|  | **Responsiveness to the Component** | **Evidence** | **Analysis: Explanation/ Rationale of Assertions Supported by Evidence** | **Overall Judgment** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| 1. What does the workforce program do? | SR – AWORR1 – AWORR2 - AWOR |  |  | Accepted Without Recommendations | SRThe authors gave a good explanation of what CADD is, main areas of specialization, degree and certificate programs, 5 marketable skills, and how the program interacts and utilizes resources with Collin College and the community. They also point the reader to other questions in the review for more elaboration. [pp.4-6]R1Solid description of CADD. Useful information on the degree, and certificate programs and the overall look at the program CADD offers.Could use details other than CIP of what the program does. Maybe mention employment of students.R2Concisely defined the overall program's purpose along with the 5 areas of specialization that are architectural, civil, electrical, electronic, and mechanical. The marketable skills valued by employers are to prepare technical drawing and plans used in manufacturing and construction, experience using computer-aided design software, analyze codes, communicate effectively and professionally and be proactive and self-motivated. The program meets the requirements of the THECB for workforce that are program demand, effective use of advisory committees, identification of program competencies, selection of program courses, recruitment, retention and program completion by students and establishment of program linkages.The program mentions the different Awards at Collin College such as an AAs (60 credit hours), and OSA in AutoCAD (9 credit hours), a Computer-Aided Drafting and Design (21 Credit hours) and a Certificate Level 2 Computer-Aided and Drafting and Design (45 credit hours) P. 5 |
| 2. Program relationship to the college mission and strategic plan. | SR - AWORR1 – AWORR2 - AWOR | SR – AWORR1 – AWORR2 - AWRC | SR – AWRCR1 – AWRCR2 - AWR | Accepted with Required Changes | SRCollin College mission statement:Addresses and presents evidence on all 3 parts of Collin College’s mission. The authors do a great job describing how they meet the College’s mission statement. However, there is little to no analysis of the 3 parts. For instance, for “Challenging Intellect,” the review states that a real world project was assigned to students in a course and the students took on the project. One will assume it was successful, but no measurable outcome was mentioned. The reader does not know whether the project was successful or in what way the project may have satisfied “Challenging Intellect.” [pp.7-8]College’s strategic plan:The authors address and provide ample evidence to support all 7 parts of the College’s strategic goals. However, there is little to no analysis of the evidence presented. I suspect that the outcomes of the program’s initiatives are likely positive, but the authors will need to clarify to the reader how the things they are achieving the strategic goals. [pp.8-10]R1Concise point by point on the college mission area. What are the most popular software(s) used and according to who? Name Colleges and Universities that you have a partnership agreement with for students wanting a 4-year degree.More information about soft skills in general. Be more detailed in the evidence as for the final projects that help determine outcomes.R2Developing skills:The review does address “provide program-specific evidence of actions that document how the program supports the college’s mission statement”; however, the review could be more specific about the classes taken to develop the needed skills. For instance, which classes are taken to develop written and verbal communications? (p. 7) It also mentions that faculty meet with industry-based advisory committee to ensure that the skills, knowledge, and behavior are taught by the curriculum. However, it does not specify how: (1) the experts are chosen and (2) what each of the experts have to offer (p. 7) Strengthening Character:It provides examples of how critical skills are fostered in the program. Ex. 3D projects that are created outside of the classroom (p. 7)Challenging Intellect:The program enhances worldly applications (p.8)Comment:Please be more specific about the applications.How the College supports the College strategic plan:1. Finalize and execute a comprehensive plan that facilitates the safety of students, faculty and staff at Collin College:

Safe environment is enhanced by faculty taking training.Comment: it would be good if the program offered safety training to the students and had more instructions on how to operate the equipment.The program does not mention whether there are lab assistants to supervise the equipment during school hours (p. 8)Comment: it would be good if the program had someone to supervise the equipment.1. Increase outreach and create streamlined pathways from high school:

The program works with Allen and Plano ISD. (p. 9)Why doesn’t the program work with others?Please explain why it works with those two school districts.Comment: has the program considered working with other school districts?1. Emphasize student achievement and streamline pathways to four-year college and universities. (p. 9)

Comment: how can the program offer a transition to a BAAS?1. Expand career and technical programs:

Comment: which companies hire graduates from this program?1. Promote innovation and diversify revenue streams:

This section is specific about how innovation is promoted.1. Create an increasingly welcoming environment for students, community members, faculty and staff.

The program that faculty have supported local businesses with their expertise.Comment: please provide some examples of support. |
| 3. Program relationship to student demand. | SR – AWRCR1 - AWRCR2 - AWOR | SR – AWRCR1 – AWRCR2 - AWRC | SR – AWRCR1 – AWRCR2 - AWRC | Accepted with Required Changes | SRThe authors make a great case that students want the certificate. Enrollment is steadily increasing. Their data analysis shows 10% enrollment increase per year. The review goes further to expect that growth may be even higher than projected more with dual credit offerings for Allen High School. The review addresses the discrepancy of less AAS completers to higher certificate due to early employment opportunities. Great job with this particular question!Unfortunately, the review does not address the questions, “Discuss whether or not there appears to be any disproportionate enrollment by gender, race, and ethnicity & If any differences exist discuss possible reasons why the gap exists, and plans to address these issues to close gaps in enrollment rates between groups of students.” The review mentions that there is active marketing towards diverse student populations through many initiatives, but there is no evidence presented or analysis of these initiatives. The reader doesn’t know whether there is any disproportionate enrollment or the initiatives stated are successful. [p.12]R1What improvements were made to the AAS (Associate of Applied Science) degree to help completion? Moving to Tech Center and hiring more faculty, dual credit good evidence for student demand. Also,Provide numbers on diversity. No information given.R2Comment:The review does not answer the question, “How does the program support or plan to support attraction of a diverse student population?The program does not mention any demographics on the students. |
| 4. Program relationship to market demand. | SR – AWORR1 – AWORR2 - AWOR | SR - AWRR1 – AWRR2 - AWR | SR – AWRCR1 – AWRR2 - AWR | Accepted with recommendations | SRThe authors explain well that Texas has a higher demand than the national average and that salary does not increase with higher degrees. Collin College’s low price and quality education is very advantageous to students. So, the authors presented evidence and analysis of market demand for CADD certificate earners and graduates. They also show clear evidence that while DFW has less projected demand than Texas’s overall demand, it’s still above the national.What was not so clear is whether employers need and hire specifically Collin College graduates and certificate completers. The evidence and analysis presented was the general job market demand and hiring, but not much was presented for the hiring of Collin College graduates. The authors do point out this weakness and will be trying to address tracking Collin College graduates. The authors acknowledge that it’s unclear whether a certificate or degree would be better for a student.The authors did try to address the question with the limited data at their disposal. It seems the authors were unable to answer the second part of the question of “do employers hire the program’s graduates.” This is likely due to lack of data of graduate tracking which is typical in workforce programs with both certificates and degrees. [pp.13-15]The authors may want to consider this as part of their CIP since it could significantly improve their program.R1Might include the board member companies to show the strength in having an advisory board The numbers were good to show the growth in the industry.It is good that the program acknowledges this issue of tracking graduates as a weakness. This is a big weakness - Need to find a way to track graduates and former students. Maybe create a database form before the student leaves Collin so that they can check-in with Collin, or a professor can reach out. Our Workforce has a big problem tracking students after they leave.This would be a great CIP for this department to gather data.R2The review makes a good case with its evidence for current and future employment demand and trends, and salaries (p. 13)Comment:Find ways to keep in contact with students after graduating from the program.Please consider making this section part of your CIP since this is how you may complete your program. Please find data on companies that have hired your graduates. |
| 5. How effective is the program’s curriculum? | SR – AWORR1 – AWORR2 - AWR | SR - AWORR1 - AWORR2 - AWRC | SR - AWRCR1 - AWRCR2 - AWRC | Accepted with required changes | SRThe authors addressed and provided evidence for all questions. It’s obvious by the review that the program takes its curriculum seriously, has a close relationship with its advisory board, and considers local demand. In particular, question C was well done. A strong case was made by the authors that Collin College’s curriculum is current and relevant compared to competitor community colleges. [pp.16-22]Where the authors could make improvements is question E, “Make a case with evidence that the program is well managed.” Throughout this question, the authors reference appendix data for average class size, grade distributions, and contacts hours taught. The data referenced in the appendix is not summarized or discussed, so unfortunately, there is no “case” or analysis made by the authors for the program being well managed. For question E, the authors did well for the question, “How well are general educational requirements integrated with technical coursework.” For this question, evidence and analysis were present. The authors gave a good breakdown of how general education coursework increased student success in the program. If the authors could do the same analysis for the other points, summarize, and make a case that the program is well managed, it would fully answer this question. The authors already make great cases in questions 5A and 5C. It only needs to be extended to question 5E. [pp.23-24]Additionally, some PDFs used in the appendix could be edited. For instance, student satisfaction surveys include every program. The PDFs could be edited such that only CADD information is present instead of every discipline.R1It is good for Collin to recognize the variety of electives and how with current numbers offering fewer makes the program stronger. Good comparison between DCCCD and Collin’s program as well as NCTC in-depth analysis.Nice to see the advisory board suggestions and how they are being implemented. Well thought out in layout of the presentation answering questions from earlier sections.Need more info on Part F with analysis.R2General information about low completion rates at Collin College is presented. However, this information is not specific about the program that we are reviewing. Comment:Please look for more specific information about your program.Why is it that students are not completing the degrees? What are some of the causes? How can the program help the student complete the degrees?Please update the statistics on retention standard on page 17 since these are from 2017-2021Please let us know about the classes that you providePlease edit the pdf on the appendix so it just provides information about your field. |
| 6. How well does program communicate? | SR – AWRCR1 – AWRR2 - AWR | SR - AWRR1 - AWRR2 - AWRC | SR - AWRCR1 - AWRCR2 - AWRC | Accepted with required changes | SRI think because Collin College experienced a website redesign, the first link is outdated. It is perhaps this one now:<https://www.collin.edu/department/constructionmanagement/computeraideddrafting.html>The above link has the mission statement, program degree plans, and student learning outcomes the authors explain. However, I could not find the “Job opportunities/Career Events” link mentioned in the third paragraph. From the author’s description of what is in this link, it must be updated. Further, it is stated in the description that students have voiced that this link is the more useful resource on the website. Fortunately, the flyer link mentioned later works and a PDF can be download. Overall, the authors make a case with evidence that the program literature and electronic sites are up-to-date and accurate if the links are properly updated.Improvements:The second part 6A question is not addressed: “… support the program’s recruitment plan, retention plan and completion plan.” The authors have provided evidence of a website and program flyer, but does not describe the program’s recruitment plan, retention plan, or completion plan and how these resources support those plans. In question 6B, the link for the CADD Program website is broken. It may have to be updated to the link mentioned previously.R1Cannot find link for the employment opportunities. Make sure it is visible. Extremely helpful for employment opportunities to be on the website for students. Especially in the workforce when all jobs might not be on the typical platforms (Monster.com, LinkedIn, Careers.com) but more word of mouth.Cannot find link for the employment opportunities. Make sure it is visible.Adding more to a social media area for students would be beneficial. What platform in social media would you be adding?R2The link does not work.A link for the final review is also needed. |
| 7. How well are partnership resources built & leveraged? | SR – AWORR1 - AWORR2 – AWOR | SR - AWRR1 - AWRR2 - AWR | SR - AWRR1 - AWRR2 - AWR | Accepted with recommendations | SRA list of partners and organizations primarily from the CADD Advisory Committee is provided.Questions/Possible improvements:The description ‘Ask the Experts’ is unclear. What does this mean? For Beck, co-op opportunities for description could be added. For the column, formal agreement/duration – I would add something like “n/a” for presentation purposes. ‘Click or tap here to enter text’ for the entire column could be cleaned up.In question 7, it says internal Collin departments could be added if they help to advance program outcomes. Since Collin College has many departments working together, are there any that can be listed?Does Collin College have any university articulation agreements?Maybe add the contact information for partner/organizationR1You could improve by putting the advisory board names and positions so we can see why they are on the board. How does that person contribute to the advisory board? It would be good to include any information with universities for students that do want to seek a 4-year degree.R2Please remove box with content in Latin on p. 29.Comment: This section is well done. Many of these partnerships allow Collin College to be named an academy of respective certifications that the program trains students to achieve.Comment:Please specify how each of the partners/organizations help the program. Please write more than “ask the experts” p. 30It would also be nice if job titles for the experts were provided. |
| 8. Are the faculty supported with professional development? | SR - AWORR1 - AWORR2 - AWOR | SR - AWRR1 - AWORR2 - AWR | SR - AWRR1 - AWRR2 - AWR | Accepted with recommendations | SR5 faculty with professional development and value are provided to the reader. Great job!Possible Improvements:For Zhiqiang Wang, 4 professional development are listed, but under the value column, it says 1-11. Are there 11 professional development that are supposed to be listed?For Shela Crisler, the numbering for professional development starts with #5. Should it start with #1 like all the others? Also, this faculty is the only one without any professional development’s value.R1Make the dates of the from newest to oldest on professional development. A few typos need to be corrected.R2The three full time faculty have attended professional development yearly.However, since there are only 2 adjunct faculty, it would be possible to have them attend professional development yearly as well.Please list more about professional development for full time faculty. |
| 9. [Optional] Does the program have adequate facilities, equipment and financial resources? |  |  |  |  | SRThe authors completed this section. The summary is that they have adequate facility, equipment and funding currently and for the next 5 years.R1Yes, the list is good and helpful in descriptions of how the equipment is utilized in classes. |
| 10. How have past CIPs contributed to success? | SR – AWORR1 – AWORR2 - AWR | SR - AWRR1 – AWORR2 - AWRC | SR - AWRCR1 – AWRR2 - AWRC | Accepted with required changes | SRThe authors explained their reasoning for their CIP assessing the same PLOs as before and targeting overall student success to be greater.Possible improvements:CIP tables are included in the appendix but I think a brief explanation of previous CIP could be inserted at the end of the first paragraph to help the reader understand the rationale of the PLOs targeted and why they are increasing the threshold for success for their next CIP. The question asks to describe how the previous CIP to make improvements to the program over the past 4 years, but it was not fully explained.R1This is a weak area of the report. Give details on final projects. What skills are learned or achieved? What tools are used in the final that help students achieve success? What does AutoCad software do? How does this help the student in the industry?R2Tables on appendix (p.46)Comment: Provide more information about what the DFTG 2319 class covers.Provide more information about how the final project for the DFTG 1372 architectural design is graded.Please explain how the CIP analysis may be improved and be detailed. For instance, what are the skills needed and what tools are been used? |
| 11. How will program evaluate its success? | SR – AWORR1 - AWOR | SR - AWORR1 - AWOR | SR - AWORR1 - AWOR | Accepted without recommendations  | SRThe authors did an excellent job summarizing the strengths and weaknesses of their program. R1Summarized strengths and weakness done well. Overall, a concise summary.R2In the strengths, it is mentioned that the course has new courses, new course sequence offers and that awards have increased in the past five years. However, it is unclear what this section is measuring.Comment: Please mention the new courses, course sequence offers and the specific awards from the past five years.In the strengths, it mentions that there is the intermediate CAD final project.Comment: please provide the grading rubric used to grade the CAD final project.Comment: please mention the methodology that will be implemented to track students in 2024.It mentions that there is no current methodology to track the student employment after graduation (p. 42)Comment: create a directory of their information to follow up after graduation. Do alumni events to track their programs. Create a graduate mentor program. Where graduates of the program may mentor students that are currently enrolled in the program.It also mentioned that the methodology to track students will be implemented in 2024 but does not mention the methodology. |
| 12. Future Continuous Improvement Plan (CIP) | SR – AWRR1 – AWR R2 - AWOR |  |  | Accepted with recommendations | SRFuture CIP focus on the same PLOs from before focusing on competency and success rate. The difference now is that the bar is set higher. Previously, the percentage of students achieving the success rate to be met is much higher than before. Before the CIP aimed for 80% of students scoring at 70% or higher on all PLOs. The future CIP aims for 90% of students scoring between 90-95% on all PLOs. Based on the CIP data in the appendix, this seems possible. Also, it's clear from the data that class sizes are getting larger compared to before. Working with a larger data set in the future will help them achieve their CIP. What is unclear is how this CIP will improve their program. It’s measuring the same criteria as last CIP.The authors state that they will be looking into tracking student employment after graduation. This could be consider into their CIP, as it is a stated weakness in the review.R1Be more specific other than on a final exam. What knowledge is being measured?What questions or what skills are you measured and how? With the student’s final project?CIP is the same as last time other than % – how are you improving the program?What are you learning?R2CIP plan seems reasonable and addresses some of the weaknesses previously presented in the review. However, it is unclear what this section is measuring. |

**Overall Decision:**

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

Accepted with required changes

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

SR – Accepted with required changes

Overall, the review was well done. The authors addressed all questions, and generally provided evidence, aside for the second part of question 3. The program clearly has a lot of positives going for them. Enrollment is increasing and looking at their previous CIP data, scores are increasing as well. There were some instances, where evidence was provided, but not enough analysis was provided. For instance, in question 2, the authors did a great job providing evidence, but did not state the outcomes of their initiatives which would have contributed to analysis. Moreover, in question 10, the authors provide evidence of achieving their CIP, but did not state how their previous CIP helped improve their program in the past 4 years.

The authors did an excellent job in question 5 about the program’s curriculum. They compared Collin College’s program against a 2 and 4 year program. It’s clear that the program takes what it adds and incorporates into its curriculum seriously. They also have a close relationship with their advisory board. The authors were also very good at clearly stating their strengths and weaknesses, and more importantly, have future plans to address their weaknesses. Great job!

R1 – Accepted with recommendations

Overall, a very clean review. Good details with ways to improve the overall program.

The program pointed out the weakness of not having data on their students after they leave Collin. Working on a way to improve this issue would strengthen this workforce program and help guide them to continue their growth in the future.

I would like to see the acronyms for the classes when used at least the first time.

The layout and material was very good overall.

R2 – Accepted with required changes

The reviewer suggests accepting the program with required changes due to the lack of demographic data that shows the diversity of the students and retention data that needs to be updated. The program needs to be more detailed about how the final projects are been measured as well as what they are measuring.