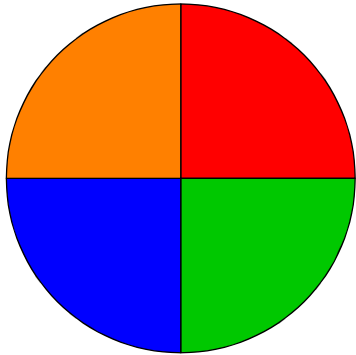


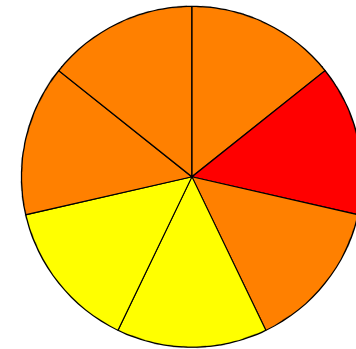
Co-curricular Unit

Mission Centrality



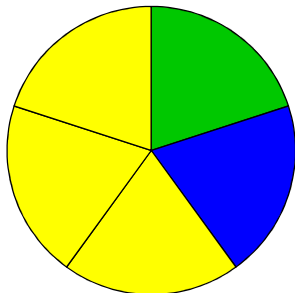
- Supports University Purpose, Vision, and Strategic Goals
- Unit Functions are Required by Policy or Law
- Unit Functions Meet Regional / State Needs
- Consequences if Services are Not Provided

Quality



- Services Support Students / Staff
- Well-Developed Assessment Process that Improves Services
- Demonstrates and Promotes EDI
- Compares Well Against Quality Benchmarks
- Collaboration with Others in Support of University Purposes
- Qualified Staff
- Not Vulnerable to Staffing Changes

Cost



- Provides Unique / Unduplicated Services
- Cost Effective with Respect to Peer Benchmarks
- Serves Students: Ratio of FTE to Students Served Annually
- Efforts Made Toward Better Efficiency
- Costs are Controllable

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|------|---|--------|--|
| I.1 | Supports University Purpose, Vision, and Strategic Goals | Red | Tutoring, testing services, GEN courses, and the Commanding English Program promote student learning and success and are closely connected to the university's mission. |
| I.2 | Unit Functions are Required by Policy or Law | Green | Not required by law. GEN courses are recommended for "at risk" students - about 20% participate; small numbers of students are required to take GEN courses |
| I.3 | Unit Functions Meet Regional / State Needs | Blue | Appropriate as blue. |
| I.4 | Consequences if Services are Not Provided | Orange | If this unit did not exist, clearly the students they serve would have a lower rate of success. Duplication of efforts may exist in some academic department -based tutoring. Diagnostic testing is a unique and important support for student success. The unique purpose of the Collegiate Bridge program is not as well documented, and there may be a benefit in re-examining the goals of CB in light of strategic goals. |
| II.1 | Services Support Students / Staff | Orange | Both satisfaction data and outcomes data are positive. Variety of programs that serve a wide array of academically at-risk students. Both tutors and students who receive services from the program benefit. Programming is particularly well aligned with CP goals 1 and 2. |
| II.2 | Well-Developed Assessment Process that Improves Services | Red | The unit has several established measureable outcomes. Assessment of programming occurs regularly, and they state that results are used to modify and improve programming. |
| II.3 | Demonstrates and Promotes EDI | Orange | Student staffing and programming are in line with EDI goals, as demonstrated by diversity among student tutors, retention of multicultural students and investment in safe space training, for example. Efforts to diversity staff have been less successful. |
| II.4 | Compares Well Against Quality Benchmarks | Yellow | Unit uses CAS guidelines to self-assess and improve services. There were some external indicators of quality. |
| II.5 | Collaboration with Others in Support of University Purposes | Yellow | Collaborations across campus; no indication if they are productive or innovative. |
| II.6 | Qualified Staff | Orange | Qualified, experienced staff. Professional development not clearly related to job functions. |
| II.7 | Not Vulnerable to Staffing Changes | Orange | Some succession plans in place. Not clear whether all functions could continue with staffing changes. |

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| III.1 | Provides Unique / Unduplicated Services | Green | Inconclusive in terms of duplication and distinction. Evaluator comment: Additional information provided is inconclusive and does not clarify the duplication occurring in some areas: the unit offers tutoring only on an appointment basis, and the academic department only offers tutoring on a drop-in basis? Still, it seems that both units are duplicating similar functions. Other functions, such as diagnostic testing, are clearly only performed by the unit. |
| III.2 | Cost Effective with Respect to Peer Benchmarks | Blue | Does not address cost, effectiveness, or peer cost comparative data. Evaluator comment: The additional data provided do not support the statement of cost effectiveness. |
| III.3 | Serves Students: Ratio of FTE to Students Served Annually | Yellow | Unclear impact. Not well documented. No peer comparison and inconclusive data. Impact to student services not well defined. |
| III.4 | Efforts Made Toward Better Efficiency | Yellow | No formal planning in place. Cost effectiveness is inconclusive. Mostly reactive. Evaluator comment: With additional information provided, we changed the color to yellow; this reflects limited demonstration of proactive planning. The examples cited are examples of the kinds of updates and changes that one would expect to see occurring in academic support programs as a result of changes in student populations over time. Again, this seems responsive rather than proactive. |
| III.5 | Costs are Controllable | Yellow | Report focuses on funding rather than cost control. No evident plans for addressing costs. Evaluator comment: With additional information provided, and a re-reading of the original, we changed the color to yellow; however, the additional information provided focuses on the sources of funding rather than on the unit's planning methods for controlling costs. Additional discussion may have yielded a stronger case for cost effectiveness. For example, in section 3.4 of the original report, there is reference to an increase of 325% in students served, with a funding increase of only 17% over the same time period. While this is compelling, the report did not reference this statistic or |