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| **PROGRAM NAME:** Click or tap here to enter text. | **AUTHORING TEAM CONTACT:** Click or tap here to enter text. |
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| GUIDELINESTime Frames1. Scope:

The time frame of program review is five years, including the year of the review. Data being reviewed for any item should go back the previous four years, unless not available. 1. Deadline Dates:

January 15th – Program Review Document due to Department Dean for review (Deans may require submissions at their own, earlier due date)February 1st – Program Review Document due to Program Review Steering Committee1. Years:

Years 1 & 3 – Implement Action Plan of (CIP) and collect dataYears 2 & 4 – Analyze data and findings, Update Action PlanYear 5 – Write Program Review of past 5 years; Write Continuous Improvement Plan (CIP) and create new Action PlanLENGTH OF RESPONSES: Information provided to each question may vary but should be generally kept in the range of 1-2 pages or 500-1,000 words.**EVIDENCE GUIDELINES**: In the following sections, you will be asked to provide evidence for assertions made. 1. Sources: This evidence may come from various sources including professional accreditation reviews, THECB, Texas Workforce Commission’s CREWS, Institutional Research Office (IRO), National Student Clearinghouse, IPEDS, JobsEQ, EMSI Career Coach, and may be quantitative and/or qualitative. If you are unfamiliar with any of these information sources, contact the Institutional Research Office at: effectiveness@collin.edu. Use of additional reliable and valid data sources of which you are aware is encouraged.
2. Examples of Evidence Statements:
3. Poor example: Core values are integrated into coursework. (Not verifiable)
4. Good example: Core values are integrated into coursework through written reflections. (Verifiable, but general)
5. Better example: Core values are integrating into coursework through written reflections asking the student to describe how s/he will demonstrate each of the core values in his or her professional life and demonstrated through service learning opportunities. (Replicable, Verifiable)

**FOR MORE INFORMATION**: The Program Review Portal can be found at<http://inside.collin.edu/institutionaleffect/Program_Review_Process.html>*.* Any further questions regarding Program Review should be addressed to the Institutional Research Office (effectiveness@collin.edu, 972.599.3102). |

**Introduction/Preface**

[ ] EXECUTIVE SUMMARY:

**Briefly summarize the topics that are addressed in this self-study, including areas of strengths and areas of concern. (Information to address this Executive Summary may come from later sections of this document; therefore, this summary may be written after these sections have been completed.)** Please do not include information in this section that is not already provided elsewhere in this submission. Using the questions in the template as headings in the Executive Summary can provide structure to the overview document (see below for suggested format).

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| **Executive Summary (suggested sections/format-not required format)**What does our unit do?Why do we do the things we do: Unit relationship to the College Mission & Strategic Plan. Why do we do the things we do? How do we impact student outcomes? How effectively do we communicate, and how do we know? How well are we leveraging partnership resources and building relationships, and how do we know?How have past Continuous Improvement Plans contributed to success?How will we evaluate our success? |

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## Section I. Are We Doing the Right Things?

[ ] **1. WHAT DOES OUR UNIT DO?**

**What is the service unit and its context?**This section is used to provide an overview description of the service unit, its relationship to the college and the community it serves. Keep in mind the reviewer may not be familiar with your area. Therefore, provide adequate explanation as needed to ensure understanding.

*Suggested/possible points to consider:*

* *Unit’s purpose (Include the unit’s purpose/mission statement if one exists.)*
* *Services and products (i.e. event coordination, reports, promotional materials, handouts, etc.)*
* *Service across campus/departments/district/community*
* *Regulatory standards the unit must meet*

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[ ] 2. WHY DO WE DO THE THINGS WE DO? UNIT RELATIONSHIP TO THE COLLEGE MISSION & STRATEGIC PLAN.

* **Provide unit-specific evidence of actions that the unit supports the** [**mission statement:**](http://www.collin.edu/aboutus/missioncorevalues.html)“*Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.”*
* **Provide unit-specific evidence that supports how the unit supports the college strategic plan (2020-2025 Strategic Plan)**: <http://www.collin.edu/aboutus/strategic_goals.html>

*Suggested/possible points to consider:*

* *What evidence is there to support assertions made regarding how the unit relates to the Mission and Strategic Plan?*
* *Analyze the evidence you provide. What does it show about the unit?*

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[ ] **3. WHY DO WE DO THE THINGS WE DO?**

**A. Make a case with evidence to show that the primary functions/services of the unit are necessary as they are, or they should be modified, or eliminated.**

*Suggested/possible points to consider:*

* *What is the purpose and reason for the service?*
* *How has the function evolved during the 5-year cycle? How have the reasons for the service changed over time?*
* *What would happen if the unit no longer provided these services and/or the services were outsourced?*
* *What unit services require the most resources including staff time? Which services add the biggest value to the college? Discuss any discrepancies between the services named in these two questions.*
* *Is there a clear line of communication with other units involved in or supporting each of these services?*
* *Does the unit or the college have alternate ways of providing any of these services?*
* *Are the services offered/conducted as efficiently as possible?*

**B. Benchmarking: Review two or three comparable colleges for the way they accomplish these services. Discuss what was learned and what new ideas for service improvement were gained.**

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[ ] **4. HOW DO WE IMPACT STUDENT OUTCOMES?**

Make a case with evidence to show effects of the unit on student outcomes.

*Suggested/possible points to consider:*

* *How does the unit influence the student experience?*
* *How does the unit influence the student environment and/or safety?*
* *In what way does the unit influence student enrollment, retention, persistence, and/or completion?*
* *What services are provided for a diverse student population?*
* *Analyze the evidence you provide. What does it show about the unit?*

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Section II. *Are We Doing Things Right?*

[ ] **5. How effectively do we communicate, and how do we know?**

**A. Make a case that the printed literature and electronic communication are current, provide an accurate representation, and support the college’s recruitment, retention and completion plans.**

*Suggested/possible points to consider:*

* *Demonstrate how the unit solicits student feedback regarding its website and literature and how it incorporates that feedback to make improvements.*
* *How does the program ensure that students are informed/aware of unit literature? Is unit literature made accessible to all students (i.e. can they obtain the information they need)?*
* *Designate who is responsible for monitoring and maintaining the unit’s website, and describe processes in place to ensure that information is current, accurate, relevant, and available.*

**B. Provide unit website URLs. If no website is available, describe plans for creation of website or explain the absence.**

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**C. In the Unit Literature Review Table, below, document that the elements of information listed on the website or other formats (services available, points of contact, current calendars, handouts, costs and additional fees, hours of availability) were verified for currency, accuracy, relevance, and are readily available to target audiences. Please fill out the table only for this prompt (C.), no analysis is necessary here.**

**Unit Literature Review Table**

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| Title | Type (i.e. URL, brochure, handout, etc.) | Date of Last Review/Update |  | Responsible Party |
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[ ] **6. What partnerships and partner resources are established by the unit, and how are they valuable?**

**Partnership Resources: On the table below, list any business, industry, government, college, university, community, and/or consultant partnerships, including internal Collin departments, to advance the service unit outcomes. If a formal agreement is involved, indicate its duration.**

**Partnership Resources Table**

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| Partner/Organization | Description | Formal Agreement Duration, if any | Briefly explain the Partnership’s Value to Service Unit |
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[ ] **7. What professional development opportunities add value to our service unit?**

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**Provide a List of professional development activities employees have participated in since your last program review.**

**Employee Resources\*\***

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| Employee Name | Role in Unit | Professional Development Summary | How is it Valuable to the Unit? |
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\*\*If Employee Resource Table contains more than 18 rows it may be included at the end of this document as an appendix.

[ ] **8. Are facilities, equipment, and funding sufficient to support your service unit? If not, please explain.**

**[Only respond to this prompt if you are requesting additional resources, otherwise proceed to prompt 9.]**

**Make a case with evidence that current deficiencies or potential deficiencies related to unit facilities, equipment, maintenance, replacement, plans, or budgets pose important barriers to the unit or student success.** As part of your response, complete the resource tables, below, to supportyour narrative.

*Suggested/possible points to consider:*

* *The useful life of structures and equipment,*
* *Special structural requirements, and*
* *Anticipated technology changes impacting equipment sooner than usual.*
* *If you plan to include new or renovated facilities or replacement of equipment in your unit improvement plan, be sure to justify the need in this section with qualitative and/or quantitative data evidence of the need.*

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**Facilities Resources Table\*\***

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### **Equipment/Technology Table ($5,000 or more) \*\***

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| --- | --- | --- | --- |
| Current Equipment Item or Budget Amount | Description | Meets Needs (Y or N):Current For Next 5 Years | For any “N”, justify needed equipment or budget change |
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### **Financial Resources Table\*\***

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| --- | --- | --- | --- |
| Source of Funds(i.e. college budget, grant, etc.) | Meets Needs (Y or N):Current For Next 5 Years | For any “N”, explain why | For any “N”, identify expected source of additional funds if needed |
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\*\*If tables do not contain enough rows the information may be included at the end of this document as an appendix.

Section III. Continuous Improvement Plan (CIP)

[ ] **9. How have past Continuous Improvement Plans contributed to success?**

Program Review at Collin College takes place for each unit or program every five years. During the last (fifth) year, the unit evaluates the data collected during the CIP process.

**Please describe how you have used your Continuous Improvement Plan (CIP) to make the following improvements to your unit over the past 4 years (your last review can be found on the Program Review Portal):**

1. **Student Outcomes**
2. **Overall improvements to your unit**

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**\*Please attach previous CIP Tables in the appendix**

[ ] **10. How will we evaluate our success?**

**NOTE: Please contact the institutional effectiveness office if you need assistance filling out the CIP tables.**

As part of the fifth year of Program Review, the unit should use the observations and data generated by this process along with data from other relevant assessment activities to develop the unit’s CIP and an action plan for the next two years. At the conclusion of the first two years, data collected from the first year, plus any other relevant data that was collected in the interim, should be used to build on the accomplishments of those first two years by developing another two-year action plan for the CIP to help the unit accomplish the expected outcomes established in its CIP or by implementing one of your other plans.

**Based on the information, analysis, and discussion that have been presented up to this point, summarize the strengths and weaknesses of this program. There should be no surprise issues here! This response should be based on information from prior sections of this document. Describe specific actions the personnel intend to take to capitalize on the strengths, mitigate the weaknesses, and improve student success. Provide the rationale for the expected outcomes chosen for the CIP.**

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[ ]  **11. Complete the Continuous Improvement Plan (CIP) tables that follow.**

Within the context of the information gleaned in this review process and any other relevant data, identify unit priorities for the next two years, and focus on these priorities to formulate your CIP. This may include short-term administrative, technological, assessment, resource or professional development outcomes as needed.

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**Table 1. CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)**

|  |  |  |
| --- | --- | --- |
| **A. Expected Outcomes**Results expected in this unit(e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services) | **B. Measures**Instrument(s)/process(es) used to measure results(e.g. sign-in sheets, surveys, focus groups, etc.) | **C. Targets**Level of success expected(e.g. 80% approval rating, 10 day faster request turn-around time, etc.) |
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**Continuous Improvement Plan**

**Outcomes might not change from year to year. For example, if you have not met previous targets, you may wish to retain the same outcomes. You may add short-term administrative, technological, assessment, resource or professional development goals, as needed. Choose up to 2 outcomes from Table 1 above to focus on over the next two years.**

**A. Outcome** -Result expected in this unit (from column A on Table 1 above--e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services).

**B. Measure** -Instrument(s)/process(es) used to measure results (e.g. surveys, test results, focus groups, etc.).

**C. Target** -Degree of success expected (e.g. 80% approval rating, 10-day faster request turn-around time, etc.).

**D. Action Plan** -Implementation of the action plan will begin during the next academic year. Based on analysis, identify actions to be taken to accomplish outcome. What will you do?

**E. Results Summary** - Summarize the information and data collected in year 1.

**F. Findings** - Explain how the information and data has impacted the expected outcome and unit success.

**G. Implementation of Findings** – Describe how you have used or will use your findings and analysis of the data to make unit improvements.

**Table 2. CIP Outcomes 1 & 2**

|  |
| --- |
| 1. **Outcome #1** Click or tap here to enter text.
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| 1. **Measure (Outcome #1)**

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Click or tap here to enter text. |
| 1. **Action Plan (Outcome #1)**

Click or tap here to enter text. |
| 1. **Results Summary (Outcome #1) TO BE FILLED OUT IN YEAR 2**
 |
| 1. **Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2**
 |
| 1. **Implementation of Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2**
 |

**Table 2. CIP Outcomes 1 & 2 (continued)**

|  |
| --- |
| 1. **Outcome #2** Click or tap here to enter text.
 |
| 1. **Measure (Outcome #2)**

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| 1. **Action Plan (Outcome #2)**

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| 1. **Results Summary (Outcome #2) TO BE FILLED OUT IN YEAR 2**
 |
| 1. **Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2**
 |
| 1. **Implementation of Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2**
 |

**What happens next? The Program Review Report Pathway**

1. **Following approval by the Steering Committee,**
* Program Review Reports will be evaluated by the Leadership Team;
* After Leadership Team review, the reports will be posted on the Intranet prior to fall semester;
* At any point prior to Intranet posting, reports may be sent back for additional development by the unit.
1. **Unit responses to the Program Review Steering Committee recommendations received before July 31st will be posted with the Program Review Report.**
2. **Leadership Team members will work with program supervisors to incorporate Program Review findings into planning and activity changes during the next five years.**

**Please make sure to go back and complete your Executive Summary at the start of the Review.**