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INTRODUCTION

Origins of the Profession and the Self-Review Process

To understand University of the Pacific’s current new student orientation programming, it is important to keep in mind a historical perspective of collegiate orientation programs. In short, college orientation programs are as old as the history of higher education in the United States. Orientation programs were developed at Harvard University in 1888. Their program was designed to assist new students in their transition to the institution. By 1925, more than 25 colleges across the nation offered similar programs, and directors of orientation began to emerge on various campuses. These programs provided personalized support and instruction, and involved experiences that included certain rites of passage (that would be considered hazing today). These initial programs were the beginning of the formalized orientation programs that continue today to aid in the transition of students and families to colleges and universities.

As orientation became more formalized, the need to define its role became a common thread on college campuses. In the late 1920s, orientation directors began corresponding with each other to share ideas. In the 1940s, directors of orientation saw a need to share ideas in a more structured setting. Thus on December 6 and 7, 1948, 24 delegates from six states met in Columbus, Ohio, to discuss the theme “Aims and Objectives of Orientation Week.” This began the annual gathering, and soon the conferences included student leaders, recognizing their central role in all orientation programs.

The National Orientation Directors Association (NODA) was chartered in 1976 to provide education, leadership, and professional development in the areas of college student orientation, transition and retention. Today, NODA continues to support and standardize the work of orientation professionals by hosting regional and national conferences. NODA also brings best practices into focus for practitioners throughout the year by publishing a journal, The Journal of College Orientation and Transition, and a quarterly newsletter, NODA Review. In addition, NODA hosts an organizational website (www.noda.orgsync) that provides practitioners with
expanded resources such as national data on orientation program content and structures, budgets, fees, and staffing patterns.

Orientation programs have evolved from simply providing individualized faculty attention to focusing on a multitude of important issues while responding to the needs of an increasingly diverse student and family population. Many programs, such as Pacific’s, rely extensively on highly trained and motivated peer groups (orientation Leaders) in the achievement of the orientation mission. It also serves as the first step in a coordinated and systematized approach to retention efforts aimed at integrating students into the Pacific community and ensuring their success as a student and lifelong Pacifican.

At Pacific we seek to provide a clear and cogent introduction to the university’s academic and co-curricular community. Orientation is an important tool for Pacific’s student recruitment and retention efforts.

This self-study for the Department of New Students and Family Programs was prepared and written during the summer and fall of 2012 by the Director of the Department of New Students and Family Programs, Linda Dempsey; assisted by Courtney Buljan, Assistant Director of New Student and Family Programs and Jaime Brunelle, Summer Graduate Assistant for the department. The self-study was reviewed and contributed to by the past Associate Vice President of Student Life, Daniel Shipp, current Assistant Vice President of Student Life, Lynn King and Vice President for Student Life, Elizabeth Griego. Every attempt has been made to truthfully describe the program, its components and resources, and to evaluate strengths and weaknesses, including self-recommendations for improvement. The process has facilitated an in-depth look at quality assurance and positive change, and much has been learned as a result. Improvements have been initiated already as a consequence of writing the study.

**CAS Standards**

This report is written to address the criterion dimensions of accountability for university orientation, established by the Council for the Advancement of Standards in Higher Education (CAS). The CAS standards are helpful tools for professionals to use in assessing the quality of
orientation programs. Each of the next 14 numbered sections corresponds to a CAS standard and is followed by (in bold) an explanation of the requisite criteria for the specific standard, which guided the analysis and writing of the self-study.

The Department of New Students and Family Programs

The Department of New Students and Family Programs serves four distinct functions:

• Comprehensive new student orientation experience for both first year students and transfer students;
• Direction and supervision to the Pacific Ambassador Program, that is dedicated to development of student leaders;
• Program and support services for parents and family members;
• Direction and supervision of the daily operation of the University Welcome Center (located in Burns Tower).

This self-study report will provide an assessment of the programs and services provided by the Department of New Students and Family Programs. The study will include the learning outcomes and results for new students who participate in orientation programs, as well as current students who serve as student leaders employed through the Pacific Ambassador Program.

Linda Dempsey
Director of New Student and Family Programs

Lynn King
Assistant Vice President for Student Life
PART 1: MISSION

According to the Council of Advancement of Standards in Higher Education (CAS), the mission of Orientation Programs (OP) must include facilitating the transition of new students into the institution; preparing students for the institution’s educational opportunities and student responsibilities; initiating the integration of new students into the intellectual, cultural, and social climate of the institution; and supporting the parents, partners, guardians, and children of the new student.

OP must develop, disseminate, implement, and regularly review their mission. Mission statements must be consistent with the mission of the institution and with professional standards. OP in higher education must enhance overall educational experiences by incorporating student learning and development outcomes in their mission.

DEPARTMENT VISION STATEMENT

Context for Our Vision
Orientation is an ongoing process that begins when a student decides to attend college. The process should aid students in understanding the nature and purpose of the institution, their membership in the academic community, and their relationship to the intellectual, cultural, and social expectations of the institution.

Vision
The vision for the Office of New Student and Family Programs (NS&FP) is to provide high impact, memorable learning and social experiences for new students that prepare them to be successful students who ultimately complete their degrees at Pacific and becoming connected and engaged as Lifelong Pacificans.
DEPARTMENT MISSION STATEMENT

Mission

The mission of New Student & Family Programs is to prepare new students and their families to be engaged and successful members of the Pacific living and learning community. Orientation programming supports the mission of the University by enhancing knowledge and supporting student success for all incoming students. We believe that by participating in New Student Orientation (NSO), students will be well prepared to begin their college experience at Pacific.

Intentional programming facilitates the transition of new students to Pacific by creating purposeful connections to the campus community. This is accomplished by developing intellectual, cultural, and social orientation programming that is student-centered, and by empowering students with the necessary skills and knowledge to utilize campus support services, take advantage of educational opportunities, meet academic requirements, and become part of the social and cultural fabric of the Pacific community.

The NS&FP mission statement is realized by:

- Providing opportunities for new students to learn about the many programs, services, and facilities available to them at Pacific.
- Providing inclusive opportunities for new students, transfer students, and their families to meet each other and form important social connections.
- Providing opportunities for new students to establish key connections to Pacific faculty and staff members.
- Providing opportunities for new students and their families to reflect on, and prepare for the complex transition ahead, and to support students and families as they navigate these important personal and social changes.
- Continuing to systematically review and revise Pacific’s orientation program in response to local and regional higher education conditions and national best practice standards.
Part 2. PROGRAM

The formal education of students, consisting of the curriculum and the co-curriculum, must promote student learning and development outcomes that are purposeful and holistic and that prepare students for satisfying and productive lifestyles, work, and civic participation. The student learning and development outcome domains and their related dimensions are:

- knowledge acquisition, integration, construction, and application
  - Dimensions: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life

- cognitive complexity
  - Dimensions: critical thinking; reflective thinking; effective reasoning; and creativity

- intrapersonal development
  - Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness

- interpersonal competence
  - Dimensions: meaningful relationships; interdependence; collaboration; and effective leadership

- humanitarianism and civic engagement
  - Dimensions: understanding and appreciation of cultural and human differences; social responsibility; global perspective; and sense of civic responsibility

- practical competence
  - Dimensions: pursuing goals; communicating effectively; technical competence; managing personal affairs; managing career development; demonstrating professionalism; maintaining health and wellness; and living a purposeful and satisfying life

Consistent with the institutional mission, Orientation Programs (OP) must identify relevant and desirable student learning and development outcomes from among the six domains and related dimensions. When creating opportunities for student learning and development, OP must explore possibilities for collaboration with faculty members and other colleagues.
OP must assess relevant and desirable student learning and development outcomes and provide evidence of their impact on student learning and development. OP must articulate how they contribute to or support students’ learning and development in the domains not specifically assessed.

OP must be:

- integrated into the life of the institution
- intentional and coherent
- guided by theories and knowledge of learning and development
- reflective of developmental and demographic profiles of the student population
- responsive to needs of individuals, diverse and special populations, and relevant constituencies

OP must aid students and their families (i.e., parents, guardians, partners and children) in understanding the nature and purpose of the institution, their membership in the academic community, and their relationship to the intellectual, cultural, and social climate of the institution.

- OP should introduce students to the learning and development that will occur throughout the collegiate experience.

OP must continue as a process to address, as appropriate, transitional events, issues, and needs. The orientation process must include pre-enrollment, entry, and post-matriculation services and programs.

- Components of OP may include credit and non-credit courses, seminars, adventure programs, service-learning, summer readings, learning communities, Freshmen Interest Groups (FIGs), web-based educational opportunities, comprehensive mailings, electronic communications, and campus visitations and may be administered through multiple institutional offices.

OP must:

- be based on stated goals and objectives
- be coordinated with the relevant programs and activities of other institutional units
- be available to all students new to the institution, as well as to families

First-year, transfer, and entering graduate students, as well as their families, should be served as distinct populations with specific attention given to the needs of sub-groups such as students with disabilities, athletes, adult learners, under-prepared students, underrepresented students, honor students, and international students.

- assist new students as well as their families in understanding the purposes of higher education and the mission of the institution

New students should have a clear understanding of the overall purpose of higher education and how this general purpose translates to the institution they are attending. The roles, responsibilities, and expectations of students, faculty and staff members, and families should be included.

- articulate the institution’s expectations of students (e.g., scholarship, integrity, conduct, financial obligations, ethical use of technology) and provide information that clearly identifies relevant administrative policies and procedures and programs to enable students to make well-reasoned and well-informed choices

New Student & Family Programs Self Study 2012

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• provide new students with information and opportunities for academic and personal self-assessment

OP should assist students in the selection of appropriate courses and course levels, making use of relevant placement examinations, entrance examinations, and academic records.
• use qualified faculty members, staff, or peer advisors to explain class scheduling, registration processes, and campus life
• provide new students, as well as their families, with information about laws and policies regarding educational records and other protected information

OP should emphasize the independence of students in accomplishing their goals while acknowledging their interdependence with their peers and families.
• inform new students, as well as their families, about the availability of services and programs
• assist new students, as well as their families, in becoming familiar with the campus and local environment

OP for students and families should provide information about the physical layout of the campus, including the location and purposes of campus facilities, support services, cocurricular venues, and administrative offices. Information about personal health, safety, and security should also be included.
• assist new students, as well as their families, in becoming familiar with the wide range of electronic and information resources available and expectations for their use

OP should provide information about technological resources used to conduct institutional business and scholarly work including information about student information systems, electronic databases, email, and online course software. Information about how to manage responsible and ethical use of institutional technological resources should also be presented.
• provide time for students to become acquainted with their new environment
• provide intentional opportunities for new students to interact with fellow new students as well as continuing students and faculty and staff members

OP should design and facilitate opportunities for new students to discuss their expectations and perceptions of the campus and to clarify their personal and educational goals. OP should design and facilitate opportunities for new students to meet their peers and begin forming new relationships.

OP must inform students about the history, traditions, and campus cultures to facilitate an identification with and integration into the institution.

The Department of New Student & Family Programs is responsible for the following University functions:

- New Student Orientation
• Freshmen and Transfer students orientation sessions
• In collaboration with faculty, staff and students
• Student staffing provided by Pacific Ambassadors

□ Welcome Weekend Coordination
  • In collaboration with campus departments, staff and students

□ Plan and implement New Student Convocation

□ Parent and Family Programs
  • Pacific Parent Association/Parent Board
  • Fall Festival: Parent & Family Weekend
  • All official parent communications

□ Management and Support of the Pacific Ambassadors
  • Official campus tours
  • Support for University special events
  • Orientation student leader staff

□ Management of the University’s Welcome Center
  • Staffing provided by Pacific Ambassadors

□ Supporting Admission Yield and Special Events
  • By both staff and Pacific Ambassadors

Currently, the Office of New Student & Family Programs (NS&FP) consists of two full-time employees. The positions include a Director of New Student & Family Programs and an Assistant Director of New Student & Family Programs. During the 2011-2012 year, the Office of New Student & Family Programs also consists of 70-75 part time student Ambassadors that serve as official campus tour guides, orientation leaders, and welcome center staff members.

NEW STUDENTS

Through intentional programming, New Student and Family Programs (NS&FP) prepares both new students and student staff for success in college, work, and civic participation by creating student learning and development outcomes.
New Student & Family Programs
Learning Outcomes 2012-2013

New Students

As a result of participating in New Student Orientation (NSO):

1. New students will have a knowledge and understanding of on- and off-campus resources and programs available to assist in their success as a student.

2. Parents & families will be provided tools and support that assist in their transition to life with a college student at Pacific.

3. Students will begin to understand the diverse world around them and enhance their perspectives and openness to inclusivity.

4. Students will be able to demonstrate an understanding of Pacific’s definition of leadership and state personal leadership goals.

5. Students will interact with fellow new students, as well as current students, faculty and staff. By the end of orientation, students will be able to name their academic and student advisors and know how to contact them. Students will feel engaged in Pacific and have a sense of community with other new and current students.

Pacific Ambassadors

As a result of participating in the Ambassador training class and ongoing professional development, students selected to be Ambassadors will:

1. Demonstrate enhanced leadership skills.
   a. Learn to plan and facilitate small groups;
   b. Demonstrate how to motivate others;
   c. Direct group activities;
   d. Collaborate with other students;
   e. Communicate effectively with campus community members from diverse backgrounds.
   f. Learn to be accountable for their decisions and actions.

Parents & Families

1. As a result of the programs offered by New Student & Family Programs, parents and families will be provided tools and support that assist in their transition to life with a college student.
As new students transition to life at University of the Pacific, NS&FP wants to start their careers off on the right foot.

TigerTracks, a new learning and assessment tool, was developed to assist new students on their path to success at Pacific. Students use TigerTracks to “track their path to success” during NSO. Each new student turns in his/her TigerTracks at the end of NSO to be entered into a drawing for prizes. NS&FP compiles the data for assessment and returns each student’s TigerTracks via email. A sample TigerTracks form is included in the final section of this report (Appendix 2.A).

In the summer of 2011 New Student Orientation (NSO) added a program, PacFit on the Prowl, for new students as a way to introduce campus services and what they might expect as college students. This idea was brought back from NODA’s regional conference by one of the student orientation leaders. Since its initial inception, PacFit on the Prowl has been improved to include the Division of Student Life’s newly developed eight (8) Dimensions of Wellness.

University of the Pacific’s Division of Student Life is committed to each student’s development as a whole person. Pacific believes that the (8) Dimensions of Wellness are integral to student success in college and post graduation. The (8) Dimensions of Wellness include emotional, environmental, financial, intellectual, occupational, physical, social, and spiritual. A short description of each dimension is listed below:

- Emotional – emphasizes an awareness and acceptance of your feelings
- Environmental – leading a life that is respectful of our environment, and all species living in it
- Financial – having an understanding of your financial situation and being prepared for future responsibilities
- Intellectual – encourages the exploration of problem solving, creativity, and learning
- Occupational – preparing for a career in which you will gain a personal satisfaction and find enrichment in your life
- Physical – encourages cardiovascular health, flexibility, and strength as well as regular
physical activity, and knowledge about food and nutrition is important

• Social – having positive interactions with and enjoying being with others
• Spiritual – seeking meaning and purpose in human existence

Prior to attending orientation, new students are asked to complete the Wellness Survey, which is emailed to new students at their u.pacific.edu mail account via Survey Monkey. Survey results are used as a student’s profile for success and shared with support service departments and staff. Pacific believes it is important for students to understand wellness as an active process through which to become aware of and make choices that support potential and overall wellness, happiness, and well-being. Please see the sample survey in the final section of this report (Appendix 2.B).

PacFit on the Prowl is currently an hour and a half program in the NSO schedule. This program is designed to introduce students to the key components in whole person learning and to help them become familiar with key campus resources that will support their success while they are enrolled at Pacific. Small groups of 25 new students visit (8) different locations on campus that relate to the (8) Dimensions of Wellness. For example, station (1) relates to intellectual wellness and is designed for each group to break into three teams where each group works together to complete (3) brain teasers. These are large, oversized replicas of Sudoku, Kenken, and Tangram. This station is purposefully located outside of the office of Student Academic Support Services which is where the Student Advisors are located. Station facilitators then inform new students where their Student Advisor’s office is located. Other services that are captured within this program include Pacific Health Services, Counseling Services, Baun Fitness Center, Pacific’s “NutriCat” (Nutrition Services), Sustainability, Interfaith and Social Justice Councils, Career Resource Center, and ASuop (Student Government).
PacFit on the Prowl
Learning Outcomes

As a result of new students participating in PacFit, students will:

- Know all eight (8) dimensions of wellness and begin to think about how each dimension can be integrated into their life.
- Learn the importance of maintaining healthy social relationships and will meet and talk to other students to begin building close friendships.
- Learn the importance of using the mind in various ways to keep alert and exercise their minds by solving puzzles as a team.
- Learn the importance of being aware of their feelings and emotions and assess their feelings about coming to college and anonymously share them.
- Learn the importance of finding purpose in their lives and begin to think about their purpose and their personal values.
- Learn how sustainability is emphasized at Pacific and be able to accurately sort trash from recyclables and items to donate.
- Learn how to maintain healthy eating habits while living on campus and learn about the resources offered to maintain physical fitness while on campus.
- Develop strong resume descriptions with particular emphasis on using action verbs and gain experience in a group interview situation by participating in a mock group interview.

Additional departments and services are also present at Info Tracks, Pacific’s information fair, for students to gain more information about the different programs and services available to them.

New students are required to attend the concluding Welcome Week event, the Mountains, Ocean, Valley Experience (MOVE). MOVE is designed as an experiential learning and service project and takes place in a variety of locations throughout Northern California. MOVE is planned, supported, and implemented by faculty, staff, and students who volunteer their time to provide this seminal, award-winning program to entering students. As way to further introduce students to what the Pacific community values, the MOVE curriculum includes concepts of what it means to be a responsible leader, how to engage environmental sustainability and finally, how to become aware of the importance of developing social and emotional competence.
Mountains, Ocean, Valley Experience (MOVE) 
Learning Outcomes

As a result of participating in the MOVE program, new students will:

- Meet and identify with a small group of new Pacific students, current faculty or staff members.
- Demonstrate an understanding of Pacific’s definition of responsible leadership.
- Demonstrate a conceptual awareness of the three dimensions of sustainability (e.g. economic, environmental, and social).
- Be able to identify who John Muir is and how he is connected to Pacific.
- Develop a personal connection to each other and the Northern California region through participation in a series of common activities and environmental/community service projects.
- Identify at least one way in which they can personally contribute to sustainability in the Pacific and Stockton communities.
- Have fun!

Each new student to Pacific is required to enroll in a freshman seminar course, Pacific Seminar. Students revisit the information and knowledge gained while on MOVE during their semester of Pacific Seminar to allow for further self reflection, and also to continue to further develop the ideas of responsible leadership, purpose, and community service. Some MOVE groups continue to meet throughout the fall semester, which is encouraged as a way to continue the bonding experience and promote retention.

STUDENT STAFF EDUCATION & TRAINING

The Pacific Ambassador program selects outstanding student leaders who serve as a guide, mentor, and role model to other students. In return, NS&FP takes seriously the responsibility to train the Ambassadors to serve as university spokespersons and peer mentors. Newly hired and current Ambassadors attend retreats, participate in leadership training, have opportunities for professional development, and also volunteer their time for community service.
Three Ambassador retreats are held annually:

- **Fall Retreat (September)** – Current Ambassadors attend a one-day working retreat with the primary purpose to update Ambassadors on any changes. Points of interest that are touched upon include university organizational changes, tour book updates, updates on policies and procedures, and important dates for the academic year. At this time, Ambassadors sign a written agreement stating their understanding and agreement to follow the policies and procedures. A copy of the policies and procedures and the agreement has been included in the final section of this report (Appendix 2.C).

- **New Ambassadors’ fall orientation (October – November)** - As soon as selections are made in the fall of each year, newly hired Ambassadors begin to learn about their role as a Pacific Ambassador. Newly hired Ambassadors attend their first retreat in the fall semester, which is intended to orient the new staff with current staff, as well as introduce them to the Pacific Ambassador Program and NS&FP. Following the staff “meet and greet,” newly hired Ambassadors will continue their retreat and current staff are excused. For the remainder of the retreat, policies and procedures are explained, expectations are expressed, and an overview of the training process is provided by the Director and the Assistant Director.

- **Spring Retreat (February)** – In preparation for summer orientation, a spring retreat is primarily geared for orientation trainings. In addition, this retreat also serves as an opportunity for team building for the newly hired Ambassadors and current Ambassadors.

Following the New Ambassador fall orientation, newly hired Ambassadors are paired with current Ambassadors for tour training. The newly hired Ambassadors receive a copy of the tour book to study and work weekly with their tour trainer to perfect their knowledge and presentation skills to a group of prospective students and their families. Great effort is taken to ensure that students provide accurate information about academic programs and university policies and services. Each spring NS&FP staff consult with the Academic Deans and other department heads to insure the content of the tour book is accurate and up to date. A copy of the FY 12 tour book has been included in the final section of the report. (Appendix 2.D)
In addition to tour training, newly hired Ambassadors are also required to take a two-unit course during the spring semester, SERV 57. This course is an introductory leadership program, providing learning opportunities to assist the Ambassadors in understanding their roles as leaders on Pacific’s campus. Leadership YOU has been designed to intentionally help students explore their leadership identity and consider how specific interpersonal and cultural competencies can be used to improve their collaboration skills and influence others in a positive way. The 2012 Leadership YOU curriculum has been incorporated into the SERV 57 syllabus that has been included in the final section of the report (Appendix 2.E).

In addition to the Leadership YOU curriculum, SERV 57 is designed to prepare new Ambassadors with information and skills necessary to perform their duties as campus tour guides, event hosts and orientation leaders. Ambassadors will be able to speak knowledgably about Pacific’s campus, effectively lead large and small orientation groups, and represent the University at special event functions on campus and in the community. Topics covered include: outreach skills, self and social awareness, intercultural awareness and consideration, empathy in leadership, collaboration, and inspirational and practicing leadership, as well as relevant information about university programs, policies and services.

**SERV 57 Course**
**Learning Outcomes**

- Understand the primary leadership theories that have influenced social thinking
- Assesses his/her stage of leadership identity
- Receive coaching feedback and set/evaluate personal improvement goals
- Understand the difference between effective and ineffective collaboration
- Demonstrate competence in collaborating with others to accomplish a common goal

A copy of the spring 2012 SERV 57 course syllabus has been included in the final section of the report (Appendix 2.E).
After successfully completing the training process, newly hired Ambassadors are recognized for their achievements at the end-of-the-year celebration in April. They continue to participate in training retreats to enhance their knowledge and leadership skills. Opportunities for professional development have included the opportunity to attend regional National Orientation Directors Association (NODA) conferences and the National Orientation Directors Association and Canada (NODAC) conferences. Over the past 3 years, the involvement in orientation and increased requests for tour guides and event hosts have resulted in an increase in the number of Ambassadors:

The growing Pacific program has been in response to the increasing need for Admissions tours, event hosts, and special tours.

Pacific Ambassadors are required to do two hours of community service per semester. Working in collaboration with the Center for Community Involvement (CCI), Ambassadors coordinate different local community service opportunities in Stockton. For example, Ambassadors have previously participated in the Relay for Life event, Safe Trick-or-Treat, and the Brighter Side Down Syndrome Buddy Walk.
NS&FP is committed to the success of both our new and current students. Through programming, NS&FP intentionally designs opportunities that prepare both new students and student staff for productive lifestyles, work, and civic participation by insuring student learning and development outcomes are achieved.

**NEW STUDENT ORIENTATION**

In order to best assure student success, New Student and Family Programs (NS&FP) creates partnerships with faculty members and other colleagues. NS&FP supports new students and their parents and families by helping them understand the nature and purpose of the institution, their membership in the academic community, and also helps in the transition to college for both the student and parents and families.

NS&FP supports new students from the minute they confirm their enrollment at University of the Pacific. Throughout the orientation process, students are treated personally as an individual and not a number. Communication is key to students’ success and satisfaction; therefore NS&FP makes communication a priority. While attending orientation, new students are introduced to the University, including its mission, values, and expectations.

*Process*

From the moment students confirm their enrollment, NS&FP can assist any student with the orientation process. Orientation is required for all new students. When students confirm enrollment with University of the Pacific through the New Student Registration Portal, they are asked to select an orientation date and MOVE trip. In the case of a student needing to change his/her orientation session, the student can either call or email NS&FP to request this change. An additional $25 administrative fee is collected for session changes.

In regards to the orientation process, NS&FP is aware that not all new students attending Pacific are the same. For example, incoming freshmen have different needs and questions compared to
transfer student populations. Prior research has shown that the transfer student population is varied, consisting of traditional and non-traditionally aged, attending part-time or full-time, commuting or living on campus, working full or part-time, and may also have family obligations (Tobologwsky & Cox, 2012). As a result of this information, Pacific has two different types of orientations, including three sessions for new freshmen and one for transfer students in the summer and one in the spring.

NS&FP staff has conducted several focus groups with transfer students to evaluate their experiences while attending orientation as well as their adjustment to campus life at Pacific. As a result of the focus groups, NS&FP staff has gained insight on how best to support the transfer student population in their transition to life at Pacific. Based on these conversations, each orientation is programmed with intentional efforts to meet the needs of the particular population. Feedback from the transfer students indicated a desire to have more contact with the support services at Pacific, therefore, the information fair was expanded to included departments such as the Library, Career Resource Center, and Services for Students with Disabilities. Also, research has indicated that the time constraints on transfer students might be an issue, therefore Transfer orientation is two days, however the days are much shorter than Freshman orientation. The first day consists of the necessary academic and co-curricular programming and the second day offers advising and registration. NS&FP has implemented an additional opportunity outside of orientation for transfer students to establish relationships with other transfer students, staff, and faculty, known as Transfer Connect. The Transfer Connect program includes a Welcome by the Vice President for Student Life, an advising session to discuss major requirements and course schedules, and a meet & greet reception with other new students, current students, faculty and staff, and information fair.

Another increasing student population on Pacific’s campus is international students. NS&FP staff maintains good communication with Bechtel International Studies which is responsible for International Orientation to assure that all the correct information is being given to new international students. In addition to International Orientation, international students also attend
New Student or Transfer Orientation, depending on their academic status. NS&FP staff continue to explore best practices for supporting diverse student populations.

Communication

Prior to attending orientation, several forms of communication take place between NS&FP and new students. First, new students are sent a letter welcoming them to Pacific. Following this letter, students receive a postcard from NS&FP (sent via the Postal Service) reminding students of their upcoming orientation session, how to register parents and families for orientation, a reminder to check their Pacific email account and information about course placements. As each student’s orientation session gets closer, each new student is sent an email with the details they need to know about orientation. In addition, they also receive a phone call from a student orientation leader providing course placement information, any items needed while at orientation, and to answer any questions they may have. At anytime new students or their families can call or email NS&FP at orientation@pacific.edu.

In addition, NS&FP has recently added a student manager position, Marketing and Communications Manager. The primary responsibility of this position is to maintain an accurate and up-to-date website. NS&FP controls several different web pages, including Freshman Orientation, Transfer Orientation, Family Orientation, Pacific Ambassadors, and all Parent & Family pages.

When a student applies to Pacific, he/she is assigned a Pacific email account. All University correspondence is sent to the Pacific email account, including information about financial aid, important dates, admittance to the University, housing, course placement, and orientation. One challenge NS&FP faces is new students’ willingness to check the Pacific email account. Being aware of this challenge, orientation has been sure to include time on day one of the orientation schedule for students to check their passwords and resets with an Information Technology staff person to help address any issues. Primarily this time has been allocated into the schedule to
avoid any problems on day two while registering for classes via insidePacific, Pacific’s information management tool.

Introduction

At the start of each orientation, the University President welcomes students, parents and families to the Pacific Community. In addition, the Vice President for Student Life, the Director of New Student & Family Programs, the Assistant Dean of Students and the student orientation leaders have the opportunity to welcome everyone and introduce themselves. While attending the welcome ceremony, students, parents and families are introduced to the (7) University-Wide Learning Objectives. The University-Wide Learning Objectives are Pacific’s approach to learning and giving attention to whole-person education; in addition, the objectives give meaning to the University’s mission and strategic plan. The purpose of the orientation welcome is to introduce part of the University’s leadership staff, create an inviting environment for our new Pacific community members, and introduce them to the values and goals of Pacific.

Academic/Financial Expectations

NS&FP makes it a priority to support student success, therefore during New Student Orientation students attend both an Academic Expectations session as well as a Financial Expectations session. During the Academic Expectations presentation students are divided by their intended school or college and given a presentation from the Academic Dean associated with the student’s school or college. During this presentation, students are informed of the academic requirements expected of them, as well as any additional information the Deans would like to share with their students at this time. This is a session held for both students and their parents.

In higher education one of the commonly cited stressors for college is financial stress. Therefore, included in the student orientation program is a Financial Expectations session that is given to students (parents attend the Financial Expectations session at a different time from their student). During this session Financial Aid has a representative as well as a staff person from
Student Accounts. During this presentation students are presented with advice that can help them manage the financial responsibilities of college. Students are also encouraged to ask any questions either during or after the presentation.

**Key Campus Collaborations**

To develop a strong orientation program NS&FP is committed to working in collaboration with all campus partners. Campus partners include faculty, academic deans, students, and departments within and outside of the Division of Student Life. Essentially, NS&FP works with all departments on campus to produce orientation, and develop relationships with key personnel from each area department. In particular, NS&FP works in collaboration with Student Academic Support Services (SASS) to plan, schedule, and implement orientation. SASS supports orientation by supplying Student Advisors who work as orientation leaders and takes the lead on course placement assessments. In addition, the Assistant Dean of Students works directly with the faculty to assign Faculty Advisors to all new students.

During orientation new students have the ability to register for courses. Therefore, NS&FP staff work with each Academic Unit, including the Eberhardt School of Business, Thomas J. Long School of Pharmacy and Health Sciences, Benerd School of Education, School of Engineering and Computer Science, College of the Pacific, School of International Studies, and the Conservatory of Music.

NS&FP staff work to involve all University departments and services in a special information fair for new students and their families, called Info Tracks. In addition, specific sessions that focus on financial expectations, diversity and inclusion, student conduct, campus wellness and safety, and course placement primarily include the offices of Financial Aid, Multicultural Affairs, Office of Student Conduct, Pacific Health Services, Counseling Services, Educational Resource Center, and the Pacific Library. In working with Physical Plant, Bon Appetit, Public Safety, ASuop Arts and Entertainment and Office of Information and Technology all facilities and spaces are set and ready for new students and their families at orientation.
Student Advisors and Pacific Ambassadors serve as student orientation leaders and are able to assist students with the registration process and becoming familiar with Pacific’s campus. Both the Student Advisors and Pacific Ambassadors are looked to as our peer advisors, providing support to prospective and new students, academically, emotionally, and socially. Without the orientation leaders and other campus partnerships, orientation would not be possible.

PARENTS AND FAMILIES

NS&FP is committed to student success; a part of that support system includes parents and families. NS&FP staff keep in communication with parents and families in a variety of ways. In addition, special programs and events, including orientation, are planned and implemented for parents and families as a way to include parents and families in the Pacific family.

Communication

NS&FP serves as the conduit for relationship development with Pacific parents and families. Parents and families receive two forms of communication prior to New Student Orientation: (1) a welcome postcard with an invitation to Parent & Family Orientation; (2) a special orientation edition of the Parent Newsletter via email, sent to both the students’ email and the parent and family email. The Newsletter is an official welcome to Pacific for all parent and family members. A sample copy of both the welcome postcard and Pacific Pride, the Pacific Parent
Newsletter, special orientation edition, are included in the final section of this report. (Appendix 2.F)

During the New Student Orientation Welcome Session, all parent and family members receive a copy of the Director’s business card. The Director pledges to be available for them and to serve as their Pacific lifeline with any concern or question they may have.

Throughout the year, parents and families receive a variety of communications from NS&FP, including Pacific Pride, a special newsletter just for parents and families. The Division of Student Life has implemented a special newsletter that will focus on both academic and co-curricular events and happenings on campus that will be broadcast to all parents beginning August 2012. Sample copies of Pacific Pride are included in the final section of this report. (Appendix 2.G) A copy of Tigertales can be viewed online at http://www.pacific.edu/About-Pacific/AdministrationOffices/Division-of-Student-Life.html.

**Parent and Family Orientation**

While at orientation, parents and families have the opportunity to learn about ways they can be a part of their student’s education. All parents and family members with a student at Pacific automatically become a member of the Pacific Parent Association. All parents and families meet with Parent Association board members during orientation and other key campus events. Interested parents and families are encouraged to become involved with the Parent Association board, a 2-year volunteer position serving as Parent Ambassadors. Sample copies of Parent Association materials are included in the final section of this report. (Appendix 2.H)

During orientation, parents and families have a separate schedule from their student; however, for some orientation sessions, students and their parents and families are in attendance together; such as the Academic Expectations session. During this session, parents and families, as well as the students, receive information from the academic deans in regard to that particular school’s or colleges’ academic expectations. The Financial Expectations session, however, is held twice,
once for students and another session presented for parents and families. In the session for parents and families, information is provided about how to support their students financially or with additional information. Other support services are also introduced to parents and families during the information fair, referred to as Info Tracks.

Info Tracks as discussed earlier, is a time set aside during orientation for students, parents and families to attend an information fair. NS&FP works to involve all University departments and services in Info Tracks. Departments and programs represented at Info Tracks include: Public Safety, Financial Aid, Multicultural Affairs, Women’s Resource Center, Clubs and Organizations, Pacific Health Services, Services for Students with Disabilities, Career Resource Center, Study Abroad, Academic Support Services, Pacific Ambassadors, Pacific Rowing, Housing and Greek Life Office, Office of Sustainability, Educational Resource Center, Pacific Athletics, and the Pacific Library.

Programs and Events

In addition to Parent and Family Orientation, another special event is held for parents and families: Parent and Family Weekend. Every fall semester NS&FP is responsible for hosting Parent and Family Weekend for parents and families to become more familiar with campus life at Pacific. This weekend is a Pacific tradition and something to look forward to each and every year. A sample Parent & Family Weekend program is included in the final section of this report. (Appendix 2.1)
New Student & Family Programs Student Staff

Learning Outcomes

NS&FP Student Staff

As a result of student Ambassador training and ongoing professional development, students will:

• Learn to plan and facilitate small groups;
• Motivate others;
• Direct group activities;
• Collaborate with other students;
• Communicate effectively with campus community members from diverse backgrounds.

Team Pacific Job Performance Average (JPA) will be conducted by the Director and/or the Assistant Director and/or Student Lead Managers of New Student & Family Programs on an individual basis with each Ambassador, developed at the beginning of the semester and evaluated at the end of each semester. JPA’s are an evaluation process used across all Team Pacific departments. A sample JPA has been included in the final section of the report (Appendix 2.J).

Organizational goals will be set and measured.

Students will be evaluated on:

• Awareness – that they are aware of their strengths and limitations;
• Connection – that they are able to develop and maintain positive relationships with others;
• Consideration – that they are inclusive and respectful of their relationships with others;
• Impact – that they are able to influence others in a positive way.

The rating scale will be based on the Student Leadership Learning Outcome Rubric.

Tour evaluations

• Students will demonstrate that they feel comfortable in front of a large group by conducting campus tours.
• Students will demonstrate expertise in their knowledge of campus resources and services.
• Performance assessments will be conducted with those departments and organizations that request Ambassadors to staff special events (Admissions, University Events, etc.).

Feedback collected from new students who attended orientation over the past three (3) summers indicates that over 90% of students were satisfied with the overall quality of the orientation session they attended. In addition, 99.1% of students stated that based on their orientation experience at Pacific, they have a better understanding of campus programs and services. Thus, Pacific’s orientation leaders have been successful in accomplishing the first goal of ensuring that new students and their families have access to relevant resources on campus.

Each student was asked to rate their overall experience and quality of the orientation session he/she attended.

<table>
<thead>
<tr>
<th>Orientation Year</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>44.8%</td>
<td>47.2%</td>
<td>7.7%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>2011</td>
<td>42.2%</td>
<td>47.8%</td>
<td>9.4%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>2012</td>
<td>44.9%</td>
<td>45.3%</td>
<td>9.7%</td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>

Students were asked to rate whether they understood campus programs and services based on their experience at orientation.

<table>
<thead>
<tr>
<th>Orientation Year</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>52.5%</td>
<td>46.6%</td>
<td>&lt;1%</td>
<td>-0-</td>
</tr>
<tr>
<td>2011</td>
<td>51.4%</td>
<td>43.7%</td>
<td>4.9%</td>
<td>-0-</td>
</tr>
<tr>
<td>2012</td>
<td>52.1%</td>
<td>45%</td>
<td>2.3%</td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>

Over 97% of new students attending orientation stated they understood academic expectations and policies related to their specific school. An astounding 77.7% of new students said interactions with their Ambassador and Student Advisor group leaders were excellent, and an
additional 18.7% felt their interaction was good. This evidence demonstrates that orientation leaders are relating to new students on a personal basis and helping each student with his or her transition to college life. This high satisfaction rate also indicates that orientation leaders are dealing appropriately with circumstances where conflict may arise.

Students were asked to rate their understanding of their specific schools’ academic expectations and policies based on their participation in orientation.

<table>
<thead>
<tr>
<th>Orientation Year</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>55%</td>
<td>42%</td>
<td>3%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>2011</td>
<td>56%</td>
<td>41%</td>
<td>2.6%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>2012</td>
<td>61%</td>
<td>38.3%</td>
<td>&lt;1%</td>
<td>-0-</td>
</tr>
</tbody>
</table>

Students were asked to rate their overall interactions with their Ambassador and Student Advisor based on their participation in orientation.

<table>
<thead>
<tr>
<th>Orientation Year</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>78.2%</td>
<td>17.8%</td>
<td>4%</td>
<td>-0-</td>
</tr>
<tr>
<td>2011</td>
<td>74.9%</td>
<td>20.9%</td>
<td>4%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>2012</td>
<td>80.1%</td>
<td>17.5%</td>
<td>2%</td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>

As a way to present the Student Code of Conduct in an educational and entertaining format, all new students and their families attend a special presentation. Until 2012, orientation student leaders also served as skit cast members for the educational play, “The Way We See It.” This student-directed play was an educational experience that educates new students and their families on the most difficult issues students will face while attending a university: substance abuse (both alcohol and drug abuse), academic honesty, sexual assault, roommate issues, diversity and inclusion, parent-child transitional relationships, healthy romantic relationships and more.
In an effort to continually improve our orientation programming, “The Way We See It” was replaced with Choices in 2012, a presentation that covers the above topics in a dramatic readers theater format. Choices cast members include both orientation student leaders and Pacific faculty and staff. This collaboration demonstrates the importance placed on ensuring new students and parents and families understand the resources that are dedicated to ensuring the success of Pacific’s new students, despite what potential crises may arise.

After the Choices presentation, orientation leaders engage in an intentional conversation with the new students that reviews University Tiger Lore policies and specific ways to be successful at Pacific. The orientation leaders are trained extensively to debrief the presentation and are expected to model ethical behavior at all times in their interactions with the new students. Concurrently, the Student Life Leadership Team meets with parents and families to engage in a discussion that addresses any concerns or questions they may have in regards to the issues raised in the Choices presentation. The feedback received from new students and parents and families related to Choices will serve as an indicator that the orientation leaders and Student Life Leadership Team are successfully debriefing/discussing the primary issues embedded in the presentation.

**Context for Whole Person Learning**

In relation to traditional-aged college students, research supports the claim that college years are vital for students’ personal, social, and professional growth (Astin & Astin, 2000). Astin (1985) suggests “that the amount of student learning and personal development is directly proportional to the quality and quantity of student involvement in the process of learning, including participation in leadership experiences and activities”. Therefore, co-curricular programming and leadership opportunities directly support the development of a “whole student” and align with the objectives of higher education. At Pacific, co-curricular programming in Student Life is designed to compliment the academic division. These programs forge educational partnerships that advance student learning and help build supportive, inclusive communities. The learning opportunities available within co-curricular programs are endless. Research shows that a healthy
balance of academics and co-curricular involvement has positive effects on overall educational achievement (Hood et al, 1992). Astin (2001) found that “…student involvement has generally beneficial effects on a wide range of developmental outcomes. Basically, student involvement reflects the amount of physical and psychological time and energy the student invests in the educational process… almost any form of student involvement in the college experience benefits learning and student development.” Beyond the influence on academics, students involved and engaged with the institution are likely to stay in school and graduate in a timely fashion. These students are also more marketable when job searching and applying to graduate schools because they pursued a whole person education. These programs can help develop leadership and interpersonal skills that encourage “lasting achievement” as noted in Pacific’s mission statement.

Student life programming (beginning with a successful new student orientation experience) at Pacific also provides pathways for students to connect with faculty, staff, and other students outside of the classroom. These campus connections are often important factors in supporting student success. Co-curricular programming compliments learning in the classroom by providing opportunities for the development of reflective judgment and critical thinking. Beyond cognitive skill development, out of class programming provides opportunities for experiential learning to occur. For example, student Ambassadors are taught effective presentation skills, which compliment course requirements and help students become effective speakers in both large and small contexts. By the end of a semester’s training experience, Ambassadors will have had eight opportunities to speak formally in front of a class of their peers and receive evaluative feedback from their peers. This can translate into improved self-confidence and public speaking/communication competence. Students involved in the development and implementation of new student programming benefit from a more sophisticated comprehension of the institutional complexities at Pacific. Student orientation leaders can also develop a greater understanding of the culture, structure, and norms of the campus community.

Student orientation staff members also develop their leadership skills, which Pascarella & Terenzini (2005) documented as a key university education task. Within the context of New Student & Family Programs, NODA suggests, “The actions of student employees … in the field
of orientation, transition, and new student programs have a significant impact upon their own retention and potential success, as well as that of students whom they serve.” (NODA, 2010) Students who serve as orientation leaders enjoy the experience, and may be more inclined to stay enrolled at Pacific because of their positive experience serving as a Pacific Ambassador.
PART 3: LEADERSHIP

Because effective and ethical leadership is essential to the success of all organizations, Orientation Program (OP) leaders with organizational authority for the programs and services must:

• articulate a vision and mission for their programs and services
• set goals and objectives based on the needs of the population served and desired student learning and development outcomes
• advocate for their programs and services
• promote campus environments that provide meaningful opportunities for student learning, development, and integration
• identify and find means to address individual, organizational, or environmental conditions that foster or inhibit mission achievement
• advocate for representation in strategic planning initiatives at appropriate divisional and institutional levels
• initiate collaborative interactions with stakeholders who have legitimate concerns and interests in the functional area
• apply effective practices to educational and administrative processes
• prescribe and model ethical behavior
• communicate effectively
• manage financial resources, including planning, allocation, monitoring, and analysis
• incorporate sustainability practices in the management and design of programs, services, and facilities
• manage human resource processes including recruitment, selection, development, supervision, performance planning, and evaluation
• empower professional, support, and student staff to accept leadership opportunities
• encourage and support scholarly contribution to the profession
• be informed about and integrate appropriate technologies into programs and services
• be knowledgeable about federal, state/provincial, and local laws relevant to the programs and services and ensure that staff members understand their responsibilities by receiving appropriate training
• develop and continuously improve programs and services in response to the
changing needs of students and other populations served and the evolving institutional priorities

• recognize environmental conditions that may negatively influence the safety of staff and students and propose interventions that mitigate such conditions

New Student & Family Programs (NS&FP) leadership staff consists of the following full time professionals:

• Linda Dempsey, Director
• Courtney Buljan, Assistant Director

Qualifications for the professional staff and an organizational chart are presented in the Human Resources section (Part 4). Resumes have been included in the final section of the report (Appendix 3.A).

Mission Articulation

As indicated in Part One of this self-study, the NS&FP staff has developed a clear mission and vision for the department that articulates with University of the Pacific’s mission and strategic priorities. Because orientation is the initial, first year experience for students, it serves as a crucial beginning step to supporting institutional retention and persistence goals. Orientation is an essential tool to bridge the communication gap between families and their students attending college. To that point, family members who attend orientation at Pacific often remark that they have a better understanding of their student’s transition to college. In addition, family members who attend orientation generally report that they are better prepared to support their student throughout his or her collegiate experience. Comments like the following are common:

• “Orientation at Pacific was very helpful, people were very friendly, we had a great experience and are very glad we came.”
• “Parent and family orientation was very organized and beneficial. I have a better understanding of what my daughter’s life will be like at Pacific.”
• “Orientation was fantastic, I know my son will have support and a great college experience!”
• “Pacific orientation was very organized and everyone was an awesome help! It was a very good experience and we feel more prepared to send our son to college.”

**Strategic Directions**

NS&FP staff guides the strategic direction of the department by setting and assessing annual goals, objectives, and learning outcomes that are intended to support both divisional and institutional goals/learning outcomes. A summary of 2012-13 NS&FP goals, objectives, and learning outcomes are provided here as evidence of this ongoing process. A copy of 2011-2012 goals, assessment plan and year end report have been included in the final section of the self-study (Appendix 3.B).
New Student & Family Programs
2012-2013 Annual Goals

1. Successfully complete a self-study for the Office of New Student and Family Programs by December 2012.

2. In collaboration with faculty, staff and current students, offer a New Student Orientation that will:
   a. Provide new students with the knowledge, skills and abilities to make a successful transition to life at Pacific and have an understanding of services and resources available to them in the Pacific and Stockton communities.
   b. Assist new students in the process of developing purposeful connections with students, faculty, staff, and Pacific.
   c. Help new students learn to utilize student and faculty advisors and other resources in regards to academic decision-making.
   d. Provide the tools and support that assist parents and families in their transition to life with a college student at Pacific.

3. In collaboration with faculty, staff, and students, continue to develop and expand new ways to enrich the diversity and inclusivity of the University during New Student Orientation.

4. Continue to implement sustainability initiatives into both New Student Orientation and Parent & Family Weekend, in order to foster student and family learning, and inspire lasting behavioral change on both the organizational and personal levels.

5. Continue to improve training for Ambassadors and ongoing professional development programming that supports Pacific’s leadership and collaboration learning outcomes.

6. In partnership with the Pacific Parent Association:
   a. Investigate and develop electronic enhancements to the current Parent and Family Newsletter; in addition, establish a campus process for including new articles and features.
   b. Work with faculty, staff, and current students to plan and implement an exciting Parent and Family Weekend that leads to increased participation by parents and family members.
   c. Continue to develop recruitment strategies for involving Parents and Family with the Pacific Community.
Campus Leadership and Involvement

NS&FP staff provides leadership to the campus community by serving on key institutional planning committees such as the First Year Experience Committee, Admitted Student Portal Committee, Orientation Task Force Committee and the Orientation Planning Committee. In addition to these committees, the NS&FP Director also participates in the Council of Assistant and Associate Deans (CAAD) meetings. The Director also is a member of the Pacific Athletic Foundation Board of Directors and the Pacific Fund Advisory Board. The Assistant Director also is a member of special committees such as Faith Davies Leadership Awards, University Events Programmers Committee, Safe Trick or Treat Committee and the Student Leader Coordination Committee. These are important campus involvements that allow NS&FP staff to educate, advocate for, and respond to questions and concerns from key campus constituency groups.

Staff Professional Development

Both the Director and Assistant Director of NS&FP are members of the National Orientation Directors Association (NODA) and regularly attend regional and national conferences. Participation in the NODA program allows NS&FP staff to stay abreast of current trends and innovations in the delivery of higher education orientation programs. Also, lead student Ambassadors (student managers) are encouraged to routinely attend and present at regional NODA conferences.

Pacific Ambassadors (student staff members) are members of the professional development-based employment program, Team Pacific. Individual Team Pacific program elements include: employee recruitment, selection, orientation and job training, evaluation, and celebration. Pacific Ambassadors serve as Welcome Center staff, campus tour guides, orientation leaders, and University event staff hosts.
The Ambassadors are systematically evaluated and receive a Job Performance Average (JPA) each semester. Returning Ambassadors receive a Peer JPA evaluation in the fall, conducted by an Ambassador Manager and team. In the spring semester the Assistant Director of NS&FP evaluates the newly hired Ambassadors. The new Pacific Ambassadors are also responsible for working with the Assistant Director to help them develop and assess a personal action goal that focuses on improving a specific job competency and/or leadership skill. A sample JPA has been included in the final section of the report (Appendix 2.J).
PART 4: HUMAN RESOURCES

Orientation Programs (OP) must be staffed adequately by individuals qualified to accomplish the mission and goals. Within institutional guidelines, OP must establish procedures for staff selection, training, and evaluation; set expectations for supervision; and provide appropriate professional development opportunities to improve the leadership ability, competence, and skills of all employees.

Faculty involvement in the development and delivery of OP is essential to its success. Faculty members should be included as part of the overall staffing.

OP professional staff members must hold an earned graduate or professional degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience.

Degree- or credential-seeking interns must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be educated on how and when to refer those in need of additional assistance to qualified staff members and must have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear and precise job descriptions, pre-service training based on assessed needs, and continuing staff development.
Organizational Structure

The Office of New Student & Family Programs consists of two full-time employees. The two full time positions include a Director of New Student & Family Programs, and an Assistant Director of New Student & Family Programs. The Assistant Director presently coordinates the work of 77 part time student staff members who serve as Pacific Ambassadors.

Seven students are selected each year to serve in key peer supervisory/leadership roles, managing six distinct areas (referred to as student managers): (1) new staff recruitment and training, (2) scheduling, (3) events, (4) the online organizational communication system, OrgSync (an internal online scheduling and communication software application), (5) two student office managers (responsible for administrative duties), (6) marketing and communications manager. All student leaders serve as official campus tour guides, orientation leaders, and welcome center guest service hosts.

Full Time Staff Background Information

Assistant Vice President, Student Life—Lynn King

The Assistant Vice President for Student Life that oversees NS&FP is a member of Pacific’s Student Life leadership team under the direction of Dr. Elizabeth Griego. Within the Division of Student Life, the AVP is responsible for the following areas:

- New Student & Family Programs
- Student Conduct and Community Standards Office
- Recreation Services and Facilities
- Campus Conference Services
- Student Activities Center
- DeRosa University Center
- Divisional Sustainability Initiatives
**Director**

Linda Dempsey received her bachelor's at Humboldt State University in Speech and Hearing Sciences. She then raised two children, while volunteering at several community-based organizations focusing on youth development within the arts. Linda began her career at Pacific in 2007 as the Assistant Director of the Pacific Fund. As a fundraiser, Linda developed an extensive parent and family program, provided oversight for Pacific Fund grants and scholarships, as well as initiated plans for the Pacific Fund advisory board. She joined the Division of Student Life in January of 2009 as Director of New Student & Family Programs. Linda’s leadership extends to the Pacific Ambassador program, the Pacific Parent Association, New Student Orientation and Parent and Family Weekend. Under her direction, the Pacific Ambassador program has doubled in size, and the department has grown to include two full-time staff members. A copy of the director’s resume which details the skills and experiences that qualify Linda for the directorship is included in the final section of this report. (Appendix 3.A)

**Assistant Director**

Courtney Buljan received her bachelor’s in Political Science from Sonoma State University in 2009. During her undergraduate career Ms. Buljan participated in several student organizations and represented the voice of the student body while serving as the Board Chair for the Sonoma Student Union Corporation. These experiences encouraged Ms. Buljan to pursue a Masters of Arts in Educational Administration and Leadership in the fall of 2010 at the University of the Pacific. She was hired as the graduate assistant for Student Academic Support Services. At the completion of her Masters degree and two years of experience as a graduate assistant, the office of New Student & Family Programs hired Ms. Buljan as the Assistant Director. As the Assistant Director she is responsible for the oversight of the Pacific Ambassador program and assisting with the planning and implementation of orientation programs and Parent and Family Weekend. A copy of the assistant director’s resume that further describes her skills and preparation for the position is included in the final section of this report. (Appendix 3.A)
**Graduate Assistant**

Jaime Brunelle served as the Graduate Assistant for the Office of New Student & Family Programs during the summer 2012. Jaime served departmental needs on a partial year basis; her involvement and responsibilities were limited to June, July, and some of August 2012. These months were intentionally chosen to serve the programmatic needs for New Student Orientation. Jaime received her Bachelor’s Degree from the University of California at Merced in 2011, and is currently enrolled in Pacific’s graduate program. She is pursuing a Masters of Arts in Educational Administration and Leadership with an emphasis in Student Affairs. As an undergraduate, Jaime worked for UC Merced’s Office of Student Life as the Fraternity and Sorority Life Intern. Her attention to detail and her ability to plan, implement and evaluate programs was critical for her role as a graduate assistant. A copy of her resume is included in the final section of this report. (Appendix 3.A)

**Student Employment—Team Pacific**

New Student & Family Programs (NS&FP) is a participating member of Team Pacific—a student development-based employment program based on Disney’s cast development program model. Professional and student staff members are responsible for reviewing and participating in the various aspects of the staff development program. In addition to NS&FP, other Student Life departments that participate in the Team Pacific employment program currently include: Pacific Recreation, DeRosa University Center, the Student Activities Office, and the Office of Student Leadership Development. Individual Team Pacific program elements include: recruitment, selection, orientation and job training, evaluation, and celebration. The primary tenets of the Team Pacific employment program are organized around a simple success formula:

\[
\text{Quality Staff Experience} + \text{Quality Guest Experience} + \text{Quality Business Practices} = \text{SUCCESS}
\]

When broken down, this formula demonstrates how success can be maintained now and in the future. More specifically, a quality staff experience involves providing our student employees
with an experience that models employment post-graduation, an experience that challenges them and helps them develop the skills necessary to succeed. This is accomplished through a deliberate recruitment and selection process, ongoing skill and leadership development opportunities, opportunities for promotion, supervisory and presentation experiences, and regular supervisor feedback intended to promote personal and professional growth. Second, a quality guest experience speaks to providing our campus guests with the best experience possible. This is accomplished through the use of quality business practices, which includes having an assertively friendly and knowledgeable staff, providing a safe and clean environment for our guests, and implementing memorable programs designed to support student success.

About the Process:

Recruitment

Pacific Ambassadors hire a student Recruitment & Training Manager who is responsible for recruiting and training of all newly hired Ambassadors.

Students interested in employment with NS&FP and becoming a Pacific Ambassador must first attend a formal group Team Pacific recruitment session where job expectations are reviewed and the selection process is explained for all of the departments within Team Pacific. After attending a Team Pacific recruitment session, students must then attend an additional Ambassador-specific recruitment session that further explains the position requirements and recruitment process.

In spring 2012, a Team Pacific student employee-led recruitment team was introduced, in which Team Pacific recruitment sessions were facilitated primarily by trained current student employees from the four departments that comprise Team Pacific, including the NS&FP student Recruitment & Training Manager. Feedback from the recruitment team as a result of facilitating the recruitment sessions in spring were generally positive. Most notably, the recruitment team expressed that they enjoyed how Team Pacific followed an experiential learning model, highlighting leadership and collaboration as being key components of the recruitment sessions. A copy of this evaluation has been included in the final selection of the report (Appendix 4.A).
Selection Process

After students attend the recruitment sessions, they submit a paper application by a predetermined deadline. The Ambassador application has been included in the final section of the report (Appendix 4.C). All applicants are then invited to a professional group interview. The group interview takes place in a large banquet hall (typically Grace Covell Hall), and is conducted by the NS&FP Assistant Director, Recruitment & Training Manager, and 20-25 current Ambassadors. The group interview starts by asking applicants to participate in an icebreaker activity. Applicants then hear personal stories and experiences from 2-3 current Ambassadors followed by a group activity. Applicants are divided into groups of five and are asked to create a 60 second University of the Pacific commercial. Students have a limited amount of time to plan and implement the activity, and are then provided three minutes to act out the commercial. Applicants are scored individually based on demonstrated skills related to problem solving, interpersonal skills and overall presentation.

Based upon peer evaluations and professional staff feedback, students are then invited to individual interviews. The Assistant Director of NS&FP, Recruitment & Training Manager, and a current Ambassador serving on the recruitment and training committee to conduct interviews. In fall 2011, individual interviews were reviewed to ensure that students who were selected for the interview process had a good experience and could refer to the experience in future professional interview processes. Mainly, interviews were reviewed to ensure:

1. A clean, distraction-free environment was provided to all candidates
2. The questions and format were consistent across all interviews, including one question on “Why do you want to become a part of Team Pacific?”
3. A fair scoring process for evaluating job fit of candidates

Prior to every individual interview, the selection team reads through the prospective employee’s application packet. Applicants are scored during individual interviews based on: organizational fit, customer focus, accountability, diversity, integrity, presentation skills, professionalism and
teamwork. Final selections are made after all individual interviews are completed, and after grades and judicial records have been verified. All final applicants are reviewed with the Director prior to extending an offer for employment.

**General Orientation and Area Specific Training**

As part of a general orientation program, all new student Ambassadors who are hired each fall participate in weekly training that focuses on tour preparation, University traditions and history. In addition, new hires shadow one tour a week, and are given weekly assignments that build upon each segment of the official tour route. The different tour segments are broken up by academic units and general campus areas (for example: section 1 references the route from Knoles Hall to Hand Hall, section 2 refers to the portion of the tour from Hand Hall to Morris Chapel, section 3 covers the Eberhardt School of Business and so on).

The fall semester is designed to familiarize new hires to the tour route and accurate information about each academic unit. In the spring, students have 6 weeks to finalize tour training before completing a comprehensive tour test. An example of a tour book (Appendix 2.D) and a tour test-scoring sheet has been included in the final selection of the report (Appendix 4.D). In addition to tour training, students are also required to take SERV 57, a two-unit course in the spring semester that focuses on job specific responsibilities and leadership development. A team of Student Life staff/faculty members and student leaders teach the Ambassador course. An introductory leadership program (Leadership YOU) has been designed to intentionally help students explore their leadership identity and consider how specific interpersonal and cultural competencies can be used to improve their collaboration skills and influence others in a positive way. The 2012 Leadership YOU curriculum has been incorporated into the SERV 57 syllabus that has been included in the final section of the report (Appendix 2.E).

In addition to the Leadership YOU curriculum, SERV 57 is designed to prepare new Ambassadors with the information and skills needed to perform tour and orientation leader obligations as members of the Pacific Ambassador program. Ambassadors will be able to speak
knowledgably about Pacific’s campus, effectively lead large and small orientation groups, and represent the University at special event functions on campus and in the community. Topics covered include: outreach skills, self and social awareness, intercultural awareness and consideration, empathy in leadership, collaboration, and inspirational leadership. A copy of the spring 2012 course syllabus has been included in the final section of the report (Appendix 2.E).

**Evaluation and Coaching**

The Ambassadors are systematically evaluated and receive a Job Performance Average (JPA) rating each semester from either the Director and/or Assistant Director and/or student lead managers. The student Ambassadors are also responsible for working with their supervisor to help them develop and assess a personal action goal that focuses on improving a specific job competency and/or leadership skill. A sample JPA has been included in the final section of the report (Appendix 2.J).

In fall 2011, JPAs were standardized across Team Pacific to ensure that student employees were being evaluated along similar measures, such as job performance and working relationships. In addition, a Collaboration and Leadership Student Learning Outcome Rubric was also added to all four departments’ evaluation processes to evaluate how well students were demonstrating four key skills that have been identified by the institution as vital to student success. A copy of the Collaboration and Leadership Student Learning Outcome Rubric has been included in the final section of the report (Appendix 4.E). The data that resulted from these JPAs was processed and will serve as a benchmark for future evaluations.

**Celebration**

In order to motivate student Ambassadors and celebrate their professional accomplishments, the Office of New Student & Family Programs has spent considerable time each semester planning special events. In the fall and summer semester, students participate in a retreat that is designed to educate students on professional skills, teambuilding, customer service and tour training. The
beginning of the fall retreat has historically been a fun event planned by student leaders. In 2010, Ambassadors participated in a surprise ice-skating event in the local community where Ambassadors could connect socially and have fun together.

The summer retreat is held at a special location off campus and is the kickoff to orientation prep week. At the end of the fall semester, the Pacific Ambassadors and Student Advisors collaborate to host a winter dinner extravaganza for both student staffs. The theme for the 2010 event was a “Murder Mystery Game”.

In the spring semester, Ambassadors participated in several special events that were designed to build morale among students and staff. Mid-way through the semester, an “Ambo Family Picnic” was hosted at a local restaurant. Ambassadors were encouraged to bring their family members to meet their supervisors as well as their new colleagues. In 2012, over 75 students and their families attended the Ambo Family Picnic.

At the end of each academic year, the Pacific Ambassadors host an End-of-the-Year Banquet designed to celebrate the accomplishments of all Pacific Ambassadors. Ambassadors are thanked for their service and leadership, and each is presented with a certificate of accomplishment. The program also includes a celebration for graduating seniors, a presentation for student managers, and a special recognition for award recipients. There are five significant recognitions that are awarded each year:

The **Most Involved Ambassador Award** is awarded to the Ambassador who has gone above and beyond his/her position responsibilities and has shown dedication to the Pacific Ambassador organization. This award is determined primarily by event credit.

The **Most Influential Ambassador Award** is chosen by the student leader staff and is a student who exemplifies outstanding Pacific Ambassador qualities. This award recipient has a strong, positive influence on peers, and serves as a mentor for other Ambassadors.
The **Ambassador Leadership Award** is chosen by the Pacific Ambassador Professional Staff and is a person who exemplifies what it means to be a Student Leader within the Ambassador organization. Modeled after the “FISH Philosophy” and awarded to the Ambassador who demonstrates the following leadership qualities:

- **Choose Your Attitude** – As a leader your attitude has a major influence on those around you.
- **Lead by Example** - Your most important leadership tool is not power, achievement, experience or charisma. It’s your example.
- **Be There** – Make others a priority, set aside distractions, listen to others’ point of view and demonstrate care.
- **Play** – The best work is done by teams who are having fun while they do it.
- **Make Someone’s Day** – Show people how much you appreciate them.

The **Pacific Ambassador of the Year Award** is voted upon by the returning Pacific Ambassadors. This award is for the Ambassador who has gone above and beyond his/her responsibilities in every aspect of the position. This award recipient continues to be a model Ambassador in word and deed.

The **Pacific Ambassador Rookie of the Year Award** is voted upon by the newly hired Pacific Ambassadors. This award is for the newly hired Ambassador who has gone above and beyond his/her responsibilities as a new member in every aspect of the position. This award recipient demonstrates the model of an Ambassador in word and deed.

**Faculty Involvement**

Faculty from throughout campus play a key role in the planning and delivery of orientation programs at Pacific. The Director works closely with the Associate and Assistant Deans in each academic unit to ensure that the faculty voice is included in the planning and delivery of orientation programs. The Director attends the Council of Associate and Assistant Deans
(CAAD) weekly throughout the academic year. This is an important meeting that assists with communication and collaboration throughout the Academic units. In addition, the Director provides leadership to the academic community by co-chairing the Orientation Task Force Committee with the Dean of Students. This committee meets monthly to assist with the planning and development of orientation programs and serves as the final confirmation on decisions for orientation. The Task Force is comprised of many Associate and Assistant Deans, as well as representatives from other key divisions and campus departments. The Director and Assistant Director also serve on the First Year Experience Committee which is co-chaired by the Dean of Students and Associate Dean of the College and Director of General Education. This committee focuses on co-curricular programs and opportunities that are intended to support a student’s first year experience at Pacific. These committee involvements provide important academic partnerships that allow NS&FP staff to stay connected to the Academic Division and strategically educate, advocate for, and respond to questions and concerns from key constituency groups.
PART 5: ETHICS

Persons involved in the delivery of Orientation Programs (OP) must adhere to the highest principles of ethical behavior. OP must review relevant professional ethical standards and develop or adopt and implement appropriate statements of ethical practice. OP must publish these statements and ensure their periodic review by relevant constituencies.

OP must orient new staff members to relevant ethical standards and statements of ethical practice.

OP staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students’ education records must not be disclosed except as allowed by relevant laws and institutional policies. Staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.

OP staff members must be aware of and comply with the provisions contained in the institution’s policies pertaining to human subjects research and student rights and responsibilities, as well as those in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

OP staff members must recognize and avoid personal conflicts of interest or appearance thereof in the performance of their work.

OP staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they interact. When handling institutional funds, staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.

Promotional and descriptive information must be accurate and free of deception.
OP staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

OP staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

OP staff members must be knowledgeable about and practice ethical behavior in the use of technology.

Standards of Ethics

The Office of New Student & Family Programs (NS&FP), responsible for the leadership of both professional and student employees, follows the National Orientation Director Association (NODA) Statements of Ethical Standards for both professional and student staff. NS&FP follows (NODA) Statements of Ethical Standards, which has been included in the final section of the report (Appendix 5.A).

Professional Staff

It is important that NS&FP professional and student staff act in accordance with the NODA Statements of Ethical Standards in order to enhance program quality and excellence as well as better serve and support student success. NS&FP staff at Pacific is committed to upholding these professional ethical standards. In addition, staff members aspire to clearly communicate an ethic of care that is based on the belief that each student is important, and that the University is committed to helping them succeed. NSO embraces its unique position to serve the University community as a resource for new students and their transition to the college environment.

All new professional staff members are required to participate in the University’s new staff orientation provided by Human Resources. This orientation introduces key University Policies and Procedures, including Harassment Awareness, Privacy Rights, and Respect in the Workplace. In addition, each professional staff member in a supervisory role must participate in an annual Harassment Prevention online training course. Additional training on ethical issues is
provided from time to time during the Student Life Directors meetings, held bi-weekly throughout the academic year.

The Director and Assistant Director of NS&FP are committed to remaining current regarding national student orientation best practices and policies. The staff does this by attending the NODA Annual Conference each year and maintaining key relationships with administrators at other colleges and universities.

**Student Staff Success**

All new Pacific Ambassadors that are hired each fall are required to take SERV 57, a two-unit course in the spring semester that focuses on job specific responsibilities and leadership development. A team of Student Life staff and faculty members teach SERV 57. An introductory leadership program (Leadership YOU) is part of the class that is used to intentionally help students explore their leadership identity and consider how specific interpersonal and cultural competencies can be used to improve their ability to collaborate with (accomplish common goals), and influence others in a positive way. The 2012 SERV 57 syllabus has been included in the final section of the report (Appendix 2.E).

As a part of SERV 57, the students are expected to learn and adhere to the Pacific Student Honor Code/Code of Conduct. The Pacific Student Honor Code/Code of Conduct has been included in the final section of the report (Appendix 5.B). All Pacific Ambassadors also participate each year (prior to new student orientation sessions) in training sessions specifically focused on the policies outlined in Pacific’s *Tiger Lore* (The Pacific Student Honor Code/Code of Conduct).

Student staff members are provided with the necessary information and rationale in order to assist them in their interactions with new students and their families. As a result of this intentional training, student orientation leaders are responsible for facilitating and securing the following orientation objectives (NODA, 2010):
• Ensure that new students and their families receive accurate and adequate information necessary for decision-making.
• Ensure that new students and their families have access to relevant materials, and that materials are available in multiple formats, including text, web resources, and other adaptive technologies when possible.
• Recognize the diversity of experiences of students in transition, and work to meet the various needs of new students, transfer students, adult learners, and other special populations.
• Avoid circumstances wherein conflicts of interest may arise.
• Model appropriate and responsible decision-making with regards to alcohol and other personal choices.
• Recognize their own limits/boundaries in helping relationships with students, and make referrals when necessary.
• Model and encourage ethical behavior.
• Recognize and respect the variety of primary support relationships of students in transition, and work to address this diversity in program offerings.
• Represent the institution in an honest and positive manner.

Because the Ambassador selection process is so rigorous, there are rarely ethical issues that arise with these outstanding students. Since the Ambassador Organization was originated in 2004 there have only been two incidents involving these students. These two incidents were determined by the NS&FP Director ones where corrective action was needed to be taken. In one case, an underage Ambassador was found drinking and referred to Judicial Board, working together with Heather Dunn-Carlton the student was placed on disciplinary probation until the age of 21 with both the university and the department. In another case, an Ambassador was found guilty of plagiarism and as part of the judicial disciplinary action was dismissed from his role as an Ambassador.
Confidentiality

Staff are trained in regards to understanding the confidentiality procedures stated in the Business Policies and Procedures Manual of the University. At the beginning of each academic year, the Pacific Ambassadors hold an annual one-day working retreat. At this retreat the Pacific Ambassadors review any changes that have been made to the department, become informed about important dates for the year, and review and agree to the New Student & Family Programs Pacific Ambassador Policies and Procedures, which speaks directly to the importance of confidentiality. Generally, Pacific Ambassadors do not have access to new student information; however, with the restructuring of the department in April 2012, Ambassador Office Managers have assumed some of the past responsibilities of the administrative assistant position discontinued a year ago. As a result of the newly assigned job duties, all Manager positions are asked to sign a separate Confidentiality Agreement that addresses duties related to their position.

The storage and elimination of classified and sensitive data in regards to student confidential documents are kept in locked facilities that are inaccessible to the public. All new student data and information is considered confidential and FERPA protected. Forms and documents on all students are shredded when discarded. A copy of the New Student & Family Programs Pacific Ambassador Policies and Procedures, Confidentiality Agreements, and Student Life Guidelines have been included in the final section of the report (Appendix 2.C).

Budget

The Director of NS&FP oversees the budget for the department, working closely with the Student Life Business Manager, Karen Bravo, and the Department of Budget and Finance to ensure that all policies and procedures are followed and that expenses and revenues are properly posted to the budget indexes in the accounting system. A more detailed review of the current budget process, and the associated challenges and opportunities, will be discussed in the financial section of this self-study.
Ethical Behavior

Harassment of any nature and/or violations of the Pacific Student Honor Code/Code of Conduct are unacceptable for students who wish to serve as an Ambassador. Though rare, there is a process for reviewing and resolving complaints regarding unethical behavior: Any complaint is put in writing by a professional staff member and given to the Director who, along with the Assistant Director, contacts the individual who filed the complaint and sets up a time to meet in person, if possible. Precise details about the incident are recorded in writing and kept in the student personnel file. A sample copy of the report has been included in the final section of the report (Appendix 5.D). Should the person filing the complaint feel threatened or if the incident violates the Student Honor Code/Code of Conduct, the Assistant Vice President for Student Life is contacted. Subsequently, Judicial Affairs will also be contacted if deemed necessary by the Assistant Vice President. If the involvement of higher administration or Judicial Affairs is not required, the professional staff in NS&FP facilitates the review of the incident and/or resolves the issue. Complaints are considered confidential and all incident reports are kept on file for 4 years.

In addition, New Student & Family Programs holds every Ambassador to the Policies and Procedures of the department. Ambassadors who choose not to comply with the standards of the Ambassador program must adhere to non-compliant action consequences. If a student Ambassador is found to have violated University conduct policy (detailed in Tiger Lore), he/she may be asked to step down from his/her position as an employee of the Ambassador program. Since January 2009 only one (1) Ambassador has been dismissed for non-compliant actions related to the University conduct policy.

Pacific Ambassador Sanction Guidelines are very strictly followed by NS&FP staff. Ambassadors who choose not to follow the guidelines for meetings, tours, or events will receive the following first non-compliant action, which entails an email warning from the NS&FP Assistant Director, which will cc: Director of New Student & Family Programs. A copy will also be placed in the employee’s file. A second non-compliant action is in the form of a written
warning from the NS&FP Assistant Director that will outline the action(s) necessary to become compliant. The Ambassador will sign two copies, one for him/her to keep and one to be kept on file. The third non-compliant action will result in a meeting with the Director of New Student & Family Programs and NS&FP Assistant Director to discuss consideration for dismissal or leave of absence. In some instances, an incident report is sent (an example of a report has been included in the Appendix 5.D). These sanction guidelines are followed as a way to be equal and fair to all Ambassadors.

NS&FP staff handles each Ambassador’s discipline situation on a case-by-case basis, but the same standards are held for all students. If there are any questions about a job performance average (JPA) or conduct code violation/sanction, Ambassadors are directed to speak with the NS&FP Assistant Director or Director of New Student & Family Programs.

Beyond NS&FP guidelines, University of the Pacific has a zero-tolerance policy toward sexual misconduct and other violations of the student honor code and engages in a series of intentional/developmental efforts to provide prevention education regarding sexual misconduct and alcohol awareness. These efforts include comprehensive sexual misconduct awareness campaigns, tailored educational programs, personalized coaching sessions, specialized adjudication procedures to encourage victim reporting, and strong advocacy and support to crime victims. Reporting an incident of sexual assault is a difficult yet important decision. NS&FP staff takes incidents of sexual misconduct very seriously and encourages students to report all incidents. Students are encouraged to report instances of sexual misconduct to the University regardless of whether or not they choose to press formal charges with law enforcement. Students, staff and faculty have the option to fill out an anonymous report or a formal report. The Victim Advocacy Program provides free and confidential information, advocacy and support to students and employees who may be victims of crime, violence or abuse.

Another crucial resource for all students to know of is the bias incident report. Students are encouraged to report bias incidents so the University can determine if policies have been violated and that appropriate support can be provided to person(s) who may have been victimized. Filing a report helps the University create a safe and welcoming campus climate that better supports
students’ ability to learn and socialize. If bias incidents go unreported, it makes it difficult for the University to address the issue appropriately, it diminishes campus climate, it may make some members of our community feel unsafe and unwelcome, and it may lead to future incidents. Students are instructed that reports can be filed online using the University’s Bias Response protocol. In the same fashion, an act of academic dishonesty can be submitted online, via phone or email. Conduct in conflict with the Academic Honesty Policy includes, but is not limited to: cheating, plagiarism, lying, removing tests, having a student take another’s exam, etc.
PART 6: LEGAL RESPONSIBILITIES

Orientation Program (OP) staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities and that may pose legal obligations, limitations, or ramifications for the institution as a whole. As appropriate, staff members must inform users of programs and services, as well as officials, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial, and local governments; and the institution’s policies.

OP and services must have written policies on all relevant operations, transactions, or tasks that may have legal implications.

OP staff members must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive campus environment.

OP staff members must use reasonable and informed practices to limit the liability exposure of the institution and its officers, employees, and agents. Staff members must be informed about institutional policies regarding risk management, personal liability, and related insurance coverage options and must be referred to external sources if coverage is not provided by the institution.

The institution must provide access to legal advice for staff members as needed to carry out assigned responsibilities.

The institution must inform staff and students in a timely and systematic fashion about extraordinary or changing legal obligations and potential liabilities.

The Office of New Student & Family Programs (NS&FP) adheres to all University policies and procedures. Professional staff are covered and advised by appropriate University policies.
regarding risk management, personal liability, and related insurance coverage options. The department benefits from the use of University legal counsel should any problems arise that require legal advice. University counsel is accessed through and in consultation with the Vice President for Student Life. Professional staff are advised on an ongoing basis by the University about legal obligations and potential liabilities; for example, in FY 2011, the University issued new guidelines for outside vendor contract review and recommended contract format.

All new professional staff members are required to participate in the University new staff orientation. This orientation introduces key University Policies and Procedures, including Harassment Awareness, Privacy Rights, and Respect in the Workplace. In addition, each professional staff member in a supervisory role must participate in an annual harassment prevention online training course.

**Travel**

Policies and procedures regarding travel are strictly enforced. Professional and student staff must complete and submit the travel forms that are provided by Risk Management. These same forms are submitted for students traveling under the supervision of a professional staff member (i.e. NODA Regional Conference). All traveling staff members must adhere to the University policies regarding travel and expense reimbursement. Student travelers must also observe the Ambassador Travel Policies, which have been included in the final section of the report (Appendix 6.A).

**Confidentiality**

Staff are trained in regards to understanding confidentiality and procedures stated in the Business Policies and Procedures Manual of the University. At the beginning of each academic year the Pacific Ambassadors hold an annual one-day working retreat. At this retreat the Pacific Ambassadors review any changes that have been made to the department, become informed about important dates for the year, and review and agree to the New Student & Family Programs
Pacific Ambassador Policies and Procedures, which speaks directly to the importance of confidentiality. Generally, Pacific Ambassadors do not have access to new student information; however with the restructuring of the department in April 2012, Ambassador Office Managers have assumed some of the past responsibilities of the administrative assistant. As a result of the newly assigned job duties, all Manager positions are asked to sign a separate Confidentiality Agreement that addresses duties related to their position.

The storage and elimination of classified and sensitive data in regards to student confidential documents are kept in locked facilities that are inaccessible to the public. All new student data and information is considered confidential. Forms and documents on all students are shredded when discarded. A copy of the New Student & Family Programs Pacific Ambassador Policies and Procedures, Confidentiality Agreements, and Student Life Guidelines have been included in the final section of the report (Appendix 6.A).
PART 7: EQUITY AND ACCESS

Orientation Programs (OP) and services must be provided on a fair, equitable, and non-discriminatory basis in accordance with institutional policies and with all applicable state/provincial and federal statutes and regulations. Programs and services must maintain an educational and work environment free from discrimination in accordance with law and institutional policy.

Discrimination must be avoided on the basis of age; cultural heritage; disability; ethnicity; gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; and any other bases included in local, state/provincial, or federal laws.

Consistent with the mission and goals, programs and services must take action to remedy significant imbalances in student participation and staffing patterns.

OP and services must ensure physical and program access for persons with disabilities. Programs and services must be responsive to the needs of all students and other populations served when establishing hours of operation and developing methods of delivering programs and services.

OP and services must recognize the needs of distance learning students by providing appropriate and accessible services and assisting them in identifying and gaining access to other appropriate services in their geographic region.

The standard on access and equity is addressed together with the standard on diversity, which follows.
PART 8: DIVERSITY

Within the context of each institution's unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, Orientation Programs (OP) must create and nurture environments that are welcoming to and bring together persons of diverse backgrounds.

OP must promote environments that are characterized by open and continuous communication that deepens understanding of one's own identity, culture, and heritage, as well as that of others. OP must recognize, honor, educate, and promote respect about commonalties and differences among people within their historical and cultural contexts.

OP must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.

As noted above, the standards on equity and access and diversity are intentionally combined and both are addressed in the following response.

The Office of New Student & Family Programs (NS&FP) provides services and programs on a fair and equitable basis. New Student Orientation (NSO) welcomes all students and their families regardless of age; cultural heritage; disability; ethnicity; gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status or for any other reason. Specific programs have been designed during orientation to attend to the needs of underrepresented groups.

Affordability

NS&FP recently developed a process to better serve high need incoming students that are unable to pay the orientation fee. Students who qualify based on their economic status and FAFSA information may apply for a fee waiver through the Office of Admissions. These decisions are made on a case-by-case basis and are done in collaboration with the Director of NS&FP and the Director of Admissions with direct assistance and input on the student’s financial situation from the Financial Aid Department.
Accessibility

The Director of the Department of NS&FP has a background in coordinating programs and services for individuals with disabilities through her previous experience with Easter Seals of Hawaii, the National Mental Health Association of Greater Tucson, and Hawaii School for the Deaf and Blind. At Pacific, NS&FP works closely with Services for Students with Disabilities (SSD) to address and resolve issues regarding access and opportunity in all aspects of NSO. For instance, during spring orientation 2011, a disabled student attended who had not been identified prior to arriving on campus. She was in a wheelchair and required extra assistance crossing thresholds of several conference room doorways. The Director of NS&FP and the Coordinator of SSD were able to provide an equal opportunity in a successful, integrated way by relocating the session before it began.

Equity

NS&FP adheres to University policies regarding equal opportunity, affirmative action, and prohibited discrimination. Student staff positions are advertised online, through Tiger Jobs, and through Team Pacific new staff recruitment.

Tiger Jobs is supported by the Career Resource Center and serves as an online job database, similar to monster.com and other online job search engines. Employers who are interested in hiring Pacific students and alumni post jobs on Tiger Jobs, and students and alumni can apply directly through the database. On-campus employers also post work-study and non-work study positions. To access Tiger Jobs, students and alumni go to insidePacific, an online tool that allows students to register for classes, see final grades, access finance information and much more. Login is required using the student’s university login ID and password. From there, students can access Tiger Jobs on a tab called "Living" and look for the Tiger Jobs logo. The link directs students and alumni directly to a home page for Tiger Jobs.
Pacific’s employment program for student employees known as “Team Pacific” is described in the foregoing. Team Pacific includes the following program elements: recruitment, selection, orientation, evaluation, and celebration. Team Pacific involves student employment within the DeRosa University Center, Pacific Recreation, ASUOP Arts & Entertainment, and New Student & Family Programs. Attention is given throughout all aspects of Team Pacific training to issues of diversity and inclusion. In addition, Team Pacific members are hired with specific regard to diverse representation, including ethnicity, gender, and academic major.

The demographic composite for the 2012 - 2013 academic year is as follows:

**Professional Staff:**

*Female* 2  
*Caucasian* 2

**Student Staff:**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Ambassador Student Staff</th>
<th>Percentage</th>
<th>Pacific Percentage*</th>
<th>Goal to Increase Each Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>48</td>
<td>62%</td>
<td>53%</td>
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</tr>
<tr>
<td>Male</td>
<td>29</td>
<td>38%</td>
<td>47%</td>
<td>2-4%</td>
</tr>
</tbody>
</table>

*Fall 2012 Demographic Information

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Ambassador Student Staff</th>
<th>Percentage</th>
<th>Pacific Percentage*</th>
<th>Goal to Increase Each Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>4</td>
<td>6%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>Asian Pacific Islander**</td>
<td>18</td>
<td>24%</td>
<td>32%</td>
<td>2%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>42</td>
<td>55%</td>
<td>34%</td>
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</tr>
<tr>
<td>Hispanic/Latino</td>
<td>10</td>
<td>14%</td>
<td>19%</td>
<td>2%</td>
</tr>
<tr>
<td>Multi Ethnic</td>
<td>1</td>
<td>1%</td>
<td>1%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*Fall 2012 Demographic Information  
**Although Pacific Ambassadors have a lower percentage of Asian Pacific Islander students, the Student Advisors, who are partners in Orientation with the Ambassadors have a much higher percentage.
It is important that prospective students make a connection and can identify with University of the Pacific’s faculty, staff, administrators, and especially students. In regards to gender, our current Pacific Ambassador staff is comprised of 65% females and 35% males. When comparing this gender breakdown to the University of the Pacific’s undergraduate students, females represent 55% of the student population, whereas the males represent 45% of the population. To better reflect the University of the Pacific’s student population, the Pacific Ambassador program’s recruitment and selections process will be striving to increase the number of males on staff.

**RECOMMENDATION 8.1:**

NS&FP staff values and believes in diversity and inclusion as essential to the fulfillment of our departmental mission. In regards to the ethnicity distribution of University of the Pacific’s undergraduate population, the Pacific Ambassador staff does attempt to reflect the current student population by representing the following ethnicities: 24% Asian Pacific Islander, 6% African American, 55% Caucasian, 1% Multi Ethnic, and 14% Hispanic/Latino. In comparison with Admissions undergraduate student data from fall 2012, the Pacific Ambassador program’s staff are exceeding representation in Caucasian and African American. However, our representation of Asian Pacific Islanders is low compared to the undergraduate student population. The Pacific Ambassador staff has equivalent representation in regards to Native American ethnicity, but has dropped in Hispanic/Latino representation. To better reflect Pacific’s undergraduate student population the Ambassador program’s recruitment and selections process will plan to increase the number of students who identify as Asian Pacific Islander and Hispanic/Latino.

**Diversity and Inclusion Programming**

Diversity represents a large group comprised of different people with different experiences. These differences include race, color, religion, gender, national origin, sexual orientation, age, disability, veteran status and citizenship. However, "diversity" does not address how these different individuals function or work together within a community. Inclusion enables us to strive to have all people represented and included in the Pacific community and make everyone
feel welcomed and included, not only for their abilities, but also for their unique qualities and perspectives.

The Pacific community remains deeply committed to promoting and maintaining a civil community that facilitates opportunities for shared understanding and expression of individual and collective truths. Moreover, Pacific is determined to maintain a community that is respectful of all persons despite differences in age, citizenship, disability, ethnicity, gender identity or expression, geographic origin, language, marital status, nationality, philosophical beliefs, race, religion, sexual orientation, or socioeconomic status.

NS&FP staff is committed to all members of the Pacific community becoming competent and ethical citizen leaders who are able to interact effectively and ethically in an increasingly multicultural society and global economy. This transformative process is accomplished through our distinctive integration of liberal arts and professional education promoting innovation, open discourse and dialogue, leadership development, experiential learning and self-reflection.

The following programs have been highlighted here to demonstrate the intentionality with which NS&FP staff has approached the embedding/prioritization of inclusion elements in its orientation programming architecture.

**The Pan Pacific Experience Program**

During NSO 2010 and continuing, several programs were implemented to increase awareness of diversity and inclusion at Pacific for new students. The Pan-Pacific Experience is an orientation program that was added in an attempt to highlight the diversity that is represented in the Pacific community and provides a platform for all new students to be welcomed and included in the Pacific family. The Pan-Pacific Experience session is held on day one of orientation and is a 45-minute long program which all new students are required to attend. It is led by Serjio Acevedo, Director of Multicultural Affairs; Corrie Martin, Director of the Women’s Resource Center; and graduate students. Below are the learning outcomes related to the Pan-Pacific Experience:
Pan Pacific Experience
Learning Outcomes

As a result of this session students will:

1. Learn about key concepts regarding “Pan,” identity, diversity, inclusion, and more;
2. Express themselves and learn about one another as members of Pacific’s diverse community, and;
3. Learn about group dialogue guidelines that help us learn most from one another as Pacificans.

Following the Pan-Pacific Experience program student orientation, leaders facilitate and debrief their experience while in small groups. Student orientation leaders are trained and prepared to facilitate such a discussion. Learning outcomes centered around the debrief are listed below:

Pan Pacific Experience Debrief
Learning Outcomes

After participating in this session students will:

1. Reflect on their observations of “Choices” and how it pertains to University policy;
2. Gain an increased understanding of University policies and know the impact of violations on future aspirations;
3. Share different aspects of their identity and learn the identities of others;
4. Learn the difference between equality and equity and how both nurture an inclusive community, and;
5. Recognize how the Student Code of Conduct sustains a learning environment and how diversity and inclusion allows us to best learn from one another in our community.

Special Interest Inclusion Programming

Special interest inclusion sessions were developed for new students attending orientation beginning in 2010 and continuing. These interest groups were developed to help students connect with various social, cultural, and lifestyle groups on campus and to help students build a network.
of peers, as well as help to identify resources on campus that meet their individual needs. Sessions were developed specifically for African-American students, Native American students, Hispanic students, Asian Pacific Islanders, students who identify as lesbian, gay, bisexual, transgender, intersex, and queer or an ally, those interested in the Women’s Center, Greek Life, Athletes, and International students. In addition, during the summer of 2012 these sessions were expanded to include: Student Involvement on Campus, On-Campus Jobs, Living Well at Pacific, Campus Life in the Residence Halls, Sustainability, Education Abroad, and Out of State students. Summer of 2013 will include a special session for Veteran students, in response to the increase in this population.

These special interest sessions were also developed because of research that indicates that ethnic identity is a component of a student’s identity development that minority students undergo through their college experience. Ethnic identity is one’s sense of belonging to a particular group and is derived from cultural aspects learned from family and surrounding community (Phinney, 1990). In a research article, Iturbide, Raffaelli, & Carlo (2009) state “ethnic identity is that aspect of an individual’s identity derived from membership in, and connection to, a particular ethnic group” (p. 537). According to Isajiw (1990), ethnic identity is two-fold: external and internal. The external is observable social and cultural behavior and the internal is your cognitive state, moral components and affective components. For example, an African American woman not only grapples with her identity as a woman, she has to consider her ethnicity and how that too impacts her daily life. As noted by Credle & Dean (1991), “it is imperative that faculty, staff, and administrators in higher education understand the needs, backgrounds, and environments of these students to help them succeed in the academic setting” (p. 158). In addition, the services and resources offered by NS&FP staff must reflect the student population and their needs. Thus, there is a strong rationale for special interest inclusion sessions to be offered at new student orientation.

Beyond research that supports a need for special interest sessions, Carey (2004) found that of the four-year institutions in the US, one out of five graduate fewer than one-third of their first-time, full-time degree seeking students within six years of initial enrollment. In 1996, African
American woman comprised 8% of the women who earned Bachelors degrees and has since risen to 9.6% as of 2007 (US Department of Education, 2009). These statistics are the exact opposite of the purpose of a college institution and are alarmingly low. According to Creighton (2007) “there are various explanations for attrition, students often leave for personal reasons, job demands, dissatisfaction with the academic environment, and incongruence with campus values” (p. 1). It is important to understand why these students leave and how it affects the university. It is necessary for institutions to provide activities and programs that foster the development of social and learning communities in order to increase student involvement, motivation and academic self-confidence. If a student senses an educational fit and finds him/herself successfully integrated into campus life, she or he will more likely persist at that institution. It is the intention of NS&FP to be Pacific’s first point of engagement where students’ identities are recognized, supported, and celebrated, so as to begin the trajectory toward overall student success.

The following special interest session descriptions were developed for new student orientation in 2010:

**STEPS ~ Students Emerging as Pacificans**

STEPS is an optional bridge program for incoming African American students. The purpose of this session is to:

- Welcome students and parents to a positive academic climate and social environment that benefits African American students
- Connect African American students and parents to the current students and alumni and
- Identify active student resources for the African American population on campus and in the community.

Through STEPS, students will be provided with the tools to acquire a mentor; establish a personal plan of action; meet current students, prominent faculty and staff members; and
collaborate with existing departments and organizations to improve the Pacific and Stockton community.

**Presentación De Bienvenida**
(Welcome Presentation in Spanish & English)

Two sessions are done focusing on Latino/a students entering Pacific. One for incoming freshmen and another one for transfer students. New freshmen students we share with them the resources that the Latino/a Community Outreach office has to offer them. We also have a video and powerpoint presentation highlighting all the Latino/a-based student organizations on campus. At the end of the presentation we give each student a booklet titled, “Guia para los padres de los estudiantes de primer año” (Parents guide to helping students in college) written by Richard Mullendore and Leslie Banahan and edited by NODA. For this presentation the Coordinator of Latino/a Outreach and at least two other current students speak to the new students from similar backgrounds.

In the session with new transfer Latino students, we start with an ice-breaker activity so they can get to know one another. After the ice-breaker activity we have a round-table discussion between new and current students. Our current Latino/a transfer students come from various backgrounds and can connect their stories to those who are new to Pacific. There is a powerpoint presentation done by current Latino/a transfer students and coordinator of Latino/a community outreach.

**Pacific has PRIDE!**

In an effort to highlight and inform new students about Pacific’s Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, and Ally (LGBTQQIA) community, this session offers a comprehensive introduction to the services, clubs, and resources that are available to LGBTQQIA students and their supporters. Led by student leaders, the session also explores what it is like to be “out” on campus and what new students can do to get involved. This
program has existed for since 2009 and has had good attendance (an average of 10-15 students per session) since it also takes place while other sessions are occurring. While it is important to offer new students the information about these services, the simple fact that having such a session during New Student Orientation sends a powerful message that Pacific is an safe and open community that prides itself in welcoming those from different backgrounds.

*These sessions were expanded during NSO 2011 to also include:*

**Asian Pacific Islander**

Students learn about Asian Pacific Islander clubs, organizations, events, programs, and resources at Pacific.

**Pacific Women’s Resource Center**

Students learn ways to become involved in Pacific’s Women's Resource Center, which offers a great way for students to refine leadership and advocacy skills and deepen their knowledge about women's and gender issues. Students also learn about the programs and services provided by the Women's Resource Center which serves as a resource for gender equality, community-building and campus violence prevention. In the session, the director of the center opens with an activity such as a “gender bingo” game or gender and women’s history “quiz” designed to generate conversation and interaction among the attendees. Next, the director provides a brief presentation about the role of campus women’s centers and the issues on campus that make such centers vital to student success. Finally, an overview is given of the ways in which the center is connected to the Gender Studies Program and other academic areas, as well as the center’s current services, signature programs and activities, including affiliated student organizations and volunteer and work-study opportunities. A sign-up sheet is circulated for anyone interested in learning more or in getting involved. When Women’s Resource Center student staff or volunteers are available, they also attend to share their experiences and answer questions.

**Native American Student Association**
The Native American Student Association (NASA) explores the historical significance of the Stockton location, discusses the Stockton Native American community, and explains how students can get involved in celebrating the art and activities of the culture.

*The sessions were further expanded during NSO 2012 to include:*

**Athletics D-1**

Requested by the Athletic Department, this session was designed for D1 athletes at Pacific to assist with their transition from high school athletics to becoming a collegiate student athlete.

**Federal Work Study and On-Campus Jobs**

The Career Resource Center (CRC) describes how to obtain on-campus employment and how to use the Tiger Jobs database to find job possibilities.

**Life on Campus**

The Housing and Greek Life Office (HGLO) presents on the residence halls for those students living on-campus.

**Student Involvement**

Students learn about the student clubs and organizations on campus, including Greek Life. This session will explain why getting involved on campus is a great first step for both college life and life after college.

**Sustainability at Pacific**
Pacific, like many universities, has made a recent recognition that considering the environmental, social, and economic aspects of all our choices is of grave importance. Students will learn the benefits associated with making sustainable choices in campus operations, in classroom instruction, and in co-curricular activities.

**Staying Well at Pacific**

Students learn how to stay healthy while being successful at Pacific, including healthy eating, stress management, as well as general information on wellness, health education, insurance, healthcare, and counseling services.
**RECOMMENDATION 8.2:**

Beginning in the Summer of 2013, NS&FP will work with student interest session facilitators to develop an assessment tool.
Part 9. ORGANIZATION and MANAGEMENT

To promote student learning and development outcomes, Orientation Programs (OP) must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts, and clearly stated program and service delivery expectations.

OP must monitor websites used for distributing information to ensure that the sites are current, accurate, appropriately referenced, and accessible.

Evidence of effective management must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, procedures for decision-making and conflict resolution, responses to changing conditions, systems of accountability and evaluation, and processes for recognition and reward. OP must align policies and procedures with those of the institution and provide channels within the organization for their regular review.

All institutional offices involved in program delivery should be involved in the review of administrative policies and procedures.

Coordination of OP must occur even though a number of offices may be involved in the delivery of structured activities.

The size, nature, and complexity of the institution should guide the administrative scope and structure of OP.

PROFESSIONAL STAFF and LEADERSHIP STRUCTURE

As indicated in the foregoing, New Student & Family Programs consists of two full-time professional staff: the Director of New Student & Family Programs and the Assistant Director of New Student & Family Programs.
The Director is responsible for providing leadership and management oversight of the programs and services offered by New Student and Family Programs (NS&FP). The Director has primary responsibility for planning, coordinating and implementing New Student Orientations, which provide a seamless transition into the campus community for new students and their families. In collaboration with the Dean of Students, Associate Vice President for Student Life, and other key campus partners, the Director uses knowledge of student learning and development theory, research, and best practices in the field of new student orientation, to build and enhance programs and services offered to all new students and their families.

In collaboration with faculty, staff, and the academic units, the Director is responsible for strategic planning, development and assessment of student success initiatives that focus on students in transition to the University. The Director also develops and implements programs for Pacific families, providing leadership for innovative parent and family initiatives, including Family Orientation programs, Pacific Parent Association, and Parent & Family Weekend. In collaboration with the Assistant Director, the Director oversees the recruitment, selection, training and supervision of the Pacific Ambassador program. The Director also oversees and manages the Office of NS&FP, including overall budget, administrative duties, student support, website development, and program publications.

In addition, the Director serves as chair of the following committees: Orientation Task Force, Orientation Planning, Welcome Week, Admitted Student Portal, Parent & Family Planning. The Director attends, as a member, the following committees: Council of Associate and Assistant Deans, First Year Experience, Parent Association Board. Additionally, the Director is the Student Life representative on the Pacific Fund Advisory Board and the Pacific Athletic Foundation Board of Directors. The Assistant Director also is a member of special committees such as: Faith Davies Leadership Awards, University Events Programmers Committee, Safe Trick or Treat Committee and the Student Leader Coordination Committee. These are important campus involvements that allow NS&FP staff to systematically educate, advocate for, and respond to questions and concerns from key constituency groups.
Student Employment—Team Pacific

The organization and management of the Ambassadors is provided in detail under Part 4: HUMAN RESOURCES.

Professional Development

Professional staff are members of the National Orientation Directors Association (NODA) and National Association for Student Affairs Personnel (NASPA). They attend at least one of these conferences annually and are encouraged to keep up to date on readings, new policies and practices. The Director and Assistant Director attend monthly Student Life Director’s meetings, these meetings provide opportunities to participate in professional development.

Pacific Ambassadors participate in ongoing professional development throughout the year. They are required to attend the following:

- Bi-Weekly Meetings
- Fall Retreat
- Spring Class for new hires
- Summer Retreat
- Diversity Training

In addition, each Ambassador has the opportunity to participate in committees and programs that encourage personal and professional growth. Committees include:

- Recruitment & Training which is involved in the recruitment, interviewing, selection and training of new Ambassadors;
- Tour & Event Scheduling which involves creating and distributing schedules, scheduling all special campus tours and events, maintaining the Ambassadors OrgSync account and provide tour tracking reports for assessment purposes;
- Special Events & Community Service which is involved in planning and implementing
all Ambassador special events and community service projects, managing the
Ambassador Pen Pal Program with a local elementary school and working with the
Assistant Director to plan the Ambassador Retreats.

Supervision of Pacific Ambassadors

New Student & Family Programs is comprised of several program areas: New Student
Orientation, Parent & Family Programs, Welcome Center, and Campus Tours. Professional staff
members supervise and administer the components of each program area. A sample of these
schedules have been included in the final section of the report (Appendix 9.A).

Staff Communication

The professional staff meets every other week for an hour to discuss issues related to all aspects
of NS&FP and participate in professional development. This meeting gives the staff the
opportunity to share important information with other staff members, allowing the staff to be
involved in decision-making and problem-solving opportunities, and ensure that updates are
given for each program area. The relationship between the professional staff is that of a
partnership. Each staff member is encouraged to bring ideas and suggestions to the table. The
forum is one of open discussion and collaboration. In addition, regular correspondence occurs
via email between professional and student staff.

Pacific Ambassador Scheduling

The Pacific Ambassador Tour & Welcome Center schedule is created by the Scheduling and
OrgSync Student Managers, under the guidance and supervision of the NS&FP Assistant
Director, and is distributed at the beginning of each semester. Regular weekly tours and
Welcome Center shifts are based on interest and each Ambassador’s academic and co-curricular
schedule. All Ambassadors must give one Campus Tour per week, but may also sign up for
additional special tours and events through OrgSync.
University Faculty & Staff Involvement

New Student Orientation is designed to introduce new students to the unique educational and co-curricular experiences at University of the Pacific. Orientation at Pacific is a process made up of intentional programming that integrates new students into a new cultural, intellectual and social climate. Orientation is a deliberate, collaborative institutional process where topics are addressed and relationships are fostered in an effort to transition new students into the campus community. New Student Orientation (NSO) coordinates the University’s collective efforts to ensure that new undergraduate students are prepared for the institution's educational opportunities and are aware of Pacific’s intellectual, cultural, and social climate. Therefore, faculty and staff play a key role in the planning, implementation, and delivery of orientation programs at Pacific.

The Director of NS&FP works closely with the Association and Assistant Deans in each academic unit to insure that the faculty voice is heard and that their voice is included in the planning process of NSO. Learning outcomes, based upon NSO’s goal of successfully orienting first-year and transfer students, are developed with the support and assistant of key campus partners. A copy of these learning outcomes are included at the end of the report. (Appendix 9.B) NS&FP strives to provide an adequate program and venue to achieve the goals that support these learning outcomes. These learning objectives are collaborative goals that we exercise with each of the academic units. We have experienced a great deal of success with orientation because of our collaboration with key campus partners. NS&FP works collaboratively on a cycle of planning, executing, assessing and incorporating the assessment results into the next planning cycle. An example of our success in collaborating with the academic units is our flexibility in program planning and design. It was requested by the academic units to move the Academic Expectations session, which lays the foundation of what new students can expect and how to reach success in their academic unit, from the second day of orientation to the first day. The Associate and Assistant Deans believed it would provide the important framework that NSO is both an academic and a co-curricular event.
Knowledge of student learning and development theory, research, and best practices in the field of new student orientation, are utilized when building and enhancing the programs and services offered to all new students and their families. NS&FP in collaboration with faculty, staff, and the academic units, is responsible for strategic planning, development and assessment of student success initiatives that focus on students in transition to the University.

The Director attends the Council of Associate and Assistant Deans (CAAD) meetings weekly throughout the academic year. This is an important meeting to assist with communication and collaboration throughout the Academic units. In addition, the Director provides leadership to the academic community by chairing the Orientation Task Force Committee. This committee meets weekly to assist with the planning and development of orientation programs and serves as the final confirmation on decisions for orientation. The Task Force is comprised of the Associate and Assistant Deans, as well as, representatives from other key divisions and departments on campus. The Director and Assistant Director also serve on the First Year Experience Committee which is chaired by the Dean of Students and Associate Dean of the College and Director of General Education. This committee focuses on co-curricular programs and opportunities that are intended to support a student’s first year experience at Pacific. It is promising that these collaborative efforts with faculty will produce partnerships that prompt the creation of co-curricular programs for first year students. These roles provide important academic partnerships that allow NS&FP staff to systematically educate, advocate for, and respond to questions and concerns from key constituency groups.
Part 10. CAMPUS and EXTERNAL RELATIONS

Orientation Programs (OP) must reach out to relevant individuals, campus offices, and external agencies to:

- establish, maintain, and promote effective relations
- disseminate information about their own and other related programs and services
- coordinate and collaborate, where appropriate, in offering programs and services to meet the needs of students and promote their achievement of student learning and development outcomes

OP should be an institution-wide process that systematically involves student affairs, academic affairs, and other administrative units, such as public safety, physical plant, and the business office.

OP should establish policies and practices that address how the institution should interact with parents and families.

OP must have procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations. Systems and procedures must be in place to disseminate timely and accurate information to students and other members of the campus community during emergency situations.

OP must have procedures and guidelines consistent with institutional policy for communicating with the media.

CAMPUS RELATIONS

In order for the Office of New Student & Family Programs (NS&FP) to operate effectively it is imperative that a positive relationship and open communication is developed with campus partners. NS&FP is responsible for new student and parent and family orientation, campus tours, staffing the Welcome Center, and hosting special events on campus. Essentially, NS&FP
collaborates with all departments on campus to produce quality programs, such as orientation. NS&FP has developed relationships and works closely with key personnel from each area and department.

In particular, NS&FP works in collaboration with Student Academic Support Services to plan, schedule, and implement orientation. Student Academic Support Services supports orientation by supplying Student Advisors who work as orientation leaders and takes the lead on course placement assessments. In addition, the Assistant Dean of Students, works directly with the faculty to assign Faculty Advisors to all new students. During orientation new students have the ability to register for courses. Therefore, NS&FP works with each Academic Unit, including the Eberhardt School of Business, Thomas J. Long School of Pharmacy and Health Sciences, Benerd School of Education, School of Engineering and Computer Science, College of the Pacific, School of International Studies, and the Conservatory of Music.

In working with Physical Plant, Bon Appetit, Public Safety, ASuop Arts and Entertainment and OIT, all facilities and spaces are set and ready for new students and their families at orientation. NS&FP works to involve all University departments and services in a special information fair for new students and their families, called Info Tracks. In addition, specific sessions that focus on financial expectations, diversity and inclusion, student conduct, campus wellness and safety, and course placement primarily include the offices of Financial Aid, Multicultural Affairs, Office of Student Conduct, Pacific Health Services, Counseling Services, Educational Resource Center, and the Pacific Library.

Outside of orientation, NS&FP has made it a priority to work collaboratively with the Office of Admissions. All group tours are arranged through the Office of Admissions and NS&FP provides the Pacific Ambassadors as tour guides. Therefore, it is important that a partnership is maintained and communication is clearly established. In addition, Admissions also hosts Preview Day and Profile Day. These two events are specifically designed for prospective and confirmed students, respectively. The Pacific Ambassadors are present at each of these events to both welcome students and their families, as well as provide campus tours, and direction.
Pacific Ambassadors are frequently requested to give special tours and assist with special events on campus. Most frequently, the President’s Office and the Office of Alumni request Pacific Ambassadors to work at special events, such as the President’s Reception for Parents and Families, Special Key Donor & Alumni Receptions and Alumni Weekend.

**EXTERNAL RELATIONS**

Relationships with external partners are an important priority for NS&FP. NS&FP works closely with many local restaurants and businesses to coordinate donations and giveaways for New Student Orientation. Some of these partners include: Stockton Thunder Hockey, Da Vinci’s Italian Restaurant, and Raw Sushi Bar.

Each Ambassador works with the office of Center for Community Involvement each semester to gain individual experiences by doing community services within the Stockton community. For example, so far this fall semester Ambassadors have volunteered a total of 69.5 hours while giving back to the community through Pacific’s Safe Trick or Treat and the United Way Campaign. In addition, Ambassadors in past years have participated in both campus community efforts as well as efforts beyond the campus gates, including Relay for Life, Alpha Phi’s King of Hearts, and Lodi’s Buddy Walk for down syndrome awareness, Saturday Pie, Pacific’s Mountains Ocean Valley Experience (MOVE), Ambassadors have also worked as tutors and Pen Pals in Stockton’s local schools.

One of the biggest vendors NS&FP works with is Image Masters. Owner Tim O’Neill is a Pacific Alumnus. Through Image Masters, NS&FP is able to purchase apparel, including Pacific Ambassador uniforms, orientation staff uniforms. In addition, other orientation items are also purchased including bags, water bottles, folders, beach balls, and pens.

Office of Admissions also requests the presence of Pacific Ambassadors and NS&FP staff to attend regional yield events. Yield events are special events for students who have been
accepted to University of the Pacific and may or may not have confirmed their enrollment. Students and their families are invited and given a presentation both on life at Pacific academically and socially. Attendees have the opportunity to speak with current Ambassadors, staff, faculty, administrators and also members of the Pacific Parent Board.

**Parents and Family Communications**

The Office of New Student & Family Programs serves as the conduit for relationship development with Pacific parent and families. Parents and families receive two forms of communication prior to New Student Orientation; (1) a welcome postcard with an invitation to Parent & Family Orientation; (2) a special orientation edition of the Parent Newsletter via email, sent to both the students email and the parent and family email. The Newsletter is an official welcome to Pacific for all parent and family members. A sample copy of both the welcome postcard and Parent Newsletter, special orientation edition are included in the final section of this report. (Appendix 2.F)

All parents and family members with a student at Pacific automatically become a member of the Pacific Parent Association. All parents and families meet with Parent Association board members during orientation and other key campus events. Interested parents and families are encouraged to become involved with the Parent Association board, a 2-year volunteer position serving as Parent Ambassadors. Sample copies of Parent Association materials are included in the final section of this report. (Appendix 2.H)

The NS&FP Director and Assistant Director for Student Life are the University advisors for the Parent Association Board. The Board is organized to support not only orientation, but many other University events and Board members give feedback and input to University administration. A copy of the by-laws for the Parent Association Board is included in the Appendix. (Appendix 2.G)
Throughout the year parents and families receive a variety of communication from the Office of New Student & Family Programs, including Pacific Pride, a special newsletter just for parents and families. The Division of Student Life has implemented a special Newsletter that will focus on both academic and co-curricular events and happenings on campus that is broadcast to all parents. Sample copies of the Pacific Pride Newsletter are included in the final section of this report. (Appendix 2.G) The new Student Life newsletter can be viewed online at [http://www.pacific.edu/About-Pacific/AdministrationOffices/Division-of-Student-Life/Student-Life-Newsletters.html](http://www.pacific.edu/About-Pacific/AdministrationOffices/Division-of-Student-Life/Student-Life-Newsletters.html).
Part 11. FINANCIAL RESOURCES

Orientation Programs (OP) must have adequate funding to accomplish their mission and goals. In establishing funding priorities and making significant changes, a comprehensive analysis, which includes relevant expenditures, external and internal resources, and impact on the campus community, must be conducted. OP must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols. OP should be funded through institutional resources. In addition to institutional funding, other sources may be considered, including state appropriations, student fees, user fees, donations, contributions, concession and store sales, rentals, and dues. Overnight programs may require students and their families to stay on campus. Recovering room and board costs directly from participants is an acceptable practice. Resources, such as grants or loans, should be available to those students unable to afford the cost associated with orientation.

NEW STUDENT & FAMILY PROGRAMS FUNDING

Introduction

University of the Pacific runs a gold star orientation program that introduces new students and their families to Pacific. The program creates a strong first impression of academic quality, student engagement and A+ service. Orientation lays the foundation for student success. Families, through their experience at orientation, have the expectation and belief that their students will be treated in this A+ manner during their time at Pacific.
New Student & Family Programs (NS&FP) budget is a combination of a University contribution and New Student Orientation fees. The University’s contribution covers a small operating budget and the two full-time professional staff salaries. The majority of funding comes from New Student Orientation (NSO) fees, which fund the orientation program, the Ambassador Program, welcome center operations, and operating budget for the department.

**Budget Problem Statement**

In the process of writing this self study and following an in depth study of its funding, New Student & Family Programs (NS&FP) founds itself in a significant budget deficit. The following reasons contributed to the financial problems:

- **New Student Orientation (NSO) Issues:**
  - Beginning January 2012, student orientation salaries changed from a flat rate stipend to hourly pay at the request of the University Human Resources Department to align with federal tax law. This change presented a significant increase in hourly and overtime wages;
  - At the recommendation of Budget & Finance, Student Advisor orientation salaries and meals will be covered by the NSO budget;
  - The cost of housing was in the past significantly discounted for Ambassadors and Student Advisors. Budget & Finance now requires that this expense be paid at full cost.

- **Campus Tours & Events Issues:**
  - There has been a sharp increase in tours and campus-wide demands for the Ambassadors as tour guides. There has been no additional financial support and the NSO budget has had to absorb the additional costs for these tours with no additional support from Admissions.
Welcome Center Issues:

- The added responsibility for the University Welcome Center beginning in February 2010 without the necessary budget support have contributed to a significant budget deficit. (The Welcome Center Budget, when assumed by NS&FP, only covered one (1) person in the Welcome Center. However, for safety purposes, the Welcome Center has required two (2) people to staff it at all times. Previously, CPCE rotated members of their larger staff to serve in the role of the second person.)

Understanding the NS&FP Budget Shortfall Issue

In 2005, the Pacific Ambassadors were transferred from the Office of Admissions to the Division of Student Life. Unfortunately, funding to support the student ambassadors was never transferred from Admissions, nor identified in Student Life (this is because Housing and Greek Life absorbed most of the costs for running the Ambassador program). During this time period, student Ambassadors were not paid as student employees, but rather volunteered their time worked.

The Ambassadors were transferred from the Department of Housing and Greek Life in the fall of 2006 to the Student Involvement subdivision and a separate Office of New Student and Family programs was created to serve orientation better and to expand service to parent and family programs. In order to be compliant with existing labor policies, a plan was implemented in 2008 to begin paying student Ambassadors as part-time student employees (they received hourly pay for tours and events and work stipends during summer and spring orientations from 2008-2011.) The summer and spring orientation stipends changed to an hourly rate beginning in spring of 2012. As a result of these operational changes (and others outlined in the following section) and without a significant budget augmentation, NS&FP has been operating in a budget deficit scenario since FY10 that has been masked by the expenses and income transcending financial years during the summer months.
Beginning in FY10, the deficit began due to the following factors:

- Largest Freshman class entering the University
  - Catering expenses increased 12%
  - Student salaries increased 67.5%

**The student salaries increase was due to:**

- Increase in number of Ambassadors scheduled to service a growing number of campus tours at each regular tour time (this number increased from 2 to 4 at each regularly scheduled tour time, a total of 6 additional ambassadors per day) and added department responsibilities;
- Ambassadors began staffing the University Welcome Center without a student staffing budget to cover the need for 2 Ambassadors working, $36,000 additional per year (47-50hrs per week x 2 Ambassadors)
  - Because of the need to hire additional student staff, retreat and training expenses also increased
- Duplicating and printing charges increased 68%. This was primarily due to the need for additional signage, program enhancements and additional folders for materials given to new students and their families.

The budget deficit continued to grow during FY11, with the following factors contributing to this increase:

- To keep pace with the growing departmental responsibilities and numbers of Ambassadors, the Assistant Director position was hired, increasing professional full time salaries 33%;
- Student Salaries continued to rise, another 16% in FY11:
  - Additional Ambassadors were required to meet the increasing tour demands, both through Admissions and University Special Tours (approx $15,000);
  - Beginning in August 2011, Student Advisor salaries and meals were paid by NS&FP for each orientation session (approx $12,000)
• Plant charges increased 42% from FY10 to FY11;
  o Faye Spanos was offline during NSO Session 1 & 2, resulting in the need to use Alex Spanos for the opening welcome session, and increasing costs for equipment rental and other physical plant charges (resulting in an additional $13,400 in expenses);
• Duplicating and printing charges increased another 26%, again due to the need for additional signage, program enhancements and folders for materials given to new students and their families.

The budget deficit continued to grow during FY12. The following factors contributed to this increase:
• Student salaries continued to rise, another 15%;
  o This was due to the fact that orientation student leader salaries were changed from a flat rate stipend to hourly wages (appx. $12,000);
  o Overtime incurred for student leaders during orientation (appx. $5,000);
  o As in August of 2011, Student Advisor salaries and meals were paid for by the NS&FP budget for the summer orientation sessions (additional expenses realized of $20,000 for student advisor salaries during prep week and orientations and $7,000 for advisor meals during prep week).

New Student & Family Programs Operational Overview

A summary review of departmental operations for New Student Orientation was conducted, which provides the necessary context for discussions concerning orientation staffing, programming and budgeting. In order to provide a context for discussions and future decisions, the Office of New Student & Family Programs researched peer and aspirant institutions to benchmark orientation fees and programming.
New Student & Family Program Restructures

The need to restructure the Department of New Student & Family Programs became evident after assuming responsibility of the University Welcome Center. In January 2010, University Administration requested that the central University Welcome Center be staffed by Pacific Ambassadors, creating a student-centered environment. At that time, New Student & Family Programs (NS&FP) assumed responsibility for the Welcome Center Receptionist, adding an additional position in the department, without additional funding (student staffing of the welcome center has utilized orientation fees for paying salaries). This has become an extreme hardship.

The Department of New Student & Family Programs is responsible for New Student Orientation, Parent & Family Programs, Operation of the University Welcome Center and the Pacific Ambassadors. The following is a timeline of staffing in the department:

- January 2009 - Director, Part Time Graduate Assistant and Administrative Assistant
- January 2010 - Director, Administrative Assistant position became Coordinator position, Part Time Graduate Student
- February 2010 - Assumed responsibility for University Welcome Center and Welcome Center Receptionist
- April 2012 Restructure plan implemented
  - Coordinator position expanded to Assistant Director
  - Administrative Assistant Position dissolved and responsibilities became rolled into Director, Assistant Director and Student Lead Positions staffed by Pacific Ambassadors.
- This Restructure plan creates a savings of approximately $10,000 per year. However, due to the severance pay awarded the Administrative Assistant, it is estimated that this savings will not be felt until FY2013.
In April 2012 a departmental reorganization plan was implemented that included the following change:

- The Administrative Assistant position was eliminated, the coordinator position was reclassified to an Assistant Director position — projected to save approximately $10,000 annually. The savings coming from combining two positions into one and student Ambassadors will provide department administrative needs.

As New Student and Family Programs continues to look for ways to reduce costs and increase revenue it is has become apparent that additional University support must be considered. Orientation is the stepping-stone for new students as they transition to their future at Pacific. It is crucial that all efforts to provide a smooth, successful transition be supported by the University at large.

New Student & Family Programs continues to look at ways to enrich our newest students’ experiences. Given the success in providing such an exceptional beginning to a student’s college experience, it is critical for us to continue to build on this initial service and support momentum. It is probable to assume that NSO’s strong initial impressions will impact future retention rates, institutional satisfaction, and potentially future giving rates after graduation.

**Campus Tours**

New Student & Family Programs uses trained Pacific Ambassadors to provide campus tours, which have grown exponentially without support from Admissions or the University. The major reason for the deficit is the steady and unfunded increase in tours, which are essential to the Department of Admissions.

**DATA FACT FROM ADMISSIONS:** 80% of enrolling freshmen took a campus tour. Campus tours received the most "excellent" or "very good" ratings of all information sources surveyed.
The Office of Admissions currently facilitates tour requests, and New Student & Family Programs provides staffing for the following tours:

- Regular tour times (Monday-Friday at 11am, 1pm and 3pm, Saturdays at 11am)
- Tours expand to 4-a-day in April when most high schools are on spring break (Referred to as Super Tours - Monday-Friday at 10am, 11am, 1pm, 3pm)
- Special tours (scheduled by STK Paws for groups that want to visit Pacific)
- Profile and Preview Days (scheduled by the Assistant Director of Events in the Admissions Office)

Currently, tours are primarily funded via the new student orientation fee collected when new students confirm their enrollment at Pacific. University of the Pacific’s orientation fee is currently $270/student. For the 2011-2012 fiscal year tour expenses totaled over $42,000. Up until FY13 the University subsidized NS&FP’s budget $6,500 for student salaries. Beginning FY13 all tour expenses are funded by the new student orientation fee.

It is important to note that since its inception in 2004, the Pacific Ambassador Organization has grown exponentially. Here is a history review:

- From Fall 2004 to Spring 2007, the University offered 2 tours per day
- From 2004-2006, 2 Ambassadors were present at both tour times
- In the Spring of 2007, tours grew to a point where 4 Ambassadors were needed at both tour times
  - Below you see a financial hike from Spring 2006 to Fall 2006 which represents the increase in tour activity
- In the Fall of 2007, the University began to offer 3 tours per day to alleviate some of the pressure. However, as the number of guests recruited to come to campus skyrocketed in 2008, the number of Ambassadors needed at each tour time increased.
- In the Spring of 2010, 3-4 Ambassadors were assigned to each tour time.
• In an effort to provide smaller, more intimate tours beginning in the Fall of 2010, a minimum of 4 Ambassadors were assigned to each tour time. Tour groups were never larger than 10-15 guests.
• As shown below, the Ambassador staff grew from 26 student employees in the Fall of 2006 to 74 Ambassadors this current term (Spring 2012).

The chart below shows a comparison of data for the last 8 years. Please note, since 2003 NS&FP has provided tours for 69,907 University guests. The financial burden of campus tours has helped to create a budget deficit for NS&FP, and the numbers are only expected to rise. As stated above, it is, therefore, imperative to receive support from the Department of Admissions to cover the cost of student salaries related to tours.

Data Comparisons from Comparable Institutions

The Department of New Student & Family Programs (NS&FP) conducted research in order to consider if the appropriate (and comparable) fee is charged to new student students, whether the length of Pacific’s orientation program meets best practices and if department responsibilities and staffing are comparable to peer and aspirant institutions.

Results
Several institutions do not assess individual fees for New Student Orientation (these schools receive general fund allocations). In addition, orientation fees vary based on the length of the institution’s program format. Therefore, the cost of orientation programs differ based on the length of the orientation program and unique funding strategy (i.e. general budget allocations or orientation fees assessed).

An important finding from this study that impacts Pacific’s Orientation budget is the allocation of funds for campus tours and welcome center operations. One of the many questions asked of all institutions is whether or not orientation programs provide official campus tours year round as well as oversee welcome center operations. Pacific is the ONLY institution where tours and welcome center operations fall under the responsibility of New Student & Family Programs.
## New Student Orientation Comparison

<table>
<thead>
<tr>
<th>Institution</th>
<th>Dept</th>
<th>Fresh Class</th>
<th>Total Enroll</th>
<th>Full Time Staff</th>
<th>Part Time Staff</th>
<th>Student Leaders</th>
<th>NSO Fee</th>
<th>NSO Length</th>
<th>Mandatory</th>
<th>Enroll Deposit</th>
<th>Housing Deposit</th>
<th>NSO University subsidized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santa Clara University</td>
<td>NSP</td>
<td>1,283</td>
<td>5,229</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>$290</td>
<td>*</td>
<td>Yes</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Loyola Marymount University</td>
<td>Ad/FYE</td>
<td>1,250</td>
<td>5,500</td>
<td>5</td>
<td>0</td>
<td>72</td>
<td>$215</td>
<td>2 days</td>
<td>Yes</td>
<td>$250</td>
<td>$200</td>
<td>Yes, $215 barely covers food</td>
</tr>
<tr>
<td>Pepperdine University</td>
<td>SA</td>
<td>850</td>
<td>3,100</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>$0</td>
<td>5 days</td>
<td>Yes</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>St. Mary’s College</td>
<td>NSFP</td>
<td>650</td>
<td>2,099</td>
<td>2</td>
<td>3</td>
<td>25</td>
<td>250</td>
<td>1 day</td>
<td>Yes</td>
<td>250</td>
<td>350</td>
<td>Yes</td>
</tr>
<tr>
<td>University of San Francisco</td>
<td>CASA</td>
<td>1,775</td>
<td>10,000</td>
<td>16</td>
<td>0</td>
<td>35</td>
<td>$0</td>
<td>5 days</td>
<td>Yes</td>
<td>300</td>
<td>300</td>
<td>Yes</td>
</tr>
<tr>
<td>University of the Pacific</td>
<td>NSFP</td>
<td>925</td>
<td>5,100</td>
<td>2</td>
<td>0</td>
<td>60</td>
<td>$270/ $60</td>
<td>2 days</td>
<td>Yes</td>
<td>$70</td>
<td>$200</td>
<td>No</td>
</tr>
</tbody>
</table>

*Information requested not yet received.
RECOMMENDATION 11.1:

In reviewing the income, expenses and overall budget deficit New Student & Family Programs (NS&FP) recommends a three-part strategy to address the deficit, outlined below:

Addressing the Budget Deficit

A. Recharge Admissions for all campus tours:
   1) NS&FP is recommending that the Department of Admissions contribute funding for Ambassador salaries related to regular and special scheduled Admissions tours. It is unknown to us how much of this proposed increase can be absorbed by Admissions and how much would have to be requested as new money from the University.
   2) **Total Admissions Contribution Proposed: $62,456**

B. Additional University Support:
   1) NS&FP proposes that the University increase their support to assist in the University Welcome Center operations to fully operate the center with two Ambassadors present for security reasons.
   2) **Total Addition University Support Proposed: $70,200**

C) These steps to reduce the NS&FP budget have already been taken and are accounted for in the summary and proposed budget:
   1) Prep Week for NSO has been reduced from (1) week to (3) days – cost savings in student salaries, housing and meals of **$13,860**;
   2) Changed NSO late night time activity location and overall programming reducing costs of equipment rentals, physical plant set up, food, decorations and misc. supplies – cost savings of approximately **$5,000**;
   3) Overall scheduling of Ambassadors and Admissions tours has been redesigned – Special tours are only offered at two (2) specific times each day, Ambassadors will no longer give tours to elementary school students;
   4) Student Managers will be working their office hours in the Welcome Center to provide the second staff person on duty – Cost savings of approximately **$8,000**;
   5) NS&FP staff will not be traveling to professional development conferences during FY13 – Cost savings of approximately **$6,000**;
   6) NS&FP reclassified the Administrative Assistant and Coordinator positions into an Assistant Director position for a cost savings. Student Managers will provide Administrative support, as needed – Anticipated cost savings - **$18,000**.
RECOMMENDATION 11.2:

Request the University absorb the current NS&FP debt of $142,000

A) History

<table>
<thead>
<tr>
<th>Summary of Debt</th>
<th>FY 08</th>
<th>FY 09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net Income/(Loss)</td>
<td>$(18,679)</td>
<td>$(13,446)</td>
<td>$(24,316)</td>
<td>$(82,956)</td>
<td>$(35,464)</td>
</tr>
<tr>
<td>Designated Fund Balance</td>
<td>$13,370</td>
<td>$(76)</td>
<td>$(24,392)</td>
<td>$(107,348)</td>
<td>$(142,791)</td>
</tr>
</tbody>
</table>

B) Debt

1) The overall department of New Student & Family Programs has expanded to more than can be accommodated by the department budget. The addition of the responsibility for the University Welcome Center beginning in February 2010 without the necessary budget support has led to a significant budget debt. (As explained above) – additional cost of $12,000.
2) The significant increase in tours each year has attributed to the overall budget debt. When NS&FP assumed responsibility for Campus Tours & Events there was no budget assistance that accompanied the transfer – Ambassador salaries have increased significantly over the past five (5) years:

<table>
<thead>
<tr>
<th>Ambassador Tour Salary</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$25,000</td>
<td>$30,000</td>
<td>$43,000</td>
<td>$55,000</td>
<td>$62,000</td>
</tr>
</tbody>
</table>

3) During June 2011 Faye Spanos was offline for New Student Orientation resulting in the need to use Alex Spanos for the opening welcome session, increasing costs for equipment rental and physical plant charges - $14,500.
4) NS&FP Coordinator position in FY11 was a non-exempt position which incurred overtime - $7,000.
New Student & Family Programs Budget

<table>
<thead>
<tr>
<th>NSFP Income</th>
<th>FY 12</th>
<th>Revised FY 13</th>
<th>Projected FY 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current University Support</td>
<td>134,457</td>
<td>126,739</td>
<td>126,739</td>
</tr>
<tr>
<td>Additional University Support</td>
<td></td>
<td></td>
<td>70,200</td>
</tr>
<tr>
<td>SL Division Support</td>
<td>12,244</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orientation Fees</td>
<td>389,007</td>
<td>359,250</td>
<td>359,250</td>
</tr>
<tr>
<td>Tour Recovery from Admissions</td>
<td></td>
<td></td>
<td>62,456</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td>535,708</td>
<td>485,989</td>
<td>$618,645</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NSFP Expenses</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries Full Time</td>
<td>120,964</td>
<td>93,261</td>
<td>93,261</td>
</tr>
<tr>
<td>Benefits</td>
<td>44,414</td>
<td>27,978</td>
<td>27,978</td>
</tr>
<tr>
<td>Salaries Student:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welcome Center</td>
<td>55,200</td>
<td>47,200</td>
<td>47,200</td>
</tr>
<tr>
<td>Tours</td>
<td>62,000</td>
<td>52,456</td>
<td>52,456</td>
</tr>
<tr>
<td>Orientation Ambo’s</td>
<td>41,835</td>
<td>70,960</td>
<td>70,960</td>
</tr>
<tr>
<td>Orientation SA’s</td>
<td>14,000</td>
<td>20,000</td>
<td>20,000</td>
</tr>
<tr>
<td><strong>Total Salary Expense</strong></td>
<td>338,414</td>
<td>311,855</td>
<td>311,855</td>
</tr>
<tr>
<td>Welcome Center</td>
<td>2,000</td>
<td>2,000</td>
<td>2,000</td>
</tr>
<tr>
<td>Orientation Program:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catering</td>
<td>116,645</td>
<td>110,000</td>
<td>110,000</td>
</tr>
<tr>
<td>Housing</td>
<td>10,000</td>
<td>10,000</td>
<td>97,646</td>
</tr>
<tr>
<td>Program Supplies</td>
<td>69,560</td>
<td>69,560</td>
<td>62,610</td>
</tr>
<tr>
<td>Ambassadors</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
</tr>
<tr>
<td>General Operating</td>
<td>24,534</td>
<td>24,534</td>
<td>24,534</td>
</tr>
<tr>
<td><strong>Total Operating Expense</strong></td>
<td>232,739</td>
<td>313,740</td>
<td>$306,790</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>571,153</td>
<td>625,595</td>
<td>$618,645</td>
</tr>
<tr>
<td><strong>Net Income (Loss)</strong></td>
<td>(35,445)</td>
<td>(51,960)</td>
<td>-</td>
</tr>
</tbody>
</table>
Income Assumptions:

**Orientation Income:**

<table>
<thead>
<tr>
<th></th>
<th>Orientation Fee</th>
<th>Anticipated Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>$270</td>
<td>850 students</td>
<td>$229,500</td>
</tr>
<tr>
<td>Parents</td>
<td>$170</td>
<td>500 parents</td>
<td>$85,000</td>
</tr>
<tr>
<td>Transfer</td>
<td>$175</td>
<td>250 students</td>
<td>$43,750</td>
</tr>
<tr>
<td>Change Fees</td>
<td>$25</td>
<td>40 Session Changes</td>
<td>$1,000</td>
</tr>
<tr>
<td><strong>Total Projected Fees</strong></td>
<td></td>
<td></td>
<td><strong>$359,500</strong></td>
</tr>
</tbody>
</table>

**Campus Tours:**

<table>
<thead>
<tr>
<th>Season</th>
<th># of tours</th>
<th># of weeks</th>
<th># per day</th>
<th>Total # of tours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>10</td>
<td>15</td>
<td>2</td>
<td>300</td>
</tr>
<tr>
<td>Fall</td>
<td>16</td>
<td>16</td>
<td>3</td>
<td>768</td>
</tr>
<tr>
<td>Spring</td>
<td>16</td>
<td>14</td>
<td>4</td>
<td>896</td>
</tr>
<tr>
<td>Special Spring</td>
<td>26</td>
<td>5</td>
<td>4</td>
<td>520</td>
</tr>
<tr>
<td>Special Tours</td>
<td>12</td>
<td>35</td>
<td>5</td>
<td>2100</td>
</tr>
<tr>
<td><strong>Total Admission Tours</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>4584</strong></td>
</tr>
</tbody>
</table>

*Pacific Ambassadors are scheduled to give 15 tours a day (6 days a week).*
PART 12: TECHNOLOGY

Orientation Programs (OP) must have adequate technology to support their mission. The technology and its use must comply with institutional policies and procedures and be evaluated for compliance with relevant federal, state/provincial, and local requirements.

OP must maintain policies and procedures that address the security and back up of data.

When technology is used to facilitate student learning and development, OP must select technology that reflects current best pedagogical practices.

Technology, as well as any workstations or computer labs maintained by the OP for student use, must be accessible and must meet established technology standards for delivery to persons with disabilities.

When OP provide student access to technology, they must provide:

- access to policies that are clear, easy to understand, and available to all students
- access to instruction or training on how to use the technology
- access to information on the legal and ethical implications of misuse as it pertains to intellectual property, harassment, privacy, and social networks.

Student violations of technology policies must follow established institutional student disciplinary procedures.

Students who experience negative emotional or psychological consequences from the use of technology must be referred to support services provided by the institution.

New Student and Family Programs (NS&FP) staff uses a variety of technologies in the daily operations and activities of the department. In addition, technology is used significantly throughout the course of orientation programming, including the planning and implementing of
all orientations. The following section of this report provides information on how technology is utilized in orientation programming, the policies and procedures set in place to prevent misuse and how these policies and procedures are communicated, and what steps are taken to address any technological concerns that may arise.

TECHNOLOGY IN ORIENTATION PROGRAMMING

Welcome Center and Staff Offices

Technology is used throughout the Welcome Center (first floor of Burns Tower) and staff offices (second and fourth floors of Burns Tower) to allow constant communication and support work efficiency. The technological equipment used reflects current best pedagogical practices. For example, landline phones are used to accept all incoming phone calls to the University, which allows Welcome Center staff to speak with primary constituent groups and transfer them to a more suitable department, if necessary. There are also two computers in the Welcome Center to allow navigation of the directory on pacific.edu website and insidepacific.edu. This assists with answering any and all questions.

Staff offices are located on the second and fourth floors of Burns Tower and have six computers for student staff use. These computers utilize a share drive and also printing capabilities. Professional staff utilizes two Macintosh portable laptops and have the ability to dock them to monitors in their personal offices. The staff also utilizes faxing and copying machines on the second floor.

Orientation Programming

Technology is used throughout orientation programming to enhance the experience of new students and their families. In collaboration with Office of Information Technology (OIT), Student Life Technological Support, and Library Technological Support, New Student and Family Programs (NS&FP) utilizes technology in planning, implementing, and reviewing
orientation programming. For example, utilizing Banner, InsidePacific, and the New Student Registration Portal are crucial to planning for orientation. The Banner campus information system allows NS&FP staff to manage students’ academic and personal information. InsidePacific serves as the primary information hub for all students’ regarding important aspects of being a student at Pacific, such as their academic schedules, financial aid status, Pacific One Card, On-Campus jobs that are available, and many other topics. Also, the New Student Registration Portal provides information for each new student regarding their registration status, assigned orientation dates, and their assigned faculty advisors.

In this same way, the technology, including audio/video equipment provided by the Faye Spanos Concert Hall, De Rosa University Center, Wendell Phillips Center (WPC), and the College of the Pacific (COP) allow for PowerPoint and video presentations to be used in the general orientation Welcome session, as well as in small group sessions.

Moreover, technology is also utilized during course placement testing, class registration, and to ensure access for all new students to InsidePacific. Course placement tests utilize computers in various computer labs on campus, in addition to the University Library. Class registration takes place in the Information Commons at the University Library on Day Two of orientation.

Because new students have had difficulties accessing their InsidePacific and email accounts they are also asked to conduct password checks and re-sets during the morning sessions at orientation. This is to ensure they will have access to these accounts, which are required during orientation registration and check out. NS&FP has worked closely with the Office of Information and Technology (OIT) to help alleviate these issues prior to orientation. One new procedure implemented for Fall 2013 is an email campaign to all students once they confirm their enrollment at Pacific. Each newly confirmed student receives an email that explains how to access both their InsidePacific account and their Pacific email. If they have difficulties they are instructed to contact OIT immediately. This initiative was developed to offset difficulties during orientation.
It is also necessary to recognize that New Student and Family Programs staff strives to provide technology use to all new students, regardless of any physical or learning disability that might prevent such use. By partnering with Services for Students with Disabilities (SSD), NS&FP staff ensures that technology is made available to everyone through the use of any additional technological equipment required. Thus, all technology is accessible and meets the established technology standards for delivery to persons with disabilities.

**POLICIES AND PROCEDURES**

Orientation programming provides new students and their families with the policies and procedures associated with using technology at Pacific. This is accomplished through a detailed discussion with both new students and families on day one of New Student Orientation (NSO).

More specifically, University policy on technology use as stated in the Tiger Lore is as follows:

“The University’s computing and communications resources shall be used securely, respectfully, and cooperatively in support of the University’s mission. The University provides computing and communications access to faculty, students, staff, and others solely for the purposes of supporting teaching, learning, research, service, and administration within the context of the University’s mission. Please note: University of the Pacific and its faculty and staff do not monitor online communities. However, any behavior that violates this Code which is brought to the attention of a University official will be treated as any other violation and will be referred through channels outlined in this Code.”

There are also specific policies dedicated to the use of technology in stalking and threats, including the use of social networks, to induce harm on an individual, regardless of whether or not harm is actually done. A copy of the Tiger Lore, which contains more detailed information on these policies, can be found online at [http://www.pacific.edu/Student-Life/Student-Life-Services/Judicial-Affairs/Tiger-Lore-Student-Handbook.html](http://www.pacific.edu/Student-Life/Student-Life-Services/Judicial-Affairs/Tiger-Lore-Student-Handbook.html). The Tiger Lore, which is clear, easy to understand, and provided to all new and current students, outlines the established
institutional student disciplinary procedures that will be taken should a student be found in violation of these policies.

Moreover, any Pacific students who become victims of technological misuse and experience negative emotional or psychological consequences (including cyber-bullying) as a result are referred to Pacific Health Services and/or Counseling Services.

**Confidentiality**

Staff are designated and trained in regards to understanding confidentiality protocols and procedures outlined in the Business Policies and Procedures Manual of the University. Refer to Part 6: Legal Responsibilities.

All student data and information is considered confidential. Confidentiality in regard to student information, such as University identification numbers, work schedules, and grade point averages are inaccessible to the public and all student Office Managers with access to this information are trained on how to handle and keep this sensitive information private. A copy of the New Student & Family Programs Pacific Ambassador Policies and Procedures (Appendix 2.C) and the Ambassador Manager Confidentiality Agreement have been included in the final section of the report (Appendix 5.C).
Part 13. FACILITIES AND EQUIPMENT

Orientation Programs (OP) must have adequate, accessible, suitably located facilities and equipment to support their mission and goals. If acquiring capital equipment as defined by the institution, OP must take into account expenses related to regular maintenance and life cycle costs. Facilities and equipment must be evaluated regularly, including consideration of sustainability, and be in compliance with relevant federal, state/provincial, and local requirements to provide for access, health, safety, and security.

OP staff members must have work space that is well-equipped, adequate in size, and designed to support their work and responsibilities. For conversations requiring privacy, staff members must have access to a private space.

OP staff members who share work space must have the ability to secure their work adequately.

The design of the facilities must guarantee the security of records and ensure the confidentiality of sensitive information.

The location and layout of the facilities must be sensitive to the special needs of persons with disabilities as well as the needs of constituencies served.

OP must ensure that staff members are knowledgeable of and trained in safety and emergency procedures for securing and vacating the facilities.

Cooperation from the campus community is necessary to provide appropriate facilities to implement orientation programs. Whenever possible, a single office location to house personnel and provide adequate workspace should be conveniently located and suitable for its high level of interaction with the public.
FACILITIES

New Student and Family Programs (NS&FP) is housed in the Burns Tower on the first, second and fourth floors. The Burns Tower is conveniently located near the main entrance of the University. To ensure the security of records and sensitive information, Burns Tower utilizes an alarm system on the first floor that requires a passcode for entry after regular business hours. Physical keys are required for all floors.

Welcome Center

The Welcome Center is located on the first floor of Burns Tower, which makes it suitable for a high level of interaction with University students and guests. Appropriate signage placed directly outside of the Burns Tower directs University students and guests to the Welcome Center to obtain University information or answers to general questions.

RECOMMENDATION 13:1:
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.

Staff Offices

Office space for professional and student staff is located on the second and fourth floors. The second and fourth floors contain professional staff offices, student staff work space, and storage space. The work space is shared among all student staff. Work computers are provided and require a personal login and password; this allows student staff the ability to secure their work adequately. In addition, there is a share drive to allow the sharing of non-confidential information.
These two floors combined provide an adequate amount of space to support the work and responsibilities of NS&FP. However, due to the large numbers of student staff, the size of each floor alone limits NS&FP from working together in the same space. Thus, NS&FP often reserves other spaces on campus (such as Grace Covell) in order to allow for all student staff to work together in the same space, especially during crucial times such as New Student Orientation (NSO).

**RECOMMENDATION:**
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.

**Conference Room**

The third floor serves as a conference room that is shared within the building and available for campus wide use. It is primarily used for formal settings and when an area is needed to conduct conversations requiring privacy. Therefore, the third floor is primarily used for staff meetings, conducting interviews, and any other business that requires a large meeting space. The conference room provides for sixteen people to gather as needed.

**MAINTENANCE**

Facilities and equipment used by NS&FP are internally maintained using funds from the orientation budget. More specifically, facility equipment, such as the copy machine, printers, and other office supplies are regularly inspected and maintained. All facilities and equipment are evaluated regularly to ensure compliance with relevant federal, state/provincial, and local requirements, as well as to provide for access, health, safety, and security.

**Office Equipment**
NS&FP also recognizes the need to provide adequate equipment for work space that is both functional and cost-effective. As a temporary fix to the space and the organizational restructuring that occurred in spring 2012, new office equipment was purchased from IKEA for the student work space on the second floor. The new equipment provides enough work stations for seven student staff members and allows for a more central working environment. The office equipment that was being utilized prior to the organizational restructuring was no longer functional when considering the new structure. The Director and Assistant Director received office furniture from the University surplus when Bannister was remodeled.

Sustainability

NS&FP recognizes that sustainability is an area of pressing importance. Therefore, recent action was taken to provide recycling cans throughout Burns Tower. Unfortunately, Burns Tower’s physical structure prevents the goal of sustainability from being fully reached without undergoing a remodel for the entire building. In the future, NS&FP will continue to search for methods to make the facility more sustainable.

Finally, NS&FP incorporates the University-Wide Learning Outcome of sustainability into orientation programs to ensure that an importance is placed on sustainable actions. This is accomplished by providing reusable bags and water bottles to all new students and families and placing water towers throughout campus for all New Student Orientation sessions. In addition, sustainability is incorporated into specific aspects of New Student Orientation, such as PacFit on the Prowl and the MOVE program.

ACCESSIBILITY

The location and layout of Burns Tower makes it accessible to all University students and guests. A stairway is located near the east entrance of Burns Tower to provide access to all floors. In addition, Burns Tower is sensitive to the special needs of persons with disabilities. A ramp, located outside Burns Tower, permits wheelchair users, as well as people pushing strollers, carts,
or other wheeled objects, to more easily *access* the building. Once inside Burns Tower, an elevator provides access to all floors. Unfortunately, the elevator is not wheelchair accessible.

**FACILITY SAFETY AND EMERGENCY PROCEDURES**

In case of an emergency, all NS&FP student staff are trained on the appropriate emergency procedures, including procedures necessary to secure and vacate Burns Tower, if necessary. These procedures are made available by the Department of Public Safety and are incorporated into annual student staff training. In addition, Ambassadors act as Resident Assistants during New Student Orientation Sessions 1 and 2, serving as first responders in student conflict, crisis, and emergencies. Therefore, as part of orientation preparation, all Ambassadors are required to attend a session on emergency preparedness. A copy of the University Manual of Emergency Procedures and Policy Guidelines can be viewed online at [http://www.pacific.edu/About-Pacific/AdministrationOffices/Business-and-Finance-Division/Policies-and-Procedures/University-Policies-and-Procedures.html](http://www.pacific.edu/About-Pacific/AdministrationOffices/Business-and-Finance-Division/Policies-and-Procedures/University-Policies-and-Procedures.html).
Part 14. ASSESSMENT and EVALUATION

Orientation Programs (OP) must establish systematic plans and processes to meet internal and external accountability expectations with regard to program as well as student learning and development outcomes. OP must conduct regular assessment and evaluations. Assessments must include qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies.

OP must evaluate regularly how well they complement and enhance the institution’s stated mission and educational effectiveness.

Results of these evaluations must be used in revising and improving programs and services, identifying needs and interests in shaping directions of program and service design, and recognizing staff performance.

Evaluation of student and institutional needs, goals, objectives, and the effectiveness of orientation programs should occur on a regular basis. A representative cross-section of appropriate people from the campus community should be involved in reviews of orientation programs.

New Student and Family Programs (NS&FP) uses a systematic plan and process to ensure all internal and external expectations are being met and student learning and development outcomes are being achieved. The assessment plan for NS&FP includes a variety of annual surveys that are distributed to key constituencies, including current student staff, new students, transfer students, and parents and families. Tools for assessment provide information that addresses student satisfaction. The following section of the report demonstrates the methods that were used, both
qualitative and quantitative, to determine whether and to what degree the stated mission, goals, and development outcomes are being met. The report includes both departmental assessment data and orientation assessment data ranging from 2010-2012 and copies of the data used have been provided in the final section of the report (Appendix 14.A). Below are the student learning outcomes developed for new students attending orientation:

As a result of participating in New Student Orientation (NSO):

1. New students will be able to locate on and off campus resources and programs available to assist in their success as a student.
2. Parents & families will be able to use tools and support services that assist in their transition to life with a college student at Pacific.
3. New students will be able to describe the diverse world around them; having learning about inclusivity of all.
4. Interacting with fellow new students, as well as current students, faculty and staff, new students will be able to describe their engagement in Pacific and sense community with other new and current students.
5. New students will be able to name their academic and student advisors and know how to contact them.
6. In addition, As a result of participating in MOVE students will be able to state an understanding of Pacific’s definition of leadership and state personal leadership goals.

ORIENTATION ASSESSMENT DATA

New Student Orientations

New Student Orientations are assessed not only to provide NS&FP with feedback regarding students’ experiences, but also so that NS&FP can continue to improve orientation programs addressing the needs of new students. In this way, NS&FP utilizes outcomes-based assessment data that is collected following each New Student Orientation session to continue to make improvements.
Each student who attended orientation in the fall of 2010, 2011, and 2012 were asked to rate the overall quality of orientation as either “excellent”, “good”, “above average”, or “needs improvement. Below is a summary of this data.

![Chart 1 – Overall quality of Orientation](image)

It is also important to recognize that New Student Orientations (NSO) are also assessed in regards to specific aspects of NSO, such as check-in, quality of meals served, and individual program sessions, such as specific breakout sessions. This ensures that NS&FP is able to identify specific areas in need of improvement, rather than just obtaining the overall quality rating seen above. This data is then used to revise and improve orientation programs and services specifically for new students.

**Family Orientations**

A summary of the assessment data from fall 2012 has been provided below.

Since the most recent NSO sessions, 51 parents and family members have responded to the parent and family survey.

Respondents were asked to rate their overall satisfaction with all Orientation events on Day 1 and Day 2 with “5” being Excellent and “1” being Poor. Results can be seen below.
AS with NSO’s, Family Orientations are also assessed with regard to program logistics, such as check-in, quality of meals served, and individual program sessions, such as specific breakout sessions. This data is then used to revise and improve orientation programs and services specifically for parents and families.
Transfer Orientations

Transfer Orientations are also assessed to not only provide NS&FP with feedback regarding their experience, but also so that NS&FP can continue to improve orientation programs for transfer students. In this way, NS&FP utilizes assessment data that is collected following each Transfer Student Orientation session to continue to make improvements.

A summary of the assessment data from fall 2012 has been provided below. A copy of this assessment data has been provided in the final section of the report (Appendix 14.A). At the conclusion of Transfer Orientation participants provide feedback via an online orientation survey. Respondents were asked to indicate the extent to which they agreed with specific statements with “4” being Strongly Agree and “1” being Strongly Disagree. Below are the specific statements participants were asked to respond to:

1. I understand the academic expectations and policies of my school or college.
2. After my participation in Transfer Orientation, I am more confident about beginning my college experience at Pacific.
3. I made at least one new friend at orientation.

Results can be seen below.

![2012 Transfer Orientation Responses](chart.png)
In addition to assessing Transfer Orientation sessions, Transfer Connect is an event that is held prior to Transfer Orientation to assist with connecting transfer students better with the University. Transfer Connect is also assessed to provide NS&FP with additional data to revise and improve future Transfer Connect events.

A summary of the assessment data from fall 2012 has been provided below, and a copy has been provided in the final section of the report (Appendix 14.A).

18 transfer students responded to the survey. Respondents were asked to indicate the extent to which they agreed with specific statements with “4” being Strongly Agree and “1” being Strongly Disagree. Results can be seen below (mean responses are provided).

![Chart 4 – Transfer Connect Assessment Data](image)

Transfer students were also asked about whether they understood their next steps as a transfer student. As can be seen below, 94.4% indicated “Yes”, where only 5.5% indicated “No”. During the spring semester 2010 a special focus group was formed with transfer students who had entered the university during the fall 2009 to address ways to make sure all new transfer students understood their next steps as a transfer student. Additionally, each spring since 2010, transfer...
students are invited to participate in a focus group designed to develop ways to assist in the overall success of the transfer student experience at Pacific.

*Chart 5 – Transfer Students Next Steps.*

**RECOMMENDATION 14.1:**

Beginning Spring 2013 the following will be included on the survey for transfer students:
“If you don’t understand your next steps at Pacific as a transfer student please call or email Linda Dempsey at 209-946-7459 or ldempsey@pacific.edu.”

**STUDENT LEARNING**

**NS&FP Retreats**

NS&FP holds a variety of retreats throughout the academic year. Student staff members who attend are provided the opportunity to give feedback via a survey distributed at the conclusion of the retreat.
Student learning outcomes for the June 2012 NS&FP Retreat were as follows:
As a result of participating in the Ambassador Retreat, students will be able to describe:

- A sense of self-awareness that can be used to relate and understand others,
- A collaborative environment that relies on teamwork to accomplish common goals, and
- Ways to build excitement surrounding orientation in order to strive for an A+ orientation.

The learning outcomes were reviewed following the analysis of data to determine if the above student learning outcomes were met. Thirty-five student staff members completed the assessment. Student staff were asked to indicate the extent to which they agreed with each specific learning outcome (self-awareness, teamwork, and A+ orientation) with “Strongly Agree”, “Agree”, “Disagree”, or “Strongly Disagree”. Results can be seen below.

![2012 Retreat Responses](chart)

In this way, NS&FP demonstrates a commitment to student staff development and a renewed commitment to improve their employment experience. A copy of this survey has been included in the final section of the report (Appendix 14.B).

**Student Employment- Job Performance Averages**

As a part of the Team Pacific student employment program, Pacific Ambassadors are provided with an opportunity to submit feedback based upon their student employment experience in regards to specific student learning and development outcomes. This feedback is collected
through the use of a Job Performance Average (JPA) and the data collected is used to evaluate staff performance.

An example summary of the type of assessment data collected has been provided below. The survey instrument used a Likert-scale, and the response ratings ranged from Strongly Agree (7.00) to Strongly Disagree (1.00).

<table>
<thead>
<tr>
<th>Measure</th>
<th>Rating Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>My training experience prepared me for my day-to-day tasks.</td>
<td>5.91</td>
</tr>
<tr>
<td>The employee training process was not helpful in preparing me for my position.</td>
<td>4.98</td>
</tr>
<tr>
<td>I make a guest’s experience my top priority.</td>
<td>6.50</td>
</tr>
<tr>
<td>When a guest is unsatisfied with my response to a question, I am able to recognize his or her emotions.</td>
<td>6.14</td>
</tr>
<tr>
<td>I have developed guest service skills as a result of working within Team Pacific.</td>
<td>6.11</td>
</tr>
<tr>
<td>I feel adequately prepared to handle conflicts that arise on the job.</td>
<td>6.02</td>
</tr>
<tr>
<td>I feel confident with the answers I have given to guests.</td>
<td>6.07</td>
</tr>
<tr>
<td>I am able to manage my emotions in stressful or difficult situations.</td>
<td>6.19</td>
</tr>
<tr>
<td>I have difficulty exercising patience in stressful situations.</td>
<td>5.33</td>
</tr>
<tr>
<td>I have developed conflict management skills as a result of working in my current job.</td>
<td>5.51</td>
</tr>
<tr>
<td>I have developed relationships among peers because of my job.</td>
<td>6.23</td>
</tr>
<tr>
<td>I feel supported by professional staff.</td>
<td>5.95</td>
</tr>
<tr>
<td>I feel comfortable working with diverse student staff members.</td>
<td>6.40</td>
</tr>
<tr>
<td>I have not developed meaningful relationships with faculty or staff as a result of my job.</td>
<td>6.12</td>
</tr>
<tr>
<td>I am able to foresee problems and consequences of my actions on the job.</td>
<td>5.91</td>
</tr>
<tr>
<td>I have developed skills from my position that will prepare me for the job search process.</td>
<td>6.14</td>
</tr>
</tbody>
</table>

*Chart 7 – Team Pacific

In spring 2012, a Collaboration and Leadership Student Learning Outcome Rubric was created as a supplement to the JPA. The rubric is designed to measure the level of skill development in four primary areas. The four primary areas are as follows:
• Work cooperatively with others toward a common goal,
• Demonstrate effective social interaction skills appropriate to the occasion, task, and audience,
• Influence others ethically toward achievement of a common goal to effect positive change, and
• Demonstrate accountability for one’s decisions and actions.

The rubric has a rating criteria scale of Minimal (1), Developing (2), Proficient (3), and Advanced (4).

The Collaboration and Leadership Student Learning Outcome Rubric is now being utilized across all areas of Team Pacific, including NS&FP, when evaluating staff performance. This rubric addresses standardization for student staff and defines levels of competency, regardless of the student’s job department. However, it should be noted that the JPA also provides an opportunity to evaluate aspects of performance that are unique to NS&FP, as well as the other departments within Team Pacific. A copy of a sample JPA (Appendix 2.J) and the Collaboration and Leadership Student Learning Outcome Rubric (Appendix 4.E) have been included in the final section of the report.

When undergoing student staff evaluations, students are asked to complete a self-evaluation by “grading” themselves using this rubric. Professional staff also “grades” the student using the rubric and then meets with the student staff member to discuss any discrepancies that may exist between the two completed rubrics. This allows for open discussion, feedback, and opportunities for growth and development, such as goal setting. Through this process, student staff members are engaged in the process of shaping the direction of program and service design, as well as recognizing how their work performance and work relationships influence the department as a whole.
RECOMMENDATION 14.2:

Based on our assessments, several changes will be made:

1. NS&FP will strengthen learning assessments by:
   a. Reviewing all orientation surveys to determine if respondents have adequate opportunity to express themselves. For example, providing comment boxes for appropriate questions.
   b. Implementing a survey for student staff during Ambassador tour training.

To conclude, NS&FP recognizes that assessment and evaluation are important. Therefore, NS&FP strives to ensure that our mission, goals, and student learning and development outcomes are being met through the use of sufficient and sound measures that are both qualitative and quantitative. As can be seen above, data that is collected includes responses from students and other constituencies, such as parents and families. This information is then used to revise and improve our programs and services, both internally and externally.
SUMMARY OF RECOMMENDATIONS

The following is a summary of the recommendations resulting from the New Student & Family Programs self-study. Justification for each can be found within the corresponding section denoted by the first number for each item below.

RECOMMENDATION 8.1

NS&FP staff values and believes in diversity and inclusion as essential to the fulfillment of our departmental mission. In regards to the ethnicity distribution of University of the Pacific’s undergraduate population, the Pacific Ambassador staff does attempt to reflect the current student population by representing the following ethnicities: 24% Asian Pacific Islander, 6% African American, 55% Caucasian, 1% Multi Ethnic, and 14% Hispanic/Latino. In comparison with Admissions undergraduate student data from fall 2012, the Pacific Ambassador program’s staff are exceeding representation in Caucasian and African American. However, our representation of Asian Pacific Islanders is low compared to the undergraduate student population. The Pacific Ambassador staff has equivalent representation in regards to Native American ethnicity, but has dropped in Hispanic/Latino representation. To better reflect Pacific’s undergraduate student population the Ambassador program’s recruitment and selections process will plan to increase the number of students who identify as Asian Pacific Islander and Hispanic/Latino.

RECOMMENDATION 8.2

Beginning in the Summer of 2013, NS&FP will work with student interest session facilitators to develop an assessment tool.

RECOMMENDATION 11.1

In reviewing the income, expenses and overall budget deficit New Student & Family Programs (NS&FP) recommends a three-part strategy to address the deficit, outlined below:

Addressing the Budget Deficit

A. Recharge Admissions for all campus tours:
   1) NS&FP is recommending that the Department of Admissions contribute funding for Ambassador salaries related to regular and special scheduled Admissions tours. It is unknown to us how much of this proposed increase can be absorbed by Admissions and how much would have to be requested as new money from the University.

   2) Total Admissions Contribution Proposed: $62,456

B. Additional University Support:
1) NS&FP proposes that the University increase their support to assist in the University Welcome Center operations to fully operate the center with two Ambassadors present for security reasons.

2) **Total Addition University Support Proposed: $70,200**

C. These steps to reduce the NS&FP budget have already been taken and are accounted for in the summary and proposed budget:

1) Prep Week for NSO has been reduced from (1) week to (3) days – cost savings in student salaries, housing and meals of $13,860;

2) Changed NSO late night time activity location and overall programming reducing costs of equipment rentals, physical plant set up, food, decorations and misc. supplies – cost savings of approximately $5,000;

3) Overall scheduling of Ambassadors and Admissions tours has been redesigned – Special tours are only offered at two (2) specific times each day, Ambassadors will no long give tours to elementary school students;

4) Student Managers will be working their office hours in the Welcome Center to provide the second staff person on duty – Cost savings of approximately $8,000;

5) NS&FP staff will not be traveling to professional development conferences during FY13 – Cost savings of approximately $6,000;

6) NS&FP reclassified the Administrative Assistant and Coordinator positions into an Assistant Director position for a cost savings. Student Managers will provide Administrative support, as needed – Anticipated cost savings - $18,000.

**RECOMMENDATION 11.2**
**Request the University absorb the current NS&FP debt of $142,000**

A) **History**

<table>
<thead>
<tr>
<th>Summary of Debt</th>
<th>FY 08</th>
<th>FY 09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
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<tr>
<td></td>
<td>$(18,679)</td>
<td>$(13,446)</td>
<td>$(24,316)</td>
<td>$(82,956)</td>
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<td><strong>Net Income/(Loss)</strong></td>
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<td><strong>Designated Fund</strong></td>
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<td>$</td>
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<td>$</td>
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<tr>
<td><strong>Balance</strong></td>
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<td>$(24,392)</td>
<td>$(107,348)</td>
<td>$(142,791)</td>
<td></td>
</tr>
</tbody>
</table>

B) **Debt**

1) The overall department of New Student & Family Programs has expanded to more than can be accommodated by the department budget. The addition of the responsibility for the University Welcome Center beginning in February 2010 without the necessary budget support has led to a significant budget debt. (As explained above) – additional cost of $12,000.

2) The significant increase in tours each year has attributed to the overall budget debt. When NS&FP assumed responsibility for Campus Tours & Events there was no budget assistance that accompanied the transfer – Ambassador salaries have increase significantly over the past five (5) years:
3) During June 2011 Faye Spanos was offline for New Student Orientation resulting in the need to use Alex Spanos for the opening welcome session, increasing costs for equipment rental and physical plant charges - **$14,500**.

4) NS&FP Coordinator position in FY11 was a non-exempt position which incurred overtime - **$7,000**.

**RECOMMENDATION 13.1**
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.

**RECOMMENDATION 14.1**
Beginning Spring 2013 the following will be included on the survey for transfer students: “If you don’t understand your next steps at Pacific as a transfer student please call or email Linda Dempsey at 209-946-7459 or ldempsey@pacific.edu.”

**RECOMMENDATION 14.2**
Based on our assessments, several changes will be made:
- **NS&FP will strengthen learning assessments by:**
  - Reviewing all orientation surveys to determine if respondents have adequate opportunity to express themselves. For example, providing comment boxes for appropriate questions.
  - Implementing a survey for student staff during Ambassador tour training.