

Significant Use of Evidence of Learning Over the Past Three Years

Over the past two years, several Student Development positions have moved from 12 months to 10 months. Two positions were eliminated and the responsibilities reassigned to others within the organization. These personnel changes provided the funding to completely re-envision the office of Career Services. It became evident over the past 10 years, that student needs for vocationally-related resources were outpacing the traditional model of Career Service delivery that relied primarily upon career assessment and career fairs.

After assessing the needs of the early 21st century traditional aged college student, the model for the Offices of Strengths and Vocation was born. In addition to traditional career counseling, the offices place a strong emphasis on developing relationships with the external business community. The goal of these relationships is to connect business owners, leaders, and hiring managers with students in significant ways that develop student networking skills and result in internship and employment opportunities. The use of Gallup's Strengths Finder (SF) underlies all student interaction and programming. Students learn their top five strengths by taking the SF in the summer prior to entering the university. They are introduced to a basic understanding of their strengths during New Student Orientation. OSV provides individual coaching and helps a student understand how to apply his/her strengths to the academic and employment contexts.

In 2010, President Brower appointed Dr. Jeffrey Carr, Associate Vice President for Student Development, to serve as PLNU's first Chief Diversity Officer. In this role, Dr. Carr reports directly to the president. This move elevated the importance of PLNU's core value, 'Ethnic and Cultural Diversity,' to a new level of prominence in the university community.

"Ethnic and cultural diversity— We recruit women and men from a variety of cultural, ethnic, and socio-economic backgrounds as students, faculty, and staff. A willingness to hear and learn from many diverse voices is foundational to a Christian liberal arts education and prepares our students to become truly educated people, equipped to live in a diverse society and world. We therefore actively pursue ideas, practices, and relationships that honor diversity and encourage engagement with others different from one's self in order to grow in community with and be reconciled to one another."

Intercollegiate Athletics, by decision of the Board of Trustees, applied for acceptance into NCAA Division II. The prodigious application for NCAA DII was tackled and completed by Athletic Director Ethan Hamilton and his staff. The application was submitted in June 2010 and notification of PLNU acceptance into year one of a three year candidacy period was received in July. PLNU was also accepted into the Pac West Conference.

Dean of Students and Director of Residential Life, Jeff Bolster, completed his third year in this role. Student Conduct systems have been refined to reflect the Distributive Justice model of response to conduct violations. Shifting trends in enrollment and gender balance have necessitated reallocation of some traditionally male residential space to females. The use of recent PLNU alums as Assistant Resident Directors is being piloted.

The Department of Public Safety achieved a consistent level of training and professionalism under the second year of leadership by Mark Galbraith, a 26 year veteran of the California Highway Patrol.

Special Academic Services has been capably led by Dr. Kim Bogan since 2004. The Disability Resource Center continues to serve an increased number of qualified students each year. The sophistication and use of technology in meeting the needs of disabled students continues to expand. Increased staffing is needed in this area.

The Wellness Center has offered an integrated model of counseling and health services to students since 1999. The model is powerful and exemplifies the university's core value of:

The development of students as whole persons— A complete education prepares women and men to live full lives that integrate the pursuit of knowledge with beliefs, values, and actions. Holistic learning prepares students to make a positive difference in the world.