

PLNU

Program Review Self-Study Template for Centers or Institutes

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Instructions

Please use the data provided and the guiding questions to prepare your self-study. There may be a few questions not relevant to your 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.

Program Review Self-Study Template for Centers

A) Purposes

1. Centers and Institutes are created to accomplish the mission of the University in ways that complement and extend its academic programs. Each Center or Institute must embrace at least one of the following emphases:
 - a. Resourcing the professional development of faculty and/or staff to better serve the University mission
 - b. Serving external constituents and/or connecting them to the University in mission-driven ways
 - c. Horizontal facilitation with faculty, staff, and students on the following interdisciplinary themes:
 - i. Christian formation
 - ii. Contextualized education
 - iii. Global engagement

Please explain how your Center or Institute actualizes one or more of these three emphases.

2. If you believe that it will help your reviewers to understand your background context, provide a brief history of what has led to your Center or Institute’s current services and programming.

B) Alignment with Mission and University Strategic Goals

1. Please list your Center’s or Institute’s mission, statement of goals, and learning outcomes.
 - a. Mission

- b. Statements of Goals

- c. Student Learning Outcomes

2. Please describe how your Center or Institute supports, enhances, and/or contributes to the University’s strategic goals to develop students who are: (a) spiritually vital people whose lives and identities are grounded in Christ, (b) multi-culturally proficient individuals who communicate and collaborate effectively, (c) critical and creative thinkers who practice intellectual curiosity and apply their knowledge in a variety of settings, and (d) faithful individuals offering their passions, intellect, and talents to fulfill God’s calling on their lives.

3. Additionally, how does your Center or Institute address missional objectives of the University that academic programs cannot accomplish on their own? How has your Center or Institute fostered horizontal or interdisciplinary connections within the curricular and/or co-curricular activities of the University?

C) 5-Year Vision & Strategic Plan for the Center or Institute

Designing a 5-year Vision & Strategic plan would normally include a collaboration with the Director, Advisory Council, and relevant member(s) of the Cabinet such as your Provost and/or Vice President.

Do you have a 5-Year Vision & Strategic Plan?

If no, then please include the objective for developing a 5-Year Vision & Strategic Plan in your Recommendations and Action Plan.

If yes, then:

1. What is your Center’s or Institute’s vision for the next 5 years?

2. What is your Center’s or Institute’s 5-year strategic plan?

3. How will the Center or Institute accomplish the goals of its strategic plan over the next 5 years? So far, what progress has been made in reaching these goals?

D) Progress on Recommendations from Previous Program Review

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

2. What additional significant changes were implemented since the last program review?

E1) Findings from Assessment

Links to the Center’s or Institute’s assessment wheel
<ul style="list-style-type: none"> • Mission • Student Learning Outcomes • Curriculum Maps (if relevant) • Assessment Plan • Evidence of Student Learning • Use of the Evidence of Student Learning

Reflection on longitudinal assessment of student learning outcomes data:

If you haven’t assessed student learning outcomes, then please include the development and/or assessment of student learning outcomes in your Recommendations and Action Plan.

If you’ve assessed student learning outcomes, then please proceed to the following questions.

1. How do you define and measure the success (effectiveness) of your Center or Institute? What assessments do you use to determine the effectiveness of activities and/or events in achieving your learning outcomes?

2. What have you learned and/or concluded from your analysis of student learning outcomes data?

3. What changes have you made based on your conclusions drawn from analyzing student learning outcomes data?

4. What are the General Education Outcomes (GELOs) the Center or Institute supports, if relevant? Please briefly list in the GELO table below.

General Education Learning Outcomes (GELOs)	Alignment of Center or Institute’s student learning outcomes to GELO
GELO 1a. Written: Students will be able to effectively express ideas and information to others through written communication.	
GELO 1b. Oral: Students will be able to effectively express ideas and information to others through oral communication.	
GELO 1c. Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources.	

GELO 1d. Critical Thinking: Students will be able to examine, critique and synthesize information in order to arrive at reasoned conclusions.	
GELO 1e. Quantitative Reasoning: Students will be able to solve problems that are quantitative in nature.	
GELO 2a. Students will develop an understanding of self that fosters personal wellbeing.	
GELO 2b. Students will understand and appreciate diverse forms of artistic expression.	
GELO 2c. Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.	
GELO 3. Students will demonstrate an understanding of Christian Scripture, Tradition, and Ethics, including engagement in acts of devotion and works of mercy.	

5. What other data or information do you use to measure the effectiveness of your Center or Institute? Please provide summary tables of data in addition to the narrative. Examples: participation surveys, feedback 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)

6. What changes to your program or processes have you made based on the additional data or information?

7. Is the information on your assessment wheel complete and up-to-date?

E2) Comparator Analysis and Potential Impact of National Trends

1. Please provide an analysis of same or similar Centers or Institutes at three comparator institutions. In your analysis, please include information about the Center’s or Institute’s activities or events programming, staffing, infrastructure, resources, relationship to academic and/or co-curricular units, funding sources, and scope of impact on faculty and students. How does your Center or Institute compare to best practices and/or innovative programming at comparator institutions? *Note: Centers for comparison should be housed at institutions of similar mission, size, and financial means.*

2. Please provide an analysis of three same and/or similar Centers or Institutes at aspirational institutions. In your analysis, please include information about the program’s services, activities or events programming, staffing, infrastructure, resources, relationship to academic and/or co-curricular units, funding sources, and scope of impact on faculty and students. How does your Center or Institute compare to best practices and/or innovative programming at comparator institutions?

3. Are there national trends in higher education or industry that are particularly important to your Center or Institute? If yes, how is your Center or Institute reacting to those trends?

4. What “best” practices are currently adopted by your program? What practices should you consider adopting?

E3) Quality Markers

1. 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, positive media coverage

2. What is the composition of the Center or Institute’s Advisory Board, and how does it serve the Center or Institute? How active is the Advisory Board in planning the activities and directions of the Center or Institute? If your Center or Institute does not have an advisory board, could it benefit from creating one?

3. What additional quality markers (“distinctives”) of your program contribute to your Center’s or Institute’s effectiveness?

E4) Infrastructure and Staffing

- Please provide an organizational chart in the space (below), which you may extract from Workday.
- Please list staff assigned to the Center or Institute 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 current staffing adequate? If not, what is needed and what funding sources can be used to support additional staffing?

E5) Internal and External Demand for the Program/Service

1. Please list all groups of key stakeholders (people served, "clients") of your Center or Institute.

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

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.)

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

5. 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, and/or reporting requirements from outside the university have changed, and whether or not changes were addressed.

E6) 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)

2. Does your Center or Institute share costs with other campus programs? If so, please describe and explain the interrelationship of its budget with these programs. For example, are personnel shared between units? If so, how are costs shared?

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

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

4. Please list any staff positions assigned to this Center or Institute 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

5. If the Center or Institute 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

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6. Does your Center or Institute 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 Center or Institute. (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.)

E7) Challenges and Opportunities

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

2. Are there any particular opportunities regarding this Center or Institute that have not been addressed through the analysis and reflection on data or questions in the previous sections? For example, what is the potential of this Center or Institute for increasing scholarly research and/or generating revenue at the University? Please describe.

3. How do you foresee your Center or Institute changing in the next five to six years and why? Consider answers to the previous questions, i.e. internal/external demands, trends in your field, technology, resources, comparator analysis, learning outcomes data, student engagement and satisfaction data, et cetera.

E8) Recommendations for Improvement

Based on this self-study, please list the recommendations you are making with a brief rationale for each recommendation.

F) Action Plan Considerations for MOU

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

Program Assessment Committee and External Review

Once your Self-Study is ready for submission, please send it to the chair of the Program Assessment and Review Committee and the Provost/CAO.

The Provost/CAO, in collaboration with the Center or Institute Director, will draft and finalize an MOU with Action Plan for cabinet approval.

The Self-Study, the Findings & Recommendations Report, the Center or Institute response, and the cabinet-approved MOU with Action Plan will comprise a completed program review.