**Academic Program Review: Self-Study**

***Instructions:*** *The following pages will guide your submission of your academic program review self-study. Please type your responses directly into the document. The completed self-study instrument and all attachments must be submitted to the Academic Program Review Coordinator and your Academic Dean by September 1.*

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| **Program Under Review** |
| Degree(s): ABUS- Associate of Business  AAS – Associate of Applied Sciences |
| Certificate(s): Business & Management |
| Contact Information for lead on Self-Study:  Name: James Cadena  Campus: SPC  Phone: 520-494-5312  Email: james.cadena@centralaz.edu |

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| **Program Description, Vision and Outcomes** |
| **What is the description of the program as stated in the current CAC catalog:**  ABUS - Associate of Business: The Associate of Business (ABUS) is appropriate for students who plan to transfer to the university to earn a baccalaureate degree in Business-related areas such as Accounting, Administration, Business Administration, Computer Information Systems, Economics, Finance, Human Relations, Marketing and Public Administration. The ABUS Degree is often referred to as the official “Transfer Degree”. This means that every credit that counts towards the 60-64 credit hour total must transfer to all three Arizona State Universities.  A.A.S. – Associate of Applied Science: An Associate’s of Applied Science (A.A.S.) in business is considered a “complete” degree that prepares graduates to begin or advance their careers in the business world. This degree prepares students for employment directly into the workforce as managers, assistant managers, supervisors and other related administrative positions. However, choosing the AAS Degree and fulfilling the Arizona General Education Curriculum (AGEC) requirements provides a pathway to attend an Arizona public university in the future. Students should consult an academic advisor regarding transfer. Students who wish to receive both the AAS Degree and the AGEC Certificate must complete the required documentation in the Registrar's Office following established timelines.  Business Certificate: The Business certificate prepares individuals for entry-level position in business, provides skills to help them organize their own business and stacks into the Business A.A.S.  Management Certificate: The Management Certificate is designed to prepare individuals who desire to work in the mid-level management positions. Courses are designed to include the business essentials and emphasize the skill sets needed for effective management and communication in the work environment. |
| **Does your program have any other written mission or vision statements which do not appear in the catalog? If yes, please write them below and indicate where they appear.**  NA |
| **Describe how the program’s description, mission and/or vision aligns with the College’s Mission:**  The College’s mission statement is  *Central Arizona College engages our diverse communities in quality learning experiences for lifelong success by providing accessible, educational, economic, cultural, and personal growth opportunities.*  The ABUS, A.A.S., Business and Management Certificate’s provide quality learning experiences for lifelong success. The courses delivery plan provides accessibility to the program course components. Finally, the program offers students the opportunity for educational and economic growth.  (See the remainder of the self-study for supporting details) |
| **What are the student learning outcomes for the degree or certificate as currently indicated in ACRES:**  1. (Evaluation Level) Create a Business Operation Plan.  2. (Application Level) Demonstrate effective techniques with regards to oral and written communications.  3. (Application level) Apply basic computer skills to analyze business data.  4. (Analysis level) Explain the ways businesses are financed.  5. (Evaluation level) Interpret and communicate a business' financial information.  6. (Analysis level) Examine legal and ethical issues from the perspective of a business manager or owner. |
| **Are the outcomes from your program determined or influenced by any external organization, agency, or accreditor? If so, please explain.** NO/NA |

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| **Program Enrollment and Graduation Trends** |
| Summarize the program enrollment data for the past 5 years in the chart below:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Degree/Certificate | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 | | FTSE in BUS courses |  | 419.82 | 446.47 | 466.79 | 449.05 | | Headcount in BUS courses |  | 2,591 | 2,793 | 3,009 | 2,893 | |  |  |  |  |  |  | |
| **Discuss and explain the factors influencing the enrollment trends:** Changes in delivery mode (more ITV, more online offerings) have had a positive effect on overall enrollment. These changes have partially offset a general negative trend in college-wide enrollment. |
| **How has the program typically recruited students and marketed the program:**  Distributing printed advertising materials on and off CAC campuses. Participating in high school job fairs, CAC website promotion, CAC business division website, supporting the business club (PBL), providing quality education encourages retention and positive “word-of-mouth” advertising |
| **Summarize the program graduation rate trends for the past 5 years in the chart below:**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Degree/Certificate | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 | | AAS |  | 6 | 11 | 10 | 5 | | Certificate |  | 8 | 7 | 9 | 8 | |
| **Discuss and explain the graduation trends. What efforts has the program made to help students achieve completion**  Introduction of an ITV/online hybrid course schedule significantly expanded the available of required program course to students at all CAC campuses and centers.  Continued recruitment, retention, training, and development of accounting faculty to support quality course delivery. These positive measures have off-set the overall decline in college-wide enrollment. In addition, the future job opportunities in paraprofessional accounting are projected to decrease due to technological advancements. |

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| **Program Curriculum:**  *Submit a completed Curriculum Comparison Chart along with the self-study, comparing the CAC program curriculum to three similar programs, for each Degree and Certificate discussed in this self-study. Ideally compare to other Arizona programs, and out of state if necessary.* |
| **Using information gained from your curriculum comparisons, discuss the strengths and weaknesses of the current program curriculum for each degree or certificate.**  The ABUS and A.A.S. Degree Programs have very uniform and consistent curriculum as related to other community colleges.  Strength – Core business courses are offered using various modalities with emphasis on Inter-Active Television (ITV) to ensure all campuses are provided numerous courses in a more traditional setting.  Weaknesses – Geographic limitations and delivery concerns exist due to the large size of the county.  Course delivery methods will progress to better reach the geographically diverse student body and the curriculum is updated regularly to reflect changes in the business environment. |
| **Discuss how the program gets feedback on its program and curriculum from external sources, such as advisory boards, employers, articulation task forces, accreditors, etc.**   * Periodic advisory meetings * Periodic ATFs * Changes in the Business environment are reflected in the latest textbook editions. |
| **Indicate any external accreditations which the program has. Are there any available accreditations which the program does not have, but may benefit from seeking?** Na/ No |
| **Discuss how the program supports current or future needs for the job market in Pinal County, the state of Arizona, and/or the United States.**  Employment of business operations occupations is projected to grow 8% from 2014-2024, about as fast as the average for all occupations, adding approximately 632,400 new jobs.  Median annual wage for business occupations was $66,530 in May 2016, which is higher than the median annual wage for all occupations of $37,040.  Source: Bureau of Labor Statistics Web Site: https://www.bls.gov/ooh/business-and-financial/home.htm |
| **For degree programs, identify any specific in-state baccalaureate programs into which this program is particularly suited for transfer.**  **ABUS:** The Associate of Business Degree is often referred to as the official "Transfer Degree". This means that every credit that counts towards the 60-64 credit hour total MUST transfer to ALL THREE Arizona State Universities. Refer to the AZTRANSFER website to determine the transferability of each course. The Course Equivalency Guide or CEG will allow you to view the transferability of a course taken in the current Academic Year. |
| **Indicate any articulation agreements in place for degree graduates.** |

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| **Program Specific Resources:**  *In this section please focus on program specific resource. You may but do not have to discuss resources available to the college at large such as Blackboard, the Learning Centers, Library, etc. However, if these resources are impacting your program in a positive or negative way which you would like to discuss, please do so.* |
| **Discuss the adequacy of the financial and budgetary resources available to the program over the past 5 years:**  There are no budgetary constraints for the program since the program cost very little to run. The main costs are associated with faculty compensation. |
| **Discuss the adequacy of the human resources available to the program over the past 5 years:**  Five full-time faculty have credentials sufficient to teach the BUS courses and currently have enough adjunct faculty to cover courses in the program. |
| **Discuss the adequacy of the technological resources available to the program over the past 5 years:**  Resources are currently sufficient and no unusual technological resources are expected in the next 5 years. |
| **Discuss the adequacy of the physical (building space, classrooms, labs, etc) resources available to the program over the past 5 years:**  Resources are sufficient and continuous improvement in ITV technology has improved considerably, consistency remains an issue. |
| **Discuss the adequacy of the academic support resources available to the program and its students over the past 5 years:**  Business tutors are available at all campus learning centers and many are very qualified and usually work on an appointment basis. Campus learning centers are equipped with the latest technologies and computers to facilitate learning for all students. The centers also offer tutors and equipment for students with learning disabilities and the program utilizes their testing center to proctor exams for online/ITV courses. |
| **Discuss the adequacy of the student support resources available to the program and its students over the past 5 years:**  Student support has been very good but we recently lost the Internship Coordinator and that program was very useful to students as they transitioned into the workforce. The Internship program was also a very good marketing tool for the business division. |

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| **Program Effectiveness** |
| **Describe how you measure the success of degree and certificate program graduates in achieving the degree and/or certificate program student learning outcomes. What data have you collected that indicates the level of student success of these outcomes? And According to the data, how well have students achieved these outcomes during the past 5 years?**  All AAS graduates must complete the BUS260 Business Capstone Course. This course tests all CSLOs. Further, each student is accessed on CSLOs in multiple courses throughout the program. Course SLOs are linked to CSLOs in the curriculum development and review process. Individual course SLO’s are assessed within each course using traditional means. The individual course SLO’s were designed to thoroughly cover the program and certificate outcomes. The best proxy of student success would be the trends in individual business course success and retention. |
| **If you have data which indicates the degree to which students in the program are achieving the college’s Common Student Learning Outcomes please share and explain the data.**  All AAS graduates must complete the BUS260 Business Capstone Course. This course tests all CSLOs. Further, each student is accessed on CSLOs in multiple courses throughout the program. Course SLOs are linked to CSLOs in the curriculum development and review process. |
| **How many program enrollees or graduates studied at an in-state baccalaureate level institution during the past 5 years? Put the data in the table below.** NA   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Degree/Certificate | 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 | |  |  |  |  |  |  | |  |  |  |  |  |  | |
| **If a degree is intended for transfer**, **or has transfer articulation** **agreements in place, indicate how the degree program supports students with continuing their education at CAC or other institutions.**  This is not primarily a transfer program |
| **Describe the level of success (via completion rates, GPA, etc.)** **the program’s prior students have achieved at transfer** **institutions.**  We do not have access to this information |
| **If a degree or certificate is designed to lead directly into the workforce, describe the success of students in obtaining a job in the field of study upon graduation. Please provide any qualitative or quantitative data you have:**  While we do not have a method for quantifying job success after graduation, we are aware of several students who have earned business degrees that have obtained successful employment in the industry or operating a business. |
| **If your program serves to prepare a student for external certification or** **licensure of any kind identify the certification or license and the percentage of program graduates who earn/achieve it. Put data in the table below.**  NA |

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| **Program Continuous Quality Improvement** |
| **Discuss how the program has used learning outcome assessment results to improve instruction and/or student learning over the past 5 years:**  1. We use a variety of assessment techniques within each course. Examples include in-class Q and A, tests, projects, interactive graded assignments delivered through online homework management systems. The faculty members use feedback from periodic assessment to make adjustment in their instructional methods throughout the course.  2. We periodically, perform subject-wide common assessments to determine how students are progressing on course-level, program-level and common SLOs. These assessments are in the form of questions embedded into exams. The results of these assessments are shared among the program faculty. The faculty then plan to make course-wide adjustments based on the assessment results. |
| **Discuss how the program has used operational planning goals to achieve quality improvement over the past 5 years:**  Operating plan goals are used to quantify annual desired program improvements. Quantitative measures were used to assess progress toward the goals. These assessments occurred mid-year and at the end of the academic year. Example operating plan goals that helped to program achieve quality improvements have included –   * Improve quality of curriculum & programs * Support enrollment management to increase and retain students * Improve website & marketing opportunities * Increase the number of students enrolled in business classes. * Select a course to assess proficiency of CSLO’s in curriculum. * Improve quality instruction by attending relevant professional development events |
| **Describe other ways the program has engaged in continuous quality improvement:**  Full-time instructors continue to receive ample continuing education to maintain proficiency in their industry. Faculty continuously access and revise the course materials, program components, curriculum, and teaching methods to ensure that students receive the most up-to-date and highest quality instruction. Finally, student surveys are administered in all program courses and this information is gathered and analyzed by both the department chair and the course faculty member. |

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| **Program Alignment with Institutional Goals:**  *Describe how the program has directly or indirectly is helping the College achieve its current strategic goals.* |
| **To ensure that the program is aligned with the College’s goals and mission, each annual operating plan goal is linked to at least one of the College’s strategic goals.**  The following illustrates how the ABUS and A.A.S. address the College’s strategic goals:   |  |  | | --- | --- | | CAC Strategic Goals -  1. **Access:** Ensure broad access to high-quality innovative educational programs, services and training opportunities for Pinal County residents. | Current annual course offerings cover all business courses required to earn ABUS or A.A.S. and are available across several modalities. | | 2. **Student Success:** Improve student retention, persistence, completion and job placement. | Current annual course offerings cover all business courses required to earn ABUS or A.A.S. and are available across several modalities. | | 5. **Partnerships with Universities**: Expand partnerships with universities to provide advanced degrees to Pinal County residents. | After working with FT faculty members in the business division, NAU and ASU now offer bachelors’ degree completion programs based at CAC. | | 8. **Workforce Development:** Contribute to the economic vitality, workforce development, and job training needs of Pinal County and surrounding regions. | The ABUS, A.A.S and Business and Management certificates prepare, train and educate Pinal County students for immediate employment in business related fields. | |

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| **CAC - ABUS** | **Pima CC - ABUS** | **Chandler Gilbert CC - ABUS** |
| Associate of Business ABUS (60-64 Credits) | Associate of Business ABUS (60-63 Credits) | Associate of Business ABUS (62-63 Credits) |
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| Written Composition (6) | English Composition (6) | First Year Composition (6) |
| Oral Communication (3) | Humanities/Fine Arts (6) | Literacy and Critical Inquiry (3) |
| Arts/Humanities (6) | Biological & Physical Sciences (8) | Mathematical Studies (6) |
| Social & Behavioral (6) | Social & Behavioral Sciences (3) | Humanities, Art and Design (6) |
| Computer Competency (3) | Required Courses (26) | Social Behavioral Sciences (6) |
| Lab Science (8) | Mathematics (6-7) | Natural Sciences (8) |
| Mathematics (3-4) | Electives (5-8) | Common Division Program Requirements (27) |
| Special Requirements: (9) |  | General Electives (0-6) |
| Required Common Courses (19) |  |  |
| Electives (6-10) |  |  |
| *ACRES* | https://www.pima.edu/programs-courses/credit-programs-degrees/business-careers/business/business-administration-abus.html | http://www.cgc.maricopa.edu/Academics/Catalog/Documents/2016-2017%20CGCC%20Catalog%20and%20Student%20Handbook.pdf |
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| **CAC – A.A.S.** | **Pima CC - A.A.S.** | **Chandler Gilbert CC - A.A.S.** |
| Business Associate of Applied Science (66 Credits) | Business Associate of Applied Science (60-64 Credits) | Business Associate of Applied Science (60 Credits) |
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| *General Education Requirements (19)*  Written Communications (3) ENG101 English Composition III (3) Oral Communications (3) COM100 Fundamentals of Human Communication (3) OR COM206 Public Speaking (3) Arts and Humanities (3) Social and Behavioral Sciences (3) Choose one of the following courses: ECN200 Contemporary Economic Issues (3) ECN201 Principles of Macroeconomics (3) ECN202 Principles of Microeconomics (3) Physical and Biological Sciences (4) Mathematics (3) BUS101 Business Mathematics (3) | *General Education Requirements (9-12)*  Communication (3), Critical Thinking (3-6), Humanities (3)  *Required Courses (12)*  Introduction to Business (3), Mathematics of Business (3), Legal Environment of Business (3), Human Relations in Business (3) | *General Education Credits (15)*  First-Year Composition (6 credits), Oral Communication (3 credits), Critical Reading (3 credits), Mathematics (3 credits)  *General Education Distribution Areas (9-10)* |
| *Required Courses (30)*  ACC121 Income Tax Fundamentals (3) ACC201 Financial Accounting (3)\* ACC202 Managerial Accounting (3) BUS100 Introduction to Business (3) BUS123 Business Relations (3) BUS201 Legal Environment of Business (3) BUS207 Business Communications (3) BUS260 Applied Business Seminar (3) CBA133A Spreadsheet Applications – Excel (3) CIS120 Survey of Computer Information Systems (3) | *Required Support Courses (27)*  Practical Accounting Procedures (3), Financial Accounting (3), Computer Fundamentals (3), Microeconomics (3), Macroeconomics (3), Business Organization & Management (3), Principles of Marketing (3), Writing (3), Electives (6) | Common Division Program Requirements (27)  Electives (6-9) |
| Electives (14) and Other Requirements (1) | Core Concentration Courses (12-13) |  |
| *ACRES* | https://www.pima.edu/programs-courses/credit-programs-degrees/business-careers/business/business-administration-abus.html | http://www.cgc.maricopa.edu/Academics/Catalog/Documents/2016-2017%20CGCC%20Catalog%20and%20Student%20Handbook.pdf |

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| **CAC – Business Certificate (18 Credits)** | **Pima CC - Business Certificate (16-18 Credits)** | **Chandler Gilbert CC - Business Certificate (21 Credits)** |
| *Core Requirements (15)*  Fundamentals of Accounting or Financial Accounting (3), Introduction to Business (3), Business Mathematics (3), Survey of Computer Information Systems (3), Economics (3), Elective (3) | *Required Core Courses (9)*  Introduction to Business (3), Mathematics in Business (3), Human Relations (3)  *Required Support Courses (6)*  Practical Accounting Procedures (3), English Composition (3), Other Electives (3) | *Required Courses (12)*  Accounting Principles (3), Survey of Computer Information Systems (3), Introduction to Business (3), Legal, Ethical and Regulatory Issues in Business (3)  *Restricted Electives (9)*  Any ACC Accounting, Any GBS General Business, Any MGT Management, Any MKT Marketing, Any IBS International Business, Any REA Real Estate, Any SBS Small Business Management, Excel Spreadsheet, Microsoft Access, Database Management, Internet/Web Development, Any EPS Entrepreneurial Studies |
| *ACRES* | https://www.pima.edu/programs-courses/credit-programs-degrees/business-careers/business/business-administration-abus.html | http://www.cgc.maricopa.edu/Academics/Catalog/Documents/2016-2017%20CGCC%20Catalog%20and%20Student%20Handbook.pdf |