



**POINT  
LOMA**  
NAZARENE  
UNIVERSITY

# STUDENT DEVELOPMENT

Student Life

# ANNUAL REPORTS

Community Life, Chapel Attendance, Commuter Student Services, Multicultural and International Student Services, Nicholson Commons, Offices of Strength and Vocation, Outdoor Leadership Programs, Student Care Group, Transfer Student Services

2016 - 2017

# TABLE OF CONTENTS

Introduction & Summary Page from the Associate Vice President for Student Life .....	3
Community Life.....	8
LEAD	
Associated Student Body Board of Directors	
Freshman Retreat	
Student Handbook	
Chapel Slides	
The Loma Link	
The Toilet Paper	
Coordinator of Student Activities	
Multicultural and International Student Services.....	49
Multicultural Opportunities for Students Actively Involved in Community (MOSAIC)	
Diversity Leadership Programming	
Students in Transition Mentoring (Team Barnabas)	
Nicholson Commons.....	58
Rec Room	
Offices of Strengths and Vocation (OSV) .....	62
External Relations and Networking Events	
Career Services	
Co-Curricular Strengths Programming	
Student Employment	
Internships	
Outdoor Leadership Programs.....	73
Student Services .....	83
Chapel Attendance	
Commuter Student Services	
Student Care Group	
Transfer Student Services	

## **Introduction & Summary Page from the Associate Vice President**

The Office of Student Development departments of Student Life encompass multi-faceted programs and services that support the mission of the university and the mission of Student Development. The Student Life mission statement reads:

*Student Life functional areas serve as the central structure that provides specific multiple engagement opportunities for all students to learn, grow and serve while maximizing the potential for retention and graduation.*

The functional areas in Student Life (SL) include Community Life (including student government and student activities), Commuter Student Services, Multicultural and International Student Services, Nicholson Commons, the Offices of Strengths and Vocation, and Transfer Student Services. Based on nationally accepted professional standards and benchmarks (Council for the Advancement of Standards – CAS), each of these functional areas also have well defined mission statements that guide all aspects of activities performed. The mission statements for each functional area reads as follows:

### **Community Life**

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.

### **Commuter Student Services**

Commuter student services is committed to providing a welcoming environment for non-residential students and facilitating opportunities for connecting commuter students to the PLNU community.

### **International Student Services**

International student services specifically provides appropriate support services for international students and is dedicated to fostering cross-cultural respect, perspectives, and appreciation towards global citizenship.

### **Multicultural Student Services**

Multicultural student services 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.

### **Nicholson Commons**

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.

### **Rec Room (Activities & Recreation Center – ARC)**

The ARC 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.

### **Offices of Strengths and Vocation**

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.

### **Career Counseling**

“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.”

### **Student Employment**

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.

### **Student Care Group**

The mission of the Student Care Group is to promote the safety and well-being of the PLNU community. The group is trained to support students struggling socially, academically, spiritually, physically, and emotionally.

### **Transfer Student Services**

Transfer student services is committed to providing a welcoming environment for transfer students and facilitating opportunities for connecting transfer students to the PLNU community.

In fulfillment of these mission statements, each academic year the SL&R groups facilitate numerous programs, services, and events that through multiples points of contact are experienced by literally 100% of all undergraduate students. This annual report specifically details those programs, services, and events. In addition, this report details multiple assessments utilized to evaluate these programs, services, and events. Finally, this report summarizes the learning outcomes accomplished by these programs, services, and events as validated by the assessments used.

Some of the standout accomplishments over the past reporting period for each area include:

### **Community Life**

Significant changes were implemented in the ASB governance structure that exemplify the learning outcomes of Cognitive Complexity as students were successfully led to assess assumptions and consider alternative perspectives and solutions. This was evidenced by ASB seeking to fully audit all budgets and financing that resulted in major changes to funding in an effort to maximize student funds.

### **Multicultural and International Student Services**

Enrollment of students with multicultural backgrounds continues to grow at a steady rate. The incoming class of freshman and transfer students was 35% students of color. This is a challenge for a department of one full time staff to provide consistent programming for such a large constituency. However, all programs and services were performed and remain stable.

### **Nicholson Commons**

As part of the commitment to providing appropriate facilities to support student learning, the Nicholson Commons added a new concept and it was fully operational for the entire year. The final conversion was completed of the Love Study Lounge into the Love Art Gallery and in collaboration with the Art Department many student art shows were exhibited throughout the year.

### **Offices of Strengths & Vocation**

This year marked a major change in the organizational structure of the office. This included the development of the Care Coach concept and the assignment of a specific Career Coach for the three major undergraduate schools on campus. This resulted in a higher accountability for the staff and higher usage for our students. The appendices of the OSV report that follows indicates actual usage for the year.

### **Commuter Student Services**

New services for this unit included the expansion of the Lunch for a buck program to include a Breakfast for a buck, and the creation of a prize drawing for a reserved parking space for commuter students on a weekly basis.

### **Student Care Group**

This multidisciplinary group of staff embarked on a full overhaul of the Student Care Group (SCG) process adapting the latest research and practices for Behavior Intervention Teams (BIT) currently in higher education. This included the purchase and implementation of state of the art software (Maxient) that provides a higher level of case management, communication, and accessibility to the entire campus community.

In conclusion, of the 5 major identified intended learning outcomes the SL group routinely and comprehensively provides programs, support and services that ensure that all learning outcomes are accomplished. The below matrix clearly articulates the learning outcomes that were achieved during this reporting period by the functional areas within SL. What follows each matrix for each functional area is a narrative that clearly outlines how each of the learning outcomes were accomplished that were identified in the matrix for that specific program or service.

Respectfully Submitted

Associate Vice President for Student Development for Student Life

**Point Loma Nazarene University Student Development  
Student Life Intended Learning Outcomes By Program  
(Based on the Council for the Advancement of Standards in Higher Education – CAS)**

**2016-2017**

Intended Learning Outcomes					
	Cognitive Complexity	Knowledge Acquisition, Integration & Application	Humanitarianism & Civic Engagement	Interpersonal & Intrapersonal Competence	Practical Competence
<i>Student Life</i>	<i>LO's 1-3</i>	<i>LO's 4-7</i>	<i>LO's 8-11</i>	<i>LO's 12-18</i>	<i>LO's 19-23</i>
Community Life	X	X	X	X	X
Commuter Student Services				X	X
Multicultural & International Student Services	X	X	X	X	X
Nicholson Commons				X	X
Offices of Strengths & Vocatgion	X	X		X	X
Outdoor Leadership Programs	X	X	X	X	X
Transfer Student Services				X	X

# Student Development Learning Outcomes Key



## Cognitive Complexity

- 1= Engage with others in constructive ways
- 2= Assess assumptions and considers alternative perspectives and solutions
- 3= Openness to new ideas and perspectives

## Knowledge Acquisition, Integration and Application

- 4= uses experience and other sources of information to create new insights
- 5= seeks new information to solve problems
- 6= Makes connections between curricular and co-curricular learning
- 7= Engages in experiential activities in preparation for the workforce

## Humanitarianism & Civic Engagement

- 8= A willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds
- 9= Demonstrates capacity to engage with the complexities of daily life in the global community
- 10= Participation in service/volunteer activities
- 11= Participates in relevant governance systems

## Interpersonal/Intrapersonal

- 12= Pursuit of knowledge is integrated with beliefs, values, and action
- 13= Manages conflict constructively
- 14= Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual)
- 15= Practices self-efficacy
- 16= Works collaboratively with others
- 17= Demonstrates civility when engaged in controversy
- 18= Demonstrates that self-interest is balanced by a sense of social responsibility

## Practical Competence

- 19= Sets and pursues individual goals
- 20= Speaks and writes coherently and effectively
- 21= Uses technology ethically and effectively
- 22= Demonstrates leadership skills
- 23= Demonstrates effective stewardship of resources

## Community Life

### Mission Statement

*Community Life at PLNU serves to promote student engagement and foster a strong sense of community. Aligning itself with the Student Life mission statement; Community Life offers multiple engagement opportunities for all students to learn, grow, and serve with a focus on engagement and retention as students move towards graduation.*

### Overview

The office of Community Life performs several key functions for the campus of PLNU. Freshman retreat serves as an early opportunity for students who are freshmen to take a weekend away to build new friendships, get to know their classmates, and process the transition into college life. This retreat occurs on the first weekend of the school year and is led by returning students who hold leadership positions across campus. The LEAD training occurs the week before New Student Orientation. Returning students who hold leadership positions are brought back to campus early and trained on various components of leadership and their roles. Finally, the Associated Student Body is a group of students who are elected by their peers to represent the students to the administration and offer campus programming to meet the needs of students. The Community Life staff works closely with the ASB Board of Directors to carry out these functions. These efforts are reflected in the Community Life/ASB section.

### Community Life Intended Learning Outcomes By Program (Based on the Council for the Advancement of Standards in Higher Education – CAS)

Intended Learning Outcomes					
	Cognitive Complexity	Knowledge Acquisition, Integration & Application	Humanitarianism & Civic Engagement	Interpersonal & Intrapersonal Competence	Practical Competence
<i>Student Life</i>	<i>LO's 1-3</i>	<i>LO's 4-7</i>	<i>LO's 8-11</i>	<i>LO's 12-18</i>	<i>LO's 19-23</i>
Community Life / ASB	X		X	X	X
Freshmen Retreat	X			X	
LEAD	X			X	X

## Evidence of Learning

### Freshman Retreat

#### Cognitive Complexity

The outcomes of the Cognitive Complexity domain were primarily met in the small group time during freshman retreat. This was a time when students were placed into small groups and given time to get to know each other and discuss the transition into college life. In the freshman retreat survey (see appendices), many students expressed their thankfulness in getting to know other freshmen through the small group time. This inevitably led to getting to know people from different backgrounds or perspectives, and this experience helped to achieve these outcomes.

Students were challenged to think about the transition to college, support systems they have in place, and how to make the most of this experience. Many students reported meeting people from diverse backgrounds and being asked questions that forced them to think in new ways.



#### Interpersonal and Intrapersonal Competence

Developing interpersonal and intrapersonal competencies is one of the primary goals for freshman retreat. The discussions about transitioning to college life, speakers, and social opportunities were all designed to develop new relationships and give a sense of belonging. Understanding the experiences of others also developed a stronger self-awareness. Throughout the weekend students were given opportunities to work with others in collaborative ways. Building new relationships and ultimately interpersonal and intrapersonal competency is one of the key outcomes of freshman retreat. In the survey data students identified meeting new people and building relationships as their favorite part of the retreat. Students also reported a positive feeling toward the small group time and the way that this time facilitated building relationships. Overall, the data collected indicates that these learning outcomes were successfully achieved through freshman retreat.



## LEAD



### **Cognitive Complexity**

During LEAD all of our student leaders come back to campus early in order to train and develop a common vision and excitement for the academic year. Students are trained on strengths, leadership, their role in New Student Orientation, sexual harassment and hazing prevention (Title IX), with a component focused on spiritual formation and vision. The different sessions that are offered provide both opportunities to engage with others in constructive ways, and openness to new ideas and perspectives. The diversity and sexual

harassment & hazing sessions especially achieved these cognitive complexity-learning outcomes. In the LEAD survey (see appendices) students communicated the benefits of interacting with other leaders from different groups and having challenging conversations.

### **Interpersonal and Intrapersonal Competence**

The leadership training was designed for students to better understand their own leadership skills and to gain a sense of self-efficacy in their leadership ability. Small group conversations, breakout sessions, and department specific training all focused on these outcomes. Similarly, the experience of discussing and working with other leaders from different areas encouraged a sense of working collaboratively with others. Students expressed the benefits of meeting other leaders and working with them throughout the training time. The students communicated a focus on the interpersonal and intrapersonal competencies were beneficial for them as they entered their leadership positions.

### **Practical Competence**

The primary practical competence developed and demonstrated in the LEAD training was the students' individual leadership skills. Students are invited to this training day because they have taken on leadership positions that require these leadership skills. Students are selected because they have already demonstrated leadership abilities and this training is focused on developing these skills. Students expressed feeling more confident in their leadership abilities because of the training of LEAD and more aware of their individual leadership skills. Students also learn PLNU's policies in responding to sexual assaults, harassment, or other Title IX issues.



## Community Life/Associated Student Body (ASB)

### Cognitive Complexity

Community Life staff work closely with the ASB Board of Directors to provide leadership to several areas of student government at PLNU. Being a member of the ASB Board of Directors is one of the student leadership positions that carry the most responsibility on campus. This group of students interacts with most of the departments around campus and represents the students to the staff and faculty. They also oversee all of the clubs and societies, plan events for campus, encourage school spirit, offer opportunities for spiritual formation, and lead Student Senate. The ASB Board of Directors practice the learning outcomes for this domain on a regular basis. These students demonstrate growth in cognitive complexity through their work as student leaders. Students reported significant growth in each of these three learning outcomes throughout the year. Students reported growth in cognitive complexity in the following ways:



“With events there are always sure to be problems regardless of how well everything is planned or thought through. This has taught me to come up with solutions in a short time frame while other times I faced a problem with one of the team players. There have been several instances where difficult conversations had to be held over events and ideas but the goal was to have everyone walk out feeling heard, happy, and that their opinion along with their effort are deeply valued.”

“We had the responsibility of making decisions that affected the whole student body. I had to think critically about most things that I did. I wanted us to think and solve problems in a constructive manner because we were representing so many students. Serving in this capacity the past two years has forced me to be more thoughtful and think more critically.”

“ASB has been an area where I have been able to think critically and accomplish goals in ways that are outside the box. Thinking critically is something that I have always done, and ASB has been an environment that has pushed me think that way and provided a space and opportunity to do so.”

### Humanitarianism & Civic Engagement

The first two learning outcomes of this domain are often lived out in the clubs and societies area of ASB. The variety of MOSIAC clubs, including Black Student Union, Asian Student Union, Association of Latin American Students, Hui O Hawaii, and Mu Kappa clubs, provide not only a space for students to find belonging and understanding, but also offer programs and engagement opportunities to the broader campus. This year these groups became especially important, as racial tensions remained evident on our campus. The ASB Board took an active role in elevating these conversations on our campus and encouraging student involvement in these issues.

The ASB Board of Directors also lives out civic engagement in tangible ways on our campus. This group of students maintains the ASB Constitution as well as the club charter process and other governance systems. These experiences gave these students real experience in the area of civic engagement and governance structures. An example of reported humanitarianism & civic engagement is:

“A highlight for me was seeing our students rally around other groups in times of deep hurt. I especially saw this when race issues were circulating on our campus. Our students came around our students of color and showed them love.”

## Interpersonal and Intrapersonal Competence

The work of ASB necessitates working well with groups of students, staff, and faculty across campus. Working collaboratively is not an option; it is crucial to the success of ASB. This year's ASB board demonstrated a strong desire to work collaboratively, and this desire allowed them to be an extremely effective group. In the midst of collaborative work, conflict is bound to emerge. In assessing spending and budget allocation, the Board of Directors had to overcome significant conflict and they managed this conflict with civility and respect. Relationships were restored and conflict was mediated in order to make the best decisions possible.

Students serving in leadership positions throughout the different areas of ASB demonstrated greater self-efficacy in their areas of leadership. Celebrating success and learning from mistakes helped these students to finish the year more confident in their abilities. The students who served on ASB reported a growth in leadership in the following ways:

“Serving on the board has definitely helped me to work with others and be a team, specifically with my position. Not only did I learn how to balance fun and professionalism in leading meetings, but I also learned that students show up to help with events when they feel valued and part of the team. With the ASB board I have also learned that people have different views and will disagree but that is what makes a team stronger. Each person brings a special set of abilities and a unique outlook that add to the team dynamic.”

“I have grown in my leadership, interpersonal skills, and critical thinking. I was put in a situation where I had to learn how to lead a team if I wanted us to succeed. I feel that I was pushed in my leadership and interpersonal skills during times of conflict. My critical thinking was challenged during times where decisions needed to be made quickly.”

“It was the best experience ever! I'm starting my career in Audit. We always work in teams. There will be disagreements. Working in ASB showed me what it was like to work on a team and with others and I must say it is a learning process. Things don't always go as you think and not everybody is always thinking the same as you. ASB was an awesome work environment and I really enjoyed the opportunity to work with my fellow peers.”

“Working on ASB has definitely helped me learn how to work with different types of people. It has taught me how to work with some people that think differently than I do, and it has also taught me how to work with people that can be difficult to work with. Finally, it has shown me how things can be really easy and work well when people communicate well and are willing to work with each other on accomplishing a task.”

## Practical Competence

Participating in ASB leadership positions gave students a chance to grow in and demonstrate practical competencies. Each student set their individual goals for the year and these goals were regularly revisited to ensure that they were met. Students were also often asked to speak in front of groups and to correspond via email with the campus. Each of these students led a team of other students in their various roles, giving them a chance to demonstrate and grow in leadership skills. Finally, the ASB Board of Directors undertook the task of assessing spending and budgets throughout the areas of ASB. This led to more effective stewardship of ASB resources and the skills to replicate this project in organizations that they work for in the future. A few samples of growth in practical competence are as follows:

“I have grown on my time serving on ASB in many ways. This includes learning real life skills that are applicable to after my time at PLNU like budgeting, meeting deadlines, keeping organized, and reaching out to others.”

“Over my year on ASB, I have learned what it means to be a Christian leader for the students and really how to be the mini-CFO of a company. It was challenging and a blessing all in the same. “



## Use of Evidence of Learning

The evidence used in this evaluation is fairly comprehensive. The surveys utilized following the LEAD training and Freshman Retreat are useful in evaluating these experiences. The data would suggest that while there is always room for improvement, that these programs are achieving their learning outcomes well. The full survey data is available in the appendices. This data is also helpful in informing what changes need to be made, and several areas of improvement have been identified for each program. The LEAD training has been dramatically changed to spread trainings out over several days due to the feedback of students from the survey data. The survey data would suggest that that this was a positive change that better meets student needs.

We have also made some changes to the Freshman Retreat based on the feedback of students. Being more intentional with small group times and finding ways to facilitate the development of long-term relationships that serve as support systems for students will be a focus of this coming year. We will also attempt to bring more connection to other areas of campus into the Freshman Retreat experience. Outdoor Leadership, Spiritual Development, and the Office of Strengths and Vocation staff has been brought into the planning process and will help to pull off this retreat. This will hopefully deepen connections to important offices across campus for freshmen students.

While Freshman Retreat is a great experience for those students that attend, some major changes are coming next year. In an effort to have a more significant impact on a broader range of students, we will be developing a new experience that all freshmen will be encouraged to attend during the first weekend of school. This will hopefully achieve similar outcomes to Freshman Retreat without the exclusivity that comes with the current cost. It will also keep more students on-campus during that first weekend and hopefully encourage the development of community within the residence halls. This weekend is currently being planned, but we believe it will be an improvement.



## Areas of Study, Professional Development, and/or Comparator Research

We conducted a small study to compare several aspects of Community Life at PLNU with several institutions similar to ours. This data is helpful to observe differences and similarities and continue to ask what areas we can improve at PLNU. Please see the Appendix for responses.

### Other Notable Items:

**Nazarene Student Leadership Conference-** This year PLNU's ASB planned and hosted NSLC. 120 students and staff from the nine Nazarene institutions across the US and Canada attended this conference after being elected to office by their respective student bodies. This was a time of learning about leadership, networking, and developing a deeper understanding of their roles for next year.

**Voices of Love-** Community Life continues to facilitate VOL, a support and book group for LGBT students and any students who wants to engage in conversation. A survey was distributed to this group to better understand their needs and how PLNU can best serve this population, however that data is still being analyzed to develop future direction. This group has become an important support for these students on PLNU's campus.

**Men's Retreat-** This year Community Life partnered with the offices of Outdoor Leadership, Nicholson Commons, OSV, and Spiritual Development to plan and implement a retreat for men that balances out the very successful women's retreat that has been occurring for long time. We had 20 men attend this retreat and it was an overwhelming success. Students were challenged to reflect on stereotypes of masculinity that society has provided and begin to develop their own identity of what it means to live as a man.



**APPENDIX I**  
Comparable Universities Survey

**Seattle Pacific University:**

**Student Government**

How is your student government structured? (Board of Directors, Student Senate, Class Councils, etc.)

Our student government is comprised of an Executive Officer Core of 7 students (President, Executive Vice President, Vice President of Finance, Vice President of Activities, Vice President of Ministries, Vice President of Intercultural Affairs, and a Public Relations Manager), a 20+ person student senate. Each officer core role then oversees in conjunction with an advisor various groups of student government and committees including 4 student medias, 8 student ministries, a intercultural education/programming board, an all-campus planning board, almost 70 student clubs, outdoor recreation program, finance board and allocation board, and a student leadership development committee to just name a few. Let me know if you have more questions about these structures! We could say much more 😊

All student government finances run through either standing budget lines, or a finance approval process that runs through (for clubs) a committee for student clubs, then a finance board, and then student senate.

What positions does your institution have on the executive board of your student government?

President, Executive Vice President, Vice President of Finance, Vice President of Activities, Vice President of Ministries, Vice President of Intercultural Affairs, and a Public Relations Manager

How many of these positions are elected by students or selected by staff?

6 of the 7 above positions is elected by the student body. The Public Relations Manager is hired by the new ASSP President and their advisor.

What is the scope of responsibility for your student government?

Our student government has a very wide scope of responsibility – as mentioned above. Each officer core role then oversees in conjunction with an advisor various groups of student government and committees including 4 student medias, 8 student ministries, a intercultural education/programming board, an all-campus planning board, almost 70 student clubs, outdoor recreation program, finance board and allocation board, and a student leadership development committee to just name a few.

In these respective areas, students help oversee budget lines, hiring of student leadership positions, etc.

What is your student government's total yearly budget? Roughly \$750,000

Any other unique information about your student government?

Our student government operates under a decentralized advising structure. As the Director of Student Involvement and Leadership – I oversee the student government and officer core as a whole – planning their yearly training, sitting in on their weekly meetings etc. I also directly advise our ASSP President and our ASSP Vice President of Finance. In addition staff members from 2 other departments including mine (6 of us total) advise individual members of the officer core.

**Activities**

Who plans and supervises your campus events/programming (social)? How many staff? Student team?

*Our Student Union Board (STUB) consists of one coordinator, six programmers, and one publicist. STUB is advised by one full-time staff member and one student government position (the Vice President of Campus Activities).*

How many all campus social activities do you plan per semester?

*We are on the quarter system and plan 3-4 events per quarter (about 12 total).*

What is your yearly budget for campus activities?

### **Leadership Training**

Does your institution do any combined leadership training for student leaders from across different departments?

*Yes, we host a 4 day Leadership Conference in the fall before we kick-off the school year for our 250 student leaders who are paid/sponsored by student government, and additionally our roughly 50 RAs. The conference is structured off the Social Change model and covers topics of conflict management, strengths finder and strengths development in teams, diversity and inclusion training, practical training on finance, professionalism, event planning etc.; a student leader commissioning etc.*

*All student leaders are also asked to attend 1, 2 hour long leadership in-service every quarter that focuses on a different topic (emotional intelligence, tradition vs. innovation, social frameworks and reconciliation just to name a few).*

*All of these items are collaboratively planned between a 4 student Leadership Development Committee and a group of advisors*

If so, how is this structured? *See above*

What has worked well in this training? What challenges have you faced?

**Worked Well:**

- *That it falls before the school year starts which allows us to have students as a captive audience; in addition the in-services every quarter allow us to have a continuance touch-point with students for continued leadership development.*
- *The range of topics covered has worked well*
- *Having advisors collaborative plan this training and take on leading specific portions – so that it doesn't fall on one person.*

**Challenges:**

- *Everyone is SO busy at the start of the year – that it feels like even with the best planning everyone still feels stressed when we're dividing up work*
- *Figuring out how to draw lines on who comes to conference and who does not*
- *Getting students to commit to in-service dates during the year – when homework etc. starts to add up. We've had to draw pretty firm guidelines and take attendance which isn't our ideal.*

## Westmont College:

### Student Government

How is your student government structured? (Board of Directors, Student Senate, Class Councils, etc.) *see attached constitution/bylaws*

What positions does your institution have on the executive board of your student government? *5 (President, VP, Communications Manager, Business Manager, Academic Liaison)*

How many of these positions are elected by students or selected by staff?

*All positions are voted on by students*

What is the scope of responsibility for your student government? *see attached constitution/bylaws*

What is your student government's total yearly budget? *I think about 20k*

Any other unique information about your student government?

*The following positions meet with exec team members: WCSA President – President. WCSA Vice President – VP for Student life. WCSA Comm. Manager – VP for Administration and Planning. WCSA Business Manager – VP for Finance. WCSA Academic Liaison - Provost.*

### Activities

Who plans and supervises your campus events/programming (social)? How many staff? Student team? *1 staff member (Assistant Director of Campus Life) and the Westmont Activities Council (8-9 students)*

How many all campus social activities do you plan per semester?

*Probably about 8-10*

What is your yearly budget for campus activities?

*I think about 20k*

### Leadership Training

Does your institution do any combined leadership training for student leaders from across different departments? *Yes*

If so, how is this structured? *We usually collaborate with Intercultural Programs, and occasionally with Residence Life and Career Development and Calling. We open our leadership training with a dinner (for the Resident Assistants and student leaders from Intercultural programs, activities council, mission and ministry orgs, and student govt) and Q&A with the college presidential couple. We go on a retreat to the Channel Islands and host bimonthly lunches with student leaders from Campus Life, Intercultural Programs, and Career Development and Calling.*

What has worked well in this training? What challenges have you faced?

*The collaboration has worked well, as the students learn of the different ways to lead and serve. The difficulty is to maintain those interdepartmental/cross-team relationships because the teams bond so much and tend to keep to themselves when the collective group gets together. This year we are planning to enforce more mingling so that each org knows the name and duties of the other ones.*

**California Baptist University:**

**Student Government**

How is your student government structured? (Board of Directors, Student Senate, Class Councils, etc.)

Executive Council (President, Executive VP, VP of Finance, VP of Communications, Director of Office Affairs)

Senate (2-4 class reps, 2-4 residential reps, 2-4 commuter reps)

Judicial Board (7 appointed by President and Advisor)

What positions does your institution have on the executive board of your student government?

See above.

How many of these positions are elected by students or selected by staff?

All positions are elected except for the judicial board and then if an elected rep vacates the position the president may appoint someone with Senate approval

What is the scope of responsibility for your student government?

Advocacy for Student Body & Campus Improvements

What is your student government's total yearly budget?

It is student fee based so this number varies by year

Any other unique information about your student government?

They DO NOT do campus wide activities as we have an entire department designated to this

**Activities**

Who plans and supervises your campus events/programming (social)? How many staff? Student team?

Community Life has 8 full-time professional staff members, 2 graduate assistants, and 18 student interns responsible for the planning and execution of campus events. A full time professional staff member is on site to supervise events or programs. Community Life includes campus activities, cultural and commuter programs, and recreation programs (intramural sports and outdoor adventures).

How many all campus social activities do you plan per semester?

Per semester we have between 35-50 events across all areas of our office (not including daily intramural games and commuter specific events)

What is your yearly budget for campus activities?

It is student fee based so this number varies by year

**Leadership Training**

Does your institution do any combined leadership training for student leaders from across different departments?

If so, how is this structured?

All students leaders (except RA's who have already moved in) move in on the same day and there is a kick-off dinner for all student leaders. A formal training session together with all student leaders occurs the following day and topics discussed vary each year. Each department holds their own time of training and staff bonding before new student orientation and the beginning of the semester.

What has worked well in this training? What challenges have you faced?

We have found this time valuable to student leader training coming together as a whole. The Office of Leadership and Transitions oversee student leader training and selection and would be a great contact for this – [leadershipandtransitions@calbaptist.edu](mailto:leadershipandtransitions@calbaptist.edu)

## George Fox University:

### Student Government

How is your student government structured? (Board of Directors, Student Senate, Class Councils, etc.) **Central Committee which is similar to a board of directors.**

What positions does your institution have on the executive board of your student government? **President, Exec. VP, Vp of Activities and Programs, VP of Commuter Life, VP of Finance, VP of Marcom, VP of Multi-Cultural Life, VP of Representation**

How many of these positions are elected by students or selected by staff? **All are elected by students.**

What is the scope of responsibility for your student government? **Activities, programs, funds (Community Life, Academic Pursuit and Social Responsibility), Representation (senate),**

What is your student government's total yearly budget? **\$500K**

Any other unique information about your student government?

### Activities

Who plans and supervises your campus events/programming (social)? How many staff? Student team? **Director of Student Involvement and student team**

How many all campus social activities do you plan per semester? **32**

What is your yearly budget for campus activities? **\$100K**

### Leadership Training

Does your institution do any combined leadership training for student leaders from across different departments?

If so, how is this structured? **Yes, we do one day- it includes Intercultural Life training, spiritual component, leadership training... we also have a commissioning that is together right before Welcome Weekend.**

What has worked well in this training? What challenges have you faced? **It is great- we love it. Bringing everyone together is always positive. Different people have spoke throughout the years- mostly just people on staff.**

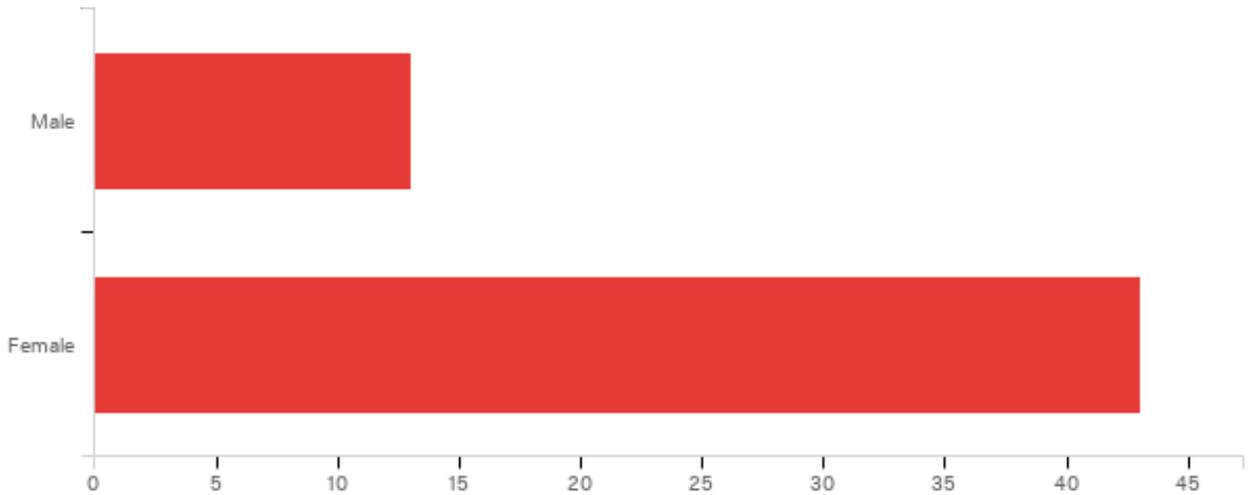
If there is someone who is more applicable, I would greatly appreciate it if you could direct me their way or forward this email.

Stephanie St Cyr- Director of Student Involvement. She filled this out- but it was sent to Mark Pothoff.

### Appendix II

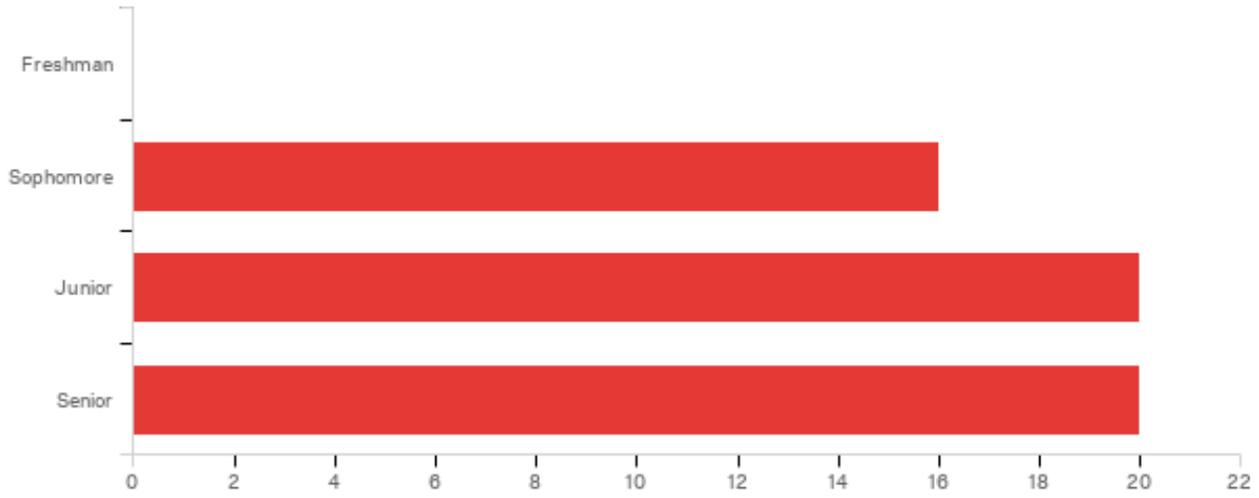
2016 LEAD Student Evaluations  
2016 LEAD Student Evaluation  
September 21st 2016, 2:31 pm PDT

#### Q1 - Gender



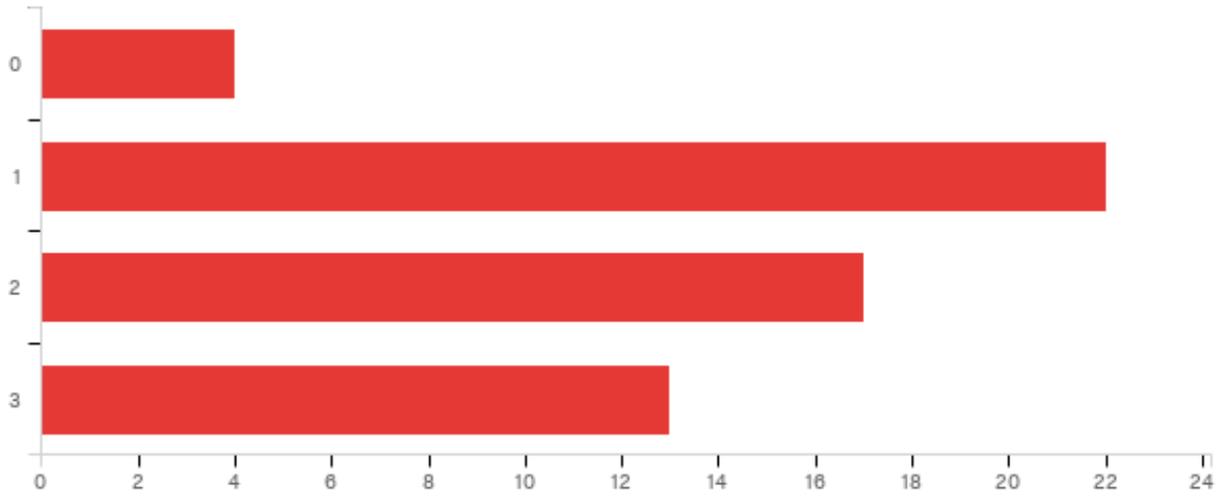
Answer	%	Count
Male	23.21%	13
Female	76.79%	43
Total	100%	56

## Q2 - Year at PLNU



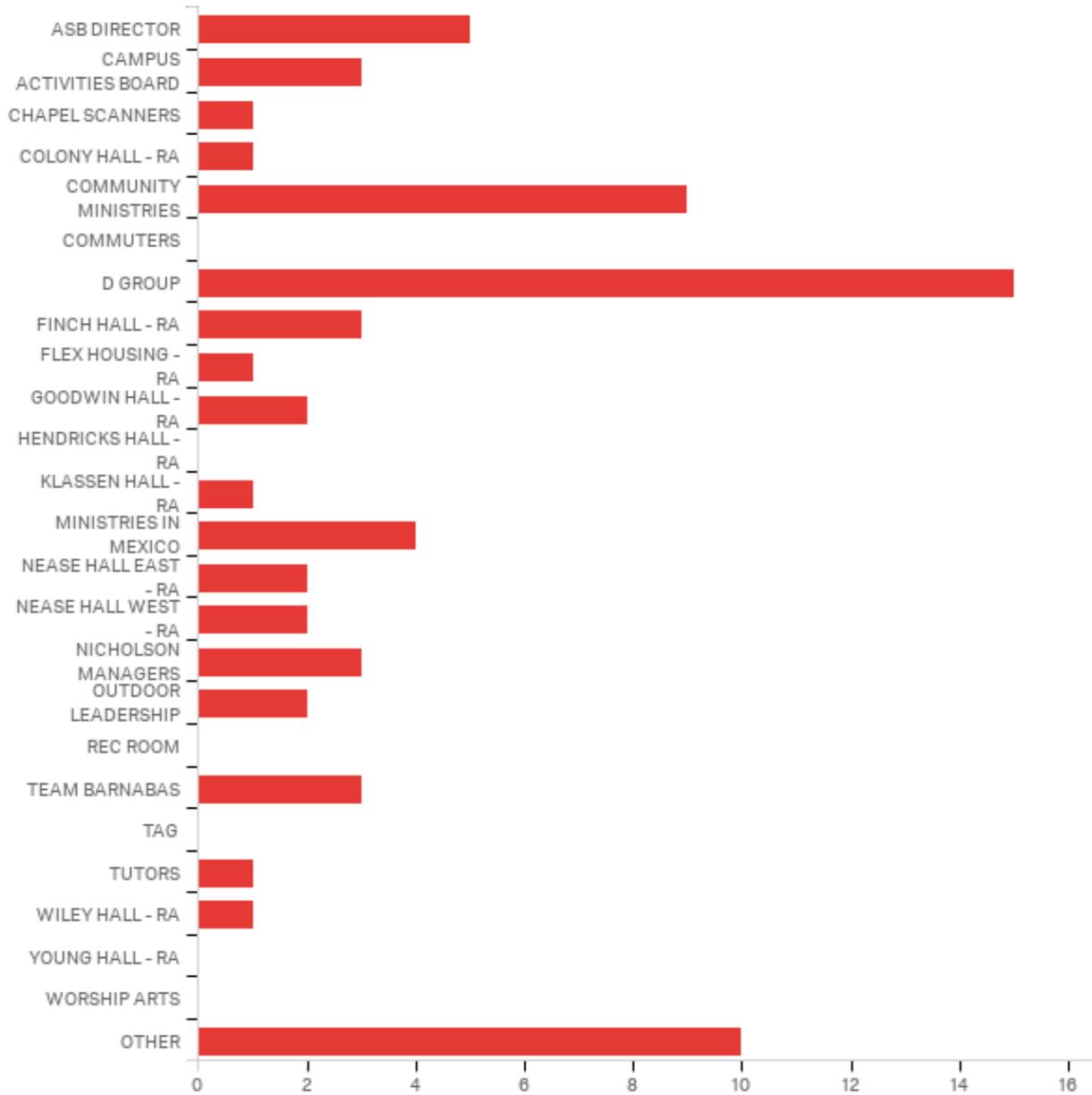
Answer	%	Count
Freshman	0.00%	0
Sophomore	28.57%	16
Junior	35.71%	20
Senior	35.71%	20
Total	100%	56

### Q3 - Number of LEAD trainings you have attended



Answer	%	Count
0	7.14%	4
1	39.29%	22
2	30.36%	17
3	23.21%	13
Total	100%	56

**Q4 - Group(s) you were a part of at LEAD (choose all that apply)**



Answer	%	Count
ASB DIRECTOR	8.93%	5
CAMPUS ACTIVITIES BOARD	5.36%	3
CHAPEL SCANNERS	1.79%	1
COLONY HALL - RA	1.79%	1
COMMUNITY MINISTRIES	16.07%	9
COMMUTERS	0.00%	0

D GROUP	26.79%	15
FINCH HALL - RA	5.36%	3
FLEX HOUSING - RA	1.79%	1
GOODWIN HALL - RA	3.57%	2
HENDRICKS HALL - RA	0.00%	0
KLASSEN HALL - RA	1.79%	1
MINISTRIES IN MEXICO	7.14%	4
NEASE HALL EAST - RA	3.57%	2
NEASE HALL WEST - RA	3.57%	2
NICHOLSON MANAGERS	5.36%	3
OUTDOOR LEADERSHIP	3.57%	2
REC ROOM	0.00%	0
TEAM BARNABAS	5.36%	3
TAG	0.00%	0
TUTORS	1.79%	1
WILEY HALL - RA	1.79%	1
YOUNG HALL - RA	0.00%	0
WORSHIP ARTS	0.00%	0
OTHER	17.86%	10
Total	100%	56

## OTHER

### OTHER

Club President

Student Senate

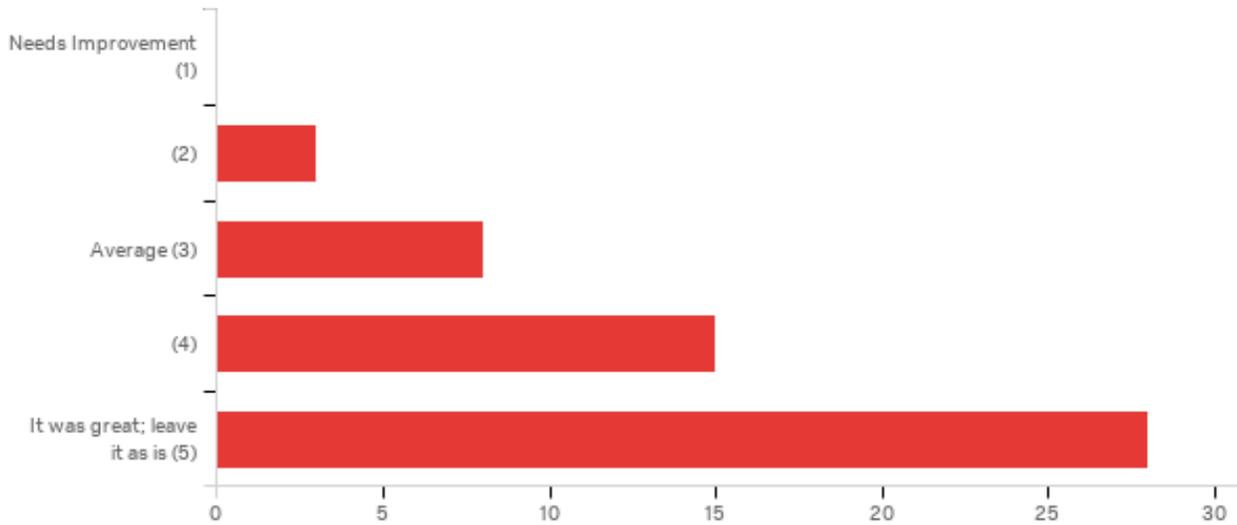
Alpha Groups

Mosaic/Club President

Tutoring

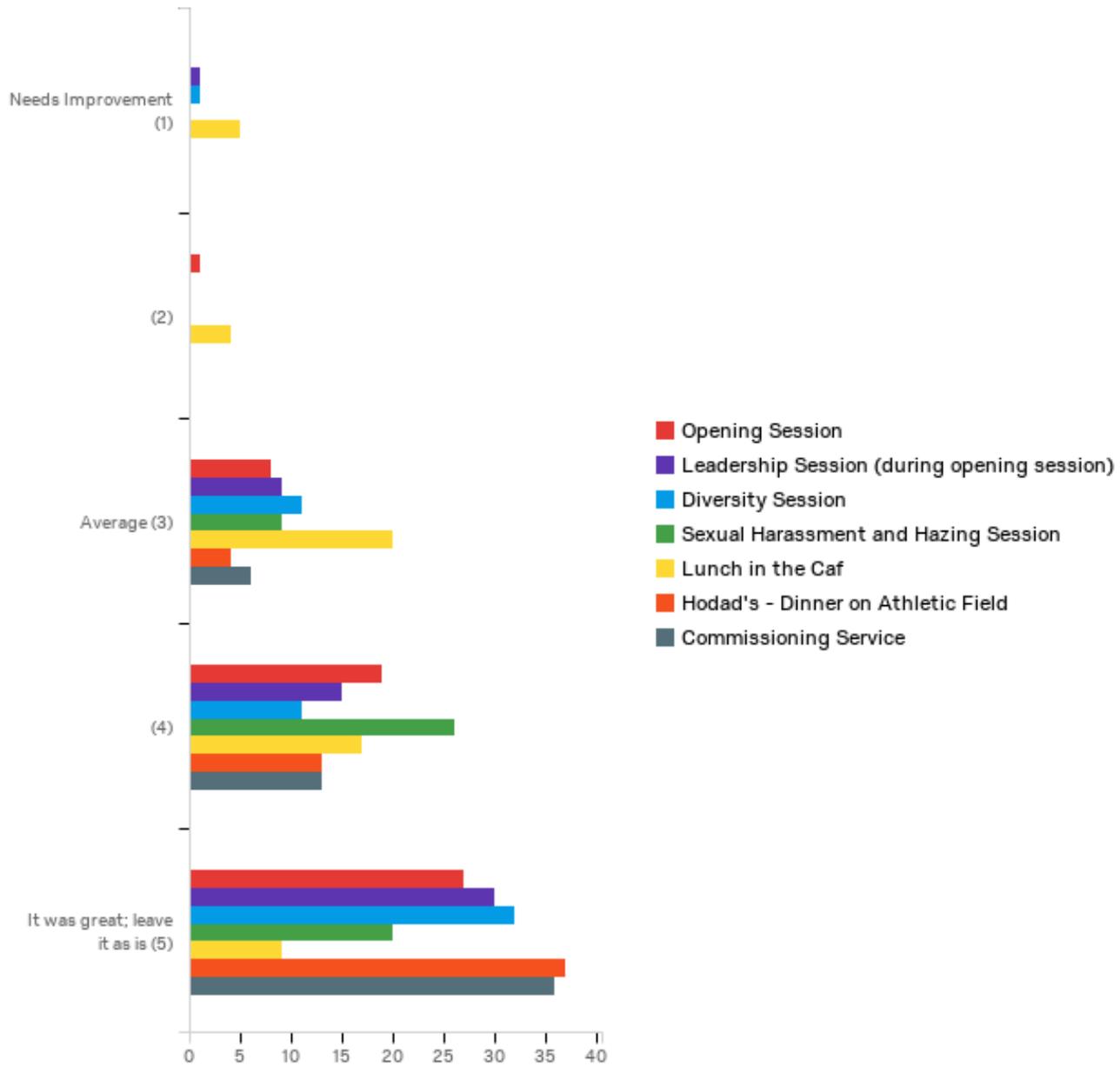
Alpha groups

**Q5 - Rate the quality of specialized training time spent with your leadership group:**



Answer	%	Count
Needs Improvement (1)	0.00%	0
(2)	5.56%	3
Average (3)	14.81%	8
(4)	27.78%	15
It was great; leave it as is (5)	51.85%	28
Total	100%	54

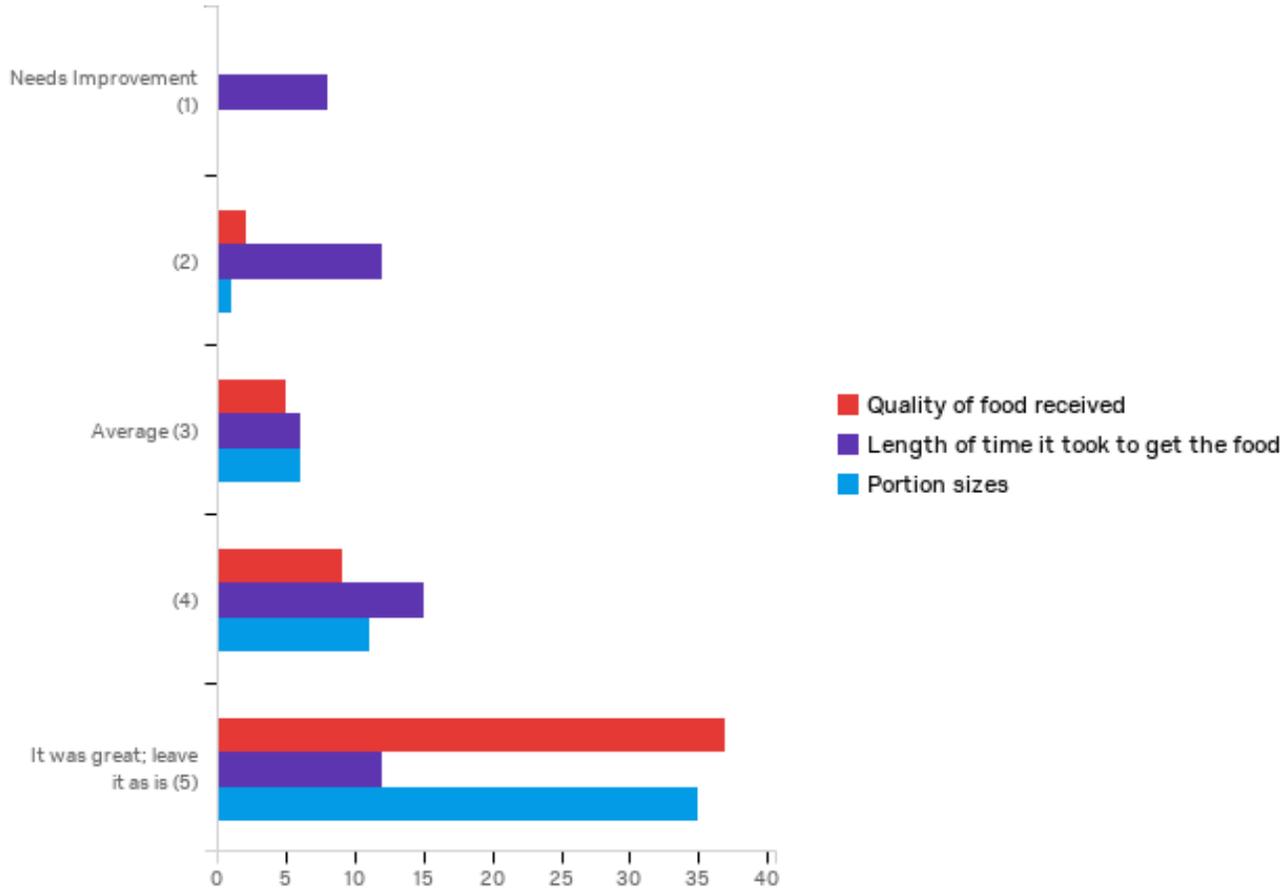
## Q6 - Assess the quality of the LEAD training day:



Question	Needs Improvement (1)	(2)	Average (3)	(4)	It was great; leave it as is (5)	Total					
Opening Session	0.00%	0	1.82%	1	14.55%	8	34.55%	19	49.09%	27	55
Leadership Session (during opening session)	1.82%	1	0.00%	0	16.36%	9	27.27%	15	54.55%	30	55
Diversity Session	1.82%	1	0.00%	0	20.00%	11	20.00%	11	58.18%	32	55
Sexual Harassment and Hazing Session	0.00%	0	0.00%	0	16.36%	9	47.27%	26	36.36%	20	55
Lunch in the Caf	9.09%	5	7.27%	4	36.36%	20	30.91%	17	16.36%	9	55

Hodad's - Dinner on Athletic Field	0.00%	0	0.00%	0	7.41%	4	24.07%	13	68.52%	37	54
Commissioning Service	0.00%	0	0.00%	0	10.91%	6	23.64%	13	65.45%	36	55

### Q11 - How did you like the Dinner Vendor (Hodad's)?



Question	Needs Improvement (1)	(2)	Average (3)	(4)	It was great; leave it as is (5)	Total					
Quality of food received	0.00%	0	3.77%	2	9.43%	5	16.98%	9	69.81%	37	53
Length of time it took to get the food	15.09%	8	22.64%	12	11.32%	6	28.30%	15	22.64%	12	53
Portion sizes	0.00%	0	1.89%	1	11.32%	6	20.75%	11	66.04%	35	53

## Q12 - Any comments regarding dinner on the Athletic Field?

Any comments regarding dinner on the Athletic Field?

Great Customer Service

Took a bit to get the food but very tasty!

I was so glad we were told to bring our water bottles this year! Great job on that improvement! The food was great and didn't take long to get through the line and receive it.

It was great that they were taking orders and making the food right there, but it took way too long and people weeee stuck in line for over an hour.

AWESOME...amazing fries!

Good stuff, but maybe cut down on wait times next time?

Food was good, however it took a long time to get it

I saw a lot of people not really a part of the "Lead" week but joined for dinner..which I didn't really expect and truly don't mind. However I did think it took people who needed to be at the commissioning service twice as long to get through the line

It took a very long time. I am not sure how this could be improved. The food was awesome!

It was great! I think there were a lot of people there who were not part of LEAD, and it may have made the line really long

Thought it was great! People were able to play games and enjoy fellowship and food!

Took too long. But was yummy. Maybe just have them make burgers and then you can put your own toppings on it. Music would have been awesome!

It was and always is so good!!!!

I waited an hour in line, I would prefer if there was a better way to order and receive my food.

Delicious!!! Maybe provide music and a few more games!

N/A

good

Just a little sunny

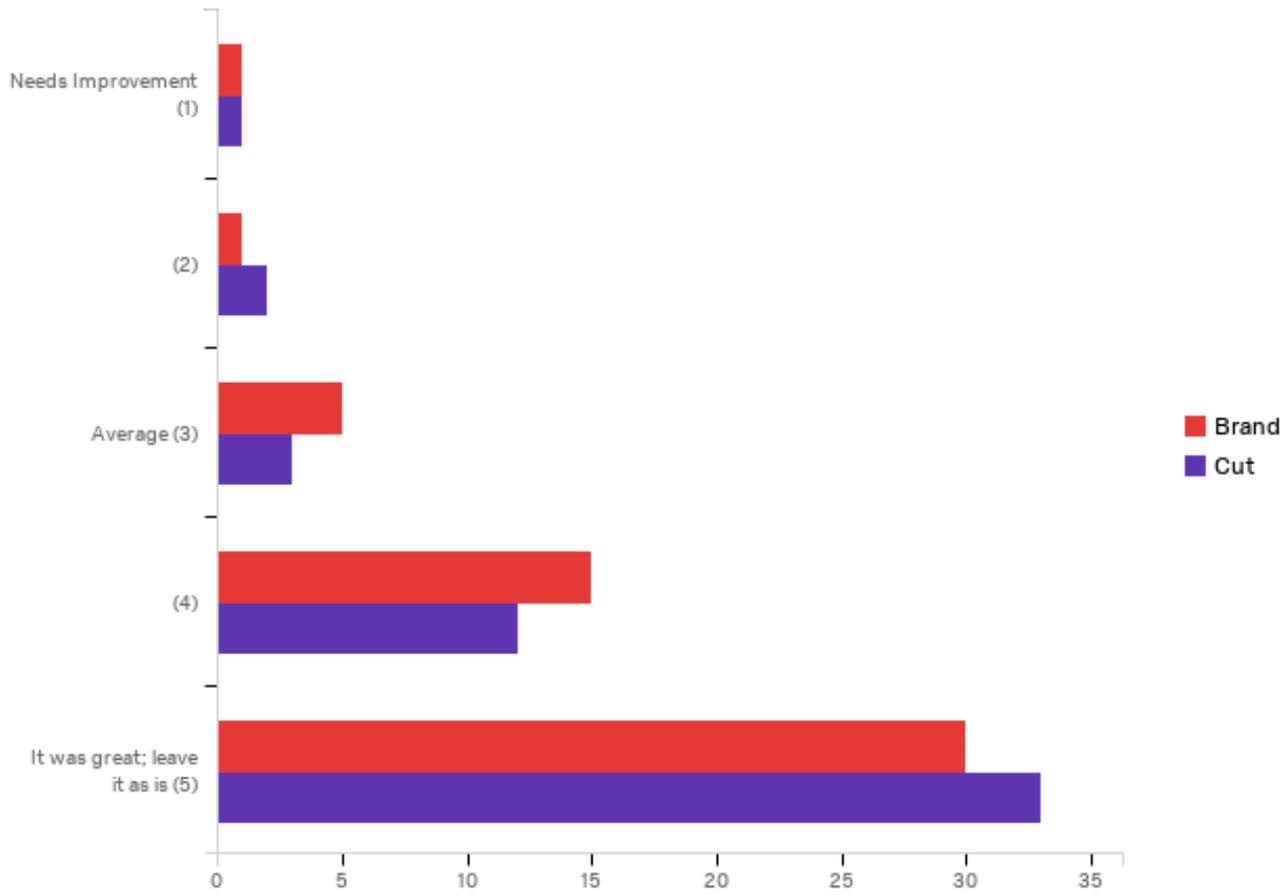
The two lines for ordering and waiting to get food were a much better idea than the chaos of last year. Additionally, telling people to bring their own water bottles definitely helped.

Not quite the normal quality of Hodad's

Much better than last year in regards to location and refreshments.

lots of non-lead people there eating which made things take longer

## Q8 - How did you like the t-shirt design?



Question	Needs Improvement (1)	(2)	Average (3)	(4)	It was great; leave it as is (5)	Total
Brand	1.92% 1	1.92% 1	9.62% 5	28.85% 15	57.69% 30	52
Cut	1.96% 1	3.92% 2	5.88% 3	23.53% 12	64.71% 33	51

## Q7 - What was your favorite part of LEAD and why?

What was your favorite part of LEAD and why?

Weekend retreat to Mexico with the team. Great experience for team unity, and we actually got a lot of training done.

meeting people from lots of different areas of ministry on campus

My favorite part was the opening session and getting together at the LEAD dinner!

I liked getting to know the other people in other ministries because it makes us all feel connected to the larger Point Loma community.

Much better than last year!

My favorite part of LEAD was the commissioning service because we had a chance to worship together and experience a time of rest and reflection before the year began.

The opening session. It was fun, informative, and I met so many new people

Hodad's

Connecting with other leaders on campus because I feel I know my team better now.

I liked how the Lead Sessions were split up and that we were all together for them. I remember last time we all were separated into groups and had different schedules, which I didn't enjoy. It felt more unified this way. I also liked how the bonding activity was optional and really chill, and that it wasn't forced relay races or anything too necessary.

The self-defense training that the RA's did. I believe it is super important for everyone to know. I wish all the leaders could have done the same.

I loved the diversity session. Melissa Tucker was fantastic at engaging the group while also providing relevant information and thought provoking questions.

I liked the more simple format this year, & all the speakers were awesome

Dinner from that Caribbean place during the student ministries thing at liberty station. It was delicious and unexpected.

Recognizing the honor it is to be among the many people on campus who were chosen to be in a leadership position and getting to know them better

Meetings with the other D group leaders

I really enjoyed the diversity talk. They made a possibly awkward talk very helpful and applicable to everyone!

Diversity! It was so much better this year. SO much better. The conversations that came out of it were so good

The diversity training was very good this year. Mel did a great job and kept the audience interested the entire time.

I enjoyed the opening session the best because you could feel the energy that will be the driving force behind this upcoming year.

My team. Because they're awesome and I love Mexico.

Bonding with my team and chapels

My favorite part was the community building within our leadership group. It allows us the time to fully invest in our leadership family and allow us to bond.

The food because it was delicious and filling.

The Diversity Training because it really caused me to think and started great conversations in my leadership group

Diversity training- improved from last year and really great, informative session overall

The interactions the speakers made with the students/leaders.

I loved seeing how involved, excited, and hyped everyone was!

I actually really loved diversity training. I think it is really necessary on campus and it was presented from a great perspective that allowed us to make it personal.

Getting to spend time with all of the leaders on campus. It was a great time to catch up with everyone in different departments since we don't get to see much of each other during separate training times.

Commissioning service

Title IV meeting

The bonding

Getting to see all the leaders and be in community together!

Spending time with my team

The talks were a lot more efficient and effective than last year

Getting to know my team! They are great!!

The attitude of the staff involved created a climate of encouragement and hope for this upcoming year.

I liked that everyone went to all the sessions together, so it was harder to get confused and lost about where you were supposed to be and when.

Connecting with all of the other leaders.

Diversity training!!

Free food.

Melanie and Jeff

Dinner on the field because it was a good time to relax and fellowship, spending time with all the people who would be leaders on campus.

Opening ceremony game where we hear about how silly the incoming freshmen can be

closing session because of the worship

## Q9 - What is one thing that would have made your LEAD Day training more enjoyable?

What is one thing that would have made your LEAD Day training more enjoyabl...

N/A

more specialized training for my specific ministry

A few student's opinion/ insights on who led the Diversity Training.

It would have made LEAD Day training easier if different the individual training sessions weren't at the same time.

Making the title IX training more interactive

Being an RA many of the lead sessions are kind of repetitive to what we already learn in training. It's kind of overwhelming for the RA's to be here for a week for everyone else and then to be bombarded with the energy of all the lead people just arriving on campus. If RA's could get exempt from some lead week activities that would make it a lot more enjoyable. Then we'd have the space to rest and get reenergized before NSO.

Shorten the session at liberty station.

I think it would be great if there were set days for groups to be trained during Lead. Like having D group one day, and CAB the other day, that way there are not too many conflicts with people missing out who are involved in multiple leadership opportunities. I was hard to train people when they had to be at the club president meeting on Thursday and the student senate meeting on Thursday also, etc.

Personal hang out time with Dr. Brower.

A better outline of what would be happening though out the week.

An activity to get to know some of the other leaders

It was pretty great. I'm not a huge hamburger fan, so I probably would have liked Indian food more than Hodad's.

Working in smaller groups in the Diversity training did help, but would have liked to have more time

Better t shirt design.

A bit shorter of the closing ceremony

It was good the way it was

Loved it all

Breakfast provided before sessions. Like muffins!

Make more sessions that are shorter rather than longer and fewer sessions

More worship sessions before the sessions

Being with friends and bonding.

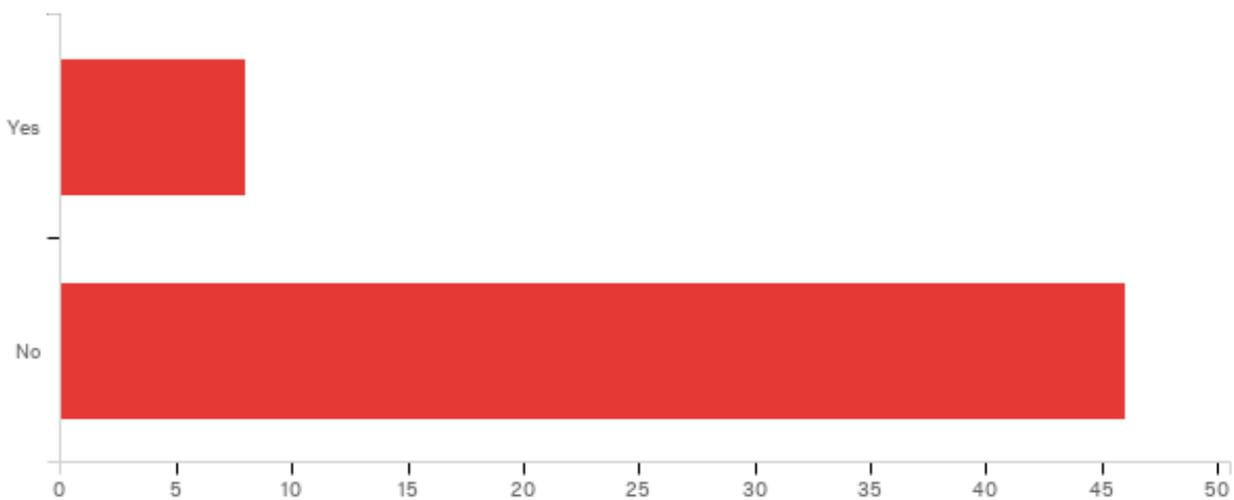
More music

Meeting at 9:30am instead of 9am so we could sleep in a little longer.

Nothing :)

N/A
Better breakfast times
shorter sessions
More jokes
Getting rid of the awkward gap in between the sessions and lunch!
It was honestly great
It was great!
More personal
Jake Gilbertson wearing a banana suit. Doesn't matter when or where. Just should happen at some point.
More time for training our employees, everyone had multiple obligations and were forced to choose which trainings for each obligation they would attend.
Full Caf options
More fun activities.
Better timings for meetings. Like we had very awkward breaks in between meals and meetings
Ice cream
If it was only one day
can't think of anything!

**Q15 - Did you participate in the optional Beach Day event (Thursday, August 25) - if yes, please rate your**



Answer	%	Count
Yes	14.81%	8
No	85.19%	46
Total	100%	54

### Q17 - Do you have any comments about the Beach Day event?

Do you have any comments about the Beach Day event?

It is a great idea, I just had to miss out because of an appointment. But I heard it was really chill, and it made us more comfortable knowing it was optional and not any time that was set aside and mandatory.

I took a nap instead. It was awesome.

While i chose to spend the day finishing moving in, I enjoyed the fact that there was an optional event for further fellowship.

I wouldn't go again, I was hoping it would be more organized or possibly have food. It was primarily students just "hanging out"

Great fun!

N/A

No

It was a nice day to be at the beach.

Student ministries had a separate event from the beach day.

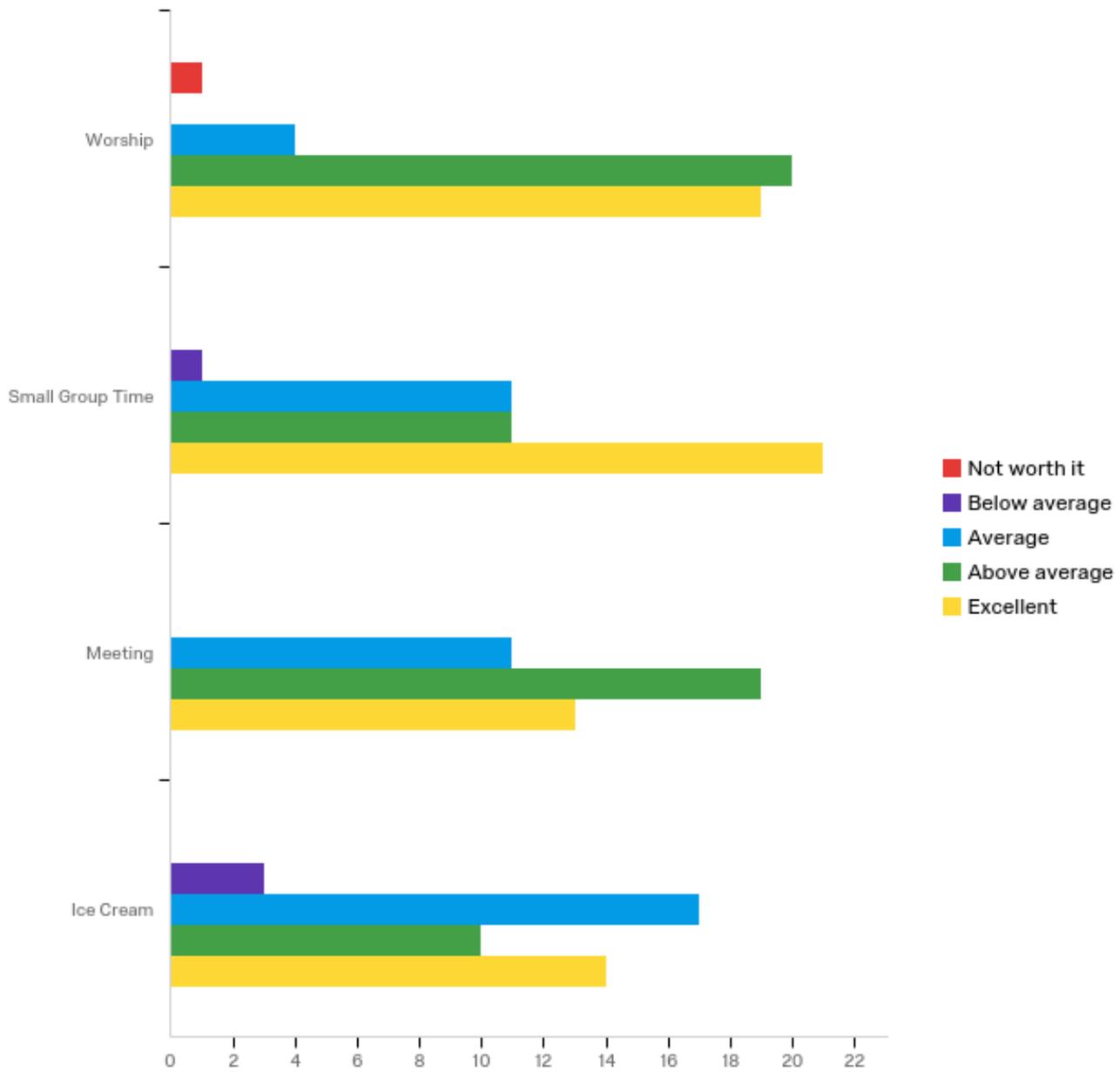
N/a

## 2016 Freshman Retreat Student Survey

*Freshman Retreat Student Survey 2016*

May 23rd 2017, 11:08 am PDT

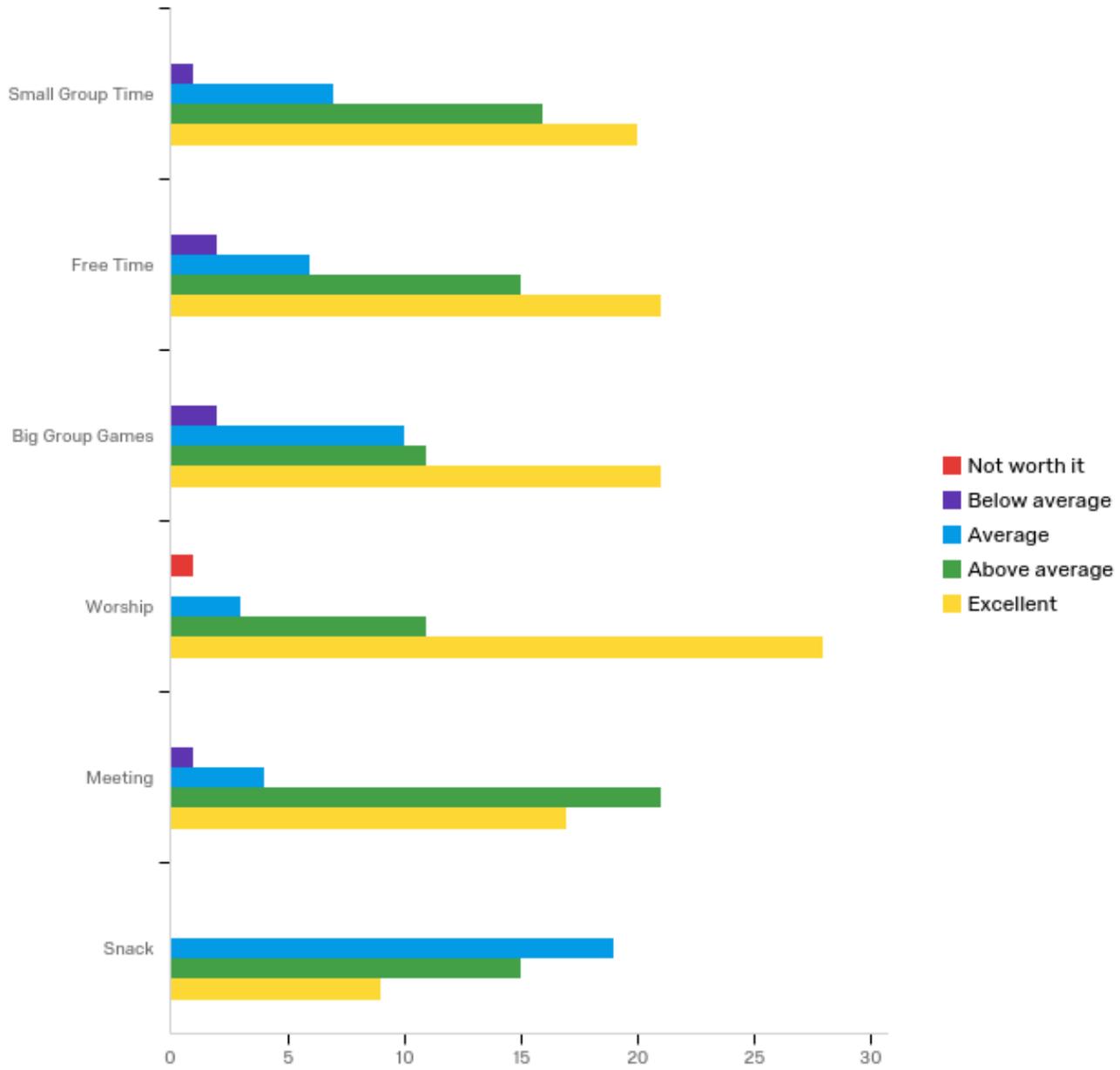
### Q1 - Saturday Evening Events



#	Question	Not worth it	Below average	Average	Above average	Excellent	Total
1	Worship	1	0	4	20	19	44
2	Small Group Time	0	1	11	11	21	44
3	Meeting	0	0	11	19	13	43
4	Ice Cream	0	3	17	10	14	44

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Worship	1.00	5.00	4.27	0.81	0.65	44
Small Group Time	2.00	5.00	4.18	0.89	0.79	44
Meeting	3.00	5.00	4.05	0.75	0.56	43
Ice Cream	2.00	5.00	3.80	0.97	0.94	44

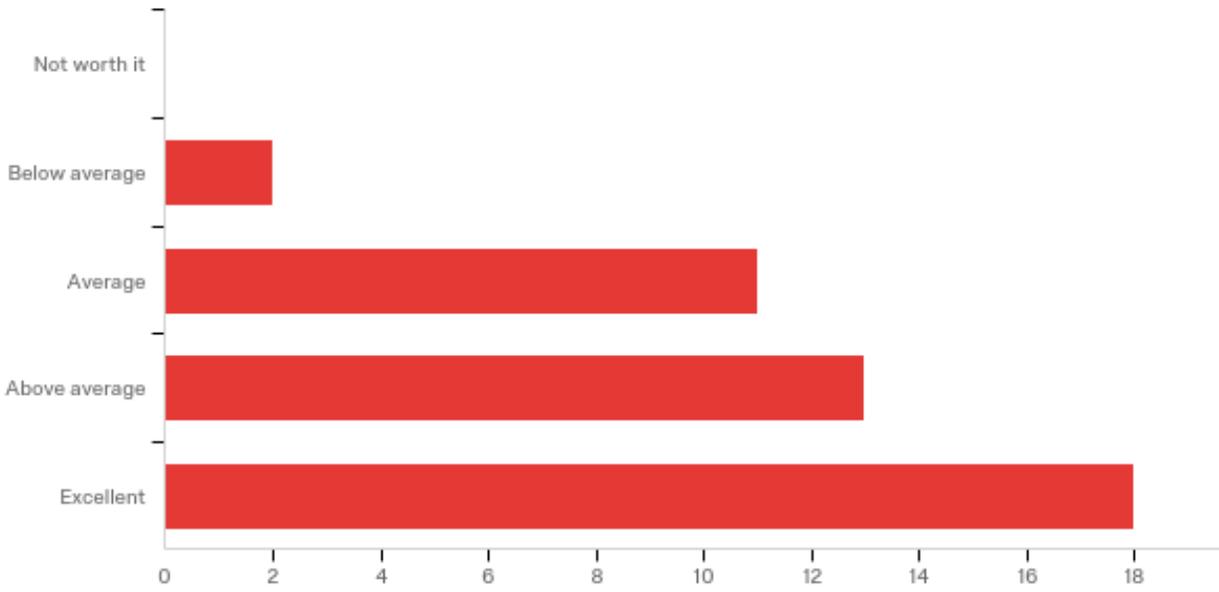
## Q2 - Sunday Events



#	Question	Not worth it	Below average	Average	Above average	Excellent	Total
1	Small Group Time	0	1	7	16	20	44
2	Free Time	0	2	6	15	21	44
3	Big Group Games	0	2	10	11	21	44
4	Worship	1	0	3	11	28	43
5	Meeting	0	1	4	21	17	43
6	Snack	0	0	19	15	9	43

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Small Group Time	2.00	5.00	4.25	0.80	0.64	44
Free Time	2.00	5.00	4.25	0.86	0.73	44
Big Group Games	2.00	5.00	4.16	0.93	0.86	44
Worship	1.00	5.00	4.51	0.82	0.67	43
Meeting	2.00	5.00	4.26	0.72	0.52	43
Snack	3.00	5.00	3.77	0.77	0.60	43

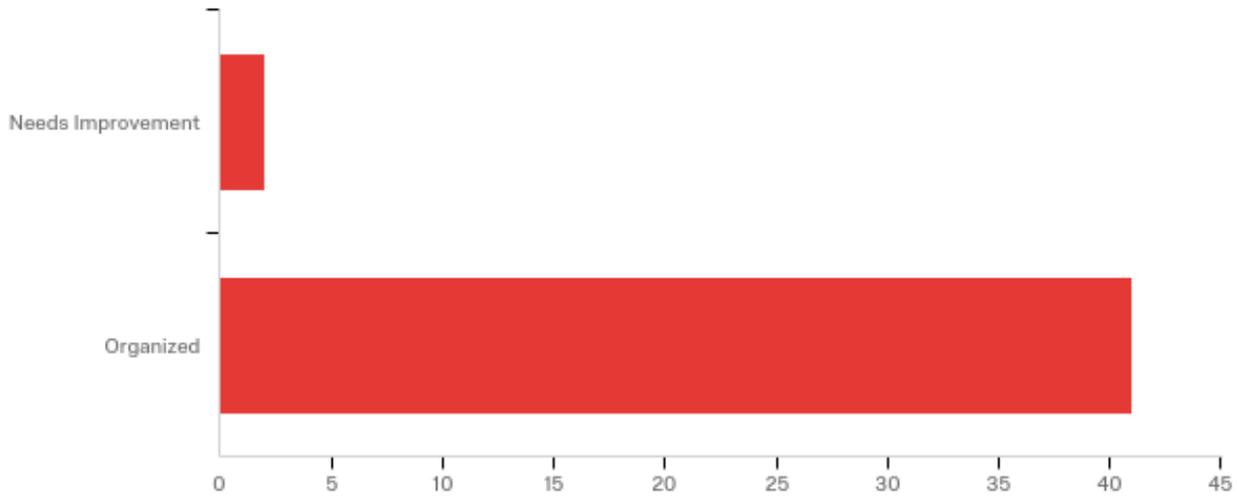
### Q3 - Monday Event



#	Answer	Count
1	Not worth it	0
2	Below average	2
3	Average	11
4	Above average	13
5	Excellent	18
	Total	44

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Small Group Time	2.00	5.00	4.07	0.91	0.84	44

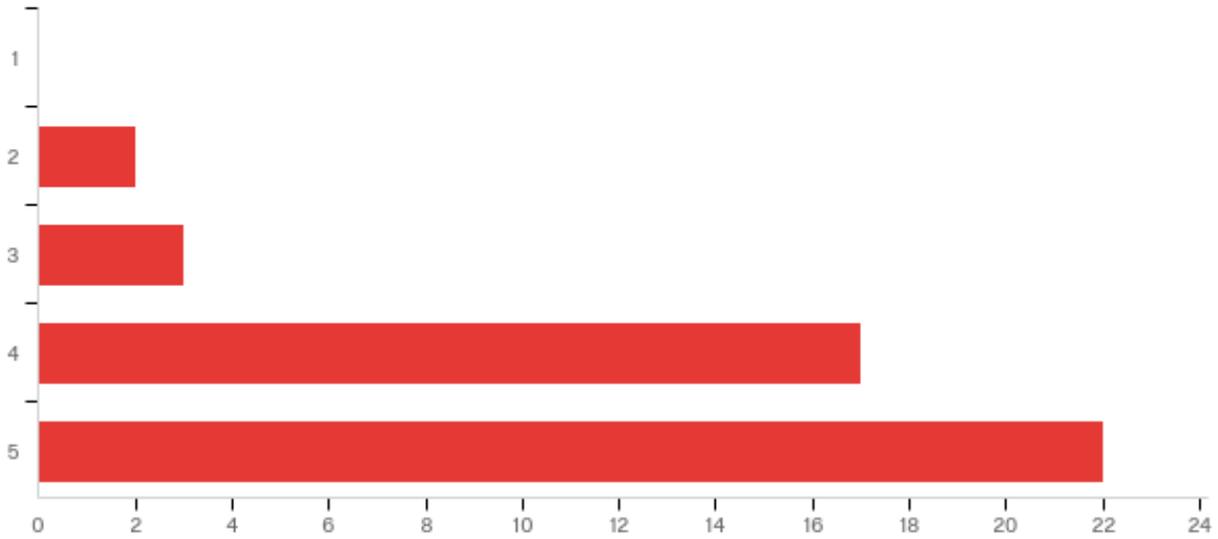
### Q10 - How do you rate the Saturday check-in process?



#	Answer	Count
1	Needs Improvement	2
2	Organized	41
	Total	43

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
How do you rate the Saturday check-in process?	1.00	2.00	1.95	0.21	0.04	43

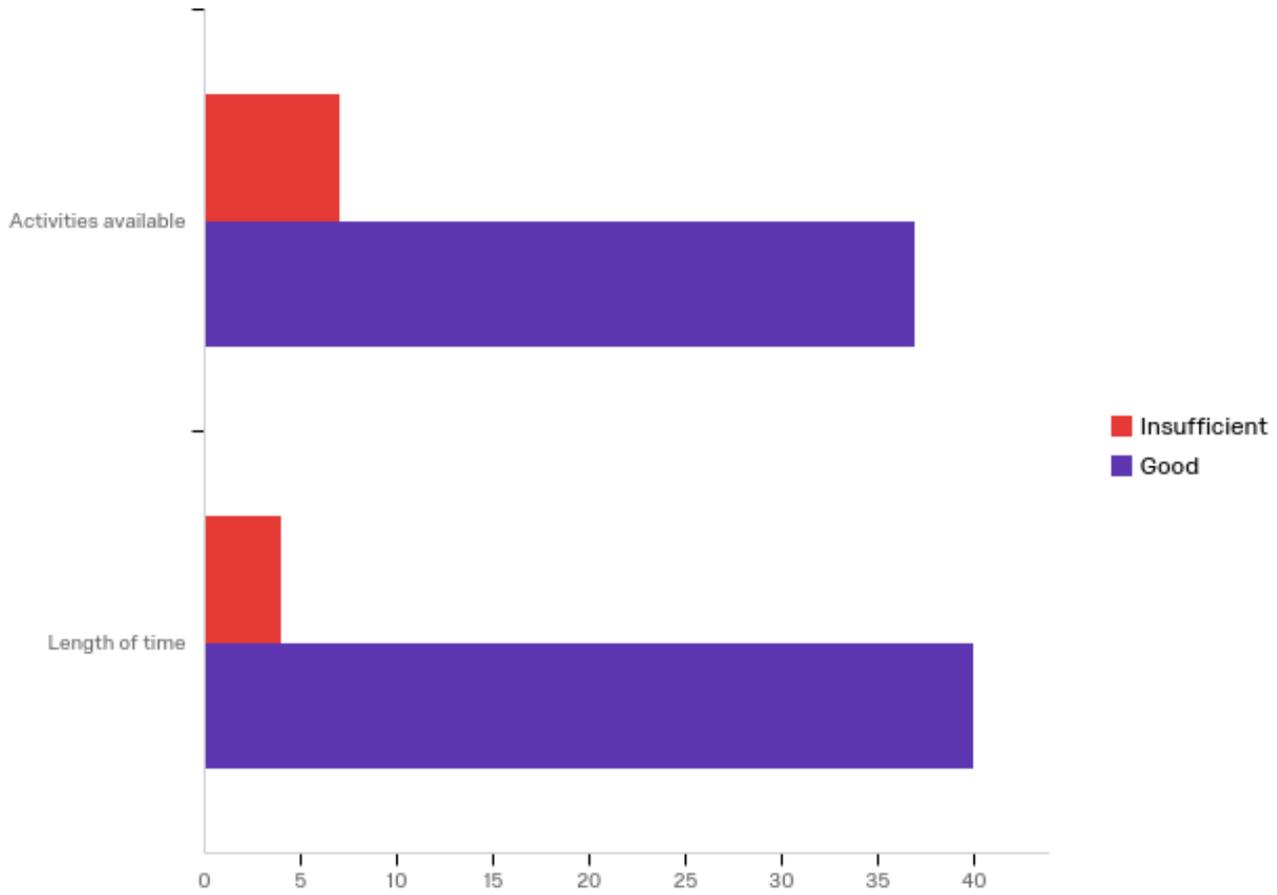
**Q11 - How well prepared did you sense your small group leader to be? (1) appeared scattered and unprepared, (5) appeared well prepared and confident**



#	Answer	Count
1	1	0
2	2	2
3	3	3
4	4	17
5	5	22
	Total	44

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
How well prepared did you sense your small group leader to be? (1) appeared scattered and unprepared, (5) appeared well prepared and confident	2.00	5.00	4.34	0.80	0.63	44

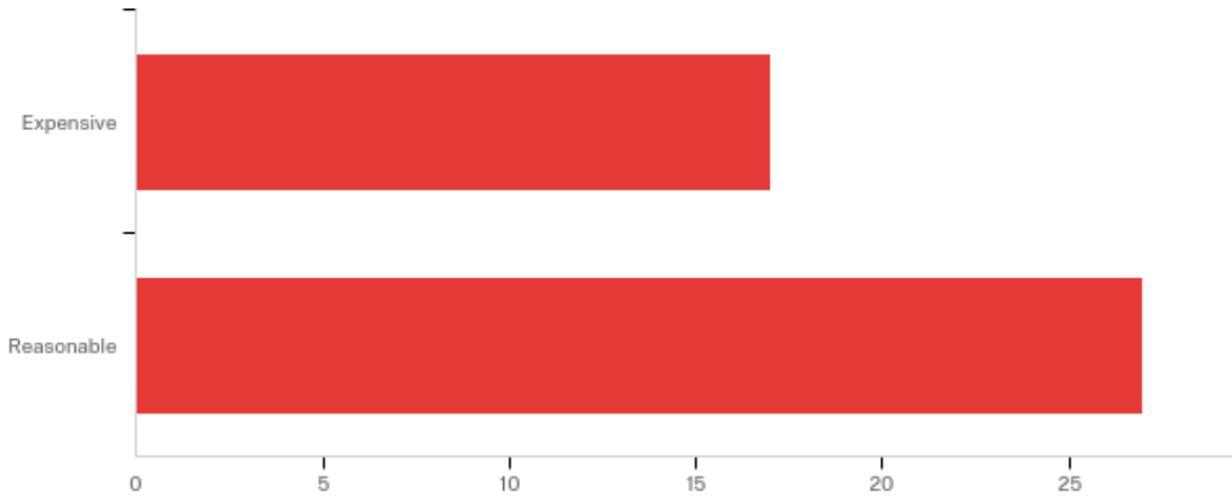
**Q9 - Please rate the following in regards to free time Sunday afternoon.**



#	Question	Insufficient	Good	Total
1	Activities available	7	37	44
2	Length of time	4	40	44

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Activities available	1.00	2.00	1.84	0.37	0.13	44
Length of time	1.00	2.00	1.91	0.29	0.08	44

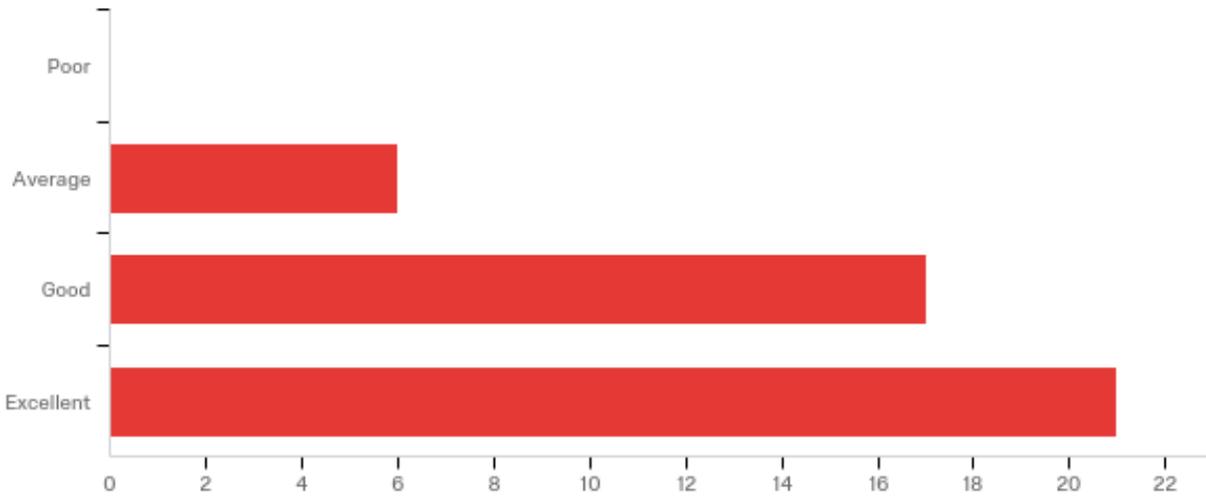
## Q6 - What did you think of the price of Freshman Retreat?



#	Answer	Count
1	Expensive	17
2	Reasonable	27
	Total	44

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
What did you think of the price of Freshman Retreat?	1.00	2.00	1.61	0.49	0.24	44

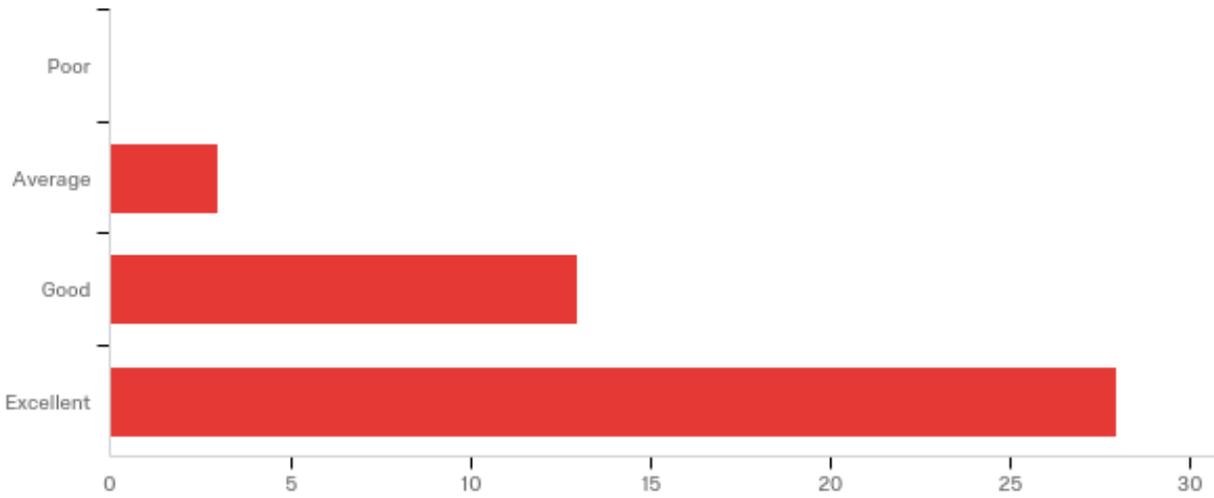
## Q7 - What did you think of the food?



#	Answer	Count
1	Poor	0
2	Average	6
3	Good	17
4	Excellent	21
	Total	44

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
What did you think of the food?	2.00	4.00	3.34	0.71	0.50	44

### Q8 - How do you rate the Young Life Oakbridge Conference Facilities?



#	Answer	Count
1	Poor	0
2	Average	3
3	Good	13
4	Excellent	28
	Total	44

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
How do you rate the Young Life Oakbridge Conference Facilities?	2.00	4.00	3.57	0.62	0.38	44

## Q4 - What was your highlight from the weekend?

What was your highlight from the weekend?

Small group time and worship. Advice from upperclassmen about freshman year was very helpful.

My highlight was the small group time. I enjoyed being able to meet new people and friends as well. It was great to be with Loma people away from Loma.

Going down slide 30 times

Getting meet new people in my small group and getting to know them on a deeper level.

Diving Contest

Playin ga-ga

the tournaments

The worship and M'lynn's sermon on Sunday

Sunday night's worship

The night hike

meeting new people, and experiencing God through worship and the message shared

Being able to meet a lot of great people and worship freely with them

The time spent in a group, our leaders were good, and we were all able to share openly.

Meeting new people and seeing what similarities that I shared with others through my hopes and worries

star gazing

Getting to know more people and the worship/ service each night

bonding with my small group

swimming

The worship and the messages by all of the speakers.

Getting to know new people from Point Loma, freshman and upperclassmen.

Making new friends

Tournaments (diving,vb,spikeball)

Small group time/Meeting new people

Message by M'Lynn

Getting to know new people that I wouldn't have met outside of my hall or my major. I also really enjoyed getting to know and spending time with the older student leaders at meals and in small groups.

I thought the talk on Sunday was amazing and it is something I won't forget. I had a lot of time getting to know the leaders and playing all of those game at free time.

Everything.

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My small group was absolutely wonderful. Forrest was a great leader with a lot of wisdom to impart to us and he was also a good supportive listener. Small group time was awesome!

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The highlight of my weekend was hearing M'Lynn speak! I also enjoyed the small group time and being able to talk through the struggles of transitioning into college life.

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Free time tournaments and worship

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Every day was wonderful, worthy to go.

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Meeting people

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Diving contest was legit

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meeting new people

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Chapel on Sunday night - the message was SO relatable and it was something that resonated with everyone.

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Forming new friendships, the night hike, finding a community strong in Christ

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Worship on Sunday night

## Q5 - Any other comments or suggestions?

Any other comments or suggestions?

More time for small group.

Maybe play more big group games/ field games.

open up the archery and other things so that there's more variety.

N/A

I think the small groups should be more bible centered. instead of playing little games that don't go very deep I think there should be questions about the sermon that the small group leader should ask

Don't have sleep under the stars as an option. Everyone together in the cabins is a much more bonding experience and there is no division between people. Everyone gets a place to sleep. Everyone feels like they belong.

I was hesitant about going at first but I had an amazing time! I am so glad that I went, I would definitely recommend it!

The only thing that could use adjusting for me was that sunday had a lot of activities that were not for me so i was bored most of the day

maybe add a soccer competition as well?

more activities for those who are not athletic. felt like there wasn't much to do if you didn't play sports

nah

Evenly distribute the students to small groups or make all of them larger. Small groups would have been fun but mine only had five people and they were all too shy to have conversations and discussions with.

no

A little more structure would be good when it comes to free time. If you're not a sports person it isn't really clear what else there is to do.

Small group time for me was very beneficial because we took it seriously.

none

No.

## Multicultural and International Student Services

### Mission Statement

Multicultural student services provide 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. International student services specifically provide appropriate support services for international students and is dedicated to fostering cross-cultural respect, perspectives, and appreciation towards global citizenship.

### Overview

The office of Multicultural and International Student Services (MISS) oversees two main areas, MOSAIC (Multicultural Opportunities for Students Actively Involved in Community) and International Student Services. MOSAIC houses seven multicultural student clubs, Association of Latin American Students (ALAS), Asian Student Union (ASU), Black Student Union (BSU), B.R.E.A.K. (Beauty, Revival, Equity, Action, Knowledge), Hui O’Hawaii, U.N.I.T.E. (uniting national and international *students* through education) and a mentoring program, Team Barnabas, totaling seven student groups. The members of all the clubs and organizations are the heart of the office of MISS. MOSAIC clubs intentionally seek to deliver a cross cultural, intercultural, and multicultural educational component in all of their programming.

The office also serves international students from recruitment till graduation with services such as admission counseling, SEVIS maintenance and OPT counseling after graduation. MISS offers social events to the entire Point Loma Campus.

### Multicultural & International Student Services Intended Learning Outcomes (Based on the Council for the Advancement of Standards in Higher Education – CAS)

Program	Cognitive Complexity	Knowledge Acquisition, Integration & Application	Humanitarianism & Civic Engagement	Interpersonal & Intrapersonal Competence	Practical Competence
<b>Multicultural Student Services &amp; MOSAIC</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>International Student Services</b>		<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>

### MOSAIC Clubs

#### Association of Latin American Students (ALAS)

ALAS is a club designed to provide a place for those students with a Latin background to express and share their culture together. Participants do not need to be Latin to join the club, and we raise cultural awareness in our community by hosting cultural events such as Carnival Latino, salsa

dancing, and other activities that expand on the Latin culture.

### **Asian Student Union (ASU)**

ASU is all about cultural diversity. Our underlying goal is to have fun through the exposure of various Asian and Pacific cultures to the students around the PLNU community.

### **Black Student Union (BSU)**

BSU emphasizes family, service to the community, and education about African American culture to the Point Loma community. BSU is a place for anyone and everyone!

### **Beauty. Revival. Equity. Action. Knowledge (B.R.E.A.K.)**

PLNU B.R.E.A.K exists to provide a safe and welcoming environment for students who wish to participate and learn more about gender equality issues in our society today.

### **Hui O' Hawaii**

Hui O'Hawaii is all about the aloha spirit and sharing with each other and the community. Our goal is to create a "home away from home" for all students, and share our unique spirit through fellowship, music, hula dancing, and our exquisite foods.

### **Team Barnabas Mentoring Program**

The purpose of Team Barnabas is to provide personal support, assistance, social guidance, and positive campus survival skills to first-year students of color during their transition to PLNU by developing activities and interactions with upper-class students to address personal needs. TEAM Barnabas aims to increase the overall access, retention, and persistence rates of students of color.

### **Uniting National and International students Through Education (UNITE)**

UNITE seeks to provide a social outlet for international students, missionary kids (MKs), third culture kids (TCKs), and military children while providing a means to bring domestic and international students together. The goal of this club is to assist international students with the transition to U.S. culture and society.

## **Evidence of Learning**

### **Multicultural Student Services & M.O.S.A.I.C**

#### **Cognitive Complexity**

Students were able to engage with others through these events: Diversity Forum gave students an opportunity to discourse about the current state of racial tensions. The Office facilitated a community gathering following the 2016 Election. Students were able to discuss their fears and also to talk about moving forward to form a cohesive and united campus. Students were also given a chance to voice their opinions and concerns when the new federal administration signed the Executive Order known as "The Travel Ban". The Multicultural Student Services office space was also utilized for ongoing conversation about race and diversity on campus.

#### **Knowledge Acquisition, Integration, and Application**

This objective was met through five training sessions for Diversity Leadership Scholarship (DLS) recipients. The DLS students were able to spend one Friday a month to learn about Ken Blanchard's Situational Self Leadership. These training sessions gave the students the ability

prepare themselves to see what type of leader they were in order to forecast future careers. As part of the training, bible devotions and team building activities were incorporated to allow scholars to practice what was being learned theoretically.

### **Humanitarianism & Civic Engagement**

We placed the students in positions where they were able to have discussions and create relationships with other students from other cultural and ethnic backgrounds. Team Barnabas Mentoring program gives students the opportunity to mentor and be mentored to by students with different ethnic background. This objective helped students understand their own identity within the context of a diverse population. It also helped dismantle different ethnic stereotypes.

For service related programs, the Association of Latin American Students (ALAS) went on a border pilgrimage where they ministered to citizens and noncitizens at the Us/Mexico border. ALAS also assisted the Admission Department in hosting over 150 high school students during the “Encuentro” event. This shows the social responsibility that is required from our students. This objective taught the value in reciprocity among students of different backgrounds.

The MOSAIC clubs were encouraged to partner with other campus departments in promoting anti sex trafficking and donate to the Lent Giving Campaign.

### **Interpersonal and Intrapersonal Competence**

Students took part in assessing and acknowledging first of all, their own abilities and growth levels and the ability lead others in recognizing their own abilities. Students learn about different identities and how it affects learning styles. Students were also able to incorporate ethical reasoning during their day to day activities to improve both their leadership and academic progress. Worship service by ALAS enabled MOSAIC students to participate in their spiritual growth. MISS also collaborated with Spiritual Development on different occasions to reach a larger student population on campus. We were able collaborate during International Education Week where the International Club and International Ministry hosted different events. Our Graduate Assistant was also able to team up with the Vice President of Spiritual Development to speak at Chapel. Some of our MOSAIC leaders were invited to speak at the student-led chapel (Time Out). These events helped develop and strengthen personal belief systems of MOSAIC students and allowed the students to understand their spirituality the role it plays in their lives.

### **Practical Competence**

Students were given time and space to discuss personal and practical issues that arises as students with the Director. It was emphasized with students the need to be open and honest with their feelings. For students’ professional development, MISS sent two students and our MOSAIC Liaison to a diversity conference at Biola University. Students were also sent to Office of Strength and Vocation’s Etiquette Dinner. The objective was to have students learn how to be professional and prepare them for life after Point Loma. The ability to forecast and plan for life after graduation is a practical skill that all students were exposed to.

## **INTERNATIONAL STUDENT SERVICES**

### **Knowledge Acquisition, Integration, and Application**

All international students were encouraged to attend orientation at the beginning of the academic year. This is to help them integrate into campus after traveling to their home countries at the end

of the spring semester. Orientation session gives students an avenue to learn about the American culture and specifically culture at Point Loma. It also gives a chance to meet other likeminded students with similar lived experiences.

Throughout the year, international students have the opportunities to collaborate with other MOSAIC clubs so they can teach the domestic students their culture using their own experience. We had a consistent attendance of international students who were present at MOSAIC events.

### **Humanitarianism & Civic Engagement**

MISS utilized and reports to three federal government agencies in State Department for visa issues, United States Citizenship and Immigration Services (USCIS) for international student traveling and the Department of Homeland Security for the maintenance of student data through the Student and Exchange Visitor Information System (SEVIS). Students are made aware of the different governmental agencies they need to be aware of for their visa needs. Throughout the academic year, we had two training workshops on OPT training and how to be financially responsible which was attended by ten international students and several other domestic students.

### **Interpersonal and Intrapersonal Competence**

International students get the chance to explore their identities in the midst of multiple cultures and get feedback from other international students from different countries. They get the chance to share with domestic students' food from their countries through events such the International Education Week where they partnered with International Club. This partnership is an essential part of their leadership development. There were six separate events during International Education Week, all of which were opened to the campus. International Education Week is an essential event because it brings together both domestic and international students in the same place to explore culture and nationality in a fun informative style.

### **Practical Competence**

International Students must be take TOEFL or IELTS to demonstrate their English speaking and writing competency if they are from a non-English speaking country. If they are from an English speaking country, their competence must be measured through ACT or SAT. All international student applicant passed the English equivalency exams. I also hold an interview via skype or telephone with them to assess their communication skills. This is to measure the student's ability to integrate well, and use abstract thought to articulate themselves. Speaking with students via skype or phone really puts the applicants at ease and it also assist me either removing any doubts I had or confirming them.

### **Area Assessment/ Goals**

Coming into this year, there were several goals that I wanted to concentrated on, one of them being conducting an inventory and auditing all recurring MOSAIC events. Throughout the year, I had conversations with each club president and board members and realized a few areas that needed to be looked at. I also conducted an inventory of past MOSAIC events dating back to four years ago till the end of the last academic year. I found some really good information that helped me make certain decisions. Also, through research into other comparable universities I was able to come to a comfortable decision. The decision was also discussed at our monthly MOSAIC Presidents' meeting.

As for International Student Services, I believe Point Loma's international presence needs to be bolstered better. We need to increase advertisement in different countries. In the future, I would like to see more support from administration in having a conversation about how to improve our

enrollment numbers for international students. I would also like to do at least one training workshop a year for all Designated School Official (DSO) so they stay current on all visa related issues.

Lastly, the conversation around a Multicultural Center is still on-going. Many other campus constituents have lent their voice and support for the project. The importance of this Center cannot be overstated because it gives students an avenue for expression, a place where effective communication starts and grows into actionable measures.

### **Use of Evidence of Learning**

I was able to improve on service related programs across the board for all MOSAIC Clubs. Collaborating with more departments, especially those within Student Life and Retention was also a success. Partnering with academic departments such as the Center for Justice and Reconciliation, Center for International Development and the Center for Women's studies was successful.

Areas that I would like to assess more next year based on feedback from exit interviews and conversations with students are injecting new ideas into multicultural programming. Instead of doing the same events that have been the staple of MOSAIC, in this upcoming year, I will concentrate more in conducting new programs. I will also continue the conversation of the establishing a multicultural center. Lastly, through partnership with the Disability Resource Center, I will help establish a student led club focused on raising awareness for mental health and disability issues on campus.

### **Areas of Study, Professional Development, and/or Comparator Research**

I subscribe to Educational Advisory Board (EAB) daily briefings so every morning I spend a portion of time catching up on current trends. I also read articles from *Inside Higher Ed* forum. I have been able to read Visions of Vocations a bit and currently reading "*What Foreigners Need To Know About America From A To Z*". Aside from these readings, I attended this year's AICCU's symposium about Empowering Our Communities to discuss current immigration issues. I also attended the 2<sup>nd</sup> annual San Diego Multicultural Roundtable organized by the San Diego chapter of the National Diversity Council. I am also a member of and subscribe to the following professional groups:

- Professional International Educators Roundtable (PIER)
- Association of International Educators (NAFSA)
- Student Affairs Administrators in Higher Education (NASPA)
- Multi-Racial Network (MRN)
- Higher Education Administration (HEA)
- International Leadership Association (ILA)
- American College Personnel Association (ACPA)
- Association of Christian Student Development (ACSD)
- Diversity Issues in Higher Education

I am constant communication with surrounding universities to learn about their practices. I have a professional relationship with my counterparts at Azusa Pacific University, Biola University, University of San Diego and University of California, San Diego. I have travelled to multiple college fairs and have met other international admissions counselors from UC San Marcos, and Grossmont.

### **Areas of Distinction**

The biggest area of distinction that I would like to share is the number of students we were able to graduate. Between International Students and our MOSAIC leaders, we were about to graduate 37 students with a lowest GPA of 2.8 and a high GPA of 4.0. This is a great feat to be celebrated because of the hard work of our leaders to be better than what national data statistics show.

We also saw an increase club participation and membership in most of our MOSAIC clubs.

### Appendix A

*MOSAIC Membership (Average number of student showing up for club meetings **not** big events)*

<b>Club</b>	<b>Average Club Meeting attendance</b>
Association of Latin American Students (ALAS)	25
Asian Student Union (ASU)	15
Black Student Union (BSU)	10
B.R.E.A.K.	40
Hui O'Hawaii	7
UNITE	10
Team Barnabas	26
Diversity Leadership Scholars	40
<b>TOTAL</b>	<b>173</b>

### Appendix C

*PROGRAMS BY MISS*

<b>Program</b>	<b>Intended attendance</b>	<b>Estimated Attendance</b>
Multicultural Breakfast	250	260
MOSAIC Welcome Back Mixer	50	100
Karaoke Bash	60	100
International Education Week	200	500
MOSAIC Christmas Party	100	115
MLK Jr. Luncheon	65	65
Women's History Luncheon	60	55
MOSAIC Graduation Banquet	80	75
<b>TOTAL</b>	<b>865</b>	<b>1270</b>

MOSAIC Club Logos

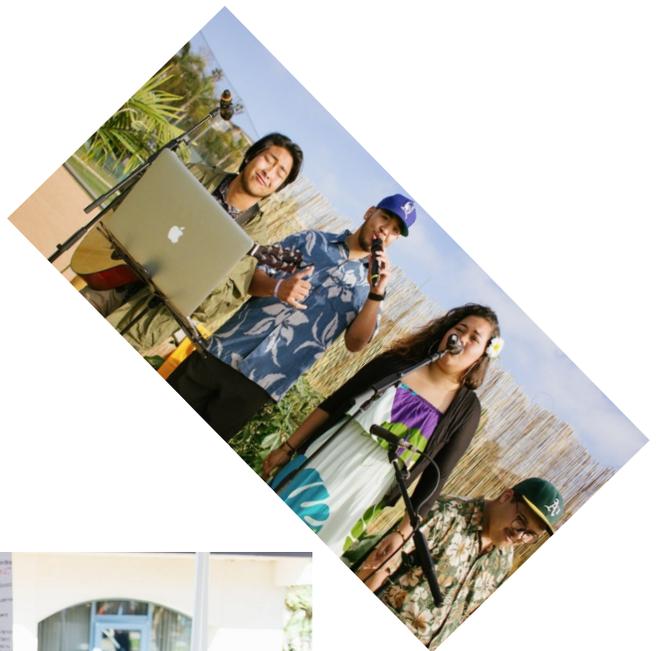
B.R.E.A.K.



ALAS  
ASSOCIATION OF LATIN  
AMERICAN STUDENTS



**Photos from Events This Past Year**



## Diversity Leadership Scholarship Training



## MLK Honors @ Basketball Game



## Nicholson Commons

### Mission Statement

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.

### Overview

We have had another year of excellent customer service in the Commons. Our student staff has done an excellent job of supporting our customers. We have received more compliments and fewer complaints this year with many higher level meetings in the building. We feel like our systems are operating efficiently and effectively. But the most exciting development this year was the planning and remodeling of the Dining Hall and Servey. It has been twenty years since the building has been built and is in need of a face lift of furnishings and efficiency. In addition the seating will be increase to a hundred to supply the demand for our growing student body. The efficiency and creativity of our student staff as we transition to a new calendaring and employment software has been difficult but we have developed policies and new procedures to accommodate the changes which has made a difference reporting accurate information. We have had excellent leadership and the Love Art Gallery this year with student art shows one every few months. In addition we are constantly trying to refine our space. One of those areas of reassignment is the former video arcade. We are planning to use this space for a current events display area which will be managed by our Love Art Gallery coordinator. The most valuable assets are the students who run the Commons. They are of the highest caliber and develop their interpersonal skills and work ethic. They have received high marked on their Annual Evaluations and continue to serve our campus community well.

Intended Learning Outcomes	Knowledge Acquisition, Integration & Application				
	Cognitive Complexity	Humanitarianism & Civic Engagement	Interpersonal & Intrapersonal Competence	Practical Competence	
Commuter Student Services					
Services	X	X	X	X	X
ARC	X	X	X	X	X

### Cognitive Complexity

#### Engage with others in constructive ways

Each Building Manager's job description calls them to engage with others as they would if these persons were in their own home. By walking around doing building checks and hanging out with friends and guests, they make all feel comfortable. In addition, when rooms need to be set up, they are there to support the meeting organizer, assisting them with their needs. The Catering Department is also a player in our communication. We need to speak with them when the

set up numbers are wrong or lacking proper tables and chairs. In addition responding to Physical Plant on work orders, following up and monitoring completion is also vital to their engagement and working of the Commons

#### *Assess assumptions and considers alternative perspectives and solutions*

Many times customers come to us with a room set up that has not been thought through. We then collaborate, trying to rethink and strategize the best way to accomplish the meeting organizers needs.

#### *Openness to new ideas and perspectives*

Often I come to the managers with new ideas and perspectives. They are eager to talk about the ideas and after thoughtful consideration try to implement the idea if they think it will work.

### **Interpersonal/Intrapersonal**

#### *Manages conflict constructively*

Managers are trained to ask questions to seek the issues that may cause conflict. After acquiring information needed, they then proceed in their knowledge to make a verbal correction without disrespect and appealing to their logic and manner of right and wrong.

#### *Practices self-efficacy*

The program pushes students to make their own decisions, using their own skills to execute a course of action that will accomplish a desired goal. This is a leadership style that allows for persons to practice, succeed and even sometimes fail. We then help them look at their error; revise their plan to accomplish proper perspective which results in a positive outcome.

#### *Works collaboratively with others*

One of the paramount purposes of the Commons is the ability to work collaboratively with others. Serving the people who come in the doors and working as a team together is what we do every day. We collaborate with Sodexo Food Services, Media Services, Move Crew, Conference Services, Plant Services, Custodial Services, academic departments, outside organizations, building tenants, and outside advertisers.

### **Use of Evidence of Learning**

Every year we have evaluations for our managers. We assess them after the first semester to give them time to make adjustment for the spring. This year we scored very high on our customer service categories and have had fewer complaints than years passed. We do not keep record of complaints but when we are always aware of the make they make an impression. One of the hallmarks of our program is the Manager Retreat which binds the managers together. This is vital to the growth and development as a team and interpersonally which sustains us through the year and together. This event has been an important factor to our success.

Customer satisfaction is very important to us. We would like to create a survey for our tenants who occupy space in the building and those students who would be randomly selected. This would help us assess our areas of neglect and accomplishments.

### **Area of Distinction**

As noted above for the Commons, a remodel of our building is of great distinction. We look forward to the new and improved space where we can enjoy sharing our space with our customers. Adding a meeting space will also add to the usage of our building and increase visibility of the University. As a side note, as the advisor for the Surf Team on campus we have won our second National Scholastic Surfing Association College Division National Championship.

## **ARC**

### *Mission Statement*

The ARC 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.

### *Overview*

Since the successful name change, the ARC has been had a greater variety of usages and numbers of attendees. One program that has really taken off is Musoffee. This is an event sponsored by the ARC to target the student music and art scene. In the past this program has struggled to perform because of a lack of leadership and consistent resources. Over the last four years we have tried to have it twice a month but since the increase of other events we have it once a month. This next year we are in the planning stages of creating late night events. I have asked the Musoffee staff to plan events every other week to encourage students to stay on campus enjoying the fun and exciting events as an alternative to off campus parties. Also this year we have developed more activities sponsored by the ARC, i.e., themed movie nights/days, all night party and other student centered activities that drew people into a place of community. We also have restructured the ARC staff to better support our ever increasing programming with positions in marketing and planning ARC sponsored activities to create student engagement in a small group setting.

### **Knowledge Acquisition, Integration and Application**

#### *Uses experience and other sources of information to create new insights*

Being in an academic environment helps our students to synthesize and apply their experiences and apply those into the operation of the ARC. Many are involved in the Outdoor Leadership Program and use the skills learned to promote and encourage students to rent equipment and go on Outdoor Leadership trips. In addition, students use their awareness of student culture to create event that best fit the student culture

#### *Seeks new information to solve problems*

Since the restructuring of the ARC staff we have seen the areas which were being neglected and the areas of increase participation and mad the changes necessary to accomplish our goals.

#### *Makes connections between curricular and co-curricular learning*

The Student Coordinator in the ARC uses these business leadership skills to manage the ARC staff. Communication and accounting skills are used to better manage the operations.

#### *Engages in experiential activities in preparation for the workforce.*

Communication skills are used to engage students and guests, therefore helping communicate better in the workforce. Also, accountability and responsibility working with money contributes to preparation.

### **Practical Competence**

#### *Sets and pursues individual goals*

The ARC Coordinator set goals at the beginning of the academic year which was evaluated mid-year.

#### *Speaks and writes coherently and effectively*

Each employee is a college student and is proficient in their speaking and writing skills. They are required to communicate with customers daily in a way that is understandable and effective.

#### *Uses technology ethically and effectively*

The use of computer and digital signage is monitored by the ARC student coordinator for accuracy and ethical content. Also the music in the space is also of importance because of the content that could be playing which might not be consistent with university values.

*Demonstrates leadership skills*

The Student Coordinator has the full responsibility of leading the student staff. They use their organizational skills to successfully manage the staff and usage of the room. Also, the Coordinator of Musoffee gives leadership once a month for that regular event.

*Demonstrates effective stewardship of resources*

We do as much recycling in the room as possible during the day and during events. We have chosen recyclable materials in the items we use, i.e. plates, cups, utensils, for events we sponsor. In addition, we have marketed the ARC to be used as an activity center and have increased the scope of influence.

Use of Evidence of Learning

The increase of attendance on our evening and late night programing has been a goal this last year. The increase in number at Musoffee and other events have directed us to continue to plan and promote more programing to meet the student population seek on campus activities in the evenings. For next year we have reached out to the MOSAIC clubs offering them the ARC for their club meetings and or any campus activity they might want to put on that would sponsor and or promote their club.

Assessments for next year in the ARC will be around what activities students want to see in the late night programing area through a survey. In addition I would like to see what the MOSAIC clubs can do and track the numbers of participants.

**Area of Distinction**

Increased attendance and interest at Musoffee events has led to a more extensive review of other late night programing.

## Offices of Strengths & Vocation Annual Report & Intended Learning Outcomes

The Offices of Strengths & Vocation (OSV) is committed to partnering with every student to develop into the person God has called him or her to be.

Students collaborate with a personal career coach on highlighting their strengths, selecting majors, writing resumes, preparing for interviews, and planning for internships. OSV also manages the student employment program on campus. The OSV team hosts networking events and employer visits, so students connect with the world beyond the university.

### Offices of Strengths & Vocation Learning Outcomes (Based on the Council for the Advancement of Standards in Higher Education – CAS)

2016-2017

Intended Learning Outcomes	2016-2017				
	Cognitive Complexity	Knowledge Acquisition, Integration & Application	Humanitarianism & Civic Engagement	Interpersonal & Intrapersonal Competence	Practical Competence
<i>Student Life</i>	<i>LO's 1-3</i>	<i>LO's 4-7</i>	<i>LO's 8-11</i>	<i>LO's 12-18</i>	<i>LO's 19-23</i>
Career Services		X		X	X
Student Employment	X	X		X	X

## Student Development Learning Outcomes Key

### Cognitive Complexity

- 1= Engage with others in constructive ways
- 2= Assess assumptions and considers alternative perspectives and solutions
- 3= Openness to new ideas and perspectives

### Knowledge Acquisition, Integration and Application

- 4= uses experience and other sources of information to create new insights
- 5= seeks new information to solve problems
- 6= Makes connections between curricular and co-curricular learning
- 7= Engages in experiential activities in preparation for the workforce

### Humanitarianism & Civic Engagement

- 8= A willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds
- 9= Demonstrates capacity to engage with the complexities of daily life in the global community
- 10= Participation in service/volunteer activities
- 11= Participates in relevant governance systems

### **Interpersonal/Intrapersonal**

- 12= Pursuit of knowledge is integrated with beliefs, values, and action
- 13= Manages conflict constructively
- 14= Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual)
- 15= Practices self-efficacy
- 16= Works collaboratively with others
- 17= Demonstrates civility when engaged in controversy
- 18= Demonstrates that self-interest is balanced by a sense of social responsibility

### **Practical Competence**

- 19= Sets and pursues individual goals
- 20= Speaks and writes coherently and effectively
- 21= Uses technology ethically and effectively
- 22= Demonstrates leadership skills
- 23= Demonstrates effective stewardship of resources

## **Evidence of Learning**

### **Knowledge Acquisition, Integration and Application**

Millennials are the United States' largest living generation, as recently reported by the [Pew Research Center](#). In 2016, millennials (ages 18-35) numbered an estimated 79.8 million. Their experiences and expectations are unique (especially as “digital natives”) in a tumultuous world . . . where cultures, politics and economies are in flux . . . when purpose is more important than ever before. For OSV to be relevant and intentional at PLNU, we engage students in every facet of our service. Together, we prepare classroom presentations, manage technology platforms, network with industry associations, design marketing campaigns, and learn about vocational opportunities in the greater community.

In order for OSV to address priorities to meet student needs, we look to the “21<sup>st</sup> Century Career Services Framework” established in 2016 by the [National Association for Colleges & Employers](#) (NACE). NACE is the professional development and advocacy association for over 2000 colleges and universities nationwide, with more than 3000 members working in career services and university relations. The 21<sup>st</sup> Century Career Services Framework identifies three important themes for university career services professionals – Strategic Partnerships, Student Engagement, and Talent Development.

#### Strategic Partnerships

OSV career coaches are assigned to specific areas of study, so they can connect with employers involved in related sectors and functions. They also acquire knowledge about hiring competencies, recruiting avenues, and alumni networks in those fields.

We bring career presentations to diverse student audiences already in place, such as athletic teams, residence halls, and multicultural clubs. (This approach differs from the previous OSV focus on separate events during weekday evenings.)

Presentation content – such as Effective Networking, Personal Brand and Interview Strategies – is derived from ongoing networking and learning with regional employers.

Additionally, we collaborate with the undergraduate admissions department to reach prospective families, as well as the alumni relations team to reach PLNU graduates.

Another example of strategic partnering is the recent move of Nick Wolf, OSV Director, to a new office in the School of Business. The proximity to faculty, who frequently invite Nick to speak to their classes, and to students, who drop by for questions about acquiring jobs and internships, is invaluable. Nick has effectively served the School of Business for the past five years, and this location truly represents those important relationships.

This past year OSV continues to collaborate with faculty across various disciplines. The Executive Director attended the “[Network for Vocation in Undergraduate Education](#)” (NetVUE) annual conference with Dr. Kerry Fulcher and Dr. Maria Zack in March 2017 and she was also invited to serve on the campus “Strategic Planning Task Force on Vocation.”

## **Interpersonal/Intrapersonal**

### Student Engagement

This year, the most successful new initiative was the weekly “Pop Up Career Center,” conceptualized by an OSV student employee responsible for “Student Engagement.” Career coaches were highly visible and accessible near the entrance to the campus bookstore. Often, an activity compelled students to stop by and interact – from creating colorful artwork to meeting campus visitors. The final “Pop Up Career Center” featured a pink cotton candy machine!

OSV reaches out in creative and sustainable ways with students, faculty and staff to provide career services programming (instead of coordinating separate events).

## **Practical Competence**

### Talent Development

Understanding and communicating hiring needs of regional employers will be our priority for the 2017-2018 academic year. We will identify employers who want “hire ready” graduates, emerging (entry-level) professionals with “essential skills,” as called out by a recent report by the [San Diego Workforce Partnership](#). These “essential skills” range from communication and problem-solving to teamwork and resourcefulness. OSV will facilitate group sessions for students to learn to relate their PLNU experiences with “next steps” in their vocational journey. These group sessions may range from LinkedIn profile preparation and resume critiques to job search plans and salary negotiation.



## Making Decisions about Our Work

I believe in making decisions about our work in OSV by considering the following criteria

– (a) best practice, (b) relevant data, and (c) stakeholder input.

For instance, during my first semester at PLNU in Fall 2015, I hosted focus groups with key stakeholders and conducted learning visits with campus associates. Significant lessons learned from those conversations were about Marketing and Metrics.

OSV must constantly improve on marketing our services and resources. The following actions were taken in the 2016-2017 school year to address this need.

- a) Assigning Career Coach, Danny Kim, to oversee OSV marketing activities, including but not limited to website updates, slide decks, video highlights
- b) Hiring a Student Employee, Carly Elssmann, to create and send weekly email blasts to students about OSV events, services and resources
- c) Launching the tagline, “Every student has a personal career coach!” to make the process more accessible to students, parents, faculty and staff

OSV must capture, assess and articulate relevant metrics about our work. The following actions were taken in the 2016-2017 school year to address this need.

- a) Assigning Career Coach, Devin Jones, to oversee OSV metrics activities, including but not limited to utilizing a new technology platform, [Handshake](#), to enter ongoing data about career coaching, student demographics, campus partnership, employer relations and community outreach
- b) Communicating OSV metrics via various channels, such as the OSV website, weekly email blasts, meetings with faculty and staff, presentations to parents and employers
- c) Reaching out to campus and community experts who specialize in data collection and analysis

The most evident shift in OSV services was moving from an emphasis on coordinating networking events to working more closely with faculty.

Aligning career services with the academic program follows the lead of our counterparts at such institutions as Career Education at [Wellesley College](#), the Career Development Center at [University of San Diego](#), and the Office of Career & Personal Development at [Wake Forest University](#).

We believe that our work is to partner with students to discover who they are called to be.

## STUDENT EMPLOYMENT

The Student Employment program facilitates the year-round process of recruiting, hiring, onboarding, supervising and evaluating campus jobs with undergraduate students and their managers.

Debra Lively, the Student Employment Coordinator, directs students through the hiring process to ensure all hire-related documentation is obtained and accurate in accordance with California and federal employment law and practice. She oversees both federal-work-study and university-funded student employees. Working closely with hiring managers at multiple departments, she is deeply involved in workforce planning, especially for departments with cyclical requirements, such as research labs and conference services. She also hosts the annual “Student Employee Awards” reception, during which President Brower recognizes student employees who go above and beyond in their campus jobs, as nominated by their managers.

Student employment at PLNU is the single largest student engagement opportunity outside of the academic realm. Please consider the following:

- ❖ 1029 student employees
- ❖ 120 hiring managers
- ❖ 1456 campus jobs
- ❖ 427 student employees with multiple jobs 95 departments
- ❖ **1 Student Employment Coordinator**

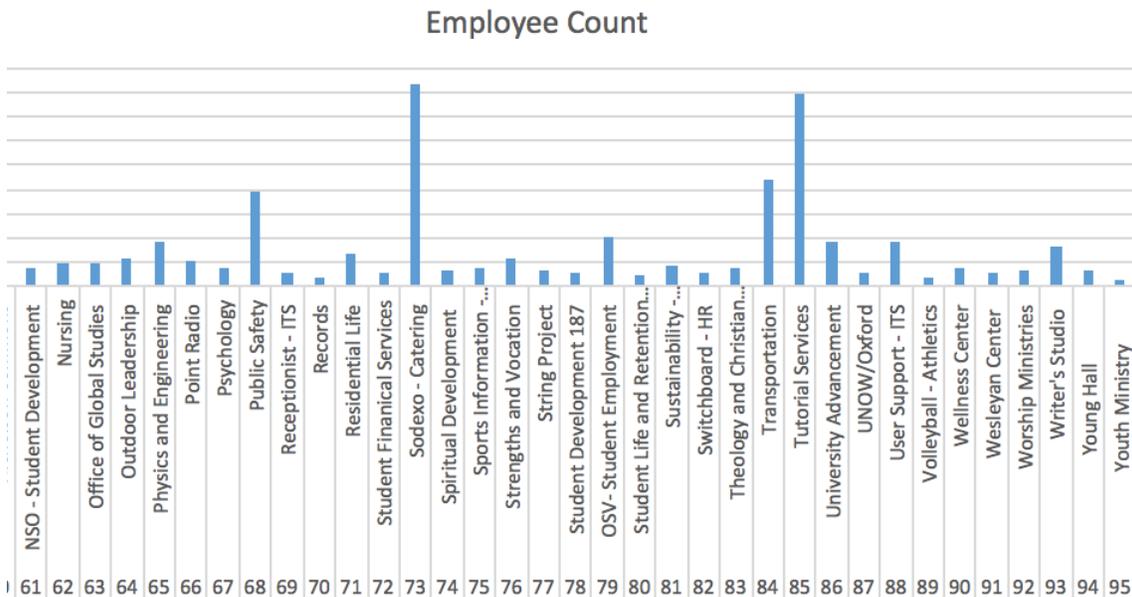
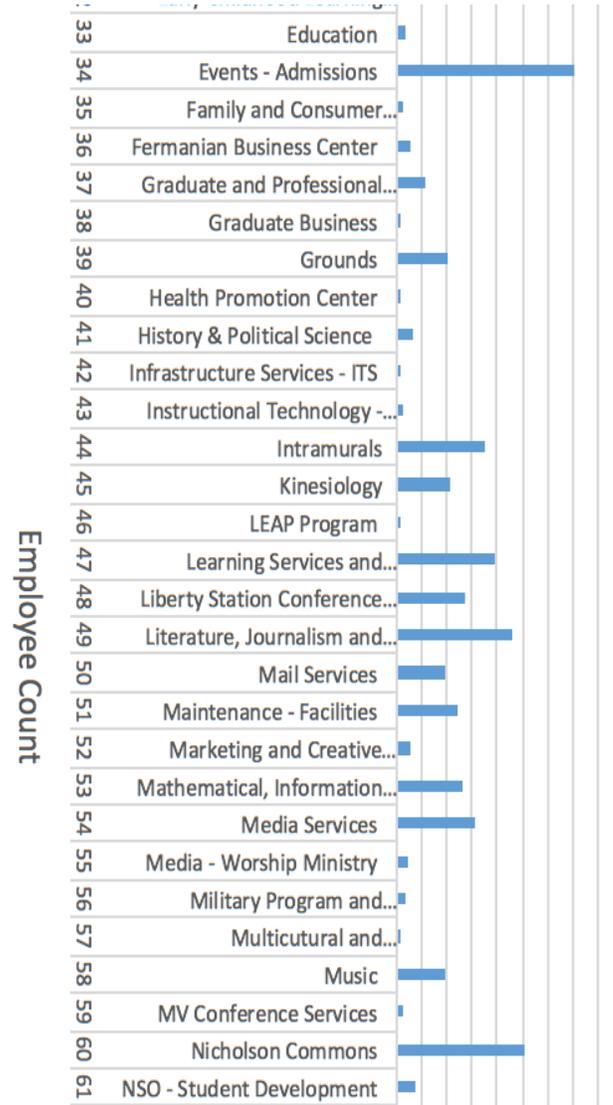
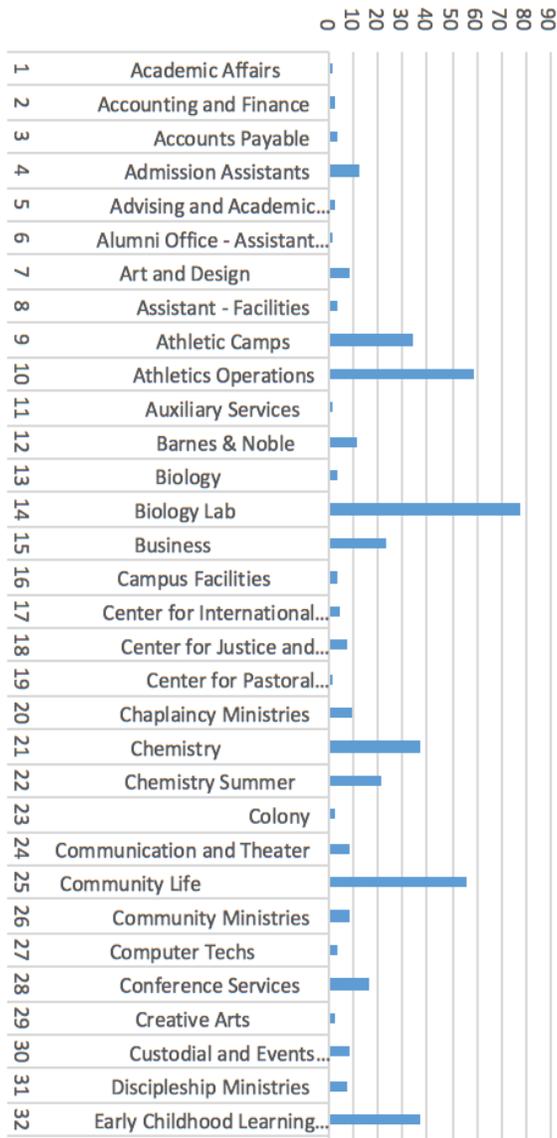
This past academic year, OSV commissioned two studies to highlight the value of student employment – completed (at no cost to PLNU) by Timmary Blackstock, a graduate student from Nova Southeastern University.

The Fall Semester 2016 report highlighted national research showing that campus jobs resulted in increased course grades and higher retention rates for university students.

The Spring Semester 2017 report focused specifically on benefits of campus employment for PLNU undergraduates. 561 (out of 1015) student employees completed an online survey, an impressive 55% return rate.

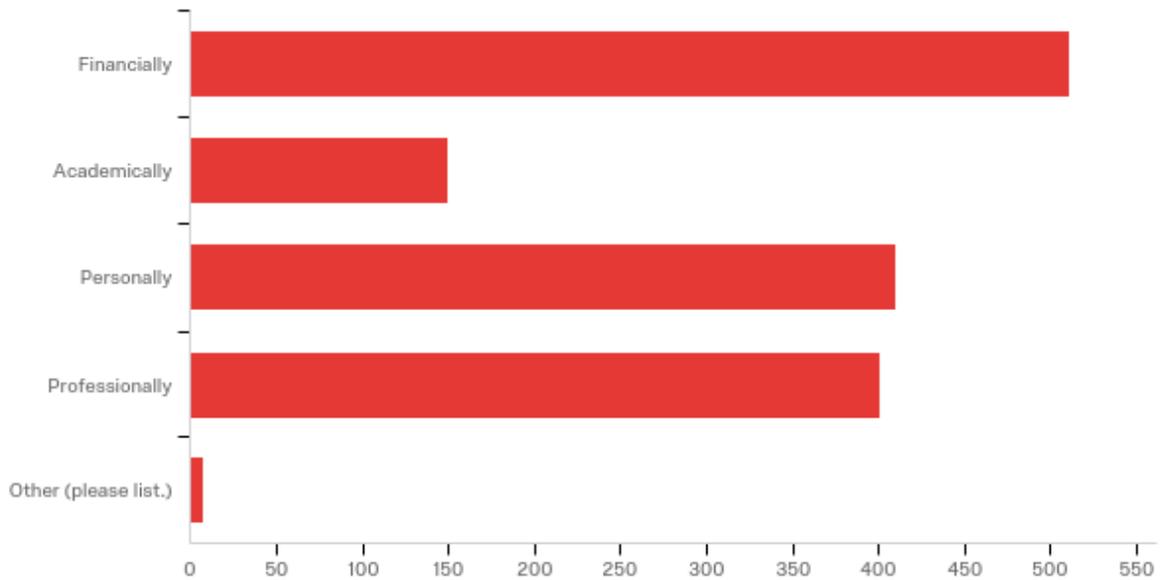


## Student Employment by Department / 2016-2017

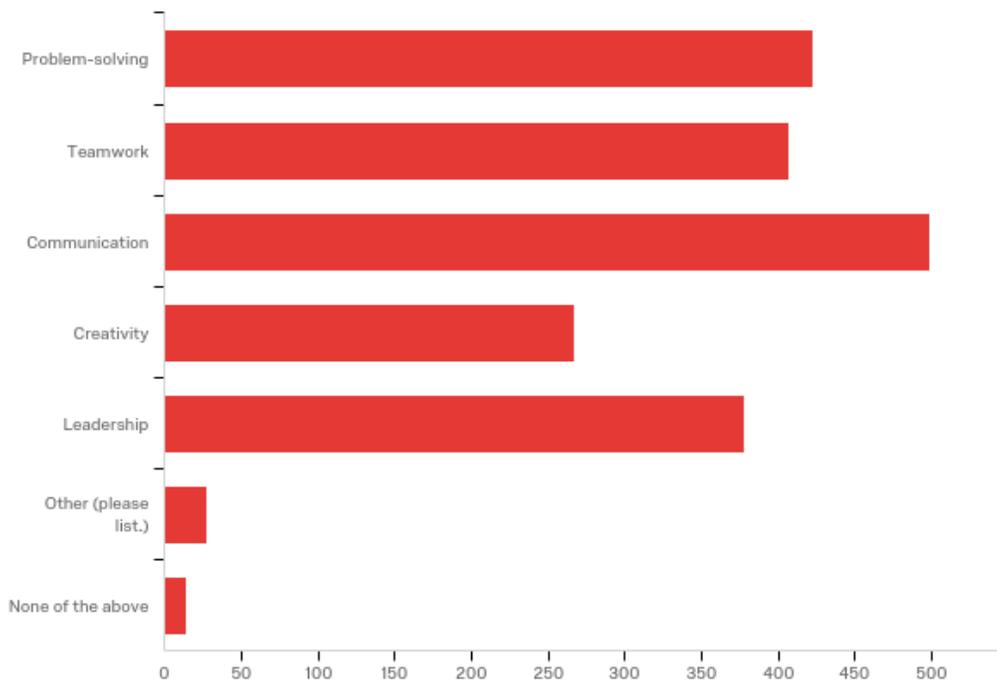


Selected survey questions and responses are included here.

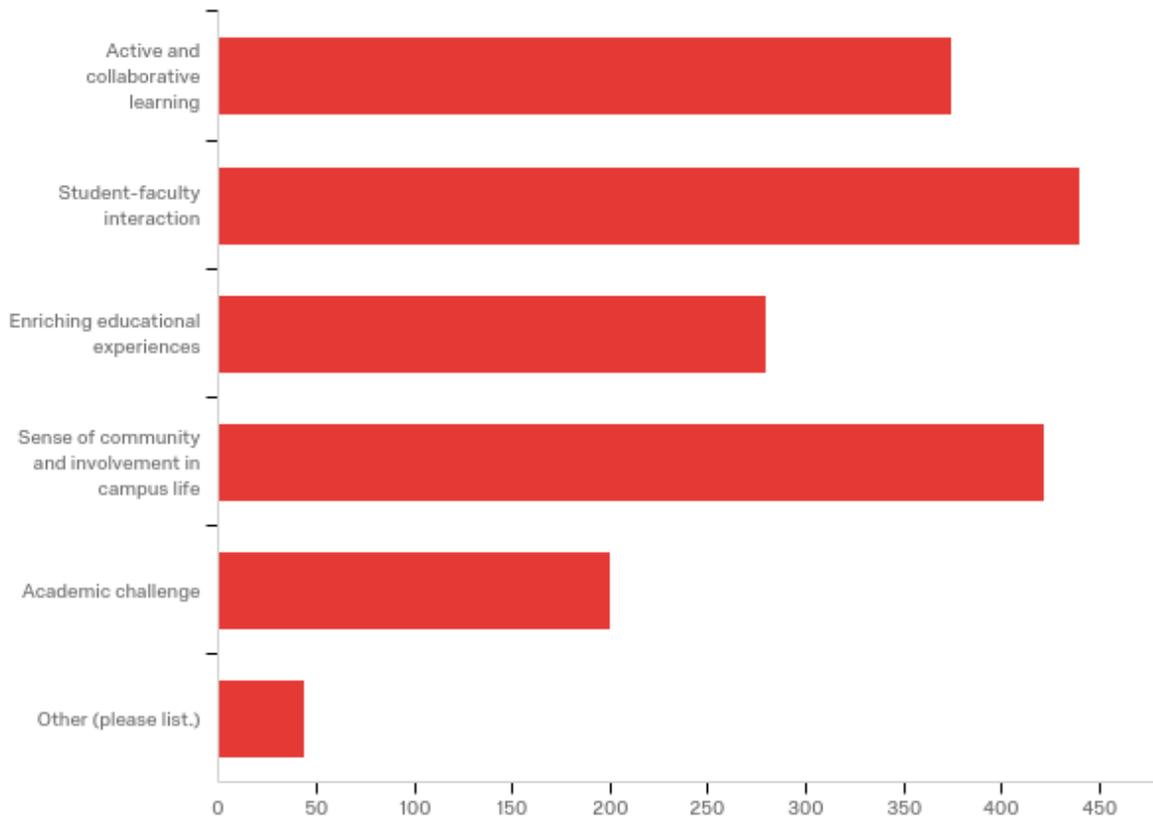
### How has being a student employee benefited you overall? (Select all that apply.)



### What career development skills have you learned as a result of your campus job?



## Which benefits have you experienced as a student employee?



## SURVEY COMMENTS / IN THEIR OWN WORDS

“Being a student employee allows me to afford to go to school. Also, I made **amazing friendships** and connections that will last for a long time!”

“I’ve learned more about **navigating change**. As long as I’ve been a campus employee, people in both departments I’ve worked in have come and gone. You learn quickly how to recalibrate your service to new team members. You learn how to find places to insert leadership and creativity to smooth the transition from one person holding a position to another. I’ve been challenged in my resilience and accountability, as well as my responsibility.”

“I loved being part of campus life! I’ve been **challenged creatively** and had to employ my teamwork and communication skills. That being said, I learned a lot, and I also had a lot of fun!”

“Having a job on campus has been a **game changer**, since I am surrounded by people who empathize with my struggle of being a student and understand that I put my education first.”

“I benefitted greatly from being a student employee in the cafeteria. I built a stronger relationship with my manager – she respects me and vice versa. She can tell I have a difficult financial and family situation, and she appreciates how much I am striving to do my best, not give up, and help myself as much as I can, financially and physically. She appreciates how I aspire to challenge myself to try **new things**, even if I am not sure at first if I can do it.”

“I never had a job before coming to PLNU. In my four years at PLNU, I have worked 7 different jobs in 3 different departments. All of them were extremely beneficial **learning experiences**. As a direct result of being a student

employee, I have grown to be more hardworking, studious, service-oriented, adaptable, confident, organized, empathetic, and generous – the benefits have been very holistic.”

“My managers supported me in all aspects of who I am as a student employee. My life as a Christian, and as a student, comes before my responsibilities at work. I have benefitted from the responsibility of my work, and I am continually learning **time management**, how to be more motivated, and enjoying being at work.

## CAREER COACHING // CAMPUS PARTNERSHIPS // COMMUNITY OUTREACH

**902** coaching appointments

46% Seniors

18% Juniors

16% Sophomores

19% Freshmen

2% Alumni

**6** networking events, reaching 222 students

**22** Pop Up Career Centers, reaching **875** students

**61** classroom presentations, reaching **1145** students



Every student has a personal career coach, focused on particular areas of study.

## **Devin Jones**

**Art & Design Communication**

**Family & Consumer Sciences**

**Math, Information & Computer Sciences Nursing**

**Physics & Engineering Psychology**

## **Danny Kim**

**Biology Chemistry Kinesiology**

**History & Political Science**

**Literature, Journalism & Modern Languages Music**

**Sociology & Social Work Theology & Christian Ministry**

## **Nick Wolf**

**Business Education**

## Outdoor Leadership Programs

### Mission Statement

Outdoor Leadership at PLNU provides transformational group adventure experiences for personal discovery, wilderness connection, and leadership.

### Overview

ODL consists of 4 elements, wilderness-based outing adventures (Great Escapes), First Year Student wilderness-based Pre-Orientation program (The Way), and a guide development program which prepares college student novices and trains them into competent leaders who plan and lead wilderness trips with appropriate certification. The fourth element is the Rental Center that provides support of the three programmatic elements and financial resources for ODL programs. These programs exist to connect and transform students through experience-based learning. Through these programs it is the desire that each student develops a connection and love for the natural world, chooses to challenge their personal limitations, experienced compassionate and competent leadership models, value entrepreneurial leadership and stewardship, and finally, develop a community of friends.

### Outdoor Leadership Programs Learning Outcomes (Based on the Council for the Advancement of Standards in Higher Education – CAS)

Intended Learning Outcomes					
	Cognitive Complexity	Knowledge Acquisition, Integration & Application	Humanitarianism & Civic Engagement	Interpersonal & Intrapersonal Competence	Practical Competence
<i>Outdoor Leadership Programs</i>	<i>LO's 1-3</i>	<i>LO's 4-7</i>	<i>LO's 8-11</i>	<i>LO's 12-18</i>	<i>LO's 19-23</i>
The Way	X	X		X	X
Great Escapes	X		X	X	X
Guide Development Program	X	X	X	X	X
Rental Center		X			X
Men's Retreat	X	X	X	X	

## **Discovery**

### **Personal Discovery**

The Outdoor Leadership Program provides participants the opportunity to learn about themselves through challenging and supportive group wilderness experiences. Participants experience

- the joy of facing and dealing with challenges with the help of others
- learning new skills
- developing sensitivity to their own needs and the needs of others in the group
- listening to experiences of others
- experiencing the majesty of the wilderness

### **Community Discovery**

Our small group adventures will provide participants with the opportunity to experience what a community is at its fullest potential—friendship, trust, cooperation, self-sacrifice, mutual respect, followership, leadership and fun. The unique context of Outdoor Leadership outings enables participants to rely upon others and in turn be relied upon, building trusting relationships that often last long beyond the program. This shared responsibility, fostered by the Outdoor Leadership experience allows for accomplishments beyond what can be attained by an individual.

- greater tolerance for adversity and uncertainty
- greater connection to fellow PLNU students
- greater self confidence
- respect for self and others
- a sense of personal and group accomplishment
- a sense of the self as part of a larger whole both in a community and in the natural world

### **Wilderness Connection**

Outdoor Leadership provides a positive foundation for students to learn how to travel confidently in the outdoors and become competent wilderness users. The outdoors provides an educational environment that allows participants to develop a personal awareness and respect for the natural world and to become effective stewards of our wilderness heritage.

### **Leadership**

Outdoor leadership provides guide training to empower students to be competent in backcountry, rock, and aquatic skills, who compassionately lead participants through transformational experiences, and share the love of the wilderness with others.

- Resilience
- Conflict management and communication
- Decision making
- Reveal capacity to endure and succeed
- Wilderness certification and vocational training

## **Evidence of Learning**

### **The Way**

#### **Goals and outcomes**

The Way exists to provide student leaders with adventure based experiences designed to inspire participants to exceed self expectations, to value and care for the wilderness, and to learn the principles and practice the disciplines of leadership within the context of a challenging and supportive community.

### **The Way Objectives**

- Create a community of belonging set in the wilderness
- Empower students to reveal their ability to endure and compassionately connect
- Create support systems and opportunities for students to gain self awareness and insight
- Connect to God's Creation through activity and reflection

### Cognitive Complexity

Supporting Data Summary:

Participants reflected that this experience gave them an opportunity to demonstrate leadership skills: **64% strongly agree, 29.4% agree** and solve unique problems: **64.5% strongly agree, 35.5% agree (N=17)**.

Description:

The Way gives students an opportunity to try to solve new problems in communal setting, adding challenge and support from said community. These problems have natural (yet controlled) consequences. This unique learning environment offers students the opportunity to use their leadership skills and solve problems.

### Humanitarianism and Civic Engagement

Supporting Data Summary:

Prior to the Way, students reflected that **one third of participants had no knowledge or limited knowledge of a wilderness ethic**.

**70.6% of participants agreed (N=17)** that participating on The Way increased their knowledge of wilderness ethics.

Description:

The Way offers students an opportunity to learn and develop skills related to Earth Keeping. These skills taught in light of Biblical principles are also in-line with national standards and Federal law. They also have an opportunity to connect with the Created world which has been shown to increase care for It.

### Interpersonal and Intrapersonal Competence

Supporting Data Summary:

Participants also reflected that the trip created an opportunity to **form meaningful relationships with others** **76.5% strongly agree 23.5% agree (N=17)**.

Students reflected that the high challenge of transitioning to college life will be more manageable due to the relationships established on The Way. They reflected that participating on The Way increased their confidence to create new relationships.

<b>How do you think participating on this trip will impact/ influence your transition into PLNU college life?</b>
The trip helped give me a solid foundation, which will help me always trust in my decisions and help make certain character decisions
I feel much more comfortable and excited that I'll get to make new friends at college.
It will make it smoother because I now know someone who's a commuter and someone in my chemistry class.
I love that the trip allowed me to meet people and make friends going into college, and also encouraged me to take time to reflect and just think back and not be so busy all the time .
This trip has definitely made me feel more secure in my position at PLNU. I find myself with people that I can turn to in this transition; I have beautiful friends surrounding me who will lift me towards the Lord and who will fill my days with laughter and joy. I wouldn't have had that without The Way.
I am glad that I went on the way because I had an opportunity to meet some of my classmates.

Description:

The Way offers students an opportunity to challenge imposed (internal and external) assumptions of self in a supportive community of individuals doing the same self-assessment. Students co-creating space for listening, encouraging, observing, and challenging self and others in a unique wilderness setting.

## **Great Escapes (GE)**

### **Cognitive Complexity**

Great escapes trips provided a natural platform for the formation of relationships. Both programmed (i.e. kayaking) and un-programmed (i.e. van ride) components provided valuable space where friendships (based on shared experience) are formed.

### **Knowledge Acquisition, Integration, and Application**

Our trips focus on the integration of knowledge. We teach students about the places we go (i.e. historical info and hazards) that they immediately implement as a way to ensure personal and group safety. Additionally we train them on specific activity related techniques (i.e. paddling techniques or assessing weather patterns) which are also immediately necessary to their enjoyment and engagement in the activity.

### **Interpersonal and Intrapersonal Competence**

The nature of GE trips is an embodied and interpersonal experience. Students actively “DO” the things they are learning. These experiences give them access and insight to their bodies, their will, and others. The trips we run do not occur in isolation but in community with other students and the natural environment. Collaboration with the natural environment is vital and requires direct contact and facilitation from guides to intellectually grasp this connection. (Appendix 1).

## **Guide Leadership Program**

### **Cognitive Complexity**

Our guides expected and trained to connect, prepare, and lead peers into a wilderness setting. They take into account the holistic needs of each participant and the group. They provide foundational support (according to Maslow’s needs hierarchy) by preparing meals, building shelter, establishing emotional boundaries and group norms, in order for participants to have a great meaningful trip. Not only that our guides provide a place to belong through weekly meetings, trainings, and personal outings.

### **Knowledge Acquisition, Integration, and Application**

Experience is at the core of what this department does and Guide Development is no different. What is unique is the intensity and immediacy in which our students put trainings and leadership insights into practice. Our tiered leadership model connects upper-class students with new guides to provide guidance and support as they grow in their leadership resume. Each trip is evaluated by fellow guides and participants which provides the necessary feedback for personal leadership growth and development.

### **Interpersonal and Intrapersonal Competence**

Data Summary:

Guides are looking for new experiences that challenge their comfort zones and teach them leadership skills.

Description:

As discussed in the previous section our guides work collaboratively with other guides and professional staff to achieve success. The training that guides receive address insights related to personal (and others’) learning styles, various leadership models, and roles within groups and the opportunity to experientially work those concepts out. Guides are taught a land ethic model and strategy current with industry standards.

### **Practical Competence**

As previously mentioned our guides learn and demonstrate the leadership lessons that they are taught. Also as each guide progresses through our program they are routinely asked to set their own goals for the training.

## **Rental Center**

### **Knowledge Acquisition, Integration, and Application**

Students engage in practical applications of established and accepted business practices including customer service and brand development. Specifically, students develop and manage web assets, plan and execute mobile marketing, e-commerce, accounting and evaluate the customer experience for improved service. Students are

responsible for university asset management and work collaboratively with other professionals both on campus and the greater community.

### **Practical Competence**

Successful operation of the rental center affords students the formal opportunity to lead as they provide services to customers. Student managers also have full control over the care for equipment, supplies, and other resources whose effective management will ensure a productive and meaningful operation including operating in a fiscally sound manner.

### **Men's Retreat**

#### **Cognitive Complexity**

Data Summary:

*"The major theme for me that weekend was "Being rather than Doing" and correlating that with masculinity. When we can identify the times to find a solution to a problem and person is having and a time to just be with that person to listen, our relationships will change dramatically. I loved discussing this message during each of our Devos and always looked forward to this time. I also loved the location and the long amount of free time to surf, slack line, and play games"*

*"I liked that everybody had the same agenda in that they wanted to be real, get to know each other, and be uplifting to everybody. I think fostering that sense of social acceptance is critical to events like this, especially in a setting where men are asked to call into question their masculinity/what that even means. I think that I gained a lot from the trip and discussions largely because of that environment that was fostered."*

Description:

The purpose of this retreat, in collaboration with the Spiritual Development, was to offer a counter masculine narrative to the often narrow and restrictive story many men are co-opted into agreeing to and living. We took 16 men off campus on a weekend retreat to offer them tools to chart their own masculine journey.

#### **Knowledge Acquisition, Integration, and Application & Interpersonal and Intrapersonal Competence**

Through interactive discussion and personal time, participants were invited to share, listen to, and integrate ideas about masculine development. This was the first time this curriculum had been used at PLNU. I will continue to mold and shape the teaching materials and design to both address national trends in research and the needs of our students.

### **2016-2017 Area Assessment**

All bullet points indicate levels of completion related to stated goals

#### **Goal 1**

Continue to build and elaborate on mission and vision for student programs by:

- Rewrite the mission and vision statement
- Continue to connect student trainings to learning outcomes and university mission

#### **Goal 2**

Collect more qualitative and quantitative data on The Way and Great Escapes programs.

- We were able to formally (survey) and informally (conversations) gain a better understanding for what our students are taking away from their experience.
- A more comprehensive survey was developed for both overnight and day trips
- Both surveys included questions connected to student learning outcomes

#### **Goal 3**

Add internship program for summer programs

- In collaboration with the Psychology department's internship course (PSY 460), we created and filled this position.

- Created syllabus for intern with an emphasis on deepening the students knowledge of adventure education theory and practice.

#### Goal 4

Continue to create partnerships with outside organizations

- Collaborated with American Alpine Club to run an ice climbing trip
- Created a program called “At the intersection of your passion and vocation” to bring in local entrepreneurs and professionals in the outdoor industry. We held 3 different programs in the first year.
  - Glen Van Pleski- founder of ultralight backpacking company Gossamer Gear
  - Follow the Bolt Line- a company using drones, apps, and crowdsourced technology to create digital rock climbing guidebooks.
  - Alex Wild- a land management ranger for San Diego county parks

#### Goal 5

Increase quality and quantity of training materials

- Created handbook for ARC front desk staff and increased training time and follow ups throughout the year.
- Created a trip leader handbook to guide student leaders through the many trip planning details
- Improved the guide handbook for The Way by creating
- Created syllabus for summer internship program
- Created and presented trainings on the following:
  - How to teach a skill
  - Meal planning for backcountry outings
  - Lightweight backpacking
  - Using a tarp as a shelter system

#### Goal 6

Increase collaboration with admissions to use The Way as an incentive and key opportunity to enroll at PLNU

- Expand reach and promotion of program to incoming students by equipping admissions counselors with a script for and video of the experience.
- Combine promotional efforts with admissions’ email contact with incoming students

### **Use of Evidence of Learning**

#### **The Way**

The Way continues to be a rich and seminal experience for students that carries deep into their college years and beyond. The community and challenge/ opportunity contrast of the wilderness create lasting memories and moments of reflection. Guides are also impacted by leading and facilitating this experience. The quality of their connection to students and the leadership opportunities represent a significant touchstone for their development.

- Continue to make the current The Way assessments more robust. I’d like to add a “end of spring term” assessment in addition to one sent out after their return.
- Expand program in numbers and in staff/ faculty involvement

#### **Great Escapes**

Great escapes continues to be a popular way for students to spend a weekend or holiday. Nearly all trips we offered this year were full. While trip satisfaction is high, I’m committed to building on the momentum of this year to create better experiences for our students.

#### **Guide Leadership Program**

This programs is and continues to be a place where students find their voice of leadership and community on campus. Our program continues to grow and we are working to deepen what we currently do. This program is central to the mission of ODL. I will continue to invest into the group of students through mentoring, training, and providing opportunities to gain certifications and leadership skills.

#### **Rental Center**

Providing this service for the PLNU community and the SD community continues to provide customers with the opportunity to enjoy the natural world.

### **Men's Retreat**

We a great second year. There were many staff involved in the planning with Brian Becker taking point. This year we hosted a viewing and discussion of the film "The mask you live in." Students showed increased interest in this program compared to previous years.

### **Areas of Distinction**

#### **Rental center**

Completed a full website over-haul which began in January 2015. Completed a web integration with financial gateway and reservations system. Streamlined and secured payment and cash sales processes. Collaborated with multiple departments, students, and outside companies to complete project including, development of web assets, web design and integration, accounting, graphic design, and marketing.

#### **The Way**

Established a scholarship in honor of Izzy Ofsanko. Collaborated with Office of Advancement and family to create sustaining funding source, criteria for application, research for estimated costs and marketing for scholarship. Raised \$1000+. The Family made a 5- yr commitment to fund a least one student for the Way. This scholarship will fund the total costs (excluding travel costs) of 1 student in 2016. Further, we ran our 2016 trip in a new area which resulted in better than expected outcomes related to student satisfaction.

#### **Great Escapes**

We served 326 students and ran 25 trips in 20116/17.

## Appendices

### Appendix 1

#### PLNU Outdoor Leadership Programs

#### End of Year Summary Report SUMMER 2016 / FALL 2016 / SPRING 2017

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**Total Participants (including guides):** 326 (includes GE, ODL, & custom trips - also repeats)

**Total Number of Guiding days:** 66 (including ODL trips)

**Total Number of different Guides:** 36

**Total Number of Trips:** 25

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#### **The Way Wilderness Orientation: Total = 3**

1. Sequoia National Park Group A (7/23-30)
  2. Sequoia National Park Group B (7/23-30)
  3. Inyo National Forest (8/6-13)
- 

#### **Great Escapes Trips: Total = 15**

Night Kayak (9/9)	San Jacinto Tram (11/11-13)
Snorkel Day (9/17)	Ice Climbing (1/5-8)
OB Surf Day (9/24)	Night Hike Cowles Mountain (1/28)
Rock Climbing Weekend (10/1-2)	Joshua Tree Backpacking (2/3-5)
APU Kayak (10/8)	Night Kayak (2/24)
Mud Caving (10/15-16)	Spring Break Road Trip (3/4-12)
CO River (10/21-23)	Rock Climbing Weekend (3/25-26)

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#### **Guide Training Trips: Total =6**

4. Guide Backpacking Training (9/23-25)
  5. Aquatics Training (10/1)
  6. Rock I Training (10/28-29)
  7. WROLC (1/13-15)
  8. Winter Camping Trip (2/3-5)
  9. Rock II Training (3/18-19)
- 

#### **The Way**

- Total Participants: 25
- Total Guides: 5
- Reviews:
  - I learned that I am very capable of doing anything I put my mind to, and am able to overcome challenges.
  - I learned that I have a positive and uplifting impact on those around me even in strenuous situations.
  - I learned that I can push myself beyond what I think I'm capable of.

- I learned that I connect with people on different levels. Although trust doesn't come easy for me I'm very accepting of what people are willing to show me about themselves and it reflected into myself.
- The most meaningful component of the trip was the experience of getting to know everyone in the group on a personal level in a very short amount of time.
- I think my biggest takeaway was a feeling of confidence that came from leaving my comfort zone in almost all aspects but thriving there.
- For me, the most amazing and meaningful component was the downtime at camp. The conversations over trying to put together a stove, the laughter shared when swimming in freezing lakes, the quiet times journaling together- I loved growing relationships with the people on our trip.
- I am glad that I went on the way because I had an opportunity to meet some of my classmates.
- I was able to reflect a lot and learn about myself and God more. I feel more equipped and ready for this next season.
- Participating on this trip impacts and influences my transition into PLNU college life because I feel like the connections I made with staff and students are so valuable and I'm way less nervous for the first few weeks of school now that I know people.
- Participating on this trip impacts and influences my transition into PLNU college life because the trip helped give me a solid foundation, which will help me always trust in my decisions and help make certain character decisions.
- Participating on this trip impacts and influences my transition into PLNU college life because this trip has definitely made me feel more secure in my position at PLNU. I find myself with people that I can turn to in this transition; I have beautiful friends surrounding me who will lift me towards the Lord and who will fill my days with laughter and joy. I wouldn't have had that without The Way.
- The Way forces you to meet new people, go completely beyond your comfort zone and really trust yourself and those around you. I think that's the biggest thing for me- I have people I can trust and rely on at PLNU and I haven't even started my freshman year.

### **Night Kayak (9/9)**

- Total Participants: 11
- Total Guides: 4
- Reviews:
  - My favorite part or experience of the trip was making new friends

### **Snorkel Day (9/17)**

- Total Participants: 11
- Total Guides: 3
  - I didn't go on any Great Escapes trips my freshman year, and I totally wish I did now because of how fun they are! I'll try to go on another one either this semester or next!

### **OB Surf Day (9/24)**

- Total Participants: 5
- Total Guides: 2
  - I learned to go for it and not be afraid to fail

### **Rock Climbing Weekend (10/1-2)**

- Total Participants: 10
- Total Guides: 5
- Reviews:

- I realized that I am slightly scared of heights and had trouble trusting the rope. I was defeated after the first day of not rock climbing well, but I challenged myself on day two and was able to overcome my fear and gain confidence.
- I pushed myself to climb high and repel down which were scary for me but I was able to accomplish it.
- I previously had indoor rock climbed and wasn't sure I liked it very much, but this trip proved my previous conclusions wrong and I really enjoyed the challenge!
- My favorite parts were challenging myself and having a great time with some new and old friends.
- My favorite part was facing my fear of heights
- My favorite part was being able to try something that was scary but really amazing to try.
- My favorite part was being able to do something I felt like I couldn't do

### **Mud Caving (10/15-16)**

- Total Participants: 15
- Total Guides: 6
  - My favorite part was mud caves of course!! The guides were super awesome, so it was a good time camping out and getting to know each other more over pie!!

### **Rock Climbing Weekend (3/25-26)**

- Total Participants: 10
- Total Guides: 5
  - I realized that I am slightly scared of heights and had trouble trusting the rope. I was defeated after the first day of not rock climbing well, but I challenged myself on day two and was able to overcome my fear and gain confidence.
  - I really enjoyed all the guides and the environment that was provided. Everyone was very positive.

**STUDENT SERVICES**

**Chapel Attendance Operations**

**Mission Statement**

Chapel attendance operations provides a framework for PLNU students to show accountability and understand responsibilities of participating in the campus community.

**Overview**

Chapel programming and operations is the responsibility of the university office of Spiritual Development and in the interest of providing an accountability process separate from program content, the attendance functions are operated and maintained by staff from Student Development. Chapel attendance is mandatory and students who fail to attend the required number of chapels per year must be accountable for noncompliance with community standards. There for chapel attendance is instrumental for maintaining those standards and to ensure transparency when chapel fines are applied. The operation consists of staff and student supervisors who provide the chapel scanning functions for each chapel. These scanners are responsible for scanning each student into and out of the chapel sessions when they end. Operations also consists of a support staff person who maintains all chapel attendance records, makes manual adjustments, and advising of chapel fines each semester.

**Chapel Attendance Operations Learning Outcomes**

**(Based on the Council for the Advancement of Standards in Higher Education – CAS)**

**2016-2017**

Intended Learning Outcomes	Cognitive Complexity				
	Knowledge Acquisition, Integration & Application	Humanitarianism & Civic Engagement	Interpersonal & Intrapersonal Competence	Practical Competence	
<i>Student Life</i>	<i>LO's 1-3</i>	<i>LO's 4-7</i>	<i>LO's 8-11</i>	<i>LO's 12-18</i>	<i>LO's 19-23</i>
<b>Chapel Attendance</b>	X	X	X		X

**Student Development Learning Outcomes Key**

**Cognitive Complexity**

- 1= Engage with others in constructive ways
- 2= Assess assumptions and considers alternative perspectives and solutions
- 3= Openness to new ideas and perspectives

**Knowledge Acquisition, Integration and Application**

- 4= uses experience and other sources of information to create new insights
- 5= seeks new information to solve problems
- 6= Makes connections between curricular and co-curricular learning
- 7= Engages in experiential activities in preparation for the workforce

### **Humanitarianism & Civic Engagement**

- 8= A willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds
- 9= Demonstrates capacity to engage with the complexities of daily life in the global community
- 10= Participation in service/volunteer activities
- 11= Participates in relevant governance systems

### **Interpersonal/Intrapersonal**

- 12= Pursuit of knowledge is integrated with beliefs, values, and action
- 13= Manages conflict constructively
- 14= Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual)
- 15= Practices self-efficacy
- 16= Works collaboratively with others
- 17= Demonstrates civility when engaged in controversy
- 18= Demonstrates that self-interest is balanced by a sense of social responsibility

### **Practical Competence**

- 19= Sets and pursues individual goals
- 20= Speaks and writes coherently and effectively
- 21= Uses technology ethically and effectively
- 22= Demonstrates leadership skills
- 23= Demonstrates effective stewardship of resources

## **Chapel Learning Outcomes**

### **Cognitive Complexity**

Chapel and Time Out services are designed to create settings where students are drawn into the presence of the Lord to worship Him with freedom and to deepen their relationship with Jesus Christ. Between the worship music and the teaching of the Bible, students will learn the truth of the word which has the power to transform their lives.

As Chaplain Tim Whetstone expressed, “My deep desire is that together we dive into these conversations about belief, faith and living, while being rooted firmly in prayer, worship and service. For what the ancient early followers of Jesus discovered just might be true: *Lex orandi, lex credendi* - praying does shape believing.

As the PLNU community, we will be challenged through chapel, discipleship groups, mission trips, special forums, Time Out and other intentionally created spaces. Together, we’ll explore how what we believe might shape us as a community who is being transformed by Christ. Our ultimate prayer then, is that in the beauty of community, we may embody a lifestyle of transformation where together we declare in faith that we belong and participate in this mysterious life with God the Father, in Jesus Christ and through the Holy Spirit, as the family called the Church.



## **Knowledge Acquisition, Integration and Application**



The chapel theme for the 2016-17 academic year was, “Rooted in Love.” As Christians, we believe that the revelation of God’s mighty redemptive acts throughout history is contained in both the Old and the New Testaments. God’s holiness, justice, and love are consistent in the pages and lives of the Hebrew people as well as the Jews and Gentiles who placed their trust in God’s new covenant found in the life, death, resurrection, and ascension of Jesus the Christ. With one voice, the Scriptures testify of God’s relentless love of humanity calling all people to respond with open hearts and lives: to be transformed and to live transformed lives in the world. As Jesus states in the Gospel of Mark: “Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.’ This is the first and greatest commandment. And the second is like it: ‘Love your neighbor as yourself.” It is to this end that this year’s Chapel theme points. “Rooted in Love” is taken from the scriptural call to know God’s love and live out that love. This call captures the essence of the Great Commandment known as the Shema. Rooted in God’s faithful love and pursuit of humankind, this theme admonishes us as Christians to respond with a single-minded love of God and love of neighbor. More than an external command or rule to follow, this call of love and compassion flows from the perfect work of God in Christ; transforming individuals and the Church into the character and lifestyle of Jesus. We cannot give love if we ourselves have not encountered and known love. Through chapels, ministries, discipleship groups, mission trips and special forums, we seek to create a space where the entire campus community is invited and challenged to live deeply the Kingdom reality of holiness; growing in spiritual intimacy with God and embodying God’s love through acts of charity and justice.

### **Humanitarianism & Civic Engagement**

Chapel and Time Out services draw students of various denominations, cultures, ethnicities, and socio-economic backgrounds to worship together, learn the word together, to pray together, and to be transformed together.

Chapel offers the opportunity to celebrate life and successes at PLNU as well as challenges that arise from living in community together.

Through chapels, ministries, discipleship groups, mission trips and special forums, PLNU seeks to create a space where the entire campus community is invited to minister to others, to serve God, and to be challenged to live deeply the Kingdom reality of holiness; growing in spiritual intimacy with God and embodying His love through acts of charity and justice.

## **Interpersonal/Intrapersonal**

Students are given the occasion to pursue a deeper knowledge and understanding of the Bible and how this translates to living lives of righteousness, purity and the pursuit of holiness through the power of the Holy Spirit.

Chapel and Time Out services are directed in a manner that is congruent with and supportive of the mission, vision, and values of PLNU. These services also provide the space to discuss difficult situations as a community when the community as a whole is being impacted.

Students are given the opportunity to minister, to pray for, and to encourage each other in their walk and through the different experiences of life. Students learn the importance of considering the needs and feelings of others and that they have a responsibility to each other within the PLNU community.

## **Practical Competence**

For the 2016-17 academic year, Chapel services were held on Mondays, Wednesdays, and Fridays at 9:45am in Brown Chapel and Mondays and Wednesdays at 9:45am at Liberty Station. Time Out services are held on Wednesday evenings at 9:30pm in Brown Chapel.

We scheduled 41 Chapel and 14 Time Out services during the fall semester in 2016 and 44 Chapel with 14 Time Out services hosted during the spring semester of 2017.

Students were assigned specific Chapel attendance requirements they were to meet on a per semester basis based on classification. **Students** enrolled in 12 or more units and all residential students (despite the number of units enrolled) have the following requirements:

- Freshman and sophomores: 30/54\* chapel credits per semester
- Juniors and seniors: 23/54\* chapel credits per semester

**Commuter students** without classes before 1 p.m. on Mondays, Wednesdays, Fridays or attending only Tuesday/Thursday classes will receive an automatic reduction to their chapel requirements:

- Freshman and sophomore commuter students are required to attend 20/54\* chapels per semester.
- Junior and senior commuter students are required to attend 14/54\* chapels per semester.

For **students 26 years of age or older OR students carrying less than 12 units**, there is no required attendance. All students are welcomed and encouraged to come to all chapels.

### **Failure to meet the minimum requirements will result in chapel fines:**

- One to five excessive chapel absences will result in a fine of \$5 for each absence.
  - Six or more excessive chapel absences will result in a fine of \$20 for each absence in excess of five.
- It is the student's responsibility to keep track of their chapel attendance on the portal.



## Use of Evidence of Learning

Reviewing the data from the 2016-2017 academic year, it appears that the changes made in the 2015-16 academic year, in regards to the Chapel attendance policy, removing petitions, employment not being a reason for a Chapel reduction, attendance requirements for commuters being reduced for all classifications, and zero attendance requirements for students over the age of 26, have not affected the attendance in an obvious way but has indeed increased revenue due to the increase in fine amount.

## CHAPEL ATTENDANCE COMPARISON

	<u>Fall 2012</u>	<u>Spring 2013</u>	<u>Fall 2014</u>	<u>Spring 2015</u>	<u>Fall 2016</u>	<u>Spring 2017</u>
<b>Number of students required to go to Chapel:</b>	2198	2060	2401	2281	2452	2278
<b>Number of students who met this requirement:</b>	1531	1415	1780	1772	2025	1882
<b>Percentage of students who met requirement:</b>	70%	69%	74%	78%	83%	83%
<b>Average attendance for Chapel &amp; Time Out:</b>	982	902	1089	926	1083	932
<b>Number of students who did not attend any Chapels:</b>	83	100	67	146	74	63
<b>Percentage of students who did not attend any Chapels:</b>	8.45%	11.08%	6.15%	15.77%	3%	3%
<b>Number of students with fines:</b>	667	647	837	703	913	795
<b>Percentage of students attributed fines:</b>	30%	31%	35%	31%	37%	35%
<b>Amount of Chapel fines (pre-adjusted):</b>	\$44,480	\$53,890	\$58,750	\$52,230	\$96,700	\$80,240
<b>Chapel fine adjustments:</b>					\$3,090	\$1,785
<b>Amount received following adjustments:</b>					\$93,610	\$78,455
<b>Average fine:</b>	\$67	\$83	\$70	\$74	\$103	\$99

## Commuter Student Services

### Mission Statement

“The Commuter program is committed to providing a welcoming environment while connecting commuter students to the Point Loma Community.”

### Overview

Commuter Services this year has begun to be more influential among our commuter students. Besides a greater sense of community we are experiencing larger numbers in our programming. Our annual BBQ and bi-monthly “Commuter Whatever” have increased. Though many of our programming is centered on food we have found that commuters are very need based and programming other activities often are not well attended. We have found that the biggest support to commuters have a larger space where they can meet and prepare their meals. We are hopeful that next summer we will be remodeling the first floor of the Commons thus reconfiguring the first floor and adding well needed space to the Commuter lounge which potentially serves 800 students. The most significant ongoing development has been the restructuring of the Commuter Assistant responsibilities. We decided to divide all the Commuters up into four groups and assign each of the Assistants to one of the groups. This will allow each of the Assistants to be more effective with their assigned students through personal contact and marketing events. In addition, when a Commuter has personal needs we can better address them by referring them to the appropriate department on campus offering personalized student support.

Finally, during our NSO weekend our bus tour for all Commuters has been very successful. Between check in and the first session we capture the Commuters who typically leave off campus after check in. The tour will take them around campus and the surrounding places of interest orienting them to the area dropping them off for the first session. Then we have a special dinner for them with staff speakers who can help them. We are activity seeking a searching for ways to better serve our Commuters with creative ideas and better support. This is a very difficult group to serve, and to feel successful with but we have conducted our annual survey and use that information to serve out commuters.

Intended Learning Outcomes	Intended Learning Outcomes				
	Cognitive Complexity	Knowledge Acquisition, Integration & Application	Humanitarianism & Civic Engagement	Interpersonal & Intrapersonal Competence	Practical Competence
Commuter Student Services					
Services/ Activities	X	X	X	X	

### Cognitive Complexity

#### *Engage with others in constructive ways*

Commuter Assistants engage with other commuters every day providing the best possible service to this unique population. The Assistants have work schedules and a log book that they fill out every day when there is communication issues. We have meetings once a week and each one contributes by reporting on the projects they are working on.

*Assess assumptions and considers alternative perspectives and solutions*

In our meetings, the conversation is open and everyone has a voice to share their ideas. Oftentimes, I, as the Director will make an assumption and the Student Assistants will provide alternative ideas; for instance, on the subject of “Lunch for a Buck”, the Assistants suggested alternating days to reach a variety of commuters who come on different days of the week.

*Openness to new ideas and perspectives*

Many times I have returned from a conference with new ideas and asked the Assistants if they thought the ideas were good for our student population. This year instead of having a BBQ at the end of the year they thought it would be better to have a pizza party which was very successful as pizza party’s are.

## **Humanitarianism & Civic Engagement**

*A willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds*

Many of the Commuters are from diverse backgrounds and the Assistants are serving them every day. In addition, our Commuter Assistants are diverse which offers a welcoming environment for diversity.

*Participates in relevant governance systems*

We have meetings every week to go over the program needs. There is one Commuter Student Assistant who is the given the responsibility of Coordinator for the department, this position leads the team of student employees. This format allows the Coordinator to use and develop leadership skills to manage the program.

## **Practical Competence**

*Sets and pursues individual goals*

The Student Coordinator is asked to set goals for the preceding year and is evaluated at midyear to see if the goals are being accomplished.

*Speaks and writes coherently and effectively*

During NSO the student employees need to speak in front of new students explaining the program and its functions. In addition, written correspondence with students, staff and faculty are oftentimes a part of their daily tasks.

*Demonstrates leadership skills*

Every day the student employees practice leadership by keeping the needs of the students at the forefront of their priorities. Acting on those needs through listening, observing and offering service, the Assistants help shape the feeling and tone of the Commuter Lounge.

*Demonstrates effective stewardship of resources*

After our food events we try and give the excess food to other Commuters. Also, we have adjusted what we buy for those same events so the food we do have is enjoyed and shared by all.

## **Use of Evidence of Learning**

As we move into the fifth year as Director of Commuter Services I see more and more how difficult connecting commuter students to the greater community. Many of them are at PLNU just to get a degree and off to the next adventure. I find pleasure in the development of my Commuter assistants who are learning leadership skills by organizing events and meeting with me regularly to plan and execute activities for our students. I work very closely with them guiding and encouraging each of them. We have taken our annual commuter survey and have found the highest times of attendance in the Lounge are the lunch time hours. Our goal for next year is to have a kitchen and larger space

to serve our community. In addition we want to look at the retention of commuter students from the time they became commuters till graduation. I will use the PLNU data base to review the information.

## Student Care Group

### Mission Statement

The mission of the Point Loma Nazarene University Student Care Group is to promote the safety and well-being of the PLNU community

### Overview

The mission of the Point Loma Nazarene University Student Care Group is to promote the safety and well-being of the PLNU community. The team provides an institutional framework for information sharing and development of support plans for students of concern and serves as the Behavior Intervention Team (BIT). The purpose of this group is to identify, as early as possible, students who are at risk for prematurely terminating their studies at PLNU. The group, composed of Student Development professionals, develops a personalized intervention for each student brought to its attention. Students referred either is experiencing a **significant** disruption/crisis in a **single** major area of functioning (academic, social, spiritual, physical, or emotional) or the student is experiencing **multiple** disruptions which appear to significantly impair the student's functioning

### Student Care Group Learning Outcomes (Based on the Council for the Advancement of Standards in Higher Education – CAS)

Intended Learning Outcomes					
	Cognitive Complexity	Knowledge Acquisition, Integration & Application	Humanitarianism & Civic Engagement	Interpersonal & Intrapersonal Competence	Practical Competence
<i>Student Life</i>	<i>LO's 1-3</i>	<i>LO's 4-7</i>	<i>LO's 8-11</i>	<i>LO's 12-18</i>	<i>LO's 19-23</i>
<b>Student Care Group</b>	X			X	

### Evidence of Learning

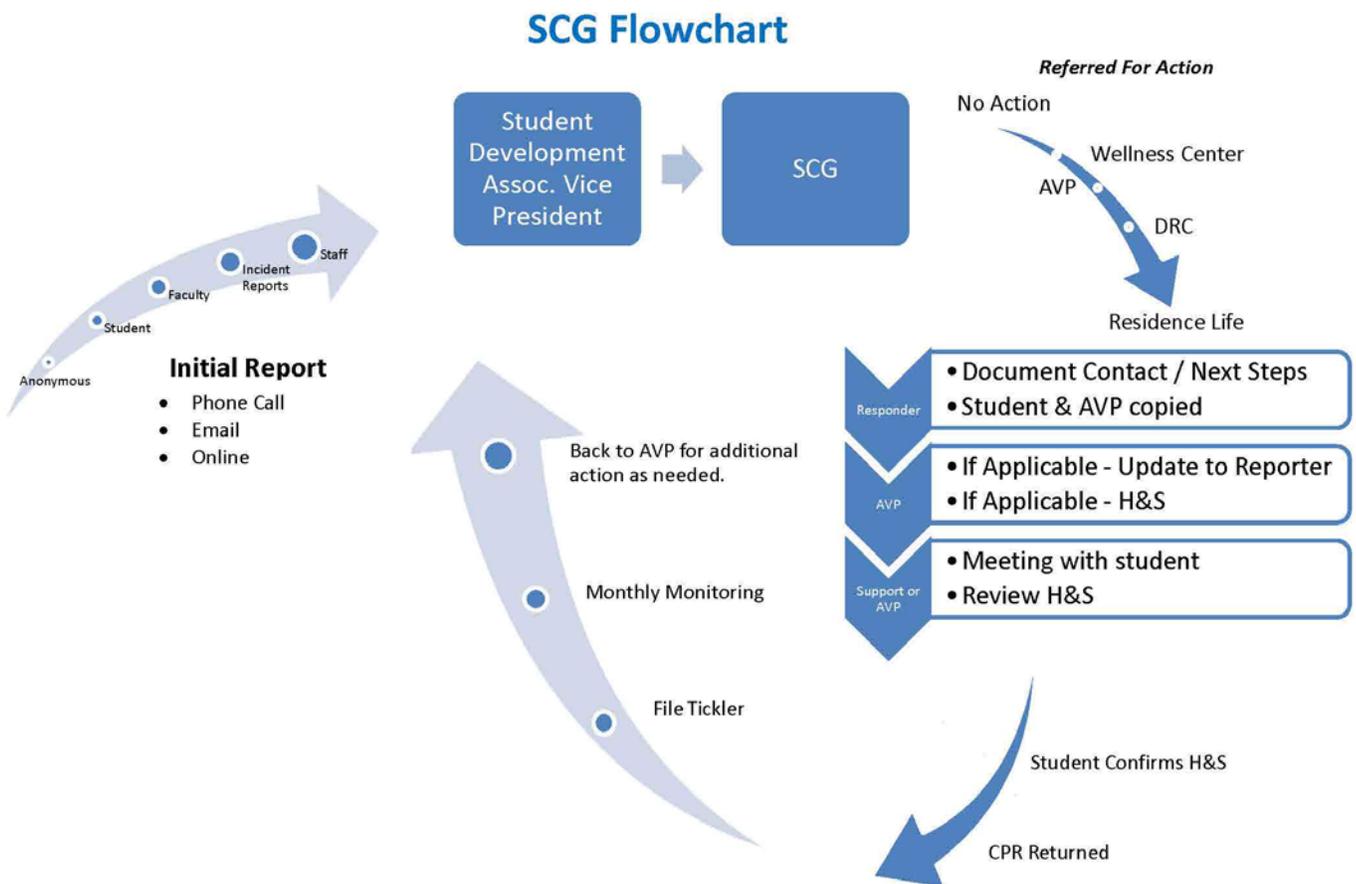
#### Cognitive Complexity / Interpersonal and Intrapersonal Competence

The foundation of Cognitive Complexity as a learning outcome is for the student to engage with others in constructive ways. Also students should assess assumptions and considers alternative perspectives and solutions. The Student Care Group (SCG) is a campus resource established to receive, collect, consider, and when it deems appropriate, act upon information on behavior of concern exhibited by a student or group of students. PLNU has established a Student Code of Conduct to facilitate the maintenance of a safe college environment conducive to the pursuit of academic achievement by all its students. The SCG objective is to support this purpose through investigation, reasoned analysis, and the provision of supportive intervention services, when needed, to our students. SCG, operated within Student Development, is formed under a delegation of authority from the Administrative Cabinet through the Vice President for Student Development, who functions as the Appointing Authority for SCG. SCG is chaired by the Associate Vice President for Student Development. SCG works to maintain a safe College environment that is conducive to academic achievement while balancing its concern for individual students. In pursuit of this purpose, the Committee's mandate is to use reasonable discretion, based on a record of relevant materials, in order to make informed decisions that are in the best interest of the

student involved and the entire College Community. This broad mandate allows the Committee to develop personalized plans of action, after considering a full range of suitable options, and selecting that one it believes is best tailored to the circumstances of a particular case. Action plans may fall across a wide continuum in relation to the progressive level of concern the Committee might have regarding a student’s or students’ behavior, safety, and the welfare of others. Plans developed may range from simply maintaining a confidential record of the reported behavior or, in severe circumstances, may progress to an involuntary withdrawal of a student from the College or a referral to a disciplinary panel. The majority of action plans developed will fall between these extremes. Throughout the evaluation process the Committee will attempt, in accordance with legal restrictions and College privacy policies, to keep all involved students appropriately informed of the actions of the Committee. The Committee acts in compliance with the PLNU Privacy Policy and all relevant provisions of state and federal law including, but not limited to, the federal Family Educational Rights and Privacy Act of 1974 (FERPA). The SOC does not release or share protected student information to any member of the College community unless the recipient has a legitimate interest for the use of that protected information to perform a service or carryout a responsibility within that person’s scope of employment.

Through informal and formal plans of actions, including Health and Safety Contracts, students were given the opportunity to succeed in the face of life-changing events. These included suicide attempts, suicide ideations, bouts with anxiety, depression, other mental illnesses, plus stalking incidents and working in conjunction with the Title IX office, sexual assaults.

Through the interventions and actions plans developed with each student referred students are able to manage conflict constructively while gaining a holistic awareness of self, including emotional, social, physical and spiritual awareness.



# Transfer Student Services Intended Learning Outcomes

## Mission Statement

“Transfer Student Services serves as a central point of information for campus resources, services and opportunities designed specifically for Transfer students. In addition, we want to facilitate a seamless transition between PLNU Admissions and the Student Development Program.

## Overview

Point Loma Nazarene University Transfer Student Services provides students with assistance, support and connections to the various campus resources. During NSO Transfer Student Mentors meet new Transfer students and help them through the process of check in. Every Transfer student has a TAG (Transfer Activity Group) Mentor who takes responsibility for that student all through the first semester and year if needed. Connections with TAG team Mentors and the Transfer Assistant Manager plan and execute activities starting at NSO and throughout the year to help Transfers make connections with other Transfers so relationships can be made and friend groups can be created.

In the first semester we started strong with good leadership and a strong sense of engagement by the Transfer Students. With bonfires and small group activities students were encouraged to engage in the Point Loma Community. This year we have started coordinating with the Admissions Department on sharing information and working on Preview Days for Transfer students and info sessions throughout the year. We look forward to the collaborating with them in the future to serve our Transfers better

Intended Learning Outcomes					
	Cognitive Complexity	Knowledge Acquisition, Integration & Application	Humanitarianism & Civic Engagement	Interpersonal & Intrapersonal Competence	Practical Competence
Commuter Student Services					
Services/ Activities	X	X	X	X	

*A willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds.*

It is a diverse group of students that transfer each year to PLNU. Mentors are assigned to each student based on their chosen major.

*Demonstrates capacity to engage with the complexities of daily life in the global community.*

Part of the Mentors responsibilities is to help each Transfer deal with the complexities of life at PLNU and to do so successfully.

*Participation in service/volunteer activities*

Each TAG Mentor is a volunteer position and holds accountable each mentee.

### *Participates in relevant governance systems*

In our organizational structure there is a TAG Student Coordinator with an Assistant and then the 20 Mentors.

## **Practical Competence**

### *Sets and pursues individual goals*

The Director asks the TAG Coordinator to choose their predecessor at the end of the Fall semester. Every Mentor is asked to contact their new student before school starts and at least two times throughout the first semester.

### *Demonstrates leadership skills*

The TAG Student Coordinator exercises the most leadership by collecting all the names and distributing to all the Mentors. They also have meetings of which they are the facilitator to strategize each event and connections with students. Much of the skill development task is placed on the one-on-ones that take place throughout the year.

### *Demonstrates effective stewardship of resources*

The Student TAG Coordinator is aware of the budget and conscience of the limitations. Yet the more valuable resource is information of each student which is protected.

## **Use of Evidence of Learning**

We have distributed a Transfer Survey with low response rate. But we are analyzing the data and will use it for next year's planning and programming. But most of the above analysis is biased on observations and is subjective. Because the program is not as structured, and all members are volunteers it brings a different feel to the organization. There is energy that seems genuine and biased on the members passed transfer experiences either good or bad. I see the TAG coordinator as the key to the success or failure of the program. That is evident by the number of Mentors they can retain and engage. So for next year I would like to look at the number of Mentors we have enlisted and the number of transfers involved and compare and contrast those numbers of the first semester to the second.