PLNU
Co-Curricular Program Review Self-Study Template: Spiritual Development

Version 1.3
5/30/2017

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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.

Discipleship Ministries

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?

Discipleship Ministries resides in Spiritual Development. Discipleship Ministries has four main on-campus expressions: Alpha Groups (student-led weekly residentially based small group program for on-campus freshmen), D Groups (weekly small group offerings for sophomore, junior, and senior students), Spiritual Mentoring program (one-on-one mentorship for sophomore students mentees to be matched with a senior mentor and junior/ senior student mentees to be matched with a faculty/ staff/ or friend of the university mentor), Created Space (monthly large group creative expression/ reflection offering). Additionally, Discipleship Ministries collaborates with the Margaret Stevenson Center for Women's Studies to provide women's programming for sophomore and senior students.

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.

Discipleship Ministries has experienced significant growth and change over the last six years. Prior to 2012, "Covenant Groups" were the main expression of Discipleship Ministries. In 2012, the office changed the name to "D(iscipleship) Groups". Created Space was added to Discipleship Ministries in 2012. In 2013 the Spiritual Mentoring Program was added (Junior/ Senior program). In 2014 the sophomore branch of the Spiritual Mentoring Program was added. In 2015 Alpha Groups were added.

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.

Discipleship Ministries exists to provide opportunities for undergraduate students to grow in relationship with God, self, and others.

2. Describe how your co-curricular unit supports, enhances, and/or contributes to the University's strategic goals..
In other words, 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?

The responsibilities and programs of Discipleship Ministries support the University's mission and vision in 5 key ways. All undergraduate students are given opportunities to participate in small groups designed specifically for the purpose of building and developing an intentional Christian community and the development of students as whole persons. A small group experience is a core foundational element of our Wesleyan heritage. Spiritual Mentoring Program (SMP) matches students with a senior student or PLNU faculty/staff/friend of the university to study and discuss Christian faith and spiritual formation. As whole person development is encouraged, character is modeled and formed through bi-weekly meetings with the mentor. As student small group leaders are trained, the investment of university staff and resources is modeling and forming character and laying additional groundwork for an intentionally Christian community. Spiritual formation experiences seek to develop students as whole persons by engaging creativity and experiential learning. A Christian worldview that will prepare students to engage in the world in meaningful and successful ways is developed in the retreat opportunities where whole person development, the value of Christian community, and character modeling and formation are foundational in the curriculum and topics presented.

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.

    ● Created Space: Additional resources have been provided to meet growing program participation and need for resources.
    ● Spiritual Mentoring Program: Additional mentors and training resources have been added in order to meet internal demand.
    ● Additional small group leaders (Alpha and D Group) were provided in order to meet more targeted needs of all students.
    ● Additional student interns were hired in order to meet increased need for student leadership.

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

Since program review in 2014, a sophomore/ senior branch of Spiritual Mentoring Program was added in order to meet increased student interest. Alpha Groups were added to meet the needs of residential freshmen students. Additional student leaders and interns have need added to meet growing program participation.

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.

University Strategic Goals: Spiritual Formation, Intercultural Competencies, Development of Character & Intellect, Discernment of Call

Responsibilities	Support of University Mission/Vision	Alignment with University Strategic Goals
1. Provide small group program (Alpha and D Groups) for undergraduate students.	● "An intentional Christian community...where women and men are challenged to explore ways to align their hearts and minds to that of Christ." ● "...Faithfulness to our Nazarene heritage and a Wesleyan theological perspective."	● Groups provide opportunities for students to engage in spiritual formation exercises. ● Character development is aspect of group participation via accountability and intentional conversation. ● Alpha group curriculum and D Group resources have emphasis on vocational calling.
2. Oversight, training, and development of Spiritual Mentoring Program (SMP) matching undergraduate students with senior students, faculty, staff, and friends of the University in intentional mentoring relationships.	● "...minds are engaged and challenged, character is modeled and formed." ● "...development of students as whole persons."	● Spiritual Mentoring program provides opportunities for conversations about discernment of vocational call. Mentors receive resources in order to aid their hosting of these conversations.
3. Provide leadership opportunities and on-going training for small group leaders, interns, Discipleship Ministries leadership team members.	● "...minds are engaged and challenged, character is modeled and formed." ● "...development of students as whole persons." ● "Service as an expression of faith"	● DisMin leaders participate in leadership training program with emphasis on character development - training focuses on the personal "depth" of the leader

4. Create and execute spiritual formation and retreat opportunities (Created Space, Results May Vary retreat, Alpha & D Group leader training retreats)	● "An intentional Christian community...where women and men are challenged to explore ways to align their hearts and minds to that of Christ." ● "...Faithfulness to our Nazarene heritage and a Wesleyan theological perspective." ● "…minds are engaged and challenged, character is modeled and formed." ● "...development of students as whole persons."	● All DisMin programs provide opportunities for teaching and engagement in spiritual formation. ● D Group leaders receive book resource about spiritual formation and Christian spiritual practice.
5. Provide spiritual direction and pastoral care for undergraduate student population	● "An intentional Christian community...where women and men are challenged to explore ways to align their hearts and minds to that of Christ." ● "...Faithfulness to our Nazarene heritage and a Wesleyan theological perspective." ● "…minds are engaged and challenged, character is modeled and formed." ● "...development of students as whole persons."	● Spiritual direction and pastoral care for undergraduate population has significant emphasis of: Spiritual Formation, Discernment of Call, and Character Development. Students come with questions, challenges, learnings, and doubt seeking wisdom, discernment, and companionship from a trusted other.

D2) Findings from Assessment

Links to the co-curricular unit's assessment wheel
● Mission   ● Student Learning Outcomes   ● Curriculum Maps   ● Assessment Plan   ● Evidence of Student Learning   ● Use of the Evidence of Student Learning

Reflection on longitudinal assessment of student learning outcomes data:
1. How do you define and measure success in your program?

The mission statement for Discipleship Ministries is: "Discipleship Ministries seeks to provide opportunities for undergraduate students to grow in relationship with God, self, and others". The first measure of success is for the programs and initiatives to be fully in line with that vision. At this time, only the students involved in leadership roles (DGroup and Alpha group leaders) within DisMin are assessed to measure success. Spiritual growth is at times difficult to recognize and often difficult to quantify. Asking students about the personal spiritual growth they experience seems to be the most appropriate and accurate measure of their growth in relationship with God. Growth in relationship with self is measured by questions surrounding self-awareness and recognition of gains in leadership skills. Relationship with others is measured according to students team/ partnership skills.

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

Yes, the wheels are up to date.

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

In 2015-16 Student leaders in DisMin seemed to easily identify and appropriate their learning about Christian spiritual disciplines and the value of those disciplines to the Christian life of faith. During the 2016-17 and 2017-18 school years there was a decreased emphasis on Christian spiritual disciplines in order to provide more group dynamic and co-leadership skills. While this shift seemed to benefit leaders in their group leadership experience, it seemed it was more difficult for them to identify and apply the value of Christian spiritual disciplines to their leadership experience. I recognized that there needs to be a more overt focus on the Christian spiritual disciplines.

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

For the 2018-19 school year, there is an increased emphasis on Christian spiritual disciplines in the D Group program. Each DGroup leader received a resource on spiritual disciplines, "The Spiritual Disciplines Handbook" by Adele Ahlberg Calhoun. D Group interns are focusing on spiritual disciplines in their weekly meetings with program director in order to more effectively lead other student small group leaders in experiences and discussion about the disciplines and their value to the Christian life.

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 relevant 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).

Other than assessment and participation data there is no additional data collected.

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?

The launch (2015) and continued growth of Alpha Groups has taken a majority of energy and resources within DisMin over the last few years. Many of the program and process changes has been in relationship to Alpha Groups: all groups shifting to a co-leadership model after input from leaders and participants. In response to assessment data collected in 2016 and 2017 there has been an increased emphasis on spiritual disciplines in D Group leader training.

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 or differ from those at comparator or aspirant institutions? Please include as much information as accessible with regard to the other programs.

Azusa Pacific University:
The Office of Discipleship Ministries (ODM) at APU has 5 people on staff—1 full-time staff + 4 part-time staff. Additionally, there are paid interns (Graduate and Undergraduate) & volunteer interns. The staff is:
 -*Associate Campus Pastor for Discipleship (full-time)*
 -*Administrative Assistant for Discipleship Ministries (29 hours/wk)*
 -*Discipleship Groups Coordinator (20 hrs/wk)*
 -*Discipleship Mentoring Coordinator (Women) 20 hrs/wk*
 -*Discipleship Mentoring Coordinator (Men) 20 hrs/wk*
 -*Paid Graduate and undergraduate interns (the 5 graduate interns paid through other departments)*
 - *Volunteer interns*

The ODM sponsors programs in discipleship small groups and mentoring. The ODM Director reports: "The Discipleship Groups program at APU has consistently provided opportunities for small group discipleship for approximately 20-25% of our undergraduate population. Most small group leaders (approximately 120) are student leaders while a smaller number are staff/adults (10-15). We utilize a small group software called "ChurchTeams" to help us with the sign up and tracking process. For every 5-7 small group leaders we have a SALT leader that provides ongoing support, encouragement, and accountability for small group leaders. Although we highlight various discipleship resources each year we do provide leeway for D-Group Leaders to decide what materials they would like to incorporate. However, they submit a Ministry Action Plan at the beginning of each semester and talk that through with their support person. We also carry out mid-semester reports/check-ins to get a sense of how things are going and where they may need support. The 3 M.Div Interns plus 2 UG Interns provide direct support to 3-4 SALT Leaders each and spend weekly time checking in with them on progress and on their own personal/spiritual growth. We offer two kinds of general D-Groups: Freshmen only (with an upperclass leader) & All-Classes. All groups with the exception of one are gender-specific. Additionally, we have established ongoing partnerships with various campus programs to create program-specific groups such as Nursing, Psychology, Kinesiology, Women's Choir, Men's Choir, Intramural, Commuter, Recovery, Catholic Students, etc."

Mentoring: ODM Director reports:
"The Discipleship Mentoring Program exists to provide students with 1-1 discipleship mentoring with a vetted/trained adult (faculty, staff, community member) or an upperclass mentor (Academic Jr. or Sr.). These mentoring pairs are matched prayerfully, annually reaching 300-350 students. The focus of mentoring is to deepen faith and commitment to Jesus which can take many forms depending on the unique situation or needs of each student."

Operating Budget (excluding personnel costs) are $42,000.

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Wheaton College:
-*Associate chaplain for Discipleship (full-time)*
-*Office manager (full-time) - shared with other Chaplain's Office departments*
- *Two 20 hour/ week Graduate Students*
- *One 10 hour/ week GRA*
- *One 5 hour/ week GRA*
- *Two Student "Chair" positions (part-time, stipend)*

- Volunteer Student Cabinet (11 students)

Small Groups: Discipleship Small Groups (DSG) involves approximately 120 groups with roughly 30% of undergraduates participating in weekly groups. Groups are associated with living areas and are "closed" once they begin. Each group consists of 5-7 students. Bible as curriculum with each group emphasizing 3 goals : "to equip the saints for service in the local church, prepare students to be salt and light in the world, and increase Bible and Gospel fluency". "Coach" structure where each "Cabinet" member supports 10 DSG leaders. There are 4 trainings a year for leaders - each 1.5 hours long. These support the 7 pillars of DSG: Engage Scripture, Pray for one another, Apply the Gospel, Listen in love, Promote vulnerability, Uphold and celebrate kingdom diversity, meet consistently,

Mentoring: There is no mentoring program currently

Operating Budget: (excluding personnel costs) are $15,000. Additionally, the Associate Chaplain for Discipleship reports he secured a $50,000 annual grant for a leader retreat.

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George Fox University: The Spiritual and Intercultural Life office at GFU has broad oversight which also encompasses chapel programs and Intercultural Life. There is not staff that gives exclusive oversight to Discipleship programs. The staff consists of:
- University pastor (full-time)
-2 Associate pastors (full-time)
-Spiritual Life assistant (full-time)

Small Groups:
From university pastor: "Our small group model is called "Life Groups." We have designed Life Groups to intentionally target students who most likely do not have any established spiritual community at George Fox yet, as we recognize that students who do have established spiritual community, may prefer to join a small group in one of the area churches (because we are a small town in a church-rich environment we have fairly high student participation in church) and/or in one of their affinity groups on campus (athletic team—athletes are almost half of our student population; reslife, or academics being the most popular three on-campus sub-groups.) Thus, we have designed our Life Groups to be short term (fall—8 week commitment; spring—6 week commitment and ideally overlapping with Lent.) All groups are led by a post-college adult leader (most of whom are employees, but sometimes we have spouses or local pastors lead.) We offer/require all leader's to sign up each semester that they plan to lead (the application is very minimal but probes into questions about the current state of their relationship with the Lord, among other things) and to attend a 90-minute leader lunch which is always offered two weeks before the start of Life Groups. We ask all leaders to tell us the date, time, and location of their group, and if they have any specifications for their group (related to sex, grade level, or topic.) We offer 3-4 recommended curriculum options each semester to our group leaders. If leaders have a different idea of what they would like to use for their groups, we require that they run it by us first." Between 100-125 students participate in Life Groups annually.

Mentoring: A mentoring program is in the pilot phase.

Operating Budget:

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Regarding comparator programs, DisMin at PLNU seems to be on track with the above mentioned programs. In programs currently offered (small groups and mentoring), PLNU is most similar to APU though APU's student body and program engagement is significantly higher.

Each of the comparator programs employ graduate students as a significant part of the leadership for Discipleship programs, creating a robust staff to support and lead programming. This is an area of limitation for PLNU's programs. PLNU's programs are well-supported in terms of financial resources, but the limitation of staff leadership is a hindrance to further growth.

2. Are there 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?

In recent years, there has been a strong emphasis on sophomore student engagement and retention. Sophomore students have been a large part of programming in DisMin as a vast majority of Alpha group and D Group leaders are intentionally chosen to be sophomores (75% in Alpha, 50% in D Group). Additionally, DisMin provides a spiritual mentoring experience for sophomores and sophomore women are invited to participate in an event co-sponsored by the Center for Women's Studies which focuses on resilience, growth mindset, "shine theory", and self care specifically designed for sophomore women.

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

In Steve Garber's book *Fabric of Faithfulness,* he noted that qualitative research regarding students who maintain their faith after college yielded 3 specific factors linked to faith retention: they developed a worldview that was able to stand up in the midst of competing worldviews they encountered in the world, they met regularly with a group of like minded individuals, and they had non-parental adult mentors speaking into their lives. Both alpha and d groups provide opportunities for students to meet with like minded others as they seek to develop a Christian worldview. Spiritual mentoring provides opportunities for students to develop this worldview while investing in relationship with non-parental adult mentors.

Leadership training and resources are made available for all alpha group, d group, and spiritual mentoring leaders. This training material covers verbal and non-verbal communication skills, group dynamics, question asking skills, training in spiritual disciplines.

Alpha groups employ a co-leadership model to increase effectiveness of leadership experience via accountability, support, and increased exposure to and engagement with upperclass student leaders for our residential freshmen students.

We are currently considering additional training in diversity and crisis management.

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?

Director: Leadership, organization and administration skills for budgeting, communication, training, supervision, and collaboration are essential. Education, experience, and skills in spiritual formation, small groups, college student development, and familiarity with Christian higher education are also necessary to effectively . Additionally, training in pastoral counseling, spiritual direction, or a related field is necessary to meet the need for care of student leaders and program participants.

Assistant: Experience and skills in verbal and written communication is essential. Organization and administration skills (budget, calendar, Microsoft Office suite) are key aspects of the job. Familiarity and experience in group dynamics, spiritual formation, and Christian higher education further augment this work and allow assistant to further support

2. What additional quality markers ("distinctives") of your program contribute to your program's success?

The current director's expertise in spiritual direction and counseling/ marriage and family therapy add a strong support and care component for program participants. The director has also attended professional conferences and has presented at conferences and workshops about spiritual formation, ministry with the millennial generation, the role of women in the church and workplace, and boundaries for ministers.

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	Responsibilities	Status	Comments
Director of Discipleship		Full-Time, exempt	
Program Assistant		Part-Time, non-exempt	32 hrs/ wk 10 month
Student Interns (6)		Part-Time	Each student intern position is 2-5 hours a week

Responsibilities

Director:
- Provide oversight to all aspects of DisMin programming
- Recruit/ select/ train DisMin interns and student leaders
- Oversight of program assistant and student interns
- Work in collaboration with SpirDev & StuDev staff and University faculty for institution-wide programs, vision, and student engagement
- Provide general pastoral care to undergraduate community
- Oversight and leadership for Discipleship Groups, Spiritual Mentoring Program, Created Space, campus- wide spiritual formation events, and retreat experiences
- Assist with chapel planning
- Collaborate with student development for LEAD and NSO
- Collaborate with Center for Women's studies for senior women's retreat: Results May Vary, "Enough" event

Assistant:
- Administrative support for all Discipleship Ministries programs (financial record keeping, communication, publicity)
- Event coordination
- Website update, graphic design for program publications, brochure, training materials
- Support and contact for all program participants
- Assist program director with all aspects of communication, event coordination, sign-ups, evaluation, assessment

Interns:
- Work in conjunction with Director and assistant to provide general leadership for DisMin programs
- Serve as liaison between Office of DisMin and undergraduate student body
- Leadership of weekly small group leader training meeting
- Assist program director with all aspects of communication, event coordination, sign-ups, evaluation, assessment

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?

> Staffing is adequate to sustain programs though no new programming can be added with current demands. Grad assistants, full-time program assistant, or increased internship hours would allow student leaders to receive increased support, care, and accountability.

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

> Assistant is cross-trained to provide graphic design work.
> Diretor is cross-trained to provide spiritual direction and counseling.

3. 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?

> Director uses a laptop computer and cell phone. Additionally, director is being trained in expanded programs and applications of ipad (new presentation, editing, and survey applications). Assistant uses a desktop computer and has access to a shared iMac for design work. Both work stations are outfitted with telephones and are connected to the University network.
>
> In terms of efficiency and workload, these technologies are essential and adequate.
>
> Training materials and resources are housed online (Google Drive) in order to save monetary funds and decrease workload for program staff in printing/ distribution. Technological growth has allowed for more efficient application and evaluation processes by moving all processes to online format in Google forms. All budgeting information is accurate and time efficient due to use of online programs and processes. The DisMin program assistant has pursued additional training in graphic design (Adobe suite) in order to save resources

4. 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?

> Director has a fully functional office that is adequate in terms of space and accessibility. Assistant has a functional workspace (cubicle) in the shared office space within the department. Assistant and Director also have easy access to one another's work spaces.

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.

> - All residential freshmen (AlphaGgroup and 2 Alpha Group leaders provided for every residential freshmen hall)
> - All residential students (DGroups, Created Space, spiritual mentoring)
> - Commuter students (all programs)
> - Senior women (Results May Vary retreat)
> - Sophomore women ("Enough" sophomore women's event)
> - Alpha Group student leaders (46)
> - D Group student leaders (30)
> - Student leadership team members (12)
> - DisMin interns (6)
> - Faculty/ Staff/ Local alumni and friends of the University who participate in Spiritual Mentoring program as mentors

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)

> (All numbers based on 2018-19) and are taken by sign-up/ registration, and "sign-in" attendance forms:
>
> - Residential Life in interdependent with DisMin as Alpha Group leaders provide student leadership and weekly small groups on all 23 freshmen halls for 600 freshmen. There is not attendance taken at these groups though leaders report approximately 450 freshmen regularly attended weekly groups.
> - 28 DGroup leaders invited 1800 residential and commuter students to join 22 weekly small group meetings.
> - 106 students filled out the application to be matched with a spiritual mentor. Due to availability, 20 sophomore students and 32 junior and senior students were matched with a spiritual mentor (40 total in senior/ sophomore program; 32 students matched with 32 faculty/ staff/ friend of PLNU in jr/ sr program). Of the 72 student participants, 50% (36) noted some form of student leadership involvement on their application.
> - 63 graduating senior women attended the Results May Vary retreat with 11 faculty/ staff panelists.
> - 76 sophomore women attended the "Enough" event .
> - 250 students attended 3 Created Space gatherings.
> - 132 students applied for student leadership positions in Alpha & D Group by filling out applications and attending individual and group interviews. 88 students were chosen for 2019-2020 student leadership roles.
> - 26 junior students completed the application and interview process to serve as "senior mentors" in 2019-2020 school year.

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.)

In 2015, Alpha Groups were started in response to decreasing attendance and engagement in the DGroup program among residential freshmen students. After inquiry, assessment, and evaluation, a new program that more closely met the needs of first year students was launched. Since its inception, Alpha Groups have seen steady engagement and student feedback has been consistently positive.

Within spiritual mentoring, there has been consistently more demand than our programs can meet. We have increased recruitment efforts, launched a new arm of the program (senior/ sophomore), and encouraged students to join a D Group as an alternate way to connect with others for personal & spiritual growth.

For the first 3 years of Created Space, the internal demand exceeded the resources and opportunities for engagement. This has slowed in the last 2 years and the program has seen decreased attendance and therefore fewer offerings for the 2018-19 school year. This scaling back of Created Space offerings is projected for the 2019-2020 school year as well.

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?

N/A

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.

N/A

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.

N/A

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.

Payroll is excluded due to small staffing

Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Total Budget			$39,562.00	$43,403.00	$34,903.00	$41,056.00

1. What steps were taken over the past six years to improve cost efficiencies?
   (Example: action plans from prioritization)
   - The "spring retreat" for D Group leaders was discontinued in order to cut program costs.

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?

Yes, DisMin shares program costs with the Margaret Stevenson Center for Women's Studies for the Results May Vary senior women's retreat and the "Enough" sophomore women's event. Each department utilizes a set portion of program funding to support these joint endeavors. No, there is no shared personnel.

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?

A University-owned retreat center would provide a practical and cost-effective service for retreats, trainings, and collaborations across all aspects of the institution.

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.

Year	Revenue Source	Amount	Percent of Total Program
n/a			

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
n/a			

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
n/a			

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.)

No.

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.

No.

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.

No.

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

Narrative reports from University Admission state that the existence of DisMin programming (specifically Alpha groups for freshmen) are a positive factor in potential students choosing PLNU.

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?

If a complete fresh start was possible, much of the redesign I would recommend would involve scheduling. Incorporating student leader training into a regular weekly module that was exempt from class blocks would make a tremendous difference in student participation and commitment. Additionally, a class-free block for small groups/ mentoring would potentially enhance involvement and engagement across the board.

5. Is there an area within your program for which you'd like a deeper analysis? Please discuss. What university has a "best practice" in this area? 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.

A deeper analysis of the Spiritual Mentoring program would be beneficial. It appears that Azusa Pacific University has a robust and well-developed/ well-supported mentoring program. This is an area that seems to have strong student engagement and interest that will likely continue to grow over the next few years. It is also a wonderful bridge to the local and alumni community. Mentoring has not been part of the annual assessment for DisMin historically, it is a relatively young program and is primarily evaluated based on brief evaluations/ satisfaction surveys and narrative input from participants. Again citing research from Steve Garber, non-parental mentor relationships are crucial for emerging adults, this program has potential to grow, expand, and deepen with additional resources and emphasis.

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?

1. Consideration of implementing a graduate student assistant component that could work in conjunction with PLNU graduate programs for internship/ practicum requirements. Additional staff/ support would allow programs to grow in scope and in depth - with increased administrative and relational support for student leaders. This would also allow discipleship opportunities for graduate students pursuing work in vocational ministry/ college student affairs and would invite newfound ideas/ research/ information about trends and best practices. With the birth of Created Space (2013), Spiritual Mentoring (2014), "Enough" (2015), and Alpha Groups (2015), the director's oversight and engagement has had to be shared significantly from its previous area of focus (D Groups, Results May Vary Retreat, and discontinued programs - Prayer Path & Film Forum). These additions have provided considerably increased opportunities for student engagement and spiritual growth and have required increased monetary and leadership support as well.
2. Employ full assessment process for mentoring program in addition to Alpha and D Groups - this would require additional staff support - potentially consideration of making student intern roles volunteer/ non-paid and increasing program assistant hours.
3. Research small group software program for streamlined sign-up/ group formation. This would not only increase efficiency of group formation, it would potentially decrease administrative workload for DisMin director and assistant, freeing them up to work on other priorities.

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?

These recommendations align fully with the overall priorities to provide opportunities for students to *grow in relationship with God, self, and others* (DisMin) and PLNU's value to "deepen faith" with students "whose lives and identities are grounded in Christ".

 Additional resources would be required in order to expand staff support, employ small group software, and create opportunities for graduate student leadership/ engagement.

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.

CO-CURRICULAR PROGRAM REVIEW
External Reviewer Report Template
Version 5/30/17

INSTRUCTIONS

Thank you for agreeing to be an external reviewer for the PLNU Program Review process. We are grateful for your engagement with us and look forward to your feedback and insights. We are including the co-curricular unit's entire self-study document in order to give you context. While we appreciate your feedback on the entire self-study, we especially look forward to your feedback on the specific program that you have agreed to review. The Vice President, Associate Vice President, or Director of the co-curricular unit will be your main points of contact and will arrange opportunity for you to interact with them and/or other departmental personnel as appropriate. This will allow you a chance to ask questions or seek clarification prior to the completion of your report.

We have created the following external reviewer template for your report in an attempt to give you some guidance in terms of what type of feedback we are hoping to get. The text boxes are there for your convenience, but if they get in the way or create formatting issues, feel free to delete them and put your text in their place. This is a new process for us so we have created a space at the end to provide any feedback on the process that can help us create a better instrument in the future.

With gratitude for your service,

Dr. Mary Paul, D.Min.
Vice President of Spiritual Development

Point Loma Nazarene University
3900 Lomaland Drive
San Diego, CA 92106-2810

CO-CURRICULAR DEPARTMENT-LEVEL ANALYSIS

A) **Introduction**

B) **Alignment with Mission**

Please review and evaluate the co-curricular unit's response to the questions regarding mission alignment of their unit with the university mission, vision, and strategic goals from a Christian faith perspective. Are there any suggestions for how the unit might better articulate and demonstrate their purpose and alignment?

Not only are the programs of Discipleship Ministries in clear alignment with the mission, vision, and strategic goals of the university, but the strength of this alignment illustrates that these programs are essential in order for the university to achieve its mission, vision, and values. It seems that these programs are also vibrant expressions of the university's theological foundations. These programs have also functioned as an effective recruiting tool for mission-fit prospective students.

In light of the director's report and the university's strategic goals, I might also suggest that the discipleship ministries programs develop a departmental strategic plan toward the university's strategic goal of intercultural competencies, including strategies for leader development/recruitment, and content/curriculum--if this is not already being addressed (e.g., much of the widely-utilized, classic Spiritual Disciplines curricula has been authored by white evangelical authors; how is Discipleship Ministries upholding both values of spiritual disciplines and intercultural competency simultaneously?).

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

Please review the narrative supplied for this section. Wherever appropriate, identify any insights or questions that you might have stemming from this narrative.

In the previous program review, it seems that a major theme that emerged was related to capacity-building within the discipleship ministries' programs. The department made appropriate adjustments, and these years later, the programs seem to have grown and are flourishing. Though there is limited information provided about the Alpha Program (e.g., Is this a required program? Is this a fall program only? What kind of content are they utilizing? Is this led entirely by Resident Advisors or other student leaders?), the addition of this program seemed to be a wise and strategic addition that created a customized first-year, spiritual formation experience. Similarly, the creation of the sophomore/senior mentoring program was a direct response to previous recommendations. It should be acknowledged that the Spiritual Development team responded swiftly and effectively to the findings and recommendations of the previous program review.

As I review this section of the report, I do not see any areas that have been neglected since the last program review.

D2. Findings from Assessment

After reviewing the co-curricular program's responses to their assessment findings? Are there suggestions that you might make to improve their assessment plan, program offerings, or insights from their data that you might offer in addition to their analysis?

Program-specific and annual assessment data provided by this department for this external report was minimal. Were this department to administer more assessment within their programs, there is great potential for impressive data illustrating intentionality in alignment with the university mission, values, and strategic goals. As the report acknowledges and campus ministry practitioners across the CCCU would confirm, spiritual formation is very challenging to accurately assess. Still, in the financially tenuous state of higher education, institutions are quick to question the value of programs that do not have clear measures of mission-centric outcomes.

Recommendations for assessment of the following would be advisable: survey data for all participants (not limited to leaders only) in the Alpha and Discipleship Groups programs, specifically assessing the content offered within these programs (perhaps using the four strategic goals: spiritual formation, intercultural competence, character, vocational calling, as well as a few questions related to program goals of spiritual disciplines and the categories on page five of the self-study report.) A similar survey instrument could be created for the students participating in the mentoring programs. Focus of these assessment tools should not be fixated on student outcomes or attitudes necessarily (though that could be included to some extent), but on student exposure to those items that the university values.   These survey instruments could be re-distributed each year with any electronic correspondence that is circulated at the end of each semester/year of the program.

It is significant that when feedback indicated that a focus on leadership and relational discipleship correlated with a decline in content-related outcomes (despite the positive group experience,) the department modified the program in order to bring the content goals back to the forefront. Additionally, when the Alpha program showed indicators that co-leadership of groups would be more effective, this department took significant strides to respond to their findings. This illustrates a commendable departmental commitment to data-informed decision making.

D3. Comparator Analysis and Potential Impact of National Trends

After reviewing the program's discussion of comparator and aspirational institutions, as well as possible impacts from trends, discuss the areas of strength or need for improvement not adequately addressed by the self-study.

In the examples provided, the greatest distinctions are in how student leaders and employee-mentors are utilized. There are advantages and opportunities in all of these models, and all are used widely across the CCCU. In the model that Point Loma has chosen to utilize, student leaders are selected, equipped, and empowered to offer spiritual leadership in the Alpha and D-Groups programs. There are many benefits to this, some of which are: a potential for an organic experience of spiritual friendship within the group, and a rich praxis educational experience for the student leader. One potential challenge in this model is that in order for the experience to be positive for all involved, student leaders need varying levels of (standardized and customized) mentorship and on-going support. Point Loma has established a dynamic program that has campus-wide enthusiasm. This however requires adequate staffing, particularly in this current culture of risk and liability, to ensure that student leaders have protocol and training for student crisis that they may encounter. I affirm the report's recommendation for graduate students to join the discipleship ministries team and wonder if grant funding might create opportunity for this. I also affirm the report's recommendation that crisis training and some preliminary Title IX training be added to the leader trainings if they aren't already a part of the content.

With regard to the mentoring program, Point Loma has developed a hybrid-model, utilizing both student-leaders as well as adult-mentors. This is a great way to keep seniors engaged in the discipleship program, and may be an easier relational dynamic for some students to navigate than leading a group.

The submitted report reflects a strong sense of national trends as well as best practice in campus ministry and student affairs. That the retention and support of sophomores was the impetus for the senior/sophomore program, and that sophomores are a major demographic for the Alpha Group leadership--these are two indicators that the Discipleship Ministries staff is well-informed. There is a lovely blend of contemporary theory and classic campus ministry best practice that informs this discipleship model.

Questions for consideration (which presumably are already under consideration): What are the implications of the emerging Gen Z trends for discipleship programs at PLNU? What might the discipleship ministries program experience be like for openly LGBTQ students at PLNU? Are the ethnic demographics of the discipleship ministries programs reflective of the student body? Is there a decision-tree/protocol map for group leaders and mentors to follow when navigating student crisis?

D4. Unit Focus

After reviewing the program's discussion of unit focus regarding an area of development, please and identify any particular strengths and/or weaknesses that you might see. Please offer any suggestions or insights that might be helpful for the co-curricular program to consider.

In light of the college mental health crisis, it is a tremendous asset to have a director with academic credentials in a counseling field. …Not to mention, the depth of experience, theological education, and range of skills represented on this small staff team! This program is well-situated to navigate the student crisis, spiritual direction, curriculum management, program coordination, and student engagement that are essential to the work of discipleship ministries. The level of expertise and experience that the PLNU discipleship ministries team has is very unique.

D5. Infrastructure and Staffing

After reviewing the co-curricular program's discussion of its infrastructure and staffing, please discuss the quality of their analysis and reflection in this important area and offer any suggestions or insights that you might suggest they consider.

The discipleship model that PLNU uses requires mentorship from, and the availability of, the discipleship ministries professional staff members to both the employee interns and the volunteer leaders. In light of the number of volunteer leaders necessary to run such a robust campus program, staffing models need to be evaluated. The report called for a graduate intern program, which is a strong option. Staffing needs to be a consideration as these mission-centric discipleship programs continue to increase in size, and as colleges and universities across the nation are simultaneously cutting funding of programs and personnel. One additional recommendation, based on comparative analysis of similar programs, which has implications for staffing is the implementation of software that could manage program logistics, leading to greater departmental efficiency. The addition of this software has the potential to leverage staffing toward the more critical student development and spiritual formation work. Sustainability of this excellent program needs to be proactively addressed and prioritized through cost-effective, personnel-maximizing strategies.

D7. Financial Analysis

Based on the data and responses provided by the program, please evaluate the effectiveness of the co-curricular program's cost efficiencies and revenue streams (if any). Are there any strategies or practices that may increase the demand for the program and/or improve its overall cost efficiency without negatively impacting quality?

Note: *Section of the self-study withheld due to sensitive data.*
With the limited information available, I do not see any concerning factors nor do I see dynamics that are vastly different from other CCCU institutions.

D8. Challenges and Opportunities and Recommendations

Do you feel the report adequately identifies challenges and opportunities based on your understanding of the co-curricular program? Why or why not? Are there other challenges or opportunities that you would like to identify?

The work of Discipleship Ministries at Point Loma is impressive. The innovations around the freshman experience and the response to sophomore trends, are exciting. There is clear alignment with the university vision, mission, and strategic goals. The director for Discipleship Ministries, with an extensive background in discipleship programs and academic expertise in mental health, is a tremendous asset to the university. This report is informative and tells the story of a vibrant discipleship culture on campus.

Categories within the report in which there was only limited information to respond to:
Created Spaces
Retreats
Details of Alpha
Finances

This external review makes the following recommendations:
Develop survey instruments for each of the discipleship programs (for all participants) that are linked to the university strategic goals
Develop a plan for the next phase of intercultural competency for these programs
Formalize crisis response strategies for volunteer leaders
Consider a graduate student position/program within Discipleship Ministries to increase staffing
Consider implementing software in order to maximize personnel time and efficiency

Discipleship Ministries Opportunities/Assets:
Wide-spread student buy-in and participation
An established collaboration with Residence Life
Engagement, discipleship of, and leadership training for upper-classmen
Gender-specific and class-specific customized spiritual formation programs
Mission alignment—an opportunity for the administration to celebrate the work of this office
A student community widely engaged in spiritual disciplines
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It is clear that God is at work in the PLNU community and is using these beautiful programs and gifted staff members. May God continue to richly bless your leadership and your community!

EXTERNAL REVIEWER'S COMMENTS ON PROCESS

External Reviewer Feedback on PLNU Program Review Process
We recognize that there are multiple ways to approach a program review. We would value your feedback on our process so that that we can continue to make it better and more helpful to the programs undergoing review. Are there areas that were confusing or sections that you felt were unhelpful? Are there areas that you were not asked about where you believe you could have provided useful information? Is there anything about the process that you would recommend changing to improve its effectiveness?

This experience was positive for me as a reviewer. The timing was my only challenge; the time frame changed, which unfortunately also changed my availability.

These questions and forms were good and the report provided enough information for me to catch a glimpse of the program.

The instructions on this form are not totally clear about where I send the completed document.

What a joy and privilege to learn more about the exciting things happening in Discipleship Ministries at Point Loma!