



Evaluation of 2008-2009 Annual Goals Elizabeth Griego, Vice President for Student Life

This report serves to summarize the outcomes and accomplishments of the Division of Student Life for the academic year 2008-2009. The past year proved to be exceptionally productive, with the accomplishment of several high impact projects that required intense preparation and collaboration to achieve results. Perhaps the highlight of the year was seeing President DeRosa awarded the *National Outstanding President of the Year* award and having the Division selected as one of six *Best Practice Institutions* at the 2009 National Association of Student Personnel Administrators (NASPA) National Conference.

The achievements and continuing challenges for each of the nine 2008-2009 divisional goals are noted in the following.

1. *Implement new dining and conference services in the University Center and offer a rich array of educational and cultural programs to realize the vision of community, collegiality, and excitement in Pacific's new "Family Room."*

This goal was fully met, as Pacific centralized dining services; moved to a new meal plan system; programmed the DeRosa University Center with sponsored speakers, music, events, and lectures; and celebrated the opening of this important community resource with two weeks of events highlighting distinctive Pacific programs.

The University thoughtfully negotiated an 11 year, \$90 million dollar contract with Bon Appetit and successfully moved all students to a "Declining Balance" meal plan. Under the leadership of Assoc. V.P. Steve Jacobson, Student Life hired a food service consultant to help negotiate the new Bon Appetit contract and plan for new, contracted options for the new declining balance meal plan. The detailed advanced planning proved advantageous to both goals and budget: the DeRosa University Center opened, on time, with extended meal hours, a variety of dining venues, and expanded meal options. As with any new venture of this magnitude, several issues required negotiation and resolution, especially pharmacy students' resistance to an enforced meal plan for on-campus apartment residents and the need to discontinue Dining Dollars in the River Room in order to preserve dining decorum for faculty, staff and University guests. Financially, as well as programmatically, the new meal plan exceeded our expectations and at year-end, the University anticipates that it might share in the profit-split with Bon Appetit as much as \$100,000.

Throughout the year, the DeRosa University Center offered a rich array of activities, enlivening the sense of community, academic enrichment, and social connectivity on campus. The University Center hosted student dances, academic symposia and lectures, regional conferences, a gubernatorial campaign presentation, formal dinners, art exhibits, and became the central gathering place to watch sports events, the national

presidential election results, and participate in the “Pacific Idol” competition. Just as important as the events themselves, the University Center also became the informal gathering space on campus, the place to study, meet new friends and meet up with old friends, and a place for commuting and graduate students to settle in. It has provided a sense of belongingness on campus.

Student involvement and attendance at University events increased. Student attendance at performance events held in the Brickyard performance stage in the Lair -- including concerts, comedy performances, and karaoke -- increased by 450% over the previous year to include an estimated 4,500+ attendees at these events. Student attendance at Tiger Nights increased by 75 percent in 2008-2009 (from 2,275 students in 2007-2008 to 3,995 students in 2008-2009). On October 10, 2008, ASuop hosted a Tiger Night event that drew a record crowd of 1,800 students, establishing a new single event record for student attendance at any event held at Pacific.

The Lair introduced the authorized sale of alcohol and wine on campus for those over 21 with nary an incident. There was some anxiety about introducing Pacific’s first for-sale venue for alcohol on campus. Extensive training with the bar staff, carefully planned events in the Lair, strong night time supervision by professional staff, rigorous checking of ID’s, and our “three drink maximum” rule provided appropriate monitoring and supervision for the consumption of alcohol. Surprisingly little alcohol is consumed in the Lair; students go elsewhere when there is less supervision if they are looking for an evening of drinking. There were only two incidents where individuals came to the Lair already intoxicated (staff helped them leave with the assistance of public safety). A safe, social, but controlled atmosphere has been established successfully for drinking in the Lair.

The student employment program which fully staffs the University Center with Building Managers, Technology Assistance, Desk Attendants, Events Managers, and Conference and Catering Services was recruited, selected, oriented, trained, and evaluated. The launching of the Team Pacific employees resulted in consistent, strong, quality-first, customer-friendly service among this large employee group. Under the leadership of Asst. V.P. Dan Shipp, the Team Pacific employee group built critical momentum and strong performance results with the extension of training to Pacific Recreation supervisors, officials, Tiger X instructors, and Baun gym staff, as well as to Ambassadors.

2. *Advance Pacific’s Emotional Intelligence Initiative to include additional programs and hire new leadership for our efforts.*

This goal was fully met with significant achievements, although there is still much to do. Substantial progress was achieved in growing Pacific’s initiatives in this area, with perhaps the most salient marker being the growing involvement of faculty and staff across the entire campus. A new Director for the Center for Social and Emotional

Competence was hired and the Center was launched. The most significant achievements include the following:

The Social Emotional Competence (SEC) task force grew in number and diversity of membership. The original task force of five members has grown to 35, meeting regularly once or twice a month to share readings, stimulate research efforts, and provide vision, strategic direction and guidance to assessment, programs, and curricular initiatives. Membership is reflective of the heterogeneity of the campus, including faculty, staff, and graduate students.

The Center for Social and Emotional Competence was created. The Center for Social and Emotional Competence will provide a full time, visible presence and a mechanism for the coordination of the SEC efforts that occur across the campus. A goal for the Center is to be self sustaining after twenty-four months, if at all possible. The Center will be the catalyst for research and applications of the SEC model and will stimulate faculty and graduate student research in related fields. One objective of the Center will be to create national recognition of the work that is being conducted on the Pacific campus.

The Director for the SEC Center was hired. The search for a Director to lead the Center for Social and Emotional Competence was completed with the hiring of Craig Seal from Niagara University, who began work on June 1, 2009. Dr. Seal has published numerous articles in the SEC area, and will be the first on-campus person who has in-depth expertise and scholarship to guide our continuing work in this area.

All 2008 entering freshmen were evaluated on SEC: Freshmen entering in fall 2008 were administered the ESCI-U. Each student was given an individualized report of his/her scores on this instrument by student advisors and faculty and staff who had been certified to provide this feedback through training by a consultant from the Hay-McBer group. Faculty and staff conducted group sessions within which students were given the opportunity to learn about their SEC profile and to think about ways that they could enhance their abilities. At least 2/3 of all first year students participated in a workshop and created individual plans for improvement for their general education e-portfolio. These workshops simultaneously served as an advanced leadership development experience for student peer advisors and allowed for expansion of the peer advisor role.

Co-curricular programs to promote development in SEC abilities were offered: Based on the analysis of the data obtained from the SEC assessment of entering freshmen, co-curricular workshops were offered during the spring semester. The pilot group of e-leaders who were mentored by Student Life staff in spring 2008 were enlisted to help teach workshops to freshmen. Students joined staff in giving professional presentations at EDUCAUSE and NASPA that highlighted student work and reflection. These presentations engendered a great deal of interest from other campuses.

SEC-based interviews were used to select Powell Scholars. For freshmen entering in fall 2008 and 2009, Powell Scholars were selected partially on the basis of interviews designed to assess SEC competencies. The interview process had a significantly positive impact on yield (47.7% acceptance rate) and provided opportunities for faculty/staff/students to learn about and apply SEC concepts.

Marginally-qualified students were admitted on the basis of SEC interviews: Also for fall 2008 and 2009, a group of marginally qualified students was offered the opportunity to participate in campus interviews to improve the chances of admission. Of the applicants who were deemed acceptable as a result of the interview, 44 percent enrolled. Of these, 85 percent were successfully competing with normally admitted students after one semester.

The SEC concepts are now infused throughout the masters program in student affairs with concentration in the cohort seminars. The concluding activity for students in each cohort is a shared 360 degree feedback exercise that includes goal setting and reflection.

The development of a Pacific collegiate measure of SEC is underway. Work has begun on the development of an assessment instrument to measure collegiate students' SEC competencies. Based on the initial draft of the model, student sessions have been conducted for the purpose of creating items that can be incorporated into a beta version of an instrument which will be piloted on fall 2009 entering freshmen during summer orientation sessions. Refinement of this instrument as well as efforts to create "non self-reporting" measures of these concepts will continue throughout the 2009-2010 academic year.

Work has begun to develop a national advisory board for the Center for Social and Emotional Competence. An initial appointment has been made to the Center Advisory Board with Dan Goleman accepting as Honorary Chair. Additional invitation letters will be mailed in summer 2009.

3. *Strengthen current and develop new distinctive shared learning initiatives with faculty. (Includes core commitments work; development of new residential learning communities like Inter-American, sustainability and environmentalism, and interfaith/social justice; participation in the WASC self study; and M.O.V.E. in Welcome Week)*

This goal was fully met, although here, too, initiatives will continue as a priority. Student Life staff worked hard for a seminal year partnering with our collaborative colleagues in the academic division to provide a coherent set of experiences that extend and develop the academic mission and priorities of the University.

The First Year Experience Committee provided leadership to the University in enhancing the quality of experiences and learning for entering students. Under the leadership of Dean of Students Joanna Royce-Davis and faculty partners, course

scheduling was refined, faculty advising improved, new student orientation enhanced and attention given to retention strategies. The expansion of regional course placement testing opportunities, now to include Hawaii, was a significant achievement. Other results included more frequent positive opportunities for contact with entering Pacific students and their families; better management of course enrollment; and a more clear understanding of student expectations and needs through the analysis of survey data.

The responsibilities of the student peer advisors were significantly expanded in the work with social and emotional competence workshops and advising students with the general education portfolio. The peer advisors now provide direct support for a number of Pacific Seminar I learning outcomes and assist in delivering parts of the first year leadership curriculum.

Welcome Week activities, including *Reach Out Pacific* and especially, the Mountains/Ocean/ Valley/Experience (M.O.V.E), were decided successes. The MOVE experience, begun as a pilot, will receive funding from the Pacific Fund for fall 2009. During the summer of 2009, detailed planning and preparation is underway to expand to seven sites to include the entire 2009 incoming freshman and transfer class. Faculty and staff involvement has also increased substantially, providing relevant expertise and additional opportunities for students to experience connection and belonging and to experience Pacific values of sustainability, inclusion, community, and service.

The Pacific Parents Association was rebuilt and better advised under the leadership of Dan Shipp and now Linda Dempsey, including reinvigorated meetings, the addition of new board members, a parent and family webpage, and an outstanding Parents and Family Weekend that surpassed the all-time participation mark of 300 parents/family members.

The Residential Learning Community (RLC) program continued its targeted expansion. The Freshman RLCs in Southwest, Ritter, Eiselen, and Wemyss provide programs and services and support for Pacific Seminars to over 550 first year students to ensure their success at Pacific. In addition to the Resident Assistant staff, Residential Student Advisors live in the community with freshmen to offer academic support and guidance. The Freshman Honors Community is an RLC focused on providing a challenging learning environment specifically for Honors students. The Global Living Learning Community provides 30 students opportunities to integrate with other students from around the world and encourages residents to learn, teach, and grow as global citizens. In 2008-2009, two new RLCs were initiated: Casa Covell Interamerican Community focuses on improving intercultural knowledge, Spanish language skills, history, and culture of the Americas. The Residence for Earth and Environmental Living and Learning Community was established with a grant written in partnership with geosciences faculty and provides residents opportunities and support to learn about sustainability and environmental concerns. Next year, an RLC steering committee will be constituted to provide overall guidance to existing and developing learning communities and to enhance expectations for student learning.

Members of the Student Life Leadership Team are participating with faculty partners in writing the WASC self study and preparing for the upcoming WASC review and team visit.

4. *In collaboration with faculty, implement the Pacific leadership program with a focus on social and emotional competencies, with particular attention to first-year students and Powell scholars.*

This goal has been largely met, and will remain a priority for 2009-2010. Some significant successes were achieved, but necessary first steps took longer than anticipated, and lack of a dedicated staff position has impeded progress. Funding a professional staff member to develop and teach leadership development remains the highest priority of the Division and was its top request through IPC, when funding permits. The two most significant achievements last year include:

Through an extensive process of inclusive dialogue with faculty, staff and students, a working “Pacific definition” of leadership was developed and approved. The definition of leadership as “an ethical act of influencing others toward effecting positive change through the accomplishment of a common goal” is expanded with statements about leadership development and education. Getting faculty and staff to agree on anything is a significant achievement, and being able to move forward with this guiding educational statement will be important to our work in the years to come.

The Pacific Community One Word Project was introduced and received significant interest and excitement. This student-run leadership project photographed 400 mostly first year students with the word they chose that best represents their core self, thereby employing and highlighting SEC self-awareness competencies. The project, led by Dan Shipp, proved more impactful than we would have imagined and generated much discussion on campus. The distinctive black and white photos now show up in Facebook pages and other venues. During the summer of 2009, a webpage and art display are being planned.

5. *Plan for and implement strategies that will extend experiential education to all Pacific students.*

This goal was only partially met. The initial review of service learning participation at Pacific suggests that the value of experiential learning is well recognized, but that quality may not be ensured in the same way across experiences. The necessary planning for Student Life infrastructure support was not completed, and there is growing recognition that the role for Student Life in supporting faculty initiatives in this area needs clarity, development, and leadership. In addition, although it was established as a goal last year and noted in the year-end report, Student Life does not yet have a coordinated plan to develop and promote opportunities for volunteerism and

service to the community, although many significant outreach experiences are occurring across the Division and the University.

The Experiential Learning Outcomes Committee continues to develop its oversight role and discussions are still under development with the Center for Teaching and Learning. With input from Student Life, the Experiential Learning Outcomes Committee agreed that part of their policy role is to develop mechanisms that communicate expected criteria for the quality of learning experiences and to build that into course approval processes. The development of course designations for community-based learning courses will assist in understanding true student participation rates in service learning so that we might better track our progress in meeting the goal of 100 percent student participation. Student Life staff can be more helpful in purposeful surveying, categorizing and tracking service learning participation rates. Staff can also be more helpful in developing community contacts, in providing support and evaluation for service learning, and in helping students reflect in structured ways about the overall impact on learning.

For the second year, the University was recognized on the President's Honor Roll for Community Service. Led by Erin Rausch in the Center for Community Involvement, University volunteerism met its goal of tracking over 8,000 student hours of community service. The CCI remains one of the largest employers of Pacific students, primarily through its community tutoring program, and offers best-practice training to the large group of student employees through mentored training and development.

The Division extended its international alternative service trips from an initial pilot last year to three successful trips this year. The summer Spanish Immersion Program to Guatemala and the spring break trip to Mexico were co-led and led by Student Life staff with high marks from students on the value of cultural immersion and impact on their learning.

The Chapel-sponsored alternative spring break trip to the Philippines was an example of experiential learning at its best. Students participated in a set of purposeful preparatory seminars focused on intercultural interaction and understanding of the dynamics of social justice issues in the country visited. Chaplain Donna McNiel and Dean of Students Joanna Royce Davis facilitated intentional individual and group reflection on learning throughout the trip and offered a series of seminar meetings focused on meaning making and leadership commitments after returning to the United States. Assessment of student learning directly supported that expected learning outcomes for this experience were achieved.

The Career Resource Center purchased a new module to Tiger Jobs that will allow students and faculty to document their involvement in experiential learning.

6. *Undertake a rigorous examination of retention strategies and persistence influences with faculty and enrollment management staff and develop responses to increase student learning, satisfaction, and graduation rates.*

This goal was partially met. Some of the energy toward this goal was diverted by the effects and attention paid to the economy and the explosion and management of the admissions applicant pool. Nonetheless, institutional research and key faculty partnered in work to analyze factors contributing to student persistence with some useful conclusions and action steps. Continued analysis and broader discussion of reports and recommendations will be a priority for the coming year.

Mixed method study of the relationship of student characteristics and self-report satisfaction data resulted in a number of responses. Faculty advisor training was revised to incorporate student feedback. Orientation was also revised to include specific sections on Academic Expectations. With an early understanding of how some student perceptions seem to have an inverse relationship with their persistence, a set of key questions was added to the evaluation survey for summer 2009 Orientation. The results will be analyzed and used for student advisor/SASS follow up in early fall.

Purposeful activities were instigated to create connection and community for all students, especially focusing on first year students. During FY09, the first year peer advisor training and supervision was strengthened and peer advisor interactions with the students assigned to them made more frequent and purposeful. Residential learning communities were expanded. Resident Assistant and Graduate Resident Assistant training was enhanced and expanded. Systems for supporting students in crisis were strengthened, particularly the Students of Concern Committee, which met regularly to discuss and support students with special issues. Orientation has received particular scrutiny as it becomes the introduction to the Pacific community for entering students. Summer planning is underway to improve and expand the M.O.V.E. experience for fall 2009 to provide bonding with a small, diverse, cross-major group of students mentored by faculty, staff, and graduate students.

7. *Develop the general education e-portfolio system with particular attention paid to ethics and civic engagement, intercultural awareness and competencies, and especially, leadership.*

This goal was substantially met, and continues as a priority for the academic year 2009-2010. While integrating student learning in the e-portfolio was a goal across all of the departments in the Division, some areas met with better success than did others. Still, the contribution Student Life is making to this general education assessment tool is substantial, and reflects Pacific's commitment that deep learning involves many modalities and is most lasting when approached as integrated learning in a whole person context. The e-portfolio provides a powerful medium for student learning and reflection, and if appropriately developed, can be used for reference, reflection, and job search strategies through a lifetime.

The Student Advisors actively designed sessions on the e-portfolios in their work with entering students. Student Advisors received training on the e-portfolio technology so that they could assist especially Pacific Seminar I faculty who felt less comfortable with the technology. Student Advisors served as a resource to their assigned students so they could deposit student work and use the e-portfolio medium effectively. Training and mentoring was provided to the Student Advisors so they could demo their own e-portfolios for entering students and then provide advice and encouragement to stimulate student engagement.

Students in the E-Leaders group presented at national professional conferences NASPA and EDUCAUSE. Students demonstrated their e-portfolio work and the documentation and reflection on their Pacific leadership experiences. The sessions were exceptionally well attended and enthusiastically received.

Sessions to facilitate e-portfolio submissions and student reflection on learning were facilitated for target groups of students: for all entering students through the SEC feedback workshops, and with pre-professional student staff in the Career Resource Center, Educational Equity Programs, and Multicultural Affairs, among other departments.

The Pacific eWard student recognition program was conceived in an effort to encourage first-year student e-portfolio submissions. The eWards will be given in fall 2009.

8. *Develop and relocate facilities and services that activate the Student Life Neighborhood concept for better communication, more coordinated student service, better use of resources, attention to campus climate, and the development of a vibrant living/learning campus culture.*

This goal was fully met. Members of the Student Life Leadership Team met with the VP for Business and Finance, the faculty member chairing academic space planning, a local architect, and others to provide programming input to redesign the McCaffrey Center for student support and student academic services. After several iterations, a plan that is exciting for everyone was developed and construction will begin in the summer of 2009.

The new plan will animate the Student Life Neighborhood concept through relocation of programs and offices. Anchored by the DeRosa University Center, services to students will be more readily visible and available. Relocating Student Academic Support Services and Judicial Affairs, in particular, in closer adjacency to the rest of Student Life will improve communication and collaborative programming for those areas. In addition, both the Career Resource Center and Housing and Greek Life will move in to more professional-appearing and better designed office space. Division morale, which is already high, is boosted even higher with the anticipation of this new space.

Plans for additional apartment-style student housing remain a priority but we were unable to move forward on construction because of the downturn in the economy. Steve Jacobson supervised work on the University's completed *Housing Master Plan*, working with the Vice President for Finance and Sasaki architecture firm. The *Master Plan* outlined the need and recommended sites for building additional apartment suite-style housing for on-campus living. An RFP was submitted to several developers who might finance construction through off-balance financing. While the Brookhurst Developers group was selected through the bidding process, it was not able to obtain the anticipated off-balance financing needed. The project has been placed on hold until the financial issues can be satisfactorily resolved with a strengthened economy.

9. *Extend Student Life functions to the Sacramento and San Francisco campuses.*

This goal was partially met, as far as we could proceed given continued negotiations with the Sacramento and San Francisco campuses. The University continues to collaborate in discussions concerning the merging of services and reporting relationships for administrative offices across the three campuses. Within Student Life, Counseling and Health Services pioneer the formal placement of services at the remote campuses, but many informal and consultative relationships with various departments have been forged in the meantime.

Beginning in July of 2009, students at all three of Pacific's campuses will have full access to the scope of services provided through Health Services. Students will benefit from the related ability to coordinate care and provide a lower shared cost for student health insurance. Through special approval of the Board of Regents, an additional student health fee was imposed for Dugoni students that will result in health services three days a week and a more extensive, more tailored student health insurance plan at lower overall cost than the previous health insurance fee alone. A new contract FNP will provide the majority of health care there.

By late summer/early fall 2009, students on all three campuses will also have counseling services available on-site. Counseling services have been operating on the McGeorge campus for four years now, and health services for two years, with strong partnerships and collaboration. The addition of counseling services on the San Francisco campus will further support overall student wellness and ensure that students have the range of supports necessary for their academic and social success at Pacific.

Fitness and recreation facilities and equipment on the San Francisco and Sacramento campuses have benefited from the review and recommendations of Dan Shipp. Both campuses have been included in the Stockton campus negotiated lease agreement for cardio and strength equipment. A successful spring 2009 self-study and team report for a comprehensive program review for the Department of Recreation Services and Facilities discussed expansion efforts to all three campuses.

Expertise on the Stockton campus has been made available for housing improvements on the Stockton and San Francisco campuses. Steve Jacobson has consulted on a number of housing issues such as housing contracts, including McGeorge in the lease agreement for the housing assignment software package, and including both campuses in contractual agreements for furniture purchases and other lease/purchase agreements. Full integration of the Housing RMS software will be pursued in the 2009-2010 academic year.

Under the leadership of Joanna Royce Davis, a Bias Response Team has formed to coordinate staff, including those with responsibility for diversity issues, on each of the three campuses to collaborate on a team response to issues of concern about bias. Planning has begun and implementation is expected for fall 2009. This work built on the major diversity initiative and training called *Visions* that Joanna brought to campus in the fall of 2008.

Accomplishments Most Important in Advancing University Goals

1. The successful (beyond our highest expectations) opening of the DeRosa University Center, with its beautiful setting, extensive social and academic programming, and the contributions it is making to a lived sense of community and connection.
2. The successful negotiation of the \$90m, 11 year Bon Appetit contract, including the move to centralized dining services with expanded dining hours, multiple dining venues, and enhanced menu options; and the move to the Declining Balance meal plan that required negotiating a meal plan for every residential student, including those who live in apartments with kitchens.
3. The significant progress on social and emotional competence, including the growth of the task force, multiple opportunities for faculty and staff professional development and certification, development of research studies, creation of the Center for SEC, hiring of a director, assessment of all 2008 entering students, and integration of SEC into admission interviews for Powell scholars and the Beta group.
4. The enhancement of Orientation, particularly the expansion of the M.O.V.E. program to provide connection to community and to reinforce University values of service, sustainability, mentoring, and support.
5. The development of a Pacific definition of leadership, derived from all-campus dialogue and debate, and the leadership One Word Project, as the most recognizable initiative symbolizing effective leadership starts with self awareness.
6. The Recreation Renaissance at Pacific with the addition of rugby and lacrosse club coaches, new high quality fitness machines, record participations in RecSports and Tiger X group exercise classes, and the community-expanding, involving Deep Water Rowing program and hosting of two major regattas.
7. National recognition of the Division through the NASPA National President Award and selection of Pacific as one of six best practice institutions at the national NASPA conference.

Areas for Improvement

1. Successfully conclude the lawsuit.
2. Provide infrastructure support for service learning and partner with faculty to build community contacts, document and track student participation, and help evaluate service learning.
3. Move from an approach of isolated responses for community service in Student Life to more strategic, intentional, and targeted actions that support the University District initiative.
4. Continue analysis and targeted action steps to increase student persistence and retention to graduation.