

DIVISION OF STUDENT LIFE
University of the Pacific

Student Life Annual Report 2011-2012

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Student Life Mission Statement: Student Life at Pacific provides exceptional service and support to our students. Through innovative thinking and dynamic programs, each Student Life member focuses on all aspects of a student's personal growth and educational experience. We commit to developing a campus culture that values diversity, integrity, collaboration, leadership, respect, and the connection of individuals to the community. These values transcend our individual roles and departmental functions and unify us as a division.

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Executive Summary

Academic Year 2011-2012

The Division of Student Life has successfully transitioned its departments from a stand-alone student service orientation to an integrated learning orientation, partnering in its programs wherever possible with faculty and aligning with Pacific's University-wide learning outcomes. In addition to this strong focus on student learning, Division staff work together to serve the goals of a learning organization, teaching and coaching one another and drawing students into peer counseling, peer educators, student government positions, organization officers, and peer advisor roles. The Pacific experience for students in these 200+ leadership positions is enriched by seminal leadership development that each year expands in numbers of students served and in the assessed effectiveness of approach and results.

Markers for the success of each department's focus on learning were found this year in the recognition given to Student Life by the WASC visiting team and WASC Commission. Student Life was commended for its practice of assessment and for "creating a culture of evidence to inform practice and programs to improve student learning and educational effectiveness." The team also commended the Student Life program review process, as well as the improvements made to transfer orientation, the analysis of student retention and success, and the report of the Task Force on Diversity and Inclusive Excellence, all important initiatives for Student Life contributions this past year.



Improvements to Pacific's advising system –faculty, professional, and peer -were made over the course of the year to support student degree attainment and overall success. A large majority of Pacific students have identified issues of study skills, financial literacy and stress, time management, and limited clarity of purpose and understanding of how college experiences are connected to outcomes. Spring 2012 discussions and planning focused on the development of "intrusive advising" practices and more effective early warning mechanisms, structures, and strategies through the expanded use of peer advisors, professional/career advisors, and engagement with students to make meaning of their academic major and related professional identities, roles, and networks. These approaches and others will be implemented in the coming year to address improved retention and student success.

In the academic year 2012, significant improvements were made in two primary areas of Student Life: campus security and student social events and activities. Due to the infusion of new funds for public safety, significant improvements and augmentation were made to equipment and personnel and a crime prevention and safety awareness program was initiated for the Department of Public Safety. Additional external campus lighting and one card access, purchase of digital radio equipment, S.T.R.I.P.E. escort carts, and a campus shuttle van all improved safety on the Stockton campus. A half-time lieutenant position was approved to assist with security technology on all three University campuses.

Progress was also made in increasing student events on the Stockton campus, especially social and recreational opportunities. The popular new electronic newsletter, the *Weekender*, featured events organized for every weekend of the year and attendance at events almost doubled over past years. Pacific Rec increased its offerings, doubling its popular Tiger X exercise classes and introducing BFC Blackout and Tiger Jams, evening fitness and cardio workouts with a DJ and disco lights. An off-campus weekend excursion program was expanded and renamed *Tiger Escapes*. Finally, the new movie series in the Janet Leigh Theater plays to packed audiences.

Advancement of 2011-2012 Goals Division of Student Life

Goal One: Contribute to the University-wide strategic plan through building distinctive shared learning initiatives with faculty and by leading the development of the diversity strategic plan.

All 18 departments in the Division of Student Life have developed student learning assessment aligned with the seven University-wide learning outcomes to contribute to deep student learning in the co-curriculum. The WASC Educational Effectiveness Review team and the WASC Commission included among its short list of commendations for the University that Student Life was commended “for their energetic and creative leadership in the practice of assessment across their many offices and programs, and for their continued excellence in creating a culture of evidence to inform practice and programs to improve student learning and educational effectiveness.”

Student Life departments are now actively “closing the loop” and using assessment findings to inform practice and improvements to student learning, service and other experiences. Each department is also held accountable for contributions to student success. In one example, Counseling Services used findings that suggested that Pacific students perceived equal benefit for some psychological conditions from group therapy as they did for individual therapy. As group therapy also allows more efficient use of staff resources, group therapy sessions will be increased in number and duration in the 2012-2013 year in response. In another example, in the Chapel’s study of religious literacy among Pacific’s first year students, they found that many students reported limited familiarity with their own faith tradition, let alone the traditions of others. In response to this finding, the Chapel staff developed a Religions 101 workshop series to be offered in collaboration with Interfaith Council and referrals to courses in Religious Studies.



The Vice President for Student Life, the Assistant Vice President for Diversity and Community Engagement, and the Director of Multicultural Affairs served on the Task Force for Diversity and Inclusive Excellence, including writing major sections of the report, hosting several community-wide open meetings, and developing a Diversity and Inclusive Excellence Scorecard to guide and assess the implementation of plans.

The WASC team commended the task force report as “a solid framework for achieving educational effectiveness. The proposed actions and recommendations will move Pacific from diversity-focused to a more integrated approach of inclusive excellence which values access, equity, retention, and success for Pacific and its community. The report is broad, well developed and focused on key areas in which opportunities and

challenges exist and appropriate actions can be taken to address each of the following areas: students, faculty and staff, curriculum and co-curriculum, campus climate and diversity, and a Diversity Scorecard. The proposed Diversity Strategic Plan holds potential to help Pacific. In order to build a culture of inclusive excellence, it is recommended that the proposed plan become part of the fabric of Pacific’s new strategic plan.”

The Division introduced e-portfolios to Student Life and explored, selected, and piloted with faculty partners an e-portfolio system to promote and assess learning for broad undergraduate co-curricular use and selected curricular use in helping students connect disparate experiences, create meaning from their learning, and develop intentional digital identities. The e-portfolio was piloted at one school (Dentistry), the master's in student affairs graduate program in the Benerd School of Education, and with student leaders.

Under the leadership of the Dean of Students and Assistant Vice President for Diversity and Community Engagement, a Bias Response Team was convened and protocol for response were developed. Core members from Pacific's three campuses were trained and have responded to reported incidents. Information is available on the Bias Response Website: www.pacific.edu/bias.



A collaborative steering group was established for Safe Zone and has developed a program design that promises to reach a wider audience, while also being sustainable.

During the weekend of February 24-26, 2012, the University of the Pacific and the University of California, Merced co-hosted the Western Regional Lesbian, Gay, Bisexual, Transgender, Queer/Questioning and Ally (LGBTQIA) conference. This event attracted over 700 college and university students, faculty and staff from throughout the Western United States and from as far as Michigan and New York. This year's conference was "Lead the Movement, Be the Change" and focused upon educating the new generation of student leaders. The conference had several outstanding educational sessions and included major speakers such as Academy award winner Dustin Lance Black, groundbreaking author Patricia Nell Warren, legal scholar Larry Levine, and Stockton City Council Member Susan Eggman.

In collaboration with other program faculty, a longitudinal study of the development of writing skills is being conducted. Students are introduced to a common rubric for assessing writing during program orientation and are then asked to assess themselves and peers and are also assessed by faculty using this tool. In parallel with the Pacific Seminar writing assessment project, random samples of student writing from the first year of the program are being analyzed to better understand how a specific focus on writing has improved students' skills in the first year of the master's in student affairs graduate program.

Counseling Services' psychology doctoral program received a full 7-year accreditation from the American Psychological Association based on the strength of the program and the related quality of assessment and evaluation.

Goal Two: Lead the study to understand University retention and attrition and build Student Life responses to increase student learning, satisfaction, support, experiences, and programs that have a proven impact on graduation rates.

The Dean of Students chaired the Student Success essay team for the WASC Educational Effectiveness Review that collaboratively produced a thoughtful essay. Through associated research and the writing of the essay, improvements to the Educational Resource Center, student advising, transfer experiences, and orientation were inspired. The University received commendations from WASC for work on student success and the transfer experience.

The Division prioritized and implemented two new programs that enhance summer bridge programs for at-risk students of color: the Summer Success and Leadership Academy (SSLA) for local students of color considering college and the STEPs (Student Emerging as Pacificans) residential pre-college and monthly academic enrichment and social integration program



for incoming African American freshmen. The AVP for Diversity and Community Engagement also organized the African American Recruitment and Retention Committee, which concluded with a report and recommendations to multiple campus constituencies.

The Division began discussions with academic colleagues of implementation of an early alert system for students in academic difficulty, and included CAD and the Retention Analysis Network in plans for more systemic communication and coordination of information related to students at retention risk. Using the dimension of wellness as both developmental and risk categories, a pilot self-evaluation wellness survey has been developed for use at new student and transfer student orientations starting in summer 2012. The results of the survey will be analyzed and reported after each orientation session in an effort to identify students most at risk of not maintaining continuous enrollment at Pacific. The student advisor cohort will then be further expanded to partner with Pacific Seminar faculty to teach modules associated with time management, academic integrity, and sexual assault to all first year students, to facilitate group meetings, and to prioritize referrals and support for first year students identified to be “at risk.” Further approaches will be discussed with academic colleagues as the new associate provost convenes the group that will be examining the early alert strategy for improving retention.

A pilot self-evaluation wellness survey was developed for use at new student and transfer student orientations starting in summer 2012. The results of the survey will be analyzed and reported after each orientation session in an effort to identify students most at risk of not maintaining continuous enrollment at Pacific.

Goal Three: Create a more vibrant Stockton campus by ensuring a safe and inclusive campus environment and by building effective and impactful student programs and experiences aligned with University learning goals.

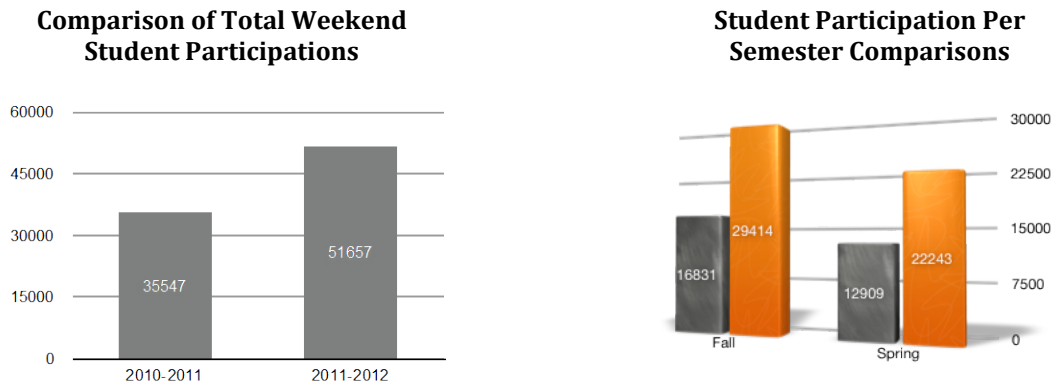
Significant progress and improvements were made in addressing crime prevention and safety awareness. Public Safety hired a half-time lieutenant with specialty skills in security technology who is now heading a University-wide committee charged with improving technology security and integrating the security systems on all three campuses. A van shuttle system was developed to take students to designated locations after dark. The S.T.R.I.P.E. cadet program was expanded and additional carts were purchased. Campus lighting was increased in several key areas on the Stockton campus, including between Baun Fitness and Bannister and on the west side of Grace Covell. One card access was expanded to Morris Chapel and WPC and the analog radio console was converted to digital console to better

communicate with Stockton Police. The Director of Public Safety led an expanded safety awareness program that included assigning officers to residence halls to develop ongoing relationships. A residence hall door hanger program was developed to alert potential victims to theft. Finally, a video program called *Tiger Tips* was developed in partnership with University Communications.

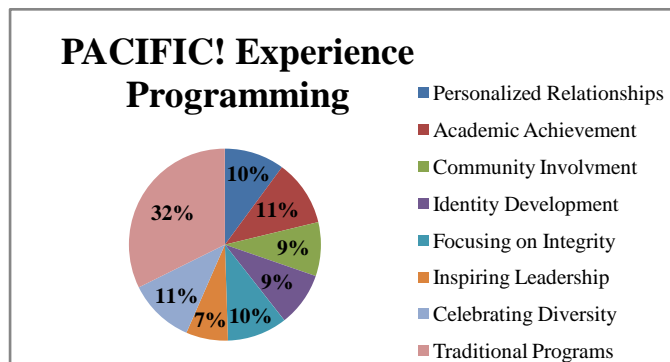
To directly address provision of more social events on the Stockton campus, Student Leadership and Involvement ensured that a significant student involvement activity was offered every weekend (Thursday-Saturday) during the academic year, greatly increasing the number of weekend events available to Pacific students. New programming ideas included Pacific Melt Down featuring water slides, music and campus wide BBQ and a Tiger Nights Waterfront Edition hosted by the University Waterfront Hotel. Both of these events drew over 500 students.

A comprehensive marketing campaign was initiated, including a new *Weekends at Pacific* newsletter distributed via campus-wide email blasts and to 3000+ OrgSync subscribers, video event promotions (showcased on Prowl TV, Facebook, YouTube and at the Janet Leigh Theatre), increased social media messaging (including OrgSync, Twitter and Facebook) along with traditional methods of flyers, handbills and chalking.

Student participation in weekend activities increased by over 16,000 in FY 12 from FY 11.



In addition to these University-wide events sponsored by Student Leadership and Involvement and ASuop, Housing and Greek Life facilitated a total of 406 social and educational programs within the residential, apartment and Greek communities with an attendance of 6191 students. Each program fit within an area of the PACIFIC! Experience Model (Personalized Relationships, Academic Achievement, Community Involvement, Identity Development, Focusing on Integrity, Inspiring Leadership, Celebrating Diversity and Traditional Social Programs).



Attention was also given to the improvement and expansion of key Division educational and diversity programs, including Visions intercultural dialogue training and Safe Zone training for developing intercultural capacity. These programs are now introduced during orientation and then scaffolded through First Year Experience student advisor meetings and the Leadership U curriculum.

In continued attention to sustainability efforts, a \$100,000 gift from a regent made possible the initiation of a campus garden on the Stockton campus. Dr. Mark Brunell from Biology chairs the garden committee comprised of faculty, staff, and students that will maintain garden operations and associated campus educational programs.

A campaign to revitalize the Greek community on campus was initiated with great success.

Spring 2012 social Greek recruitment saw a 25% increase in new members.

Overall social Greek membership rose 5.2%. A new chapter, Beta Theta Pi, was selected after a rigorous expansion process and 39 members were selected as founding fathers.

	2007	2008	2009	2010	2011	2012
Total Greek Membership	550	567	526	551	583	645
Percent Increase/Decrease		3.0%	-7.2%	4.80%	5.80%	9.6%
Total New Members	116	119	112	167	146	195
Percent Increase/Decrease		2.6%	-5.9%	49.0%	-12.5%	25.1%
Fraternity Membership	224	238	219	241	230	264
Sorority Membership	326	329	307	310	353	381

Greek Life instituted a new report card to review each of the social fraternities and sororities on factors that include community involvement and philanthropy. Members of the Greek social organizations performed 4,949 hours of community service (2,472 hours in the Fall and 2,477 hours in the Spring) and raised over \$24,000 for various charitable organizations in Fall 2011.

Pacific was selected as one of the lead institutions nationally for the *White House Interfaith and Community Service* initiative. Pacific's focus will address supporting the academic success of regional foster youth and simultaneously addressing interfaith dialogue and religious literacy learning outcomes. The initiative was inaugurated with a series of key events, including Pacific's first Holocaust remembrance and the planting of "trees for peace" as a part of the 9/11 remembrances.

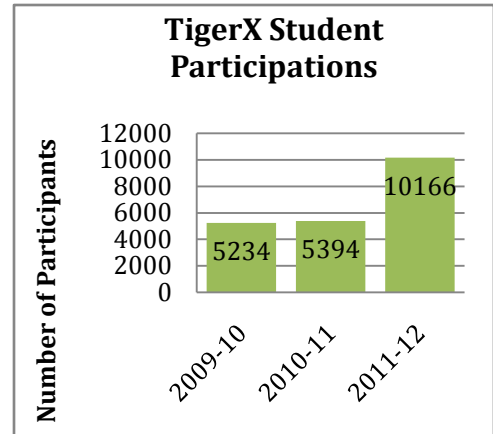
A religious literacy assessment was conducted with first year students and the results were used to design a "Religion 101" workshop series that will be facilitated in collaboration with faculty and community faith leaders in the coming year.

The past year was the inaugural year for the Pacific Arts and Lectures Committee (PALC). PALC allocated \$150,000 to 24 different events. These events include TEDx San Joaquin, India Arie Concert, Sustainability speaker Annie Leonard and the LGBTQIA Regional Conference.

Pacific Rec worked to create a more visible and involved Rec Fit program presence (i.e. Tiger X, personal training, running club, triathlon training club). A 5k Running/Training Club was made available to the campus community in preparation for Asparagus Festival 5K Run. The Tiger Training personal training program experienced a significant increase in participation during the 2011-12 academic year. 2010-11: 80 sessions of training (approximately \$2,012 revenue) and 2011-12: 238 sessions of training (approximately \$5,957 revenue).

In response to student input, the TigerX group exercise program increased class offerings by 52% during the 2011-12 academic year. 2010-11: average of 21 classes/week and 2011-12: average of 32 classes/week and student participation in classes almost doubled.

Pacific Recreation launched the Tiger Escapes program (off-campus 1-day leisure/ adventure trips) that enrolled 82 students for diverse experiences that included a river float trip, a day at the lake, a 5k mud run, and horseback riding. Spring Escapes included: a paintball competition, a coastal hike, a trip to Six Flags, and a kayaking trip



Pacific’s nationally-awarded Orientation program continued to find ways to improve. To enrich students’ experiences with campus diversity and inclusivity, sessions for diverse affinity groups were doubled from 4 to 8 and will redouble beginning summer 2012 to 16 breakout diversity sessions. A new session, Pan Pacific, will provide an opportunity for students to celebrate their own cultural heritage while exposing them to the diversity represented in the Pacific student population. The student skit, “The Way We See It,” will be sunsetted and beginning in summer 2012, student leaders and Pacific staff will perform a new program, “Choices.” The *Choices* program will provide students with their initial introduction to Pacific’s various cultures, the concept of inclusivity, and emphasize responsibilities associated with the student conduct code. Following the performance, peer advisors will facilitate a debrief discussion with the new students in small groups. The student advisors will receive thorough training on how to debrief the performance with new students in a positive and interactive way.

In February 2012, Pacific held its annual *Enough is Enough* week to reduce and prevent violence within the Stockton community. *Enough is Enough* is a national campaign (for which



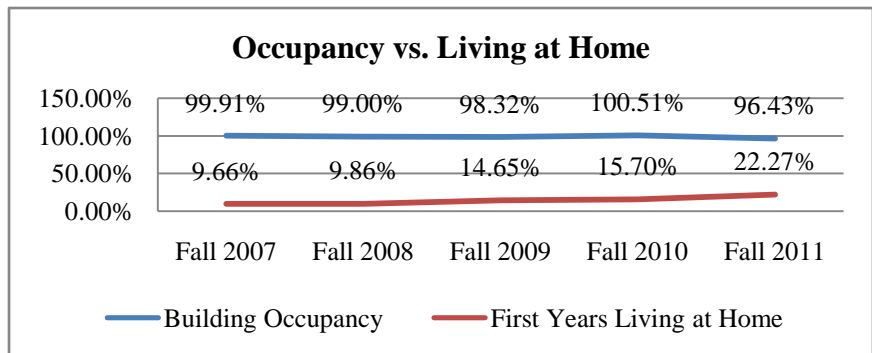
Associate Vice President Steve Jacobson serves as National Coordinator) designed to combine the violence prevention resources of colleges and universities, K-12 schools and various community agencies. This year’s successful event included programs such as the annual Take Back the Night March, The Choice is Yours/Love You to Death presentation (aimed at preventing domestic abuse), a presentation from Colin Goddard (a survivor of the Virginia Tech shooting), and a keynote speech from Teny Gross (the Executive Director of the Institute for the Study and Practice of Non-Violence).

Throughout the week, over 300 students, faculty, staff, and community members participated in this important event.

Pacific’s Bon Appetit contract food service won the regional account of the year award for 2011. Bon Appetit added their “Simple 600” meal lunch option to the Marketplace menu. Student, faculty, and staff are now able to purchase complete meals (including drinks) that contain 600 calories or less. Bon Appetit also added a “Meatless Monday” vegetarian menu program on Mondays. Bon Appetit increased its discount to employees from 3% to 10%. Finally, in its efforts toward sustainability, Bon Appetit changed all of its disposable containers and flatware to biodegradable.

For the first time in ten years, Housing and Greek Life witnessed a decrease in occupancy below its projections (97%).

The drop was due to the increase in the percentage of First Year students choosing to live at home within a 50 mile radius of the Stockton campus. In Fall 2007, 9.7% of the First Year class opted to live at home. In comparison, Fall 2011 witnessed an increase to 22.3%.



In the fall of 2011, the Sigma Chi fraternity chapter house was reopened following a year of closure and a complete renovation of \$2.2 million. The house was built in 1923, one of the original buildings constructed when the University moved its main campus to Stockton. In 1961, the facility was renovated with several upgrades to the building's common areas and included the addition of several new student rooms. Even though



basic cosmetic upgrades, including paint and carpet, had been conducted over the years since 1961, the condition of the facility had deteriorated to a point where student safety was of concern. The project was completed in July 2011 and Sigma Chi moved back in the facility in August 2011.

The Director of the Women's Resource Center facilitated two important partnership agreements with community agencies in support of our efforts against sexual violence. The agreements with the San Joaquin District Attorney's (SJDA) Office and its Victim-Witness Assistance Program and the Women's Center-Youth and Family Services (formerly known as the Women's Center of San Joaquin County) articulate shared values and goals and specify responsibilities and actions that will be undertaken to provide comprehensive services to victims of crime on campus, as well as education and awareness on prevention of violent crime. These partnerships, together with that of San Joaquin Delta Community College, became part of a \$500,000 grant application submitted to the federal office on the Prevention of Violence Against Women.

The Directors of the Women's Resource Center and Student Conduct and Ethical Decision Making partnered with faculty and the Director of General Education to incorporate sexual violence prevention and campus policies and resources into the curriculum of the Pacific Seminar I course taken by every incoming student in fall 2011. The seminar curriculum was supplemented by and coordinated with online training required of every incoming student, and supported with coordinated trainings of faculty and student advisors, which provided opportunities for further reflection and discussion of the issue of sexual violence prevention.

Goal Four: Initiate an effective student leadership development program in collaboration with faculty.

The pilot of the introductory course for LeadershipU was co-taught by staff from across the Division of Student Life and, in response to assessment findings and course evaluations, the course is being revised in preparation for formal course approvals.

The S2S (Student-to-Student) Healthy Relationship Peer Education Program was designed and initiated in 2011-2012 as a leadership development program, educating students about their leadership identity and providing a platform for developing key skills and putting them into practice as educators.



The Women's Resource Center delivered a workshop at the Expanding Your Horizons program that encourages women students' success in STEM fields, engaging seven Pacific students as workshop co-leaders and reaching 75 middle and high-school students on the Pacific campus. Participating in the program as student classroom facilitators provided these Pacific students an opportunity to develop their STEM-related knowledge, as well as their leadership and mentorship skills, which in turn positively impacted their own learning outcomes and success.

Staff from the Office of Student Leadership Development on the Stockton campus partnered with the Director of Community Programs Pacific Special Care at the Arthur A. Dugoni School of Dentistry, to include several Leadership YOU, leadership education sessions in the Integrated Clinical Studies 1 Course (ICS). Additionally, e-portfolios were created for all first year Dugoni students and a One Word self-reflection session was hosted. Also, in partnership with the School of Engineering, the Leadership YOU curriculum was modified and included as a foundation for the Heyborne Leadership Academy's leadership education program.

Goal Five: Enhance systems of review and assessment to improve student learning results and Student Life service and program effectiveness.

Division department directors conducted rigorous self-studies for successful program reviews for the Office of Services for Students with Disabilities and Housing and Greek Life. The team reports will be concluded by July 1. The writing of the Student Conduct and Community Standards self-study will be completed by July 1 and the team appointed for review over the summer.

All 18 Student Life departments completed assessment plans for student learning aligned with the seven University-wide learning outcomes. These were highlighted in an informative poster session for the WASC Educational Effectiveness Review visiting team.

Student Life departments' website structure, design and functionality were expanded to allow for students, staff, faculty, and other internal and external audiences to access transparently the information around learning results and program effectiveness.

The Director for Housing Operations worked with the Director for Sustainability and Students for Environmental Action to conduct an audit of trash over a one-week period in three residential communities. The results will provide baseline data to assess the impact of educational efforts to reduce waste and consumption

Housing and Greek Life worked with the Graduate Assistant for the REELL and ASuop Designs to enhance marketing for move-out sustainability efforts.



Housing and Greek Life completed the year-long Housing Measurement Benchmarking and Analysis (HMBA), facilitated by Sightlines LLC. This extensive project gave solid analysis of Housing and Greek Life's facilities and budgeting model that will be used to increase the level of service and financial efficiency and management.

Goal Six: Continue to refine 3-city/campus models for provision of health and counseling services, including development of budget proposal, long-term staffing plan, and continued enhancement of student services.

In 2011-2012, Pacific Health Services successfully hired Nurse Practitioners to serve the McGeorge and Dugoni campus clinics. Hours of service on both campuses were revised to better meet student schedules and demand. Nutrition outreach and consultation services were also expanded to all three campuses this year.

Work on developing a sustainable budget model for operating three Health and Counseling Services clinics on Pacific's three campus sites is still underway.

