|  | **Responsiveness to the Component** | **Evidence** | **Analysis: Explanation/ Rationale of Assertions Supported by Evidence** | **Overall Judgment** | **Comments** |
| --- | --- | --- | --- | --- | --- |
| 1. What does the workforce program do? | Accepted without Recommendations |  |  | Accepted without Recommendations | Solid 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. |
| 2. Program relationship to the college mission and strategic plan. | Accepted without Recommendations | Accepted without Recommendations | Accepted with Required Changes | Accepted with Required Changes | Concise 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. |
| 3. Program relationship to student demand. | Accepted with Required Change | Accepted with Required Change | Accepted with Required Changes | Accepted with Required Changes | What 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. |
| 4. Program relationship to market demand. | Accepted without Recommendations | Accepted with Recommendations | Accepted with Recommendations | Accepted with Recommendations | Might 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. |
| 5. How effective is the program’s curriculum? | Accepted without Recommendations | Accepted without Recommendations | Accepted with Required Changes | Accepted with Required Changes | It 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. |
| 6. How well does program communicate? | Accepted with Recommendations | Accepted with Recommendations | Accepted with Required Changes | Accepted with Required Changes | Cannot 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? |
| 7. How well are partnership resources built & leveraged? | Accepted without Recommendations | Accepted with Recommendations | Accepted with Recommendations | Accepted with Recommendations | You 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. |
| 8. Are the faculty supported with professional development? | Accepted without Recommendations | Accepted without Recommendations | Accepted with Recommendations | Accepted with Recommendations | Make the dates of the from newest to oldest on professional development. A few typos need to be corrected. |
| 9. [Optional] Does the program have adequate facilities, equipment, and financial resources? |  |  |  |  | Yes, the list is good and helpful in descriptions of how the equipment is utilized in classes. |
| 10. How have past CIPs contributed to success? | Accepted without Recommendations | Accepted without Recommendations | Accepted with Recommendations | Accepted with Required Changes | This 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?  The measurable part of the CIP is vague. Need more detail other than final project. What are the skills needed and what tools are used? |
| 11. How will program evaluate its success? | Accepted without Recommendations | Accepted without Recommendations | Accepted without Recommendations | Accepted without Recommendations | Summarized strengths and weakness done well. Overall, a concise summary. |
| 12. Future Continuous Improvement Plan (CIP) | Accepted with Recommendations |  |  | Accepted with Required Changes | Be 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? |

**Overall Decision:**

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

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