



2009-2010 Annual Goals
Division of Student Life
Elizabeth Griego, Vice President for Student Life

1. ***Strengthen current and develop new distinctive shared learning initiatives with faculty***
 - Contribute to writing the WASC self study and participation in the site review
 - Strengthen student peer advisor program and integrate social and emotional competence work with student outreach
 - Initiate social justice/ interfaith residential learning community
 - Implement the M.O.V.E. plan to take all entering students on overnight service learning trips in northern California
 - Support experiential learning through the development of community partnerships, the development of an online data base for community-based learning sites, and coaching support for faculty
 - Implement a Residential Learning Community Steering Committee to provide guidance and direction to current and future learning communities.
 - Provide for Student Life leadership to teach at least one for-credit course per year to encourage expertise in curricular design and delivery and partnership with faculty
 - Integrate and align the division-wide design, delivery, assessment, and improvements of student learning experiences with *Pacific Rising* and the approaches of the Academic Division.

2. ***Establish the Center for Social Emotional Competence (SEC) and advance initiatives***
 - Develop a reliable and valid collegiate measure of social emotional competence, the SEC-U
 - Expand the SEC Task Force with the purposes of integrating and collaborating on scholarship and teaching of SEC
 - Provide a series of co-curricular workshops during the Student Advisor Sessions of the First Year Experience where students will review, plan, and develop their own SEC
 - Facilitate student learning and reflections through deposits to the e-portfolio system
 - Continue to implement and expand SEC concepts in admission interviews and track the impact of interviews on admission and retention
 - Invite and convene members of the International Advisory Board for the Center for SEC, with particular focus on developing collaborative scholarship and development opportunities between board member organizations
 - Provide a graduate and undergraduate course on SEC that allows students the opportunity to examine the social emotional competence construct through detailed assessment, literature review, and critical thinking
 - Explore possible internal and external funding opportunities

3. ***In collaboration with faculty, implement the Pacific leadership program with a focus on social and emotional competencies***
 - Develop co-curricular opportunities for students to develop leadership skills
 - Facilitate intentional student learning and development of leadership competencies, and submission of appropriate reflections and documentations into the e-portfolio
 - Continue development of the One Word Project, including adding students, developing a web page, and mounting an art display

4. ***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***
 - Instigate purposeful activities to create connection and community for all students, especially focusing on first year students
 - Continue to develop targeted interventions and evaluation of impact based on emerging understanding of persistence differences between groups
 - Collaborate with key university partners to continue to strengthen yield/orientation events and activities that may also contribute to on-going persistence and retention
5. ***Develop the general education e-portfolio system with particular attention paid to ethics and civic engagement, intercultural awareness and competencies, and leadership***
 - Train student advisors to facilitate and review entering students' submissions to e-portfolios
 - Incorporate e-portfolio submissions in workshops and "captured student groups" throughout the Division
6. ***Foster innovation, creativity, and distinctiveness in Student Life programs and services***
 - Implement the innovation initiatives fund and the Pacific Fund for special projects
 - Expand the Alternative Spring Break program
 - Celebrate CIP's 40th anniversary and Jose Hernandez' space flight
 - Seek grant funding to support key Student Life programs, especially CIP, SUCCESS, and CCI
 - Implement environmental sustainability programs and practices that impact out-of-class life
 - Implement health and counseling services at the San Francisco campus
 - Implement the Bias Response Team to provide leadership on all three campuses where there are concerns about bias
 - Develop, coordinate and promote a Pacific Speaker Series
 - Continue to strengthen division-wide learning outcomes assessment. Integrate and align reporting of findings and improvements to the design and delivery of student learning experiences with that of the Academic division
 - Research and develop content for a module-based Career Preparation and Professionalism Program (CP3) to provide a comprehensive career offering to students
 - Plan and host the "It Takes a Rainbow: Bridging the Mountains to the Bay 2010" Lesbian, Gay, Bisexual, Transgender, Intersex and Ally conference
 - Develop a Student Life Alumni outreach program to reconnect and inform past members of student organizations and Student Life staff of current events, activities and programs within the Division and the University at large
7. ***Relocate facilities and services that activate the Student Life Neighborhood concept for better communication, more coordinated service, better use of resources, attention to campus climate, and the development of a vibrant living/learning campus culture***
 - Plan for additional apartment-style student housing to meet student demand
 - Contribute to a welcoming campus climate through opening and invigoration of Sacred Space
 - Develop technology help desk, service plan, and web redesign to support staff, meet technology needs, and make our programs and services more accessible
8. ***Assist President Eibeck in developing her Listening Campaign, in completing the leadership transition, and in planning the Installation/Inauguration***