

# PLNU Co-Curricular Program Review Self-Study Template

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# Instructions

Please use the data provided and the guiding questions to prepare your program review self-study. There may be a few questions not relevant to your co-curricular area, so please enter “N/A” in those text boxes wherever this is the case. The text boxes are intended for the reflective answers to the guiding questions and the summaries of your analyses. Please limit to approximately 200 words per response unless otherwise noted. If there are relevant documents that contain data or more detailed information that will help the reviewers better understand your narratives, please add these as appendices at the end. (Please do not include anything in the appendices not referenced and discussed in the self-study itself.)

**Technical Note:** For your convenience, fillable text boxes appear after each question. If you have non-text items (e.g. tables, charts, etc.) you would like to insert into the document, feel free to replace the textbox placeholder with your information.

## Co-Curricular Unit Analysis

### A) Introduction

1. Name of Co-Curricular Unit, Program(s), and/or Center(s) included in this self-study. Note: Please use bullet points to list the relevant information for each co-curricular area.

Click here to enter text.

2. This document will be read by both the Co-Curricular Assessment & Review Committee and your external reviewer(s). What do your reviewers need to know about your current program(s) and service(s) to understand their context and how they function within the co-curricular unit as well as across the university?

Click here to enter text.

3. If you believe that it will help the reviewers to understand your background context, provide a brief history of what has led to your co-curricular unit’s current structure and programming, including your offices, centers, and/or services.

Click here to enter text.

### B) Alignment with Mission and University Strategic Goals

Please answer the following questions for all student populations served by your co-curricular unit:

1. Please describe your co-curricular unit’s mission, purpose, and practice.

Click here to enter text.

2. Describe how your co-curricular unit supports, enhances, and/or contributes to the University’s strategic goals. How do your multiple programs contribute to your students’ spiritual formation, intercultural competencies, development of character and intellect, and discernment of call in a Christian context?

Click here to enter text.

### C) Progress on Recommendations from Previous Program Review

Did you have a prior program review? *If yes, then:*

1. Please list the findings from the previous program review and discuss how each finding has been addressed.

Click here to enter text.

2. What additional significant changes were implemented in your co-curricular programs since the last program review? Example: reshaping of a program by reorganizing structure and combining services

Click here to enter text.

### Program-Level Analysis (repeat this section for each program in the co-curricular unit)

#### D1) Program Alignment with Mission and University Strategic Goals

What are the program's main responsibilities (list up to five)? Please complete the alignment table.

Responsibilities	Support of University Mission/Vision	Alignment with University Strategic Goals
1.		
2.		
3.		
4.		
5.		

#### D2) Findings from Assessment

Links to the co-curricular unit's assessment wheel
<ul style="list-style-type: none"><li>• <a href="#">Mission</a></li><li>• <a href="#">Student Learning Outcomes</a></li><li>• <a href="#">Curriculum Maps</a></li><li>• <a href="#">Assessment Plan</a></li><li>• <a href="#">Evidence of Student Learning</a></li><li>• <a href="#">Use of the Evidence of Student Learning</a></li></ul>

#### Reflection on longitudinal assessment of student learning outcomes data:

1. How do you define and measure success in your program?

Click here to enter text.

2. Are the assessment wheels in your co-curricular program up-to-date and complete? Is there anything missing?

Click here to enter text.

3. What have you learned from your analysis of student learning outcomes data?

Click here to enter text.

4. What changes to your program or processes have you made based on your student learning outcomes data?

Click here to enter text.

5. What other data or information do you use to measure your success, including both current student data and alumni data? Please provide summary tables of data in addition to the narrative. Examples: alumni surveys, nationally normed student engagement surveys, or student satisfaction inventories like NSSE (National Survey of Student Engagement), DLE (Diverse Learning Environments), SSI (Student Satisfaction Inventory).

Click here to enter text.

6. What changes to your program or processes have you made based on the student engagement, student satisfaction data, and additional data you have gathered?

Click here to enter text.

### **D3) Comparator Analysis and Potential Impact of National Trends**

1. Please provide an analysis of same or similar co-curricular programs at three comparator or aspirant institutions. In your analysis, please include information about the program's activities, staffing, infrastructure, and resources. How does your program compare to those at comparator or aspirant institutions?

Click here to enter text.

2. Are there national trends in higher education or industry that are particularly important to your co-curricular programming? If yes, how is your program reacting to those trends?

Click here to enter text.

3. What "best" practices are currently adopted by your program? What practices should you consider adopting?

Click here to enter text.

## D4) Quality Markers

1. What qualifications and/or training are required of your staff in order to adequately meet the needs of this program? Are these needs currently met?

Click here to enter text.

2. If relevant to your type of program, what instances of exemplary performance or recognition has your program received within the past six years? Examples: staff awards, productivity measures, positive media coverage

Click here to enter text.

3. Does your program have an advisory board? If so, describe whether or how it has influenced the quality of your program. If not, could it benefit from creating one?

Click here to enter text.

4. What additional quality markers (“distinctives”) of your program contribute to your program’s success?

Click here to enter text.

## D5) Infrastructure and Staffing

1. Please provide an organizational chart in the space (below), which you may extract from Workday.
2. Please list staff assigned to the program along with major responsibilities of each. Indicate which positions are full-time, part-time, temporary, student workers (“Status”). If a position is shared with another program, please identify that program and the percentage of time shared. Insert rows as necessary.

Position	Major Responsibilities	Status	Comments

*For “Position” column, please list title (i.e. Executive Director, Administrative Assistant, Painter, et cetera)*

*For “Major Responsibilities” column, please list major responsibilities; full job description is not desired or required.*

*For “Status” column, please indicate status as described below:*

*Full-Time: Employees work a minimum of eight hours per day, five days per week or 40 hours per week. Please also indicate if they are exempt or non-exempt.*

*Part-Time: Employees work fewer than 40 hours per week.*

*Temporary Status: Positions are clearly temporary in nature. They do not require an authorized position slot and are not incorporated in the University’s staffing plan; however, they must be approved and sufficient funds must be available.*

Student Status: Only students enrolled at PLNU are undergraduate students enrolled for at least 12 credit hours and graduate students enrolled for at least 6 credit hours are considered full-time. Students enrolled for fewer hours are considered part-time. Students are generally ineligible for benefits except those required by law.

3. Is your program's current staffing adequate? If not, what is needed?

Click here to enter text.

4. How many employees are cross-trained to provide support in other program or service areas within your unit?

Click here to enter text.

5. Please list what technology that staff use to perform their jobs. How has technology impacted your program in terms of efficiencies, staff workload, et cetera? Are your program's current technological resources and support adequate? What steps are taken to maximize technological resources and its use by staff?

Click here to enter text.

6. Please list office and other space assigned to your program that is used to conduct your business. Are your program's current facilities adequate? Do you foresee additional needs in this area?

Click here to enter text.

## D6) Internal and External Demand for the Program/Service

1. Please list all groups of key users (people served, "clients") of your program's services.

Click here to enter text.

2. *Internal demand* is any request from a PLNU department, unit, or member of the campus community for programs or services that your program and/or service provides. What is the internal demand or participation rate for this program and how is this measured? (Examples: requests for services, attendance, usage)

Click here to enter text.

3. What significant changes in internal demand have occurred over the past six years and is this demand being met? If not, please identify the resources needed to meet this demand. (Please indicate how requests from within the university have changed, whether or not the changes in requests are being met.)

Click here to enter text.

4. *External demand* is any request from outside PLNU for programs or services that your program and/or service provides. What is the external demand for this program and how is it measured?

Click here to enter text.

5. *External demand* also includes meeting external requirements (i.e. accreditation, federal reporting, licensure, legal requirements, auditing reports). Please list any requirements by outside organizations/agencies required for your programming and service(s) to operate.

Click here to enter text.

6. What significant changes in external demand have occurred over the past six years (if any) and is this demand being met? In other words, please indicate how requests, student populations, laws, reporting requirements, and/or accreditation from outside the university have changed, and whether or not changes were addressed.

Click here to enter text.

## D7) Financial Analysis

Below is a six-year cost analysis of the total payroll and non-payroll expenses for your program. This information was provided by the PLNU finance office using the cost centers associated with your program.

[Excel expense sheets go here.]

1. What steps were taken over the past six years to improve cost efficiencies?  
(Example: action plans from prioritization)

Click here to enter text.

2. Does your program share costs with other campus programs? If so, please describe and explain the interrelationship of the program budget with these programs. For example, do you pay for room repairs for rooms used by other units? Are personnel shared between units? If so, how are costs shared?

Click here to enter text.

4. What additional cost-saving opportunities and efficiencies can you recommend for your program? Examples: Are there areas where collaborations among campus programs could help improve efficiencies for the co-curricular area? What about collaborative activities, joint initiatives, and/or shared projects with offices that offer the same or similar programs/services? What functions of this program could be performed by an outside contractor, and what would be the impact to the University?

Click here to enter text.

5. What percent of your budget is revenue-supported? The following revenue for your program has been identified by the PLNU finance office. Please add any items that are missing.

Fiscal Year	Revenue Source	Amount	Percent of Total Program
2012			
2013			
2014			
2015			
2016			
2017			

6. Please list any staff positions assigned to this program that are income or grant-supported (include student workers). These positions should only reflect those which are in existence as a result of a revenue-generating activity or grant. Include positions that are either fully or partially funded.

Title	Percent Funded	Income or Grant	Amount

7. If the program is supported by a grant, specify the length of coverage and how the program will be maintained after the funding period has ended. (Insert rows as needed.)

Name of Grant	Funding Period	Amount	Funding Source after Expiration of Grant

8. Does your program contribute to bringing in revenue for the university that is not reflected in your budget? If so, explain the nature and amount generated as a direct result of your program. (This financial indicator is meant to show any indirect monetary contribution for the University. Example: fundraising and/or revenue generating activities that do not bring revenue to your specific unit.)

Click here to enter text.

## D8) Challenges and Opportunities

1. Are there any particular challenges regarding this program not yet addressed through the analysis and reflection on data or questions in the previous sections? Please describe here.

Click here to enter text.

2. Are there any particular opportunities regarding this program that have not been addressed through the analysis and reflection on data or questions in the previous sections? Please describe here.

Click here to enter text.

3. What is the potential of this program for generating or increasing revenue and/or enrollment at the University?

Click here to enter text.

4. If you could start fresh and totally restructure and/or redesign your program, what would you do, and how? What would your ideal program look like, assuming up-to-date “good (best) practices,” national trends, and your comparator analysis would inform your redesign?

Click here to enter text.

5. How do you foresee your program changing in the next five to six years and why? Consider answers to the previous questions, i.e. internal/external demands, trends in your area of co-curricular programming, technology, resources, comparator analysis, learning outcomes data, student engagement and satisfaction data, alumni data, et cetera.

Click here to enter text.

## D9) Recommendations for Program Improvement

Please list in rank order the recommendations you are making regarding this program analysis with a brief rationale for each recommendation. How do the recommendations ensuing from this self-study impact the resources and staffing of the co-curricular unit to which it belongs?

Click here to enter text.

## Co-Curricular Unit Synthesis

### E) Synthesis of Co-Curricular Unit Recommendations

How do these recommendations align and/or interact with the overall priorities and available resources within your entire co-curricular unit?

Click here to enter text.

### F) Action Plan Considerations for MOU

Review your prioritized recommendation list with your area Vice President or Associate Vice President and develop a draft action plan and timeline to be considered as part of the MOU.

Click here to enter text.

## **Co-Curricular Assessment Committee and External Review**

Once your Self-Study is ready for submission, please send it to the chair of your Co-Curricular Assessment Committee and the Vice President and/or designee, who will forward it to the External Reviewer(s) for consideration.

After the External Review Report(s) are submitted to the Vice President and/or designee, the assessment committee will incorporate feedback from the External Review Report(s) into a combined report (Findings & Recommendations) that will go back to the Vice President and/or designee and co-curricular area personnel for their response.

The Vice President and/or co-curricular director(s) will draft and finalize an MOU with Action Plan for cabinet approval.

The Self-Study, External Review Report(s), the Findings & Recommendations Report, the co-curricular unit response, and the cabinet-approved MOU with Action Plan will comprise a completed program review.