

2012

Seaver Student Affairs  
Convocation, Student-  
Led Ministries, Student  
Activities  
Program Review

# STUDENT ACTIVITIES

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PROGRAM REVIEW REPORT  
2011-2012



PEPPERDINE UNIVERSITY  
STUDENT AFFAIRS

# PROGRAM REVIEW REPORT

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# STUDENT ACTIVITIES

## Program Review Report 2011 – 2012

### I. INTRODUCTION

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Student Activities is an office within the Student Affairs division of Seaver College which reports to the associate dean of Student Affairs. Student Activities plans and implements high quality, co-curricular programs each year that collectively contribute to a vibrant and engaging campus atmosphere, strengthen the Pepperdine community, and build upon campus traditions. What follows is an internal report as a part of the regular five year program review cycle of assessment to strengthen and improve the University's programs.

In this report the reader will see the work of dedicated professionals who are committed to creating an educational and lively campus culture which complements and enhances the curricular experience. Staff does this while adhering to the University mission, focusing on strengthening lives for purpose, service and leadership.

#### A. Internal

The current Student Activities office consists of the following positions: director, associate director administrative coordinator, campus programs coordinator, and student organizations coordinator. Previously the office was known as the "Campus Life Office" and also included a leadership development coordinator who advised the Student Government Association (SGA) and planned campus-wide leadership development programs. This position was eliminated in recent budget reprioritizations, but the office absorbed most of the functions of this position.

Additionally, due to budget reprioritizations, the director of Student Activities is also the director of the Campus Recreation office, and the administrative coordinator serves the Campus Recreation and Intercultural Affairs Offices. The offices have been located in the Howard A. White Center for two years, and the director is beginning the third year in a dual leadership role.

Student Activities staff oversee the SGA, the Student Programming Board, and Student Organizations (student clubs and national Greek system). The office also is responsible for large, on campus programs such as New Student Orientation, Waves of Flags display, Waves Weekend (including Blue and Orange Madness), Christmas Tree lighting, Dance in Flight, REELSTORIES Film Fest, Songfest, Graduation Banquet, Senior Ball, and Sophomore Experience programming.

Since the last program review several important departmental changes have been made:

- Completed Inter-Club Council reorganization by creating a full executive board and transitioning out of the Student Government Association;
- Instituted a conference for Greek presidents/offices;
- Focused on the weekend for on campus activities by ensuring an event was scheduled for each weekend evening and created a campus wide calendar to publish the events.
- Expanded parent program during New Student Orientation;
- Enabled the SGA to become more visible across campus and specifically to individual constituents for advocacy;
- Collaborated with SGA and University administration to increase the "Student Government and Activities Fee" which enables the three main programming and advocacy bodies (SGA, the Programming Board, and the Inter-Club Council) to have access to greater funding;

- Developed a risk management manual which was implemented across Student Affairs. The manual aids staff and students in event planning and points them to University resources empowering them to reduce risk;
- Created an enhanced Family Weekend program by combining Family Weekend with Homecoming creating “Waves Weekend” which is a higher profile weekend with resources from the President’s offices allowing for higher quality programs such as a major concert;
- Expanded the Greek system with the addition of a new fraternity and an NPHC sorority;
- Formulated and implemented a strengthened Greek formals policy which reduces the risk of drinking and sexual assault;
- Improved services, communication, approval processes, and resources for student organizations through the integration of web-based resources;
- Created larger traditional on campus events;
- Constructed concrete and measurable student learning outcomes, curriculum map and assessment plan

## **B. External**

Parents of Pepperdine students have followed the national trend of becoming more involved in college selection and transition, thus Student Activities has responded to the needs of family members who participate in New Student Orientation (NSO) by expanding an improving the program provided for parents. The NSO program includes a conference style selection of sessions that parents can choose from based on the specific information they are seeking. There is also a “parent fair” where parents can meet and talk with a variety of staff members who serve as resources for students. Also, there has been an increased collaboration with the Seaver Parents Program Office during NSO and Waves Weekend which has served to highlight their involvement and provide for greater visibility of their staff among family members at these programs. The office also uses a variety of social media avenues for increased communication in the weeks leading up to NSO and Waves Weekend.

The staff have implemented new procedures for responding to the needs of people with disabilities who participate in on campus programs. These procedures call for certain measures to be in place during a program, e.g., special parking, wheelchair access, interpreter, or special dietary needs. Staff works closely with the Disability Services Office to ensure these needs are met and that the University is in compliance with applicable laws.

## **C. Mission, Goals, and Outcomes**

### *University Mission Statement*

Pepperdine is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service, and leadership.

### *Student Affairs Mission Statement*

The mission of Student Affairs is to strengthen students for lives of Christian purpose, service, and leadership by providing high-quality co-curricular programs and services that promote student learning and development.

### *Student Activities Mission Statement*

Student Activities educates students through experiential learning by mentoring them in the design and implementation of, and participation in, a variety of campus programs, developing them as leaders and building their collaborative, organizational, and administrative skills.

### *Goals*

To orient students to Seaver College; to provide opportunities for experiential learning in leadership, social skills, and teamwork, and for the development of long-term friendships; to create a lively and enriching campus environment consistent with our Christian mission.

### *Student Learning Outcomes*

A student who participates in Student Activities programs should be able to:

1. Demonstrate leadership in guiding and assisting a student organization in meeting its goals; communicate a vision that encourages action in others, and grow in a personal understanding of a Christian worldview.
2. Develop personal and pre-professional competencies by communicating and working interdependently with a diverse population.
3. Build social and relational skills and make purposeful decisions regarding balance among education, work, and leisure time.
4. Demonstrate a sense of belonging and community, thereby enhancing traditions and loyalties.

## **D. Approach to Review**

In the fall of 2011, Doug Hurley, Director of Student Activities, and Jarrett Fisher, Associate Director of Student Activities invited John Britton, Associate Dean of Student Development at Calvin College and Darrel Peterson, Student Activities Director at Boston College, to facilitate the Student Activities Five Year Program Review. The Review took place February 20-22 and contained interviews scheduled throughout three days with additional meetings in the evenings. Over 65 people including staff, campus partners, students, administration, and faculty were interviewed for this review.

Additionally, Student Activities participated in Dr. Jere Yates Service Leadership capstone class. Five Seniors formed a consulting group which also assessed the Student Activities office. Staff met with them several times throughout the semester to give them guidance on the project's goals. Specifically, the student were asked to assess the following student learning outcome: "Students will demonstrate leadership in guiding and assisting a student organization in meeting its goals; communicate a vision that encourages action in others, and grow in a personal understanding of a Christian worldview." The students surveyed the various student leadership groups that Student Activities employs, oversees, mentors or trains. These groups include: Inter Club Council, Student Programming Board, New Student Orientation Leaders, Greek leaders, Recruitment Counselors, and the Student Government Executive Board and Senate.

Student Activities staff also completed the self-assessment guides for orientation and student organizations from the Council for the Advancement of Standards in Higher Education.

Overall, reviews were a positive experience for staff and provided helpful insights and recommendations for future improvements into the development of best practices in the office as well as equipping student leaders as they strive to demonstrate their leadership.

## II. ANALYSIS OF EVIDENCE

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### A. Evidence of Program Quality

#### 1) Students

Approximately 90 % of First-year students participate in NSO. The program also attracts 1,000-1,200 family members depending on the size of the class. Several hundred students (90% of which are Freshmen) invite their family members to campus in the early fall to participate in Waves Weekend. In terms of student leadership of the program, each year Student Activities receives at least 100 more applications than needed from students who wish to be an Orientation Leader, an unpaid position. Similarly, other leadership positions such as the Programming Board, and the Inter-club Council Executive Board have a strong applicant pool.

Close to 30% of Seaver students participate in Greek Life, and this community is an influential force on campus in terms of leadership and service. Females outnumber males with participation in eight sororities versus five fraternities. The Greek community is predominately Caucasian although a new NPHC (historically African American) sorority was established in the fall of 2012 as a response to student feedback.

The programs sponsored by Student Activities are well attended and each year on campus, traditional events bring large and enthusiastic crowds.

The Blue and Orange Madness Village began ten years ago as a small gathering in the Campus Recreation field, and is now a huge carnival attended by approximately 2,000 people. The Madness event itself packs the fieldhouse each year and showcases talented student athletes.

Dance in Flight began as a small student club performing in Raitt Recital Hall. Now the program sells out four shows Smothers Theatre and has added a “student outreach” performance to grade school children in the local area. Each year Dance in Flight electrifies the campus as students display stunning talent and athletic ability.

Songfest, a thirty-five year tradition, continues to bring together the entire campus community including alumni like no other on campus event. The most recent performance showcased 483 students in seven groups on-stage (six student fewer than the record-setting 489 of Songfest 2010). Songfest continues to remain at an all-time high in terms of popularity with hundreds of students wanting to be a part of the experience.

Two newer programs, the REELSTORIES Film Fest and the Christmas Tree lighting are no less popular. In just its third year, the film fest is attended by at least 1,200 students staff and alumni. The program showcases the diverse ways students express their artistic talent including live music, short films, an art show, and booths which display student causes. Likewise the Christmas program attracts a crowd which fills the newly-created Mullin Town Square to celebrate the birth of Christ.

The Waves of Flags display receives volunteer groups from the Athletic teams, a group of students that is traditionally underrepresented in on campus event attendance.

Thus, it is clear that Student Activities programs and event have high participation rates. Unfortunately, data collection systems used to date have not allowed for the disaggregation of the data to determine if there are particular student groups who are more or less likely to participate. Currently, the Student Affairs division is implementing a scan in system for student events which will assist staff in further identifying the various diverse populations and precise headcounts of students who are attending these popular events. Then, this disaggregated data will provide critical information in determining the need for modifications in program advertising and offerings.

2) Curriculum and Learning Environment

Student Learning Outcomes (SLO)

A student who participates in Student Activities programs should be able to:

1. Demonstrate leadership in guiding and assisting a student organization in meeting its goals; communicate a vision that encourages commitment, action in others, and grow in a personal understanding of a Christian worldview.
2. Show social competencies by communicating and working interdependently with a diverse population.
3. Make purposeful decisions regarding balance among education, work, and leisure time.
4. Demonstrate an understanding of values and God-given gifts and skills to create a sense of belonging and community, thereby enhancing traditions and loyalties.

a) Curriculum Map

<b>Curriculum Map: Programs</b>	<b>SLO 1</b>	<b>SLO 2</b>	<b>SLO 3</b>	<b>SLO 4</b>
<b>Student Programming Board</b>	X	X	X	X
<b>Student Government Association</b>	X	X	X	X
<b>Greek Life / Student Organizations</b>	X	X	X	X
<b>Campus Traditions</b>		X	X	X
<b>First-year Experience</b>	X	X	X	X

a) Detailed Curriculum Map

	SLO 1	SLO 2	SLO 3	SLO 4
<b>Campus Traditions</b>				X
Rock the Brock				X
Waves Weekend				X
Christmas Traditions				X
Dance in Flight		X	X	X
Songfest		X	X	X
Graduation Banquet				X
<b>First-year Experience</b>				
New Student Orientation	X		X	X
First-year Peer Mentors	X	X	X	

a) Assessment Plan

Year	SLO	Program				First-year Experience
		SPB	SGA	Greek / Student Orgs	Campus Traditions	
1	SLO 1	Conduct participant focus group to appraise prescribed learning and explain perceived benefits obtained through program involvement.	Executive Board Member participants to generate reflective essay (score essays with a leadership rubric) and survey Senate participants to appraise prescribed learning and ascertain perceived benefits obtained through program involvement. Use a rubric during Senate meetings to assess leadership development.	ICC Executive Board Member participants to generate reflective essay, conduct Greek leadership focus groups, and survey student organization leaders to appraise prescribed learning and ascertain perceived benefits obtained through program involvement.	N/A	Conduct orientation leader focus group to appraise prescribed learning and explain perceived benefits obtained through program involvement. Conduct peer mentor focus group to appraise prescribed learning and survey first-year participants to ascertain their perceived benefits through program involvement.
2	SLO 2	Conduct participant focus group to appraise prescribed learning and explain perceived benefits obtained through program involvement	Executive Board Member participants to generate reflective essay (score essays with a leadership rubric) and survey Senate participants to appraise prescribed learning and ascertain perceived benefits obtained through	ICC Executive Board Member participants to generate reflective essay, conduct Greek leadership focus groups, and survey student organization leaders to appraise prescribed learning and ascertain perceived benefits obtained through program	Conduct participant focus group to appraise prescribed learning and explain perceived benefits obtained through program involvement.	Conduct orientation leader focus group to appraise prescribed learning and explain perceived benefits obtained through program involvement. Conduct peer mentor focus group to appraise prescribed learning and survey first-year participants to ascertain their perceived benefits through program involvement.

			program involvement. Use a rubric during Senate meetings to assess leadership development.	involvement.		
3	SLO 3	Conduct participant focus group to appraise prescribed learning and explain perceived benefits obtained through program involvement	Executive Board Member participants to generate reflective essay (score essays with a leadership rubric) and survey Senate participants to appraise prescribed learning and ascertain perceived benefits obtained through program involvement. Use a rubric during Senate meetings to assess leadership development.	ICC Executive Board Member participants to generate reflective essay, conduct Greek leadership focus groups, and survey student organization leaders to appraise prescribed learning and ascertain perceived benefits obtained through program involvement.	Conduct participant focus group to appraise prescribed learning and explain perceived benefits obtained through program involvement.	Conduct orientation leader focus group to appraise prescribed learning and explain perceived benefits obtained through program involvement. Conduct peer mentor focus group to appraise prescribed learning and survey first-year participants to ascertain their perceived benefits through program involvement.
4	SLO 4	Conduct participant focus group to appraise prescribed learning and explain perceived benefits obtained through program involvement	Executive Board Member participants to generate reflective essay (score essays with a leadership rubric) and survey Senate participants to appraise prescribed learning and ascertain perceived benefits obtained through program involvement.	ICC Executive Board Member participants to generate reflective essay, conduct Greek leadership focus groups, and survey student organization leaders to appraise prescribed learning and ascertain perceived benefits obtained through program involvement.	Conduct participant focus group to appraise prescribed learning and explain perceived benefits obtained through program involvement.	Conduct orientation leader focus group to appraise prescribed learning and explain perceived benefits obtained through program involvement. Conduct peer mentor focus group to appraise prescribed learning and survey first-year participants to ascertain their perceived benefits through program involvement.

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Use a rubric during Senate meetings to assess leadership development.

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b) Professional Standards

Staff keep abreast of professional standards and practices at other institutions by attending conferences, membership in professional associations and list serves. The director and campus programs coordinator are members of the National Orientation Directors Association and periodically attend both national and regional conferences. The director served one term as the NODA Region II director (Southern California). The associate director and student organizations coordinator are members of the National Association of Student Affairs Professionals and have attended and presented at NASPA conferences. Staff also subscribe to journals and participate in list serve discussions.

To ensure decisions are being informed by data and benchmarking, staff regularly consult with peer and aspirational schools to discover best practices. A recent examples of this is the raising of the “Student Government and Activities Fee” where staff inquired of many institutions of their student fees. Also, to inform recent discussions regarding the retention rate during Greek recruitment, other schools were benchmarked against. This practice is the norm for student organization hazing and other policies, club advising practices, and orientation planning.

c) Measure of Effectiveness

Student Activities has a history of soliciting student feedback on a variety of programs to ensure program effectiveness and student growth, learning, and development. Feedback is garnered through focus groups, surveys, reflective essays, and direct observation by staff. Below are several examples of various effectiveness measures.

*New Student Orientation*

Orientation is designed to introduce the school—its culture and expectations—to new students and families. Each year students are surveyed to discover if the program is meeting its stated objectiveness.

2007

Showing the Christian mission and affinity with the school after attending Orientation:

- Students learned more about Pepperdine’s Christian mission and heritage (91% agree/strongly agree)
- Students felt that Pepperdine is a place where they can grow spiritually (85% agree/strongly agree)
- Students have grown in their love and pride for Pepperdine (88% agree/strongly agree)

2008

This year parents were given five choices of sessions that were repeated three times to make the sessions more of a conference style. The Seaver parents Association sponsored a coffee cart in the

Smothers Courtyard during the times when the parents were going to their sessions. 97% of parents agreed that they liked having choices during orientation and 95% of them rated the program “excellent” or “good,” and 93% felt the program was a good use of their time. The following are some highlights from the student survey:

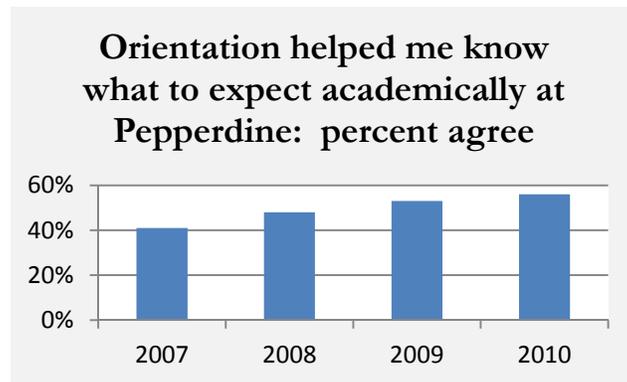
- I learned more about Pepperdine’s community standards (86% agree/strongly agree)
- I learned more about Pepperdine’s Christian mission and heritage (73% agree/strongly agree)
- I feel like Pepperdine is a place where I can grow spiritually (86% agree/strongly agree)
- I have grown in my love and pride for Pepperdine (77% agree/strongly agree)

2009

The following are some highlights from the student survey:

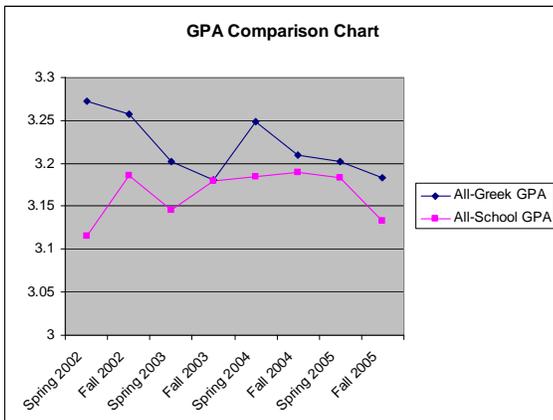
- NSO helped me understand what professors expect of me (79% agree/strongly agree)
- I have a better understanding of the University’s community standards (91% agree/strongly agree)
- I would recommend Pepperdine to other students (93% agree/strongly agree).

2010



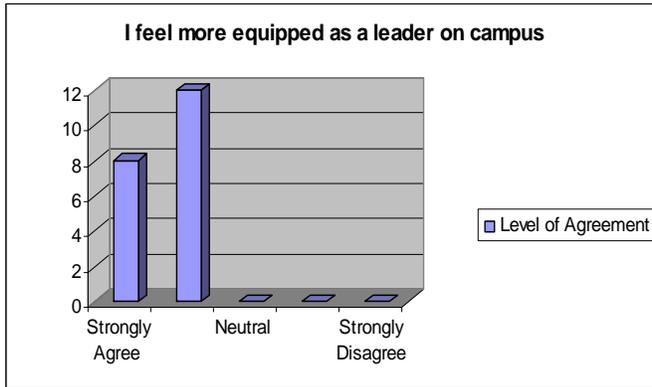
*Greek Life*

Consistently, students who participate in Greek life have a higher G.P.A. than non Greeks:



Greek vs. Seaver GPA	Greek	Seaver
Spring 2008	3.22	3.15
Fall 2008	3.2	3.15
Spring 2009	3.2	3.16
Fall 2009	3.2	3.16
Spring 2010	3.2	3.15
Fall 2010	3.24	3.17
Spring 2011	3.24	3.17

The Greek leadership retreat was started by staff after realizing the national conference students used to attend was not geared toward Pepperdine’s culture. A large portion of the national conference revolved around the Greek houses and other issues that did not pertain to Pepperdine’s Greek system. The new retreat is designed to equip and empower student leaders who face the daunting challenge of leading their peers, managing risk, and responding to the many demands of the national organization:

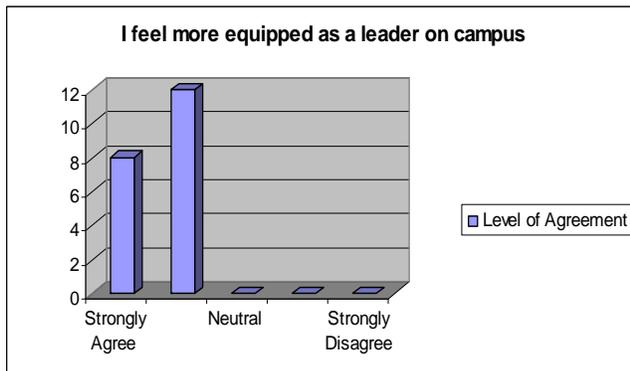


The majority of those survey participants reported that hazing at Pepperdine occurred on a minimal basis, and that they had not witnessed hazing at Pepperdine. Also, 65% of respondents reported they were familiar with Pepperdine’s hazing policies. Other highlights from the survey include:

- I have a clear understanding of what constitutes hazing (78% agree/strongly agree)
- I am familiar with Pepperdine’s hazing policy (87% agree/strongly agree)
- I believe that Pepperdine’s hazing policy is effective (63% agree/strongly agree)
- My chapter provides hazing education and prevention to its members (66% agree/strongly agree)

*Leadership Programs*

Student Activities has sponsored leadership programs such as “LEAD Day” which is a campus wide leadership training for positional leaders at the beginning of the school year. Also, the office has hosted a leadership conference for emerging leaders.



Approximately 150 students attended the first annual Student Leadership Conference held on the Drescher campus September 29 2008. Viv Thomas, an international keynote speaker, spoke to students about their leadership potential on campus. Campus staff led various workshops. Survey results such as: “The Leadership Conference enhanced my preparation for leadership” (95% agree/strongly agree) and “I would like to see future Leadership Conferences at Pepperdine (98% agree/strongly agree) were positive.

### *Songfest*

*What have you learned from participating in Songfest?*

- “Effective leadership skills and the importance of a positive attitude.”
- “I’ve learned the right way to lead and encourage people by watching some of our leaders.”
- “How to manage a mixed group and provide a common motivation, and how to discipline without being harsh and motivate without being negative.”
- “I learned what it is like to work with others who come from different backgrounds and had different strengths.”

One excited first-year student remarked: “this is an amazing tradition, that has been so great to be a part of, and I can’t wait to participate in it for the rest of my years at Pepperdine, and hopefully come back and watch the show for many years to come!” This is exactly the type of enthusiasm and good will that this marquee tradition engenders in Seaver students and alumni.

### 3) Student Learning and Success

#### a) Desired Learning Outcomes

This is the first-year Student Activities has identified Student Learning Outcomes (SLO). The SLO in focus this past academic year was:

Demonstrate leadership in guiding and assisting a student organization in meeting its goals; communicate a vision that encourages commitment, action in others, and grow in a personal understanding of a Christian worldview.

Student Activities participated in Dr. Jere Yates Service Leadership capstone class. Five Seniors formed a consulting group which also assessed the Student Activities office. Staff met with them several times throughout the semester to give them guidance on the project’s goals. Specifically, the student were asked to assess the following student learning outcome: “Students will demonstrate leadership in guiding and assisting a student organization in meeting its goals; communicate a vision that encourages action in others, and grow in a personal understanding of a Christian worldview.” The students surveyed the various student leadership groups that Student Activities employs, oversees, mentors or trains. These groups include: Inter Club Council, Student Programming Board, New Student Orientation Leaders, Greek leaders, Recruitment Counselors, and the Student Government Executive Board and Senate.

Student Activities’ strategy for assessing Student Learning Outcome # 1 is multifaceted. Upon meeting with the Associate Dean of Students for Assessment, it was determined that the executive boards for SGA and ICC should complete a reflective essay, which will be scored in mid-May using a rubric developed by each group’s respective advisor. This assessment will be completed this summer. The essay calls upon each student leader to reflect on the following:

Please describe how Student Activities, SGA/ICC training, and your leadership experience have helped you:

- 1) Guide SGA/ICC in meeting its goals, mission, and vision;
  - a. Such as policy change, advocacy, representation, democracy, shared governance, community, etc.;
- 2) Communicate and articulate those goals, mission, and vision;
  - a. Such as diplomacy, parliamentary procedure, marketing & public relations, as well as communication styles, techniques, and mediums, etc.
- 3) Encourage commitment and action in others;
  - a. Such as funding, volunteerism, town halls, etc.
- 4) Grow personally, with an understanding and an ability to apply a Christian worldview.
  - a. Such as purpose, compassion, respect, service to others, ethics, underserved populations, humility, etc.

To assess progress made toward SLO # 1 within the Greek community, Greek leaders participated in a survey at the end of the year. An open-ended survey was designed and administered by the Student Organizations Coordinator. An analysis of results will be conducted this summer, permitting evaluators to appraise prescribed learning and perceived benefits obtained through program involvement.

To assess the leadership of the Student Programming Board, staff will analyze existing results collected from two areas: the Service Leadership Class and the external review team.

b) Closing the Loop

*New Student Orientation*

Generally, surveys reflected that students weren't as clear about some aspects related to academic matters:

- Orientation helped me know what to expect academically at Pepperdine (43% neutral).
- I have a clear understanding of how to register for classes (24% neutral, 28% disagree).
- I learned how academic advising works (45% "somewhat" 18% disagree)

These results were shared with the Seaver Dean's office to inform their sessions which introduced academic expectations and academic advising. After the results were shared, there was marked improvement:

Understanding academics has seen some growth over the years. This could be due to increased efforts to put showcase the academic expectations through such new sessions as: "Vocation of the College Scholar" and "Why the Humanities Matter" as well as the Seaver Dean previewing academic highlights during the opening session.

- Orientation helped me know what to expect academically at Pepperdine:
  - 09 (53% agree)
  - 08 (48% agree)
  - 07 (41% agree)

*Student Government Association*

There are numerous examples within SGA of Student Activities working with administration to respond to student feedback and assessment. The SGA executive board meets monthly with the dean of Student Affairs, associate dean, and the director and associate director of Student Activities. In these monthly meetings the e-board reports on the past month's resolutions that have been passed. The resolutions are a direct result of the SGA Senate benchmarking against other schools as

well as discussing with their peers--sometimes through informal conversations, other times through surveying--what the current campus needs are. These resolutions are then delegated to the various staff members who can take immediate action to see that the resolutions are realized at the University. Often the SGA commits financial resources to partner with the University to ensure the resolution takes effect. Examples of resolutions that have been implemented through this type of SGA/University partnership which directly enhance the student experience are:

- Synchronized clocks and left handed desks in the classrooms;
- A refurbished Howard A. White student center with drastically improved food service and convenience store;
- Consistent improvements in food quality and healthy food options in the main cafeteria
- Increasing the “SGA and Activities Fee” which contributes to the quality and number of student events;
- Removal of staff offices from the Lovernich common area to create a student lounge
- Renovation of a lounge area in Payson Library;
- Addition of a kitchen in the Towers.

### *Greek Life*

Greek life also illustrates many examples of staff assessing student needs and responding to those needs:

- Addition of Pepperdine’s first ever NPHC (historically African American) sorority based on feedback over several years from under represented women who wanted to be involved in Greek life;
- Creation of a Pepperdine-only Greek leadership retreat based on feedback that the current retreat was not helpful and did not address Pepperdine-specific issues and concerns;
- Colonization of a new fraternity (ATO) when, after fall recruitment, not enough men were able to participate in Greek Life;
- A beginning of the year “All Greek” event which showcases Greek Life to the Campus Community. Feedback for this change was collected at the annual Greek leadership retreat;
- Changing the end of year “Greek Awards” to a professional dinner celebration where staff and students celebrate the year’s accomplishments together. Feedback for this change was collected at the annual Greek leadership retreat;
- Dedicated space in the HAWC.

### *Inter Club Council*

The Inter Club Council (ICC) recently switched their funding model from a bi-weekly meeting with the entire council where everyone voted to approve student organizations’ funding proposals to a meeting of the executive board and advisor where budgets are voted upon. This change was made from student feedback that the meetings were tedious and unnecessary and that not enough scrutiny and questioning concerning proposed budgets was occurring. The general ICC meetings are now focused more upon leadership development and implementing Pepperdine’s policies when planning events.

Student Activities and the ICC partnered to fund a new online event planning and tracing system as a result of student input concerning event implementation. This new system, “Peppervine” allows students a “one stop shop” where they can receive event approvals from the various staff members who oversee different University venues, request various set up materials, request audio/visual support, and inquire about general event support. They also have a place to house internal documents, and budget information as well as have an online forum to share ideas.

### *Campus Traditions*

The following recently created campus traditions were created through direct student feedback and involvement. These programs have been running for various lengths of time, but are all hugely successful in terms of attendance and student feedback. They were all started through piece-meal funding, but are now funded and self-sustaining:

- REELSTORIES Film Fest
- Christmas Tree Lighting / Christmas Coffeehouse
- Waves of Flags September 11 memorial flag display

#### 4) Staff

Student Activities has made an increased effort to recruit and retain a diverse staff team. The staff team comprises three men, two of whom are white, and one Latino. In addition, there are two women, both of whom are Asian (specifically Pacific Islander and Chinese).

### **Doug Hurley, director of Student Activities & Campus Recreation**

#### *Degrees:*

- M.Div, Pepperdine University
- M.A., New Testament, Lincoln Christian University
- B.A., Speech Communication, Illinois State University

#### *Professional Associations:*

- National Orientation Directors Association
- Association of Christians in Student Development

### **Jarrett Fisher, associate director of Student Activities**

#### *Degrees:*

- EdD (in progress) in Organizational Leadership, Concentration in Higher Education, Pepperdine University.
- M.P.A., Public Policy and Administration, California State University, Bakersfield
- B.A., Public Administration, California State University, Bakersfield

#### *Professional Conferences:*

- American Student Government Association Advisors Summit 2010, 2011
- National Association of Student Personnel Administrators Annual Conference, 2011
- Consultant & Advisor to the L.A. Mayor's Office for Education Initiative "The Partnership" & Los Angeles Unified School District, 2009
- International Trends of Student Activities-Student Union Learning Models 2012
- National Policy Trends in Higher Education and Congressional Testimony 2012

### **Kaupua Kauhane, student organizations coordinator**

#### *Degrees:*

- M.A., Social Entrepreneurship and Change, Pepperdine University
- B.A., Psychology, Pepperdine University

*Professional Associations:*

- Association of Fraternal Leadership & Values
- Association of Fraternity Advisors

*Presentations:*

- “Social Entrepreneurs: The Role of Leadership and Power of Storytelling in ‘Change Making’.” Hawai’i International Conference on Business Annual Conference – May 2011
- Presenter: “Creating the Space Where Faith Cultivates Passion and Purpose.” National Association of Student Personnel Administrators Annual Conference – March 2011

**Brittany Chin-Lee, campus programs coordinator**

*Degrees:*

B.S., Business Administration, Pepperdine University

*Professional Associations:*

National Orientation Directors

**Allan Heida, administrative coordinator**

*Degrees:*

B.A., Liberal Arts, Pepperdine University

**B. Evidence of Program Viability and Sustainability**

1) Demand for the Program

Demand is great and participation rates are high for participation in student leadership positions and on campus programs. The students and programs that Student Activities works with continue to grow in numbers and in quality. Each year as the office selects (or oversees the elections of) leaders for the following year, applications for the various positions in the Inter Club Council, Student Government Association, and the Student Programming Board continue to be robust. Two years ago, staff turned away 200 students seeking to participate in New Student Orientation. This year the requirement to apply excluded those going overseas, and there were still over 100 students turned away for this volunteer position. Sometimes numbers alone are sufficient evidence of a viable and sustainable program:

- Songfest participants
  - 2008: 342 students
  - 2009: 406 students
  - 2010: 498 students
  - 2011: 483 students;
- Dance in Flight has grown from a small student organization performing three nights in Raitt Rectial Hall to four sold-out performances and a student outreach show in Smothers Theatre;
- The “Blue and Orange Madness” Village has increased from a few students gathering on the Campus Recreation field listening to music and eating popcorn to a full carnival atmosphere in the Fieldhouse parking lot with food, booths, games, and rides. The event is attended by well over 1,500 students, faculty, staff, parents, and alumni;
- In just three years, both the REELStories Film Festival and the Christmas Tree lighting attract crowds of over 1,200 and 800 respectively;

- Newer yearly programs such as “Water Wars, “Battle of the Bands,” Art Show, and Senior Ball are all popular and well-attended events;
- The “Waves of Flags” display captures media attention all over the country. Each year thousands of people visit campus and walk through the display;
- One Greek fraternity and one sorority have been added in recent years.

## 2) Allocation of Resources

### a) Staff

Student Activities has six staff members:

Doug Hurley, director of Student Activities & Campus Recreation  
 Jarrett Fisher, associate director of Student Activities  
 Kaupua Kauhane, student organizations coordinator  
 Brittany Chin-Lee, campus programs coordinator  
 Allan Heida, administrative coordinator  
 Barbara Hood, HAWC front desk coordinator

Due to recent budget reductions, Doug is the director of two offices. Two years ago, the Campus Recreation office lost a full time director as well as dedicated administrative support. The Campus Recreation office currently has two full-time staff members who oversee the areas of intramurals and club sports, fitness programs, outdoor recreation, and two weight centers. Student Activities had one positions (leadership development coordinator) cut through budget reallocations. This position oversaw the SGA and implemented campus-wide leadership programs. Currently, the associate director advises SGA.

Allan Heida’s administrative functions serve three areas: Student Activities, Campus Recreation, and the Inter Cultural Affairs offices.

Staff are evaluated yearly through the regular Human Resources process. A workload review is underway and was a part of the program review process. Staff receiving mentoring from the director, HR programming and through professional development opportunities. These opportunities are funded through a proposal process through the dean of students office. Staff seem to have a limited amount of time that is devoted program development, creative thinking, and program assessment due to high programming demands.

### a) Student Support

Students receive a high level of support in terms of initial leadership training and ongoing mentoring for campus community engagement. Also, a great deal of support is offered in the area of non-cognitive variables. Staff often take the time to counsel and mentor students outside the area of normal job responsibilities. Staff often take students to lunch or coffee. Staff are involved in helping students prepare for a life of purpose, service, and leadership.

### b) Facilities

The biggest need the office has is space for sorority Greek recruitment. The sororities are packed in classrooms during the recruitment period. The rooms are too few, too small, and are hot and stuffy. Often there are complaints from faculty that students are disruptive and don’t leave the classrooms exactly in original condition.

c) Attention to legal and ethical issues

Staff complies with ADA law for programming. The staff have implemented procedures for responding to the needs of people with disabilities who participate in programs. These procedures call for certain measures to be in place during a program, e.g., special parking, wheelchair access, interpreter, or special dietary needs. Staff works closely with the Disability Services Office to ensure these needs are met and that the University is in compliance with applicable laws.

d) Financial resources / operational budget

Student Activities has an adequate operational budget.

### III. SUMMARY AND REFLECTIONS

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#### *New Student Orientation*

##### Strengths

- 1) Strong leadership. The director of Student Activities supports the staff well, casts a strong inspiration vision, and mentors students effectively.
- 2) Orientation is a place of hospitality. This starts with the theological foundation laid during the training of the student Orientation Leaders. These highly motivated leaders express contagious enthusiasm throughout the program and create a lively, welcoming atmosphere. During and after orientation it is often expressed by students and families that they were not expecting such a warm and enthusiastic welcome by the orange-shirted student leaders.

##### Weaknesses

- 1) The director of Student Activities is stretched in multiple directions due to his position as a director over two separate program areas. Campus Recreation previously had a separate director and full administrative support, but because of budget cutbacks, Doug Hurley is in a dual director role supervising both offices. Doug has seven full-time direct reports, and three part-time direct reports. Doug also has high involvement in several on campus programs such as New Student Orientation (twice a year), Waves of Flags, and Waves Weekend. He is also responsible for budgeting and reporting. Staff expressed that he often seems stressed and strained, and his impact is, at times, diminished.
- 2) Orientation sessions can be tedious and monotonous. Sessions are designed where large groups attend and the information is sometimes lost because students are not as actively engaged with the speaker as they might be in a smaller group. Staff should explore smaller groups and or more creative presentations. Sessions are not as well attended as orientation progresses; however, the program is “front loaded” with important sessions on academic expectations and advising placed at the beginning of the program. Information of lesser importance is shared toward the end of the program.
- 3) Orientation needs stronger vision and mission statements to guide it. The program does have student learning outcomes, but also needs well published statements that wed it to the Student Affairs, College and University mission as well help guide decision makers.

- 4) Student leaders are not fully utilized in the planning of Orientation. Students play a large role in facilitating the program, but have very little influence in planning and preparing the program. The student voice and creative mindset is needed to ensure that first-year students are being effectively communicated with, especially in light of point #2 above.
- 5) There is little institutional support for the Orientation Leader/Peer Mentor Program. The Peer Mentor Program places a student who has served as an Orientation Leader in the First-year Seminar class to serve as a guide and mentor during the fall semester. The Student Activities Office contacts professors and offers a student mentor, but not all professors see the value of this program, and some do not want a mentor attached to their class. The reviewers note that peer leaders have a “significant role in developing those around them.” Staff also believes the student mentor is a vital link for a first-year student to an upperclassman who has achieved significant success and exhibited strong leadership on campus.
- 6) The international and transfer student experience is not as high quality as the traditional, domestic freshman experience. International students arrive one day before domestic students and do not receive the outgoing welcome domestic students receive. Also, international students do not participate in the regular orientation after their orientation program, and thus do not get a chance to mingle with the general student population. This is a choice made by many international students who feel they already attended orientation since they have their own international orientation a day before domestic orientation begins.

### *Student Organizations*

The following are the main themes involving student organizations. These student organizations include: Student Government, Student programming Board, Inter Club Council, Greek Life, Clubs.

#### Strengths

- 1) The Student Activities Office enjoys a strong reputation on campus as being approachable and student centered. Those interviewed were especially complimentary of the leadership of the director and associate director. Staff and faculty commented that the office consistently maintains a stance of collaboration and cooperation in event planning and supporting students.
- 2) Programming on campus is at an all time high. The campus culture is lively with a variety of options for students to take advantage of to develop co-curricular skills and to enjoy socially and to enjoy their time outside of the classroom.
- 3) The Student Government Association (SGA) is perceived by the University community as professional and high functioning. The students in SGA speak highly of the associate director, and other students and staff state that SGA works well to represent student issues to the administration. The SGA has supported and funded several high-visibility projects that directly impact the student experience such as higher quality food service, renovations to the Howard A. White Center and Towers kitchen, and relocation of staff offices so the Lovernich common area can be a student lounge. The SGA was also instrumental in petitioning the administration to raise the “Student Government and Activities Fee” which brought in much needed funds to the Inter Club Council, the Student Programming Board, and the SGA.

## Weaknesses

- 1) The Student Activities staff who oversee student organizations, the associate director and the student organizations coordinator, are “stretched very thin” in their responsibilities. External reviewers expressed concern that having one staff person responsible for multiple large functional areas (Greek Life and student organizations) has generated a great deal of frustration from both students and staff in terms of support and responsiveness. The model of having one staff person oversee an expanding and improving Greek experience as well as supervising student organizations with all the program planning and associated risks is unsustainable. The associate director also has several main areas of responsibility that limit his effectiveness. This position is another one that has increased responsibility (advising the SGA and supervising the student organizations coordinator) due to recent budget cuts. Currently, division administration is examining the workload of various Student Activities staff members.
- 2) There are numerous large-scale, events the office sponsors that students look forward to each year, including: Waves of Flags, Club Fair and Culture Fest, Rock the Brock, Waves Weekend (including Blue and Orange Madness which has grown significantly over the last five years), Christmas Tree Lighting/coffeehouse with the President, Dance in Flight, Songfest, REELSTORIES Film Fest, Spring Concert, Graduation Banquet, and Senior Ball. Besides these large scale events, the Student Programming Board plans an event on each weekend day. These events range from coffeehouses/concerts, to movies to partnering with student organizations on their events as well as Athletic collaborations. The office partners with Greek organizations to equip them to plan and host their philanthropies as well as their formals. Also, the over 50 active student clubs need support in event planning. Not surprisingly, the vibrant and engaging co-curriculum was also perceived as a significant challenge. It was consistently reported that the campus is “over programmed,” and that there is too much activity on campus. No one calendar can adequately capture all the events, and staff is overwhelmed with the details that come with event planning: reservations, risk management, vendor relations, inter office and student organization collaborations, payment systems, advertising, assessment, and reporting. The Student Affairs Advising Committee expressed that the administrative nature of overseeing their clubs is challenging and time-consuming. Some club programming is seen as an extension of the particular office and some is not which can blur the lines of responsibility and accountability. This committee also expressed concern about too much on campus programming.
- 3) Greek recruitment in the fall presents several challenges. One is simply the nature of asking students to make a decision to join a Greek organization so early in their college career. first-year students are also deciding whether or not to attend an international program. Also the release rate, while consistent with Pepperdine’s benchmark institutions and national averages, is perceived by some to be too high. Other Greek-related issues include lack of recruitment and activity space, and the effectiveness of leadership training as well as the role of the governing councils.

Despite the various challenges listed above, it is clear from this report that the Student Activities Office aligns its goals toward serving the needs of its constituents—the students of Seaver College. In general, program quality is strong across all levels of the office and staff are hard working and dedicated to training and mentoring students and implementing high quality on campus programs. The strategic initiatives stated in each year’s annual report are pursued diligently and achieved with great success. Student learning is at the forefront of training and programs, and outcomes are stated clearly and assessed.

#### IV. GOALS, ACTION, AND QUALITY IMPROVEMENT PLAN

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##### *New Student Orientation*

1. Develop a mission statement and learning outcomes for NSO.

*Evidence to support action:* Needed to tie goals in with larger office, Student Affairs and University mission and goals

*Expected outcome:* Clearer focus of program goals, and student learning outcomes

*Timeline for action:* Fall 2012

*Type of action:* Resource neutral

2. Use Orientation Coordinators more in the planning and implementation of NSO.

*Evidence to support action:* Orientation Leaders are being under-utilized in the program development and in the actual sessions of orientation. Students have reported that orientation could improve greatly by increasing the use of students in the implementation and planning process of NSO. Orientation Leaders could also be used in helping orientation sessions take on more variety and creativity. Students mentioned that peer-to-peer communication can sometimes be more effective than staff/administration talking at students.

*Expected outcome:* Greater connection with first-year students during orientation. Better absorption of orientation material. Possibly increased attendance at sessions.

*Timeline for action:* Fall 2013

*Type of action:* Small amount of resources necessary

3. Hire Orientation Coordinators as student interns in Student Activities during the year.

*Evidence to support action:* Same as #2 above.

*Expected outcome:* Greater connection with first-year students during orientation. Better absorption of orientation material. Possibly increased attendance at sessions.

*Timeline for action:* Summer 2012

*Type of action:* Resources necessary

##### *Student Organizations*

1. Develop a more balanced and effective approach toward the management of the Student Activities Office and Campus Recreation.

*Evidence to support action:* Please refer to External Review in Appendix II

*Expected outcome:* More effective office leadership

*Timeline for action:* When possible

*Type of action:* Resources necessary

2. Consider creating graduate assistantships or internships that could assist with the workload and also provide paraprofessionals with valuable hands-on work experience.

*Evidence to support action:* Please refer to External Review in Appendix II

*Expected outcome:* Greater office efficiency and sharing of workload. Allow staff to focus on responding demands of assessment, reporting, strategic initiatives and quality improvement.

*Timeline for action:* When possible

*Type of action:* Resources necessary

3. Consider a staffing model with a dedicated Greek advisor, who focuses solely on the specific needs of the Greek system.

*Evidence to support action:* Please refer to External Review in Appendix II

*Expected outcome:* Greater office efficiency and sharing of workload. Allow staff to focus on responding demands of assessment, reporting, strategic initiatives and quality improvement.

*Timeline for action:* When possible

*Type of action:* Resources necessary

4. Launch an awareness campaign to help the campus community better understand fraternity and sorority life, with special emphasis on administration and faculty. The Greek Advisor should spearhead these efforts and be the strongest advocate for the community.

*Evidence to support action:* Please refer to External Review in Appendix II

*Expected outcome:* Faculty and staff need to be made aware of the tremendous contributions that Greek students make to the campus in terms of leadership and service. Each year they raise tens of thousands of dollars for various philanthropies in Pepperdine's name. They also consistently have a higher G.P.A. than the Seaver G.P.A. Greeks are involved in a myriad of leadership positions across the college.

*Timeline for action:* Spring 2013

*Type of action:* Resource neutral

5. Develop a task force to explore the pros and cons of moving recruitment to the spring semester.

*Evidence to support action:* Please refer to External Review in Appendix II

*Expected outcome:* Protect first-year students from making large, life-changing decisions in the fall of their first semester.

*Timeline for action:* Spring 2013

*Type of action:* Resource neutral

#### *General Office Ideas*

1. Reallocate the HAWC Receptionist position.

*Evidence to support action:* Please refer to External Review in Appendix II

*Expected outcome:* Greater office efficiency and sharing of workload. Allow staff to focus on responding demands of assessment, reporting, strategic initiatives and quality improvement.

*Timeline for action:* When possible

*Type of action:* Resources neutral

2. House Waves of Flags in a different office, possibly the Associate Dean of Students Office for Traditions, Waves of Service, Advancement, FMP, or Alumni Affairs, or make it a five year event.

*Evidence to support action:* Same as #2 above.

*Expected outcome:* Greater office efficiency and sharing of workload. Allow staff to focus on responding demands of assessment, reporting, strategic initiatives and quality improvement.

*Timeline for action:* When possible

*Type of action:* Resources neutral

3. Post the Student Life Calendar exclusively online. It could be emailed, prominently displayed on WaveNet, PepperVine, etc.

*Evidence to support action:* Same as #2 above.

*Expected outcome:* Greater office efficiency and sharing of workload. Allow staff to focus on responding demands of assessment, reporting, strategic initiatives and quality improvement.

*Timeline for action:* When possible

*Type of action:* Resources neutral

4. Reallocate Rock the Brock to Alumni Affairs.

*Evidence to support action:* Same as #2 above.

*Expected outcome:* Greater office efficiency and sharing of workload. Allow staff to focus on responding demands of assessment, reporting, strategic initiatives and quality improvement.

*Timeline for action:* When possible

*Type of action:* Resources neutral

5. Reallocate Spirit Cup Week to Alumni Affairs

*Evidence to support action:* Same as #2 above.

*Expected outcome:* Greater office efficiency and sharing of workload. Allow staff to focus on responding demands of assessment, reporting, strategic initiatives and quality improvement.

*Timeline for action:* When possible

*Type of action:* Resources neutral

6. The Student Programming Board could host one bigger event per weekend, or every other weekend.

*Evidence to support action:* Same as #2 above.

*Expected outcome:* Greater office efficiency and sharing of workload. Allow staff to focus on responding demands of assessment, reporting, strategic initiatives and quality improvement.

*Timeline for action:* When possible

*Type of action:* Resources neutral



*Review of Pepperdine University  
New Student Orientation  
at Seaver College*

Lead Reviewer

John Britton  
Associate Dean of Student Development  
Calvin College



with contributions from

Darrel Peterson  
Director of Student Activities  
Boston College

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## I. INTRODUCTION

**Pepperdine University** is an independent, medium-sized university enrolling approximately 7,700 students in five colleges and schools. Seaver College, the School of Law, the Graduate School of Education and Psychology, the Graziadio School of Business and Management, and the School of Public Policy are located on the university's 830-acre campus overlooking the Pacific Ocean in Malibu, California.

Pepperdine University is religiously affiliated with Churches of Christ, of which its founder, Mr. George Pepperdine was a lifelong member. Faculty, administrators and members of the Board of Regents represent many religious backgrounds, and students of all races and faiths are welcomed. It is the purpose of Pepperdine University to pursue the very highest academic standards within a context that celebrates and extends the spiritual and ethical ideals of the Christian faith.

**Seaver College** is primarily undergraduate and residential. It is selective in enrollment and committed to high academic standards. Its task is to prepare persons of diverse economic, social, ethnic, and religious backgrounds to become moral and intellectual leaders, challenging students to value service above material success.

Seaver is a liberal arts college. As such, it nourishes and transmits the noblest ideas of Western culture – the achievements of science and technology as well as the artistic, intellectual, and ethical heritage of the Western world. At the same time, the Seaver curriculum and co-curriculum also reflect a modern, global world view that is more complex and egalitarian than observed in earlier history of academia. Moreover, the college does not isolate itself from the contemporary nature of life and the economic realities of our own age.

Seaver College places the students' holistic development at the heart of its educational mission. The college therefore recognizes the importance of both the curriculum and the co-curriculum. It strives to affect the total development of the student – intellectual, physical, emotional, social, and spiritual. Laying the foundations of lifetime learning is the college's critical objective. The school recognizes that learning is ongoing in every facet of the student's life. Because of this fact, it seeks to integrate and direct the complex web of experiences toward its developmental goals. Since research suggests that a significant correlation exists between the degrees in which a student is involved in the life of the college and his or her successful development in the college learning experience concerted effort is made to maximize the involvement of each student in the larger life of the college.

**The Office of Student Affairs** strives to enrich the student experience by fostering [learning](#) experiences which promote personal and spiritual development, while also providing for and responding to student need. By viewing learning as a primary goal for all of Student Affairs it requires a reorganization and new outlook of student affairs [work](#). There is a shift to thinking of its work in terms of educational outcomes--such as critical thinking, moral reasoning, and appreciation for

diversity--rather than as sets of activities, such as residence life, student activities, and judicial affairs. This shift means conducting different business – that is, actively cultivating opportunities and experiences for student learning in everything. The work of student affairs has the potential to be transformative and redemptive, preparing Pepperdine students to live lives of service, purpose, and leadership.

**Student Activities** Office, within the Student Affairs division, has five distinct responsibilities: Orientation, Student Organizations, Greek Life, Student Government, and Student Programming. The learning outcomes for this office are as follows:

1. Demonstrate leadership in guiding and assisting a student organization in meeting its goals; communicate a vision or mission that encourages commitment, action in others, and grow in a personal understanding of a Christian worldview.
2. Show social competencies by communicating and working interdependently with a diverse population.
3. Make purposeful decisions regarding balance among education, work, and leisure time.
4. Demonstrate an understanding of values and God-given gifts and skills to create a sense of belonging and community, thereby enhancing traditions and loyalties.

## II. METHODOLOGY

In the fall of 2011, Doug Hurley, Director of Student Activities, initiated the process for an external review of the Student Activities Office at Pepperdine University, as part of a five-year review process. John Britton, Associate Dean of Student Development and Darrel Peterson, Student Activities Director at Boston College, were invited to facilitate this review that would happen sometime in early spring, 2012. The dates of February 20-22 were agreed upon and plans emerged to organize a comprehensive site visit.

The on-site review began Monday, February 20 with interviews scheduled throughout three days with additional meetings in the evenings. Appendix #1 includes a list of the eighteen interviews that were conducted during this time. In all, over 65 people were interviewed for the entire review of Student Activities Office. This report will focus on the information gathered during these interviews concerning new student orientation.

To be sure, the visit was very full and quite productive. It was well-planned and consistent with one of the hallmarks of their orientation program: hospitality. Special thanks to Doug Hurley for his work in organizing the visit and making the site team's stay at Pepperdine both enjoyable and productive.

## III. BIOGRAPHY OF REVIEWERS

John Britton currently serves as the Associate Dean of Student Development at Calvin College. John has worked in higher education for the past fifteen years

in: residence life, student organizations, student leadership development, and orientation. He has been a member of National Orientation Directors Association for over ten years, presented at regional and national conferences and in 2007, was recognized as the "Orientation Director of the Year" at the national conference. John holds a master's degree in Educational Leadership with a focus on Curriculum and Instruction. He is an avid student and reader of leadership development theories. He has a passion for experiential education and using the wilderness to educate students.

R. Darrell Peterson currently serves as director of the Student Programs Office at Boston College. With over 12 years in the field as a student affairs practitioner, Darrell has experience in the areas of student activities, leadership development, multicultural affairs, and fraternity & sorority life. Darrell received a B.A. degree in Communication and a M.Ed. in College Student Personnel Administration from James Madison University (Harrisonburg, Virginia), and a Ph.D. in Educational Leadership/Higher Education with a graduate certificate in community college teaching from Iowa State University. His research interests include student leadership development, changing demographics, historically Black colleges and universities, and issues involving the exploration of race, ethnicity, privilege and power.

#### IV. THEMES

As we visited with many different offices, individuals and groups of students several consistent themes began to emerge as we took a closer look at New Student Orientation (NSO) at Pepperdine University. The following themes were selected because of the frequency and emphasis that was placed on these themes over the course of the interviews and after materials were reviewed. These themes are listed in order from most prevalent to least prevalent.

##### **1. Respect for the Leadership of the Student Activities Office**

Consistently, Doug Hurley's name was brought up as someone who was very dedicated to the university and was well respected by his colleagues, staff members and students alike. Many staff repeatedly talked about the high level of support he provides, his ability to mentor students well, and his contagious inspirational vision. Another common theme was that Doug was too busy. Consistently, it was mentioned that managing two different offices places a strain on Doug and, therefore, on those who surround him. This creates stress for Doug and his staff and influences the overall effectiveness of the Student Activities Office. Despite his busyness, there was nothing bad anyone could say concerning Doug's leadership of Student Activities and NSO. Doug is "Mr. Pepperdine."

##### **2. Orientation is a welcoming place**

Hospitality is a significant component of an orientation program, and at

Pepperdine it is done well. At almost every interview, orientation and great hospitality were mentioned in the same sentence. The key to their success in this regard seems to begin with hiring great orientation leaders who function as a hospitality crew. Many students talked about the excitement of the OL and OC that made orientation a positive and friendly place. Also, the welcome extended to family members at the university as well. This aspect of the orientation program should be celebrated and ensure that it continues into the future.

### **3. Orientation sessions are boring and not attended well after the first day**

Orientation sessions are informative and have a lot of important information, but since the information is not communicated in a creative way or because there is not a lot of variety in the ways in which orientation sessions are formatted, the content is not retained by the students. The repetitiveness of the sessions and the amount of 'talking heads' causes many students and some family members to skip out on the majority of orientation sessions. Orientation was described on several occasions as a 'mob experience' where few dynamic learning experiences take place. On several occasions, it was mentioned that orientation could be more intimate and should create a cohort experience. Ideas of using FYS courses as a way to create small groups and have family meals based on the residence halls as part of the orientation program were mentioned as ways of improving orientation. The NSO would greatly improve if orientation sessions were creative and small groups were used more frequently.

### **4. NSO has little to guide its mission and vision**

We did not receive any documents that would serve to guide and direct the orientation program outside of the Student Activities Office mission and learning outcomes. While there is nothing wrong with these two documents, they provide little to steer the NSO program. It is a best practice to have a mission statement and learning outcomes for an orientation program. It provides on only direction to the program but allows programs to assess what they are trying to accomplish. The goals of the orientation program are not articulated, nor what is guiding the decision making processes of the program.

## **IV. THEMES Continued**

### **5. Student Leader Roles**

One of the most impressive aspects of Pepperdine University's NSO is the passion and dedication of their student staff. This is a highly competitive position, which is remarkable considering these students receive no monetary compensation. This speaks volumes about the level of commitment these students have to the university and NSO. The student staff really appreciated the experience, mentioning several times how

the OL training was influential and built community. We were also struck that the Orientation Coordinators (OC) and Orientation Leaders are being under-utilized in the program development and in the actual sessions of orientation. Several students felt that orientation could improve greatly by increasing the use students in the implementation and planning process of NSO. Orientation Leaders could also be used in helping orientation sessions take on more variety and creativity. Students mentioned that peer-to-peer communication can sometimes be more effective than staff/administration talking at students. They felt that more panels and student presenters would help NSO. They also committed on OL training and hoped that more returning OLs could be used in the training process. Similarly to NSO, there was a sentiment that, while much of the information during training was important, content was not being creatively communicated and that there were too many "talking heads." Using OCs and returning OLs as presenters as a part of training could potentially make training more effective.

## **6. First-year Seminar (FYS) and the role of peer mentors**

A real strength of NSO and a great opportunity for students to interact with faculty happens during a meeting that students have with their FYS and their instructor. This meeting introduces students to the academic life at Pepperdine and provides the space to have a small group interaction with a faculty member who will mentor them for their entire first-year. In our experience this model is very effective, and we think Pepperdine can be proud of its structure of the FYS, especially the way it connects faculty to students right away in NSO. The one concern we have is the lack of a role for the OL/Peer mentor. Currently, having faculty opt in or opt out of having a peer mentor calls into question the value the university places on peer mentoring in the development of its students. Faculty, clearly, have a significant impact on the college experience, but peers also have a significant role in developing those around them. Providing all new students with an upperclassmen student who is modeling how to be an effective student would be a valuable addition to the program. This opportunity also provides the Peer Mentor with a significant role in leadership development, if done well. Having Peer Mentors guided by the faculty member and assist in the classroom experience could provide the student with a formative learning and development opportunity. NSO must work closely with the academic division to create a more defined and stronger role for the Peer Mentors in the FYS.

## **7. Transfer and International Orientation Programs**

These two programs were often mentioned as the programs that have improved most over the past couple of years; however, it was also emphasized that they have a long way to go in order to meet the Pepperdine NSO standard. There are a couple areas of growth that we

recognize. First, the current collaborative model, although not broken, will not meet the needs of these students as they move into the future. For these distinct student populations to receive the type of welcome needed for their transitions, orientation professionals and the NSO must take on more responsibility for their orientation. One example of this is to compare the welcome the international students get compared to North American students. When international students arrive not a lot of people around, there is little to no orientation signage, and not a lot of

#### IV. THEMES Continued

energy or hospitality from students leaders. However, the next day is a completely different atmosphere. The international students watch as the campus is flooded with excited OLs moving students in and welcoming them to campus. I'm sure this is not done purposefully, but it is worth considering an international student's perspective of this discrepancy of the welcome.

#### **8. Assessment**

Assessment is an important part of any program or office in higher education. In many regards, Pepperdine is doing many positive things concerning assessment. Even the fact that we are writing this five-year review is a testimony to the commitment the university and the Student Activities Office has to assessment. There is also a lot more that can be done to continue to develop an assessment culture in orientation that integrates seamlessly into the work and efforts of the Student Activities Office. First, orientation learning outcomes must be defined specifically and assessed. The learning outcomes should be included as the basis for the orientation survey that students and families complete. The current orientation survey is bulky with over fifty-five questions, very few of which evaluate individual sessions. There are also eight questions concerning Freshmen Follies program, which seems to over-assess that particular program. I would suggest a re-draft of the evaluation, narrowing the survey in scope but including individual orientation session evaluations. Additional assessment surveys should also be developed including: orientation leader training sessions, Orientation Leaders feedback on NSO, transfer student program, and international student program. Having these additional assessments would help in the development of these programs. It was also evident that NSO evaluations were not being shared across the division and with collaborators. Several offices said they would appreciate seeing the feedback of students and family

members concerning their NSO experience. NSO should also take a more prominent position in the annual Student Activities Report. NSO seems at par with Dance in Flight and other weekend programs. Having a more comprehensive NSO summary in the annual report would aid NSO as they communicated their accomplishments and challenges.

## V. CAS Orientation Standards Review Chart

Founded in 1979, The Council for the Advancement of Standards in Higher Education (CAS) is the pre-eminent force for promoting standards in student affairs, student services, and student development programs. CAS continues to create and deliver a dynamic and credible Book of Professional Standards and Guidelines and Self-Assessment Guides that are designed to lead to a host of quality-controlled programs and services. The standards for orientation programs are summarized in the chart below. I have attempted to evaluate to what extent Pepperdine’s University NSO is meeting these standards. The assessment includes four different ratings: exceeds standards (ES), meets standards (MS), below standards (BLS) and not evaluated (NE).

Part 1. MISSION	Description	Rating
1. Facilitate transitions into institution		<b>MS</b>
2. Prepare for educational opportunities/responsibilities		<b>MS</b>
3. Integration into campus climate	There are several programs that are unique and connect students to the culture well	<b>MS</b>
4. Support family members	The NSO program has a comprehensive two & a half day program for family members	<b>MS</b>
5. Must develop, disseminate and implement a mission	The SAO has learning outcomes, but nothing specific for orientation	<b>BLS</b>
6. Programs must regularly review mission and goals	The SAO has learning outcomes, but nothing specific for orientation	<b>BLS</b>
7. Integrated Institutional mission into program’s mission	The SAO has learning outcomes, but nothing specific for orientation	<b>BLS</b>
8. Enhance educational experience		<b>MS</b>
Part 2. PROGRAM		
1. Promotes student learning and development outcomes that are purposeful and holistic		<b>MS</b>
2. Promotes outcomes which prepare students for satisfying and productive lifestyles		<b>MS</b>
3. Promotes outcomes which prepare students for work		<b>MS</b>
4. Promotes outcomes which prepares students for civic participation		<b>MS</b>
5. Provide evident of impact on the following developmental outcomes		
a. Knowledge acquisition, integration, construction & application	NSO programs are not focused on these outcomes	<b>BLS</b>
b. Cognitive complexity	NSO programs are not focused on these outcomes	<b>BLS</b>
c. Intrapersonal development	There are no sessions that provide students with opportunities for reflection	<b>BLS</b>
d. Interpersonal development		<b>MS</b>
e. Humanitarianism and civic engagement		<b>MS</b>
f. Practical competence		<b>MS</b>
6. Collaboration with faculty and colleagues	There are several opportunities for faculty involvement, more participation would be welcomed	<b>MS</b>
7. Assess learning/development outcomes	Assessment does not include learning outcomes	<b>BLS</b>
8. Articulate how NSO supports student learning	The learning outcomes are much too broad to fit in orientation	<b>BLS</b>

9. Program is integrated into the life of the institution	Most offices and departments are very familiar with NSO	ES
10. Program is intentional and coherent		MS
11. Program is based on learning development theories	NSO lacks sessions and workshops that attempt to address students' diverse learning styles	BLS
12. Program is reflective of student demographics		MS
13. Program is responsive to individual needs		NE
14. Understanding the nature & purpose of the institution		MS
15. Understand membership in an academic community		MS
16. Understand their relationship to the intellectual culture	The FYS is creative and an important part of NSO	MS
17. Understand their relationship to the social climate		MS
18. Include pre-enrollment, entry & post matriculation services/programs		MS

**Part 2. PROGRAM continued**

19. Based on stated goals and objectives	The SAO has learning outcomes, but nothing specific for orientation	BLS
20. Understand their relationship institutional climate		MS
21. Address transitional events, issues and needs	NSO lacks sessions and workshops that attempt to address students transitional issues	BLS
22. Coordinated with other programs and activities		MS
23. Available to all new students, as well as families		MS
24. Understanding of the purpose of higher education		MS
25. Understanding of the mission of the institution		MS
26. Articulate the institution's expectations		MS
27. Provides information on admin. policies & procedures		MS
28. Provide opportunities for self-assessment	Unsure if there are many opportunities for self- assessment or reflection	BLS
29. Use qualified faculty & staff members to explain scheduling, registration & campus life		MS
30. Provide information regarding laws & policies of records		NE
31. Provide information about services & programs		MS
32. Familiarity with campus & local community		MS
33. Provide info about technology and resources		MS
34. Adequate time to be acquainted with new environment	The orientation is over a five day period	MS
35. Opportunities to interact with new/returning students		MS
36. Opportunities to interact with faculty/staff members		MS
37. Introduction to history, traditions & campus culture	Freshmen Follies is a unique program that connects students to campus history/traditions	ES

**Part 3. LEADERSHIP**

1. Leaders of NSOs must...		
a. Articulate a vision for their organization		MS
b. Set goals and objectives	The SAO has learning outcomes, but nothing specific for orientation	BLS
c. Advocate for the program	Doug does a great job in this area	ES
d. Promote opportunities for student learning		MS
e. Address conditions that foster or inhibit mission achievement		NE
f. Advocate for representation in strategic planning initiatives		NE
g. Initiate collaborative interactions with stake holders	More collaboration is welcomed	MS
h. Apply effective practices to processes		MS
i. Prescribe and model ethical behavior		MS
j. Communicate effectively		MS
k. Manage financial resources		MS
l. Incorporate sustainability practices		NE
m. Manage human resources processes		NE
n. Empower staff to accept leadership opportunities		MS

2. Encourage and support scholarly contributions to the profession		NE
3. Integrate appropriate technologies		MS
4. Know relevant federal state and local laws		NE
5. Develop and continually improve programs and services	"if it's not broken don't fix it" mentality seems to be evident	BLS
6. Ensure staff understand their responsibilities about laws		NE
7. Recognize conditions that may negatively influence safety		MS
<b>Part 4. HUMAN RESOURCES</b>		
1. Orientation programs must be staffed adequately	Doug and Britney are doing a great job. Having more student staff help would be an asset	MS
2. Establish procedures for staff selection training and evaluation		MS
3. Provide appropriate professional development opportunities		MS
4. Staff members must hold appropriate combination of educational credentials and work experience		MS
5. Student staff must be carefully selected, trained, supervised and evaluated	Each student is personally interviewed and OL and OC have a four day training	MS
6. Student staff must have clear and precise job descriptions		MS
<b>Part 4. HUMAN RESOURCES continued</b>		
7. Student staff must have training based on assessed needs		MS
8. Student staff must understand the limits of their authority		MS
9. Student staff must understand expectations for appropriate role modeling		MS
10. Staff must receive sufficient training on policies and privacy laws		NE
11. NSO's must have adequate technical and support staff		MS
12. Staff must have training on policies related to use of technology		NE
13. Staff must be trained in emergency procedures, crisis response, and prevention efforts		NE
14. Compensation must be consistent with other positions within the institution	OC/OL's are not paid, this is not consistent with other institutions it seems to work fine at Pepperdine	MS
15. Programs must maintain position descriptions for all staff		MS
16. Hiring and promotional practices must be fair, inclusive proactive and non discriminatory		MS
17. Programs must conduct regular performance evaluations of staff		MS
18. Programs must provide access to continued education and professional development		MS
<b>Part 5. ETHICS</b>		
1. Programs have a statement of ethical practice		NE
2. Staff adhere to principles of ethical behavior		MS
3. New staff are oriented to a statement of ethical practice		NE
4. Privacy and confidentiality are maintained with all communications		MS
5. Student records are never disclosed without written consent		NE
6. Staff must comply with the institutions human subjects research policies		NE
7. Staff must avoid personal conflicts of interest		NE
8. Staff must ensure fair and impartial treatment of all persons		MS
9. Staff must ensure funds are managed with accounting procedures		NE
10. Promotional information is accurate		MS
11. Staff must perform assigned duties within the limits of their responsibilities		MS
12. Staff must confront and hold accountable others who exhibit unethical		NE

behavior		
13. Staff must practice ethical behavior in the use of technology		<b>MS</b>
<b>Part 6. LEGAL RESPONSIBILITIES</b>		
1. Staff must have knowledge of laws and regulations		<b>MS</b>
2. Staff must inform users of legal obligations and limitations; Mandatory laws from federal, state and local governments		<b>NE</b>
3. Programs must have written policies of relevant operations or tasks that have legal implications		<b>MS</b>
4. Staff must not participate in or condone any type of harassment		<b>MS</b>
5. Staff members must limit the liability exposure of the institution		<b>ES</b>
6. Staff members must be informed of insurance coverage		<b>ES</b>
7. Institutions must provide access to legal advice as needed		<b>ES</b>
8. Institutions must inform staff about changing legal obligations & liabilities		<b>ES</b>
<b>Part 7. EQUITY AND ACCESS</b>		
1. Staff members must ensure services and programs are provided on a fair and equitable basis		<b>MS</b>
2. Work environment must be free from any form of discrimination		<b>MS</b>
3. Programs must provide remedies for imbalances in student participation and staffing patterns		<b>MS</b>

<b>Part 7. EQUITY AND ACCESS continued</b>		
4. Programs must ensure physical and program access for persons with disabilities		<b>MS</b>
5. Programs are responsible to meet the needs of all who are served		<b>NE</b>
<b>Part 8. DIVERSITY</b>		
1. Programs must nurture environments that are welcoming to persons of diverse backgrounds		<b>MS</b>
2. Programs nurture environments that bring together persons of diverse backgrounds		<b>MS</b>
3. Program promotes and environment of open communication that deepens understanding		<b>MS</b>
4. Programs must promote respect in historical and cultural context		<b>MS</b>
5. Programs must address the characteristics and needs of a diverse population		<b>MS</b>
<b>Part 9. ORGANIZATION AND MANAGEMENT</b>		
1. Programs are structured purposely	More balanced schedule will help with structure	<b>MS</b>
2. Programs are managed effectively	'Orientation is organized' was often heard	<b>MS</b>
3. Written policies and procedures are in place		<b>MS</b>
4. Websites are accurate and accessible	A more dynamic and navigable web site would help NSO	<b>MS</b>
5. Programs use comprehensive and accurate decision making		<b>MS</b>
6. Programs clear sources and channels of authority		<b>MS</b>
7. Programs use procedures for decision making and conflict resolution		<b>MS</b>
8. Programs use systems of accountability and evaluation		<b>MS</b>
9. Programs use processes for recognition and reward		<b>NE</b>
10. Programs align policies and procedures with those of the institution		<b>MS</b>
11. Programs channels for regular review		<b>MS</b>
12. Co-ordination occurs among offices responsible for its activities	Current collaboration is good but more is welcomed	<b>MS</b>

<b>Part 10. CAMPUS AND EXTERNAL RELATIONS</b>		
1. Programs must establish, maintain, and promote effective relations with relevant individuals, campus offices, and external agencies		<b>MS</b>
2. Programs must disseminate information about services		<b>MS</b>
3. Programs must co-ordinate and collaborate services to meet the needs of students and promote student learning outcomes		<b>MS</b>
4. Programs have procedures and guide lines co-responding to emergency and crisis		<b>NE</b>
5. Programs have systems and procedures for discriminating timely and accurate information during emergency situations		<b>NE</b>
6. Programs have procedures and guidelines for communicating with the media		<b>NE</b>
<b>Part 11 FINANCIAL RESOURCES</b>		
1. Programs have adequate funding to accomplish its mission and goals		<b>MS</b>
2. Programs demonstrate fiscal responsibility		<b>MS</b>
3. Programs analyze expenditures, resources and impact on campus community		<b>NE</b>
<b>Part 12. TECHNOLOGY</b>		
1. Programs must have adequate technology to support their mission		<b>MS</b>
2. Technology use must comply with policies and laws		<b>NE</b>
3. Programs must have policy and procedure to backed up data		<b>NE</b>
4. Use of technology must reflect current best pedagogical practices	Technology could be better used to improve the NSO experience	<b>BLS</b>
5. Student staff who use technology must have policies and training		<b>MS</b>

Part 13 FACILITIES AND EQUIPMENT		
1. Programs must have adequate equipment and facilities to meet their mission		<b>MS</b>
2. Staff must have an office that is adequately equipped and sized		<b>MS</b>
3. Staff must have access to private space for conversations		<b>MS</b>
4. Space must be conducive to safety of records		<b>MS</b>
5. Staff must be training how to respond to an emergency		<b>EN</b>
Part 13. ASSESSMENT AND EVALUATION		
1. Programs must conduct regular assessment and evaluation		<b>MS</b>
2. Programs must employ effective qualitative and quantitative methodologies	NSO program has ineffective qualitative survey	<b>BLS</b>
3. Programs must employ sufficient & sound assessment measures	NSO has two surveys; one to parents and one to students with low completion rates	<b>BLS</b>
4. Data must be collected from students, families, and other constituencies	NSO fails to collect data from student leaders and other offices	<b>BLS</b>
5. Programs must evaluate & enhance institutions mission & educational effectiveness		<b>MS</b>
6. Results of the evaluations must be disseminated campus wide	NSO survey is not disseminated campus wide	<b>BLS</b>

**VI. Summary of Recommendations - with level of impact**

There are many things that the Student Activities Office is doing well as it relates to NSO. Based on the interviews and the review of materials I would recommend the following actions in order to improve the program in order to better assist students and their family members in the transition to Pepperdine University. There are fourteen recommendations, some more significant than others, each identified with an area(s) of development and how significant of an impact it will have on the NSO program (low level, medium level and high level).

	<b>Recommendation</b>	<b>Area of Development</b>	<b>Level of Impact</b>
1.	Develop a mission statement, goals & learning outcomes for NSO	Assessment and leadership	Medium
2.	Use Orientation Coordinators more in the planning and implementation of the orientations program	Program development and student leadership	High
3.	Hire Orientation Coordinators as student interns in the SAO during the academic year	Program development, staffing and student leadership	Medium
4.	Use cohort groups around FYS to improve orientation experience and have Peer Mentors lead them	Program development	High
5.	Increase the use of student orientation staff into the Orientation sessions and workshops, including panels	Program and student leadership development	Medium
6.	Ensure Orientation use a wide variety of pedagogy in orientation sessions ( drama, video, panels, small group, increase choice)	Program development	High
7.	Transition International/Transfer Student Orientation under NSO	Program development	Medium
8.	Coordinate an airport shuttle for part of the NSO	Hospitality enhancement	Low
9.	Balance orientation session over all four days	Program development	Medium
10.	Create a culture where students don't skip NSO	Program development	Medium
11.	Increase the number of sessions where students and family members attend together	Program development	Medium
12.	Redraft the NSO assessment survey	Program dev. and assessment	Low
13.	Develop the Peer Mentoring Program	Program and student leadership development	Medium
14.	Have OL's and OC evaluate the program	Program development	Low

## ***VII. Explanation of Recommendations***

### ***1. Develop a mission statement and learning outcomes for NSO***

The orientation program would greatly benefit from the development of guiding documents. Doug has most of this in his head, but it would be good to get it down on paper. I would suggest developing a mission statement specific to orientation that is explicit in what the orientation program is and what it is that they do. In my opinion, this should include one or two references to the explicit connection of being a Christian institution. I also believe that defining learning outcomes specifically for orientation are important; the learning outcomes for SAO are too broad to really impact NSO. Calvin's orientation programs guiding documents have been attached in the appendix as an example.

### ***2. Use Orientation Coordinators more in the planning and implementation of NSO***

The Student Activities Office has many examples of how it empowers students to have a significant impact on programs (ex. the Board). Yet, NSO has very little student involvement in the planning and implementation of NSO. I would suggest hiring two student Orientation Coordinators to work part-time in the spring and full time in the summer and empowering them to assist in all aspects of the orientation process. Have students involved in the planning and implementation process allows for new ideas and is helpful in ensuring programs stay relevant to new students and their family members. The cost of such a decision would be approximately \$12,000, but would be an investment in the program and a great opportunity to continue to develop students as leaders. In my opinion, this would be a very transformational decision that would have far-reaching implications.

### ***3. Hire Orientation Coordinators as student interns in the SAO during the academic year***

NSO attracts high quality students both as OLs and OCs. To capitalize on these dynamic, highly trained and motivated student leaders, I would suggest having OCs serve as student Interns in the Student Activities Office. The SAO could develop four to five intern positions for these students to assist in the work of the SAO. Positions might include but are not limited to: Peer Mentoring Intern, Greek Life Intern, Traditions Programming Intern, and Doug's Student Intern. This would not only be beneficial for the office to help with workloads but also provide a leadership

opportunity for the OCs for more than a couple of weeks. This obviously would have some budget implementations, approximately \$12,000 if each student worked 10 hours a week.

**4. *Use cohort groups of FYS to improve orientation experience and have Peer Mentors lead them***

Instead of having a “mob mentality” throughout NSO programs, the use of small groups can be an effective tool to increase student engagement. I would suggest having two or three sessions a day that are in designed for small groups. A very natural cohort group could be the FYS groupings. This would ensure students are committed to the group since they will be together for the rest of the semester. This has implications for hiring your OL staff. I would suggest that you hire 40 peer mentors who would serve as small group facilitators and would require additional training. I would also hire 100 Orientation Leaders to help with move in and creating a hospitable and welcoming environment. This will have a significant impact on the program and engagement of new students in NSO.

**5. *Increase the use of student orientation staff into the Orientation sessions and workshops***

Pepperdine students are articulate and competent and therefore should be used more in orientation sessions and workshops. Both students and parents would appreciate NSO highlighting students instead of administrators. It provides new students with great role models and parents with a sense of what their student could become here. This could include a student panel, a student interviewing faculty members, and students presenting on topic areas where they have had experience.

***VII. Explanation of Recommendations Continued***

**6. *Ensure orientation uses a wide variety of pedagogy in orientation sessions***

On several occasions, with both students and faculty, it was brought up that the majority of the orientation sessions are important, but they become very boring because they are mostly “talking heads”. This leads to students and family members skipping sessions and disengagement during the sessions. As co-curricular educators we have the responsibility of ensuring we are using a variety of pedagogical methods at our disposal. I would suggest using small groups (as previously suggested) drama, video, panels, creative arts, choice in session selection, talk show formats,

interactive sessions, and using polling devices.

7. ***International and transfer student orientation programs integrated into Student Activities Office***

It is a best practice to have these programs integrated into the office which coordinates the orientation of new students. This allows for all students to receive the same high quality welcome. Consider the difference in experience for an international student compared to a North American new student: no orientation signage, no OLs to assist in the Pepperdine welcome, no fanfare or support that an orientation office knows how to give. Having international, transfer and new student orientation run out of the same office insures that all students are receiving consistent services and welcome.

8. ***Coordinate an airport shuttle as part of the NSO***

Pepperdine is clearly great at welcoming new student to campus. One way to improve the NSO experience would be to offer an airport shuttle as another way to extend hospitality. For students who are arriving out of state, attempting to arrange their own taxi arrangements or pick-up can be difficult. Hiring two students and the use of a college van to pick up out of state visitors could be a great customer service experience for these students and their families.

9. ***Balance orientation session over all four days***

Currently the NSO schedule is out of balance with the majority of orientation sessions weighted at the beginning of the five days. The schedule is very full Wednesday and Thursday, a slower Friday with Saturday and Sunday having little or no orientation content. In my opinion, this creates significant problems. First is that students become overwhelmed with orientation sessions the first days and begin to disengage from the program. Many students do not attend by Thursday and Friday--this is unacceptable. NSO should have great attendance throughout the program. By offering a more balanced schedule, it provides more organic free time for students on Wednesday and Thursday. As a result, students will not be as tired of orientation nearing the weekend. There were many occurrences where it was communicated that student were tired and overwhelmed by the program. The second problem of having an unbalanced schedule is that it leaves students disengaged during the first weekend of their college career. Too much free time can create two issues: one being homesickness and the other unwanted behaviors. Keeping students fully engaged throughout the weekend would assist in both of those

areas. An alternative to balancing the schedule is to cut NSO by a day, moving some of the schedule into Friday and Saturday. (Appendix III)

## *VII. Explanation of Recommendations Continued*

### **10. *Create a culture where students don't skip NSO***

This is easier said than done, but at Calvin College over 85% of its students have perfect attendance (not missing any sessions) during the four day orientation program. Orientation programs are great, but if we can't get students to attend, what's the point? The other factor is that the students that skip sessions are the usually the students that need it the most. Here are a few ideas of creating a culture of great attendance:

- Take attendance - use the chapel scanners, even if it doesn't impact anything
- Begin the day with both family members and students attending together. This creates positive pressure from the family to ensure their child is there.
- Incentives - Give away a drawing for free text books to any student who has perfect attendance.
- Have NSO use small groups. People will be less likely to skip if they feel like they will be missed by the small group.

### **11. *Increase the number of sessions where students and family members attend together***

There are very few sessions in NSO where students and family members have sessions together. It is important to have a balance of sessions where students and family members are together and then apart. I would recommend that this is a 2/1 ratio. For every two hours spent apart, there should be one hour spent together. These allows the students and the family members' time to process things together, ensure that everyone is hearing the same information, and allows for parents to feel like they still have some connection with their child and a chance to check in on them.

### **12. *Redraft the NSO assessment survey***

I would suggest redrafting the NSO assessment survey to ensure it is measuring the learning outcomes for the program. The survey currently has 59 questions, which is far too many for students to accurately care about answering. (Eight of the questions are about Frosh Follies.) It would be helpful for the survey to include questions on the individual sessions offered. Several offices indicated that they would like to have the survey data shared more widely about the NSO experience especially, if it impacted

their office's work.

13. ***Develop the Peer Mentoring Program as part of the FYS***

Currently, the peer mentoring program is only offered to a select number of FYS classes, based on the faculty members interest in having a Peer Mentor. I would suggest a collaborative effort with the academic offices to ensure that all FYS courses include a Peer Mentor in the FYS experience. Having a Peer Mentor who would journey with every new student at Pepperdine would allow healthy underclassmen/upperclassmen interaction. Helping faculty better understand the role of a Peer Mentor could allow more of a student's perspective to be brought up in class and is a great leadership development opportunity for the students involved.

14. ***Have OL's and OC evaluate the program***

It is good practice to survey the Orientation Coordinators and the Orientation Leaders as part of assessing the orientation experience. I have found many good insights and opportunities for innovation when I invite students to provide written feedback on both their training experience and the NSO experience.

15. ***Ensure Orientation Leader training uses a wide variety of pedagogy in training sessions***

A clear message we heard from your student leaders concerning OL training was that it was great at building community, but it was boring. Too many talking heads! They communicated that it was all important information but they would have appreciated a variety of methods used as a part of their training (see #6). They also suggested that returning OL and OC be used more widely in the training of new OL's. This would help keep the returning OL's engaged and allow students to hear from their peers which can be an effective tool in training.

## ***VI. Conclusions***

There are many good things happening at Pepperdine University and, in particular, within the Student Activities Office. There are many talented staff working in the office; Doug Hurley clearly is a director that people respect and appreciate. Although there are no recommendations in this report regarding the staffing of the Student Actives Office, it is worth noting that Doug and his staff work very hard, and Doug particularly is pulled in many different directions. If this office continues to maintain and develop the high quality events and services, more staffing allocation is needed.

Hiring an Orientation Coordinator may free Doug from programming and allow him to manage the variety of programs in the office.

There are many things going right as it relates to the NSO program. I have no doubt that it is serving students and families well. But there is some need for growth and development that I have outlined in my recommendations. The Student Activities Office should invest in the future development of the program and seek some major change that will propel the NSO forward and onto the cutting edge of the field rather than "tweaking" the current program.

It has been a pleasure getting to know Pepperdine University and the Student Activities Office better. If I can serve in any other way, please let me know.

## Appendix I

*Student Activities  
Seaver College, Pepperdine University  
On campus review schedule for John Britton*

### *Monday, February 20*

- 8 a.m. Student Activities Staff Member  
Doug Hurley, Director of Student Activities & Campus Recreation  
Doug's office, HAWC 116*
- 8:30 a.m. Assessment Discussion  
Connie Horton, Associate Dean of Students, Director of Student  
Counseling Center  
HAWC Conference Room*
- 9 a.m. Student Activities Staff Member  
Jarrett Fisher, Associate Director of Student Activities  
Jarrett's office, HAWC 113*
- 10 a.m. Seaver Dean's Office  
Michael Feltner, Associate Dean of Seaver College  
Andrea Harris, Senior Director, Student Administrative Services  
Michael's Office, TAC 210*
- 12 p.m. Lunch with Student Activities Staff  
Brittany Chin-Lee, Campus Programs Coordinator  
Jarrett Fisher, Associate Director  
Allan Heida, Administrative Coordinator  
Doug Hurley, Director  
Kapua Kauhane, Student Organizations Coordinator*
- 2 p.m. Student Activities Staff Member  
Brittany Chin-Lee, Campus Programs Coordinator  
Brittany's office, HAWC 117*
- 3 p.m. Dean of Students Office  
Mark Davis, Dean of Student Affairs  
Tabatha Jones Jolivet, Associate Dean of Student Affairs  
Mark's Office, TCC*
- 6 p.m. Dinner with Student Activities Director  
Doug Hurley, Director of Student Activities & Campus Recreation  
Doug's Office, HAWC 116*

### *Tuesday, February 21*

- 9 a.m. Orientation Student Staff  
Orientation "Coordinators" and "Leaders" and "First-year Seminar  
Mentors"*

*TCC 260*

- 10:00 Pepperdine Faculty  
HAWC Conference Room*
- 2 p.m. Student Government Executive Board  
SGA Office, HAWC*
- 3 p.m. Student Programming Board  
SPB Office, HAWC*
- 4 p.m. Inter Club Council Students  
ICC Office, HAWC*

*Wednesday, February 22*

- 8 a.m. Student Government Senate Meeting  
TAC first floor conference room*
- 9 a.m. Student Affairs Student Organizations Advising Committee  
Jennifer Christy, Associate Chaplain  
Kari Enge, Director, Intercultural Affairs  
Casey Gillam, Intramurals and Club Sports Coordinator  
Meredith Miller, Assistant Director, Volunteer Center  
Marie Thomas, Assistant Director, Intercultural Affairs  
Bettingen Conference Room, TAC 210*
- 10 a.m. Chapel  
Firestone Fieldhouse*
- 11 a.m. Parents Program Staff  
Kim Barkis, Manager, Seaver Parents Program  
Lacey Von Lanken, Assistant to the Vice Chancellor for Major Gifts  
Braun Conference Room, TAC 3*
- 1 p.m. Housing and Residence Life Staff  
Kerri Heath, Director, Residence Life  
Brian Dawson, Associate Dean of Students, Housing and Residence  
Life  
Dewey Hall, Suite A*
- 2 p.m. Seaver Alumni Staff  
Avesta Carrara, Office Manager, Seaver Alumni Affairs  
Matt Ebeling, Executive Director of Alumni Affairs  
Tara Lawrence, Associate Director, Seaver Alumni Affairs  
Braun Conference Room, TAC 3*
- 3 p.m. Orientation Partners  
Virginia Groves, Assistant Director, International Student Services  
Stacy Rothberg, Associate Dean of Students  
Stacy's Office, TCC*

## ***Mission***

*As servants of Jesus Christ and partners in education, we provide orientation programs that assist new students and their families in making a successful transition into the Calvin College learning community.*

*We do this through comprehensive programs that creatively connect them to the full range of campus resources and curricular and co-curricular learning opportunities.*

## ***Vision***

### ***The Orientation Program will:***

- Connect to and resonate with new students and their families
- Be influential, powerful, and transformational
- Be innovative and creative in all aspects of programming
- Actively engage and energize students in their Calvin experience

### ***The Orientation Board will:***

- Be a cohesive unit, committed to functioning as an interdependent team
- Trust one another in their endeavors
- Be transparent, vulnerable, and actively communicating with each other
- Be accountable to one another, embracing healthy conflict as a opportunity for growth

### ***The Orientation Interns will:***

- Strive to be innovators, consistently seeking to develop and improve the program
- Carry themselves as professionals, representing the office and college well
- Dedicate and commit themselves to the program and its' goals
- Assume ownership of their work and responsibilities

## ***Core Values***

### **COMMUNITY MOTIVATED**

Ensuring that we place a high value on relationships and foster them

### **EDUCATION FOCUSED**

As co-curricular educators, striving to educate and inform students

and families in all we do

### **HOSPITALITY SHAPED**

Welcoming and creating space for new students and families

### **MISSION CENTERED**

Ensuring the program aligns with the education mission of the college

### **PROFESSIONAL EXCELLENCE**

Striving for excellence in all parts of our profession

### **LEADERSHIP ENHANCEMENT**

Encouraging returning students to emerge and develop as leaders

## **Learning Outcomes for Orientation**

### **New Students**

- Explain the purposes of higher education and students' roles as active learners
- Explain the mission and identity of Calvin College
- Become familiar with the physical layout of the campus, by learning to identify a majority of the buildings around campus
- Describe the academic processes: AER, academic advising, registration and the Core Curriculum
- List the broad range of support services, activities and opportunities that are offered to students
- Identify other new and returning students, faculty and staff that they have had an opportunity to interact with

### **New Families**

- Explain the mission and identity of Calvin College
- Become familiar with the physical layout of the campus, by learning to identify a majority of the buildings around campus
- Become familiar with the general academic processes: AER, academic advising, registration and the Core Curriculum
- Describe FERPA and its implications as a parent at Calvin
- List the broad range of support services, activities and opportunities that are offered to students and parents
- Identify other families including those from their geographical area
- Create strategies for making a smooth transition into their role of being a parent to a college student

### **Orientation Board**

- Articulate the college's expectations for students and provide information that identifies relevant policies, procedures, and programs that aid students in making healthy choices
- Describe and apply the mission and core values for Calvin College, the Student Life Division and Orientation
- Be proficient at being able to respond to frequently asked questions related to Calvin College and Orientation
- Explain the importance of hospitality and create strategies of how to practice it through our work in Orientation

- Identify the roles and functions of the various offices with whom the Orientation programs partner, (e.g., Admissions, S.A.S., Registrars, Parent Relations, Residence Life and O.C.C.E.)
- Outline the importance of student development theories including: retention theory, involvement theory, and leadership theories and how these theories integrate into Orientation and Student Life at Calvin
- Create and apply strategies to become better acquainted with one's self, others and God

### **Orientation Leaders**

- Describe and apply the college's expectations for students and provide information that identifies relevant policies, procedures, and programs that aid students in making healthy choices
- Describe and apply the mission and core values for Calvin College, the Student Life Division and Orientation
- Be proficient at being able to respond to frequently asked questions related to Calvin College and Orientation
- Articulate the importance of hospitality and create strategies to practice it
- Formulate essential skills to be able to effectively facilitate small group interaction
- Design ways of being authentically energetic and enthusiastic about Calvin College and Orientation
- Apply strategies to effectively serve as a Teaching Assistant with a Calvin Instructor in a Prelude class

Appendix III  
Revised NSO Student Schedule (shortening NSO by a day)

Wednesday, August 22, 2012

7:30am-1:30pm	Check-in for Domestic Students
7:30am-1:30pm	Student ID Cards Photos
10:30-12:00pm	Written English Exam for International Students
Noon-2:00pm	Lunch
1:00pm and 2:00pm	Campus Tour
1:00-2:30pm	Placement Exam Evaluations
4:00-5:00pm	Presidential Welcome (students and parents)
5:00-6:30pm	Presidential Reception/Dinner for Parents
5:00-6:30pm	Residence Halls Cookout at the dorms
7:00-7:45pm	Living on campus (students and parents)
8:30-10:30pm	Fun evening event

Thursday, August 23, 2012

8:00-8:45am	Breakfast
9:00-10:00am	Great Moments in Pepperdine's History (students and parents)
10:15-10:45am	Refreshments
10:45-11:45am	Academic and Academic Advising
11:45-1:15pm	Lunch
1:15-3:15pm	First-year Seminar Groups with Instructors and OL's
3:30-4:30pm	Meet with Divisions and Majors
5:30-7:00p	Family Dinner
7:15-9:00pm	Student Drama and small groups breakouts
9:00pm	Evening Activity

Friday, August 24, 2012

8:00-8:45am	Breakfast
9:00-9:45am	Chapel (students and parents)
9:45-10:15am	Coffee Break
10:15-11:15 am	International Programs presentations/DC presentation (students/parents)
11:15-1:00pm	Majors and Services fair
11:45-1:00 pm	Lunch
1:15-3:15pm	Life Outside the Classroom workshops
3:30-4:15pm	Technology and SGA
5:00-6:45pm	Dinner

7:00-7:45pm	Goodbye Ceremony/Parent blessing
8:00-8:30pm	Student mugging
8:30-10:00pm	Movie in the Park
10:00pm	Frosh Follies Rehearsal

Saturday, August 25, 2012

8:30-9:30am	Student Breakfast
9:30-10:30am	Making the most of your college experience (small groups)
10:30-12:00pm	Waves Expo
12:00-1:15pm	Lunch
1:30-4:00	Choose Your Adventure (Small groups excursions)
4:15-5:30	Frosh Follies Rehearsal
5:30-7:00	Dinner with SGA
7:00-8:00pm	Presidents Reception
8:15-9:15pm	Frosh Follies Rehearsal
9:30	Frosh Follies
11:00-12:00am	Aftermath



*Review of Pepperdine University  
Student Activities  
at Seaver College  
February, 2012*

Lead Reviewer

R. Darrell Peterson  
Director, Student Programs Office  
Boston College

with contributions from

John Britton  
Associate Dean of Student Development  
Calvin College

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## I. INTRODUCTION

**Pepperdine University** is an independent, medium-sized university enrolling approximately 7,700 students in five colleges and schools. Seaver College, the School of Law, the Graduate School of Education and Psychology, the Graziadio School of Business and Management, and the School of Public Policy are located on the university's 830-acre campus overlooking the Pacific Ocean in Malibu, California.

Pepperdine University is religiously affiliated with Churches of Christ, of which its founder, Mr. George Pepperdine was a lifelong member. Faculty, administrators and members of the Board of Regents represent many religious backgrounds, and students of all races and faiths are welcomed. It is the purpose of Pepperdine University to pursue the very highest academic standards within a context that celebrates and extends the spiritual and ethical ideals of the Christian faith.

**Seaver College** is primarily undergraduate and residential. It is selective in enrollment and committed to high academic standards. Its task is to prepare persons of diverse economic, social, ethnic, and religious backgrounds to become moral and intellectual leaders, challenging students to value service above material success.

Seaver is a liberal arts college. As such, it nourishes and transmits the noblest ideas of Western culture – the achievements of science and technology as well as the artistic, intellectual, and ethical heritage of the Western world. At the same time, the Seaver curriculum and co-curriculum also reflect a modern, global world view that is more complex and egalitarian than observed in earlier history of academia. Moreover, the college does not isolate itself from the contemporary nature of life and the economic realities of our own age.

Seaver College places the students' holistic development at the heart of its educational mission. The college therefore recognizes the importance of both the curriculum and the co-curriculum. It strives to affect the total development of the student – intellectual, physical, emotional, social, and spiritual. Laying the foundations of lifetime learning is the college's critical objective. The school recognizes that learning is ongoing in every facet of the student's life. Because of this fact, it seeks to integrate and direct the complex web of experiences toward its developmental goals. Since research suggests that a significant correlation exists between the degrees in which a student is involved in the life of the college and his or her successful development in the college learning experience concerted effort is made to maximize the involvement of each student in the larger life of the college.

**The Office of Student Affairs** strives to enrich the student experience by fostering learning experiences which promote personal and spiritual development, while also providing for and responding to student need. By viewing learning as a primary goal for all of Student Affairs it requires a reorganization and new outlook of student affairs work. There is a shift to thinking of its work in terms of educational outcomes--such as critical thinking, moral reasoning, and appreciation for diversity--rather than as sets of activities, such as residence life, student activities, and judicial affairs. This shift means conducting different business – that is, actively cultivating opportunities and experiences for student learning in everything. The work of student affairs has the potential to be transformative and redemptive, preparing Pepperdine students to live lives of service, purpose, and leadership.

The **Student Activities** Office, within the Student Affairs division, has five distinct responsibilities: Orientation, Student Organizations, Greek Life, Student Government, and Student Programming. The learning outcomes for this office are as follows:

5. Demonstrate leadership in guiding and assisting a student organization in meeting its goals; communicate a vision or mission that encourages commitment, action in others, and grow in a personal understanding of a Christian worldview.
6. Show social competencies by communicating and working interdependently with a diverse population.
7. Make purposeful decisions regarding balance among education, work, and leisure time.
8. Demonstrate an understanding of values and God-given gifts and skills to create a sense of belonging and community, thereby enhancing traditions and loyalties.

## **II. METHODOLOGY**

In the fall of 2011, Doug Hurley, Director of Student Activities, initiated the process for an external review of the Student Activities Office at Pepperdine University, as part of a five-year review process. Darrell Peterson, Director of the Student Programs Office at Boston College, and John Britton, Associate Dean of Student Development, were invited to facilitate this review that would happen sometime in early spring, 2012. The dates of February 20-22 were agreed upon and plans emerged to organize a comprehensive site visit.

The on-site review began Monday, February 20 with interviews scheduled throughout three days with additional meetings in the evenings. Appendix #1 includes a list of the eighteen interviews that were conducted during this time. In all, over 65 people were interviewed for the entire review of Student Activities Office. This report will focus on the information gathered during these interviews focusing specifically on the Student Activities office as a whole, including Greek Life.

To be sure, the visit was very full and quite productive. Special thanks to Doug Hurley for his work in organizing the visit and making the site team's stay at Pepperdine both enjoyable and productive.

## **III. BIOGRAPHY OF REVIEWERS**

R. Darrell Peterson currently serves as director of the Student Programs Office at Boston College. With over 12 years in the field as a student affairs practitioner, Darrell has experience in the areas of student activities, leadership development, multicultural affairs, and fraternity & sorority life. Darrell received a B.A. degree in Communication and a M.Ed. in College Student Personnel Administration from James Madison University (Harrisonburg, Virginia), and a Ph.D. in Educational Leadership/Higher Education with a graduate certificate in community college teaching from Iowa State University. His research interests include student leadership development, changing demographics, historically Black colleges and universities, and issues involving the exploration of race, ethnicity, privilege and power.

John Britton currently serves as the Associate Dean of Student Development at Calvin College. John has worked in higher education for the past fifteen years in: residence life, student organizations, student leadership development, and orientation. He has been a member of National Orientation Directors Association for over ten years, presented at regional and national conferences and in 2007, was recognized as the "Orientation Director of the Year" at the national conference. John holds a master's degree in Educational Leadership with a focus on Curriculum and Instruction. He is an avid student and reader of leadership development theories. He has a passion for experiential education and using the wilderness to educate students.

#### **IV. THEMES (General)**

Throughout the various interviews, several significant themes emerged. The following themes are divided into two parts: general themes, and functional themes. These themes are in no particular order, and are organized to ensure clarity.

##### **1. Positive Reputation**

The Student Activities Office is very well respected and has a reputation for doing outstanding work with limited resources, for building strong relationships throughout campus, and for being approachable and student-centered. Throughout the interviews, participants were especially complimentary of Doug Hurley, Director, and Jarrett Fisher, Associate Director, the senior leadership of the department.

##### **2. Staffing**

Faculty, staff, and students were keenly aware that the Student Activities staff is extremely overworked. Several participants recognized the intense strain on Doug having to direct two departments. Participants were also very concerned that Kapua Kauhane, Student Organizations Coordinator, is stretched too thin being responsible for student organizations, and fraternities and sororities. Having one person responsible for multiple large functional areas has generated a great deal of frustration from both students and staff. Student members of the Greek community were especially vocal about this arrangement. More of their feedback will be discussed later in this document.

Although the Student Activities team appeared to be cohesive and supportive of each other, there is concern that the lack of adequate staffing may be detrimental to departmental morale. Because the staff is so overwhelmed, there were indications that some might be too busy to assist others, answer questions, and provide the necessary levels of guidance and support required to be a truly successful team.

##### **3. Level of activity on campus**

All participants overwhelmingly agreed that the Pepperdine campus is over programmed, and there is way too much activity occurring on campus. A contributing factor appears to be a lack of communication and collaboration among departments, organizations, and units across campus. There was also a concern that no single calendar (electronic or otherwise) exists that can adequately capture and display all activity on campus so that students and departments are aware of what is being offered. This lack of information coupled with the large number of campus activities has resulted in staff having to focus on programs as they occur, instead of being strategic about the approach to programming campus-wide.

##### **4. Partnerships with faculty and other departments**

Overall, campus constituents were pleased with the work of the Student Activities Office. Several faculty members in particular were very complimentary of the

programs and services offered to students as well as the opportunities for them to become more deeply involved in students' lives outside the classroom. They felt valued and supported in their work with students and welcomed future opportunities for participation. The faculty members we interviewed were committed to supporting student organizations and student life, and would often attend club meetings, rehearsals, and events.

Various other departments also had very positive comments about their work with the Student Activities Office. They expressed many of the same concerns mentioned above in terms of the staff being overworked, issues with timely communication, and the negative impact of an over programmed campus.

## **5. Assessment**

Assessment was mentioned frequently by participants during the interviews. There was a desire for evidence that programs and services are effective, and meeting the needs of students. As is the case on many campuses across the country, assessment can often be viewed as "yet another thing to do" in addition to already existing work, leaving many staff feeling as though they do not have time to do assessment. As mentioned throughout this document there is no question that the Student Activities staff is overworked, however, assessment can play a critical role in helping to shape future programs and activities, to provide data calling for the retirement of other activities, and also to strengthen a case for additional resources.

The practice of the five year program review is a beneficial one and a step in the right direction. The development of student learning outcomes for the department is also another positive step, although some staff expressed that they struggled with the implementation and measurement of these learning outcomes in their daily work.

## **Themes (Functional)**

### **1. Student Government**

Overall the Student Government was perceived very positively by administrators and faculty alike. This was mostly due to the leadership and mentoring of Associate Director, Jarrett Fisher. The SGA students were very fond of Jarrett and had nothing but positive things to say about him. It was evident that students truly value Jarrett's time, dedication, and guidance.

A few areas for improvement and growth were also mentioned. The students felt they could have used more training in both parliamentary procedure and resolution writing. In general there was a feeling that the SGA could do more to promote themselves among the student body, and share more information about what they do. Other suggestions included devoting more quality time to the senate, establishing scheduled transition meetings each year, creating a position in SGA that would serve as a liaison to athletics, and also creating a position to oversee assessment efforts for SGA.

## **2. Student Programming Board**

The Board is composed of very passionate, committed, and highly involved student leaders who appear to truly enjoy their work. The Board puts on a wide variety of events designed to engage the campus community throughout the year. The students expressed great satisfaction with the training they received in preparation for their roles, and characterized their yearly transitions from outgoing to incoming as “highly organized.” The students were very appreciative of the recent student fee increase, and were very complimentary of their advisor, Jarrett Fisher.

Although the students were very pleased with their experience, they also expressed several logistical challenges to their work. Some of these challenges include: frustration with the Department of Public Safety (always needing professional staff to vouch for them), the need for better access to parking when preparing for events, the inconvenience of road closings at night when events occur, concern with the method for tracking their work hours, and a need for their own storage space (in a more convenient location). In addition, the students expressed several programmatic challenges that impact their work including a need for better space for showing movies, and better access to the amphitheater for programming.

The students also expressed a need to improve communication with other students, especially through student organizations, student government, etc. In addition, there was a need expressed for a more formal way of evaluating and assessing their programs beyond being based primarily on the level enjoyment from participating students. Overall, the members of the Board were happy with their experience, and had a great deal of pride in their accomplishments.

## **3. Inter Club Council**

Overall there was satisfaction with the new meeting structure and budgeting process for the ICC. In fact, one administrator referred to the ICC as a “shining jewel.” Both these changes will certainly need more time to see if indeed they are more effective. Philosophically, the ICC should explore the true nature and potential of its role. As the central funding source for student organizations, the ICC has the power to shape events and campus culture. There should be a strategic vision for what campus life should look like, and how student organization activities and programs can help promote that vision.

When asked about their relationship with the Student Activities office, the majority of the students was unclear about what OSA does and said they have little to no communication with the office. However, some also explained that once they became part of the executive board, then they got to know the OSA staff. There was also concern with the advising of the ICC. The students felt that their advisor, Kapua Kauhane, was always very busy and seemed overcommitted. They thought that perhaps she has too much responsibility having oversight for Greeks and student organizations.

It is important to note that during my interview with member of the Greek system, several students expressed concerns about their connection to the ICC. Some felt as though the ICC was “trying to control everything”, and that they see no value in being affiliated with the ICC. One student also recommended that Greek life should be independent from the ICC.

#### **4. Student Organizations (and general involvement)**

On several occasions throughout our interviews some overarching concerns were raised regarding student involvement in organizations at Pepperdine. These concerns raise questions about the barriers that may exist for students when they desire to join a group. This may include both Greek organizations and “regular” organizations. There were perceived issues around open access verses an orchestrated selectivity among some clubs. Several administrators felt that this idea ultimately conflicts with the university’s emphasis on dignity and quality of student life. Perhaps the methods used by student organizations to accept new members could be examined.

There was also concern over the recognition versus registration of student organizations. Typically “recognition” implies a closer relationship to the institution, suggesting approval and supervision of the organization and its activities – almost as an extension of the university. In contrast, “registration” implies a somewhat more distanced relationship affirming that the group has met the basic requirements, but are not necessarily supervised and endorsed by the university. This concern directly connects to the LGBT group that wishes to be recognized as mentioned by several individuals we interviewed. Many faith-based institutions of higher education struggle with ways to address the needs of the LGBT community on campus. While a recognized student organization may not be the most appropriate outcome, there may be other ways to approach the situation. One option could be to play more of a support role versus an advocacy role that might be implied by the recognized student organization status. Perhaps a team of administrators within student affairs (such as representation from the dean’s office, student activities, campus ministry, etc.) could meet with the students on a regular basis to provide an outlet for understanding and support.

Generally speaking, we also heard participants call for the advising model for student organizations to be more clearly defined, fine tuned, and based on best practices.

#### **5. Greek Life**

Greek Life is a significant aspect of campus life at Pepperdine University. With 26% of the student body involved in Greek Life, this area plays a critical role in the culture of the campus for all students. Members of the Greek community who were interviewed for this review were very proud of their diverse membership, the role that they play in creating a social life on campus, and that they help create a sense of identity and belonging for new and current members. According to the Greek students participating in the interview, the vast majority of campus leaders are members of the Greek system at Pepperdine.

There was also significant concern for the way that Greeks are perceived on campus. For some there is an “us versus them” mentality among non-Greek students creating a divide and splintering the campus community. The students were also very aware

of a lack of understanding of the Greek system among fellow students, faculty and staff. They characterized the perception of them as mixed at best.

It appears as though one of the contributing factors to this negative perception has to do with the recruitment process, particularly for sororities. Early on during their first-year, freshmen have the daunting task of deciding whether or not to study abroad their sophomore year, and whether or not to join a fraternity or sorority. Some suggested that moving recruitment to the spring semester instead of the fall might alleviate some of this pressure. This change would have a variety of pros and cons. A positive outcome would be that freshmen would have more time to adjust to campus life and make a more informed decision about where Greek life is right for them or not. Negative outcomes would include a lack of programming done by Greeks during the spring semester, and the difficulty they would encounter trying to conduct recruitment while also planning for Song Fest during the spring semester. Although some acknowledged that the overall outcome could eventually be positive, a major culture shift would need to occur, and the change process would have to be properly managed by the Student Activities office.

In addition, there was also great concern from faculty and staff regarding the release rate for students who participate in sorority recruitment. Some feel as though the release rate is too high and that all students who want to join should be able to join. However, this approach would be contrary to the mutual selection process that is the foundation of formal sorority recruitment. Several faculty and staff even questioned whether the presence of fraternities and sororities on campus are congruent with the mission of Pepperdine University since they are not able to offer membership to all who are interested in becoming members. Finally, Greek students also pointed out that there is no form of follow-up with those students who have been released.

There was also a great deal of concern with the advisement of the Greek system. Participants consistently commented that half of a staff person's time is not sufficient to properly advise the very active fraternities and sororities at Pepperdine. There was also concern regarding the responsiveness of the Greek Advisor to request for information, answers to questions, etc. Again, it was evident that there needs to be more staff time devoted to advising the Greeks on campus. Finally, several students expressed concerns with issues of trust and whether the Greek Advisor could truly be impartial and unbiased since she is a member of one of the active chapters on campus. The students viewed this as a conflict of interest.

Other issues regarding the Greek community included: a lack of adequate space for Greeks on campus, ineffective governing councils, inadequate training, and no established method for addressing Greeks who choose not study abroad.

## **6. Student Organizations Advising Committee**

The committee unanimously agreed that they love working with the SAO staff. They described the staff as very supportive and always willing to partner. Overall, they viewed the advising committee as a positive support and resource for themselves as well as for the students.

In terms of roles and responsibilities as advisors, there was a great deal of diversity depending on their department. For some, the advisor role is woven into their job description, and some club budgets are housed within departmental budgets. However, this is not the case for others. Some members of these departments serve as the primary advisor to clubs, while others do not. Further, some clubs do not have a faculty/staff advisor at all.

While the advising experience was described as a positive one, there were several challenges that emerged during the interview. One such challenge raised was frustration with the fact that administrative paperwork can be time consuming and overwhelming. The participants mentioned that it is also challenging because sometimes departments are unable to take on additional clubs because there is a lack of departmental resources to properly support them. In addition, they expressed a need for more communication regarding funding processes and procedures for the clubs they advise. Finally, the participants also expressed that it can also be a challenge when club programming evolves into departmental programming, blurring the lines of responsibility and accountability.

Other important general comments echoed the reoccurring belief that Pepperdine is an over programmed campus. Similarly, participants expressed a need for a collective training for student leaders prior to the beginning of the school year. This would also be an opportunity to discuss opportunities for collaboration and to share event calendars. Participants recommended that there should be some type of an evaluation process established that could be used to determine whether or not clubs should continue being registered from year to year.

Finally, the participants expressed great concern for the SAO staff. They unanimously felt that more staffing is needed in order to effectively manage all of the programs and services housed within the department. The participants were especially concerned with the amount of responsibility that Kapua has with oversight for student organizations and Greek life.

## **7. Waves of Flags program**

This program was mentioned numerous times by a variety of people we interviewed. Participants consistently questioned why SAO is responsible for this program and why it has continued to occur annually, and on such a grand scale. According to participants, the set-up is extremely labor intensive and is usually done by Doug and some of his staff. It was clear that everyone had a great deal of respect for the spirit of the event, however the frequency, scale, and lack of support to execute the event remained an area of concern for Doug and his staff.

## V. CAS STANDARDS REVIEW CHARTS

Founded in 1979, The Council for the Advancement of Standards in Higher Education (CAS) is the pre-eminent force for promoting standards in student affairs, student services, and student development programs. CAS continues to create and deliver a dynamic and credible Book of Professional Standards and Guidelines and Self-Assessment Guides that are designed to lead to a host of quality-controlled programs and services. The standards for both campus activities and fraternity and sorority advising programs are summarized in the chart below. I have attempted to evaluate to what extent Pepperdine University's Student Activities office and Greek Life programs are meeting these standards. The assessment includes four different ratings: exceeds standards (ES), meets standards (MS), below standards (BLS) and not evaluated (NE).

### Campus Activities Programs – CAS Standards and Guidelines

Part 1. MISSION		
1.	Campus activities programs must provide opportunities for students to:	
a.	Participate in co-curricular activities	MS
b.	Participate in campus governance	MS
c.	Advocate for their organizations and interests	MS
d.	Develop leadership abilities	MS
e.	Develop healthy interpersonal relationships	MS
f.	Use leisure time purposefully	MS
g.	Develop ethical decision-making skills	MS
h.	Advocate for student organizations and interests	MS
Part 2. PROGRAM		
1.	Promote student learning and development outcomes that are purposeful and holistic	MS
2.	Promotes outcomes that prepare students for satisfying and productive lifestyles	MS
3.	Promotes outcomes that prepare students for work	MS
4.	Promotes outcomes that prepare students for civic participation	MS
5.	Provide evidence of impact on the following developmental outcomes:	MS
6.	Must be integrated into the life of the institution	MS
7.	Intentional and coherent	MS
8.	Guided by theories and knowledge of learning and development	MS
9.	Reflective of developmental and demographic profiles of the student population	MS
10.	Responsive to needs of individuals, diverse and special populations, and relevant constituencies	MS
a.	Knowledge acquisition, integration, construction, and application	Learning outcomes not focused on these areas BLS
b.	Cognitive complexity	MS
c.	Intrapersonal development	MS
d.	Interpersonal competence	MS
e.	Humanitarianism and civic engagement	MS
f.	Practical competence	MS
11.	Integrated into the life of the institution	MS
12.	Intentional and coherent	MS
13.	Guided by theories and knowledge of learning and development	No evidence of any specific theory or approach BLS
14.	Reflective of developmental and demographic profiles of student population	MS
15.	Responsive to needs of individuals, diverse and special populations, and relevant constituencies	MS

16. Comprehensive and reflect and promote the diversity of student interests and needs		MS
17. Broad of scope, inclusive of all educational domains for student learning and development	There is evidence of student learning for leaders who participate in trainings, but not necessary for students who participate in programs and activities	BLS
18. Offer and encourage student participation in student-led campus activities		MS
19. Ensure that the institution has a policy for the registration and recognition of student organizations		MS
Must include these fundamental functions:		
20. Implementing campus programs that add vibrancy to the campus		MS
21. Advising student organizations that implement programs or services		MS
22. Advising student governing organizations		MS
23. Ensuring the proper and efficient stewardship of funds including the student activity fee and institutional allocation		MS
24. Implementing training, development, and educational opportunities		MS
25. Programs must be produced and promoted according to professional and institutional practices and protocols		MS
26. Contracts must be signed by an appropriate authority identified by institutional policies and procedures		MS
<i>Advising</i>		
1. Must provide effective administrative support for student organizations		MS
2. Every student organization must have an advisor		BLS
3. Criteria for who may serve as an advisor and the role and responsibilities must be defined		MS
4. Must provide information and training opportunities for advisors	More could be offered	MS
5. Advisors should:		
a. Be knowledgeable of student development theory and philosophy	Assumed but not necessarily evident	MS
b. Have adaptive advising styles	Assumed but not necessarily evident	MS
c. Have interest in the students involved		MS
d. Have expertise in the topic for which the student group is engaged		MS
e. Understand organizational development processes and team building	Assumed but not necessarily evident	MS
<i>Student Governance</i>		
1. Must have a written mission, purpose and process for continuity of leadership that is regularly reviewed		MS
2. Criteria for student involvement must be clear, widely publicized, easily accessible, and consistently followed		MS
3. Budgeting and fiscal procedures must be clearly defined and must follow applicable laws		MS
4. Clearly defined grievance procedures must exist to settle disagreements regarding continuity of leadership, budgeting procedures and ethics violations by student leaders		MS
5. Must be encouraged to operate in accordance with institutional values, mission, and policies and be informed of possible consequences for failure to do so		MS
6. Must have policies and procedures for providing an advisor to student governance organizations		MS
<i>Training, Education, and Development</i>		
Must ensure that there are training, education, and development opportunities for students involved in student organizations		MS

Training, education, and development activities must be delivered by a diverse range of faculty members, students, and staff, using diverse pedagogies, and take place in a variety of ways MS

Training, education, and development opportunities must take into account differing student developmental levels MS

**Part 3. LEADERSHIP**

- |  |  |    |
|--|--|----|
| 1. Articulate a vision and mission   |  | MS |
| 2. Set goals and objectives  | Should consider developing SLOs for all major programs | MS |
| 3. Advocate for programs and services  |  |    |
| 4. Promote campus environments that provide meaningful opportunities for student learning, development, and integration  |  | MS |
| 5. Identify and find means to address individual, organizational, or environmental conditions that foster or inhibit mission achievement                               |  | MS |
| 6. Advocate for representation in strategic planning initiatives at appropriate divisional and institutional levels  |  | NE |
| 7. Initiate collaborative interactions with stakeholders   |  | MS |
| 8. Apply effective practices to educational and administrative processes   |  | MS |
| 9. Prescribe and model ethical behavior  |  | MS |
| 10. Communicate effectively  |  | MS |
| 11. Manage financial resources   |  | MS |
| 12. Incorporate sustainability practices in the management and design of programs and services   |  | NE |
| 13. Manage human resource processes  |  | NE |
| 14. Empower professional, support, and student staff to accept leadership opportunities  |  | NE |
| 15. Encourage and support scholarly contribution to the profession   |  | NE |
| 16. Be informed about and integrate appropriate technologies into programs and service   |  | MS |
| 17. Be knowledgeable about federal, state/provincial, and local laws relevant to programs and services   |  | MS |
| 18. Develop and continuously improve programs and services in response to changing needs of student and other populations served and evolving institutional priorities |  | MS |
| 19. Recognize environmental conditions that may negatively influence the safety of staff and students and propose interventions that mitigate such conditions          |  | MS |

**Part 4. HUMAN RESOURCES**

- |   |   |     |
|---|---|-----|
| 1. Must be staffed adequately by individuals qualified to accomplish the mission and goals  | Both Doug and Kapua are doing two jobs that should be separated | BLS |
| 2. Must establish procedures for staff selection, training, and evaluation  |   | NE  |
| 3. Set expectations for supervision   |   | NE  |
| 4. Provide appropriate professional development opportunities   |   | NE  |
| 5. Professional staff must hold an earned graduate or professional degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience |   | ME  |
| 6. Degree- or credential-seeking interns must be qualified by enrollment in an appropriate field of study and relevant experience   |   | ME  |
| 7. Student employees must be carefully selected, trained, supervised and evaluated  |   | ME  |
| 8. Employees and volunteers must receive specific training on policies and privacy laws regarding access to student records and other   |   | NE  |

	sensitive information		
9.	Must have technical and support staff members adequate to accomplish mission	Roles and responsibilities of support staff should be reevaluated for efficiency	BLS
10.	All staff must receive training on policies and procedures related to the use of technology		NE
11.	Must ensure staff members are knowledgeable about and trained in emergency procedures, crisis response, and prevention efforts		NE
12.	Salary levels must be commensurate and comparable with other positions within the institution		NE
13.	Must maintain position descriptions for all staff		NE
14.	Must institute fair, inclusive, proactive, and non-discriminatory hiring and promotion practices		MS
15.	Must conduct regular performance planning and evaluation of staff		NE
16.	Must provide professional development opportunities for staff	Unsure if opportunities exist for staff, however it is critical for successful job performance	NE
17.	Must identify staff who have authority to enter into binding contracts on behalf of institution and explain to students and advisors		NE

**Part 5. ETHICS**

14.	Programs have a statement of ethical practice		NE
15.	Staff adhere to principles of ethical behavior		MS
16.	New staff are oriented to a statement of ethical practice		NE
17.	Privacy and confidentiality are maintained with all communications		MS
18.	Student records are never disclosed without written consent		NE
19.	Staff must comply with the institutions human subjects research policies		NE
20.	Staff must avoid personal conflicts of interest		NE
21.	Staff must ensure fair and impartial treatment of all persons		MS
22.	Staff must ensure funds are managed with accounting procedures		NE
23.	Promotional information is accurate		MS
24.	Staff must perform assigned duties within the limits of their responsibilities		MS
25.	Staff must confront and hold accountable others who exhibit unethical behavior		NE
26.	Staff must practice ethical behavior in the use of technology		MS

**Part 6. LEGAL RESPONSIBILITIES**

9.	Staff must have knowledge of laws and regulations		MS
10.	Staff must inform users of legal obligations and limitations; mandatory laws from federal, state and local governments		NE
11.	Programs must have written policies of relevant operations or tasks that have legal implications		MS
12.	Staff must not participate in or condone any type of harassment		MS
13.	Staff members must limit the liability exposure of the institution		MS
14.	Staff members must be informed of insurance coverage		MS
15.	Institutions must provide access to legal advice as needed		MS
16.	Institutions must inform staff about changing legal obligations & liabilities		MS

**Part 7. EQUITY and ACCESS**

1.	Staff members must insure service and programs are provided on a fair and equitable basis		MS
2.	Work environment must be free from any form of discrimination		MS
3.	Programs must provide remedies for imbalances	There is not adequate staffing to properly manage	BLS

in student participation and staffing patterns	existing programs and activities	
4. Programs must ensure physical and program access for persons with disabilities		MS
5. Programs are responsible to meet the needs of all who are served		NE
<b>Part 8. DIVERSITY</b>		
6. Programs must nurture environments that are welcoming to persons of diverse backgrounds	A collaborative approach should be developed to address the needs of LGBTQ students within the campus community	BLS
7. Program promotes and environment of open communication that deepens understanding		MS
8. Programs must promote respect in historical and cultural context		MS
9. Programs must address the characteristics and needs of a diverse population		MS
5. Staff must design and implement strategies for involving and engaging diverse student populations		MS
6. Must provide educational programs that emphasize self-assessment and personal responsibility		MS
7. Must support and participate in creating a welcoming and nurturing educational environment for all students		MS
<b>Part 9. ORGANIZATION and MANAGEMENT</b>		
13. Programs are structured purposely		MS
14. Programs are managed effectively		MS
15. Written policies and procedures are in place		MS
16. Websites are accurate and accessible	Websites could be enhanced to provide more detailed information about programs, services, and opportunities	MS
17. Programs use comprehensive and accurate decision-making		MS
18. Programs clear sources and channels of authority		MS
19. Programs use procedures for decision making and conflict resolution		MS
20. Programs use systems of accountability and evaluation		MS
21. Programs use processes for recognition and reward		MS
22. Programs align policies and procedures with those of the institution		MS
23. Programs channels for regular review		MS
<b>Part 10. CAMPUS and EXTERNAL RELATIONS</b>		
7. Programs must establish, maintain, and promote effective relations with relevant individuals, campus offices, and external agencies		MS
8. Programs must disseminate information about services		MS
9. Programs must co-ordinate and collaborate services to meet the needs of students and promote student learning outcomes		MS
10. Programs have procedures and guide lines corresponding to emergency and crisis		NE
11. Programs have systems and procedures for discriminating timely and accurate information during emergency situations		NE
12. Programs have procedures and guidelines for communicating with the media		NE
<b>Part 11. FINANCIAL RESOURCES</b>		
1. Programs have adequate funding to accomplish mission and goals		MS
2. Must demonstrate fiscal responsibility		MS
3. Must have clear and equitable methods for establishing, collecting, and allocating student fees		MS
4. Students with fiscal responsibility must be properly trained		MS
5. Must establish clear policies and procedures for funding and managing major events and		MS

programs

Part 12. TECHNOLOGY		
1.	Must have adequate technology to support mission	MS
2.	Technology must comply with institutional policies, procedures and laws	NE
3.	Must maintain policies and procedures for security and backup of data	NE
4.	Technology must reflect current best pedagogical practices	Use of platforms such as the PepperVine system could be better utilized and enhanced for maximum benefit to users BLS
5.	Technology for student use must be accessible and meet standards required for persons with disabilities	NE
6.	Policies for student access to technology must be clear and available to all students	NE
7.	Must be instruction and training on technology use	NE
8.	Must have access to information regarding legal and ethical misuse of technology	NE
9.	Student violations must follow established disciplinary procedures	NE
10.	Referrals must be made for students who experience negative emotional or psychological consequences from the use of technology	NE
Part 13. FACILITIES and EQUIPMENT		
6.	Programs must have adequate equipment and facilities to meet their mission	More space for groups would be beneficial for meeting, storage, working, etc. MS
7.	Staff must have an office that is adequately equipped and sized	MS
8.	Staff must have the ability to secure their work	MS
9.	Space must be conducive to safety of records	MS
10.	Must be sensitive to the special needs of persons with disabilities	NE
6.	Staff must be trained on emergency procedures	NE
Part 14. ASSESSMENT and EVALUATION		
7.	Programs must conduct regular assessment and evaluation	MS
8.	Programs must employ effective qualitative and quantitative methodologies	Should consider a wider variety of methodologies for comparison and triangulation MS
9.	Programs must employ sufficient & sound assessment measures	MS
10.	Data must be collected from students, families, and other constituencies	NE
11.	Programs must evaluate & enhance institutions mission & educational effectiveness	MS
12.	Results of the evaluations must be disseminated campus wide	NE
7.	Results must be used for revising and/or improving programs, identifying needs, and recognizing staff performance	Use of assessment data could be strengthened to make improvements, adjustments, etc. BLS

## Fraternity and Sorority Programs – CAS Standards and Guidelines

Part 1. MISSION		
1.	Must be consistent with mission of institution and professional standards	Although some have questioned the alignment of the program with the institutional mission MS
2.	Must enhance overall student experience	MS
3.	Promote academic and personal growth	MS
4.	To accomplish mission FSAP must:	MS
a.	Promote intellectual, social, spiritual, moral, civic, career development, and wellness	MS
b.	Provide experiences in leadership, group dynamics, and organizational	MS

	development		
	c. Promote involvement in co-curricular activities		MS
	d. Promote community service and philanthropy		MS
	e. Demonstrate appreciation for diversity		MS
	f. Promote diversified membership		MS
<b>Part 2. PROGRAM</b>			
1.	Must promote student development learning outcomes that are purposeful and holistic	Should develop learning outcomes specifically for Greek Life	BLS
2.	Student learning and development outcome domains are:		
	a. Knowledge acquisition, integration, construction, and application		MS
	b. Cognitive complexity		MS
	c. Intrapersonal development		MS
	d. Interpersonal competence		MS
	e. Humanitarianism and civic engagement		MS
	f. Practical competence		MS
3.	Must assess relevant and desirable student learning and development outcomes and provide evidence of impact		BLS
4.	Must articulate how FSAP contributes to student learning and development		BLS
5.	Integrated into the life of the institution	Although some work should be done on educating the community about Greek Life	MS
6.	Intentional and coherent		MS
7.	Guided by theory and knowledge of learning and development		BLS
8.	Reflective of developmental and demographic profiles of student population		MS
9.	FSAP must include:		
	a. Educational programming enhances knowledge, understanding, competencies, and compliment the academic curriculum	Perhaps more intentional linkages can be made	BLS
	b. Must encourage faculty, staff, and administrator involvement and interaction with students	Perhaps design programming to ensure that this type of involvement and interaction occurs	BLS
	c. Social and recreational programming that enhances knowledge, understanding and life skills		MS
	d. Opportunities for re recognition by the institution	Did not encounter evidence of this	BLS
	e. Clearly articulated relationship statement	This is a critical document and should be a top priority to create	BLS
	f. Educational programming on such issues as hazing, alcohol and other drug abuse, sexual harassment, racism, intolerance, etc.		MS
	g. Staff who understand rights and responsibilities of individuals and groups		MS
	h. Enforcement of applicable laws and policies		MS
	i. Proper advising services and resources and understanding of roles and responsibilities	Inadequate staff advising. Ideally there should be a full-time advisor for a Greek community of this size.	BLS
<b>Part 3. LEADERSHIP</b>			
1.	Articulate a vision and mission	A clearly defined mission and vision specifically for Greek Life should be developed	BLS
2.	Set goals and objectives	Learning outcomes specifically for Greek Life should be developed	BLS
3.	Advocate for programs and services	More advocacy is needed if the system is to be successful	BLS
4.	Promote campus environments that provide meaningful opportunities for student learning, development, and integration		MS
5.	Identify and find means to address individual, organizational, or environmental conditions that foster or inhibit mission achievement		MS
6.	Advocate for representation in strategic	It is evident that the role of Greek Life at Pepperdine is a	BLS

	planning initiatives at appropriate divisional and institutional levels	very important topic from students to some of the highest levels of the administration.	
7.	Initiate collaborative interactions with stakeholders	While some of this may be occurring, a more strategic approach could be developed	BLS
8.	Apply effective practices to educational and administrative processes		MS
9.	Prescribe and model ethical behavior		MS
10.	Communicate effectively	Communication with both internal and external stakeholders could be improved. A messaging system could be developed to help educate the community and promote Greek Life.	BLS
11.	Manage financial resources		MS
12.	Incorporate sustainability practices in the management and design of programs and services		NE
13.	Manage human resource processes		NE
14.	Empower professional, support, and student staff to accept leadership opportunities		MS
15.	Encourage and support scholarly contribution to the profession		NE
16.	Be informed about and integrate appropriate technologies into programs and service		NE
17.	Be knowledgeable about federal, state/provincial, and local laws relevant to programs and services		MS
18.	Develop and continuously improve programs and services in response to changing needs of student and other populations served and evolving institutional priorities	As community grows and expands, Pepperdine should engage in discussion regarding the ability to adequately serve and support the community at its current level and whether it should continue to expand at this time	BLS
19.	Develop and continuously improve programs and services in response to the changing needs of students		MS
20.	Recognize environmental conditions that may negatively influence the safety of staff and students and propose interventions that mitigate such conditions		MS

**Part 4. HUMAN RESOURCES**

1.	Must be staffed adequately by individuals qualified to accomplish the mission and goals	The current level of staffing is not adequate to support the size of the system	BLS
2.	Must establish procedures for staff selection, training, and evaluation		NE
3.	Set expectations for supervision		NE
4.	Provide appropriate professional development opportunities	Unsure as to whether or not there is an active membership with such organizations as the Association of Fraternity/Sorority Advisors (AFA)	NE
5.	Professional staff must hold an earned graduate or professional degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience		MS
6.	Degree- or credential-seeking interns must be qualified by enrollment in an appropriate field of study and relevant experience		NE
7.	Student employees must be carefully selected, trained, supervised and evaluated		NE
8.	Employees and volunteers must receive specific training on policies and privacy laws regarding access to student records and other sensitive information		NE
9.	Must have technical and support staff members adequate to accomplish mission		NE
10.	All staff must receive training on policies and procedures related to the use of technology		NE
11.	Must ensure staff members are knowledgeable about and trained in emergency procedures, crisis response, and prevention efforts		MS
12.	Salary levels must be commensurate and comparable with other positions within the institution		NE

- |  |    |
|--|----|
| 13. Must maintain position descriptions for all staff  | NE |
| 14. Must institute fair, inclusive, proactive, and non-discriminatory hiring and promotion practices                                     | NE |
| 15. Must conduct regular performance planning and evaluation of staff  | NE |
| 16. Must provide professional development opportunities for staff  | NE |
| 17. Must identify staff who have authority to enter into binding contracts on behalf of institution and explain to students and advisors | NE |
| 18. Services must be established and reviewed regularly in response to demand, enrollment, resources, etc.                               | NE |

**Part 5. ETHICS**

- |   |    |
|---|----|
| 1. Programs have a statement of ethical practice  | NE |
| 2. Staff adhere to principles of ethical behavior   | MS |
| 3. New staff are oriented to a statement of ethical practice  | NE |
| 4. Privacy and confidentiality are maintained with all communications                                       | MS |
| 5. Student records are never disclosed without written consent  | NE |
| 6. Staff must comply with the institutions human subjects research policies                                 | NE |
| 7. Staff must avoid personal conflicts of interest  | NE |
| 8. Staff must ensure fair and impartial treatment of all persons  | MS |
| 9. Staff must ensure funds are managed with accounting procedures   | NE |
| 10. Promotional information is accurate   | MS |
| 11. Staff must perform assigned duties within the limits of their responsibilities                          | MS |
| 12. Staff must confront and hold accountable others who exhibit unethical behavior                          | NE |
| 13. Staff must practice ethical behavior in the use of technology   | MS |
| 14. Staff must be familiar with, adhere to, advocate for, and model relevant ethical standards in the field | MS |
| 15. Program must adopt a statement of ethics that strives to:   |    |
| a. Treat fairly all students who wish to affiliate  | MS |
| b. Eliminate illegal discrimination associated with member selection  | MS |
| c. Uphold applicable standards of conduct   | MS |

**Part 6. LEGAL RESPONSIBILITIES**

- |   |    |
|---|----|
| 1. Staff must have knowledge of laws and regulations  | MS |
| 2. Staff must inform users of legal obligations and limitations; mandatory laws from federal, state and local governments | MS |
| 3. Programs must have written policies of relevant operations or tasks that have legal implications                       | MS |
| 4. Staff must not participate in or condone any type of harassment  | MS |
| 5. Staff members must limit the liability exposure of the institution   | MS |
| 6. Staff members must be informed of insurance coverage   | NE |
| 7. Institutions must provide access to legal advice as needed   | NE |
| 8. Institutions must inform staff about changing legal obligations & liabilities  | NE |

**Part 7. EQUITY and ACCESS**

- |  |    |
|--|----|
| 1. Staff members must insure service and programs are provided on a fair and equitable basis | MS |
|--|----|

- |   |    |
|---|----|
| 2. Work environment must be free from any form of discrimination                                | MS |
| 3. Programs must provide remedies for imbalances in student participation and staffing patterns | NE |
| 4. Programs must ensure physical and program access for persons with disabilities               | NE |
| 5. Programs are responsible to meet the needs of all who are served                             | MS |
| 6. Staff must recognize the needs of distance learning students                                 | MS |
| 7. FSAP must advocate for the needs of specific underrepresented populations                    | MS |

**Part 8. DIVERSITY**

- |   |    |
|---|----|
| 1. Programs must nurture environments that are welcoming to persons of diverse backgrounds                      | MS |
| 2. Program promotes and environment of open communication that deepens understanding                            | MS |
| 3. Programs must promote respect in historical and cultural context   | MS |
| 4. Programs must address the characteristics and needs of a diverse population                                  | MS |
| 5. FSAP must enhance students' role in being a member of a pluralistic society                                  | MS |
| 6. Programs must focus on awareness of cultural, religious, sexual orientation, and gender identity differences | MS |
| 7. FSAP must include outreach to under-represented populations in membership recruitment activities             | MS |

**Part 9. ORGANIZATION and MANAGEMENT**

- |  |    |
|--|----|
| 1. Programs are structured purposely                                     | MS |
| 2. Programs are managed effectively                                      | MS |
| 3. Written policies and procedures are in place                          | MS |
| 4. Websites are accurate and accessible                                  | MS |
| 5. Programs use comprehensive and accurate decision-making               | MS |
| 6. Programs clear sources and channels of authority                      | MS |
| 7. Programs use procedures for decision making and conflict resolution   | MS |
| 8. Programs use systems of accountability and evaluation                 | NE |
| 9. Programs use processes for recognition and reward                     | NE |
| 10. Programs align policies and procedures with those of the institution | MS |
| 11. Programs channels for regular review                                 | MS |
| 12. Organized to encourage positive relationships with students          | MS |

**Part 10. CAMPUS and EXTERNAL RELATIONS**

- |   |    |
|---|----|
| 1. Programs must establish, maintain, and promote effective relations with relevant individuals, campus offices, and external agencies              | MS |
| 2. Programs must disseminate information about services   | MS |
| 3. Programs must co-ordinate and collaborate services to meet the needs of students and promote student learning outcomes                           | MS |
| 4. Programs have procedures and guide lines corresponding to emergency and crisis   | NE |
| 5. Programs have systems and procedures for discriminating timely and accurate information during emergency situations                              | NE |
| 6. Programs have procedures and guidelines for communicating with the media   | NE |
| 7. Staff must utilize resources including headquarters staff, alumni, chapter officers and members, faculty, administrators and community resources | MS |

8. Must maintain effective contact with local chapters' national and international representatives		MS
9. Strive to establish good working relationships with neighbors, merchants, and community leaders when houses are located in community neighborhoods		NE
10. Must assist students in maintaining responsible community living		NE
<b>Part 11. FINANCIAL RESOURCES</b>		
1. Programs have adequate funding to accomplish mission and goals		MS
2. Must demonstrate fiscal responsibility		MS
<b>Part 12. TECHNOLOGY</b>		
1. Must have adequate technology to support mission		MS
2. Technology must comply with institutional policies, procedures and laws		MS
3. Must maintain policies and procedures for security and backup of data		NE
4. Technology must reflect current best pedagogical practices	Could explore ways to use technology to streamline/improve processes	MS
5. Technology for student use must be accessible and meet standards required for persons with disabilities		MS
6. Policies for student access to technology must be clear and available to all students		NE
7. Must be instruction and training on technology use		NE
8. Must have access to information regarding legal and ethical misuse of technology		NE
9. Student violations must follow established disciplinary procedures		NE
10. Referrals must be made for students who experience negative emotional or psychological consequences from the use of technology		NE
<b>Part 13. FACILITIES and EQUIPMENT</b>		
1. Programs must have adequate equipment and facilities to meet their mission		MS
2. Staff must have an office that is adequately equipped and sized		MS
3. Staff must have the ability to secure their work		MS
4. Space must be conducive to safety of records		MS
5. Must be sensitive to the special needs of persons with disabilities		NE
6. Staff must be trained on emergency procedures		NE
7. Contracts with outside vendors must include adherence to ethical and institutional policies		NE
8. Houses or common rooms must be managed in accordance with all applicable regulatory and statutory requirement of the host institution and relevant government authorities		NE
<b>Part 14. ASSESSMENT and EVALUATION</b>		
1. Programs must conduct regular assessment and evaluation	Assessment efforts should be enhanced and diversified	MS
2. Programs must employ effective qualitative and quantitative methodologies	Assessment efforts should be enhanced and diversified	MS
3. Programs must employ sufficient & sound assessment measures	Assessment efforts should be enhanced and diversified	MS
4. Data must be collected from students, families, and other constituencies	Not evident to what extent this occurs	NE
5. Programs must evaluate & enhance institutions mission & educational effectiveness		MS
6. Results of the evaluations must be disseminated campus wide	Not evident to what extent this occurs	NE

7. Results must be used for revising and/or improving programs, identifying needs, and recognizing staff performance	Existing and future data should be used for these purposes	BLS
8. FSAP must seek evaluative feedback from relevant administrative units, community agencies, alumni, students, faculty, and national or international headquarters staff	Not evident to what extent this occurs	NE

## VI. SUMMARY OF RECOMMENDATIONS – with level of impact

The Student Activities office is a dynamic, productive, student-centered department that plays a vital role in campus life for students at Pepperdine University. Based on the interviews conducted, alignment with CAS standards, and best practices in student affairs, I have developed the recommendations summarized below, with a detailed explanation to follow in the next section of this document. There are a total of 24 recommendations in the broad categories of staffing, Greek Life, programming, leadership, and miscellaneous. The table below outlines the recommendation, the area of development, and the level of impact (low, medium, high) it would have on the Student Activities office.

RECOMMENDATION	AREA OF DEVELOPMENT	LEVEL OF IMPACT
<b>1. Staffing</b>		
1.1 Develop a more balanced and effective approach toward the management of the Student Activities Office and Campus Recreation	Staffing, leadership	High
1.2 Split responsibility for student organizations and Greek Life into two separate positions	Staffing	High
1.3 Restructure the role and responsibilities of the administrative assistant and the administrative coordinator	Staffing	Medium
1.4 Consider creating graduate assistantships or internships	Staffing	
1.5 Provide greater access to professional development opportunities for staff	Professional development	Medium
<b>2. Greek Life</b>		
2.1 Strongly consider a staffing model with a dedicated, full-time Greek advisor	Staffing	High
2.2 Develop a task force to draft a relationship statement between Pepperdine University and the Greek community	Best practice, program management	High
2.3 Launch an awareness campaign to help the campus community better understand fraternity and sorority life	Marketing and communication	High
2.4 Develop a task force to explore the pros and cons of moving recruitment to the spring semester.	Program management	Medium
2.5 Develop programming to provide support for Greek members who do not study abroad	Program development	Medium
2.6 Develop support programs for those students who do not receive bids and are released from the recruitment process	Program development	High

2.7	Improve Rho Chi training	Leadership development	Medium
2.8	Develop a strategic plan to meet the unique needs of the new NPHC sorority at Pepperdine	Strategic planning, best practice	Medium
2.9	Develop a strategic plan to address interest in expansion from the NPHC and/or ethnic interest fraternities and sororities	Strategic planning, best practice	Medium
<b>3. Programming</b>			
3.1	Modify the Waves of Flags event	Program development	Medium
3.2	Facilitate an opportunity for all major programming entities to come together and discusses more strategic approaches to events and activities for the coming year	Marketing and communication	Medium
<b>4. Leadership</b>			
4.1	Reallocate current resources or petition for new resources to reinstate the leadership development position in the SAO	Staffing, student leadership development	High
4.2	Frame the critical need for leadership development program within the context of the institutional mission	Marketing and communication	High
4.3	Explore the benefits of a structured leadership development program for students	Program development, student leadership development	High
<b>5. Miscellaneous</b>			
5.1	Move toward an emphasis on student learning	Best practice, assessment	High
5.2	Modify the club recognition/registration process	Program development	Low
5.3	Require that all recognized student organizations have a faculty/staff advisor	Best practice	Medium
5.4	Use assessment to bolster requests for resources, staffing, program development, program retirement, etc.	Assessment, marketing and communication	High
5.5	Provide periodic and ongoing training opportunities for students, advisors, staff, and administrators on the PepperVine system	Program development, training	Medium

## VII. EXPLANATION OF RECOMMENDATIONS

Overall, the Student Activities Office does an impressive job of providing programs and services for students and their dedication and passion for the work are evident. The following recommendations are offered in an effort to enhance their impact and effectiveness, while addressing many of the currently existing challenges.

The recommendations are classified into 5 broad categories: staffing, Greek Life, programming, leadership, and miscellaneous.

### 1. Staffing

**1.1. Develop a more balanced and effective approach toward the management of the Student Activities Office and Campus Recreation.** Having Doug Hurley responsible for directing two departments is neither effective nor sustainable. This situation has put tremendous strain on Doug and his staff. Although it is understood that budget constraints are a critical factor, it is important to retain valuable, talented staff and provide them with a more manageable workload. I would offer the following solutions for consideration:

- Restructure both departments so that Doug becomes an executive director with oversight for student activities and campus recreation; promote Jarrett Fisher to director of activities; promote a senior administrator in campus recreation to assume the role of director
- Promote a senior administrator in campus recreation to assume the role of director and reallocate that individual's current responsibilities to other staff
- Advocate for the appropriate resources to fill the campus recreation director position

**1.2 Split responsibility for student organizations and Greek Life into two separate positions.**

In most activities offices, student organizations are the backbone of the operation, and require a high level of advising, support, and oversight. Similarly, Greek Life also requires a great deal of time and attention in order to be properly advised (see #2 for more detailed information on staffing for Greek Life). Having one person responsible for both these areas is unrealistic and can have negative implications for the students, staff, and institution as a whole.

**1.3 Restructure the role and responsibilities of the administrative assistant and the administrative coordinator.** Perhaps these roles could be restructured/reclassified so that part or all of one of the positions could be redirected to supporting the other staff with programs, advising, etc.

**1.4 Consider creating graduate assistantships or internships that could assist with the workload and also provide paraprofessionals with valuable hands-on work experience.** This would be a great opportunity for the division of student affairs to partner with the graduate school and/or education program.

**1.5 Provide greater access to professional development opportunities for staff** (especially junior staff). This would provide a great opportunity to get involved with regional and national associations appropriate to each staff member's area of responsibility and interest.

It is always beneficial to have exposure to other professionals in the field who do similar work and may be experiencing similar challenges.

## 2. Greek Life

- 2.1. **Strongly consider a staffing model with a dedicated Greek advisor, who focuses solely on the specific needs of the Greek system.**
- 2.2. **A task force should be developed to draft a relationship statement between Pepperdine University and the Greek Community.** This document would clearly define roles, responsibilities, privileges, and expectations. As a companion piece to this document, a strategic plan with learning outcomes should be developed specifically for Greek Life.
- 2.3. **Launch an awareness campaign to help the campus community better understand fraternity and sorority life, with special emphasis on administration and faculty.** The Greek Advisor should spearhead these efforts and be the strongest advocate for the community.
- 2.4. **Develop a task force to explore the pros and cons of moving recruitment to the spring semester.** This task force should include representation from all stakeholders including students, faculty and staff.
- 2.5. **Develop programming to provide support for Greek members who do not study abroad.** This programming should provide opportunities to connect with other students, to be productive within their organizations while their classmates are away, help them cope with the sense of loneliness and loss, and help prepare them for the return of their peers back to campus and the organization.
- 2.6. **Support programs should be developed for those students who do not receive bids and are released from the recruitment process.** This could be done in collaboration with a variety of campus partners including campus ministry, counseling services, campus recreation, activities, etc.
- 2.7. **Rho Chi training should be improved so that the students develop a clearer understanding of their role, and are better prepared for the challenges they will encounter throughout the recruitment process.** SAO should also consider discontinuing the use of the term “Rho Chi” since Rho Chi is actually the name of an established academic honor society in pharmacy. Instead, of using Rho Chi to stand for “recruitment counselor”, many campuses now use “Rho Gamma” to stand for “recruitment guide” instead.
- 2.8. **Special attention should be given to the new NPHC organization at Pepperdine recognizing that it functions completely differently from IFC and PHC organizations.** It is important to note that the members of the sorority may encounter some difficulty in finding their place within the Greek community at Pepperdine, since it is currently the only NPHC organization on campus.

**2.9. SAO should be prepared for interest in expansion from the NPHC to perhaps bring in a fraternity and/or another sorority.** In addition, SAO should also be prepared for student interest in national multicultural/ethnic Greek organizations (i.e. Latin@, and Asian interest fraternities and sororities).

### **3. Programming**

**3.1. Modify the Waves of Flags event in one of the following suggested ways:**

- 3.1.1. Instead of being an annual event, the event could occur every 3-5 years
- 3.1.2. Instead of the large flags perhaps smaller, more manageable flags could be used
- 3.1.3. A university-wide committee could be assembled to plan and execute the program so that all responsibility does not fall on SAO
- 3.1.4. Establish a way for students and organizations to get involved and put the program in their hands to plan and execute
- 3.1.5. Discontinue the program or replace it with a more manageable one

**3.2. Create an opportunity for all major programming entities to come together at the end of the school year or the beginning to discuss plans and ideas for programs for the coming year.** Programs could be prioritized in terms of history, tradition, impact, etc. to determine how and when events should occur. This could also provide an opportunity for cross-collaboration in the support and marking of events.

### **4. Leadership**

**4.1. Reallocate current resources or petition for new resources to reinstate the leadership development position in SAO.**

**4.2. Frame the critical need for leadership development program within the context of the institutional mission.** The mission statement of Pepperdine University reads: “Pepperdine is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of **purpose, service, and leadership.**” As such, it is only appropriate to commit resources to an integral aspect of the institutional mission. This emphasis on leadership development aligns perfectly with the work of SAO and every effort should be made to recapture resources for this position. The true strength of the request is that it is completely mission-driven. Talking points should be developed to support this goal.

**4.3. Explore the benefits of a structured leadership development program for students.** A focus on leadership development could enhance the campus community in the following ways:

- 4.3.1. Creates an opportunity to explore and identify leadership development theories and models that speak to who the students are and what they need to learn

- 4.3.2. Create a common language around leadership that can emanate throughout all aspects of the student experience including activities, service opportunities, student employment training, religious activities, Greek Life, athletics, academics, etc.
- 4.3.3. As a faith-based institution, there is an opportunity to connect leadership and spirituality in an intentional way that is much more challenging, if not impossible, at secular institutions. This approach tends to resonate very well with students since it speaks to them in a more holistic manner. For example, the Social Change Model (SCM) approaches leadership as a purposeful, collaborative, values-based process that results in positive social change. As evidenced through research, assessment, publications, and programs, the Social Change Model is a widely used and practiced leadership model. Many campuses (especially faith-based) currently utilize the SCM in conjunction with other theoretical approaches and models to create programs and opportunities that meet the unique leadership development needs and interests of their student populations.
- 4.3.4. Help to create opportunities for students that foster a sense of belonging, commitment to community, sense of inclusion, sense of purpose, and a call to citizenship
- 4.3.5. An emphasis on leadership development can help develop a greater focus on student learning that can directly compliment students' academic experiences. Leadership development can bridge the academic and the co-curricular within the student experience.
- 4.3.6. Leadership development programs can provide opportunities for students to reflect upon their experiences and create linkages between the academic, co-curricular, spiritual, emotional, and vocational.
- 4.3.7. SAO does student training very well, however there is a distinct difference between leadership development and training. If SAO could focus on BOTH leadership development and training in a more strategic way, students would benefit in many more tangible ways far beyond the roles and responsibilities of their job or position.

5. **Miscellaneous Recommendations** (in no particular order)

- 5.1. **Move toward an emphasis on student learning throughout all activities and programs.** The SAO should engage in discussion about the student learning aspects of their work. While many view activities offices as the place where “fun and games” occur, the recent emphasis on assessment and accountability require that student learning becomes the foundation for all that we do, especially in student affairs. This is certainly not to say that social and fun activities are not important, however if this is the main focus of the work, we are destined to face decreasing resources and a lack of respect for the important work that we do with and for students.
- 5.2. **Modify the club recognition/registration process so that it involves more people that just the staff coordinator making final decisions.** One approach would be to assemble a small committee of faculty/staff (advisors) and students

(perhaps representation from ICC, SGA, etc.) to help review and approve club requests for recognition/registration.

- 5.3. Require that all recognized student organizations have a faculty/staff advisor.** Recognition and/or funding could be withheld if organizations do not meet this requirement.
- 5.4. Begin to use assessment to bolster requests for resources, staffing, program development, program retirement, etc.** Perhaps a staff member(s) could engage in more intensive training and serve as the lead and expert for all departmental assessment activities.
- 5.5. Provide periodic and ongoing training opportunities for students, advisors, staff, and administrators on the PepperVine system.**

## VII. CONCLUSION

It was abundantly evident that the Student Activities office plays a significant role within the campus community and student experience at Pepperdine University. The department is composed of staff members who are deeply committed to their work, and always willing to do what is in the best interest of students. The staff was especially warm and welcoming, as were all of the students, faculty, and administrators we encountered. Student Activities is a large and complex organization that plays a critical role in campus life at Pepperdine. The senior leadership in particular was consistently cited as caring, competent, collaborative, supportive, and well-respected. The Pepperdine community is fortunate to have such dedicated professionals bringing the mission to life for students each and every day.

It was clear that although the staff is very capable, they are also overcommitted, overworked, and under resourced. While the reality of budget constraints and shifting priorities often dictate staffing patterns, it is important to note that in order for Student Activities to reach its true potential, more staffing is needed. It is unrealistic for Doug Hurley to continue as director of two distinct departments. This situation places significant demands on his time, which will ultimately result in and inability to be truly effective with either department. In addition, Pepperdine is in desperate need of a position dedicated solely to fraternity and sorority life. The size of the Greek community at Pepperdine dictates that at least one full-time professional should be assigned to the provide responsibility and oversight for the further development of the community. Pepperdine is fortunate to have a Greek community that appears to have a great deal of pride and respect for the system. In order to maintain and develop this pride and respect, the proper level of advising is critical.

Overall I was very impressed with the diversity of programs and leadership opportunities for students connected to Student Activities. The students themselves were bright, articulate, motivated, and committed to their work. The Student Activities staff is very highly regarded for its dedication to students, mentoring, spirit of collaboration, and collegial attitude. I have a great deal of respect for the team, and I am truly grateful for the opportunity to have met them and to call them colleagues.

# STUDENT-LED MINISTRIES

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5-YEAR PROGRAM REVIEW

ACADEMIC YEAR  
2011-12



PEPPERDINE UNIVERSITY

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**EXECUTIVE SUMMARY**

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## SELF-STUDY

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### INTRODUCTION

#### *Internal: History*

From 1996-2008, student-led ministry groups came under the umbrella of Housing and Residence Life, a department within Seaver College's division of Student Affairs. In 2008, Student-Led Ministries moved from being a function of Housing and Residence Life, to part of the department of Convocation. In 2010, it became a department in its own right. The department of Student-Led Ministries is part of the division of Student Affairs.

Student-Led Ministries (SLM) began in 1996 for at least two purposes: (1) to get students more engaged in spiritual life at Pepperdine; and (2) to provide opportunities for worship within the convocation series. There was not enough of the student body that attended Wednesday morning convocation and wanted to worship, so this was about providing an alternative event where people could worship together. Student-Led Ministries began as "Student Ministries," but was later changed to "Student-Led Ministries" in response to confusion between these student-led groups, and "campus ministry," a function of the University Church of Christ, and to clarify that these were groups led by students.

SLM started with "Common Ground" and "Celebration Chapel." Common Ground was a student-initiated and student-led intentional effort to unite Christian students across campus and across denominations. Common Ground existed for about 3-4 years. Celebration Chapel began as a student-led instrumental worship service and continues to be a vibrant part of spiritual life at Pepperdine.

SLM existed as a function of the Convocation Office until 2010. In October 2009, Christopher Collins left his role as Director of Convocation and Student-Led Ministries to become the Assistant Provost. Following his departure, Jonathan Schmitt (Administrative Assistant and Records Analyst) took on additional responsibilities while a search committee reviewed applications for Christopher's replacement. During this time, Jonathan was promoted to Convocation and Student-Led Ministries Coordinator and Records Analyst.

In March 2010, SLM became a distinct entity (separate from the Convocation Office) within Student Affairs, directly reporting to the Dean of Student Affairs. In the same month, Jennifer Christy joined the department as the Associate Chaplain for Student-Led Ministries. At this time, seven student-led ministries were active: Genesis Gospel Choir, Celebration Chapel, Pepperdine ACT:S (a.k.a. Acting on Aids), International Justice Mission, Sideline, Pure, and Ascend. One additional ministry, Asian Christian Ministries, was listed on the Web site but when SLM contacted its leaders of record, they indicated the group was no longer active. The group Pure dissolved in August, 2010, and the remaining six groups are still active.

The 2010-11 academic year was its first full year as a new department, and SLM had an exciting year of new ministries beginning, existing ministries expanding, and traditions being established. SLM began the year with six active ministries and grew to 16 by the end of the spring semester. This can be attributed, at least in part, to the establishment of a mission statement, application and funding processes; the strong presence at New Student Orientation; participation in LEAD day; an

enhanced web presence; and the promotion of various ministry activities through posters, calendar items, tabling, t-shirts and digital signage. Finally, all of this was made possible by a generous one-time gift from the Seaver Dean's Excellence Fund. With limited financial resources as a new department in April, 2010, SLM staff wrote a proposal for \$30,000 in gift money to support student initiatives. The full amount was awarded by the Seaver Dean's Excellence Fund, and about half of it was used in the 2010-11 academic year to grow and support Student-Led Ministries. The fund was used for items such as bringing in speakers and choir instructors, hosting film screenings, printing t-shirts and posters, purchasing equipment for Celebration Chapel, providing refreshments for events, and funding scholarships for student travel to conferences and retreats.

Also in the 2010-11 academic year, SLM established a new tradition of gathering all student-led ministry leaders once per semester to share a meal, discuss the current spiritual needs of the Pepperdine community, and envision ways in which SLMs might collaborate with one another and other campus partners to creatively meet those needs.

The existing student-led ministries have proven to be successful in promoting a spirit of worship on campus (see "Measures of Effectiveness" below), and seem to be successful in raising awareness regarding issues of social justice, and meeting the varied spiritual needs of students that are not met elsewhere on campus.

Beyond providing various avenues for worship, SLMs provide students with practical experiences that prepare them for lives of service, purpose, and leadership. SLM leaders are on the front lines, serving their peers and working tirelessly to encourage authentic faith and to center the Pepperdine community on God.

Through conversations with current leaders beginning in Spring 2010, leadership training was identified as a critical area of need. SLM participated in LEAD Inauguration and LEAD Day, two programs that come out of the department of Student Activities. With the dissolution of these programs on the horizon, SLM made plans to shore up the leadership development opportunities that SLM offers. In the 2011-12 academic year, SLM narrowed its funding focus to primarily support spiritual and leadership development, with students seeking funding for events and programs through the Inter-Club Council. This approach has served them well and so far SLM has been able to fully support 12 students attending conferences this year.

#### *Internal: Programs, Activities, and Services Offered*

As SLM was recently established as a distinct department, decisions are still being made regarding the programs and services that will be foundational components of the offerings. SLM currently gathers all of its leaders (as many as are able to attend) once per semester to share a meal, go through orientation materials, and discuss spiritual needs in the community. SLM also meets with representatives from each ministry once per semester to discuss goals (and review progress toward meeting them), challenges, upcoming events, leadership transitions, and prayer concerns. In the spring 2011 semester SLM offered a bi-weekly prayer meeting for student leaders, but attendance was poor so that was suspended pending further discussion regarding needs. Beyond that, the programs and services that come out of the SLM department are coming from the student groups themselves. All of the programs and services as of Spring, 2011 are listed in Appendix A.

### **Student-Led Ministries Mission Statement**

The mission of Student-Led Ministries is to strengthen students for lives of:

- *Purpose*, through relationships, ministries, and programs that focus on practicing the spiritual disciplines, building character and integrity, and instilling a sense of Christian vocation;
- *Service*, through providing opportunities and encouragement for servant leadership and engagement with the community; and
- *Leadership*, through equipping and mentoring students through the successful launch and sustaining of their ministry, enabling them to engage and change the culture on Pepperdine's campus and beyond through peer leadership.

### **Relationship to Student Learning and Development**

At the core of SLM's mission statement is the belief that student learning and development are achieved through both the curriculum and the co-curriculum. SLM seeks to educate and develop the whole student: heart, soul, mind, and body. SLM embraces student learning and development by providing spiritual leadership opportunities, helping to create a Christian ethos where spiritual formation is encouraged by the peer culture, and providing various opportunities for spiritual formation.

### **University Mission Statement**

Pepperdine is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service, and leadership.

### **Relationship to University Mission**

SLM took the University's mission statement as its starting point, expanding and tailoring it to departmental goals and outcomes. In this way, it not only complements the University's mission but also expands to give practical applications of its implementation in SLM's specific context.

### **Student-Led Ministries Goals**

To provide spiritual leadership opportunities for students with adequate faculty/staff support to create a Christian ethos on campus where spiritual formation is encouraged by the peer culture; to provide various opportunities for spiritual formation including worship, Bible study, prayer, reflection, service, and other activities designed to help students grow in Christian faith and values.

## Student-Led Ministries Student Learning Outcomes

The student who participates in Student-Led Ministries should be able to:

1. Demonstrate leadership in guiding and assisting a ministry in meeting its goals; communicate a vision that encourages action in others;
2. Demonstrate how practicing the spiritual disciplines deepens and strengthens one's faith;
3. Develop and articulate an increasing awareness, interest, and/or faith in Christ;
4. Demonstrate an understanding that ministry and service to others, including those different from oneself, is a natural outpouring of a life of faith in Christ.

## Student Learning Outcomes Alignment Map

Student-Led Ministries SLO	Pepperdine SLOs	Institutional Educational Objectives
1) Demonstrate leadership in guiding and assisting a ministry in meeting its goals; communicate a vision that encourages action in others;	<ul style="list-style-type: none"> <li>• Think critically and creatively, communicate clearly, and act with integrity.</li> <li>• Practice responsible conduct and allow decisions and directions to be informed by a value-centered life.</li> </ul>	Institutional Value: Leadership
2) Demonstrate how practicing the spiritual disciplines deepens and strengthens one's faith;	<ul style="list-style-type: none"> <li>• Appreciate the complex relationship between faith, learning, and practice.</li> </ul>	Core Commitment: Faith and Heritage Institutional Value: Purpose
3) Develop and articulate an increasing awareness, interest, and/or faith in Christ;	<ul style="list-style-type: none"> <li>• Appreciate the complex relationship between faith, learning, and practice.</li> </ul>	Core Commitments: Faith and Heritage; Knowledge and Scholarship Institutional Value: Purpose
4) Demonstrate an understanding that ministry and service to others, including those different from oneself, is a natural outpouring of a life of faith in Christ.	<ul style="list-style-type: none"> <li>• Demonstrate and enact a compelling personal and professional vision that values diversity.</li> <li>• Apply knowledge to real-world challenges.</li> <li>• Respond to the call to serve others.</li> <li>• Demonstrate commitment to service and civic engagement.</li> <li>• Use global and local leadership opportunities in pursuit of justice.</li> </ul>	Core Commitments: Faith and Heritage, Community and Global Understanding Institutional Values: Purpose, Service, Leadership

## *Approach to the Review*

The self-study began as a self-assessment that was a required component of a broader review of spiritual life at Seaver College. Additionally, the department connected with a student Service Leadership Team which would consult with the department on a stated business challenge.

In the summer of 2010, at the request of the Student Life Committee of the Board of Regents, staff from the Student-Led Ministries Department worked with the Dean of Student Affairs to develop the various components of a review of spiritual life at Pepperdine. As part of this review, the department helped to develop the benchmarking study and culminating report. Additionally, the department gathered institutional data related to spiritual life and formation from a number of sources. The following is a summary of the spiritual life review, written by Mark Davis, Dean of Student Affairs:

After completing its review of students' sense of community and issuing a report in the spring of 2010 on "Building Community at Pepperdine," the Student Life Committee turned its focus to spiritual life. At the December, 2009 meeting, University Chaplain Dave Lemley and Dean of Student Affairs Mark Davis provided an overview of some of the spiritual formation programs offered to students outside the classroom. Dave also returned to a later meeting to report on some of the student programs sponsored by the Center for Faith and Learning.

During the March, 2010 meeting the SLC decided it would be helpful to gain a better understanding about what factors nourish spiritual growth in college students and then review how well these components are at play at Pepperdine. The SLC recommended bringing in outside resources with expertise in spiritual formation to assist with this review. It was also recommended to benchmark how other schools facilitate spiritual life.

The SLC decided it should look at both specific programs designed to support spiritual growth (e.g., convocation) as well as general principles and conditions that foster an authentic Christian faith in students.

During the summer and fall of 2010, staff members conducted a benchmarking study of approximately 22 schools (see Appendix B). Preliminary results of this study were shared with the SLC at the December, 2010 meeting. One of the clearest findings was that most of the benchmark schools coordinate all of their spiritual life programs through one office (usually called Campus Ministry or the Chaplain's Office) whereas Pepperdine utilizes a much more decentralized model, with spiritual life programs sponsored through multiple offices and a partnership with the University Church of Christ. One of the outcomes of this review will be to determine which model best serves the needs of Pepperdine students and to articulate a clear rationale for Pepperdine's spiritual formation model.

During the fall, 2010 semester, a qualitative study was conducted of undergraduate spiritual life based on focus groups with 30 Seaver students. The results of this study were reviewed in the spring, 2011 semester by the SLC and the various departments engaged in the self-study. The Office of Institutional Effectiveness assisted with the transcription and evaluation of the interviews, and issued a research brief based on the findings (see Appendix C). The SLC also conducted a focus group with Seaver and School of Law students at its December, 2010 meeting (see Appendix D). One of the clearest themes from the meeting was that these students reported that their peers had the greatest impact on their spiritual growth, and they recommended that the University do more to support student-led spiritual formation programs. As a result of this meeting, the Student-Led Ministries office is increasing its efforts to promote and support the number of spiritual outreach

ministries led by students, and the Convocation office is piloting club convos (small groups) that are led by selected students rather than only faculty or staff.

At the March, 2011 SLC meeting, the committee heard a presentation by Rich Little, preaching minister at the University Church of Christ, on the importance of “beginning with the end in mind” by clearly articulating spiritual life outcomes. Rich provided examples of spiritual life outcomes at other schools, and the SLC expressed an interest in seeing Pepperdine develop its own spiritual life outcomes.

To address the SLC’s recommendation to utilize outside expertise to learn more about the best practices in spiritual formation, a Spiritual Life Forum was held on March 17-18, 2011. The outside guest was Dr. Barrett McRay, who serves as the chair of the Christian Formation and Ministry department at Wheaton College. The Forum included presentations by Pepperdine faculty and staff on their spiritual development research, a report on themes from the student focus group study, and the development of spiritual formation outcomes for Pepperdine.

To assist in this review the Student Affairs five-year program review cycle was adjusted for two spiritual life programs—convocation and student-led ministries—so that these programs are reviewed in 2011. Now that Pepperdine is an affiliate member of the Council for Christian Colleges and Universities (CCCU), the institution has access to an external review team affiliated with the CCCU that conducts spiritual life assessments of its member campuses. To date, this team has conducted reviews on 23 CCCU campuses. In consideration of time and fiscal management, SLM decided to combine efforts and let the CCCU external review team also serve as SLM’s five-year program review external review team.

Pepperdine scheduled a review for the first available time slot, September 28-29, 2011. The review process included an internal self-study prior to the arrival of the review. Various departments on campus involved in spiritual life programs completed their own self-studies by August, 2011. The CCCU team reviewed the self-studies prior to their on-campus visit with various groups of students, faculty, staff, and administrators. About one month after their visit, the external reviewers issued a report with their findings and recommendations (see Appendix E). In addition to serving as the external review report for this program review, this report will be reviewed by the SLC and the various departments that participated in the self-study.

## ANALYSIS OF EVIDENCE

### *Evidence of Program Quality*

#### **Students Involved in SLM Programs**

Although this relatively new department did not previously have a system in place that would allow for specific demographic descriptions of program participants, the department recognizes this priority and has worked diligently to obtain historical demographic data on program participants as well as to build an infrastructure so that demographic data will be readily available for future use.

This involves working with IT personnel on creating an event attendance system within PeopleSoft that can be queried to generate reports of attendance with detailed demographic information. Once completed (projected Summer 2012), this PeopleSoft module will be

available to all of Student Affairs and other interested departments from across the University.

In the meantime, SLM staff relied on available attendance data, which was limited to SLM events that were recorded in the Convocation database for Convo credit. SLM staff worked with IT to increase the output of data so that a query of a particular event would not only return student names and IDs, but also the following variables that are relevant to SLM's departmental goals: gender, ethnicity, class year, residential status, USA/International status, athlete status, and religious affiliation. (Email addresses were also added for ease of follow-up communication with program participants, such as requests to complete surveys, a feature that was used following the 2011-12 Veritas Forum).

A few of the larger programs were selected to review in terms of demographics of students involved:

1. 2009-10 Veritas Forum
2. 2010-11 Veritas Forum
3. 2011-12 Veritas Forum
4. Fall 2010 Celebration Chapel
5. Spring 2011 Celebration Chapel
6. Spring 2011 Live to Forgive event

The disaggregated attendance data (available in Appendices F-K) is reviewed by program in the later section "Trends in Student Participation." What follows are reflections on student participation across the Student-Led Ministries programs reviewed.

- \* Freshmen are consistently overrepresented. This may be due to the "get involved" culture that is consistently communicated and experienced during New Student Orientation and following.
- \* Roman Catholic students are consistently underrepresented with one exception: attendance at the 2010-11 Veritas Forum was within 0.11% of the overall student body. The remaining five programs surveyed exhibit underrepresentation by -2.56%, -4.95%, -2.43%, -2.38%, and -5.3% (reported in order listed above). In the case of Celebration Chapel (and Live to Forgive, which was organized by the Celebration Chapel leader), this underrepresentation might be attributed to the protestant nature of the event.
- \* Church of Christ students are consistently overrepresented at Veritas Forums (overrepresented by 8.03%, 2.7%, and 2.95%). This might be attributed to the traditional emphasis in Churches of Christ on intellectualism and the life of the mind.
- \* Student Athletes are consistently underrepresented (-6%, -6%, -4.51%, -2.99%, -2.9%, -6%). This might be due to the presence of a Student-Led Ministry that is specifically geared towards athletes: Sideline. Sideline is a well-attended student-led group that meets every Wednesday evening for worship, fellowship, Bible study, and discipleship.
- \* Off Campus students are consistently underrepresented (-21%, -18%, -21.75%, -16.6%, -5.9%, -24%). One likely reason for this is that as Student Affairs staff have observed, students who live off-campus are unlikely to return to campus for events other than scheduled classes (with few exceptions).

## Curriculum and Learning Environment

### *Student-Led Ministries Student Learning Outcomes*

The student who participates in Student-Led Ministries should be able to:

1. Demonstrate leadership in guiding and assisting a ministry in meeting its goals; communicate a vision that encourages action in others;
2. Demonstrate how practicing the spiritual disciplines deepens and strengthens one's faith;
3. Develop and articulate an increasing awareness, interest, and/or faith in Christ;
4. Demonstrate an understanding that ministry and service to others, including those different from oneself, is a natural outpouring of a life of faith in Christ.

### *Curriculum Map*

Programs	SLO 1: Leadership	SLO 2: Spiritual Disciplines	SLO 3: Faith in Christ	SLO 4: Ministry and Service
Advising and Student Development	x	x	x	x
Ministry Activities	x	x	x	x

### *Detailed Outreach & Prevention Curriculum Map*

	SLO 1	SLO 2	SLO 3	SLO 4
One-on-one coaching	x	x	x	x
Leadership Dinner/Orientation	x	x		
General Advising	x	x	x	x
Acting on Aids	x	x	x	x
Ascend	x	x	x	x
Catholic Student Association	x	x	x	x
Celebration Chapel	x	x	x	x
Christian Surfers Pepperdine	x	x	x	x
Engage	x	x	x	x
Exploring the Texts	x	x	x	x
Genesis Gospel Choir	x	x	x	x
Graduate Christian Fellowship	x	x	x	x
Graziadio Christian Business	x	x	x	x

Society				
International Justice Mission	x	x	x	x
Prayer Ministry	x	x	x	x
Sideline	x	x	x	x
Veritas Forum	x	x	x	x
The Wells Project	x	x	x	x
Wonderfully Made	x	x	x	x

*Assessment Plan*

SLO	When to Assess	Program	
		Advising and Student Development	Ministry Activities
1	2011-12	<i>Direct Evidence:</i> Behavioral observation based on rubric (running meetings, managing events); reflective essays scored using a rubric; e-portfolio	<i>Direct Evidence:</i> Behavioral observation based on rubric (running meetings, managing events); reflective essays and reflective conversations scored using a rubric; e-portfolio
2	2012-13	<i>Direct Evidence:</i> Reflective Journals scored using a rubric; Photography <i>Indirect Evidence:</i> Survey; Focus Groups; Interviews	<i>Direct Evidence:</i> Reflective essays scored using a rubric <i>Indirect Evidence:</i> Survey; Focus Groups
3	2013-14	<i>Direct Evidence:</i> Reflective Journals scored using a rubric; Photography <i>Indirect Evidence:</i> Survey; Focus Groups; Interviews	<i>Direct Evidence:</i> Reflective essays scored using a rubric <i>Indirect Evidence:</i> Survey; Focus Groups
4	2014-15	<i>Direct Evidence:</i> Reflective Journals scored using a rubric; Photography; e-portfolio <i>Indirect Evidence:</i> Survey; Focus Groups; Interviews	<i>Direct Evidence:</i> Reflective essays scored using a rubric; e-portfolio <i>Indirect Evidence:</i> Survey; Focus Groups

\*E-Portfolio options are being investigated with plans to begin piloting in the 2012-13 academic year.

*Analysis and Reporting*

Programs are assessed in accordance with the schedule set forth above, with analysis and reporting taking place through the SLOs and Strategic Initiatives Report (January and April, annually), Annual Report (August, annually), and Program Review (every five years).

*Methods of Assessment: Best Practices*

A common theme observed among the benchmark institutions (see Appendix B) was the desire to better define and develop spiritual formation measures. All campus ministry professionals who were interviewed acknowledged the real difficulty in measuring spiritual formation and spiritual growth (i.e., how does one quantify spiritual growth?).

Of the institutions surveyed, student spiritual formation was assessed to various degrees using both informal survey instruments (e.g., Survey Monkey) and formal survey instruments (e.g., NSSE). The informal survey instruments tend to gather qualitative information, such as experiences of transformation, growth, and challenge. The formal survey instruments tend to primarily gather quantitative information, such as percentages of students who engage in particular spiritual activities and frequency of engagement.

As an example of an informal survey instrument, the Chaplain at Wheaton College annually invites a random sample of thirty graduating seniors, with a participation of 20-25, to participate in an exit interview regarding spiritual life. He indicates that these conversations have been most helpful in his assessment of student spiritual formation at Wheaton.

Generally, the benchmark institutions track student participation in spiritual life programming/activities even though there seems to be consensus that such numbers are not the best indicators of student spiritual growth.

In light of what the department learned about assessment related to spiritual life at benchmark institutions, and based on what the department believed would work well at Seaver College, a variety of indirect and direct evidence measures were established to assess the department's SLOs.

*Inventory of Educational Effectiveness Indicators*

(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published?	(3) What data/evidence is used to determine that students have achieved stated outcomes of various programs offered?	(4) Who interprets the evidence? What is the process?	(5) Examples of "Closing the Loop" regarding SLO Assessment and other data	(6) Date of last program review
Yes	Student Affairs website: <a href="http://seaver.pepperdine.edu/studentaffairs/learningoutcomes/">http://seaver.pepperdine.edu/studentaffairs/learningoutcomes/</a> Link on Student-Led Ministries site: <a href="http://seaver.pepperdine.edu/studentministries/">http://seaver.pepperdine.edu/studentministries/</a>	Data collected to assess effectiveness and impact of Advising and Student Development by e-portfolio, surveys, focus groups, a rubric for behavioral observation of management of meetings and events, reflective journals, reflective conversations, and work samples.  Evaluation of Ministry Activities assessed through surveys, focus groups, a rubric for behavioral observation of	Department directors with input from students in the service learning course and their staff prepare/interpret the evidence and annual program reports and 5 year program reviews, annual reports are peer-reviewed by other directors who give input	<ul style="list-style-type: none"> <li>Implementation of the Veritas Forum addressed student feedback data collected in the 2007 College Student Beliefs and Values (CSBV) Survey, in which 52% of students described their current views about spiritual/religious matters as "seeking," while 99% described themselves as engaging to "some" or "a great extent" in searching for meaning/purpose in life.</li> <li>SLM responded to data gathered from post-event Veritas Forum Surveys in 2010 indicating that students found the speaker did</li> </ul>	2007

(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published?	(3) What data/evidence is used to determine that students have achieved stated outcomes of various programs offered?	(4) Who interprets the evidence? What is the process?	(5) Examples of "Closing the Loop" regarding SLO Assessment and other data	(6) Date of last program review
		management of meetings and events, reflective journals, reflective conversations, work samples, and case studies.		not address "life's hardest questions" as well as the previous year, by selecting a speaker with more challenging and engaging content. Based on findings in the 2007 CSBV Survey in which student/peer interaction was the highest rated category for strengthening beliefs, SLM partnered with as-yet unofficial student organizations to formalize their programs and assist with marketing and resource development.	

### *Measures of Effectiveness*

Prior to the 2011-12 academic year, SLM did not have a department-wide assessment plan, though some data has been collected. Some survey data was readily available, and during the 2011-12 academic year a number of additional data pieces were collected including reflective essays scored with a rubric, meeting and event observations scored with a rubric, and reflective conversations.

The Veritas Forum and Celebration Chapel have conducted online surveys. The survey results have been used to implement changes and to determine speakers, topics, etc. The survey results also testify to the effectiveness of these programs and will be discussed further in the following section "Student Learning and Success."

The SLM Celebration Chapel has proven to be successful in promoting a spirit of worship on campus. This is evidenced in the quality of the services, demonstrated through feedback received from the 2010 Celebration Chapel survey (see Appendix L) in which:

- \* 81% of respondents agree or strongly agree that they "feel affected spiritually" by Celebration Chapel.
- \* 45% of students surveyed indicated they "agree" or "strongly agree" with the statement regarding Celebration Chapel "I feel changed as a person"
- \* When asked about their biggest motives for going to Celebration Chapel, the top two categories were: spiritual content (31%) and singing/music (18%).

An example of a student quote referring to the spiritual content is: "Celebration chapel is the best way to convocation credit out of the way because it is a half an hour that is spent actively worshipping God with an entirely Christian focus which some of the other convocations lack. I love it!!!!!" An example of a student quote referring to the singing/music is: "...Celebration Chapel really touches me and brings tears of joy to my eyes. My favorite part is standing together and singing as a community...overall,

Celebration Chapel is my favorite convo-related event on campus. I look forward to it every week. I am greatly touched that the Celebration Chapel team is sincere in their faith and always makes an effort to reach out to student[s] and God.”

This is also evidenced in the quantity of students selecting to attend Celebration Chapel in partial fulfillment of their Convocation requirement. 1,093 unique students (35% of the total 3099 undergraduate Seaver College students) attended services in the Fall 2010 semester, and 620 unique students attended services in the Spring 2011 semester (see Appendices I and J). The chapel holds 180 people, and the average weekly attendance over those semesters was 170 for Fall and 159 for Spring.

As part of the 2008-2009 Convocation and Student-Led Ministries Annual Report, a survey was conducted which revealed that 53.5% of students “liked” or “strongly liked” Celebration Chapel as part of the Convocation Series, compared to 39.6% of students who “liked” or “strongly liked” Wednesday morning chapel (see Appendix M). This demonstrates that as far as convocation programming goes, students in this 2008-2009 survey showed a greater affinity for the student-led Celebration Chapel services over the staff-led Wednesday morning services.

For the past three academic years, the department has worked with the Veritas national organization to solicit, collect, digest and review surveys including quantitative and qualitative feedback (available in Appendices N-S). A comparison of survey data over three years is included as Appendix T.

After the 2009 and 2010 forums, the first question on the survey was “The Veritas Forum seeks to explore life’s hardest questions and the relevance of Jesus Christ to all of life. Do you think this Forum accomplished that goal?” In 2009, 92% of the respondents answered affirmatively and in the open-ended area for comments on this question, 87% of the responses were positive. In 2010, 72% of the respondents answered affirmatively, and in the open-ended area for comments on this question, only 64% of the responses were positive. This indicated that participants generally believed the forum was less successful in exploring life’s hardest questions in 2010 than in 2009. The 2011-12 survey did not include that question, but did include a measure that asked respondents to rate their Veritas Forum experience in the categories of “intellectually stimulating,” “personally relevant,” and “open and challenging atmosphere.”

Respondents were also asked if their experience with this year’s Veritas Forum made them agree more or less with a series of assertions. The noteworthy items are as follows:

- \* 60% agree “more” or “much more” with the assertion that “Talk about God can play a meaningful role in an academic discussion.” (38% reported “no change,” while 2% agree “less” or “much less”)
- \* 73% agree “more” or “much more” with the assertion that “It is possible to be an intellectually thoughtful Christian.” (27% reported “no change,” while 2% agree “less” or “much less”)
- \* 71% agree “more” or “much more” with the assertion that “Christians can engage other beliefs meaningfully and graciously.” (24% reported “no change,” while 5% agree “less” or “much less”)

- \* 61% agree “more” or “much more” with the assertion that “Christian ideas are relevant to academic and personal life on our campus.” (36% reported “no change,” while 2% agree “less” or “much less”)

In the 2011-12 academic year, the department included an item on the survey that directly relates to the department’s SLO #3 “Develop and articulate an increasing awareness, interest, and/or faith in Christ.” The item was “As a result of attending the forum, I have an increased awareness, interest, and/or faith in Christ” and respondents selected “strongly agree,” “somewhat agree,” “neutral/no change,” “somewhat disagree,” or “strongly disagree.” 54% of respondents “strongly agree” or “somewhat agree” with this statement. Another 42% of respondents responded neutrally, with only 4% indicating that they “somewhat disagree” or “strongly disagree.” Responses from this year’s survey provide valuable feedback for assessing that SLO in future years.

About 90% of the students who complete the survey each year identify themselves as Christian (and about 90% of the attendees are Christian as well). On the detailed disaggregation (Appendices F-H) the breakdown by religious affiliation for all undergraduate attendees is available for each year. The percentages of attendees who are Christian or other is fairly well representative of the broader student body. The quantitative and qualitative survey responses as well as the focus group notes and discussion group survey responses are included in Appendices N-V.

During the 2011-12 academic year, special attention was given to spiritual and leadership development (SLO 1) in the form of: one-on-one meetings with student leaders; support for leaders to attend and submit written reflections on professional development opportunities; and staff observation of events and meetings with constructive feedback. These items were assessed in accordance with the assessment plan described above, and are described in greater detail in the following section: Student Learning and Success.

## **Student Learning and Success**

### *Introduction*

Student Affairs has a long history of data collection and data-based decision-making. As part of the 2010-11 annual report (completed September, 2011), all directors in the division of Student Affairs were required to construct Student Learning Outcomes, a curriculum map, and an assessment plan for their departments. This formal assessment plan is now in place for all departments within Student Affairs beginning with the 2011-12 academic year. With these items completed, SLM recently developed a number of rubrics to be used in program evaluation. SLM developed a writing prompt for students to use when reflecting on their professional development experience and a rubric for scoring the reflective essay (see Appendix W), a rubric for observing and evaluating meetings (see Appendix X), and a rubric for observing and evaluating event management (see Appendix Y).

As shown on the assessment plan above, future data collection efforts will be especially focused on Student Learning Outcomes, which will be a larger component of Annual Reports and Program Reviews. As evidenced in the discussion that follows, the

department has been using data and evaluation to close the loop in program modifications.

During the 2011-12 academic year, the department focused its efforts on SLOs 1 and 3. Staff developed three rubrics to assist with program evaluation: a rubric for evaluating written reflections on professional development experiences, a rubric for evaluating meeting management, and a rubric for evaluating event management. The department included an item to assess SLO 3 on the Veritas survey, discussion group survey, and as part of the focus group. This item has yielded important data to be reviewed more thoroughly in two years, when the SLO in focus is #3.

*Strategic Initiatives: Closing the Loop*

(From 2009-2010 and 2010-2011 Annual Reports, with progress and status updates)

\* Strategic Initiative for 2010-11 Academic Year: “Establish the Student-Led Ministries Office as a distinct unity within Student Affairs.”

In the 2005 Housing and Residence Life survey (looking specifically at the Spiritual Life Advisor program), when reporting which items have helped them to grow the most spiritually while a student at Seaver College, the number one response was “friends” (42%) (see Appendix Z). This is consistent with data from the College Students’ Beliefs and Values survey (CSBV; described below and included as Appendix AA), other national surveys, and focus group feedback, which indicate that for students, a primary avenue for spiritual growth is peer relationships. The HRL survey revealed the importance of the SLA program in the residential community, but student leadership in spiritual life still needed to be bolstered in the broader community, serving both residential and non-residential students. This was reiterated in a number of focus groups conducted in 2007 and 2008 (Appendices BB-DD).

When Student-Led Ministries became a distinct unit within Student Affairs in March 2010, the department needed a mission; criteria, application and process for becoming and remaining a ministry; protocol, and procedures. This initiative was fully met. SLM moved into an office space and obtained signage that would clearly identify the office. SLM met with current and prospective student leaders to cast visions for their ministries. SLM created a mission statement, application form and application process, established criteria for ministries, and created a funding request form and process. As a result of these processes being put into practice, SLM added ten new ministries throughout the year, more than doubling the number of active ministries by the end of the academic year.

\* Strategic Initiative for 2010-11 Academic Year: “Increase the visibility and reputation of Student-Led Ministries.”

In the 2007 College Student Beliefs and Values Survey, when reporting which experiences “strengthened” his/her religious/spiritual beliefs, the number one area for Pepperdine students was student/peer interactions (71.4%) (see Appendix AA). Because

of this, SLM sought to strengthen student leadership, increase student involvement in ministries, and grow the overall number of ministries offered.

Through informal feedback gathered March-May 2010 (in talking with SLM leaders, students in REL classes, etc.), staff learned that most students are unaware of the opportunities to participate in and lead a Student-Led Ministry. Additionally, through these informal conversations staff found that even the ministry leaders themselves were largely unaware of what other Student-Led Ministries were in existence at Pepperdine. To address this lack of communication, staff sought to increase visibility and reputation. This initiative was fully met. Staff designed a “Team Jesus” graphic for use on t-shirts and cups to feature Student-Led Ministries during NSO. Leaders wore the t-shirts as a way to identify themselves and invite conversations with new students. The SLM-logo cups were filled with fruit-flavored water and distributed to new students and their parents, providing another opportunity for current leaders to engage new students with the goal of involving them in existing ministries or encouraging them to begin new ones. Staff and student leaders represented Student-Led Ministries at the Academic Services Fair (Wednesday; where the logo cups were distributed), during the Waves Expo (Thursday), in the Life Outside the Classroom sessions (Thursday), and at Celebration Chapel (Friday). At each event, a number of students expressed verbal interest in getting involved in Student-Led Ministries and 99 students signed up on the interest lists. Staff sent the interest lists to the student leaders so that they could conduct their own follow-up directly.

SLM enhanced its web presence by adding application and funding request forms, adding additional information and logos for each ministry, and providing additional information regarding the department, including its mission statement and criteria.

SLM promoted existing ministries through colorful posters, flyers, brochures (Appendix EE), and digital signage slides. Finally, SLM gathered ministry leaders in September and March to discuss spiritual life and needs at Pepperdine and to explore possibilities for collaboration.

The increased visibility and reputation that the department has been enjoying has undoubtedly contributed to the number of active ministries increasing from 6 to 16 over the academic year.

\* Strategic Initiative for 2010-2011 Academic Year: “Formally recognize and solidify the Veritas Forum as a Student-Led Ministry.”

In the 2007 College Student Beliefs and Values Survey, 52.5% of Pepperdine students described their current views about spiritual/religious matters as “seeking.” In the same survey, 99.3% of Pepperdine students described themselves as engaging to “some” or “a great extent” in searching for meaning/purpose in life (see Appendix AA). The Veritas Forum seeks to address this spiritual need among students by providing a venue in which seekers can explore the true meaning of life.

To address this demographic, staff formally recognized the Veritas Forum as a Student-Led Ministry in 2010. The student leader completed the application process and sought out additional student leaders for the leadership team. SLM staff met with the

students to assist with the vision of the event and programmatic details. SLM staff gives full support to this ministry, which includes ample programmatic and logistical details. SLM staff also took the lead on organizing a series of discussion groups that would follow the forum, so that the community could continue the conversations and questions that were sparked by the forum.

The 2010-11 Veritas Forum was held on Tuesday, October 5, featuring Mary Poplin, Professor of Education at Claremont Graduate University. Following the forum, the national organization Veritas distributed a survey to all students who had provided their email addresses, and 50 students completed the survey. The Veritas Forum was well-received but was generally a bit disappointing to those students who had attended the forum the previous year. In the open-ended responses and informal conversations following the event, there was a common trend of students not feeling like this forum addressed and wrestled with “life’s hardest questions,” but did offer an inspiring Christian testimony. In response to this perceived gap, SLM staff and student leaders are being more intentional this year with the national organization and with the speaker to ensure that the content of the lecture indeed addresses “life’s hardest questions.”

This 2011-12 Veritas Forum took place on Sunday-Monday, January 29-30, 2012 and featured speakers Prof. Randy Harris and Dr. Richard Mouw. Randy Harris serves as an instructor and as Spiritual Director in the Department of Bible, Missions, and Ministry at Abilene Christian University. Dr. Mouw has served as the president of Fuller Theological Seminary since 1993.

The theme of this year’s forum was “Radical Conversations: Engaging a Multi-Faith World.” Harris discussed the tension between Christianity and the philosophy of Nietzsche—two competing worldviews in the 21<sup>st</sup> century. Harris engaged his audience with deep concepts illustrated through memorable stories and audience participation. Elkins Auditorium was filled to capacity with 400 guests, and one overflow room held 20 additional attendees. About 10 members of the student planning team enjoyed a late-night chat with Randy after the forum, where they were able to continue asking him questions about his 40-day experience in the desert and life as a Christian monk.

On Monday, over 80 students, faculty, and staff joined Dr. Mouw for a luncheon that served as the final meeting of groups who had been reading and discussing Mouw’s recently revised book *Uncommon Decency: Christian Civility in an Uncivil World*. On Monday evening, Dr. Richard Mouw shared about how as Christians we can maintain our convictions while engaging in genuine dialogue with people with other faiths.

Participants were encouraged to bring their toughest questions, and they certainly did! Students asked questions such as:

- “If the argument is that evil exists to emphasize love, and heaven exists with no suffering, how does love exist in heaven?”
- “Do you believe in Arminianism, Wesleyanism, or Calvinism regarding salvation?”
- “What role does civility and conviction play within a specific faith? For example, the disagreement among Christians about a literal 6-day creation?”

While the majority of the audience was students, a significant number of other community members attended as well. On Sunday, attendees included 295 students, and about 125 faculty, staff, administration, and guests for a total of 420. On Monday, attendees included 270 students, and about 80 faculty, staff, administration, and guests for a total of 350. While many of the guests attended both evenings, a total of 435 unique students attended the forum.

\* Strategic Initiative for the 2010-11 Academic Year: “Formally recognize and solidify the following emerging groups as Student-Led Ministries: Wonderfully Made, eNgage, Graduate Christian Fellowship, and Urooted.

In the 2007 College Student Beliefs and Values Survey, when reporting which experiences “strengthened” his/her religious/spiritual beliefs, the number one area for Pepperdine students was student/peer interactions (71.4%) (see Appendix AA). Because of the tremendous influential power of the peer culture, and because these groups have already begun to engage in ministering to their peers, SLM wanted to officially recognize, support, and partner with them.

This initiative was mostly met. SLM staff met with leaders from Wonderfully Made, eNgage, and Graduate Christian Fellowship to assist them in formalizing their groups. SLM also assisted with the promotion of these new ministries and helped to connect the leaders to other campus partners to begin collaborative relationships. SLM connected Graduate Christian Fellowship with Campus Recreation, and several graduate students attended the God in the Wilderness trip sponsored by Campus Recreation and the Office of Convocation. SLM connected the leaders of eNgage with the Office of Convocation, and leaders of eNgage (male graduate students from the School of Law) began spiritual mentoring relationships with Seaver Undergraduate men. Attempts to connect with the leaders of Urooted were unfruitful. In this case, it is likely because the leaders of Urooted were already receiving support from the International Programs office and likely did not see the need for additional staff support.

\* Strategic Initiative for the 2011-12 Academic Year: “Review and revise the advising model for Student-Led Ministries.” – Related to SLO 1: “The Student who participates in Student-Led Ministries should be able to: demonstrate leadership in guiding and assisting a ministry in meeting its goals, and communicate a vision that encourages action in others.”

Now that SLM had been established as a distinct entity, advising and protocols for event management needed to be strengthened. In particular, clear processes for handling event and funding requests were needed. SLM staff worked with the Service Leadership Team to develop a new advising model that better suits the particularities of SLM. The Service Leadership Team suggested that the department utilize CollegiateLink (Vine.Pepperdine.edu) to manage application data, documentation, event proposals, and (eventually) funding requests. SLM has moved forward with their recommendations and is continuing to encourage all new and existing student-led ministries to register on the vine and use it to propose events. SLM staff are also working on a leadership packet that

will orient student-led ministry leaders to their position, what it means to be part of ICC, how they can put on events at Pepperdine, etc. This will be distributed at the Fall 2012 Orientation. A summary of the Service Leadership Team's recommendations is available as Appendix TT.

All ministry leaders were invited to an orientation dinner in September, and 10 of the 16 ministries were represented. Written notes from that meeting (which also serves as a focus group) indicate what they perceive to be the strengths and needs of student-led ministries in general. Student leaders described what they valued most about SLM: "grass-roots, barefoot ministries that are separate from institutional structures and are really just focused on Jesus," "authenticity," and "unity among different Christians and Christian groups." The students expressed interest in an end-of-year reflection on what the body of Christ at Pepperdine did. Based on this feedback, SLM issued a brief "year-in-review" bulletin via email to all SLM leaders, acknowledging their service and thanking them for their leadership (see Appendix FF).

In the fall, SLM staff met with representatives from 14 of the 16 current ministries for reflective conversations and goals-setting. Jennifer Christy, Associate Chaplain for Student-Led Ministries took notes during each of these meetings, and Diana Shing, Administrative Coordinator for Convocation and Student-Led Ministries, sent summary emails to each student leadership team, describing their goals and informing them that SLM staff would be following up again during the spring semester to check on progress toward their stated goals.

The Service Leadership Team recommended that SLM staff meet one-on-one with student leaders at least once during the spring semester (see Appendix TT). In March, SLM staff invited all ministries to send at least one representative to meet with SLM staff for a follow-up reflective conversation on goals, leadership, and support. These conversations focused on goals and progress toward meeting them, challenges, upcoming events, and prayer concerns. Additionally, they served to gauge the students' perceived leadership strengths, learn about how SLM leadership development efforts have impacted them, discuss plans for renewing their registration and leadership transitions, and offer appreciation for their leadership. SLM staff met with representatives from 9 of the 18 ministries. Based on the records of those conversations, the department concluded that of the student leaders who are taking advantage of the opportunity to meet with SLM staff, those students are feeling better supported in light of the changes made this year in terms of communication, expectations for student organizations, and handling event and funding requests. In addition, those ministries who participated in reflective conversations both semesters generally reported meeting or exceeding the goals they set for themselves. This affirms the importance of encouraging regular reflection on goals and the department's role in accountability and support.

While SLM staff met with representatives from 14 of 16 ministries in the fall, only 9 of the 18 ministries were responsive in the spring for follow-up conversations. In light of this experience in which the majority of SLMs were unresponsive to the department's diligent efforts to follow up on progress towards goals, the department will be clearer with SLM leaders regarding expectations for communication, and will do so at the start

of the semester or when the SLM first gains recognition. A summary of the reflective conversations is available in Appendix GG.

\* Strategic Initiative for the 2011-12 Academic Year: “Explore, develop and pilot a leadership development series for Student-Led Ministry leaders, including an intense experience for a select group of 3-5 leaders.” – Related to SLO 1: “The Student who participates in Student-Led Ministries should be able to: demonstrate leadership in guiding and assisting a ministry in meeting its goals, and communicate a vision that encourages action in others.”

In the 2007 College Student Beliefs and Values Survey (Appendix AA), when reporting which experiences “strengthened” his/her religious/spiritual beliefs, the number one area for Pepperdine students was student/peer interactions (71.4%). SLM wants to capitalize on the tremendous influential power of the peer culture by supporting and developing those students who are in leadership positions and are engaging in ministry to their peers. In the Spring, 2010 semester, staff met with the leaders of existing Student-Led Ministries. Through these conversations, staff identified leadership training as a critical area of need.

Currently, leadership emerges organically within each ministry depending on student interest and perceived abilities. Some groups use an application process, while others use a mentoring approach in leader selection and succession. Because SLM is committed to preparing students for lives of leadership, it is fitting that staff would be intentional about leadership development. The staff wanted to explore what is effective in terms of leadership development for SLM leaders.

In response to this, SLM began participating in the LEAD program by attending the LEAD inauguration breakfast in April, and LEAD day in August (a program hosted by Student Activities). The staff also began meeting with other student organization advisors within Student Affairs to find ways to collaborate, particularly with regards to leadership development. Additionally, they began visioning and brainstorming for a leadership development series for current and prospective leaders of the various Student-Led Ministries.

While SLM initially planned to create and implement its own in-house leadership training, due to limited time and funding they found another avenue for meeting this initiative. This year SLM piloted a program for leadership development in which student leaders could apply for funding to travel to conferences and retreats that would help to develop them as spiritual leaders on campus. SLM awarded 12 travel stipends to ministry leaders for this purpose, and the conferences were in January, February and March, 2012. Prior to attending the conference, staff informed the students that SLM would be asking them to write a reflective essay upon their return. SLM staff developed guidelines and a rubric for this purpose (see Appendix W). The reflective essays have been received and scored from 10 of the 12 participants. The overall average score was 12.6/20 (63%). The breakdown of averages by category is provided below:

Category	Averages
1. Guiding a ministry in meeting goals	2.65/5
2. Communicating Vision	3.7/5
3. Encouraging Action in Others	3.9/5
4. Ministry and service, including those different from oneself	3.45/5
<b>Total Average per student</b>	<b>12.6/20</b>

After assessing the reflective essays, the following insights were noteworthy:

- \* Most students were able to reflect well on their own personal and spiritual growth from attending the conference/retreat and share about their experience (what they learned, what speakers they heard, highlights, etc.), but about half of the students did not follow the actual rubric in their essays (out of a total score of 20, these students typically averaged less than 10).
- \* Those students who scored 17 or higher on their essays were able to reflect specifically on the rubrics, but may still need guidance regarding how to apply what they learn towards the goals of their ministry.
- \* Overall, the department found in scoring the rubrics that students were able to reflect more effectively on their own vision for leadership and how to encourage action in others, but need more direction regarding how to translate their learning into practically guide their ministry in meeting its goals.
- \* Going forward, the department plans to verbally communicate to students what is expected in their essays before they go on their conference/retreat so that they are better able to reflect more specifically on their experience and understand how to utilize their spiritual and professional development experiences in their SLM leadership roles.

Beyond what is offered to all student leaders, SLM planned to offer an in-depth spiritual and leadership development experience (“The Mentoring Project”) to 6-8 current leaders. This experience would include regular mentoring sessions, reflective conversations, behavioral observations based on a rubric (running meetings, managing events), various leadership assessment instruments (MMPI, Meyers-Briggs, StrengthsQuest, etc.), and the development of an E-portfolio (with reflective essays, coaching notes, work samples, observation rubrics, etc.). The various components included in the E-portfolio would be assessed in accordance with the department’s SLOs and assessment plan. To date, the department has not had the human resources needed to make progress on this second portion of the initiative: “an intense experience for a select group of 3-5 leaders.” This initiative will carry over to the 2012-13 academic year so that SLM can focus on meeting its other goals.

#### Staff

- Associate Chaplain for Student-Led Ministries, Jennifer Hale Christy

- Education: BA, Psychology, 2001 University of California, Davis; MDiv, 2006, Abilene Christian University; (beginning D.Min studies at Lipscomb University, July 2012)
- Experience:
  - *Spiritual Life Review (2010-current)*: wrote the interview questionnaire for the benchmarking study, created the template used in departmental self-studies, presented focus group data at the spiritual life forum; contributed to the creation of a number of initiatives related to spiritual life
  - *Religion Division (2009-current)*: taught as an adjunct faculty member (2009, 2010, 2011); initiated a series of monthly ministry luncheons for religion majors, minors, graduate students and faculty; in collaboration with the University Chaplain and the Chair of the Religion Division, organized and hosted luncheons to discuss practical issues related to ministry;
  - *Spiritual Life Advisor Program (2010-current)*: served on SLA steering committee; in collaboration with University Chaplain, conducted SLA/RA training on spiritual disciplines; in collaboration with University chaplain, conducted RD training on pastoral listening;
  - *Building Bridges (2010-current)*: served on the committee; researched and presented on outreach and support;
  - *Student Affairs Curriculum Committee (2010-11)*: served on the committee
  - *Convocation (2007-current)*: provided one-on-one spiritual mentoring with students (2007-current); led two club convos (2010)
  - *Religious Services*:
    - Wedding Ceremonies (April 2012, February 2009, July 2007)
    - Funeral (February 2011)
  - *Associate Ministry Intern (summer 2005)*: worship planning and leadership, adult education, youth and children's ministry
- Publications:
  - "Transformed by Prayer" article in *Leaven* (Q4, 2010)
  - "Trust in the Lord," sermon in *Leaven* (Q1, 2008)
  - "To God be the Glory," article in *Power for Today* (Q4, 2005)
- Presentations:
  - Preacher, Central Woodward Christian Church (Troy, MI) (Forthcoming, June 2012)
  - "Unplugged" class at Pepperdine Bible Lectures 2012
  - "Life is Busy, I Need to Be Still" sermon at Celebration Chapel, February 2012
  - "Unplugged" relaxation/spiritual meditation session for undergraduate students (Nov, 2011)
  - Leaven Panel presenter, Pepperdine Bible Lectures 2010
  - Preacher, Easter Service, Pepperdine University (April, 2010)
  - Guest Preacher, Cahaba Valley Church (Birmingham, AL) (June 2006)
  - Preacher, Graduate Chapel, ACU (April 2006)
- Professional Affiliations: NASPA, Women in Ministry Network

- Continuing education/Training: Leadership Educators Institute (Florida, 2010); CCCU Campus Ministry Directors Conference (California, 2012)
- Administrative Coordinator for Convocation and Student-Led Ministries, Diana Lee Shing
  - Education: BA, Journalism: Public relations, Chinese Language and Literature Minor, 2006 University of Georgia; M.Div., 2011 Fuller Theological Seminary
  - Experience:
    - *Pastoral Intern* (August 2009 – August 2011): led young adult ministry and facilitated women’s small group at Evergreen Baptist Church
    - *High School Pastor* (summer 2008): taught Sunday School, planned fellowship, and counseled high school students
    - *Campus Ministry Intern* (2005-2007): planned fellowship ministry, discipleship with 7 students, and led small group for college students
  - Presentations:
    - “John 15” sermon at South Pasadena United Methodist Church, 2009
    - “Clothe Yourself in Christ – 2 Corinthians” Fuller Theological Seminary, 2010
    - “Faith in What We Cannot See” Fuller Theological Seminary, 2011
  - Continuing education/Training:
    - *World Christian Conference*, 2009

*Evidence of Program Viability/Sustainability*

**Demand for the program**

*Trends in Student Participation in Student-Led Ministries*

Records were minimal in the early years. It appears that in 2008, there were six active ministries. In 2009, one ministry dropped off and two began, leaving seven active ministries. In 2010, with the addition of a full-time staff member devoted to Student-Led Ministries (a position no longer shared with Convocation), that number grew to 16. In 2011, two ministries dissolved and four began, leaving 18 current ministries. Because the programs include Convocation credit, Celebration Chapel and Veritas Forum were the only two among these for which there are consistent records of attendance.

**Celebration Chapel**

Celebration Chapel is held every Friday in Stauffer Chapel. This venue holds 180 people, and the student scanners will only admit up to 180 people (including the Celebration Chapel team and guest speaker) on a given Friday. A review of attendance records from the last three academic years reveals the following data, arranged by how many unique students attended Celebration Chapel each semester and what the average weekly attendance was per semester.

Academic Year	Fall: Unique Students	Average Weekly	Spring: Unique Students	Average
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				Weekly
2009-10	1,132	166	910	178
2010-11	1,093	170	620	159
2011-12	789	172	653	151

A review of disaggregated attendance data from the 2010-11 academic year (Appendices I and J) reveals the following noteworthy items:

- \* Sophomores were underrepresented by 7% and 6% over the fall and spring semesters, respectively. This underrepresentation is likely due to participation in International Programs. 383 students participated in an International Program during the academic year, the vast majority of which were sophomores (thus, about half of the sophomores were overseas). When accounting for the number of sophomores who were overseas, sophomores would in fact be overrepresented by 19% (45% of the sophomores who did not go overseas attended Celebration Chapel).
- \* Church of Christ and Other Christian were the most overrepresented groups in the fall semester, by 2.17% and 2.43%, respectively. Roman Catholic and Undeclared were the most underrepresented groups, with -2.43% and -2.74%, respectively. COC students account for 16.23% of the overall student body at Seaver College, and Roman Catholic Students account for 16.13%. What is particularly noteworthy is that the COC students were overrepresented by 2.17% (which isn't all that surprising), but the Roman Catholic students were underrepresented by 2.43%, even though they account for the second largest percentage of students in the population.
- \* International students comprised 7% of the attendees during the fall semester, which is consistent with the overall student body. A review of the unique IDs reveals that there were a total of 76 different international students over the semester, which accounts for 36% of the total number of international students enrolled. During the spring semester, 6% of the attendees were international students, but it seems that the same students were attending more frequently (36 different students, which accounts for 17% of the total number of international students enrolled).
- \* Student Athletes were underrepresented by about 3% over both semesters. This might be due to the presence of two activities that are offered specifically for athletes, sponsored by the department of Athletics. Every Wednesday evening, an Athletes Chapel and Sideline (a Student-Led Ministry), are offered and are well attended.

- \* Off-campus students were underrepresented by 9%. One likely reason for this is that as Student Affairs staff have observed, students who live off-campus are unlikely to return to campus for events other than scheduled classes. To foster spiritual community, it will be important to draw in this highly underrepresented group of students.

### Veritas Forum

Three years of Veritas Forum attendance data have been reviewed. For the past three years, the Veritas Forum has been held in Elkins Auditorium with overflow seating in the Plaza Classrooms. Elkins holds 400 people, and the Plaza Classrooms can accommodate a combined 200 additional guests. A review of disaggregated attendance data from the last three years (Appendices F-H) reveals the following noteworthy items:

Forum	Total Attendance	Roman Catholic Representation	Church of Christ Representation	Class Year Representation
2009-10	634	-2.56%	+8.03%	Seniors -9%; Freshman +18%
2010-11	412	-0.11%	+2.7%	Juniors +7%
2011-12	438	-4.95%	+2.95%	Seniors +10%

- \* Roman Catholic students are consistently underrepresented (with one exception: the 2010-11 forum) and Church of Christ students are consistently overrepresented. This might be attributed to the traditional emphasis in Churches of Christ on intellectualism and the life of the mind. The underrepresentation of Roman Catholic students at Veritas Forums and other SLM programs needs further investigation.
- \* Although the student leader (Natalie) was a senior in the 2009-10 academic year, seniors were underrepresented by -9% while freshmen were overrepresented by 18%. This may be due to how effectively the event was marketed in the residential community, which is primarily composed of freshmen and sophomores.
- \* The department observed a different trend in the next two years. Jack Murphy was the student leader of Veritas for the 2010-11 and 2011-12 academic years, first as a junior then as a senior. The attendance records follow his progress through school, with juniors being overrepresented by 7% when Jack was a junior, and the seniors by 10% when Jack was a senior. The department is working with the 2012-13 leadership team to ensure good representation across various demographic categories, knowing that the members of the planning team tend to pull in their immediate peer groups, as well as the significance of the peer culture and peer influence, not just in spiritual development but also in getting students into the program or event.

A total of 8 Veritas Discussion groups were offered following the 2011-12 forum. Online registration was available immediately following the forum, and 54 students signed up. Of the 54 original registrants, 40 students followed through and met with a discussion group 4 times. This reflects a 74% rate of follow-through, which is significantly higher than last year, where 130 students express interest in a group, and only 53 actually joined a group and met the requirements for convo credit. Last year, the rate of follow-through was 41%.

### **Live to Forgive Film Screening**

In the Spring 2011 semester, the student leader of Celebration Chapel offered an evening film screening for Convo credit as part of the ministry of Celebration Chapel. Attendance records from this event indicate representation from a good cross-section of the student population (see Appendix K). As demonstrated in Celebration Chapel and Veritas Forum attendance records, Roman Catholic students, athletes, and off-campus students were underrepresented.

### **Student-Led Ministries Leaders**

As of spring, 2011, SLM had 52 student leaders across 16 ministries. 38% (20) were male, and 62% were female. At that time, the Seaver College student body was composed of 44% male and 56% female students. The SLM leaders as a whole reflect 6% more females and less males than the student body as a whole.

### **Summary**

At this point, the department has gathered and begun to interpret disaggregated attendance data for these few select events. Now that the system is in place for gathering and reporting data, further analysis and strategic planning based on this data can be accomplished in the future.

## *Trends in Seaver College Students that Impact Student-Led Ministries*

### **Affiliation and Participation in Religion and Spirituality**

A longitudinal comparison of 2004-2006 Freshmen and 2009-2010 Seniors shows a decline in reported preference of Church of Christ, Presbyterian, and Roman Catholic from Freshman year to Senior year. Students report an increase in affiliation to "Other Christian" and "None." Frequency of no religious preference increased by 6% from Freshmen in 2004-2006 to Seniors in 2009-2010. Perhaps similarly, participation in religious services decreased from Freshman to Senior year by nearly 10%. This may suggest that affiliation with organized religion may be declining over time. The Freshmen in 2004-2006 were more likely to identify as Church of Christ or Presbyterian than the Freshmen in 2010. There was a 3% increase in students identifying no religious preference among the Freshmen of 2010 compared to the Freshmen of 2004-2006 (See appendices II-KK).

College Students' Beliefs and Values Survey (see Appendix AA): 141 college freshmen at Pepperdine University were surveyed in 2004, and then again in 2007 as

a follow-up survey. Data reports trends in beliefs and values of Pepperdine students from freshman to junior year. Two noteworthy and troubling trends regarding participation in religion are:

1. The item “seeking to follow religious teachings in my everyday life” was selected as “essential” or “very important” in 82% of freshmen, but declined to 70% by their junior year, for a 12% total decline.
2. The percentage of respondents who agreed strongly or somewhat that “most people can grow spiritually without being religious” increased from 38% (freshmen) to 66% (juniors), for a 28% overall increase.

These two items indicate that the respondents in this survey generally show a decline in the importance of organized religion, a finding which is consistent with the data from the CIRP and CSS comparison.

Longitudinal research conducted from 2002-10 by Pepperdine faculty members Drs. Don Thompson and Cindy Miller-Perrin indicates the following trends:

*Students tend to enter college with strong faith attitudes as well as behaviors. Over time, students tend to spend less time engaged in specific faith behaviors such as attending church, reading their Bibles, and praying but spend increasing amounts of time engaged in serving others in need through service projects and activities. Faith attitudes such as a strong belief in God, acknowledging the importance of one’s faith, and the application of one’s faith to everyday living, tend to decrease toward the end of the first year of college through the sophomore year. Faith attitudes then increase during the junior and senior years to their original levels prior to entering college. (Summary of results available in Appendix LL)*

## **Spiritual Growth**

In the 2010 Spiritual Life Review Qualitative Focus Group, participants most often cite, and have the most apparent consensus on, the people and relationships at Pepperdine as being most influential in the development of spiritual growth. Participants most commonly define spiritual growth as developed through exploration, intellectual inquiry, and questioning. Participants often add that exploration is possible in the safety of the relationships created with other students, faculty, and staff. Participants frequently cite that the formation of small groups and individual relationships are most effective in developing and maintaining spiritual growth.

Other student focus groups conducted in recent years also point to small groups as central to spiritual growth (see Appendices D, U, BB, CC, and DD).

## **Spirituality**

Students considering themselves as being more than above average than their peers in Spirituality decreased from 66% in Freshmen in 2004-2006 to 60% in Seniors in 2009-2010. Freshmen surveyed in 2010 were less likely to report an above average or more level of comparative spirituality than Seniors in 2009-2010, with 56% of Freshmen in 2010 reporting above average or more spirituality (see Appendix II).

In the 2010 National Survey of Student Engagement (NSSE) comparing Freshmen and Senior students, Seniors are less likely to participate in activities to

enhance spirituality than Freshmen. 13% of Seniors report never participating in these activities, compared to 7% of Freshmen. In the same survey, Seniors were more likely to report having very little spiritual development compared to Freshmen. 78% of Freshmen reported their spiritual development was deepened compared to 64% of Seniors (see Appendix MM).

The 2007 CSBV survey (Appendix AA) reveals an increase in the number of students who report having had a spiritual experience while meditating (60% as freshmen, compared to 88% as juniors). Meditation was one of five instances in which there was an increase among students responding they had a spiritual experience while participating (other examples include “listening to beautiful music,” “witnessing the beauty and harmony of nature,” “in a house of worship,” and “viewing a great work of art”). The other two items were unchanged from freshman to junior year (“participating in a musical or artistic performance,” and “engaging in athletics”). While the circumstances and context are unknown, this indicates that students at Seaver College are, at some point, being exposed to the practice of meditation, and in most cases this results in a spiritual experience.

#### *Trends in Seaver College Students Compared to Students at Evangelical and Baccalaureate Institutions*

The Higher Education Research Institute (HERI) at UCLA conducted a national, multi-year program of research to examine the spiritual development of college students (Appendix NN). Pepperdine participated in this longitudinal study (Spirituality and Higher Education) and several observations can be made about its students, especially compared to other evangelical institutions and baccalaureate institutions.

While just less than half of the Pepperdine students surveyed consider themselves Evangelical Christians, most believe in God (91.5%) and a high percentage pray (88.7%). When Pepperdine students pray, the top reasons they cite for praying include praying for loved ones, for help in solving problems, for emotional strength, and to express gratitude. In the category of spiritual activities engaged in daily, self-reflection (42.9%) and prayer (43.2%) are the most engaged in spiritual activities. Several times per week, spiritual activities also engaged in include religious singing/chanting (22.9%), reading sacred texts (25%), and meditation (15%).

Over 80% of Pepperdine students surveyed noted that they have had a spiritual experience while witnessing the beauty and harmony of nature, in a house of worship, listening to beautiful music, in a loving relationship, meditating, and reading sacred texts.

One notable difference between students at Pepperdine and other evangelical institutions is that more Pepperdine students' close friends are “searching for meaning/purpose in life” (72.1%) while students at evangelical institutions have friends who “share your religious/spiritual views” (79.4%) and “go to church/temple or other house of worship” (78.8%).

Since entering college, Pepperdine students have more frequently felt at peace/centered (46.4%) and expressed gratitude to others (72.9%) than their peers at other institutions. Only slightly less frequently than their peers at evangelical institutions have they felt loved by God (73.2%), felt distant from God (87.1%), and struggled to understand evil, suffering, and death (80.6%). More than peers at all baccalaureate institutions but less than those at evangelical institutions, Pepperdine students have felt

angry with God (51.8%). All students surveyed frequently felt that their life is filled with stress and anxiety (91.5%-95%).

Of Pepperdine students surveyed, 95% agree “strongly” or “somewhat” with the statement: I consider myself a spiritual person. Over 90% also agree “strongly” or “somewhat” that spiritual/religious beliefs have “helped me develop my identity, give meaning/purpose to my life, and provide me with strength, support, and guidance.”

Pepperdine students surveyed tend to view themselves as thankful and ethical. In general, three-quarters of them also have an interest in spirituality, believe in the sacredness of life, and believe in life after death.

While Pepperdine students discussed religion/spirituality slightly less frequently than their peers at evangelical institutions, they still discussed these issues much more frequently than their peers at all baccalaureate institutions.

Since entering college, Pepperdine students saw an increase of:

- \* 30.5% in spirituality,
- \* 23% in religiousness, and
- \* 34% in acceptance of people with different religious/spiritual beliefs,

compared to increases of:

- \* 55.3% in critical thinking,
- \* 50.7% in understanding of global issues,
- \* 46.8% in understanding of social problems facing our nation, and
- \* 26.2% in ability to get along with others from different races/cultures.

An interesting note is that in the last four categories, Pepperdine students rated themselves higher than students at all other baccalaureate and evangelical institutions.

#### *National Trends: Student Leadership at Benchmark Institutions*

All institutions surveyed as part of the Benchmarking Study (Appendix B) reported that student leadership has a significant and meaningful impact on the spiritual life of the institution. Of the institutions surveyed, 94% have undergraduate students in positions of ministry leadership (27% of those are paid positions). As one might expect, different institutions placed different emphases on student leadership. While the majority of student leadership is drawn from undergraduate students, a couple of institutions reported the importance of their graduate students (e.g., Baylor utilizing seminarians as resident ministers in their residential community). Most institutions reported the importance of having student leadership involved in the planning and execution of the institution’s public worship. Additionally, most institutions reported the existence of student-led organizations with a religious and/or ministry-related purpose. A common theme was that service and missions opportunities were largely led by students in collaboration with a staff or faculty member of the institution. Four institutions emphasized the importance of student leadership within their residential communities (e.g., resident advisors and/or spiritual life advisors) that provided a pastoral presence and ensured the existence of a small group.

## Allocation of Resources

### *Staff*

Currently, one full-time female staff member (35 hours/week, 10 months/year; .9 FTE) is devoted to Student-Led Ministries. Additionally, a full-time female administrative coordinator (40 hours/week, 10 months/year) supports the Convocation Office as well as the Student-Led Ministries Office. The vast majority of the coordinator's time is allocated to the Convocation Office. To ease the burden, a male graduate intern was hired in January, 2011 to support the Student-Led Ministries Office by working about 10 hours/week (.25 FTE). In the 2011-12 academic year, a division of the administrative coordinator's time was established so that 75% of the time is dedicated to Convocation, while 25% is dedicated to Student-Led Ministries (.25 FTE).

Please see Appendix 1 for an organizational chart reflecting the structure of Student-Led Ministries as well as the department's location within the broader organization.

Ethnic diversity is present in staffing. 53% of Seaver undergraduate students are white, and 66% of SLM staff are white. 10% of Seaver undergraduate students are Asian, and 33% of SLM staff are Asian. With a combined FTE of 1.4 for the department, the staff to student ratio is 1.4:3447.

Additionally, the department employs two undergraduate students as student workers who lead Celebration Chapel. This is a unique situation in which students apply and are interviewed for the ministry positions, and are subsequently paid by the department for their leadership in this important ministry. This decision was made in 2008 by the previous director, who was unable to find a student leader who was willing to volunteer about 20 hours of his or her time every week to keep Celebration Chapel going. All other student-led ministry leaders are in unpaid positions of leadership.

The current level of staffing results in an unstaffed office for multiple hours per day (when the administrative coordinator is away at a meeting, training, break, or spending time away from the office to focus on a project), and/or the administrative coordinator being unable to work on assigned projects due to repeated interruptions of walk-in guests and phone calls. The department struggled to make time to meet with each leadership team at least once throughout the semester due to the high number of ministries relative to the number of staff. While the department had planned to offer an intense leadership experience for 3-5 student leaders, which would involve regular one-on-one meetings (at least 10 per semester), staff attendance at meetings and events with observation rubric, and staff evaluation of e-portfolio items, this plan could not be accomplished with the current level of staffing due to time and workload constraints.

### **Staff Evaluation and Review**

Staff engage in annual self-evaluations and reviews by their supervisors. The University's department of Human Resources provides an evaluation form for this annual review process. Additionally, staff are asked to reflect on and respond to the following questions as part of their self-evaluation:

- \* What aspects of the job are good fits?
- \* What aspects have been a more difficult fit?

- \* Are there ways that we can improve our interactions/communications and/or improve as a team?
- \* Please also come with any additional comments, questions, suggestions, or ideas!

### **Mentoring and Professional Development**

One of the Associate Deans of Student Affairs is responsible for sponsoring a number of staff development opportunities throughout the year, including webinars, workshops, and reading groups. Additionally, as a department in the division of Student Affairs, Student-Led Ministries staff members are eligible to apply for professional development funds. In December 2010, the Associate Chaplain was awarded funds to travel to Leadership Educators Institute in Florida, a conference for university professionals working in leadership development. In November 2011, the Associate Chaplain was awarded funds to travel to an upcoming Campus Ministry Directors Conference scheduled for February 16-18, 2012, sponsored by the Council for Christian Colleges and Universities. Also in June the Associate Chaplain will travel to “Streaming,” a ministry conference at Rochester College.

### **Time for Program Development and Research**

Program development and research are expected to be included in the ongoing duties of staff throughout the year. An annual report writing retreat has been established for the directors of the various departments in Student Affairs. This retreat serves as a time for directors to get away from the office and spend focused time reflecting on the previous year, sharing feedback about the best ways to assess SLOs, strategizing and visioning for the coming year, and giving and receiving feedback on the reports of their colleagues.

#### *Student Support*

All of the functions of Student-Led Ministries (program activities, advising and support) provide support for engagement in the campus community and/or community beyond campus. SLOs are focused primarily on non-cognitive variables of success (e.g., faith formation, spiritual growth, leadership development, etc.)

#### *Facilities, Equipment, Technology*

Current facilities, equipment, and technology are insufficient to support current initiatives and needs.

One of SLM’s initiatives for this year is to be more intentional with capturing and interpreting data including attendance at events, photos and videos of programs, student leader reflections and participant feedback. The department has been recording the Celebration Chapel services and posting them to the Web site, but the video and audio quality has been poor. The department has hired an a/v student worker to use the video camera owned by the Convocation Office, and subsequently the quality has improved.

Currently, the graduate intern uses a Dell desktop (5+ years old) that is shared with the Center for Faith and Learning student workers. This computer does not meet current needs for video and photo editing, so SLM has borrowed a 2008 MacBook Pro that was in storage and owned by the Dean of Student Affairs Office. A computer that is current with technology (in terms of operating system, ram, etc.) equipped with Adobe Photoshop, iMovie, and at least 500 Gb of memory is needed in order for student workers to process videos and edit photos.

#### *Attention to Legal and Ethical Issues*

In collecting, evaluating, and reporting student attendance at various Student-Led Ministries programs, care was taken to ensure student privacy and compliance with FERPA. Data has been reported only in the aggregate for the purposes of this program review.

#### *Financial Resources/Operational Budget*

Current base funding in the Student-Led Ministries budget is \$2,019 per year for supplies and professional development, and \$2,500 for student worker salaries. SLM currently employs three student workers: a graduate intern and two undergraduate Celebration Chapel leaders. Two of the three current students have an allocation of financial aid in the form of Pepperdine Work Program, which subsidizes most of their salaries. If the department were to add additional student worker positions, additional funding would be required.

While SLM has enjoyed significant funding through an allocation from the Seaver Dean's Excellence Fund, this funding is set to expire at the end of FY12 with no guarantee for renewal. Base funding in the Student-Led Ministries budget would demonstrate the institution's commitment to supporting student-led ministry initiatives.

## SUMMARY AND REFLECTIONS

While plentiful data is available regarding internal and external trends in spirituality and religiousness, little data is available regarding the effects of departmental programs on spiritual formation. Survey feedback from the Veritas Forum and Celebration Chapel seem to indicate that the department's goals and outcomes are being achieved, but evidence is lacking for other programs. Although some initial assessment has been done, there is little evidence in the area of specific SLOs (some exceptions are: SLO 1 which has been directly assessed through behavioral observations and reflective essays, and SLO 3 which has been indirectly assessed through the Veritas survey). An opportunity for improvement is gathering evidence in the area of SLOs. The assessment process is currently being strengthened as described previously so that in future reports, the department will have both the breadth and depth of departmental data necessary to assess student learning and formation.

The breadth of the programs offered through the department seems adequate. Since SLM became a unique department in 2010, three graduate student ministries have begun whereas previously any such efforts were unknown and unsupported by SLM.

Demographic data from the selected events indicates that SLM sponsored events are generally representative of the larger student body, with a few deviations as discussed previously.

The most highly attended programs are the worship programs and those that receive convocation credit. Encouraging attendance at other programs, and strengthening those offerings is an area of improvement.

The Veritas Forum is meeting a gap that had been perceived in the previous programming (space for the intellectual discussion of faith that was not being found in other worship programs), and utilizes known avenues of student spiritual formation: peer culture, peer influence, and peer leadership.

One significant challenge has been communicating with SLM student leaders (specifically, getting responses from them) and getting leaders to attend leadership development opportunities. The department continues to explore and refine its spiritual and leadership development offerings and hopes that involving more students in the planning processes will encourage higher attendance and buy-in.

Overall, the department found in scoring the reflective essays that student leaders were able to reflect more effectively on their own vision for leadership and how to encourage action in others, but need more direction regarding how to translate their learning into practically guide their ministry in meeting its goals. Going forward, the department plans to verbally communicate to students what is expected in their essays before they go on their conference/retreat so that they are better able to reflect more specifically on their experience and understand how to utilize their spiritual and professional development experiences in their SLM leadership roles.

## GOALS, ACTION, AND QUALITY IMPROVEMENT PLAN

### *Further Develop and Support the New Spiritual and Leadership Development Model*

From its inception in the spring, 2010 semester, department leadership has been working diligently to establish a model for spiritual and leadership development (as discussed above in the “Student Learning and Success” section). Beyond what is offered to all student leaders, SLM plans to offer an in-depth spiritual and leadership development experience (“The Mentoring Project”) to 6-8 current leaders. This experience will include regular mentoring sessions, reflective conversations, behavioral observations based on a rubric (running meetings, managing events), various leadership assessment instruments (MMPI, Meyers-Briggs, StrengthsQuest, etc.), and the development of an E-portfolio (with reflective essays, coaching notes, work samples, observation rubrics, etc.). The various components included in the E-portfolio will be assessed in accordance with the department’s SLOs and assessment plan.

### *Increase Administrative and Logistical Support*

Additional clerical/administrative support is needed for the Student-Led Ministries Office. Additional clerical and administrative support would enable the Associate Chaplain to spend less time focusing on these activities, and more time ministering to students, and focusing on strategic planning and assessment. This year staff are learning that the responsibilities currently allocated to the administrative coordinator are more than one staff member can reasonably accomplish in a 40-hour work-week. This is compounded by the fact that the administrative coordinator supports two offices: Student-Led Ministries, and the Office of Convocation. An office manager position is proposed to be added to the suite to handle the high volume of walk-ins, phone calls, and frequently asked questions, as well as basic data entry, records keeping, PeopleSoft requisitions, and financial management. This would enable the administrative coordinator to focus her energy and efforts on program coordination, student worker supervision and development, and spiritual and leadership development for student leaders.

SLM proposes the following four additional student worker positions to be added to the department:

1. Marketing and Communications Coordinator
  - a. The need for this position has been demonstrated by department staff (who hired a student worker in this capacity over the 2011-12 academic year), and ministry leaders (who have requested funding to pay for marketing services).
2. A/V Student Worker
  - a. The need for this position has been demonstrated by department staff (who hired a student worker in this capacity over the 2011-12 academic year), and ministry leaders (who have requested photo and video services for their ministries).
3. Student-Led Ministries Event Coordinator
  - a. This position was recommended by the Service Leadership Team.
4. Student-Led Ministries Liaison
  - a. This position was recommended by the Service Leadership Team.

### *Expand and Enhance the Chaplain's Suite*

The department proposes increasing and enhancing the Chaplain's Suite facilities, which has a direct impact on the department of Student-Led Ministries. Specifically, the department proposes to include a lounge area, an office for the administrative coordinator, two additional student worker terminals, an office for the Director of the Center for Faith and Learning, a conference area, a kitchenette, and a storage area.

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## EXTERNAL REVIEW

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On September 28-29, 2011, a team of external reviewers representing the Campus Ministry Commission of the Council for Christian Colleges and Universities visited Pepperdine University to conduct a program assessment. The review focused primarily on spiritual formation programming geared towards undergraduate students at Seaver College, although it included interviews with upper administration. The review team consisted of Rod Reed, University Chaplain (John Brown University); Jamie Noling-Auth, Associate Campus Pastor (Azusa Pacific University); Sara Barton, Assistant Professor of Humanities and Religion (Rochester College); and Keith Anderson, President (Seattle School of Theology and Psychology) and Senior Fellow for Campus Ministries for the CCCU. The full report is available as Appendix E.

The review team described Pepperdine as being at a “pivotal point” and having “significant momentum” in the area of student spiritual formation. Specifically, the team made the following observations about the context for spiritual life at Pepperdine and offered recommendations in each area:

A. A culture of decentralization

The reviewers heard in “virtually every interview that Pepperdine fosters a culture of decentralization.” The reviewers aptly concluded that this culture seems to foster an “individualistic, somewhat territorial mindset” which results in “many overlapping programs.” While there were varied opinions and valuations of decentralization from the many interviews, the reviewers heard many people talk about “the need for greater coordination of programmatic efforts and shared work towards a campus-wide vision for spiritual formation.” The reviewers recommended that as the University moves into the initiative phase, faculty and staff should carefully consider the implications of the culture of decentralization on spiritual formation.

B. Shared responsibility for spiritual formation

The reviewers keenly observed that at Seaver College, spiritual formation is seen as everybody’s business. They recommended that the college should “continue to support this culture of shared responsibility as it implements the recommendations in this report.”

C. Religiously diverse community

Reflecting on their interviews with students, reviewers noted that students are generally pleased with the religious atmosphere at Pepperdine, in which students are exposed to the Christian faith but do not feel forced to adopt a particular tradition or set of beliefs. In this environment, students experience and appreciate the “spiritual freedom they have to question, explore, doubt and/or grow in their faith.”

D. An event-based culture with many options

The review team noted, “Pepperdine seems to recruit students who are confident, active and idealistic.” At a surface level this seems like a great profile. And in fact, this has resulted in a culture of regular service in the community and beyond. And yet, this has also resulted in a

culture that “encourages high levels of activity.” It seems that Pepperdine is at the same time recruiting entrepreneurs and encouraging that spirit to find full expression at Pepperdine and beyond. The review team did not discuss in detail the extent of staff involvement in this culture of high activity, but beyond encouraging it in students, staff are also modeling it by offering a number of programs that inadvertently create competition with other programs.

Next, the report discussed how five assessment themes were observed at Pepperdine and what recommendations may be made:

A. Identity and Context – What are the college’s intentions and goals?

The reviewers clearly observed that “there is no overarching vision for spiritual life at Pepperdine,” and they discussed the implications of this lack of vision. They called for the development of a clear, specific, unifying vision for spiritual formation.

B. Program Articulation – What is explicit and implicit in the articulation of the ministry’s goals?

The reviewers suggested that once the overarching, shared vision for spiritual life is established, the next step will be to develop a set of spiritual life outcomes that can be used to shape communications (e.g., “a brochure and/or website that ‘tells the whole story of spiritual formation’”), and guide departmental plans and assessment.

C. Program Completeness – Is the program “complete” or adequate to meet the stated goals?

The review team noted two deficiencies in the college’s program: (1) contemplative aspects of faith; and (2) a regular, corporate worship experience. They reasoned that the highly activist culture of Seaver College does not leave much room for the more contemplative aspects of faith such as silence, meditation, solitude, and reflection.

D. Program Orientation – Does the program adequately address the means of spiritual formation known to be significant to young adults?

The review team called upon insights from the previous section regarding deficiencies that need to be addressed that would also address the means of spiritual formation significant to young adults. In particular, they again noted the need for contemplation and reflection, suggesting that the emphasis on reflection be increased in the co-curricular spiritual formation programs.

E. Resource Adequacy – Are the resources adequate for the project assigned by the institution?

The external review team observed a deficit in resource adequacy that has been discussed by staff in the Chaplain’s suite over the last couple of years: office space. While the move to have Student-Led Ministries, Convocation, Chaplain, and Center for Faith and Learning offices together physically was a positive one, the space limitations present challenges. The reviewers suggested that the space be more clearly defined, and a suite model such as the Volunteer Center would be more welcoming and conducive to relational ministry, as students have a place to “hang out.”

The final section of the report focused on topical focus areas, with reflections and recommendations for each one.

#### A. Organizational structure

The review team noted a “significant need for coordination of efforts and for strategic pastoral leadership on campus.” The reviewers identified a lack of collaboration and coordination, resulting in overlapping programs and territorialism. They offered two recommendations:

1. A “spiritual formation coordination team that would work toward a cooperative plan for ministry programming,” that would develop the vision, goals, and outcomes.
2. “A new position in Student Affairs that would be the focal point for spiritual formation on campus.” They suggest this position could be titled “Assistant/Associate Dean for Spiritual Formation,” and would “provide identifiable leadership for spiritual formation on campus.” They emphasize that this position should be “cast as a pastoral presence, not a director of a research center.” Finally, they conclude, “choosing the right pastoral leader could provide the type of strategic program development, as well as influence the shape of the current programs to more adequately meet the breadth of student spiritual needs.”

#### B. Student-Led Ministries

The review team spoke positively of SLM’s role in facilitating student initiative and leadership in ministry. The team offered three specific recommendations:

1. Create a “ministry map” that aligns SLMs with the matrix provided in the report that includes categories/orientations for spiritual formation.
2. Develop a proposal process for new ministries that requires students to articulate how their ministry idea meets a need in the community. If in the process students discover their ministry idea is redundant of an existing ministry, they would be encouraged to partner with that ministry rather than starting a new one.
3. Collaborate with the Convocation Office to develop a “creative program for one chapel early in the fall semester that would cast a vision for student-led ministries.” This service would also provide the opportunity to present to students the needs that are being met and those that are yet to be met (to encourage passionate student spiritual leaders to rise to the challenge). They also recommended that a ministry fair could be planned in conjunction with this service, to increase awareness and participation.

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## RESPONSE TO EXTERNAL REVIEW

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### RESPONSE TO OBSERVATIONS

The reviewers noted that Pepperdine has a religiously diverse environment in which students experience and appreciate the “spiritual freedom they have to question, explore, doubt and/or grow in their faith.” This was particularly encouraging for Student-Led Ministries, as there are ministries that explicitly focus on one or more of those aspects of the faith journey (e.g., Veritas Forum focuses on all of the above; Celebration Chapel focuses on encouraging growth in faith; etc.).

The reviewers described Pepperdine as having an “event-based culture with many options.” One observation that is distressing to the Associate Chaplain is “most students we talked to seemed to equate attendance at an activity with spiritual formation.” Moreover, some staff seemed to share that same perspective while others expressed concern over this mentality. The Associate Chaplain noted that “we are really good at doing, but not as good at being.” More than just being a culture of high activity, it specifically emphasizes “single events as opposed to ongoing involvement in a group of people that grows together. This individualistic, event orientation toward faith seems to foster a consumerist mentality in students.” This observation from the review team has also been observed and noted as a concern by the Associate Chaplain. The consumer approach to matters of faith is problematic at best, but likely detrimental to faith. When applied more broadly to religion, this approach risks disregarding faith traditions, church history, and the wisdom that comes with them. If Pepperdine encourages a restaurant menu-style faith that says “pick which programs, activities, and aspects of faith you like, and throw out or avoid the ones you don’t like,” the institution will not be preparing its students for lifelong engagement in a faith community (where the restaurant menu approach simply does not work).

Another distressing observation from the reviewers was that “students don’t perceive a pastoral presence in those departments that plan ministry events.” The reviewers reasoned that “their jobs are structured in such a way that focuses their time on managing many programs to the virtual exclusion of relational ministry.” This is consistent with comments from a 2010 Focus Group with SLM student leaders in which students expressed that the spiritual needs in the Pepperdine community include authenticity, deep spirituality, and focused, incarnational ministry (see Appendix OO). These insights are at once striking and convicting, implicitly calling staff to shift their focus to modeling the relational ministry of Christ. Perhaps the existing model might be more likened to a pharisaical approach of a well-intentioned set of structures, rules, rituals, and activities aimed to promote spiritual growth. In light of these observations, SLM staff are encouraged to consider how the relational ministry model can be applied in their work as a department as well as how this can be encouraged at the level of individual SLMs.

## OVERVIEW AND RESPONSE TO RECOMMENDATIONS

### *Increased Emphasis on Reflection in Co-Curricular Spiritual Formation Programs*

The review team reasoned that the highly activist culture of Seaver College does not leave much room for the more contemplative aspects of faith such as silence, meditation, solitude, and reflection. In the past two years, the Associate Chaplain has been particularly aware of and responding to this deficiency by: (1) offering a weekly time of prayer for SLM leaders (which unfortunately, but perhaps not surprisingly, was very poorly attended); (2) offering an “unplugged” evening session in the residential community that was focused on relaxation, meditation, stillness, and quietness while focusing on Scripture; and (3) preaching in Celebration Chapel about over-commitment and the need to be still. Additionally, SLM staff has been more intentional this year in its efforts to cultivate reflection in its student leaders through: (1) requesting summaries, quotes, and photos after events; (2) requesting monthly updates of ministry activities (even if the update is to say that there has been no activity); and (3) asking students who attended a professional development opportunity to write a reflection in accordance with the guidelines provided, which encourage reflection on how the experience has shaped them in terms of (a) guiding a ministry in meeting its goals, (b) communicating vision, (c) encouraging action in others, and (d) understanding that ministry and service to others, including those different from you, is a natural outpouring of a life of faith in Christ. The department plans to continue and increase efforts to encourage reflection and contemplative practices. In light of the review team’s observations, the department now recognizes the need to cultivate some ministries and/or programs that encourage reflection and meditation.

These efforts represent awareness and a beginning response, but much greater attention is needed, as well as a collaborative effort with staff involved in other areas of spiritual life. The process of preparing for the external review team’s visit afforded an opportunity to begin more intentional collaboration across the various departments involved in spiritual life. Since the review team’s visit and concluding report, staff have met to review the report and recommendations. Additionally, a meeting was held to discuss the annual spiritual disciplines retreat sponsored by the Center for Faith and Learning and the Chaplain’s Office, and this conversation was surely at least inspired by this process and the recommendations by the reviewers.

### *Regular, Corporate Worship Experience*

The Associate Chaplain strongly agrees that a regular, corporate worship experience is needed in our community and would be the natural avenue through which the shared vision for spiritual life would be regularly communicated among the community. The Associate Chaplain is committed to the spiritual development of students and is interested in being more involved in bringing a corporate worship experience to the community.

Currently, the Wednesday morning convocation program is the only time and space that is regularly scheduled and set apart as a time for the whole community to gather, and the reviewers seem to imply that the corporate worship experience should be included here. The review team noted that: “one of the important roles that chapel plays is in setting the tone for spiritual formation on campus and framing the conversation about spiritual life. It doesn’t appear to us that the current leadership of chapel sees that as the goal.” While the Wednesday morning convocation program is

not geared toward worship, the student-led Celebration Chapel services on Friday mornings are highly focused on worship.

In the 2010 Celebration Chapel survey, 81% of respondents agree or strongly agree that they “feel affected spiritually” by Celebration Chapel. When asked about their biggest motives for going to Celebration Chapel, the top two categories were: spiritual content (31%) and singing/music (18%). An example of a student quote referring to the spiritual content is: “Celebration chapel is the best way to convection credit out of the way because it is a half an hour that is spent actively worshipping God with an entirely Christian focus which some of the other convocations lack. I love it!!!!!!” An example of a student quote referring to the singing/music is: “...Celebration Chapel really touches me and brings tears of joy to my eyes. My favorite part is standing together and singing as a community...overall, Celebration Chapel is my favorite convo-related event on campus. I look forward to it every week. I am greatly touched that the Celebration Chapel team is sincere in their faith and always makes an effort to reach out to student[s] and God.”

In light of these responses, more support has been given to developing the leadership for Celebration Chapel over the last couple of years. SLM staff have been attending the weekly services, as well as regularly communicating with and providing helpful feedback to the leadership team. The SLM department funded a retreat for the entire team (two leaders and about 10 band members) to go camping. In addition to being a great team-building experience, this trip offered the leaders the opportunity to share their vision for the ministry and was tremendously helpful in setting the spiritual tone for the year.

SLM suggests that since the student-led worship service model has proven to be effective at Pepperdine, more exploration should be done to consider how this model might be expanded (possibly with a larger venue, multiple [perhaps diverse] offerings, etc.) while still retaining the authentic, grass-roots core.

#### *Enhancing and Defining the Chaplain's Suite*

The reviewers suggested that the Chaplain's Suite should be more clearly defined, and a suite model such as the Volunteer Center would be more welcoming and conducive to relational ministry, as students have a place to “hang out.” All staff members in the Chaplain's suite agree wholeheartedly and hope for a space renovation such as the recent International Programs Office renovation. This is included as a departmental goal and elaborated in the Goals and Action Plan section below.

#### *Develop a Clear, Unifying, Specific Vision for Spiritual Formation*

The reviewers noted a lack of overarching vision for spiritual life at Pepperdine and encouraged the university to develop that vision, develop spiritual life outcomes and an assessment plan, coordinate programmatic efforts, and increase collaboration. Specifically, the reviewers recommended the establishment of a spiritual formation coordination team and a new position within Student Affairs that would serve as the focal point for spiritual formation on campus. The Associate Chaplain agrees with these recommendations and hopes to be part of the conversations.

### *Create a Ministry Map*

Based on this recommendation, the department plans to expand the current categorization system for SLMs into a ministry map. This is elaborated in the next section on Goals and Action Plan.

### *Develop a Proposal Process for New Ministries*

This recommendation is also being adopted and incorporated into the above goal “Create a Ministry Map,” also discussed in the Goals and Action Plan section.

### *Student-Led Ministries Chapel in the Fall*

The fall Wednesday morning convocation schedule has already been set, but the Associate Chaplain will discuss this idea with the Director of Convocation, with an eye towards the best way to achieve the goals discussed in the recommendation.

## GOALS AND ACTION PLAN

### *Further Develop and Support the New Spiritual and Leadership Development Model*

From its inception in the spring, 2010 semester, department leadership has been working diligently to establish a model for spiritual and leadership development (as discussed above in the “Student Learning and Success” section). Beyond what is offered to all student leaders, SLM plans to offer an in-depth spiritual and leadership development experience (“The Mentoring Project”) to 6-8 current leaders. This experience will include regular mentoring sessions, reflective conversations, behavioral observations based on a rubric (running meetings, managing events), various leadership assessment instruments (MMPI, Meyers-Briggs, StrengthsQuest, etc.), and the development of an E-portfolio (with reflective essays, coaching notes, work samples, observation rubrics, etc.). The various components included in the E-portfolio will be assessed in accordance with the department’s SLOs and assessment plan.

While SLM has enjoyed significant funding through an allocation from the Seaver Dean’s Excellence Fund, this funding is set to expire at the end of FY12 with no guarantee for renewal. Base funding in the Student-Led Ministries budget would demonstrate the institution’s commitment to supporting student-led ministry initiatives. In the 2011-12 academic year, the Inter-Club Council received an increase in the amount of student fees allocated to the ICC general fund. This resulted in approximately double the previous amount of funding available in the general fund to which clubs can apply. In light of this, SLM narrowed its funding focus to primarily support spiritual and leadership development, with students seeking funding for events and programs through the Inter-Club Council. This approach has served them well and so far SLM has been able to fully support 12 students attending conferences this year. The department plans to continue with this model of SLM leaders requesting event and program funding through the ICC general fund. The department requests \$15,000 in annual, base funding for student spiritual and leadership development. This would enable the department to continue supporting SLM leaders in conference attendance, and would provide a small amount of funding for internal spiritual and leadership development (the intense leadership development experience previously described, which could include a retreat).

### *Develop a Ministry Map for SLMs*

Based on the recommendation of the External Review Team, the department plans to expand the current categorization system for SLMs into a ministry map. This would place each ministry in one or more categories/orientations for spiritual formation so that department staff can determine whether the student-led ministries as a whole are targeting the needs of students at all stages of the spiritual journey. Additionally, this process should uncover any redundancies and provide a foundation and rationale for recommending that two or more existing SLMs might benefit themselves and the student body by combining their efforts.

The department will need to review different frameworks for categories/orientations (i.e., the framework provided by the reviewers, a spiritual pathways model, etc.) and determine which would be the best fit for SLM. Then the department will be ready to map the existing SLMs to the categories in the framework, and discover any gaps or redundancies and proceed accordingly.

The ministry map will serve another purpose as well. The review team suggested a proposal process for new ministries that would require leaders of a proposed ministry to articulate how their ministry meets a need that is not currently being met elsewhere. If it is determined that the proposed ministry is redundant, the ministry map will help staff to guide the leaders into a collaborative relationship with an existing ministry, and/or provide an opportunity for the new leaders to start a different ministry that would meet a need that has been identified as a gap on the ministry map.

### *Increase Administrative and Logistical Support for Leaders and Department Staff*

Additional clerical/administrative support is needed for the Student-Led Ministries Office. Additional clerical and administrative support would enable the Associate Chaplain to spend less time focusing on these activities, and more time engaging in relational ministry with students and student leaders, and focusing on strategic planning and assessment. This year staff are learning that the responsibilities currently allocated to the administrative coordinator are more than one staff member can reasonably accomplish in a 40-hour work-week. This is compounded by the fact that the administrative coordinator supports two offices: Student-Led Ministries (25%), and the Office of Convocation (75%). An office manager position is proposed to be added to the suite to handle the high volume of walk-ins, phone calls, and frequently asked questions, as well as basic data entry, records keeping, PeopleSoft requisitions, calendaring, tabling requests, and financial management. This would enable the administrative coordinator to focus her energy and efforts on program coordination, assessment, mentoring and small group facilitation, student worker supervision and development, and spiritual and leadership development for student leaders.

An organizational chart and position descriptions for the Associate Chaplain, Administrative Coordinator, and Graduate Assistant are provided as Appendices PP-SS.

The review team noted a “significant need for coordination of efforts and for strategic pastoral leadership on campus.” The reviewers identified a lack of collaboration and coordination, resulting in overlapping programs and territorialism. They offered two recommendations: (1) A “spiritual formation coordination team that would work toward a cooperative plan for ministry programming,” that would develop the vision, goals, and outcomes; and (2) “A new position in Student Affairs that would be the focal point for spiritual formation on campus.” They suggest this

position could be titled “Assistant/Associate Dean for Spiritual Formation,” and would “provide identifiable leadership for spiritual formation on campus.” They emphasize that this position should be “cast as a pastoral presence, not a director of a research center.” Finally, they conclude that “choosing the right pastoral leader could provide the type of strategic program development, as well as influence the shape of the current programs to more adequately meet the breadth of student spiritual needs.” The department supports both recommendations.

SLM proposes the following four additional student worker positions to be added to the department:

1. Marketing and Communications Coordinator
  - a. The Marketing and Communication Coordinator would work in cooperation with department staff and various ministry leaders develop effective marketing and communication strategies to advertise programs and services available to students. Duties would include: marketing campaigns, graphic design, material distribution, creating and updating information for digital signage and chapel slides, updating the shadowbox in the Cafeteria. This position works closely with department staff and ministry leaders to brainstorm and collaborate on new ideas of how to communicate and market the SLM department and programs (e.g., door hangers, t-shirts, stickers, etc.).
  - b. The need for this position has been demonstrated by department staff (who hired a student worker in this capacity over the 2011-12 academic year), and ministry leaders (who have requested funding to pay for marketing services).
2. A/V Student Worker
  - a. The A/V Student Worker would support the a/v needs of various events and programs, including video and audio recording and online posting, creating video slideshows and montages, etc.
  - b. The need for this position has been demonstrated by department staff (who hired a student worker in this capacity over the 2011-12 academic year), and ministry leaders (who have requested photo and video services for their ministries).
3. Student-Led Ministries Event Coordinator
  - a. The Event Coordinator would work in cooperation with department staff and various ministry leaders to coordinate and facilitate campus wide events. Duties would include: reserving rooms, managing tabling requests and other event setup requests, booking catering, setting up and taking down event structures, and coordinating speaker accommodations. Events can range from large, campus wide events such as the Veritas forum, to smaller events like coffee houses. The event coordinator would work closely with the Associate Chaplain, Graduate Assistant, and ministries leaders to brainstorm and collaborate on new ways to support our ministries and events.
  - b. This position was recommended by the Service Leadership Team.
4. Student-Led Ministries Liaison
  - a. The Student-Led Ministries Ministry Liaison is a student leader who will work in cooperation with department staff to be the point-of-contact between the department of Student-Led Ministries and its various ministries. The department supports 18 different ministries on Pepperdine’s campus and the Ministry Liaison would need to coordinate meetings on a regular basis with the leaders of each ministry in order to facilitate their needs. The Ministry Liaison would then work with

department staff to meet the needs of ministries and collaborate on new ways to support and coordinate events/meetings.

- b. This position was recommended by the Service Leadership Team.

The SLM budget consists of the following: one salary with benefits for the Associate Chaplain, one graduate intern or student worker salary (\$2500/year), and a supply fund of \$2,019 (for travel and development, books, supplies, advertising, etc.). As such, there are no internal resources in the SLM budget that could be reallocated for any of these purposes. New funding is required. \$5,000 in additional, base funding is needed to supply those salaries (estimate based on 5 hours per week per student worker position, \$9 per hour, 14 weeks per semester).

To address the request to add an office manager \$40,350 in annual, base funding is needed to supply that salary (\$30,000 annual salary plus 34.5% burden of \$10,350). To promote the current Administrative Coordinator to the role of Program Coordinator, \$5,380 in annual, base funding is needed (\$4,000 added to annual salary plus 34.5% burden of \$1,380).

*Expand and Enhance the Chaplain's Suite Facilities and Equipment to Provide a Greater Sense of Community, and Increase Efficiency and Productivity*

Concurring with the recommendation of the external reviewers, SLM proposes increasing and enhancing the Chaplain's Suite facilities, which has a direct impact on the department of Student-Led Ministries. Specifically, the department proposes to include a lounge area, an office for the administrative coordinator, two additional student worker terminals, an office for the Director of the Center for Faith and Learning, a conference area, a kitchenette, and a storage area. These enhancements would accomplish the following goals:

- Provide office space for the administrative coordinator to work uninterrupted by the constant walk-ins and phone calls
- Provide office space for the Director of the Center for Faith and Learning so that this individual can be available, visible, and part of the suite team
- Provide conference space for staff and student leadership teams to gather
- Allow student leaders to feel like they have a space to hang out and call their own (this is directly in response to a need perceived by the external review team, who suggested that the Chaplain's suite would benefit from an enlarged space that is arranged like the Volunteer Center, where student leaders can "hang out")
- Increase the efficiency and productivity of current student workers (whose time is currently limited because of competition for the two available computer terminals) and provide space for proposed student workers
- Provide space for storing office supplies, a holding space for large quantities of books that will be used for small groups, space for a small library of small group resources that can be accessed by student-led ministry leaders, club convo leaders (including faculty and staff), and other small group leaders
- The kitchenette would provide needed counter space, cabinet space, plumbing, and a larger refrigerator to meet the needs of a suite that regularly hosts meals (and needs space to store food before and after the event), and staff who regularly bring and heat their own meals.

The proposed increase to facilities is being reviewed independently of this report (as part of the broader review of spiritual life) and if approved, would have a budget source outside of the department.

Current facilities, equipment, and technology are insufficient to support current initiatives and needs. One of the initiatives for this year is to be more intentional with capturing and interpreting data including attendance at events, photos and videos of programs, student leader reflections and participant feedback. The department has been recording the Celebration Chapel services and posting them to the Web site, but the video and audio quality has been poor. The department hired an a/v student worker to use the video camera owned by the Convocation Office, and expects the quality to improve.

For the graduate intern, a computer that is current with technology (in terms of operating system, ram, etc.) equipped with Adobe Photoshop, iMovie, and at least 500 Gb of memory is needed in order to process videos and edit photos. Two additional similar machines would be required for the additional student worker positions that have been proposed. \$10,000 in one-time funding is needed to purchase all three of the machines, peripherals, and software. Again, based on the SLM budget described above, there are no internal resources in the SLM budget that could be reallocated for any of these purposes. New funding is required.

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**INTERNAL REVIEW**

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**RESPONSE TO INTERNAL REVIEW**

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**APPENDICES**

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**APPENDIX A: STUDENT-LED MINISTRIES PROGRAMS AND SERVICES**

Title	Primary Ministerial Focus	Description	Purpose	Frequency
Pray	Pastoral Care	This is a weekly prayer service for leaders of the various student-led ministries to gather and prayer over their ministries.	The purpose is to bring our concerns to God, lift one another up in prayer, and be aware of special needs in our community. Sponsored by Student-Led Ministries.	Bi-weekly
SLM Leaders Dinner	Fellowship, Pastoral Care	This event gathers SLM leaders to honor and encourage them while uncovering and seeking ways to address spiritual needs in our community.	The purpose of this program is to bring the leaders together to get to know one another and their ministries, to seek out points of collaboration, and to pray. Sponsored by Student-Led Ministries.	1x/semester
Check-in Meeting	Pastoral Care	These meetings involve representatives from each ministry meeting with SLM staff	The purpose of these meetings is to : stay connected to SLM leaders; express support to SLM leaders; hear feedback about how ministries are going; help leaders to set and achieve goals; bring concerns to God and lift one another up in prayer.	1x/semester
“Live to Forgive Week”	Education	This was a week of events surrounding a screening of the independent film by the same name as well as lectures by the lead, Dean Smith.	From the film’s Web site: “LIVE TO FORGIVE is a film about faith, redemption, and, most of all, forgiveness and the power to free yourself from the burden of unforgiveness. The film documents the extraordinary journey of DEAN ERIC SMITH to discover the truth and find forgiveness in the most dire circumstances.” <a href="http://www.livetoforgivemovie.com">www.livetoforgivemovie.com</a> Sponsored by Celebration Chapel and Student-Led Ministries.	1x/year (January, 2011)
“Wise Faith Week”	Education	This is a week of events featuring Rob Wachter, a prominent open-air preacher from Seattle, WA.	These events hope to bring students to understand God more, reflect, worship, and be challenged. The hope is that students will move from blind faith to wise faith. Sponsored by Celebration Chapel and Student-Led Ministries.	1x/year (April, 2011)

“Seven Mile Miracle” Film Screening	Fellowship	This event was a screening of “Seven-Mile Miracle,” the surfing documentary that “explores the beauty of God’s creation on the North Shore of Oahu.”	Our mission is to get Pepperdine surfers fired up about seeing lost surfers (and all people in general) impacted by Jesus. We hope to build up believing surfers that God can use to reach the surfing community. Sponsored by Christian Surfers Pepperdine and Student-Led Ministries.	1x/year (November, 2010)
Acting on Aids	Education, Outreach (awareness and fundraising)	Acting on Aids puts on numerous programs throughout the year with the goal of raising awareness and relief funds.	Acting on AIDS recognizes that the global HIV/AIDS epidemic constitutes one of the most formidable challenges SLM face today. Therefore, we seek to stop the global spread of HIV/AIDS through raising awareness, educating the Pepperdine community and the world at large, and serving those suffering from HIV/AIDS in the community.	At least monthly
Ascend	Worship	Ascend meets weekly for worship and prayer.	Ascend is the body of Jesus Christ assembling for prayer and worship. We want to see the Holy Spirit come in power and in love to transform us and our community into a better reflection of Jesus and His kingdom.	Weekly
Catholic Student Association	Worship	CSA meets weekly after mass and/or after Tuesday evening services, and it provides shuttle service to Sunday mass.	Our mission is to hold events that expose students to the Catholic faith and help them deepen their spiritual life through mass, retreats, volunteer opportunities, and other activities. Our vision is to deepen the faith and religiosity of all students at Pepperdine.	Weekly
Celebration Chapel	Worship	This is a weekly instrumental worship service that is student-led and usually includes a speaker.	Students have the opportunity to engage in song, prayer, being challenged by a message, and drawing closer to God.	Weekly
eNgage	Education	eNgage meets weekly to pray, read the Word, and tackle tough issues.	The vision of the group is to engage Pepperdine's men, helping them take their place as leaders within the body of Christ and to proclaim the message of Christ to our campus, community, and culture.	Weekly
Exploring the Texts	Education	Exploring the Texts student-led small groups meet weekly for 6-8 weeks throughout the semester to study topics such as creation and forgiveness from a variety of world religions, including Christianity.	Our purpose is to further the Christian mission of Pepperdine by enriching knowledge of other faiths in order to explore elements that Christianity shares with other faiths and how it is distinguished among these. We want to educate Pepperdine students about other major faiths in order to better understand those from other backgrounds, making for a more knowledgeable way to shine a light to the community.	Weekly
Genesis Gospel Choir	Worship	The Gospel Choir meets twice per week for practice and rehearsals. Additionally, they put on 2-5 concerts per semester.	The purpose of the Genesis Gospel Choir is to provide a place for you to renew your spirit. We want to actively engage the Pepperdine community in different forms of worship while sharing the Gospel message through song and lyric.	Weekly

Graduate Christian Fellowship	Fellowship, Education	GCF meets weekly for fellowship, Bible study, and worship.	This ministry seeks to unite Christian students from the three schools on the Drescher campus through social events, Bible studies, worship, and service opportunities.	Weekly
Graziadio Christian Business Society	Fellowship, Education	GCBS meets weekly for “lunchbox devotionals.”	The purpose of GCBS is to serve as a community for business students who are devoted to living a Christ-filled life, preserving values in business and fostering spiritual growth through fellowship.	Weekly
International Justice Mission – Pepperdine Chapter	Outreach, Education	IJM holds weekly meetings and 3-5 awareness events per semester	We seek to raise awareness and educate ourselves, our fellow students, and the community about issues of injustice around the world. We exist to pray on behalf of victims and human rights professionals to petition our all-powerful, loving, and just God. We support IJM and other organizations that fight for justice and awareness through raising money to fund efforts of relief and help.	Weekly and 3-5 times per semester
Prayer Ministry	Pastoral Care	The prayer ministry hosts a few events throughout the year and participates in local prayer events.	The mission of the prayer ministry is to encourage and provide students the opportunity to be grounded in prayer. We accomplish this through providing time and space for prayer, opportunities to submit prayer requests, organized prayer vigils and conferences.	3-5 times per year
Sideline	Education	Sideline meets every Wednesday night to pray, study the Bible, and worship.	Sideline is an outreach ministry devoted to discipling and serving the athletes in the Pepperdine community.	Weekly
Veritas Forum	Education	The Veritas Forum is a 2-night annual event featuring apologetics-based lectures from prominent Christian theologians and philosophers	Veritas is a student-led ministry that seeks to create space for the exploration of true life, connecting the toughest questions of life with the person and story of Jesus Christ. Veritas Forums are university events that engage students and faculty in discussions about life's hardest questions and the relevance of Jesus Christ to all of life. We seek to inspire the shapers of tomorrow's culture to connect their hardest questions with the person and story of Jesus Christ.	Annually
Wonderfully Made	Education	WM hosts several events per semester, such as “Her Story” Coffee Houses, GIA events (Girls in Action), small groups, and talk-backs with speakers.	Wonderfully Made is a Christian ministry dedicated to helping today’s modern young women discover, strengthen, and reclaim their true value and worth.	At least 2x/month

## APPENDIX B: SPIRITUAL LIFE REVIEW BENCHMARKING REPORT SUMMARY

### **A Review of Spiritual Formation Programming, Staffing, and University Spiritual Development Initiatives for Pepperdine University**

(Summary; full report available upon request)

Prepared by Travis A. Weber and Jennifer Hale Christy

#### **Introduction**

During the summer of 2010, approximately 30 private Christian institutions were invited to participate in this spiritual life review. Of the institutions contacted, we were able to survey the spiritual life initiatives of a diverse group of twenty-two institutions, of which nineteen were private Christian institutions and three were public and private secular institutions.

The surveyed institutions represent a variety of religious heritages, including Church of Christ (2), Baptist (3), Evangelical (1), Roman Catholic (2), Multi-Denominational (2), Non-Denominational (1), Lutheran (3), Nazarene (1), Presbyterian (USA) (2), and Reformed Church of America (1). The institutions surveyed represent a geographic diversity from the East Coast (1), Midwest (5), Northeast (1), South (4), Southwest (3), and West Coast (3). [See Appendix A for the list of benchmark schools, p. 6]

The survey was conducted via telephone with the person or persons identified as having a significant role in the institution's spiritual life (e.g., the Chaplain, Campus Pastor/Minister, and/or Dean of Spiritual Life). A set of questions concerning mission, strategic plan, organizational structure, programming, and assessment guided these conversations.

#### **Staff Structure**

All of the surveyed institutions exhibited a variety of departmental and staff structures to address the spiritual life needs of their students, faculty, and staff. The primary position for spiritual formation (e.g., Chaplain, Campus Pastor, or Dean of Spiritual Life) at the institutions surveyed generally reported to either the President or the Vice President for Student Life/Dean of Students. In quite a few institutions, the primary position for spiritual life holds a dual reporting structure to both the Dean of Students and to the President. Of the institutions surveyed, most reported that having a pastoral/theological presence on the President's Executive Council has provided an important perspective to the institution's administration. [See Appendices B and C for Pepperdine and benchmark staff structures, pp. 7-10]

#### **Faculty/Staff Involvement**

All institutions surveyed were quick to mention the significant impact that their faculty and staff have on the spiritual formation of their students. Each institution varied in the degree to which staff and faculty have a formal role in the spiritual formation of students. At John Brown University, the University Chaplain has significant involvement in faculty/staff development as well as in the interview process for every faculty candidate with focus on student spiritual development. Marquette University has the Faber Center for Ignatian Spirituality which is tasked with tending to the spiritual needs of faculty, staff, and administrators; the Faber Center offers a variety of services including spiritual direction, faith sharing, pastoral care, discussion groups, support groups, and an annual faculty/staff retreat.

## **Student Leadership**

All surveyed institutions reported that student leadership has a significant and meaningful impact on the spiritual life of the institution. As one might expect, different institutions placed different emphases on student leadership. While the majority of student leadership is drawn from undergraduate students, a couple of institutions reported the importance of their graduate students (e.g., Baylor utilizing seminarians as resident ministers in their residential community). Most institutions reported the importance of having student leadership involved in the planning and execution of the institution's public worship. At Wheaton College, the chaplain has a student chapel advisory council with which he meets bi-weekly to hear feedback, suggestions, and comments on chapel services. As well, most institutions reported the existence of student-led organizations with a religious and/or ministry-related purpose. A common theme was that service and missions opportunities were largely led by students in collaboration with a staff or faculty member of the institution. Four institutions emphasized the importance of student leadership within their residential communities (e.g., resident advisors and/or spiritual life advisors) that provided a pastoral presence and ensured the existence of a small group.

## **Outcomes and Assessment**

A common theme among the benchmark institutions is the desire to better define and develop spiritual formation measures. All campus ministry professionals with whom we spoke acknowledged the real difficulty in measuring spiritual formation and spiritual growth (i.e., how does one quantify spiritual growth?).

Of the institutions surveyed, student spiritual formation was assessed to various degrees using both informal survey instruments (e.g., Survey Monkey) and formal survey instruments (e.g., NSSE). The informal survey instruments tend to gather qualitative information, such as experiences of transformation, growth, and challenge.

Every year at Wheaton College, the Chaplain invites a random sample of thirty graduating seniors, with a participation of 20-25, to participate in an exit interview regarding spiritual life. He indicates that these conversations have been most helpful in his assessment of student spiritual formation at Wheaton.

Generally, the benchmark institutions track student participation in spiritual life programming/activities even though there seems to be a consensus that such numbers are not the best indicators of student spiritual growth.

## **Common Programs**

The surveyed institutions exhibited a variety of spiritual life programming, both active and passive, aimed at helping students to develop spiritually. Programming, not including regular chapel/worship services, included some of the following:

- \* Domestic and international service and volunteerism, including spring break campaigns
- \* Small groups – Bible studies, book clubs, prayer groups, and fellowship groups
- \* Monthly devotional guide distributed or made available to students (e.g., following the Revised Common Lectionary)

- \* Emphasis week – include special programming and services tied to a particular focus (e.g., Asbury’s Great Commission Congress with a missions focus)
- \* Prayer path experiences, especially during particular liturgical seasons (e.g., during Holy Week)
- \* Institution-wide focus on a spiritual discipline, scripture, or book that becomes infused into classes, chapel programming, etc. (e.g., ACU reading Shane Claiborne’s *Follow Me to Freedom* or Azusa Pacific’s year-long common focus on a spiritual discipline and scripture)
- \* Discernment group – teaching a contemplative practice
- \* Grief groups (in partnership with Counseling Center)
- \* Men’s ministry – several institutions influenced by Richard Rohr are exploring how they can minister to their male students (with particular attention to pornography addiction)
- \* Intentional community house – different schools utilize a variety of models, but one example may be Baylor, which puts upper-class students into a house in a neighborhood with the charge to be in the community in intentional ways (also see Valparaiso’s Fellowship House)
- \* Retreats – offered to men/women, to classes, and to entire student bodies or University communities
- \* Intentional programming for students considering a vocation in ministry – weekly meetings with speakers, Bible Studies, retreats, etc.
- \* Meditation guides based on institutional sacred spaces

## Chapel

Of the institutions surveyed, all reported an active public worship and prayer life. Nine reported a chapel attendance requirement, and seven reported no attendance requirements. Most institutions reporting an attendance requirement also offered opportunities to fulfill some, if not all, of the requirement through alternative smaller chapels, small groups, and/or service opportunities. Depending on the institution, University-wide worship and prayer occurred from once per week to daily. Several of the institutions not requiring chapel attendance reported that their institutions historically required chapel, but more recently these institutions determined that their spiritual formation outcomes were probably not best met through such a requirement. [See Appendix D, p. 11; also see Chapel Requirement Summary, p. 13.]

## Notable Programs and Other Ideas

- \* Abilene Christian University hosts the *StillPoint Retreat* several times each year for faculty and staff. Since 2005, over 200 faculty and staff, including facilities and maintenance staff, will have been invited to attend the retreat, which focuses on developing the spiritual disciplines of silence, solitude, and community.
- \* Of the institutions that have a spiritual mentoring program, Azusa Pacific University was notable for its emphasis on preparing its spiritual mentors. All new spiritual mentors are invited to a lunch, where they are given reading resources and an opportunity to discuss the basics of mentoring. Subsequently, all mentors get together in an evening to go through their mentoring manual. Training includes some basic crisis ministry. All

- mentors are required to attend APU's *Imago Dei* training, which focuses on diversity issues, as well as sexual harassment training. Notably, APU offers retreats that their mentors and mentees can attend together.
- \* Whitworth University hosts a monthly luncheon for all faculty/staff mentors to provide encouragement, to support their work, and to work through anything that has come up in their respective mentoring experiences.
  - \* Baylor's Spiritual Life Division, made up of four departments, is housed centrally in the Spiritual Life Center. The Center serves as a central meeting place for students but also contains several meeting rooms and a prayer chapel. As part of a capital campaign, Grove City College is planning to build a spiritual center to house its entire ministry staff.
  - \* At several of the institutions surveyed, the University Chaplain or Dean of Spiritual Life played a significant role in new faculty hiring, being involved in every hire in order to contribute to questions of mission/faith fit. A number of the Chaplains or Deans of Spiritual Life were also involved in significant ways in orientation for both new faculty and new staff (e.g., at John Brown University).
  - \* Azusa Pacific University Campus Pastors are involved in all student leader trainings at the beginning of the year to support and equip their student leaders, especially introducing them to the common campus scripture and discipline.
  - \* Marquette University offers a number of opportunities to develop faculty and staff through their Faber Center for Ignatian Spirituality. The Faber Center seeks to develop and support faculty and staff by offering spiritual direction, faith sharing, pastoral care, discussion groups (e.g., on the relationship between God and science), support groups (e.g., parents of young children, survivors of cancer, etc.), an annual faculty/staff spiritual retreat, and a day of reflection (e.g., on Advent). Notable is the Arube Seminar, in which all senior administrators will engage questions of institutional spiritual identity through a speaker, book(s), and seminar-style conversations.
  - \* The Institute for Christian Spirituality at Lipscomb University is partnering with the Monvee Group to develop tools that will help measure students' spirituality in relevant and meaningful ways.
  - \* The Small Group Leaders and Small Group Coordinators (16 student positions) program at Whitworth University is partially facilitated through a two-credit hour class that meets once per week and is overseen by a Campus Pastor. The SGCs and SGLs host small groups in the residence halls with an aggregate weekly attendance of approximately 250-300 students. The class facilitates discussion on how to lead a small group, how to enter into peer-to-peer ministry, and how to lead conversation. Under the guidance of the Campus Pastor, the SGCs shepherd the SGLs.
  - \* Wheaton College hosts a small group ministry, the Discipleship Small Group, overseen by the Chaplain's office with an Advisory Cabinet of juniors and seniors. Participation is approximately 700 of 2400 students. Each student-led group consists of 4-6 members. The groups are uniquely designed to provide Wheaton College students the safety of a trusted group where faith struggles and personal needs can be shared as they journey together with and towards Christ. The goal for each group is to learn how to practically apply personal faith to their lives as students. Wheaton also has an optional "Passages" program for freshmen that occurs the week before new student orientation begins. This

program focuses on spiritual formation and is co-led by faculty and staff. Students receive credit for the academic component of the program and continue to meet with their faculty after school begins.

### **Sacred Spaces**

Of the institutions surveyed, common sacred spaces included chapels, labyrinths and walking trails, outdoor amphitheaters, quiet/meditation rooms (i.e., small prayer chapels, some in the residential community), and prayer gardens.

- \* Marquette University is unique in that every building on campus has its own unique prayer chapel that has been architecturally designed and decorated in accordance with the particular space it occupies.
- \* Of the benchmark institutions surveyed, Asbury University, Azusa Pacific University, Marquette University, St. Olaf, Valparaiso University, have a dedicated prayer chapel or prayer room, open 24/7, in each of their residence halls. Generally, these spaces cannot be reserved or used for any programmatic purpose other than prayer, worship, and Bible study.

### Appendix A: Benchmark Summary

Institution	Location	Religious Affiliation
1. Abilene Christian University	Abilene, TX	Church of Christ
2. Asbury University	Wilmore, KY	Christian Multi-Denominational
3. Azusa Pacific University	Azusa, CA	Christian Non-Denominational (Wesleyan Roots)
4. Baylor University	Waco, TX	Baptist
5. Belmont University	Nashville, TN	Baptist
6. California Lutheran University	Thousand Oaks, CA	Lutheran
7. Grove City College	Grove City, PA	Presbyterian Church (USA)
8. Hope College	Holland, MI	Reformed Church of America
9. John Brown University	Siloam Springs, AR	Multi-Denominational
10. Lipscomb University	Nashville, TN	Church of Christ
11. Marquette University	Milwaukee, WI	Catholic (Jesuit)
12. Pepperdine University	Malibu, CA	Church of Christ
13. Pennsylvania State University	State College, PA	
14. Point Loma Nazarene	San Diego, CA	Nazarene
15. Samford University	Birmingham, AL	Baptist
16. St. Olaf College	Northfield, MN	Lutheran
17. University of San Diego	San Diego, CA	Roman Catholic
18. University of Southern California	Los Angeles, CA	
19. Valparaiso University	Valparaiso, IN	Lutheran (ELCA)
20. Wheaton College	Wheaton, IL	Evangelical Protestant
21. Whitworth University	Spokane, WA	Presbyterian (USA)
22. Yale University	New Haven, CT	

## Appendix B: Staff Structure at Pepperdine

**Pepperdine University:** There are nine distinct offices/programs at Pepperdine University that are involved in explicit ways in the spiritual formation of Seaver students through the co-curriculum. Each of these offices are listed, with notations regarding their staffing:

- \* *The University Chaplain's Office* is staffed primarily by a Chaplain, who reports to the Provost. One Administrative Assistant, who also supports the Center for Faith and Learning, provides administrative support to the Chaplain.
- \* A Director, two Associate Directors, and an Administrative Assistant support the functions of *the Center for Faith and Learning*. A religion graduate student works part-time to support both the Center and the Chaplain. The Director of the Center reports to the Provost. The Director and Associate Directors are faculty members who are given course release time to serve in these roles.
- \* The Director of Convocation runs the *Convocation Series* program with the assistance of an administrative coordinator, who also supports the Student-Led Ministries Office. The Director of Convocation reports to the Dean of Students, who reports to the Dean of Seaver College.
- \* *The Student-Led Ministries Office* is staffed by the Associate Chaplain for Student-Led Ministries and reports to the Dean of Students.
- \* The Department of Housing and Residence Life has responsibility for the training, mentoring, and daily functions of the *Spiritual Life Advisor Program*. The program typically utilizes approximately 35-40 students who report to the Resident Director where they live; the Resident Directors report to the Director of Housing and Residence Life.
- \* *The Pepperdine Volunteer Center* provides opportunities for students to express and reflect on their faith through service. It is staffed by a director, assistant director, two JumpStart coordinators, and an administrative assistant.
- \* The *International Programs* Office coordinates spiritual life at its six overseas facilities through the directors of these programs and the visiting faculty members.
- \* *The Athletics Chaplain* is a staff member in athletics who is given part-time spiritual formation responsibilities for student athletes.
- \* *Campus Ministry* offices at the center of the Malibu campus in the Plaza Classroom building, is structurally within the University Church of Christ, and employs two Campus Ministers while being supported by the church's administrative assistant and approximately fifteen student ministers. Both Campus Ministers report to the Elders of the University Church of Christ. The University provides partial funding for the campus ministry.

## Appendix C: Staff Structure<sup>1</sup>

**Abilene Christian University:** Associate Dean of Spiritual Life and Chapel Programs reports to Vice President of Student Life and Dean of Students, who reports to President. Director of Student Ministries reports to Associate Dean of Spiritual Life.

**Asbury University:** The Campus Ministries department at Asbury University is within Student Development. Overseeing this department is a dual role, the Associate Dean for Campus Ministries and the Campus Chaplain, who has a dual reporting structure to both the Vice President of Student Development (for Campus Ministries responsibilities) and to the President (for Chaplain responsibilities). Two staff members support the work of Campus Ministries: Assistant Director of Campus Ministries/Assistant Chaplain (a full-time staff member working with outreach ministries, women ministries, and student-led ministries); Coordinator of InReach Programs (a part-time staff member working with in-reach ministries and student chaplains).

**Azusa Pacific University:** The Office of the Campus Pastors falls under the Dean of Students and is supported by three full-time staff members and part-time local pastors:

- \* Campus Pastor – oversees the Office of the Campus Pastors, helps plan worship and spiritual life programming, and reports to the Dean of Students
- \* Associate Campus Pastor – oversees spiritual formation and spiritual mentoring
- \* Associate Campus Pastor for Community Care – provides expertise in pastoral care
- \* Local Pastors (approx. two) – 5-10 hours/week of one-on-one pastoral care with students

**Baylor University:** Within the Student Life Division, the University Chaplain is also the Dean of Spiritual Life and reports to the Vice President of Student Life. The Spiritual Life Division is further sub-divided into four departments, each with its own director, staff, and administrative assistant. All together, the Spiritual Life Division is home to eight full-time staff members, graduate apprentices, ministry associates, and resident chaplains. The four departments include:

- \* Chapel – while responsible for university chapel services, the department also partners with other centers, institutes, and departments to provide worship leadership and/or liturgical consultation (e.g., leading morning prayer for a staff meeting)
- \* Baylor Missions – three full-time staff and two half-time seminarians responsible for global missions, urban missions, and missions awareness; in an effort to minimize the duplication of efforts, Baylor is considering the creation of a unified center that will provide opportunities for service and learning
- \* Pastoral Care – this department is directly overseen by the University Chaplain; the Pastoral Care department responds to crises, communicates/consults with professors, and works with resident chaplains (i.e., seminarians who are chaplains in the residential community)
- \* Formation – primarily responsible for programmatic aspects of spiritual life, including retreats, small groups, big events, traditional campus ministry aspects, etc.

**Belmont University:** The Vice President of Spiritual Development is one of six VPs who serves at the senior leadership level of Belmont, with responsibilities to sit on committees at the presidential level. The Department of Spiritual Development is supported by an Executive Assistant. University

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<sup>1</sup> Only those institutions are listed which provided a response to this question

Ministries, supported by an Office Assistant, employs three full-time ministers: University Minister, Associate University Minister and Director of Spiritual Formation, and Associate University Minister and Director of Outreach.

**California Lutheran University:** Campus Ministries employs two full-time Campus Pastors and an administrative assistant. The Campus Pastors report directly to the President. The department also employs a Coordinator of Chapel Music.

**Grove City College:** The Dean of the Chapel reports to the President and serves on the executive council. The Department of Campus Ministries is in both the Student Life and Learning department and in the Chapel department. Consequently, the Director of Campus Ministries reports to both the Dean of the Chapel and the Vice President of Student Life and Learning.

**Hope College:** Ultimately, all spiritual life initiatives fall under the Dean of the Chapel who serves on the executive council and also serves the campus in a pastoral role. The Dean of the Chapel oversees Campus Ministries, which includes the following staff members: Senior Chaplain – works primarily with men’s ministries and oversees the regular chapel schedule; Chaplain – works primarily with women’s ministries and serves on several campus committees; Director of Outreach and Social Justice – oversees all outreach and spring break service trips; Minister of Arts and Worship.

**John Brown University:** The University Chaplain reports to the Vice President of Student Development and to the President. The University Chaplain oversees the Office of Christian Formation, which includes: Director of Christian Formation, Director of Discipleship, Assistant Director of Discipleship, Instructor of Worship Ministries, and Graduate Assistant – has responsibility for Graduate Christian Fellowship.

**Lipscomb University:** The Institute of Christian Spirituality is a rather new addition to Lipscomb University, and it seeks to offer resources to the campus and to off-campus communities, and to cultivate deeper spirituality and discipleship. The Institute is an expression of the faculty of the Bible Department and of the Seminary. Within the Office of Campus Life, there are two Campus Ministers that work closely with the Vice President for Student Development/Dean of Campus Life. A Chapel Coordinator oversees Lipscomb’s chapel program.

**Marquette University:** The Vice President of Ministry and Mission oversees the functions of the Office of Ministry and Mission and reports to the President. The Office of Ministry and Mission is staffed by two staff members in addition to the Vice President, including an Associate Vice President and an Administrative Assistant. Working in partnership with the Office of Ministry and Mission, the Campus Ministry Office houses seven Chaplains (representing various departments/schools on campus), seventeen staff Hall Ministers, and twelve ministry staff.

The Faber Center for Ignatian Spirituality exists to provide faculty, staff, and administrators with resources for spiritual development and formation. The Faber Center’s four staff members include a Director, two Associate Directors, and an Administrative Assistant.

**Point Loma Nazarene University:** The Office of Spiritual Development is overseen by a Vice President who reports directly to the President. In addition to the Vice President for Spiritual Development, the Office is staffed by the following: Director of International Ministries, Director of Chaplaincy Ministries, Director of Discipleship Ministries, Director of Community Ministries, Director of Worship Ministries, Associate Director of International Ministries.

**Samford University:** The Assistant Dean of Spiritual Life/University Minister oversees the department of University Ministries and reports to the Vice President of Student Affairs and Enrollment Management. In addition to the Assistant Dean, University Ministries is staffed by the following: Minister to Students, Community and Campus Involvement; Minister to Students, Global Involvement; Minister to Students, Spiritual Formation; MIRs (Missionary in Residence).

**St. Olaf College:** The College Pastors Office reports directly to the President and is staffed by the following: Campus Pastor, Associate Campus Pastor, Minister of Music to the Student Congregation

**University of San Diego:** The Vice President for Mission and Ministry oversees the Division of Mission and Ministry, serves on the executive council, and reports to the President. In addition to the VP, the Division of Mission and Ministry staff positions include: Director, University Ministry, Assistant Director, Pre-Orientation Freshman Retreat, Associate Minister, Liturgy Coordinator, Associate Minister, Choir Director, Associate Minister, Law and Grad Ministry, University Chaplain, Associate Minister, Service and Social Justice, 10 Resident Ministers (part-time), Graduate Assistant, Wedding Coordinator, Founders Chapel Coordinator.

**Valparaiso University:** Presently, Valparaiso University maintains several spiritual life offices, including the Office of Church Relations (staffed by an Associate Director and an Administrative Assistant), Campus Ministries (staffed by two University Pastors), Chapel Ministries (six staff members in addition to the pastoral staff), and the Center for Church Vocations (staffed by a Director, Program Director, and an Administrative Assistant). The Associate Director of the Office of Church Relations reports to the President.

A taskforce surveyed Valparaiso's spiritual life initiatives and considered how efforts may be better coordinated. From this taskforce, a new structure has been proposed, to create the Campus Mission Ministry and Outreach, which would serve as the umbrella for three spiritual life offices: Chapel Ministries, including the pastoral team, the Institute of Leadership and Service, which would function to train students, faculty, and staff to be more thoughtful about service and leadership, and the Center for Congregational Relations, which would engage in outreach to churches and congregations in the Lutheran tradition.

**Whitworth University:** The Dean of Spiritual Life has a dual reporting structure, to both the Vice President of Student Life and to the President. The Dean oversees the functions of Campus Ministry, which is staffed by an additional six staff members including: Campus Pastor for Small Groups, Assistant Chaplain, Coordinator for Ministry and Multicultural Affairs, Assistant Professor of Music, two seminarians, funded by the Murdock Foundation, that support Campus Ministry, Small Groups, Music, and Worship.

**Wheaton College:** The Chaplain reports directly to the President but does not sit on the President's senior cabinet. Chaplain Kellough explained that he prefers not to participate in this senior administrative role, as it gives him more independence and freedom to offer pastoral care to faculty, staff, and students. The members of the Office of the Chapel include: The Chaplain – responsibilities include overseeing the chapel program, administering the Small Discipleship Group program; Coordinator of Discipleship Small Groups and Graduate Chapel; Office Coordinator. Affiliated with the Office of the Chaplain is the Office of Christian Outreach. The Director of OCO reports to the Vice President of Student Development.

## Appendix D: Overview<sup>2</sup>

	Student Leadership							Chapel			
	Undergraduates	Graduates	Students compensated	Public Worship	Ministry, Counseling	Service	In residential communities	Attendance Requirement	Alternative to Requirement	Daily	#/Week
Abilene Christian University	✓			✓	✓		✓	✓	✓		3
Asbury University	✓			✓			✓	✓			3
Azusa Pacific University	✓	✓		✓	✓	✓		✓		✓	7
Baylor University	✓	✓		✓	✓		✓	✓	✓		2
Belmont University	✓				✓		✓				2
Cal Lutheran University	✓			✓	✓	✓					1
Grove City College	✓		✓	✓	✓	✓		✓	✓		2
Hope College	✓		✓								4
John Brown University	✓			✓	✓	✓	✓	✓	✓		2
Lipscomb University	✓					✓	✓	✓	✓		2
Marquette University	✓			✓	✓	✓				✓	7
Point Loma Nazarene								✓			3
Samford University	✓		✓	✓	✓	✓		✓			2
St Olaf College	✓				✓					✓	7
University of San Diego	✓		✓							✓	7
Valparaiso University	✓			✓			✓			✓	7
Wheaton College	✓		✓	✓		✓		✓			3
Whitworth University	✓				✓		✓				4
Total	17	2	5	10	11	8	8	10	5	5	68
Total % Reporting:	94%	11%	28%	56%	61%	44%	44%	56%	28%	28%	3.8

- 94% of schools have undergraduates in ministry leadership positions
- 28% of schools have undergraduates in paid ministry leadership positions

<sup>2</sup> Only the private Christian institutions are included on this chart and following; a total of 19 were surveyed including Pepperdine; 18 institutions are reflected on these charts for comparison to Pepperdine.

Program	Domestic Service	Intern'l Service	Small Groups	Devotional Guide/Campus wide readings	Mentoring	Emphasis Week	SLA/RA in Residences	Grief Groups	Population specific Ministry (gender, class, interest)	Interfaith Dialogue	Retreats	Career/ Training in ministry	Meditation/Solitude/Discernment
Abilene Christian University			✓	✓			✓		✓		✓	✓	✓
Asbury University	✓					✓	✓						
Azusa Pacific University	✓			✓	✓		✓		✓		✓	✓	✓
Baylor University	✓	✓	✓	✓			✓	✓	✓	✓	✓		✓
Belmont University			✓				✓						
Cal Lutheran University									✓				
Grove City College	✓	✓	✓						✓				
Hope College													
John Brown University	✓	✓							✓		✓		
Lipscomb University	✓	✓	✓				✓		✓				
Marquette University	✓	✓	✓			✓			✓			✓	
Point Loma Nazarene	✓	✓	✓			✓							
Samford University	✓	✓	✓										
St Olaf College	✓	✓					✓			✓		✓	
University of San Diego		✓							✓	✓	✓		
Valparaiso University	✓			✓					✓			✓	✓
Wheaton College	✓	✓	✓										
Whitworth University		✓	✓		✓		✓		✓				
Total	12	11	9	4	2	3	7	1	11	3	5	5	4
	67%	61%	50%	22%	11%	17%	39%	6%	61%	17%	28%	28%	22%

	Sacred Spaces						Outcomes Assessment		
	Chapels	Other	Walking Trails	Outdoor Amphitheaters	Residence Halls	Prayer Rooms	Spiritual formation assessment		
							Measure made by school-survey monkey	Formal National Data Measure – NSSE	Internal Program Assessment
Abilene Christian University	✓		✓	✓		✓			✓
Asbury University	✓	✓			✓	✓	✓	✓	✓
Azusa Pacific University	✓	✓			✓		✓	✓	✓
Baylor University	✓	✓				✓			
Belmont University	✓								
Cal Lutheran University	✓	✓					✓	✓	✓
Grove City College	✓	✓				✓	✓		✓
Hope College	✓								
John Brown University	✓				✓	✓	✓		✓
Lipscomb University	✓	✓					✓		
Marquette University	✓	✓			✓		✓		✓
Point Loma Nazarene	✓	✓					✓		✓
Samford University	✓	✓					✓		✓
St Olaf College	✓				✓				
University of San Diego	✓					✓			✓
Valparaiso University	✓				✓	✓			✓
Wheaton College	✓								✓
Whitworth University	✓						✓	✓	✓
Total	18	9	1	1	6	7	10	4	13
	100%	50%	6%	6%	33%	39%	56%	22%	72%

Conclusion: Need stronger identity and mission statement that clarifies spiritual expectations for students. University is challenged with accommodating and fostering diversity and intellectual integrity, while establishing an overarching identity.



OFFICE OF INSTITUTIONAL  
EFFECTIVENESS

PEPPERDINE  
UNIVERSITY

Christopher S. Collins, Ph.D.

Travis Weber, M.Div.

March 2011



# RESEARCH BRIEF

Exploring Spiritual Growth at Seaver College

## Introduction

Spirituality in higher education continues to evolve as an important dialogue related to student development (Astin, Astin, & Lindholm, 2010; Chickering, Dalton, & Stam, 2006). The benefits for students range from academic to psychological, and universities with a variety of missions are taking interest. Seaver College at Pepperdine has a particular interest in this topic because of the Christian mission of the university. To explore this idea further, a qualitative study was developed to advance understanding about what may help or hinder spiritual growth, as well as to get a sense of what students expect and experience when coming to Seaver College. The study revealed that in certain micro aspects of the Pepperdine climate, there are very positive things happening for students spiritually. From a macro perspective, it seems that there are disparate ways of understanding and experiencing Pepperdine. Many students asked for greater clarity and consistency as they reflected on aligning their expectations with their experience. The key questions for the study were: 1) To what degree is there congruence between expectations and reality when it comes to spiritual growth at Seaver? 2) What components of the learning environment make the most important contributions to spiritual growth?

## Methods

To address the research questions, we purposefully recruited individuals for the study using a variation of dimensional sampling. Arnold (1970) explained dimensional sampling as a method which uses a small number of cases that contain the variables of interest to the study. Participants were of-

ferred a convocation credit and Jamba Juice for their involvement. This study used 7 focus groups that included 30 students from a variety of backgrounds (see Appendix A for a full description of participant demographics). Questions were open-ended and semi-structured (see Appendix B for the Interview Protocol). The 11 hours of interviews were digitally recorded and then transcribed verbatim.

Themes and categories were generated from our expected findings, which framed the deductive side of the analysis. Many of these themes are directly related to the questions asked of the participants. The coding software Atlas TI was used to assign and sort quotations by their given code. Discrepant findings that ran counter to the original themes were part of the inductive analysis, and were given codes that emerged from the text. Emergent themes were items that we did not necessarily expect to find, but seemed important to the participants. To ensure validity, we recruited participants from various backgrounds, used verbatim transcripts and coding software, and focused our analysis on expected and unexpected findings. In addition, we looked for responses that deviated from the norm, often called discrepant findings (Maxwell, 2005). The presentation of contrary information adds an element of authenticity and better reflects the complexity of diverse perspectives on the topic of spirituality.

Culture is a way of seeing and is one perspective for examining social behavior. According to Wolcott (2008):

The intellectual challenge for the ethnographer in making culture central to an account is



developing my own take on religion and moving further, but not necessarily away from what I was brought up with, and just developing it in my own sense. I feel like at some universities it's a taboo topic. They would talk about a lot of other things, like politics, before they would probably talk religion. And so at Pepperdine, my expectations were to be able to openly talk about it more often and relate it to things like business, which is my major, or just other classes that I would be taking here. My expectations were to develop my own identity for my religion and being able to express it more openly than I would at other universities.

Several students described having little, no, or low expectations for spiritual growth. However, there were different reasons for these levels of expectation. For example, some students, having grown up in a family and community that emphasized faith, reported low expectations for spiritual growth simply because they felt as if they had already achieved and internalized their faith and there was little need for continued growth. One student added, "I didn't anticipate any programs to contribute strongly to my spiritual growth, simply because I've gone to church for a very long time." However, another student noted, "I didn't realize that it was a Christian university. When I found out it was, I didn't have any expectations at all."

Similar, in some ways, to the students with low expectations, some students expressed uncertainty about the type of spiritual growth they expected as students. Students described hearing varied reports from friends and family members, all of whom had varied spiritual life experiences during college. One male student said:

I was looking for a Christian college, a private college. I chose Pepperdine, in part, because of that, but I wasn't sure exactly what to expect when I got here. I did not know whether it would be similar to the little Christian bubble high school that I went to, or whether it would be a little more diverse. So really, I came in not knowing exactly what to expect, whether it would be more the same or radically different from what I had before.

Most of the students who fell into the category of "uncertain" were attracted to Pepperdine, but generally felt like they did not have a clear understanding of how that would actually impact their overall experience.

### *Ambiguity of mission/culture*

Moving beyond expectations to the actual experience of the students, the students had a lot to report in relation to the misalignment of the two that they actually found at Pepperdine. One student explained a series of disappointments related to a roommate who would return to the dorm drunk. The student reported not knowing who to go to because his RA was engaging in the same behavior. Because many of the participants had a positive residential experience with an RA or SLA, this represents a departure from the norm, but is still an important response from the student because it shows the influence an RA has, for negative or positive. Moving beyond this individual experience, the student expressed a sense of "distinct anti-intellectualism at Pepperdine." Another student added:

If there is a God, I don't think we're supposed to use him as little more than a stress ball. We're supposed to try to understand. If you take Convocation, for example, and look at the content of the speakers, it is usually extremely intellectually shallow. It is a collection of personal anecdotes and sometimes just straight-up comedy.

The opinions expressed by these students also emerged in different focus groups, but in different forms. There was a distinct current of dissatisfaction resulting from the disparity between what they thought the college experience was going to be like and what it turned out to be in reality. One student said, "It is not even that they lied, they just were so ambiguous." The students giving these responses could be characterized as having a desire for a deeper intersection between faith and learning, but they described their experience as having a large divide between the two.

Other students, however, found that the Christian nature of the school led to complacency and a decreased interest in the people who are "lost and searching." In essence, they found that there is more focus on "edifying Christians" than reaching out to others. The students seemed to feel there should be more proselytizing on campus. One student reflected a different sentiment and said, "I don't think Pepperdine recruitment focuses on bringing in religious students. I don't think that is always our target audience, which is a problem if we want to have a strong Christian culture on campus." Another student reflected on what she thought was growing religious pluralism and openly questioned, "How do you stay a Church of Christ in-

stitution?" Similar comments reflect a concern for the overall spiritual and religious focus of the school. Between the students who identified that the intellectual focus was not great enough and those who expressed a desire to see more evangelical Christian culture, the two groups shared one thing in common—a desire for increased clarity and consistency. A student commented, "There will always be people that say Pepperdine is too strict and others who say it is too lax. I think the best thing for Pepperdine to do is just be consistent. Just be consistent with it." Another student reported that many students "are confused about whether they should apply or should not apply because they don't know if their spiritual standards fit into Pepperdine." Several students called for greater clarity and more specifics about how religion ties into classes, how Convocation is tied to religion, and what opportunities there are to get involved (or even avoid) depending on a student's interest in the Christian mission. Finally, a student offered that it seems Pepperdine struggles with maintaining prestige and satisfying the Christian community and stated, "I personally feel like Pepperdine is constantly in a kind of juggling act—a balancing act of satisfying everybody."

#### *Spiritual struggle and change*

Most college students change drastically during their undergraduate year, and spirituality is not exempt from this change. A student said that by coming to Pepperdine they laid "everything out on the table" that they grew up thinking and said, "What am I going to keep and what am I going to toss out?" The students who attended an international program reported a sense of challenge and support, being faced with other cultures and the development of their own identity but also being able to "have one-on-one time with God and to ask the question, who am I?" Descriptions of change were not unidirectional; some students moved closer to God and understanding faith and spirituality, while others moved away.

Spiritual struggle is often a catalyst for change. Sometimes the struggle is an internal or intellectual search, while at other times it is a life event or tragedy that starts the struggle, like one student's loss of her mother after her first year of college. For others it is the combination of something internal combined with the environment. One student reflected, "When I got here it was definitely a rude awakening. It was like slamming up against a brick wall. I was definitely on a very spiritual track and thought I was progressing, and the tracks stopped and I crashed.

It was a reflection that my initial views were limited." That particular student went on to describe his religious experience being shattered because he felt as though faith was very cultural as opposed to a unique community that emerged from inquiry and self-understanding. Several students described what they believe to be a climate of censorship and fear on campus. A student who self-identified as gay and Christian said, "When I started to struggle with my sexuality as a freshman, I was really afraid and scared that I would lose my scholarships. I was scared that I might not be able to stay here." For many students there was an intellectual struggle that emerged from questions like, "What if you live in Thailand and you've never heard about God, how is it fair that you don't get saved because you were never given the opportunity to learn about him?" and "Why do bad things happen to good people?" The variation in beliefs related to scriptural accuracy and interpretations challenged some students. A student reported, "I have this one idea, but my friends around me had different ideas and I didn't know what to believe. It was so challenging, but I think in the end it's proven only to strengthen my faith because I am figuring out what I believe." One student reflected that "religion courses were the most challenging to my beliefs" while another student reflected that religion courses played an important role as he moved away from Christianity to being "more spiritual," (as opposed to religious). The student continued on to say "religion 102 started me on my move away from Christianity, oddly enough, and counseling was also big on that."

A sentiment related to the challenge of being in a heterogeneous environment led to the emergence of a small theme related to diversity. A student reflected,

I think it is really healthy for us to have a diverse campus because I think you need to be exposed to diverse perspectives and explore other faiths. Really, if you have never explored any other faith besides the one you have, you have no basis or justification for why you do believe. So, I think it is important for us to have people who believe other things to challenge us, because then you are getting all different perspectives.

There were other variations on this sentiment, including the desire to "have more classes that focus on world religion" and another student who expressed an appreciation for "diverse culture." Another group of students reflected that it is difficult to stand up for some of their beliefs because "you cannot be judgmental." The spiritual struggle here was related to being a good example to friends who claim to be

Christian but engage in partying, do not go to church, and avoid any conversation about the topic.

#### *Environment-facilitated growth*

The final theme is related to aspects of the learning environment that helped or hindered spiritual growth. Two subcategories emerged in the theme of spiritual growth experiences: programmatic and personal. Ironically, these two are in tension with each other. Several students indicated that over-commitment to programs actually created a drag on their sense of balance and ultimately their spirituality. On the personal theme, relationships with faculty, staff, the counseling center, peers, and friends were all highlighted as major facilitators of growth, specifically "personal conversations" and "one-on-one time talking about life." A student reflected on losing her step mom and how caring the community was in offering help in various forms including conversation, prayer, and guidance. On the more individualistic side of this subcategory was "private prayer and meditation." Describing the overall environment, a student noted:

Pepperdine is set up to where if you do want to grow, then it's fairly easy to. If you are looking for it, you can definitely grow leaps and bounds, but you have to get involved. It is not a place that will push you or give you a little nudge to get involved. It is a place where you can choose to grow in your faith or not.

This profound statement was both echoed and opposed by other students who had a variety of opinions about the overall environment and ethos at Pepperdine.

The other subcategory, programmatic spiritual growth, included many comments about specific organizations and programs. The most frequently mentioned were International Programs, Spiritual Life Advisors (SLAs), and Convocation. One student noted, "I think international programs challenges your faith more than you expect it to. Even though everybody told me it would happen, I didn't expect it, but it definitely challenges your faith, no matter what kind of background you come from. It makes you stretch." Other students agreed that being out of a "comfort zone" leads you to question your assumptions. SAAJ (Social Action and Justice) was also mentioned by a few students who found it to be useful in "living out faith through actions and a life of service." One student said that "if any class should have a service learning component, it should be our religion classes ... it is ridiculous that our religion classes [do

***"... if you do want to grow, then it's fairly easy to. If you are looking for it, you can definitely grow leaps and bounds, but you have to get involved. It is not a place that will push you or give you a little nudge to get involved. It is a place where you can choose to grow in your faith or not."***

not have this component] because they need some sort of service learning component to make it real life." SLAs were mentioned on numerous occasions as being someone who was "around to talk" or "adamant about helping everyone." In one case a student credited an "incredible" SLA for the "whole dorm" growing "much closer spiritually."

Comments about Convocation were numerous and a mixture of negative and positive, even within the response of a single student. Because this program has mandatory enrollment, the variety of responses is to be expected because much of the attendance is driven by credit as opposed to interest in the topic. One student said that "Wednesday convo isn't spiritual enough—they bring in motivational speakers who give a mostly secular message and then maybe tack on a little God thing at the end if you are lucky." Another student said that the requirement should be removed from spiritual activities. Another student indicated, "I don't think I've grown spiritually" in relation to the Wednesday morning convocation program, but described having found growth from student-led chapels and service causes. A younger student acknowledged never having attended a Wednesday morning program because upperclassmen told him, "Don't go to Wednesday morning convo." The overall Wednesday sentiment can be characterized by one student who said, "Wednesday morning convos have not had much to do with my spiritual formation, but I was involved in a club convo that was really awesome and that was cool ... impactful for sure." Club convo received many positive comments whereas

Wednesday mornings were described as "hit and miss" and "questionable." Celebration Chapel was highlighted as a positive experience. There was a strong theme of wanting more instrumental music in worship. Because this was not something included in the interview protocol, this is considered an emerging theme. One student said, "I love instrumental worship" and another replied, "If we had instruments that would be an improvement on convocation—progress."

The theme about instrumental music also carried over into comments about the University Church of Christ. It is clear that in the topic of spirituality at Pepperdine, students do not make rigid distinctions between the autonomous church and the university. A student noted that most of the time the Church of Christ does not use instruments and "that was a chal-

lenge because I love music so much and in my worship I use music to worship God." Another student connected the idea of finding community with worship:

For me, finding a community was kind of hard because there are lots of different organizations around here. It took me a while to find my community, but once I found the group of people I felt comfortable with and that I knew would support me spiritually, I felt blessed. But at the same time, I know that the Church of Christ does not use instruments, but instruments would be an improvement.

Several students commented that Collide was an important part of their spiritual growth but identified that Sunday morning worship experiences were more like "going through the motions."

### Conclusion

The variety of student voices in this study highlight that a single environment embodies many different expectations and multiple realities. This poses some challenges for meaningful spiritual growth, but also some benefits. While Pepperdine has a Christian mission, there seems to be no superordinate identity that students can rally around and embody as opposed to students at schools with a large athletics program. All of this begs the question, is Pepperdine so complex that there is no other way to market its identity than by being vague? It seems there is no real opportunity to have a widespread meeting of reality with expectations because of the intense variations. For as many students that are surprised and disappointed by the Christian and spiritual focus of the school, there are just as many concerned with the lack of evangelism and the feeling that the environment is not Christian enough. While this is a difficult tension to reconcile, both sides offered and even pleaded to have some kind of clarity about what the institution desires. This seems to be a clarion call to truth-in-advertising—even if the truth is a complex formula like "faithful and flexible." Without a way to construct a deeper meaning about the spiritual environment, there will continue to be disgruntled students and alumni on both sides of the fence. Perhaps in spite of that tense complexity, there are programmatic pockets and important relationships within the learning environment that facilitate important spiritual growth. Ensuring that students have access to these programs and admitting students who are interested in this type of growth is likely the best formula to move toward a coherent Christian mission.

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Appendix A

	Seaver College (2009-2010)		Focus Group (Fall 2010)	
<i>Total Students:</i>	3,439		30	
Degree-seeking women	1,880	54.7%	20	66.6%
Degree-seeking men	1,559	45.3%	10	33.3%
<i>Enrollment by Racial/Ethnic Category:</i>				
Nonresident Alien	203	5.9%	0	0%
Black, non-Hispanic	234	6.8%	4	13.3%
American Indian or Alaska Native	42	1.2%	1	3.3%
Asian or Pacific Islander	344	10%	9	30%
Hispanic	398	11.6%	0	0%
White, non-Hispanic	4,976	57.5%	16	53.3%
Race/ethnicity unknown	242	7%	0	0%
<i>Student Life:</i>				
Percent who live on campus	58%		19	63.3%
Percent who live off campus	42%		11	36.6%
<i>International Program Experience:</i>				
Did not participate in a program			18	60%
Full academic year program			8	26.6%
Semester program			2	6.6%
Summer			2	6.6%
<i>Religious Affiliation:</i>				
Christian			26	86.6%
Agnostic			1	3.3%
Buddhist			1	3.3%
None identified			2	6.6%
<i>Classification:</i>				
Freshmen			7	23.3%
Sophomore			3	10%
Junior			6	20%
Senior			14	46.7%

## Appendix B

### Interview Protocol

1. As you entered Pepperdine University, what expectations did you bring for your spiritual growth?
2. How has your experience matched your expectations?
3. What have been the strongest influences on your spiritual growth while at Pepperdine?
4. What challenges have you experienced in relation to your spiritual growth?
5. How do you wrestle with questions of faith?
6. How has your involvement with a church community shaped your spiritual life?
7. What changes, suggestions, and/or advice might you have for us regarding the spiritual formation needs of students?

## APPENDIX D: 2010 STUDENT LIFE COMMITTEE STUDENT FOCUS GROUP

Student Life Committee of the Board of Regents: Focus Group

9-14-10

The Committee hosted a student focus group to hear their feedback on spiritual life at Pepperdine. Guests included: one student from the School of Law (male, 2<sup>nd</sup> year) and five undergraduate students from Seaver College (1 female, 4 male).

The students were first asked where they found spiritual life meaningful at Pepperdine. Student 1 shared that she became a Christian at Pepperdine because of the influence of other students. She believes the Spiritual Life Advisor (SLA) program at Seaver is the most meaningful part of her spiritual growth, because being an SLA has allowed her to meet students where they are on an individual basis.

Student 6 has found spiritual growth in his fraternity, although he acknowledged that Greek life can be a positive or a negative influence. For him, it is positive. For example, a group within his fraternity created a tradition of having a beach devotional about twice a month. Spiritual life was a huge part of what attracted him to Pepperdine, and it's been more than he expected. Since spiritual growth is so personal, he said it's hard to describe what works. He recommended having more opportunities to explore how faith is lived out in daily life. Specific suggestions include: adding some sessions to the student leadership "LEAD" training day on "Being a Christian in a Competitive World," or "How to Be a Christian Leader on Campus." He also suggested having a monthly meeting where a professor shares his or her faith story. Even though he knows most professors are Christians, he would like to hear more about their spiritual journeys.

Student 1 also stated that we could encourage a more open discussion of faith. She noted that the first General Education religion course is very important because it is many students' first exposure to the Christian message.

Student 5 said that he feels like too often at Pepperdine we are afraid to step on toes. For example, at the Wednesday morning chapel program, speakers often "dance around" faith but don't talk about being in touch with God or our faith. He said he prefers being part of smaller group conversations about faith rather than lectures, because students grow most from personal relationships. There is a place for bringing in great speakers, but faith is also about questioning, so you need a place for conversations. He recommends finding more opportunities for students to lead these conversations. For example, the Convocation office could plan the curriculum for small groups (Club Convos), but allow students to lead some of them.

Student 4 agreed that we get a "light brush" at convocation. He believes spiritual life is dependent on student leaders because growing spiritually is about getting personal. A positive example is the small groups that Housing and Residence life host at Drescher through the RAs and SLAs where graduate and undergraduate students meet together for discussions about faith.

Although Student 4 didn't feel like it is possible to promote spiritual growth in a venue like the Wednesday morning chapel in the Firestone Fieldhouse, Student 6 said that Chapel should be viewed as more of an introduction to Christianity, and then you need follow-up small group experiences to go deeper. He also said we should worry less about finding well-known speakers and focus on good speakers who relate to the students. He also recommended a "protected" student-led chapel time so that more students can attend this popular option.

Student 2 stated that he feels like Pepperdine is failing in the way it presents Christianity. His concern is that programs are "watered down," for example, in the Wednesday morning chapel. This is dangerous because people become lukewarm rather than inspired. He said it's good that we're not "aggressively" Christian like a Wheaton, but we need to present Christianity more clearly both in and

out of the classroom. He believes the key to spiritual growth is peers leading peers to Jesus, and so the focus should be less on what the institution can do and more on what peers can do to promote spiritual life.

Student 1 disagreed that Wednesday morning chapel programs aren't spiritual. She said the fire for God in many of the speakers is undeniable and she has been brought to tears at two to three programs this past year. She said even when she didn't agree with everything speakers said, this was still good, because it sparked discussions. She believes these larger convocation programs are "wonderful," but she agrees that we need to promote a more "fearless" University that shows love for God.

Committee Member 1 asked if the Wednesday morning chapel program has lost its value because students now have so much social networking technology. Student 4 responded that "convo" is still a place where people go to connect, and about 60% of the undergraduate student body goes to the Wednesday morning chapel program. Student 6 said that social networking technology does not take away social needs — and especially not spiritual needs. Student 3 noted that there is a great deal of disconnection between sections of the Malibu campus — Drescher, School of Law, and Seaver. Some recent positive examples of collaboration such as the Veritas Forum and the "After Dark" event at Alumni Park are not the norm and there is no systematic interaction between these three areas of campus. Student 3 believes students at the different schools could offer more spiritual support to each other. Despite challenges such as the commuter nature of GSBM students (on the Malibu campus), and the busy schedules of SOL students, he is encouraged by the support of Dean Jim Gash and Dean Tim Perrin at the SOL, and Dean Michael Williams' interest in spiritual life at GSBM. He believes our approach should be to identify current spiritual needs and meet them rather than begin new programs that try to create a need.

Student 2 stated that he thinks faith is treated at Pepperdine as more of an "add-on" or "icing on the cake" rather than something transformative. Academics and faith should not be treated as two pieces of a puzzle. Rather, Jesus should be at the center and academics should be looked at through God's vision. But he doesn't see a divide at Pepperdine between "academic types" and "spiritual types" of students. He would like to see academics and faith brought more closely together and a greater recognition of the powerful role students play in promoting spiritual growth.

## APPENDIX E: EXTERNAL REVIEW REPORT

### **Pepperdine University Campus Ministries Program Assessment September 2011**

On September 28-29, 2011, an assessment team representing the Campus Ministries Commission of the Council for Christian Colleges and Universities (CCCU) visited the campus to conduct a program assessment for Seaver College. The team consisted of Rod Reed, University Chaplain at John Brown University; Jamie Noling-Auth, Associate Campus Pastor at Azusa Pacific University; Sara Barton, Assistant Professor of Humanities and Religion at Rochester College; and Keith Anderson, President at The Seattle School of Theology and Psychology, and Senior Fellow for Campus Ministries for the CCCU.

It has been an honor for the assessment team to engage Pepperdine University in this conversation about spiritual formation in general and about the various departments that develop programming for students. The campus received us enthusiastically and offered candid conversations at all levels. This report will summarize our findings and provide the university with encouragement, critique and recommendations regarding student spiritual formation at Pepperdine. It is organized as follows:

- I. The assessment: purposes and process**
- II. The context for spiritual formation at Pepperdine**
- III. Five assessment themes**
- IV. Topical focus areas**
- V. Conclusion**

#### **I. THE ASSESSMENT: PURPOSES AND PROCESS**

##### *The purposes of the assessment are...*

- To help the university hear itself talk about programs of the various offices that are responsible for ministry on campus.
- To provide an evaluation tool to identify synchronicity between mission, vision and implementation, and to identify areas for program improvement,
- To offer objective, third-party insights, suggestions and critique in the spirit of respect, collegiality and love,
- To provide the university administration with a focused written report for its own internal usage.

The assessment focused primarily on the co-curricular programs provided to the traditional undergraduate students at Seaver College, and included self-perceptions of the various ministries staff in Student Affairs, as well as a “360 degree” review including interviews with President Benton, senior administrators, faculty, peers and a variety of students. Jennifer Christy spearheaded the communication with the assessment team and provided a variety of excellently prepared written materials that were carefully perused by the team prior to the visit. The site visit schedule proceeded as follows:

## **Assessment Team Schedule and List of Participants**

### **Wednesday, September 28, 2011**

8:00 Breakfast on campus with David Lemley, University Chaplain  
*Cafeteria*

9:00 Meeting with President Andrew K. Benton  
*President's Conference Room, Thornton Administrative Center fourth floor*

10:00 Chapel visit  
*Firestone Fieldhouse*

11:00 Meeting with Student Leaders (Mimi Rothfus, SGA President; Jessica Thompson, SGA Executive Vice President; Stanley "Tyrone" Talbert, Convocation Intern; Michelle Barnum, Convocation Intern; Kristina Fertala, SLM Leader; Nick Cumming, SLM Graduate Assistant; Nduka Nwandkwo, Resident Advisor; Brighton Demerest-Smith, Resident Advisor)  
*Tyler Campus Center, room 260*

12:00 Lunch

1:00 Meeting with University Church of Christ staff (Linda Truschke, Campus Minister; Thomas Fitzpatrick, Campus Minister; Dr. Rich Little, Preaching Minister)  
*Church Offices, Plaza Classrooms Building*

2:00 Meeting with Dr. Darryl Tippens, Provost (chaplain's supervisor) and Dr. Mark Davis, Dean of Student Affairs  
*Provost's Office, Thornton Administrative Center fourth floor*

3:00 Meeting with Dr. Rick Marrs, Dean of Seaver College, Dr. Mike Murrie, President, Seaver Faculty Association, and Mike Truschke, Dean of Admission and Enrollment Management, Seaver College  
*Seaver Deans Office, Thornton Administrative Center third floor*

4:00 Meeting with Student Group (Connor Shewmake, Valerie Espinoza, Scott Rhein, Juan Godinez, Matthew Robinson)  
*Tyler Campus Center room 250*

#### **Thursday, September 29, 2011**

8:00 Meeting with Sarah Jaggard, Director of Convocation; and Diana Lee, Administrative Coordinator for Convocation and Student-Led Ministries

*Tyler Campus Center room 250*

9:00 Meeting with Jennifer Christy, Associate Chaplain for Student-Led Ministries

*Tyler Campus Center room 250*

10:00 Meeting with Faculty Members Dr. Don Thompson, Mathematics; Dr. Cooker Perkins, Sports Medicine; Dr. Chris Doran, Religion; Dr. Joi Carr, English; and Dr. Paul Contino, Great Books

*Tyler Campus Center room 260*

11:00 Meeting with Residence Life Representatives (Kerri Heath, Director of Residence Life; Luke Bost, Assistant Director of Housing; and Resident Directors Christine Yi, Marie Thomas, Jonathan Schmitt, and Karl Kalinkewicz)

*Tyler Campus Center room 260*

12:00 Lunch with Spiritual Life Review Team

*Page Conference Room, Thornton Administrative Center third floor*

Dr. Mark Davis, Dean, Student Affairs

Jeff Hamilton, Director of International Programs

Peter Thompson, Director, Volunteer Center

Meredith Miller, Assistant Director, Volunteer Center

Maurice Hilliard, Athletics Chaplain

David Lemley, University Chaplain

Jennifer Christy, Associate Chaplain for Student-Led Ministries

Sarah Jaggard, Director of Convocation

Linda Truschke, Campus Minister

Thomas Fitzpatrick, Campus Minister

## **II. THE CONTEXT FOR SPIRITUAL FORMATION AT PEPPERDINE UNIVERSITY**

Very early in our campus visit we discovered that Pepperdine University has several unique cultural distinctives that exert significant influence on the shape of student spiritual formation. We believe it is at a pivotal point in its history and has significant momentum in this area. As the university explores the future of ministry to students at Pepperdine it is important to have a clear articulation of how its own culture affects the processes of spiritual formation. As the team visited with various members of the community we made the following observations.

### **A. A culture of decentralization**

One of the consistent themes we heard from virtually every interview is that Pepperdine fosters a culture of decentralization, specifically with regard to spiritual formation. As one faculty member stated, “We don’t have a lot of central, downward administration of spiritual life here.” A decentralized culture seems to foster significant grass-roots programmatic development, as well as personal initiative in addressing the spiritual needs of students. Students, faculty and staff all seem to be significantly empowered to initiate new programs that reflect their interests and meet needs they perceive in the community. The variety of programs that arise reflect much of the variety of the student body. As one student leader stated, “I love it that it’s not centralized at all because everyone relates differently.”

This culture of decentralization also seems to foster an individualistic, somewhat territorial mindset that results in many overlapping programs, while other needs go unmet. One administrator articulated the consensus opinion, stating, “People think so much in narrow silos here.” It was significant that the term “silo” was used to describe the culture at Pepperdine in at least four interviews. Many people talked of the need for greater coordination of programmatic efforts and shared work towards a campus-wide vision for spiritual formation. However, we also sensed hesitancy about how that would happen. One faculty member summarized the issue, “I do not sense that there is the will to be integrated because of a fear of seeming top-down.” His intuition was affirmed in a statement from an administrator in another interview, who said, “I don’t think there’s value in amalgamating all the efforts.”

As we explored the reason for this cultural distinctive, we discovered differing opinions. Some wondered if decentralization is part of the school being associated with the Churches of Christ. In a church tradition that limits hierarchical authority, it is natural for people to be empowered throughout the university. However, others agreed with the following statement from a University Church of Christ staff member, “The decentralized model is not intentional; it’s just grown up, which creates a lot of ambiguity.”

*Recommendation:* Regardless of origin, the culture of decentralization clearly influences the shape of spiritual formation at Pepperdine, and should be carefully considered as the evaluation and planning efforts that follow this report. As the college considers the recommendations that follow in this report, we encourage the faculty and staff who will process this report to discuss to what extent Pepperdine’s culture of decentralization fosters, as well as inhibits, student spiritual formation.

### **B. Shared responsibility for spiritual formation**

When a Christian university employs ministry staff members and has a church located on the campus, it is easy for the rest of the community to delegate responsibility for student spiritual formation to those people. There can be the assumption that ministry staff, and probably others in Student Affairs will take care of the spiritual needs of students. We were very encouraged to

hear from every group we interviewed that spiritual care, encouragement and challenge happen throughout the university. As President Benton stated, “We’re blessed with a lot of people who have pastoral ability or pastoral personality.” Students certainly pick up on this characteristic. One student leader stated, “My expectation was that religion would be part of the classroom, but Pepperdine went above and beyond my expectations with spirituality being part of every area of my life.” Another student stated similarly, “Spiritual life is really salted throughout the community.” A third student responded to a question about who she would talk to when facing spiritual struggles by stating, “I use different resources depending upon what the issue is.” Such responses seem to affirm Dr. Benton’s desire for spiritual life on campus, when he stated, “I want everyone to own it.”

Faculty provided some interesting commentary on this issue as one asked about the scope of this assessment process. He was concerned that limiting the focus of this assessment to the programs of the Student Affairs department wouldn’t adequately represent the scope of spiritual influence on campus. Even within Student Affairs, staff perceive that spiritual formation is not relegated to one department, but rather permeates the roles of the various departments. For example, the residence life staff clearly see spiritual leadership as part of their role, and have done a great job of building spiritual formation goals and processes into the expectations for the RA and SLA programs. We were also encouraged to see that the university has prioritized the spiritual formation of athletes through the appointment of the Athletics Chaplain. It is clear that students receive spiritual influence from many places on campus.

Such a cultural characteristic obviously owes much to the school’s heritage, but it is important to note here the unified commitment to spiritual formation that we observed in the administrative leadership of Pepperdine and Seaver College. It is clear the President Benton, Provost Tippens, Dean Marrs and Dean Davis all place a high priority on spiritual formation as a central feature of a Seaver College education. Additionally, we heard that a new committee on the board of regents is also encouraging the college to prioritize student spiritual formation across the institution. We encourage the college to continue to support this culture of shared responsibility as it implements the recommendations in this report.

### **C. Religiously diverse community**

One of the clear priorities of Pepperdine’s culture is providing a context in which students from different religious backgrounds can thrive. It seems that the school is trying to communicate clearly that Pepperdine is a Christian university, but that students who do not follow Christ are still welcomed. While students gave varying reports on how clear their perception of Pepperdine’s Christian commitment was in the admissions process, once on campus they clearly understand the pervasiveness of its Christian commitment. They also generally appreciate the spiritual freedom they have to question, explore, doubt and/or grow in their faith. The one group that seemed to deal with disappointment with the spiritual culture of Pepperdine, at least initially, are students who are more mature and/or committed in their faith. The following comments from students illustrate both of these perspectives:

- “It’s been really great and I’ve grown in my faith in so many ways.”
- “My first year here it was very difficult to get plugged in. I didn’t want to be forced into something, but I think Pepperdine does a really great job of giving you the opportunity to be a part of something, and being welcoming.”
- Coming to Pepperdine, a big part of my decision was to grow my faith. It was a little disappointing for someone with a developed faith. Where I found the connection was in the hall, which was why I became an SLA.
- We accept students from a lot of different faiths, but one of the things Pepperdine does is to help people to ask questions about their faith.
- Showing the love of Christ to students who are atheists or of different faiths helps them ask what is different about Pepperdine.
- Pepperdine is extremely accepting. I’ve felt so accepted here that I can express my faith in my own way (Catholic student).
- We accept students from a lot of different faiths, but one of the things Pepperdine does is to help people to ask questions about their faith.
- Showing the love of Christ to students who are atheists or of different faiths helps them ask what is different about Pepperdine.
- When Pepperdine founded the university, he didn’t require Christianity, but wanted people to explore Christianity.
- I came here (as an unbeliever who is now a believer) because of a friend who came here who said it wasn’t a Christian bubble.
- “I wanted the Christian bubble, and when I got here, I found out it wasn’t like that, and that was a huge letdown when I got here. But I had to question my faith, and convo and campus ministry built me up as I was asking those questions. (Church of Christ student).”
- People here are very open and don’t pressure people to be Christian.

One student described Pepperdine’s approach to faith as “covert Christianity” and stated, “I just love that, and that’s why I’m here. Not advertising Christianity explicitly has been such a good thing.” While it may be helpful for the admissions office to hear these comments to ensure that they are representing Pepperdine accurately to potential students, it seems to be true that Pepperdine’s culture seems to give freedom to students to figure out faith in ways and times that fit them.

#### **D. An event-based culture with many options**

Pepperdine seems to recruit students who are confident, active and idealistic. These students carry those characteristics to campus and help create a culture that encourages high levels of activity, including regular service in the community and trips during school breaks. One faculty member stated, “There are a lot of events going on – dozens of events a week.” This orientation toward activity intersects with the culture of decentralization and initiative mentioned above and influences the shape of spirituality on campus. As one administrator said, “We often hear of students starting a new company or non-profit to address some need.” Many of these students

implement their initiatives on campus in the form of new ministries. For students who want to make a difference and act on what they feel is important, Pepperdine is an ideal place. There is much freedom, and much support for student initiative. The current convocation policy seems to support this characteristic, and results in many student-initiated programs that involve their peers, as well as faculty and staff in creative ways. As a result, students literally have hundreds of options each semester for service, bible study, worship and fellowship.

With all of these options for activities, most students we talked to seemed to equate attendance at an activity with spiritual formation. Some administrators seemed to have the same perspective. In one meeting when we asked about what is happening in the spiritual lives of students, the only examples that came out were examples of new organizations, projects and events. The emphasis at Pepperdine is clearly one of involvement. One staff member expressed concern about this approach, stating, "We expect that having students participate in certain events and conform to certain behavioral standards will result in them being spiritually formed, and that's just not happening." Another stated, "We are really good at doing, but not as good at being." Additionally, it appears that much of the spiritual formation programming emphasizes single events as opposed to ongoing involvement in a group of people that grows together. This individualistic, event orientation toward faith seems to foster a consumerist mentality in students. They can pick and choose from many options based on their interests, schedules and preferences. One staff member stated, "Students can attend Pepperdine for four years and never have to attend any program that they don't like." A faculty member commented, "In our student spiritual formation, it's all about consumer choice." In some ways, this is very helpful for students with full and varied schedules. The variety of programs provides opportunities for Pepperdine's diverse population. A student leader noted, "The only people who get left out are those who don't want to participate." However, we wonder if it also encourages a self-centered version of faith that does not prepare them well for life in a church that won't cater to their needs. As one staff member stated, "The entrepreneurial spirit may not always be great for students; they don't learn how to exist within structures and deal with things they don't like." Additionally, it may unintentionally encourage competitive relationships between leaders of different ministries. One student leader noted this possibility, "There is almost a sense of competition between different groups which brings a temptation to think that one group is better than the others."

The one exception to the event orientation on campus that we saw was the SLA program. This program emphasizes relationships in the halls where students live. Residence Life staff recognize the event orientation on campus and have intentionally structured the SLA program differently. One RD stated, "We have more of an emphasis on a long-term relationship with students than the more programmatic approach of other areas on campus." Students recognize and appreciate this emphasis. One student leader noted, "My freshman year the only person I could look to for spiritual help was my SLA, which was why I became an SLA." Another stated, "Housing staff does an amazing job of hiring people who have a heart for ministry." Students also talked about feeling free to talk with several of their faculty members about life issues. It is significant, however, that students don't perceive a pastoral presence in those departments that plan ministry events. This is not necessarily the fault of the staff in those areas; they are very competent at what they do. However, their jobs are structured in such a way that focuses their time on managing many programs to the virtual exclusion of relational ministry. While great relational ministry is happening in the residence halls and faculty offices, we would suggest that

they cannot bear the primary burden for this type of ministry themselves, and that shifting the culture slightly away from a focus on events would benefit the entire community.

***Recommendation:*** While the variety of options that students have provides helpful choices, we encourage the ministry staff to consider what unintended consequences come along with such breadth of programming. Additionally, in the following sections, we will explore some deficits in spiritual formation programming that arise as a result of Pepperdine’s culture, including the effects of emphasizing activity and events over against process, relationships and internal spirituality.

### **III. FIVE ASSESSMENT THEMES**

#### **A. Identity and context – What are the college’s intentions and goals?**

While all agree that there are many opportunities for students to become involved at various levels of spiritual growth, we also heard a consensus opinion that there is no overarching vision for spiritual life at Pepperdine. The lack of such a vision seems to be impeding the significant momentum that the university has generated around the topic of student spiritual formation.

It is clear that Pepperdine is on a very positive trajectory regarding its Christian commitment, as well as its emphasis on developing the spiritual lives of students. This current status is the result of intentional efforts on the part of administration in recent years. One particularly significant element of these efforts is seen in the hiring practices in Student Affairs. Mark Davis’ policy of requiring new hires to be committed Christians has changed the tone of Student Affairs and has resulted in spiritual formation becoming a central theme that pervades the co-curriculum. These changes have not always been easy and have caused some distress on campus. One Student Affairs staff member noted, “In the last five years you’ve seen a difference in the way that faculty and staff are hired, and a lot of good people are gone now.” However, it seems to us that the culture at Pepperdine is approaching consensus about the centrality of spiritual formation, especially for Seaver College.

Perhaps because of this growing consensus, the lack of vision for spiritual formation is widely recognized. When we asked people to articulate the common understanding or priorities for spiritual formation, most struggled to respond. One Student Affairs staff member stated, “It’s hard to answer that question because we haven’t had this conversation.” Apparently, however, some work has been done on this issue in the past. However, when Mark Davis mentioned six major priorities that had been developed regarding spiritual formation, one long-time faculty stated, “I’ve never seen that.” There is a general sense of a vision for students. It seems that the primary goal is to help students grow wherever they are. As one administrator stated, “Wherever a student is, I want them to be further along the road.” This is an admirable goal, and it seems Pepperdine is sensitive to students at various stages of their journey. However, we would suggest that more clarity, specificity and unity are needed regarding a vision for spiritual formation.

**Recommendation:** We believe it is time for concerted effort at developing and articulating a vision for spiritual formation in the college. Given the college's culture of decentralization, and the value of widely shared responsibility for spiritual formation, we anticipate that some may be cautious about such a unifying process. However, we also heard voices from faculty, staff and administrators calling for some guiding principles for the College's spiritual formation efforts. One faculty member stated, "I have been disappointed with the lack of a more formalized approach to spiritual formation. Why do we let students have so much choice? Either they are adults or we are adults?" Another stated, "If we want formation of students, we need to be more intentional about that process." We believe that if this process includes a broad spectrum of the community and seeks to be faithful to the university's current culture, the process will be appreciated and foster valuable cooperation across the institution. One model that has yielded significant fruit in the past is the emphasis on vocation provided by the Lilly Grant. In our conversations with students, the language of vocation was pervasive. The campus has learned the rhetoric, and more importantly, the value, of vocation. We would encourage a similar institutional commitment to developing a common understanding and language for spiritual formation. If grant funding can be procured for this effort, that would be ideal. Regardless of funding, it appears that people from across the campus would be receptive to such an initiative.

**B. Program articulation – What is explicit and implicit in the articulation of the ministry's goals?**

Following the process of developing a broad vision for spiritual formation, it is important to articulate what Seaver College desires for its students spiritually. In other words, what outcomes should Seaver students pursue with regard to their spiritual formation? When we inquired about such outcomes, no one could articulate them. There have been some efforts at this task. The convocation program has developed some assessment processes that guide its program and use outcomes language, but we would suggest that these four concepts do not entail specific outcomes. Rather, they represent broad programmatic emphases, but do not provide specific outcomes or means of assessment.

The process of developing these outcomes will be encouraging in many areas, as the college discovers that students are growing in many important areas. It will also shine light on deficits that the current culture enables.

**Recommendation:** When the outcomes are developed, we encourage the college to develop some communication tools that illustrate the breadth of spiritual life that is desired of students. Creating a brochure and/or website that "tells the whole story of spiritual formation" is one step towards helping students see what a holistic spiritual life looks like. It also helps departments evaluate and plan for the future. Using the following questions can help start the process.

**Questions to consider:**

- What spiritual formation outcomes do you desire for your students? In what ways are your current programs addressing or not addressing those outcomes sufficiently?
- What does success look like for different programs?
  - Chapel/Convocation (Wednesday service)
  - Chapel/Convocation (Club convos and other options)
  - Student-led ministries (individually and as a whole)
  - Outreach and volunteer service
  - Student connection with UCC
  - The chaplaincy
  - Athletics chaplaincy
- What percentage of student involvement is desired in voluntary programs?
- What students are missed by current programs?
- One simple suggestion is to develop year-end evaluation forms that include questions of goals and outcomes? These goals help in both planning and assessment. For example:
  - What goals did you set for the students in your group?
  - What changes in attitude did you hope to see over the year?
  - What skills did you desire to develop in your student leaders?
  - What skills did you desire to develop in student participants?
  - What outcomes can you identify in attitudes, skills, and “spiritual dispositions?”

These questions can be used simply as conversational assessments by staff or as part of written evaluations for supervision in a more formal way. The point is that goal-oriented and outcomes-based work is crucial in the formation of students, the development of leaders and in the “naming” of success.

**C. Program completeness – Is the program “complete” or adequate to meet the stated goals?**

One of the results of the vision and goals process should be an assessment of the comprehensiveness of the program. As we explored the culture of spiritual formation, we discovered many strengths, most of which have been mentioned so far:

- Students are empowered to act on their interests and passions in ministry.
- Faculty and staff are involved in creative ways with students.
- A high percentage of students are involved in regular service.
- Relational ministry is happening in the residence halls through SLAs and RAs.
- Leaders are being developed in various areas.
- There are options for students at many different stages of faith.

It is also clear that there are some significant gaps in Pepperdine’s program. Its activist culture seems to leave little room for contemplative aspects of faith. Students noted that they hear little

about silence, solitude, meditation and reflection – all of which are characteristic of classical spiritual disciplines. Another significant gap is the lack of a corporate worship experience. It is great that students and faculty have generated a variety of creative smaller group worship experiences. We applaud the student-led services that are responsive to student needs. The foreign language convocations creatively integrate the co-curriculum with academics. However, Pepperdine does not have a common worship experience that brings the whole campus together.

**Recommendation:** We understand that worship style is a contentious issue at a Churches of Christ school that enrolls a vast majority of non-CoC students. However, we would suggest that avoiding the issue by eliminating worship from convocation means missing significant opportunities for the corporate worship of God, as well as opportunities to educate students on the variety of ways that corporate worship can happen. We believe that the university employs many creative, insightful people who could speak into this issue to arrive at some solutions that would greatly benefit the entire community. We encourage the staff to look to examples at other CoC schools and churches who are working at this very issue.

Another deficit in the spiritual formation program, which is related to the lack of corporate worship, is the relatively low emphasis on Scripture. Students have to take required Bible classes, but apart from those experiences, students report receiving very little biblical teaching. When asked where they would go to hear biblical teaching, most students struggled to answer. Those who did answer mentioned a local church or small group off campus. None mentioned chapel or convocation programs, and only one mentioned the SLA program. Again, the format of convocation strongly influences this characteristic. In our examination of the schedule of speakers, and in talking with staff and students, it appears that the Wednesday morning convocation programs focus mostly on motivational and inspirational speakers, as opposed to regular biblical teaching and preaching. Student-led services seem to focus more on musical worship, with little biblical teaching. This issue will be addressed in more detail in a later section, but is important to raise here.

The orientations matrix below outlines some of the basic categories of spiritual formation. We asked students to rate Pepperdine's emphasis on each of these topics on a scale from 1-10 (with 10 being high). While the sample size was small, we did receive some consistent themes regarding institutional emphases. We would encourage the college to consider these themes as it develops vision, outcomes and assessment processes for spiritual formation.

**Orientations matrix: (Students were asked to rate Pepperdine’s emphasis on these orientations to spiritual formation on a scale of 1-10. The average rating is included with brief comments, where applicable.)**

<b>Spiritual formation orientation</b>	<b>Notes</b>
1. Orientation to the Word, i.e., an appetite in students for an on-going study of the Bible.	<b>Avg. – 5.3</b>
2. Orientation to prayer in its various forms.	<b>Avg. – 9.</b> This emphasis seemed to be related to students praying with each other individually and in SLA groups. We didn’t hear much about students developing a prayer routine apart from other people.
3. Orientation to other spiritual disciplines, i.e., including worship attendance, consistent life of devotion and prayer, the practice of meditation, silence and solitude, and household economics.	<b>Avg. – 3.</b> Students perceived that personal disciplines are not emphasized regularly. In fact, we had to explain terms regarding this category before they could answer. The language of spiritual disciplines seemed foreign to most students.
4. Orientation to righteousness, i.e., a hunger for righteous living in all areas of life, a desire for personal integrity.	<b>Avg. – 5.8.</b> This is clearly a consistent emphasis at Pepperdine.
5. Orientation to leadership development, i.e., a desire to develop leadership skills through advanced leadership opportunities and mentoring.	<b>Avg. – 9.3.</b> The leadership programs coming out of Student Affairs were very highly rated. Additionally, Pepperdine has developed a culture of encouraging leadership initiative.
6. Orientation to active ministry and missions, i.e., an appetite for active involvement in practical places of ministry and mission, locally or beyond.	<b>Avg. – 9.5.</b> This area was highly rated because of the consistent emphasis on local service. We didn’t hear virtually anything about missions.
7. Orientation to issues of peace and justice, a biblical and theological commitment to the kingdom of God.	<b>Avg. – 6.8.</b> Again, students struggled to answer this question. It seemed that they are responsive to the issue personally, but don’t necessarily hear much about it corporately.
8. Orientation to Vocation: a vision for life as a calling from a God; a way of living all of life under the reign of God, including career, family, decisions, identity formation.	<b>Avg. – 8.9.</b> As mentioned above, the language of vocation is prevalent at Pepperdine.

**D. Program orientation – Does the program adequately address the means of spiritual formation known to be significant to young adults?**

While we didn't hear much of the language of student development with regard to spiritual formation, it is apparent that Pepperdine is generally aware that college students are in transition in most areas of life, including the spiritual. Its culture provides options for students at most stages, especially with regard to freedom for exploration. Attending to the deficits in the previous section will also help with some of the developmental stages that students experience. This is especially true with regard to contemplative reflection. Helping students reflect on their activity is crucial for their ongoing development. We would suggest that Pepperdine does this well in the classroom, but needs to extend this emphasis into the co-curricular programs in spiritual formation.

**E. Resource adequacy – Are the resources adequate for the project assigned by the institution?**

While all schools and departments desire to have additional resources, we were impressed by the financial commitment Pepperdine makes to its spiritual formation programs. Several people noted a recent infusion of funds to improve the quality of convocation programming. Additionally, Mark Davis' decision to add a second position so that he could hire both Jen Christy and Sara Jaggard to work with ministry programs speaks well to both the financial flexibility that Pepperdine provides, as well as the commitment to hiring good people to lead programs that influence student faith. It appears that other programs are likewise well-funded, as evidenced by the extent of programming in volunteer services and the SLA program in Residence Life.

If we did perceive a deficit in resource adequacy, it is in regard to office space. The recent move to centralize the convocation and student-led ministries offices notwithstanding, it doesn't seem that the current and recent office space allocations easily facilitate cooperative programming or recognizable ministry space for students to access. Moving the convocation and student-led ministries offices near the cafeteria is a positive step, but we would encourage the university to consider how to define space for these programs more clearly and consider finding space that allows more students to "hang out". The model of the Volunteer Center would be ideal, if such space was available.

**IV. TOPICAL FOCUS AREAS**

**A. Organizational structure**

In addition to the broad evaluative categories addressed above, the assessment team would like to address the following programmatic and personnel issues. The consensus that undergirds this overview of the personnel who minister at Pepperdine is that the university has recruited quality people who are doing very well in their individual departments, but there is a significant need for coordination of efforts and for strategic pastoral leadership on campus. In our estimation, there

are at least six identifiable departments on campus that provide programmatic spiritual leadership (in addition to faculty efforts), all of which are structurally independent from the others.

- Convocation office
- Student-led ministries
- Chaplain
- Residence Life (SLA program)
- University Church of Christ
- Volunteer Center

As mentioned above, this structural separation often leads to overlapping programs, as well as programmatic deficits. For example, one of the departments recently decided to implement a campus-wide retreat and scheduled it for the weekend before the UCC's longstanding annual retreat. Obviously, this had a detrimental effect on the UCC retreat. Additionally, it appears that worship programs and small group studies are being planned by several offices, but as mentioned, it does not appear that anyone on campus is helping students engage many of the classical spiritual disciplines. It also seems that because so many programs arise from student initiative and are not coordinated well on the calendar, attendance is often low. One faculty member summarized the point well, "We have something for everyone, but our students are over programmed. It can be a logistical nightmare." To summarize: there are many good things that are happening at the college, but the program seems very haphazard. One of our team members suggested the following metaphor for the current state of spiritual formation programming: "The approach is like a class with no curriculum and no teacher of record, just a series of random student presentations." Another metaphor that we heard regularly is that of the cafeteria. One administrator quoted a former president, "Spiritual life at Pepperdine is a banquet table." To continue this metaphor, while options are generally a good thing, we question whether students are getting a balanced diet.

The challenge is to continue to foster a culture of initiative and innovation, while providing greater coordination and planning. As one administrator asked, "How do we coordinate that which keeps bubbling up?" We would suggest that providing a more cohesive organizational structure for ministry leadership could lead to a more comprehensive approach to spiritual formation, stronger programs, and decreased frustration on the part of staff and students. As we explored this possibility with various groups on campus, several mentioned that current organizational structures make collaboration and coordination difficult. One staff member stated, "We feel a lot of territorialism throughout the university." However, we also heard of mutual trust and freedom to collaborate. A staff member noted, "I have a lot of freedom (to cross lines), but there is not a lot of collaboration." In addition, the culture of decentralization works against these efforts. We would like to encourage the university not to let organizational charts determine the shape of ministry on campus. Increasingly in both the business world and in Christian higher education, there is decreased reliance on hierarchical organizational charts and increased emphasis on cross-departmental teams that are focused on functions instead of reporting structures. This model would seem to work very well at Pepperdine, which already has a culture of shared responsibility for spiritual formation.

**Recommendation:** Our first suggestion in this area is that Seaver College draws together a spiritual formation coordination team that would work toward a cooperative plan for ministry programming. This team should use the developing vision, goals and desired outcomes to craft a matrix that incorporates the various programs from each office. Such a matrix would help minimize programmatic redundancies and schedule conflicts. Additionally, it would help identify programmatic deficits, and identify departments who could naturally fill those deficits. While the question of who leads that group is a natural one, we feel confident that this is a minor issue that is easily resolved. Additionally, our second recommendation in this area addresses this need.

**Recommendation:** Our second recommendation regarding organizational structure is that the College create a new position in Student Affairs that would be the focal point for spiritual formation on campus. One potential title could be Assistant/Associate Dean for Spiritual Formation. The intent of this position is not to create hierarchical control of spiritual formation programming, but to provide identifiable leadership for spiritual formation on campus. Additionally, we would suggest that this position be cast as a pastoral presence, not a director of a research center. One of our observations of the current staff is that Pepperdine has hired very capable program coordinators, but does not have anyone who provides strategic, pastoral leadership for programs or students. Additionally, the university has a chaplain and a Center for Faith and Learning, but neither of these are focused on Seaver College, nor necessarily oriented for this type of leadership. We believe that this lack of leadership is a key factor in the haphazard nature of spiritual formation programming at Pepperdine. We would also suggest that it contributes to the lack of a developmental, holistic approach to spiritual formation. While each of the coordinators is doing an excellent job in their individual areas, it does not seem that they are tasked with ensuring that students receive or are challenged to participate in a comprehensive program. Choosing the right pastoral leader could provide the type of strategic program development, as well as influence the shape of the current programs to more adequately meet the breadth of student spiritual needs.

***Special focus: University Church of Christ***

One of the unique features of spiritual formation at Pepperdine is the presence of the church on campus. Very few Christian universities have this type of arrangement. As would be expected, the relationship between the church and the college has evolved over the years. As the university enters a season of conversation about vision and outcomes for spiritual formation, especially if it chooses to act on our recommendations for greater coordination of efforts, we strongly encourage the inclusion of the UCC staff in this process. We do so for a variety of reasons. First, the presence of three ministry-minded people who love college students should not be overlooked. While there are different organizational structures to be considered, the fact that these staff desire to invest in Pepperdine's students should be honored and facilitated. Second, since the university provides funding for some level of staffing at the church, and provides office space, it seems as if there is a vested interest in ensuring that ministry is happening effectively and efficiently with Pepperdine's students. Last, since both the university and the church have a long history of ministry programming that students benefit from, it seems wise to try and coordinate efforts between the two organizations to maximize the impact on students. At a minimum, some significant frustration could be avoided. We believe that if the church staff is

appropriately included in coordination efforts that ministry to students will be enhanced and both the church and the university will be able to minister more effectively and efficiently.

## **B. Student-led ministries**

As mentioned above, one of the clear strengths at Pepperdine is the opportunities students have to initiate and lead ministries for their peers. The Office of Student-led Ministries does an excellent job facilitating this process. We were very impressed with Jen Christy's coordination of these ministries, as well as her insight and vision for how these ministries contribute to the overall spiritual formation of students. In fact, we would suggest that Pepperdine is under-utilizing her. As we met with her, it seemed to us that Jen could help the process of determining what spiritual needs of students that the college is meeting and missing. In addition to her skills in managing the details of the various ministries, she also has a sense of the big picture of ministry that we would encourage the college to take advantage of. A few of her perceptions that seemed to ring true to us, and that were affirmed by others, include:

- It appears that a relatively small number of students are involved in leadership of many things. One staff person stated, "If a student is a leader in one area, he/she is probably a leader in five or six other areas."
- Similarly, it seems like many of the ministries on campus largely reach the same group of students. While it was hard to get a clear sense of involvement, some people suggested that about 500 students are involved in student-led ministries, with most of these involved in multiple ministries. This level of involvement by these students probably contributes to the culture of busyness discussed above. It also may indicate that other approaches need to be developed to reach students who are not currently involved.
- Jen was also one of the people we talked to who questioned whether the multitude of activities generates the type of spiritual formation outcomes that the college desires. We would affirm this question, and suggest that she could contribute positively to the conversation about vision, goals and outcomes that we have recommended.

As the Office of Student-led Ministries seeks to facilitate students in their efforts to minister effectively, we would encourage them to participate fully in the processes that we have recommended regarding collaboration and development of vision and goals. Additionally, we offer the following recommendations for this office:

### ***Recommendations:***

- We suggest that staff and student leaders in this area create a "ministry map" that places each student-led ministry in one or more of the categories/orientations for spiritual formation that are referenced in the matrix above in section III.C. Doing so can help these leaders see where they exhibit strengths and where there are gaps in ministry. Additionally, we would encourage Jen and the leaders to assess how the various ministries focus on students at different stages of spiritual maturity. This can help them

discover whether they are targeting the needs of students at all stages of the spiritual journey – a goal that seems to be very important at Pepperdine.

- We recommend that the director develop a proposal process for new ministry ideas that students would need to complete before being approved to initiate a new ministry. Part of this proposal should require students to articulate how their ministry idea meets a need that is not currently being met in the college. If students discover that their proposal is redundant of other ministries, they could be encouraged to partner with existing ministries instead of starting something new. The proposal form should also encourage students to work at scheduling their ministries with sensitivity to other activities on campus to avoid competition and lower participation across the board.
- We recommend that the Student-led Ministries Office work with the Chapel/Convocation program to develop a creative program for one chapel early in the fall semester that would cast a vision for student-led ministries. The department could plan a ministries fair in conjunction with this chapel to help increase awareness and participation in student-led ministries. Additionally, we suggest that this chapel could be used to help make students aware of gaps in ministry that need filling. This process could capitalize on Pepperdine's grass-roots culture to help broaden the scope of ministry to and by students. In particular, we encourage the staff to increase its emphasis on spiritual disciplines and biblical teaching through these processes.

In summary, we believe that the college has developed a strong approach to student-led ministries and we affirm much of what is happening in this office. We believe, however, that the current director of this office, Jen Christy, can and should provide stronger leadership towards holistic spiritual formation, if she is given that mandate and support from administration.

### **C. Chapel and convocation**

At Pepperdine, as at virtually all Christian universities, chapel/convocation serves as a focal point for spiritual life on campus. Pepperdine has made clear efforts in recent years to increase the quality of convocation programming on Wednesday mornings. These changes have been recognized and largely appreciated by students, faculty and staff. One faculty member noted, "We've gotten a lot more serious about issues now in convocation." A student leader stated, "I really enjoy a lot of convocations." The administration has obviously emphasized this issue through the commitment of funds to the chapel program, and in the hiring of Sara Jaggard to increase the production quality of the program.

Additionally, convocation staff have worked to diversify convocation options at other times throughout the week. The diversity of these options is almost overwhelming, with students literally having hundreds of convocation options each year. Many students, faculty and staff have taken advantage of the opportunity to offer convocation credit and have developed creative programming options. We commend the staff for offering credit for options ranging from personal mentoring, small group studies led by faculty and staff, and foreign language convocations. Leaders of these programs recognize what one staff member stated, "Convo credit is valuable currency here." We agree and both commend and caution the college about this reality. Offering convocation credit has generated many creative options from which students

can choose. Conversely, the sheer number of options seems to contribute to the event-based, cafeteria-style, consumer mentality that we have mentioned above. Consequently, we encourage the university to pursue a more intentional approach as it continues its fruitful efforts to develop the convocation program.

#### *Intentionality of programming*

While it is apparent that chapel quality has increased in recent years, chapel programming can seem very random. As we examined the chapel calendars and talked with students, we could not discern a sense of direction or development of program beyond general inspiration, often for activism. One student leader summarized this theme well, stating, “Each convo or anything we do together shows us what we can do with our lives. They usually tie in with the theme of purpose, service and leadership.” While this goal is certainly important (and symbolizes Pepperdine’s activist culture), we would suggest that it does not sufficiently develop the type of culture that leads to a holistic spiritual life for students individually, nor for the community as a whole. For example, as noted above, we noticed that Scripture seems to be minimally present in chapel. One student leader commented, “Convocation is more inspirational rather than deep Bible teaching. It’s definitely not like going to a church service at all.” Another student noted this as well, but commented that things had changed since her freshman year, “My freshman year there was no mention of God in convo.” Another student leader stated, “I was very spiritually involved in a small high school and one of the reasons I chose Pepperdine was to continue the spiritual community I had in high school. I have found that primarily in student groups, not through convo and classes.” In some ways, these comments are not surprising. Recent research on spiritually transformational influences on Christian university campuses indicates that individual relationships and smaller group experiences exert greater spiritual impact than campus-wide events like chapel. However, one of the important roles that chapel plays is in setting the tone for spiritual formation on campus and framing the conversation about spiritual life. It doesn’t appear to us that the current leadership of chapel sees that as the goal. Incidentally, this is one more reason why we believe there is a need for stronger pastoral leadership on campus and greater coordination of programming. Additionally, we didn’t perceive the chapel program to intentionally help students understand either the theological tradition that undergirds Pepperdine’s culture or the diversity of Christian faiths from which students come. It seems to offer a fairly generic form of Christianity that emphasizes inspirational, but not biblical/theological challenge.

***Recommendation:*** To address these issues, we suggest that the chapel planning process develop a chapel “curriculum” that emphasizes both progression and purpose throughout the year. Developing a chapel curriculum that reflects the breadth of goals that the university has for chapel can help provide balance for the program. Such a curriculum can be used to more effectively select and prepare external speakers to fit into the overall flow of the chapel program. Additionally, developing greater intentionality in chapel should involve considering how chapel programs should progress throughout the year. For example, many schools schedule chapels early in the fall that are designed to orient new students, and reorient returning students, to the nature of faith in the university and the goals they desire for student spirituality. Likewise,

chapels in the late spring might focus on preparing students for life away from the university. Some schools schedule separate, concurrent chapels periodically to be able to speak directly to freshmen (often in the fall) or seniors (often in the spring) to be able to address some of their specific “stage of life” issues in faith. The goal of these approaches is to recognize that the university and its students live in a fairly predictable rhythm of life that affects spiritual vitality. Planning chapel around those rhythms indicates intentionality in addressing the specific issues of student spirituality. The following tools are included to help the university explore how it may work at greater intentionality and effectiveness in its chapel programs.

The first tool is a basic form that raises questions that can help guide the chapel planning and evaluation process. The second tool is an example of another university’s curriculum that could be adapted to Pepperdine’s context. This school is similar to Pepperdine in that it has a denominational tie, but also enrolls a vast majority of students from outside the denomination. It differs in that it offers two chapels per week as opposed to Pepperdine’s single weekly chapel. While the specific categories would not apply, the curriculum gives a sense of intentional development of the program.

**Sample chapel planning and evaluation tools**

**Chapel planning questionnaire:**

	Salient question:
Is there a “chapel curriculum” which guides the worship life of the campus toward its goal for spiritual formation?	What themes need to be repeated each year? What issues need to be part of cycle of chapel life at Pepperdine?
Is there appropriate diversity of speakers by gender, race, and denominational or theological position?	What “template” for selection of chapel speakers do we use at Pepperdine?
Worship planning	Is there creative and intentional diversity in worship style? How do we represent the worship diversity of our campus community?
Worship Teaching	Is there consistent teaching about worship? Does chapel include worship styles that match the theological diversity and background of the university?
Worship content	Is there a balance between the emotional side of spirituality and the cognitive side of spirituality in the chapel program?
Worship traditions	There is a history to the life of the church which includes hymns and a wide variety of worship forms. Are students introduced to the historic life and forms of worship in chapel?

Where and how are issues of biblical justice addressed in the chapel program over the cycle of a student's life?	How will students learn the gospel's commitment to the poor, to peace, to justice, and to care for the widows, orphans, and strangers in the land over their four years?
Is there deliberate integration with academics in the chapel program?	In what ways do we create an ethos for learning that values academic learning through our chapel planning?

**Chapel planning and diversity matrix (Sample from another school that is denominationally-connected, but also enrolls a majority of students from outside the denomination):**

1. All chapel programs must fit the mission statement that emphasizes community events integrating faith, life and learning.
2. Diversity of programming
  - a. Recruit 40% of speakers from diverse ethnic backgrounds.
  - b. Recruit speakers from diverse theological backgrounds.
  - c. Schedule a balance of male/female speakers.
3. Members of the Office of Spiritual Formation will speak 10-13 times per semester, with the campus pastor speaking the majority of those times.
4. Schedule two faculty profiles per year. If a faculty member is retiring, try to schedule him/her during that year. Schedule faculty from two different schools each year so that each school is represented every other year.
5. Schedule one-two Cross-cultural events per semester in conjunction with the International Services and Programs Office.
6. Annual events (in chronological order)
  - a. Theme worship service (1<sup>st</sup> Wednesday of Fall semester – Pastor speaks)
  - b. President's Convocation (1<sup>st</sup> Friday of Fall semester)
  - c. Church/service fair (3<sup>rd</sup> Thursday of Fall semester)
  - d. Building a Culture of Peace Week (1<sup>st</sup> week of October)
  - e. Missions Emphasis Week (Usually in November or January)
  - f. MLK Worship service (Second Wednesday of January)
  - g. Presidential Round Tables (scheduled flexibly with the president's secretary)
  - h. Student Leadership Convocation (Last Friday of January)
  - i. Biblical Studies Lecture Series (Biennially, usually in January or February – in conjunction with BRS division)

- j. Relationships Emphasis Week (February or March, depending upon speakers' schedule)
- k. Church Lecture Series (Biennially, usually in February or March)
- l. Senior Reflections (3<sup>rd</sup> to last Friday of Spring semester)
- m. Honors Convocation (2<sup>nd</sup> to last Friday of Spring semester)

### **Curriculum Overview**

In light of the programming matrix, chapel will seek to address the following content areas with students over the course of two years. This curriculum lays out the general topics to be discussed, but leaves open the specific schedule to be implemented flexibly, according to the needs of each two years.

All of these content areas fall under the general heading of trying to help students progress toward a life characterized by love toward God and neighbor. Additionally, these content areas overlap one another in many ways. Therefore, they may be addressed in distinct messages and/or across messages. Finally, these content areas will most often be dealt with in the context of preaching through books or significant portions of Scripture from both the Old and New Testaments. This is done because of a conviction of the centrality of Scripture, and the need to deal with Scripture holistically, not in a piecemeal fashion.

### **A Two-Year Curriculum**

A two-year schedule is chosen for at least two reasons. First, since we have many transfer students, we cannot assume to have a consistent student body for four years. Second, recognizing that much change takes place over two years, students who are on campus for four years will deal with the same issues in different ways at different stages of development.

### **Guiding Principles:**

1. Faithfulness to the whole counsel of Scripture.
2. Faithfulness to an interdenominational theological tradition.
3. Faithfulness in addressing the developmental needs of university students of all ages and all backgrounds.

### **Content areas (Listed alphabetically):**

1. Calling and vocation (life purpose)
2. Christ, centrality and uniqueness of
3. Christian community
4. Church, importance of

5. Culture, critiquing and engaging
  - a. Entertainment
  - b. Politics
  - c. Current events
6. Doubt and struggle, dealing with
7. Excellence in work and school
8. Faith in context: our part in God's ongoing story
9. Finances and faith
10. God's will, discovering and living in
11. Holiness, personal
12. Justice issues – personal and systemic
13. Mission and ministry, involvement in
  - a. Evangelism
  - b. Global Christianity
  - c. Service to the poor
  - d. Spiritual giftedness
14. Relationships
  - a. Friendships
  - b. Romance
  - c. Sexuality
15. Spiritual disciplines & intimacy with God

## **Conclusion**

It has been our pleasure to be involved, however briefly, with the faculty, staff and students at Pepperdine University. We were welcomed warmly by all we encountered, and are encouraged about the present and future of ministry at the university. We affirm the administration for hiring good people who do excellent work and love students. We also affirm the positive context in which ministry takes place. There seems to be a sense of anticipation about what the future of student spiritual formation might be that is energizing and exciting. It is in light of this context that we offer our observations and pray that God will continue to bless the university as it seeks to help its students spiritually.

APPENDIX F: 2009-10 VERITAS FORUM ATTENDANCE

2009-10 Veritas Forum	Sample N	Sample %	Seaver College N	Seaver College %	Representation (over or under)	Overall % of demographic represented	Expected Attendance
Freshman	288	45%	861	27%	18%	33%	174
Sophomore	95	15%	727	23%	-8%	13%	147
Junior	142	22%	724	23%	-1%	20%	147
Senior	109	17%	820	26%	-9%	13%	166
<b>Grand Total</b>	<b>634</b>	<b>100%</b>	<b>3132</b>	<b>100%</b>		<b>20%</b>	<b>3.363E-24</b>

Assembly of God	8	1.3%	41	1.31%	-0.05%	20%	8.30
Baptist	39	6.2%	182	5.81%	0.34%	21%	36.84
Buddhist	2	0.3%	14	0.45%	-0.13%	14%	2.83
Christian Church	40	6.3%	265	8.46%	-2.15%	15%	53.64
Christian Science	2	0.3%	5	0.16%	0.16%	40%	1.01
Church of Christ (& Legacy)	161	25.4%	544	17.37%	8.03%	30%	110.12
Church of God	2	0.3%	6	0.19%	0.12%	33%	1.21
Congregational	2	0.3%	9	0.29%	0.03%	22%	1.82
Disciples of Christ	0	0.0%	1	0.03%	-0.03%	0%	0.20
Episcopal	11	1.7%	63	2.01%	-0.28%	17%	12.75
Evangelical Free	15	2.4%	54	1.72%	0.64%	28%	10.93
Hindu	1	0.2%	9	0.29%	-0.13%	11%	1.82
Islamic	3	0.5%	24	0.77%	-0.29%	13%	4.86
Jewish	1	0.2%	17	0.54%	-0.39%	6%	3.44
Latter-day Saints (Mormon)	5	0.8%	15	0.48%	0.31%	33%	3.04
Lutheran	18	2.8%	86	2.75%	0.09%	21%	17.41
Mennonite	0	0.0%	1	0.03%	-0.03%	0%	0.20
Methodist	8	1.3%	49	1.56%	-0.30%	16%	9.92
None	4	0.6%	73	2.33%	-1.70%	5%	14.78
Orthodox	2	0.3%	25	0.80%	-0.48%	8%	5.06
Other	9	1.4%	30	0.96%	0.46%	30%	6.07
Other Christian	99	15.6%	477	15.23%	0.39%	21%	96.56
Presbyterian	46	7.3%	241	7.69%	-0.44%	19%	48.78
Protestant	32	5.0%	129	4.12%	0.93%	25%	26.11
Roman Catholic	89	14.0%	520	16.60%	-2.56%	17%	105.26
Seventh Day Adventist	2	0.3%	17	0.54%	-0.23%	12%	3.44
Sikh	0	0.0%	1	0.03%	-0.03%	0%	0.20
Undeclared	23	3.6%	177	5.65%	-2.02%	13%	35.83
Unitarian	1	0.2%	2	0.06%	0.09%	50%	0.40
United Church of Christ	0	0.0%	11	0.35%	-0.35%	0%	2.23
United Methodist	9	1.4%	44	1.40%	0.01%	20%	8.91
<b>Grand Total</b>	<b>634</b>	<b>100%</b>	<b>3132</b>	<b>100%</b>		<b>Chi Sq Test</b>	<b>0.001159</b>

2009-10 Veritas Forum	Sample N	Sample %	Seaver College N	Seaver College %	Representation (over or under)	Overall % of demographic represented	Expected Attendance
International	17	3%	204	7%	-4%	8%	41
USA	617	97%	2928	93%	4%	21%	593
<b>Grand Total</b>	<b>634</b>	<b>100%</b>	<b>3132</b>	<b>100%</b>		<b>Chi Sq Test</b>	<b>9.224E-05</b>

Female	339	53%	1743	56%	-2%	19.45%	353
Male	295	47%	1389	44%	2%	21.24%	281
<b>Grand Total</b>	<b>634</b>	<b>100%</b>	<b>3132</b>	<b>100%</b>		<b>Chi Sq Test</b>	<b>0.27</b>

Athlete	15	2%	260	8%	-6%	6%	53
Not Athlete	619	98%	2872	92%	6%	22%	581
<b>Grand Total</b>	<b>634</b>	<b>100%</b>	<b>3132</b>	<b>100%</b>		<b>Chi Sq Test</b>	<b>6.067E-08</b>

Off Campus	91	14%	1092	35%	-21%	8%	221
On Campus	543	86%	2040	65%	21%	27%	413
<b>Grand Total</b>	<b>634</b>	<b>100%</b>	<b>3132</b>	<b>100%</b>		<b>Chi Sq Test</b>	<b>2.267E-27</b>

Nonresident Alien	17	3%	203	6%	-4%	8%	41
Hispanic	61	10%	329	11%	-1%	19%	67
American Indian or Alaska Native	6	1%	39	1%	0%	15%	8
Asian	74	12%	264	8%	3%	28%	53
Black or African American	43	7%	201	6%	0%	21%	41
Native Hawaiian or Other Pacific Islander	14	2%	48	2%	1%	29%	10
Caucasian	386	61%	1870	60%	1%	21%	379
Two or more races	1	0%	0	0%	0%	0%	
Undeclared	32	5%	178	6%	-1%	18%	36
<b>Grand Total</b>	<b>634</b>	<b>100%</b>	<b>3132</b>	<b>100%</b>		<b>Chi Sq Test</b>	<b>0.00124</b>

APPENDIX G: 2010-11 VERITAS FORUM ATTENDANCE

2010-11 Veritas Forum	Sample N	Sample %	Seaver College N	Seaver College %	Representation (over or under)	Overall % of demographic represented	Expected Attendance
Freshman	158	38%	706	23%	16%	22%	94
Sophomore	57	14%	771	25%	-11%	7%	103
Junior	128	31%	742	24%	7%	17%	99
Senior	69	17%	880	28%	-12%	8%	117
<b>Grand Total</b>	<b>412</b>	<b>100%</b>	<b>3099</b>	<b>100%</b>		<b>13%</b>	<b>6.515E-20</b>

Assembly of God	6	1.5%	41	1.32%	0.13%	15%	5.45
Baptist	28	6.8%	173	5.58%	1.21%	16%	23.00
Buddhist	0	0.0%	13	0.42%	-0.42%	0%	1.73
Christian Church	36	8.7%	303	9.78%	-1.04%	12%	40.28
Christian Science	0	0.0%	5	0.16%	-0.16%	0%	0.66
Church of Christ (& Legacy)	78	18.9%	503	16.23%	2.70%	16%	66.87
Church of God	2	0.5%	13	0.42%	0.07%	15%	1.73
Congregational	1	0.2%	9	0.29%	-0.05%	11%	1.20
Disciples of Christ	0	0.0%	1	0.03%	-0.03%	0%	0.13
Episcopal	8	1.9%	60	1.94%	0.01%	13%	7.98
Evangelical Free	14	3.4%	53	1.71%	1.69%	26%	7.05
Hindu	1	0.2%	14	0.45%	-0.21%	7%	1.86
Islamic	1	0.2%	21	0.68%	-0.43%	5%	2.79
Jewish	1	0.2%	19	0.61%	-0.37%	5%	2.53
Latter-day Saints (Mormon)	3	0.7%	16	0.52%	0.21%	19%	2.13
Lutheran	5	1.2%	81	2.61%	-1.40%	6%	10.77
Mennonite	0	0.0%	1	0.03%	-0.03%	0%	0.13
Methodist	5	1.2%	48	1.55%	-0.34%	10%	6.38
None	2	0.5%	67	2.16%	-1.68%	3%	8.91
Orthodox	1	0.2%	26	0.84%	-0.60%	4%	3.46
Other	9	2.2%	41	1.32%	0.86%	22%	5.45
Other Christian	56	13.6%	405	13.07%	0.52%	14%	53.84
Presbyterian	24	5.8%	223	7.20%	-1.37%	11%	29.65
Protestant	21	5.1%	129	4.16%	0.93%	16%	17.15
Roman Catholic	66	16.0%	500	16.13%	-0.11%	13%	66.47
Seventh Day Adventist	1	0.2%	13	0.42%	-0.18%	8%	1.73
Sikh	0	0.0%	1	0.03%	-0.03%	0%	0.13
Undeclared	39	9.5%	280	9.04%	0.43%	14%	37.22
Unitarian	0	0.0%	2	0.06%	-0.06%	0%	0.27
United Church of Christ	1	0.2%	5	0.16%	0.08%	20%	0.66
United Methodist	3	0.7%	33	1.06%	-0.34%	9%	4.39
<b>Grand Total</b>	<b>412</b>	<b>100%</b>	<b>3099</b>	<b>100%</b>		<b>Chi Sq Test</b>	<b>0.3626459</b>

2010-11 Veritas Forum	Sample N	Sample %	Seaver College N	Seaver College %	Representation (over or under)	Overall % of demographic represented	Expected Attendance
International	17	4%	213	7%	-3%	8%	28
USA	395	96%	2886	93%	3%	14%	384
<b>Grand Total</b>	<b>412</b>	<b>100%</b>	<b>3099</b>	<b>100%</b>		<b>Chi Sq Test</b>	<b>0.0275334</b>

Female	213	52%	1733	56%	-4%	12.29%	230
Male	199	48%	1366	44%	4%	14.57%	182
<b>Grand Total</b>	<b>412</b>	<b>100%</b>	<b>3099</b>	<b>100%</b>		<b>Chi Sq Test</b>	<b>0.08</b>

Athlete	9	2%	260	8%	-6%	3%	35
Not Athlete	403	98%	2839	92%	6%	14%	377
<b>Grand Total</b>	<b>412</b>	<b>100%</b>	<b>3099</b>	<b>100%</b>		<b>Chi Sq Test</b>	<b>5.539E-06</b>

Off Campus	88	21%	1212	39%	-18%	7%	161
On Campus	324	79%	1888	61%	18%	17%	251
<b>Grand Total</b>	<b>412</b>	<b>100%</b>	<b>3100</b>	<b>100%</b>		<b>Chi Sq Test</b>	<b>1.575E-13</b>

Nonresident Alien	17	4%	213	7%	-3%	8%	28
Hispanic	47	11%	367	12%	0%	13%	49
American Indian or Alaska Native	4	1%	33	1%	0%	12%	4
Asian	27	7%	304	10%	-3%	9%	40
Black or African American	33	8%	213	7%	1%	15%	28
Native Hawaiian or Other Pacific Islander	8	2%	38	1%	1%	21%	5
Caucasian	244	59%	1685	54%	5%	14%	224
Two or more races	12	3%	62	2%	1%	19%	
Undeclared	20	5%	184	6%	-1%	11%	24
<b>Grand Total</b>	<b>412</b>	<b>100%</b>	<b>3099</b>	<b>100%</b>		<b>Chi Sq Test</b>	<b>0.07749</b>

APPENDIX H: 2011-12 VERITAS FORUM ATTENDANCE

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U"E#4C4V	,	*12.	, +	*16-.	8* 106.	6.	-
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Z ( ;E#C@ #E#4C;\$E	0	*1/.	00	) 1*+.	8* 106.	7.	2
E(+: <% . *+3	GH	#""5	H"JJ	#""5		7@%N% , *	"K""""HH

2011-12 Veritas Forum	Sample N	Sample %	Seaver College N	Seaver College %	Representation (over or under)	Overall % of demographic represented	Expected Attendance
International	27	6%	213	7%	-0.84%	13%	31
USA	411	94%	2886	93%	0.84%	14%	407
<b>Grand Total</b>	<b>438</b>	<b>100%</b>	<b>3099</b>	<b>100%</b>		<b>Chi Sq Test</b>	<b>0.4930821</b>
Female	242	55%	1733	56%	-0.67%	13.96%	245
Male	196	45%	1366	44%	0.67%	14.35%	193
<b>Grand Total</b>	<b>438</b>	<b>100%</b>	<b>3099</b>	<b>100%</b>		<b>Chi Sq Test</b>	<b>0.78</b>
Athlete	17	4%	260	8%	-4.51%	7%	37
Not Athlete	421	96%	2839	92%	4.51%	15%	401
<b>Grand Total</b>	<b>438</b>	<b>100%</b>	<b>3099</b>	<b>100%</b>		<b>Chi Sq Test</b>	<b>0.0006653</b>
Off Campus	76	17%	1212	39%	-21.75%	6%	171
On Campus	362	83%	1888	61%	21.75%	19%	267
<b>Grand Total</b>	<b>438</b>	<b>100%</b>	<b>3100</b>	<b>100%</b>		<b>Chi Sq Test</b>	<b>1.071E-20</b>
Nonresident Alien	28	6%	213	7%	-0.48%	13%	30
Hispanic	48	11%	367	12%	-0.88%	13%	52
American Indian or Alaska Native	2	0%	33	1%	-0.61%	6%	5
Asian	45	10%	304	10%	0.46%	15%	43
Black or African American	24	5%	213	7%	-1.39%	11%	30
Native Hawaiian or Other Pacific Islander	5	1%	38	1%	-0.08%	13%	5
Caucasian	244	56%	1685	54%	1.34%	14%	238
Two or more races	14	3%	62	2%	1.20%	23%	
Undeclared	28	6%	184	6%	0.46%	15%	26
<b>Grand Total</b>	<b>438</b>	<b>100%</b>	<b>3099</b>	<b>100%</b>		<b>Chi Sq Test</b>	<b>0.89017</b>

APPENDIX I: FALL 2010 CELEBRATION CHAPEL ATTENDANCE

! "#\$%& '()*+,-./:;<=>?@A B C D E F G H I J K L M N O P Q R S T U V W X Y Z	4	5	4	5	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0
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F%Q'Q@Q@F%:'\$E# ?	122	17Q-	*. 0	1/Q0-	1Q7-	).	1++Q 1	17Q-	, Q+
J#K' G>L									
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M\$G5-#\$4@F%:'\$E	.	. C-	1	. C0-	6 C0-	. -	. Q*	. C-	6 C0-
N5:\$G45' =	, 1	1Q-	/.	1Q)-	6 C1-	0*-	, 1Q/	0C-	1C/-
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P:( B9	+	. Q-	1)	. Q*-	. Q2-	*. -	) Q)	. Q-	. Q*-
Q\$ & :G	0	. Q-	, 1	. Q7-	6 Q, -	1)-	+Q 1	. Q-	6 Q7-
Q#R :\$%	,	. Q-	12	. Q1-	6 Q0-	11-	/Q.	. Q-	6 Q1-
J' #B' B' >B' :( E\$?	*	. C-	1/	. C, -	6 C/-	01-	*Q)	. Q-	6 Q, -
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U"E#4B4V	2	. Q-	, /	. Q)-	6 C, -	0*-	2Q+	. Q-	6 Q)-
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W4E#E' ( E	*	) Q-	1, 2	) Q/-	. Q1-	02-	) C.	*Q-	1C)-
X4&' ( F' E#4=G	1*7	1) C-	*. .	1/Q0-	6IQ7-	0, -	1+/Q*	10Q-	6 Q0-
3#Q#( E%M >?	/	. C-	10	. Q, -	. Q0-	)/-	) C2	. C-	. C7-
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F +"/; \$% , "#	' &H	' &S	I &H	' &S			&K% %ML	' &S	

Fall 2010 Celebration Chapel	Sample N	Sample %	Seaver College N	Seaver College %	Rep (over or under)	Overall % of demo rep	Expected Attendance	Weekly Average	Average Weekly Rep (over or under)
International	76	7%	213	7%	-0.05%	36%		8%	1.00%
USA	1017	93%	2886	93%	0.05%	35%		92%	-1.00%
<b>Grand Total</b>	<b>1093</b>	<b>100%</b>	<b>3099</b>	<b>100%</b>				<b>100%</b>	
Female	639	58%	1733	56%	2.54%	36.87%		59%	3.08%
Male	454	42%	1366	44%	-2.54%	33.24%		41%	-3.08%
<b>Grand Total</b>	<b>1093</b>	<b>100%</b>	<b>3099</b>	<b>100%</b>				<b>100%</b>	
Athlete	59	5%	260	8%	-2.99%	23%		5%	-3.39%
Not Athlete	1034	95%	2839	92%	2.99%	36%		95%	3.39%
<b>Grand Total</b>	<b>1093</b>	<b>100%</b>	<b>3099</b>	<b>100%</b>				<b>100%</b>	
Off Campus	246	23%	1212	39%	-16.60%	20%		30%	-9.10%
On Campus	847	77%	1888	61%	16.60%	45%		70%	9.10%
<b>Grand Total</b>	<b>1093</b>	<b>100%</b>	<b>3100</b>	<b>100%</b>				<b>100%</b>	
Nonresident Alien	75	7%	213	7%	-0.01%	35%	75		
Hispanic	131	12%	367	12%	0.14%	36%	129		
American Indian or Alaska Native	8	1%	33	1%	-0.33%	24%	12		
Asian	115	11%	304	10%	0.71%	38%	107		
Black or African American	75	7%	213	7%	-0.01%	35%	75		
Native Hawaiian or Other Pacific Islander	13	1%	38	1%	-0.04%	34%	13		
Caucasian	580	53%	1685	54%	-1.31%	34%	594		
Two or more races	42	4%	62	2%	1.84%	68%	22		
Undeclared	54	5%	184	6%	-1.00%	29%	65		
<b>Grand Total</b>	<b>1093</b>	<b>100%</b>	<b>3099</b>	<b>100%</b>					

\*Ethnicity data was not available in the duplicated headcount, so weekly average information is not available.

APPENDIX J: SPRING 2011 CELEBRATION CHAPEL ATTENDANCE

Spring 2011 Celebration Chapel	Sample N	Sample %	Seaver College N	Seaver College %	Rep (over or under)	Overall % of demographic represented	Expected Attendance	Weekly Average	Average Weekly Rep (over or under)
Freshman	101	16%	706	23%	-6%	14%	141	16%	-7%
Sophomore	118	19%	771	25%	-6%	15%	154	19%	-6%
Junior	178	29%	742	24%	5%	24%	148	27%	3%
Senior	223	36%	880	28%	8%	25%	176	38%	10%
<b>Grand Total</b>	<b>620</b>	<b>100%</b>	<b>3099</b>	<b>100%</b>		<b>20%</b>		<b>100%</b>	

Assembly of God	7	1.1%	41	1.32%	-0.2%	17%	8	1.0%	-0.32%
Baptist	47	7.6%	173	5.58%	2.0%	27%	35	7.7%	2.12%
Buddhist	2	0.3%	13	0.42%	-0.1%	15%	3	0.2%	-0.26%
Christian Church	52	8.4%	303	9.78%	-1.4%	17%	61	8.8%	-0.96%
Christian Science	1	0.2%	5	0.16%	0.0%	20%	1	0.1%	-0.06%
Church of Christ (& Legacy)	106	17.1%	503	16.23%	0.9%	21%	101	15.2%	-1.01%
Church of God	5	0.8%	13	0.42%	0.4%	38%	3	0.5%	0.10%
Congregational	3	0.5%	9	0.29%	0.2%	33%	2	0.3%	0.02%
Disciples of Christ	0	0.0%	1	0.03%	0.0%	0%	0	0.0%	-0.03%
Episcopal	14	2.3%	60	1.94%	0.3%	23%	12	2.4%	0.42%
Evangelical Free	13	2.1%	53	1.71%	0.4%	25%	11	2.3%	0.60%
Hindu	5	0.8%	14	0.45%	0.4%	36%	3	0.9%	0.49%
Islamic	1	0.2%	21	0.68%	-0.5%	5%	4	0.1%	-0.63%
Jewish	2	0.3%	19	0.61%	-0.3%	11%	4	0.2%	-0.40%
Latter-day Saints (Mormon)	2	0.3%	16	0.52%	-0.2%	13%	3	0.1%	-0.41%
Lutheran	15	2.4%	81	2.61%	-0.2%	19%	16	2.4%	-0.20%
Mennonite	1	0.2%	1	0.03%	0.1%	100%	0	0.2%	0.13%
Methodist	9	1.5%	48	1.55%	-0.1%	19%	10	1.3%	-0.29%
None	10	1.6%	67	2.16%	-0.5%	15%	13	1.8%	-0.32%
Orthodox	6	1.0%	26	0.84%	0.1%	23%	5	1.4%	0.58%
Other	9	1.5%	41	1.32%	0.1%	22%	8	1.3%	-0.06%
Other Christian	90	14.5%	405	13.07%	1.4%	22%	81	19.3%	6.20%
Presbyterian	46	7.4%	223	7.20%	0.2%	21%	45	6.5%	-0.74%
Protestant	25	4.0%	129	4.16%	-0.1%	19%	26	3.5%	-0.70%
Roman Catholic	96	15.5%	500	16.13%	-0.7%	19%	100	13.8%	-2.38%
Seventh Day Adventist	3	0.5%	13	0.42%	0.1%	23%	3	0.5%	0.10%
Sikh	1	0.0%	1	0.03%	0.0%	100%	0	0.1%	0.02%
Undeclared	42	6.8%	280	9.04%	-2.3%	15%	56	7.1%	-1.90%
Unitarian	1	0.2%	2	0.06%	0.1%	50%	0	0.1%	-0.01%
United Church of Christ	0	0.0%	5	0.16%	-0.2%	0%	1	0.0%	-0.16%
United Methodist	6	1.0%	33	1.06%	-0.1%	18%	7	1.1%	-0.01%
<b>Grand Total</b>	<b>620</b>	<b>100%</b>	<b>3099</b>	<b>100%</b>				<b>100%</b>	

Spring 2011 Celebration Chapel	Sample N	Sample %	Seaver College N	Seaver College %	Rep (over or under)	Overall % of demographic represented	Expected Attendance	Weekly Average	Average Weekly Rep (over or under)
International	36	6%	213	7%	-1.2%	17%	43	4%	-3.27%
USA	584	94%	2886	93%	1.2%	20%	577	96%	3.27%
<b>Grand Total</b>	<b>620</b>	<b>100%</b>	<b>3099</b>	<b>100%</b>				<b>100%</b>	
Female	365	59%	1733	56%	2.9%	21.06%	347	60%	3.66%
Male	255	41%	1366	44%	-2.9%	18.67%	273	40%	-3.66%
<b>Grand Total</b>	<b>620</b>	<b>100%</b>	<b>3099</b>	<b>100%</b>				<b>100%</b>	
Athlete	34	5%	260	8%	-2.9%	13%	52	8%	-0.20%
Not Athlete	586	95%	2839	92%	2.9%	21%	568	92%	0.20%
<b>Grand Total</b>	<b>620</b>	<b>100%</b>	<b>3099</b>	<b>100%</b>				<b>100%</b>	
Off Campus	206	33%	1212	39%	-5.9%	17%	242	33%	-6.03%
On Campus	414	67%	1888	61%	5.9%	22%	378	67%	6.03%
<b>Grand Total</b>	<b>620</b>	<b>100%</b>	<b>3100</b>	<b>100%</b>				<b>100%</b>	
Nonresident Alien	35	6%	213	7%	-1.2%	16%	43		
Hispanic	73	12%	367	12%	-0.1%	20%	73		
American Indian or Alaska Native	9	1%	33	1%	0.4%	27%	7		
Asian	62	10%	304	10%	0.2%	20%	61		
Black or African American	34	5%	213	7%	-1.4%	16%	43		
Native Hawaiian or Other Pacific Islander	11	2%	38	1%	0.5%	29%	8		
Caucasian	347	56%	1685	54%	1.6%	21%	337		
Two or more races	15	2%	62	2%	0.4%	24%	12		
Undeclared	34	5%	184	6%	-0.5%	18%	37		
<b>Grand Total</b>	<b>620</b>	<b>100%</b>	<b>3099</b>	<b>100%</b>					

\*Ethnicity data was not available in the duplicated headcount, so weekly average information is not available.

APPENDIX K: SPRING 2011 LIVE TO FORGIVE EVENT ATTENDANCE

Spring 2011 Live to Forgive	Sample N	Sample %	Seaver College N	Seaver College %	Representation (over or under)	Overall % of demographic represented	Expected Attendance
Freshman	80	33%	706	23%	11%	11%	55
Sophomore	63	26%	771	25%	1%	8%	60
Junior	53	22%	742	24%	-2%	7%	57
Senior	44	18%	880	28%	-10%	5%	68
<b>Grand Total</b>	<b>240</b>	<b>100%</b>	<b>3099</b>	<b>100%</b>		<b>8%</b>	

Assembly of God	1	0.4%	41	1.32%	-0.91%	2%	3
Baptist	18	7.5%	173	5.58%	1.92%	10%	13
Buddhist	2	0.8%	13	0.42%	0.41%	15%	1
Christian Church	23	9.6%	303	9.78%	-0.19%	8%	23
Christian Science	0	0.0%	5	0.16%	-0.16%	0%	0
Legacy)	34	14.2%	503	16.23%	-2.06%	7%	39
Church of God	0	0.0%	13	0.42%	-0.42%	0%	1
Congregational	1	0.4%	9	0.29%	0.13%	11%	1
Disciples of Christ	0	0.0%	1	0.03%	-0.03%	0%	0
Episcopal	2	0.8%	60	1.94%	-1.10%	3%	5
Evangelical Free	2	0.8%	53	1.71%	-0.88%	4%	4
Hindu	1	0.4%	14	0.45%	-0.04%	7%	1
Islamic	1	0.4%	21	0.68%	-0.26%	5%	2
Jewish	0	0.0%	19	0.61%	-0.61%	0%	1
Latter-day Saints (Mormon)	3	1.3%	16	0.52%	0.73%	19%	1
Lutheran	4	1.7%	81	2.61%	-0.95%	5%	6
Mennonite	0	0.0%	1	0.03%	-0.03%	0%	0
Methodist	6	2.5%	48	1.55%	0.95%	13%	4
None	5	2.1%	67	2.16%	-0.08%	7%	5
Orthodox	1	0.4%	26	0.84%	-0.42%	4%	2
Other	3	1.3%	41	1.32%	-0.07%	7%	3
Other Christian	36	15.0%	405	13.07%	1.93%	9%	31
Presbyterian	24	10.0%	223	7.20%	2.80%	11%	17
Protestant	12	5.0%	129	4.16%	0.84%	9%	10
Roman Catholic	26	10.8%	500	16.13%	-5.30%	5%	39
Seventh Day Adventist	1	0.4%	13	0.42%	0.00%	8%	1
Sikh	0	0.0%	1	0.03%	-0.03%	0%	0
Undeclared	34	14.2%	280	9.04%	5.13%	12%	22
Unitarian	0	0.0%	2	0.06%	-0.06%	0%	0
United Church of Christ	0	0.0%	5	0.16%	-0.16%	0%	0
United Methodist	0	0.0%	33	1.06%	-1.06%	0%	3
<b>Grand Total</b>	<b>240</b>	<b>100%</b>	<b>3099</b>	<b>100%</b>		<b>Chi Square Test</b>	<b>0.2811317</b>

Spring 2011 Live to Forgive	Sample N	Sample %	Seaver College N	Seaver College %	Representation (over or under)	Overall % of demographic represented	Expected Attendance
International	15	6%	213	7%	-1%	7%	17
USA	225	94%	2886	93%	1%	8%	223
<b>Grand Total</b>	<b>240</b>	<b>100%</b>	<b>3099</b>	<b>100%</b>			

Female	151	63%	1733	56%	7%	8.71%	134
Male	89	37%	1366	44%	-7%	6.52%	106
<b>Grand Total</b>	<b>240</b>	<b>100%</b>	<b>3099</b>	<b>100%</b>			

Athlete	5	2%	260	8%	-6%	2%	20
Not Athlete	235	98%	2839	92%	6%	8%	220
<b>Grand Total</b>	<b>240</b>	<b>100%</b>	<b>3099</b>	<b>100%</b>			

Off Campus	36	15%	1212	39%	-24%	3%	94
On Campus	204	85%	1887	61%	24%	11%	146
<b>Grand Total</b>	<b>240</b>	<b>100%</b>	<b>3099</b>	<b>100%</b>			

Nonresident Alien	15	6%	213	7%	-1%	7%	16
Hispanic	25	10%	367	12%	-1%	7%	28
American Indian or Alaska Native	1	0%	33	1%	-1%	3%	3
Asian	28	12%	304	10%	2%	9%	24
Black or African American	25	10%	213	7%	4%	12%	16
Native Hawaiian or Other Pacific Islander	1	0%	38	1%	-1%	3%	3
Caucasian	120	50%	1685	54%	-4%	7%	130
Two or more races	15	6%	62	2%	4%	24%	5
Undeclared	10	4%	184	6%	-2%	5%	14
<b>Grand Total</b>	<b>240</b>	<b>100%</b>	<b>3099</b>	<b>100%</b>			

APPENDIX L: 2010 CELEBRATION CHAPEL SURVEY DATA

73 respondents

Gender	Male	33%	Ethnicity/Race	Caucasian	74%
	Female	67%		African American	3%
Class	Freshman	27%	Hispanic	8%	
	Sophomore	15%	Asian American	6%	
	Junior	34%	Asian	6%	
	Senior	23%	Native American	1%	
	Other	--	Other	10%	
Religious Affiliation	Church of Christ	21%	Residence	On Campus	78%
	Catholic	14%		Off Campus	22%
	Other Christian	56%			
	Jewish	--			
	Buddhist	--			
	Muslim	1%			
	Hindu	--			
	Agnostic	1%			
	Atheist	--			
	Other	7%			

How many times did you attend Celebration Chapel last semester?				How many times have you attended Celebration Chapel this semester?			
0	1 - 5	6 - 12	Average	1	2	3	Average
36%	34%	29%	3.6	27%	27%	45%	2.2

Which best describes you?	
60%	Actively committed religiously and spiritually
10%	Religiously committed but spiritually complacent
15%	Religiously uninvolved but spiritually active
14%	Religiously/spiritually curious or exploratory
1%	No interest in spirituality or religion

Please respond to the following question statements regarding Celebration Chapel:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
	I enjoy it very much	58%	33%	7%	1%	--
	I feel comfortable	54%	38%	7%	--	1%
	I am satisfied with the featured speakers	28%	54%	12%	6%	--
	I feel changed as a person	15%	30%	36%	17%	1%
	I feel affected spiritually	32%	49%	11%	6%	1%
	I wish I was somewhere else	3%	3%	8%	39%	47%
	I feel it is too long	3%	10%	18%	26%	43%
The convocation office cares about my spiritual growth	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	I don't care
	19%	47%	25%	3%	1%	4%

Celebration Chapel Survey Prompt: "What are your biggest motives for going to celebration chapel?"

62 responses

85% response rate

Responses Categorized by Primary Praise

62 responses

31% Spiritual content

18% Singing/Music

15% Better/More enjoyable than other convos

14% Fulfill requirement

10% Time/Format

6% Students/Community

5% Student Speakers

2% Other

Points of Praise contained in responses  
(multiple points of praise contained in some responses)

114 points

30% Spiritual content

14% Singing/Music

11% Better/More enjoyable than other convos

19% Fulfill requirement

9% Time/Format

10% Students/Community

6% Student Speakers

1% Other

### Better than other convos/More enjoyable convo

N=9 "Out of all the convos offered this is definitely the best option."

15% "It is one of the few convo opportunities that I sincerely enjoy attending."

"Best worship around!"

"It doesn't feel like convo because I enjoy it."

"Best way to get convo credit. I would go even if credit was not offered."

"An enjoyable convo credit!"

"It's actually an enjoyable way to get convo credit."

"It's a convo credit that I actually enjoy going to."

"It brightens up my day!"

### Time/Format

N=6 "The time is very convenient and compared to Wednesday morning chapel the smaller environment makes it easier to focus."

10% "It is an enjoyable option for convocation credit, I love the chance to hear/participate in worship during the week, it is fun to see friends who also attend"

"Hate going to wednesday chapel and Celebration chapel fits well with my schedule. I really enjoy the music and 50% of the time I enjoy the sprakers"

"Beginning my day in worship with a community of people."

"worship before the weekend, convo credit (best option), amazing musicians, great student speakers, allows me to connect with the Lord on my own time/pace"

"The time works well with my schedule, I like the speakers and worship song, and my friends attend with me."

### Students/Community

N=4 "I enjoy the fellowship with other students and also enjoy having the opportunity to worship during the week"

6% "Receiving convo credit is beneficial, but I also enjoy the atmosphere (i.e., the people, the singing, etc.)"

"It's a great setting to meet with God and other people who are passionate about the same things I am passionate about."

"To see my peers and their comfortability with their spirituality"

### Student Speakers

- N=3 "Listening to student speakers and finding out more about my faith"  
"I love that it is student led and I love that it is just a time on Friday morning to worship God and start the weekend off by showing how much He means to me by praising Him in fellowship with other Pepperdine students."  
"Worship and hearing my peers speak"

### Singing/Music

- N=11 "I love going and listening to/singing the music."  
18% "I enjoy the music and time of worship, and I love being in the chapel in the mornings."  
"Every Friday, Celebration Chapel really touches me and brings tears of joy to my eyes. My favorite part is standing together and singing as a community. Sometimes the speakers are touch-and-go (however, this past Friday's student speaker was wonderful, and I loved Lifebread). but overall, Celebration Chapel is my favorite convo-related event on campus. I look forward to it every week. I am greatly touched that the Celebration Chapel team is sincere in their faith and always makes an effort to reach out to student and God. You all go a beautiful job, and I am thankful for the time, energy, and planning that you commit every week."  
"Really relaxing, nice music, short."  
"Praising god through song"  
"Praising god through song"  
"I enjoy the worship music so much and I get convo credits"  
"THE MUSIC! I love being able to sing as a form of prayer."  
"Besides getting convo credit, I really like the sining part of celebration chapel."  
"The band needs me."  
"I love the singing and worshipping that goes on there."

### Fulfill requirement

- N=9 "Complete the requirement"  
14% "To complete my convo requirements"  
"To finish my convo requirements."  
"Convo Credit-- I get two done a week if I go on Friday morning"  
"convo credit"  
"Convo Credit"  
"Convo credit and a kind of spiritual pick-me-up"  
"Convo credits."  
"Convo credit, but I go for the music, too."

### Spiritual Content

- N=19 "To hang out with Jesus, pretty much"  
31% "Learn more"  
"It is a quick convo credit option that actually deals with spiritual issues. I love the worship with the sunlight coming through the stained glass."  
"I feel much more involved and impacted at Celebration Chapel than I do during Wednesday convos."  
"Celebration chapel is the best way to convocation credit out of the way because it is a half an hour that is spent actively worshiping God with an entirely Christian focus which some of the other convocations lack. I love it!!!!!"  
"It's actually a spiritual based convocation rather than a motivational talk of some sort like many of the other convos. I like the worship."  
"I love the worship that you can't get anywhere else on campus!"  
"The Worship"  
"Best spiritual activity on campus. I do not really enjoy the church on campus or wednesday night praise and this chapel is a great way to celebrate God, rather than a particular doctrine."

“It is a great time for a connection with God through worship. It offers convo credit”  
 “The Worship is an amazing experience every week.”  
 “Often I don’t go to church, but I think that celebration chapel keeps my mind centered on God and helps me stay grounded during the week. The convo credit doesn’t hurt either :)”  
 “To get away from class to focus full-heartily on worshipping God.”  
 “Celebration Chapel is my favorite environment to worship God. You guys really are ridiculously amazing, and your hearts are pure in honest worship of God. Though you yourselves are talented, you make this time all about Jesus, and you use your talents as a vehicle into a fuller realization of his presence.”  
 “spiritual rejuvenation”  
 “worship”  
 “The praise and worship is rejuvenating.”  
 “Great worship, good community and a great spiritual uplifting every Friday morning. Great to worship with friends and sing songs I enjoy and hear my peers speak about real life issues.”  
 “Looking into becoming stronger in my faith and being a better person.”

Other

N=1     “There is a fly freshman honey that always goes. I like going and sitting next to her and closing my  
 2%     eyes when I sing...then...when I raise my hands they sometimes brush against her arm. ELECTRIC!”

Celebration Chapel Survey Prompt: “What topics or questions (spiritual or secular) are you curious about that you would like speakers to address?”

35 responses

48% response rate

Responses Categorized by Primary Topic

31% Navigating Life	8% Social Issues/Current Events
17% Spiritual Encouragement/Uplifting Content	8% None/Current Content is fine
11% Personal Experiences/Testimonies	6% Missionary Efforts
11% Finding Purpose/Service	6% Theological questions/Apologetics

Navigating Life

N=11     “Relationships (all types)”  
            “Relevant issues we go through and how God plays into that.”  
            “Life”  
            “Sex and the college experience. Being a pure christian in a pleasure seeking world”  
            “How to truly be the Christ-like example on campus”  
            “living out faith at Pepperdine”  
            “Applying Christian values into everyday life”  
            “traditions in the Christian faith/church and how we can implement them for the practice”  
            “how we should deal with stress/academics”  
            “Spirituality regarding college life and after graduation.”  
            “Real issues and struggles”

Spiritual Encouragement/Uplifting Content

N=6     “Encouragement in our daily walk”  
            “How to avoid becoming complacent with ones relationship with God.”  
            “Love, inner-truth, how to best communicate with God, how to find God not only in ourselves, but also in friends, family, etc. Also, more discussion about Jesus and how his life examples can best be mirrored in our personal lives. :-)”  
            “How do I remain steadfast and devoted to God when I lose the passion. Is it a sin to feel passionless in my faith, or is this merely a season?”  
            “Salvation”

“Doubt, finding God through travel”

### Personal Experiences/Testimonies

- N=4 “I enjoy hearing about the experience people have with their faith when they go overseas.”  
“I like letting each person speak on a topic they feel led to. I think the most powerful messages from God are often spoken through people who didn't have an assigned topic, but found their message through prayer, or what they're going through in life.”  
“I like everything we have discussed so far. I like the idea of students coming and sharing about how God has touched their lives and encourage others to seek God's hand in everything they do.”  
“I want to be moved by people.”

### Finding Purpose/Service

- N=4 “Finding your calling”  
“volunteering and mission work”  
“Vocation and spiritual growth and struggles with God. Perhaps more student speakers and musicians who would like to participate.”  
“Why do we go to college when we could be helping people in need?”

### Social Issues/Current Events

- N=3 “Black History Month”  
“Social topics-- the LifeBread talk was really fascinating, and I enjoy other topics in that vein.”  
“How to live a Christian life in a capitalist system, issues like abortion, what separation of church and state means for Christian political involvement”

### None/Current Content is fine

- N=3 “ehh, nothing too much. Whatever's on their minds is what they should speak about, but always gear it towards bringing people to a better faith”  
“No suggestions.”  
“?”

### Missionary Efforts

- N=2 “Probably a topic that relates to how a person who is agnostic can learn to accept and believe in Christianity.”  
“Getting involved with mission trips etc”

### Theological Questions/Apologetics

- N=2 “God v. free will”  
“Theodicy”

Celebration Chapel Survey Prompt: “How can we improve Celebration Chapel for you?”

43 responses

60% response rate

### Responses Categorized by Primary Topic

32% Focus on Music/Worship

26% None/Satisfied

26% Changes to Speakers

14% Change to Time/Format

### Focus on Music/Worship

- N=14 “I know it may be difficult but I like it when the songs at the beginning are real songs that we think about differently. There were a couple times last year where I enjoyed hearing the same songs that I hear on the radio but chapel made me think about them differently”  
“Have the music louder, sing more songs/longer, have the singer act as a worship leader rather than as

a performer. It is difficult to sing along sometimes.”

“I think standing and singing is always a moving way to start Celebration Chapel, so I'm always a fan of that. :-) As far as speakers, I think that the best ones have a direct, poignant message that communicates love above all else and how we can improve ourselves as human beings. The only time I have a negative reaction to a Celebration Chapel, was one of the speakers last semester (I believe his name was Brandon/Brenden, a blond junior), because I felt his message was more about negativity and fear-based messages relating to God, instead of all the glory, love, and truth to be discovered in spirituality. To me, love-based, compassionate, and uniting speakers are more interesting, welcoming, and preferred. But again--over all--I deeply love Celebration Chapel.”

“I'd love if there was more worship after the speaker's message. That's seriously the only improvement I can think of.”

“longer time for worship!”

“More worship than speaking.”

“Can we adjust the sound? The female singer (the dark-haired one) has a beautiful voice, but I can rarely hear her.”

“Sometimes all of the songs are ones I haven't heard of, other times they are all more popular songs I know by heart. I'd like to see those two mixed up, so I may not know all of the songs, but I likely know some of them.”

“Have different worship leaders.”

“Ask that everyone stands during worship. It's kind of awkward to sit.”

“I think it would be fun and energize people if we sang an old school worship song or camp song like once month.”

“Worship songs for one covo maybe?”

“Many of the songs are unfamiliar to me and I wish to participate so I would appreciate if the PowerPoints were more accurate and in tune with the music because I got lost easily.”

“Acquire wired mikes for the praise team.”

### Changes to Speakers

N=11 “I prefer professional speakers as opposed to students”

“more powerful messages. Some times the students speakers minds are clearly in the right place, but they have trouble getting their message across”

“More student speakers”

“Less student speakers. Better cohesiveness/uniformity between the musical leaders--when I went the singing was all over the place and it was really distracting and hard to follow.”

“More insights during the message and digging deeper into the Word. The worship leader is really good but sometimes hard to sing along”

“I liked having peers speak and I heard a coach speak there too which was really cool.”

“More engaging speakers, maybe more students?”

“messages can be more challenging...like a challenge for the week/weekend”

“Better, more focused topics for the speakers.”

“I am not sure, I love speakers who are very passionate about their stories and have a real feeling of love for it.”

“I like the speakers, but there speeches seem longer than they need to be. Keeping it a little shorter and more concise and to the point would be great.”

### None/Satisfied

N=11 “I enjoy it as it is!”

“I enjoy it so much!”

“Celebration Chapel is amazing. If only all the convos could be as spiritually lifting.”

“I enjoy chapel as it is.”

“Keep it up”

“I am satisfied with Celebration Chapel”

“You guys really can't do much better than you are doing. Great job.”

“n/a- i think it's great as is!”



“My favorite spiritual aspect of Pepperdine :)”

“I enjoy that sometimes the speakers are talking about things I am interested in; Wednesday convo rarely has anything interesting to say. Also, I enjoy the music.”

“Great song choices. When songs are too traditional I don't connect with them as much but I do with the songs at celebration chapel.”

“I love it! And because it counts for Convo, it's easy to get other people to come who I think need to re-center their lives around Christ.”

“I love celebration chapel and I think you guys are doing a great job with it! :)”

“The praise team and speakers have a visible passion, and it encourages me to see people so in tune with God.”

“You guys are awesome. I'll pray that God continues to bless you're wonderful ministry.”

“Thank you so much for you efforts!”

“I look forward to celebration chapel every week and continue to go after I finish convo credit. I love that it is student led and worship/ song based.”

“Thanks to all the leaders”

“Keep up the AMAZING job!”

“God Bless”

### None

N=3 “N/A”

“Nope! Thanks.”

“N/A”

### Plan to attend in future/participate

N=2 “I had class Friday mornings last semester. I didn't get an A in convo last semester. I planned my schedule around Celebration Chapel this semester.”

“i want to be a leader next year!”

## APPENDIX M: 2008-09 CONVOCATION SATISFACTION STUDENT SURVEY

5. Please rate the following items related to Wednesday Morning Chapel on a five point scale (1 being strongly disliked and 5 being strongly liked). [Download](#)

	strongly disliked	disliked	neutral	liked	strongly liked	Rating Average	Response Count
OVERALL speaker selection for Wednesday Morning Chapel	5.5% (21)	15.1% (58)	29.8% (114)	<b>43.9% (168)</b>	5.7% (22)	3.29	383
The Gospel Choir	7.1% (27)	12.6% (48)	<b>35.9% (137)</b>	33.0% (126)	11.5% (44)	3.29	382
The Praise Team	5.6% (21)	11.4% (43)	<b>37.9% (143)</b>	34.2% (129)	10.9% (41)	3.33	377
Student speakers/performers	4.5% (17)	8.9% (34)	28.2% (107)	<b>46.8% (178)</b>	11.6% (44)	3.52	380
The time of day (10 a.m.)	9.7% (37)	15.1% (58)	22.7% (87)	<b>39.2% (150)</b>	13.3% (51)	3.31	383
The location - Firestone Fieldhouse	7.1% (27)	12.4% (47)	25.1% (95)	<b>38.8% (147)</b>	16.6% (63)	3.45	379
<a href="#">Show replies</a> Please list one speaker you would like to see return to Chapel							205
<b>answered question</b>							<b>385</b>
<b>skipped question</b>							<b>4</b>

6. Please rate the following items related to options in the Convocation Series on a five point scale (1 being strongly disliked and 5 being strongly liked). [Download](#)

	strongly disliked	disliked	neutral	liked	strongly liked	N/A	Rating Average	Response Count
Wednesday Morning Chapel	8.9% (34)	20.1% (77)	28.6% (110)	<b>31.8% (122)</b>	7.8% (30)	2.9% (11)	3.10	384
Celebration Chapel	5.0% (19)	5.5% (21)	19.3% (74)	26.6% (102)	<b>26.9% (103)</b>	16.7% (64)	3.78	383
Special Events (Evening programs typically in Elkins/PLC 125)	3.7% (14)	6.3% (24)	20.6% (79)	<b>37.3% (143)</b>	26.6% (102)	5.5% (21)	3.81	383
Club Convo	3.7% (14)	3.4% (13)	24.3% (93)	12.3% (47)	15.4% (59)	<b>40.8% (156)</b>	3.55	382
Spiritual Mentor	3.9% (15)	4.5% (17)	26.7% (102)	3.1% (12)	3.4% (13)	<b>58.4% (223)</b>	2.94	382
<b>answered question</b>							<b>384</b>	
<b>skipped question</b>							<b>5</b>	

8. How would you rate the following locations for Convocation/Chapel programs? 1 being least satisfied and 5 being most satisfied. [Download](#)

	least satisfied	moderately dissatisfied	neutral	moderately satisfied	satisfied	Rating Average	Response Count
Firestone Fieldhouse	9.4% (36)	10.6% (41)	21.0% (81)	<b>29.9% (115)</b>	29.1% (112)	3.59	385
Stuaffer Chapel	4.4% (17)	8.1% (31)	19.8% (76)	31.9% (122)	<b>35.8% (137)</b>	3.86	383
Fireside Room	7.6% (29)	14.2% (54)	25.7% (98)	<b>31.5% (120)</b>	21.0% (80)	3.44	381
Elkins/PLC 125	4.2% (16)	3.7% (14)	22.5% (86)	<b>37.1% (142)</b>	32.6% (125)	3.90	383
Classroom - Small Groups	9.8% (37)	10.3% (39)	<b>45.6% (173)</b>	16.1% (61)	18.2% (69)	3.23	379
<b>answered question</b>							<b>386</b>
<b>skipped question</b>							<b>3</b>

9. If there were no longer a Chapel program in Firestone Fieldhouse on Wednesdays and you had one of three options each week to attend in Elkins, which program would you likely attend? [Download](#)

	Response Percent	Response Count
Mondays - Campus speakers: Professors, Students, Student Organizations	26.4%	102
Wednesdays - Guest speakers: Artists, Pastors, Writers	53.1%	205
Fridays - Celebration Chapel (in Elkins)	39.4%	152
<b>answered question</b>		<b>386</b>
<b>skipped question</b>		<b>3</b>

APPENDIX N: 2009-10 VERITAS FORUM QUANTITATIVE SURVEY DATA

\*Note: this survey was distributed to all attendees who indicated a willingness to participate in the survey, including students at all of Pepperdine’s schools, faculty, staff, and visitors.

150 responses		Yes	No
1. The Veritas Forum seeks to explore life’s hardest questions and the relevance of Jesus Christ to all of life. Do you think this Forum accomplished that goal?		92%	8%
2. Did this Forum inspire you to think differently in any way?		74%	26%
3. Did this Forum inspire you to live differently in any way?		59%	41%
4. Would you enthusiastically recommend attending this event to your friends?		51%	49%
5. Would you like to continue discussing the topics raised at The Veritas Forum with other participants?		56%	44%
6. How would you describe your current spiritual or religious orientation?		Christian 88%	Other 12%
7. If you are part of a religious community, how often have you participated in activities as part of that community in the last year?	Once a year or less		9%
	Several times this year		9%
	Once a month		6%
	Several times a month		7%
	Once a week		20%
	More than once a week		49%
8. Overall, how would you rate the ability of the speaker to address the topic?		Os Guinness	Cliffe Knechtle
	Poor	1%	1%
	Fair	9%	7%
	Good	34%	31%
	Excellent	56%	62%

APPENDIX O: 2009-10 VERITAS FORUM QUALITATIVE SURVEY DATA

\*Note: this survey was distributed to all attendees who indicated a willingness to participate in the survey, including students at all of Pepperdine’s schools, faculty, staff, and visitors.

Qualitative Survey – 2009-2010 School Year Veritas Forum			
1. The Veritas Forum seeks to explore life’s hardest questions and the relevance of Jesus Christ to all of life. Do you think this Forum accomplished that goal? 94 responses	Positive 87%	Negative 11%	Other 2%
<u>Positive Responses (selected examples)</u>			
“I enjoyed both Os and Cliff-great speakers with solid content. I believe it brought up the important questions that many Pepperdine students may be "too busy" to address and it demonstrated teh relevance of Christ to each question raised.”			
“Yes, the fact that the second speaker gave reasons for why God exists. That is the central issue of why people doubt.”			
“The ability for students to ask questions was most conducive to this goal.”			
“Well, it did explore life's hardest questions, and Jesus was mentioned but His relevance wasn't really explored.”			
“By examining the reasons people say no to Christ and why those are false”			
<u>Negative Responses (selected examples)</u>			
“There was too long of an introduction that had to do with HOW to approach life's hardest questions. This was great, but left little time for questions at the end.”			
“I feel like it was more about the relevance of God than the relevance of Jesus Christ. More topics on Christ I feel would be beneficial.”			
“There are still hard questions, I wouldn't say the ones he answered were the hardest.”			
“It was not an open discussion but rather an extended lecture.”			
“He basically just gave a story about his life and didnt answer any questions abot existence”			
<u>Other</u>			
“I'm already a Christian (on staff with Campus Crusade for Christ at UCLA)”			
“Intense prayer”			
2. Did this Forum inspire you to think differently in any way? 90 responses	Positive 88%	Negative 9%	Other 2%
<u>Positive Responses (selected examples)</u>			
“It continued to refine my mindset that God is more than relevant to every part of my life-not just when I would choose to invoke him.”			
“When Oz Guinness talked about debating with people of other faiths. He encouraged believers to ask questions for others to become seekers, not just giving a "right" answer.”			
“Jesus is sovereign over all of life, not just spiritual life. I should strive to seek His glory in all aspects of my being”			
“It challenged me to ask the important question of "why?" and always seek a valid answer.”			
“It inspired me to think more.”			
“I agreed with pretty much everything he said. It may be interesting to promote this within the non-christian academic circles and see what other non christian professors have to say about certain things.”			

Negative Responses

“No, because I'm not religious. However, it was interesting to see the point of view of someone else.”  
“It's interesting trying to prove God and some reasons provided made sense, but ultimately no one will become a believer simply by hearing proof of God. They must experience him either through the Spirit or in others' love.”  
“It was a bit close minded”  
“no, as a Christian it just reinforced my beliefs.”  
“no, the questions that people asked were not all that relevant to mine”

Other

“I already have a firm understanding of my faith and have asked these questions multiple times throughout the course of my life.”  
“I went in knowing about God and I was firmly grounded in my faith beforehand. :)”  
“I believed most everything already.”

3. Did this Forum inspire you to live differently in any way? 79 responses	Positive 89%	Negative 11%
---	-----------------	-----------------

Positive Responses (selected examples)

“further engage my mind in my faith”  
“More on fire for what I know and have answers to everything”  
“A more a investigative life. I question a lot but these guys helped me to see ways of investigation.”  
“I think this brought light to the fact that even at Pepperdine, a conservative Christian school, so many people are having so many doubts about their faith.”  
“I really want to refresh my apologetics as well as be more aware of my actions and words, since those around me are watching.”  
“I was inspired to live in a more alert way. The Forum was a wake-up call, it made me realize the importance of having good arguments to defend one's beliefs, and the necessity of living a life that reflects my faith.”

Negative Responses

“No, because I'm not religious.”  
“no- but I was excited for the students in attendance that have not made a commitment of faith in Christ.”  
“Not, particularly.”  
“My life is how i choose it to be. No one has the right to tell me how to live my life. Live your own life and i'll live mine.”  
“Again, it just reiterated how I already do that.”  
“Already a follower of Christ”

4. Any comments or suggestions for Os Guinness?	Praise 54%	Criticism 39%	Other 7%
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Praise (selected examples)

“He has a great ability to encapsulate and express an extremely large train of thought in a limited time.”  
“Os is great!!”  
“I loved how methodical he was in taking his time to make points clearly by laying background information first.”  
“He was amazing.”

“More high five's”  
 “Thanks for visiting!”  
 “He is a wonderful speaker”  
 “I was so impressed with Mr. Guinness!”

Criticism (selected examples)

“It was a little disconnected and philosophic. But the question and answer session was amazing and could have been long”  
 “Talk about Jesus more in depth!”  
 “Hard to understand.”  
 “I didn't find his discussion very interesting, compaired to the second night, it was weak.”  
 “I felt like Dr. Guinness was speaking to a room full of intellectuals and professors and not college kids. I think he lost a lot of intention from us the audience by not speaking on our level.”  
 “went over people's head. smart guy though.”

Other

“see you at UCLA next Spring”  
 “Planning to attend the next one, I only visited this one briefly.”  
 “I don't know who He is?”  
 “did not attend this event, but heard it was good”

5. Any comments or suggestions for Cliffe Knechtle?	Praise 53%	Criticism 26%	Other 21%
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Praise (selected examples)

“Great job! Make sure though to validate all the questions students bring forward. There was a student or two who I thought may have felt stupid for raising their question-I know that is not your intent. Thank you for coming-we hope to see you in the future.”  
 “It was bold and blunt. He did not sugar coat anything and I really liked that because sometimes Christianity has a lot of fluff and I think due to that, a lot of people really miss out on who Jesus Christ really is.”  
 “Really passionate speaker.”  
 “His use of narratives was impeccable and he was extremely engaging. He did a great job of answering the questions.”  
 “very knowledgeable. Very well structured message. At times spoke too fast, but overall was very profound while at the same time captivating”

Criticism (selected examples)

“Get new information. Thats all stuff we've heard before.”  
 “Don't sound like giving a canned presentation”  
 “Less high five's”  
 “sometimes he uses examples that are a tad overly emotional. i love the guy, but sometimes i could do without the heart wrenching stories.”

Other (selected examples)

“I was unable to attend his event.”  
 “I didn't go that night. I was too disappointed with the first night.”  
 “Didn't catch his lecture.”  
 “N/A, didn't attend”  
 “Didn't attend Cliffe Knechtle....wish I had!”

APPENDIX P: 2010-11 VERITAS FORUM QUANTITATIVE SURVEY DATA

\*Note: this survey was distributed to all attendees who indicated a willingness to participate in the survey, including students at all of Pepperdine’s schools, faculty, staff, and visitors.

Quantitative Survey – 2010-2011 school year Veritas Forum 48 responses	Yes	No
1. The Veritas Forum seeks to explore life’s hardest questions and the relevance of Jesus Christ to all of life. Do you think this Forum accomplished that goal?	72%	28%
2. Did this Forum inspire you to think differently in any way?	80%	20%
3. Did this Forum inspire you to live differently in any way?	76%	24%
4. Would you enthusiastically recommend this event to your friends?	48%	52%
5. Would you like to continue discussing the topics raised at The Veritas Forum with other participants?	53%	47%
6. How would you describe your current spiritual or religious orientation?	Christian 92%	Other 8%
7. If you are part of a religious community, how often have you participated in activities as part of that community in the last year?	Once a year or less	6%
	Several times this year	11%
	Once a month	6%
	Several times a month	19%
	Once a week	17%
8. Overall, how would you rate the ability of Mary Poplin to address the topic?	More than once a week	40%
	Poor	2%
	Fair	15%
	Good	40%
	Excellent	44%

APPENDIX Q: 2010-11 VERITAS FORUM QUALITATIVE SURVEY DATA

\*Note: this survey was distributed to all attendees who indicated a willingness to participate in the survey, including students at all of Pepperdine’s schools, faculty, staff, and visitors.

Qualitative Survey – 2010-2011 school year Veritas Forum		
1. The Veritas Forum seeks to explore life’s hardest questions and the relevance of Jesus Christ to all of life. Do you think this Forum accomplished that goal?	Positive 64%	Negative 36%
<p><u>Positive Answers</u> (selected examples):</p> <p>“the students were able to ask hard questions”</p> <p>“Jesus is the only one that will fill the void”</p> <p>“The speaker talked about Christ’s influence on her life.”</p> <p>“Speaker approached the topic and expanded with her experiences.”</p> <p>“It was cool to hear a scholar incorporate Christ into all her life.”</p> <p>“It directly tackled those difficult questions in a manner relevant to youth and supported the answers with reasoning.”</p> <p>“The personal story of a woman changed by Jesus was beautiful and touching.”</p> <p><u>Negative Answers</u> (selected examples):</p> <p>“I do not think that the topic of Jesus and his relevance to all life was touched upon”</p> <p>“didn’t really explore the hardest questions”</p> <p>“the forum did not provide the kind of discussion that really got to the heart of ‘life’s hardest questions.’”</p> <p>“Sadly, no hard questions were brought up.”</p> <p>“life’s hardest questions’ didn’t really seem to come up... it didn’t seem to fall in the scope of her talk.”</p> <p>“I don’t understand what question was being explored. I felt more like a personal testimony.”</p>		
2. Did this Forum inspire you to think differently in any way?	Positive 88%	Negative 12%
<p><u>Positive Answers</u> (selected examples):</p> <p>“a deepening in my faith and an encouragement to still wrestle with the hard questions.”</p> <p>“I think it helps to believe that God can use my short coming for His glory.”</p> <p>“made me think of my failings more as opportunities and less as total wastes.”</p> <p>“The Mother Teresa movie was touching and makes me want to do more for the poor.”</p> <p>“We agreed on a lot of things. It helped me in that I didn’t feel like I was crazy.”</p> <p>“In that I am saved yet still need to be ‘born again.’”</p> <p>“encouraged me to look to God for ultimate forgiveness and justification.”</p> <p><u>Negative Answers:</u></p> <p>“It wasn’t really anything I hadn’t heard before”</p> <p>“No. If anything, recognizing the need for global service.”</p> <p>“I like the forum, not the speaker.”</p>		
3. Did this Forum inspire you to live differently in any way?	Positive 85%	Negative 15%
<p><u>Positive Answers</u> (selected examples):</p> <p>“to not to be afraid to ask the hard questions”</p> <p>“I realize that everyone including myself is called to a Calcutta and sometimes it’s right next to me.”</p> <p>“Some of the advice she gave about forgiveness inspired me.”</p> <p>“I need to find real meaningful ways to serve and not just turn the other way.”</p> <p>“I want to find my own Calcutta.”</p> <p>“Yes to adopt a religion and see its benefits in my life.”</p>		

“All for Jesus, always.”

Negative Answers:

“I suppose it did... could there be a ‘maybe’ or a ‘sort of’ button?”

“No”

“I like the forum, not the speaker.”

“I cannot honestly say that I left inspired with any tangible ideas or increased passion to serve those around me.”

4. Any comments or suggestions for Mary Poplin?

38% Praise

17% Lack of intellectual depth or provoking thought

12% More focused theme/content

12% None

8% More detail on journey

8% More emphasis on Jesus

4% Do not talk about inappropriate topics

APPENDIX R: 2011-12 VERITAS FORUM QUANTITATIVE SURVEY DATA

\*Note: this survey was distributed to all participants, including students at all of Pepperdine’s schools, faculty, staff, and visitors.

190 responses	Yes	No	Null			
Did this Forum inspire you to think or live differently in any way?	54%	39%	6%			
Please rate your Veritas Forum Experience in the following categories: 1 (poor) to 9 (excellent)	Average Score	N/A % of responses				
Intellectually stimulating	6.8	--				
Personally relevant	6.5	--				
Open and challenging atmosphere	6.6	--				
Randy Harris	7.2	18%				
Richard Mouw	7.1	29%				
Did Veritas make you agree more or less with the following assertions:	Agree much less	Agree less	No change	Agree more	Agree much more	Average Score
“Talk about God can play a meaningful role in an academic institution.”	1%	1%	38%	48%	12%	3.7
“It is possible to be an intellectually thoughtful Christian.”	1%	1%	27%	47%	26%	4.0
“Christians can engage other beliefs meaningfully and graciously.”	1%	4%	24%	45%	26%	3.9
“Christian ideas are relevant to academic and personal life on our campus.”	1%	1%	36%	41%	20%	3.8
“As a result of attending the forum, I have an increased awareness, interest, and/or faith in Christ”	14%	Strongly agree				
	40%	Somewhat agree				
	42%	Neutral/No change				
	3%	Somewhat disagree				
	1%	Strongly disagree				
Would you enthusiastically recommend attending this event to your friends?					29%	
Would you like to continue discussing the topics raised at The Veritas Forum with other participants?	Yes	No				
	27%	73%				
How would you describe your current spiritual or religious orientation?	Christian	Other				
	91%	9%				
If you are part of a religious community, how often have you participated in activities as part of that community in the last year?	Once a year or less	5%				
	Several times this year	12%				
	Once a month	5%				
	Several times a month	14%				
	Once a week	21%				
	More than once a week	43%				

APPENDIX S: 2011-12 VERITAS FORUM QUALITATIVE SURVEY DATA

\*Note: this survey was distributed to all participants, including students at all of Pepperdine’s schools, faculty, staff, and visitors.

Qualitative Survey – 2011-2012 School Year Veritas Forum			
Did this Forum inspire you to think or live differently in any way? 89 responses	Positive 94%	Negative 2%	Other 3%
<u>Positive Responses</u> (selected responses)			
<p>“I think that I will try harder to live a life of conviction and not be ashamed to be an intellectual Christian.”</p> <p>“To explore spirituality and matters of faith more actively.”</p> <p>“Reminded me I don't have to have all the answers to live life. These people have thought hard about it, but don't have solid conclusions about some things in life.”</p> <p>“It confirms how important it is to establish a common ground and to tell our stories”</p> <p>“Engaging culture with beliefs”</p> <p>“This forum inspired my to reconsider my philosophical outlook on life. It caused me to begin thinking in depth about where I want to see my spirituality take me within the next years and the rest of my life.”</p>			
<u>Negative Responses</u> (selected responses)			
<p>“I was more receptive to the idea of suffering being an opportunity to show love. I felt less challenged by the second speaker, though. His topic did not really allow a lot of room for speculation.”</p> <p>“I expected the Forum to inspire me to stand up for the truth more because of the examples/inspiration of the speaker. It did inspire me to do so, but because the speakers did NOT stand up for Truth and were very weak in their convictions.”</p>			
<u>Other</u>			
<p>“Yes and no, I think it really just caused me to think about a lot of things.”</p> <p>“I have already heard a lot of the speakers ideas so it was no new information.”</p>			
Would you care to comment further on the previous question?			
<p>Previous Question - Did Veritas make you agree more or less with the following assertions:</p> <p>“Talk about God can play a meaningful role in an academic discussion,”</p> <p>“It is possible to be an intellectually thoughtful Christian,”</p> <p>“Christians can engage other beliefs meaningfully and graciously,”</p> <p>“Christian ideas are relevant to academic and personal life on our campus.”</p>			
35 responses	Positive 60%	Negative 17%	Other 23%
<u>Positive Responses</u> (selected responses)			
<p>“I have been reading foundational Christian books in Great Books II and that has been relevant to our academic discussions.”</p> <p>“Randy Harris handled himself well in spite of challenging questions.”</p> <p>“The indications of no change above reflect that fact that I was already very convinced of the relevance”</p> <p>“Well I was already pretty high on all of them. So I had to say no change.”</p> <p>“The forum made me appreciate the educational environment I am currently in. Although I have attended religious school my whole life, it is still refreshing to know that I can grow more in my faith everyday”</p>			
<u>Negative Responses</u> (selected responses)			
<p>“I already have a firm foundation in my faith and believe what the speakers were talking about. i didn't learn anything new.”</p> <p>“It was too long and the Q&amp;A seemed to be a waste of time in a large group.”</p>			

“Randy Harris did not touch on any of these points.”  
 “They didn't really present any new, helpful ideas to me, as much as strange, unbiblical ones...”

Other (selected responses)

“No”  
 “/”  
 “No”  
 “no comment”

Would you care to comment further on the previous question?

Previous question: As a result of attending the forum, I have an increased awareness, interest, and/or faith in Christ.	Positive 58%	Negative 10%	Other 32%
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31 responses

Positive Responses (selected responses)

“It is always a faith building moment to see and hear smart, articulate Christians express their world view in a common and humble way without seeming like they are pushing apologetics or personal agenda.”  
 “It's always encouraging to hear from such committed, intelligent Christians who have had every opportunity to depart from the faith but have found it to be true time and time again.”  
 “Emphasized for me that Christians are not just "one" kind of person; we are a body with many different functions.”  
 “The quality of these events invariably add muscle to my spiritual journey.”  
 “I am able to understand more how we as Christians can interact with others of different religions.”  
 “I am growing in my faith after about a year of really struggling in my views and actions while being a "Christian." The forum inspired me to dig deeper into the Word of God and come to know Him better while living in a very pluralistic world.”

Negative Responses (selected responses)

“Their lukewarm teaching encourages me to hold steadfastly to Christ, lest I be wooed by such drivel...”  
 “I only went to the forum on Monday night, and I'm a senior. The subject of cooperation between religious peoples is one I've heard more than once, and I thought the speaker gave a good introduction, but there weren't very many questions I wanted to ask. I thought it was interesting that his first point was to always remain witness to your own beliefs [in Christ], but I didn't think he had anything radical or thought provoking to say. No one in that room was religiously prejudiced, so a talk that basically could have been summed up as one about religious tolerance and cooperation was sort of ill-placed. I don't even think he said a single thing about why anyone should believe in Christ. He just stated it as a given, "Christ rose from the dead, there is no way to God but through Him." No room for debate.”

Other (selected responses)

“No”  
 “no”  
 “Like I said before, I was on track already, and though I certainly found the experience in Forum valuable, it has caused no significant change in my attitudes.”  
 “no”  
 “i respect christians though i am not one so therefore my faith in christ isnt really going to increase.”

Any other comments or suggestions for us?	Praise 29%	Criticism 13%	Suggestions 50%	Other 8%
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Praise (selected responses)

“I loved these nights and loved how open they were with their faith. I think it is a great event for anyone in the Pepperdine and greater community to attend. I would liked to see a limit on the questions from the

audience just so that we could have heard from more people, but over all a stellar job by all the students/faculty and staff.”

“Keep up the selection of sublime speakers.”

“Looking forward to next year!”

“This event was a highlight of my freshman year here, and I enjoyed it just as much this time around. It's a good way to get people thinking about religion which is the most important question in life.”

“Richard Mouw was an excellent speaker.”

“I would enjoy multiple Veritas forums. I would attend monthly.”

#### Suggestions for the Future (selected responses)

“Perhaps, move the Q&A at a faster pace so more people are able to ask questions, or allocate a longer period to Q&A. It is a most interesting portion of the Veritas Forum which i thoroughly enjoyed.”

“Perhaps the speakers could speak for a shorter amount of time in order to allow for more questions.”

“Keep it going! Though next time you might want to lengthen the questioning session...”

“How about you guys bring in some speakers who aren't Christian to mix things up. The truth, having nothing to fear from investigation..... Just saying.”

“Do a panel for questioning and offer more time for questions.”

“Pick topics that actually allow for discussion to take place.”

“I would have all of the questions texted and not have people ask questions out loud.”

#### Criticism (selected responses)

“I would appreciate speakers who really grapple with the tough questions and offer sound answers. In real life conversation, we are faced with hard questions that aren't easily responded to.”

“The format of the Q and A session is really very bad. There may be a time for hostile and aggressive questioning of the speakers by students, but the Veritas Forum should not be it. Everyone is uncomfortable when the questioners become agitated. Moreover, it should be made clear to the students that some questions simply take longer than 5 minutes to answer. The questioners have unrealistic expectations for the responses they receive.”

“I think Veritas should go back to its original program- the logical/scientific/philosophical arguments for God, instead of a glorified sunday sermon with half baked philosophy thrown in.”

#### Other

“No”

“/”

“Wish I could have gone to the second night (I had class)!”

“no comments”

APPENDIX T: 2009-10, 2010-11, 2011-12 VERITAS FORUM SURVEY DATA  
COMPARISON

\*Note: survey data includes responses from all attendees who participated in the survey, including students at all of Pepperdine’s schools, faculty, staff, and visitors.

2009-10: 150 responses 2010-11: 48 responses 2011-12: 190 responses	Yes			No		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
1. The Veritas Forum seeks to explore life’s hardest questions and the relevance of Jesus Christ to all of life. Do you think this Forum accomplished that goal?	92%	72%	question not asked	8%	28%	question not asked
2. Did this Forum inspire you to think differently in any way?	74%	80%	54% (question combined)	26%	20%	39% (question combined)
3. Did this Forum inspire you to live differently in any way?	59%	76%		41%	24%	
4. Would you enthusiastically recommend attending this event to your friends?	51%	48%	83%	49%	52%	4%
5. Would you like to continue discussing the topics raised at The Veritas Forum with other participants?	56%	53%	25%	44%	47%	68%
6. How would you describe your current spiritual or religious orientation?	Christian			Other		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
	88%	92%	91%	12%	8%	9%
7. If you are part of a religious community, how often have you participated in activities as part of that community in the last year?	Once a year or less			9%	6%	5%
	Several times this year			9%	11%	12%
	Once a month			6%	6%	5%
	Several times a month			7%	19%	14%
	Once a week			20%	17%	21%
	More than once a week			49%	40%	43%
2009-10		2010-11		2011-12		
Overall, how would you rate the ability of the speaker to address the topic? (4-point scale)				Please rate your Veritas Forum experience in the following categories: (9-point scale)		
Os Guinness	Cliffe Knechtle	Mary Poplin		Randy Harris		Richard Mouw
3.4	3.5	3.25		7.2		7.1
85%	87.5%	81.25%		80%		78.9%

APPENDIX U: 2011-12 VERITAS FORUM FOCUS GROUP

On Wednesday, March 7, from 8:30-9:45, a group of 21 students, faculty, and staff met in the 2<sup>nd</sup> floor HAWC seating area to share breakfast and reflect on their experiences in the Veritas Discussion Groups.

This opportunity was used to gather written and verbal feedback. Students were given about 5-7 minutes to respond to the following prompt on a 4x6 note card. The note cards were collected and transcribed as follows. After writing, students were invited to share their reflections with the entire group, and a few final reflection questions were asked.

<p>Writing Prompt: <i>Share how your participation in a Veritas Discussion Group contributed to your increasing awareness, interest, and/or faith in Christ.</i></p> <p>13 Student Responses</p>
<p>“Studying other religions with commonalities in mind Because the differences are obvious and have taken too much time Maybe we will start to see beyond the black and white And recognize that every culture filters the same light”</p>
<p>“It helped me learn about Christ from a Christian view point (I am Catholic); and with this I learned about my own faith. Hearing how others felt Christ is in their lives broadened my views on how much our faith affects our daily lives.”</p>
<p>“Having a high awareness already of Christ, it was interesting to sit back and hear the viewpoints of others on Christ, whom we all agreeably worship. It was interesting to see how we all see Christ as dying for our sin, but walk with him differently.”</p>
<p>“As a participant in a Veritas Discussion Group, I began to realize how Jesus brought such an eclectic group of men and women together and united them under a common goal...he told them stories and he lived life with them. The seemingly farfetched differences became similarities as they shared together. This insight increased my belief and faith in Christ by giving fuel to the desire to live life with those who on the surface may be different than myself.”</p>
<p>“Seeing how Christ has worked through people’s lives differently has reminded me that he is so much bigger than I think he is. I saw him in new people and in my friends. Both were examples of his grand plan.”</p>
<p>“I wish I could say participation in Veritas discussion groups was overwhelmingly transformational but the structure for our faith among faiths group was too formal and similar to class. I was definitely still eager to attend each meeting and I looked forward to the discussions. Participation in Veritas Discussion Groups despite not having a personal spiritual revolution was wholly worthwhile. Faith among Faiths introduced several ideologies in approaching inter-faith dialogue. The most valuable contribution Veritas Discussion Groups and faith among faiths have made in my life is a strengthened resolve to actively pursue truth by exploring and comparing not only other religions, but also denominations within Christianity.”</p>

“I loved doing this club convo because I was able to get to know 6 fine students better and, with them, find a little island of God’s peace in the middle of each week.”

“The forum discussion group for Veritas helped me to grow in my knowledge of different religions and the importance of studying them comparatively. There are many things that we hold in common and many differences between Christianity and other religions. Also hearing the perspectives of my peers on these matters and their personal experiences increased my understanding and helped me grow in these difficult matters.”

“I love Christ so dearly and I have such joy in the truth of the religion that teaches him, that it can scarcely be increased by study of this kind—only by contemplation and devotion. The theological difficulties posed by other religions have troubled me, but I am confident in his justice and mercy. I wish that we might talk about matters like these all the time, because through dialectic we can clarify and form our own ideas and encourage or correct those around us.”

“Participating in Dr. Willis’ Veritas Discussion Group greatly helped to increase my awareness. Growing up in DC, politics and the ‘controversy’ of religion was an unavoidable part of my life, and I believe it made me a bit tough when it came to completely giving myself up to God. Pepperdine, however, has helped to reverse that cynicism, and Dr. Willis’ group showed me not only how to view people of other faiths in a new light, but also my own Christianity. It was especially interesting to discuss how Christianity is viewed among other faiths and denominations. Ultimately we realized religious unacceptance is not something to be solved in a four week time period, but simply by talking about it helped.”

“For me, the Veritas Discussion Group was influential in my faith through an increasing awareness about the differences in each person’s walk with Christ and/or faith. In spite of these differences, I also came to realize that many of my struggles with faith were very similar to others in my group. A lot of us struggle with doubt and confidence in God’s divine plan. Thus, the Veritas Discussion Group was instrumental in showing me that my struggles can be overcome and shared with the people around me. The discussion groups also enhanced the Veritas lectures by further developing dialogues among Christians and non-Christians alike.”

“I’ve learned to not assume about other people’s faiths in our discussions of internal/external stories I learned about the other group member’s backgrounds and how it affected their relationship with God, and it was very unexpected. It’s made me increasingly aware of the different ways people exhibit their faith and how I can be sensitive about that. Increased contemplation of the origins of my faith and behavior made me more aware of my faith journey and desires to contrive it.”

“The Veritas forum certainly challenged me—mostly by impressing me with the difficult questions posed by the seemingly irreconcilable differences between religions and the threat of a thoroughgoing pluralism to actual, civil dialogue.”

The following questions were posed to the entire group, with responses listed following each question:

1. Who would like to share about how their faith was impacted through the discussion group?  
(This was an opportunity for students to share what they had written)

[Student A participated in Dr. Willis' discussion group and shared the poem that she had written]
Student B (from Jen/Dave's group) shared that in the first week they talked about the two Veritas speakers and the internal/external attributes that contribute to our spirituality and how people view us as Christians. The question he was left with was "are we a good example to others?" He also shared that in their group they talked about personal stories about our relationships with Christ. Jen and Dave made sure to talk about our everyday life and how God was working in their lives that week. He commented that it felt like relaxing therapy, was a blessed opportunity, and he wished everyone could be a part of it.
Student C (from Hunter's group) talked about telling our life story and spiritual and personal goals. We all have our unique stories but in the end we have our commonalities. It was a lot of self-reflection but also community reflection. The experience was very helpful to reflect on our lives.
Student D (from Dr. Contino's group) shared that their group used book <i>Faith among Faiths</i> to think about how Christians have approached people of different faith backgrounds. They talked about inclusive, exclusive, and pluralist views. The group practiced comparative theology and looked at the religions themselves to know what they are really like. The group emphasized having personal relationships with people from different faith backgrounds and being thoughtful about how we interact and talk with them.
Student E (from Dr. Willis' group) shared that their group discussed the idea that Monotheist people usually have difficulty accepting people of other religions. At the Veritas Forum, Dr. Mouw said that Christians need to have conviction; and they realized we don't always do this. The group concluded that they should communicate with others respectfully and with care.
The following additional comments were shared in response to this question: <ul style="list-style-type: none"> <li>- Not to make assumptions based on external - about other people's walks or spiritual journeys and pass judgment on what type of Christian they are or that they are not even a Christian. Serious contemplation of own faith through reflection on judging others.</li> <li>- Hard to express own religious beliefs. Helpful to view our own Christianity in a different way. It was good to think not only about how we view other faiths but how other faiths must view Christians.</li> <li>- There is a struggle between faith and reason – didn't know that other people struggled with that.</li> </ul>

2. Are there other ways you'd like to see the conversation continue after the Veritas Forum?

One student commented that it would be nicer if the groups met longer than four weeks, and there was verbal agreement with this statement from several students.

Logistical feedback as the team seeks to improve for next year:

3. Was it good to start the discussion groups the same week of Veritas?

Dr. Contino and a student from his group stated that they liked it and felt like that's why people signed up. There was general agreement (by nodding of heads) with this statement from several students.

4. Would you have wanted the discussion groups to have been advertised earlier, when Club Convos were advertised?

One student shared that the fact that this counted as a separate convo credit helped. It wouldn't have been good if it was another club convo (since students could only join one per semester). There was general agreement (by nodding of heads and verbal affirmation) with this statement from several students.

5. Any other closing thoughts?

One student suggested that we have a reunion session to find another avenue for final reflection, maybe 2-3 weeks later to talk about how they independently continued their thoughts and process

Another student suggested to have an intensive 4 weeks of meeting, but then wait 2-3 weeks for a final 2 weeks of meetings to follow up and see how everyone is doing. Another student modified this to suggest meeting for 4 weeks, waiting two weeks and meeting again, then waiting another 2 weeks to meet again (this way the meetings would be more spread out and there would be more opportunity for growth and reflection)

APPENDIX V: 2011-12 VERITAS FORUM DISCUSSION GROUP SURVEY DATA

**(9 responses)**

Please describe how you have grown (spiritually, personally, relationally, etc.) as a result of attending this Discussion Group.

It was great to reflect on my life and that of others.
I became more aware of other peoples belief patterns and learned more about my own personal identity journey
I've learned the art of connecting with people who are not of my same background and upbringing
Our group ended up being made up of people with similar backgrounds. Mostly grown up in Christian homes and now attending pepperdine for the Christian community that it provides. It was such a good experiece to jar discussions with people who think the same way have have similar backgrounds. We got to talk about how we interact with people from different backgrounds with different beliefs, an how we interact with them. It was a great time to share and et advise!
I just grow best as a person in all facets in a confidential small group environment.
Questions provided were somewhat helpful for deep thinking. Relationally, I made a few friends and got to know a few more faces.
I thought through my own beliefs about other religions and salvation. My gut reaction is to despise pluralism, but now I see that in certain moods it sounds quite plausible and it's defensible by a reasonable person, although I still think it's wrong. I also highly value the idea of "Egyptian gold" and learned from the spiritual struggle of one of my fellow group members.
I learned that some people have very strong opinions regarding their religion, and even just bringing up some of the issues causes distress in other people. Even among Christians, there was a lot of disagreement.
Our discussions definitely expanded my mind as to how other people of our group (Christians, non-christians, etc.) think. Most differently than me. I also learned how desperately some people cling to absolute truth.

If you could make a change to this Discussion Group, what would it be?

It would be good to have a smaller groups -- perhaps two different ones, if enough interest were expressed.
More structure; I wish they would be more structured as far as what exactly we would talk about instead of just reflection.
I absolutely loved that our group was so small it provided a close safe environment to share an open up, it was comfortable. But it would have been interesting to have a larger group that might not have similar opinions. I think that my experience encouraged me to think and grow, and that a different group would have encouraged me in a different way.
More focused, planned. Less small talk, shallow banter, more deep discussion.
I'd like to have gone longer and dug deeper-- we touched briefly on many problems and issues that we didn't really get to grapple with.
This isn't anything that can change on account of the topic or the person in charge, but I wish that

we spent less time arguing over Dr. Willis about our own differences and instead decided to talk more about how we can navigate around those differences in conversations with other people.

It could maybe stay on topic a little more.

Anything else you would like us to know?

I loved it. They were great leaders and it was a very fun time.

The Willises are wonderful people.

Sometimes I felt like I couldn't get a word in edgewise even when I had something good to add to the discussion because there were two members of the group who monopolized the conversation and it felt like a dialogue between the two of them.

Dr. Willis was really hospitable and very calm and accepting when it came to leading our group. He was a great discussion leader!

## APPENDIX W: GUIDELINES AND RUBRIC FOR PROFESSIONAL DEVELOPMENT WRITTEN REFLECTION

### Instructions for Reflective Writing

As a department, one of our objectives is to support leaders like you in developing your leadership skills. One of the ways we do that is by providing funding for you to attend conferences that will help to develop you as a spiritual leader. We're interested in a reflection of your experience of the conference in ways that shaped your thinking and practice as a spiritual leader.

As a result of attending this professional development opportunity, please articulate how you plan to improve your practice of leadership in ministry. In particular, how has this opportunity prepared you to better guide your ministry in meeting its goals, and how has it shaped you as a leader to more effectively communicate a vision and encourage action in others? If you have already made some changes, please talk about those and where you are in the process. Otherwise, please talk about what your plans are.

Secondly, please discuss how this opportunity has engendered in you the idea that ministry and service to others, including those different from you, is a natural outpouring of a life of faith in Christ. Again, if you have already made some changes to the way you practice leadership in ministry, please discuss those. Otherwise, please talk about what plans you have.

As we read your reflection, we are specifically looking to see how the experience (conference, retreat, etc.) has affected you in terms of:

1. Guiding a ministry in meeting its goals
2. Communicating vision
3. Encouraging action in others
4. Understanding that ministry and service to others, including those different from you, is a natural outpouring of a life of faith in Christ.

### Rubric for Reflective Writing

	Explanations of how the experience has affected or will affect their practice of ministry is not addressed		Inconsistent or incomplete explanations of how the experience has affected or will affect their practice of ministry		Clearly identifies and explains the implications of the experience and insights for the practice of leadership in ministry
Guiding a ministry in meeting goals	1	2	3	4	5
Communicating vision	1	2	3	4	5
Encouraging action in others	1	2	3	4	5
Ministry and service to others, including those different from oneself	1	2	3	4	5

Total \_\_\_\_ / 20

## APPENDIX X: RUBRIC FOR OBSERVING AND EVALUATING MEETINGS

### Meeting Observation Rubric

Meeting: \_\_\_\_\_ Date: \_\_\_\_\_

Purpose: \_\_\_\_\_

	Ineffective (1)	Basic (2)	Effective (3)	Highly Effective (4)
Quality of Agenda	Has no agenda.	Agenda is unorganized and undeveloped.	Has prepared an organized and developed agenda.	Has prepared an organized and developed agenda and circulated it in advance.
Time Management	Meeting does not start or end on time.	Meeting starts and ends on time, but the schedule of events is not timely.	Meeting starts and ends on time, but lacks consistency.	Meeting has a clear start time, an organized flow of events, and ends on time.
Purpose of Meeting	Demonstrates no understanding of the purpose of the meeting.	Purpose of meeting is discernable but not clearly stated or consistently followed.	Purpose is clearly stated and consistently followed.	Purpose is clearly stated and consistently followed, with few unproductive or unnecessary digressions.
Exhibits Leadership Qualities	Demonstrates little understanding of how leadership techniques can be used to engage members.	Attempts to use leadership techniques of visioning, communicating, motivating, managing conflicts but attempts have little impact.	Applies leadership techniques of visioning, communicating, motivating, managing conflicts during meeting as needed, with mostly positive impacts.	Applies visioning, communicating, motivating, and conflict resolution techniques effectively to maintain the focus and progress of the meeting and help participants develop concrete course of action.
Displays Leadership Confidence	Gives an impression of reluctance or uncertainty about exercising leadership.	Shows occasional signs of insecurity about leading, or is overly confident about own leadership skills.	Looks mostly comfortable and confident in exercising leadership duties.	Looks completely comfortable and confident in exercising leadership duties.
Leadership Self-Awareness	Leader demonstrates lack of self-awareness and does not delegate tasks and responsibilities to others.	Leader demonstrates some self-awareness, and realizes the need to delegate tasks and responsibilities, but has not yet done so.	Leader demonstrates some self-awareness, and delegates tasks and responsibility to others when needed.	Leader has a high sense of self-awareness, and knows boundaries/limits by delegating tasks to others.
Listens and Accepts Feedback	Doesn't ask for ideas or suggestions and demonstrates clear intent not to consider those offered.	Asks for ideas and suggestions but is unconvincing about considering them.	Listens actively and shows understanding by paraphrasing and acknowledging others' ideas.	Listens with interest and shows understanding by engaging the staff and participating in the discussion.  Checks for agreement, acceptance, and buy-in.

Meeting Observation Rubric

Demonstrates Respect for Diverse Points of View	Shows disrespect for the ideas or suggestions of one or more staff members.	Shows respect for the ideas or suggestions of most staff but offers no recognition or encouragement.	Shows respect to all group members and offers recognition and encouragement to some.	Shows respect to all group members and gives recognition and encouragement to all.
Builds Consensus	Little or no team building process apparent.	Some team processes are apparent but underdeveloped; team roles and responsibilities are unclear or not addressed.	Team building processes are clearly apparent; leader appropriately advises staff on team roles for the given situation.	Team building processes are in use; team members understand their roles and expectations. Team appears cohesive and organized.
Solves Problems	Fails to recognize problem and has no solution or plan to develop solution.	Recognizes problem but does little to define it or come up with plan to address it.	Recognizes and acknowledges problem and addresses it by guiding with staff to create plan to solve it.	Recognizes and acknowledges problem and suggests problem-solving approaches which empower team members to effectively solve the problem.
Leadership demonstrates Christian Character	Leader does not demonstrate Christian character and lacks conviction.	Leader shows Christian character but lacks conviction.	Leader is in good example of Christian character.	Leader demonstrates Christian character, especially that of a servant leader.
Exhibits High Standards of Written Communication	Creates documents with no clear purpose, structure, very little supporting evidence and poor grammar, style and mechanics.	Creates documents with clear purpose, and structure but little supporting evidence. May contain poor grammar, style, and mechanics.	Creates effective documents with clear purpose and structure, sound supporting evidence, and few grammar, style, or mechanics problems.	Creates effective documents with clarity of purpose and structure, in-depth and convincing supporting evidence and excellent grammar, style, and mechanics.
Displays High Standards of Oral Language	Presentation lacks structure and is delivered poorly (no eye contact, inaudible tone of voice, does not engage the group).	Presentation has some structure and acceptable delivery (maintains some eye contact, muffled voice, does not effectively engage the group).	Presentation is structured and delivered very well (maintains eye contact, uses clear and audible voice, effectively engages the group).	Presentation structure and delivery are excellent (maintains eye contact with all areas of the room, strong voice with appropriate inflection and emphasis, complete engagement of the group).
Meeting has Spiritual Component	Meeting lacks any spiritual component or demonstration of conversations being rooted in Christian faith.	Meeting has a brief spiritual component, but is primarily focused on other topics and conversations are not informed by Christian faith.	Though present, spiritual components are either not woven throughout the meeting or conversations are not informed by Christian faith.	Meeting has spiritual components woven throughout (prayer, worship, Bible study, reflection, meditation, theological discussion, etc.) and conversations are rooted in Christian faith.

REVIEWER: \_\_\_\_\_ SCORE: \_\_\_\_\_ / 56 POSSIBLE

APPENDIX Y: RUBRIC FOR OBSERVING AND EVALUATING EVENT MANAGEMENT

Rubric for Observing and Evaluating Event Management

Event: \_\_\_\_\_ Date: \_\_\_\_\_

Purpose: \_\_\_\_\_

\_\_\_\_\_

Does Not Meet Expectations 1	Minimally Meets Expectations 2	Meets Expectations 3	Exceeds Expectations 4	Outstanding 5	Not Applicable N/A
Event was advertised well to target audience					
Event preparations were completed in a timely manner (e.g. submitted on the vine, reserved space, added to calendars, A/V setup, etc.)					
Time management: Event started and ended on time, flowed smoothly and time was used effectively					
Event met its goal(s) (and list here)					
Leadership clearly communicated needs and desires to volunteers					
Leadership remained flexible and gracefully managed the unexpected					
Leadership demonstrated Christian character, especially that of a servant leader					
Event had a spiritual component (e.g. prayer, worship, Bible study, reflection, meditation, theological discussion, etc.)					

Reviewer: \_\_\_\_\_ Total: \_\_\_\_/\_\_\_\_

APPENDIX Z: 2005 HOUSING AND RESIDENCE LIFE SURVEY DATA

**2005 Housing and Residence Life Survey**

Housing and Residence Life (HRL) Survey Spring 2005 – Selected Items<sup>1</sup>

334 respondents					
Class	Freshman	59%	Gender	Male	25%
	Sophomore	12%		Female	75%
	Junior	20%			
	Senior	10%			
11. Pepperdine University has encouraged my spiritual growth		N/A	Disagree to Disagree Strongly	Neutral	Agree to Agree Strongly
		3%	11%	13%	73%
12. Which of the items listed below have helped you grow the most spiritually as an undergraduate at Seaver College?					
42% Friends		4% Convocation			
18% Attending a college church group		4% Other			
15% Attending Church		4% Small Group Activity			
5% Service Projects		4% Faculty/Staff			
5% SLAs		2% None of the above			
4% RAs					
13. Which of the items listed below are most important to you in living out your Christian faith?					
34% Devotional time, prayer, and reading the Bible		9% Social action for peace and justice			
26% Serving others		8% Sharing one's faith			
15% Moral conduct		7% Becoming an educated and successful person			
11% Being part of the church community		3% Other			

<sup>1</sup> Items displayed are extracted from the HRL 2005 Survey as they reflect trends relevant to services provided by the Student-Led Ministries Office. Full survey results are available upon request.

APPENDIX AA: 2004, 2007 COLLEGE STUDENTS' BELIEFS AND VALUES SURVEY DATA

141 College Freshmen at Pepperdine University were surveyed in 2004, and then again in 2007 as a follow-up survey. Data reports trends in beliefs and values of Pepperdine students from Freshman to Junior year.

2004-2007 CSBV Survey		2004	2007	Change
Your current religious preference (top 10)	Church of Christ	26%	20%	-6%
	Presbyterian	6%	7%	+1%
	Roman Catholic	6%	4%	-2%
	Other Christian	33%	33%	--
	None	6%	8%	+2%
	Baptist	8%	6%	-2%
	Lutheran	4%	5%	+1%
	Methodist	3%	2%	-1%
	Eastern Orthodox	2%	2%	--
	Other Religion	1%	7%	+6%
Attended a religious service frequently/occasionally		97%	93%	-4%
Discussed religion/spirituality frequently:	In class	28%	46%	+18%
	With friends	48%	55%	+7%
	With family	54%	41%	-13%
Do you pray?	Yes	94%	89%	-5%
	No	6%	11%	+5%
Prayer/meditation 3 or more hours		20%	19%	-1%
Developing a meaningful philosophy of life is essential/very important		65%	77%	+12%
Integrating spirituality into my life is essential/very important		84%	87%	+3%
Spirituality compared to average person your age: Above average to highest 10%		68%	67%	-1%
Spiritual objectives noted as "essential" or "very important:"	Becoming a more loving person	92%	99%	+7%
	Attaining wisdom	88%	91%	+3%
	Seeking out opportunities to help me grow spiritually	86%	82%	-4%
	Seeking to follow religious teachings in my everyday life	82%	70%	-12%
	Improving the human condition	78%	84%	+6%
	Seeking beauty in my life	74%	86%	+12%
	Reducing pain and suffering in the world	70%	81%	+11%
	Attaining inner harmony	64%	80%	+16%
Finding answers to the mysteries of life		45%	38%	-7%
10 beliefs and values reported as having greatest change in agreement from 2004-	Agrees strongly or somewhat that most people can grow spiritually without being religious	38%	66%	+28%
	People who don't believe in God will be punished	64%	43%	-21%
	While science can provide important information about the physical world, only religion can truly explain existence	85%	71%	-14%
	All life is interconnected	85%	97%	+12%
	People can reach a higher spiritual plane of consciousness through meditation or prayer	77%	88%	+11%

2007	Believing in supernatural phenomena is foolish	21%	10%	-11%
	The evil in this world seems to outweigh the good	33%	26%	-7%
	We are all spiritual beings	83%	89%	+6%
	In the future, science will be able to explain everything	9%	3%	-6%
	Non-religious people can lead lives that are just as moral as those of religious believers	84%	89%	+5%
For me, the relationship between science and religion is one of:	Collaboration; each can be used to help support the other	61%	74%	+13%
	Independence; they refer to different aspects of reality	19%	16%	-3%
	Conflict; I consider myself to be on the side of religion	16%	7%	-8%
	Conflict; I consider myself to be on the side of science	3%	2%	-1%
Have you ever had a spiritual experience while:	Witnessing the beauty and harmony of nature	93%	97%	+4%
	In a house of worship	91%	94%	+3%
	Listening to beautiful music	90%	94%	+4%
	Meditating	60%	88%	+28%
	Participating in a musical or artistic performance	59%	59%	--
	Engaging in athletics	46%	46%	--
	Viewing a great work of art	46%	70%	+24%

## APPENDIX BB: 2007 1<sup>ST</sup> YEAR REGENT SCHOLARS FOCUS GROUP

\*Highlights Summary; full summary available upon request

1<sup>st</sup> Year Regent Scholars April 11<sup>th</sup>, 2007

12 participants

Prompt: “What spiritual development activities are critical (must keep) what could be deleted without loss?”

### Spiritual Life Advisors

Summary: keep SLA, good program, but need support,

“Spiritual Life Advisors are definite keepers. I like that they are in the dorms with us and I can see them whenever I want. It could be better, though. Our SLA has organized service activities, and other group activities for our dorm. That should be part of their job and they should get support from administration to organize activities. Right now we self-organize.”

“We don’t have an SLA in our dorm. I guess there were not enough to staff every dorm.”

### University Church of Christ Campus Ministry

Summary: keep program, best in small groups

“I really like Campus Ministries. They have smaller groups and this really fuels my week. It has been an integral part of my spiritual experience here at Pepperdine.”

“Ministry teams are the most important part of campus ministries. Seniors take on leader roles and organize Care Group activities. They are more bible-studiesque. There are 6 different groups that have different specialties and emphases.”

“Wednesday worship is too big. Ministry teams are so much smaller. I like that.”

“D’Esta Love’s groups are very important. They bring people together and are very authentic. These groups are well planned and the themes lead to a progression of thought that is well executed.”

APPENDIX CC: 2007 WEDNESDAY EVENING WORSHIP FOCUS GROUP

Wednesday Evening Worship Membership April 18<sup>th</sup>, 2007

6 participants

Prompt: "Good things the University offers?"

Spiritual life

Summary: best in small groups, form relationships; but need SLAs who are enthusiastic and committed, focus more on freshmen, SLAs pushed out other ministry groups, sense SLAs do not work with other groups

Praise:

- Great, form bonds with SLA
- Small groups, more interaction

Criticism:

- Hard for upper classmen, but great for freshmen so they can get oriented. Someone there so they can talk to
- Some SLAs are not really interested in their jobs, should get only enthusiastic SLAs
- Other ministry groups used to be in dorms but aren't anymore because SLAs are there. Tension between campus ministry groups and SLAs.
- All spiritual groups should interact

## APPENDIX DD: 2008 STUDENT FOCUS GROUP

### **Spiritual Life on Campus**

Summary: student observe exclusion from Church of Christ community; lack sense of cohesive community and understanding, despite opportunities for spiritual guidance

- Students would like to be able to make connections with others of their same religion, since they feel like they are lacking a sense of community. (Suggested there is an option of small groups/clubs available for students of different religions to find community). Students would like to see more “understanding” promoted. Students should know how to respect other religions and co-exist with them. (Source of these findings: October 2008 focus group with students of underrepresented religions)
- Students feel that there is an in-crowd/out-crowd feeling with spiritual life and they are seeking stronger spiritual mentors (Focus Group, History and Art History majors, September 2008)
- Students wish there were resources available for church denominations and spiritual events other than Church of Christ (Seaver Senior Psychology focus group, Spring 2008)
- Lots of areas to get spiritual guidance (Political Science focus group, September 2008)
- Some students don’t feel like getting involved spiritually at Pepperdine since Pepperdine is so Church of Christ oriented. Students also want some deep study of the Bible offered: students suggest non-denominational small groups (Seaver Spanish majors focus group, September 2008).

### **Spiritual Life Advisors**

Summary: SLA program needs to have better resources are more access to dorms; SLA should prepare students to form small groups on their own after Freshman year.

- SLA students feel unprepared. Spiritual Training programs would be beneficial and students should be taught how to hold small groups. Also, perhaps SLAs are needed less in the apartments (Seaver Sports Medicine Major focus group, Spring 2008 semester).
- Feeling that SLAs rarely used in dorms (Seaver Psychology Major focus group, Spring 2008 semester)
- Feeling that we need to increase in SLA program: more SLAs needed to do more small groups and lead better programs: should have more money to give back time to the students! (Seaver Math/Math Ed/Computer Science focus group, September 2008)
- SLAs seem to talk too much about “feelings” and not enough about the Bible. They should also be paid more or given housing (Spanish major focus group, September 2008)

# WHO WE ARE

team Jesus

## THE BIGGER PICTURE

**PURPOSE**, through relationships, ministries, and programs that focus on practicing the spiritual disciplines, building character and integrity, and instilling a sense of Christian vocation;

**SERVICE**, through providing opportunities and encouragement for servant leadership and engagement with the community; and

**LEADERSHIP**, through equipping and mentoring students through the successful launch and sustaining of their ministry, enabling them to engage and change the culture on Pepperdine's campus and beyond through peer leadership.

# Student-Led MINISTRIES

# JOIN THE TEAM!

Strengthening students for lives of purpose, service, and leadership in the church and in the world



## BENEFITS

## WHAT WE'RE DOING

Social Awareness & Advocacy

Bible Study & Discipleship

Worship & Prayer

Apologetics

Special Interest

## REACH OUT!



FREELY WE HAVE RECEIVED, FREELY WE GIVE



## 2011-12 Year-In-Review

Welcome to the 2011-2012 Year-In-Review! This newsletter highlights some of the events and activities of our 18 Student-Led Ministries, recognizing that there was much more that our students did, especially behind the scenes. We hope this brief overview gives you a sense of how our students are engaging in the spiritual life of our community. Enjoy!

**Acting on AIDS** raised awareness and funds for the annual AIDS Walk in Los Angeles on October 6, 2011.



**Ascend** met every Monday night in Stauffer Chapel to worship and pray. Attendees took turns reading or singing and discussing the biblical truths that each song proclaimed. They prayed for each other and for the campus.

In February, Ascend participated in a 2, 8-hour prayer furnace where 1,000 students committed to pray and lead worship. The kickoff and wrap-up sessions were encouraging, and the chapel was filled to maximum capacity! Ascend plans to have another prayer furnace next year.

The **Catholic Student Association** resumed their shuttle to the 11 a.m. mass at Our Lady of Malibu and Dr. Vandergon and Dr. Contino sent out email blasts to the students about

different opportunities available through Our Lady of Malibu.

**Celebration Chapel** met weekly on Friday mornings in Stauffer Chapel. One of the guest speakers was recent alum Andrew Hagen, who is currently



working at Malibu Presbyterian. In his message, he said, "He died for you so that your darkest sin that he could show you his love so that you would know the love and joy that comes from the love of Christ." Another guest speaker was Doug Hurley, Director of Campus Recreation, on January 20, 2012. He spoke about the difference between "spring Christian" and "winter Christian" and his struggles with trusting God through difficult circumstances, but being encouraged by those who "an't ill have faith in God who gives and takes away."

Celebration Chapel had a Thursday Worship Night on February 6<sup>th</sup>. This was the highlight for the month because they were able to teach out to a whole new group of students who usually cannot attend Celebration Chapel on Friday morning. Bailey Taylor, a junior who regularly attends Celebration Chapel and was a speaker in the fall, said, "Celebration Chapel is by far most of the very best student convocation. It is so real and applicable because our friends, our RAs, that random person we see in our class all

have the opportunity to be a part in leading the service. Having the chance to speak at Celebration Chapel was one of the greatest experiences because it gave me the opportunity to put my faith into words and express something that the Lord had taught me. I'm thankful for the leadership behind Celebration Chapel and the fact that I know every Friday morning I can come and expect to meet with God and be filled up with His presence."

This year we began recording and posting on YouTube and Vimeo) the Friday morning services, for our town history and for students who are unable to attend, but who are interested in learning what it's all about.

**Christian Surfers** partnered with the Pepperdine Surf Team and Christian Surfers Malibu to host a screening of the Christian Surf film "Noah's Arc" on the evening of March 30. The film shows how God used surfing to radically change the life of professional surfer Noah Snyder.

Andrew Frierson, President of Christian Surfers Pepperdine and Pepperdine Surf Team, introduced the film and gave this simple, yet profound testimony after the film followed by free pizza and drinks. About 55 people from the Malibu and Pepperdine community attended.



### Graduate Christian Fellowship



held their weekly Bible studies and other social activities. They average about 2-20 in attendance at their weekly Bible studies, which they describe as "small, intimate, and focused on encouragement."

and supported by InterVarsity's National MBA Ministry. The students were encouraged through guest speakers who shared about the importance of being an example of Jesus Christ in the business world as well as gathering together with other MBA students from across the nation to worship together. They hope to make this an annual conference for the GCBS ministry leadership.

about the different non-profits they work with as well as showcase what they do on campus. They had music, painting, and T-Shirt making.

Reality Adorn began in September as a new ministry that focuses on gathering brothers and sisters in Christ from surrounding universities to seek the Lord together in large worship context.

### Graziadio Christian Business

Society the weekly for prayer and Bible studies related to apologetics and the sermon on the Mount. On October 18<sup>th</sup>, they invited Dean Michael Williams to speak. They also attended the Dean's lecture series featuring Dr. Monte Cox on October 3.



### The Genesis Gospel Choir

performed on Wednesday chapel a few times throughout the school year. Student excitement over the choir continues to grow, and this year the choir consists of students and staff, with faculty. They had a concert at USC in which they were able to bring to an audience outside of Pepperdine. They had their annual Gospel Choir Spring Performance on April 5, 2012.

While their main focus is to arrange for transportation to Adorn Reality Carpinteria's Friday night college worship service, on September 4 they hosted an on-campus film screening of Nefarious: Merchant of Souls, a documentary which exposes the global sex trade system. The event had 113 seaver students in attendance.



On Tuesday, November 20, GCBS hosted a Faith in the Workplace panel discussion featuring GCBS faculty. Faculty members were pleased with the turnout and discussion, and asked the students to organize another event in the Spring.

This year, Graziadio Christian Business Society became an officially recognized club (with CSBM) and was awarded \$500 per year in club funding. Now prospective students entering the Business school will be able to find out more information and join this ministry. This will be a great step to increase this ministry's awareness to business students.



Carly, Chelsey, Matthew, Michael, Caitlin, and Bernaine attended the Believers in Business Conference from Feb 3-4<sup>th</sup> in New York City. The Believers in Business Conference was led by the Yale School of Management's Christian Fellowship

### On September 7, International

Justice Mission hosted film screening of Invisible Children's new documentary Front Line Four, which "uses film, creativity and social action to end the use of child soldiers in Joseph Kony's rebel war and restore LRA-affected communities in central Africa to peace and prosperity."



IJM participated in the Week of Hunger and Homelessness in November by camping out in Oslyn Plaza to raise awareness.

On January 31, 2012 they had a kick-off event in Oslyn Plaza to inform students



### The Shine Movement

was officially recognized as a student-led

ministry in October of this year. They held their first event in November, a chalkboard project in theabling area of the cafe entrance. They asked passersby to write a question on the chalkboard that they would like to pose to someone in a third-world country, and then they took a photograph of the writer with the chalkboard.

The group intends to travel to Latin America and ask these questions of those living there, with the aim of building relationships, shining the light of Jesus, and offering whatever type of help the residents need.

**Sideline** met weekly for fellowship, worship, and Bible study for athletes on Wednesday nights in Heritage Hall. Their leadership grew from one leader (last year) to this year having a leadership team of five students. Their mission is to "spread the love of Jesus Christ to the athletic department, and more specifically the individual teams in order to eventually have Jesus being the main focus of Pepperdine Athletics."

**The Simple Truth** started this year with the goal of creating an impact in the lives of students today so that we may each lead an impactful life and be an example to those around us once we leave Pepperdine."



The Simple Truth had weekly Bible discussions at 7 p.m. on Tuesdays in the Beaman Patio by Ala Brea. In February, there was a talk about the purpose God has for everyone's lives and the significance of God's word. The week before Spring Break, the discussion was on John 1:11 and each student was asked to compare themselves to the adulterous woman who was saved by Jesus' mercy in much the same way that we were saved by Jesus through His death on the cross. In March, there was a discussion on Matthew 21:25-30 and the importance of finding rest for our souls, and understanding that Jesus calls us to take His yoke so that we can experience true rest. In April, the Bible discussion was on the story of Cain and Abel in Genesis and the importance of giving God our first fruits as an act of sacrifice.

**University Ministries Servant Leadership** is a new ministry formed this year seeking to reach the most at Pepperdine by empowering students to live lives that boldly reflect the love and ministry of Jesus Christ. Their main ministry was providing shuttle service from Pepperdine to Malibu Presbyterian on Tuesday nights for U.M.

**The VERITAS FORUM**

This year's Veritas Forum took place on Sunday-Monday, January 29-30, 2012 and featured speakers Prof. Randy Harris and Dr. Richard Mouw. Randy Harris serves as an instructor and as spiritual director in the Department of Bible, Missions, and Ministry at Abilene Christian University. Dr. Mouw has served as the president of Fuller Theological Seminary since 1993.

The theme of this year's forum was "Radical Conversations: Engaging Multi-Faith World." Harris discussed the tension between Christianity and the philosophy of Nietzsche—two competing worldviews in the 21<sup>st</sup> century. Elkins Auditorium was filled to capacity with 1,000 guests, and the overflow room held 20 additional attendees. About 200 members of the student planning team enjoyed a late-night chat with Harris after the forum, where they were able to continue asking him questions about his 20-day experience in the desert and life as a Christian monk.

On Monday evening, Dr. Richard Mouw shared about how as Christians we can maintain our convictions while engaging in genuine dialogue with people with other faiths.

Forty student participation groups discussion groups that met once per week for 2 weeks following this year's Veritas Forum. In the follow-up focus group to reflect on experiences in the discussion groups, one student said: "As a participant in the Veritas Discussion Group, I began to realize how Jesus brought such an eclectic group of men and women together and united them under a common goal... he told them stories and he lived His life with them. The seemingly far-fetched differences became similarities as they shared together. His insight increased my belief and faith in Christ by giving me to the desire to live life with those who on the surface may be different than myself."

**THE WELLS PROJECT**

The Wells Project, a new ministry dedicated to raising awareness and funds to address the global water crisis, held their major annual event, a kick-off concert and a day of service, fast and fundraiser. The free concert was held at 6:15 on Thursday, September 29 in Alumni Park and featured Phil Wickham, contemporary Christian musician, and Dominic Balli, local Christian musician.



Student leaders raised over \$8,500 to cover the concert costs so that it could be offered freely to all students and local visitors.

Student leaders Margaret, Andrew, and Alan spent the weekend of February 5-6 in College Station, Texas (where the original Wells Project was founded) for the first annual WWP Lead Retreat. There, they met with more than 200 Wells Project leaders from 25 other campuses, as well as leaders from Living Water International, in order to cast vision and discuss strategic planning for next year. Current and future leadership was encouraged to share in that experience together and to see the way God is working in so many of the schools through students' efforts to bring clean water to the world.



Wonderfully Made hosted their first Tea Party event on August 31, and brought in 76 female students. They wanted to teach out to these new students and encourage them to find their value in God, and to see themselves and one another as God's



beloved and beautiful children. The leadership has also been influenced by the Kind Campaign, evidenced in their encouragement for girls to resist competing with one another.

Their first Girls In Action (GIA) event, a two-hour hike up the cross at Pepperdine, was on Saturday, September 7. Nicole Duyao, one of the leaders, described the hike: "Once we got up to the cross we read through Jesus' calling and talked about Psalm 6: 10 which reads 'Be still and know that I am God.' From that verse we talked about the importance of setting time aside for the Lord each day and the important role He plays in our lives."



On September 7, they partnered with UM to host a night themed "You Are Special," and invited Athletics Chaplain Maurice Hilliard to be their guest speaker.

WM also hosted a series of "Blossom" prayer nights on Thursdays at 7 p.m. in the Chapel throughout the year.

On October 21, Wonderfully Made hosted HerStory Coffeehouse with musical performances and sharing personal stories of struggle and victory regarding body image.



On October 22, WM hosted another GIA event, a hike to Escondido Falls.



On Saturday, November 19, the leadership team shared a thanksgiving potluck feast. Immediately following dinner, they hosted about 20 additional girls for WM to keep over in which they ate, played games, watched movies, and just enjoyed each other's company.

WM hosted Valentine's Day HerStory Coffeehouse on February 10 that included couples speaking about their relationship, as well as worship and treats. Their hope was that this night was full of love for women on campus.

**Y Faith** began as a new apologetics ministry this year, with the goal of training students to share the Gospel in a non-threatening way by first learning

how to defend their Christian faith using logic and reason.

SLM strives to create a Christian ethos on campus where spiritual formation is encouraged by the peer culture. We had an exciting year of growth, with new ministries emerging and existing ministries expanding. SLM leaders are on the frontlines, serving their peers and working tirelessly to encourage authentic faith, a spirit of worship on campus, and to enter the Pepperdine community in God. We are so grateful for each student leader's dedication and service.

### Student-Led Ministries Staff



Diana, Nick, and Ben

**Student-Led Ministries Office**  
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310-506-7441  
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### Mission Statement

The mission of Student-Led Ministries is to strengthen students for lives of:

- **Purpose**, through relationships, ministries, and programs that focus on practicing the spiritual disciplines, building character and integrity, and instilling a sense of Christian vocation;
- **Service**, through providing opportunities and encouragement for servant leadership and engagement with the community; and
- **Leadership**, through equipping and mentoring students through the successful launch and sustaining of their ministry, enabling them to engage and change the culture on Pepperdine's campus and beyond through peer leadership.

## APPENDIX GG: 2011-12 SUMMARY OF REFLECTIVE CONVERSATIONS

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The Department met with student leaders from **Acting on Aids** in the Fall 2011 semester for a reflective conversation. At that time, the student leadership reported their goals to be:

- Bring out World Vision
- Partner with International Justice Mission (IJM)
- Work with Lily of the Valley and AIDS Project LA (Food Drive)

The Department reached out to schedule a follow-up reflective conversation in the Spring 2012 semester, but the student leaders were unresponsive.

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The Department met with student leaders from **Ascend** in the Fall 2011 semester for a reflective conversation. At that time, the student leadership reported their goals to be:

- Weekly meeting for prayer and worship without Convocation credit
- Marketing (inviting friends through Facebook, printing posters, possible email to SLAs and RAs)

A follow-up reflective conversation was held during the Spring 2012 semester. The student leaders reported that they had met their goal of meeting weekly for prayer and worship without convocation credit. They had also met their goal of marketing their ministry on Facebook and getting the word out to SLAs and RAs. The student leaders reported a new goal of making a flyer to promote their ministry for the rest of the semester.

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The Department met with student leaders from **Catholic Student Association** in the Fall 2011 semester for a reflective conversation. At that time, the student leadership reported their goal to be:

- Create a CSA listserv (all Catholic students at Pepperdine) to email every month

The Department reached out to schedule a follow-up reflective conversation in the Spring 2012 semester, but the student leaders were unresponsive.

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The Department met with student leaders from **Celebration Chapel** in the Fall 2011 semester for a reflective conversation. At that time, the student leadership reported their goals to be:

- Be intentional about Bible studies on Sunday nights
- Be intentional with team building
- Be more prepared for Celebration Chapel

A follow-up reflective conversation was held during the Spring 2012 semester. The student leaders reported that they had met their goal of being intentional about weekly Bible studies and team building. They shared that people were becoming more comfortable and vulnerable with one another. They also reported that they met their goal of being more prepared for Celebration Chapel on Friday mornings by having a list of songs ready.

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The Department met with student leaders from **Christian Surfers** in the Fall 2011 semester for a reflective conversation. At that time, the student leadership reported their goal to be:

- Screen a Christian surf film in the fall/spring.

The Department reached out to schedule a follow-up reflective conversation in the Spring 2012 semester, but the student leaders were unresponsive.

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The Department met with student leaders from **Genesis Gospel Choir** in the Fall 2011 semester for a reflective conversation. At that time, the student leadership reported their goals to be:

- Visibility in the community (Pepperdine, Malibu, and beyond)
- Reaching more people
- Bringing joy to the elderly

A follow-up reflective conversation was held during the Spring 2012 semester. The student leaders reported that they had met their goal of having visibility at Pepperdine by performing at multiple Wednesday Chapels and preparing for their end-of-semester concert on April 15<sup>th</sup>. They also met their goal of reaching out to more people through performing at USC to different age groups earlier this semester. The student leaders reported that they still want to reach their goal of bringing joy to the elderly by visiting nursing homes next semester.

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The Department met with student leaders from **Graduate Christian Fellowship** in the Fall 2011 semester for a reflective conversation. At that time, the student leadership reported their goals to be:

- Increase numbers
- Figure out how to engage people

A follow-up reflective conversation was held during the Spring 2012 semester. The student leaders reported that GCF may not continue next semester. However, the student leaders reported that if there were to continue, that their goal would be to focus on reaching international students.

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The Department met with student leaders from **Graziadio Christian Business Society** in the Fall 2011 semester for a reflective conversation. At that time, the student leadership reported their goals to be:

- To seek out and unite Christians and seekers
- To grow as a community

A follow-up reflective conversation was held during the Spring 2012 semester. The student leaders reported that GCBS has become an official ministry this year. They shared that being an official ministry would help them meet their goal of uniting Christian seekers and growing as a community. They plan to gather the names from prospective Christian students entering graduate school and contacting them next semester. Some new goals were to have an entertainment panel focused on the entertainment industry; to continue going to SOS on Thursday nights; to plan an End-of-Year BBQ; to reach out to graduate religion students; and to partner with Jeff Farmer and move into the business world.

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The Department met with student leaders from **International Justice Mission** in the Fall 2011 semester for a reflective conversation. At that time, the student leadership reported their goals to be:

- Wants to be an outlet for the injustices students are passionate about
- Raising awareness (national and international injustices and advocacy)
- Establishing continuity by following-up on one-time events
- Overcoming stereotypes (i.e. hipsters, TOM shoes)

The Department reached out to schedule a follow-up reflective conversation in the Spring 2012 semester, but the student leaders were unresponsive.

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The Department met with student leaders from **Reality Adorn** in the Fall 2011 semester for a reflective conversation. At that time, the student leadership reported their goal to be:

- To form a Pepperdine community within this ministry and provide students an outlet to be filled by the spirit.

A follow-up reflective conversation was held during the Spring 2012 semester. The student leaders reported that they had met their goal of forming a Pepperdine community. They reported that the intentional fellowship during the weekly commute to Reality church allowed students to become transparent with one another. The student leaders reported that their new goal is to reach those who live off campus and are not interested in Jesus Christ. They plan to invite an evangelical speaker to come and speak on the basics of Christianity and have an alter call next semester.

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The Department met with student leaders from **The Shine Movement** in the Fall 2011 semester for a reflective conversation. At that time, the student leadership reported their goals to be:

- To create an impact in the lives of students today so that we may each lead an impactful life and be an example to those around us after we graduate.
- To bring more awareness of this ministry to other students and get more organized as a ministry.

The Department reached out to schedule a follow-up reflective conversation in the Spring 2012 semester, but the student leaders were unresponsive.

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The Department met with student leaders from **Sideline** in the Fall 2011 semester for a reflective conversation. At that time, the student leadership reported their goals to be:

- Prayer
- Encourage one another
- Be a light to athletes

The Department reached out to schedule a follow-up reflective conversation in the Spring 2012 semester, but the student leaders were unresponsive.

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The Department met with student leaders from **The Simple Truth** in the Fall 2011 semester for a reflective conversation. At that time, the student leadership reported their goals to be:

- Bring more awareness of your ministry to campus (visibility through flyers, events, painting the rock, etc.)
- Get more organized and established as a group

A follow-up reflective conversation was held during the Spring 2012 semester. The student leaders reported that they had met their goal of bringing more awareness to other students through tabling an hour before and having word-of-mouth invitation. They have also met their goal of being more organized and established as a group.

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The Department met with student leaders from **The Wells Project** in the Fall 2011 semester for a reflective conversation. At that time, the student leadership reported their goals to be:

- Defined leadership roles and application process
- Timeline and protocol for event management and 10-day marketing
- Confirm an advisor for next year who has affinity for the group
- November to start application process for new leaders; January to have interviews; February to install new leaders

A follow-up reflective conversation was held during the Spring 2012 semester. The student leaders reported that they had met their goal of defining its leadership roles to six defined executive offices: President, 10-days Director, Events Director, Advocacy Directory, Marketing Director (off campus, churches), and Marketing Director (on campus). They also reported that they had already started their application process and interview process. The student leaders confirmed Thomas Fitzpatrick as their new advisor who had affinity for their group. They also were planning to set their timeline and protocol for next year's event management and 10-day marketing this month.

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The Department met with student leaders from **University Ministries Servant Leadership** in the Fall 2011 semester for a reflective conversation. At that time, the student leadership reported their goals to be:

- Give students the opportunity to be filled and challenged to empty themselves the rest of the week.
- Create lasting friendships which will ultimately shape their community while at school.

The Department reached out to schedule a follow-up reflective conversation in the Spring 2012 semester, but the student leaders were unresponsive.

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The Department met with student leaders from **The Veritas Forum** in the Fall 2011 semester for a reflective conversation. At that time, the student leadership reported their goals to be:

- To assemble student leadership team
- To have a successful follow-up program
- To seek the best way to use funds to further mission of Veritas

A follow-up reflective conversation was held during the Spring 2012 semester. The student leaders reported that they had met their goal of developing the student planning team and having a successful follow-up program through the discussion groups that took place for four weeks after The Veritas Forum. The student leaders still plan to seek the best way to use the funds to further the mission of Veritas in the future.

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The Department met with student leaders from **Wonderfully Made** in the Fall 2011 semester for a reflective conversation. At that time, the student leadership reported their goals to be:

- Focused effort on four main ministries (Blossom prayer nights, small groups/HEAL groups, GIA, HER Story)
- Focusing on freshmen by having a freshmen liaison
- Have a talk back event for Convo credit

The Department reached out to schedule a follow-up reflective conversation in the Spring 2012 semester, but the student leaders were unresponsive.

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The Department met with student leaders from **Y Faith** in the Fall 2011 semester for a reflective conversation. At that time, the student leadership reported their goals to be:

- We want this generation of apologists to be comfortable explaining the Gospel and validity of Christianity that they can witness on the streets and be better equipped for leading people to Christ.

Despite the Department's efforts to schedule a meeting with this ministry for a follow up on the progress of these goals, there was no reflective conversation held in Spring 2012.

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## APPENDIX HH: 2010 SPIRITUAL LIFE REVIEW QUALITATIVE FOCUS GROUPS

As part of the Spiritual Life Review and in conjunction the Veritas Forum, on October 4, 2010 (just before that evening's Veritas Forum), various faculty, staff, administration, members of the Board of Regents, and students from the Veritas Student Planning Team gathered to share a meal and discuss spiritual life at Pepperdine. Attendees provided feedback about strengths and weakness of programs and activities intended to promote spiritual growth.

Participants most often cite, and have the most apparent consensus on, the people and relationships at Pepperdine as being most influential in the development of spiritual growth. Participants most commonly define spiritual growth as developed through exploration, intellectual inquiry, and questioning. Participants often add that exploration is possible in the safety of the relationships created with other students, faculty, and staff. Participants frequently cite that the formation of small groups and individual relationships are most effective in developing and maintaining spiritual growth.

Frequent themes from participant responses are described below:

- *Strengths of existing programs*
  - Small groups – Club Convos: “students are hungry for these club convos;” “Spiritual life lacks depth, why we need these small groups”
  - Spiritual Life Advisors and Resident Advisors: “Unique ministry;” “offer an amazing opportunity to connect”
- *Weaknesses of existing programs*
  - Lack of programs in business school
- *Suggestions for improvement*
  - Prayer – make residence halls a place for prayer, prayer requests in cafeteria
  - Veritas Program – have more open conversations like this
  - Faculty-hosted small groups of fellowship
  - Service programs bringing together both Christians and non-Christians
  - More opportunities to question, defend, and articulate faith
- *Student Needs*
  - “Need to give students permission to explore, create”
  - “Clarity” – definition of “spiritual growth” unknown or no consensus on how it is achieved. Students struggle with clarity of beliefs and understanding of self.
- *Assets to “spiritual growth”*
  - “People” – “It is the people.” Interaction between people of faith and not of faith produce dialogue and “dynamic environment”
  - “Relationships” - “It resides in the faculty, staff, and students who come here to support spiritual life.” “model lives of faith”
  - “Small Groups” – “Spiritual growth happens in small groups – students are hungry for these club convos”
  - “Authenticity” – “Faculty can say ‘I don’t know’”
- *Challenges to “spiritual growth”*
  - Tendency to stay in “spiritual ruts”
  - “Emptiness, lack of meaning, loneliness”

APPENDIX II: CIRP AND CSS DATA LONGITUDINAL COMPARISON

Longitudinal Comparison: Trends from Freshman to Senior Year

2004-2006 CIRP Freshman Survey and 2009-2010 College Senior Survey Results		Freshmen 2004-2006	Seniors 2009-2010	Change from 1 <sup>st</sup> to 4 <sup>th</sup> year
Your current religious preference (top 5)	Church of Christ	22%	15%	-7%
	Presbyterian	13%	10%	-3%
	Roman Catholic	13%	12%	-1%
	Other Christian	26%	30%	+4%
	None	7%	13%	+6%
Attended a religious service frequently/occasionally		93%	84%	-9%
Discussed religion frequently/occasionally		95%	91%	-4%
Developing a meaningful philosophy of life is essential/very important		63%	67%	+4%
Spirituality compared to average person your age: Above average to highest 10%		66%	60%	-6%
NSSE 2010 Engagement Survey				
Participated in activities to enhance spirituality	Never	7%	13%	+6%
	Often to Very often	66%	57%	-9%
Developing a deepened sense of spirituality	Very little	6%	16%	+10%
	Quite a bit to Very much	78%	64%	-14%

APPENDIX JJ: CIRP FRESHMAN SURVEY DATA

CIRP Freshman Survey	2001-2002	2004-2006	2007-2008	2009-2010	2010-2011	
Your current religious preference (top 5)	Church of Christ	n/a	22%	19%	18%	19%
	Presbyterian	10%	13%	10%	8%	9%
	Roman Catholic	13%	13%	14%	19%	18%
	Other Christian	37%	26%	26%	26%	27%
	None	10%	7%	10%	9%	10%
Attended a religious service frequently/occasionally	94%	93%	92%	91%	93%	
Discussed religion frequently/occasionally	62%*	95%	48%*	92%	91%	
Developing a meaningful philosophy of life is essential/very important	51%*	63%	63%	57%	61%	
Spirituality compared to average person your age: Above average to highest 10%	67%	66%	54%	54%	56%	
Religious affiliation/orientation of college somewhat to very important to decision to enroll	n/a	n/a	40%	73%	71%	
**Frequently” or “essential” only						
2007-2010 CIRP – Supplemental Questions	Very Strong	Somewhat Strong	Average	Moderate	Weak	
How would you rate your: Application of Christian values in making life decisions	2007-2008	40%	22%	18%	12%	8%
	2008-2009	40%	25%	21%	8%	7%
	2009-2010	41%	23%	19%	8%	9%
How would you rate your: Desire to improve yourself morally and ethically	2007-2008	67%	21%	8%	2%	2%
	2008-2009	62%	23%	11%	2%	2%
	2009-2010	70%	18%	7%	3%	3%
2010-2011 CIRP– Supplemental Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
44. I came to Pepperdine because I was interested in the Christian Mission	28%	27%	22%	10%	13%	
45. The convocation series will help me grow in my faith	12%	39%	30%	10%	10%	
46. I am interested in spiritual growth	50%	28%	13%	4%	4%	
47. I want to improve myself morally and ethically	56%	32%	10%	1%	1%	

APPENDIX KK: COLLEGE SENIOR SURVEY (CSS) DATA

College Senior Survey Results		2005- 2006	2008- 2009	2009- 2010		
Your current religious preference (top 5)	Church of Christ	n/a	n/a	15%		
	Presbyterian	10%	10%	10%		
	Roman Catholic	13%	11%	12%		
	Other Christian	51%	46%	30%		
	None	11%	6%	13%		
Attended a religious service frequently/occasionally		89%	91%	84%		
Discussed religion frequently/occasionally		48%*	54%*	91%		
Prayer/meditation 3 or more hours		14%	21%	23%		
Primary major of Theology/Religion		2%	1%	1%		
Developing a meaningful philosophy of life is essential/very important		75%	79%	67%		
Integrating spirituality into my life is essential/very important		n/a	n/a	76%		
Spirituality compared to average person your age: Above average to highest 10%		56%	n/a	60%		
* Only "frequently"						
2006 CSS– Supplemental Questions						
Are you a member of the Churches of Christ?		Yes 31%	No 69%			
Which of the following do you think best summarizes Pepperdine’s character as an institution?						
25%	A University that has an unusually strong and positive impact on personal values					
25%	A University that provides an overall competitive education					
46%	A University that reflects a caring, personalized environment					
4%	A University that is “world class,” academically					
To what extent is Pepperdine realizing its mission as a Christian University in offering students a value-centered education?		Extremely well 29%	Reasonably well 62%	Poorly 8%	Not at all 1%	
Have you found weekly Convocation to be beneficial to your experience at Pepperdine?		Greatly 6%	Moderately 20%	A little 39%	Not at all 33%	N/A 1%
I believe Jesus Christ died for the sins of all people and faith in him is the only way to restore a broken relationship with God		Agree Strongly 67%	Agree Somewhat 17%	Neutral 9%	Disagree Somewhat 3%	Disagree Strongly 4%
Improving myself ethically, morally, and spiritually are just as important to me as studying to become intellectually and financially accomplished		70%	18%	6%	5%	1%

**The Development of Faith, Identity, and Vocation in Seaver College Students**  
**Cindy Miller-Perrin & Don Thompson**  
**Pepperdine University**

***Project Overview***

For the past eight years, we have been engaged in research and assessment as part of the Lilly Endowment's *Program for the Theological Exploration of Vocation*. Throughout our eight year grant history we have gathered extensive survey data from two 4-year, longitudinal studies, with 300 students in each cohort. Each group of students completed a 60 minute survey prior to their enrollment at Pepperdine, and then annually thereafter, providing five survey milestones. Students answered questions about faith and spirituality, vocation and life purpose, barriers to life purpose, and psychological identity development. Much of this research has resulted in a number of national presentations and peer-reviewed publications, allowing us to not only contribute to the scholarly conversation about vocational development, but to determine various factors and programs that contribute to significant life change for our students.

***Assessment Instruments***

Several assessment instruments were used to assess the development of faith and spirituality among students including the following:

*Faith Attitude Survey* assesses three domains including the extent to which the participant is personally convicted of his or her religious beliefs, the degree to which faith is important to the participant, and the extent to which faith is integrated into the various components of the participant's life.

*Faith Experience Survey* assesses two domains including the frequency with which participants engage in various public and private religious activities and the nature of participant's spiritual feelings.

*Santa Clara Strength of Religious Faith Questionnaire* assesses an individual's general strength of faith.

*Faith Maturity Scale* assesses values and behavioral manifestations of faith, rather than strictly assessing religious beliefs including both horizontal and vertical dimensions of faith.

*Spiritual Transcendence Scale* operationally defines spiritual transcendence as the ability to step outside of oneself and his or her immediate surroundings in order to view life from a larger, more objective perspective. The scale is composed of three subscales: Connectedness, which assesses participants' sense of community and relationships with others; Prayer Fulfillment, which assesses participants' prayer or meditation experience; and Universality, which assesses participants' sense of a greater meaning in life.

*Vocation Development Scale* assesses two dimensions of vocational calling including an individual's sense of life purpose and discernment and ability for vocational action via service to others.

*General Life Purpose Scale* assesses an individual's general sense of life purpose including life goals and self understanding.

*Barriers to Life Purpose Scale* assesses specific barriers to the achievement of life purpose including personality or personal emotion barriers (e.g., fear, lack of self-confidence), views and opinions of others barriers (e.g., parents, professors, etc.), and sociocultural barriers (e.g., lack of financial resources, discrimination, gender stereotypes).

*Objective Measure of Ego-Identity Status (OMEIS)* assesses identity status including four different stages of identity development (e.g., diffusion, foreclosure, moratorium, and achievement).

### ***Project Outcomes***

The project has attempted to answer several research questions related to faith, identity, and vocation. Significant outcomes from the project include the following studies and their findings:

*Longitudinal Outcomes:* The most pivotal year for students in their faith, vocation, and identity development is the sophomore year. This second year of undergraduates' experience represents a critical time when students are most vulnerable and therefore most open to deepening their sense of faith, identity, and vocation.

*Gender Findings:* Females report greater levels of faith attitudes and behaviors compared to males. In addition, females reported more service-related career plans in connection with their vocations as well as greater barriers to living out their vocations.

*Impact of International Programs:* International living and learning experiences enhance strength of faith, faith application, vocational discernment, and vocational service.

*Interaction between Faith and Identity Development:* High levels of identity development are related to higher levels of faith development suggesting that lacking a strong sense of identity is an impediment to faith formation.

*Relationships between Faith and Service Commitment:* A stronger commitment to service is associated with stronger faith attitudes and more frequent faith behaviors. In addition, service commitment is related to ethnicity as well as gender.

***Faith, Identity, and Life Purpose:* Faith maturity, achieved identity, and personal barriers are optimal predictors of life purpose**

**Spiritual Development in Seaver College Students**  
**Results of Longitudinal Research by**  
**Don Thompson & Cindy Miller-Perrin**  
**2002-2010**

Pepperdine University participated in two Lilly Endowment grants on the Theological Exploration of Vocation, from 2002 to 2009. Lilly Endowment funding supported several programs for students and faculty on vocational discernment and service, including spiritual discernment retreats, service projects, and spiritual advising for students and vocational development workshops for faculty members. Beginning in 2002 and continuing through the present, we have been gathering longitudinal survey, interview, and autobiographical data on both the student and faculty experience, focusing on evidence of the development of faith and spirituality, life purpose, identity, and service. As a result of this ongoing research, we have seen a number of significant trends in students' spiritual development as well as evidence of various experiences that contribute to this development.

Our research on spiritual development among students is based on the following model:

***Spiritual development among undergraduate students is a function of the intersection of three areas: identity development, life purpose development, and the spiritual challenges they face as concurrently mitigated by the mentoring community and support students receive during their college years.***

The following trends are present in the majority of our students:

#### Identity Development

Before beginning their undergraduate careers at Seaver College, students' spiritual views largely align with those of their parents and friends. They are generally not prone to question these spiritual views. Students begin to question these views during the second part of their first year of college.

During the sophomore year, students tend to experience a crisis of identity, motivating them to substantively explore and question their spiritual assumptions, moving them toward a time when they make their own spiritual commitments.

During the junior and senior years, students move toward a time of spiritual commitment, when their faith and spiritual certainties are personalized and deepened.

#### Life Purpose Development

There appear to be two major components to life purpose development among Seaver College students. The first is a general sense of one's life purpose and the ability to identify one's specific gifts and talents. The second component involves a commitment to serving others. For many students, discerning their life purpose is an ongoing journey that unfolds throughout their college career. Although most students report having a strong sense of life purpose throughout their college career, identifying their specific calling is often an ongoing process. Those who become involved in service projects and seek out mentoring from their

professors are best able to move more quickly toward a firm discernment of their life direction or calling.

### Faith Attitudes, Behaviors, and Experiences

Students tend to enter college with strong faith attitudes as well as behaviors. Over time, students tend to spend less time engaged in specific faith behaviors such as attending church, reading their Bibles, and praying but spend increasing amounts of time engaged in serving others in need through service projects and activities. Faith attitudes such as a strong belief in God, acknowledging the importance of one's faith, and the application of one's faith to everyday living, tend to decrease toward the end of the first year of college through the sophomore year. Faith attitudes then increase during the junior and senior years to their original levels prior to entering college.

Female students tend to move more quickly through their spiritual trajectory than male students, on all fronts. Women also perceive greater barriers and challenges to their spiritual and life purpose journeys because of family and church pressures as well as those of society at large.

Students who participate in an international program experience, which typically occurs during their sophomore year, experience the most dramatic spiritual maturation. In effect, the international experience is their *rite of passage* – where they 1) leave home, 2) experience an initiation into another culture, thereby forcing them to examine their spiritual direction, and then 3) return home, where they are poised to take on their life meaning and life direction with great conviction.

Students who participate in Project Serve and other off campus service projects also experience faith and spiritual development that is more significant than those students who do not.

### Mentoring Support

Students report that mentors often provide important life purpose and spiritual guidance. Mentors include peers, Pepperdine staff members, and faculty. Students most often mention the important role that professors have played in providing advice and assistance. In turn, faculty often report their desire to provide such guidance and the important role of the New Faculty Retreat in enabling them with the necessary skills and understanding to do so.

### Testimony

The following words from one of our own graduates – Ms. Nicole Wallace – describe a typical faith journey:

Like many Pepperdine students, I arrived at New Student Orientation a Type A personality ready to take on college. While I was ambitious on Monday, I found myself completely overwhelmed by Tuesday. Between every organization luring me to their table at Alumni park, every overseas program member convincing me to apply for their program (the best program), and every major on campus convincing me that I was a good fit, I was confused and in over my head. I remember calling

my parents in tears, feeling all this pressure to pursue something and have a life plan secured. Like many parents, they assured me I had time and encouraged me to relax and pray about everything. This familiar answer didn't bring me much comfort, and at the time I hadn't truly grasped the importance of waiting on God. I hung up and gave God 'til Friday to reveal my life calling. Friday came and Psychology seemed interesting so I went with that.

By second semester of my freshman year the practical side of me was taking over. I realized that I really hadn't thought about Psychology enough and I felt unsettled. I began to worry about the various career options, the amount of money that I would make, and whether I had given my decision enough time. Because of my insecurities, I found myself at the mercy of every opinion I heard from my parents, friends and professors and I felt stuck. My remedy was to think practically and change my major to business (a major that afforded me many career choices and high potential earnings). Now, please don't get me wrong, business is a wonderful calling and I have the utmost respect for business majors. I even married a Pepperdine business major. So if that is you please pursue that whole heartedly, but it wasn't *my* calling and while I had some gifts in that area, they weren't the gifts that made me unique in how I could serve the world's deepest needs. My first piece of advice to each one of you who are starting your college career is to not only be aware of your gifts, but to recognize the gifts that are unique to *you*.

It wasn't until my sophomore year in Heidelberg that I began to recognize my passions and know my calling. While overseas I found that my room served as an open space for classmates to discuss their struggles of homesickness, culture shock, and relationship issues. Pushing my homework aside and often foregoing a full night's sleep, I would listen and talk with people that came to me every night. I became known as the house counselor. I loved these conversations and never really minded missing out on whatever else was going on. I felt that these experiences revealed to me my unique gifts. Someone recently said to me that choices are always made at the expense of other choices and that you make time for what's important to you. I challenge you to think about how you are choosing to spend your time and notice the things that you are sacrificing in order to do so.

As my year neared an end, I began to feel God's call on my heart and realized my gifts, but I still took no action. It wasn't until my last week in Heidelberg that one of my mentors voiced that in getting to know me, she saw many gifts that would fit a career in counseling. She couldn't have known it, but her timing could not have been more perfect. I have never felt God's call louder or so clearly. It was a divine appointment. My relationship with my mentor has been so valuable to me in not only my career path, but in several areas of my life including my spiritual walk. For me it was a faculty member here at Pepperdine. Whoever that is for you, I encourage you to pursue the people in your life that are grounded in God and invested in you.

The last words I have to leave you with are from a verse in Hebrews 11. "By faith Abraham, when called to go to a place he would later receive as his inheritance, obeyed and went, even though he did not know where he was going" Once you know God's call in your life, obey God's plan with faith remembering that your vocational journey and obedience to God's call will be a *process*. You can't give God 'til Friday. He could easily give an answer in four days, but I learned that it was me sharing my dreams, engaging in conversation, and processing with my Creator that has brought true meaning and purpose. Finally, I would also encourage each one of you to think not only about how you can invite God into your story, but also how your personal journey can contribute to God's greater story and how you can use your unique gifts to participate in the Lord's kingdom.

APPENDIX MM: 2010 NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE) DATA

NSSE 2010 Engagement Survey – Pepperdine Students		Freshmen	Seniors
Participated in activities to enhance spirituality	Never	7%	13%
	Sometimes	26%	30%
	Often to Very often	66%	57%
Developing a deepened sense of spirituality	Very little	6%	16%
	Some	16%	20%
	Quite a bit to Very much	78%	64%

\*Selected items

HERI Spirituality in Higher Education Report Excerpts

## ***Spirituality in Higher Education: A National Study of College Students' Search for Meaning and Purpose***

### **Background**

In 2004, the Higher Education Research Institute (HERI) at University of California, Los Angeles, delivered a comprehensive questionnaire to 112,000 entering freshmen at a nationally representative sample of colleges and universities. A follow-up survey to a sub-sample of these students was delivered to third-year students at Pepperdine in the spring of 2007. Of the 432 Pepperdine freshmen students who completed the survey in 2004, HERI followed up with 341 of those students, and 141 of those students completed the survey. The study seeks to identify trends, patterns of spirituality and religiousness among college students regardless of their perspective or belief system and uses a multi-institutional and longitudinal design.

The goal of the study is designed to:

- Provide a framework for colleges seeking to expand opportunities for students to explore spirituality;
- Bring to light the beliefs, behaviors and attitudes of American college students; and
- Stimulate discussion of curricular and other transformations in higher education.<sup>1</sup>

The results received from HERI provide an institutional profile with percentage results for men, women, and total as well as comparison against Evangelical Institutions (3,238 students total) and all Baccalaureate Institutions (14,527 students total).

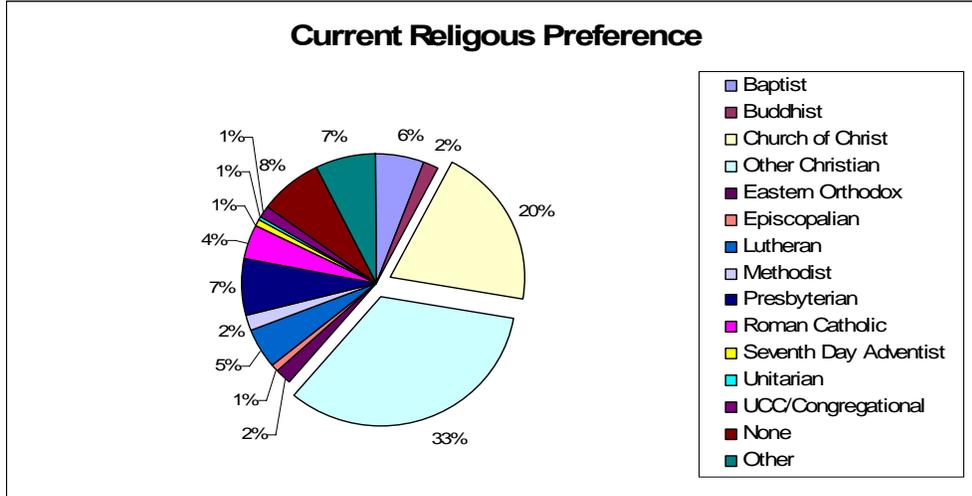
### **Overview**

Pepperdine students spend their time similarly to students from all other institutions in regard to socializing with friends, talking with faculty outside of class, exercise or sports, and working for pay. They spend slightly more time with studying/homework and volunteer work.

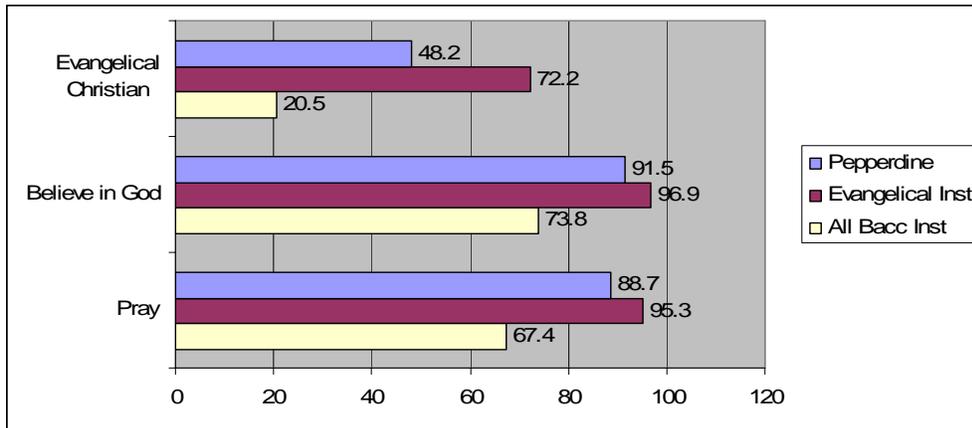
Pepperdine students are interested in spirituality and have engaged in a number of religious/spiritual activities on a frequent basis. While they are involved in more volunteer activities, they are less involved in political activities although they discuss politics more than their peers. They tend to reply that they are stressed and feel overwhelmed by all they have to do, but they also comment that they are less depressed, they seek personal counsel, and they are also at peace/centered and thankful for all that has happened to them.

Overall, Pepperdine student survey responses tend to be much more similar as a frequency or percentage with students at Evangelical Institutions than those at all Baccalaureate Institutions.

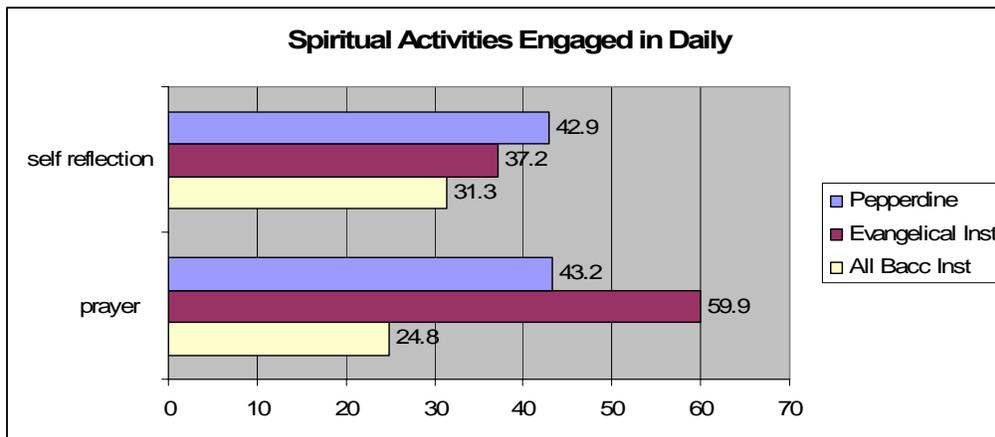
## Student Religious Preferences and Spiritual Activities



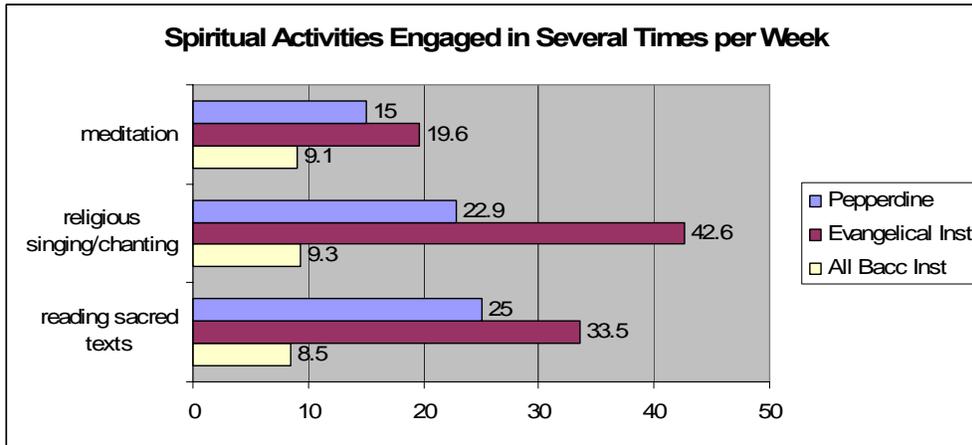
While just less than half of the Pepperdine students surveyed consider themselves Evangelical Christians, most believe in God and a great percentage pray. When Pepperdine students surveyed pray, the top reason they cite for paying include praying for loved ones, for help in solving problems, for emotional strength, and to express gratitude.



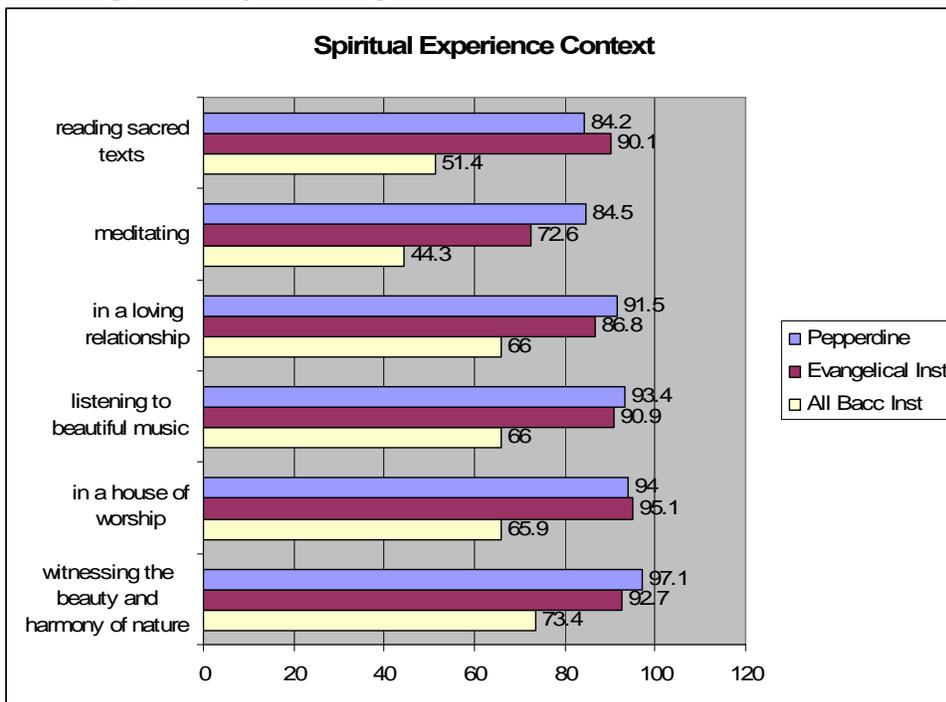
In general, self-reflection and prayer are the two most engaged in spiritual activities engaged in on a daily basis.

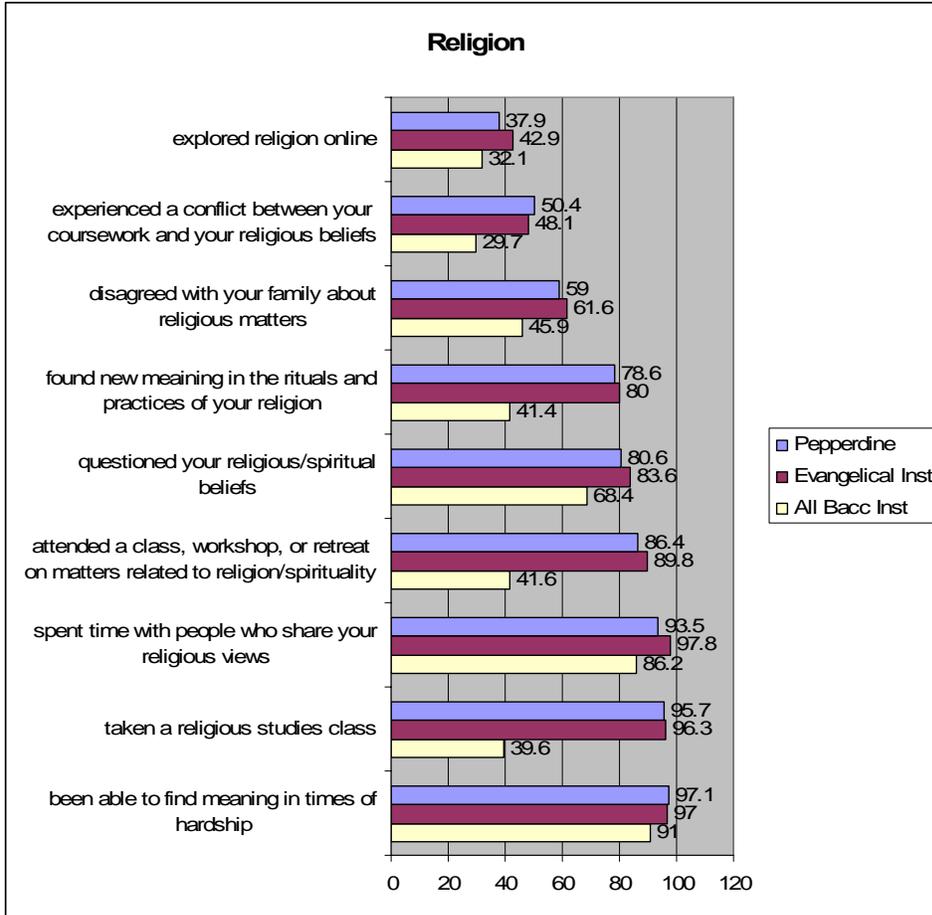


Several times per week, spiritual activities also engaged in include religious singing/chanting, reading sacred texts, and meditation.

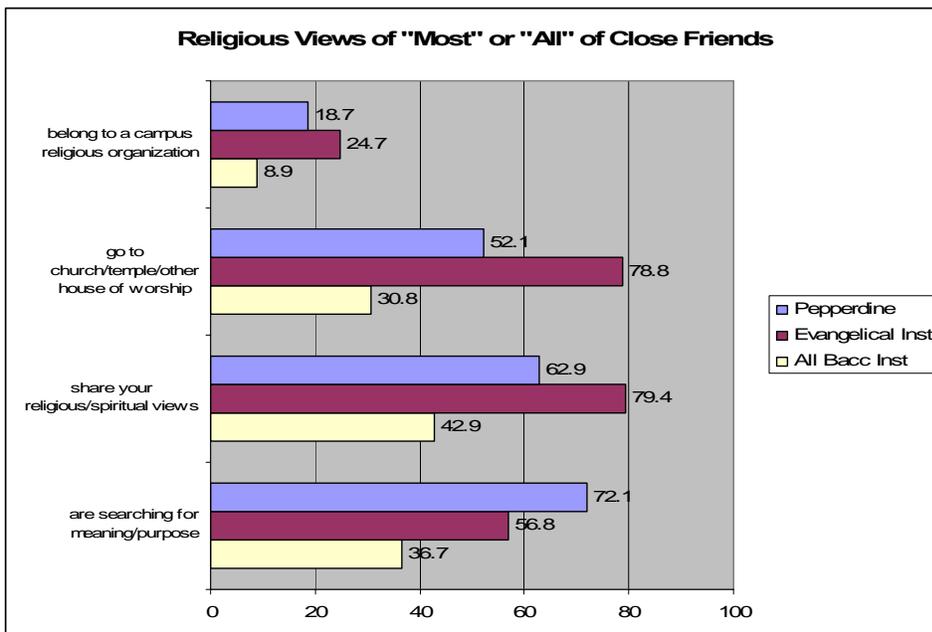


Over 80% of Pepperdine students surveyed noted that they have had a spiritual experience while witnessing the beauty and harmony of nature, in a house of worship, listening to beautiful music, in a loving relationship, meditating and reading sacred texts.

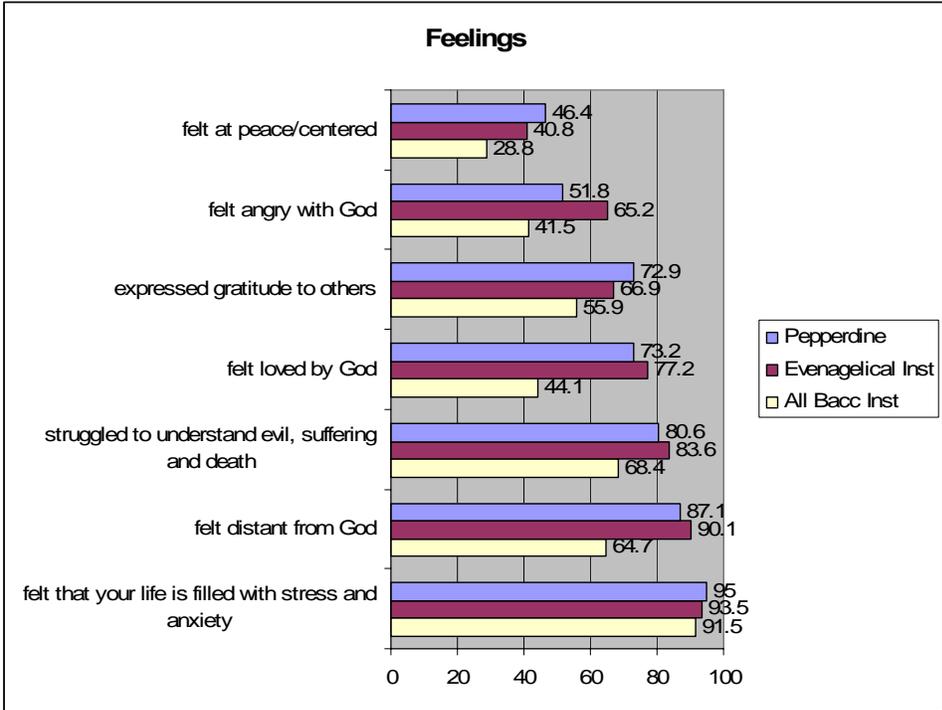




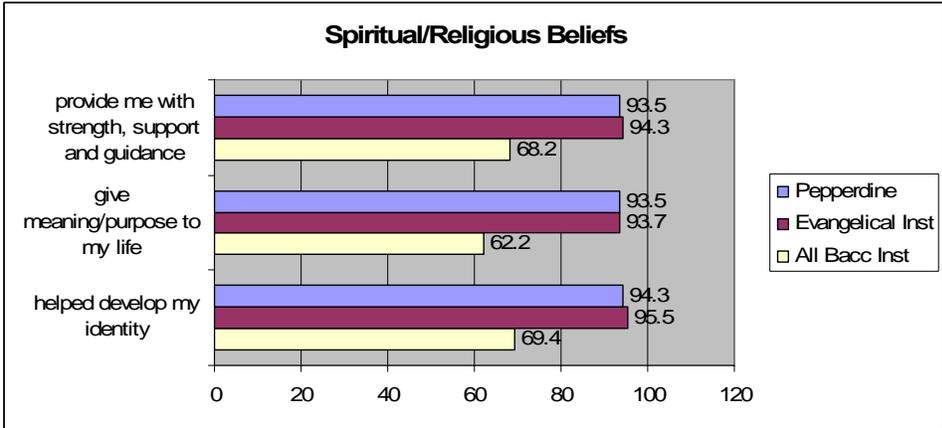
One notable difference is that more Pepperdine students' close friends "are searching for meaning/purpose in life" while students at Evangelical institutions have friends that "share your religious/spiritual views" and "go to church/template or other house of worship."



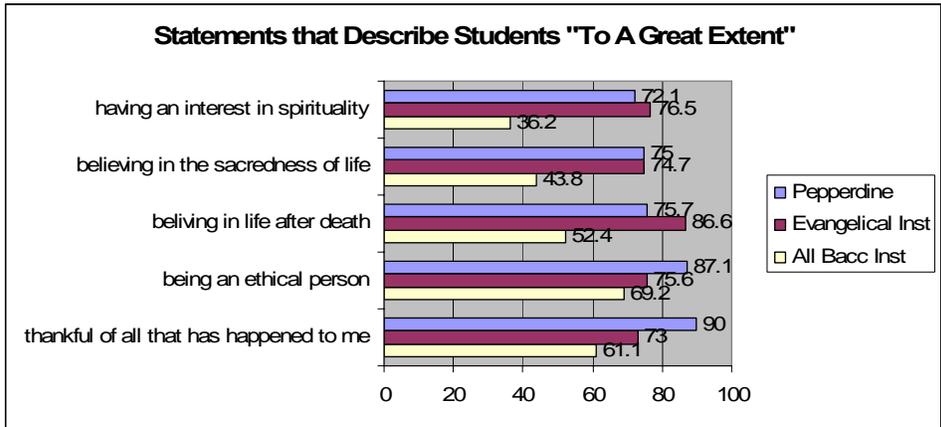
Since entering college, Pepperdine students have more frequently felt at peace/centered and expressed gratitude to others than their peers at other institutions. Only slightly less frequently than their peers at Evangelical institutions have they felt loved by God, felt distant from God, and struggled to understand evil, suffering and death. More than peers at all Baccalaureate institutions but less than those at Evangelical institutions, Pepperdine students have felt angry with God. All students surveyed frequently felt that their life is filled with stress and anxiety.



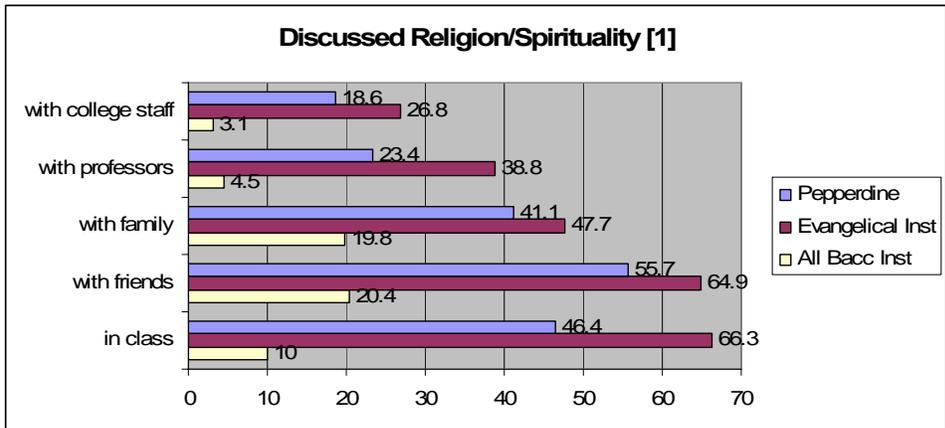
Of Pepperdine students surveyed, 95% agree “strongly” or “somewhat” with the statement: I consider myself a spiritual person. Over 90% also agree “strongly” or “somewhat” that spiritual/religious beliefs have “helped me develop my identity, give meaning/purpose to my life, and provide me with strength, support and guidance.”



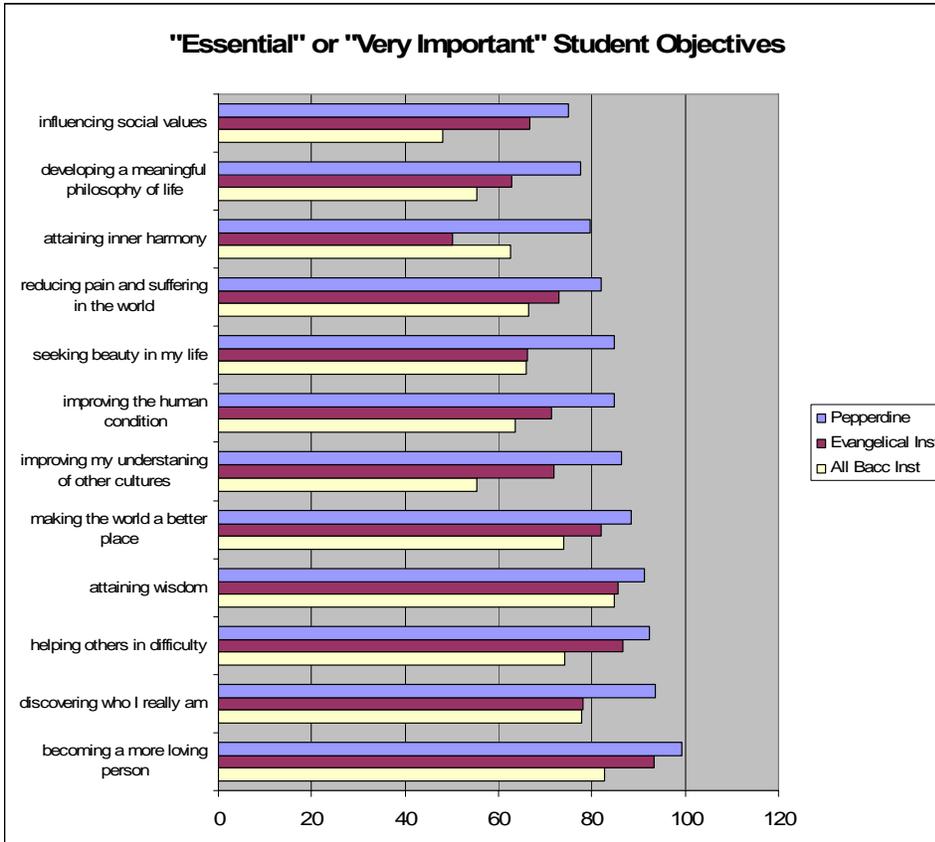
Pepperdine students surveyed tend to view themselves as thankful and ethical. In general, three-quarters of them also have an interest in spirituality, believe in the sacredness of life, and believe in life after death. Students selected the following statements to describe themselves “to a great extent.”



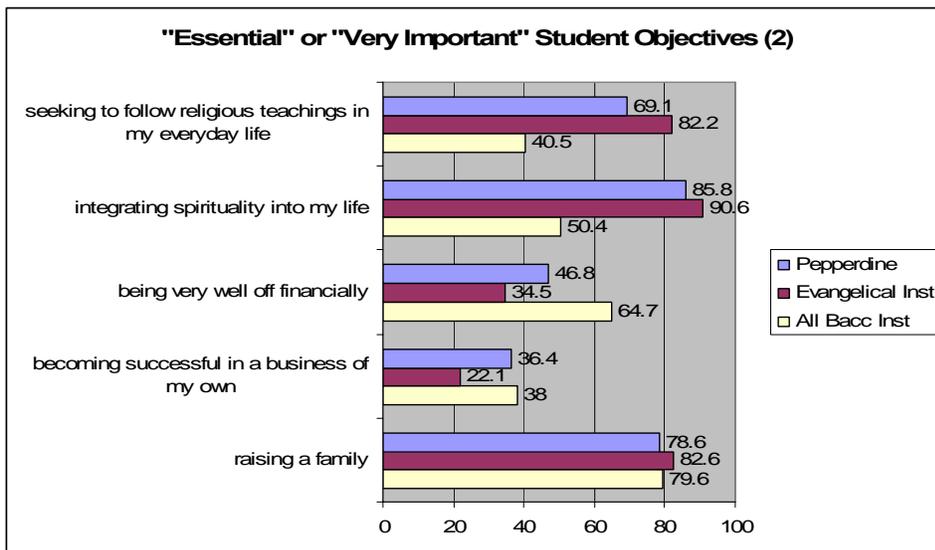
While Pepperdine students discussed religion/spirituality slightly less frequently than their peers at Evangelical Institutions, they still discussed these issues much more frequently than their peers at all Baccalaureate Institutions.



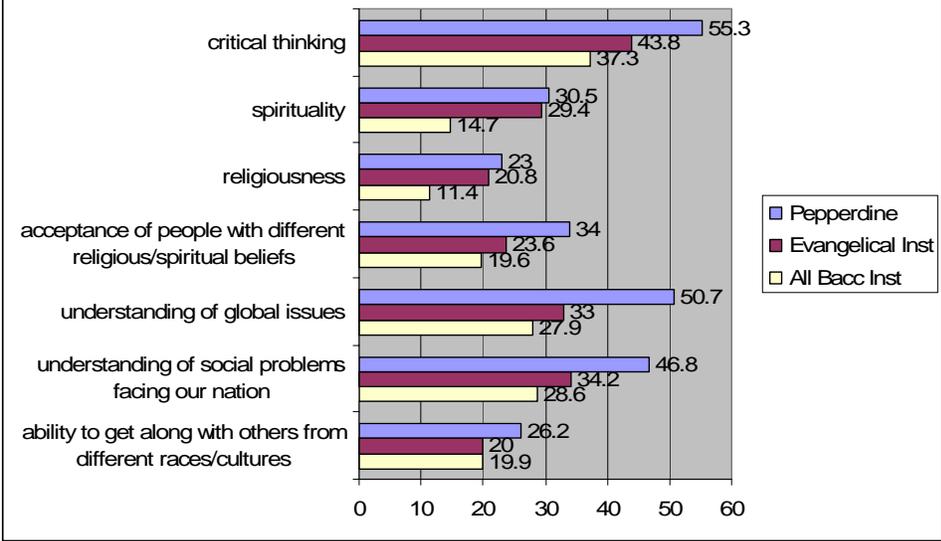
[1] Percentage making "frequently" only. All other results in this section reflect the percentage marking "frequently" "occasionally".



Students at other institutions selected as a higher percentage the following objectives:



### Increase in Skills and Abilities Since Entering College



## APPENDIX OO: 2010 SLM LEADERS FOCUS GROUP

Wednesday, September 8, 2010

15 students present

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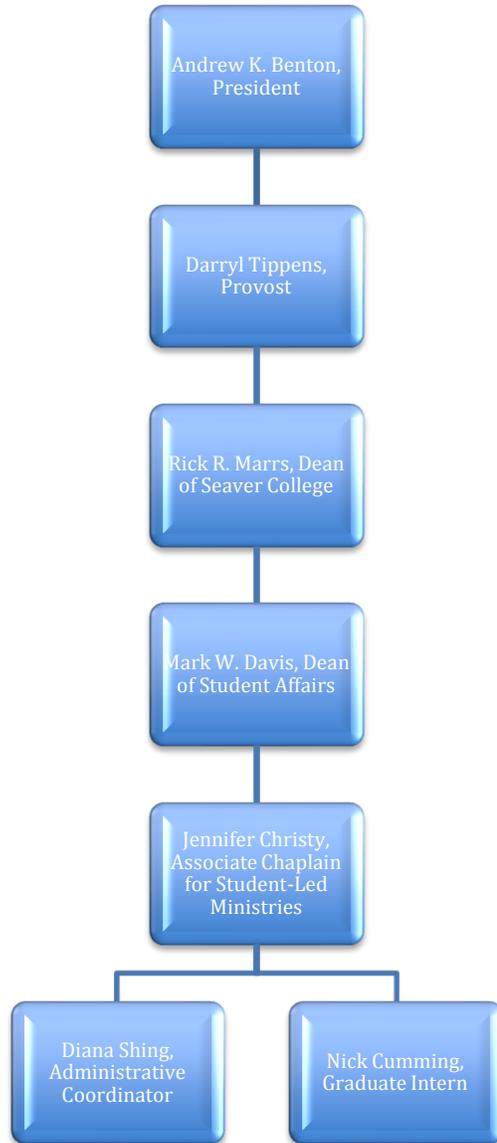
Question: What are the spiritual needs at Pepperdine?

Responses:

- \* Not depending on yourself
- \* Having brokenness before God
- \* Incarnational ministry – finding people who are slipping through the cracks
- \* Desire to be known and listened to
- \* Fear of being genuine (everyone is supposed to be a superstar, especially in the Christian community)
  - o How to create a safe space for people to be real and to create genuine Christian community
- \* How to integrate and connect the different spiritual activities offered
- \* Tendency to make faith/Jesus just a supplement that “makes us better”
- \* Remembering juniors and seniors who are about to be in a major transition out of college
- \* Need more messages with God/Jesus/HS at the core (in contrast to messages that are just “sprinkled” with references to the one or more members of the trinity)
- \* Need to hear the Gospel
- \* Need to go deeper than surface in terms of spirituality
- \* Spiritual supplement to Religion 101 & 102 (something that is more explicitly faith-based)
- \* Openness and accountability
- \* That students’ hearts would be open to these opportunities
- \* To focus and invest where you are called, rather than spreading yourself too thin

APPENDIX PP: ORGANIZATIONAL CHART

Below is a current organizational chart for Student-Led Ministries that shows the structure of the department as well as where the department is located within the University.



APPENDIX QQ: POSITION DESCRIPTION: ASSOCIATE CHAPLAIN FOR STUDENT-LED MINISTRIES

**PEPPERDINE UNIVERSITY  
POSITION QUESTIONNAIRE**

**Name:** Jennifer Christy

**Position Title:** Associate Chaplain for Student-led Ministries

**Hours:** 35/week; 10 months

**Department:** Student Affairs

**Name and Title of Supervisor:** Mark Davis, Dean of Student Affairs

**GENERAL RESPONSIBILITIES:**

The associate chaplain for student-led ministries advises and encourages the development of new and existing student-led ministries (e.g., Celebration Student-led Chapel, Genesis Gospel Choir, Veritas Forum). This position is charged with expanding and promoting the number of student-led ministries as needs and opportunities arise. Assists with the selection, orientation, training, and mentoring of Spiritual Life Advisors who are supervised by the Resident Directors. As an associate chaplain, this position also provides pastoral care to individual students and helps plan and lead events and services sponsored by the Chaplain's Office.

Other responsibilities include: creating program assessment and evaluation plans, and developing strategic goals and objectives based on routine assessment practices and outcomes; preparing monthly and annual reports; developing and ensuring the quality of promotional materials and marketing strategies, including departmental web pages; participating in professional staff development and attending/making presentations at professional conferences and University events; also serves on the Student Affairs Emergency Response Team. As a staff member in Student Affairs who works closely with students, this position serves as a Christian role model to students and promotes a biblical worldview.

**SPECIFIC DUTIES:**

<u>Duty</u>	<u>% of Time</u>
a. Advise and promote student-led ministries, including expanding the number as needs and opportunities arise.	60%
b. Assists with the selection, orientation, training, and mentoring of Spiritual Life Advisors who are supervised by the Resident Directors.	10%
c. Serve on the Convocation Advisory Panel.	5%
d. Assist in planning of campus-wide worship services and other spiritual development programs sponsored by the Chaplain's Office.	5%
e. Provide pastoral care to students in partnership with the University Chaplain.	5%
f. Create departmental assessment and evaluation plans, and develop strategic goals and objectives based on routine assessment practices and outcomes; prepare monthly and annual reports.	5%
g. Develop and implement promotional and marketing strategies, including web site development. Create and maintain departmental publications, promotional materials, and oversee maintenance of web pages and on-line calendars.	5%

- h. Oversee budget, monitor expenses, and provide monthly progress reports. <5%
- i. Serve on the Residential Emergency Response Team. <5%
- j. Participate in professional staff development and attend/make presentations at professional conferences, University events, and in the community. <5%
- k. Attend convocation/chapel on a weekly basis. <5%
- l. Perform other duties as assigned. <5%

**RELATIONSHIPS:**

<b>Title of Contact</b>	<b>Purpose and Nature of Contact</b>	<b>Frequency</b>
Chaplain's Suite Staff	Planning, supervision, evaluation, and coordination of programs and services	Daily
Students	Advising and promotion of programs and services	Daily
Faculty	Promotion, program coordination, partnership building	Daily
Dean of Student Affairs	Reporting, policy review, fiscal management	Weekly
Athletics, Presentation Services, Special Programs	Collaboration, planning, program coordination	Weekly

**SUPERVISORY RESPONSIBILITY:** Shares supervision of administrative coordinator and oversees student employees

**SUPERVISORY ROLE:**

<b>Duty</b>	<b>Recommend</b>	<b>Decide</b>
Hire		x
Recommend discharge		x
Evaluate performance		x
Determine salary increases		x
Coordinate/assign work		x
Train		x

**JOB CONTENT:**

- 6. The approximate percentage of time that essentially the same duties are performed from day to day is approximately 25%.
- 7. This position allows one to:
  - ✓ Carry out policies established by others.
  - ✓ Interpret policy and recommend change.
  - ✓ Influence policy development and have some responsibility for monitoring implementation.

8. **Actions involve committing resources affecting an entire functional area, subject only to review by an officer of the University.**
9. Example of how this position will help to solve problems or develop new approaches, procedures, or policies (individually or in committee):

**Example A.** This position will be expected to develop and coordinate new policies, procedures, services, and programs designed to facilitate student learning and development through spiritual development programs, as well as hone and refine existing organizational structures and processes.

**Example B.** This position will be expected to develop new student-led ministries by identifying needs in the community and matching them with the gifts of students who feel called to serve.

10. Example of the most complex decisions or judgments made in this position: This position will evaluate proposals for student-led ministries and must determine if they are consistent with Pepperdine's mission and heritage.
11. **Circumstances under which this position would act independent of supervision:**
- **Staff training, supervision, and evaluation of employees**
  - **Decisions regarding the coordination and development of services, programs, and events**
  - **Budget management**
  - **Contact with students, alumni, faculty, administration, staff, and campus partners**
12. Total departmental/area budget directly controlled and administered: \$75,000

#### **JOB REQUIREMENTS:**

13. Knowledge, skills, specialized training, formal education, licenses, or certificates **essential** to perform the major activities of the position effectively:

**Education/Training:**

Masters degree required in Divinity, Religious Education, Ministry, College Student Affairs, or education-related field.

**Type and Amount of Experience:**

Three to five years of related experience in a university setting preferred.

**Knowledge / Skills:**

Ability to integrate Christian faith with student development theories and practice; excellent interpersonal, public relations, and organizational skills; ability to prioritize and manage multiple projects and deadlines; detail-oriented and reliable with follow-up; ability to work independently and as a member of a team; ability to interact effectively with students; ability to problem-solve and manage conflict; ability to work some evenings and weekends.

**Equipment/Machinery Used:**

Computer and standard office equipment.

**Physical Requirements:**

Ability to work at computer terminal, including keyboarding; ability to sit for prolonged periods; ability to bend and to lift light loads.

**Other Requirements:**

Personal faith in Jesus Christ; active involvement in a local church; demonstrated support for the Christian mission of the University. Member of a congregation of the Churches of Christ preferred.

**IMMEDIATE SUPERVISOR'S SIGNATURE:**

Date \_\_\_\_\_

**ADMINISTRATOR SIGNATURE:**

Date \_\_\_\_\_

APPENDIX RR: POSITION DESCRIPTION: ADMINISTRATIVE COORDINATOR FOR CONVOCATION AND STUDENT-LED MINISTRIES

Center for Human Resources

**Position Title:** Administrative Coordinator of Convocation and Student-Led Ministries **Position #:** 00020566  
**Department:** Office of Convocation, and Student-Led Ministries Office  
**Name and Title of Supervisors:** Sarah Jaggard, Director of Convocation; Jennifer Christy, Assoc. Chaplain for SLM  
**Hours per week:** 40; 10 months; Non-Exempt **Recommended Grade:**  
**Budgeted Salary for Position:** \_\_\_\_\_ x burden (34.5%): \_\_\_\_\_ = **Total Salary of:** \_\_\_\_\_

*Position Information*

**Purpose:**

Administrates the daily operations of the Convocation and Student-Led Ministries Offices. In conjunction with direct supervisors, plans, assigns, coordinates, and supervises work activities of student workers and interns. Designs, implements, and maintains all record keeping systems of the office including overseeing and executing the Convocation database and associated technology for tracking student attendance. This includes processing records for approximately 3000 students and 350 events per year; and assisting in evaluating all event proposals, exemption requests, and record change requests. Assists the Director of Convocation with duties related to Wednesday Chapel, Club Convo and Spiritual Mentoring. This includes assisting with recruiting faculty and staff to lead and mentor, recruiting student participants, aiding in the development of topics for study, and collecting and maintaining detailed records for the programs. Provides all administrative and clerical support for Convocation and Student-Led Ministries. This includes working with office finance systems, processing student reimbursements, assisting with marketing, drafting contracts and setting up travel details for speakers, and coordinating events by reserving rooms, proposing event itineraries, creating an atmosphere conducive to spiritual growth, and arranging audio-visual support for events. Helps to advance and effectively act out the Christian Mission of the University. As a staff member who works closely with students, this position serves as a Christian role model to students.

**Specific Duties**

Duty	% of Time
1. Manage all communication regarding Convocation programs and Student-Led Ministries. This includes: a. Maintaining web-based calendars of all approved programs, b. Distributing a mass email to students that highlights speakers, dates, and policies each semester, c. Maintaining regular communication with student-led ministry leadership teams, and d. Updating Web sites with current information, offerings, and policies. e. In accordance with established branding, assist with marketing campaigns (including design, communication, distribution)	20%
2. Provide administrative and clerical support to both the Convocation and Student-Led Ministries offices. a. This includes serving as the "front-line" professional for the Convocation and Student-Led Ministries Offices. b. This includes some scheduling, office management, financial and budgetary tasks, coordinating travel details for speakers, and event support such as room reservations and arranging audio-visual support. c. For Student-Led Ministries this also includes working with student leaders on registering their ministries, updating their individual Web sites with ministry information, as well as processing student reimbursements.	20%
3. Assist in coordinating and executing Chapel, Club Convo and Spiritual Mentoring. This includes working with Director of Convocation, faculty and staff who are leading, populating the rosters with students, and collecting the rosters for records processing.	15%
4. Supervise student employees (interns and scanning team) with input from Director & Associate Chaplain; includes some recruitment, training, schedules, and timesheet processing. This includes ensuring all events sponsored by the Convocation Office are staffed with Convocation Student Staff as necessary.	15%
5. Design, implement, and maintain all record keeping systems of the office. This includes overseeing and executing the use of the Convocation database and technology used for tracking student attendance.	15%

This includes processing records for approximately 3000 students, 350 events per year, assisting in evaluating event proposals, exemption requests, and record change requests.	
6. Coordinate and compile all event requests and forward to the Director for review and approval.	10%
7. Manage the operations of the PeopleSoft budget system to set up and pay external and internal vendors.	5%
8. Assist in assessing and evaluating all programs sponsored by the Office of Convocation and the Student-Led Ministries Office.	<5%
9. Attend Convocation/Chapel on a weekly basis.	<5%
10. Assist with the coordination of weekly Celebration Chapel (a student-led service)	<5%
11. Process student reimbursements, assist student-led ministry leaders in obtaining supplies for events	<5%
12. As a representative of the Student-Led Ministries Office, attends select meetings, events, and worship services that are sponsored by individual ministries.	<5%
13. Answer heavy phones.	<5%
14. Generate confidential correspondence.	<5%
15. Serve on the Residential Emergency Response Team and provide on-site emergency response coordination of student activities.	<5%
16. Participate in professional staff development and attend University events.	<5%
17. Provide information and data for monthly and annual reports.	<5%
18. Perform other duties as assigned.	<5%

**Relationships:** Indicate the types of people inside and outside the University contacted regularly as part of the responsibilities of this position.

Title of Contact	Purpose and Nature of Contact	Frequency of Contact
Convocation Staff	Program Coordination	Daily
Student-Led Ministries staff	Program Coordination	Daily
Chaplain's Office	Program Coordination	As needed
Convocation Student Workers	Program Coordination; Supervision of student workers	Daily
Guest Speakers	Assist the Director with Representing the University; Coordinate travel arrangements & contracts	Weekly, or as needed
Audio-Visual Technologies office, Technology, Purchasing, Publications	Technical Audio/Video Setup; financial reimbursements; Advertisements	Weekly
FM&P, Public Safety	Program Coordination & Assistance	As needed

**Supervisory Responsibility:** List other positions supervised by this position, and the number of full-time employees in each position.

Position Title	Number of Employees in Position	Number of Employees this Position Supervises
Convo Crew (student scanners and event hosts)	11	11
Convocation Student Interns	3	3

**Supervisory Role:** Indicate the types of supervisory duties the position performs and the level of decision making responsibility.

	Recommend	Decide
Hire	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Train	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Coordinate/Assign Work	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Evaluate Performance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Determine Salary Increases	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Recommend Discharge	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## *Job Requirements*

What knowledge, skills, specialized training, formal education, licenses, or certificates are essential to perform the major activities of this position effectively? Characterize each as “required” or “preferred.”

**Education/Training:**

Required: Bachelor’s Degree; Proficiency in Microsoft Word, Excel, Access, Outlook, GoogleDocs and the Internet

Preferred: Experience working with databases, PeopleSoft

**Type and Amount (years) of Experience:**

Required: 1-2 years of experience in an office setting

Preferred: University experience preferred

**Knowledge/Skills:**

Required: Excellent interpersonal and written communication skills; excellent telephone etiquette; ability to work independently and as a member of a team; ability to interact warmly and effectively with students; ability to prioritize and manage multiple projects and deadlines; ability to maintain a professional demeanor and uphold confidentiality; ability to problem-solve and manage conflict; ability to approach data processing with analytical detail; ability to work some evenings and weekends. Also must have familiarity with social media (Facebook fan pages, Twitter, YouTube, etc.) as well as iTunes. Ability to work with individuals from different backgrounds.

Preferred:

**Equipment/Machinery Used:**

Required: Computer, standard office equipment, Symbol MC 3090 ID scanners at events

Preferred:

**Physical Requirements:**

Required: Ability to work at computer terminal, including keyboarding; ability to sit for prolonged periods; ability to bend and to lift light loads. Ability to walk up and down stairs; ability to carry up to 10 lbs.

Preferred:

**Other Requirements:**

Required: Personal faith in Jesus Christ; active involvement in a local church; demonstrated support for the Christian mission of the University.

**Comments:** List any additional information you feel would be helpful in understanding this position.

## APPENDIX SS: POSITION DESCRIPTION: GRADUATE ASSISTANT

### **Job Description/Duties:**

1. Provides administrative and programmatic support to the Associate Chaplain.
  - a. This includes working with ministry leaders on registering their ministry, updating their individual Web sites with photos, events, and ministry information.
  - b. This includes some scheduling, office management, event proposal processing, room reservations, and arranging a/v support for programs.
  - c. This includes serving as the front-line professional for the Student-Led Ministries Office when the Associate Chaplain is out of the office (including answering phones and responding to walk-ins).
2. Designs and maintains record-keeping system for student-led ministries (tracking active ministries as well as student involvement in various programs and categorizing programs).
3. Assists with the design and implementation of a leadership program for student-led ministry leadership teams.
  - a. This includes assisting with the establishment and implementation of regular prayer services, team-building activities, and other offerings for student-led ministry leadership teams.
4. Maintains regular communication with student-led ministry leadership teams.
5. Updates and maintains the student-led ministries Web site.
6. Establishes and maintains an online calendar of activities for all student-led ministries.
7. As a representative of the Student-Led Ministries Office, attends select meetings, events, and worship services that are sponsored by individual ministries.
8. Provides information and data for monthly and annual reports.
9. In accordance with the branding set forth by the student-led ministries office, assists with marketing campaigns (including design, communication, distribution).
10. Serves on the planning team for monthly Religion Division luncheons, co-sponsored by the Chaplain's Office.
11. With the Associate Chaplain, co-leads one or more club convos for student-led ministry leaders.
12. Helps to advance and effectively act out the Christian Mission of the University. As an intern who works closely with students, this position serves as a Christian role model and promotes a biblical worldview.

### **Required Knowledge/Skills:**

Ability to integrate Christian faith with student development theories and practice; excellent interpersonal and written communication skills; excellent telephone etiquette; ability to work independently and as a member of a team; ability to interact effectively with students; ability to prioritize and manage multiple projects and deadlines; ability to maintain a professional demeanor and uphold confidentiality; ability to problem-solve and manage conflict; ability to approach data processing with analytical detail; ability to work some evenings and weekends.

### **Other Requirements:**

Personal faith in Jesus Christ; active involvement in a local church; demonstrated support for the Christian mission of the University.

## APPENDIX TT: SERVICE LEADERSHIP TEAM RECOMMENDATIONS

### **Executive Summary**

The Pepperdine Student Led Ministries office has engaged Interface Consulting Team to assess their challenges and provide creative, practical solutions. Because SLM is relatively young, it is facing challenges inherent in any developing organization. Prior to 2010, Student Led Ministries and Convocation were one entity under the same administration. In the spring of 2010, Mark Davis, the Dean of Student Affairs at Pepperdine, decided to split these organizations into two distinct entities. At that time, Sarah Jaggard was made the director of the Convocation Program, and Jennifer Christy was placed in charge of Student Led Ministries. At the present time, the Student Led Ministries office consists of two full-time personnel and a part-time graduate intern.

Before beginning this project, Interface anticipated the needs of Student Led Ministries to be primarily increased marketing and publicity. However, after the first meeting, the team realized the project would be heading in a different direction. Jennifer Christy expressed her concerns about two primary issues. First, she explained to the team her desire to formalize the process for requesting funds for Student Led Ministry events. She was not sure how to best distribute funds so that there would still be ample funds left toward the end of each school year. As a possible solution, Jennifer suggested that Student Led Ministries implement a software called "Collegiate Link" that would keep track of each individual ministry and its funding throughout the year. Secondly, she discussed her ideas for the potential leadership structure of each individual ministry and the training that she would like to implement for all leaders. She mentioned her desire for a formal feedback process through which leaders could communicate either the success or the failure of their events to the Student Led Ministries office with the goal of improving events in the future.

With these issues in mind, Interface Consulting has brainstormed possible solutions and researched similar programs at comparable universities to come up with practical solutions for

the Student Led Ministries office. Student Led Ministries has given the Inter-Club Council control of their funds distribution for the duration of this school year and will evaluate the effectiveness of this approach before the 2012-2013 school year. After looking into the benefits of ICC and Collegiate Link, Interface decided to recommend that Student Led Ministries let ICC retain control of their funding.

In an attempt to formalize the leadership of Student Led Ministries, Interface created a proposed structure within each individual ministry as well as a structure for the overall organization. Because some ministries are smaller and less established than others, this structure would be highly suggested but not required. Furthermore, Interface came up with a feedback form for individual events, an overall feedback form for the effectiveness of Student Led Ministries as a whole, and a ministry continuance form, through which student leaders can indicate their intentions to continue their particular ministries at the start of each school year. Finally, Interface provided a Leadership Packet that the team suggests be distributed to each student leader every year. This packet will include information about specific procedures such as how to request funds, how to propose a convocation program, and how to reserve audio/visual equipment for events. It will also contain details regarding dates and times of required leadership training events throughout the school year and contact information for other student leaders. These events were designed with Jennifer's desire for more leadership training and accountability in mind.

It is our hope that Interface's strategies will prove to be practical solutions to the challenges identified and presented to us by Student Led Ministries. We believe that by following our suggested implementation, the SLM office will experience improved communication, more efficient operations, and greater success overall.

- Interface Consulting

### **IMPLEMENTATION OF STRATEGY**

Student-Led Ministries is strongly urged to implement the aforementioned recommended strategies by beginning to integrate them into its operations for January 2012. In review, there are six strategic recommendations: Maintain SLM's partnership with ICC/Collegiate Link, distribute the leadership packet, require feedback from SLM members, mandate leadership training, form a leadership structure, and lastly, make use of a continuance form.

After SLM reviews the leadership packet and familiarizes itself with the ICC information, it is recommended that they notify SLM leaders of effective changes before the beginning of the spring semester. Email each leader concerning what will be implemented and encourage them to educate themselves regarding Collegiate Link. By Jan. 13<sup>th</sup>, 2012, which is the end of the first full week of the spring semester, it should be mandated that all leaders have registered their groups for ICC.

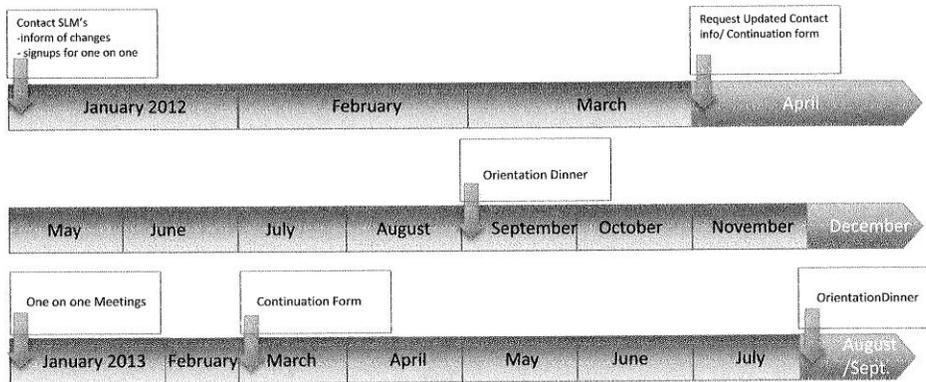
During the first week, apart from ICC registration, it would be desirable to have had each SLM leader sign-up for one-on-one meetings in the office. At the top of the agenda for the one-on-one meetings should be a presentation of the leadership packet. This will be an opportunity to collect contact information, discuss how to put on an event, and inform SLM leaders about the new changes to the leadership structure.

### Annual Plan

The purpose of the annual plan is to create structure and consistency within the SLM organization. The achievement of this is suggested by the use of “anchor” dates which would be consistent from year to year, and fall around the same time each year. The use of anchor dates and the consistency of these events and check in dates will address the issue of low attendance, low utilization of the SLM organization and poor response rate between the SLM organization and individual SLM’s. To address these areas specifically, we have included guidelines for effectively communicating before and after an event as well as suggestions for required attendance and suggested dates for check-ins and events.

We recommend that SLM forecast their Academic year 18-months in advance and begin planning, budgeting and organizing major events for this time span. A sample of what the next 18 months would look like, including our recommended contact points is shown in the figure below:

### 18 MONTH OUTLINE



The major dates we recommend:

#### Orientation Dinner

First or second week of new academic year: September

- Suggested as a mandatory to insure 100% attendance
- Go over Leadership packet and any changes that are going to affect the SLM's
- We suggest this be held on the same date or as close to it as possible every year

#### Contact Strategy:

- One Month Prior: E-mail invite to all contacts- Coordinator, Primary, Secondary
- Two-three Weeks Prior: Create event on Facebook
- Week of event: Follow-up with missing RSVP's
  - Call and confirm

#### Spring Semester Follow-up

January- beginning of February

- We recommend a face to face check in with SLM administrator
- This meeting would consist of follow-up and feedback from previous semester, touch base, address concerns, get to know SLM leaders

#### Strategy for Implementation of Sign-up

- We recommend a signup sheet consisting of open meeting times and availability of SLM Administrator. Block out dates administrator is unavailable, and leave outside SLM office to allow for around the clock signups
- We suggest this be launched in the Spring of 2012, and continue immediately following Winter break every year
- We highly recommend this date as a check-in point, for now one on one, possibly evolving into another dinner or planned event

#### Contact strategies for optimal turnout

- Email SLM's first week of January, before students return from winter break and alert them to the signup sheet
- Send e-mail reminders to SLM's that haven't made contact each week thereafter, up to the final week of meetings.
- Utilize Facebook to alert about signups and send reminders

#### SLM Continuation Form Deadline

End of March- last week of April

- We recommend making the continuation form a mandatory requirement for any SLM's wishing to continue their ministry
- Mandated form submittal will alleviate the problem of not knowing whether or not SLM's will be continuing the next year

#### Contact Strategy

- E-mail SLM's about continuation form deadline at the beginning of March, reminding that the deadline is before finals week in April
- Remind them that it is mandatory if they wish for their SLM to continue
- Remind them of the different ways they can access the forms- online, in the office, in leadership packet

The annual Plan is designed to create a simple but consistent structure within the SLM organizations academic year. The purpose is to increase contact of SLM's with the SLM organization and administration and to create consistent events that SLM's come to expect and look forward to. The annual plan includes minimal meeting dates. This was done strategically in order to enable the SLM Organization to include shorter notice and more spontaneous events

such as leadership training and retreats throughout the year. We feel that making the major dates outlined above mandatory will help the SLM organization address the issue of poor accountability and lack of communication, and give the organization a chance to market the multitude of resources they have available for students and their ministries. We also feel that requiring attendance and one on one check-ins will create a better relationship between the SLM organization and individual SLM's, further assisting in the continual improvement of the organization and its Student groups.

**Timeline and Event Communication Guidelines**  
Annual Dinner

**3-6 MONTHS BEFORE EVENT- START PLANNING**

- Determine Objectives of the event
- Identify key elements
- Pick a theme/decide on content
- Establish your budget
- Choose your location
- Make a plan! Define all action items and deadlines (vendors, food, information etc.)
- Delegate tasks to team members
- Choose entertainment/activities
- Create a backup plan if applicable
- Communicate clearly and often with key team members
- Order any giveaways for the event
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**1-2 Months Before Event**

- Communicate with SLM leaders and contacts
  - o E-mail SLM contacts- Save the date e-mail to event
  - o Include details about event; this is to remind them that a mandatory dinner will be held at the beginning of the school year.
- Start an RSVP list
- Print hard copy invites and send out no later than one month before

- Print any signs, posters or banners if applicable
- Confirm food and beverage requirements
- Meet with team once/week to check on progress and to address any concerns
  - Have a working checklist at these meetings and add to them as necessary
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### **2-3 Weeks Before Event**

- Create and send out Facebook invite with event confirmation
- Continue adding RSVP's to list
- Prepare name tags and badges
- Compiling leadership packets
- Confirm special needs- audio visual, equipment reservations, tables and chairs etc.
- Confirm and prepare props, décor etc
- Check in with team members once per week
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### **1-2 Weeks Before Event**

- Call all missing RSVP's and confirm attendance.
  - Keep calling until you reach someone
  - Keep a list documenting those you've reached via telephone and those who you've left a message but not heard back from
- Finalize time and agenda for program
- \_\_\_\_\_

**Day Before and Day of Event**

- Complete setup at location
- Check all backup plans
- Check for any missing RSVP's
  - Call to follow up
- \_\_\_\_\_

**After Event**

- After Event
- Conduct post-event review no more than 1-2 days after the event.
- Possible improvements?
- Budget?
- Lessons learned?
- 100% attendance?
  - If not, follow up with missing SLM's and arrange a time to distribute their leadership packets
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**Miscellaneous**

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## LEADERSHIP PACKET IMPLEMENTATION

As a consulting team, we determined that it would be immensely useful to develop a Leadership Packet that would be distributed to all current and potential ministry leaders at the beginning of each school year. The purpose of this packet will be to provide all leaders with the information necessary to properly establish, maintain, and continue their respective ministries. Included in these packets will be contact information for the SLM office personnel and for all ministry leaders, relevant articles on leadership, instructions on basic tasks such as proposing a convocation event and reserving a room, and the necessary paperwork for requesting funds and for continuing a ministry. They will also include a tentative schedule of mandatory leadership events throughout the school year. This schedule will include proposed dates for the leadership orientation dinner and other important events. Interface recommends the use of this packet because it will provide leaders with the information they need in a simple and streamlined manner. Our suggested strategy for implementation is to distribute this packet at the Orientation Dinner each fall. However, because we are recommending that SLM begin making changes starting in January, we suggest that Jennifer hand out these packets to individual leaders at their one-on-one meetings in the spring.

**Note:** This packet was designed assuming SLM will continue to give responsibility of their funding distribution to Inter-Club Council. If the SLM office decides to take back this responsibility in subsequent years, the Leadership Packet will need to be adjusted accordingly. Furthermore, contact information for each Student-Led Ministry and specific dates for events will need to be updated in the Leadership Packet annually. For this reason, we are including the packet on the CD-ROM in order to facilitate easy editing.