



WE HAVE A GREAT

STORY

TO TELL YOU.

CAMPUS LIFE ANNUAL REPORT
2016-2017



WELCOME.

TAKE A PEEK AT OUR BROAD AND PURPOSEFUL
WORK DEDICATED TO ENHANCING
THE WELLBEING OF WAKE FOREST STUDENTS.

THE DIVISION OF CAMPUS LIFE

OF THE STUDENTS,
BY THE STUDENTS, FOR THE STUDENTS.





THE MISSION OF THE DIVISION OF
CAMPUS LIFE IS

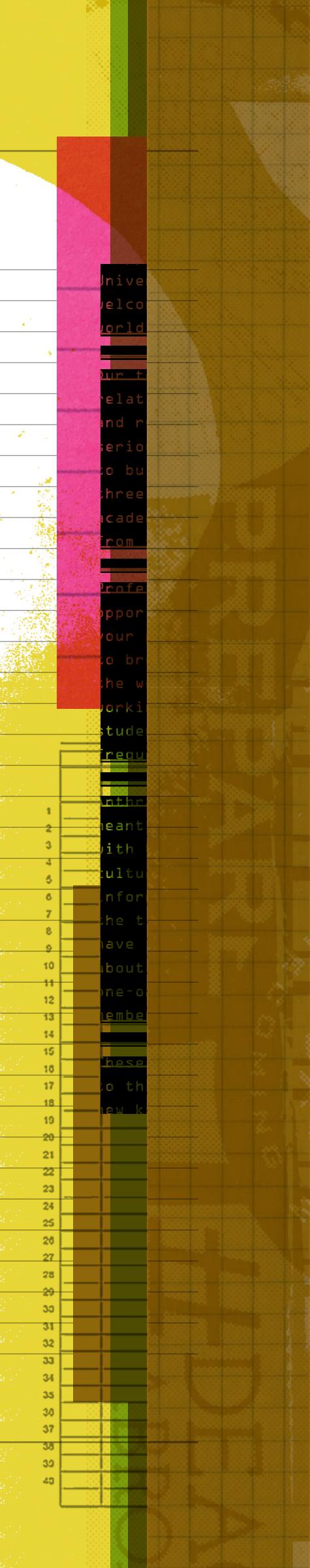
**"PREPARING
STUDENTS TO
LEAD LIVES OF
MEANING AND
PURPOSE."**

THE FOLLOWING VALUES REPRESENT THE

WORK IN THE DIVISION:

INTEGRITY - INNOVATION - INCLUSION

CARE - RESPECT - DEDICATION



Additionally, the Division of Campus Life has made efforts to identify critical success factors—that is, elements that are of primary importance to the University.

- Support the academic mission of the University;
- Maintain facilities that foster a safe, healthy, and supportive learning environment for students;
- Ensure compliance with state and federal regulating agencies, external accrediting organizations, and certifying bodies;
- Identify, assess, and care for the needs of students and coordinate appropriate intervention efforts for those who are at risk;
- Lead campus planning and response efforts to address emergency/crisis situations;
- Benchmark performance and implement best practices and strategies to ensure continuous improvement;
- Identify and reduce risk factors and barriers to full participation of students in campus life; and
- Provide spiritual life and pastoral care for the entire Wake Forest community.

CAMPUS LIFE UNITS PROVIDING ACADEMIC & STUDENT SUPPORT SERVICES

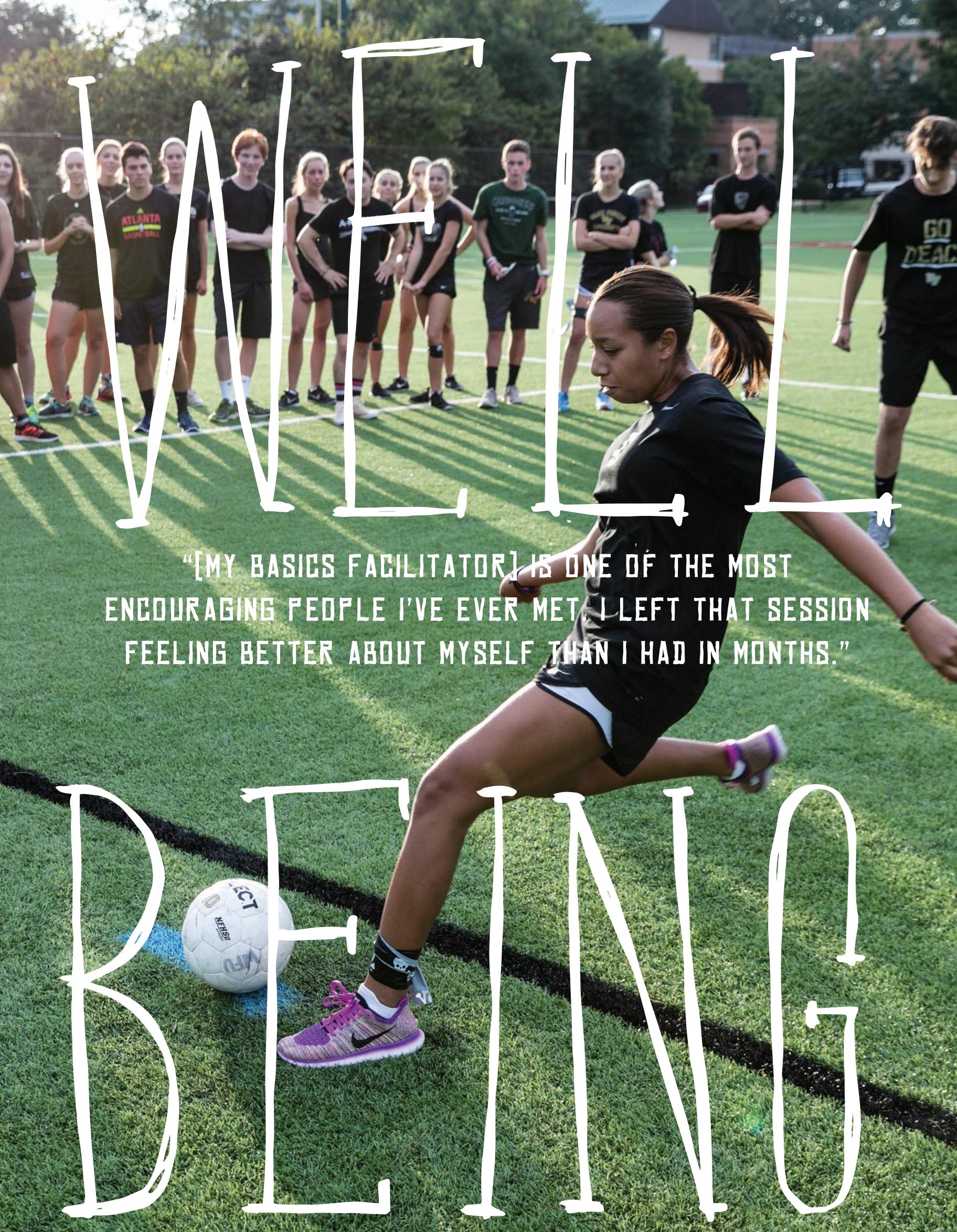
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|------------------------------|--------------------------------|
| • Campus Recreation | • Residence Life & Housing |
| • Chaplain's Office | • Student Health Service |
| • Dean of Students | • University Counseling Center |
| • Learning Assistance Center | • University Police |
| • & Disability Services | • Wellbeing |

The work of the Division of Campus Life is collaborative and represents strong partnership with faculty and other administrative units throughout the University. The Division works alongside offices represented on the Campus Life Partners Council to accomplish its goals.

STRATEGIC DIRECTIONS

The Division of Campus Life has established the following strategic directions. They were developed involving staff members at all levels of the organization and represent how we serve our community.





"[MY BASICS FACILITATOR] IS ONE OF THE MOST ENCOURAGING PEOPLE I'VE EVER MET. I LEFT THAT SESSION FEELING BETTER ABOUT MYSELF THAN I HAD IN MONTHS."

CAMPUS RECREATION

In the spring of 2017, Campus Recreation administered the Recreation and Wellness Benchmark, an online assessment designed to understand utilization, outcomes, and satisfaction with campus recreation facilities.

92% of students report that maintaining a healthy lifestyle will be (very or moderately) important to them after leaving college (vs. 85% who report it was important to them prior to college).

61% of students agree or strongly agree that participating in Campus Recreation activities and programs has expanded their interest in staying fit and healthy.

53% of students say that participation in Campus Recreation has definitely increased or improved their feeling of wellbeing.

When students were asked in what other ways their participation in Campus Recreation activities, programs, and services had helped or enhanced their experience at this university, they responded:

"My frequent use of the gym facility on campus has definitely enhanced my health while studying here at Wake Forest. As a result, that has helped my overall wellbeing and thus my experience at this university."

"The recreational facilities have allowed me to destress from college work."

"I've honestly only used the trails around campus and just simply walked them to enjoy the scenery and as a way to relieve stress. To have access to such a beautiful campus and these programs/services is a privilege I'm glad to have."

"Provided something that is not stressful and all around fun."

ALCOHOL AND OTHER DRUGS

Event Resource Managers

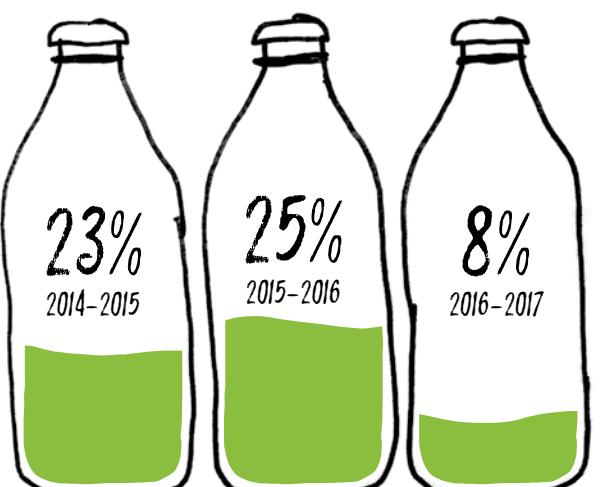
In an effort to promote on-campus social events and Peer Leadership and Accountability, ERM's worked with event hosts to successfully manage events by providing low risk interventions to avoid high risk and potentially life-changing moments.

ERMs provided at least one positive interaction (e.g., consistent host contact, assisting with crowd control) at 83% of lounge events and 100% of events at the Barn.

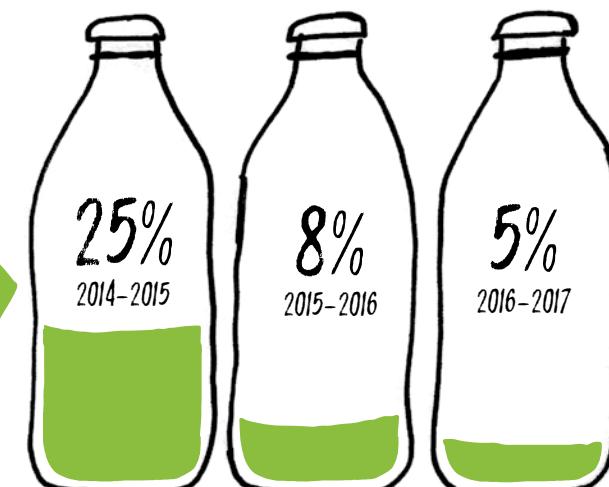
Repeat Offenders

New, evidence-based sanctions for alcohol and other drug behaviors demonstrated a reduction of harm in the community.

The percentage of students who are charged for underage alcohol consumption more than once is down from:



The percentage of repeat offenders for alcohol misuse is down from:



BASICS

Brief Alcohol Screening and Intervention for College Students (BASICS) is an evidence-based intervention aimed at reducing the amount and frequency of high-risk drinking among college students. BASICS provides participants with individualized feedback and brief intervention using a combination of standardized assessment tools and Motivational Interviewing—both of which have strong evidence base.

Motivational Interviewing, rooted in the principles of Compassion, Acceptance, Partnership, and Evocation, uses an individual's own motivation as the driver for behavior change.

184 students were served through 289 BASICS interactions in 2016-17.

Students who took BASICS reported an 18% decrease in alcohol use within the past 30 days. In terms of strategies learned and put into practice, students reported a 26% increase in regularly setting a drink limit, a 23% increase in regularly pacing drinks, and a 25% increase in regularly avoiding shots.

UNIVERSITY COUNSELING CENTER CLIENT FEEDBACK

88% of counseling center clients agreed or strongly agreed that their counselor helped them learn one or more strategies to solve or cope with problems.

88% of counseling center clients agreed or strongly agreed that their counselor was helpful in helping them manage their stress.

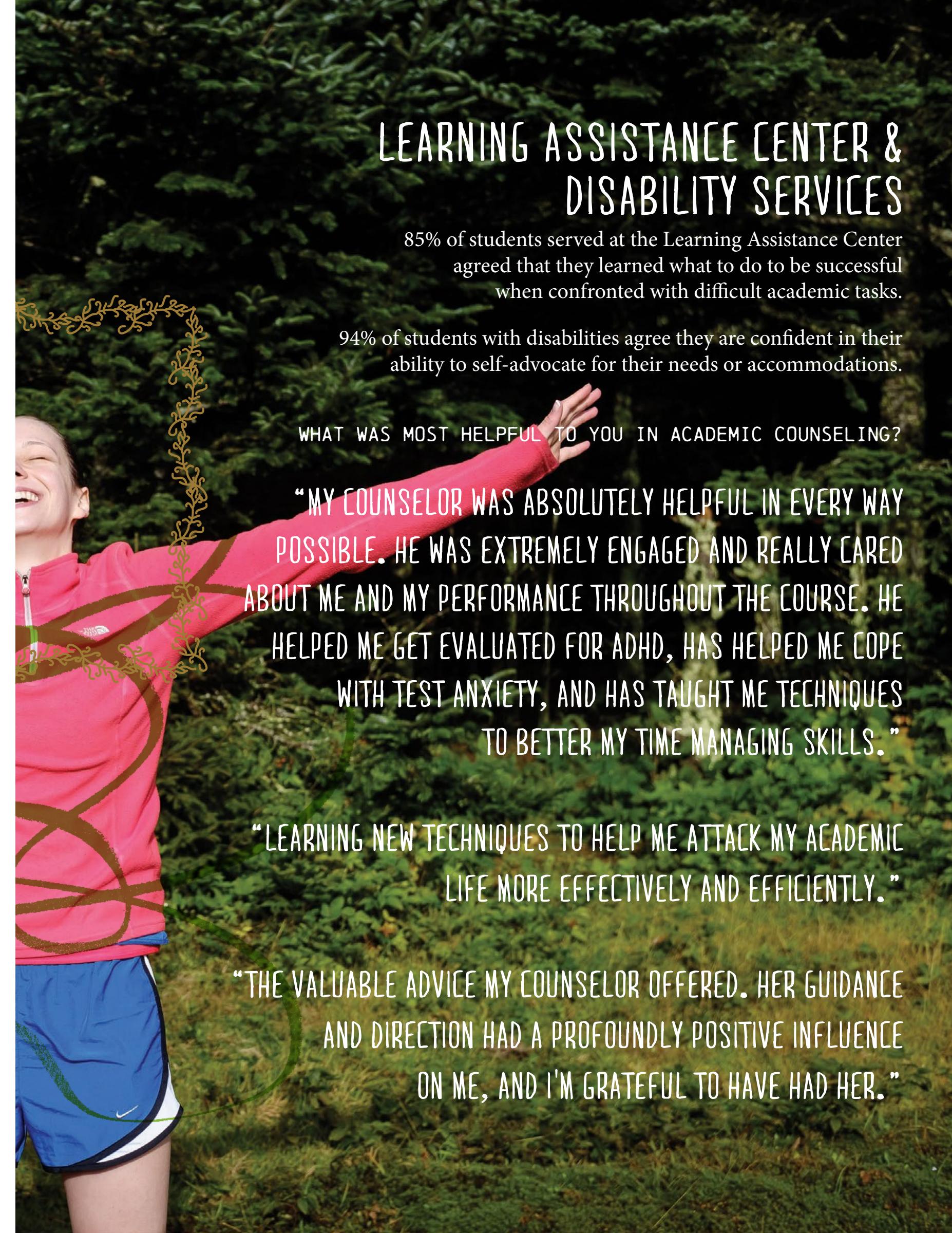
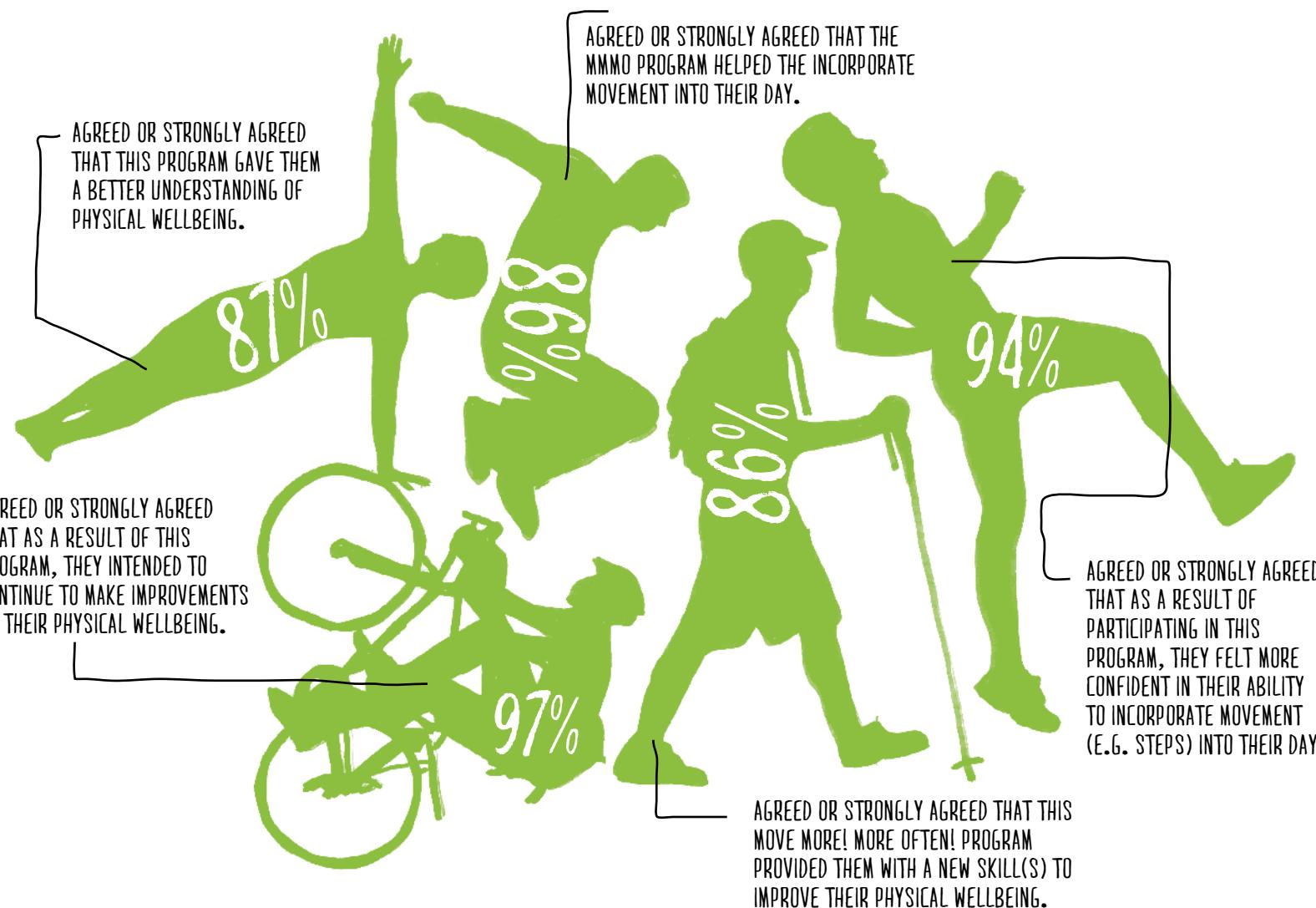
95% of counseling center clients agreed or strongly agreed that their counseling helped improve their quality of life.

MOVE MORE! MOVE OFTEN!

Move More! Move Often! is an eight-week program based on a step challenge for students, faculty, and staff to encourage individuals to increase their daily physical activity. It includes daily walking and running groups, as well as incentives to help participants reach their goals.

"GREAT PROGRAM! IT HELPED ME FINALLY FIND A WAY TO ACCURATELY QUANTIFY MY PHYSICAL ACTIVITY AND IMPROVE MY HEALTH."

"THIS WAS NOT ONLY HELPFUL TO OUR PHYSICAL WELLBEING, BUT EVERYONE COMMENTED THAT THEIR FAVORITE PART OF THE PROGRAM WAS THE SOCIAL ASPECT—GETTING TO MEET AND KNOW OTHERS FROM ACROSS CAMPUS WE MIGHT NEVER HAVE MET. THE OPPORTUNITY FOR FACULTY, STAFF, AND STUDENTS TO INTERACT WITH EACH OTHER IS PRICELESS, AND MMMO IS THE BEST PROGRAM ON CAMPUS FOR THIS."



LEARNING ASSISTANCE CENTER & DISABILITY SERVICES

85% of students served at the Learning Assistance Center agreed that they learned what to do to be successful when confronted with difficult academic tasks.

94% of students with disabilities agree they are confident in their ability to self-advocate for their needs or accommodations.

WHAT WAS MOST HELPFUL TO YOU IN ACADEMIC COUNSELING?

"MY COUNSELOR WAS ABSOLUTELY HELPFUL IN EVERY WAY POSSIBLE. HE WAS EXTREMELY ENGAGED AND REALLY CARED ABOUT ME AND MY PERFORMANCE THROUGHOUT THE COURSE. HE HELPED ME GET EVALUATED FOR ADHD, HAS HELPED ME COPE WITH TEST ANXIETY, AND HAS TAUGHT ME TECHNIQUES TO BETTER MY TIME MANAGING SKILLS."

"LEARNING NEW TECHNIQUES TO HELP ME ATTACK MY ACADEMIC LIFE MORE EFFECTIVELY AND EFFICIENTLY."

"THE VALUABLE ADVICE MY COUNSELOR OFFERED. HER GUIDANCE AND DIRECTION HAD A PROFOUNDLY POSITIVE INFLUENCE ON ME, AND I'M GRATEFUL TO HAVE HAD HER."

SENSE OF BELONGING

83% of seniors responding to the 2015 College Senior Survey saw themselves as part of the campus community.

81% of seniors responding to the 2015 College Senior Survey felt a sense of belonging to this campus.

FACULTY FELLOWS

The Faculty Fellows program places faculty members in close partnership with a first-year residence hall. The purposes of the Faculty Fellows program are, first, to increase faculty-student engagement by promoting informal, regular interactions between students and the faculty fellows in the residence halls for first-year students; second, to integrate the life of the mind into students' social experiences; and third, to enhance the

sense of community at Wake Forest. In general, the program is intended to foster our strategic plan by building exceptional faculty-student engagement and by helping to educate the whole person through enriching the intellectual, cultural, and social lives of our students. The following results are compiled from a 2016 survey of first-year students about the Faculty Fellows program:

"MY EXPERIENCE WITH ONE OF THE FACULTY FELLOWS BEING MY ADVISOR AND FYS PROFESSOR HELPED ME GAIN A SENSE OF BELONGING AT THIS SCHOOL AND QUICKLY SHOWED ME HOW ACCESSIBLE AND READY TO HELP THE FACULTY HERE IS."

"THE FACULTY FELLOWS WERE A VERY LARGE PRESENCE IN MY BUILDING—THERE EVERY WEEK WITH FOOD AND WILLING TO SIT FOR HOURS TO TALK WITH US. THEY HELPED TO CONNECT STUDENTS WITH ONE ANOTHER AND FOSTERED A SETTING WHERE THE STUDENTS ON THE HALL WERE WILLING TO TALK WITH ONE ANOTHER, AND IT HELPED ME TO FORM SOCIAL CONNECTIONS WITH PEOPLE IN BOTH MY HALL AND MY BUILDING."

Over 75% of first-year students who responded report feeling a greater sense of belonging as a result of the Faculty Fellows program.

WILDERNESS 2WAKE

Wilderness 2Wake is one of eight Pre-Orientation programs which offer freshmen a chance to arrive at Wake early and meet some of their peers before orientation starts. This program offers a five-day adventure including activities such as backpacking, rock climbing, caving, biking, and whitewater rafting.

"MY PRE-ORIENTATION EXPERIENCE WAS OVERWHELMINGLY POSITIVE. IN JUST A FEW DAYS AT WAKE FOREST, I WAS ABLE TO BUILD PERSONAL RELATIONSHIPS WITH EACH MEMBER OF MY WILDERNESS 2WAKE GROUP. THIS HAS MADE ORIENTATION A MUCH EASIER AND EXCITING PROCESS FOR SOMEONE WHO PREVIOUSLY KNEW NOBODY ATTENDING WAKE FOREST. WILDERNESS 2WAKE GIVES STUDENTS A HEAD START ON MAKING FRIENDS ON CAMPUS—HELPING ONE FEEL INCLUDED EARLY IN THE YEAR."

"I can't even begin to describe how thankful I am that I signed up for Wilderness 2Wake. The group of people I met was so interesting that it made me so excited to become a part of the Wake Forest community."

RELIGIOUS IDENTITY LOUNGES

Lounge areas have been created within residential communities for several different religious communities at Wake Forest. These areas provide a space for fellowship and accommodate the students' religious and spiritual needs.

In fall 2016, a Muslim student lounge was added—joining the already existing Christian and Jewish student lounges. The lounge facilitated programming and events that would not have been possible otherwise, including watching WFU basketball games, a Superbowl party, watching the Presidential debates, movie nights, meetings, and Jummah. It provided a space for students to study together, share jokes and stories, and for the community to come together and support each other after the election.



"EVERY COMMUNITY NEEDS A HOME, AND THIS IS OUR HOME." - Rakin Nasar, Class of 2018

CAMPUS RECREATION

In the spring of 2017, Campus Recreation administered the Recreation and Wellness Benchmark, an online assessment designed to understand utilization, outcomes, and satisfaction with campus recreation facilities. When students were asked in what other ways their participation in Campus Recreation activities, programs, and services had helped or enhanced their experience at this university, they responded:

"I HAVE BEEN ABLE TO FIND A SENSE OF BELONGING AND COMMUNITY ON CAMPUS."

"IT HAS GIVEN ME MORE OPPORTUNITIES TO MAKE FRIENDS AND KEEP A HEALTHY LIFE STYLE. I ENJOY THE SCENERY A LOT WHILE I RUN THE TRAILS, TOO."

CULTURAL HUMILITY

In their first semester at Wake Forest, first-year students showed significant gains in the area of diverse citizenship from the beginning to the end of the fall semester, according to a survey administered in fall 2016.

DIVERSE CITIZENSHIPS REFLECTS THE ITEMS:

I value interacting with people whose viewpoints are different from my own.

* It is important to become aware of the perspectives of individuals from different backgrounds.

My knowledge or opinions have been influenced or changed by becoming more aware of the perspectives of individuals from different backgrounds.

74% of seniors responding to the 2015 College Senior Survey considered improving their understanding of other countries and cultures very important or essential.

Black History Month

The Intercultural Center planned a rich and diverse slate of events for Black History Month in 2017. Kicking off the month of February was an event in The Pit featuring student performers, notable University black alumni displays, and cuisine from the African Diaspora.

The month's keynote event featured the national co-chairs of the January 2017 Women's March in Washington, D.C. Tamika Mallory, Linda Sarsour, and Carmen Perez participated in a moderated discussion with over 2,000 students, faculty/staff, and community members to campus.

OTHER EVENTS AND ACTIVITIES IN THE MONTH INCLUDED A BLACK PROFESSIONALS FORUM; DISCUSSION WITH DR. GREG ELLISON, AUTHOR OF "CUT DEAD BUT STILL ALIVE: CARING FOR AFRICAN AMERICAN YOUNG MEN"; AN ADDRESS BY PAYTON HEAD, STUDENT GOVERNMENT PRESIDENT AT THE UNIVERSITY OF MISSOURI DURING THE 2015 CAMPUS PROTESTS; AND A DEDICATION CEREMONY OF MAYA ANGELOU RESIDENCE HALL.

Building Community Through Diversity & Inclusion was an interactive orientation program designed to give students a chance to explore what it means to live in a diverse community. Students learned about individual and collective diversity at WFU, identified ways to build a more inclusive WFU, and received valuable information and resources to support personal and social identity development.

"THIS EVENT SHOWED ME TO BE OPEN-MINDED TOWARDS THESE SUBJECTS AND TO REALLY LISTEN TO OTHERS AND THEIR VIEWPOINTS EVEN IF THEY ARE THE OPPOSITE OF MY PERSONAL BELIEFS"

Since 1996, Wake Forest Emergency Medical Services has provided emergency medical care to faculty, staff, students, and visitors to the Reynolda Campus. WFEMS has provided its members and volunteer student EMTs with first-rate leadership development.



PEER OPEN GAGE MENT

"**Becoming a leader through WFEMS has helped me to feel more confident and prepared for my future.** The lessons I have learned as a member of WFEMS will be invaluable to me as I pursue a career in the medical field."

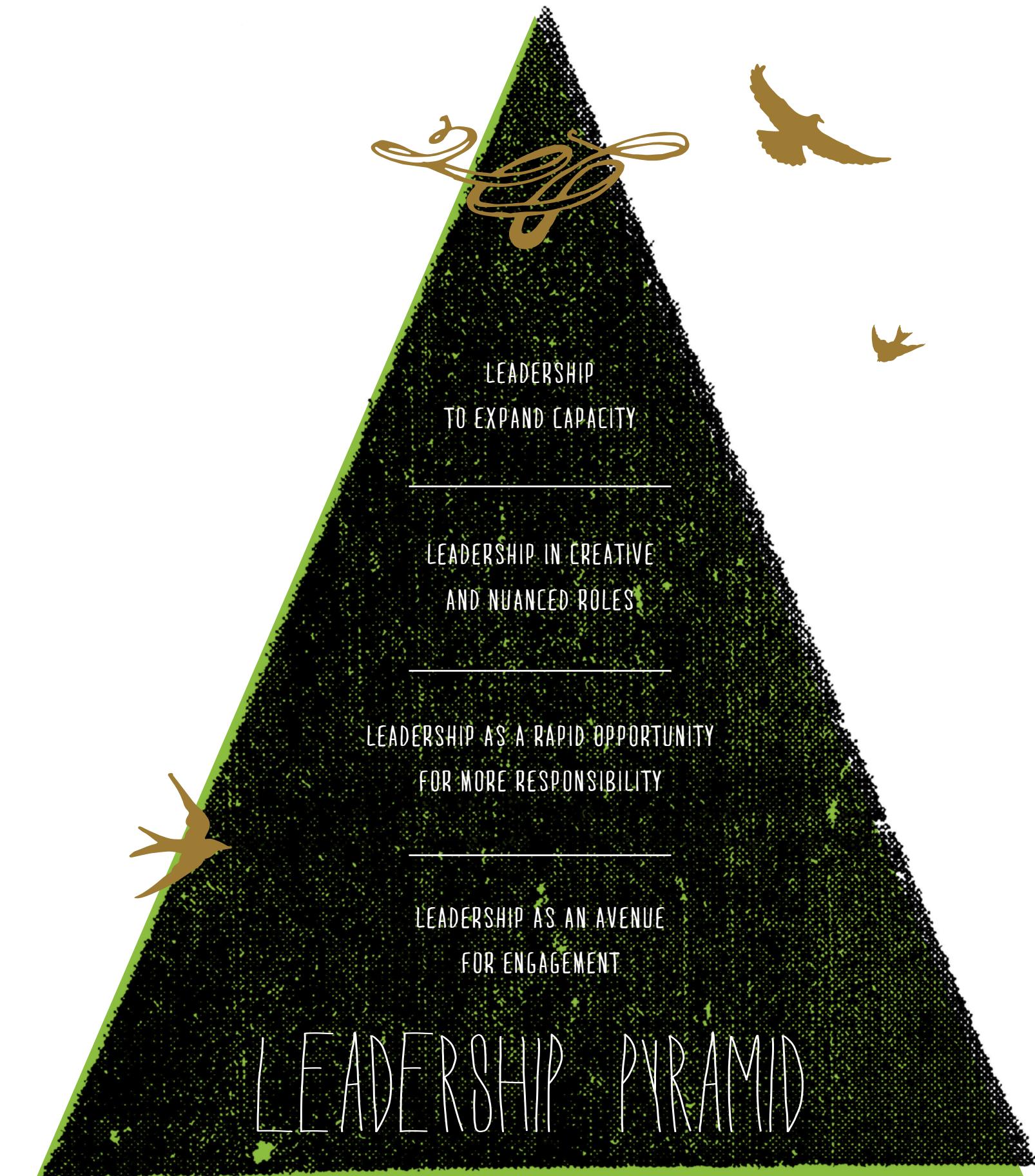
Annabelle Willey, Class of 2017, Lieutenant Wake EMS

"I am in my fourth year of medical school and am applying for residency in emergency medicine. I plan to pursue EMS system medical direction as well as pediatric emergency medicine in the coming years. **The leadership opportunities afforded to WFEMS members are simply unparalleled.** During my year as chief, I learned how to form a top-tier leadership team, balance a budget, handle conflicts, dispense appropriate disciplinary action, and also how to unite my peers behind a common ideal. These learning experiences have served me well in medical school and have allowed me to serve at the highest level in medical school organizations."

Nick Ashburn, Class of 2014, Chief Wake EMS

"When you spend so much time with a small group of people, see them in leadership roles, and rely on each other in the most stressful of situations, you develop a brotherhood. **There are members of WFEMS whom I know I will keep in contact with for the rest of life because of the experiences we shared.**"

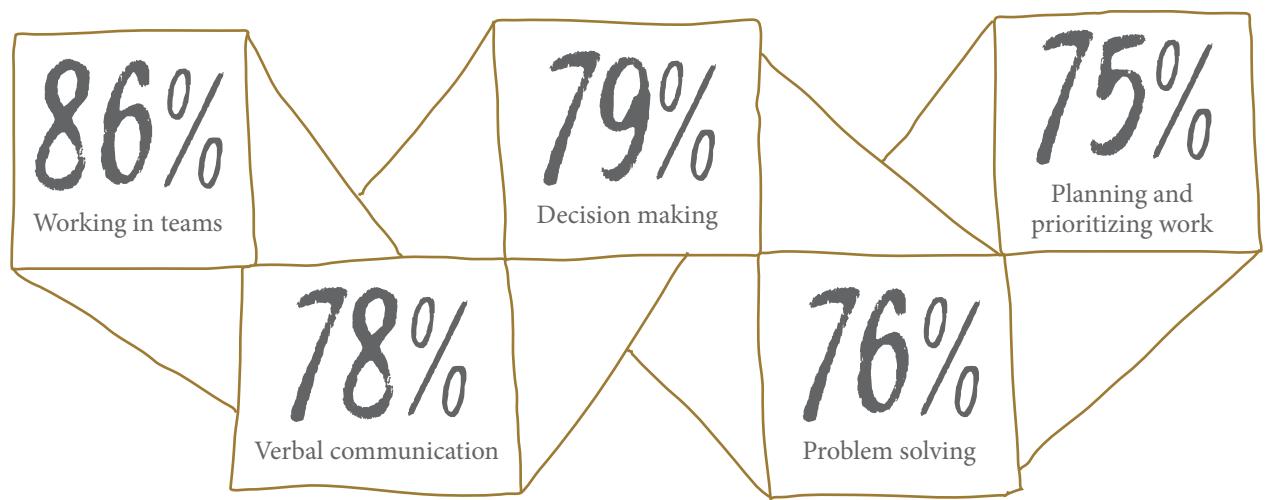
Adeline Ding, Class of 2017, Member



THE LEADERSHIP PYRAMID IS A VISUAL REPRESENTATION OF THE DEVELOPMENTAL PROCESS THROUGH WHICH STUDENTS LEARN TO ENGAGE AND LEAD ON CAMPUS. IT REPRESENTS OUR COMMITMENT TO PROVIDING EVERY STUDENT THE OPPORTUNITY TO MAKE DECISIONS, SET PRIORITIES, CREATE AND LEAD INITIATIVES, TAKE RESPONSIBILITY FOR THEIR ACTIONS, AND TAKE OWNERSHIP OF THE WAKE FOREST STUDENT CULTURE.

STUDENT INVOLVEMENT

In a survey of WFU students conducted at the end of the 2016-2017 school year, students reported that co-curricular activities were among the most helpful experiences for developing the following skills:



BYSTANDER INTERVENTION TRAINING

The Bystander intervention program was offered as part of the extended orientation experience for first-year students in October 2016.

The training was designed to develop a culture of safe intervention by raising awareness of helping behaviors, increasing motivation to help, developing skills and confidence when responding to problems or concerns, and ensuring the safety and wellbeing of oneself and others.

Total number of students trained:

1,143

88% of first-year class

The bystander training resulted in significant gains in understanding of the bystander effect, the model for intervention, and recommended strategies for intervention.

98%

of first-year students taking the alcohol training reported that they would intervene if they witnessed a situation where a peer's health and safety related to alcohol were at risk.

84%

of first-year students who had the opportunity intervened in a situation where a peer's health and safety was at risk due to alcohol use (i.e., pressured drinking, experiencing alcohol poisoning, playing drinking games, etc.).

99%

of first-year students taking the mental health training reported that they would intervene if they witnessed a situation where a peer's mental health and safety were at risk.

89%

of first-year students who had the opportunity intervened in a situation where a peer's mental health and safety was at risk due to alcohol use (i.e., indicated your concern, offered help or support, etc.).

P.E.E.R.S.

Wake Forest University

P.E.E.R.S. is a student-led peer education group that offers training and educational, awareness, and outreach programs in several areas that are critical to the wellbeing of college students. Wake Forest University P.E.E.R.S. offers four groups for student involvement:

Alcohol and Other Drug Misuse Prevention

Nutrition and Mindful Consumption

Student Education and Empowerment for Invisible Disabilities

Student Mental Health Ambassadors

17 STUDENTS TRAINED AND NATIONALLY CERTIFIED.

As a result of training and the National Certification process, Peers reported improvement in their perception of being "very strong" in the following competency areas:

37% INCREASE IN STRATEGIES TO CHANGE HIGH-RISK BEHAVIORS

58% INCREASE IN TALKING ABOUT RISKY BEHAVIOR OR CHOICE

42% INCREASE IN REFERRING SOMEONE TO CAMPUS COUNSELING

58% INCREASE IN DEVELOPING EFFECTIVE SOLUTIONS TO PROBLEMS

27% INCREASE IN OFFERING SOLICITED ADVICE

CIVIC ENGAGEMENT



In the College Senior Survey administered in spring 2015, Wake Forest seniors reported:

72%

Helped raise money for a cause or campaign occasionally or frequently

68%

Publicly communicated an opinion about a cause occasionally or frequently

86%

Performed volunteer or community service work occasionally or frequently

SOA ENCUENTRA AL FRONTERA

A small group of students made a trip to the U.S./Mexico border in Nogales, Arizona/Sonora, Mexico in order to expand the movement's focus on U.S. foreign policy. The vigil, demonstrations, and workshops provide an opportunity for students to engage in civic discourse and action and to stand in solidarity with those whose lives are impacted by U.S. foreign and immigration policy.

The goal was to:

- highlight U.S. intervention in Latin America as one of the root causes of migration
- stage protests, cultural events, and nonviolent direct action against racism, xenophobia, and U.S. militarization at home and abroad.

The annual vigil and peaceful demonstration historically has taken place at the gates of Fort Benning in Georgia, but was moved in 2016 to the

U.S./Mexico Border in Nogales, Arizona/Sonora, Mexico in order to expand the movement's focus on U.S. foreign policy. The vigil, demonstrations, and workshops provide an opportunity for students to engage in civic discourse and action and to stand in solidarity with those whose lives are impacted by U.S. foreign and immigration policy.

This trip clearly falls in line with the University's mission to allow students to engage in active discussions and cultural events centered on immigration policy and reform. Learning through advocacy experience, teaching and research through intentional policy workshopping, and service and action through protesting and community vigils are all valuable skills students gained by participating in this trip.

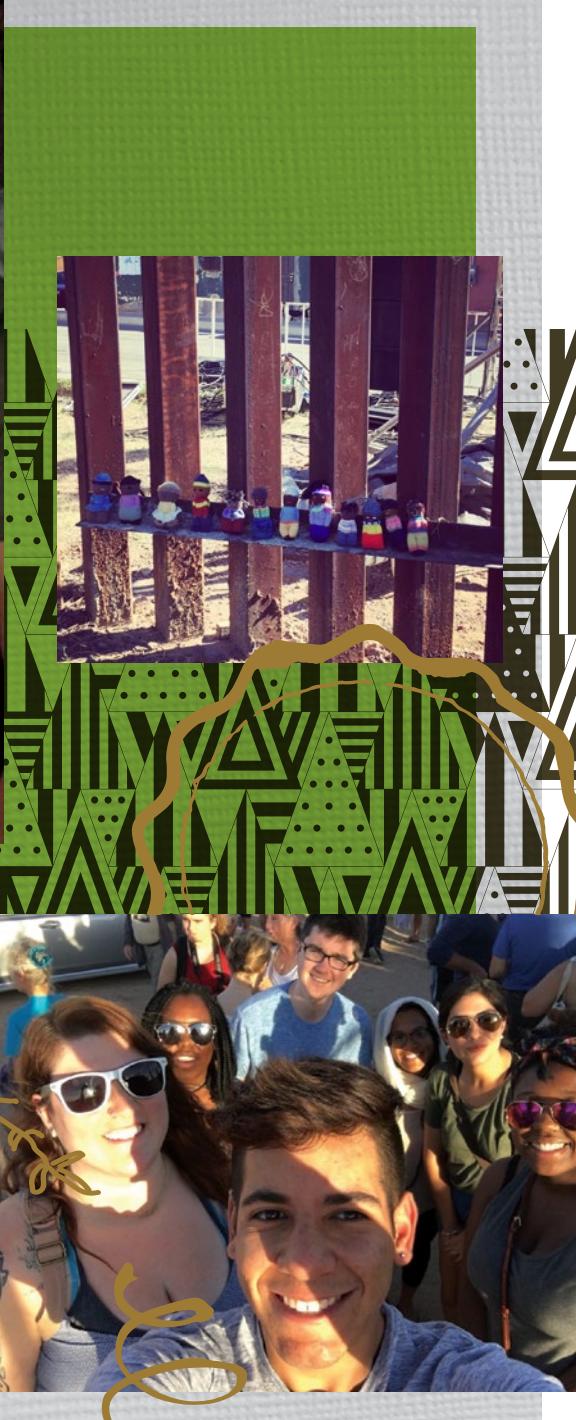
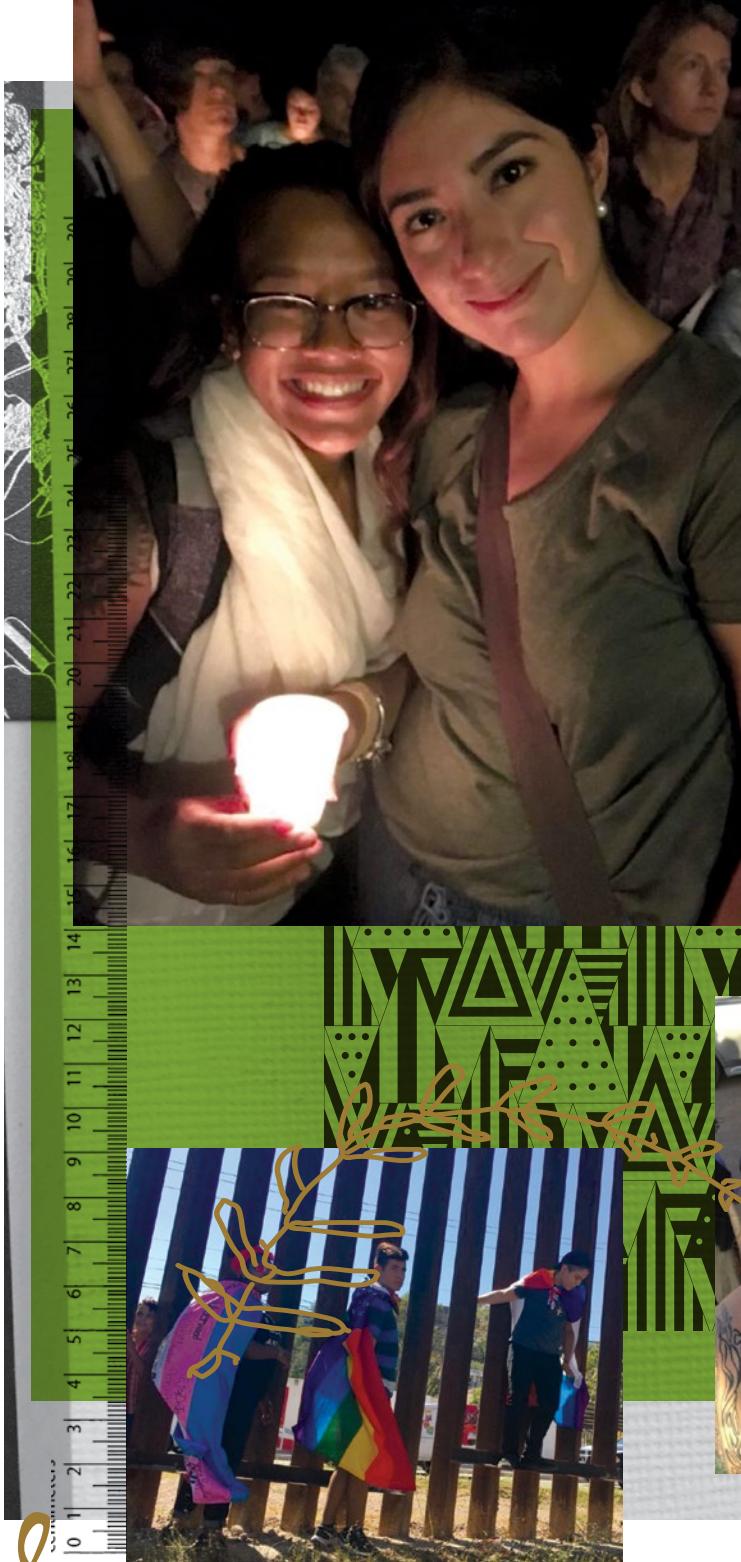
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OPERATIONAL EXCELLENCE

Bias Response System

The Biased Incident Report (BIR) system receives reports about identity-related bias in our community. Biased acts can be intentional or unintentional by those that commit them and threaten the sense of belonging and safety for those that experience them. Responses include personal care, educational intervention, referral to systems of accountability, and evaluation for the prevention of future harm.

"THE BIAS INCIDENT REPORT GAVE OUR ORGANIZATION AND THE FOLKS WHO WERE HARMED BY OUR ACTIONS THE CHANCE TO ENTER INTO A DIALOGUE ABOUT INTENT VERSUS IMPACT OF ACTIONS. THROUGH THIS CONVERSATION, WE SAW THAT OUR ACTION CAUSED OTHER PEOPLE DEEP PAIN—SOMETHING WE WERE BLIND TO DUE TO OUR OWN BIASES. I AM GRATEFUL OUR ORGANIZATION HAD THE OPPORTUNITY TO LISTEN BECAUSE THROUGH LISTENING, WE GAINED INSIGHT INTO OTHER VIEWPOINTS, SACRED SPACE, AND CULTURE THAT WE WERE INITIALLY BLIND TO. MOVING FORWARD, I AM HOPEFUL WE AS A COMMUNITY CAN INCORPORATE THESE IDEALS INTO OUR OWN VIEWPOINTS AND UNDERSTANDING."

The LINK

Going on-line for the first time in fall 2016, The LINK is an on-line platform that guides students through their co-curricular journey by tracking membership in organizations, attendance at events, and service hours. Student leaders use The LINK as a tool for organization management and event planning.

Total users who logged into The LINK **3,053**. Involved users **2,041**. Approved service hours logged on The LINK **8,751**.

Organizations and departments on The LINK **298**. Organizations regularly using The LINK **243**. Student-run events marketed on The LINK **783**. LINK events open to the entire campus **665**. Student consultations with Engagement Consultants via The LINK **272**.

Renovations

Renovations at Kitchin Hall were completed in two phases during the summers of 2015 (building interior) and 2016 (building exterior). Residence Life and Housing conducted the ACUHO-I Resident Assessment, a survey of the residential community in spring 2013 (pre-renovation) and again in spring 2016 (post-renovation).

	2016	2013	INCREASE
OVERALL SATISFACTION	5.15	4.52	14%
SATISFACTION: FACILITIES	5.49	4.68	17%
SATISFACTION: ENVIRON	5.48	4.75	15%
SATISFACTION: SECURITY	6.01	5.82	7%

(all scores reported on a seven-point scale)

Jed Foundation

The Jed Campus Program is a University Counseling Center-led effort that focuses on reducing hazardous alcohol and other drug use, suicide prevention, and promotion of positive mental health on campus. One thing that it means for our students is that WFU is dedicated to providing a comprehensive and coordinated approach in service to their wellbeing. The Jed Campus Program requires input and action from multiple campus constituents—not just the Counseling Center. University Police, the Office of Wellbeing, Student Health Service, Office of Academic Advising, and faculty members are some of the main players. The benefit of this initiative is that we are actively working to have student wellbeing (and faculty/staff wellbeing, for that matter) an effort that is undertaken by everyone at WFU.





THANK
YOU



WAKE FOREST
UNIVERSITY

Division of Campus Life