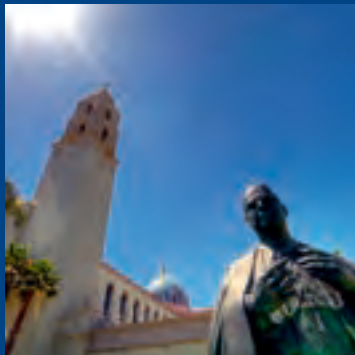


2014 - 2015

STUDENT AFFAIRS ANNUAL REPORT



University of San Diego



Student Affairs

2014-2015 Annual Report

Vice President for Student Affairs

Carmen M. Vazquez, MSW, CSW



The 2014–2015 academic year was characterized by our ongoing, dedicated commitment to creating a vibrant, relevant student experience and marked with several major accomplishments amidst substantial transition.

We welcomed Auxiliary Services to our division, doubling the number of full-time employees to 203, student employees to 740, and our revenue expectation to \$47 million. This change allows for new collaborations and opportunities to enhance the student experience.

Using existing resources in the student life area, we created four new and reclassified 21 existing positions to more closely align our organization with our strategic plan and meet our student needs more effectively. Additionally, the assistant vice president for student wellness' departure created staffing challenges throughout the year; we completed a successful search in the spring semester.

Embracing these transitions as opportunities, we highlight here some of our accomplishments this year. For the third year in a row, we maintained a 90% one-year retention rate as we prepared to engage all of our second-year students in an enriching residence hall experience as part of our two-year residency requirement.

We continued to foster a culture of giving among our current undergraduates and increased the giving rate from 19% in 2013–2014 to 28% in 2014–2015. We improved our social media presence by 20% on Facebook

and Twitter and 200% on Instagram, increased traffic on the Torero Life website by 5%, and created 43 videos, 27 feature stories, and over 500 social media posts.

We engaged in the campus master planning process and provided direction on the housing and dining experience. To make way for the new Shiley-Marcos School of Engineering, we oversaw the design, planning, construction, and relocation of the Torero Store to the Student Life Pavilion.

To help us improve our understanding of the student experience, we supported the implementation of four major surveys: the National College Health Assessment, the sexual assault survey, the National Survey of Student Engagement, and the Diverse Learning Environments Survey.

Colleges and universities are facing major population-based public health issues. These include sexual violence, suicide, and alcohol and other drug abuse. Student Affairs is an integral partner and involved in leading the efforts to develop prevention, education, and other related response actions to address these public health issues with our students. In particular, we are co-leading the Sexual Violence Prevention and Response Implementation Team, implementing the third year of the Substance Abuse and Mental Health Services Administration (SAMHSA) Suicide Prevention Grant, and responding to the Department of Education Office for Civil Rights

(OCR) compliance requirements and complaint.

I was honored to be a member of the next USD President Search Committee and delighted with the successful outcome and appointment of Dr. Jim Harris.

We implemented the first year of our new strategic plan including the development of five co-curricular learning outcomes that complement the Undergraduate Learning Goals and Outcomes. We also identified the following priorities for the 2015–2016 year to help us achieve the long-range goals identified in our plan:

1. Student Leader Training
2. Student Staff Development
3. Student Voice
4. High Impact Practices
5. Professional Staff Enrichment
6. Campus Environment

Cross-functional teams, including partners from other divisions, are working to achieve these priorities during the 2015–2016 academic year. Each unit is also working to support these priorities in addition to some specific learning or operational outcomes for their units as noted in the following pages.

We could not accomplish all that we do without our amazing partners across campus; with gratitude for these collaborations, we close this year and look forward to another exciting one in 2015–2016.

Thank you all for a great year!

University of San Diego (USD) Student Affairs Model

In the Catholic tradition, the Student Affairs Division strives to create an inclusive, educational environment which motivates and supports student learning and personal development, serves the University community, and inspires students to make a positive contribution to society. Our philosophy and approach is to collaboratively work with Academic Affairs and all areas of the University to create an integrated learning environment.

The 2014–2019 strategic plan was developed through a collaborative process involving key stakeholders from all divisions of the university. Using three of the models proposed by Manning, Kinzie, and Schuh (academic-student affairs partnership, seamless learning, and ethic of care) as well as institutional priorities (diversity and inclusive excellence and changemaking), a consultant took us through an appreciative inquiry process to develop key themes shaping our work for the next five years. While this plan will be the focal point of our work, we will annually review its relevancy.

A mission-driven, financially sustainable philosophy and practice infuses our work and also reflects the operational aspects of the student experience. The co-curricular learning outcomes, (1) self-care and healthy relationships, (2) courageous living and perseverance, (3) self-awareness and purpose, (4) being, belonging, becoming, and (5) authentic engagement, complement the university undergraduate learning goals. These outcomes integrate the entire student experience and are supported by intentional, seamless opportunities for students to achieve them. These opportunities will be developmentally organized and incentivized. The outcomes were developed by faculty, staff, and students from across the divisions and will be cyclically assessed.

The strategic plan themes are identified in each of the grey boxes and intentionally progress from left to right. Healthy Mind, Body, Spirit, and Relationships focuses on the development of the self. The cluster of themes connected to Diversity and Inclusive Excellence work collaboratively to focus on others and the USD community and Local and Global Changemaking and Student Voice focus on the USD community and beyond. This reflects the progression of student development from grappling with questions such as who am I?, who am I in relation to others in my community?, and who am I in relation to the world?

Each assistant vice president in student affairs is responsible for the meta themes (Healthy Mind, Body, Spirit, and Relationships; Diversity and Inclusive Excellence; and Local and Global Changemaking). Faculty, staff, and students from across the divisions will propose annual strategies, measures, and targets to achieve the long-range goals. The student affairs unit leads will prioritize those strategies annually and these strategies will serve as what was formerly known as unit goals. Theme teams and units will work collaboratively to implement the strategies to achieve the theme long-range goals. Unit learning outcomes will align with the co-curricular learning outcomes and unit operational outcomes will align with our mission-driven, financially sustainable philosophy and practice.

Units will be responsible for implementing the associated strategies via the annual performance evaluation process. The vice president for student affairs will report progress on the plan to the student affairs committee of the board of trustees quarterly. Several groups will serve as an advisory capacity to the vice presidents for student affairs including associated students, graduate student council, student affairs undergraduate and graduate faculty fellows, and the strategic oversight committee on student success.

Manning, K., Kinzie, J., & Schuh, J. (2013). One size does not fit all: traditional and innovative models of student affairs practice. New York: Routledge.

University of San Diego Student Affairs Model

MISSION-DRIVEN, FINANCIALLY SUSTAINABLE ORGANIZATION

CO-CURRICULAR LEARNING OUTCOMES

Courageous Living & Perseverance

Self-Reflection & Purpose

Being, Belonging, Becoming

Authentic Engagement

STRATEGIC PLAN THEMES

Healthy Mind, Body Spirit & Relationships

Integrate our wellness education and outreach efforts to help students develop optimal mind, body, and spirit through life-skill building, positive coping strategies, and an enhanced healthy USD climate.

Diversity & Inclusive Excellence

Local & Global Changemaking

Increase USD's identity as a change-maker institution and elevate USD community members' personal identification as changemakers.

We Belong Here

Develop a community climate of inclusion and belonging and success.

Expansive & Compassionate Campus Culture

Reimagine our campus culture with our students, scholars, and alumni goals.

Student Voice

Cultivate an environment to ensure thoughtful, informed and timely appreciation for student voice and increase our campus and beyond.

Student Access

Expand access to USD for all students, especially first-generation students to support student success.

Inclusive Spaces & Places

Create additional space for students, faculty, and staff to be connected to every building across campus.

Unit Learning Outcomes

Unit Learning Outcomes

Unit operational outcomes

Unit goals become the strategies to achieve the strategic plan themes

Student Affairs Strategic Plan Priorities 2015-2016

The following six areas were identified as priorities for the 2015-16 academic year by the student affairs division and key partners. These areas align with the seven themes of our strategic plan and will move us toward the long-range goals stated for each of the themes. Theme teams for each priority were charged to carry out the work described below each priority and they articulated their plans in a formal implementation plan.

Student Leader Training

1. Develop methods for (1) introducing student leaders to the USD Co-Curricular Outcomes and (2) illustrating how the learning outcomes will be utilized in their work as student leaders. These methods are to be implemented in student leader trainings for the 2015-16 academic year.
2. Identify core topics that are covered by all student leader trainings and develop shared learning outcomes and assessment measures for these topics. The group will develop one topic (diversity) fully and implement this in the 2015-16 student leader trainings. The group will develop remaining topics for implementation in 2016-17 (and beyond) student leader trainings.

Student Staff Development

1. Develop a framework for units to create an operational manual for student staff.
2. Develop a curriculum for the Being, Belonging, Becoming and Self Awareness and Purpose learning outcomes. This curriculum will be the common learning experiences that all student staff supervisors in the division will focus on with their student staff. The group will explore possibilities for efficiently delivering this curriculum.
3. Develop a training program for the student staff supervisors based on coaching models.
4. Develop an assessment plan for the learning outcomes and supervision practices including a survey of student staff.
5. Develop a common performance evaluation form for student staff in the division of student affairs.

Student Voice

1. Identify existing mechanisms/structures for channeling student concerns.
2. Identify any needed mechanisms/structures to enhance student's voice on relevant concerns.
3. Develop a marketing plan to inform students of the avenues to express their concerns.

High Impact Practices

1. Develop criteria for quality high impact educational practices.
2. Collect and analyze usage, student success, and learning outcomes data on the current high impact practices employed at USD including undergraduate research, community service learning, study abroad, and internships.
3. Triangulate NSSE, DLE, and usage data to identify and remove barriers to participation.

Professional Staff Enrichment

1. Develop methods for professional staff to be trained on basic advising and counseling skills, with multiple entry points to address varying skill levels. We recognize significant opportunities for collaboration with the Student Staff Development group and will work together to the benefit of both groups.
2. Identify topic experts to gather and create an audit of current delivery mechanisms to streamline trainings. Make recommendations for consistent content and delivery of intentional practices.

Campus Environment

1. Identify outdoor spaces that are underutilized and outdoor spaces that are overutilized and identify ways to shift utilization.
2. Utilize the energy surrounding the opening of the Torero Store to create communal space for faculty, staff and student interaction.
3. Prioritize Informal Study Space in the Master Plan Update.
4. Support partnership opportunities in the Linda Vista Community, i.e., implement the "Turn to the Left" Campaign.
5. Utilize quantitative and qualitative measures to understand campus climate from student, faculty and staff perspectives.

University of San Diego Co-Curricular Learning Outcomes + Definitions

The University of San Diego values the holistic development of students; nurturing the mind, body, and spirit activates our Catholic identity and mission. We draw on our foundation as a Catholic liberal arts institution to articulate the learning that students engage with in all aspects of their experience at USD. As such, the Strategic Oversight Committee on Student Success charged a group of faculty, staff, and students from divisions across the institution to articulate learning outcomes that complement the Undergraduate Learning Goals and Outcomes (University of San Diego, 2011) and integrate the entire student experience; coordinate existing and/or design new intentional, seamless opportunities for students to achieve those outcomes; incentivize student engagement in the outcomes; and assess the outcomes.

This document summarizes the five co-curricular learning outcome definitions developed by teams of faculty, staff, and students in the fall 2014 semester. Modeled after the American Association of Colleges and Schools VALUE Rubrics, the teams drafted framing language, a glossary, outcome definition, and a rubric and these documents will be used to achieve the remainder of the charge stated above. The rubrics reflect a progression from less to more complex learning and we acknowledge that learning is not always linear. Each document was drafted with wide input and then reviewed by faculty and staff involved in the process. These full documents can be accessed at: <http://www.sandiego.edu/studentaffairs/strategic-plan/index.php>

Authentic Engagement

Authentic engagement is the process of developing the values, knowledge, and skills to communicate honestly and deeply with others. It means advocating for oneself and working in solidarity with others for the purpose of promoting positive social change.

Being, Belonging, Becoming

Being, Belonging, Becoming embodies the idea that students at the University of San Diego must explore their sense of self in relation to others from similar and differing backgrounds. It is important for students to find a community(ies) where they feel like they belong and matter, which may encourage and sustain them during their journey. Throughout their time at USD and beyond, students must develop the skills necessary to become active citizens willing and able to engage with, support, and validate the experiences of others.

Courageous Living and Perseverance

Courageous living is the ability to take perceived risks or challenges to develop one's authentic self, and a willingness to explore options and stand up for one's beliefs and values. It is the ability to respectfully disagree with others and acknowledge their point of view, and to learn from or accept disappointments or failures. Perseverance is a continued desire to succeed through adversity or overcome a challenge and demonstrate resilience despite difficulties or failures.

Self-Awareness and Purpose

Self-Awareness and Purpose seeks to address the question of vocation: Who am I called to become? To do this, vocation is divided into two component questions: Who am I? and What impact do I most desire to make in this world? The second question depends on insight gained from the first; in other words, the impact one most desires to make ought to flow from one's self-awareness, including one's values; spirituality and faith tradition; cultural, racial, socioeconomic status; gender; and sexual orientation.

Self-Care and Healthy Relationships

Self-Care is self-initiated and purposeful behavior to care for one's personal well-being in an effort to achieve one's optimal potential through promoting a holistic balance of mind, body, and spirit. Healthy relationships are built on trust, respect, open communication, and the ability to work through disagreements. They honor individual differences and personal boundaries and empower individuals to make personal decisions. They are growth promoting. Individuals provide support for one another without sacrificing themselves or compromising values.



DEAN OF STUDENTS AREA

Statement of Purpose

The Dean of Students leadership team collaborates to plan, implement, and assess services contributing to the student experience in each unit or area of responsibility.

2014-2015 Results

1. Served as a faculty member for the third annual USD Mission Integration Institute.
2. Co-chaired the Steering Committee on Sexual Assault Prevention and Response through January 2015: Initiated efforts to engage faculty, staff, and students in education and training via an online platform: 1,091 (13%) students and 1,806 (63%) employees completed the Introduction to the Campus Sexual Violence Elimination Act training and 1,695 (59%) employees completed the Reporting, Training, and Policy Implications of the Campus Sexual Violence Elimination Act.

Highlights

1. Broadened the student newspaper fee to a student media fee allowing each student media group to have an independent, consistent budget to improve planning.
2. Met with 54 students individually regarding significant alcohol policy violations (-7% from 2013–2014).
3. The number of professor notifications increased to 162 (+4.5% from 2013–2014).
4. Participated in the coordinated response to 53 Sensitive Issues Team (SIT) cases (-26% from 2013–2014), seven Critical Incident Response Team (CIRT) cases (+40% from 2013–2014), and 44 Campus Assault Resources and Education (CARE)/CIRTs (+76% from 2013–2014).

2015-2016 Outcomes

Increase students' awareness about access points to share concerns or offer feedback related to university affairs. Associated Students, the Graduate Student Council, and the Dean of Students will track concerns and develop baseline metrics.



CENTER FOR STUDENT SUCCESS

Statement of Purpose

The Center for Student Success generates innovative strategies to assist all undergraduate students in persisting to graduation.

2014-2015 Results

1. Transitioned from in-person Student Success workshops to videos to reach more students. Developed video outlines capturing the essence of five of the most popular student success workshops; expect to have five "You Succeed @ USD" videos ready for student use by September 2015.
2. Reduced communication lags related to the academic probation process for students including implementing e-mail notification, online sign-up process, and expanding probation support services to transfer students.
3. Reduced barriers to transfer student course registration by implementing an e-form for course registration, major declaration, medical screening, summer registration process, confirmation e-mails for each step including information about next steps, applying previous coursework directly to major requirements, and a dynamic new student checklist in the portal.

Highlights

1. Maintained 90% one-year retention rate for the first-year student cohort for the third consecutive year.
2. Analyzed data collected from withdrawing students identifying the primary reasons for withdrawal and student plans after leaving USD. These data will inform our student success efforts.
3. Analysis of MAP-Works data indicates that self-reported greater social integration and engaging in good basic academic behaviors at higher frequencies are significantly associated with a higher probability of returning in the fall.

2015-2016 Outcomes

1. Work collaboratively with the college and schools to reach 90% attendance for Student Success Workshops. Students who attend will report being informed about the implications of their probationary status and resources to assist them.
2. Participate in yearlong unit review process to optimize the programs, activities, services, experiences, and organizational structure of the Center for Student Success in supporting institutional undergraduate student success efforts.
3. Increase the number of students receiving information regarding transition to college and academic challenges by expanding the number of "You Succeed @ USD" videos.
4. In conjunction with Institutional Research, examine and improve the exit interview process by revising the questions asked, determining which students to invite to participate in interviews, increasing the effectiveness of the method(s) for recording responses, and improving how findings are shared through reports and/or presentations.



OFFICE OF ETHICAL DEVELOPMENT AND RESTORATIVE PRACTICES

Statement of Purpose

The Office of Ethical Development and Restorative Practices and the Office of Graduate Student Life contributes to both undergraduate and graduate student learning by assisting new students with their transition, developing ethical decision-makers through the student conduct process and leadership opportunities, building community through restorative justice practices, and by providing support services for graduate students.

2014-2015 Results

1. Participated in the National Assessment of Student Conduct Adjudication Process (NASCAP) Project by administering the Student Conduct Adjudication Processes Questionnaire to all students who participated in the student conduct process during 2014–2015; achieved a 31% response rate. Will conduct analyses when we receive the results.
2. Established and maintained distinct budgets for trainings, programs, and processes to more clearly track spending.
3. Implemented recommendations made by a graduate assistant action research project regarding enhancing the positive masculine identity development of men serving on the student conduct leadership team.
4. Implemented recommendations made by a graduate assistant action research project regarding improving the graduate co-curricular experience by creating a full-time position to coordinate the disparate efforts of each school, support educational efforts regarding sexual assault education and prevention, and enhance new student orientation.

Highlights

1. Transitioned to a new name for the unit, Office of Ethical Development and Restorative Practices, and reorganized Graduate Student Life as a new reporting unit.
2. Coordinated four Greek disciplinary boards.
3. Initiated efforts to support graduate students in finding off-campus housing including developing a website and Facebook community. Supported 69 students in the spring semester.
4. Co-chaired the Smoke and Tobacco Free Policy and Enforcement subcommittee.
5. Increased use of the Graduate Student Commons to an average weekly use of 112 students (+98% from 2013–2014).
6. Completed 3,065 background clearance checks for USD students (+30% from 2013–2014).
7. Processed 778 student conduct referrals (+9% from 2013–2014) and 12 restorative justice referrals (21 in 2013–2014).

2015-2016 Outcomes

1. Using the results of the NASCAP survey, identify three strategies to improve the student conduct process and associated learning for students.
2. Align the student conduct contract with the relevant co-curricular learning outcomes.
3. Improve the co-curricular experience of graduate students by securing permanent funding for the coordinator for graduate student life position.



RESIDENTIAL LIFE

Statement of Purpose

In partnership with other university departments, we continually enhance our facilities, services, and programs in order to provide a safe, inclusive living community and to create learning opportunities that support the holistic growth of each resident.

2014-2015 Results

1. Improved the room change process; increased the percentage of residents indicating the process as effective or very effective to 92% from 78% in 2013–2014.
2. Identified the most successful strategies for engaging second-year students through the pilot Second Year Torero Experience Program (STEP). Targeted these strategies for full implementation of the two-year residency requirement.
3. Assessed the usage of the newly renovated common area spaces to inform future planning. Noted an average of 17 programs involving 1,000 students monthly and 25 students using the space nightly in the Vistas and four programs involving 200 students monthly in the San Antonio de Padua space.
4. Implemented a Community Director Professional Development model based on the American College Personnel Association (ACPA)/ National Association of Student Personnel Administrators (NASPA) professional competencies including milestones and identified areas for professional growth.
5. Experienced a 6% decrease in occupancy; however, we are currently at 100% occupancy for fall 2015 with a rising, record number of juniors applying for housing.

Highlights

1. Implemented the two-year residency requirement, and had a smooth housing sign-up process, with the highest number of returning residents ever.
2. Developed a new Community Development model to align with the co-curricular learning outcomes.
3. Continued to operate at a 0% room rate increase for the fourth consecutive year.
4. Engaged in the campus planning process including working with a consultant to analyze and design the housing and dining experience that best meets the needs of our students.
5. RAs are consistently noted as being exemplary models of the University's mission, with 89% of residents noting that RAs always conduct themselves in a way that is consistent with university values and policies.
6. Discontinued the Residence Hall Association executive group to more closely align area hall councils with Associated Students governance and Torero Programming Board planning.

2015-2016 Outcomes

1. Maintain a 98% occupancy rate including 100% of second-year students living in the residence halls.
2. Increase upperclass student support by improving RA visibility percentages in the upperclass residence halls by 10%.
3. Increase student engagement in the San Antonio de Padua gathering space by implementing six programs per month with 500 students in attendance.
4. Increase the intentionality of our work by revising our three-year assessment plan, weekly reports, and dashboard metrics to align with the co-curricular learning outcomes.



STUDENT LIFE AREA

Statement of Purpose

Through our programs and services, students will explore and discern who they are, who they are called to be, and who we are called to be as a community.

Highlights

1. Implemented substantial changes derived from the unit and area review process including,
 - a) Merging Student Life Facilities and Student Activities to create University Centers and Student Activities, added an Assistant Director for Student Activities.
 - b) Renaming the Director of Student Organizations and Greek Life to Director of Student Leadership and Engagement, added an Assistant Director for Associated Students, Assistant Director for Fraternity and Sorority Life, and Assistant Director for Student Organizations.
 - c) Reclassifying the Executive Assistant supporting the United Front Multicultural Center (UFMC) and Women's Center to a Program Coordinator for the UFMC.
 - d) Merging the Executive Assistants of the Student Life Facilities and Student Leadership and Involvement Center, to reallocate resources to other positions.
2. The Torero Renaissance Scholars Program* received \$4,500 from the In-N-Out Foundation to support two summer interns.
3. Participated in the coordinated response to 53 Sensitive Issues Team (SIT) cases (-26% from 2013–2014), seven Critical Incident Response Team (CIRT) cases (+40% from 2013–2014), and 44 Campus Assault Resources and Education (CARE)/CIRTs (+76% from 2013–2014).
4. Co-chaired the Breathe Easy Campaign to support the university's transition to a smoke- and tobacco-free campus as of August 18, 2015.
5. Co-chaired the Sexual Violence Prevention and Response Implementation Team, a campus wide committee of faculty, staff, and students working together to prevent and respond to sexual violence within the USD Community.

2015-2016 Outcomes

1. Increase student employees' development of empathy and compassion (fall) and sense of vocation (spring) by implementing common learning experiences in the variety of employment opportunities across the division.
2. Increase student use of both indoor and outdoor spaces on campus.
3. Increase faculty, staff, and student awareness of sexual harassment by achieving a 95% completion rate of online training for each group.
4. Ensure community member understanding of the Smoke- and Tobacco-Free Initiative; receive fewer than five complaints during the 2015–2016 academic year.

**The Torero Renaissance Scholars Program supports the university's students who are homeless, at risk of being homeless, or are foster care alumni.*



ASSOCIATED STUDENTS

Statement of Purpose

The Associated Students (AS) Leadership Team serves USD undergraduate students as the official student representatives who promote opportunities for growth and expression, address student issues, and enrich a diverse, inclusive, and engaged community.

2014-2015 Results

1. Held eight information sessions for 102 registered, interested students yielding 61 applications for open positions.
2. Increased voter participation in spring 2015 to 20% (+4% from 2013–2014); fall 2014 participation decreased 5% to 13%.
3. Allocated \$222,413 (57% of requested) to 83 student organizations; funding requests increased to \$386,333 (+26% from 2013–2014).
4. The number of students registered with Torero Orgs decreased to 3,516 (-9% from 2013–2014); the number of registered student organizations increased to 176 (+5% from 2013–2014) with 63 organizations designated as “Changemaker” organizations (+85% from 2013–2014).
5. The Academic Research Grant Committee awarded 27 research grants during the 2014–2015 academic year (-3% from 2013–2014) and allocated \$30,000 (+50% from 2013–2014).

Highlights

1. Co-funded the inaugural Social Justice Retreat in collaboration with Student Leadership and Engagement and the United Front Multicultural Center; 35 students attended the retreat.
2. Initiated and implemented a “Get on the Grass” campaign to encourage the campus community’s use of the green space on campus.
3. AS Senate authored six resolutions including supporting the addition of a “Student Media Fee” to incorporate USDtv and USDRadio.
4. AS director of changemaking co-led the Student Changemaker Committee which sponsored Changemaker Fest, Chopped, My Story, and a Changemaker Conference hosting students from across the world.
5. Increased participation in Homecoming/Family Weekend to 3,000 (+20% from 2013–2014).
6. AS leaders participated in the Social Justice Training Institute (five) and Safe Space Allies (15).

2015-2016 Outcomes

1. Increase community gathering opportunities and locations for students.
2. Increase student involvement in university affairs by making students more aware of the mechanisms to do so.



STUDENT LEADERSHIP AND ENGAGEMENT

Statement of Purpose

Student Leadership and Engagement collaborates to serve as a hub of student involvement and leadership initiatives designed to educate through advising, leadership development, active participation, and student connection to further our purpose of graduating Changemakers.

2014-2015 Results

1. Created an overnight Social Justice Retreat for undergraduate student leaders, in partnership with the United Front Multicultural Center.
2. Engaged 51 students in the Greater than Yourself Retreat, focus group, and individual meetings designed to increase participants' cultural awareness and understanding.
3. Piloted an advising model utilizing mentoring as a component which resulted in higher student satisfaction in their advising relationships. Proposed increasing the pilot to 45 students in 2015-2016.
4. Assessed advisees' competency in communication skills finding an increase for all students.

Highlights

1. Established Pi Kappa Phi Fraternity in spring 2015 with 25 undergraduate men joining, bringing the total number of fraternities to eight.
2. Established and chartered Pi Beta Phi Women's Fraternity in spring 2015 with 100 undergraduate women joining, bringing the total number of sororities to 10.
3. Piloted the Student Organization Conference serving 57 students; 90% of participants agree or strongly agree that the conference helped them prepare to be a student leader.
4. Average grade point averages for fraternity and sorority participants (3.31) continue to be higher than the average for all undergraduate students (3.16).

2015-2016 Outcomes

1. Implement programs and services designed to help students progress in four student leadership and engagement learning outcomes: career development, intellectual growth, social responsibility, and sense of self. Assess and report the results of these outcomes.



UNIVERSITY CENTERS AND STUDENT ACTIVITIES

Statement of Purpose

University Centers and Student Activities (UCSA) provides the infrastructure and services to enhance community life within the Hahn University Center (UC) and Student Life Pavilion (SLP). Staff and student employees are committed to providing an environment that is safe and comfortable. Through events, programs, and spaces, UCSA staff strive to create inclusive places in the heart of campus to gather and foster community.

2014-2015 Results

1. Modified two existing spaces including the SLP Courtyard and Tecolote Canyon Patio to invite increased usage of the space.
2. Reduced staff time allocated to scheduling events by 50% by implementing a new event registration process (EvR). Processed approximately 1,961 on-campus event registrations (+24% from 2013–2014).
3. Torero Program Board sponsored 50 events on weekends with 2,910 students attending (+40% from 2013–2014).

Highlights

1. Coordinated 23 blood drives garnering 531 pints and helping up to 1,593 patients; received the “Partners for Life” award from the San Diego Blood Bank and the “Give Award” from the American Red Cross.
2. Streamlined workflow processes and created new business procedures to more effectively manage departmental functions including the EvR process, French Parlor management, Facilities Management communication, and summer conference registration.
3. Managed 14,672 internal and external events (+54% from 2013–2014).
4. Torero Program Board hosted 107 events (+26% from 2013–2014).
5. Increased participation at Olé Music Festival from 300 students in 2013 to 1,100 students in 2014.

2015-2016 Outcomes

1. Increase student awareness of the informal study spaces in the UC and SLP by implementing a multi-modal marketing campaign by October 1, 2015.
2. Ensure that student staff demonstrate competence in empathy, compassion, and self-identity at the emerging level as defined in the co-curricular learning outcome rubrics.
3. Support increased student use of the Torero Store, Plaza Menor, and Frank’s Lounge by implementing a minimum of two events each semester targeting student, faculty, and staff interaction in these spaces.



UNITED FRONT MULTICULTURAL CENTER

Statement of Purpose

The United Front Multicultural Center (UFMC) engages the USD community in exploring and affirming the unique identity of each person. The Center fosters an environment where student leaders feel empowered to become change agents for social justice and builds relationships with faculty, staff, students, and community members to develop a foundation that honors and values diversity. The UFMC serves as an educational resource, working to contest the dominance of prejudice and intolerance, and works to enact the values of the University as “a welcoming, inclusive, and collaborative community...marked by protection of the rights and dignity of the individual.”

2014-2015 Results

1. Facilitated 16 Language Matters workshops involving 327 participants, a new initiative to examine the power of words with respect to identity and diverse backgrounds and perspectives.
2. Engaged 182 participants across six #WhatsTrendingUSD discussions, a new dialogue series that brings students, faculty, and staff together to discuss current events, sociopolitical issues, and pop culture.
3. Offered 46 Rainbow Educators presentations with 1,455 participants (+21% from 2013–2014) and recruited 31 facilitators to serve in 2015–2016.
4. Recruited and trained 27 new LINK peer mentors (+27% from 2013–2014) and assisted 49 new students (-41% from 2013–2014) with their transition to the USD community.
5. Coordinated and/or sponsored a total of 194 events (workshops, trainings, presentations, and retreats) for the campus community with a total of 8,805 participants (+34% from 2013–2014).

Highlights

1. Collaborated with campus partners to hold 10 retreats including two major overnight retreats: Greater Than Yourself (51 participants) and the Social Justice Retreat (35 participants).
2. Supported Olé! Weekend by coordinating nine concurrent Belonging@USD sessions and the First Generation Student and Family Lunch, as well as supporting 11 additional events during Olé! Weekend and Welcome Week.
3. Offered a new spring break alternative to 10 students through the San Diego Spring Break Social Justice Experience. Students engaged in dialogue to explore social justice issues within the San Diego community to understand how dynamics of privilege and oppression show up in their lives and on campus.

2015-2016 Outcomes

1. Increase first year students’ awareness of the impact of non-inclusive language on the USD community by implementing Language Matters in all nine Living Learning Communities by December 2015.
2. Support the co-curricular learning outcomes of Authentic Engagement and Being, Belonging, and Becoming by introducing two new initiatives focusing on self-awareness, student voice, and social change by February 2016.
3. Increase Center effectiveness and student learning by developing an assessment tool to measure students’ development in intercultural knowledge and competence and leadership skills by January 2016.



STUDENT WELLNESS AREA

Statement of Purpose

Student Wellness works 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.

2014-2015 Results

1. Implemented the student health insurance requirement hard waiver process and enrolled 25% of full-time students.
2. Facilitated the development of three co-curricular learning outcomes including developing a rubric for each outcome.
3. Completed the Serra Hall 300 renovation to more effectively meet student needs; worked with University Relations to secure over \$350,000 in donations.

Highlights

1. Processed 83 medical leaves of absence (+24% from 2013–2014); 80% involved psychological and/or psychiatric difficulties (+7% from 2013–2014).
2. Responded to an Office for Civil Rights complaint and identified recommendations for the Sexual Violence Prevention and Response Implementation Team.
3. Managed significant staffing transitions, including the assistant vice president for wellness, and completed a successful search for that position.
4. Participated in the coordinated response to 53 Sensitive Issues Team (SIT) cases (-26% from 2013–2014), seven Critical Incident Response Team (CIRT) cases (+40% from 2013–2014), and 44 Campus Assault Resources and Education (CARE)/CIRTs (+76% from 2013–2014).
5. Implemented a “Be Well” training program for all first-year international students attaining 100% attendance.

2015-2016 Outcomes

1. Increase student engagement in Student Wellness policies and processes by developing a student advisory board.
2. Reduce barriers to student access to smoking and tobacco cessation support services by formally implementing these services within the clinical wellness integrated model.
3. Increase faculty and staff awareness of strategies to address sexual violence by redesigning the “Helping Students in Distress” folder and leading efforts to increase access to emergency contact resources on mobile applications.



CAMPUS RECREATION

Statement of Purpose

Campus Recreation provides a welcoming environment where quality services, student engaged activities, facilities and fitness opportunities cultivate a holistic, well, and inclusive USD community. Supporting student learning and development, the department focuses on combining a culture of care with experiential opportunities where programmatic outcomes contribute to fellowship, social cooperation, teamwork, life skills development, and student persistence.

2014-2015 Results

1. Implemented the Campus Recreation Well Being Zone to support student health and fitness, 138 students completed a baseline assessment.
2. Incorporated Outdoor Adventures into Campus Recreation including reviewing and realigning administrative roles to improve operations, enhance risk management processes, and better support students.
3. Aligned unit learning outcomes with the Co-Curricular Learning Outcomes and Student Affairs Strategic Plan and revised the three-year assessment plan.

Highlights

1. McNamara Fitness, Mission Fitness, and Sport Center facility usage continues to be high, serving an average of 4,531 participants per week.
2. Supported the development of the sophomore year experience program by coordinating 14 events in the pilot residence hall.
3. Engaged 1,605 students in 1,066 intramural games with many students participating multiple times (2,652 total participations).
4. Engaged 499 students in 149 sports club contests with zero sportsmanship concerns.

2015-2016 Outcomes

1. Increase access to aquatic experiences and reduce staff time needed to prepare for guide-led experiences by developing a proposal for USD to become an operating partner of the Mission Bay Aquatic Center.
2. Increase the number of healthy weekend engagement experiences for students by creating Sunday Intramural and Sports Club programming.
3. Enhance community engagement and increase revenue by expanding summer programming.



CENTER FOR HEALTH AND WELLNESS PROMOTION

Statement of Purpose

The Center for Health and Wellness Promotion (CHWP) provides the USD community with a comprehensive array of health and wellness promotion initiatives and clinical alcohol and other drug services.

2014-2015 Results

1. Increased awareness of mental health issues and community members' preparedness to intervene by:
 - a) Engaging over 350 community members in gatekeeper training.
 - b) Launching the "You are USD" website, providing the USD community with information and resources about life skills, mental health, and suicide prevention.
 - c) Screening 225 students for mental health issues and connecting those students to mental health resources and providers.
2. Administered the Student Health Survey (American College Health Association National College Health Assessment (ACHA-NCHA II) and obtained a 25% response rate (2,150 students); we are utilizing the data to inform practices.

Highlights

1. Assisted with the launch of USD's "Breathe Easy" Campaign as USD prepares to become a smoke- and tobacco-free campus in August 2015.
2. A CHWP peer leader provided the "The Talk" during Olé! Orientation Weekend focusing on his struggles and successes regarding behavioral health concerns and how he utilized CHWP and other campus resources to help him persist at USD.
3. Student satisfaction survey results indicate students are making positive behavior changes due to CHWP clinical services and students are willing to return to CHWP for additional support, if needed.
4. Trained 15 Campus Connections members as BACCHUS (Boosting Alcohol Consciousness Concerning the Health of University Students) Certified Peer Health Educators. They strongly agree that their peer communication skills, intervention skills, and knowledge significantly increased due to training they received as a Campus Connections member.
5. The LGBTQQ discussion group met 15 times with an average attendance of 15 students.

2015-2016 Outcomes

1. Reduce the incidence of problematic drinking, drug abuse, and other behavioral health concerns on campus by establishing new and/or heightening existing environmental interventions and streamlining care for students.
2. Sustain suicide prevention efforts beyond the life of the Substance Abuse and Mental Health Services Administration (SAMHSA) - Garrett Lee Smith Suicide Prevention grant by training full-time staff members as Question, Persuade, and Refer (QPR) instructors.



COUNSELING CENTER

Statement of Purpose

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.

2014-2015 Results

1. Studied methods to reduce the wait time and increase service availability for students seeking same-day care. Identified an online solution for same- or next-day appointments and will implement this in fall 2015.
2. Completed an in-depth review of 100 Counseling Center cases from 2013–2014 to identify areas for improvement in delivery of services.
3. Revised psychiatric guidelines to address the increase in need for psychiatric services and the unit's capacity to provide them.
4. Evaluated the efficiency of the psychology practicum training program; found that the program is highly efficient and made recommendations to further increase efficiency.

Highlights

1. Continued to serve increasing numbers of students, 1,206 (+17% from 2013-14). The utilization rate, 14.4%, continues to exceed the average rate (9.9%) for universities with student populations of 7,501 to 10,000.
2. Provided 342 psychiatric consultations to students (+97% from 2013–2014); this was made possible by temporarily funding an additional psychiatrist this year.
3. Offered seven counseling groups and 11 anxiety workshops for a total of 75 group sessions for 83 different students.
4. Responded to 55 after-hours emergency calls (-29% from 2013–2014); decrease is likely due to increased gatekeeper training and the reduced number of high-visibility mental health concerns known to the campus community.

2015-2016 Outcomes

1. Reduce the wait time for students seeking same-day care by developing, implementing, monitoring, and evaluating new same- or next-day CC appointment system.
2. Increase the quality of service delivered in high-risk cases by developing, implementing, monitoring, and evaluating new quality control tracking system for high-risk cases.
3. Identify methods to address the increased need for psychiatric services by further refining and adapting psychiatric services procedures and possibly enhancing collaborations to support the needs of USD students.



DISABILITY AND LEARNING DIFFERENCE RESOURCE CENTER

Statement of Purpose

The Disability and Learning Difference Resource Center (DLDRC) provides meaningful academic assistance to USD students with documented disabilities. We raise awareness of the needs and rights of persons with disabilities, facilitate dialogue about issues of diversity and inclusion, and promote respect for the unique needs, challenges, strengths, and contributions of community members.

2014-2015 Results

1. Transitioned to a new name for the unit including revising the unit logo, website, and templates.
2. Positioned the unit to better meet the increasing technology needs of students with disabilities by securing a new position (national search underway) to manage this. Enhanced protocols for evaluating and enhancing technological support services.
3. Increased direct student service hours for professional staff by examining the wellness practicum training program and identifying efficiencies and implementing changes.

Highlights

1. Conducted 225 student intakes (+43% from 2013–2014).
2. Administered 2,735 academic exams, the highest utilization of this service to date (+32% from 2013–2014).
3. Engaged in 1,346 disability management meetings (+36% from 2013–2014).
4. Implemented a fully electronic note taking service via tablet and image scanning technologies which reduced the need for paper use and strengthened quality control measures.

2015-2016 Outcomes

1. Increase the efficiency of our student-centered service delivery model by integrating the new academic accommodations coordinator into the DLDRC team and engaging in cross-training within functional areas.
2. Increase the assistive technology supports available to students with disabilities in an effort to more efficiently support the needs of the growing number of students registered with the DLDRC and work to optimize students' ability to be academically successful.
3. Collaborate with other clinical wellness units to identify off-campus partners who can support long-term wellness needs of our students in a timely and ongoing manner.



OUTDOOR ADVENTURES

Statement of Purpose

Outdoor Adventures (OA) is a hub for members of the USD community interested in living an active, outdoor lifestyle that strives to create a balance between humanity and the natural world. With a focus on outdoor recreation, environmental education, leadership development and teambuilding, OA offers a variety of programs that aim to promote personal growth, relationship building and environmental responsibility.

2014-2015 Results

1. Increased participation in Pre-Orientation Adventure trips to 126 new students (+48% from 2013–2014) by doubling the number of trips to eight.
2. Increased the number of student guides qualified to lead outings to 55 (+57% from 2013–2014) and doubled the number of student-led multiday trips to 10.
3. Increased participation in multiday programs to 501 students (+16% from 2013–2014) in an effort to expose more students to higher level learning outcomes.
4. Increased total participant hours to 29,565 (+46% from 2013–2014). The average trip duration was 17 hours (+62% from 2013–2014).
5. Increased the number of programs that included educational curriculum supporting academic departments, Changemaker Hub, or environmental justice to 27 (+125% from 2013–2014).

Highlights

1. Fifteen students attended the Western Regional Outdoor Leadership Conference with seven presenting breakout sessions.
2. Four trips experienced impacts of the drought firsthand through visits to the Eastern Sierra, Lake Mead, Lake Powell, and multiple locations along the Colorado River.
3. Provided opportunities to over 1,700 participants without a single incident requiring evacuation or advanced medical treatment.
4. Revamped post trip surveys to align with USD's Co-Curricular Learning Outcomes. Between 85%-90% of students that attended overnight trips in March and April reported that the group was inclusive for all participants; their understanding of their own values and identity increased, as well as the value they placed on healthy relationships and meeting new people; and their ability to engage in meaningful dialogue increased.

2015-2016 Outcomes

1. Implement a series of trips that highlight seven locations impacted by the California drought.
2. Achieve a 75% response rate for day, overnight, and training program evaluations.
3. Increase faculty participation in OA trips, targeting 20 faculty participants, while including an intentional educational curriculum in 40% of programs.



STUDENT HEALTH CENTER

Statement of Purpose

The Student Health Center (SHC) provides primary healthcare and promotes the health and well-being of students at the University of San Diego.

2014-2015 Results

1. Increased mental health screenings to 2,611 (+8% from 2013–2014); 66% of students who were connected with a health provider obtained additional mental health support.
2. Improved service to students by implementing direct ledger billing; processed 3,723 bills with the new system.
3. Saved students \$15,865 in clinical fees by improving clinical services such as travel medicine consultation and pre-participation sports physicals.

Highlights

1. Provided a record number of in-person patient contacts, 11,915 (+7% from 2013–2014).
2. Served 57% of USD students eligible for services.
3. Responded to 73 after-hours calls (+33% from 2013–2014).
4. Prepared for or managed three community health concerns (Ebola, meningitis, and measles).
5. Of the 136 patients who completed the patient satisfaction survey, 99% report receiving good or great service from the SHC.

2015-2016 Outcomes

1. Improve smoking cessation services, clinical protocols, and processes to best serve students seeking support to stop smoking and/or eliminate tobacco use.
2. Improve the health and safety of the community by implementing expanded matriculation immunization requirements.
3. Increase student engagement in student wellness decision-making, policies, and processes by developing a student advisory board.



Statement of Purpose

The Women's Center invites women to find voice, develop skills for transformation, and understand who they are called to be. The Center empowers women to engage as leaders in a student-centered learning community that provides resources and engages students in educational dialogue around gender-related issues. We advocate for a safe, supportive campus environment that creates equity among all voices.

2014-2015 Results

1. Further developed the Campus Assault Resources and Education (CARE) initiative including launching a comprehensive website offering information about resources, services, policies, and procedures pertaining to sexual assault, relationship violence, and stalking; enhancing advocate training; and increasing marketing for the program.
2. Enhanced sexual violence education efforts by sponsoring Sexual Assault Awareness Week; coordinating promotion of the sexual assault survey including an "It's on US" video; and developing strategies informed by this data including online education for all incoming and continuing students, developing a peer education program, and creating a comprehensive marketing campaign. National College Health Assessment (NCHA) data indicate that students reported receiving information regarding sexual assault from the university at higher rates than in previous years: 83.7% in 2014, 62.1% in 2012, and 60.4% in 2010.
3. Expanded the reach of the Women's Center by facilitating educational sessions for over 500 new Greek Life members, co-sponsoring a campus-wide domestic and relationship violence program reaching over 500 stakeholders at the Homecoming football game.
4. Women's Center student leaders showed an increase in their understanding of at least one key element of their personal leadership philosophy.

Highlights

1. Provided direct support to 33 students impacted by sexual assault and relationship violence (+26% from 2013–2014).
2. Responded to an Office for Civil Rights complaint and identified recommendations for the Sexual Violence Prevention and Response Implementation Team.
3. Women's Herstory Month involved significant collaboration between four campus and community partners, raising awareness about the role of women in creating change, and incorporating activism through the arts (i.e., Artivism workshop, Luna Film Festival, art exhibit).

2015-2016 Outcomes

1. Increase students' awareness of sexual violence and intervention strategies through the student prevention education recommendations put forth by the Sexual Violence Prevention and Response Implementation Team.
2. Hire, train, and integrate new staff members to ensure competency and continue to expand the reach of the Women's Center and CARE.
3. Enhance positive male engagement on campus by identifying at least three strategies that align with the Student Affairs Strategic Plan.



AUXILIARY SERVICES AREA

Statement of Purpose

Auxiliary Services supports the University's academic mission by providing high quality services to students, the USD community, and guests in a sustainable and fiscally responsible manner. Auxiliary Services includes the following units: USD Torero Store, USD Dining, Hospitality Services, Campus Card Services, Mail Center, and University Copy.

2014-2015 Results and Highlights

1. Contributed \$3.7 million to the University's operating budget.
2. Joined the division of Student Affairs and incorporated University Copy and the Mail Center into the Auxiliary Services area.
3. Transitioned all points of sale to point-to-point (P2P) encrypted devices and became fully compliant with Payment Card Industry Data Security Standards (PCI).
4. USD Dining implemented Prism360, a new point of sale system, in Tu Mercado.
5. USD Torero Store managed the relocation of the campus store from Loma Hall to the Student Life Pavilion and developed a new business plan for the new location.
6. Hospitality Services increased revenue to \$1.79 million (+13% from 2013-2014) and the number of bed nights to 46,007 (+12% from 2013-2014).
7. Relocated the Mail Center to the Maher Annex adjacent to University Copy. Implemented a new business model creating a one-stop concept providing for more streamlined services to students.
8. The Mail Center implemented an email package alert notification system reducing the number of physical mail boxes by 70%.
9. University Copy and the Mail Center implemented credit card payment capability.

10. The Mail Center established new training sessions as part of the Human Resources training calendar for Mail 101, 201, and Copy 100.
11. Campus Card Services streamlined the process for return visits during unlimited access meal periods by implementing swipe technology.

2015-2016 Outcomes

1. Optimize funding for future renovations and unexpected expenses by maintaining a 5% contingency reserve in USD Dining, USD Torero Store, and Hospitality Services.
2. Increase customer service at the USD Torero Store and Tu Mercado by executing the newly developed mobile check-out system.
3. Provide new and diverse dining options for students by implementing a late-night program at Tu Mercado and Pavilion Dining.
4. Improve customer service via advance ordering by implementing "Get Foods", an online and mobile dining system for the campus community.
5. Provide a more robust and engaging e-commerce shopping experience by designing and launching a new, mobile-friendly USD Torero Store website.
6. Engage the campus community by executing a new marketing plan for the opening of the new USD Torero Store.
7. Respond to the needs of the campus community by reimagining the merchandise mix in Tu Mercado.
8. Increase technology sales in the Torero Store by 10%.
9. Realign the Hospitality Services sales office to better support conferences, catering, La Gran Terraza, and the campus community.
10. Increase summer conference revenue by 5%.
11. Execute a comprehensive marketing plan designed to generate new accounts, revenues, and strategic partnerships for La Gran Terraza, Conference Services, and USD Catering.
12. Improve reporting capabilities and increase services offered by implementing a complex upgrade of CS Gold and virtualizing all of the hardware supporting the Campus Card.



2014-2015 AWARDS AND RECOGNITION

Candace Torrey

Thomas F. Burke Staff Member of the Year Award
USD Student Affairs

Catherine Brown

San Diego Student Leader Woman of Impact
California State Assembly Speaker, Toni Atkins

Center for Student Success and Residential Life

2015 MAP-Works Excellence Award
Skyfactor

Corey Fereday

Outstanding Student of the Year Award for the Masters of Higher Education Leadership Program
USD School of Leadership and Education Sciences

Dining Services

Ranked #17 nationwide for Best Campus Food
Niche Rankings

Eboni Wyatt

Woman of Impact Award
University of San Diego

Erin Lovette-Colyer

Diamond Distinction Award for Influential Staff
Member of the Year
Alpha Delta Pi Sorority

"In Loco Parentis"

Torero Cup
University of San Diego

Jennifer Lee

Beta Theta Pi Campus Impact Award
Beta Theta Pi Fraternity

Jennifer Lee

Thomas F. Burke Administrator of the Year Award
USD Student Affairs

Kathleen Thomas

Diamond Distinction Award for Influential Staff
Member of the Year
Alpha Delta Pi Sorority

La Gran Terraza

Best Lunch and Best California Cuisine
Open Table Diner Choice Awards

La Gran Terraza

Gold and Grand Prize Loyal E. Horton Award for Excellence in Dining, Retail Sales Multiple Concepts
National Association of College and University Food Services

USD Catering

Silver Loyal E. Horton Award for Excellence in Dining, Catering Special Event
National Association of College and University Food Services

La Paloma

Gold and Grand Prize Loyal E. Horton Award for Excellence in Dining, Retail Sales Single Concept
National Association of College and University Food Services

Manda Sayegh

Staff Member of the Year Award
USD Associated Students

Mariann Sanchez

Latinos Who Make a Difference
San Diego Magazine

Mark Ceder

Faculty of the Year Award
Beta Theta Pi Fraternity

Merrick Marino

2015 Outstanding First-Year Advocate Award Semifinalist
National Resource Center on the First Year Experience and Students in Transition

Sean Horrigan

NASPA Region VI Research Grant Recipient
National Association of Student Personnel Administrators

Relay for Life

Social Event of the Year Award
USD Associated Students

Relay for Life

Hope Trophy
American Cancer Society, Inc.

University Centers and Student Activities

Give Award
American Red Cross

University Centers and Student Activities

Partners for Life Award
San Diego Blood Bank

USD

Mission

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.

Vision

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

USD Strategic Initiatives 2010-2015

- Redesign the Core Curriculum
- Strengthen undergraduate research and scholarship
- Engage students in themed Living-Learning Communities
- Renovate general use classrooms
- Leverage the Ashoka Partnership
- Engage alumni and build relationships
- Expand USD's global presence
- Assess programs expressing our Catholic character
- Imagine Alcalá Park West

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.



University of San Diego Student Affairs

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www.sandiego.edu/studentaffairs

www.sandiego.edu/torcerolife