

Division of Student Affairs

Annual Report 2015–2016

Pleasantville Campus





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2014–2017 Student Affairs Strategic Plan

- I. Leverage new facilities on the Pleasantville Campus
- II. Student Affairs programs and services will seek to improve first-year student persistence
- III. Link co-curricular programming and services to learning experiences
- IV. Create and nurture a vibrant and supportive campus environment
- V. Create a safe environment with services that support the mental health and safety of our students
- VI. Partner with Enrollment Management and University Relations to highlight campus life as a priority in recruitment efforts



Key Accomplishments

- 95% of students seen at the Counseling Center said they made progress towards completing their education goals.
- Attendance at Residential Life programs increased by 24% since last year.
- Alumni Hall's satellite Writing Center had a 100% utilization rate.
- 47% of first-year residential students reported that they participated in an academic success program this past year.
- The number of first-year residential students achieving a GPA of 3.85 for the fall semester increased by 23% since the year prior.
- 99% of residential students self-reported higher rates of interactions with peers on a daily and weekly basis.
- 72% of first-year students and 65% of upper-level students noted that living on campus gives them opportunities to build relationships with faculty outside of the classroom.
- Ten Peer Educators were trained extensively on serving as a confidential resource and facilitating educational workshops, events, and trainings related to sexual assault prevention.
- 78% of our full-time students participated in at least one activity offered by Student Affairs—an 8% increase since last year.
- First-year students engaged in at least 1–5 activities at an 11–15% higher participation rate than the year prior.

Assessment

- In partnership with the Office of Data Analytics and Reporting, we have now created a two-year comparison of six weeks of card swipe data using Org Sync. We use the first-year students' six-week mark as our major data point because national research finds that students who are thinking of leaving a university make this decision during the first six weeks of the fall semester. This information allows us to track involvement in student affairs programs by also comparing demographics such as race, gender, ethnicity, year in school, and commuter or residential status. Our goal is to connect more students to campus by using swipe data and other analytics to retain more students. This may mean developing new programs or adapting how we have reached students in the past.
- A new software assessment tool called Campus Labs Baseline was implemented in the September 2015 in order to effectively track and report program effectiveness. All assessments are now conducted using this software. Utilizing this system may help departments better evaluate their services and learning as it pertains to first-year student persistence rates and best practices. The Assessment Committee utilized the consultancy services to review Divisional Student Learning Outcomes, the Assessment Plan, and several of our assessments geared towards indirect/direct measurements of student learning.

The Counseling Center

Facts

- Walk-in clinic available every day from 1:00 p.m.–2:30 p.m.
- Community Counseling Model with utilization rates from 12%–17% each year
- On-call staff in the evenings
- Counselor liaison for each residence hall
- Relaxation Room is available 20 hours per week



Highlights

- Use of the Counseling Center by First-year students has increased by 37% in the last five years.
- Continuity of care referrals have seen an increase over the last five years from 43 clients to 58 clients. Our case manager follows all medical leave of absence reentries and hospitalizations for mental health, and does a 30-day follow-up for each external referral to be sure students are successful in their return to campus.
- Weed Wars, a competitive and interactive game, was piloted in Martin Hall by Jeremy Eggleston. Students learn about long- and short-term effects of marijuana, identify benefits sought by those who use, and explore the impact of values and attitudes on use. Introduced as part of RA Training with added exploration of beliefs about marijuana use as they may impact enforcement of Pace policy around marijuana.
- To enhance student persistence, parents were kept abreast of Counseling Center offerings and gained understanding of their students' needs through the monthly parents' newsletter. Topics included the "Just in Case" app, the Relaxation Room, tips for families and students when student comes back for winter and summer break, tips for when a student "comes out," and starting the conversation on mental health.
- The "Let's Talk" program—which seeks to demystify counseling, communicate available services, and strengthen the undergraduate experience—was more successful this year. The two themes this year were stress and marijuana.
- The Red Card was sent to each faculty and staff member as a resource on how to deal with a student in distress:
 - » 91% of the faculty and staff community stated they know about the Counseling Center.
 - » 85% of those surveyed about the Red Card knew that the Counseling Center offers personal counseling and 66% knew there is a walk-in clinic.
- The top three reasons respondents visited the Counseling Center were help with anxiety and nervousness, feelings of depression, and advice on a current situation. These reasons are aligned with findings of a national survey conducted by the Association of University and College Counseling Centers for 2014–2015.

Personal Counseling | Group Services | Outreach | "Let's Talk" Program | Relaxation Room
Alcohol and Other Drugs Intervention/Programming | The Drinking Game | "Just in Case" App

Community Standards and Compliance

Facts

- Low recidivism rate
- 72% of violations were for alcohol and marijuana use
- Most of those who went through the discipline process felt it was fair, good, helpful, smooth, and quick



Highlights

- Pace University conducted a Sexual Assault Climate Survey as part of the Higher Education Data Sharing Consortia with 1,220 respondents. Survey results have told us the following:
 - » Students rate the general climate at Pace the same or higher than students at other large institutions, including, but not limited to the following areas: degree to which faculty, staff, and administrators respect them and treat them fairly; and how safe they feel on campus (82% indicated they feel safe.)
 - » When asked about their views on sexual assault on campus, the majority of Pace students agreed with the statement that the number of sexual assaults that occur on campus, off-campus at an event or program connected with Pace, or at a social activity or party near campus is low.
 - » More than 50% of respondents indicated that they do not believe that they, or one of their friends, is at risk for being sexually assaulted on campus, off-campus at an event or program connected with, or at a social activity or party near campus.
 - » At Pace, 64% of students believe that students would intervene if they witnessed a sexual assault. Additionally, nearly 70% of respondents believe other students would support the person making the report.
- First-year students, RAs, Peer Leaders, and returning athletes were educated on alcohol use and awareness and consent and respect through an online program called 3rd Millennium Classrooms. Results show:
 - » Since having taken the course, students are drinking alcoholic beverages less frequently.
 - » Since having taken the course, students have fewer occurrences of high-risk drinking.
 - » Overall, students are experiencing fewer negative consequences after taking the course, which educates them on making better decisions concerning alcohol use.

Guiding Principles | Code of Conduct | Rights and Responsibilities | Compliance with Federal and State Laws

The Office of Disability Services

Facts

- The Office of Disability Services serves approximately 230 students a year

Highlights

- The newly launched note-taker repository system makes it easier for students with disabilities to utilize their note-taker accommodation by allowing the service to be anonymous. It also speeds-up the process and is estimated to reduce the amount of money spent on note-taker services by allowing only one note taker for each course.
- The note-taker repository will also stream-line the process for the note-takers, allowing them to directly upload their notes to the repository within 24–48 hours of the course meeting.
- Based on the new reporting 2015–2016 criteria by World Health Organization, 68% of students had a mental health disability. However when autism and ADHD is included (as in previous years) the percentage of students diagnosed with a mental health disability is 68% of the population or 140 students served having one or more of these mental health disabilities.



Equal Education Opportunities | Provides Reasonable Accommodations Once a Student is Registered | One-On-One Support | Implementation and Maintenance of Ongoing Accommodations

Office of Residential Life and Housing

Facts

- Occupancy is at 100% with a total of 1,400 students living on campus
- The completion of Elm Hall has increased the bed inventory in Pleasantville by 100
- Five residential options to meet student needs as they progress from their first year to their senior year
- 78% of first-year students reside on campus
- 100% of First-year students participated in First-year Interest Groups (FIGs)
- Four classrooms in the residences
- Alumni Hall's Starbucks is open from 8:00 a.m.–4:00 p.m.
- Two Faculty-in-Residence and many other faculty partners



Highlights

- The First-year Interest Groups (FIGs) were branded this year through a First-year Experience brochure, FIG images, and updated website with videos.
- Twenty-six first-year classes were taught in Alumni Hall.
- Of the often used FIG lounges, the Honors Lounge was used the most.
- At the overnight PaceBound events, each FIG had a program for those interested in Pace.
- Online room deposits for returning students went live this year, making it easier for students to deposit online through the Pace Portal.
- In order to increase our service to students, each Residence Director (RD) has an office in their respective building. The Townhouse RD was the only one that did not have an office. An office was created this year for the Townhouses, which has improved the RD's visibility.

Based on a national consortium we joined to evaluate our residential life program, we found the following:

- First-year students self-reported higher rates of interactions with peers than their counterparts at the University, as compared to the national average.
- First-year students, over the upper-level student residents, noted at a higher percentage that if they chose to do it over they would choose Pace again.
- 52% of first-year students compared to 45% of upper-level students noted they study in common/lounge spaces.
- 72% of first-year students compared to 65% of upper-level students noted that living on campus has given them an opportunity to meet a faculty member.
- The level of participation for first-year students in community building activities such as health and wellness programs, community service, academic success programs, and diversity programs was higher than the national average.
- Students noted, at a higher rate than the national average, that as a result of Pace' residential life programs they improved their communication, stress management, time management, and critical thinking skills.

Housing | First-Year Interest Groups | Residence Hall Association | Hall Council |
National Residence Hall Honorary

Multicultural Affairs and Diversity Programs (OMA/DP)

Facts

- The Center for Unity and Equity (CUE) is located on the 2nd floor of the Kessel Student Center
- There are weekly LGBTQA lunch discussion groups in the CUE

Highlights

- Partnership of Women for Empowerment and Respect (POWER) was launched to improve involvement, engagement, persistence, and academic success of women of color on campus. The group met weekly with 93 students who attended one or more of these meetings.
- More than 60 students participated in five City Saturday trips to cultural events in New York City, including visits to the Brooklyn Bridge, New Museum, the Museum of Modern Art, the Museum of Sex, and the Whitney Museum. 75% of participants would not have taken the trips on their own. 91% of participants would definitely be interested in attending subsequent events.
- Throughout the year, 112 students, faculty, and staff participated in weekly LGBTQA lunch discussion groups. Discussion topics included coming out; LGBTQ job search; family issues at Thanksgiving with PFLAG; and larger cultural and policy questions such as preventing sexual assault, non-binary sexualities, LGBTQ Greek life.
- Thirty students, faculty, and staff from the Pleasantville and New York City campuses attended in the 2nd annual Q-Camp Pleasantville where participants engaged in social justice programming, a queer Olympics, and other grit-building and team-building events.
- Led four campus tours of the Pleasantville Campus for high school groups from the New York City area through OnBoard programs, which is a community organization that coordinates college tours for various communities with diverse populations.
- 122 students participated in the 2nd annual Take Back the Night event in conjunction with Greek life with an international movement to prevent sexual assault and gender based violence.
- Sexology, a sex-positive and safer sex event sponsored by Pride @ Pace and OMA/DP brought together more than 115 students and community partners to learn about issues of sex and sexuality.



Support | Training | Education | The Center for Unity and Equity | LGBTQA | City Saturdays | Mentoring | Women's Empowerment | Social Justice

Office of Sexual Assault and Prevention and Education

Facts

- Nine peer educators currently call themselves Pace F.I.R.E., which stands for Fighting Ignorance and Rape with Education, and are extensively trained on high-risk college student issues.
- Resource for all students
- Office is located in Elm Hall



Highlights

- Established the Sexual Assault Prevention and Education Specialist position as a confidential resource for Pace University community. Pace University Westchester's Office of Sexual Assault Prevention and Education was developed to further promote a community of caring that includes personal accountability, tolerance, and bystander intervention.
- The Sexual Assault Prevention and Education Specialist facilitated comprehensive professional staff training on managing sexual assaults in the residences, the University process for sex-based misconduct violations, a guide to sexual assault resources, and Residence Directors' self-care.
- Peer educators received intensive training to prepare them as confidential resources for their peers and to facilitate educational workshops, events, and peer trainings related to sexual assault prevention. Their comprehensive training included a national Peer Education 12-Hour Certification on the following subjects: Title IX, the Clery Act, and Pace University's policy on sex-based misconduct and amnesty; campus and community resources; crisis intervention and advocacy; impact of trauma on the individual and community; mental health concerns affecting young adults including identifying suicidality, self-injury, eating disorders, and substance abuse; interpersonal violence; rape culture; Safe Zone and Race Zone training; and bystander intervention.
- Initiated group training opportunities with peer educators from the New York City Campus and hosted them for the Bacchus Certification.
- Peer educators facilitated training for Orientation Leaders and Resident Assistants, and facilitated new student Orientation training on the confluence of sexual assault and alcohol use, awareness, and prevention.
- Created a dedicated webpage for the Office of Sexual Assault Prevention and Education that includes a profile of our specialist and of Pace F.I.R.E. peer educators. The webpage is linked to Pace University's online content for sexual assault information and resources.

Confidential Resource | Peer Educators | Training | Intervention | Education

Student Development and Campus Activities (SDCA)

Facts

- There are more than 60 student organizations on campus
- Approximately 35% of all campus programs are held on the weekend
- Overall GPA for student leaders is higher than those who are not part of a student organization
- Fraternities and sororities dedicate more than 2,000 hours of service a year
- 12% of our students are part of the Greek community
- In five years we have had over 285 students participate in our Setters Leadership Initiatives



Student Activities | Leadership | Involvement | Student Government Association (SGA) | Education | Fraternity and Sorority Life | Student Organizations | Commuter Students | Orientation | Transitions | Strengths | Service | Community | Homecoming | Family Weekend

► Commuter Students

Highlights

- A Commuter Life Series was created in 2015–2016. This series was open to all commuter students, but aimed to assist first-year students in becoming involved on campus and learning skills that would help create a successful first year. The series included 15 events, a significant increase from last year.
- This year we created the Commuter Assistant (CA) position. The CA serves as a mentor and resource for the commuter population on

campus. They hold office hours where students can stop by and ask for advice or questions regarding campus and commuter life. The CA plans and implements educational/social programs for Commuter Life. These events are hosted during common times when a majority of commuters are on campus. The first CA was able to build relationships with commuters, assist with events, and create awareness of the position.

► Setters Leadership Initiatives

Highlights

- A series of leadership workshops was implemented called “High Potential Leadership Series.” Topics relevant to upper-level students were identified by researching leadership workshops and transition skills needed by graduating students. We had more than 45 students attend the workshops—many of them returning for additional workshops. This included 34% sophomores, 23% juniors, and 18% seniors, and a fairly even split between men/women. More than 15 students attended 5 of the 6 workshops and they were invited to a personal coaching meeting with a local personal/executive coach from Leadership Westchester.

- » 85% of Students reported learning new material from these sessions
- » 98% found the sessions valuable
- » 75% reported they had not learned this information in their academic classes

- The inaugural Fall Leadership Conference, organized by five students and the Coordinator of Leadership Initiatives, was implemented in November 2015 with 110 students in attendance. The conference theme centered on passion, diversity, and change. It included a national keynote speaker; workshops hosted by faculty, staff, and community members; and a closing motivation speech by a Pace alumna. The largest lessons reported by students included the importance of values/passion (38%), collaborating effectively (21%), and the importance of self-awareness (17%).
- In its 2nd year, the Women’s Leadership Conference had 67 student attendees. The program included two speakers, workshops (such as implications for men, leading through conflict), and a panel on the glass ceiling. Faculty, staff, and Westchester community members presented workshops. We also featured the 2nd annual Pace Talks featuring three students’ stories about empowerment and overcoming adversity in a TED Talk format.



► StrengthsQuest

Highlights

- With the inclusion of StrengthsQuest in first-year student Orientation for 2015, 835 faculty, staff and students took the StrengthsFinder assessment this year compared to 325 from the previous year.
- We facilitated 46 StrengthsQuest workshops in comparison to approximately 20 the previous year. This included 16 UNV101 workshops, 4 in other academic courses, 3 for Human Resources leadership programs, Dyson Academic Advising, Enrollment Management Division Retreat, and more.
- We hosted 12 StrengthsQuest events this year with the addition of a StrengthsQuest position. The events attracted 30–60

students at each event. Events included strengths trivia, holiday themed strengths, “grow with your strengths” planting, “I Am” description boards, decorate your own strengths mug, strengths t-shirt tie-dye, send your friends “strengths grams,” and so forth.

- We added four new facilitators to support the increased demand for workshops. These facilitators in training received a reading list, attended review sessions, co-facilitated workshops and led workshops during Summer 2016 Orientation.

► Fraternity and Sorority Life

Highlights

- This year marked the 50th anniversary celebration of Greek Life at Pace. We incorporated this anniversary into the Spring Circle of Greeks, created a website with Alumni Relations to encourage Greek Life stories (#plvgrk50), organized a Greek rock painting event to celebrate the return of the Greek rocks outside of Kessel Student Center, and increased participation in the annual Greek Week celebration which has been on campus since 1994.
- Greek members in the School of Education were recognized for the highest GPA earning a 3.36 in Spring 2015 and a 3.64 in Fall 2015, surpassing Greek members from other schools within the University.
- Pi Lambda Phi, a recently added fraternity to our InterFraternity Council (IFC), has completed phase one of their colonization process. This was the first expansion in IFC in six years.
- The spring new Greek-member retreat focused on strengths-based domains, the importance of brotherhood and sisterhood, and the values of being a member of the fraternity and sorority community. In the assessment of this event, the students indicated a high level of learning across these areas.



► Orientation and Transitions

Highlights

- The Orientation program in Summer 2015 changed from a three-day program to a two-day program, yet the feedback from students and families remained extremely positive due to the connections created by the staff and program structure.
- Improvements to our transitional programming included the addition of an Upper-level Student Takeover in September to the existing Sophomore Kick-off, Meals with Mentors, and Networking Roundtable with Alumni. The Upper-level Student Takeover included 82 students in attendance and the program included a combination of social and educational sessions. The schedule included study abroad consultation meetings and a resume workshop followed by individual resume critiques, comedy show, and food/games.
- A comprehensive common reading program was adopted this year and included two book discussions, an assignment in UNV 101, and collaboration with the library to host a read-a-loud of This “I Believe” statements. During Orientation, every first-year student was given a copy of the book and an assignment to create a “This I Believe” statement for their first year seminar course. Forty-two participants read their statements at the library patio in October. Due to the progress this year, and best practices that link common reading programs to learning, there is support to continue this program for 2016–2017. The feedback from students on the common reading program included:

» 84% of first-year students agreed that reading the book and writing their statement helped them tell part of their own story to their UNV101 faculty member.

» 69% stated they talked about the reading and/or assignment with others.
 » 65% believed the reading and assignment helped them prepare for the academic expectations of college.



► Student Organizations

Highlights

- The paper process to create a student organization was moved to an online process in Spring 2016. Three new student organizations utilized the online registration process. Five new groups were created: Pace Investment Management Club, Spoon University, Film Club, Political Science Club, and Peace and Justice Society (reactivated group).
- To support new student organizations, we created a “Getting Started Right” checklist, which is reviewed by staff with the student organization leaders during their initial development. This includes the steps to obtain organization recognition, access to systems, and the essentials for student organization operations (attendance, programming, funding access, support from office, etc.). We also announce each group at Student Government Association, via OrgSync messaging, and on social media when they are recognized.
- In order to increase the number of engagement opportunities for students seeking co-curricular and leadership opportunities in their academic fields of interest, our goal was to expand and create 30% more academic student organizations. We surpassed this goal by 37% and ended the year with 11 academic groups.
- We created a “How Do I” video series in Fall 2015 to support student organization skill development.
- Working with Pace’s NYC office, our Student Organization Manual was updated to provide consistency where possible from one campus to another and ensure best practices.
- We experienced a 100% registration rate for all of our recognized student organizations within one week of the original deadline this year. In previous years, we often would be missing 15–20% of organization registrations, so this is an improvement that is attributed to a revised registration process and increased communication with organizations.
- Student organizations have now received individual meetings to build stronger relationships between the office and students.

► Step UP!

Highlights

StepUP!, a divisional initiative, was fully implemented in 2015–2016

- The marketing committee created the Step UP! website, a poster campaign featuring student leaders and situations requiring them to step up, and giveaways for all workshop attendees.
- The training committee included 11 trained facilitators who conducted 16 workshops and trained approximately 365 participants.
- The programming committee hosted a Step UP! photo booth during move-in for students and family members and there were 225 participants.
- In September and April, Student Affairs volunteers provided rides in golf carts to more than 1,100 students, faculty, and staff to spread the word about Step UP!

(StepUP! continued...)

- In December and May, the committee hosted a Finals Motivation program with a total of 125 participants who learned more about giving emotional support to others (and to themselves) during stressful times.
- In April, student volunteers staged a minor conflict in Kessel Well during common hour and debriefed the scene with students present to introduce the elements of Step UP!
- The committee recognized nine students who were nominated for stepping up during the year with a reception and small ceremony.
- StepUP! Advisory Board members were awarded the “Outstanding Contribution Team Award” at the University Employee Recognition Ceremony.



► Student Government Association

Highlights

- Student Government Association (SGA) launched the Pleasantville Project Fund to encourage any full-time undergraduate student to request funds from the Student Activity Fee (rollover funds) for a sustainable project or program that greatly impacts the community. The first approved project was a greenhouse near the Environmental Center.
- SGA moved to a bi-weekly meeting for Senate and Finance meetings. This reduced redundancy in reports, addressed a lack of updates/business, created more momentum in agendas, as there was time in between meetings to make progress.
- The extended 24-hour library service was implemented once again for midterms and finals. Usage was tracked by the library staff and shared with the SGA president.
- SGA executive VP revised and improved the SGA Judicial Handbook, which helped to guide policy infractions for all SGA-recognized student organizations. It also established an active Judicial Board (of students) to execute those policies and procedures.
- SGA elected officers and academic school representatives published a mid-year community report to share their progress with the student body.



Division of Student Affairs

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