



POINT LOMA
NAZARENE UNIVERSITY

STUDENT DEVELOPMENT

Dean of Students
*(Residential Life and
Student Conduct)*

DEPARTMENT REPORTS

May 2011

Residential Life and Student Conduct

PURPOSE

The purpose of **Residential Life** at PLNU is to provide our residents with a safe, healthy and optimal living environment that enhances the teaching, shaping, and sending mission of PLNU.

In a unique configuration, **Student Conduct** is tied to the Office of Residential Life in that RDs work with the Wellness Center to facilitate responses to all first level student conduct incidents. The Dean of Students serves in an advising and consulting role.

Second and third level Student Conduct incidents are handled primarily by the Dean of Students, with RDs serving in a support role. Further collaboration takes place with the VP for Student Development and the Wellness Center, along with any other faculty, staff and/or outside professionals that may be involved.

PROGRAM DESCRIPTION*

PLNU's nine residence halls serve nearly 1700 students. First and second year students are required to live on campus. Some third year students are allowed to move off campus if space is needed on campus. Fourth and fifth year students are allowed to self-select living on or off campus. Each hall is populated intentionally by cohort (as much as is possible) to enable staff to program accordingly. Programs and information here is limited to those components that stem directly from the office of the Dean of Students as related to Residential Life and Student Conduct.

*Please see the Resident Director reports for the full description of all programming in the residence halls.

AREAS OF IMPACT

The following rubric describes the programs offered and activities accomplished within the Office of the Dean of Students, as related to Student Conduct and Residential Life. Also included are the linkages between student development outcomes and type of assessment used to collect data.

Program	Outcome Domains	Type of Assessment Data
New Student Orientation	1,2,3,4,8	Observation, Satisfaction Survey, Weekly Reports
Residential Life Emergency Response	1,2,4	Incident Reports, Portal Documentation
LEAD Week Sexual Harassment Training	1,2,3,4,5,7,8	Surveys, Case Studies, Interviews
Health & Safety Inspections	1,2,4	Incident Reports, Weekly Reports, Health & Safety Logs, Bed Bug Protocol, H1N1 Protocol
Student Conduct Incident Management	1,2,3,4,5,6,8	Incident Reports
Weekly RD Staff Meetings	2,3,5,6,7,8	Observation, Meeting Agendas
RA Selection for 11-12	2,3,6,7,8	Observation, Application Data
Selection of new RDs for 11-12	2,3,4,7,8	
RD 1-on-1 meetings with Dean of Students	1,2,3,5,6,7,8	Observation, Documentation as needed
Summer 2011 Planning Group	1,2,3,5,6,7,8	Observation, Meeting Agendas
Wiley Hall Remodel Planning Group	1,2,3,4,5,6,7,8	Observation, Satisfaction Survey
Residential Life satisfaction survey	1,2,3,4,5,6,7,8	Observation, Satisfaction Survey, Data Reports, Pre and Post Testing
Chapel Attendance Committee	1,2,3,4,5,7,8	Signed Agreements
Residence Hall Leadership Meetings	1,2,3,5,6,7,8	Calendar, Observation, Satisfaction Survey,
Enrollment Management and Operations Committee	1,2	
Bed Bug Management	1,2,3,4,5	Observation, Reports
Housing Planning Group	1,2,3,4,5,6,7,8	Weekly Reports, Satisfaction Survey
RD Theory Research Group	1,2,3,4,5,6,7,8	Monthly reports, observations, journals and e-portfolios
PLNU Safety Committee	3,4,7	Agendas, observations

SUMMARY OF PROGRAM IMPACT

New Student Orientation: Served in various supportive roles, including placement of all student volunteers and the collaborative Dean and Chaplain session.

Residential Life Emergency Response: Worked with Public Safety and Physical Plant to develop the first drafts of a Residential Life response protocol.

LEAD Week Sexual Harassment Training: Utilized an outside consultant and developed a student-friendly SH training.

Student Conduct Incident Management Database: Collaborated with ITS to refine all Student Conduct records to an online format.

Weekly ResLife Staff Meetings: Served as a valuable time for collaboration among RDs as well as with various departments across campus.

1/1 Meetings between RDs and Dean of Students: Utilized as a time for professional development, collaboration and consultation.

Summer 2011 Planning Group: Organized monthly meeting with ResLife, Physical Plant, Conference Services, Public Safety, Provost, and ITS.

Wiley Hall Remodel Group: Brought together key Physical Plant and ResLife personnel to plan and negotiate the Wiley Hall summer 2011 remodel.

Residential Life Satisfaction Survey: Administered the annual ResLife Satisfaction Survey. Had close to 600 current on campus students respond. Data was processed and distributed to various affected departments.

Chapel Attendance Committee: Partnered with Chaplain and Attendance Coordinator in establishing and utilizing reasonable and effective criteria for managing chapel attendance.

Residence Hall Leadership Meetings: Invited Director of Discipleship Ministries and the staff coordinators of the Peer Education program to meet monthly. Also initiated a once a month student leader meeting for the student representatives from each group.

Bed Bug Management: Continued to facilitate work between ResLife, VP for Finance, and Physical Plant to ensure education and compliance with necessary measures to reduce and eliminate the presence of bed bugs on campus.

Housing Planning: AVP for Enrollment, Housing Coordinator, VP for Student Development and RDs as necessary to plan and implement housing strategies.

GROWTH AND DEVELOPMENT

Student Conduct

Continue to evaluate, streamline and enrich the processes and protocols of Student Conduct. This will include attending at least on professional conference, establishing and keeping ready a Student Conduct Committee, and a possible open letter to the campus about student conduct processes.

Continue to refine the use and functionality of the student conduct database.

Continue to resource RDs and other relevant personnel with best-practice and current theory as a foundation for all student conduct related work.

Residential Life

Work with AVP for Enrollment, Director of Undergraduate Admissions, VP for Student Development and Housing Coordinator to develop an integrated, predictive model for housing that incorporates admissions data with other relevant longitudinal institutional and residential data.

Work with Housing Coordinator to develop a better process for the housing selection nights, especially in terms of technology and sustainable practices.

Continue to explore all aspects of an integrated hall leadership model. Currently this utilizes Discipleship Ministries and Peer Education.

Development of Residential Life Core Values

Vital Christian Community. The PLNU residence halls are an important setting where we encounter the challenging and rewarding aspects of living in a Christian community. Our purpose is to take up roles that will foster an environment of authenticity, grace and respect.

Learning. As part of the university experience, our priority on learning is based on the belief and understanding that living in the residence hall creates ongoing opportunities for holistic development. Through active and passive programming as well as the community living experience, we are engaged and challenged on a daily basis.

Training and Development. Our commitment to training and development is based on a pedagogy that utilizes best practices in higher education, established PLNU policy and procedure, the emerging experiences of all participants, as well as wisdom and insight from our Christian community.

Collaboration. We regularly look for opportunities to collaborate strategically and effectively. This approach is our ongoing attempt to live out the teaching, shaping and sending mission of PLNU.

Development of ResLife “Compass” used in the training of RAs

What informs PLNU ResLife?



Clarification of Resident Director Priorities (established during the hiring of four new Resident Directors)

- Significant commitment to a growing relationship with Christ.
- An understanding and support of the mission, values and spirit of Christian higher education, specifically at PLNU.
- An understanding and support of the basic tenants of Wesleyan theology and the Church of the Nazarene.
- Experience with and passion for mentoring college students
- Completed or in process on a Master’s degree in Student Affairs or a related field
- Strong administrative skills and experience
- A flexible, adaptive and positive attitude
- A commitment to professional development
- A willingness to work in the context of a team
- Comfortable and skilled in the context of confrontation, accountability and discipline
- An understanding and excitement about the non-traditional nature of the work and work schedule of the Resident Director
- Ability to self motivate
- Strong fiscal skills and experience
- Willingness and strong desire to work collaboratively within the department of Residential Life and across the PLNU campus

STUDENT DEVELOPMENT COLLABORATION

The programs that expand interaction of **the Office of the Dean of Students** across the university are summarized in Table 1.1. These collaborative programs are jointly planned learning experiences between and within Student Development, and also include institutional resources, services and programs throughout the PLNU community (e.g., Academic Affairs, Admissions, Faculty, Information Technology Services, PLNU Library, Student Financial Services, Study Abroad, etc.). As Student Development continues to support the quality of student experience regarding the core values of an intentional Christian community and the development of students as whole persons, the process of identifying and assessing collaborative programs is an important factor in determining impact and sustainability.

Table 1.1 **Office of the Dean of Students** areas of collaboration.

Area	Year Initiated	Program/Service	Who Initiates Contact	Frequency of Interaction	Description of Interaction	Recommendation for future interaction
New Student Orientation	2007	Move In, University Experience, Dean and Chaplain session	DOS and Chaplain	Multiple contacts	Mtgs, Phone, Email	
Emergency Response	2008	Public Safety Response	DOS	Throughout Year As Needed	Phone, Email, In Person	Need Handbook
LEAD Week Sexual Harassment	2009	LEAD students	VP Student Development, DOS	Once annually with follow up	Phone, Email, In Person	
Student Conduct Incident Management	2008	ResLife, Public Safety & Wellness Center	RD/DOS	Throughout Year As Needed	Phone, Email, In Person	More integrated system, clarification of reporting mechanisms
Open ResLife Meetings	2007	Various departments as needed	DOS	Weekly	Mtgs	Possible regular rotation
Summer Planning Group	2007	Coordination of all summer on campus activity in the res halls	DOS	Throughout Year As Needed	Mtgs, Phone & Email	Establish written policies or records
Res Hall Remodel Group	2008	Renovation of the res hall	DOS	Throughout Year As Needed	Mtgs, phone, Email,	Begin work earlier in fall semester
Chapel Attendance Committee	2007	Chapel Policy and Attendance	Chaplain, DOS, Chapel Attendance Coordinator	Bi-monthly	Mtgs, Email, Phone, In Person	
ResHall Leadership	2007	Discipleship Ministries, Peer Educators, ResLife	DOS, RDs	Bi-monthly	Mtgs, Email, Phone, In Person	Give student leaders regular feedback opportunities
Housing Planning	2007	Admissions, Enrollment	DOS	Throughout Year As Needed	Mtgs, Phone & Email	Establish a integrated and robust predictive model for on campus housing

APPENDICES

STUDENT DEVELOPMENT STUDENT FOCUSED OUTCOME DOMAINS

1. Retention

Pursues and completes a degree at PLNU

2. Engagement

Develops a significant connection to relationships and participates in programs at PLNU which enhance personal development, facilitate learning, and result in retention

3. Social / Emotional

- a. Develops and maintains mutually rewarding relationships with friends and colleagues at PLNU
- b. Considers others' points of view and seeks involvement with others different from oneself
- c. Manages emotions in a manner which facilitates personal growth and relationships with others

4. Physical

Chooses behaviors and environments that promote health

5. Spiritual

- a. Grapples with and clarifies personal faith
- b. Experiences multiple relationships and opportunities in which Christian values are explicit

6. Occupational/Career

- a. Maintains or exceeds academic standards necessary to achieve a degree at PLNU
- b. Utilizes campus resources as part of career exploration
- c. Makes connection between classroom and co-curricular learning
- d. Develops skills to seek employment or advanced education beyond graduation

7. Leadership

- a. Serves in a leadership capacity in a student organization
- b. Develops a personal leadership philosophy and style that is consistent with a Wesleyan perspective of service to others

8. Student Learning

Participates in experiential programs such as student government, peer education, and resident advising, which facilitate experimentation, skill development, and multiple levels of learning

**TYPES OF ASSESSMENT INSTRUMENTS
USED FOR DATA COLLECTION**

Type of Assessment	Examples in higher education settings
Program Data Collection	Numerical, budget and statistical data about program operations, student participations, costs etc.
Survey of Needs	Individual, Department, Division or Institution wide questionnaire identifying what students want/need from the college or department. [Note: Surveys may be administered on-line via student voting software and in Scantron format].
Survey of Expectations	Individual, Department, Division or Institution wide questionnaire identifying what students expected from the college or department.
Surveys of Satisfaction	Individual, Department, Division or Institutional questionnaires providing feedback on student expectations and satisfaction with services provided by the college or department.
Suggestions Boxes and Feedback Forms	Individual input as to program concerns and suggestions for changes; continually collected, usually anonymously.
Case Studies	Longitudinal study which covers a broad range of experiences of selected students.
Journals and e-Portfolios	Individual records of activities, experiences and feelings collected over a defined period of time.
Interviews	Responses from students who may be randomly or specifically selected covering specific areas of concern; can be given at selected times or on program exit.
Focus Groups	Small group feed back sessions about a limited set of specific topics. Feedback groups can also (further) discuss results of survey data.
Signed Agreements	Student acknowledgement of responsibilities and adherence to and/or understanding of program parameters.
Grades and Performance Tests	Demonstration of competency or learning based on satisfactory grades or other rating measures.
Observations	Recorded observation of behaviors or activities by trained observers using pre-determined criteria.
Pre and Post Testing	Standardized testing to confirm increase in competence or knowledge.
Embedded Learning	Demonstration of learning/competence based on performance of actual activity or task; completion of task inherently demonstrates skill (such as registering on-line etc.).