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| **Date of Review: March 7, 2013**  **Names and positions of reviewers:**  **Member Shari Eddy Position Academic Advisor & Professor of CPD**  **Member Bill Demory Position Professor Business Administration & Economics**  **Member Kim Osteen Position Professor of Choral Studies**  **Member Cheryl Boron (no input) Position Professor of Sports & Fitness** |
| **Evaluation of Program Mission** |
| This self-study is very well done. Mission is clear, concise, and specific. The vocabulary is exemplary and program aligns well with College’s Mission. |
| **Evaluation of Program Quality** |
| **Quality of Curriculum:**  The certificate and degree programs are evaluated annually by AAMA in which it meets/exceeds expectations of accreditation. Excellent chart comparing curriculum with PimaCC, Yavapai & Phoenix CC certificate programs clearly reveal differences. Important information regarding accreditation indicating that CAC is the only program that is accredited through AAMA which could be made more prominent. Program technology is current and not in need of additional resources at this time. |
| **Contribution of Program in Meeting Institutional Strategic Goals:**  Clear evidence of alignment with 6 out of 8 strategic goals (two are N/A). Programs align/meet institutional goals including accessibility online, adapting new technologies to increase space and hands-on training; more accurate and efficient inventory process and modification of program to make students more employable. This alignment demonstrates responsiveness to needs of students and community. |
| **Success of Program in Engaging in Continuous Quality Improvement:**  Program supervisor(s) receive regular/continuous feedback from practicum site supervisors. Employer’s surveys are collected when student’s are hired. Accreditation agencies provide program feedback annually which has impacted the recent program realignments/offerings. Very clear and objective data regarding CQI success. |
| **Evaluation of Program Effectiveness** |
| **Success of Students in Achieving Appropriate Learning Outcomes:**  Since General Education Outcomes have only recently been incorporated into our course delivery system and GEO’s too are already in flux, there is no data. However, of practical application toward demonstrating achievement of learning, there are a total of 117 graduates (59 AAS; 58 certificates) over past three years who have in feedback from AAMA and practicum site supervisors have met or exceeded proficiencies required. Excellent use of surveys to determine success in meeting degree learning outcomes. |
| **Success of Students in Completing CAC Program:**  Approximately 40% offered jobs when completed with practicum; 20% return to complete Med Asst AAS degree; 3% continue to the Nursing program. Current Med Asst AAS degree graduates secure employment within six months. |
| **Success of Students Upon Departure from CAC:**  Other than the statistics listed above, there is no data collected/available to describe level of success at transfer institutions or whether completers continued their studies at other institutions. Important to note degree/certificate programs not designed for transfer but for entry-level employment. |
| **Evaluation of Program Viability** |
| **Evaluation of Enrollment Trends:**  Clear and objective data on growth of the program since 2008. The program is being pro-active to stakeholder needs and is incorporating prerequisites and assessment to help ensure student success in their chosen field while also being careful to not flood the market. |
| **Evaluation of Need for Program Based on Economic/Job Market Conditions or Transfer Opportunities:**  Re-design of Med Asst AAS degree, admission to health career programs and sundown of some outdated certificate programs are in response to upcoming demands in the job market and demonstrate ability to respond and adapt program to meet upcoming changes. Clear statements regarding job markets in Pinal and Arizona. |
| **Evaluation of Program Viability Based on Adequacy of Resources:**  Good evidence of well supplied program with necessary resources and supplies available. Unable to clearly assess with previous calculations and recent changes in program delivery. MA program is short 1 FT credentialed MA’s according to AAMA accreditation standards. |

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| **Panel Reviewers Recommendation for Program:** |
| **Continue a program of exceptional quality.** |
| **Panel Reviewers Make One of the Following Recommendations Regarding the Program Under Review:**  **1. Continue a Program of Exceptional Quality:** Continuation of the program is recommended without reservation. The reviewers wish to note the exceptional quality of the program. The program is not only seen as valuable to CAC students, a commitment to student’s academic and personal success is clearly evident. The program demonstrates a commitment to continuous quality improvement. The long term viability of the program appears excellent.  **2. Continue a Program of Quality:** Program approval is recommended. Reviews have identified areas of achievement but also specific areas that need to be further addressed. The program meets all evaluative measures of quality and viability, but nonetheless could improve in substantial ways  **3. Conditionally Continue a Program:** Conditional approval is recommended with identification of specific areas requiring significant improvement. Improvements needed and a reasonable time frame for them to be made will be given. Viability of the program may be in question.  **4. Discontinue a Program:** A recommendation to discontinue a program is made if after receiving a conditional recommendation in the previous academic program review the program has failed to make necessary improvements. A recommendation to discontinue a program can be made even in the absence of a previous conditional recommendation if the quality or viability of a program is dismal. *\*Receiving this recommendation does not automatically mean a program will be discontinued. It is merely the recommendation of the review panel. This recommendation means that the College should seriously evaluate discontinuing the program.* |
| **Panel Reviewers Recommendation for Program Action Plan:** |
| The reviewers recommend the program address the following **Strengths**/weaknesses in their Academic Program Review Action Plan:  Excellent execution in many areas. The following are suggestions to expand/provide objective, comprehensive data for next program evaluation and CQI.   1. **Evaluation of Program Mission:** Outcomes specified by preparedness for employment and licensure exams indicated with “AAMA” and “AMT” should be spelled out for understanding/interpretation by non-health care experts. 2. **Quality of Curriculum:**  Would be helpful to also compare employment numbers between institutions which could be another way to demonstrate the success of CAC’s program and its graduates. 3. **Success of Students in Completing CAC Program:** Adding the percentage rate which indicates the ratio of completers to non-completers would be informative. 4. **Success of Students Upon Departure from CAC:** Initiating Post-Graduate Surveys to determine success of graduates not continuing studies with CAC would be useful. 5. **Evaluation of Enrollment Trends:** It would be helpful to identify recruitment efforts/strategies. 6. **Evaluation of Need for Program Based on Economic/Job Market Conditions or Transfer Opportunities:** Post-Graduate survey can include question to determine whether the program is meeting Pinal County specific needs, as well as, local need for the program. 7. **Evaluation of Program Viability Based on Adequacy of Resources:** Staffing need of immediate concern. Recommend that staffing issue be addressed as soon as possible to avoid jeopardizing accreditation and quality of program.   Will want to review cost per program and cost effectiveness (institutional return on investment) at next review when comparative data is available. Recommend maintaining measure(s) of success of students now being admitted after completing their general education requirements and the HESI prior to formal admission to the program. Also suggest providing specialized orientation and registration for all formally admitted to the program each fall semester.  **Date: March 7, 2013 Summary by: Shari Eddy** |