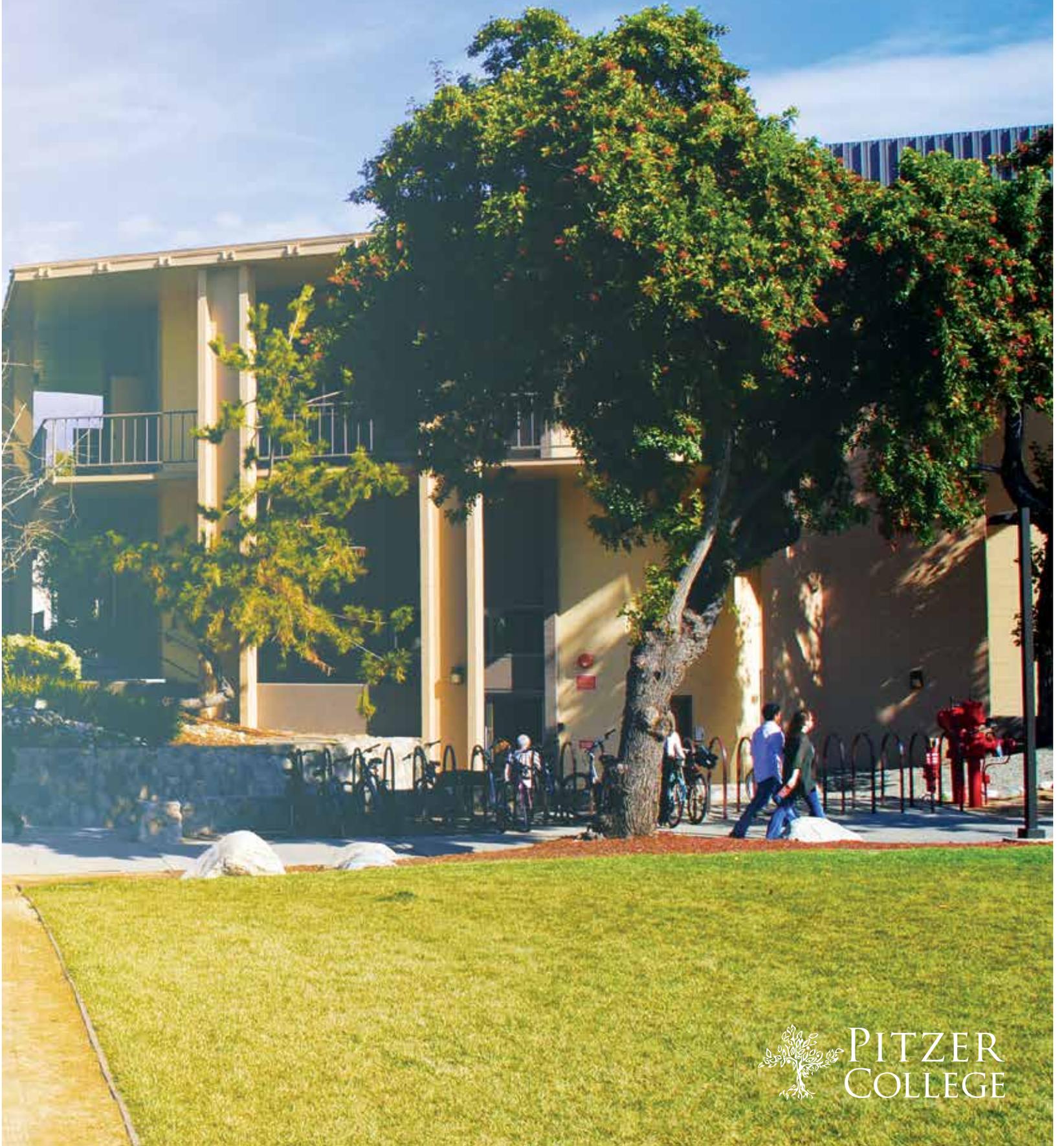


Office of Student Affairs

ANNUAL REPORT · 2015





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Mission Statement

Through the intentional development of programs and services, Student Affairs supports and challenges students to celebrate and advance Pitzer's core values.



Students have always been at the core of the work we do in Student Affairs. In support of our commitment to student development, we engage in intentional development and delivery of programs and services that maximize the fulfillment of the College's educational mission.

Contained in this annual report, you will find highlights of our achievements, our goals for next year, and, where appropriate, a review of assessment data that focuses our attention on our learning outcomes. Though each unit within Student Affairs has developed targeted learning outcomes for its area, the shared living-learning outcomes for the Division are: Leadership & Citizenship, Community & Social Justice, Self Efficacy, and Identity & Values.

The work we have done in crisis intervention, student-centered campus life programming, policy development, federal and state regulatory compliance, professional development, fiscal responsibility, student mentoring, and much more, has grown and expanded significantly over the last two years. However, there is more work to do. As we look forward to the second year implementation of our division-wide strategic plan, we must think more critically about student leadership development and the connections we must make both within Pitzer and beyond to accomplish our goals. We must cultivate strong synergy between our programs and others throughout the consortium, marshal our scarce resources to maximize our benefit and reach, and always communicate clearly to our internal and external constituencies.

The student experience at Pitzer is constantly evolving, and my colleagues and I aim to provide a fluid space for students to develop. We will continue to examine national best practices for learning outcomes, adjust our own goals and expectations, and through assessment, ensure that our students are well prepared to thrive in our complex world.

We eagerly await the arrival of our newest Pitzer family members, and we look forward to continuing to learn from our students as they learn from us.

Sincerely,
Brian A. Carlisle
Vice President for Student Affairs

Residence Life

MISSION STATEMENT

The mission of Residence Life is to cultivate a safe and inclusive home environment where students, staff, and faculty continue to learn and interact through a variety of innovative programs, practices, and services.

A MESSAGE FROM THE DIRECTOR

The Residence Life program was re-envisioned over the past year as we stepped back to assess and improve many of our practices—from evaluating and changing the room selection process to using a new programming model, implementing Maxient, a student conduct and student records software system, and running a comprehensive student staff selection process that put Pitzer’s core values and diversity at the forefront. We’ve had an innovative year. We remain dedicated to building strong campus partnerships, encouraging dialogue and action around issues of race and ethnicity, and creating safe living-learning environments. All of our efforts have established a solid foundation for the future of Residence Life at Pitzer.

Kirsten Carrier, Director of Residence Life and Summer Programs

HIGHLIGHTS

- Implemented a new on-call rotation to increase effectiveness and equalize the number of days RAs were on-call amongst the whole team.
- Created a new nights and weekends focused programming effort called “Orange After Dark” in order to increase the number substance free activities happening on-campus for students.
- Implemented new guidelines and procedures for friendship clusters in the residence halls based off of feedback from the Housing Advisory Committee, made up of students and staff. This input nearly doubled the number of Friendship Clusters granted.
- Increased collaboration with the Faculty in Residence through joint programming efforts, staff meetings, and collaboration on the First Gen program.
- Started training the new team of Resident Assistants in the spring with a couple pre-training orientation sessions and meetings in an effort to get them prepared for the RA position before fall training.

ASSESSMENT RESULTS

 **288**
programs
hosted

 **96**
intentional
conversations

 **12**
average student
attendance

Mentor Satisfaction



- ▶ In a Mentor satisfaction survey administered to all first-year students, all satisfaction items were rated 3.6 or above (on a 4 point scale) for satisfaction with their mentor and their performance.

GOALS FOR NEXT YEAR

- Continue assessment of the room selection process by reconvening the Housing Advisory Committee during the fall.
- Provide more programming opportunities for students on nights and weekends as part of our expanded “Orange After Dark” alcohol alternative programming efforts.
- Bring back the Thematic Programming committees within Residence Life to focus more programming efforts on the specific topical areas of: Study Abroad, Wellness, Diversity, Training/Professional Development, and Sustainability.
- Increase our interactions and engagement with all in-hall resources. Such as, implementing more cross-collaboration between hall council, RAs, Mentors, and the service desk workers to create a greater sense of team.



“Being an RA takes you behind the scenes of the college experience. You grow from being a spectator to producer, stage manager, and actor—qualifications applicable to far more than just show business.”

—Stella Hartmann, Resident Assistant



Summer Programs

MISSION STATEMENT

The mission of Summer Programs is to welcome a variety of camps, conferences, and educational groups to Pitzer College by coordinating classrooms, residence halls, meals, contracts, and other on-campus amenities.

A MESSAGE FROM THE DIRECTOR

Summer Programs continues to attract a wide variety of conference and academic groups to campus. Almost every administrative aspect of summer programs has shifted over the past year and we're seeing the benefits of our new model. Over the last year we added a summer intern to supervise the summer staff and a director to shape the vision for Summer Programs. This increased staffing has definitely improved the quality of services we're able to offer.

Kirsten Carrier, Director of Residence Life and Summer Programs

HIGHLIGHTS

- Created a new website, new staff manual, new marketing materials, new contracts, and worked with on-campus partners to improve the overall administration of summer programs on-campus.
- Welcomed two large new conferences to campus: The 2015 Cactus and Succulent Society of American and the LA Young Musicians music competition.
- Hired an ACUHO-I intern for summer 2015 as an Assistant Residence Director to oversee the Summer RA and Summer Conference Assistant Staff.

ASSESSMENT RESULTS

\$700,000



- ▶ Summer Programs brought in over \$700,000 of revenue for the college during summer 2014.

- ▶ We are implementing our first participant evaluations and group leader evaluations during summer 2015 in an effort to garner more feedback from guests.

GOALS FOR NEXT YEAR

- Garner more interest from new clients as we increase our marketing efforts and try to bring in more clients that are academically oriented.
- Encourage more faculty and staff to consider organizing their own conferences on-campus.
- Create on-campus partnerships with Admissions to market Pitzer College to conference groups.

“ I am working in my second summer for the Summer Conferences Staff and I have gained leadership skills, learned to work in different types of teams, interacted with a variety of customers, and adapted to difficult or unexpected situations. All of the experiences have helped me feel better prepared for job positions after graduation and appreciate the details necessary to conduct oneself professionally. ”

—Carlos Alvarez, PZ'15

Campus Life

A MESSAGE FROM THE ASSOCIATE DEAN

Serving as the hub of students' co-curricular and extracurricular engagement, Campus Life completed an intentional year focused on refining successful programs, opening new and renovated student-centered spaces, and bolstering student-sponsored initiatives. From the polished structure of New Student Orientation and the Sophomore Year Experience programs to the support of independent studies focused on co-curricular engagement, Campus Life staff have affected demonstrative change in 2014-2015 that underscores the commitment we have to cohesively working in support of the College's academic mission. Student clubs, organizations, and activities especially benefited this year from the considerate support of the director of student activities and the manager of the Grove House. Their attention and drive grounds the work from which Campus Life initiatives will extend outward into future years as it welcomes a new associate dean of students.

Drew Herbert, Associate Dean of Students

HIGHLIGHTS

- Orientation Adventure sent more students into the backcountry than any previous year.
- The Shakedown served meals 100+ days.
- Sophomore Year Experience programs had record attendance.
- The Gold Student Health & Wellness Center (GSC) was open for 108 hours each week, all of which were staffed by students.
- The Grove House served more food than any previous year.
- Designated club space is now available for every club.
- Step 1 of The Grove House's kitchen upgrade is complete, and step 2 and step 3 are planned.
- In its new shop, the Green Bike Program (GBP) built a fleet of mountain bikes and a fleet of handmade bamboo bikes.
- The Grove House makes over 95% of its bread in house.
- The student garden received much needed care, including the first section of its new fence.
- The GBP and Shakedown Cafe both created independent study courses for which academic credit was earned.
- A food community was collaboratively started by students with the support of Campus Life, Residence Life, and faculty.
- The ReRoom program became budget neutral and is now self-sustaining.
- The van fleet is running smoothly.

ASSESSMENT RESULTS

- 95% → As a result of participating in New Student Orientation **95%** of new students indicated they understand the academic opportunities available to them at Pitzer.
 - ▶ The managers of the Shakedown Cafe successfully planned, implemented, and executed the reopening and operation of its restaurant.
- 98% → **98%** of Orientation Adventure leaders indicated that leading an OA trip enhanced both their leadership skills and communication skills.
 - ▶ GSC student staff developed transferable professional skills.
- 92% → **92%** of Orientation Adventure participants indicated that participating in an OA eased the stress of transitioning into college.
- 82% → **82%** of new students attended a club or organization meeting within the first three weeks of the semester.

GOALS FOR NEXT YEAR

As Campus Life welcomes its new Associate Dean of Students, Dan Hirsch, links among programs will be built outward under his guidance.

The framework goals include:

- Refine New Resources Student orientation program.
- Focused assessment efforts within orientation programming and The Grove House.
- Assess and evaluate student work-study positions within Campus Life.



Academic Support Services

MISSION STATEMENT

The primary mission of Pitzer College's Academic Support Services is to assist students in achieving academic success. This is accomplished through a wide variety of services and programs which are offered to all students who wish to improve their academic skills and ability to learn.

A MESSAGE FROM THE ASSOCIATE DEAN

Academic Support Services is committed to student success and works in partnership with faculty, advisors and multiple Pitzer and consortium services in support of students. We advocate for students and provide assistance as they explore and navigate college life. During the 2014-2015 school year students sought academic support services in multiple ways: taking advantage of academic success strategy programming, professional academic coaching, one on one guidance and support by the Associate Dean, and more than one thousand tutoring hours.

For students with disabilities Academic Support Services welcomed the foundation and collaboration of the centralized Student Disability Resource Center (SDRC), proctored hundreds of exams, and provided alternative format text in addition to note taking services. We were pleased to implement a new process in which students with disabilities could request having an Emotional Support Animal (ESA) live with them in college housing. Students experiencing temporary mobility limitations were provided services including transportation to and from class and other academic accommodations.

We look forward to building upon the success and accomplishments from this year as we bring aboard a new Assistant Dean to our team.

Jill Hawthorne, Associate Dean and Director of Academic Support Services

HIGHLIGHTS

Tutoring

- 1,300 total hours of tutoring support were completed in weekly drop in's in the following subjects: mathematics, statistics, economics, chemistry, biology and physics.
- Student Coordinators for W.M. Keck Science courses were added.
- Expanded drop-in tutoring services for micro and macroeconomics.

Disability Services

Support and services were provided to over 175 students who registered with the office for permanent and temporary disabilities.

These services included:

- 421 proctored exams.
- 130+ assisted transports to and from class for those with temporary mobility impairments.
- Note taking for 65 students.
- 500+ individual appointments for support resources and referrals with the Associate Dean of Students and Director of Academic Support Services.
- The Implementation of Emotional Support Animal (ESA) accommodations in Housing.

Academic Support

The implementation of an online request form for use of service for Pitzer's Academic Coach, resulting in more than 50 student requests for assistance with time management, organizational management and prioritizing, support through decision making processes and exam preparation.

700+ appointments for students seeking academic support, disability accommodations, strategies for improvement in response to notice of low grades and academic probation, and conduct cases.

GOALS FOR NEXT YEAR

- The addition of a new position, an Assistant Dean of Students and Case Manager.
- Providing more intentional outreach in addition to effective response for students seeking assistance and support.
- Offer a series academic success workshop and programs in the areas of time and organizational management in addition to strategies and support for test anxiety and other barriers to success.
- Partner with the Teaching and Learning Committee (TLC) to provide training, workshops and resources to develop awareness of disability issues and strategies for effective support of students through academic support, advising and utilization of accommodations.
- Develop workshops and processes that leverage the effective use of technology to meet the needs of students for academic success.
- Assess effectiveness of services for students registered for accommodations for disabilities provided by Academic Support Services.

“ The staff in Academic Support Services really care about students with disabilities doing well in the classroom. They are the reason I enjoy learning, instead of worrying about it. ”
—Pitzer Sophomore

“ The Office of Student Affairs (OSA) opened its doors to me before starting my term at Pitzer in 2012. Meeting with Dean Hawthorne to explore different options to accommodate my needs has allowed me to perform at my best in and outside the classroom. Meeting with Dean Hawthorne on a regular basis also gave me the unique opportunity to collaborate on different academic support projects such as tutoring services and academic workshops. OSA is my comfort zone, the perfect place to run to when in doubt and grow socially and academically. Thank you OSA Staff! ”
—Maria Melendrez, Class of 2016

Career Services

MISSION STATEMENT

The Pitzer Office of Career Services empowers and equips students and alumni, as engaged, socially responsible citizens of the world, to explore and identify holistic professional and personal goals and to design and implement a strategy to achieve those goals.

A MESSAGE FROM THE DIRECTOR

Near the end of the 2014–2015 academic year, it was my pleasure to join the Pitzer Office of Career Services and to experience first-hand the talented, thoughtful, and engaged Pitzer community. The Career Services team is committed to a holistic approach to professional and personal development that honors Pitzer's Core Values and that promotes the value and efficacy of the Pitzer liberal arts education. Building on the strength of the past, we look forward to engaging the Pitzer community, including faculty, staff, alumni, parents, and friends, as we empower and equip students and alumni to explore, identify, and work toward their life goals.

Brad Tharpe, Interim Director of Career Services

“ Thank you very much for helping me this past semester. Today, I received notification that I secured the internship that I wanted for this summer. I would not have had the nerve to apply for this position had it not been for all of your assistance and patience. ”
—Pitzer Junior

HIGHLIGHTS

- Career Ambassador Program flourished—5 student ambassadors provided resume and cover letter reviews, career services workshops, outreach, and career-oriented project work.
- Non-Profit Career Fair—hosted the 15th Annual Non-Profit Career Fair, a major employment fair for The Claremont Colleges. 31 organizations/employers were represented with 185 students from The Claremont Colleges in attendance.
- Field Trip Friday program—Career Services established 15 sites for “field trips” to employers and graduate programs throughout Southern California for students to learn about an industry/field and network with employers. Destinations included NBC Universal, REVOLVE Clothing, Vista Del Mar, Bet Tzedek, and other locations.
- Winter Break Job Shadowing Program—Alumni and parent volunteers hosted 25 students at their place of work for a 2–5 day “shadowing” opportunity to explore potential career paths, build their professional networks, practice their networking skills, and learn what it takes to be successful after leaving Pitzer.
- 2nd Annual IDEAS Fair—2 student speakers and 2 alumna speakers shared their passion and skill for social entrepreneurship during Alumni Weekend 2015. All speakers received professional training in presentation development and delivery.
- Highly attended employer visits—Students benefit from campus visits by Time, Inc., EXPLO, Peace Corps, Christie's Auction House, The JET Program, City Year, Teach for America, and more.
- Graduate Program exploration—Through on-campus presentations and travel students were exposed to graduate programs at American University, the Fashion Institute of Design & Merchandising (FIDM), Pepperdine University, USC, University of Oregon, and many others.

ASSESSMENT RESULTS



- ▶ Over 62% of the Pitzer student body utilized Career Services opportunities and resources during the 2014–2015 academic year. This included nearly 1,800 contacts with students.
- ▶ Nearly 25% of Pitzer students took advantage of Career Services “walk-in” opportunities and over 30% participated in a scheduled career counseling session.
- ▶ Pitzer Internship Fund – Over 40 students received funding to participate in unpaid or low-paid summer internships that will benefit their career planning and preparation.
- ▶ 13% of 2015 graduates will pursue post-graduate degrees at Ludwig Maximilian University of Munich, Norwegian University of Science & Technology, University of Pennsylvania, Stanford University, Vanderbilt University, and many other graduate schools.

GOALS FOR NEXT YEAR

- Throughout the academic year, engage sophomores in substantive career discernment and planning opportunities as a part of an overall strategy of early student engagement with Career Services.
- Launch *Focus on Your Future Fridays* as a regular, ongoing series of workshops, presentations, and other opportunities for Pitzer students to consider and prepare for life after Pitzer.
- Research and disseminate career discernment and planning resources for students with disabilities.
- Partner and collaborate with student affinity and interest groups for career-oriented programs and opportunities.
- Gather and report comprehensive First Destination data for the class of 2015 and implement a system for annual data-gathering and dissemination.



Center for Asian Pacific American Students (CAPAS)

MISSION STATEMENT

CAPAS (Center for Asian Pacific American Students) seeks to enrich and develop social, intellectual and personal growth in our students by providing Asian American resources as well as a welcoming, supportive environment. The Center serves as an advocate for the Asian and Pacific Islander community and promotes an educational dialogue that embraces the unique experiences of ethnic communities, the cultural fabric of our institution.

MESSAGE FROM THE COORDINATOR

At CAPAS, we provide a variety of resources to promote and enhance the academic, cultural, political and social experiences of students. We continually build the leadership of our student staff to organize events to serve the Pitzer community. This year CAPAS offered a dialogue series, film screenings, field trips, community engagement projects and educational events to inform the Pitzer community about issues facing the Asian American/Pacific Islander (AAPI) communities. We developed and expanded the student staff, programs, and campus awareness of resources available at CAPAS.

Through programming like “Desserts & Dialogue”, CAPAS focused on what it means to be AAPI and how it intersects with being first generation to college, queer, disabled and being AAPI within communities of color. At CAPAS, we hope to continue to build an engaged AAPI community where programs and dialogues will help build strong AAPI identities, leadership and change.

Across the country this year, there have been many systemic racial incidents that have impacted our students. At CAPAS, we will continue to work on building solidarity across diverse communities within Pitzer College, the Claremont Colleges and beyond. We will continue to challenge students to think about their roles and responsibilities in creating a just society.

Linda Lam, Director of CAPAS

HIGHLIGHTS

- Organized a five session dialogue series called “Desserts & Dialogue” to facilitate dialogue around issues facing AAPI communities during Spring 2015.
- Partnered successfully with two Asian American Studies courses:
 - Course collaborator for Asian American Studies 105: Zines, Creativity, Community taught by Professor Todd Honma.
 - Two participatory action research projects were conducted by two CAPAS student staff in Asian American Studies 115: Participatory Action Research

taught by Professor Kathleen Yep. Kristen Park documented the stories of CAPAS founders and Kirsten Simons focused on how CAPAS supports the mental health of AAPI students.

- Participated in three community engagement projects:
 - Started a bike program with Asian Pacific Islander Obesity Prevention Alliance (APIOPA) with Wilson High School in Hacienda Heights.
 - Presented a workshop on model minority myth to high school students at Claremont Splash.
 - Collaborated with Lakas Mentoring Project, a program based in the Inland Empire aimed to empower, support, and connect Filipino American youth toward a conscious adulthood.
- Advised Asian Pacific American Coalition (APAC)’s Sponsor Program through establishing one-on-one meetings with each sponsor.
- Established a new collaboration with two student organizations, Disability Illness Difference Alliance (DIDA) and Scripps College’s Asian American Student Union to host an educational trip to Chinatown to visit the “Transpacific Ties” exhibit at the Chinese American Museum.
- Collaborated on programming for the Pitzer College’s First Generation to College program.
- Hosted the first CAPAS/APAC alumni reunion during Alumni Weekend.

ASSESSMENT RESULTS

GOALS FOR NEXT YEAR

-  **150+** Over 150 students participated in programs organized by CAPAS.
-  **40%** CAPAS student staff grew by 40% this year.
-  **100%** 100% of the participants in the CAPAS mental health participatory action research project felt the focus group was beneficial for the CAPAS community.

- Create and implement an assessment plan for “Desserts & Dialogue” series.
- Increase inclusive programming addressing groups within Asian American/Pacific Islander (AAPI) community such as transracial adoptees, multiracial families and more.
- Continue to expand efforts to engage broader campus population about AAPI communities.
- Establishing a strong bike program with APIOPA at Wilson High School in Hacienda Heights.
- Increase programming for second, third and fourth year.

“I love working at CAPAS! It was my first year at Pitzer and I think CAPAS makes a positive impact on the experiences of Asian American/Pacific Islander students, especially new students. It has given me a space and introduced me to so many amazing Asian American/Pacific Islander people.”

—Erica Robinson, Class of 2018

“More than anything, by providing programs for other students—I have learned so much about myself! It has been amazing to connect and learn from my coworkers and to become a part of such a wonderful community.”

—Alexa Strabuk, Class of 2017



“Bon Appetit consistently turns out fresh, delicious and creative fare paired with outstanding service. It has been a pleasure to partner with the catering team on everything from large formal dinners to intimate parties with fun and unusual themes. The dining services staff are pleasant, reliable, innovative and go above and beyond to wow our guests and make events run smoothly. I value their expertise and suggestions for plating, dietary restrictions, event rentals, budgets, current food trends and more. Also, we all love to see what they are serving up around campus and grab a bite whenever possible.”

—Shannon Marang Cox, office of college advancement special events manager

“McConnell is, quite simply, a staple of Pitzer. At first sight it may just seem to be a place as it appears, like a dining hall, but once you’re in McConnell it’s clear how reflective McConnell is of Pitzer. All of the people who make McConnell what it is, and the wonderful food McConnell provides speaks to some of Pitzer’s very best values. My personal experience at Pitzer would be incredibly different without this iteration of McConnell, and I’m incredibly grateful and appreciative the Pitzer community has McConnell, always there, always present, with open doors.”

—Cody Baird, Pitzer Student

Dining Services

MISSION STATEMENT

Our mission is to provide a dining experience that not only engages guests through high quality and delicious made-from-scratch foods, but through health and well-being education, variety, approachable service, and responsible and sustainable practices. We work for our guests. We listen to them and we consult with them. We provide practical and creative ways to meet the nourishment needs for a diverse campus on both a broad and individual level.

A MESSAGE FROM THE GENERAL MANAGER

Breaking bread is one of most common ways of creating community. Food not only provides nourishment, but it identifies who we are, it inspires conversation, it can unify us, and it is usually invited to every celebration or get-together no matter who’s hosting the party. In Dining Services, we appreciate that. Our team makes a constant effort to meet the changing needs and tastes of students and guests year round, with courteous service, whether it’s to provide daily meals in the dining hall or a unique menu for a special event.

Cindy Bennington, General Manager

“ I like working here because I love to cook, to learn new things, and to work with other people. I love that we do different menus every week because it lets me see and learn so many different things. I like being here for the students and I enjoy cooking for them. Pitzer is a place where I can support my family and provide opportunities for my children. ”

—Maria Sanchez,
Dining Services Cook

HIGHLIGHTS

- Expanded partnership with Huerta del Valle community garden to include not only composting of production waste, but post-consumption waste and the beginning of a purchasing relationship.
- Ranked on The Daily Meal’s “Best Colleges for Food in America” list, moving up 14 notches from prior year.
- Included on Business Insider/Niche.com’s list of 50 US Colleges with the Best Food.
- Refreshed the grab n’ go Express options at the Pit Stop Café
- Initiated partnership with Groundwork Coffee, one of the first certified organic coffee roasters in Southern California.
- Introduced bread products by Homeboy Industries, which provides training and support to formerly gang-involved and previously incarcerated men and women so they can redirect their lives and become contributing members of our community.
- Collaborated with student leadership at the newly renovated and re-opened The Shakedown Café to offer equipment and safety training and purchasing support.
- Pilot tested a weekly music night for dining hall guests.
- Implemented menu ideas and expanded concepts to enthusiastic reception, including “Thai Friday,” Tot’chos, Pitzer 1 Bowl, a homemade granola and toppings bar at breakfast, and an enhanced self-serve salad bar.
- Implemented menu changes that increased onsite dining on weekend nights.
- Installed Blackboard tap readers in dining hall.

GOALS FOR NEXT YEAR

- Increase guest education programming.
- Feature “monotony breakers” regularly, with special offerings in the dining hall.
- Further sustainability efforts through partnership with Sustainability Office and Campus Facilities.
- Increase staff engagement and recognition.
- Implement an online catering ordering system.
- Create and host a guest chef event.

Student Senate

MESSAGE FROM STUDENT SENATE PRESIDENT

Across the United States, student governments strive to best represent the student body of their institution. The degree of influence on institutional policy varies vastly between these student governments. When unable to influence college policy-making, student governments have far less success in making a lasting impact at their college or university.

In establishing “student engagement” as one of our core values, Pitzer stands for the belief that students must be active participants in college governance. From helping to shape academic criteria and curriculum, to determining the future members of faculty and staff, Pitzer College has always promised to be different. It has always promised to give a voice to students that otherwise would likely go unheard.

The Pitzer College Student Senate currently boasts 50 senators and representatives, 10 judicial council members, and 5 Executive Board members. With roughly 6% of the entire student population serving as members of the Senate, Pitzer ranks among the largest per capita student governments of all higher education institutions in the United States. This structure allows for better representation of the wide range of students’ interests, beliefs, and ideologies.

As we looker towards the future, there is a strong desire to progressively diversify the individuals who comprise Pitzer’s student government. Not only is it the responsibility of Student Senate to see this goal through, but also the duty of all Pitzer students to get involved in the democratic process.

Working together, I am certain that we can create a more inclusive environment and continue to push Pitzer College to new limits.

Provida Futuri,



Andrew Lydens, Student Senate President, 2015–16

HIGHLIGHTS

- Creation of a newly revised Stud Student Senate Constitution, which was approved by the entire Student Body in a campus-wide referendum.
- Unanimous passage of a resolution formally recognizing “Indigenous Peoples Day” and censuring “Columbus Day” at Pitzer College.
- Active involvement with the recently established Presidential Search Committee, including the appointment of a student representative to serve on that committee
- Advocated for amending proposed changes to the college’s graduation requirements.
- Unanimous passage of a resolution calling for the addition of Gender-Neutral restrooms in key buildings on campus
- Approved the creation of over a dozen new student clubs and organizations.
- Successfully reformed the annual Budget allocation system in order to prevent overspending and create a special rainy-day fund.

GOALS FOR NEXT YEAR

- Advocate for additional amendments to the Student Senate Constitution that eliminate remaining ambiguities and inconsistencies.
- Improve level of diversity in Student Senate to ensure that the voices of underrepresented communities can be heard.
- Highlight and recognize the achievements of Pitzer students and campus organizations.
- Reform the current election system in a way that empowers all students and enables greater voter participation.
- Greater student involvement in current administrative changes taking place at Pitzer College.

“When I helped to establish Table Tennis Professionals—Pitzer’s first ever competitive Ping-Pong club—Student Senate played an integral role in streamlining the process and bringing together a group of ping-pong enthusiasts. Dozens of student organizations are thriving at Pitzer. When a student has a good idea for a new club, Senate helps make that idea a reality.”

Doug Lewis '17, Appointments, Promotions and Tenure Committee (APT)

“It’s amazing how much Student Senate was able to accomplish in the past year. I am especially proud of our efforts to increase the number of gender-neutral restrooms available on Pitzer’s campus. Senate is leading the fight to create a more safe and inclusive college environment for transgender and non-binary individuals.”

Chance Kawar '17, Student Senate Secretary

Intramural Sports Programming

The Pomona-Pitzer Intramural Sports Program offers an incredibly expansive set of activities which includes team and individual sports and recreational activities. In the 2014–2015 academic year the IM Sports Program offered nine league sports, two tournaments, and seven individual sports, similar to the offerings in 2013–2014. IM Sports saw a total of **1821** individuals participate in a recreational sport/activity; **983** of which were unique.

Not only were we able to rebound from the last two years but our overall numbers eclipsed every year by a significant margin. Participation overall rose nearly **47%** from last year and an average of over **27%** compared to the previous years dating back to 2005–2006. The program saw its largest increase in the number of women who participated in the program. Female participation rose nearly **60%** from last year and an average of over **54%** compared to the previous years dating back to 2005–2006.

The increase in participation was possible because:

- The addition of lights to the South Campus Turf Field. This allowed us to drastically alter the times we offered our leagues, better meeting the demands of our students.
- A push to make our program more visible to the Pitzer population through both marketing/advertising on their campus as well as hosting events on their campus (3on3 Basketball and Beach Volleyball).
- A push to make our program more visible in the Rains Center through semester long advertising/marketing.
- A push to hire a diverse student staff of student athletes and non-student athletes, men and women as well as Pomona and Pitzer students. This greatly helped our word-of-mouth advertising and helped us reach groups of students that may not have otherwise been reached.
- Better overall incorporation of the new online home for our program. IMLeagues was incorporated during the 2013–2014 academic year with mixed results. This year students were required to create accounts and join their teams online. This has significantly improved the forfeit rate of many of our sports while also giving us a nearly perfect picture of our program's participant demographics.

NCAA Division III Athletics

Pitzer College joins with Pomona College to field 21 varsity teams—The Sagehens—that compete in Division III NCAA athletics and as members of the Southern California Intercollegiate Athletic Conference (SCIAC). There are 10 men's and 11 women's teams: baseball (men), basketball, cross country, football (men), golf, lacrosse (women), soccer, softball (women), swimming and diving, tennis, track and field, volleyball (women) and water polo.

STUDENT PARTICIPATION IN NCAA DIVISION III ATHLETICS:



Consortium Resources

HEALTH EDUCATION OUTREACH

Health Education Outreach (HEO) is dedicated to empowering students to make intentional healthy lifestyle choices. HEO strives to create a supportive environment that nourishes all dimensions of personal health and well-being for students of the Claremont Colleges. At HEO, we provide relevant and appropriate health and wellness support and resources to help students play an active role in achieving, protecting and sustaining their health and wellness.

- In 2014–15:

2800
Total visits

522
Pitzer College students

STUDENT HEALTH SERVICES

Student Health Services (SHS) is committed to promoting the physical health and wellness for all students served by the Claremont University Consortium. The well-trained team of doctors, nurse practitioners and medical support staff provides full-service care including laboratory and basic imaging, dispensary and immunizations.

	2013	2014	2015
Students	668	654	656

	2013	2014	2015
Total appointments	1818	1837	1875

MONSOUR COUNSELING AND PHYSIOLOGICAL SERVICES

Monsour Counseling and Psychological Services (MCAPS) is committed to promoting psychological wellness for all students served by the Claremont University Consortium. Our well-trained team of psychologists, psychiatrists, and post-doctoral and intern therapists offer support for a range of psychological issues in a confidential and safe environment.

	2013	2014	2015
Students	201	173	185

	2013	2014	2015
Total appointments	839	629	763

STUDENT DISABILITY RESOURCE CENTER

The Student Disability Resource Center (SDRC) works closely with the Disability Coordinators on all the campuses to ensure that students receive academic support services and accommodations to empower them to achieve their academic goals, while ensuring equitable treatment and access to all programs and activities across all campuses.

In its inaugural year 2014–15, the Student Disability Resource Center:

- Started a “Brown Bag Series” of discussions held in the spring giving opportunity for dialogue on topics surrounding students and higher education.

- In 2014–15:

51
Total Proctored Exams

21
Pitzer College students



