|  | **Responsiveness to the Component** | **Evidence** | **Analysis: Explanation/ Rationale of Assertions Supported by Evidence** | **Overall Judgment** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| 1. What does the workforce program do? | Accepted |  |  | Accepted | The program’s mission is clearly stated with each educational track identified. |
| 2. Program relationship to the college mission and strategic plan. | Accepted | Accepted | Accepted | Accepted | Good summary of awarded degrees, articulation agreement schools, and pass rates for certain programs.  Question: Why the drop in the EMSP1501 course enrollment? All other classes showed significant increase? |
| 3. Program relationship to student demand. | Accepted | Accepted | Accepted | Accepted | Data provided to demonstrate increasing enrollment (minus Covid year) and majors each academic year.  Typo on pg. 15, second paragraph, 2020-2121  Pg. 16 – Appendix referenced for enrollment data. Is the correct Appendix Section 2 5b “Completion Success Rates”  Pg. 17 – Referenced ZogoTech used to identify students who enrolled in courses to contact, and collaboration with other departments. How many students were contacted? |
| 4. Program relationship to market demand. | Accepted | Accepted | Accepted | Accepted | Program provided multiple resources to demonstrate growing demand for the Health Professions fields.  Employment Rates Section – When did the survey first get implemented? “recently |
| 5. How effective is the program’s curriculum? | Accepted with Recommendations | Accepted with Recommendations | Accepted with Recommendations | Accepted with Recommendations | Appendix Section 2-5a: Why is there no data for certificates for 2021?  Why were curricular changes made? No explanation provided.  Pg. 30 – Refer to the EKG upcoming CIP; is this Appendix Section 3-12A?  Pg. 31 – Does the blue text mean that additional information needs to be included?  Pg. 38 – Appendix Section 2: 5Ea – is this labeled correctly? |
| 6. How well does program communicate? | Accepted | Accepted | Accepted | Accepted | The departmental webpage is the main resource for information including descriptions for each track, certificates/degrees, potential jobs, and frequently asked questions. |
| 7. How well are partnership resources built & leveraged? | Accepted | Accepted | Accepted | Accepted | Pg. 48 – Why is blank chart included?  Would Appendix Section 2-7A ‘Clinical Partnerships’ be appropriate to include in this section instead of SharePoint link? |
| 8. Are the faculty supported with professional development? | Accepted | Accepted | Accepted | Accepted | Clear breakdown of each clinical site, service provided, and transfer opportunities for students.  One suggestion: with the ‘Role in Unit’ column, it would be helpful to identify which track the faculty member teaches within. Do all faculty teach all Health Professions track courses? |
| 9. [Optional] Does the program have adequate facilities, equipment and financial resources? |  |  |  |  |  |
| 10. How have past CIPs contributed to success? | Accepted | Accepted with Recommendations | Accepted | Accepted with Recommendations | Authors noted the fast growth of programs and need for additional administrative oversight to review CiP goals/data. With the addition of discipline leads for each track, the department analyzed CIP goals and data to review strengths and potential improvements.  No CIP report for 2-year mark but referenced certification exam results. However, a thorough analysis and report provided for the 4-year mark. |
| 11. How will program evaluate its success? | Accepted | Accepted | Accepted | Accepted | A goal was set for discipline leads to meet at the end of each semester to collect data and maintain continuous communication within the department. The hope is to maintain results and collection information for the next program review cycle.  What about the EMT program strengths and weaknesses? |
| 12. Future Continuous Improvement Plan (CIP) | Accepted |  |  | Accepted | What about EMT CIP? |

**Overall Decision:**

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

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

This was a well written program review with excellent use of data, clear explanations, and achievable goals for the future. There were questions about missing appendices (or appendices included that were not referenced) that are easy corrections before the review is made public. I appreciate how the authors included data and took time to explain what the information means and how it directly impacts the program, the community, and Collin College.