|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Responsive to the Component** | **Evidence** | **Analysis: Explanation/ Rationale of Assertions Supported by Evidence** | **Overall**  **Judgment** | **Comments** |
| 1. What does the unit do? | A |  |  | A |  |
| 2. What is the unit’s relationship to the college mission & strategic plan? | AWR | AWR | AWR | AWR | What is evidence for increased retention recruitment? Are numbers increasing? Really hard to quantify.. but don’t give specific numbers page 10 “clear evidence…. Dozens of articles..”Surely there’s a number or a range of numbers  Page 11 states numbers are increasing while they seem to be steady or dropping. Quantify even if can’t quantify the department’s role  Page 11 2B What are the letters referring to 1 ACE, 3A etc? |
| 3. Why are the unit processes done? | RR | AWR | AWR | AWR | Which services add the biggest value to the college? Discuss any discrepancies between the services named in these two questions. Not sure this question was answered.  Does the Connection Newsletter bring value? What evidence other than sent to 620K people?  Page 14 graph: data doesn’t match text, 2019-2020 up, but numbers decline after  “How has the function evolved..” they didn’t answer the question  APPENDIX What if outsourced? They don’t have numbers when they have estimates in which there could be numbers at least ranges.  Have numerous VPs, and multiple paid third-party services |
| 4. How does the unit impact student outcomes? | AWR | AWR | AWR | AWR | There isn’t data, it would be hard to get data, if not possible, just say so. |
| 5. How effectively does the unit communicate? | A | A | A | A |  |
| 6. Does the unit build and leverage partnerships? | A | A | A | A |  |
| 7. Are staff supported with professional development? | A | A | A | A | They have addressed the issue and hopefully they will get an increase –how about taking a Collin College course?  All staff list staff meeting guest speakers—could acknowledge the list once for everyone and not re-list |
| 8. [Optional] Does the unit have sufficient facilities and equipment? |  |  |  |  | N/A |
| 9. How have past CIPs contributed to success? | AR | RR | RR | RR | The report discusses the leadership changes in the department; reads as making excuses.  If rewritten with context of leadership change, would be more powerful.  Original Goals and outcomes followed by New goals and outcomes, then answering the question of reaching their goals—it would be better  Pg 39 text reads they met monthly goals except for X months—there were lots of months not met, that is not meeting a goal. Maybe a table with when met, when not met, then explain  From March 2020 CIP have personnel reclassifications and still don’t have reclassification? The VP Ext relations is still reviewing 3 years later?  Page 41 3 changes implemented in F2020—list and number |
| 10. How will the unit evaluate its success? | AR | A | AR | AR | Pg 44 Strengths examples of jobs that don’t fit college’s strategic goals?  Why compare UTD and not other CCs? Did other CCs not respond? What other colleges did you survey? Appendix and section answers are redundant |
| 11. Future Continuous Improvement Plan Tables | AWR |  |  | AWR | Need to have measurable goals |

**Overall Decision:**

|  |  |  |
| --- | --- | --- |
| Accepted Without Recommendations | Accepted With Recommendations | Revisit and Revise |

This program review has a lot of good to it, but sometimes don’t address the question/prompt.

Some information that was asked for, such as How does the unit impact student outcomes? This question is almost impossible to quantitate, probably the rubric should be altered for some programs such as this one.

I highly recommend some changes be addressed.

I don’t think it’s bad enough to have to completely re-do, but have strong suggestions about changes to be made.

CIP needs work, need to have SMART goals.

**General comments about the submission or rationale for the conclusion:**