



# 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

2017 - 2018

## 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	
Student Handbook	
Chapel Slides	
The Loma Link	
The Toilet Paper	
Coordinator of Student Activities	
Multicultural and International Student Services.....	41
Multicultural Opportunities for Students Actively Involved in Community (MOSAIC)	
Diversity Leadership Programming	
Students in Transition Mentoring (Team Barnabas)	
Nicholson Commons.....	75
Rec Room	
Offices of Strengths and Vocation (OSV).....	83
External Relations and Networking Events	
Career Services	
Co-Curricular Strengths Programming	
Student Employment	
Internships	
Outdoor Leadership Programs.....	89
Student Services .....	100
Chapel Attendance	
Commuter Student Services	
Student Care Group	
Transfer Student Services	

## **Introduction & Summary Page from the Associate Vice President for Student Life**

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 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.

### **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 is dedicated to fostering cross-cultural respect, perspectives, and appreciation towards global citizenship, while fully integrating international students into the PLNU community.

### **Multicultural Student Services**

Multicultural Student Services provides an opportunity for all students to engage with diverse cultures by promoting intergroup awareness, developing holistic cultural identity, and fostering inclusivity 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.

#### **Strengths**

Using the StrengthsQuest paradigm we provide extensive opportunities for students to explore their natural talents to support the highest levels of educational success and personal development for our students.

#### **Vocational 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**

This year a small study was completed to compare several aspects of Community Life at PLNU with several institutions that are similar to PLNU. This data is helpful to observe differences and similarities and continue to ask what areas we can improve at PLNU. One of the most extensive accomplishments for the year included hosting the Nazarene Student Leadership Conference. Every nine years PLNU is the host of the event at which all nine Nazarene universities attend. Finally, the CL director continued to serve as the facilitator of the Voices of Love support group. In fact Voices of Love was nominated and was selected as the winner of the Excellence in Diversity Award in the student category.

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

For 2017-18 students actively engaged in MOSAIC had one of the largest graduating classes in recent history. This year's MOSAIC graduation banquet saw the debut of new graduating student awards. One award was "The Ken Blanchard Award for Academic and Leadership Excellence." This award was presented to the student who showed dedication to MOSAIC and the diversity and inclusion efforts on campus while excelling in their academic pursuits, evidenced by a high GPA. The department was able to invite Dr. Ken Blanchard to the graduation banquet, through collaboration with the Chief Diversity Officer. The other award was the Dr. Jeffrey Carr Leadership award presented to the student who showed exemplary individual and team leadership throughout their time as a student at PLNU.



#### **Nicholson Commons**

Working collaboratively with Physical Plant, the building successfully unveiled the fully renovated dining commons. This over \$2M project was years in the planning and was received very well by the campus community.

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

This year marked another change and advance in the organizational structure of the office. The office has recruited an additional position that will now provide services for the first time to graduate students in the school of business.

#### **Commuter Student Services**

Of special note is the inclusion of a bus tour during NSO to give commuter students a more comprehensive orientation of the traveling on the streets in and around the campus.

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

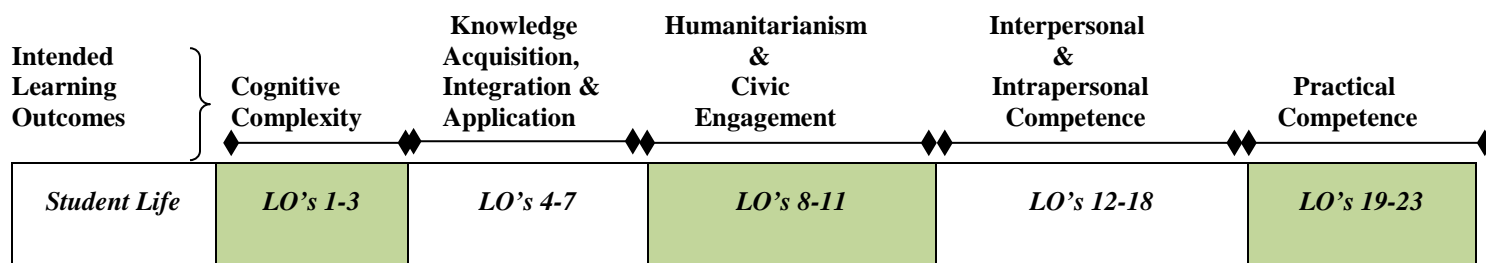
Associate Vice President for Student Development for Student Life

**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)**

**2017-2018**

Intended Learning Outcomes	<div> <div>Cognitive Complexity</div> <div>Knowledge Acquisition, Integration &amp; Application</div> <div>Humanitarianism &amp; Civic Engagement</div> <div>Interpersonal &amp; Intrapersonal Competence</div> <div>Practical Competence</div> </div>				
<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
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. 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. 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.

Finally, Community Life sponsors an affinity group named Voices of Love. The purpose of this group is support LGBTQ students on PLNU's campus, create a safe space for these students, and to elevate the campus conversation regarding sexuality and the Church.

### 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>
Voices of Love	X		X	X	
LEAD	X			X	X
Community Life/ASB	X		X	X	X

### Evidence of Learning



## **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 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.

### **ASB Activities Breakdown**

#### **WELCOME BACK WEEK**

##### **Welcome Home Party**

8/25/17

*Previously known at the “G.A.P.” Party, or “Get Acquainted Party,” ASB hosted all incoming freshman and transfer students on the soccer field for a celebration welcoming them to their new campus. The program for this event consisted of the CAB team facilitating games/competitive activities for the new students to engage in, including bubble soccer, tricycle races, and tug of war. The event concluded with Ben & Jerry’s ice cream on the field, and the students were then ushered to their dorms for their first hall meeting.*



### **Bobby B's Birthday Bash**

8/28/17

*In honor of President Bob Brower, ASB threw him his biggest birthday party yet! Taking place in the parking lots outside of the gym, students enjoyed a birthday carnival overlooking the ocean. This year, three carnival rides were rented, along with 2 "game booths" for the students to enjoy. Sodexo catered a BBQ dinner for all attendees, and Bob Brower enjoyed a custom birthday cake, kindly provided by the cabinet. New additions this year were a Pixster photo booth, and an expansion of seating that extended down onto the baseball field.*



### **Movie & Mugging**

8/29/17

*A Point Loma classic! ASB introduced our beautiful Greek Amphitheater to new students through the first "Movie in the Greek." Airing the new "Pirates of the Caribbean," film and serving D.I.Y. rootbeer floats, (in custom Loma mugs, listing all of the events for the year,) students were able to enjoy their first Tuesday night on campus.*

### **Snow Cones After Time Out**

8/30/17

*For one of the more passive events of the year, ASB rented two snow cone trucks to serve sweet treats outside of Brown Chapel at the conclusion of the first "Time Out." Renting two trucks this year, (vs. the one truck rented in the past,) allowed for a much smoother serving experience for both the students and the caterers!*



### **Loman Empire**

9/1/17

*Togas, dancing, and all things "Greek!" One of the most sought after events all year, Loman Empire allowed a space for students to let loose and enjoy their new community, (for the first time post-NSO!) Snack foods were served in the Greek Amphitheater, as students enjoyed their first campus dance.*

## **FALL EVENTS**

### **Padres Game**

9/22/17

*Partnering with Petco Park, ASB reserved a number of tickets, (creating a "college section," in the stadium) as well as provided bus transportation for students to enjoy the Padres game.*

### **Movie in the Greek**

10/12/17

*In classic "Movie in the Greek" fashion, ASB provided catered Kettle Corn for all attendees. "Back to the Future" was aired, and students were able to come and go as they pleased, (taking "study breaks" during midterm week!)*

### **Lomapalooza**

11/2/17

*A new event for PLNU, ASB partnered with Admissions to host a "Preview-Day" activity. Taking place on the grassy lawn between Ryan Library and Cunningham, a 50's theme event was thrown. Features of this night were: catered milkshakes, a screen airing silent black and white 50's tv shows, and a live band!*

### **Fall Ball**

11/3/17

*Setting new records for PLNU, ASB hosted this year's "Fall Ball" at SeaWorld. Attendees at this event had access to the stingray exhibit, the sky tower, the "Manta" roller coaster, and the SkyTower. Pixster was once again used to provide a photobooth for students, and catering included sushi, grilled cheese sliders, and an unlimited cheesecake bar. The night concluded with an outdoor dance.*



### **Christmas Tree Lighting**

11/28/17

*For one of the more traditional events, ASB partnered with several different departments to honor the start of the Christmas season. Student performers sang Christmas carols, while several staff and faculty members worked together to tell the story of Christ's birth. Hot cocoa and Krispy Kreme donuts were served. As the grand finale, "Santa Clause" made a guest appearance, taking photos with all students and children present.*

### **December Nights**

12/1/17

*Another passive event, PLNU partnered with Balboa Park to provide both advertisement and bus transportation to "December Nights."*

### **Midnight Breakfast**

12/10/17

*In honor of finals week, ASB partnered with Sodexo to provide a "midnight breakfast" in the cafeteria. A highlight from this evening was watching Cabinet members serve students pancakes!*



## **SPRING EVENTS**

### **Glow With The Flow**

1/19/18

*Taking place in the Fermanian parking garage, ASB hosted a "glow in the dark" dance for all cohorts. New features were "make your own" glow in the dark t-shirts at the entrance, and additional black lights throughout the facility. Student D.J. Jeremiah Meloch performed well, and kept the crowd engaged for the duration of the dance. ASB received their largest attendance for this event as well!*





### **Movie on the Baseball Field**

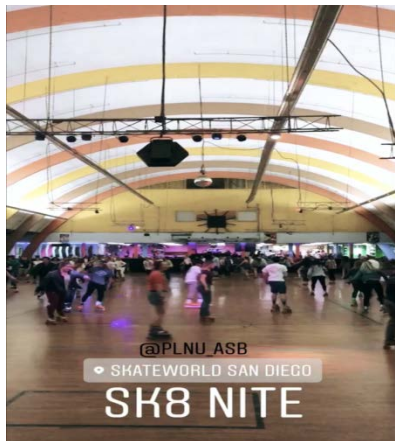
3/1/18

*PLNU's first "rain checked" event! In order to prevent "Movie in the Greek" fatigue, ASB moved March's outdoor movie to the baseball field. "Sandlot" was aired, and Sodexo provided hot dogs and sodas for dinner. Students brought their own blankets and beach chairs and enjoyed their last evening before leaving for Spring Break!*

### **Skate Night**

3/22/18

*ASB doubled their projected attendance this year at their annual Skate Night! Sticking with a U.S.A. theme, students from all cohorts attended to dance, skate, and showcase their favorite "red, white and blue" looks!*



### **Padres Game**

4/13/18

*Partnering with Petco Park, ASB reserved a number of tickets, (creating a "college section," in the stadium) as well as provided bus transportation for students to enjoy the Padres game.*

## Sea Lion of the Year

4/20/18

*Replacing the traditional “PLNU Fashion Show,” ASB experimented with a new program format, creating an original “game show” for student contestants to play in! Taking place at the Port Pavillion, students enjoyed a variety of vendors outdoors, (Baked Bear, Churros, and Kettle Corn,) before entering inside for the “show.” Reaching approximately one hour in length, the contestants were put through a series of different challenges, (ranging from eating contests to trivia rounds,) until one winner remained! The night ended with a dance, and students left by way of complementary snow cones, hosted again by Kona Ice.*



## Midnight Breakfast

4/29/18

*The final event of the year, ASB once again partnered with Sodexo for the “Midnight Breakfast.” Faculty and Staff across campus “served” students a variety of breakfast.*

## 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. Here are the responses from these institutions:



## 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.**



### 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 want 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.

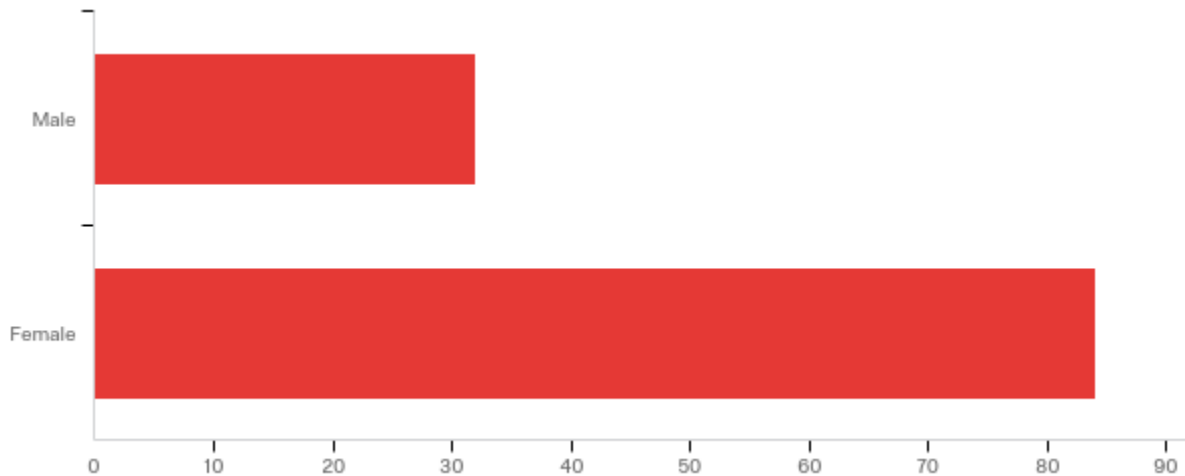
**Men's Retreat-** This year Community Life partnered with the offices of Outdoor Leadership, Nicholson Commons, OSV, and Spiritual Development to plan and implement a retreat for men that balances out the very successful women's retreat that has been occurring for long time. We had 20 men attend this 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.

## Appendices:

# 2017 LEAD Student Evaluation Report

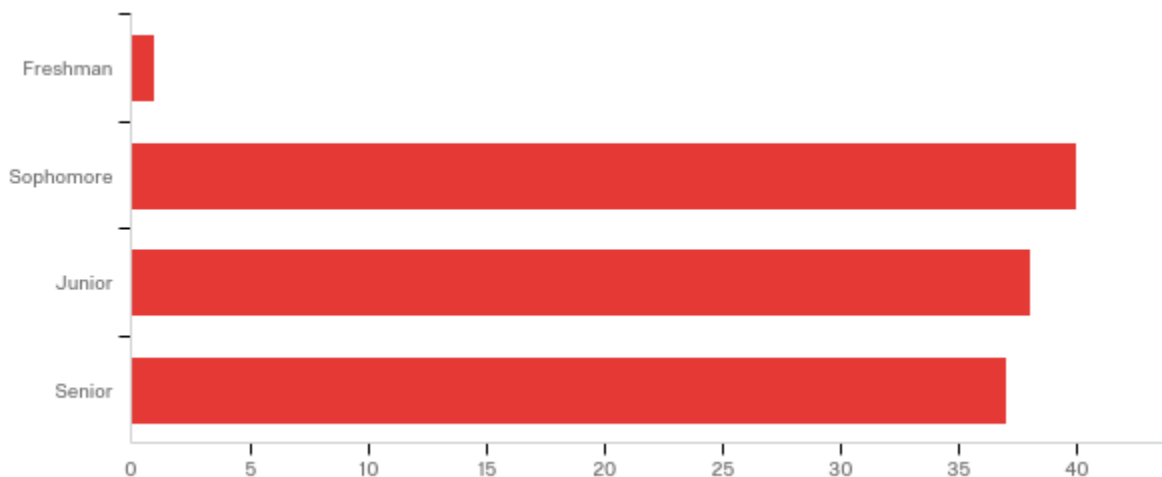
*2017 LEAD Student Evaluation*

### Q1 - Gender



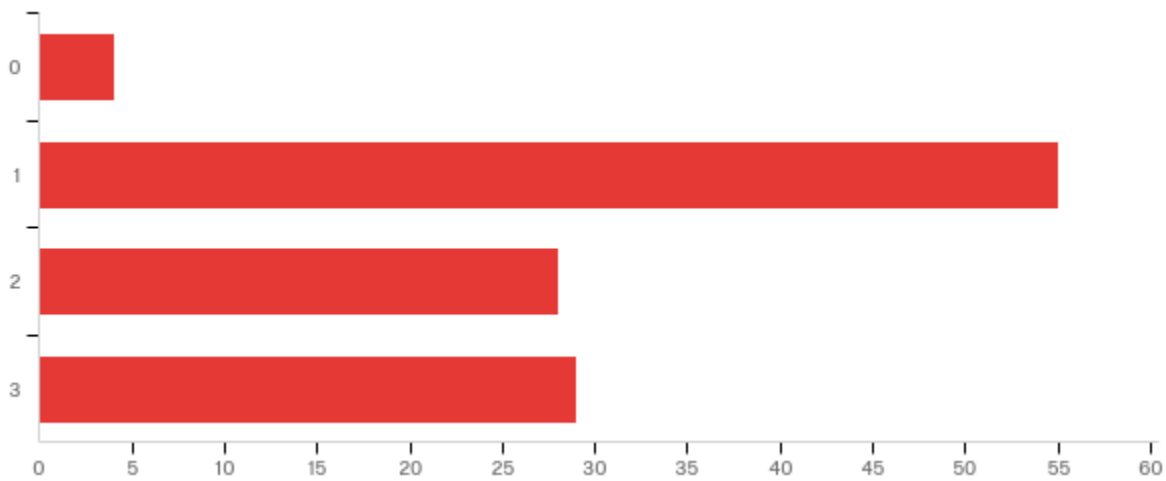
#	Answer	%	Count
1	Male	27.59%	32
2	Female	72.41%	84
	Total	100%	116

### Q2 - Year at PLNU



#	Answer	%	Count
1	Freshman	0.86%	1
2	Sophomore	34.48%	40
3	Junior	32.76%	38
4	Senior	31.90%	37
	Total	100%	116

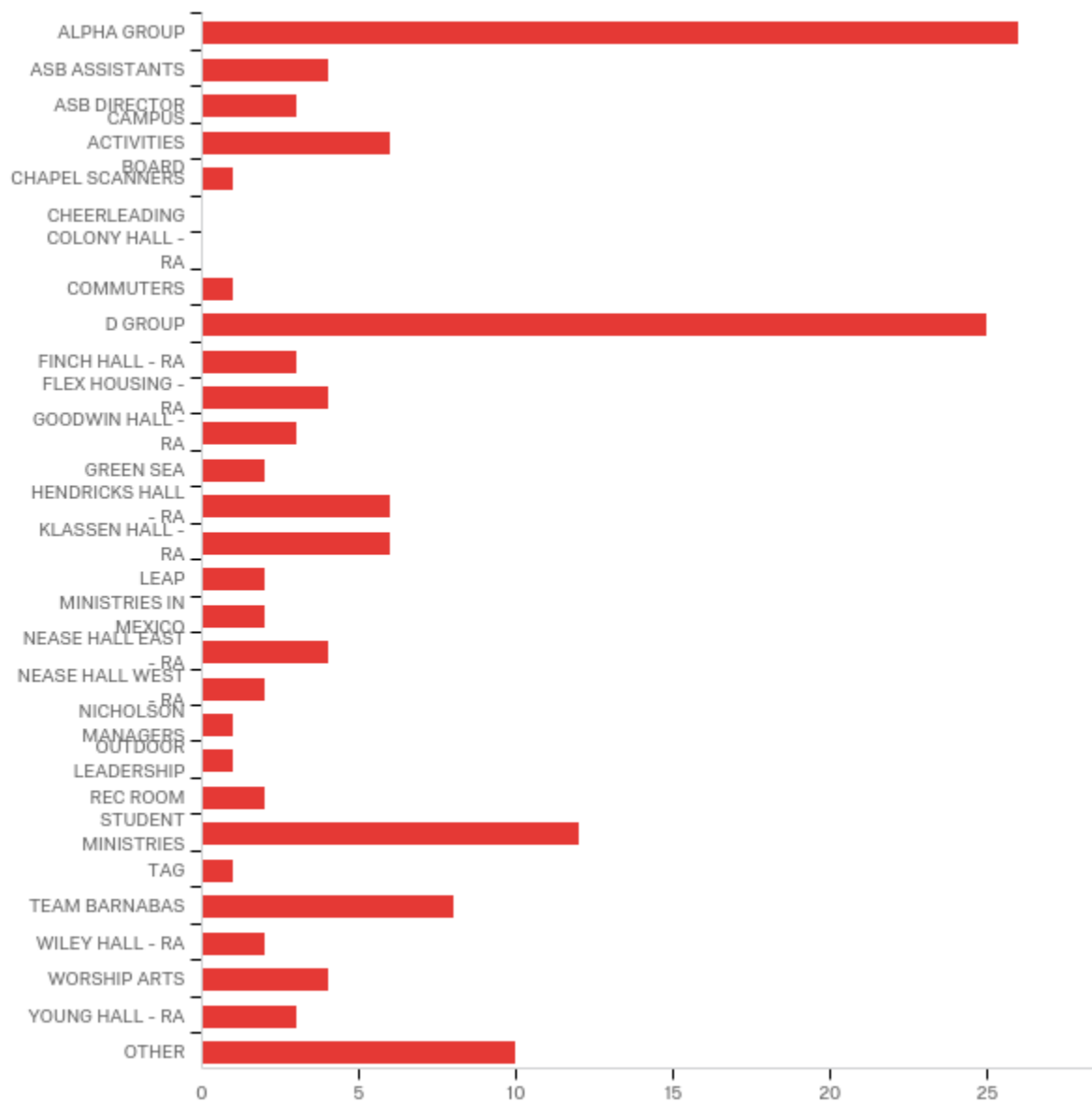
### Q3 - Number of LEAD trainings you have attended



#	Answer	%	Count
1	0	3.45%	4
2	1	47.41%	55
3	2	24.14%	28
4	3	25.00%	29
	Total	100%	116

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





#	Answer	%	Count
40	ALPHA GROUP	18.06%	26
43	ASB ASSISTANTS	2.78%	4
1	ASB DIRECTOR	2.08%	3
3	CAMPUS ACTIVITIES BOARD	4.17%	6
4	CHAPEL SCANNERS	0.69%	1
44	CHEERLEADING	0.00%	0
6	COLONY HALL - RA	0.00%	0
7	COMMUTERS	0.69%	1

9	D GROUP	17.36%	25
10	FINCH HALL - RA	2.08%	3
11	FLEX HOUSING - RA	2.78%	4
12	GOODWIN HALL - RA	2.08%	3
45	GREEN SEA	1.39%	2
14	HENDRICKS HALL - RA	4.17%	6
15	KLASSEN HALL - RA	4.17%	6
42	LEAP	1.39%	2
17	MINISTRIES IN MEXICO	1.39%	2
18	NEASE HALL EAST - RA	2.78%	4
19	NEASE HALL WEST - RA	1.39%	2
20	NICHOLSON MANAGERS	0.69%	1
21	OUTDOOR LEADERSHIP	0.69%	1
24	REC ROOM	1.39%	2
26	STUDENT MINISTRIES	8.33%	12
28	TAG	0.69%	1
27	TEAM BARNABAS	5.56%	8
31	WILEY HALL - RA	1.39%	2
38	WORSHIP ARTS	2.78%	4
32	YOUNG HALL - RA	2.08%	3
16	OTHER	6.94%	10
	Total	100%	144

## OTHER

### OTHER

---

MOSAIC

---

ARC Staff

---

MOSAIC

---

ARC Staff

---

Mosaic

---

MOSAIC

---

Green Sea

---

NSO volunteer

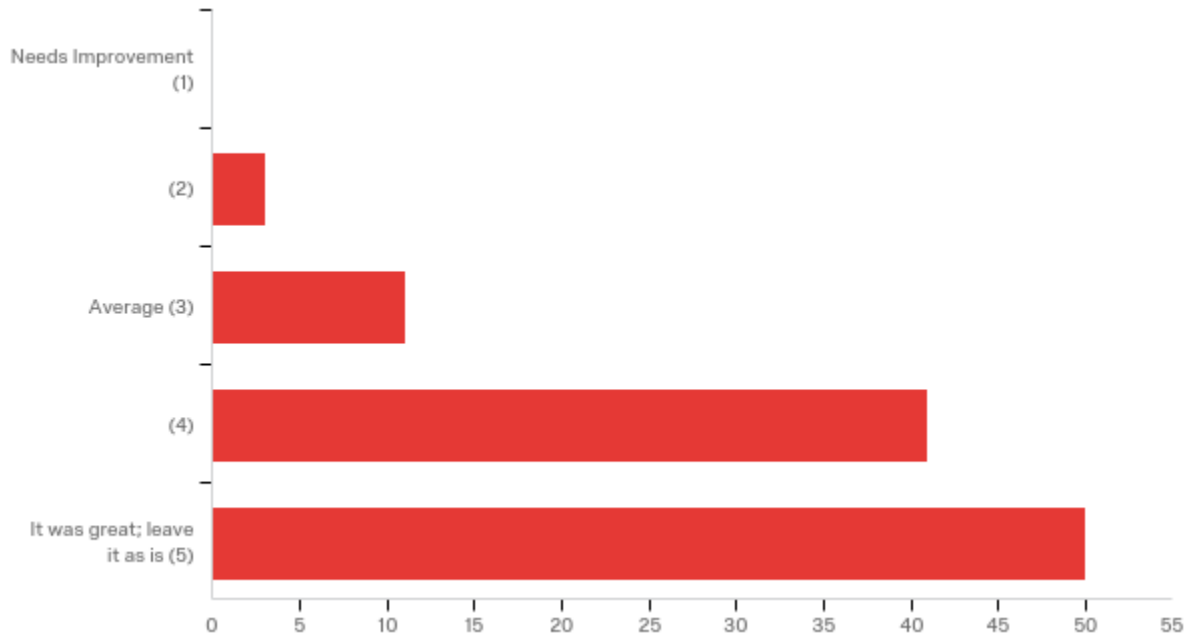
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Student Senate

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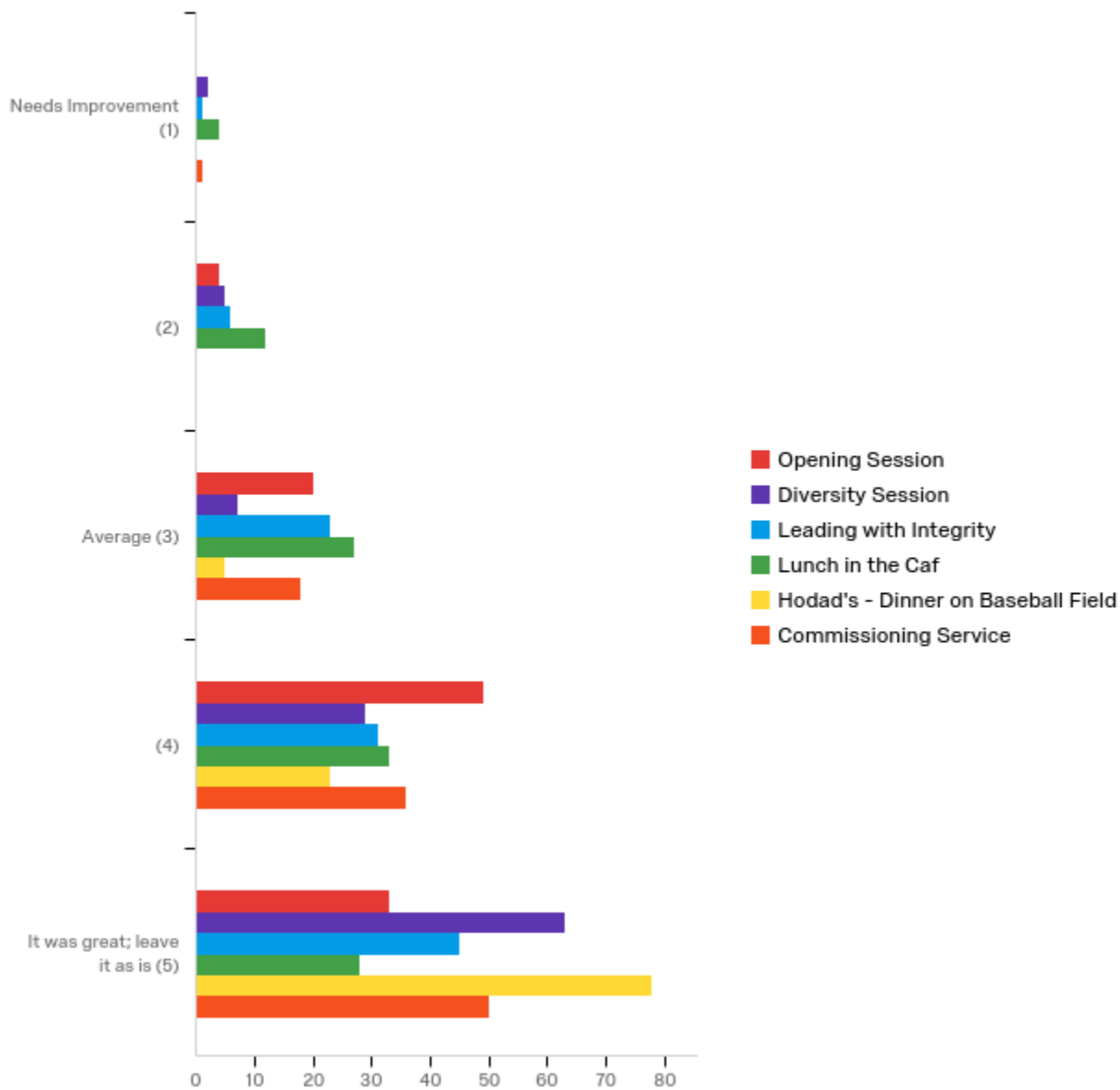
Mosaic training, Chapel intern

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



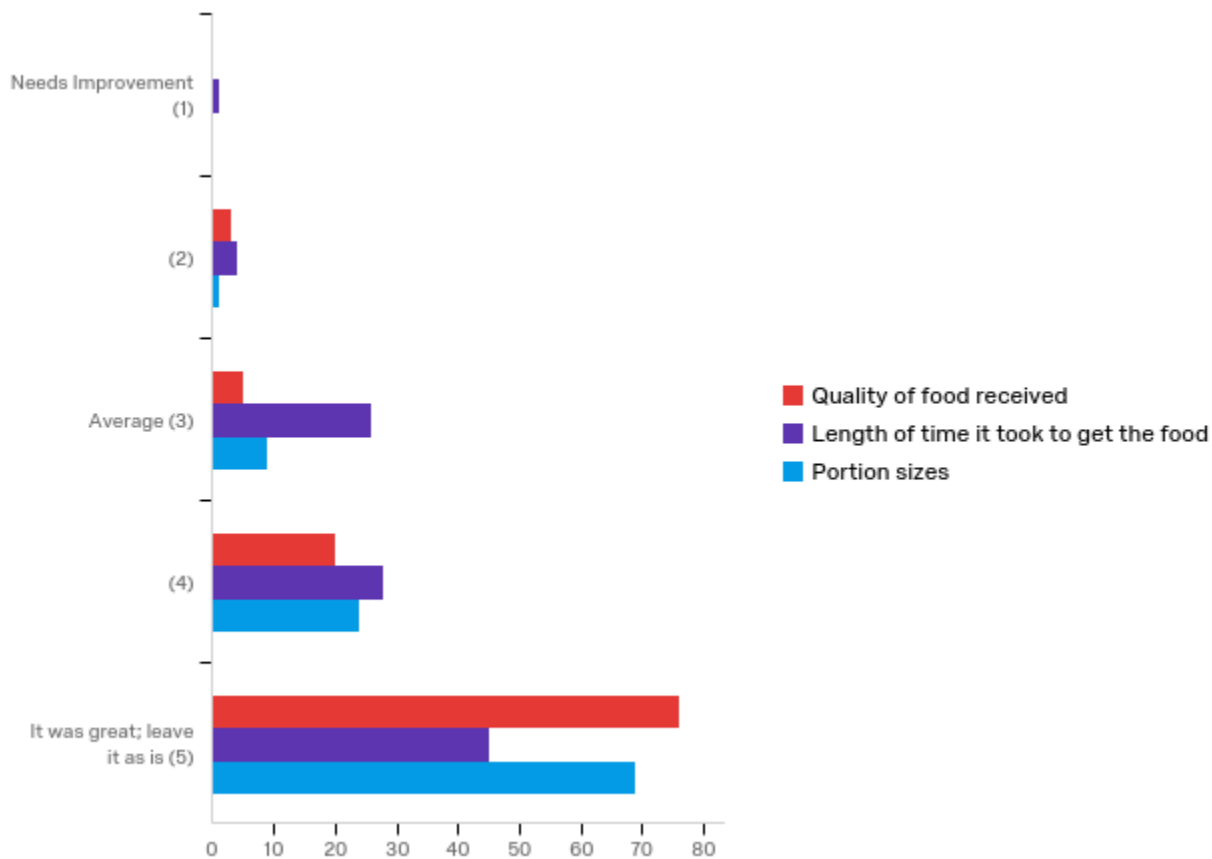
#	Answer	%	Count
1	Needs Improvement (1)	0.00%	0
2	(2)	2.86%	3
3	Average (3)	10.48%	11
4	(4)	39.05%	41
5	It was great; leave it as is (5)	47.62%	50
	Total	100%	105

**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
2	Opening Session	0.00%	0	3.77%	4	18.87%	20	46.23%	49	31.13%	33	106
5	Diversity Session	1.89%	2	4.72%	5	6.60%	7	27.36%	29	59.43%	63	106
17	Leading with Integrity	0.94%	1	5.66%	6	21.70%	23	29.25%	31	42.45%	45	106
6	Lunch in the Caf	3.85%	4	11.54%	12	25.96%	27	31.73%	33	26.92%	28	104
9	Hodad's - Dinner on Baseball Field	0.00%	0	0.00%	0	4.72%	5	21.70%	23	73.58%	78	106
8	Commissioning Service	0.95%	1	0.00%	0	17.14%	18	34.29%	36	47.62%	50	105

**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
1	Quality of food received	0.00% 0	2.88% 3	4.81% 5	19.23% 20	73.08% 76	104
2	Length of time it took to get the food	0.96% 1	3.85% 4	25.00% 26	26.92% 28	43.27% 45	104
3	Portion sizes	0.00% 0	0.97% 1	8.74% 9	23.30% 24	66.99% 69	103

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

Any comments regarding dinner on the Baseball Field?

AMAZING

It was great and a lot of fun to bring everyone together.

I liked how much time was given because I came later and there was not much of a line.

SO FUN

It was awesome!

We might benefit from multiple stations set up

---

YUM but long line

---

Did not go, TAG was not informed about the dinner

---

It was awesome! Wish the line could've moved faster, but it was nice that the burgers were customizable

---

The line was long but what can ya do. Food was still amazing

---

Veggie burger was great but had cheese - vegan option would be nice!

---

Drinks other than water would be fun. Like lemonade, ice tea, ECT. Students could use their water bottles so you still dont have to buy cups.

---

'twas fun

---

For food much faster than in years past and drinks were provided

---

I LOVED IT SO MUCH! Fun games and fun hanging out with people. Food was delicious too!

---

This is always such a fun event! I always enjoy this!

---

It was perfect!!

---

Having some collaborative games between departments could increase energy and excitement overall.

---

It was awesome for most people ...but the veggie burger had cheese and I am vegan so I couldn;t eat anything.

---

I was given the wrong burger

---

I came at 6pm

---

It was great!! There was so much space for games and it was really open to the student body.

---

Thank you!

---

I thought it was really good.Kinda awkward because of how long it took to get food there was less of a chance to meet and mingle with new people.

---

N/A

---

So much fun! Thank you!

---

Loved it!! Kind of a long line, but the burgers were worth the wait!

---

Best food i have had at Loma

---

So much fun!

---

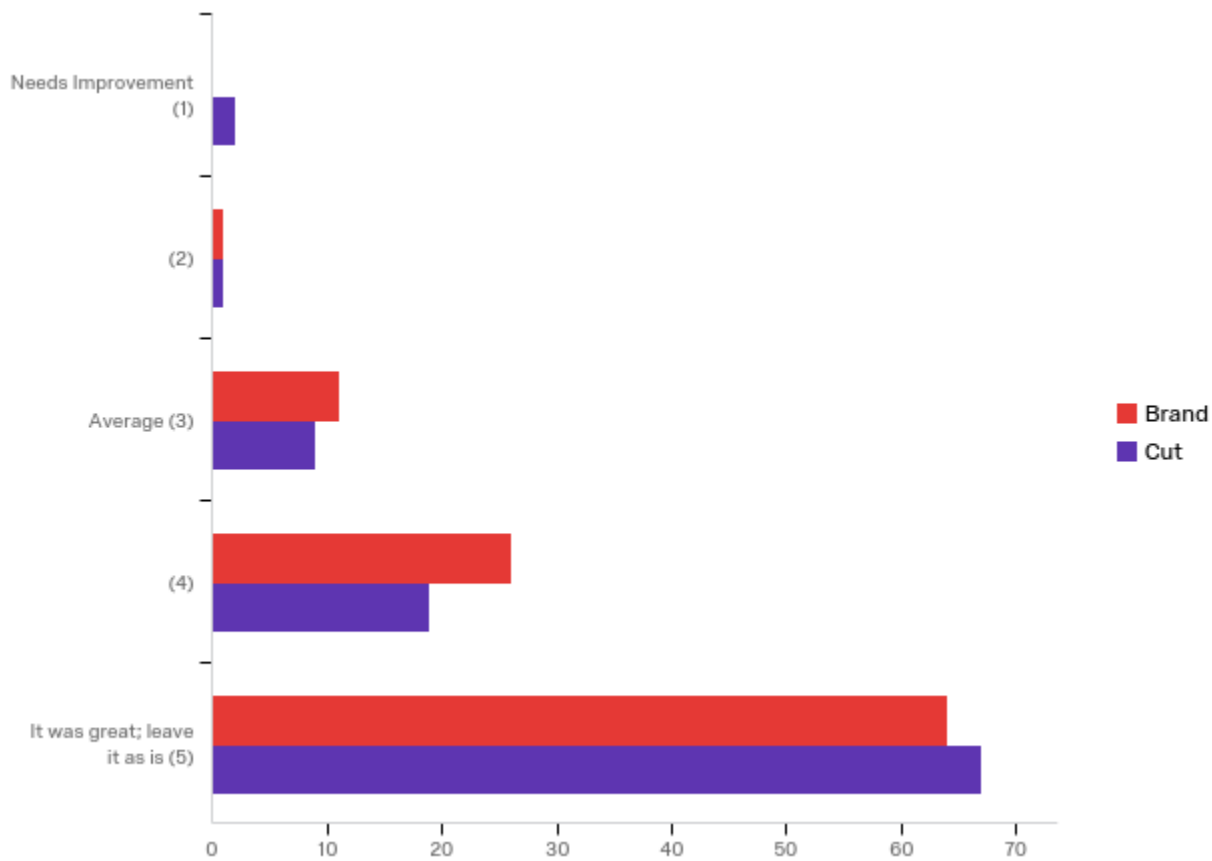
Great :)

---

I really enjoyed it being on the baseball field rather than the soccer field. It felt more intimate

---

**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
1	Brand	0.00%	0	0.98%	1	10.78%	11	25.49%	26	62.75%	64	102
2	Cut	2.04%	2	1.02%	1	9.18%	9	19.39%	19	68.37%	67	98

### 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...

more healthy options food wise

Being apart of the panel.

More involvement of groups

Being with a great team. The ARC staff are amazing human being who truly care.

It was amazing!

Nothing

Nothing! I loved it!

less time in meetings early

---

The diversity training had no representation of the "white privilege" that the panel was discussing. It felt as if I (a white male) was under a microscope of scrutiny about how I ought to treat people who are different than me. There is no cure for racial and diversity tensions other than a campus who is on their knees in front of Jesus, having put away earthly desires in order to see the face of God clearly as He intends us to see Him. If we pursue diversity for its own sake, we will get neither Jesus nor diversity, but if we pursue Jesus as the standard by which we live, we will find both Christ himself, and unity as the body of Christ. There was not a single scripture quoted or a prayer prayed during the diversity training, that doesn't represent an institution of faith well.

---

Honestly I think the whole time was spent well in preparation for NSO and for the school year.

---

Shorter covenant session

---

-

---

Spending a longer time in the diversity session. Title 9/ FERPA session would also be helpful.

---

more coffee

---

A lot of the info was a repeat from the past 2 years so it felt excessive at times being a repeat attendee

---

Coffee:)

---

more opportunities to meet other leaders from other groups.

---

Scoop neck shirts for girls!

---

N/A

---

Not really anything to make it better, but I did enjoy the student panels

---

Some breaks to put during the long sessions

---

more interesting lectures

---

Not as much fluff. Get to the points faster, two hour sessions are hard to sit through.

---

Shirts that aren't a weird looking blue aqua. Instead maybe make them green like our actual school colors

---

N/A

---

More activities in smaller groups, because it was hard to keep the entire audience engaged in the important conversations we were trying to encourage students to have.

---

I wish that people would have given some concrete examples of integrity instead of constantly commenting on how we "can't be perfect".

---

I would have liked the tshirts to be more school colors! Really liked LEAD week overall. I personally feel that title 9 information should have been talked about in a session. Also the timing of events didn't line up with the caf hours which was just a little odd.

---

I need to hear scripture if I am to listen to any sort of teaching from an institution of faith. I would have liked it much more if there was scriptural backing during the diversity training. not a single scripture was quoted, read or referenced.

---

Having friends also in LEAD

---

Diversity training was degrading at best. The fact that school faculty tell students not to put other students in a "box" by verbally grouping race, gender, and cultures in as separate of places as possible is simply idiotic. For a faculty member to make presumptions about prejudice he or she should really do their homework first. Ex: The lady giving diversity training droned on about the lack of blacks at PLNU. Instead of assuming all responsibilities on the "white man in the sky" why not look at statistics of black people in the nazarene church. I believe many of the presumptions made at diversity training were ill-founded and should not be "preached" to students.

---

One thing that would've been nice is if we used Bible verses or quotes from theologians more often throughout our training since we are a Christian community.

---



---

We can always use more food

---

Maybe a better lunch than the caf? Otherwise, I loved it!

---

Having better caf hours

---

Perhaps the amount of time between move in and the first session-- the first day is a bit overwhelming

---

Shorter, more to-the-point training sessions. Enjoyed the student panels though.

---

maybe breaking into small groups with leaders from other groups on campus so we can meet more people and talk about leadership together

---

Getting a tshirt before they ran out

---

I think breaking up some of the training times into smaller parts allowing for people to stand up, move around, go to the bathroom, eat a snack in between, would allow students to be more attentive.

---

Better communication about when events are and what to bring or expect!

---

More opportunity for discussion: particularly in the diversity training

---

I really liked the dinner at liberty station because I got to bind with people from other groups.

---

I thought it was really really well planned out :)

---

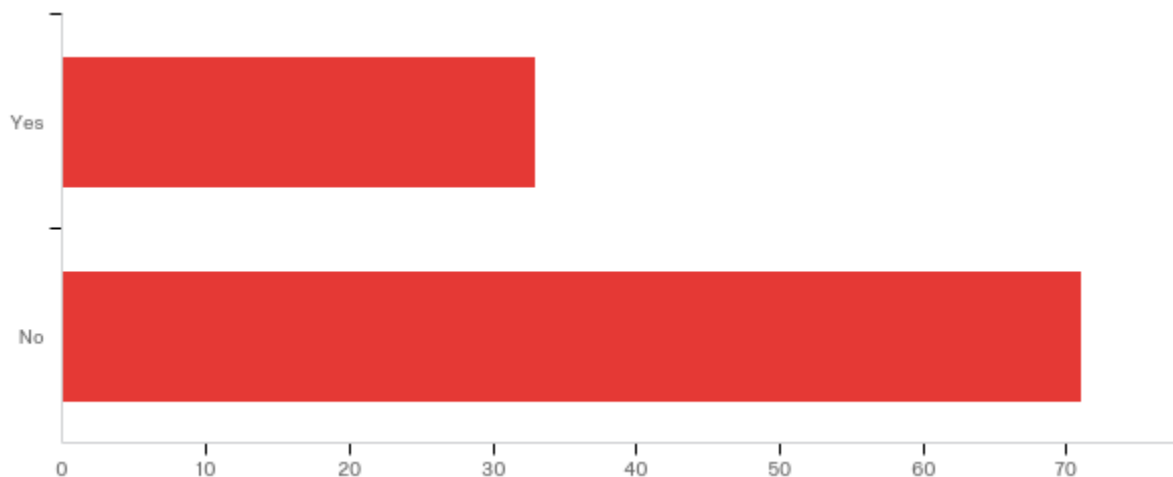
It had been a long couple weeks, so it would have been nice if it were a little shorter

---

getting to interact with other leaders besides those in my group

---

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

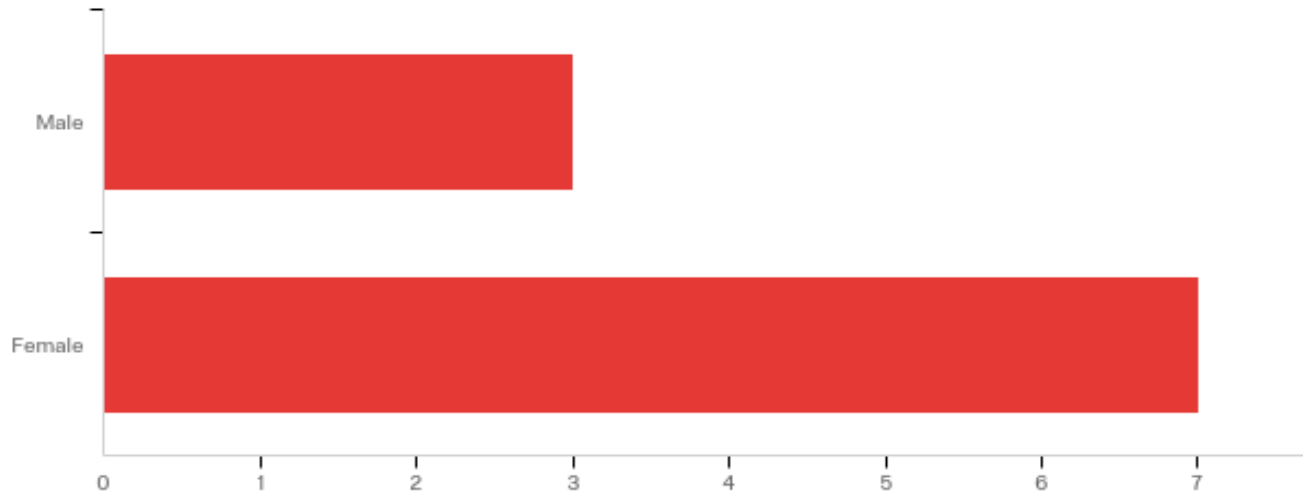


#	Answer	%	Count
2	Yes	31.73%	33
1	No	68.27%	71
	Total	100%	104

# 2017 LEAD Staff Evaluation Report

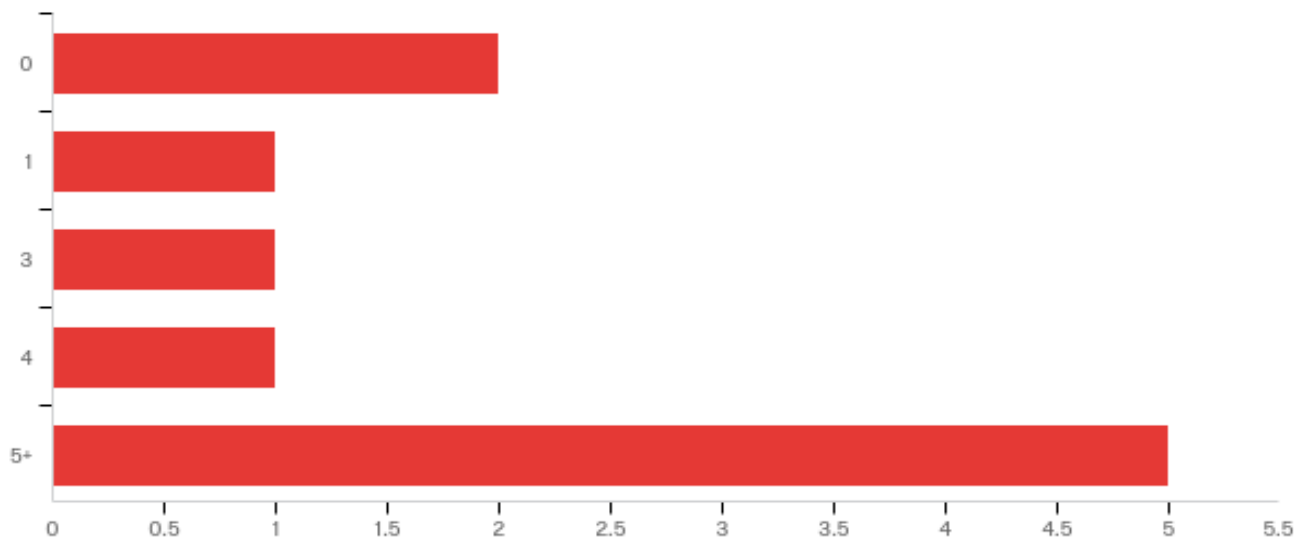
## 2017 LEAD Staff Evaluation

### Q1 - Gender



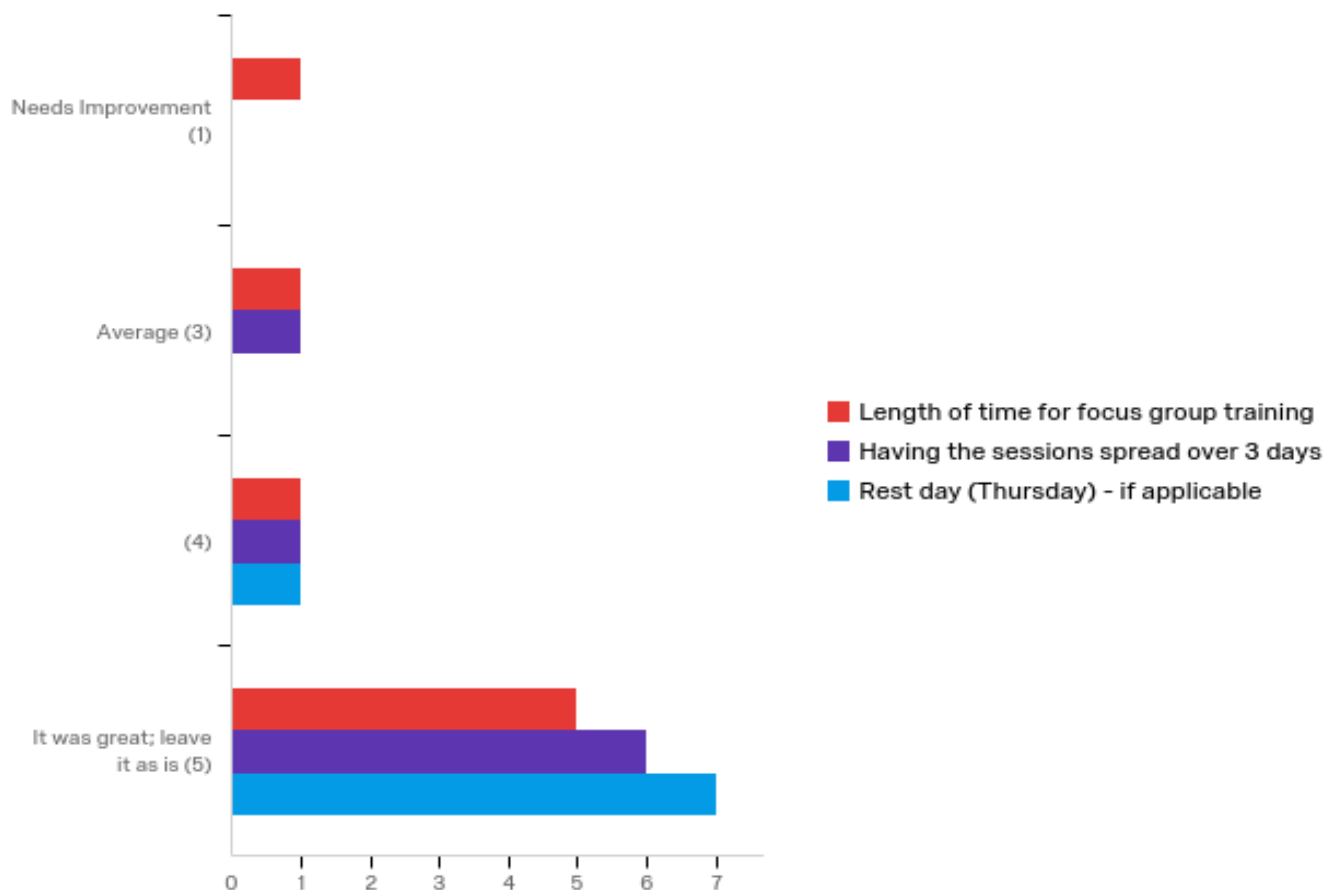
#	Answer	%	Count
1	Male	30.00%	3
2	Female	70.00%	7
	Total	100%	10

### Q2 - Number of LEAD trainings you have attended.



#	Answer	%	Count
1	0	20.00%	2
2	1	10.00%	1
3	3	10.00%	1
4	4	10.00%	1
5	5+	50.00%	5
	Total	100%	10

### Q3 - How did the structure work for you?



#	Question	Needs Improvement (1)		Average (3)		(4)		It was great; leave it as is (5)		Total
1	Length of time for focus group training	12.50%	1	12.50%	1	12.50%	1	62.50%	5	8
2	Having the sessions spread over 3 days	0.00%	0	12.50%	1	12.50%	1	75.00%	6	8
3	Rest day (Thursday) - if applicable	0.00%	0	0.00%	0	12.50%	1	87.50%	7	8

### Q15 - Additional comments on the structure.

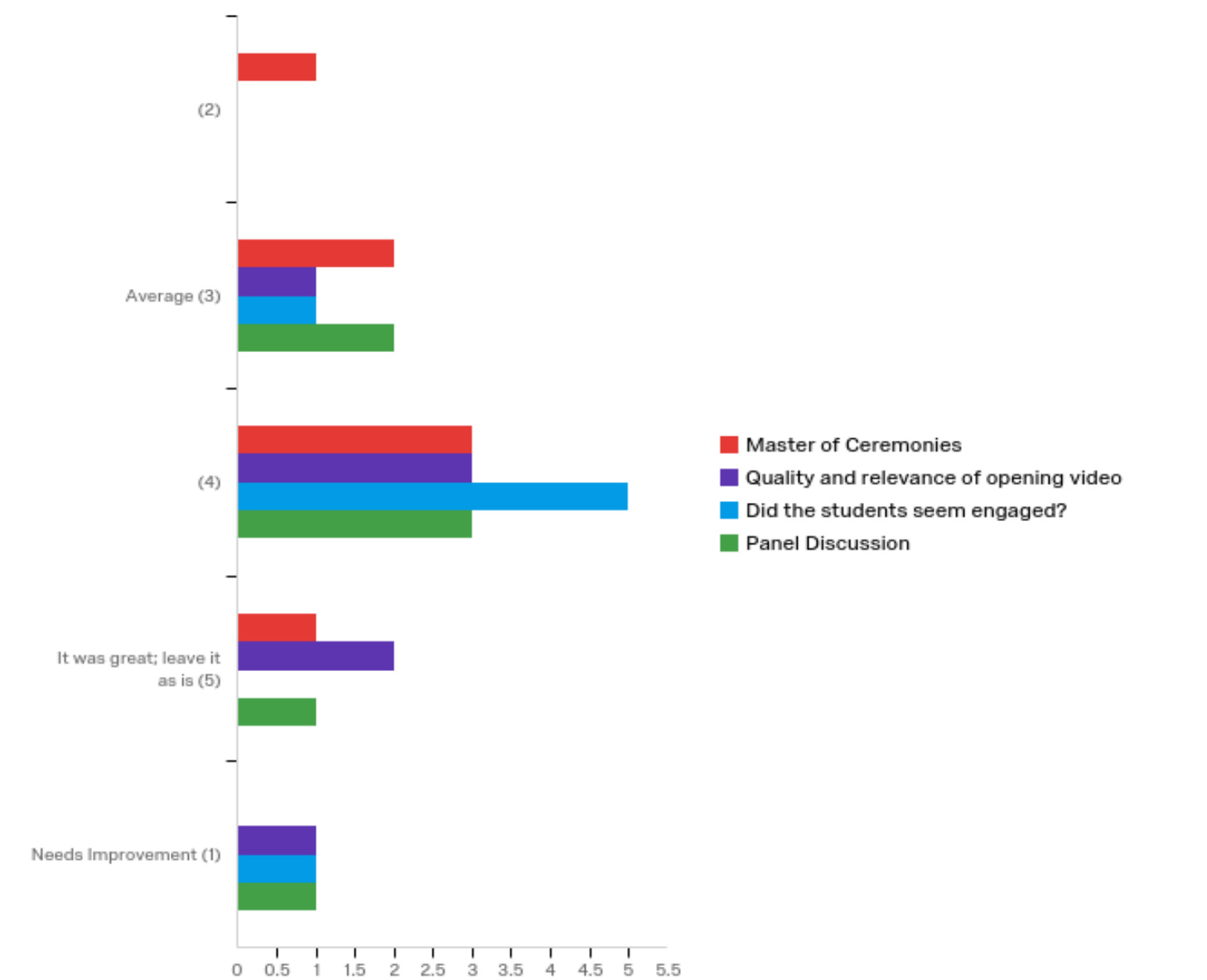
Additional comments on the structure.

The leadership module on Wednesday morning finished quite early (I believe it was only an hour/hour and a half). Since this is such a key part of their training, I would love to see if go the whole time (include small groups, discussion time, role play, Q & A time, etc.).

The pace was great.

loved the structure

Q4 - Assess the quality of the LEAD Opening Session.



#	Question	(2)	Average (3)	(4)	It was great; leave it as is (5)	Needs Improvement (1)	Total
---	----------	-----	-------------	-----	----------------------------------	-----------------------	-------

2	Master of Ceremonies	14.29%	1	28.57%	2	42.86%	3	14.29%	1	0.00%	0	7
4	Quality and relevance of opening video	0.00%	0	14.29%	1	42.86%	3	28.57%	2	14.29%	1	7
5	Did the students seem engaged?	0.00%	0	14.29%	1	71.43%	5	0.00%	0	14.29%	1	7
6	Panel Discussion	0.00%	0	28.57%	2	42.86%	3	14.29%	1	14.29%	1	7

#### Q16 - Additional comments concerning the LEAD Opening Session.

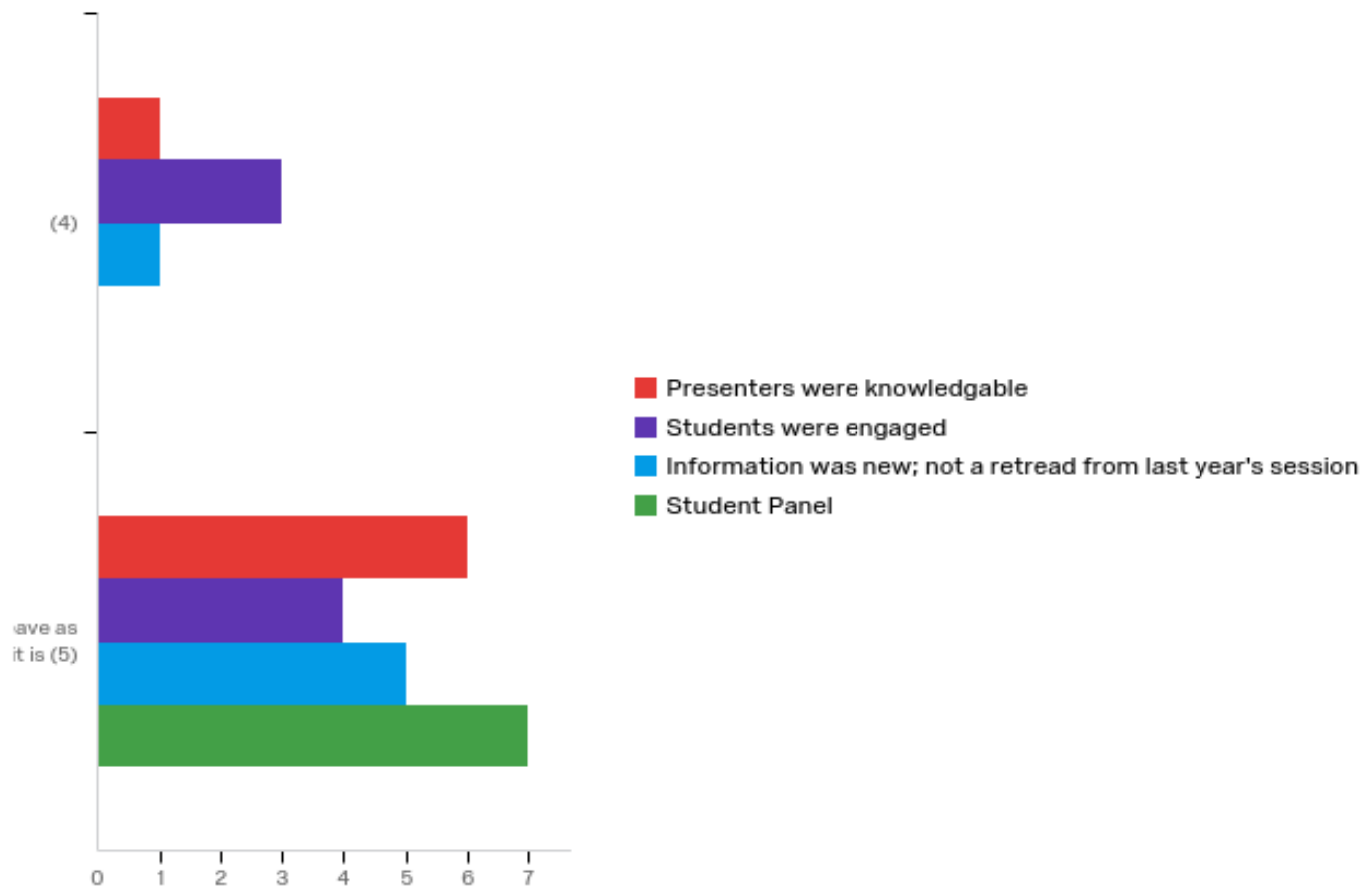
Additional comments concerning the LEAD Opening Session.

I don't recall the opening video. Some of the panelists didn't seem to resonate well with the audience.

Was drag at times during the discussion.

The students seemed distracted and disrespectful. I thought Montague was wonderful. Maybe could use another really engaging speaker to demand the attention of the students that night.

#### Q14 - Assess the quality of the Diversity Training Session.



#	Question	(4)	It was great; leave as it is (5)	Total
---	----------	-----	----------------------------------	-------

3	Presenters were knowledgeable	14.29%	1	85.71%	6	7
2	Students were engaged	42.86%	3	57.14%	4	7
1	Information was new; not a retread from last year's session	16.67%	1	83.33%	5	6
6	Student Panel	0.00%	0	100.00%	7	7

### Q17 - Additional comments concerning the Diversity Training Session.

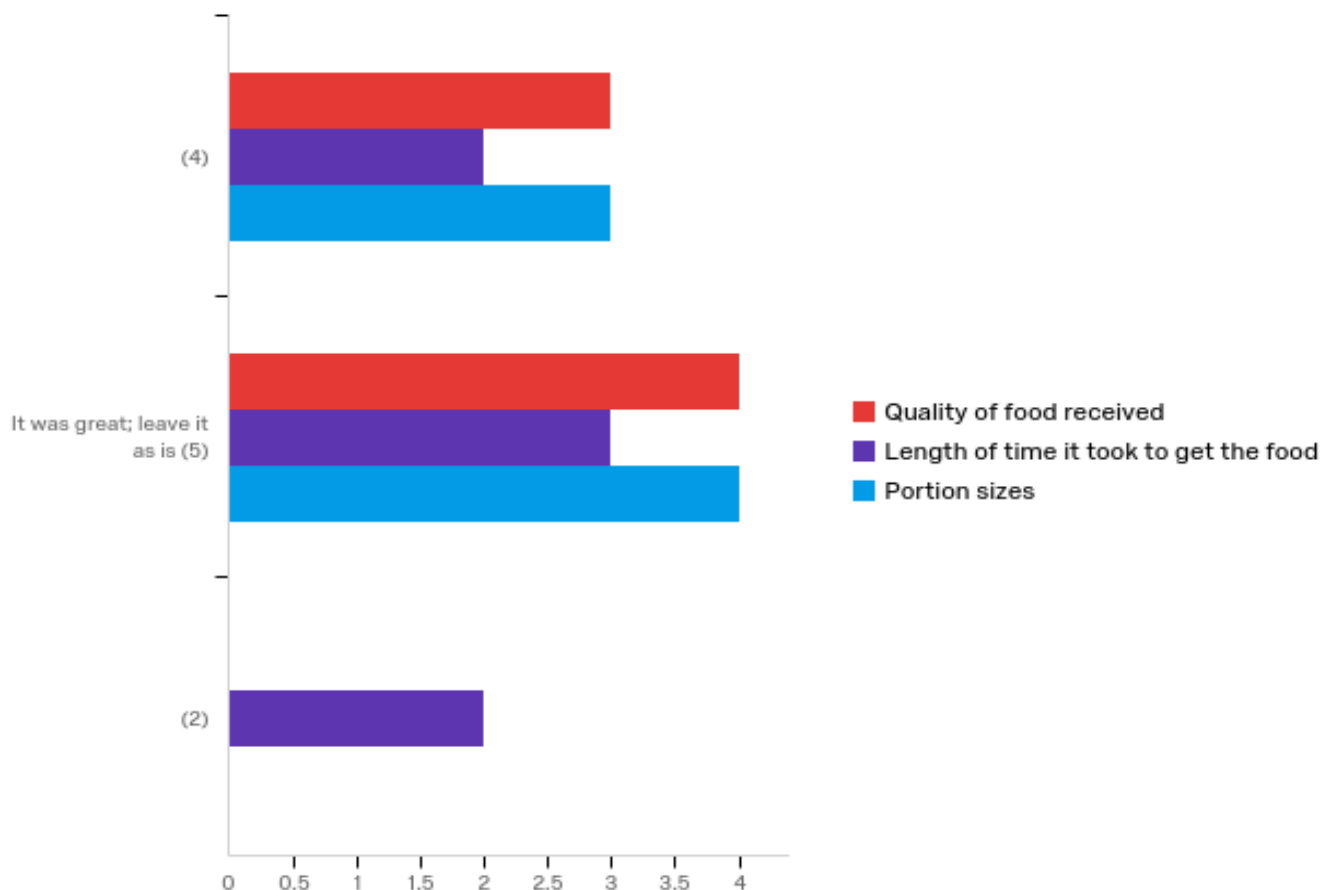
Additional comments concerning the Diversity Training Session.

Melissa and Esteban did a great job! I love having in house folks do this, but am also a firm proponent that having outside voices is a great fit too. Especially since we have students who lead for more than one year. It would be great to have an outside speaker/speakers next year to hear a variety of voices.

Best yet.

Estaban and Mel were on fire!!

### Q9 - Please rate your Dinner Vendor (Hodad's).



#	Question	(4)	It was great; leave it as is (5)	(2)	Total
---	----------	-----	----------------------------------	-----	-------

1	Quality of food received	42.86%	3	57.14%	4	0.00%	0	7
2	Length of time it took to get the food	28.57%	2	42.86%	3	28.57%	2	7
3	Portion sizes	42.86%	3	57.14%	4	0.00%	0	7

### Q11 - Additional comments concerning the dinner on the baseball field or the vendor.

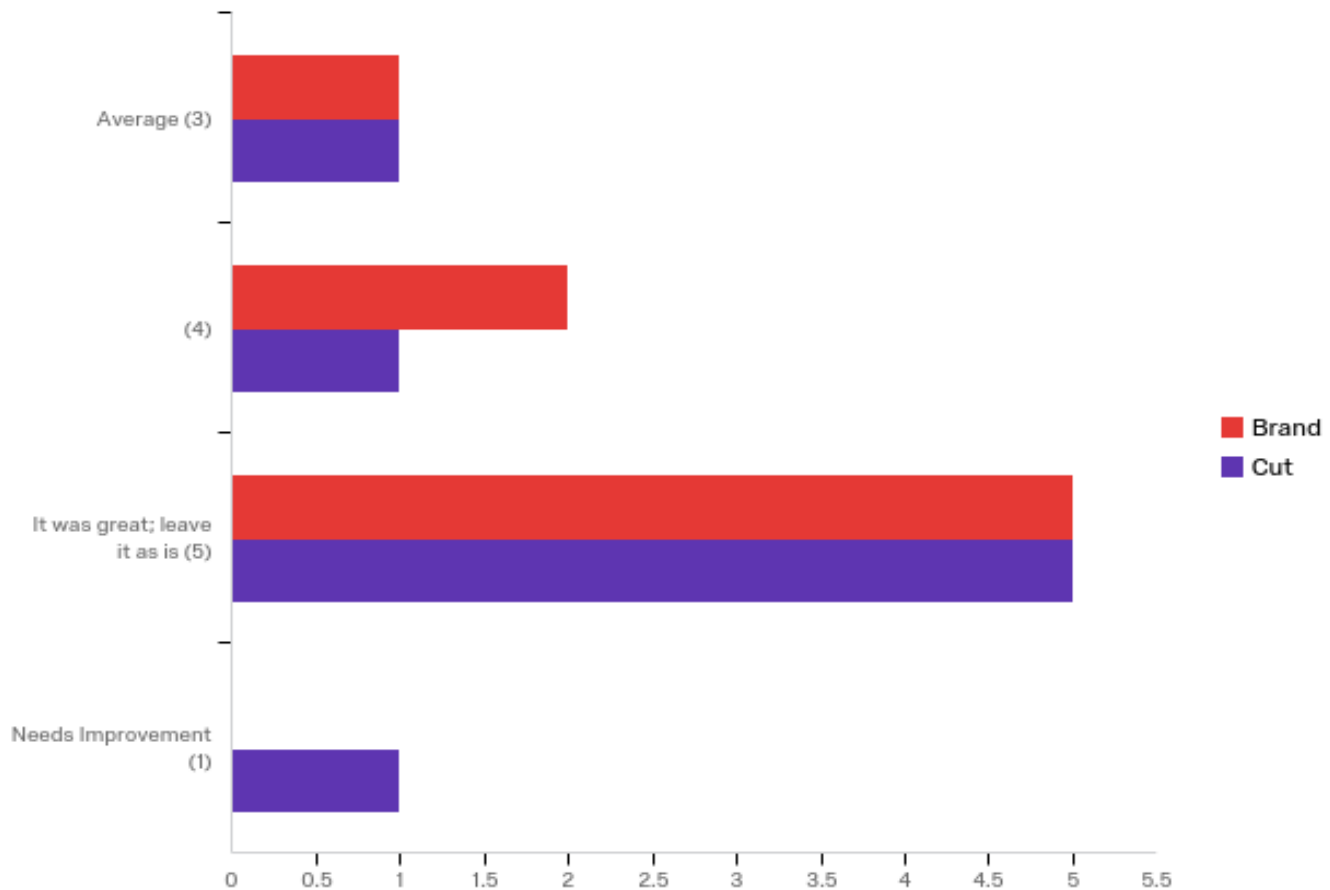
Additional comments concerning the dinner on the baseball field or the vend...

Dinner with Hodad's is always great, but does take awhile. I am also a firm proponent of recycling and budgeting, but I do think we need to have cups along with the water. Not everyone is going to remember their water bottle every time!

Awesome

I know they made adjustments, but still not good!

### Q6 - How did you like the t-shirt design?



#	Question	Average (3)		(4)		It was great; leave it as is (5)		Needs Improvement (1)		Total
1	Brand	12.50%	1	25.00%	2	62.50%	5	0.00%	0	8
2	Cut	12.50%	1	12.50%	1	62.50%	5	12.50%	1	8

## **Q18 - Additional comments concerning the t-shirt design or quality of the t-shirt.**

Additional comments concerning the t-shirt design or quality of the t-shirt...

---

Students seem to like them. I had a few students who missed the session, so did not get t-shirts. There were not enough for everyone.

---

The cut is too slim and unforgiving.

---

I like the non-traditional color choice.

---

SEX WAX ??

## **Q5 - What was your favorite part of LEAD and why?**

What was your favorite part of LEAD and why?

---

The Diversity training was the best yet.

---

Student panels. It was great to get student perspectives and stories to help our leaders be more engaged and shaped by the experiences of their peers.

---

Being with my students.

---

Diversity training. Led to a great conversation with student group afterwards about what they learned and what new perspectives they had gained.

## **Q7 - Do you have any suggestions for LEAD training next year?**

Do you have any suggestions for LEAD training next year?

---

Always changing it up in terms of speakers...many of our students are exposed to the same folks since they are heavily involved at PLNU and for multiple years. I would love to always offer them a diversity of voices in all arenas (gender, area of service, area of expertise, race, background, etc.).

---

Not as many panelists in the opening session.

## **Q8 - Would you be interested in serving on the LEAD committee next year? If so, please enter your email address:**

Would you be interested in serving on the LEAD committee next year? If so,...



## **Multicultural and International Student Services**

### **Mission Statements**

#### International Student Services

*International Student Services is dedicated to fostering cross-cultural respect, perspectives, and appreciation towards global citizenship, while fully integrating international students into the PLNU community.*

#### Multicultural Student Services

*Multicultural Student Services provides an opportunity for all students to engage with diverse cultures by promoting intergroup awareness, developing holistic cultural identity, and fostering inclusivity through intentional educational programming.*

### **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), Delta Alpha Pi (DAPi), Hui 'O Hawai'i: 'Upena O Ka Haku, U.N.I.T.E. (uniting national and international students through education). There is also one mentoring program, Team Barnabas, totaling eight 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.

### **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.

#### Delta Alpha Pi (Honor Society for Students with Disabilities)

Delta Alpha Pi is an international honor society involved both on campus and in the community, raising awareness and supporting those with disabilities. Delta Alpha Pi recognizes full-time students who have either a physical or mental/learning disability and have at least a 3.10 GPA.

#### Hui 'O Hawai'i: 'Upena O Ka Haku

Hui O'Hawai'i 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.

### **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
Multicultural Student Services & MOSAIC	X	X	X	X	X
International Student Services		X	X	X	X

## **Evidence of Learning**

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

#### **Cognitive Complexity**

In the era of #METOO, MOSAIC and BREAK put together a couple of documentaries and discussion events to talk about gender issues and the current society. “Gender and Culture” was spearheaded by BREAK and UNITE as faculty members were invited to talk about how gender is viewed in our society. A documentary titled “The Mask You Live In” was also shown at one of BREAK’s event. This preview led to a healthy discussion of hyper masculinity and the current climate. These events helped student engage their critical thinking and assess social issues

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

This objective was met through five training sessions for Diversity Leadership Scholarship (DLS) recipients. This year, the scholars were able to spend one Friday a month to read and discuss “Lead Like Jesus, a book on leadership authored by Ken Blanchard, Phil Hodges and Phyllis Hendry. This gave the scholars an idea into how Jesus led and how they too can become effective leaders by following His footsteps. As part of the training, students were given the opportunity to lead bible devotions and participate in team building activities.

## **Humanitarianism & Civic Engagement**

This year Black Student Union was able to partner with other departments on campus (OMISS, included), and led a team of university members on a Civil Rights Pilgrimage to the deep south. Students were exposed to the different aspects of history of this country. This civic journey has led to many other ethnic groups campus having the passion to pursue similar pilgrimages.

For service related programs, TEAM Barnabas mentors continued the tradition of assisting the New Student Orientation with their “Write A Card For Your Student” initiative. This event at NSO lets parents and other family members and loved ones write encouraging notes for the incoming students. This card is then hand delivered to the student a month into school. This is always one of the most popular hits at NSO.

The pilgrimage to the US/Mexico border was again held in conjunction with Ministry with Mexico and ALAS this year. As usual, ALAS also assisted the Admission Department in hosting high school and middle school students during the “Encuentro” event.

Black Student Union also partnered with Center for Justice and Reconciliation for the “Unspoken Word” event. This event has become a staple with the PLNU community as it brings together student activists interested in social justice and they voice their opinion in an art form for the community.

## **Interpersonal and Intrapersonal Competence**

Events such as Disability Awareness Week, Fall Break Trip to Los Angeles, International Education Week, and MLK Candlelight Vigil are ways for students to gain holistic awareness of their identities. These programs assist students to be self-aware of their emotional, social and physical abilities and how that translates into their daily lives. Disability Awareness Week brought speakers with disabilities, both physical and unseen disabilities to our campus and they were able to interact with students and share their personal experiences. Fall Break trip was initiated to take students out of the PLNU element and place them in an environment that will stretch their abilities. This year, students were taken on a tour of the architectural designs of the Getty Museum. International Education Week this year was filled with events both social and educational, to bring students a little closer to understanding the cultures of the rest of the world.

## **Practical Competence**

Our students are constantly encouraged to live out the lessons being taught to them daily on campus. They are encouraged to engage in skill building experiences which can propel them into their future lives. One of the key aspects of this is interacting with students from other universities. This year, MOSAIC gave students opportunities to attend two different conferences. One is the annual SCORR conference at BIOLA University. This conference gives students a chance to grapple with today’s issue alongside students from other Christian higher education institutes. The other was a leadership conference held at San Diego State University.

## **INTERNATIONAL STUDENT SERVICES**

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

International Students are mandated to take part in the student orientation every year. With the growing changes to immigration policies it is imperative that international students constantly stay abreast of the policies. Also, it is important to continue to cultivate friendship among international students, both new incoming and returning students. With this in mind, International Student Orientation is mandatory for every international student, especially for F-1 visa holders. During orientation, students were presented with different workshops on ways to maintain their visa status. Students also learned about ways to maneuver the new culture in the US and at Loma.

## **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. This year, students utilized the one-on-one meetings with the Director on issues affecting their individual statuses. The office also sought to understand and help those caught in the DACA and undocumented conversation in the nation at the moment. All international students were made aware of the importance to engage with other students who do not have the opportunity to travel to this country on an official legal visa.

### **Interpersonal and Intrapersonal Competence**

During International Education Week, international students were given the opportunity to educate the community on issues affecting their countries. There was a panel of students who spoke about their experiences living and/or studying in another country. This event was a partnership between the International Services office and the International Ministry office.

This office also partnered with the Center of International Development to create an event where students also got to interact with faculty and staff who have lived and/or are from other countries. This event gave both international and domestic community members a glimpse into the lives of some of the global citizens here on this campus.

### **Practical Competence**

International Students must 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 applicants 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**

The main goal going forward for next year for the office of Multicultural and International Student Services is to invite Voices of Love to be an active part of MOSAIC.

Also, partnering with admissions to increase the presence of students of color and international students is a goal.

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**

Based on feedback from MOSAIC presidents, the discussion series "Diversity and the Christian Academy" will start next year.

Team Barnabas Mentors presented a need to be intentional in the structuring the mentoring program, so next year, to make it more effective, there will be a limit of how many mentors and mentees enter the program. Mentees also shared that they needed more time to meet with their mentors. In light of this, there will be more opportunities for mentors and mentees to meet.

MOSAIC presidents also wanted to a chance to have some time to meet with the President of the university. This is something currently being worked on for next year.

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

The department subscribes to the following daily and weekly email briefings so every morning I can catching up on current trends in higher education and my field.

Academic Impressions  
Diverse Issues in Higher Education  
Educational Advisory Board (EAB)  
Inside Higher Ed

The staff has been reading the following books as part of professional development: *Undocumented* by Aviva Chomsky, *Arguing Immigration* by Toni Morrison and Nicolaus Mills, *White Awake* by Daniel Hill, *Why Are All the Black Kids Sitting Together in the Cafeteria*, by Beverly Daniel Tatum, *A Credible Witness* and *Roadmap to Reconciliation* both by Dr. Brenda Salter McNeil.

The department holds membership in and subscription 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

This year the director was invited to be on the advisory board for the San Diego State University's Leadership Conference.

### **Areas of Distinction**

This year we had 39 graduating MOSAIC student leaders. The number for regular MOSAIC members who graduated on time was even better. The graduating seniors were able to celebrate this milestone with their families and friends at the annual MOSAIC Graduation Banquet.

This year's banquet saw the debut of new graduating student awards. One award was "The Ken Blanchard Award for Academic and Leadership Excellence". This award was presented to the student who showed dedication to MOSAIC and the diversity and inclusion efforts on campus *while* excelling in their academic pursuit, evidenced by a high GPA. The department was able to invite Dr. Ken Blanchard to the graduation banquet, through collaboration with the Chief Diversity Officer. The other award was the Dr. Jeffrey Carr Leadership award presented to the student who showed exemplary individual and team leadership throughout their time as a student at PLNU.

The department also has established a continuous collaboration with the Chief Diversity office to train and lead students in the Diversity Leadership Scholarship program. The 2017 – 2018 year was the largest group of students to participate in and receive these scholarships while going through a leadership program based on the material from the *Lead Like Jesus* paradigm.

There was an increase in number of participants in MISS events. Please see the following appendices for specific comparative data.

## Appendix A

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

<u>Club</u>	<u>Average Club Meeting attendance</u>	
	<u>17/18</u>	<u>16/17</u>
Association of Latin American Students (ALAS)	15	25
Asian Student Union (ASU)	10	15
Black Student Union (BSU)	15	10
B.R.E.A.K.	35	40
Delta Alpha Pi	5	*
Hui 'O Hawai'i: 'Upena O Ka Haku	15	7
UNITE	10	10
Team Barnabas	90	26
Diversity Leadership Scholars	45	40
<b>TOTAL</b>	<b>240</b>	<b>173</b>

\*Reported by club leaders

## Appendix B

MOSAIC STUDENT LEADERS

<u>Club</u>	<u>Student Leaders</u>
Association of Latin American Students (ALAS)	7
Asian Student Union (ASU)	7
Black Student Union (BSU)	6
B.R.E.A.K.	8
Delta Alpha Pi	2
Hui 'O Hawai'i: 'Upena O Ka Haku	7
UNITE	5
Team Barnabas	30
Diversity Leadership Scholars	48
<b>TOTAL</b>	<b>120</b>

## Appendix C

PROGRAMS/EVENTS PARTICIPATION BY MISS

<u>Program</u>	<u>Intended attendance</u>	<u>Estimated Attendance</u>	
		<u>17/18</u>	<u>6/17</u>
Multicultural Breakfast	250	260	250
MOSAIC Welcome Back Mixer	50	100	100
Karaoke Bash	60	100	100
Fall Break Trip	35	30	25
International Education Week	200	600	500
MOSAIC Christmas Party	100	120	115
MLK Candlelit Virgil March for Hope	100	110	*
End of Year BBQ	100	150	*
MOSAIC Graduation Banquet	80	75	75
<b>TOTAL</b>	<b>9</b>	<b>1,545</b>	<b>1,165</b>

## Appendix D

### MOSAIC Club Logos

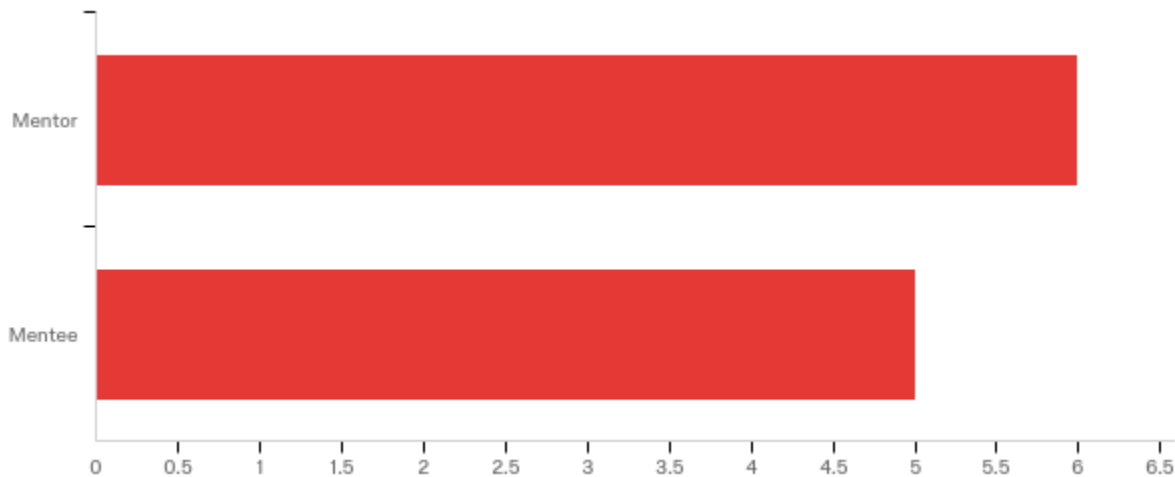


## Appendix E

Team Barnabas Membership Survey

May 24th 2018, 10:11 am MDT

### Q1 - How are you connected to Team Barnabas?



#	Answer	%	Count
1	Mentor	54.55%	6
2	Mentee	45.45%	5
	Total	100%	11

### Q2 - From your perspective, what are the strengths of Team Barnabas?

From your perspective, what are the strengths of Team Barnabas?

I think there's a lot of passion and vision for where Team Barnabas can go it's improved a lot this year and we should definitely keep up the weekly meetings because it makes it more of a community

Team Barnabas was good. My mentor was reliable and gave great advice, he really was able to help me out.

Brings unity and makes people who are diverse feel at home. Makes you gain a sense of pride in your background/culture.

I feel like the concept of team barnabas is great but there is always room for improvement (check out my next answer for some of my opinions). My mentor has done an incredible job of connecting with me and helping me through my freshman year just as a friend who already has gone through the process.

-Team Barnabas strives to foster an inclusive diverse community for both incoming and current PLNU students. -Team Barnabas also strives to ease in freshman into the PLNU community

- Creates a welcoming community of diverse individuals who share similar experiences and upbringings. - Makes it feel like I am part of a big family - Gives people an opportunity to meet different people from diverse backgrounds - Allows mentees like me to already know someone before we come to point loma

I think Team Barnabas has done an effective job of creating a comfortable environment for mentors and mentees alike. The meetings were interactive, and were a nice time to get our heads off of school and the stress of our days. I liked that there was food at most of the meetings too, so thank you! I think the freshmen who take advantage of our mentoring program really get a lot out of it, so



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that is definitely a strength.

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The fact that this club even exists is in itself a major win and strength.

---

Good people

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It's an amazing club because of the fact that we have mentors that are there for you either on our bad moments or happy ones.

---

Strong community and passionate members

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**Q3 - From your perspective, what are the weaknesses of Team Barnabas?**

From your perspective, what are the weaknesses of Team Barnabas?

---

More events would definitely increase the impact that the club has

---

Barnabas did not meet very much so I wasn't connected with the other mentees/ mentors.

---

Timing. Consistency. Emailing

---

I know some of my friends who have mentors that haven't contacted them in a while compared to my mentor and I. Although, my friends don't mind, I feel like having a mentor can be super beneficial as a freshman because you are still learning the ropes. I also feel like many more events for the entire program to get together would be super beneficial. Mostly because it will help freshmen to get to know each other and make friendships rather than through classes and dorming together. I say this because I am a commuter so I feel like I had a difficult time at the beginning of the semester getting into my groove compared to other students because they got to live on campus and spend more time together.

---

-More meetings for members -TB should be more intentional with their mentor/mentee partnership

---

- Not as many events as I would like - Guidelines for the mentors to have a more active role in the mentee's life (bc I only met my mentor like 2 times)

---

I think Team Barnabas could be more effective in how it structures the mentor system. Many mentors did not show up to the meetings, and there were no consequences for them so accountability needs improvement. The tribes idea was good, but the whole tribe system was over and done after the meetings, so more could be done to create an actual long-lasting family. To create a mentality that the mentoring does not just end the second the meetings are over. The LEAD Week training needed more work, and could have been better in actually teaching us how to be productive mentors.

---

Structure, consistency of standards. It seemed people were in it because it was a requirement.

---

Disorganized

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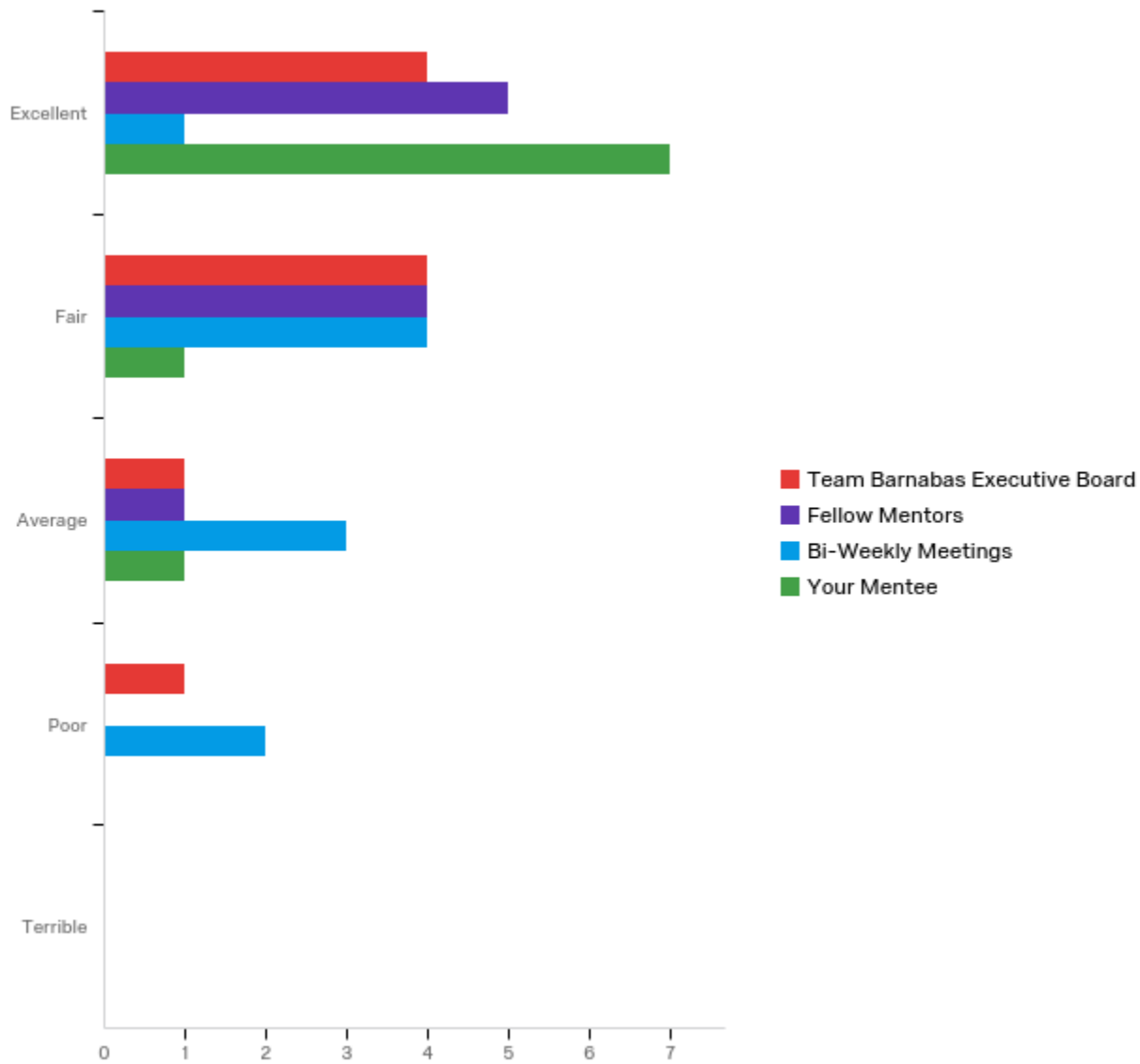
Maybe Team Barnabas could have more meetings to people get more and more involved.

---

Lack of organization and time management

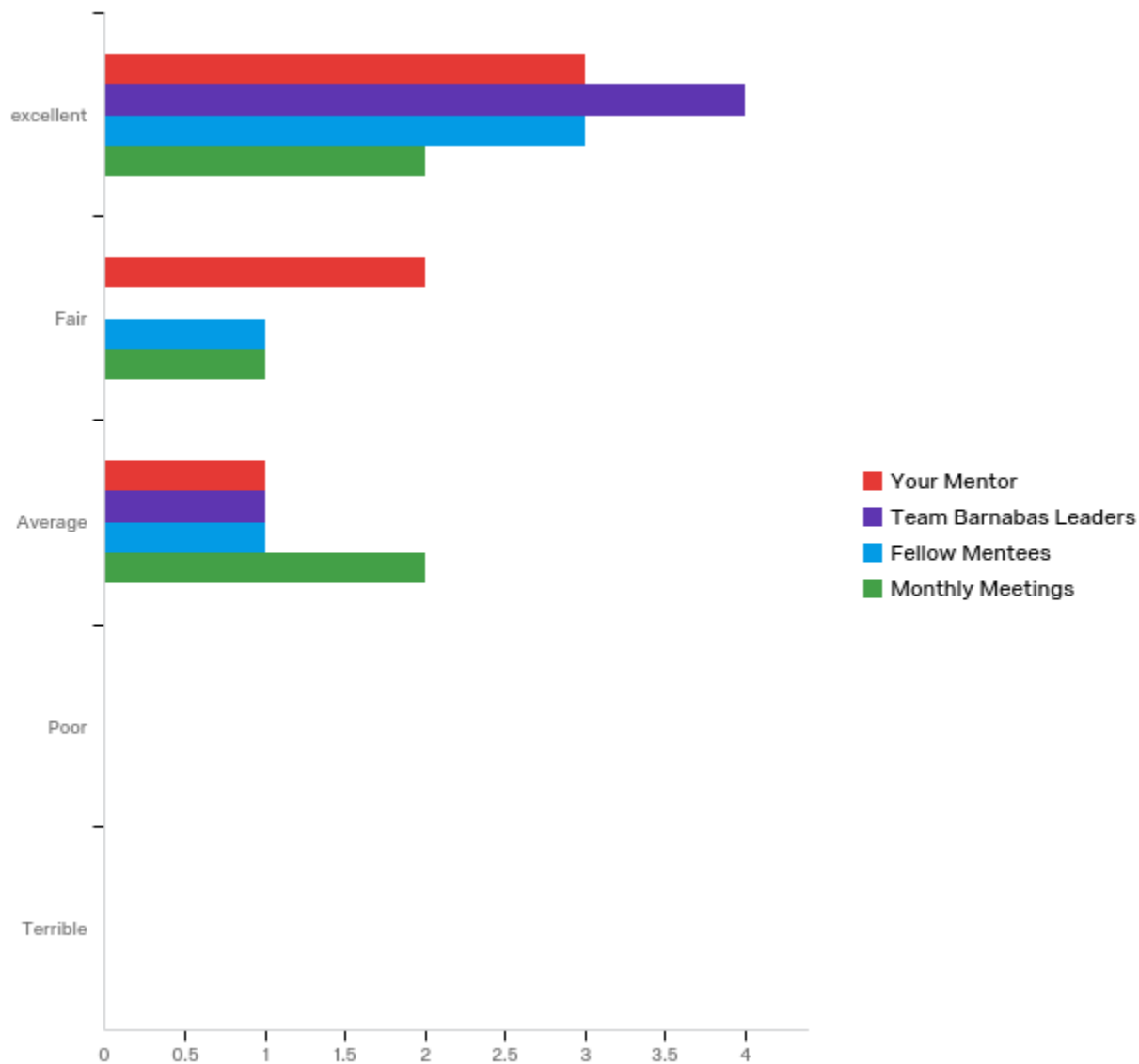
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**Q6 - FOR MENTORS ONLY How would you rate your experience with the following...**



#	Question	Excellent		Fair		Average		Poor		Terrible		Total
1	Team Barnabas Executive Board	40.00%	4	40.00%	4	10.00%	1	10.00%	1	0.00%	0	10
2	Fellow Mentors	50.00%	5	40.00%	4	10.00%	1	0.00%	0	0.00%	0	10
3	Bi-Weekly Meetings	10.00%	1	40.00%	4	30.00%	3	20.00%	2	0.00%	0	10
4	Your Mentee	77.78%	7	11.11%	1	11.11%	1	0.00%	0	0.00%	0	9

**Q7 - FOR MENTEES ONLY How would you rate your experience with the following...**



#	Question	excellent		Fair		Average		Poor		Terrible		Total
1	Your Mentor	50.00%	3	33.33%	2	16.67%	1	0.00%	0	0.00%	0	6
2	Team Barnabas Leaders	80.00%	4	0.00%	0	20.00%	1	0.00%	0	0.00%	0	5
3	Fellow Mentees	60.00%	3	20.00%	1	20.00%	1	0.00%	0	0.00%	0	5
4	Monthly Meetings	40.00%	2	20.00%	1	40.00%	2	0.00%	0	0.00%	0	5

#### Q8 - In what specific areas would you like to see improvement?

In what specific areas would you like to see improvement?

I would maybe meet more often, I didn't really connect with the other people

I would like to see improvement in getting everyone a mentee. Also having meetings that show us how to be better mentors. With the emails I would like to see them being sent a little earlier and not the night before we have a meeting. When meetings say that they are going to start at a certain time I would like to see them begin and that time.

---

For the last question, I honestly don't know the board or even who is on the board, along with who are my fellow mentees. I can possibly assume this is because I have only been to one meeting due to my busy schedule. I feel like I have included what I wanted to see improvement in when I was asked "what are team barnabas's weaknesses?"

---

-I would like to see improvement in the food (tbh there are way better churros out there than costco churros-pizza was great though) -I would like to see improvement in the guidelines that mentors are given when interacting with their mentees like meetings them at least once a week or texting them at least once a week.

---

- More encouragement for mentors to have an active role in mentee's life by maybe checking in with them through text or hangouts. -

---

In the meeting structure, mentor-mentee set up, and in emailing important dates.

---

The way that the club is presented, I know that there is great passion for this club and seeing that come through would be nice. I feel like the mentors could work together to create a closer sense of community that will only strengthen our movement.

---

Starting things on time

---

Meetings

---

Club attendance

---

### **Q9 - How has this experience influenced you?**

How has this experience influenced you?

---

It was really good and helped me feel more comfortable at Point Loma

---

It has showed me what I'm passionate about and has showed me to have more faith in what I've experienced and how it could really help me in their walk here at Point Loma.

---

My mentor is super sweet and I love her!!! It is hard for us to schedule time to catch up with one another but we typically make it work. It has influenced me greatly because she has given me such good advice on how to navigate through my first year and it is helpful to have someone to talk to who has been through the process of freshman year. I honestly want my own mentee next year so I can help them out through their year!!

---

-Being a part of Team Barnabas has helped me appreciate PLNU more, without this support I would not have been able to survive freshman year on my own. Team Barnabas has also encouraged me to be there for students like me that come from a diverse background and are entering a community that is not as diverse.

---

Team Barnabas encourages me to be comfortable and confident with my cultural identity. It has exposed me to other individuals who share similar experiences as me, making me feel like I am not alone. It inspires me to have a more active role in Point Loma's community so I can help people of color feel welcomed and comfortable on campus.

---

This experience has challenged me in many ways, and has been so rewarding. I have really enjoyed my relationship with my mentee, and I am excited to continue the journey that I will have with Team Barnabas. This program has made me see the value there is in mentoring relationships, and how mentoring can come from the most unexpected sources.

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I have been able to dissect how I feel about the climate of this campus and it has fueled my ambitions to make change happen. I have the encouragement to be apart of what's happening.

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Positive experience

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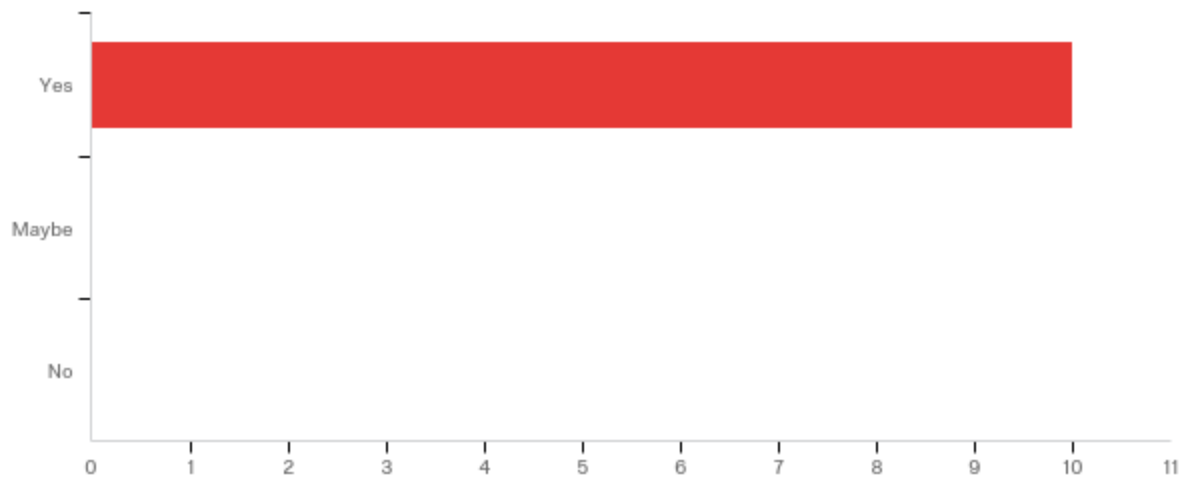
It's has been a good experience

---

It has helped me grow

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### **Q10 - Would you recommend TEAM Barnabas/MOSAIC to your friends?**

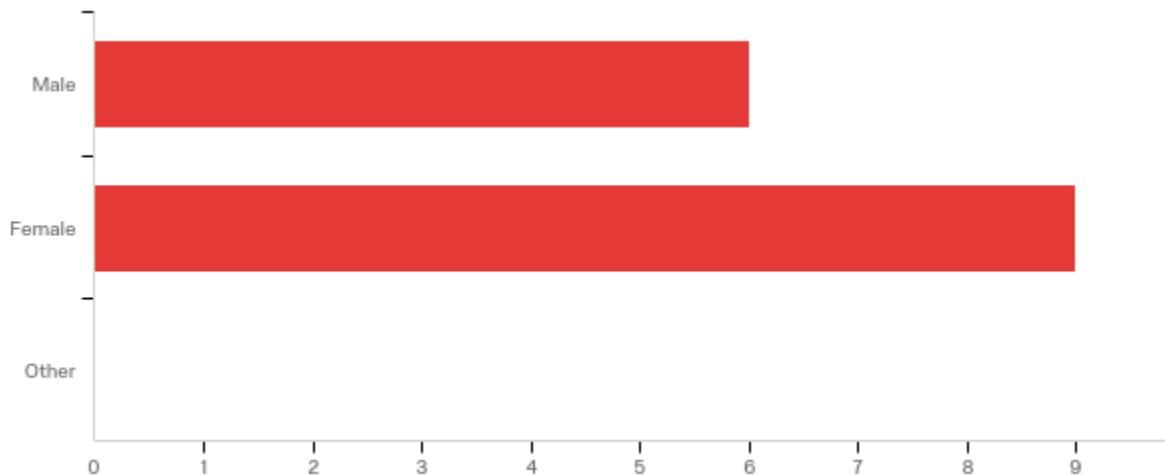


#	Answer	%	Count
1	Yes	100.00%	10
2	Maybe	0.00%	0
4	No	0.00%	0
	Total	100%	10

## Appendix F

### International Students Services Survey

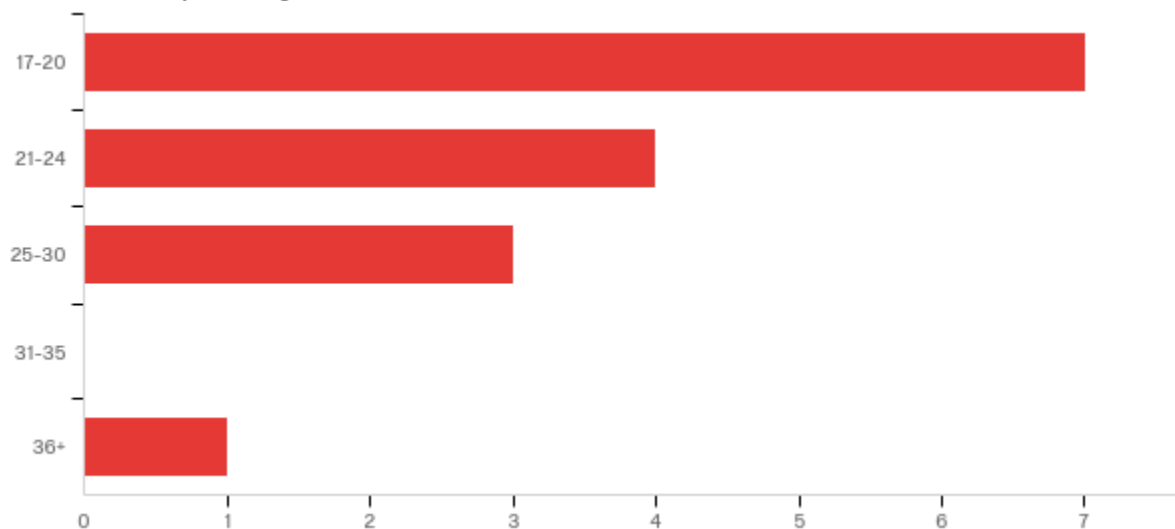
**Q1 - At the International Student Services office we are dedicated to fostering cross-cultural respect, perspectives, and appreciation towards global citizenship, while fully integrating international students into the PLNU community. To be able to bring you the best service we would love to hear from you about what is happening in your life and how we can best serve you. What is your gender?**



#	Answer	%	Count
1	Male	40.00%	6
2	Female	60.00%	9

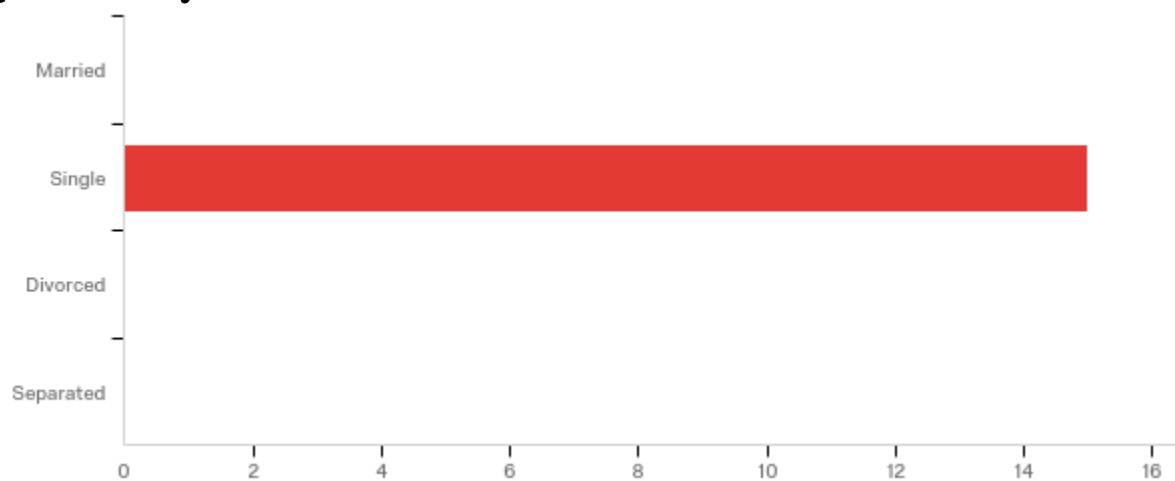
3	Other	0.00%	0
	Total	100%	15

### Q2 - What is your age?



#	Answer	%	Count
1	17-20	46.67%	7
2	21-24	26.67%	4
3	25-30	20.00%	3
4	31-35	0.00%	0
5	36+	6.67%	1
	Total	100%	15

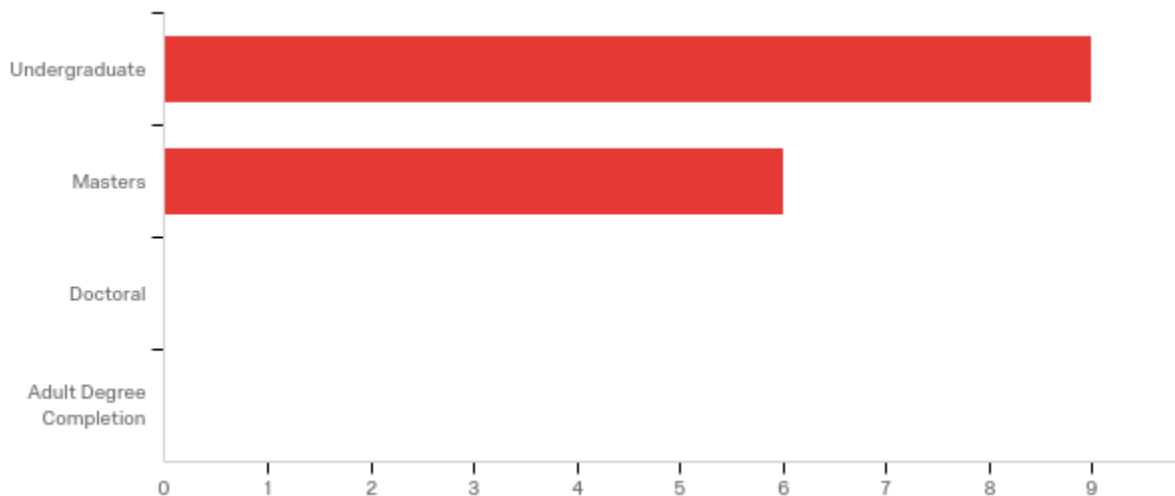
### Q3 - What is your marital status?



#	Answer	%	Count
1	Married	0.00%	0

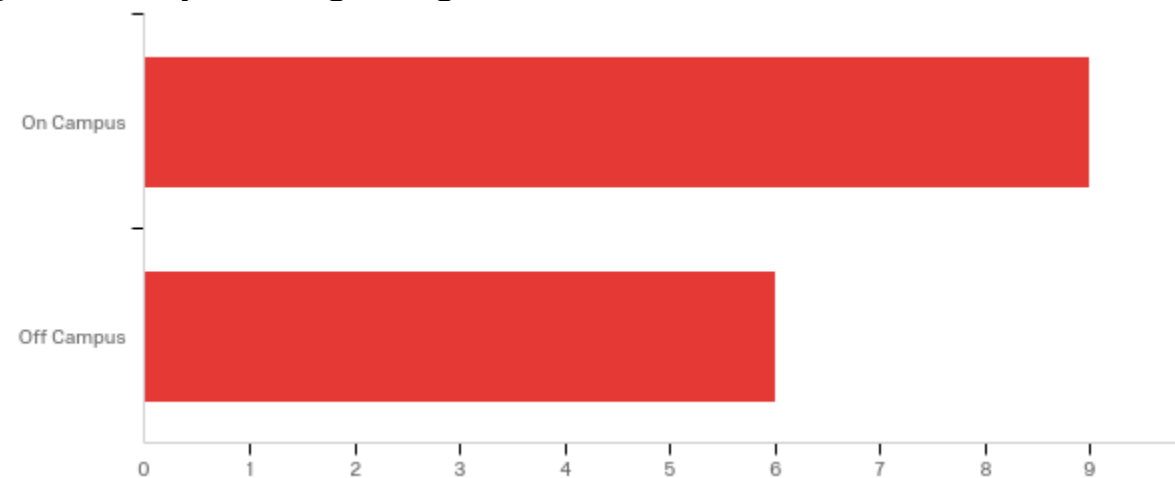
2	Single	100.00%	15
3	Divorced	0.00%	0
4	Separated	0.00%	0
	Total	100%	15

#### Q4 - What is your current level of study?



#	Answer	%	Count
1	Undergraduate	60.00%	9
2	Masters	40.00%	6
3	Doctoral	0.00%	0
4	Adult Degree Completion	0.00%	0
	Total	100%	15

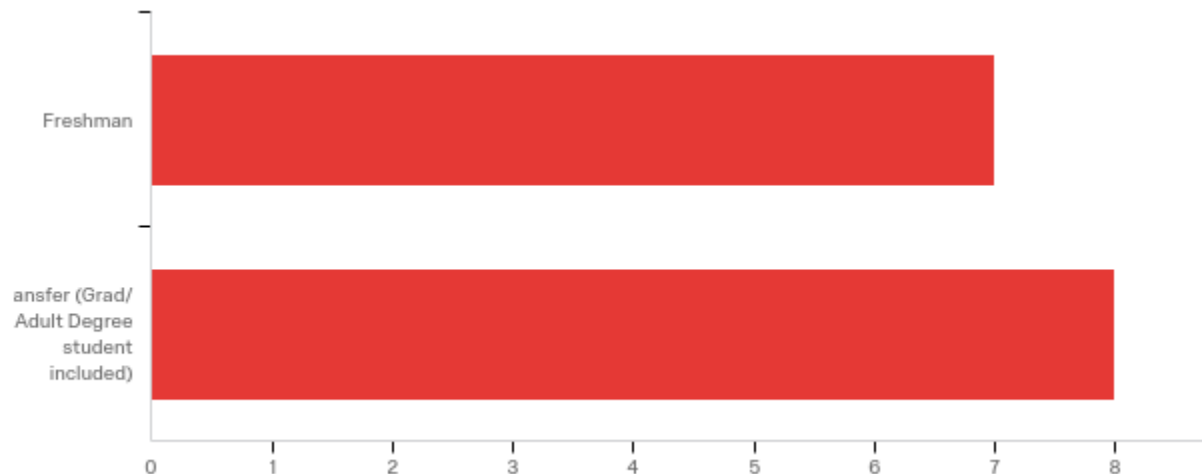
#### Q5 - What is your living arrangement?



#	Answer	%	Count
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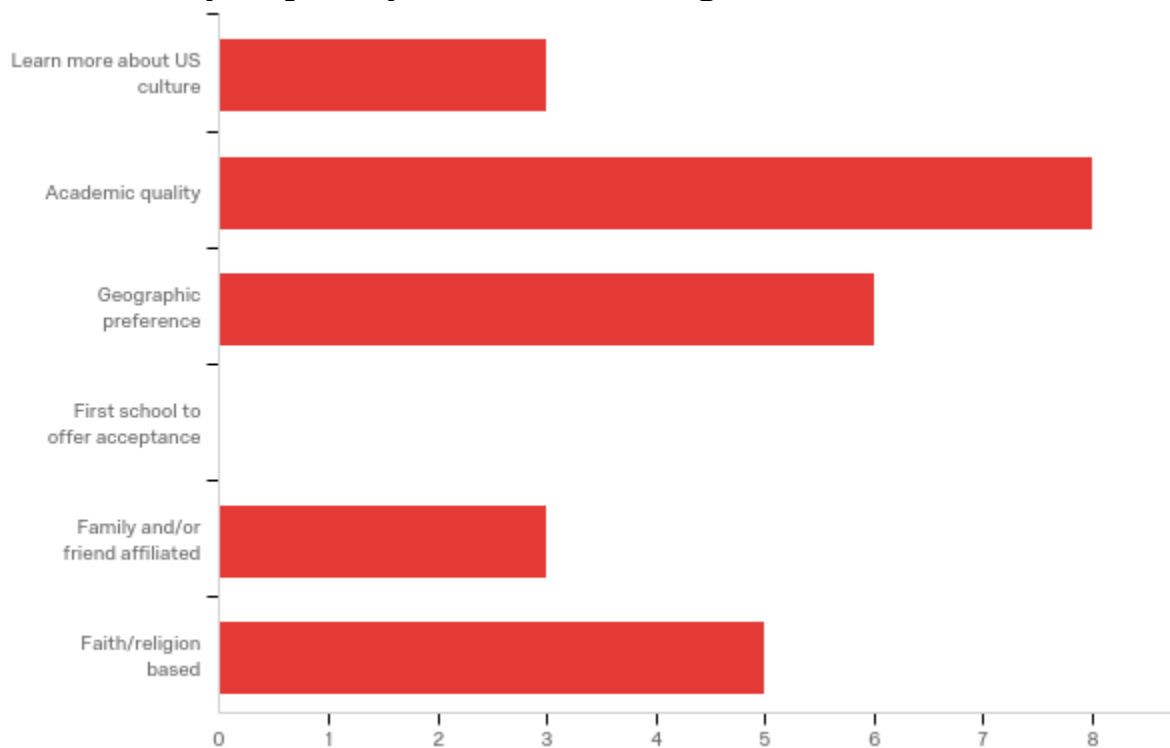
1	On Campus	60.00%	9
2	Off Campus	40.00%	6
	Total	100%	15

#### Q6 - Were you admitted as a...



#	Answer	%	Count
1	Freshman	46.67%	7
2	Transfer (Grad/ Adult Degree student included)	53.33%	8
	Total	100%	15

#### Q7 - What was your primary reason for choosing PLNU?





#	Answer	%	Count
1	Learn more about US culture	12.00%	3
2	Academic quality	32.00%	8
3	Geographic preference	24.00%	6
4	First school to offer acceptance	0.00%	0
5	Family and/or friend affiliated	12.00%	3
6	Faith/religion based	20.00%	5
	Total	100%	25

**Q8 - What is your major?**

What is your major?

Biology

MBA

MAOL

Kinesiology

Physics

MBA

Psychology

Economics

Media Communication + Performance

Psychology and Communication

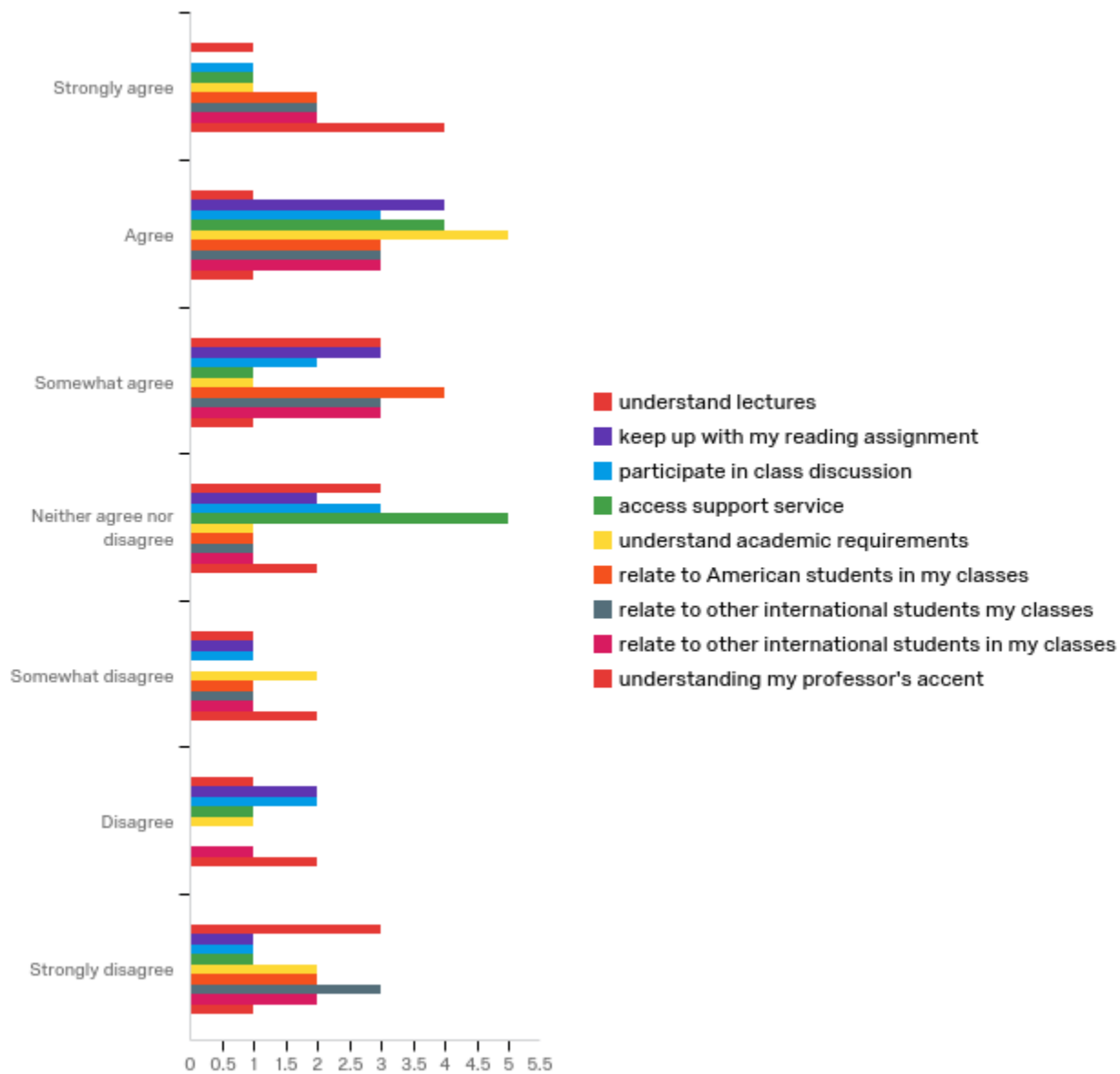
Psychology

Global Business Management and Finance

Business Administration

Business

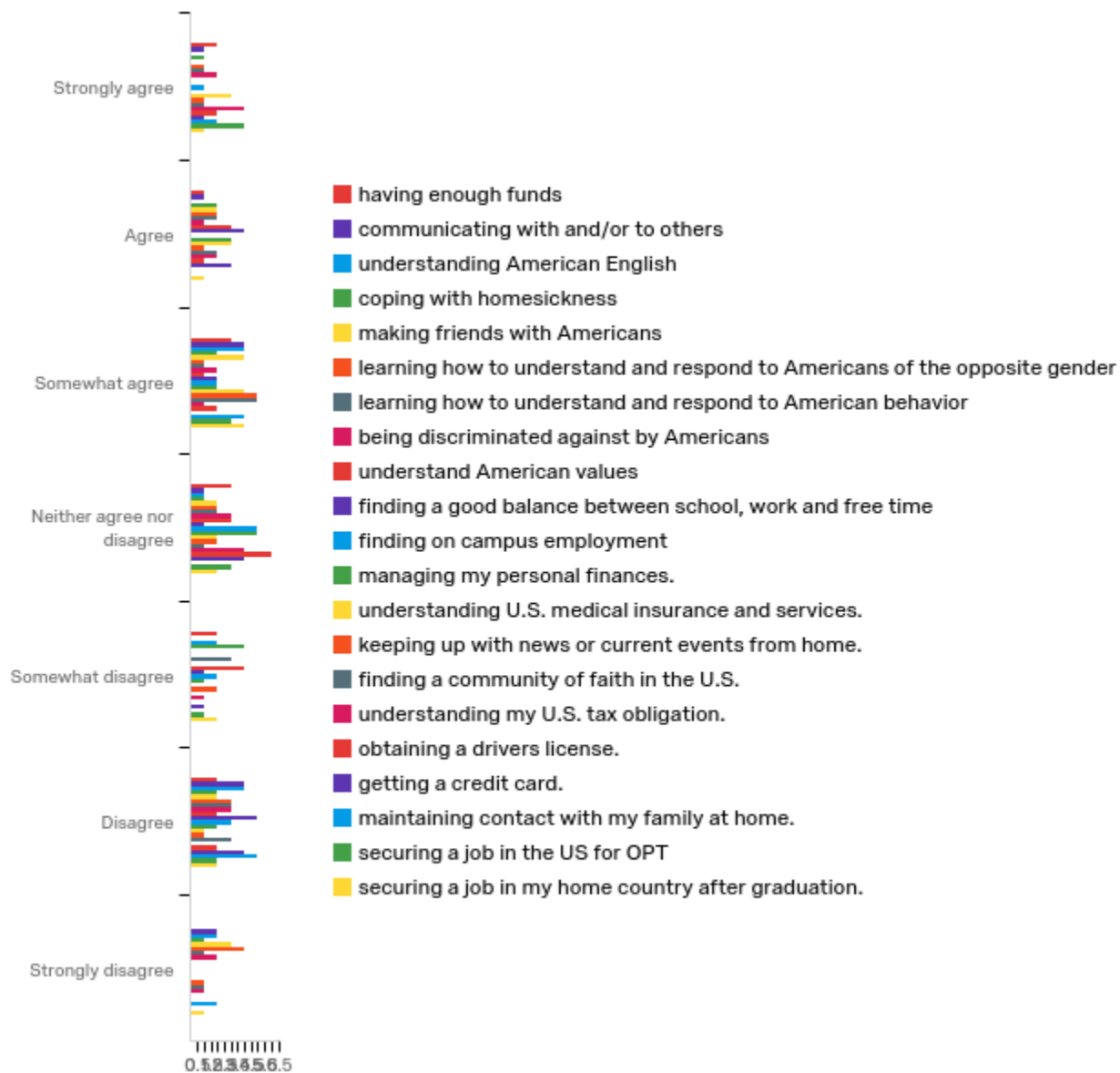
**Q9 - Please indicate your level of agreement with the following statements: I find it challenging to...**



#	Question	Strongly agree		Agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Disagree		Strongly disagree		Total
1	understand lectures	7.69 %	1	7.69 %	1	23.08 %	3	23.08 %	3	7.69 %	1	7.69 %	1	23.08 %	3	13
2	keep up with my reading assignment	0.00 %	0	30.77 %	4	23.08 %	3	15.38 %	2	7.69 %	1	15.38 %	2	7.69 %	1	13
3	participate in class discussion	7.69 %	1	23.08 %	3	15.38 %	2	23.08 %	3	7.69 %	1	15.38 %	2	7.69 %	1	13

4	access support service	7.69 %	1	30.77 %	4	7.69 %	1	38.46 %	5	0.00 %	0	7.69 %	1	7.69 %	1	13
5	understand academic requirements	7.69 %	1	38.46 %	5	7.69 %	1	7.69 %	1	15.38 %	2	7.69 %	1	15.38 %	2	13
6	relate to American students in my classes	15.38 %	2	23.08 %	3	30.77 %	4	7.69 %	1	7.69 %	1	0.00 %	0	15.38 %	2	13
7	relate to other international students in my classes	15.38 %	2	23.08 %	3	23.08 %	3	7.69 %	1	7.69 %	1	0.00 %	0	23.08 %	3	13
8	relate to other international students in my classes	15.38 %	2	23.08 %	3	23.08 %	3	7.69 %	1	7.69 %	1	7.69 %	1	15.38 %	2	13
9	understanding my professor's accent	30.77 %	4	7.69 %	1	7.69 %	1	15.38 %	2	15.38 %	2	15.38 %	2	7.69 %	1	13

**Q10 - I am concerned about...**

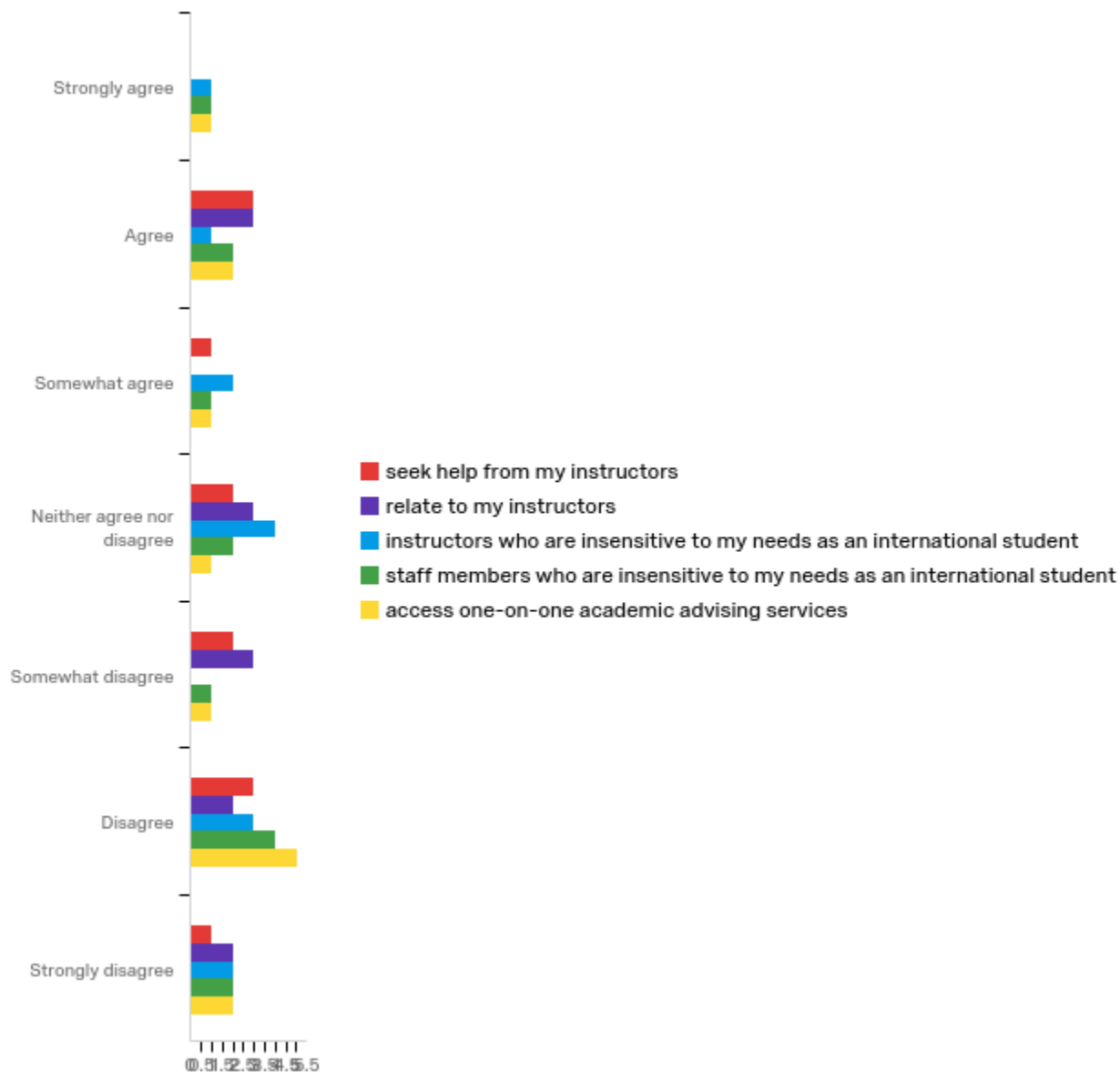


#	Question	Strongly agree		Agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Disagree		Strongly disagree		Total
1	having enough funds	15.38 %	2	7.69 %	1	23.08 %	3	23.08 %	3	15.38 %	2	15.38 %	2	0.00 %	0	13
2	communicating with and/or to others	7.69 %	1	7.69 %	1	30.77 %	4	7.69 %	1	0.00 %	0	30.77 %	4	15.38 %	2	13
3	understanding American English	0.00 %	0	0.00 %	0	30.77 %	4	7.69 %	1	15.38 %	2	30.77 %	4	15.38 %	2	13

4	coping with homesickness	7.69 %	1	15.38 %	2	15.38 %	2	7.69 %	1	30.77 %	4	15.38 %	2	7.69 %	1	13
5	making friends with Americans	0.00 %	0	15.38 %	2	30.77 %	4	15.38 %	2	0.00 %	0	15.38 %	2	23.08 %	3	13
6	learning how to understand and respond to Americans of the opposite gender	7.69 %	1	15.38 %	2	7.69 %	1	15.38 %	2	0.00 %	0	23.08 %	3	30.77 %	4	13
7	learning how to understand and respond to American behavior	7.69 %	1	15.38 %	2	7.69 %	1	15.38 %	2	23.08 %	3	23.08 %	3	7.69 %	1	13
8	being discriminated against by Americans	15.38 %	2	7.69 %	1	15.38 %	2	23.08 %	3	0.00 %	0	23.08 %	3	15.38 %	2	13
9	understand American values	0.00 %	0	23.08 %	3	7.69 %	1	23.08 %	3	30.77 %	4	15.38 %	2	0.00 %	0	13
10	finding a good balance between school, work and free time	0.00 %	0	30.77 %	4	15.38 %	2	7.69 %	1	7.69 %	1	38.46 %	5	0.00 %	0	13
11	finding on campus employment	7.69 %	1	0.00 %	0	15.38 %	2	38.46 %	5	15.38 %	2	23.08 %	3	0.00 %	0	13
12	managing my personal finances.	0.00 %	0	23.08 %	3	15.38 %	2	38.46 %	5	7.69 %	1	15.38 %	2	0.00 %	0	13
13	understanding U.S. medical insurance and services.	23.08 %	3	23.08 %	3	30.77 %	4	15.38 %	2	0.00 %	0	7.69 %	1	0.00 %	0	13

14	keeping up with news or current events from home.	7.69 %	1	7.69 %	1	38.46 %	5	15.38 %	2	15.38 %	2	7.69 %	1	7.69 %	1	13
15	finding a community of faith in the U.S.	7.69 %	1	15.38 %	2	38.46 %	5	7.69 %	1	0.00 %	0	23.08 %	3	7.69 %	1	13
16	understanding my U.S. tax obligation.	30.77 %	4	15.38 %	2	7.69 %	1	30.77 %	4	7.69 %	1	0.00 %	0	7.69 %	1	13
17	obtaining a drivers license.	15.38 %	2	7.69 %	1	15.38 %	2	46.15 %	6	0.00 %	0	15.38 %	2	0.00 %	0	13
18	getting a credit card.	7.69 %	1	23.08 %	3	0.00 %	0	30.77 %	4	7.69 %	1	30.77 %	4	0.00 %	0	13
19	maintaining contact with my family at home.	15.38 %	2	0.00 %	0	30.77 %	4	0.00 %	0	0.00 %	0	38.46 %	5	15.38 %	2	13
20	securing a job in the US for OPT	30.77 %	4	0.00 %	0	23.08 %	3	23.08 %	3	7.69 %	1	15.38 %	2	0.00 %	0	13
21	securing a job in my home country after graduation	7.69 %	1	7.69 %	1	30.77 %	4	15.38 %	2	15.38 %	2	15.38 %	2	7.69 %	1	13

**Q11 - Please indicate your level of agreement with the following statement I find it challenging to...**

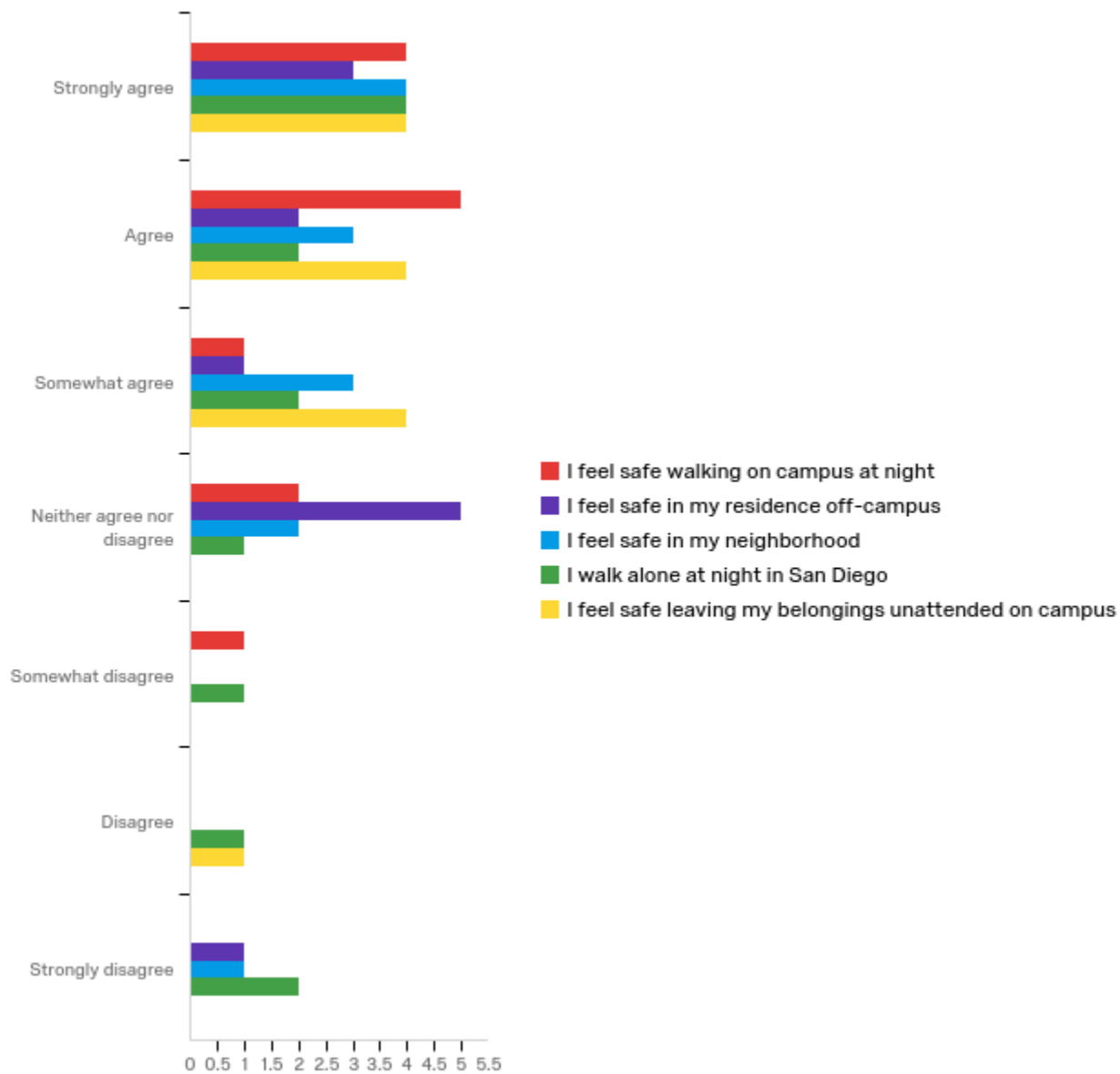


#	Question	Strongly agree		Agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Disagree		Strongly disagree		Total
1	seek help from my instructors	0.00%	0	25.00%	3	8.33%	1	16.67%	2	16.67%	2	25.00%	3	8.33%	1	12
2	relate to my instructors	0.00%	0	23.08%	3	0.00%	0	23.08%	3	23.08%	3	15.38%	2	15.38%	2	13
3	instructors who are insensitive	7.69%	1	7.69%	1	15.38%	2	30.77%	4	0.00%	0	23.08%	3	15.38%	2	13

	ve to my needs as an internati onal student															
4	staff members who are insensiti ve to my needs as an internati onal student	7.69 %	1	15.3 8%	2	7.69%	1	15.38 %	2	7.69%	1	30.77 %	4	15.38 %	2	13
5	access one-on- one academic advising services	7.69 %	1	15.3 8%	2	7.69%	1	7.69 %	1	7.69%	1	38.46 %	5	15.38 %	2	13

**Q12 - Safety Issues Indicate your level of agreement with the following statements.**

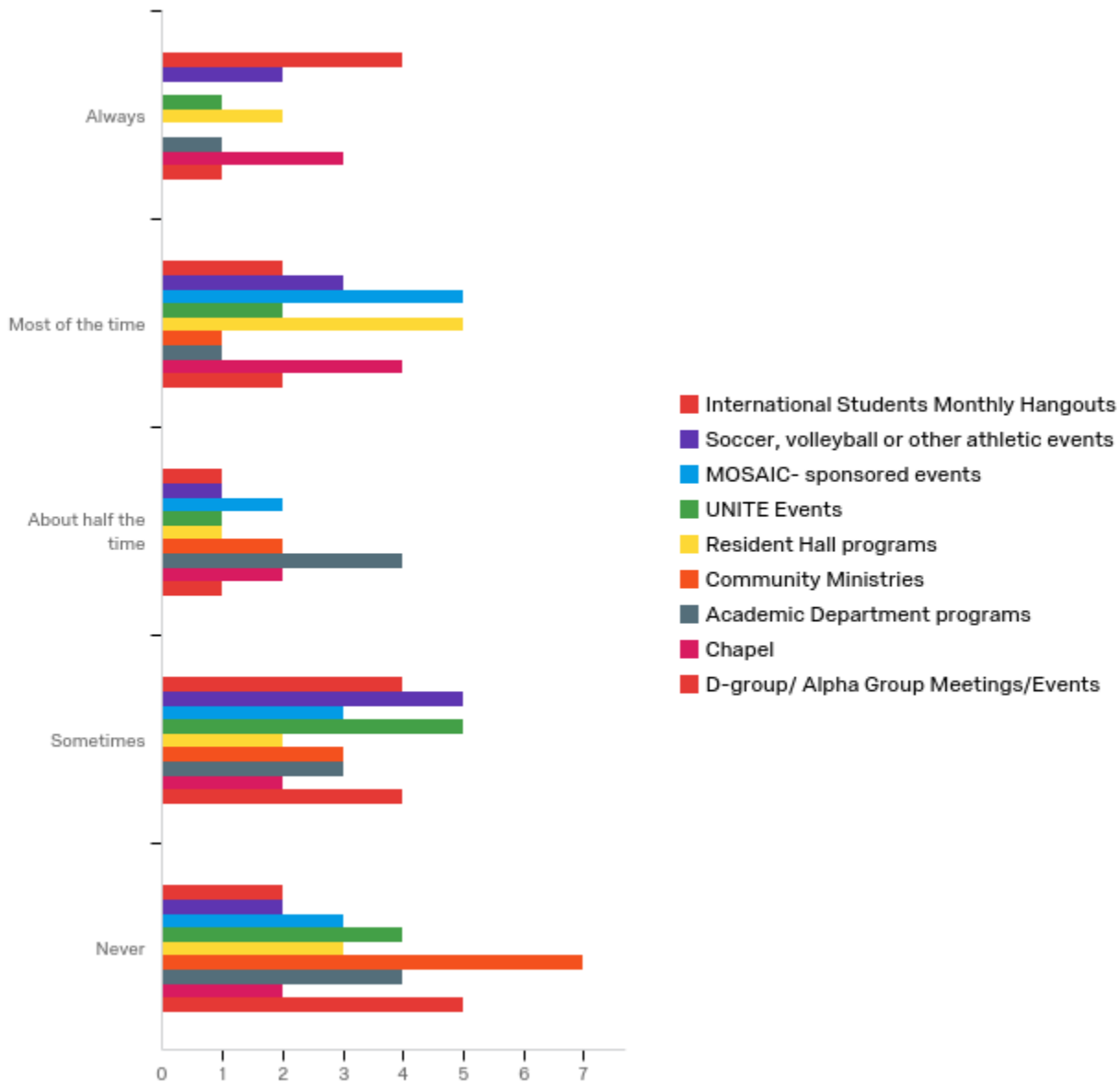




#	Question	Strongly agree		Agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Disagree		Strongly disagree		Total
1	I feel safe walking on campus at night	30.77%	4	38.46%	5	7.69%	1	15.38%	2	7.69%	1	0.00%	0	0.00%	0	13
2	I feel safe in my residence off-campus	25.00%	3	16.67%	2	8.33%	1	41.67%	5	0.00%	0	0.00%	0	8.33%	1	12
3	I feel safe in my	30.77%	4	23.08%	3	23.08%	3	15.38%	2	0.00%	0	0.00%	0	7.69%	1	13

	neighborhood															
4	I walk alone at night in San Diego	30.77%	4	15.38%	2	15.38%	2	7.69%	1	7.69%	1	7.69%	1	15.38%	2	13
5	I feel safe leaving my belongings unattended on campus	30.77%	4	30.77%	4	30.77%	4	0.00%	0	0.00%	0	7.69%	1	0.00%	0	13

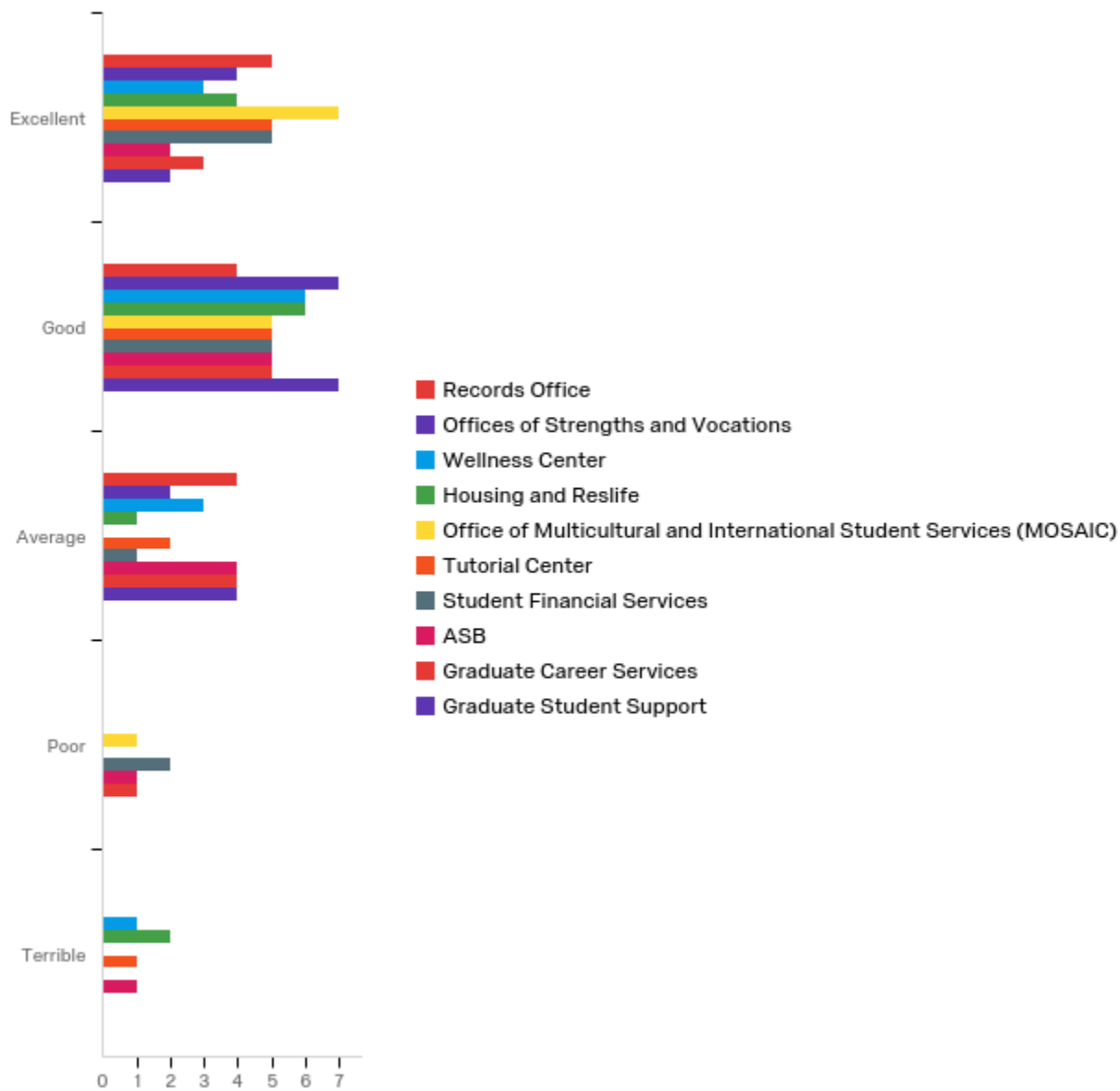
**Q13 - Extra-curricular Activities During my time at PLNU I have participated in or attended:**



#	Question	Always	Most of the time	About half the	Sometimes	Never	Total
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						time						
1	International Students Monthly Hangouts	30.77%	4	15.38%	2	7.69%	1	30.77%	4	15.38%	2	13
2	Soccer, volleyball or other athletic events	15.38%	2	23.08%	3	7.69%	1	38.46%	5	15.38%	2	13
3	MOSAIC-sponsored events	0.00%	0	38.46%	5	15.38%	2	23.08%	3	23.08%	3	13
4	UNITE Events	7.69%	1	15.38%	2	7.69%	1	38.46%	5	30.77%	4	13
5	Resident Hall programs	15.38%	2	38.46%	5	7.69%	1	15.38%	2	23.08%	3	13
6	Community Ministries	0.00%	0	7.69%	1	15.38%	2	23.08%	3	53.85%	7	13
7	Academic Department programs	7.69%	1	7.69%	1	30.77%	4	23.08%	3	30.77%	4	13
8	Chapel	23.08%	3	30.77%	4	15.38%	2	15.38%	2	15.38%	2	13
9	D-group/ Alpha Group Meetings/Events	7.69%	1	15.38%	2	7.69%	1	30.77%	4	38.46%	5	13

**Q14 - University-wide Services Please comment on the quality of services provided by the following:**



#	Question	Excellent		Good		Average		Poor		Terrible		Total
1	Records Office	38.46%	5	30.77%	4	30.77%	4	0.00%	0	0.00%	0	13
2	Offices of Strengths and Vocations	30.77%	4	53.85%	7	15.38%	2	0.00%	0	0.00%	0	13
3	Wellness Center	23.08%	3	46.15%	6	23.08%	3	0.00%	0	7.69%	1	13
4	Housing and Reslife	30.77%	4	46.15%	6	7.69%	1	0.00%	0	15.38%	2	13
5	Office of Multicultural and International Student Services (MOSAIC)	53.85%	7	38.46%	5	0.00%	0	7.69%	1	0.00%	0	13
6	Tutorial Center	38.46%	5	38.46%	5	15.38%	2	0.00%	0	7.69%	1	13
7	Student Financial Services	38.46%	5	38.46%	5	7.69%	1	15.38%	2	0.00%	0	13

8	ASB	15.38%	2	38.46%	5	30.77%	4	7.69%	1	7.69%	1	13
9	Graduate Career Services	23.08%	3	38.46%	5	30.77%	4	7.69%	1	0.00%	0	13
10	Graduate Student Support	15.38%	2	53.85%	7	30.77%	4	0.00%	0	0.00%	0	13

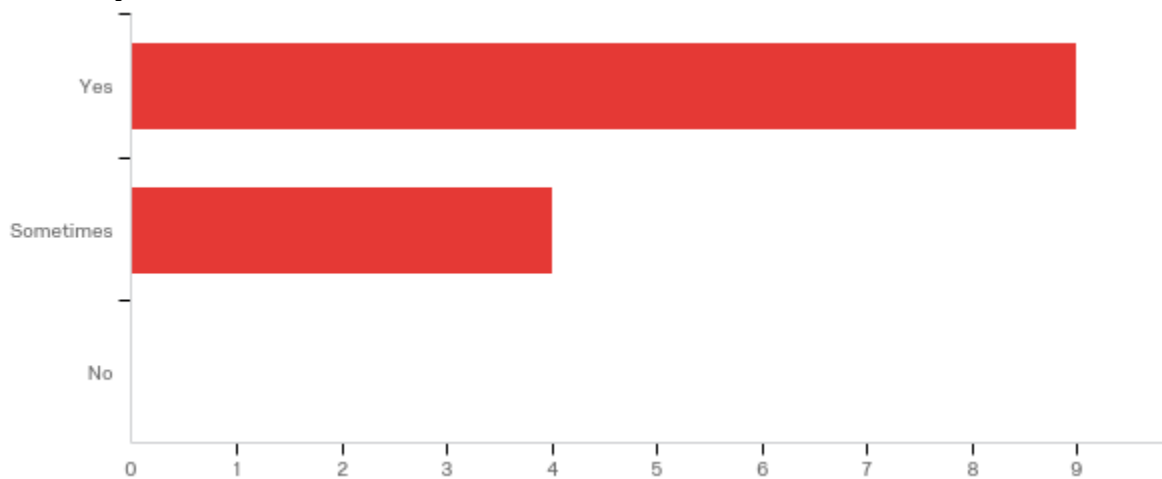
**Q15 - Staff understands my needs as an international student**



#	Question	Always		Most of the time		About half the time		Sometimes		Never		Total
1	Records Office	23.08%	3	46.15%	6	15.38%	2	15.38%	2	0.00%	0	13
2	Offices of Strengths and Vocations	15.38%	2	53.85%	7	7.69%	1	15.38%	2	7.69%	1	13
3	Wellness Center	30.77%	4	30.77%	4	23.08%	3	7.69%	1	7.69%	1	13
4	Housing and Reslife	30.77%	4	38.46%	5	7.69%	1	7.69%	1	15.38%	2	13

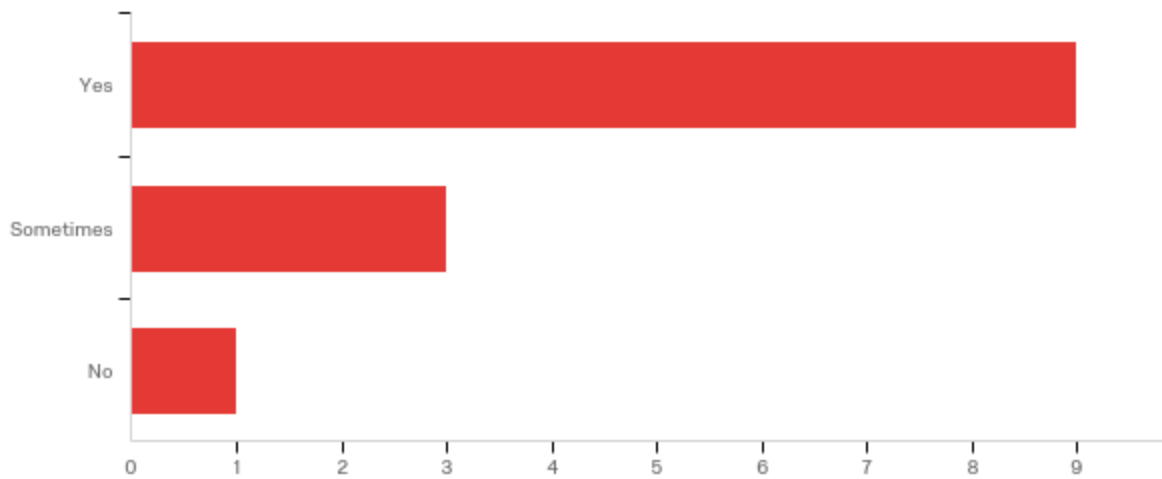
5	Office of Multicultural and International Student Services (MOSAIC)	69.23%	9	15.38%	2	0.00%	0	15.38%	2	0.00%	0	13
6	Tutorial Center	38.46%	5	30.77%	4	15.38%	2	7.69%	1	7.69%	1	13
7	Student Financial Services	30.77%	4	38.46%	5	7.69%	1	23.08%	3	0.00%	0	13
8	ASB	30.77%	4	30.77%	4	7.69%	1	23.08%	3	7.69%	1	13
9	Graduate Career Services	23.08%	3	46.15%	6	7.69%	1	23.08%	3	0.00%	0	13
10	Graduate Student Support	23.08%	3	53.85%	7	7.69%	1	15.38%	2	0.00%	0	13

**Q16 - Do you read mass emails from the International Office?**



#	Answer	%	Count
1	Yes	69.23%	9
2	Sometimes	30.77%	4
3	No	0.00%	0
	Total	100%	13

**Q17 - Are follow up email reminders an effective way to communicate with you?**



#	Answer	%	Count
1	Yes	69.23%	9
2	Sometimes	23.08%	3
3	No	7.69%	1
	Total	100%	13

**Q18 - Approximately how many times have you visited The International Office in the last year?**

Approximately how many times have you visited The International Office in the last year?

3

12

twice

5

Maybe 10

10-15

3 or 4

15-20

NA: a lot of times

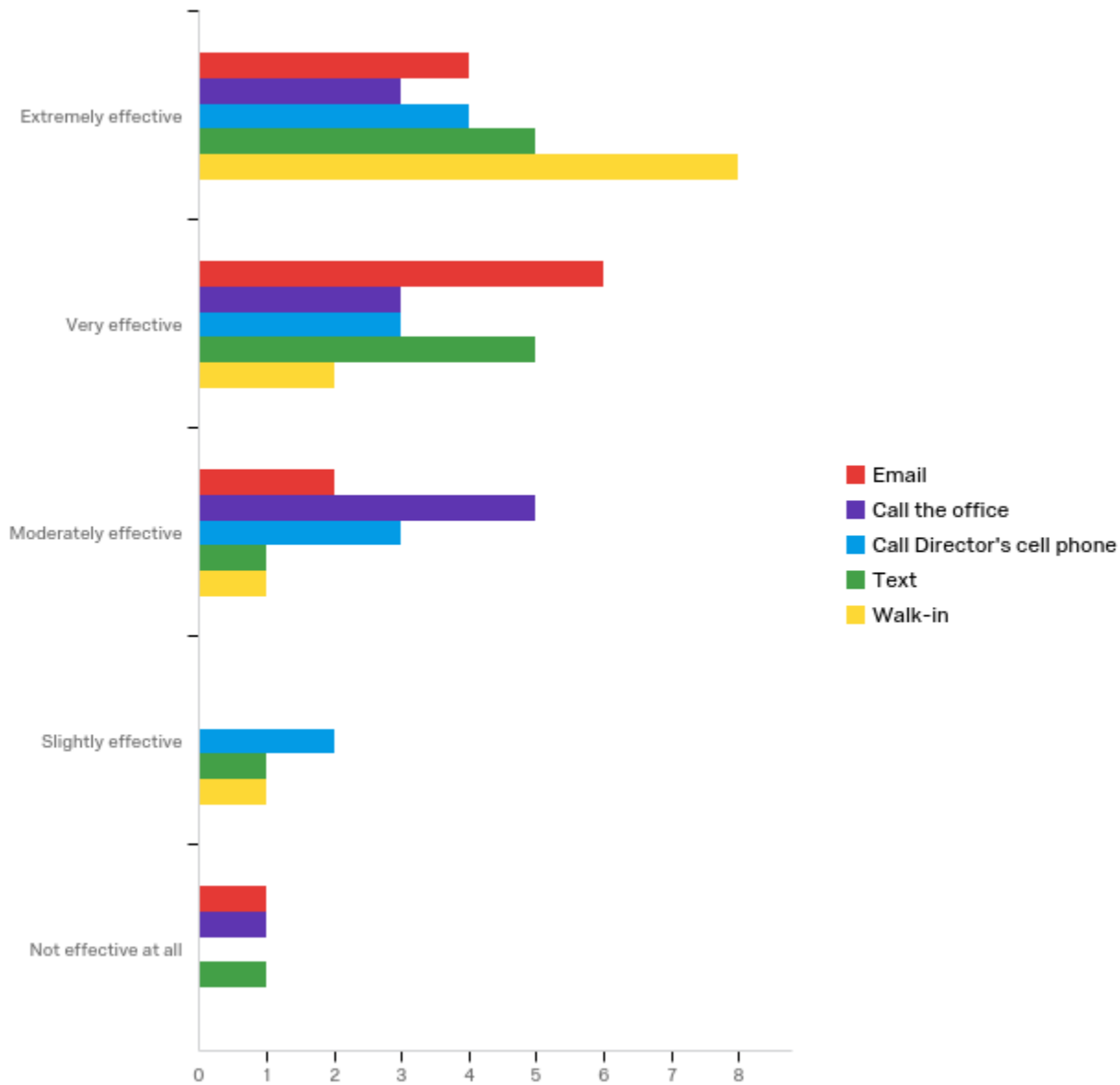
Always. I love to hang out there

more than 10 times

8

Always

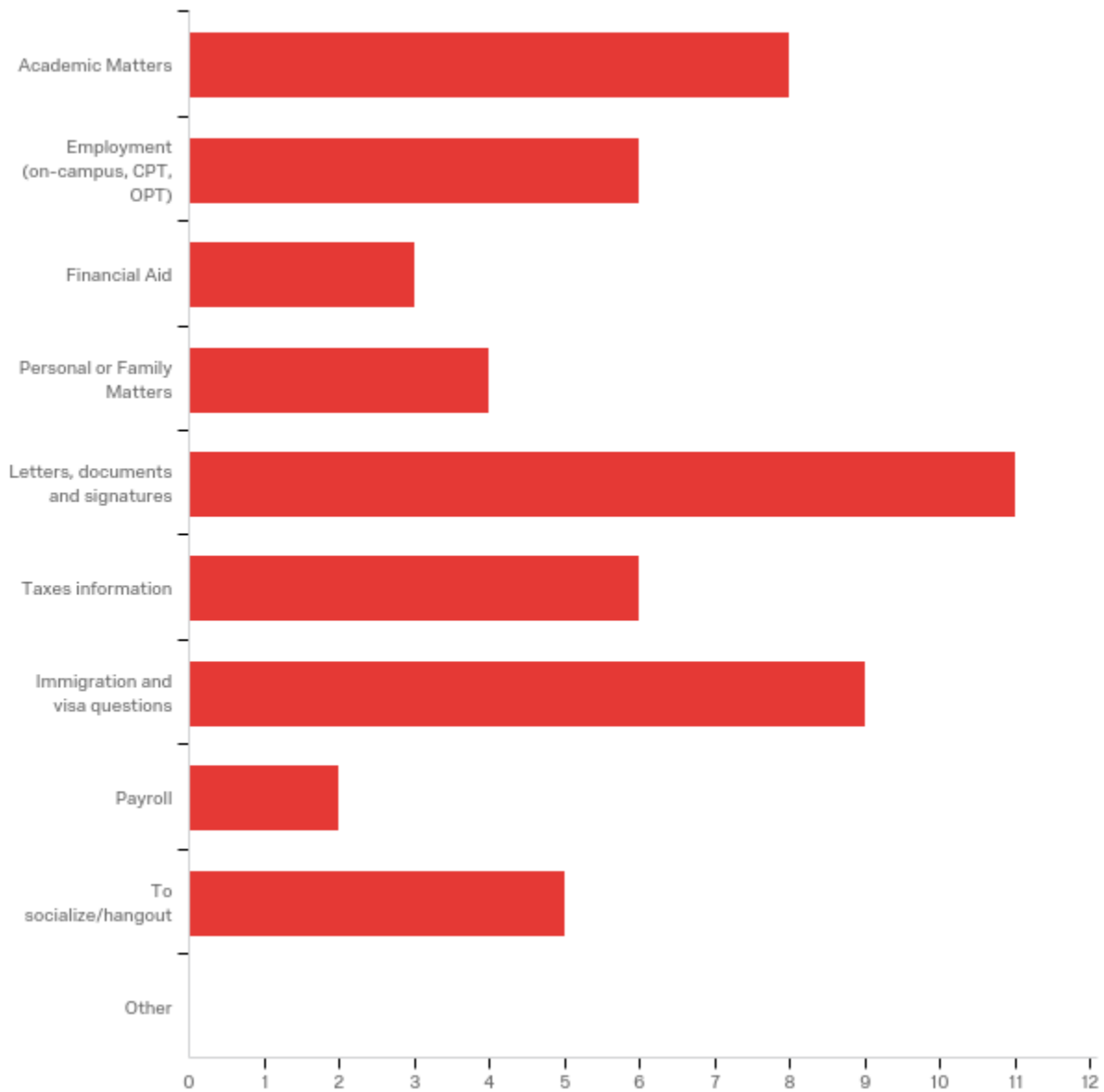
**Q19 - If you have a question for the International Office, please indicate the most effective method of contact**



#	Question	Extremely effective		Very effective		Moderately effective		Slightly effective		Not effective at all		Total
1	Email	30.77%	4	46.15%	6	15.38%	2	0.00%	0	7.69%	1	13
2	Call the office	25.00%	3	25.00%	3	41.67%	5	0.00%	0	8.33%	1	12
3	Call Director's cell phone	33.33%	4	25.00%	3	25.00%	3	16.67%	2	0.00%	0	12
4	Text	38.46%	5	38.46%	5	7.69%	1	7.69%	1	7.69%	1	13
5	Walk-in	66.67%	8	16.67%	2	8.33%	1	8.33%	1	0.00%	0	12

**Q20 - Choose the reasons you have visited/contacted the International Office**

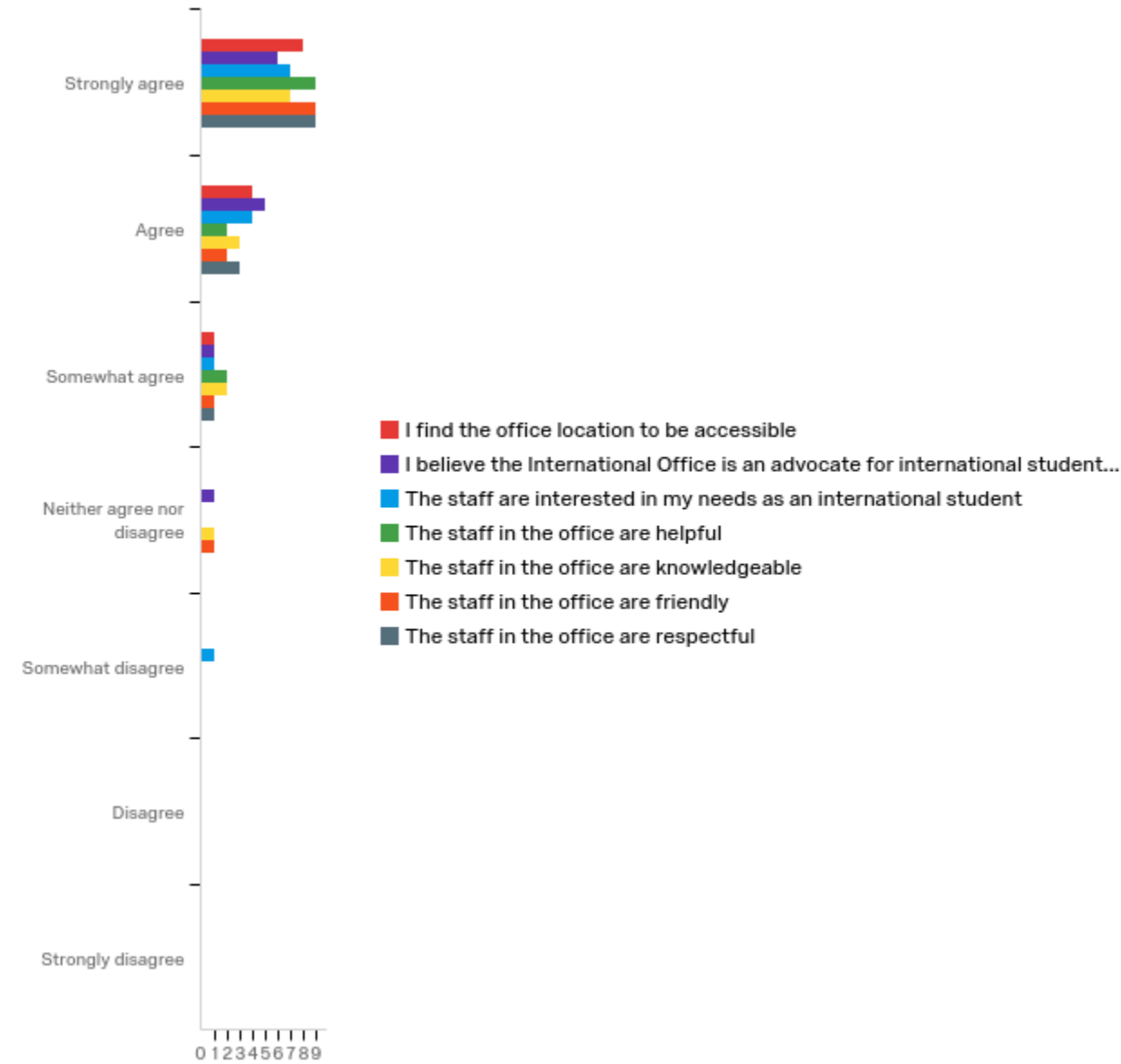




#	Answer	%	Count
1	Academic Matters	14.81%	8
2	Employment (on-campus, CPT, OPT)	11.11%	6
3	Financial Aid	5.56%	3
4	Personal or Family Matters	7.41%	4
5	Letters, documents and signatures	20.37%	11
6	Taxes information	11.11%	6
7	Immigration and visa questions	16.67%	9
8	Payroll	3.70%	2
9	To socialize/hangout	9.26%	5

10	Other	0.00%	0
	Total	100%	54

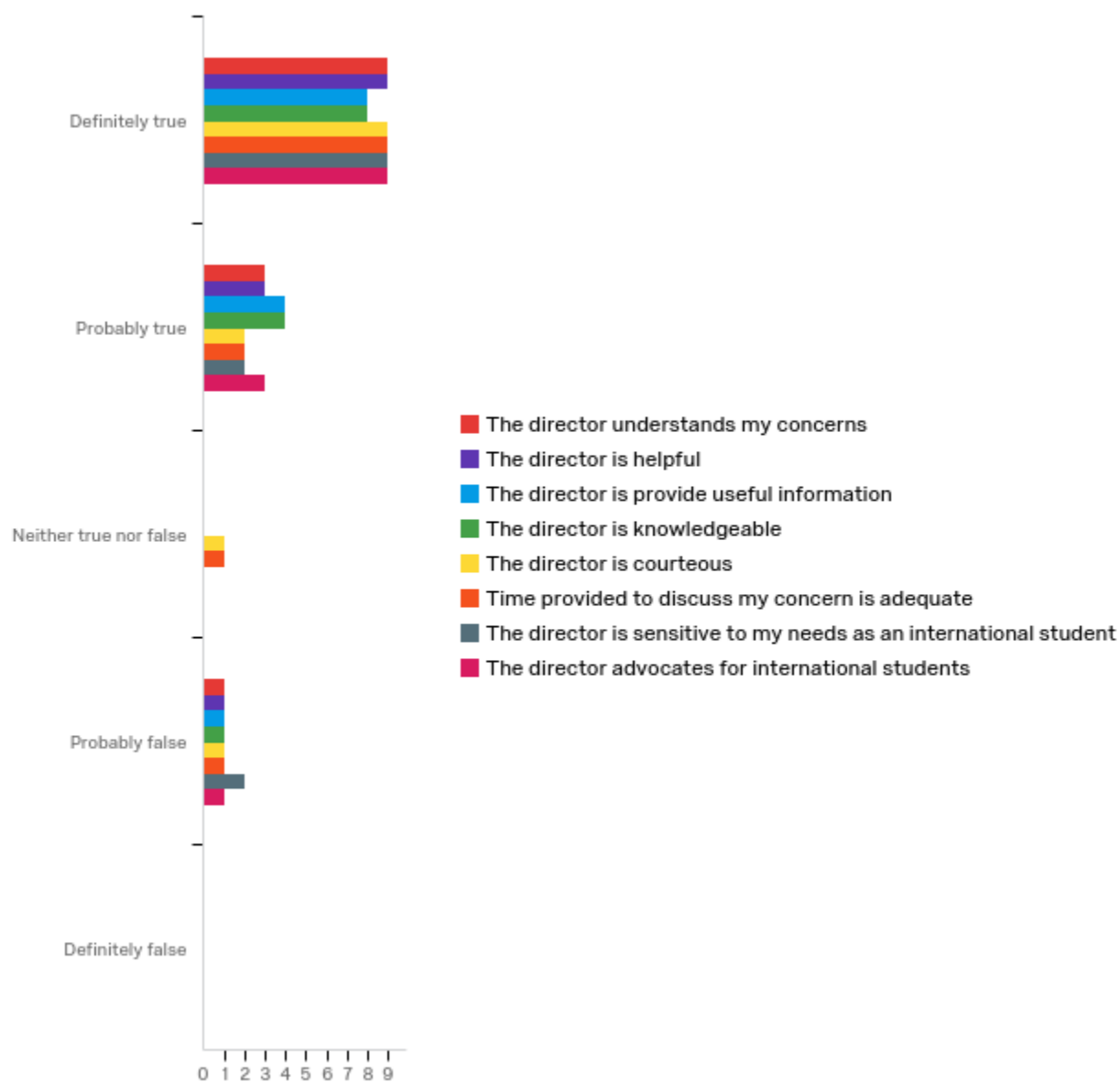
Other  
 Other - Text  
**Q21 - Perception of the International Office and staff**



#	Question	Strongly agree		Agree		Somew hat agree		Neith er agree nor disag ree		Somew hat disagre e		Disag ree		Stron gly disag ree		Tot al
1	I find the office location to	61.54 %	8	30.7 7%	4	7.69%	1	0.00 %	0	0.00%	0	0.00 %	0	0.00 %	0	13

	be accessible															
2	I believe the International Office is an advocate for international students	46.15 %	6	38.46 %	5	7.69 %	1	7.69 %	1	0.00 %	0	0.00 %	0	0.00 %	0	13
3	The staff are interested in my needs as an international student	53.85 %	7	30.77 %	4	7.69 %	1	0.00 %	0	7.69 %	1	0.00 %	0	0.00 %	0	13
4	The staff in the office are helpful	69.23 %	9	15.38 %	2	15.38 %	2	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	13
5	The staff in the office are knowledgeable	53.85 %	7	23.08 %	3	15.38 %	2	7.69 %	1	0.00 %	0	0.00 %	0	0.00 %	0	13
6	The staff in the office are friendly	69.23 %	9	15.38 %	2	7.69 %	1	7.69 %	1	0.00 %	0	0.00 %	0	0.00 %	0	13
7	The staff in the office are respectful	69.23 %	9	23.08 %	3	7.69 %	1	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	13

**Q22 - How true are the following statements about the Director?**



#	Question	Definitely true	Probably true	Neither true nor false	Probably false	Definitely false	Total
1	The director understands my concerns	69.23% 9	23.08% 3	0.00% 0	7.69% 1	0.00% 0	13
2	The director is helpful	69.23% 9	23.08% 3	0.00% 0	7.69% 1	0.00% 0	13
3	The director is provide useful information	61.54% 8	30.77% 4	0.00% 0	7.69% 1	0.00% 0	13
4	The director is knowledgeable	61.54% 8	30.77% 4	0.00% 0	7.69% 1	0.00% 0	13
5	The director is courteous	69.23% 9	15.38% 2	7.69% 1	7.69% 1	0.00% 0	13
6	Time provided to discuss my	69.23% 9	15.38% 2	7.69% 1	7.69% 1	0.00% 0	13

	concern is adequate											
7	The director is sensitive to my needs as an international student	69.23%	9	15.38%	2	0.00%	0	15.38%	2	0.00%	0	13
8	The director advocates for international students	69.23%	9	23.08%	3	0.00%	0	7.69%	1	0.00%	0	13

## 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 this year with many high-level meetings in the building. Our systems are operating efficiently and effectively. However, the most exciting development this year was the remodel project of the Dining Hall. This beautiful renovation has improved customer satisfaction and offered better food quality and options. Our next project in the Dining Hall will be branding and décor, which will enhance the eating experience and promote PLNU. To better serve our Student Development professionals, we have reassigned and remodeled our office space on the third floor. This will add to the ASB office suite giving the Director of Community Life access to the ASB officers. We have had excellent leadership in the Love Art Gallery with a full year of student art shows; one every few months. The collaboration with the Art Department has been exceptional. We are changing the Student Managers in the Gallery after two years and are anticipating a good year of art shows this coming academic year. Two weeks out of the year, we conduct an assessment of our meeting space in the building. We do this by distributing an email to the meeting organizers that asks questions about their reservations and there over all experience. The results were very good with only some questions about clarification about services and timing of events. However, the most valuable assets are the students who run the Commons. They are of the highest caliber and develop their interpersonal and leadership skills, as well as their work ethic.



Intended Learning Outcomes	<div> <div>Cognitive Complexity</div> <div>Knowledge Acquisition, Integration &amp; Application</div> <div>Humanitarianism &amp; Civic Engagement</div> <div>Interpersonal &amp; Intrapersonal Competence</div> <div>Practical Competence</div> </div>				
Nicholson Commons					
Services and Activities	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 requests that have not been thought through properly. We then collaborate, trying to rethink and strategize the best way to accomplish the meeting organizer's 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 along with 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 individuals 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, Campus Facilities, 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 year's passed. We do not keep record of complaints but when we are always aware of them then 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 also strengthens the team interpersonally which sustains us through the year together. This event has been an important factor to our success.



### **Area of Distinction**

As the advisor for the Surf Team on campus I have been hoping that one day we would again have a National Championship team. This year was the year! Our PLNU Surf Team won the National Scholastic Surfing Association College Division National Championship. There have been three in the school's history; one in 1984, 1999 and now in 2015, 2016, and 2017. This year, 2018 makes it the fourth championship in a row.

### **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.

### **Overview**

The ARC has been used for a variety of usages and the number of attendees has grown. One program that has really been consistent is Musoffee. This is an event sponsored by the ARC to target the student music and art scene. These students may not be drawn to the traditional student offering and this event offers an alternative engagement opportunity. 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 have chosen to continue with once a month. The student leadership feels like having programming more than once a month will take away from the event. In addition, this year we have developed more activities sponsored by the ARC, i.e. prayer and worship night, indoor camping event, Sunset Session music event out on Sunset Deck and a table tennis and nine ball tournaments. These activities drew people into a place of community in a more intimate event setting. We have desired to have late night programming for a long time. The objective is to reach the students who linger in the residence halls on the weekends and those students who would want alternative activities. We plan to run these events in 2018-2019. They will be held in the ARC. Our goal is for each event to typically reach a group of 30-50 students. Types of events could include e.g. trivia event, game



shows, Bob Ross art event and music. We hope to engage a demographic of students not traditionally reached by large campus.



## APPENDICES



1819Commuter  
Survey.pptx

## 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)

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>
Career Services	X	X	X	X	X
Student Employment	X	X	X	X	X

## Evidence of Learning

### Cognitive Complexity

#### ORGANIZATIONAL MISSION

Front and center on the Point Loma Nazarene University (PLNU) website is the question, “Who are you called to be?”

OSV works with students to explore and discern answers to that question.

While OSV collaborates with students to prepare resumes, update LinkedIn profiles, practice interviews, and participate in networking, we know that “calling” encompasses more than jobs and internships. “Calling” can

involve family, missions, travel, and education. Our focus is on engaging students with the interpersonal skills necessary to live out their calling in the world beyond Point Loma.

## **PROFESSIONAL FRAMEWORK**

OSV uses the NACE “21st Century Career Services Framework,” established in 2017 - Student Engagement, Strategic Partnerships, and Talent Development. This framework allows our team to focus on “work that matters,” setting priorities for relevant activities that best serve students.

Consider these successful highlights from the past academic year.

### ***Number of Students Reached Through -***

<b><i>Career Coaching Appointments</i></b>	<b><i>820</i></b>
<b><i>Career Lab Visits</i></b>	<b><i>200</i></b>
<b><i>Classroom Presentations</i></b>	<b><i>921</i></b>
<b><i>(Total number of PLNU undergraduates</i></b>	<b><i>2670)</i></b>

The OSV team delivered 57 presentations during 2017-2018, including student clubs, department chapels, classroom workshops, and admissions events. 9 out of the 16 academic undergraduate departments were served.

This year, OSV Director, Nick Wolf, started teaching the freshman business course during fall and spring semesters, putting him in front of an additional 70 undergraduates. This new development aligns OSV to the largest academic department, providing a relevant approach to reaching students - especially as they start their education at PLNU.



*OSV student employee engaging with new students at Fall NSO, August 26, 2017*

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

### **READY FOR THE WORLD**

*The New Education: How to Revolutionize the University to Prepare Students for a World in Flux* (2017, Basic Books) was published recently by Dr. Cathy Davidson at the City University of New York.

Dr. Davidson highlights the need for college students to learn “soft skills,” (or as I say, “interpersonal skills”), which are “necessary to navigate a world in flux, where they cannot count on continuing for any length of time in the job, or even in the field for which they were originally trained.”

The focus on “interpersonal skills” is echoed at Google.

“Project Aristotle,” an employee study released last spring, revealed that the highest performing teams at Google exhibited these characteristics - “equality, generosity, curiosity toward the ideas of your teammates, empathy, emotional intelligence, and topping the list, emotional safety.”

I also looked to the “Future of Jobs” report from the World Economic Forum, which mentioned a PriceWaterhouseCoopers survey on the impact of artificial intelligence on the workforce, noting that 39% of chief executive officers rated these top skills as critical for future employees - “solving problems, adaptability, collaboration, leadership, creativity and innovation.”

The “Future of Jobs” report also estimated 65% of children entering primary school today will work in jobs that don’t yet exist, in companies that have yet to be formed, with technologies and industries that are now emerging.

So students must prepare for the unknown in a world that is ever changing.

### **STRATEGIC PARTNERSHIPS / MAJOR EXPLORATION**

This year, OSV was invited by Holly Irwin, Vice Provost, and Scott Shoemaker, Associate Vice President, to participate in “Major Exploration,” a new initiative for undeclared majors.

Other campus partnerships include, but are not limited to, Admissions Preview Days, MOSAIC Banquet, and “The Way” with Outdoor Leadership. Examples of key faculty partnerships are Dr. Susan Rogers and Dr. Keith Pedersen (who both invited OSV to present three times during one semester), and the Kinesiology Department partnering with OSV to host an Alumni Panel during a Final Exam.

## **Humanitarianism & Civic Engagement**

### **CAREER LAB / CIVIC ENGAGEMENT**

Through the weekly Career Lab, our entire team (including student employees) provided resume reviews, practice interviews, and “just in time” coaching sessions. Career Lab was set up near the cafeteria entrance

every Thursday at lunch, exposing students (as well as faculty and staff) to OSV in action! OSV student employees can be credited for the concept, and the execution, of Career Lab!

This year, the OSV team hosted campus visits from hiring managers at these employers - SONY, Energy Dialogues, NIKE, Solar Turbines, Aira, United Way of San Diego County, PepsiCo, Hewlett Packard, Arc of San Diego, Cyth Systems, San Diego Police Department, Postal Annex, Aerotek, Tech Outfitters, Cravory Cookies, California Coast Credit Union, Junior Achievement, and State Farm.

Many of these partner organizations are global in scope and the employer visits involved interacting with those from a variety of cultures, ethnicities and socio-economic backgrounds. 12 employers who requested campus visits were invited to showcase jobs and internships during Career Lab.

Finally, OSV hosted two successful events that generate revenue for the department - Graduate School EXPO on October 3, 2017, and Summer Camps Fair on February 2, 2018.



*PLNU students with Solar Turbines engineers on campus, April 6, 2018*

### **Interpersonal/Intrapersonal**

#### **STUDENT EMPLOYMENT**

An ongoing challenge for OSV is managing HR policies and procedures of Student Employment within the career services department.

Total Number of Student Employees	1087
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Participating Departments	87
---------------------------	----

Participating Managers	122
------------------------	-----

<b>New Student Employees in 2017-2018</b>	<b>479</b>
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## Top Five Departments Hiring Student Employees

Tutorial Services	167
Biology Lab	83
Community Life	78
Athletics Camps	77
Transportation	50

**Number of PLNU Staff Members on Student Employment Team 1****STUDENT EMPLOYEE AWARD CEREMONY**

OSV hosts the annual Student Employee Awards ceremony to celebrate student employees nominated by their campus managers.

22 students were nominated in 2018, with two students nominated by two separate departments.



*President Brower with Connor Brandenburg, 2018 PLNU Student Employee Representative, April 17, 2018*

Last year, OSV worked to increase the number of nominations by streamlining the nomination form from six pages of a print document to a single online nomination.

This year, OSV hosted the ceremony in Crill Performance Hall to showcase students more prominently in front of managers, families, and friends. President Brower presents these awards to the students every year.

Since 2017, OSV community partners were engaged to interview three students, and select one student to represent PLNU for the Student Employee Awards. The profile of the selected student is forwarded to the Western Association of Student Employment Administrators, for consideration on a regional basis.



Sarah Thompson, executive director of the Save-A-Life Foundation, has interviewed student employees for the past two years. She was joined this year by Laura Jackson, program director for the technology association, CONNECT. Sarah sent this message about Connor Brandenburg, who was selected as this year's representative.

*Thank you, again, for inviting us to interview three finalists for the Student Employee of the Year award. They were all amazing candidates, and it was evident why they were nominated for this honor.*

*Upon reflection, Laura and I agree that Connor Brandenburg should receive the top award. Here are a few reasons why we ultimately selected Connor.*

- *First impressions - He presented his resume, showing us he was prepared for our meeting, further showcasing his professionalism, strengths and accomplishments.*
- *He exudes a level of maturity, as he was able to clearly articulate how his academic path aligns with his professional goals.*
- *Connor is dedicated to his role. From popping into the office to say hello to the team on his off days to placing importance on building relationships, we felt he contributed to a positive workplace culture.*
- *Connor leads by example. While giving campus tours, he is able to clearly articulate the core values of PLNU and give examples of how he reflects those values as a student. He is a true ambassador for PLNU and it shows.*

## **Practical Competence**

### **TECHNOLOGY USE / HANDSHAKE**

Postings for jobs and internships can be found online through Handshake, which is powered for all PLNU students by OSV. Handshake is a technology company based in the Silicon Valley, and this employment platform is used by over 500 career centers in higher education, such as Stanford University, University of San Diego, and the University of California at Berkeley. Top employers to provide jobs and internships for PLNU students range from 20th Century Fox, Scripps Research Institute, and the Obama Foundation, to Google, Illumina, and the New Children's Museum of San Diego.

Significant to note that Azusa Pacific University just deployed Handshake last week, May 2018 - two years after PLNU launched Handshake in August 2016!

Handshake provides definite returns on the PLNU investment, by providing the mechanism for an employer relations program for OSV. Handshake also allows the OSV team to book appointments, generate surveys, contact employers, and track data.



*Logo for Handshake, online student job board used by 500+ career centers and 250,000+ employers*

SNAPSHOT DATA ON HANDSHAKE / May 22, 2018



National employers	5771
National jobs	4069
National internships	1189
Regional employers	775
Regional jobs	461
Regional internships	148

*Regional postings are within a radius of 50 miles in San Diego.*

Ongoing objectives are to get more students to (1) set up their employment profiles in Handshake, (2) apply to more jobs and internships, and (3) notify OSV, when they are interviewed and hired.

### **LEADERSHIP AND STEWARDSHIP OF RESOURCES / TEAM STRUCTURE**

Presently, OSV staffs two Career Coaches, an Assistant Director, a Department Assistant, a Director, and Student Employment Coordinator - all reporting directly to the Executive Director.

Graduate degrees are not required for employment on this team. Graduate degrees required at other university career centers usually provide a foundation in career development theories, coaching methods, industry research, and workforce trends. OSV advising conversations tend to center around major selection, job search, and campus involvement.

By the end of the academic year 2018-2019, the Director (Nick Wolf), and the Department Assistant (Diana Grant-Davie), will acquire their graduate degrees in Business and Leadership, respectively.

We are assessing the viability of the Career Coaches (Devin Jones and Charis Wanken), the Assistant Director (Nathan Maselli), and the Director (Nick Wolf), going through the Coaching Certification Program delivered by the National Association of Colleges & Employers (NACE), the professional organization for advocacy and leadership for over 2000 colleges and universities nationwide.

Meantime, the diverse experiences of this team (from human resources and executive recruiting to marketing and operations) represent various interpersonal skills acquired from workplaces outside OSV. We see these perspectives through our interactions with PLNU students.

## 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

### 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 provides 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: **4.75 on a 1-5 scale (1=no opportunity, 5=significant opportunity)** and solve unique problems: **4.87 (N=9)**.

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.**

**88%of participants stated(N=9)** 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 4.87 (1-5 scale) (N=9).**

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.

**How do you think participating on this trip will impact/ influence your transition into PLNU college life?**

It will be easier knowing students already and having a deep connection with them.

it will make the first semester much easier socially since I already have some good friends.

I think it will make it much easier.

It should make it a lot easier :)

This trip allowed me to meet some wonderful people who love to go on adventures just like me! Also it gave me a glimpse into how enriching it can be to have close and vulnerable relationships with others.

This trip has allowed me to begin the school year with new friends around campus and also helped me rid of insecurities while discovering strengths that I didn't know I possessed.

**What was one thing you learned about yourself while on The Way?**

I can push myself harder than I thought I could.

I learned the best ways for me to learn about other people.

I like to go fast
-I'm capable of being a confident leader
I learned I love to work with others as a leader. Also I began to better appreciate and utilize the variety within those around me while enjoying God's beautiful creation.
I learned how strong my body is and how to motivate myself in difficult situations.
I have at least one way or more that I can engage and relate with every person I come in contact with.
I can connect with other people easily

<b>What was the most meaningful component of the trip for you personally?</b>
Connecting with other students.
the extended solo time.
The self-reliance aspect.
It was very impactful having every student take a turn as a leader. This encouraged us to be independent and responsible which is very applicable to our lives as young adults who are beginning our independence from our parents and homes.
The most meaningful part of the trip was definitely the personal conversations that we had during stoplight and affirmations.
Hearing every person's individual stories and being able to safely tell mine.
The small talks and learning about everyone with the stoplight game.

### **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.

### **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.

### **Changes 2017/18**

Complete overhaul of student leadership position for Great Escapes. Created new student leadership position: Trip Leaders. We had six positions in the Fall and 5 in Spring. The creation of this new position was the result of student feedback and collaboration with Sonoma State University. This position was previously occupied by 1 student. The purpose was to diffuse trip planning responsibility, increase positive connection and by-in via cohort trainings and meetings, and increase message reach as each Trip Leader was responsible for marketing their trips.

We also made improvements by eliminating barriers to being a guide. These include soliciting student feedback on when to hold guide meetings, creating a personalized chart for each student, lowering the guide fee from \$50 to \$40 and setting a training schedule 1 year in advance. We think these changes will give students a more clear idea of where they are in the progression and increase their participation opportunities.

### **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.

## **2017-2018 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**

Continue to create partnerships with internal and external organizations

- Attended a Leave No Trace training hosted by the National Outdoor Leadership School
- Became a member of the American Canoe association
- Worked with Comm 310 class. Groups examined our programs to recommend potential improvements based on classroom theory, GE, Guide, and The Way.
- Ran 2 collaborative outdoor outings with Azusa Pacific University
- Worked with Northwest Nazarene University on their annual surf trip
- Hosted a Wilderness First Responder course with Wilderness Leadership Institute.
- Attended an American Alpine Club training in Golden, Colorado

### **Goal 3**

Increase quality and quantity of training materials

- Created a trip leader handbook to guide student leaders through the many trip planning details
- Created syllabus for summer internship program and filled the position for the second year
- 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 4**

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 program 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.

### **Areas of Distinction**

#### **Rental Center**

Completed a full website overhaul 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. Over the past 2 years we have served 998 customers who have rented 1775 items.

#### **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 2017.



## Appendices

### Appendices

#### The Way

##### Reflect on the community contract and its impact on your experience

I tried hard to be more engaged with people and more interactive.

following the five things helped my group to grow closer on deeper levels knowing we were in a safe space.

I liked the closed box aspect of it

The community contract encouraged me to think more deeply about those around me and my purpose on the trip and even in life. If we are intentional with the way we respect each other and with our actions, life is much more fulfilling.

My group shared some laughs on our "respect" finger but we also used this contract as a way of respecting each others perspectives and abilities throughout the trip.

It was something I can easily incorporate into my own life and impact the people around me positively.

I think that the contract was very impactful and very nice to have gone over at the star, because it kept us all accountable on how we acted in a sense around one another, but also reminded us of the fun and things we were going to get out of the trip.

##### In what ways (if any) do you think you are different than your PLNU peers who did not attend The Way?

They didn't experience what it's like to get to know people so well in a short amount of time.

I have some good relationships going into school.

I think I'm slightly more inclined towards leadership

I decided to take a chance and venture into nature for a week with new people which some people would be uncomfortable with, but I loved the experience and would do it again!

I think of myself as very open to new things and unlike some people, I am willing to jump outside of my comfort zone and I feel that this sets me aside from other peers who didn't get to attend The Way.

I've not only problem solved and learned how to work with people that are the same age as me, but I've learned how to do so while mutually respecting and becoming friends at the same time.

I got an opportunity of a lifetime and they did not. I have gained valuable knowledge and comradery that they unfortunately will not be able to experience.

#### Outdoor Leadership Rentals

Revenue - May 15 2017 - May 15 2018

Date	Transactions	Total
------	--------------	-------

May 2017	9	251.75
June 2017	26	887.09
July 2017	34	875.33
August 2017	32	341
September 2017	92	2176.6
October 2017	51	530.05
November 2017	16	364.5
December 2017	10	69.5
January 2018	20	273
February 2018	13	1283
March 2018	17	613
April 2018	39	645.55
<b>TOTALS</b>	<b>359</b>	<b>\$8310.37</b>

## 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)**

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>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>

### 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 the PLNU community, we are challenged through Chapel, disciple 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 2017-18 academic year was, “Down to Earth.”

## 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 2017-18 academic year, chapel services were held on Mondays, Wednesdays, and Fridays at 9:45 am in Brown Chapel, and Mondays and Wednesdays at 9:45 am at Liberty Station. Time Out services are held on Wednesday evenings at 9:30pm in Brown Chapel.

There were 42 Chapel meetings and 14 Time Out services during the fall semester in 2017, and 41 Chapel meetings with 14 Time Out services hosted during the spring semester of 2018.

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 chapel credits per semester
  - Juniors and seniors: 23 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 chapels per semester.
  - Junior and senior commuter students are required to attend 14 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 2017-2018 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 2014</u>	<u>Spring 2015</u>	<u>Fall 2016</u>	<u>Spring 2017</u>	<u>Fall 2017</u>	<u>Spring 2018</u>
<b>Number of students required to go to Chapel:</b>	2401	2281	2452	2278	2416	2308
<b>Number of students who met this requirement:</b>	1780	1772	2025	1882	1965	1782
<b>Percentage of students who met requirement:</b>	74%	78%	83%	83%	81%	77%
<b>Average attendance for Chapel &amp; Time Out:</b>	1089	926	1083	932	953	928
<b>Number of students who did not attend any Chapels:</b>	67	146	74	63	53	80
<b>Percentage of students who did not attend any Chapels:</b>	6.15%	15.77%	3%	3%	2%	3%
<b>Number of students with fines:</b>	837	703	913	795	862	856
<b>Percentage of students attributed fines of students required to attend:</b>	35%	31%	37%	35%	36%	37%
<b>Amount of Chapel fines (pre-adjusted):</b>	\$58,750	\$52,230	\$96,700	\$80,240	\$76,790	\$90,845
<b>Chapel fine adjustments:</b>			\$3,090	\$1,785	\$175	\$935
<b>Amount received following adjustments:</b>			\$93,610	\$78,455	\$76,615	\$89,910
<b>Average fine:</b>	\$70	\$74	\$103	\$99	\$89	\$105

## 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 maintained influence among our commuter students. The student’s sense of community is strong among those who frequent the lounge. This year, we decided to change our annual BBQ to a food truck, which produced good attendance. The bi-monthly “Commuter Whatever” events have increased and are a favorite for our students. 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. For example, we collaborated with OSV to have a resume review session to help students polish their job skills. We also collaborated with Student Ministries in promoting Community Classroom by exposing students to a variety of learning options. Again, this year the most significant continuing development is the restructuring of the Commuter Assistant responsibilities to divide all the Commuters up into four groups and assign each of the Assistants to one of the groups. This has allowed each Assistant 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.

Every year we conduct a Commuter student survey to assess the needs and customer service of our program. We refer to this information to better serve our students

During our NSO weekend, our bus tour for all Commuters has been successful in keeping students on campus between check-in and the first session, when in the past they have often left campus missing the first session and other campus community NSO events. However, we feel like we could better use our time so this year so we have decided to terminate the bus tour and create a reception in the lounge to promote our programming. We will then escort them over to the Welcome Session and then have a special dinner with staff speakers who can help them further engage with the campus.

Lastly, we are actively seeking and searching for a Graduate Assistant from the CCSD graduate program to better serve our Commuters with creative ideas and better support.

Intended Learning Outcomes	Knowledge Acquisition, Integration & Application					Humanitarianism & Civic Engagement		Interpersonal & Intrapersonal Competence		Practical Competence	
	Cognitive Complexity										
Commuter Student Services	LO's 1-3	LO's 4-7	LO's 8-11	LO's 12-18	LO's 19-23						

Services/ Activities	X	X	X	X	
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## 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.

**Appendices for Commuter Student Services** - see next page.



## 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>	<b>X</b>			<b>X</b>	

### Evidence of Learning

#### Cognitive Complexity / Interpersonal and Intrapersonal Competence

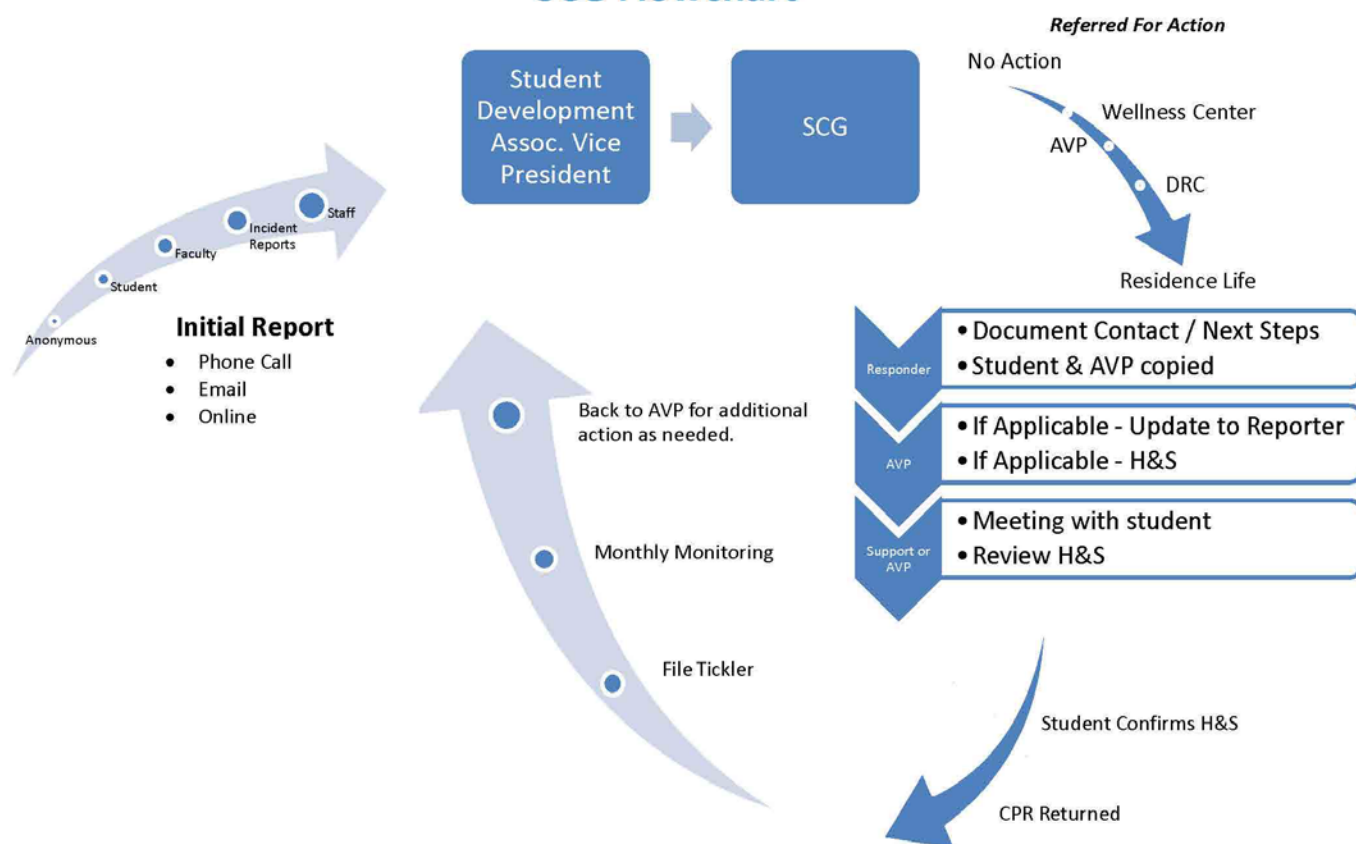
The foundation of Cognitive Complexity as a learning outcome is for the student to engage with others in constructive ways. Also students should assess assumptions and considers alternative perspectives and solutions. The Student Care Group (SCG) is a campus resource established to receive, collect, 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.

## SCG Flowchart



## Transfer Student Services Intended Learning Outcomes

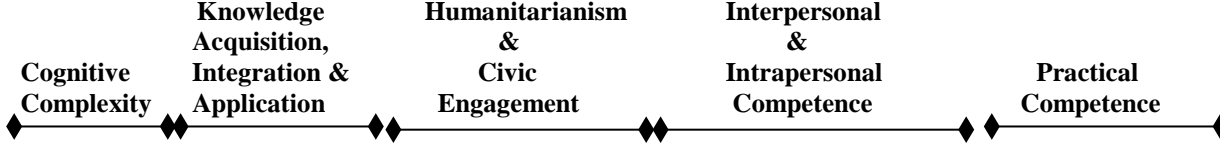
### Mission Statement

“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. At the midpoint of the academic year did not go so well. The outgoing TAG Manager failed to follow through and some of the programming suffered. Fortunately the incoming TAG Coordinator was very talented and filled with energy and has met with me and we have already begun to plan this coming years programming.

Intended Learning Outcomes					
	Cognitive Complexity	Knowledge Acquisition, Integration & Application	Humanitarianism & Civic Engagement	Interpersonal & Intrapersonal Competence	Practical Competence
Transfer Student Services	LO's 1-3	LO's 4-7	LO's 8-11	LO's 12-18	LO's 19-23
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.