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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? | Accepted Without Recommendations |  |  | Accepted Without Recommendations | The prompt is thoroughly answered with references and examples. |
| 2. What is the unit’s relationship to the college mission & strategic plan? | Accepted Without Recommendations | Accepted Without Recommendations | Accepted Without Recommendations | Accepted Without Recommendations | Many examples of how the program supports the mission statement and strategic goals of the college. |
| 3. Why are the unit processes done? | Accepted Without Recommendations | Accepted Without Recommendations | Accepted With Recommendations | Accepted Without Recommendations | Great justification for the necessity of the department. Benchmarking was completed, but there is not a clear plan or example of how the department will improve by implementing ideas gathered during the review. |
| 4. How does the unit impact student outcomes? | Accepted Without Recommendations | Accepted With Recommendations | Accepted With Recommendations | Accepted With Recommendations | Reference is from 2005. Students and higher education have dramatically changed since the pandemic, it would be helpful to use a more recent reference to hold as a standard. |
| 5. How effectively does the unit communicate? | Accepted Without Recommendations | Accepted With Recommendations | Accepted Without Recommendations | Accepted Without Recommendations | A variety of means are used to communicate with students. More information is needed on how student feedback is collected from their printed literature and how all feedback is used to improve the service unit. Refer to the appendix in the review. |
| 6. Does the unit build and leverage partnerships? | Accepted Without Recommendations | Accepted Without Recommendations | Accepted Without Recommendations | Accepted Without Recommendations | Several partnerships. |
| 7. Are staff supported with professional development? | Revisit and Revise | Accepted with Required Changes | Revisit and Revise | Revisit and Revise | Table is not completed properly, resulting in no analysis of the value of the PD that the staff have engaged in. |
| 8. [Optional] Does the unit have sufficient facilities and equipment? |  |  |  |  | No requests |
| 9. How have past CIPs contributed to success? | Accepted with Required Changes | Accepted with Required Changes | Accepted with Required Changes | Accepted with Required Changes | Two CIPS should be completed during the 5-year program cycles; only AY20-21 is included. Summary of survey results is misleading. CIP data was analyzed from only 506 surveys even though there were 36,479 attendees during AY2223. |
| 10. How will the unit evaluate its success? | Accepted Without Recommendations | Accepted Without Recommendations | Accepted With Recommendations | Accepted Without Recommendations | Need a more thorough analysis of how the department will mitigate the listed weaknesses beyond “meeting with stakeholders.” Also need more detailed description on the actions on how the department will capitalize on the identified strengths was inadequate. |
| 11. Future Continuous Improvement Plan Tables | Accepted Without Recommendations |  |  | Accepted Without Recommendations | Tables are completed. It is suggested that the first two targets in Table 1 be reviewed; they are not reaching or challenging as the department is already nearly accomplishing the first and is already accomplishing the second as reported earlier in the review. |

**Overall Decision:**

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

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

Overall score is 79-Accepted with Required Changes.

Authors need to address reviewers’ comments in sections; “How does the unit impact student outcomes,” “Are staff supported with professional development opportunities,” and “How have past continuous improvement plans contributed to success.”