



STUDENT DEVELOPMENT

Student Life & Retention ANNUAL REPORTS

2015 - 2016

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**Point Loma Nazarene University Student Development
Student Life & Retention Intended Learning Outcomes By Program
2015-2016**

Intended Learning Outcomes	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>																						
	Cognitive Complexity				Knowledge Acquisition, Integration & Application				Humanitarianism & Civic Engagement				Interpersonal & Intrapersonal Competence						Practical Competence				
Student Life & Retention	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Community Life																							
Commuter Student Services																							
Multicultural & International																							
Nicholson Commons																							
Offices of Strengths & Vocation																							
Outdoor Leadership Programs																							
Strengths Programming																							
Transfer Student Services																							

Community Life Intended Learning Outcomes 2015-2016

Mission Statement

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

Overview

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

Intended Learning Outcomes

Practical Program Competence	Cognitive	Knowledge Acquisition, Integration &	Humanitarianism & Civic	Interpersonal & Intrapersonal	
	Complexity	Application	Engagement	Competence	
Freshman Retreat	X			X	
LEAD	X			X	X
Community Life/ASB	X		X	X	X

Evidence of Learning

Freshman Retreat



Cognitive Complexity

The outcomes of the Cognitive Complexity domain were primarily met in the small group time during Freshman retreat. This was a time when students were placed into small groups and given time to get to know each other and discuss the transition into college life. In the Freshman retreat survey, many students expressed their thankfulness in getting to know other freshmen through the small group time. This inevitably led to getting to know people from different backgrounds or perspectives, and this experience helped to achieve these outcomes. Students were challenged to think about the transition to college, support systems they have in place, and how to make the most of this experience. These conversations with

Interpersonal and Intrapersonal Competence

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

LEAD



Cognitive Complexity

During LEAD all of our student leaders come back to campus early in order to train and develop a common vision and excitement for the academic year. Students are trained on strengths, leadership, their role in New Student Orientation, sexual harassment and hazing prevention, 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 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, break-out 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 was 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.

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 carries the most responsibility on PLNU's campus out of any student leadership position. 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 learning outcomes for this domain are practiced by the ASB Board of Directors on a consistent basis. These students demonstrate growth in cognitive complexity through their work as student leaders. Students reported significant growth in each of these three learning outcomes throughout the year. Students reported growth in cognitive complexity in the following ways:

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

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

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

Humanitarianism & Civic Engagement

The first two learning outcomes of this domain are often lived out in the clubs and societies area of ASB. The variety of MOSIAC clubs, including Black Student Union, Asian Student Union, Association of Latin American

Students, Hui O Hawaii, and Mu Kappa clubs, provide not only a space for students to find belonging and understanding, but also offer programs and engagement opportunities to the broader campus. This year these groups became especially important as racial tensions were evident on our campus. The ASB Board took an active role in elevating these conversations on our campus and encouraging student involvement in these issues.

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

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

Interpersonal and Intrapersonal Competence

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

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

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

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

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

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

Practical Competence

Participating in ASB leadership positions gave students a chance to grow in and demonstrate practical competencies. Each student set their individual goals for the year and these goals were regularly revisited to ensure that they were met. Students were also often asked to speak in front of groups and to correspond via email with the campus. Each of these students led a team of other students in their various roles, giving them a chance to demonstrate and grow in leadership skills. Finally, the ASB Board of Directors undertook

the task of assessing spending and budgets throughout the areas of ASB. This led to more effective stewardship of ASB resources and the skills to replicate this project in organizations that they work for in the future. A few samples of growth in practical competence are as follows:

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

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



Use of Evidence of Learning

The evidence used in this evaluation is fairly comprehensive. The surveys utilized following the LEAD training and Freshman Retreat are useful in evaluating these experiences. The data would suggest that while there is always room for improvement, that these programs are achieving their learning outcomes well. The full survey data is available in the appendices. This data is also helpful in informing what changes need to be made, and several areas of improvement have been identified for each program. The LEAD training has been dramatically changed to spread trainings out over several days due to the feedback of students from the survey data. I am hopeful that these changes better meet the needs of students in the following year. We have also made some changes to the Freshman Retreat based on the feedback of students. Being more intentional with small group times and finding ways to facilitate the development of long-term relationships that serve as support systems for students will be a focus of this coming year. We will also attempt to bring more connection to other areas of campus into the Freshman Retreat experience. Outdoor Leadership, Spiritual Development, and the Office of Strengths and Vocation staff have been brought into the planning process and will help to pull off this retreat. This will hopefully deepen connections to important offices across campus for freshmen students.

One of the most exciting changes for next year is in the area of assessment. ASB and Community Life have partnered to implement a program for the coming year that will allow tracking of engagement with the various areas within Community Life. ASB events, clubs and organizations, athletic events, and other programming will be able to scan students into events. This will give an accurate picture of who is engaged in these areas, and which student populations are being missed. This will be a powerful assessment tool that will also collect feedback about programming offered in order to best meet the needs of students. If a student is at risk or struggling, staff can access information to see if this student is engaged in the life of the community. While it will take some work to set-up this summer, this promises to be an exciting improvement in the assessment techniques within Community Life.



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

This year we conducted a small study to compare several aspects of Community Life at PLNU with several institutions similar to ours. This data is helpful to observe differences and similarities and continue to ask what areas we can improve at PLNU. Here is the responses from these institutions:

Seattle Pacific University:

Student Government

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

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

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

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

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

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

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

What is the scope of responsibility for your student government?

Our student government has a very wide scope of responsibility – as mentioned above. Each officer core role then oversees in conjunction with an advisor various groups of student government and committees including 4 student medias, 8 student ministries, a intercultural education/programming board, an all-campus planning board, almost 70

student clubs, outdoor recreation program, finance board and allocation board, and a student leadership development committee to just name a few.

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

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

Any other unique information about your student government?

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

Activities

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

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

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

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

What is your yearly budget for campus activities?

Leadership Training

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

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

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

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

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

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

Worked Well:

- That it falls before the school year starts which allows us to have students as a captive audience; in addition the in-services every quarter allow us to have a continuance touch-point with students for continued leadership development.

- The range of topics covered has worked well
- Having advisors collaborative plan this training and take on leading specific portions – so that it doesn't fall on one person.

Challenges:

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

Westmont College:

Student Government

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

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

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

All positions are voted on by students

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

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

Any other unique information about your student government?

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

Activities

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

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

Probably about 8-10

What is your yearly budget for campus activities?

I think about 20k

Leadership Training

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

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

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

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

California Baptist University:

Student Government

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

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

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

Judicial Board (7 appointed by President and Advisor)

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

See above.

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

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

What is the scope of responsibility for your student government?

Advocacy for Student Body & Campus Improvements

What is your student government's total yearly budget?

It is student fee based so this number varies by year

Any other unique information about your student government?

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

Activities

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

Community Life has 8 full-time professional staff members, 2 graduate assistants, and 18 student interns responsible for the planning and execution of campus events. A full time professional staff member is on site to supervise events or

programs. Community Life includes campus activities, cultural and commuter programs, and recreation programs (intramural sports and outdoor adventures).

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

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

What is your yearly budget for campus activities?

It is student fee based so this number varies by year

Leadership Training

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

If so, how is this structured?

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

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

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

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.



Appendices:

2015 Freshman Retreat Student Survey

Last Modified: 06/22/2016

1. Saturday Evening Events

#	Question	Not worth it	Below average	Average	Above average	Excellent	Total Responses	Mean
1	Worship	0	0	5	26	29	60	4.40
2	Small Group Time	1	5	19	17	18	60	3.77
3	Meeting	0	4	19	20	17	60	3.83
4	Ice Cream	3	4	19	16	17	59	3.68

Statistic	Worship	Small Group Time	Meeting	Ice Cream
Min Value	3	1	2	1
Max Value	5	5	5	5
Mean	4.40	3.77	3.83	3.68
Variance	0.41	1.06	0.85	1.26
Standard Deviation	0.64	1.03	0.92	1.12
Total Responses	60	60	60	59

2. Sunday Events

#	Question	Not worth it	Below average	Average	Above average	Excellent	Total Responses	Mean
1	Small Group Time	2	2	17	18	21	60	3.90
2	Free Time	3	6	9	18	24	60	3.90
3	Big Group Games	2	6	24	13	14	59	3.53
4	Worship	0	0	3	23	34	60	4.52
5	Meeting	0	3	14	18	25	60	4.08
6	Snack	1	4	20	20	15	60	3.73



Statistic	Small Group Time	Free Time	Big Group Games	Worship	Meeting	Snack
Min Value	1	1	1	3	2	1
Max Value	5	5	5	5	5	5
Mean	3.90	3.90	3.53	4.52	4.08	3.73
Variance	1.07	1.41	1.15	0.36	0.86	0.94
Standard Deviation	1.04	1.19	1.07	0.60	0.93	0.97
Total Responses	60	60	59	60	60	60

3. Monday Event

#	Question	Not worth it	Below average	Average	Above average	Excellent	Total Responses	Mean
1	Small Group Time	3	5	13	18	21	60	3.82





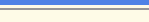
Statistic	Small Group Time
Min Value	1
Max Value	5
Mean	3.82
Variance	1.34
Standard Deviation	1.16
Total Responses	60

4. How do you rate the Saturday check in process?

#	Answer		Response	%
1	Needs Improvement		6	11%
2	Organized		51	89%
	Total		57	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.89
Variance	0.10
Standard Deviation	0.31
Total Responses	57

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

#	Answer		Response	%
1	1		2	3%
2	2		2	3%
3	3		13	22%
4	4		23	38%
5	5		20	33%
	Total		60	100%



Statistic	Value
Min Value	1
Max Value	5
Mean	3.95
Variance	1.00
Standard Deviation	1.00
Total Responses	60

6. Please rate the following in regards to free time Sunday afternoon.

#	Question	Insufficient	Good	Total Responses	Mean
1	Activities available	13	47	60	1.78
2	Length of time	9	51	60	1.85



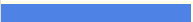

Statistic	Activities available	Length of time
Min Value	1	1
Max Value	2	2
Mean	1.78	1.85
Variance	0.17	0.13
Standard Deviation	0.42	0.36
Total Responses	60	60

7. What did you think of the price of Freshman Retreat?

#	Answer		Response	%
1	Expensive		31	52%
2	Reasonable		29	48%
	Total		60	100%




Statistic	Value
Min Value	1
Max Value	2
Mean	1.48
Variance	0.25
Standard Deviation	0.50
Total Responses	60

8. What did you think of the food?

#	Answer		Response	%
1	Poor		1	2%
2	Average		20	33%
3	Good		24	40%
4	Excellent		15	25%
	Total		60	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.88
Variance	0.65
Standard Deviation	0.80
Total Responses	60

9. How do you rate the Young Life Oakbridge Conference Facilities?

#	Answer		Response	%
1	Poor		0	0%
2	Average		7	12%
3	Good		24	40%
4	Excellent		29	48%
	Total		60	100%

Statistic	Value
Min Value	2
Max Value	4
Mean	3.37
Variance	0.47
Standard Deviation	0.69
Total Responses	60

10. What was your highlight from the weekend?

Text Response

Worship

Meeting so many great people!

the worship and lesson Sunday night

Gaga ball

The opportunities to meet new friends and organize games in free time and during the sports tournaments.

Got to know people better

Meeting new people and becoming comfortable with my class!

Jake's and Riley's sermon at worship.

Services/ small groups

Small group time! I loved my leader and everyone in my group and we all got very close!

The night hike was awesome.

Sleeping under the stars

My group leader and meeting new people!

I made friends and the bathrooms were nicer than the university.

Worship, meeting, and group games

I made friends and the cabins were air conditioned.

worship on sunday night as well as small group time

Free time because I got to meet people and play volleyball

Free time to meet new people

The night hike and Sunday night message.

Growing closer to others

good worship time

Volleyball tournament

Worshiping with my peers

Worship!

Meeting new people.

meeting people

Making friends

When Riley gave the message.

I really enjoyed meeting in small groups. It was a great chance to meet and connect with other students.

Saturday night's message and worship made the trip worth it.

Meeting a ton of people and sleeping under the stars.

Building strong relationships.

Meeting new people and the food

looking at the stars and worship

meeting people and small group discussions

Gaga ball, we need a pit at PLNU

I came really close to my small group.

Sleeping under the stars!

It was super fun and worship was inspiring.

Honestly, my highlight was playing a game called "Signs" with my small group. Despite it being a silly game, it was the time where I felt the most comfortable and at ease with myself and others on the retreat. The game coincidentally reveals certain aspects of someone's character, so it was interesting getting to know the people in my small group in a fun and entertaining way. There were lots of laughs all around, and playing the game multiple times only further boosted my enjoyment of the retreat.

Worship and service/message on Sunday night and all the games.

Doing all of the fun activities during free time and listening to the speakers during worship.

Meeting new people I wouldn't have met otherwise and playing all of the sports.
new friends
The worship and talk from Riley Sunday night.
Unorganized volleyball games
Getting to know my small group
I played a giant game of Signs
Meeting amazing people!

Statistic	Value
Total Responses	50

11. Any other comments or suggestions?

Text Response

Too much free time - more bonding activities!

It was great!

turn off the sprinklers, don't depart early and abandon people.

One of the best weekends ever!! :)

I think there was a bit too much free time.

Make the bathroom smell nicer.

More organized group games to get to know other people

The bathrooms were kinda gross. Food can be more healthy.

more group bonding activities and less free time

I really didn't enjoy the group time because it was always awkward and my leader would literally just stare at us and waste time because they didn't know what to say to us

More planned Activities, there was too much free time which led to boredom.

the free time length was a little bit too long

No.

I had a great time, except for the amount of time we had to ourselves. I would have liked to have a set schedule of events to do throughout the day instead of random free time. I would have also liked to have more time with our small groups, to actually get to know the people in it, and our leader. I felt like he didn't really have much for us to do beside the necessities of answering questions. I would have liked to have him be really interested in getting to know us.

It was a wonderful experience and I would very much recommend any freshman to go on the retreat.

It was great!

Have more organized games

less free time, more fun activities

Turn off the sprinklers for people sleeping on a low hammock

Tell the students that there's tennis courts available and a skatepark so they can bring their own equipment

Way too much free time, not enough stuff to do

One of my friends got left behind at the camp, so some amount of role-call or check-in with the large group would be helpful.

It was good!

While I did love the large amount of free time, I think there could have been a tad more time devoted to small groups instead. But, it's a small complaint.

So much fun!

We should all do fun activities next time such as rock climbing, zip lining, or archery! That would be cool!

I feel that we had too much free time to just wander and do our own thing. It was still fun, but by the end of Sunday I was getting bored of the couple of sports available and the ability to meet new people.

I would've liked more speakers or structure throughout the day

Give the small group leaders more questions/activities/subject matter. My small group was always done early and we ended up sitting around awkwardly waiting to either come up with something to talk about or be excused.

More small group time

There was too much free time without any group activities for getting to know fellow students, besides sports.



Loved that they accommodated to gluten free needs.

Statistic	Value
Total Responses	32

2015 LEAD Student Survey Results




Last Modified: 09/25/2015

1. Gender

#	Answer		Response	%
1	Male		15	19%
2	Female		65	81%
	Total		80	100%





Statistic	Value
Min Value	1
Max Value	2
Mean	1.81
Variance	0.15
Standard Deviation	0.39
Total Responses	80

2. Year at PLNU

#	Answer		Response	%
1	Freshman		0	0%
2	Sophomore		23	29%
3	Junior		29	36%
4	Senior		28	35%
	Total		80	100%























Statistic	Value
Min Value	2
Max Value	4
Mean	3.06
Variance	0.64
Standard Deviation	0.80
Total Responses	80

3. Number of LEAD trainings you have attended

#	Answer		Response	%
1	0		2	3%
2	1		47	59%
3	2		20	25%
4	3		11	14%
	Total		80	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.50
Variance	0.58
Standard Deviation	0.76
Total Responses	80

4. Group(s) you were a part of at LEAD (choose all that apply)

#	Answer		Response	%
1	ASB DIRECTOR		2	3%
2	ASB STAFF		3	4%
3	CAMPUS ACTIVITIES BOARD		1	1%
4	CHAPEL SCANNERS		0	0%
5	CLUBS & ORGANIZATIONS		15	19%
6	COLONY HALL - RA		0	0%
7	COMMUTERS		0	0%
8	DEPARTMENT OF PUBLIC SAFETY		2	3%
9	D GROUP		21	27%
10	FINCH HALL - RA		2	3%
11	FLEX HOUSING - RA		2	3%
12	GOODWIN HALL - RA		2	3%
13	GREEN SEA HOOLIGANS		4	5%
14	HENDRICKS HALL - RA		2	3%
15	KLASSEN HALL - RA		1	1%
16	MEDIA BOARD		0	0%
17	MINISTRIES IN MEXICO		3	4%
18	NEASE HALL EAST - RA		3	4%
19	NEASE HALL WEST - RA		3	4%
20	NICHOLSON MANAGERS		0	0%
21	OUTDOOR/REC ROOM		1	1%
22	CENTER FOR LAW/JUSTICE		1	1%
23	POINT TV STATION MANAGEMENT		0	0%
24	REC ROOM		0	0%
25	STRENGTHSQUEST LEADERS		0	0%
26	COMMUNITY MINISTRIES		8	10%
27	TEAM BARNABAS		3	4%
28	TAG		0	0%
29	TUTORS		10	13%
31	WILEY HALL - RA		1	1%
32	YOUNG HALL - RA		2	3%

33	STUDENT SENATE		1	1%
36	CAP		2	3%
37	GLOBAL EMBASSADORS		1	1%
38	WORSHIP ARTS		1	1%

Statistic	Value
Min Value	1
Max Value	38
Total Responses	78

5. Rate the quality of specialized training time spent with your leadership group:

#	Question	Needs Improvement (1)	(2)	Average (3)	(4)	It was great; leave it as is (5)	Total Responses	Mean
1	Quality of Training Time	1	3	15	25	26	70	4.03

Statistic	Quality of Training Time
Min Value	1
Max Value	5
Mean	4.03
Variance	0.90
Standard Deviation	0.95
Total Responses	70

6. 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 Responses	Mean
2	Opening Session	1	2	12	27	25	67	4.09
4	"Power of Presence - Sitting with the Tough Stuff" (Sexual Harassment training)	2	5	19	30	15	71	3.72
5	"Leading the Inclusive Campus" (Diversity Discussion)	8	13	27	13	11	72	3.08
6	Lunch in the Caf	3	7	20	27	14	71	3.59
8	Commissioning Service	0	0	10	18	42	70	4.46
9	Hodad's - Dinner on Baseball Field	0	0	7	24	40	71	4.46
10	"Do what I say, not what I do...Right?" (Leadership training)	1	3	5	16	45	70	4.44
11	Bonfire and S'mores	0	1	17	17	32	67	4.19
12	Group Games/Competition	4	9	28	17	11	69	3.32

Statistic	Opening Session	"Power of Presence - Sitting with the Tough Stuff" (Sexual Harassment training)	"Leading the Inclusive Campus" (Diversity Discussion)	Lunch in the Caf	Commissioning Service	Hodad's - Dinner on Baseball Field	"Do what I say, not what I do...Right?" (Leadership training)	Bonfire and S'mores	Group Games/Competition
Min Value	1	1	1	1	3	3	1	2	1
Max Value	5	5	5	5	5	5	5	5	5
Mean	4.09	3.72	3.08	3.59	4.46	4.46	4.44	4.19	3.32
Variance	0.81	0.95	1.43	1.10	0.54	0.45	0.83	0.76	1.16
Standard Deviation	0.90	0.97	1.20	1.05	0.74	0.67	0.91	0.87	1.08
Total Responses	67	71	72	71	70	71	70	67	69

7. What did you like or dislike about the Group Games/Competition?

Text Response

Everyone had a really good time with it

I was too tired by that time to go, but I heard good things from those that attended about the tricycles!

n/a

Nothing

Was chaotic and did not seem like fun or fair competition.

It was really hot

They were in the hottest part of the day, but had good prizes

So many people didn't show up and because I'm an RA we have already had training for two weeks so a nap would have been nice instead of games.

fun

We do a lot of games all weekend and it gets kind of old

It felt unorganized and the microphone was super hard to listen too. So the instructions weren't usually very clear.

It was late in the day and I was pretty burnt out from my previous training/ sessions. The games were great though and the people that coordinated it!

Games were fun but a little short

I was not present for the games, only for the meetings due to the fact that I could not arrive till later.

I loved the games. They were fabulous.

It was a million degrees outside

Nothing

I was very tired by that point in the day and it was very hot out so I didn't really want to attend. Maybe just a little too much planned for the day.

It was fun and it brought us together. I liked that it was competitive, but not to the point where it was divisive.

It was short and not mandatory. So very few people competed or attended

They were kind of boring and juvenile

It was after a very long day of training so a good number of people didn't go

Great atmosphere!

I skipped them because I was tired

Seemingly unorganized and it was too hot, maybe water games next time?

I was tired after all the sessions

they were very creative

It was too hot for games!

It felt like a forced activity. Many of us were tired from retreats, moving in ect. so we just wanted to rest.

It felt like a waste of time because only a third went and the points were arbitrarily handed out

It was nice to unwind after a long day of lecture.

It was hot and the games were fun but everyone was just really tired. Nap time instead? :)

I was not able to attend.

Wasn't a fan of the heat, but that can't really control that...right?

Unable to attend the games portion because I was dehydrated

I wasn't able to participate due to prior conflicts

It was a long gap between the last session and the games, and it felt awkward to try and join the people who were there early.

games were great. too many teams.

I actually did not attend because it was too hot, and I was too tired, but the whole idea of tricycle relay races sounded really fun.

Statistic	Value
Total Responses	39

8. 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 Responses	Mean
1	Quality of food received	0	1	6	14	40	61	4.52
2	Length of time it took to get the food	1	4	13	23	18	59	3.90
3	Portion sizes	0	0	5	16	37	58	4.55

Statistic	Quality of food received	Length of time it took to get the food	Portion sizes
Min Value	2	1	3
Max Value	5	5	5
Mean	4.52	3.90	4.55
Variance	0.55	0.95	0.43
Standard Deviation	0.74	0.98	0.65
Total Responses	61	59	58

9. Any comments regarding dinner on the baseball field?

Text Response	
It seemed to work really well and they were really organized	
Thanks!	
Took awhile to get food	
Having drinks provided would have been great.	
so good	
good	
Great Job doing Hodad's. the time and space we had on the baseball field was my favorite part of the day.	
So good! But there was no water.	
Amazing food but needed water	
Disregard responses due to the fact I wasn't there.	
Great.	
Super good and fun.	
Where were the drinks?	
I would have really appreciated drinks (just water would be great).	
It was great. I more so enjoyed the company than the food. Hodad's is great and I wouldn't have changed that (I liked it better than Phil's), but I was just stoked to see everyone again and to get to hang out on the field, play frisbee, etc.	
Needed water or other drinks	
I wish there were drinks	
There were no drinks available.	
Drinks and some shade would have been nice, but overall it was super great!!! I was thankful for such a fun meal after a long day.	
I enjoyed it	
It was delicious	
Have water with dinner	
The food was pretty amazing. A major problem was not having any drinks available. Many students had to buy drinks from a nearby vending machine. Also it was a bit hot out, so maybe putting up the tents would be nice but not necessary.	
That was awesome!	
Shade covers would be awesome	
It was fantastic	
Hodad's was a great choice	
No drinks.	
I heard it was delicious! I wasn't able to attend unfortunately	
Having something to drink would really have been appreciated!	
There were no drinks. So dehydrated.	
there were no drinks	
The food was delicious and the customer service was excellent, but we did have to wait a very long time to get our food after we had ordered it. Overall, this was a fun, pleasant experience.	
Drinks ;)	

Statistic	Value
Total Responses	34

10. 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 Responses	Mean
1	Brand	3	5	8	18	30	64	4.05
2	Cut	5	6	8	20	23	62	3.81

Statistic	Brand	Cut
Min Value	1	1
Max Value	5	5
Mean	4.05	3.81
Variance	1.35	1.60
Standard Deviation	1.16	1.27
Total Responses	64	62

11. What was your favorite part of LEAD and why?

Text Response

Lead day, it was fun to see every one and the seminars were interesting

The commissioning service is always great! I also thought Melanie Wolf and Jeff Bolster did a great job with their training session. It comforted me a lot about the responsibilities involved in being a leader.

Jeff and Melanie's workshop was absolutely phenomenal. very applicable and very honest. Even though that was my last session, I was fully engaged.

Games was a fun way of bonding with other leaders and get a break from the lectures.

Meeting other leaders on campus

The Dinner and the Service because it was a time to get reconnected with peers and God.

The commission service because it was nice to worship with all the leadership teams

NSO day

The commissioning service because it got me excited for school and to lead and it was a great time of worship

The Dinner

The food!

Having discussion time with my peers during both the sexual harassment training and the diversity training.

The session with Jeff Bolster and Melanie Wolf because it was easy to connect to.

Meeting all the club people who were incredibly excited to help.

LEAD was a great way to bond with other students leaders and experience knowledgeable forums.

The incoming freshman trivia was hilarious, especially facebook page quotes.

The games

My favorite part of LEAD was getting to hear Jeff and Melanie speak because they spoke into a lot of things I had been struggling with.

I liked Jeff and Melanie's session because it was real and raw and gave us practical application.

I liked the "Do What I Say, Not What I Do... Right?" session because it made me feel a lot more comfortable with myself as a leader; that it's okay not to have everything all together. Also seeing people that we look up to so much admit to their faults and mistakes and telling us all that it would happen to us and that that was okay was really comforting. I also liked the commission service because it was awesome getting to worship alongside all the other leaders, especially because that's why we're here: to serve and worship God.

Dinner on the field was solid. Good food. Good company. I enjoyed all of the training and services, too, of course.

How excited all the staff members were that we were there. It really pumped us up.

Dinner. Hodad's was great

The commissioning service was very powerful.

Jeff Bolster and Melanie Wolf's session

Session on "do what I say not what I do...right?" with Melanie Wolf and Jeff Bolster - it was by far the best session because it was relatable, useful, interesting, and engaging.

The sessions on Dealing with the Tough Stuff and Leadership (with Melanie Wolf and Jeff Bolster) were excellent and absolutely needed for LEAD day. It was so important to hear from these individuals and to just sort of sit in some of the topics they were covering.

The dinner at the baseball field because I was able to met the rest of the leaders.

I enjoyed the dinner on the field and the opening session because they were a chance to get connect with other student leaders.

Connecting and seeing other leaders on campus

Session with Melanie Wolfe and Jeff bolster and end service

The emphasis that we were making a difference whether we realized it or not

The do what we say not what we do was very insightful and helped me to get a better idea or understanding of what it really means to be a leader.

Seeing everyone enjoy the games and riding the trikes!
Binding with my team and talking with all the new students.
Melanie Wolf and Jeff Bolsters presentation was awesome, they were very relatable.
I liked getting to bond with all my team members!
The commissioning service and dinner
I enjoyed the session on becoming a leader. Its was informal, but still worthwhile.
The dinner on the baseball field. Really fun and enjoyable to just hang with everyone.
Melanie and Jeff's session in Fermanian. I thought that it was very honest, applicable, and informative.
Community
Getting to interact with campus leaders and faculty members. I really enjoyed the times of prayer, since I personally am feeling a bit overwhelmed right now.
The talk with Jeff Bolster, that guy gives awesome advice.
Eating lunch in the caf was great because it gave everyone a chance to catch up in a more casual setting than during the trainings.
getting to listen to Jeff Bolster and Melanie Wolf because they were very relatable and had a lot of good advice to give
I enjoyed the session on leadership lead by Melanie and Jeff because they shared practical ways they have succeeded and failed as leaders.
the lecture that wasn't about diversity or sexual harassment in the fermanian building was very moving and made me learn more about myself after such a good talk on improving my own life, and the necessity of taking care of ourselves before others. The speakers were fantastic, almost bringing me to tears by how relatable their stories were to my own life struggles.
The smores because it was fun.
The leadership session because the speakers where engaging and interesting and provided relevant information.
The "Do What I Say..." session led by Melanie and Jeff was awesome. I loved hearing about their personal experiences in leadership roles, why they dislike the term "leader," and the loneliness of leadership. What they shared with us was so real and personal. It put me more at ease about stepping into leadership positions for this school year and encouraged me. I only wish there had been a panel like this at last year's LEAD Day when I was training for my first ever significant leadership role!
Time with my team

Statistic	Value
Total Responses	52

12. What is one thing that would have made your LEAD Day training more enjoyable?

Text Response

The sexual harassment training could have been a little more engaging, but that was not the fault of the speaker at all! There were just a lot of PowerPoint slides, a lot of information to get through, and it was hard to sit for that amount of time in the hot weather.

The "Leading an Inclusive Campus" workshop could've been done better. I love the concept and the idea behind it, but it wasn't applicable and relatable to students. Many students, including myself, checked out during the scenarios, because we couldn't relate and thought it was over-board.

Give us choices on what sessions to go to.

Free stuff, more organized/ efficient use of time

A shorter lunch period & a break instead of games.

If there was maybe a separate training sessions for the RA's because most of the stuff was fairly redundant.

nothing

My diversity session got out 25 min late

I feel like LEAD Day is more beneficial for incoming leaders. I felt like I was going through a repeat of what I did last year and it was a little frustrating having to go through the same or similar sessions as I did last year.

More break time! It was a long week with RA training and I really felt like I needed some time that day to just breathe.

Water at Hodad's

Possibly snacks in between meetings.

N/A

If it was less early.

Less seminars. It would be great to combine all three into one semi long one

I think it makes more sense to do the games/competition in the morning if you do decide to have them again. That way it isn't so hot and so more people will attend since they aren't already tired from the sessions.

I would have liked to see more on what is considered sexual harassment, how to avoid it, how it's been a problem in the past rather than just "sensitivity" training.

The last workshop that we had went over on time by 25 minutes, which shortened our next break from 45 minutes to 20 minutes, and by that point I really needed a bit of a break. It would've been nice to stick to the schedule and maybe have a longer break somewhere in the mix.

The seminars were a little monotonous this year. All of the presenters did a great job, however, I would've liked to have participated in a more interactive format. I thought the diversity/inclusiveness session was great--and I was wishing we had more time for that. It was pretty interactive and I was able to engage in it. Though, I do feel it lacked a little bit of substance. Could've had more explanation as to why diversity/inclusiveness really matters to us as Christians. Give me a reason to believe why that's important and I'm on board. The other two sessions (sexual harassment and Do as I say, not as I do...right?) were hard to sit through. They were a lot more lecture based and I found myself thinking more about not dozing off than really taking everything. I'm usually a good listener. But it was already a long day, and when you're tired, sitting through a lecture and retaining anything can be a challenge.

The giant soccer all game for the competition segment.

More interactive sessions.

If we weren't so tired from all the training before and had sessions which were more impactful

If it weren't so long and if the sessions were more interesting

A shorter day would have been easier to manage.

Less of a lecture, more of an interaction

Maybe a couple hour break as towards the afternoon my attention span was short and the tiredness began to hit.

I really dislike the diversity training. The speakers neither provide us with helpful information or allow us to discuss freely real issues that arise. The situations we were given to discuss seem trite and oversimplified, and the session is so focused on being politically correct that it is impossible to be open with one another. It is also vaguely insulting. It seems as though we are being asked to lead our campus but not trusted to not be racist or sexist.

if it was shorter

If I had gotten more sleep and wasn't so tired from a crazy week before

To not have as long meetings. It was hard to hold our attention when we were tired from the heat.

Having more help tearing down the last of the events like smores.

The weather being cooler--uncontrollable!

Having time to process everything. Having session after session was tough because there were times where I felt as if my mind was still in the last session processing and struggling to keep up with what was happening.

I would have cut down the length of the sessions on LEAD Day to 45 minutes.

shorter sessions

I would rather have lunch catered than dinner. Our lunch break was kind of awkwardly long, and that's a lot of time to sit in the caf.

More rest time

The Diversity session ran over, causing us to be late for the next scheduled event.

Again, if the weather wasn't so bad. Got this nasty farmer's tan

Well for starters, not getting dehydrated and sick, however that was not scheduled for LEAD day.

Perhaps a shorter lunch break, and some coffee/water stations for between the first two sessions.

Everything was great except no drinks with the Hoodads. Even a heads up about no drinks would have been awesome.

having more structure in the afternoon, especially between the last session and the games

It's difficult to go through thi training as an RA because much of it is repetitive. I enjoyed having the choice of which session I could attend last year.

The diversity meeting was the most uncomfortable for me, I felt a bit put on the spot.

The sessions tend to be way too long and not very helpful.

A break time in the afternoon, because doing stuff for the whole day was very exhausting

One thing I really liked about last year's LEAD Day that was missing this year was the opportunity to attend several elective workshops based on specific topics that we individually chose.

Maybe not as long of sessions

Statistic	Value
Total Responses	48

2015 Lead Student Survey Comment Summaries

7. What did you like or dislike about the Group Games/Competition?

- Everyone had a really good time with it
- I was too tired by that time to go, but I heard good things from those that attended about the tricycles! (2)
- Nothing (2)
- Was chaotic and did not seem like fun or fair competition. (2)
- It was really hot (6)
- So many people didn't show up and because I'm an RA we have already had training for two weeks so a nap would have been nice instead of games. (4)
- Fun (4)
- We do a lot of games all weekend and it gets kind of old

- It felt unorganized and the microphone was super hard to listen too. So the instructions weren't usually very clear.
- It was late in the day and I was pretty burnt out from my previous training/ sessions. The games were great though and the people that coordinated it!
- It was short and not mandatory. So very few people competed or attended (2)
- They were kind of boring and juvenile
- Great atmosphere!
- I skipped them because I was tired (4)
- they were very creative
- It felt like a forced activity. Many of us were tired from retreats, moving in ect. so we just wanted to rest.
- It felt like a waste of time because only a third went and the points were arbitrarily handed out
- It was nice to unwind after a long day of lecture.
- I wasn't able to participate due to prior conflicts
- It was a long gap between the last session and the games, and it felt awkward to try and join the people who were there early.
- Games were great. Too many teams.

9. Any comments regarding dinner on the baseball field?

- It seemed to work really well and they were really organized
- Took a while to get food
- Having drinks provided would have been great.
- So good (9)
- Great Job doing Hodad's. The time and space we had on the baseball field was my favorite part of the day.
- So good! But there was no water. (12)
- It was great. I more so enjoyed the company than the food. Hodad's is great and I wouldn't have changed that (I liked it better than Phil's), but I was just stoked to see everyone again and to get to hang out on the field, play Frisbee, etc.
- Drinks and some shade would have been nice, but overall it was super great!!! I was thankful for such a fun meal after a long day.
- The food was pretty amazing. A major problem was not having any drinks available. Many students had to buy drinks from a nearby vending machine. Also it was a bit hot out, so maybe putting up the tents would be nice but not necessary.
- Shade covers would be awesome
- I heard it was delicious! I wasn't able to attend unfortunately
- The food was delicious and the customer service was excellent, but we did have to wait a very long time to get our food after we had ordered it. Overall, this was a fun, pleasant experience.

11. What was your favorite part of LEAD and why?

- Lead day, it was fun to see every one and the seminars were interesting
- The commissioning service is always great! I also thought Melanie Wolf and Jeff Bolster did a great job with their training session. It comforted me a lot about the responsibilities involved in being a leader. (13)
- Games were a fun way of bonding with other leaders and get a break from the lectures. (3)
- Meeting other leaders on campus (3)
- The Dinner and the Service because it was a time to get reconnected with peers and God.(7)
- The commission service because it was nice to worship with all the leadership teams (4)
- NSO day

- Having discussion time with my peers during both the sexual harassment training and the diversity training.
- LEAD was a great way to bond with other student's leaders and experience knowledgeable forums.
- The incoming freshman trivia was hilarious, especially Facebook page quotes.
- I liked the "Do What I Say, Not What I Do... Right?" session because it made me feel a lot more comfortable with myself as a leader; that it's okay not to have everything all together. Also seeing people that we look up to so much admit to their faults and mistakes and telling us all that it would happen to us and that that was okay was really comforting. I also liked the commission service because it was awesome getting to worship alongside all the other leaders, especially because that's why we're here: to serve and worship God.
- How excited all the staff members were that we were there. It really pumped us up.
- Session with Melanie Wolfe and Jeff bolster and end service
- The emphasis that we were making a difference whether we realized it or not
- The do what we say not what we do was very insightful and helped me to get a better idea or understanding of what it really means to be a leader.
- Binding with my team and talking with all the new students.
- I enjoyed the session on becoming a leader. Its was informal, but still worthwhile.
- Community
- Eating lunch in the caf was great because it gave everyone a chance to catch up in a more casual setting than during the trainings.
- the lecture that wasn't about diversity or sexual harassment in the fermanian building was very moving and made me learn more about myself after such a good talk on improving my own life, and the necessity of taking care of ourselves before others. The speakers were fantastic, almost bringing me to tears by how relatable their stories were to my own life struggles.
- The s'mores because it was fun.
- The leadership session because the speakers where engaging and interesting and provided relevant information.
- Time with my team

12. What is one thing that would have made your LEAD Day training more enjoyable?

- The sexual harassment training could have been a little more engaging, but that was not the fault of the speaker at all! There were just a lot of PowerPoint slides, a lot of information to get through, and it was hard to sit for that amount of time in the hot weather. (3)
- The "Leading an Inclusive Campus" workshop could've been done better. I love the concept and the idea behind it, but it wasn't applicable and relatable to students. Many students, including myself, checked out during the scenarios, because we couldn't relate and thought it was over-board.
- Give us choices on what sessions to go to. (2)
- Free stuff, more organized/ efficient use of time (9)
- A shorter lunch period & a break instead of games. (6)
- If there was maybe a separate training sessions for the RA's because most of the stuff was fairly redundant.
- I feel like LEAD Day is more beneficial for incoming leaders. I felt like I was going through a repeat of what I did last year and it was a little frustrating having to go through the same or similar sessions as I did last year.
- Water at Hodad's
- Possibly snacks in between meetings.
- If it was less early. (2)
- Fewer seminars. It would be great to combine all three into one semi long one

- I think it makes more sense to do the games/competition in the morning if you do decide to have them again. That way it isn't so hot and so more people will attend since they aren't already tired from the sessions.
- I would have liked to see more on what is considered sexual harassment, how to avoid it, how it's been a problem in the past rather than just "sensitivity" training.
- The seminars were a little monotonous this year. All of the presenters did a great job; however, I would've liked to have participated in a more interactive format. I thought the diversity/inclusiveness session was great--and I was wishing we had more time for that. It was pretty interactive and I was able to engage in it. Though, I do feel it lacked a little bit of substance. Could've had more explanation as to why diversity/inclusiveness really matters to us as Christians. Give me a reason to believe why that's important and I'm on board. The other two sessions (sexual harassment and Do as I say, not as I do...right?) were hard to sit through. They were a lot more lecture based and I found myself thinking more about not dozing off than really taking everything. I'm usually a good listener. But it was already a long day, and when you're tired, sitting through a lecture and retaining anything can be a challenge.
- The giant soccer all game for the competition segment.
- I really dislike the diversity training. The speakers neither provide us with helpful information nor allow us to discuss freely real issues that arise. The situations we were given to discuss seem trite and oversimplified, and the session is so focused on being politically correct that it is impossible to be open with one another. It is also vaguely insulting. It seems as though we are being asked to lead our campus but not trusted to not be racist or sexist.
- if it was shorter
- To not have as long meetings. It was hard to hold our attention when we were tired from the heat. (2)
- Having more help tearing down the last of the events like s'mores.
- The weather being cooler--uncontrollable!
- Having time to process everything. Having session after session was tough because there were times where I felt as if my mind was still in the last session processing and struggling to keep up with what was happening.
- The Diversity session ran over, causing us to be late for the next scheduled event.
- Again, if the weather wasn't so bad. Got this nasty farmer's tan
- Well for starters, not getting dehydrated and sick, however that was not scheduled for LEAD day. Perhaps a shorter lunch break and some coffee/water stations for between the first two sessions.
- Everything was great except no drinks with the Hoodads. Even a heads up about no drinks would have been awesome.
- It's difficult to go through the training as an RA because much of it is repetitive. I enjoyed having the choice of which session I could attend last year.
- The diversity meeting was the most uncomfortable for me; I felt a bit put on the spot.

2015 Lead Staff Survey Comment Summaries

5. What did you like or dislike about the Group Games/Competition?
 - Great for students who have not already been here for week training. Students were too tired to participate and most did not stay. Also, it would have been helpful to have water stations since it was so hot (even if just to refill their own bottles).
 - Games were fun but the attendance seemed low
 - It was too hot outside (dislike).
7. Any comments concerning dinner on the baseball field or the vendor.
 - We desperately needed water. And though it was great to have freshly made food, it felt especially long with not water/ beverage on a long, tiring, hot day
 - Hodad's was great as always. Though it was appreciated that folks were able to personalize their orders, the wait was not appreciated. A simpler menu (hamburger, cheeseburger, veggie burger) without customization would have been appreciated just as much. It was NOT acceptable that there were no beverages whatsoever, especially on a hot day. This is a must if we are going to have an outdoor meal event (or indoor meal event. period.). Please please please make sure this is included next year!
 - That was one of the best parts of the day
9. What was your favorite part of LEAD and why?
 - The schedule felt doable in terms of longer passing periods and more time for lunch. It felt full but not too frantic or rushed.
 - The excitement of the new students coming on
 - I informally polled my student leaders, and they appreciated the leadership break out session and enjoyed the Hodad's meal.
10. Do you have any suggestions for LEAD training next year?
 - Opening session needs to be a "kickoff"...something more celebratory and energy-filled. Definitely need drinks throughout the day. The post lunch session is a hard session to get through --maybe a post lunch snack/ coffee/ popsicle option?
 - The inclusive conversation should be re-worked to properly handle the scenarios.
 - We didn't start off strong with the opening session -- it seemed thrown together and I think the students could tell. We can do a better job of welcoming them and showing them we're excited that they are here. As well, anyone who goes up on stage during any of the events should introduce themselves; we should never assume the students know who we are. For some students, this is their first time participating in LEAD. It would also help if all of the staff that are overseeing focus groups came to greet the LEAD students in the foyer on their way in to the opening session. This would be a nice touch, showing them we also care about having them there, no matter what focus group they are with. For the opening session, do a shout out to every focus group, so they know exactly who is in the room and who the other leaders are. This could be done by asking for one volunteer from each group: RAs, D-Groups, Student Ministries, ASB, Ministry with Mexico, Worship Interns, Public Safety, TAG, ASB Clubs, Tutoring, MOSAIC, etc.
 - Yes: The schedule was a lot lighter this year (which was great). My suggestion would be to start later in the day. The day seemed too spaced out and lost momentum by the time group games came around, and was almost totally gone by the bonfire. If we started after lunch (or maybe just before with the opening session), we could probably get everything in and keep the energy so that everyone

still shows up to every session. Also, for the opening session I think it's a good idea to announce from the front all the different groups that are attending so that the students know who all is there. It also give the smaller groups a chance for some recognition.



11. Would you be interested in serving on the LEAD committee next year? If so, please enter your email address:

- No

2015 LEAD Staff Evaluation Survey






Last Modified: 10/15/2015

1. Gender

#	Answer		Response	%
1	Male		5	38%
2	Female		8	62%
	Total		13	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.62
Variance	0.26
Standard Deviation	0.51
Total Responses	13

2. Number of LEAD trainings you have attended.

#	Answer		Response	%
1	0		1	8%
2	1		0	0%
3	2		3	23%
4	3		2	15%
5	4		4	31%
6	5+		3	23%
	Total		13	100%

Statistic	Value
Min Value	1
Max Value	6
Mean	4.31
Variance	2.23
Standard Deviation	1.49
Total Responses	13

3. How did the structure work for you?

#	Question	Needs Improvement (1)	(2)	Average (3)	(4)	It was great; leave it as is (5)	Total Responses	Mean
1	Length of time for focus group training	0	0	5	6	2	13	3.77
2	LEAD Day	0	0	8	3	2	13	3.54
3	Rest day (Thursday) - if applicable	0	0	1	2	9	12	4.67

Statistic	Length of time for focus group training	LEAD Day	Rest day (Thursday) - if applicable
Min Value	3	3	3
Max Value	5	5	5
Mean	3.77	3.54	4.67
Variance	0.53	0.60	0.42
Standard Deviation	0.73	0.78	0.65
Total Responses	13	13	12

4. 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 Responses	Mean
1	"Do what I say, not what I do...Right?" Leadership training	0	0	1	2	4	7	4.43
2	Opening Session	0	1	3	1	2	7	3.57
4	"Power of Presence - Sitting with the Tough Stuff' Sexual Harassment training	0	0	1	1	3	5	4.40
5	"Leading the Inclusive Campus" Diversity Discussion	2	1	2	0	1	6	2.50
6	Lunch in the Dining Hall	0	1	2	3	1	7	3.57
8	Group Games/Competition	0	2	1	2	2	7	3.57
9	Commissioning Service	0	0	0	5	4	9	4.44
10	Hodad's - Dinner on Baseball Field	0	1	3	1	4	9	3.89
11	Bonfire and S'mores	0	1	2	2	1	6	3.50

Statistic	"Do what I say, not what I do...Right?" Leadership training	Opening Session	"Power of Presence - Sitting with the Tough Stuff' Sexual Harassment training	"Leading the Inclusive Campus" Diversity Discussion	Lunch in the Dining Hall	Group Games/Competition	Commissioning Service	Hodad's - Dinner on Baseball Field	Bonfire and S'mores
Min Value	3	2	3	1	2	2	4	2	2
Max Value	5	5	5	5	5	5	5	5	5
Mean	4.43	3.57	4.40	2.50	3.57	3.57	4.44	3.89	3.50
Variance	0.62	1.29	0.80	2.30	0.95	1.62	0.28	1.36	1.10
Standard Deviation	0.79	1.13	0.89	1.52	0.98	1.27	0.53	1.17	1.05
Total Responses	7	7	5	6	7	7	9	9	6

5. What did you like or dislike about the Group Games/Competition?

Text Response

n/a

Great for students who have not already been here for a week training. Students were too tired to participate and most did not stay. Also, it would have been helpful to have water stations since it was so hot (even if just to refill their own bottles).

Games were fun but the attendance seemed low

It was too hot outside (dislike).

Statistic	Value
Total Responses	4

6. Please rate your Dinner Vendor (Hodad's).

#	Question	Needs improvement (1)	(2)	Average (3)	(4)	It was great; leave it as is (5)	Total Responses	Mean
1	Quality of food received	0	0	1	1	7	9	4.67
2	Length of time it took to get the food	2	2	2	1	2	9	2.89
3	Portion sizes	0	0	1	3	5	9	4.44

Statistic	Quality of food received	Length of time it took to get the food	Portion sizes
Min Value	3	1	3
Max Value	5	5	5
Mean	4.67	2.89	4.44
Variance	0.50	2.36	0.53
Standard Deviation	0.71	1.54	0.73
Total Responses	9	9	9

7. Any comments concerning dinner on the baseball field or the vendor.

Text Response

We desperately needed water. And though it was great to have freshly made food, it felt especially long with not water/ beverage on a long, tiring, hot day

Hodad's was great as always. Though it was appreciated that folks were able to personalize their orders, the wait was not appreciated. A simpler menu (hamburger, cheeseburger, veggie burger) without customization would have been appreciated just as much. It was NOT acceptable that there were no beverages whatsoever, especially on a hot day. This is a must if we are going to have an outdoor meal event (or indoor meal event. period.). Please please please make sure this is included next year!

That was one of the best parts of the day
no drinks OOps

Statistic	Value
Total Responses	4

8. 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 Responses	Mean
1	Brand	0	1	2	1	2	6	3.67
2	Cut	0	0	2	1	3	6	4.17

Statistic	Brand	Cut
Min Value	2	3
Max Value	5	5
Mean	3.67	4.17
Variance	1.47	0.97
Standard Deviation	1.21	0.98
Total Responses	6	6

9. What was your favorite part of LEAD and why?

Text Response

The schedule felt doable in terms of longer passing periods and more time for lunch. It felt full but not too frantic or rushed.

The excitement of the new students coming on

I informally polled my student leaders, and they appreciated the leadership break out session and enjoyed the Hodad's meal.

autonomy to do what was needed for my area

Statistic	Value
Total Responses	4

10. Do you have any suggestions for LEAD training next year?

Text Response

Opening session needs to be a "kickoff"...something more celebratory and energy-filled. Definitely need drinks throughout the day. The post lunch session is a hard session to get through --maybe a post lunch snack/ coffee/ popsicle option?

The inclusive conversation should be re-worked to properly handle the scenarios.

We didn't start off strong with the opening session -- it seemed thrown together and I think the students could tell. We can do a better job of welcoming them and showing them we're excited that they are here. As well, anyone who goes up on stage during any of the events should introduce themselves; we should never assume the students know who we are. For some students, this is their first time participating in LEAD. It would also help if all of the staff that are overseeing focus groups came to greet the LEAD students in the foyer on their way in to the opening session. This would be a nice touch, showing them we also care about having them there, no matter what focus group they are with. For the opening session, do a shout out to every focus group, so they know exactly who is in the room and who the other leaders are. This could be done by asking for one volunteer from each group: RAs, D-Groups, Student Ministries, ASB, Ministry with Mexico, Worship Interns, Public Safety, TAG, ASB Clubs, Tutoring, MOSAIC, etc.

Yes: The schedule was a lot lighter this year (which was great). My suggestion would be to start later in the day. The day seemed too spaced out and lost momentum by the time group games came around, and was almost totally gone by the bonfire. If we started after lunch (or maybe just before with the opening session), we could probably get everything in and keep the energy so that everyone still shows up to every session. Also, for the opening session I think it's a good idea to announce from the front all the different groups that are attending so that the students know who all is there. It also give the smaller groups a chance for some recognition.

Statistic	Value
Total Responses	4

11. Would you be interested in serving on the LEAD committee next year? If so, please enter your email address:

Text Response

No

Statistic	Value
Total Responses	1

Comparative Data

Multicultural and International Student Services

Mission Statement

Multicultural student services provide an opportunity for all students at PLNU to integrate with the rich multicultural heritages and interact with diverse cultures by promoting intergroup awareness, healthy identity, and inclusiveness through intentional educational programming. International student services specifically provide appropriate support services for international students and is dedicated to fostering cross-cultural respect, perspectives, and appreciation towards global citizenship.

Overview

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

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

Intended Learning Outcomes

Program	Cognitive Complexity	Knowledge Acquisition, Integration & Application	Humanitarianism & Civic Engagement	Interpersonal & Intrapersonal Competence	Practical Competence
MOSAIC	X	X	X	X	X
International Student Services		X	X	X	X

Evidence of Learning

M.O.S.A.I.C

Cognitive Complexity

Students were able to engage with others through these events: Diversity Forum gave students an opportunity to discourse about the current state of racial tensions. BSU held a student only meeting to discuss the “*yikyak*” issue that arose on campus. Students were also giving a chance to voice their opinions and concerns in a closed focus group setting. The office space was also utilized for ongoing conversation about race and diversity on campus.

Knowledge Acquisition, Integration, and Application

This objective was met through four training sessions for Diversity Leadership Scholarship (DLS) recipients. The DLS students were able to spend one Friday a month to learn about Ken Blanchard’s Situational Self Leadership. These training sessions gave the students the ability prepare themselves to see what type of leader they were in order to forecast future careers.

Humanitarianism & Civic Engagement

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

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

Interpersonal and Intrapersonal Competence

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

Practical Competence

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

INTERNATIONAL STUDENT SERVICES

Knowledge Acquisition, Integration, and Application

All international students were encouraged to attend orientation at the beginning of the academic year. This is to help them integrate into campus after traveling to their home countries at the end of the spring semester. Orientation session gives students an avenue to learn about the American culture and specifically culture at Point Loma. It also gives a chance to meet other likeminded students with similar lived experiences.

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

Humanitarianism & Civic Engagement

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

Interpersonal and Intrapersonal Competence

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

Practical Competence

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

2014-2015 Area Assessment

The areas of assessment that I wanted to focus on coming into this past year had to do with international students' interpersonal competence when they are leaving. I suggested that I will be conducting exit interview to monitor it. I was able to have a sit down interview with all of the graduating international students to talk about their experiences on campus. Through these exit interviews, I found that most of the lived experiences of our international students on campus was favorable. International students felt engaged on campus, they felt like their opinions were taking into consideration for the most part. I only received one complaint from two international students. Both student emphasized that although their experiences were all negative, they felt like that services could improve. All international students were asked what could be improved and a resounding response was increase in international student population and international student programs on campus.

One on one interviews were also done with all MOSAIC students about their needs and how it will be met. The general consensus from all MOSAIC students was that multicultural students need a center. A Multicultural Center will promote diversity conversations. At the moment students' only space for diversity conversation

and camaraderie is inside the MOSAIC office. This is not conducive as the Director is sometimes busy with other important tasks. The need for more international students' programs and the need for a space for MOSAIC students seems to be the biggest facing all MOSAIC students at the moment on campus.

Use of Evidence of Learning

Through conversations at the beginning, middle and end of the academic year, I was able to have a bigger picture of how MOSAIC and International Student Services programs were faring. Overall, what we did this year was effective in reaching its intended outcome.

Based on the above information, I would like to improve on service related programs across the board for all MOSAIC Clubs. I will also be re-designing the concept for a monthly newsletter to go out to our community members about events and news concerning our department. I will also like to improve on collaborating more with more departments, especially those within Student Life and Retention. This plan is already in motion as I am in conversations with the Office of Strengths and Vocation (OSV) to create a communication tool. This tool will aid the office in creating a newsletter template and schedule when it is to be emailed to students.

As far as International Student Services is concerned, I believe Point Loma's international presence needs to be bolstered better. We need to increase advertisement in different countries. In the future, I would like to see more support from administration in having a conversation about how to improve our enrollment numbers for international students. I would also like to do at least one training workshop a year for all Designated School Official (DSO) so they stay current on all visa related issues.

Areas that I would like to assess more next year based on feedback from exit interviews and conversations with students are improving international student programming and secondly, re-assessing the conversations surrounding a Multicultural Center.

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

I subscribe to Educational Advisory Board (EAB) daily briefings so every morning I spend a portion of time catching up on current trends. I also read articles from *Inside Higher Ed* forum. I have been able to read Visions of Vocations a bit and currently purchased a book on the *101 Changemakers of the US History*. Aside from these readings, I visited BIOLA during the SCORR conference and also participated in the National Conference on Race and Ethnicity gathering in San Francisco. I am also a member of 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)

I have been in communication with the other eight Nazarene universities around the country about starting a consortium. I am currently in the process of starting an annual gathering to discuss Diversity in the Nazarene Academy (DNA). I am constant communication with surrounding universities to learn about their practices. I have a professional relationship with my counterparts at Azusa Pacific University, Biola University, University of San Diego and University of California, San Diego. I have travelled to multiple college fairs and have met other international admissions counselors from UC San Marcos, and Grossmont.

Areas of Distinction

This year we continued the year of excellent programming from all MOSIAC clubs. We had eight international students graduate with high honors. We also graduated three of our Diversity Leadership Scholars. Two similar student clubs merged into one international club called UNITE. A new event was incorporated which received high attendance for a MOSAIC events. This event was the Karaoke Night Bash. The office, with

assistance from the Chief Diversity Officer's office successfully conducted four training sessions of self-situational leadership.

Appendix A

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

Club	Average Club Meeting attendance
Association of Latin American Students (ALAS)	15
Asian Student Union (ASU)	14
Black Student Union (BSU)	10
B.R.E.A.K.	30
Hui O'Hawaii	4
UNITE	15
Team Barnabas	20
Diversity Leadership Scholars	34
TOTAL	142

Appendix B

NUMBER OF MOSAIC EVENTS AND ATTENDANCE (Average attendance)

Club	Number of Events	Attendance
Association of Latin American Students (ALAS)	5	100
Asian Student Union (ASU)	5	250
Black Student Union (BSU)	4	150
B.R.E.A.K.	12	300
Hui O'Hawaii	4	300
UNITE	5	100
Team Barnabas	1	10
Diversity Leadership Scholars	4	34
TOTAL	40	1244

Appendix C

PROGRAMS BY MISS

Program	Intended attendance	Estimated Attendance
Multicultural Breakfast	250	310
MOSAIC Welcome Back	50	80
International Student Game Night	10	10
Movie Night	10	6
Karaoke Bash	60	120
International Education Week	100	250
MOSAIC Christmas Party	100	120
MLK Jr. Luncheon	65	70
Women's History Luncheon	65	50
Karaoke Bash	120	100
Arts and Craft Stress Reliever	15	25
MOSAIC Graduation Banquet	65	70
TOTAL (12)	910	1211

Updated Club Logos

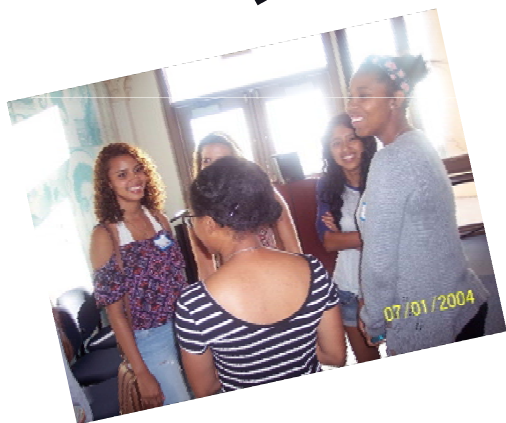
B.R.E.A.K.



ALAS
ASSOCIATION OF LATIN
AMERICAN STUDENTS



Photos from Events This Past Year



Diversity Leadership Scholarship Training



MLK Honors @ Basketball Game



Offices of Strengths & Vocation (OSV)

Through the Offices of Strengths & Vocation (OSV), students have the opportunity to meet with their own personal career coach. Students collaborate with OSV career coaches on selecting a major, writing a resume, preparing for interviews, and planning for internships. OSV also manages the student employment program on campus. The OSV team hosts networking events and employer visits, so students connect with the world beyond the university. OSV is committed to partnering with every student to develop into the person God has called him or her to be.

Program	Knowledge Acquisition, Integration & Application					Humanitarianism & Civic Engagement		Interpersonal & Intrapersonal Competence		Practical Competence	
	Cognitive Complexity										
Student Employment											X
Career Coaching											X
Campus Partnerships											X
Community Outreach											X
Employer Relations											X
Networking Events											X
Team Affiliations											X

Learning Outcome

The Office of Strengths & Vocation participates fully in the Learning Outcome of **“Practical Competence,”** defined as “engages in practical skill-building experiences in preparation for one’s vocation.”

Evidence of Learning

Attachments

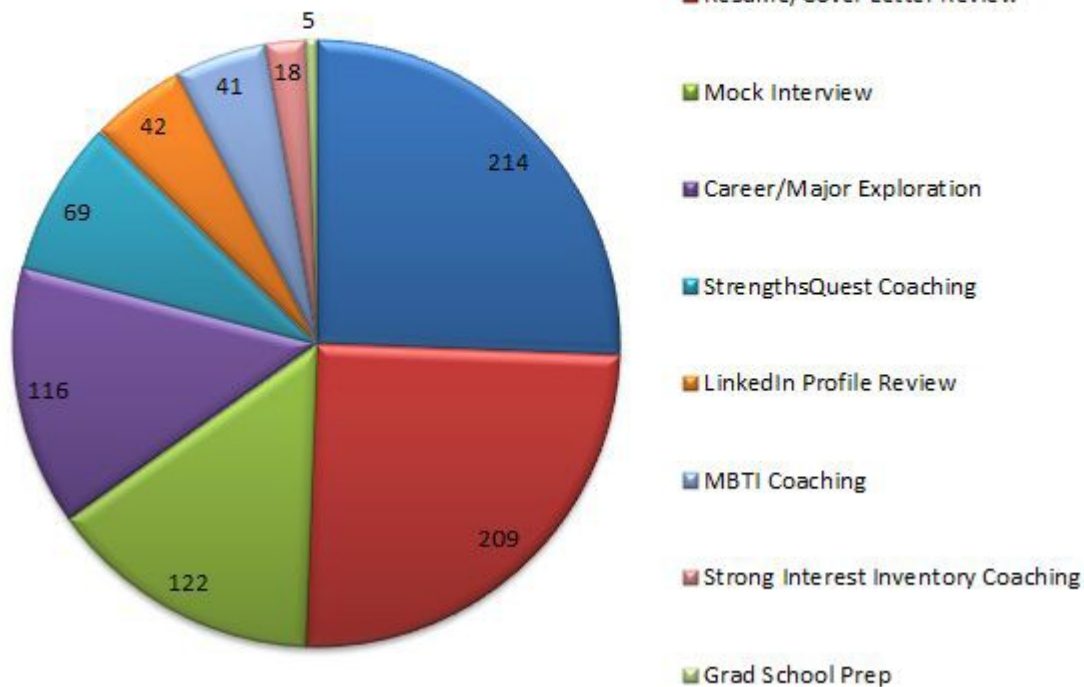
- 1) **Student Employment Data** (students employed on campus throughout the year)
- 2) **Career Coaching** (individual student appointments for resume reviews, interview preparation, internship planning, job search, networking advising, interpretation of Strengths assessment results)
- 3) **Campus Partnerships** (class presentations requested by faculty, collaboration on special events, Strengths programming for various faculty teams, staff departments and student groups)
- 4) **Community Outreach** (campus visits for key leaders with nonprofit organizations and business associations, student and faculty tours of regional employers)
- 5) **Employer Relations** (students hired for jobs and internships through OSV team)
- 6) **Networking Events** (campus events hosted for various industry sectors, mostly with alumni guest professionals)
- 7) **Team Affiliations** (relevant memberships and civic engagement for OSV team)
- 8) **Executive Director Perspective** / Strategic Vision, Design Principles, Key Values

No.	Supervisory Organization
1	Academic Affairs
2	Academic Support Center / Tutorial Services
3	Academic Support Center / Advising and Academic Support
4	Accounting and Finance
5	Accounting and Finance / Accounts Payable
6	Admissions
7	Admissions / Events
8	Adult Graduate Education
9	Alumni Office
10	Art and Design
11	Athletics
12	Athletics / Basketball
13	Athletics / Intramurals
14	Athletics / Track and Field
15	Athletics / Volleyball
16	Auxiliary Services
17	Barnes & Noble
18	Biology
19	Campus Facilities
20	Campus Facilities / Custodial Services
21	Campus Facilities / Event Services
22	Campus Facilities / Grounds and Landscaping
23	Campus Facilities / Maintenance
24	Campus Facilities / Sustainability
25	Campus Facilities / Transportation
26	Center for International Development
27	Center for Pastoral Leadership
28	Center for Pastoral Leadership / Youth Ministry
29	Chemistry
30	Communication and Theatre
31	Conference Services
32	Conference Services / Mission Valley
33	Creative Arts
34	Early Childhood Learning Center
35	Extended Learning
36	Extended Learning / Instructional Technology
37	Family and Consumer Sciences
38	Fermanian Business Center
39	Graduate and Professional Studies
40	Graduate Business

41	History & Political Science
42	Information Technology Services
43	Kinesiology
44	Liberty Station Conference Center
45	Literature, Journalism and Modern Languages
46	Mail Services
47	Marketing and Creative Services
48	Mathematical, Information and Computer Sciences
49	Media Services
50	Military Program and Services
51	Music / Cooper Music Center
52	Office of Global Studies
53	Physics and Engineering
54	President's Office
55	Psychology
56	Public Affairs
57	Public Safety / Community Service Officers
58	Public Safety / Dispatchers
59	Records
60	Ryan Library and Learning Services
61	School of Business
62	School of Education / Graduate Program
63	School of Education / Undergraduate Program
64	School of Nursing
65	School of Nursing / Health Promotion Center
66	Sociology and Social Work
67	Sodexo / Catering
68	Sodexo / Dining Hall
69	Sodexo / Retail
70	Spiritual Development
71	Spiritual Development / Chaplaincy Ministries
72	Spiritual Development / Community Ministries
73	Spiritual Development / Discipleship Ministries
74	Spiritual Development / Worship Ministries
75	String Project
76	Student Development / Community Life
77	Student Development / Multicultural and International Student Services
78	Student Development / Nicholson Commons
79	Student Development / Offices of Strengths and Vocation
80	Student Development / Outdoor Leadership
81	Student Development / Residential Life
82	Student Development / Student Life and Retention

83	Student Financial Services
84	Theology and Christian Ministry
85	University Advancement
86	Wellness Center
87	Wesleyan Center
88	Writer's Studio

OSV Coaching Appointments 2015-2016



of Appointments by Coaching Type

Job/Internship Search	214
Resume/Cover Letter Review	209
Mock Interview	122
Career/Major Exploration	116
StrengthsQuest Coaching	69
LinkedIn Profile Review	42
MBTI Coaching	41
Strong Interest Inventory Coaching	18
Grad School Prep	5

Total Appointments: 838

Metrics Tracking

Classroom Presentations

OSV Staff Member	Class	Professor	Presentation	# of Students	Semester
Nick	FCS	Rogers	LinkedIn	27	Fall
Nick	Business 100	Schooling	Branding	32	Fall
Nick	Business 100	Schooling	Branding	33	Fall
Jessica	Comm 100	Lorina Schrauger	Resume Reviews	20	Fall
Jessica/Devin	Senior Seminar	Jaeyoon Kim	Resume/Cover Letter	8	Fall
Rebecca/Devin	Senior Seminar	Susan Rogers	REsume and Branding		
Devin	Comm 100	Lorina Schrauger	Resume Reviews	20	Fall
Austin F.	Comm 100	Lorina Schrauger	Resume Reviews	20	Fall
Anna B.	Comm 100	Lorina Schrauger	Resume Reviews	20	Fall
Rebecca	Psych 400	Michael Leffel	The Successful Senior Year Job Search		Fall
Devin	Comm Senior Seminar	Melissa Newman	OSV services/what you can do w/comm degree	16	Spring
Devin	FCS Senior Seminar	Susan Rogers	Resume Reviews		Spring
Rebecca Smith	Faith, Hope, Love	Keith Pedersen	Job search process	25	Spring
Devin	Bio497--Senior Seminar	Mike Dorrell	Senior Job search process	15	Spring
Devin	Bio497--Senior Seminar	April Maskowitz	Senior Job search process	7	Spring
Devin	Faith Life and Art	Keith Pedersen	Resumes and Interviews	18	Spring
Devin	How to Network	Keith Pedersen	Networking	18	Spring
Devin	Intro to Christian Education	Rebecca Laird	About OSV and Intro to the Faith & Work Panel	17	Spring
Nick	Auditing	Hammond	Career Management	16	Spring
Nick	FCS	Rogers	Linkedin	28	Spring
Devin	Music	George Williamson	Resumes and Interviews	14	Spring

Nick	Business 100	Bruce Schooling	Branding	28	Spring
Nick	Business 100	Bruce Schooling	Branding	32	Spring
Rebecca Smith	FCS497 Senior Seminar	Susan Rogers			Spring
Rebecca	NSG 150	Barbara Taylor	Leadership and Vocation		Spring

Employer Trek

OSV Staff Member	Company	Contact	Purpose	Date
Nick	Southern Pacific Financial	Anthony Lococo	Internships	1/28/2016
Nick	San Diego Zoo	Hans Gienapp	Internships	2/1/2016
Nick	Roya	Dennis Fuller	Internships	2/17/2016
Devin	Nuvasive	Pat Miles	Student Exposure	5/17/2016
Rebecca	Nuvasive	Pat Miles	Student Exposure	5/17/2016
Danny	Nuvasive	Pat Miles	Student Exposure	5/17/2016

Campus Partnerships

	Partner Department	Activity	Date
Nick	Spiritual Development	Mens Retreat	Jan 15-17, 2016
Jessica	Spiritual Development	Womens Retreat	Jan 15-17, 2016
Devin/Jessica	FCS	Strengths Seminar	8/1/2015
Jessica	Women's Studies	Sophomore ENOUGH Panel	10/15/2015
Jessica	Student Success and Wellness	Undeclared Chapel	9/18/2015
Nick	Great Escapes	Ski Trip	1/29/2016

Jessica/Rebecca	Admissions Office	Preview Days	1/29/2016
Jessica	FCS	Met to discuss panelist for Network 9	1/28/2016
Nick	Spiritual Development	Loveworks	2/4/2016
Jessica	Fox 5 News	Interview for basketball coach retiring	2/3/2016
Jessica	CBS 8 News	Interview for basketball coach retiring	2/9/2016
Jessica	Advancement	Video for President's Weekend	2/18/2016
Nick	Advancement	Met with prospective student possible donor	2/18/2016
Nick	Admissions Office	Prospective student club fair	2/19/2016
Devin	Admissions Office	Prospective student club fair	2/20/2016
Devin	Disability Resource Center	Strengths Coaching for Lindsey Lee	2/10/2016
Devin	MOCM	Grading Melissa Newman's portfolio class	2/15/2016
Rebecca		TEDx	2/26/2016
Devin	Finance and Accounting	Strengths coaching for Janet Caprario	3/1/2016
Rebecca	Admissions	Preview Days	3/4/2016
Nick	Wellness	Advising Chapel	3/18/2016
Nick	NSO	Strategic Meeting	3/17/2016
Devin	SFS	Strengths coaching for Jamie Asche	3/1/2016

Devin	Spiritual Development	Scripture reading in Chapel	3/23/2016
Devin	School of Education - Prof Maruca	Announce NHA visit and encourage attendance	4/5/2016
Devin	School of Education - Prof Johnson	Announce NHA visit and encourage attendance	4/7/2016
Devin	SFS	Strengths coaching for Colin Olson	4/7/2016
Nick	Admissions	Preview Days	4/8/2016
Nick	Loveworks	Strengths	4/7/2016
Devin	Admissions	Preview Days	4/8/2016
Devin	Loveworks-Selma	Strengths	4/7/2016
Nick	Admissions	preview Days	4/15/2016
Devin	Student Development	Neighborhood House Association	4/12/2016
Devin	Student Development	Neighborhood House Association	4/21/2016
Devin	FCS	Grading Senior Portfolios	4/26/2016
Devin	Loveworks-Selma	Strong Interest Training	4/26/2016
Nick	Loveworks-Selma	Strong Interest Training	4/26/2016
Devin	SFS	Strengths Coaching for Liana	4/12/2016
Devin	SFS	Strengths Coaching follow-up with Jamie Asche	4/14/2016
Devin	SFS	Strengths coaching with Susan Laughlin	5/9/2016

OSV Staff Member	Company	Contact	Purpose		Date
Rebecca	Deloitte	Josh Alcorn			1/8/2016
Nick	Modern Woodmen	Chad Foster	Internships and Jobs		1/11/2016
Nick	Diabetes Research	Christina Kalberg	Internships and Jobs		1/19/2016
Nick	World Vision	Justin Tierney	Internships and Jobs		1/20/2016
Nick	Forester Financial	Cheryl Cosino	Internships and Jobs		2/3/2016
Nick	Bay Alarm	Emily Pizinger	Internships and Jobs		2/12/2016
Nick	Edward Jones	Ken	Jobs		3/16/2016
Nick	Deloitte	Sara	Leadership program		3/29/2016
Nick	BLVR	Adam	Internships and Jobs	Phone Call	3/31/2016
Nick	OrganikSEO	Julien	Marketing intern	Phone Call	3/31/2016
Nick	Novastyle	Tim Gleeson	Internships and Jobs	Phone Call	4/1/2016
Nick	Batts CPA	Mike Batts	internships and Jobs		4/4/2016
Nick	Novastyle	Bridgete	Internships and Jobs	Phone call	4/6/2016
Nick	PLCU	Michelle	Internships and Jobs	Phone call	4/8/2016
Devin	Neighborhood House Association	Michael Kemp	PLNU Partnership/Internships and jobs	Visit	4/12/2016
Nick	Honeywell	Sara Cone	Jobs and internships	Lunch	4/22/2016

Community Relations					
Rebecca	1/6/2016	Wells Fargo	John Hadley		
Rebecca	1/8/2016	Deloitte	John Alcoln		
Rebecca	1/12/2016	Pacific Arts Movement	Lee Ann Kim		
Rebecca	1/13/2016	Impact SD	James Halliday	Kaison Tanabe	
Rebecca	1/14/2016	Councilman	Chris Cate		
Rebecca	1/29/2016	Jacobs Center for Neighborhood Innovation	Bennet Peji		
Rebecca	2/3/2016	Councilman	Mark Kersey		
Rebecca	2/4/2016	Freshform	Scott Robinson		
Rebecca	2/11/2016	?	Mario Lopez		
Rebecca	2/12/2016	Eastridge	Judy Enns		
Rebecca	2/17/2016	Corporate Roundtable	Cole McQueene	Thomas McMillan	
Rebecca	2/23/2016	MSEL	Ken Blanchard		
Rebecca	3/1/2016	San Diego Business Journal	Dale Ganzow		

Rebecca	3/7/2016	Major	Kevin Faulconer	
Rebecca	3/9/2016	CAO Chief of Staff, County of San Diego	Andrew Strong	
Rebecca	3/10/2016	United Way	Alexis Gutierrez	
Devin	4/21/2016	EDC		

Booths

Organization	Date of Visit
Chick-Fil-A	9/9/2015
Air Force Chaplaincy	9/24/2015
YMCA	9/30/2015
24-Hour Fitness	10/7/2015
SBTS	10/16/2015
US Petrial Services Agency	10/21/2015
Forest Home	11/2-3/2015
International School of Tegucigalpa	11/12/2015
Paloma Christian Camp	11/18-19/2015
Mount Hermon	1/27/2016
Mt. Gilead Bible Camp	1/29/2016
USG School of Medicine	2/5/2016
The Salvation Army	2/8-9/16
A Christian Ministry in the Park	Feb 23 and 24, 2016
YMCA	3.16.16
Customs/Border Patrol	3.16.16
Registrar of Voters	4.20.16

Hosting Visitors

Host	Organization	Date of Visit	# of Visitors
Jessica/Rebecca	High Tech High	11/6/2016	10

OSV Employer Relations / 2015-2016

These companies and organizations hired for jobs and internships through Nick Wolf and Debra Lively this year.

Classy*, mobile fundraising platform
Bank of Internet, national online bank
Waxie*, sanitary supply company
Torrey Pines Bank*, business banking
Solo Eyewear*, environmentally responsible sunglasses company
Torrey Cove Capital, global investment firm
Lennd*, operating systems for events production
Novasyste*, clinical support and field service for medical device industry
SPAWAR Systems Center*, military technology, research and communication
CT Homes*, residential real estate
Foresters Financial, international investment company
Modern Woodmen, life insurance company
Moss Adams, certified public accounting
EY, business management consulting
Deloitte, financial consulting
Lindsay Brownell*, certified public accounting
Voyant Advisors*, forensic accounting analysis
Sportstek Medical*, healthcare sales
6 Degrees, business networking membership association
Reality Changers*, college admissions program
Sunset View Elementary*, local public school
Silver Gate Elementary*, local public school
San Diego Surf School*, sports company
La Jolla Playhouse*, national theater company

*employer based in San Diego

Date	Event	#Professionals	#Staff/Faculty	#Students
9/15/2015	How to Network Workshop	OSV Staff	2	50
9/22/2015	OSV Healthcare Panel	14	7	93
9/29/2015	Major Minute	11	4	42
10/7/2015	Graduate School and Seminary Fair	43 schools/seminaries		
10/20/2015	Network 9: Math, Computer Science, Physics, and Engineering	9	8	26
10/27/2015	Network 9: Psychology, Sociology, and Social Work	9	4	47
11/10/2015	OSV Finance, Real Estate, and Banking Panel	9	5	68
1/21/2016	Alumni Mentor Reception	25 matches (50 total)		
1/26/2016	Network 9: Working in the Arts	4	2	54
2/2/2016	OSV Faith and Work Panel	4	0	7
2/5/2016	Summer Camp Job Fair	21 camps		
2/16/2016	Network 9: Education and Child Development	13	8	30
2/23/2016	Network 9: Law, Government, and Political Science	7	5	22
3/1/2016	Network 9: Bio Tech Pharma	9	4	28
3/22/2016	Accounting Panel	11	4	35
4/5/2016	Working with Media	8	1	20
4/20/2016	Student Employee of the Year Reception	0	24	18

OSV Team Affiliations / 2015-2016

National Association of Colleges & Employers

Mountain Pacific Association of Colleges & Employers

San Diego Human Resources Forum

Western Association of Student Employment Administrators

California Internship & Work Experience Administrators

National Student Employment Association

Board of Directors, United Way of San Diego County

Board of Trustees, e3 Civic High

Commission for Arts & Culture, City of San Diego

Outdoor Leadership Programs 2015/16

Completed by Jonathan Morell

Mission Statement

To facilitate specific and focused opportunities for students to develop their God inspired potential for leadership, stewardship of the natural resources, a deep connection to the Created world, and provide opportunities for professional wilderness licensure and certification.

Overview

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

Intended Learning Outcomes

Program Competence					
	Cognitive Complexity	Knowledge Acquisition, Integration & Application	Humanitarianism & Civic Engagement	Interpersonal & Intrapersonal Competence	Practical
The Way	X	X		X	X
Great Escapes	X		X	X	X
Guide Leadership Program	X	X	X	X	X
Rental Center		X			X
Mens Retreat	X	X	X	X	

Evidence of Learning

The Way

Cognitive Complexity

Supporting Data Summary:

Participants reflected that this experience gave them an opportunity to demonstrate leadership skills: **81.25% strongly agree, 18.75% agree** and solve unique problems: **87.5% strongly agree, 12.5% agree (N=16)**.

Description:

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

Humanitarianism and Civic Engagement

Supporting Data Summary:

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

100% of participants agreed that participating on The Way increased their knowledge of wilderness ethics

Description:

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

Interpersonal and Intrapersonal Competence

Supporting Data Summary:

Participants also reflected that the trip created an opportunity to **form meaningful relationships with others 93.75% strongly agree 6.25% agree**

Students reflected that the high challenge of transitioning to college life will be more manageable due to the relationships established on The Way. They reflected that participating on The Way increased their confidence to create new relationships (Appendix 1)

How do you think participating on this trip will impact/ influence your transition into PLNU college life?
In a lot of ways. For me, the people that I met and befriended were the best part of the trip. I am so glad I got to make friend with such amazing people and that I now get to be with them for years to come. It's comforting knowing I have people I can depend on, going into the year.
I think participating on this trip will make transitioning into PLNU college life easier because of the relationships I have made previous to entry.
I gained independence and problem solving skills and made long lasting friendships
I think this experience will be monumental in my transition to point Loma if for no other reason than to have a friendly face to sit with in the cafeteria in those first few weeks of radical change an unfamiliar territory.
I believe the transition will be much smoother now. I went from not knowing anybody to now feeling like I'm going into all this as part of a small family.
I think it will help immensely! Ive already gotten the first stage of nervousness out of the way by going with this group I have no idea who they are, and I am also in a place ive never been.
It will make the transition easier because now I have some solid connections going into the school rather than not knowing anyone.

Description:

The Way offers students an opportunity to challenge imposed (internal and external) assumptions of self in a supportive community of individuals doing the same self-assessment.

Students co-creating space for listening, encouraging, observing, and challenging self and others in a unique wilderness setting.

Great Escapes (GE)

Cognitive Complexity

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

Knowledge Acquisition, Integration, and Application

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

Interpersonal and Intrapersonal Competence

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

Guide Leadership Program

Cognitive Complexity

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

Knowledge Acquisition, Integration, and Application

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

Interpersonal and Intrapersonal Competence

Data Summary:

Guides are looking for new experiences that challenge their comfort zones and teach them leadership skills. These characteristics are captured and expressed in this student’s reflection (appendix 2):

I want to be a guide because I like to explore new places with people and try new things. I like to help other people have a fun experience even if they are not sure about what to expect in the beginning.

I am hoping to improve my leadership and speaking skills because i am not used to trying to lead groups of people my age.

Description:

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

Practical Competence

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

Appendix 3

Rental Center

Knowledge Acquisition, Integration, and Application

Students engage in practical applications of established and accepted business practices including customer service and brand development. Specifically, students develop and manage web assets, plan and execute mobile marketing, e-commerce, accounting and evaluate the customer experience for improved service. Students are responsible for university asset management and work collaboratively with other professionals both on campus and the greater community.

Practical Competence

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

Men's Retreat

Cognitive Complexity

Data Summary:

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

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

Description:

The purpose of this retreat, in collaboration with the Spiritual Development, was to offer a counter masculine narrative to the often narrow and restrictive story many men are co-opted

into agreeing to and living. We took 16 men off campus on a weekend retreat to offer them tools to chart their own masculine journey.

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

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

2014-2015 Area Assessment

Goal 1- collect more qualitative and quantitative data on the guide development program and The Way. Evaluate what components of our training(s) that are meeting outcomes. Conduct annual and semi-annual focus groups and surveys to obtain data. For The Way, have student create and submit trail journals, pre- and post-trip papers to better understand the degree to which the experience is aiding in their college transition and success.

- We were able to formally (survey) and informally (conversations) gain a better understanding for what our students are taking away from their experience. Refer to Appendix 1.

Goal 2- create more opportunities to emphasize outcome 8 (A willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds). While this outcome is achieved to a limited degree, it is achieved without the intention it requires. Gather demographic data from Great Escapes trips to assess which PLNU students we currently serve. Additionally, approach and connect with student groups and professional staff to strategically diversify and advocate for great access to the programs we offer.

- We continue to work to know who are the students we serve and who is under served. This will continue to be a goal.

Goal 3- Integrate faculty and staff into both The Way and Great Escapes programs to increase curricular and co-curricular components. Collect data on numbers of trips faculty and staff are A. attending, B. planning, C. using as part of a course, or D. integrating curricular components.

- Added Chip to The Way team after he expressed interest in working with a supporting first year students. Lead a Cummins-Botts summer research course on a climbing trip July 2015. I was a guest speaker for a Costa Rica research course trip. These experiences and interactions convey that the wilderness and outdoors is being utilized and emphasized in other departments on campus. I believe faculty and staff want to connect with students outside the classroom and I will seek to understand if GE trips are the avenue to make that a reality.

Use of Evidence of Learning

The Way

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

- Continue to make the current The Way assessments more robust. I'd like to add a "end of spring term" assessment in addition to one sent out after their return.

- Expand reach and promotion of program to incoming students
- Expand program in numbers and in staff/ faculty involvement

Great Escapes

Great escapes continues to be a popular way for students to spend a weekend or holiday. Nearly all trips we offered this year were full. While trip satisfaction is high, I'm committed to including more questions on our surveys to access of outcomes like:

- Interpersonal and Intrapersonal Competence
- Impacts feelings of connectedness and belonging
- Impact on wellness and physical health

This will give us a clearer picture on the impact in any one of these outcomes

Guide Leadership Program

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

Rental Center

Providing this service for the PLNU community and the SD community continues to provide customers with the opportunity to enjoy the natural world. Areas of improvement include:

- Increased time and materials to train ARC workers to run Rentals during the year
- Shifting responsibility of marketing and promotion to rentals coordinator, 5 hrs per week
- Open dialogue about open hours with Milton. Our customers tend to favor weekend hrs, including Sunday, there may need to be some movement towards more open morning hours on weekends.

Men's Retreat

This was a good first step. There were many staff involved in the planning but few in the execution. Students showed increased interest in this program compared to previous years. I would like to:

- Begin planning sooner and with a smaller group
- Work with current PLNU staff to develop a semesterly (weekly/ bi-weekly) meeting with students

Areas of Distinction

Rental center

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

The Way

Established a scholarship in honor of Izzy Ofsanko. Collaborated with Office of Advancement and family to create sustaining funding source, criteria for application, research for estimated costs and marketing for scholarship. Raised \$1000+. The Family made a 5- yr commitment to fund a least one student for the Way. This scholarship will fund the total costs (excluding travel costs) of 1 student in 2016.

Bouldering wall

We held 2 bouldering competitions (fall and spring) that were well attended. Had over 200 signed in users in 2015/16. This is the first year we held 2 events and recorded attendance. This will provide valuable benchmarking for the future.

Great Escapes

We served 423 students and ran 26 trips in 2015/16 (17 Fall and 9 Spring). We also ran the first full and successful Spring Break trip since before 2013. Appendix 4

Appendices

Appendix 1

[The Way student feedback and evaluation survey](#) Click to link to Google PDF

Appendix 2

Guide Reflections

Why do you want to be a guide?

Being in the outdoors and being apart of a community are both very important activities I need daily. I felt myself getting lost in stress and studying last semester and didn't have the opportunity to pursue these things as much as I had hoped for going into college. I believe that ODL is a great way to get involved in fun outdoor activities but also get plugged into the community with passionate, loving individuals. I hope I can gain some life impact relationships through ODL and find a community that will be there to support me. I also hope to share my passion for the outdoors with others. I believe my experiences I have had in the outdoors and my genuine love for the peace I find in the outdoor activities will encourage others to pursue outdoor adventures.

I want to be a guide because I like to explore new places with people and try new things. I like to help other people have a fun experience even if they are not sure about what to expect in the beginning.

I enjoy being outside.

I want to be a guide to just spend more time in the outdoors and lead others in those experiences. Like tea, I believe God made the outdoors to be enjoyed with others and I want to be apart of that. I hope to gain better leadership skills. I am also hoping to grow closer to God and make great relationships along the way. In terms of my contributions, I hope to just be a positive presence, to contribute my personal outdoor knowledge, to be a friend and a leader people can trust and rely on.

- It looks like fun
- Get to meet people and have fun experiences with them
- Get to learn new things

I want to be a guide to meet new people, discover new places around SD, help people to have a great experience trying something new.

To get involved in activities at Loma, to learn more about the outdoor activities and the safe way to do things, and to develop stronger leadership skills. I also want to make awesome relationships before graduation.

I want to become a guide because it looks fun and it looks like a great leadership and mentoring activity.

I want to be a guide because I want others to find the same love for adventure in the outdoors as me. I had someone to do it for me.

I want to become a guide because I often my experience on the way, I really want to share what I felt and my experience within others just as Julianne and the other guides helped me. Going on the trip was one of the best decisions I've made and I can't wait to spread the word!

I want to be a guide because I have done adventure guiding before and I love showing people God's creation. It is amazing to get to share an experience in the outdoors with others and I want to help people have these experiences.

Because I love the outdoors (Adventuring, finding people with similar interests)

I would like to be a guide so that I can help facilitate lasting relationships with our magnificent creator and fellow students within the point Loma community. I also love adventure! It is one of the most genuine experiences that people can interact with one another.

Because I love being in nature and I love being with people

Take a more active leadership role, specifically related with outdoors and with others in that environment.

I love nature. I love people. So, hanging out with people in nature would be best.

I want to learn more about guiding, outdoors

I want to be a guide because i love going on trips. I did this growing up so want to share the wilderness experience with others. Being a guide is something I am passionate about and want ti bring my passion to reality.

What are you hoping to improve?

I am hoping to improve my leadership and speaking skills because i am not used to trying to lead groups of people my age. I also want to meet people I wouldn't otherwise meet with ODL.

Appendix 3 Guide Training Goals

What are you hoping to gain/ learn from your ODL experience?

- Learn about the outdoors and how to properly treat it with activities
- Hopefully learn how to become a better leader. Leadership goes in with nursing, so it would help me with that aspect as well.

To gain experience working with other guides and learn knowledge of the world around me.

Through ODL, I really want to learn how to facilitate a group and gain a deeper appreciation for being outdoors. I want to learn the ins and outs of backpacking trips, climbing, and group leadership.

I'm hoping to gain a lot of fun memories and friends.

I want to be knowledgeable in a wide range of activities and become a good leader.

I hope to gain leadership skills, I love helping people and I've never done it through leadership so I'm really hoping to grow in that field.

I am hoping to gain more knowledge about the outdoors as well as create new friends. I would also like to put myself outside of my comfort zone by pushing my leadership skills.

Leadership skills, new friends

Life long memories that bring forth nostalgia and life long friends in a community. Also leadership skills and survival training.

To Become a better and more comfortable leader

- Technical skills
 - How to lead others in the outdoors: 1. safely 2. Enjoyably 3. In a way that allows for spiritual growth
- Friends, meaningful memories , and new skills and knowledge of the outdoors

Awesome trips, fun times, and guiding others to joy.

What do you hope to contribute to PLNU through ODL?

I hope that I can help PLNU students to step outside of their comfort zone and experience the world around them outside of the city. I want students to enjoy their time at PLNU because I can help guide trips that they want to go on.

- Hopefully getting people interested and excited about getting outside
- Destressing some students through ODL, making friends.

I hope to contribute optimism by looking at the world through a different lense and showing people it's okay to step outside of their comfort zone and try something new even if you look like a fool.

I hope to contribute to PLNU though making solid relationships with people around campus and using those to be an encouragement and friend to everyone who comes through ODL.

I hope I can be a good example to those around me.

Give others the good experience I had, the way, and other trips ill go on.

I hope to contribute to PLNU because I want to help create an excitement for the outdoors and God's creation.

"Leadershipness", share passion for outdoors with other people. Help them appreciate nature. Maybe find another way to contribute to this program using my other skills as well.

I am hoping to contribute a sense of freedom and clarity to PLNU community by encouraging to embark on adventure in a way that celebrates God's in his design.

To share with others how awesome it is to be present in God's creation and to actively express love to each person of the PLNU community.

- Pouring my technical skills to help others have more safe/enjoyable experiences in outdoors
- Share my story and faith with those around me

A warm, welcoming environment in the program that encourages relationships and spending time in nature.

Stevens experience and love

My experience and my love.

What are some of your hopes for this training?

Bond with some other guides, gain more confidence with leading, learn more about techniques and climbing safety.

To learn more of the information on rock climbing, learn new skills physically, and have a mental break from the rest of my busy schedule.

To learn how to coach people while rock climbing, to learn more about my reactions to heights since I know I am afraid of them, to get to know everyone better and create new friendships, and to grow in my reliance on god when I am scared.

I just got really inspired being surrounded by everyone in ODL, so it's fun for me to watch people who are skilled and confident about rock climbing and leadership.

To learn literally anything about rock climbing and to see if I want to pursue it more. Physically- be more comfortable with lifting my body weight.

I hope to learn how to trust others with keeping me safe and being able to lead and encourage them in return.

I hope to meet new people that I would not have a chance to usually talk to. Also would like to go out of my comfort zone (physically/ mentally). Finally, whenever I am in nature I see the beauty of creation and would like to specifically take time to appreciate it.

Is there something you want to learn, overcome, reach for etc. while you on this trip

I want to be more confident while climbing outdoors so I can lead others better; I also want to be more confident in being vocal while leading.

Probably all the terminology related to rock climbing. Maybe new tricks from the experts (you guys) on climbing itself.

I want to conquer my fear of heights. I don't think I can overcome it, but I want to conquer it. I want to learn when it's okay to push someone farther and when it is enough when belaying a climber.

I just want to learn the basic info about rock climbing and tips and tricks on how I can improve and stay involved with it. I want to inspire others like everyone inspires me.

Just the basics on rock climbing, the jargon, where to go, etc.

What are ways your instructors can help you accomplish these goals?

Say where they start from and how they got here for encouragement and connection. I learn things by observing.

I want to learn how to tie knots and learn how to belay. I also want to learn how to climb outside because I have only climbed on outdoor walls.

I like rock climbing and have done so before, but still have a slight height fear that I wish to at least become more comfortable with.

What are ways your instructors can help you accomplish these goals?

I think I learn best by following an example, so they can just do their thing the best they can! Also to encourage me and give me constructive criticism.

Informing us on all the basic information. Give us some quiet time occasionally while climbing to just think and do our thing.

I want them to show me what it looks like to coach someone correctly and I want them to push me further than I am comfortable with.

Be encouraging and helpful towards me when I'm having trouble. I also like to see demonstrations because I am a visual learner.

They can help me practice these skills and teach me how to do them properly because I have never done them myself before.

Being patient, positive, and encouraging.

Goals?

Learn safety procedures, be more confident on the rocks, encourage others, lead effectively with other guides, accept constructive criticism, be humble, belay like a boss, learn about setting and picking climbing routes.

Enjoy nature, step back from busyness of life, appreciate Jesus for the awesomeness that is the outdoors and rock climbing, and learn more about climbing.

Conquer my fear of heights, learn how to coach climbers while belaying, and learn how to set climbers.

Be inspired & learn, and learn how to inspire others.

I just want to be a well rounded adventurer and be able to scope out safe climbing situations.

Learn how to tie different types of knots for different types of climbing. I want to learn proper climbing techniques and how to belay another climber.

Go out of my comfort zone. Not give up/ push myself to limits.

Appendix 4

Great Escapes Semester Summary

PLNU Outdoor Leadership Programs: End of Semester Summary Report FALL 2015

Director of Outdoor Leadership Programs: Jonathan Morell

Great Escapes Coordinator: Julianne Cook

Assistant Great Escapes Coordinator: Juliana Verhage

Total Participants (including guides): 286 (includes GE, ODL, & custom trips - also repeats)

Total Number of Guiding days: 22 (including ODL trips, not including cancelled trips)

Total Number of different Guides: 29

Total Number of Trips: 20 (including those cancelled)

Total Number of Trips Cancelled: 3

Great Escapes Trips: Total = 14

1. Night Kayak + Fireworks: Mission Bay (9/5)
 2. OB Surf Day 1 (9/19)
 3. Snorkel: La Jolla (9/26)
 4. Night Hike: Cowle's Mountain (10/2)
 5. OB Surf Day 2 (10/3)
 6. SD Bay Kayak DAY (10/10) >> parents weekend
 7. SD Bay Kayak NIGHT (10/10) >> parents weekend
 8. SUP: Shelter Island - Group 1 (10/11) >> parents weekend >> **cancelled** d/t lack of participants
 9. SUP: Shelter Island - Group 2 (10/11) >> parents weekend
 10. Mud Caving: Anza Borrego (10/17-18)
 11. CO River Canoe (10/23-25)
 12. Joshua Tree Backpack (10/30-11/1)
 - a. two teams: A & B with individual guiding teams
 13. Rock Climbing: Mission Gorge (11/7)
 14. Day Hike: Potato Chip Rock (11/14) >> **cancelled** d/t lack of participants, no driver, 1 guide
-

ODL Trips: Total = 5

1. Aquatics Training: Mission Bay (9/19)
2. New Guide Orientation (10/3)
3. New Guide Backpacking Training (10/23-25) >> rescheduled (11/20-22) >> **cancelled** d/t poor timing
4. Rock Training (10/3-5) >> rescheduled (11/13-15) >> didn't need last day

Other Trips: Total = 1

1. APU SD Bay Kayak (10/17)
-

Logistics Summary (*See FA'15 Program Ledger for detailed financial report*)

PLNU Outdoor Leadership Programs: End of Semester Summary Report SPRING 2016

Director of Outdoor Leadership Programs: *Jonathan Morell*

Great Escapes Coordinator: *Juliana Verhage*

Guide Development Coordinator: *Tyler Marlow*

Rental Center Coordinator: *Phillip Ward*

Rock Climbing Specialist: *Kristofer Labenske*

Total Participants (including guides): 137 (includes GE, ODL, & custom trips)

Total Number of Guiding days: 25 (including ODL trips, not including cancelled trips)

Total Number of different Guides: 24

Total Number of Trips: 11 (including those cancelled)

Total Number of Trips Cancelled: 2

Great Escapes Trips: Total = 7 >> 6 actually run

1. Big Bear Ski and Snowboard (1/29-31)
 2. Mud Caving (2/20-21)
 3. Spring Break Road Trip (3/4-13)
 4. Overnight Rock Climbing (3/19-20)
 5. Night Kayak (4/8)
 6. Snorkel Trip (4/9) >> **cancelled**
 7. Surf Weekend >> Surf Day (4/16)
-

ODL Trips: Total = 4 >> 3 actually run

1. Rock II (2/5-7)
2. Guide backpacking San G fun trip (2/12-14)
3. Aquatics Training (4/2)

