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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? | AWOR |  |  | AWOR | All points are addressed with clear explanations. SAFAC budget for 2022-2023 is included, can 2023-2024 be added. (10) |
| 2. What is the unit’s relationship to the college mission & strategic plan? | AWOR | AWOR | AWOR | AWOR | Many examples of how the service unit supports the mission statement of the College. They adequately tie in two points of the current strategic and master plan. (13) |
| 3. Why are the unit processes done? | AWOR | AWOR | AWR | AWOR | Section A was very well written and analyzed. I would like to see more reflection and analysis of how the service unit can be improved by implementing ideas from the benchmarking review of other institutions. (12) |
| 4. How does the unit impact student outcomes? | AWOR | AWR | AWR | AWOR | This section of the review is answered completely with a thorough analysis. One point to consider moving forward; the reference provided is from 2005. We know that the student body has dramatically changed over the years, especially since COVID, it may be beneficial to research more current references. (13) |
| 5. How effectively does the unit communicate? | AWOR | AWR | AWOR | AWOR | How is student feedback regarding printed literature gathered? And how has the service unit used the feedback to make improvements. Student Engagement uses a variety of means to communicate with students and does ensure that information is current. (10) |
| 6. Does the unit build and leverage partnerships? | AWOR | AWOR | AWOR | AWOR | Great job on all of the partnerships that are maintained. (13) |
| 7. Are staff supported with professional development? | R/R | ARC | R/R | R/R | The table is not filled out correctly and the “How is it Valuable to the Unit?” analysis is not present. (1) |
| 8. [Optional] Does the unit have sufficient facilities and equipment? |  |  |  |  | For a cleaner look, delete the extra rows. |
| 9. How have past CIPs contributed to success? | ARC | ARC | ARC | ARC | Two CIPS should have been completed during the 5 year cycle, where is the other CIP? Earlier in the review it was stated that during the 2022-2023 AY, there were 36479 attendees, why only 506 surveys? Is “Probably Will” a true “Definitive Yes?” (6) |
| 10. How will the unit evaluate its success? | AWOR | AWOR | AWR | AWOR | All prompts are answered. However, a more thorough discussion on how the weakness of “Limited Personalization” will be address beyond working with stakeholders would be beneficial. What has been done with this so far, how is the feedback/information going to be implemented? (12) |
| 11. Future Continuous Improvement Plan Tables | AWOR |  |  | AWOR | What would an increased rating of 4.70 for increase student satisfaction going to “look-like” over the current ratings.It was noted earlier in the review that Student Engagement currently offers approximately 10% of their programming virtually, so why is offering 10% of the future programming a target for the future CIP? (10) |

**Overall Decision:**

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

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

The service unit review is done well, however, there are a few sections where a more complete analysis is needed. Attention is needed to correct the table describing how the staff is supported with professional development. The review only includes one CIP when discussing how previous CIPS contributed to success; and the summary of survey results is misleading.