| **Program: Biotechnology**  **Reviewer: Dean Wallace** | **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 | Well written. Provides sufficient details and examples for the reader to understand what the program does and the external constraints it encounters. |
| 2. Program relationship to the college mission and strategic plan. | AWOR | AWOR | AWOR | AWOR | Strong faculty involvement and leadership positions in professional organizations outside the College. Strong evidence of attempts to grow the program through articulation agreements even though limited in success, apparently beyond the control of the program faculty. Participation in grants is a time-consuming process that indicates faculty’s strong commitment to the program. Comments regarding student oriented teaching seems to be confirmed by the high job placement rate of students. |
| 3. Program relationship to student demand. | AWOR | AWOR | AWOR | AWOR | Probable reasons for declining enrollments are well explained and well documented. It seems some of the impediments to higher enrollments have been created by circumstances beyond the control of the program. Unless I missed it, it would be interesting to know whether such declines are consistent or counter to national trends. Such is probably addressed later in the report. Abandonment of the internship program seems well-reasoned given that students’ technical skills are insufficient to be useful to employers. Plus, the decision is supported by the advisory board. |
| 4. Program relationship to market demand. | AWOR | AWOR | AWOR | AWOR | Explaining and convincing employers that the skill sets for program completers are equivalent to bachelor’s degree applicants for entry-level jobs is probably a hard-won battle. Evidence of the great effort by program faculty to spread awareness of the program and the competencies of its completers seems well documented. |
| 5. How effective is the program’s curriculum? | AWOR | AWOR | AWOR | AWOR | The advisory committee is involved in the details and direction of the program. Student success rates are equal to or higher than national standards. Faculty members attempt to accommodate student complaints by re-considering textbook choices and modifying class offerings. |
| 6. How well does program communicate? | AWOR | AWOR | AWOR | AWOR | Appears a well-rounded campaign to strengthen student and public awareness of the program, including industry/employer inputs to increase program effectiveness. |
| 7. How well are partnership resources built & leveraged? | AWOR | AWOR | AWOR | AWOR | Many avenues are noted: articulation agreements, ties to industry, advisory board, grants, curriculum sharing, and others. The processes and outcomes are well documented. |
| 8. Are the faculty supported with professional development? | AWR | AWR | AWR | AWR | Faculty involvement and leadership in national organizations are suggested. While more details are provided elsewhere in the report, maybe specific examples should be included within this section. |
| 9. [Optional] Does the program have adequate facilities, equipment and financial resources? |  |  |  |  |  |
| 10. How have past CIPs contributed to success? | AWOR | AWOR | AWOR | AWOR | It seems appropriate that a technical field would require its basic and fundamental skills be reflected within the CIP’s. Examples of such are adequately documented. |
| 11. How will program evaluate its success? | AWOR | AWOR | AWOR | AWOR | A concise summary of earlier sections. Each item is supported by comments providing support for the position with a path to enhance strengths or to ameliorate weaknesses. |
| 12. Future Continuous Improvement Plan (CIP) | AWR |  |  | AWR | I wonder if the generic goals should include some method of success measurement. |

**Overall Decision:**

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

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