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|  | **Responsive to the Component** | **Evidence** | **Analysis: Explanation/ Rationale of Assertions Supported by Evidence** | **Overall**  **Judgment** | **Comments** |
| 1. What does the unit do? | 10 |  |  | 10 | This program had a large task in explaining test scores, state codes, funding guidelines, placement systems, and tiered courses, but they managed to explain all of this methodically and clearly. |
| 2. What is the unit’s relationship to the college mission & strategic plan? | 4 | 3 | 3 | 10 | The program did an excellent job of delineating their relationship to the College’s mission and strategic plan. I particularly appreciate all of the data they provided on the percentages of students who place into the developmental program and how the need for the program is growing. They also provided useful ESL, INRW, and Foundational Math data comparing Collin College with other area colleges, and in doing so, they took advantage of the knowledge gained to reflect on how Collin College might continue to grow and improve our program. |
| 3. Why are the unit processes done? | 4 | 3 | 3 | 10 | Most of the processes in this program are stipulated specifically by THECBs, the State of TX, or federal law. The program clearly articulated these processes. |
| 4. How does the unit impact student outcomes? | 4 | 3 | 3 | 10 | One thing that I think would be useful in future assessments of DE is to look into the outcomes that are laid out in the ESL course descriptions. For example, in ESLC 0325, the course description lists that an outcome is for students to successfully transition into SPCH 1311; however, this outcome was not mentioned in this section. This is likely because the ESL program is small and still rebuilding post-COVID, but including this in the next assessment period may be something to consider.  Similarly, it would be great if in the future, the College could track students’ success from INRW 0405 to INRW 0315 to Composition I and Composition II or from MATH 0405 to MATH 0315 to MATH 1314. |
| 5. How effectively does the unit communicate? | 3 | 3 | 3 | 9 | The program effectively described the ways they communicate to students, but data in earlier sections indicated that the program may need to find other avenues of communication. For example, they stated that “the first way that Developmental Education communicates is through the Collin College website with the Developmental Education web page […which is…] updated regularly” (39). However, earlier in the document, when discussing the Intervention Comparisons on page 30, the writers admitted that “a typical student who has placed into an INRW class might have difficulty understanding the placement policy based on the Collin College webpages” (30). The issues they describe with the webpage have to do with user navigation and exist in any large organization’s website; however, because DE is needed by so many students, I hope that DE can work with Collin College’s Communications staff to make this information easier to find.  The writers also described the printed and digital materials they create and update each semester including brochures, fliers, etc. |
| 6. Does the unit build and leverage partnerships? | 4 | 3 | 3 | 10 | The program review provided a very clear chart with information about all of the partnerships they maintain. This was a very effective way of communicating this information. |
| 7. Are staff supported with professional development? | 4 | 3 | 3 | 10 | Yes, the report provides an immense amount of information on the professional development of the faculty and staff. I particularly appreciated that the writers created 4 categories of professional development as a way of explaining its relevance. |
| 8. [Optional] Does the unit have sufficient facilities and equipment? |  |  |  |  |  |
| 9. How have past CIPs contributed to success? | 4 | 3 | 3 | 10 | The writers discussed the main takeaways from the review period, and they clearly articulated how past CIPs have contributed to success. The program is improving such as in success rates in co-req MATH courses. Additionally, the success rates for ESL have been above the 75% goal, and the embedded tutoring support and early support measures the department have implemented have had success. The program is still working on increasing enrollment.  I appreciate how transparent the writers of this report were in discussing past interventions and low success rates. |
| 10. How will the unit evaluate its success? | 3 | 2 | 3 | 8 | This was the only area of this entire report where I thought the writers needed to include a bit more information. For the Future Outlook of each of the 3 programs, I could have used a few more specifics. For instance, in DE MATH, which is a program that showed drops in the success rates, the main strategy is to improve faculty training. However, it was not clear how the program would be able to assess their mentoring of new faculty. I think this is a quick thing that is easy to add, but currently it is not included.  Similarly, the INRW program is planning to implement regular faculty Zooms on specified topics, but it is not clear how these would be assessed other than by examining the success rates.  Also, I agree that it is likely that study skills seminars help student success in DE courses; however, there is not a discussion of how these are assessed. For instance, are there some seminar topics that students have specifically said are helpful (from feedback surveys), resulting in the department offering more of them?  For ESL’s plan to increase enrollment, the writers stated that the department is recruiting at several community events and other community places like churches, agencies, etc. However, it is not necessarily clear how the program evaluates which of these is successful and how they continue to develop new recruiting opportunities. |
| 11. Future Continuous Improvement Plan Tables | 10 |  |  | 10 | The DE program completed all tables. |

**Overall Decision:**

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| Accepted Without Recommendations | Accepted With Recommendations | \_\_\_Accepted with Required Recommendations | Revisit and Revise |

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

I do have one comment regarding the overall Action Plan Outcomes. I agree that student success rates should be a large part of the evaluation process; however, I recommend that the DE program consider adding additional context to these success rates. For instance, in the courses where students retake the TSI, the program could consider including students’ updated TSI scores to the evaluation. I only say this because exclusively using success rates without this kind of context can lead to grade inflation.