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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 |  |  | Accepted | Addresses the query and is a clear representation of the unit. Great summary of the unit’s role in the college, community, and the service to the students.  V1 10.23- This v1 had better details on what the service unit does and how the service unit provides the skills for students to have practical experience and master the skills needed for success in industry. |
| 2. What is the unit’s relationship to the college mission & strategic plan? | AWR | RR | RR | AWR | Although it addresses some elements of how the unit relates to the college mission and strategic plan, the evidence and analysis are lacking. Would like to see more evidence of the ways the unit supports all the different facets of the mission and strategic plan. They define how they support the mission, but no evidence is presented to support it or analyzed. |
| 3. Why are the unit processes done? | AWR | RR | RR | AWR | No data or evidence was provided, and no plan on how to use the time more efficiently with the schedules not sinking up. How does this, compare to other schools that offer the Simulation Program?  Data on pass rates missing and the success of the field would decrease if there were not a Simulation program. Under “A,” it does not explain that they maintain the equipment. If not, individual programs would have to maintain equipment. “B” Talks about qualitative measures; you need to see that data attached in the appendix. EMS scenarios – nice job- is it part of CIP?  A -You have a better-detailed summary, but it is still missing evidence. What programs does this service unit support? Pull data that shows the completion or pass rates in those programs. This would support “Why are the unit processes done?”. With quantitative measures, how often are these simulations run, and in what classes?  B- I do not see that you compared other colleges. |
| 4. How does the unit impact student outcomes? | AWR | RR | RR | AWR | Essentially unchanged. Once again, details about the survey would’ve been helpful. This prompt suggests that a survey is going to be conducted for data to analyze the impact on students. You could get the data on the programs that use this service and analyze the data on student success rates and completion. |
| 5. How effectively does the unit communicate? | AAWR | AWR | AWR | AWR | A - it isn’t clear if the unit has printed literature and electronic communication. Upon clarification, any plan to generate it if necessary for students.  C – The table is confusing, elements of information should be listed. Each item is missing the date of the last review/update. Who exactly is the responsible party? Once again, details about the survey would’ve been helpful. The website will need to have updated contact information. What about flyers, LinkedIn pages, etc.? |
| 6. Does the unit build and leverage partnerships? | Accepted | Accepted | Accepted | Accepted | Appears to address each element of the query. Gives a good rundown of what types of partnerships you have. It would be nice to know if you plan to expand some of the partnerships that were one-time events. Stakeholders and outside entities are clearly stated. |
| 7. Are staff supported with professional development? | AWR | AWR | AWR | AWR | Unit states in question 10 that the majority of staff are part-time employees; however, no professional development is provided for them. It should include ALL instructors, not just the three full-time instructors. List out the Professional Associations and if there are required professional certifications or standards that need to be met by faculty and staff. Tie this to accreditation regulations for future needs. |
| 8. [Optional] Does the unit have sufficient facilities and equipment? |  |  |  |  |  |
| 9. How have past CIPs contributed to success? | RR | RR | RR | RR | Unit states no previous CIP due to first program review. Still no CIPs. Just because they were not completed when required in the past does not mean they are not needed here. |
| 10. How will the unit evaluate its success? | AWR | AWR | AWR | AWR | Detailed out strengths and weaknesses. Data from surveys would help this section and support how this will be evaluated in the future. Again, this indicated the need for more space for freedom of movement, debriefing rooms, and medical equipment. |
| 11. Future Continuous Improvement Plan Tables | AWR |  |  | AWR | Not sure approval ratings by students and faculty are going to be a good measure of success.  Approval ratings from faculty and staff about whether the sim benefitted learning outcomes probably won’t actually show if it is effective or not.  Weaknesses identified in question 10 are not addressed in CIP. |

**Overall Decision:**

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

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

With 30% of questions requiring some revisit/revise, 30% having some recommendations, and only 20% of ratable questions acceptable, my conclusion is Revise/Revisit.

Still, no CIP and updates provide more questions than answers, unfortunately. Well written, but I wouldn’t have mentioned a need for an emergency strategic plan until you have one set up. This seems like it’s something you know you need, and I’m not sure you are actually working on it.

V1 10-23- RR- This document did not have enough evidence, analysis, or completed CIP attached for an AWR. Send back for RR for the next FY 24-25.

CIP was missing and not provided, which outweighed, and our team came to a unanimous decision of RR.