UNIVERSITY OF THE PACIFIC
NEW STUDENT & FAMILY PROGRAMS

Program Review

January – February 2013

Committee Report

Program Review Committee

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Rich Toledo

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Overview
The *Self Study Report for New Student and Family Programs* is an extensive, detailed review of the Department of New Student and Family Programs (NS&FP). The department examined 14 aspects of its programs according to the standards and criteria found in the *Self-Assessment Guide for Orientation Programs* developed by the Council for the Advancement of Standards in Higher
Education (CAS). The department used the self-study process to identify seven recommendations to maintain and improve the quality of its programs.

The department conducted its self-study under standards and criteria that CAS had issued in 2008. In August 2012, a point at which the department’s self-study was substantially complete, CAS issued a revision of its self-assessment guide for orientation programs. With the agreement of the Vice-President for Student Life, the program review committee carried out its work based on the 2012 revision of the CAS self-assessment guide. The 2012 revision combines several standards found in the 2008 guide and is therefore organized according to 12 standards, rather than the 14 standards from the 2008 self-assessment guide. Readers should be aware that the review committee’s report will refer to the 12 standards as they appear in the 2012 revision, but to 14 “Parts” of the Self-Study as they appear in that document. This may seem confusing, e.g. when the section of this report referring to Part 12 of the 2012 version of the CAS standards also refers to Part 14 of the Self-Study. Also the 2012 guide includes a number of new and revised criteria. In some cases, the program review committee makes recommendations that are intended to suggest how NS&FP can better align its programs with new and revised CAS criteria.

The program review committee examined each of the 12 standards by first reading the report and recommendations in the self-study; members of the committee then conducted a series of interviews with department members and others with whom the department collaborates. Committee members also reviewed additional documents related to the mission, programs, and operations of the department. In general, the program review committee supports the department’s own recommendations offered in the self-study and believes that these recommendations will allow NS&FP to maintain and improve the quality of its programs. The committee has made additional recommendations as well. The committee’s key commendations
and recommendations are summarized immediately below. Specific comments and recommendations related to each of the 12 standards are provided on pages 4-16.

**Commendations**

The program review committee commends the Department of New Student and Family Programs for the thoughtful care with which it conducted its self-study and the spirit of cooperation with which it facilitated the work of the program review committee.

In addition the committee makes commendations in three areas:

1. NS&FP has developed an admirable reputation for collegiality and collaboration with its many partners across the university.
2. NS&FP has done exemplary work in the development of student leadership, especially in its work with the Student Ambassadors. The high level of morale among Student Ambassadors is a special mark of this.
3. NS&FP has effectively developed a leadership structure for planning, executing, and evaluating the multifaceted new student and family orientation programs.

**Recommendations**

The program review committee focuses its recommendations on the following areas:

1. Review the special challenges presented by orientation programs for international and transfers students to strengthen those programs and improve the integration of international and transfer students into the life of the university.
2. Working with appropriate university partners, NS&FP should review the lines of responsibility and support for the Student Ambassadors. These students carry out various functions, including offering student tours and representing the university at public functions, that fall outside the mission of New Student & Family Programs. It seems odd to have the department bear financial responsibility for functions that exceed its mission.
3. Attend to access issues both in moving forward with proposed renovations to the program’s workspaces but also in advocating within the university to assure that facilities used during orientation programs are accessible for all.
PART 1. MISSION

1. Reviewed by: Alexa Zaharris, undergraduate student

2. Process of Review: Following a review of Part 1 of the Self-Study, including the NS&FP mission statement, interviews were conducted with 6 current Ambassadors.

3. Consistency of Part 1 with CAS Standards: The information contained in the Self-Study is consistent with the CAS Standards


5. Additional Comments: An interviewee recommended extending the mission of NS&FP to work with new students throughout their first year at Pacific to address a lack of retention of the information given to them at orientation. This would help meet the CAS standard for helping students to be ready for the responsibilities and fully understanding the opportunities available to them on this campus. It was also recommended that the mission be reviewed to ensure that the special challenges of international and transfer student orientation are recognized. Ambassadors felt that although they understand and knew the mission statement, it was not adequately presented to them or made clear or emphasized during their training. This may help make sure all employees are on the same page as the professional staff and help orientation fully live up to the standards of the New Student and Family Programs mission statement.

Review Committee Recommendations:

PART 2. PROGRAM

1. Reviewed by: Andrene Kaiwi-Lenting, Assistant Director, Student Life & Leadership, California Polytechnic State University, San Luis Obispo and Jaime Brunelle, Graduate Assistant, Student Leadership Development, University of the Pacific

2. Process of Review: Following a review of Part 2 of the Self-Study, interviews were conducted with the following groups/individuals: four current Student Ambassadors; Edie Sparks, Associate Professor of History and former Senior Associate Dean of the College; Gary Martin, Professor and Assistant Dean of Engineering and Computer Science; Elizabeth Griego, Vice President for Student Life; Lynn King, Assistant Vice President for Student Life

3. Consistency of Part 2 with CAS: The information contained in the Self-Study is consistent with the CAS standards.

4. Comments on Recommendations from the Self-Study: The program review committee supports the recommendations to review transfer student orientation and international student orientation in order to strengthen these program offerings.
To meet the needs of the transfer and international student population, it may be useful to provide extended programming for these groups in a “welcome week” format. Especially for international students, this would enhance programming without requiring students to make additional trips to campus prior to the fall semester. The implications of extended “welcome week” programming would include adjusting program schedules and adding orientation staff.

The university community generally recognizes that improved orientation programming for transfer students is needed, especially as the relative size and importance of the transfer student population is expected to grow. Some factors to consider include varying needs of transfer students – non-traditional student programming; address the varying family dynamics; full-time employment, etc. To facilitate transfer students’ participation in orientation programs, it was suggested to provide some orientation programming at the primary feeder campus (i.e. San Joaquin Delta College). Bringing advisors, representatives from critical student services (financial aid, housing), and key topic presentations to the transfer students would especially enable those with restrictive personal schedules to get the preparation they need without having to take a day away from family and/or employment to attend orientation on Pacific’s Stockton campus.

It was also recommended that NS&FP consider its relationship with graduate student orientation programs. The program review committee reviewed the components of graduate studies individual program disciplines, their needs during an orientation, and the timeline for which orientation for graduate students takes place each year. The program review committee recognizes that an alignment or reassignment of graduate orientation programming to NS&FP would not be desirable. However, it is suggested that the orientation task force review the needs for graduate studies programming or that graduate programs form an orientation task force specific to the needs of graduate students.

5. Additional Comments: NS&FP’s consistency with CAS specifically aligns relevant learning and development outcomes with standards and the six domains. Alignment is accomplished by the thorough set of intentional programming.

NS&FP is responsible for a robust list of university functions: orienting new student populations (both freshmen and transfers), orienting family members, in addition to coordinating and hosting daily tours and year-round campus events. Although the program review committee supports the recommendations to strengthen transfer and international orientation programming, we recognize that current staffing cannot support growth.

Several interviewees suggested that new students take placement tests before attending orientation as a way to maximize the outcomes of new student orientation. Taking placement tests during orientation introduces a distraction from other orientation programming and may create unnecessary anxiety for new students. Testing before orientation will assist with building a stronger schedule for the students. The program review committee would refer this recommendation to the appropriate governance bodies within the university.

There is some opportunity for faculty to meet family members but it was suggested that an event other than a reception may facilitate more productive interactions between faculty advisors and family members.
NS&FP is to be commended for their consistent collaboration with colleagues and departments across the institution to promote student learning, development and success. Interviewees consistently expressed great appreciation for the Director of NS&FP in the areas of advanced planning, follow-through, a “can do” attitude, accessibility, responsiveness, openness to feedback and strong work ethic.

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<th>Review Committee Recommendations:</th>
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<td>1. Strengthen program offerings for new transfer students and new international students.</td>
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<td>2. Increase staffing to support additional programming (off-site orientations, welcome week programming, etc.)</td>
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<td>3. Further investigate the feasibility of students taking placement exams prior to attending orientation.</td>
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<td>4. Review the timing of testing and other aspects of International Student Orientation to improve quality of orientation programs for international students.</td>
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<td>5. Although it is not recommended that NS&amp;FP assume responsibility for graduate studies orientations, it is recommended that the orientation task force, chaired by NS&amp;FP Director, include graduate student orientation needs in its agenda and charge OR that graduate studies form an orientation committee that could address graduate studies concerns regarding orientation.</td>
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**PART 3. ORGANIZATION and LEADERSHIP**

1. Reviewed by: Rich Toledo, Director of Admission, Enrollment Services

2. Process of Review: Following a review of Parts 3 and 9 of the *Self-Study: New*, interviews were conducted with Linda Dempsey, Director of NS&FP and the Council of Associate and Assistant Deans (CAAD)

3. Consistency of Part 3 and with CAS Standards: The information is contained in the self-study is consistent with CAS standards.

4. Comments on Recommendations from the Self-Study: There were no recommendations in these sections but the 2012-13 Goals are listed. In summary NS&FP will continue to collaborate with campus stakeholders and constituents, implement sustainability initiatives, continue to improve Ambassador training, and enhance communication and recruitment for Pacific Parent Association.

5. Additional Comments: The Council of Associate and Assistant Deans (CAAD) was very positive about the organizational and leadership structure of NS&FP. In particular, they commended the director’s leadership in developing, preparing, and implementing New Student Orientation programs. CAAD plays an integral role in both New Student Orientation and Advising. They did recommend an evaluation of the International Student Orientation and placement testing. International Student Orientation is led by the office of International Programs and Services. Members of CAAD felt that placement occurs almost immediately as soon as international students arrive at Pacific, a period of intense acclimation to a new environment and culture. This may not be the optimal time for testing to provide a reliable estimate of international students’ skills. CAAD recommends evaluating the International Student Orientation program in collaboration with NS&FP to improve the timing of placement testing. The other comment made by one of the CAAD members is the role of Student Advisors vs. Student Ambassadors. This
member observed that there may be opportunities for cross training both groups, yet overall members were very positive on the improved roles and relationship of the Student Advisors and Student Ambassadors.

Review Committee Recommendations:

PART 4. HUMAN RESOURCES

6. Reviewed by: Rich Toledo, Director of Admission, Enrollment Services

7. Process of Review: Following a review of Part 4 of the Self-Study, interviews with Linda Dempsey, Director of NSFP, interview with Council of Associate and Assistant Deans (CAAD), and Human Resources.

8. Consistency of Part 4 and with CAS Standards: The information is contained in the self-study is consistent with CAS standards.

9. Comments of Recommendations from the Self-Study: There were no recommendations in this section. The NSFP professional staff has provided a well-established recruitment, training, and evaluation to student employees. They have met all guidelines of Pacific’s student employee and human resources policies and procedures in the recruitment of staff.

10. Additional Comments: The Council of Associate and Assistant Deans (CAAD) had no recommendations to change the level of professional and student staffing. They observed that Orientation programs are well staffed during the planning and execution of the events. There was a brief discussion in the Program Review Committee in exploring the student volunteer model but the overall recommendation was to maintain the current model.

Review Committee Recommendations:

PART 5. ETHICS

1. Reviewed by: Kaceey Casto, Assistant Director for Housing Administration, Housing & Greek Life Office

2. Process of Review: Following a review of Part 5 of the Self-Study, interviews were conducted with Linda Dempsey, Director of NS&FP and Courtney Buljan, Assistant Director of NS&FP. Reviewed Statements of Ethical Standards for both Professional and student staff from National Orientation Directors Association (NODA).
3. Consistency of Part 5 with CAS Standards: The information contained in the Self-Study is consistent with the CAS standards.

4. Comments on Recommendations from the Self-Study: There were no recommendations in this section.

5. Additional Comments: NS&FP has policies and procedures in place that have ensured a high level of ethics in the department. Professional and student staff upholds and act in accordance with the NODA ethical standards. Student staff is given detailed information on the policies and procedures they must abide by when hired. Student staff take a two-unit course when they are hired that prepares them for their job responsibilities and expectations. In addition, the course helps them in their leadership development.

NS&FP student staff interacts with students on a daily basis and is a direct resource for them. It is important that staff is trained extensively on resources available at the University. The training program that has been designed helps to keep staff up to date on these resources.

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<td>1. NS&amp;FP should continue their extensive training when new staff are hired and keep staff up to date on resources that are available to students.</td>
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<td>2. Professional and student staff should continue to stay up to date and follow the NODA ethical standards.</td>
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<td>3. Continue to address the budget deficit to ensure that NS&amp;FP operates efficiently and ethically.</td>
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**PART 6. LAW, POLICY, and GOVERNANCE**

1. Reviewed by: Ken Hughes, Associate Professor, Department of Electrical and Computer Engineering

2. Process of Review: Following a review of Part 6 of the *Self-Study Report for New Students & Family Programs*, e-mail interview with Sally Coleman, Associate Director of Human Resources was conducted.

3. Consistency of Part 6 with CAS Standards: the information contained in the Self Study is consistent with the CAS Standards.

4. Comments on Recommendations from the Self-Study: No recommendations were offered in the Self-Study for Part 6: Law, Policy and Governance.

5. Additional Comments: NS&FP drafted confidentiality agreements for Student Ambassadors and Student Managers which the Director of NS&FP confirmed were approved by Human Resources and Legal. The Associate Director of HR did not recall reviewing these form, possibly because they had been reformatted after approval.
Review Committee Recommendations:
1. NS&FP should use the standard confidentiality agreement forms provided by HR, with a specific explanation provided to Student Ambassadors or Student Managers regarding how confidentiality applies to their responsibilities.

PART 7. DIVERSITY, EQUITY, and ACCESS

1. Reviewed by: Brian E. Klunk, Chair and Associate Professor, Department of Political Science

2. Process of Review: Following a review of Parts 7 and 8 of the Self-Study Report for New Student & Family Programs, interviews were conducted with Bryan Lenz, Interim Director for Recreation Services & Facilities, Linda Dempsey, Director of New Student & Family Programs, Courtney Buljan, Lisa Cooper, Associate Vice President for Diversity and Community Engagement, Daniel Nuss, Director of Services for Students with Disabilities (SSD), Corrie Martin, Director of Women’s Resource Center, and Serjio Acevedo, Director of Multicultural Affairs. The reviewing committee member also attended a meeting of the Portal Group and a meeting of the Orientation Task Force.

3. Consistency of Part 7 with CAS Standards: The information contained in the Self-Study is consistent with the CAS Standards.

4. Comments on Recommendations from the Self-Study: The program review committee supports the recommendations to improve efforts to recruit Student Ambassadors from relatively under-represented demographic groups, advocate for better campus infrastructure to accommodate students with disabilities, and assess Student Ambassador’s intercultural development.

5. Additional Comments: NS&FP strives to ensure non-discriminatory, fair, and equitable treatment to all its constituents. The department works in partnership with a wide range of offices and groups within the university to ensure that its work environment and programs welcoming, accessible. While NS&FP does not have a strategic plan as such, it does feature goals related to diversity, equity, and access in its annual goals and its student learning objectives both for new students attending orientation sessions and Student Ambassadors. Student orientation programs and Student Ambassador training address and foster communication about the characteristics and needs of a diverse population and aim to promote respect for difference. NS&FP has also been responsive in addressing issues regarding access and discrimination, both in orientation programs and the management of the corps of Student Ambassadors.

Staff members working in various offices and programs concerned with diversity, equity, and access regard NS&FP staff as very good colleagues, who are pro-active in reaching out for collaboration on these issues.

NS&FP’s ability to provide appropriate access and accommodations for students and others participating in orientation programs is limited by campus infrastructure and resources. Providing access and inclusion for students and others with physical and other disabilities will be a regular and ongoing issue for orientation programs. NS&FP may serve a useful role in advocating for greater university investments to improve access and inclusion. It may also be worthwhile to include items in the satisfaction survey to examine the extent to which
orientation activities are accessible and inclusive for students with a range of physical and other disabilities.

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<td>1. NS&amp;FP should explore and implement additional recruitment methods for Student Ambassadors to develop a cadre of Student Ambassadors more representative of the composition of the student body.</td>
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<td>2. NS&amp;FP should advocate for better campus infrastructure and resources to provide suitable access for students with disabilities, including additional courtesy carts, improved assistive technology, etc.</td>
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<td>3. NS&amp;FP should use Student Ambassador results from the Intercultural Development Inventory (IDI) to assess Student Ambassador’s intercultural development.</td>
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**PART 8. INSTITUTIONAL and EXTERNAL RELATIONS**

1. Reviewed by: Kaceey Casto, Assistant Director for Housing Administration, Housing & Greek Life Office


3. Consistency of Part 10 with *CAS* Standards: The information is contained in the Self-Study is consistent with the CAS Standards.

4. Comments on Recommendations from the *Self-Study*: There were no recommendations in this section.

5. Additional Comments: NS&FP has been successful in creating a positive and strong relationship with campus partners. These partnerships are not only within the Division of Student Life, but throughout the campus, especially with the Admissions department. Responses from the Orientation Task Force and First Year Experience Committees were positive in regards to interactions with NS&FP and all groups seem to support the all-hands-on-deck mentality in the planning and execution of Orientation.

Additionally, the NS&FP Director and Assistant Director have made conscious efforts to engage more with external constituencies, including, requiring community service of student staff, building relationships with vendors in the Stockton community, and being present at Admissions yield events.

NS&FP has also demonstrated an effort to communicate with parents and families of Pacific students. Because the department serves as advisors of the Parent Association Board, this relationship is an essential one. While NS&FP has provided newsletters and other communication to parents and families, it has been a challenge for the Director and Assistant Director of NS&FP to be the sole creator of these communications.

While relationships within the institution and externally are doing well, the budget deficit and budget for NS&FP has created challenges for the department to continue all operations, including those supporting the University as a whole.
Review Committee Recommendations:

1. Work with university officials to transfer responsibility to Admissions to pay for staff salaries for campus tours given to prospective students and local schools.
2. The university should provide additional to help pay for operations in the Welcome Center.
3. Add additional funds for an internship or graduate assistantship in NS&FP to assist with communication, publications, branding, and marketing to parents and families of Pacific students and to improve external relations within the Stockton community.

PART 9. FINANCIAL RESOURCES

1. Reviewed by: Andrene Kaiwi-Lenting, Assistant Director, Student Life & Leadership California Polytechnic State University, San Luis Obispo and Brian E. Klunk, Associate Professor and Chair, Department of Political Science, University of the Pacific

2. Process of Review: Following a review of Part 11 of the Self-Study, interviews were conducted with the following individuals: Elizabeth Griego, Vice President for Student Life; Lynn King, Assistant Vice President for Student Life.

3. Consistency of Part 11 with CAS Standards: At the time of the self-study, NS&FP found itself in a significant budget deficit.

4. Comments on Recommendations from the Self-Study: The program reviewer committee agrees with the self-recommendation for a three-part strategy to address the deficit: recharge Admissions for campus tours; seek additional university support; and continue to assess measures taken to reduce expenses. Additionally, funds should be sought by the varying university programs, offices, event hosts to recoup expenses for staff time not directly related to the mission of NS&FP. Continue to recoup reductions made to the budget in order to meet the deficit, specifically for adequate support for staffing administrative assistant student managers and student ambassador hours.

5. Additional Comments:

NS&FP, in providing Student Ambassador support for campus tours and various university functions, is operating and functioning outside of the scope of the mission. The mission of NS&FP is realized through many methods and is outstanding in meeting its intended outcomes through programming. Managing the University’s Welcome Center (a year-round function) and supporting special events, hosting of dignitaries, and serving at admissions yield events are not within the mission of NS&FP. Compensation should be sought to support the added expected duties of NS&FP not directly related to programming for new students and family members.

The program review committee investigations revealed that previous budget reductions in the budget related to orientation planning, activities, and programming have been severe, including the reduction of staff hours and elimination of an administrative assistant and coordinator position. NS&FP might reestablish some of these cuts if recommended measures are adopted.
Review Committee Recommendations:
1. Establish a strategy to address the need for growth in specific program areas (transfer student, international student, welcome week activities);
2. Seek compensation for support to operate the year-round function of the University Welcome Center and events outside of the scope of NS&FP mission – special events, hosting dignitaries, and yield events.
3. Determine a departmental budget to support stable programmatic funds; for renovations; for adequate support for staffing that had been cut to meet the budget deficit; for technology upgrades.

PART 10. TECHNOLOGY

1. Reviewed by: Ken Hughes, Associate Professor, Department of Electrical and Computer Engineering

2. Process of Review: Following a review of Part 12 of the Self-Study, interviews were conducted with Peggy Kay, EIS Executive Director, Office of Information Technology; Rebeca Stovall, Customer Support Center Manager, Office of Information Technology; Matt Camino, Director of E-Commerce, Pacific Card Office.

3. Consistency of Part 12 with CAS Standards: the information contained in the Self Study is consistent with the CAS Standards.

4. Comments on Recommendations from the Self-Study: No recommendations were offered in the Self-Study for Part 12: Technology.

5. Additional Comments: The topic of handling password re-sets and distribution of Pacific Cards for new students during Orientation was brought up by members of the Program Review committee. OIT’s EIS Executive Director and CSC Manager said they have worked with Orientation to help make password re-sets as fast and easy as possible, with staff available in the Information Commons as well as by phone during Orientation. Similarly, the Director for the Pacific Card Office believes that the process of getting Pacific Cards for new students is as efficient as can be expected, taking on average three minutes from start to finish. He is working with OIT to have new students enter their personal information on the portal prior to orientation and having this included as part of their packet, since students who have not filled out this information prior to coming in for their card slows down the process (they are currently screened before entering the Pacific Card Office to be sure this has been done).

OIT emphasized two areas which they believe would improve the Orientation Program:
1. Minimize or eliminate testing during orientation. It is difficult to schedule computing labs for on-campus testing. The labs must have compatible software, not be in use by classes, and lie in close proximity to locations hosting other orientation events. OIT would like to see more online testing done prior to arriving on campus for orientation, with an explanation to new students of the of importance of taking these tests.
2. Address late admissions of students, such as those entering in the spring, international student and student athletes. Banner records may not be updated in time to have the proper information displayed when students access the portal, and correcting this is time-consuming. These late admits also impact finding housing, securing financial aid, and entering transcripts.

Review Committee Recommendations:

PART 11. FACILITIES AND EQUIPMENT

1. Reviewed by: Jaime Brunelle, Student


3. Consistency of Part 13 with CAS Standards: Not all Standards are being met. Standards not adequately met include the following: (1) 11.1.1: “The Orientation Program (OP) has adequate, accessible, and suitably located facilities and equipment to support its mission and goals” and (2) 11.3.1: “OP staff members have workspace that is well equipped, adequate in size, and designed to support their work.”

4. Comments on Recommendations from the Self-Study: The self-study includes two recommendations: (1) In an effort to create a modern and welcoming environment and positive first impression of University of the Pacific, NS&FP supports the planned renovation of the Burn’s Tower Welcome Center. (2) NS&FP moved into the current office spaces without funding to refresh the space and set up offices. Because this office space is frequently the first impression many new students and families have, it is important to put the best face of the University up front. It is recommended that one-time funding be awarded to the department to refresh the space and provide adequate office furnishings.

5. Additional Comments: Due to a lack of space for both storage and staff meetings, it is clear that NS&FP relies quite heavily on campus partnerships to fulfill its mission and goals. The current facilities are adequate, but are lacking in two primary ways. First, the space provided on each floor is not adequate to allow for storage of orientation supplies and prevents the entire student staff from being able to collectively meet. Thus, NS&FP frequently reserves other physical space to meet these needs. Second, because the space serves as the first impression of the University of the Pacific and is frequently visited by university guests, it is in need of one-time funding for necessary renovations.

Review Committee Recommendations:
1. Due to the physical limitations imposed by the lack of large meeting spaces, the program review committee commends NS&FP for their ability to build, retain, and utilize campus partnerships to reserve the necessary facilities to fulfill its mission and goals.
2. NS&FP should continue to pursue planned renovations and that the funding required for these renovations be granted.

Part 12. Assessment and Evaluation

1. Reviewed by: Brian E. Klunk, Associate Professor and Chair, Department of Political Science

2. Process of Review: Following a review of Part 14 of the Self-Study, interviews were conducted with Linda Dempsey, Director of New Student & Family Programs, Courtney Buljan, Sandy Mahoney, Director of Assessment and Student Development Services, Eileen McFall, Director of Learning and Academic Assessment. The reviewing committee member also attended a meeting of the Portal Group and a meeting of the Orientation Task Force.

3. Consistency of Part 14 with CAS Standards: The information contained in the Self-Study is consistent with the CAS Standards.

4. Comments on Recommendations from the Self-Study: NS&FP has begun to make use of direct assessment techniques like Tiger Tracks to evaluate student learning during orientation sessions. This is a promising initiative that anticipates the new CAS criteria requiring the use of direct measures of student learning. This should be refined and extended to assessment of student learning among Student Ambassadors. The orientation survey could be revised to allow students to indicate more nuanced evaluations of their orientation experience. The Office of Institutional Research has recently ended its technical support for the orientation survey. Given that orientation programs are a critical early university experience for almost all Pacific students and that information about student learning and satisfaction gathered at orientation might be important for university efforts to promote retention and completion, the university should consider how the efforts of NS&FP and Institutional Research should be coordinated.

5. Additional Comments: NS&FP has a clearly articulated assessment plan to document achievement of stated goals and objectives, provide evidence of improvement, and account for resulting program changes. The department has ample opportunities for professional development in assessment and evaluation through its participation in the Division of Student Life’s overall assessment program. As a small department, it is challenged to devote the human resources and access the technological resources to support its assessment and evaluation efforts. The department is strongest in its ability to tap into student satisfaction, but it should continue to develop methods to assess student learning. Assessment and evaluation results are shared within the Division at retreats and with partners across the university through the Orientation Task Force and the Council of Assistant and Associate Deans. However, some presenters at individual orientation sessions report that they have not seen results from their individual sessions. Assessment and evaluation results are used to “close the loop” and significant changes have been made to improve programs and services, recognize staff performance, and improve student learning and development. As in other assessment areas, NS&FP will be better able to coordinate their assessment and evaluation efforts with the university efforts to promote student persistence and success if it is able to track student responses on a case level.
Review Committee Recommendations: The Review Committee commends the New Student & Family Programs Department for its commitment to thorough and effective practices of assessment and evaluation, and makes the following recommendations:

1. NS&FP should make more extensive use of direct assessment of student learning, both for new students participating in orientation sessions and for Student Ambassador trainees.

2. The survey completed by students at the conclusion of orientation should be reviewed with a view to assuring that students can indicate not just whether they have learned something about the university but how much they have learned.

3. Appropriate university governance bodies should consider the appropriate roles of the offices of Institutional Research and Information Technology in supporting NS&FP’s assessment and evaluation efforts.

Related Websites

Council for the Advancement of Standards in Higher Education (CAS)  [www.cas.edu](http://www.cas.edu)

NASPA: Student Affairs Administrators in Higher Education  [www.naspa.org](http://www.naspa.org)