

# PLNU INTERNATIONAL MINISTRIES Co-Curricular Program Review Self-Study Template: Spiritual Development

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Version 1.3  
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# Instructions

Please use the data provided and the guiding questions to prepare your program review self-study. There may be a few questions not relevant to your co-curricular area, so please enter “N/A” in those text boxes wherever this is the case. The text boxes are intended for the reflective answers to the guiding questions and the summaries of your analyses. Please limit to approximately 200 words per response unless otherwise noted. If there are relevant documents that contain data or more detailed information that will help the reviewers better understand your narratives, please add these as appendices at the end. (Please do not include anything in the appendices not referenced and discussed in the self-study itself.)

**Technical Note:** For your convenience, fillable text boxes appear after each question. If you have non-text items (e.g. tables, charts, etc.) you would like to insert into the document, feel free to replace the textbox placeholder with your information.

## Co-Curricular Unit Analysis

### A) Introduction

1. Name of Co-Curricular Unit, Program(s), and/or Center(s) included in this self-study. Note: Please use bullet points to list the relevant information for each co-curricular area.

Co-curricular Unit: SPIRITUAL DEVELOPMENT  
Program(s): INTERNATIONAL MINISTRIES (LoveWorks and Ministry with México)  
Director: Brian Becker  
Associate Director: Esteban Trujillo

2. This document will be read by both the Co-Curricular Assessment & Review Committee and your external reviewer(s). What do your reviewers need to know about your current program(s) and service(s) to understand their context and how they function within the co-curricular unit as well as across the university?

Spiritual Development is an administrative unit of the University alongside student development, academic affairs, external relations, and finance/facilities. It is led by a VP who reports to the university president. There are four major subdivisions of PLNU Spiritual Development. They are Discipleship Ministries, Worship Arts, Community Ministries and International Ministries. Each area is led by a campus pastor and employs staff support, student interns, and numerous volunteers. International Ministries is the only area comprised of a director and associate director, both considered campus pastors. The director primarily leads LoveWorks. The associate director leads programs in Mexico.

3. If you believe that it will help the reviewers to understand your background context, provide a brief history of what has led to your co-curricular unit’s current structure and programming, including your offices, centers, and/or services.

Christian service and cross-cultural engagement are central to PLNU's mission, vision, and strategic plan, i.e. our institutional DNA. For 30 years, PLNU has invested in International Ministries through the leadership of founding and subsequent directors and associate directors in Spiritual Development. LoveWorks connects PLNU to its sponsoring denomination worldwide. México programs connect PLNU across its nearby international border, a strategic element leveraging PLNU's unique location.

All IM programs welcome students of various backgrounds and give them a broader exposure to Christian ministry and intercultural service in residency with the Church of the Nazarene and other host organizations. We have crafted partnerships and programs that are theologically thoughtful, inter-culturally aware, dynamic, and safe. Our programs are well-supported by staff and faculty in many departments.

## B) Alignment with Mission and University Strategic Goals

Please answer the following questions for all student populations served by your co-curricular unit:

1. Please describe your co-curricular unit's mission, purpose, and practice.

International Ministries (IM) provides multiple opportunities for PLNU students to engage in service as an expression of Christian faith alongside partner churches and non-profits across our local international border and around the world. IM respects hosts in program planning and execution, maintaining diverse relationships to the Global Church of the Nazarene. We maintain ongoing relationships with hosts, welcoming them to also visit PLNU to build reciprocity.

IM requires and provides cross-cultural ministry training before trips, from 1 to 40+ hours, depending on the length of the trip. We direct summer ministry internships in multicultural churches. We manage program finances and market programs to students clearly and ethically so that program fees and donations cover almost all direct travel and ministry costs. We manage the receipt of many thousands of donations and payments. We also manage travel arrangements, airline tickets, lodging, insurance, travel visas, immunizations and travel health, and ministry preparations.

2. Describe how your co-curricular unit supports, enhances, and/or contributes to the University's strategic goals. In other words, how do your multiple programs contribute to your students' spiritual formation, intercultural competencies, development of character and intellect, and discernment of call in a Christian context?

**SPIRITUAL FORMATION:** Participating in IM is a way for students to express service through faith alongside partner churches and nonprofits across our local international border and around the world.

**INTERCULTURAL COMPETENCIES:** Students develop intercultural competencies, including affective, cognitive, and behavioral skills and attitudes by serving in different cultures through international ministries.

**DEVELOPMENT OF CHARACTER & INTELLECT:** Adapting to a different culture requires application of cultural knowledge and solving problems or issues through critical thinking.

**DISCERNMENT OF CALL:** By serving in another cultural setting within a faith-based context of service, students may discern a sense of vocation or call.

## C) Progress on Recommendations from Previous Program Review

Did you have a prior program review? *If yes, then:*

1. Please list the findings from the previous program review and discuss how each finding has been addressed.

This is our first program review. We did not have a prior program review.

2. What additional significant changes were implemented in your co-curricular programs since the last program review? Example: reshaping of a program by reorganizing structure and combining services

Please see #1. This is our first program review.

# Program-Level Analysis (repeat this section for each program in the co-curricular unit)

## D1) Program Alignment with Mission and University Strategic Goals

What are the program's main responsibilities (list up to five)? Please complete the alignment table.

| Responsibilities                 | Support of University Mission/Vision  | Alignment with University Strategic Goals   |
|----------------------------------|---|---|
| 1. LoveWorks Short-Term Missions | Shaping character. Service as an expression of faith. Global perspectives, intercultural experiences. | Critical and creative thinkers who practice intellectual curiosity and apply knowledge in a variety of settings.<br><br>Thoughtful individuals who communicate and collaborate effectively within diverse cultures. |
| 2. Ministry with México          | Shaping character. Service as an expression of faith. Global perspectives, intercultural experiences. | Critical and creative thinkers who practice intellectual curiosity and apply knowledge in a variety of settings.<br><br>Thoughtful individuals who communicate and collaborate effectively within diverse cultures. |
| 3. Spring Break Build            | Shaping character. Service as an expression of faith. Global perspectives, intercultural experiences. | Critical and creative thinkers who practice intellectual curiosity and apply knowledge in a variety of settings.<br><br>Thoughtful individuals who communicate and collaborate effectively within diverse cultures. |
| 4. Summer Ministry Internships   | Shaping character. Service as an expression of faith. Global perspectives, intercultural experiences. | Critical and creative thinkers who practice intellectual curiosity and apply knowledge in a variety of settings.<br><br>Thoughtful individuals who communicate and collaborate effectively within diverse cultures. |
| 5. Border Pilgrimage             | Shaping character. Service as an expression of faith. Global perspectives, intercultural experiences. | Critical and creative thinkers who practice intellectual curiosity and apply knowledge in a variety of settings.<br><br>Thoughtful individuals who communicate and collaborate effectively within diverse cultures. |

## D2) Findings from Assessment

### Links to the co-curricular unit's assessment wheel

- [Mission](#)
- [Student Learning Outcomes](#)
- [Curriculum Maps](#)
- [Assessment Plan](#)
- [Evidence of Student Learning](#)
- [Use of the Evidence of Student Learning](#)

### Reflection on longitudinal assessment of student learning outcomes data:

1. How do you define and measure success in your program?

IM measures success by soliciting assessment feedback and participation data from internal and external stakeholders: hosts, leaders, and participants. IM maintains relationships with hosts and asks them regularly for feedback and suggestions for improvement. After each trip, the IM staff meets to debrief face-to-face with team leaders. We survey students electronically after the weekend, week, and longer trips.

For all students who participate in Spiritual Development programming, they will:

- A. Demonstrate a commitment to Christian community,
- B. Practice Christian discipleship,
- C. Exhibit growth as Christian leaders,
- D. Demonstrate the ability to be effective team leaders.

For LoveWorks, participating students will:

- (a) Demonstrate an ability to function as effective team members, (A D)
- (b) Create a testimony that articulates how they have witnessed God at work in the world, (A B)
- (c) Demonstrate cultural sensitivity in their behavior (A B C)
- (d) Demonstrate respect for the wisdom and leadership ability of their hosts (A B D)

Ministry with México leaders will:

- (a) Demonstrate cultural sensitivity in their behavior on the trip (A B C)
- (b) Demonstrate the ability to be effective leaders (A C)
- (c) Demonstrate respect for the expertise and leadership ability of their hosts (A B D)
- (d) Demonstrate an understanding of cross-border issues (A B)

2. Are the assessment wheels in your co-curricular program up-to-date and complete? Is there anything missing?

Yes, nothing is missing.

3. What have you learned from your analysis of student learning outcomes data?

### LOVEWORKS – STUDENT OUTCOMES ASSESSMENT

A few years before prioritization, we learned that LoveWorks students were particularly struggling with articulating a faith story and/or testimony as one of the outcomes. The Director ascertained this issue from hosts, leaders, and student self-assessment data.

For LoveWorks, we received positive feedback that the students and leaders felt the retreat is highly valuable for team bonding and training. Both student survey data and team co-leader debriefing meetings strongly supported this finding. Students and leaders said that the retreat was the place where their team bonded and that it was fun. There is a consistently increased level of observable social cohesion (chattiness) at trainings after retreat.

Based on student surveys, LoveWorks ascertained that student learning is deterred by lengthy lectures without any visual aids. The student post-trip survey requests feedback on training. This showed students felt the training content was important but boring and repetitive thematically.

LoveWorks has determined from team leader debriefing that many students are taking their smartphones and using them surreptitiously during the 3-week mission trip. We are observing that many students are seriously screen distracted during team meetings and training. There is an increase in student anxiety and some program training noncompliant behavior.

#### MINISTRY WITH MÉXICO –STUDENT OUTCOMES ASSESSMENT

In 2016-2017, assessment evidence indicated a shift in morale and confidence in our leaders due to participating first in Border Pilgrimage (September), then leading their own trips one month later, in October. Our student leader assessment responses in 2016-2017 showed an increase from the previous year in their knowledge in all areas of trip planning, leadership skills, cross-cultural competency and host interactions with none scoring as “below basic.” This demonstrates greater knowledge and ability to plan and execute their trips throughout the school year. Therefore, *Ministry with México trips* will begin in October rather than September to provide an appropriate amount of time and training for our student leaders to acquire the competence, skill, and confidence to lead a group of their peers in a cross-cultural experience across the San Diego-Tijuana border.

Due to minimal mention of prayer and spiritual preparation in the 2016-2017 student leader assessment responses about their understanding of leadership and trip planning, we will dedicate adequate time for training, book reading, and discussion during our LEAD week on this important aspect of leadership. We will also implement a focused time of devotional reflection and prayer before each meeting. Since all responses were focused on trip logistics and good communication with participants and hosts, our hope is that with greater emphasis and training on spiritual preparation and prayer, our leaders will be able to merge spiritual preparedness and logistical preparedness in a holistic understanding of leadership.

*Ministry with México* leaders will continue to receive training on cultural sensitivity in various forms throughout the school year during our Monday Night training sessions, as intercultural competency is one of our key learning outcomes (“Demonstrate cultural sensitivity in their behavior on the trip”). This will continue to occur through conversations and trainings around the culture in which they will be engaging across the border.

As we look through the lens of the Christian scriptures and how God invites us to be “ambassadors of reconciliation” in our world, our goal is to empower our leaders not only to be competent in cultural sensitivity, but to understand how this ties into faith practices and spiritual growth.

According to the 2016-2017 student leader assessment responses, our student leaders were able to better articulate in the “proficient” and “advanced” categories than the previous year. The addition of Border Pilgrimage participation as part of our training has been foundational to give our student leaders language and understanding around issues of immigration and cross-cultural engagement for conversations and trainings throughout the year.

4. What significant changes to your program or processes have you made based on your student learning outcomes data?



## LOVEWORKS

In response to data suggesting weak student faith testimonies: LoveWorks provided curriculum guides for students to follow in brainstorming and formulating a written testimony. We made the discussion and submission of written testimonies compulsory. We added a scriptural reflection to open each session and introduce the themes of LoveWorks training.

In response to the positive retreat feedback: LoveWorks reinstated the training retreat and adapted it as a local San Diego urban immersion experience to model intercultural ministry. The local retreat also reduces student costs when compared to typical retreat centers and retreats. The training retreat is intentionally designed to simulate flexibility in unpredictable situations, which is a skill necessary for IM trips. LoveWorks enlisted the 8-week immersion team as retreat staff. The retreat is a leadership development training tool for those students as well.

In response to student feedback on LoveWorks training: Training was moved to Brown Chapel, mostly in the foyer. This flexible space allows for more effective team break-out discussions and interactivity. No one segment of the 1.5-hour training meeting exceeds 30 minutes. The training was edited, re-designed, and re-formatted to include visual aids, physical demonstrations, 'turn to your neighbor' moments, activity rotations, and assigned seating. Students still often attribute their team's success to their own common sense and good character, rather than to the ways the training informed and prepared them. Yet there has been a reduction in negative survey comments about training. Students will say that they just wanted to know exactly what would happen on their trip (impossible) or that they just wanted to hang out with their team and not receive general training. We know that the general LoveWorks training makes a difference in the quality of our teams as reported frequently by hosts over years.

In response to student phone use and phone related anxiety: This spring LoveWorks will ask each team to decorate a phone box during the first night of training and all phones will be powered off and put in the box during training to simulate what we will do during the trip. Curriculum on phone use and its effect on attention span, mental health, and anxiety will be added to team training.

## MINISTRY WITH MÉXICO

This past year (2016-2017), we added a fourth student-led ministry with Casa Hogar Belen. After a successful year, we will continue our relationship with this host in the 2017-2018 academic year. Each trip has 15 participant slots maximum to not overwhelm our hosts. Due to an increase in the previous school year of 2015-2016 in student registrations, particularly with our children's homes visiting ministries, this fourth opportunity was added. See 'Trends of MwM Participant Registrations' document in annex.

We plan to create an intentional space for Ministry with México leaders to meet and communicate with their hosts once a semester outside of their regular monthly trips. According to the 2016-2017 student leader assessment responses, our student leaders scored higher in the proficient and advanced categories when responding to questions about their host's display of leadership and expertise in their field. Our goal is to continue to strengthen these relationships by spending time together with our hosts and engaging the stories of our hosts to understand the histories and practices of the host sites we serve.

Additionally, to help our student leaders develop a richer understanding of cross-border issues, we have included a stronger emphasis on immigration through a Biblical lens with the Tijuana-La Mesa Nazarene Church. First of all, all Ministry with México leaders participate in the fall semester Border Pilgrimage, a trip that focuses on the issues of immigration. This trip includes presentations by faculty, border activists, and border patrol agents, visiting both sides of the border wall, talks with deportees, and an overnight stay at Casa del Migrante, a temporary lodging facility and resource center for recent deportees. (See assessment evidence of outcomes improvement in prior section above.)

5. What other data or information do you use to measure your success, including both current student data and alumni data? Please provide summary tables of relevant data in addition to the narrative. Examples: alumni surveys, nationally normed student engagement surveys, or student satisfaction inventories like NSSE (National Survey of Student Engagement), DLE (Diverse Learning Environments), SSI (Student Satisfaction Inventory).

For our learning outcomes, as mentioned above, we use the following assessments.

**LOVEWORKS**

Team Leader: Assessment by holistic rubric

Team Member: Student Self-Assessment (post-trip survey)

**MINISTRY WITH MÉXICO**

Team Leader: Assessment by rubric

Team Member: Assessment by rubric

Hosts: Assessment by feedback

**STUDENT ENGAGEMENT DATA**

Per IR Director, no NSSE/DLE questions pertain specifically to International Ministries (6.16.2017).

6. What changes to your program or processes have you made based on the student engagement, student satisfaction data, and additional data you have gathered?

No additional changes.

### D3) Comparator Analysis and Potential Impact of National Trends

1. Please provide an analysis of same or similar co-curricular programs at three comparator or aspirant institutions. In your analysis, please include information about the program's activities, staffing, infrastructure, and resources. How does your program compare to or differ from those at comparator or aspirant institutions? Please include as much information as accessible with regard to the other programs.

**Choices: PLNU List of Comparative Institutions**

Abilene Christian University, Anderson University, Asbury College, Azusa Pacific University, Bethel University (MN), Biola University, California Lutheran University, Chapman University, George Fox University, Gordon College, Messiah College, North Park University, Northwest Nazarene University, Olivet Nazarene University, Palm Beach Atlantic University-West, Palm Beach, Seattle Pacific University, Taylor University, Trinity College (CT), Union University, Westmont College, Whitworth University

**Choices: PLNU List of Aspirant Institutions**

Calvin College, Gonzaga University, Occidental College, Pepperdine University, Santa Clara University, Seattle University, Trinity University (TX), University of Portland, University of Redlands, University of San Diego, Wheaton College (IL)

Note: The findings then could be achieved either by a visit to the other school or having the expert/reviewer come to PLNU to provide an overview analysis but also specific focus on an area of chosen by the program director.

Please provide an analysis of same or similar co-curricular programs at three comparator or aspirant institutions. Special note: Because of the various ways different schools provide oversight for similar areas of International Ministries offices, finding information could be challenging. Additionally, other campuses may

tend to be reticent about their funding. To this end, one of the three selected institutions will be relatively “deeper dive” than the other two institutions.

### **AZUSA PACIFIC UNIVERSITY (5350 undergraduate students)**

Program’s Activities: Center for Student Action (CSA)

- Mobilization (local: 300-350 students/semester, national & international “action teams”: 250-265 students spring break and summer combined – avg 30-35 teams of 8-10 students led by student leaders, faculty sometimes joins up to 50% of time - \$3200-3800 trip cost – run re-entry program also)
- Mexico Outreach (in place for 40 yrs / mainly Spring Break & Thanksgiving Break trips / 300-350 participants each SB & TB / also functions as sending organization aka facilitates trips for other churches/organizations)
- Operations & Finance (book airfare, travel, process donations, etc)
- International Students & Scholars
- Study Away (domestic or intl – dotted line connection to CSA – study away is academic & reports to provost)

Staffing:

- 18 prof. f/t staff in CSA, excluding Study Away
- 3 current grad assistants but space for 5
- 38 student employees (Mobilization: 16, Mexico Outreach: 8, Operations & Finance: 6, International Students: 8)

Infrastructure:

- Mexico Outreach, Mobilization, and Operations & Finance in two adjacent buildings so there is lots of back & forth: one does mobilization and programming, other is a Service Center that does operations and logistic. Study Away office is connected to Service Center office. International Student Center is 1 min. walk away.
- CSA is a Division of Student Affairs. No connection to campus pastor/spiritual life office.
- There is a dotted line connection to Study Away (CSA partners with study away hosts)
- Collaborate with staff development and student development; minor programming collaboration though

Resources:

- Mobilization budget (programming, includes student salaries, doesn’t include staff or grad assistant salaries): \$125,000-\$132,000. Student fees go towards training & mobilizing. Not income generating.
- Mexico outreach is income generating. Some small endowment funds.
- Process ~\$250,000 of donations

### **GEORGE FOX UNIVERSITY (2400 undergraduate students)**

Program’s Activities:

- Christmas Break 1 team to Nepal
- Spring Break 1 team to NW Baja with Global Immersion Project
- Summer Break 3 international trips

Staffing:

- 1 f/t Rusty St. Cyr - Associate Campus Pastor for Christian Community Development (mission trips oversight and discipleship small groups)
- 1 p/t (12 hours/wk) mission trip coordinator
- 4 p/t student interns

Infrastructure:

Located in Spiritual and Intercultural Life house. Mobilization is embedded in Spiritual and Intercultural Life which also includes chapel, discipleship groups, and the Intercultural Resource Center, which may be housed separately.

**Resources:**

The GFU general budget provides \$7500 annually for outreach and spiritual formation. Several years ago the Associated Student Community began to give its \$52,000 annual budget for ministry over to outreach and spiritual formation. With this continuing arrangement, (at will of ASC,) just under \$60,000 is annually available for these combined efforts.

**CAL BAPTIST UNIVERSITY (5800 undergraduate students)**

**Program's Activities:**

- Encounter Teams (8 - 14 Days): A non-faith-based opportunity to serve among the poor and displaced of the world and experience different worldviews and cultures.
- Engagement Teams (3 weeks): Followers of Christ learn and practice what it means to be fully engaged in the mission of God among the nations.
- Immersion Teams (5 - 10 weeks): Scattered among the nations for the ministry of the word. Immersion provides students with the opportunity of being immersed in the culture while learning the art of cross-cultural gospel conversation as they minister alongside field personnel.
- Average of about 4-5% student participation based on the undergrad numbers in the last 3-5 years; anticipate about the same for this year. This amounts to 250-300 students out of 5800 undergrads. Have had teams from the other two populations (grad students and Online and Professional Studies, which total another 4200 students), but participation from these groups is not regular/annual.

**Staffing:**

- Director of Mobilization (FT, exempt)
- Assistant Director of Mobilization (FT, exempt)
- Logistics Coordinator (FT, nonexempt)
- Student Mobilization Coordinator (FT, nonexempt)
- Financial Coordinator (FT, nonexempt)- also does financial work for Spiritual Life as a whole
- 2 Temporary seasonal employees (PT, nonexempt)
- 3 Graduate Assistants (PT-25 hours/wk, nonexempt)
- 6 Student Interns (PT-10 hours/wk, nonexempt)

Infrastructure: Mobilization is part of the Spiritual Life department and office, which includes Chapel, Discipleship, Compassion Ministries, Men's Ministry, and Women's Ministry (as well as general pastoral ministry and other ministry initiatives). Mobilization staff are housed within the Spiritual Life office.

Resources: Currently, no endowment funds for Mobilization. With the exception of the salaries for director and assistant director (which are in the budget for the office), the program is self-sustained through the fees student participants pay to be in the program. We partner primarily with the International Mission Board of the Southern Baptist Convention, but we are developing new partnerships with Pioneers, CURE, and others.

*\*Potential "deep-dives."*

PLNU's level of staffing and funding appears to be appropriate and within the range of comparison universities. PLNU's 2350 undergraduate students makes it slightly smaller than GFU and less than half the

size of APU and CBU. Our staffing at 3 F/T and approximately 3-6 P/T student employees and undergrad interns is larger than GFU, roughly comparable to ½ of CBU’s staffing, and significantly smaller than the CSA department at APU. PLNU International Ministries receives an annual budget of approximately \$65,000 in support of its programs and operations. This is comparably greater than CBU and GFU and approximately half of APU’s annual budget. PLNU student participation in 2-3+ week mission trips has historically been around 100 and has declined in the last few years (40 this year). In pre-decline numbers this is, per capita, slightly lower than CBU and APU and greater than GFU.

1. Are there trends in higher education or industry that are particularly important to your co-curricular programming? If yes, how is your program reacting to those trends?

Due in part to the employer demand for college graduates with intercultural competencies and can lead and collaborate effectively in diverse settings, and in part to recognition of the value of high-impact, experience learning, intercultural immersion programs are increasingly under demand at colleges across the United States. Although the primary motivation for this programming is spiritual in nature (spiritual formation), the leadership development outcomes and vocational (professional) outcomes equips students with valuable employability.

2. What “best” practices are currently adopted by your program? What practices should you consider adopting?

“Standards of Excellence” (SOE) for short-term missions is the “industry standard.” We haven’t pursued accreditation with SOE, as it’s a very onerous process, but we agree with and utilize the 7 standards.

Website: <http://www.soe.org/explore/>

#### 7 STANDARDS OF EXCELLENCE

##### **1. God-Centeredness**

An excellent short-term mission seeks first God’s glory and his kingdom, and is expressed through our:

Purpose — Centering on God’s glory and his ends throughout our entire STM process

Lives — Sound biblical doctrine, persistent prayer, and godliness in our thoughts, words, and deeds

Methods — Wise, biblical, and culturally-appropriate methods which bear spiritual fruit

##### **2. Empowering**

Partnerships An excellent short-term mission establishes healthy, interdependent, on-going relationships between sending and receiving partners, and is expressed by:

Primary focus on intended receptors

Plans which benefit all participants

Mutual trust and accountability

##### **3. Mutual Design**

An excellent short-term mission collaboratively plans each specific outreach for the benefit of all participants, and is expressed by:

On-field methods and activities aligned to long-term strategies of the partnership

Goer-guests’ ability to implement their part of the plan

Host receivers’ ability to implement their part of the plan

##### **4. Comprehensive Administration**

An excellent short-term mission exhibits integrity through reliable set-up and thorough administration for all participants, and is expressed by:

Truthfulness in promotion, finances, and reporting results  
Appropriate risk management  
Quality program delivery and support logistics

#### **5. Qualified Leadership**

An excellent short-term mission screens, trains, and develops capable leadership for all participants, and is expressed by:

Character — Spiritually mature servant leadership  
Skills — Prepared, competent, organized, and accountable leadership  
Values — Empowering and equipping leadership

#### **6. Appropriate Training**

An excellent short-term mission prepares and equips all participants for the mutually designed outreach, and is expressed by:

Biblical, appropriate, and timely training  
On-going training and equipping (pre-field, on-field, post-field)  
Qualified trainers

#### **7. Thorough Follow**

Through an excellent short-term mission assures evaluation, debriefing and appropriate follow-through for all participants, and is expressed by:

Comprehensive debriefing of all participants (pre-field, on-field, post-field)  
Thoughtful and appropriate follow-through for goer-guests  
On-field and post-field evaluation among sending and receiving partners

PLNU International Ministries programs comply with the Standards of Excellence though we have not sought this formal accreditation. All of our programs are centered on Christian teaching, mutual design or host-led design, appropriate training, qualified leadership receiving additional training, and competent comprehensive administration to ensure proper handling of relationships and all travel logistics.

## **D4) Quality Markers**

1. What qualifications and/or training are required of your staff in order to adequately meet the needs of this program? Are these needs currently met?

**DIRECTOR OF INTERNATIONAL MINISTRIES**

M.A. degree in ministry, management, education, or a related field. Oral and written fluency in another language is preferred. (The current Director of International Ministries holds an M.A. in Leadership and Non-profit management and is fluent in French.)

**ASSOCIATE DIRECTOR OF INTERNATIONAL MINISTRIES**

M.A. degree in ministry, management, education, or a related field. Oral and written fluency in Spanish is required. (The current Associate Director of International Ministries has earned the M.A. degree in Christian Education and is fluent in Spanish.)

**INTERNATIONAL MINISTRIES ASSISTANT**

Bachelor’s degree. Oral and written fluency in another language is preferred. Assistant must be well-trained in MS Office programs. (The current International Ministries Assistant has earned the B.A. degree in Graphic Design with a minor in French.)

2. What additional quality markers (“distinctives”) of your program contribute to your program’s success?

IM has appeared in televised press conferences annually in Tijuana City Hall, recognizing its ongoing Ministry with México partnership with Eunime, a home for children who are HIV positive.

LoveWorks was recognized by Ndengera Foundation in Gisenyi, Rwanda (a longstanding LoveWorks host) for helping raise over \$40,000 through collaborative social enterprise efforts and donations.

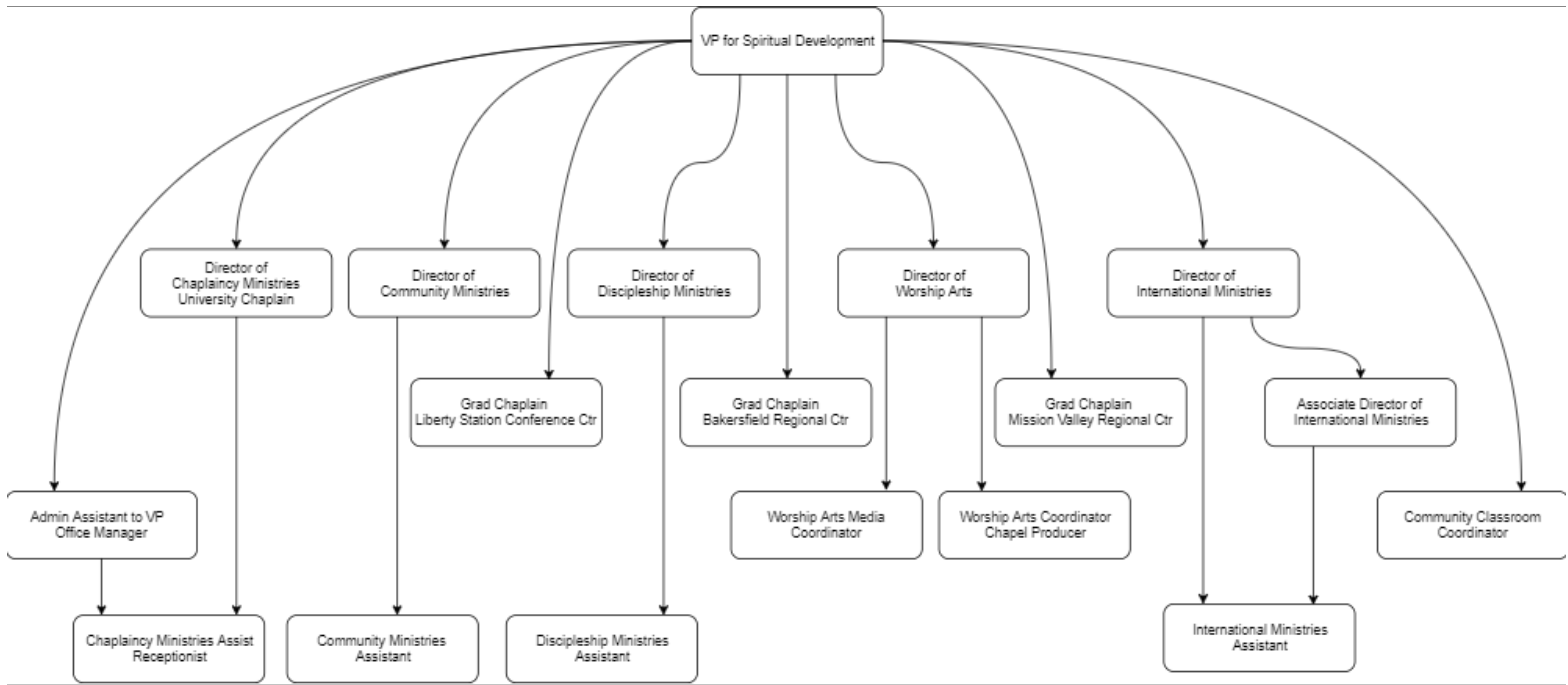
IM received a \$6,000 matching grant from the Jenzabar Foundation to support the first Lenten Giving Campaign in which PLNU raised over \$16,000 in offerings to help the church build a school in an underserved village area of DR Congo.

IM has partnered with the NW Baja District COTN, Lazarian World Homes, Center for International Development, President Brower, students, and staff to build three large churches, one on each of the last three spring breaks.

PLNU is known for having one of the strongest student mission programs in the global Church of the Nazarene. Its programs are well-respected by hosts and by the leadership in COTN Global Mission. IM staff members have served as conveners for mini-conferences and meetings of peers at Nazarene General Assembly in 2013.

**D5) Infrastructure and Staffing**

1. Please provide an organizational chart in the space (below), which you may extract from Workday.



2. Please list staff assigned to the program along with major responsibilities of each. Indicate which positions are full-time, part-time, temporary, student workers (“Status”). If a position is shared with another program, please identify that program and the percentage of time shared. Insert rows as necessary.

| Position                                       | Major Responsibilities  | Status    | Comments |
|--|---|-----------|----------|
| Director of International Ministries           | Supervise all IM programs and staff, direct LoveWorks, direct Summer Ministry Internships               | Full-time |          |
| Associate Director of International Ministries | Direct all México Programming   | Full-time |          |
| Assistant                                      | Support logistics for participation, promotion, travel, finance, assist Director and Associate Director | Full-time |          |
| Student Employees                              | Clerical logistical, data entry support to Assistant  | Part-time |          |
| Interns  | Provide leadership and creative input to programs for peers   | Volunteer |          |

For “Position” column, please list title (i.e. Executive Director, Administrative Assistant, Painter, et cetera)

For “Major Responsibilities” column, please list major responsibilities; full job description is not desired or required.

For “Status” column, please indicate status as described below:

**Full-Time:** Employees work a minimum of eight hours per day, five days per week or 40 hours per week. **Please also indicate if they are exempt or non-exempt.**

**Part-Time:** Employees work fewer than 40 hours per week.



*Temporary Status: Positions are clearly temporary in nature. They do not require an authorized position slot and are not incorporated in the University's staffing plan; however, they must be approved and sufficient funds must be available.*

*Student Status: Only students enrolled at PLNU are undergraduate students enrolled for at least 12 credit hours and graduate students enrolled for at least 6 credit hours are considered full-time. Students enrolled for fewer hours are considered part-time. Students are generally ineligible for benefits except those required by law.*

3. Is your program's current staffing adequate? If not, what is needed?

If the programs continue to grow, then more staffing (esp. program assistants) would be helpful. At this time, the workload is manageable (2016-2017). Additionally, we are always mindful of maximizing our resources wisely and increasing efficiencies.

4. How many employees are cross-trained to provide support in other program or service areas within your unit?

IM staff often serve in the broader shared work of the Office of Spiritual Development. The Director and Associate Director attend chapel regularly, and the Assistant attends when able. All participate in chapel greeting/foyer and safety management as well as altar prayer. IM staff serve as chapel helpers, greeters, speakers, communion servers, or musicians/worship leaders whenever called upon to do so.

IM staff participate in organizing events and other activities in conjunction with twice annual spiritual renewal weeks. The Director and Assistant also participate in the spiritual mentorship program.

3. Please list what technology that staff use to perform their jobs. How has technology impacted your program in terms of efficiencies, staff workload, et cetera? Are your program's current technological resources and support adequate? What steps are taken to maximize technological resources and its use by staff?

#### SURVEY SOFTWARE

IM uses survey software and the PLNU website for most program application forms and other response forms which allow the export of participant data to MS Access. IM also uses Qualtrics survey software for post-trip assessment and feedback.

#### MS ACCESS

IM uses MS Access extensively from building teams to managing personal information, team details, finances, and travel logistics.

#### SHARING

IM uses Google Docs and the PLNU Shared Folder Network to collaborate electronically on hundreds of important program documents. IM staff use shared planning documents to communicate with student leaders and one another to plan Ministry with México trips. IM programs also use photo sharing websites to gather photos from trips and make everyone's photos instantly available to everyone else. We download all of those files for archiving and promotion. LoveWorks often gives each team member a flash drive with all the team members' photos from the trip.

#### SOCIAL MEDIA

LoveWorks uses Facebook for pre-trip communication and post-trip debriefing as much as teams and leaders engage it.

#### UNIVERSITY WEBSITE

IM makes significant use of the website for program promotion, applications for students and leaders, inquiries from hosts, and thousands of credit card donations.

4. Please list office and other space assigned to your program that is used to conduct your business. Are your program's current facilities adequate? Do you foresee additional needs in this area?

#### OFFICE FACILITIES

Acceptable. Minimally enough workspace and storage space to function efficiently. At peak times, we ask for and borrow storage spaces or IM offices become quasi-storage space. We have 2 campus pastor offices on the third floor of Nicholson Commons, one inside the Spiritual Development office suite and one nearby, plus 1 two-sided cubicle workstation in the center of the Spiritual Development office suite; 2 workstations and 50% of the communal closet in the Spiritual Development workroom, and approximately 20% of the storage cage for Spiritual Development on the First Floor of Nicholson Commons.

#### MEETING SPACES

Acceptable. LoveWorks training is Brown Chapel foyer and sanctuary. We can accommodate 120+ people in the foyer space, as needed, for our training meetings. We use conference rooms in Nicholson Commons and campus-wide for leader training.

#### UNIVERSITY MOTOR VEHICLES

Barely acceptable. IM is required to use rented vehicles for most trips into México, at a greater expense to the students than reserving University-owned vehicles which are not judged by Motor pool to be in good enough condition to cross the border. IM has experienced bus and van breakdowns in LoveWorks transport to LAX and spiritual formation retreats in the mountains.

## D6) Internal and External Demand for the Program/Service

1. Please list all groups of key users (people served, “clients”) of your program’s services.

- Ministry hosts in Baja México and worldwide, mostly in the Church of the Nazarene International.
- Current PLNU student participants who wish to engage in international ministry.
- PLNU website traffic statistics indicate that both current and prospective students visit the IM pages.
- Staff, faculty, and alumni leaders and sponsors who ensure safety, disciple the students, and model servant leadership.
- Faculty/students in courses with service/experiential learning components.

2. *Internal demand* is any request from a PLNU department, unit, or member of the campus community for programs or services that your program and/or service provides. What is the internal demand or participation rate for this program and how is this measured? (Examples: requests for services, attendance, usage)

### LOVEWORKS

Internal demand is measured by the number of students and leaders participating in the program. This has trended both up and down through the years. 2014 was our second largest year ever, with 166 participants on 15 teams. Participation has trended downward since then as Study Abroad has added competing faculty-led study programs during the same summer timeframe. This year we have approximately 40 students on 5 teams. We would like to study this shift. It could be related to our cell phone policy, to the difficulty capturing students attention to truly consider and plan for this opportunity, to the growth in PLNU faculty-led study abroad programs often in the same summer timeframe, to the increase in mental illness (anxiety and depression) among students, to a generalized culture of fear and political culture of nationalism.

LoveWorks communicates a call for invitations through the mission leadership in the Church of the Nazarene. Teams are almost always initiated by host request. Every year, there are more host requests for teams than we are able to fill. Most years, 20-30 teams are requested and we may field 6-12 teams. See ‘LoveWorks historical participation chart’ document in annex.

### MINISTRY WITH MÉXICO

Internal demand is measured by the number of groups (3) and participants (15) including one faculty, staff, or alumni sponsor per month during the academic year. Almost every trip has a waitlist of students who would like to participate. The total participants for the academic year are 250. Each semester, there is a combined ministry event with an average of 40 participants per event including students, faculty, staff, and alumni. See ‘Trends of MwM Participant Registrations’ document in annex.

### SPRING BREAK BUILD

Internal demand consists of students, faculty, staff, and alumni in a weeklong trip partnering with Lazarian World Homes and the PLNU Center for International Development. Every spring we average 40 participants. See ‘Trends of MwM Participant Registrations’ document in annex.

### BORDER PILGRIMAGE

Internal demand consists of students, faculty, and staff for a weekend involving presentations, discussions, and touring the San Diego-Tijuana border. This trip has partnered with the Center for Justice and Reconciliation as well as Azusa Pacific University with a participation total of 30. See ‘Trends of MwM Participant Registrations’ document in annex.

3. What significant changes in internal demand have occurred over the past six years and is this demand being met? If not, please identify the resources needed to meet this demand. (Please indicate how requests from within the university have changed, whether or not the changes in requests are being met.)

#### LOVEWORKS

The program has historically experienced strong demand, and we meet the demand by accepting all applicants who are healthy and stable enough to travel (with training and leader supervision). In 2014 we had nearly our largest year ever (150+ students and leaders) and in the last three years demand has waned significantly. We are trying to determine why and to make a response to this change.

Applicants are screened by student development for disciplinary concerns as well as the Wellness Center and Disability Services.

See 'LoveWorks historical participation chart' document in annex.

#### MINISTRY IN MÉXICO

We generate waiting lists, as opportunities fill quickly. Spring Break Build consistently experiences strong participation from students, staff, faculty, administrators, and alumni with an average of 50 participants annually.

2011-2012: 189 program participants

2012-2013: 352 program participants

2013-2014: 386 program participants

2014-2015: 308 program participants

2015-2016: 288 program participants

2016-2017: 258 program participants

4. *External demand* is any request from outside PLNU for programs or services that your program and/or service provides. What is the external demand for this program and how is it measured?

IM must maintain strong relationships with international ministry hosts and external partners. We cannot embark on these journeys if the hosts do not invite us and enfold PLNU students into their long-term, ongoing work.

IM needs to recruit adequate numbers of team leaders, internally and externally.

Concerns about international instability or violence, including México, can deter students from participating. During prioritization, fears about violence in México caused PLNU to cease offering a high school youth group camp. For a few years precedent to prioritization, IM has also sent faculty, staff, and alumni sponsors with student-led Ministry with México teams.

External demand also manifests in prospective students who are interested in attending PLNU due to its International Ministries programming.

5. *External demand* also includes meeting external requirements (i.e. accreditation, federal reporting, licensure, legal requirements, auditing reports). Please list any requirements by outside organizations/agencies required for your programming and service(s) to operate.

1. Mandated travel insurance when we partner with Nazarene host organizations.
2. Reporting for PLNU's general liability insurance through the Office of Finance Services and University Risk Management.
3. Mexican auto insurance.
4. Preference for ministry directors to pursue ordination within the Church of the Nazarene.

6. What significant changes in external demand have occurred over the past six years (if any) and is this demand being met? In other words, please indicate how requests, student populations, laws, reporting requirements, and/or accreditation from outside the university have changed, and whether or not changes were addressed.

**LOVEWORKS**

This program receives more invitations to serve from external ministry hosts than it is able to meet. Some host locations are not feasible due to geopolitical issues or other factors beyond our control.

**MINISTRY WITH MÉXICO**

Day and weekend trips are running at or very near full capacity.

## D7) Financial Analysis

Below is a six-year cost analysis of the total payroll and non-payroll expenses for your program. This information was provided by the PLNU finance office using the cost centers associated with your program.

Withheld - confidential due to the small size of the staff on payroll.

1. What steps were taken over the past six years to improve cost efficiencies?  
(Example: action plans from prioritization)

IM reduced the size of the annual program brochure and changed graphic designers to save about \$4,000 to \$7,000 annually in design and printing costs.

IM partnered with MCS to produce three in-house promotional films used extensively, both internally and externally. One year, President Brower screened the film at the Nazarene District Assemblies during his presentation.

IM has improved the management culture for student employees to obtain a higher quantity and quality of work. IM has also instituted a budget management component for Ministry with México student leaders, giving each ministry a \$500 starting fund to manage under ADIM's guidance throughout the year.

IM makes use of the Spiritual Development student receptionist's time (avoid idle time or homework), while trying to be sensitive to the support needs of others in the department.

IM carefully manages the LoveWorks budget planning process and reduces costs by holding the retreat locally. For many years, the program has rolled \$10,000-\$25,000 into a reserve fund for student scholarships as well as to fund SMI and other ministries. This will protect the University from unforeseen cost overruns in ministry projects.

For our volunteers, we host simple, affordable team meals (i.e. Costco pizza). In our roles as campus pastors, we wish to impart a spirit of hospitality by fostering community and demonstrating our gratitude by providing meals. The more time we break bread together, the better we can solve problems across international borders in times of crisis.

2. Does your program share costs with other campus programs? If so, please describe and explain the interrelationship of the program budget with these programs. For example, do you pay for room repairs for rooms used by other units? Are personnel shared between units? If so, how are costs shared?

Version 2.0  
Not relevant.

4. What additional cost-saving opportunities and efficiencies can you recommend for your program? Examples: Are there areas where collaborations among campus programs could help improve efficiencies for the co-curricular area? What about collaborative activities, joint initiatives, and/or shared projects with offices that offer the same or similar programs/services? What functions of this program could be performed by an outside contractor, and what would be the impact to the University?

**CONSOLIDATION, COLLABORATION, & EFFICIENCIES**  
 At current levels of programming and internal demand, it is not feasible for IM to share full-time professional staffing with other departments. In the summer, IM shares a full-time student worker receptionist with the Office of Spiritual Development.

Depending on the potential regrowth of summer programming in México and overall support needs of LoveWorks, the Associate Director of IM could partner more directly with Admissions in projects such as Encuentro or other admissions/institutional outreach to Nazarene and/or Latino youth.

**OUTSIDE CONTRACTORS**  
 Not applicable for Ministry with México. Portions or all of LoveWorks could be contracted with third party mission trip providers, who would charge students more for trips to cover staff salaries and administrative expenses. Providers would bring their own institutional values, program design, preferred sites and partners. However, this would represent a significant departure from the programmatic ethos of LoveWorks and direct ministry partnerships, mostly Nazarene.

**ADDITIONAL COST-SAVING EFFICIENCIES**  
 IM could possibly make budget cuts in the 5-10% range, but IM our functions as a campus ministry would suffer. The director and associate director would make fewer site visits (travel), which would weaken relationships with our partners. We would be less financially empowered to host ministry partners here at PLNU, which would weaken our partnerships in terms of our ability to practice our Wesleyan theology of reciprocity and hospitality.

5. What percent of your budget is revenue-supported? The following revenue for your program has been identified by the PLNU finance office. Please add any items that are missing.

10-5290 (International Ministries) is not directly supported by revenues generated by IM. Specifically, LoveWorks and Ministry with México are primarily supported by student-generated fees and donations. These student-generated fees and donations directly support student and leader engagement in ministry trips. The revenue from these fees and donations exceed the university budget allocation for IM.

Additionally, IM also maintains a discretionary fund (12-1635) that holds excess LoveWorks and IM funds for emergency situations, unforeseeable cost overruns, and support to ministry projects and partners.

| Fiscal Year | Revenue Source                 | Amount       | Percent of Total Program |
|-------------|--------------------------------|--------------|--------------------------|
| 2012        | LoveWorks Donations & Payments | \$325,037.50 | 95-100%*                 |
| 2013        | LoveWorks Donations & Payments | \$266,627.02 | 95-100%*                 |
| 2014        | LoveWorks Donations & Payments | \$374,767.62 | 95-100%*                 |
| 2015        | LoveWorks Donations & Payments | \$226,811.01 | 95-100%*                 |
| 2016        | LoveWorks Donations & Payments | \$233,907.38 | 95-100%*                 |
| 2017        | LoveWorks Donations & Payments | \$172,367.77 | 95-100%*                 |

\*Generally, LoveWorks Donations & Payments cover program expenses (some years there is a surplus; some years there is a deficit). A modest portion of LoveWorks-associated ancillary expenses (i.e. supplies) are paid by the 10-

5290 International Ministries Cost Center. An additional \$20,000-\$35,000 of endowed and institutional funds we receive provides scholarships to students to offset their trip costs.

6. Please list any staff positions assigned to this program that are income or grant-supported (include student workers). These positions should only reflect those which are in existence as a result of a revenue-generating activity or grant. Include positions that are either fully or partially funded.

| Title | Percent Funded | Income or Grant | Amount |
|-------|----------------|-----------------|--------|
| N/A   | N/A            | N/A             | N/A    |
| N/A   | N/A            | N/A             | N/A    |
| N/A   | N/A            | N/A             | N/A    |

7. If the program is supported by a grant, specify the length of coverage and how the program will be maintained after the funding period has ended. (Insert rows as needed.)

| Name of Grant | Funding Period | Amount | Funding Source after Expiration of Grant |
|---------------|----------------|--------|--|
| N/A           | N/A            | N/A    | N/A                                      |
| N/A           | N/A            | N/A    | N/A                                      |
| N/A           | N/A            | N/A    | N/A                                      |
| N/A           | N/A            | N/A    | N/A                                      |

8. Does your program contribute to bringing in revenue for the university that is not reflected in your budget? If so, explain the nature and amount generated as a direct result of your program. (This financial indicator is meant to show any indirect monetary contribution for the University. Example: fundraising and/or revenue generating activities that do not bring revenue to your specific unit.)

IM could design a "LoveWorks Ministry Semester Abroad" in China, Australia, or in Hawaii. This collaboration with the Office of Global Studies would integrate ministry and studies with Nazarene host partners. It could potentially increase revenue without impacting the campus FTE cap. No FTE PLNU faculty would be on-site, which is a cost-saving benefit. LoveWorks could also offer 1-3 units of elective credit for full participation in LoveWorks. These units would generate revenue for the University by covering the IM budget with some blocked tuition revenue.

In partnership with University External Relations/Advancement, IM could explore targeted fundraising potential among approximately 2,500 LoveWorks alumni. This could be in honor of the program's 30 year anniversary and its retired founder Dr. Norm Shoemaker.

Although charging higher student fees could drive down participation, IM could charge students significantly more to participate in its programs to generate revenue for the University and offset IM budget support.

## D8) Challenges and Opportunities

1. Are there any particular challenges regarding this program not yet addressed through the analysis and reflection on data or questions in the previous sections? Please describe here.

LoveWorks: Compulsive cell phone use by students and team leaders outside of compliance with the program's stated policies and training. This actually creates 'crisis' situations and spins minor crises/needs out of control. It has become a significant challenge to the Director of International Ministries in terms of managing generalized anxiety, helicoptering parents, and student use of social media. Recent reduction in student participation is a significant concern. This may be due to competing summer faculty-led study abroad program growth and increase in general level of student anxiety, depression, and other health concerns. As we have increased our messaging about no phone use, this could depress numbers. The program decrease could also be related to an increase in perceived societal fear and anti-intercultural exchange sentiment among some evangelicals.

Ministry with Mexico: Transportation is a challenge in terms of cost. We are currently using Enterprise as our third-party provider for transportation, which is expensive. (When we were able to use PLNU vehicles, it was more affordable.) We would need: (a) a budget increase, and/or (b) more reasonable agreement with Enterprise, and/or (c) utilization of our own fleet of PLNU vehicles.

*Special Note:* The current Enterprise location we're required to use is closed on Sundays, but the missions trips occur on Saturdays. We must pay for two days although the vehicle(s) are not in use on Sundays.

2. Are there any particular opportunities regarding this program that have not been addressed through the analysis and reflection on data or questions in the previous sections? Please describe here.

We are always interested in fostering additional collaborative opportunities with faculty and staff. Moderate growth in summer programming is an area of exploration, as well. Mexico is so close to PLNU and a rich resource for local, cross-border engagements. We are also interested in having students host a missions team here (in southern California). The logistics could be challenging, but it's an opportunity to consider and pursue. In general we have seen collaboration with university faculty decline in recent years and this is concerning.

3. What is the potential of this program for generating or increasing revenue and/or enrollment at the University?

Please see response to #4.

4. If you could start fresh and totally restructure and/or redesign your program, what would you do, and how? What would your ideal program look like, assuming up-to-date "good (best) practices," national trends, and your comparator analysis would inform your redesign?



LoveWorks could grow by developing extended summer or semester trips, possibly some that would be partial or complete study abroad opportunities with a strong mission fit, Church of the Nazarene hosting, and missions focus. These programs could transition to a "LoveWorks Ministry Semester Abroad" with a particular focus and marketing. LoveWorks could also be offering elective course credit within the block tuition for spring semester training. LoveWorks could create a Hawaii Semester with church partners there. Any of this could require or be enhanced by a better working relationship with Study Abroad/Office of Global Studies. We could also strive to build additional relationships with faculty as team co-leaders. Much of this partnership has faded and faculty who make time for international student engagement are more likely leading a 2-4 week study abroad with little or no ministry focus.

Ministry with México could grow by developing more partnerships with our churches and other non-profit organizations in México. Another area of growth would be in offering summer mission trips with church partners and sister schools in different parts of the country.

Ministry internships could expand by offering ministry opportunities with Spanish ministry pastors in the Southwest Region as our pastors in México. Border Pilgrimage could grow by engaging in more topics surrounding immigration, such as labor laws, anti-human trafficking, and other social issues, and discuss ways that the church can respond.

5. Is there an area within your program for which you'd like a deeper analysis? Please discuss. What university has a "best practice" in this area? How do you foresee your program changing in the next five to six years and why? Consider answers to the previous questions, i.e. internal/external demands, trends in your area of co-curricular programming, technology, resources, comparator analysis, learning outcomes data, student engagement and satisfaction data, alumni data, et cetera.

It is likely/hopeful that IM will grow because of the demand and necessity of cross-cultural experiences in higher education. Cross-cultural experience is integral to our University mission and Christian commitment, and our Wesleyan philosophy of education where service is an expression of faith. How can PLNU further encourage or require student intercultural engagement? How can we regain greater participation and collaboration with university faculty?

We would like insights on phone/technology use within teams and how best to communicate to and/or prepare parents who are quite anxious about anything less than constant electronic contact/monitoring with their college-aged/young adult children.

We would like a brief review of our LoveWorks leader and student training agenda and curricula (in annex).

What could we do to address the recent decline in student participation in LoveWorks? How do we connect with students so that they understand basic program information, opportunities, how to apply, deadlines, and so they actually consider themselves in the program? Our chapel service is well attended and has strong energy but then many students seem clueless about program deadlines even when they are on large banners across campus.

## D9) Recommendations for Program Improvement

Please list in rank order the recommendations you are making regarding this program analysis with a brief rationale for each recommendation. How do the recommendations ensuing from this self-study impact the resources and staffing of the co-curricular unit to which it belongs?

**Address issue of declining participation in LoveWorks in the last 3 years.**

Study and strategize for improved connection with students and faculty. This could be surveys or focus groups. How do we respond to reduced student and faculty participation? How do we better partner with athletics, residential life, international student services, MOSAIC, etc.? Minimal impact to staffing and resources. We may need to enlist or hire help from others to conduct this research.

**Pursue transportation solutions for Mexico day trips and Spring Break Build.**

Determine if certain PLNU vehicles can be made available for use in nearby Baja California locations and can be properly insured for such use. This would save significant time and money and could help keep barriers to participation in Mexico ministries low. This effectively leverages our strategic location nearby the USA/Mexico border.

**Strategically grow the Border Pilgrimage.**

This powerful learning opportunity currently happens 1-2 times per year and while it draws some student participation, rarely involves many faculty and staff. Many student participants are our own student leaders or interns from the Center for Justice and Reconciliation. This program could be leveraged to make a bigger impact on our students and university as a whole.

## Co-Curricular Unit Synthesis

### E) Synthesis of Co-Curricular Unit Recommendations

How do these recommendations align and/or interact with the overall priorities and available resources within your entire co-curricular unit?

All three recommendations are strongly aligned with our overall priorities, learning outcomes, and available resources.

Re-establishing LoveWorks to 7-12 teams better utilizes extant institutional funding.

Allowing for a PLNU-owned vehicle solution in Mexico could save PLNU and its students tens of thousands of dollars annually.

Growth in the Border Pilgrimage could enhance student learning and sensitivity to complex political/social issues. While other 'pilgrimages' in the South or proposed in CA require travel expense and greater time commitment, this is quite close, impactful, and very cost-effective.

### F) Action Plan Considerations for MOU

Review your prioritized recommendation list with your area Vice President or Associate Vice President and develop a draft action plan and timeline to be considered as part of the MOU.

**To be added after receiving feedback from the Co-Curricular Assessment and Review Committee (CARC).**

## **Co-Curricular Assessment Committee and External Review**

Once your Self-Study is ready for submission, please send it to the chair of your Co-Curricular Assessment Committee and the Vice President and/or designee, who will forward it to the External Reviewer(s) for consideration.

After the External Review Report(s) are submitted to the Vice President and/or designee, the assessment committee will incorporate feedback from the External Review Report(s) into a combined report (Findings & Recommendations) that will go back to the Vice President and/or designee and co-curricular area personnel for their response.

The Vice President and/or co-curricular director(s) will draft and finalize an MOU with Action Plan for cabinet approval.

The Self-Study, External Review Report(s), the Findings & Recommendations Report, the co-curricular unit response, and the cabinet-approved MOU with Action Plan will comprise a completed program review.



**CO-CURRICULAR PROGRAM REVIEW  
External Reviewer Report Template**

Version 5/30/17

**INSTRUCTIONS**

Thank you for agreeing to be an external reviewer for the PLNU Program Review process. We are grateful for your engagement with us and look forward to your feedback and insights. We are including the co-curricular unit's entire self-study document in order to give you context. While we appreciate your feedback on the entire self-study, we especially look forward to your feedback on the specific program that you have agreed to review. The Vice President, Associate Vice President, or Director of the co-curricular unit will be your main points of contact and will arrange opportunity for you to interact with them and/or other departmental personnel as appropriate. This will allow you a chance to ask questions or seek clarification prior to the completion of your report.

We have created the following external reviewer template for your report in an attempt to give you some guidance in terms of what type of feedback we are hoping to get. The text boxes are there for your convenience, but if they get in the way or create formatting issues, feel free to delete them and put your text in their place. This is a new process for us so we have created a space at the end to provide any feedback on the process that can help us create a better instrument in the future.

With gratitude for your service,

**Karen Lee, PhD, MFA, MA**

**Vice Provost of Assessment and Institutional Effectiveness**

Point Loma Nazarene University  
3900 Lomaland Drive  
San Diego, CA 92106-2810

## CO-CURRICULAR DEPARTMENT-LEVEL ANALYSIS

### A) Introduction

### B) Alignment with Mission

Please review and evaluate the co-curricular unit's response to the questions regarding mission alignment of their unit with the university mission, vision, and strategic goals from a Christian faith perspective. Are there any suggestions for how the unit might better articulate and demonstrate their purpose and alignment?

PLNU's International Ministries (IM) has a solid Acts 1:8 strategy focusing on both near and far places both geographically and culturally. A solid distinctive of their program is that they recognize the importance of their "local international" border. Their vision is clear: to make His name known among the nations both locally and globally. Another significant hallmark of IM is that it is a true discipleship program emphasizing training – not just "recruiting" and sending. Their program is a meeting a strategic need in Christian higher education as they partner with denomination churches and global partners. It is evident that IM is striving to fulfill the goals of the University and is in alignment with the mission of the University, especially in the areas of spiritual formation and intercultural competencies.

Suggestions for consideration: 1) Spiritual formation is not only an opportunity to "express service through faith." While this is true, after reviewing IM training materials for both LW and MwM, the programs are also fostering biblical literacy and developing like Christ-like characteristics in their participants. I believe more is happening here than what is being articulated as service. 2) Discernment of call appears to only happen casually. Is there intentional effort to foster a sense of vocation or call through IM? The way it is currently worded seems to indicate that if it happens that is wonderful, but a strategic goal is not articulated.

### C) Progress on Recommendations from Previous Program Review

Please review the narrative supplied for this section. Wherever appropriate, identify any insights or questions that you might have stemming from this narrative.

None.

### D2. Findings from Assessment

After reviewing the co-curricular program's responses to their assessment findings? Are there suggestions that you might make to improve their assessment plan, program offerings, or insights from their data that you might offer in addition to their analysis?

Supporting documents – links to websites:

The table linking department and program learning outcomes is extremely helpful and communicates a lot of information succinctly. Of the 16 possible connections between the four department outcomes and LW's four outcomes, there are 10 X's, which is 63%. It is the same for MwM. All 8 goals for both programs align with "Students will demonstrate commitment to Christian community." Six of the 8 help students practice Christian discipleship. But only 3 for each outcome focus on helping students to "exhibit growth as Christian leaders" and "demonstrate the ability to be effective team members." I respect each set of program goals, but I wonder if there isn't more crossover with department goals than 63% - not that it is necessary for that percentage to be higher.

For example, I would think that LW's outcome of "Students will demonstrate cultural sensitivity in their behavior" would also correlate to "Students will demonstrate the ability to be effective team members." I would think that they need to learn to demonstrate cultural sensitivity towards their teammates as well as those that they go and serve among. Just something to consider. I see additional crossover as well. It might be something to reexamine if it will help program leadership to look for more opportunities to be intentional about reaching those objectives.

OSD's vision articulates the goal of engaging students in holistic discipleship. I'm confident that IM is doing that, but perhaps there are places in their assessment that could be more clearly articulated and/or highlighted. The review clearly does that for promoting a Christ-centered community and enhancing student leadership culture.

In reviewing LW's 2016 program assessment report, several questions came to mind. The target goal for several desired outcomes was 75% but in many cases those targets were shattered by high 90% or above. Are the target goals too low? Or are the assessment instruments not accurately describing the real picture of reaching these goals?

There is a lot of self-reporting in these assessment instruments, which is perfectly understandable, but it should cause us to be cautious about what we are really seeing; perhaps acknowledging the weakness of self-reporting would make the assessment stronger. In addition to self-reporting, there is quite a bit of additional third-party assessment that is both subjective and biased. For example, team leaders assessing students' cultural sensitivity. To what degree can team leaders, who are also outsiders in the culture, accurately assess that, especially knowing that is a desired outcome? They want to "sing the praises" of their students who they have heavily invested in.

Another area that struck me regarding LW's student self-assessment is that only 78% of the students rated their team as performing well. I think a deep dive into this area would be rich. At the same time, 98% of the students also reported that their team performed well in regards to cultural sensitivity. What does this tell us about our effectiveness in the field and the preparation training? Being able to see the actual instruments used by team leaders and students might give more clarity.

Their rubrics used in MwM's 2016 report were much more concrete. More information about instrument and data gathered was reported. This evidence seems more reliable.

Overall, I was impressed with all that is being assessed and the detailed record keeping. For being the first review, what a wonderful place to start and build on. As the data collecting instruments are improved, the specific data will be more targeted and better guide future strategic planning and assessment.

1. Measures for success are clear. For MwM, you collect data from hosts. What is the reason you do not collect data from global field partners for LW? That seems to be the biggest blind spot in collecting data from those participating in and partnering with IM. It also appears that you want to better assess your training. Consider doing a separate survey immediately following training – even before field experience. Attempt to separate students’ evaluations and their learning outcomes. I think you need both. You need to know what they liked and didn’t (evaluation) but also what they learned (assessment). To some extent, they will likely learn more from what they like b/c they are engaged, so I think both are important. Try to determine if it is the content or delivery of each training session that needs to be addressed.

3. Testimony: Are participants only challenged to write it down? What about practice in sharing it verbally?

Retreat: The retreat sounds very spiritual in nature. It also sounds like participants love it. Does it also include cross-cultural elements? Are simulations involved? Could more experiential learning elements be added to both the retreat and weekly training?

Training: Is a challenge of training the time of day so late at night? Instead of doing leader training each week, would it be better to frontload into an all-day Saturday before weekly training starts? Is training actually training or is it more teaching of content? Is Thursday night the best night? How do students respond to all the training session handouts? There appears to be a lot of text. Are they expected to read this material before the session? Is the session a discussion of this material or is the content basically presented to them? Are there ways to enhance the handouts to be more visually appealing? (It is really good content and publication should be considered.)

### **D3. Comparator Analysis and Potential Impact of National Trends**

After reviewing the program’s discussion of comparator and aspirational institutions, as well as possible impacts from trends, discuss the areas of strength or need for improvement not adequately addressed by the self-study.

One of the strongest pieces of evidence in this review is that IM is aware of the “Standards of Excellence” and complies with them. I think that speaks volumes about IM’s leadership and their aim for excellence, which is God-honoring. For those serving in global ministry, these seven key components are jewels. In my opinion, I don’t think accreditation is necessary, but knowledge of, publication of, and compliance with these standards are essential. One might ask how IM program outcomes and assessment data line up with these standards? Is there information we are not assessing yet? For example, #7 Thorough Follow-Through: How is IM meeting that standard? If more attention were given to after summer experiences, would that increase participation for the following years? Would a one-day “Renew” conference in September promote follow-through and increase mobilization?

### **D4. Unit Focus**

After reviewing the program’s discussion of unit focus regarding an area of development, please and identify any particular strengths and/or weaknesses that you might see. Please offer any suggestions or insights that might be helpful for the co-curricular program to consider.

I'm impressed with the expectation of the fluent language requirement for full-time staff as well as the acknowledgements bestowed upon LW and MwM. I think PLNU has a very strong global mission program that is not only recognized among Nazarene institutions but throughout Christian higher ed. It is a leader in global ministry among its sister schools.

#### **D5. Infrastructure and Staffing**

After reviewing the co-curricular program's discussion of its infrastructure and staffing, please discuss the quality of their analysis and reflection in this important area and offer any suggestions or insights that you might suggest they consider.

Staffing seems to be adequate but having an objective marker for hiring might be helpful. For instance, at one point, APU had one full-time equivalent person (40 working hours) for every 50 people they sent overseas. At first CBU's administration scoffed at this, but eventually it became an accepted practice. We found an objective rule of thumb more helpful than just how we as staff felt b/c we were willing to work ourselves into the ground. This guide helped us know when to hire a part-time Grad Assistant or add an intern to accomplish the task. PLNU's IM has more programs with varied lengths of service, so a straightforward guide as the one mentioned might not work, but perhaps they could develop on one. We also kept track of hours worked by all the staff compared to the numbers we sent out and reported that statistic to our supervisors each year. We definitely found that if we were understaffed that we got the logistical and administrative work, but the important area that usually was sacrificed was ministry and building relationships with people.

The report says a website is used for student and leader applications. Is this used for both LW and MwM? If not, this would be a recommended action step to facilitate capacity building and to maximize staff hours even though it would be a large expense upfront. Does all the data entered into the online application have the ability to export reports? This data should be able to generate information on gender, class, major, etc. It would even be able to easily detail if students are first-time or returning participants. All of this information would help the staff strategize to increase their mobilization numbers.

Does IM have an App to communicate with students, parents, and partners? This might be the next step in broadening their social media presence. Other than Facebook, does IM use Twitter and Instagram?

They may also want to consider utilizing clicker technology in their training to enhance student engagement. I have found this to be a useful tool in training all different sizes of groups.

Overall, IM's use of technology is exemplary, especially with the use of Qualtrics. Throughout the reading of this review, I was very pleased to see the high expectations placed upon student services at PLNU for assessment. (Too often, student services is not expected to assess learning outcomes as thoroughly as our colleagues in academic affairs.)

Facilitates seem acceptable, but as a former director of an international program, I definitely saw the need for an improvement in transportation, specifically for MwM. The rented vehicle situation needs to be reviewed and solved for both financial reasons as well as safety concerns. The amount of time that it



sounds like staff are having to invest in solving transportation issues is not the best use of University resources.

## D7. Financial Analysis

Based on the data and responses provided by the program, please evaluate the effectiveness of the co-curricular program's cost efficiencies and revenue streams (if any). Are there any strategies or practices that may increase the demand for the program and/or improve its overall cost efficiency without negatively impacting quality?

*Note: Section of the self-study withheld due to sensitive data.*

IM appears to be healthy financially and extremely mindful of stewardship. When you have students raising funds, it reminds everyone to be mindful for each penny spent. How are service opportunities priced? Is each program different? Or is each team priced differently depending on location? Depending on the answer, that might be another area to revisit. Might make mobilization easier if there were less variables. Would slightly increasing the student fee allow for another staff member? What is the average breakdown for the LW student fee? That would be very good data to report on how that fee is budgeted. What percentage covers actual trip costs versus how much is spent on training and mobilization efforts at home? How much money remains in IM's budget and is rolled over each year for a reserve fund? One challenging experience overseas could easily cost \$30,000. Is there a goal set for a reserve fund? Should it be based on number of people being sent out? My international program was expected to always have 10% of our annual budget on hand as a reserve; it took several years to reach that goal once we started raising over \$1 million annually, but it provided a covering and allowed us to respond to immediate needs without having to always worry about the bottom line.

## D8. Challenges and Opportunities and Recommendations

Do you feel the report adequately identifies challenges and opportunities based on your understanding of the co-curricular program? Why or why not? Are there other challenges or opportunities that you would like to identify?

CBU has not allowed cell phones overseas for many years. I have no knowledge that was a factor in student participation. If this is a new rule in PLNU, then wait 2 years, and no one will know the difference. It will become a part of the culture. And IM has made the right decision on their cell phone policy.

It is uncertain how the increased anxiety of students is impacting overseas participation across the country; however, it is well recognized that many universities have had decreased participation the past two years. One factor is the US presidential election and that it has not ended. (Trends show a dip in numbers every 4 years, but they typically rally a full year after a presidential election. Unfortunately, that is not happening in most places this time.) Therefore, IM is experiencing a common challenge as are its sister schools.

Faculty-led programs are trending up around the country. Students (and their parents) want to be led by qualified leaders. Also, CCCU is reporting a greater desire by students to be more concerned about

professional training; therefore, more students want their overseas opportunities to be connected to their field of study. Therefore, the big question is: Do international service projects have to be one or the other – academic or ministry? Is that a fair dichotomy? Can these service-learning experiences be both? Many schools are pursuing that alternative. So I would strongly encourage IM to spend considerable time with academic affairs to discuss how they can better partner together? However, two programs should not be combined at the sake of sacrificing the mission of the Great Commission? Is there a third space that both areas can speak into – what is sometimes referred to as the hybrid model, or academics on mission? How can each department both do what they are doing well without competing? And where can they partner together? Is it possible for numbers to be counted differently than they have been in the past? How can academics benefit from the field-approved training IM is already providing? For liability reasons, is the standard of care, including risk management and training, consistent on both sides of the university?

Perhaps one way to increase participation is to ensure IM has at least a 3-year track. How does LW and MwM recruit students to return a 2<sup>nd</sup> and 3<sup>rd</sup> time? How does their training and student leadership opportunities advance for returners? One of their suggestions for a longer-term summer opportunity is a great idea.

As the reviewer, I strongly encourage pursuing a solution for MwM's transportation challenges.

I believe LW's training is solid. After reviewing all the materials, I can tell you that they are ready to publish the book. I cannot fathom the hours and labor of love the ministry staff has poured into their training materials. Perhaps the only thing that could be improved is delivery of content so that it does not come across as another class. How can the sessions emphasize less teaching and more training? Are there ways to get the students more engaged with their team on a weekly basis that would facilitate both community and discipleship? (This may actually already be happening.)

Speaking of challenges, how is IM prepared to respond to crisis overseas? How is PLNU prepared to surround them with resources in case of crisis?

## **EXTERNAL REVIEWER'S COMMENTS ON PROCESS**

### **External Reviewer Feedback on PLNU Program Review Process**

We recognize that there are multiple ways to approach a program review. We would value your feedback on our process so that that we can continue to make it better and more helpful to the programs undergoing review. Are there areas that were confusing or sections that you felt were unhelpful? Are there areas that you were not asked about where you believe you could have provided useful information? Is there anything about the process that you would recommend changing to improve its effectiveness?

I think the best thing I did in this process was ask the staff member overseeing this program if there was a specific area(s) that he wanted me to focus on so that I could really brainstorm with him new ideas to address some of his challenges. In this instance, it was declining participation numbers. Not only did I read all the supporting documents for this assessment review, I also reviewed his training materials so that I would have a better understanding of where IM is at the present moment. He and I also scheduled a phone conversation before I submitted my final review; we primarily discussed LW's fall mobilization

strategy and their retention efforts between application and the beginning of training. IM's 27-page document is very thorough, but to truly understand IM's current reality, a phone interview was necessary, especially in order to offer suggestions or possible solutions.

I think the only section that I was not asked to comment on that surprised me was D6 (internal and external demand). I don't know that I would have had anything important to say, but I was surprised that it was not addressed. I'm wondering if a list of conferences attended (or other staff development opportunities) by IM staff should be listed in comparison to other sister schools.

Also, I would have preferred in the opening instructions an expectation of length of response – even if it was something like 6-8 pages. And if the committee would have preferred first, second, or third person. I attempted to stay in third person at the beginning and then found that too challenging. I also thought it might have been helpful if the first box gave the external reviewer an opportunity to explain his/her background so that others reading her review were aware of the context from which she spoke. For example, I was the director of global mobilization at CBU for 10 years; we sent out 400 students, staff, and faculty annually. I earned my PhD in higher education and wrote my dissertation on international service-learning. Now, I'm an assistant professor of intercultural studies at Belhaven University in MS. I'm not sure if that would be helpful or not, but these are the only questions I had about the process of writing the external review.

Let me conclude by saying that I want to thank your institution for caring to assess programs that matter. It's a matter of stewardship for the kingdom, and your review process has encouraged and challenged me. Thank you.