



POINT LOMA
NAZARENE
UNIVERSITY

Student Life and Retention **ANNUAL REPORT**

Community Life
Commuter Student Services
Multicultural & International Student Services
Nicholson Commons
Offices of Strengths & Vocation
Outdoor Leadership Programs
Transfer Student Services

2014 - 2015

Student Life and Retention

Mission Statement

Student Life 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.

Program Overview

The Office of Student Development departments of Student Life and Retention encompass multi-faceted programs and services that support the mission of the university and the mission of Student Development. The functional areas in Student Life and Retention (SL&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, Outdoor Leadership Programs, and Transfer Student Services

Intended Learning Outcomes by Program

	Cognitive Complexity				Knowledge Acquisition, Integration & Application				Humanitarianism & Civic Engagement				Interpersonal & Intrapersonal Competence				Practical Competence						
Student Life and Retention Programs	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	X	X	X	X			X	X	X		X		X	X	X	X	X	X	X	X	X	X	X
Multi-Cultural and International Student Services	X						X		X	X	X	X	X	X	X	X	X	X	X	X		X	
Offices of Strengths and Vocation	X	X	X	X	X	X	X	X		X		X	X	X	X	X			X	X		X	
Chapel	X	X	X	X	X			X	X			X	X	X	X				X	X			
Outdoor Leadership	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	
Nicholson Commons	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	X

Use of Evidence

As shown in the reports that follow, there were significant changes in Student Life & Retention, including the title of the group (from Student Engagement & Retention). Those changes included the recruitment and hiring of three new directors (Community Life, Multicultural and International Student Services, Outdoor Leadership Programs) and the reconfiguration of Outdoor Leadership as a part time operation to Outdoor Leadership Programs with a more comprehensive vision and mission. Changes are not anticipated for 2015 – 2016 as the programs will continue to stabilize with continued training for the new leadership in their second year and refinement of goals and expectations. There will be change in leadership due to the recruitment of a new Executive Director of the Offices of Strengths and Vocation.

For 2015-16 the Commuter Student Services program will be assessed. In alignment with the university’s strategic plan for enrollment, there will be a notable increase in the commuter student population and the programs and services should be assessed to determine efficacy especially in light of the growth trend. The assessment will include appropriate budgeting and use of budget, staffing, facilities, programming, and long range outlook.

Areas of Distinction

- Three staff received the Certificate of Completion for the Gallup Strengths Coaching Program (Associate Vice President, Executive Director OSV, Director OSV)
- Five staff received certificate of completion for the Situation Self Leadership Training for Trainers College Program (Associate Vice President, Director Community Life, Director Multicultural and International Student Services, Director Outdoor Leadership Programs, Executive Director OSV, Director OSV).

Community Life

Mission Statement

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

Overview

The office of Community Life performs several key functions for the campus of PLNU. Freshman retreat serves as an early opportunity for students who are Freshmen to take a weekend away to build new friendships, get to know their classmates, and process the transition into college life. This retreat occurs on the first weekend of the school year and is led by returning students who hold leadership positions across campus. The LEAD training occurs the week before New Student Orientation. Returning students who hold leadership positions are brought back to campus early and trained on various components of leadership and their roles. The section entitled Community Life represents several components that do not fit under other categories. This includes campus communications such as the Toilet Paper, LomaLink, and various social media accounts. There is also collaborations across campus between the Community Life staff and other departments that are represented by the section. Finally, the Associated Student Body is a group of students who are elected by their peers to represent the students to the administration and offer campus programming to meet the needs of students. The Community Life staff works closely with the ASB Board of Directors to carry out these functions.

Intended Learning Outcomes

Programs	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
Freshman Retreat	X	X	X	X				X						X		X							X
LEAD	X		X						X					X	X	X							X
Community Life	X	X	X					X			X		X	X		X					X	X	X
Associated Student Body	X	X	X				X	X	X		X		X		X	X	X	X	X	X		X	X

Evidence of Learning



Freshman Retreat

Cognitive Complexity

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

Knowledge Acquisition, Integration, and Application

The learning outcome from this domain that was accomplished through Freshman retreat was “Uses experience and other sources of information to create new insights”. This was again accomplished through small group time on the retreat. Hearing about the experiences of other students, and utilizing their own experiences, gave Freshmen students the chance to create new insights into the transition to college.

Humanitarianism & Civic Engagement

In this domain the Freshman retreat aimed to develop “A willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds”. One of the primary purposes of the small group time at Freshman retreat was for students to share their experiences and hear about the experiences of other students. Students reported the benefit of becoming friends with students from different backgrounds and cultures than their own, and the importance that Freshman retreat played in the development of these relationships.

Interpersonal and Intrapersonal Competence

Developing interpersonal and intrapersonal competencies are one of the primary goals for Freshman retreat. The discussions about transitioning to college life, speakers, and social opportunities were all designed to develop new relationships and give a sense of belonging. Understanding the experiences of others also developed a stronger self-awareness. Throughout the weekend students were given opportunities to work with others in collaborative ways. Thus, the learning outcomes achieved in this domain were “Gains holistic awareness of self” and “Works collaboratively with others”.

Practical Competence

Besides the group of Freshmen who attend the retreat, a group of returning students are brought to the weekend as leaders. Their role is to lead the small groups, build relationships, and serve as “good company for the journey” to the Freshman students. These students demonstrate real leadership skills and are given a very hands-on experience in leadership during the weekend.

LEAD



Cognitive Complexity

During LEAD all of our student leaders come back to campus early in order to train and develop a common vision and excitement for the academic year. Students are trained on strengths, leadership, their role in New Student Orientation, sexual harassment and hazing prevention, with a component focused on spiritual formation and vision. The different sessions that are offered provide both opportunities to engage with others in constructive ways, and openness to new ideas and perspectives. The diversity and sexual harassment & hazing sessions especially achieved these cognitive complexity learning outcomes. In the LEAD survey students communicated the benefits of interacting with other leaders from different groups and having challenging conversations.

Humanitarianism & Civic Engagement

The learning outcome achieved in this domain was “Demonstrates capacity to engage with the complexities of daily life in the global community”. LEAD participants described this outcome being achieved through some of the conversations that occurred throughout the LEAD sessions. The diversity, Campus Conversations with Dr. Bolster, sexual harassment and hazing, and combined sessions were all cited as important to this learning outcome. In these sessions students were put into smaller groups with leaders from different areas and asked to have some of these challenging conversations. Through these experiences students demonstrated the capacity to engage in the complexities of the global community.

Interpersonal and Intrapersonal Competence

Three learning outcomes were targeted in this domain: “Gains holistic awareness of self”, “Practices self-efficacy”, and “Works collaboratively with others”. The leadership training was designed for students to better understand their own leadership skills and to gain a sense of self-efficacy in their leadership ability. Small group conversations, break-out sessions, and department specific training all focused on these outcomes. Similarly, the experience of discussing and working with other leaders from different areas encouraged a sense of working collaboratively with others. Students expressed the benefits of meeting other leaders and working with them throughout the training time.

Practical Competence

The final outcome achieved through the LEAD training was “Demonstrates leadership skills”. Students are invited to this training day because they have taken on leadership positions that require leadership skills. Students are selected because they have already demonstrated leadership skills and this training are focused on developing these skills. Students expressed feeling more confident in their leadership abilities because of the training of LEAD.

Community Life



Cognitive Complexity

This section specifically focuses on the outcomes achieved through the work of the Community Life staff in partnering with ASB, Student Development and Spiritual Development departments, various clubs and organizations, and other collaborators across campus. This also includes the Toilet Paper, LomaLink, Instagram, and other social media and website use. One of the ways that the Cognitive Complexity outcomes were achieved is in partnering and supporting the work of the MOSIAC clubs. These groups play a crucial role in bringing new perspectives and insights to the PLNU campus. The various forums, events, and trips that these groups planned caused many students to be open to new ideas and consider alternative perspectives or solutions.

Humanitarianism & Civic Engagement

Working and providing oversight to the ASB Board of Directors requires an understanding of the governance systems in place and the requirements that these place on ASB. Helping these students to understand not only their own governance structures, but also the university structure and their role within this is crucial to their success. The Community Life staff also strives to create opportunities for students to engage with other students from diverse backgrounds, abilities, cultures, ethnicities, and socio-economic backgrounds. This year, extra care was made in ensuring that ASB activities were open and accessible to all students, and that a broad array of events were offered in order to meet the needs of as many students as possible.

Interpersonal and Intrapersonal Competence

Advising ASB through some of the challenging situations that arose this year required the Community Life staff to develop their conflict resolution and mediation skills (See below in ASB section). Helping students to understand and grow their leadership skills often requires them to simultaneously gain a

deeper understanding of who they are. ASB reported gaining a deeper holistic awareness of self through our regular meetings and mentorship.

Practical Competence

Community Life utilizes various technology platforms in order to disseminate information and reach students. The Toilet Paper, LomaLink, and Instagram accounts all gave students the opportunity to utilize technology ethically and effectively. The development of LEAD, advising of ASB, and various other retreats and events help students to demonstrate their leadership skills and effective stewardship of resources. Modeling these skills and walking alongside students as they develop them is one of the functions of the Community Life office.

Associated Student Body (ASB)



Cognitive Complexity

Being a member of the ASB Board of Directors is one of the student leadership positions that carry the most responsibility on PLNU's campus. This group of students interacts with most of the departments around campus and represents the students to the staff and faculty. They also oversee all of the clubs and societies, plan events for campus, encourage school spirit, offer opportunities for spiritual formation, and lead Student Senate. The learning outcomes for this domain are practiced by the ASB Board of Directors on a consistent basis. Students reported significant growth in each of these three learning outcomes throughout the year.

Knowledge Acquisition, Integration, and Application

All of the experiences listed above help this group of students to develop skills that are extremely applicable to their transition into the workforce. Most of the students involved in ASB utilized this experience to land jobs that related to the work (finance, event planning, leadership, politics, etc.) they had engaged in during their time serving on ASB. This demonstrates that these students had in fact engaged in "experiential activities in preparation for the workforce".

Humanitarianism & Civic Engagement

The first two learning outcomes of this domain are often lived out in the clubs and societies area of ASB. The variety of MOSIAC clubs, including Black Student Union, Asian Student Union, Association of Latin American Students, Hui O Hawaii, and Mu Kappa clubs, provide not only a space for students to find

belonging and understanding, but also offer programs and engagement opportunities to the broader campus. This year these included Conversations about Ferguson, the Hawaiian Luau, Civil Rights Pilgrimage, and various other events. These organizations achieved the learning outcomes of “A willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds” and “Demonstrates capacity to engage with the complexities of daily life in the global community”.

The final outcome that was achieved in this domain was “Participates in relevant governance systems”. This outcome was most significantly met in the work of the ASB Board of Directors. This group of students maintains the ASB Constitution as well as the club charter process and other governance systems. These experiences with complying with and administrating governance structures gave these students real experience in these areas.

Interpersonal and Intrapersonal Competence

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

The other outcome from this domain that was achieved this year was “Practices self-efficacy”. Students serving in leadership positions throughout the different areas of ASB demonstrated greater self-efficacy in their areas of leadership. Celebrating success and learning from mistakes helped these students to finish the year more confident in their abilities.

Practical Competence

Participating in ASB leadership positions gave students a chance to grow in and demonstrate practical competencies. Each student set their individual goals for the year and these goals were regularly revisited to ensure that they were met. Students were also often asked to speak in front of groups and to correspond via email with the campus. Each of these students led a team of other students in their various roles, giving them a chance to demonstrate and grow in leadership skills. Finally, the ASB Board of Directors undertook the task of assessing spending and budgets throughout the areas of ASB. This led to more effective stewardship of ASB resources and the skills to replicate this project in organizations that they work for in the future.





Use of Evidence of Learning

Overview

This year was the first year in their positions for the two Community Life staff and the ASB Board of Directors were all new to their positions as well. Next year, three ASB directors are returning to the board and others have been a part of ASB in the past. Given these factors, it has been a successful year for Community Life. Some of the highlights include: completed assessment of ASB funding which resulted in freeing over \$60,000 to be reallocated, an increased focus in impacting the experience of students through the area of Community Life, a new focus on school spirit which resulted in a 30% increase in athletic event attendance, and the development of new collaborations across campus.

ASB Activities

The 2014-2015 school year was a time of change and growth for ASB Activities. In July we added a new Assistant Director of Community Life to serve as the advisor for the Campus Activities Board. Additionally, this past year was the first time we had implemented a new structure, combining the activities and communications departments of ASB under one student director. With new staff and a new structure there was a time of transition and learning, but the outcomes provided a fresh prospective and streamlined social media efforts that created a new enthusiasm for our campus events.

Our Campus Activities Board (CAB) consisted of 6 student coordinators that lead a team of 25 student workers to plan and execute 20 events throughout the school year. We provided a well-rounded events calendar that was carefully planned to appeal to all students. The CAB students learned a lot about themselves as leaders through the process of planning events and leading teams. We spent much of the beginning of the year helping them identify their strengths and helping them learn how to best utilize them for the team. We are excited that the experience was so positive, that many of our CAB students are returning next year; including our Director of ASB Activities. We hope the continuity coming into next year will only strengthen our team and the quality of our events.

2014-2015 Activities:

Sept 1st – Movie in the Greek: Captain America
Sept 2nd – Bobby B's Birthday Bash
Sept 5th – Loman Empire Dance
Sept 12th – Magic Mountain Trip
Sept 19th – Padres Game
Sept 26th – Glow with the Flow Dance
Oct 3rd – PLNUs Best Dance Crew
Oct 10th – Movie in the Greek: The Lorax
Nov 1st – Fall Ball Dance
Nov 8th – Lomapalooza

Nov 13th – Movie in the Greek: Divergent
Dec 4th – Christmas Tree Lighting
Jan 24th – Silent Disco
Jan 20th – Movie in the Greek: Maleficent
Feb 12th – Themed Skate Night
Feb 26th – Basketball Game After Party
March 4th – “All Sons & Daughters” Concert
March 27th – Fashion Show
April 18th – End of the Year Beach Party
May 3rd – Midnight Breakfast



Changes, Goals, Objectives

This coming year promises to be one of change and growth for the area of Community Life. Increased budget for ASB will allow a more profound impact in the life of our campus. ASB activities and the MOSIAC Clubs are two areas that could benefit from focusing more resources and encouraging new programming. The Community Life staff is also working with various departments to develop new leadership opportunities for first-year students. This will hopefully begin the developmental work for leaders on PLNU’s campus even earlier and give new students leadership opportunities that they are hungry for in their first year. Community Life, Outdoor Leadership, and Spiritual Development are working on developing a retreat for Junior and Senior male students. Currently, a program exists for female students that has been extremely effective. This will aim to better prepare students to transition into life after Loma and is something students are excited about for this coming year. Another goal for this coming year is to encourage students from diverse populations to think about ASB leadership as an option for them to pursue. Having conversations earlier, promoting within the MOSIAC clubs, and ensuring a welcoming environment will be important in this coming year.

Future Assessment

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

Areas of Distinction

Publications and Presentations:

Narrative Tales of Social Justice Engagement, 2014 ASHE National Conference.



Appendix

2014 LEAD Student Survey

Last Modified: 05/19/2015

1. Gender

#	Answer	Response	%
1	Male	16	25%
2	Female	47	75%
	Total	63	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.75
Variance	0.19
Standard Deviation	0.44
Total Responses	63

2. Year at PLNU

#	Answer		Response	%
1	Freshman		0	0%
2	Sophomore		15	24%
3	Junior		20	32%
4	Senior		28	44%
	Total		63	100%

Statistic	Value
Min Value	2
Max Value	4
Mean	3.21
Variance	0.65
Standard Deviation	0.81
Total Responses	63

3. Number of LEAD trainings you have attended

#	Answer		Response	%
1	0		1	2%
2	1		40	63%
3	2		15	24%
4	3		7	11%
	Total		63	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.44
Variance	0.51
Standard Deviation	0.71
Total Responses	63

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

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

32	YOUNG HALL - RA		3	5%
33	STUDENT SENATE		3	5%
35	SAAC		3	5%

Statistic	Value
Min Value	1
Max Value	35
Total Responses	62

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

#	Question	Needs Improvement (1)	(2)	Average (3)	(4)	It was great; leave it as is (5)	Total Responses	Mean
1	Quality of Training Time	0	3	8	25	21	57	4.12

Statistic	Quality of Training Time
Min Value	2
Max Value	5
Mean	4.12
Variance	0.72
Standard Deviation	0.85
Total Responses	57

6. Assess the quality of the LEAD training day:

#	Question	Needs Improvement (1)	(2)	Average (3)	(4)	It was great; leave it as is (5)	Total Responses	Mean
1	Worship	0	0	8	13	36	57	4.49
2	Opening Session	0	0	12	22	23	57	4.19
4	Sexual Harassment & Hazing Prevention Training	1	2	24	15	15	57	3.72
5	Diversity Discussion	5	10	22	12	8	57	3.14
6	Lunch in the Caf	2	6	23	15	11	57	3.47
7	Workshops	0	7	12	20	16	55	3.82
8	Commissioning Service	0	4	11	22	19	56	4.00
9	Dinner on Baseball Field	0	2	7	15	33	57	4.39

Statistic	Worship	Opening Session	Sexual Harassment & Hazing Prevention Training	Diversity Discussion	Lunch in the Caf	Workshops	Commissioning Service	Dinner on Baseball Field
Min Value	3	3	1	1	1	2	2	2
Max Value	5	5	5	5	5	5	5	5
Mean	4.49	4.19	3.72	3.14	3.47	3.82	4.00	4.39
Variance	0.54	0.59	0.92	1.30	1.08	1.00	0.84	0.71
Standard Deviation	0.73	0.77	0.96	1.14	1.04	1.00	0.91	0.84
Total Responses	57	57	57	57	57	55	56	57

7. How did you like the Dinner Vendor (Phil's BBQ)?

#	Question	Needs Improvement (1)	(2)	Average (3)	(4)	It was great; leave it as is (5)	Total Responses	Mean
1	Quality of food received	1	1	6	19	29	56	4.32
2	Length of time it took to get the food	6	6	20	13	11	56	3.30
3	Portion sizes	0	3	11	20	22	56	4.09

Statistic	Quality of food received	Length of time it took to get the food	Portion sizes
Min Value	1	1	2
Max Value	5	5	5
Mean	4.32	3.30	4.09
Variance	0.77	1.49	0.81
Standard Deviation	0.88	1.22	0.90
Total Responses	56	56	56

8. Any comments regarding dinner on the baseball field?

Text Response

So fun!!!

I liked the games we could play on the field and I thought it was nicely spaced out.

big line. maybe split up dismissal times? really not that big of a deal though. phil's is always worth it

Great for people to hang out, etc.

I didn't go to it because I couldn't eat any of the food provided.

It was amazing!!

would have been great to have tables especially with such messy food.

I would've loved to see tables of some sort. Kinda hard to eat Phil's BBQ on your lap but it really wasn't that big of a deal.

Fun!

Beautiful

It was good, thanks for that.

For next year, it would be better to have some groups go at different times increments so that the line is not so long.

Maybe have an earlier dinner slot and not have to rush to the next event. But it was great!!

I heard that last year (2013) there was a rock-climbing wall; that would be cool!

Have fruit or salad option

So fun! Love the cotton candy too!

I marked average, because I didn't go. However, Phil's has never been a disappointment. I was sad to see those food trucks were no longer there for lunch though.

fun environment, but by the time I got through the food line there was no more sauce and very little food left, the drinks were good though, the environment was a lot of fun, I loved the spikeball and frisbee and other games.

Statistic	Value
Total Responses	18

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

#	Question	Needs Improvement (1)	(2)	Average (3)	(4)	It was great; leave it as is (5)	Total Responses	Mean
1	Brand	1	0	12	15	28	56	4.23
2	Cut	1	0	11	16	24	52	4.19

Statistic	Brand	Cut
Min Value	1	1
Max Value	5	5
Mean	4.23	4.19
Variance	0.84	0.83
Standard Deviation	0.91	0.91
Total Responses	56	52

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

Text Response

The opening service was fun and it got us off on the right foot.

Very high energy

Time spent as a greater RA team.

Dinner on the baseball field because it was nice to see and eat with everyone during a break.

Worship. I love worship.

Dinner on the Baseball Field and the Commissioning Service. Dinner was so fun with everyone and the worship that night was the best, something I had been waiting for all summer long.

My favorite part of LEAD was meeting the new students at the resource fair because I was able to have conversations with them about my life thus far at Loma.

Meeting other people in other parts of leadership and getting know our teams on a deeper level.

hanging out with all of the different groups, not just sticking to club captains only

Phil's BBQ- always delicious

I liked the dinner and the commissioning service (but the service seemed a little drawn out)

Jeff Bolster's workshop was good because a lot of necessary communication b/w Res life and the students was made.

I loved the dinner on Wednesday night because it allowed us all to talk about our ministries, activities, things we are leading, etc. and eat delicious food after a long week of training!

My favorite part of LEAD was the workshop sessions. I loved how we had a choice to attend a meeting in which we thought would be the most beneficial to our specific areas of leadership.

Meeting leaders in lots of different areas on campus

I really enjoyed moving new students in and interacting with them as well as fellow leaders.

Worship and being with other leaders.

The commissioning service and worship because I have always liked the times when we are all together.

The dinner because we got to spend time with our teams!

I loved my workshop. It was led by Sam Kwapong who talked about welcoming international students. I wish every student could have heard about it. Oh and I liked free time.

Worship! It was full of passion, and so good to be back in corporate worship with fellow students who love The Lord

Worship

Workshops gave me the opportunity to go to where I was most interested.

I liked the dinner on the baseball field, it was nice and relaxing and good to see people with all different types of leadership positions

Training with my Department by itself. I enjoyed getting to know the department and the people I am going to be working with this year, it definitely helped create a very relaxed and community environment within the people I got to know.

Move in day! So much fun to see new faces!

Even though I worked for public safety since my sophomore year, this was my first year participating in LEAD. I really enjoyed talking and spending time with the whole public safety department because I do not get to see or talk to most of them during the school year. I also loved seeing all the other leaders for ministry, ASB, clubs, and everything else! It was a great time to talk with all the student leaders and learn who puts in a lot of time to this campus.

Dinner

The dinner in the baseball field because I was able to spend time my group and other people.

My workshop with Tim was very fulfilling and brought me closer to Christ.

NSO and moving in the freshman. Spending more quality time with my res-life team because its good to break barriers or awkwardness now and develop relationships within the team as soon as possible.

I really enjoyed the Student Ministries lunch and panel with Spiritual Development in Cunningham. I found the advice and insight shared by the Spiritual Development directors illuminating. I was also very

encouraged by the covenant service, which I found encouraging and comforting in the face of my fears about leadership.

The workshops were very interesting. I really enjoyed Ran Hall's one on Building Others Up.

I liked lunch.

Worship music and workshops as well as fun activities

I really liked the worship services. Those are usually my favorite. I didn't get to attend the workshops this time though, and those are usually very fun.

open discussion with jeff bolster. Because I was able to learn that PLNU is actually trying to do something regarding men's issues like pornography, but that there is still a lot of work required because people who weren't at that talk would have no idea PLNU was trying to do something about it.

Getting to see people again and getting to know my team

The Baseball field Hangout Time

Statistic	Value
Total Responses	39

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

Text Response

Split up the big all together lead week day into two days - it was LONG

No

Make morning/afternoon workshops clearly marked (was hard to figure out which were when)

No it was ran wonderfully.

The workshops were a little confusing on what was offered and when it was offered. There were so many I wanted to go to but didn't have time!

I don't really think the workshops are super helpful...it's great to talk about certain things like time management, burn out, diversity, and what not but I don't know I leaned anything practical...we talked a lot about stuff that honestly I don't remember. Which is probably not a good sign. But Jeff Bolsters open space to answer questions about what needs to be talked about was great. I almost wish we could have profs and admins talk andout how they live their day to day life in a small group setting. What does managing stress, living with other people, being healthy, and being in leadership look like for them. have some mixers when we first get their amongst the students?

more time with individual groups (tutors!) would be great!

Improve the diversity discussion--it wasn't really a discussion; it felt like they were talking at us

Throughout the entire presentation of the Diversitty training, the speakers were trying to educate us on micro agressions while making micro aggressions the entire time. The hidden message I received was: all white people are ignorant racists.

The workshop I went to did not have anything to do with what it had mentioned and felt a lot like a lecture that was not very applicable. Maybe for the workshops make them more engaging or related to leadership.

To make the diversity forum more open and free for discussion for all students involved

None...it was great

I thought it was very efficient and effective. It's definitely a long day, but for the amount of information that needs to be relayed, I think everything was planned pretty well.

The tutors had their mandatory training separately and had to miss out on the workshops so if there's any way to work out the schedule so everyone could make it to everything it'd be nice.

Make workshop times more clear otherwise it was great!

Better workshops - more focused on leading

I would like diversity discussion to be more two-way.

Maybe make time for an extra workshop?

Time for one more workshop would be awesome!

More breaks to process what I just heard instead of rushing to the next activity

Do away with the diversity training. It doesn't seem interesting to any of the students I talked to and the overall response to it I heard was negative. Another option is to find a speaker that doesn't use micro-agressions in a speech about micro-agressions. The entire topic of micro-agressions didn't really make much sense and most of the students I talked to were very unimpressed.

I think the free time option should be replaced with a social time where you mix students of different groups and put them together to play games or do a mini project. That way, students can meet people outside their own group and learn exactly what other groups do. Or, do a shorter free time period in order to move up the events so the day does not go as long.

There really should be a master caledar for lead week. There was a lot of overlapping in the trainings of different organizations. A lot of us are leaders and more than one area on campus. Training times should be planned better.

I never received a shirt...

I think it would be more affective to have a LEAD week or days than just a day. Because their was a lot of things to absorb in one day.

Let there be one day after RA retreat to rest before LEAD week. It takes a lot out of the RA's and the

returning RA's are exhausted by the end of it.

The workshops were not helpful and boring. Seemed like a place for people to complain.

The schedules were not very clear.

Involve more people on campus! More people should be involved in LEAD.

With the sexual harassment, don't single out the Marines as being perpetrators most of the time. I am in Marine ROTC and find it extremely offensive that this is how PLNU would talk about the Marines. I'm not saying the Marines aren't guilty of this at times, but to label them as the sole cause of PLNU's sexual harassment and assault cases is disturbing. Next time, just say the military in general or just non-plnu students.

Statistic	Value
Total Responses	31

2014 Freshman Retreat Survey

Last Modified: 05/19/2015

1. Friday Evening Events

#	Question	Not worth it	Below average	Average	Above average	Excellent	Total Responses	Mean
1	Worship	0	0	8	15	17	40	4.23
2	Small Group Time	5	1	11	6	16	39	3.69
3	Speaker	0	0	2	10	28	40	4.65
4	Cookies and Fruit	4	4	18	7	5	38	3.13

Statistic	Worship	Small Group Time	Speaker	Cookies and Fruit
Min Value	3	1	3	1
Max Value	5	5	5	5
Mean	4.23	3.69	4.65	3.13
Variance	0.59	1.90	0.34	1.25
Standard Deviation	0.77	1.38	0.58	1.12
Total Responses	40	39	40	38

2. Saturday Events

#	Question	Not worth it	Below average	Average	Above average	Excellent	Total Responses	Mean
1	Small Group Time	5	1	8	9	17	40	3.80
2	Free Time	0	1	6	14	19	40	4.28
3	Big Group Games	0	1	4	16	19	40	4.33
4	Worship	0	2	12	11	15	40	3.98
5	Speaker	0	0	12	11	17	40	4.13
6	Cheese Nachos	8	4	19	3	3	37	2.70
7	Campfire	10	3	13	4	5	35	2.74

Statistic	Small Group Time	Free Time	Big Group Games	Worship	Speaker	Cheese Nachos	Campfire
Min Value	1	2	2	2	3	1	1
Max Value	5	5	5	5	5	5	5
Mean	3.80	4.28	4.33	3.98	4.13	2.70	2.74
Variance	1.86	0.67	0.58	0.90	0.73	1.33	1.90
Standard Deviation	1.36	0.82	0.76	0.95	0.85	1.15	1.38
Total Responses	40	40	40	40	40	37	35

3. Sunday Event

#	Question	Not worth it	Below average	Average	Above average	Excellent	Total Responses	Mean
1	Small Group Time	5	4	8	8	15	40	3.60

Statistic	Small Group Time
Min Value	1
Max Value	5
Mean	3.60
Variance	1.99
Standard Deviation	1.41
Total Responses	40

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

#	Answer	Response	%
1	Needs Improvement	7	18%
2	Organized	33	83%
	Total	40	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.83
Variance	0.15
Standard Deviation	0.38
Total Responses	40

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

#	Answer	Response	%
1	1	2	5%
2	2	2	5%
3	3	5	13%
4	4	9	23%
5	5	22	55%
	Total	40	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	4.18
Variance	1.33
Standard Deviation	1.15
Total Responses	40

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

#	Question	Insufficient	Good	Total Responses	Mean
1	Activities available	3	36	39	1.92
2	Length of time	2	37	39	1.95

Statistic	Activities available	Length of time
Min Value	1	1
Max Value	2	2
Mean	1.92	1.95
Variance	0.07	0.05
Standard Deviation	0.27	0.22
Total Responses	39	39

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

#	Answer	Response	%
1	Expensive	16	40%
2	Reasonable	24	60%
	Total	40	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.60
Variance	0.25
Standard Deviation	0.50
Total Responses	40

8. What did you think of the food?

#	Answer	Response	%
1	Poor	0	0%
2	Average	15	38%
3	Good	20	50%
4	Excellent	5	13%
	Total	40	100%

Statistic	Value
Min Value	2
Max Value	4
Mean	2.75
Variance	0.45
Standard Deviation	0.67
Total Responses	40

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

#	Answer		Response	%
1	Poor		0	0%
2	Average		1	3%
3	Good		11	28%
4	Excellent		28	70%
	Total		40	100%

Statistic	Value
Min Value	2
Max Value	4
Mean	3.68
Variance	0.28
Standard Deviation	0.53
Total Responses	40

10. What was your highlight from the weekend?

Text Response

I loved spending time with my small group and meeting some amazing new people!

Small groups

Star gazing

The high dive! And small group time.

The group games

Archery and night hike

The two speakers

Meeting new people, and having time to hang out without having to do school

sleeping under the stars, small group time & games

skate park

The blob game!

Meeting new people and small groups.

sleeping under the stars

My small group!

Free Time which included the pool and trying archery.

Listening to the speakers and worshipping with friends

The Pool!

The small group time and the chance to worship and connect with others.

Hanging with friends

Seeing the stars on the night hike

Meeting everyone

Meeting new people

spending time with friends and worship

Sleeping under the stars

My highlight from this weekend was probably the ultimate frisbee tournament, though it definitely could have been more organized. Though it was quite hot, it was still fun to play ultimate frisbee with everyone.

The group activities

I really enjoyed the small group time and getting to know a small amount of people made it more fun. I liked how instead of just focusing on the messages that were shared prior, I really enjoyed how we talked about anything that did not necessarily pertain to the message.

Seeing the moon come up over the hill on the night hike and then coming back down and seeing it rise over the hill again, but from a different perspective.

Just the opportunity to hang out doing great activities.

i really enjoyed the free time--the facility was gorgeous and so luxurious! didn't know there was a campfire...if there was, that would have been my highlight i love campfires!

Worship, Big Group Activities and Ice Cream

My highlight was the 3-on-3 volleyball tournament. I also enjoyed swimming at the pool and the night hike on Saturday.

The open pool time as well as the large group games on the field.

Getting to know my classmates and build amazing relationships. The pool was great too. Oh and the slip n slide! Also the time games were really fun and new to me.

Statistic

Total Responses

Value

34

11. Any other comments or suggestions?

Text Response

Open the ropes course, rock climbing and zip lining we were told about

The small group time was pretty pointleas

More ice breaker activities

Survey said we had cheese and nachos and a campfire? None of that happened...

putting luggage on the busses was pretty in efficient

have more prayer/ministry time after worship each night

I enjoyed the free time on Saturday but I feel like I would enjoy more structured activities

Well I gave below average on cookies and fruit, bonfire and nachos because we didn't have/do any of those..

I felt that maybe the free time activities should have been more organized. It didn't seem like there was much going on, just a bunch of random stuff.

Perhaps there could be mats that people on the ground could use to sleep on under the stars

Campfire!

Longer Hike

The tournaments should be more spread out so people can watch their friends and participate in multiple events.

Small groups felt awkward to me because they wanted us to talk about deep things when we just met these people...food quality was not very good

The small groups were a lot of fun. I think maybe the tournaments could have been more well organized. The fact that there were signups made me think it was going to be well set up but it ended up being all random.

For the check in, I would have liked to see a sign as to where we had to go to load the buses because I got confused because I checked in at the beginning.

The outside sleeping tarp was wet on saturday night. I don't know what happened, but it would be better if it wasn't in the future.

Overall, a very good job. I loved the camp staff for their demeanor!!

maybe to get a little more spiritual and reach a little bit of a deeper level...i felt like it was a lot of getting to know people on a surface level, but not much really went beyond that.

Be alot more careful in the selection of group leaders. They are molding and shaping the freshman classes. We look up to them as mentors. Therefore everything they say, we listen and follow. Group leaders is an impacting part of the retreat. Be sure the leaders are the freshman in a positive way especially towards God. (Didn't feel like that was done this weekend).I also would liked to see more small group binding activities. my group just sat there!

I was happy that there were so many opportunities to have fun and hang out with other students. The check in process might be improved it took place inside an area less cramped than Smee Hall, such as the hallway of Brown Chapel.

Have a more clear and defined agenda for small group time so one group isn't stuck talking while others are playing games.

After sleeping under the stars, changing and brushing teeth in the crowded, tiny bathrooms was rough.

Statistic

Value

Total Responses

23

Multicultural & International Student Services



Mission Statement

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

Overview

The office of Multicultural and International Student Services (MISS) oversees two main areas, MOSAIC (Multicultural Opportunities for Students Actively Involved in Community) and International Student Services. MOSAIC houses seven multicultural student clubs, Association of Latin American Students (ALAS), Asian Student Union (ASU), Black Student Union (BSU), B.R.E.A.K. (Beauty, Revival, Equity, Action, Knowledge), Hui O’Hawaii, International Club, Mu Kappa and a mentoring program, Team Barnabas, totaling eight student groups. The members of all the clubs and organizations are the heart of the office of MISS. MOSAIC clubs intentionally seek to deliver a cross cultural, intercultural, and multicultural educational component in all of their programming

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

Intended Learning Outcomes

Practical Competence	Cognitive Complexity	Knowledge Acquisition, Integration & Application		Humanitarianism & Civic Engagement		Interpersonal & Intrapersonal Competence																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Multicultural & International Student Services	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
M.O.S.A.I.C	X		X		X		X	X		X		X	X	X	X	X	X	X	X	X		X	
International Student Services	X										X	X	X	X	X	X	X				X		X

Evidence of Learning

M.O.S.A.I.C

Cognitive Complexity

Students were able to engage with others through these events: #FaithandFerguson gave students an opportunity to discourse about the current state of racial tensions. The #BlackLivesMatter movement was organized by the Black Student Union with three events on campus. (Please see Appendix)

Student leaders within MOSAIC came together and used their past experiences in establishing a new focus group made up of MOSAIC Club Presidents called the President Circle, which met once a month.

Knowledge Acquisition, Integration, and Application

This objective was met through two retreats for Diversity Leadership Scholarship (DLS) recipients and Team Barnabas mentors. The DLS students were able to spend an entire day with the diversity officers from both Point Loma and a UCSD. These retreats gave the students the ability prepare themselves to see what type of leader they were in order to forecast future careers.

Humanitarianism & Civic Engagement

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

For service related programs, the Black Student Union organized the Tutoring Program in City Heights where they assisted student from low income families with homework. The Association of Latin American Students also assisted the Admission Department in hosting over 150 high school students during the “Encuentro” event. This shows the social responsibility that is required from our students. This objective taught the value in reciprocity among students of different backgrounds.

Interpersonal and Intrapersonal Competence

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

Practical Competence

Students were taught the steps of setting SMART goals and how to pursue them. This activity helped the student realize their potential. The students were able to identify obstacles that will impede them from achieving their goals.

Students were asked to write out two goals, a personal and a professional. They were asked to voluntarily talk about their goals. This is beneficial for the students’ communication skills and public speaking. Each student

was also required to set up a time and talk with the Director one on one so they can have a more personalized attention on how to achieve it. The students had to take this step on their own and this helped take responsibility and be accountable for their own goals. For students' professional development, MISS sent students to a diversity conference at Biola University. Students were also sent to Office of Strength and Vocation's Etiquette Dinner. The objective was to have students learn how to be professional and prepare them for life after Point Loma.

INTERNATIONAL STUDENT SERVICES

Knowledge Acquisition, Integration, and Application

Six (out of the twenty-five) International students attended orientation at the beginning of the academic year. This is to help them integrate into campus after traveling to their home countries at the end of the spring semester. Orientation session gives students an avenue to learn about the American culture and specifically culture at Point Loma.

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

Humanitarianism & Civic Engagement

MISS utilized and reports to three federal government agencies in State Department for visa issues, United States Citizenship and Immigration Services (USCIS) for international student traveling and the Department of Homeland Security for the maintenance of student data through the Student and Exchange Visitor Information System (SEVIS). Students are made aware of the different governmental agencies they need to be aware of for their visa needs. Throughout the academic year, we had four training workshop which was attended by nineteen of the twenty-five international students.

Interpersonal and Intrapersonal Competence

International students get the chance to explore their identities in the midst and get feedback from other international students from different countries. They get the chance to share with domestic students' food from their countries through events such the International Education Week where they partnered with International Club. This partnership is an essential part of their leadership development. There were three separate events during International Education Week, all of which were opened to the campus. There was a Taste of the Word where the community was able to taste different desserts from around the world. This event was well attended with approximately 55 students and staff member present. Then we hosted an international lunch in the cafeteria for everyone on campus. Lastly, there was a documentary viewing, which attracted about 30 students from the Point Loma community.

Practical Competence

International Students must be take TOEFL to demonstrate their English speaking and writing competency if they are from a non-English speaking country. If they are from an English speaking country, their competence must be measured through ACT or SAT. Out of the over 50 international applicants, only 2 students did not pass the TOEFL. I also hold an interview via skype or telephone with them to assess their communication skills. This is to measure the student's ability to integrate well, and use abstract thought to articulate themselves. Speaking with students via skype or phone really puts the applicants at ease and it also assist me either removing any doubts I had or confirming them.

Use of Evidence of Learning

With the enrollment increase of minority students, there needs to be a change in approach to some of our programming. This academic saw an emphasis on Black Student Union's events so I would like to see the other multicultural clubs step and match the quality of programs from BSU. Based on feedback from debriefing from

each club, I found that the Asian Student Union was focusing too much food events and not a lot on educational events. We had 32 MOSAIC leaders who graduated and currently we are projected to have 195 new minority students and so I believe that we need an increase in budgeting so the office can support these students with programs and events and more hours for student workers. Lastly, with retention and enrollment on the steady rise, this is a good to revisit the idea of having a Multicultural and International Student Center.

Based on the above information, I would like to improve on service related programs across the board for all MOSAIC Clubs. I will also be re-designing the concept for a monthly newsletter to go out to our community members about events and news concerning our department. I will also like to improve on collaborating more with more departments, especially those within Student Life and Retention.

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

An area that I would like to assess more next year is survey incoming international students and then conduct an exit interview to see their interpersonal and intrapersonal competence had improved based on the programs and relationship they encountered. I believe this will give me an idea into how to serve that population better. I would like to implement a better record keeping of number of students that attended each event. This year's reporting was self-reported by club president, and thus I would like to have a solid data, be it a sign-in sheet or maybe electronically. I plan on implementing a better way of holding clubs accountable for being part of MOSAIC as far programming and abiding by MOSAIC regulations and guidelines.

Areas of Distinction

Asian Student Union's first ever Lunar New Year Celebration was planned and executed this year.

There is a new student club focused on gender equality called B.R.E.A.K. which stands for Beauty, Revival, Equity, Action, Knowledge.

First ever International Student Orientation was conducted this year.

A pilot position was successful in the Graduate Assistant position as a MOSAIC Liaison.

There was a 100% retention rate of Diversity Leadership Scholarship recipients and an increase in GPA among students.

Over 30 MOSAIC leaders walked at graduation this May.

Civil Rights Pilgrimage this year was perhaps the highlight of the year for our students. It marked the 50th anniversary of the walk across the Edmund Pettus Bridge in Selma. Our students got to witness the President of the United States as he gives a speech on such a historical day.

Appendix A

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

Club	Average Club Meeting attendance
Association of Latin American Students (ALAS)	10
Asian Student Union (ASU)	12
Black Student Union (BSU)	15
B.R.E.A.K.	4
Hui O'Hawaii	30
International Club	5
Mu Kappa	5
Team Barnabas	15
Diversity Leadership Scholars	34
TOTAL	130

Appendix B

NUMBER OF MOSAIC EVENTS AND ATTENDANCE (Average attendance)

Club	Number of Events	Attendance
Association of Latin American Students (ALAS)	5	100
Asian Student Union (ASU)	5	250
Black Student Union (BSU)	4	150
B.R.E.A.K.	0	0
Hui O'Hawaii	4	200
International Club	3	60
Mu Kappa	2	7
Team Barnabas	3	15
Diversity Leadership Scholars	1	34
TOTAL	27	816

Appendix C

NUMBER OF STUDENTS' VISITS TO THE OFFICE (Broken down by months with average of 60 minutes per visit)

Month	Number of Students
September	40
October	35
November	34
December	15
January	29
February	20
March	36
April	28
May	10
TOTAL	247

PROGRAMS BY MISS

Program	Intended attendance	Actual Attendance
Multicultural Breakfast	250	150
MOSAIC Welcome Back	50	70
MOSAIC Christmas Party	100	120
MLK Jr. Luncheon	75	70
Women's History Luncheon	75	25
MOSAIC Graduation Banquet	60	76

Numbers were reported by club officers in debriefing meetings

BREAKDOWN OF EACH CLUB'S EVENTS

Asian Student Union (ASU)

They had two Boba Run to Kearny Mesa-First event for each of the semester. There were estimated 40 students in attendance.

Sushi Night- Sushi night held in the ARC. So many were in attendance, they ran out of sushi and had to turn people away at the door. They increased their supplies from the previous year, but unexpectedly tripled in attendance from the previous year.

Lunar New Year with a great team from UCSD to do the traditional lion dance. The event began at the end of chapel and met students on Caf lane with red envelopes, and tables that explained the history of Lunar New Year. The club also did Pho Run, just like Boba Run where they brought student to a local Asian cuisine.



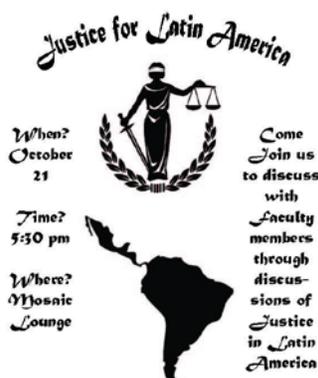
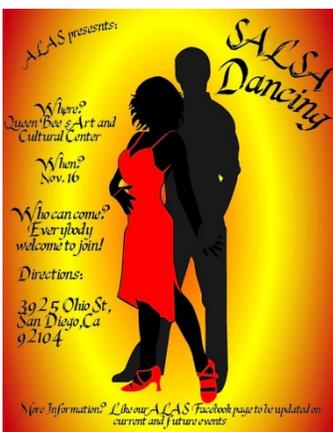
Association of Latin American Student (ALAS)

Carnival Latino was the first event organized by ALAS two weeks after the school year begun.

Worship Night was held in the fall. There were over 100 people from local churches and current students. Multiple Karaoke nights and salsa nights were held on and off campus with about 20-40 students in attendance.

There were also movie nights paired with heavy discussions.

The clubs organized multiple burrito nights



The MOSAIC Office is hosted and cohosted these events
National Cesar E. Chavez Blood Drive Challenge
New Student Orientation Multicultural and International Breakfast
Admissions Preview Days (Fall/Spring)
Team Barnabas Outreach Days
International Educational Week (IEW)
MOSAIC Alumni Homecoming Reunion
Martin Luther King Jr. Luncheon
Black History Month Celebrations
Women's Month Celebration Luncheon
Annual MOSAIC Graduation & Awards Banquet
Diversity Leadership Scholars' Retreat



OFFICES OF STRENGTHS & VOCATION (including CHAPEL)

Introduction & Summary 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.”

OVERVIEW

The Offices of Strengths and Vocation (OSV) serves 2,600 undergraduate students covering over 60 majors and 17 departments. OSV facilitates relationships for students, professionals, and external departments. The office houses external business relations, career services, student employment and internships, and Strengths programming. These four areas of resources are used together collaboratively to create a four-year comprehensive program. Early engagement of students in the freshmen year, and 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.

OSV's main objectives:

- Service undergraduate students with coaching, networking, and self-improvement opportunities that result in finding employment
- Facilitate the connections between high quality students, alumni, and external employers
- Assure and maintain a high quality reputation through branding, marketing, social media, and events that communicate high quality programming, relevant events, and professional and approachable staff
- Continue to grow the positive awareness about PLNU in the external community (alumni, professional leaders, parents, and donors) that supports the mission and brand of the university

How we measure success:

- Growth in participation in attendance in OSV events, programs, and office visits
- Increased request for classroom presentations and professors including OSV programming in their academic curriculum
- Increased number of job and internship postings due to OSV's efforts in external relations
- Growth in innovation and new program offerings (Alumni Mentor Program, OSV Advisory Council, and on-line coaching) due to demand of services and support
- Increased program recognition and positive reputation on campus
- Job employment report

INTENDED LEARNING OUTCOMES

Offices of Strengths and Vocation

Intended Learning Outcomes } Knowledge Acquisition, Humanitarian
 Cognitive Complexity Integration & Application Civic Engagement 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 & Vocation	X	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							

External Relations	X		X	X	X		X					X				X		X	X		X		
Career Services	X	X		X			X					X		X	X				X				
Student Employment	X	X	X			X	X	X		X						X						X	

Evidence of Learning

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

Knowledge Acquisition, Integration and Application

4= Uses experience and other sources of information to create new insights

5= Seeks new information to solve problems

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

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

Practical Competence

19= Sets and pursues individual goals

20= Speaks and writes coherently and effectively

23= Demonstrates effective stewardship of resources





Strengths Programming

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. OSV and its Strengths conducted 138 individual coaching sessions during the year.

Knowledge Acquisition, Integration and Application

- 4= Uses experience and other sources of information to create new insights**
- 5= Seeks new information to solve problems**
- 7= Engages in experiential activities in preparation for the workforce**

This past year along with the opportunity to participate in individual coaching sessions, for the first time students in the FYE class took part in group Strengths sessions. This gave our entire freshman class an opportunity to not only explore their own individual top 5 but also engage with others in the group session to gain a better understanding of all 34 Strengths. These group sessions were geared to elicit deeper conversations about how each student's Strengths impact their school life,

relationships, and decision making. During these sessions students engage in open conversations about Strengths and speak to specific examples as to how they see Strengths working in their lives. These new group sessions allowed OSV coaches to interact with all 620 freshman.

Express Visits with Freshmen via the First Year Experience Academic Program

This year, we changed our format from individual visits to OSV in addition to Strengths training to a combo of the two in one Strengths training. Our students that work for OSV have the opportunity to present all of the offerings of OSV in front of the freshmen and explain how taking part in such activities has impacted them. In partnership with the academic program, the First Year Experience, students can effectively plan for how to use the Offices of Strengths and Vocation throughout their college experience. After they have gone through Strengths training, they are encouraged to sign up for and meet one-on-one with a coach to set up their 4-year vocational plan. For more information, please visit **Appendix 5**

Interpersonal/Intrapersonal

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

14= Gains holistic awareness of self (including emotional, social, occupational, intellectual, and spiritual)

15= Practices self-efficacy

16= Works collaboratively with others

In Strengths on Point Sessions students explore their strengths by looking back at their experiences 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 every day 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.

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.

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.

Like the Myers Briggs students come into these sessions with preconceived notions of who they are and what they have to offer. The Strengths sessions give students an opportunity to discover their Strengths, and how to use them, as well the importance of discovering others Strengths and how to best interact with relationships. New to Strengths this year is the Strengths Group session. This coaching session allows students and their roommates, other relationships to meet with a strengths coach and discuss how to better use their Strengths to work together.

External 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 student's access to networking opportunities and events, mentor relationships, and provide leads for internships and future employment. Professionals with specific career experiences are invited to participate in strategic networking and professional development events including Network 9s, the Alumni Mentor Program, Career Bootcamp, Dining Etiquette and 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.

External Relations Learning Outcomes

Cognitive Complexity

1 = Engage with others in constructive ways

3 = Openness to new ideas and perspectives

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 has led to tours, internships, further connections, and even employment.

OSV events create a comfortable atmosphere on campus with their fellow students and professors meeting professionals who want 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.

OSV hosted 20 events for various specialties for the 2014/2015 school year. Over 700 students attended the events where they listened to 119 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. This also happened for seniors that participated in the Alumni Mentor Program where they were paired with a professional in their field of choice to ask professional and life questions.

The OSV Advisory Council

The Offices of Strengths and Vocation (OSV) Advisory Council is selected as a volunteer group of external professionals whose input is sought for strategic planning, changing industry trends, and advice on how to prepare students for employment in their given fields. Members have the opportunity to influence program planning and decision making at the highest level of management and to experience meaningful interaction with colleagues along with PLNU faculty and administrators. For list of members, please see **Appendix 9**

Network 9

This year OSV hosted 20 Network 9s. The Network 9 is an event which allows students to interact with a minimum of nine professionals from their field of interest. This is an opportunity for student to investigate and discover more about what these professionals do, where they work, and how they got started. The primary purpose of these events are to give students an opportunity to learn, and to promote real conversations.

OSV encourages every student to start early in identifying their field of choice by experiential learning in the form of internships. Due to the competitive nature of the economy, students are recommended to obtain at least 4 internships during their four years in college. This not only helps the student identify where they really want to land before they graduate, but regardless of the type of experience they are gaining, studies have proven that employers are more willing to hire recent grads if they have internships than those who just focus on getting good grades and working on campus.

Appendices:

Student and Professional Attendance.....	OSV Appendix 1
Network 9 Events.....	OSV Appendix 1
OSV Advisory Council.....	OSV Appendix 7

Knowledge Acquisition, Integration and Application

- 4 = uses experience and other sources of information to create new insights**
- 5 = seeks new information to solve problems**
- 7 = Engages in experiential activities in preparation for the workforce**

As students searched for internships and employment, OSV helped prepare them for the process. Beyond reviewing student's resumes and cover letters and helping them strategically identify positions of interest, we guided them through practice interviews to prepare them for unexpected questions or to explain their lack of experience. After that, they had the opportunity to sign up for our Mock Interview program that brings professionals on campus into professional interview rooms and the students get the feeling of a real interview. After the interview, the professional gave feedback on dress, presentation, confidence, content, delivery and any other advice the professional believed would support the student.

With an ever changing economy, we assisted students in forming an employment plan and creating a LinkedIn Profile. They connected with people in the fields they were interested in and then they were coached on how to contact their first degree of contacts and how to ask them for connections or informational interviews.

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.

OSV collaborated in promoting an innovation event that university relations created, allowing students to team up and present business ideas that stemmed from the sciences to a panel of judges. Winners were awarded a dollar amount to begin the process of creating this business.

Interpersonal/Intrapersonal

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

16 = Works Collaboratively with others

18 = Demonstrates that self-interest is balanced by a sense of social responsibility

When considering the professionals OSV targets to come on campus to speak to our students, we look for individuals who live out their faith in tangible ways in their lives and careers. This is crucial as the students have ample time to discuss career paths with the professionals after the panels or events and may stay connected long-term. The way each professional responds can have a large impact on the next steps a student takes, or how they choose to operate in their career going forward.

The Alumni Mentor Program matched 45 students (juniors and seniors) with 45 alums and community members who put faith at the forefront of their vocational decisions. The students who fully engaged in meeting with their mentor once a month have come away with amazing stories and experiences along with a networking relationship that they believe will continue on well beyond August. Many connected on life lessons, not just career advice.

The sustainability panel encouraged students to look at doing business cleaner and smarter as they consider the impact their choices have on the environment and the people around them. Executives from companies like Taylor Guitars, SANDAG, SD Water Authority, and more shared how their company is making decisions to save water, energy, eliminate pollution, and use alternative materials to make the most popular consumables with recyclable and environmentally safe materials.

Practical Competence

19 = Sets and pursues individual goals

21 = Uses technology ethically and effectively

The Career Coaching model vs. counseling model is to get the students thinking from the perspective of a Marketing Manager – one that is marketing their own personal brand. OSV Career Coaches start by creating a career plan for the students for the four years they are in school via a roadmap designed by OSV. There is definitely room for detours on this map, but it is essential to have an initial structure and landmarks along the way to assist in the self-discovery process. This roadmap is a guide to keep them on track. The coaches provide the supporting tools and teach the students how to set their own goals, follow them, and be accountable to them. As these students successfully complete the steps in the process, the coaches can take them to more advanced experiences and opportunities like informational interviews and mock interviews with professionals in their field of choice.

Social media is one avenue OSV uses to actively reach our external community via Facebook, Instagram and Pinterest.

This year we had the implementation of Symplicity Software system which is for student meeting tracking, event RSVP tracking, External Relations and company tracking as well as job board postings and tracking of positions. We have been able to track our data more effectively with this software and plan to utilize it more fully in the coming year, and hopefully cross departmentally with graduate career programming.

Appendices

Social Media Policy OSV Appendix 2

Social Media Summary..... OSV Appendix 3

Career Services supports students with the option to take career assessments followed by individual career coaching. All freshmen are required to learn about OSV through a StrengthsFinder workshop as part of their grade in their Psychology 101 and or Writing 110 class. This session increases their awareness of the OSV location, programming and services available to them over the next four years. Every freshman student is encouraged to set up a 1-1 with a career coach and create a vocational roadmap for their next 4 years. This will include resume creation, building a LinkedIn profile, learning how to write a cover letter and experiencing a mock interview. 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 Strengths assessment exploration with what is called Strengths on Point session. OSV's coaching philosophy teaches students to take ownership of their own career development and search in the following way:

Career Services Learning Outcomes

Cognitive Complexity

- 1 = Engage with others in constructive ways
- 2 = Assess assumptions and considers alternative perspectives and solutions

Interpersonal/Intrapersonal

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

Practical Competence

- 19= Sets and pursues individual goals

All of our programs are constructed to teach students how to constructively work with others, as well as creating opportunities for them to consider alternatives and challenge their preconceived notions about what opportunities are out there for them. Some specific programs include:

Career Coaching Model

It is important that a Career Coach provide a place where students can feel valued as they work toward discovering and identifying their strengths and passions by utilizing self-assessments and a specific language that is geared towards getting the student to become a critical thinker about their future. Career coaching sessions focus around, finding a major, discovering interests, identify possible careers, and researching future possibilities. More times than not, these sessions lead towards uncovering a deeper sense of purpose. Often students move in a direction they had never realized was possible. As part of the Career Coaching model, the career coach helps the student facilitate this exploration, while teaching the student to take ownership of their own career development and search.

OSV Career Coaching Philosophy

Our Job (25%) + Your Job (75%) = 100%

<u>Our Job: Career Coach</u>	<u>Your Job: Marketing Manager</u>
Help prepare you to be the best possible candidate	Discover and build your brand. - Create an “elevator pitch” - Identify your top interests through assessment
Provide avenues for networking and building relationships with alumni, recruiters and	Take advantage of career resources and events

business professionals	offered to you
Provide you with resources for your job and internship search	Find your internship and job. Research the company and practice interviewing
Offer perspective	Understand that it's a journey

Appendices

Coaching Results OSV Appendix 9

Myers Briggs Type Indicator (MBTI) and Strong Interest Inventory (Strong) assessment and coaching

The MBTI is the most widely used instrument for understanding personality differences. It is non-judgmental and allows people to gain an understanding of their differences, particularly with respect to how we take in data and give it meaning; how we make decisions, judgments, and take action; where our source of personal energy comes from and how we prefer to interact with the external world. The results indicate each individual's strengths and unique gifts, while also pointing out vulnerabilities and areas for personal development.

The Strong assessment measures career and leisure interests. It is based on the work of E. K. Strong Jr., who originally published his inventory on the measurement of interests in 1927. The assessment is often used to aid people in making educational and career decisions. The Strong helps students discover their interests, preferences, and personal styles—exactly the information they need to select classes or choose a career they can be passionate about. The instrument measures interests in four main categories of scales: General Occupational Themes (GOTs), Basic Interest Scales (BISs), Personal Style Scales (PSSs), and Occupational Scales (OSs)

Strengths Coaching sessions

Like the Myers Briggs students come into these sessions with preconceived notions of who they are and what they have to offer. The Strengths sessions give students an opportunity to discover their Strengths, and how to use them, as well the importance of discovering others Strengths and how to best interact with other relationships.

Career Programming:

Mock Interviews

Students sign up either on their own, or required by their senior seminar to be interviewed by a professional in their field of interest. The interviews last 20 minutes with standard interview questions and a few related to the field. At the end, the professional provides direct feedback on proper attire, presentation, confidence, content, delivery and any other advice the professional believed would support the student.



The Alumni Mentor Program

The PLNU Alumni Mentor Program at Point Loma Nazarene University is run by The Offices of Strengths and Vocation (OSV) and the Alumni Relations department. The goal is to create collaborative relationships between experienced alumni and local business professionals with juniors and seniors. This year, we invested in an online platform which allowed for a more organized process of tracking students and mentors along with more transparency for students to see all of the mentors that could be matches for them. These mentor relationships are designed to support students in their journey of discovering their career passions. They also open doors for networking opportunities that allow students to learn about a particular industry, the day-to-day responsibilities in a particular functional area or position, the culture fit with companies of interest, and for mentors to advise on how to best develop themselves to become leaders in their chosen field. Additionally, “Mentoring Circles” are encouraged to increase the exposure of each student to mentors in other fields or similar fields to increase awareness. The program is designed to formally come together in January for the kickoff reception and April for the graduation celebration. In between these events, the mentee and mentor meet monthly. The program continues throughout the summer to support lingering post-graduation questions that the student may have.

This year OSV would like to highlight two new programs that we are very proud of.



The Career Bootcamp

This is a conference-style event, which consists of a plenary session (panel), a resume review area, and six breakout sessions with professionals speaking on the following topics:

- Marketing Your Personal Brand
- Managing Your Finances After Graduation
- How to Tell Your Story
- No Plan? Figure it Out Fast!
- Volunteering and Philanthropy
- Mock-Interview Room

Students said things like:

“This event is so amazing; I can’t believe students aren’t required to attend it!”

“The professionals who are here are really impressive! I am really glad I took the time to be here today.”

“The mock interview practice with real professionals was extremely helpful.”



The second program we piloted which gave us a solid foundation for how to move forward into the coming years is our **Career Ambassador Program (CAP)**. The CAP offers a select number of students each school year the opportunity to gain skills and knowledge in the areas of career development and planning. Each CAP member gains practical experience by leading peer-to-peer career coaching sessions. These coaching sessions could include resume review, LinkedIn profile review and training, cover letter writing, interview preparation and more. This year, the executive director and the assistant director who oversees the CAP visited ASU to benchmark a very similar program to gain insight into the framework, training, timelines and expectations that go into a program like this. The director of the program gave OSV their binder of guidelines, spoke about successes and failures and how to combat rebuttals and is scheduled to visit PLNU after the first semester is over to help evaluate how the new implementations have worked out and provide new training going forward.

This is the program we will be evaluating moving into next year.

Knowledge Acquisition, Integration and Application

4 = Uses experience and other sources of information to create new insights

7 = Engages in experiential activities in preparation for the workforce

Once students have discovered some direction for a major or career they are given tools to help them solidify their choices. Some of these tools are online, some are face to face interactions, and some books. All are meant to provide students with information and experiences that will serve them both while here at PLNU and in their career pursuits. These tools include:

O*NET

This 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. This database provides students with an opportunity to do initial exploration of possible careers of interest. www.onetonline.org

SDBJ Book of Lists

This publication allows students to discover information companies in the San Diego area categorized by size, revenues, industry, prestige, and awards. This is a useful tool as it helps students identify the companies and industries in our area.

LinkedIn

LinkedIn is the fastest growing professional networking site online. We teach students to effectively use this tool to not only develop a professional network of individuals in the student's career of choice, but to also use it as a vehicle of information. Students can use LinkedIn to gather information about companies, industries, and people they may potentially interview with or even work for.

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:

The freshman OSV intro and Strengths Session

Every incoming freshman had an opportunity to learn about OSV offerings and discover the programs and solutions provided for their career journey, which led into a group Strengths training session for an hour.

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. Recent alums from all majors return to share about how their major led them to where they are today followed by a time of networking so the students may ask more specific questions.

LEAP Program

OSV supports the LEAP students by providing self-assessment to help students discover or confirm a major, understand themselves and others. Through this relationship OSV has formed with the Leap students we have encouraged the students to look at different perspectives and create paths for themselves that they may not have thought possible.

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 to 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.

Graduate School and Seminary Fair.

This year we help the fair in October 32 Grad schools and Seminaries participated. This is an opportunity for our students to gain a better understanding of what Graduate programs are out there. They understand the requirements from each school and have an opportunity to meet with admissions counselors from each school. We did conduct a survey of all of the schools that attended and overall feedback was very positive. Comments include;

“This has been one of the best fairs I have attended”

“Well advertized and well organized”

“Opportunity for hosting grad school workshops”

“Love the app and the structure”

Overall each school met on average 6 students, and had on average 2 students fill out interest cards

Appendices:

Leap Program.....OSV Appendix 4

Express Visit.....OSV Appendix 5

OSV is focused on helping students gain a better understanding of themselves and others. It is critical that students have these skills prior to entering the workforce. The programs we offer specific to this development include:

Student employment and internships collaborates with faculty, staff, and external employers in offering students opportunities for employment and internships through the on-campus job board and the off-campus PLNU Point Connections website. Whether on or off campus, the positions provide students with a myriad of benefits including, but not limited to, obtaining career-related experience as they clarify goals, acquire skills and self-confidence; building a network of contacts; gaining professional references; perfecting time-management skills necessary for academic and future professional success; and reducing their need for student loans and the resulting indebtedness. While employed as students, they will have opportunities to apply their strengths and talent, and learn valuable transferable skills that will enhance their future marketability.

In addition to on-campus employment being offered throughout the academic year, student employment staff collaborate with on-campus supervisors, Residential Life, and Student Financial Services in order to offer a summer employment and housing program to continuing undergraduate students who have maintained a GPA of 2.0 or greater. Students have the opportunity to obtain a position working between 25-40 hours per week with the benefit and privilege of the on-campus housing whereby housing charges are waived if all employment and housing policy requirements are met during the summer semester.

Other program offerings include the provision of tutoring services to elementary-aged students within the local community through a Federal Work Study program called the America Reads Elementary Reading Tutor program. This year, we implemented a new after school homework help program at Dana Middle School to meet the needs of their fifth and sixth grade students. In addition, on an annual basis, on-campus student employees are nominated and recognized by their supervisors in a written letter format for their excellent work ethics, dedication to their department, as well as their impact on the overall PLNU community. A formal ceremony is then held to honor all of the student nominees, and to announce the one student which was selected to receive the title, Student Employee of the Year.

Student Employment Learning Outcomes

Cognitive Complexity

1 = Engage with others in constructive ways

3 = Openness to new ideas and perspectives

Students are invited to the Office of Student Employment to submit on-campus employment paperwork, to complete legally required new student employee documentation, to review potential employment and internship opportunities either on-campus or off-campus, and to discuss and process employment situations that may be difficult or problematic.

Student employment encourages students primarily as it relates to their on-campus employment experience and the positive influence and impact this can have on their future career goals and vision. They are directed to approach their work in a professional manner and to develop and enhance their skill set with their on-campus opportunities. Students may be challenged to consider different perspectives and ways of interacting with their supervisors and co-workers in order to increase the positive dynamics of these relationships.

Knowledge Acquisition, Integration & Application

6 = Makes connections between curricular and co-curricular learning

7 = Engages in experiential activities in preparation for the workforce

The Office of Student Employment offers students both on-campus employment and off-campus jobs and internship which require collaboration with on-campus staff and faculty and off-campus employers on a local, national, and international basis.

On-campus positions provide students the opportunity to develop excellence through the shaping and guiding by faculty and staff as well as the positive interaction with fellow students. Research has shown that students who hold on-campus jobs are more likely to persist in their studies. In addition, on-campus supervisors may be able to offer greater flexibility with the work hours and be sensitive to the students' schedules. We employed approximately 800 students during both the fall 2014 and spring 2015 semesters. For the summer 2015 semester, we have approximately 270 students employed.

In August 2014, with the implementation of the Symplicity system, which OSV named Point Connections, the Office of Student Employment began utilizing this program for the purpose of receiving and posting all of the off-campus employment, internship, and volunteer opportunities submitted by local, national, and international employers. Students and alumni are able to review these job announcements by entering their specific student user credentials.

Point Connections has improved the services offered to both employers and students by making this an easy-to-use solution streamlining the process and improving the overall online experience. This program provides the opportunity to survey employers, run qualitative analyses, and send emails to students announcing the various jobs and internships, to name a few of the many features. Surveys were sent in February and March to current employers. This practice will be continued throughout the 2015-16 academic year. For the 2014-15 academic year, a total of 1,560 positions were approved and posted to the Point Connections site.

When considering off-campus employment or internships, students are presented with increased options and possibilities to explore through Point Connections as employers from a broad spectrum post their open positions for our students and alumni. When successfully and professionally fulfilling the requirements of their positions, students have the unique opportunity of enhancing the reputation of Point Loma Nazarene University.

One way student employment visits to The Offices of Strengths and Vocation is tracked in Point Connections is with the creation of appointments for students who hold on-campus positions. A five minute appointment is created for every student who submits a Student Employment Authorization Form and has worked on-campus before. A ten-minute appointment is entered for each student who has not been employed on-campus previously, and therefore, is required to meet with the Employment and Internship Coordinator or OSV Student Assistants to complete documentation [the I-9, W-4, and Notice to Employee forms].

Whether on-campus or off-campus, employers can directly benefit from PLNU students' talents, insight, and enthusiasm.

Summer Camp Job Fair

This is a job fair we host every year in January that allows our students to meet with prospective Summer Camps looking to hire Summer help. This year we hosted 15 camps. Some took the time to actually interview our students on site, other took applications and interest cards. We did conduct a survey of the participating camps responses included;

“You took great care of us even with the rain”

“Great event, great communication prior to event”

“Maybe a little shorter”

“Well organized and great applicants”

Overall each camp met on average 26 students.

Humanitarianism & Civic Engagement

8 = A willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds.

10 = Participation in service / volunteer activities

The Office of Student Employment manages a Federal Work Study Community Service program by providing tutoring services to two elementary schools in the Point Loma community. The schools are Silver Gate Elementary and Sunset View Elementary. For the 2014-15 academic year, the program had a total of 22 tutors working between 5-12 hours each per week. One of the eligibility requirements for being a tutor is receiving federal work study funding. The teachers complete a Tutor Report Card for their tutor and this information is important when considering which tutors will be able to continue working in this position the following academic year.

Local non-profit organizations are invited to post their volunteer opportunities for our students to the Point Connections site. The agencies have found this to be a helpful resource in recruiting our students for their events and activities.

Interpersonal & Intrapersonal Competence

16 = Works collaboratively with others

The Office of Student Employment manages an annual program called Student Employee of the Year which involves a great collaboration with staff, faculty, and students. On-campus student supervisors are given the opportunity to nominate their student employees who are excelling in their positions and who they believe should be recognized for their contributions to their respective departments. The supervisors submit their nominations in a written-letter format and are to highlight their employees' accomplishments based on six criteria ~ reliability, quality of work, initiative, professionalism, uniqueness of contribution, and community & campus service.

This year our office received a total of twelve nominations from various departments including, but not limited to, the Psychology Department, Center for International Development, the Outdoor Leadership Program, Student Success and Wellness, Ryan Library, Department of Family and Consumer Sciences, Department of Theology and Christian Ministries, Office of Undergraduate Admissions, and University Advancement. A committee comprising of one faculty member, two staff members, and two students were instrumental in dedicating their time for the difficult process of reviewing the nomination letters and then selecting the one student employee for which they determined met the criteria and should be awarded the title of student employee of the year.

Our office hosted the Student Employee of the Year reception on Tuesday, April 16, 2015 in the Cunningham Dining Room. The theme for the event was The More Excellent Way, based on the scripture, 1 Corinthians 12:31. This is truly an event which recognizes and honors the student nominees for their excellent contributions to their departments and to the PLNU community. At the conclusion of the event, Dr. Caye Smith announced the student who was selected for this award. Kimberly Griswold of the Department of Psychology was named the 2015 Student Employee of the Year.



Dr. Caye Smith, Vice President of Student Development, with 2015 Student Employee of the Year, Kimberly Griswold



Kimberly Griswold with Dr. Caye Smith [left], Dr. Kim Schaeffer [right] and Cherie Owen [far right]



Back row from left to right: Kimberly Griswold, Alejandra Espinoza, Erin Guinan, Carissa Williams, Dr. Caye Smith, and Josh Burgner.

Front row from left to right: Julianne Cook, Cate Wood, Breanna Schiff, Camille Pederson, Viviane Mejia, and Hannah Dominguez.

Not present: Karen Alvergue

Practical Competence

21 = Uses Technology ethically and effectively

In August 2014, with the implementation of the Symplicity system, which OSV named Point Connections, the Office of Student Employment began utilizing this program for the purpose of receiving and posting all of the off-campus employment, internship, and volunteer opportunities submitted by local, national, and international employers. Students and alumni are able to review these job announcements by entering their specific student user credentials.

Point Connections has improved the services offered to both employers and students by making this an easy-to-use solution streamlining the process and improving the overall online experience. This program provides the opportunity to survey employers, run quantitative analyses, and send emails to students announcing the various jobs and internships, to name a few of the many features.

For the 2014-15 academic year, a total of 1,560 positions were approved and posted to the Point Connections site.

Use of Evidence of Learning

With the implementation of the Symplicity system during the 2014-15 academic year and the utilization for employers to post employment, internship, and volunteer opportunities for students and alumni, the goal and change for 2015-16 will be to send surveys to employers on a monthly basis. The surveys will be sent to the specific employers who posted their openings during a given month.

The Office of Student Employment will then assess the data obtained through the survey process such as overall response rate, number of employers who reported hiring PLNU students or alumni, etc. This data is critical for determining the improvements which should be applied to the Point Connections off-campus program currently in place to ensure it continues to be a dynamic tool for employers interested in recruiting our students.

Event Survey Analysis.....OSV Appendix 1

Social Media Policy OSV Appendix 2

Social Media Summary..... OSV Appendix 3

Leap Students..... OSV Appendix 4

Express Visit Fall and Spring Visits..... OSV Appendix 5

Campus Fairs OSV Appendix 6

OSV Advisory Council OSV Appendix 7

Grad Data.....OSV Appendix 8

OSV Appendix 1
Events Survey Analysis

How the Survey was conducted? Survey handed out to attendees during the event

Number of Students who attended Network 9s: 636

Number of Professionals who spoke: 98

Number of OSV Events: 20

- Comments or feedback on OSV and events:

“Last Thursday evening I attended the Network 9 Event for Finance, Real Estate, and Banking. I just wanted to let you know that that event impacted my life. It was nice to see students dressed up in professional attire and conversing with one another as well as with the professionals. The panel was a nice balance of people from all types of professions relating to the event. I liked the moderator and the last question that he asked. It was about advice to college students and each panelist answered it with a genuine spirit. They were so caring and nurturing towards us when they spoke and when we interacted before and after the event. This specific Network 9 has been the most helpful one that I have been to (also the largest student turnout!) and I hope to attend such a spectacular event like this in the future. Thank you for everyone in OSV for putting this event together. Have a great rest of your day!”



Network 9

Healthcare Industry

September 25, 2014

Date: September 25, 2014

Professionals Attended: 9

Lauge Farnaes – UCSD

Ali Wolf – UCSD

Mark Brouker – Ashford University

Kristine Smith – Neighborhood House

John Rogers – Scripps Clinic

Melody Stevens – Onward Physical Therapy

Eric Rosenberg – Scripps Health

Jackie Lowe – Naval Medical Center

Michael Duddy – St. Jude Medical Devices

Number of Students Attended: 134





Date: October 2, 2014

Professionals Attended: 14

Jeremiah Minich-Abbott Laboratories

Maylynne Rayos-KRA Corporation

Shane Kochon-Ameriprise Financial Services, Inc.

Timothy Dixon-Clinapps

Reid Sund-AKT

Kaitlin Bartlett-Suja Juice

Grant Kay-Roots PB

Adam Hout-ADP

Kyle Kounter-Variou Churches

Jenay Moore-Holiday Inn Bayside

Anne Taylor-Anne Taylor Catering

Jackie Batch-Redeemed Furniture

Aubree Lew-Chula Vista Elementary School District

Andrew Rossol-Northwestern Mutual

Number of Students Attended: 25



Sustainability Panel

OCTOBER 9, 2014

Date: October 9, 2014

Professionals Attended: 6

Scott Sabin-Plant With Purpose

Charlie Redden-Taylor Guitars

Jocelyn Maggard-Equinox Center

Kimberly Burke-SDG&E

Grant Holm-Waxie

Carla Pisbie-Ocean Discovery Institute

Number of Students Attended: 29



Date: October 17, 2014

Participating Companies: 39

Across the Pond
Asuza Pacific Seminary
Asuza Pacific University
Bethel Seminary San Diego
Biola University
California Baptist University
California School of Professional Psychology (CSPP)

California State University of San Marcos - Extended
California Western School of Law
Chapman University
Chapman University Dale E. Fowler School of Law
Claremont Graduate University
Claremont Lincoln University
Claremont School of Theology

Concordia University Irvine

Fuller Theological Seminary

Gordon-Conwell Theological Seminary

La Sierra University

Liberty University School of Law

Loma Linda University

Midwestern University

Monterey Institute of International Studies

National University

Northwest University

Peace Corps

Pepperdine University

Simpson University

Trinity Law School

Trinity Western University

University of San Diego

University of San Francisco - School of Management

University of Southern California

University of the Pacific McGeorge School of Law

USD Paralegal Program

Vanguard University

Western Theological Seminary

Western University of Health Sciences

Whittier Law School

Wheaton College Graduate School



Date: October 28, 2014

Professionals Attended: 7

Grant Sabesky-Brandes Investment Partners

Vance Anderson-Qualcomm

Ryan Kessler-Qualcomm

Dr. Steve Hobbs -SPAWAR

Gerardo Aparicio-Northrup Grumman

Andrea Braxton-Indyme Solutions

Ryan Quigley-IntraRatio

Number of Students Attended: 27



Network 9

Bio Tech & Pharma

November 6, 2014

Date: November 6, 2014

Professionals Attended: 6

Bruce Windoffer-GenoLogics Life Sciences Software

Doug Zuill-UCSD

Dr. Jayashree Srinivasan-Accelerate-Research.com

David Jones-Novartis (GNF)

Ruben Vasquez-Novartis (GNF)

Emily Schnetz-Trade Monkey LLC

Number of Students Attended: 24



Network 9

Finance, Real Estate, & Banking

November 13, 2014

Date: November 13, 2014

Professionals Attended: 9

Ken Agee-Union Bank

Hope Mago-Huntington Capital

Douglas Fremdling-Capital Real Estate Ventures

Don Underwood-Concordia Homes

James Langley-Schwartz Commercial Realty

Nick Bonner-CBRE

Jennifer Glaser-Lavine Lofgren Morris & Engelberg, LLP

Mike Brown-Dowling & Yahnke, LLC

Deborah Clow-Point Loma Credit Union

Number of Students Attended: 65





Network 9

Entertainment Industry

January 29, 2015

Date: January 29, 2015

Professionals Attended: 8

Brittany Barnes-SOS Entertainment

Erika Scopelli-Dreamworks SKG Studios

Tiffany Hover-Google

Chris Patrick-Dreamworks

Shaun Conde Spelman-Independent/SeaWorld

Martha Jane Weaver-Independent/San Diego Lyric Opera

Laura Kaplan-Nieto-One America News

Scott Kudia-Entertainment Producer/Director

Number of Students Attended: 42





Date: January 30, 2015

Participating Companies: 23

Big Bear Lake Christian Conference Center

Calicinto Ranch

Camp Pondo

City of Coronado Recreation Department

Coaching Corps

English Language Institute/China

Forest Home

Idyllwild Pines Camp & Conference Center

Mission Springs Conference Center & Frontier Ranch

Mount Hermon Association, Inc.

Northwestern Mutual

Palomar Christian Conference Center

Pine Summit

Pine Valley Bible Conference Center

Quaker Meadow Camp

The Rock Academy

The Salvation Army Kroc Center

Sugar Pine Christian Camps

SuperCamp

Surf Diva, Inc.

Walking On Water

YMCA of San Diego County

Yosemite Sierra Summer Camp



Network 9

Marketing, PR, & Event Planning

February 12, 2015

Date: February 12, 2015

Professionals Attended: 8

Jeanne Cochran - PLNU

Jenay Moore – Holiday Inn San Diego Bayside

Monté Wylie – Enterprise Rent-a-Car

Jill Adams – Jack In The Box

Krystal Tien – Couture Events

Nicole Parke – All Over Media

John Dorman – Hotel del Coronado

Andie Adams – NBC San Diego

Number of Students Attended: 60



Network 9

Law, Government, & Social Services

February 19, 2015

Date: February 19, 2015

Professionals Attended: 6

Dr. Eric Hickey, Director-Alliant International University Criminology School

Tim Mathues-County of SD Government Agency

Officer Marlon Estepa-SD Police Department

Sean Harrington-Deloitte Management Consulting LLP

Niel Ray- Sheppard, Mullin, Richter & Hampton LLP

Joshua Alcorn-Deloitte Consulting LLP

Number of Students Attended: 43





Network 9

Education

February 26, 2015

Date: February 26, 2015

Professionals Attended: 9

Jaqueline Develle – WISC (Waldorf Institute of Southern California)

Charlotte Dukich - WISC (Waldorf Institute of Southern California)

Chris Reising-San Diego County Office of Education

Joseph Allen- Ashford University

Angie Foust-Sweetwater Union High School District

Rhonda Taylor-Lakeside Union School District

Yvette Cochran-Cabrillo Elementary School

Kevin Ogden-Superintendent at Julian Union School District

Loren Naffziger-Significant Systems

Number of Students Attended: 35





Network 9

**Fashion Merchandising,
Graphic & Interior Design**

March 19, 2015

Date: March 19, 2015

Professionals Attended: 10

Amanda Franz – Wide Eyes

Guillaume Hamon – Oui Will

Chelsea Flaming-Hamon – Oui Will

Kaitlin Bartlett – Suja Juice

Ericka Christensen – The Rock Church

Tamara O'Horgan – Tamara O'Horgan Interiors

Alina Leyton – Onairos Design

Renee Candler – West Elm

Dustin Towery – Ruel Culture

Jennifer Cooper - FIDM

Number of Students Attended: 25



Network 9

**Communication,
Broadcasting, & Journalism**

March 26, 2014

Date: March 26, 2015

Professionals Attended: 6

Heidi Ortlip – Fox 5 San Diego

Doug Downing – Fox 5 San Diego

Elena Buenrostro – ENB Studios

Pearson Sharp – One America News

Lyle Moran – San Diego Transcript

Jen Lebron Kuhney - Mayor Kevin L. Faulconer's Office, City of San Diego

Number of Students Attended: 34



Date: April 17, 2015

Professionals Attended: 21

Number of Students Attended: 45

Adam Hout-ADP	Monte Wylie-Enterprise Rent-A-Car
Jocelyn Maggard-Equinox Center	Patti Cuthill-Rock Church and Academy
John Dorman-Hotel Del Coronado	Pauline Ma-Encore Capital Group
Phyllis Sarkira-Quidel Corporation	Kelly Dahlke-Point Loma Nazarene University
Chad Lozier-Point Loma Nazarene University	Sean Harrington-Deloitte Consulting
Thomas Di Noto-Entrepreneur	Kenzie Leas-Plant With Purpose
Joshua Acorn-Deliotte Consulting	Scott Schimmel-YouSchool
Liz Goodgold-Red Fire Branding	Ryan Ponsford-Akili Branding
Bradley Sund-State Farm Insurance	Chris Sichel-Make-A-Wish Foundation of San Diego
Matt Kalla-Matt Kalla Insurance Agency, State Farm	Bennit Peji-Jacobs Center for Neighborhood Innovation
James Langley-Schwartz Commercial Realty & Resident Brewing Company	



Date: April 22, 2015

Professional Presentation by Kymberli Parker of Mrs. Parker's Charm School

Number of Students Attended: 48

Event Summary

	Registered Students	Professionals
Healthcare	95	9
Major Minute	44	14
Sustainability Panel	55	6
High Tech	50	7
Bio Tech Pharma	51	6
Finance, Real Estate & Banking	106	9
Entertainment	97	8
Marketing, PR, & Event Planning	120	8
Law, Gov, Social Ser	85	6
Education	51	9
Fashion Merch, Graphic & Interior Design	65	10
Broadcasting & Journalism	37	6
Career Boat Camp	88	21
Alumni Mentor Program	35	
Etiquette Dinner	56	
<hr/> Total	<hr/> 1,035	<hr/> 119

OSV Appendix 2

Office of Strengths & Vocation

Social Media Policy

Amended May 8, 2013

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

- Continue leadership role in new media for Point Loma Nazarene University
- Increase awareness for the OSV brand and services offered
- Strengthen relationships with OSV student, parent, and professional community
 - Help share PLNU's message by collaborating with other department in Social Media strategy.
 - Increase student, parent, faculty & professional interaction
 - Generate excitement and feedback for OSV programming

OSV Appendix 3

Facebook

Facebook was our primary Social Media outlet. We found that we could more easily and creatively interact with our students, parents, staff, and professional through this medium. In August we decide to generate more of an awareness of our Facebook page through a "Like Us" campaign. We purchased 400 tank tops with the OSV logo and during NSO, and the first week of school we set up a table and any student who "liked" our Facebook page received a tank top. Through this campaign we were able to generate 337 new "likes" or followers in a single week. This was an important accomplishment because Facebook is OSV's primary information outlet, and we felt it was critical for as many students to be aware of our Facebook page so more students could learn about our resources and events. Facebook will continue to

be the primary tool to communicate and collaborate with our on and off-campus community, with the intention of engaging them and encouraging their friends to join us. We will continue to use Facebook as an educational tool and encourage participation. Information which will continue to be posted includes; new internships, career development news, event photos, programming promotion, and recognition of community members.

Pinterest

New this year to our Social Media tools, Pinterest is one of the fastest growing Social Media sites. In partnership with PLNU and other departments we created this site to work in unison with our Facebook page. Pinterest is a much more visual Social Media site. How this site works is people post pictures, videos, and infographics on Pin Boards. Followers who are interested in the different topics with in a board may follow that board or simply Re-Pin the visual. The overall purpose of the site is to create a more visual awareness as opposed to simply a written awareness of a certain organization. For example OSV has 4 boards created so far. Categories range from what to wear, career advice, resume example, and fun, and inspirational quotes. Our focus this past year was to implement the site then as we pinned new visuals we could link it back to our Facebook and draw people to both sites, creating more of an OSV program awareness. We are still in the infant stages of using this site, and to date have 10 followers and 37 Re-Pins on 4 boards. Our goal as with Twitter and Facebook is to increase our followers during our NSO “like us” campaign.

OSV Appendix 4

LEAP Program

LEAP Program – OSV collaborates with this program by providing assessment testing to help students discover or confirm a major.

- Each student takes the MBTI assessment followed by going over their results with a 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
 - § Participation in Major Minute networking event
 - § Talk with students majoring in their area of interest
 - § Discussion with counselor on career outlook.
- Each student will also participate in Strengths on Point counseling session.
- Each student is also encouraged to put a resume together.

Along with the MBTI, students were encouraged to create a resume, and go through our Strengths program. Of the 602 Students who came through our office for FYE and Leap 355 created a resume, and 165 participated in our Strengths program.

OSV Appendix 5

Express Visits

This year FYE and OSV changed the structure to allow for one visit as opposed to two in the form of Strengths on Point Coaching session. Every freshman was required to attend a session and then write a reflection on the experience for their FYE class. Please see description of Express visits and Strengths on Point in the report.

OSV Appendix 6

Campus Fairs

OSV Fairs

This year OSV hosted 3 fairs which allowed students to explore short term job opportunities, career opportunities, and future educational opportunities. OSV also hosted several individual organizations on campus with the intent to hire PLNU students primarily for summer jobs and internships. OSV planned, advertised, and provided program management. In some cases, OSV used marketing materials provide by the hiring organizations, but predominantly, OSV's graphic designer came up with the marketing materials. Overall, OSV hosted 127 organizations during fairs and individual visits.

Summer Camp Job Fair

PLNU is part of a consortium of 8 California liberal arts schools that host summer camps during a 2 week period during the Fall semester. This year there were 18 camps that attended the fair which was held on February 6, 21012. The fair was held right after Chapel from 10:30am- until 2pm on the Campus Mall. Feedback on the part of both camp recruiters and students was very positive. PLNU was the last school stop for many of these camps and all of them said they were able to finish filling their hiring needs with PLNU students.

Career and Internship Expo

The Career Fair was held on March 15 and March 18 through March 21 on Campus Mall. This year we tried something different. Instead of having all of the companies come on one day to meet with our students, we broke the event into 5 days highlighting different industries each day. For example, on one day we highlighted tourism, on another finance, and banking, on another non-profit and healthcare. Our thinking behind with was that students would be able to target specific industries and companies most relevant to their career goals. Also, the companies would be able to target students from specific degree programs. The results were not as favorable as we had hoped. Certain days had higher attendance than others as they coincided with chapel. The overall feedback that we received was positive, and most employers thought the idea was sound, however in the end most of the feedback was that there was not enough student engagement and most employers would like to see us go back to a one day event. On the student side, many found it confusing; not really knowing even which industry to target. They too felt it would be better suited as a 1 day event. We invited 97 companies and had 45 attend over the 5 days.

Graduate and Seminary Fair

As with the Summer Camp Fair, we are part of a consortium that schedules the Graduate and Seminary school visits. This year we had 48 schools attend the fair held on October 8th on the Campus Mall. All of the schools gave us very positive feedback, particularly in the area of logistics. The area that most every school felt needed more attention was student traffic. The fair was held on a Monday, the day the consortium set for us, which may not be the best day. This Fall the fair will be held on a Friday right after Chapel, and we will do more to advertise leading up to the fair.

OSV Appendix 7

Point Loma Nazarene University

The Offices of Strengths and Vocation Advisory Council

OSV Advisory Council Role and Purpose

The OSV Advisory Council is a volunteer group of external professionals from a diverse range of experiences and professions whose input is sought for strategic planning, changing industry trends, and advice on how to prepare students for employment in their given fields. They are highly respected members of the San Diego community who are committed to being visionaries and opinion leaders to further the growth and forward thinking of The Offices of Strengths and Vocation. The council's role shall be purely advisory and the ultimate responsibility of the management of programs and staff shall rest on PLNU administration.

THOMAS Di NOTO

Thomas spent his professional career in the fields of music, marketing, advertising, communications, patented technologies, and charitable work. He started his first music business, Tuesday Productions, in 1969 while attending college. Tuesday is a musical commercial (jingle) company that over the past 43 years has produced tens of thousands of commercials and musical scores. Clients include American Airlines, Disney, Chevrolet, Target, T.C.B.Y., Kodak, Radio Advertising Bureau, Budweiser, NBC, and CBS.

In 1979, Thomas co-founded Network Music, Inc., a production music library, which was sold in the late 90s. The Network library is now a part of Universal Music Group. At the time of sale, Network owned copyrights and recordings to over 1,500 original songs.

In the 1980s Thomas served as President/CEO of Metrocast, the world's first international alphanumeric paging company. In 2006, Thomas assumed the role of the Chairman of the Board of ProtectConnect, the innovator in modular wiring devices (modular switches and receptacles). ProtectConnect currently holds 28 issued U.S. patents in the electrical field. Thomas has also served and founded several 501c3 non-profit corporations. He is the Past President of the Board Maui Preparatory Academy, a preK-12 college prep institution. He is the Current President and CEO of StreetLight Prophets. This company produces a radio show of original songs showing the light of Jesus thru the hearts of the homeless to expose the homeless talent to Christian employers. He is the current Director of Word Ablaze International, a new biblically based, spirit-filled church in North County.

He graduated from United States International University with a Bachelor of Arts in Interdepartmental Science.

PHYLLIS HUCKABEE, MBA, SPHR

Phyllis is Vice President, Human Resources for Quidel Corp., a leading manufacturer of medical diagnostic tests. Prior to moving into life sciences in early 2004, she worked in the energy industry for almost 20 years focusing on financial analysis, strategic planning, government affairs, and human resources. In addition to serving as a regulatory lobbyist at both the state and federal levels, she has held senior level HR positions at Sempra Energy.

Phyllis is also currently a board member for Equinox Center, a non-partisan research organization focused on economic growth and sustainability issues.

Phyllis has a Bachelor degree in Finance and a Masters of Business Administration, both from Texas Tech University.

JAMES LANGLEY

James has a diverse real estate background in land acquisitions and dispositions; and office, industrial and retail leasing for landlords and tenants. He began his real estate career at Grubb & Ellis|BRE Commercial in December of 2004 working on one of the largest retail leasing teams in San Diego County. He joined Schwartz Commercial Realty in February 2008 after working at Studley representing office tenants. At Schwartz Commercial Realty, James has represented numerous tenants including Pony International, Means & Associates, and Shelburne Sherr.

James enjoyed a successful collegiate baseball career with Drexel University in Philadelphia, Pennsylvania and Point Loma Nazarene University in San Diego, California. He also spent time playing semiprofessional baseball for the Duluth Huskies in the Northwoods League, a sanctioned summer baseball league comprised of the top college players from across the country. He volunteers his weekends at the Tecolote Youth Baseball Academy where he coaches 13 and 14 year-old kids.

James graduated from Point Loma Nazarene University with a Bachelor of Science in Business Administration.

PAULINE MA

Is now in sustainability at SDG&E. Pauline was a program manager at CleanTECH San Diego. She is responsible for supporting member events and programs along with staffing the Capital Formation and Education & Outreach committees. Pauline's program responsibilities include the SCRUB program, CleanTECH Showcase and Thought Leadership Series. She also serves on San Diego State University's College of Extended Studies Green Advisory Board.

Pauline is a member of the Equinox Center Leaders 2020 Steering Committee with a focus on university outreach. Leaders 2020's mission is to drive civic engagement among young people in the San Diego region, particularly with the purpose of advancing environmentally and economically sustainable solutions for growth and ensuring a high quality of life in the region.

Pauline graduated with a double Bachelors of Art in Political Economy and Legal Studies at University of California, Berkeley.

BENNETT PEJI

Bennett has been a brand consultant and designer for 24 years. He leads and manages a civic branding firm, Bennett Peji Design. Bennett is passionate about how design can make visible the cultural richness of a city, and utilizes his "Form Follows Culture" process to revitalize organizations, cities and cultures. Bennett has served as local chapter President and on the national board of the AIGA, the world's largest communications design association, with headquarters in New York and chapters in 67 cities. He was one of the co-founders of the AIGA Center for Cross-Cultural Design and is San Diego's first AIGA Fellow honoree. Bennett serves as a Commissioner of Arts and Culture for the City of San Diego and was the 2009 Chairman of the Asian Business Association of San Diego. He serves on Mayor Jerry Sander's Civic Leadership Team and the Boards and Commissions Advisory Group. He is a co-founder and regent of the Baja California Missions Foundation, founded to renovate and preserve the historic missions in Mexico. Bennett is the recipient of numerous business and community service awards and he has received over 200 national design awards. He was a featured speaker from the USA at the 2010 ICOGRADA World Design Congress in Madrid, Spain and has spoken at over 40 conferences worldwide. Bennett received his Bachelor of Arts degree in Design-Art-Branding at San Diego State University.

RYAN S. PONSFORD

Being "wealthy" is a manner of traveling, not a destination. For over 15 years, Ryan has been "traveling" with families, educating and advising them on understanding the significance of their wealth, becoming aware of the impact of wealth on heirs, designing solutions for more effective accumulation, and family continuity. Ryan is seeking to build relationships with families and business partners that share his passion for family unity and professional excellence. He is the Principal at Four Seas Holding Corp, a residential and Commercial Real Estate Brokerage.

Ryan specializes in public speaking and group facilitation, family continuity planning, asset management, Legacy Planning, Business Consulting, Certified Financial Planner, Chartered Financial Consultant, Real Estate Broker, Legacy Advisor, Advisor in Philanthropy and Alternative Investments.

Ryan is also an alum of Point Loma Nazarene University.

SCOTT SCHIMMEL

Scott is currently the Faith@Work ministry specialist for InterVarsity in San Diego. Previously he served as an Area Director for InterVarsity, a faith-based leadership development program on college campuses. He specialized in leading entrepreneurial ministry teams on diverse campuses. Scott also serves as a leadership consultant and coach for churches, non-profits, and for-profit organizations.

Scott has over a decade of experience leading teams and organizations both in corporate and non-profit settings. Expertise in developing the talent of young professionals and helping both Boomers and Millennials understand the perspectives that drive each and contribute to increased productivity and organizational success. With an awareness that by 2013 40% of the workforce will consist of Millennials under the age of 30, this is a crucial time to learn how to tap into and transform the potential of a generation that is insistent on making an impact and bringing meaning to the world.

Scott has a degree in accounting, real estate, and finance from the University of San Diego.

CHRIS SICHEL

Chris has served as the President & CEO of Make-A-Wish San Diego since 2005. Make-A-Wish San Diego plans to grant nearly 200 wishes to children with life-threatening medical conditions in 2012 and enlists the support of hundreds of dedicated volunteers throughout the year.

Chris has been highly engaged in several national Make-A-Wish leadership projects over his years of service, is an active member of the San Diego Bowl Game Association, is a longtime member of the San Diego Rotary Club, and serves as the Treasurer for the Board of Directors of the Better Business Bureau (BBB) of San Diego & Imperial Counties. Chris was recently named one of San Diego's Most Admired CEOs by the San Diego Business Journal.

Chris is a native San Diegan and fifth generation Californian. He is married to Coleen, a registered nurse, and together they have three school-aged children. On a personal note, Chris enjoys time spent with family, stand-up paddle boarding, hiking, musical interests, and is an avid backpacker.

Appendix 8

Graduation Data

392 or 70% of graduating class filled out our employment data survey

276 or 70% had at least one internship during their time at PLNU

218 are continuing education

111 are still looking for a job

55 landed a job

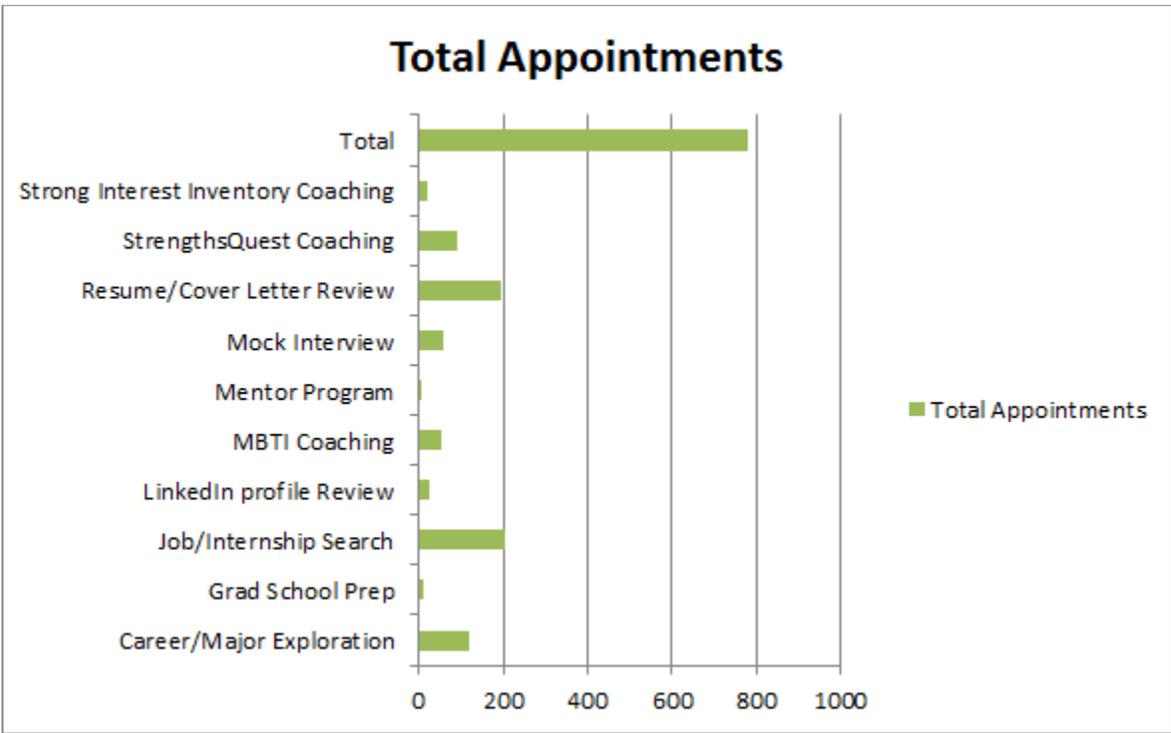
Of those 55, 25% said OSV made an impact on their job search

Average salary of those who provided data is \$44,888

Appendix 9

Coaching Session Data

OSV conducted 782 coaching sessions in the 2014/15 school year. Of those 53% were students who received multiple coaching sessions. The majors that utilized our service most often were Business, FCS, MOCM, and Psychology



Student Testimonials:

“I just wanted to inform you that I got a freelance illustration job that I found on Point Connections through a place in La Jolla called The Blue Azul Collections. Thank you for your consistent help throughout the Spring 2015 semester at OSV. Best Regards,”
Patrick

“I got the job with Aaron Chang! Thanks so much for recommending me!”
Laura

“The recruiter reached out to me! Yay! Phone interview is set for Monday at 1:30pm
Thank you so much for your help!”
Nicole

“I just wanted to email you to let you know I got the summer position at CareFusion in their Internal Audit department. Thanks for all the help you were in this process and for all the leads you sent me. Hope your year wraps up great!
Thanks again,”
Peter

“THEY OFFERED ME THE JOBBBBBBBBBBBBBB!!

I stopped by OSV today to tell you and couldn't find you so I am emailing you!

I couldn't have done it without you!!! Thank you thank you thank you! “

Kaylynn

“I was offered a job with the LJ beach and tennis club and I accepted the position. Thanks for your help throughout this process. I am excited to be working there this summer!”

Derek

“6 Degrees and SDEA!

I just started with 6 degrees and it's amazing! I know I'm going to learn loads, and meet many many different people through it! I'm excited. Thank you so much for lining me up with that! “

Asia

“I just wanted to let you know that I interviewed with Emily at 6 Degrees last week and she offered me the internship position! Thank you for getting me in touch with her this is going to be such a great opportunity. I would appreciate your help again in a couple of months to look for jobs for after graduation.

Thank you for all of your help!”

Danielle

“I just wanted to let you know that I got the Jack in the Box internal branding communications internship this summer! :) Thank you so much for your help with everything!”

Blessings,

Jordan

“Just wanted to let you know I got the job at Sherwin-Williams for the summer!!!! Thank you so much I could not have done it without you!”

Brett

**Point Loma Nazarene University Student Development
Intended Learning Outcomes By Department
Chapel
2014-2015**

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			

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

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

Chapel and Time Out services are designed to create settings where students are drawn into the presence of the Lord to worship Him with freedom and to deepen their relationship with Jesus Christ. Between the worship music and the teaching of the Bible, students will learn the truth of the word which has the power to transform their lives.

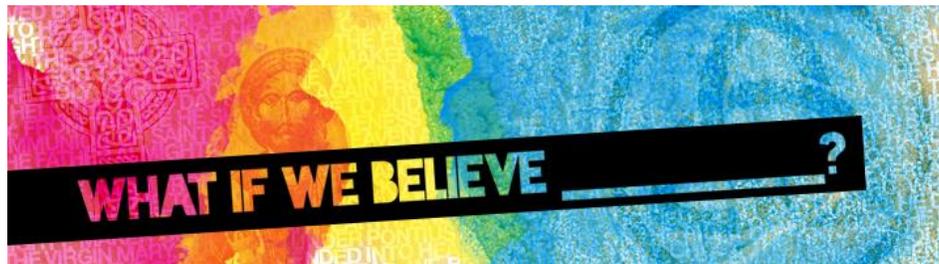
As Chaplain Tim Whetstone expressed, “My deep desire is that together we dive into these conversations about belief, faith and living, while being rooted firmly in prayer, worship and service. For what the ancient early followers of Jesus discovered just might be true: *Lex orandi, lex credendi* - praying does shape believing.

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



Knowledge Acquisition, Integration and Application

- 4 = Uses experience and other sources of information to create new insights
- 5 = Seeks new information to solve problems



This year’s Chapel theme was the “What If We Believe _____?” There are those stories from the Bible of the dead raised, blind given sight, women and men restored to new life and even the promise of redemption. Are these merely stories to us or possibly more?

What if We Believe _____? is an invitation into unpacking a mysterious faith. A mystery that is not to be solved but one to be lived. Yet, not avoiding hard questions like; do I believe in the scriptures, in a good heavenly Father, in Jesus as the Christ (Messiah), in the resurrection, or that a body of believers can change the world through the Holy Spirit? Ultimately, does what we believe really make a difference in our lives, communities, the church or even the world?

and
a

faith or trust (ancient Latin sense of the word creed) in Christ. Then seek to understand how that's lived out in service or work of the people (Greek translation of liturgy).

They also explored standing in solidarity as the family of God, who hold the creeds - such as The Apostle's Creed - as symbols of a faith worth declaring.

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

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 offers the opportunity to celebrate life and successes at PLNU as well as challenges that arise from living in community together.

Through chapels, ministries, discipleship groups, mission trips and special forums, PLNU seeks to create a space where the entire campus community is invited to minister to others, to serve God, and to be challenged to live deeply the Kingdom reality of holiness; growing in spiritual intimacy with God and embodying His love through acts of charity and justice.

Interpersonal/Intrapersonal

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

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.

Spiritual Development introduced a new opportunity for our students to rest and be refreshed in the Lord! They held a Riposo Retreat on Saturday, February 28, 2015.

Riposo is an Italian word meaning rest, at ease, or time/day off. In Italian culture, riposo has an even deeper significance. It's the time when the busyness of life stops and real living begins. It's the time when we gather around the table with

those closest - friends, family, loved ones. It's the time when we break from routine to find the real reason we work; we work to live not live to work! Riposo is a time of rest, rejuvenation, and replenishing - especially with food, cafe', and love!

PLNU students were encouraged to attend and to grow deeper in Christ, Community and in how to live as those dependent on God!



Practical Competence

19 = Sets and pursues individual goals

For the 2014-15 academic year, Chapel services were held on Mondays, Wednesdays, and Fridays from 9:45 – 10:30 a.m. in Brown Chapel. Time Out services are held on Wednesday evenings at 9:30 p.m. in Brown Chapel.

We scheduled 41 Chapel and 14 Timeout services during the fall semester and 42 Chapel with 14 Time Out services hosted during the spring semester.

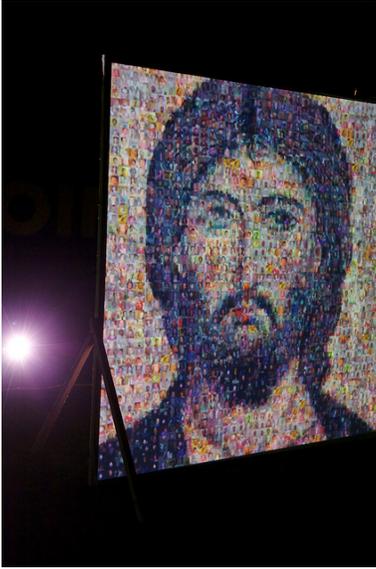
Students were assigned specific Chapel attendance requirements they were to meet on a per semester basis. Freshmen and sophomores were to attend a minimum of 32 services. Juniors and seniors were required to attend a minimum of 25 services.



Students were able to submit Chapel petitions during the first six weeks of each semester. Partial or complete exemptions may have been granted if the following criteria were met –

- Juniors and Seniors – verified and approved off-campus employment and internship opportunities when the students were requested to work during the Chapel time; for commuter students – classes that began after 1:00 p.m. on Mondays, Wednesdays, and Fridays or if they had Tuesday/Thursday classes only.

- Freshmen and Sophomore students who were commuting more than 20 miles to and from campus with classes beginning after 1:00 p.m. on Mondays, Wednesdays, and Friday or with Tuesday/Thursday classes only.
- Commuter students enrolled in 11 or fewer units would be granted a complete exemption.
- Students with on-campus employment as approved by a Cabinet member.



For the 2015-16 academic year, the Chapel attendance policy has been revised. The changes in the policy are a result of research conducted by the PLNU Chapel Attendance Policy Team. The research included student surveys, focus groups and information available from the Christian Colleges and Universities (CCCU). In the scope and breadth of other CCCU schools, PLNU falls in the lower average of requirements based on the number of Chapel credit opportunities we provide.

The policy highlights are as follows:

- We have shifted to a *no petition policy* and therefore will not be accepting petitions for Chapel attendance reductions.
- Students 26 and over are no longer required to attend Chapel
- Commuter students' number of required Chapels has been significantly lowered
- Employment will no longer be accepted as an excuse

In light of shifting to a no petition policy, we have *lowered the number of required Chapels*, per student, based on year in school, age, and/or commuter status as detailed below:

- Freshman / Sophomores are required to average (2) Chapel credits per week
- Juniors / Seniors are required to average (1.5) Chapel credits per week

We are introducing two new weekly Chapels every Monday and Wednesday at Liberty Station this fall. These will be a hybrid of streaming and live speaking/preaching Chapels with live worship, prayer and Scripture reading. These additional Chapels will provide adequate space for our corporate gatherings, convenience for our students and faculty who have courses at Liberty Station and will provide alternate offerings for our commuter and employed students who may find it difficult to get to our main campus and find parking in time for Chapel.



Use of Evidence of Learning

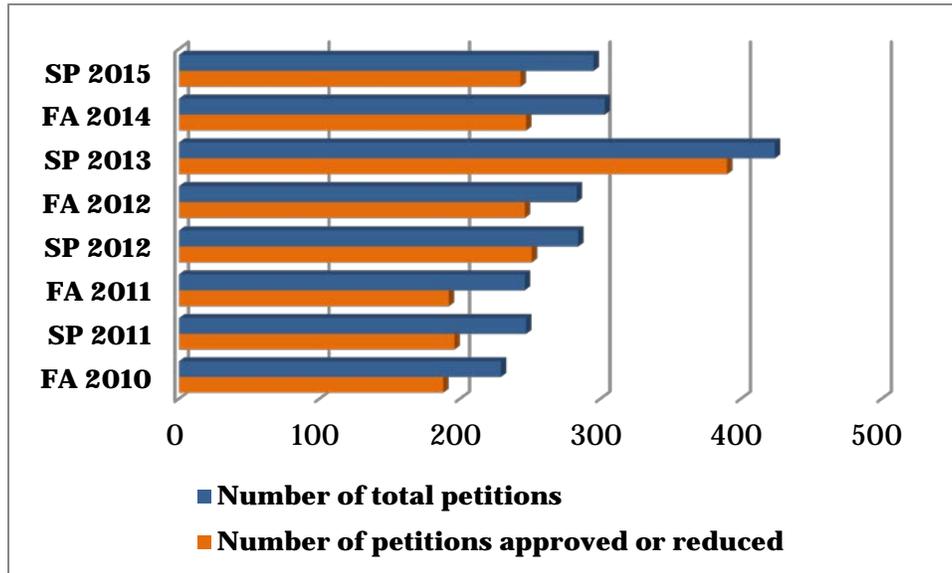
For the 2015-16 academic year, the Chapel attendance policy has been revised to include a no petition policy, employment not being a reason for a Chapel reduction, attendance requirements for commuters being reduced for all classifications, and zero attendance requirements for students over the age of 26. The changes in the policy are a result of research conducted by the PLNU Chapel Attendance Policy Team. The research included student surveys, focus groups and information available from the Christian Colleges and Universities (CCCU).

In the scope and breadth of other CCCU schools, PLNU falls in the lower average of requirements based on the number of Chapel credit opportunities we provide.

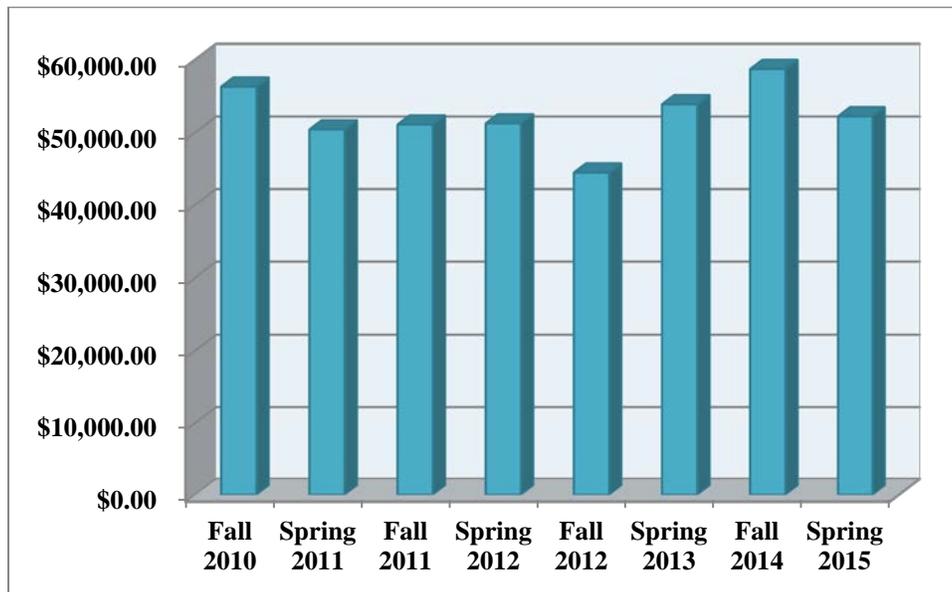
One area which will be assessed for the 2015-16 year will be students' Chapel attendance, and whether overall, the average attendance has increased or decreased after the policy changes have been in effect for one year.

Please refer to the charts below for historical data regarding Chapel petitions and Chapel fines.

TOTAL PETITIONS RECEIVED COMPARED WITH TOTAL APPROVED OR REDUCED



CHAPEL FINES



CHAPEL ATTENDANCE COMPARISON

	<u>Fall 2011</u>	<u>Spring 2012</u>	<u>Fall 2012</u>	<u>Spring 2013</u>	<u>Fall 2014</u>	<u>Spring 2015</u>
Number of students required to go to Chapel:	2095	2002	2198	2060	2401	2281
Number of students who met this requirement:			1531	1415	1780	1772
Percentage of students who met requirement:	68%	67%	69%	69%	74%	78%
Average attendance for Chapel & Timeout	973	783	982	902	1,089	926
Number of students who did not attend any Chapels			83	100	67	146
Percentage of students who did not attend any Chapels			8.45%	11.08%	6.15%	15.77%
Number of total petitions:	246	284	283	424	303	295
Number of petitions approved or reduced:	192	251	246	390	247	243
Number of students with fines:	714	698	667	647	837	703
Amount of Chapel fines:	\$51,105	\$51,255	\$44,480	\$53,890	\$58,750	\$52,230
Average fine:	\$72	\$73	\$67	\$83	\$70	\$74



Outdoor Leadership Programs (ODL)

ODL Mission Statement

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

Overview:

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

Intended Learning Outcomes:

Programs	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	
THE WAY FY Wilderness Pre-Orientation	x			x			x							x		x			x				x	x
Great Escapes- Trips	x			x				x						x		x								x
Guide Development	x			x	x		x	x					x	x		x			x	x				x
Rental Center							X																X	X

EVIDENCE OF LEARNING

Cognitive Complexity

The Way

1-Engage with others in constructive ways

Students who participate on The Way work collaboratively with other students in practical yet transformational ways. They are placed in groups for common wilderness skills acquisition (i.e. cooking and sleeping). In these groups they engage in their personal learning style and live/ work with other students who often demonstrate different learning styles and skill competencies. Further, each student has an opportunity to lead and follow on the trip. This gives each student the opportunity to experience the responsibility and weight of leadership while also learning how to be an active follower who supports and critiques leadership while engaging in the groups daily goals. Appendix A. Photo below- Students on The Way, Sierra Wilderness, near Lone Pine, CA.



Great Escapes- Trips

1-Engage with others in constructive ways

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



Guide Development

1-Engage with others in constructive ways

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

Knowledge Acquisition, Integration, and Application

The Way

4- Uses experience and other sources of information to create new insights

7- Engages in experiential activities in preparation for the workforce

Experience is at the heart of this program. Students are giving training, preparation, and holistic support to enter and navigate the wilderness safely. Once in this new environment, each participant has the opportunity to allow these new experiences to lead to new insights. This is actively pursued through common reading, facilitated discussions, personal reflection (daily and an extended solitude component), and group interactions. Instructors are on the course to reinforce a safe learning environment and to coach students toward individual and corporate success. The intention of the acquisition of interpersonal, leadership, and wilderness skills is to create an environment where trying new things, charting one's progress, and asking for guidance is normative and healthy.

Photo below: students filtering water at a high altitude lake, Sierra Wilderness, CA



Great Escapes- Trips

4- Uses experience and other sources of information to create new insights

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

Guide Development

4- Uses experience and other sources of information to create new insights

5- Seek new information to solve problems

7- Engages in experiential activities in preparation for the workforce

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

Rental Center

7- Engages in experiential activities in preparation for the workforce

Students engage in practical applications of established and accepted business practices including customer service and brand development. Students are responsible for university asset management and work collaboratively with other professionals both on campus and the greater community.



Interpersonal and Intrapersonal Competence

The Way

14- Gains holistic awareness of self

16- Works collaboratively with others

18- Demonstrates that self-interest is balanced by a sense of social responsibility

The Way offers students the opportunity to better understand self and others. This is done, physically (rock climbing/ backpacking), interpersonally (hiking and living with other students in a new environment), sensory (this is an all senses experience), and intellectually (knowledge and skills acquisition). One of the core skills is the integration of a land care ethic called Leave No Trace. By gaining skills to Leave No Trace, we also want to help students connect this wilderness ethic to their day to day habits and choices.

Great Escapes- Trips

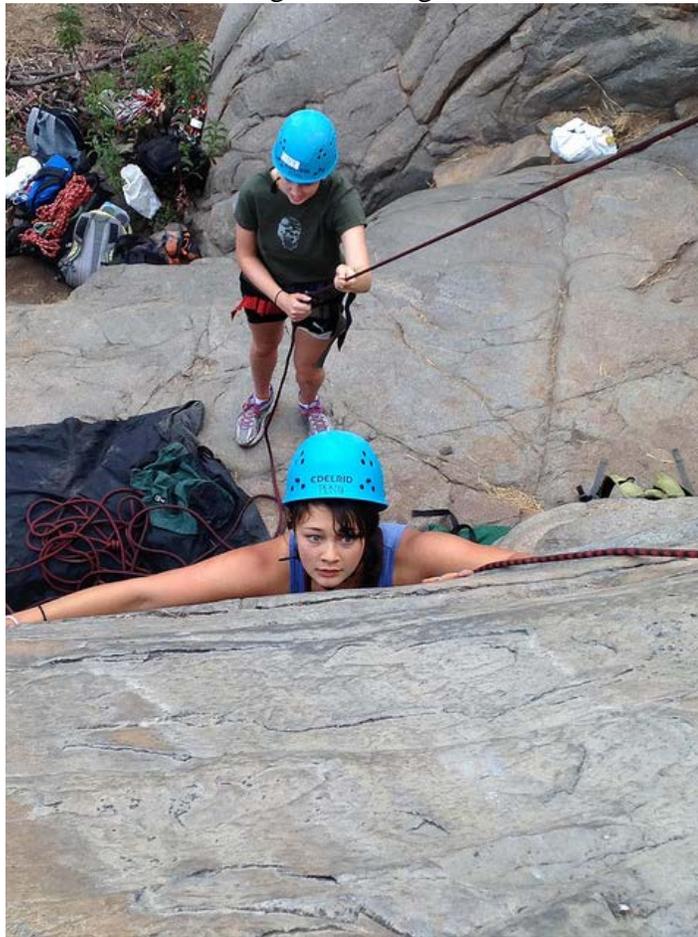
14- Gains holistic awareness of self

16- Works collaboratively with others

The nature of GE trips is an embodied and interpersonal experience. Students actively “DO” the things they are learning. These experiences give them access and insight to their bodies, their will, and others. The trips we run do not occur in isolation but in community with other students and the natural

environment. Collaboration with the natural environment in is vital and requires direct contact and facilitation from guides to intellectually grasp this connection.

Photo below, a student climbs at Mission Gorge, San Diego, CA



Guide Development

13- Manages conflict constructively

14- Gains holistic awareness of self

16- Works collaboratively with others

18- Demonstrates that self-interest is balanced by a sense of social responsibility

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

Practical Competence

The Way

22- Demonstrates leadership skills

23- Demonstrates effective stewardship of resources

The leadership skills that students acquire in the program can be transferred to a variety of circumstances. These skills include compassionate leadership (i.e. moving a group closer to a goal while ensure that empowered followers are cared for a motivated to take on challenging circumstances), goal achievement (i.e. navigating others over unknown terrain with newly acquired map and compass skills), judgement and decision making (i.e. knowing when to push on in a rain storm and when to stop and to make camp), and reflection (i.e. ability to make self-assessments and learn from experiences; success and failures).

Great Escapes- Trips

23- Demonstrates effective stewardship of resources

Like The Way, students are taught Leave No Trace land ethic. They have less time with the material so our approach has to be more overt in making connection with wilderness ethic and day to day life. Additionally, Great Escapes intended and succeeded in offering more trips to students as to better use the equipmwnr resources. (11 trips in the Fall and 18 trips in Spring) Photo below, students on a rock climbing trip, San Diego, CA



Guide Development

19- Sets a pursues individual goals

22- Demonstrates leadership skills

As previously mentioned our guides learn and demonstrate the leadership lessons that they are taught. Also as each guide progresses through our program they are routinely asked to set their own goals for the training. These goals are followed up on post trip with a self-evaluation. Appendix B

Rental Center

22-Demonstrate leadership skills

23-Demonstrate effective stewardship of resources

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

Use of Evidence of Learning

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

Goal 2- create more opportunities to emphasize outcome 8 (A willingness to engage with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds). While this outcome is achieved to a

limited degree, it is achieved without the intension it requires. Gather demographic data from Great Escapes trips to assess which PLNU students we currently serve. Additionally, approach and connect with student groups and professional staff to strategically diversify and advocate for great access to the programs we offer.

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

Areas of Distinction

The Way has high retention and graduation rates compared to the student body as whole. First to 2nd year retention is 10% higher than average (85% vs 95%) and six year graduation is almost 20% higher than the university's average (74% vs. 92%).

The 2014-2015 Guide Development Program had 10 students who received their basic certification for wilderness certification (WFR – Wilderness First Responder medical certification).

Launched a new mobile app to improve our students' satisfaction and ease with our Rental Center and Great Escapes trips sign-up.

Summary:

This year we created many opportunities for student connection and development. Whether this was self guided (i.e. the Rental Center) or instructed (i.e. Guide Development) or guided (i.e. Great Escapes), students connected with others, self, and the natural environment and chose to engage in wilderness activities. We worked diligently to assess and ensure these trips were run safely and each participant had adequate information about the trip. This resulted in a low medical intervention year (2 minor incidents) and high satisfaction from participants. Our Guide Development trainings were well thought-out and included an emphasis on teaching to multiple learning styles. We do have many areas where growth will be required to continue our success. Our guide development program will need to recruit and diversify in order to serve our students. Our training models will need to evolve to enable student to sign-up for a variety of trainings in a short period of time or over a longer period of time depending on their academic, social, volunteer, and family schedule. Additionally, our trainings need to meet industry standards (i.e. rock climbing and kayaking) to ensure that the skills guides receive at PLNU meet the standards expected in their expected vocational opportunities in the future.

Appendix A

Participant Trip Review The Way Team 1 (July. 12-19)

Guides: Nick Wolf, Kevin Pilcher, Kiana Nakamura

What was your favorite thing about the trip?

- Meeting everyone and connecting w/ new people. Life stories were amazing!!! Making it to the summit of cirque. I loved how I became close w/ guides as well.
- Spending time w/ future classmates and mentors
- Meeting the people and solo time was pretty cool. The super cold lake was awesome!
- Getting to meet new people and spend a lot of time learning about them
- My favorite thing was the feeling of accomplishment. A week ago I didn't think I could successfully do any of it. I also found out how much I enjoy solo time
- I really enjoyed making new close friends that I'll also have at PLNU. I loved swimming in the alpine water and the rock climbing. Being able to watch for shooting stars and seeing the Milky Way
- lakes
- Getting to know all of the people while hiking, playing games, and life stories

How could this trip have been improved for you?

- More sunscreen! & bug spray
- I enjoyed almost everything - from negatives to positives
- Not sure...
- If somehow I didn't get altitude sickness, which can't really be prevented
- My blisters killed me on the last day
- I'm not really sure because I had really fun experience. Maybe more group building activities because some groups might need it although we really didn't.
- more lake time
- 0

Were there points in the trip that you would describe as negative (ex. unsafe, too difficult, confusing or boring)? Please describe these moments.

- This is a more personal problem that shouldn't be accounted for the overall experience, but pooping in the woods was tedious and an overall "crappy" experience
- Not sure... it was all pretty great
- The only point that was really difficult was when the rest of the students weren't listening to the guides
- No. I felt safe but pushed the whole time and was never bored
- Climbing the rock face was really hard but not unsafe. I wish we'd had more time to climb the first day because I got really out of breath
- Some foods were not good
- Not showering for a week was difficult but I guess that's all part of the experience!

Appendix B

Over-all trip experience	In light of your personal goals for this course, reflect on your own growth and development	What would you like to see added or subtracted from this course?	As a growing Rock Guide, what area(s) do you still need to grow in.	I feel ready to teach participants the necessary skills to have a fun and safe rock trip	I feel ready to teach participants the necessary skills to have a fun and safe rock trip	What's 1 big take-away from this course
5	Methods of instructing, knots/hitches, terminology	Overall, it seemed very organized and thorough! While I understand that the focus was on the teaching and safety side of things, a little more time on the rock might have made it easier to empathize/know what the climber is experiencing.	Anchor construction for various scenarios (natural and fixed), lead climbing practice	5	5	The best experience I gained was working on clarity in my instruction and taking into account different ways of learning.
5	I improved all of my technical rock climbing skills and my teaching of those skills.	I thought it was awesome at preparing us for what GE actually does. Maybe a little more actual climbing would be nice.	Just more practice with climbing itself and being perfect at the procedures.	4	4	Take your time while doing everything and use your brain.
3	My belaying skills Knot-tying rock safety climbing technique	nothing!	I need to improve on my safety checking and my figure 8 tie-in	4	4	How to tie a figure 8 knot and other useful knots used in rock climbing.
5	I learned a lot more on how to coach someone through the climbing experience and how to tell them how to do certain moves. I also learned some of the technical aspects to climbing.	Maybe a little more practice belaying or more case studies would be helpful.	I think that i could definitely grow more in coaching. Specifically, using words that the climber would understand and being informative with it. I also think that getting more of a rhythm down to belaying someone would be helpful.	5	4	Learning to listen to and help the climber achieve their goals was definitely a big take away for me. Understanding that the climber might not know a lot and being able to tell them in simple terms so that they understand was extremely helpful.

Commuter Student Services

2014-2015

Mission Statement

“The Commuter program is committed to providing a welcoming environment while connecting commuter students to the Point Loma Community.”

Overview

Commuter Services this year has begun to be more influential among our commuter students. Besides a greater sense of community we are experiencing larger numbers in our programming. Our annual BBQ and bi-monthly “Commuter Whatever” have increased. Though many of our programming is centered on food we have found that commuters are very need based and programming other activities often are not well attended. For example we collaborated with ASB to have a Christmas Ball just for commuters and the attendance was disappointing. We have found that the biggest support to commuters have a larger space where they can meet and prepare their meals. Again the most significant development is the restructuring of the Commuter Assistant responsibilities. We have decided to divide all the Commuters up into four groups and assign each of the Assistants to one of the groups. This will allow each of the Assistants to be more effective with their assigned students through personal contact and marketing events. In addition, when a Commuter has personal needs we can better address them by referring them to the appropriate department on campus offering personalized student support.

Finally, during our NSO weekend our bus tour for all Commuters has been very successful. Between check in and the first session we capture the Commuters who typically leave off campus after check in. The tour will take them around campus and the surrounding places of interest orienting them to the area dropping them off for the first session. Then we have a special dinner for them with staff speakers who can help them.

We are activity seeking a searching for ways to better serve our Commuters with creative ideas and better support.

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	X	X	X	X			X	X			X		X	X	X	X			X	X		X	X
Services/Activities	X	X	X	X			X	X			X		X	X	X	X			X	X		X	X

Cognitive Complexity

Engage with others in constructive ways

Commuter Assistants engage with other commuters every day providing the best possible service to this unique population. The Assistants have work schedules and a log book that they fill out every day when there 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 ideas was “Mix it Up” a collaboration with residential students over lunch in the ARC.

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.

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.

Use of Evidence of Learning

<Analyze your evidence and supporting data of you programs written above. Discuss any changes, goals, or objectives you have next year based on that data. Finally, outline at least one area that you will assess for next year and how you will assess it.>

As we move into the fifth year as Director of Commuter Services I see more and more how difficult connecting commuter students to the greater community. Many of them are at PLNU just to get a degree and off to the next adventure. I find pleasure in the development of my Commuter assistants who are learning leadership skills by organizing events and meeting with me regularly to plan and

execute activities for our students. I work very closely with them guiding and encouraging each of them. We have taken our annual commuter survey and have found

Assessment for next year I want to look at the retention of commuter students from the time they became commuters till graduation. I will use the PLNU data base to review the information

Areas of Distinction

<If applicable, list and describe an areas of distinction

This year we had an excellent turn out at our “Mix it Up” event. It drew 200 students, 100 from the residential and 100 Commuters joining both groups together which had never been done on campus.

**Nicholson Commons Intended Learning Outcomes
2014-2015**

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.

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
ARC	X	X	X	X	X	X	X	X					X		X	X			X	X	X	X	X

Overview

We have had another year of excellent customer service in the Commons. Our student staff has done an excellent job of supporting our customers. We have received more compliments and fewer complaints this year with many higher level meetings in the building. We feel like our systems are operating efficiently and effectively. But the most exciting development this year was the operation of the Love Art Gallery. We have had excellent leadership and the gallery has had a year of student art shows one every few months. The collaboration with the Art Department has been exceptional. As far as the physical building we replaced the carpet on the third floor of the commons after 17 years. In addition we have installed fixtures in all the restrooms so that they will be touch free. Our last piece of that program will be touch free faucets which I have negotiated with the Sustainability Office to help us fund.

But the most valuable assets are the students who run the Commons. They are of the highest caliber and develop their interpersonal skills and work ethic. Two of our student staff have moved on to other areas of leadership on campus starting their employment in the Commons.

Cognitive Complexity

Engage with others in constructive ways

Each Building Manager's job description calls them to engage with others as they would if these persons were in their own home. By walking around doing building checks and hanging out with friends and guests, they make all feel comfortable. In addition, when rooms need to be set up, they are there to support the meeting organizer, assisting them with their needs. The Catering Department is also a player in our communication. We need to speak with them when the set up numbers are wrong or lacking proper tables and chairs. In addition responding to Physical Plant on work orders, following up and monitoring completion is also vital to their engagement and working of the Commons

Assess assumptions and considers alternative perspectives and solutions

Many times customers come to us with 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.

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 Plant, custodial services, academic departments, outside organizations, building tenants, and outside advertisers.

Use of Evidence of Learning

Every year we have evaluations for our managers. We assess them after the first semester to give them time to make adjustment for the spring. This year we scored very high on our customer service categories and have had fewer complaints than years passed. We do not keep record of complaints but when we are always aware of the make they make an impression. One of the hallmarks of our program is the Manager Retreat which binds the managers together. This is vital to the growth and development as a team and interpersonally which sustains us through the year and together. This event has been an important factor to our success.

Customer satisfaction is very important to us. We would like to create a survey for our tenants who occupy space in the building and those students who would be randomly selected. This would help us assess our areas of neglect and accomplishments.

Area Of Distinction

As the advisor for the Surf Team on campus I have been always hoping that one day we would again have a national championship team. This year was the year and our PLNU Surf team won the National Scholastic Surfing Association College Division National Championship. There have been three in the school's history; one in 1984, 1999 and now in 2015.

ARC

Mission Statement

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

Overview

Since the successful name change, the ARC has been had a greater variety of usages and numbers of attendees. One program that has really taken off is Musoffee. This is an event sponsored by the ARC to target the student music and art scene. In the past this program has struggled to perform because of a lack of leadership and consistent resources. Over the last four years we have tried to have it twice a month but since the increase of other events we have it once a month. Also this year we have developed more activities sponsored by the ARC, i.e. Monday Night Football parties, themed movie nights/days, all night party and other student centered activities that drew people into a place of community. We also have restructured the ARC staff to better support our ever increasing programming with positions in marketing and planning ARC sponsored activities to create student engagement in a small group setting.

Need to insert ARC grid

Knowledge Acquisition, Integration and Application

Uses experience and other sources of information to create new insights

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

Seeks new information to solve problems

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

Makes connections between curricular and co-curricular learning

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

Engages in experiential activities in preparation for the workforce.

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

Practical Competence

Sets and pursues individual goals

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

Speaks and writes coherently and effectively

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

Uses technology ethically and effectively

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

Demonstrates leadership skills

The Student Coordinator has the full responsibility of leading the student staff. They use their organizational skills to successfully manage the staff and usage of the room. Also, the Coordinator of Musoffee gives leadership once a month for that regular 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. In addition, we have marketed the ARC to be used as an activity center and have increased the scope of influence.

Use of Evidence of Learning

The increase of attendance on our evening and late night programming has been a goal this last year. The increase in number at Musoffee and other events have directed us to continue to plan and promote more programming to meet the student population seek on campus activities in the evenings. For next year we have reached out to the MOSAIC clubs offering them the ARC for their club meetings and or any campus activity they might want to put on that would sponsor and or promote their club.

Assessments for next year in the ARC will be around what activities students want to see in the late night programming area through a survey. In addition I would like to see what the MOSAIC clubs can do and track the numbers of participants.

Area of Distinction

This year the ARC Student Coordinator was nominated for the Employee of the Year. This was the first time for my departments to have a Junior nominated.

Transfer Student Services Intended Learning Outcomes 2014-2015

Mission Statement

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

Overview

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

In the first semester we started strong with good leadership and a strong sense of engagement by the Transfer Students. With bonfires and small group activities students were encouraged to engage in the Point Loma Community. At the midpoint of the academic year did not go so well. The outgoing TAG Manager failed to follow through and some of the programming suffered. Fortunately the incoming TAG Coordinator was very talented and filled with energy and has met with me and we have already begun to plan this coming years programming.

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	X	X	X	X	X		X	X	X	X	X		X	X	X	X		X			X	X	X
Services/Activities	X	X	X	X	X		X	X	X	X	X		X	X	X	X		X			X	X	X

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.

Practical Competence

Sets and pursues individual goals

The Director asks the TAG Coordinator to choose their predecessor at the end of the Fall semester. Every Mentor is asked to contact their new student before school starts and at least two times throughout the first semester.

Demonstrates leadership skills

The TAG Student Coordinator exercises the most leadership by collecting all the names and distributing to all the Mentors. They also have meetings of which they are the facilitator to strategize each event and connections with students. Much of the skill development task is placed on the one-on-ones that take place throughout the year.

Demonstrates effective stewardship of resources

The Student TAG Coordinator is aware of the budget and conscience of the limitations. Yet the more valuable resource is information of each student which is protected.

Use of Evidence of Learning

Most of the above analysis is biased on observations and is subjective. Because the program is not as structured, and all members are volunteers it brings a different feel to the organization. There is energy that seems genuine and biased on the members passed transfer experiences either good or bad. I see the TAG coordinator as the key to the success or failure of the program. That is evident by the number of Mentors they can retain and engage. So for next year I would like to look at the number of Mentors we have enlisted and the number of transfers involved and compare and contrast those numbers of the first semester to the second.