|  | **Responsiveness to the Component** | **Evidence** | **Analysis: Explanation/ Rationale of Assertions Supported by Evidence** | **Overall Judgment** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| 1. What does the workforce program do? | Acceptable |  |  | Acceptable | This portion is clear and explains what they do, addressing all questions noted in the instructions. ---  The section provides a clear description of the HVAC program, its purpose, learning outcomes, industry served, and career paths for graduates. The section also discusses the regulatory standards that the program must meet, including external accreditation.  The section is well-structured and provides a detailed overview of the HVAC program offered by Collin College. It is written in a way that is easy to understand, even for someone who may not be familiar with the HVAC industry. The section also provides useful information about the certifications that students can earn through the program and the career paths that are available to graduates. It is informative and well-written. ---  This section is well-written and gives a great description of the program, its marketable skills, the industries it serves, and its accreditation. |
| 2. Program relationship to the college mission and strategic plan. | Acceptable | Acceptable | Acceptable | Acceptable | I hesitated on “Analysis” because I’m not sure I’d say it’s coherent, concise, and focused. But, it is closer to acceptable than acceptable with revision. Evidence for all claims is provided. ---  Overall, the 2nd section of the document provides useful insights and evidence related to the topic at hand. Occasionally, it feels like the evidence for a topic is presented in the wrong section. But it’s all there. ---  Each of the values in the mission statement and the strategic goals is addressed in detail. |
| 3. Program relationship to student demand. | Acceptable | Revisit/Revise | Revisit/Revise | Revisit/Revise | Statements such as “our research with local HVAC professionals has shown that while there continues to be a very strong demand for entry level employees who have completed a certificate program, there is virtually no industry demand for degreed technicians” are offered without evidence. Interviews with professionals could be provided (but it’s also possible the demand for degreed technicians lies in companies not interviewed – perhaps in different but related fields). This could yield numbers and also give the name and type of employer who was asked.   There is a lot of discussion about things that the program intends to create or implement, which are not currently in place. If they are already mid-creation, details were not provided. The program is quite new, but many of the plans for addressing issues are quite vague. Sentences which begin “we expect,” “we are working,” etc. are common, but made without evidence.   While some elements have adequate evidence and analysis, I’m choosing revisit/revise because I believe it needs to be addressed. --- Some broad statements made without supporting evidence, such as that the value of the AAS is expected to grow, or that the TSI is a barrier to students achieving an AAS.  Regarding demographics, there is not enough relevant evidence or insightful analysis given. Nor specific plans to improve.  ---  The case for course demand is stated weakly, though shown in the Duplicated Enrollment table. The response and plans for increasing enrollment are good. The analysis of how industry demographics differ from overall College demographics shows a difference in job interests among the population, not a problem with program recruitment or retention, which is line with industry demographics. There are program efforts to recruit women into courses and the industry. |
| 4. Program relationship to market demand. | Acceptable | Acceptable | Acceptable | Acceptable | This portion provides sufficient evidence and analysis to address the questions asked.  ---  Responds well, with sufficient evidence and analysis.  ---  Even with a lack of detailed data about graduate job placement, the program took the initiative to compile a table of known graduate jobs – this is something Workforce programs have had to do throughout the duration of Collin’s Program Review effort. Job placement is not data available through the college, but only through personal contact of faculty and students. A survey of Linked-In, or, as with HVAC, asking the Advisory Committee, is a good alternative to formal empirical data. |
| 5. How effective is the program’s curriculum? | Acceptable | Acceptable | Acceptable with Recommen-dations | Acceptable | Completions rates are given, potential issues are addressed and plans for improvement are given. TSI and industry demand are again given as barriers, without evidence for either. Some limitations (funding, accreditation) are not within the program’s control.   Over the last 5 years, have any of the ‘ideas’ created by the faculty to increase involvement of advisory committee members been implemented?  ---  The “HVAC-R” acronym is used frequently, but never defined. I don’t know what the “-R” is.  ---  This section is extensive (19 pages of 79), answering each prompt thoroughly. Completion rates, curriculum comparisons to other schools, a description of the advisory committee, an evaluation of class sizes and faculty contact hours, and a student satisfaction survey are all presented as convincing evidence of the success of this brand-new program. |
| 6. How well does program communicate? | Acceptable | Acceptable with Recommen-dations | Acceptable with Recommen-dations | Acceptable with Recommen-dations | This is difficult to assess because the program is awaiting the tools to communicate via website. The link given goes to a program information webpage. The new site should be published this semester, according to the document. If this happens soon, perhaps the new information could be added.  ---  How does your information support the program’s recruitment plan, retention plan and completion plan?  How do you ensure that your students are aware of the information and where to find it?  ---  Like many programs, HVAC is waiting on the new Collin.edu website roll-out to establish a new program/department site. The program literature list is adequate, but the Info Sheet and program description page, mentioned in the text, is not on the list. |
| 7. How well are partnership resources built & leveraged? | Acceptable | Acceptable | Acceptable | Acceptable | A detailed list of community partnerships is provided.  ---  Sounds like they’re doing a good job here.  --- |
| 8. Are the faculty supported with professional development? | Acceptable | Acceptable | Acceptable | Acceptable | A detailed list of faculty professional development is provided.  --- |
| 9. [Optional] Does the program have adequate facilities, equipment and financial resources? |  |  |  |  |  |
| 10. How have past CIPs contributed to success? | Acceptable | Acceptable | Acceptable | Acceptable | Reasoning and results are provided.  --- |
| 11. How will program evaluate its success? | Acceptable | Acceptable with Recommen-dations | Acceptable | Acceptable | Strengths include student placement in careers, and specifically with community partners, though the program has admitted to having very little knowledge of student career paths after they leave the program. A request could be made of community partners, and companies calling with job openings, to inform the program if our students are hired.  ---  The “HART” acronym is not defined. “moving forward with a better understanding of the program review and CIP process” is a good goal for a new program! |
| 12. Future Continuous Improvement Plan (CIP) | Revisit/Revise |  |  | Revisit/Revise | Outcomes are different between statement and table. The ‘exams’ outcome seems too non-specific. CIP is blank.  ---  POCA is not filled out properly.  CIP is not filled out at all.  ---  POCA is filled out.  CIP table is blank, though measures are stated in the text.  HVAC will need to complete this table to begin data collection for year 2. |

**Overall Decision:**

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

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

I am using this box to make suggestions regarding spelling, sentence structure, word usage, and punctuation.

There are several spelling or capitalization errors, including unlimeted, SYllabi, class room (instead of classroom), draw back (instead of drawback), direction (instead of direct), and many others.   
There are several missing hyphens (hands-on, tailor-made). There is inconsistency with HVAC-R, which is sometimes called HVAC/R, and sometimes HVACR. Many sentences begin with ‘As well,’ which is a phrase meant only to end a clause, not begin one. “Is” and “are” are often replaced with ‘being,’ creating a sentence fragment (i.e. “The most prominent local option being Texas A&M University in Commerce for the BAAS degree.”). Colloquial phrases are used unnecessarily (e.g. ‘a far cry,’ ‘right in the classroom,’ ‘call them out.’). Many commas are missing, and at least one is replaced by a period. Apostrophes are sometimes present when they should not be, and not when they should.

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The review is a good document overall, making a strong case for the need for the HVAC program and its continued improvement. Where there are some personal assertions in the cases of missing data (like job placement), the authors provided the data they could. In addition, a survey could be taken of LinkedIn connections to graduates or a mailer survey of local industry employers. Getting information from the Advisory Committee is a good use of that resource.  
The College has a free subscription to Grammarly, a spelling and grammar advisor that can be used in the browser, in the Microsoft suite, and many other programs (I see it pop up in Canvas through the browser!) This could help improve the clarity and readability of the document (it just re-edited even this sentence!).