



Co-Curricular Program Review Handbook & Template

**Second Edition
2012/2013**

Center for Teaching, Learning, and Assessment

**Contact: Shawna L. Lafreniere, Ph.D., Director of Student Learning
Assessment and Program Review**

slafreniere@apu.edu



TABLE OF CONTENTS

Page Number
Please Provide Page Number
When Complete

Table of Contents	2
Handbook	
Introduction	3
Purpose	3
Process	4
Template	
Staff Verification	6
Part 1: PROFILE	7
1.1: Mission Statement	
1.2: Assessment	
1.3: Strategic Planning	
Part 2: OFFICE DEVELOPMENT	
2.1: Organization & Management	
2.2: Leadership	
Part 3: HUMAN RESOURCES	
Part 4: LEGAL & ETHICAL RESPONSIBILITIES	
4.1: Ethical	
4.2: Legal	
Part 5: EQUITY & DIVERSITY	
5.1: Equity	
5.2: Diversity	
Part 6: CAMPUS & COMMUNITY RELATIONS	
Part 7: RESOURCES	
7.1: Financial Resources	
7.2: Technology	
7.3: Facilities	
Part 8: OVERVIEW & SUMMARY	
8.1: Major Findings	
8.2: Recommendations	
8.3: Next Steps	
Program Review Committee Report	
Administrative Response Sheet	
Appendices	
Appendices Table of Contents	

Introduction

Azusa Pacific University is an evangelical institution that prides itself on creating strong Christian leaders and all parts of the university are part of this mission. In order to ensure we are utilizing the best practices for our students, we must evaluate our programs regularly.

The following template was adapted primarily from the Council for the Advancement of Standards in Higher Education (CAS Standards) General Standards (<http://www.cas.edu>). CAS is a set of guidelines for professionals in higher education to use as a standard for evaluating programs and services. Together, the Center for Teaching, Learning, and Assessment (CTLA) and the Department of Student Life, have modified the CAS General Standards to fit the needs of our institution. Along with the CAS General Standards, we reviewed the Texas A&M Comprehensive Program Review for Student Affairs for ideas on content, layout, and reporting processes. (<http://studentlifestudies.tamu.edu/services/cpr>)

Purpose

Participating in program review every five years will allow Student Life offices to be evaluated in their entirety to ensure that it is staying current with the needs of our student population as well as what is happening in higher education. Not only should program review be utilized to stay current, but assessment in general will allow offices to continue contributing to student learning and retention, fulfill accreditation requirements, and show the institution the impact the student life and student services offices have on the students and the institution as a whole. A few other goals of the program review process are to:

- 1) Examine the current programming, services, directions, and organizational efficiency and resource capabilities of a unit.
- 2) Validate strengths.
- 3) Identify opportunities for improvement.
- 4) Achieve high-level performance results; while also serving as an important mechanism for communication within a unit and between a unit and central administration.*

*Adapted from Ohio State Program Review (<http://studentlife.osu.edu/programreview/>)

Process

PROGRAM REVIEW CYCLE

The review process will be on a five (5) year cycle. The list to the right reflects the Program Review Master Schedule. Any proposed changes to the schedule must come to the attention of CTLA at least one year before an office goes through program review.

PREPARING FOR PROGRAM REVIEW

Preparation Meeting

The spring semester before your office goes through program review, members of the CTLA staff will hold a preparation meeting for all the offices going through program review in the upcoming year. This meeting will introduce you to the process, provide you with necessary information, and allow you to ask questions. It is recommended that the Director and Assistant Director of the office attend this meeting.

Annual Assessment

Prior to participating in program review there is an assumption that you have been doing annual assessments in your office. All offices should have a TaskStream account in which their assessment data is recorded. A full report of your TaskStream activity is required in this program review.

2012-13	Career Services Residence Life Orientation and Transitions
2013-14	Housing Services Communiversity Campus Pastor Chapel Programs
2014-15	Campus Safety Health Center Multi-Ethnic Programs Athletics
2015-16	Mexico Outreach World Missions International Student Services
2016-17	Women's Resource Center Counseling Ministry and Service
2017-18	Career Services Residence Life Orientation and Transitions

WRITING THE REPORT

There are eight (8) parts to the co-curricular program review: Profile, Office Development, Human Resources, Legal & Ethical Responsibilities, Equity & Diversity, Campus & Community Relations, Resources, and Overview & Summary. There are two types of evaluation used to assess your office: a narrative and a numerical rating. The narrative sections are useful when the question requires a more in depth answer, however, the ratings box does provide a section for you to input evidence or notes. If you already have documentation that will answer a question, you may add them as an appendix and reference the appendix number in the narrative box.

Rating Criteria

The following rating system will allow you to give a number score to various areas of your office. You may choose from six (6) ratings:

0	1	2	3	4	NA
ND	NI	A	AW	FA	NA
Not Done	Needs Improvement	Addressed	Addressed Well	Fully Addressed	Not Applicable
No action has been taken	Problematic, incomplete, inappropriate, and/or disorganized	Development is apparent, but not comprehensive	Well-organized and thought out	Comprehensive, appropriate, & clear	Does not apply to our office
***If the rating of any criteria is denoted by Not Done (ND), Needs Improvement (NI), or Addressed (A) an explanation should be provided in the notes section.					

PROGRAM REVIEW COMMITTEE

Each office will select 3-4 people to be part of their Program Review Committee (PRC). This PRC will be unique to each office and should contain people who can objectively and professionally evaluate your office. Types of members could include:

- One (1) student
- One (1) faculty member
- 1-2 other Student Life Directors
- One (1) outside reviewer from a similar office at a similar institution

ADMINISTRATIVE REVIEW PROCESS

1. Send an electronic copy of the completed program review to CTLA.
2. CTLA will review the document to ensure it is complete and send it to the members of your office's Program Review Committee (PRC).
3. The PRC will look over the document and provide any feedback necessary.
4. If necessary, the document will be sent back to the office to review and make additional changes.
5. The final document will be sent to the Associate Dean of Students who oversees the office and if needed, the Dean of Students. (For those offices which are led by an Associate Dean of Students, the document will be sent to the Associate VP of Student Life for review)

IMPORTANT DATES TO REMEMBER

	No later than:	What needs to be completed:
Preparing for Program Review Spring semester prior to review	April 1	Programs scheduled for review are notified by CTLA
	April 15	Director of office undergoing review and CTLA meet to discuss the schedule and requirements
Preparing the Report	Between May – December	Collect data, write, and prepare report
Submission & Review of Report End of Spring Semester	December 15	Offices submit completed Program Review Report to CTLA
	January 15	CTLA sends completed report to PRC
	April 15	CTLA submits Program Review Report to Assoc. Dean

Staff Verification

As a staff member and evidenced by my signature appearing below, I verify I have been an active participant in the program review process and have read this Program Review Report to be submitted to the Program Review Committee:

(Signature)
[insert name of office director if applicable], Director

Date _____

(Signature)
[insert name of staff member & Title]

Date _____

(Signature)
[insert name of staff member & Title]

Date _____

(Signature)
[insert name of staff member & Title]

Date _____

(Signature)
[insert name of staff member & Title]

Date _____

(Signature)
[insert name of staff member & Title]

Date _____

(Signature)
[insert name of staff member & Title]

Date _____

Note: *If you are submitting this Program Review electronically, please print out this sheet, obtain the proper signatures, and send it to Center for Teaching, Learning, and Assessment Office.*

PART 1: PROFILE

1.1 MISSION STATEMENT

Offices should develop, disseminate, implement, and regularly review their mission. Mission statements should be consistent with the mission of the institution and with professional standards. Programs and services in higher education should enhance overall educational experiences by incorporating student learning and development outcomes in their mission.

<i>APU Mission Statement</i>	Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.
<i>Student Life Mission Statement</i>	The Student Life team exists for the transformation of students through discipleship and scholarship to change the world for Christ.

1.1.1 Enter the office's mission statement below:

1.1.2 Describe how the mission statement promotes student learning:

1.1.3 Criteria Ratings: Mission Statement

The mission statement...	Rating Scale						Notes
	ND	NI	A	AW	FA	NA	
Has been established.							
Is reviewed annually.							
Is consistent with the institutions mission statement.							
Is consistent with the student life mission statement.							
Incorporates educational experiences, student learning, and development outcomes.							
Promotes the Institutional Values and Ethos (Christ, Community, Scholarship, Service)"							
ND (Not Done = 0)	NI (Needs Improvement = 1)	A (Addressed = 2)	AW (Addressed Well = 3)	FA (Fully Addressed = 4)	NA (Not Applicable = NA)		

1.2 ASSESSMENT

Offices should establish systematic plans and processes to meet internal and external accountability expectations with regard to program as well as student learning and development outcomes. Offices should conduct regular assessment and evaluations. Assessments should include qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process should employ sufficient and sound measures to ensure comprehensiveness. Data collected should include responses from students and other affected constituencies.

1.2.1 In an effort to ensure assessment is being conducted and reported annually, please download a PDF version of the information in your TaskStream account and attach it as an appendix.

1.2.2 Please list the assessments you conduct on an annual basis (these should be overall assessments as well as program/service specific assessments):

Qualitative:

Quantitative:

Results of these evaluations should be used in revising and improving programs and services, identifying needs and interests in shaping directions of program and service design, and recognizing staff performance.

1.2.3 How are assessments used to modify or change current practices?

1.2.4 How are assessment results made available to stakeholders?

1.2.5 How do you obtain and use comparative or benchmark data to stay current with and/or excel beyond your peers and/or competitors delivering similar programs/services? In other words, how do you know that the office is doing the right things?

1.2.6 Offices should evaluate how well they complement and enhance the institution’s stated mission and educational effectiveness. Use the table below to evaluate your office’s assessment activity (CTLA uses this rubric to evaluate the information your office puts in TaskStream; based on WASC rubrics):

TaskStream Elements	Evaluate your activities using the table below (checkmark)			
	I	E	D	HD
<i>Mission Statement</i>				
<i>Student Learning Outcomes</i>				
<i>Program Goals</i>				
<i>Mapping</i>				
<i>Overall Plan</i>				
<i>Annual Plan</i>				
<i>Annual Report</i>				
<i>Assessment Documents</i>				
<i>Involvement</i>				

	Initial	Emerging	Developed	Highly Developed
Mission Statement	Vague mission; language and/or ideas are too abstract and nearly impossible to assess adequately; a good "vision," but not functional as a mission statement.	Functional mission; contains abstract language or ideas that are hard to assess; two or more of the ideal elements in a mission statement are missing.	Adequate mission; some language or ideas do not conform to the four ideal elements in a mission statement; mostly assessable.	Well-crafted Mission; clearly sets forth the four ideal elements in a mission statement; very assessable.
Student Learning Outcomes	Missing outcomes or stated as process or teacher activities, not as student outcomes; vague language makes outcomes hard or nearly impossible to assess.	Questionable outcomes; too many or too few; contain vague language; somewhat unrealistic expectations; difficult to assess and obtain valid learning evidence.	Good outcomes; adequate number; stated almost clearly; somewhat realistic expectations; able to facilitate assessment that yields mostly valid learning evidence.	Excellent outcomes; a sufficient number; stated clearly; realistic expectations; able to facilitate effective assessment that yields valid learning evidence.
Program Goals	Missing or inappropriate capacity outcomes (office goals); confused with Student Learning Outcomes.	Very vague capacity outcomes (office goals) and/or include too many unachievable expectations.	Somewhat vague capacity outcomes (office goals); includes some expectations that may be hard to achieve.	Clearly-stated capacity outcomes (office goals); realistic expectations which are achievable.
Mapping	Student Learning Outcomes not mapped to the University Student Learning Outcomes.	Student Learning Outcomes mapped incorrectly to the University Student Learning Outcomes.	Student Learning Outcomes mapped correctly to the University Student Learning Outcomes.	Student Learning Outcomes mapped perfectly to the University Student Learning Outcomes.
Overall Plan	Missing or incomplete Overall Plan; not developed to an acceptable level; not useful for guiding program assessment.	Ambiguous Overall Plan; missing some requisite key items needed to guide program assessment.	Useful Overall Plan; contains most requisite items needed to guide adequate program assessment.	Unambiguous Overall Plan; contains all the requisite information to guide effective program assessment.
Annual Plan	Missing some or all Annual Plans; not developed to an acceptable level; not useful for guiding assessment activities during the year in question.	Very rough Annual Plans; questionable in their ability to guide ill-defined assessment activities during the year in question.	Useful Annual Plans; for the most part able to guide somewhat vague assessment activities during the year in question.	Precise Annual Plans; definitely able to guide specific assessment activities during the year in question.
Annual Report	Missing some or all yearly reports; those submitted do not contain all requested information; actions taken based on the collected assessment evidence are missing.	Incomplete yearly reports; submitted and contain some requested information; list some assessment activities, but actions taken based on the collected assessment evidence are missing.	Good yearly reports; submitted on time and contain the requested information; include assessment activities and some actions taken based on the collected assessment evidence.	Excellent yearly reports; submitted on time and contain all requested information; states clearly the assessment activities, records definite actions taken based on the collected assessment evidence.
Assessment Documents	Account established; missing most information, incomplete; what is included does not meet APU expectations.	Account established; contains some required information; account is not complete, current, and/or accurate.	Maintained account; includes most current and accurate information APU expects.	Well-maintained account; includes all the current and accurate information APU expects.
Involvement	Few, if any, staff are involved; assessment is done mostly by one person with little input from others.	Some staff are involved in the office's assessment planning, activities, and making decisions based on the collected evidence.	Most staff are involved in the office's assessment planning, activities, and making decisions based on the collected evidence.	All staff are involved in the office's assessment planning, activities, and making decisions based on the collected evidence.

1.2.7 Using the data collected in your TaskStream account, describe how well students are demonstrating the desired learning outcomes for the program. In what areas are students not attaining the acceptable target for success and what improvements are necessary as a result?

1.2.8 Describe the process used to annually evaluate the quality of the program outcomes. Evaluate the effectiveness of the office's assessment *process* toward making effective changes. Discuss needed change to this process, if applicable:

1.2.9 In what ways does the program communicate student learning outcomes to students? Discuss how well web pages and other documents include programmatic outcomes and goals.

1.2.10 Discuss the degree to which students are well-acquainted and involved with program outcomes and methods of assessment.

1.3 STRATEGIC PLANNING

1.3.1 Criteria Ratings: Strategic Planning

Our Office...	Rating Scale						Notes
	ND	NI	A	AW	FA	NA	
Has developed a strategic plan.							
Has a process for developing a strategic plan.							
Includes all staff in the strategic planning process.							
Includes all students (if applicable) in the strategic planning process.							
Uses assessments as a way to develop the strategic plan.							
ND (Not Done = 0)	NI (Needs Improvement = 1)	A (Addressed = 2)	AW (Addressed Well = 3)	FA (Fully Addressed = 4)	NA (Not Applicable = NA)		

1.3.2 What is your time table for accomplishing you strategic plan? (You may attach an additional document in the appendix, as needed)

PART 2: DEVELOPMENT

2.1 ORGANIZATION & MANAGEMENT

Evidence of effective management should include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, procedures for decision-making and conflict resolution, responses to changing conditions, systems of accountability and evaluation, and processes for recognition and reward. Offices should align policies and procedures with those of the institution and provide channels within the organization for their regular review.

2.1.1 Criteria Ratings: Organization & Management

Our office...	Rating Scale						Notes
	ND	NI	A	AW	FA	NA	
Uses comprehensive and accurate information for making decisions.							
Has clear sources and channels of authority.							
Has effective communication practices.							
Has procedures for decision-making.							
Has procedures for conflict resolution.							
Has systems of accountability and evaluation.							
Has processes for recognition and reward.							
Has aligned our policies and procedures with those of the institution.							
ND (Not Done = 0)	NI (Needs Improvement = 1)	A (Addressed = 2)	AW (Addressed Well = 3)	FA (Fully Addressed = 4)	NA (Not Applicable = NA)		

2.1.2 To promote student learning and development outcomes, programs and services should be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure should include current and accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts, and clearly stated program and service delivery expectations.

In the appendix, please provide links or documentation for the following:

- Policies & procedures
- Functional workflow graphics and/or organizational charts
- Clearly stated program and service delivery expectations

2.1.2 Criteria Ratings: Structure

	Rating Scale						Notes
	ND	NI	A	AW	FA	NA	
Policies							
Procedures							
Written performance expectations for employees							
Functional workflow graphics and/or organizational charts.							
Clearly stated program and service delivery expectations							
ND (Not Done = 0)	NI (Needs Improvement = 1)	A (Addressed = 2)	AW (Addressed Well = 3)	FA (Fully Addressed = 4)	NA (Not Applicable = NA)		

2.1.3 Offices should monitor websites used for distributing information to ensure that the sites are current, accurate, appropriately referenced, and accessible.

Please provide links to any websites used for the office:

Website Name	Link

2.2 LEADERSHIP

Effective leadership is essential to the success of the office and the institution. Please evaluate the following criteria based on the performance of the director of the office. In order to accurately evaluate the director, you might consider allowing staff at all levels to anonymously evaluate the criteria.

2.2.1 Criteria Ratings: Leadership

Senior leadership...	Rating Scale						Notes
	ND	NI	A	AW	FA	NA	
Sets goals and objectives that are based on the needs of the population served and desired student learning and development outcomes.							
Advocates for their office and the programs and services it offers.							
Promotes a campus environment that provides meaningful opportunities for student learning, development, and integration.							
Identifies and finds means to address individual, organizational, or environmental conditions that foster or inhibit mission achievement.							
Advocates for representation in strategic planning initiatives at appropriate divisional and institutional levels.							
Initiates collaborative interactions with stakeholders who have legitimate concerns and interests in the functional area.							
Applies effective practices to educational and administrative processes.							
Prescribes and models ethical behavior.							
Communicates effectively to all levels of staff.							
Manages financial resources, including planning, allocation, monitoring, and analysis.							
Incorporates sustainability practices in the management and design of programs, services, and facilities.							
Empowers professional, support, and student staff to accept leadership opportunities.							
Senior leadership encourages and supports scholarly contributions to the profession.							
Is knowledgeable about federal, state/provincial, and local laws relevant to the programs and services and ensure that staff members understand their responsibilities by receiving appropriate training.							
Develops and continuously improves programs and services in response to the changing needs of students and other populations served and the evolving							

institutional priorities.							
Recognizes environmental conditions that may negatively influence the safety of staff and students and proposes interventions that mitigate such conditions.							
ND (Not Done = 0)	NI (Needs Improvement = 1)	A (Addressed = 2)	AW (Addressed Well = 3)	FA (Fully Addressed = 4)	NA (Not Applicable = NA)		

2.2.2 Describe how the director in the office expresses their goals and objectives for the year:

2.2.3 Describe the environment of the office:

2.2.4 Is the leadership in the office involved in strategic planning for the division or institution? If yes, explain in what ways:

2.2.5 Describe how the director encourages and empowers staff at all levels:

2.2.6 Describe how the director develops and continuously improves programs and services in regard to the changing needs of students and other populations served:

2.2.7 Discuss how the director promotes and God First environment within the office and the programs generated:

2.2.8 How does the director support organizational and staff learning?

2.2.9 What practices/methods does the director employ to communicate with and engage the entire staff?

2.2.10 How and with what timeliness does the director communicate key decisions?

PART 3: HUMAN RESOURCES

3.1.1 Criteria Ratings: Human Resources

	Rating Scale						Notes
	ND	NI	A	AW	FA	NA	
The office is staffed adequately and qualified to fulfill the mission and purpose.							
Procedures are in place for the following:							
Staff Selection							
Staff Training							
Staff Evaluation							
Set expectations for supervision are established.							
Professional Development opportunities are provided for full-time staff.							
Student staff is educated on how and when to refer those in need of additional assistance to qualified staff members.							
Student staff has access to a supervisor for assistance.							
Student Staff are provided with:							
Clear and precise job descriptions							
Pre-service training based on needs							
Continuing staff development							
Staff is trained on institution policies and privacy laws regarding access to student files (FERPA) or other sensitive institutional information.							
Staff is technologically proficient to perform their job functions.							
Staff is knowledgeable about the ethical and legal uses of technology.							
Staff has access to training and resources to support the performance of their assigned responsibilities.							
All members of the staff receive training on policies and procedures related to the use of technology to store or access student records and institutional data.							
Staff members are knowledgeable about and trained in emergency procedures, crisis response, and prevention efforts.							
Staff is able to identify threatening conduct or behavior of students, faculty members, staff, and others and are familiar with the procedures for responding, including but not limited to reporting them to the appropriate campus officials.							
Position Descriptions are provided for every staff position (Please include descriptions as appendices at the end of your program review).							
Offices conduct regular evaluations of staff members							
ND (Not Done = 0)	NI (Needs Improvement = 1)	A (Addressed = 2)	AW (Addressed Well = 3)	FA (Fully Addressed = 4)	NA (Not Applicable = NA)		

3.1.2 Please list the positions in your office and include the job descriptions at the end of your program review.

--

3.1.3 Staff Qualifications					
Name of Staff Member	Job Title	Years employed at APU	Highest Degree Earned and Date of Acquisition	Institution of highest degree	Certifications, practices, specialties, etc. related to the discipline that illustrate qualifications (if applicable)
<i>Full-time Staff listed here (add more rows as needed)</i>					
<i>Part-time staff listed here (add more rows as needed)</i>					
<i>Graduate Students listed here (add more rows as needed)</i>					
Name of Student	Graduate Program Enrolled in	Undergraduate Degree	Undergraduate Institution	Year in Graduate Program	Job Title
<i>Paid Undergraduate Students listed here (add more rows as needed)</i>					
Name of Student	Year at APU	Undergraduate Degree	Job Title		
<i>Unpaid Student Leaders listed here (add more rows as needed)</i>					
Name of Student	Year at APU	Undergraduate Degree	Job Title		

Salary levels and benefits for all staff members should be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.

3.1.4 Compensation

Do you think your staff are fairly compensated?

--

What criteria do you use to evaluate compensation?

To create a diverse staff, offices should institute hiring and promotion practices that are fair, inclusive, proactive, and non-discriminatory.

3.1.5 Staff Demographics										
As of (October 15, _____):	Full-time		Part-time		Graduate		UG Student		Total	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Staff who are :										
Black, non-Hispanic										
American Indian or Alaska Native										
Asian or Pacific Islander										
Hispanic										
White, non-Hispanic										
Multi-Racial (Other)										
Race/ethnicity unknown										
Non-U.S. citizens										
Totals										
Number of staff with doctorate or other terminal degree:										
Number of staff whose highest degree is a master's, but not a terminal master's:										
Number of staff whose highest degree is a bachelor's:										

PART 4: LEGAL & ETHICAL RESPONSIBILITIES

4.1 ETHICAL

4.1.1 Criteria Ratings: Legal/Ethical Responsibilities

Our office...	Rating Scale						Notes
	ND	NI	A	AW	FA	NA	
Has clearly outlined ethical standards.							
Publishes our ethical standards.							
Reviews our ethical standards regularly.							
Keeps students informed about ethical standards and provides training as needed.							
Keeps staff informed about ethical standards and provides training as needed.							
Ensures that privacy and confidentiality are maintained with respect to all communication and records to the extent that such records are protected under the law and appropriate statements of ethical practice.							
Recognizes and avoids personal conflicts of interest or appearance thereof in the performance of their work.							
Strives to insure the fair, objective, and impartial treatment of all persons with whom they interact.							
Creates promotional and descriptive information that is accurate and free of deception.							
Allows staff members to use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.							
ND (Not Done = 0)	NI (Needs Improvement = 1)	A (Addressed = 2)	AW (Addressed Well = 3)	FA (Fully Addressed = 4)	NA (Not Applicable = NA)		

4.1.2 Describe the process for how confidential material is communicated, recorded, and protected:

4.1.3 Describe how your office ensures the fair, objective, and impartial treatment of all persons with whom they interact:

4.1.4 Describe how institutional funds are managed and what procedures are used to ensure they are managed properly:

4.1.5 Describe how your office practices and enforces ethical behavior in the use of technology:

4.2 LEGAL

Staff members should be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities and that may pose legal obligations, limitations, or ramifications for the institution as a whole. As appropriate, staff members should inform users of programs and services, as well as officials, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial, and local governments; and the institution's policies.

4.2.1 Please list any laws or regulations your office should abide by due to federal, state, or professional law:

4.2.2 Please provide your offices written policies for any operations, transactions, or tasks that may have legal implications (If this information is provided in a manual for your office please site the page below and attach the document to your Program Review):

Staff members should use reasonable and informed practices to limit the liability exposure of the institution and its officers, employees, and agents. Staff members should be informed about institutional policies regarding risk management, personal liability, and related insurance coverage options and should be referred to external sources if coverage is not provided by the institution.

4.2.3 How is staff trained to ensure that they are knowledgeable about laws and regulations and professional ethics that apply to their respective job responsibilities?

PART 5: DIVERSITY & ACCESSIBILITY

5.1 EQUITY

APU Discrimination Statement
Azusa Pacific University does not discriminate on the basis of race, color, national origin, gender, age, disability, status as a veteran, or other characteristics protected by law in its programs, policies, or procedures.

Offices should be provided on a fair, equitable, and non-discriminatory basis in accordance with institutional policies and with all applicable state/provincial and federal statutes and regulations. Offices should maintain an educational and work environment free from discrimination in accordance with law and institutional policy.

5.1.1 How does office ensure non-discriminatory, fair, and equitable treatment of staff and stakeholders that it serves?

--

5.1.2 Discuss how your office ensures students have access to the services and programs provided:

--

Offices should ensure physical and program access for persons with disabilities. Offices should be responsive to the needs of all students and other populations served when establishing hours of operation and developing methods of delivering programs and services.

5.1.3 Overall, how does your office address the needs of students/persons with disabilities?

--

5.2 DIVERSITY

As an institution, we are charged with creating and fostering a diverse environment. Use the following criteria rating to evaluate your office.

5.2.1 Criteria Ratings: Diversity

Our office...	Rating Scale						Notes
	ND	NI	A	AW	FA	NA	
Creates a nurturing environment that welcomes and brings together persons of diverse backgrounds.							
Promotes an environment that is characterized by open and continuous communication that deepens understanding of one's own identity, culture, and heritage, as well as that of others.							
Recognizes honors, educates, and promotes respect about commonalities and differences among people within their historical and cultural contexts.							
Addresses the characteristics and needs of a diverse population when establishing and implementing policies and procedures.							
ND (Not Done = 0)	NI (Needs Improvement = 1)	A (Addressed = 2)	AW (Addressed Well = 3)	FA (Fully Addressed = 4)	NA (Not Applicable = NA)		

Please respond to how your office is accomplishing the following:

5.2.2 Continue to increase support for minority students, including academic and spiritual accountability, conflict and issue resolution and crisis response protocols.

5.2.3 Increase the number of majority-cultured students invested and engaged in promoting God-honoring diversity, and empower the same to be advocates.

5.2.4 Increase the number of students engaged in cross cultural experiences on campus and in the surrounding communities.

5.2.5 Expand efforts to “build the bridge” via strategic alliances and opportunities with staff, faculty, and majority-cultured students.

5.2.6 Enhance and expand growth and training opportunities for Student Life directors and staff.

Part 6: CAMPUS & COMMUNITY RELATIONS

6.1.1 Criteria Ratings: Campus & Community Relations

Our office...	Rating Scale						Notes
	ND	NI	A	AW	FA	NA	
<i>Campus</i>							
Establishes, maintains, and promotes effective relationships around campus.							
Disseminates information about our programs and other related programs around campus.							
Coordinates and collaborates, where appropriate, with other offices/departments on campus.							
<i>Community</i>							
Establishes, maintains, and promotes effective relations in the broader community.							
Disseminates information about our programs and other related programs in the broader community.							
Coordinates and collaborates, where appropriate, within the community.							
ND (Not Done = 0)	NI (Needs Improvement = 1)	A (Addressed = 2)	AW (Addressed Well = 3)	FA (Fully Addressed = 4)	NA (Not Applicable = NA)		

6.1.2 What strategies does the office use to establish, maintain, and promote collaborative relations with relevant campus and external individuals and agencies?

6.1.3 How do these strategies and their outcomes benefit Student Life and the University?

6.1.4 How do these strategies and their outcomes benefit the Azusa/Los Angeles community, if appropriate?

6.1.5 How does the office know these strategies are effective? What types of assessment are employed?

6.1.6 What goals does the office have in strengthening these types of relationships?

6.2 EMERGENCY SITUATIONS

6.2.1 List any staff members who are part of the Incident Command Team & their role:

Name	Role in ICT

6.2.2 Describe any additional/unique support your office offers in the event of an emergency:

Part 7: RESOURCES

7.1 FINANCIAL RESOURCES

Offices should have adequate funding to accomplish their mission and goals. In establishing funding priorities and making significant changes, a comprehensive analysis, which includes relevant expenditures, external and internal resources, and impact on the campus community, should be conducted.

7.1.1 Please provide the following budget information for the last three years (Work with Willie Hamlet if needed):

Academic Year	Internal Operational Budget (do not include salaries)	+/- % change in budget from prior year	External Income – Donations/ Fundraising (if applicable)	+/- % change in income from prior year	External Income – Grants (if applicable)	+/- % change in income from prior year
20__ - 20__						
20__ - 20__						
20__ - 20__						

7.1.2 Discuss the process used to secure needed resources for the office. Include innovative strategies that have resulted in successful resource acquisition. Evaluate the program's effectiveness at securing necessary resources to ensure program quality. What systems or processes are working well, and what improvements could be made to make non-budgeted resource acquisition successful?

7.1.3 What are the sources of funds/resources for the office?

7.1.4 How is budget allocation/reallocation decisions made in the office?

7.1.5 What is the link between assessment, planning and resource allocation?

7.1.6 How are decisions made about allocation/reallocation of resources to make certain that your strategic plans are accomplished?

7.1.7 How satisfied are you as an office with your current funding and would your priorities change if you had more resources?

7.2 TECHNOLOGY

7.2.1 How is technology utilized in your office?

--

7.2.2 Discuss how your office backs-up and stores data (if applicable):

--

7.2.3 If sensitive information is saved, how is it protected?

--

7.2.4 Criteria Ratings: Technology

Our office...	Rating Scale						Notes
	ND	NI	A	AW	FA	NA	
Provides access to policies that are clear, easy to understand, and available to all.							
Provides access to instruction or training on how to use certain technologies, if needed.							
Provides access to information on the legal and ethical implications of misuse as it pertains to intellectual property, harassment, privacy, and social media.							
ND (Not Done = 0)	NI (Needs Improvement = 1)	A (Addressed = 2)	AW (Addressed Well = 3)	FA (Fully Addressed = 4)	NA (Not Applicable = NA)		

7.2.5 How does your office enforce the institutional guidelines for proper use of technology?

--

7.2.6 How have you kept pace with the development of hardware, software, maintenance, and training support?

--

7.2.7 What are your projected technology needs for the future and what strategies will you use to address them?

--

7.3 FACILITIES

Offices should have adequate, accessible, suitably located facilities and equipment to support their mission and goals. If acquiring capital equipment as defined by the institution, offices should take into account expenses related to regular maintenance and life cycle costs. Facilities and equipment should be evaluated regularly, including consideration of sustainability, and be in compliance with relevant federal, state/provincial, and local requirements to provide for access, health, safety, and security.

7.3.1 Criteria Ratings: Facilities

	Rating Scale						Notes
	ND	NI	A	AW	FA	NA	
Our office has facilities and equipment that support the work of the office.							
Staff members have work space that is well-equipped,							

adequate in size, and designed to support their work and responsibilities.							
For conversations requiring privacy, staff members should have access to a private space.							
For staff members who share workspaces, they each have their own space to keep files and/or secure information.							
The location and layout of our office is sensitive to the needs to students/persons with disabilities.							
Our office receives adequate training on safety and emergency procedures for securing and vacating the facility.							
ND (Not Done = 0)	NI (Needs Improvement = 1)	A (Addressed = 2)	AW (Addressed Well = 3)	FA (Fully Addressed = 4)	NA (Not Applicable = NA)		

7.3.2 Discuss the work space your office uses and whether it is appropriate for the work that is being done.

7.3.3 What would your priorities be if more space were available?

PART 8: OVERVIEW & SUMMARY

8.1 Major Findings

Identify at least three (3) areas you feel your office excels in after completing this program review. In the box provided, describe why you feel this is a strong area for your office.

Area 1:

Area 2:

Area 3:

Identify at least three (3) major challenges you feel your office faces after completing this program review. In the box provided, outline the details of the challenge and the steps you will take to work through the challenge.

Challenge 1:

Challenge 2:

Challenge 3:

8.2 Recommendations

Please identify the overall recommendations for your office:

8.3 Next Steps

Please outline how you will accomplish the recommendations you listed above:

Program Review Committee Report

Name of Program: _____

Committee Members:

1. _____
2. _____
3. _____
4. _____

Part of Report	Overall Rubric Score	Comments/Recommendations
Part 1: PROFILE		
Part 2: OFFICE DEVELOPMENT		
Part 3: HUMAN RESOURCES		
Part 4: LEGAL & ETHICAL RESPONSIBILITIES		
Part 5: EQUITY & DIVERSITY		
Part 6: CAMPUS & COMMUNITY RELATIONS		
Part 7: RESOURCES		
Part 8: OVERVIEW & SUMMARY		

0	1	2	3	4	NA
ND	NI	A	AW	FA	NA
Not Done	Needs Improvement	Addressed	Addressed Well	Fully Addressed	Not Applicable
No action has been taken	Problematic, incomplete, inappropriate, and/or disorganized	Development is apparent, but not comprehensive	Well-organized and thought out	Comprehensive, appropriate, & clear	Does not apply to our office

***If the rating of any criteria is denoted by Not Done (ND), Needs Improvement (NI), or Addressed (A) an explanation should be provided in the notes section.

Additional feedback, recommendations, or concerns from PRC regarding program review:

[insert comments here]

Final recommendation of Program Review Committee (identify one):

Accept

Do Not Accept

Date: _____

Administrative Response Sheet

Name of Program: _____

Committee Members:

1. _____
2. _____
3. _____
4. _____

Date Approved: _____

Recommendations/Goals	PRC's Comments	Administrative Comments (Associate Dean of Students or VP of Student Life)

Additional feedback, recommendations, or concerns from Associate Dean of Students (or Associate VP of Student Life) regarding program review:

[insert comments here]

The following signature ensures that this program review has been reviewed and will be sent back to the office for action based on the comments/recommendations made by the PRC and the administration:

Associate Dean of Student (or Associate VP of Student Life) Signature

Date

APPENDICES

Table of Contents

Suggested Appendices		Page # (If Applicable)
Appendix 1	Part 1: TaskStream Summary PDF	
Appendix 2	Part 2: Policies & Procedures Manual	
Appendix 3	Part 2: Written Performance Expectations for Employees	
Appendix 4	Part 2: Functional Workflow Graphics and/or Organizational Charts	
Appendix 5	Part 2: Clearly Stated Program & Service Delivery Expectations	
Appendix 6	Part 3: Job Descriptions	
Appendix 7	Part 3: Resume/CV for All Staff	
Appendix 8	Part 4: Legal Documents	
 Additional Appendices		Page # (If Applicable)