

National Commission on the Next Level of Excellence: Panel on Students and the Co-Curricular Experience

Tier One Recommendations – Spring 2000	Outcomes – as of Fall 2004
<p>1. Fund and construct a state-of-the-art and an architecturally distinctive University Center. Estimated Cost: \$42,000,000</p>	<p><i>In progress.</i> A University Center is one of the University’s highest priority facilities projects. A re-design of the University Center project has been completed by Gensler Architects. Nearly \$4 million has been raised toward the \$30 million University Center Project. An eight-page view book describing the building design and intended program has been published for use in fundraising.</p>
<p>2. Use McCaffrey Center for co-curricular support services and programs. Estimated Cost: N/A</p>	<p><i>In progress.</i> While the McCaffrey Center still provides important dining services for the campus, some other services have been located there. The One-Card office has been placed near the McCaffrey Center courtyard patio area. Other student services that have been considered for relocation to the McCaffrey Center include Housing, SUCCESS, and CIP/Multicultural Affairs.</p>
<p>3. Continue to improve and upgrade residential and dining facilities. Estimated Cost: \$12,000,000</p>	<p><i>Achieved.</i> Issues of deferred maintenance have been identified in all residential facilities. A master list of needed improvements and upgrades were submitted and a \$4 million bond was obtained. This bond will be used to pay for the needed upgrades and included air conditioning and fire alarm/sprinklers for all of the residence communities. The Housing Office has developed a five-year furniture replacement plan to upgrade and maintain quality furnishings in all residence halls, Greek chapter houses and apartments. The Housing Office and Physical Plant have worked together over the last two years to identify areas of improved customer service, cleaning rotation plans, painting rotation plans and plans for carpet replacement. Plans have been developed to shut down facilities during the summer in order to provide needed upgrades and repairs. In addition, a new Housing Master Plan for all residence communities is being developed. This long range plan will project the number of facilities needed, the desired experience for students living on campus, lighting, furniture, etc.</p> <p>Dining facility improvements include Grace Covell Dining Hall which was under renovation in 2004-05. The facility has become a major banquet facility seating 300. The facility will also house student dances and campus special events. The Quad Dining spaces remain too small for the campus population and in need of renovation to improve efficiency. In the future the University Center will house the entire dining program for the campus – both student meal plan and retail dining. Major catered events will be held in the building’s event center.</p>

National Commission on the Next Level of Excellence: Panel on Students and the Co-Curricular Experience

Tier One Recommendations – Spring 2000	Outcomes – as of Fall 2004
<p>4. Increase the Stockton campus residential capacity to support a 70% on-campus housing rate. Estimated Cost: \$32,000,000</p>	<p><i>Achieved.</i> Currently, the Stockton campus has enough housing to accommodate 59% of the undergraduate student population (2,035 beds for 3,430 students). We are also able to house 32% of the professional school population (200 beds for 626 enrolled professional students). A Housing Master Plan is being developed to project the need for additional housing as student enrollment grows. The capacity of some residence halls has been increased while an additional residence hall, McConchie Hall, was converted back to residential use in Fall of 2004, adding 30 beds.</p>
<p>5. Develop and implement a University-wide diversity action plan for faculty, staff, and students. Estimated Cost: \$750,000 per year</p>	<p><i>Achieved.</i> The Academic Division has successfully increased the diversity of the faculty through a diversity hiring plan, implemented in 1999. The diversity plan has drawn national attention as a model for increasing and supporting a climate for diverse faculty. From 1999 through 2004, faculty diversity has increased from 10% to 19%. Additionally, the University has allocated additional resources (\$40,000) to continue to fuel the plan in order to sustain its success in the recruitment and retention of faculty of color.</p> <p>The Division of Student Life supports the recruitment and retention of diverse students at Pacific through programming and student services. CIP recruits and provides financial support to over 100 students. SUCCESS provides retention and support services to 200 students each year through a United States Department of Education grant in the amount of \$263,000 for 2003-2004. SUCCESS retention is over 90%. Last year, 52% of SUCCESS graduates went on to graduate or professional school, feeding the pipeline of diverse faculty. In addition, SUCCESS staff continues to work closely with The Office of Services to Students with Disabilities.</p> <p>Other programs supporting a diverse climate at the University include: MCA (Multi Cultural Affairs), which provides support to all Pacific students with club opportunities and programming; the Multicultural Greek Council; the PRIDE Resource Center; SUCCESSful Connections (2002-03 and 2003-04); a peer mentoring program supporting African American, Latino, or Native American first year students at Pacific.</p> <p>Pacific has also regularly participated in and hosted (in Fall 2004) the Graduate Forum for Diversity in Higher Education. This event is designed to increase the number of nontraditional students into graduate/doctoral programs.</p>

National Commission on the Next Level of Excellence: Panel on Students and the Co-Curricular Experience

Tier One Recommendations – Spring 2000	Outcomes – as of Fall 2004
<p>6. Implement a student leadership development program that integrates the study of leadership with the existing leadership opportunities. Estimated Cost: \$250,000 per year</p>	<p><i>Achieved.</i> Accomplishments included launching the Passport Leadership Program, an annual Fall and Spring Leadership Conference, and a Women’s Leadership Conference; working with academic programs in the development of a leadership minor; in partnership with the Career Resource Center, development of a Leadership Experiential Learning Transcript to document one’s Pacific experience outside the classroom; development of various student leadership positions on campus in compliance with experiential learning internships parameters.</p>
<p>7. Provide a faculty recruitment, retention, and reward program to maintain faculty quality and nature. Estimated Cost: N/A</p>	<p><i>In progress.</i> Provide a faculty recruitment, retention and reward program to maintain faculty quality and nature. The University has developed and operationalized protocols for faculty recruitment through the "Diversity Hiring Plan for Faculty." A one-year New Faculty Orientation Program is also in place to orient and support new faculty throughout their entire first year at Pacific. Recent revisions in the Promotion and Tenure process, salary enhancements through the Faculty Compensation Plans, as well as increased funding for the Faculty Award Committees (Faculty Research Committee and Committee for Academic Planning and Development) have helped to retain faculty and reward their work.</p>
<p>8. Expand and financially support experiential learning across all academic programs. Estimated Cost: \$350,000</p>	<p><i>In progress.</i> The University has increased the number of departments with approved courses which count as Experiential Learning Opportunities. Consequently, the number of faculty members serving as faculty supervisors has also increased along with the level of compensation for these faculty sponsors. A new 50% tuition scholarship, the Pacific Experiential Learning Opportunity Scholarship, was piloted in Summer 2005 in order to enable more students to participate in ELO's during the summer months. This new initiative will be tracked in order to document any increase in the number of students choosing to participate in summer ELO opportunities. All ELO activities have now been centralized in the Career Resource Center.</p>
<p>9. Increase staffing in the Career and Internship Center to support the program. Estimated Cost: \$150,000</p>	<p><i>Achieved.</i> Reorganization of staffing in the renamed Career Resource Center has allowed for greater emphasis on experiential learning. The position of Experiential Learning Coordinator has been created and the Center for Community Involvement (CCI) offers private tutoring services to the community.</p>

National Commission on the Next Level of Excellence: Panel on Students and the Co-Curricular Experience

Tier One Recommendations – Spring 2000	Outcomes – as of Fall 2004
<p>10. Make experiential learning mandatory once recommendations have been implemented. Estimated Cost: N/A</p>	<p><i>Not being pursued or no longer relevant.</i> The University continues to support experiential learning as a voluntary experience for students. Participation has grown in recent years, from 368 students in 2001-02, earning 1,089 academic credits, to 440 students in 2002-03, earning 1,264 credits, to 789 students in 2003-04, earning 3,284 credits.</p>
<p>11. Develop a corrective maintenance and improvement plan for the shared athletic and recreation facilities. Estimated Cost: \$2,000,000 Add showers and group exercise space to Baun Fitness Center. Estimated Cost: \$1,000,000</p>	<p><i>Achieved.</i> The Baun Fitness Center was renovated and expanded in 2003. A \$2 million project, it included locker rooms and showers as well as 5,200 square feet (2 rooms) for group exercise classes. The facility expanded from 9,000 square feet to over 18,000 square feet.</p>
<p>12. Link the recreation program to health education and the outdoor opportunities of the region. Estimated Cost: N/A</p>	<p><i>Achieved.</i> With the Baun Fitness Center expansion, an outdoor rental center and trips program was created, along with the 32-foot-high rock wall. Over 16 trips per year are now offered through the state of California. Yosemite, Lake Tahoe, Calaveras Big Trees, San Francisco, Joshua Tree National Park are some of the outdoor trip destinations.</p>
<p>13. Build a new athletic practice gymnasium. Estimated Cost: \$3,000,000</p> <p>14. Replace the women's hockey field with artificial turf. Estimated Cost: \$1,000,000</p>	<p><i>In progress.</i> As part of the current campaign, the Athletics Department has identified several major facilities renovation and construction projects. Listed here are the projects, and fundraising goal and funds raised (in hand or pledged) for each.</p> <p>Construct Multi Purpose Gymnasium. Goal: \$3.5 million. Raised: \$1,427,000. Renovation of Kjeldsen Pool. Goal: \$700,000. Raised: \$19,800. Renovation of Alex G. Spanos Center. Goal: \$3.2 million. Raised: \$1,000,000 Construct Tennis Clubhouse. Goal: \$500,000. Raised: \$289,000. Construct Baseball Stadium. Goal: \$3 million. Raised: \$1,788,000.</p> <p>In addition, over \$578,000 has been raised for endowments in athletics.</p> <p><i>Not being pursued or no longer relevant.</i> Athletics has not moved forward with the artificial turf for field hockey based upon its fundraising priorities.</p>

National Commission on the Next Level of Excellence: Panel on Students and the Co-Curricular Experience

Tier One Recommendations – Spring 2000	Outcomes – as of Fall 2004
<p>15. Increase the financial and staffing support to make the Mentor Program a mark of distinction. Estimated Cost: \$75,000 per year</p>	<p><i>Achieved.</i> A review of the General Education program was begun in 2003-04. As part of the review, resources and staffing necessary to support a quality first year experience for students was examined. A plan to increase faculty support of the program has been developed and will be implemented beginning in 2005-06. The plan includes the assignment of regular faculty to teach a high percentage of Mentor Seminar sections each year.</p>

Tier Two Recommendations – Spring 2000	Outcomes – as of Fall 2004
<p>1. Improve student access to technology and communication and information systems.</p>	<p><i>Achieved.</i> Over the last three to four years, the University has taken a number of steps to improve student access to technology and services. Pacific now has a state of the art campus network on all three campuses. Those campuses are all on a high speed Wide Area Network ring. Pacific has redundant high speed connections to the Internet. The University has made a very large commitment to network security and student desktop protection. New residence halls utilize Voice over IP telephone systems and all students use a new voice mail system. Behind the scenes improvements have vastly improved reliability of all systems from email to student web and file space.</p> <p>All the residence halls are wired and the use of wireless is expanding rapidly in both residences and common spaces. Pacific has just installed a state of the art Portal system, providing single-sign-on to web based applications like registration and financial aid. Other applications like our Blackboard learning management system and our modern library system will be integrated with it shortly. A new content management system promises to revolutionize the management of information on the web, facilitating quicker and easier access to information.</p> <p>Video distribution over IP to students in residence halls and faculty in the classrooms is being explored. Through the student technology council and an active email list, students have direct communications to the senior staff and technical experts of central computing. Every major addition or change has substantial student involvement. In summary, Pacific is a very different place than it was only a short time ago and improvements will continue as technology evolves.</p>

National Commission on the Next Level of Excellence: Panel on Students and the Co-Curricular Experience

Tier Two Recommendations – Spring 2000	Outcomes – as of Fall 2004
<p>2. Develop an accessible and mandatory centralized computer-based university-wide master calendar system.</p>	<p><i>Achieved.</i> A master calendar for the Stockton campus has been developed by the Events Office and is now accessible throughout the campus through the University website.</p>
<p>3. Develop a mission statement that encompasses the goals and objectives for the co-curricular experience.</p>	<p><i>Achieved.</i> The Student Life Mission: <i>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.</i></p> <p><i>We fulfill our mission by: Sharing our individual skills, passions, differences and lives through the services and programs that we provide to each student; Creating a living, learning and working environment that encourages students to reach their potential; Encouraging the expression, understanding of and respect for differences within and beyond our university community; Intentionally facilitating inclusion of all community members through active community building; Working toward social justice related to policy and historic and emerging forms of exclusion; Modeling ethical decision making and leadership; Collaborating with faculty, students, staff, and community partners to provide learning experiences that extend beyond the classroom; Celebrating our community accomplishments and; Being flexible, passionate, and fun.</i></p>
<p>4. Emphasize Pacific's identified uniqueness in University marketing and promotional efforts.</p>	<p><i>Achieved.</i> In January 2002, the University hired Maguire Associates to study how constituent groups perceived Pacific and what messages are most effective communicating the University’s distinctive strengths. The target audiences included alumni, faculty, staff, students, higher education administrators, high school counselors, employers, and friends of Pacific.</p> <p>Four central themes were identified that demonstrate the University’s most distinguishing strengths: (1) faculty members care about and are accessible to students; (2) Pacific offers an ideal blend of the academic intensity of a large university and the student-centered</p>

National Commission on the Next Level of Excellence: Panel on Students and the Co-Curricular Experience

Tier Two Recommendations – Spring 2000	Outcomes – as of Fall 2004
	<p>learning environment of a small college; (3) alumni are responsible leaders in their communities and professions; (4) students are encouraged to apply the knowledge they gain in the classroom to practical situations through internships and community service.</p> <p>These themes have been incorporated into admission viewbooks, the Pacific Review, Vision 2010, campaign materials, the University web page (and all other major promotional vehicles).</p>
5. Develop a distinct motto for the University.	<p>Achieved. In 2002-03, a committee created a “visual motto” through a new identify system which included a wordmark, an update to the University seal, and a new palette of colors. All colleges have adopted the new systems and most primary communication vehicles now conform to the standards.</p>
6. Improve directional signage usage leading to the University.	<p>In progress. A number of recommendations for improving signage have been identified and \$50,000 was designated to begin this project in summer 2005.</p>
7. Expand the student newspaper to a daily issue and make it available on the web. Estimated Cost: \$50,000 per year	<p>Not yet achieved. A Campus Media Board (the Board) has been established within the Division of Student Life to provide general and budgetary oversight to student generated campus media. This board replaces <i>The Pacifican</i> Board and includes oversight of Pacific TV and KPAC radio.</p> <p>The Board is reviewing the requirements and options for efficient production of <i>The Pacifican</i>, including options for a web-based version. The Board will also be working with the staff of <i>The Pacifican</i> to assess the needs and interests of writers on campus – including students, faculty, staff, alumni and community members.</p>
8. Broaden the Religious Life Program to encompass and support all the faiths represented among the student population.	<p>Achieved. Members of the Interfaith Council include Jewish, Muslim, Pagan, Hindu, Sikh, Buddhist, Catholic, Methodist and three more non-denominational Protestant organizations. The IFC meets to encourage and support each other as leaders and to learn from each other’s experiences in their faith. The IFC spearheaded the creation of sacred space in the Redwood Grove that is appropriate for people of all faith traditions.</p> <p>The position of University Chaplain has been renamed University Multifaith Chaplain.</p>

National Commission on the Next Level of Excellence: Panel on Students and the Co-Curricular Experience

Tier Two Recommendations – Spring 2000	Outcomes – as of Fall 2004
	<p>The Chaplain educates faculty, staff and students about holy days from all faith traditions. Multifaith calendars are provided to each department, faculty are provided with a list and description of the upcoming holy days for each semester, and reminders are sent out on E-News. Every other year, a spring break trip is planned for interfaith experience and education. In 2004, 23 students from 8 faith traditions traveled to Rome together.</p>
<p>9. Develop a long-term landscaping plan that preserves the distinctiveness of the campus.</p>	<p><i>Achieved.</i> The University has continued to update and implement its master campus plan in recent years. The plan addresses the need for and feasibility of adding academic and residential space, should enrollment and program growth require it, appropriate zoning for the campus (integrity and appropriate separation in the placement of academic buildings, residence halls, support services, etc.), parking and traffic, as well as landscaping and distinctive campus appearance – both architecturally and in its landscaping. An updated master plan is being presented for University review in Spring 2005.</p>
<p>10. Improve appearance of all areas of campus, including the south and north areas.</p>	<p><i>Achieved.</i> A number of improvements to campus appearance have been completed or are underway, including two new residence halls, new Physical Plant building, and new Pharmacy building on the North Campus, in some cases filling previously empty, unattractive areas. New landscaping has also been added at the Brookside/Pacific Avenue entrance to the campus. A project to improve campus edges with trees and other landscaping at the Pershing/Larry Heller Drive entrance was implemented in 2004-05. New greenspace has been added between the Humanities Addition to WPC and the Main Gym.</p>

Tier Three Recommendations – Spring 2000	Outcomes – as of Fall 2004
<p>1. Develop a centralized scheduling plan that improves usage and availability of rooms, facilities, and space on the campus. Estimated Cost: Minimal</p>	<p><i>Achieved.</i> Ad Astra software was acquired in 2003-04 (\$75,000 investment for the software) to provide a centralized automated system for scheduling classes and campus events. Additionally, a policy on academic scheduling was developed in 2003-04 to improve efficiency in classroom scheduling.</p>
<p>2. Dedicate full amount of student fees to their respective use. Estimated Cost: N/A</p>	<p><i>Not being pursued or no longer relevant.</i> University policy allocates 100% of student fees for ASUOP and the Wellness Center to those agencies, while fees for Housing, Dining, and the McCaffrey Center are partly allocated for general University needs.</p>

National Commission on the Next Level of Excellence: Panel on Students and the Co-Curricular Experience

Tier Three Recommendations – Spring 2000	Outcomes – as of Fall 2004
3. Involve alumni as resources in all applicable areas of the co-curricular experience.	<i>In progress.</i> To address this initiative, the position of Employer and Alumni Relations Coordinator has been developed in Student Life. The division continues to develop programs with the Pacific Alumni Association and the Alumni Office. The utilization of alumni as mentors in the T.I.D.E.S. program, as well as their continued presence at the “Etiquette Dinner” has served to increase alumni visibility and access to students.
4. Reassess growth plans and land and space requirements for the Stockton campus.	<i>Achieved.</i> See above, Tier 2, Recommendation 9.
5. Provide day use space on campus for commuting students.	<i>In progress.</i> The McCaffrey Lounge and the University Library are both open seven days per week to provide varied spaces for recreation and academic pursuits for commuting students. The needs of commuters have also figured prominently in the planning of the future University Center.
6. Expand outreach programs to the local K-12 student population.	<p><i>Achieved.</i> Both academic and student life programs are providing connections with K-12 populations. Service learning projects in Mentor Seminars II and III are conducted with typical and alternative K-12 school sites, including St. Mary’s program for youth experiencing homelessness. Internships for both Education and non-Education majors have been developed in collaboration with school sites in the Stockton community.</p> <p>Student Life outreach to area schools include the following:</p> <ul style="list-style-type: none"> (1) Staff and faculty are involved in multiple research projects and conference presentations related to area schools, including charter schools; (2) The Center for Community Involvement (CCI), formerly the Anderson Y, provides private tutoring to K-12 students in the Stockton area; (3) Saturday PIE, a program designed to provide students ages 7-12 with a glimpse into college life, is hosted by CCI on a monthly basis; (4) CCI partners with APSARA (Asian Pacific Self Development and Residence Association) – a Cambodian community center located in an apartment complex – to provide tutors for at-risk students; (5) Through a 21st century grant, CCI is partnering with Stockton Unified School District (SUSD) to offer a 5-day a week after school program at 14 elementary and middle schools in the Stockton area;

National Commission on the Next Level of Excellence: Panel on Students and the Co-Curricular Experience

Tier Three Recommendations – Spring 2000	Outcomes – as of Fall 2004
	<p>(6) PRIDE Center staff and students are conducting a range of outreach activities with area high schools;</p> <p>(7) The Ambassador Society is coordinating a Pacific pen pal project with an area elementary school;</p> <p>(8) CIP/SUCCESS & Multicultural Affairs recently partnered with the SUSD to bring the Hispanic College Fair onto campus (over 1,800 high school students);</p> <p>(9) CIP/SUCCESS & Multicultural Affairs hosted the African American Student Union organizations and the African American High School conference on campus (approximately 100 attendees);</p> <p>(10) CIP/SUCCESS & Multicultural collaborated with the Jacoby Center and the Black Studies Department to bring 350 4th, 5th, and 6th graders to Pacific campus during Black History Month in Celebrating the Heritage of Black Americans (February 20th, 2004).</p>
<p>7. Assess the role and location of the Counseling Center. Estimated Cost: Consultant's cost</p>	<p>Achieved. The Counseling Center underwent a program review in spring 2002. This review served as an initial self-study to prepare the Center for an application for IACS accreditation. Program improvements resulting from the review include: hiring more full time staff to serve the needs of our students, renovating the facilities and soundproofing counseling offices, expanding the space for counseling offices, including a separate area for testing, and providing upgraded computers, videotape equipment, phones, and more professional development for counseling staff.</p> <p>In 2004, Counseling Services was merged with Health Services to form the Cowell Wellness Center. The merger will provide more funding and support for counseling through the health fee and anticipated future third party billing. Counseling Services now has five full time staff to serve the needs of our students.</p> <p>Since the expansion of the Health Sciences program on the north side of the campus, and the construction of two new residence halls between the Wellness Center and the TJL School of Pharmacy, the North Campus location of the Wellness Center has become increasingly more convenient and visible to students. When the Student Center is built just across the footbridge from the Cowell Wellness Center, it will further serve to make this location seem more centralized in the overall campus plan.</p>