



Student Affairs Division

Annual Accomplishment Highlights 2014-2015

1. Children's School

- NAEYC accreditation maintained
- Provided early education services to 59 SSU student families, 15 SSU staff and faculty families for a total of 80,625 hours of high quality early childhood education
- Provided employment for 55 SSU students; 39,200 hours of employment
- As the Child Development Laboratory for SSU the Children's School provided classroom observation and participant observation opportunities to SSU students: 2,185 hours in 2014-2015
- Director was member of collaborative countywide agencies group to create 2nd annual Early Learners Conference at SSU on March 28 with over 350 participants, including Dr. Stuart Brown as keynote speaker
- For the 2014-2015 academic year, the Children's School provided early education and care services for 59 students with young children, the majority of whom were income eligible.

2. Counseling and Psychological Services

- Managing a 12.5 percent decrease in staffing (not including Lindsey's absence) and more serious presenting issues, CAPS saw 12 percent more clients with reduced wait times
- Successfully hosted Mental Health Awareness week in collaboration with NAMI
- Expanded sexual assault awareness programming considerably with several well-attended events
- Improved relationships with various departments including Res Life, Police, CSLIS, the HUB, etc.; two CAPS employees were recognized at year end for being "Friends of Res Life"
- Expanded groups program and ran seven successful groups, including the Women of Color Collective, Bisexual Discussion Group, Grief/Loss Group, Women of Worth Group, Relationships Group and Sexual Assault Survivors Group
- Focused efforts on outreach to underserved groups including the transgender community and men
- Improved the post-doc training program

3. The HUB

- During the 2014-15 annual year, the HUB sponsored or co-sponsored over 50 programs on diversity, leadership and social change and innovation. Special emphasis was given to programs that focused on the development of the whole person and whole system, as well as the intersections of cultures, communities and identities.

- Lectures, conversations and performances included:

- “Detroit Water Shutoffs, Ferguson Policing Practices and the Role of Race in Public Life” by Dr. James Perkinson

- “Coming Out with Big Boo” by Lea Delaria
- “What is Veiling?” A talk by Dr. Sahar Amer
- Queer Lives and Identity Panel
- #BlackLivesMatters Panel
- Microaggressions Panel
- A Talk on Transracial Adoption by Don Romesburg
- “You Wanna Piece of Me?” performance on multiracial identity by Joe-Hernandez Kolski
- “Can Scientists End Poverty and Racial Inequities in America?” by Dr. Raquell Holmes

- As a community space, the HUB was a gathering and meeting space for a number of student organizations, including Black Scholars United, MeCHA, Zes Hmoob (Hmong club), Queer Straight Alliance (QSA), Latino Leaders, Filipino American Association at Sonoma State University (FAASSU) the Vagina Monologues, and others. The HUB also supported a number of formal and informal programs for the following SSU units/departments, among others: EOPS, AMCS, CALS, WGS, CAPS and DSS

- CORE leadership and university-wide leadership proposal saw the HUB successfully pilot an eight-month leadership program for 17 students. Some of the main programmatic elements included:

- An overnight leadership retreat focused on social change and personal well-being
- Four daylong experiential workshops with campus and community mentors/leaders
- Student participants assisting with the development and execution of HUB programs
- Self-direct student “passion projects” that were conceived and executed
- Leadership assessments and learning tools

- HUB Director and CSLIS Director co-chaired a task force for six months to create a comprehensive proposal for a university-wide leadership program (housed in Student Affairs and done in collaboration with Administration and Finance and Academic Affairs). This proposal was given to the VP for Student Affairs and Associate VP for Administration and Finance.

- New and ongoing programs include: HUB Artist-in-Residence; Men and Masculinity (bi-monthly, w/ CSLIS); Women of Color Collective (weekly w/CAPS post-docs); SPOKE Poetry (monthly); Soup and Substance: Civility Series (monthly); Cultural Club mixer (monthly)

- Big and one-time programs included: the HUB’s CORE Leadership Program (pilot); Cultural graduation celebration; “Facing Our Truth” theater project; fourth International Integral Theory Conference (HUB Director, co-chair) with over 400 international participants for a four day conference focused on integrative and transdisciplinary approaches to enacting impact in politics, business, art, psychology, education, and other fields

3. The HUB (continued)

- Committee work of the HUB Director included: Bias Response (chair); Task Force for University-wide Leadership Program (co-chair); HUB/Campus Life Program Coordinator Hiring Committee (co-chair); President's Diversity Council; Dispute Resolution Board; VPSA Co-curriculum Committee; Senate Diversity Subcommittee; Formal Hearing Officer
- Research and Presentations included: PhD dissertation on SSU/HUB student leaders: "Evolutionary Andragogy within Learning Community for Embodied Transformation in Higher Education: A Case Study of the Next Wave of Leadership Training"; HUB Leadership "meta-curriculum" utilized in UNIV 238 Leadership class (and case study) demonstrated increased ability for students to consider perspectives other than their own, increased comfort around diverse communities, increased confidence in and out of the classroom
- Institutional and professional development included: Applied Integrative Meta-Theory (AIM) Certificate Proposal (International and Extended Education – in process); Cultural Integration Initiative (Theater Arts Department)

4. Student Health Center

- Provided high quality, cost-effective health care and preventive medical services to SSU students, including the provision of approximately 16,000 face to face medical visits as well as thousands of medically indicated immunizations, diagnostic lab and x-ray tests, pharmaceutical items and public health, health education, telephone and outreach encounters
- Providing SSU students with educational, leadership, community involvement, mentoring, and diversity rich experiences through the Student Health Advisory Committee (SHAC), SHC laboratory internships, health promotion events and interactions and individual mentoring
- Developing, implementing, distributing and sharing many "Awake, Aware, Alive" alcohol overdose prevention materials and tools
- Initiating AUDIT based alcohol risk screening in the Student Health Center and providing appropriate clinical interventions
- Conducted an extensive review of Student Health Center credentialing and peer review, quality improvement, programs and SHC policies and procedures to reflect the most current national standards and prepare for yet another Accreditation Association for Ambulatory Health Care, Inc. national accreditation survey
- Completed several Student Health Center remodel projects designed to enhance fire safety, ADA access, privacy and convenience for students and expand the physical space capabilities of the pharmacy to better accommodate pharmacy administered immunizations

5. Disability Services for Students

- Out of approximately 9,300 students, 7 percent (709) of the SSU student body population identify themselves as a student with a disability in 2014-15
- 275 new students registered with DSS during the 2014-15 academic year

5. Disability Services for Students (continued)

- Administered 1,987 accommodated exams
- Facilitated the 7th annual Disability Awareness Month in April.
- The Alternate Media/Assistive Technology Specialist converted 384 books into accessible alternate formats, approximately 163,000 pages, for students with print-related disabilities
- 91 percent of the respondents (11 total) of the DSS Student Satisfaction Survey reported that they strongly agree/agree that Assistive Technology contributed to their academic success; and were satisfied with DSS assistive technology services
- 100 percent of the respondents (9) of the DSS Student Satisfaction Survey reported that they strongly agree/agree that Alternate Media contributed to their academic success.
- Collaborated with SSU Athletic trainers and coaches to implement a streamlined referral system for SSU trainers to refer students who have sustained concussions to receive temporary academic accommodation services through DSS
- Collaborated with Dining Services to implement the Dietary Accommodation Request process for students who use Sonoma State University dining venues and are requesting dietary accommodations or modifications related to their food allergies or special dietary requirements
- Facilitated training provided by the U.S. Department of Housing and Urban Development to the campus community on housing laws, and an overview of the American with Disabilities Act, as they relate to disability-related housing accommodations on the University campus (fall, 2014)
- Administered DSS Student Satisfaction Survey for the 2013-14 academic year (spring, 2015)
- 89.5 percent of the respondents of the DSS Student Satisfaction Survey reported that they strongly agree/agree that they were made to feel welcome and 90.8 percent felt the DSS front office staff members were courteous
- 89.5 percent of the respondents reported that they strongly agree/agree that the DSS front office staff were helpful and knowable
- 88.7 percent of the DSS Student Satisfaction survey respondents (76 total participants) stated that they strongly agree/agree that they received appropriate and helpful information from their DSS advisor; 82.9 percent stated that this support contributed to their academic success; and 89.5 percent stated that overall were satisfied with Disability Management Advising