

STUDENT ACTIVITIES

I. Introduction

Student Activities is an office within the Student Affairs division of Seaver College which reports to the vice president for student life. Student Activities contributes to the ideals of community, leadership, school spirit, and spiritual growth through the planning and execution of vibrant campus programs and traditions. Across all program areas, students enthusiastically participate as they initiate or engage in the wide array of activities supported by the office. What follows is an internal report as a part of the regular 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 engaging 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 Context

The current Student Activities office consists of the following positions: director, Greek life coordinator, campus programs coordinator, and administrative coordinator. Due to budget reprioritizations, the administrative coordinator also serves the Campus Recreation and Intercultural Affairs offices. The associate dean of Student Activities additionally serves as interim director of Campus Recreation. The associate dean is in his seventh year in this dual leadership role. Staff offices are located in the Howard A. White Center. Although, Student Activities is part of Student Affairs, which reports to the Provost, Student Activities primarily serves Seaver undergraduate students.

Student Activities personnel oversee six program areas (a detailed description of all programs and events can be found in Appendix A).

1. First-Year Experience (New Student Orientation and First-Year Seminar Mentor Program)
2. Campus Traditions (Rock the Brock, an event for seniors at the president's home; Waves of Flags, flag installation to commemorate September 11, 2001; Waves Weekend, a celebration of Pepperdine combining Family Weekend, Blue and Orange Madness, and Homecoming into one action-packed weekend event; Christmas Tree Lighting, the lighting of the Christmas Tree in Joslyn Plaza; Dance in Flight, Pepperdine's dance company for dancers and choreographers that culminates in an impressive production in February; and Songfest, Pepperdine's largest and oldest student tradition that features 12-minute "mini-musicals")
3. Greek-Letter Organizations (three Greek councils including the National Panhellenic Conference with seven sorority chapters on campus, Interfraternity

Council with five fraternity chapters on campus, and National Pan-Hellenic Council, a historically African-American Greek council with two chapters on campus)

4. Inter-Club Council (student executive board that supports approximately 100 active clubs)
5. Student Government Association (student executive board that consists of four officers and a Senate that consists of four class presidents and 12 class senators, who represent and advocate for the Seaver College student body)
6. Student Programming Board (Student leaders who create fun and engaging campus events including Blue and Orange Madness, the kick-off event for Waves Weekend featuring a traditional carnival-style atmosphere with food, game vendors and rides; Reelstories Film Festival, student-led film festival; and Pacific Sounds: Music and Arts Festival, a spring concert on Alumni Park)

Some of the notable changes in our office's history pertaining to programming and structure include:

- Student Government Association's (SGA) shift from being a predominately event planning organization to a split that allowed SGA to become a student advocacy body whom have built relationships and garnered respect from faculty, staff and administration
- The Student Programming Board's (The Board) emergence from SGA as its own entity, and with the increase in Student Government and Activities Fee to more closely match our peer institutions, the Board has grown, not only in size but through outreaching to the campus, creating new campus traditions like Reelstories Film Festival and becoming a more active, professional, and responsible student organization
- Inter-Club Council's (ICC) relocation into different offices, first in Student Activities under the leadership of the Greek Life Coordinator (formerly known as the Student Organizations Coordinator), then to Intercultural Affairs (ICA) under the leadership of the Assistant Director of ICA, and back to Student Activities under the leadership of the Campus Programs Coordinator
- Student Activities collaboration with Alumni Relations for Seaver College & George Pepperdine College combining Family Weekend and Homecoming to create Waves Weekend
- Greek Life's charter of two National Pan-Hellenic Council (historically African-American) chapters due to student demand, which is rare for private Christian colleges, as well as increased emphasis on student leadership training and development in the areas of hazing, risk management, sexual misconduct, university policy, and event planning

Several important initiatives have been accomplished since the last program review. The following list shows the recommendations of the Student Activities 2011-2012 program review, the level of impact (low, medium, high) the recommendation would have on the office, and a brief description of Student Activities' actions to close the loop in each area. Of the 38 recommendations, action was taken to implement 14.

1. **Split responsibility for student organizations and Greek Life into two separate positions** (high): Previously the Student Organizations Coordinator advised and supported both student organizations and Greek-letter organizations. This model stretched the Student Organizations Coordinator too thin, therefore Inter-Club Council was moved to another Student Affairs office. However, ICC was not a good fit in their office, and two years later Student Activities has once again taken on the task of supervising these student organizations under the Campus Programs Coordinator position.
2. **Restructure the role and responsibilities of the administrative assistant and the administrative coordinator** (medium): Due to budget reprioritizations and a staff member's retirement, Student Activities assessed and restructured both the administrative assistant and administrative coordinator positions resulting in the elimination of the administrative assistant position.
3. **Consider creating graduate assistantships or internship** (level of impact undisclosed): Student Affairs adopted a graduate assistant program allowing departments to request Student Affairs Interns for their office. Student Activities successfully applied for and received three graduate interns: Student Programming Assistant (to help with the Student Programming Board); Greek Organizations Assistant (to help with Greek-Letter Organizations); and Student Organizations Assistant (to help with ICC). These graduate students provide 20 hours of support a week, and in return receive on campus housing and a meal plan. The Student Affairs Intern model has greatly assisted with the office workload, while also providing graduate students valuable hands-on work experience.
4. **Strongly consider a staffing model with a dedicated, full-time Greek advisor** (high): As mentioned earlier, the Student Organization Coordinator position was restructured to solely focus on advising Greek-letter organizations. The position was reclassified as Greek Life Coordinator.
5. **Develop support programs for those students who do not receive bids and are released from the recruitment process** (high): In order to make Greek Life at Pepperdine welcoming, inclusive and aligned with the University's Christian values, Student Activities developed the Recruitment Inclusion Policy (see Appendix B). The policy states that "any potential new member who has a genuine desire to be Greek that follows all established recruitment rules, structures, and timelines should be offered membership into at least one of the member organizations by the end of the recruitment process." With this goal in mind, the Greek Life Coordinator works both behind the scenes and with Greek chapters to ensure no potential new member in good standing is in jeopardy of "slipping in between the cracks" of the recruitment process.
6. **Improve Rho Chi training** (medium): To help recruitment counselors or "Rho Chis" develop a clearer understanding of their role and are better prepared for the challenges they will encounter, there have been a handful of modifications made to Rho Chi training. Improvements include: a new session on how to formulate best answers and practices to tough questions; a hands-on run through of a typical night of recruitment; a workshop on how to understand the recruitment software and its corresponding terminology; and an opportunity to

discuss sorority and recruitment misconceptions along with the correct information to share. There is enhanced education on recruitment policies as well as an opportunity for Rho Chis to present this information to potential new members during a recruitment forum. Finally, Housing and Residence (HRL) affiliated student staff (resident advisors and spiritual life advisors) are now incorporated into the recruitment counselor program to allow the HRL staff to better fulfill their duties as unbiased mentors and confidantes, while also helping them avoid uncomfortable situations in the recruitment room.

7. **Develop a strategic plan to meet the unique needs of the new NPHC sorority at Pepperdine** (medium): Student Activities has taken extra measures to support Alpha Kappa Alpha (the only NPHC sorority on campus). Greek Life Advisor continues to meet at least once every semester with the NPHC sorority's faculty/staff advisor. Alpha Kappa Alphas (AKA) leadership also attends the annual Greek Retreat. Their philanthropy was incorporated into the Greek Life calendar, and Student Activities has made it a strategic initiative to invite more NPCH chapters to campus. Although, AKA will enter the fall 2017 year without any collegiate members, due to the graduation of senior students and unforeseen organizational membership circumstances, Student Activities has made concerted efforts to support AKA's specific and unique needs.
8. **Develop a strategic plan to address interest in expansion from the NPHC and/or ethnic interest fraternities and sororities** (medium): After meetings and discussion with student interest groups, Student Affairs staff, and Alpha Phi Alpha Fraternity alumni, an agreement to charter Alpha Phi Alpha as Pepperdine's first National Pan-Hellenic Council (NPHC) fraternity for the 2016-2017 year was created and seven members were initiated in Spring 2017. In order to achieve this accomplishment, Student Activities staff met with interested students, sent out an interest survey, invited Alpha Phi Alpha Fraternity, Inc. to campus, provided its headquarters with student data, and set up three awareness meetings on campus.
9. **Modify the Waves of Flags event** (medium): Advocated for and received additional funds to allow Student Activities to hire an outside construction company to install the rebar for the project, thus making the project much more manageable for staff.
10. **Modify the club recognition/registration process** (low): Created a Student Advisory Committee for Inter-Club Council comprised of Student Affairs staff in Student Activities, Campus Recreation, Chaplain's Office, Pepperdine Volunteer Center, and Intercultural Affairs. The purpose of this committee is to review and approve club registration and discuss any policy changes or suggestions.
11. **Develop a mission statement, goals and learning outcomes for NSO** (medium): Staff developed both a mission statement and learning outcomes for New Student Orientation. The mission statement and outcomes are included in the orientation program guide and on the orientation website. Student Activities uses learning statements as a guide on how to make decisions on what to include in the orientation program.
 - a. New Student Orientation Mission Statement: New Student Orientation facilitates a successful college transition by introducing new students and

families to Pepperdine's engaging campus community, academic environment, Christian mission, and support resources in a welcoming atmosphere conducive to building new relationships.

- b. Learning Outcomes:
 1. Cultivate a sense of community
 2. Make informed decisions about academic choices
 3. Locate and utilize campus services and resources
 4. Discover opportunities available outside the classroom
 5. Understand the nature and importance of Pepperdine's Christian faith and heritage
 6. Develop a growing love and pride for Pepperdine
 7. Feel reassured about the decision to attend Pepperdine for his or her college education
12. **Use Orientation Coordinators more in the planning and implementation of NSO (high):** Student leaders (orientation coordinators) are hired to work during the summer and are consulted during the planning of orientation. They manage social media pages and respond to student questions. There is now more student leadership influence and presence in the program.
13. **Hire Orientation Coordinators as student interns in Student Activities during the year (medium):** Since the last program review, orientation coordinators have been hired as interns in the office all year. Usually, there are one to three interns per year. Some programs they assist with are the First-Year Seminar Mentor Program, Waves Weekend, Songfest, as well as provide general office support.
14. **Relocate Spirit Cup Week to Alumni Affairs (level of impact undisclosed):** Seaver Alumni Relations office now manages Spirit Cup Week. The Greek Life Coordinator provides feedback and input, but no longer coordinates the activities, which allows staff to focus on other workload demands.

Some initiatives in the "Goals, Action and Quality Improvement Plan" section of the previous program report were not accomplished due to insufficient budget, staff turnover, and prioritization of other initiatives.

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

2. 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.
3. Develop a task force to explore the pros and cons of moving recruitment to the spring semester.
4. Post the Student Life Calendar exclusively online. It could be emailed, prominently displayed on WaveNet, PepperVine, etc.
5. Relocate Rock the Brock to Alumni Affairs.
6. The Student Programming Board could host one bigger event per weekend, or every other weekend.

Student Activities' mission is to build a vibrant and engaging campus community, where inclusion and community building are at the forefront. We offer a wide variety of both one-time campus events and long-term membership opportunities such as participating in a Greek-letter organization or joining an Inter-Club Council organization. Staff create and support campus traditions such as Blue and Orange Madness, Christmas Tree Lighting, Reelstories Film Festival, and Songfest that bring the entire campus community together and welcome all students to be a part of the larger Pepperdine family. Creating a sense of belonging and providing opportunities to build community is one way Student Activities responds to the growing need for Universities to combat loneliness amongst student.

Every two years since spring 2000, many college Counseling and Health Centers administer the National College Health Assessment to assess students' health habits, behaviors, and perceptions. Pepperdine is one of more than 740 colleges and universities that distribute the survey reaching over 1.4 million students. The data below shows Pepperdine students' self-reported feelings of loneliness.

The percent of Pepperdine's Seaver undergraduate students who report feeling very lonely at some point in the last 12 months:

- 2011: 64.5% (Male=56.6%; Female=71.0%)
- 2013: 63.7% (Male=55.4%, Female=68.9%)
- 2015: 61.7% (Male=54.7%, Female=65.9%)
- 2017: 67.3% (Male=59.6%, Female=71.4%)

The American College Health Association revealed that national average in 2015 was 58.8% compared to Pepperdine's 61.7%. These unfortunate statistics indicate an issue with loneliness not only on Pepperdine's campus, but on a national level. Thus, co-curricular activities and programs, as offered by departments like Student Activities, are an increasingly important part of student life and a response to loneliness on campus.

Another challenge that Pepperdine faces is its location in a city that has minimal offerings for college students with stores and restaurants closing early, with a secondary challenge of lack of public transportation for students without vehicles to explore Malibu and the Los Angeles area. One way our office responds to the need for engaging and fun evening activities is through planning an event every Friday and Saturday. These events and programs are predominantly planned by students, take place mostly on campus, have no additional cost, and are in a safe environment (alcohol, drug, and hazing free). Students are able to experience fun community building activities on weekends without the need for vehicles. Additionally, there are off campus excursions during orientation and throughout the year that provide students with transportation to off campus locations such as Target, downtown Los Angeles, Getty Villa, and Dodger Stadium. We also take advantage of the natural landscape that surrounds Pepperdine when planning activities. Malibu boasts some of the most beautiful landscapes with the mountains and the ocean. In order to take full advantage of our surroundings and quench the student interest in discovering the western coast, Student Activities partners with Campus Recreation on exciting outdoor excursions such as hikes, standup paddleboard, and kayaking.

Finally, research shows the learning not only happens in the classroom, but outside the classroom with many transferable skills being taught and developed through student leadership and employment positions. Student Activities seeks to create an atmosphere of learning through its many leadership opportunities with an emphasis in refining skills in teamwork, time management, communication, problem solving, and working with a diverse population.

Student Activities exists to create a vibrant and engaging campus community through offering student leadership opportunities, mentoring students in event planning, developing them as leaders, and refining and building their administrative skills. More specifically, we strive to help students build translatable skills, update their resume, provide employment, encourage creativity, and practice accountability in a safe learning environment in preparation for life after college. As mentioned previously, student learning takes place both inside and outside the classroom. The student-led events and programs which emerge from our student leadership opportunities as well as our other office programming allow students to build new relationships, find a sense of belonging, encourage life-long friendships, create lasting memories, and find shared purpose through joining an organization.

What Student Activities hopes to achieve in the future is a continuation of building campus traditions and implementing new ideas for creating community as campus dynamics shift. We desire to mentor student leaders to produce engaged and competent alumni. We also want to put an emphasis on diversity and inclusion with a focus on reaching underserved populations such as transfers, commuters, underrepresented, first-generation, international, and non-traditional students. Lastly, we desire to better serve the graduate schools as we continue to explore ways to serve the entire University not just our Seaver undergraduate students. Currently, we consult

on some graduate orientations, invite our graduate programs to participate in Waves Weekend, and have a few co-sponsored events.

Although Student Activities has many hopes for the future, much of our student feedback and student learning outcome assessment shows that Student Activities creates numerous opportunities for students to engage in the campus community, develop life-long friendships, and explore their leadership skills. Additionally, research shows a student's sense of belonging at their institution is a strong indicator of their eventual success, at times even more accurate than factors like high-school G.P.A or whether the student is a first-generation college student. Student Activities similarly observes in our programming and feedback that a sense of belonging and the development of friendships are important factors in a positive college experience.

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 mentors students in the design and implementation of a variety of campus programs, developing them as leaders and building their collaborative, organizational, and administrative skills through which they build a vibrant and engaging campus community.

Student Activities 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.

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 Christian values and their God-given gifts and skills.

The mission of Student Activities is informed by the University's mission to strengthen students' lives in the areas of purpose, service, and leadership. We help them cultivate purpose as we assist them in meeting their own organization's goals whether through creating community or advocating on behalf of their peers. We instill a framework of servant leadership and a service-oriented mindset as they work interdependently, develop teamwork, and work with and for a diverse population. We mentor students and develop them as leaders, helping them build skills that are transferable to the classroom and future employment.

One of the University's *Institutional Learning Outcomes* is to "Think critically and creatively, communicate clearly, and act with integrity." All of Student Activities leadership opportunities whether it is being a Student Government Association representative, member of the Student Programming Board, a part of a Greek-letter organization's leadership, or choreographing for Dance in Flight, provide occasions for students to demonstrate this learning. The model in Student Activities is to empower students through mentorship and training, and then to allow them to make their own mistakes, to ask questions, and to take ownership of their programs and events. Students are encouraged to think critically and creatively when problem solving in event planning and execution. Students also practice and refine their communications skills both in person and over e-mail. Student Government Association executive board members not only have to communicate and inspire their peers on the senate, but also have regular and one-time meetings with administration and staff. Finally, one of Student Activities learning outcomes focuses on Christian values, which aligns with the University's desire that students act with integrity -- to admit when they are at fault, to follow University policies even when they have negative pressure from their peers to make a different decision, and to keep an honest and open channel of communication with our staff. The programs offer students the opportunity to apply and enhance these skills in real situations in the work they do with our office.

One of the University's *Institutional Environment Outcomes* is a "Learning environment focuses on the students and their whole development, educating the heart, soul and mind, consistent with the University's mission and values." Student Activities relates to this outcome by giving students the opportunity to develop and cultivate relationships through community building both at one-time events and through membership in an organization. Meeting other students with similar interests and values, in clubs or Greek-letter organizations, allows students to develop deep friendships through shared activities. These activities and programs help create lasting memories which brings joy

and laughter to the heart and soul. Through program participation students are also encouraged to take time for soul care. This might look like taking a break from work for bonding and having fun, encouragement to exercise or meditate, or rest at home when feeling sick. Additionally, many programs offer club convocations (or student-led small group bible studies), a time for prayer requests and praise reports, or a session of worship. Student Activities' learning outcome about making purposeful decisions about education, work, and leisure time is a reminder that work is not just about the job or task at hand but the development of the student holistically, where their well-being is cared for and nurtured as well as their work skills.

STUDENT SUCCESS

Student feedback from the past five years demonstrates that participation in Student Activities programs leads to increased leadership skills, social competencies, decision-making abilities, and understand of God-given gifts and skills. While research shows that a student's positive sense of belonging with friends, in an organization, and/or at a University has a positive correlation to their retention and overall satisfaction. Student Activities programs continue to combat loneliness and provide outlets for students to succeed in all areas of their lives.

One example of how program participation may positively influence educational success outcomes like GPA, graduation rate or employment data is through tracking the GPAs of students in a Greek-letter organization. The chart below compares the fraternity/sorority term GPAs per semester to the respective semester's all-men/all-women term average. The GPAs in bold highlight the semesters in which the Greek GPA was higher than the campus GPA. From the past ten semesters, Greek students' term GPAs have been above the all student average 60% of the time.

	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Sorority GPA	3.261	3.181	3.251	3.31	3.327	3.368	3.390	3.398	3.381	3.414
All Women's Avg	3.278	3.252	3.252	3.295	3.333	3.332	3.389	3.352	3.361	3.367
Fraternity GPA	3.034	3.032	2.994	3.148	3.030	3.152	3.164	3.208	3.17	3.194
All Men's Avg	3.090	3.038	3.038	3.091	3.052	3.082	3.126	3.138	3.098	3.138

Although we cannot prove participation in a Greek-letter organization will result in a higher GPA, the data above indicates there may be some correlation. Additionally, fraternities and sororities also have chapter specific academic success plans that often

include study hour opportunities for members, specialized study aides and tutoring, academic recovery plans for members below required GPA requirements, academic advisory support, incentive programs, and career networking opportunities. All chapters have at least a 2.5 GPA minimum requirement for membership and most employ a multistep plan for members that fall between 2.5-3.0 GPA to help them strive for at least a B average.

Other than the above information about Greek life, Student Activities has not yet developed measures to assess connections between program participation and education success outcomes. This would be an area for us to revisit in the future as we advocate for the importance of co-curricular activities. Additionally, in the future Student Activities could collaborate with the Seaver College Career Center to analyze their data on student success areas such as post-graduation employment and graduate school participation. It would be interesting to compare the data on students who participate in Student Activities programs to Seaver College averages in those areas.

MEANING QUALITY AND INTEGRITY

Student Activities mission statement is to mentors students in the design and implementation of a variety of campus programs, developing them as leaders and building their collaborative, organizational, and administrative skills through which they build a vibrant and engaging campus community. Thus, our goals are to provide opportunities for experiential learning in leadership, social skills, and teamwork; to develop long-term friendships; and to create a lively and enriching campus environment consistent with our Christian mission. In order to ascertain if Student Activities is accomplishing those goals and delivering on our objectives, we will articulate what students gain from participation through student feedback and observation, why the program is unique from other institutions, and provide examples of the degree in which students reached student learning outcomes. We will report on two signature programs, Dance in Flight and Student Government, as examples to demonstrate the meaning, quality, and integrity of Student Activities programming. The Dance in Flight program highlights Student Activities commitment to the development of long-term friendships, finding a sense of belonging, and creating an enriching campus environment with the Christian mission at the core. While the Student Government Association is a model example of our commitment to providing real opportunities for experiential learning in leadership, social skills, and teamwork as well as creating an enriching campus environment through student advocacy.

Dance in Flight

Dance in Flight has become an essential space for students to explore their ability, collaborate, feel camaraderie, and receive enduring support. It provides a group of students with profound opportunities to engage in meaningful community through

teamwork, teaching, creative freedom, and leadership. Though culminating in highly attended performances in Smothers Theatre, the show is a by-product of months spent focusing on discovering the company's unique composition and fostering a special bond among the members. In 2015-2016, over 60% of the company was returning DIF members, and 100% of the eligible students from the previous year's company (those not abroad or graduated) re-auditioned for DIF. These numbers illustrate students feel a deep connection with the company and continue to pursue DIF by returning to be a part of it in following years.

When the seniors of Dance in Flight, some who had been involved for four years and others who were first-time dancers in the company, were asked to comment on their experience with DIF, 100% indicated the experience had been positive. Without prompt, 85% of seniors indicated that they had made their closest friends, found true community, and a lasting connection to this group:

- "There is something quite beautiful about the connection made with a fellow dancer through this art...the friends and relationships I've made through these two years are ones I will always treasure."
- "I immediately felt welcomed into the DIF family setting...getting to spend every weekend with talented and quality individuals, who all come from different walks of life, to passionately create something extraordinary was the experience of a lifetime, and I know I will keep these memories close to my heart forever. I am thankful for my friends and family, and especially my DIF family, who constantly show me how to love Christ deeper and fuller through the art of dance and being in community with each other."
- "Dance in Flight has taught me the blessings of the gift of dance and community, of which brings me immense joy."
- "Not only did DIF spark a new passion in my life but most importantly, it led me to find a group of amazing human beings that I consider to be 'my family.' The relationships that were formed within this group have been life changing for me and it definitely made me think of how important it is to be surrounded by a group of people that could inspire your life in a positive and healthy manner."

Other members of the company shared similar sentiment on the community impact of DIF, saying:

- "I built a strong bond with all members of the company. The long rehearsal hours and events helped to create a meaningful community that I can still say exists after the show ended."
- "I made so many great friends and I know it will last me a lifetime"
- "It was absolutely incredible. I honestly can't imagine not doing DIF. It positively shaped my freshman year and I'm so happy to be a member of the Dance In Flight 2015-2016 family."

Additionally, 82% of respondents agreed or strongly agreed that DIF helped them define their sense of God given abilities. For several students, this connection to community and dance was facilitated by their relationship to God:

- “DIF has provided a community for me to continue my passion for dance throughout college. It was through this company that I was able to flourish as a dancer and expand my creativity like never before. Not only has this company provided a space for me to continue dancing, but it has allowed me to grow as a believer with every single member of DIF, in order to better understand how to use the gift of dance they were bestowed to them to glorify Christ.”
- “Dance has become an outlet for me to escape into a world where I could make sense of all my thoughts and emotions crashing into one another each and every day. All in all, Dance in Flight has changed my life in all aspects and I’ve definitely grown as a man of Christ in all areas of my life.”
- “It was beyond my wildest dreams to fathom dancing alongside such inspiring people... DIF is where I have come to a raw and real understanding of dance’s power as a majestic medium in the hand of God.”
- “God has used the community of DIF to shape the very essence of who I am and enabled me to grow abundantly in artistry, leadership, humility, and more.”

These self-reported reflections help show the degree in which students connected with the student learning outcome to “demonstrate an understanding of Christian values and their God-given gifts and skills.”

Furthermore, in 2014-2015, DIF leaders created a chaplain leadership position, which largely influenced the dynamic and morale of the entire company. They served as spiritual mentors, inspiring a sense of fellowship both outside of, and during rehearsals. They led a club convocation, devotional time before rehearsals, and an optional Bible study each Saturday morning, attended by 8-15 dancers every week. Dance in Flight invests deeply in University’s dedication to diversity and Christian formation, providing outlets for dancers to explore their connection to God. Uniquely, Dance in Flight offers what other institutional dance programs do not, a faith component, which strengthens student’s exploration of faith and their ability to connect with others on a deeper level. Dance in Flight not only allows students the opportunity to engage in a form of spiritual worship, express their creativity and passion in a positive outlet, maintain healthy physical habits, but it also creates a space of belonging and deep friendship.

Student Government Association

The Student Government Association is the epitome of student leadership development and influence. Always keeping the mission of the organization at the forefront, Student Government leaders engage their peers in difficult conversations, create space to listen to the needs of the student body, and advocate for those without a voice. Their accomplishments over the years as well as acknowledgements from administration, faculty and staff are evidence of their hardworking nature and their leadership skills. At conclusion of the 2015-2016 school year, the executive board was recognized by

President Benton at the final President's Briefing of the year for their outstanding work and dedication to the student body. This was the first time the SGA executive board has been recognized in this manner, and it was just one of many praises that SGA received from faculty and staff that particular year.

SGA's accomplishments are driven by their deep desire to reach their goals for the year. In 2015-2016 academic year, SGA's goals were to create safe and open spaces for discussion, launch an initiative to have financially literate students, motivate their peers to be politically engaged, push for the infrastructural changes the student body had been requesting, and continue working towards building a community sensitive to the issues of diversity. To meet its goals, they held open forums to address the concerns of specific communities within Pepperdine such as the transfer and LGBTQ+ populations; partnered with the Finance Club and Money Management for Millennials course to host financial literacy events; hosted a nonpartisan voter registration event for the U.S. elections; participated in university-wide conversations about diversity and inclusion; and introduced the "Table Talk" convocation series with the Office of the University Chaplain.

SGA also supported student-led groups and initiatives including: Crossroads, a LGBTQ+ student organization; Spotlight Storytelling, a event featuring student stories; Relay for Life; and Campus Ministries. Other examples of SGA activism included advocating for graduation stoles, financially supporting the continuation of the shuttle application, beginning to push for increased student attendance at sporting events, and providing financial support for water bottle refill stations around campus. The executive board's leadership in guiding and assisting SGA to reach their goals correlates directly with the student learning outcome to "demonstrate leadership in guiding and assisting a student organization in meeting its goals." In their end of the year reflection, the executive board proudly self-reported they accomplished each their goals while keeping Pepperdine's mission of purpose, service, and leadership at heart.

In order to listen to the needs of their peers and reach a population that is often overlooked on campus, SGA started the 2015-2016 year celebrating and bringing awareness to Pepperdine's Veteran community. Senior senator, Whittney Powell was the driving force in bringing Marcus Luttrell, a Navy Seal and author of the book, *Lone Survivor*, to campus. Her desire to bring inclusion and awareness of the Veteran population motivated her to reach out to Luttrell through a video campaign. Not only did he see the video, but he was so impressed that he added an additional stop to his "Team Never Quit" campaign and spoke at Pepperdine at no cost to SGA, normally a \$40,000 speaking fee. Students, staff, faculty, and administration filled Elkins Auditorium to capacity to listen to Luttrell speak. One student veteran commented, "He is a modern-day American war hero... We as vets have our thoughts and convictions pre-ordained through our military experience. But the normal students are malleable and still being shaped, so everything they are shown and taught broadens their world and way of thinking." The event was a success because it honored veterans by bringing an American hero to campus, but also it allowed non-veteran attendees to learn more about the veteran community and expand their perspectives.

Another noteworthy example of SGA's commitment to diversity is the executive board's participation in the "sit-in" arranged by leaders of the Black Student Association on November 13, 2015. The demonstration was intended to start a movement towards greater inclusion on campus. Countless communities were represented, from various racial groups and sexual orientation identities to students with mental illness. Five requests were presented to administration, and although SGA voted against the banning of Yik Yak, the executive board stood firm beside other students leaders and started conversations with President Benton and administration on the following initiatives: 1) implementing cultural competency training throughout the University, 2) creating a diversity and inclusion general education course, and 3) removing the Christopher Columbus statue and the Bicentennial Mural in the cafeteria (both have since been removed). As the year continued, SGA was a part of important follow-up conversations to ensure the demands were carefully considered.

Additionally, in order to create safe and open spaces for discussion on campus, SGA partnered with the Office of the University Chaplain to create a convocation series titled, "Table Talk." One important aspect to highlight is the program's dedication to bringing different constituencies of the campus together to have an open discussion in front of the student body about topics that SGA felt were important and relevant to Pepperdine's campus. Multiple voices and perspectives were brought to the conversation, including academic, pastoral, theological, as well as students' personal experiences. Cultural Competency, LGBTQ+, and Feminism were discussed during the spring semester. Following each convocation, students were encouraged to sign-up for different follow-up sessions from small breakfasts to meeting with a professor to joining an SGA committee. The two-part goal of this series was to show students how to have engaging and respectful conversations on difficult topics with multiple perspectives and to create opportunities to continue the conversation. All three of the events had approximately 200 attendees, which reinforced both the need and the desire of SGA to create safe space for discussion.

Finally, the exceptional leadership and dedication of the executive board played a large role in the productivity and success of this year's SGA. One senator shared, "He [David] embodies what it truly means to be a student leader on campus and isn't afraid to speak his opinion for the betterment of students and the university." David Hylton, Executive Vice President, was the driving student force in the creation of Seaver's first LGBTQ+ student organization, Crossroads. David worked closely with administration on the initiative. In November of 2015, the SGA Senate voted to support the student organization, and in March, it was officially recognized by Seaver College. David served as the Co-Founder and Co-President of the organization. SGA President, Ehimamiegbo "Ima" Idahosa-Erese, spoke during numerous events throughout the year, including the President's special address on diversity on November 16, 2015 and to the Board of Regents' Student Life Committee to represent the student voice. The inspiring leadership of the executive board, the importance of creating open spaces on campus for all, the focus on strengthening a diverse community, and the strong desire to reach their goals and serve their peers demonstrates SGA's continued and outstanding commitment to diversity, the Christian mission, and creating a better environment for all

students. The Student Government Association allows students to have opportunity to make a tangible change on campus to positively impact their peers, while also giving students space to develop their leadership skills outside the classroom. The examples above are evidence the Student Government Association significantly contributes to the holistic experience of students who earn degrees from Pepperdine University.

STAFF AND FACULTY

Student Activities is a small office with a small staff. However, staff is energetic, hardworking, and dedicated to Student Activities mission of developing student leaders. Doug Hurley, Associate Dean of Student Activities and Campus Recreation is a seasoned professional with over 20 years of experience in higher education at Pepperdine University. Brittany Skinner, Director of Student Activities, is both a Seaver College and Graduate School of Education and Psychology alumna, who has served in four different roles within the office providing her with thorough knowledge of campus and office culture and programs. Allison Green, Greek Life Advisor, was a Traveling Consultant for Alpha Chi Omega Fraternity before she came to Pepperdine. This position allowed her to travel to over 25 colleges and universities to facilitate leadership development, organize philanthropies and social events, enact risk management procedures, develop strategies for recruitment, and oversee internal judicial procedures. Alexa Grambush, Campus Programs Coordinator, is a Seaver College alumna who participated in many student leadership opportunities as a student including Housing and Resident Life, New Student Orientation, and Greek-letter organization.

The demographics of the office include four females and one male who represent diverse backgrounds and serve students of all populations. Student leaders also represent the diverse population of the University. For example, the Student Government Senate is often composed of a socially and culturally diverse group of students which is a cross section of the student body. To demonstrate the diversity in SGA leadership, in 2015-2016 there were:

- 9 female students
- 14 male students
- 1 international student
- 3 Posse Scholars (a comprehensive college access and youth leadership development program which provides students with a four-year tuition to a University)
- 1 athlete
- 7 students in Greek-letter organizations
- 5 students in Black Student Association
- 3 students in Filipino American Student Association
- 3 students in Catholic Student Association

The diverse background of both professional staff and student leaders allow students to find and form relationships with those who reflect the student's ethnic heritage, socioeconomic status, interests, and/or gender.

Staff Credentials

Doug Hurley, *Associate Dean of Student Activities and Campus Recreation*. B.A. Speech Communication; M.A. New Testament; M.Div. 20 years at Pepperdine.

- Hurley, Doug. "Assessing Institutional Learning Outcomes: A Partnership between Student Affairs and the Office of Institutional Effectiveness." WASC ARC Conference, San Diego, CA, April 20, 2017.

Brittany Skinner, *Director of Student Activities*. B.S. Business Administration; M.A. Social Entrepreneurship and Change; 7 years at Pepperdine.

Allison Green, *Greek Life Coordinator*. B.A. American Literature and Culture; B.A. Women Studies; M.A. Psychology; 2.5 years at Pepperdine. 3 years at Pepperdine.

Alexa Grambush, *Campus Programs Coordinator and Inter-Club Council Advisor*. B.A. Psychology; 3 years at Pepperdine.

Susan Bousman, *Administrative Coordinator*. B.A. Broadcasting; 2 years at Pepperdine.

Demand for the Program

As the University continues to combat loneliness and national headlines regarding campus safety and student well-being as well as provide students with an engaging, vibrant and safe campus, Student Activities programs will continue to be an important part of the campus culture. Alcohol free events, creating spaces of belonging, allowing student leadership development, and providing opportunities for relationships to be built enhances the college experience and engages students outside the classroom.

Student feedback and data shows there continues to be a great demand for our programs. The below table outlines recent participation data.

Another example of the continued demand for our program follows the Dance in Flight performance attendance which has consistently been nearly sold out for the last 10 years. DIF has maintained its popularity with a high number of students, alumni, and community members wanting to see the show. Moreover, each year, Student Activities

has to open pit seating to accommodate an extra 40 patrons per show. The following table shows an example of the 2017 performance capacities, including the additional seating.

Additionally Greek life continues to grow as student demand for new fraternities, like Alpha Phi Alpha Fraternity, Inc, an historically African-American fraternity, has been added to campus. The addition of another National Pan-Hellenic Council (NPHC) chapter allows more students to find a place of belonging; however it also brings an increased workload such as the possibility to develop another council and support for another chapter. Furthermore, as Greek life participation numbers continue to grow, especially as Seaver College grows, there is an increased expectation and need for more risk management, hazing, event planning support, and student leadership training. Recent reports of hazing, sexual assaults, racial issues, and Title IX violations at Universities across the United States has continued to motivate our team to emphasize bystander intervention, educating students on anti-hazing practices, working within a diverse population, and maintaining a drug and alcohol free environment within Greek life (see Appendix G for a list of recent national articles on Greek life.)

Other events such as Waves Weekend continues to grow in numbers, simultaneously, other events that did not exist 10 years ago have now become campus wide traditions. Events like Waves of Flags, Christmas Tree Lighting, Reelstories Film Festival, Spring Concert, Rock the Brock, CultureFest and Club Fair, and New Student Sunrise/Senior Sunset, all which are highly praised and attended were added to the Student Activities workload over the years. Also, the number of student events and programming continues to rise as more student organizations and Greek-letter organizations emerge. Each new program not only adds to an already busy schedule of events, but increases the necessity for staff support in planning and educating students on University policy and risk management. This model of adding new staple events and traditions without additional resources or staff, or the simplification of other programs is not sustainable for the future.

2. Allocation of Resources

As previously mentioned Student Activities has a small staff which oversees multiple large scale programs and engages hundreds of students throughout the year. There is one full-time staff for Greek life who oversees and advises 14 chapters, helps support 16 philanthropic events, provides guidance for 14 chapter presidents and leadership teams, manages risk for 24 formals, meets with fraternity and sorority national headquarter liaisons and advisors, develops student leadership training, and coordinates recruitment. She is supported by one graduate assistant.

Our Inter-Club Council Advisor, not only oversees the ICC executive board, but helps manage 100 clubs a year. She is also the same individual who plans and executives some of Student Activities largest programs such as New Student

Orientation, Rock the Brock, First-Year Seminar Mentor, Waves Weekend, Dance in Flight and Songfest. Although she has one graduate assistant to help with ICC, she is often spread thin working during the week and weekends and nights.

The director of student activities not only supervises both the Greek Life Advisor and the Campus Programs Coordinator/ICC Advisor, but also directly oversees the Student Programming Board and advises the Student Government Association. She has one graduate assistant to help with the Student Programming Board. Finally, the Associate Dean who leads our office is in a dual leadership role, which includes being the Associate Dean and Director for Campus Recreation.

Not only does staff mentor and guide student leaders through weekly and biweekly meetings, they mitigate risk, plan large scale events, write reports, work on weekends and nights, and supervise student events. As demand for quality events continues to grow and expectations regarding leadership training, hazing, and risk management increases, there seems to be an overwhelming amount of work to do for a small staff. Although, we are able to function within the constraints of a small staff working somewhat effectively in producing quality programs, some personnel are unable to improve upon the scope of their duties due to spending time in multiple areas. One example of where another staff member would be highly beneficial is in overseeing and advising student organizations. With over 100 organizations and the number of student programming per club, it is difficult for our Campus Programs Coordinator to invest the time to support these student leaders while also planning large-scale campus events. Allocation of additional resources for part-time staff, full-time staff and/or additional graduate assistants would greatly contribute to Student Activities ability to keep up with the trend of growing campus programs and the emphasis in student leadership training. Furthermore, additional staff working with Greek life and student organizations would better reflect the staff numbers of our peer institutions.

Facilities

When coordinating programs and events, our largest facilities challenge is the shortage of large size rooms for events. Programs like New Student Orientation, Greek life recruitment, Dance in Flight, and Songfest require large programming spaces and usually more than one room at the same time. Recruitment and Songfest rehearsals require 14 rooms and 8 rooms, respectively, during their programming with capacities of 60-80 for each space. Since there are no Student Activities spaces to fulfill this need, we turn to our academic partners and share their classroom space. However, sharing space comes with many challenges such as availability, mitigating professor disapproval and dissatisfaction to share space, and issues with cleanliness.

Dance in Flight and Songfest also use the fitness studio for their programs, however, the fitness studio has limited availability as it supports not only Campus Recreation's fitness programs, but also P.E. classes, Athletics' POM squad, and other student organizations requests. Furthermore, there are other spaces that would be beneficial to use for our programs such as Lindhurst Theatre and the scene shop. However, those

spaces are usually unavailable due to Fine Arts rehearsals and programming, or a department's unwillingness to share the space. Having rehearsals for Songfest and Dance in Flight in Lindhurst or being able to use the scene shop to work on set designs would benefit us greatly in the areas of time, resources and quality of program.

Finally, storage is another challenge we face. In order to be good stewards of University and student funding, we try to save and reuse as many supplies as we can, especially for programs like DIF and Songfest where costumes can be reused for different years. Unfortunately, we often have to throw supplies away following an event due to lack of storage space. At one point, Dance in Flight had a storage closet near Smothers Theatres in the Fine Arts/Center for the Arts area, but it was taken away due to departmental needs. Now all of Student Activities shares three storage closets in two first-year residential houses and in one sophomore housing. Additional storage closer to our office and larger spaces for indoor programming is Student Activities' long-term facilities desires.

Financial Resources

Student Activities has generally met its revenue expectations over the last five years. Programs like Waves Weekend continue to generate increased revenue, while Songfest has had a reduction in revenue. With expansion of programs and student workers to support the office, expenses have continued to grow. Programs like Waves Weekend see an increase participation, which also means an increase in expenses. As the University continues to grow Seaver College admitting more students for each class that means more students participating in New Student Orientation without an adjustment to our budget. Moreover, the cost of rentals, lighting, and Sodexo increase yearly for inflation, without a matching budget increase. Dance in Flight continues not to receive any financial support from the University, although it is a program that has grown from a small student club with a recital to a beloved University tradition overseen by our office staff.

Finally, when our expenditures in the area of student salaries has gone over due to a need for additional support or minimum wage increases, then the Student Programming Board and Student Government Association transfer funds from their budgets. Although most of the Student Activities students salaries financially support the students hired on the Student Programming Board and Executive Board of the Student Government Association, as much as possible our office wants to provide overhead and cover the salary expenses for these student organizations so that the majority of their funds can be allocated to student programming and student-led initiatives. Of the last five years, Student Activities has needed to make the transfer for three years.

		essays at the beginning of January and at the end of April.	at the beginning of January and at the end of April.	Greek leadership focus group.		
2	SLO 2	Student Programming Board members to write a reflective essay.	SGA executive board to write a reflective essay. Survey senate members.	ICC executive board and Greek leadership participants to write a reflective essay. Conduct Greek leadership focus group.	Survey DIF and Songfest participants. Conduct leadership focus groups and write a reflective essay.	Survey orientation leaders. Orientation coordinators to write a reflective essay. Survey peer mentors.
3	SLO 3	The Board logs weekly hours spent in the following three areas during the fall semester: 1) Education - class and study time 2) Work - work related tasks and responsibilities 3) Leisure - exercise and intentional time with friends Student leaders write 3 reflective essays on time management during training in the fall, at the beginning of January, and at the end of April.	SGA logs weekly hours spent in the following three areas during the fall semester: 1) Education - class and study time 2) Work - work related tasks and responsibilities 3) Leisure - exercise and intentional time with friends Student leaders write 3 reflective essays on time management during training in the fall, at the beginning of January, and at the end of April.	ICC executive board and Greek Leadership log weekly hours spent in the following three areas during the fall semester: 1) Education - class and study time 2) Work - work related tasks and responsibilities 3) Leisure - exercise and intentional time with friends Student leaders write 3 reflective essays on time management during training in the fall, at the beginning of January, and at the end of April.	Survey DIF and Songfest participants. Distribute reflective essay on time management to DIF leadership. Conduct Songfest leadership focus groups and assess student leaders through observations at the start and end of program.	Survey peer mentors.
4	SLO 4	Student Programming Board members will participate in the Clifton StrengthsFinder test and will write a reflective essay.	SGA executive board will participate in the Clifton StrengthsFinder test and will write a reflective essay.	During Greek Leadership Retreat in January, students will participate in the Clifton StrengthsFinder test and dialogue about implementation of unique qualities and skills within their scope of leadership. Survey	Survey DIF participants. Conduct leadership focus groups, distribute reflective essay prompts and make observations from Senior video reflections.	FYS mentors will participate in the Clifton StrengthsFinder test, and will be surveyed at the end of the semester.

leaders at the end
of April.

Student Learning Outcome Assessment Data

Each year, Student Activities focuses assessment efforts on one of the four student learning outcomes. Depending on resources and staff schedules, sometimes Student Activities will focus on one to three program areas to assess, even though there may be other programs that reflect the particular year's student learning outcome. Listed below are the four student learning outcomes and a representative sample of the feedback we gathered. To see additional student learning outcome assessment data collected during this program review period see Appendix F.

Student Learning Outcome #1

Demonstrate leadership in guiding and assisting a student organization in meeting its goals.

In 2015-2016, Student Activities focused on assessing student learning outcome #1. Although the following program areas are impacted by this learning outcome: Student Government Association, Student Programming Board, Inter-Club Council, Greek Life, and the First-Year Experience which includes New Student Orientation and the First-Year Seminar Mentor Program, our assessment plan for the year revolved around the Student Government Association executive board and Student Programming Board.

As members of the Student Government Association executive board and the Student Programming Board, students are asked to apply leadership skills in assisting their organizations to meet its goals. In order to determine if our program develops students in this area, students were introduced to a goal-focused assessment project at the beginning of the academic year. During training, students participated in a goal setting session. The Student Government Association executive board set goals for SGA as an organization as well as individual goals for their specific position. The Student Programming Board students revisited the goals already set for the Board as an organization, and set goals as a part of their two-person committee and as individuals. During these training sessions students worked collaboratively, and then had an opportunity to reflect on goal setting independently. They were asked to set goals, think of action plans, and create of ways to assess their goals.

For both programs the assessment methodology we used included reflective essays to gather student feedback. The program impact was measured by students' ability to demonstrate leadership in guiding and assisting a student organization in meeting its goals. Students were asked to self-assess if student organizations reached their goals and were encouraged to reflect on how their actions directly helped their organization do this. The process of self-assessment allowed Student Activities to measure program impact in cultivating student leadership as they worked to help other students in their organization.

At the beginning of the spring semester, students were asked to reflect on the goals they set at the beginning of the year and their progress. They were also asked to explain how they will assess their goal at the end of the semester. The mid-way progress report was an opportunity for students to refocus on the intentions they set for the year. At the conclusion of the spring semester, student leaders were asked to write a second reflection paper summarizing their experience with their goals, if they accomplished their goals, and how they determined if they did.

Student Government Association

The SGA executive board's end of the year reflections revealed student leaders felt that they had

accomplished both their personal goals and SGA goals for the year. The table below, “SGA Executive Board Leadership Reflection and Evaluation” focuses on assessing their personal goals. Their personal goals included:

- Work with a diverse group of faculty/staff/administration
- Be a source of knowledge/support for the Senate
- Create long-standing initiatives
- Prioritize SGA in their busy college life

In order to assess if the executive board had indeed demonstrated leadership in assisting and guiding SGA in reaching their goals, staff analyzed their reflective essays and recorded their self-reported leadership qualities. Next, the reflective essays were compared to the SGA senate’s mid-year evaluations to appraise if the self-reported leadership traits were recognized by the other students within SGA. The evaluations were created and distributed by the executive board. All 16 senate members completed the mid-year evaluations where each senator filled out an evaluation on one of the four executive board members, and all four of the executive board members completed end of the year reflections.

SGA Executive Board Leadership Reflection and Evaluation		
Self Reported Leadership Skill	# of E Board Members to Self Report the Skill (out of 4 students)	Senate Feedback
Partnerships (Collaboration with other student groups, departments, offices, and faculty)	3	<ul style="list-style-type: none"> ▪ This SGA member demonstrates professionalism through the way she carries out meetings and interacts with faculty ▪ I feel he is genuine when he communicates and connects with people
Communicative (Responsive to questions; proactive in sharing information)	3	<ul style="list-style-type: none"> ▪ She communicated information in a timely manner and replies promptly to emails/texts. ▪ He just does an excellent job at getting his ideas across to all of SGA and has communicated with me multiple times to make sure I am getting my resolution done ▪ He had been great with communicating when to turn in class reports and updating the senate and committee members
Supportive (available to give advice; helpful)	4	<ul style="list-style-type: none"> ▪ Available to contact for help at all times ▪ Having two town halls back-to-back, I was very impressed in how he reached out to make sure we had no confusion with purchasing our items ▪ Great at discussing his thoughts and gives good advice ▪ He was very helpful in guiding me through previous policies and how certain kinds of wording impacts meaning in a resolution
Teamwork (Emphasis on strong team support; collaboration within the executive board)	3	<ul style="list-style-type: none"> ▪ Always a team player and does not belittle anyone else's opinions ▪ He is very encouraging and welcoming for people to work with him
Time Management (Dedicated to SGA; prioritizes SGA)	3	<ul style="list-style-type: none"> ▪ He does a great job managing all the things he needs to get completed ▪ The job of president is extremely difficult and demanding yet she is able to juggle all of the responsibilities in the best way possible ▪ You can really tell he enjoys what he's doing

		<ul style="list-style-type: none"> ▪ He has a lot on his plate but doesn't seem overwhelmed which is good to see in a vice president position ▪ He has been extremely generous with his time in SGA ▪ He seems super dedicated to SGA and that allows him to be super accessible to senate members
Work Ethic (Hard working; takes on initiatives; prepared)	4	<ul style="list-style-type: none"> ▪ She is willing to go the extra mile to help which is very much appreciated ▪ Gets everything done ▪ Every week he always has a clear outline of the budget prepared and ready to go at every Senate meeting ▪ He has been very diligent in his work

Overall, the data from senators' mid-year evaluations reveal the executive board did in fact demonstrate leadership while reaching their personal goals for the year. Along with working towards their personal goals, the executive board also helped guide and assist the organization as a whole reach its goals. The goals set in the beginning of the year for the organization included:

- Create safe and open spaces for discussion
- Launch an initiative to have financially literate students
- Motive their peers to be politically engaged
- Push for infrastructural changes
- Continue working towards building a diversity community

In order to reach these goals, both the executive board and the senate worked hard all year. SGA hosted forums for LGBTQ+ and transfer students as well as partnered with the Office of the Chaplain to create a convocation series called, "Table Talk" to create safe and open spaces for discussion. Two financial literacy events were held in conjunction with a FYS seminar focused on financial literacy. To motivate their peers to be politically engaged, SGA hosted a nonpartisan voter registration table in the Waves Cafe. SGA also voted in favor of and set aside funding for water bottle refill stations, and finally, they participated in many diversity initiatives and conversations. SGA's activism and hard work can be seen in the accomplishments of their goals, which was positively influenced and motivated by the leadership of the executive board shown in the above table. One senator shared how the president influenced SGA by saying: "She has been a great example of a leader who inspires the Senate to do their best," exemplifying the executive board's ability to encourage commitment and action in others.

Student Programming Board

The Student Programming Board's mission is to create community among students by planning, organizing, and executing events. Student leaders are dedicated to building community and accomplishing their mission through the seven goals stated below. The Board's end of the year reflections revealed that student leaders felt they had accomplished some of these goals. Seven of the thirteen students completed the end of the year reflection and shared about their experience as leaders. Lastly, at the end of the spring semester, a survey was distributed to the student body to obtain feedback about the Student Programming Board's work. One hundred eighty-two students completed the survey and their responses were compared to the student leaders' self-reported reflections to appraise if goals were accomplished in the eyes of the student body.

Student Programming Board's Goals and Reflections		
Goal	Self Reported Student Leader Reflections	Student Body Feedback
To be intentional in looking for what students	<ul style="list-style-type: none"> ▪ We incorporated new ideas into our events and this forced us to think outside of the box. 	<ul style="list-style-type: none"> ▪ I was really pleased with the variety.

want, and then implementing it.	<ul style="list-style-type: none"> ▪ After reading the answers from the survey sent out to get feedback on the concert and to answer the constant question of “what do the students want?” it seems that we failed. 	<ul style="list-style-type: none"> ▪ I love all the events, they are very diverse and appeal to different tastes - wellness, culture, etc. ▪ I would like to have more of a say in what events take place. Sending out surveys?
To draw the entire Pepperdine community and be inclusive, reaching out to all students.	<ul style="list-style-type: none"> ▪ I met a wide variety of people and learned how to interact with all different types of people. ▪ My committee goal for the year was to make our social media outlets a two-way communication between The Board and students. I saw this happen when students were tagging their friends in the comment section of our Instagram posts and even messaging our Facebook page in order to get clarifying details. ▪ I had the goal of the unification of the student body through music by addressing its increasingly diverse nature. 	<ul style="list-style-type: none"> ▪ They've been really well-advertised ▪ Not well-timed for commuter students - you should have more during the day. ▪ I wish they had been promoted more. I found out about most of them at the last minute.
To serve the Pepperdine community with an unprecedented level of morale, pride, energy and stewarding of a comprehensive program of social and recreational events.	<ul style="list-style-type: none"> ▪ I found that if I could make people laugh, if I could make life fun for people, they were much happier to be present. ▪ Many times, the best service that we could provide was simply socializing with our fellow classmates, sparking conversation and going the extra mile to truly know the students coming to our events. ▪ It means actively setting aside time to benefit the interests of others rather than yourself. 	<ul style="list-style-type: none"> ▪ You guys do a wonderful job! I love that all of you always have smiles and are so positive when you see people even though I'm sure putting on the event can be stressful. ▪ I enjoy all the hard work and dedication that the Board puts into crafting each unique event! Thanks!
To provide events that foster community within the Pepperdine student population.	<ul style="list-style-type: none"> ▪ We do not just want to build community for students not on The Board – we want to foster community between the Board and students. 	<ul style="list-style-type: none"> ▪ They have been great and a great way to bring the campus together!
To create an atmosphere of fun in events for the students.	<ul style="list-style-type: none"> ▪ I tried to do whatever I could to create this family atmosphere among both the group and the larger community, keeping people laughing and smiling. ▪ When I poured myself into an event, I realized that others on campus were more passionate and excited for an event. 	<ul style="list-style-type: none"> ▪ I think there's lots of really creative events. I really like them! ▪ The board events are my favorite on campus
To create events that are of purpose and meaning.	<ul style="list-style-type: none"> ▪ I also wanted anyone who came to an event to feel as if they had been welcomed into our family. ▪ We helped produce multiple art installations, giving students the ability to create something beautiful together. 	<ul style="list-style-type: none"> ▪ I really have enjoyed them all. They are fun and meaningful!
To work together with other student organizations.	<ul style="list-style-type: none"> ▪ We collaborated with the Art History Student Society, The Expressionists, and The Chemistry Club for a few of our events, but there is still so many other 	N/A

	groups that we would love to join forces with for an epic event, such as ICA or our wide selection of cultural clubs.	
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The self-reported reflections from the Student Programming Board and the feedback from the student body reveals there are mixed feelings towards goals being achieved. Although there is still more work to be done, student leaders demonstrated leadership in making progress towards helping the Board reach its goals.

Closing the Loop

Although most students demonstrated how their leadership played a role in helping their organization make progress towards or reach their goals, there is still room to improve the process in which our programs encourage students to strengthen their leadership skills. This feedback will assist in future development of beginning of the year trainings and mid-year checkpoints regarding goal development, achievement, and leadership. Specifically, continued emphasis will be placed on challenging students to reflect on their leadership and how it directly impacts their organization’s ability to reach its goals and ultimately its mission. This feedback will be shared with each organization to show examples of previous leadership and encourage them in their own journey of leadership development. Another focus for future assessments will be asking students to better self-assess their goal progress by recording observations they see and articulating examples of how their leadership guided their organization in meeting its goals. Finally, another consideration for assessment would be to develop a way to measure leadership capacity or success from an objective or external point of view beyond self-reflection. This may include researching existing leadership rubrics or tools.

Student Learning Outcome #2

Show social competencies by communicating and working interdependently with a diverse population.

In both 2012-2013 and 2016-2017, Student Activities focused on assessing student learning outcome #2, in which all of our programs fall under this learning outcome. In 2012-2013, Student Activities gathered feedback on all program areas by using three main types of data collection methods: focus groups, reflective essays and surveys. The information presented below shows only a sampling of the data collected in 2012-2013. To review the rest of the student learning outcome #2 data, see Appendix F. In 2016-2017, our assessment focus was on Dance in Flight. We collected data through a survey.

Greek-Letter Organizations (2012-2013)

In 2012-2013, Greek leaders participated in a series of focus groups during the fall and spring semesters. With 13 of the 2012 chapter presidents, Panhellenic Council E-board and IFC E-board members participating in the Greek leadership retreat to impart their wisdom to the 2013 Greek leaders, and to openly discuss what worked and what needed improvement based on their leadership experience. This served as an excellent focus group as well.

Topics included how and when to utilize campus resources, understanding the importance of delegation, utilizing and creating relationships across the Greek system, the importance of time-management, and the power of example and open communication. It was evident through each of the leaders’ testimonies that they had a strong grasp of social competencies, and how to actively apply them to their positions within the Greek system. Below is a representative sample of these students’ thoughts relating to various social competencies being assessed:

Greek Leadership Retreat Focus Group	
Social Competencies	Student Quotation

Time Management: As related to your personal, school, work, and chapter related responsibilities.	<ul style="list-style-type: none"> ▪ “Plan ahead, make time for yourself, not everything needs to be dealt with ASAP. Burnout will happen when you forget to have fun.” ▪ “It’s not the president’s duty to do everything, and sometimes I wish I had learned that lesson a lot earlier than I did... If only I had been more willing to delegate in my first semester.”
Problem-solving: As related to issues that arise in personal, work, chapter/IFC or Panhellenic council environments.	<ul style="list-style-type: none"> ▪ “Attitudes are contagious. What you portray will be followed.” ▪ “The support that I have seen from different chapters helped to keep the attitude positive overall in the Greek system.” ▪ “Overall I think being a part of this community has made me have a better attitude throughout college. Sometimes it was annoying and the work was too much, but at the end of the day, I knew I was a part of a community that was uplifting and builds me up.”
Attitude: As related to outlook and perspective of IFC or Panhellenic council/chapter responsibilities and tasks.	<ul style="list-style-type: none"> ▪ “Don’t be afraid to delegate. It’s hard to motivate people if it’s just you.” ▪ “Other Greek leaders are your best resources.” ▪ “You learn how to best communicate with different types of people and what types of communication will incite the response you are looking for. For example, I had a very diverse executive board when it came to communication styles. I had to learn (sometimes the hard way) how to communicate best with each member.”
Working with others: As related to your experiences with other IFC, Panhellenic, and chapter members, committees, social and philanthropy events, other University departments, outside vendors.	<ul style="list-style-type: none"> ▪ “Analyze long-term vs. short-term views.” ▪ “Maintain open communication.” ▪ “I learned that it’s not about knowing how to solve every problem (although I certainly have a lot more experience now), it’s about knowing who your resources are and where you can find the answer.”

During a monthly Greek Council meeting in December, delegates from each chapter began developing a plan to create a more organized calendar to increase participation in events and to remove some of the strain and pressure of being saturated with programming. Additionally, the delegates discussed philanthropy events and how to improve the efficiency and “competitive” nature. This council was able to agree upon the strong need of a “Greek Life Calendar,” and the 2012 leaders worked together to see to it that a plan was set in motion and helped kick start its development.

It is apparent that these students understood the importance of being able to work with others, communicate clearly, and maintain a good attitude and outlook, but there is still room for growth. Based on conversations between the 2012 Greek leaders and the 2013 Greek leaders at the Greek Leadership Retreat, plans were set in motion to improve social competencies within the Greek system. However, due to staff turnover, Student Activities is unable to confirm if the plans discussed at the Greek Leadership Retreat were executed for the following year.

Inter-Club Council (2012-2013)

With significant staff turnover in Student Activities, the ICC executive board demonstrated a great understanding of social competencies by communicating and working interdependently with a diverse population. They were able to self-govern and collaborate to develop a vision without the help of an experienced advisor. Each of the officers carried out their position with an excellent attitude, and described how their problem solving skills were significantly improved through holding an executive board position within the ICC.

All five of the Inter-Club Council executive board officers submitted a reflective essay. A comprehensive rubric was developed to measure a series of categories that show evidence of socially competent behavior. Each officer was asked to reflect on how their experiences as a student leader helped them with time-management, problem-solving, attitude, and working with others. The rubric assessed the behaviors and reflections of each individual ICC executive board member and was scored by the Student Organizations Coordinator who met with them regularly and directly observed their behaviors through interacting with them several times a week all year.

ICC Executive Board Social Competencies Rubric				
Reflective Essay Scoring Rubric	Did not display evidence of an understanding of this social competency, nor did he/she incorporate it into leadership responsibilities this year.	Displayed an understanding of the importance of this social competency, but struggled over the year to incorporate it into leadership responsibilities.	Displayed an understanding of the importance of this social competency, and learned over the year to incorporate it into leadership responsibilities.	Displayed a strong understanding of this social competency as well as provided tangible evidence of it throughout the year with leadership responsibilities.
Acknowledges Benefits:	0	1	2	3
<u>Time Management:</u> As related to personal, school and work related responsibilities.				
<u>Problem-solving:</u> As related to issues that arise in both personal and work environments.				
<u>Attitude:</u> As related to outlook and perspective of work responsibilities and tasks.				
<u>Working with others:</u> As related to your experiences with other ICC E-board members, committees, student orgs, events, other university				

departments, and outside vendors.				
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Student Government Association and Student Programming Board (2012-2013)

Members of the Student Government Association are in constant contact with a diverse group of students, faculty, staff, and administrators to solve complex systemic issues, and to ultimately find ways to improve the student experience. Furthermore, members of the Student Programming Board are in constant contact with individuals both inside and outside the University. Thus, it is pertinent that part of each student’s learning consists of how one relates to others in a socially competent and acceptable manner that is reflective of the University’s mission to empower students for lives of purpose, service, and leadership.

In order to assess student learning around social competencies, all SGA executive officers and Student Programming Board members wrote a two-page reflective essay regarding their year in a student leadership position. The writing prompt was distributed at the end of the spring semester so students could explain what they learned from the school year. The descriptive essays encouraged students to explain the learning (if any) that took place this year in the areas of: time-management, problem-solving, attitude, and working with others. The essays were then scored with a social competencies rubric, which allowed staff to evaluate the impact of being involved in SGA or the Student Programming Board and being mentored by the associate director. (See Appendix E for the Reflective Essay Prompt, Grading Rubric, and Scored Rubric.)

All twenty SGA members submitted the reflective essay on their thoughts of how they understood time-management, problem-solving, attitude, and working with others over the course of the year. Of those four areas, it was determined from the essays that the highest marks were in the category of attitude as 30 percent of SGA members “displayed a strong understanding of this social competency as well as provided tangible evidence of it throughout the year with his/her leadership.” Also of noticeable interest was the area of time management. Approximately 35 percent of SGA members “displayed an understanding of this social competency, but struggled over the year to incorporate it into his/her leadership responsibilities.” This information was later used to help the SGA advisor better prepare the executive board and Senate for the full scope of their elected responsibilities during the 2013-2014 academic year. (See Appendix E for the collective tally of scores of the reflective essay rubric).

The reflective essays provided a significant amount of evidence of growth and maturity for SGA members. One student said the following about time management, “learning to manage all of these different activities will be extremely valuable as I go on with my life.” Another spoke of what problem-solving taught her as member of SGA by saying that, “I’ve learned to expand my thinking when solving problems, which applies to both my personal and work environments. I don’t form quick judgments as I used to, but listen to the problem at hand, and try to understand.”

The ability to recognize the importance of a person’s attitude in working with others was made evident by several SGA members. In fact, one student reported:

“Sometimes when I feel a little stressed because my responsibilities and academics seem to be overwhelming, I just remember that I am in control of my stress level. I have learned that it is more effective if I acknowledge the impending deadlines and respond accordingly with a smile on my face, knowing that in the scheme of things, getting a few hours less sleep won't really matter. I think that I've been able to carry myself better this semester in the midst of potentially stressful situations, which I think is a valuable lesson.”

Finally, one SGA executive board member was able to reflect on her experiences working with such a diverse group of students, faculty, and staff by saying that, “Leadership is about how I can empower those around me.” Another Senate member said:

“I used to think that putting all of the work on myself was the way to go. I thought that by doing this, I would be able to do everything on my own schedule and if something were to go wrong, fingers could only be pointed towards me. But being a part of committees and of course not being the only leader for the Freshman class, I am forced to work with others which is a great change.”

Similarly, from the Board members reflective essays, it was determined that the highest marks were in the category of attitude, as more than half the Board members “displayed a strong understanding of this social competency as well as provided tangible evidence of it throughout the year with his/her leadership.” Also of noticeable interest was the area of time management. Approximately 70 percent of Board members “displayed an understanding of this social competency, and learned over the course of the year to incorporate it into his/her leadership responsibilities.” (See Appendix E for the collective tally of scores of the reflective essay rubric).

The reflective essays provided a significant amount of evidence of growth and maturity for Board members. One student said the following about time management, “It was up to me to stay on top of my work and balance it with other areas of my life so that I would not get hit all at once with tasks.” Another spoke of the rewards of problem-solving by stating that doing so in an effective manner “strengthened my relationships with others.” The attitude of several Board members changed drastically over the course of the year. In fact, one student said,

“When you work for The Board you are expected to work well with the other thirteen students, and you are expected to provide enjoyable events for all the students on campus. In order to do this successfully, I have realized that a positive and enthusiastic attitude is key. Whereas I may have somewhat known that prior to this job, it has definitely become a core piece of my perspective now.”

Finally, one Board member realized the importance of working together by taking a closer look at the diversity of the team’s composition. The students come from a variety of religious, racial and ethnic, socioeconomic, and geographic backgrounds. She said,

“The group that we had definitely had some distinct personalities and it was amazing that we were able to get along so seamlessly. I think that is the greatest part of this organization: that we were able to bring together people from all different years and circles to work together in such a productive way.”

Additionally, both SGA students and Student Programming Board students were asked to complete a twenty question survey measuring each student’s knowledge of the following: university policies, procedures, functions of important departments and key staff members. The SGA quiz also included questions on the SGA Constitution. All twenty SGA members completed the survey monkey quiz with the average score of 93 percent. Those questions that dealt with specific guidelines and procedures within the SGA constitution were the most frequently missed. All Board members completed the quiz with an average score of 80 percent. Those questions that dealt with who to contact to reserve certain items and requirements for off-campus vendors were the most frequently missed. The results of these quizzes were taken into consideration for the 2013-2014 Student Programming Board and SGA fall training to make sure each member is fluent in University policy and procedure.

Lastly, the associate director monitored each member of the SGA executive board and Student Programming Board during one-on-one meetings, organizational weekly meetings, and other events over the course of the year. This position has direct contact with these student leaders on a daily basis, and frequently had exchanges that related to development of social competencies expressed in the Student Learning Outcome #2. These interactions were scored using a social competencies rubric. This assessment tool covered nine areas of social competency that both directly impact the work conducted by SGA and the Board as well as holistic student development. They were contributions, quality of work, time-management,

problem-solving, a student’s overall attitude, ability to focus on a task, preparedness, monitors group effectiveness, and working with others. A Likert scale from 1-4 was employed, with 1 being the lowest and 4 being the highest in terms of marks. (See Appendix E for the reflective essay prompt and associated grading rubric along with the social competencies rubric utilized by the Associate Director of Student Activities in reviewing each student.)

Overall, the majority of the SGA executive board scored a 3 or higher on each social competency, thus displaying both a level of understanding and associated action components of being a socially competent student leader. Whereas for the Student Programming Board, results of the year-long observations revealed that only 85 percent of the 14 Board members received a grade of 3 or higher in the 9 social competencies listed within the rubric. Of the 9 categories listed, the one competency that received a significant amount of low scores (2 or less) was attitude. This correlates with what was found in the reflective essays written by Board members, specifically as it relates to the frustrations of learning to work with others. Many of these frustrations were drawn to the surface during a mid-year exercise where each student was asked to write about the following two items: 1) what makes you excited about working for the Board, and 2) what makes you frustrated about working for the Board? From these answers ensued a conversation about working to make open dialogue and communication more effective as well as making a greater collective attempt for each person to support the Board’s weekly initiatives.

The overall results display a need to provide greater expectations for each member of the Board during fall training about characteristics of how to interact with others in addition to the typical overview of university policies and procedures. While the overwhelming majority of the Board members received satisfactory marks and showed demonstrated evidence of important social competencies, it is evident that this needs to be a continual conversation between staff and students of the Student Programming Board.

New Student Orientation (2012-2013)

To gauge if New Student Orientation Leaders showed social competencies of communication and interdependent work with a diverse population, all leaders were invited to complete a survey focused on SLO #2. Survey questions were open-ended, and 34 students participated in the survey. Orientation Leader responses showed that students’ social competencies were strengthened in multiple areas. By analyzing the survey feedback, it is apparent that Orientation Leaders saw improvement in their ability to connect with new and different people as well as to work together in a team. Other areas that were mentioned by multiple Orientation Leaders are shown below:

Orientation Leader Social Competencies Survey Results		
Social Competencies	# of Students out of 34 (who mentioned the concept)	% of Respondents
Ability to connect with new and different people	17	50%
Teamwork (work together to create larger impact, work towards a common goal, team bonding)	14	44%
Confidence in communication (more comfortable)	12	35%
Be an example	7	23%
Positive and energetic attitude	7	22%
Service leadership	6	19%

Other social competencies revealed by a small number of survey participants include improvement upon or newfound ability to learn from and accept others, step out of their comfort zone, encourage others, have patience, listen to others, take initiative and manage their time.

In order to access the learning outcomes of the eight Orientation Coordinators (students who come early to assist staff in planning Orientation Leader training and implementing the orientation program), all eight participated in a focus group and wrote a reflective essay about their experiences as student leaders. Students were asked to reflect on three different questions. The first essay question was scored using a rubric, while the responses from the second and third questions were analyzed and compiled. The rubric scoring system was designed evaluate their communication and recognition of diversity from their experience, which allowed staff to assess the impact of program involvement with focus on SLO #2. Essay question one was scored on level of reference for the particular social competency. Of the eight coordinators, 7 out of 8 responses moderately or extensively referenced both improved communication skill and the recognition of diverse interactions.

Question 1: How did being an Orientation Coordinator equip you to communicate with your student peers, new students and families, and other University staff?

Orientation Coordinator Social Competencies Rubric Score				
Social Competencies	Level of Reference			
	No Reference 0	Minimal/Vague Reference 1	Moderately Referenced 2	Extensive Reference 3
Improved Communication Skill				
Recognizing their diverse interactions (ie: student peers, new students, new families, and other university staff)				

In correlation to improved communication skills, a student said:

- “Being an OC also developed my communication skills working with others. Leading peers calls for humility, responsibility and patience. We had to compromise as a group and be a supportive team.”

In correlation to recognizing diverse interactions, a student mentioned:

- “The experience [being an Orientation Coordinator] made me more conscious of those around me. If parents were feeling anxious, I felt prepared to answer any questions and calm any fears they may have had.”

By analyzing students’ answers to essay question one, it was apparent that students felt strongly about improved communication through very direct responses. Students recognized diverse interactions through their understanding that communication must be handled differently when working with different groups of people or individuals. The next questions also revealed that students showed other social competencies through their experiences as Orientation Coordinators.

Question 2: What lessons did you learn from being a team member as an OC?

Question 3: What leadership skills did you learn from being an OC?

Orientation Coordinator Social Competency Survey Results		
Social Competencies	# of Students out of 8 who mentioned the concept	% of Respondents
Teamwork (group strength and potential over individual)	8	100%

Encouragement (support and appreciation of team members and strengths)	6	75%
Dedication (hard work and perseverance towards goals)	5	62.5%
Overcoming disagreement and conflict	4	50%
Servant Leadership (others before yourself)	4	50%
Strengths (developed and built personal confidence)	3	37.5%

It was very apparent Orientation Coordinators felt strongly that involvement in NSO led to the understanding of the importance of teamwork, especially the benefits of working together as a group with all eight students referencing the idea of teamwork. Another highly mentioned competency was learning to encourage, support, and appreciate one another. From the feedback, it is noticeable that one strength of Orientation Coordinator involvement in NSO revolves around working and learning about being part of a team. When moving forward, it would be beneficial to place further emphasis on other areas of growth such as conflict resolution and developing and using individual strengths while still continuing to foster teamwork.

Dance in Flight (2012-2013)

In 2012-2013 to determine learning outcomes from Dance in Flight (DIF), a survey was sent to all participants. Thirty-two students completed the survey which included open ended questions designed for all participants (dancers) as well as a question specifically targeted to student leaders (choreographers and committee members).

All 12 student leaders who completed the survey responded that they learned leadership lessons from being a part of DIF. The leadership lesson most widely mentioned was the importance of teamwork and collaboration (mentioned by 58% of the student leaders). Student leaders also directly reported learning and other social competencies including: patience, flexibility, improved communication, time management, professionalism, confidence, and respecting others and their ideas. Below are a few comments from student leaders:

- “I learned about the power of collaboration and how to recognize individuals’ strengths and highlight them to benefit the larger group. I also learned that stepping back as a leader and taking input from the team produces the strongest and most meaningful outcome.”
- “I learned so much about how to lead in a gracious and humble way. I learned how to negotiate in conflict situations. I also discovered that I have the strength to be a leader and to overcome significant challenges.”

Survey questions that were posed to all DIF participants focused on discovering if students were able to show social competencies in a variety of areas:

Time Management: How were you able to manage your time for weekly rehearsals as well as in January during DIF’s busiest season? Did you find any techniques to help you?

Dance in Flight Student Leader Social Competency: Time Management		
Techniques for Time Management	# of Students who mentioned the technique	% of Respondents
Plan Ahead	12	35.7%

Manage Schedule (to make time to complete school work)	10	31.2%
Prioritize (activities and commitments)	5	15.6%

Eighty-eight percent of students (28 out of 32) confirmed that they found techniques to help them manage their time. However, one student mentioned that Dance in Flight could use a larger creative team with more people to help with the show. He mentioned that much of the responsibility fell on him, and he struggled to manage his time. If more students were dedicated to the task of set and costume design, it would have been very helpful. Other students mentioned that they were able to manage their time; however, it was still very difficult. For next year, DIF staff will focus on helping students manage their time through teaching them time management techniques, striving to get a larger leadership team to divide the workload, and by creating better schedules for the students when possible.

Working Interdependently: Please comment on your experience working with a variety of people during DIF.

Dance in Flight Student Leader Social Competency: Working Interdependently		
Working Interdependently	# of Students out of 31 who mentioned the concept	% of Respondents
Recognize and Appreciate Diversity	13	42%
Work Towards a Common Goal	7	22.5%
Created a Fun and Amazing Experience	18	58%
Frustration and Difficulties (different levels of commitment, elitist attitudes, cliques, feelings of not belonging)	6	19.2%

By working interdependently, students also mentioned being inspired and motivated by each other and learning better communication skills. Many students found working together to be a very enriching experience. One student said, “What makes DIF so special is its ability to bring unique people together from all areas of the student body with a common goal and passion. Every year I am amazed by the secret talent hidden on our campus. Each member of the DIF company brings unique talents and passions and those individuals are clearly reflected in the final product.”

Discovering feedback that pertained to negative experiences through working as a group shows staff areas that need further attention in the future. Staff will continue to strive to create a cohesive DIF company where all members feel appreciated, valued, and part of the community while placing emphasis on how positive and negative attitudes can affect the company.

Closing the Loop

To close the loop, several responses were planned for the following year as a result of these various findings. Some plans include: Altered training for the ICC executive board officers to have a greater focus on time management and how each student can better serve as a resource to other campus organizations. Training and scheduling of programming to begin in the summer. Additionally, the ICC Advisor and ICC executive board will re-create the annual ICC Leadership Conference by crafting a more relevant program which includes educating clubs about budget creation, time-management, and requiring all groups to submit a calendar of their events before they can begin requesting funds. This is to encourage collaboration and eliminate over-programming as well as to educate student organizations on the importance of time-

management. Also, ICC sponsored programming is an area that needs improvement in part to a lack of time-management.

The test that SGA took to assess their knowledge of University policy and procedures revealed that specific guidelines and procedures within the SGA constitution were the most frequently missed. The results of this particular quiz were considered for 2013-2014 Student Government Association fall training to make sure each member is fluent not only in University policy and procedure, but also with its governing document. Student Activities plans to assess this area again in 2019-2020.

On the social competencies rubric, the majority of the SGA executive board scored a 3 or higher on each social competency, thus displaying both a level of understanding and associated action components of being a socially competent student leader. However, there is always room for improvement and one of the more frequent realizations while the SGA advisor counseled the executive board was the need for greater accountability and communication within the team throughout the course of the year. Thus, the SGA Advisor worked with the newly elected 2013-2014 SGA executive board to establish a framework that addresses both student accountability and communication.

Dance in Flight (2016-2017)

Beginning in May, student leadership in Dance in Flight (DIF) focused their attention on the power, importance, and showcasing of diversity through this year's show theme. The social movements of the 1960s and their parallels today are sensitive, personal, emotionally tedious, and meets each student at a different point in "the conversation" of inclusion, injustice, and acceptance.

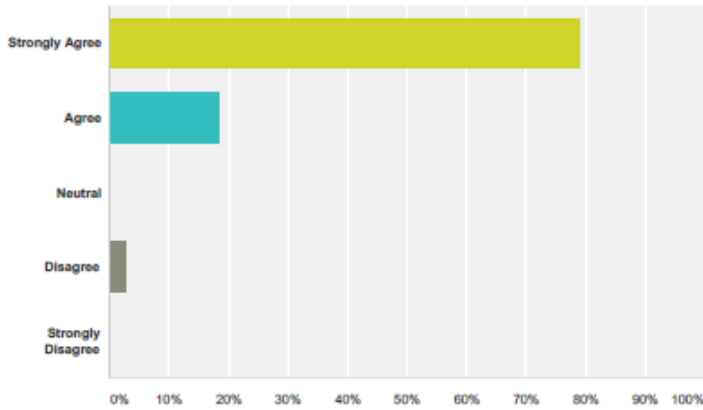
Additionally, Dance in Flight gives students the freedom and resources to craft a show, cast a company, and make decisions regarding their stage performances and company culture. The selection of the theme had far-reaching effects: diversity amongst cast-members and other University staff resulted in open dialogue, instructive presenters, workshop-style sessions, and weekly company and choreographer meetings. Inviting a spectrum of opinions and perspectives was a challenging and refining process for DIF's company. Collaborating as choreographers, student directors, and creative teams necessitates a type of communication and flexibility that accepts compromise, revision, concession, and conviction.

Following the show, a comprehensive, optional, anonymous survey was distributed via email and Facebook to all company dancers, choreographers, directors, and committee members (those who contributed creatively to the show through costume design, videography, etc.). Within one week of its distribution, 100% of participants had completed the survey.

Analysis indicates Dance in Flight strongly impacted students' ability to communicate and understand a diverse group of fellow students with different perspectives and widespread beliefs. Overall, the program challenged the company to think about diversity and privilege critically, and developed their conflict-resolution skills as they sought to understand and be understood by their company of peers. Additionally, the majority of students indicated that Dance in Flight was beneficial in their personal life of faith with Jesus Christ, and helped them find identity and strong, supportive community within the company. The following graphs represent initial data collection, and selected quotes that illustrate these findings:

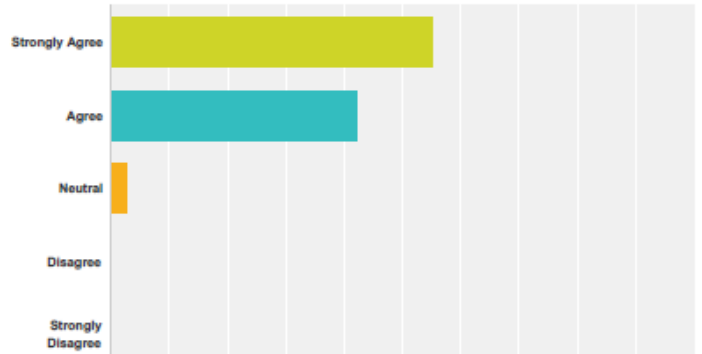
Q2 DIF allowed me to interact with a wide variety of individuals.

Answered: 38 Skipped: 6



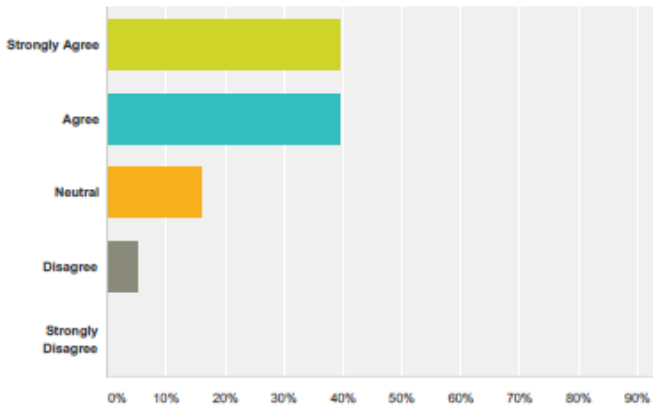
Q3 My Dance in Flight relationships helped me grow in my understanding of others' perspectives.

Answered: 38 Skipped: 6



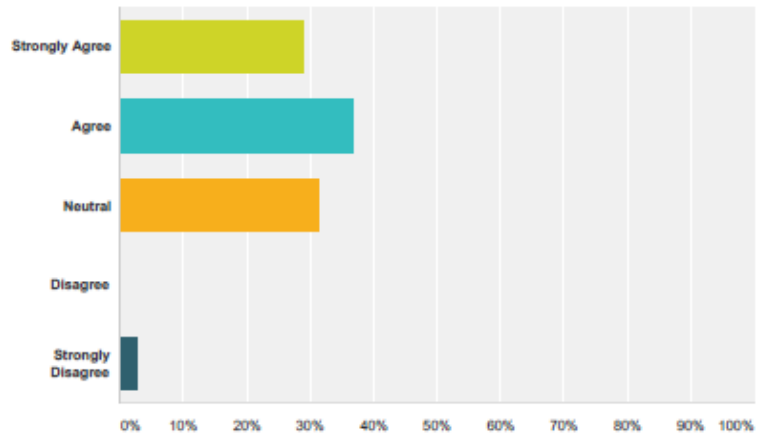
Q4 My Dance in Flight relationships helped me grow in my ability to communicate with others.

Answered: 38 Skipped: 6



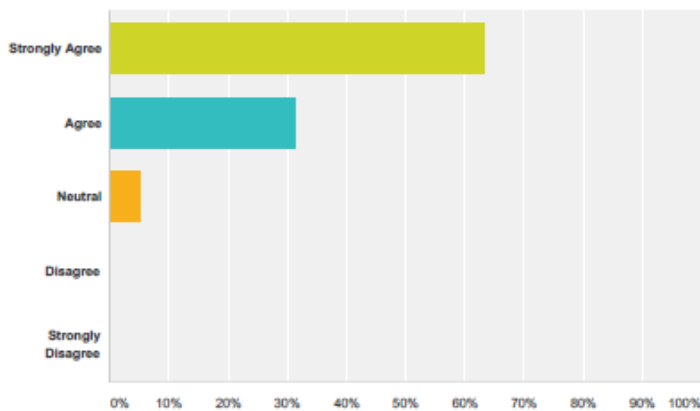
Q5 My Dance in Flight relationships helped me grow in my conflict resolution skills.

Answered: 38 Skipped: 6



Q6 My Dance in Flight relationships helped me grow in my ability to achieve a common goal with others.

Answered: 38 Skipped: 6



Dance in Flight students reflected on the above questions and experiences saying:

- “DIF became my family. So much diversity, really a ragtag band of misfits, but we formed a beautiful, welcoming, supportive community. Interacting with people of different backgrounds opened my eyes to certain questions I hadn't considered before, gave me more empathy, and gave me a completely different view of the Pepperdine I had known for four years. It redeemed that view, and helped remove some jaded, judgmental ideas I had formed.”
- “DIF helped me to grow in my conflict resolution skills because this year was fraught with conflict and tension. I am not entirely sure if "grow" is the right word, but maybe a "shift" in my conflict resolution outlook would better describe the effects of DIF. This year, as a student leader through my choreographer and committee positions, I spoke out for individuals who felt they had been silenced. In this process, I fully came to understand the reality of accepting someone else's battle(s) because every time I spoke out, I definitely felt like I was either contributing to or starting a battle. One that was not necessarily my own, which made it difficult at times, but one that I believed in. This year saw a lot of conflict and a lot of hypocritical predicaments (I'm sure with myself as well), but I have learned the true struggle of the show that we represented, which is giving a voice to the silent; a story to the forgotten.”
- “DIF helped me to more fully realize the fact that no human being is one-dimensional, and that we must seek to understand and love others as people who have depth, a narrative, and a past. Dance became a new form of communicating for me. DIF increased my love of all of the arts, and I'm now learning how to communicate through composing music as well.”
- “I was able to see a perspective of the world and of current issues that I had never even considered before, because of the many different people's stories I got to hear.”
- “I realized even more how crucial diversity is for finding unity. Diversity and unity seem to be polar opposites, but I've found that I'm often most in unity with others when we are diverse but have understanding and love of each others' diversity. I also learned to be more sensitive to others' pasts, and to be very aware of where someone is coming from, without treating them differently.”
- “Being able to explore the topic of diversity by means of movement and creative expression was a very special experience for me. I had the opportunity to confront various stereotypes attached to my identity and walk alongside others who were willing to consider points of view that were different from their own. Although diversity is often associated with race, DIF emphasized that diversity is applicable to many facets of our identities, such as gender, age, etc.”
- “I don't think I will ever be able to completely put into words how enlightening this show was. I know it was moving for the audience, but they really have no idea how hard it was for us. BLM was more than just a dance. It was heart break, it was a fight, and it was real. Every night I stood on the side of the stage and watched as people who love each other had to pretend to hate each other and it broke my heart. I have never been closer to understanding the Civil Rights Movement than in those moments.”
- “I learned that I was initially uncomfortable with addressing racial issues, and came to understand that that reason was exactly why it was so important to do it anyway.”
- “Incredible. Amazing. A true blessing. God works in some crazy ways, and who knew he could take a guy like me and use me as a way to communicate his message of love. I have learned more about what it is like to truly feel and emote in this last year than in my whole life. As long as I live, I will never forget the love we shared in that group of 40 people.”

Student Learning Outcome #3

Make purposeful decisions regarding balance among education, work, and leisure time.

In 2013-2014, Student Activities focused on assessing student learning outcome #3. The information presented below shows only a sampling of the data collected in 2013-2014. To review the rest of the student learning outcome #3 data, see Appendix F.

Greek-Letter Organizations

During the Greek retreat in January, outgoing leaders imparted their wisdom to the new incoming presidents and council leadership. These returning students shared with the new leaders lessons they learned about living a balanced life and mistakes they made in that arena. Also at the retreat, staff from the Counseling Center also made a presentation on self-care and juggling the demands of academics and leadership. Similarly, themes of making purposeful decisions were shared and discussed during the general council meetings. Focus groups and individual interviews were conducted with leaders in the Greek Community in order to examine the impacts of holding a leadership position on the other elements of a student's life, such as academics, social, and physical wellness. Our findings were overwhelmingly positive and resulted in students demonstrating higher levels of motivation, the ability to balance their busy lives, as well as a longing for further personal growth and development.

Education

- “Try to be present in what you are doing. When in class I was in class. When I was in a club meeting, I was focused on that. When I was in chapter that had all of my attention. I carried around a planner that had everything I needed written down.”
- “I was fully focused on what I had to do in front of me so I was able to put in quality work during the time I had designated to finishing assignments.”

Work

- “It's all a balance when it comes down to school and social, and you know the leadership, and the chapter and all of that, it's been a balance in just learning to manage all different aspects of it and allot enough time to each one where you're not completely overwhelmed by another.”

Leisure

- “Remember to take time for yourself. Don't be tied to your phone. Your chapter won't self-destruct if you go to a movie.”
- “I think once you learn to manage your time better, I began treating the events that I was having as actual social time where I could enjoy myself because all of the hard work was done”
- “There are so many things that we do together and we have a lot of shared experiences it's really easy to build friendships within the Greek community, whether it be with your own chapter or any of the other ones, just because you go through so much together it's easy to spend more time with those people.”
- “I took time to enjoy the events and what I was creating.”

Student leaders recognize that being a leader in their organizations is dependent on their abilities to find a balance between the academic, social, and wellness facets of life. Wellness issues, like lack of sleep and poor eating habits, did not seem to negatively impact the participants interviewed in a consistent manner. For the most part, the participants claimed to be able to manage their leadership and academic responsibilities so that it did not impact their wellness in dramatic ways. Events like recruitment required a lot of preparation and time commitment, and as a result, were one factor that did lead to negative impacts on wellness issues. One student cited that during events like recruitment, managing sleeping habits was an important factor in trying to stay healthy. Being a leader, managing multiple responsibilities, and being accountable for a large group of young men or women has aided in the development of skills endorsing efficient time management.

One of the consistent themes we saw in the results was the feeling of being overwhelmed and stressed. While this may appear to be a negative outcome of taking on a leadership role, the end results of personal growth, a sense of accomplishment, and a greater sense of balance were all very positive for the individuals in the leadership positions. It is clear from our research that there is a period at the beginning of the leadership position that students feel overwhelmed by their new responsibilities, but it appears that during their adjustment to the new role, along with the great information shared at the retreat as well as the ongoing staff mentoring, there is a great amount of growth and development that ultimately results in them feeling more in control of all of their responsibilities.

Research shows that Greek leadership gives students an opportunity to develop personal talents in a group of students who respect continued self-improvement.¹ The responses of students in our study have confirmed that this environment within the Greek organizations does allow for a lot of personal growth and leadership development. Perhaps taking a leadership role within an organization where students already feel a sense of belonging and support makes them feel like it is a safe space to explore leadership without as much fear of failure. Greek organizations often have older members in leadership roles when younger members come in. It is not uncommon for these older members to mentor the younger members and encourage them to take on leadership positions as well. This idea of setting an example and fostering leadership in younger members could also be a possible explanation for the leadership development we see in Greek members.

Student Government Association and Student Programming Board

All student leaders of the Student Government Association (SGA) and the Student Programming Board (SPB) completed three reflective essays over the course of the academic year. The first was completed in August, which allowed students to set goals about balance between their academics, work, and leisure time. Students were also asked to complete a weekly hour log during the months of September, October, and November. They were assessed on the following five areas:

Academics

- Any in-class time as well as time spent out of class working on assignments, papers, or group projects.

Work

- Any job or internship responsibilities.

Exercise

- Any activity related to physical health such as fitness classes, yoga, Pilates, running/walking/hiking/cycling/swimming, going to the weight room, etc.

Social and community activities

- Any church, community/small group, volunteer opportunity, intentional time with friends or family, or planned breakfasts/coffees/lunches/dinners with friends or family.

Sleep

- This does not include any daily naps.

A total of 19 students completed the hour logs for these three months. The table below shows averages per week. These students, who were encouraged to exercise as a part of their seeking life balance, did indeed exercise more than the average Seaver student and their exercise habits stayed fairly consistent. Hours of sleep and time spent socializing dropped slightly.

	Academics	Work	Exercise	Social	Sleep
September	23.83	14.50	4.57	27.38	52.01
October	29.87	18.45	5.12	24.50	49.00
November	30.75	19.67	4.33	23.45	48.47
Average	28.15	17.54	4.67	25.11	49.83

¹ Hébert, T. (2006). Gifted university males in a Greek fraternity: Creating a culture of achievement. *The Gifted Child Quarterly*, 50(1), 26-34.

The following table represents the average academic performance for these 19 student leaders over the course of the academic year. Grades remained consistent throughout the assessment period. Students, as the above table suggests, adjusted their sleep and social time to keep their grades steady.

Avg. Beginning Fall Cumulative GPA	3.32
Avg. Ending Fall GPA	3.26
Avg. Ending Spring GPA	3.24
Avg. Ending Cumulative GPA	3.30

During December each student was provided the averages of their weekly hour logs and their initial essay to ascertain whether or not they achieved balance as outlined in the first reflection paper. A second reflection paper was then written to review what went well and what improvements needed to be made for the spring semester. The third and final reflection paper was written in April. This allowed student leaders to assess whether or not their initial goals of maintaining a balanced life were achieved, and to reflect on what lessons they learned that will be applied to their future careers as it pertains to balancing their time in an effective manner. Throughout the entire process, student leaders met weekly with the associate director to review progress of their goals and academic performance. The associate director also provided passive educational resources to these student leaders in the form of informative articles about health and wellness. In the beginning, many students set goals for themselves that would allow their time to be spent focusing on a few select tasks and responsibilities such as academics, work, and exercise. One student stated:

“For this upcoming school year I am extremely focused on constantly keeping a better balance in my life, as well as not over committing. After experiencing last year I knew there were some things that needed to be changed, while it was possible, and I survived, coming into this year I knew I wanted to be able to spend more time with people and commit more time to my artwork. I am really working on getting into good habits, especially regarding sleep.”

The second reflective essay proved to be a restart and refocusing for some. Students saw their weekly hour log averages along with their initial essay of goals and came to a number of realizations, some of which included the challenge of balancing responsibilities, learning to prioritize better, and the importance of stress relieving activities. A perfect example of the re-examination came from the essay of one student, who said, “I said I would make time for the library, that didn’t happen as much as I wanted it to. I want to do quality work that I am proud of, and sometimes I am so busy that I feel like I am jumping from one thing to another at lightning speed. This semester I will block out mandatory library time on Tuesdays and Thursdays before class. Also, I want to give myself a fun break during the day while also working out (because this really helps me).”

As these student leaders reflected on their year-long journey of striving to live a balanced life, their essays captured a shift from hopes to practical lessons. Of those practical lessons, a student leader commented: “One of the ways I was able to balance school, an internship, work, and relationships was through making to-do lists so I wouldn’t stress about forgetting to do certain tasks. This allowed me to stay on top of my responsibilities better than last semester and saved me from worrying at night whether or not I completed my tasks.”

With any learning experience, the opportunity to spend a year intentionally working on living a life of balance was challenging to say the least. Yet, in their final essay each student described at least one tangible lesson they took from the experience that they aim to apply in the future as they endeavor to balance multiple responsibilities and commitments.

At the conclusion of the First Year Seminar Mentor Program, leaders participated in a final meeting to debrief their experience as mentors. To assess learning outcomes and gauge if mentors made purposeful decisions regarding balance among education, work, and leisure time, students participated in a group discussion as well as completed a survey. The survey focused on questions that directly respond to Student Learning Outcome #3 while also assessing Student Activities effort at providing balanced-life education through group discussions and guest speakers such as Campus Recreation, Counseling Center, Health Center and Career Center.

Two featured topics on the survey regarding SLO#3 were time management and balanced/healthy living. The below data represents mentors self-reported feelings about time management and reported changes they want to make in order to live a more balanced lifestyle.

Time Management: 80% of the mentors who completed the survey indicated they were able to manage their time effectively by reporting time management strategies such as:

Planning Ahead with Professor:

- “Planning ahead with the professor a week or two ahead and being intentional about scheduling when I go into class allowed me to more effectively be a mentor.”
- “I met with the professor to go over the schedule and plan out the events and class times that I would be a part of. Planning this out early was the key.”

Managing/Organizing Schedule:

- “Planning the classes into my schedule and putting their syllabus schedule in at the beginning of the semester.”
- “I wrote everything down in my planner and used it to time manage.”

Balanced/Healthy Living:

All of the mentors who completed the survey showed they made or will make at least one change in their life to live a more balanced and healthy life in terms of making decisions about education, work, and leisure time by reporting examples of the changes. The chart shows reported changes, mentors’ direct quotations regarding changes, number of students who mentioned each change, and the number represented as a percentage of all survey respondents.

Reported Change	Example from responses	# of Students	% of Respondents
Healthy Eating	“Eat healthy!! Through my faith, I've recently realized how God wants us to properly take care of our bodies!!”	4	20%
Increasing Exercise	“I have decided to go to at least two Campus Rec classes a week”	9	45%
Investing Spiritual	“One of my goals...is to live a more scheduled and efficient life to maximize my time for the LORD in service and dedication.”	4	20%
Planning Ahead	“Micromanage time. Literally schedule study time, workout sessions, social events, etc.”	5	25%
Prioritizing Activities and Involvement	“I decided I needed to prioritize which organizations I could best serve and which ones to which I was not giving genuine contributions.”	6	30%

Other changes that were mentioned include:

- Investing in relationships
- Healthier sleeping schedule
- Creating time for job search

Songfest

Staff members communicated with Songfest student leaders about the importance of living a balanced and healthy life during the busy and hectic season of Songfest practice. Students heard this message both in the general meetings of all Songfest participants as well as in their student leadership teams.

In order to gauge progress toward student learning outcomes related to Songfest, two different levels of assessment were implemented. The first level of assessment focused on Songfest student leaders. These students worked with their leadership teams all year creating their shows, working with staff, and leading their peers once rehearsals began. They were invited to participate in a debrief/focus group meeting following the conclusion of the program. Students who participated in the focus group portion were asked questions regarding their experience as leaders, what they learned, and how they managed their time. Each student who attended also individually responded to a few written questions. Eighteen student leaders attended and responded to written questions, however not all of them were present for the entirety of the evening or focus group. After analyzing the responses from both the written questions (“*Advice for future group leaders,*” “*Anything else you want us to know?*”) and the focus group questions, the following time management and decision-making strategies were revealed.

Techniques/Strategies (Time Management and Balanced Living)	Examples from responses	# of Times Strategy was Mentioned
Plan Ahead	<p>“Plan as far in advance as you possibly can”</p> <p>“Make complete show proposals as early as possible to save future headaches”</p> <p>“Keep a good eye on the calendar”</p> <p>“Plan ahead, especially with regard to set – start working on it as early as possible”</p> <p>“Planned to complete papers and study for tests in advance when there was a large Songfest deadline.”</p> <p>“Choreograph all dances ahead of time, beginning in Dec or Jan can help groups see the visual vision.”</p>	10
Teamwork	<p>“Work <i>with</i> your team. Working together gets the most done.”</p> <p>“Delegate tasks!”</p> <p>“Share the responsibilities as a leadership team, you’re all in this together.”</p>	7
Organization	<p>“Write all deadlines in your planner in a bright color”</p> <p>“Come to rehearsals prepared and with a schedule in mind – this helped us a <u>ton.</u>”</p>	3
Flexibility	<p>“Being flexible with day-to-day occurrences/problems is really crucial.”</p>	3

Songfest group leaders were able to recognize good time management strategies and make purpose decisions by planning ahead, valuing teamwork, staying organized, and being flexible.

The second level of assessment focused on the three student production assistants who were part of the Songfest staff and make large time commitments to the program. All three students participated in answering written questions about their experience as a Songfest Production Assistant. From their responses, Songfest staff discovered techniques on how these student leaders demonstrated their abilities to make purposeful decisions about time management and having balanced life. The below chart shows time management and

balance living techniques and strategies the production assistants self-reported as well as direct quotations from their feedback:

Techniques/Strategies (Time Management and Balanced Living)	Examples from responses
Plan Ahead	<p>“I did all of my homework way ahead of time just in case something for Songfest came up... I made sure to have my research paper done and kept chopping away at little assignments as they came in.”</p> <p>“I tried to be a week ahead of my work.”</p> <p>“try and get ahead on your work because things don’t always come out as you plan.”</p> <p>“I tried to get ahead if I could”</p>
Organization	<p>“Be proactive; write everything in your calendar so you can see what is coming up.”</p>
Flexibility	<p>“things don’t always come out as you plan. So you need to be flexible”</p> <p>“There were many times throughout Songfest where things did not go as planned, but the production assistants and I always found an alternate way to get things finished.”</p>
Prioritize	<p>“Prioritizing. Figuring out what takes precedence for that day.”</p>
Communication	<p>“But a big key is just communicating with the team when things get overwhelming.”</p>
Teamwork	<p>“I relied heavily on my feel PA’s [production assistants]. They really helped me out with songfest responsibilities when I needed to get other things done”</p> <p>“I learned how to be an efficient leader, how to work in groups, and how to work with people you don’t necessarily get along with.”</p> <p>“I think half of the experience is the people you work with. They were positive, encouraging, fun and hardworking.”</p>
Sleep	<p>“Getting sleep even if you have things to do.”</p> <p>“I also was not afraid to say no to my friends if I knew I needed sleep.”</p>
Investing Spiritually/ Faith	<p>“Praying. Still spending time with God”</p> <p>“I learned how to have a cheerful heart when it gets stressful, and to keep God at the center of everything we do.”</p>

Although students self-reported many strategies and techniques that led to making purposeful decision, the production assistants still struggled with time management.

“I wish I would have more closely time managed.”

“I was very busy this semester with a bunch of other extracurricular activities, so I managed my time very poorly.”

Through collecting feedback from the group leaders and student production assistants, Songfest staff confirmed that participating in the program helped students make more purposeful decisions. This information from students’ feedback will continue to be shared with each new set of student leaders to help them be more successful as they make tough decisions about balancing their time and energy.

Closing the Loop

Overall, this feedback will assist in future development of our various Student Activities run programs. Specifically, more emphasis will be placed on giving students tools and resources for managing their time. All of the above programs are facilitated by very busy and active students who are also leaders in other areas of campus, hold jobs, etc. Although many in different areas reported they were able to manage their time, there is still room for improvement. Another focus for future assessments will be keeping students accountable for decisions they plan to make regarding balanced and healthy living. Many times, student had lofty goals, but

weren't able to achieve them. It will be important to follow up with students to see if they were able to make changes, and if not, how Student Activities can better equip them to follow through with making purposeful and healthy decisions about their lives.

Songfest and SGA feedback shows there is still more work to be done in order to better equip students with time management skills and resources. Songfest staff will invest more efforts into working with these student leaders to assist them in making better decisions about time management. We will do this through an introductory script in meetings, reminder e-mails, and a hand out on healthy living.

Student Learning Outcome #4

Demonstrate an understanding of Christian values and their God-given gifts and skills.

In 2014-2015, Student Activities focused on assessing student learning outcome #4. This outcome was primarily assessed using the Clifton "StrengthsFinder" tool which is an online survey of how a student can use their natural talents and strengths in relationships, school, and career. The goal of the training is to encourage students to revolve their life's activities around the leadership tendencies they naturally excel at and to not focus on areas of weakness. During student trainings (fall meetings with the SGA executive board and the Student Programming Board, the January Greek leadership retreat, and First-Year Seminar Mentor meetings) students participated in a discussion on the Clifton StrengthsFinder Assessment, which they completed prior to their particular training meeting. The director of Student Activities then facilitated a strengths-centered presentation about leadership, the realization of one's God-given strengths, and other barriers to effective leadership. Students were encouraged to use these talents specifically in their leadership roles that year. The information presented below shows only a sampling of the data collected in 2014-2015. To review the rest of the student learning outcome #4 data, see Appendix F.

Student Government Association and Student Programming Board

As members of the Student Government Association (SGA) executive board and the Student Programming Board, students are asked to apply their understanding of Christian values to their daily work. Their understanding of how their work's purpose is intimately connected with their Christian values is important. In an effort to emphasize Christian values, students were encouraged during weekly meetings to remain focused on how their work fits into the larger picture of God's work, challenging them to ask themselves why they plan events or advocate for the student body.

To assess if students who participated in SGA or the Student Programming Board demonstrated an understanding of Christian values and their God-given gifts and skills, all student leaders were asked to complete an end of the year reflective essay. The prompt included reflective questions about their accomplishments, faith and strengths. A total of 16 out of 18 students completed the essay. Eighty-one percent of students (13 out of 16) demonstrated an understanding of Christian values through their reflective essays.

- "After seeing so many types of leaders and leadership habits from the Senate and most importantly in myself, I see that servitude is a type of relationship that requires both humility and grace. Melding both leadership and servitude is an arduous activity but is something that was highly rewarding. It gave me a better understanding of verses such as Philippians 2:3 "Do nothing from selfishness or conceit, but with humility of mind regard one another as more important than yourselves."
- "I found that viewing my team members as my brothers and sisters in Christ allowed me to show a little more grace when I was getting frustrated. Doing this allowed me to not only be at peace with them but allowed me to find unique value in who they are as an individual."
- "Working on the Board, has also made me realize how important community and fellowship is to the body of Christ."
- "As a follower of Jesus Christ, I firmly believe that He uses all things for good and has plans to prosper us, not to harm us. With this understanding, my perspective and attitude becomes transformed. When things would go wrong, or the opposite way as planned, instead of becoming

upset or discouraged, I was able to know that there was a greater plan for good even in these disappointments, so I was able to find JOY, and see these as opportunities.”

Correspondingly, 75 percent of students (12 out of 16) demonstrated an understanding of their God-given gifts and skills by self-reporting their perceived strengths.

- “I believe God has given me talents and I’m trying to use them to the best of my ability. I constantly remind myself that I can do all things through God who gives me strength, and that pushes me to work to my greatest potential.”
- “I believe that my strengths lie in being able to create opportunities out of ordinarily barren situations; moreover never giving up on those situations, contextualizing them in the grand scope of things.”
- “Working on the Board has helped me develop a better idea of my personal strengths. I believe that my perceived strengths are organization, a loving personality, and my creativity.”

Furthermore, students reported that working as a student leader on SGA or the Student Programming Board helped them recognize the strengths of their peers. Although not every student articulated an understanding of Christian values or their God-given gifts and skills, each student described at least one tangible lesson they learned about themselves that they will take away and apply in the future.

First-Year Seminar Mentor Program

During the fall semester, the Clifton StrengthsFinder Assessment was distributed to FYS mentors to guide them in identifying their top God-given strengths. To gauge if mentors felt their strengths were utilized throughout the year as leaders and role models to their seminar classes, student mentors participated in a concluding debrief meeting in January. They also completed a short survey assessing how knowing their strengths has impacted their leadership. It also assessed Student Activities’ efforts at equipping students in knowing their strengths and revealing their unique and God-given abilities.

Nine out of ten students who completed the survey answered affirmatively that their experience being a First-Year Seminar Mentor strengthened their sense of God-given gifts and skills.

- “In the end I was able to further experience and learn the beauty of living for ‘the other’ and getting out of one’s self and comfort zone to pursue meaningful and lasting connections, not because I had to but because I wanted to. I was also able to strengthen my passion for connecting with people over conversation and mentoring younger people who are in a stage that I have been in once.”
- “[Being an FYS mentor] challenged me to be a role model on campus as I realized that these first year students looked up to me. I was able to hone in on my specific gifts of compassion, helpfulness, and diligence in my relationships with them. I would always let them know that I was there for anything they needed, whether it pertained to the FYS class or not.”
- “I found being attentive and a good listener to be very useful in interacting with the students. In class, I was able to be helpful with the work and material but outside of class, the students would come to me more as a person to seek for advice. I realized one of my skills is how much I enjoy listening to people’s struggles and being a part of how they overcome their struggles.”
- “I have a heart for helping people, so I think that definitely came in handy. I also really like listening to people and hearing their stories, so a lot of times the students came to me with personal issues and issues outside class and I think that made us closer as well.”

Overall, FYS mentors found the skills mentoring required—compassion, courage, the ability to listen, experience at the university—were uncovered and developed through their experience. They emerged from the program with strengthened relationships, and identified abilities.

Dance in Flight

In order to determine learning outcomes from Dance in Flight (DIF), a survey was sent to the all students, including committee members and choreographers (16 out of 35 students completed the survey). The survey included open ended questions about leadership, God-given gifts and skills, and strengths.

Feedback shows that choreographers, committee members, and company members were able to define strengths and weaknesses through navigating stressful or difficult situations:

- “I learned so much about leadership and myself! DIF enabled this by placing me in situations in which I had to navigate the best way to get things done, communicate, work through problems, and more.”
- “I’ve definitely learned that I am slow to act on any disagreement/stress/etc. I may have experienced and heavily think before I act”

Dance in Flight students demonstrated an understanding of Christian values through their response in an open-ended question asking for further feedback. Sixty-four percent of respondents chose specifically to comment on the community and close-knit group DIF fostered this year, citing it as a highlight of the entire program.

- “My sense of community and passion for dance were employed every rehearsal and performance”
- “It’s not about being the greatest (at least, that’s not what I’m there for). It’s about sharing in a community with those, who just like you, love this gift that God has blessed them with.”

Along with the survey, the students gathered at a roundtable discussion, which featured a conversation on the effectiveness and popularity of the newly implemented student-led Bible study available to all participants in the company. They unanimously agreed to continue the Bible study next year, and re-elected chaplains for the company. In addition to the DIF Bible study, committee members wanted to add a second club convocation to the pre-existing fall club convocation, so a spiritual community is provided both semesters. The examples in the chart below give some examples of coded data from the survey.

Reported Experience	Example from responses	# of Students	% of Respondents
Strengthened Sense of God-Given Gifts/Skills	<p>“I fully understand the precision with which the human body was created and how that had to have been influenced by some greater being”</p> <p>“Sometimes it’s easy to lose sight of the gift of art and creativity when life is centered around academics, and DIF gave me the opportunity to praise God through my love for dance”</p>	12	86%
Defined Strengths/Weaknesses	<p>“If anything, it wasn’t so much seeing where I was personally ‘lacking’ as it was being able to see where others excel in their own unique ways, which was an amazing experience”</p> <p>“[DIF] has shown me that communication is absolutely necessary and as long as we remain respectful and loving to one another, disagreements can be handled with the utmost class and professionalism. I’ve seen that it’s not about leading... it’s not about holding authority... it’s about sharing what you’ve got with those who want to receive it”</p> <p>“I learned how much I LOVE the creative process and crafting something wonderful that will bring joy to others and move them in some way”</p>	11	92%

Closing the Loop

Overall, this feedback will continue to assist in future development of fall trainings of student leaders as well as in our ongoing mentoring sessions. Specifically, continued emphasis will be placed on challenging

students to reflect on their God-given skills, while finding new ways and resources to assist students in their discovery process. Although most students acknowledged that they were able to see how their strengths played a role in their work, there is still room to improve the process in which our programs encourage students to delve deeper into utilizing their strengths. Another focus for future assessments will be asking students to articulate how their Christian values intersect with their work in Student Activities and recording any related observations.

II. ANALYSIS OF EVIDENCE

A. Service Usage and Evaluation

Services

Student Activities engages the student community by providing the following services:

- Student employment (Inter-Club Council executive board; Student Programming Board; Student Activities interns, and Songfest production assistants);
- Student leadership opportunities (Greek-letter organization leadership; Greek council leadership, including Panhellenic and Interfraternity Council; recruitment counselors, student organization leadership; Student Government Association; orientation coordinators and leaders; first-year seminar mentors; Dance in Flight choreographers and committee members; Songfest leadership);
- Vibrant campus community activities outside the classroom (Songfest, Dance In Flight, Waves Weekend, Blue and Orange Madness, Christmas Tree Lighting, Reelstories Film Festival, student organizations, Greek-letter organizations);

These co-curricular activities strengthen student skills and provide opportunities for students to engage with their peers and community. Students have a wide variety of programs, events, and organizational memberships from which to choose based on their individual interests and schedules. These programs help students form meaningful and satisfying relationships, provide an outlet for pursuing common interests, allow students to contribute to the campus community, build administrative, event planning, and social skills, cultivate a culture of service and philanthropy, and create enjoyable and fun experiences. All of these outcomes support and contribute to the academic and Christian mission of the University.

Student Activities can confidently state that the entire student body interacts with our office or participates in our services at some point in their college experience and usually multiple times. Students are welcomed to Pepperdine through our orientation program; while over 100 student volunteers (orientation leaders) participate as student mentors and guides each year. Over 1,000 students attend each of our larger campus events like Blue and Orange Madness and Reelstories Film Festival. Approximately 30 percent of students join a Greek-letter organization, and hundreds of students join at least one student organization. Both students and faculty/staff enjoy watching our two main productions of Dance in Flight and Songfest. Below we highlight six of our programs with a detailed overview including descriptions, participation data, and trends during the last five years:

Student Programming Board

The Student Programming Board, better known as the Board, is a group of students dedicated to bringing the Pepperdine community together through planning, organizing, and executing fun, high-quality programming and events. Their mission is to create events that foster community for Seaver students. The Board is supervised by Student Activities staff, produces a monthly student life calendar, and consists of 13-16 student leadership/employment positions in the following areas: administrative and special projects, art and culture, film, graphic design, music, public relations, special events, and weekend events. In the last five years, they have planned an average of 84 events a year with attendance ranging from 20 to 2,000 students. Their signature events are New Student Sunrise/Senior Sunset, Blue and Orange Madness, Winter Wonderland, Reelstories Film Festival, Art Show, Monte Carlo Night, and Spring Concert.

Student Programming Board	2012 2013	2013 2014	2014 2015	2015 2016	2016 2017
# of student employees	14	15	14	15	16
# of weekend events	68	66	65	66	68
# of weekday events	23	13	13	21	16
Total # of events	91	79	78	87	84

Inter-Club Council Executive Board

Inter-Club Council (ICC) exists to train up students in leadership, accountability, and resourcefulness, while helping approved Pepperdine clubs gain access to funding and event planning information. Student employment positions are available by applying to be on the executive board. The executive board includes positions such as president, vice president of finance, vice president of administration, vice president of marketing, and vice president of programming. The executive board is tasked with fielding funding requests and allocating funds to clubs and organizations. They also provide support and guidance to club leaders navigating University policies, risk/liability concerns, event planning and strategy, and collaborative efforts. Finally, they also lead a comprehensive “Leadership Conference” at the beginning of the year for all club representatives to access crucial information and updates regarding club status and requirements, as well as provide training in hazing and sexual assault prevention.

Inter Club Council	2015 2016	2016 2017
# of student employees	5	4
# of uncategorized clubs	54	41
# of student-led ministry clubs	10	11
# of intercultural affairs clubs	11	11
# of Greek-letter organizations	13	14
# of honor society clubs	5	3
# of service clubs	12	11
# of sports clubs	8	8
Total # of ICC clubs	113	99
Total # of clubs funded	56	60

Club information for 2012-2013 could not be found due to staff changes and record keeping. In 2013-2014 and 2014-2015, ICC was under the Intercultural Affairs office. Numbers during these years could not be obtained.

Greek Life

Greek Life at Pepperdine is comprised of eight nationally recognized sororities and six nationally recognized fraternities. Often referred to as chapters, these student organizations follow both Pepperdine standards as well as their national standards to provide opportunities for brother/sisterhood, mentorship, networking, socialization, and service. Students interested in participating in Greek Life sign up for either formal or informal recruiting process to discover the unique aspects of each chapter’s values and programming. Greek organizations are known campus-wide for their dedication to service as well as philanthropy. Each of the 14 Greek chapters supports a non-profit organization and creates a large scale philanthropic event to raise money for their individual causes. Another staple in Greek organizations’ programming is fostering brother/sisterhood. Often the goal of such programming is to see members grow together intellectually, spiritually, and relationally.

The National Panhellenic Conference (NPC) is the national governing body of social sororities, in which Pepperdine has an operating branch. The Panhellenic Council on campus acts as the governing body of all seven NPC sororities and oversees the Panhellenic bylaws, maintains the council budget, and organizes sorority-wide events such as recruitment. In a legislative fashion, all decisions regarding the future of the Panhellenic sororities are reviewed and voted democratically. Panhellenic Council comprised of student leaders from each chapter who volunteer to sit on the council.

The Interfraternity Council (IFC) acts as Panhellenic’s national counterpart as the governing body of our fraternities. IFC performs similar duties as Panhellenic as well as partners with Panhellenic in Greek-wide

events such as Greek awards, Greek social events, and Greek service projects. IFC comprised of student leaders from different chapters who volunteer to sit on the council.

The National Pan-Hellenic Council (the historically African-American Greek council) is comprised of two NPHC chapters, one sorority and one fraternity. Because the second NPCH chapter joined at the end of Spring 2017, the chapters have not yet been organized on a council level as NPC and IFC.

All chapters within NPC, IFC and NPHC strive to create opportunities for students to build life-long friendship, create brother/sisterhood, participate in leadership opportunities, explore the meaning of service and philanthropy, achieve academic success, and grow intellectually. One way to demonstrate the importance of participation in a Greek-letter organization is through the University’s mental health data. As mentioned previously, Pepperdine administers the National College Health Assessment (NCHA). By observing the responses of students who participate in a Greek-letter organization with students who are not part of Greek life, Student Activities is able to see that participation in Greek life may be a factor in reducing loneliness on campus. The following table displays the 2017 NCHA data for Pepperdine students. The table includes information from 193 Greek Life students and 483 non-Greek life students.

NCHA Assessment Mental Health Areas	Greek Life	Non Greek Life
Students reporting feeling "very lonely" at some point in the last 12 months	60.6%	72.2%
Students reporting feeling so depressed it was difficult to function at some point in the last 12 months	35.2%	41%
Students feeling overwhelming anxiety at some point in the last 12 months	61.6%	60.7%
Students reporting seriously considering suicide at some point in the last 12 months	8.9%	12.1%

In the areas of feeling very lonely, so depressed, and considering suicide students in a Greek-letter organization are self-reporting these feelings less than their non-Greek peers. The data also reveals that perhaps participation in a Greek-letter organization may bring additional anxiety. This could be caused by increased commitment and activity level that comes with being a part of an organization. Although loneliness continues to be a pervasive issue at Pepperdine (with Pepperdine’s level even above the national average), data reveals that participation in a Greek-life organization, which focuses on brother/sisterhood and relationship building, may be one factor that can contribute to reducing the growing statistics of loneliness on campus.

Greek Life	2012 2013	2013 2014	2014 2015	2015 2016	2016 2017
# of students (fall)	784	885	909	931	943
# of students (spring)	888	883	877	941	952

Data reveals that over the last five years, Greek Life has continued to grow. Although, Student Activities cannot determine the reason for the growth, we can speculate that continued and stable interest in Greek life and the University’s plan to grow Seaver College are both factors. In 2014, the University released a report title, “Growing Seaver College,” which stated that Seaver College could grow by 450-550 students to reach the capacity of 3,500 fulltime equivalent students on the Malibu campus, imposed by Los Angeles County. The expansion is set to take approximately 10-15 years from the release of the report in 2014. Although the projected rate of increase in student enrollment is only about 30 students a year, student growth will continue to affect Student Activities programs such as Greek life. Where this upward trend may pose an issue is the size of the current staff and our ability to maintain such a large Greek life population. Increased numbers may result in chartering more organizations, working with more Greek leaders, monitoring and scheduling more events, and educating more students on risk management, hazing, and sexual assault prevention. Furthermore, the “Growing Seaver College” report mentioned growing the campus means Student Affairs areas would need additional personnel. As Student Activities looks to the future, additional staff in Greek life may be necessary, or alternatively, there may need to be some type of capacity set on Greek Life, which does not align with our desire to be an inclusive Greek community. However, without any

changes to Greek life, Student Activities will not have the staff capacity based on the growing numbers to serve the Greek student population with the level of care, time and diligence it needs.

Furthermore, by disaggregating data, Student Activities can determine which populations appeal to Greek Life and if there may be populations underutilizing services. The University's Office of Institutional Effectiveness (OIE) provided the below data on Greek life students and the University data was found at the OIE's website. The data for the fall semesters is disaggregated by gender, ethnicity, and classification.

Table 1: Gender

Gender	Greek 2012	Seaver 2012	Greek 2013	Seaver 2013	Greek 2014	Seaver 2014	Greek 2015	Seaver 2015	Greek 2016	Seaver 2016
Male	34.06%	41.19%	37.47%	40.01%	38.47%	40.26%	34.83%	40.10%	34.08%	40.43%
Female	65.94%	58.81%	62.53%	59.99%	61.53%	59.74%	65.17%	59.90%	65.92%	59.57%
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

In relation to gender, Greek Life's participation for males and females seems to be fairly consistent throughout the past five years. Statistics show that the female Greek population is slightly higher than the Seaver female population while the Greek male population is slightly lower than the Seaver male population. Greek Life staff has begun to refine the current IFC recruitment structure to better track potential new member (PNM) participation. Through better tracking of PNM registration and attrition, Student Activities hopes to gain a better understanding of whether there is not a strong male interest in Greek membership or if the department underserves the male population in relation to fraternity access and membership.

Table 2: Ethnicity

Ethnicity	Greek 2012	Seaver 2012	Greek 2013	Seaver 2013	Greek 2014	Seaver 2014	Greek 2015	Seaver 2015	Greek 2016	Seaver 2016
Race/Ethnicity Unknown	5.65%	5.87%	3.91%	5.28%	2.46%	3.67%	2.18%	3.07%	3.95%	4.53%
Two or more races	6.27%	5.34%	8.50%	6.73%	6.58%	6.51%	5.99%	5.56%	6.30%	5.43%
White	58.59%	44.99%	56.26%	42.27%	60.60%	45.11%	61.87%	48.24%	63.68%	48.88%
Native Hawaiian or Other Pacific Islander	2.89%	0.47%	0.22%	0.25%	0.22%	0.31%	0.11%	0.24%	0.32%	0.24%
Black or African American	3.26%	6.63%	4.59%	6.70%	3.13%	5.98%	3.59%	5.32%	2.99%	4.50%
Asian	5.65%	12.06%	7.27%	13.52%	8.04%	12.80%	6.86%	11.24%	5.88%	10.74%
Native American or Alaska Native	1.00%	0.63%	0.89%	0.46%	0.45%	0.44%	0.65%	0.39%	0.43%	0.36%
Hispanic or Latino	14.68%	14.89%	15.44%	15.25%	15.63%	15.72%	15.36%	15.43%	13.35%	14.15%
Non Resident Alien	2.01%	9.11%	2.91%	9.54%	2.90%	9.46%	3.38%	10.51%	3.10%	11.16%
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

As revealed from the table above, Greek Life contains a higher proportion of white students in comparison to the Seaver undergraduate population. Most notable, Greek Life's Black/African American and

Asian populations are consistently less than the Seaver populations. Several reasons can be inferred by the data: students of these backgrounds may not have an interest in the “typical Greek Life” image and activities and/or they may find more communal ties to their respective cultural clubs in order to gain a sense of brotherhood/sisterhood. As Student Activities works in the coming years to build NPHC, ethnic breakdowns may shift as underrepresented populations see themselves better reflected in these Greek chapters.

Table 3: International Students /Transfer Students /Athletes/First Generation Students

Classification	Greek 2012	Seaver 2012	Greek 2013	Seaver 2013	Greek 2014	Seaver 2014	Greek 2015	Seaver 2015	Greek 2016	Seaver 2016
International Student	2.18%	8.95%	2.91%	6.42%	2.88%	9.37%	3.38%	10.51%	3.10%	11.13%
Transfer Student	3.71%	2.76%	5.55%	3.49%	7.57%	4.01%	9.05%	4.87%	9.89%	2.96%
Athlete*	-	-	-	-	-	-	1.86%	8.20%	2.56%	8.33%
First Gen*	-	-	-	-	-	-	16.05%	19.81%	15.71%	19.34%

**OIE only has data for athletes and first generation college students from 2015 onward*

While the percentage of international students at Pepperdine has been increasing throughout the years, the percentage of these students in Greek Life has not. One factor may be that the culture of fraternity and sorority life is uniquely American/western and many international students may not be familiar with the concept of Greek Life. Another barrier to international student participation could be the additional fees to participate when the typical international student has other financial obligations while studying in the United States. To ensure that international students have just as much access to Greek Life as domestic students, Student Activities can work to enhance this population’s understanding of fraternity/sorority participation and relevance to the collegiate experience. With a better understanding, international students can make a more informed decision if they wish to participate in recruitment.

Greek Life’s NCAA athlete participation is also notably lower than the Seaver population. Traditionally, athletes’ participation in co-curricular activities is lower due to their rigorous schedule of trainings, competitions, and travel. With the primary Greek recruitment period taking place in the fall, the timing conflicts with several sports that are in season and competing. With conflicting sports schedules with fall recruitment, Student Activities can be proactive in marketing spring recruitment opportunities for athletes who still have an interest in Greek Life. Noticing slight growth in athlete participation in Panhellenic recruitment, Student Activities has already begun building relationships with Athletics staff to start the dialogue on possible accommodations for student athletes interested in Greek recruitment. From these conversations, Panhellenic has revised their recruitment documents to be more specific with excuses and absences to better accommodate student athletes.

Dance in Flight

Dance in Flight (DIF) is a dance company that provides a comfortable environment for emerging student dancers and choreographers to cultivate creativity, physical expression, and teamwork in a professional performing atmosphere. DIF embodies the diversity and essence of Seaver College as well as the liberal arts tradition where company members come from a variety of dance backgrounds, interests, and fields of study. Students are united by their passion for the art of movement and are dedicated to presenting an impressive showcase of artistry in their performances in February.

Dance in Flight	2012 2013	2013 2014	2014 2015	2015 2016	2016 2017
# of students dancers	43	43	35	45	40

The data from the last five years reveals the number of Dance in Flight participants have roughly stayed the same with an average of 41 students a year between the five years. This usage trend indicates that

currently DIF is functioning within its capacity. For Student Activities future, this means DIF will likely not grow or reduce in participation size.

Furthermore, by disaggregating fall semester data, Student Activities can get a better understanding of the types of students participating in Dance in Flight. The below data is disaggregated by gender, ethnicity, classification, and major. However, due to the nature of Dance in Flight, Student Activities does not expect DIF participation to be as reflective of University data in comparison to other programs. Participants either have a previous background in dance performance or at the very least have a strong interest in sharpening their dance skills. This by nature reduces the number of students participating.

Table 1: Gender

Gender	DIF 2012	Seaver 2012	DIF 2013	Seaver 2013	DIF 2014	Seaver 2014	DIF 2015	Seaver 2015	DIF 2016	Seaver 2016
Male	25.58%	41.19%	23.81%	40.01%	37.14%	40.26%	24.44%	40.10%	25.00%	40.43%
Female	74.42%	58.81%	76.19%	59.99%	62.86%	59.74%	75.56%	59.90%	75.00%	59.57%
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 2: Ethnicity

Ethnicity	DIF 2012	Seaver 2012	DIF 2013	Seaver 2013	DIF 2014	Seaver 2014	DIF 2015	Seaver 2015	DIF 2016	Seaver 2016
Race/Ethnicity Unknown	2.33%	5.87%	7.14%	5.28%	0.00%	3.67%	4.44%	3.07%	12.50%	4.53%
Two or more races	13.95%	5.34%	11.90%	6.73%	2.86%	6.51%	2.22%	5.56%	2.50%	5.43%
White	48.84%	44.99%	47.62%	42.27%	54.29%	45.11%	46.67%	48.24%	47.50%	48.88%
Native Hawaiian or Other Pacific Islander	0.00%	0.47%	0.00%	0.25%	0.00%	0.31%	0.00%	0.24%	0.00%	0.24%
Black or African American	6.98%	6.63%	4.76%	6.70%	2.86%	5.98%	6.67%	5.32%	10.00%	4.50%
Asian	18.60%	12.06%	16.67%	13.52%	20.00%	12.80%	24.44%	11.24%	10.00%	10.74%
Native American or Alaska Native	0.00%	0.63%	0.00%	0.46%	0.00%	0.44%	0.00%	0.39%	0.00%	0.36%
Hispanic or Latino	9.30%	14.89%	9.52%	15.25%	17.14%	15.72%	15.56%	15.43%	17.50%	14.15%
Non Resident Alien	0.00%	9.11%	2.38%	9.54%	2.86%	9.46%	0.00%	10.51%	0.00%	11.16%
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 3: International Students/ Transfer Students

Classification	DIF 2012	Seaver 2012	DIF 2013	Seaver 2013	DIF 2014	Seaver 2014	DIF 2015	Seaver 2015	DIF 2016	Seaver 2016
International Student	0.00%	8.95%	2.38%	6.42%	2.86%	9.37%	0.00%	10.51%	0.00%	11.13%
Transfer Student	4.65%	2.76%	4.76%	3.49%	2.86%	2.40%	2.22%	2.92%	5.00%	2.96%
Athlete*	-	-	-	-	-	-	0.00%	8.20%	0.00%	8.33%

First Gen*	-	-	-	-	-	-	24.44%	19.81%	20.00%	19.34%
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*OIE only had data for athletes and first generation college students from 2015 onward

Student Activities can hypothesize several explanations for low international student participation in Dance in Flight. First, auditions for DIF take place very early in the fall semester when most international students are typically focused on getting acclimated to campus life and culture differences. Another possible explanation is that some international students may not be trained or interested in the typical westernized dances that Dance in Flight showcases (lyrical, tap, hip-hop, etc.). To engage students who may be trained in culturally-specific dance styles, DIF may consider bringing back world dance pieces as it did in years past. Lastly, Student Activities can be intentional about our audition marketing efforts to better decipher whether low international student participation is due to a lack of interest or barriers to access, or both.

As described above in regards to Greek Life, NCAA athlete participation is generally low in co-curricular activities. Since student athletes already need specialized skills for their sport, Student Activities does not expect their participation in the DIF program to mirror the Seaver population statistic. Athletic practice and competition schedules along with academic work often does not allow sufficient time to audition, rehearse and perform in Dance in Flight.

Table 4: Major/ Academic Division

Academic Division	DIF 2012	Seaver 2012	DIF 2013	Seaver 2013	DIF 2014	Seaver 2014	DIF 2015	Seaver 2015	DIF 2016	Seaver 2016
Business	13.95%	20.89%	11.90%	22.16%	8.57%	22.49%	17.78%	23.13%	17.50%	24.13%
Communication	25.58%	16.18%	19.05%	16.62%	14.29%	18.49%	15.56%	19.44%	17.50%	19.23%
Fine Arts	18.60%	4.50%	21.43%	4.84%	22.86%	5.05%	6.67%	4.71%	5.00%	4.61%
HUTE	4.65%	11.28%	7.14%	10.50%	17.14%	9.59%	11.11%	8.55%	7.50%	7.56%
ISL	4.65%	5.32%	7.14%	5.20%	0.00%	5.23%	6.67%	4.80%	7.50%	4.81%
Religion	2.33%	1.12%	0.00%	1.29%	0.00%	1.08%	2.22%	1.17%	0.00%	1.14%
Non Degree Seeking	0.00%	0.24%	0.00%	0.67%	0.00%	0.48%	0.00%	0.47%	0.00%	0.41%
Social Science	16.28%	18.09%	4.76%	17.45%	11.43%	16.33%	15.56%	16.31%	25.00%	15.93%
Natural Sciences	13.95%	16.72%	23.81%	15.34%	22.86%	17.26%	22.22%	17.22%	17.50%	18.35%
Undeclared	0.00%	5.66%	4.76%	5.94%	2.86%	4.00%	2.22%	4.19%	2.50%	3.82%
Unknown	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.09%	0.00%	0.00%
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.09%	100.00%	100.00%

The table above highlights how academically diverse DIF participants have been over the past five years. Since Pepperdine does not have a specific dance major for students, it is not surprising to see that DIF students come from a wide array of academic backgrounds. Emphasizing the desire and passion for dance and performing, all students are encouraged to audition for DIF and find a creative outlet to augment their academic careers.

Songfest

Songfest is Pepperdine’s largest and oldest student tradition, spanning over forty years. Students begin working in the fall on 12-minute “mini musicals” to be performed in the spring, requiring student-directed

song choice, script development, and choreography for groups of 30 to 80 fellow students. Students rehearse over a three-week period leading up to performance week. The show is created to be inclusive with several different types of leadership roles available to students, while involving a large number of University departments, offices, and community members.

Songfest	2012 2013	2013 2014	2014 2015	2015 2016	2016 2017
# of students	411	371	385	385	375

Along with decreased participation in Songfest, we continue to see a trend of decrease in performance attendance. Despite our extra efforts in 2017 to invest additional time and money in marketing initiative to fill Smothers Theatre for each performance, we still had lower capacities. The below table illustrates Smothers Theatre's percent capacity reached for each night compared with the past two years' attendance.

Performance	2015	2016	2017
Tuesday	58.13%	58.71%	46.43%
Wednesday	82.77%	75.45%	57.81%
Thursday	64.65%	78.13%	72.99%
Friday	93.53%	87.72%	79.46%
Saturday Matinee	Unknown	58.71%	56.03%
Saturday Night	91.22%	95.09%	87.72%

This shows us that there is a slight reduction in the demand for Songfest involvement and viewing. This data will encourage our office to reassess the program to see if there are ways to simplify by reducing the number of shows or the overall production.

Waves Weekend

Waves Weekend combines Family Weekend, Blue & Orange Madness, and Homecoming into one action-packed weekend event. Families, students, alumni, faculty, staff, and friends unite once a year for this exciting and fun celebration of Pepperdine. Waves Weekend is a partnership between Student Activities and Alumni Relations for Seaver College and George Pepperdine College. Although Student Activities works alongside Alumni Relations on all aspects of the weekend, the focus for Student Activities is the family portion of the weekend with students and family members being our primary constituents. The family portion of the weekend includes many popular events such as the Blue and Orange Madness, President's Open House, Grandparent's Reception, Brunch with the Dean, Pepperdine Improv Troupe performance, surf lessons, nature hike and tours of the Adamson House. The weekend concludes with everyone coming together for a large concert on Alumni Park.

Waves Weekend	2012	2013	2014	2015	2016
# of family participants	470	650	700	730	780

With an increase in numbers over the last five years and as the University continues grows Seaver College by adding more students to each new class, Student Activities can speculate that there will continue to be an increase in Waves Weekend participants. With more family members and students participating in Waves Weekend there will be a need for more supplies, food, rentals and staff to support the growing numbers. Without an increase in our budget or additional personnel, Student Activities may not be able to handle the growth.

Making Students Aware of Services

Below are various ways Student Activities reaches out to students over the years to make them aware of our program offerings:

- On campus advertising (posters, signs, A-frames, digital signage)
- Tabling (Waves Cafe and Adamson Plaza)
- Campus fairs (during orientation and the start of the academic year)
- Residential communities (by resident directors, resident advisors, spiritual life advisors)
- Word of mouth (peer-to-peer and through student leaders)
- Student life calendar (printed)
- Monthly Student Programming Board newsletter (e-mail)
- Student Government Association newsletters (e-mail)
- Student Activities community page (webpage)
- Social media (Facebook, Instagram, Snapchat)
- *The Graphic*, student newspaper articles (see Appendix C for a complete listing of Student Activities coverage in *The Graphic*)

Obtaining Student Feedback

Student Activities is committed to improving the quality of our offerings by assessing our student learning outcomes as well as obtaining general student feedback about programs and activities. Our methodology for gathering feedback involves survey distribution, focus groups, and student leader reflective essays. Staff also meet weekly, biweekly, or monthly with student leaders and employees, which provide opportunities to gather feedback. Below are examples listed by academic year and program of the types of data collection we engage in and some representative samples of the results. (For additional samples of student feedback see Appendix D.)

2012-2013

- *Orientation*: Survey for orientation leaders (35 total respondents); Reflective essay for orientation coordinators (8 total respondents); Feedback from focus group for orientation coordinators
- *First-Year Seminar Mentor Program*: Survey for First-Year Seminar Mentor participants (38 total participants); Feedback from focus group with First-Year Seminar Mentor participants
- *Greek Life*: Survey for Greek Philanthropy feedback (see below example); Feedback from focus group for Greek leaders at the Leadership Retreat (13 total participants)
- *Dance in Flight*: Survey for Dance in Flight participants (37 total respondents: 10 choreographers, 7 committee members, 35 dancers); Feedback from focus group with Dance in Flight student committee members and student choreographers
- *Songfest*: Survey for all Songfest participants (77 total respondents: 40 first-year students, 9 sophomore students, 15 junior students, 7 senior students); Feedback from focus group with Songfest student leaders
- *ICC*: End of the year reflective essay for Inter-Club Council Executive Board (5 total respondents)
- *SGA*: End of the year reflective essay for Student Government Association Senate (20 total respondents); Survey for Student Government Association Senate measuring student's knowledge of University policies, SGA constitution and the functions of important departments (20 total respondents)
- *The Board*: End of the year reflective essay for Student Programming Board (14 total respondents)

Greek Philanthropy Feedback Survey: 6 total respondents; this survey was made available to Greek students to provide peer feedback the following philanthropic events: GladiATORS, Kappa Klassic Skee Week/AKA Strolling, and Anchor Slam

1. How clear were the event instructions?

- Really clear instructions. Understood the event and its purpose completely: 33.33%
- Instructions were a little confusing: 50%
- Understood the instructions of the event for the most part: 16.67%

2. Was the Event Presented in a Timely Fashion (i.e. do you feel you were given enough time to prepare for the event)?

- No: 50%
- Yes: 33.33%
- Other, please specify: 16.67%
 - “Waivers took time”

3. Did the event appeal to a diverse audience?

- Yes: 83.33%
- No, If no please specify: 16.67%
 - “We felt the event only appealed to them and their organization”

2013-2014

- *First-Year Seminar Mentor Program*: Survey for First-Year Seminar Mentor participants; Feedback from focus group with First-Year Seminar Mentor participants
- *Greek Life*: Feedback from focus groups with Greek Life leaders
- *Dance in Flight*: Survey for Dance in Flight participants (see example below); Feedback from focus group with Dance in Flight student committee members and student choreographers
- *Songfest*: Survey for all Songfest participants (54 total respondents: 38 females, 10 males, 5 undeclared gender, 41 first-time Songfest participants, 33 first-year students, 5 sophomore students, 8 junior students, 5 senior students); Feedback from focus group with Songfest student leaders; Songfest Production Assistant reflective essays
- *SGA*: Beginning of the year, mid-year, and end of the year reflective essays for Student Government Association Executive Board
- *The Board*: Beginning of the year, mid-year, and end of the year reflective essays for Student Programming Board

Dance in Flight Survey 2014: 35 total respondents: 6 choreographers, 4 committee members, 34 dancers.

1. Did you learn any lessons from your experience as a leader (choreographer or committee member) in Dance in Flight. If so, what were they?

Sample Responses:

- “I discovered how much I need to trust in myself and my abilities to lead. It has taught me that I have something to give to others that is worth giving. People want to follow me if I am willing to lead them. It has really grown me as a person in ways I didn't expect even in life outside of dance. Through watching others, I was also able to see what an effective leader looks like as well as actions that are not effective.”
- “Communication is KEY! And you must always be thinking ahead and preparing!!!”
- “Being an effective leader in DIF requires one main thing: an overflowing love and dedication to dance. Showing up to meetings and classes, along with dancing with all of your being, shows through to everyone around you, and can inspire them.”

2. Because you were a part of DIF, what is one change you will make (or that you made) to live a more balanced and healthy life in terms of making decisions about school, work, co-curricular activities, and leisure time?

Sample Responses:

- “I learned the importance of staying active even when I am busy with schoolwork!”
- “I exercise more and eat more healthily because during DIF I learned that those things gave me more energy and put me in a better mood when I danced, and it helped me to manage my time more easily.”
- “One of the lessons I have learned is the importance of saying no. I have learned that I am most loving and joyful when I have made proactive choices rather than allowing others to tell me what I need to fill my life with.”

3. During DIF (especially during busy months like January and early February), I was able to manage my time well.

- Strongly Agree: 7.69%
- Agree: 61.54%
- Neutral: 26.92%
- Disagree: 3.85%
- Strongly Disagree: 0.00%

2014-2015

- *First-Year Seminar Mentor Program*: Survey for First-Year Seminar Mentor participants (10 total respondents); Feedback from focus group with First-Year Seminar Mentor participants
- *Waves Weekend*: Survey for Waves Weekend participants
- *Dance in Flight*: Survey for Dance in Flight participants (16 total respondents: 2 choreographers, 3 committee members, 14 dancers); Feedback from focus group with Dance in Flight student committee members and student choreographers
- *Songfest*: Survey for all Songfest participants (see example below); Feedback from focus group with Songfest student leaders; Reflective essays for Songfest Production Assistants (3 total respondents)
- *SGA*: End of the year reflection essay for Student Government Association Executive Board (4 total respondents)
- *The Board*: End of the year reflection essay for Student Programming Board (13 total respondents)

Songfest Survey 2015: 122 total respondents: 86 females, 29 males, 6 undeclared gender, 78 first-time Songfest participants, 56 first-year students, 13 sophomore students, 36 junior students, 10 senior students

1. On a scale of 1-5, with five being the highest, please rank your overall Songfest experience.

- 5: 67.77%
- 4: 30.58%
- 3: 1.65%
- 2: 0.00%
- 1: 0.00%

2. What have you learned or gained from participating in Songfest?

Sample Responses:

- “New friends and better community with other people/Greek groups. Appreciation for student talent and love and pride of Pepperdine and tradition.”
- “Truly working together, even with a large number of people, makes for the best results and the best relationships to be cultivated.”
- “Time with both old friends and newly developed friendships is such an integral part to enjoying time at college, and it was almost necessary to take myself out of studying or being holed up in my room for a couple of hours every night to create this fun experiences.”

2015-2016

- *Orientation*: Survey for orientation leaders (45 total respondents); Survey to all First-Year students about orientation (see below example)
- *First-Year Seminar Mentor Program*: Survey for First-Year Seminar Mentor participants (11 total respondents)
- *Waves Weekend*: Survey for Waves Weekend participants
- *Greek Life*: Survey to Resident Advisors and Spiritual Life Advisors Rho Chis (6 total respondents); Survey for Alpha Phi Alpha interests (see example below)
- *Dance in Flight*: Survey for Dance in Flight participants (20 total respondents: 5 choreographers, 2 committee members, 15 dancers, 2 student production staff); Feedback from focus group with Dance in Flight student committee members and student choreographers
- *Songfest*: Survey for all Songfest participants (100 total respondents: 66 females, 26 males, 7 undeclared gender, 62 first-time Songfest participants, 42 first-year students, 10 sophomore students, 21 junior students, 20 senior students); Feedback from focus group with Songfest student leaders
- *ICC*: Mid-year assessment for all student organization leaders
- *SGA*: Mid-year evaluation form for Student Government Association Senate; Mid-year reflection essay for Student Government Association; End of the year reflection essay for Student Government Association Executive Board (4 total respondents)
- *The Board*: Mid-year reflection essay for Student Programming Board; End of the year reflection essay for Student Programming Board (7 total respondents); Survey for all students on Student Programming Board events and activities (182 total respondents)

New Student Survey 2015: 248 total respondents: 214 full-time/first year students, 17 full-time/transfer students, 148 female, 82 male, 18 undeclared gender, 138 White American students, 24 Hispanic American students, 33 Asian American students, 1 Native American student, 12 African American students, 13 Multiracial American students, 27 undeclared ethnic group/nationality students, 229 on-campus students, 2 off-campus students

1. Orientation helped me begin to build community at Pepperdine.

- Strongly Agree: 27.92%
- Agree: 43.33%
- Neutral: 17.92%
- Disagree: 8.75%
- Strongly Disagree: 2.08%

2. I feel like Pepperdine is a place where I can grow spiritually.

- Strongly Agree: 45.64%

- Agree: 38.59%
- Neutral: 12.03%
- Disagree: 1.24%
- Strongly Disagree: 2.49%

3. Orientation helped me to know what to expect academically at Pepperdine.

- Strongly Agree: 10.48%
- Agree: 41.53%
- Neutral: 32.66%
- Disagree: 12.90%
- Strongly Disagree: 2.42%

Alpha Phi Alpha Interest Survey 2016: 9 total respondents; survey sent to 14 prospective founding members of Alpha Phi Alpha to gauge interest as Student Activities researched adding a NPHC fraternity to campus

1. Have you participated in IFC Recruitment before?

- Yes: 11.1%
- No: 88.9%

2. Are you a member of an IFC chapter or a business fraternity?

- Not a member of any Greek chapter: 88.9%
- Alpha Kappa Psi (business fraternity): 11.1%

3. How interested are you in being a part of a Divine Nine fraternity (particularly Alpha Phi Alpha)?

- Extremely interested: 77.8%
- Interested: 22.2%

2016-2017

- *First-Year Seminar Mentor Program:* Survey for First-Year Seminar Mentor participants (16 total respondents)
- *Greek Life:* Withdrawal form for Sorority Potential New Members (see example below); Survey to Resident Advisors and Spiritual Life Advisors Rho Chis (see example below); Withdrawal form for Fraternity Potential New Members: 0 respondents
- *Dance in Flight:* Survey for Dance in Flight participants (44 total respondents)
- *Songfest:* Survey for all Songfest participants; Feedback from focus group with Songfest student leaders
- *ICC:* End of the year reflective essay for Inter-Club Council Executive Board (4 total respondents); Inter-Club Council town hall for student organizations
- *SGA:* Mid-year evaluation form for Student Government Association Senate
- *The Board:* End of the year evaluation for Student Programming Board employees

Sorority Potential New Members Withdrawal Form 2016: 73 total respondents; form offered to the 98 students (potential new members) participating in sorority recruitment who elected to withdrawal from the recruitment process

1. **Please circle how important each statement was in your decision to withdraw from membership recruitment.** (Participants were instructed to select as many statements that they felt to be applicable. The following data reflect the frequency of responses that earned a “very important” or “extremely important”)

- Didn’t intend to join a chapter; just wanted to see what it was about: 20.55%
- Concerned about financial obligations of membership: 17.81%
- Felt pressure from unaffiliated friends: 2.74%
- Felt pressure from male friends: 0%
- Influenced by family members: 6.85%
- Wasn’t asked back to chapter(s) of choice: 63.01%
- Felt lost in the shuffle: 17.81%
- Decided sorority membership would take too much time: 23.29%
- Didn’t understand what recruitment was all about: 4.11%
- Needed more time to make a decision: 2.74%
- Didn’t care for the actual recruitment process: 15.07%
- Didn’t understand the selection process: 26.03%
- Felt too much tension and strain in recruitment schedule: 13.70%
- Don’t care for the sorority image: 9.59%
- Other: Various responses: 8.22%
 - “Concerned about schedule conflicts with class
 - “Felt uncomfortable with the sorority was asked back to”
 - “If you drop a chapter every night, you shouldn't be forced to go back to them”
 - “Time management/outside activities”
 - “Would be missing too many events. Overall rush was great”
 - “My schedule during rush regarding my major made it hard to attend most of the events”

Resident Advisors and Spiritual Life Advisors Rho Chis Survey 2016: 22 total respondents; survey was sent to the 37 recruitment counselors who were also resident advisors and spiritual life advisors during recruitment

1. **How effective was the “Infractions” Workshops?** (Learning the Panhellenic judicial procedures, violations, infractions, etc.)

- Very Helpful: 22.7%
- Helpful: 50%
- Somewhat Helpful: 18.2%
- Not very Helpful: 4.5%
- Was Not Present: 4.5%

2. **How effective was the “Answering Tough Questions” Workshop?** (Working in groups to brainstorm answering for PNMs “tough questions”)

- Very Helpful: 18.2%
- Helpful: 68.2%
- Somewhat Helpful: 4.5%
- Not very Helpful: 4.5%

- Was Not Present: 4.5%

Demand for Different Services

It is difficult to assess if there is a demand for different services through our specific student feedback. Although we gather a variety of data on our services and programs, we have limited feedback on specific changes to our service offerings. We often ask for feedback on how to improve individual events and programs, however suggestions are usually minor (e.g. provide more food; make event longer; change the time of the activity, etc.). Also, in recent years much of our student feedback has focused on assessing student learning outcomes, not overall program evaluation or service offerings.

However, through observations and informal conversations, one potential new offering would be a unified student leadership curriculum across the division. Many student organizations and offices have student leadership training, but are developed and executed separately from other leadership position trainings, even though there are many topics that apply to all student leaders. The current model relies on each staff overseeing and developing his or her training individually, when resources could be shared and/or presented together. The new leadership curriculum would be holistic in nature, more robust, and provide student leaders of different organizations and departments with consistent information. The curriculum would have an emphasis on both University policies and working with and in a diverse population, which aligns with the recent student demand for a required diversity training for all faculty and staff as well as students' request for a general education course on diversity and inclusion. The development of a division-wide leadership curriculum would require additional staff resources and collaboration across the Student Affairs division.

Another possible service offering would be to make larger changes to orientation. In the 2015 New Student survey (sample responses shown above), feedback showed that there is still more work to be done for orientation especially in the areas of creating opportunities to build community and know what to expect academically. When asked to comment on the statement: "Orientation helped me begin to build community at Pepperdine," about 30% (28.75%) students surveyed disagreed or were neutral. This feedback suggests an expansion to orientation to make it longer or two parts to create additional time for bonding and small group activities or develop optional pre-orientation programs such as wilderness bonding might be beneficial. Another way to help disperse more detailed and applicable information about life at Pepperdine, including academic expectations, would be to develop a more specific and thorough experience for different student populations such as international students, transfer students, commuter students, and athletes. Having different tracks for orientation based on certain criteria would help Student Activities better cater to the specific needs of different populations.

Benchmarking Data

An important way to assess services, discover new best practices, and ensure program quality is through benchmarking with other institutions. The following is an example of benchmarking Greek Life and Student Organizations with six of our peer institutions (figures are based on the 2016-2017 academic year). The six private institutions vary in size with their enrollment information listed below (Pepperdine's undergraduate enrollment is 3,300):

1. Baylor University (undergraduate enrollment: 17,000)
2. Calvin College (undergraduate enrollment: 3,900)
3. Loyola Marymount University (undergraduate enrollment: 6,100)
4. Santa Clara University (undergraduate enrollment: 5,400)
5. Valparaiso University (undergraduate enrollment: 3,200)
6. Wheaton College (Undergraduate enrollment: 2,400)

Greek Life:

The comparison table contains the following information:

- Greek Life: *Does the institution have Greek-Letter Organizations?*
- NPC: *# of Panhellenic chapters on campus*
- IFC: *# of Interfraternity chapters on campus*
- NPHC: *National Pan-Hellenic chapters on campus*
- MGC/CBFO: *# of Multicultural Greek Council or Culturally-Based Fraternal Organizations chapters on campus*
- Recruitment: *Timing of Formal Recruitment*
- Recruitment Requirements: *Requirements for students to join Greek Life*
- Staff Composition: *# and title of employees working with Greek-Letter Organizations*

Institution	Greek Life	NPC	IFC	NPHC	MGC/CBFO	Recruitment	Recruitment Requirement	Staff Composition
Pepperdine University	Yes	7	5	2	0	Fall (NPC/IFC)	2.5 GPA (NPC/IFC/NPHC); 12 Units (NPHC)	(1) Full-time Greek Life Advisor, (1) Part-time graduate assistant
Baylor University	Yes	8	14	5	9	Fall (IFC); Spring (NPC/IFC)	2.67 GPA; 12 Baylor Units OR 3.0 GPA; 24 Transfer Units	(1) Full-time Associate Director for Greek Life, (1) Full-time Coordinator of Greek Life, (1) Assistant Director of Greek Life, (2) Graduate apprentices
Calvin College	No	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Loyola Marymount University	Yes	7	7	5	3	Fall (IFC); Spring (NPC/IFC)	2.5 GPA; 12 Units (First-year spring students are eligible)	(1) Full-time Program Coordinator for Sorority and Fraternity Life
Santa Clara University	No*	(5)	(6)	N/A	N/A	(Fall)	N/A	N/A
Valparaiso University	Yes	6	8	N/A	2	Fall (IFC); Spring (NPC/IFC)	2.5 GPA; 12 Units (IFC)	(1) Full-time Associate Dean of Students for Greek Life; (1) Full-time Executive Assistant for Greek Life
Wheaton College	No	N/A	N/A	N/A	N/A	N/A	N/A	N/A

*Fraternities and Sororities were officially unrecognized by Santa Clara University as of March 2001 and were given a span of two years to phase out of student life by prohibiting recruitment events. Reasons for this decision came from a five-month study of the Greek Life by a committee of faculty and staff after repeated chapter probation and violations of university policies. Santa Clara's official university statement on Greek Life is as follows, "National and local social fraternities and sororities, specifically those organizations affiliated with the North-American Interfraternity Conference (formerly known as the National Interfraternity Conference), and National Panhellenic Conference are not permitted at Santa Clara University. Santa Clara University is not affiliated with, nor does the University recognize, such organizations even if Santa Clara University students are members of those organizations." The original Greek groups were founded around the mid-1980s while more recent chapters have been steadily chartering since the official disaffiliation in 2001. There are still five Panhellenic chapters and six Interfraternity chapters operating unofficially with their recruitment in the fall.

From interviewing our peer institutions about fraternity and sorority recruitment, Student Activities acknowledges that most campuses hold Panhellenic formal recruitment in the spring contrary to Pepperdine's current schedule. The consideration to move formal/primary recruitment to the spring semester was a part of a recommendation from our previous program review and part of our Goals, Action and Quality

Improvement Plan (as mentioned previously); however, Student Activities was unable to formally accomplish this goal through a task force. Staff did informally discuss the benefits and challenges of moving recruitment and decided overall that the fall semester primary recruitment proves to be the best timing for Pepperdine for a number of reasons.

First, the National Panhellenic Conference considers primary recruitment in the fall to be a best practice for the sake of campus retention, potential new member objectivity, student academic success, and other reasons (NPC Manual of Information, 22nd Edition 2017, page 58). Also Pepperdine is unique from our peer institutions in regards to our strong study abroad culture. Pepperdine’s International Program is ranked number one by the Institute of International Education for Highest Percentage of Students Who Study Abroad as well as Number of Students Who Study Abroad for Full Academic Year. Additionally, at Pepperdine, it is typical for sophomores to study abroad. The prevalence our of sophomore class leaving main campus already affects Greek Life significantly in terms of numbers. Peer schools’ students study abroad mainly as upperclassmen or during summer sessions and thus may not be affected by a deferred recruitment, such as Spring recruitment.

Lastly, understanding that our department is combating a campus issue of loneliness and a lack of connectivity among our students, postponing Greek recruitment deprives students the opportunity to be plugged into a strong affinity group at a time where students are eager to find a place to belong. Greek-letter organizations provide connections and activities for students to build community. And while Greek students often develop relationships with unaffiliated students, membership in a fraternity or sorority gives them a foundation early on in order to establish a Pepperdine network.

Student Organizations:

The comparison table contains the following information:

- Clubs: # of clubs or student organizations on campus
- Leadership Model: *Student leadership model for student organization governing body*
- Advisor Model: *Advisor requirements*
- Organizational Requirements: *Requirements for students to start or maintain club status*
- Staff Composition: *# and title of employees working with Clubs and Organizations*

Institution	Clubs	Leadership Model	Advisor Model	Organizational Requirements	Staff Composition
Pepperdine University	99	4 ICC E-Board (allocate funds; help clubs)	Faculty/Staff Advisor required	Register every year; at least 10 members; constitution; attend leadership conference; pass ICC quiz for funding	(1) Full-time Campus Programs Coordinator (serves as ICC advisor & plans other campus programs); (1) Part-time graduate assistant
Baylor University	328	5 Baylor Activities Council E-Board; 8 program coordinators (plan and executes 12-15 programs with student organizations)	Faculty/Staff Advisor required; approve events; attend off campus functions	<i>(Information could not be obtained)</i>	(1) Full-time Associate Director for Student Organizations, (1) Full-time Assistant Director for Student Organizations and Leader Development, (1) Full-time Administrative Coordinator (shared within the office), (3) Graduate apprentices, (2) Coordinators over student spaces
Calvin College	88	Student Life Committee (4 students)	Faculty/Staff Advisor required; sign a consent form; attend training; sign off on finances/	Meet with staff in Sept.; at least 15 members; complete goal setting form; participate in an audit in Nov. with Student	(1) Full-time Associate Dean of Campus Involvement and Leadership, (1) Full-time Coordinator of Student Organizations

			forms; meet once a month with org.	Organization Finance Committee; submit a mid-year self-evaluation; attend leadership meetings; complete 3 assignments in the fall and 2 in the spring	
Loyola Marymount University	167	Student Reserve Board (provides financial assistance to clubs)	Faculty/Staff Advisor required; attend events with alcohol or with off campus guests; sign paperwork; attend meetings	<i>(Information could not be obtained)</i>	<i>(Information could not be obtained)</i>
Santa Clara University	215*	5 RSO Peer Advisors	Faculty/Staff advisor required for CSOs; all RSOs are advised by Assistant Director for Student Org.; additional faculty/staff advisor is optional for RSOs	<i>(Information could not be obtained)</i>	(1) Full-time Assistant Director for Student Organization
Valparaiso University	85	Valparaiso University Student Senate (7 E-board; 25 Senators) (campus legislative and advisor body that gives students a voice on campus; allocates funds to clubs)	Faculty/Staff Advisor required; may be assisted to work with organizations as part of responsibilities or requested by student org. (this is more common)	Different organization classifications (student Senate collects budget requests and approves them in a tiered process depending on organization classification which determines how much each club is qualified to request)	<i>(Information could not be obtained)</i>
Wheaton College	53**	<i>(Information could not be obtained)</i>	Faculty/Staff Advisor required; advocate for students; approves various logistic documents	<i>(Information could not be obtained)</i>	(1) Full-time Assistant Director of Student Involvement; (1) Full-time Student Organizations Associate

*Santa Clara University has two categorizations of student organizations. They have nine Chartered Student Organizations (CSOs) and 206 Registered Student Organizations (RSO).

**Wheaton College has two classifications for student groups. Student organizations are groups that have direct ties to the institution, receive significant advising from a staff member, and are maintained by the college year after year. Student clubs are groups that are initiated by students and student interest, receive administrative advising from staff, and exist only as long as student interest continues.

After benchmarking Greek life and student organizations with other institutions, one area that Pepperdine Student Activities seems a bit lacking in is staff resources and support. Although some institutions are larger than Pepperdine, some schools like Valparaiso University has a slightly lower enrollment rate and a similar number of Greek life chapters, but has two full-time staff, whereas we have only one full-time staff and a part-time graduate assistant. Furthermore, many of the peer institutions have at least two full-time staff that work directly with student organizations, whereas we have one full-time staff who splits her responsibilities between student organizations and large-scale campus programs (such as NSO,

Waves Weekend, Dance in Flight and Songfest) and a part-time graduate assistant. (Additional and more detailed benchmarking information can be found in Appendix E.)

Reflective Discussion

Student Activities' strengths are the wide variety of program offerings, our ability to engage student population as evidenced by our participation data, our strong culture of student leadership, and the positive reputation of our events and programs. However, after looking through our student feedback, analyzing disaggregated data, and researching our peer institutions, it has become evident there are areas where we are lacking, could make improvements, or provide additional services.

In analyzing the data provided by OIE, Student Activities has a greater understanding of the Greek Life and Dance in Flight populations. Staff will be able to move forward with this data in developing intentional marketing plans to better reach underutilizing populations as well as making more of the student body aware of our office's services and opportunities. This encourages more opportunities for campus partnerships with other departments that serve those targeted demographics such as Athletics and the Office of International Student Services. And while strategic marketing and outreach can be effective, Student Activities can also devise a method to obtain feedback from the student body on its programs to get specific details on potential barriers to participation.

As mentioned previously, Student Activities needs make improvements in our collection of student feedback, not necessary adding additional surveys or focus groups, but adjusting what we are asking and who we are asking. One way to gather information on the value of our programs is by adding a Net Promoter Score question to all of our existing surveys. The Net Promoter Score is a quick way to get feedback by asking: "How likely is it that you would recommend this event to a friend?" It would be a useful tool in determining how students feel about our individual events as well as create a method to internally compare the programs in our department. The data would advantageous in helping determine which programs or events should be continued and which ones need greater attention, could be removed or consolidated.

Furthermore, Student Activities typically seeks feedback only from those who participate in our activities, but not from those students who we have a difficult time reaching, such as the underserved populations or the ones underutilizing our programs. Additional information needs to be uncovered to determine what needs to be changed -- the type of program offerings, access or awareness of leadership opportunities or programs, and/or another reason they are not participating. However, in order to get a better grasp on the underserved students, we need to first find a system to track the students who are participating in our programs. The University has not yet provided us with an effective tool or resource to gather disaggregated student information consistently throughout the year. A stronger method of collecting data during the year as the programs are occurring would help adjust the offerings during the year as new planning begins.

Another barrier to collecting information and feedback is the number of staff members in Student Activities and the number of programs or organizations they each advise or coordinate. Compared to our peer institutions in the areas of both Greek life and student organizations, most have more staff members (at least two) dedicated specifically to the respective areas. If the aim is to gather higher-quality feedback and then find ways to adjust our programs or add more services, there is a need for either more staff, more time to focus on assessment, or potentially cut back on other programs or offerings.

Finally, with the University's desire to grow Seaver College, we anticipate participation in some of our programs such as Greek life and New Student Orientation will proportionality increase. There has already been a slight increase in Greek Life. It is unknown if the current state of Student Activities has the capacity to handle larger participation numbers without an increased budget or staff, especially since many of our programs are already at or even over capacity due to lack of staff resources. While there is always space for improvement and additional resources, the Student Activities team will continue to work within its means to produce high-quality programs, student leadership opportunities, and staff mentorship in order to fulfill the University Mission to develop students for lives of purpose, service and leadership.

III. SUMMARY AND REFLECTIONS

This overview of Student Activities at Pepperdine reveals that there are many high-quality programs and services being offered by engaged and dedicated staff who values the importance of creating a vibrant community, investing in student development, and building spaces of belonging. Over the past several years, we have looked to student feedback and interests to help shape our programs and add new ones. We have supported students' creativity in founding some of our most fond traditions like Waves of Flags, Dance in Flight and Reelstories Film Festival, and we have continued to support and organize these programs long after the inaugural students have graduated. Student Activities has assessed student learning through participation in our programs and strived to always take lead from the University's Mission as we make improvements and expand our services.

At the same time, we recognize that deficiencies exist and need improvement. As noted above, Student Activities staff is at capacity in its ability to take on new programs or projects. Staff is unable to make significant changes to programs due to time being spread between multiple tasks and programs. There is a constant need for more student oversight and training as student groups expand and become more active. As national trends in hazing, sexual assaults and Title IX concerns increase, Student Activities is tasked and motivated to find ways to keep our students safe. Additionally, students would benefit from more spaces, especially larger spaces, to congregate for activities and events. Although some of our concerns like space remain in the power of others, there is future planning we can control to improve Student Activities programs.

Goals

1. Consider a staffing model with a dedicated ICC advisor, who focuses solely on the specific needs of student organizations.

Evidence to support action: The overwhelming number of student organizations, the growing Seaver College enrollment numbers, and oversight and student needs for one staff member whose position requires her to focus on more than just student organizations. Additionally, ICC has been advised by multiple positions including the Greek Life Coordinator (formerly Student Organizations Coordinator), Assistant Director of Intercultural Affairs, and currently, Campus Programs Coordinator. The transfer of ICC to different positions and department stems from a workload deficiency and not a focus on an ideal situation for ICC. Finally, in comparison with our peer institutions, most student organizations have at least one full-time staff dedicated solely to clubs and organizations if not two or more staff.

Expected outcome: Greater office efficiency and sharing of workload. Allow current staff to focus on large-scale programming, respond to demands of assessment and reporting, strategic initiatives and quality improvement. Creates a more robust advisory support and guidance to student organization leaders and ICC executive board. Would provide necessary time and energy to enhance student leadership training and model.

Timeline for action: 1-2 years

Type of action: There are two types of actions that are possible, one would require financial resources in the form of full-time staff whose sole responsibilities is to oversee ICC organizations. A short-term action would be to create a new advisor model where a faculty member or part-time staff would co-advise ICC. Faculty member would receive a stipend per semester.

2. Develop an office and/or division wide leadership curriculum, with an emphasis on risk management, equipping students to be self-sufficient, and event planning.

Evidence to support action: Increased number of student organization and Greek-letter organizations requires more staff supervision and guidance. With increasing student numbers, there is a similar increase in the number of activities and events students are sponsoring and planning. Student learning outcome results revealed that students could be better equipped with time management resources and tools. Division wide leadership curriculum would allow consistent information to be communicated to all student leaders and would place a greater emphasis on student development.

Expected outcome: Greater office efficiency and allowance of time to be spent in other areas or tasks. Increase in student development and leadership training will result in more student empowerment and ownership of programs.

Timeline for action: 2-3 years

Type of action: Two types of action. One would be resource-neutral, if one or multiple staff members from our office could collaborate to develop curriculum, research, collaborate with other offices, and benchmark peer institutions. This would be an additional project and would require staff to create time in their schedule by reducing work in other areas. Another action would require resources to hire a part-time or full-time staff to coordinate the leadership curriculum and be the main presenter of information.

3. Determine which programs can be consolidated and/or streamlined and work to make those changes.

Evidence to support action: In order to shift staff focus to other areas such as leadership development, Student Activities needs to create more time in staff's schedule by reducing the size of some programming like the Student Programming Board, First-Year Seminar Mentor Program, ICC, and Greek Life. Especially as certain programs are at capacity in terms of staff's ability to oversee and give attention to student leaders.

Expected outcome: Greater office efficiency. Allow staff to focus on more structural and systematic improvements to programs and office.

Timeline for action: 1-3 years

Type of action: Resources neutral. Assess current programs, focus on ones whose participation is declining, find ways to consolidate programs. Add a Net Promotor Score question to all current and future surveys to gather student feedback to help us determine which programs are still valuable to students and which programs can be consolidated or cut.

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

Evidence to support action: Growing demands and expectations of Student Activities staff as student participation and engagement continues to increase.

Expected outcome: Greater office efficiency and sharing of workload. Allow staff to focus on high level projects and making larger program changes or adjustments.

Timeline for action: 1-2 years

Type of action: Finding resources to fund internships would be the first step towards building a graduate intern program.