|  | **Responsiveness to the Component** | **Evidence** | **Analysis: Explanation/ Rationale of Assertions Supported by Evidence** | **Overall Judgment** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| 1. What does the workforce program do? | AWOR |  |  | AWOR | 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. | AWOR | AWOR | AWOR | AWOR | Each of the values in the mission statement and the strategic goals is addressed in detail. |
| 3. Program relationship to student demand. | AWOR | AWR | AWR | AWR | 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, not a problem with program recruitment or retention. There are program efforts to recruit women into courses and the industry. |
| 4. Program relationship to market demand. | AWOR | AWOR | AWOR | AWOR | 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? | AWOR | AWOR | AWOR | AWOR | 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? | AWOR | AWOR | AWOR | AWOR | 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? | AWOR | AWOR | AWOR | AWOR |  |
| 8. Are the faculty supported with professional development? | AWOR | AWOR | AWOR | AWOR |  |
| 9. [Optional] Does the program have adequate facilities, equipment and financial resources? |  |  |  |  |  |
| 10. How have past CIPs contributed to success? | AWOR | AWOR | AWOR | AWOR |  |
| 11. How will program evaluate its success? | AWOR | AWOR | AWOR | AWOR | 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) | R/R |  |  | R/R | 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:**