WORKFORCE PROGRAM REVIEW CHECKLIST

Program: <u>Polysomnography</u>   Reviewer: <u>Joan Reese</u>

	Responsiveness to the Component	Evidence	Analysis: Explanation/ Rationale of Assertions Supported by Evidence	Overall Judgment	Comments
1. What does the workforce program do?	Accepted			Accepted	Comprehensive, clear explanation of purpose. (Please see minor suggestions in general comments section.)
2. Program relationship to the college mission and strategic plan.	Accepted w/Rec	Accepted w/Rec	Accepted w/Rec	Accepted w/Rec	P. 8 – Place copy of employer survey in appendix. P. 8 Need a copy of assignment prompt for PGST2250 presentation in appendix P. 9 – Missing specific number of U.S., Canadian, and Chinese students. Missing explanation of whether they make up any of the program data.
3. Program relationship to student demand.	Accepted	Accepted	Accepted w/Rec	Accepted	Explanation covers all necessary areas in depth and with detail. (See minor suggestions in general comments section)
4. Program relationship to market demand.	Accepted w/Rec	Accepted w/Rec	Accepted w/Rec	Accepted w/Rec	P. 16 – Is no state licensure an impediment to recruiting? Add examples of marketing materials to appendix. Describe how web page markets the program.
5. How effective is the program's curriculum?	Accepted w/Rec	Accepted w/Rec	Accepted w/Rec	Accepted w/Rec	P. 19 – No plan for rectifying the low pass rate for biology prerequisites. P. 19 – Is Selective Admissions a proper noun? P. 23 – No detail about how many students have responded, out of total number of graduates, to the Graduate Satisfaction Survey

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6. How well does program communicate?	Accepted	Accepted	Accepted w/rec	Accepted	Adequate coverage and examples of marketing and promotional activities (See minor suggestions in General Comments section). P. 16 – No mention of other methods of reaching grads for feedback. Add information about how the annual report submitted to CoA PSG suffers or doesn't suffer the same lack of graduate response. Include data on number of respondents.
7. How well are partnership resources built & leveraged?	Accepted	Accepted	Accepted w/rec	Accepted	P. 10 – No mention of any potential upcoming partners in the 2 + 2 pipeline. Where are partnerships with Collin College departments? Extremely proactive involvement in prof. orgs.
8. Are the faculty supported with professional development?	Accepted	Accepted	Accepted	Accepted	Massive PD activity
9. [Optional] Does the program have adequate facilities, equipment and financial resources?					
10. How have past CIPs contributed to success?	Accepted	Accepted	Accepted w/rec	Accepted	Deeper dive into predicted and actual outcomes in 2023
11. How will program evaluate its success?	Accepted	Accepted	Accepted	Accepted	
12. Future Continuous Improvement Plan (CIP)	Accepted			Accepted w/Rec	

Overall Decision:

☐ Accepted without Recommendations

X☐ Accepted with Recommendations

☐ Accepted with Required Recommendations

☐ Revisit and Revise

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General comments about the submission or rationale for the conclusion:

These are either editorial or friendly suggestions.

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, good outline 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, a deeper dive into some of the details, and revisions to basic word choice and/or fix typos. I enjoyed learning about this department.