|  | **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 | Thorough explanation of what the program does |
| 2. Program relationship to the college mission and strategic plan. | Acceptable | Acceptable  provides industry-focused skill development; develops the personal characteristics of the students | Acceptable  Examples are provided on how the program develops skills and strengthens the character | Acceptable | Sufficient explanation addressing both skills and character. Does not specifically address the intellectual component of the college mission statement. |
| 3. Program relationship to student demand. | Acceptable | Acceptable  Enrollment statistics & projected industry demand | Acceptable  Provides enrollment statistics that are then placed in the context of projected industry demand | Acceptable | Does a good job of addressing the relationship between the program and student demand |
| 4. Program relationship to market demand. | Acceptable | Acceptable  Regional industry statistics & projected regional industry demand | Acceptable  Provides specific current regional employment statistics and projected regional industry demand | Acceptable | Effective explanation supported by statistics |
| 5. How effective is the program’s curriculum? | Acceptable | Acceptable with Recommendations: provides program completion numbers and student satisfaction statistics | Acceptable with Recommendations: it shows evidence that the students are completing the program and that student satisfaction is high, but lacks evidence that the curriculum is effective. | Acceptable with Recommendations | Does a sufficient job of providing evidence that students are completing the program, and that students are satisfied with courses & faculty. However, no evidence is provided of the curriculum being effective. Post-graduation surveys of alumni conducted a specific amount of time following the completion of the program might assess how effective the curriculum is. |
| 6. How well does program communicate? | Acceptable | Acceptable  Departmental website, flyers, coach | Acceptable with Recommendations: it lists the three methods of communication, but shows little evidence of the effectiveness of these methods | Acceptable with Recommendations | Does a sufficient job of explaining the main methods of communication, but lacks evidence to show whether or not these methods are effective. Statistics on inquiries resulting from the website or flyers may be one way to provide evidence on effectiveness. |
| 7. How well are partnership resources built & leveraged? | Acceptable | Acceptable  Contact with advisory board members, faculty engagement with industry organizations, 2+2 agreements with other programs | Acceptable  Actual numbers are vague (other than one faculty member holding an executive position and 2+2 agreements with two other programs), but it sufficiently demonstrates that partnership resources are being built | Acceptable | Does a sufficient job of illustrating the resource infrastructure that is in the process of being established. It is recommended to provide more specific numbers as evidence. |
| 8. Are the faculty supported with professional development? | Acceptable | Acceptable  Center for Teaching and Learning resources, eLearning online trainings, certifications and conference and workshop participation | Acceptable  Mentions the specific modes and formats of professional development | Acceptable | Sufficiently addresses the provided opportunities for professional development |
| 9. [Optional] Does the program have adequate facilities, equipment and financial resources? |  |  |  |  | Short statement confirming the adequacy of the available resources. |
| 10. How have past CIPs contributed to success? | Acceptable | Acceptable  Program completion rates, GPAs, new courses, new certificates, transfer pathways | Acceptable  Provides specific evidence showing increased program completion rates, and other metrics as set by past CIPs | Acceptable | Does a good job of addressing the contributions of past CIPs. |
| 11. How will program evaluate its success? | Acceptable | Acceptable  Four program outcomes:  competent development and writing of a social media marketing plan, competently written and orally-presented sales proposal, improving student success rates in MRGK 2312, and entering into a BAAS degree 2+2 plan with two receiving universities | Acceptable  Proposes metrics in each of the four mentioned categories that will be used to evaluate its success | Acceptable | Does a sufficient job of proposing program-associated metrics that may be used to evaluate its success. |
| 12. Future Continuous Improvement Plan (CIP) |  |  |  |  |  |

**Overall Decision:**

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

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

Accepted with Recommendations

Overall the program does a good job of addressing the different required components. The few items that should be addressed are mostly a result of being vague or not providing quantifiable evidence.