|  | **Responsiveness to the Component** | **Evidence** | **Analysis: Explanation/ Rationale of Assertions Supported by Evidence** | **Overall Judgment** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| 1. What does the workforce program do? | AH Accepted Without Recommendations  BL Accept **w/o** recommend.  RR AWOR  JR Accepted |  |  | AH Accepted Without Recommendations  BL Accept **w/o** recommend.  RR AWOR  JR Accepted | AH Good overview and explanation of collaboration within the college and throughout the community.  BL Did a good job explaining this component.  RR Addresses all aspects of the prompt with good details about the program's purpose, learning outcomes, target industry, career paths, and relevant regulations.  JR Comprehensive, clear explanation of purpose. (Please see minor suggestions in general comments section.) |
| 2. Program relationship to the college mission and strategic plan. | AH Accepted Without Recommendations  BL Accept **w/o** recommend.  RR AWOR  JR Accepted w/Rec | AH Accepted Without Recommendations  BL Accept with recommed  RR AWR  JR Accepted w/Rec | AH Accepted Without Recommendations  BL Accept with recommed  RR AWR  JR Accepted w/Rec | AH Accepted Without Recommendations  BL Accept with recommed  RR AWR  JR Accepted w/Rec | AH Able to tie into mission and strategic plan. Provided rationale for lack of national exemplar opportunities.  BL Supportive evidence would enhance this section.  RRClearly outlines efforts to develop student skills, strengthen character, and challenge the intellect, connecting these elements to the mission statement.  Provides detailed information on strategies to improve student outcomes, become national exemplar, and support student transitions, demonstrating alignment with the strategic plan.  Documentation of supporting evidence should be provided. Analysis is clear and concise, but should be connected to documentation of evidence to make sure specific aspects of the mission and strategic plan are addressed  JR P. 8 – Place copy of employer survey in appendix.  P. 8 – Use specific example under strengthening of character  P. 8 Place copy of assignment prompt for PGST2250 presentation in appendix  P. 9 – Add specific numbers of U.S., Canadian, and Chinese students? Add attrition numbers?  P. 10 – Any potential upcoming partners in the 2 + 2 pipeline? |
| 3. Program relationship to student demand. | AH Accepted Without Recommendations  BL Accept **w/o** recommend.  RR AWOR  JR Accepted | AH Accepted Without Recommendations  BL Accept with recommed  RR AWR  JR Accepted | AH Accepted With Recommendations  BL Accept with recommed  RR AWR  JR Accepted | AH Accepted With Recommendations  BL Accept with recommed  RR AWR  JR Accepted | AH Why is the program capped at 16? Good explanation for cert low numbers. Perhaps compare program demographics to overall institutional numbers. Good adaptation of interview to address retention issues and program demands.  BL Overall, very acceptable but a bit of clarity would be good not only for program review and internal customers but external as well.  RR Effectively addresses all aspects of the prompt, including enrollment patterns, student support initiatives, and diversity considerations. Clearly explains challenges and proposes solutions to improve enrollment and student success.  Evidence is strong, including enrollment data for both tracks, details about student support services, and information on program demographics, but documentation of evidence should be provided.  Offers a clear and well-supported analysis of the evidence, but should be connected to documentation. They connect data on enrollment to plans for improvement and explain rationale behind student support initiatives. This effectively demonstrates how these aspects contribute to student success in the program.  JR Explanation covers all necessary areas in depth and with detail. (See minor suggestions in general comments section) |
| 4. Program relationship to market demand. | AH Accepted With Recommendations  BL Accept with recommed  RR  JR Accepted w/Rec | AH Accepted With Recommendations  BL Accept with recommed  RR AWR  JR Accepted w/Rec | AH Accepted with Required Changes  BL Accept with recommed  RR AWR  JR Accepted w/Rec | AH Accepted With Recommendations  BL Accept with recommed  RR AWR  JR Accepted w/Rec | AH If Collin is only 1 of 2 associate degree level institutions in the state, how is local demand being met? Did not address future market demand, which if interpreted from information presented would seem to be high.  BL Again, more statistical data and an assurance the program is forward thinking about need and demand.  RR Mostly addresses key points. Discusses job availability, employer interest, and graduate placement (with limitations acknowledged) but information on future demand projections and articulation agreements is missing.  Evidence includes postings from Indeed.com and ZipRecruiter along with salary data from Salary.com and employer feedback about the program's curriculum, but documentation should be provided.  Analysis connects job postings to local market demand but doesn't elaborate on projected growth. They mention employer requests and lack of competition, but should include data on future job trends and how program prepares graduates for those demands (e.g., mention of RPSGT credential). They acknowledge limitations of graduate placement data, but don't offer solutions to improve data collection.  JR P. 16 – Is no state licensure an impediment to recruiting?  P. 16 – Has the dept. brainstormed other methods of reaching grads for feedback? Phone calls? Comprehensive information given about graduate feedback's importance throughout the program? |
| 5. How effective is the program’s curriculum? | AH Accepted Without Recommendations  BL Accept **w/o** recommend.  RR AWOR  JR Accepted w/Rec | AH Accepted With Recommendations  BL Accept with recommed  RR AWR  JR Accepted w/Rec | AH Accepted With Recommendations  BL Accept with recommed  RR AWR  JR Accepted w/Rec | AH Accepted With Recommendations  BL Accept with recommed  RR AWR  JR Accepted w/Rec | AH Good feedback from advisory committee and application of recommendations to program. Would like to see sample of CAAHEP standards. Would like to see CoA PSG graduate satisfaction survey and results. Did not reference any DOS complaints, only departmental.  BL I agree with the discussions on this topic as to the various suggestions and concerns to broaden the proof of program effectiveness and an effort should be made to remedy those things that are not working as well as they should in order to rely on the stats from them.  RR Directly addresses all aspects of prompt and analyzes data on program completions, course success and completion rates, and identify potential barriers to completion.  Discusses completion rates, enrollment flow data, course success rates, and success rates on the RPSGT exam but documentation should be provided. Evidence provided in Appendix A for meeting minutes and Appendix B for grades.  Good analysis of data related to program, connecting high drop-out rate in first year to overnight clinical schedule and implemented solutions. Analysis could be stronger by acknowledging impact of prerequisite course success rates on program enrollment based on data included and exploring reasons and solutions for lower success rates in Biology 2404 and proposing solutions.  JR P. 19 – What is the plan for rectifying the low pass rate for biology prerequisites? When are students informed about tutoring and study skills? Does faculty collaborate closely w/support systems? How?  P. 19 – Is Selective Admissions a proper noun?  P. 23 – How many students have responded, out of total number of graduates, to the Graduate Satisfaction Survey? |
| 6. How well does program communicate? | AH Accepted Without Recommendations  BL Accept with recommed  RR AWRR  JR Accepted | AH Accepted With Recommendations  BL Accept with recommed  RR AWR  JR Accepted | AH Accepted Without Recommendations  BL Accept with recommed  RR AWRR  JR Accepted | AH Accepted With Recommendations  BL Accept with recommed  RR AWRR  JR Accepted | AH Application last updated 6/20/2022 need to update reference to campus: Collin College McKinney Campus (not Central Park). Did not see any promotional/informational flyers on the program  BL The program should strive to be less reliant on the program’s web presence and information sessions. How is the program out in the community?  RR Addresses most key aspects of prompt including methods for soliciting student feedback, website maintenance procedures, but no discussion of efforts to ensure accessible materials.  Discusses soliciting feedback through information sessions and advisory committee review but should provide documentation. Program Lit Review seems complete and provides link for evidence. They mention website updates but don't specify the frequency.  Analysis explains how they gather feedback but doesn't elaborate on how incorporated into improvements. While they mention director updates, a formal process for ensuring accuracy and accessibility would strengthen the analysis. No mention of accessibility considerations for program materials.  JR Great coverage and excellent examples of marketing and promotional activities (See minor suggestions in General Comments section). |
| 7. How well are partnership resources built & leveraged? | AH Accepted Without Recommendations  BL Accept **w/o** recommend.  RR AWOR  JR Accepted | AH Accepted Without Recommendations  BL Accept with recommed  RR AWR  JR Accepted | AH Accepted With Recommendations  BL Accept with recommed  RR AWR  JR Accepted | AH Accepted With Recommendations  BL Accept with recommed  RR AWR  JR Accepted | AH Need to identify Collin College internal department collaborations as well  BL Perhaps the program could list more of their involvement and name the professional organizations, the conferences and partnerships?  RR Addresses all key aspects of the prompt regarding partnership resources.  Partnership Resources Table provides evidence, but documentation should also be provided.  Analysis is clear and comprehensive, but should be linked to documented evidence.  JR Extremely proactive involvement in prof. orgs. |
| 8. Are the faculty supported with professional development? | AH Accepted Without Recommendations  BL Accept **w/o** recommend.  RR AWOR  JR Accepted | AH Accepted Without Recommendations  BL Accept **w/o** recommend.  RR AWOR  JR Accepted | AH Accepted Without Recommendations  BL Accept **w/o** recommend.  RR AWOR  JR Accepted | AH Accepted Without Recommendations  BL Accept **w/o** recommend.  RR AWOR  JR Accepted | AH Yes – well covered  BL It appears the full-time faculty are supported. It would be nice to see what offers are going to the associate faculty and opportunities they have as well.  RR Addresses basics of professional development, but more analysis needed.  Analysis does not directly discuss the evidence provided  JR Massive PD activity |
| 9. [Optional] Does the program have adequate facilities, equipment and financial resources? |  |  |  |  |  |
| 10. How have past CIPs contributed to success? | AH Accepted Without Recommendations  BL Accept **w/o** recommend.  RR AWOR  JR Accepted | AH Accepted Without Recommendations  BL Accept **w/o** recommend.  RR AWOR  JR Accepted | AH Accepted Without Recommendations  BL Accept **w/o** recommend.  RR AWR  JR Accepted | AH Accepted Without Recommendations  BL Accept **w/o** recommend.  RR AWOR  JR Accepted | AH Great feedback regarding need to update previously identified targets in the CIP.  BL No comments, no deficiencies.  RR Addresses both aspects of the prompt, describing CIP-driven improvements in program outcomes (enrollment, retention) and student performance (RPSGT exam pass rates, clinical evaluation).  Evidence provided in Appendix D. They mention data sources like RPSGT pass rates, employer feedback, and graduate surveys used to inform improvements.  Explains how CIP influenced enrollment and retention through recruitment strategies and interview process. Describes refining student performance evaluation in critical areas but don't directly connect it to specific PLO improvements. While they mention considering employer and graduate feedback, could use specific examples of how this feedback led to curricular or service changes. Connection between CIP and its impact on program outcomes is clear for enrollment and retention but link between CIP and improvements in student performance related to PLOs could use more details or specific examples.  JR Does the annual report submitted to CoA PSG suffer the same lack of graduate response? Data on number of respondents? |
| 11. How will program evaluate its success? | AH Accepted With Recommendations  BL Accept **w/o** recommend.  RR AWR  JR Accepted | AH Accepted With Recommendations  BL Accept with recommed  RR AWRR  JR Accepted | AH Accepted With Recommendations  BL Accept with recommed  RR AWRR  JR Accepted | AH Accepted With Recommendations  BL Accept with recommed  RR AWRR  JR Accepted | AH Anecdotal information provided on student and employer satisfaction – is there any correspondence/surveys?  BL  RR Addresses all aspects of the prompt, but could be significantly more thorough. Identifies some strengths but focuses primarily on one area for improvement (RPSGT exam pass rate). Doesn't fully address weaknesses identified previously or provide comprehensive plan to capitalize on strengths.  Mentions positive feedback and exceptional lab resources but doesn’t elaborate on specifics of the feedback or quantify the quality of lab resources. Documentation would be helpful.  Analysis is limited. They acknowledge need to improve RPSGT pass rates, but lack details on how to capitalize on program strengths or address weaknesses identified previously. Planned curriculum modifications based on exam data are not explained.  JR |
| 12. Future Continuous Improvement Plan (CIP) | AH Accepted With Recommendations  BL Accept with recommed  RR AWR  JR Accepted |  |  | AH Accepted With Recommendations  BL Accept with recommed  RR AWR  JR Accepted | AH Has a new one been developed? If challenges were identified with the previous CIP, why is the same one being resubmitted?  BL  RR Completed tables as required, but based on the above, should be more thorough.  JR |

**Overall Decision:**

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

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

AH Overall, the Program Review was well written and most areas were addressed. Excellent job of identifying areas of improvement and implementing action items. Would like to see sample of CAAHEP standards and how the program is meeting/addressing each of those. Would like to see CoA PSG graduate satisfaction survey and results. Some questions for the future CIP – it appears to be identical to the previous one in which the benchmark was identified as unreasonable. Recommend reviewing the CIP for final targets.

JR **Executive Summary**

P.3 On validating job placement w/email alone: social media outreach, phone calls, incorporating the request for feedback into teaching tools throughout the length of the cohort.

P. 3 Are participating online students (U.S., Canadian, Chinese) part of the student data collected on participation and graduation?

**1. What does our program do?**

P. 5 -- ¶ 2 – misspelling Polysomographic

P. 7 -- ¶ 3 Place copy of Peer Presentation prompt in appendix?

**2. Why We Do the Things We Do: Relationship to the College Mission & Strategic Plan**

P. 8 **--** ¶ 1 - . . . stay *informed about* . . . change to stay *abreast of*

P. 9 -- ¶ 1 - . . . helping them *examine data* to present . . . change to *learn to compile and assess data*

P. 9 -- ¶ 3 -- . . . performance *on* the four domain areas. . . change to performance *in*

P. 12 -- ¶ 3 – To help the shortage . . . change to To help *alleviate* the shortage

P. 13 -- ¶ 2 – While the program *diversity* . . . change to While the program *data* . . . primarily *has* . . . change to primarily *attracts*

P. 14 -- ¶ 2 -- . . . ensure incoming students *know* . . . change to ensure incoming students *understand* . . .

P. 14 -- ¶ 4 . . . several of the program's graduates have applied . . . How many specifically? . . . however, having this degree may offer a path for individuals to advance into healthcare management positions . . . Any outside support or example to demonstrate this claim?

P. 24 -- ¶ 1 inside box – Change Updates *were* . . . to Updates *are* . . .

**Overall, an excellent breakdown of the program, its positives and negatives, and a good future plan for growth and improvement. A few additions to the Appendix to enhance clarity and revisions to basic word choice and/or fix typos is all that's needed. I enjoyed learning about this department.**