|  | **Responsiveness to the Component** | **Evidence** | **Analysis: Explanation/ Rationale of Assertions Supported by Evidence** | **Overall Judgment** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| 1. What does the workforce program do? | The workforce program equips students with the knowledge, skills, and experience needed to obtain entry level employment in the Construction industry. The program provides training in standard methods and materials used in residential and commercial construction, and hands-on experience using tools and building materials. Students learn construction print reading practices, estimating, scheduling, construction safety and learn to apply these practices using industry standard software and tools. This program also collaborates with industry professionals and gain cooperative work experience.  Marketable skills are reflected in the learning outcomes for the program. A wide variety of industries and career paths are presented to students as they are exposed to both residential and commercial construction.  Multiple stacked certificates and awards are available for students and program meets the requirements of THECB. Students are required to complete a capstone course verifying workplace competencies.  Spring 2023, the program completed accreditation for the American Council for Construction Education (ACCE). To achieve this accreditation, the program was required to submit documentation and supporting evidence of the ability to meet the 13 SLO’s as prescribed by ACCE. |  |  | Accepted w/o Recommendations |  |
| 2. Program relationship to the college mission and strategic plan. | Throughout the program students develop a variety of different skills to learn the fundamental concepts of construction (use of software, blueprints, schedules, budgets & communication). Cultivating character is essential as the industry requires trust and collaboration among a variety of actors. The program is also working on creating a student chapter with the Construction Management Association of America (CMAA). Students also learn critical thinking skills and analytical processes that are vital in the industry. |  |  | Accepted w/o Recommendations |  |
| 3. Program relationship to student demand. | The program continues to grow in demand numbers each year. This means that in the future more instructors and classrooms will be needed.  Faculty promotes advising to first year students during class and Canvas. Career coaches meet with all incoming students to help identify courses they will need and guides students about academic next steps.  Gender ratios are higher in the program than the national average (meaning more females than the national average, but still lower than the number of males that choose this degree). Program works to create and participate in events such as ‘Women In Construction Week’ with industry professionals. This works to support existing females in the program and encourage others to join.  Overall race distribution for the program is similar to that of the College at large. |  |  | Accepted w/o Recommendations |  |
| 4. Program relationship to market demand. | Program is keeping pace with market demand and has worked to develop courses/degrees that reflect DFW employer desires.  \*Program notes their greatest weakness is their lack of data regarding employment status of graduates—but they are working on a solution to be rolled out by Fall 2024. Currently they gather this info. via anecdotal feedback from industry partners and students and from their career fair. |  |  | Accepted w/o Recommendations |  |
| 5. How effective is the program’s curriculum? | Completion rates for all courses are very high (above 95%) on average. Completers, licensure, and retention standards are very high (92% - 98%).  Students can choose residential or commercial.  Program is competitive in their offerings when compared to other colleges that offer similar degree plans.  As a result of input from the Advisory Committee—courses and software are augmented to reflect workforce demand.  Program is well managed, with adequate grade distribution and class size to reflect rigor and safety relevant to the industry.  Faculty contact hours are higher with adjunct faculty vs. full time. Program has requested funding for additional full time faculty. |  |  | Accepted w/o Recommendations |  |
| 6. How well does program communicate? | Program relies on Collin Catalog and their program website to communicate course requirements to students.  More community outreach is suggested! |  |  | Accepted w/o Recommendations | More community outreach is suggested! |
| 7. How well are partnership resources built & leveraged? | The Construction Management program works diligently to recruit industry partners to advance program outcomes. These partners can serve on the program’s advisory committee, serve as guest speakers during classes and special events, provide course projects, and participate in career and job fair events. The program is constantly looking for opportunities that shorten the gap between students and the industry. Currently 9 area partner/organizations are listed. |  |  | Accepted w/o Recommendations |  |
| 8. Are the faculty supported with professional development? | With only 2 full-time faculty, the amount of professional development for each member is adequate. However, there does not seem to be a ‘developed professional development plan’ for existing and future faculty. |  |  | Accepted w/o Recommendations |  |
| 9. [Optional] Does the program have adequate facilities, equipment and financial resources? |  |  |  |  |  |
| 10. How have past CIPs contributed to success? | The program utilizes the Continuous Improvement Plan (CIP) as a methodology to identify important learning outcomes in the curriculum and ensure students are mastering these respective topics. Courses/assignments are aligned with PLO’s with target percentages. |  |  | Accepted w/o Recommendations |  |
| 11. How will program evaluate its success? | Currently, all construction management courses are meeting the standard for completion and success rates.  Program relies on input from the Advisory Board to help identify current trends and industry demands.  Growth of the program is high; DFW area outpaces the national average for construction workforce demand.  \*Data on students who gain employment post degree completion is needed, but the program is working towards a data collection method for this (see #4). |  |  | Accepted w/o Recommendations |  |
| 12. Future Continuous Improvement Plan (CIP) | Expected outcomes, measures, and targets are identified with relevant course work and anticipated completion rates. |  |  | Accepted w/o Recommendations |  |

**Overall Decision:**

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

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

Overall, this program is doing exceptionally well in both meeting market demands and staying up-to-date with relevant industry course offerings. The overall success and completion rates are high as well as the growth trend for enrollment.

Accept w/o recommendations.