

Appendix C: Program Planning Resources

I. Below are resource links and a brief description of what each can contribute to understanding a program's context to guide management or development decisions

1. **O*NET** <https://www.onetonline.org/find/>
 - Cluster of related occupations; examine each to get best fit for market demand & entry level educational requirement
 - Occupation skills, knowledge; take this information to your Advisory Board to confirm or add to the list. *This becomes the basis for course selection.* Identify in which course students will be introduced to the knowledge or skill; have it emphasized; practice it; be assessed & given feedback for improvement
 - Hot or emerging technologies, high growth skills
 - Licensure and certifications for this occupation
 - Required Educational entry level continuum
 - Employment opportunities for certificate creation. Certificates should represent entry points to employment
 - State vs. national salaries
 - State vs. national market demand
2. **Career Coach** www.Collin.edu/Student Resources/Personal/Career Coach
 - Employers and job postings within 50 miles: *this list is useful for identifying Advisory Board prospects*
 - Job titles to assess your program and certificate titles
 - Projected growth or decline
 - Entry, median and end of career salaries for occupation
 - Annual Job openings
3. **Program-based Course Performance** Available on [Curriculum Office intranet page /Resources](#) (right side column)
 - Shows flow of enrollment through courses in context of a program plan
 - Shows annual course retention and success rates: Use this information to check for potential barriers to completion. Have required courses been offered? Are students successful?
4. **Course Enrollment History** Available on [Curriculum Office intranet site/Resources](#) (right side column)
 - Shows enrollments over the past 12 years: Check this site before adding a course or prerequisite to your degree or certificate
5. **Program Review Data** Available on [Institutional Research Office intranet site/Program Review Data](#)
 - Measure 6 Completers by Program – Select far right column
 - Measure 2A Grade Distribution and Success by Course and by Term – Provides granular term detail rather than the annual summation in the Program-based Course Performance
6. **Monster.com** and other similar regional job sites - Useful for identifying/verifying common job titles and skills sets for program and certificate alignments; identify desired certifications/licensures

II. Documentation of New Program Criteria

New program criteria templates generate required documentation, including the Enrollment Plan, Market Demand, and Budget. The template packet produces a systematic, polished presentation for the Collin Board of

Trustees and for the Texas Higher Education Coordinating Board. No more report writing by the Program Developer. See the handout that delineates the responsibilities of the Program Developer and the Academic Services Curriculum Team.

Academic Services Curriculum staff will complete these templates after a conversation with the Program Developer, and the Dean. The Program Developer can review and approve the reports or edit these documents, as desired. Faculty and the Program Developer are free to focus on the Curriculum, Program Outcomes, Articulation Agreements, if appropriate, and Partnerships.

III. Curriculum Gap Analysis

- Take O*NET information about occupation skills and knowledge to your Advisory Board to confirm or add to the list. *This becomes the basis for program courses.* Using a matrix, identify in which course students will be introduced to the knowledge or skill; have it emphasized; practice it; be assessed and given feedback for improvement. Address any gaps where identified knowledge or skills are not addressed in the program curriculum.
- Ask the Advisory Board to verify the needed skills and knowledge for local employment.

IV. Connecting Course Learning Outcomes to Marketable Skills

The new Texas 60 X 30 mandate for students to be able to identify Marketable Skills acquired in their academic transfer courses challenge us to help students understand how to communicate these core skills to employers.

Ask instructors how they can help students understand how the course outcomes tie to marketable skills such as the Core Objectives which students can use in their resumes and interviews when seeking employment.