Student Life Mission Statement: Student Life at Pacific provides exceptional service and support to our students. Through innovative thinking and dynamic programs, each Student Life member focuses on all aspects of a student's personal growth and educational experience. We commit to developing a campus culture that values diversity, integrity, collaboration, leadership, respect, and the connection of individuals to the community. These values transcend our individual roles and departmental functions and unify us as a division.
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Executive Summary

The year 2010-2011 proved to be a year of significant achievements and significant challenges for the Division of Student Life. The Division provided our students responsive supportive services, engaging educational programs, and a rich array of resources and opportunities to help them reach their full potential at Pacific and post-University. Retention rates improved for the first time in decades. The Division garnered national attention through our activities with NASPA. Professional staffing within the Division reveals significant strength, experience, diversity, and stability, with very little turn over. Student Life is developing a “deep bench” of experienced and committed professionals, many of whom are pursuing their doctorates and teaching, as well as serving students in their respective departments. Signature programs are being recognized at the University and regionally and nationally within our profession. The master of education program with an emphasis in student affairs attracts student leaders from all over the country, inspiring students and enriching our collegiate environment.

Significant Achievements 2010-2011

1. A combination of new targeted interventions helped increase student persistence. The first-to-second year persistence rate has steadily averaged 85-86% for many years. Last year, that rate increased almost four points to 89.9%.

2. Pacific’s creative and inspiring One Word Project engaged first year students while it expanded to alumni, other universities, and even to Whole Foods Inc. through Regent Walter Robb. The Project was featured in admissions and other University publications and was awarded both the 2011 NASPA Region VI Innovative Program Award and the national Council for Advancement and Support of Education Award for Alumni Engagement, co-written by Associate Vice President Dan Shipp and Kathy Ruvolo, for Pacific’s first CASE award ever.

3. The Division of Student Life was commended by the Western Association of Schools and Colleges’ (WASC) visiting team for its robust system of learning outcomes, assessment of learning results, and for “establishing a culture of assessment and learning in its Student Life area.” Each of the 17 departments within Student Life are actively engaging mission, vision and values statements and each director oversees a cross-divisional committee that advises on the department’s learning outcomes, results, and system of assessment. All learning outcomes are now aligned with University-wide learning outcomes.

4. The completion of a comprehensive program review process for health services resulted in numerous and significant recommendations that were implemented over the past year, including leadership changes, renovation of space, realignment of business processes, invigoration of McGeorge and Dugoni health clinics, enhanced collaboration with counseling services, expanded learning outcome and satisfaction assessment, and work on a 3-campus budgeting model. After intensive study, the decision was made to end Pacific’s experiment with third-party insurance reimbursement, and to adopt Anthem Blue Cross as our new insurance
carrier. The annual deductible for students decreased from $400 to $100 and a variety of upgrades for students included increasing the outpatient benefits to unlimited; adding an out-of-pocket maximum of $2500; increasing the prescription benefit to unlimited; (d) having a single health insurance rate for all three campuses to aggregate risk; providing the opportunity for a continuation plan for all students, and other benefits.

5. The Division supported the president’s Beyond Our Gates program in a number of ways, with particular attention paid to the Center for Community Involvement’s (CCI) experiential learning and volunteer programs, part of Reach Out Pacific! Director of CCI, Erin Rausch, wrote the application that landed Pacific on the national President's Higher Education Community Service Honor Roll for the last three years. In spring 2011, the Center concluded a comprehensive program review resulting in many helpful recommendations and just this week, Pacific was named by USA Today to the top 20 “Colleges Most Committed to Community Service” nationally for its community services programs and opportunities offered by CCI. At Pacific, 32.3% of federal work study funds support community service.

6. Pacific’s award-winning first year experience program, MOVE, received full permanent funding to expand to include every freshman and transfer student during Welcome Week. In fall 2010, this all-University effort included 136 faculty, staff, student leaders, alumni, and former MOVE graduates, volunteering their time to facilitate the program. As a result, 4,268 service hours were contributed to 22 community service organizations in the Stockton, Central Valley, and Northern California areas.

7. New funding enabled the hiring of Pacific’s first director of the women’s resource center, a shared position with gender studies in the College of the Pacific. Sexual assault awareness programming increased and director Corrie Martin wrote in collaboration with the San Joaquin Women’s Center and was awarded a grant from Avon Foundation for Women Funding for Grants.

8. National leadership for the profession of student affairs was provided by Vice President for Student Life Elizabeth Griego, who served as President of the 16,000 member-strong National Association of Student Personnel Administrators (NASPA). In 2010-2011, Griego led the effort to consolidate the two national umbrella associations for student affairs. Although NASPA failed by three percentage points to achieve the two-thirds vote necessary to approve the merger, Pacific received significant exposure during the process. Griego wrote 8 op-ed articles on various topics for national publications, traveled to and spoke at 6 regional conferences, and key-noted the national conference in Philadelphia with the One Word Project and a panel of students that included Pacific student Harnoor Singh, who organized the medical screening for migrant workers in the Central Valley. Associate Vice President Steve Jacobson chaired the national effort Enough Is Enough! to combat violence on campus and in our communities and Pacific’s work was highlighted nationally as a model school for violence prevention.
Significant Challenges 2010-2011

1. Safety concerns in the surrounding community and on the Pacific campus escalated significantly this year with three incidents of students becoming victims of armed robbery within a month of each other around the semester break. The president made resources available immediately to heighten security measures and communication and to provide additional guards and STRIPE escort patrols on campus. We rewrote Pacific’s Memorandum of Understanding with the Stockton Police Department to expand the area for public safety patrol and response to include an expanded perimeter of approximately a mile. During the spring semester, chief of public safety Mike Belcher with associate vice president Steve Jacobson led an intense study of recommendations for security enhancements, including visits to other universities with similar challenges and engagement of a security consultant who will make comprehensive recommendations for the campus.

2. Pacific students enter the University with increasingly significant mental health problems that require responsiveness and sophisticated management by staff. A nationally benchmarked study conducted last year revealed that Pacific students report higher level of emotional distress than their counterparts at other universities, especially difficulties with their family, including not receiving “the emotional help and support I need from my family or friends.” They reported feeling more fearful and much more financially stressed than their peers. Visits to counseling services have increased every year; in 2010-2011, the number of students seen in counseling services increased by 33% over the previous year. The number of sessions increased by 27% and the number of emergency appointments increased more than 234%. Two students were placed on forced mental health leaves following monitoring by the Students of Concern Committee. While some of the increase reflects the larger number of students, the trend unmistakably reflects our students’ need for increased therapeutic services.

3. Alcohol and drug violations on campus doubled last year in the largest increase in violations seen to date. Alcohol violations increased 103%. Reductions in Stockton police presence and the relaxation of the medical marijuana laws contributed to the significant increased use of marijuana on campus. Marijuana violations also doubled, with a 106% increase in reported violations. The overload on judicial services’ one director was met by assigning part-time graduate student assistance to hear violations.

4. Residential housing space was over-subscribed. At the opening of the Fall 2010 semester, housing occupancy was 103% (an increase of 4% from fall 2009). Due to this increase, students were housed in lounge spaces, large double rooms were converted into triple rooms, and for the first time, students who wished to live on campus were denied housing space.
5. The Jane Doe sexual assault case continued to require a significant amount of time responding to media inquiries with the *Sacramento Bee* and *Stockton Record*, various inquiries from professional newsletters, and preparation for the *60 Minutes* segment on the case and the legal response to plaintiff’s appeal of summary judgment. The Title IX *Dear Colleagues* letter and several high profile university cases heightened national attention to sexual assault cases in universities. The San Joaquin Women’s Center chose to create a video and offer media interviews that criticized the University and required our response. We are increasingly being sought out by other universities for advice and help with their judicial and legal cases. Student Life engaged the assistance of the president of the national center on higher education risk management, Brett Sokolow, to review and bring to best practice all of the *Tiger Lore* policies on sexual misconduct.

6. Delta Upsilon International pulled the charter of Pacific’s Delta Upsilon chapter after a parent called to report an incident of hazing and after the house was in financial arrears and had other incidents of marijuana and alcohol violations. Student Life supported our chapter and proposed several plans for additional support to enable the chapter’s continuance, but we were ultimately unsuccessful in retaining the chapter. Delta Upsilon joins a list of other fraternities who have been removed from campus for behavior problems. Staff is working hard to communicate with Delta Upsilon to help them understand the situation that led to the chapter’s removal. We are soliciting Delta Upsilon’s and Omega Phi Alpha’s Alumni assistance as we enter into an expansion phase to select a new fraternity for the house and as we embark on an extensive Greek recruitment and education program in fall 2011.
Advancement of 2010 – 2011 Goals
Division of Student Life

**Strengthen current and develop new distinctive shared learning initiatives with faculty**

Student Life is fortunate to partner with faculty who value whole person and relationship-based learning and who are committed to the educational outcomes of our students. A number of initiatives were noteworthy in 2010-2011:

**The student affairs graduate program continues to bring student leaders from universities all over the country to Pacific to engage our students through their graduate assistant positions.** The student affairs masters program led all other masters programs in the University in successful program outcomes. Under the leadership of Joanna Royce Davis since its inception in 2004, the program has attracted a consistently diverse cohort of students. The total graduation rate for the program is 93.3%, or 84 of the 90 students who began the program. Post-graduate outcomes reveal that 100% of graduates secure positions in student affairs within 3 months of graduation. Graduates of the program report being employed across positions found in all areas of student affairs and many report promotions to assistant director and director positions at other universities. Many are now entering doctoral programs. The graduates have begun to refer student leaders at their new institutions to our graduate program.

**The award-winning M.O.V.E. program brought all entering freshman and transfer students on overnight service learning trips to 22 locations in Stockton, the Central Valley, and throughout northern California.** This seminal program introduces our students to the Pacific community and engages them in active learning around sustainability and leadership, two of our seven University-wide learning outcomes. We were humbled that 136 faculty, staff, student leaders, alumni, and former MOVE graduates volunteered their time to facilitate the program in fall 2011.

**The first year experience program continued to expand in customized course scheduling, regional course placement testing, and expansion of Student Advisor roles to enhance opportunities for student success.** Course placement testing was moved to an on-line, “one stop shopping” format with added capacity for generating diagnostic information related to basic skills gaps/needs. This move provides entering students with easy access to course placement testing outside of orientation events, removing that stressor from an already potentially overwhelming flood of new information and new experiences. Online testing also allows for students to complete all course placement tests – basic skills, chemistry, and language – in one place and at one time. Through Pacific’s new contract with Compass, faculty who are teaching developmental courses are able to secure diagnostic information about students’ basic skills development and then use that information to tailor instruction to student needs. Student Advisors’ roles were expanded so that they now hold leadership roles in yield activities, MOVE, orientation, first year programming related to academic integrity and consent, elements of Leadership U, and residential learning communities. Student Advisors are also serving as first line response in responding to outcomes of the “Transfer Check In” focus groups, joining faculty advisors in facilitating sessions on CAPP and tracking degree progress.
Student Life leadership taught at least one for-credit course per year to encourage expertise in curricular design and delivery and partnership with faculty. Most of these courses were taught on a voluntary overload basis, without extra compensation. Courses included:

- Pacific Seminar 1: What is Good Society?
- Pacific Seminar 2: Leadership: Is It In You?
- Pacific Seminar 2: The Intersection between Intelligence and Emotion
- Pacific Seminar 2: Peace, Love, & Understanding
- Pacific Seminar 2: Angry for the Right Reasons
- People in Organizations (EADM 293)
- Student Development Theory (EADM 241)
- Student Affairs Field Experience (EADM 292A)
- Master’s Thesis (EADM 299)
- Academic Skills for Success (SERV 012)
- Public Service (SERV 089)
- Career Exploration & Planning (COOP 193A)
- Counseling Theory (EADM 245)
- Introduction to Student Affairs (EADM 240)
- Assessment in Student Affairs (EADM 244)
- Legal Issues in Higher Education (EADM 243)
- Foundations/Help. Relationships (SERV 057)
- Co-op Internship
- Curriculum Theory (CURR 209)

The Career Resource Center worked with deans and faculty to coach student in career search skills and to help them find positions. The Career Resource Center held 75 presentations, in classrooms, across campus and in the community, reaching over 1,700 individuals, including students, parents, alumni, staff, high school students and higher education delegates from China. The number of presentations is a 7% increase over the prior year. Presentations in classrooms were in collaboration with academic departments including Business, History, Education, Civil Engineering, Speech Language Pathology and others. The Alumni Mentoring Network continues to expand in interest and opportunities for students. A channel for the network was established on the electronic database TigerJobs.

Residential Learning Communities continued development, with most success in the REELL community. The Residence for Earth and Environmental Living and Learning (REELL) community, in collaboration with the faculty in the Earth and Environmental Services department, brought together students who support a culture that embraces sustainability and who want to learn more about how they can make a positive impact on the environment. Assessments were conducted on the student program participants and showed that:

- 100% enjoyed their participation in the REELL community
- 66% learned “a lot” about sustainability
- 84% reported having a variety of opportunities to practice positive stewardship.

The newly-convened Sustainability Committee had a productive first year. Student Life staff worked with the committee and two students who made the planning, design, and construction of a campus garden their specific Clinton Global Initiative University commitment. A concept paper was written to serve as a gift request document for possible donors and it appears favorable that a regent will be making a $70,000 gift to the Stockton campus for the development of phase one of the proposed campus garden. In addition, the DeRosa Center discontinued sales of all plastic water bottles in 2010-11. Over 700 reusable bags were sold at the Grove student store, replacing disposable plastic bags and a $0.25 surcharge was assessed to all plastic bags utilized at The Grove.

Student Life worked with faculty to initiate and open a Veteran’s Referral and Support Center. In partnership with the Veteran’s Committee, a service structure and format for start-up of the Veteran’s Referral and Support Center (VRSC) in fall 2011 has been developed. Initially, the VRSC will be located in Hand Hall and function as a
part of Student Academic Support Services. Staffed by student-veterans who are also student leaders and included as a leadership development experience that is actively supported by the Registrar’s Office, Financial Aid, Admissions, Health and Counseling Services, the Chaplain’s Office, Student Academic Support Services and Judicial Affairs, Center for Professional and Continuing Education, and community veteran’s services partners, the center will initially focus on referral to resources, peer advising and support, and assessment of student veteran needs and success strategies. The longer-term vision is to reach the enrollment threshold necessary to secure VA funding for a full-time professional staff person who will supervise and coach student veteran staff while also expanding specialized services, including a bridge program, for student veterans.

The Diversity and Inclusive Excellence Task Force met during the spring semester to begin writing a Diversity Strategic Plan for the University. The plan is to be completed by May 2012 with an advance target date of December 2011.

Foster innovation, creativity and distinctiveness in Student Life programs and services

Fall 2010 Welcome Week was highlighted by the organization of a surprise flash mob dance performance featuring President Eibeck. The program was featured on YouTube and highlighted in a number of national online publications.

The annual Safe Trick or Treat program has become a University tradition for serving the Stockton community. This year, the program reached its highest participation rates ever: the event served 4,300 participants, and included 65 volunteers and 390 volunteer hours.

The new Easy Artisan Takeout (E.A.T.) gourmet food truck was debuted on the Pacific campus. The distinctive design for the truck was chosen through a student competition. The truck now provides breakfast and lunch service on the South campus, offers catering to events on campus, and represents the University at community outreach events such as the Asparagus Festival and the Earth Day Fair. This is the first college or university food truck in the United States that permits students to use their meal plan to purchase their meals. The experiment has been wildly successful financially. It has been featured in several magazines and newspapers, including Food Service Management, Food Service Director and The Stockton Record. Bon Appetit reports that all of its managed accounts are now clamoring to have trucks of their own.

Housing and Greek Life staff partnered with physical plant to conduct food sustainability awareness campaigns. The FOOD WASTE MANAGEMENT campaign for the Greek Facilities included flyers, instructions, and food waste bins to meet the objective of reducing the amount of food waste. The campaign will be
expanded to the residence hall and apartment communities in fall 2011. The FOG (Fat, Oils, and Grease) Campaign educated residents on the appropriate disposal of fats, oils, and grease rather than pouring these down the drains. The on-campus apartment kitchen sinks were affixed with stickers and flyers were distributed to all apartment and Greek communities.

**Bon Appetit leads other dining service vendors in sustainable approaches.** Bon Appetit purchases vegetables and fruits from local farmers. We now use only grass-feed beef on the Stockton campus, which gives students and employees a high quality product that has improved flavor and is more nutritionally rich. Product testing is now being conducted on sustainably-farmed, high quality black bass, catfish, and sturgeon. Head Chef Marco Alvarado has made several appearances on local networks, including Univision and local news channels, to discuss the food program at Pacific and our collective viewpoints on sustainability. He also discussed ways for everyone to reduce their carbon footprint along with easy tips for helping families live healthier lives.

**Pacific Crew continues to be one of Pacific’s outstanding community-building curricular experiences.** Crew fields the largest team of any club or intercollegiate sport on a very small budget, dependent on fund raising to buy expensive equipment and fund competition. Without a boathouse, however, the racing shells and oars are subject to high winds and weather conditions that cause annual damage necessitating repairs averaging between $3-5,000. Associate Vice President Dan Shipp and Coach Eric Weir made potentially valuable preliminary donor and city leadership contacts in a quiet phase to assess a campaign to build a boathouse on the downtown waterway. A Pacific boathouse presents the opportunity to pursue presidential initiatives for the “Beyond Our Gates” program and holds the promise of the opportunity for campus activities to be held in the heart of our host City, by envisioning a wide variety of potential student leadership positions in an assortment of programs and services.

**The Social Greek Community realized some gains despite the loss of the Delta Upsilon chapter.** Delta Sigma Theta had previously decolonized because of lack of interest; it recolonized in spring 2011 with four new members. The Social Greek Community welcomed a total of 146 new members during spring 2011; 96 new Panhellenic women (the highest number in over seven years), 36 new Inter Fraternity Council (IFC) men, and 14 new Multicultural Greek Community members. The loss in members in IFC men is due to the fact that Delta Upsilon was placed on emergency suspension per their International Office two days before bids were to be handed out to new members.

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![Figure 1: Spring New Member Trends](image)
The Social Greek Community continued its trend of surpassing the all-campus GPA of 2.95 by earning an average GPA of 3.03 during the fall 2010 semester.

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Greek Membership / (Percent Increase/Decrease)</td>
<td>550 / (3.0%)</td>
<td>567 / (3.0%)</td>
<td>526 / (-7.2%)</td>
<td>551 / (4.8%)</td>
<td>583 / (5.8%)</td>
</tr>
<tr>
<td>Total New Members / (Percent Increase/Decrease)</td>
<td>116 / (2.6%)</td>
<td>119 / (2.6%)</td>
<td>112 / (-5.9%)</td>
<td>167 / (49%)</td>
<td>146 / (-12.5%)</td>
</tr>
<tr>
<td>Fraternity Membership</td>
<td>224</td>
<td>238</td>
<td>219</td>
<td>241</td>
<td>230</td>
</tr>
<tr>
<td>Sorority Membership</td>
<td>326</td>
<td>329</td>
<td>307</td>
<td>310</td>
<td>353</td>
</tr>
</tbody>
</table>

Achieve effective whole person learning through assessing and improving student learning outcomes and conducting successful program review

A robust program of mission, vision, values, and learning outcomes guides every department in Student Life. Each director of the 17 Student Life departments oversees a cross-divisional committee comprised of exempt and non-exempt staff who provide advice on the department’s learning outcomes, results, improvement steps, and system of assessment. The cross-divisional committees meet at the division retreats that open and close the school year, and they meet between these times at the directors’ discretion. Every staff member in the division understands his or her connection to and responsibility for learning outcomes aligned with University-wide learning outcomes. Every staff member has the opportunity to work with learning results in his or her home.
department and serves on an additional department committee, thereby ensuring understanding of our shared mission and work together and building community that helps everyone to know each other.

A Housing and Greek Life data base was developed to track student and staff-developed educational programs. In 2010-2011, some 634 educational programs were offered in the residence halls and Greek houses by Residence Directors and Resident Assistants. Programs are now required to have learning outcomes and assessment for each activity. In addition, a Residential Learning Community Report Card was sent to the faculty and staff coordinating the existing six residential living/learning communities. This assessment will be evaluated over summer 2011 to evaluate the extent to which communities are meeting the foundations, programmatic design, and logistical elements that have been established. In addition, the Report Card will assist with the future plans and growth of the residential living/learning communities.

Pacific Recreation staff conducted a qualitative assessment of student learning that focused on collaboration, cooperation, and accountability among club sports participants. Two sports were selected to participate in a series of focus groups; one club was a competitive sport (Rugby) and the other was a recreational sport (Badminton). Students reported significant gains in a wide array of personal and social learning.

Regional and national surveys were employed to provide comparative information for various departments’ service and learning results. The NASPA national surveys of students for mental health and public safety were used to benchmark student characteristics, perceptions, and activities, as well as staffing, programs, resources and service and learning results. In addition, housing and Greek life used Educational Benchmarking Incorporated in a survey of on campus students with 65% responding.

Pacific’s assessment of learning results are reported on campus to guide ongoing practice, at NASPA regional and national conferences and in NASPA publications to share our work with other student affairs colleagues. The NASPA regional Assessment, Evaluations, and Research newsletter featured Pacific’s program of assessment in residential communities.

Program reviews continue to impact deeply the departments that participate each year. Recommendations from the health services and career resource services program reviews of 2009-2010 were implemented in 2010-2011, significantly improving practices, services, and activities in these departments. Only one program review was completed in 2010-2011: that for the Center for Community Involvement. The team report was submitted in June 2011, containing significant recommendations for improvement of this department. Over summer 2011, the Center will develop its plan for action in response to the team recommendations.
Undertake a rigorous examination of retention strategies and persistence influences with faculty and enrollment management staff and develop responses to increase student learning, satisfaction and graduation rates

The 2010-2011 retention assessment effort was chaired by dean of students Joanna Royce Davis with the First Year Experience (FYE) Committee, WASC EER Student Success Team, and Retention Analysis Network. These groups worked together to understand retention trends and to assess impact of yield, FYE, and program-based interventions on student persistence, satisfaction and learning outcomes. The work is not yet concluded and remains a goal for the coming year in preparation for the WASC visit so that we may understand better the emerging impact of university investments and interventions. It is clear from the research and from the examination of Pacific’s data, that persistence is a process that is influenced by the interaction of student’s pre-college enrollment characteristics and experiences interacting with institutional context and influences, along with external variables that affect college going, such as the economy. All of these factors interact to generate outputs, or student success, in the form of graduation. It is clear that the first year in college is particularly critical for overall degree progress and success and that key outcomes for the first year are academic and social integration for each student. Finally, institutional structures, practices, resources, and supports all have the potential for great impact on student learning and success, including degree progress and graduation rates.

Pacific achieved significant progress in improving the freshman year retention rate. While the first-to-second year retention rate has essentially remained at a steady average of 85-86% over time, last year the rate increased almost four points to 89.9% for the cohort entering in fall 2009 and returning in fall 2010. While Pacific has made multiple investments in the first year experience over the past four years, it is difficult to assess if those investments made specific impact on the increase in the current rate or if they contributed to prior rates holding fast over time (rather than dropping with changing external factors, such as the economy). Pacific’s institutional complexity makes it especially difficult to develop a clear predictive retention model. Contextual differences and nuances across professional programs and the College, changing demographic characteristics of the student body, and the overall diversity of the student body, all contribute to the possibilities that may influence student success.

Figure 4:

New Freshmen Trends

<table>
<thead>
<tr>
<th>Year</th>
<th>1-Yr Persistence Rate</th>
<th>4-Yr Graduation Rate</th>
<th>5-Yr Graduation Rate</th>
<th>6-Yr Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>44.9</td>
<td>45.5</td>
<td>42.8</td>
<td>45.3</td>
</tr>
<tr>
<td>1998</td>
<td>41.2</td>
<td>44.4</td>
<td>43.9</td>
<td>45.1</td>
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<tr>
<td>1999</td>
<td>41.5</td>
<td>43.9</td>
<td>45.1</td>
<td>42.4</td>
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<tr>
<td>2000</td>
<td>41.2</td>
<td>43.9</td>
<td>45.1</td>
<td>42.4</td>
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<tr>
<td>2001</td>
<td>41.5</td>
<td>43.9</td>
<td>45.1</td>
<td>42.4</td>
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<tr>
<td>2002</td>
<td>41.2</td>
<td>43.9</td>
<td>45.1</td>
<td>42.4</td>
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<tr>
<td>2003</td>
<td>41.2</td>
<td>43.9</td>
<td>45.1</td>
<td>42.4</td>
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<tr>
<td>2004</td>
<td>41.5</td>
<td>43.9</td>
<td>45.1</td>
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<td>2005</td>
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<td>2007</td>
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<td>2009</td>
<td>41.5</td>
<td>43.9</td>
<td>45.1</td>
<td>42.4</td>
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</table>
Retention by academic unit varies greatly. Student success was studied by following five entering classes (that would be included in the six year graduation rate to date) from the point of first enrollment through to graduation and examining multiple student characteristics and demographics, critical junctures, outcomes and other key aspects of student experiences during their tenure at Pacific. Only two indicators provide predictive hope across students—a student’s high school grade point average and a student’s pre-enrollment in courses for the next academic term.

**Figure 5:**
Retention by Academic Unit

[Graph showing retention rates by academic unit]

High school preparation is found to be key to retention. Royce Davis and her committee have found that a student’s high school grade point average, coursework completed, and overall preparation are important factors in retention. Students who have benefited from being a part of privileged groups and who have learned to navigate systems and respond to expectations in K-12 settings tend to fare better in higher education systems with parallel constructions and expectations of their success. Students from backgrounds historically less well served by K-12 settings experience lower graduation and persistence rates at Pacific. African-American and Latino students persist and graduate at rates of 50% and 60.5%, respectively, and we will continue to work to improve these rates. As data is collected and disaggregated for students who identify with groups within Asian Pacific Islander identifications, it is expected that within group differences and experiences of success will exist.

High school basic skills preparation—or lack thereof—has been found to have particular relationship to student success at Pacific. Students who arrive at Pacific without basic skills met, even after meeting those requirements at Pacific, are less likely to persist or graduate. This outcome is particularly dramatic for students who have not developed math basic skills. Of the group entering Pacific between 2000-2004, only 59.4% graduated from Pacific. Math basic skills is likely more critical to success at Pacific because of the large number of professional programs at the university that demand math proficiency.
Figure 6:

New Freshmen Taking a Remedial Math Course

<table>
<thead>
<tr>
<th>MATH 001, 003, 005</th>
<th>Cohort</th>
<th>SAT Total</th>
<th>HS GPA</th>
<th>6YR Grad</th>
<th>Grad GPA</th>
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<tr>
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<td>621</td>
<td>1037</td>
<td>3.20</td>
<td>59.4%</td>
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</tr>
<tr>
<td>Male</td>
<td>372</td>
<td>1027</td>
<td>3.27</td>
<td>64.5%</td>
<td>3.04</td>
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<tr>
<td></td>
<td>249</td>
<td>1053</td>
<td>3.08</td>
<td>51.8%</td>
<td>2.89</td>
</tr>
<tr>
<td>International (NRA)</td>
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<td>929</td>
<td>2.76</td>
<td>42.3%</td>
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<tr>
<td>African American</td>
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<td>964</td>
<td>3.12</td>
<td>55.0%</td>
<td>2.91</td>
</tr>
<tr>
<td>Native American</td>
<td>3</td>
<td>1070</td>
<td>3.08</td>
<td>66.7%</td>
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</tr>
<tr>
<td>Asian</td>
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<td>Hispanic</td>
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<td>White</td>
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<td>1052</td>
<td>3.18</td>
<td>58.7%</td>
<td>3.03</td>
</tr>
<tr>
<td>Multi Ethnicity</td>
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<td>1083</td>
<td>3.09</td>
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</tr>
<tr>
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<td>57</td>
<td>1074</td>
<td>3.21</td>
<td>54.4%</td>
<td>2.99</td>
</tr>
</tbody>
</table>

2000-2004 new freshmen cohorts

Figure 7:

Retention by HSGPA

NOTE: Includes last five new freshmen cohorts

Figure 8:

Six-Year Graduation Rate

2000-2004 new freshmen cohorts
The importance of summer bridge programs in strengthening academic preparation were underscored in Student Life participation in several local school support initiatives, the Beyond Our Gates discussions, and the grants written to fund the STEPS program and Talent Search program. Research findings support the value of pre-enrollment bridge programs for facilitating student’s later academic and social integration outcomes. While Pacific’s CIP and SUCCESS programs have together had significant impact on the success of students from historically underrepresented backgrounds through their bridge and on-going programs achieving average year-to-year persistence rates ranging between 88-96% over the past three years, these programs are currently limited in size by funding parameters and financial aid availability. With that in mind, under the leadership of Assistant Vice President Lisa Cooper, Student Life designed and will be implementing a bridge and ongoing mentoring program for African American students, STEPS, in summer 2011. Cooper also led the effort to write a grant for a summer bridge program through the federal Talent Search program. Other community involvement initiatives support the local schools in providing better preparation for Stockton students: the division supports several tutoring and after school programs through the Center for Community Involvement. The neighboring school, Cleveland Elementary, is supported by a variety of programs including the Enough Is Enough! anti-violence campaign. Beginning in summer 2011, the division of Student Life will staff the Mayors’ Book Initiative program to bring books to every Stockton home.

The African American Recruitment and Retention Committee (AARRC) reviewed data and conducted research to aid in the understanding of access, equity and retention. Assistant Vice President Lisa Cooper conducted focus groups with the assistance of two student affairs graduate students to interview local high school students, current Pacific students, community members and Pacific alumni regarding their perceptions of recruitment and retention of African American students, with a report forthcoming. Overall, students share a perception that experiences of diversity at Pacific have positive impact on their learning, sense of belonging, and success. Compared to their peers at other private and public institutions, Pacific students engage with individuals who are different than them more often, in a broader range of settings, and with positive impact on relationships and the ability to take on alternative perspectives. Of importance is that African American and Latino/Latina students also noticed racial tensions on campus more often than their peers.

Transfer student orientation was expanded from a one-day program to a two-day program. This format continued during the summer of 2010 and received positive input from our new students, faculty and staff. In addition, a transfer student focus group was formed in the spring of 2011 in an effort to continue to improve the overall experience for future transfer students. In partnership with other campus groups such as the First-Year Student Committee and New Student and Family Programs, staff continues working to develop programs and services that help to support the successful transition for transfers. New in 2010-11 were presentations from the Career Resource Center in orientation and presentations on how to use Inside Pacific.
In collaboration with faculty, implement and expand the Pacific leadership development program

Plans were made to sunset the Center for Social and Emotional Competence (SEC) and build a future broad-based leadership development program in collaboration with faculty across the University and in alignment with the University-wide learning outcome for leadership and collaboration. The resignation of the highly contributive director of SEC, Craig Seal, and the decision to sunset the center for social and emotional competence, helped catalyze the planning for a stronger and broader initiative in leadership development where resources will be needed to expand programs and learning opportunities. Several planning meetings to envision a leadership initiative were held with faculty and deans from education, business, the College, engineering’s Heyborne Academy, and the Jacoby Center. Planning will continue during summer 2011 and a search for a director for this program will be initiated in the next academic year.

The Leadership YOU student development program was successfully piloted in several established for credit, elective leadership development courses. The pilot program was run in spring 2011 with the SERV 57 class, serving students employed as Ambassadors, Student Advisors, and Resident Assistants. Other groups who participated in variations of this introductory program include the Heyborne Leadership Academy (HLA), Pacific Student Athletes Council, and Pacific Crew. In total, The Leadership YOU program reached 133 students in its first year. Assessment for this pilot will inform future improvements of the course, specifically in relation to scaffolding learning for students who have advanced beyond the introductory course material and experiences.

The Educational Equity Programs (EEP), including the Community Involvement Program (CIP), were reviewed to meet learning goals for student leadership development. The EEP Advisory Board worked with staff to identify programmatic strategic directions, including a community involvement component. In fall 2010, President Eibeck identified the CIP program as her number one funding priority and a concept paper was developed and assigned to raise funds for the program.

Develop initiatives to enrich the diversity and inclusivity of the University

Multicultural Affairs organized and presented another successful year of monthly programs highlighting diversity and inclusion. The department emphasized programs that highlighted the "intersection of identities" during cultural heritage months, including Latino Heritage Month, GLBT History Month, Native American Heritage Month, Black History Month, Women’s History Month, and Asian Pacific Islander Heritage Month.

The “Pan Pacific Experience” was added as a seminal part of new student orientation to introduce students to the University-wide goal of diversity and inclusivity. The program involves new students in an interactive experience that focuses on inclusion and emphasizes support for ongoing cultural/community identity development. In addition, a series of new special interest informational sessions were created and offered to
students to help them connect to a variety of different campus associations and faculty, staff, and students. The following sessions were offered at orientation in 2010-11 and will be repeated in the future:

- **STEPS, Students Emerging as Pacificans**, a session that exposed new students to an optional bridge program for incoming African American students.
- **Presentación De Bienvenida**, a bilingual presentation and interactive session that exposed new students to the Hispanic, Latino and Chicano community at Pacific.
- **Pacific has PRIDE**, a session that introduced new students to Pacific’s programs, events and resources for the lesbian, gay, bisexual, transgender, queer, question, intersex and allies (LGBTQQIA) community, friends and family.

Pacific’s new bias response team (BRT) developed procedures and conducted training to enable implementation of the program in fall 2011. The group completed a legal review of the bias response review and response process and a pilot of the protocol that will be implemented. Next steps in the development of a fully functioning BRT are to send a “train the trainers” team for advanced training with Stop the Hate, train the full BRT upon return, roll out the BRT through a multi-media marketing campaign in fall 2011, and have the BRT reporting structures go fully “live” for Pacific community use.

The Educational Equities Program (EEP) organized 60+ Pacific students to attend the 2010 Northern California Forum for Diversity in Graduate Education. The EEP Director and the SUCCESS Associate Director are on the state-wide planning committee for this event that provides students from underrepresented backgrounds information on graduate school opportunities and encouragement to extend their education.

The Coordinator of Services for Students with Disabilities continued to develop the quality of services and professional knowledge about serving differently-abled students, including expansion of Pacific’s professional representation and contributions in the community and presentations at conferences. Coordinator Danny Nuss served on the City of Stockton’s Mayor’s Task Force on Persons with Disabilities and maintained a leadership role as co-chair of the task force. In July 2010, he co-presented at the International Conference in Innsbruck, Austria on higher education and disability, with colleagues from other American universities.

Assistant vice president Lisa Cooper convened both the Pacific Mentoring Committee and Campus Conversations. The Pacific Mentoring Committee brought 80 local high school and middle school students to Pacific for a campus visit in March 2011. The Committee developed a Mentoring Council comprised of campus and community agencies to provide mentoring services to local K-12 or college students as well training and materials for the mentors. The Campus Conversations group is an interactive program that includes spoken word performances by Pacific and local community youth. The group engaged small group discussions using a modified “lawful dialogue” method along with Native American talking sticks, guest speaker and prominent social justice educator, Dr. Barbara Love, as well as a recognition ceremony honoring those involved in building community and stemming violence that can occur when bias and intolerance against those who are different is allowed to take place.

Co-curricular housing programs featured diversity and inclusion topics. There were 58 programs which celebrated diversity that were successfully facilitated in the residence halls and Greek houses by the resident assistant and Greek residence director staff. In FY 2011, all resident assistants and residence directors were required to complete Safe Zone training as a way to inform the staff of issues or concerns to the LGBTQI community. No staff member was required to become an ally.

In its second year of implementation, on-campus gender neutral housing continues to be a strong option for students. This option permits upper class students of opposite gender to live in the same apartment in Monagan Hall following an application and interview process. Registration for the program for 2011-2012 reveals 50 students who wish to live in the designated apartments.
Develop new, and enrich and expand continuing community partnerships at the local, national and global levels

The division of Student Life focused on building and sustaining multiple community partnerships in every department, too numerous to list in this report. The most significant recognition came in late June, when Pacific was named by USA Today to the top 20 “Colleges Most Committed to Community Service” nationally for its community services programs and opportunities offered by the Center for Community Involvement. At Pacific, 32.3% of federal work study funds support community service with most, but not all, administered through CCI. The director of CCI, Erin Rausch, wrote the application that landed Pacific on the national President's Higher Education Community Service Honor Roll for the last three years.

Assistant vice president Lisa Cooper developed a community engagement website that provides a framework for community engagement versus community involvement as well as defines community partner for the division. The site allows Student Life staff the opportunity to enter details related to their community outreach initiatives and provides a record of involvement for the University.

Pacific’s interfaith community focused on localized social justice issues while connecting with President Obama and Eboo Patel’s Interfaith and Community Service initiative. During the fall semester while the chaplain was on Semester At Sea, Pacific funded the partnership of a Protestant chaplain, rabbi, and Muslim lay leader to respond to community spiritual needs and encourage interfaith dialogue. Dean of students Joanna Royce Davis with the chaplain’s office supported the interfaith and social justice residential learning community and developed new relationships with Urban Spirit and other social justice organizations to develop new partnerships. The Better Together campaign was inspired at Pacific in spring 2011 to partner multiple student groups, campus and community partners to draft an application to participate and serve as a model school in President Obama’s Interfaith and Community Service initiative. Pacific’s focus for both the Better Together and President’s Interfaith initiative is supporting local foster youth who historically have lower college going and graduation rates to secure the resources, specifically school supplies and basic needs, necessary to complete college. Foster youth face particular challenges associated with college going and success in California’s Central Valley. A central part of the President’s Interfaith initiative is a resource collection campaign with a range of Pacific student groups and local faith communities committed to participating.

Housing and Greek Life teamed with community partners GOODWILL AND SALVATION ARMY to increase awareness in recycling and donating unwanted items. The department added donation bins to 6 residence halls and established closing donation drives at closing (fall and spring). The partners also provided discount coupons explaining the partnership and opportunities for all residents in their respective stores which were distributed on campus to residents.
The annual *Enough Is Enough* week proved to be a resounding success again last year. The organizing committee provided important programs and activities to reduce violence on our campus and within the Stockton community. As part of the week, students could donate their dining dollar points to help reduce violence in Stockton and as a result of their efforts; the *Enough is Enough* campaign collected $8,860 worth of food donations that went to the Gospel Center Rescue Mission in Stockton. Associate vice president Steve Jacobson served as the Nor-Cal NASPA Co-Chair and Coordinator of the *Enough is Enough* Community Forum. In March 2011, Steve became the National Coordinator of the *Enough is Enough* campaign.

The Pacific Crew team modeled community service through its outreach efforts to include underrepresented community youth and masters rowers. A Pacific student, Jafra Thomas, served as the first-ever Inclusion Coordinator for the Deep Water Rowing Association. Thomas generated significant participation in traditionally underrepresented populations in the community. His efforts were recently recognized in a US Rowing online magazine article that featured Pacific as a national model for other universities to reference in the development of similar outreach programs/initiatives: [http://www.usrowing.org/News/11-05-04/America_Rows_Feature_Deep_Water.aspx](http://www.usrowing.org/News/11-05-04/America_Rows_Feature_Deep_Water.aspx). As a result of his efforts, Thomas received a highly competitive bid (all expenses paid) to attend the FLAME leadership development program at the US Olympic Training Center in Colorado Springs. The FLAME program is designed to be a leadership enhancement program for high achieving minority college students who exhibit a pursuit of excellence in their own communities.

Contribute to the development, diversification and management of University resources

Preliminary plans were begun for additional housing on the Stockton and Sacramento campuses. The Stockton campus is planning for a new 250 bed suite/apartment style residence hall. The Project Manager was selected in early summer. A design team will be appointed soon for an anticipated target opening of fall 2013.

New office space configured for Student Life departments expanded and made more cohesive the “one-stop shopping” model for the *Student Life Neighborhood*. The moves into McCaffrey and Hand Hall were a resounding success in providing improved responsiveness and service to students and in increasing communication among student life departments needing functional adjacency. Housing and Greek Life, Career Resources, SUCCESS, the Office for Students with Disabilities, and the Community Involvement Program (CIP) moved into the renovated office space in the McCaffrey Center. The move allowed the departments in Academic Support Services and Judicial Services to move from Raymond Lodge into the former Center for Career Resources offices in Hand Hall. These moves contributed to improved staff morale as well as improved service effectiveness.
The University’s largest auxiliary, Housing and Greek Life, had a banner year for revenues, partly because of the over-subscription of housing. Total revenue generated was over $22 million. After deducting salaries and benefits, physical plant charges, operating expenses, debt service, institutional allocations and the contribution to the University’s General Fund of almost $3 million, Housing and Greek Life/Dining showed a planned net revenue projection of over $2 million. The total amount of net revenue is reinvested back into refurbishment and renewal of the residence hall and apartment facilities each year.

<table>
<thead>
<tr>
<th>Revenue</th>
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<tbody>
<tr>
<td>Salaries &amp; Benefits</td>
<td>(2,600,484)</td>
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<tr>
<td>Physical Plant Charges</td>
<td>(1,091,100)</td>
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<tr>
<td>Operating Expenses</td>
<td>(7,500,309)</td>
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<td>Debt Service</td>
<td>(2,674,868)</td>
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<tr>
<td>Institutional Allocations</td>
<td>(3,634,066)</td>
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<tr>
<td>University Contribution</td>
<td>(2,945,289)</td>
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<tr>
<td>Net Revenue for R&amp;R</td>
<td>2,049,562</td>
</tr>
</tbody>
</table>

The Sigma Chi chapter house underwent a significant renovation throughout the FY 2011 year. The $2.2 million dollar project stripped the building “down to the studs” and completely renovated the interior. The division also planned with the development staff a major fundraising project with Archania alumni, with an anticipated goal of $1.2 million dollars toward the total cost of renovation of the house. The project represents a significant investment in the Greek community at Pacific. The renovation will be completed by July 2011 and will be open for occupancy in FY11.

Housing and Greek Life created a distinctive database program that comprehensively identifies and plans deferred maintenance issues and rotational maintenance plans. This system has improved Assessment of facilities condition, management and strategic planning for the department.

Significant renovations were planned and embarked upon by the Housing and Greek Life staff in conjunction with Physical Plant. The largest-ever scope of renovation projects will be implemented in summer 2011, at almost $1.5 million. These renovations include structural improvements such as new roofs, windows, sprinkler systems, and new building exterior facades. Interior improvements include new carpet, paint, furniture and new flat screen televisions in residential common areas. An energy efficiency upgrade will reduce energy consumption in the residence halls through the use of new double pane vinyl windows. Security issues will be addressed through new occupancy sensors in restrooms, hallways and common areas.

Resources for safety and security. In the spring 2011 semester, director of public safety Mike Belcher and associate vice president for Steve Jacobson visited the University of Southern California, Johns Hopkins University, and Washington University in St. Louis to learn about their campus safety and student transportation plans and practices. Several important recommendations have resulted from their visits that have been reviewed with the President’s Advisory Council for implementation on the Stockton campus. In addition, a committee was established to review proposals from several security consultant vendors and a consultant was selected to visit Pacific in summer 2011 to make recommendations for the campus to improve security.

Outside conference services annual revenue increased by $19,000 during the 2010-11 fiscal year. This year’s increase represents the largest single year growth in revenue (15%) over the past five years.
Student-sponsored events were facilitated through the president’s request to make University space more affordable. A base-add to the DeRosa Center Budget subsidized the costs of Physical Plant Services on behalf of student organizations. The entire $14,000 allocation for student organizations was used to subsidize Physical Plant charges. Also, the DeRosa Center supported student club/organization events with an additional $4,000 subsidy in the spring semester. As a result, student organizations did not incur any costs for Physical Plant services during the 2010-11 academic year.

ASuop and the board of regents passed a resolution in support of a proposed adjustment to the existing recreation and activities Fee. The recreation and activities fee was increased from $30/semester to $40/semester, resulting in a $75,000 increase in additional annual revenue for Pacific Recreation Services and Facilities. The funding is intended to augment departmental operations and develop a reserve fund to support Pacific Recreation’s ten-year capital plan for repair and replacement of equipment and support facility upgrades.

Support and contribute to the President’s goals for the Three-City University, establishment of core identity and international competence

Members of the Division contributed to planning and discussions surrounding these three goals. Vice president Griego wrote a white paper and PowerPoint presentation for the regents’ October 2101 meeting presenting data on Pacific’s international efforts and programs.

Selected areas in Student Life provide services at the Dugoni and McGeorge schools under direct supervision from the Stockton campus. Student health services provides direct services at both remote campuses, and counseling services are provided by the Stockton campus for the McGeorge campus. Other departments on the Stockton campus provide information and coordination, but not supervision. Beginning in FY 2011, director of housing operations Silvina Sousa-Ransford coordinated monthly conference calls with the housing staff on the McGeorge and Dugoni campuses to discuss relevant housing issues and opportunities. Associate Vice President, Steve Jacobson and director of public safety Mike Belcher coordinated the Pacific Alert Team with representatives from each of the three campuses to address any crisis that may occur.

A major initiative from ASuop was to better coordinate and unite student government at all three campuses. ASuop’s senate voted to include representation of ALL Pacific students by seating a senator from the Dugoni School of Dentistry and extended an invitation to the McGeorge School of Law. In addition, ASuop convened three student planning summits with student leaders from all three campuses. A collective agenda was developed to advance the interests of Pacific students at Stockton, San Francisco and Sacramento.

Leadership development and the One Word Project were implemented at the remote campuses. The student government associations of all three campuses were hosted at the Stockton campus one weekend for an afternoon of leadership development. Associate vice president Dan Shipp has provided One Word Project sessions at both Dugoni and McGeorge schools. Conversation is underway with MOVE staff to a MOVE program for Dugoni students in the spring semester of 2012.
Commentary on President’s Priorities for 2010-2011

Leading efforts to understand why our retention and graduation rates are lower than they should be, and then working collaboratively and proactively with other divisions in the University to improve those rates. See lengthier discussion under goal #4, above. While the WASC university study on student success continues to progress, a few early – and key – findings point to issues affecting student persistence and graduation rates that deserve more immediate attention. As might be expected, high school preparation, meeting basic skills requirements (particularly in regard to math), and high school and transfer grade point averages are predictors for retention. With the current mix of university undergraduate programs, students who present the most retention risk related to these factors are frequently found in programs where enrollment capacity has historically been difficult to meet. Financial aid also creates a disproportionate retention risk for some students. Though, on average, institutional aid is distributed equitably across student groups, students who identify as African American and Latino/a experience the pressures of increasing tuition in greater numbers than their peers with other social identities. This is both the result of institutional and external aid not keeping pace with the increasing cost of tuition and over 2/3 of the students in these two groups falling into the lowest EFC category (having the greatest need) and experiencing the most reported financial stress. Often students at retention risk present both academic and financial risk factors as they are students from the local region who have been affected by the challenges facing local school systems and the deeply felt economic downturn. Understanding and responding to retention remains a goal in process for 2011-2012.

Leading the development of a University-wide Diversity Strategic Plan that will enrich the diversity and inclusivity of the university. This goal is underway. The task force met through the spring semester to conduct research and discuss emerging results. First draft writing is taking place during the summer 2011 months, so there is not yet anything to report. Deadline for completion is May 2013, but the task force set its goal as December 2012. The diversity strategic plan remains a goal in process for 2011-2012.

Supporting the efforts to understand what gaps may exist between our students’ expectations for campus life and/or school spirit and what they actually experience, and then working collaboratively with other divisions in the University to address issues that may arise. There are many ways in which Student Life staff have opened portals to understanding the expectations students have for campus life that then use these interests and expectations to design programs and experiences to provide a stimulating, friendly, and inclusive social environment. Many of these opportunities are described above, particularly in Goal 2. Promoting a vibrant Stockton campus remains a goal in process for 2011-2012.

Pacific’s tradition of developing community around small group interests are reflected in the over 150 registered clubs and organizations, far more than other schools our size. Last year, the software program Org Synch was fully operationalized to help these organizations communicate about programs and available opportunities. These organizations often serve as the locus of social interaction for many students on our campus.

Associate vice president Dan Shipp worked with the committee designing the marketing study on school spirit. Results from the survey are not yet available, but research findings from other student surveys are being compiled to help triangulate the eventual results. In addition, the president hosted a dinner at her house for a group of student leaders and a separate dinner for student Ambassadors. Ideas from those meetings have already generated responses, such as the decision to rebate physical plant charges for set-up in the DeRosa Center and the decision to create a transfer/commuting student lounge in the McCaffrey Center. In addition, Jason Velo conducted a series of round table discussions with student leaders to better understand their perceptions on the factors that may inhibit large-scale social activities. As a result of this continuing dialogue, a Student Activities Center was created to provide ongoing support for student event planners. In addition, applicable student event policies were amended to promote more activities.
In the spring 2011 semester, the ASuop president and student involvement staff members met with student leaders who play key roles in organizing large-scale social events on campus. These student leaders represented Greek life, residence halls, multicultural student groups, and members of the associated students A&E programming board.

Students were asked to (1) share their opinions and experiences with the current state menu of weekend social activities, (2) provide specific feedback on the types of activities they wish to participate or host, and (3) identify any obstacles which may be inhibiting them from hosting their events or programs on campus. During these recent conversations, student leaders provided a diverse set of opinions regarding their current satisfaction with weekend social activities. Some students reported satisfaction with the quantity of social events and activities currently available; however, frustration was expressed with having to consult multiple calendars and on-line social networking websites in order to discover these options. In 4 of the 5 recently held roundtable discussions, students identified better communication of events and activities as their primary concern.

While many students expressed satisfaction with the current state of social activities on campus, there was a consensus reached on the need to consistently offer a major social activity each Friday evening during the academic year. Students also voiced hope for more social activities on Saturdays, but on a bi-weekly basis. The specific ideas that were suggested most often for major social events and activities included:

- Student dances (offered every other weekend)
- Expansion of ASuop’s Ultra Lounge program
- Comedians
- Off campus excursions to sporting events, the arts, and recreational activities
- Live bands or DJ’s
- Expansion of the Tiger Night’s program
- Annual formal student dance
- Outdoor programming and outdoor dining (i.e. campus block parties)

Students consistently identified three primary barriers to implementing their weekend program plans vision of weekends at Pacific. These three barriers included (1) difficulty or unavailability of reserving preferred reserving rooms/facilities to host events, (2) financial limitations to providing consistent/high quality weekend events similar to the block part in March, and (3) event policies which require organizations to provide an event monitor for every 15 guests at a social event.

Summary of Recommendations
The following summary of recommendations represent those ideas where the highest degree of consensus was reached among the five round-table discussions hosted by ASuop student leaders in the spring semester. A status update has been provided after each recommendation.

- Create a centralized master calendar that includes all events and activities (i.e. significantly improve the campus website). IN PROGRESS
- Increase funding to support student social activities to ensure that there is a major social event scheduled every Friday evening and every other Saturday. PENDING
- Ensure that student organizations have access to a major campus facility to host significant weekend activities. The most commonly request facilities were the DeRosa Center Ballroom, the Lair, the Commons, outdoor programming space (ideally in an event tent) and Raymond Great Hall. IN PROGRESS
- The University should consider purchasing or leasing a large outdoor tent (with a minimum capacity of 300) that could be used by students to host large outdoor social events. (i.e block parties and tailgating). Amend policies regarding the use of student event monitors (i.e. adjust the 1/15 event monitor requirement). IN PROGRESS
- Review and amend current social event policies that only ONLY apply to the Greek community (i.e. adjust sober monitor requirement ratios). COMPLETED
Feedback about the desire for more Friday and Saturday night large scale parties resulted in a proposal being brought to ASuop to increase student fees by $10 to ensure meeting the budget for an event every weekend and by $20 to ensure events on both Friday and Saturday evenings. The proposal was defeated. Additional study and ongoing conversations will be priorities for the 2011-2012 academic year (see 2011-2012 goals below).

**Student Involvement Trends**

Student participation in staple Student Life programs and events continue to be at/near record high levels. These programs are presented in the graphs below and include *Tiger Nights* (four held in 2010-11), the *Brickyard Entertainment Series*, the *Film Series*, which has increased steadily and significantly in attendance, *Off-Campus Excursions*, *Recsports*, and *Tigerx* programs. All of these activities include at or all-time high participation rates.

**Figure 9:**
*Tiger Nights (Average per event)*

**Figure 10:**
*Off Campus Excursions (Average per event)*

**Figure 11:**
*Brickyard Series (Average per event)*

**Figure 12:**
*Film Series (Average per event)*

**Figure 13:**
*RecSports Participation*

**Figure 14:**
*Film Series (Average per event)*
2011-2012 Goals for Division of Student Life

1. Contribute to the University-wide strategic plan through building distinctive shared learning initiatives with faculty and by leading the development of the diversity strategic plan.

2. Lead the study to understand University retention and attrition and build Student Life responses to increase student learning, satisfaction, support, experiences, and programs that have a proven impact on graduation rates.

3. Create a more vibrant Stockton campus by ensuring a safe and inclusive campus environment and by building effective and impactful student programs and experiences aligned with University learning goals.

4. Initiate an effective student leadership development program in collaboration with faculty.

5. Enhance systems of review and assessment to improve student learning results and Student Life service and program effectiveness.