Overview and Goals

Student Life Division
Annual Program Review Report
2009-2010
September 20, 2010
submitted by Tim Wilson

OVERVIEW:

There were three significant steps forward in the program review efforts of the Student Life Division during the 2009-2010 academic year. First, a Program Review Template for Student Life was developed after receiving feedback from the Program Review Committee. The second step was to have all student life departments use the template in their annual program review reports that were submitted in June. The template and the individual departmental reports are all included in this report. The third step was the completion of the first ever external review of the Campus Pastor’s Office. The Campus Pastor’s Office external review was last year’s contribution to the commitment our division began in 1996 to invite colleagues from other campuses to provide outside perspective on the efforts of each department in Student Life. Since 1996 all departments in Student Life have had at least one external review. The Campus Pastor’s Office external review and the Campus Pastor’s Office initial response to the review is the final entry in this report.

STUDENT LIFE DIVISION PROGRAM REVIEW GOALS FOR 2010-2011

You will notice that although the same template was used by each department to report their program review progress this past year, the reports still have different structures. We want reports to be easily understood by outside readers. The Program Review Template was intended to address this need, but clearly Student Life will need to revisit the format of the template with an eye to generating standardized reports that succinctly capture the progress in a given year.

Tim Wilson, Associate Dean of Students, met with our new Dean of Curriculum & Educational Effectiveness, Tatiana Nazarenko, in multiple meetings since her arrival on July 1. One early observation by Tatiana is that many departments are making their assessment efforts difficult to sustain because of the number of outcomes that are being assessed. Student Life will work with Tatiana to simplify the assessment plans in each of the Student Life departments. In addition, members of the Student Life team will work together to demonstrate the linkages between Student Life outcomes and the college’s Multiple Alignment Document.

The Campus Life Office will be the focus of an external review that will take place on January 24-25, 2011. The goal of the review team is to assess the effectiveness of the Campus Life Office in serving our students and to contribute to a plan that increases its impact in the coming years. The review team will consist of two external reviewers-- Mark Troyer, Dean of Students at Asbury University and Leigh Remy, Assistant Dean of Students at Dartmouth College, along with two faculty/staff colleagues from Westmont. The review will focus on the accuracy of the mission of the department, the extent to which the department achieves its proposed student leader learning outcomes, and the exploration of ways to enhance educational programming and the first year experience.

Another goal of the program review efforts in the coming year is to determine a timeline for communicating and soliciting feedback on the results of all external reviews. This process of involving other groups will serve as a means to better understand the findings, to communicate the strengths of the program, and to participate in problem-solving to develop plans and proposals to strengthen the program. The groups involved have generally been the Dean’s Council, the Program Review Committee, the faculty Student Life Committee, and the Board of Trustees Student Life Committee.

Finally, Tim Wilson will attend the WASC Level 1 workshop this month to help sharpen the division’s assessment efforts. At the workshop, Tim will be asking for feedback on 1) using the NSSE in Student Life assessment; 2) aligning Student Life learning outcomes at Westmont with institutional learning outcomes; and 3) modifying the existing Program Review Template used in the Student Life Division.
STUDENT LIFE ANNUAL PROGRAM REVIEW TEMPLATE

Note: Italicized entries were not included in 2010 reports, but will be included in 2011 reports

Report Due Date: Submitted annually in June to Vice-President of Student Life

Submitted by: Directors of all Student Life Departments

The purpose of the report is to provide a record of the current year’s program review and assessment contributions toward the combined progress of the Student Life Division as a whole. Each year’s report will focus on the priorities of the individual department for the year just completed.

I. Mission Statement and Student Learning Outcomes

A. Include your Mission statement
B. List your learning outcomes and note any changes from previous year.
C. Indicate which learning outcomes are aligned with division and institutional goals.

II. Follow up on Action Items identified in previous reports

Include a summary of your response to any feedback received in your last performance review related to assessment or any feedback from the Program Review Committee to the division’s Annual September 15 Report.

III. Annual Progress

Please summarize the assessment method(s), interpret the results, and close the loop.

A. For each assessment effort, describe these aspects, as applicable:
   1. Include or describe the instrument/technique used to gather the data.
   2. Indicate the size of your data set(s) and describe the group from which the data was gathered.
   3. Did your work lead to any benchmark data?
   4. Did your work help you to compare against any previously established benchmarks?

B. Interpret the Results.
   1. Summarize how you analyzed the data.
   2. How effective were the assessment methods that were used? Will you conduct the same assessment again? When? Will you make any changes to the assessment instrument/technique?
   3. What conclusions did your department make based on the data collected?

C. Close the loop. What does your department plan to do in response to what you have learned?
   1. What changes, if any, will be made in light of what you have learned?
   2. What results might other student life or faculty departments benefit from knowing? How will/did these results get communicated?
   3. What is the timeline to implement a response to what you have learned? Who is responsible?
   4. What new or revised goals have been set by the department in response to what has been learned?

IV. Student Contact

A. What annual data did you collect that helps quantify the student contact by your department?
B. How does this contact compare to previous years? What conclusions did you draw from this comparison?

V. External Review

A. When was your last external review?
B. When is your next external review?
C. What follow-up, if any, did you do this past year based on your most recent external review?

D. What planning are you doing for your next external review? Are there any particular aspects of your program that you would like feedback from the external review team?

VI. Collaboration

Provide a summary of work with other student life and faculty departments during the past year.

VII. Focus for the upcoming area

What aspects of your program do you plan to assess in the coming year? Why?
ANNUAL PROGRAM REVIEW REPORTS - Office of Life Planning

Submitted by: Dana Alexander, Director

Mission Statement

Our mission is to help students (1) better understand who God has made them to be, (2) discover the opportunities in our world to live out their uniqueness, and (3) discern the variety of ways those two dimensions can come together through meaningful career and life choices.

Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcome – What do students need to be able to do because of our program or activity?</th>
<th>Strategies (Activities) – How do we help them develop these skills?</th>
<th>Measure of Success – How will we document this skill?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare an effective, targeted resume</td>
<td>Attend a resume workshop, “resume doctor,” career class, or receive individual instruction</td>
<td>Resume approval from a staff member</td>
</tr>
<tr>
<td>2. Articulate the key features of an effective job search</td>
<td>Attend a job search workshop or career class</td>
<td>Post workshop assessment</td>
</tr>
<tr>
<td>3. Competency in answering behavioral question in a job interview</td>
<td>Attend an interviewing workshop or program (e.g., WBIC’s sponsored event), or career class</td>
<td>Demonstrated ability as evaluated in a mock interview</td>
</tr>
<tr>
<td>4. Ability to choose a major</td>
<td>Access one-on-one career counseling, attend “choosing a major” workshop</td>
<td>Student will successfully choose major</td>
</tr>
<tr>
<td>5. Develop a career plan or set of goals</td>
<td>Take “Career and Life Planning” class, access one-on-one career counseling</td>
<td>Student will write (or verbalize) a statement reflecting a plan/goals</td>
</tr>
<tr>
<td>6. Be able to articulate work-related skills</td>
<td>Skills exercise in class or counseling</td>
<td>Student creates a list of their top motivating skills</td>
</tr>
<tr>
<td>7. Be able to articulate work-related values</td>
<td>Values exercise in class or counseling</td>
<td>Student creates a list of their top values</td>
</tr>
<tr>
<td>8. Understand and be able to articulate key personality characteristics</td>
<td>Personality assessment in counseling or class</td>
<td>Student affirms and articulates a personality profile</td>
</tr>
<tr>
<td>9. Understand and be able to articulate work-related interests</td>
<td>Interest Inventory in counseling or class</td>
<td>Student affirms and articulates their key motivating interests</td>
</tr>
<tr>
<td>10. Access information on jobs and how to find them</td>
<td>Provide students with resource of NACELink</td>
<td>Determine from website how many students are accessing information</td>
</tr>
<tr>
<td>11. Understanding of their career decision-making process</td>
<td>Workshop, one-on-one counseling, or career class</td>
<td>Student reflects understanding verbally or in writing</td>
</tr>
<tr>
<td>12. Be able to articulate work-related strengths and weaknesses</td>
<td>Interviewing workshop, career class, individual counseling</td>
<td>At the end of program or activity, student displays ability</td>
</tr>
<tr>
<td>13. Knowledge of graduate school decision-making process, application and information access</td>
<td>Graduate school workshop, special grad school information programs, individual counseling</td>
<td></td>
</tr>
<tr>
<td>14. Ability to conduct an informational interview</td>
<td>Instruction in career class, individual counseling</td>
<td>Student reports back on interview experience</td>
</tr>
<tr>
<td>15. Through work study</td>
<td>Dolphin Center child care</td>
<td>OLP staff member evaluates</td>
</tr>
</tbody>
</table>
program, students will learn basics of job acquisition, job etiquette and effective work skills

<table>
<thead>
<tr>
<th>16. OLP student workers will learn basics of work skills</th>
<th>Instruction and oversight by OLP staff</th>
<th>Staff evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will receive instruction on a biblical view of work and God’s will</td>
<td>Individual counseling, career class, workshops and retreats</td>
<td>Assessments following activity/instruction</td>
</tr>
<tr>
<td>Ability to function comfortably and appropriately at a business meal</td>
<td>“Etiquette Dinner” for seniors, and programming at resident halls</td>
<td>Post dinner assessment survey</td>
</tr>
<tr>
<td>Make wise career and life planning decisions</td>
<td>One-on-one career counseling</td>
<td>Written “case studies” which describe issues and describe how they were resolved</td>
</tr>
<tr>
<td>Gain a deeper understanding of the importance of knowing and affirming difference</td>
<td>Myers-Briggs Type Indicator given and processed in a variety of settings</td>
<td></td>
</tr>
<tr>
<td>A majority of recent alumni have attained employment that is meaningful and satisfying</td>
<td>All of our workshops, handouts, one-on-one counseling</td>
<td>Alumni Survey one year after graduation</td>
</tr>
<tr>
<td>Resident Assistant candidates will be able to effectively present themselves in their application process both in their resume and in the interview</td>
<td>Attendance at a specially designed workshop to help RA candidates in resume and interviewing preparation</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment**


A. The main goals of this survey were to get a better sense of:
   1. What alumni are doing following graduation.
   2. How satisfied they are in what they are doing
   3. How our program and the internship program helped them in their transition
   4. Survey will document how well we are doing with learning outcome 21: “A majority of recent alumni have attained employment that is meaningful and satisfying.”

B. We used a Zoomerang survey that we created with the help of Bill Wright, Joyce Luy, Teri Rouse, and Jennifer Taylor. We sent it out in the fall of 2009 and it went to all alumni on the mailing list for 2007 and 2008 - 753 alumni. We received 120 responses - 15.9%.

C. Results – the following are key results from our study
   1. Most alumni are working full time – 73%
   2. Alumni found jobs primarily through personal/family contacts (31%); published or on-line listings (37%); direct employer contact (23%). These are expected results from all we know about how people get jobs. One surprising and encouraging statistic, however, is that 11% found a job through their internship.
   3. A statistic that may counter the stereotype that recent alums are forced into taking any job they can find is that 75% considered their job related to their career goals.
   4. Some other surprising and encouraging statistics are that 75% of alums were able to find a job 1 to 3 months after graduation, and that 80% were either very or mostly satisfied with their job.
   5. A result that may put the lie to the notion that a liberal arts degree is impractical is that 42% said their job was directly related to their major and 33% said somewhat related.
   6. In answer to the question “how satisfied are you with how your Westmont experience prepared you for the workplace,” 86% said very satisfied or satisfied.
7. 56% of respondents reported having had an internship a Westmont, and 59% said it was instrumental in finding them employment after graduation.
8. It terms of the use of our services, 62% said they had accessed career counseling and 48% said they had utilized career assessments.

D. Gaining information from comments made on the survey: themes that merged
1. Many respondents mentioned the usefulness (and need) of connecting students to alumni and I feel this is an area that needs attention and creativity.
2. Several mentioned the need to help students understand what they can do with their major.
3. Many talked in terms of something “required,” whether a resume writing seminar, and internship experience, or some other activity that would help students focus on their life after Westmont.

E. I would see this as an assessment that could be used again in the future, but probably not for another 5 years or so. It does provide us with some base points to compare with when we use it again.

F. Conclusions
1. The results were largely positive and seemed to indicate that alumni do well when they leave Westmont in finding jobs relatively quickly, jobs that are mostly full-time, finding work that is career related, related to their major, and that is satisfying. One of the most gratifying results was that most felt Westmont had prepared them well for life after college.
2. A good percentage of students have internships and have accessed our services, which are both indicators that we look closely at. These are, of course, numbers we want to see increase.
3. Respondents seemed to be desirous of hearing from, and being connected to, alumni when they are students. While we are working on some fronts in this area, more needs to be done.
4. Some alumni (and I suspect they speak for many) felt the need to have more information on what they can do with their major.

G. Improvements next time.
1. One missing element in our survey was the role of faculty in helping students with their transition process. Next time we should include questions that get at how faculty are helpful, or ways they could be more helpful in guiding students in their career development and choice process. To my knowledge, this is not information that has been collected in any other form.

H. “Closing the Loop” – what we will do in light of what we learned
1. Focus on certain majors where translating that major to a job is particularly difficult. We will start this year by focusing on English and Music and will have completed programming in those areas in 2010-11 (see goals below).
2. Initiate with the alumni department to facilitate more links with alumni for students, help carry on the successful alumni networking event, collaborate with Jennifer Taylor to increase attendance at her very helpful alumni panels.

Collaboration

A. Departments/Majors of Significant Collaboration/Consultation in 2009-10:
   - Art, Psychology, Political Science, Sociology, Philosophy, Business, Kinesiology, Pre-Med, Liberal Studies, Communication Studies, Modern Languages (Spanish), Urban Program History
   - Past years, but not 2009-2010: Mathematics and Computer Science
   - Total students seen in a class setting: 145
B. Collaborative Events with Student Life (Celia and Dana unless noted)
   - Skills and Values with Student Leaders
   - Myers Briggs and Students Leaders Training
   - Etiquette Dinner in Clark (Celia)
   - RA applicants Interview and Resume workshop
   - Spring Gathering dinner for RA’s on values
   - Myers-Briggs with Felix Huang (WCSA President) and his council (Celia)
   - Women’s Retreat Participant (Celia)
   - Two RA focus Groups (Celia)
   - Four student discipline conversations for John Young in Armington Hall (Celia)
   - Myers Briggs with RD staff

Focus for the upcoming assessments and next steps

A. We will complete our 4 year longitudinal study in which we see the degree to which contact with our office results in a greater sense of career identity, knowledge and direction. This has involved a test/retest (given in their freshman and senior years) of My Vocational Situation, which categorizes answers along three scales; Vocational Identity, access to Information or Training, and Emotional/Personal Barriers.

B. We will also assess the Etiquette Dinner and see the degree to which students are learning what we hope they are. (See Learning Outcome #18)

C. I will be attending a seminar on “Outcome-Based Assessment for Career Centers,” in July
ANNUAL PROGRAM REVIEW REPORTS --Residence Life

Submitted by: Stu Cleek, Associate Dean for Residence Life

Note: The APPENDIX that is referred to in this report is still being designed and will be completed during fall ’10.

The purpose of the report is to provide a record of the current year’s program review and assessment contributions toward the combined progress of the Student Life Division as a whole. Each year’s report will focus on the priorities of the individual department for the year just completed.

I. Mission Statement and Student Learning Outcomes

A. Mission Statement (Expanded Version)

Our Mission is to contribute to the educational mission of the college by cultivating a transformative community of Christ-centered apprenticeship where students can grow in their capacity to:

Live
- Provide environments and experiences that offer opportunities for authentic and meaningful relationships.
- Encourage Christian responsibility for self and others in thoughts, words, and actions as described in the community life statement.
- Help students develop a worthwhile vision for their lives by facilitating a culture committed to dialogue, critical thought, and reflection.

Love
- Provide a sense of home and a network of belonging.
- Create space for intentional and proactive encounters with otherness where difference is embraced.
- Co-create a community where brokenness is acknowledged and redemption is pursued.

Learn
- Provide opportunities and tools for students to successfully embrace and navigate change.
- Encourage students to engage in life questions that reveal and bridge gaps in knowledge and faith.
- Give students access to new perspectives of truth, self, and others that challenge and expand their worldview.

B. Learning Outcomes

The resident director staff developed the following learning outcomes in fall 2009. While there was significant thought and time invested in the development of these outcomes, they are viewed as a work in progress. We plan to develop and refine these further in the coming year, and would welcome any feedback to that end.

1. Students can develop authentic and meaningful relationships.
2. Students understand their commitments to live under the guidelines of the community life statement and college policies.
3. Students are aware of and make use of the resources available to them that will assist them in developing a worthwhile vision for their lives.
4. Students have a network of belonging.
5. Students have encounters with otherness where difference is celebrated.
6. Students feel more comfortable sharing their stories with others.
7. Students feel confident to navigate new experiences.
8. Students engage in life questions that reveal and bridge gaps in knowledge and faith.
9. Students make positive life changes based on an expanded worldview.
II. Follow up on Action Items identified in previous reports

In the Program Review Committee’s response to the division’s Annual September 15 Report, it was stated that the committee would like to meet with our department to discuss the development of our learning plan. While no meeting has taken place, as stated above, any feedback from the committee on our learning plan would be welcomed.

III. Annual Progress

The chart below summarizes the various assessment activities of the Residence Life department in the 2009-10 academic year.

<table>
<thead>
<tr>
<th>DATE</th>
<th>ASSESSMENT TOOL</th>
<th>POPULATION FOCUS</th>
<th>DATA SIZE*</th>
<th>AREA(S) OF ANALYSIS</th>
<th>KEY FINDINGS</th>
<th>ACTION TAKEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/09</td>
<td>Former RA Survey</td>
<td>Student Staff (past 5 years)</td>
<td>115/57</td>
<td>Student Conduct Process</td>
<td>See Appendix</td>
<td>TBD</td>
</tr>
<tr>
<td>9/09</td>
<td>RA Training Survey</td>
<td>Student Staff</td>
<td>36/33?</td>
<td>Training Effectiveness</td>
<td>See Appendix</td>
<td>TBD</td>
</tr>
<tr>
<td>10/09</td>
<td>Fall Community Life Survey</td>
<td>Residential Students</td>
<td>1000/560</td>
<td>Resident Assistant Performance, Resident Director Performance, Student Experience, Student knowledge of policies, Faculty Fellows Impact, Student Handbook Use</td>
<td>See Appendix</td>
<td>TBD</td>
</tr>
<tr>
<td>11/09</td>
<td>Former RA Focus Groups</td>
<td>Student Staff (past 5 years)</td>
<td>12/8</td>
<td>Student Conduct Process</td>
<td>See Appendix</td>
<td>TBD</td>
</tr>
<tr>
<td>12/09</td>
<td>RA Class Evaluation</td>
<td>Student Staff</td>
<td>31/31</td>
<td>Teaching Effectiveness</td>
<td>See Section III.B.4</td>
<td></td>
</tr>
<tr>
<td>12/09</td>
<td>Five Dysfunctions Assessment</td>
<td>Professional Staff</td>
<td>7/7</td>
<td>RD staff team effectiveness</td>
<td>See Section III.B.4</td>
<td></td>
</tr>
<tr>
<td>2/10</td>
<td>Student Conduct Past Violator Survey</td>
<td>Students</td>
<td>TBD 400/175</td>
<td>Student Conduct Process</td>
<td>See Appendix</td>
<td>TBD</td>
</tr>
<tr>
<td>4/10</td>
<td>Spring Community Life Survey</td>
<td>Residential Students</td>
<td>1000/450</td>
<td>Student Experience, Student perceptions of student conduct process, Faculty Fellows Impact</td>
<td>See Appendix</td>
<td>TBD</td>
</tr>
</tbody>
</table>

*First number indicates number invited and second number is actual responses.

A. **Annual Assessment Method Adjustments**

As our department has worked to become better and better in our assessment methods we have made several noteworthy adjustments to our annual assessment methods. Perhaps the most noteworthy adjustment was the work we did to **more closely align our annual Community Life Survey questions with our departmental learning objectives**. Though the data collected from these questions won’t conclusively show whether or not the learning objectives are being met, our hope is that we will be provided with some kind of benchmarking data that will also allow us to identify potential areas of program strength and weakness as well as areas for further assessment. We also decided to use...
“percentage of agreement” with questions as reporting benchmarks rather than a “GPA” format. It seemed that this approach would result in more meaningful and useful information.

We also administered the Community Life Survey (CLS) in Spring (in addition to the usual time in the Fall). This decision was made for two reasons. First, in order to supplement the assessment we were doing on the student conduct process, we wanted to ask some questions related to the process to all residents. Second, we wanted to see how their responses to the questions normally on CLS might change given more time through the year.

B. ASSESSMENT BASED PROGRAM CHANGES OR ENHANCEMENTS

Based upon the information received from the above assessment methods several program enhancements have been implemented or planned for implementation.

1. Enhanced RA Training related to student conduct process

   **Assessment Tool:** Former RA Survey
   **Implementation Date:** August 2009

   One purpose of this survey was to ascertain how prepared RAs felt during the training process to respond to student conduct issues. We discovered that only 38% of the RAs felt adequately trained to respond to student conduct issues. They seemed to indicate that a big piece of their concern was related feeling that the discipline process past the point that they confronted students for policy violations seemed mysterious. So, they were uneasy about what they would be sending students through. There was also a strong desire to have more conversations with administrators regarding why policies are in place.

   As a result of this information, we decided to adjust some of the RA training techniques for the August 2009 training. There was greater emphasis placed on educating RAs on the “why’s” behind some confusing policies. We also educated RAs on the entire student conduct process—including some information regarding typical sanctions for typical policy violations. We also implemented an “RA debate” on the Open Hour policy in which the RAs were divided and had to argue for and against the policy. This was done in an effort to foster more open and honest dialogue regarding a policy’s impact on community, the RA’s reservations regarding enforcing a policy, and an opportunity to think more deeply regarding the importance of understanding the “why” of the policy.

2. Implementation of Faculty Fellows Program beyond pilot phase

   **Assessment Tool:** Fall Community Life Survey
   **Implementation Date:** Fall 2010

   The Faculty Fellows program has existed as a pilot program in Page Hall since the Fall of 2008. In the Fall of 2009, students in all the residence halls responded to several questions regarding faculty impact in the residence hall. One question in particular asked students if they had been impacted spiritually by interacting with faculty in their residence hall. Page residents reported a significantly higher (almost 1 point on a 4-point scale) affirmation of this statement. Since one of the goals of the Faculty Fellows program is great spiritual formation of residents, this was seen as a very positive sign, and plans were made to implement the program in other campus residence halls. During the Spring 2009 semester, 3 new Faculty Fellows committed to becoming involved in the program starting fall 2010. Faculty Fellows will be located in Clark, Emerson, and Van Kampen halls. The impact of the expansion of this program will continue to be assessed in 2010-11.

3. Limited printed Student Handbook distribution to new students and student leaders

   **Assessment Tool:** Fall CLS & Student Leader Survey
   **Implementation Date:** Fall 2010

   Due to budget concerns and the question of whether or not students actually use the printed student handbook we conducted an assessment to decide whether or not we should continue to distribute a
printed copy of the student handbook to students. Fifty percent of student leaders indicated that they use the student handbook. Through responses to questions in the Fall Community Life Survey it was discovered that 73% of students had read and understood the policy section of the student handbook, while approximately 50% of students reported that they use the calendar section of the handbook.

A decision was made to provide the student handbook to student leaders and new students free of charge. The college will provide a printed copy of the handbook for purchase at cost through the college store. An informal survey of similar college discovered that this is very normal practice. The content of the student handbook will also continue to be available in the college web site. In the future, we will monitor students’ response to whether or they have read and understood the policy section of the handbook in order to evaluate the impact of this decision.

4. Professional Staff Team Development

**Assessment Tool:** 5 Dysfunctions Team Assessment  
**Implementation Date:** 2009-10

In December 2009, the Resident Director Staff took an on-line team assessment that evaluated the frequency of the occurrence of certain behaviors related to five areas of effectiveness as outlined by Patrick Lencioni’s work in *The Five Dysfunctions of a Team.* The results of the assessment identified several opportunities to develop a higher functioning team. Following the assessment, the Resident Director Staff participated in a January Day Away to review the findings of the assessment and develop an action plan. At that time, it was decided that we would employ several methods to try to develop a stronger sense of trust and commitment to the team.

Much of these efforts floundered through the spring semester—though the staff did engage in some very important and honest conversations. In May 2010, a consultant from the Table Group was invited to spend a ½ day session with the staff. This was a very productive time in which we were able to understand important steps in developing a stronger team, and we identified important action steps in developing a highly functioning team. This work will continue in 2010-11, and we plan to take the same assessment at some point in that year.

C. **KEY BENCHMARK DEVELOPMENT**  
Through the use of the Community Life Survey, we were able to identify several key areas to benchmark against future years. Below is a list of these benchmark areas:

<table>
<thead>
<tr>
<th>LO *</th>
<th>Area of Measurement</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>RA is fair and consistent</td>
<td>N/A</td>
<td>92%</td>
</tr>
<tr>
<td>1</td>
<td>RD is fair and consistent</td>
<td>N/A</td>
<td>98%</td>
</tr>
<tr>
<td></td>
<td>Overall fairness of the discipline process</td>
<td>N/A</td>
<td>86%</td>
</tr>
<tr>
<td>2</td>
<td>Development of meaningful and authentic relationships</td>
<td>3.43</td>
<td>3.30</td>
</tr>
<tr>
<td>2</td>
<td>Read and understood the Policy Section of the Student Handbook</td>
<td>73%</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td>Responsibility in upholding Westmont’s Community Life Statement</td>
<td>3.28</td>
<td>92%</td>
</tr>
<tr>
<td>2</td>
<td>Understanding of Student Conduct process</td>
<td>N/A</td>
<td>80%</td>
</tr>
<tr>
<td>2</td>
<td>Confronted a peer when perceiving unhealthy decisions</td>
<td>N/A</td>
<td>72%</td>
</tr>
<tr>
<td>5</td>
<td>Openness to different people</td>
<td>3.27</td>
<td>3.14</td>
</tr>
<tr>
<td>6</td>
<td>Feel comfortable being myself and exploring who I am</td>
<td>3.47</td>
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<tr>
<td>7</td>
<td>Equipped to embrace and navigate change</td>
<td>5.13</td>
<td>3.07</td>
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<td>8</td>
<td>Interaction with new perspectives</td>
<td>2.98</td>
<td>2.96</td>
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*Learning Objective Focus (number corresponds to Learning Objectives listed in Section IB).*
D. AREAS FOR CONTINUING ANALYSIS AND ACTION

1. Student Conduct Process Effectiveness

A major assessment initiative for the Residence Life department in 2009-10 was the assessment of the Student Conduct Process at Westmont. The assessment effort included 3 surveys (Former RA survey, Past Policy Violators Survey, and Spring Community Life Survey) and one set of focus groups (past RAs). A summary of the findings of this research is found in Appendix TBD. Through this review process, several key areas to address were identified and prioritized (see Appendix TBD). In some instances where a program change was deemed to be fairly easy to implement for next year, decisions were made to implement those changes for 2010-11 (see appendix for summary). In 2010-11, this review and analysis will continue, with the goal of making several more substantial program changes to be implemented in the following year.

2. Understanding Difference in Responses Between Fall and Spring Community Life Surveys

As was stated earlier in the report, this was the first year that the department conducted the Community Life Survey was conducted in both fall and spring semesters. One initial observation was that, in all questions asked, the positive responses in the spring survey was lower than in the fall survey. It is undetermined what the cause for this difference may be. It could be related to the timing of the surveys. The fall survey was conducted mid-way through the fall when student responses might be affected by a bit of lingering “honeymoon” experience. The spring survey was given in the last week of the semester when students may have been more tired and/or critical of their experience. It could also be a combination of factors. However, it is an matter of concern that students may be reporting less learning and satisfaction with their experience as the year progresses. See Appendix TBD for a summary of the student responses.

IV. Student Contact

No data collected. This data will be incorporated into our assessment efforts for 2010-11.

V. External Review

The external review of the Residence Life department that was conducted in January 2009 was very helpful in identifying areas of strength and opportunities for growth and development of our program. From the report, there were nine areas identified for either further assessment or action. A three-year plan was developed by our department to address these areas. A summary of that plan and the actions taken in this first year of the plan can be found in Appendix TBD.

VI. Collaboration

The following is a summary of work with other student life and faculty departments during the past year.

A. Transitioned Faculty Fellows from Pilot Phase to Campus-Wide Program
1. Adapted program in its second year based upon feedback on the first year of the program
2. Conducted an assessment into the effectiveness of the program
3. Successfully partnered with Rick Pointer to make the program a joint program of Residence Life and the Provost
4. Presented the program at a Faculty Forum and successfully recruited 3 new faculty for next year’s program
5. Set to have faculty fellows in VK, Emerson, and Clark next year

B. Implementation of Student Care Team
1. Identified members (including Directors of Health Center and Counseling Center) and secured an initial commitment to participation on the team from the members
2. Developed the scope of team involvement and protocols for working together
3. Created a process for regular meeting and collaboration
4. Informally reviewed effectiveness and made adjustments as needed

C. IMPROVED COLLABORATION AND PARTNERSHIPS WITH OTHER DEPARTMENTS
   1. Successfully connected with athletic coaches at the beginning of the year.
   2. Developed strong partnership with athletics in student conduct cases involving student athletes. This included immediate notification of Athletic Director of a student conduct violation.
   3. Assistant Director of Residence life, Audrey Johnsen, participated in retreat for team captains.
   4. Invited Intercultural Programs Director, Elena Yee to participate in August training session with RAs involving diversity.
   5. Partnered with Campus Life Office and Intercultural Programs Office to conduct 2 additional training sessions with student leaders.
   6. Resident Director Staff met with Intercultural Programs Director, Elena Yee, once in the fall and once in the spring to develop strategies for better partnerships and support of ICP. Some “low hanging fruit” was identified (like providing rice cookers in the residence hall kitchens) for implementation in the fall. In the spring, other ideas were also identified for possible implementation (see Appendix TBD). This work will be on-going into 2010-11.
   7. Met in Spring with Campus Life Office staff to identify joint programming opportunities for the following year.

VII. Focus for the upcoming year

See Section III.D. above. We also plan to continue to refine our learning objectives in the year ahead.
The purpose of the report is to provide a record of the current year’s program review and assessment contributions toward the combined progress of the Student Life Division as a whole. Each year’s report will focus on the priorities of the individual department for the year just completed.

I. Mission Statement and Student Learning Outcomes

Campus Life Office:
The Campus Life Office cultivates the willingness and ability for Westmont students to lead and learn. The CLO is a hub of opportunity for our students. It exists to help students connect intellectual, spiritual and personal growth, to collaborate effectively and to cultivate effective leadership development.

Desired Learning Outcomes:
Connect intellectual, spiritual and personal growth
1. Maintains or improves GPA while serving in student leadership role (PD) P: L
2. Maintains a perspective that God is in control and responds to challenge and difficulty with hopefulness (PD) P: H
3. Uses multiple sources of information and their synthesis to solve problems (CT) P: M

Collaborate effectively
1. Looks out for the well-being of others and helps those in need (IC) P: M
2. Engages in constructive conflict resolution (IC) P: M
3. Gives and receives constructive feedback (IC) P: L
4. Seeks and values the involvement of others and learns from their contributions, their values and their experiences (IC) P: H

Cultivate effective leadership development
1. Understands and articulates personal skills, values, beliefs and growth areas (PD) P: M
2. Identifies and communicates a worthwhile vision that encourages commitment and action in others (EL) P: L
3. Follows through; delivers on commitments and brings projects to fruition by prioritizing, setting and pursuing goals (PC/EL) P: M
4. Humbly acknowledges and admits mistakes (PC) P: L
5. Manages time wisely and does not over-commit (PC) P: H
6. Demonstrates a commitment to spiritual growth by practicing spiritual disciplines or by asking probing faith related questions (PD) P: H

Three items have been removed from the list:
1. Accesses support and advice during difficult times [this is a strategy that will help students achieve the other outcomes]
2. Avoids engaging in gossip [important, but not a primary learning outcome]
3. Identifies the connections between their faith, intellectual development and personal development [too vague and difficult to measure]

II. Follow up on Action Items identified in previous reports

One suggestion rendered through last year’s performance review related to assessment was to continue to look at and compile the data gathered through our student leader surveys. I was able to meet with Lesa Stern on two occasions last summer and we used SPSS to compile and analyze the results. I used Lesa’s good council to prioritize our student learning outcomes. Last year our training focus was Leadership as Collaboration and we identified outcomes 5, 7, 9 and 13 as our priority outcomes for the year. I decided not to re-administer the student leader survey this spring because I did not use much of the data I collected last year. More helpful data was collected through monthly reports and
through advisor observations during one on one and group meetings. As a result of Lesa’s suggestions, during fall training I invited student leaders to understand and own the learning outcomes for their leadership roles. At that point, I also shared our office’s learning goals and expectations for them. Students had an opportunity to develop these outcomes as they collaboratively planned the content of the monthly leadership lunches.

The program review committee suggested that our mission statement was too broad. I agreed with their sentiments and removed the following expression in bold, The Campus Life Office cultivates the willingness and ability for Westmont students to lead and learn “in all areas of life.” They also asked whether the mission statement should speak of the department’s collaboration with other departments. It’s interesting to me that they make this suggestion since it denotes that they gather we do a lot of collaboration. I’m pleased that they see this, but I don’t believe collaboration with other offices is a mission of ours; it’s a strategy to achieve our mission. Finally, I look forward to the opportunity to revisit mapping our office learning outcomes to college wide standards, especially when institutional standards are finalized.

III. Annual Progress

Please summarize the assessment method(s), interpret the results, and close the loop.

Womens’ Focus Groups
Between February 2009 and March 2010 I hosted three focus groups, asking 6 questions to a total of 23 Westmont women students. We gathered benchmark data in the following categories indicating if women improved, declined or stayed the same in the following areas while at Westmont:

- Emotional health
- Physical health
- Drive to achieve
- Academic Self Confidence
- Social Self Confidence

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<th>Same</th>
<th>Improve</th>
<th>Decline</th>
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<td>Drive to achieve</td>
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<td>Physical health</td>
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<td>Emotional health</td>
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A fellow facilitator and I recorded the students’ responses and I compiled all of our findings. I looked for themes and regularly repeated responses. I made special note of these themes and presented them to the faculty, student life staff, executive team and board of trustees. The focus group method was highly conductive to collecting honest, direct and detailed data about womens’ experiences in the areas concerned. The drawbacks to this method included a potentially biased sample and the possibility of confounding variables. Additionally, the method was time consuming and it was difficult to recruit students to participate.
We concluded that women do have some unique challenges and benefits from being at Westmont. The quality of contact with other women students tends to be high, but only with select individuals. The male/female ratio at Westmont is challenging and seems to cause underlying competition between women. Body image issues are prevalent. Of the 5 areas of health explored, physical and emotional health seem to be the areas with the most decline for Westmont women, particularly physical health. See chart above. This decline is due to many factors including busyness, exhaustion, no time to exercise, no time for other preventative health measures, the “all you can eat” meal plan, limited fitness facilities and poor sleep patterns. Most importantly, the quality of relationships, particularly with older women was a key factor named in producing healthy, positive outcomes for women students.

Our department first responded by planning and carrying out a women’s retreat. Although this time was a very positive experience for the women in attendance, it surprised me how difficult it was to recruit women to participate in this event, despite the fact that the women interviewed suggested the idea. Perhaps it gets back to the fact that women are overcommitted to begin with. Additionally, it felt inequitable in some senses to offer such a retreat for women and no parallel program for male students. This program helped achieve the goal of connecting more women and interrupting the tendency to see other women as competition. However, I’m not sure that the situation for women can improve dramatically without a more gender balanced population and I’m not sure if that is realistic given the still plummeting numbers of male student applying to liberal arts colleges.

Another step I took was speaking to Ben about the issue of women student identity challenges upon arrival at Westmont (I used to be special because I was smart, attractive and a Christian and now every women around me shares these attributes). It seemed to me that chapel may be a good place to address this issue for men and women students alike. Perhaps we’ll consider how the first year chapel may also be a place to address this challenge.

I met with Marianne Robbins and the executive team and specifically addressed the dearth of women faculty, especially in comparison to the numbers of women students. I hope that a new provost will be committed to continuing to raise these numbers and identifying the barriers to recruiting women faculty.

I would like to speak with Dave O’Dell regarding the fitness center concerns as well as the selection of PE courses. Changes in either of these two factors could have a strong positive influence on women’s ability and motivation to exercise. On a more personal note, I am interested in possibly offering a low cost fitness course for women students, faculty and staff to determine the interest in such an offering and to provide a way for women to feel more positive about their physical health.

In our Dean’s Council discussion on gender issues, we discussed the integration of the residence halls with mixed class years as a strategy to positively impact some of the gender challenges. The integration is scheduled to take place upon completion of the new residence hall. In the integrated model, upper-class male residents who are more committed in their Christian faith could be an excellent source of encouragement and accountability for first year men. Additionally, first year women would be in closer contact with upper-class women who could serve as mentors and examples. The focus groups showed that women are largely shaped by relationships with other women that originate within first year residence halls. It is my strong sense that if first year women are in regular contact with upper class women, they will be more likely to have a strong positive experience at Westmont.

In our Dean’s council strategic meeting, we also discussed the value of conducting similarly fashioned focus groups with male students to compare and contrast the experiences of men and women students. It is my hope that these groups could be held within the 2010-2011 academic year.

Finally, our office is discussing possible options and opportunities for addressing campus gender issues within the first year experience. I could see part of a first year retreat or first year program addressing the identity crisis we see with women in their first year. We could also build in a mentoring model for first year students and emphasize making choices that promote involvement, but that protect against overwhelm and teach time & affect management skills. These first year experience elements could emphasize physical and spiritual wellness and development. We have discussed utilizing orientation volunteers to be partnered with first year RAs to be available to meet with first year residents. More specifics about a first year experience model will be developed over the course of this year in conjunction with the first year RDs and the Director of Advising.
IV. Student Contact

For the first time this year we collected attendance at monthly leadership lunches. Here’s what we found:

Attendance started at a high of 47/63 students at the first lunch on Sept. 8th and it gradually declined each month. The lowest attendance was on Feb. 9th with 31 students. We are somewhat satisfied with these numbers but hope to increase them as we hold students more accountable for not showing up for non-academic reasons.

We have data indicating the numbers of students that applied for student leadership positions for 2010-2011. Anecdotally, these numbers are lower than the past two years, but it will be interesting to make comparisons as we keep this data in future years. I would be interested to know if applicant numbers parallel applicants to other leadership positions or if they have an inverse relationship:

- PC: 31
- ER: 10
- WSM: 25
- WCSA: 18
- SBIC: 17
- SS: 78
- WAC: 29
- O-TEAM: 68

Attendance at key programs was as follows:

- Womens Tea: 59 students, 10 fac/staff & 7 guests/speaker
- Womens Retreat: 60 students, 10 fac/staff
- Your Money and Your Life: 60 students
- How to Help Haiti: 40 students
- Tea Fire One Year Commemoration at Prayer Chapel: 15-20 students

The womens tea attendance continues to rise. I think as this program is repeated annually students look forward to it and attend in greater numbers. The womens retreat attendance was lower than the first year retreat attendance. The cost could have been one factor (we charged $30 which may have been prohibitive) but it also seems easier to advertise to and recruit first year students during Orientation when students have no commitments to date. The other three programs were new this year. If tea fire commemorations continue, it seems prudent to hold those during chapel or other regularly scheduled events for the whole campus. This program attendance data reminds me of the importance of marketing programs to student interest and concerns and to weave important topics that otherwise wouldn’t naturally draw students (like alcohol, certain diversity programming, etc.) into required all student venues.

Next year I’d like to keep data on how many one-on-one meetings we have with students over the course of the year.

V. External Review

I am unaware of when the last external review of the Campus Life Office was conducted or what suggestions were made through that review. It took place before my arrival. Our next external review is this spring, 2011. We’re in the early stages of planning for our external review. I have asked Tina to begin compiling some information from our office that will be part of a collection of documents to share with our reviewers. I am also considering whom to select as external reviewers. I have some ideas but most are former colleagues from secular institutions who could be helpful, but may be confused by Westmont’s mission as a Christian College. I will need some help identifying possible reviewers. The following are a few areas that I have considered asking the review team to examine:

- Does our office mission capture what we are trying to accomplish and are there any suggestions for changes to the mission?
- Are our learning outcomes for student leaders realistic and do you have any suggestions to help narrow or condense them?
- How do we capture the different learning outcomes for the various elements of the department’s work (advising versus first year experience versus programming) in one cohesive document? And if this isn’t possible, should all of these elements exist together under one roof?
Is the distribution of responsibilities by position within the office equitable and does it make sense?

How do you support the success of the first year experience with limited elements of that experience within your control?

What are the greatest needs of the student body around educational programming and how can our office help to meet these needs?

VI. Collaboration

Most of our annual large-scale programs are highly collaborative with other offices including Student Leader Training, Orientation, Focus Week, Global Focus Week, Emmaus Road Training, the Women’s Tea, Spring Sing.

Some unique collaborations this year included:
- The Women’s Retreat: invited 8 faculty and staff from around campus to attend and participate in planning this event.
- Rapid Response program: January program on “How to Help Haiti” in conjunction with the Provost’s Office, Sociology and the Institute for the Liberal Arts
- Fundraising for Student Missions: Increased collaboration with Advancement and Office of Alumni and Parent Relations in light of new fundraising model and strategies with student missions organizations
- Collaboration with Athletic Department: I presented at their inaugural captain’s retreat, ER sold food at some early baseball games and WAC and the student homecoming committee supported athletic events through midnight madness and spirit stations at homecoming soccer games
- Student Homecoming Committee: Collaboration with Office of Alumni and Parent Relations and Athletics
- Admissions: Assisted Admissions office with their Preview Days events by hosting a table and their admitted student days event by hosting a student life panel.

VII. Focus for the upcoming area

We will continue to assess student leader pay equity by requesting monthly hours worked within our monthly reports. After this year, we will have three years’ worth of data to assess in order to make appropriate adjustments to student leader pay. This coming year we will assess how effective our efforts were at preparing student leaders to maintain balance throughout the year, since this is our training theme for 2010-2011. We will assess this using monthly reports and advisor inquiries. I will also assess the effectiveness of my new leadership course in preparing students to direct their groups and to learn various transferable leadership skills. Finally, many areas of our office will be assessed through the external review. It is my hope that we gain clarity about our future work in the area of the first year experience and special programs.
I. Mission Statement and Student Learning Outcomes

A. Include your Mission statement

From the ICP brochure:
VISION
For Westmont to be the kind of place where we can share the fullness of our experiences and are supported, validated and encouraged in our journey of faith and life.

MISSION STATEMENT
To provide resources to cultivate open dialogue, encourage healthy debate and deepen relationships surrounding the challenges and realities that come with living in an increasingly diverse campus, society and world.

GOALS
- To foster an environment in which students, staff and faculty live out their faith while impacting our global society.
- To create opportunities to share and express our own unique and individual backgrounds.
- To encourage students to embrace their cultural heritage while accepting others.
- To build God’s global kingdom for his glory.
- To seek justice and equity for all through our attitudes and actions.

Note: This summer we are reviewing our mission, vision and goals to align even more so with student life’s and the college’s commitments to student learning for diversity. We want to rewrite the goals into more specific learning outcomes.

The ICOs created their own mission and vision for 09-10:
ICO’s mission is to provide resources to cultivate open dialogue, healthy debate, and deeper relationships surrounding the challenges, realities and blessings that comes with living in an increasingly diverse campus, society and world. This year, our vision is to unify and connect our organizations, create more ministry and outreach opportunities, and emphasize and explore the Christian aspect in our different cultures. We hope to reach across cultural boundaries and club status and get people interested in different cultures. We also desire to be more active in outreach and ministry this year. The point of our organizations is not to separate based on culture, but to unite in our identities as the beloved children of the Most High God."

B. List your learning outcomes and note any changes from previous year.

This year we focused on creating and assessing learning outcomes for the ICOs.
From the ICOs manual – As a result of being an ICO leader, you should be able to:
- Organize and follow through on a successful program.
- Collaborate effectively with one other student organization for a program.
- Communicate and work effectively with other leaders in your ICO.
- Organize, facilitate and/or contribute to ICO meetings.
- Identify the unique characteristics and history of your ICO’s ethnic/racial/cultural background.
- Understand the biblical foundation for diversity, social justice and racial reconciliation.
- Share with clarity and confidence with peers the college’s commitment to diversity and rationale for ICOs.

C. Indicate which learning outcomes are aligned with division and institutional goals.

Learning outcomes #5, #6 and #7 are aligned with the institutional goals for the diversity learning standard. Learning outcomes #1-#4 and #7 are aligned with the division’s goals based on EAR and the mission statement.

II. Follow up on Action Items identified in previous reports
The feedback from the January 2010 program review committee was to follow up with ICP’s external review recommendation 12, which was for “the college develop strength in training for diversity by building upon the
foundation of the Office of Intercultural Programs and that would extend to other units of the campus to educate students, faculty, and staff.” The program review committee feedback is as follows: “A possible next step to work toward campus-wide diversity training would be to discuss it with your mentor Yolanda Garcia and College Vice President of Administration and Planning Chris Call.”

My response: Nearly 8 years ago I met with the previous HR director about diversity training for staff and his response that it would only be valuable if it was to train staff on how to interact with students of color. No action as far as I know occurred after this conversation. About 3 or 4 years ago I met with Chris Call and Beth Cauwels about diversity training for staff. After that meeting I worked with Beth Cauwels, Toya Cooper and Jane Higa to plan a program that would start with supervisors. The program was met with minimal success as to further follow-up, reinforcement and assessment. This past semester Jacque Rhodes from Calvin College met with HR staff to listen to their thoughts and ideas and thereby affirmed the overall assertion that there needed to be a strategic plan before proceeding with another program.

I have also spoken to the previous provost, Dr. Shirley Mullen, about diversity training for faculty and was told that little can be mandated for tenured faculty and it needed to be a decision by faculty to participate in training of any kind about diversity and dismantling racism. For the past two years I have been working with Residence Life and the Office of Campus Life on diversity training for our student leaders with some success. This past year I have been on a task force to develop the biblical and theological foundations on diversity, which will be used to guide the college’s decisions for diversity in programs, populations and training.

I will continue to work with different departments to the best of my ability and to the extent for which I have the authority to make changes and recommendations. The external review clearly stated the following in reference to recommendation 12: “It is not our recommendation that the Director of Intercultural Programs take charge of this full range of training seminars and discussions across campus constituencies; the Director’s job description is already too extensive. Rather, we would affirm Student Life’s on-going efforts to work with campus structures such as the President’s Staff, the Office of the Provost, and Faculty Council and Senate to enhance campus appreciation of diversity as crucial in Westmont’s desire to reflect the Kingdom of God, and to educate for the coming of that Kingdom.”

III. Annual Progress

Please summarize the assessment method(s), interpret the results, and close the loop.

A. For each assessment effort, describe these aspects, as applicable:
   1. Include or describe the instrument/technique used to gather the data.
      - I met with the ICOs once/month to check in with their program planning and team dynamics. I also met with each president once or twice a semester. For the ICO co-directors, we met twice a month then I met with each leader 3-4 times a semester. At the end of the academic year, I met with each ICO to assess their programs and fill out a chart.
      - In the fall semester, a marketing class did a research project on ICP and the ICOs, which gave some interesting and significant data.
      - On May 21th, we sent a zoomerang survey to the student leaders. We had hoped to send it within a week after finals was completed but it took us longer than we anticipated creating the survey as we initially used a different survey on-line program.

   2. Indicate the size of your data set(s) and describe the group from which the data was gathered.
      - We sent the survey to 17 student leaders with six responses so far. We plan to re-send the survey this week
      - Please see the marketing class report on Google docs called “FA09 Marketing Class Assessment for ICP & ICOs.” Jane Higa and Tim Wilson were invited to view the document.

   3. Did your work lead to any benchmark data?
      - Yes. This is the first time we surveyed these leaders on-line. Last year we had them fill out small cards for feedback. This year the survey included the mission, vision and learning outcomes.
4. Did your work help you to compare against any previously established benchmarks?
   - Since this is only the 2nd year for the ICOs and we didn’t use the same assessment method, we
     didn’t have previous benchmarks per se. From last year’s feedback I knew that students
     wanted fewer meetings and more structure for program planning so we incorporated those
     changes into this past year.

B. Interpret the Results.

1. One of the benefits of using an on-line survey is that it systemically gathers and analyzes the data.
   - ICO’s mission and vision - 67% felt that the ICOs met their mission and vision.
   - Organize and follow through on a successful program - 83% felt that they were able to do so.
   - Collaborate effectively with one other student organization for a program – 100% felt that
     they did.
   - Communicate and work effectively with other leaders in your ICO – 83% felt they did
     “periodically” vs. “consistently.”
   - Organize, facilitate and/or contribute to ICO meetings – 83% felt that they did.
   - Identify the unique characteristics and history of your ICO’s ethnic/racial/cultural background
     – 67% felt they could.
   - Understand the biblical foundation for diversity, social justice and racial reconciliation – 50%
     felt they did.
   - Share with clarity and confidence with peers the college’s commitment to diversity and
     rationale for ICOs – 100% felt they could varying from “a great deal” to “somewhat.”

2. Executive summary of recommendations from the Marketing Class:
   Our research found that there is some perception among White students that ICP events are not for White
   people. This does not seem to be a very widely held perception, but it’s possible that it is more prevalent
   than our research indicated, because White students were uncomfortable revealing this perception.
   However, we believe ICP’s primary problem in attracting White participation does not seem to be that
   White students feel uncomfortable participating in ICP activities. Rather, the problem seems to be that
   Westmont students know very little about ICP or about ICP events. They also are disinterested in some of
   the ICP events that they are aware of. Therefore, ICP should do three things in order to increase
   participation among students.
   - ICP should increase awareness of ICP on campus, so that more students are aware of what
     ICP is and what it does.
   - ICP should change ICP events to be more appealing and inviting.
   - ICP should take steps to ensure that White students feel that they belong in ICP events.

3. How effective were the assessment methods that were used? Will you conduct the same assessment
   again? When? Will you make any changes to the assessment instrument/technique?
   - The on-line survey has been effective thus far although I hope to have more responses by the
     end of this month. Meeting with students to discuss their planning and learning is also very
     helpful although I tend not to document those meetings. The end of the year program
     assessment with each ICO is effective as well.
   - I will conduct the same assessment for next year but plan to send the survey earlier and
     document comments from meetings. I also plan to have the student leaders take the IDI as the
     start and end of the year with the help of Dr. Mary Doctor and Dr. Laura Montgomery as well
     as frame the monthly meetings and the end of the year program assessment with the mission,
     vision and learning outcomes so we are more intentional in asking ourselves if we are meeting
     them as the year progresses and ends. We will update the survey to make it more streamlined.

4. What conclusions did your department make based on the data collected?
   - We need to educate students more about their own cultural diversity and biblical racial
     reconciliation and justice. Once we have the biblical and theological foundations for diversity,
     it’ll make it easier to educate for these learning outcomes.
C. **Close the loop.** What does your department plan to do in response to what you have learned?

1. **What changes, if any, will be made in light of what you have learned?**
   - Incorporate discussion, films and activities into August training to address issues related to diversity and racism.
   - Ask each ICO to give a presentation at one monthly meeting to the other ICOs about their diverse cultural backgrounds.
   - To offer a bible or book study about diversity and/or race/racism/racial reconciliation.

2. **What results might other student life or faculty departments benefit from knowing? How will/did these results get communicated?**
   - It’d be helpful if students would hear about their own cultures/races/ethnicities affirmed and taught in their classes and in the residence halls. I will share these results when I meet with Residence Life later this summer. I have been meeting with faculty chairs for each academic department to discuss student support and students’ expectations/desires for more diverse perspectives in their classes.

3. **What is the timeline to implement a response to what you have learned? Who is responsible?**
   - By late August and I (Elena) is primarily responsible.

4. **What new or revised goals have been set by the department in response to what has been learned?**
   - We are meeting next week to re-visit and revise our mission, vision and goals. I’ll know better after next week what goals have changed or not.

**IV. Student Contact**

A. **What annual data did you contact that helps quantify the student contact by your department?**
   - I count the # of times I meet with students either individually or in small groups. I meet with each ICO at the end of spring semester to assess all their programs and we include head count and interaction with peers at events. I ask Julissa Delgado and Tina Valencia to assess as well as ask students outside the ICO leadership for feedback about quantity and quality.

B. **How does this contact compare to previous years? What conclusions did you draw from this comparison?**
   - Individually and in small groups, I’m meeting with as many if not more students per year. I average between 125-150 students per academic year. Since the ICOs are more organized and accountable, they are planning more consistent programming. Some ICOs than others attract more students due to better marketing efforts, stronger personal connections and the perception of the ICO. That is, it’s easier for Hawaii No ‘Ka ‘Oi to draw students as they have a strong contingency and the group is seen as less race-based and thus less divisive whereas there are much fewer African-American students for BSU and students who are not African-American tend to feel more intimidated about attending a BSU event thinking it may be all about race.

**V. External Review**

A. **When was your last external review?** January 2007
B. **When is your next external review?** To be determined by Student Life. I’m guessing 3-4 years from now.
C. **What follow-up, if any, did you do this past year based on your most recent external review?**
   - I am on the task force for the biblical and theological foundations for diversity.
   - I have met with Beth Cauwels, Toya Cooper and Jane Higa to figure out next steps for staff diversity training.
   - I met with Residence Life and Campus Life for more collaborative efforts.
   - The strategic topic for collaborative diversity efforts has been on the dean’s council list for over a year. I think we may be removing it altogether and review it at a later time.
   - A marketing class did a project on ICP and ICOs to gather data from White students about their perception of the office and the student organization.
I created a Q&A page on the ICP website to respond to questions that students may have about ICP such as “Who does ICP serve?” The response, “We serve all students. Events, activities and leadership opportunities are open to any student.”

http://www.westmont.edu/_offices/intercultural_programs/FAQPage.html

D. What planning are you doing for your next external review? Are there any particular aspects of your program that you would like feedback from the external review team?

- Once I find out where ICP is in the cycle for the next external review, I will begin to discuss it with Jane to contact potential reviewers from within and outside Westmont. I’d like to also have an all campus survey that’s created and reviewed by the new assessment director and one or two other colleagues who have expertise in quantitative date collection.
- For the next external review, I’d like for the team to focus on the Intercultural Organizations and Racial Equality and Justice, and their impact on students’ learning about diversity and racial reconciliation and justice, if we’ve made progress on students’ perception of ICP especially as the percentage of students of color has increased from 21% in 2006 to 26% in 2009 and if ICP is doing better at working collaboratively with faculty and student life departments.

VI. Collaboration: Provide a summary of work with other student life and faculty departments during the past year.

- For the last two years, we have been focusing less on bringing speakers to campus and more on collaborating with and supporting faculty or staff on programs. This year we worked with faculty and/or staff from Theatre Arts, History, Political Science, Communication Studies, Psychology, Religious Studies, SF Urban, Gaede Institute for Liberal Arts, Off Campus Programs, the Office of Life Planning, Residence Life, the Campus Life Office, the Disabilities Office, WCSA, and Spring Sing. Please see the attached chart for a description and assessment of all the programs for FA09-SP10.

VII. Focus for the upcoming area: What aspects of your program do you plan to assess in the coming year? Why?

- I’d like to assess whether the August retreat and training and year long meetings for the ICOs and REJ were effective in their being able to better articulate a biblical rational for diversity, improve their ability to articulate a rationale for their presence on campus and have sufficient understanding between cultural diversity and dismantling institutional and unintentional racism. I also would like to assess whether the new expectations for the ICOs, i.e. attending training and a retreat improves team dynamics and communication.
- The reasons are that these are the areas of concern that were brought to the surface through the survey results and meetings with student leaders. I want to be attentive in addressing these concerns and assessing the strategies we will use to increase students’ competence and intercultural maturity.

VIII. Miscellaneous (my addition)

Here is data that you requested regarding the diversity of student leaders in Campus Life and Intercultural Programs Offices. We collected data from the last five years and there has been a significant increase in the diversity of our student leaders in race and ethnicity. Note: ICOs were officially organizations starting in 08-09, which explains the significant increase in 08-09 and 09-10.

<table>
<thead>
<tr>
<th>Year</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
<th>09-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students of color at Westmont</td>
<td>20.4</td>
<td>21.8</td>
<td>24.1</td>
<td>26.3</td>
<td>26.1</td>
</tr>
<tr>
<td>Total # of student leaders</td>
<td>55</td>
<td>56</td>
<td>49</td>
<td>59</td>
<td>55</td>
</tr>
<tr>
<td># of students of color leaders</td>
<td>6</td>
<td>15</td>
<td>11</td>
<td>18</td>
<td>19</td>
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<tr>
<td>% of students of color leaders</td>
<td>10.9</td>
<td>26.7</td>
<td>22.4</td>
<td>30.5</td>
<td>34.5</td>
</tr>
</tbody>
</table>
MISSION STATEMENT: The Health Center is committed to being on mission with Christ in our participation as health care providers in the movement of God's love towards people. We accomplish this by maintaining a staff with years of experience and training in the area of college health. As such, we are able to provide the excellent health care that is required for this unique population. By partnering with students in assuming responsibility for their own health care needs, we hope to equip these young adults with the skills needed to access health care throughout their lives.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Learning Outcomes</th>
<th>Strategies</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>To partner with students in assuming responsibility for their own health care needs.</td>
<td>Students will know how to access information on health issues.</td>
<td>1) Health care resources available on the Health Center WEB page.</td>
<td>Provide information requested on NCHA, question #2.</td>
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<tr>
<td></td>
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<td>2) Communicate with RA's to insure they are aware of resources at Health Center.</td>
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<tr>
<td>To partner with students in assuming responsibility for their own health care needs.</td>
<td>Students will know the difference between H1N1 symptoms and cold symptoms. They will know to go to Health Center.</td>
<td>1) Horizon article</td>
<td>1) Students coming to the Health Center and being put in isolation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2) Information to students on WEB and in email</td>
<td>2) Reports of non-compliant students regarding H1N1 isolation plan.</td>
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<tr>
<td></td>
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<td>3) Information to parents on WEB and in email</td>
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<td>4) Educational posters in Residence Halls</td>
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<td></td>
<td>5) David Hernandez meeting with Residence Halls in educational programs</td>
<td></td>
</tr>
<tr>
<td>To equip these young adults with the skills needed to access health care throughout their lives</td>
<td>Students will be prepared to gain information about their particular symptoms or condition, and to use that knowledge when seeking care from a health care provider.</td>
<td>Each staff member attempts to establish a connection with their patients/students. In doing so they offer students services and/or referrals within the college or in the community at large. Establishing this type of relationship is not only beneficial when addressing the problem at hand, it also allows the provider to establish a relationship that seeks to educate the student with the information they need to make health care decisions.</td>
<td></td>
</tr>
<tr>
<td>To support students' exploration of health care profession as a vocation.</td>
<td>Students will gain an overview of what is involved in being a primary care physician.</td>
<td>Introduction to Medicine class</td>
<td>Exam</td>
</tr>
</tbody>
</table>
1. Mission Statement

Westmont College is a unique Christian and academic community dedicated to the growth and development of the whole person. The mission of the Counseling Center is to come alongside students in their process of becoming healthy adults, offering them a place to receive both nurture and challenge. The Counseling staff is here to provide high quality, short-term, professional counseling services. The counseling center welcomes all students, treats all students with respect and dignity, and upholds a professional ethic regarding confidentiality. Information shared in the counseling session is not available to anyone outside the Counseling Center; therefore it has no relationship to disciplinary action. Our guiding principle is Eph 3:16-19:

"I pray that out of His glorious riches He may strengthen you with power through His Spirit in your inner being, so that Christ may dwell in your hearts through faith. And I pray that you, being rooted and established in love, may have power, together with all the saints, to grasp how wide and long and high and deep is the love of Christ, and to know this love that surpasses knowledge that you may be filled to the measure of all the fullness of God."

2. Objectives

A. To create confidence and efficacy in collaboration between Residence Life, Counseling Center, and students, for the purpose of responding and following through with students in need, particularly those in crisis.

B. To encourage responsibility and "real world" experience for students in regards to scheduling, keeping, and canceling counseling appointments.

C. To encourage students to take responsibility and ownership of their counseling process, including: accepting and challenging limitations; building on strengths; increasing overall self awareness and problem solving skills; identifying feelings and increasing emotional regulation.

D. To more effectively identify students in crisis who need immediate attention at the Counseling Center or otherwise, and help keep track of student schedules and how soon students are able to get an appointment.

3. Strategies

Objective A
i. Meet with RD’s and RA’s to develop relationship and inform/update them with overall changes in Counseling Center policies and procedures.
ii. Create Counseling Center/Residence Life Referral form to be utilized by RD’s to create feedback loop when referring students to the Counseling Center.
iii. Create "Collaborative Coping Plan" to utilize with RD’s, Counselors, and students when an RD brings down a student in crisis. RD will receive a copy of signed plan to help with follow up and accountability with student. (A release of information will also be signed for limited information to be shared between counselor and RD).

Objective B
i. Create policy of limited counseling sessions (eight per semester), including penalty in case of late cancellation or no-show. Late cancellation or no show will count as one of the eight sessions.
ii. Create new consent form that clearly states policy, to be initialed by student and reviewed and signed by both student and counselor in first session.
Objective C
i. Counseling Staff will study and discuss "time limited, short-term therapy", looking at how to think about and approach working with students within a defined time period and with a specific focus.
ii. Counseling Director will consult with other Directors and colleagues regarding short-term therapy. (Dean Given, local psychologist; Lorraine Siggens, Director of Counseling @ Yale; Lisa Wyatt, Director of Counseling @ Sonoma State; John Hancock, Director of Counseling @ Lewis and Clark; OCCDHE (Organization of Counseling Center Directors in Higher Education) conference and list serve; 5C's (Christian College Counseling Center Directors) conference and list serve.
iii. Create new consent form clearly stating policies and expectations, including the statement "I am committed to taking responsibility for my counseling process". Form will be initialed and signed as stated in Bii.
iv. Counseling staff will encourage student's self-efficacy vs. dependency in real life and counselor/student relationship. Counselors (in their own style/words) will convey the encouraging and realistic idea that, while not all issues may be solved right now, the student will leave feeling confident having learned new tools for knowing, affirming, and helping him or herself, and knowing when and how to get help when needed in the future.

Objective D
i. Create "Request for Counseling" form. This form includes the student self-identifying their "level of distress (1-10)" and asks the question: "are you currently suicidal?"
ii. Have every student who wants a counseling appointment fill out the form and give it to Claire. Claire will ask the student key questions over the phone if filling out the form is not possible. (Students in crisis brought in by someone will not have to fill this out).
iii. The form includes a place for students to write in their schedule/available hours, and an "office only" section at the bottom for the office manager to note how many contacts have been made with the student and when their appointment is scheduled.

4. Progress
Objective A
i. As a result of meeting with the RD's and RA's, understanding of and communication with the Counseling Staff should improve. This will "trickle down" to students as the overall feel of handling students is one of confidence and having a plan, vs. feeling fearful and out of control. Though hard to measure, the overall idea is to create a healthy family/work "system", that in turn helps create healthy working relationships, that in turn contributes to and helps create a healthier student population.
ii. Utilizing the Residence Life/Counseling Center Referral form will give the student fully informed consent of what the RD is concerned about and what the RD and Counselor will be communicating about.
iii. Utilizing the "Collaborative Coping Plan" will give tangible options, confidence, and accountability to student, RA, RD, and Counselor while working through critical time periods.

Objective B
i. As a result of limited sessions and new policies regarding cancellations and no shows, we will be able to track whether students have been responsible to the sessions they have committed to.
ii. Counselors can get an initial "sense" of how a student feels about such policies when they are reviewed in the first session.

Objective C
i. Counseling Staff is and will continue to meet together in staff meetings for discussion and consultation regarding 3Ci.
ii. Counseling Director has done/is doing all that is stated in 3Cii.
iii. The new "Counseling Center Policies and Consent for Counseling" form has been created and implemented with students.
iv. At the end of eight sessions, students should have a grasp on their new tools, insights, and confidence related to whatever it is they came in to focus on. They should feel that it's okay if everything is not resolved, but continue to live their lives with the new knowledge and insights they have gained. They should feel free to "follow up" with an appointment at the end of the semester if they would like to check in before they leave, and/or begin again the following semester with another possible eight sessions.
Objective D
i. The new "Request for Counseling" form has been created and implemented with students, in person and on the phone.
ii. The office manager has already reported that students are very willing to fill out the form honestly, and that students who have indicated a high level of distress/thoughts of suicide have gotten in to see a counselor immediately.
iii. The office manager has greater efficacy in communicating to students about scheduling their appointments. This form helps the office manager eliminate the “guesswork” of identifying student need and also helps with accurate documentation.

5. Assessment Planning
Objective A
Review with counseling staff and RD's the effectiveness of 3Ai-iii. Possibly ask students (via survey monkey) if they felt the referral and/or collaboration process was helpful for them.

Objective B
Office manager, along with counselors will keep statistical records of cancellations and no shows, how many students utilized 8 sessions, and how many students were referred off campus.

Objective C
Review with staff the effectiveness of new policies, short-term therapy, and related forms. Utilize "survey monkey" at end of semester to ask students about the effectiveness of their counseling experience.

Objective D
Office manager will keep statistical record of the Request for Counseling form and its use to help identify students in crisis.

6. Assessment Results: Fall 2009 Counseling Center Survey
1. Did you find the counseling center policy and consent form straight forward and understandable?
   Yes 97% 42
   No 2.3% 1
2. Did you find that your counseling appointment was scheduled in a timely manner?
   Yes 95.3% 41
   No 4.7% 2
3. Do you feel your stated focus and goals were addressed in your counseling sessions?
   Yes 93.0% 40
   No 7.0% 3
4. Do you feel your goals were either partially or completely met by the end of your counseling sessions?
   Yes 88.4% 38
   No 14.0% 6
5. Were the # of sessions remaining made clear to you as time went on in counseling?
   Yes 74.4% 32
   No 25.6% 11
6. If applicable, were there recommendations made towards the end of counseling for continued options?
   Yes 51.2% 22
   No 11.6% 5
   N/A 41.9% 18
7. Did the cancellation/no show policy make a difference for you in keeping your appointments?
   Yes 48.8% 21
   No 51.2% 21
8. Did you put your best effort into your counseling process?
   Yes 86.0% 37
   No 14.0% 6
9. Have you become better able to address and manage the issues that brought you into counseling?
   Yes 90.7% 39
   No 9.3% 4
7. **Assessment Results: Spring 2010 Survey**
   1. Did you find the counseling center policy and consent form straight forward and understandable?
      Yes    97.5%     39
      No     5%         2

   2. Did you find that your counseling appointment was scheduled in a timely manner?
      Yes    97.4%    38
      No     2.6%     1
      1 skipped this question

   1. Do you feel your stated focus and goals were addressed in your counseling sessions?
      Yes    97.4%    38
      No     2.6%      1

   4. Do you feel your goals were either partially or completely met by the end of your counseling sessions?
      Yes    87.5%    35
      No     12.5%    5

   5. Were the # of sessions remaining made clear to you as time went on in counseling?
      Yes    79.5%    31
      No     23.1%    9

   6. If applicable, were there recommendations made towards the end of counseling for continued options?
      Yes    37.5%    15
      No     7.5%      3
      N/A    57.5%    23

   7. Did the cancellation/no show policy make a difference for you in keeping your appointments?
      Yes    47.5%    19
      No     52.5%    21

   8. Did you put your best effort into your counseling process?
      Yes    95.0%    38
      No     5.0%      2

   9. Have you become better able to address and manage the issues that brought you into counseling?
      Yes    90%       36
      No     10%       4

8. **Closing the Loop**
   - Decide on student life referral form
   - Set up meeting at Cottage Hospital.
   - Risk Management: Plan for Care Team presentation in fall in conjunction with Violence Prevention training
9. **Fall 2009 Student Contact**

<table>
<thead>
<tr>
<th>Total # of students: 133</th>
<th>Total # of sched. sessions: 557</th>
<th>NS/Late Cxl: 53</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of kept sessions: 554</td>
<td># of sessions: 1-3x: 71</td>
<td>4-6x: 28</td>
</tr>
</tbody>
</table>

% of student body seen: **11%**

<table>
<thead>
<tr>
<th>Concern categories-number of students:</th>
<th>Primary</th>
<th>Second</th>
<th>Tertiary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identity/Self Esteem:</td>
<td>14</td>
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<td>6</td>
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<td>2. Spiritual Issues:</td>
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<td>3. Ethnic/cultural identity issues:</td>
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<td>4. Male/female gender identity issues:</td>
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<td>5. Sexual orientation issues:</td>
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<td>6. Interpersonal skills:</td>
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<td>8. Interpersonal-dating, marital:</td>
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<td>10</td>
<td>6</td>
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<td>8b. Premarital education/counseling:</td>
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<td>9. Interpersonal issues-family:</td>
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<td>9a. Developmental separation/anxiety:</td>
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<td>9b. Parent's divorce/separation:</td>
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<tr>
<td>9c. Co-dependency and/or alcohol:</td>
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<td>9d. Other family conflicts:</td>
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<td>10. Academic problems:</td>
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<td>11. Decision-making/planning:</td>
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<td>12. School (institutional) problems:</td>
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<td>13. Work/job related problems:</td>
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<td>14. Situational adjustment:</td>
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<td>15. Grief/loss:</td>
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<td>16. Affective disorders:</td>
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<td>21. Psychosexual dysfunctions:</td>
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<td>22a. Alcohol Assessments:</td>
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<td>23. Serious emotional distress:</td>
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<td>25. Victim related issues-child:</td>
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<td>26. Victim related issues-as an adult:</td>
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<td>27. Crisis intervention:</td>
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<tr>
<td>28. Other:</td>
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</table>

- **Drop In:** 2  
- **LCxl:** 50  
- **Alcohol Assmts:** 15  
- **Hospitalizations:** 1  
- **Crisis Interv.:** 6  

**Returning Students:**  
- **Female:** 93  
- **Male:** 40  
- **Frosh:** 27  
- **Soph:** 40  
- **Jr:** 24  
- **Sr:** 42  

**Ethnicity:**  
- **African American:** 9  
- **Middle Eastern:**  
- **Asian American:** 9  
- **Caucasian:** 92  
- **Native American:**  
- **Pacific Islander:** 1  
- **Hispanic:** 5  
- **Multiracial:** 16
### Spring 2010 Student Contact

**Statistics – Spring 2010**

- Total # of students: 116
- Total # of sched. sess: 594
- NS/Late Cxl: 32
- Total # of kept sessions: 562
- % of student body seen: 10%
- # of sessions: 1-3x: 41 4-6x: 30 7 or more: 42

<table>
<thead>
<tr>
<th>Concern categories-number of students</th>
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</tr>
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<tbody>
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<td>17. Anxiety disorders:</td>
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<td>18. Attention deficit disorders:</td>
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<td>19. Eating issues and disorders:</td>
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<td>20. Problems re. physical conditions:</td>
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<td>21. Psychosexual dysfunctions:</td>
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<td>22. Substance use/abuse problems:</td>
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<td>22a. Alcohol Assessments:</td>
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<td>23. Serious emotional distress:</td>
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<td>24. Aggressive acts:</td>
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<td>25. Victim related issues-child:</td>
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<td>26. Victim related issues-as an adult:</td>
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<tr>
<td>27. Crisis intervention:</td>
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<td>3</td>
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<tr>
<td>28. Other:</td>
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**Drop In:** 7

- Returning Students: 39
- NS/Lt Cxl: 32
- Crisis Interv.: 3
- Female: 82  Male: 34
- Frosh: 20  Soph: 22  Jr: 33  Sr: 41
- Ethnicity: African American: 2  Middle Eastern: 2  Asian American: 10  Caucasian: 76  Native American: 1
- Pacific Islander: 1  Hispanic: 6  Multiracial: 13
EXTERNAL REVIEW OF CAMPUS PASTOR'S OFFICE

Conducted by: Todd Pickett (Biola), Jamie Noling (Azusa Pacific University), Dana Alexander (Westmont), Greg Spencer (Westmont)

Introduction
On Monday February 8th and Tuesday, February 9th, 2010, our team of four conducted an on-site review of the Campus Pastor's Office, having received in advance a well-prepared notebook with information on and survey feedback about this Office at Westmont College.

The Charge
In a letter dated January 16, 2010, Campus Pastor Ben Patterson and Jane Higa (VP for Student Life/Dean of Students) set forth the purposes of the review that provided helpful parameters for our report:

- To review the mission and goals of the Campus Pastor's Office and evaluate the progress on said mission through the programs of the department.
- To assess the progress being made in creating an environment that is conducive for students to grow and flourish in their own faith journey, their understanding of how Christians have worshipped throughout history, and their understanding of the church in the world today.
- To identify exemplary aspects of our program and services and to highlight those areas that need to be strengthened.
- To provide insight into the continued development of a Chapel program all within the context of the Christian liberal arts mission of the college through the evaluation of the grounding statements, to help us think through the challenge of better communicating the importance of appropriate Chapel behavior.

Our General Assessment
There are and will always be competing perspectives and points of view at any campus regarding the programming and purposes of chapels and spiritual life. There will also be much room for improvement, given the expansive faith mission of many Christian colleges and the diversity of needs in those communities. With regard to these diverse perspectives and needs at Westmont, we make several recommendations later in the report that we think are important for the Office and the College to consider. However, we were pleased to find that the Campus Pastor's Office and its programs are sound, highly valued by the community, emerging from a thoughtful and coherent vision, and providing in its Chapels and through its campus pastor a solid, spiritual center for a Christian liberal arts college whose mission is "to assist men and women toward a balance of rigorous intellectual competence, healthy personal development and strong Christian commitments."

Report Structure
Based upon the charges above, we present the following structure for the report:

- The Themes section of the review is the longest, and presents those issues that we noticed to be recurrent or conspicuous in the interviews and written feedback. These themes may be framed in terms of questions or tensions, and will sometimes include specific comments or quotations that seem to capture the matter well. We will return to some of these themes later in the report in the Commendations and Recommendations sections. However, this Themes section aims more narrowly at providing additional information and observations that may help the Office and the College discern how the Grounding Statements and other hopes for spiritual or faith development are playing out in the lives and perceptions of the campus community.
- The Commendations section of the report points to those areas where we think the Campus Pastor's Office has been particularly effective, according to what we have discerned from the interviews and written feedback. We hope that these commendations loom large, motivating the CPO and the College to affirm, protect and build upon these strengths.
- The Recommendations section of the report identifies where the Office or the College may not be meeting adequately their goals and expectations, or where they can enhance them. Here, we provide specific suggestions for improvement. Some of these recommendations will fall clearly within the purview of the CPO. However, some may need to be addressed by other departments or divisions of the College in partnership with the CPO.
- The final Challenges section describes some of the conditions, limits and obstacles the CPO and the College will have to keep in mind as they consider the report's recommendations.
- An Appendix provides the "Campus Pastor's Office Grounding Statements" referred to several times in the report.
Note: This review may be unique among college departmental reviews in so far as it focuses on the department head—the campus pastor—who is closely associated by the community with the work of the CPO. The reasons for this are obvious:
1) The staff of the CPO is small, with one designated pastor.
2) Chapel is the main program of the Office, and the campus pastor is perceived as chiefly responsible for it.
3) The campus pastor speaks frequently at chapels and facilitates nearly all of them.

This makes the review somewhat different from, say, a review of "campus ministries" or of a "department of spiritual life" at other schools, both of which might include reviews not only of chapel and campus pastors, but outreach, discipleship, other related programs, and their staffs.

The Interviews and Surveys
Over the two days, Our team interviewed the following groups and individuals (with the approximate number of participants in parentheses):
• Student Focus Group (3)
• Catholic Students Focus Group (3)
• The Campus Pastor's Office staff individually (4)
• The Campus Pastor and his staff together (5)
• The Dean's Council (5)
• Alumni and Parent Relations (2)
• The Coordinator of Student Ministries and Missions
• Director of First Year Experience
• Faculty Focus Group (6)
• WCSA (10)
• Capax Dei discipleship (1)
• Worship team focus group (8)
• Local Pastors (2)
• Student Development Associate Deans individually (2)
• Resident Directors (6)
• Acting Provost
• Associate Director of Admissions
• VP for Advancement
• College President
• Director of Campus Life
• Director of Intercultural Programs

Survey feedback came from:
• Faculty (about 55 responses)
• Staff (about 63 responses)
• Students (347 responses)

Topics and Themes

Chapel Speakers and Topics
Of course, given that Chapel is the largest and most visible program from the Campus Pastor's Office, chapel speakers and topics came up frequently in written and interview feedback. While suggestions and desires regarding chapels are often "all over the map," as one CPO staffer put it, we discerned these themes listed below. Because these sections deal with speakers and instruction, they probably connect best with Grounding Statements #3, #5, #6, #11 and #12 (see the Appendix), which have to do with educating for justice, neighbor love, global perspectives, challenging ethical and moral issues, and foundational understandings of the faith.
• Students interviewed and those providing feedback desired (in the words of one student) a more "relational connection" with speakers. This seemed to mean, in some cases, speakers and topics that connected more explicitly with their experience and that spoke to their struggles.
• Students spoke favorably of speakers who were "storytellers" (as opposed to "lecturers"), especially those who had stories to tell of faith in the midst of trial.
• Students like to hear speakers that address current social and cultural issues (Father Boyle’s message was cited by one student).
• Some WCSA members said that several speakers were "too light" -not collegiate enough. They wanted to hear more faculty speakers. They added that messages focusing on marriage were too frequent, as were speakers who played on guilt, and that there could be a more frequent focus on evangelism.
• Some of the written feedback from students registered some difficulty in connecting with Ben’s messages, complaining chiefly that they sometimes ”got lost” in following him or that he didn’t speak to their experiences (what some called ”out of touch”).
• At the same time, a few interviewed students, as well as faculty and staff generally, appreciated Ben’s teaching for its thoughtfulness and intelligence. Although people acknowledged that Ben told stories, he was associated by some with the ‘lecturers.’ One person suggested it was because Ben was less ”topical.” Another student may have echoed this preference for topical messages by saying that she did connect with the seven deadly sins series precisely because it was more topical than his City of God series. We did find hints of developmental differences, with some younger students finding Ben less relevant, and some older students really appreciating (even ”loving”) him and his messages.
• One senior administrator who appreciated the 'body' of Ben's messages and his focus on more classical theology, said that the campus pastor is at a distinct disadvantage as the in-house speaker, who will be compared with those who come in for just a single chapel.
• From the pOint of view of two local pastors, Westmont provides a much wider range of speakers than the local church can provide (Tada and Piper were mentioned, in particular), and they appreciated this.

Music in Worship

Here, too, topics and themes emerged in the interviews and written feedback that are relevant to Grounding Statement #9, "Increase familiarity with, and appreciation of the contribution of the range of Christian church traditions, worship styles, and outreach to the church's journey of faith."

• Worship, by which students seem to mean worship-in-music, was perhaps the most oft-cited single thing students appreciated about chapels, according to the survey feedback.
• One of the striking student survey outcomes, however, was that 42% of the students confessed that they could not worship when they did not like the music. This suggests an opportunity to instruct students in how we worship when we do not connect with a tradition, genre, or even when we "don't feel like it."
• From the Office staff, we learned that 70-90% of the songs played come from student suggestions, usually communicated on the back of the chapel card. (One of the students we interviewed appreciated this system, but was disappointed that her recommendation for Matt Maher songs was not followed.)

Other Chapel Themes

• Some concern was raised among CPO staff members that the student-led Vespers service needed oversight because, according to one, "private revelation without pastoral care can lead to some crazy things."
• Several Westmont employees, faculty and alumni said that chapel had gotten better and better over the years, one saying that it was more "vibrant and alive."
• An officer in alumni relations we spoke to noted that those coming back for Homecoming days routinely make sure that they get to campus early enough for chapels, suggesting that they look back on that experience fondly.
• Some students felt that chapels were too repetitive in their set-up, structure, and musical styles.
• Some staff and faculty did wonder at what more the Campus Pastor’s Office could do in encouraging students to attend and be involved in local churches.

Connections with the Curricular

This theme arose primarily from faculty, who wanted to see Chapels and the Campus Pastor’s Office connect more with the academic side of the College. Comments here might be relevant to Grounding Statements #1, "Gain and appreciation for the integrations of faith and learning": #6 Become more global in your thinking and perspective: #7 Understand that all of life is worship and not an event": and # 12 Encourage thoughtful and probing questions about the religious, ethical and moral challenges we face in the world.
There is the impression among some faculty interviewed and surveyed that chapel speakers are weighted toward Christian ministry professionals rather than other kinds of professionals. The sense was that a liberal arts university ought to be more robust in modeling that all vocations can be ministries, and that chapel should model this as well.

Related to this, some faculty and members of the WCSA wanted to see more continuity between chapels and classes. They thought there ought to be more references in chapel to learning, activities and events on the academic side of the house.

One executive administrator balanced some of these thoughts by acknowledging that chapels that pleased academics more might not always please students as much.

Both faculty and chapel staff wanted there to be a greater understanding of "why we do chapels" at the college, suggesting that this is still not clear to many on the campus.

Most faculty we spoke to confessed they did not know this year's theme, although some were aware of the topics Ben had preached on in the past (one or two among those we talked to did know that this year focused on "The City of God")

The faculty who were interviewed agreed that the campus pastor could interact more with faculty in meetings, possibly to help explain the purposes of chapel, but also with conversation running the other way, allowing faculty to speak about the implications of their academic work and instruction for chapel, as well as the integration of faith and learning.

Generally, while faculty did not feel the need to be pastored by Ben (because they have pastoral care at their church), they agreed that building stronger relationships between the faculty and the campus pastor would be fruitful.

Some faculty interviewed thought that faculty themselves needed to rethink their reasons for not attending chapels and to consider how attending them might help achieve a better sense of community.

Questions about whether chapels, their frequency and the requirement discouraged local church attendance also came up in the faculty interviews. Survey feedback suggested an appreciation among faculty for Ben's teaching that brought serious theology to chapels.

**Spiritual Development Programming**

More developed programming in the area of spiritual development was a recurrent theme that connects to Grounding Statements #8 *Develop a personal spiritual journey through an understanding of the Bible and the practice of spiritual disciplines:* #3 *Hear the foundational beliefs of the Christian faith: creator, redeemer, the birth, life, death, and resurrection of Jesus, salvation and live a Holy life:* and #4 *Learn the implications of loving the Lord your God with all your heart and with all your soul and with all your mind and with all your strength* (Mark 12:30).

- Chapel staff, Residence Life staff, Student Development staff and students themselves expressed the desire for more programming in the area of spiritual development (*a more comprehensive spiritual development program: in the words of one CPO staff member, echoed almost verbatim by a Student Development staff member*).
- *Capax Dei* was one good example of such programming cited by students and RDs, and caused them to wonder if this could be expanded. (The only *Capax Dei* student interviewed said that it is through that group that she has grown the most, spiritually.)
- Some students we spoke to wanted more instruction about and articulation of how spiritual formation actually takes place.
- Ben himself worried that, "we're missing an opportunity to mentor students in the classical disciplines of the faith."
- RDs agreed that students, who receive quite a bit of peer-to-peer input, wanted more mentoring from those who were "older and wiser."
- There were also voices who thought that student ministry leaders needed better mentoring and training from the CPO, part of which might be training students in peer spiritual friendship and accompaniment.
- Recognizing that students are "eager to have an encounter with God," there was some concern among CPO staff that a lack of spiritual formation programming might be sending students by default to "more excessive" modes of worship as they seek to experience the Spirit's work in their lives.
The RDs expressed a desire for more training for RAs in the area of spiritual development, given that some of them are leading small groups.

In survey feedback, students often expressed confusion at being "forced" to attend chapels or worship, which might reveal a need for more understanding about the nature and importance of this spiritual discipline.

Catholic students registered a desire for more sacramental worship, unmediated by speakers and music (see the feedback below from Catholic students).

Many recognized that the small staff of the CPO makes expansions into more spiritual development programming very difficult.

Pastoral Care

The Grounding Statements do not set out pastoral care as a goal, but this emerged as one of the campus pastor's strengths.

Student Development staff, RDs, and students themselves confirmed that students felt very cared for after conversations and meetings with Ben.

Students interviewed and surveyed seem to like Ben and find him very approachable. We heard "a great guy" more than once, and we learned that students have affectionately nicknamed him "BP." Some of us were surprised at how many students had had personal contact with Ben. One local pastor said his college students were like a "Ben Patterson fan club."

Questions came up about whether females feel as comfortable coming to Ben as men do. RDs observed that there were some female students they knew who had gone to Ben, and felt cared for and comforted. In particular, they remembered one or more female students struggling with spiritual attack to whom Ben had brought comfort and perspective.

Still, several saw the need for an additional female pastoral presence, especially given the demographics at Westmont.

One campus staff member summed up what we had sensed from many: that Ben was a "trusted presence" on campus, and his assistance in the crises of 2008-09 confirmed that he brings the right words and comfort at critical times.

According to CPO staff, relationships among them are strong and collegial, and have been nurtured by Ben's pastoral presence.

Another campus staff member said that Ben was "INCREDIBLY gifted in prayer," and she wondered if students who did not have one-on-one contact with Ben could somehow learn from his gifts.

Diversity

Many confirmed that the Campus Pastor's Office had much openness and had made noticeable efforts toward greater diversity in the chapel calendar.

Among some, however, it was unclear what the concrete goals were for diversity in chapel programming. One respondent suggested that the upper administration might work more closely with the CPO to create specific goals and outcomes for diversity in the chapel calendar and provide some accountability for achieving those.

A few times in our interviews, respondents recommended that diversity in chapel topics and speakers could be enhanced by consulting with or adding students or staff members to the planning process. In any case, more input and transparency would help with what some saw as a problem: the "mystery" of what the Office does with feedback or speaker requests, and how they are processed. There is a concern that, in spite of the Office's best intentions, the homogeneity of the planning team predisposes them toward certain speakers and against others—working against their desire for more diversity in the chapel schedule.

One faculty member, who was sensitive to Catholic students and others from diverse religious traditions, felt that Ben strikes the right note when he reminds students that they belong to the "Church of Jesus Christ" ultimately.

With regard to ethnic diversity, some are still uncertain whether the CPO understands that attending to the particular experience of minority students on campus might help the Office and College assist these students in their spiritual development. In particular, there were concerns that chapels are "too white," and that the CPO might not understand how important it is for minority students to see more diverse representation up in front.

Our meeting with Catholic students gave us a few insights into their experience at Westmont.
These Catholic students generally appreciated what the Protestant evangelical tradition offered them, particularly its emphasis on the Word, which they admitted sometimes was not so conspicuous in their tradition.

Overall, they had a "positive experience" of chapel. What they all missed in chapels, however, was a more sacramental, less mediated, intimate experience of worship. While the speakers and music make a contribution, this sometimes feels "like a distraction" --just one remove from a more direct encounter with God.

While they certainly had preferences about speakers, they were surprised at how many students "lived and died" by the effectivenes of the individual speaker in the service.

Also, they were surprised at how many Westmont students misrepresented Catholicism, and they did notice ignorance an anti-Catholic bias in some of the classes when discussions veered in that direction.

They did think that a group connecting Catholics to one another would be a good support for them, and that more Catholic churches could be advertised on church faire day. (One student said that the limits on bringing cars to campus and the lack of organized rides to local churches disincentivized their church attendance.)

None of the three we interviewed take communion at Westmont chapels.

Behavior

Behavior in chapel was also a frequent topic of discussion, a theme that connects with Grounding Statement 11, "Gain an appreciation for the importance of respecting the Chapel environment to foster an atmosphere of worship, reflection, prayer, and celebration,"

Those in the Pastor's Office felt that chapel behavior (studying, texting, talking) was the most significant problem facing chapel programs, hindering the cultivation of an "atmosphere of worship, reflection, prayer, and celebration,"

Others we interviewed acknowledged these behaviors, but felt they were somewhat less of a problem, To the degree that such behavior was distracting others, they felt it should be acted upon, But to the degree that this behavior did not distract others, they felt that more direct actions against it might create more problems than they solved.

Staff members in the CPO felt that there needed to be some wider institutional support for enforcing appropriate behavior and respect in chapel.

WCSA members felt that the "rudeness" needed to be confronted and that students needed to consider their behaviors, They added that this was a cultural problem, not one created by chapels.

Commendations

Several specific examples and comments about the CPO's strengths have been offered in the "Themes" section above; however, we try to summarize these below,

Intentional and Consistent Chapel Programming

Although there are and will always be competing perspectives and points of view from the community regarding chapel programming and purposes, we found the CPO's programming to be sound and rooted in a thoughtful and coherent approach (represented in its Mission and its Grounding Outcomes). Staff and alumni on campus who have been observing the chapel program over time recognize in it both intentionality and care, One staff member told us that students who have experienced chapels in other places for a semester return to Westmont valuing their chapels more by comparison,

High-quality Pastoral Leadership

We found that Ben's pastoral presence and functions are highly valued by this community, He is experienced as mature, caring, appropriately transparent, and has been a trusted source of wisdom and comfort for many individual students on this campus,

His presence during last year's fires was crucial for the community, which confirms his role as a shepherd in times of crisis. As one staff member put it, "he always knows the right thing to say."

Many appreciated Ben's leadership and modeling of the practices of prayer. These clearly have touched the lives of many and continue to teach them about prayer. Ben seems to perform the priestly function for people of bringing them to God.

The theological content of Ben's chapel messages is trusted and sound, and many appreciate his content and themes more as they move through their years at Westmont.
Quality of Music and Worship
We found that the community truly appreciates and enjoys the quality of worship in music, and has seen these grow under the leadership of Joel Patterson and Michael Shasberger. Joel's work in developing students as worship leaders has been particularly important for students involved, and the musicianship in worship is considered to be strong. The process by which Joel fields and responds to student requests for songs impressed us (and others) as inclusive, thoughtful and effective.

Capax Dei
These groups seem to be meeting a critical need students have for understanding and pursuing their spiritual development. The quality of guidance and mentoring in these groups is probably the key to their success, and at any rate, create the kind of relationships students imagined and hoped they would have with spiritual mentors in college.

Campus Pastor's Office Staff
We found that the atmosphere of trust and friendship among these staff members created an important foundation for the work of the Office. There is "really a team effort," as one staffer put it, which allows them to assess and problem-solve in ways that are non-defensive and open to the movement of the Holy Spirit. This could be a model for nurturing similar groups and committees across campus.

Connections with Local Pastors
Ben's regular morning meetings with a group of local pastors has had a powerful effect on their lives and garnered much appreciation for him and for Westmont. The pastors we interviewed admired him for several reasons, including his ability through prayer and scriptural teaching to unite people from many different traditions, helping them transcend their territorial concerns and imagine together how they can extend the Kingdom.

The quality of Ben's teaching series.
The theological soundness and intellectual depth of his own annual sermon topics and themes (like the "City of God" currently) are very appropriate to Westmont and its commitment to a Christian liberal arts education.

The Steady Improvement of the Chapel Programs
It is acknowledged by those who have watched this program over time that the quality of chapel programming has continued to grow and improve, and is much improved over what it was several years ago. This suggests that Ben and his team have continued to actively assess and address the needs of the program, and how it can best serve the College.

Recommendations
Note: These recommendations may come with examples that are not themselves recommendations but are meant to assist in imagining possibilities. Elaborating on these possibilities make this section necessarily longer.

Hire an additional pastoral staff member, with a view to diversity, in one or more of the following areas:
- Spiritual formation
- Pastoral care
- Student Ministries
If the budget does not allow for this presently, perhaps local college pastors could be invited into special "part-time," "visiting," or "guest pastor" roles that might allow them to do some pastoral counseling or mentoring with "walk-in" students for a few hours a week. The College might also consider creating a graduate student intern program, drawing students in theology or psychology who may be studying locally (although we understand that the Santa Barbara area may not be graduate-student rich). While this would require more oversight from the CPO, the benefits for the campus may justify it. Alternately, these interns could be supervised by other departments on campus. For instance, Residence Life might hire a graduate intern to assist and develop RAs or other students, training them as "floor chaplains" to help carry out the work of spiritual development. This would not only be a way of extending networks of spiritual and emotional care, but would be a work of student development as these undergraduate RAs are educated and trained in some aspect of spiritual development and neighbor love. As another example, the Office of Diversity might supervise an intern or pastor as an advisor to Catholic students, guiding and supporting them as they process the opportunities and challenges that come their way while living in a Protestant community.

Articulate a vision and strategic plan for student spiritual development on campus that would build on existing strengths. Such a vision might recognize the potential for training RDs, RAs and student ministry leaders toward
helping students broadly understand how our spiritual formation/development occurs and what role we play in that process of change (e.g. discernment, the spiritual disciplines, spiritual friendship, etc.). Here, too, some creative partnerships might be formed. For instance, a "coalition of the willing" might be discovered among faculty members who desire to grow in their spiritual mentoring of students. This could be furthered through faculty reading groups, one-day trainings in spiritual formation in the classroom/curriculum, and by dialogues with the campus pastor. To take another example, those involved in enrollment management might be interested in funding and assisting with the creation and nurture of Capax Dei-like groups that connect students more deeply to one another and to a mentor. This could serve to integrate into the community students or whole classes (sophomore slump?) who might be considered 'at risk' with regard to retention. In any case, CCCU schools who have spiritual or character development goals embedded in their mission and values statements are increasingly seeing that a more campus-wide approach to intentional spiritual development must be developed. These schools believe that they can no longer expect an often-small department located in the co curriculum to bear the lion's share of implementing what is for many schools a central institutional value. While there seems to be a sensitivity in Westmont's campus culture to overly programmatic approaches to spiritual formation or relationships, these "programs" could be carried out more organically, working within already formed friendships (student ministry teams, worship teams, dorm floors, faculty-student interaction, and friendships generally) to assist them in developing these relationships to one another in a God-ward direction.

For the campus pastor to consider how his chapel messages might be crafted in ways that help students meaningfully connect with and receive this instruction more deeply. This is not a recommendation for Ben to change the substance of his content. Again, the feedback we received affirmed Ben's messages as thoughtful, intelligent, and theologically sound, and we discerned from a few testimonies that an appreciation for his content seemed to grow as students mature. This, then, is not a recommendation to change the topics that he brings. However, like other instructional faculty at a college, Ben will need to consider how what he brings can be most effectively learned and understood by his students. This may involve:

1) Following an educational paradigm that aims at learning outcomes, not just teaching outcomes. It asks not just 'what am I teaching: but 'what are they learning: (This idea may already be embedded in Grounding Outcome #3, "Hear the foundational beliefs of the Christian faith." Such a 'hearing: in the Hebrew sense, is an understanding so deep that it produces a turning, a metanoia.) This may involve Ben (and other regular Westmont chapel speakers) in assessing how these messages are being heard, and specifically what obstacles arise for students in hearing them. (These assessments could be as informal as lunches with students in preparation for or in debrief of a chapel message, or as formal as student reading or study groups with the pastor where he can observe how they learn and connect with the material.)

2) Discerning the heart of students by anticipating the range of things students may be thinking or feeling automatically when certain topics arise (family, the scriptures, evangelism, sin, "theology," etc.), and how the message can 'meet them there: For the preacher, discerning and imagining the hearts of his hearers can be crucial in touching the "unconscious theology" (what we believe and feel when we're not thinking about it) that often drives the self and filters what we hear.

3) Understanding for one's self and articulating for the students the forces-cultural, historical, familial, and existential (sins and wounds--that have and are forming their spirits. (Often, this will be an 'aha' moment for students as these bring an explanatory power to why they do what they do.) This is especially important for the chapel speaker focused on the spiritual (re)formation of students.

These changes may require only adjustments to an outline of a message or sermon. Helping the students connect their minds and hearts to the material could occur effectively in short introductions that raise a dilemma familiar to students, in illustrations that students will recognize, or in implications of the message that students can imagine in their worlds. (Note: This may require Ben to come up with more stories and illustrations, not least because, according to student feedback, certain stories tend to be repeated in his illustrations. A "story-tracking system" may be necessary.)

Create a partnership or committee that includes representatives from the CPO, Student Life departments, and other campus staff and administrators to develop a unified approach to chapel behavioral issues. This group would identify ways to enhance the environment of worship and learning in chapels and would support the Campus Pastor's Office as it calls students to present themselves wholeheartedly to God in these settings. This would require other parts of the College to wrestle with their role in supporting these all-university gatherings. This committee would also identify what behaviors need to be explicitly and programmatically addressed, and which behaviors the College may have to live with even while they discourage them.
Articulate a spiritual formational approach to assisting students with diverse backgrounds and experiences to grow amid the challenges and trials they face. Such trials often include more loneliness amid and less connection with the dominant community and its practices. At the same time, we encourage the Office to articulate for the dominant community how learning to love a neighbor, who may initially appear as "other," develops and enriches the larger community's own theological understanding and spiritual formation. Such an articulation may include working with Student Life and the Office of Diversity to establish concrete goals toward creating more diversity in chapel programming, and in reviewing that progress on a regular basis.

Increase the Chapel Worship Coordinator position to full time. The needs for oversight in other areas of worship (like Vespers), the room for more pastoral care of students, and the demands of producing the popular, annual worship CD make this move to full-time one that could be fruitful. Given the power and popularity of worship-in-music evident among Westmont students (according to the surveys), this position could bring instruction to more students about the role of music in the call to worship the Lord. In considering this recommendation, a comparative evaluation of the coordinator's compensation and job description against similar positions at other CCCU schools might be valuable.

Place the campus pastor and his staff into more frequent dialogue with the faculty. As with any conversation, the good things that may come from this are unpredictable, but we think this dialogue might be especially fruitful in three ways:

1) For the mutual exploration and celebration of how both the academic curriculum and chapel programs are carrying out the university mission of "healthy personal development, and strong Christian commitments."
2) For exploring further the ways that student faith development in a liberal arts setting might take place in the programs and curricula of both chapels and classrooms.
3) For promoting a better understanding of the role of chapel in a liberal arts community.

The campus pastor might consider specifically (1) what faculty or campus gatherings might be most important for him to attend regularly, or (2) what forums might be created for these conversations. Faculty retreat and faculty forum are two existing opportunities, among others, where Ben might be able to engage with faculty more.

These conversations may not have to involve all faculty, but perhaps a "coalition of the Willing" who have a special interest in a) faith and learning integration on campus, b) discerning the spiritual and intellectual needs of students, and c) praying for the students, staff and faculty.

To identify ways that representative students can be involved in or connected to chapel planning. The fruits of this may be:

- Gaining insight into student hearts, minds, and cultures, that in turn may inform the selection of chapel topics and speakers.
- Through these representatives, exposing students generally to the thoughtful approach the Campus Pastor's Office takes to chapel planning and programming.
- Allowing a few students to experience how a 'committee' can be, in practice, a group of people who trust and love one another as they seek the good of others.

Ideas for this may range from one or two students who join the CPO in their planning meetings to a group of mature and diverse students who can offer helpful feedback to the CPO staff.

Consider revising some of the CPO's Grounding Outcomes that may not be supported by the Office's actual programs. This may include:

- #4: Be presented with opportunities to love your neighbor as yourself (Mark 12:31). This suggests that the CPO is inviting students to participate in specific opportunities, rather than presenting them with examples of this through speakers from various neighbor-love ministries.
- #11: Educate and empower members of the college community in "faith that does justice." It was not clear to us how this is currently taking place, unless it is indirectly through the challenges provided by chapel speakers.
- The CPO might consider crafting an outcome focusing on pastoral care, since this already seems to be an appreciated aspect of its work.

Present Challenges

1) The Campus Pastor's Job and Time. Some of the recommendations above (for greater faculty JCPO dialogue and the creation of more campus wide spiritual development programming, for instance) would increase the demands on Ben's time and expand the scope and tasks of his job. While we were given no detailed job description
for the campus pastor, we understand that his core tasks (in his words and those of the Dean of Students) are to "preach, pray and [pastor] people." He was hired with an understanding that the demands of frequent chapel preaching and his writing and publishing (which the College continues to value) would require significant time for preparation during the week-an expectation that was also a part of the previous chaplain's position. From our interviews, we have discerned that Ben continues to carry out well the core tasks of his position (although we have made a few recommendations for improvement). Therefore, if the CPO and the College follow some of the recommendations above, it will have to do so in ways that recognize these original tasks and values, and the pressures new tasks will place on the campus pastor's workload.

2) High Expectations. The Campus Pastor's Office and the chapel program, in particular, are ministering to students formed by church cultures whose programming has had to compete with entertainment-driven and customer satisfaction trends. Culture critics from Neil Postman (Amusing Ourselves to Death, 1985) to Archibald Hart (Thrilled to Death, 2007) are persuasive when they argue that, since the advent of television and now the explosion of all media, institutions are under more and more pressure to entertain and even thrill. Many of these churches have responded by creating more choices, more intensity and more spectacle in their services. This creates high expectations for chapel programming among students, and accounts for some of the dissatisfaction students (across the CCCU) register when asked to evaluate chapel programming. The challenge of the CPO and the College that supports it will be to continue to help students grasp and engage with Westmont's particular purposes for chapel. This may require students to examine how their own felt needs and expectations may get in the way of presenting themselves in chapel as 'living sacrifices," which is their service of worship (Rom. 12:1). It should be stressed that this education will need to be an ongoing, community-wide effort to support a program that ministers to the entire college community.

3) Chapel and the Liberal Arts. Chapel programs in a Christian liberal arts setting often struggle with competing views of what chapels are for. These tensions might be summarized in the question posed before: should chapels be the largest classroom on campus or the largest worship service on campus-and if neither, where should they be on the continuum in between? Of course, a robust theological understanding of worship would see classroom learning and chapel services both as opportunities for worship. Indeed, one of the CPO's outcomes for the community is to "Understand that all of life is worship and not an event." However, we know that the practices of classroom worship will look different from those of cathedral worship. Continuing to understand and affirm how chapel practices might sometimes be similar to and sometimes different from academic practices is important for a college who sees them both as important for its mission-- "a balance of rigorous intellectual competence, healthy personal development and strong Christian commitments." This is not a call for a campus wide committee to re-visit chapel practices but rather for regular and 'refreshed' conversations about it, especially among the CPO, college faculty, and college staff who are representing it to students.

4) Financial Limits Of course, these are the worst of times for college program budgets. This means that efforts to improve need to be creative. This may involve campus partnerships whereby the CPO can work with other existing programs, helping or training them to carry out the work of spiritual development in their spheres (examples in the recommendations above include the areas of Residence Life and the academic curriculum). It may also mean partnering with those departments who have more resources and whose goals might be achieved in part through work with the CPO (like those charged with improving retention). Such partnerships, however, will take more time and effort, expand or support the CPO and its programs will sometimes requiring the CPO and the College to count the cost to "human resources."

A Final Note

We want to thank the Campus Pastor's Office and the VP of Student Life for the openness and transparency that they have brought to this process. In particular, we want to commend them for:

- The surveys and comments gathered from so many faculty, staff and students on campus. These are quite important in assessments where time and interactions on campus are always too brief.
- The well-organized notebooks, and the flow of information and communication that made our (Jamie's and Todd's) integration and orientation to the campus so much easier.
- Arranging interviews with so many in the campus community, allowing us to hear a wide range of voices from students to executive administrators, and from resident directors to senior staff and faculty.
- The generosity and help we experienced from the CPO and Student Development staffs while we were there and also later during the writing of this report.

Because this was the first review for the Campus Pastor's Office, we also wanted to add a few recommendations for future reviews:
Because students sometimes do not think about how to comment in ways that are constructive and respectful, we recommend that the raw feedback be captured and summarized in ways that draw out what is helpful and filter what is not—or what is even damaging to those trying to receive it. (Ideally, speaking the truth in love would be part of the training or exhortation students receive as they prepare to respond to these assessments.)

We recommend also that the on-campus schedule for future visiting teams might include more time for them to organize and prepare for the writing of the report at the conclusion of the interview schedule.

Initial Response from Campus Pastor’s Office to External Review

1. The major program review event for the 2009-2010 academic year was the planning and hosting of the External Review. The Campus Pastor’s Office appreciated the efforts, commitment, and synthesis of the external review team: Todd Pickett from Biola; Jamie Noling from APU; and Dana Alexander and Greg Spencer from Westmont. The review consisted of a survey (of doubtful value) and an intensive series of 21 focus groups spanning the larger church community and the college community, including representatives from the student body, student leadership, faculty, staff and student life.

2. It was an encouragement to read that the review team was “pleased to find that the Campus Pastor’s Office and its programs are sound, highly valued by the community, emerging from a thoughtful and coherent vision, and providing in its Chapels and through its campus pastor a solid spiritual center for a Christian liberal arts college whose mission is ‘to assist men and women toward a balance of rigorous intellectual competence, healthy personal development, and strong Christian commitments.’”

3. The Campus Pastor is pleased to note that the review team recognized his core tasks as a pastor remain to “preach, pray and [pastor] people.” These were the heart of the very things it was originally agreed he came to Westmont to do, in 2001.

4. Programmatic initiatives for 2011 that flow out of the review are:
   A. Conduct “sermon workshops” with both students and faculty that will serve to:
      a. Inform the Campus Pastor how better to preach meaningfully to students and faculty.
      b. Bring students and faculty into a greater understanding of and participation in his preaching goals.
   B. Although it is not at all clear how this might be done, consider ways students may be involved in chapel planning.
   C. Pursue the possibility that the college’s community life standards include a statement of what is expected of student behavior in Chapel services. Student irreverence and disrespect continue to be matters of grief and grave concern to the Campus Pastor’s Office. We believe these things, if left unchecked, are damaging to the souls of our students, and the spiritual health of Westmont College.
   D. Explore the possibility of the Campus Pastor’s Office playing a much larger role in the leadership of what is currently an entirely student-led vespers service on Sunday evening.
PRC MEMO: OLP, Dana Alexander

OVERVIEW AND COMMENDATIONS

Thank you for submitting your annual program review report. It was noted that each department in the Student Life Division submits an annual program review report as part of their June departmental report to Jane Higa, Vice-President of Student Life.

The Office of Life Planning Department is commended on these accomplishments:
- a succinct Mission Statement
- a easily readable chart that sought to link specific learning outcomes to both the strategies to achieve those outcomes and the method to assess the outcome
- a Fall survey of alums that was designed in collaboration with colleagues from the Provost Office, Admissions Office, Alumni and Parent Relations Office, and the Internship Office

ASSESSMENT SUGGESTIONS

Under the guidance of the college’s new Dean of Curriculum and Educational Effectiveness, Tatiana Nazarenko, the Program Review Committee has been urging all departments to simplify their assessment plans. In addition, the student life member on the PRC, Associate Dean Tim Wilson, attended a WASC Level 1 Retreat in September that provided an assessment design tailored to Student Affairs Staff. Student Life’s revised Annual Program Review Report Template includes this feedback and was presented to the Program Review Committee this spring. The new template will target the efforts of your department toward a sustainable plan of program review.

Here are some specific suggestions:
- All reports should be written so that any reader outside of the college will be able to completely understand the assessment plan, data collected, and analysis.
- Limit your assessment to 3-5 critical learning outcomes and/or process objectives, and/or satisfaction indicators for each six year time period. The 22 outcomes you listed in your report are simply too many to manage. You will need to trim the list to those that are critical. (Note: You may have other areas that you regularly assess, but your report should only include the critical areas.)
- Map out your critical outcomes (learning, process, and satisfaction) to be covered over a 6-year period. Do not plan to assess all critical assessment elements each year. In fact, Tatiana requests that you only focus one outcome in a given year so your analysis will be more meaningful.

OTHER FEEDBACK

Regarding the alumni survey, consider the following suggestions:
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Bill Wright

- Is there a way to determine if the 15.9% response rate was adequate? If the response rate is low, what ideas are there to increase the rate when the survey is repeated?
- Establish benchmarks for some of the questions to indicate the results you are seeking. The benchmarks will be used for future comparisons.

Thank you, Dana, for your role along with the efforts of the entire Student Life Division for the important progress being made in strengthening the college through assessment and program review.
PRC MEMO: Residence Life, Stu Cleek

OVERVIEW AND COMMENDATIONS

Thank you for submitting your annual program review report. It was noted that each department in the Student Life Division submits an annual program review report as part of their June departmental report to Jane Higa, Vice-President of Student Life.

The Residence Life Department is commended on these accomplishments:

- a comprehensive Mission Statement that provides vision and direction to the department
- section III-B that seeks to utilize assessment results with an eye toward improving various aspects of the Residence Life program
- section C that noted benchmarks for future comparisons

ASSESSMENT SUGGESTIONS

Under the guidance of the college’s new Dean of Curriculum and Educational Effectiveness, Tatiana Nazarenko, the Program Review Committee (PRC) has been urging all departments to simplify their assessment plans. In addition, the student life member on the PRC, Associate Dean Tim Wilson, attended a WASC Level 1 Retreat in September that provided an assessment design tailored to Student Affairs Staff. Student Life’s revised Annual Program Review Report Template includes this feedback and was presented to the Program Review Committee this spring. The new template will target the efforts of your department toward a sustainable plan of program review.

Here are some specific suggestions:

- All reports should be written so that any reader outside of the college will be able to completely understand the assessment plan, data collected, and analysis.
- Limit your assessment to 3-5 critical learning outcomes and/or process objectives, and/or satisfaction indicators for each six year time period. (Note: You may have other areas that you regularly assess, but your report should only include the critical areas.)
- Map out your critical outcomes (learning, process, and satisfaction) to be covered over a 6-year period. Do not plan to assess all critical assessment elements each year. In fact, Tatiana requests that you only focus one outcome in a given year so your analysis will be more meaningful.

OTHER FEEDBACK

The Program Review Committee looks forward to learning the following in future reports:

- A summary of the key findings of your review of the discipline process.
The continued assessment of the impacts of the Faculty Fellows program now that it is being expanded to additional residence halls.

Thank you, Stu, for your role along with the efforts of the entire Student Life Division for the important progress being made in strengthening the college through assessment and program review.
PRC MEMO: Counseling Center, Marcy O'Hara

OVERVIEW AND COMMENDATIONS

Thank you for submitting your annual program review report. It was noted that each department in the Student Life Division submits an annual program review report as part of their June departmental report to Jane Higa, Vice-President of Student Life.

The Counseling Center is commended on these accomplishments:
- You have four clear goals in the second section of the report.
- You have listed specific strategies to help meet your goals:
  1. limiting counseling sessions to 8 per semester
  2. developing Counseling Center/Residence Life Referral Form
  3. developing a Collaborative Coping Plan
  4. developing the Request for Counseling Form
- The questions developed for your survey provide you with a set of data that can be compared to future surveys.

ASSESSMENT SUGGESTIONS

Under the guidance of the college’s new Dean of Curriculum and Educational Effectiveness, Tatiana Nazarenko, the Program Review Committee has been urging all departments to simplify their assessment plans. In addition, the student life member on the PRC, Associate Dean Tim Wilson, attended a WASC Level 1 Retreat in September that provided an assessment design tailored to Student Affairs Staff. Student Life’s revised Annual Program Review Report Template includes this feedback and was presented to the Program Review Committee this spring. The new template will target the efforts of your department toward a sustainable plan of program review.

Here are some specific suggestions:
- All reports should be written so that any reader outside of the college will be able to completely understand the objectives, data collected, and analysis.
- Consider omitting the last sentence in the Mission Statement about confidentiality. A Mission Statement focuses on the broad vision for the center. The statement on confidentiality is critical for students to understand and could be highlighted on your web page and perhaps reinforced on your intake form.

OTHER FEEDBACK

Review your survey and pick a few questions that you wish to analyze because of their importance to your work. Decide whether these questions point to process objectives, satisfaction indicators, or learning outcomes.
- As you consider the data, decide what score you believe would be weak, average, or strong. This is your benchmark data. It will help you in future years to target your energies on areas that are below your benchmarks.
• Begin to plan for your upcoming External Review.
• One of our college goals relates to understanding diversity. We want to insure that the needs of non-Caucasians are being met by the services we offer. The percentage of non-Caucasian students on campus is about 26%. Do you know if the students utilizing the center include a similar percentage of non-Caucasians? This would be helpful to include in this year’s Annual Program Review Report that is due August 1.

Thank you, Marcy, for your role along with the efforts of the entire Student Life Division for the important progress being made in strengthening the college through assessment and program review.
PRC MEMO: Campus Life, Angela D’Amour

OVERVIEW AND COMMENDATIONS

Thank you for submitting your annual program review report. It was noted that each department in the Student Life Division submits an annual program review report as part of their June departmental report to Jane Higa, Vice-President of Student Life.

The Campus Life Department is commended on these accomplishments:
- Editing your Mission Statement to make it more focused
- Contributing to the important campus conversations regarding the experience of women on campus by hosting focus groups
- Preparing for your External Review by identifying key areas for the review team to examine.

ASSESSMENT SUGGESTIONS

Under the guidance of the college’s new Dean of Curriculum and Educational Effectiveness, Tatiana Nazarenko, the Program Review Committee (PRC) has been urging all departments to simplify their assessment plans. In addition, the student life member on the PRC, Associate Dean Tim Wilson, attended a WASC Level 1 Retreat in September that provided an assessment design tailored to Student Affairs Staff. Student Life’s revised Annual Program Review Report Template includes this feedback and was presented to the Program Review Committee this spring. The new template will target the efforts of your department toward a sustainable plan of program review.

Here are some specific suggestions for your upcoming 2010-2011 report:
- All reports should be written so that any reader outside of the college will be able to completely understand the assessment plan, data collected, and analysis.
- This year’s report will include three sections: 1) the complete External Review; and 2) preliminary departmental response to recommendations; and 3) an outline of how you will use the next two years to respond to the recommendations.

OTHER FEEDBACK

The Program Review Committee looks forward to seeing the following when you return to the standard format for the Annual Program Review Reports (2013-2014):
- Limit your assessment to 3-5 critical learning outcomes and/or process objectives, and/or satisfaction indicators for each six year time period. (Note: You may have other areas that you regularly assess, but your report should only include the critical areas.)
- Map out your critical outcomes (learning, process, and satisfaction) to be covered over a 6-year period. Do not plan to assess all critical assessment elements each
year. In fact, Tatiana requests that you only focus one outcome in a given year so your analysis will be more meaningful.

Thank you, Angela, for your role along with the efforts of the entire Student Life Division for the important progress being made in strengthening the college through assessment and program review.
PRC MEMO: Campus Pastor’s Office, Ben Patterson

OVERVIEW AND COMMENDATIONS

Thank you for submitting your annual program review report. It was noted that each department in the Student Life Division submits an annual program review report as part of their June departmental report to Jane Higa, Vice-President of Student Life.

The Campus Pastor’s Office is commended in the huge undertaking of hosting an external review. It was quite clear that the review team worked with diligence during the 2-day review to meet with faculty, staff, and students. The resulting report included feedback to you and your staff as you continue to serve our Lord and seek to impact lives for Kingdom purposes.

ASSESSMENT SUGGESTIONS

Here are some specific suggestions as you write this year’s Annual Program Review Report. All reports should be written so that any reader outside of the college will be able to completely understand the report without needing additional background.

Include three sections in this year’s Annual Program Review Report.

1. An introduction describing the external review process.
2. The 8 recommendations:
   - For each recommendation, indicate what was done this past year and what you intend to do in response to this recommendation in the upcoming 2011-2012 year.
   - Indicate which staff member will be responsible to give oversight to the follow-up planned for the 2011-2012 year.
   - Also, if you disagree with any of the recommendations, please explain.
   - Indicate the reasons/obstacles to explain why you and your staff have chosen not to follow-up.
3. Summarize your plans to respond to the 8 recommendations that were detailed in section 2. Be sure to include a timeline and the person responsible and ask yourself if the timeline is reasonable.

Thank you, Ben, for your role along with the efforts of the entire Student Life Division for the important progress being made in strengthening the college through assessment and program review.
PRC MEMO: Health Center, David Hernandez

OVERVIEW AND COMMENDATIONS

Thank you for submitting your annual program review report. It was noted that each department in the Student Life Division submits an annual program review report as part of their June departmental report to Jane Higa, Vice-President of Student Life.

The Health Center is commended on these accomplishments:

- taking a first step toward developing student learning outcomes
- developing an easily readable chart that sought to link specific learning outcomes, strategies, and assessment methods

ASSESSMENT SUGGESTIONS

Under the guidance of the college’s new Dean of Curriculum and Educational Effectiveness, Tatiana Nazarenko, the Program Review Committee has been urging all departments to simplify their assessment plans. In addition, the student life member on the PRC, Associate Dean Tim Wilson, attended a WASC Level 1 Retreat in September that provided an assessment design tailored to Student Affairs Staff. Student Life’s revised Annual Program Review Report Template includes this feedback and was presented to the Program Review Committee this spring. The new template will target the efforts of your department toward a sustainable plan of program review.

Here are some specific suggestions:

- All reports should be written so that any reader outside of the college will be able to completely understand the objectives, data collected, and analysis.
- The Program Review committee is requesting that all departments insure that all Mission Statements so they are clear to all audiences. Consider replacing your first sentence with something like this:
  
  *The Health Center believes a student’s physical, emotional, and spiritual needs are intertwined. We seek to provide exceptional care for our students.*

- Limit your assessment to 3-5 critical learning outcomes and/or process objectives, and/or satisfaction indicators for each six year time period. (Note: You may have other areas that you regularly assess, but your report should only include the critical areas.)
- Map out your critical outcomes (learning, process, and satisfaction) to be covered over a 6-year period. Do not plan to assess all critical assessment elements each year. In fact, Tatiana requests that you only focus one outcome in a given year so your analysis will be more meaningful.
OTHER FEEDBACK

Tim Wilson indicated that you have designed a survey to test how well students understand their diagnosis and the treatment plan, in addition to some general satisfaction indicators:

- Determine benchmarks for this data. That is, what average scores would you consider to be an indication that students are leaving the center understanding their diagnosis and treatment plan? What average score would you consider to be strong on the satisfaction indicators?
- One of our college goals relates to understanding diversity. We want to insure that non-Caucasians needs are being met by the services we offer. The percentage of non-Caucasian students on campus is about 26%. Do you know if the students utilizing the center include a similar percentage of non-Caucasians?

Thank you, David, for your role along with the efforts of the entire Student Life Division for the important progress being made in strengthening the college through assessment and program review.
OVERVIEW AND COMMENDATIONS

Thank you for submitting your annual program review report. It was noted that each department in the Student Life Division submits an annual program review report as part of their June departmental report to Jane Higa, Vice-President of Student Life.

The Intercultural Programs Office is commended on these accomplishments:
- succinct Mission Statement
- the verbs chosen for the student learning outcomes point to ways to measure success
- the “interpret the results” section demonstrated that your survey questions were well aligned with your student learning outcomes

ASSESSMENT SUGGESTIONS

Under the guidance of the college’s new Dean of Curriculum and Educational Effectiveness, Tatiana Nazarenko, the Program Review Committee has been urging all departments to simplify their assessment plans. In addition, the student life member on the PRC, Associate Dean Tim Wilson, attended a WASC Level 1 Retreat in September that provided an assessment design tailored to Student Affairs Staff. Student Life’s revised Annual Program Review Report Template includes this feedback and was presented to the Program Review Committee this spring. The new template will target the efforts of your department toward a sustainable plan of program review.

Here are some specific suggestions:
- All reports should be written so that any reader outside of the college will be able to completely understand the assessment plan, data collected, and analysis.
- Limit your assessment to 3-5 critical learning outcomes and/or process objectives, and/or satisfaction indicators for each six year time period. The 7 outcomes you listed in your report may all be important, but try to trim to 5, retaining those that are most critical. (Note: You may have other areas that you regularly assess, but your report should only include the critical areas.)
- Map out your critical outcomes (learning, process, and satisfaction) to be covered over a 6-year period. Do not plan to assess all critical assessment elements each year. In fact, Tatiana requests that you only focus one outcome in a given year so your analysis will be more meaningful.

OTHER FEEDBACK

A few other thoughts for you to consider
Annual Program Review Report Responses
Bill Wright

- Are there ways to solicit feedback on the impact of your meetings with the 125-150 students each year?
- Developing a reliable assessment instrument for REJ is a worthy goal. Perhaps students could write a reflection paper and a rubric could be developed to identify progress toward intended learning outcomes.

Thank you, Elena, for your role along with the efforts of the entire Student Life Division for the important progress being made in strengthening the college through assessment and program review.