|  | **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 | Provide data and discussion on transferring students from Collin College to partnered institutions, where possible. |
| 2. Program relationship to the college mission and strategic plan. | AWR | AWOR | AWOR | AWOR | 1. Developing Skills   -provide detailed list of skills mentioned in section  A. Strengthening Character  -unclear which specific standards students to held to within the Code of Ethics, provide detailed list of standards/principles  B.3. Supporting student transitions can include discussion on how the program aides students in their transition into the program from workforce or high school environments. Add details from Section A that mentions mentorship program for students from different cohorts.  B.6. Many medical facilities are mentioned here, but a evidence or a list is not provided to clarify where institutions contribute. |
| 3. Program relationship to student demand. | AWOR | AWOR | AWOR | AWOR | 1. Prompt is not completely answered – establish outline of 5-year timeline and application to student demand for program awards.   A.3. Add details to explain how the acquisition of the recruiter can or should assist the program. Provide thorough analysis of this decision. |
| 4. Program relationship to market demand. | AWOR | AWOR | AWOR | AWOR | 1. Data is provided without analysis or explanation. Relies instead on discussion in next sections. |
| 5. How effective is the program’s curriculum? | AWOR | AWOR | AWOR | AWOR | A.1. Data is provided without analysis or explanation. Relies instead on discussion in next sections.  C.1. “to obtain a lot of hands-on [practice] in the hospital”  Discussion on Cardiopulmonary Disease for the first semester – possibly respond/create response to how this could be done at Collin. |
| 6. How well does program communicate? | AWOR | AWOR | AWOR | AWOR |  |
| 7. How well are partnership resources built & leveraged? | AWOR | AWOR | AWOR | AWOR |  |
| 8. Are the faculty supported with professional development? | AWOR | AWR | AWOR | AWOR | Professional development appendix repeats discussion under “How is it valuable to the program?” section. |
| 9. [Optional] Does the program have adequate facilities, equipment and financial resources? | AWOR | AWOR | AWOR | AWOR | 1. Mention additional plans with partnered high schools, where applicable. |
| 10. How have past CIPs contributed to success? | AWOR | AWR | AWOR | AWOR | Data is missing in first paragraph in section A.  Response details “we all chip in and buy candy” – can the program create a new process of purchasing this resource for students? |
| 11. How will program evaluate its success? | AWOR | AWOR | AWR | AWOR | The final paragraph mentions passing rates for students on NBRC exam but does not include an overview of which parts are included in the exam prior to the discussion. Context is needed. |
| 12. Future Continuous Improvement Plan (CIP) | AWOR |  |  | AWOR |  |

**Overall Decision: ACCEPTED WITHOUT RECOMMENDATIONS**

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

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

Overall, the review is well prepared and presents the Respiratory Care program effectively. Few suggestions within a few responses to ensure clarity and thoroughness. Also, with the fault on the PRSC – as this is not a required element for submission, the program review could have used a chance to be copy-edited for grammar concerns with run on or fused sentences.