2010 – 2011

STUDENT AFFAIRS ANNUAL REPORT

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Vice President for Student Affairs

August 15, 2011
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INTRODUCTION

The Student Affairs Division had a successful and productive 2010-2011 year. Division-wide staff dedicated themselves, Student Affairs greatest resource to the success and well-being of USD students. We collectively strived to create a welcoming and spirited community. Our staff worked alongside a dynamic student body, strong student leaders, and increasingly diverse student organizations. Our student staff deserves much of the praise for the achievements in our organization.

The Student Affairs Leadership Team engaged in a 360° Leadership Profile Survey this year. Engaging in this review process is an example of the leadership commitment to being part of a learning organization, self-reflection, and continuous improvement.

For a second year, the Student Affairs Strategic Plan provided the framework for directing our priorities and resources. The four themes or areas of emphasis included; integrated learning, community, organizational excellence, and promoting our Catholic identity.

Included in this report is the 2010-2011 Individual Goal results. Department and unit efforts to assess our work and establish a culture of evidence has begun to strategically influence and impact program and service changes and enhancements.

The examples and details of introducing learning outcomes and assessment into newly created or improved services and student experiences are well articulated in the area reports submitted by the Student Affairs Leadership Team and included in this annual report. The units in Student Affairs are actively responding to student interests and needs.

Our greatest challenge will be to adjust and adapt new services to a changing environment ensuring our students have a positive living-learning experience, become productive members of society and future donors to USD.
Over the past two years, as we engaged in the Strategic Planning Process, we were intentional in aligning our plans with USD’s Mission, Vision and Core Values.

**USD Vision Statement**
The University of San Diego is becoming a nationally preeminent Catholic university known for educating students who are globally competent, ethical leaders working and serving in our complex and changing world.

**USD Mission Statement**
The University of San Diego is a Roman Catholic institution committed to advancing academic excellence, expanding liberal and professional knowledge, creating a diverse and inclusive community, and preparing leaders dedicated to ethical conduct and compassionate service.

**USD Core Values**
The University of San Diego expresses its Catholic identity by witnessing and probing the Christian message as proclaimed by the Roman Catholic Church. The University promotes the intellectual exploration of religious faith, recruits persons and develops programs supporting the University's mission, and cultivates an active faith community. It is committed to the dignity and fullest development of the whole person. The Catholic tradition of the University provides the foundation upon which the core values listed below support the mission.

**Academic Excellence**

The University pursues academic excellence in its teaching, learning and research to serve the local, national and international communities. The University possesses that institutional autonomy and integrity necessary to uphold the highest standards of intellectual inquiry and academic freedom.

**Knowledge**

The University advances intellectual development; promotes democratic and global citizenship; cultivates an appreciation for beauty, goodness, and truth; and provides opportunities for the physical, spiritual, emotional, social, and cultural development of students. The University provides professional education grounded in these foundations of liberal learning while preparing students to understand complex issues and express informed opinions with courage and conviction.
Community

The University is committed to creating a welcoming, inclusive and collaborative community accentuated by a spirit of freedom and charity, and marked by protection of the rights and dignity of the individual. The University values students, faculty and staff from different backgrounds and faith traditions, and is committed to creating an atmosphere of trust, safety and respect in a community characterized by a rich diversity of people and ideas.

Ethical Conduct

The University provides a values-based education that informs the development of ethical judgment and behavior. The University seeks to develop ethical and responsible leaders committed to the common good who are empowered to engage a diverse and changing world.

Compassionate Service

The University embraces the Catholic moral and social tradition by its commitment to serve with compassion, to foster peace, and to work for justice. The University regards peace as inseparable from justice and advances education, scholarship and service to fashion a more humane world.

Student Affairs Mission Statement

In the Catholic tradition, we create an educational environment which motivates and inspires student learning and personal development, serves the University community, and challenges students to make a positive contribution to society.

STUDENT AFFAIRS ASPIRATIONS AND STRATEGIC GOALS

Integrated Learning and Planning

Student Affairs will advance the philosophy that learning takes place in all aspects of campus life. We will engage students holistically, to collaboratively provide purposeful learning experiences and environments that support the University’s mission and learning goals.

- Enhance Student Affairs structures and processes to more effectively support integrated learning and planning.
- Coordinate programs and services to foster effective integrated learning and planning within Student Affairs and in collaboration with other divisions.
- Create a culture of assessment within the SA division. The culture is described as follows: decision-making is supported by relevant data; assessment and planning are considered integral to our work and present through all steps; assessment efforts support unit goals and divisional and institutional strategic plans and are coordinated across the division and institution where possible; assessment efforts are focused on student
learning and development and include more than simply gathering new data, assessment results are shared and supervisors discuss assessment with staff regularly.

- Enhance opportunities for integrated learning with graduate students.

**Community**

Student Affairs will lead the collaborative process of fostering community and “Life-long Torero Pride”. We will be a celebrative, just, inclusive, open and caring community. We will actively engage in providing distinct learning and social experiences driven by Mission, traditions and students.

- Create a physical environment characterized by both interior and exterior spaces that allow for formal and informal gathering that promote/demand the development of community.
- Celebrate and support both new and existing traditions, rituals and programs to enhance community and foster life-long Torero pride.
- Advance USD towards becoming a celebrative, just, inclusive, open and caring community.
- Advance USD’s Catholic identity and our commitment to fostering the spiritual development of all students, in collaboration with Mission and Ministry and the Council for the Advancement of Catholic Social Thought.

**Organizational Excellence**

Student Affairs will be a dynamic organization with structures and processes that are innovative, and clear in communication, expectations and roles. Each member of our team will actively contribute to creating an environment where employees’ well-being is valued, and all are well-informed, supported and empowered.

- Develop a communication plan to outline systems and practices to consistently disseminate necessary and appropriate information at all levels of the organization.
- Ensure that every employee understands and has the capacity to fulfill the Student Affairs mission, priorities and scope of responsibility based on their job description.
- Promote best practices, student-centered and outcome-oriented approaches, and exhibit leadership/managerial skills.
Student Affairs Assessment Projects During the 2010-2011 Academic Year
Over the course of the academic year, the Student Affairs Division completed 47 assessment projects, 42 utilizing StudentVoice and 5 utilizing other means. Assessments range from satisfaction studies to program evaluation and analysis of existing data. Below is the list of the 2010-11 assessment projects.

1. Post Communication Audit
2. ELAC Visioning Survey
3. Various Intern Seminar Evaluations
4. SA/UP Collaborative Meeting Follow-Up Survey
5. Co-Curricular Experiences Survey
6. Commuter Student Survey
7. Spring 2011 Peer Advising Client Evaluation
8. CHWP Student Satisfaction Survey
9. Spring 2011 Evaluation (AS)
10. Orientation Adventure Evaluation
11. Spring Alcala Bazaar Survey
12. SLIC Student Employee Training Evaluation
13. SYE Abroad Program Evaluation
14. Sorority Recruitment Participant Survey
15. Graduate Assistant/Supervisor Evaluations
16. Sorority Recruitment Withdrawal Form
17. Preceptorial Student Survey
18. Preceptor Evaluation
19. RA Staff Evaluation
20. Male Involvement Survey
21. USD Parking Survey
22. Torero Program Board Evaluations
23. AS Evaluations
24. Torero Days Outcomes Assessment
25. Fall 2010 Peer Advising Client Evaluation
26. GA Supervisor Survey
27. Student Staff Workshop Survey
28. Fraternity Recruitment Survey
29. Leave of Absence and Withdrawal Assessment
30. Out-of-State Student Dinner Evaluation
31. Torero Squad Survey
32. Torero Board Survey
33. Torero Days Satisfaction Survey – Transfer
34. Torero Days Satisfaction Survey – Freshmen
35. USD New Freshmen Survey – 2006
36. USD New Freshmen Survey – 2008
37. Transfer Student Interest Survey
38. Preceptorial Fall Training Evaluation
39. RA Training Evaluation
40. Summer Send Off Assessment
41. Student Interest Questionnaire
42. Counseling Center Client Satisfaction Survey

Additional Student Affairs assessment projects not using StudentVoice include:
1. MAP-Works
2. MyStudentBody
3. Graduated GA Interviews
4. Living-Learning Community Pilot Assessment
5. Black Student Retention and Recognition Committee Report
The student affairs individual goals are derived from the Student Affairs Strategic Plan. Three themes comprise the plan: integrated learning, community and organizational excellence. The fourth goal, promoting our Catholic identity, is a collaboration between student affairs and university ministry.

Core Value: The University pursues academic excellence in its teaching, learning and research to serve the local, national and international communities. The University possesses that institutional autonomy and integrity necessary to uphold the highest standards of intellectual inquiry and academic freedom.

Strategic Goal: USD will provide integrated learning experiences across educational contexts and contribute to the scholarly research on ethics to develop intentionally the leadership capacities of all students.

1. INTEGRATED LEARNING: Student Affairs will support student success through integrated learning and retention initiatives guided by evidence-based decision-making. We will also implement new structures and systems to enhance communication and support of institutional efforts in these areas.

MINIMUM: We will successfully implement and assess student affairs-led strategies in support of institutional efforts to increase student persistence. These efforts focus primarily on the social dimension of students’ experience.

- **Living-Learning Communities** - in collaboration with the College of Arts and Sciences (CAS) we will pilot three academically and residentially-based living-learning communities in fall 2010, a minimum of eight percent of the first year class will be enrolled. Assessment is incorporated into the course as well as the co-curricular experience.
- **MAP-Works** – a new implementation plan including enhanced intervention strategies based on what we learned from the year-one implementation will be applied in fall 2010. Assessment efforts will focus on the effectiveness of intervention strategies.
- **First Connections** – a new initiative designed to help first year students connect with other students sharing similar interests and with campus programs and services relevant to their interests. Pre-matriculation outreach and a designated session during Torero Days are two important elements of the program. Assessment will focus on student perceptions.
- **Out-of-state student initiatives** – regional student leaders will host dinners for first year students from outside California early in the fall semester. Additionally, they will contact students from their region before they arrive to campus and host other regional events during the first semester with the goal of reaching all
students prior to Torero Days. Assessment will focus on student perceptions and tracking pre-matriculation contacts.

- **Torero Days** – program changes have been made based on assessment findings from last year’s program. We will focus our assessment on these changes. For example, the ‘Discover San Diego’ program was discontinued this year to allow for sessions that will help students connect with other students, programs and groups related to their interests. Questions on the outcomes assessment survey will help us determine the effectiveness of these changes.

- **Exit and leave of absence process** – the Center for Student Success began coordinating this process in May 2010. Efforts are underway to link completion of this process with release of transcripts to increase participation. An exit interview will capture more rich data regarding students’ decisions to leave which we can combine with other measures to create a fuller understanding. (all medical leave of absences will continue to be processed through the academic dean’s office and student wellness)

**Met Minimum Goal:**

Six preceptorial courses enrolling 104 first year students (9% of the first year class) were piloted as living-learning communities in fall 2010. Assessment findings are informing plans for the fall 2011 and 2012 pilots.

MAP-Works continues to be a useful tool in supporting retention and assessment efforts. This year, we were able to increase the coordination and implementation of the support accompanying the tool achieving a 98% response rate in the initial survey. Assessment of the effectiveness of the intervention strategies is underway and results were presented at the May 2011 SOCOR meeting.

Student perception of the First Connection program indicates some success with the program. This program will scale back as the living-learning communities expand with the goal of discontinuing the program when all first year students participate in a living-learning community.

Student perception of the Out-of-state student initiatives indicates some success with the programs and these initiatives including summer outreach, regional dinners and the Out-of-state Student Council will continue as planned.

Assessment of the Torero Days program has been completed and the data is informing changes to the fall 2011 program.

Data collected from the Exit and Leave of Absence processes has augmented our understanding of retention issues providing more detail regarding why students leave USD. As of March 11, 2011, the Center for Student Success processed 38 Leaves of Absence, 54 Withdrawals, 8 Changes of Status and completed 56 exit interviews with students since May 1, 2011.
**TARGET:** We will create a representative student affairs committee designed to enhance communication between the Committee for Undergraduate Persistence (CUP) and individual student affairs units. This structure will better equip individual units to intentionally support retention efforts.

In partnership with CAS, we will develop a proposed, comprehensive living-learning community model and plan for implementation to the entire first year class over time. The proposal will also include discussion of a second year residency requirement. We will present this proposal to the Student Affairs Committee of the Board of Trustees, the Executive Council, and the University Senate in fall 2010.

In collaboration with the School of Leadership and Education Sciences (SOLES), we will develop a proposal for enhancing and expanding integrated learning opportunities for graduate students in the SOLES/Student Affairs cohort through graduate assistantships, internships and research opportunities. We will present this proposal to the Student Affairs Leadership Team (SALT) in October 2010.

**Met Target Goal:**

To achieve the goal of enhancing communication between CUP and individual student affairs units, the Assistant Dean for the Center for Student Success and the Associate Dean of Students (both members of CUP) will meet with area staff in the student affairs division regularly to promote communication regarding retention efforts. These meetings occurred in April 2011.

We presented a proposed, comprehensive living-learning community model to the Vice President for Student Affairs, the Executive Vice President & Provost and Dean of the College of Arts and Sciences in fall 2010. They approved moving forward with expanding pilot living-learning communities. The working group convened to propose the living-learning community model is currently discussing recommendations regarding a second year residency requirement. The recommendations were shared with the Vice President for Student Affairs, the Executive Vice President & Provost and Dean of the College of Arts and Sciences informally in June 2011 and the working group will continue to meet and formally articulate its recommendations in fall 2011.

The proposal to enhance and expand integrated learning opportunities for graduate students in the SOLES/Student Affairs cohort was presented to SALT in November 2010. The March 2011 decision from SOLES and Student Affairs provides additional funding to staff a “coordinator” position and bring compensation for two current graduate assistant positions in line with similar positions beginning July 2011.
**MAXIMUM:** We will assess the living-learning community pilots this fall and implement a more robust pilot for fall 2011 with plans to incrementally increase the number of students participating until all first year students are involved. We will continue developing a culture of assessment within the division. By the end of 2010-11, all units will have developed learning outcomes and a three-year assessment plan. We will summarize annual, relevant assessment results across the institution, and incorporate this information into the unit annual reporting and goal setting process as well as divisional strategic plan revisions.

**Met Minimum Goal:**
Assessment of the fall 2010 living-learning community pilots is completed and informing the fall 2011 pilots. A total of 22 preceptorials and approximately 300 first year students will participate in the fall 2011 pilots. Planning for expanding implementation of the living-learning communities to the entire first year class is grounded in assessment and communication with the CAS Core Curriculum Committee and the D-Course Committee to ensure coordination of these efforts.

The majority of Student Affairs units in student affairs have developed learning outcomes and a 3-year assessment plan. A few units are finishing their work and a few are just beginning due to staffing changes. Relevant assessments from across the institution have been summarized and incorporated into unit annual reporting and goal setting processes as well as divisional strategic plan revisions.
Core Value: The University is committed to creating a welcoming, inclusive and collaborative community accentuated by a spirit of freedom and charity, and marked by protection of the rights and dignity of the individual. The University values students, faculty and staff from different backgrounds and faith traditions, and is committed to creating an atmosphere of trust, safety and respect in a community characterized by a rich diversity of people and ideas.

Strategic Goal: USD will become a more culturally diverse and culturally competent community through recruitment at all levels, deepening transborder and international educational partnerships, and involving students and faculty in international learning experiences.

2. COMMUNITY: Students’ sense of belonging at the university directly impacts the quality of their experience as well as their success. Student Affairs will lead the collaborative process of fostering community and “Life-long Torero Pride”. We will be a celebrative, just, inclusive, open, and caring community. We will actively engage in providing distinct learning and social experiences driven by Mission, traditions, and student needs. Our recent research efforts indicate a need to target efforts toward transfer commuter students, and students from underrepresented groups; specifically: African American, American Indian and students from the Lesbian, Gay, Bisexual, and Transgender (LGBT) community. Additionally, we know that students cite reasons associated with the student body climate as the second most common reason for leaving the university (after financial reasons). To balance these outreach efforts, we will also engage all students in becoming more culturally competent to enhance the overall campus culture.

MINIMUM: Implement a Student Affairs Working Committee on Diversity and Inclusion to serve as a conduit to the new Center for Inclusion and Diversity and develop a comprehensive plan of student affairs initiatives to support underrepresented students; specifically African American, American Indian and LGBT students. Evaluate the pilot education efforts to reduce student acts of intolerance implemented during fall 2010.

Met Minimum Goal:
Since this goal was drafted, the Center for Inclusion and Diversity (CID) developed Action Teams with representation from Student Affairs. The Director of the United Front Multicultural Center and Co-Director for the Center for Inclusion and Diversity serves on all four groups. The Assistant Vice President for Student Life, Director of the Women’s Center and the Director of Residential Life serve on the Research, Resources and Retention Action teams respectively. In light of the opening of the CID and the structure of the Action Teams, we decided not to develop a Student Affairs working committee to address the same work. Additionally, we compiled an inventory of current Student Affairs initiatives designed to support underrepresented students. This inventory is pending review by CID leadership.

Assessment of the pilot efforts in Camino Hall, a first year residence hall, to reduce student acts of intolerance implemented in fall 2010 indicates that learning outcomes were achieved.
TARGET: Create and assess new initiatives designed to engage transfer commuter students in co-curricular opportunities to enhance their college experience and sense of “connectedness.” Continue to foster community and life-long Torero pride among our graduate students as demonstrated by the support of existing and development of new Torero spirit events.

Met Target Goal:
A group representing the College of Arts and Sciences, the School of Business Administration and Student Affairs has been formed to implement the proposal to enhance the transfer student experience and sense of “connectedness”. Initial efforts are focusing on transfer student orientation. Three members of the group attended a conference focusing on the transfer student experience in April 2011 and the group has set priorities and is working toward achieving them.

The commuter program has attempted several strategies in its initial year including staffing the Commuter Student Commons with student workers trained in campus resource information, appointing two commuter advisors focused on sponsoring programming for this population, and initiating a commuter student send off through Parent Relations. Assessment of these initial efforts is underway and will inform directions for the coming year. Additionally, the Associated Students’ Senate restructuring now provides commuter student representation and outreach.

Graduate Student Life sponsored the Graduate and Law Reception and Resource Fair, Graduate Student Athletic Tailgate, and Spring Welcome Back BBQ with attendance ranging from 125-175 students. The Graduate and Law Student Commons continues to be an active space for this community hosting regular events. The Graduate Student Council has an active leadership body with three officers and 10 representatives who also sponsor and support events for graduate and law students. In addition to the Graduate News and Views newsletter graduate and law students can connect with this community through various social media venues such as Facebook and the website.

MAXIMUM: Create, pilot, and assess new initiatives designed to increase the cultural competence of all students. Work in conjunction with University Ministry, Community Service-Learning, the Center for Inclusion and Diversity, and other campus partners to develop a plan for a sustained and comprehensive, residentially-based curriculum during the second year designed to enhance values clarification, moral development and cultural competence. We will establish a working group to develop and present a plan to SALT in April 2011 with the goal of pilot implementation in fall 2011.

Maximum Goal Not Met:
A proposed charge, timeline and working group is being developed to explore possible strategies to infuse values clarification, moral development and
cultural competence into the residential experience of second year students. The proposal will be presented to SALT in April 2011. Efforts to develop initiatives designed to increase the cultural competence of all students is pending the outcome of the CID Research Action Team subcommittee charged with defining diversity.
Core Value: The University advances intellectual development, promotes democratic and global citizenship, cultivates an appreciation for beauty, goodness and truth; and provides opportunities for the physical, spiritual, emotional, social, and cultural development of students. The University provides professional education grounded in these foundations of liberal learning while preparing students to understand complex issues and express informed opinions with courage and conviction.

3. **ORGANIZATIONAL EXCELLENCE:** Student Affairs will be a dynamic organization with structures and processes that are innovative, and clear in communication, expectations and roles to facilitate improved student support. Each member of our team will actively contribute to creating an environment where employees' well-being is valued, and all are well informed, supported and empowered.

**MINIMUM:** Student Affairs will ensure that every employee has access to the web-based tool that has been developed by the division to promote employee wellness. Every employee in the division will receive information on how to access an online Holistic Lifestyle Questionnaire and a process to outline effective ways to change health behavior and improve wellness levels. In addition, employees will have access to an online resource guide organized around eight dimensions of wellness (emotional, environmental, financial, intellectual, occupational, physical, social/family, and spiritual), outlining on-campus and community wellness resources.

During the summer and fall of 2010, the division will create a phased implementation plan that will include the sharing of information about the employee wellness initiative at division, area and unit staff meetings. Supervisors and managers will be responsible for ensuring that all members of the organization learn about this resource and have access to the online Holistic Lifestyle Questionnaire and other wellness resources. In addition, student affairs will work collaboratively with the department of human resources to identify incentives to promote the use of these wellness tools.

Progress towards this goal will be measured by documenting all marketing and communication efforts, tracking the number of staff members accessing the web-based wellness tools and by surveying users in the spring of 2011.

**Met Minimum Goal:**
All employees in the student affairs division were given access to a web-based tool and resources to promote employee wellness in the fall 2010 semester. We informed the division of the resources at a meeting early in the fall semester and emails in the fall and spring semesters. 16 employees have completed the Holistic Lifestyle Questionnaire and developed wellness plans using the tool. A user survey was administered in May 2011 to assess usefulness of the tool and resources. Additionally, we have initiated
conversations with Human Resources to share these tools and resources with the rest of the university community.

TARGET: The Division of Student Affairs will develop and implement a Communication Enhancement Plan (CEP) to outline systems and practices to consistently disseminate necessary and appropriate information at all levels of the organization. The CEP will address the needs identified by the division-wide communication audit that was completed in the spring of 2010. The CEP’s recommendations are aimed at improving communication flow (downstream and upstream), coordination and knowledge sharing, timeliness of communication and the effectiveness and reliability of the communication shared. As presently envisioned, the CEP consists of 11 specific recommendations that will be shared with the division and implemented during the fall 2010 semester. The effectiveness of these strategies will be assessed at the end of the spring 2011 semester through a survey eliciting feedback from the division.

Met Target Goal:
A Communication Enhancement Plan was developed and implemented in fall 2010. Strategies included: Weekly Division e-Newsletter, VPSA visiting every unit's staff meeting, AVPs attending other area meetings, distribution of information via area meetings, SACM meetings and divisional listserv, identification of relevant information and means to be communicated at every SALT meeting, convening meetings as needed to discuss issues relevant to the division. A follow up Communication Survey was administered in May 2011 to assess the impact of the Communication Enhancement Plan. Most members of the division indicated that communication has improved within the division (76%) and between areas and departments (66.1%).

MAXIMUM: The Division of Student Affairs will conduct a review of current systems and practices to assess the efficiency and effectiveness of services and programs.

Under the direction of the three Assistant Vice Presidents, every unit will review and document current processes, systems and practices to identify areas where effectiveness can be improved and greater efficiency can be achieved, while identifying potential cost-cutting measures. Student Affairs will also conduct a comprehensive study to identify how student employment (federal work study and student wages) resources are allocated and utilized throughout the division. New systems to increase oversight, planning and accountability will be developed by spring 2011 with a fall 2011 implementation plan.

Met Maximum Goal:
Efforts completed to improve the effectiveness and efficiency of services and programs include: reviewing the process of hiring and compensating student workers across the division with changes implemented in September 2010, developing a new selection and recruitment process for professional staff in the division (August 2011), developing a process and timeline describing the
division’s goal setting and planning processes (March 2011), and completing a comprehensive review of the Residential Life unit (August 2011).
Core Value: The University embraces the Catholic moral and social tradition by its commitment to serve with compassion, to foster peace, and to work for justice. The University regards peace as inseparable from justice and advances education, scholarship and service to fashion a more humane world.

4. **PROMOTING OUR CATHOLIC IDENTITY** – In collaboration with Mission and Ministry, Academic Affairs and the Council for the Advancement of Catholic Social Thought, the Division of Student Affairs will promote our Catholic Identity and foster the spiritual development of all students.

**MINIMUM:** Introduce 2010 CST themes with website, banners and programming. New banners will be designed, educational resource developed for website and four major events will highlight themes.

**Met Minimum Goal:**
The Catholic Social Thought website ([http://www.sandiego.edu/cst](http://www.sandiego.edu/cst)) was relaunched in January 2011 and new banners were designed and placed in exterior locations and in the Hahn University Center outside Frank’s Lounge and Founder’s Chapel in Fall 2010. Three signature events were sponsored: “Social Issues Conference: Artists Igniting Social Change” (October 4-10, 2010), “All Faith Service” (January 27, 2011), and “L.I.F.E. Week” was held on April 11-15, 2011. Additionally, Residential Life uses the “Call to Family, Community, and Participation” teaching as the foundation for training their staff. They also held a floor-decorating contest using the CST themes among the Resident Assistants this fall.

**TARGET:** Introduce 2010 CST themes with website, banners and programming. New banners will be designed, educational resource developed for website and four major events will highlight themes. Form CST Ambassadors group for university wide CST sharing of events/programs, resources and events. Hold first annual meeting of Ambassadors group.

**Met Target Goal:**
The 2010 Catholic Social Thought themes for fall 2010 ‘Call to Family, Community and Participation’ and the spring 2011 theme of ‘the Dignity of Work and the Rights of Workers’ were prominently displayed at Founders Chapel, the Student Life Pavilion and on the Plaza. The Catholic Social Thought website was launched and provides the university community with the most up to date information about programming, themes and highlights associated with Catholic Social Thought.

The first annual Catholic Social Thought Ambassador Program Inaugural Luncheon was held on March 24, 2011. The program was well attended by a cross section of faculty, administrators, staff and students. Dr. Gerard Mannion, Director of the Center for Catholic Thought and Culture, provided
the keynote address on Catholic Social Thought. The fall 2012 theme, Solidarity was announced at the meeting and 48 attendees were invited to become Ambassadors and sign the commitment card. It was a successful inaugural event.

**MAXIMUM:** Introduce 2010 CST themes with website, banners and programming. New banners will be designed, educational resource developed for website and four major events will highlight themes. Form CST Ambassadors group for university wide CST sharing of events/programs, resources and events. Hold first annual meeting of Ambassadors group. Develop long term support structure that integrates CST into the campus community and identifies financial support as well as assessment tools. Collaborate with University Mission and Ministry and SOLES to explore possibility of future program for certification of Student Affairs and Ministry professionals. Integrate recent assessment results to form new initiatives and program direction. Through cost sharing and utilization of existing funds, new programs are being implemented and existing programs are further enhanced.

**Met Maximum Goal:**
University Mission and Ministry and Student Affairs have partnered to explore the *Principles of Good Practice for Student Affairs at Catholic Colleges and Universities* through semesterly joint “all staff” meetings. The first meeting took place in March 2011, each meeting will explore one of the eight principles and its application to student formation at USD.

University Mission and Ministry, SOLES and Student Affairs have worked in consultation with Eduventures to conduct a market analysis of programs that prepare professionals to work at faith-based colleges and universities. The report was completed in June 2011 and will help us determine the type of program that will be of interest to professionals in these fields. The data is providing direction to proceed with developing a curriculum for an institute or other type of program. Representatives from Student Affairs, SOLES, University Ministry and Continuing Education will meet in August to continue developing this program.

August 15, 2011
Student Affairs Committees

There are four meetings scheduled during the academic year.

Student Affairs Committee of the Board of Trustees

Topics:

2010
September 24, 2010
Associated Students
Graduate Student Council
Student Bar Association

December 2, 2010
Veterans Program
Naval Reserve Officers Training Corps Program
Associated Students Report Senate and Programming
Weekends at USD

2011
February 24, 2011
Draft Strategic Directions – Kelsey Chase
Responding to Students’ Psychological Needs
USD Programs that Attract/Support Current and Former Military Students

May 5, 2011
Introduction of 2011-2012 Student Leaders
End of the Year Reports – Student Leaders

Student Affairs Faculty Fellows Advisory Group. There are four meetings scheduled during the academic year.
CEE is going to begin adding Student Affairs events to their monthly e-mail newsletter under a “Integrated Learning Spotlight” heading
Assessment
Living Learning Communities

Catholic Social Thought
There are four meetings scheduled during the academic year, excluding any special events.

Topics
Ambassador Program
Ashoka University
Dear Brothers and Sisters: Celebrating 120 Years Since Rerum Novarum
End of fall semester and beginning of spring semester check-in
Family-Friendly Policies
Review and Planning for 2010-2011
Website and CST Calendar
Meeting Schedule
Communication: Website Development
CST Education
CST Themes: Fall 2011 “Solidarity”

**Vice President’s Committees and Boards**
Board of Trustees
Student Affairs Committee for the Board of Trustees
Executive Council
President’s Cabinet
Student Affairs Faculty Fellows Advisory Group
Budget Committee
Budget Working Group Committee
CUP/SOCOR
Board Leadership Catholic Charities

**Vice President’s Standing Meetings**
Student Affairs Collaborative Meetings
CIRT and SIT ad hoc Meetings
University Ministry and Student Affairs Collaboration
Student Affairs Leadership Team
Torero Life Website Editorial Team
Executive Vice President and Provost
Vice President for University Mission and Ministry
Vice President Business Services and Development
Dean of the College of Arts and Sciences
President of Associated Students
Academic Deans Lunch Meetings
Quarterly Budget Meeting
Center of Inclusion and Diversity

**Director, Resource Management Committees**
Student Affairs Leadership Team
CAS Review – Facilities and Financial
CAS/SA Working Group
Budget Roundtable
Convene the Student Affairs Support Staff meetings

**Special Assistant to the Vice President Committees**
Responsible for the minutes at the President’s Cabinet which meets four times during the academic year
Student Affairs Committee of the Board of Trustees
Student Affairs Leadership Team
University Center Honor Society – Honorary Member
Torero Life Website Editorial Committee
Catholic Social Thought Ambassador
Employee Picnic Committee
RESOURCE MANAGEMENT

Area Overview:

Within the Student Affairs Division, the Resource Management function is performed by Kathe Myrick. Ms. Myrick has more than 20 years of progressively responsible experience at the University of San Diego managing budgets and personnel matters.

Unit Overview:

During the 10-11 fiscal year, Student Affairs had educational and general budgets with revenue expectations of close to $1M and expense budgets of $6.6M and auxiliary budgets with revenue expectations of $22.7M and expense budgets of $16M.

As of 6/15/11, the Student Affairs Division is comprised of the following:

- 100 non-student active employees, (77 fulltime regular) of this number, 34% are male, and 66% female. The ethnic group self reported is the following: 67% White (not Hispanic or Latino) 21% Hispanic or Latino, 7% Asian, 3% Black or African American, and 3% Filipino
- 102 student employees, (this figure swells to over 300 during the academic year)
- 13 Graduate Assistants

Student Affairs currently has 22 active non-student employees with a hire date in the 09-10 fiscal year. Of these employees, 14% self report their ethnic group as Hispanic or Latino, 4% as Asian, and 9% as Filipino.

2010-11 Goals and Accomplishments:

- As of 7/14/11 Student Affairs is on track to give back over $172,961 in salary and benefits funds to the general USD budget.
- The Student Affairs division is on track to end the fiscal year with surplus E & G and surplus Auxiliary funds.
- Campus Recreation received $50,000 in restricted gift funds from the PGA, two $10,000 gifts for Rugby and a $10,000 gift for Mens Lacrosse.
- Associated Students completed their first year using the University’s Noetix budgeting system successfully and is on track to have a carry-forward balance of $286,128.
- Over 80 Student Clubs and Organizations are on track to have a total carry-forward balance of close to $140,000.
- Completed a comprehensive zero based budget for the University Center Ticket Office and Special Events which was referred to during the WASC accreditation visit. Created multiple budget planning scenario reports. Review and reports resulted in collapsing departments and moving them to the E & G budget.
- Successfully completed the first year of our new Student Staffing plan which moved from a centralized model and distributed student recruiting, payroll oversight, supervision and budgets
to all departments. Worked with the Office of Student Employment to change the budget and student FWS/CWO allocations. Trained supervisors on new responsibilities.

- Worked with the AVP for Student Life and UC Operations to revise the Event Co-Sponsorship policy which will result in a revenue increase.
- Worked with AVP for Student Life to create the Recruitment and Selection Toolkit for Student Affairs.
- Resolved UBIT tax question and was able to reduce the University Center Operations UBIT cost by 50%.
- Trained and mentored and supported the Center for Inclusion and Diversity staff on managing budgets and budget request practices and processes.
- Assisted with the implementation of Student Affairs Strategic Plan Objective 4.01 in reviewing the compensation package for graduate students working within the Student Affairs Division.
- Co-Chairing work toward Objective 11.1, “Promote best practices, student-centered and outcome-oriented approaches, and exhibit leadership/managerial skills”.
- Worked as part of SALT to research Student Affairs role as part of currently designated ASHOKA Universities and determine the role we would like Student Affairs to play as USD moves forward as an ASHOKA University.
- Since limited E and G funds were available for discretionary needs, implemented, coordinated and managed the Student Affairs funding request process which allocated over $100k to division priorities.
- Worked with Terry Kalfayan to creatively identify a funding model to cover the budget deficit in the Torero Days budget. Determined a workable proposal that was accepted by Executive Leadership.
- Worked with Terry Kalfayan to update the Housing Analysis report in a collaborative and transparent manner in order to determine all aspects of the situation and consider Student Affairs needs as well as the general budget’s needs.
- Reviewed and processed 42 mass e-mail requests for student or campus distribution.
- Coordinated the Civility multi-day webinar with representatives from Arts and Sciences with over 70 attendees.

2010-11 Challenges and Associated Recommendations:

- Become familiar with our new Hyperion budget system that was purchased in April. Collaboratively determine impact to division and ascertain ways to ensure rollout is successful.
- To ensure a successful rollout of the new Recruitment and Selection Toolkit, I would like to propose multiple trainings be held.
- Successfully create and rollout new business practices in UC Operations.
- Monitor restricted and unrestricted funds for fiscal responsibility.
DEAN OF STUDENTS

I. Area Overview & Major Functions

Currently, the DOS Area is comprised of Residential Life, Center for Student Success (retention services and initiatives, transfer and commuter student services), Assistant Dean of Students office (Torero Days Orientation, Graduate Student Life, and Student Conduct), Associate Dean of Students (assessment, graduate student training and development, strategic planning coordination), AVP/Dean of Students (crisis management, supervision of units in the area).

II. Unit Overview

Accomplishments from 2010-11 Goals – Highlights from Residential Life

- Using the Council for the Advancement of Standards in Higher Education (CAS), Residential Life received a comprehensive review this past academic year. Ultimately, the recommendations and findings will provide strategic directions for Residential Life. Residential Life achieved a 74% retention rate for students returning to campus housing for a second year, the highest retention since 1998.
- Residential Life staff worked very diligently to ensure pilot Living Learning Communities were successful and have been key in the planning for the Missions B LLC experience to open this fall.
- The implementation of our new summer housing program resulted in an increase of $132,000 revenue.
- The fall to spring net resident occupancy rate of 97.23% was the highest achieved by Residential Life in seven academic years, surpassing last-year’s percentage.
- Residential Life completed the year with surplus funds again and completed MCO projects recommended by Sightlines, again using a much more collaborative process with Facilities Management.
- Our budgets were managed responsibly and efficiently to support a 0% increase for next fall, 2011.
- The SYE program in the Vistas has gained national attention and will be featured as part of an upcoming webinar sponsored by Academic Impressions.

Accomplishments from 2010-11 Goals – Highlights from the Assistant Dean of Students office

- Completed and implemented the revisions to the Student Code of Rights and Responsibilities.
- The Director of Student Conduct has coordinated first steps toward bringing a Restorative Justice process to USD.
- Completed the Graduate Student Life learning outcomes and assessment matrix.
- Researched summer orientation models and proposed this approach for USD.

Accomplishments from 2010-11 Goals – Highlights from the Center for Student Success

- Implemented new First Connection retention initiative
- Expanded Incoming Commuter Student Support program, including a formal proposal to the Space Committee
• Significant expansion of MAP-Works retention system into spring semester, with a comprehensive response plan and additional primary direct connect participants
• Solidified organizational structure supporting retention efforts, including Committee for Undergraduate Persistence (CUP), Strategic Oversight Committee on Retention (SOCOR), and Retention Assessment Committee (RAC)
• Partnered with International Center to implement SYE Abroad program for Class of 2013, and launch SYE Abroad for Class of 2014
• Significantly expanded Out-of-State Student program
• Managed all undergraduate leaves of absence and withdrawals, including the exit interview process
• Offered 3-unit peer counseling course through Marital and Family Therapy (MFTS) department both semesters
• Incorporated transfer student support into services provided by CSS
• Fall to fall retention rate increased to 88%, highest in USD history! CSS operation and employees contributed significantly to this university-wide accomplishment.

Accomplishments from 2010-11 Goals – Highlights from the Associate Dean of Students

• ADOS joined the WASC Steering Committee in Fall 2010 and continued to address the visiting team’s recommendations and have begun drafting the Educational Effectiveness Review report in anticipation of their second visit in Spring 2012.
• During the Fall 2010, a cross-functional team implemented USD’s first pilot living-learning communities in Missions A. Lessons learned from the initial pilots are being used to implement our second round of pilots in Fall 2011.
• Much work was completed with respect to the Student Affairs Strategic Plan. We were also able to follow the new Student Affairs Planning and Goal Setting Timeline developed this spring.

Accomplishments from 2010-11 Goals – Highlights from the Assistant Vice President/Dean of Students

• The Dean of Students met with all students sent to the hospital or detox facility, due to excessive consumption of alcohol.
• In collaboration with University Ministry, the Dean of Students assisted in furthering the development of two major initiatives started during the previous academic year – the Senior Retreat and Choices that Matter.
• Worked with the Student Media Council to propose the merging of all media governance bodies into one.
• In collaboration with a colleague in SOLES, Paula Krist, led the review of Residential Life, using the CAS standards.

Current Challenges for Residential Life

• CAS review reports will provide some great data on where Residential Life can continue to improve and amplify current efforts.
• Residential Life staff is concerned about maintaining occupancy and retention figures given two challenges: 1) the housing development on Linda Vista Road and 2) implementing the new meal plan requirement.
The Director of Housing will be working with Human Resources to conduct business-process mapping for the four major assignment groups—returning students, new students (fall and spring) and summer residents, to ensure process efficiencies and quality services.

Current Challenges for the Assistant Dean of Students’ office

- Human resources – challenged to keep up with the many administrative tasks including the communication associated with the students who go through the conduct process, the follow-up required on confirming sanctions, the processes connected to the significant number of students going abroad.
- Financial resources – The Torero Days program has experienced some significant financial challenges over the past few years. The budget for Torero Days has not kept pace with the expenses (e.g., food, Sea World event).

Current Challenges for the Center for Student Success

- Continuing challenges to receive accurate and timely data from IT necessary to coordinate outreach efforts (for example, non-registering first year student report for the spring semester).
- Ongoing challenges with ITS related to the automation, reporting, and data collection for the leave of absence and withdrawal process.
- Balancing numerous layers of collaborative work supporting SYE Abroad, including preparing for January 2012, promoting January 2013, managing staff/faculty challenges, and continuing to refine program all simultaneously.

Current Challenges for the Associate Dean of Students

- The ADOS faced several challenges in implementing the living-learning community pilots this fall. Some challenges related to existing practices that need to flex in response to the new model and some related to personnel changing the way things have always been done.
- A challenge relating to our work with retention includes examining the work that has been done over the past year and ensuring that it is giving us what we desire.
- A final challenge includes working with individual units to ensure they have quality learning outcomes and a 3-year assessment plan. Challenges include keeping staff on track during the busy academic year and helping them to understand the value and importance of this work.

Current Challenges for the Assistant Vice President and Dean of Students

- Work closely with the Assistant Dean for Residential Life in developing a strategic plan for Residential Life, following the completion of the CAS review.
- Lead the development of the Media Council.
- Continue the development of the Choices that Matter initiative: develop additional videos for viewing over the internet, identify and convene a cross-functional group to integrate the concept into existing and future programming, develop a web site to house the content, and introduce the initiative campus-wide.
- Define the roles and expectations of Resident Faculty and Resident Ministers.

III. Assessment

Assessment Highlights for Residential Life

- RA Evaluation data was very positive.
ACUHO-I data was prepared for the CAS review of Learning Outcomes along with pertinent information from RA evaluations to provide data on our Learning Outcomes. This data will be used this fall as we evaluate the CAS review summaries and determine how to strategically plan for the next 3-5 years.

ACUHO-I data specific to the themed Living Learning Communities was also prepared. This data is being used as we move forward with the further development of LLCs.

ACUHO-I data on dining services was shared with Auxiliary Services, and will be used as we plan for the implementation of the meal plan requirement.

Assessment Highlights for the Assistant Dean of Students’ office

A summary of findings of the assessment of the fall and Spring Torero Days orientation can be found in the full report for this unit. While mostly positive, adjustments to the program will be made based on areas needing improvement.

The office is working on Learning Outcomes with the TTASC group (for transfer students) for next fall and Spring.

A summary of the Graduate Student Life Outcomes Assessment for this academic year can be found in the full report for this unit. While mostly positive outcomes, adjustments will be made in areas needing a change.

Assessment Highlights for the Center for Student Success

As a lead office in the University's retention efforts, it should be noted that there were multiple assessment and general reports prepared for CUP and/or SOCOR this past year that have already been reviewed and discussed in those contexts.

Two highly collaborative efforts that involved multiple assessments over the past year – SYE Abroad and Preceptorial Assistant program – are not included in this report because they are primarily anchored in other departments (International Center for SYE Abroad and College of Arts & Sciences/Associate Dean for Advising and Curriculum for Preceptorial Assistant program as part of the overall Preceptorial program).

MAP-Works

The Fall Transition Survey includes approximately 150 questions related to varying aspects of a first-year student’s transition to college including social, academic, and financial factors. The survey is administered online to all first-year students during the third week of classes, and is primarily promoted through Residential Life. The tool has been very accurate in identifying at-risk students at USD.

Commuter Student Program

In the spring 2011 semester, the CSS Graduate Assistant conducted a Commuter Student Survey to evaluate students’ satisfaction with key aspects of the Commuter Student Program and Commuter Center. Please see below for a brief highlight of the results.

Commuter Student Survey Report Highlights

- Response Rate: 31 students
- Satisfaction with Commuter Center
  90% of respondents were either satisfied or very satisfied with the hours of operation.
  90% of respondents were either satisfied or very satisfied with opportunities to meet people.
“The Commuter Program is the reason why I continued to attend USD after my first semester. The Commuter Center has become a second home to me and I am glad that I made so many friends who are going through or went through the same problems I did.”
“I didn't like USD my first semester. I hated being on campus. But once I got involved with the commuter center, I fell in love and found a home on the USD campus.”

Leave of Absence and Withdrawal Assessment

- First-year students most frequently indicate financial reasons and dissatisfaction with the campus climate as their primary reasons for leaving the university at the end of their first year. This differs slightly from the reasons given by freshmen who left in the middle of their first year at USD. These students most frequently cited academic reasons and personal reasons as being the primary cause of leaving the university, followed closely by financial reasons and dissatisfaction with campus climate.

Assessment Highlights for the Associate Dean of Students

In addition to assisting with assessment projects across the division, the ADOS continues to work with each unit developing learning outcomes and assessment plans.

Assessment Highlights for the Assistant Vice President and Dean of Students

In conjunction with the Assistant Vice President for Student Life, the DOS conducted qualitative research on “social life at USD.” Students echoed much of what was discovered through the online survey administered this spring. In both, students reported a strong interest in late night eating options, as well as late night activities. Additionally, students expressed a desire for more large scale events, versus smaller events sponsored by individual student organizations.

IV. Goal(s) for the Dean of Students’ Area 2011 -2012

In addition to the highlighted goals below, a full listing of goals by unit can be found in each unit’s full annual report.

Assistant Dean of Students

- Revise transfer orientation
- Summer orientation transition 2012
- Continuing to implement conduct review results
- Use of restorative justice as a conduct tool
- Community service/sanctioning

Residential Life

- Implement LLC pilots (RHA integration)
- CAS Review -> strategic plan
- Data analysis (ACUHO-I, RA eval, FY LOs)
- Business process mapping
- Implement meal plan requirement
Center for Student Success

- Advising
- Withdrawal/LOA process
- FRESH@USD
- PA Program
- MAP-Works
- Out-of-state program
- SYE Abroad
- First Connection
- Commuter Student Support
- Transfer Student Support
STUDENT LIFE

The Student Life Area within the Division of Student Affairs had a productive academic year. The majority of units within the area embarked on meaningful assessment projects that will help guide their work. In support of the university’s WASC and Student Affairs’ assessment efforts, the AVP of Student Life assisted with numerous assessment projects including the analysis, and/or documentation of:

- Campus Climate Survey (Diverse Learning Environments Survey)
- Co-Curricular Experience Survey
- Experiential Learning and Adventure Center Stakeholder Survey

Anticipated challenges for the Student Life Area during the 2011-12 academic year relate to the high turnover of staff in the Student Life Facilities Area with the resignation of one of the assistant directors, the campus scheduler and the reassignment of the director, as well as the reduced staff and change of director for Outdoor Adventures. These challenges present opportunities as well. Student Life Facilities will be able to re-establish itself as a provider of high service on campus, and develop shared goals, etc. These team members will be required to develop shared business practices, new protocols, etc. Experiential Learning and Adventure Center has the opportunity to review the data from their stakeholder survey and make adjustments to their program, beginning with the re-branding of their unit as “Outdoor Adventures.”

An additional challenge for 2011-12 is the reduction of work-study allocations to our students. In Student Life, we are extremely dependent upon our student staff for program development and implementation, provision of service, and facility operations.

It will be critical for the Student Life Team to re-establish the sense of team, and shared goals as a unit during the 2011-12 academic year. Additionally, the Outdoor Adventures and the Student Life Facilities Teams will need increased attention as they review existing protocol, revise, and re-establish themselves. The resources of outside facilitators may be utilized in the development of these teams.

With regards to the reduction in staff hours, our staff will need to measure demand for services, and adjust the service hours to meet demand. Creative coverage and assignments will also be required to ensure we can meet program demand in fewer hours.

Listed below are the highlights from each of the departments within the area. This evidence supports the commitment and dedication of the respective staff members to enhancing their programs and services to meet the needs of our students and other community members.

Campus Recreation
- This year growth in program participation continued despite reduction in staffing hours and resultant facility use hours. Significant administrative time was dedicated to managing staffing hours to ensure that the department remained within budgeting parameters for the year. Administrative staffing challenges were managed successfully when one manager was on maternity leave during the fall and when the Campus Recreation Director assumed additional administrative responsibilities for ELAC in the spring.
- Functional areas with learning outcomes were finalized this year and the department is aligning structurally with the four functional categories: recreation staff development, recreation and fitness programs, competitive recreation, and recreation facilities and services. An assessment plan has been put into place. We evaluated our student staff programs this year. We plan to assess our facilities in fall 2011.

- Growth continued in the intramural program, fitness program, recreation class program, community activity program, and grad/law program. The sport club program had a decrease in the number of registered clubs for this year; however the quality of the program and reduced number of issues was a result of a more impactful training program for club leadership at the beginning of the academic year.

- A collaborative partnership with the Wave House was solidified in the spring semester. Due to poor weather and starting in the middle of the academic year, however, the participation was lower than expected. Our goal for next year for this Torero Zone is to connect our commuter students at the start of the fall semester through one or two fun events in September.

- Facilities and service to our students were impacted by the reduction in staffing hours. The need to remain within budget forced us to close earlier during low usage times on weekends. Additionally equipment room hours were reduced, at times we were unable to staff the KIOSK entrance booth, Mission Fitness hours were reduced and the snack bar hours were also reduced. For the most part the facilities remained clean; however some fitness equipment remained offline longer as we searched to find funds for parts and repair. Our repair and maintenance technician has done a fantastic job keeping equipment operating and saving the departmental budget from outside maintenance costs.

- Yearly revenue and participation for the department was at an all time high. This reflects the increase in community participation and the addition of new programs, classes and activities. Additionally the department was again a recipient of a $50,000 donation to continue the PGA golf program.

Experiential Learning and Adventure Center
Transition of two staff members greatly affected the continuity of the program, however outstanding student leaders assisted in filling in the gaps.
Guide program is growing. Twenty-five students joined the program, ten existing guides in development transitioned to guide status, and 22 students took the guide training course offered through Campus Recreation.
Orientation Adventure participation was increased to 60 students (from 45) and demand continued to exceed space availability. Students rated the experience 4.8 out of 5.
Seven courses were offered for academic credit. Additionally, ELAC offered integrated learning experiences for four academic courses.
31 Custom Trips were executed.
18 Discover San Diego Programs.
Twelve students and two staff members completed the Wilderness First Responder course.
Internet activity is increasing, with number of web hits reaching 52,000 from 3,886 unique visitors. A survey of stakeholders was developed and administered in May to provide direction for the program, as the number of full-time employees assigned to this department decreased from three to two.

Student Activities
- Event Registration (EvR)
  - Approximately 95 student organizations used the EvR system this year (63.3%).
  - In total, 1,300 EvR forms were processed for on-campus requests from Advanced Scheduling 2010 (May-10) through events held in Spring 2011.
  - Events ranged from weekly/reoccurring meetings, to large-scale keynote speaker events, concerts, and philanthropy events.
  - 83 Off-Campus EvR were processed.

Torero Weekends
- Successfully offered consistent programming on Thursday, Friday, and Saturday.
- Conducted two surveys regarding the Weekends Programs and adjusted programming accordingly.

Torero Program Board (TPB)
- The new TPB structure was implemented with one graduate student dedicated to advising this group to provide additional support.
- 162 programs/events offered and a combined total of 25,000+ students attendance.
- Provided Welcome Week events for both fall and Spring Semester.
- Sponsored two spontaneous “Blue Fridays” events in the spring.
- Collaborated with RHA for the first Miracle on Marian Way/Winter Wonderland collaboration.

Associated Students Highlights
- Senate
  - Inclusion and Diversity Committee investigated concerns related to the English as a Second Language population and transportation for students with disabilities (temporary and long-term).
  - Student Life Committee produced a resolution for the creation and funding of two pilot kiosks and worked on Tram, Dining Services, and Residential Life issues.
  - Student Organizations Committee held ICC meetings to gather the voice of Student Organizations and worked with Campus Scheduling and SLIC to address issues regarding scheduling.
  - Academics assisted with the Pep Band initiative, served as a focus group for the Core Curriculum Committee, conducted a survey on the Advising System, and awarded $26,720 to support student research.
  - Budget Committee awarded $172,165 to clubs/organizations, streamlined two processes (ICBC and ASBC) into one process, and increased efficiency of check request process, credit card use, and notification.
  - Clubs/Organizations- There were 154 registered clubs and organizations for the 2010-11 academic year.
  - Elections/Hiring – during general elections - 1177 voters.
Communication: AS created a Facebook fan page, Twitter account, senate blog, USDTV show called TSPAN, and radio show. In addition they increased regular communication in the Vista and designed a new logo. The logo will identify the organization different from the University Logo.

Student Life Facilities
A wider variety of exhibits were held in the new SLP Exhibit Hall.
Worked with facilities to identify a method of slowing down the leak problem into the Assistant Dean of Students area.
Successfully recruited and hired a new Assistant Director of UC/SLP Operations.
Hosted a wide variety of large events utilizing Forums ABC including Career Fair, Creative Collaborations, Mother’s Day Brunch, Catholic Charities, etc.
Developed a new collaboration with Auxiliary Services for hosting external clients resulted in the booking of four additional high school proms.
Worked with Kathe Myrick on improving business processes within the operation.
Ticket Office sold over 8500 tickets to local attractions to the campus community.
Significant review of position descriptions occurred with the transition of staff, resulting in the development of a Weekend Program Board to be initiated in 2011-12 to increase programming in the facility during weekends in an effort to enhance community and school spirit.

Student Organizations & Greek Life
Student Organizations
154 student organizations registered for 2010-2011 – a record number, many of them new, first time organizations.
40 new organizations registered, all of which have actively participated in club workshops and Inter-Club Council Meetings.
Provided training sessions for student organization advisors for fall and spring semester in collaboration with the AS Executive Assistant
ICC Meetings – With the restructure of AS, Inter-club Council meetings successful transitioned from a meeting based on announcements and limited information, to an open forum in which organizations could voice issues and concerns to their representatives on senate. Over 100 organization representatives attended each of these meetings.

Greek Life Highlights
The student-led initiative focused on ending bystander behavior, “The Dan Plan” was created and implemented. Over 25% of the fraternity/sorority community participated in a retreat and monthly education meetings.
USD Panhellenic was selected as one of five national councils to be awarded a $5,000 Kappa Delta Confidence U Grant to use towards a developing recruitment program. Sigma Theta Psi, USD's first culturally based sorority, became a member of Panhellenic.
Active participation in philanthropic events – Greek Week, Prom Dress Drive, Relay for Life, fraternity/sorority sponsored events.
2nd Annual Greater Than Yourself Leadership Retreat, co-sponsored with the United Front Multicultural Center.
Panhellenic and IFC sent a delegation of 7 student leaders to the Association of Fraternal Leadership Values West Conference in April 2011. USD received the award for highest GPA in our region for three semesters, and IFC was recognized for outstanding programming and
community involvement. One of our student leaders was recognized as the most outstanding leader in the region.
Beta Theta Pi was selected as the recipient of the NIC Award of Distinction as one of the four most outstanding undergraduate chapters in the country.
Fall 2011 will welcome Phi Gamma Delta (FIJI) as USD’s 6th men’s fraternity. Panhellenic convened an extension committee to bring our 7th NPC sorority to USD in Fall 2012.

Emerging Leaders
Record number of participants (165).
Fall to Spring retention rate of Emerging Leaders students 90 %.

United Front Multicultural Center
Piloted Link, a new peer mentoring program. Developed and taught LEAD 387P (Student Leadership Practical Experience), a new leadership course to all peer mentors.
Sixteen Rainbow Educators (REs) completed 14 presentations with over 420 participants.
Twenty-two new REs were selected for 2011-2012.
Supported 16 student organizations (an increase from 13 last year). Monthly meetings were held with faculty advisors.
Eight Safe Space Allies (SSA) trainings with 117 participants.
Implemented new structure of United Front Leadership Council.
Drafted the UFMC Strategic Plan through work with 10 faculty, administrators and students from various areas around and facilitation of 3 community sessions.
Three new UFMC student staff positions were created and provided support to new initiatives (UFLC, Link and Outreach Coordinators).
Continued to offer both fall and spring retreats and increased number of participants.
Partnered with many units around campus to implement programs such as Ties that Unite, NCORE, University of Diversity, Hate Crimes Awareness Week, La Mission, MLK Parade, Multicultural Night and much more.
Created a new scholarship fund for the UFMC.
Increased participants and attendees at the 6th Annual Diversity Banquet (from 25 graduates and 160 attendees last year to 40 graduates and 195 attendees).

Women’s Center
Volunteer Program-The volunteer coordinator established ongoing orientation sessions, which provided interested volunteers with general information about the Center and specific ways to get involved. The High School Outreach program allowed volunteers to facilitate workshops on topics such as self-esteem, body image, and healthy relationships.

Leadership Practical Experience Course (LEAD387) The Center piloted the LEAD387 course this year with great success. Student staff and volunteers could receive one unit of credit for their involvement in the Center. The curriculum was designed to explore their involvement through a feminist leadership lens.

Strategic Partnerships - Partnerships with Greek Life in general and a few chapters in particular began to grow this year. The Center’s presence within Sorority Recruitment was strengthened through the Confidence U grant awarded to a Center staff member connected to Panhellenic. The Center had the opportunity to facilitate conversation within two chapters surrounding the topics of sexism and sexual assault.
Partnered with UC San Diego and Cal State San Marcos Women’s Centers. While the professional staffs at each center met multiple times, the student staff/volunteers from the three Centers came together in the fall to explore various issues and learn from one another about ways to approach our work.

Women’s Center Leadership Council hosted an event called “University of Spoiled Daughters...Really? A Forum on the Status of Women at USD” Modeled after the Forum on the Status of Women and Girls in San Diego County, this forum occurred based upon a recommendation by the 2009-10 Women’s Center Leadership Council.

Empower Women’s Leadership Retreat -The Empower Retreat was enhanced in two regards this year; we increased participant numbers from 26 to 39 and became more intentional about the theoretical framework we used to frame the further development of the retreat by the facilitation team, the retreat weekend as a whole, and each of the retreat activities individually.
WELLNESS AREA

I. Area Overview

The Wellness Area is comprised of the Center for Health and Wellness Promotion (CHWP), the Counseling Center (CC), Disability Services (DS), and the Student Health Center (SHC). Together, the Wellness units and the office of the Assistant Vice President for Student Affairs for Student Wellness, work collaboratively with the USD community to help and support students achieve and maintain well-being as they strive to reach their personal and academic goals.

As an interdisciplinary team, the Wellness Area strives to provide culturally congruent and effective services to students aimed at

- Supporting the mission of the university by preventing and/or ameliorating medical, psychological and lifestyle barriers to learning, and by providing individualized assistance to students in need.
- Fostering a campus community that is healthy and congruent with the university's mission of holistic student development.
- Promoting within students a sense of caring about the well-being of fellow students and for the university community as a whole.

Major Functions

The office of the Assistant Vice President for Wellness is responsible for the following functions:

- Oversight and coordination of all wellness services, policies, protocols and procedures
- Coordination of crisis response efforts (WECARE, CIRT and SIT) and emergency preparedness efforts for the division of Student Affairs
- Coordination of the Committee for Health and Wellness Initiatives
- Management of student health insurance and coordination of wellness assessment efforts
- Representation of Wellness Area in Student Affairs Leadership Team
- Consultation to faculty and senior administrators on issues related to wellness and student sensitive issues
- Participation in USD and Student Affairs Strategic Initiatives

II. Profile, Statistics and Assessment

Emergency Response
During the 2010-11 academic year, the office of the AVP for Student Wellness participated in the coordinated response to 42 Sensitive Issues Teams (SIT) (compared to 38 last year) and 7 Critical Incident Response Teams (3 more than last year). Consistent with the previous year, the most common incidents requiring the activation of an emergency response were Disruptive and/or Dangerous Behaviors that increased from 10 cases to 17. This past year there was also an increase in the frequency of cases involving Suicidal Behavior, Harassment, and Drugs and Alcohol. Most of these cases required not
only the activation of a SIT or a CIRT but also the involvement of the professional staff at the Counseling Center and/or the Center for Health and Wellness Promotion.

Medical Leave of Absence
This past academic year, the Wellness Area processed 58 MLOAs compared to 49 the previous year and 45 the year before. Consistent with the data from 2009-10, the majority of students requesting MLOAs reported psychological and/or psychiatric difficulties (53%). This past year however, we observed a significant increase in the number of students requesting a leave because of medical/health concerns (21 in 10-11 in contrast to 13 in 09-10). During the 2010-11 year, 22% (11) of the 49 students who were granted a MLOA in 2009-10 returned to the University. This number is lower from the number of students who returned the previous year after an MLOA (21 or 47% of the 45 students).

III. Area Goals and Accomplishments: 2010-11

1) Implementation of Hard waiver for Incoming Law Students: The Wellness Area worked collaboratively with the Law School administration to successfully institute a hard waiver for incoming Law Students.

2) CoHWI Cycle 3: The Wellness Area continued to coordinate the efforts of three CoHWI task forces focusing on Student Stress, Sleep, and Balancing Competing Demands. All three task forces developed a series of initiatives, educational materials, web resources and trainings for students.

3) Coordination of SA Organizational Excellence Efforts: The Wellness Area coordinated the efforts to develop an Employee Wellness Self Assessment and Resource Website, and coordinated the planning and implementation of the Communication Enhancement Plan. The results of a Post Communication Survey recently completed revealed that 76% of respondents agreed that this past year, there have been improvements in the communication within the division.

4) Student Athlete Screening Project. The Wellness Area developed a new Student Athlete Screening tool and instituted, in collaboration with Athletics, a screening process to identify the academic and emotional needs of incoming student athletes.

5) Health Insurance Billing. The Wellness Area spearheaded the efforts to evaluate the possibility of billing students’ health insurance plans as a means to generate revenue at the Student Health Center. A thorough analysis was conducted and the findings with a recommendation not to consider this practice as a viable alternative were summarized and forwarded to the Executive Council.

6) ACHA Student Health Survey. Data analysis of the 2010 administration of the Student Health Survey was initiated this past year and will continue during the 2011-12 year. Several reports were created and results were shared with SALT, SACBOT, SACM, Faculty and Staff, USD’s Parent Board and other constituencies.

IV. Area Goals 2011-12

1) Student Health Insurance. The Wellness Area will evaluate options to contain the increase in the cost of Student Health Insurance.
2) **Increase the Student Health Services Fee.** The Wellness Area will coordinate the efforts to develop and implement a proposal to increase the Student Health Services Fee as a means to fund the cost of a new SHC facility and decrease the center’s E & G budget.

3) **Review of CIRT Protocols.** The Wellness Area will spearhead a process to review and update the Critical Incident Response Protocols that were originally developed in 2006.

4) **Coordinate Student Affairs participation in Ashoka U initiatives.** The AVP of Wellness will assist in the coordination of the Division’s initiatives and efforts to support the goal of becoming a leader in Social Change education.

5) **Implementation of CoHWI initiatives.** The Wellness Area will support the completion and implementation of the initiatives developed by the three CoHWI task forces. The 4th cycle of CoHWI initiatives will be launched in the spring of 2012.

6) **USD Strategic Initiatives.** The AVP of Wellness will continue to represent the Division of Student Affairs in the Strategic Initiatives working group.

7) **Support underrepresented students.** The Wellness Area will continue to provide leadership to the efforts started this past year to improve the collaboration between the programs in the Institute for College Initiatives College Success Initiatives and the Division of Student Affairs.

8) **Wellness Outreach.** The Wellness Area will review its current outreach practices and processes to identify areas of improvement and efficiencies. In addition, efforts will be directed at increasing the involvement of all units in our outreach and prevention efforts.

**2011 - 2012 Anticipated Challenges**
The demand for wellness services has continued to increase. One of the main challenges for the Wellness Area continues to be how to manage the tension between effectively meeting the growing demand for services, while at the same time providing the appropriate support to our professional and administrative staff.
The relocation of the SHC to a new facility in Maher Hall represents an important milestone for the center that just recently underwent an accreditation process. Efforts will be directed this coming year at developing and executing a plan to relocate the facility without significant disruptions to student services.

**CENTER FOR HEALTH AND WELLNESS PROMOTION**

I. **Area Overview**
Mission Statement
The Center for Health and Wellness Promotion (CHWP) is charged with providing the University of San Diego (USD) community with a comprehensive array of health and wellness promotion initiatives and clinical alcohol and other drugs (AOD) services.

Major Functions
Wellness outreach efforts (organization, facilitation, development, and tracking)
Population based first year student alcohol education prevention program
Individual alcohol and other drugs (AOD) assessments, counseling and consultations, and psycho-educational AOD related classes
- 12-Step facilitation and support group intervention
Wellness related assessments and research, and peer education and support
Collaborations with Associated Students
II. Highlights for the Year

1) Restructure: The current CHWP team embraced the unit’s restructure with enthusiasm and commitment. The integration of new permanent and temporary staff in conjunction with the realignment of work was strategically and successfully implemented throughout the year.

2) Met Alcohol and Other Drugs Clinical Services Demand. Quality clinical services continue to be provided, with students reporting a high level of satisfaction and willingness to consider and/or make behavior changes. This year CHWP realized a 31.8% increase in the provision of individual clinical services. The total number of alcohol and other drugs individual student visits was 683 compared to 518 for the 2009-2010 academic year. A total of 191 students were seen for individual sessions compared to 166 students during the 2009-2010 academic year. Approximately 90% of CHWP clients were referred as a mandated sanction for AOD related issues adjudicated through USD Student Conduct. In addition, 240 individual students attended a total of 40 Alcohol 101 classes and 6 Alcohol 201 classes.

During the 2010-2011 academic year, CHWP staff continued to manage and coordinate the facility and administrative needs of 208 well-established 12-step weekly meetings held on the USD campus. CHWP staff accompanied students to over 60 off-campus 12-step meetings. Additionally, two current students and four USD alumni served as mentors for students in early AOD recovery. CHWP clinical staff also facilitated a weekly AOD behavior change support group. Seven students participated in this weekly AOD group, which met a total of 26 times during the academic year.

3) MyStudentBody.com (Web Based Alcohol Education Course). A total of 1,327 University of San Diego first-year students completed the required MyStudentBody.com web based alcohol course. CHWP experienced, for the first time, a 100% participation rate among first year freshman students.

4) ACHA-NCHA II Coordination, Marketing, and Administration. CHWP coordinated all aspects of the ACHA-NCHA II administration. Two thousand one hundred and fifteen (2,115) USD students completed the assessment.

5) Community Partnerships, Committee Involvement and Leadership

- **Obtained Grants to Support Alcohol and Other Drugs Prevention Efforts.** CHWP was awarded $15,000 in grant funding that are currently being utilized to support and enhance efforts related to alcohol and other drugs prevention.

- **Betty Ford Women’s Symposium.** CHWP partnered with The Betty Ford Center to bring the “It’s a Family Affair” continuing education opportunity to USD. This event brought over 150 community members to USD and provided training to mental health professional staff.

- **National Eating Disorders Awareness Week.** CHWP partnered with many Student Affairs units and the International Association of Eating Disorders Professionals Foundation (IAEDP) to create a week of events to raise awareness related to body image
and eating disorders. Over 200 community members attended the keynote event.

- **ToreroSecret Club Consultations and Programming Partnerships.** CHWP staff worked in collaboration with the Student Leadership and Involvement Center to support the ToreroSecret Club.

- **Student Veterans Working Group.** The Student Veterans Working Group hosted the first Student Veterans Luncheon (over 65 student veterans attended). The new ‘Resources for Student Veterans’ guide and Facebook page were unveiled at this event and the event led to the development of a Student Veterans Organization.

6) **LGBTQQ Discussion Group:** During the spring 2011 semester, a CHWP staff member began facilitating the LGBTQQ discussion group, in coordination with a faculty member. The discussion group was held bi-weekly and met seven times during the semester. Attendance ranged from 3 to 9 students; average attendance for this discussion group was five.

7) **Outreach and Promotion Efforts by Professional Staff:** Student Wellness participated in 219 outreach and promotion events, which resulted in over 24,000 contacts reaching students, parents, university staff and administrators, and community members. This is a 10% increase when compared to the 2009-2010 academic year.

8) **Peer Education:** CHWP provided support and supervision to the Sexual Assault Peer Program, 13 Peer Advising students and 13 Campus Connection peers.

III. 2011-2012 Unit Goals

- CHWP will explore opportunities to collaborate with residential and academic living-learning communities, with Greek Life and with the Institute of College Initiatives. In addition, CHWP will discuss the creation of diversity education material to be added to the third week check-in program.
- CHWP will explore the possibility of providing formalized practicum or internship experiences, for graduate students in mental health fields
- Continue to increase the intentionality of wellness promotion efforts based on assessment data and the involvement of all professionals in the Wellness Area.
- Intentionally utilize grant funds to meet some of the AOD prevention needs of the USD community

Continue to provide a high level of care to those seeking AOD clinical services
Integrate new staff members into the CHWP team, the Division of Student Affairs, and the USD community

2011-2012 Academic Year (Anticipated Challenges)
The main challenge CHWP continues to anticipate is the ability to meet the needs of the USD student population, both at the individual and community level, with the current number of staff members. CHWP will continue to remain cognizant of prioritizing student services and initiatives that directly align with the University and Student Affairs strategic plans.
COUNSELING CENTER

I. Area Overview

Mission
The Counseling Center’s (CC) core purpose is to enhance the emotional, relational, and psychological well-being of students. The CC strives to facilitate students’ personal growth and enhance their academic success through accessible, culturally congruent clinical and outreach services. The CC works in collaboration with other Wellness and university departments and community partners.

Major Functions
The CC provides individual, group, and couples counseling and psychological assessment for students, and psychological consultation to faculty, staff, parents, and others concerned about the lives of students. The CC provides emergency, after-hours services and consultations to the university community and is closely involved in the Wellness Area’s psycho-educational outreach and training efforts on campus. The CC trains future psychologists; both through the center’s long established and accredited pre-doctoral internship in psychology, and through its practicum program.

II. Highlights of 2010-11

1) Counseling and Consultation Services. Direct services remained at similar levels this year compared to last. In 2010-11, the CC provided direct, face-to-face services to 780 different students, or 9.5% of the student population. More specifically, the center provided 584 walk-in sessions (compared to 556, 568 and 515 during the previous three years), 373 intake sessions (compared to 369, 411 and 377), and 2,666 follow-up counseling sessions (compared to 2,404, 2,598 and 2,295). The average number of times students were seen for intake-plus-counseling-sessions at the CC this year was 7.4 sessions (this compares to 7.7 and 6.0 average sessions for the past two years). The CC’s consulting psychiatrist provided 58 initial psychiatric evaluations and 235 follow-up psychiatric medication appointments, which is roughly similar to psychiatric services provided last year.

The CC continued to provide after-hours emergency coverage for the university community 24/7 throughout the year. In 2010-11, the emergency pager was activated 40 times—similar to last two years but significantly more than prior years. After-hours calls most frequently (88% of the time) involved consultations with USD students, with one fourth relating to suicidal ideation.

This past year the CC offered 10 groups covering a range of topics and areas of emphasis. Overall, 69 different students attended a total of 89 group meetings, with an average of 5 students attending each meeting. The CC provided 304 face-to-face and 248 telephone consultations to students, while also providing 37 face-to-face and 175 telephone consultations to non-students (USD parents, faculty, and staff, and community mental health professionals providing services to students.
2) **Training Programs.** The CC continued to recruit talented pre-doctoral interns for its American Psychological Association-accredited internship. This year’s interns, selected from an application pool of over 100 applicants, were from Azusa Pacific University, the University of Kansas, and Agorsky University—Hawaii. Interns participated in Career Services, teaching, and Disability Services rotations, and helped supervise our practicum students. They also provided services in the community at the San Diego Center for Children and the Barrio Logan College Institute.

Two students from the local campus of Alliant International University’s APA-accredited doctoral program participated in a 22 hours per week, 10 month practicum program at the CC (one had to cut her training short because of family concerns). The practicum program has now completed its third year, is well established, and is highly valued by the students at Alliant.

3) **Psychological First Aid.** The CC staff sponsored trainings on “Psychological 1st Aid” (PFA) that will shape the university’s response to large-scale emergencies. One “train the trainer” workshop prepared 23 Wellness Area staff members to train others in PFA, and a separate workshop prepared 40 other USD professional staff to serve as PFA responders, 26 counseling center colleagues from UCSD and SDSU joined us for the “train the trainer” workshop, and now all three universities are poised to help one another in responding to large-scale emergencies.

4) **New Staff.** The CC conducted a national search to fill two open positions which yielded over 130 applications. Two very promising new staff members from a remarkably deep and diverse applicant pool were hired to start in August 2011.

5) **Professional Training.** The CC organized a well-received workshop on “Ethical and Legal Issues in University Counseling Centers” that addressed a range of cutting-edge issues.

### III. 2011-12 Goals

1) **Long-range goals.** The CC will revisit its long-range goals in an effort to enhance the center’s alignment with the recently articulated Student Affairs Strategic Plan.

2) **Psychological 1st Aid (PFA).** The CC will focus on building on our initial efforts to prepare the university to use the PFA approach in responding to large-scale emergencies. A training and a table top exercise will be conducted in January of 2012.

3) **Assessment of “risk to others”.** Risk assessment continues to figure significantly in the CC’s activities. This is a new and uniquely challenging area of CC service, and requires continued training for the CC staff.

4) **Student Support.** The CC will participate and support new initiatives to engage and support underrepresented students by establishing a liaison relationship with the Institute of College Initiatives (ICI)/ McNair Scholars/Student Support Services, and by developing programs, groups and supports for this student population.
5) **Collaborative Care.** An enhanced collaborative care model between the SHC and the Counseling Center is planned with the consulting psychiatrist and a counselor being “housed” at the new SHC facility. In addition, the Counseling Center will spearhead the efforts of the Wellness Area to partner with the School of Nursing to create a practicum experience for Psychiatric Nurse Practitioner trainees at the CC and CHWP.

6) **Outreach Efforts.** The CC will increase its participation in the Wellness Area outreach efforts by participating in 70 or more outreaches during 2011-12, and by taking a lead role in half or more of these outreaches.

**DISABILITY SERVICES**

I. **Area Overview**

*Mission Statement*

The primary purpose of Disability Services is to provide meaningful academic assistance to USD students with documented disabilities. We also serve the broader University community by raising awareness of the needs and rights of persons with disabilities. We facilitate dialogue about issues of diversity and inclusion and promote respect for the unique needs, challenges, strengths and contributions of community members. In doing so, we further the University’s goals of promoting academic achievement and excellence in the context of inclusion and compassionate service.

*Major Functions*

Our services include evaluating disability documentation, arranging academic accommodations and providing disability management/counseling to students with disabilities. We also coordinate with other departments, both academic and administrative, such as Housing, Public Safety, the School of Law, and the Dean’s offices of the various schools on campus, to meet students’ needs. We are available to the University community (faculty, staff, parents and all students) for consultation on a broad range of disability issues and manage the needs of students and staff with temporary disabilities (e.g., mobility limitations and transient but severe illnesses).

II. **Highlights for the Year**

1) **Services to Students.** Disability Services provided services to another record-setting number of verified disability students (346 this year, representing an 89% increase from 2006-07). Similar to last year, undergraduates comprised 80.6% of total DS students, followed by law students, 11.6%, graduate students, 6.1% and paralegals, 1.7%. Overall, ADHD was the most frequent diagnosis among our students (43.4%), followed by LD (27.1%). Psychiatric and medical diagnoses tied as third most frequent, each representing 10.4% of DS students.

DS also successfully provided the highest volume of services in its history by proctoring 1617 examinations for 454 courses, and by hiring 245 note takers for 257 undergraduate, graduate and paralegal classes and 63 law classes.

During 2010-2011 DS conducted 131 total new student intake appointments, 425 Individual sessions, 669 consultations, 15 Disability Screenings and managed 25 temporary disability cases. Eight students were also referred for University sponsored Psychoeducational Evaluations.
2) Protocols and Procedures. Several new procedures have been developed, with accompanying descriptions for web, email and flier distribution, to further improve department efficiency and to maintain adherence to best practice:
a) Beginning fall 2011, disability documentation will be evaluated at regular intervals by a committee headed by the Director, Disability Services staff and other Wellness professionals.
b) Documentation requirements have been updated to reflect the core intentions of the Americans with Disabilities Act Amendment Act of 1990 (ADAAA).
c) Criteria for evaluation of disability have been updated and clarified for use of committee members.

3) Consultations. Disability Services staff met with staff of the Writing Center and Student Support Services to advise them regarding provision of services to students with social skills deficits, psychiatric and developmental disabilities. Disability Services also provided consultation, psychoeducational assessments and services to students identified through the Wellness student athlete screening process.

Disability Services staff also gave presentations to new faculty and developed resource materials to be incorporated into the department’s webpage. The Disability Services rotation entered its second year as part of the Counseling Center’s Clinical Psychology Internship Program.

II. Goals 2011-12
1) Prepare for transition to new leadership. In January of 2012, the current Director of Disability Services will be leaving that position. During the 2011 fall semester, a national search will be conducted to replace Dr. Kirson.

2) Presentations. Disability Services will initiate University-wide programming to support members of the University community in understanding and interacting with various types of students they might encounter on campus. DS will also partner with the Center for Educational Excellence to develop a presentation for fall 2011, initially for faculty, about the needs and perspectives of students with developmental disorders, such as Asperger’s Syndrome and Autism. The Director will also explore developing a similar programming regarding the needs of students with Post Traumatic Stress Disorder with an emphasis on how this condition can manifest itself in the increasing numbers of returning veterans joining the campus community.

3) Disability Services. The department will implement new procedures to verify disabilities and will focus on continuing to provide services and supports to an ever-increasing number of students requiring assistance.

IV. Challenges
The most significant challenge for Disability Services was that of maintaining quality of services in the face of increasing numbers of students and demand for services. In addition to managing day-to-day operations, this past year disability services managed several complex situations involving students manifesting disruptive behavior and having difficulties adjusting to USD. Two of the three cases involved students with developmental disabilities and one with psychiatric and mobility disabilities. These situations required average of 70 contacts per student and included consultations and formal meetings with a number of other departments on-campus. The increasing number of
students services by the department and the increased complexity in some of these cases, has created a work-load for the staff that may not be sustainable in the future.

STUDENT HEALTH CENTER

I. Area Overview

Utilization of the Student Health Center (SHC) reached record highs in all areas of service as the clinic continues to exceed the maximum capacity of the existing space and personnel. We continue to refine existing processes and implement new processes to enhance patient flow and ensure consistent and excellent quality of care.

Mission

The mission of the Student Health Center is to provide primary healthcare and to promote the health and wellbeing of students of the University of San Diego.

Goals, Objectives and Long-Range Plan

In accordance with the mission, goals and objective of the University, the Wellness Area and the Student Health Center:

- Provide high-quality, accessible, and timely primary care
- Educate our students about healthy choices
- Support the academic mission of the University of San Diego through teaching, mentoring, research and leadership.

II. Highlights for the Year

1) Clinical Services. Utilization of the Student Health Center (SHC) reached record highs in all areas of service. Of the 8,201 students at the University of San Diego, 50% (4,103) used the services of the SHC in-person this year alone. More specifically, 55% of the undergraduate students and 34% of all the graduate/law students received SHC services this year. Of note, this year utilization by graduate/law students increased from 28% in 2009-2010 to 34% this year. Additionally, after-hours coverage for urgent medical questions was provided 24/7 by an MD, NP or PA throughout the entire year. After-hours providers responded to 77 calls.

The number of in-person visits to the SHC increased slightly to a record high of 9,806 visits. The number of phone consultations/contacts with students/parents during working hours significantly decreased from 4,018 to 1,902 calls. The two reasons for this were that we did not need to have a H1N1 flu phone line, and the implementation a more cost effective and time efficient method of communicating via Secure Messaging.
The total number of patient contacts (in-person visits, phone contacts, and secure messaging) was up 10% this year, to 15,166 contacts. (See Figure 1). Of note, student enrollment was up by 5%, but SHC patient contacts were up 10%.

As in previous years, the predominant reason for visiting the SHC was for respiratory illnesses (including colds, sore throats, tonsillitis, sinus infections, ear infections, bronchitis, influenza, pneumonia), followed by dermatological complaints, musculoskeletal injuries, conditions of the head, eyes, ears, nose and throat (not considered URIs), reproductive health, and gastrointestinal complaints.

2) Accreditation (AAAHC) Preparations. The 2010-2011 academic year was notable for preparing for the SHC’s first survey for the Accreditation Association for Ambulatory Health Care (AAAHC) that occurred June 2-3, 2011. The SHC received official word that these efforts resulted in a full 3-year accreditation for the SHC.

4) Planning for Expansion. Given the increase in demand expected as students continue to learn about the increase in scope of services and their effectiveness, and the projected increases in the number of residential students in the near future, our space needs become even more pressing. To address the demand for services we had to increase our staffing, and would like to expand our training programs (residency, partnership with the School of Nursing), as a means to provide cost effective services to students. Campus-wide support for an expansion has resulted into program evaluation; space needs planning, and design planning. A move to a larger facility is planned for 2012.

5) Partnerships. The SHC continued with various partnerships and developed new collaborations to strengthen services to USD students. The center continued to provide an integrated learning environment by serving as a practicum site for two nurse practitioner students in the MEPN program. The SHC also continued its partnership with the athletic department this year. Not only does the health center provide healthcare services to athletics, as it does all students, the SHC provides drug screening and additional outreaches to the sport teams. In addition, The SHC staff maintained closed ties with the San Diego County Public Health Department and other University Health Centers in the region to exchange information and resources.

Completed Point and Click Implementation. The new Open Communicator and secure messaging features of PnC are a great success and highly used. Previously, it was very time consuming to call patients, leave messages, or ask the patient to call back to relay test results. Patients would need to come in to get copies of their results. Now, messages and test results can be emailed securely that patients can access at a time convenient to them. All pre-scheduled appointments are sent appointment reminders electronically. Patients can initiate secure email with any provider.

III. 2011-2012 Unit Goals

1) Change Current Immunization and Tuberculosis (TB) Screening Enforcement Policies Background: Currently all freshman and transfer students are required to meet
immunization requirements and TB screening. This is enforced by registration holds. Due to logistics, Freshman are placed in classes by their advisors even if a registration hold is present but the student is at risk of being pulled from these class rosters if they are not compliant by the start of classes. Graduate and law students are also told of these requirements, but there are no means for enforcement. This coming year enforcement of immunization requirements and TB screening will be enhanced by continuing with registration holds and optimizing TB screening by enforcing compliance through the residential halls and international office.

9) Expansion Planning and Move. We anticipate this to be one of most time consuming and significant goals for 2011-2012. There is much work to be done in hopes of a January 2012 move.

10) Development of a collaborative care process at the SHC. An enhanced collaborative care model between the SHC and the Counseling Center is planned with the psychiatrist and a counselor being “housed” at the SHC. To do this requires preparatory planning and credentialing and privileging of the Counseling Center therapists to meet the AAAHC Behavioral Health standards. But once done, the collaboration will be enhanced and set the groundwork for implementation of the SHC-8.

11) Partner with Academic Affairs in developing a comprehensive plan to improve retention of first year students. Discussions with the Student Support Services have recently begun with plans for a partnership targeting first year and underrepresented students.