



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, Transfer Student Services

2018 - 2019

TABLE OF CONTENTS*

Introduction.....	3
Community Life.....	7
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.....	56
Multicultural Opportunities for Students Actively Involved in Community (MOSAIC)	
Diversity Leadership Programming	
Students in Transition Mentoring (Team Barnabas)	
Nicholson Commons.....	69
Rec Room	
Offices of Strengths and Vocation (OSV).....	74
External Relations and Networking Events	
Career Services	
Co-Curricular Strengths Programming	
Internships	
Student Services	88
Chapel Attendance	
Commuter Student Services	
Transfer Student Services	

****Due to a change in personnel and an ongoing vacancy for nearly the entire academic year, there is no report for Outdoor Leadership Programs.***

Introduction & Summary Page from the Associate Vice President

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

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

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

Community Life

Community Life at PLNU 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.

Career Counseling

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

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 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.

Respectfully Submitted

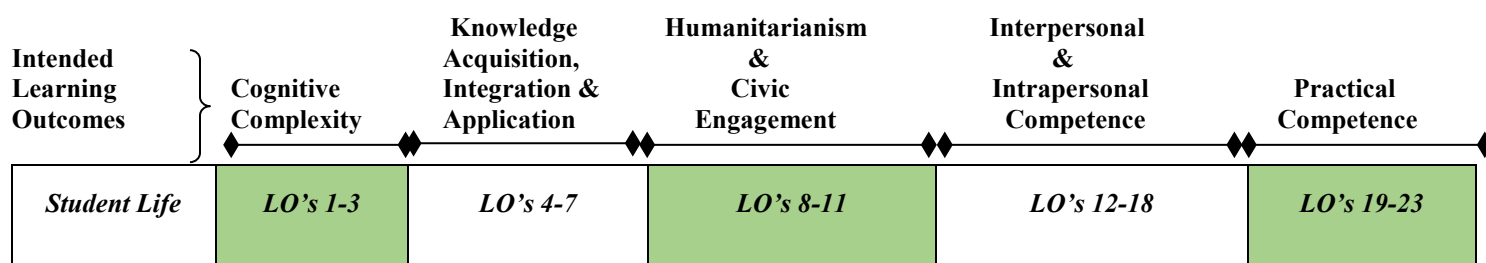
Associate Vice President for Student Development for Student Life

**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)**

2018-2019

Intended Learning Outcomes	<div> <div>Cognitive Complexity</div> <div>Knowledge Acquisition, Integration & Application</div> <div>Humanitarianism & Civic Engagement</div> <div>Interpersonal & 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 & Vocation	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

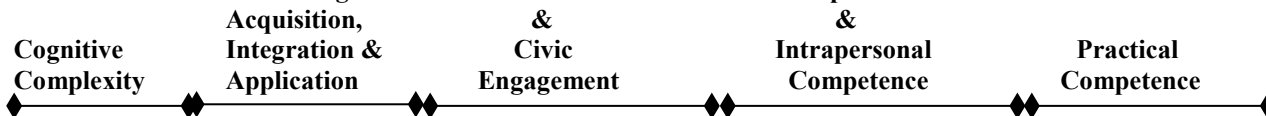
Community Life at PLNU serves to promote student engagement and foster a strong sense of community. Aligning itself with the Student Life mission statement, Community Life offers multiple engagement opportunities for all students to learn, grow, and serve with a focus on engagement and retention as students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

“In times that are particularly stressful, I have learned how to respond and think in a professional and critical manner. An experience that demonstrates this is when a vendor misplaced our order and we had to quickly resolve the situation so our fellow students wouldn’t go hungry.”

“ASB has challenged me to really think before I spoke in our meetings, fostering a sense of care for all others and their unique points of view on topics of discussion.”

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:

“There were two moments this year on campus that resonate well with this topic: the voices of love event and the mental health event. Both of these were highly impactful on our campus, and as part of ASB I felt very fulfilled to be able to support them.”

“I enjoyed spearheading ASB’s partnerships with Ryan Library for coffee and coloring sheets in the library during both finals weeks of the year, and in developing a new relationship with Be The Match for a bone marrow donor sign-up drive. Both of these encouraged students to lean into either receiving help and care from campus resources, or to consider actually giving care to those external to our PLNU community.”

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:

“This is what ASB is all about right here. It’s a team effort. When working with a team you have different views, you argue, you make mistakes, and in all of this, you learn to support one another. ASB provided the space to grow in this area tremendously and I’m forever grateful for it.”

“(Oof, this is a biggie for me!) I had never solely led a team of people before, and of course it was full of trials and mistakes. I learned that a competent leader needs to be willing to sacrifice and be consistent. I had to fight off the urges to be lazy and put forth the work needed so my team could succeed. Fighting this laziness is true to my character because it is my ‘deadly sin’.”

“Our passionate, lengthy discussions revolving around everything from the chartering of a new business club, to the decision to continue to have hooded regalia for graduation, to the approval of a sensory room to ease students’ anxiety during finals week continually showed me the passion that other ASB BOD members had for their unique role. We each brought something to the table, diversely representing so many student groups on campus.”

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:

“As ridiculous as it sounds, the greatest way I have improved in this area is through emailing. In the professional realm, this is highly significant. Before ASB, I would be too scared to write an email, let alone even open it. I know it sounds ridiculous, but it’s true. From ASB, I’ve had to learn the skill of “emailing”.”

“The emails never stopped—from faculty, staff, students, and external community members—and I had to develop a work-life balance with managing self-care and my elected role on ASB. I found this by setting specific times where I would reply to emails, and to live my life first as a PLNU student, prioritizing my academics over ASB.”

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. 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. Significant changes to the LEAD training are being implemented for the 2019 LEAD experience to further respond to student feedback. Some of these changes will include collaborative service opportunities and small group discussions.

ASB Activities Breakdown

WELCOME BACK WEEK

Welcome Home Party

8/24/18



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 Baked Bear ice cream sandwiches on the field.

Bobby B’s Birthday Bash

8/28/18

In honor of President Bob Brower, ASB threw him his biggest birthday party yet! Taking place at the roundabout on Pepper Tree Lane, students enjoyed a birthday carnival overlooking the ocean. This year, two carnival rides were rented, along with bungee jump simulation 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 magician and a caricature artist. Students ate all throughout the Greek Amphitheater.



Cheesecake After Time Out

8/30/17

For one of the more passive events of the year, ASB ordered 4 different flavors of cheesecake cups to serve outside of Brown Chapel at the conclusion of the first “Time Out.”

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!) La Croix was served in the Greek Amphitheater, as students enjoyed their first campus dance.



FALL EVENTS

Padres Game

9/18/18

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.



Pie Pop Bye

10/10/18

To motivate students to stay focused and engaged during midterms, ASB provided mini “pot pies,” hot chocolate and coffee on Cunningham Lawn. Music and picnic blankets were also

provided to create a “backyard” type of vibe. Students were encouraged to stay and mingle as the blew off some stress.

Fall Ball

11/1/18

Setting new records for PLNU, ASB hosted this year’s “Fall Ball” at SeaWorld. Attendees at this event had access to the new rollercoaster “Electric Eel,” the swings, and the arcade games. Pixster was once again used to provide a photobooth for students, and SeaWorld catered a delicious spread of appetizers. The night concluded with an outdoor dance.



Christmas Tree Lighting

11/29/18

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 cookies were served. As the grand finale,

“Santa Clause” made a guest appearance, taking photos with all students and children present.



SPRING EVENTS

Glow With The Flow

1/25/19

Taking place in the Fermanian parking garage, ASB hosted a “glow in the dark” dance for all cohorts. Students received glow in the dark t-shirts at the entrance, and additional black lights were hung 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 In the ARC

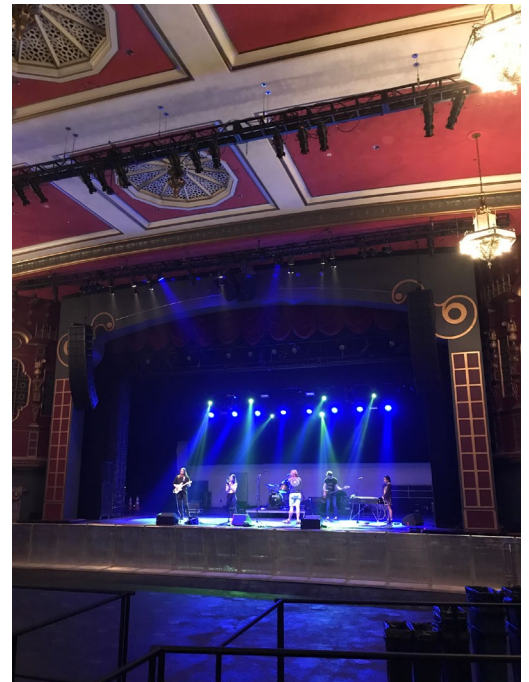
2/21/19

Originally supposed to be in the Greek Amphitheater, our movie night moved to the ARC last minute because of rain. The new Incredibles film was aired, and a cereal bar was provided for students to snack on. This event was partnered with Admissions as a preview day.

Loma Bandslam

3/22/19

ASB's newest event of the 2018/2019 school year was "Bandslam." The event took place at the North Park Observatory and the venue catered an incredible Mexican inspired feast. 4 student bands performed 15 minute sets, and at the end of the night, crowd members electronically voted on the "winner." The night concluded with a dance in the crowd.



Skate Night

4/4/19

A beloved student event, ASB hosted hundreds of students at SkateWorld for a skate night. The theme this year was outer space. Students from all cohorts attended to dance, skate, and showcase their favorite "out of this world," looks!



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

Due to the multiple transitions that took place in the leadership of Community Life this academic year, we did not conduct any studies or pursue comparator research opportunities. We did take advantage of a unique professional development opportunity and attended the CCCU's Advancing Women in Leadership conference at Vanguard University. There were around 15 men and women from PLNU's staff and faculty who attended this conference together.

In the 2017-2018 academic year we conducted a small study to compare several aspects of Community Life at PLNU with several institutions similar to ours. This data continues to be helpful to observe differences and similarities amongst comparable institutions as we continually pursue ways in which we can improve the way we serve our students at PLNU. The following are the responses from the institutions surveyed for this study:

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

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:

Voices of Love - Community Life continues to sponsor VOL, a support and book group for LGBTQIA+ students and any students who want to engage in conversation. VOL hosted a large event in the ARC (Activities and Recreation Center), with standing room only, which included a panel discussion facilitated by one of the VOL student leaders.

Men's Retreat- This year Community Life continued our partnership 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 30 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.

NCAA II Men's Basketball Tournament- Our men's basketball team experienced great success this year, making it to the NCAA II tournament, hosting the regional tournament, and taking second place at the national tournament. ASB was able to come alongside athletics during this historical time for our institution, in partnership with Alumni Relations, Public Affairs, and Marketing & Creative Services, to support efforts in getting record numbers of students, staff, faculty, and local community members to the games, watching the games, and supporting PLNU Athletics overall. ASB did this through funding and hosting watch parties, tailgate parties, purchasing spirit gear, and coordinating a parade down Campus Mall to celebrate our team for taking second place in the national tournament.

Appendices:

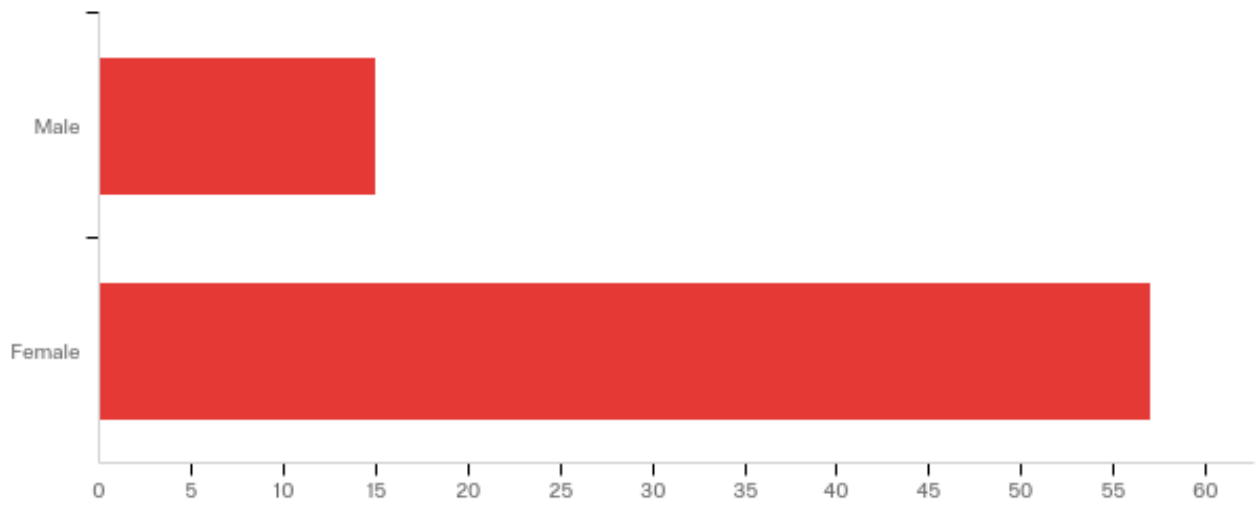
2018 LEAD Student Evaluation Report

2018 LEAD Student Evaluation

2018 LEAD Student Evaluation Report

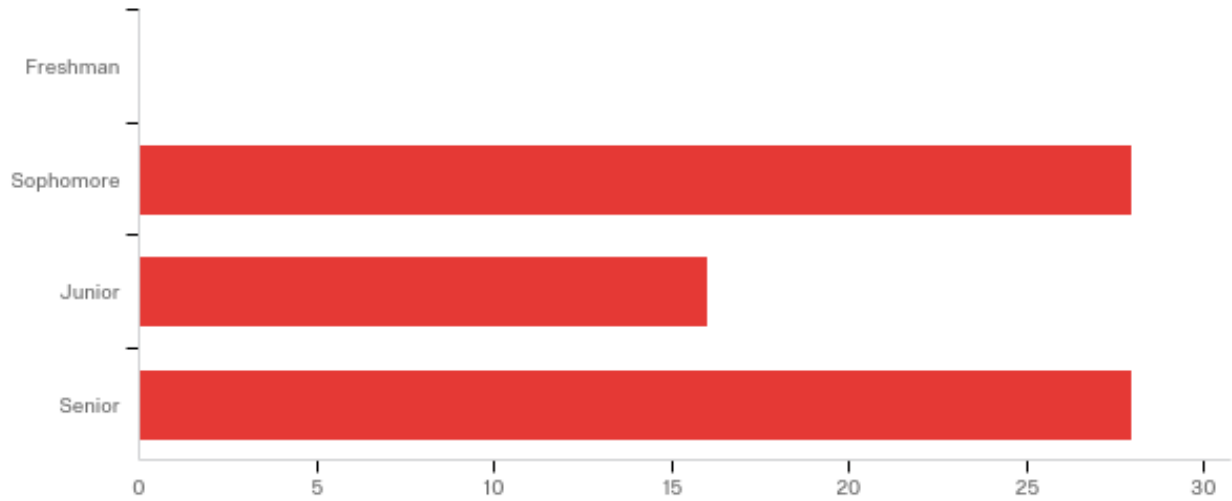
April 2nd 2019, 1:44 pm PDT

Q1 - Gender



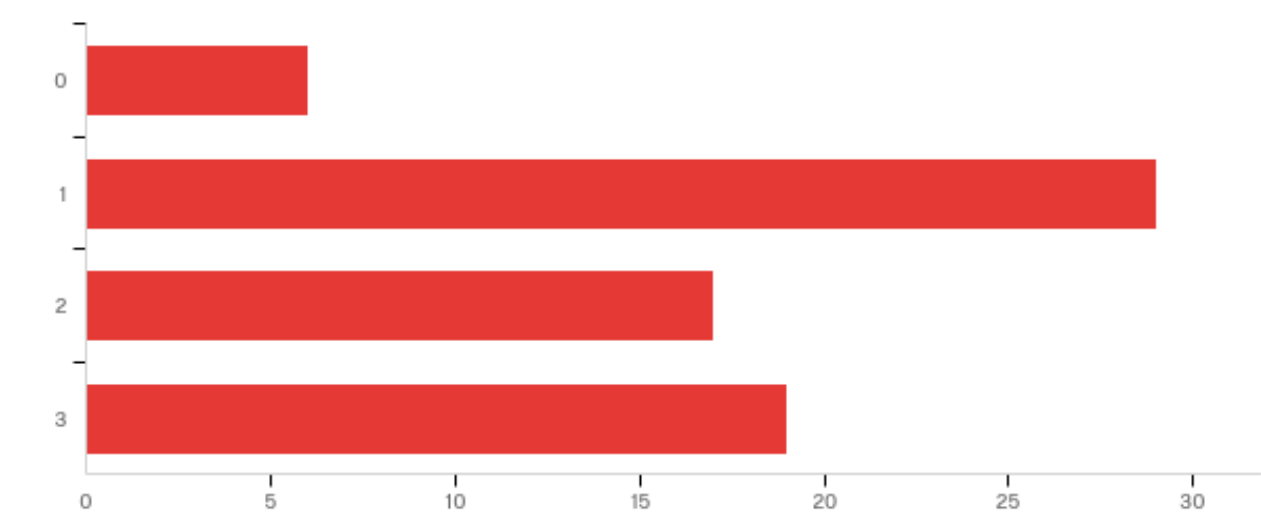
#	Answer	%	Count
1	Male	20.83%	15
2	Female	79.17%	57
	Total	100%	72

Q2 - Year at PLNU



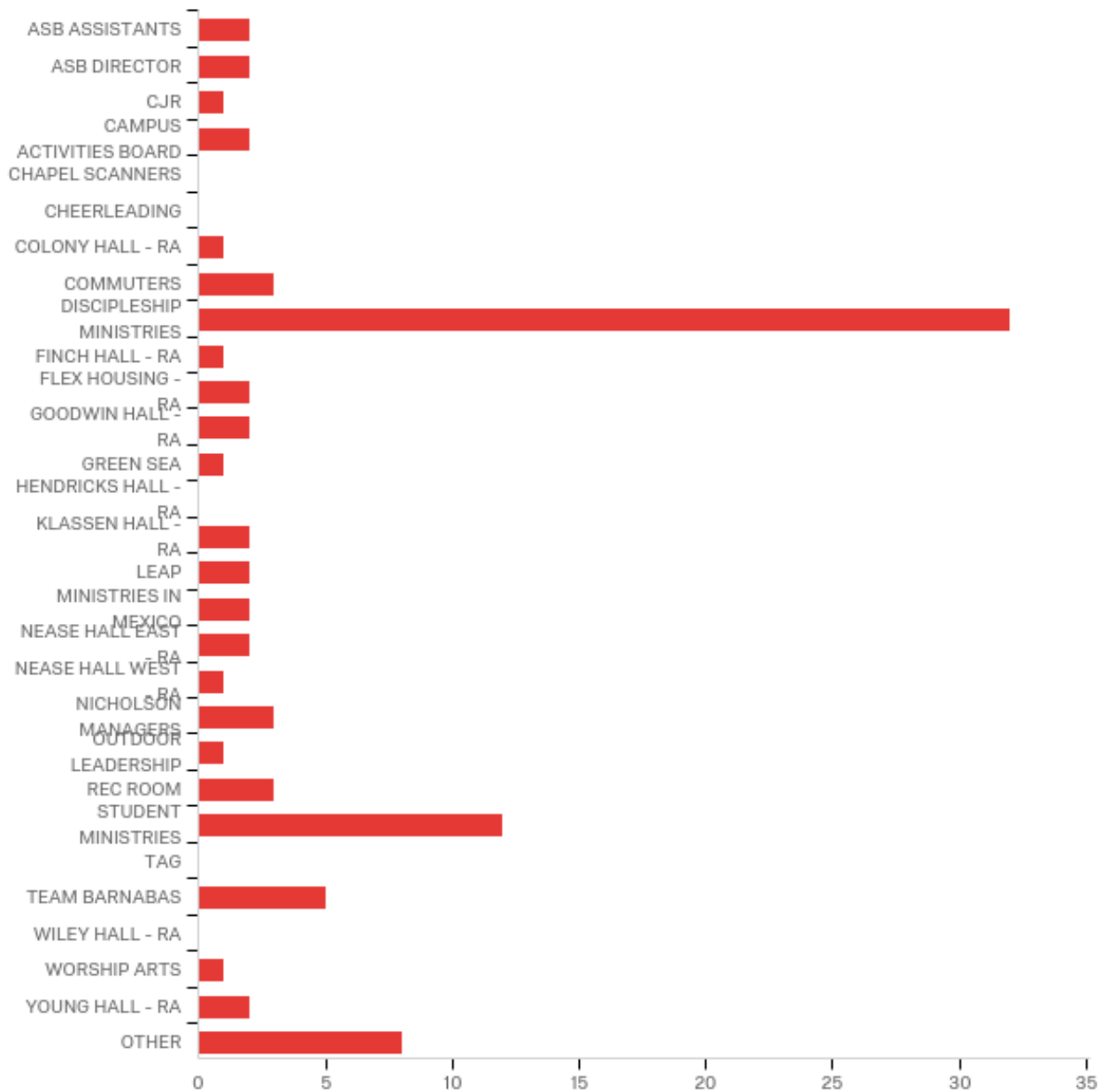
#	Answer	%	Count
1	Freshman	0.00%	0
2	Sophomore	38.89%	28
3	Junior	22.22%	16
4	Senior	38.89%	28
	Total	100%	72

Q3 - Number of LEAD trainings you have attended



#	Answer	%	Count
1	0	8.45%	6
2	1	40.85%	29
3	2	23.94%	17
4	3	26.76%	19
	Total	100%	71

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



#	Answer	%	Count
43	ASB ASSISTANTS	2.15%	2
1	ASB DIRECTOR	2.15%	2
40	CJR	1.08%	1
3	CAMPUS ACTIVITIES BOARD	2.15%	2
4	CHAPEL SCANNERS	0.00%	0
44	CHEERLEADING	0.00%	0

6	COLONY HALL - RA	1.08%	1
7	COMMUTERS	3.23%	3
9	DISCIPLESHIP MINISTRIES	34.41%	32
10	FINCH HALL - RA	1.08%	1
11	FLEX HOUSING - RA	2.15%	2
12	GOODWIN HALL - RA	2.15%	2
45	GREEN SEA	1.08%	1
14	HENDRICKS HALL - RA	0.00%	0
15	KLASSEN HALL - RA	2.15%	2
42	LEAP	2.15%	2
17	MINISTRIES IN MEXICO	2.15%	2
18	NEASE HALL EAST - RA	2.15%	2
19	NEASE HALL WEST - RA	1.08%	1
20	NICHOLSON MANAGERS	3.23%	3
21	OUTDOOR LEADERSHIP	1.08%	1
24	REC ROOM	3.23%	3
26	STUDENT MINISTRIES	12.90%	12
28	TAG	0.00%	0
27	TEAM BARNABAS	5.38%	5
31	WILEY HALL - RA	0.00%	0
38	WORSHIP ARTS	1.08%	1
32	YOUNG HALL - RA	2.15%	2
16	OTHER	8.60%	8
	Total	100%	93

OTHER

OTHER - Text

Mosaic Club

Club President

Mosaic

MINISTRY WITH MEXICO

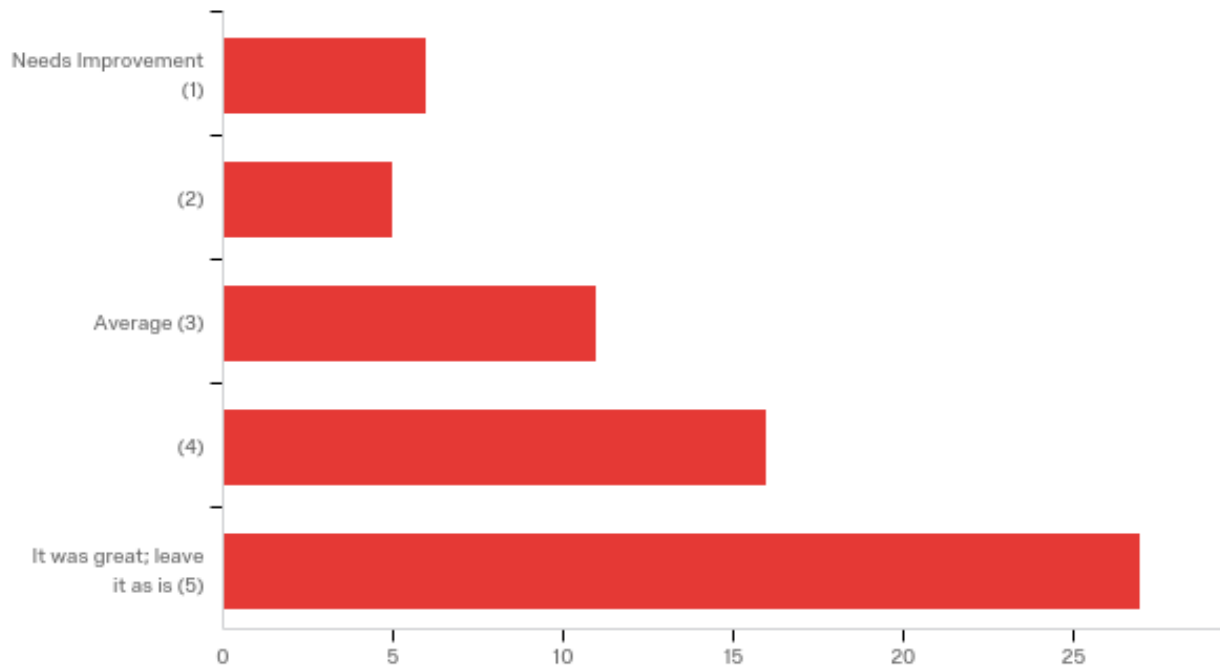
Knit That Naz

MOSAIC CLUB PRESIDENT

Mosaic

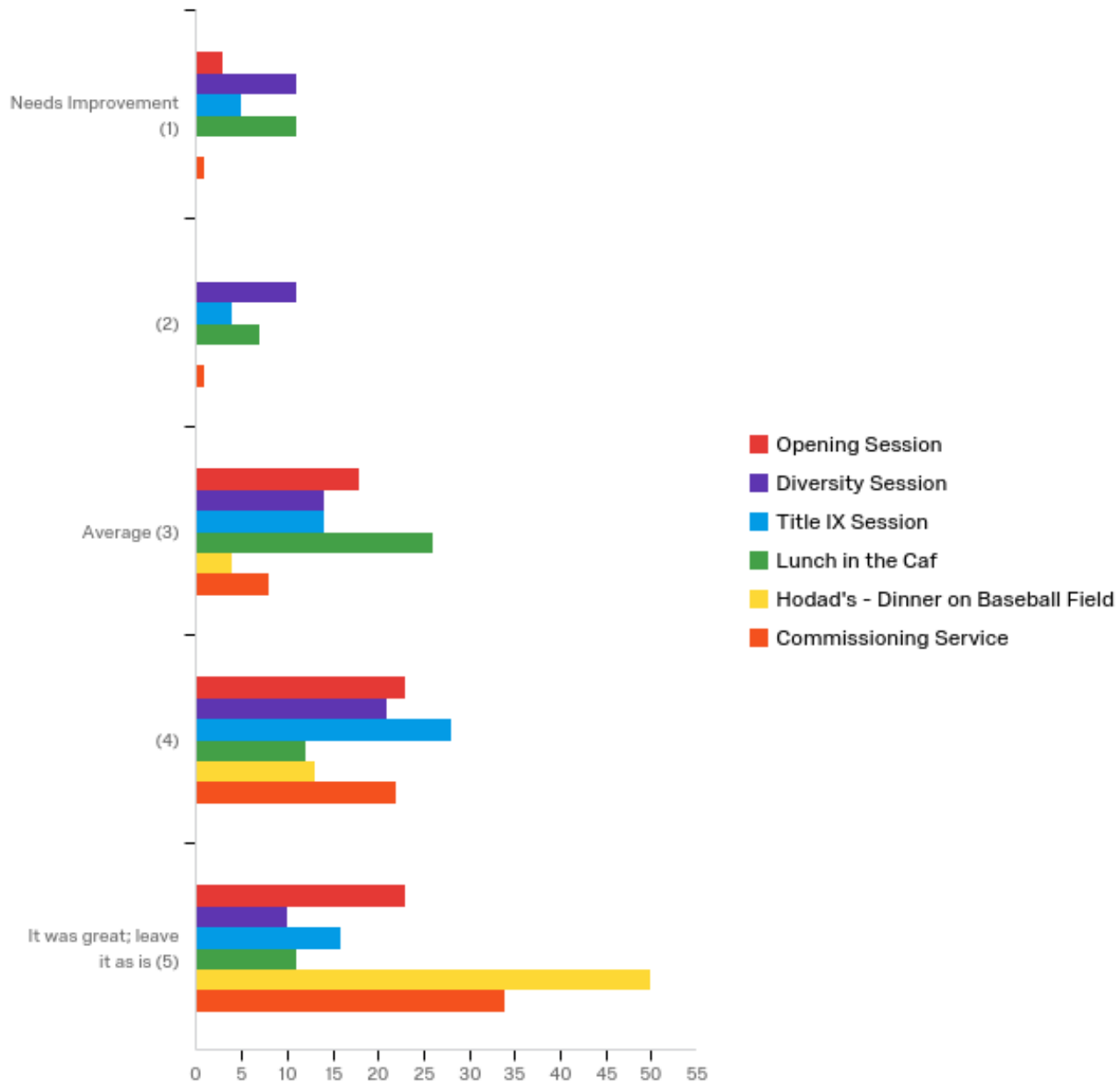
Leadership training for being president; and Admissions

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



#	Answer	%	Count
1	Needs Improvement (1)	9.23%	6
2	(2)	7.69%	5
3	Average (3)	16.92%	11
4	(4)	24.62%	16
5	It was great; leave it as is (5)	41.54%	27
	Total	100%	65

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
1	Opening Session	4.48%	3	0.00%	0	26.87%	18	34.33%	23	34.33%	23	67
2	Diversity Session	16.42%	11	16.42%	11	20.90%	14	31.34%	21	14.93%	10	67
3	Title IX Session	7.46%	5	5.97%	4	20.90%	14	41.79%	28	23.88%	16	67
4	Lunch in the Caf	16.42%	11	10.45%	7	38.81%	26	17.91%	12	16.42%	11	67
5	Hodad's - Dinner on Baseball Field	0.00%	0	0.00%	0	5.97%	4	19.40%	13	74.63%	50	67

6	Commissioning Service	1.52%	1	1.52%	1	12.12%	8	33.33%	22	51.52%	34	66
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Q19 - Any comments that you have on any of the sessions?

Any comments that you have on any of the sessions?

I did not feel like diversity session and title IX session helped "train" leaders on how to make open, safe spaces during group. I also think it would be helpful to have some sort of scenario training.

Fantastic experience overall, nothing I can think of changing. Really enjoyed the LEAD week training with team BARNABUS that Sam Kwapong put on. I found it of great value getting some time to connect with other student leaders in a smaller intimate setting. I think this training is SO GOOD AND NECESSARY to creating a team that knows one another and is united in the campus/MOSAIC mission. I feel privileged to have had this opportunity.

The diversity session is always something that is difficult and I think that it wasn't the worst it could have been however there is a lot of room for improvement, especially around the panel discussion. I was rather upset that not LGBTQ members were represented, nor was anyone with an actual disability (if they were they did not share that information). Additionally the questions were not okay. I particularly had a problem with the one about discrimination being funny, it never is and should never be asked to be shared in that way. Lastly, participants in the panel should have to submit their responses to each question before being allowed to speak. It was said at this panel by a particular participant that horizontal discrimination is okay and that is something I do not think our school should be supporting let alone teaching our leaders. For all of these reasons, we actually had to have further discussion about some of the hurt that was caused by that panel as discipleship ministry leaders.

I would have loved the diversity panel to include a person to represent the LGBTQ+ community. Additionally, I think the panel should have been all students. The staff perspective is appreciated, but I would have learned more if it was a panel of my peers. The training is for the students, thus the panel should be representative of that. I like the commissioning service, but I would've liked to see current students as leaders instead of returning alumni. I don't know what their capacity is to pull that off, but it would have been nice to have been lead by our student leaders in that department.

I know people wanted to see more talk about disabilities and sexual orientations, and honestly I have questions about those. It would have been nice to have these conversations, but overall I learned a ton from the sessions and had excellent conversations afterwards with my peers.

no but I do have comments on the caf. As someone with Celiac Disease I found this week to be very difficult. There was very few options for gluten free in the caf for both lunch and dinner. The gluten free fridge was empty all week and I essentially was limited to cheeseburgers and salad everyday. As someone with no car and very limited access to food outside the caf, this week was very tough.

I felt like a couple of question during the Diversity session needed some tweaking. They just didn't explore how we as student leaders could take on diversity head-on. I got more out of a discussion I had in training time afterward and discussing is specifically with other student leaders. MAYbe incorporate more student leaders?

I was very frustrated with the quality of the sessions. They just told people terms and definitions, but no application. Individuals with disabilities and special needs were not acknowledged or talked about during the diversity session, which is just another way they are ignored in society. There also should be more information (like what Megan Richardson talked about) on how to walk with someone through a time of sexual assault or hurt, rather than just giving information about Title IX. Application is necessary, not just definitions.

1) Rebecca's address during the opening session was totally all over the place. No coherent "theme" that was easy to follow. It seemed like she had 100 good introductions to 100 different speeches, and she combined those together to make something that was confusing at best. 2) Diversity panel was not "diverse." Make it all students, no faculty/staff. Include LGBTQIA+ voices. I'm calling for disciplinary action and an apology from Nichole Hope-Moore for her incredibly rude and self-centered comment regarding how she thinks that horizontal discrimination is a big part of her life. Needed a conversation about language and respect in conversations around diversity. 3) All other sessions were great. 4) LEAD Week needs a theme for next year to make it more cohesive. I think that this will give it more direction. 5) Include a mental health session next year about processing one's struggles together with others, and what it means to suffer from anxiety, depression, self-harm, etc. as a leader.

They were amazing! Thank you for putting on these trainings so we can grow in our leadership, ourselves, our relationships with each other, and our relationships with God. It really started my year off positively.

Just like to make it known that it was uncomfortably hot in the chapel. I don't know how much could actually be done about that though. In terms of the title IX session, it was handled well for the most part. However the diversity session was not as great. Any act of discrimination is not to be joked or laughed about. Also, horizontal discrimination is not okay either. A more diverse panel including the lgbtq group would be needed also

More representation of diverse groups such as LGBTQIA+

I think that there needs to be a day spent on diversity training and title 9 topics. Not as a full group but more time and the quality of the time needs to be better. I was very disappointed with the diversity training this year. There were several voices that we did not hear from including women (on women issues), LGBTQIA+ community, and differently abled persons. Also, the fact that horizontal prejudice was encouraged/deemed acceptable was not okay!

The opening session was overwhelming and an ineffective use of time. The Title IX session was good. There should be a way to transmit this information to all students.

Much better diversity training session than last year; still some grey areas. I don't know that there is a such thing as "light-hearted racism".

I wish that more students had been on the diversity panel, and that more diverse groups had been adequately represented, especially the LGBTQ+ and disabled communities. It felt like the diversity panel was boiled down to race and ethnicity alone. Also, the questions about horizontal racism and funny situations in discrimination were not appropriate.

Title IX didn't seem informative on how to interact with those who are being or have been sexually abused. You neglected to say men are also the victims of sexual abuse and the uncomfortable or awkward laughter while speaking about it did not make it a safe environment. I felt overall it was not treated properly.

Diversity session was frustrating. Diversity is so broad, there needs to be multiple sessions for different types of diversity such as gender, socioeconomic, race, etc. I was confused by Nichole Hope Moore's statement on her willingness to participate in horizontal racism. I don't understand why a chair on the panel was given to a white male.

Although much of the information was helpful during the LEAD training, it seems as though many of the sessions could have been fit into a 9am-12pm time frame with a break for a snack half way through. I, as well as my roommates and friends attending LEAD, were exhausted by the drawn out schedule and felt everyone's time could have been more efficiently utilized throughout the few days. I did appreciate the times we took for worship and communion, which are important to our community of leaders at PLNU. Although filled with good intentions, I feel the LEAD experience could be capitalized by improving efficiency and thus encouraging participation and enjoyment from the attendees.

They feel somewhat pointless and repetitive if we have done it previously. Especially easy to burn out as RA training is right before.

Inappropriate comments in both diversity and title 9

Have more diverse voices on diversity panel (ex. LGBTQ community voice)

I first want to say that I acknowledge that both the Diversity and Title IX sessions are very difficult topics to navigate and I appreciate that we do what we can to speak about these areas. But, there were a few points that I think could be improved on going forward. One thing that I didn't particularly appreciate about the Title IX session was the way that one of the speakers approached the topic. There was light-hearted laughter after important statement and jokes said at times that I didn't think were appropriate or considerate of students in the room who may have personal ties to the topic. I think that our school culture is mature and nurturing when approaching hard cultural topics but don't think the Title IX session reflected that very well at all. I think we can approach topics like sex, the possibility of even student leaders making mistakes, and the details of the law with more maturity and consideration going forward.

I would have liked to see more diversity when it comes to sexuality represented in the diversity seminar.

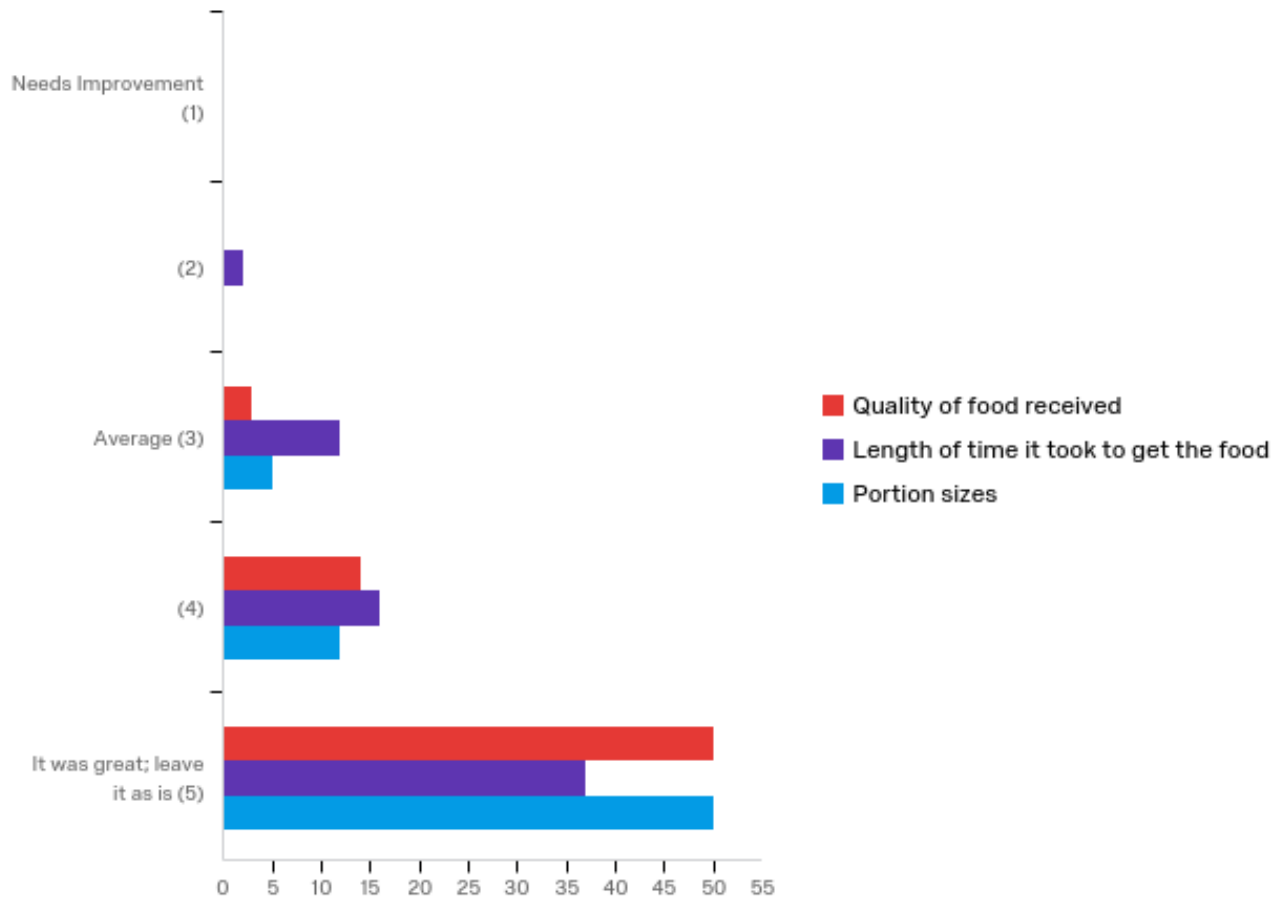
make the diversity panel more diverse; and the questions should never be brought up in a 'funny' way. The questions were very broad and last year they were very RAW and storytelling. If you guys try and do a title IX or #metoo movement then actually focus on what the victims should do after the incident. Have people who have actually been through this horrid process be the ones to speak about it. Don't give leaders a script to say to the victims and don't let

them report the incident to someone because they are going to lose their trust with that friend!!!!

It would be nice if there was a raffle on the field with small prizes!

The diversity session was severely disappointing. There was no LGBTQ representation despite the fact that there are several student leaders who would have served well on the panel. The question about “funny” discrimination stories was extremely inappropriate. No instance of discrimination should be joked about especially in a white dominated audience. As a minority, this question was isolating and disrespectful. There was also no representation of students with disabilities on the panel as there was last year and the disability resource representative failed to speak on that subject. There was also an extremely offensive comment made by Nichole Hope Moore about horizontal racism. It is hurtful and downright scary to have heard her saying that she is proud of her practice of horizontal racism. After this train wreck of a session, I think it is necessary that a statement be sent out to apologize for these missteps. PLNU can do better than this.

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	4.48%	3	74.63%	67
2	Length of time it took to get the food	0.00%	0	17.91%	12	55.22%	67
3	Portion sizes	0.00%	0	7.46%	5	74.63%	67

Q12 - Any comments regarding dinner on the Baseball Field?

Any comments regarding dinner on the Baseball Field?

Super fun! Great food and got to see a lot of people!

Had so much fun, maybe more yard games next year, but overall, was a great event

great

Perfect

Great! Line can be long but I got there early so I only waited about five minutes.

It was great!!

I saw a big line but I also did get there first and did not have to wait

there could be more group events!

Amazing!! Keep it up.

N/a

Loved it!

Dinner on the field was a nice way to meet with many of the other LEAD attendees. I appreciated the fact that people could either play games or sit and talk before coming together and participating in communion.

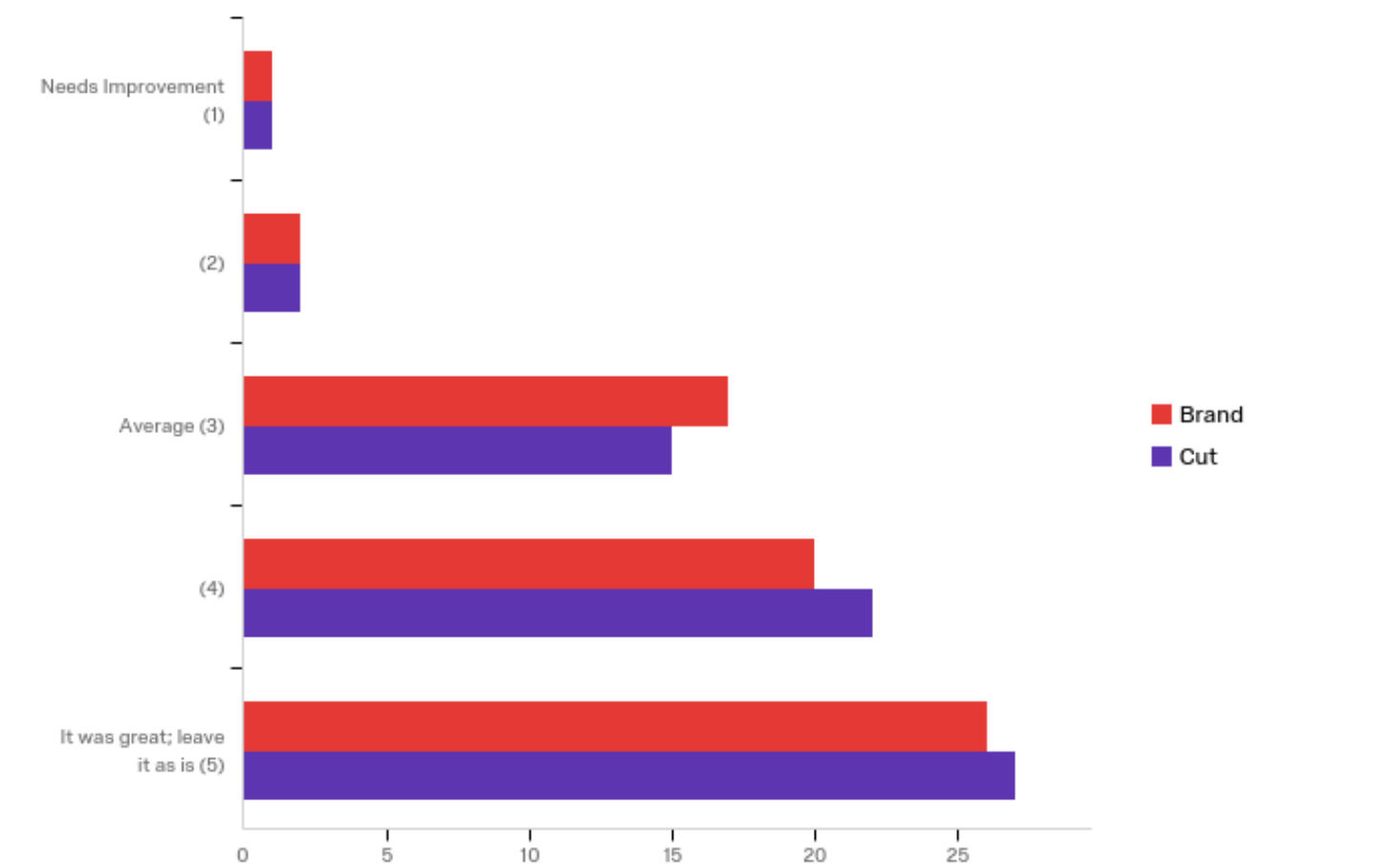
Too long

Super fun!!

n/a

Fun and casual time!

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	1.52%	1	3.03%	2	25.76%	17	30.30%	20	39.39%	26	66
2	Cut	1.49%	1	2.99%	2	22.39%	15	32.84%	22	40.30%	27	67

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 enjoyable?

At the first event, with all the games, I was not with any other student ministry leaders, so it would have been more enjoyable if I was getting to bond with the people I will actually be working with

As a commuter my meal plan doesn't start until next week, so having lunch in the CAF would have been nice.

I always love LEAD, i just want to make one comment about the t-shirt design. Yellow is not a color that looks great on a lot of people, and in the future I would recommend avoiding it.

More training over how to teach fellow students about Jesus, less name games

I can't complain too much. One of the best weeks of my life. Gave me the opportunity to meet people and get super close with them and ended with helping a ton of people. I feel equipped and ready to take on challenges that may come.

It would be helpful if the caf was open for more than an hour for breakfast and dinner

Having more application and not just terms and definitions would have made LEAD more enjoyable. I also wish that trainings were less games and more content and intentionally getting to know others and learning to lead well.

Inclusion of LGBTQIA+ voices in the diversity panel. The panel was an absolute embarrassment and was a total mess. To be honest, it did more hurt and harm than it did help.

Nothing! It was wonderful!

More interactive training sessions

Breakfast from 8-9 instead of 7-8. There is that awkward gap in between if you did get breakfast and you have to wake up really early. I would have loved to stop by the caf before the sessions but I did not want to wake up that early

A short, five minute break would have been appreciated during the Diversity and Title IX trainings just because those were some LONG sessions to sit through without an opportunity to move around much.

It should be more training within our individual groups to really set the standard and stage for the coming year.

Less downtime. I would rather have more sessions in one day to make LEAD week more efficient

Feeling just as important as other LEAD group leaders.

N/a

Meeting new people

Having a more intentional use of time would have made it feel as though the training experience was well thought out and valued by staff. It felt as though there were weird gaps and extended times of meeting for little or no purpose. The schedule stretched from 9am to 9pm when the reality is that most important LEAD meetings could have been accomplished from 9am until noon. Students at PLNU have lots of requirements and greatly appreciate when our time is respected so we can continue to help make Loma the best it can be for us and our peers.

Shorter sessions

I don't like the yellow at all. The shirts from last year looked much better

More dessert variety

Small group activities where we can get to know student leaders that maybe aren't in our particular leadership group could be a great way to have student leaders united as a whole.

Free stuff

Starting a little later.

the LEAD training sessions should be real, raw and serious... really need to work on what message they are trying to get across

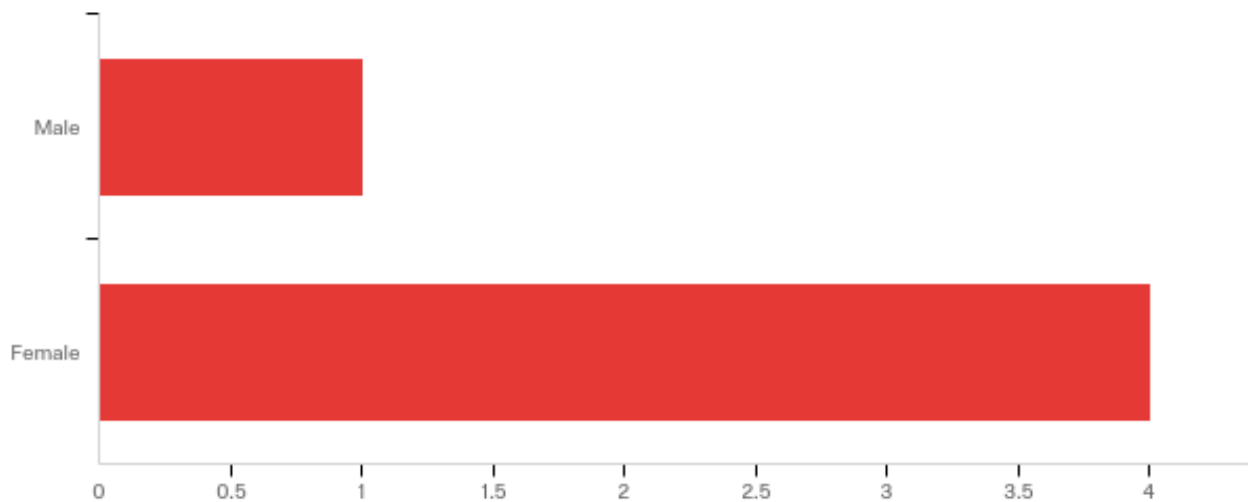
nothing drastically stands out that I feel should be changed. Also, Comfort Color is a great t-shirt brand, super comfortable to wear.

More time to talk to and engage with other student leaders

2018 LEAD Staff Evaluation Report

2018 LEAD Staff Evaluation

Q1 - Gender



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Gender	1.00	2.00	1.80	0.40	0.16	5

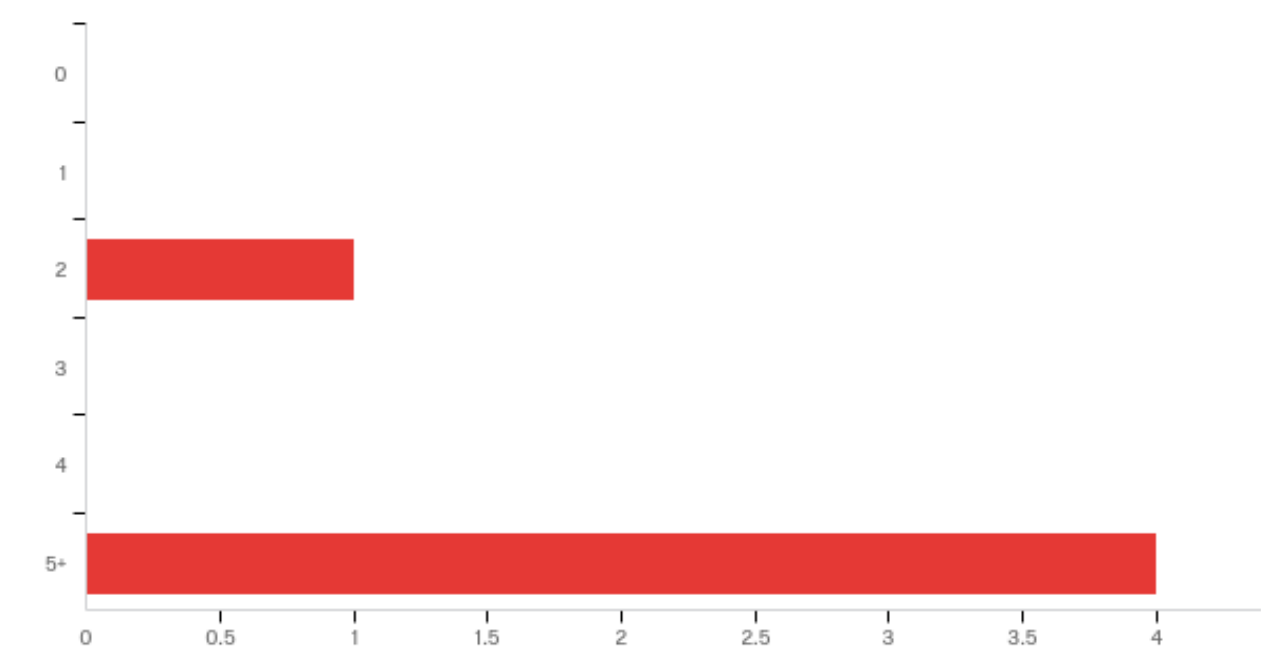
#	Answer	%	Count
1	Male	20.00%	1
2	Female	80.00%	4

Total

100%

5

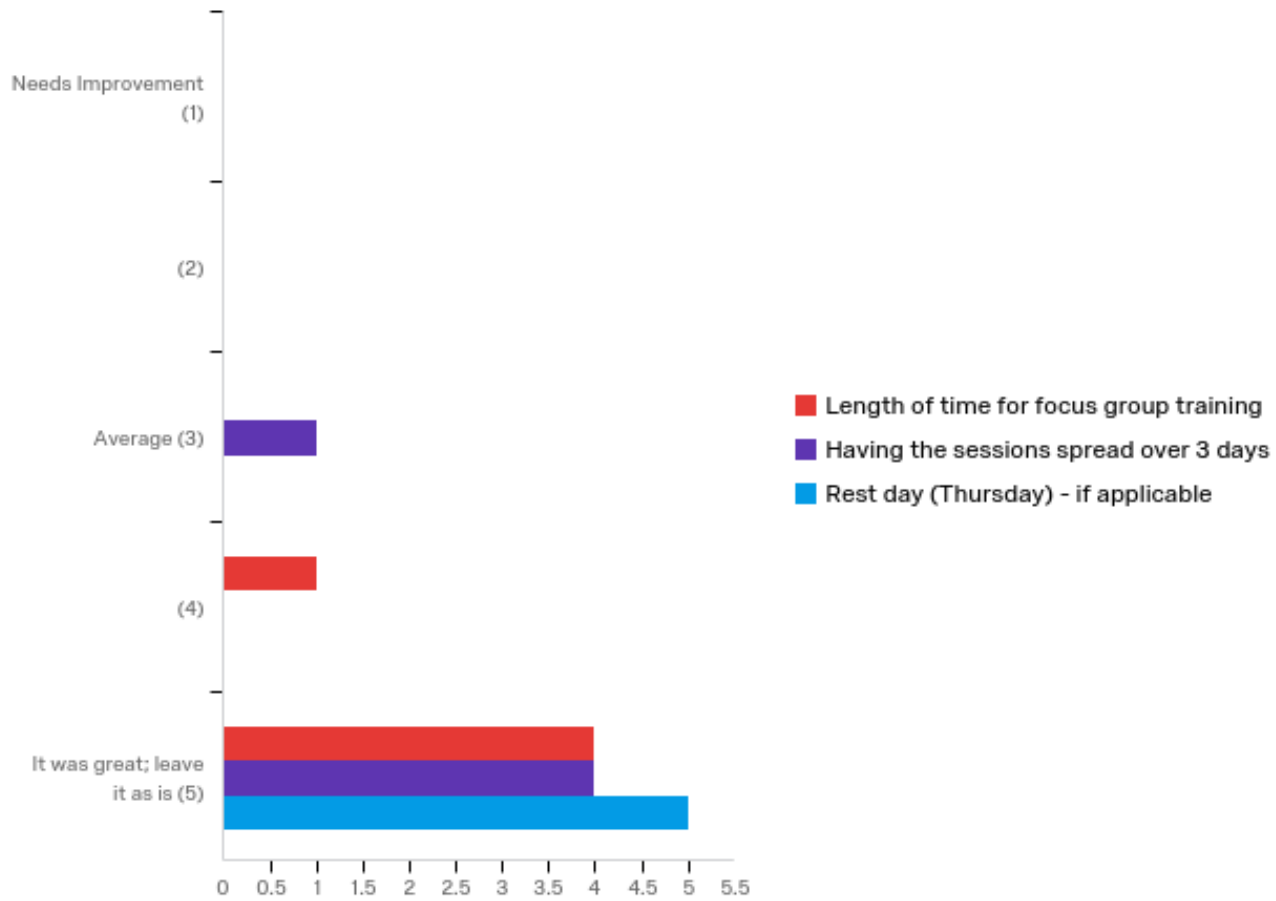
Q2 - Number of LEAD trainings you have attended.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Number of LEAD trainings you have attended.	3.00	6.00	5.40	1.20	1.44	5

#	Answer	%	Count
1	0	0.00%	0
2	1	0.00%	0
3	2	20.00%	1
4	3	0.00%	0
5	4	0.00%	0
6	5+	80.00%	4
	Total	100%	5

Q3 - How did the structure work for you?



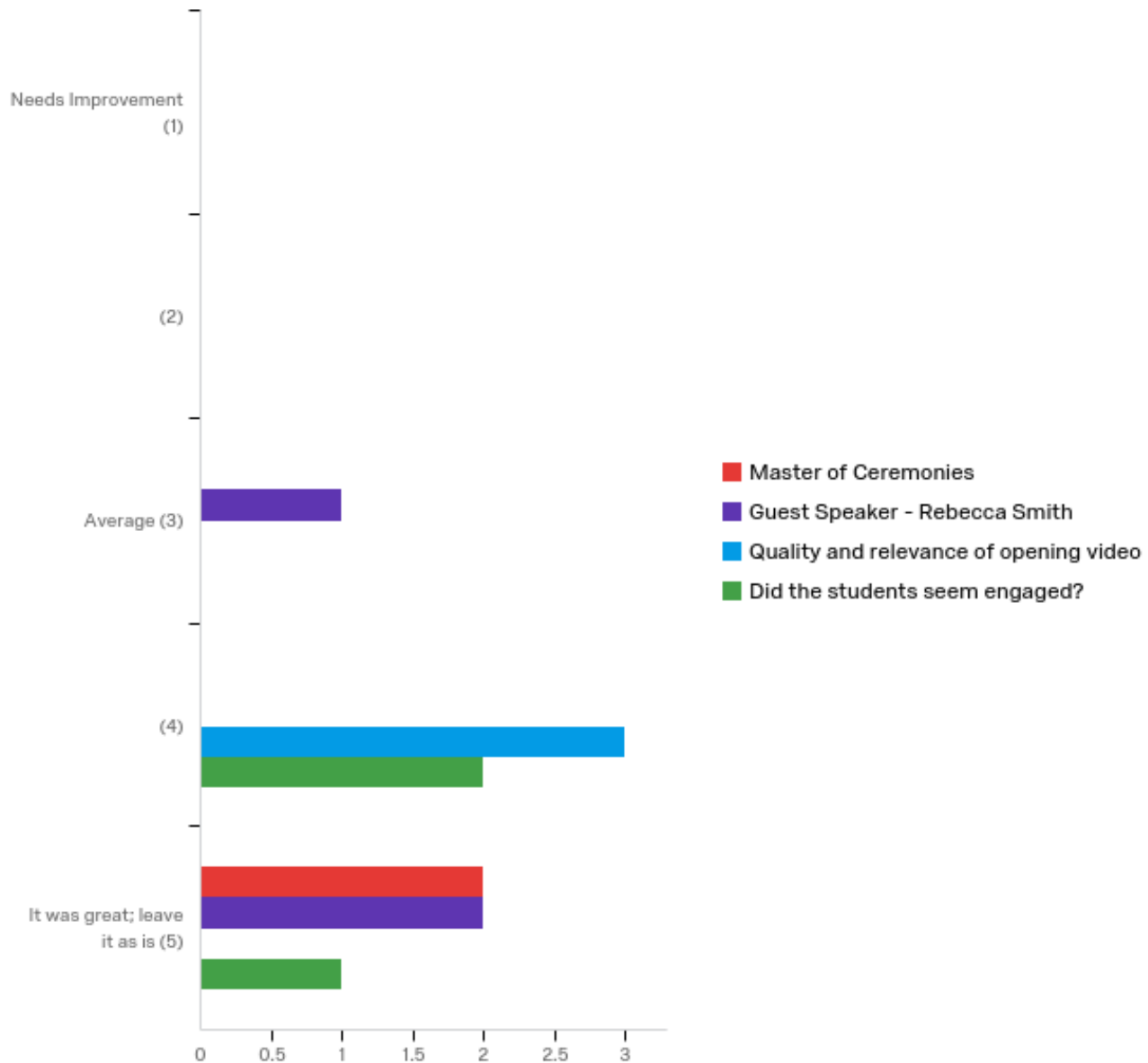
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Length of time for focus group training	4.00	5.00	4.80	0.40	0.16	5
2	Having the sessions spread over 3 days	3.00	5.00	4.60	0.80	0.64	5
3	Rest day (Thursday) - if applicable	5.00	5.00	5.00	0.00	0.00	5

#	Question	Needs Improvement (1)	(2)	Average (3)	(4)	It was great; leave it as is (5)	Total
1	Length of time for focus group training	0.00%	0	0.00%	0	20.00%	1
2	Having the sessions spread over 3 days	0.00%	0	0.00%	0	20.00%	1
3	Rest day (Thursday) - if applicable	0.00%	0	0.00%	0	0.00%	0

Q15 - Additional comments on the structure.

Additional comments on the structure.

Q4 - Assess the quality of the LEAD Opening Session.



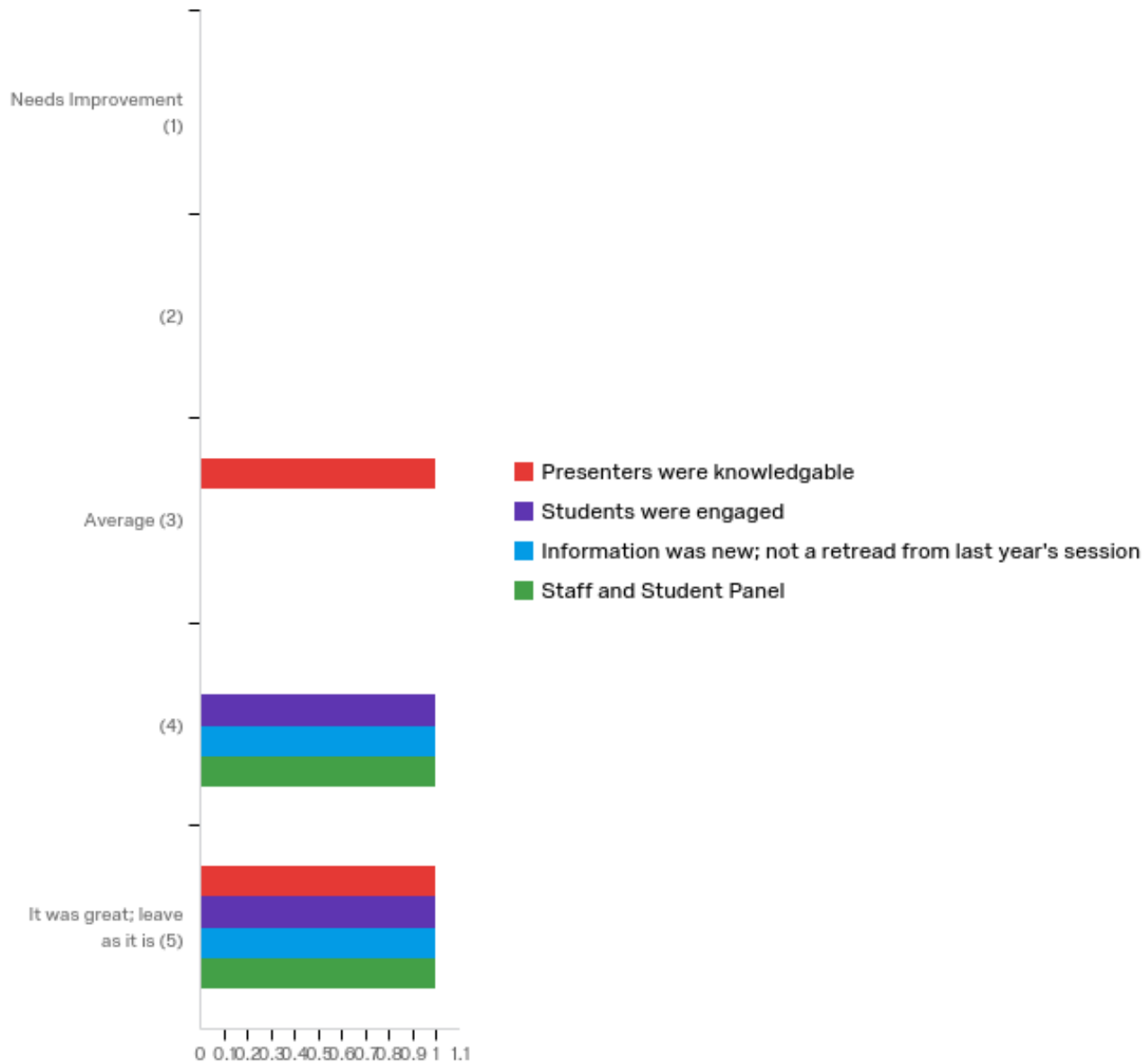
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Master of Ceremonies	5.00	5.00	5.00	0.00	0.00	2
2	Guest Speaker - Rebecca Smith	3.00	5.00	4.33	0.94	0.89	3
3	Quality and relevance of opening video	4.00	4.00	4.00	0.00	0.00	3
4	Did the students seem engaged?	4.00	5.00	4.33	0.47	0.22	3

#	Question	Needs Improvement (1)		(2)		Average (3)		(4)		It was great; leave it as is (5)		Total
1	Master of Ceremonies	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	2	2
2	Guest Speaker - Rebecca Smith	0.00%	0	0.00%	0	33.33%	1	0.00%	0	66.67%	2	3
3	Quality and relevance of opening video	0.00%	0	0.00%	0	0.00%	0	100.00%	3	0.00%	0	3
4	Did the students seem engaged?	0.00%	0	0.00%	0	0.00%	0	66.67%	2	33.33%	1	3

Q16 - Additional comments concerning the LEAD Opening Session.

Additional comments concerning the LEAD Opening Session.

Q14 - Assess the quality of the Diversity Training Session.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Presenters were knowledgeable	4.00	6.00	5.00	1.00	1.00	2
2	Students were engaged	5.00	6.00	5.50	0.50	0.25	2
3	Information was new; not a retread from last year's session	5.00	6.00	5.50	0.50	0.25	2
4	Staff and Student Panel	5.00	6.00	5.50	0.50	0.25	2

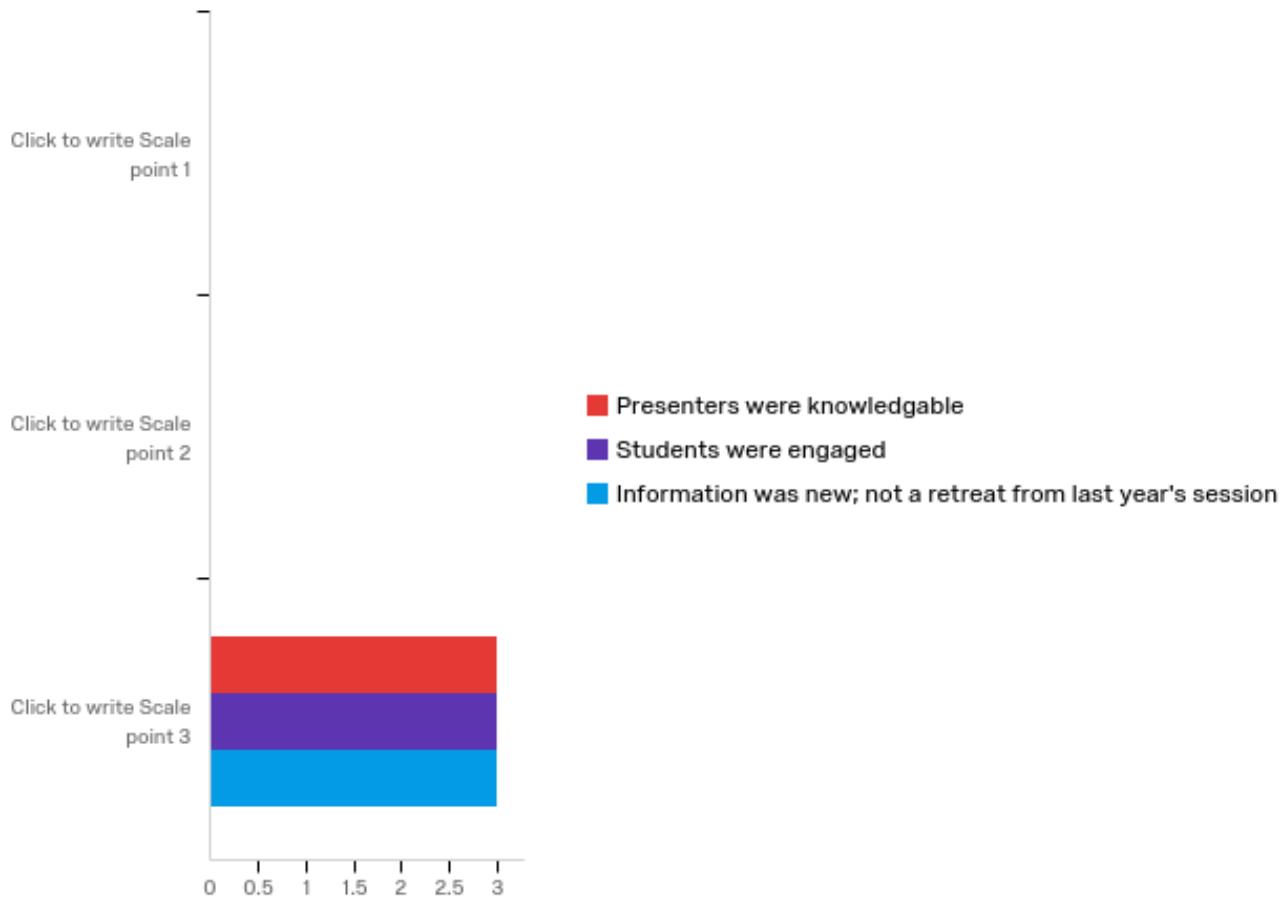
#	Question	Needs Improvement (1)		(2)		Average (3)		(4)		It was great; leave as it is (5)		Total
1	Presenters were knowledgeable	0.00%	0	0.00%	0	50.00%	1	0.00%	0	50.00%	1	2
2	Students were engaged	0.00%	0	0.00%	0	0.00%	0	50.00%	1	50.00%	1	2
3	Information was new; not a retread from last year's session	0.00%	0	0.00%	0	0.00%	0	50.00%	1	50.00%	1	2
4	Staff and Student Panel	0.00%	0	0.00%	0	0.00%	0	50.00%	1	50.00%	1	2

Q17 - Additional comments concerning the Diversity Training Session.

Additional comments concerning the Diversity Training Session.

I wasn't there - you may want to add a N/A for future surveys. Thanks!

Q20 - Assess the quality of the Title IX Training Session.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Presenters were knowledgeable	3.00	3.00	3.00	0.00	0.00	3
2	Students were engaged	3.00	3.00	3.00	0.00	0.00	3
3	Information was new; not a retreat from last year's session	3.00	3.00	3.00	0.00	0.00	3

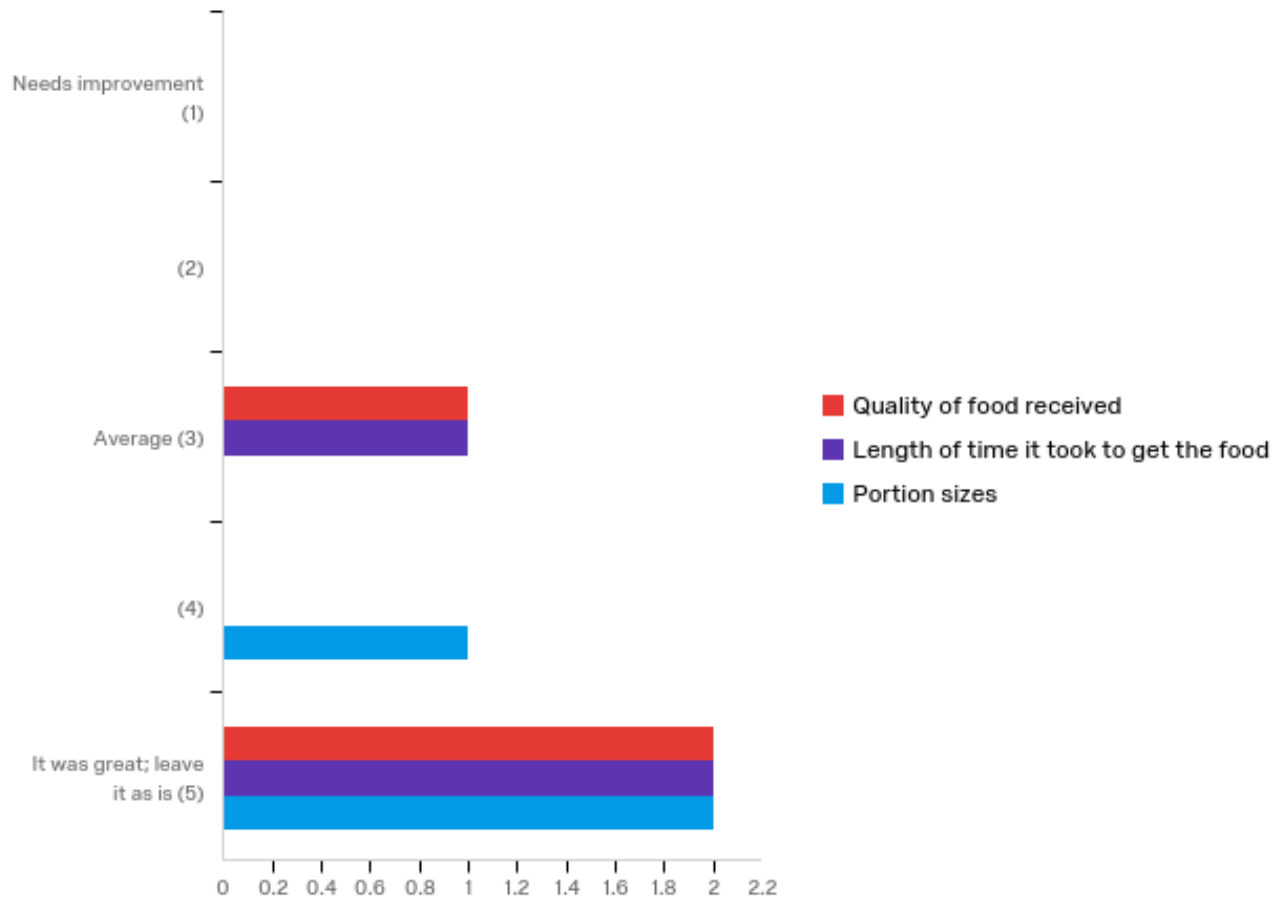
#	Question	Click to write Scale point 1		Click to write Scale point 2		Click to write Scale point 3		Total
1	Presenters were knowledgeable	0.00%	0	0.00%	0	100.00%	3	3
2	Students were engaged	0.00%	0	0.00%	0	100.00%	3	3
3	Information was new; not a retreat from last year's session	0.00%	0	0.00%	0	100.00%	3	3

Q21 - Additional comments concerning the Title IX Training Session.

Additional comments concerning the Title IX Training Session.

Adapted well for the year's current context. I applaud your work.

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



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Quality of food received	3.00	5.00	4.33	0.94	0.89	3
2	Length of time it took to get the food	3.00	5.00	4.33	0.94	0.89	3
3	Portion sizes	4.00	5.00	4.67	0.47	0.22	3

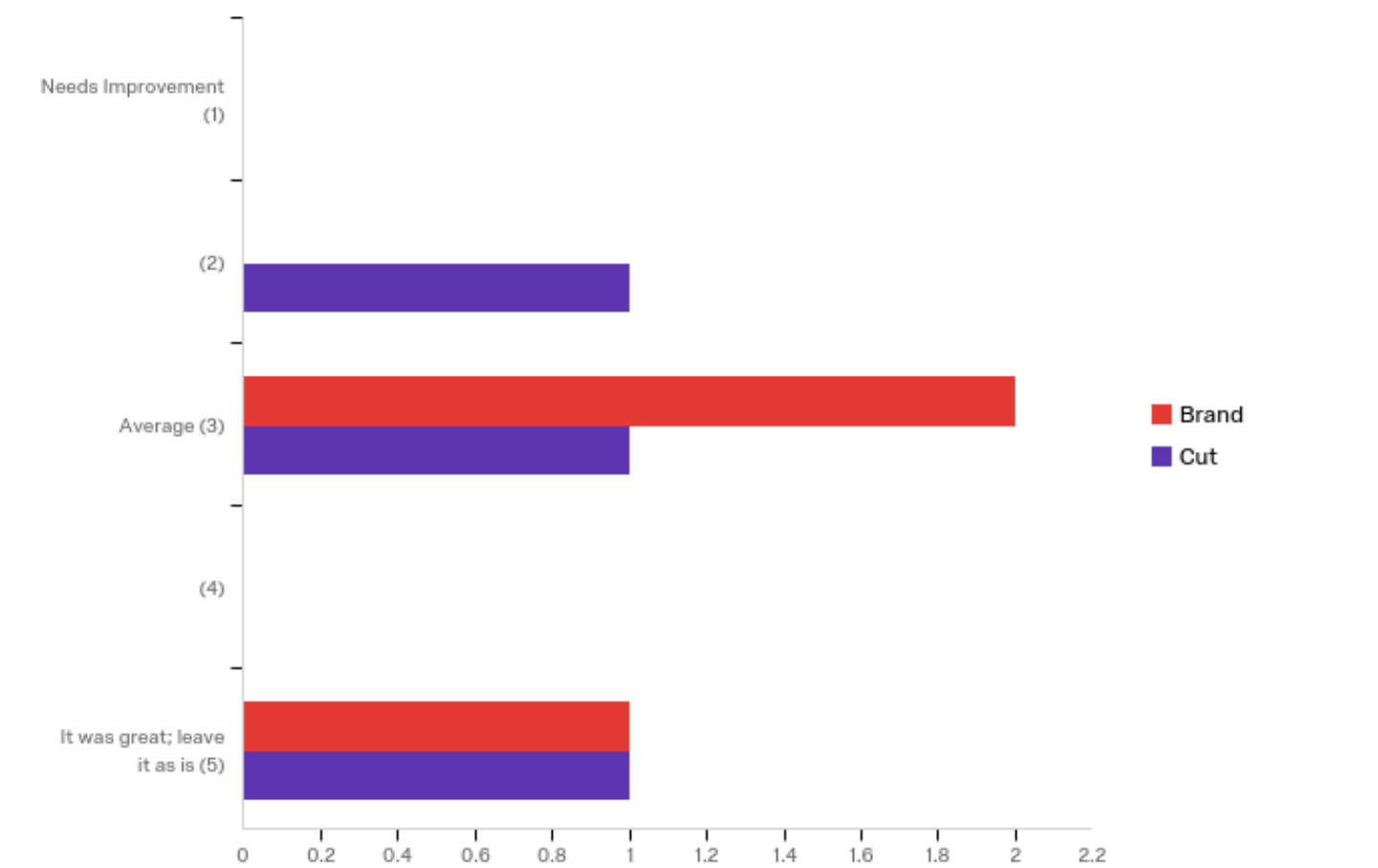
#	Question	Needs improvement (1)		(2)		Average (3)		(4)		It was great; leave it as is (5)		Total
1	Quality of food received	0.00%	0	0.00%	0	33.33%	1	0.00%	0	66.67%	2	3
2	Length of time it took to get the food	0.00%	0	0.00%	0	33.33%	1	0.00%	0	66.67%	2	3
3	Portion sizes	0.00%	0	0.00%	0	0.00%	0	33.33%	1	66.67%	2	3

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

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

Perfect food and environment.

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



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Brand	3.00	5.00	3.67	0.94	0.89	3
2	Cut	2.00	5.00	3.33	1.25	1.56	3

#	Question	Needs Improvement (1)	(2)	Average (3)	(4)	It was great; leave it as is (5)	Total
1	Brand	0.00% 0	0.00% 0	66.67% 2	0.00% 0	33.33% 1	3
2	Cut	0.00% 0	33.33% 1	33.33% 1	0.00% 0	33.33% 1	3

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.

Graphic design was great. Quality of tee could be higher (thicker, more substantial material). But that's probably more expensive too, so I understand why the other (thinner) tee might be chosen.

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

What was your favorite part of LEAD and why?

The opening was the best it's ever been!

Wednesday fellowship on field and in worship is really wonderful. Training sessions are strong, informative, essential. Wonderful program all around. Thank you.

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

Do you have any suggestions for LEAD training next year?

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, please enter your email address:

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

Students were able to engage with others through a new forum: “Diversity & the Christian Academy”. This was a forum centered on opening a dialogue space for community members of PLNU to engage in meaningful, challenging, and urgent conversations about diversity and all that it entails. This forum sought to challenge the PLNU community to explore their identity (racial, ethnicity, nationality, ability, gender, etc.), understand the experiences of others, critically identify social systems of oppression, and to work towards living a more socially just life. This was a once a month, hour and half event with a facilitator leading the conversation.

MOSAIC and BREAK put together a couple of documentaries and discussion events to talk about gender issues and the current society. A documentary titled “Vulnerable Man” was showcased, followed by a discussion facilitated by a staff member.

Knowledge Acquisition, Integration, and Application

This objective was met through three training sessions for Diversity Leadership Scholarship (DLS) recipients and one conference at BIOLA University. The DLS students were able to spend one Friday a month to learn about Ken Blanchard’s leadership concepts. The students were assigned the book “Lead like Jesus”. These training sessions gave the students the ability prepare themselves to see what type of leader they were in order to forecast future careers. As part of the training, biblical lessons and team building activities were incorporated to allow scholars to practice what was being learned theoretically.

Humanitarianism & Civic Engagement

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

For service related programs, the Association of Latin American Students (ALAS) went on a border pilgrimage where they ministered to citizens and noncitizens at the US/Mexico border. ALAS also assisted the Admission Department in hosting approximately 100 Nazarene students during the “Encuentro” event. This shows the social responsibility that is required from our students. This objective taught the value in reciprocity among students of different backgrounds. The MOSAIC clubs were encouraged to partner with other campus departments in promoting anti sex trafficking and donate to the Lent Giving Campaign.

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 allowed parents and other family members and loved ones to write encouraging notes for the incoming students. This card was then hand delivered to the student a month into school. This is always one of the most popular hits at NSO.

Interpersonal and Intrapersonal Competence

Students took part in assessing and acknowledging first of all, their own abilities and growth levels and the ability lead to others in recognizing their own identities. Students learn about different identities and how it affects learning styles. Students were also able to incorporate ethical reasoning during their day to day activities to improve both their leadership and academic progress. Worship services hosted by multiple clubs enabled students to participate in their spiritual growth. MISS also collaborated with multiple departments on campus on different occasions to reach a larger student population on campus. We were able collaborate during International Education Week with Spiritual Development, Office of Global Studies, Center for International Development, and Center for Justice and Reconciliation. Some of our MOSAIC leaders were invited to speak at the student-led chapel (Time Out). These events helped develop and strengthen personal belief systems of MOSAIC students and allowed the students to understand their spirituality the role it plays in their lives.

Events such as Disability Awareness Week, Fall Break Trip, International Education Week, and MLK Candlelight Vigil are ways for students to gain holistic awareness of their identities. 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. This year, students were taken on a tour of the Aquarium of the Pacific and the Queen Mary ship as part of the Fall Break Trip.

Practical Competence

Students were given time and space to discuss personal and practical issues that arises as students with the Director. It was emphasized with students the need to be open and honest with their feelings. 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. In conjunction with the office of the Chief Diversity Officer, 48 students were sent to the Student Congress on Racial Reconciliation conference at BIOLA University. Student got a chance to interact with student from other universities nationwide.

Team Barnabas mentors were given a chance to learn about their strengths and how to apply it in their daily lives. The office partnered with Offices of Strengths and Vocation to help students achieve this goal. Also, as part of leadership training, both mentors and club presidents also heard a talk on facing their weakness by the founder and CEO of David's Harp Foundation, Brandon Steppe. Combining both the students' strengths and weaknesses in order to achieve the goal of leading other students was a successful one with many positive feedback from the student leaders.

Lastly, this year, MOSAIC was able to host first ever retreat for the Team Barnabas mentors. Seventeen mentors, with the Director, and the MOSAIC Liaison spent the first weekend of the spring semester at an AirBnB to recharge and refocus for the upcoming semester.

INTERNATIONAL STUDENT SERVICES

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

I would like to see more support from administration in having a conversation about how to improve student services for international students. I believe we need to rethink some university policies with international students in mind. Policies such as residential hall closures, healthcare procedures, etc.

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

Although we were not able to officially add Voices of Love to the core MOSAIC umbrella, we were able to include them in our programming. Many of the MOSAIC clubs were able to collaborate and/or invite VOL to be a part of their programing this year.

Lastly, with the opening of a new lounge or "center" MOSAIC, I would like to make it a key attraction for the university community. Partnering with the office of the Chief Diversity Officer, I believe we can create a welcoming atmosphere for the entire campus.

Use of Evidence of Learning

In partnering with Admissions, PLNU was able to see an increase in the enrollment numbers for both students of color and international students. I would like to see this partnership continue in the form of speaking at Preview Weekend events and hosting a booth at club fairs.

MOSAIC Club presidents identified the need to be more cohesive and recommended having more than one presidents' meeting per month. This resulted in having a second meeting, which was informal and more relaxed.

Based on feedback for more collaboration from students, the director also created the new MOSAIC Activity Council (MAC) to lead program initiative in MOSAIC. This is a great way to make sure the events presented out of this office is for the students and by the students. The grad intern conducted a benchmarking survey with comparable Christian higher education institutes and based of that, different ideas of programming was shared with the MAC.

With a committee leading the way for programming, this will give the director some time to focus on meeting students one-on-one and assisting them in their needs.

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

I subscribe 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

Books I have been reading this year include *Hermanas* by Natalia Kohn, *One Blood* by John Perkins, *Right Color, Wrong Culture* by Brian Loritts, *iGen* by Jean Twenge and *Leading from the inside out* by Samuel Rima. Currently, I am reading *Servant Leadership in Action* by Dr. Ken Blanchard.

I am also a member of and subscribe to the following professional groups:

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

Areas of Distinction

There are a few areas I would like to share as key victories this year. We were able to host a discussion forum based on diversity titled *“Diversity in the Christian Academy”* This is was special as it has been a desire of mine for a long time.

This year we also added a second all presidents’ meeting. This shows how important it was for all the MOSAIC club leaders to come together and share and commune with each other.

We also hosted a first weekend retreat for MOSAIC leadership, specifically with the Team Barnabas mentors.

Lastly, we got news that our students will finally receive a space of their own to showcase their identities to the school. This space will be in a form of a lounge/gathering for the MOSAIC clubs.

Appendix A

MOSAIC STUDENT LEADERS

Club	Student Leaders
Association of Latin American Students (ALAS)	7
Asian Student Union (ASU)	6
Black Student Union (BSU)	6
B.R.E.A.K.	5
Delta Alpha Pi	3
Hui 'O Hawai'i: 'Upena O Ka Haku	5
UNITE	4
Team Barnabas	30
Diversity Leadership Scholars	48

Appendix B

PROGRAMS BY MISS

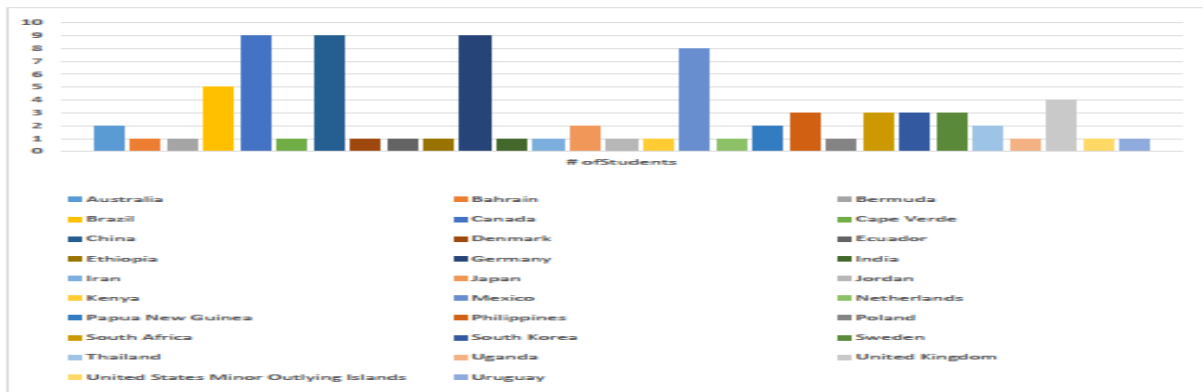
Program	Intended attendance	Estimated Attendance
Multicultural Breakfast	350	281
MOSAIC Welcome Back Mixer	50	100
International Student Orientation/Welcome Back Dinner	80	35
Karaoke Bash	60	95
Team Barnabas Bonfire	60	50
Team Barnabas Ice Cream Social	60	20
Team Barnabas Boba Run	60	30
International Student Appreciation	100	250
Fall Break Trip	35	25
International Education Week* Kickoff: Livin' The Sweet Life International/ Study Abroad Photo Contest Carnival Latino Tribute To Africa Finale: Outdoor Block Party	200	650*
Diversity In The Christian Academy	30	20
MOSAIC Christmas Party	100	115
MOSAIC/Team Barnabas Retreat	25	20
MLK Candlelit Virgil March for Hope	100	100
MOSAIC Club Fair (Family Weekend)	100	150
End of Year BBQ	100	130
MOSAIC Graduation Banquet	80	90

*Total number of attendee for the weeklong event

Appendix C

Number of International Students Serviced

	A	B	C
1	<u>Country of Origin</u>	<u># of Students</u>	<u>% of students</u>
2	Australia	2	2.5%
3	Bahrain	1	1.3%
4	Bermuda	1	1.3%
5	Brazil	5	6.3%
6	Canada	9	11.3%
7	Cape Verde	1	1.3%
8	China	9	11.3%
9	Denmark	1	1.3%
10	Ecuador	1	1.3%
11	Ethiopia	1	1.3%
12	Germany	9	11.3%
13	Hungary	1	1.3%
14	India	1	1.3%
15	Iran	1	1.3%
16	Japan	2	2.5%
17	Jordan	1	1.3%
18	Kenya	1	1.3%
19	Mexico	8	10.0%
20	Netherlands	1	1.3%
21	Papua New Guinea	2	2.5%
22	Philippines	3	3.8%
23	Poland	1	1.3%
24	South Africa	3	3.8%
25	South Korea	3	3.8%
26	Sweden	3	3.8%
27	Thailand	2	2.5%
28	Uganda	1	1.3%
29	United Kingdom	4	5.0%
30	United States Minor Outlying Islands	1	1.3%
31	Uruguay	1	1.3%
32			
33	TOTAL	80	



Appendix D

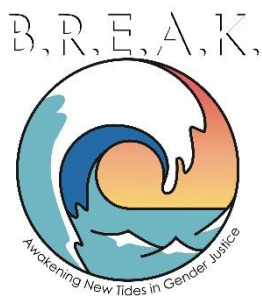
Total Number of one-on-one with students. Please click on the link for details.



One-on-one
Student Meetings.p

Appendix E

MOSAIC Club Logos



Appendix F

Disaggregated International Student Data.



International
Student Statistics-U



International
Student Statistics-G



International
Student Statistics- F



International
Student Statistics-O

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. Last year we reported that we were moving towards branding and décor in the Dining Room. We have failed to accomplish this goal because we lack Cabinet approval to move forward. To better serve our Commuters, Veterans and Multicultural Students a remodel and reallocation project has begun. Barnes and Noble Bookstore, on the lower level of the Commons, has relinquished approximately a third of their space so the Commuter and Veterans can have a common space together. With the Commuters moving out of their previous space, this has opened up a new location for Multicultural Student Services. To accommodate the Multicultural Students the Love Art Gallery needed to be moved across the hall to the entrance to the Commuter and Veterans Commons. These changes will directly affect our respective student groups as they enjoy more services and greater opportunities for engagement. 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 and we are hoping to continue that relationship in this new space. Two weeks out of the year, we assess 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 overall experience. The results were very good with only some questions about clarification of 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.



Nicholson Commons					
Services / Activities	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 room set up requests that are improperly thought through. 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 leadership style allows individuals to practice, succeed, and even sometimes fail. We then help them look at their error; revising 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 did not conduct evaluations because our team of managers were performing at the highest level and we did not perceive any problems with the team. Another evidence of learning is the growth and development of our managers. Two of our managers have moved on to positions of greater responsibilities. One has become a Resident Assistant and another has taken a job in the private sector in their field of study. It is seldom that we promote freshmen to Manager but, this year, we have promoted one student who has developed quickly and is ready for the increase in responsibilities. 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.

ARC

Mission Statement

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



Overview

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, when these students may not normally be drawn to. In addition, this year we have developed more activities sponsored by the ARC, i.e. and a table tennis and nine ball tournaments. These activities drew people in to a place of community in a more intimate event setting. Last year we desired to have late night programming. This year we launched Loma After Dark. The objective is to reach the students who linger in the residence halls on the weekends and want alternative activities. It was a huge success with activities every Friday night 9:00-11:30. We started with Karaoke as a kick-off with attendance of 300 people throughout the night. This allowed us to reach a marketing target group that would eventually settle in at 20-40 students each night. We engaged on campus clubs and organizations to volunteer help with the programming. The weekly events were held in the ARC. Types of events included e.g. trivia night, game shows, Bob Ross art event, and music. Next year we have hired two coordinators and asked them to build a volunteer team to help with the demanding schedule. We hope to engage a demographic of students not traditionally reached by large campus activities. There also was a pool tournament fall semester and ping-ping tournament spring semester, an indoor camping and movie night; where students watched Camp Rock and ate s'mores ice cream

with tents and gear set-up. In addition, we held a Study Break Finals Week event, where students enjoyed healthy snacks, tea, painting, and games.



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

Knowledge Acquisition, Integration and Application

Uses experience and other sources of information to create new insights

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

Seeks new information to solve problems

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

Makes connections between curricular and co-curricular learning

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

Engages in experiential activities in preparation for the workforce.

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

Practical Competence

Sets and pursues individual goals

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

Speaks and writes coherently and effectively

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

Uses technology ethically and effectively

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

Demonstrates leadership skills

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

Demonstrates effective stewardship of resources

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

Use of Evidence of Learning

The increase of attendance on our evening and late night programing has been a goal this last year. The increase in number at Musoffee, and other events, has directed us to continue to plan and promote additional programing in order to meet the student population who seek on-campus activities in the evenings. The development of LAD has brought more exposure to the ARC, and has added to our operating philosophy of becoming a destination on campus.

All through the academic year, we assess the number of students in the ARC every half hour. This data helps us evaluate the optimal hours of operation and adjust our open hours, especially on the weekends, to be more efficient with our resources. With LAD, our late night numbers have increased. Going forward, I would like to see what the MOSAIC clubs can do, while tracking the number of participants.

Area of Distinction

Increased attendance and interest at Musoffee. We achieved a successful launch of Loma After Dark; our late night programming, which led to greater engagement of an under-served demographic of students.

The Offices of Strengths & Vocation

Point Loma Nazarene University asks students, “Who are you called to be?”

The Offices of Strengths & Vocation (OSV) is a key partner to students in providing resources, connections, and experiences to explore that question. OSV collaborates with faculty, staff, employers and families to support students in this process.

OSV was established in 2010, offering career services for all traditional undergraduates. Since 2018, OSV has expanded to serve graduate students acquiring the Master of Business Administration (MBA) through daytime, evening, and online programs. Students can access OSV for support with career advising, editing resumes, researching jobs, preparing for interviews, and planning for internships.

OSV employs six full-time professionals at two dedicated locations on the Point Loma campus, with scheduled hours for MBA students at the Mission Valley offices.

The most significant impact to OSV over the past year was the shift of the Student Employment function to the Human Resources department. After two years of consultation and analysis with key stakeholders, the following Risk Management concerns were raised.

1. Hiring Violations for New and Returning Employees
No policy around documentation, timing, and process for hiring student employees
No policy about payments for stipends, honorariums, campus internships, contest winnings (right now, Student Employment is connected to all these transactions)
2. Federal Work Study
No university policy on eligibility criteria for students and jobs
Ongoing questions about student employees working on campus facilities used for religious activities
3. Manager Selection, Training, and Communication
Safety issues (recent inquiries about use of chemicals and knives on the job)
Sexual harassment training
Setting compensation guidelines
Approving timecards on Workday
Adding and closing jobs on Workday

Given the complexity of compliance issues, and the potential for liability issues, the Cabinet approved to move Student Employment out of OSV in November 2018.

The Offices of Strengths & Vocation Learning Outcomes

LEARNING OUTCOMES	Cognitive Complexity	Knowledge Acquisition	Civic Engagement	Interpersonal Competence	Practical Competence
All outcomes are met.	X	X	X	X	X

From the Council for Advancement of Standards in Higher Education (CASHE)

Descriptions of CASHE Learning Outcomes

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

Interpersonal/Intrapersonal Competence

- 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

STUDENT ENGAGEMENT

The National Association for Colleges & Employers (NACE) is the leadership and advocacy organization for over 2000 university career centers across the United States, with more than 3000 members working in career services and university relations.

OSV uses the NACE “21st Century Career Services Framework,” established in 2017 - Student Engagement, Strategic Partnerships, and Talent Development. This framework allows for alignment of OSV’s work with PLNU’s mission, setting priorities for relevant activities, connections, and resources that best serve students.

Metrics from 2018-2019 Academic Year (number of students reached)

<i>Coaching Appointments</i>	<i>717</i>
<i>Classroom Presentations</i>	<i>921</i>
<i>Online Blasts</i>	<i>All Traditional Undergraduates</i>

Total number of PLNU traditional undergraduates 2804

The OSV team delivered 56 presentations to various audiences during the past academic year, including but not limited to, student clubs, department chapels, classroom workshops, and admissions previews.

ALL 16 traditional academic undergraduate departments were served.

An ongoing initiative, “Major Exploration,” established in 2017, gives OSV the opportunity to partner with Dr. Holly Irwin and Dr. Ben Cater to support students who have not yet declared a major. Other campus partnerships include the MOSAIC Banquet, “Commuter Whatever,” and TEDxPLNU.

Examples of relevant 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 collaborating with OSV to

host a Professional Panel during a Final Exam. Additionally, Dr. Matthieu Rouffet accompanies the OSV team to various business networking events.

All traditional undergraduates are sent “The Wave,” an online blast produced by OSV student employees.

Student Engagement Highlights (examples follow)

- a. Monthly Parent Newsletter, produced in collaboration with University Advancement, sent to families of all traditional undergraduates
- b. Weekly Online Blast, “The Wave,” produced by OSV student employees
- c. Campus Events “Summer Camps Job Fair” (October 2018) and “Graduating Seniors Working Lunch” (April 2019)

Monthly Parent Newsletter

This online resource, sent to traditional undergraduate families every month, highlights the career services provided by OSV.



The Offices of Strengths & Vocation (OSV) hosted a student panel at New Student Orientation in August 2018. Wiktor Lasota, Lindsey Plavcan, Gabriel Perez, Carly Elssmann spoke to over 850 incoming freshmen and transfer students about their strengths and aspirations!

your career coaches



DEVIN
KING JONES



NICK
WOLF



CHARIS
WANKEN

PLNU Offices of Strengths and Vocation | plnucareercenter.com

Offices of Strengths & Vocation

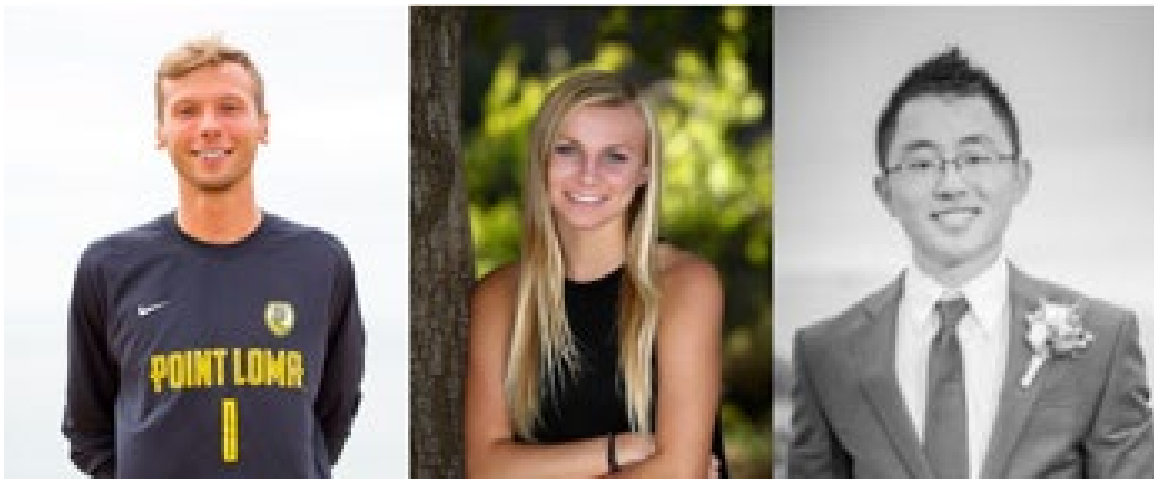


The Offices of Strengths and Vocation (OSV) works with students to gain professional experience in a variety of industries. Check out these great opportunities some of our students are involved in and encourage your students to connect with their Career Coach at plnucareercenter.com.

Forrest Case, Real Estate Intern, [Stratford Partners](#)

Hannah Dinsdale, Undergraduate Intern, [U.S. Navy Marine Mammal Program](#)

Mandy Svendsen, Event Coordination Intern, [Couture Events](#)



Happy New Year from the Offices of Strengths & Vocation (OSV)! We celebrate the start of 2019 and three students who recently secured fantastic internships!

Wiktor Lasota, Analytics and Reporting, [StepStone Group](#)

Dana Simmons, Social Media and Communications, [Poppy Medical](#)

Eric Lu, TMO Manufacturing Engineer, [Solar Turbines](#)

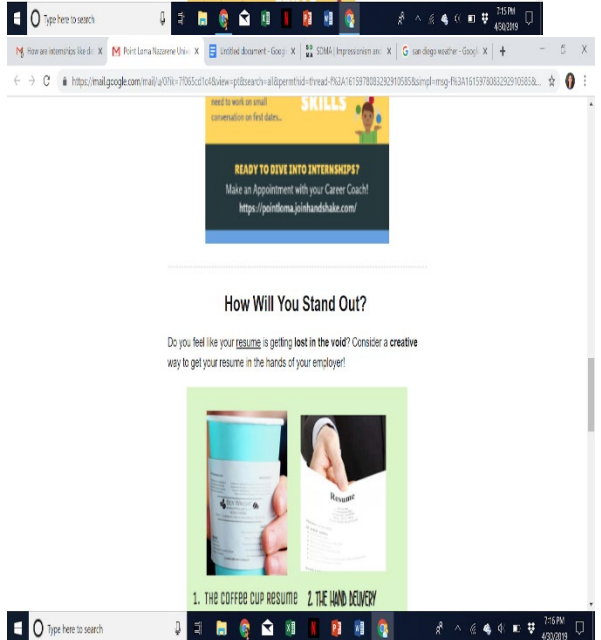
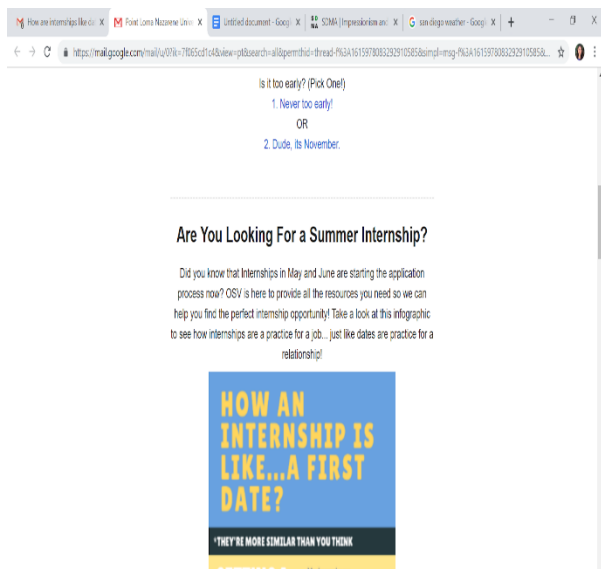
Encourage your son or daughter to visit our career platform, [Handshake](#) to view internship and job opportunities!



Every undergraduate student can take the Gallup CliftonStrengths assessment when they arrive on campus to learn more about their talents! Encourage your student to join us for “Love Your Strengths Day,” where they can engage with their strengths through interactive activities! Thursday, February 14, 10 am - 1 pm.



OSV celebrated Valentine's Day by hosting "Love Your Strengths Day"! 190 students, staff, and faculty learned their Gallup Top 5 Strengths, using Passion Planners to highlight ways to apply their Strengths! Your son or daughter can explore their Strengths with their personal Career Coach by booking an appointment [here!](#)



Summer Camp EXPO (October 2018)



20 Camps + 1119 Jobs = 1 Successful OSV Event

Comments from Employers

"It was in a good, central location with many interested students. PLNU staff treated us well and the booth location was excellent!"

"There are so many great students at PLNU who want to do Kingdom work!"

Graduating Seniors Workshop (April 2019)

Featured Alumni Speakers

Kenneth Moore, Manager of Public Affairs, Southwest Strategies

Carter Hornsby, Donor Care Coordinator, Make-A-Wish Foundation

Comments from Students

"I learned that sending in a few job applications to companies you've contacted and researched is more effective than sending 30 applications to a bunch of companies. It's worth the time to reach out. After taking this workshop, I will follow any connections to companies I want to work at and set up informational meetings. This is a great way to get my foot in the door."

"Thank you for putting on this event! It was helpful and timely, especially with graduation coming (very) soon. The biggest thing I learned was the importance of doing research beforehand, not only on the person and organization you are interviewing with, but also similar companies within that industry. I look forward to setting up an informational interview with professionals in industries I want to go into, and asking intuitive questions that will push for answers that can guide my decision. I hope these steps will help me gain a clearer sense of where I want to work, what I want to do, and how to get there."



STRATEGIC PARTNERSHIPS

OSV is committed to professional development for our team members as well as our students. This academic year marked significant OSV accomplishments.

Nick Wolf completed his Master of Business Administration (MBA) with PLNU and accepted ongoing responsibilities as a faculty member in the School of Business, teaching Business 100 to 175 freshmen.

Charis Wanken traveled to Omaha, Nebraska, the international headquarters of Gallup, for training as a Gallup-Certified Strengths Coach.

Nathan Maselli graduated from LEAD San Diego at the Regional Chamber of Commerce, a selective leadership program focused on policy issues and vital industries in San Diego.

Diana Grant-Davie finished her graduate studies in the Master of Arts in Organizational Leadership (MAOL) program with PLNU.

Rebecca Smith was re-appointed by the San Diego City Council for her final term with the Commission for Arts & Culture. She has served as an Art Commissioner since 2012. She is also on the Board of Directors for the United Way of San Diego County.

COMMUNITY RELATIONS with Clifton StrengthsFinder

OSV has committed to presenting three workshops on Clifton StrengthsFinder, at no charge, to selected nonprofit organizations in San Diego every year. These engagements serve as significant outreach for potential and present employers, since many students are interested in nonprofit careers. Additionally, contributing to nonprofit associates aligns with our university vision of “transforming communities.”

During the 2018-2019 year, OSV was invited to present at these organizations - Girl Scouts, Generate Hope, and Make-A-Wish (letters attached).



December 4, 2018

Dr. Bob Brower
3900 Lomaland Dr.
San Diego, CA 92106

Dear Dr. Brower,

On behalf of Girl Scouts San Diego, we wish to express our sincere gratitude for Point Loma Nazarene University's support of our recent StrengthsFinder workshops, which supported our 2018 Camp Exec program Thursday-Sunday, Sept. 20-23, 2018. Over the course of the weekend, this premier leadership program connected teen girls with successful female role models for mentorship and professional development.

**Girl Scouts San Diego
Balboa Campus**
1231 Upas Street
San Diego, CA 92103
619-298-8391
sdgirlscouts.org

Escondido Program Center
3050 Las Palmas
Escondido, CA 92025
760-739-8268

North Coastal Service Center
5315 Avenida Encinas, Suite 100
Carlsbad, CA 92008
760-444-9011

Devin Jones exhibited exemplary leadership, teamwork and facilitation in supporting this program. In addition to providing material for a one-hour StrengthsFinder orientation with our 34 teen Girl Scouts ahead of the program weekend, Devin planned and facilitated an introduction to and full orientation session with our 20 executive mentor participants. These sessions gave our mentees a framework to acknowledge and cultivate their strengths and interests as part of their "personal brands" and prepared our mentors to support their mentees. Participants were grouped based on a common Strength, and girls were encouraged to explore *who* they want to be, rather the more typical focus on *what* they want to be when they grow up.

By integrating the StrengthsFinder test and framework into our weekend, we were able to elevate our program and empower our participants to connect on a deeper, more meaningful level. Devin was instrumental in not only designing that framework, but helping the Camp Exec community engage with it as a mentor participant herself. As a result of the Strengths-based model, our groups formed closer connections and mentees and mentors alike benefitted. In the evaluation, a mentee shared that, "I liked that we automatically had a friend group and it was easy to get along with them because we all had the strengths test as a common thread." And, one mentor said, "I really enjoyed the strengths activities. My aha moment was realizing I'm not leveraging my strengths the way I could in my career."

We are so grateful for the support offered by the Office of Strengths and Vocation, and look forward to continuing our collaboration!

Best regards,

Stephanie Dawes
Program Specialist

Laura Rice
Director of Fund Development

Girl Scouting builds girls of courage, confidence, and character, who make the world a better place.



Bob Brower, PhD
President, Point Loma Nazarene University
3900 Lomaland Drive
San Diego, CA 92106

July 8, 2018

Subject: PLNU's Continued Impact on GenerateHope

Dear Dr Brower,

It's been awhile since we last spoke at PLNU and I answered this calling to lead GenerateHope, San Diego's leader in long-term safehousing and recovery programs for survivors of the traumas of sex trafficking. I appreciate the support that you and Linda give to this cause, particularly to Jamie and Kim, as they both inspired my own personal response to this epidemic attack on our San Diego youth.

I both thank and encourage you to continue your strong supporting voice and support as we all team up to stop the reality that Americans are buying and selling Americans for sex. It's not a cause... it is a young girl's life, and we are blessed to bring her hope in the safehouse and transition homes of GenerateHope.

Tonight, I felt compelled to share ways that PLNU staff, alumni, and professors continue to make a front-line effort on the lives of survivors. Perhaps God placed me in this special place as a strengthened bridge as we all expand our services to prevent trafficking and assist these courageous trauma survivors.

OFFICE OF STRENGTHS and VOCATIONS

- Rebecca Smith, Devin Jones, and Nick Wolf have all made personal and team contributions to both me and my staff. Devin recently brought Strengths training to our entire team, and it is now becoming central in our young and maturing culture, just as they have successfully transformed PLNU students and staff. Reviews and staff insights are off the charts. Go OSV!
- Staff includes PLNU alums [Kimberly Hariman](#) and [Rachel Devine](#), plus OSV referrals on several great interns, all who bless our survivors with their gifts and heart for service. PLNU can be very proud of the alumni impact at GenerateHope. (Westmont and APU are well-represented too!)

PLNU MBA Class – Adjunct Professor Randy Waynick

- Randy is to be commended for his personal initiative by engaging his MBA class in research and action, spending a day at our new Coronado Transition Home as we restore its historic gardens. Loved their sincere care and grit as we create a healing environment at our new Transition Home, opening later this summer. Also loved that [they have 2000 LinkedIn hits on this project news](#).

Thank you for your continued public support of this fight against American slavery. We will continue growing our ties with PLNU as we serve the housing, trauma recovery, higher education, and workforce reintegration needs of young women survivors of sex trafficking across San Diego and beyond.

Sincerely,

Dan DeSaegher
Executive Director
dan@GenerateHope.org

cc: Rebecca Smith, Devin Jones
Randy Waynick
Susan Munsey



January 10, 2019

Point Loma Nazarene University
Dr. Bob Brower – President
3900 Lomaland Drive
San Diego, CA 92106

Dear Dr. Brower,

Happy New Year from all of us at Make-A-Wish San Diego. As you know, we've long had an active partnership with PLNU, through our intern program as well as my role on the previous OSV Advisory Council (now OSV Advisory Cabinet). We are very proud of our affiliation with PLNU, and I often like to brag that my wife and I were married on campus when she was a nursing student back in 1989.

I wanted to take a moment and shine a light on one of your colleagues, Rebecca Smith. As the Executive Director of the Office of Strengths and Vocations, she is tasked with creating partnerships in the community through which to train and showcase your PLNU students as they work toward launching their careers. Over the years, we have provided internship opportunities for your students, and have been lucky enough to bring some of them onto our staff. We have, without exception, been rewarded with thoughtful and dedicated young leaders who have helped deliver our mission in the community.

However, today I wanted to make you aware of the wonderful gift that your team, led by Rebecca, has given to Make-A-Wish San Diego. Recently, at our request, Rebecca and members of her team led our staff members through the Clifton Strengths Finder assessment. This was a follow up to the same assessment done a number of years back. Given that our team has grown and added new members, we felt that the time was right to bring this tool back. Rebecca masterfully led this half day retreat with our team and helped them all, young and not-so-young alike, see their strengths more clearly. She even went the extra step and brought desktop displays for each staff member with their unique top five strengths. This was very helpful to our team as a whole, and to each member individually.

While we have great working relationships with each of the universities in our region, we feel that we have a true partnership with PLNU. Thank you for creating an environment where this type of mutual support can flourish. Please call on me if I or Make-A-Wish can be of assistance in any way.

Respectfully,

A handwritten signature in blue ink, appearing to read "Chris Sichel".

Christopher Sichel
President & CEO
Make-A-Wish San Diego

2440 Hotel Circle North
Suite 200
San Diego, CA 92108

P. 858.707.9474
F. 858.707.9480

sandiego.wish.org

TALENT MANAGEMENT



Postings for jobs and internships are powered online through Handshake. All PLNU students (including graduate programs, adult degree completion programs, and online programs) and recent alumni have access to Handshake.

OSV's budget covers the full investment for Handshake on behalf of the entire university.

Handshake is a technology company based in the Silicon Valley. Established in 2014, this employment platform is used by over 700 career centers in higher education, such as Stanford University, University of San Diego, and the University of California at Berkeley. All 500 of the Fortune 500 companies post on Handshake.

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.

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.

SNAPSHOT DATA ON HANDSHAKE / May 8, 2019

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

Regional employers	1369
Regional jobs	567
Regional internships	147

Nick's Notes on Landing Internships

*Mr. Wolf, I just wanted to take the time and thank you for your help, when we looked into summer internships. With your expertise in researching and connecting, you were able to link me to Casey Young at **Capital Real Estate Ventures**, which led to a summer internship where I will be working as a data analyst. Thank you again and I look forward to speaking with you in the near future! (Aaron Sanchez, April 2019)*

*Hi Nick! I just landed an HR internship with **Jumper Media**! Thank you again for helping me navigate handshake and Glassdoor and writing an email to each one of those companies I applied for. My new supervisor thought it added a nice, professional touch! (Hannah Taylor, May 2019)*

*Hey Professor Wolf! I just wanted to let you know I am interning at **StepStone** this summer! I was talking to Nicholas Bruno about you and how I found this internship through a "Women in Finance Workshop" you sent out to the business school. Hope all is well and your summer is great. (Bailey Brennan, May 2019)*

OTHER INTERNSHIPS SECURED THROUGH OSV INCLUDE:

CONNECT - Carly Elssmann

San Diego Regional Economic Development Corporation - Isabella Passey

ServiceNow - Brendan Owen

City of San Diego - Ashlynn Fresques

Fortune - Natallie Rocha

Takeda Pharmaceuticals - Connor Brandenburg

Ongoing objectives are to get more traditional undergraduate 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.

This year, the following departments invited OSV to present an overview of Handshake to their team members - Marketing, Spiritual Development, and MOSAIC. While individual faculty members have been introduced to Handshake, OSV plans to roll out the platform to academic department leaders in the next year.

THE YEAR AHEAD

Launching the first Western Association of Schools & Colleges (WASC) Program Review for (a) OSV, and (b) OSV + MBA Career Services

- a. Selected universities for OSV - University of San Diego, Azusa Pacific University, Seattle Pacific University
- b. Selected universities for OSV + MBA Career Services (to be determined with Dr. Bothe, Dean, School of Business)
- c. Selected External Reviewer, TO BE DETERMINED, Career Center Director, Azusa Pacific University

Revising Strategic Plan for OSV CliftonStrengths programming across campus to impact Student Development, Talent Management, and Academic Success

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.

Point Loma Nazarene University Student Development Intended Learning Outcomes By Department 2018-2019

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

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



Knowledge Acquisition, Integration and Application



The chapel theme for the 2018-19 academic year was, “ONE”

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

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.

For the 2018-19 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 2018, and 41 Chapel meetings with 14 Time Out services hosted during the spring semester of 2019.

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

The Chapel Attendance Comparison Chart for the 2018-2019 academic year, has had three fields added, which break down average attendance per chapel location. Going forward, we believe that this information will prove helpful when considering allocation of assets to invest within chapel programming.

CHAPEL ATTENDANCE COMPARISON

	<u>Fall</u> <u>2016</u>	<u>Spring</u> <u>2017</u>	<u>Fall</u> <u>2017</u>	<u>Spring</u> <u>2018</u>	<u>Fall</u> <u>2018</u>	<u>Spring</u> <u>2019</u>
Number of students required to go to chapel:	2452	2278	2416	2308	2448	2317
Number of students who met this requirement:	2025	1882	1965	1782	1856	1783
Percentage of students who met requirement:	83%	83%	81%	77%	76%	77%
Average attendance at Brown / Main Campus (new category added for this 2018-2019 year)	No data	No data	No data	No data	1123	1031
Average attendance at Time Out (new category added for this 2018-2019 year)	No data	No data	No data	No data	747	572
Average attendance at Liberty Station (new category added for this 2018-2019 year)	No data	No data	No data	No data	42	64
Number of students with requirements who did not attend any chapels:	74	63	53	80	72	89
Percentage of students who did not attend any required chapels:	3%	3%	2%	3%	3%	4%
Number of students with fines:	913	795	862	856	1035	876
Percentage of students attributed fines of students	37%	35%	36%	37%	42%	38%

required to attend:						
Amount of chapel fines (pre-adjusted):	\$96,700	\$80,240	\$76,790	\$90,845	\$111,900	\$85,805
Chapel fine adjustments:	\$3,090	\$1,785	\$175	\$2,300	\$8540	\$610
Amount received following adjustments:	\$93,610	\$78,455	\$76,615	\$88,545	\$103,360	\$85,195
Average fine:	\$103	\$99	\$89	\$103	\$100	\$97

Commuter Student Services

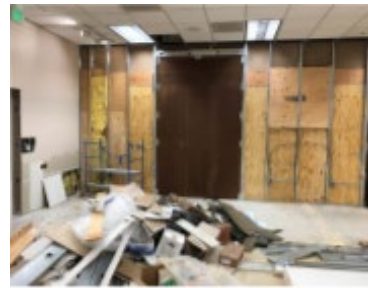
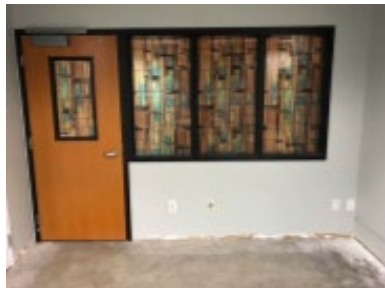
Mission Statement

“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. This event is a favorite for our students. Though much 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. 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.

In an amazing turn of events, after 7 years of waiting, this spring we have started construction on a new location for the Commuter Lounge. The project will be completed for the Fall 2019 semester. In collaboration with the Veterans Affairs, we will be moving to a new location called Commuter and Veteran Commons. Located in the back third of the University Bookstore will be 2440 square feet of space, reflecting an increase of 1469 square feet. This will be a shared space and will be equipped with a sink, two microwaves, countertop for serving food, new soft and hard seating, study area, and a conference room. There will be entry to the ARC, which will offer Commuters access to games, and leisure activities, as well as other opportunities to engage with non-commuters while building relationships. This project could have exponential impact on the ARC as well as the Commuter and Veteran Commons.



Leading up to NSO weekend, we call all of our incoming commuter students to confirm their attendance. Each year we struggle to have accurate numbers for our dinner. It seems like no matter what we do we have a hard time capturing our commuters during NSO. This year, in collaboration with the Department of Public Safety, we will be offering parking permits at the Commuter Dinner as an incentive for them to be at the dinner while also hearing all the other information helpful for them to integrate into the campus community. We also have developed an event called Commuter Live, which is a reception in the Commuter Commons, to retain the students until the first session after check-in. 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 improve service to our Commuters with creative ideas and better support.

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

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 are 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 return from a conference sharing new ideas and ask the Commuter Assistants if they think the ideas shared are 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 taco company, which resulted in very successful turnout with over 100 in attendance.

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. One Commuter Student Assistant has 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 to give the excess food to other Commuters. In addition, 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 seventh year as Director of Commuter Services, I increasingly see how difficult it is to connect commuter students to the greater community. Many of them are at PLNU just to get a degree and are then off on their next adventure. I find pleasure in the development of my Commuter Assistants who are learning leadership skills by organizing events by 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 during the lunchtime hours. Now that we will be moving into a new location to serve our community, I would like to electronically track the attendance in the new space so we can offer programming and the staffing required to best support our students.

Appendices for Commuter Student Services Survey

[1819CommuterSurvey](#)

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

Transfer Student Services Intended Learning Outcomes

Mission Statement

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



Overview

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

In the first semester, we started strong with good leadership and a strong sense of engagement by the Transfer Students. With bonfires and small group activities students were encouraged to engage in the Point Loma Community. This year we had a change of leadership and divided the responsibilities between two persons. Because this is a volunteer position and the program is growing the need for two coleaders was needed. The Admissions Department tried to engage transfers with a program called Transfer Tuesdays where they would answer questions and help them integrate. During Transfer Preview Days for Transfer students TAG Coordinators would set up a booth to answer questions during the info sessions. We look forward to another year of service to our transfers.

Intended Learning Outcomes	Knowledge Acquisition, Integration & Application		Humanitarianism & Civic Engagement	Interpersonal & Intrapersonal Competence	Practical Competence
	Cognitive Complexity				
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. Diverse groups of students transfer yearly 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 for events to see what types of activities students wanted to attend. This helped us in our planning for this year and next, 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. This is why we have developed the program to have two coleaders. This will allow us to retain and engage our mentors and retain our transfers through the first year. For next year I would like to look at the number of Mentors we have and enlisted to see what impact two coleaders have had on the program.