.

## **Suggestions**

- As the institution expands globally, more opportunities for students to participate in global academic experiences should be available. By aligning these opportunities with their major and minor academic programs, students will be well-informed of the opportunities to engage in these experiences.
- The institution may benefit from developing and assessing the learning outcomes established for students who engage in experiential activities.

## **ASSESSMENT OF STUDENT LEARNING: STANDARD 14**

*Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.*

**Conclusion:** The University appears to meet this standard

## **Summary of Key Evidence and Developments**

Assessment of Student Learning is indeed a priority at SBU, however the structure, size, and breadth of SBU pose special challenges.

- SBU is one of the top ranked, state universities in the country, and is among the largest and most complex.
- At the time of this report, SBU is built upon a decentralized model of 13 undergraduate, graduate, and professional schools and colleges. These schools and colleges, ranging in size and scope, with a total of 190 degree programs at the undergraduate, graduate, and professional levels, results in a variety of active assessment programs, each unique and largely independent.
- In addition, the majority of colleges and schools enjoy external accreditation, requiring evidence of student learning assessment. As reported in the self-study report, approximately two dozen external organizations accredit SBU programs.

Cognizant of the need to take a more integrated approach to assessment, and in spite of the decentralized model and complexity and range of offerings, SBU began in 2007 to create the beginnings of a comprehensive and integrated assessment effort, starting with General Education.

- As reported in the self study, " In 2007, a faculty led University & Quality Enhancement Committee was established for the purposes of providing oversight and assistance in the process of assessing the DEC courses (the University's general education program).
- In 2009, the committee was renamed the Education Assessment and Enhancement Committee and was expanded to enhance learning and

teaching by providing support for education program and course assessment."

- Given the magnitude of the task in creating a campus-wide assessment effort, SBU wisely focused on realistic and achievable goals. To that end, SBU made as its first objective, " Designing a General Education curriculum that maintains its clarity of purpose over the long term requires careful use of language. Simply put, it means describing each requirement not by the subject area, but by the learning outcomes to be achieved."
- As a result, by the time of the current self study, the SBU General Education Program has a robust assessment component, and as reported in the Self Study, "When a department applies for certification for a course in the General Education system, it not only must specify how the course meets the learning outcomes of a category, but also how its effectiveness will be assessed."

SBU has recognized that improvements achieved with General Education assessment, initiated in 2007, are worthy of pursuit across the campus. SBU recognizes that greater integration and synergies of student assessment are needed. To that end, SBU has taken the tentative steps to create a more cohesive, university wide assessment program, and in 2013, Provost Assanis convened a task force to explore assessment.

As a result of this task force, SBU assessment has been energized. The magnitude of the change coming in the near future is best captured by the Self Study completed in preparation for the Spring 2014 MSCHE accreditation visit.

The task force made the following recommendations to the provost in its final report regarding supporting and facilitating a culture of assessment at SBU:

- Establish a permanent Office of Academic Assessment at Stony Brook University;
- Appoint Assessment Coordinators in each academic unit;
- Establish a university-wide committee for the purpose of ongoing communication and policy making regarding assessment;
- Establish a university-wide assessment recognition program;
- Conduct a survey of current practices at SBU;
- When the assessment policy is announced to the University community, it must be simple, flexible, and under the control of each program's faculty; and,
- Be very clear on a timeline of activities and provide the necessary resources for timely progression.

Following the task force's recommendations, in fall 2013, Provost Assanis requested that each SBU school and college identify and appoint assessment coordinators for each of their academic programs (degree or certificate) by the start of the fall semester. The assessment coordinator's role is to include working with program

faculty to develop a program assessment plan during the fall 2013 term, and, during the spring 2014 term, developing course level assessments and documentation of how data can be used to modify programs to improve student learning. This process is now underway.

### **Recommendation**

- The Provost's Assessment Task Force succinctly captured key insights and enumerated a logical plan of action to improve University assessment. The University should expeditiously implement the seven task force recommendations.

### **Suggestion**

- SBU is wisely creating a new Office of Academic Assessment. The administration needs to give careful consideration to the reporting level of this office to ensure access at the senior officer level.

## **VI. SUMMARY OF COMPLIANCE**

- Based on a thorough review of SBU's self study document and supporting materials and meetings and interviews with campus constituents, the team has thoroughly summarized its findings in Section V of this report. The team came away from its visit with a very positive sense of SBU, its academic quality, commitment to excellence in all its endeavors, and its resolve to meet the MSCHE standards for affiliation and accreditation in full.
- The team has made five recommendations:
  - **Standard 8:** While SBU serves a diverse student body, it should make a concerted effort to understand the decline in participation rate for African American students and take steps to reverse this trend.
  - **Standard 11:** While the institution has taken significant steps to determine learning outcomes for its academic programs, this is a relatively recent development, and SBU needs to find means to make these expected outcomes more accessible and transparent to the community.
  - **Standard 12:** The institution needs to develop a process for assessing the impact of the Stony Brook Curriculum, its new General Education requirements, to ensure it achieves the high expectations set for it.
  - **Standard 13:** SBU has made considerable progress in developing learning outcomes and assessments of these outcomes for its degree programs, but this effort needs to be expanded to include all certificate programs.
  - **Standard 14:** The Provost's Assessment Task Force succinctly captured key insights and enumerated a logical plan of action to improve

university assessment. SBU should expeditiously implement the seven task force recommendations.

- The report also contains numerous suggestions – made in a spirit of collegiality and genuine helpfulness for SBU’s continued progress toward its strategic priorities.