



POINT LOMA
NAZARENE
UNIVERSITY

STUDENT DEVELOPMENT

Engagement & Retention ANNUAL REPORTS

2012 - 2013

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Introduction & Executive Summary

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

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

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

Community Life

Community Life at PLNU seeks to find the God-inspired potential & strengths of the students involved in its programs and engage them in hands-on learning leadership opportunities which bring about character formation and engagement in the PLNU community.

Commuter

Commuter student services is committed to providing a welcoming environment for non-residential students and facilitating opportunities for connecting commuter students to the PLNU community.

International

International student services specifically provides appropriate support services for international students and is dedicated to fostering cross-cultural respect, perspectives, and appreciation towards global citizenship.

Multicultural

Multicultural student services provides an opportunity for all students at PLNU to integrate with the rich multicultural heritages and interact with diverse cultures by promoting intergroup awareness, healthy identity, and inclusiveness-through intentional educational programming.

Nicholson Commons

As a gathering and unifying place of the university, the Commons serves students, faculty, staff and guests by offering a variety of programs, activities and services.

Rec Room

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

Offices of Strengths and Vocation

To facilitate opportunities for the Point Loma Nazarene University community to build relationships for employment, internships, mentoring, and networking experiences with the external professional community.

Career Counseling

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

Student Employment

The Offices of Strengths and Vocation Mission Statement for Employment and Internship Programming is to connect companies and organizations to PLNU educators and students in order to provide practical work experience that will help students successfully transition from college to career.

Transfer

Transfer student services is committed to providing a welcoming environment for transfer students and facilitating opportunities for connecting transfer students to the PLNU community.

In fulfillment of these mission statements, each academic year the E&R groups facilitate numerous programs, services, and events that through multiples points of contact are experienced by literally 100% of all undergraduate students. This annual report specifically details those programs, services, and events. In addition, this report details multiple assessments utilized to evaluate these programs, services, and events. Finally, this report summarizes the learning outcomes accomplished by these programs, services, and events as validated by the assessments used.

Some of the standout accomplishments over the past reporting period for each area include:

Community Life

Significant changes were implemented in the ASB governance structure that exemplify the learning outcomes of Cognitive Complexity as students were successfully led to assess assumptions and consider alternative perspectives and solutions. This was evidenced by the change in the election and hiring of ASB Directors. As a result, three of the eight director positions are chosen by a recruitment, interview and hiring practice rather than by an election process that does not fully vet out candidates knowledge, experience, and skills applicable to the duties of those positions.

In Strengths programming, this past reporting period saw the full implementation of two programs to support and advance campus Strengths initiatives. These included the *Strengths on Point Sessions and Seminars* and the *Strengths on Point Leaders* program. These customized programs have provided a strong foundation for consistent Strengths programming.

Multicultural and International Student Services

Enrollment of students with multicultural backgrounds continues to grow at a steady rate. The incoming class of freshman and transfer students was 35% students of color. This is a challenge for a department of one full time staff to provide consistent programming for such a large constituency. However, all programs and services were performed and remain stable.

Nicholson Commons

As part of the commitment to providing appropriate facilities to support student learning, the Nicholson Commons recreation room received a renovation.

The Offices of Strengths and Vocation (OSV)

OSV continued to grow in prominence and usage with the full implementation of several flagship programs. The Network 9 programs were increased from six events to eight. In addition OSV partnered with the freshman experience cohort to establish a new program, Freshman Express Visits that increased user ship by over 200%. Finally, OSV created two new programs including the Major Minute and the LEAP student support visits. Of particular note for the year is that OSV established itself as the Social Media leader for the campus with innovative and effective marketing utilizing the internet.

Commuter Student Services

New services for this unit included the expansion of the Lunch for a buck program to include a Breakfast for a buck, and the creation of a prize drawing for a reserved parking space for commuter students on a weekly basis.

Transfer Student Services

This reporting period included the first full year of operation of the Transfer Advisor Group (TAG) program. TAG is a group of volunteers of former transfer students who commit to mentoring new transfer students during their first year as a PLNU student. This program serves as both an engagement and retention tool for both the new transfer student and the returning transfer student who is now a mentor.

In conclusion, of the 23 identified intended learning outcomes the E&R group routinely and comprehensive provides programs, support and services that ensure that all learning outcomes are accomplished. The below matrix clearly articulates the learning outcomes that were achieved during this reporting period by the functional areas within E&R. What follows each matrix is a narrative that clearly outlines how each of the learning outcomes were accomplished that were identified in the matrix for that specific program or service.

Respectfully Submitted

Dr. Jeffrey Carr

Associate Vice President for Student Development

Engagement and Retention Programs

**Point Loma Nazarene University Student Development
Engagement & Retention Intended Learning Outcomes By Program
2011-2012**

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

Student Development Learning Outcomes Key

Cognitive Complexity

- 1= Engage with others in constructive ways
- 2= Assess assumptions and considers alternative perspectives and solutions
- 3= Openness to new ideas and perspectives

Knowledge Acquisition, Integration and Application

- 4= uses experience and other sources of information to create new insights
- 5= seeks new information to solve problems
- 6= Makes connections between curricular and co-curricular learning
- 7= Engages in experiential activities in preparation for the workforce

Humanitarianism & Civic Engagement

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

Interpersonal/Intrapersonal

- 12= Pursuit of knowledge is integrated with beliefs, values, and action
- 13= Manages conflict constructively
- 14= Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual)
- 15= Practices self-efficacy
- 16= Works collaboratively with others
- 17= Demonstrates civility when engaged in controversy
- 18= Demonstrates that self-interest is balanced by a sense of social responsibility

Practical Competence

- 19= Sets and pursues individual goals
- 20= Speaks and writes coherently and effectively
- 21= Uses technology ethically and effectively
- 22= Demonstrates leadership skills
- 23= Demonstrates effective stewardship of resources

**Point Loma Nazarene University Student Development
Engagement & Retention Intended Learning Outcomes By Program
2011-2012**

Intended Learning Outcomes	Cognitive Complexity				Knowledge Acquisition, Integration & Application				Humanitarianism & Civic Engagement				Interpersonal & Intrapersonal Competence				Practical Competence						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Community Life																							
Associated Student Body	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Toilet Paper/ Lomalink/ Chapel Slides	X				X	X	X						X			X				X	X		
LEAD	X		X	X		X		X		X		X		X			X						X
Master Calendar					X						X					X					X		
Strengths on Point Sessions & Seminars	X	X	X	X	X	X	X	X	X			X	X	X	X	X		X	X				X
Strengths on Point Leaders	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X		X	X	X			X
Transfer Student Services	X	X	X	X	X		X	X	X	X	X			X		X			X		x	X	X



ASB Student Government

Cognitive Complexity

- 1= Engage with others in constructive ways
- 2= Assess assumptions and considers alternative perspectives and solutions
- 3= Openness to new ideas and perspectives

The ASB Student Government experience contains many components of cognitive complexity. The entire board is faced regularly with ideas and perspectives different from their own. This occurs as they learn to share openly about their own perspectives and hear from others in the group who think differently than they do. The board also regularly must work through perspectives of administrators and the broader campus community (Board of Trustees, the Nazarene Church, parents, etc.) as they weigh these differing stakeholders' desires in their decision-making. Making decisions as a group of eight also requires an ability to compromise and consider many different solutions. For the group to move forward in its decision making, they must learn to engage with one another constructively and in healthy ways. Each director has grown in the three areas of cognitive complexity through the work of their individual office. Here are some specific examples of this: the Student Relations Director needed to engage with the leadership of 36 clubs and problem solve with them as they bumped up against obstacles in their planning; the Director of Spiritual Life often interfaced with students who had different theologies than he did and needed to both be open to hearing those theologies and guide the Time Out speakers who held those theologies to share their perspectives appropriately in our setting; the ASB President was often in-between students' perspectives and those of key administrators, he had to learn how to be open to many different sides of one issue. (Assessment of these learning outcomes is derived from individual meetings, end of semester written reports, observation, and exit interviews)

Knowledge Acquisition, Integration and Application

- 4= uses experience and other sources of information to create new insights
- 5= seeks new information to solve problems
- 6= Makes connections between curricular and co-curricular learning
- 7= Engages in experiential activities in preparation for the workforce

In about late February each board member begins to feel a great sense of confidence in their ability to understand the components of their role and to carry those responsibilities out well. They can synthesize! By this time they have experienced enough of their role to have a good handle on it. All of first semester, however, they are in the mode of gathering information and trial and error. The second semester they know who to seek out for information so that they can solve the problems they are facing in their roles. Many of my students comment that by second semester they are

incorporating the time management, communication, and conflict management knowledge they have gained from their student government experience into their management of their student role! Each of the roles within ASB are hands-on learning opportunities that teach lessons and skills that can be useful in any future job: conflict management, time management, professional written communication, how to answer a telephone professionally, listening skills, how to share one's opinion in a meeting, how to run a meeting, Robert's Rules of Order. Some of the roles provide specific experience that prepares our students for professional work: graphic design, special event planning, managing a team.

Humanitarianism & Civic Engagement

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

A big component of our training for both the board of directors and student congress is exposure to the people who comprise the hierarchy of our university. We utilize Campus Connections with both groups to bring in individuals from across campus to share with our students who they are, what they and their department do for the campus, and engage with our students to brainstorm about potential areas of collaboration. My students are steeped in the teaching that they are a part of the university system and must work within the boundaries and constraints of that system to be effective. Both the board of directors and student congress members must engage with individuals who are different from themselves in a variety of ways so that they can work together to accomplish their objectives.

Interpersonal/Intrapersonal

- 12= Pursuit of knowledge is integrated with beliefs, values, and action
- 13= Manages conflict constructively
- 14= Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual)
- 15= Practices self-efficacy
- 16= Works collaboratively with others
- 17= Demonstrates civility when engaged in controversy
- 18= Demonstrates that self-interest is balanced by a sense of social responsibility

Each of my board of directors can point to specific areas of their worldview that were refined by their leadership experience. All of them articulated in their end of semester report that they realized afresh how important their value of well-being and balance was bolstered by the challenging experience of completing a difficult slate of commitments. They made the connection between their physical, emotional, and spiritual well-being and their performance. Each of my board members experienced some form of conflict during their year of service. As the year progressed they each grew in their ability and comfort with handling conflict in ways that were healthy and civil. These experiences with conflict often required a change from having things the way they wanted versus how others desired them. My students learned both how to compromise and give a little, but also that delicate balance of knowing when to push back a bit and make strides toward getting their own needs met as well. There were times during the year when a few of my board members didn't think they could be successful in carrying out specific parts of their work. I am very proud of my advising in these situations, as each of the board members who found themselves in this situation were able to find reserves of energy and belief in themselves to keep going, often with successful outcomes.

Practical Competence

- 19= Sets and pursues individual goals
- 20= Speaks and writes coherently and effectively
- 21= Uses technology ethically and effectively
- 22= Demonstrates leadership skills
- 23= Demonstrates effective stewardship of resources

My students came into their student government experience with the desire to grow in specific ways. During our LEAD training I sent them out on a solo experience for an hour to pray and invite God into this process of setting goals for themselves and for our board. Also during LEAD I give them training concerning professional communication, both in

writing, on the phone, and speaking publicly. My ASB President especially grew in this area over the course of the year. This was a shining achievement for him as he came into the year loathing public speaking, and can now say that he does it relatively well and with much less anxiety. Each board member had a team of people to lead and all of them grew in their ability to do so over the course of the year. My students are entrusted with a substantial budget, they took on this responsibility with excellence, managing 95 budget lines and ending in the black.

Lomalink, Toilet Paper, and Chapel Slides



Cognitive Complexity

- 1= Engage with others in constructive ways
- 2= Assess assumptions and considers alternative perspectives and solutions
- 3= Openness to new ideas and perspectives

The student workers who create these campus publications regularly interface with various members of our campus community face-to-face, by email, or on the phone. This is a service to the campus and the students often must engage with our constituents in ways that help them feel satisfied with the services we offer.

Knowledge Acquisition, Integration and Application

- 4= uses experience and other sources of information to create new insights
- 5= seeks new information to solve problems
- 6= Makes connections between curricular and co-curricular learning
- 7= Engages in experiential activities in preparation for the workforce

These students often must seek new information to solve problems, whether finding space in a two page publication for an extraordinary number of announcements for that week or needing to research whether or not an ad for the Lomalink fits our regulations. We often attract literature majors for these roles and the crossover to their coursework is abundant. As my student this year wrote, “I get paid to write! Do you know how few people can make that claim?”

Interpersonal/Intrapersonal

- 12= Pursuit of knowledge is integrated with beliefs, values, and action
- 13= Manages conflict constructively
- 14= Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual)
- 15= Practices self-efficacy
- 16= Works collaboratively with others
- 17= Demonstrates civility when engaged in controversy
- 18= Demonstrates that self-interest is balanced by a sense of social responsibility

Occasionally we have campus community members who want us to make exceptions to our rules for them. Our students must learn how to handle these situations of conflict so that the integrity of our policies stay intact and our community members feel understood and have their needs met as much as possible. Each week, these students must work collaboratively with the members of the campus community to create the publications.

Practical Competence

- 19= Sets and pursues individual goals
- 20= Speaks and writes coherently and effectively

- 21= Uses technology ethically and effectively
- 22= Demonstrates leadership skills
- 23= Demonstrates effective stewardship of resources

Our student workers hone their ability to write effectively in these roles as they create the weekly publications. They also must use the internet, email, and our computers ethically and effectively to successfully do their work.

LEAD



Cognitive Complexity

- 1= Engage with others in constructive ways
- 2= Assess assumptions and considers alternative perspectives and solutions
- 3= Openness to new ideas and perspectives

During LEAD all of our student leaders come early to campus to experience training and development concerning strengths, new student orientation, sexual harassment and hazing prevention, and spiritual inspiration for their year of service. During the strengths and sexual harassment training our student leaders must engage with others in constructive ways and be open to hearing other perspectives different from their own.

Knowledge Acquisition, Integration and Application

- 4= uses experience and other sources of information to create new insights
- 5= seeks new information to solve problems
- 6= Makes connections between curricular and co-curricular learning
- 7= Engages in experiential activities in preparation for the workforce

Our evaluations demonstrate that the students' perspectives change as a result of the sexual harassment training and they develop new ways of thinking about this issue and their own beliefs. In the strength training we help the students understand their own strengths better and encourage them to process how they can use their strengths in their leadership role and in their role as a student. The liberal arts and faith-based education easily align with both our sexual harassment and strengths training.

Humanitarianism & Civic Engagement

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

In both the sexual harassment and strengths training we mix the leaders up and place them in small groups to discuss the content of the training. It is at this point that they have the opportunity to develop skills in productively engaging with others who are different from themselves in a variety of ways. Many of our student leaders are volunteers leaving their summer commitments early to volunteer their time for training. All of our student leaders are volunteers for new student orientation.

Interpersonal/Intrapersonal

- 12= Pursuit of knowledge is integrated with beliefs, values, and action

- 13= Manages conflict constructively
- 14= Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual)
- 15= Practices self-efficacy
- 16= Works collaboratively with others
- 17= Demonstrates civility when engaged in controversy
- 18= Demonstrates that self-interest is balanced by a sense of social responsibility

As mentioned previously, several of our participants indicate that the sexual harassment training influences their beliefs, values, and thinking. The strengths, sexual harassment, and worship services all aid our student leaders in gaining self-understanding. The sexual harassment small group break outs often provide our students with the opportunity to hear from people who have different beliefs or ideas about the subject. Our students are challenged to engage civilly when discussing their differing perspectives.

Practical Competence

- 19= Sets and pursues individual goals
- 20= Speaks and writes coherently and effectively
- 21= Uses technology ethically and effectively
- 22= Demonstrates leadership skills
- 23= Demonstrates effective stewardship of resources

All of the students who are participating are student leaders and the day of training provides opportunities for them to demonstrate leadership skills in group discussions by listening and setting the tone of the groups.

Master Calendar

# of Events Scheduled in Master Calendar	8,369 (compared to 3,628 for 2010/2011)
# of Event Occurrences	40,587
Total Attendance for Events	approx 1,948,154

This year we saw an increase in the number of events entered into the Master Calendar, both in Nicholson Commons alone, as well as campus wide. Danielle Friberg has done a great job in working with ASB as the Coordinator for Student Activities, making the reservation of activities more flawless.

No'ne trained 3 new Building Coordinators in the last year. Is assisting Ashton Davis, ITS, researching better systems for sustaining the master calendar of the University.

Cognitive Complexity

- 1= Engage with others in constructive ways
- 2= Assess assumptions and considers alternative perspectives and solutions
- 3= Openness to new ideas and perspectives

Knowledge Acquisition, Integration and Application

- 4= uses experience and other sources of information to create new insights
- 5= seeks new information to solve problems
- 6= Makes connections between curricular and co-curricular learning
- 7= Engages in experiential activities in preparation for the workforce

Students need to have pertinent information for each event in order to successfully create a master calendar event. This may mean contacting certain individuals who are facilitating or developing the event.

Humanitarianism & Civic Engagement

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

The master calendar is the school run calendar which assists in creating an environment where planned events run as smoothly & efficiently as possible. This is an important part of the governance of the University in creating a community that is engaged and successful.

Interpersonal/Intrapersonal

- 12= Pursuit of knowledge is integrated with beliefs, values, and action
- 13= Manages conflict constructively
- 14= Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual)
- 15= Practices self-efficacy
- 16= Works collaboratively with others
- 17= Demonstrates civility when engaged in controversy
- 18= Demonstrates that self-interest is balanced by a sense of social responsibility

Each student that works with the development and planning of an event needs to work collaboratively with the Master Calendar Coordinator to assure that the needed information is given and reported on the calendar.

Practical Competence

- 19= Sets and pursues individual goals
- 20= Speaks and writes coherently and effectively
- 21= Uses technology ethically and effectively
- 22= Demonstrates leadership skills
- 23= Demonstrates effective stewardship of resources

The master calendar is a web-based calendar that allows the campus community to view all meetings, classes and events that take place on the campus on any certain date. This is a program that takes an understanding of the proper procedures to create a request for reservation and know the proper steps in making sure the communication to the campus through the master calendar is done properly.

**Point Loma Nazarene University Student Development
Engagement & Retention Intended Learning Outcomes By Program
2011-2012**

Intended Learning Outcomes	Cognitive Complexity			Knowledge Acquisition, Integration & Application				Humanitarianism & Civic Engagement				Interpersonal & Intrapersonal Competence						Practical Competence					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Community Life																							
Strengths on Point Sessions & Seminars	X	X	X	X	X	X	X	X	X			X	X	X	X	X		X	X				X
Strengths on Point Leaders	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X		X	X	X			X

Strengths on Point Sessions & Seminars



Cognitive Complexity

- 1= Engage with others in constructive ways
- 2= Assess assumptions and considers alternative perspectives and solutions
- 3= Openness to new ideas and perspectives

In Strengths on Point Seminars students have the opportunity to dive into a deeper understanding of their own five strengths as well as the broader 34 strength concepts pertinent to specific areas of student life. The seminars are both very self-reflective and interactive. Students have the opportunity to both express their own self-discovery and hear the observations of others. They are given the opportunity to explore their own assumptions, and consider new ways of thinking. In Strengths on Point Sessions students have the opportunity to take an in-depth look at their five strengths with a specific theme pertinent to their student life to focus on. As they begin to unpack how their strengths are present in their day-to-day lives they have a clearer understanding of how to relate to others using their strengths. In the sessions students often have an opportunity to think about themselves and the difficulties they face in their lives from a perspective they had not encountered before. The coaching is very solutions-based as well, we help our students think about the problems they are facing by exploring how to use their strengths to address their problems.

Knowledge Acquisition, Integration and Application

- 4= Uses experience and other sources of information to create new insights
- 5= Seeks new information to solve problems
- 6= Makes connections between curricular and co-curricular learning
- 7= Engages in experiential activities in preparation for the workforce

In Strengths on Point Sessions students explore their strengths by looking back at their lived experience through the lens of their strengths. This epitomizes the learning outcome of using experience to create new insights. Generally when students come to us for a session they encounter new information about their strengths unknown to them prior to the session. Often our students choose to focus on using the session to help them understand how to apply their strengths to narrowing their career interests. It becomes easy to see how a student's strengths have played a part in what they have studied and consequently the profession they hope to enter. Lastly, Gallup research shows that high achievers do what they do best everyday and they build their lives around their strengths. By engaging in a Strengths on Point Session our students are many steps closer to being prepared to do what they do best in their professions. The exercises we use in seminars ask the students to reflect on their past experiences to understand themselves with the strengths information and draw new insights. Often the exercises ask students to explore a difficulty or obstacle they face and by applying the strengths concepts come up with new ways to solve these problems. We emphasize how understanding one's strengths and using one's strengths can lead to success in their student and work life.

Humanitarianism & Civic Engagement

- 8= A willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds
- 9= Demonstrates capacity to engage with the complexities of daily life in the global community
- 10= Participation in service/volunteer activities

11= Participates in relevant governance systems

Strengths on Point Seminars are open to the entire student body, so the students have the opportunity to interact with many different individuals of varying backgrounds.

Interpersonal/Intrapersonal

- 12= Pursuit of knowledge is integrated with beliefs, values, and action
- 13= Manages conflict constructively
- 14= Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual)
- 15= Practices self-efficacy
- 16= Works collaboratively with others
- 17= Demonstrates civility when engaged in controversy
- 18= Demonstrates that self-interest is balanced by a sense of social responsibility

During Strengths on Point Sessions students' values and beliefs become abundantly apparent. Through the session our volunteers are able to help our students see how their studies tie in to the values and beliefs they hold because of their strengths. We often help our students think through how to handle conflicts in their lives from the vantage point of their own strengths, or from the perspective of understanding the conflict through the lens of another's strengths. Our sessions greatly aid our students in their self awareness as they unpack specific parts of their identity in each strength description. As the strengths session is focused entirely on the positive attributes of each person, our participants gain a great deal of hope about their abilities. Inevitably we cover what our participants need from their relationships because of their strengths and how to work with others.

Practical Competence

- 19= Sets and pursues individual goals
- 20= Speaks and writes coherently and effectively
- 21= Uses technology ethically and effectively
- 22= Demonstrates leadership skills
- 23= Demonstrates effective stewardship of resources

In Strengths on Point Sessions our participants will often come away with a list of action items and goals to work toward concerning how to manage or use their strengths. Though not all of our participants desire to be or have inclination to be leaders, those who have strengths and passions along those lines often clarify an understanding of their leadership abilities and desires in their Strengths on Point Sessions.

Strengths on Point Leaders



Cognitive Complexity

- 1= Engage with others in constructive ways
- 2= Assess assumptions and considers alternative perspectives and solutions
- 3= Openness to new ideas and perspectives

Strengths on Point Leaders serve as coaches in the Strengths on Point Session program and also co-lead the Strengths on Point Seminars. Their role develops their ability to engage with others in constructive ways as they help our session participants feel at ease so that they can share honestly about the way their strengths are at work in their lives. They often

spend much of the sessions helping students think through strengths-based solutions to the difficulties the participants express. As they interact with our students, they must demonstrate an attitude of openness and acceptance of each participant or the session will likely not be productive.

Knowledge Acquisition, Integration and Application

- 4= uses experience and other sources of information to create new insights
- 5= seeks new information to solve problems
- 6= Makes connections between curricular and co-curricular learning
- 7= Engages in experiential activities in preparation for the workforce

I train my Strengths on Point Leaders about the full 34 strengths and continually work to build up their understanding of how the strengths concepts work together. They are constantly receiving new information and gaining experience as they coach more and more students. They seamlessly weave this refined understanding in their sessions and the seminars they help facilitate. At the beginning of each Strengths on Point Leader meeting they are asked to share one recent strengths success. Often these successes are highlights of using their strengths in their student roles. Many of my strengths leaders are education and psychology majors who find a natural fit between the strengths philosophy and their coursework. All of what the strengths leaders do is experiential and much of it will be profoundly helpful to them in the workforce. They are gaining great skill in social intelligence, listening, and special event planning.

Humanitarianism & Civic Engagement

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

All of our Strengths on Point offerings are available to the entire student body, so the Strengths on Point Leaders must learn to interact with a variety of people. A big part of what my leaders learn is the diversity of people in the world and how uniquely they each approach life. There are 33.6 million possible combinations of the five strengths and my students see first-hand just how unique every person is as they hear their stories through the coaching sessions and seminar exercises. All of our Strengths on Point Leaders are volunteers who freely give of their time and energy to participate in the program.

Interpersonal/Intrapersonal

- 12= Pursuit of knowledge is integrated with beliefs, values, and action
- 13= Manages conflict constructively
- 14= Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual)
- 15= Practices self-efficacy
- 16= Works collaboratively with others
- 17= Demonstrates civility when engaged in controversy
- 18= Demonstrates that self-interest is balanced by a sense of social responsibility

Each of my Strengths on Point Leaders is passionate about their service with the program and their participation is an expression of their values and beliefs. By understanding how each person they coach ticks they learn how to manage conflict in their own lives and have empathy for others' perspectives and points of view. One of the things my students highlighted in our final meeting was just how enriching and rewarding their participation was for them on just about every level. By seeing their own strengths more clearly they have optimism about their abilities. As we are a team, they learn throughout the year how to work collaboratively together to execute the seminars. Lastly, they are naturally very others focused and take to heart the balance of taking care of themselves and their own needs (as seen through the lens of strengths) and all of the care they offer to others.

Practical Competence

- 19= Sets and pursues individual goals
- 20= Speaks and writes coherently and effectively
- 21= Uses technology ethically and effectively

- 22= Demonstrates leadership skills
- 23= Demonstrates effective stewardship of resources

These student leaders begin to see almost every aspect of their lives through their strengths. They are high achievers who expect a lot from themselves and work diligently toward their goals. The seminars require some public speaking by clearly explaining the exercises we will work on. They all lead their individual sessions, in the seminars, and in the recruiting of getting students to participate in our program.

Appendixes

- 1 ASB End of Semester Reports and Exit Interviews
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Appendix 1

ASB End of Semester Reports and Exit Interviews

ASB President, Tim Benefiel **Fall 2011 End of Semester Report**

My experience as ASB President has been both challenging and rewarding. One lesson I have learned is in dealing with conflicts among the board. There have been a few situations in which intervention is needed, but it requires careful attention and still does not result in a very satisfying conversation. I have learned to deal with such scenarios with much care and understanding. Acting as the sole student representative during faculty meetings are a whole learning experience in itself and is one aspect of my job that I actually really enjoy.

I am not entirely sure if I have been able to apply much of my coursework learning into my ASB role. Obviously time in class does provide the basis for our work in ASB as our primary focus at PLNU is education and we provide services for just one aspect of the students' life. On the other hand, however, my work in ASB has given me an added dimension of the University that has helped me in some of my class work. In particular, my class in Nonprofit Organizations used PLNU (and even ASB) as class examples and my knowledge gained from ASB work enabled me to fully develop those concepts in the learning process.

If I had to describe my experience as a student leader in one word I would most definitely use the word balance. Having a strong balance in your life between the leadership position and school work is one of the most challenging tasks to accomplish, but I would also argue the most important. During the fall semester, it was definitely obvious that I had outside commitments. I believe that had I not been in ASB I could have very easily pulled a 4.0, instead finishing the fall semester with a 3.55. I always made an effort to put my education before ASB work, however that just is not always realistic and it showed a bit in my grades. With that in mind, I would assess myself as having a very strong balance between work and school. I most definitely could have contributed much more time to either, but I believe that is exactly the point of a balanced life. I definitely believe that a healthy and well Tim leads to the most productive, efficient, happy, and loving Tim. In order to accomplish any personal or professional goals, those are the exact qualities I will need. At times during the semester I definitely needed to look out for my own well-being, however, I did not fail myself on that criterion. I did take care of myself and I believe I was that perky and professional Tim the vast majority of the time.

I believe I have communicated with others in a very appropriate fashion to the best of my ability. I have been professional, polite, and responsible in my interactions with staff and faculty members and I have been precise and informative with my peers. I believe there is always room for improvement and for me that may include slightly better timeliness and slightly more communication in general.

As mentioned before, the issue of conflict management has been slightly difficult concerning the certain situations. In general, however, I believe I have managed conflict among our board as a whole as well as individually very well. I have intentionally attempted to be understanding and have used much care in those situations.

I usually try to stay more on the humble side, but I would have to assess my work thus far as above average. There are many reasons that I feel this way which include satisfactory completion of tasks, leadership ability, and an enjoyable personality (I am a strong believe in the power of laughter). Above all of those, however, I have been pleased with my ability to connect with any person that I have crossed paths with on a personal level. I believe that a major part of the ASB President position concerns relationship building and I have been able to accomplish this partly due to my previous relationship with the university and some of its leaders. Two ways for me to improve as ASB President are to be more organized and to listen to students outside of my friend groups more often.

I have grown to enjoy learning about my strengths and using them throughout the duties of life. I enjoy knowing them so that I can understand both myself more and why others may not think like I do. I think using strengths is a helpful way to understanding why we function as we do and then building on those in a productive manner. I can think of situations that apply to my adaptability, positivity, connectedness, and harmony off the top of my head. I can improve by slowly continuing to embrace WOO.

Tim

**ASB Director of Spiritual Life, Tony Wright
Fall 2011 End of Semester Report**

What are the biggest lessons you have learned thus far in your ASB leadership experience? Which parts of your experience have contributed the most to your learning?

There have been various challenges to this position, but I think perhaps the biggest one, and therefore the most I've learned, is in trying to navigate the tension between various groups of people in different organizations. The different expectations between ASB and Spiritual Development have led to various times of considerable stress, but has been very enlightening on the need for good communication, and also the theoretical helpfulness of a clearly defined role. All those things being said, there has also been considerable learning in the specifics of my job, in learning ways to quiet a rowdy time out crowd, in one on one student encounters, in aiding students as they write sermons. It has been quite the learning experience indeed.

How have you implemented the learning you have gleaned from your coursework into your leadership role? How have you implemented the learning you have gleaned from your leadership role into your classroom learning?

There isn't truly that much carry-over between my courses and my leadership role. I took a BIB class as an elective primarily to aid in this role, and therefore it helped to some extent, but by and large I've kind of just been flowing in the disconnect between two worlds.

How well do you believe you have balanced your leadership and student roles? Please comment on how you have managed your time. What have you learned about your value system concerning health and well-being through this experience? What is your understanding of the relationship between health/wellness and your ability to accomplish your goals?

I've done all that I can to try balancing the roles, but in truth I don't think it's possible to participate as a normal student in my position. I've done the academic work as I always have, and have learned to take time away from the campus (the only true time I am away from my title) in order to retain my sanity. It's a challenging role, but I believe I've risen to the many difficulties of it, both generally speaking, and those of the specific context.

How well do you believe you have communicated with others through writing and interpersonal interactions? How could you improve?

I believe I have communicated quite well with concerned parties on all important matters of this position. I have flawless attendance record both for ASB meetings and Spiritual Development meetings. For all events I've publicized appropriately with the ASB Director of Communications, and for the budget side of things I have worked closely with the Director of Finance. In terms of general student body interaction, I've fielded countless one on ones, mentoring conversations, and experienced some of the joys of friendship that come from making myself available even to the freshman class, with whom logically I'd have the least time to build relationships.

How well do you believe you have managed conflict with others? How could you improve?

I can't claim to be perfect on the ASB Board Meeting side of things, but I have tried to always be truthful in such meetings, as I believe staying silent when I disagreed with something would be a severe disservice to the student body as a whole. Outside of the ASB meeting side of things, I've stuck to a policy of referring-to-Carter for difficult situations that may arise.

What is your assessment of the ASB work you have accomplished thus far? How could you improve?

To be honest, I think the bulk of my work has been very, very good. I have put a lot into this role. However, that doesn't mean there isn't room to improve. Having reflected on the demands of public speaking as a student, and the relative lack of support I received when I was first asked to speak in Time Out (Sp. 2011), this semester I am trying to be very focused on the student-speakers for Time Out, requiring more accountability from them in preparation, but in return offering far greater support as well.

How have you implemented your StrengthsQuest talents in your ASB work thus far? How could you use them more deliberately (as a student, as a leader)?

Sorry Mel, I don't think in these terms. But I think I have continued to nurture my abilities, as well as foster new ones, while always being wary of my many weaknesses.

**ASB Director of Activities, Amanda Johnson
Fall 2011 End of Semester Report**

What are the biggest lessons you have learned thus far in your ASB leadership experience? Which parts of your experience have contributed the most to your learning?

I have learned a lot this year about finding a balance between being a friend and a manager. This semester has had many different challenges and I have grown so much after experiencing them. Dealing with Coordinators that have somewhat behaved out of order. I have also learned how to be better organized in my planning of school and ASB.

How have you implemented the learning you have gleaned from your coursework into your leadership role? How have you implemented the learning you have gleaned from your leadership role into your classroom learning?

I have come to a better understanding of people and how they operate. Being a psychology major I have found many ways that I can relate to individuals and be at a point where I can understand them. I have always been a very dominant leader among my friends and this leadership position has definitely made those characteristics more prominent.

How well do you believe you have balanced your leadership and student roles? Please comment on how you have managed your time. What have you learned about your value system concerning health and well-being through this experience? What is your understanding of the relationship between health/wellness and your ability to accomplish your goals?

I don't think that I have had the best balance in my life. Last semester was really long and really tiring. I managed my time a lot better when I had designated office hours. I have learned that I really need to take

some time and care about myself. I have a tendency to sacrifice too much, my own happiness. It is better to be in good health if you want to be successful.

How well do you believe you have communicated with others through writing and interpersonal interactions? How could you improve?

I feel that I have done a really good job this year with communication. I have been on top of a lot of it, but there is always room for improvement. I need to be better about communicating with coordinators on a regular basis. Some rules were not followed as well as they should have been and that was kind of frustrating.

How well do you believe you have managed conflict with others? How could you improve?

I was mediocre at managing conflict with others. There are some more areas that I could definitely improve on. I think that this semester will be a lot better for me as a learning experience.

What is your assessment of the ASB work you have accomplished thus far? How could you improve?

I personally feel that this is one of the year's best activities. I have a wonderful CAB to help and support me, two amazing advisors, and a lot of heart. I love to hate point loma and I hate to love it. It has been a good home and I will be sad to leave it.

How have you implemented your StrengthsQuest talents in your ASB work thus far? How could you use them more deliberately (as a student, as a leader)?

Yes and no, I would say that I have used them a lot more than I realize.

**ASB Communications, Randy Baiza
Fall 2011 End of Semester Report**

What are the biggest lessons you have learned thus far in your ASB leadership experience? Which parts of your experience have contributed the most to your learning?

Communication between all team members is vitally important. If there is a problem with someone, address it immediately so that they know if they need to do something better, etc.

I have also learned that organization is really the key to success. By me implementing the GoogleDoc for me and my assistants to use, this helps everyone to be on the same track and to know what is going on.

I would have to say that the communication between me and my team has contributed the most to my experience because I was able to explain my concern and let my team know why something was the way it was.

How have you implemented the learning you have gleaned from your coursework into your leadership role? How have you implemented the learning you have gleaned from your leadership role into your classroom learning?

This is easy for me. I am able to use my graphic design to publicize to the rest of the PLNU community. As for how I've been able to implement what I've learned in my leadership role into my classroom setting, I am able to communicate well with my professor to inform her of what I'm doing in my life that may be holding me back from spending numerous hours on design work.

How well do you believe you have balanced your leadership and student roles? Please comment on how you have managed your time. What have you learned about your value system concerning health and well-being through this experience? What is your understanding of the relationship between health/wellness and your ability to accomplish your goals?

I would say that I've balanced both roles equally. I have filled every spare moment that I have with designing whether it be for ASB or my graphic design class as well as my other courses. It's very difficult to know where to spend more time in one area and not another. In my head it's all just a learning process. As for my value system, I am very concerned with getting a job after graduation so I'm trying to be very focused on my graphic design work because ultimately my portfolio is going to be what sells me to a company. Time management is the key to success because it shows that you can balance a busy schedule. It is something that I must learn.

How well do you believe you have communicated with others through writing and interpersonal interactions? How could you improve?

As I have learned a time or two, emailing or texting someone is never the best solution because people interpret the way things are said or asked differently. One-on-one communication is the best way to communicate. It allows for rebuttal or questions to be addressed immediately instead of conjuring up some unique way as to avoid the question. With this being said, I have found it good to be in constant communication with others about where in the process a task sits. This eliminates them wondering when it's going to be finished or if it's been started. I think I have a good system going.

How well do you believe you have managed conflict with others? How could you improve?

As I've mentioned previously, I have had a conflict or two. I learned the hard way on how to approach it but I know now how to correctly address the situation. I've tried to stay on everyone's good side as this is the best way to work with others. So far it has worked.

What is your assessment of the ASB work you have accomplished thus far? How could you improve?

I personally would have liked to have spent more time on my posters, etc. but due to such a hectic schedule I could not do so. As for the work my team has done, I'm quite impressed and proud of what great designers they are. I have been able to act as an art director and giving them the last feedback and suggestions on what they should change on their designs. So for this semester, me and my team have decided that we really want to go all out and think outside of the box. Hopefully we can get a good glimpse of how much money we have in our account and plan accordingly.

How have you implemented your StrengthsQuest talents in your ASB work thus far? How could you use them more deliberately (as a student, as a leader)?

I have been able to involve others in design work asking for the input to make them feel involved. Consistency comes in by me making sure that publicity gets up when it needs to. Futuristic by me and my team planning ahead and thinking about doing things that others may not have thought about. Maximizer plays its part by me trying to get as much accomplished as my time allows including emailing others back in a timely manner. Finally focus comes in by me analyzing how communications is doing and me planning on what my team needs to do to get there.

**ASB Executive Secretary, Lauren Harris
Fall 2011 End of Semester Report**

What are the biggest lessons you have learned thus far in your ASB leadership experience? Which parts of your experience have contributed the most to your learning?

I have learned how much I don't know and need to learn. I realized that I had no idea what I was getting myself into through this position but I had to learn as I went through the process. The events of Homecoming were really challenging and much more detail oriented than I realized they would be. I think Homecoming was huge in my learning process because I learned my weaknesses and my strengths through planning activities. I learned that dreaming is easy but implementation takes process and is not instant but needs much detail.

How have you implemented the learning you have gleaned from your coursework into your leadership role? How have you implemented the learning you have gleaned from your leadership role into your classroom learning?

I have learned how to follow through on a project and not give up. It was really challenging to keep going when I was sick this past semester but so rewarding. I realized how to be more detailed and organize in my classes. My planner now has every detail necessary and needed to turn in assignments and papers for my classes. I learned how to be more efficient and better time oriented. Having so many different things to do with ASB was difficult to manage them all at times but being organized is truly key to making that happen.

How well do you believe you have balanced your leadership and student roles? Please comment on how you have managed your time. What have you learned about your value system concerning health and well-being through this experience? What is your understanding of the relationship between health/wellness and your ability to accomplish your goals?

I have learned that I need to walk out of my office. I would spend entire afternoons in the office and not being intentional with my friends but lollygagging around the office. I need to decide when I will leave the office and get all my work done efficiently and time oriented. I learned through getting mono, that I can push myself too much and not recognize when I need rest. I realized that I need good communication from everyone that I am working with in the office. I need to know what I am doing and all the tasks that are set before me otherwise I will lose track of everything that needs to be accomplished.

How well do you believe you have communicated with others through writing and interpersonal interactions? How could you improve?

I think that I communicated well with everyone, but sometimes items would slip by that I should have communicated so when I did communicate I think it went well, however, I need to make sure I am communicating everything that needs to be done and not leave anything out.

How well do you believe you have managed conflict with others? How could you improve?

I did not really enter into any conflict with anyone on board. If I do this semester, the best approach is one that is honest and passive aggressive. I need to be bold in concerns with people.

What is your assessment of the ASB work you have accomplished thus far? How could you improve?

I feel good about Homecoming and the work done. I think there were some things I would have done differently and more smoothly. However, despite everything that I did this past semester in the good and the bad I am content with my work but still want to achieve a high level of work this semester.

How have you implemented your StrengthsQuest talents in your ASB work thus far? How could you use them more deliberately (as a student, as a leader)?

Yes, I have seen how my strengths pertain to my work in ASB, and how I work through my needs and the way I communicate and accomplish tasks. I could be more aware of what strengths are being used as each task is accomplished.

**ASB Vice President, Ian McKay
Fall 2011 End of Semester Report**

I have learned that balance is the key to success in a position like Vice President. You must be able to balance different tasks and give priority to certain tasks. The best example of this is evident in my duty of following legislation from its origin to seeing it actually executed.

I have taken numerous parts of political science coursework and implemented it in Student Congress. Most focuses around public policy coursework and I use that knowledge as a foundation when advising students in the drafting stage of legislation. ASB has contributed to my overall classroom experience by giving me the opportunity to communicate in front of large amounts of people and to have small group discussions that are thoughtful and meaningful.

I balanced work and school very well last semester and that was evident by both my success in Student Congress and course grades. I do believe that I need to do a better job balancing a personal life and setting aside time to do recreational things. I get stressed and when I do I find myself slowing down on ASB tasks that should move rather quickly so I want to be more intentional in getting out of the office and finding something relaxing to do.

I sometimes get tunnel-vision in the communication sense in that I inadvertently keep people out of the loop. I don't mean to do it but I think that I could improve on letting people know about what is going on in Student Congress even if it doesn't directly affect them.

I have a bad habit about getting angry with someone and then not confronting them right away. I then am bitter but have no reason because I didn't let them know I was angry about something. I need to be more communicative when conflict arises and taking care of it right away so it doesn't get out of control.

I have been really encouraged by the amount of efficiency and productivity that is coming out of Student Congress. I would love to see more of the legislation implemented and want to continue to work with the necessary people to see that accomplished.

I truly believe that my futuristic strength plays tremendously into my role in ASB. I am always trying to pursue ideas that will affect the future and sometimes I get lost in the now because I am thinking about what is coming up. I think I could utilize my communication skill more efficiently in communicating what is going on in my office with the rest of ASB and with those who need to know.

ASB Director of Student Relations, Mitch Price
Fall 2011 End of Semester Report

What are the biggest lessons you have learned thus far in your ASB leadership experience? Which parts of your experience have contributed the most to your learning?

Empathy is not one of my greatest strengths. Through this leadership position I believe I have come to a better understanding of what it means to be more understanding of individual's circumstances and the hectic schedules we all have. I am a very detailed oriented person who likes to schedule and get things done as soon as I am assigned a task. Many of the presidents I am working with do not function in the same way. Through

working with the 40+ presidents and having various deadlines not met, I have had to become more flexible and aware of how to create a comfortable work relationship with my peers.

How have you implemented the learning you have gleaned from your coursework into your leadership role? How have you implemented the learning you have gleaned from your leadership role into your classroom learning?

I think the work ethic I have for school goes hand in hand with my work ethic in ASB. I continually have to make lists of tasks I have to accomplish and schedule out my week so that I can have fun as well as get everything done.

How well do you believe you have balanced your leadership and student roles? Please comment on how you have managed your time. What have you learned about your value system concerning health and well-being through this experience? What is your understanding of the relationship between health/wellness and your ability to accomplish your goals?

This past semester was one of the hardest I have gone through. I balanced ASB, school, two jobs, and an Honors Project. I do not know how I managed to do it all and still get straight A's. I think I work best under stress, but I am glad this past semester is over. I look forward to this semester and the excitement of graduation. While fall semester was very busy, I would not have been able to network and find a job on campus. I am so excited that ASB opened a door for me to work in the Office of Community Outreach and External Relations. ASB has only moved me one step closer in achieving my goals. I know if I continue to interact with presidents in the same way I have done thus far the person taking over this role will have a seamless transition.

How well do you believe you have communicated with others through writing and interpersonal interactions? How could you improve?

I know I have done a kick a\$\$ job at communication. I have worked so hard this past semester rebuilding bridges between ASB and presidents. I try my hardest to get back to presidents within a 24 hour period.

How well do you believe you have managed conflict with others? How could you improve?

I am not sure I have handled conflict between myself and others that well. I think the last ASB meeting before Christmas break shows this. I seem to keep my frustration with others inside and do not vent to them until I hit a point where I can't take it anymore. I want to work on conflict management between specific board members and myself this semester. I think sitting down with a few of them and expressing how I feel would be a better way of handling the situation.

What is your assessment of the ASB work you have accomplished thus far? How could you improve?

I believe I have gone above and beyond the requirements of my position. A lot of people ask me what my actual ASB role is, and most of the time I answer that I spend a lot of time emailing presidents and having various one-on-ones with them. This takes up a majority of my time. A lot of the frustration between clubs and ASB was due in part to the lack of communication between the parties. I have received a lot of positive feedback from presidents.

How have you implemented your StrengthsQuest talents in your ASB work thus far? How could you use them more deliberately (as a student, as a leader)?

My top strength is achiever. When I set my mind on something, I work extra hard to see that it is completed. I believe this is evident in the re-organization of my office's role on campus and its work with presidents. In addition, this past NSO event for the spring semester shows evidence of not only my work, but the rest of the ASB board as well. I would like to use connectedness more between clubs and see a more cohesive vision on what they would like to achieve, both on an individual club basis as well as a group as a whole.

Exit Interviews

ASB President, Tim Benefiel

"I learned so much! The biggest things that come to mind for me are: how much I understand about the complexities of running a university and administrators' roles, just how many stakeholders there are, how difficult it is to balance all of those factors. I learned how to keep a group of people focused and motivated. I learned how to work on a team and how to manage people. I appreciated how positive you were Melissa, and how affirming. It felt like we had another parent at times and we all knew you cared about us and we could go to you with anything. I got all the support I needed from you and often felt like you were right there with me when I was stressed."

ASB Executive Secretary, Lauren Harris

"It felt like first and second semester were different jobs and second semester especially, as I was running for office, it was hard to feel like my work was meaningful. I learned that the role did not match my strengths set. The role is very doing heavy, you do a lot of tasks: buying snacks, typing up minutes, keeping things organized. My strengths are people oriented and so it was hard to find components of the work that fit my strengths. I learned what my limits are. I got really sick when it came time to execute Homecoming (she got mono). I learned about the limits of my activator. I'm really good at starting things, but I loathe bringing them to completion. I learned what it takes to persevere. I learned that my woo keeps me going. I really appreciated your positivity Melissa. You were so encouraging and I remember specifically a time when I came to you a few weeks before Homecoming wanting to give up on one of the events and you listened to me and encouraged me to keep going. You knew I could do it and in the end it was one of the best events of the week for me. I appreciate just how much you do for us and for PLNU and that you've got a lot on your plate. You are a great active and empathetic listener. You are so supportive."

ASB Vice President, Ian McKay

"I learned that I have to delegate tasks and shouldn't keep everything I'm responsible for on my plate. When I did delegate, I learned that I needed to communicate my expectations clearly so that I could let it go and trust that it would be done the way I wanted it. I learned that I need a healthier balance of life and work and that this healthy balance allows me to do better work. I learned how to run a meeting and just how important preparation is before the meeting and follow-up afterwards. I learned what I'm passionate about and where my strengths lie. It was really helpful to learn that Significance was in my top ten. I have a hard time finding meaning and motivation to do the menial tasks. On the Student Development learning outcomes, I think my experience touched on 1, 2, 6, 8, 10, 13, 16, 17, 18, 19, 20, 21, 22, and 23. Mel, I'm really thankful for your encouragement and honesty. It was really good for me to hear what you had to say during elections when we had our honest chat and I'm really excited to keep growing in our relationship. I appreciate what you do for us, how you represent us to the university. We know that you have our back and you're advocating for us. I appreciate your work-life balance, and that you take time for your family."

ASB Director of Student Relations, Mitch Price

"I appreciated how this position and all that I had on my plate helped me hone and refine my organizational skills. I learned about how to lead a team and communicating effectively via email to 36 people. I learned how important it is to follow-through on what you say you are going to do. With that many people depending on me I really wanted to work hard to do what I promised. ASB really prepared me for a work environment and helped me gain skills in interacting and communicating with professional staff and professors. I have a better sense of how to relate to professionals now. For the Student Development learning outcomes I would say I experienced 1, 3, 5, 6, 7, 8, 11, 12, 14, 16, 18, 19, 20, 21, and 22. I found that the skills I learned in ASB really transferred over to managing my coursework and my honors project."

For 12, I realized the importance of my beliefs and the “why” of all the stuff I was doing was most important. Mel, I appreciate just how encouraging you are. I knew you were always there for me when I needed you.”

ASB Director of Communications, Randy Baiza

“I learned how to manage a team. I learned to have a high sense of responsibility and carry out everything that I committed too. Sometimes I did this to my detriment and could have done a better job of delegating. I am proud that I made some improvements over the year and did a better job of delegating. I learned how to manage my time. I learned how to work with different people, especially how to work with people I didn’t like. I learned how to speak up for myself and how to share what I thought even when I knew others in the group had a different perspective than my own, or when my view was the marginal one. I am proud that I addressed several conflicts this year and I think I did those well. I appreciate how much you care about us and I knew you were there when I needed you. If there was one thing I think could be better, not about you, but it would be better if you didn’t have so much on your plate. You manage a lot.”

Appendix 2 Lomalink, Toilet Paper, and Chapel Slide Focus Group

Campus Publications Forum

February 6, 2012

Attendees: Kyla Sabado, Holly Harlin, Toni De la Torre, Hannah Kelly, Ian McKay, Daniel Manning, Juliet Murdock, Joelle Soch and Amy King.

Loma Link Questions

What are your opinions/thoughts about the layout?

It doesn't fit in the normal space provided in an e-mail. You have to scroll from side to side to read the announcements.

It has greatly improved. Appreciate the simplicity of the layout such as the bullet points at the beginning which highlight each section's material.

Appreciate the Dollars and Sense section.

Has an appealing at-a-glance appearance.

Get's information to you quickly.

What are your opinions/thoughts about the look?

The weekly calendar is underdeveloped. It's a good idea, but the font is too small.

The color scheme is good. Appreciate the color coordination between the sections. It makes it easy to distinguish between each section.

What are your opinions/thoughts about the functionality?

It is functional. The quick blurb at the beginning allows you to get a snapshot of all the information, but only have to read more about that topic if you want to.

What are your opinions/thoughts about the information/contents?

Would like more ASB announcements to appear in the Lomalink. There often isn't enough notice or information about their events.

Would like more club event announcements, as well.

Would like to revamp the way that we tell people how to submit an announcement. Think that the reason a lot of things aren't posted is because the people in charge of these areas don't know how to submit and announcement.

What are your favorite components of the Loma Link?

Appreciate knowing who is speaking in chapel each week.

The calendar. However, they wish it was closer to the top of the e-mail.

RA's like using it to get information for their toilet papers. However, since it comes out Monday morning, that is hard to do. Would like it to come out on Sunday instead.

What suggestions do you have to improve the Loma Link?

A weekend edition that comes out Friday morning (as well as the Monday edition). It could retell what is happening on campus that weekend. Think this would be helpful because people forget about e-mails that come at the beginning of the week.

Fix the layout so that it fits in the normal window, so that you don't have to scroll from side to side to read the content.

Add a picture of, or link to, the Toilet Paper on the Lomalink.

Send out Sunday instead of Monday.

Toilet Paper Questions

What are your opinions/thoughts about the layout?

Everyone seemed to like the layout.

Liked how it was divided into little boxes containing different announcements and content.

Thought it compartmentalized everything in an entertaining way.

What are your opinions/thoughts about the look?

Same comments as the layout.

What are your opinions/thoughts about the functionality?

Nice to have this quick reference in the bathrooms.

Announcements asking you to contact someone or visit a page are not very helpful because you don't have the ability (or don't want to bring your phone out) to follow up right then in the bathroom.

It was again suggested to add a toilet paper link on the Lomalink, to reference the toilet paper from your computer.

What are your opinions/thoughts about the information/contents?

The toilet paper displays a good array of events, but wishes there was an area of it dedicated specifically to ASB events.

People like the content because it acts as a quicker version of the Lomalink.

Appreciate that it is short and to the point, shouldn't be any longer.

What are your favorite components of the Toilet Paper?

People really like the different weekly themes presented in the toilet paper.

The introductions have been a big hit.

The Roary quotes are also really liked. People look forward to what he is going to say each week.

What themes would you like to see incorporated? i.e. Halloween edition, Sponge Bob edition, etc.

Think it would be nice if there were some social awareness editions. Maybe a whole social awareness month, with themes such as sustainability and fair trade.

With that, maybe some current events could also be included. So students can get some outside knowledge and be better informed about what is going on outside the Point Loma bubble.

One person suggested a gypsie themed toilet paper.

What suggestions do you have to improve the Toilet Paper?

Make the information available outside the bathroom.

Create little cards that could sit on the bathroom counters that people could grab to use as a reference. So they don't have to steal the TP.

Create a Toilet Paper App.

Chapel Slides

What are your opinions/thoughts about the appearance/look of chapel slides?

They have a professional look but they don't really capture the attention of the audience.

What are your opinions/thoughts about the functionality of chapel slides?

They aren't very functional, because people just don't notice or pay attention to them.

People don't go to chapel for that type of information, so they just don't think to look up and watch the slides.

What are your opinions/thoughts about the information/contents?

It's good information but there were some comments on how it doesn't always seem relevant to chapel because the things announced often are not related to chapel or other spiritual things going on around campus.

What are your favorite components of chapel slides?

They look professional.

The come out in a timely fashion, giving a good amount of prior notice.

Appreciate that they are repetitive, up all week, so that they continue to remind you of things throughout the week. Also nice if you miss a chapel because you'll still get to see the announcement.

What suggestions do you have to improve chapel slides?

Make them more interactive, so that they better capture the attention of the audience.

It would be nice if the information was up in other places as well, since people often miss the announcements.

Place slides up before and after chapel. Since a lot of people don't get there early enough to see them before.

Have a song play in the background. This might help capture the attention of people coming in.

Involve the Point TV. Have them do a quick news brief to tell what's happening on campus each week before chapel on Mondays. Movies get people's attention. Then the slides can run through like normal afterwards.

**Appendix 3
LEAD Evaluation**

LEAD Student Survey 10_3_11

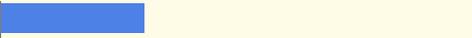
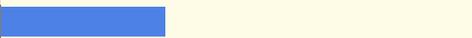
Last Modified: 10/07/2011

1. Gender

#	Answer		Response	%
1	Male		37	27%
2	Female		101	73%
	Total		138	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.73
Variance	0.20
Standard Deviation	0.44
Total Responses	138

2. Year at PLNU

#	Answer		Response	%
1	Sophomore		42	30%
2	Junior		49	35%
3	Senior		48	35%
	Total		139	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	2.04
Variance	0.65
Standard Deviation	0.81
Total Responses	139

3. Number of LEAD trainings you have attended

#	Answer		Response	%
1	0		14	10%
2	1		76	55%
3	2		35	25%
4	3		14	10%
	Total		139	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.35
Variance	0.64
Standard Deviation	0.80
Total Responses	139

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

#	Answer	Response	%
1	ASB DIRECTOR	2	1%
2	ASB STAFF	8	6%
3	CAMPUS ACTIVITIES BOARD	6	4%
4	CHAPEL SCANNERS	1	1%
5	CLUBS & ORGANIZATIONS	24	17%
6	COMMUTERS	6	4%
7	DEPARTMENT OF PUBLIC SAFETY	2	1%
8	DISCIPLESHIP MINISTRIES	16	12%
9	FINCH HALL - RA	1	1%
10	FLEX HOUSING - RA	6	4%
11	GOODWIN HALL - RA	3	2%
12	HENDRICKS HALL - RA	2	1%
13	KLASSEN HALL - RA	4	3%
14	MINISTRIES IN MEXICO	5	4%
15	NEASE HALL EAST - RA	5	4%
16	NEASE HALL WEST - RA	4	3%
17	NICHOLSON MANAGERS	1	1%
18	OUTDOOR/REC ROOM	0	0%
19	PEER EDUCATORS	25	18%
20	POINT TV STATION MANAGEMENT	0	0%
21	REC ROOM	2	1%
22	STRENGTHSQUEST TRAINING	8	6%
23	STUDENT MINISTRIES	20	14%
24	TEAM BARNABAS	3	2%
25	TRANSFER STUDENTS	8	6%
26	TUTORS	14	10%
27	VIP	3	2%
28	WILEY HALL - RA	1	1%

29	YOUNG HALL - RA		1	1%
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Statistic	Value
Min Value	1
Max Value	29
Total Responses	139

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

#	Question	Needs Improvement (1)	(2)	Average (3)	(4)	It was great; leave it as is (5)	Responses	Mean
1	Quality of Training Time	0	9	33	40	54	136	4.02

Statistic	Quality of Training Time
Min Value	2
Max Value	5
Mean	4.02
Variance	0.91
Standard Deviation	0.95
Total Responses	136

6. Assess the quality of the LEAD training day:

#	Question	Needs Improvement (1)	(2)	Average (3)	(4)	It was great; leave it as is (5)	Responses	Mean
1	Worship	0	2	11	27	96	136	4.60
2	Welcome Session	2	5	26	51	50	134	4.06
3	Sexual Harassment & Hazing Prevention Training	7	7	39	46	36	135	3.72
4	NSO Assignments	3	4	32	49	47	135	3.99
5	Strengths Training	12	23	34	37	29	135	3.36
6	Commissioning Service	2	2	15	30	83	132	4.44

Statistic	Worship	Welcome Session	Sexual Harassment & Hazing Prevention Training	NSO Assignments	Strengths Training	Commissioning Service
Min Value	2	1	1	1	1	1
Max Value	5	5	5	5	5	5
Mean	4.60	4.06	3.72	3.99	3.36	4.44
Variance	0.49	0.85	1.16	0.91	1.54	0.75
Standard Deviation	0.70	0.92	1.08	0.95	1.24	0.87
Total Responses	136	134	135	135	135	132

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

Text Response

Moving the freshman in because it was so exciting to see all the new students
commissioning service

Commissioning service. Everything else was needed but too hectic and stressful

The Commissioning Service...it was an amazing time of being in the Lord's presence!

Commissioning service was awesome. I wish Chapel could be like that all the time. :)

All the outings that the peer eds went on together, because it was great bonding with others in the group. Also the worship time was very spirit filled and a great time to focus on the Lord in the middle of this busy and sometimes stressful time.

The closing service was amazing, this week has been hectic and it was great to be in the presence of people I loved and worship God.

Worship, because it was relaxing and enjoyable. It wasn't boring like the other sessions.

team building exercises

The commissioning service because it was very impactful and made me excited for ministry this year!

Commissioning service is always great because it gives me a sense of calm before the storm that is NSO.

Strengths Quest, because I have never looked into my strengths and how to use them before.

The commissioning service, the chance to pray, consecrate the year, and join together in our ministry was one that I really appreciated and valued.

Getting to meet other people I guess. There was a lot of valuable information that I learned, the week has just been super busy though.

Worship on Wednesday night

our retreat for student ministries. we got to bond and get to know each other

Commissioning service for sure.

I enjoyed the training we had for club Presidents. It was very helpful and not overwhelming. The leaders seemed well-organized and to know what they were doing, and to really care about our experience.

Commissioning service--great worship

The worship service because it really helped to unify us all in Christ.

the worship commission service because it truly gave us time to wind down, pray, worship, and think about the new students coming in!

commission

club and society training on thursday morning. free donuts and very applicable and helpful topics learned

The worship during the Commissioning Service.

Worship services were fabulous.

Being given the opportunity to improve transfer students transition to Point Loma

Commissioning Service, Strengths quest training

We seem like one big family because we spend a lot of time together & bond together & share common interest: to be leaders

being at school without academic obligations

The commissioning service because of the worship, the message, and the way it brought all of the leaders together.

getting to know new people because it is always a good thing to do

Getting to know all the other leaders

Meeting new people

Time out-very God centered and addressed useful topics
Small group strengths training because it was specific toward our positions on campus
My favorite part of LEAD was the last service we had all together. It was very emotional and empowering at the same time. I enjoyed it a lot.
worship
The commissioning service. I absolutely loved getting to worship together with all of the leaders. What a powerful time!
The organization and participation of being a support and welcome for new students.
Our day of rest (Thursday); we went to the beach as a leadership group and got to connect and bond away from training sessions.
Helping with move in, the parents love it so much!
commision service, and training with our specific groups
Getting to know the other students in my group really well and engage in some quality bonding and learning together.
Worship together and the time spent meeting with my team of RAs. We have an incredible team and it is such a blessing and a blast to work and spend time with them.
Getting to cheer on the freshman and new comers... especially during the GAP party; they accepted the attention and felt important.
Moving the residents in because we get to show our love for them the moment they step onto our campus.
Commissioning Service
Time with my RA team because that was the most relevant and helpful.
Commissioning service. It wa very refreshing after an intense week of training
strenghts training because we got to interact with other students we didn't know
Serving others because leaders should first be servants and adopt a humble attitude
I loved being able to spend time with my team as we bonded and prepared for this upcoming year.
RA retreat
Working the resource fair for NSO, because it is so fun to see all of the different organizations on campus
my favorite part of LEAD training was really just coming together and being able to serve with the amazing leaders all throughout campus.
Wednesday night worship service. Great time to prepare our hearts before the new school year starts.
My favorite part was getting to know the other Leaders of Student Ministries and attending the special chapels.
I loved the NSO Resource Fair
Welcoming the students
worship was neat to connect
Getting to know the other members of my team.
moving freshmen in! i also really enjoyed the time out service
Strengths Training was my favourite part because we met new people and learned about our strengths in a different way (how to apply them, recent ways they have affected us, etc.).
Commissioning Service
The Worship Services because we united as the PLNU Leadership Team in worship, adoration, celebration, and prayer to God.
Worship
I enjoyed the strengths session
Loved the worship
Strength due the the individual attention.

My favorite part of LEAD was probably the worship sessions because I love that even though I'm here for training God is still a huge part of it.
Selling Lomativities
My favorite part of LEAD was moving in the Freshmen because we were all able to be loud and have fun while making the Freshmen feel welcomed and excited about college.
sexual harassment training because it was SO well done this year. Best one yet.
welcoming all the freshmen
The worship service Wednesday night. It got me excited for the new students and set my eyes on God as we enter into a new year.
Move-in day. I got to meet all the Freshmen on my hall.
I really enjoyed the lectures we went through each day on topics relevant to health and wellness.
welcoming freshmen to campus... fits with my personality

Statistic	Value
Total Responses	78

8. How did you like the t-shirt design?

#	Question	Needs Improvement (1)	(2)	Average (3)	(4)	It was great; leave it as is (5)	Responses	Mean
1	Brand	18	13	27	36	38	132	3.48
2	Cut	14	16	22	23	52	127	3.65

Statistic	Brand	Cut
Min Value	1	1
Max Value	5	5
Mean	3.48	3.65
Variance	1.85	1.97
Standard Deviation	1.36	1.41
Total Responses	132	127

9. Do you have any suggestions for next year?

Text Response

Better communication between groups, more free time

No white NSO t-shirts! make them green or another fun color! :) and more bold writing and font.

Shirts that run true to size rather than ones that fit small.

I would have liked for our trainings to be shorter or spread out over more days, because it was a lot of information and sitting each day.

It was great, this set up was much more interactive than last year and having a day to ourselves made things much more manageable.

Do not have such thin material and do not make them white. The cut is really short and the slogan LIFE SAVER is a little extreme.

have fewer breaks and end earlier

Don't order white, it gets dirty!

Try to stay away from colors that are see-through.

Not to use white as the main color.

Not so thin on the t shirts and v necks were too deep.

too thin. v-necks complicate the shirts. white isnt the bet idea. the print is not as "stand-outish" as it should be considering we will want people to easily recognize the shirt so as their questions may be answered

nope

Find an alternative for people who have done the sexual harassment/hazing training already (hearing the same thing three times is in every way repetitive). I would have also gotten much more out of the StrengthsQuest if I had done the discussion with my team instead of a random group of people.

Maybe add some structured time for Club Presidents to talk together about leading a club, plans for this year, and ability or willingness to work together. Maybe even guided sessions with small group discussion questions.

Make sure the shirts aren't see-through, but I liked the cut and style.

Make it more clear on what will be each person's role during NSO and whenever else we need to meet.

KEEP COMMUTERS MORE IN MIND (some experiences that go on at at night.. when some folks live 30min+ away from campus are difficult to attend)

No V-necks

sexual harassment/hazing training is the biggest waste of time as it is common sense. people are too sensitive. the strengths quest portion should be optional because I think strengths quest is a joke...though skipping that session always is a non-regrettable decision. i only found mark pitts, worship, and finding out my NSO assignment to be useful for LEAD day. Really enjoyed our Student Ministries retreat though.

Dont make it see through

More hands on training...its hard to sit in Brown Chapel & listen to lectures for so long...even though the speakers are very engaging

Make lead week slightly longer so that all of the training is not so condensed into a short period of time. The days were very long and exhausting.

Please not see-through white shirts. Sizing of the brand is weird.

Shirts that are not white! When moving people in they tend to get pretty gross. I think more worship would be great because it is so unifying for all LEAD participants and allows us to focus on what is most important in leadership.

Possibly a color change? White was very see through

No, I liked LEAD week as is.

there is just too much. you could cut down on some of the trainings. the days are too long and leave everyone

exhausting.
Maybe not as see-through
N/A
At least for peer eds, I think the training sessions could be greatly condensed. We spent two hours coming up with a mission statement.
The t shirt was see through
less see through shirts, more fitted.
Some guy's do not like to wear V-neck shirts
Not so see-through.
Shirts for NSO were pretty see through
Maybe something other than white t-shirts? I would have liked to have more time before classes started: I was POOPED on Sunday and although it was nice to have Monday off as well, it would have been nice to have a couple more days of restage (I only came ahead a week early); also because we only had officially 2 days with peer educator training, I feel coming another week earlier would have maybe trained me better for peer educating, but I guess only time will tell.
It was slightly see-through so a colored shirt would be great.
Could use a little more training with paperwork and managerial tasks for RA's
Use American apparel tee shirts. The shirts this year were too thin and bad quality.
The shirt was gross. It was so dumb that it was see through and white. The sexual harassment meeting was ok. The worship was amazing. Have more worship together as leaders!!!!
make it less see-through
Strengths Quest training should be in our groups for the year, so that we can learn more about the strengths of the people we will be working with.
possibly a brighter shirt so it stands out more
white was boring. colors are fun!
The sexual harassment session should be a little shorter.
Maybe allow students in LEAD week to move in a few days in advance.
Different training for sexual harassment...not such silly questions...make it more pertaining to us...
no v-neck!
na
maybe not so see-through next year
Expand more on hazing, also discuss more on how to handle sexual harassment rather than defining it. Also, I think that something ought to be incorporated into the new student orientation about sexual harassment and rape because people do go to parties which are often high risk for stuff like that--so maybe have a police officer give tips on how to low such risks
Thicker material
Make sure all trainings are directly relevant to the point you are trying to get across. I felt like there was a lot of wasted time and that was frustrating to me.
During NSO the returning students had confusion about where they were supposed to eat. The caf didn't make it clear what their hours were either.
Please choose a shirt that is not see-through.
The lead shirts should not be in white
It would be preferable for it not to be see-through. also, the design was kind of cheesy. run it by some students first?
Nothing
no v neck thicker material

The shirts were way too thin, and Strengths training wasn't great at all. By that point, I just needed a break and wasn't interested in filling out worksheets.

don't choose white as the color of the shirt.

sunscreen for volunteers?

Not white T-shirts OR just a little thicker. Allow for time for Peer Eds, Cov group leaders, and RA's in halls to meet prior to student arrivals.

Nope

Statistic	Value
Total Responses	65

INSERT TWO STRENGTHS APPENCICES HERE ONCE MELISSA HAS THEM DONE

Community Life Intended Learning Outcomes 2011-2012

Intended Learning Outcomes	Cognitive Complexity			Knowledge Acquisition, Integration & Application				Humanitarianism & Civic Engagement				Interpersonal & Intrapersonal Competence				Practical Competence								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
Community Life																								
Great Escapes Trips	X	X	X	X	X	X	X	X		X	X			X	X	X					X		X	X
Guide Development Program	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Freshman Retreat	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X		X	
The Way	X	X	X	X	X	X	X	X	X				X	X	X	X	X	X	X	X	X	X	X	X

Instructional Piece

Great Escapes Trips Learning Outcomes

Cognitive Complexity

- 1= Engage with others in constructive ways
- 2= Assess assumptions and considers alternative perspectives and solutions
- 3= Openness to new ideas and perspectives

Great Escapes trips are a natural format for students to connect and bond. Not only do they share the commonality of the experience connecting the students but also they share a passion for nature or outdoor recreation. 86% of students of the 29 students who filled out the Great Escapes end of the year survey would agree or strongly agree that they were introduced to new ideas and perspectives while attending a Great Escapes Trips. Commonly one of ideas we find ourselves educating the trip participants about is Leave No Trace Wilderness Ethics. 49% of respondents had not heard of LNT before one of our trips and afterwards 79% agreed or strongly agreed that they now abide by LNT while on trips of their own after attending Great Escapes Trips.

Knowledge Acquisition, Integration and Application

- 4= uses experience and other sources of information to create new insights
- 5= seeks new information to solve problems
- 6= Makes connections between curricular and co-curricular learning
- 7= Engages in experiential activities in preparation for the workforce

55% of Student Responders would say that Great Escapes has helped them to be more bold and open with others. 79% would say that Great Escapes has helped them to feel more at home/connected at PLNU. 68% would also say that being involved in Great Escapes has helped them to learn more about themselves. We at Great Escapes believe in the healing power of activity, movement, and connecting with the natural world and much of our curriculum is based around adventure learning and growing. On a Trip such as The Gauntlet students are forced to push themselves out of their comfort zone to rappel 600' or for many even going Mud Caving and getting over a fear of the unknown is a chance for them to not only connect mentally but also connect these mental challenges to other areas in life. Our guides are trained to create a safe environment for conversation, adventure, and relationships to ensure that nothing unsafe will happen on any of our trips.

Humanitarianism & Civic Engagement

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

The Outdoor Community is a melting pot of many individuals. One of the greatest parts of the outdoors is the connecting power that it has. We have students from all years of their undergraduate career, a close half split of 52% male and 48% Female, dozens of majors, and many variances of Outdoor Experience from a person attending their first trip ever to many who have attended 7+ Trips during their time at PLNU. We see that through these trips as shown through above statistics and that 55% of responders agree that Great Escapes Trips has positively added to their stories that the trips impact more than just that day but spill over into other aspects of their lives. We offer a service trip each year and this years service trip was in partnership with several other campus communities assisting with Coastal Clean Up day at Border Field State Park/Beach. We had 34 students attend the trip to volunteer that day. In regards to Participating in relevant Governance Systems our guides have an Emergency Command System and a guiding system with Senior Guides, Assistant Guides and Trainees. All participants who attend our trips know that guides are medically and skill set specific trained for each trip and must listen to the guides for instructions and safety briefings.

Interpersonal/Intrapersonal

- 12= Pursuit of knowledge is integrated with beliefs, values, and action
- 13= Manages conflict constructively
- 14= Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual)
- 15= Practices self-efficacy
- 16= Works collaboratively with others
- 17= Demonstrates civility when engaged in controversy
- 18= Demonstrates that self-interest is balanced by a sense of social responsibility

According to the above statistics many individuals who attend our trips grow in several categories not only in skill set but also spiritually (86 % agree that the trips have increased their appreciation for the natural world and 52% agree it has added to their spiritual journey). 51% would agree that Great Escapes has helped them to learn more about goal setting and achievement. Most people who go rock climbing can't help but agree that because of rock climbing they are able to focus better on goals as in rock climbing each move is made in compilation to achieve the goal (reaching the pinnacle of the climb). 72% of respondents also agree that Great Escapes has helped them learn more about teamwork. When on a canoeing trip it is usually not a solo endeavor, as the two in the canoe must work in conjunction with each other to keep the vessel on track and moving forward.

Practical Competence

- 19= Sets and pursues individual goals
- 20= Speaks and writes coherently and effectively
- 21= Uses technology ethically and effectively
- 22= Demonstrates leadership skills

23= Demonstrates effective stewardship of resources

All of the above information and statistics have spoken to these categories of 19,22, and 23. Our trips focus on the practical integration of the activity in educating participants about the area and how to do it. Instructors step alongside participants assisting them in the activity and coaching them to further develop their skills. These times are a great chance not only for bonding between students but a time to demonstrate proper leadership modeling and techniques that many students can then later model and follow if they at some time find themselves leading an outdoor trip. Similarly Instructors are educated on Leave No Trace Principles so that they can ensure each trip does not leave an impact to the land greater than is necessary.

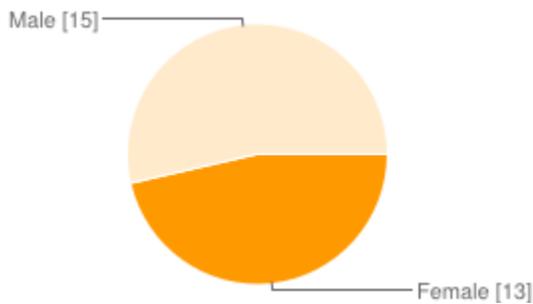
Appendix to Great Escapes Trips Learning Outcomes

Summary of Great Escapes Trips Survey Results (29 Responses)

My class standing is

Freshman	11	38%
Sophomore	3	10%
Junior	8	28%
Senior	5	17%
Super Senior	2	7%

My sex is



Female	13	45%
Male	15	52%

I have attended during my time at PLNU

1 Trip	15	52%
2 Trips	7	24%
3-4 Trips	3	10%
5-6 Trips	2	7%
7+ Trips	2	7%

I attended a Great Escapes Trip because

A friend invited me	10	38%
General Email	5	19%
Poster Advertising	12	46%
Great Escapes Website	1	4%
I heard about the trip around campus	7	27%
Other	3	12%

People may select more than one checkbox, so percentages may add up to more than 100%.

The Great Escapes Trip/Trips I attended this year is/are

Kayak	8	29%
Rock Climb	6	21%
600' Rappel	3	11%
Colorado Canoe Trip	7	25%
Midnight Moon Hike/Iron Mountain	8	29%
Mud Cave	10	36%
Other	8	29%

People may select more than one checkbox, so percentages may add up to more than 100%.

General

General - Great Escapes has broadened my community at PLNU

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	5	17%

Agree	11	38%
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Strongly Agree	12	41%
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General - When I came to a Great Escapes Trip I felt welcomed and appreciated

Strongly Disagree	0	0%
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Disagree	0	0%
----------	----------	----

Neutral	0	0%
---------	----------	----

Agree	10	34%
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Strongly Agree	18	62%
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General - During my time on Great Escapes Trip I have been introduced to new perspectives and ideas

Strongly Disagree	0	0%
-------------------	----------	----

Disagree	0	0%
----------	----------	----

Neutral	3	10%
---------	----------	-----

Agree	15	52%
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Strongly Agree	10	34%
----------------	-----------	-----

General - The Great Escapes Website is user friendly and easy to use

Strongly Disagree	0	0%
-------------------	----------	----

Disagree	0	0%
----------	----------	----

Neutral	10	34%
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Agree	8	28%
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Strongly Agree	10	34%
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General - The guides leading each trip were competent and professional

Strongly Disagree	0	0%
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Disagree	0	0%
Neutral	0	0%
Agree	10	34%
Strongly Agree	18	62%

General - I felt that Great Escapes Advertising was easy to find

Strongly Disagree	0	0%
Disagree	2	7%
Neutral	2	7%
Agree	12	41%
Strongly Agree	12	41%

General - Prices for the Great Escapes Trips were fair

Strongly Disagree	0	0%
Disagree	1	3%
Neutral	2	7%
Agree	10	34%
Strongly Agree	15	52%

General - Email correspondence was prompt and professional

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	0	0%
Agree	10	34%
Strongly Agree	18	62%

General - The "what to bring" lists were all inclusive

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	1	3%
Agree	12	41%
Strongly Agree	15	52%

General - I would recommend attending a Great Escapes Trip to a friend

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	0	0%
Agree	5	17%
Strongly Agree	23	79%

General - I would attend another Great Escapes Trip

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	0	0%
Agree	5	17%
Strongly Agree	23	79%

Personal Growth

Personal Growth - Great Escapes has helped me to be more bold and open with others

Strongly Disagree	0	0%
Disagree	2	7%
Neutral	10	34%
Agree	9	31%

Strongly Agree **7** 24%

Personal Growth - Great Escapes has helped me feel more at home/connected at Point Loma

Strongly Disagree **0** 0%

Disagree **0** 0%

Neutral **5** 17%

Agree **11** 38%

Strongly Agree **12** 41%

Personal Growth - Being a part of Great Escapes has helped me learn more about myself

Strongly Disagree **1** 3%

Disagree **2** 7%

Neutral **8** 28%

Agree **7** 24%

Strongly Agree **10** 34%

Personal Growth - Being a part of Great Escapes has helped me grow in my spiritual journey/learning

Strongly Disagree **1** 3%

Disagree **1** 3%

Neutral **11** 38%

Agree **6** 21%

Strongly Agree **9** 31%

Personal Growth - Great Escapes has positively added to my personal walk/story

Strongly Disagree **1** 3%

Disagree **0** 0%

Neutral	11	38%
Agree	7	24%
Strongly Agree	9	31%

Personal Growth - Great Escapes has helped me learn about goal setting and achievement

Strongly Disagree	1	3%
Disagree	0	0%
Neutral	11	38%
Agree	5	17%
Strongly Agree	10	34%

Personal Growth - Great Escapes has helped me learn about teamwork and how to be a team player

Strongly Disagree	1	3%
Disagree	0	0%
Neutral	5	17%
Agree	11	38%
Strongly Agree	10	34%

Environmental Awareness/Stewardship

Environmental Awareness/Stewardship - I feel comfortable with the principles of Leave no Trace

Strongly Disagree	1	3%
Disagree	0	0%
Neutral	0	0%
Agree	9	31%
Strongly Agree	18	62%

Environmental Awareness/Stewardship - I abide by the principles of Leave no Trace when attending Great Escapes Trips

Strongly Disagree	1	3%
Disagree	0	0%
Neutral	0	0%
Agree	9	31%
Strongly Agree	18	62%

Environmental Awareness/Stewardship - I abide by the principles of Leave No Trace when on my own

Strongly Disagree	1	3%
Disagree	0	0%
Neutral	4	14%
Agree	10	34%
Strongly Agree	13	45%

Environmental Awareness/Stewardship - I learned more about the San Diego Chaparral Ecosystem through attending/guiding Great Escapes Trips

Strongly Disagree	2	7%
Disagree	2	7%
Neutral	11	38%
Agree	7	24%
Strongly Agree	6	21%

Environmental Awareness/Stewardship - I had heard of LNT before attending a Great Escapes Trip

Strongly Disagree	5	17%
Disagree	4	14%

Neutral	4	14%
Agree	5	17%
Strongly Agree	9	31%

Environmental Awareness/Stewardship - I wanted to attend/attended the Great Escapes Coastal Clean Up trip for 2011-2012

Strongly Disagree	1	3%
Disagree	5	17%
Neutral	9	31%
Agree	4	14%
Strongly Agree	9	31%

Environmental Awareness/Stewardship - My time with Great Escapes has increased my appreciation for the natural world

Strongly Disagree	1	3%
Disagree	0	0%
Neutral	2	7%
Agree	10	34%
Strongly Agree	15	52%

Outdoor Skills

Outdoor Skills - Because of a trip I went on I now feel more comfortable with my Rock Climbing Abilities/skills

Strongly Disagree	0	0%
Disagree	1	3%
Agree	4	14%
Strongly Agree	5	17%
Not Applicable	18	62%

Outdoor Skills - Because of a trip I went on I now feel more comfortable with Kayaking

Strongly Disagree	1	3%
Disagree	0	0%
Agree	4	14%
Strongly Agree	6	21%
Not Applicable	17	59%

Outdoor Skills - Because of a trip I went on I now feel more comfortable with Mountain Biking

Strongly Disagree	1	3%
Disagree	1	3%
Agree	1	3%
Strongly Agree	3	10%
Not Applicable	22	76%

Outdoor Skills - Because of a trip I went on I now feel more comfortable with Backpacking

Strongly Disagree	1	3%
Disagree	1	3%
Agree	3	10%
Strongly Agree	3	10%
Not Applicable	19	66%

Outdoor Skills - Because of a trip I went on I now feel more comfortable with Hiking

Strongly Disagree	1	3%
Disagree	1	3%
Agree	10	34%

Strongly Agree 7 24%

Not Applicable 9 31%

Guide Development Program Learning Outcomes

Cognitive Complexity

- 1= Engage with others in constructive ways
- 2= Assess assumptions and considers alternative perspectives and solutions
- 3= Openness to new ideas and perspectives

1. The outdoor Leadership Program is not only a place that not only encourages self disclosure in a safe environment, but it also teaches students how to create an environment that is conducive to personal engagement in a manner that respects all persons and is perceptive to all situations.
2. The Guide development program is a learning community. Together, we seek to see why, rather than what, question the old, and try the new. Altogether, our desire is to pursue better, more efficient solutions. In this effort to learn, students are given many opportunities to teach (i.e. Guide meetings, Guide trainings, Great Escapes Trips, and mentorship).
3. As a learning community, the program is extremely open to new ideas. This is due to the fact that the group of guides is an eclectic group of people with a wide range of perspectives that are united by a passion for the outdoors.

Knowledge Acquisition, Integration and Application

- 4= uses experience and other sources of information to create new insights
- 5= seeks new information to solve problems
- 6= Makes connections between curricular and co-curricular learning
- 7= Engages in experiential activities in preparation for the workforce

4. The ODL program strongly depends on guides' experiential learning since outdoor recreation cannot be taught in a classroom. The Guide Development Program encourages students to practice the recreational activities on their own and also creates a platform wherein the guides can practice their skills while leading. Moreover, the sources of learning material come from a wide range of people with unique experiences.
5. Guides are strongly encouraged to seek out their own education since problems that can be faced in the wilderness are limitless. Our goal is to empower the students and provide the support and resources necessary to facilitate this learning.
6. It is evident that guides integrate multiple passions as they move through the program (small group leadership, environmental stewardship, austere/wilderness medicine, Biological Sciences, Kinesiology, community outreach, etc.)
7. Multiple students have pursued jobs in wilderness guiding during and following college; when they enter this field from the Guide Development Program they already have many of the required certifications along with a plethora of experience. Regardless of whether they pursued guiding job opportunities; they learn teamwork, risk assessment and how to use their own leadership style all of which are essential in the workforce.

Humanitarianism & Civic Engagement

- 8= A willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds
 - 9= Demonstrates capacity to engage with the complexities of daily life in the global community
 - 10= Participation in service/volunteer activities
 - 11= Participates in relevant governance systems
8. The guides are an eclectic group of people with a wide range of perspectives that are united by a passion for the wilderness. Our desire is to provide equal opportunities to all guides who desire to learn about the multiple dynamics and skills of outdoor leadership. Scholarships are awarded and gear is available for those who are unable to afford their own. Moreover, our long standing relationship with Outdoor Outreach (a non-profit organization in San Diego) allows guide to volunteer their skills to severe disadvantaged and at risk youth.
 9. Leave No Trace is a major component of the program that encourages stewardship of this beautiful planet. For many this paradigm has been integrated into their lifestyle.
 10. We offer a service trip each year and this year's service trip was in partnership with several other campus communities assisting with Coastal Clean Up day at Border Field Sate Park/Beach. We have also provided guides with multiple opportunities to volunteer with Outdoor Outreach.
 11. Guides are educated about National parks and also the permit systems necessary to legally guide trips.

Interpersonal/Intrapersonal

- 12= Pursuit of knowledge is integrated with beliefs, values, and action
 - 13= Manages conflict constructively
 - 14= Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual)
 - 15= Practices self-efficacy
 - 16= Works collaboratively with others
 - 17= Demonstrates civility when engaged in controversy
 - 18= Demonstrates that self-interest is balanced by a sense of social responsibility
12. This is indeed the epitome of the program (see "Student Responses" in Appendix).
 13. Guides are taught how to manage conflict amongst participants and themselves when leading trips.
 14. This is indeed the epitome of the program (see "Student Responses" in Appendix).
 15. Guides are provided with the necessary resources and training to make them competent in their outdoors skills and leadership abilities. Many, on their own time, take out friends and also push themselves in their respective activity. For example, many guides enter Point Loma never having climbed on real rock; in about 2 years they have acquired the skills necessary to lead multi pitch climbs – a feat that few climbers in the entire climbing community ever get to experience
 16. Collaboration is an essential aspect of guiding; guides are required to collaborate during the planning of a Great Escapes trip.
 17. 90% of guides surveyed believe that they feel confident in their abilities to help resolve/mediate conflict. Guides are encouraged to consult each other as a group away from participants to resolve an issue, and once a resolution has been reached, each guide is to fully support that decision unless it warrants further discussion
 18. As a guide, students know that they are responsible for the safety of their participants; to do this, one must be highly perceptive to the needs and expectations of others.

Practical Competence

- 19= Sets and pursues individual goals
 - 20= Speaks and writes coherently and effectively
 - 21= Uses technology ethically and effectively
 - 22= Demonstrates leadership skills
 - 23= Demonstrates effective stewardship of resources
19. It is not possible to facilitate trainings in all aspects of guiding; hence, each guide must pursue their own education to further their skills and knowledge. Since Great Escapes guides are not paid and are volunteering their time, they drive their own education.

- 20. Guides are given multiple opportunities to learn their own effective teaching style; they are provided with feedback from participants so they may refine and increase the efficiency of their teaching style.
- 21. Guides are trained on the use and maintenance of outdoor gear.
- 22. Outdoor Leadership Program (refer to Outdoor Leadership Skills in ODL assessment of appendix).
- 23. Leave no trace is strongly integrated in our program and has been adopted as a lifestyle by many guides. 93% of guides would agree with this.

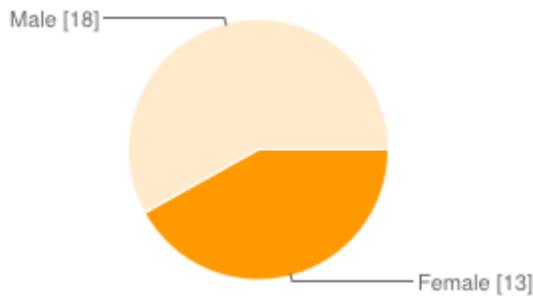
Appendix to Guide Development Program Learning Outcomes

Summary of Guide Development Program Survey Results (31 Responses)

My class standing is

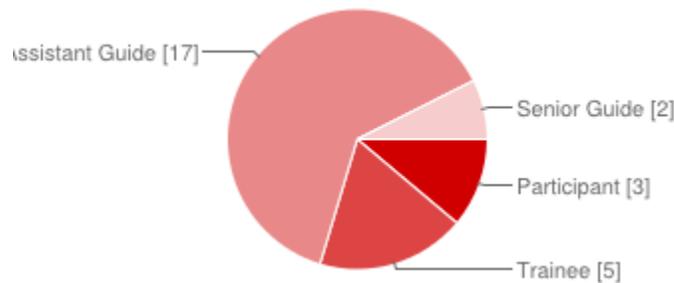
Freshman	10	32%
Sophomore	8	26%
Junior	4	13%
Senior	8	26%
Super Senior	1	3%

My sex is



Female	13	42%
Male	18	58%

My Guide Status I normally guide as is



Participant	3	10%
Trainee	5	16%
Assistant Guide	17	55%
Senior Guide	2	6%

I have been involved in Great Escapes for

1 semester	6	19%
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2 semesters	10	32%
3-4 semesters	9	29%
5-6 semesters	5	16%
7+ semesters	1	3%

I have lead/attended during my time at PLNU

1 Trip/Training	6	19%
2 Trips/Trainings	2	6%
3-4 Trips/Trainings	2	6%
5-6 Trips/Trainings	3	10%
7+ Trips/Trainings	18	58%

Community

Community - Great Escapes has broadened my community at PLNU

Strongly Disagree	1	3%
Disagree	0	0%
Neutral	0	0%
Agree	7	23%
Strongly Agree	23	74%

Community - When I entered the Guide Program I felt welcomed and appreciated

Strongly Disagree	1	3%
Disagree	0	0%
Neutral	1	3%
Agree	8	26%
Strongly Agree	21	68%

Community - During my time in Great Escapes I have been introduced to new perspectives and ideas

Strongly Disagree	1	3%
Disagree	0	0%
Neutral	0	0%
Agree	11	35%
Strongly Agree	19	61%

Community - This year I feel comfortable and welcome in the Guide Program

Strongly Disagree	1	3%
Disagree	0	0%
Neutral	2	6%
Agree	8	26%
Strongly Agree	20	65%

Community - During the year I felt included and invited to the "guide outings"

Strongly Disagree	1	3%
Disagree	4	13%
Neutral	3	10%
Agree	14	45%
Strongly Agree	9	29%

Community - Over the course of year I felt appreciated by the ODL Leadership Coordinators/Director

Strongly Disagree	1	3%
Disagree	0	0%
Neutral	4	13%
Agree	9	29%

Strongly Agree	11	35%
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Community - I would call Great Escapes my primary community at PLNU

Strongly Disagree	2	6%
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Disagree	2	6%
----------	----------	----

Neutral	8	26%
---------	----------	-----

Agree	4	13%
-------	----------	-----

Strongly Agree	9	29%
----------------	----------	-----

Personal Growth

Personal Growth - Great Escapes has helped me to be more bold and open with others

Strongly Disagree	1	3%
-------------------	----------	----

Disagree	0	0%
----------	----------	----

Neutral	6	19%
---------	----------	-----

Agree	13	42%
-------	-----------	-----

Strongly Agree	11	35%
----------------	-----------	-----

Personal Growth - I have felt invested in by the program leaders and other guides

Strongly Disagree	1	3%
-------------------	----------	----

Disagree	1	3%
----------	----------	----

Neutral	6	19%
---------	----------	-----

Agree	7	23%
-------	----------	-----

Strongly Agree	16	52%
----------------	-----------	-----

Personal Growth - Great Escapes has helped me feel more at home/connected at Point Loma

Strongly Disagree	1	3%
-------------------	----------	----

Disagree	0	0%
----------	----------	----

Neutral	3	10%
Agree	11	35%
Strongly Agree	16	52%

Personal Growth - Being a part of Great Escapes has helped me learn more about myself

Strongly Disagree	1	3%
Disagree	0	0%
Neutral	2	6%
Agree	11	35%
Strongly Agree	17	55%

Personal Growth - Being a part of Great Escapes has helped me grow in my spiritual journey/learning

Strongly Disagree	1	3%
Disagree	1	3%
Neutral	6	19%
Agree	9	29%
Strongly Agree	14	45%

Personal Growth - Great Escapes has positively added to my personal walk/story

Strongly Disagree	1	3%
Disagree	0	0%
Neutral	4	13%
Agree	10	32%
Strongly Agree	16	52%

Personal Growth - Great Escapes has helped me learn about goal setting and achievement

Strongly Disagree	2	6%
-------------------	----------	----

Disagree	0	0%
Neutral	6	19%
Agree	9	29%
Strongly Agree	14	45%

Personal Growth - Great Escapes has helped me learn about teamwork and how to be a team player

Strongly Disagree	1	3%
Disagree	0	0%
Neutral	3	10%
Agree	9	29%
Strongly Agree	17	55%

Leadership Skills Development

Leadership Skills Development - If I was asked to lead a Team Building Initiative/Activity for a group I would feel comfortable leading one

Strongly Disagree	0	0%
Disagree	2	6%
Neutral	2	6%
Agree	13	42%
Strongly Agree	14	45%

Leadership Skills Development - I feel more open to step up and lead a group because of my time in the guide program

Strongly Disagree	0	0%
Disagree	2	6%
Neutral	3	10%
Agree	11	35%

Strongly Agree	15	48%
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Leadership Skills Development - I feel more open to support other leaders through my example

Strongly Disagree	0	0%
-------------------	----------	----

Disagree	1	3%
----------	----------	----

Neutral	5	16%
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Agree	14	45%
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Strongly Agree	11	35%
----------------	-----------	-----

Leadership Skills Development - I am now more comfortable with how to be a leader than I was when I first entered the program

Strongly Disagree	0	0%
-------------------	----------	----

Disagree	1	3%
----------	----------	----

Neutral	3	10%
---------	----------	-----

Agree	13	42%
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Strongly Agree	14	45%
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Leadership Skills Development - I have learned transferrable leadership skills I will take with me into other life pursuits

Strongly Disagree	0	0%
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Disagree	0	0%
----------	----------	----

Neutral	2	6%
---------	----------	----

Agree	11	35%
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Strongly Agree	18	58%
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Leadership Skills Development - I feel I am a leadership presence in the Great Escapes Program

Strongly Disagree	0	0%
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Disagree	5	16%
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Neutral	10	32%
Agree	7	23%
Strongly Agree	9	29%

Leadership Skills Development - I feel I am a leadership presence in most group settings I encounter

Strongly Disagree	0	0%
Disagree	3	10%
Neutral	6	19%
Agree	11	35%
Strongly Agree	11	35%

Leadership Skills Development - I feel confident in my abilities to resolve conflict with participants or co-leaders

Strongly Disagree	0	0%
Disagree	1	3%
Neutral	2	6%
Agree	15	48%
Strongly Agree	13	42%

Environmental Awareness/Stewardship

Environmental Awareness/Stewardship - I feel comfortable with the principles of Leave no Trace

Strongly Disagree	0	0%
Disagree	1	3%
Neutral	2	6%
Agree	12	39%
Strongly Agree	16	52%

Environmental Awareness/Stewardship - I abide by the principles of Leave no Trace when

guiding/attending Great Escapes Trips

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	1	3%
Agree	12	39%
Strongly Agree	18	58%

Environmental Awareness/Stewardship - I abide by the principles of Leave No Trace when on my own

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	4	13%
Agree	15	48%
Strongly Agree	11	35%

Environmental Awareness/Stewardship - I learned more about the San Diego Chaparral Ecosystem through attending/guiding Great Escapes Trips

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	8	26%
Agree	18	58%
Strongly Agree	5	16%

Environmental Awareness/Stewardship - I had heard of LNT before attending a Great Escapes Trip

Strongly Disagree	6	19%
Disagree	11	35%
Neutral	2	6%

Agree	4	13%
-------	----------	-----

Strongly Agree	8	26%
----------------	----------	-----

Environmental Awareness/Stewardship - I wanted to attend/attended the Great Escapes Coastal Clean Up trip for 2011-2012

Strongly Disagree	0	0%
-------------------	----------	----

Disagree	4	13%
----------	----------	-----

Neutral	12	39%
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Agree	7	23%
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Strongly Agree	7	23%
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Environmental Awareness/Stewardship - The Leave No trace Traveling Trainers was a good use of meeting time

Strongly Disagree	0	0%
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Disagree	1	3%
----------	----------	----

Neutral	12	39%
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Agree	10	32%
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Strongly Agree	8	26%
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Environmental Awareness/Stewardship - I now understand more about The Authority of The Resource since the LNT Trainers came in

Strongly Disagree	0	0%
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Disagree	2	6%
----------	----------	----

Neutral	14	45%
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Agree	8	26%
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Strongly Agree	7	23%
----------------	----------	-----

Environmental Awareness/Stewardship - My time with Great Escapes has increased my appreciation for the natural world

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	2	6%
Agree	14	45%
Strongly Agree	15	48%

Outdoor Skills

Great Escapes has broadened my community at PLNU - Since entering the program I now feel more comfortable with the process of being a guide

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	2	6%
Agree	9	29%
Strongly Agree	20	65%

Great Escapes has broadened my community at PLNU - Since entering the program I now feel more comfortable with my Rock Climbing Abilities/skills

Strongly Disagree	1	3%
Disagree	0	0%
Neutral	1	3%
Agree	7	23%
Strongly Agree	22	71%

Great Escapes has broadened my community at PLNU - Since entering the program I now feel more comfortable with Kayaking

Strongly Disagree	0	0%
Disagree	1	3%
Neutral	11	35%

Agree	10	32%
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Strongly Agree	9	29%
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Great Escapes has broadened my community at PLNU - Since entering the program I now feel more comfortable with Mountain Biking

Strongly Disagree	1	3%
-------------------	----------	----

Disagree	2	6%
----------	----------	----

Neutral	18	58%
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Agree	4	13%
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Strongly Agree	6	19%
----------------	----------	-----

Great Escapes has broadened my community at PLNU - Since entering the program I now feel more comfortable with Backpacking

Strongly Disagree	0	0%
-------------------	----------	----

Disagree	1	3%
----------	----------	----

Neutral	4	13%
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Agree	12	39%
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Strongly Agree	14	45%
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Great Escapes has broadened my community at PLNU - Since entering the program I now feel more comfortable with Outdoor Related Gear Maintenance/Use

Strongly Disagree	0	0%
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Disagree	0	0%
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Neutral	2	6%
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Agree	20	65%
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Strongly Agree	9	29%
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Great Escapes has broadened my community at PLNU - Since entering the program I now feel more comfortable with Hiking

Strongly Disagree	0	0%
Disagree	2	6%
Neutral	7	23%
Agree	9	29%
Strongly Agree	13	42%

Great Escapes has broadened my community at PLNU - Since entering the program I now feel more comfortable responding to Wilderness Medical Emergencies

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	4	13%
Agree	12	39%
Strongly Agree	15	48%

Great Escapes has broadened my community at PLNU - Since entering the program I now feel more comfortable with Outdoor Trip Planning/Logistics

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	2	6%
Agree	16	52%
Strongly Agree	13	42%

Student Responses

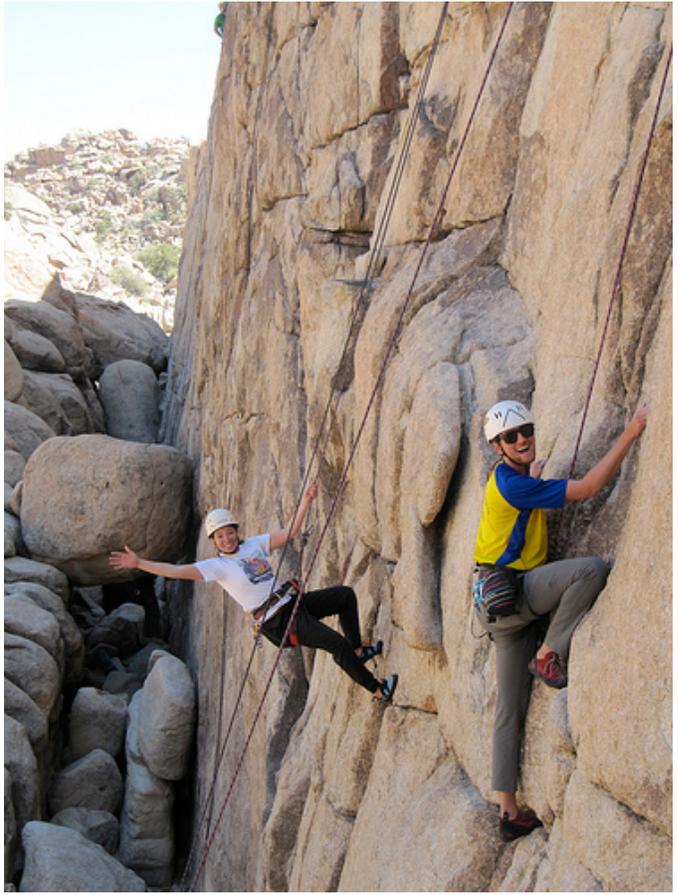
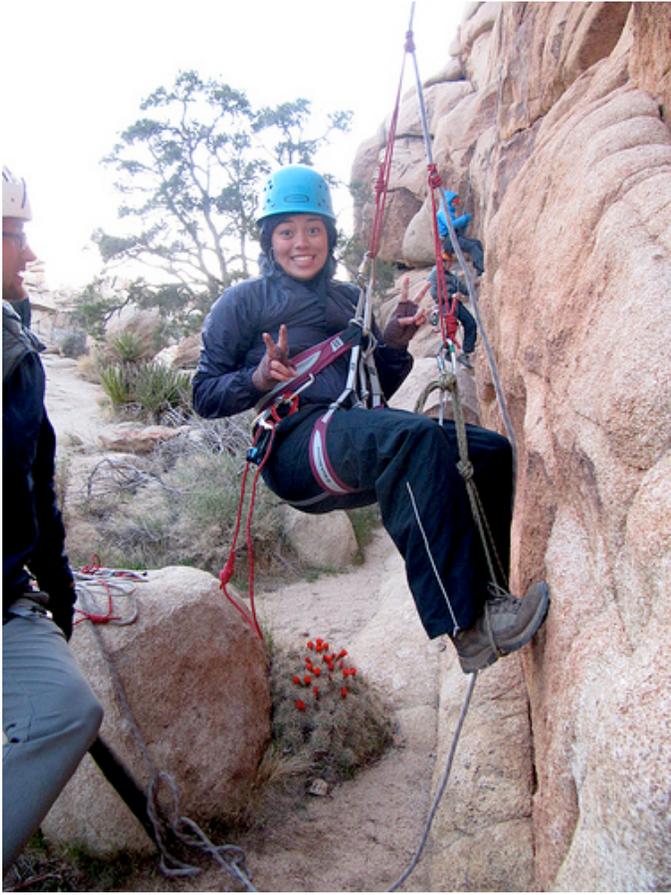
- Great Escapes is an awesome community. It's awesome how most of us share our Faith and love for the outdoors together!
- This program has really expanded my world. I've been able to learn and grow in ways that I didn't know were possible in such a short amount of time. I've always wanted to learn more about backpacking and climbing and now I feel like I have the foundation to really grow in both. I've met amazing people and I'll be sad to see some of them go, but I'm also stoked to meet those who are coming in next year and to try to teach them a little bit of what I have been able to learn. As for career, it's only because of Great Escapes that I was able to be hired as a

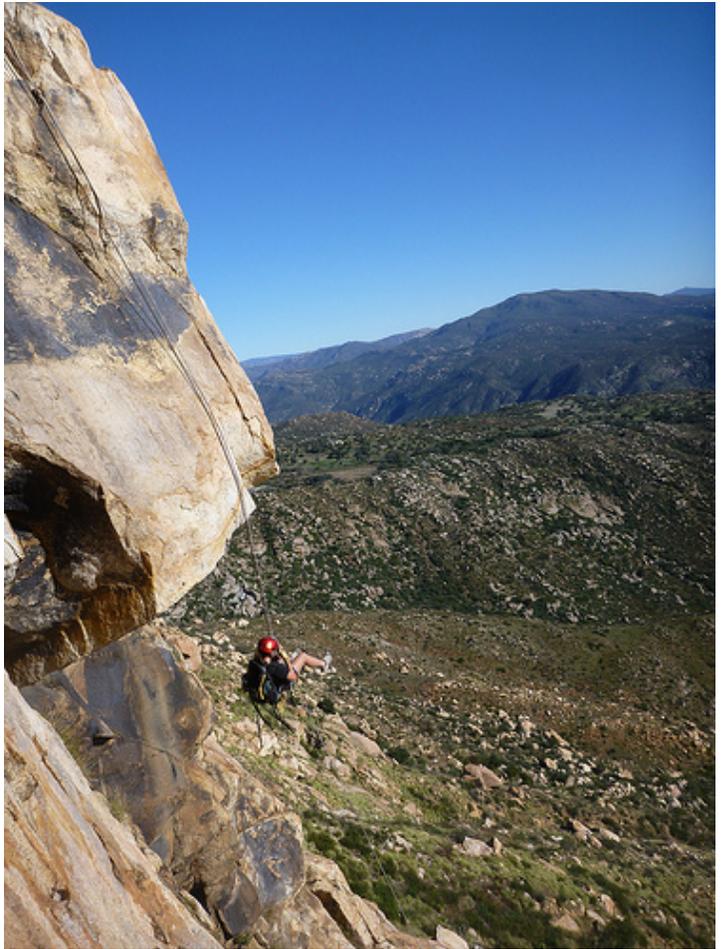
backpacking guide for YSSC and I cannot wait to begin. This leadership program has already opened doors for me, and I know this is only the beginning.

- Amazingly and in more ways than I could possibly have imagined. Significant impact on leadership, teamwork, goal-setting, discipline, learning technique, adventure, and camaraderie, and passions
- I have certainly gained in knowledge about the outdoors, and have numerous practical applications. The Wafa and WFR courses definitely can be applied to any situation that calls the need for them. I have been introduced to rock climbing through ODL and I love it. I have had so many awesome experiences through Great Escapes. The Gauntlet might have been one of the craziest things I have ever done in my life.
- Helped me to push myself and become more aware of the extent of my physical and mental abilities. Introduced me to more ways of thinking about the outdoors, outdoor recreation, and nature in general.
- increased skill and confidence in various outdoor activities. super blessed by the supportive and spontaneous community.
- The guide program has really impacted my life here at point loma. It has introduced me to an amazing group of friend who have helped me grow spiritually and have just helped me feel accepted. I have also learned a lot about myself from the different trips and adventure which have helped me in all areas of life.
- It has given me a direction to possibly working with national parks as a guide and interpreting languages while there.
- I like the focus on training/providing individuals with the skills and knowledge to be confident in a wide range of outdoor activities and emergency situations.













Freshman Retreat Learning Outcomes

Cognitive Complexity

- 1= Engage with others in constructive ways
- 2= Assess assumptions and considers alternative perspectives and solutions
- 3= Openness to new ideas and perspectives

Freshman Retreat is a weekend in the beginning of the school year that is designed to encourage Freshman to engage with each other in constructive ways, assess assumptions, consider alternative perspectives, and open their minds to new ideas and perspectives. These goals are accomplished primarily through the use of small group activities and discussions. 82% of the freshman surveyed considered their experience in their small group as “Above Average or Excellent”, this high value on the small group experience shows that the goals of cognitive complexity are being reached through small group interaction. The small group facilitators are also students who are trained before Freshman Retreat with small group leadership techniques and strategies to ensure that small groups challenge freshman along the lines of cognitive complexity. 100% of the students leading the small groups said that they were introduced to new perspectives and ideas.

Knowledge Acquisition, Integration and Application

- 4= uses experience and other sources of information to create new insights
- 5= seeks new information to solve problems
- 6= Makes connections between curricular and co-curricular learning
- 7= Engages in experiential activities in preparation for the workforce

The backbone of the small group time at Freshman Retreat is team building initiatives. Small group leaders are equipped, through a team building initiative training that 91% of leaders surveyed called “effective and professional”. In this team building training, small group leaders are taught to use their own experiences and insights to draw out the experiences and insights of the freshman in their group. The small group leaders are trained to force the students in their group to seek new information in problem solving, connect what they are doing in their small group with Strengths Finders and academics, and help freshman engage fully in the experiential activities that make up their small group experience.

Humanitarianism & Civic Engagement

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

Small groups at Freshman Retreat are not chosen based on race, religion, skill level, or social status. Freshman are challenged to learn a willingness to engage with others from diverse backgrounds in order to work together to accomplish the goals of their small group. Small Group Leaders are trained to draw on the experiences of individuals on the team and help the freshman to realize how the work they are doing together connects with their everyday lives in the global community. The small group leaders are students who are passionate about service and volunteering to help others find their place at PLNU, a school that has become like home to them.

Interpersonal/Intrapersonal

- 12= Pursuit of knowledge is integrated with beliefs, values, and action
- 13= Manages conflict constructively
- 14= Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual)

- 15= Practices self-efficacy
- 16= Works collaboratively with others
- 17= Demonstrates civility when engaged in controversy
- 18= Demonstrates that self-interest is balanced by a sense of social responsibility

Freshman Retreat is a place where students are challenged to integrate what they believe with how they will live their lives in their time at PLNU and beyond. Students are pressed, in their small groups and in the large group talk, to learn constructive conflict management, gain a more holistic awareness of self, practice self efficacy, work collaboratively with others, acting civil in disagreements, and balancing self-interest with the interests of the larger group. 91% of small group leaders surveyed agree or strongly agree that leading Freshman Retreat has helped them to be bolder and more open with others. 73% of small group leaders said that they learned more about themselves, while 64% said that leading Freshman Retreat helped them grow in their spiritual journey. 82% of the small group leaders surveyed went as far as to say that being part of the Freshman Retreat Leadership positively added to their personal walk/story.

Practical Competence

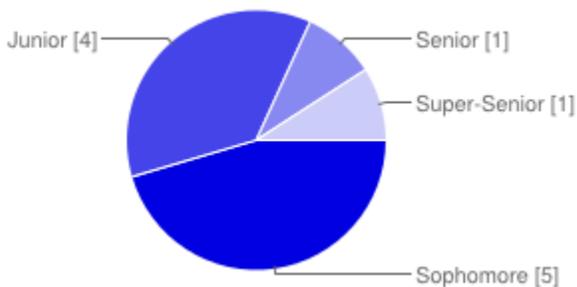
- 19= Sets and pursues individual goals
- 20= Speaks and writes coherently and effectively
- 21= Uses technology ethically and effectively
- 22= Demonstrates leadership skills
- 23= Demonstrates effective stewardship of resources

Freshman Retreat is designed as a three day intensive experience that will help students in the areas of practical competence. Students in small groups and small group leaders are forced to set and pursue individual goals, speak effectively, and demonstrate leadership skills. In fact, 64% of small group leaders said that Freshman Retreat helped them learn about goal setting and achievement and 73% said that their leadership in Freshman Retreat helped them learn about teamwork and how to be a team player.

Appendix to Freshman Retreat Learning Outcomes

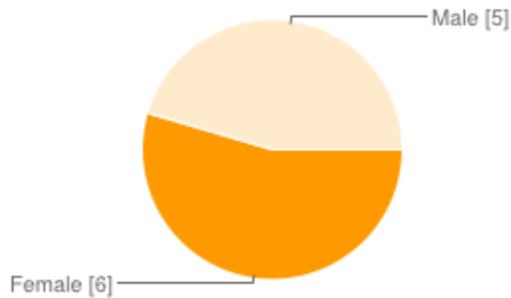
Summary of Freshman Retreat Small Group Leader Survey Results (11 Responses)

Current Year in School



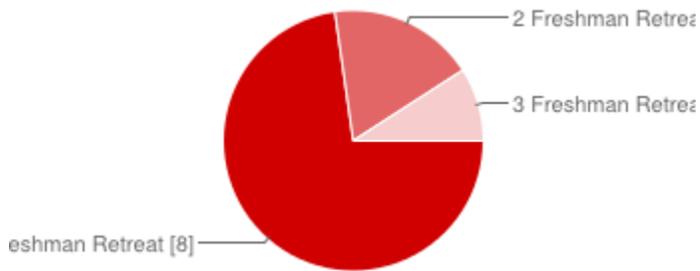
Sophomore	5	45%
Junior	4	36%
Senior	1	9%
Super-Senior	1	9%

My sex is



Female	6	55%
Male	5	45%

I have lead during my time at PLNU



1 Freshman Retreat	8	73%
2 Freshman Retreats	2	18%
3 Freshman Retreats	1	9%

General

General - Freshman Retreat has broadened my community at PLNU

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	3	27%
Agree	3	27%
Strongly Agree	5	45%

General - When I came to Freshman Retreat I felt welcomed and appreciated

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	1	9%
Agree	4	36%
Strongly Agree	6	55%

General - During my training for Freshman Retreat I was introduced to new perspectives and ideas

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	0	0%
Agree	7	64%
Strongly Agree	4	36%

General - The training for Freshman Retreat was effective and professional

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	1	9%
Agree	7	64%
Strongly Agree	3	27%

General - I would recommend leading Freshman Retreat to a friend

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	2	18%
Agree	1	9%
Strongly Agree	7	64%

General - I would lead a small group at Freshman Retreat Again

Strongly Disagree	1	9%
Disagree	0	0%
Neutral	0	0%
Agree	3	27%
Strongly Agree	7	64%

Personal Growth

Personal Growth - Leading at Freshman Retreat helped me to be more bold and open with others

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	1	9%
Agree	6	55%
Strongly Agree	4	36%

Personal Growth - Leading at Freshman Retreat helped me feel more at home/connected at Point Loma

Strongly Disagree	0	0%
Disagree	1	9%
Neutral	4	36%
Agree	4	36%
Strongly Agree	2	18%

Personal Growth - Being a part of the Freshman Retreat leadership helped me learn more about myself

Strongly Disagree	0	0%
Disagree	1	9%
Neutral	2	18%
Agree	5	45%
Strongly Agree	3	27%

Personal Growth - Being a part of the Freshman Retreat leadership helped me grow in my spiritual journey/learning

Strongly Disagree	0	0%
Disagree	0	0%

Neutral	4	36%
Agree	5	45%
Strongly Agree	2	18%

Personal Growth - Being a part of the Freshman Retreat leadership positively added to my personal walk/story

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	2	18%
Agree	6	55%
Strongly Agree	3	27%

Personal Growth - Being a part of the Freshman Retreat leadership helped me learn about goal setting and achievement

Strongly Disagree	0	0%
Disagree	1	9%
Neutral	3	27%
Agree	6	55%
Strongly Agree	1	9%

Personal Growth - Being a part of the Freshman Retreat leadership helped me learn about teamwork and how to be a team player

Strongly Disagree	0	0%
Disagree	1	9%
Neutral	2	18%
Agree	6	55%
Strongly Agree	2	18%

Additional Thoughts

What kinds of improvements would you like to see in Freshman Retreat for the upcoming year?

Too late... I would have remembered had I gotten this shortly after the trip but at this point I'm too removed. I would like to see the training and set up be a little more organized and timed better. Last year there was confusion on where we were supposed to leave our bags and then check-in was a little unorganized. However, I understand nothing is perfect and sometimes things happen. Organize the tournaments better and make sure everyone stays hydrated. It is run very well, I see no need for improvement. Leaders should already have small group training. It is disappointing to hear that some fr...

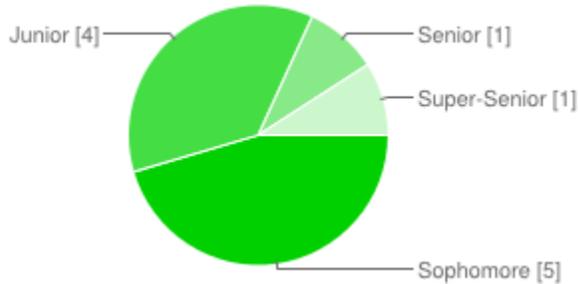
Any additional thoughts, comments, ideas you would like to share?

In the past couple of years since I have been at the Freshman Retreat, as both a student and a small group leader, I appreciate the relaxing environment and flow of it. I encourage leaving the retreat as it is and avoiding herding people to places like during high school ministry retreats!

Please enter your email address below in order to be entered to win the nalgene/giftcard

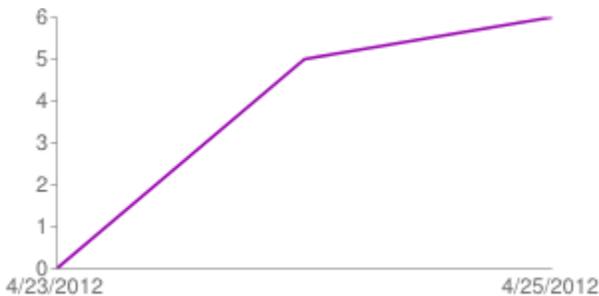
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Current Year in School



Sophomore	5	45%
Junior	4	36%
Senior	1	9%
Super-Senior	1	9%

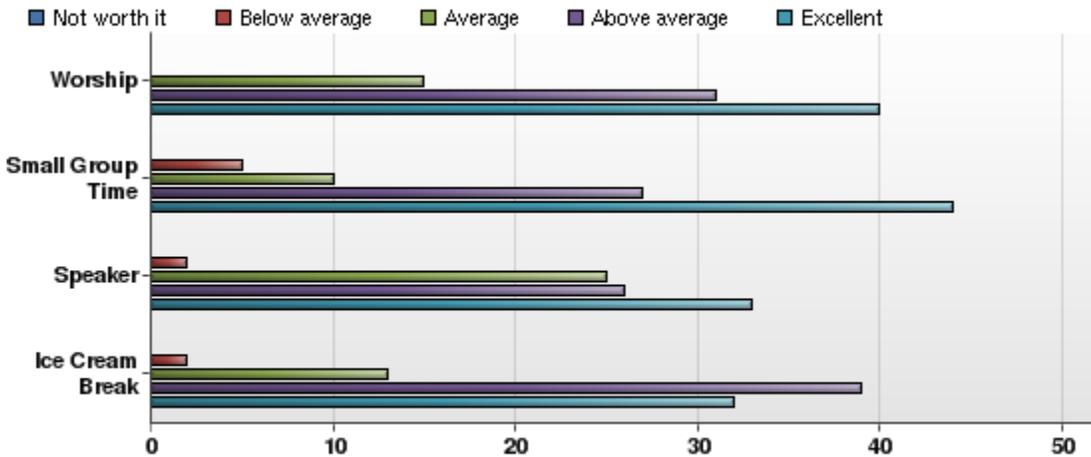
Number of daily responses



2011 Freshman Retreat Student Survey

Last Modified: 04/24/2012

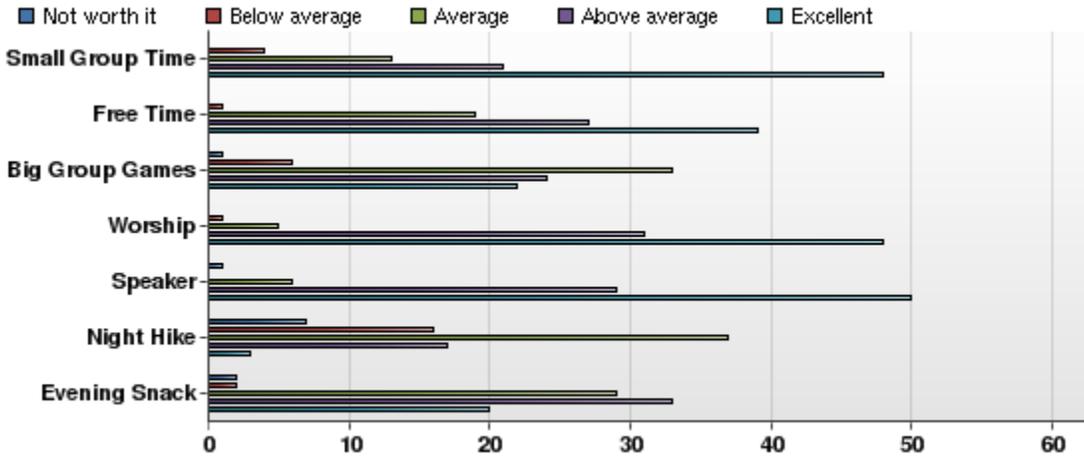
1. Saturday Events



#	Question	Not worth it	Below average	Average	Above average	Excellent	Responses	Mean
1	Worship	0	0	15	31	40	86	4.29
2	Small Group Time	0	5	10	27	44	86	4.28
3	Speaker	0	2	25	26	33	86	4.05
4	Ice Cream Break	0	2	13	39	32	86	4.17

Statistic	Worship	Small Group Time	Speaker	Ice Cream Break
Min Value	3	2	2	2
Max Value	5	5	5	5
Mean	4.29	4.28	4.05	4.17
Variance	0.56	0.79	0.77	0.59
Standard Deviation	0.75	0.89	0.88	0.77
Total Responses	86	86	86	86

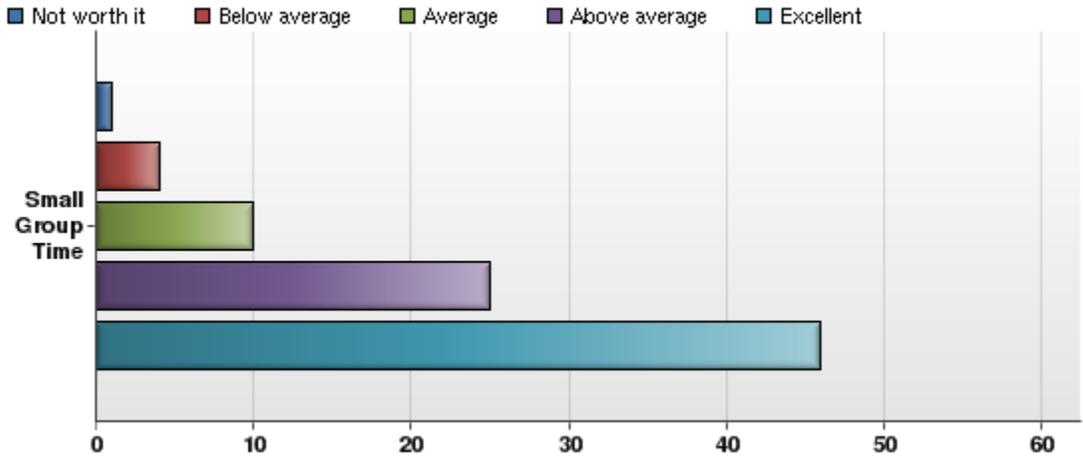
2. Sunday Events



#	Question	Not worth it	Below average	Average	Above average	Excellent	Responses	Mean
1	Small Group Time	0	4	13	21	48	86	4.31
2	Free Time	0	1	19	27	39	86	4.21
3	Big Group Games	1	6	33	24	22	86	3.70
4	Worship	0	1	5	31	48	85	4.48
5	Speaker	1	0	6	29	50	86	4.48
6	Night Hike	7	16	37	17	3	80	2.91
7	Evening Snack	2	2	29	33	20	86	3.78

Statistic	Small Group Time	Free Time	Big Group Games	Worship	Speaker	Night Hike	Evening Snack
Min Value	2	2	1	2	1	1	1
Max Value	5	5	5	5	5	5	5
Mean	4.31	4.21	3.70	4.48	4.48	2.91	3.78
Variance	0.81	0.69	0.94	0.44	0.53	0.92	0.83
Standard Deviation	0.90	0.83	0.97	0.67	0.73	0.96	0.91
Total Responses	86	86	86	85	86	80	86

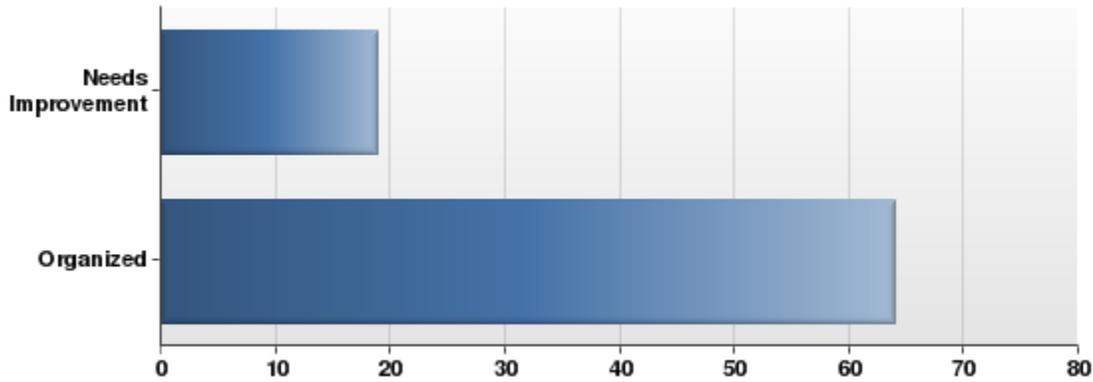
3. Monday Event



#	Question	Not worth it	Below average	Average	Above average	Excellent	Responses	Mean
1	Small Group Time	1	4	10	25	46	86	4.29

Statistic	Small Group Time
Min Value	1
Max Value	5
Mean	4.29
Variance	0.87
Standard Deviation	0.93
Total Responses	86

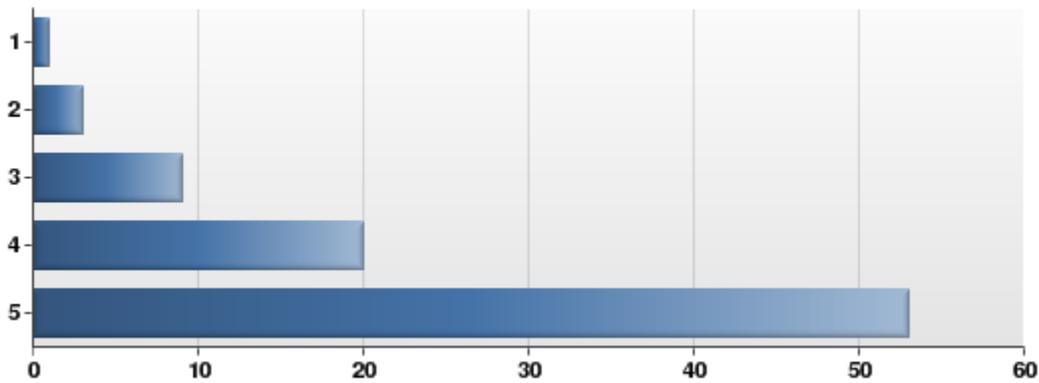
4. How do you rate the Saturday check in process?



#	Answer	Response	%
1	Needs Improvement	19	23%
2	Organized	64	77%
	Total	83	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.77
Variance	0.18
Standard Deviation	0.42
Total Responses	83

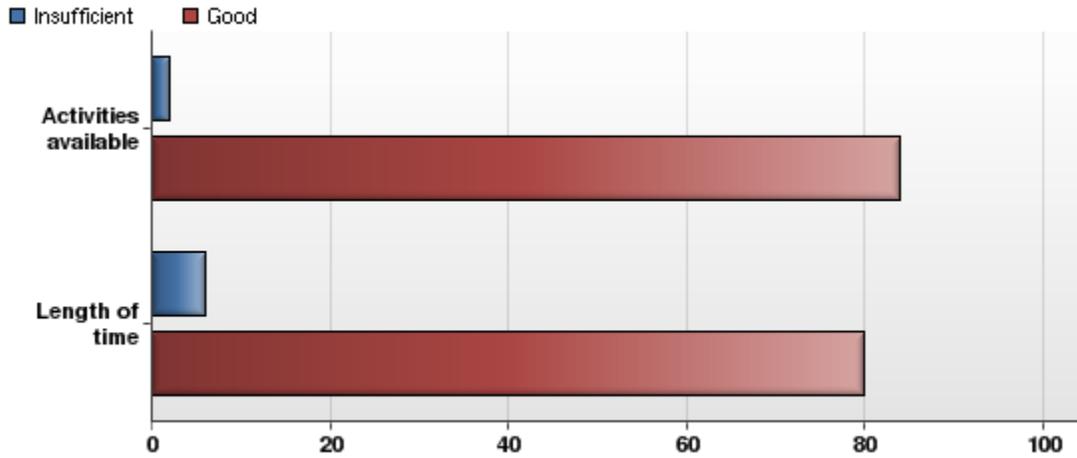
5. How well prepared did you sense your small group leader to be? (1) appeared scattered and unprepared, (5) appeared well prepared and confident



#	Answer	Response	%
1	1	1	1%
2	2	3	3%
3	3	9	10%
4	4	20	23%
5	5	53	62%
	Total	86	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	4.41
Variance	0.81
Standard Deviation	0.90
Total Responses	86

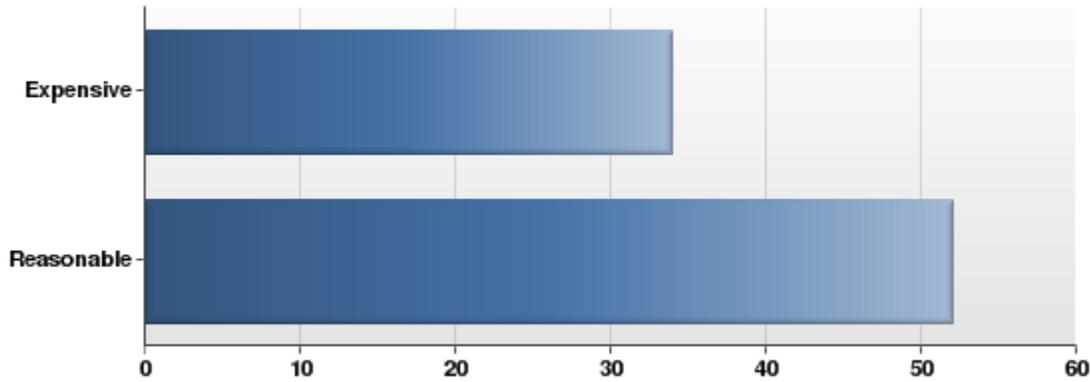
6. Please rate the following in regards free time Sunday afternoon.



#	Question	Insufficient	Good	Responses	Mean
1	Activities available	2	84	86	1.98
2	Length of time	6	80	86	1.93

Statistic	Activities available	Length of time
Min Value	1	1
Max Value	2	2
Mean	1.98	1.93
Variance	0.02	0.07
Standard Deviation	0.15	0.26
Total Responses	86	86

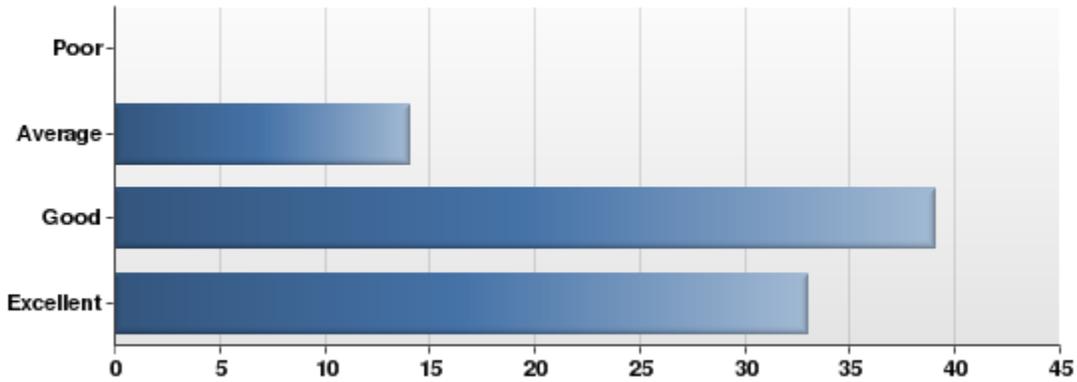
7. What did you think of the price of Freshman Retreat?



#	Answer	Response	%
1	Expensive	34	40%
2	Reasonable	52	60%
	Total	86	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.60
Variance	0.24
Standard Deviation	0.49
Total Responses	86

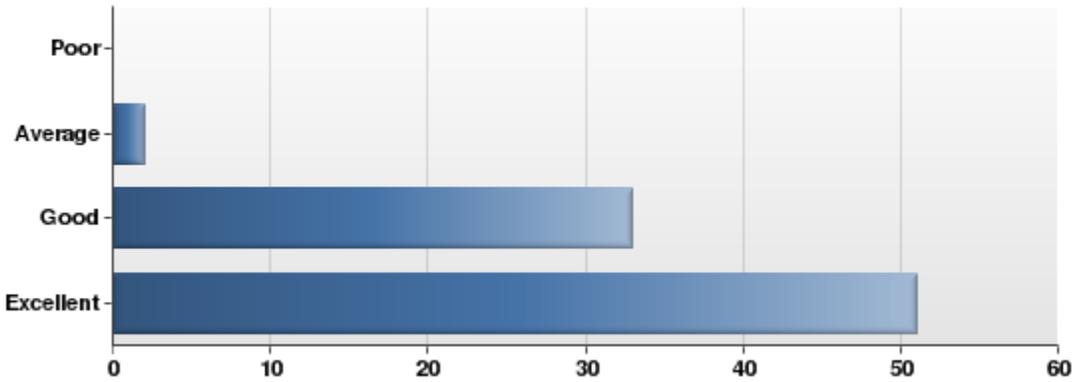
8. What did you think of the food?



#	Answer	Response	%
1	Poor	0	0%
2	Average	14	16%
3	Good	39	45%
4	Excellent	33	38%
	Total	86	100%

Statistic	Value
Min Value	2
Max Value	4
Mean	3.22
Variance	0.50
Standard Deviation	0.71
Total Responses	86

9. How do you rate the Oakbridge Facilities?



#	Answer	Response	%
1	Poor	0	0%
2	Average	2	2%
3	Good	33	38%
4	Excellent	51	59%
	Total	86	100%

Statistic	Value
Min Value	2
Max Value	4
Mean	3.57
Variance	0.30
Standard Deviation	0.54
Total Responses	86

10. What was your highlight from the weekend?

Text Response

Free time! Loved the slip'n'slide and pool!

meeting new people and hanging out with friends i'd already made

Getting to Know new friends

I really enjoyed the opportunity to sit down with people and actually engage with them. We have been meeting so many people, but forgetting their names 2 minutes later. It was great to have connect time.

The Sunday night talk was my highlight because he talked alot about some stuff that was tugging on my heart the past month.

Small group time was by far the most eye opening and amazing experience. I got to know people I otherwise would have never met and all of them were absolutely amazing people and future friends.

Sunday Night Small Group Time

Meeting new people!

I really enjoyed getting to know new people in my freshmen class as well as the worship. I felt that the worship time was straight forward and honest. I think it comforted me in reminding me that many of the freshmen are in the same boat.

Small Group time.

small group time...I loved my group!

Small group time!

I liked getting to know the girls in my hall better.

people

sleeping under the stars

Meeting new people.

Too many to name just one!

i really enjoyed meeting new people and the big games

Being able to connect with and get to know my freshman peers as well as some upperclassmen.

The small group games that took place on Sunday morning.

the small groups

The small group times- mine was awesome!

My small group was amazing and meeting and making other friends.

Worship, Dr. Wood, and small group time

The large group games were tons of fun!

small groups, night hike

Spending time with new people and getting to know them.

The worship band was amazing!!! And the time we spent in the dining hall was a lot of fun :D

The highlight from the weekend was the first night in small groups. After playing a few games to break the ice my leader, Peter, asked us great questions that allowed each person to really open up. These deep questions immediately connected everyone and I personally felt my confidence in my new peers soar.

Small group time was memorable and I really enjoyed the relay race.

making deeper relationships with people through small groups

Meeting new friends!

sundays free time

finally connecting with my small group. I wish that we would have had more small group time to talk and less of

games and free time!
i really enjoyed when we had time to hang with whoever we wanted to and just relax doing whatever we wanted to.
sleeping under the stars
I really enjoyed the small group time and the free time we had to meet other people.
Meeting all my new friends through my small group and free time
The small group sessions were the most significant event of the weekend. I learned about my peers and about myself in a refreshing way.
Small Group time and how close our group became!!
Meeting people not in my group and the slip-n-slide
Small groups! Meeting people in a group of only 10 people was way easier than trying to meet people in a group of 150. I know that I will have life long friends from the group I was placed in.
One of my favorite moments from the Freshman Retreat this weekend was having the ability to sing and have fun during meals with the open microphone.
Having free time to do whatever.
The highlight from the weekend was small group time. I enjoyed gaining some new friends, playing silly games with them and engaging in conversation with them.
small groups getting know the people in my group and a little about them
I got to meet so many new people and my small group leader, Abby, was amazing. she really was able to allow and facilitate to group when we began to really open up. She is the best mentor I have ever had.
small group time and actually getting to know all the people in our group so well and personally
Meeting new friends.
Small Groups and sleeping under the stars.
Getting to know people.
sunday speaker & pool
Just meeting new people that I wouldn't have normally talked to.
small group
I love making friends! But, I definitely loved being in worship with my classmates the most.
SMALL GROUP!!!!!!!!!!!!!!
I loved the small groups we got into. I met some great people that i know i will have a friendship with for a while
Small groups. Loved my leader
the small group time because i really got to know the people in my group
Small group time
The highlight was small group time and the games we played there.
Meeting all the new people, and being able to experience awesome worship time.
All the games!
small group
The circle of affirmation
That the Freshman Retreat created atmosphere in which it was comfortable to meet people and have a lot of fun.
Free time
Small Groups was so fun & funny! free time was so chill, good, and necessary. Games when everyone from the camp was involved was awesome, especially the obstacle course. Food was very yum and the people there are really nice. The campsite was beautiful and the size was good.
The worship was really good in helping to feel more connected to God and disconnected from the world

I really liked the small group time; it was encouraging and good to get to know people on a deeper level.

Brittney Cannizzaro was the BEST small group leader ever. Our small group time was amazing, and we all got to know each other on such a deep level. I do not think I would've enjoyed the retreat so much if it weren't for her guidance and support and listening ear. When other groups were dreading their small group time, we were excited and couldn't wait to dig into each other's lives and walks with the Lord.

I had a fantastic small group!

The community

All the free time. Really gave me the time I needed/wanted to connect with people.

Statistic	Value
Total Responses	74

11. Any other comments or suggestions?

Text Response

The night hike was not so great. It was more of a short walk uphill... I wish we would've gone up higher or something.

Had a blast! So glad I was able to go!

I wish that the last small group time had been longer. We didn't get to finish our closing remarks and talks together. Otherwise the retreat was fantastic.

My only suggestion would be for the night hike. It wasn't anything special.

Thanks for a great weekend.

Be more organized, I didn't quite know what was going on most of the time and our groups were disorganized and didn't know what to do.

was not worth the money

I really enjoyed this weekend. It was a great way to take my mind off school and relax. I would love to return next year as a small group leader!

Make the night hike an actual hike.

The AC was on quite high in the cabins.

The tournaments didn't really work out too well.

I would suggest not having the retreat after the first week of school. I know that I, along with other freshmen, had a lot of homework and not being able to do most of it because we were gone was kind of stressful. So I would suggest having the retreat a few weeks before we move in or a couple weeks after the first week of school so freshmen can get used to their schedules.

I am glad that we were given free time because I had deeper conversations with a few people I knew that really strengthened many friendships. This was an awesome retreat!

It was a good experience

There should be a different hike available besides the one that is like walking up a driveway to a watertower.

Maybe not play so many games or at least not for so long

have a talent show on sunday night

I would have appreciated a healthier food option for the weekend..

i really feel like i missed out on the small group time because the people in my group did not seem to care that much and my small group leader did not seem like he was all that confident in leading. I heard from friends that the small groups was there highlight and i missed out on that.

Nothing to suggest

i'm not sure if this is the right place to ask, but i believe i lost a pair of green sunglasses in a black eye glass case in cabin Sutherland, my name is Taylor Rivers (702) 580-5762, if they are found, if you could please contact me, thank you and God bless

Sleeping under the stars was great!

Longer small group time on the last day.

I truly enjoyed this experience, made new friends, tried new activities, and I had an awesome time!

The night hike should be a little longer. The food was awesome because they provided gluten-free. I'm not sure how you divided the small groups but maybe you should divide the groups based on the information for roommates. Like similarities differences, also maybe based on the strengths quest. My group had all introverts so there was little talking and input into the discussions which caused for awkward long silence because nobody wanted to say anything.

Give the weekend a new name. It was fun and a great experience, but it wasn't what I was expecting because of the word "retreat."

It was great! I'm glad I went.

More worship
Its helpful when the small group leaders are naturally outgoing.
I wish I could go to it every year.
solid experience follow me on twitter
Longer small group on Sunday morning
maybe do small groups with different people each day so you can get to know more people
Make the games optional.
More activites to meet people
ICE CREAM
You should schedule something at the top to of the hike to make it more meaningful. Have someone share their testimony or advice they wish they knew when they were a freshman. There's a great opportunity with the beautiful hike and sincerity of the night to make that someone's highlight. We shouldn't just walk up the mountain and then back down. Make it meaningful!
My only complaint is that at times there was not enough food.
Never change the campsite, it was too beautiful. Always keep small groups, free time, and the games where everyone at camp is involved. I wish there were more sessions, especially Sunday morning. I felt it was more of a hangout time with people than it was a time of reflection with Christ. I also suggest a 45-minute break where everyone breaks out and goes somewhere alone to have some time with God: to read the Bible and pray.
none
Free time could have had a few more organized things to do. I really liked the volleyball tournament. Being able to stay up and talk however long we wanted was great, and we didn't have to get up too early.
Make sure that all the leaders are as awesome as Brittney, because I wish everyone could have had as great of an experience that I did.
Chairs to sit in for the speakers
Maybe get a new small group every day. It was a little repetitive, and it'd be nice to meet more people

Statistic	Value
Total Responses	44

The Way Learning Outcomes

Cognitive Complexity

- 1= Engage with others in constructive ways
- 2= Assess assumptions and considers alternative perspectives and solutions
- 3= Openness to new ideas and perspectives

The Way is a wilderness orientation program that PLNU offers to all incoming students. Students who participated in The Way 2011 say that it is one of the highlights of their time at PLNU. It is an experience that causes students to engage with others in constructive ways and assess assumptions as their minds are opened up to new ideas in the midst of their transition from life at home to life at PLNU. The Way is a week-long experience where students are forced to engage with each other on a variety of levels, from how to rock climb, working in tent and cook groups, purifying water, team building games, sharing their personal stories of life and faith, and considering together what life at PLNU will be like. Students who participated in The Way 2011 said that they were introduced to new perspectives and ideas during their time on The Way.

Knowledge Acquisition, Integration and Application

- 4= uses experience and other sources of information to create new insights
- 5= seeks new information to solve problems
- 6= Makes connections between curricular and co-curricular learning
- 7= Engages in experiential activities in preparation for the workforce

The Way is designed to create a safe environment where incoming students are given the opportunity to take what they have learned before coming to PLNU, process their preconceived ideas in a small group setting, learn from current PLNU students and staff, and begin to make the transition that is required for a successful entry into PLNU. Students are asked to share their story in a setting that is non-judgmental and supportive to create a unity among the group that will enable students to learn from each other and connect with each other in meaningful ways. As students spend time with each other, they are able to learn from one another; gaining new information and strength that helps them to solve the problems they are facing as they transition to PLNU. Many students on The Way are academically driven and therefore they quickly make connections between the experiences on The Way and what they will be doing in the classroom at PLNU. The Way is a week-long trip grounded in experiential education. Students are taken out of their comfort zones, challenged to take a thoughtful look at their lives and faith, and they are pushed on a daily basis to make meaning of their world through the experiences in the wilderness combined with the truths of the Bible. Students leave The Way strengthened for their entry into PLNU, more self aware, and more prepared for whatever line of work they may be heading into. Students from The Way 2011 said that they felt more connected at PLNU and learned more about themselves as a result of their experience.

Humanitarianism & Civic Engagement

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

The Way is a different team of students each and every year. One thing that is consistent about the teams of students that participate in The Way, is that there is always a diversity among the members of the group. The students who participate in The Way come from a variety of backgrounds, religious experiences, outdoor skill levels, subcultures, and socio-

economic statuses. With this diversity packed into a group of 15 people over the course of 8 days doing life together and pushing the physical, mental, emotional, and spiritual limits of those involved students must learn a willingness to engage with others who are not the same as them. For some participants in The Way, this willingness is more natural and for others it must be cultivated by the leadership team of The Way. Within this eight day backcountry experience students are forced to engage with the complexities of their daily lives found in relationships with others and within themselves. This daily engagement in the wilderness context, demonstrates that students have the capacity to engage with the complexities of daily life in the global community.

Interpersonal/Intrapersonal

- 12= Pursuit of knowledge is integrated with beliefs, values, and action
- 13= Manages conflict constructively
- 14= Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual)
- 15= Practices self-efficacy
- 16= Works collaboratively with others
- 17= Demonstrates civility when engaged in controversy
- 18= Demonstrates that self-interest is balanced by a sense of social responsibility

The Way is an experience that intentionally forces students to integrate their beliefs, values, and actions in order to guide and empower the pursuit of knowledge that they will continue in their lives at PLNU. Students who participated in The Way 2011, said that they were introduced to new perspectives and ideas during their experience. While students are on The Way they are forced to work together in ways that are challenging and sometimes cause conflict. Within this context students are encouraged and coached in how to constructively manage any conflict that arises within the group. As the group learns to work together, it becomes apparent that the individuals on the team begin to deepen in their holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual) as each person is challenged in all of these areas. Students who participated in The Way 2011, “Strongly Agreed”, when asked whether “Being part of The Way has helped them learn more about themselves”. The Way is all about self-discovery. As students discover more and more about themselves, they begin to see more clearly and opportunities arise on The Way for leaders to speak value and truth into the lives of students to help them practice self-efficacy. Students from The Way 2011 said that The Way helped them be more bold and open with others; this is a result of their self-efficacy. As stated above the very nature of The Way is such that students are forced to learn how to relate closely and effectively with others so that they can collaborate to perform tasks and meet goals. This collaboration is only possible when students also learn how to act with civility towards one another when faced with controversy. Through these experiences, students learn to balance their self-interests with best interests of their team and thereby demonstrate a growing understanding of social responsibility. Students who participated in The Way 2011 said that The Way helped them learn more about teamwork and how to be a team player. Leave no trace principles are another way that students on The Way are forced to consider their social responsibility as stewards of the environment. Students who participated in The Way 2011 said that they did not know about Leave No Trace before attending The Way, and after The Way they now practice Leave No Trace principles on their own.

Practical Competence

- 19= Sets and pursues individual goals
- 20= Speaks and writes coherently and effectively
- 21= Uses technology ethically and effectively
- 22= Demonstrates leadership skills
- 23= Demonstrates effective stewardship of resources

Students who participated in The Way 2011 stated that The Way helped them learn about goal setting and achievement. In The Way, there are a variety of goals to be set and pursued. Students are challenged to climb challenging rock climbs, hike a certain amount of miles each day, push through the soreness from the previous day, and pursue goals. Students are challenged to consider the meaning of the word “Pursue” as they climb a mountain, and are then given the chance to debrief their thoughts with guidance from The Way leadership team. The definition of pursue that is taught on The Way is: To arrange one’s life to attain something. The reality is that we are all pursuing something, but many of us are unaware of our pursuits. In times of debrief the participants on The Way are asked to express themselves by speaking out

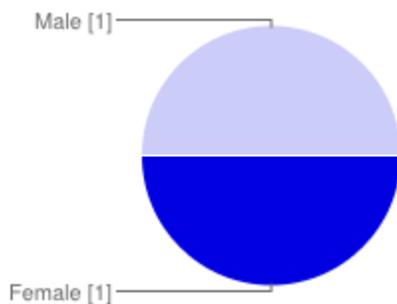
to the group in coherent ways and they are encouraged to journal about their experience to effectively process and record their thoughts and feelings. Students who participate in The Way are forced to consider what it means to use technology ethically and effectively as they are away from cell phones, internet, Facebook, and computers for the entirety of The Way. Students from The Way 2011 stated that they began to realize that the urgency of technology, was not always the most important thing to attend to. This balanced view of technology helps students to be wiser with technology as they enter life at PLNU. As students are challenged in so many ways during their time on The Way, they are also forced to demonstrate leadership skills among their peers on The Way as well as in their lives after The Way. Students are encouraged to take stock of the perspective that they gain from participating in The Way and consider how they can live as leaders to those around them.

As stated above, Leave no trace principles are a way that students on The Way are act as stewards of the environment. Students who participated in The Way 2011 said that they did not know about Leave No Trace before attending The Way, and after The Way they now practice Leave No Trace principles on their own. In addition to Leave No Trace, students on The Way are also forced to live with limited resources as they journey away from civilization, ration their food, and take part in a sharing community.

Appendix to The Way Learning Outcomes

Summary of The Way 2011 Survey Results (2 Responses)

My sex is



Female	1	50%
Male	1	50%

I have attended during my time at PLNU

1 Trip	1	50%
2 Trips	0	0%
3-4 Trips	0	0%
5-6 Trips	0	0%
7+ Trips	1	50%

I attended a Great Escapes Trip because

A friend invited me	0	0%
General Email	1	50%

Poster Advertising	0	0%
Great Escapes Website	1	50%
I heard about the trip around campus	0	0%
Other	0	0%

People may select more than one checkbox, so percentages may add up to more than 100%.

The Great Escapes Trip/Trips I attended this year is/are

Kayak	1	50%
Rock Climb	0	0%
600' Rappel	1	50%
Colorado Canoe Trip	1	50%
Midnight Moon Hike/Iron Mountain	1	50%
Mud Cave	1	50%
Surf Trip	1	50%
Other	2	100%

People may select more than one checkbox, so percentages may add up to more than 100%.

General

General - The Way has broadened my community at PLNU

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	0	0%
Agree	1	50%
Strongly Agree	1	50%

General - When I came to The Way I felt welcomed and appreciated

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	0	0%
Agree	0	0%
Strongly Agree	2	100%

General - During my time on The Way I was introduced to new perspectives and ideas

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	0	0%
Agree	0	0%
Strongly Agree	2	100%

General - The guides leading The Way were competent and professional

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	0	0%
Agree	0	0%
Strongly Agree	2	100%

General - The "what to bring" lists were all inclusive

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	0	0%
Agree	0	0%

Strongly Agree	2	100%
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General - I would recommend attending The Way to a friend

Strongly Disagree	0	0%
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Disagree	0	0%
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Neutral	0	0%
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Agree	0	0%
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Strongly Agree	2	100%
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General - I would attend another Great Escapes Trip

Strongly Disagree	0	0%
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Disagree	0	0%
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Neutral	0	0%
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Agree	1	50%
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Strongly Agree	1	50%
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Personal Growth

Personal Growth - The Way has helped me to be more bold and open with others

Strongly Disagree	0	0%
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Disagree	0	0%
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Neutral	0	0%
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Agree	0	0%
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Strongly Agree	2	100%
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Personal Growth - The Way helped me feel more at home/connected at Point Loma

Strongly Disagree	0	0%
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Disagree	0	0%
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Neutral	0	0%
Agree	0	0%
Strongly Agree	2	100%

Personal Growth - Being a part of The Way has helped me learn more about myself

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	0	0%
Agree	0	0%
Strongly Agree	2	100%

Personal Growth - Being a part of The Way has helped me grow in my spiritual journey/learning

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	1	50%
Agree	0	0%
Strongly Agree	1	50%

Personal Growth - The Way has positively added to my personal walk/story

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	0	0%
Agree	0	0%
Strongly Agree	2	100%

Personal Growth - The Way helped me learn about goal setting and achievement

Strongly Disagree	0	0%
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Disagree	0	0%
Neutral	0	0%
Agree	0	0%
Strongly Agree	2	100%

Personal Growth - The Way helped me learn about teamwork and how to be a team player

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	0	0%
Agree	1	50%
Strongly Agree	1	50%

Environmental Awareness/Stewardship

Environmental Awareness/Stewardship - I feel comfortable with the principles of Leave no Trace

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	0	0%
Agree	0	0%
Strongly Agree	2	100%

Environmental Awareness/Stewardship - I abided by the principles of Leave no Trace when attending The Way

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	0	0%
Agree	0	0%
Strongly Agree	2	100%

Environmental Awareness/Stewardship - I abide by the principles of Leave No Trace when on my own

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	0	0%
Agree	0	0%
Strongly Agree	2	100%

Environmental Awareness/Stewardship - I learned more about the Sierra Nevada Ecosystem through attending The Way.

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	0	0%
Agree	1	50%
Strongly Agree	1	50%

Environmental Awareness/Stewardship - I had heard of LNT before attending The Way.

Strongly Disagree	0	0%
Disagree	1	50%
Neutral	0	0%
Agree	1	50%
Strongly Agree	0	0%

Environmental Awareness/Stewardship - My time on The Way increased my appreciation for the natural world

Strongly Disagree	0	0%
Disagree	0	0%
Neutral	0	0%

Agree	1	50%
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Strongly Agree	1	50%
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Outdoor Skills

Outdoor Skills - Because of The way I now feel more comfortable with my Rock Climbing Abilities/skills

Strongly Disagree	0	0%
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Disagree	0	0%
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Agree	1	50%
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Strongly Agree	1	50%
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Not Applicable	0	0%
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Outdoor Skills - Because of a trip I went on I now feel more comfortable with Backpacking

Strongly Disagree	0	0%
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Disagree	0	0%
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Agree	0	0%
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Strongly Agree	2	100%
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Not Applicable	0	0%
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Outdoor Skills - Because of a trip I went on I now feel more comfortable with Hiking

Strongly Disagree	0	0%
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Disagree	0	0%
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Agree	0	0%
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Strongly Agree	2	100%
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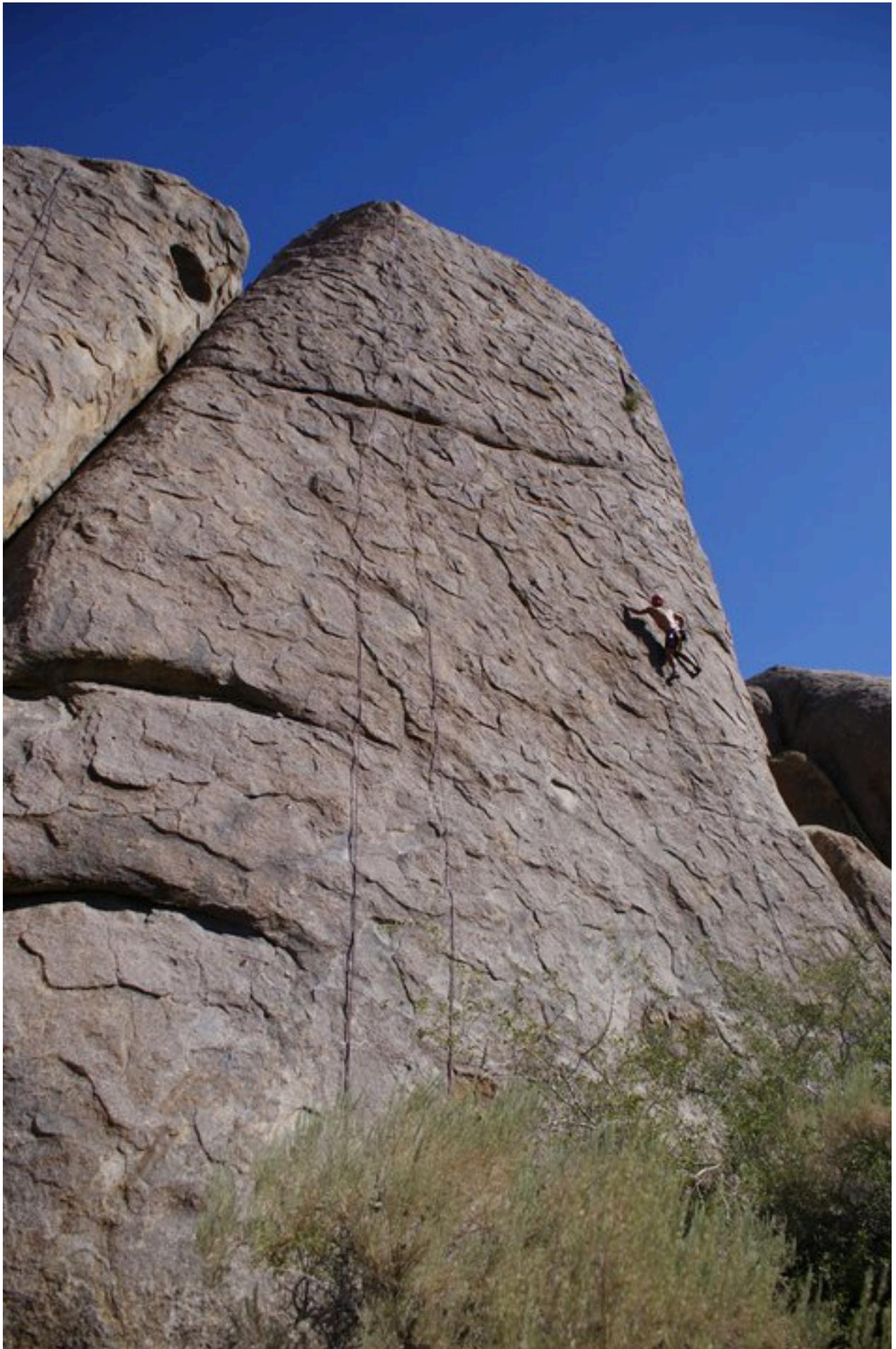
Not Applicable	0	0%
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What kinds of improvements would you like to see in The Way for the upcoming year?

I can not think of any improvements.

Any additional thoughts, comments, ideas you would like to share?

The Way was by far my favorite Great Escapes trip. My decision to go on The Way was the best decision of my college career - so far! So valuable and definitely something I will never forget!





Coordinator of Student Activities Intended Learning Outcomes 2011-2012

Intended Learning Outcomes	Cognitive Complexity				Knowledge Acquisition, Integration & Application				Humanitarianism & Civic Engagement				Interpersonal & Intrapersonal Competence				Practical Competence							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
Community Life																								
Advising ASB Activities	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Campus Activities Task Force	X	X	X	X	X		X	X	X	X	X		X					X	X					



Summary of ASB Activities

The ASB Activities program is directed by a student leader, the ASB Director of Activities, who was elected by their student body. This year Amanda Johnson, a Senior Psychology major, excelled in this role. She oversaw seventeen campus events (Appendix A), managed a budget of \$43,000, and supervised seventeen student leaders on the Campus Activities Board, also known as CAB. Of those leaders, four are Coordinators of Activities. Each of them planned and executed three to four events with the help of the Campus Activities Board members. They met weekly and as needed with the Director and the Advisor.

Summary of Campus Activities Task Force

The Campus Activities Task Force also known as CAFT consists of thirty-eight staff and faculty who regularly plan activities that would welcome the entire campus community (Appendix B). This group meets once a semester to present their planned activities for the following semester as well as look for areas of conflict and collaboration. Their goal is to create a balanced calendar for the student body each semester.

Cognitive Complexity

ASB Activities – The Director, Coordinators, and CAB members are required to work together to come up with fun, engaging, and economical activities for the student body. This requires regular and effective communication, teamwork, and problem solving. Students are engaged with one another as well as staff and faculty on personal and professional levels in every step of the planning process. They are required to consider their student body's needs, campus limitations, as well as cost-effective solutions for large scale events. They listen to one another, assess one another's ideas, and then collaboratively come up with a calendar of activities fit for the student body and institution. During the actual execution of an activity, students often problem solve during set up as physical limitations are presented by the space, the situation, or unexpected changes. Further, students must address conflict during the entire event process as well as address their peers when they do not perform as expected. The students learning experience is enhanced by the advisor's presence and guided discussion or problem solving when necessary. Further, students are trained on strategic planning and conflict management throughout the year. This learning outcome is assessed by observation, regular discussion, event worksheets and evaluations (Appendix C), as well as an end of the year reflection paper (Appendix D).



CATF – The CATF members regularly discuss, assess, and negotiate the calendar and physical space on the PLNU campus. Collaboration is often required when two groups have similar ideas or conflicting activities. The need for problem solving or respect of different opinions, ideas, or perspectives occurs often as groups learn to build a balanced calendar together. Further, the calendar that is set by the CATF creates space for students to participate in campus

activities that provide opportunities for engagement with one another, staff and faculty, as well as outside constituencies. This learning outcome is assessed by observation, discussion, and a completed calendar each semester .

Knowledge Acquisition, Integration and Application

ASB Activities – The Director, Coordinators, and CAB members plan large scale activities with expected attendance of two-hundred to five-hundred people. Experience and knowledge is gained through research and hands on instruction. These students learn how to read venue and rental contract, price compare rentals, assess risk and liability, estimate food or entertainment needs, as well as physically put together a twenty-foot movie screen. Students utilize experts, internet data, from one another, as well as acquired life skills as they plan each activity. Connections are often made between management classes and the development of the Campus Activities Board. Through skills learned in problem solving, they are able to estimate space needs or capacity issues when planning an activity. Learning to work with one another draws also skills from psychology and sociology classes. This combined learning experience between the curricular and co-curricular give each student leader the opportunity for experiential activities that will aid them in the workforce – teamwork, event planning, problem solving, person and event management, as well as communication skills. This learning outcome is assessed by observation, regular discussion, event worksheets and evaluations (Appendix C), as well as an end of the year reflection paper (Appendix D).



CATF – The CATF members will often find a conflict in the campus calendar and their planned activities. This often requires members to seek further information from other members, campus policies, or campus members. Furthermore, members will often have to problem solve when campus space, policies, or groups derail their original plan. Participation in such a group for a student affords them the opportunity to practice workforce skill sets such as teamwork, problem solving, “big picture” planning, and event planning. This learning outcome is assessed by observation and discussion.

Humanitarianism & Civic Engagement

ASB Activities – The Campus Activities Board consists of thirteen students who completely volunteer their time to plan activities for their fellow student body. This is a great volunteer opportunity as well as service to their student body. Further, CAB is made up for 17 very different student, each unique in their own way. Whether race, socio-economic, marital status, or any other difference, they not only work together but develop positive, healthy relationships. Another unique aspect of the Campus Activities Board is the opportunity to be exposed to the policies, polity, and politics of the institution. They learn to work within the systems of PLNU in planning each activity. This learning outcome is assessed by observation, regular discussion, event worksheets and evaluations (Appendix C), as well as an end of the year reflection paper (Appendix D).

CATF – Many of the CATF members plan activities in which students can volunteer in global or local volunteer capacity. They also are afforded the opportunity to be exposed to the policies, polity, and politics of the institution. This learning outcome is assessed by observation and discussion.

Interpersonal/Intrapersonal

ASB Activities – The Director, Coordinators, and CAB members represent their greater student body. Often times they are faced then with trying to reconcile what students want versus what students need while weighing university policy. This requires each student to weigh their own beliefs and values when choosing activities. For example, our students repeatedly receive feedback that they want to see a dance occur at PLNU despite the university's policy. These student leaders, however, are able to explain why dancing is not allowed and choose better activities. Further, when dancing does occur spontaneously at an event, they are trained and able to ask their peers to engage in a different activity. This conflict is not the only one CAB members face. Working together while planning and problem solving an activity requires students to develop good communication skills as well as conflict management skills. Further, students learn how to do this in a civil manner, in the interest of a greater good, and with self-control. Through this experience, they gain a greater awareness of others' needs and their part in meeting those needs. This learning outcome is assessed by observation, regular discussion, event worksheets and evaluations (Appendix C), as well as an end of the year reflection paper (Appendix D).

CATF – Similarly, CATF members often plan activities with a greater sense of social responsibility to the institution. It requires regular and effective communication and conflict management. This learning outcome is assessed by observation and discussion.

Practical Competence

ASB Activities – The Director of ASB Activities sets and pursues goals set at the beginning and middle of the year. The advisor discussed these with her weekly. They often included professional, ASB, and personal goals. Coordinators also were asked to set goals for each event and were discussed at the weekly meeting and in the worksheets and evaluations (Appendix E). Throughout the planning process of each activity, these student leaders had the opportunity to write and speak coherently and effectively often through emails with faculty and staff or on a microphone during an event. The Director also developed communication skills in learning to run a weekly meeting each week. All positions required the development of leadership skills as they planned and executed activities. Vision, delegation, and accountability were required at each activity. Further, the Director managed a large budget and was required to regularly assess the budget, use of funds, as well as the stewardship of volunteers and campus resources. This learning outcome is assessed by observation, regular discussion, event worksheets and evaluations (Appendix C), as well as an end of the year reflection paper (Appendix D).



Appendix A

2011 -2012 Activities Calendar

August 29th

- Rory's Raging Carnival
- 5:30pm-7:30pm

August 30th

- Game Night in the Caf
- 7:00pm-9:00pm

August 31st

- Fro Yo and Acai Bowls
- 8:00pm-9:00pm

September 1st

- Cookie & Milk/Musoffee
- 8:00pm-11:00pm

September 2nd

- Movie in the Greek*
- 8:00pm-11:00pm

September 8th

- Spirit Rally – Men's Soccer
- 3pm, 4pm game

September 8th

- Super Hero Bowling*
- 9:30pm-12:00am

September 16th-17th

- Magic Mountain*
- 6:00pm-1:00am

September 17th

- Spirit Rally - Volleyball

September 18th

- Padres Game
- 1PM (Buses at 12)

October 15th

- Loma Palooza*
- 5pm to 10pm

October 17th

- Future of Forestry Concert
- 7pm

October 31st

- Murder Mystery Dinner or On-Campus Halloween Event*
- 6:00pm-10:00pm

November 3rd – Preview Days

- Movie in the Greek *
- 8:00pm-11:00pm

November 10th – Preview Days

- Movie in the Greek*
- 8:00pm-11:00pm

November 14th

- Spirit Event
- 7:00-10:00pm

November 16th

- Powder Puff
- 7:00pm-10:00pm

December 2nd

- Buses for December Nights

- 6:00pm-11:00am

December 8th

- Grinch Christmas Event*
- 7:00-10:00pm

January 13th

Movie in the Greek: October Sky

8:00pm-11:00pm

Greek Amphitheater

January 26th

70's Skate Night

8:30pm-10:30pm

Off Campus

February 9th

Movie in the Greek: Back to the Future

8:00pm-11:00pm

Greek Amphitheater

February 10th

Dodge ball Tournament

7:30pm-10:00pm

Golden Gymnasium

March 1st

Root beer Olympics with Peer Educators

6:00pm-7:30pm

Grass between Gym and Caf

Appendix B

Campus Activities Task Force Member List for 2011-12

Center for Justice & Reconciliation

- Brewed Awakenings (about 3/semester) plus 1 to 2 events per year
- Jamie Gates & Lily Coronado

University Advancement

- Christy Booher

Office of Strengths & Vocation

- Jeanne Cochrane
- Debra Lively

Outdoor Leadership

- Zac Sawyer

Literature Department

- Edie Chapman

Multicultural & International Student Services

- Lilia Davis

Music Department

- Laurie Oliver

Theatre

- Walter Williams
- Paul Bassett

Transfer Services

- Milton Karahadian
- The Transfer Coordinator (Lauren Owens) – Lauren Owens ('11-12)

Rec Room

- Milton Karahadian
- The Rec. Room Coordinator (Anthony Pata) – Kenny Williams ('11-12)

Commuter Services

- Milton Karahadian

- Commuter Assistant Coordinator (R. Claudette Degrody) – Carolina Estrada

Residential Life

- Jeff Bolster
- Jake Gilbertson

Sustainability

- Alexandria Bennett

Wellness Center Outreach

- Rebecca Carter

Wesleyan Center

- Mark Mann

Library (Game Nights)

- Beryl Pagan

Admissions

- Rosaline Rhine

Student Ministries:

- Becky Modesto

Film Forums

Women's Center

- Linda Beail

Athletics

- Russ Blunk

ASB Activities

- Danielle Brown
- ASB Activities Director (Erika Lewton) – Amanda Johnson ('11-12)

ASB Clubs' Activities (Common Events: Luau, Invisible Children, Triathlon Club, SEA Club)

- Melissa Burt-Gracik

- ASB Student Relations (Rosa Ramirez) – Mitchell Price ('11-12)

VIP Choir

- Kim Bogan

External Relations

- Megan Ekard

Film Festival

- Alan Heueth

Homecoming/Alumni

- Sheryl Smee

Master Calendar:

- No'ne Bailey

Spiritual Life:

- Brian Becker
- Mark Carter

Appendix C

ASB Activities

Worksheets and Evaluations

ACTIVITY EVALUATION: Super Hero Bowling

Number of People Attended:	\$150
Budget Used/Amount Spent:	\$1800 Venue \$150 Gift cards

Would you recommend this event for next year?	Yes
If Yes, what would you recommend be done differently?	
Make sure it is within the first 3 weeks of school; people start getting more of a work load and it is tougher for people to come out to events that end late on a Thursday night. This also ensures that Bowling Leagues have not started. Because the bowling league had started we couldn't turn down the lights, turn up the music, or use the microphone for the costume contest.	
If No, why not?	

How did you grow personally? And/or what did you learn about yourself? And/or what did you learn about activity planning?
I experienced communicating with a business to help plan this event. I also had to send requests for the Lomalink, the Toilet Paper, Publicity, and Bus Order for the first time.
Other Notes:
This event was postponed to this date because of the power outage a couple weeks prior. Because of this, publicity and knowledge of this event going on wasn't that strong. Even though the turnout wasn't as large as we had expected, 150 was still a good number with the amount of lanes we had because people didn't have to wait around to play.

Thank You Notes Written To:	
DATE SENT	NAME
9/30/11	Kearny Mesa Bowl/Corey Aasen

ACTIVITY EVALUATION: 70's Skate Night

Number of People Attended:	260+
Budget Used/Amount Spent:	\$1560

Would you recommend this event for next year?	Yes
If Yes, what would you recommend be done differently?	
<p>Maybe find a different venue; Skate World didn't give us a deal, it was just \$6 a person. With bus request forms & publicity: Tell buses to be there for 15 minutes before departure time. (Leaving school/arriving at school is different than event start/end times). Print off enough liability release forms.</p>	
If No, why not?	

How did you grow personally? And/or what did you learn about yourself? And/or what did you learn about activity planning?
<p>This event we did a test trial with the new scanners to see who attended the event. It was really neat having this set up and it ran a lot smoother than I expected (people had to line up single file line with ID in hand and liability waivers). Out of the events I have had to plan this year, this one was the most successful to me in my opinion which made me feel good. With this event, I learned how to work around another party's schedule: we wanted our event at a certain time but the venue could only have us do our private event at a different time. I also learned that face to face communication is best when you're working with a company so I took a couple trips to the venue prior to the event.</p>
Other Notes:

Thank You Notes Written To:	
DATE	NAME

SENT	

ACTIVITY CHECKLIST:

Name of Event:	70s Skate Night
Date of Event:	January 26, 2012
Starting Time:	8pm
Set Up Time:	7pm

Number of People Needed for Set Up:	3 at venue 3 on buses
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List of People Confirmed for Set Up:	
Ashley, Will, Amanda, Kenny, Elsa, Sean	

REQUESTED THROUGH AMANDA	
Date Requested	Item
	On Campus Venue through Master Calendar (ASAP – subject to availability) RESERVED ON:
12/2/11	Buses from ASB Director (ASAP – subject to availability) ORDERED: 3 buses for 150 people
OTHER TASKS	
DATE ORDERED:	Item
	Work Order: Tables, Chairs, Stages, Etc (Deadline: 3 weeks) What did you order?:
	Media Services Request – Email Bryan Pridmore (Deadline: 3 weeks) What did you order?:
12/15/11	Publicity Request (Deadline: 3 Weeks) NOTES: Since event is two weeks into Spring Semester, send out publicity request before break
	Food/Catering (Deadline: 3 weeks in advance)

	What did you order and from where??
	Other Rentals/Needs List what and from where:
1/12/12	Courtesy Call or Visit to Venue's Building Manager (Upon booking & 2 Weeks Prior) NOTES: bring in \$600 check to secure date

OFF CAMPUS VENDORS OR VENUES			
PRODUCT	COMPANY	CONTACT PERSON	PHONE/EMAIL
Roller Rink	Skate World		(858) 560-9349

ACTIVITY EVALUATION: Root Beer Olympics

Number of People Attended:	250
Budget Used/Amount Spent:	\$450

Would you recommend this event for next year?	Yes
If Yes, what would you recommend be done differently?	
This was a good event for what it was intended for. Lots of people filtering in and out and with simple games for people to hang out and play. I suggest earlier planning and details set quicker so both parties (Peer Ed's and ASB) are clear on the intensions.	
If No, why not?	

How did you grow personally? And/or what did you learn about yourself? And/or what did you learn about activity planning?
I grew in teamwork. I was nice to have such a helpful person like Rebecca Carter in planning this event. Being able to split the work and put together a great event was nice. Also being able to work closer with Brianna Smith with more responsibility on her part improving communication skills and responsibility delegation.

Other Notes:

Thank You Notes Written To:	
DATE SENT	NAME
3/10	Rebecca Carter
3/10	Brianna Smith

ACTIVITY CHECKLIST:

Name of Event:	Lomapalooza
Date of Event:	Oct. 15, 2011
Starting Time:	6p.m.
Set Up Time:	2p.m.

Number of People Needed for Set Up:	10
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List of People Confirmed for Set Up:
To be gone over at the CAB meeting prior to the event. For sure will be my CAB and Kenny's CAB, with hopefully all the Coordinators.

REQUESTED THROUGH AMANDA	
Date Requested	Item
Summer	On Campus Venue through Master Calendar (ASAP – subject to availability) RESERVED ON:
N/A	Buses from ASB Director (ASAP – subject to availability) ORDERED:
OTHER TASKS	
DATE	Item

ORDERED:	
10/3/11	Work Order: Tables, Chairs, Stages, Etc (Deadline: 3 weeks) What did you order?: 16 Tables, 40 Chairs, 15 Canopies, 10 Trash Bins, 2 Recycle Bins, 4 Stage Pieces (4' x 8') with Steps, Ladder
10/6/11	Media Services Request – Email Bryan Pridmore (Deadline: 3 weeks) What did you order?: They are taking care of the whole event. They will provide all the media, the screen for in between sets, the lights (they ordered from a 3 rd party), and all necessary equipment.
9/15/11	Publicity Request (Deadline: 3 Weeks) NOTES: Met with Dustin Towery with OSV. He is a great graphic designer and he did all our publicity. Posters, Slide (for chapel), coasters, wood sign. He charged about \$200 for his services and he did a great job.
9/1/11	Food/Catering (Deadline: 3 weeks in advance) What did you order and from where?? Food is being catered by Chick-fil-A. They are donating 500 sandwiches and 500 coupons.
N/A	Other Rentals/Needs List what and from where: No other Rentals.
	Courtesy Call or Visit to Venue's Building Manager (Upon booking & 2 Weeks Prior) NOTES: Meetings with Kathy (physical plant), and Steve Riddle.

OFF CAMPUS VENDORS OR VENUES			
PRODUCT	COMPANY	CONTACT PERSON	PHONE/EMAIL
CONTACT LIST BELOW			

Band Contacts

- Cassie Purdy & Jon Runion
Contact Cassie at cpurdy100@pointloma.edu
- Meg & Bryan
megandbryanmusic@gmail.com
- Lady Day Band:
Sara, Ariel, Nichole
ladydayband@gmail.com
- Lucinda Matlock:
John Vickers
jvickers1992@pointloma.edu

Media Services:

- Bryan Pridmore
BryanPridmore@pointloma.edu

Zone'ing/Location

- Megan Ekard
meganekardcollins@pointloma.edu
- Steve Riddle
steveriddle@pointloma.edu
- Kathy Conner:
Sprinklers
KathyConner@pointloma.edu
- Marco Gracia:
Power - marcogracia@pointloma.edu
- Physical Plant: Tables/Canopies...ect - Physicalplant@pointloma.edu, darinphillips@pointloma.edu

Booth Contacts and Basic Info

- Chick-Fil-A
Amanda Zayas
She is new to this position so I don't have her email.
- Rwanda Love:
Jan Nelson
jnelson2452@gmail.com
- Krochet Kids:
Nic Lauten
nic@krochetkids.org
- Point 23 TV:
Leah Murphy
leahmurphy181@pointloma.edu
- Community Classroom:
Becky Modesto
beckymodesto@pointloma.edu
- Contact the Current Student Relations Director for an email to all clubs on campus.

Email sent to all booths regarding basic information:
Hello Everyone,

I hope everything is going well! I just wanted to follow up with all the information about booths we have set up for you at Lomapalooza. The event is coming up in less than two weeks so here are the quick facts about the booths:

Each booth will have a table and two chairs, if you need more please let me know. Feel free to hand out or sell items to students, with the exception of food. Chick-fil-A will be donating food for the event and we would like them to be the only ones doing so.

The bands will begin playing at 6pm. Ideally, we would like to have the booths set up around 5:30 so people that come early can browse through. We have about five bands playing, we would love to have you guys stay through the entire event, but I understand that not all may be able to do so.

We are going to be located on the lawn in front of our Golden Gym and will have parking for you near this location. I have attached a map of the campus for when you arrive. The red circle indicates the location of the

event and parking will be just to the right of it.

If you need an electrical outlet please let me know so we can accommodate.

I believe that should cover everything needed. If you have any other questions or concerns feel free to contact me by email or on my cell phone at [\(760\) 468-0394](tel:7604680394). I look forward to working with all of you guys and making this event a great success!

Thanks so much,

ACTIVITY CHECKLIST:

Name of Event:	The Root Beer Games
Date of Event:	3-1-12
Starting Time:	6:00p.m.
Set Up Time:	7:30p.m.

Number of People Needed for Set Up:	10
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List of People Confirmed for Set Up:	
My CAB and Peer Educators	

REQUESTED THROUGH AMANDA	
Date Requested	Item
2-15-12	On Campus Venue through Master Calendar (ASAP – subject to availability) RESERVED ON:
N/A	Buses from ASB Director (ASAP – subject to availability) ORDERED:
OTHER TASKS	
DATE ORDERED:	Item
Rebecca Carter	Work Order: Tables, Chairs, Stages, Etc (Deadline: 3 weeks) What did you order?: 3 Tables
Rebecca Carter	Media Services Request – Email Bryan Pridmore (Deadline: 3 weeks) What did you order?: 2 speakers, sound board, cables, ipod
2-12-12	Publicity Request (Deadline: 3 Weeks) NOTES:
N/A	Food/Catering (Deadline: 3 weeks in advance)

	What did you order and from where??
	Other Rentals/Needs List what and from where: Root Beer Kegs (Peer Eds and Public Safety) Helium Tanks: Party City Pinatas, Cups, balloons: Party City Blow-up Obstacle Course – Triple T
2-20-12	Courtesy Call or Visit to Venue's Building Manager (Upon booking & 2 Weeks Prior) Spoke with None Bailey. NOTES:

OFF CAMPUS VENDORS OR VENUES			
PRODUCT	COMPANY	CONTACT PERSON	PHONE/EMAIL
Blow-up	Triple T Rentals	Amanda Johnson	ASBActivities@pointloma.edu

ACTIVITY CHECKLIST:

Name of Event:	Movies in the Rec Room
Date of Event:	March 17th
Starting Time:	7:00PM
Set Up Time:	6:00PM

Number of People Needed for Set Up:	4
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List of People Confirmed for Set Up:
Desiree, Elsa, Kenny, and Amanda

REQUESTED THROUGH AMANDA	
Date Requested	Item
October 2011	On Campus Venue through Master Calendar (ASAP – subject to availability) RESERVED ON:
NO	Buses from ASB Director (ASAP – subject to availability) ORDERED:
OTHER TASKS	

DATE ORDERED:	Item
Yes, February 2012	Work Order: Tables, Chairs, Stages, Etc (Deadline: 3 weeks) What did you order?: Tables, Chairs, Recycle Bins and Trashcans
No	Media Services Request – Email Bryan Pridmore (Deadline: 3 weeks) What did you order?:
Before Spring Break	Publicity Request (Deadline: 3 Weeks) NOTES:
Costco	Food/Catering (Deadline: 3 weeks in advance) What did you order and from where??
	Other Rentals/Needs List what and from where:
Milton, and Kenny Williams	Courtesy Call or Visit to Venue's Building Manager (Upon booking & 2 Weeks Prior) NOTES: They are wonderful!

OFF CAMPUS VENDORS OR VENUES			
PRODUCT	COMPANY	CONTACT PERSON	PHONE/EMAIL

ACTIVITY EVALUATION: Cookies and Milk Musoffee

Number of People Attended:	250
Budget Used/Amount Spent:	\$70.00

Would you recommend this event for next year?	Yes
If Yes, what would you recommend be done differently?	
I think that it was done really well. It was nice to be able to pick the bands because it gave my friends a chance to play. It was kind of stressful to have the responsibility of bands but the rec room knew what to do to so that was super helpful.	
If No, why not?	

Other Notes:
Sarah sent all of the thank you cards about two weeks ago. I'm just late with the eval.

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Thank You Notes Written To:	
DATE SENT	NAME

ACTIVITY EVALUATION: DECEMBER NIGHTS TO BALBOA PARK

Number of People Attended:	170
Budget Used/Amount Spent:	200~

Would you recommend this event for next year?	YES
If Yes, what would you recommend be done differently?	
Although this is an annual event and word is easily spread about this event, I think a little more diligent effort is put in for advertisements. With that being said, more advertisement means that we need more buses and we accurately account for how many people will come. We needed 4 for this trip and I think we need more than that with more advertisement.	
If No, why not?	

How did you grow personally? And/or what did you learn about yourself? And/or what did you learn about activity planning?
What I learned about activity planning after this event is that although sometimes activities can take on a life of themselves and can be big even without proper effort taken; in order to make an event even better and take on a new dimension is to really spread the spirit about it. This was in my opinion considered a success regardless of the mix-up with advertisements but to think about how good it could be if that wasn't an issue.
Other Notes:

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Thank You Notes Written To:	
DATE SENT	NAME
TBA	Bus Drivers
TBA	Chestine Honeycutt

ACTIVITY CHECKLIST:

Name of Event:	December Nights
Date of Event:	Friday December 2 nd , 2011
Starting Time:	6 p.m.
Set Up Time:	5:45 p.m.

Number of People Needed for Set Up:	4
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List of People Confirmed for Set Up:
Stari, myself, Amanda, Tatum

REQUESTED THROUGH AMANDA	
Date Requested	Item
N/A	On Campus Venue through Master Calendar (ASAP – subject to availability) RESERVED ON:
Summer	Buses from ASB Director (ASAP – subject to availability) ORDERED: Done over summer
OTHER TASKS	
DATE ORDERED:	Item
N/A	Work Order: Tables, Chairs, Stages, Etc (Deadline: 3 weeks) What did you order?:
N/A	Media Services Request – Email Bryan Pridmore (Deadline: 3 weeks) What did you order?:
11/12/11	Publicity Request (Deadline: 3 Weeks) NOTES: Done but slightly late

N/A	Food/Catering (Deadline: 3 weeks in advance) What did you order and from where??
N/A	Other Rentals/Needs List what and from where:
N/A	Courtesy Call or Visit to Venue's Building Manager (Upon booking & 2 Weeks Prior) NOTES:

OFF CAMPUS VENDORS OR VENUES			
PRODUCT	COMPANY	CONTACT PERSON	PHONE/EMAIL
Buses	Physical Plant	Chestine Honeycutt	ChestineHoneycutt@pointloma.edu

ACTIVITY EVALUATION: Dodge Ball Tournament

Number of People Attended:	About 125 players +audience in stands
Budget Used/Amount Spent:	(I only spent \$3 on whistles) not sure where other expenses were

Would you recommend this event for next year?	Yes
If Yes, what would you recommend be done differently?	
<ul style="list-style-type: none"> -Make sure to communicate with Steve Riddle who you will be meeting to open up the sound equipment box in the gym. -lock all entrances except one; one entrance only -table and chairs at entrance so it seems more organized for people signing safety waivers/checking in -make pool play more organized so it won't go on as long -have enough refs! Make sure they all agree on certain rules -only do sign ups maybe a week and half in advance. Two weeks before, no one was interested 	
If No, why not?	

How did you grow personally? And/or what did you learn about yourself? And/or what did you learn about activity planning?
Since the entry of teams was really disorganized, we had to deal with a lot of chaos. Learning to

deal with multiple people calling my name and people running all over the place was definitely a challenge I had to get through. I also learned the hard way that you need to triple check with Steve when it comes to communicating with him about our events; it will cause less stress if you have everything absolutely set in stone with details about what you need. I also had to ref the games so I had to cope with trying to run the event while having people scream at me during the game. I dealt with that by understanding that the players weren't actually yelling at me, they were just really competitive during the game. Everyone apologizes in the end. 😊

Other Notes:

Thank You Notes Written To:

DATE SENT	NAME

ACTIVITY CHECKLIST:

Name of Event:	Dodge Ball Tournament
Date of Event:	February 10, 2012
Starting Time:	7pm
Set Up Time:	5:45pm

Number of People Needed for Set Up: 6+

List of People Confirmed for Set Up:

Will, Kenny, Elsa, Sean, Amanda

REQUESTED THROUGH AMANDA

Date Requested	Item

	On Campus Venue through Master Calendar (ASAP – subject to availability) RESERVED ON:
	Buses from ASB Director (ASAP – subject to availability) ORDERED:
OTHER TASKS	
DATE ORDERED:	Item
	Work Order: Tables, Chairs, Stages, Etc (Deadline: 3 weeks) What did you order?:
	Media Services Request – Email Bryan Pridmore (Deadline: 3 weeks) What did you order?:
1/23/12	Publicity Request (Deadline: 3 Weeks) NOTES: include that teams can be made on night of event
	Food/Catering (Deadline: 3 weeks in advance) What did you order and from where??:
1/30/12	Other Rentals/Needs List what and from where: Gym sound system confirm with Steve to be open on night of event
	Courtesy Call or Visit to Venue’s Building Manager (Upon booking & 2 Weeks Prior) NOTES:

OFF CAMPUS VENDORS OR VENUES			
PRODUCT	COMPANY	CONTACT PERSON	PHONE/EMAIL

ACTIVITY EVALUATION:

Number of People Attended:	200
Budget Used/Amount Spent:	0

Would you recommend this event for next year?	Yes
If Yes, what would you recommend be done differently?	
Not much, this event was unique in I didn’t do any planning. Travis Cook took care of everything.	

If No, why not?

How did you grow personally? And/or what did you learn about yourself? And/or what did you learn about activity planning?
I learned to delegate responsibility. This event was not really anything about me or done by me so as far as growth, simply just the ability to sit back and let things ride and not worry about them.
Other Notes:
This seems to be a popular thing on campus, so if this is possible, do more of similar things to keep the students happy.

Thank You Notes Written To:	
DATE SENT	NAME
Soon	Travis Cook

ACTIVITY EVALUATION: After Event

Number of People Attended:	175
Budget Used/Amount Spent:	A little under 2,000

Would you recommend this event for next year?	no
If Yes, what would you recommend be done differently?	
If No, why not?	
This time of year is very busy and stressful for both the coordinators and CAB members which	

translates into not much time being put into this event. Also there are many other Christmas Events happening around this time, so it seems to be just another thing to add to the list. If we were to do this event again, maybe plan it for the first weekend we are back from Thanksgiving Break.

Other Notes:

Thank You Notes Written To:

DATE SENT	NAME
12/2	No'one Bailey
12/2	Dr. Tyler

ACTIVITY CHECKLIST: Before Event

Name of Event:	Christmas Grinch Event
Date of Event:	12/8
Starting Time:	8p
Set Up Time:	6:30p

Number of People Needed for Set Up: 15

List of People Confirmed for Set Up:

New Activities CAB, Coordinators, Point TV Crew, and 2 volunteers.

REQUESTED THROUGH ASB DIRECTOR

Date Requested	Item
12/2	On Campus Venue (ASAP – subject to availability) RESERVED:
N/A	Contact External Relations (Deadline: 1 Month) RESPONSE:
12/5	Tables, Chairs, Stages, Etc (Deadline: 3 weeks in advance) ORDERED:
11/21	Necessary Media (Deadline: 3 weeks in advance)

	ORDERED:
N/A	Buses from ASB Director (ASAP – subject to availability) ORDERED:
OTHER TASKS	
Date Requested	Item
N/A	Publicity Request (Deadline: 1 Month) NOTES:
N/A	Food/Catering (Deadline: 3 weeks in advance) ORDERED:
N/A	Other Rentals ORDERED:
12/2	Courtesy Call to Venue’s Building Manager (Upon booking & 2 Weeks Prior) NOTES:

OFF CAMPUS VENDORS OR VENUES			
PRODUCT	COMPANY	CONTACT PERSON	PHONE/EMAIL
Snow Machines and Snow Juice	Cheap DJ Gear	N/A	http://www.cheapdjgear.us/DK_051_Snow_Machine_p/dk-051.htm

ACTIVITY EVALUATION: After Event

Number of People Attended:	Around 400 people
Budget Used/Amount Spent:	\$3500

Would you recommend this event for next year?	Yes
If Yes, what would you recommend be done differently?	
Look into getting larger name bands as soon as possible!	
If No, why not?	

Other Notes:

Thank You Notes Written To:	
DATE SENT	NAME
10/16	All booths
10/16	All Bands
10/17	Dustin Towery
10/17	Media Services

ACTIVITY CHECKLIST:

Name of Event:	Lomapalooza
Date of Event:	Oct. 15, 2011
Starting Time:	6p.m.
Set Up Time:	2p.m.

Number of People Needed for Set Up:	10
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List of People Confirmed for Set Up:
To be gone over at the CAB meeting prior to the event. For sure will be my CAB and Kenny's CAB, with hopefully all the Coordinators.

REQUESTED THROUGH AMANDA	
Date Requested	Item
Summer	On Campus Venue through Master Calendar (ASAP – subject to availability) RESERVED ON:
N/A	Buses from ASB Director (ASAP – subject to availability) ORDERED:
OTHER TASKS	
DATE ORDERED:	Item
10/3/11	Work Order: Tables, Chairs, Stages, Etc (Deadline: 3 weeks) What did you order?: 16 Tables, 40 Chairs, 15 Canopies, 10 Trash Bins, 2 Recycle Bins, 4 Stage Pieces (4' x 8') with Steps, Ladder
10/6/11	Media Services Request – Email Bryan Pridmore (Deadline: 3 weeks) What did you order?: They are taking care of the whole event. They will provide all the media, the screen for in between sets, the lights (they ordered from a 3 rd party), and all necessary equipment.
9/15/11	Publicity Request (Deadline: 3 Weeks) NOTES: Met with Dustin Towery with OSV. He is a great graphic designer and he did all our publicity. Posters, Slide (for chapel), coasters, wood sign. He charged about \$200 for his services and he did a great job.
9/1/11	Food/Catering (Deadline: 3 weeks in advance) What did you order and from where?? Food is being catered by Chick-fil-A. They are donating 500 sandwiches and 500 coupons.
N/A	Other Rentals/Needs List what and from where:

	No other Rentals.
	Courtesy Call or Visit to Venue's Building Manager (Upon booking & 2 Weeks Prior) NOTES: Meetings with Kathy (physical plant), and Steve Riddle.

OFF CAMPUS VENDORS OR VENUES			
PRODUCT	COMPANY	CONTACT PERSON	PHONE/EMAIL
Food	Chick-fil-A	Laura Dugger	619-758-1555

ACTIVITY EVALUATION:

Number of People Attended:	200-300
Budget Used/Amount Spent:	1,500- 1,300

Would you recommend this event for next year?	Yes
If Yes, what would you recommend be done differently?	
I would recommend not having it a part of Homecoming Week. It was a very stressful experience dealing with Alumni House. I think the change of location and the more relaxed feel was a great change and we had a lot of positive response. I think next year having more food and more games would help grow the attendance ever more.	
If No, why not?	

How did you grow personally? And/or what did you learn about yourself? And/or what did you learn about activity planning?
I grew personally in biting my tongue and trying to deal with a lot of people who were against me. This event involved a lot more staff than usual and it was very hard to keep them all happy. I tried to be as respectful as possible and I hope I did not burn any bridges.
I learned that the sooner you get things approved the better! Even if your not sure of a location, it is a better idea to get it approved and not use it, then scramble at the end.

Other Notes:

Thank You Notes Written To:	
DATE SENT	NAME
11/21	Galen Yorba-Gray
11/21	Alan Nakamura

ACTIVITY CHECKLIST:

Name of Event:	Monday Madness
Date of Event:	November 14th
Starting Time:	7:00
Set Up Time:	5:15

Number of People Needed for Set Up:	5
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List of People Confirmed for Set Up:
Myself Campbell Tatum Akemi Tyler

REQUESTED THROUGH AMANDA	
Date Requested	Item
	On Campus Venue through Master Calendar (ASAP – subject to availability) RESERVED ON:
n/a	Buses from ASB Director (ASAP – subject to availability) ORDERED:

OTHER TASKS	
DATE ORDERED:	Item
11/2/11	Work Order: Tables, Chairs, Stages, Etc (Deadline: 3 weeks) What did you order?:
10/27/11	Media Services Request – Email Bryan Pridmore (Deadline: 3 weeks) What did you order?:
10/27/11	Publicity Request (Deadline: 3 Weeks) NOTES:
11/3/11	Food/Catering (Deadline: 3 weeks in advance) What did you order and from where?? Rastaco- taco catering service in SD
11/7/11	Other Rentals/Needs List what and from where: Dunk Dank- Party Pals
11/4/11	Courtesy Call or Visit to Venue's Building Manager (Upon booking & 2 Weeks Prior) NOTES:

OFF CAMPUS VENDORS OR VENUES			
PRODUCT	COMPANY	CONTACT PERSON	PHONE/EMAIL
Tacos	Rastaco	Mario	mario@rastataco.com
Dunk Tank	Party Pals	Linda	858-622-6613

ACTIVITY EVALUATION: After Event

October Sky MIG

Number of People Attended:	80-100
Budget Used/Amount Spent:	

Would you recommend this event for next year?	Yes
If Yes, what would you recommend be done differently?	
Have a later set up time with Media Services.	
If No, why not?	

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Other Notes:
The kettle corn guy is always a little late, so make sure to give him an early arrival time.

Thank You Notes Written To:	
DATE SENT	NAME

Appendix D

ASB Activities

Director and Coordinator End of Year Reports

ASB Activities
Amanda Johnson

Director End of Year Report

(This must be completed on time to receive your end of year stipend)

Due: Wednesday, May 2nd

Send electronic copy to DanielleBrown@pointloma.edu

PERSONAL REFLECTION QUESTIONS:

How did you most grow or change through your experience as ASB Director of Activities?
I have grown so much with this role, and I am so glad that I got to be a part of ASB this year. This position has really challenged me in a lot of ways. Last semester was a little rocky among CAB and I found that working with friends can be really difficult at times. I have learned so much about working with people, working with budgets and working within strict rules, that don't really apply to the world outside of Point Loma. I am so grateful for my time here and this position has really helped to shape me and mold me to make into a better person. Working with

CAB was also really challenging and I have found it really difficult to keep 20 people motivated to keep coming back and volunteering but this year's CAB has been one of the strongest yet! I have become a much stronger and confident leader this year and I have gained some really amazing friendships. I have been so blessed this year with an amazing Board of Directors and it has been a really positive impact on my life.

What advice would you give to incoming ASB Activities Director? What would you have done differently?

I would say that you just need to be serious but have fun. There are times where you are really stressed out and the event may not be going according to plan but have faith because everything will work out. Really utilize Danielle and Mel, they are here to help you. They love and care about you so much and they love to become friends with you, take advantage of it, they are awesome. Become friends with your CAB and Coordinators, make them feel important, you can do all the planning in the world but if you don't have the people there to support it and make sure everything runs smoothly, you don't have anything. Don't be discouraged if the turnout of an event is smaller than you wanted. If everyone who comes is having a great time then it's worth it.

I would have tried to keep my focus the last semester; it is so hard to maintain the passion and the drive for the job because you are your way out. Find what makes you happy and motivated in that last semester and give it all you've got.

How do you think you contributed (positively) to the program?

I think I have helped to put activities on the map again. I have had so much positive feedback this year, not only from staff and faculty but from students and that's the most important thing because that is why we are here providing activities for the students. I have tried to develop an athletics program that provides healthy relationships between athletes and non-athletic students. I think that this year we as a whole brought life back to activities. The first week of activities was super successful and I can't wait to see how all of that develops in the years to come. Will is going to do a fantastic job!

What feedback would you give to Danielle for next year?

This year has been really challenging with you have Jack and all. I would just say try not to forget about the director, I know that figuring out how life works is extremely challenging but deep down, we are kids too and we seek guidance from you. You have done an amazing job and I am so glad I got to know you this year. You're love for your students is evident in all the parties you plan, your dedication to Point Loma and just in how you come to every event (even if you don't want to). As the director gets burnt out on the second semester I would encourage you to try and keep them motivated, it's a hard task but I know that you can do it! Hopefully you trying to keep them motivated will keep you motivated as well! Thank you for everything you have done for me this semester, I would have been lost without you and I am so glad that I was able to gain a friendship with you this year.

ASB Activities
Coordinator End of Year Report
Will MacNeil

Due: **Wednesday, May 2nd**
Send electronic copy to DanielleBrown@pointloma.edu

Please list the events you planned last Fall & Spring:

- Sept. 2nd Movie in the Greek
- Oct. 15th Lomapalooza
- Oct. 17th Future of Forestry Concert
- Nov. 3rd Movie in the Greek
- Nov. 9th Movie in the Greek
- Dec. 2nd December Nights
- Feb. 9th Movie in the Greek
- April 20th Fashion Show

PERSONAL REFLECTION QUESTIONS:

How did you grow or change through your experience as a Coordinator?

Through my time as a coordinator I really feel like I learned value life lessons like time managements, stress relief/management, as well as directing and delegation skills. These skills I learned throughout the year have allowed me to grow into what I believe is more of a managerial skill set person. I like to be in charge and I enjoy taking responsibility but I also like to include people into the process. Being a coordinator and a CAB with me allowed me to learn the ideas of being a “boss” or a delegator which is crucial to life and my future career.

How do you think you contributed (positively) to the program?

I feel like I contributed to the program with my ability to take on a good amount of responsibility with minimal supervision. This allowed both Amanda and Danielle to entrust me with important tasks and I was diligent enough to carry those through the best I could. That is not to say I did not need them at all because they helped me cornucopias amounts this year. I also feel that I was personally helpful and just about every event (mine or not) with taking on medial or extensive tasks. This provided the planner and Amanda to pay more attention to important aspects to the events. Also this being my second year in the program, I feel like I provided some good insight to past years events as well as good ideas for planning that I’ve found out.

What event are you the most proud of and why?

I am most proud of the Fashion Show. I feel like this was a big event that I took on a lot of responsibility and the event more or less went off without a hitch. The thing I am most impressed with is the amount of responsibility that Danielle and Amanda both entrusted with me on this event. The event in whole went well and I was happy to be able to make an off campus event happen smoothly and with such a good turnout. I don’t like that I spent so much money on this event but that’s a lesson learned. Another reason I am proud of this event is because of how much work was put in to being in constant contact with literally dozens of people and being able to coordinate all the e-mails and conversations and paperwork necessary to make this event possible.

What feedback would you give to Danielle for next year?

I feel that although 1st semester was quite hectic, everyone was busy and enjoying planning. Second semester was kind of a dud because there wasn't many things happening so people lost interest and stopped coming to meetings. CAB really wants to feel a part of the events and the planning so we need to keep the events flowing for the entire year not only for the student body to enjoy some time on and off campus but also for CAB to feel like they are enjoying their time with being committed to CAB.

What areas of training do you think we should implement for Coordinators?

I think the training went well this year. It's nice to meet and have a list of all important people we will need to know for the year when it comes to planning events. I feel like we were all trained well on what we need to do, however, with the stresses of school and other commitments we tend to lose focus on when deadlines are to be met and tedious paperwork need to be submitted. So continuing meetings throughout the year for check-ins and for update on tasks and deadlines is a must.

What advice would you give to incoming Coordinators?

I would really say just stay focus. With all the other commitments and school going on it's really easy to fall behind on e-mails or planning or deadlines. So planning really becomes a big commitment. Although you don't want to be planning 24/7, It's a good idea to read and respond to e-mails periodically throughout the day and night so that they don't accumulate too much. But more than that, really focus on delegating work to your CAB. They want to help plan events and they need to feel used. It helps them and it helps you. Also if you get stressed or overwhelmed, don't worry and just come talk to Danielle or your director, they're here to help and usually do a good job is sorting things out to make you feel better.

What were the barriers to planning things in advance?

Losing track of things. When planning in advance sometimes certain small issues are settled with one e-mail or one phone call. Then in the future they are lost or forgotten when they are needed to be useful for the event. But also just staying organized with lists and contacts important to events is a helpful tool to keep everything in line. It's also hard to plan in advance when there are so many factors that could change and affect the event such as budget, weather, and accommodations.

Would you rather be given deadlines or be free to set your own deadlines?

I would rather be given deadlines because otherwise they get lost and pushed back behind all other things in college that require deadlines. With school, the event itself, and work sometimes things without deadlines are deemed less important.

What could the new ASB Director or Danielle do next year to help Coordinators plan in advance?

Creating a checklist potentially specific for each event on who may be important to contact. Also continuing meetings on a regular basis to touch base and have a chance for a one on one

interaction to either ask questions or ask for help separate from the CAB meetings.

What timelines would you recommend to incoming Coordinators?

Basically I would suggest to start planning any event, no matter how small, at least 3 weeks before the event. Since that is a courteous amount of time to send a request to other departments on campus, that's the minimal amount of time to start thinking. For events as small as movie in the Greek, 4 weeks a good amount of time to make contacts and decisions on what to watch and have at the event. For events huge like Lomapalooza and the Fashion Show, I would recommend start contacting minimal 3 months in advance. I suggest that early so that whoever is going to be involved has time to mark that on their calendar as well as start preparing for the event. Also there are dozens of contacts to be made so that more time you allow and spread out the less overwhelming it will be.

Please feel free to write a thank you or encouraging note to Amanda in this section. (will be given anonymously)

I actually gave her a few thank you's personally.

ASB Activities
Coordinator End of Year Report
Desiree Cheney

Due: **Wednesday, May 2nd**

Send electronic copy to DanielleBrown@pointloma.edu

Please list the events you planned last Fall & Spring:

- Super Hero Bowling
- Murder Mystery Dinner
- Move in the Greek (Super 8)
- 70s Skate Night
- Dodge Ball Tournament
- Movies on the Baseball Field

PERSONAL REFLECTION QUESTIONS:

How did you grow or change through your experience as a Coordinator?

I see myself as a really show person and having this job required me to communicate with a variety of people and work with others in collaborative ways. This helped me step out of my bubble and become a member of the group.

How do you think you contributed (positively) to the program?

I believe I did the best I could with each event and that I interacted with the group positively. I made new friends with people on this campus that I probably would have never gotten to know if I was not in activities; I am thankful for this.

What event are you the most proud of and why?

70s Skate Night: Even though it was not too difficult to put together, I got the best feedback from this event. A lot of people attended and everyone said they had a great time.

What feedback would you give to Danielle for next year?

When the Coordinators/Director first meet, if they all do not know each other that well then have them interact in some type of game to break the ice. Having a solid unified group is key I think!

What areas of training do you think we should implement for Coordinators?

Learning how to delegate tasks. I find myself being a perfectionist and feel responsible to do most of the hard work. These were not good qualities of mine when it came to setting up for events. Having a plan on what other people need to do so they can disperse and get things finished more efficiently and quickly will help.

What advice would you give to incoming Coordinators?

Keep it simple but interesting. The events that seem to be the most successful are the ones that can actually be pulled off. Also, do not be afraid to ask for help. It can be stressful trying to figure out everything on your own.

What were the barriers to planning things in advance?

If you have to work with outside companies or other people on campus, they are not always good at getting back to you; especially emails!

Would you rather be given deadlines or be free to set your own deadlines?

Both. Important deadlines can be made with ASB Director in weekly meetings. It will keep Coordinators more accountable and to not procrastinate.

What could the new ASB Director or Danielle do next year to help Coordinators plan in advance?

I think if a Coordinator has an event in a certain month, required meetings with the ASB Director that month will be helpful to go over details and agendas (What we did spring semester).

What timelines would you recommend to incoming Coordinators?

Depending on the event at least start planning a month and a half ahead.
Have all details planned within 2 weeks of the event.
Week before/week of the event, expect to be putting a lot of time towards it.
-If you're working with outside companies or other people on campus, be sure to communicate with them way in advance.

Please feel free to write a thank you or encouraging note to Amanda in this section. (will be given anonymously)

You were such a hard worker and a great leader. I could never imagine how this year would have been without you. You put so much time and energy into us and every single detail in the Activities program. Congratulations on graduating! The skills you have will help you go far in life ☺

ASB Activities
Coordinator End of Year Report
Kenny Moore

Due: **Wednesday, May 2nd**

Send electronic copy to DanielleBrown@pointloma.edu

Please list the events you planned last Fall & Spring:

- Game Night in the CAF
- Lomapalooza
- Movie in the Greek
- Grinch Christmas Event

PERSONAL REFLECTION QUESTIONS:

How did you grow or change through your experience as a Coordinator?

I feel like I grew the most in managing people. I learned some invaluable lessons throughout this year on how to motivate people to work and keep everything in order for a group working under me. This is very important as I plan to manage people as I continue through my career.

How do you think you contributed (positively) to the program?

I think I positively contributed to the program by bringing in good ideas and creating awesome events. I feel these are two major aspects that are necessary to have a successful activities year. I feel like I contributed also by assisting and attending all other events planned events by the other coordinators.

What event are you the most proud of and why?

I am most proud of Lomapalooza. This was the most successful event I planned all year. I am proud because I feel it had a great turnout, was well received by the student body, and overall was a great time. I am also most proud of this because I put a lot of time and effort into making that event successful and am very pleased by the results. Overall I feel like it was an event that will become a tradition for year and I am stoked to be a part of starting it from scratch.

What feedback would you give to Danielle for next year?

Having you available by phone constantly was a great help especially in times of stress or panic when planning. I would recommend keeping that up. Overall just being there to steer us in the right direction for both activities and outside life was extremely helpful and appreciated.

What areas of training do you think we should implement for Coordinators?

I think it would be good to share some training on how to manage their CABS when times are stressful. It would be beneficial to have some knowledge in how to stay in control and keep things on track all the while keeping your team managed.

What advice would you give to incoming Coordinators?

Don't burn bridges with anyone on campus. Chances are you will work with a person again and you want that to be a pleasant interaction. Also keep a good schedule and stick to it when planning. This makes this easier and run smoother.

What were the barriers to planning things in advance?

Uncertainty of certain factors like a for sure location or waiting to hear from an outside vender who will not answer you back.

Would you rather be given deadlines or be free to set your own deadlines?

I would like to set my own deadlines because I know my schedule best and can set deadlines according to social, school, and work life. All are important aspects of college life and it is important to learn how to balance all these things and activities is a good training ground for this.

What could the new ASB Director or Danielle do next year to help Coordinators plan in advance?

Just give them good ole guidance on how to plan beforehand. You can give them ideas on how to get started and push them to get the ball rolling.

What timelines would you recommend to incoming Coordinators?

First start planning any event at least 2 months in advance and if it's a big event push it to 3 months. This will help keep everything in order and give the person time to deal with problems, as they will arise. Also I would recommend having everything mostly done a week before the actual date of the event that way once again as problems arise you can deal with them.

Please feel free to write a thank you or encouraging note to Erika in this section. (will be given anonymously)

I think you meant Amanda? That's whom I'm going to write to.

Thank you for the awesome guidance this year. You were an awesome Director and am so happy we had the chance to work together and get to know each other. Congratulations on graduating and have a great summer!

**Point Loma Nazarene University Student Development
Multicultural & International Student Services Learning Outcomes by Program
2011-2012**

Intended Learning Outcomes	Cognitive Complexity		Knowledge Acquisition, Integration & Application				Humanitarianism & Civic Engagement				Interpersonal & Intrapersonal Competence				Practical Competence								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Multicultural & International Student Services (MOSAIC)																							
NSO Multicultural Breakfast	X			X		X		X															
Hispanic Heritage Month Celebration	X		X			X		X		X						X							
MOSAIC Alumni Homecoming Reunion	X							X															
MLK Jr. Luncheon & Black History Month Celebration	X	X						X							X	X							X
Women's Month Luncheon (WHOLE)	X		X					X															
Diversity Leadership Scholarship Program	X	X		X		X		X		X						X				X			X
MOSAIC Leadership Council	X		X	X		X		X		X					X	X							X



Multicultural Student Services & International Student Services Outcomes

The office of Multicultural and International student services successfully ended on a good and productive year. The diverse programming, with all nine MOSAIC organizations: ALAS, ASU, BSU, Hui O' Hawai'i, International Club, Martial Arts Club, Mu Kappa, Team Barnabas, and VIP Gospel Choir, brought forth a cohesiveness and positive outcome. Our affinity groups under the banner of MOSAIC received the recognition within the PLNU community-like never before. The learning outcomes applicable to our students under our MOSAIC organization were effectively executed in variety of engaging activities:

- NSO Multicultural Breakfast
- Diversity Leadership Seminars
- Hispanic Heritage Month Celebration
- International Educational Week
- MOSAIC Alumni Homecoming Reunion
- Martin Luther King Jr. Luncheon
- Black History Month Celebration
- Women's Month Celebration Luncheon (WHOLE)
- Film Forum, "A Better Life" with Center for Justice and Reconciliation
- Sunset YOMA
- MOSAIC Graduation & Awards Banquet

Through means of social networking, media, and on-going e-newsletters, OMISS established greater visibility results, to adhere student cooperation and participation-for the entire academic year.

Mission Statement

"Provides an opportunity for all students at PLNU to integrate with the variety of multicultural heritages and interact with diverse cultures by promoting intergroup awareness, healthy identity, and inclusiveness-through intentional educational programming".

NSO Multicultural Student Breakfast

Cognitive Complexity

Engage with others in constructive ways

At the beginning of the academic year-during our new student orientation weekend, all new incoming students are invited to attend a series of all inclusive events, whereby interactions and connections are made with current students with the MOSAIC organizations. This particular NSO event sets a positive precedence for all those in attendance to be able to establish- long lasting engaging relationships with one another.

Knowledge Acquisition, Integration & Application

*Uses experience and other sources of information to create new insights
Makes Connections between curricular and co-curricular learning*

New incoming students of different backgrounds are made aware of all the great opportunities readily available to them- via the MOSAIC organization and beyond. Students are able to obtain the resources necessary to feel a sense of unity- with their MOSAIC peers and with the PLNU community.

Humanitarianism & Civic Engagement

A willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds

New incoming students are able to recognize, through the efforts of our MOSAIC organization/leadership-that PLNU is an all inclusive campus-that supports all diverse cultures, ethnicities, and socio-economic backgrounds.



Hispanic Heritage Month Celebration

Cognitive Complexity

*Engage with others in constructive ways
Openness to new ideas and perspectives*

Under the ALAS club, students demonstrate responsible leadership by organizing a successful event, deemed important and relevant to the residential community at PLNU. Hispanic Heritage month celebrations begin during the month of September 2011, ending on October 5, 2011, with an all campus, “Carnaval Latino”. PLNU students engage in beneficial educational ways by being receptive to new ideas and perspectives about the Latin cultures, represented.

Knowledge Acquisition, Integration & Application

Makes connections between curricular and co-curricular learning

During the course of Hispanic Heritage Month Celebrations, students not only execute well-planned and meaningful activities, but make progress with the PLNU community at large. By becoming designated informational vessels to students enrolled in Spanish classes. ALAS members make connections between curricular and co-curricular learning.

Humanitarianism & Civic Engagement

*A willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds
Participation in service/volunteer activities*

Successful educational in-reach to the entire PLNU community was accomplished through such commemorative events. An estimated total of 45 students from MOSAIC organizations (not including ALAS club), participated in service/volunteer efforts.

Interpersonal & Intrapersonal Competence

Works Collaboratively with others

The most recognizable act of service during Hispanic Heritage Month Celebration is that students work collaboratively with others, in a respectful and diligent manner.



MOSAIC Alumni Homecoming Reunion

Cognitive Complexity

Engage with others in constructive ways

On November 18, 2011, alumni and current students share an evening of fellowship and re-connecting at the 4th MOSAIC Alumni homecoming reunion. Young and old, PLNC & PLNU alumni engage in constructive conversations, resulting in networking outcomes-for future reference. The location of the event was in Draper Hall, providing less visibility to the event. Therefore, attendance numbers did not reflect those reached. A new venue for fall 2012 has been proposed-already.

Humanitarianism & Civic Engagement

A willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds

Current students and MOSAIC alumni, attending homecoming reunion engage with those of different cultures, ethnicities, and socio-economic backgrounds. Though event was smaller in numbers, it was interactively successful and close-knit.

Martin Luther King Jr. Luncheon/Black History Month Celebrations

Cognitive Complexity

Engage with others in constructive ways

The 2nd Martin Luther King Luncheon (January), is a time to honor the legacy of Martin Luther King Jr. This event serves to affirm the great work of our Black Student Union. As a result, those in attendance are able to engage in constructive ways, as well as help BSU smoothly transition into the month of February (Black History Month).

Openness to new ideas and perspectives

Black History Month during the month of February is filled with a variety of weekly fun facts, historical data of African American heroes, activists, actors, and many more. BSU took the lead in sharing new ideas and perspectives, by educating the PLNU community.

Humanitarianism & Civic Engagement

A willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds

A great sense of unity amongst all those in BSU was evident, especially as the planning of black history month events took place. An intentional effort was highly extended all those under the MOSAIC organization. As a result, a noticeable number over 50+ students attended “Sankofa” (aka. Good Stuff).

Interpersonal/Intrapersonal

Practices self-efficacy

Works collaborative with others

Student leadership under BSU practices a great deal of self-efficacy, when taking the lead in planning events during Black History month. Based on solid positive interactions with peers, the co-presidents to BSU- work collaboratively with others.

Table of contents: This email is quite longer. So just look for the section that interests you - hopefully all. That's your heads up.

(I) Day 4 of BHM

(II) Black History Month Event "Sankofa"

I. Day 4 of BHM –

Speaking of football, did you know that **Ernest "Ernie" Davis** (December 14, 1939 – May 18, 1963) **was the FIRST African-American athlete to win the Heisman Trophy??** Well.. now you do! (FYI, the Heisman Trophy is an award awarded annually to the player deemed the *most outstanding player in collegiate football*.) Wearing number 44, Davis competed collegiately for Syracuse University before being drafted by the Washington Redskins, then almost immediately traded to the Cleveland Browns in December 1961. However, he would never play a professional game, as he was diagnosed with acute monocytic leukemia in 1962. Both the House and the Senate of the United States Congress eulogized Davis, and a wake was held at The Neighborhood House in Elmira, New York, where more than 10,000 mourners paid their respects. During the funeral, a message was received from President Kennedy, and was read aloud

to all of the people attending the service. Davis is buried at Woodlawn Cemetery, Elmira, Chemung County, New York, in the same cemetery in which Mark Twain is buried. He is the subject of the 2008 Universal Pictures movie biography *The Express*, based on the non-fiction book *Ernie Davis: The Elmira Express*, by Robert C. Gallagher. His commemorative statue stands in front of Ernie Davis Middle School, which Davis attended as Elmira Free Academy during his high school years. The building was named in his honor after its conversion to a middle school. Another statue of Davis stands on the campus of Syracuse University, near the steps of Hendricks Chapel and the Quad where pre-game pep rallies are held. He was elected in the Fall of 2008, coinciding with the premiere of *The Express* and the beginning of construction of Ernie Davis Hall, a dorm on the Syracuse campus. Syracuse later named The field at the Carrier Dome Ernie Davis Legends Field.

^^ most of this came from "http://en.wikipedia.org/wiki/Ernie_Davis." Check the footnotes and references on there for more info.

II. BLACK HISTORY MONTH EVENT: "SANKOFA"

Go back to your roots and fetch it.



In order to understand our present and ensure our future, we must know our past. That's why for Black History Month this year, BSU's school wide event will be *Sankofa*.

In this event, we will need different students to become knowledgeable of and portray various iconic figures and/or characters of African and African-American history.

We also need students to be there, period, helping this event run smoothly, maintaining the atmosphere, and verifying that students have participated to receive food.

This event takes place of **Thursday, February 16th**, at 6:30 primarily in the rec room, and partially in the surrounding areas. I need you all to be there **at 5:30** to set-up, check-in, and prepare for the tasks at hand.

PLEASE REPLY TO THIS EMAIL STATING WHETHER YOU WANT TO PORTRAY A FIGURE, HELP SET UP, MAINTAIN THE EVENT, OR ANY COMBINATION OF THESE.

For those of you who would like to portray an iconic figure or character, now would be the time to lock in who you want to be. There will be no duplicates.

And if you want to "play dress up" but can't think of who to dress up as, still reply, and we can figure one out for you.

Lastly, active club members, you know who you are. Please do not expect to show up to this event and not help with anything.

This is gonna be great; thank you!

Women's Month Luncheon (WHOLE)

Cognitive Complexity

Engage with others in constructive ways

The emphasis of the first women's luncheon, called Women Having Outstanding Life/Leadership Experiences, was to intentionally inspire, encourage and empower young ladies under the MOSAIC organization. Students, staff, faculty, and MOSAIC alumni spent an afternoon engaging with one another in meaningful constructive ways.

Knowledge Acquisition, Integration & Application

Seeks new information to solve problems

As our guest speakers (current students & alumni) each share who paved the way for each for them. Students attending the WHOLE luncheon receive uplifting words. A special guest keynote speaker, Dr. Caye Smith, Vice President for Student Development, leaves behind a profound life testimony- of the women that paved the way for her.

Humanitarianism & Civic Engagement

A willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds

The Women's History Month-WHOLE luncheon provides for a delightful affair. The students that attend engage positively with others, from different backgrounds. An impressionable effect is accomplished with WHOLE. Students are looking forward to a series of Women Having Outstanding Life Experiences-events fall & spring.

Women's History Month Luncheon

"Women paving the way for future generations to take pride in their talents and creativity"



Diversity Leadership Scholarship Program

Cognitive Complexity

Engage with others in constructive ways

Diversity leadership scholarship recipients engage in meaningful and educational diverse programming in through discussions, special speakers and other opportunities. They support any and all the efforts, orchestrated by the Chief Diversity Officer, Office of the President.

Assess assumptions and considers alternative perspectives and solutions

During individual meetings with OMISS director and focus group team meetings, students openly express and share ideas, on how to better serve, grow, and connect with the community at large-though diverse programming. Discussions surrounding race, ethnicity, socioeconomic are placed at the highest value in all conversations.

Knowledge Acquisition, Integration & Application

Uses experience and other sources of information to create new insights

NCORE (The National Conference of Race and Ethnicity) aids OMISS director to implement, disseminate resources, and stimulate discussions with MOSAIC organization-surrounding diverse issues. As a result, new insights on new trends and relevant topics benefit our programming and institution.

Makes connections between curricular and co-curricular learning

Diversity leadership scholarship recipients are automatically drafted into the MOSAIC organization and are highly encouraged to seek growth in a leadership role. Students genuinely link with others, and secure a leadership role, in due time.

Humanitarianism & Civic Engagement

*A willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds
Participation in service/volunteer activities*

Diversity Leadership Scholarship recipients are connected with all those under the MOSAIC organization. It is through the process of engaging with individuals of many different walks of lives-that students become aware of each other's differences and similarities. Through the many diverse/multicultural opportunities readily available, students are better equipped to serve and volunteer.

Interpersonal & Intrapersonal Competence

Works collaboratively with others

Students learn from each other and adapt to others differences. Our successful outcomes are a result of all working together in unity and positivity.

Practical Competence

Sets and pursues individual goals

Students are able to pursue individual goals through involvement in the diversity leadership program. Character is shaped and students gain a sense of empowerment, as they grow in their leadership roles.

Demonstrates leadership skills

Students are persuaded to set goals and execute them, in order to establish growth and consistency, in all that they do. OMISS director provides the support, mentoring, and direction-always.



MOSAIC Leadership Council

Cognitive Complexity

*Engage with others in constructive ways
Openness to new ideas and perspectives*

MOSAIC leadership council engages in meaningful and educational diverse programming through discussions, monthly meetings, and individual meeting with OMISS director. New ideas and perspectives are exchanged-with the motive to educate and become an all inclusive leadership team. The group of nine MOSAIC leaders supports any and all initiatives, facilitated by the OMISS director and the Chief Diversity Officer, Office of the President.

Knowledge Acquisition, Integration & Application

Uses experience and other sources of information to create new insights

NCORE (The National Conference of Race and Ethnicity) helps the OMISS director implement, disseminate resources, and stimulate discussions with MOSAIC board, surrounding diverse issues. As a result, new insights on new trends, and relevant to topics benefit our programming and institution.

Makes connections between curricular and co-curricular learning

MOSAIC leadership team is able to effectively model by example and create opportunities for their peers, to broaden their scope-beyond college life.

Humanitarianism & Civic Engagement

*A willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds
Participation in service/volunteer activities*

This particular action is the core of what MOSAIC leadership is all about. Leadership is trained to be consistent, respectful and ready to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds-at all times. The expectation for each MOSAIC leader is always to lead by example, in participation of service/volunteer activities. As a result, members of each club/ organization trust and follow.

Interpersonal/Intrapersonal

*Practices Self Efficacy
Works Collaboratively with others*

Each MOSAIC leader is trained to be able to communicate professionally and concisely with his/her peers-especially as each leader delegates tasks. Interfacing with staff, faculty and other students, each leader is challenged to be mindful of his/her surroundings and consider others, along the way.

Practical Competence

Demonstrate leadership skills

MOSAIC leadership council demonstrates responsible leadership by organizing successful events that their group's membership deemed important and relevant to the residential community at PLNU.



Multicultural & International Student Services Intended Learning Outcomes 2011-2012

Intended Learning Outcomes	Cognitive Complexity						Knowledge Acquisition, Integration & Application				Humanitarianism & Civic Engagement				Interpersonal & Intrapersonal Competence				Practical Competence					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
International Student Services																								
International Student Transition/Acclimation	X		X					X		X				X							X			
I-Partner Program	X		X						X															

International Student Services Learning Outcomes

International Student Services: Is dedicated to assisting each international student in having a rich and productive experience at PLNU, academically, spiritually, and socially. and compassion. The Director of International Student Services serves as an advocate and liaison and assists international students throughout their stay at the university by providing advisement on cultural, personal, financial matters, academic and immigration procedures.

Mission Statement

“Dedicated to fostering cross-cultural respect, perspectives, and appreciation towards global citizenship”

Cognitive Complexity

Engage with others in constructive ways
Openness to new ideas and perspectives

As PLNU welcomes all international students from abroad, the director is intentional about linking international students with those under the banner of MOSAIC, in order to create constructive ways for international students benefit from a positive transition to the PLNU community. This effort in return, provides all MOSAIC participants to gain new perspectives and ideas from others unlike them in background.

Humanitarianism & Civic Engagement

A willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds
Participation in service/volunteer activities

International students engage successfully with a variety of students from different cultures, ethnicities, and socio-economic backgrounds. There is no issue-at hand for students of nonimmigrant standing to reach out to domestic students. The outcome of participation & involvement in volunteer activities by international students is overwhelmingly optimistic. Domestic students seek to learn from international students-just as much as international students seek to learn about the American culture.

Interpersonal/Intrapersonal

Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual)

International students gain a well-rounded holistic awareness. Each student (undergraduate & graduate) is individually mentored and supported at PLNU. The proper resources are always available for all international students. The director is available around the clock-should any issues arise.

Practical Competence

Sets and pursues individual goals

International student's objective is set to pursue individual goals-while in the United States of America. Director meets 1-3 times per semester, with each student, to assist with pursued goals.

I-Partner Program

Cognitive Complexity

Engage with others in constructive ways

Openness to new ideas and perspectives

International students are automatically recruited and included into the MOSAIC organization. This provides each international student the ability to engage with others in constructive ways. It also serves for each international student to gain new ideas and perspectives. During important USA holidays, the I-Partner (International Partner) program is available for international students. Students are paired up with a staff or faculty. This allows for an international student to experience a Thanksgiving, Christmas, or Easter holiday-with a family in the USA. The I-Partner program is voluntary (for both parties) and those interested are placed on a list. If an international chooses to spend time with a particular family for the holidays-away from their home country, the director organizes that setting.

Humanitarianism & Civic Engagement

A willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds

International students are receptive to sharing and engaging with others of different backgrounds. Even those of affluent privileges seek to better understand the American cultures.

Appropriate appendices.



2012 MOSAIC Newsletters

Sunset YOMA

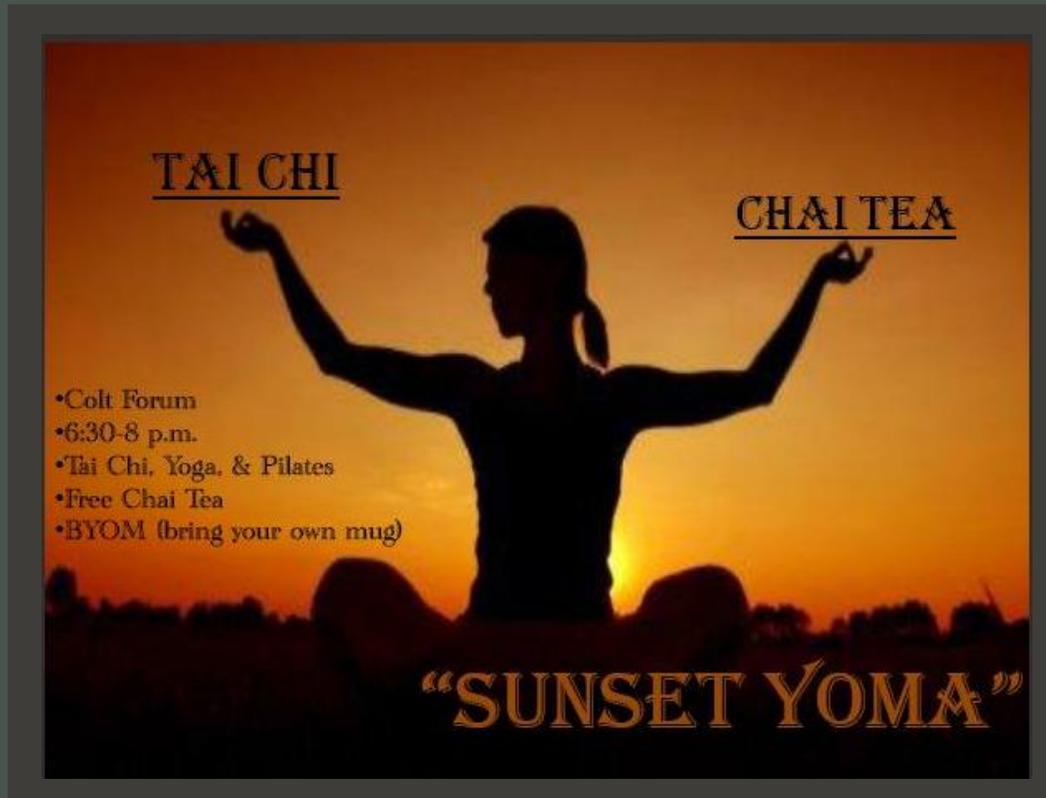
Colt Forum

Wed: Apr 18, 2012

6:30-8:00pm

Thai Chi, Yoga and Pilates

BYOM (bring your own mug) for free Chai Tea



*Do you not know that you are God's temple and that God's Spirit dwells in you?
- 1 Corinthians 3:16 -*



Multicultural Opportunities For Students
Actively Involved In Community



"Don't be alarmed," he said. "You are looking for Jesus the Nazarene, who was crucified. He has risen! He is not here. See the place where they laid him. But go, tell his disciples and Peter, 'He is going ahead of you into Galilee. There you will see him, just as he told you.'"

-Mark 6:6-7

Christ has risen ~ He has risen indeed!

Easter (and Easter Break!) is only days away, but as many of us are overwhelmed with papers to turn in, exams to study for, and jobs to apply for, let's not miss the reason behind our little vacation. This weekend is our chance to celebrate Christ's victory over death! Through Him, we can have confidence in a life after death and can look forward to the day we will join Him in heaven.

"Easter says you can put truth in a grave, but it won't stay there"
~Clarence W. Hall

MOSAIC Calendar

Mon, Apr 2 - Mosaic is hosting a screening of the movie "A Better Life." Colt Forum at 6:30pm. It is about the important and touchy topic of immigration.

Sun, Apr 8 - Easter Sunday! Join the Rock Church or your local church on Easter Sunday to celebrate Jesus Christ's resurrection

Wed, Apr 18 - Diversity Leadership Seminar/Sunset YOMA

Sat, Apr 22 - Special Olympics Track Meet

Community Events

Sun, Apr 8 - Community Easter Egg Hunt at Christian Fellowship Congregational Church

Sun, Apr 8 - Chocolate Festival at the Maritime Museum in Downtown

Wed, Apr 18 - "Respect: a Musical Journey of Women" at the Lyceum Stage Theatre in Downtown

Sun, Apr 22 - San Diego EarthFair in Balboa Park with more than 350 exhibitors and special theme areas including

Point Loma will be hosting the 19th Annual Special Olympics on the PLNU Track Field. Volunteers are needed to help man the stations, to be a buddy for an athlete, or to help assist in the set up or tear down of the event. If you want to help out in this incredibly fun event, please sign up at www.pointloma.edu/specialolympics.

the Cleaner Car
Concourse

Wed, Apr 25 -
Maná is at the
Valley View
Casino Center

Sat, Apr 28 -
SoCal Reggae
Festival at the
Valley View
Casino Center



You're personally invited to our Campus Diversity Forum

Date: **March 28**

Time: **7:00 pm**

Location: **Fermanian Business Center**

Diversity Forum

brought to you by

ASB & the Diversity Council

You're invited to join in the discussion of current racial topics led by a student panel. They will guide the provocative discussion, after which you will get the opportunity to discuss issues that you feel close to your heart. Dessert will be served!





Multicultural Opportunities For Students
Actively Involved In Community

MOSAIC Events

Thur, Mar 1

Martial Arts Club is hosting Sunset YOMA (6:30-8:00pm in Colt Forum)

Thur, Mar 22

ASU semi-annual Sushi Night! Buy your tickets ahead of time to save a few bucks. (6:00-8:00 pm in the Rec Room)

Sat, Mar 31

Hui O' Hawaii's Annual Luau (Golden Gym)

Thur, Mar 29

First Women's Month Luncheon. Email Lily Davis if interested in attending. (12:00-1:15 pm in Cunningham Dining Room)

Community Events

Sun, Mar 4

Hear incredible stories of women who received microfinance loans that have made a large impact on their lives at the Celebration of International Women's Day (free - UCSD)

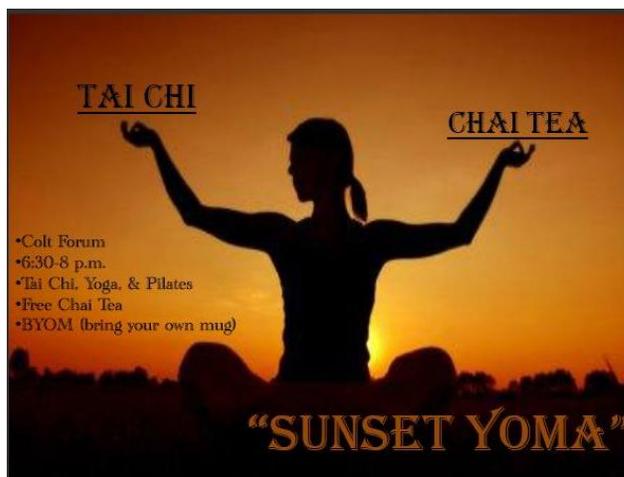
Greetings MOSAIC!

This semester is flying by fast, but let's not forget to keep up with all the exciting MOSAIC events that we have coming up in these next couple months.

Avoid getting pinched and wear green on March 17th for Saint Patrick's



Day!



Women's History Month

March is Women's History Month and March 8th is International Women's Day where we celebrate the contributions of women to events in history.

Why Celebrate?

Mar 8-18

Latino Film Festival
(Media Arts Center in
Downtown San Diego)

Thur, Mar 9

A Wild & Wonderful St.
Patrick's Day
Celebration (\$35 -
Escondido Center for
the Arts)

Sat, Mar 17

ShamROCK (\$35 -
Gaslamp Quarter)

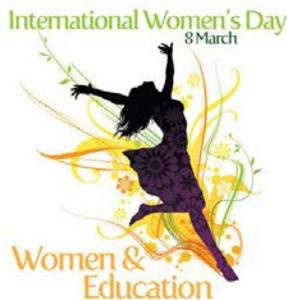
"With more women in the boardroom, greater equality in legislative rights, and an increased critical mass of women's visibility as impressive role models in every aspect of life, one could think that women have gained true equality. The unfortunate fact is that women are still not paid equally to that of their male counterparts, women still are not present in equal numbers in business or politics, and globally women's education, health and the violence against them is worse than that of men.

However, great improvements have been made. We do have female astronauts and prime ministers, school girls are welcomed into university, women can work and have a family, women have real choices. And so the tone and nature of [International Women's Day] has, for the past few years, moved from being a reminder about the negatives to a celebration of the positives." (internationalwomensday.com)

Save the Date

Wed, Apr 25

MOSAIC Grad Banquet
for all graduating
seniors



Having trouble viewing this email? [Click here](#)

Jan/Feb 2012 Newsletter



Multicultural Opportunities For Students
Actively Involved In Community

Multiethnic Opportunities

-Feb 24/25
SCORR- "Student Congress on Racial Reconciliation."

If you're interested in attending a two-day multicultural conference at Biola University, contact Lily Davis.



Community Events

Jan 28-29
Chinese New Year Parade in Downtown

Feb 2
Reggae Film Festival at the World Beat Cultural Center

Feb 18 Brazilian Carnival at Downtown (4th & B)

Feb 25 Annual Festival of Short Surf Films

Here's to a New Semester And a New Year!

I'd like to introduce myself, Kiana Nakamura, as Lily's new assistant this semester. I'm a sophomore nursing student and am heavily involved in several organizations on campus including MOSAIC's own ASU. Lily and I are excited for this spring semester as we unite-as a community with MOSAIC.

YOU IN?

Black History Month

In 1926 Dr. Carter G. Woodson founded Negro History Week in the hopes of educating the people of this country on African-American history. Since then he would be proud to see how it has evolved into the entire month of February being dedicated to the education of our nation about the significant contributions African-Americans have made for our country.

In honor of Black History Month, BSU started off this semester by hosting a successful Martin Luther King Jr. Luncheon on January 20th, 2012 to celebrate MLK Jr's. contributions to our nation. Several student leaders spoke about the impact Martin Luther King Jr. has made on our past, as well as our lives here at PLNU.

Please join us in a variety of events- the month of February, as we continue to celebrate the importance of Black History Month!

"We should emphasize not Negro History, but the Negro in history. What we need is not a history of selected races or nations, but the history of the world void of national bias, race hate, and religious prejudice."

- Dr. Carter G. Woodson on the founding of Negro History Week, 1926

February MOSAIC Events

-Thursday, February 9: Team Barnabas Valentine's Card Days!

Send your favorite friend, faculty member, staff, or secret crush a "FREE" card on-campus. Our very own Team Barnabas leaders will deliver the cards for you entirely for FREE. Stop by the booth outside the South Patio entrance from 11:00 am to 1:00 pm.

-Wednesday, February 8: Martial Arts Club

Self- Defense Seminar, led by Tom Blamey in the Rec. Room at 6:30 pm (FREE).

-Wednesday, February 15: BSU is hosting "SANKOFA" in Celebration of Black History Month in Rec Room at 6:30pm.

So God created man in his own image, in the image of God he created him; male and female he created them. -Genesis 1:27



Cognitive Complexity

- 1= Engage with others in constructive ways
- 2= Assess assumptions and considers alternative perspectives and solutions
- 3= Openness to new ideas and perspectives

A narrative of the programs that were conducted that accomplished this outcome would be included here. Please provide any photos or graphic presentations that will fully inform the reader. Appendices may be referenced and included at the close of your full section. Then move to next section, IF you have checked this column in the above matrix.

Knowledge Acquisition, Integration and Application

- 4= uses experience and other sources of information to create new insights
- 5= seeks new information to solve problems
- 6= Makes connections between curricular and co-curricular learning
- 7= Engages in experiential activities in preparation for the workforce

Now a narrative for this section, and so on for all five domains to complete the annual report.

Humanitarianism & Civic Engagement

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

Interpersonal/Intrapersonal

- 12= Pursuit of knowledge is integrated with beliefs, values, and action
- 13= Manages conflict constructively
- 14= Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual)
- 15= Practices self-efficacy
- 16= Works collaboratively with others
- 17= Demonstrates civility when engaged in controversy
- 18= Demonstrates that self-interest is balanced by a sense of social responsibility

Practical Competence

- 19= Sets and pursues individual goals
- 20= Speaks and writes coherently and effectively
- 21= Uses technology ethically and effectively
- 22= Demonstrates leadership skills
- 23= Demonstrates effective stewardship of resources

Nicholson Commons Intended Learning Outcomes 2011-2012

Intended Learning Outcomes	Cognitive Complexity						Knowledge Acquisition, Integration & Application						Humanitarianism & Civic Engagement						Interpersonal & Intrapersonal Competence						Practical Competence					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23							
Nicholson Commons																														
Services	X	X	X	X	X		X	X					X		X	X			X	X			X	X						
Rec Room	X	X	X	X	X	X	X	X					X		X	X			X	X	X	X	X							

Nicholson Commons Learning Outcomes

The Commons has seen another good year serving others and maintaining an environment of excellence. We have a good staff of student workers who have kept up the level of service. To help us this year we have purchased an iPad to help us keep our daily setup scheduling of rooms and manage the maintenance better in the building. As the events have grown in the building we have started to use some of our lower paid student workers to help with set ups mostly on the weekends and late nights. This has allowed us to keep costs down and still offer the same service. As we look forward, we have made a connection with the Art Department and are planning to move ahead on developing an art gallery in the Love Study Lounge. This will entail a cosmetic remodel of the space to accommodate student art in a gallery setting. It would still maintain its' lounge/study space but would facilitate student art on the walls as well. This is a very exciting proposal and we hope to have it completed by the beginning of the fall semester.

Mission Statement

As a gathering and unifying place of the University, the Commons serves students, faculty, staff and guests by offering a variety of programs, activities and services.

Cognitive Complexity

Engage with others in constructive ways

Each Building Manager's job description calls them to engage with others as they would if these persons were in their own home. By walking around doing building checks and hanging out with friends and guests, they make all feel comfortable. In addition, when rooms need to be set up, they are there to support the meeting organizer, assisting them with their needs. The Catering Department is also a player in our communication. We need to speak with them when the set up numbers are wrong or lacking proper tables and chairs. Also, the Information Booth student workers speak to all who come to their desk seeking information and help.

Assess assumptions and considers alternative perspectives and solutions

Many times customers come to us with a room set up that has not been thought through. We then collaborate, trying to rethink and strategize the best way to accomplish the meeting organizers needs.

Openness to new ideas and perspectives

Often I come to the managers with new ideas and perspectives. They are eager to talk about the ideas and after thoughtful consideration try to implement the idea if they think it will work.

Knowledge Acquisition, Integration and Application

Uses experience and other sources of information to create new insights

Waxie Janitorial service helps us with our cleaning strategies by providing better cleaning environments.

The ACUI conferences have been a significant influence in our programming and operation of the Commons. From the implementation of the iPad, to programming and building maintenance, ACUI conferences have been a valuable source of information.

Seeks new information to solve problems

The iPad has been an efficient tool in keeping track of quality control and maintenance of the building. This new device was introduced this year and the Managers and Move Crew are excited to use this electronic device to accomplish tasks that lead to better efficiency.

Engages in experiential activities in preparation for the workforce

Many of the Manager responsibilities have management requirements. This will help them enter the workforce with some experience in management. Other responsibilities require technical and building maintenance skills which may be used in a variety of applications in the workforce.

Humanitarianism & Civic Engagement

A willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds

As the Living Room of the campus, we encounter a variety of individuals during the school year and during the summer conference season. We treat each group with respect and equality.

Interpersonal/Intrapersonal

Manages conflict constructively

Managers are trained to ask questions to seek the issues that may cause conflict. After acquiring information needed, they then proceed in their knowledge to make a verbal correction without disrespect and appealing to their logic and manner of right and wrong.

Practices self-efficacy

The program pushes students to make their own decisions, using their own skills to execute a course of action that will accomplish a desired goal. This is a leadership style that allows for persons to practice, succeed and even sometimes fail. We then help them look at their error; revise their plan to accomplish proper perspective which results in a positive outcome.

Works collaboratively with others

One of the paramount purposes of the Commons is the ability to work collaboratively with others. Serving the people who come in the doors and working as a team together is what we do every day. We collaborate with Sodexo Food Services, Media Services, Move Crew, Conference Services, Physical Plan, custodial services, academic departments, outside organizations, building tenants, and outside advertisers.

Practical Competence

Sets and pursues individual goals

At the beginning of the school year each Building Manager creates goals for the year. At mid-year we review them to assess their progress.

Speaks and writes coherently and effectively

Writing skills are used when communicating with customers about their event. They need to ask intelligent questions and respond to the customer's satisfaction. Sometimes employees need to speak with outside vendors who will be offering services for the Commons.

Demonstrates leadership skills

As a Building Manager, leadership is a key component. Every day they are leading, directing and serving others. Listening to others, supporting tenants and being proactive, are all skills that they do each day.

Demonstrates effective stewardship of resources

Areas of stewardship are of importance in the Commons. We recycle everything we can through the campus wide programming. In addition to this, we have collaborated with Pastoral Services by giving our old chairs to churches that need them. We are constantly seeking to find funding for sustainable projects that can save energy and valuable resources.

Recreation Room Learning Outcomes

The Rec Room is getting a name change. In an effort to increase usage and scope of use, we have been given permission to change the name to ARC (Activity and Recreation Center). This name is more contemporary and definitive of what we want the space to become. We will continue the last phase of wall covering and lighting which will make the space more conducive to an event center. We have also redefined the ARC student staff positions to accommodate the renewed focus. Students will have responsibilities above and beyond their regular jobs of servicing the Outdoor Leadership Program and managing the ARC. This will help us manage the Center better and more efficiently. We have continued to see an increase in usage with the changes this last year and are anticipating the same for the coming year.

Mission Statement

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

Cognitive Complexity

Engage with others in constructive ways

The Rec. Room student staff is encouraged to interact with others while on their shifts. They are encouraged to seek out those who might be disengaged and interact with them giving them a sense of being. There are also staff meetings each week where staff members offer suggestions to subject matter.

Assess assumptions and considers alternative perspectives and solutions

I meet with the student coordinator each week to discuss the operation of the Rec Room. In addition, the Rec Room staff monitors the activity of the students and guests to better serve the customers.

Openness to new ideas and perspectives

As the Director, I often come to meetings with new ideas. Some are met with skepticism, but after discussion about the broader purpose and usage of the space they begin to see the benefits of the idea for our community.

Knowledge Acquisition, Integration and Application

Uses experience and other sources of information to create new insights

Being in an academic environment helps our students to synthesize and apply their experiences and apply those into the operation of the Rec. Room. Many are involved in the Outdoor Leadership Program and use the skills learned to promote and encourage students. We took a game survey to assess the types of board games students enjoyed and will purchase them. After speaking with students, we discovered that purchasing a printer for the Rec Room and having different hours of operation would be beneficial to the Rec Room being a study space.

Seeks new information to solve problems

With the advent of the digital signage, we were able to communicate the Rec Room programming and campus information. This project was initiated by the Director and developed by the Student Coordinator.

Makes connections between curricular and co-curricular learning

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

Engages in experiential activities in preparation for the workforce.

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

Humanitarianism & Civic Engagement

A willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds.

Through the Musoffee programming, one of our employees works with a variety of performers from all backgrounds, serving them with respect.

Interpersonal/intrapersonal

Manages conflict constructively

We had some conflict with a couple of our employees this year and needed to initiate the “three strike rule”. We never got to the third strike but the process rectified the problem.

Practices self-efficacy

Many events are planned in the Rec Room and the students need to facilitate and organize each one to the satisfaction of each customer. After each event, the employee feels a sense of accomplishment and belief in ones capabilities.

Works collaboratively with others

Each employee needs to work collaboratively with each of the customers to efficiently serve and facilitate each to their satisfaction. Each event has a certain amount of collaboration with Media Services and or Move Crew as well as the event coordinator.

Practical Competence

Sets and pursues individual goals

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

Speaks and writes coherently and effectively

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

Uses technology ethically and effectively

This year we have added much more technology in the Rec Room. Digital signage and multimedia capabilities have increased the skill level of technical skills for each employee. All are trained to know how to operate all of the technology in the Rec Room.

Demonstrates leadership skills

The Student Coordinator has the full responsibility of leading the student staff. He uses his organizational skills to successfully manage the staff and usage of the room. Also, the Coordinator of Musoffee also gives leadership to the once a month special event.

Demonstrates effective stewardship of resources

We do as much recycling in the room as possible during the day and during events. We have chosen recyclable materials in the items we use, i.e. plates, cups, utensils, for events we sponsor. During our remodel we used some sustainable materials as well. Financially we shared resources with the Communications Department on the Superbowl party. In addition, we will begin to market the Rec Room to be used and increase the scope of influence by changing the name and rebranding the space.

Introduction & Summary Page from the Executive Director of the Offices of Strengths and Vocation



OSV Mission Statement:

“To facilitate opportunities for the Point Loma Nazarene University community to successfully transition from college to career through practical work experience, mentoring, self-awareness, and networking with the external professional community with an intentional focus on strengths.”

PROGRAM DESCRIPTION

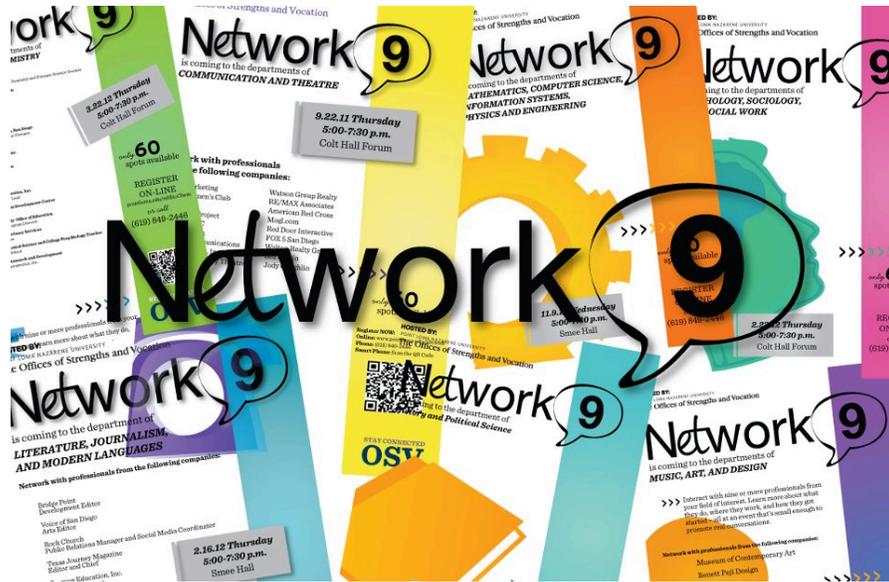
Undergraduate student focused serving 2,000 students servicing 15 majors and 12 departments. Our mission is to facilitate relationships for students, professionals, and external departments

The Offices of Strengths and Vocation (OSV) houses external business relations, career services, student employment and internships, and Strengths programming. These four areas of resources are used to together collaboratively to create a four-year comprehensive program. Early engagement of students in the freshman year, a full four years of comprehensive professional development and experiential learning through soft networking events are foundational for the transition from college to a career.



External business relations are initiated and developed through the efforts of the Executive Director of OSV in collaboration with University Advancement, Admissions, Community Outreach, Alumni

Association, Parent Council, staff, faculty, and students. These external relations are incorporated in OSV programming to furnish students access to networking opportunities and events, mentor relationships, and provide internships and future employment. Professionals with specific career experiences are invited to participate in strategic networking events i.e. Network 9, Press Play, Do Lunches, and Networking with Nurses, to meet students who are majoring or share an interest in the same career field. Through these events, students not only practice their networking skills but also make connections for future employment, learn the latest career trends, make further connections, and receive relevant advice.



Career Services supports students with career assessments followed by individual career counseling. All freshmen are required to tour OSV through Express Visits as part of their grade in their Psychology 101 class. This student group has increased awareness of the OSV location and programming available to them through the next four years. Every freshman student is encouraged to take the online assessment Focus 2, review results with a counselor, and begin a resume template. Transfer students are encouraged to be a part of the Fast Track program giving them accelerated career support for the junior and senior year. OSV gives guidance to all students that need to follow up their assessment exploration with what is called Strengths on Point session.



Student employment and internships provide students with not only income but also gained confidence, increased skills, and invaluable experience they can use in their professional careers. During this process

students apply their strengths, and learn valuable transferable skills that will enhance their future marketability. Students, who successfully fill an off campus job enhances the reputation of Point Loma Nazarene University. On campus jobs provide students the opportunity to develop excellence through molding by faculty and staff. OSV strives to provide students, through exposure to the external community and career preparation, successful networking and interviewing skills that will develop their strengths and result in successful future careers.



Strengths are being interwoven through OSV programming. Professionals are given the Strengths Finder Assessment prior to attending an event or interacting with students. All of the students' strengths are listed on their name tags to stimulate the use of strengths during conversations. OSV also conducted a Strengths training with professionals who volunteered to be part of the mentoring program. Each mentor purposely used Strengths language in the process of communicating and coaching their mentee. Students were instructed how to incorporate Strengths language into their resumes, cover letters, interviewing techniques, and networking conversations through career counseling sessions.



Strengths Workshop
May 16, 2012

Hosted by Offices of Strengths and Vocation

Point Loma Nazarene University

Location:
Smee Hall and Terrace

Agenda:
9:00 a.m. Continental Breakfast
9:30 a.m. Strengths Workshop
11:30 a.m. Lunch



Engagement & Retention Intended Learning Outcomes By Program 2011-2012

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

Offices of Strengths and Vocation Intended Learning Outcomes By Programs 2011-2012

Intended Learning Outcomes	Cognitive Complexity				Knowledge Acquisition, Integration & Application				Humanitarianism & Civic Engagement				Interpersonal & Intrapersonal Competence				Practical Competence						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Offices of Strengths and Vocation																							
External Relations	X		X	X	X		X	X					X		X				X		X		
Career Services		X		X									X						X				
Student Employment	X	X			X	X				X						X					X		

External Relations Learning Outcomes

Cognitive Complexity

1= Engage with others in constructive ways

Each student that registered for an OSV event was supplied with a training video on networking protocol, strategy and follow-up practices. Importance was stressed to students to do their prep work and dress professionally prior to an event. They were supplied with the professionals' bios and a list of professional dress guidelines. Following various OSV events, students have exhibited marked improvement in dressing professionally and in the level of questions asked of the professionals.

Students have also reported success in networking that have led to tours, internships, further connections, and even employment.

OSV soft events created a comfortable atmosphere on campus with their fellow students and professors meeting professionals who wanted to make connections with students. As students developed their networking skills, we witnessed an increased number in attendance to multiple events, improved dress code, and students desiring a longer time period to network.

Appendices:

Event Survey Analysis.....page 13

3= Openness to new ideas and perspectives

OSV hosted ten Network 9 Events for the 2011/2012 school year. Over 450 students attended the events where they listened to 109 professionals share their career paths, perspectives on current positions, and share trends in the student's

respective fields. Students were also exposed to non-traditional career paths, new careers, and changes in the foreseeable future.

Students making decisions on their major or career path were connected to professionals in the field to ask questions and get advice. Students gained an experiential perspective that helped them make an informed choice.

Knowledge Acquisition, Integration and Application

4= uses experience and other sources of information to create new insights

OSV offers an etiquette dinner once a year called “Polish with a Professional.” This opportunity provides students an experiential learning environment to acquire eating etiquette and business protocol. Students gain a polished edge as they interact with in the external community whether in the setting an internship, informational interview, or interview for employment. We added another dimension of professionals dining with students from their various fields of interest. This created an open venue for students to ask professionals questions about their company such as the culture, the unwritten rules, and strategic techniques to prepare to transition from a college to a career.

Appendices:

Event Survey Analysis.....page 29

5= seeks new information to solve problems

As students search for internships and employment, OSV helps prepare them for the process. The office reviews student’s resumes and cover letters helping them strategically arrange background information for positions of interest. We guide student through practice interviews to prepare them for unexpected questions or to explain their lack of experience.

With an ever changing economy, we assist students in forming an employment plan by listing 100 people they know. They are coached on how to contact their first degree of contacts and how to ask them for connections or informational interviews.

7= Engages in experiential activities in preparation for the workforce

OSV hosted a series of lunches called “Do Lunch.” Students were invited by their professors to join them for an intimate lunch with five professionals from one concentrated field. This venue gave students the opportunity to delve personally into the professional’s career experience and thereby help them prepare for the workforce.

We also collaborated with several academic departments to attract outside professionals for networking, workforce experience, and connections. The Art Department co-hosted with OSV making possible the AIGA event where Margo Chase was a guest speaker. We also help create the Senior Portfolio Review adding professional designers who were willing to give their professional feedback to the students. The event “Major Minute” was created for undeclared students wherein they were able to ask questions from recent alumni about their personal college experience and how and why they chose their major. The Delta Alpha Pi organization partnered with OSV to attract professionals to speak on the topic of disabilities and vocation.

OSV partnered with Workforce Partnership and hosted several Workforce Roundtables. The Senior Capstone Class in the MOCM Department was invited to the on-campus networking event.

Humanitarianism & Civic Engagement

8= A willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds

OSV partnered with non-profit organizations to secure connections for future student employment and also placed students in volunteer experiences. We set up a volunteer page for students to make connections or engage with individuals from different abilities, cultures, ethnicities, and socio-economic backgrounds. Students were strategically placed in the following; at the Neighborhood House Association's Homework Room, Walk for Hope, San Diego Music Therapy, and Violence against Internationals.

We focused on attracting a diverse panel of professionals for each and every Network 9 Event making sure they represented various ethnic cultures, different ages, along with a balanced ratio of men and women.

Interpersonal/Intrapersonal

13= Manages conflict constructively

OSV has coached and guided students on handling multiple job offers as well as negotiating salary and benefits.

Students are versed on the requirements of the employer when being offered an unpaid internship. The student must fulfill their commitment of filling out evaluation forms, meeting learning goals, and understanding the hours required by the employer at the beginning of the internship experience.

OSV offered several classroom presentations to PLNU departments and professors who invited us to speak

Presentation Titles:

1. Preparing for the Interview
2. The Art of Finding a Job
3. Networking with Social Media
4. Personal Brand
5. How Not to Lose Your Job
6. Work and Faith
7. Using Your Strengths in Landing a Job

15= Practices self-efficacy

OSV strives to build the confidence of individual students in their career development by offering training in networking, creating soft events, providing mock interviews with professionals as well as a mentoring program and career coaching.

OSV offers EXPO Days in both the fall and spring to provide student with a full week of career preparation. The events and programs range from mock interviews, etiquette dinners, special speakers, a sports industry event, and resume reviews. This comprehensive programming provides students with a concentrated support to improve their career development skills and be set up for success.

Practical Competence

19= Sets and pursues individual goals

The OSV foundation belief for success can be summed up as "early engagement" shored up with career support, events, and programming. Students in their freshman year need to begin the process of preparing for their future careers. The programs Express Visit for freshman and Fast Track for Transfer students are designed to acquaint students with OSV and the resources available to them as soon as they set foot on the campus.

After completing their Express Visit, freshmen are encouraged to take the Focus 2 assessment and meet with a counselor in order to begin their resume. Their goal thereafter is to attend at least one OSV networking event a year, conduct informational interviews, and have at least four internships experiences on their resume by the time they graduate. Transfer students through Fast Track are encouraged to fulfill the same goals as freshmen on an accelerated pace including an internship the first semester, along with starting informational interviews, and attending more than one networking event a year.

21= Uses technology ethically and effectively

OSV has successfully engaged students through the media of Facebook, LinkedIn, and Twitter. Information has been communicated on internship opportunities, various events, promotions, and the highlighting of professionals. We encourage greater interaction by to take advantage of important information that will help to build their career path. Students securing a social media internship are given training and support in the OSV Office. We encourage every student to begin a LinkedIn account in order to communicate with professionals with whom they have connected through OSV events.

Appendices

Social Media Policypage 29

Social Media Summary.....page 31

Career Services Learning Outcomes

Cognitive Complexity

2= Assess assumptions and considers alternative perspectives and solutions

Assessment Testing (Focus 2):

Students may come into this process with pre-conceived ideas of what they want to major in or the type of career they want to pursue. They may discover additional major/career options after review of results.

Knowledge Acquisition, Integration and Application

4= uses experience and other sources of information to create new insights

Once students have discovered some direction for a major or career they are given tools to help them solidify their choices.

- Visit with faculty within possible majors to learn firsthand information.
- The O*NET program is the nation's primary source of occupational information. Central to the project is the O*NET database, containing information on hundreds of standardized and occupation-specific descriptors. The database, which is available to the public at no cost, is continually updated by surveying a broad range of workers from each occupation. Information from this database forms the heart of O*NET OnLine, an interactive application for exploring and searching occupations. The database also provides the basis for our Career Exploration Tools, a set of valuable assessment instruments for workers and students looking to find or change careers.

- The Occupational Information Network (O*NET) is being developed under the sponsorship of the **US Department of Labor/Employment and Training Administration** (USDOL/ETA) through a grant to the North Carolina Employment Security Commission.
- Encourage Informational Interviewing a process which enables students to talk with professionals about their choice of vocation and assess the relationship of that vocation to the degree earned.

Appendices

Leap Student Visits.....page 45

Express Visit Fall and Spring Visits.....age 45

Student Activities Correlations.....page 46

Interpersonal/Intrapersonal

14= Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual)

- It is important that a Career Counselor provide a place where students can feel valued as they work toward discovering what their future will entail and how their personal growth will enhance that discovery.
- Assessment testing and the counseling sessions that follow provide a framework from which students can begin the journey to self-discovery. That includes:
 - Finding a major
 - Uncovering a deeper sense of purpose
 - The Career Counselor can watch students move forward, become more accepting of themselves and others, and start to feel a greater sense of self-fulfillment.
- Every session is filled with small awakenings as the counselor also learns from the students discoveries as they work together.
- Utilizing the Strengths Finder results in counseling sessions provides a starting off point. Each student is able to see how their strengths relate to their personality, values, skills, and personal development needs.
- When evaluating assessment results students are provided with a handout that introduces a spiritual component to the discussion.

Practical Competence

19= Sets and pursues individual goals

It is important that each student pursue their future by introducing personal and professional goals. To accomplish this each student is invited to attend many if not all OSV offerings throughout their time at PLNU. There are especially four programs that help students with their goal making needs:

1. Express Visits – This program was established to help freshman students plan a strategy for using the Offices of Strengths and Vocation throughout their college experience. This program is a joint effort between OSV and the Psychology Department. (Psy101)
 - Each student is required to participate in a 10 – 15 minute tour of OSV
 - At the end of the tour students are encouraged to sign up for a counseling session with the Career Counselor to go over the Focus 2 assessment test.

- In addition to going over the Focus 2 results students are sent two sample résumés during their initial meeting with the counselor.
- Each student is encouraged to develop a résumé and send it by email to the counselor who will then make changes and invite the student to return for a follow up appointment to finalize the résumé.
- Each student is also encouraged to sign up for Strengths on Point session prior to leaving OSV after the first counseling appointment.

Upon completing the counseling session(s) it is hoped that students will have a clear idea of their plans for the future. Goal planning is a major part of the sessions – each student should leave with some type of plan for the future.

2. Major Minute – This program was designed to help undeclared students decide on a major. This program is a joint effort between the OSV and the Academic Dean.

- Each undeclared major is invited to an evening event where they can meet with recent graduates and talk about the various majors on campus. Each alumnus will share their experiences with their major and how they were able to prepare for their transition to the world of work.
- Each undeclared major will also be encouraged to sign up to take the Focus 2 assessment to help with their major decision.
- Each student who meets with the Career Counselor will be given tools to help them with their major decision. These tools may include some or all of the following:
 - Visiting with faculty
 - Doing an informational interview with an employer who works in a field the student is interested in
 - Prepare a résumé
 - Talk with students majoring in their area of interest
 - Discuss their possible decision with the Academic Dean

Each student will also be encouraged to sign up for a Strengths on Point counseling session.

3. LEAP Program – OSV collaborates with this program by providing assessment testing to help students discover or confirm a major.

- Each student takes the MBTI and Strong assessment tests followed by going over their results with the Career Counselor.
- Each student meets with the Career Counselor to go over their results. They will be given tools to help them with their major decision. These tools may include some or all of the following:
 - Visiting with faculty
 - Doing an informational interview with an employer who works in a field the student is interested in
 - Prepare a résumé
 - Talk with students majoring in their area of interest
 - Discuss their possible decision with the Academic Dean
- Each student will also be encouraged to make an appointment to have Strengths on Point counseling session.

4. Fast Track Program – This program was designed to help Transfer students make a quick and successful transition to PLNU. The objective is to introduce OSV programming that can be assimilated immediately allowing each

student catch up with students who began this assimilation as freshman. The hope is that attending PLNU is meeting one of several goals that have been established by the students as they work their way to transitioning from school to work. The following steps are used in the process:

- An email is sent to all incoming transfer students prior to their arriving on campus explaining the Fast Track Program.
- Each student is invited to sign up for an introductory session with the Career Counselor that includes discussing the students' goals and ambitions for the future.
- The student is then encouraged to take the Focus 2 assessment test to help solidify their plans for the future and/or consider other alternatives.
- Each student is asked to create or submit a current résumé to the counselor. Corrections will be made and the student will continually update when needed.
- A Strengths on Point session is recommended – this is especially important because the transfer student may not be familiar with the Strengths Finder.

Student Employment Learning Outcomes

Cognitive Complexity

1= Engage with others in constructive ways

- Well developed internship programs integrate a group project into their training. An example is the San Diego Airport Authority's summer internship program. They hire 9-12 interns and select a program, such as redesigning the website to recruit interns. They give some information, but make sure the students have to do some research and figure out how to work together cooperatively.

2= Assess assumptions and considers alternative perspectives and solutions

- Sometimes a student has had a career goal in mind, such as Social Worker because they want to help people. However, after doing an internship in the office of a Social Worker and seeing what the day-to-day job really entails may cause a student to re-think career goals.

Knowledge Acquisition, Integration & Application

5= Seeks new information to solve problems

- HR Interns at one company were given the task of researching how the four different generations communicated in the workplace and had to come up with effective ways to transfer knowledge to each generation. They had to research this topic, then create a presentation for the whole company.

●

6= Makes connections between curricular and co-curricular learning

- Internships were created for this very reason, to take all of the things learned in the classroom and apply that knowledge in a practical application
- Jobs also creates experiences where students are given the opportunity to use what they've learned to solve problems for employers

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Off Campus Job Postings.....page 47

Humanitarianism & Civic Engagement

10= Participation in service/volunteer activities

- Interns for non-profit organizations are considered volunteers. PLNU students seem to have a high regard for causes of many local non-profits.

Interpersonal & Intrapersonal Competence

16= Works collaboratively with others

- Many job descriptions state as one of their qualifications “Good team player.”
- San Diego Airport Authority always includes a group project as one component of their summer internship program. They want interns to learn team dynamics by providing some information and direction, but not everything needed to complete the project.

Practical Competence

21= Uses Technology ethically and effectively

- Many employers are seeking interns and/or employees who can work on connecting employer to public through social media. Most college-age people are miles ahead of most employers in this arena.

OSV APPENDICES

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OSV Events Survey Analysis

How the Survey was conducted?

All students who attended an OSV event during the 2011-2012 school year received an email encouraging them to participate in a short, five-question feedback survey electronically. The URL for the survey was also promoted on OSV's Facebook and Twitter account. Students took the survey anonymously. One student was randomly drawn and received a \$25 Starbucks gift card for completing the survey. The following questions were asked:

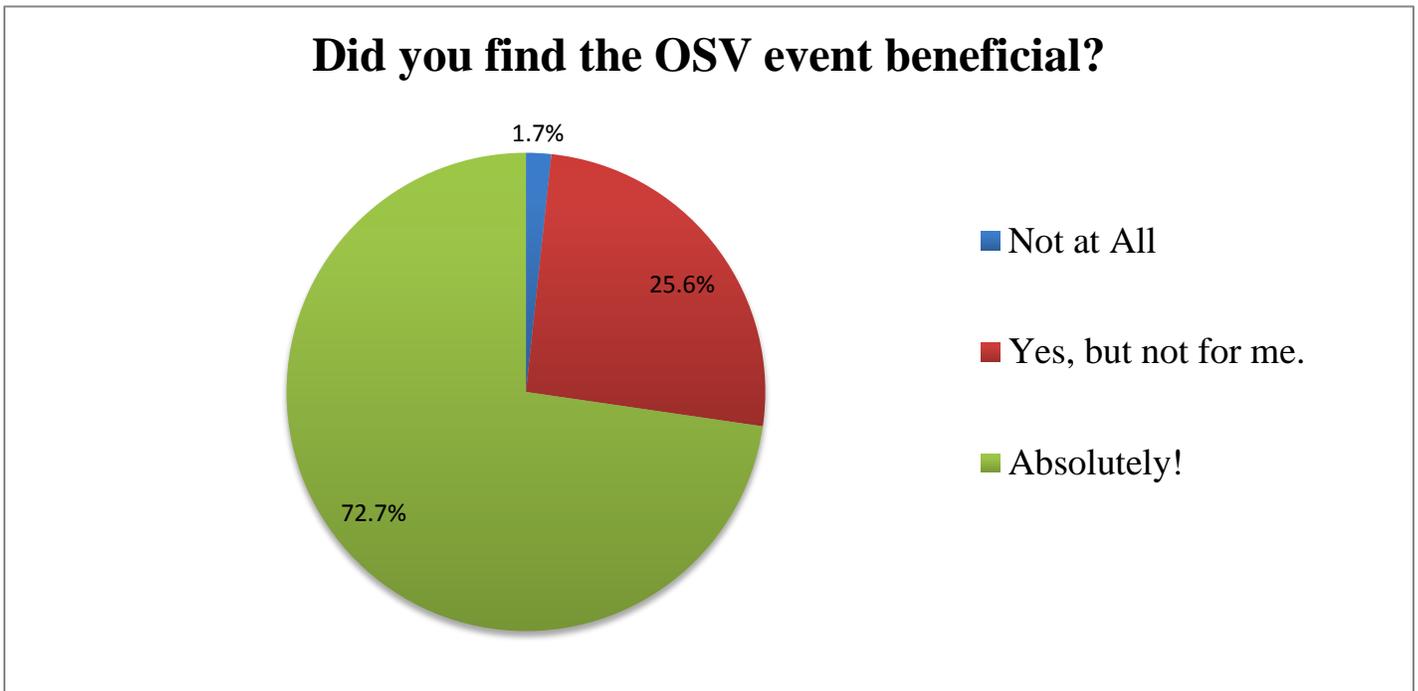
1. What OSV event (s) did you attend this year? If you attended a Network 9, please indicate the department (s).
2. Did you find the OSV event beneficial?
Answer Choices: Not at all, Yes but not for me, Absolutely
3. Did you make a connection with a professional that extended beyond the OSV event?
4. What companies, industries, or professionals would you like to see at the OSV event you attended? Seniors, remember we still want to connect you beyond graduation!
5. Do you have any other feedback? We value your opinion and ALWAYS want to hear what you have to say!

Number of Survey Respondents: 125 Students

Number of Students who attended Network 9s: 468 Students

Number of OSV Events: 14

Number of OSV Event Sponsorships: 8



- Professionals, Companies, or Industries requested for future events:
 - Non-Local Professionals
 - Liberal Arts or Education Administration

- Public Relations Professionals
 - Industrial Psychology or Organizational Consultants
 - Internationally Minded Professionals
 - Non-Profits
 - Lifestyle Retail Professionals (REI, Patagonia, Volcom, Hurley, RVCA)
 - Graduate Students or Admission Representatives
 - Finance or Banking Professionals
 - Entrepreneurs
 - Navy or Marine Corps
- Comments or feedback on OSV and events:
 - “Please work together with the Business Department and FBFI more”
 - “Your staff is very helpful”
 - “Thank you!”
 - “You do a great job of reaching a wide range of students and their professional futures”
 - “OSV is great!”
 - “Maybe do a combined business school and OSV event”
 - “Please have more events for freshman. Usually freshman are not interested in networking events yet because they are still a few years away from graduating and finding a job”
 - “I think OSV is a great program!”
 - “OSV puts on great events and pulls great professionals from various industries. I owe it to you guys for finding an internship this year”
 - “As a business major, OSV has helped me a great deal with developing into a student who is ready to enter the post-graduation world”
 - “You need more on-campus advertising”
 - “Great service to students. Many people still don’t know about OSV”
 - “You’re awesome”
 -



Date: Thursday, September 22nd

Professionals Attended:

Kim Berry Jones-Owner & Principal, Canopy Marketing
 Sharlene Thompson-Club Manager, La Jolla Women’s Club
 Matt Greene-President/ Co-Founder, 6 Degrees
 Cecelia Kouma-Executive Director, Playwrights Project
 Leah Gowin-Branding Consultant, Chic CEO, LLC
 Jody Coughlin-Chief Marketing Officer, Chic CEO, LLC
 Kristen Carroll-Vice President of Media & Marketing, Active Network
 Peter James MacCracken, APR-Principal, Strategic Communications
 Denise Yohn-President & Consulting Partner, Denise Lee Yohn, Inc.

Jessica Bird-Artistic, Casting, & Literary Coordinator, San Diego Repertory Theatre
Rodrick Watson-Realtor, Watson Group Realty RE/MAX Associates
Laura Rice-Manager, Donor Relations, American Red Cross – San Diego/Imperial Counties Chapter
John Carder-Chief Mogl & Mojo, Mogl.com
Reid Carr- President & CEO, Red Door Interactive
Rebecca Smith-Vice President, San Diego Workforce Partnership
Greg Alberto, SPHR-Director of Human Resources, Luxury Collection/ US Grant Hotel

Number of Students Attended: 56 Students

Number of Survey Respondents: 10 Students

Survey Responses:

- Perspective on if the event was beneficial:
 - 8 out of 10 Survey Respondents said, “Absolutely”
 - 2 out of 10 Survey Respondents said, “Yes, but not for me”
 - 0 out of 10 Survey Respondents said, “Not at all”
- Perspective on if professional connections were made that extended beyond the event:
 - 5 out of 10 Surveyed said they made professional connections at the event:
 - I talked with a couple after the event, and am hoping to work with one of them next fall
 - 3 out 11 surveyed said they did not make professional connections at the event
 - 2 out 11 surveyed responded that they “kind of” made connections or intend to connect with professionals in the future:
 - “Not as of yet, but I now have some potentially helpful contacts!”
 - “Not really, I am only a freshman so I just wanted to hear about what people are doing”
- Companies, Industries, or Professionals requested for future events:
 - Life Coach
 - Theater Professionals
 - Human Resource Professionals
 - PR Professionals
 - Marketing Professionals
 - Event Planning
 - Hotel Management
 - Grad Students
- General feedback for OSV & Events:
 - “I would like to see companies with full-time opportunities”
 - “I think that a wonderful variety of companies and industries were represented at the event”
 - “I have been very pleased with the variety found at the events”
 - “I love the OSV program. It encouraged me in my job search”
 - “I would love more time to chat with the professionals”
 - “I love OSV!! It has been such a great resource and I wish I could of spent more time in the office. I love Jeanne’s free cookies!! Best. Day. Ever”
 - “Thank you so, so much for all the hard work you do. I cannot tell you how much I appreciate all your support and efforts to connect us!”
 - “I really believe that Network 9 is a great thing, also the OSV office has been very helpful! Thanks ladies!”
 - “You guys do great work! Thanks!”



Network

FAMILY AND CONSUMER SCIENCES



Date: October 27, 2011

Professionals Attended:

- Douglas Regin, MSW, MBA-Senior Assistant Director, MAAC Head Start
- Kathy Mays-Interior Designer, Kathy Mays Design
- Margaret Linville-San Diego/Mountain Regional Recruiter, Nordstrom
- Amy Carstensen-Executive Director, Olivewood Gardens and Learning Center
- Sandy Ghazal Ansari-Basir-Educational Therapist, School Psychologist
- Phyllis Vokey Long, M.A., M.F.T- Co-Founder & Co-Director, New Day Women's Center
- Mary Rice Hopkins-Musician
- Donna Caeg-Child Nutrition Consultant, California Department of Education
- Alison Sansom-Wedding & Events Manager, L'Auberge Del Mar
- Lindsay Martin-Wish Manager, Make-A-Wish Foundation of San Diego
- Sarah Jensen Elhoff-Director, Adoption Center of San Diego

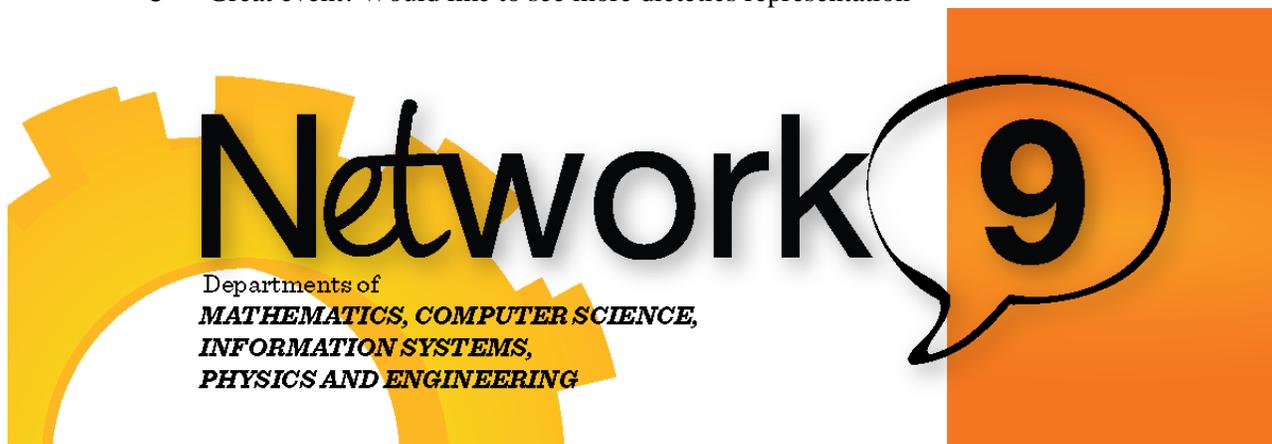
Number of Students Attended: 57 Students

Number of Survey Respondents: 11 Students

Survey Responses:

- Perspective on if the event was beneficial:
 - 9 out of 11 Survey Respondents said, "Absolutely"
 - 2 out of 11 Survey Respondents said, "Yes, but not for me"
 - 0 out of 11 Survey Respondents said, "Not at all"
- Perspective on if professional connections were made that extended beyond the event:
 - 5 out of 11 Surveyed said they made professional connections at the event:
 - "Yes, I got a business card from a woman who I ended up volunteering for"
 - "Yes! I am most likely going to start an internship with Olivewood Gardens in the fall!"
 - "Yes, I had an interview for an internship opportunity"
 - 4 out 11 surveyed said they did not make professional connections at the event
 - 2 out 11 surveyed responded that they "kind of" made connections or intend to connect with professionals in the future:
 - I sent a follow-up email but never made a face-to-face connection
- Companies, Industries, or Professionals requested for future events:
 - Professionals from companies outside of San Diego
 - Non-Profits
 - Fitness Retail (Lululemon)

- Nutritionists
- Missionaries or Internationally Minded Professionals
- Life Coaches
- Private Practice Dietician
- Hospitality Professionals
- Interior Designers
- Event Planners
- Teach for America
- Occupational Therapist
- Speech Pathologist
- General feedback for OSV & Events:
 - “It would be great to see companies attend with full-time opportunities”
 - “I really thought the event was well organized, and I would recommend them to others in the future”
 - “OSV rocks!”
 - “I think you guys did a great job. I’ve attended Network 9 for two years and I think it is a really great opportunity for students to take advantage of!”
 - “I love the OSV program. It encouraged me in my job search”
 - “You are doing an amazing job! Keep it up! I know I have many resources at my hands and am very thankful!”
 - “I would make sure the professionals attending these events have internships available and are looking for students to fill positions. That is one of the main reasons we attend the events”
 - “OSV is awesome! Helped me with my resume!”
 - “Great event! Would like to see more dietetics representation”



Date:

November 9, 2011

Professionals Attended:

Mark Reynolds, Ph. D-Senior Director, New Product Development & Companion Diagnostics and New Technology, Gen-Probe Incorporated

Nathan Clark-Developer / Partner, Brand New Box

Steve Austin-Senior Civil Engineer, Unified Port of San Diego

Thomas A. Lockwood-Technology Services Provider, Port of San Diego

Richard Richison-Solutions Consultant, KnowledgeCentrix

Brandon R. Thompson-Front End Architect, Sony Electronics

Mark Hernberg-Corrosion Engineer, Corrpro Companies, Inc.

Dana A. Avant-Vice-President / Lead Developer, Wisdom Matrix

Willie Bogan-Teacher of Engineering, San Diego High School, School of Science and Technology

Andy Berg-Executive Manager, National Electrical Contractors Association, San Diego Chapter

Number of Students Attended: 31 Students

Number of Survey Respondents: 7 Students

Survey Responses:

- Perspective on if the event was beneficial:
 - 4 out of 7 Survey Respondents said, “Absolutely”
 - 3 out of 7 Survey Respondents said, “Yes, but not for me”
 - 0 out of 7 Survey Respondents said, “Not at all”
- Perspective on if professional connections were made that extended beyond the event:
 - 1 out of 7 Surveyed said they made professional connections at the event:
 - “Yes, I got to do an informational interview later with one of the professionals I met at Network 9”
 - 5 out of 7 surveyed said they did not make professional connections at the event
 - “No, I would have but none of them were of any specific interest to me”
 - 1 out of 7 surveyed responded that they “kind of” made connections or intend to connect with professionals in the future:
 - “I’ve emailed a couple of times, no real lasting connections”
- Companies, Industries, or Professionals requested for future events:
 - Mechanical Engineers
 - Professionals involved in Prototyping
 - Software Engineers
 - Government Contractors (SPAWAR, SAIC)
 - Teachers
 - Grad Students
 - Theoretical Mathematicians
 - Actuaries
 - Web Developers
- General feedback for OSV & Events:
 - “I want to see the same professionals again!”
 - “I really enjoyed the events this year, and felt like I benefited quite a bit from them!”
 - “Certainly think that network 9 was great. However, I felt that this time I did not have much of a chance to communicate with professionals”
 - “I enjoy and appreciate the effort that OSV has put forth to put together Network 9 events”
 - “Keep up the great work!”



Date: Thursday, January 26th

Professionals Attended:

Ursula Rothfuss-Manager of Graphic Design, Museum of Contemporary Art San Diego

Bennett Peji –Principal, Bennett Peji Design
April Ellefsen -Piano Instructor, Springtime Music Studio
Zack Nielsen -Business Director, Content & Events, SEZIO
Matt Kirkland -Owner & Designer, Brand New Box Web Design
Tim Butler -Owner & Operator, Quality Letterpress
Angela Neve -Music Therapist and Co-owner, The Music Therapy Center of California
David Conover-Co-owner, Studio Conover
Amy Jo Levine-Principal, Creative Director, Visual Asylum
David Gereghy-CEO / Co-Founder / Business Manager, Recreational Music Center
Leslie Gereghy-Co-Founder & Executive Director, Recreational Music Center
Stephen Simpson-Owner, Stephen Simpson Inc. Photography
Judy Shufro-Volunteer, ARTS – A Reason to Survive

Number of Students Attended: 67 Students

Number of Survey Respondents: 9 Students

Survey Responses:

- Perspective on if the event was beneficial:
 - 5 out of 9 Survey Respondents said, “Absolutely”
 - 4 out of 9 Survey Respondents said, “Yes, but not for me”
 - 0 out of 13 Survey Respondents said, “Not at all”
- Perspective on if professional connections were made that extended beyond the event:
 - 1 out of 9 Surveyed said they made professional connections at the event:
 - Yes, met Dave Conover and had him review my portfolio
 - 6 out 13 surveyed said they did not make professional connections at the event
 - “No, it was hard to make a real connection with people there who were trying to get jobs by giving out business cards. It was also a very short time to make a connection or talk, because they left only 30 minutes after ending the panel to network. It was just pretty intimidating”
 - “No, I did not unfortunately”
- Companies, Industries, or Professionals requested for future events:
 - Apparel Designer
 - Photographers
 - Printmakers
 - Painter
 - Marketing
 - Non-Profits
 - Music Industry Professionals
 - Radio DJ
 - Graphic Designers
- General feedback for OSV & Events:
 - “I liked the people that were picked!”
 - “I really enjoyed the event I attended! Thanks so much for all you do!”
 - “I think that it would be beneficial to have more music professionals than just teachers. I connected more with the music professionals from last year’s Network 9 event. This year there were several teachers and I didn’t feel as though they gave me the kind of advice I was looking for (as I do not plan on teaching music)”
 - “Thank you OSV!”



Date: Thursday, February 16th

Professionals Attended:

Lillian Carr-Creative Director, Pearson Education, Inc.
Colleen and Rick Monroe-Founders, Good News Publications
Karen Lehmann-Trial Attorney, Federal Defenders of San Diego, Inc
Kelly Bennett-Arts Editor, Voice of San Diego
Cliff Albert-Program Director, KOGO Radio
Mei Ling Starkey-Public Relations Manager and Social Media Coordinator, The Rock Church
Rebecca Go-Bridgepoint Education, Development Editor
Madeline Robertson-Salt-Recruitment Manager, Teach for America
Kendra Strey-Texas Journey Magazine, Editor in Chief
Cheri Tomboc-Brownlie- Librarian, Westview High School
Matthew Gilson -LPL Financial, Technical Writer
Amy Budd-Private Contractor, Spanish Interpreter

Number of Students Attended: 43 Students

Number of Survey Respondents: 13 Students

Survey Responses:

- Perspective on if the event was beneficial:
 - 8 out of 13 Survey Respondents said, “Absolutely”
 - 5 out of 13 Survey Respondents said, “Yes, but not for me”
 - 0 out of 13 Survey Respondents said, “Not at all”
- Perspective on if professional connections were made that extended beyond the event:
 - 4 out of 13 Surveyed said they made professional connections at the event:
 - “I talked to a magazine editor at the event and got her card”
 - “Yes, I made a connection with a guy who does a lot of PLNU internships. I am planning to stay in contact with him and hopefully help out a bit next year”
 - “Yes, I just finished a press release as part of a volunteership from a relationship I developed at the event, and plan to intern in the future”
 - “Yes, I exchanged emails with a professional that I met with at the event and she recommended an internship opportunity for me”
 - 6 out 13 surveyed said they did not make professional connections at the event
 - “No, because unfortunately the person I was interested in didn’t show up”

- “No, the Spanish translator I went to see was not there”
 - 2 out of 13 surveyed responded that they “kind of” made connections or intend to connect with professionals in the future:
 - “Not really, but I did gain the resources needed if I were to decide to reconnect with one of the speakers”
 - “No, I am just a sophomore and didn’t make any special connections but I have run into the same professionals twice since the event so I know that I can continue to network”
- Companies, Industries, or Professionals requested for future events:
 - Interpreters/Translators
 - Teach for America/Teach Abroad
 - Professional Writers
 - Publishers
 - Online Media Professionals
 - Magazine Professionals
 - Music, Arts, or Fashion Journalists
 - Fiction Writers
 - Foreign Correspondents
 - Copy Editors
 - Educators
 - Television Professionals
 - News Anchors
- General feedback for OSV & Events:
 - “I appreciate all the work you all do and the cookies that Jeanne Cochran makes”
 - “I was a little disappointed that most of the professionals were involved in journalism. I would like to see a little more diversity”
 - “A little more variety would be nice-most of the professionals were for journalism”
 - “I think these are great events and should continue to be developed”
 - “I think OSV does a great job and I’m grateful for your services”
 - “Network 9s are awesome!”
 - “I was very impressed with the OSV event and have no negative thoughts”
 - “I would like to see people like Donald Miller and similar kinds of writers attend”
 - “Thank you so much for Network 9! Without it, I would not have been able to get a feel for my profession and whether or not I really want to be in my profession. One thing I ask is that if you could possibly email people for all the Network 9s to get a wider variety of professionals depending on different focus areas or areas that students are interested in from other departments. As a journalist, to keep open options in other fields, or to learn about them can only benefit me in the long run. Thank you so much again for all your hard work. I appreciate it!”
 - “I think the consensus I got from my friends is that it was a bit long and would have been nice if there were professionals available to give guidance to future teachers”
 - “It was a very beneficial event, but I wish they had more journalists”



Network

is coming to the departments of
**PSYCHOLOGY, SOCIOLOGY,
AND SOCIAL WORK**



Date: Thursday, February 23rd

Professionals Attended:

- Karen Kramer, Ph.D.-Life Coach for Teen Girls and Young Women, Finding Your Pearls Life Coaching
- Casey Gwinn, J.D.-President, National Family Justice Center Alliance
- Angela Neve -Music Therapist and Co-owner, The Music Therapy Center of California
- Joanne Archambault- Executive Director, End Violence Against Women International; President and Training Director, Sexual Assault Training and Investigations [SATI, Inc.]
- Sandy Ghazal Ansari-Basir-Educational Psychologist
- Jeannel King-Owner and Founder, Big Picture Solutions
- Sherry Collier-Founder and CEO, Creative Path to Growth Coaching and Counseling Services
- Kevin Robertson-Director of Campus Programs, San Diego Center for Children
- Bonnie Hedlund, Ph.D.-Psychologist, Private Practice/Director of New Vision Counseling Center
- Ellen Immergut-Manager of Development and Communications, San Diego Habitat for Humanity
- Dr. Christopher Carstens, Ph.D.-Psychologist, Private Practice
- Karim Bouris-Director of Economic Development, MAAC Project
- Chris Marek -Chief Officer of Development and Strategy, San Diego Habitat for Humanity
- Barry Vecchioni-Evidence Response Team, FBI

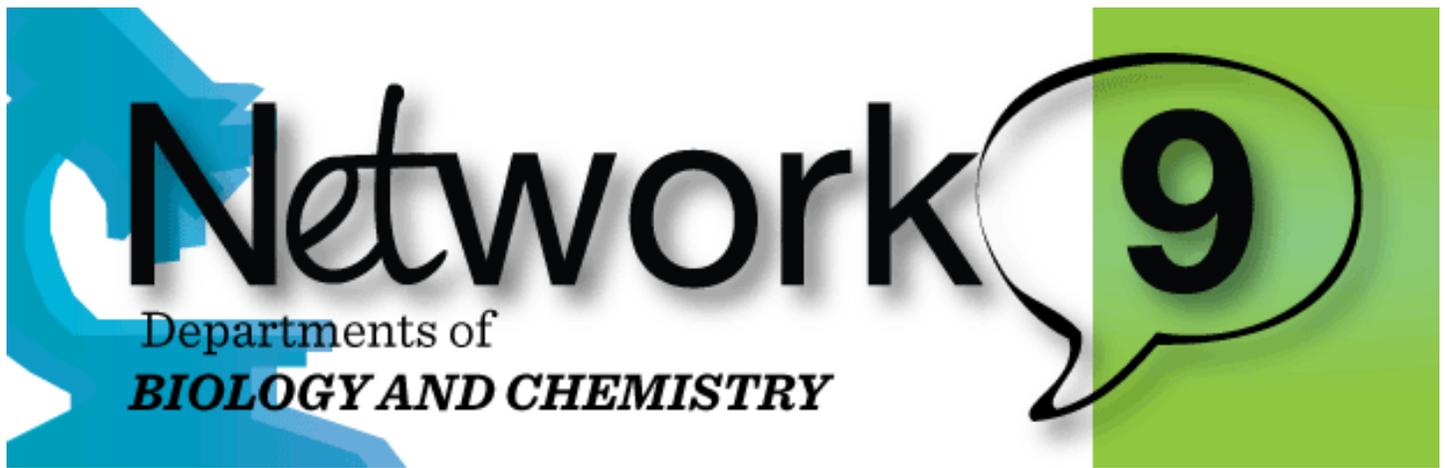
Number of Students Attended: 76 Students

Number of Survey Respondents: 20 Students

Survey Responses:

- Perspective on if the event was beneficial:
 - 18 out of 20 Survey Respondents said, “Absolutely”
 - 2 out of 20 Survey Respondents said, “Yes, but not for me”
 - 0 out of 20 Survey Respondents said, “Not at all”
- Perspective on if professional connections were made that extended beyond the event:
 - 12 out of 20 Surveyed said they made professional connections at the event:
 - “There was a woman there who is currently doing what I hope to do someday-work with children with Autism and their families! I have her business card, and I look forward to contacting her”
 - “I emailed a Clinical Psychologist that attended”
 - “I have a job lined up for the future!!”
 - “I made several connections that spanned from Network 9 last year to Network 9 this year”

- “I did and I gained knowledge of different kinds of professional experiences”
 - 4 out 20 surveyed said they did not make professional connections at the event
 - 3 out 20 surveyed responded that they “kind of” made connections or intend to connect with professionals in the future:
 - “Yes but I did not feel it was a right match for what I was looking into”
 - “I did not and I’m upset that I didn’t. But I do have their business cards and hope to get a hold of them at some point”
 - “They seemed very excited to connect but it changed after the event was over”
- Companies, Industries, or Professionals requested for future events:
 - Full Time Mother with Special Needs Children
 - Private Practice MFTs
 - Private Practice Psychotherapists
 - Christian Clinical Psychologists
 - Life Coaches
 - Group Home Director
 - Guidance Counselors
 - Social Workers
 - Youth Oriented Professionals (YMCA, San Diego Center for Children)
 - Law Enforcement
 - Non-Profits (Peace Corp, World Vision)
 - Art or Play Therapists
 - International Professionals
 - Health & Community Psychologists
 - Internship Directors
 - Professionals from Large Corporations
 - Graduate School Admissions Directors
- General feedback for OSV & Events:
 - “I think OSV did a great job at providing a variety of companies, industries, and professionals”
 - “More more more!!”
 - “I liked the companies you picked so far”
 - “I feel like OSV does a great job in getting wonderful professionals”
 - “You guys are great! I really appreciate Network 9 events, and I look forward to going to more”
 - “I would love more strength seminars on various nights. For networking instructional videos, it would be great to have a short segment on how to politely leave a conversation with a professional”
 - “If at all possible it would be great to have more networking opportunities and ways to find jobs”
 - “OSV is awesome! I wish it were around for all four of my years here. You all work very hard, I appreciate it!”
 - “It would be helpful to check-up on the professionals asked to events because some of them seem reliable and excited to make connections but when the event is over the connections stop”
 - “Being a freshman it was a really great opportunity to go to a Network 9 and look at the options that I have with a major in psychology! Thank you!!”
 - “It was great! I had a good time!”
 - “Network 9 was very beneficial and helped me get an internship. Thanks!”
 - “I really enjoy the fact that some professionals brought it did not originally start in their intended profession. It gives me hope that things will work out in case I stray from the path”



Date: Thursday, March 22, 2012

Professionals Attended:

Philip Lee Sheridan-Vice President of Business Development, Bio4Front Inc.
Michael Flippin, M.D.-Orthopedic Surgeon, Kaiser Permanente Hospital
Aiko Martin-Biological Laboratory Technician, Antelope Valley College
Joleen Schultz-Principal, 321 Medical Launch
Claude Valenti, O.D., FCOVD-Behavioral / Developmental Optometrist, Optometric Vision Development Center
Tracy Clippenger, Ph.D.-Senior Veterinarian, San Diego Zoo
Mark Hernberg-Corrosion Engineer, Corrpro Companies, Inc.
Donna Wallace, M.D.-Pathologist/Southern California Regional Consultant in Fetal and Placental Pathology, Kaiser Permanente Medical Group
Mike Denning-Sales Representative, Daiichi Sankyo Pharmaceuticals
Magda Marquet-Founder and co-Chair, Althea Technologies
Steve Shuey-Clinical Operations Lead, Halozyme Therapeutics, Inc.
Jessica DiGrazia-AP Environmental Science and College Prep Biology Teacher, Valhalla High School
Myres Tilghman Winston, M.D.-Assistant Clinical Professor of Medicine, University of California, San Diego
Tina Chin-Senior Director, Outdoor Education, San Diego County Office of Education
Dr. Chris Pham, DDS-Owner / Pediatric Dentist, Carmel Valley Pediatric Dentistry

Number of Students Attended: 58 Students

Number of Survey Respondents: 15 Students

Survey Responses:

- Perspective on if the event was beneficial:
 - 14 out of 15 Survey Respondents said, “Absolutely”
 - 1 out of 20 Survey Respondents said, “Yes, but not for me”
 - 0 out of 20 Survey Respondents said, “Not at all”
- Perspective on if professional connections were made that extended beyond the event:
 - 1 out of 15 Surveyed said they made professional connections at the event:
 - 6 out 15 surveyed said they did not make professional connections at the event
 - “Unfortunately I had to leave early and so I did not get a chance to make a connection but I had actually met one of the professionals before”
 - “Not this year”
 - “I emailed and called him but didn’t get a reply”

- “Unfortunately no, but I had to leave the event early”
 - “No. None of the professionals responded to my attempts to contact them about shadowing or job opportunities”
 - 8 out 20 surveyed responded that they “kind of” made connections or intend to connect with professionals in the future:
 - “It was helpful to talk to some professionals there”
 - “It was great to hear about the variety of fields. I did enjoy talking with the physician assistant though and hearing his journey”
- Companies, Industries, or Professionals requested for future events:
 - Forensic Biologist-FBI
 - Professionals working in Environmental Health, Environmental Planning, or Ecological Research
 - Dentists
 - Unique Professionals outside Biotech or Medical Field
 - More Medical Doctors
 - Lab Technicians
 - Government Employees
 - Pharmaceutical Industry Professionals
 - Veterinarians
 - Physicians Assistant
 - Biotech Professionals
- General feedback for OSV & Events:
 - “I think this was very helpful in learning about different career paths. It also is very encouraging to hear the life stories of different people and learn that they have struggled to get where they are at”
 - “The variety of scientists that attended was great!”
 - “Network 9’s are awesome!”
 - “You’re doing a great job!”
 - “The event was fantastic. It was well organized and had a well-rounded panel of speakers, but clearly was geared towards science majors pursuing medicine. Not all of the professionals but most of them. Loved the event though, really appreciate it”
 - “I thought the event was great-wouldn’t change anything (other than having more people that I would be interested in...which is hard to do for everyone)”
 - “It can be hard to connect with medical professionals who are a part of companies because as the students we are looking to volunteer with them, but several of them told us that is not up to them if people can shadow or volunteer with them. A recommendation would be to find professionals that work in smaller companies or run their own business. They would have more control over the possibilities of shadowing and such.”
 - “The professionals should respond to the students who wish to know more via email or phone calls.”
 - “I loved the variety of individuals chosen to speak at Network 9. I also appreciated it when Jeanne spoke to the Biology seminar about networking.”



Network

History and Political Science



Date: Thursday, April 19th

Professionals Attended:

Bruce Heyman-San Salvador Project Manager, Maritime Museum of San Diego
Jess Jollet-Communications Manager, ACLU of San Diego & Imperial Counties
Karen Lehman-Trial Attorney, Federal Defenders of San Diego, Inc.
Walter F. Ekard-Chief Administrative Office, County of San Diego
Phil Rath-President, Public Policy Strategies, Inc.
Stephanie Saathoff-President, The Clay Company, Inc.
Collin McGlashen-Chief of Staff, Senator Joel Anderson
Robert Henry-Department Chair & Assistant Professor of History, Grossmont College
Christopher Alexander -Assistant United States Attorney, United States Department of Justice
Scott McGaugh-Marketing Director, USS Midway Museum
Greg Murphy-Policy Advisor, Supervisor Greg Cox
Jessie Womble-Associate Director, Public Policy, CONNECT
Ileana Ovalle- Senior Manager, Public Affairs & Customer Relations, Cox Communications

Number of Students Attended: 35 Students

Number of Survey Respondents: 14 Students

Survey Responses:

- 13 out of 14 Survey Respondents said, “Absolutely” that the event was beneficial to them
- 1 out of 14 Surveyed responded that the event was beneficial but not for them
- 9 out of 14 Surveyed said they made professional connections at the event:
 - “I’ve been emailing with a few of the professionals I met”
 - “Christopher Alexander offered a group of us a courthouse tour”
 - “Great contacts and they responded to my follow-up with more contacts who also responded”
 - “Connected with a public interest lawyer”
 - “Connected with an employee of the ACLU”
- 3 out 14 surveyed said they did not make professional connections at the event
- 3 out 13 surveyed responded that they “kind of” made connections or intend to connect with professionals in the future:
 - “Not yet, but I am hopeful”
 - “Not yet, but I intended to keep some of the professionals contact information for future reference”
- Companies, Industries, or Professionals requested for future events:
 - Alumni
 - Corporate Lawyers
 - Elected Officials
 - Government Employees with Unique Jobs
 - International Professionals
 - Labor Organizations
 - Political Advisees
 - PR Professionals
 - Public Health Professionals
 - Campaign Advisors
 - Chief of Staff to Elected Official
 - ACLU
 - Fair Housing Groups
 - Non-Profits & NGOs

General feedback for OSV & Events:

- “I loved the event! Keep up the good work!”

- “OSV is very helpful and I like it”
- “The professionals there were pretty good”
- “I would love to see what professionals are out there with positions I’ve never heard of”
- “The lawyers & political professionals were very interesting and helpful!”
- “I think there was good variation at the event”
- “This was an absolutely amazing event! Keep it up!”
- “Network 9’s are awesome!”
- “Would like informal lunches with professionals or sponsored tables at events. Love what you all do!”
- “Please have more events for History and PoliSci department! Also, is it possible to do events which are more formal, such as a dinner? In the events I went to, the speakers would always have to leave because there was no dinner served and the event was during dinnertime”
- “I would like to see more time at the end of a Network 9 to network, maybe 15-30 minutes longer”
- “OSV is great!”
- “I was very glad to have been given a summary of the professionals that attended before the event”
- “OSV is one of the most beneficial resources our campus has for students. I think the more this office grows, the better our university will be”
- “The event was great. I thought it was great and well organized”
- “Great event overall. Wouldn’t change a thing”

MAJOR MINUTE

Number of Survey Respondents: 8 Students

Survey Responses:

- Perspective on if the event was beneficial:
 - 5 out of 8 Survey Respondents said, “Absolutely”
 - 3 out of 8 Survey Respondents said, “Yes, but not for me”
 - 0 out of 8 Survey Respondents said, “Not at all”
- 3 out of 8 surveyed said they made professional connections that extended beyond the event:
 - “They seemed very excited to connect but it changed after the event was over”
 - “I was able to talk to a girl who works for a large company in San Diego about what she suggests to minor in and she gave me her card for if I ever need anything”
- 5 out of 8 surveyed said they did not make professional connections at the event:
 - “I observed more than anything”
 - “I am only a freshman so I just wanted to hear about what people are doing”
- 2 out of 7 Surveyed said they did not make professional connections at the event
- General feedback for OSV & Event:
 - “If you could, it would be helpful to check-up on the professionals asked to the events because some of them seem reliable and excited to make connections but when the events is over the connections stop”
 - “One of Loma’s gems! I haven’t been too in the loop this year, but I’m sure it’s still running like a well-oiled machine over there. Keep up the good work”
 - “OSV is great!”
 - “I only attended one OSV event this year but I found it helpful in determining my major and I am looking forward to other OSV events next year that pertain to MOCM”
 - “I love the OSV! It has been such a great resource and I wish I could have spent more time in the office. I love Jeanne’s free cookies!!! Best. Day. Ever”
 - “I think this is a great program!”
 - “It would be nice to possibly see some bigger business names to talk and connect with”



Date: Thursday, March 29th

Number of Survey Respondents: 3 Students

Survey Responses:

- Perspective on if the event was beneficial:
 - 2 out of 3 Survey Respondents said, “Absolutely”
 - 1 out of 3 Survey Respondents said, “Yes, but not for me”
 - 0 out of 10 Survey Respondents said, “Not at all”
- 3 out of 3 Surveyed said they made professional connections at the event:
 - “Great networking opportunities!”
 - “I did but it wasn’t necessarily something I was interested in”
- Companies, Industries, or Professionals requested for future events:
 - Physical Therapists
 - Surgeons
 - Advertising Professionals
 - Marketing Professionals
 - Athletic Trainers
- General feedback for OSV & Event:
 - “I loved how it was set up having time to connect before, during, and after dinner”
 - “It was a well put on event, thank you!”
 - “It would be nice to possibly see some bigger business names to talk and connect with”



Number of Survey Respondents: 7 Students

Survey Responses:

- Perspective on if the event was beneficial:
 - 6 out of 7 Survey Respondents said, “Absolutely”
 - 1 out of 6 Survey Respondents said, “Yes, but not for me”
 - 0 out of 6 Survey Respondents said, “Not at all”

- 5 out of 7 Surveyed said they made professional connections at the event:
 - “My internship that I have been in since October was because of networking through OSV!”
 - “I went on to get several interviews with Stalwart Communications”
- 2 out of 7 Surveyed said they did not make professional connections at the event
- General feedback for OSV & Event:
 - “I loved how it was set up having time to connect before, during, and after dinner”
 - “It was a well put on event, thank you!”
 - “It would be nice to possibly see some bigger business names to talk and connect with”

Office of Strengths & Vocation Social Media Policy

Written January 2012

Social Media Opportunity

Social media is user-generated content on the internet. It's created with free or inexpensive technology, is easy to update, and can reach a niche audience or millions. It can be mere words in a blog, but also user-generated videos, photos, and audio. It can be interactive with unfiltered comments from visitors. Social media can be blended into an integrated marketing strategy but should stand alone, defined to meet the goals of the brand.

Social Media Objective

- Be a leader in new media for Point Loma Nazarene University
- Build awareness about PLNU's redefined Office of Strengths & Vocation
- Strengthen relationships with OSV student, parent, and professional community
- Better understand the integration and cohesion of the three communities in one voice
- Improve cohesion & branding between PLNU social media outlets
- Increase student & professional interaction
- Generate excitement and feedback for OSV programming

Twitter

Twitter serves as a driving traffic force to the OSV website, facebook page, blog, or relevant career development news. The voice behind the account will be professional but student infused-representing the way we ideally would like to see students interact with professionals. Succinct tweets will announce upcoming programming, links to news, announce blog posts, and engage with the three target communities. The ratio of followers to following will always promote more followers to increase engagement. Retweets and interaction with personal handles must contribute to the overall mission of OSV. When we determine our slowest days/ times, we will use Twitter to increase traffic during these times.

Standards:

- Minimum Tweeting: 1/Day
- Maximum Tweeting: 5/Day
- Content Suggestions:
 - Industry Insights & Articles
 - Resume & Interview Tips
 - Professional Dress Suggestions
 - Alumni Accomplishments
 - Event Promotion
 - Video Blogs
 - Event Photos
- All tweets must relate back to the mission of OSV and relate back to the office, career development, or Point Loma Nazarene University
- Be as concise as possible so we leave room to re-tweet without compromising integrity of tweet.
- Social Media Coordinator or Dustin will post all tweets. Any draft tweets will be edited and posted within the hour they are sent to the SMC.
- Use Bit.ly for ALL links
- The Ratio of Following to Followers can be a maximum of 1:1
 - Following: Must be a relevant professional, student, or career development new source. Evaluate at the end of every semester.
 - Followers: Allow and encourage anyone. Report @mention spammers to insure we create a community that enhances our twitter reputation.
- Retweet high rated Tweeters in relevant fields consistently so they will join our twitter community.

- #Hashtags: No more than two hashtags per tweet.
 - Suggest no more than Three Tweepers per #FF tweet and include reason why. Must be a follower or high rated tweeter to suggest. No personal shout-outs and create a theme per #FF (i.e. Loma departments, real estate professionals, student interns, etc.)
- Answer relevant tweets and direct messages within 24 hours

Infrastructure:

- Posting: Twitter (Direct & Response), Hootsuite (Scheduled, Team Collaboration)
- Metrics: TwitSprout, Klout, Bit.ly

Lingo:

RT-Retweet
 @TwitterName-To tag another user
 #FF-Follow Friday (Suggestion of who to follow)
 #Hashtag-A trending topic, form of measurement

SP '12 Original Standings:

- Followers: 113
- Following: 108
- Klout Score: 37.22

Facebook

We will use FB to communicate and collaborate with existing followers, with the intention of engaging them and encouraging their friends to join us. We will use FB as an educational tool and encourage participation. Facebook will serve as a primary information source for new internships, career development news, event photos, programming promotion, and recognition of community members.

Standards:

- Min Post: 1/week
- Max Post: 5/week
- Content Calendar:
 - Monday: Industry Insight
 - Tuesday: Internship Highlight
 - Wednesday: Alumni Outreach
 - Thursday: Event Promo
- We will only "like" or make favorite pages through the OSV personality of other PLNU departments & career development sources. We will not like professional's pages, only promote them.
- We will tag only professional photos at events
- Use Bit.ly via Twitter Account for ALL Links

Infrastructure:

- Facebook (direct), Hootsuite (scheduled)
- Analytics: Bit.ly, FB Internal Analytics

SP 12 Origin Standings:

- Likes: 545

5. Reporting

- Social Media intern will produce a monthly report using stated analytics to show growth and produce 1-3 objectives for the following month
- Reporting Dates for 2012
 - Feb. 2
 - March 1
 - April 5
 - May 3

Next Steps:

- Blog
 - Mission: To create a space to motivate the student community to interact with the professional community and keep up to date on career development news.

- Content: Industry Insights, Professional Interviews, Student Spotlights, Alumni Accomplishments, Featured Internships, Programming Promo, Event Recaps & Quotes
- Standards
 - Min: 1 Post/Week
 - Max: 3 Posts/Week
- Blog Infrastructure: Blogspot (Direct & Scheduled Posts), Word (for planning and editing posts between internal and external community members)
- Blog Analytics: Integrated Google Analytics, Bit.ly Link Click throughs
- Linked In Group Strategy
- Instagram/ Strategy
- Email Marketing/Welcome Email Creation
- Content Calendar Creation

Remember:

OSV is being shaped by members in our social media community with or without us, so we must engage with our community to set the standard for the university and our office.

SP12-Social Media Summary

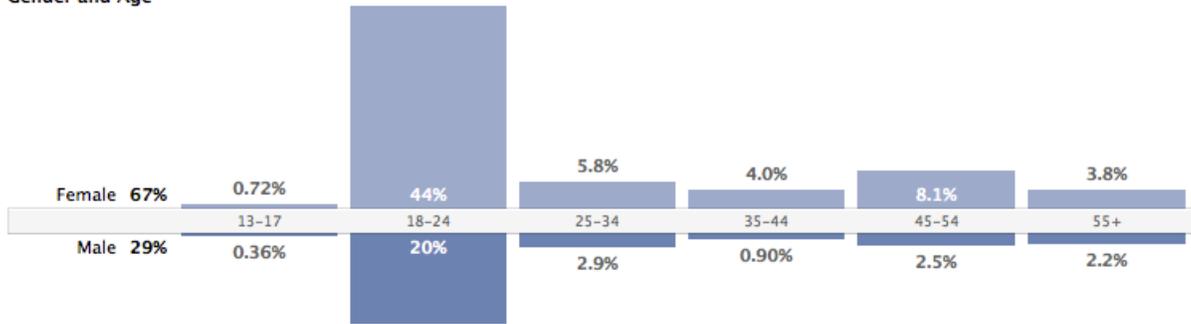
OSV implemented and refined a formal social media strategy in the Spring of 2012. The strategy guided and strategized the content for Facebook and Twitter. OSV launched two platforms in the Spring: a private LinkedIn group for Network9 professionals and an Instagram account for behind the scenes photos at events. Both platforms are seeing organic growth that will be refined next year. In the fall, OSV will launch a collaborative Pinterest with the Fermanian Business and Economic Institute to encourage social media collaboration on campus and drive social media traffic back to PLNU. OSV met with Study Abroad, External Relations, MCS, Admissions and FBEL to increase social media awareness and collaboration on campus. An increase in engagement and traffic resulted from collaboration and the strategy behind posted content. OSV's social media continue to grow as the leading platforms on campus.

SP12-February Analytics Report

Facebook Insights

Demographics:

Gender and Age?



Countries?

519 United States of America
 3 France
 2 Australia

Cities?

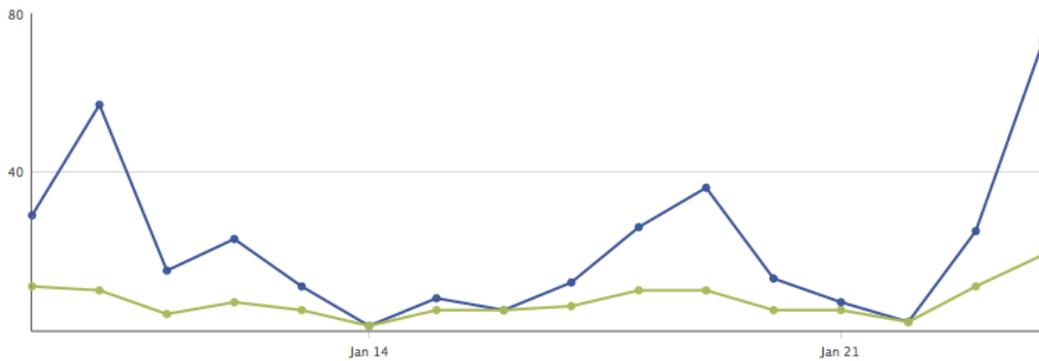
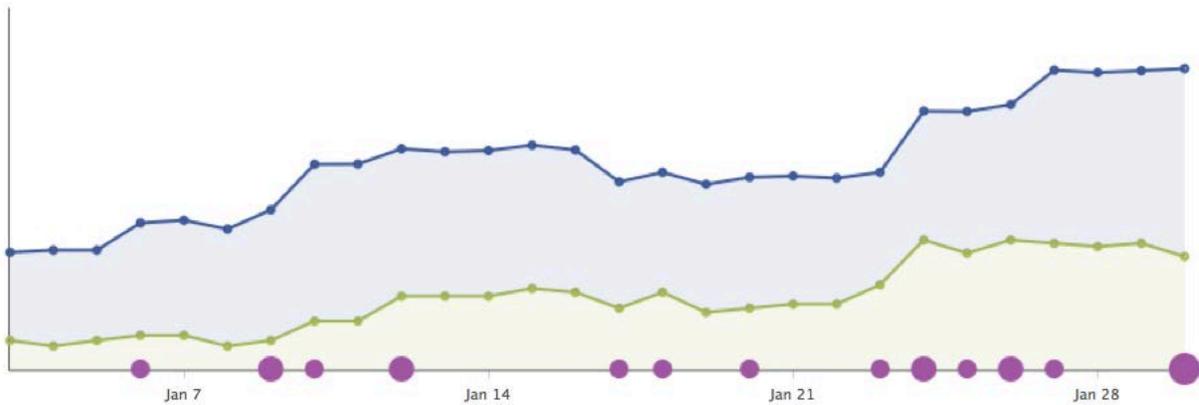
307 San Diego

Languages?

501 English (US)
 28 English (UK)
 2 Turkish

Total Likes? **573** ↑ 3.99%
 Friends of Fans? **202,936** ↑ 0.47%
 People Talking About This? **25** ↑ 47.06%
 Weekly Total Reach? **1,274** ↑ 75.97%

Posts? People Talking About This? Weekly Total Reach?



Total Tab Views?

271 Wall
 49 Wildfire's iFrames for Pages
 9 Photos
 5 Information
 4 Tweets To Pages
 1 Videos

External Referrers?

1 pointloma.edu
 1 google.com

Findings:

- Community is primarily female so we must shift voice to increase Male engagement

- 35% of overall users are professionals so voice must cater & be inclusive
- Users generally are referred to Facebook page within Facebook or by directly searching for the page

Twitter Metrics



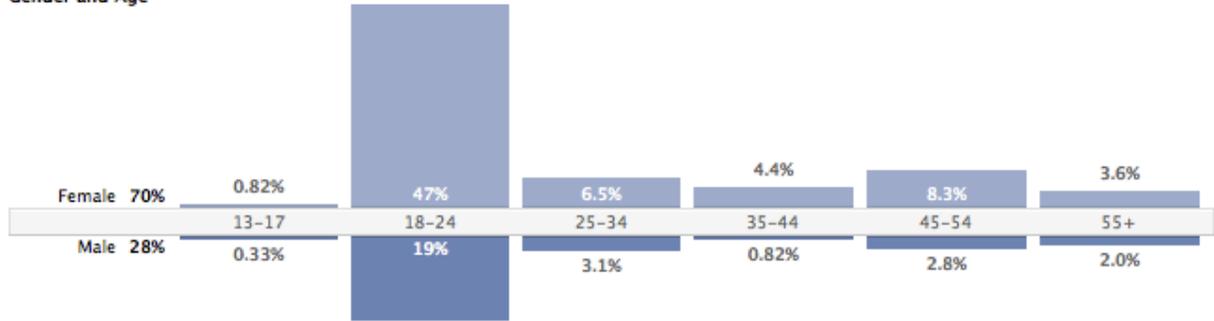
Findings:

- Excessive tweets lead to less engagement & losing followers

SP12-March Analytics Report

FB Insights

Gender and Age?



Countries?

- 597 United States of America
- 2 Australia
- 2 France
- 1 India
- 1 Philippines
- 1 Spain
- 1 Ukraine
- 1 Argentina
- 1 Nigeria
- 1 Switzerland
- 1 Morocco
- 1 Venezuela
- 1 Turkey
- 1 Honduras
- Less -

Cities?

- 437 San Diego, CA
- 7 Los Angeles, CA
- 4 San Francisco, CA
- 3 Bakersfield, CA
- 3 Oceanside, CA
- 3 Littleton, CO
- 3 Poway, CA
- 3 Murrieta, CA
- 3 Arroyo Grande, CA
- 2 Trabuco Canyon, CA
- 2 Sacramento, CA
- 2 Long Beach, CA
- 2 Fresno, CA
- 2 Adelaide, SA, Australia
- 2 Bend, OR
- 2 Seattle, WA
- 2 Paris, Ile-de-France, France
- 2 San Clemente, CA
- 2 San Marcos, CA
- 2 El Cajon, CA

Languages?

- 573 English (US)
- 35 English (UK)
- 2 Turkish
- 1 Spanish (Spain)
- 1 German

Like Sources?

- 32 Admin Invite?
- 11 On Page?
- 4 Facebook Recommendations?
- 1 Mobile?
- 1 Like Box and Like Button?
- 1 Search Results?



2/24/12	 Network 9 - Literature, Journali...	297	81	2	 0.67%
2/29/12	 A huge CONGRATS to recent gr...	279	78	13	 4.66%
2/8/12	 AIGA Unite 2012	274	76	2	 0.73%
2/28/12	 Network 9 - Psychology, Sociol...	273	68	6	 2.2%
3/2/12	 We love seeing our students pas...	283	54	8	 2.83%
2/10/12	 2012 Summer Camp Job Fair	271	51	1	 0.37%
2/7/12	 We're up bright & early this mor...	290	50	5	 1.72%
2/3/12	 So glad to have been a part of A...	181	32	2	 1.1%
2/6/12	 Confused about what social me...	302	32	6	 1.99%
2/7/12	 The weather may not show it bu...	259	29	1	 0.39%
2/14/12	 Share your love of strengths an...	236	28	2	 0.85%
2/15/12	 We had a blast stopping in the ...	233	22	--	--
2/16/12	 What's bringing Pearson Educati...	180	21	--	--
2/3/12	 We're honored to watch Margo ...	177	20	--	--
3/2/12	 Networking Advice: Dress to the...	215	19	7	 3.26%

Findings:

- Grew in targeting recent alumni, professionals, and current students
- Need to focus on current male students
- Made significant growth in attracting next class of students...continue to build on that momentum
- Need to focus on adding picture or link with photo to EVERY post
 - Popular content: Event Photos & Congrats on new Jobs

New Likes: 39 (Broke 600 Milestone)

Twitter Insights

Date	Following	Followers	Listed	Total Tweets
2/4/12	113	129	5	381
3/20/12	126	150	5	458

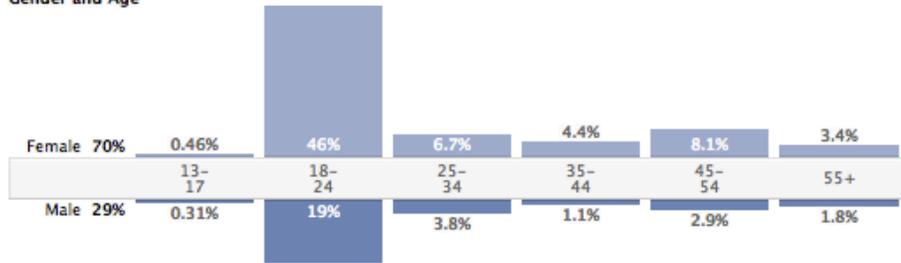
New Followers: 21 (Followed 13) Tweets: 77 (Avg. 2-3/Day)

SP12-March Analytics Report

FB Insights

People Who Like Your Page (Demographics and Location) [See Likes](#)

Gender and Age?



Countries?

628 United States of America
 2 Spain
 2 Turkey
 2 France
 1 Brazil
 1 Peru
 1 Austria
 1 Australia
 1 Honduras
 1 Nigeria
 1 Morocco
 1 Switzerland
 1 Venezuela
 1 Canada
 1 Argentina
 1 Ecuador
[Less -](#)

Cities?

434 San Diego, CA
 11 Los Angeles, CA
 5 San Francisco, CA
 4 El Cajon, CA
 4 Poway, CA
 4 Chula Vista, CA
 3 Carlsbad, CA
 3 Murrieta, CA
 3 Huntington Beach, CA
 3 Arroyo Grande, CA
 3 Vista, CA
 3 Fresno, CA
 3 La Mesa, CA
 3 San Marcos, CA
 2 Truckee, CA
 2 Seattle, WA
 2 Porterville, CA
 2 Santa Ana, CA
 2 Bonita, CA
 2 Laguna Hills, CA

Languages?

611 English (US)
 38 English (UK)
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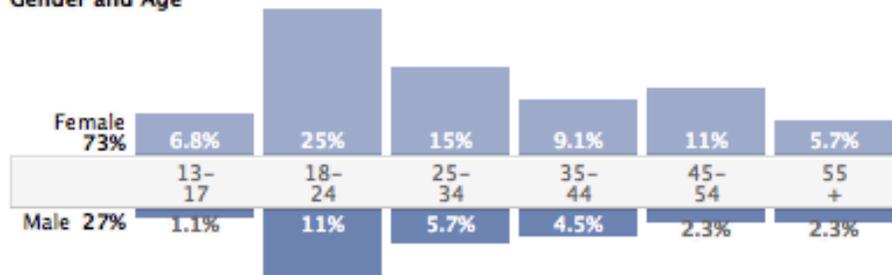
Findings:

- Continued growth in targeting recent alumni and professionals
- Need to focus on current male students
- Made continued growth in attracting next class of students
- Outreach on external, PLNU related pages successful in acquiring likes
- Picture tagging increased traffic significantly & led to most popular content-reached new audience outside PLNU

New Likes: 72 (End of Year: 684)

Who Is Talking About Your Page (Demographics and Location)

Gender and Age?



Countries?

73 United States of America
 11 Slovenia
 2 Guatemala
 1 Spain
 1 Italy

Cities?

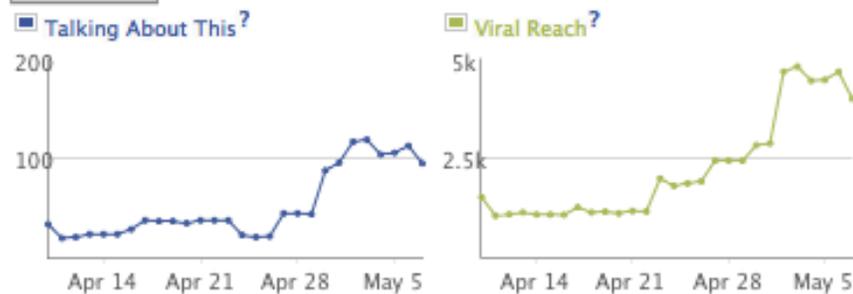
34 San Diego, CA
 4 Oceanside, CA
 3 Poway, CA
 3 Chula Vista, CA
 2 Escondido, CA
 2 Guatemala City, Guatemala, Guatemala
 2 Ljubljana, Bohinj, Slovenia
 2 Maribor, Brezovica, Slovenia
 2 Slovenska Bistrica, Brezovica, Slovenia
 2 Albuquerque, NM
 1 Kamnica, Brezovica, Slovenia
 1 Rome, Lazio, Italy
 1 Riverside, CA
 1 Westminster, CA
 1 Huntington Beach, CA
 1 Wahiawa, HI
 1 Slovenske Konjice, Brezovica, Slovenia
 1 Ptuj, Brezovica, Slovenia
 1 Pasadena, CA
 1 Roseville, CA
[Less](#)

Languages?

72 English (US)
 11 Slovenian
 2 English (UK)
 2 Spanish
 1 Spanish (Spain)

How People Are Talking About Your Page

All Stories ▾



Twitter Insights

Date	Following	Followers	Listed	Total Tweets
3/20/12	126	150	5	462
5/9/12	165	165	4	533

New Followers: 15 (Followed 39) Tweets: 71 (Avg. 1-3/Day)

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Standards:

- Minimum Tweeting: 1/Day
- Maximum Tweeting: 5/Day
- Content Suggestions:
 - Industry Insights & Articles
 - Resume & Interview Tips
 - Professional Dress Suggestions
 - Alumni Accomplishments
 - Event Promotion
 - Video Blogs
 - Event Photos
- All tweets must relate back to the mission of OSV and relate back to the office, career development, or Point Loma Nazarene University
- Be as concise as possible so we leave room to re-tweet without compromising integrity of tweet.
- Social Media Coordinator or Dustin will post all tweets. Any draft tweets will be edited and posted within the hour they are sent to the SMC.
- Use Bit.ly for ALL links
- The Ratio of Following to Followers can be a maximum of 1:1
 - Following: Must be a relevant professional, student, or career development new source. Evaluate at the end of every semester.
 - Followers: Allow and encourage anyone. Report @mention spammers to insure we create a community that enhances our twitter reputation.
- Retweet high rated Tweeters in relevant fields consistently so they will join our twitter community.
- #Hashtags: No more than two hashtags per tweet.
 - Suggest no more than Three Tweeters per #FF tweet and include reason why. Must be a follower or high rated tweeter to suggest. No personal shout-outs and create a theme per #FF (i.e. Loma departments, real estate professionals, student interns, etc.)
- Answer relevant tweets and direct messages within 24 hours

Infrastructure:

- Posting: Twitter (Direct & Response), Hootsuite (Scheduled, Team Collaboration)
- Metrics: TwitSprout, Klout, Bit.ly

Lingo:

RT-Retweet
@TwitterName-To tag another user
#FF-Follow Friday (Suggestion of who to follow)
#Hashtag-A trending topic, form of measurement

SP '12 Original Standings:

- Followers: 113
- Following: 108
- Klout Score: 37.22

Facebook

We will use FB to communicate and collaborate with existing followers, with the intention of engaging them and encouraging their friends to join us. We will use FB as an educational tool and encourage participation. Facebook will serve as a primary information source for new internships, career development news, event photos, programming promotion, and recognition of community members.

Standards:

- Min Post: 1/week
- Max Post: 5/week
- Content Calendar:
 - Monday: Industry Insight
 - Tuesday: Internship Highlight
 - Wednesday: Alumni Outreach
 - Thursday: Event Promo
- We will only "like" or make favorite pages through the OSV personality of other PLNU departments & career development sources. We will not like professional's pages, only promote them.
- We will tag only professional photos at events
- Use Bit.ly via Twitter Account for ALL Links

Infrastructure:

- Facebook (direct), Hootsuite (scheduled)
- Analytics: Bit.ly, FB Internal Analytics

SP 12 Origin Standings:

- Likes: 545

Spring 2012 Social Media Summary

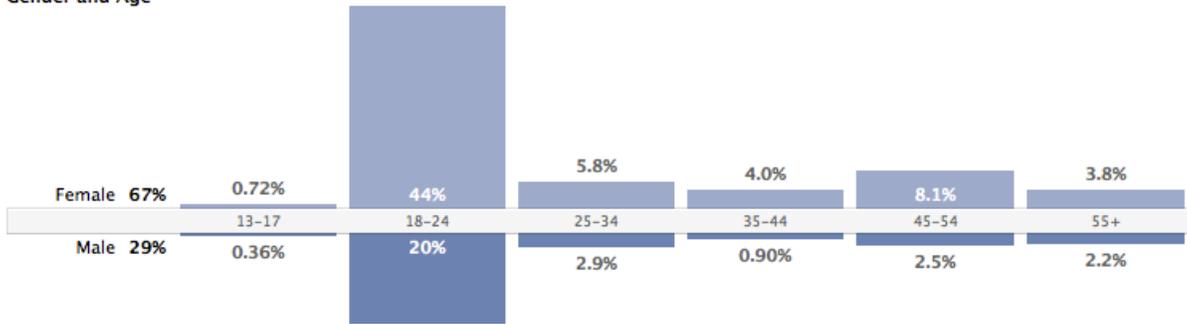
OSV implemented and refined a formal social media strategy in the Spring of 2012. The strategy guided and strategized the content for Facebook and Twitter. OSV launched two platforms in the Spring: a private LinkedIn group for Network9 professionals and an Instagram account for behind the scenes photos at events. Both platforms are seeing organic growth that will be refined next year. In the fall, OSV will launch a collaborative Pinterest with the Fermanian Business and Economic Institute to encourage social media collaboration on campus and drive social media traffic back to PLNU. OSV met with Study Abroad, External Relations, MCS, Admissions and FBEL to increase social media awareness and collaboration on campus. An increase in engagement and traffic resulted from collaboration and the strategy behind posted content. OSV's social media continue to grow as the leading platforms on campus.

SP12-February Analytics Report

Facebook Insights

Demographics:

Gender and Age?



Countries?

519 United States of America
3 France
2 Australia

Cities?

307 San Diego

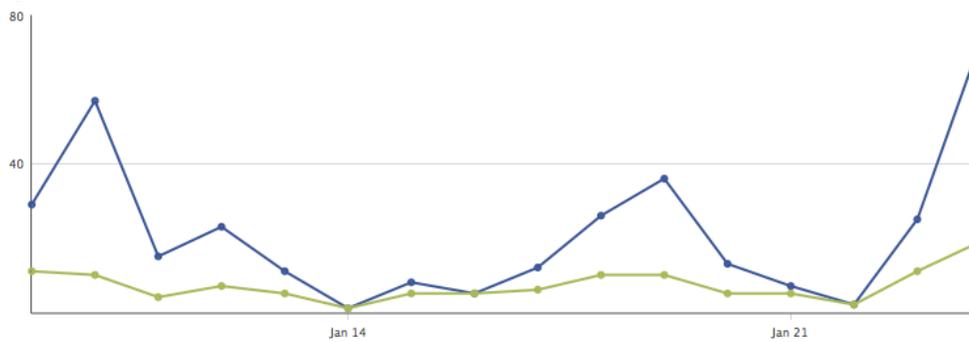
Languages?

501 English (US)
28 English (UK)
2 Turkish

Total Likes? **573** ↑ 3.99%
Friends of Fans? **202,936** ↑ 0.47%
People Talking About This? **25** ↑ 47.06%
Weekly Total Reach? **1,274** ↑ 75.97%



Page Views & Referring Sources:



Total Tab Views?

271 Wall
49 Wildfire's iFrames for Pages
9 Photos
5 Information
4 Tweets To Pages
1 Videos

External Referrers?

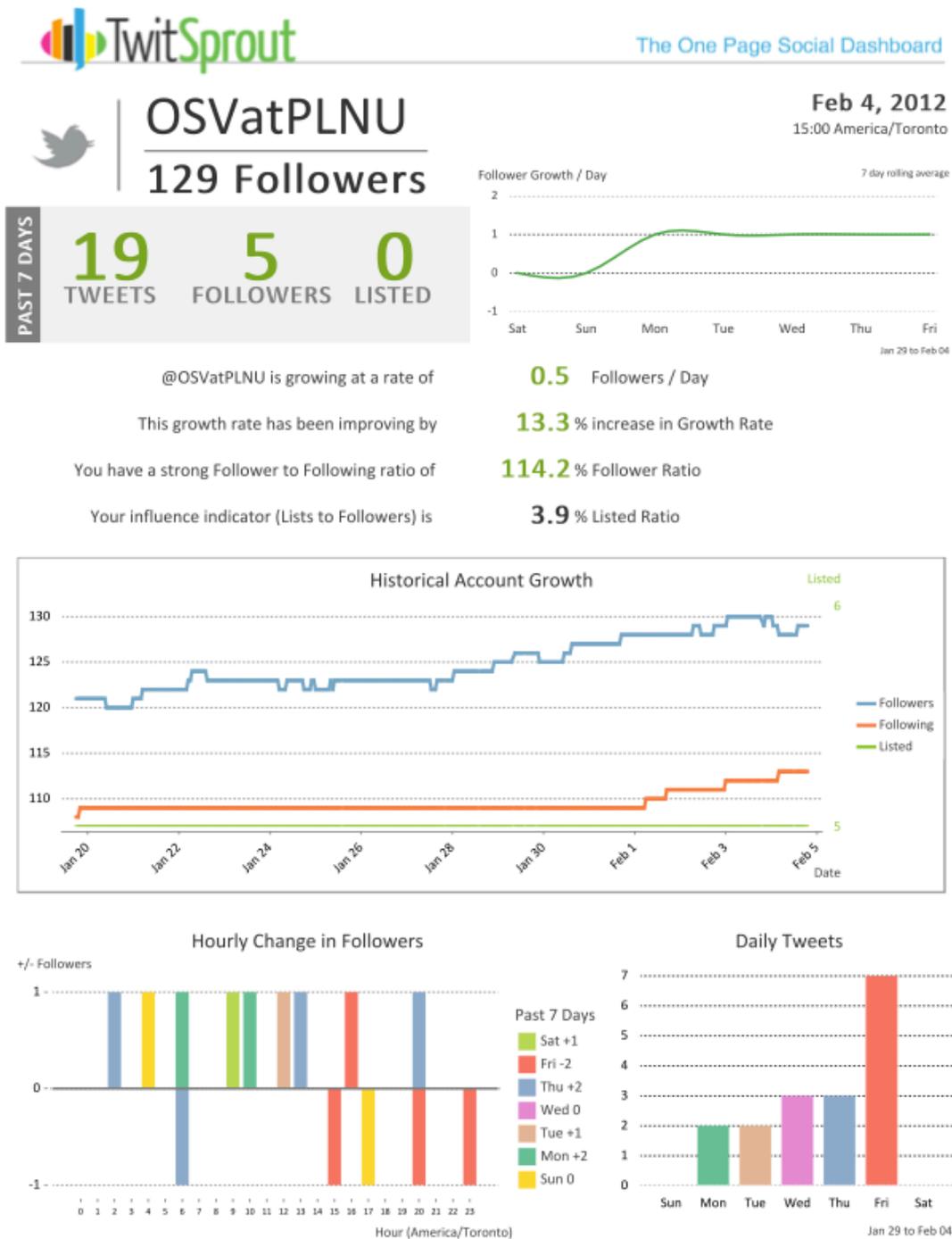
1 pointloma.edu
1 google.com

Findings:

- Community is primarily female so we must shift voice to increase Male engagement

- 35% of overall users are professionals so voice must cater & be inclusive
- Users generally are referred to Facebook page within Facebook or by directly searching for the page

Twitter Metrics



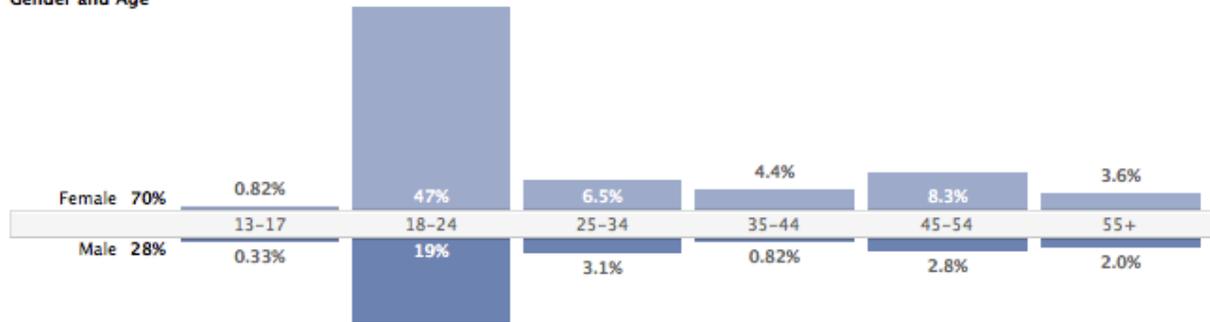
Findings:

- Excessive tweets lead to less engagement & losing followers

SP12-March Analytics Report

FB Insights

Gender and Age?



Countries?

- 597 United States of America
- 2 Australia
- 2 France
- 1 India
- 1 Philippines
- 1 Spain
- 1 Ukraine
- 1 Argentina
- 1 Nigeria
- 1 Switzerland
- 1 Morocco
- 1 Venezuela
- 1 Turkey
- 1 Honduras
- Less -

Cities?

- 437 San Diego, CA
- 7 Los Angeles, CA
- 4 San Francisco, CA
- 3 Bakersfield, CA
- 3 Oceanside, CA
- 3 Littleton, CO
- 3 Poway, CA
- 3 Murrieta, CA
- 3 Arroyo Grande, CA
- 2 Trabuco Canyon, CA
- 2 Sacramento, CA
- 2 Long Beach, CA
- 2 Fresno, CA
- 2 Adelaide, SA, Australia
- 2 Bend, OR
- 2 Seattle, WA
- 2 Paris, Ile-de-France, France
- 2 San Clemente, CA
- 2 San Marcos, CA
- 2 El Cajon, CA

Languages?

- 573 English (US)
- 35 English (UK)
- 2 Turkish
- 1 Spanish (Spain)
- 1 German

Like Sources?

- 32 Admin Invite?
- 11 On Page?
- 4 Facebook Recommendations?
- 1 Mobile?
- 1 Like Box and Like Button?
- 1 Search Results?



2/24/12	 Network 9 - Literature, Journali...	297	81	2	 0.67%
2/29/12	 A huge CONGRATS to recent gr...	279	78	13	 4.66%
2/8/12	 AIGA Unite 2012	274	76	2	 0.73%
2/28/12	 Network 9 - Psychology, Sociol...	273	68	6	 2.2%
3/2/12	 We love seeing our students pas...	283	54	8	 2.83%
2/10/12	 2012 Summer Camp Job Fair	271	51	1	 0.37%
2/7/12	 We're up bright & early this mor...	290	50	5	 1.72%
2/3/12	 So glad to have been a part of A...	181	32	2	 1.1%
2/6/12	 Confused about what social me...	302	32	6	 1.99%
2/7/12	 The weather may not show it bu...	259	29	1	 0.39%
2/14/12	 Share your love of strengths an...	236	28	2	 0.85%
2/15/12	 We had a blast stopping in the ...	233	22	--	--
2/16/12	 What's bringing Pearson Educati...	180	21	--	--
2/3/12	 We're honored to watch Margo ...	177	20	--	--
3/2/12	 Networking Advice: Dress to the...	215	19	7	 3.26%

Findings:

- Grew in targeting recent alumni, professionals, and current students
- Need to focus on current male students
- Made significant growth in attracting next class of students...continue to build on that momentum
- Need to focus on adding picture or link with photo to EVERY post
 - Popular content: Event Photos & Congrats on new Jobs

New Likes: 39 (Broke 600 Milestone)

Twitter Insights

Date	Following	Followers	Listed	Total Tweets
2/4/12	113	129	5	381
3/20/12	126	150	5	458

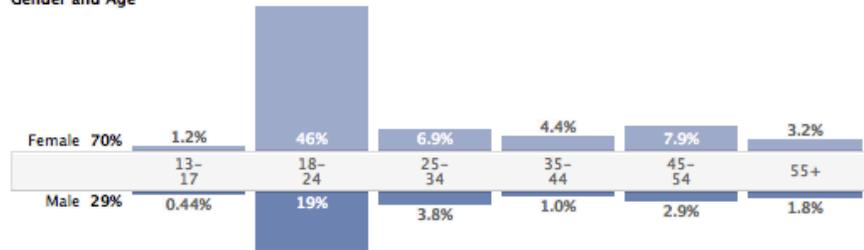
New Followers: 21 (Followed 13) Tweets: 77 (Avg. 2-3/Day)

SP12-April Analytics Report

FB Insights

People Who Like Your Page (Demographics and Location) [See Likes](#)

Gender and Age?



Countries?

657 United States of America
 2 France
 2 Turkey
 2 Australia
 1 Brazil
 1 Austria
 1 Spain
 1 Peru
 1 Switzerland
 1 Honduras
 1 Argentina
 1 Morocco
 1 Venezuela
 1 Canada
 1 Italy
 1 Ecuador
[Less -](#)

Cities?

440 San Diego, CA
 12 Los Angeles, CA
 6 Poway, CA
 5 Chula Vista, CA
 5 Sacramento, CA
 4 Albuquerque, NM
 4 San Francisco, CA
 4 El Cajon, CA
 4 Oceanside, CA
 4 Huntington Beach, CA
 3 Murrieta, CA
 3 La Mesa, CA
 3 San Marcos, CA
 3 Carlsbad, CA
 3 Arroyo Grande, CA
 3 Long Beach, CA
 3 Fresno, CA
 3 Bakersfield, CA
 2 Paris, Ile-de-France, France
 2 Escondido, CA
[Less -](#)

Languages?

641 English (US)
 39 English (UK)
 2 Turkish
 1 Spanish (Spain)
 1 German

Where Your Likes Came From



Like Sources?

55 On Page?
 10 Mobile?
 4 Facebook Recommendations?
 2 Timeline?
 1 Page Likes Another Page?
 1 Admin Invite?
 1 On Hover?

Findings:

- Continued growth in targeting recent alumni and professionals
- Need to focus on current male students
- Made continued growth in attracting next class of students
- Outreach on external, PLNU related pages successful in acquiring likes
- Picture tagging increased traffic significantly & led to most popular content-reached new audience outside PLNU

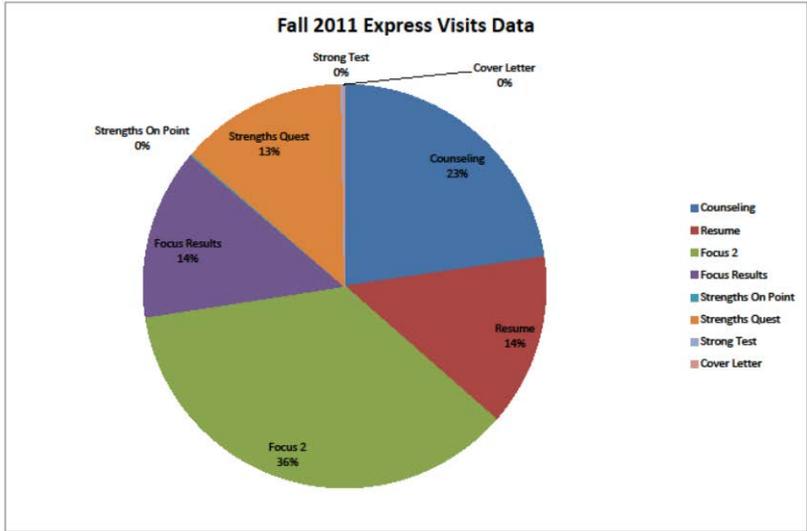
New Likes: 72 (End of Year: 684)

Twitter Insights

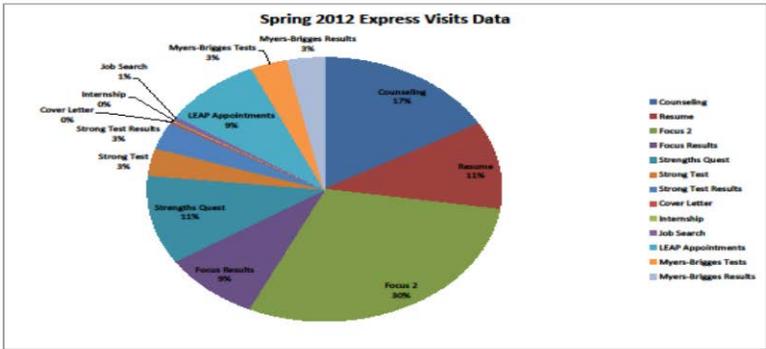
Date	Following	Followers	Listed	Total Tweets
3/20/12	126	150	5	462
5/9/12	165	165	4	533

New Followers: 15 (Followed 39) Tweets: 71 (Avg. 1-3/Day)

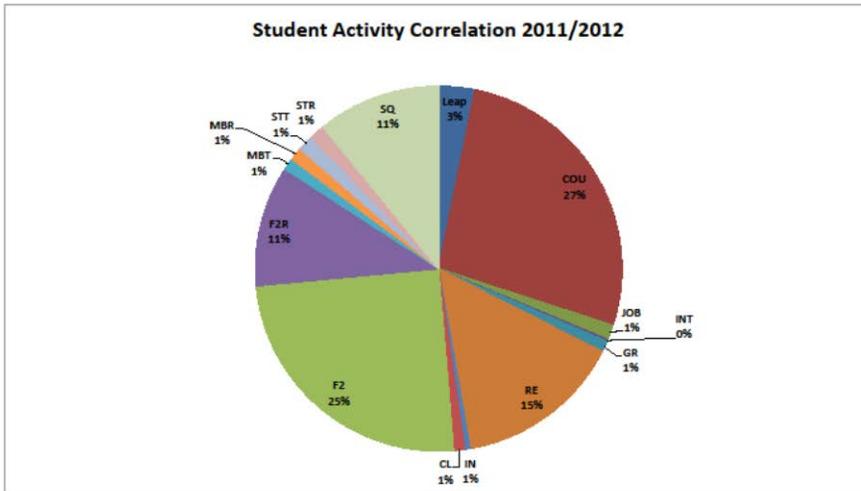
Leap Student Visits



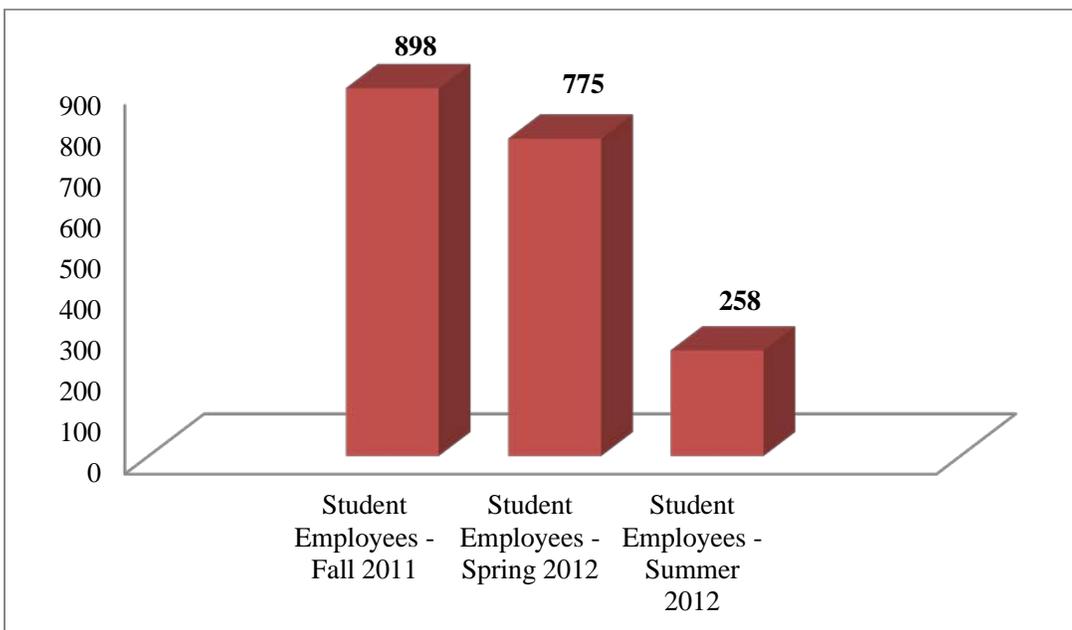
Express Visit Fall and Spring Visits



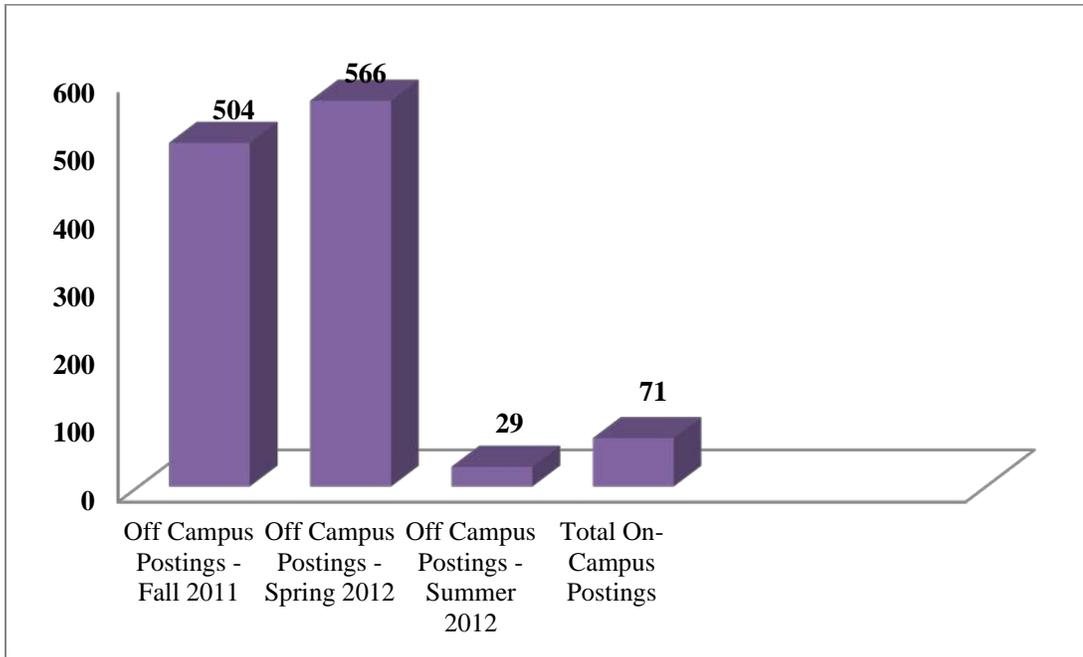
Student Activities Correlations



On Campus Student Employees



Off Campus Job Postings



**Point Loma Nazarene University Student Development
Intended Learning Outcomes By Department
2011-2012**

Intended Learning Outcomes	Cognitive Complexity			Knowledge Acquisition, Integration & Application				Humanitarianism & Civic Engagement				Interpersonal & Intrapersonal Competence				Practical Competence							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Chapel	X	X	X	X	X			X	X			X	X	X	X			X	X				

Chapel Learning Outcomes

Cognitive Complexity

- 1= Engage with others in constructive ways
- 2= Assess assumptions and considers alternative perspectives and solutions
- 3= Openness to new ideas and perspectives

The purpose of each Chapel service is to create the right setting where students are drawn into the presence of the Lord to worship Him with freedom and to deepen their relationship with Jesus Christ. Between the worship music and the teaching of the Bible, students will learn the truth of the word which has the power to transform their lives.



For some students who have not accepted Christ as Savior, the Chapel experiences may be the time the Holy Spirit prompts and leads to confession and surrender to a life of faith.

Students are given the opportunity to minister, to pray for, and to encourage each other in their walk and through the different experiences of life.

Knowledge Acquisition, Integration and Application

- 4= uses experience and other sources of information to create new insights
- 5= seeks new information to solve problems
- 6= Makes connections between curricular and co-curricular learning
- 7= Engages in experiential activities in preparation for the workforce

Pastors, church leaders, and fellow PLNU students are invited to teach the word of God and to share their personal life experiences and journeys. The goal is to challenge the students to think, live, and believe in a biblical worldview.

Humanitarianism & Civic Engagement

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

Chapel and Timeout services draw students of various denominations, cultures, ethnicities, and socio-economic backgrounds to worship together, learn the word together, to pray together, and to be transformed together.

Chapel services offer the opportunity to celebrate life and successes at PLNU as well as challenges that arise from living in community together.



Interpersonal/Intrapersonal

- 12= Pursuit of knowledge is integrated with beliefs, values, and action
- 13= Manages conflict constructively
- 14= Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual)
- 15= Practices self-efficacy
- 16= Works collaboratively with others
- 17= Demonstrates civility when engaged in controversy
- 18= Demonstrates that self-interest is balanced by a sense of social responsibility

Students are given the occasion to pursue a deeper knowledge and understanding of the Bible and how this translates to living lives of righteousness, purity and the pursuit of holiness through the power of the Holy Spirit.

Chapel and Timeout services are directed in a manner that is congruent with and supportive of the mission, vision, and values of PLNU. These services also provide the space to discuss difficult situations as a community when the community as a whole is being impacted.

Students are given the opportunity to minister, to pray for, and to encourage each other in their walk and through the different experiences of life. Students learn the importance of considering the needs and feelings of others and that they have a responsibility to each other within the PLNU community.

Practical Competence

- 19= Sets and pursues individual goals
- 20= Speaks and writes coherently and effectively
- 21= Uses technology ethically and effectively
- 22= Demonstrates leadership skills
- 23= Demonstrates effective stewardship of resources

Students are assigned specific Chapel attendance requirements they are to meet on a per semester basis. Freshman and sophomores are to attend a minimum of 33 Chapel and Timeout services. Juniors and seniors are



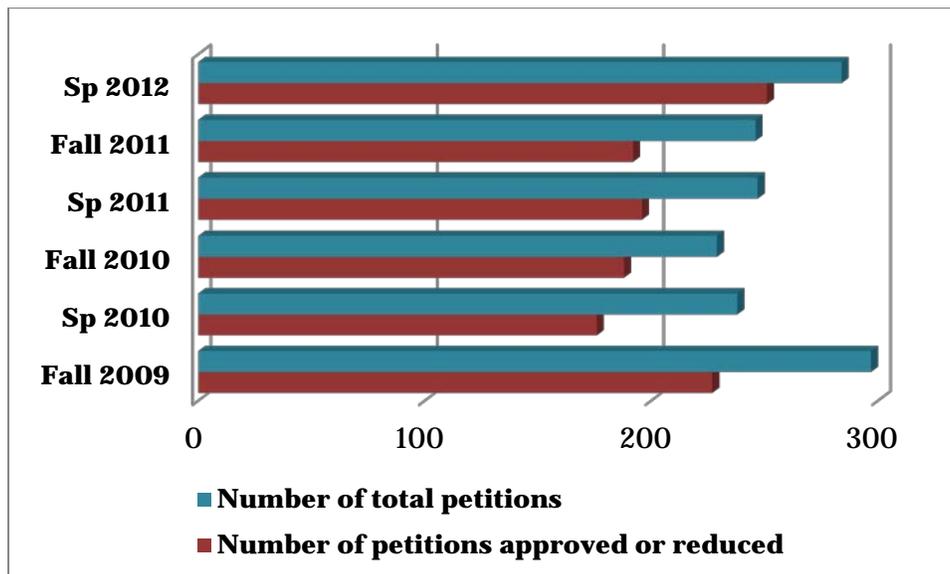
required to attend a minimum of 25 services. We schedule approximately 40 Chapel and 11 Timeout services each semester. Students are encouraged to attend all Chapel and Time Out services and can receive credit for up to four services each week.

Students may submit Chapel petitions during the first six weeks of each semester. Partial or complete exemptions may be granted if the following criteria are met –

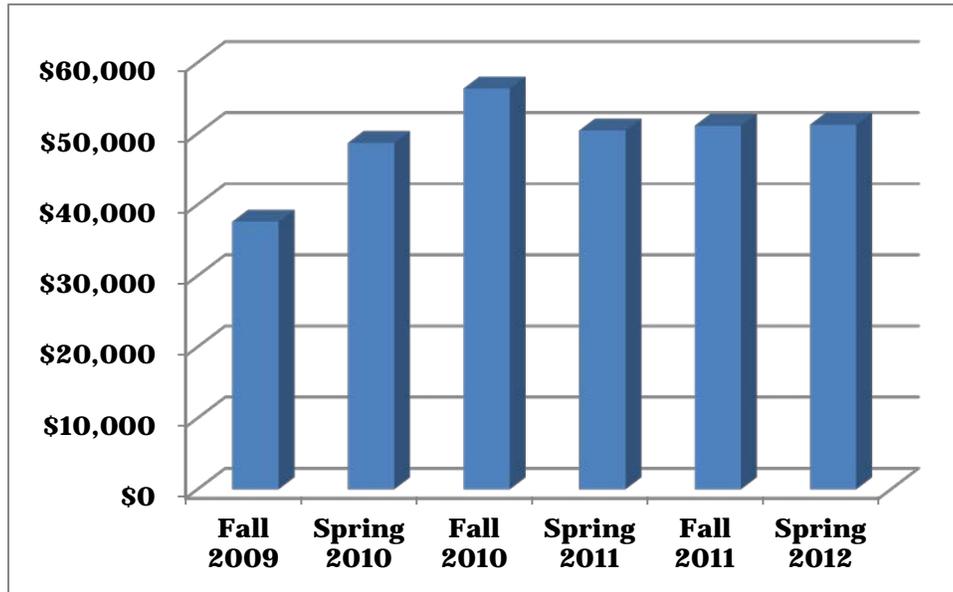
- juniors and seniors – verified and approved employment and internship opportunities when the students are requested to work during the Chapel time; for commuter students – classes that begin after 1:00 p.m. on Mondays, Wednesdays, and Fridays or attending Tuesday/Thursday classes only may request a complete exemption
- freshman and sophomore students who are commuting – with Tuesday/Thursday classes only may request a reduction to 25 services; commuting more than 20 miles to and from campus with classes beginning after 1:00 p.m. on Mondays, Wednesdays, and Fridays may also request a reduction to 25 per semester.
- commuter students enrolled in 11 or fewer units will be granted a complete exemption
- students with on-campus employment will be granted a partial exemption as approved by a Cabinet member

Please refer to the charts below for historical data regarding Chapel attendance, Chapel petitions, and Chapel fines.

TOTAL PETITIONS RECEIVED COMPARED WITH TOTAL APPROVED OR REDUCED



CHAPEL FINES



CHAPEL ATTENDANCE COMPARISON

	<u>Fall 2007</u>	<u>Spring 2008</u>	<u>Fall 2008</u>	<u>Spring 2009</u>	<u>Fall 2009</u>	<u>Spring 2010</u>
Number of total petitions:					297	238
Number of petitions approved or reduced:	419	195	241	293	227	176
Number of students required to go to Chapel:	2068	1934	2162	1930	2107	2041
Percentage of students who met requirement:	75%	70%	74%	71%	66%	63%
Average attendance for Chapel:		1234	1173	1084	1252	1016
Average attendance for Timeout:			375	274	388	304
Number of students with fines:	521	581	559	567	560	723
Amount of Chapel fines:	\$32,800	\$47,705	\$37,305	\$35,250	\$37,585	\$48,675
Average fine:	\$63	\$82	\$67	\$62	\$67	\$67

	<u>Fall 2010</u>	<u>Spring 2011</u>	<u>Fall 2011</u>	<u>Spring 2012</u>
Number of total petitions:	229	247	246	284
Number of petitions approved or reduced:	188	196	192	251
Number of students required to go to Chapel:	2437	2039	2095	2002
Percentage of students who met requirement:	64%	76%	68%	67%
Average attendance for Chapel & Timeout	823	726	973	783
Number of students with fines:	767	680	714	698
Amount of Chapel fines:	\$56,325	\$50,420	\$51,105	\$51,255
Average fine:	\$73	\$74	\$72	\$73

Commuter Student Services Intended Learning Outcomes 2011-2012

Intended Learning Outcomes	Cognitive Complexity						Knowledge Acquisition, Integration & Application					Humanitarianism & Civic Engagement				Interpersonal & Intrapersonal Competence				Practical Competence			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Commuter Student Services																							
Services/Activities	X	X	X	X			X	X			X		X	X	X	X			X	X		X	X

Commuter Student Services Learning Outcomes

The Point Loma Commuter Program has continued to develop in the areas of programming and services. This has been a challenge because many of our students choose not to engage in the programs we provide. We estimate out of the 760 registered commuters we serve 250 with our programming and services. This is much lower than we wish and are trying to find ways to capture more of our students. One program we started this year to capture more commuters was handing out PB&J sandwiches in the evening twice each month. We were hoping on capturing the evening students who don't come during the day and take advantage of our daytime programming. We will assess the numbers next year to see if there is any overlap between the evening program and daytime programming. If not this would increase our numbers to at least 50 which is how the maximum number of sandwiches we gave away. Another program we are very excited about is a Men's Discussion group we would like to start in the Fall of 2012. This would give male commuter students and any other residential students a forum to talk about issues of importance to their physical and emotional needs. In collaboration with the Wellness Center and other outside resources we hope to better serve male students. Overall, we have had a good year and hoping to increase our numbers next year.

Mission Statement

"The Commuter program is committed to providing a welcoming environment while connecting commuter students to the Point Loma Community."

Cognitive Complexity

Engage with others in constructive ways

Commuter Assistants engage with other commuters every day providing the best possible service to this unique population. The Assistants have work schedules and a log book that they fill out every day when there is communication issues. We have meetings once a week and each one contributes by reporting on the projects they are working on.

Assess assumptions and considers alternative perspectives and solutions

In our meetings, the conversation is open and everyone has a voice to share their ideas. Oftentimes, I, as the Director will make an assumption and the Student Assistants will provide alternative ideas; for instance, on the subject of "Lunch for a Buck", the Assistants suggested alternating days to reach a variety of commuters who come on different days of the week.

Openness to new ideas and perspectives

Many times I have returned from a conference with new ideas and asked the Assistants if they thought the ideas were good for our student population. One of those which were successful was the “peanut butter and jelly” program for evening commuters.

Knowledge Acquisition, Integration and Application

Uses experience and other sources of information to create new insights.

The ACUI conference allows me to bring back ideas that stimulate discussion that lead to new ideas on how to better the programming. Checking the internet of other schools to see if they have programs and services would be beneficial to our campus.

Engages in experiential activities in preparation for the workforce.

Each Assistant uses computer skills and writing skills that help them. In addition, they are asked to do the first round of interviewing for new Assistants, giving them interviewing skills. They are also asked to dress appropriately to portray the values of PLNU. Buying and selling snacks gives them money handling skills, as well as budgeting for each event.

Humanitarianism & Civic Engagement

A willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds

Many of the Commuters are from diverse backgrounds and the Assistants are serving them every day. In addition, each of our Commuter Assistants is Hispanic which offers a welcoming environment for diversity.

Participates in relevant governance systems

We have meetings every week to go over the program needs. There is one Commuter Student Assistant who is given the responsibility of Coordinator for the department, this position leads the team of student employees. This format allows the Coordinator to use and develop leadership skills to manage the program.

Interpersonal/Intrapersonal

Manages conflict constructively

We have never had a problem with conflict but we do have a three-strike rule to address conflict should it arise.

Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual)

By working with staff and others each student is challenged to develop awareness because they operate in community with others.

Practices self-efficacy

Each student staff member practices self-efficacy by feeling good about the way events are accomplished and executed through organizational skills and required actions.

Works collaboratively with others

In operation of the Commuter Lounge, Commuter students learn to work together by sharing space in the kitchen area, study space and while viewing the TV. The staff work together to carry out planned events which result in successful outcomes.

Practical Competence

Sets and pursues individual goals

The Student Coordinator is asked to set goals for the preceding year and is evaluated at midyear to see if the goals are being accomplished.

Speaks and writes coherently and effectively

During NSO the student employees need to speak in front of new students explaining the program and its functions. In addition, written correspondence with students, staff and faculty are oftentimes a part of their daily tasks.

Demonstrates leadership skills

Every day the student employees practice leadership by keeping the needs of the students at the forefront of their priorities. Acting on those needs through listening, observing and offering service, the Assistants help shape the feeling and tone of the Commuter Lounge.

Demonstrates effective stewardship of resources

After our food events we try and give the excess food to other Commuters. Also, we have adjusted what we buy for those same events so the food we do have is enjoyed and shared by all.

Transfer Student Services Intended Learning Outcomes 2011-2012

Intended Learning Outcomes	Cognitive Complexity						Knowledge Acquisition, Integration & Application				Humanitarianism & Civic Engagement				Interpersonal & Intrapersonal Competence				Practical Competence							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23			
Transfer Student Services																										
Services/Activities	X	X	X	X	X		X	X	X	X	X					X		X			X			x	X	X

Transfer Student Services Learning Outcomes

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

Mission Statement

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

Cognitive Complexity

Engage with others in constructive ways

The TAG Student Coordinator has constant interaction with each of the student Mentors throughout the semester. They strategize together on how to engage each student. In addition, the TAG Student Coordinator meets regularly with the Director to discuss programming.

Assess assumptions and considers alternative perspectives and solutions

The TAG Coordinator and the Director are always strategizing how to make the transition for each student transfer a smoother one.

Openness to new ideas and perspectives

We are constantly trying to find new ways to make the transition smoother at NSO both in the Fall and Spring semester. We research other universities to see what they do to see if we can use some of their strategies.

Knowledge Acquisition, Integration and Application

Uses experience and other sources of information to create new insights.

Each year the TAG Mentors are from the previous year Transfer group. They use their experiences to connect with the new group of incoming Transfers.

Seeks new information to solve problems.

Each year we assess our policies and procedures to find better ways to involve Transfers.

Engages in experiential activities in preparation for the workforce.

Leadership development, programming activities and personal communication skills are vital to this program and will enhance a student's preparation for the workforce.

Humanitarianism & Civic Engagement

A willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds.

It is a diverse group of students that transfer each year to PLNU. Mentors are assigned to each student based on their chosen major.

Demonstrates capacity to engage with the complexities of daily life in the global community.

Part of the Mentors responsibilities is to help each Transfer deal with the complexities of life at PLNU and to do so successfully.

Participation in service/volunteer activities

Each TAG Mentor is a volunteer position

Participates in relevant governance systems

In our organizational structure there is a TAG Student Coordinator with an Assistant and then the 24 Mentors.

Interpersonal/Intrapersonal

Gains holistic awareness of self (including emotional, social, occupational, physical, intellectual, and spiritual)

In the one-on-ones with each of the Mentors and the new Transfer student, a variety of issues are discussed as noted above in parentheses.

Practices self-efficacy

Each new Transfer student and Mentor receive self-efficacy by feeling a sense of worth and value each time they have positive interactions with one another, as well as others.

Works collaboratively with others

The program works very closely with NSO and Admissions Department to create a seamless transition.

Practical Competence

Sets and pursues individual goals

The Director asks the TAG Coordinator to choose their predecessor at the end of the Fall semester. Every Mentor is asked to contact their new student before school starts and at least two times throughout the first semester.

Demonstrates leadership skills

The TAG Student Coordinator exercises the most leadership by collecting all the names and distributing to all the Mentors. They also have meetings of which they are the facilitator to strategize each event and connections with students. Much of the skill development task is placed on the one-on-ones that take place throughout the year.

Demonstrates effective stewardship of resources

The Student TAG Coordinator is aware of the budget and conscience of the limitations. Yet the more valuable resource is information of each student which is protected.