

## **Engagement and Retention Review Spring 2009-Spring 2011**

The Office of Engagement and Retention in Student Development conducted a unit-wide review using Council for the Advancement of Standards in Higher Education (CAS) standards. The form used to systematize the assessment of each area begins on page 2 of this document.

The Office of Engagement and Retention reviewed:

- The Community Life Student Leadership Program
- International Student Programs and Services
- Multicultural Student Programs and Services
- Offices of Strengths and Vocation
  - Internship Program
  - Auxiliary Services
  - Career Services
- Commuter Student Services
- Nicholson Commons (this building is the central student gathering place on commons and houses both Student Development and Spiritual Development)
- Recreation Room programs and services

Each program listed above assessed their area of responsibility by applying the CAS standards. The entire Engagement and Retention staff collectively reviewed each assessment with was presented via PowerPoint (those presentations begin on page 7 of this document).

After this review process, the Engagement and Retention staff determined areas where program improvement and changes to meet the CAS standards were needed. One such example is the Offices of Strengths and Vocation (OSV). The OSV office and staffing was reorganized to enable them to further systematize and expand their services to students as well as increase their reach into the community. To learn more about OSV programs, please see their website (<http://www.pointloma.edu/life/offices-strengths-vocation>).

# CAS

## Work Form A

### Assessment, Ratings, and Significant Items

#### INSTRUCTIONS:

**Step One:** This work form should be completed following a review of the individual ratings of the team members. Examine the ratings of each criterion statement by the team members, and record the following in the form below:

- **Discrepancies:** Item number(s) for which there is a substantial rating discrepancy (two or more ratings apart). These items will need to be discussed further by team members.
- **Strengths:** Item numbers(s) for which all participants have given a rating of 4, indicating agreement that the criterion is Fully Met.
- **Needed Improvements:** Item numbers for which all participants have given a rating of 1, indicating agreement that the criterion is Not Met.

Items not listed in one of these categories represent consensus among the raters that practice in that area is satisfactory, having been rated Minimally Met or Well Met. Items rated NR because of lack of evidence to support a rating should be listed in Needed Improvements.

**Step Two** (below): List the items needing follow-up action for improvement and indicate what requires attention. The team or coordinator should consider including any criterion measure rated as being not met by any reviewer, as well as those with significant discrepancies that are not resolved by team discussion.

Part Number	Part	Discrepancies	Strengths	Needed Improvements
1	Mission			
2	Program			
3	Leadership			
4	Human Resources			
5	Ethics			
6	Legal Responsibilities			
7	Equity and Access			
8	Diversity			
9	Organization and Management			

10	Campus and External Relations			
11	Financial Resources			
12	Technology			
13	Facilities and Equipment			
14	Assessment and Evaluation			

**Step Two:** List item number(s) for each Part determined to merit follow-up, and describe the practice weaknesses that require attention.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.

# CAS

## Work Form B

### Follow-Up Actions

**INSTRUCTIONS:**

The purpose of this work form is to begin the planning for action to be taken on practices judged to merit follow-up (Work Form A, Step Two). In the chart below, as *Step Three*, transfer short descriptions of the practices requiring follow-up and detail these items using the table format provided.

**Step Three: Describe the current practice that requires change and actions to initiate the change**

Practice Description	Corrective Action Sought	Task Assigned To	Timeline Due Dates

# **CAS**

## **Work Form C**

### **Summary Action Plan**

#### **Step Four:**

This form concludes the self-assessment process and calls for action to be taken as a consequence of study results. Write a brief action plan statement in the spaces below for each Part in which action is required. (Note: If using the electronic/CD version, text boxes will expand with typing.)

#### **Part 1: Mission**

#### **Part 2: Program**

#### **Part 3: Leadership**

#### **Part 4: Human Resources**

#### **Part 5: Ethics**

#### **Part 6: Legal Responsibilities**

#### **Part 7: Equity and Access**

#### **Part 8. Diversity**

#### **Part 9: Organization and Management**

#### **Part 10: Campus and External Relations**

**Part 11: Financial Resources**

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**Part 12: Technology**

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**Part 13: Facilities and Equipment**

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**Part 14: Assessment and Evaluation**

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# Community Life CAS Standards for Student Leadership Programs



# What is Community Life?



# Community Life is...

- Outdoor Leadership
- ASB: Activities, Student Congress, Clubs/Societies, Time Out, Board of Review, Finance, Homecoming, Publicity, and more
- LEAD Day
- Freshman Retreat
- Campus Activities Taskforce

# PLNU Mission Statement

Point Loma Nazarene University exists to provide **higher education** in a **vital Christian** community where **minds are engaged** and challenged, **character is modeled** and formed, and **service** becomes an **expression of faith**. Being of **Wesleyan** heritage, we aspire to be a learning community where grace is foundational, **truth** is pursued, and **holiness** is a way of life.

# STUDENT DEVELOPMENT

## Mission Statement

Student Development at PLNU champions the holistic, God-inspired potential of each student by facilitating multiple engagement opportunities to learn, grow and serve.

*Student Development Theme for 2011/2012*  
*"Working together to extend hospitality bounded by mission"*

*forward*

# Community Life Mission Statement

“Community Life at PLNU seeks to find the God-inspired potential & strengths of the students involved in its programs and engage them in hands-on learning leadership opportunities which bring about character formation and engagement in the PLNU community.”

# **CAS Standards and Guidelines**

## **Part 1. MISSION**

### **Strengths/Compliance**

- Incorporate student learning/development
- Enhance overall educational experience
- Mission statement consistent with those of PLNU
- SLP (Student Leadership Program) mission integral to PLNU mission
- Participants have opportunity to develop personal philosophy of leadership & understanding of self/others, acceptance of responsibilities inherent in community membership (SLLA, end/mid-year reports)
- Students gain varied leadership experience
- Be inclusive and accessible

### **Discrepancies/Needs Improvement**

- Develop, disseminate, implement and regularly review mission
- Use multiple leadership techniques, theories, and models
- Recognize and reward exemplary leadership
- Be inclusive and accessible

# CAS Standards and Guidelines

## Part 2. Program

### Strengths/Compliance

- Promote purposeful/holistic student learning/development
- Identify desirable student learning/development outcomes & provide programs that encourage the achievement of those outcomes (our assessment based on CAS, our students demonstrate great growth in these areas)
- Opportunities to develop: individual development (personal management, oral/written communication, critical thinking, risk taking, creativity, wellness/lifestyle, and motivation), organizational development (team building, shared leadership, group dynamics, organizational communication, group problem-solving, conflict management)
- Multiple delivery methods with faculty/staff (campus connections, clubs, Spiritual Development), assessment of needs of participants (every one-on-one, mid and year end reports, pre- & post-tests of personal assessment of their abilities)

### Discrepancies/Needs Improvement

- Must advance competencies in the categories of foundations of leadership (we touch on leadership theories in ASB Reader/LEAD training, but not throughout the experience)

# CAS Standards and Guidelines

## Part 3. LEADERSHIP

### Strengths/Compliance

- Appoint SLP leaders within an administrative structure (LOTS of growth in this area: Coordinator of Student Activities/ODL)
- SLP leaders selected on the basis of formal education/training, etc. (our personnel are well qualified: have or are pursuing advanced degrees)
- SLP Leaders must: articulate a vision for their organization (I share my vision for the program each year and throughout the year), set goals/objectives based on the needs/capabilities of the population served (my goals for the program closely follow the culture of PLNU), promote student learning, prescribe/practice ethical behavior (I both try to model for my students what it looks like to live an ethical life AND work in my one-on-ones with these students to help them discern the best course of action for their roles and personal lives), recruit/select/supervise/develop others in the organization (each year I try to connect with students outside of the board of directors), manage financial resources (ASB always stayed within budget under my guidance and has a healthy roll-over)

### Discrepancies/Needs Improvement

- SLP Leaders Must: evaluate personnel/programs (we need to improve in evaluating ASB programs)
- Must continuously improve programs and services in response to changing needs of students and evolving institutional priorities (need to do a better job of assessing needed improvement and implementing it, though we also DO this every year)

# CAS Standards and Guidelines

## Part 4. ORGANIZATION & MANAGEMENT

### Strengths/Compliance

- SLPs must be structured purposefully to achieve stated goals (we seem to have a lot of success each year and follow the current practices of sister schools as well as similar institution in our geographic area.)
- Evidence of appropriate structure must include current and accessible policies and procedures (our policies/procedures are tweaked each year, they are available on the website), written performance expectations for all employees (we use the guidelines set forth by HR), functional workflow graphics or organizational charts (both ASB and Community Life personnel are trained concerning hierarchies of the institution and our department), and clearly stated service delivery expectations. (In our informational meetings we cover this material as well as in the first few meetings of the new board.)

### Discrepancies/Needs Improvement

- SLPs must be structured purposefully to achieve stated goals (I'm certain we could make improvements in this area to be more effective)

# CAS Standards and Guidelines

## cont... Part 4. ORGANIZATION & MANAGEMENT

### Strengths/Compliance

- Evidence of effective management must include use of comprehensive and accurate information for decisions, (we try to always provide this) clear sources and channels of authority, (my students are aware, or are informed quickly, of the bounds of their authority), effective communication practices, I try to both teach these to them and practice them with them, decision-making and conflict resolution procedures, we train regarding this and I often help them problem solve on the spot concerning how to handle conflict, responsiveness to changing conditions, my sense is that we are fairly quick to respond, accountability and evaluation to changing conditions, accountability and evaluation systems, SLLA board of review, and recognition and reward processes. I often celebrate their achievements one-on-one, in notes, or in the large group, SLP must provide channels within the organization for regular review of administrative policies and procedures. We do this annually.

### Discrepancies/Needs Improvement

- Evidence of effective management must include recognition and reward processes we do not have a recognition or award process outside of our yearly Hello/Goodbye Reception.

# CAS Standards and Guidelines

## Part 5. Human Resources

### Strengths/Compliance

- SLPs must be staffed adequately by individuals qualified to accomplish its mission and goals. *Yes, our staff have the training and education necessary (many M.A.s).*
- Within established guidelines of the institution, programs and services must establish procedures for staff selection, training, and evaluation; *we follow the procedure established by HR*, set expectations for supervision, and provide appropriate professional development opportunities. *We are all expected to attend professional development conferences and trainings.*
- The program and service must strive to improve the professional competence and skills of all personnel it employs. *As mentioned above.*
- SLP professional staff members must hold an earned graduate degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience. *All Community Life staff have one or more advanced degrees or are seeking such a degree.*
- SLP should have adequate and qualified staff or faculty members to implement a comprehensive program.

### Discrepancies/Needs Improvement

- Degree or credential-seeking interns must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding education credentials and related work experience appropriate for supervision. *Seeking interns is a definite area for improvement.*
- Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. *For the most part we do well with this. Our student employees report a lot of satisfaction in working for us: they are challenged, supported, and learn because of their role. I'd like to see these roles turn into more of an internship type feel vs. just a student job for the Community Life roles. For ASB we could improve in our oversight of these students as this is mostly done by their ASB Director.*
- They must be trained on how and when to refer those in need of assistance to qualified staff members and have access to a supervisor for assistance in making these judgments. *We have had a few ASB staff overstep their bounds, handling matters that the director or advisor should handle.*
- Student employees and volunteers must be provided clear and precise job descriptions, pre-service training based on assessed needs, and continuing staff development. *ASB staff need job descriptions.*

# CAS Standards and Guidelines

## cont... Part 5. Human Resources

### Strengths/Compliance

- SLP must have technical and support staff members adequate to accomplish its mission. *Yes, Karen is awesome!*
- Salary levels and fringe benefits for all SLP staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area. *I am not privy to this information.*
- SLP must institute hiring and promotion practices that are fair, inclusive, and non-discriminatory. *We follow our institution's standards.*
- SLP must create and maintain position descriptions for all staff members and provide regular performance planning and appraisals. *We do provide regular performance planning and appraisals.*
- SLP must have a system for regular staff evaluation and must provide access to continuing education and professional development opportunities, including in-service training programs and participation in professional conferences and workshops.

### Discrepancies/Needs Improvement

- The level of staffing and workloads must be adequate and appropriate for program and service demands. *I know that sometimes Karen feels very stretched.*
- Programs and services must employ a diverse staff to provide readily identifiable role models for students and to enrich the campus community. *With a small staff, it is hard to improve in this area for Community Life. However, I would like to emphasize this with the new board as they select their staff.*
- SLP must create and maintain position descriptions for all staff members and provide regular performance planning and appraisals. *I don't believe we have provided the position description for ODL.*

# CAS Standards and Guidelines

## Part 6. Financial Resources

### Strengths/Compliance

- SLPs must have adequate funding to accomplish its mission and goals. Yes, of all the Nazarene schools, we are one of the best funded.
- Funding priorities must be determined within the context of the stated mission, goals, objectives and comprehensive analysis of the needs and capabilities of students and the availability of internal or external resources. Yes, before the board sets their budget they hold their mission forming sessions.
- SLP must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols. Generally, my students demonstrate very high ethics both in their dissemination of their budget, but also in the actual spending of the money.

### Discrepancies/Needs Improvement

# CAS Standards and Guidelines

## Part 7. Facilities, Technology, & Equipment

### Strengths/Compliance

- SLPs must have adequate, suitably located facilities, adequate technology, and equipment to support its mission and goals efficiently and effectively. Yes: directors offices all equipped, staff space
- Facilities, technology, and equipment must be evaluated regularly and be in compliance with relevant federal, state, provincial, and local requirements to provide for access, health, safety, and security.

### Discrepancies/Needs Improvement

# CAS Standards and Guidelines

## Part 8. Legal Responsibilities

### Strengths/Compliance

- SLPs staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective laws and regulations that relate to their respective responsibilities. *Yes, and more importantly, we have those with expertise review our policies, waivers, and procedures regularly.*
- Staff members must inform users of programs and services and officials, as appropriate, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial and local governments; and the institution's policies. *Yes, primarily through waivers which also serve as a notice of rights.*
- SLP staff members must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents. *Yes, we see this primarily with clubs (all athletic clubs informed of head injury protocol and signing of waivers) and activities.*
- Staff members must be informed about institutional policies regarding personal liability and related insurance coverage options. *Yes, in the sense that any employee at PLNU has been informed.*
- The institution must provide access to legal advice for SLP staff members as needed to carry out assigned responsibilities. *Yes, we have used this at least annually by giving the information to our VP who interfaces with our legal counsel.*
- The institution must inform SLP staff and students in a timely and systematic fashion about extraordinary or changing legal obligations and potential liabilities. *Yes, in the sense that as I read about them I pass them on.*

### Discrepancies/Needs Improvement

- Staff members must be informed about institutional policies regarding personal liability and related insurance coverage options. *We should probably review this information with ODL and Activities.*
- The institution must inform SLP staff and students in a timely and systematic fashion about extraordinary or changing legal obligations and potential liabilities. *No in that when I find this information it is a result of reading the NY Times or the college edition of USA Today. I should find a source to regularly review concerning these updates.*

# CAS Standards and Guidelines

## Part 9. Equity and Access

### Strengths/Compliance

- SLP staff members must ensure that services and programs are provided on a fair and equitable basis. Facilities, programs and services must be accessible. Hours of operation and delivery of and access to programs and services must be responsive to the needs of all students and other constituents. SLP must adhere to the spirit and intent of equal opportunity laws. *Generally yes, insofar as PLNU's facilities and hours are accessible.*
- SLP must be open and readily accessible to all students and must not discriminate except where sanctioned by law and institutional policy. Discrimination must be avoided on the bases of age, color, creed, cultural heritage, disability, ethnicity, gender identity, nationality, political affiliation, religious affiliation, sex, sexual orientation, or social, economic, marital, or veteran status. *It is my sense that we do not discriminate in our program.*

### Discrepancies/Needs Improvement

- SLP staff members must ensure that services and programs are provided on a fair and equitable basis. Facilities, programs and services must be accessible. Hours of operation and delivery of and access to programs and services must be responsive to the needs of all students and other constituents. SLP must adhere to the spirit and intent of equal opportunity laws. *No, in that we should look at our activities and their accessibility for those with physical disabilities.*
- Consistent with their mission and goals, SLP must take affirmative action to remedy significant imbalances in student participation and staffing patterns. *I think we could do a better job of recruiting non-white students to serve as leaders in our programs.*
- As the demographic profiles of campuses change and new instructional delivery methods are introduced, institutions must recognize the needs of students who participate in distance learning for access to programs and services offered on campus. Institutions must provide appropriate services in ways that are accessible to distance learners and assist them in identifying and gaining access to other appropriate services in their geographic region. *We advertise what we offer to the general student population but do not focus on commuting students. We could work to improve this area.*

# CAS Standards and Guidelines

## Part 10. Campus and External Relations

### Strengths/Compliance

- The SLP must establish, maintain, and promote effective relations with relevant individuals, campus offices, and external agencies. SDPC, Campus Connections, NSLA/NSLC, State of the Student Body Address

### Discrepancies/Needs Improvement

# CAS Standards and Guidelines

## Part 11. Diversity

### Strengths/Compliance

- Within the context of each institution's unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, SLPs must nurture environments where commonalities and differences among people are recognized and honored. *I'm not sure how effective we are at this but I do sense that our diverse clubs provide space for individuals of difference to be recognized for their uniqueness and contributions.*
- SLP must promote educational experiences that are characterized by open and continuous communication that deepens understanding of one's own identity, culture, and heritage, and that of others. SLP must educate and promote respect about commonalities and differences in their historical and cultural contexts. *Most of the work on this front is done by our MOSAIC clubs. In my one-on-ones cultural identity often comes up, but mostly with non-white students who are more focused on this part of their identity development.*
- SLP must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures. *Improvement in this area requires deliberate posturing and action. We have worked to include more students of diversity in our Freshman Retreat attendance by establishing a diversity scholarship. This next year, we will recruit MOSAIC club leaders to serve as Freshman Retreat Leaders. At our recent nomination committee meeting I asked the nominating committee to keep an eye out for diversity in their nominations and deliberately nominate non-white students.*

### Discrepancies/Needs Improvement

- Within the context of each institution's unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, SLPs must nurture environments where commonalities and differences among people are recognized and honored. *I think we could do this more deliberately.*
- SLP must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures. *Part of the problem with this point is that our community is not very diverse and consequently, the needs of those who are diverse are not forefront.*

# CAS Standards and Guidelines

## Part 12. Ethics

### Strengths/Compliance

- All persons involved in the delivery of SLPs must adhere to the highest principles of ethical behavior. *It is my sense that we live this out.* SLP must develop or adopt and implement appropriate statements of ethical practice. *We adhere to institutional policies and have increased our efforts to ensure safety of our students (campus activities liability assessment/form signing, athletic club training regarding head injury and what to do).* SLP must publish these statements and ensure their periodic review by relevant constituencies. *All paid student leaders sign the Student Leadership Lifestyle Agreement, which outlines ethical behavior we expect.*
- SLP staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students' education records must not be disclosed without written consent except as allowed by relevant laws and institutional policies. Staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law. *We follow all of these guidelines.*
- SLP staff members must recognize and avoid personal conflict of interest or appearance thereof in their transactions with students and others. *Our staff follows impeccable ethics on this point.*

### Discrepancies/Needs Improvement

- All SLP staff members must be aware of and comply with the provisions contained in the institution's human subjects research policy and in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals. *We should review these policies concerning the very limited amount of surveys we administer.*

# CAS Standards and Guidelines

## cont...Part 12. Ethics

### Strengths/Compliance

- SLP staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they deal. Staff members must not participate in nor condone any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment. *We follow this.*
- When handling institutional funds, all SLP staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution. *We follow this and have made many improvements in this area over the years with the ASB system.*
- SLP staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications. *We know our limits and are very comfortable referring when we have reached them.*
- SLP staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior. *We follow institutional policies concerning this.*
- SLP staff members must be knowledgeable about and practice ethical behavior in the use of technology.
- SLP staff members must ensure that facilitators have appropriate training experience and credentials. Expertise, training, and certification are essential in the administration and interpretation of personality, developmental, and leadership assessment instruments. *For the most part, I think we have the necessary credentials to conduct this ourselves.*
- Where materials and instruments used in SLP are copyrighted, appropriate citations must be made and permission obtained.

### Discrepancies/Needs Improvement

# CAS Standards and Guidelines

## Part 13. Assessment and Evaluation

### Strengths/Compliance

- SLPs must conduct regular assessment and evaluations. SLP must employ effective qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound assessment measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies. Ruth Heinrichs, Institutional Effectiveness, helped me create the assessment measures currently in place two years ago. Mid-year reports, one-on-ones, incoming and outgoing surveys.
- SLP must evaluate periodically how well they complement and enhance the institution's stated mission and educational effectiveness. We sort of just did this through this process. 😊
- Results of these evaluations must be used in revising and improving programs and services and in recognizing staff performance. We use these results to create new programs and refine the ones we have.

### Discrepancies/Needs Improvement

- SLPs must conduct regular assessment and evaluations. SLP must employ effective qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound assessment measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies. We need to revamp these and assess other areas of the program.



# INTERNATIONAL STUDENT PROGRAMS AND SERVICES CAS STANDARD AND GUIDELINES

Lily Davis

November 30, 2010



## Mission Statement

**“Dedicated to fostering cross-cultural respect, perspectives,  
and appreciation towards global citizenship”**





## Part 1. MISSION

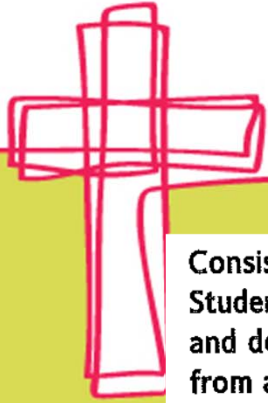
### Part 1. MISSION

The mission of International Student Programs and Services (ISPS) is to provide support and assistance necessary for international students to achieve their educational goals and to ensure institutional compliance with governmental immigration regulations. The ISPS must provide the documents for students to enter the country and maintain their legal status.

ISPS must develop, disseminate, implement, and regularly review their mission. Mission statements must be consistent with the mission of the institution and with professional standards. ISPS in higher education must enhance overall educational experiences by incorporating student learning and development outcomes in their mission.

### *Discrepancies/Needs Improvements*

- Encourage/incorporate student learning and development outcomes



## PART 2. PROGRAM

academics / faith / community

PLNU *forward*

Consistent with the institutional mission, International Student Programs and Services (ISPS) must identify relevant and desirable student learning and development outcomes from among the six domains and related dimensions. When creating opportunities for student learning and development, ISPS must explore possibilities for collaboration with faculty members and other colleagues.

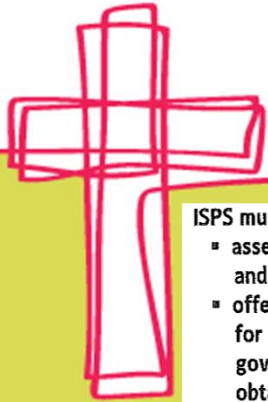
ISPS must assess relevant and desirable student learning and development outcomes and provide evidence of their impact on student learning and development. ISPS must articulate how they contribute to or support students' learning and development in the domains not specifically assessed.

ISPS must be:

- integrated into the life of the institution
- intentional and coherent
- guided by theories and knowledge of learning and development
- reflective of developmental and demographic profiles of the student population
- responsive to needs of individuals, diverse and special populations, and relevant constituencies

### *Discrepancies/Needed Improvements*

- Explore possible collaborative efforts with faculty members and other colleagues



## PART 2. PROGRAM

academics / faith / community

PLNU *forward*

### ISPS must:

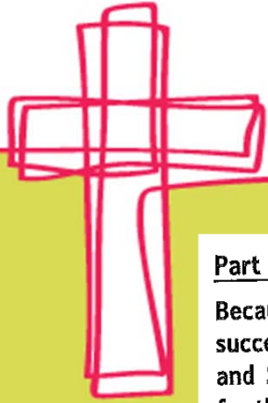
- assess the needs of the international student population and set priorities among those needs
- offer or provide access to professional services for students in the areas of immigration and other government regulations, financial matters, employment, obtaining health care insurance, navigating the health care system, host-country language needs, and personal and cultural concerns
- assure institutional compliance with government regulations and procedures, including record-keeping and reporting responsibilities
- interpret immigration policies to the campus and local communities
- develop and offer educational programs to the campus community to enhance positive interaction between domestic and international students, to develop sensitivity regarding cultural differences and international student needs, and to assist in the understanding of adjustment to a host country's

### educational system and culture

- orient international students to the expectations, policies, and culture of the institution and to the educational system and culture of the host country
- facilitate the enrollment and retention of international students
- prepare students for re-entry and cultural re-adjustment related to the students' return home
- provide appropriate referrals for students whose individual needs may be in conflict with the home culture
- provide appropriate and timely referral services to other relevant agencies
- determine the educational goals; developmental levels; and social, emotional, and cultural needs of individual international students and specific populations
- collaborate effectively with other services areas, student organizations, and academic departments to meet international students' needs
- facilitate international students' participation in campus life
- advocate to all areas of the institution for the needs of international students
- facilitate sensitivity within the institution and the community at large to the cultural needs of international students

### Discrepancies/Needed Improvements

- Host-country language needs
- Enhance positive interaction between domestic and international students



## PART 3. LEADERSHIP

### Part 3. LEADERSHIP

Because effective and ethical leadership is essential to the success of all organizations, International Student Programs and Services (ISPS) leaders with organizational authority for the programs and services must:

- articulate a vision and mission for their programs and services
- set goals and objectives based on the needs of the population served and desired student learning and development outcomes
- advocate for their programs and services
- promote campus environments that provide meaningful opportunities for student learning, development, and integration
- identify and find means to address individual, organizational, or environmental conditions that foster or inhibit mission achievement
- advocate for representation in strategic planning initiatives at appropriate divisional and institutional levels
- initiate collaborative interactions with stakeholders who have legitimate concerns and interests in the functional area
- apply effective practices to educational and administrative processes
- prescribe and model ethical behavior
- communicate effectively
- manage financial resources, including planning, allocation, monitoring, and analysis

### *Discrepancies/Needed Improvements*

- Advocate for ISSO's programs & services
- Ongoing promotion of campus meaningful opportunities for student learning, development and integration



## PART 3. LEADERSHIP

- incorporate sustainability practices in the management and design of programs, services, and facilities
- manage human resource processes including recruitment, selection, development, supervision, performance planning, and evaluation
- empower professional, support, and student staff to accept leadership opportunities
- encourage and support scholarly contribution to the profession
- be informed about and integrate appropriate technologies into programs and services
- be knowledgeable about federal, state/provincial, and local laws relevant to the programs and services and ensure that staff members understand their responsibilities by receiving appropriate training
- develop and continuously improve programs and services in response to the changing needs of students and other populations served and the evolving institutional priorities
- recognize environmental conditions that may negatively influence the safety of staff and students and propose interventions that mitigate such conditions

### *Discrepancies/Needed Improvements*

- Encourage and support scholarly contribution to the profession



## PART 4. HUMAN RESOURCES

### Part 4. HUMAN RESOURCES

International Student Programs and Services (ISPS) must be staffed adequately by individuals qualified to accomplish the mission and goals. Within institutional guidelines, ISPS must establish procedures for staff selection, training, and evaluation; set expectations for supervision; and provide appropriate professional development opportunities to improve the leadership ability, competence, and skills of all employees.

ISPS professional staff members must hold an earned graduate or professional degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience.

ISPS professional staff members must be knowledgeable about research and practice in areas related to international student programs and services and stay abreast of developments in policies, laws, and regulations affecting international students.

ISPS professional staff members must have an understanding of and demonstrate appreciation for various cultures served in the student population.

ISPS professional staff members must possess the required interpersonal skills and be competent in the areas of effective communication, group facilitation, leadership training and development, and crisis intervention.

### *Discrepancies/Needed Improvements*

- Adequately staffed by individuals qualified to accomplish the mission and goals



## PART 4. HUMAN RESOURCES

academics / faith / community

PLNU *forward*

Degree- or credential-seeking interns must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be educated on how and when to refer those in need of additional assistance to qualified staff members and have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear and precise job descriptions, pre-service training based on assessed needs, and continuing staff development.

### *Discrepancies/Needs Improvements*

- Student employees and volunteers to be carefully selected, trained, supervised and evaluated



## PART 4. HUMAN RESOURCES

academics / faith / community

PLNU *forward*

Employees and volunteers must receive specific training on institutional policies and privacy laws regarding their access to student records and other sensitive institutional information (e.g., in the United States, Family Educational Rights and Privacy Act, FERPA, or equivalent privacy laws in other states/provinces or countries).

ISPS must have technical and support staff members adequate to accomplish their mission. All members of the staff must be technologically proficient and qualified to perform their job functions, be knowledgeable about ethical and legal uses of technology, and have access to training and resources to support the performance of their assigned responsibilities.

All members of the staff must receive training on policies and procedures related to the use of technology to store or access student records and institutional data.

ISPS must ensure that staff members are knowledgeable about and trained in emergency procedures, crisis response, and prevention efforts. Prevention efforts must address identification of threatening conduct or behavior of students, faculty members, staff, and others and must incorporate a system or procedures for responding, including but not limited to reporting them to the appropriate campus officials.

Salary levels and benefits for all staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.

ISPS must maintain position descriptions for all staff

### *Discrepancies/Needs Improvements*

- Training in emergency procedures, crisis response, and prevention efforts



## PART 4. HUMAN RESOURCES

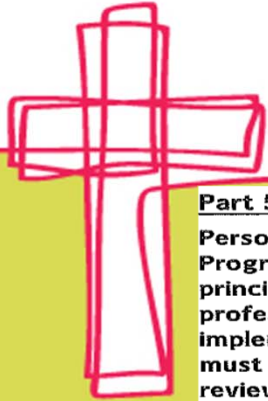
members.

To create a diverse staff, ISPS must institute hiring and promotion practices that are fair, inclusive, proactive, and non-discriminatory.

ISPS must conduct regular performance planning and evaluation of staff members. ISPS must provide access to continuing and advanced education and professional development opportunities.

### *Discrepancies/Needs Improvements*

- Create a diverse staff, institute, hire and promote practices that are fair, inclusive, proactive, and non-discriminatory



## PART 5. ETHICS

### Part 5. ETHICS

Persons involved in the delivery of International Student Programs and Services (ISPS) must adhere to the highest principles of ethical behavior. ISPS must review relevant professional ethical standards and develop or adopt and implement appropriate statements of ethical practice. ISPS must publish these statements and ensure their periodic review by relevant constituencies.

ISPS must orient new staff members to relevant ethical standards and statements of ethical practice.

ISPS staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students' education records must not be disclosed except as allowed by relevant laws and institutional policies. ISPS staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.

ISPS must also make exceptions to privacy and confidentiality of information contained in students' education records when mandated by governmental regulations and legislation.

In the United States, this includes the U.S. Department of Homeland Security or the U.S. Department of State.

ISPS staff members must be aware of and comply with the provisions contained in the institution's policies pertaining to human subjects research and student rights and responsibilities, as well as those in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

ISPS staff members must recognize and avoid personal conflicts of interest or appearance thereof in the performance of their work.

ISPS staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they interact.

When handling institutional funds, ISPS staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the

### Discrepancies/Needs Improvements

- Staff members must be aware and comply with the provisions contained in institutions policies pertaining to int'l students



## PART 5. ETHICS

fiscal policies or processes of the institution.

Promotional and descriptive information must be accurate and free of deception.

ISPS staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

ISPS staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

ISPS staff members must be knowledgeable about and practice ethical behavior in the use of technology.

### *Discrepancies/Needs Improvements*

- On going improvements on all mentioned dimensions



## PART 6. LEGAL RESPONSIBILITIES

academics / faith / community

PLNU *forward*

### Part 6. LEGAL RESPONSIBILITIES

International Student Programs and Services (ISPS) staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities and that may pose legal obligations, limitations, or ramifications for the institution as a whole. As appropriate, staff members must inform users of programs and services, as well as officials, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial, and local governments; and the institution's policies.

ISPS staff must be well-versed in and remain current on immigration laws and regulations that impact students. ISPS staff must understand and be able to communicate short-term issues related to and long-term impacts of immigration tracking systems, such as SEVIS, the Student and Exchange Visitor Information System.

ISPS staff must also be familiar with constitutional issues of due process, with rights and responsibilities afforded international students, and with privacy laws, and staff must be able to communicate such to students.

ISPS must have written policies on all relevant operations, transactions, or tasks that may have legal implications.

ISPS staff members must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive campus environment.

ISPS staff members must use reasonable and informed practices to limit the liability exposure of the institution and its officers, employees, and agents. Staff members must be informed about institutional policies regarding risk management, personal liability, and related insurance coverage options and must be referred to external sources if coverage is not provided by the institution.

The institution must provide access to legal advice for

**ISPS staff members as needed to carry out assigned responsibilities.**

Staff members should establish and maintain positive working relationships with the institution's legal counsel.

**The institution must inform ISPS staff and students in a timely and systematic fashion about extraordinary or changing legal obligations and potential liabilities.**

### *Discrepancies/Needed Improvements*

- Access to legal advice for staff member/s as needed to carry out assigned responsibilities



## PART 7. EQUITY AND ACCESS

### Part 7. EQUITY and ACCESS

International Student Programs and Services (ISPS) must be provided on a fair, equitable, and non-discriminatory basis in accordance with institutional policies and with all applicable state/provincial and federal statutes and regulations. ISPS must maintain an educational and work environment free from discrimination in accordance with law and institutional policy.

Discrimination must be avoided on the basis of age; cultural heritage; disability; ethnicity; gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; and any other bases included in local, state/provincial, or federal laws.

Consistent with the mission and goals, ISPS must take action to remedy significant imbalances in student participation and staffing patterns.

ISPS must ensure physical and program access for persons with disabilities. ISPS must be responsive to the needs of all students and other populations served when establishing hours of operation and developing methods of delivering programs and services.

ISPS must recognize the needs of distance learning students by providing appropriate and accessible services and assisting them in identifying and gaining access to other appropriate services in their geographic region.

### *Discrepancies/Needed Improvements*

- Ensure physical and program access for persons with disabilities
- Must recognize the needs of distance learning students by providing appropriate and accessible services to their geographic region



## PART 8. DIVERSITY

### Part 8. DIVERSITY

Within the context of each institution's unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, International Student Programs and Services (ISPS) must create and nurture environments that are welcoming to and bring together persons of diverse backgrounds.

ISPS must promote environments that are characterized by open and continuous communication that deepens understanding of one's own identity, culture, and heritage, as well as that of others. ISPS must recognize, honor, educate, and promote respect about commonalities and differences among people within their historical and cultural contexts.

ISPS must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.

### *Discrepancies/Needed Improvements*

- Address the characteristics and needs of a diverse population when establishing and implementing policies and procedures





## PART 8. DIVERSITY

academics / faith / community

PLNU *forward*

**ISPS must orient international students to the culture of the host country and promote and deepen international students' understanding of cross-cultural differences while building cross-cultural competencies.**

ISPS should encourage coordinated efforts to promote multicultural sensitivity and the elimination of prejudicial behaviors in all functional areas.

**Considering the long-term well-being of both individual international students and the institution's international educational exchange programs, ISPS staff members must anticipate and balance the wants, needs, and requirements of students with institutional policies, laws, and sponsors.**

ISPS staff members should develop procedures to respond to anticipated conflicts between the needs of individual international students and institutional policies, governmental laws and regulations, or sponsor policies.

ISPS staff members should develop systems to address unanticipated conflicts between the needs of individual international students and institutional policies, governmental laws and regulations, or sponsor policies.

**ISPS staff members must demonstrate a high degree of cross-cultural competency and sensitivity, while treating differences between value systems and cultures non-judgmentally and avoiding use of pejorative stereotypical statements.**

### *Discrepancies/Needs Improvements*

- Student employees and volunteers to be carefully selected, trained, supervised and evaluated



## PART 9. ORGANIZATIONAL AND MANAGEMENT

### **Part 9. ORGANIZATION and MANAGEMENT**

To promote student learning and development outcomes, International Student Programs and Services (ISPS) must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts, and clearly stated program and service delivery expectations.

Institutional compliance issues must be considered in creating and maintaining effective office organization structure and management.

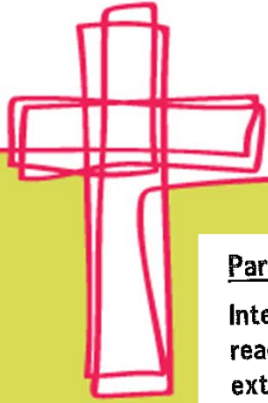
The institution should be aware of and ready to respond to government requirements for enrolling international students. For instance, the institution may be required to designate specific employees who will ensure institutional compliance with government immigration regulations.

**ISPS must monitor websites used for distributing information to ensure that the sites are current, accurate, appropriately referenced, and accessible.**

Evidence of effective management must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, procedures for decision-making and conflict resolution, responses to changing conditions, systems of accountability and evaluation, and processes for recognition and reward. ISPS must align policies and procedures with those of the institution and provide channels within the organization for their regular review.

### **Discrepancies/Needed Improvements**

- Monitor websites used for distributing information to ensure that all sites are current and accurate



## PART 10. CAMPUS AND EXTERNAL RELATIONS

### Part 10. CAMPUS and EXTERNAL RELATIONS

International Student Programs and Services (ISPS) must reach out to relevant individuals, campus offices, and external agencies to:

- establish, maintain, and promote effective relations
- disseminate information about their own and other related programs and services
- coordinate and collaborate, where appropriate, in offering programs and services to meet the needs of students and promote their achievement of student learning and development outcomes

ISPS must have procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations. Systems and procedures must be in place to disseminate timely and accurate information to students and other members of the campus community during emergency situations.

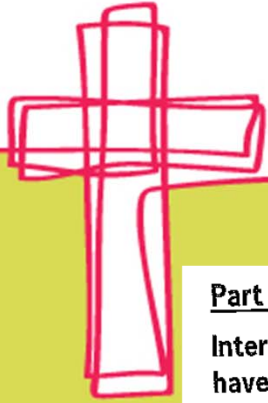
ISPS must have procedures and guidelines consistent with institutional policy for communicating with the media.

ISPS professional staff must be aware of and respond to changes in government activity affecting international students.

ISPS professional staff members should establish and maintain a positive working relationship with the institutional government liaison. Staff members should participate in advocacy as appropriate and necessary.

### *Discrepancies/Needed Improvements*

- Procedures and guidelines consistent with institutional policy for communicating with the media



## Part 11. FINANCIAL RESOURCES

### Part 11. FINANCIAL RESOURCES

International Student Programs and Services (ISPS) must have adequate funding to accomplish their mission and goals. In establishing funding priorities and making significant changes, a comprehensive analysis, which includes relevant expenditures, external and internal resources, and impact on the campus community, must be conducted.

**ISPS must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.**

When considering a special student fee as a means of supporting international student programs and services, ISPS should carefully review the related ethical issues of such a fee and bring them to the attention of appropriate institutional leaders.

### *Discrepancies/Needed Improvements*

- Adequate funding to accomplish mission and goals



## Part 12. TECHNOLOGY

### Part 12. TECHNOLOGY

International Student Programs and Services (ISPS) must have adequate technology to support their mission. The technology and its use must comply with institutional policies and procedures and be evaluated for compliance with

relevant federal, state/provincial, and local requirements.

ISPS must maintain policies and procedures that address the security and back up of data.

When technology is used to facilitate student learning and development, ISPS must select technology that reflects current best pedagogical practices.

Technology, as well as any workstations or computer labs maintained by the ISPS for student use, must be accessible and must meet established technology standards for delivery to persons with disabilities.

When ISPS provide student access to technology, they must provide:

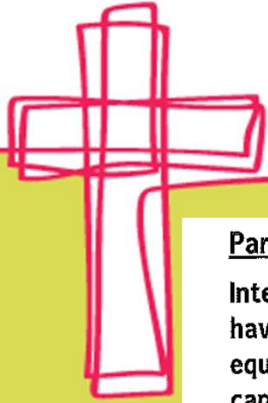
- access to policies that are clear, easy to understand, and available to all students
- access to instruction or training on how to use the technology
- access to information on the legal and ethical implications of misuse as it pertains to intellectual property, harassment, privacy, and social networks

Student violations of technology policies must follow established institutional student disciplinary procedures.

Students who experience negative emotional or psychological consequences from the use of technology must be referred to support services provided by the institution.

### *Discrepancies/Needed Improvements*

- Access to policies that are clear and understand, and available to all students



## PART 13. FACILITIES AND EQUIPMENT

### Part 13. FACILITIES and EQUIPMENT

International Student Programs and Services (ISPS) must have adequate, accessible, suitably located facilities and equipment to support their mission and goals. If acquiring capital equipment as defined by the institution, ISPS must take into account expenses related to regular maintenance and life cycle costs. Facilities and equipment must be evaluated regularly, including consideration of sustainability, and be in compliance with relevant federal, state/provincial, and local requirements to provide for access, health, safety, and security.

ISPS staff members must have work space that is well-equipped, adequate in size, and designed to support their work and responsibilities. For conversations requiring privacy, staff members must have access to a private space.

ISPS staff members who share work space must have the ability to secure their work adequately.

The design of the facilities must guarantee the security of records and ensure the confidentiality of sensitive information.

The location and layout of the facilities must be sensitive to the special needs of persons with disabilities as well as the needs of constituencies served.

ISPS must ensure that staff members are knowledgeable of and trained in safety and emergency procedures for securing

and vacating the facilities.

### *Discrepancies/Needed Improvements*

- Full access to adequate space/facilities-sensitive to the needs of constituencies served



## PART 14. ASSESSMENT AND EVALUATION

### Part 14. ASSESSMENT and EVALUATION

International Student Programs and Services (ISPS) must establish systematic plans and processes to meet internal and external accountability expectations with regard to program as well as student learning and development outcomes. ISPS must conduct regular assessment and evaluations. Assessments must include qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies.

ISPS must evaluate regularly how well they complement and enhance the institution's stated mission and educational effectiveness.

Results of these evaluations must be used in revising and improving programs and services; identifying needs and interests in shaping directions of program and service design, and recognizing staff performance.

*General Standards revised in 2008;  
ISPS content developed/revised in 1996 & 2008*

### *Discrepancies/Needed Improvements*

- On going assessment including responses from students and other affected constituencies





# Multicultural Student Programs and Service

## CAS Standards and Guidelines



Lily Davis  
November 30, 2010



## Mission Statement

**“Provides an opportunity for all students at PLNU to integrate with the rich multicultural heritages and interact with diverse cultures by promoting intergroup awareness, healthy identity, and inclusiveness-through intentional educational programming”.**



# CAS Standards and Guidelines

## Part 1. MISSION

### Part 1. MISSION

Multicultural Student Programs and Services (MSPS) must promote academic and personal growth of traditionally underserved students, work with the entire campus to create an institutional and community climate of justice, promote access and equity in higher education, and offer programs that educate the campus about diversity.

MSPS must develop, disseminate, implement, and regularly review their mission. Mission statements must be consistent with the mission of the institution and with professional standards. MSPS in higher education must enhance overall educational experiences by incorporating student learning and development outcomes in their mission.

MSPS must assist the institution in developing shared goals and creating a sense of common community that serves all its constituents fairly and equitably and is marked by:

- access to academic, social, cultural, recreational, and other groups and activities
- opportunities for intentional interaction and engagement
- integration

MSPS must encourage the institution to hold units responsible for meeting the needs of traditionally underserved students in their area of responsibility; this includes under-represented or oppressed students, such as students of color; lesbian, gay, bisexual and transgender students; and students with disabilities.

Institutions may have more than one MSPS organization. Each of these MSPS organizations' missions may address the needs of a particular student group or groups. These missions should be complementary. If only one MSPS organization exists, the mission should address the needs of students of the many cultural and oppressed groups.

In addition, MSPS should encourage all units to include explicitly in their mission serving a wide range of underserved students fairly and equitably.

### *Discrepancies/Needs Improvements*

- Promote Access and Equity
- Encourage institution to hold responsible units for meeting the needs of traditionally underserved and underrepresented students



# CAS STANDARDS AND GUIDELINES

## PART 2. PROGRAM

academics / faith / community

PLNU *forward*

Consistent with the institutional mission, Multicultural Student Programs and Services (MSPS) must identify relevant and desirable student learning and development outcomes from among the six domains and related dimensions. When creating opportunities for student learning and development, MSPS must explore possibilities for collaboration with faculty members and other colleagues.

MSPS must assess relevant and desirable student learning and development outcomes and provide evidence of their impact on student learning and development. MSPS must articulate how they contribute to or support students' learning and development in the domains not specifically assessed.

MSPS must be:

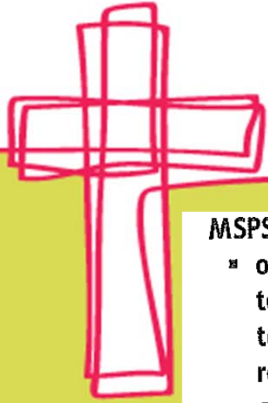
- integrated into the life of the institution
- intentional and coherent
- guided by theories and knowledge of learning and development
- reflective of developmental and demographic profiles of the student population
- responsive to needs of individuals, diverse and special populations, and relevant constituencies

MSPS must be based on models, approaches, or theories that address students across developmental levels.

MSPS must provide educational programs and services for all students that focus on awareness of cultural differences, cultural commonalities, privilege, and identity; self-assessment of cultural awareness and possible prejudices; and changing prejudicial, oppressive, and stereotypical attitudes or behavior.

### Discrepancies/Needed Improvements

- Partnership with res life (integration)



# CAS STANDARDS AND GUIDELINES

## PART 2. PROGRAM

academics / faith / community

PLNU *forward*

**MSPS must promote academic success of students by:**

- offering distinctive programs that introduce students to a community network and teach students how to negotiate processes within the institution (e. g., registration, academic advising, financial aid, housing, campus employment)
- assisting them to determine and assess their educational goals and academic skills
- providing support services that assist in achieving educational goals and attaining or refining academic skills
- informing students of educational opportunities, such as internships, special scholarship opportunities, study abroad programs, research, seminars, and conferences
- promoting intellectual, career, social, ethical, and social justice development
- networking with staff and faculty members
- connecting them to campus networks and groups and organizations.

MSPS should act as a liaison for referrals and interventions with staff and faculty members and administrators on behalf of students when appropriate.

**MSPS must promote personal growth of students by:**

- enhancing students' understanding of their own culture, heritage, and identities
- enhancing students' understanding of cultures, heritages, and identities other than their own
- providing opportunities for students to establish satisfying interpersonal relationships
- providing opportunities for interactions, exchange of ideas, and reflection

### **Discrepancies/Needed Improvements**

- Opportunity for distinctive on-campus programs
- More networking with staff and faculty members
- Enhancing student understanding of own/other cultures
- Interpersonal relationships, exchange, ideas, reflection with all PLNU constituents-not just those of like backgrounds



## CAS STANDARDS AND GUIDELINES PART 2. PROGRAM

academics / faith / community

**PLNU** *forward*

**MSPS must work to create an engaging climate for students by advocating for the following opportunities and encouraging students take advantage of them:**

- campus and community service including leadership opportunities
- practice in leadership including training, education, and development
- access to appropriate mentors and role models
- shared inter- and intra-social experiences

**MSPS must work to create a just campus climate by:**

- challenging tacit and overt prejudices or discrimination against students
- coordinating efforts to promote multicultural sensitivity and the elimination of prejudicial behaviors
- facilitating desired changes with the cooperation of other campus entities
- identifying and addressing impediments to the growth and development of full participation of students

### **Discrepancies/Needed Improvements**

- Access to the appropriate mentors and role models at PLNU
- Promote multicultural sensitivity
- Addressing impediments to the growth and development of full participation of students



## CAS STANDARDS AND GUIDELINES PART 2. PROGRAM

academics / faith / community

PLNU *forward*

**MSPS must offer to the campus community programs that increase multicultural awareness, knowledge, and skills by:**

- promoting and enhancing the understanding of a variety of cultures and historical experiences
- promoting and enhancing the understanding of privilege, power, and prejudicial and stereotypical assumptions
- promoting and enhancing identity development
- teaching skills on how to combat racism, homophobia, sexism, and other forms of discrimination
- complementing the academic curricula

**MSPS must serve as a resource for multicultural training, education, and development.**

Educational programs may be provided in collaboration with efforts by academic and student affairs units and other program support services. Staff members in MSPS should coordinate their efforts with academic and student affairs units and other support services. Various dimensions of students' cultures, such as history, philosophy, world view, literature, and various forms of communication and artistic expression, should be explored. Human relations programs should be designed to assist faculty members, staff members, and students in developing more tolerance, understanding, and ability to relate to others around issues of privilege; age; color; creed; cultural heritage; disability; ethnicity; gender identity; nationality; political affiliation; religious affiliation; sex; sexual orientation; or social, economic, marital, or veteran status.

Activities that attempt to promote students' development should be based upon assessments and should reflect unique dimensions of the multicultural student experience.

**MSPS must assist students across the range of their experiences at the institution.**

These areas may include:

- monitoring scholastic progress of groups and individual students and recommending strategies for improvement
- providing workshops, programs, retreats, and seminars on relevant topics and encouraging attendance at activities and services sponsored by other campus offices
- encouraging student attendance at conferences, meetings, and programs
- advising student organizations that advance the equality and

### **Discrepancies/Needed Improvements**

- Promoting and enhancing the understanding of prejudicial and stereo-typical assumptions
- Resource for multicultural training, education, and development (Academic Affairs and Student Development)
- Complementing the academic curricula (PLNU to be on same page)
- Retreats exclusively for diverse students and facilitated by those of other backgrounds
- On-going conference attendance & funding

interests of specific groups (e. g., Black/African American students, Asian/Pacific Islander students, Latino/a students, Native students, LGBT students, and allies), editorial staffs of multicultural publications, fraternal groups, pre-professional clubs, and program councils

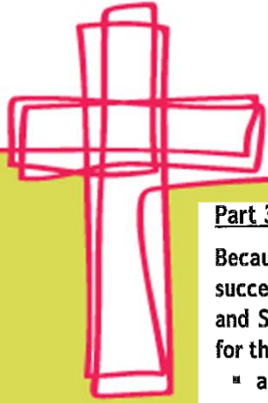
providing assistance and advice in planning multicultural student celebrations (e.g., Black/African American History Month, Kwanzaa, Stonewall Anniversary, Day of Silence, Take Back the Night, Transgender Day of Remembrance)

assisting multicultural student groups or individuals in identifying and gaining access, where appropriate, to institutional services such as printing, bulk mailing, and computer services

providing a directory of multicultural faculty and staff members

providing a directory of faculty and staff members who have agreed to provide mentoring and assistance

publishing a newsletter, website, or other means of focusing on current events, leadership opportunities, and other relevant information



## PART 3. LEADERSHIP

### Part 3. LEADERSHIP

Because effective and ethical leadership is essential to the success of all organizations, Multicultural Student Programs and Services (MSPS) leaders with organizational authority for the programs and services must:

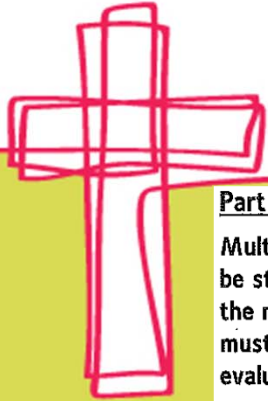
- articulate a vision and mission for their programs and services
- set goals and objectives based on the needs of the population served and desired student learning and development outcomes
- advocate for their programs and services
- promote campus environments that provide meaningful opportunities for student learning, development, and integration
- identify and find means to address individual, organizational, or environmental conditions that foster or inhibit mission achievement
- advocate for representation in strategic planning initiatives at appropriate divisional and institutional levels
- initiate collaborative interactions with stakeholders who have legitimate concerns and interests in the functional area
- apply effective practices to educational and administrative processes
- prescribe and model ethical behavior
- communicate effectively
- manage financial resources, including planning, allocation, monitoring, and analysis
- incorporate sustainability practices in the management and design of programs, services, and facilities
- manage human resource processes including recruitment, selection, development, supervision, performance planning, and evaluation
- empower professional, support, and student staff to accept leadership opportunities

- encourage and support scholarly contribution to the profession
- be informed about and integrate appropriate technologies into programs and services
- be knowledgeable about federal, state/provincial, and local laws relevant to the programs and services and ensure that staff members understand their responsibilities by receiving appropriate training
- develop and continuously improve programs and services in response to the changing needs of students and other populations served and the evolving institutional priorities
- recognize environmental conditions that may negatively influence the safety of staff and students and propose interventions that mitigate such conditions

MSPS leaders must base their work on models and approaches that are theory-based and data driven.

### *Discrepancies/Needed Improvements*

- Articulate vision/mission
- Advocate for representation in strategic planning initiatives at appropriate divisional and institutional levels
- Prescribe and model ethical behavior
- Empower professional, support, and student staff to accept leadership opportunities



## PART 4. HUMAN RESOURCES

### Part 4. HUMAN RESOURCES

Multicultural Student Programs and Services (MSPS) must be staffed adequately by individuals qualified to accomplish the mission and goals. Within institutional guidelines, MSPS must establish procedures for staff selection, training, and evaluation; set expectations for supervision; and provide appropriate professional development opportunities to improve the leadership ability, competence, and skills of all employees.

MSPS professional staff members must hold an earned graduate or professional degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience.

MSPS professional staff members must possess the requisite multicultural knowledge, awareness, and skills.

MSPS professional staff should possess the awareness that cultural differences are valuable. MSPS professional staff should value the significance of their own cultural heritage and understand that of different cultures. They should have insight into the interpersonal process of how one's own behavior impacts others. They should be aware of when change is necessary for the realization of a positive and just campus.

MSPS professional staff must have knowledge about identity development and the intersections of various aspects of diversity (i.e., race and class, race and gender, race and sexual orientation) on identity development and the acculturation process. MSPS professional staff must know how various groups experience the campus and what institutional and societal barriers limit their access and their success. MSPS professional staff must know how culture affects verbal and non-verbal communication. Professional staff must be knowledgeable about research and practice in areas appropriate to their programming with students.

### *Discrepancies/Needed Improvements*

- Need to be adequately staffed with at least 1-2 individuals to assist Director and who possess awareness that cultural differences are valuable
- Training in emergency procedures, crisis response and prevention efforts



## PART 5. ETHICS

### Part 5. ETHICS

Persons involved in the delivery of Multicultural Student Programs and Services must adhere to the highest principles of ethical behavior. MSPS must review relevant professional ethical standards and develop or adopt and implement appropriate statements of ethical practice. MSPS must publish these statements and ensure their periodic review by relevant constituencies.

MSPS must orient new staff members to relevant ethical standards and statements of ethical practice.

MSPS staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students' education

records must not be disclosed except as allowed by relevant laws and institutional policies. MSPS staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.

MSPS staff members must be aware of and comply with the provisions contained in the institution's policies pertaining to human subjects research and student rights and responsibilities, as well as those in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.

MSPS staff members must recognize and avoid personal conflicts of interest or appearance thereof in the performance of their work.

MSPS staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they interact.

When handling institutional funds, MSPS staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.

Promotional and descriptive information must be accurate and free of deception.

MSPS staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

MSPS staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.

MSPS staff members must be knowledgeable about and practice ethical behavior in the use of technology.

### Discrepancies/Needs Improvements

- Adopt and implement appropriate statements of ethical practice



## PART 6. LEGAL RESPONSIBILITIES

academics / faith / community

PLNU *forward*

### Part 6. LEGAL RESPONSIBILITIES

Multicultural Student Programs and Services (MSPS) staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities and that may pose legal obligations, limitations, or ramifications for the institution as a whole. As appropriate, staff members must inform users of programs and services, as well as officials, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial, and local governments; and the institution's policies.

MSPS must have written policies on all relevant operations, transactions, or tasks that may have legal implications.

MSPS staff members must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive campus environment.

MSPS staff members must use reasonable and informed practices to limit the liability exposure of the institution and its officers, employees, and agents. MSPS staff members must be informed about institutional policies regarding risk management, personal liability, and related insurance coverage options and must be referred to external sources if coverage is not provided by the institution.

The institution must provide access to legal advice for MSPS staff members as needed to carry out assigned responsibilities.

The institution must inform MSPS staff and students in a timely and systematic fashion about extraordinary or changing legal obligations and potential liabilities.

### *Discrepancies/Needed Improvements*

- Access to legal advice for staff member/s as needed to carry out assigned responsibilities



## PART 7. EQUITY AND ACCESS

### Part 7. EQUITY and ACCESS

Multicultural Student Programs and Services (MSPS) must be provided on a fair, equitable, and non-discriminatory basis in accordance with institutional policies and with all applicable state/provincial and federal statutes and regulations. MSPS must maintain an educational and work environment free from discrimination in accordance with law and institutional policy.

Discrimination must be avoided on the basis of age; cultural heritage; disability; ethnicity; gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; and any other bases included in local, state/provincial, or federal laws.

Consistent with the mission and goals, MSPS must take action to remedy significant imbalances in student participation and staffing patterns.

MSPS must ensure physical and program access for persons with disabilities. MSPS must be responsive to the needs of all students and other populations served when establishing hours of operation and developing methods of delivering programs and services.

MSPS must recognize the needs of distance learning students by providing appropriate and accessible services and assisting them in identifying and gaining access to other appropriate services in their geographic region.

### *Discrepancies/Needed Improvements*

- Ensure physical and program access for persons with disabilities
- Must recognize the needs of distance learning students by providing appropriate and accessible services to their geographic region



## PART 8. DIVERSITY

### **Part 8. DIVERSITY**

Within the context of each institution's unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, Multicultural Student Programs and Services (MSPS) must create and nurture environments that are welcoming to and bring together persons of diverse backgrounds.

MSPS must promote environments that are characterized by open and continuous communication that deepens understanding of one's own identity, culture, and heritage, as well as that of others. MSPS must recognize, honor, educate, and promote respect about commonalities and differences among people within their historical and cultural contexts.

MSPS must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.

### **Discrepancies/Needed Improvements**

- Address the characteristics and needs of a diverse population when establishing and implementing policies and procedures



## PART 9. ORGANIZATIONAL AND MANAGEMENT

### Part 9. ORGANIZATION and MANAGEMENT

To promote student learning and development outcomes, Multicultural Student Programs and Services (MSPS) must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts, and clearly stated program and service delivery expectations.

MSPS must monitor websites used for distributing information to ensure that the sites are current, accurate, appropriately referenced, and accessible.

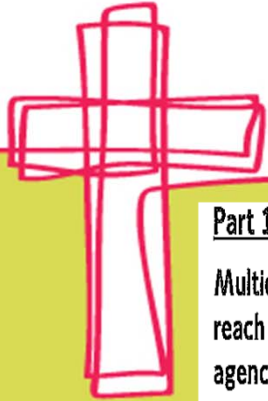
Evidence of effective management must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, procedures for decision-making and conflict resolution, responses to changing conditions, systems of accountability and evaluation, and processes for recognition and reward. MSPS must align policies and procedures with those of the institution and provide channels within the organization for their regular review.

MSPS must be located in an organizational structure that can best provide for effective programs and services for achievement of its mission.

Wherever located MSPS should collaborate and form close alliances with student affairs.

### *Discrepancies/Needed Improvements*

- Monitor websites used for distributing information to ensure that all sites are current and accurate



## PART 10. CAMPUS AND EXTERNAL RELATIONS

### Part 10. CAMPUS and EXTERNAL RELATIONS

Multicultural Student Programs and Services (MSPS) must reach out to relevant individuals, campus offices, and external agencies to:

- establish, maintain, and promote effective relations
- disseminate information about their own and other related programs and services
- coordinate and collaborate, where appropriate, in offering programs and services to meet the needs of students and promote their achievement of student learning and development outcomes

MSPS professional staff members must coordinate, or where appropriate, collaborate with staff and faculty members and other staff in providing services and programs to meet the needs of multicultural students.

MSPS must identify and address retention issues of underserved populations and advocate for the creation of welcoming surrounding community.

This could include MSPS involvement in community collaborations and coalitions that confront racism, sexism, and homophobia. Community services necessities should be available for all students.

MSPS must have procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations. Systems and procedures must be in place to disseminate timely and accurate information to students and other members of the campus community during emergency situations.

MSPS must have procedures and guidelines consistent with institutional policy for communicating with the media.

### *Discrepancies/Needed Improvements*

- Procedures and guidelines consistent with institutional policy for communicating with the media



## Part 11. FINANCIAL RESOURCES

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### Part 11. FINANCIAL RESOURCES

**Multicultural Student Programs and Services (MSPS) must have adequate funding to accomplish their mission and goals. In establishing funding priorities and making significant changes, a comprehensive analysis, which includes relevant expenditures, external and internal resources, and impact on the campus community, must be conducted.**

**MSPS must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.**

As programs grow and student diversity increases, institutions should increase financial support.

### *Discrepancies/Needed Improvements*

- Adequate funding to accomplish mission and goals



## Part 12. TECHNOLOGY

### Part 12. TECHNOLOGY

Multicultural Student Programs and Services (MSPS) must have adequate technology to support their mission. The technology and its use must comply with institutional policies and procedures and be evaluated for compliance with relevant federal, state/provincial, and local requirements.

MSPS must maintain policies and procedures that address the security and back up of data.

When technology is used to facilitate student learning and development, MSPS must select technology that reflects current best pedagogical practices.

Technology, as well as any workstations or computer labs maintained by the MSPS for student use, must be accessible and must meet established technology standards for delivery to persons with disabilities.

When MSPS provide student access to technology, they must provide:

- access to policies that are clear, easy to understand, and available to all students
- access to instruction or training on how to use the technology
- access to information on the legal and ethical implications of misuse as it pertains to intellectual property, harassment, privacy, and social networks.

Student violations of technology policies must follow established institutional student disciplinary procedures.

Students who experience negative emotional or psychological consequences from the use of technology must be referred to support services provided by the institution.

### *Discrepancies/Needed Improvements*

- Access to policies that are clear and understand, and available to students



## PART 13. FACILITIES AND EQUIPMENT

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### Part 13. FACILITIES and EQUIPMENT

Multicultural Student Programs and Services (MSPS) must have adequate, accessible, suitably located facilities and equipment to support their mission and goals. If acquiring capital equipment as defined by the institution, MSPS must take into account expenses related to regular maintenance and life cycle costs. Facilities and equipment must be evaluated regularly, including consideration of sustainability, and be in compliance with relevant federal, state/provincial, and local requirements to provide for access, health, safety, and security.

Adequate space should be provided for a resource library, private individual consultations, group workshops, and work areas for support staff. Many of the activities offered by MSPS require the same level of privacy as individual and group counseling.

Wherever it is located, MSPS should provide a safe haven for students. In addition, MSPS should provide a place for all students to learn to become more multi-culturally competent.

**MSPS staff members must have work space that is well-equipped, adequate in size, and designed to support their work and responsibilities. For conversations requiring privacy, staff members must have access to a private space.**

**MSPS staff members who share work space must have the ability to secure their work adequately.**

**The design of the facilities must guarantee the security of records and ensure the confidentiality of sensitive information.**

**The location and layout of the facilities must be sensitive to the special needs of persons with disabilities as well as the needs of constituencies served.**

**MSPS must ensure that staff members are knowledgeable of and trained in safety and emergency procedures for securing and vacating the facilities.**

### *Discrepancies/Needed Improvements*

- Full access to adequate space/facilities-sensitive to the needs of constituencies served



## PART 14. ASSESSMENT AND EVALUATION

### **Part 14. ASSESSMENT and EVALUATION**

**Multicultural Student Programs and Services (MSPS) must establish systematic plans and processes to meet internal and external accountability expectations with regard to program as well as student learning and development**

outcomes. MSPS must conduct regular assessment and evaluations. Assessments must include qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies.

Assessments may involve many methods. Survey instruments, interviews, behavioral observations, or some combination of these methods may be appropriate in a given institution.

**General evaluation of the multicultural student programs and services must be conducted on a regularly scheduled basis. MSPS must solicit evaluative data from current multicultural students.**

MSPS should solicit evaluative and developmental data from alumni.

**Assessments must be conducted in a manner to assure an effective response.**

MSPS should consult with the population to be assessed on the nature of the assessment.

**MSPS must evaluate regularly how well they complement and enhance the institution's stated mission and educational effectiveness.**

**Results of these evaluations must be used in revising and improving programs and services, identifying needs and interests in shaping directions of program and service design, and recognizing staff performance.**

### **Discrepancies/Needed Improvements**

- On going assessment including responses from students and other affected constituencies



# Offices of Strengths and Vocation

## Internship Program

### *CAS Standards and Guidelines*

**Debbi Glaunert**

**April 26, 2011**

# What is an Internship?

Experiential and related forms of active or engaged learning, both within and outside the classroom. Has become an integral part of a college education that allows students to “learn by doing.”

## Offices of Strengths and Vocations JOB & INTERNSHIP POSTINGS

The OSV is home to Strengths Coaching, Strengths campus wide co-curricular initiatives, Corporate and Business External Relations, Career Counseling Services, Student Employment, and Student Internships. Our mission is to assist each PLNU undergraduate student in developing a deep understanding of his or her strengths and to holistically apply this knowledge to discover their purpose or calling in life.

[Jobs](#)   [Internships](#)

[Follow the Offices of Strengths and Vocations on Facebook!](#)

# Key Elements of an Internship

- Form of active learning where there is a degree of supervision and self-study
- Balance between learning and contributing
- Shared responsibility between company or organization and university
- May be paid or unpaid
- May be for class credit or not





# Mission Statement

*The Offices of Strengths and Vocation Mission Statement for Employment and Internship Programming is to connect companies and organizations to PLNU educators and students in order to provide practical work experience that will help students successfully transition from college to career.*



# CAS Standards and Guidelines

## Mission Statement

### Strengths

- Meet out of classroom needs and experiences of students, faculty, and external community
- Engages students in planned learning experiences that integrate knowledge and theory with practical application
- Enhance community environment that provide opportunities for student development
- Incorporates student learning and development outcomes



# CAS Standards and Guidelines Mission Statement Needed Improvements

- Resource and staffing to support growing needs of audiences and future networks
- Enhance educational aspect to experiential programming
- More collaboration with faculty

## Mission & Vision

[Home](#) › [Discover](#) › [About PLNU](#) › [Mission & Vision](#)

### Mission Statement

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.



# CAS Standards and Guidelines

## Program

## Strengths

- Some areas have great established internship class (Communication & Theatre) with detailed syllabus that promote student learning and development outcomes that are purposeful and holistic and prepare students for productive work and civic participation
- Most academic departments have course codes for internships or practicum and ensure that participants enter the experience with sufficient foundation to support a successful experience
- Internship experiences described in a syllabus or plan
- When course credit is given, it must be primarily for learning, not just work completed



# CAS Standards and Guidelines Program Needed Improvements

- Internships are not centralized, so are not consistent from department to department in requirements and oversight
- Not sure the learning outcome domains are used in all departments
- No resident expert that has internship focus
- Work experience is not a requirement for ALL students
- Better collaborative relations among faculty and staff

# CAS Standards and Guidelines

## Leadership Strengths

- Articulate a vision and mission for programs and services
- Communicate effectively and advocate for the program
- Model professional and ethical behavior
- Develop and continuously improve programs and services to meet students' needs
- Build and maintain relationships with the external community





# CAS Standards and Guidelines

## Leadership

### *Needed Improvements*

- Representation in strategic planning initiatives at appropriate divisional and institutional levels
- Be knowledgeable about laws and be sure staff has received appropriate training
- Recognize environmental conditions that may negatively influence the safety of staff and students and propose interventions that mitigate such conditions

# CAS Standards and Guidelines

## Human Resources

### Strengths

- Established procedures, expectations, and clear role descriptions
- Regular performance planning and evaluation for staff members
- Access to professional development opportunities

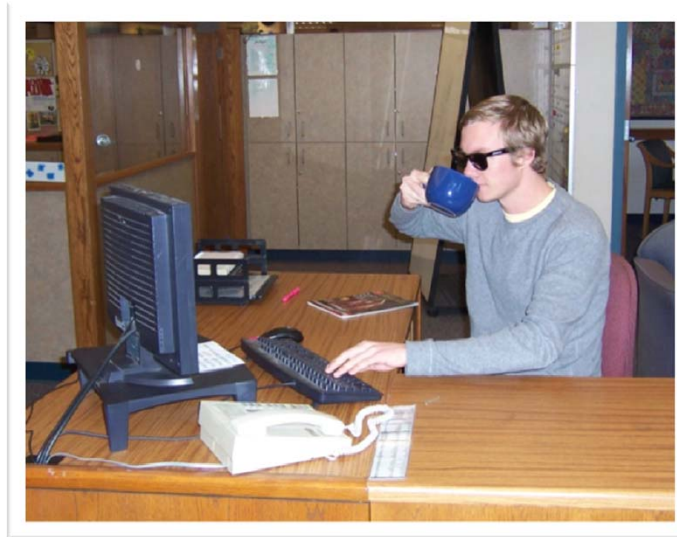


# CAS Standards and Guidelines

## Human Resources

### *Need Improvements*

- Must be staffed adequately by individuals qualified to accomplish the mission and goals.
- Must ensure that staff members are knowledgeable about and trained in emergency procedures, crisis response and prevention efforts





# CAS Standards and Guidelines

## Ethics

### Strengths

- Insure privacy and confidentiality
- Comply with institution's policies pertaining to human subjects research and student rights and responsibilities
- Avoid personal conflicts of interest or appearance thereof
- Fair, objective and impartial treatment of all persons
- Institutional funds are managed in accordance with established and responsible accounting procedures
- Marketing facts accurately for all internship opportunities

# CAS Standards and Guidelines

## Ethics

### *Needed improvements*

Internship Program must review relevant professional ethical standards and develop or adopt and implement appropriate statements of ethical practice. Internship Program must publish these statements and ensure their periodic review by relevant constituencies.



# CAS Standards and Guidelines

## Legal Responsibilities

### Strengths

- Knowledgeable about laws and regulations that relate to internships
- Do not participate in nor condone any form of harassment
- Institution provides legal advice for staff members as needed to carry out assigned responsibilities





# CAS Standards and Guidelines

## Legal Responsibilities

### *Needed improvements*

- Staff members must be informed about institutional policies regarding risk management and personal liability
- Internship staff members must establish, review, and disseminate safety and emergency company procedures and policies for the work site
- Have written policies on all relevant operations, transactions, or tasks that may have legal implications

# CAS Standards and Guidelines

## Equity and Access

### Strengths

- Needs of each constituent are met in a fair and equitable manner
- Provide services and information through a variety of appropriate formats that are free of discrimination- job board, messages to appropriate departments, blog, Facebook
- Responsive to the needs of all students with respect to hours of operation and methods of delivering services

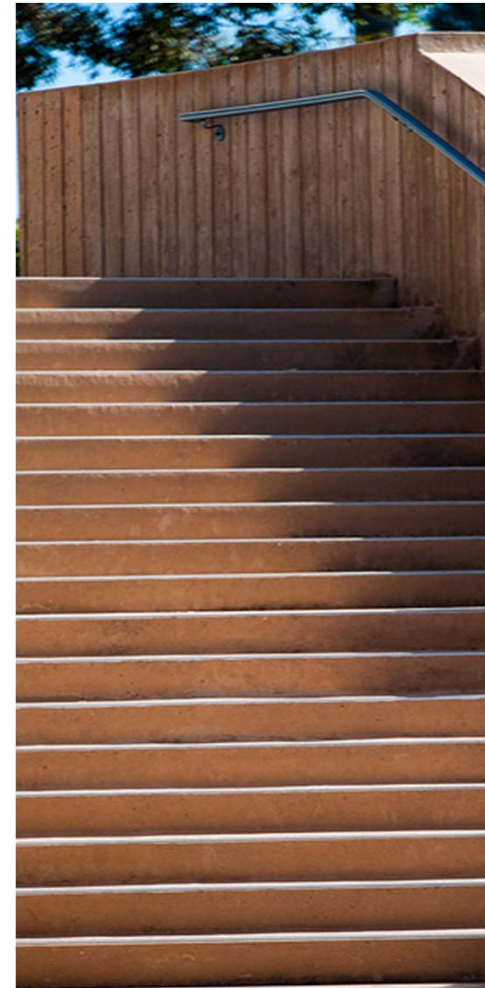


# CAS Standards and Guidelines

## Equity and Access

### *Needed Improvements*

- Internship program staff members must select sites that adhere to non-discrimination standard
- Must take action to remedy significant imbalances in student participation and staffing patterns



# CAS Standards and Guidelines

## Diversity

### Strengths

- Create and nurture environments and programming to bring together persons of diverse backgrounds
- Support for international internship opportunities



# CAS Standards and Guidelines

## Diversity

### *Needed Improvements*

- Establish a closer tie to work collaboratively with multicultural/diversity organizations on campus

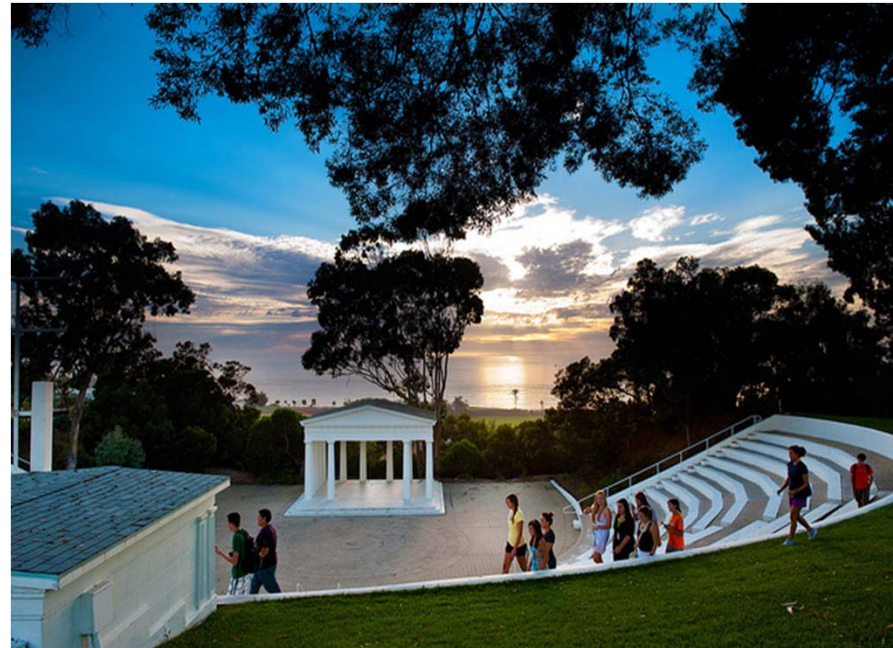


# CAS Standards and Guidelines

## Organization and Management

### Strengths

- Monitor website to keep information current and accurate
- Clear communication, conflict resolution, and decision- making protocol
- Campus communication regarding internship opportunities



# CAS Standards and Guidelines Organizational and Management *Needed Improvements*

- Internship programs must be structured purposefully and managed effectively to achieve stated goals
- Evidence of appropriate structure must include current accessible policies and procedures and written performance expectations
- Organizational “Internship Program” chart





# CAS Standards and Guidelines Campus and External Relations Strengths

- Reach out to relevant individuals, campus offices and external agencies
- Disseminate information about programs and services
- Develop productive working relationships with a wide range of campus agencies
- Quality Customer Service

# CAS Standards and Guidelines

## Campus And External Relations

### *Needed Improvements*

- If there is more than one campus unit that facilitates internship experiences, those offices should share information and collaborate as appropriate
- Collaborate programming with ASB



# CAS Standards and Guidelines

## Financial Resources

### Strengths

- Adequate funding with outside financial support
- Demonstrated fiscal responsibility and cost effectiveness



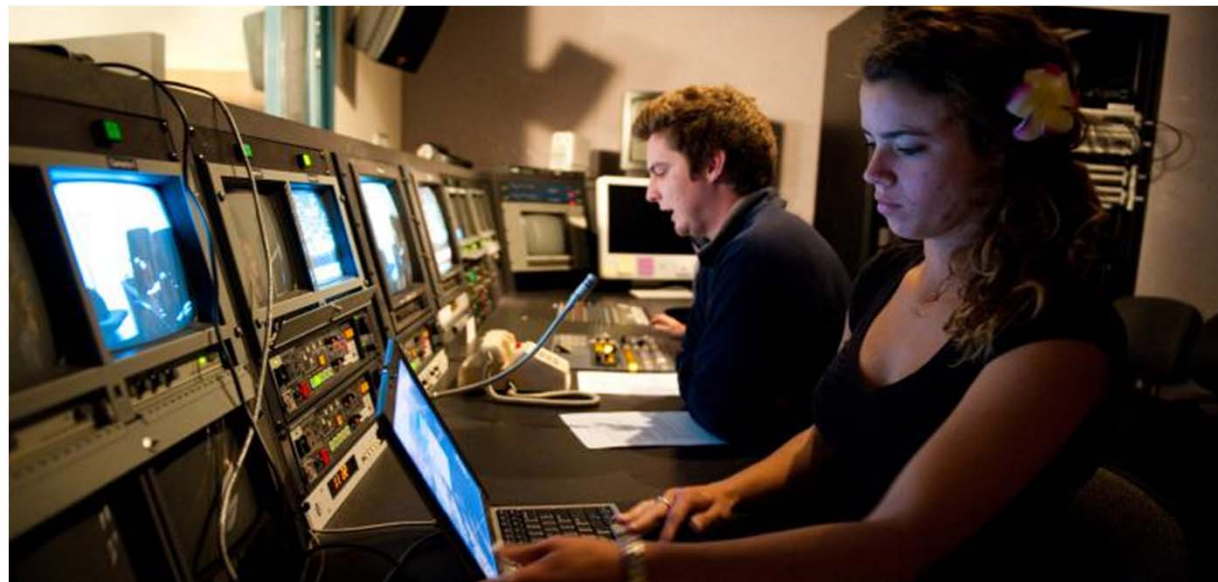


# CAS Standards and Guidelines Financial Resources *Needed Improvements*

- Comprehensive analysis showing results and significant changes
- Finances to support future programming

# CAS Standards and Guidelines Technology Strengths

- **Adequate** technology to support mission and vision
- Informational videos on website
- Internship posting forms online
- Added Internship Blog





# CAS Standards and Guidelines Technology *Needed Improvements*

- Human resource to support social media and graphic design
- Job Board policy that is posted online for students, alumni and employers (in process)
- Comprehensive student internship tracking



## CAS Standards and Guidelines Facilities and Equipment Strengths



- Professional office to host meetings with students and employers
- Offices are accessible to all
- Able to secure records and ensure confidentiality of sensitive information



# CAS Standards and Guidelines

## Facilities and Equipment

### *Needed Improvements*

- Conference room for external relations and internal collaborations
- Offices for future growth
- Not all staff members are knowledgeable of and trained in safety and emergency procedures

# CAS Standards and Guidelines

## Part 7. Equity And Access

*Needs improvement*

- Develop ways to connect with students outside the office.



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# CAS Standards and Guidelines

## Part 8. Diversity

### *Strengths*

- Sensitivity to the needs of all students.
- Understanding the cultural background of all students.
- Facilitate an understanding of the cultural aspects of the world of work.

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# CAS Standards and Guidelines

## Part 8. Diversity

*Needs improvement*

- Collaborate with Office of Diversity and Multicultural.



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# CAS Standards and Guidelines

## Part 9. Organizational And Management

### *Strengths*

- Organize interactive website- links, videos, and Facebook page.
- Manage assessment process and procedures (Express visits, career assessments, assessment reviews, and Strengths on Point sessions).
- Manage on campus information tables and outside vendors.
- Guide undeclared majors to professors of related departments.

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# CAS Standards and Guidelines

## Part 9. Organizational And Management

*Needs improvement*

- Online student appointment scheduling program.
- Create and incorporate new innovative career service programming.
- Increase career services for transfer students.

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# CAS Standards and Guidelines

## Part 10. Campus And External Relations

### *Strengths*

- Faculty collaborations:
  - Student Referrals
  - Classroom presentations
  - Information sharing
- On-line chat rooms, professional associations, employer connections.
- Availability to alumni.

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# CAS Standards and Guidelines

## Part 10. Campus And External Relations

*Needs improvement*

- Further collaboration with faculty and staff.
- Utilizing alumni connections:
  - Informational Interviewing
  - Mentoring program



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# CAS Standards and Guidelines

## Part 11. Financial Resources

### *Strengths*

- Increase of Internship & Job Fair/Graduate School & Seminary Fair registration fees.
- Modified program for companies restricted by funding.
- Use online professional development vs. traveling for seminars and conferences.

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# CAS Standards and Guidelines

## Part 11. Financial Resources

*Needs improvement*

- Counsel using electronic vs. hard copy assessment review.
- Cancel magazine and journal subscriptions and use online resources.
- Move from all hard copy student files to electronic files.

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# CAS Standards and Guidelines

## Part 12. Technology

### *Strengths*

- Effective website for OSV.
- Assessment testing on-line.
- Faculty collaboration for assessment testing.



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# CAS Standards and Guidelines

## Part 12. Technology

*Needs improvement*

- Increase skills in technology.
- Create client records electronically.
- Use equipment that will guarantee quality customer service.

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# CAS Standards and Guidelines

## Part 13. Facilities And Equipment

### *Strengths*

- Office space is functional.
- OSV easily accessible.
- Express Visits are timely.



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# CAS Standards and Guidelines

## Part 13. Facilities And Equipment

*Needs improvement*

- Larger room for testing.
- More storage.
- Use electronic programs for client data.



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# CAS Standards and Guidelines

## Part 14. Assessment And Evaluation

### *Strengths*

- Track student visits and use of further services.
- Survey students during counseling sessions on effectiveness of OSV programming.
- Compare results with other University career programming.

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# CAS Standards and Guidelines

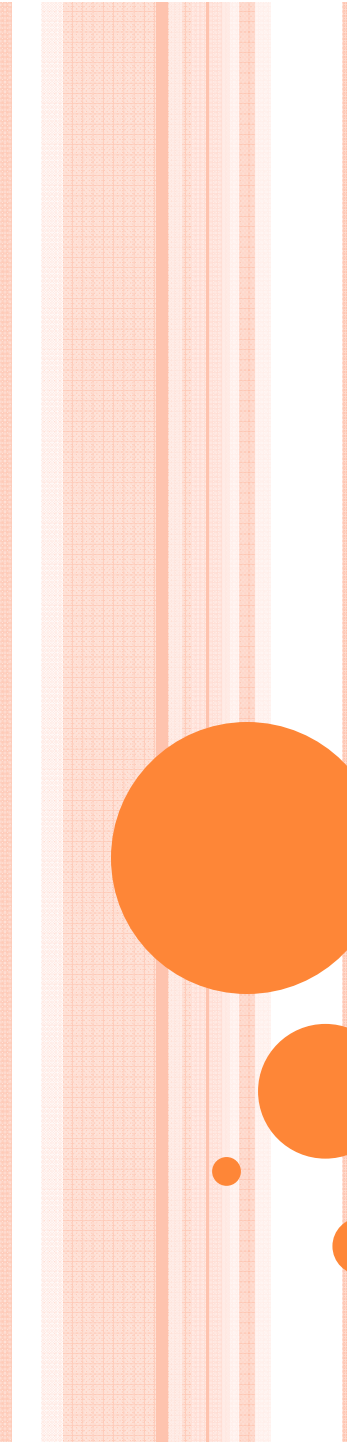
## Part 14. Assessment And Evaluation

*Needs improvement*


- Incorporate follow-up email survey after counseling appointment.
- Incorporate needs assessment email at start of senior year.
- Gather graduate employment data.
- Survey students on effectiveness of graduate school, camp, internship and job fairs.

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# **CAS STANDARDS REVIEW FOR COMMUTER STUDENTS**



# MISSION

“Committed to providing a welcoming environment and connecting commuter students to the Point Loma Community.”



# PROGRAM DESCRIPTION

The Commuter Student Services Office is committed to serving the undergraduate commuter student by *assessing* commuter student needs, *providing* programs, services, and facilities that enhance opportunities for commuter students to connect with the Point Loma Nazarene University community, and *informing* commuter students of campus events, policies, and procedures. We are dedicated to carrying out the institutional mission within the unique context of the commuter student.



# PROGRAM DESCRIPTION

- Commuter Services Resource Flyer
- Access to off campus housing board through portal
- Student Activities found on website
- Commuter Lounge, 1<sup>st</sup> floor Nicholson Commons
- Commuter Assistant Office hours for information
- NC Dining Hall, PBC, Bobby B's
- Discounted snacks in Commuter office (.25
- High speed internet access in the Commuter Lounge
- Childcare available through ECLC
- Student Senate – 3 members representing Commuter Services
- Spring Survey



## Program Events

- Commuter Open House
- Lunch-4-A-Buck (8)
- Commuter Button Day
- Commuter BBQ
- Breakfast-4-A-Buck (7)
- Commuter Whatever (8)



# LEADERSHIP

## LEAD Week - Activities with Commuter Assistants

- Articulate vision and mission
- Set goals and objectives
- Plan programs and Services

## Review Survey with Commuter Assistants and Create Change

## Communicating Effectively

- Weekly Meetings with Commuter Assistants
- One on Ones with Commuter Student Manager
- Email, Chapel Slides, Chalk Board, Toilet Paper, Web, Bulletin Board, Brochures



## Process for Managing Human Resources

- Empowering Student Staff to accept Leadership Opportunities
  - Hiring Student Staff
  - Running Events
  - Managing the Commuter Lounge / Program

## Develop and Continuously Improve Program and Services

- Survey
- Yearly Planning Meetings



# HUMAN RESOURCES



# Staffing

Four Commuter Student Employees

This includes the Student Manager

Training through LEAD week

Mid-Year Evaluations of all

Employees

ITS – Assistance for Employees



# ETHICS



## **Handling Institutional Funds & Information**

All records are kept in lock files

Separate private board room accessible

Petty cash for snacks in locked box

Check Requests must go through 3 areas for approval

## **Suitable Means to Confront Staff Members**

Private conversations

Three strike Rule

- Verbal

- Written

- Final meeting – termination



# LEGAL RESPONSIBILITY



All students are informed regarding FERPA and the importance of confidentiality for all student personal information.



# EQUITY & ACCESS



Great effort is made to assure that the Commuter Student is treated equally to that of the traditional resident student. Making sure they receive all the necessary benefits to be a successful student.

Access to other appropriate services in their geographic region:

*Services will be explained on the new website*



# DIVERSITY



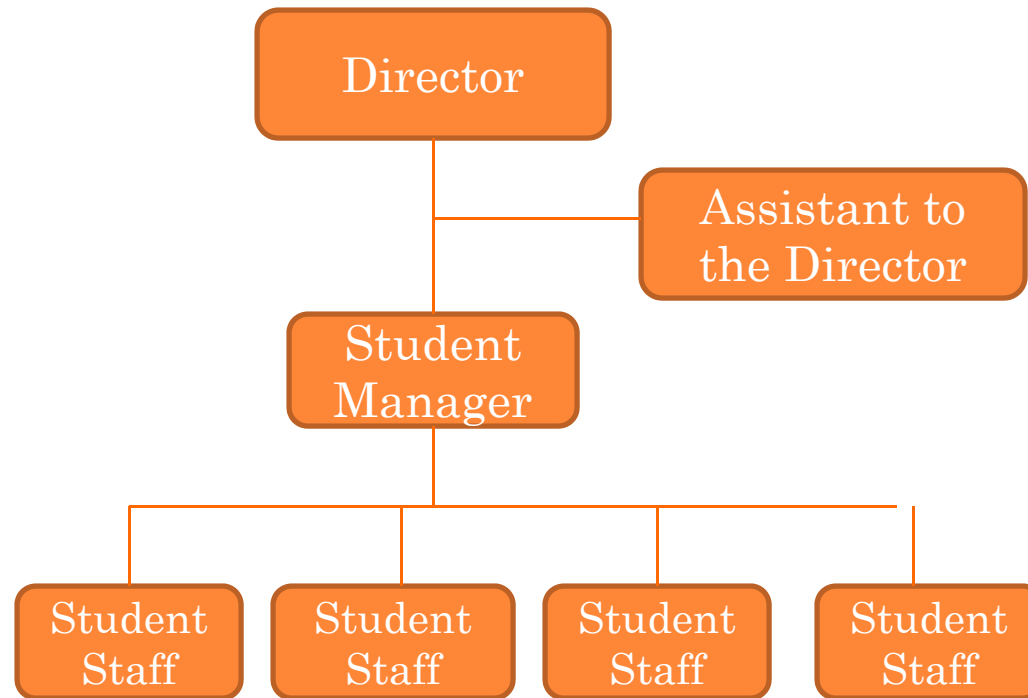
At this time the Commuter lounge is being used in partnership with the MOSAIC club. Due to the various meetings and flyers in the area, this joint usage promotes interaction and involvement with diverse groups and cultures.



# **ORGANIZATION & MANAGEMENT**



# Organizational Chart



Website is under review and making adjustments.  
Commuter Student Manager will be in charge of all updates of information.



# **CAMPUS & EXTERNAL RELATIONS**



## Ways outreach is accomplished to relevant campus offices:

- Commuter Button Day  
Promotes relationship through interactions with various offices throughout the campus
- Maintain high degree of visibility within the campus community through announcement of activities
- Commuter BBQ – brings awareness to the Dept.
- Communication through email when there are various parking issues



# **FINANCIAL RESOURCES**



## **Adequate funding:**

- Discuss budget review with Associate. VP of Department on a regular basis
- Budgetary parameters have been set for each event



# TECHNOLOGY



Technology available to all students:

Computers

Printers

Television

DVD

Support received by ITS Department

Security & Back up for all data:

PLNU Server



# **FACILITIES & EQUIPMENT**



Adequate, accessible, suitable location of facilities:

1<sup>st</sup> floor Nicholson Commons Commuter Lounge

Staff members have a separate work space

Separate conference room for privacy

Lockers for secure storage

Records secured in locked file

Password protection for computer information

Recreational & study lounge space with internet access

Commuter Lounge

Love Study

Rec Room

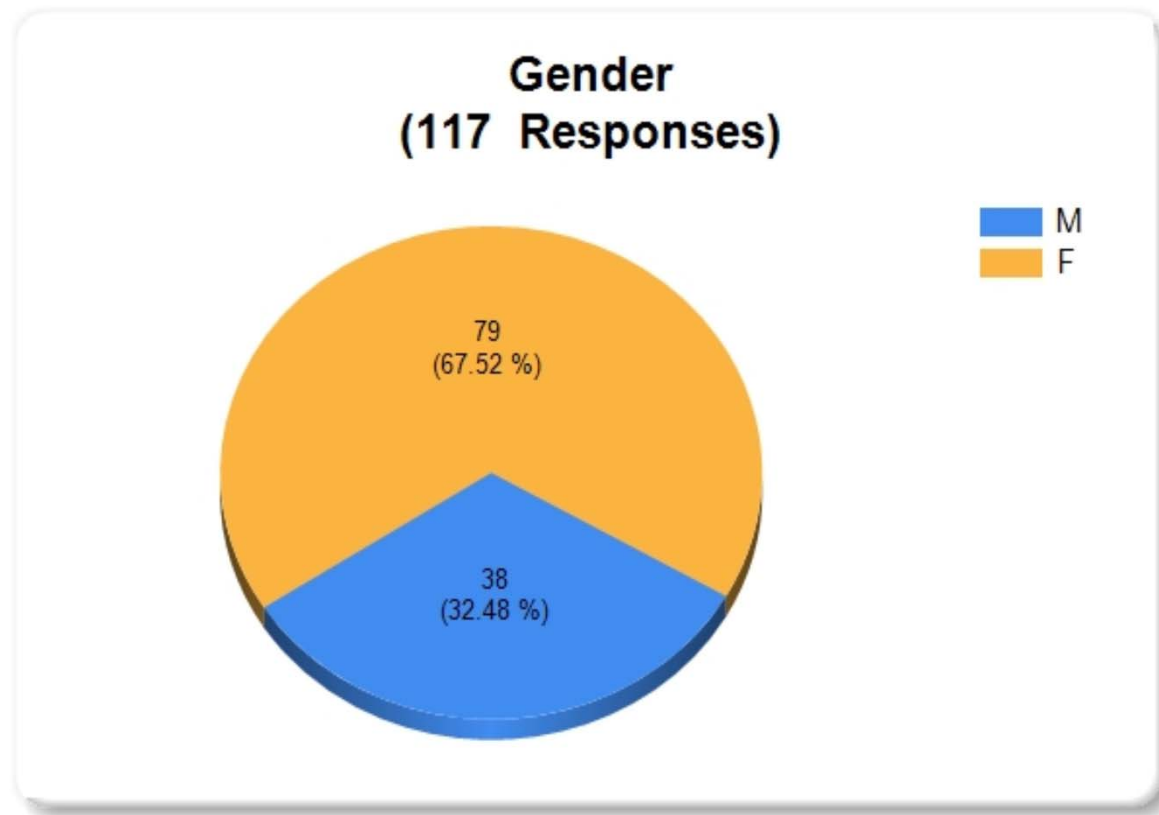
Dining Hall



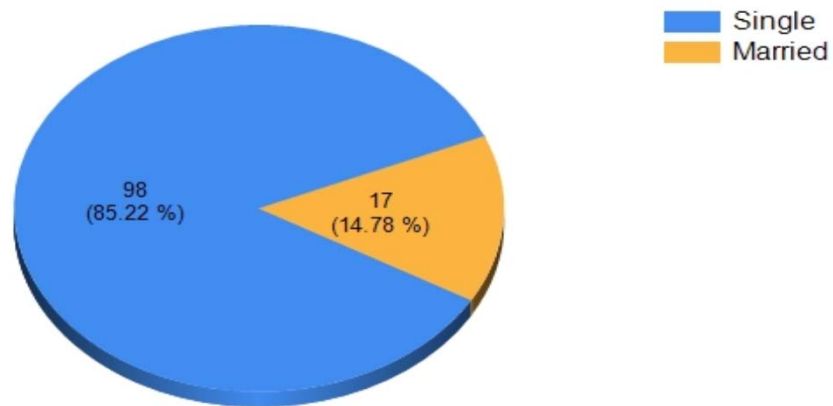
# **ASSESSMENT & EVALUATION**



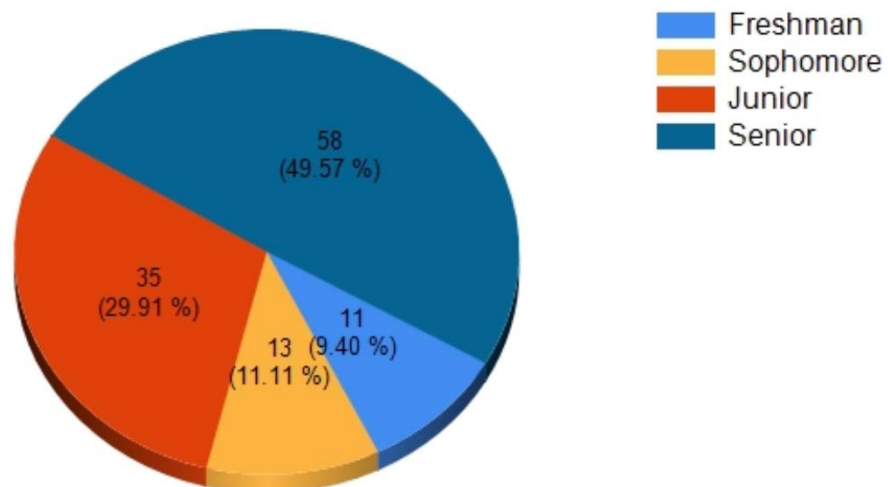
# Student Survey Results



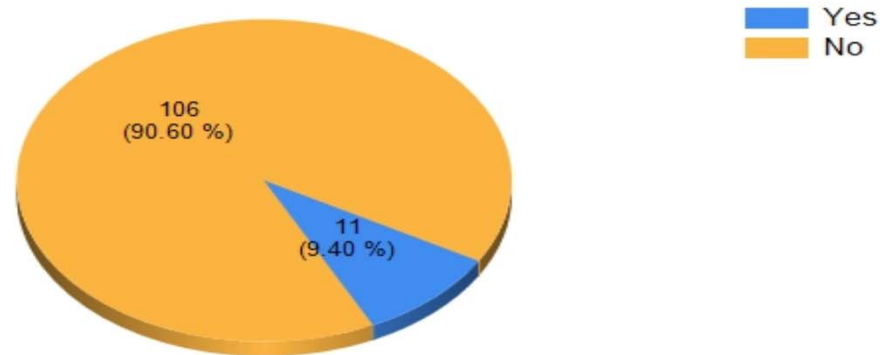
### What is your marital status? (115 Responses)



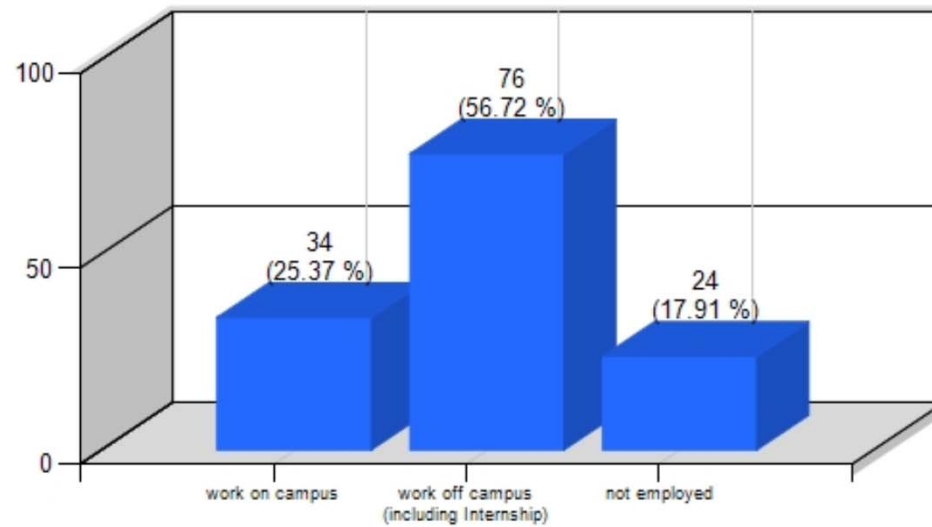
### Class Standing (117 Responses)



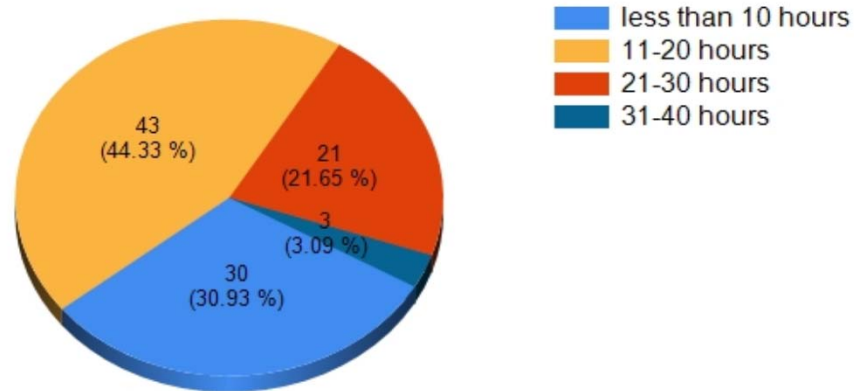
**Did you transfer to PLNU this semester (Sp '09)?  
(117 Responses)**



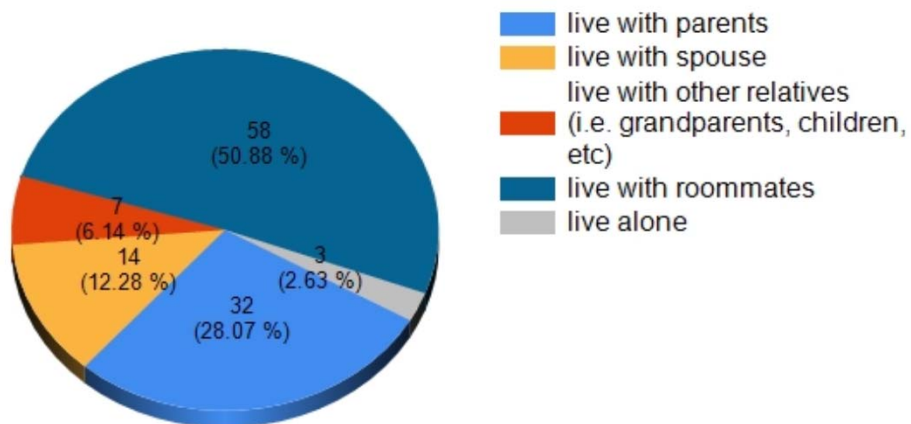
**What is your employment status?  
(117 Responses)**



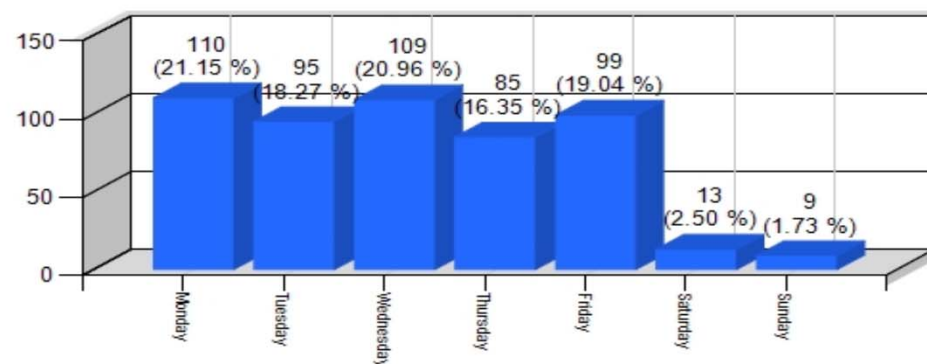
**If you are employed, how many hours do you work each week?**  
**(97 Responses)**



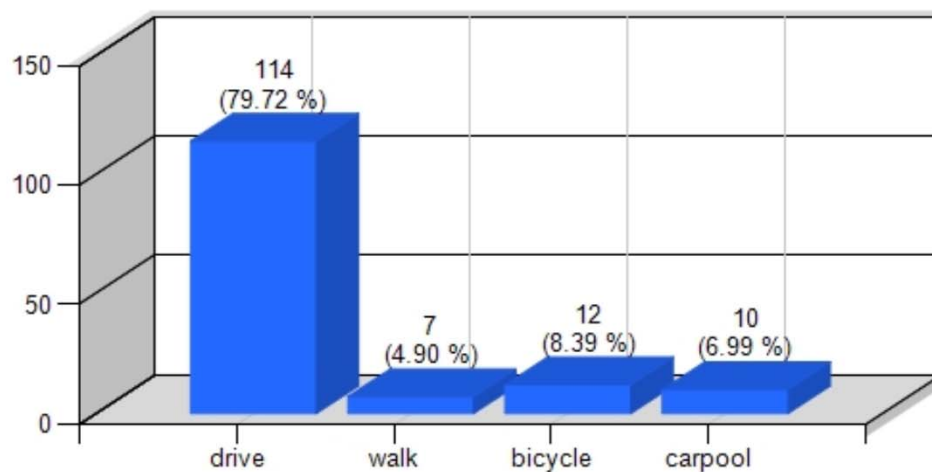
**What is your living situation?**  
**(117 Responses)**



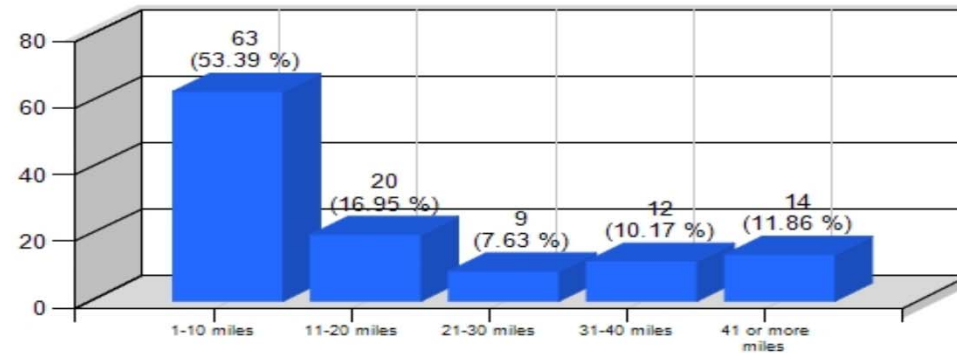
**What days of the week do you commute to PLNU? (check all that apply)  
(116 Responses)**



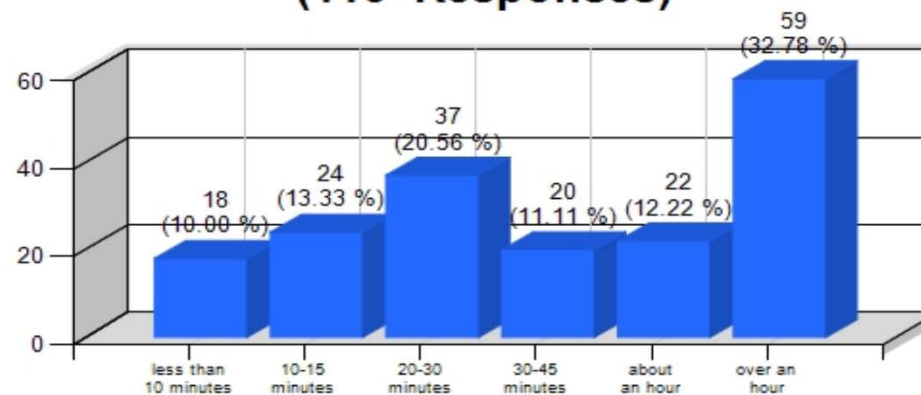
**How do you get to campus? (check all that apply)  
(116 Responses)**



**How many miles do you commute round trip  
to campus?  
(116 Responses)**



**If you have more than one class on the same  
day, how much time do you have between  
classes? (check all that apply)  
(116 Responses)**





# CAS Standards and Guidelines Assessment and Evaluation Strengths

- Systematic plans and processes to meet internal and external accountability (some departments)
- Have regularly evaluated how well internships complement and enhance the institution's stated mission





# CAS Standards and Guidelines

## Assessment and Evaluation

### *Needed Improvements*

- Systemic plans and processes to meet internal and external accountability expectations and assess student learning outcomes
- Regularly evaluate, assess, and respond appropriately regarding the extent to which internship sites add to student learning





# Offices of Strengths & Vocation

## Auxiliary Services

*CAS Standards and Guidelines*

**Jeanne Cochran**

**April 19, 2011**

# What is Auxiliary Services?

- An organization that address many of the out-of-classroom **needs** of students, faculty, staff, and outside community.
- **Needs:**
  - Internships and employment
  - Networking (social collateral)
  - Job search support (Career Services)
  - Self awareness (coaching, strengths, and mentoring)

# Mission Statement

To facilitate opportunities for the Point Loma Nazarene University community to build relationships for employment, internships, mentoring, and networking experiences with the external professional community.



# OSV's External and Internal Audiences



# **CAS Standards and Guidelines**

## **Mission Statement**

### **Strengths**

- Meet out of classroom needs and experiences of students, faculty, staff, and external community
- Provide goods and services on campus
- Enhance community environment that provide opportunities for student development
- Incorporate student learning and development outcomes

# CAS Standards and Guidelines

## Mission Statement

### Needed Improvements

- Resources and staffing to support growing needs of audiences and future networks (2000)
- Enhance educational aspect to experiential programming



# CAS Standards and Guidelines

## Program

## Strengths



- Programs target specific needs and audiences
- Excellent use of campus facilities to foster networking success
- Funding and support
- Collaboration with academic departments
- Foster collaboration to extend networking effectiveness

# OSV's Networking collaborations



# CAS Standards and Guidelines Program Needed Improvements



- Clearly stated schedules, hours, and purpose
- Programming for transfer students
- Provide evidence of program impact

# CAS Standards and Guidelines

## Leadership Strengths

- Manage human resource and create comprehensive programming
- Communicate effectively and Advocate for the program
- Model professional and ethical behavior
- Develop and continuously improve programs and services to meet students' needs
- Build and maintain relationships with the external community

# CAS Standards and Guidelines

## Leadership

### *Needed Improvements*

- Promote formal leadership opportunities for students.
- Be knowledgeable about laws and be sure staff has received appropriate training
- Manage financial resources



# CAS Standards and Guidelines

## Human Resources

### Strengths

- Established procedures, expectations, and clear role descriptions
- Excellent student intern program
- Consistent performance planning and review



# **CAS Standards and Guidelines**

## **Human Resources**

### *Need Improvements*

- Professional development for OSV staff
- Technical support staff to keep up with trends
- Administrative support to allow more time for external relations and added programming

# **CAS Standards and Guidelines**

## **Ethics**

### **Strengths**

- Insure privacy and confidentiality
- All constituents receive full access to OSV events, programming and counseling
- All sponsorship funds handled properly
- Marketing facts accurately for all OSV programming
- Show respect to each student as individuals (guide not tell)
- Professionalism in handling all event contracts

# CAS Standards and Guidelines

## Ethics

*Needed improvements*

- Become more familiar with FERPA



# CAS Standards and Guidelines

## Legal Responsibilities

### Strengths

- Written policies on all relevant legal operations and transactions
- Privacy for all professionals and students
- Student needs are met in a timely and professional manner



# CAS Standards and Guidelines

## Legal Responsibilities

*Needed improvements*



- Research PLNU's liability of student protection when meeting informational interviews and mentoring relationships
- Copyright and trade marking OSV events and programming

# CAS Standards and Guidelines

## Equity and Access

## Strengths

- Needs of each constituent are met in a fair and equitable manner
- Provide services and information through a variety of appropriate format- walk-ins, email, facebook, phone, and print pieces



# CAS Standards and Guidelines

## Equity and Access

### *Needed Improvements*

- Manuals, instruction, policies, marketing pieces are in one language only
- Students with distant learning have access to communication and participation in OSV programming



# CAS Standards and Guidelines

## Diversity Strengths

- Create environments and programming to bring together persons of diverse backgrounds
- Support for international career opportunities



# CAS Standards and Guidelines

## Diversity

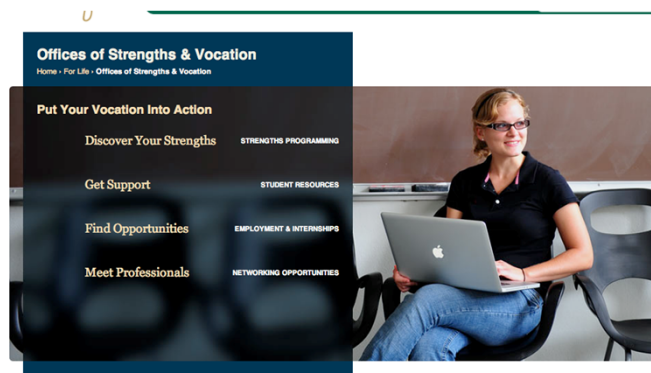
### *Needed Improvements*

- Collaborate with Office of Diversity and International Student Services to better meet vocational needs.
- Attend more diversity programming to connect with students outside of the OSV office



# CAS Standards and Guidelines Organization and Management Strengths

- Monitor website to keep information current and accurate
- Clear communication, conflict resolution, and decision-making protocol
- Campus communication regarding OSV operations



# CAS Standards and Guidelines Organizational and Management *Needed Improvements*

- Add OSV Advisory Board
- Increase project manager opportunities



## CAS Standards and Guidelines Campus and External Relations Strengths

- Relationship building is consistent and strategic
- Maximize OSV marketing efforts and collaborations
- Work with outside community organizations-PWF and non-profit fundraising efforts
- Quality customer service



# **CAS Standards and Guidelines**

## **Campus And External Relations**

### *Needed Improvements*

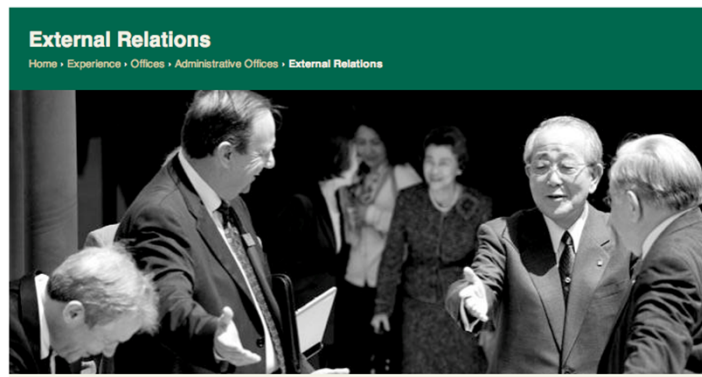
- Government relations
- Serve as an information resource
- Collaborate programming with ASB

# CAS Standards and Guidelines

## Financial Resources

### Strengths

- Adequate funding with outside financial support
- Comprehensive analysis showing results and significant changes



# CAS Standards and Guidelines

## Financial Resources

### *Needed Improvements*

- Financial planning and projections
- Expanded comprehensive analysis showing results and significant changes needed
- Finances to support future programming

# CAS Standards and Guidelines

## Technology

### Strengths

- Adequate technology to support mission and vision
- Foster student learning-interactive website
- All registrations online
- Added internship blog



# CAS Standards and Guidelines

## Technology

### *Needed Improvements*

- Human resources to support social media and graphic design
- Updated laptops for career assessments
- LinkedIn training for students
- Student online appointment program
- Student comprehensive career tracking

# CAS Standards and Guidelines

## Facilities and Equipment

### Strengths

- Professional office to host meetings with external audience
- Offices are accessible to students and outside visitors



# CAS Standards and Guidelines

## Facilities and Equipment

### *Needed Improvements*

- Conference room for external relations and internal collaborations
- Computer lab or stations for career assessments
- Storage for event materials
- Offices for future growth

# CAS Standards and Guidelines Assessment and Evaluation Strengths

- Planned focus groups
- Mentor program survey
- STEP interview survey
- Tracking participation
- Feedback from academic departments
- Professional contact logged in Raisers Edge

# CAS Standards and Guidelines

## Assessment and Evaluation

### *Needed Improvements*

- Consistent event and program surveys
- Tracking student follow-up
- Comprehensive end of the year report



# Offices of Strengths & Vocation Career Services

## *CAS Standards and Guidelines*

Charlie Howard

April 12, 2011

academics / faith / community

**PLNU** *forward*

# Mission Statement

**“To enhance student’s ability to secure an academic plan, integrate comprehensive tools for transitioning to the world of work, and incorporate strategies for furthering the educational experience.”**



# CAS Standards and Guidelines

## Part 1. Mission

### *Strengths*

- Myers-Briggs Type Indicator and Strong Interest Inventory & Strengths Finder.
- Students develop self-knowledge related to career choice and work performance.
- Students understand fit between competencies and occupational / job requirements.

academics / faith / community

**PLNU** *forward*

# CAS Standards and Guidelines

## Part 1. Mission

*Needs improvement*

- Increase personal knowledge base.
- Participate in various online chat rooms.

academics / faith / community

**PLNU** *forward*

# CAS Standards and Guidelines

## Part 2. Program

### *Strengths*

- Coaching using assessment tests to help students integrate self-knowledge.
- Provide tools and encouragement
- Appointments / drop-in periods / outreach programs.

academics / faith / community

**PLNU** *forward*

# CAS Standards and Guidelines

## Part 2. Program

*Needs improvement*

- Develop effective strategies for students.
- Work collaboratively with academic divisions.



academics / faith / community

**PLNU** *forward*

# CAS Standards and Guidelines

## Part 3. Leadership

### *Strengths*

- Collaborating with academic and campus departments:
  - Psychology 101 classes
  - LEAP Program
  - STEP Program
  - PLNU Graduate Education
  - Business Internship Students
  - Residence Life Students
  - Com 260 Students

academics / faith / community

**PLNU** *forward*

# CAS Standards and Guidelines

## Part 3. Leadership

*Needs improvement*

- Empower student to seek leadership opportunities in their career field.
- Integrate appropriate technologies into programs and services.
- Demonstrate a unique competency skill that will enhance credibility within the PLNU community.

academics / faith / community

**PLNU** *forward*

# CAS Standards and Guidelines

## Part 4. Human Resources

### *Strengths*

- 25 years experience provides a solid framework for effective career counseling.
- Train Graduate Interns.
- Strategies for Interns to bridge academic learning with career goals.

academics / faith / community

**PLNU** *forward*

# CAS Standards and Guidelines

## Part 4. Human Resources

*Needs improvement*

- Time management skills to increase client connections.
- Graduate Intern each semester would provide much needed staffing assistance.



academics / faith / community

**PLNU** *forward*

# CAS Standards and Guidelines

## Part 5. Ethics

### *Strengths*

- Insure Privacy and confidentiality.
- All constituents receive full access to career counseling.
- NACE ethical standards and practices.

academics / faith / community

**PLNU** *forward*

# CAS Standards and Guidelines

## Part 5. Ethics

*Needs improvement*

- NACE Principles for Professional Practice for Graduate Intern.



academics / faith / community

**PLNU** *forward*

# CAS Standards and Guidelines

## Part 6. Legal Responsibilities

### *Strengths*

- Comprehensive records.
- Privacy for all clients.
- Student needs are met in a professional manner.

academics / faith / community

**PLNU** *forward*

# CAS Standards and Guidelines

## Part 6. Legal Responsibilities

*Needs improvement*

- Updated electronic system to better safe guard client records.



academics / faith / community

**PLNU** *forward*

# CAS Standards and Guidelines

## Part 7. Equity And Access

### *Strengths*

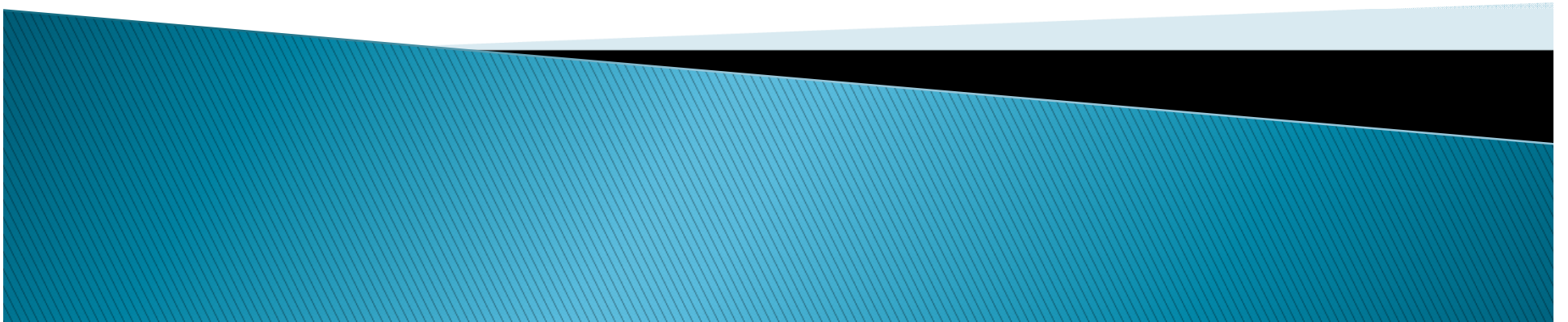
- Needs of each constituent are met in a fair and equitable manner.
- Provide access to all constituents in a timely manner.

academics / faith / community

**PLNU** *forward*



# **CAS Standards Review**



# Mission

As a gathering and unifying place of the university, the Commons serves students, faculty, staff and guests by offering a variety of programs, activities and services.



# Program Description

The Nicholson Commons has 71,000 sq. feet to serve our community. The Commons is home to the Outdoor Leadership program and Recreation Center, health services, coffee shop, multicultural and commuter services, bookstore, Dining Hall, dining services, conference rooms, lounges, Student and Spiritual Development and Association Student Body offices. There are five student building managers, one full-time staff assistant, three full-time custodians and a director to facilitate and administer services in the Nicholson Commons.



# Outcomes

1. Retention – Pursues and completes a degree at PLNU
2. Engagement – Develops a significant connection to relationships and participates in programs at PLNU which enhance personal development, facilitate learning, and result in retention
3. Social / Emotional – Develops and maintains mutually rewarding relationships with friends and colleagues at PLNU  
Considers others' points of view and seeks involvement with others different from oneself  
Manages emotions in a manner which facilitates personal growth and relationships with others
4. Physical – Chooses behaviors and environments that promote health
5. Spiritual – Grapples with and clarifies personal faith  
Experiences multiple relationships and opportunities in which Christian values are explicit



## Outcomes (cont)

6. Occupational/Career – Maintains or exceeds academic standards necessary to achieve a degree at PLNU  
Utilizes campus resources as part of career exploration  
Makes connection between classroom and co-curricular learning  
Develops skills to seek employment or advanced education beyond graduation
7. Leadership – Serves in a leadership capacity in a student organization  
Develops a personal leadership philosophy and style that is consistent with a Wesleyan perspective of service to others
8. Student Learning – Participates in experiential programs such as student government, peer education, and resident advising, which facilitate experimentation, skill development, and multiple levels of learning



# Collaboration

Alumni Dept, Physical Plant, Media Services & ASB:

- Homecoming
- Family Fun Fair

Music Dept

- Madrigal Dinner

Communications Dept

- Debate Tournament
- Provide access to students for short film

Admissions

- Preview Days

Wellness Center

- Blood Drive

NSO

Poetry Slam



# Leadership

## Nicholson Commons Employee Handbook 2010



# Personal skills of a Building Manager

**Help** – Assist all those that enter the Commons. A friendly, “May I help you,” is always appreciated. Personally escort guests to their destination if they are lost and need assistance. As a member of the Commons’ staff, it is their responsibility to get to know the departments and people inside the building.

**Be Positive** – A positive, helpful attitude goes a long way to ensure a positive experience. To be a good and helpful listener.

**Participate** – Get involved by sharing ideas, problems and concerns. The Commons relies on creativity for effectiveness and innovation. Be willing to communicate and implement ideas for improvement.

**Smile** – Keep a big picture in mind. Remember that a bad day is only one small piece of a larger whole—and be comforted by that. There is almost always a reason to smile.

**Be Professional** – Be punctual. Sense of professionalism in dress, language and attention to detail. Employment in the Nicholson Commons is a great laboratory for future career experience. Maturity in handling responsibilities is essential.

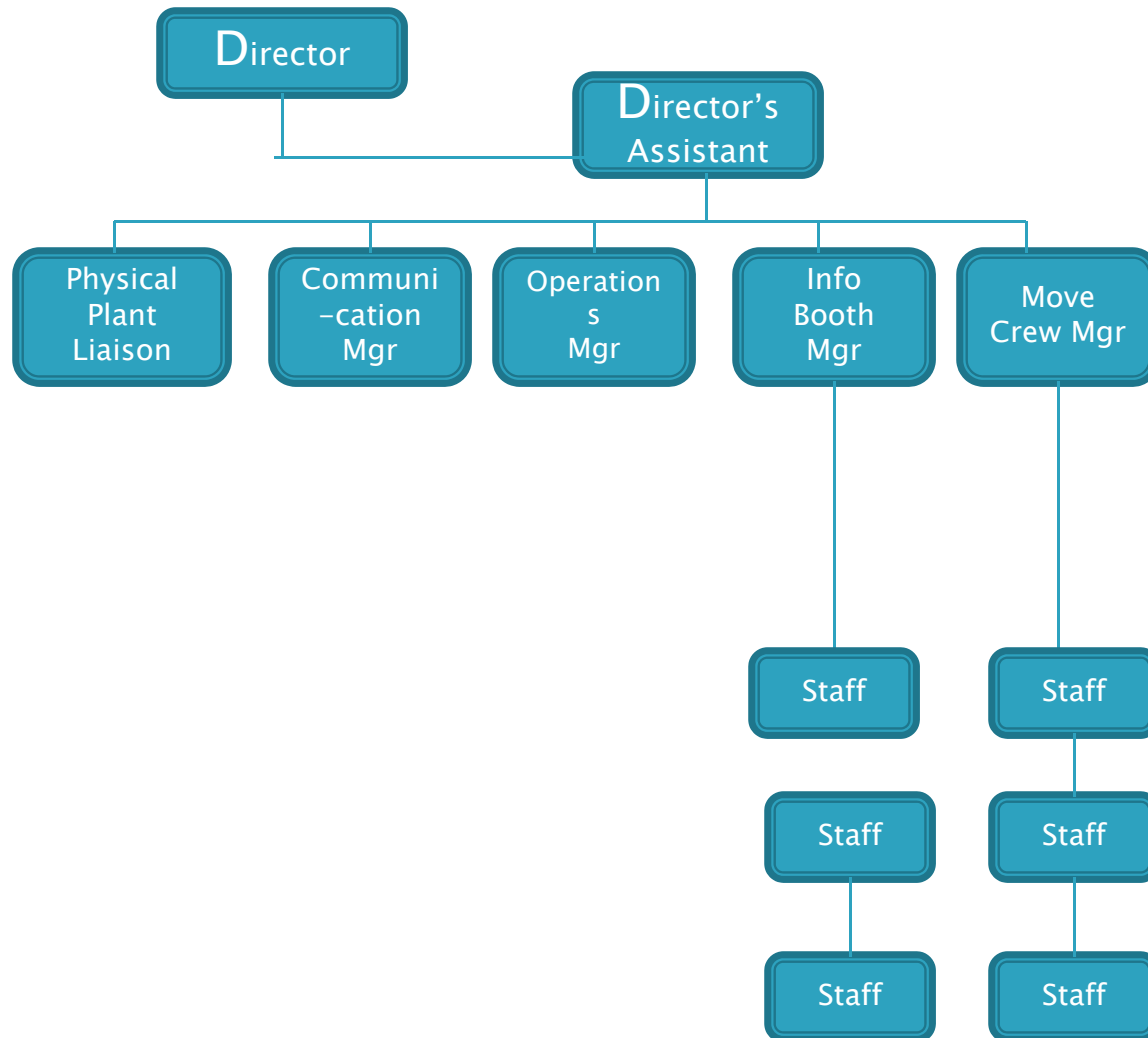
**Represent** – Responsibility to uphold the Community Living Covenant rules and guidelines. Be a role model.



# Human Resources



# Organizational Chart



# Nicholson Commons Application for Employment Building Manager

**Purpose Statement:** At PLNU, the development of students is the goal of the entire campus. Four central objectives guide the activities of university personnel:

1. To meet the needs of all students
2. To assist students as they anticipate and plan for changes they will experience in college
3. To engage the entire campus community (faculty, staff, students) in activities which encourage student learning and stimulate growth.
4. Exemplary behavior indicative of the PLNU Mission Statement and standards.

**Position:** Nicholson Commons Building Manager (15 hrs/wk – \$9.15 per hr.)

**Description:** Responsible for maintaining operations of the Nicholson Commons Building. This includes, but is not limited to: opening and closing the doors, lights, climate, overseeing room set-ups, and general housekeeping duties. Along with this position comes access to highly sensitive areas and materials. Each manager will have additional responsibilities that will be assigned by the Nicholson Commons Director and Assistant (i.e. Manager of: Move Crew, Physical Plant, Tenants, Information Booth and Scheduling). Responsible for all the things that occur in the building.



## Nicholson Commons Application for Employment

# MOVE CREW

**Purpose Statement:** At PLNU, the development of students is the goal of the entire campus. Three central objectives guide the activities of university personnel.

1. To meet the needs of all students
2. To assist students as they anticipate and plan for changes they will experience in college
3. To engage the entire campus community (faculty, staff, students) in activities which encourage student learning and stimulate growth.

### **Position:**

Nicholson Commons Move Crew (10 hrs/wk – \$8.00 per hr.)

**Description:** Responsible for maintaining operations of the Nicholson Commons Building. This includes, but is not limited to: opening and closing the doors, lights, climate, overseeing room set-ups, and general housekeeping duties.



# **Director**

## **Job Description**

### **Leadership Development**

Integrate Nicolson Commons programs throughout campus and develop an environment among staff that enhances university values and purposes.

Develop and train a team of student managers

Supervise MANE event program; training staff and oversee events.

Provide a staff education program based on student development research, effective leadership literature and student union best practices.

Develop programs that stimulate faculty, staff and students to be involved in the Nicholson Commons (Common Programming)

### **Community Development**

Attend to outcomes of intellectual growth, effective communication, enhanced self-esteem, leadership development, social responsibility, community building, and spiritual growth (Mane Events)

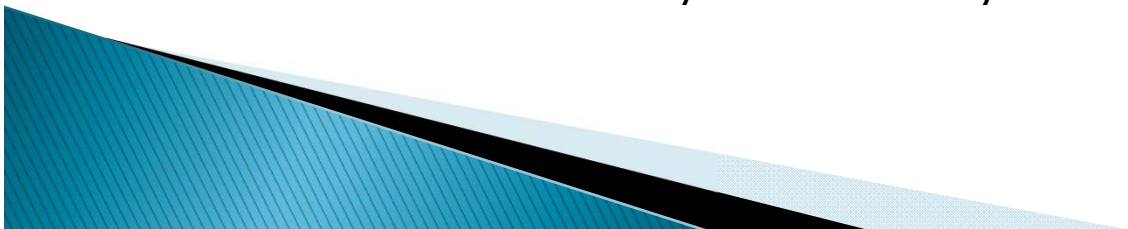
Promote cultural diversity.

Educate members of the University so that all understand and participate in the inclusive philosophy of the Nicholson Commons.

Direct spiritual, social, emotional and physical growth programs and activities within the Nicholson Commons.

### **Management Development**

Plan and direct a variety of community service programs



# Assistant to the Director

## Job Description

- ▶ General office duties include: answer phones, prepare and generate correspondence, maintain files and budget records, check requests, purchase orders, etc.
- ▶ Responsible for approval of events that take place in the Commons and keeping the calendar for all spaces.
- ▶ Support Director in all areas of responsibility which include but not limited to; maintaining calendar, schedule of appointments, take and process minutes, maintain office supplies, etc.
- ▶ Assist in organizing various Nicholson Commons projects, such as conferences, student manager activities, student employment, etc.
- ▶ Support data collection for the Nicholson Commons assessment plan.
- ▶ Support Student Managers in all aspects of building management and



# **Info Booth Manager**

## **Job Description**

### **Overview**

The Info Booth (officially called “Information Center”) Manager is responsible for hiring and scheduling all employees to work the booth and maintaining the services the booth provides.

### **Information Booth Policies**


This manager is responsible for hiring workers Monday thru Friday, 8:00am – 5:30 pm (excluding chapel). Each worker should work about 10 hours per week. Each employee must fill out student employment forms before they can fill in their timecards via Internet.

### **Room for Rent Board, For Sale Board & Ride Board**

This manager is responsible for the upkeep of these three community services. The Room for Rent board is to be updated in hard copy at the Info Booth Bulletin Board and in electronic form

### **Lost and Found**

The campus-wide Lost & Found is located at the Info Booth. Once an item comes into the possession of Nicholson Commons staff, the Commons is responsible for the safe-keeping of that item. However, after two months, the Commons will not guarantee safe-keeping of any item. Valuable personal items (i.e. jewelry, iPods, cell phones, wallets, laptops etc.) should be given to the manager or Supervisor for safe-keeping (in the safe). All other items should be stored in the Lost and Found storage area behind the Rec. Room.



# Communication Manager

## Job Description

### Overview

The Commons Communication Manager serves to connect and facilitate interaction between the tenants that the Commons serves. Through communication and creativity, this manager will find ways to best meet tenant needs. This person will also oversee the distribution of publicity for events, by a the Commons Communication Assistant. As well as create the daily NC Manager's work schedule, working with managers within their school schedules and hours of availability.

### Meetings

Regular meeting with the tenants—face to face—is the best way to keep in touch. The frequency and format of these meetings will depend on manager and tenant.

### Scheduling

Manager's schedule: A functional weekly work schedule must be created each semester that takes into consideration the schedules of the other managers. The work schedule includes a regular week-day schedule and five rotating weekend shifts.



# Move Crew Manager

## Job Description

### Overview

The Move Crew Manager is responsible for hiring and scheduling all employees to work Move Crew, as well as evaluating the services the crew provides.

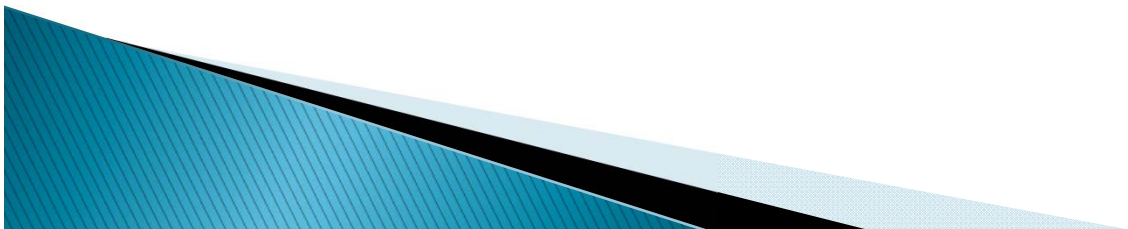
### Organization

The Move Crew Manager is responsible for keeping the Move Crew area clean. This includes the desk and the seating area behind the desk. It is also the responsibility of the Move Crew Manager to see to the cleanliness of the kitchen, including stovetop, countertops, sink, microwave and refrigerator, with the assistance of the crew and other managers.

### Scheduling

The manager must schedule Move Crew workers from 9am–3:00pm Monday–Friday. If, at certain times, there is no need for a worker to be present—or if there are certain times when an extra Move Crew worker is needed—the manager should schedule accordingly. Workers should be sent home when there is no longer any work to do.

**A worker should not work more than a five hour shift, unless absolutely necessary! Workers should be held accountable for their performance.**



# Physical Plant Liaison

## Job Description

### Overview

The Physical Plant Liaison is responsible for preserving the quality of the Commons through upkeep. This position requires great attention and vigilance to detail, as well as a drive to follow through. This person must check the building during every shift.

### Submitting Work Orders

Work orders inform the Physical Plant of maintenance needs in the Commons. Both a detailed description and location of the problem are needed in order to fill out the order. All orders should be sent to the entire Physical Plant, NC Assistant and Director. A work order confirmation is sent in return and a tracking number is provided.

### Status Checks

If a work order is not completed within two weeks, the manager may send a status check email to the Physical Plant. This email should include the work order number, a description of the problem, and the date in which it was submitted. In the event of a frequently repeated problem or a neglectfully slow response time, notify the director and he or she will contact the Physical Plant..



# Operations Manager

## Job Description

### Overview

The Operations Manager is an integral part of the smooth running of the Commons. He or she will make sure all parts of the building are operating with efficiency and cleanliness and will stay in close contact with the other managers to ensure that the operations of the building are serving them as well.

### Banner Scheduling

Banner schedule: A schedule must be made and posted of the days/times for banners to be hung over the Campus Mall.

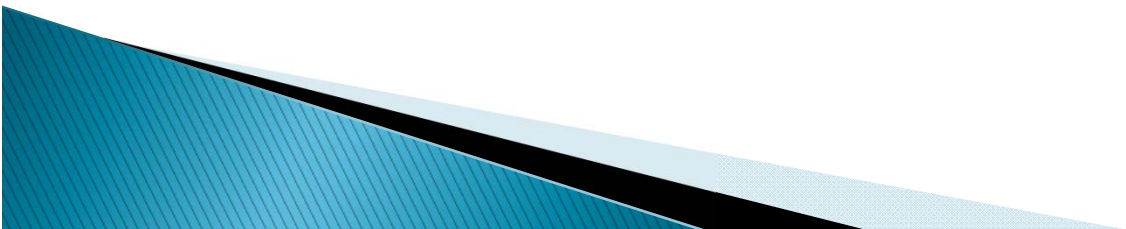
### Operations

Oversee that the building is operable. This is vague—this position takes on many miscellaneous projects to assist in the overall operative quality of the Commons. It is also responsible for the organization of the storage area on the first floor. An organized storage area is functional; a disorganized area is not. This includes storage of media equipment, banners, “The Dungeon” storage, building storage in the back, as well as storage in the main hallway. In addition, this position is responsible for overseeing the checkout process of the Cart, Sound Equipment and media

This manager is also responsible for maintaining computers and telephones in our offices through ITS. Call or email the HELP desk (ext. 4357) when something electronic is broken and they will fix or replace it.



# Ethics



# Personal Conduct

*“Particularly in the supportive community that PLNU attempts to create, each individual must consistently demonstrate respect for people and for property. “*

Point Loma Nazarene University recognizes the student as an adult pursuing an education. When entering the university, students take upon themselves certain responsibilities and obligations. PLNU recognizes the policies outlined in the Student Handbook as the expectations that exist for all members of this community. Four very clear non-negotiable behavioral expectancies exist:

- Excellence in academic performance
- Civility in all communications
- Abstinence from drugs, alcohol, smoking, and all forms of tobacco
- Communicating respect for self, others, and for property



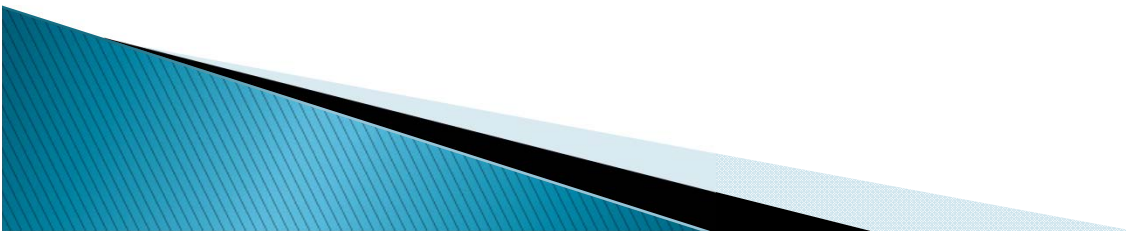
# Nicholson Commons Strives to Maintain an *Environment of Excellence*

## Behavior Expected from Commons Employees

- ▶ Self motivation—take ownership.
- ▶ Know their job and learn skills they can take with them
- ▶ Inquire to things they may not understand
- ▶ Cooperate with other employees
- ▶ Come to work with a good attitude
- ▶ Be punctual and dependable—wear uniforms and radios at work.
- ▶ Respect themselves and others
- ▶ Be honest, we are nothing without integrity
- ▶ Use good judgment

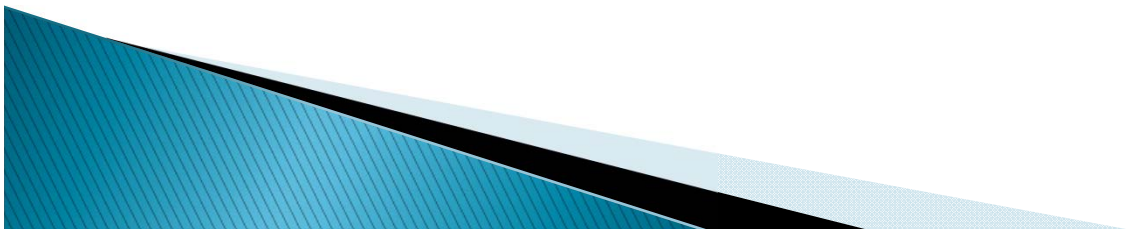


# **Legal Responsibility**



## Liability Statement

It is agreed that all Nicholson Commons students and employees, the students and employees of Point Loma Nazarene University and the Church of the Nazarene and its employees, will remain harmless against all claims, loss of liability arising from damage of property or injury to persons within the Commons building. The Nicholson Commons does not accept responsibility for items lost and/or stolen from its facilities.



# **Equity & Access**



# NC Meets with ABS

(Able Body Students, 10/20/10)

## Nicholson Commons:

1. Automated door downstairs in front of Bobby B's (and/or the doors on the side in front of the rec room.
2. Automated doors for the bathroom
3. Even a personal (one person) restroom
4. Why does the elevator next to the Love study lounge say it is out of service during the weekend when it still works?
5. A student needed to use it (and has for a few weekends) and it says that...instead of *having* to go around, they opened it and used it any way...it still worked and does.
6. Make sure plates/bowls/cups are stocked on the lower storage places in the café and not just on the top shelves for those in wheelchairs don't have to reach up high.
7. Elevator outside of the café next to the clock tower breaks a lot. The door will not close
8. The general consensus is that Nicholson is fairly accessible!





# Nicholson Commons

:Below the Surface

Building Hours Mon-Fri 6:30a-11:00p ● Sat 8:30a-10:00p ● Sun 8:30a-9:00p

## Nicholson Commons :A Brief Look



The Nicholson commons is at the heart of the campus, providing a relationally enriched environment. An environment intended to stimulate social interaction, academic thought, personal development and spiritual growth. The building design, its programs, and its staff encourages student to become vital member of the campus community while developing a broader vision for serving the greater San Diego community and the world.

The vision for a campus commons began 24 years ago when Dr. Jim Jackson, Sr., was dean of students. With the move from Pasadena to Point Loma there was a disadvantage of no student center.

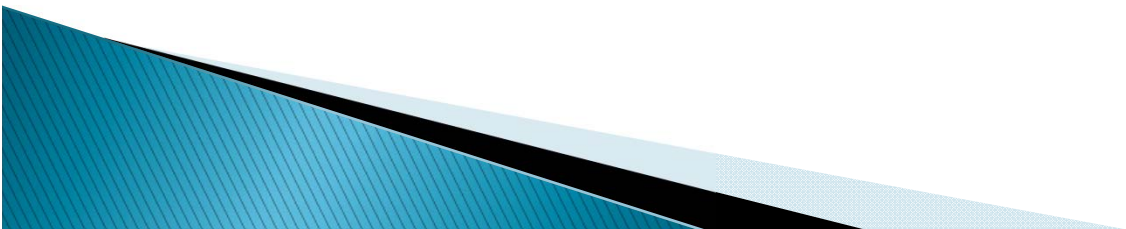
Over the years the vision was passed from Dr. Jackson to Dr. Ken Hills, and to Dr. Barry Cunningham. With the change of leadership to Dr. Gordon Golson came a change in the mission for Student development because its mission was not only to serve students but also to assist them as they reached for their academic, social and spiritual goals. The expansion of that mission intensified the need for the student center.

In 1993, Dr. Gordon Golson and Dr. Dana Walling, along with the commons committee of student and faculty, began facility planning. As a result, dozens of others have taken responsibility to translate the dream into reality. Chief among them were students who provided insight, direction and feedback about what a Commons at Point Loma would look like and how it would serve the campus community.

In July of 1996 construction began on the new Commons. The capital campaign exceeded its goal and was capped by a \$1 million dollar gift by Daryl and Vicki Nicholson, of whom the building is named after. "We wanted to be a part of a place where students, faculty and staff can meet to share with one another. We think that is exciting." Said Vicki Nicholson.

Years later the Nicholson Commons is still a place where students, faculty and staff can call home.

# Diversity



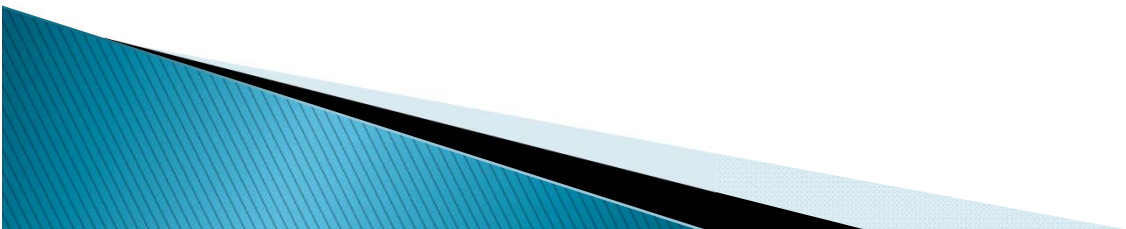
## House Clubs & Orgs

### MOSAIC

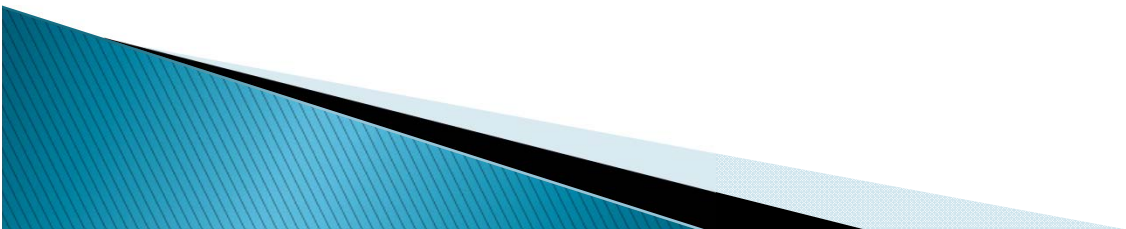
- ALAS
- BSU
- ASU
- Hui'O Hawaii
- International

## Spiritual Development

- S.A.L.T.
- Love Works



# **Organization & Management**

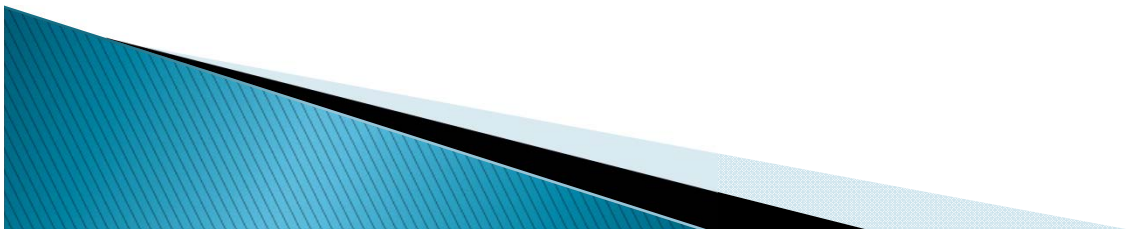


## Organizational Chart

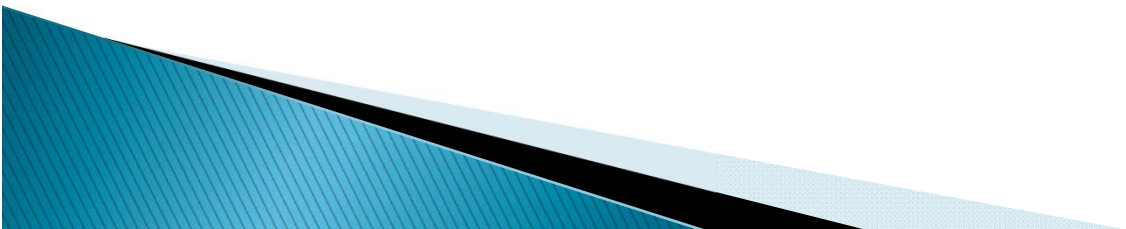
- Weekly meetings with Student manager team
- One on ones with individual managers
- Monthly managers with Custodial staff
- Quarterly get-togethers' with all staff
- Fall & Winter Retreats with student managers

Commons **E**mployee **H**andbook

Website Information (update in process)



# **Campus & External Relations**

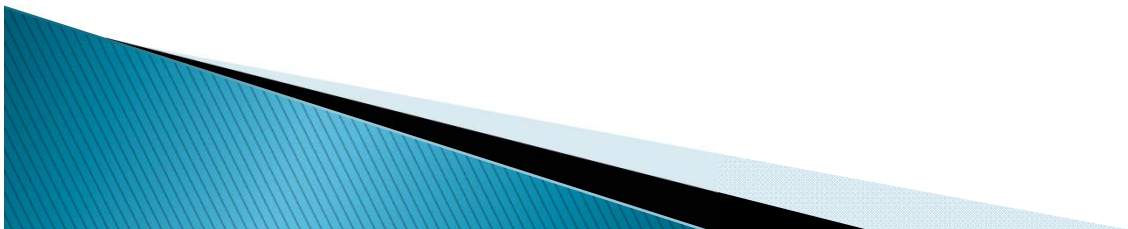


## Conference Services

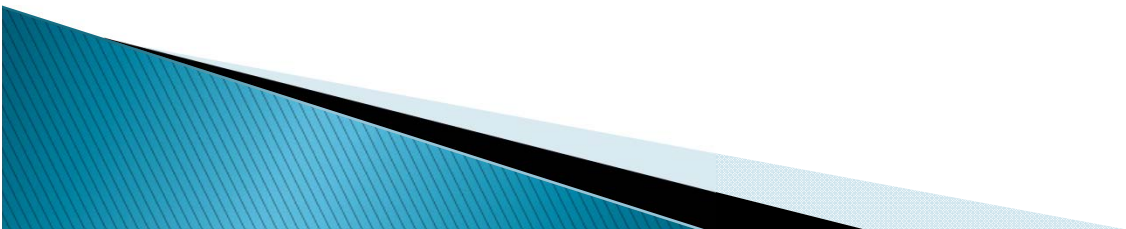
- Summer Camps
- HUD Conference
- National Debate Tournaments
- Etc.

## President's office

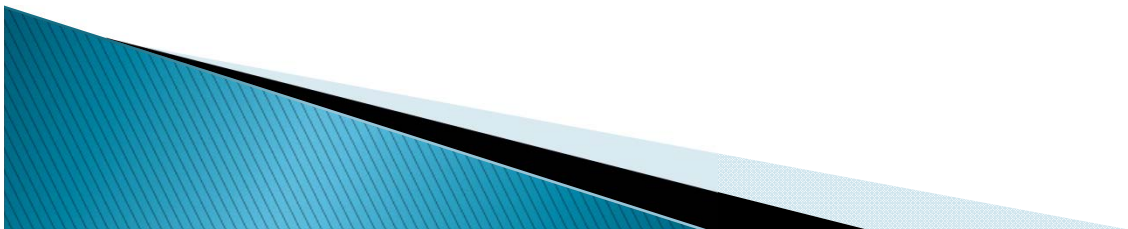
- Community & High Profile Meetings
- Emergency Preparedness Committee
- ACUI



# **Financial Resources**



- Weekly expense reconciliation done by Dept. Assistant
- Monthly Budget Review with Director and Assistant
- Yearly Budget Review with VP for the Dept.
- Utilizing Check Request system
- Minimal Petty Cash handled by Dept. Assistant reconciled quarterly.



# Work Orders:



## Check Request

Use the Honorarium/Stipend form for all Honorarium/Stipend requests.  
Use the Expense Report form for all travel reimbursement.

PAY TO \_\_\_\_\_  
ID # \_\_\_\_\_  
ADDRESS \_\_\_\_\_  
\_\_\_\_\_

AMOUNT \$ \_\_\_\_\_  
REQUESTED BY \_\_\_\_\_  
DATE 10/26/10 9:52 AM  
APPROVAL \_\_\_\_\_  
Dept. Head/Chair/Supervisor  
DATE \_\_\_\_\_

choose one:

[Click Here to Select Delivery Option](#)

Account Coding				
Fund	Cost Center	A/N	Project	Amount
	Cost Center	Account Number		Amount
	Cost Center	Account Number		Amount
	Cost Center	Account Number		Amount
	Cost Center	Account Number		Amount
	Cost Center	Account Number		Amount
				\$ -

### Expense Description

### Prize / Gift Cards Description (\$25.00 or less per item)

Date Given	Name of Recipient	PLNU Relationship	Purpose	\$Value
05/10/09	SAMPLE	Student	Thank you - commencement	\$ 25.00
1				
2				
3				
Subtotal				\$ -
Page 2 & 3 Subtotal				\$ -
Total (all pages)				\$ -

All sections above need to be completed or the form will be returned.  
Please include all original documentation pertaining to this request.  
Please allow 5 business days for processing.

### Below For Accounting & Finance Use Only

ID #	IV#	Due Date				
Invoice	FD	CC	ACCT	PROJ	Amount	IV #
Invoice Date	Approved	Total:				

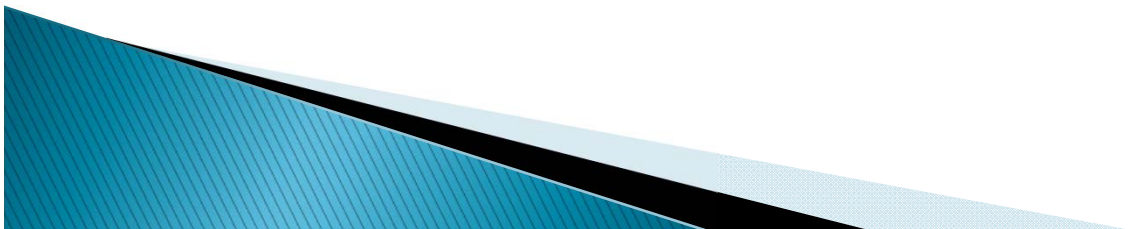
# Technology



- Student workers have access to department computer for work related use
- ITS
- Wireless technology throughout the building
- Security Back up



# **Facilities & Equipment**



## Adequate equipment & facility usage for staff:

- Lockers for custodians
- Lockers for Student Managers
- Privacy areas for meetings



# Facility Maintenance & Information

## Work Orders



### Point Loma Nazarene University Physical Plant

#### Work Order Form

*NOTE: Please e-mail this to Physical Plant.  
([physicalplant@pointloma.edu](mailto:physicalplant@pointloma.edu)).  
This can be done by going to File / Send To / Mail Recipient  
Or in Word 2007: click on the Office button/Send/Email  
An e-mail will be returned with a work order number.  
Keep this number for status checks on the order.  
If this is urgent, call us instead at ext. 2320.*

Name:	Phone number:	Department:	Today's date:
E-mail address: @pointloma.edu	Account number to charge (if known):	Appointment needed for access to location? <input type="checkbox"/> YES <input type="checkbox"/> NO	Required completion date:
Location of work (include building name and room number if applicable):			
Detailed description of work: (For events, include date of pickup/setup)			

#### PHYSICAL PLANT OFFICE USE ONLY

Work order #:	Work assigned to:	Status:
Priority of work: (Emergency, High, Normal, Low)		

# INSIDE OSHA REGULATIONS™

Your Guide to Easy Compliance

## Lockout/Tagout Essentials

Lockout/tagout refers to the specific practices and procedures used to safeguard employees from the unexpected start-up of machinery or equipment, or the release of hazardous energy during service or maintenance activities. Lockout/tagout rules are spelled out in OSHA's Control of Hazardous Energy Standard. This standard requires you to set up, document and implement lockout/tagout procedures to safeguard your employees.

Making sure your employees are aware of lockout/tagout rules is extremely important. Here's a quick review of key training requirements:

- ✓ Where tagout is used for energy control, you must periodically inspect the process. This means a review of the procedure between the inspector and each authorized and affected employee. Training must also include a review of each employee's responsibilities as they relate to lockout/tagout.
- ✓ You must train your employees to make sure they understand the purpose of your lockout/tagout program, as well as possess the knowledge and skills required for the safe application, use and removal of energy controls.

Specifically, the training must include: the type and magnitude of the energy available in the workplace, and the methods and means necessary to isolate and control that energy, and the purpose and use of the energy control procedure.

- ✓ All other employees whose work operations are or may be in an area where energy control procedures may be used, must be instructed about the procedure. They must also understand that they are prohibited from restarting or re-energizing machines or equipment when it is locked or tagged out.

When tagout systems are used, employees must also be trained regarding the following limitations of tags:

- ✓ Tags are only warning devices affixed to energy isolating devices and do not provide the physical restraint provided by a lock.
- ✓ When a tag is attached to an energy isolating means, it is not to be removed without the approval of the authorized person. It is never to be bypassed, ignored or otherwise defeated.
- ✓ Tags must be legible and understandable by all authorized employees, affected employees and all other employees who work or may work in the area.
- ✓ Tags and their means of attachment must be strong enough to withstand the environmental conditions in the workplace.
- ✓ Tags can evoke a false sense of security and their meaning must be understood as a part of the overall energy control program.

(continued on page 2)

“ Making sure your employees are aware of lockout/tagout rules is extremely important. ”

### In This Issue

Lockout/Tagout Essentials .....	1
Three Components of a Lockout/Tagout Program .....	2
Company Fails to Protect Employees From Noise Hazards .....	3
Workers Exposed to Chromium .....	3
Is Your Bulk Oxygen System Safely Stored? .....	4
Sanitation Tips to Keep Your Workplace Healthy .....	4
Problems and Solutions For Materials Handlers. ....	5
Beryllium: Versatile But Hazardous .....	5
What OSHA Has to Say About Illness and Injury Records .....	5

# Emergency Procedures

## **In the event of an emergency**

In the event that there is an emergency in the Nicholson Commons, such as an injury, fire, crime or threat of any kind, notify PLNU Public Safety by calling extension 2525 from any on-campus phone, or 619-849-2525 from any cell phone or non-campus phone. After notifying Public Safety, immediately alert the Director of the Nicholson Commons, Nicholson Commons Assistant and/or Commons manager on duty of the emergency.

## **On the Job Injuries**

If an injury is severe and/or life threatening, call Public Safety at x2525. They will call the Paramedics if needed and direct them to the location of the injured.

## **Fire Alarm**

Notify Physical Plant immediately at x2320 and Public Safety at x2525. They will then radio for help. Upon calling Physical Plant, proceed directly to the firebox and follow the posted instructions on the fire panel. Check the area in question and proceed accordingly.

## **Evacuation Procedures**

In the event an evacuation is required, notify the NC Director and/or NC Assistant immediately for assistance. Evacuation procedures are posted by every exit and are to be adhered to as such. In case of evacuation, all employees must work together.



## Fire Alarm Instructions

Call Physical Plant while everyone is leaving the building

Go to Fire Alarm room – located in the server, inside Cunningham

(It is optimal to have two people, taking radios to communicate status of disturbance once located.)

Look on screen for location of disturbance.

If unsure based on the code, look thru the information in booklet which sets above the fire alarm.

Leave the alarm on while you go to check the area where the disturbance is (if there are two people; one stays at alarm while the other goes to check the area, communicating the status via radio).

If the alarm is proved to be false than return to the Fire Alarm room and take the following steps:

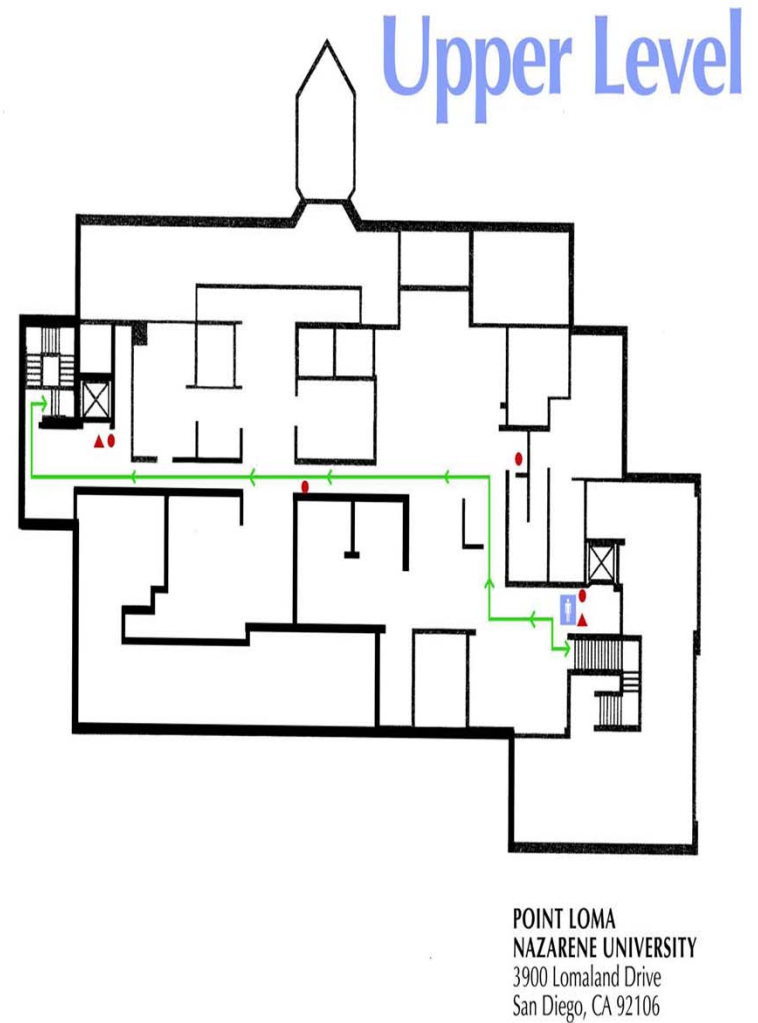
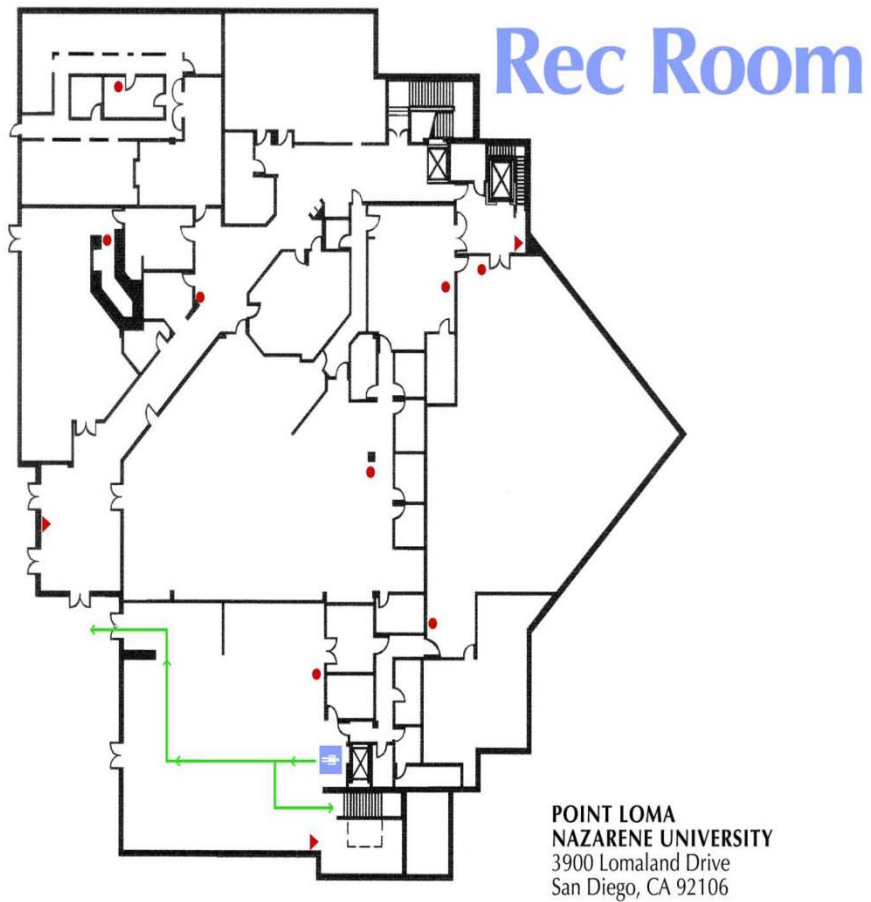
Press red button which reads “Alarm Ack”

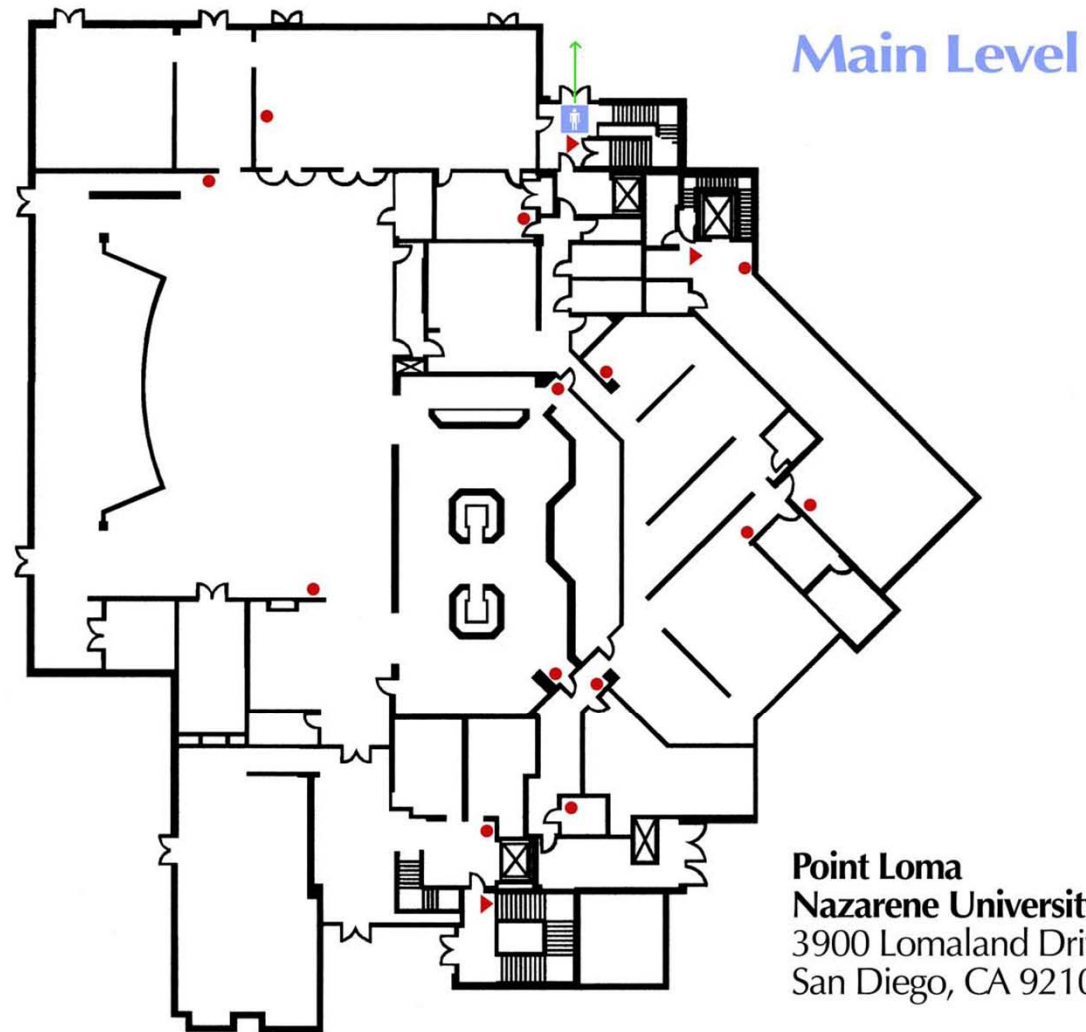
Press “Alarm Silence”

Press “System Reset”



# Evacuation Routes





**Point Loma  
Nazarene University**  
3900 Lomaland Drive  
San Diego, CA 92106



# **Assessment & Evaluation**



# Assessment Instruments

## Used for Data Collection

**Program Data Collection:** Numerical, budget and statistical data about program operations, student participations, costs etc.

**Survey of Needs:** Individual, Department, Division or Institution wide questionnaire identifying what students want/need from the college or department. [Note: Surveys may be administered online via student voting software and in Scantron format]

**Survey of Expectations:** Individual Department, Division or Institution wide questionnaire identifying what students expected from the college or department.

**Survey of Satisfaction:** Individual, Department, Division or Institutional questionnaires providing feedback on student expectations and satisfaction with services provided by the college or department.

**Suggestions Boxes and Feedback Forms:** Individual input as to program concerns and suggestions for changes; continually collected, usually anonymously.

**Interviews:** Responses from students who may be randomly or specifically selected covering specific areas of concern; can be given at selected times or on program exit.

**Observations:** Recorded observation of behaviors or activities by trained observers using pre-determined criteria.



# Room Evaluation Card

## Room Evaluation Form

User's name \_\_\_\_\_ Event \_\_\_\_\_

Room name \_\_\_\_\_ Head Count \_\_\_\_\_ Time \_\_\_\_\_

Date \_\_\_\_\_

Overall Room Cleanliness 1 • 2 • 3 • 4 • 5

Accuracy of Room Layout 1 • 2 • 3 • 4 • 5

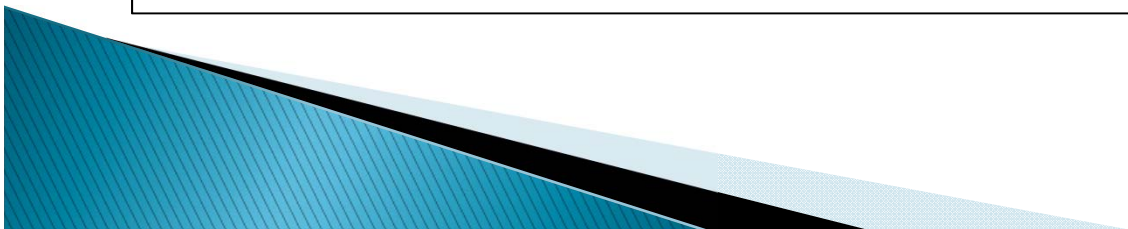
Overall Service 1 • 2 • 3 • 4 • 5


Were you greeted by a Building Manager? Yes \_\_\_ No \_\_\_

## Additional Comments

-----  
-----  
-----  
-----  
-----

Thank you! Please leave evaluation in the room.



The background is a close-up of a blue-painted wooden surface, likely a door or wall, showing vertical planks and numerous screws. The text is overlaid on this background.

# Nicholson Commons


Point Loma Nazarene University



# **CAS Standards Review For Rec Room**




# Mission



The Rec. Room provides a variety of activities to develop whole persons by maintaining a positive self image, stronger social interactive skills and good mental health, through recreational programming.



# **Program Description**



The Rec. Room is a place for leisure in an environment of vital Christianity. Above all other priorities, the Rec. Room provides a positive welcoming arena for students, faculty & staff. The Rec. Room is a multi purpose room that can accommodate activities while remaining the primary source for indoor and outdoor recreational leisure activities and programs.



# Programs

## Program Planning & Implementation Process

- Surveys (possibly receive for another page)
- Handbook
- Rec Room Employee Policies
  - Rec Room Operations
  - Handbook



# Outcomes



The following Outcomes are stated & explained in the  
Rec Room Annual Report:

Retention

Social/Emotional

Spiritual

Leadership

Engagement

Physical

Occupational/Career

Student Learning



# Leadership



## Articulate vision and mission for programs

- Employee handbook
- Training during LEAD
- Weekly one-on-Ones, Director & Student Manager
- Rec Room staff training meetings twice a month



# **Human Resources**



## Selection of Student Employees

- Interview process overseen by Director but interviews facilitated by student managers.
- New employees trained by student managers and Director.
- LEAD and group meetings

Private workspace available

Requirements regarding Policies & Procedures found in Student Employee Handbook (pgs 3-6)

## Performance Evaluations

- Mid-year evaluation by Director.
- Student Manager evaluates Rec Room employees



# Ethics



New staff members are orientated at the beginning of the year on the Rec Room ethical standards & practice which include:

Shift Responsibilities

Tardies/Absences

Schedule

Employee Benefits

Dress Code


Shift Sub. Procedures

Time Card Procedures

*Employee handbook (pg 3)*



# **Legal Responsibility**



Written policies on all relevant operations can be found  
in the employee handbook (pgs 3-6)



# **Equity & Access**



Rec room is accessible to anyone without exception  
in regards to :

- Age
- Cultural heitge
- Disability
- Ethnicity
- Gender Identiy
- Expression
- Nationality
- Political Affiliation

- 
- Race
  - Religious Orientation
  - Sexual Orientation
  - Economic
  - Marital
  - Social
  - Veteran Status

Recognize the needs of distance learners  
(commuters) through programming



# Diversity



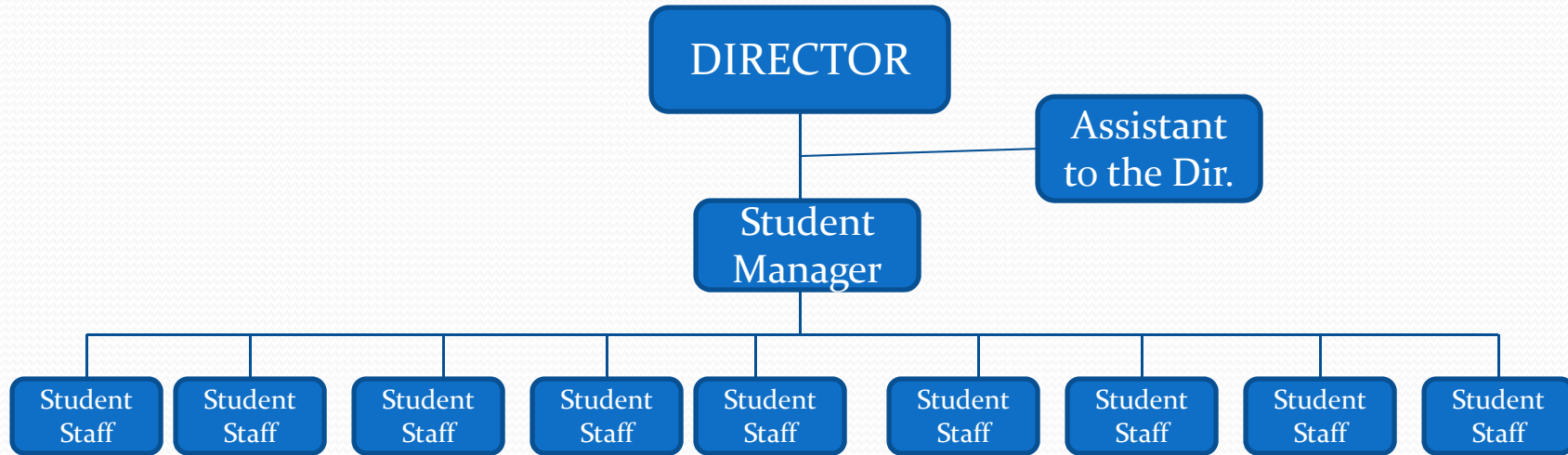
Rec Room is accessed and used by various diverse organizations within the university as well as outside groups.

- MOSAIC
- Admissions – Encuentro
- Social Forums – Center for Justice and Social Reconciliation



# **Organization & Management**

## ORG CHART



Director works closely with Student Manager to assist with developing the management skills for the student.



Website used for distribution of information

Management Information found in Handbook

Hours of Operation

Rec. Room Conduct

Equipment Rules

Room Set Up

Audio-Visual Policy

Storage

Rec. Room Events

Non-Rec. Room Event Policies

(Handbook pgs 6-9)



# **Campus & External Relations**



Relationship to all campus groups & departments.

Relationships with external groups such as:

- ACUI
- American Heart Association
- Speak Child
- Concerts



# **Financial Resources**



## **Adequate funding:**

- Discuss budget review with Associate. VP of Department on a regular basis
- Budgetary parameters have been set for each event prior to the occurrence



# Technology



Technology available to all students:

Computers

Printers

Television

DVD

Support received by ITS Department

Security & Back up for all data:

PLNU Server



Audio Visual Policy stated in Handbook (Pg 7) so students will have clear understanding of policies, procedures and responsibilities for use of technological equipment.



# **Facilities & Equipment**





# **Assessment & Evaluation**

## Help Us Improve The Rec Room

Please take your time and answer these questions seriously. Your responses help to improve you Recreation Room.

	Strongly Disagree	Disagree	Nuetral	Agree	Strongly Agree
The Rec Room is an inviting space					
The Rec Room staff provides quality service					
The space is kept in good condition					
The Rec Room has an adequete amount of events					

	Once a Month	Once a week	Twice a Week	Almost Daily	I live here
How often do you use the Rec Room?					
How often do you attend Rec Room Events?					

Please Circle one or Multiple of the following.

Are you currently satisfied with the Rec Room hours?

Yes

No

If No, please explain what hours you would like.

--

When do you use the Rec Room?

11am-1pm

1pm-3pm

3pm-6pm

6pm-11pm

What do you use the Rec Room for? TV Entertainment

Pool

Table Tennis

Studying

Socializing

If other please explain.

--

What is the best way to inform you about events in the Rec Room?

Email

Toilet Paper

Chapel Slides

Posters

Would you change the theme of the Rec Room?

Yes

No