**Academic Program Review**

**Review Panel Report**

**ABUS, Business – AAS and Certificate**

**Management Certificate**

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| **Date of Review:**  **Names and positions of reviewers:**  **Member Victoria Young-Chiverton Position Professor of ECE**  **Member Mary Kieser Position Professor of ENG/RDG – APR Coordinator** |
| **Evaluation of Program Description, Vision and Outcomes** |
| Clarity and appropriateness of all program descriptions, mission or vision statements:   * Degree and certificate descriptions seem appropriate. However, in the description it describes the ABUS as a transferable program, but does not have information on this under “program effectiveness”. It just references the AAS degree * Program description could offer more details for clarity – An example from the Rhode Island CC: *“*The General Business concentration provides students with an opportunity to develop communication, interpersonal, leadership and teamwork skills as well as a solid understanding of the contemporary business environment. Major requirements provide a strong foundation in business and the program allows for flexibility in the elective offerings. Students also may choose to transfer to four-year institutions to earn bachelor’s degrees and should consul colleges for information on transferable courses.” * Program could benefit from a mission/vision statement to support program direction and goals. |
| Clarity and appropriateness of all degree and/or certificate program student learning outcomes:   * Are the 6 learning outcomes listed are for all degrees and certificates? That is, are they consistent across all programs of study? What common courses in the business program address them? * Is there a capstone course for the degree or certificates that contains the 6 common learning outcomes? |
| **Evaluation of Program Quality** |
| Quality and Appropriateness of Curriculum:   * Has an external accreditation for business been considered? It seems the main accrediting body would be ACBSP- Accreditation Council for Business Schools and Programs. * In AZ, DeVry, Argosy and Embry -Riddle have it...many other community colleges around the country have it as well. |
| Contribution of Program in Meeting Institutional Strategic Goals:   * The connections in this are seem weak and vague. *For example, for strategic goal #1 – Access (high-quality innovative educational programs) Can you give an example of course offerings that are high quality and innovative? For example, are students taught to use innovative software?* * Operational goals are listed, but do not describe how they were used to improve the program. Is there any measurable data to determine if the operational goals were met? For example – “Improve quality instruction by attending relevant professional development events” what is the percentage of faculty that attended a professional development event and what are some examples of the events.” Also, specific examples of the quantitative measures that were used could have been given and the results of them. |
| Success of Program in Engaging in Continuous Quality Improvement:   * Details on this are lacking. It is referenced but not specific. * What exactly is the process for Continuous Quality Improvement? Is it a formal process or just anecdotal by each individual faculty? * Faculty engage in ongoing professional development (but no examples were given) * Student surveys are administered regularly but no data was provided. * What specific changes have been made based on the results of the continuous improvement efforts. |
| **Evaluation of Program Effectiveness** |
| Success of Students in Achieving Appropriate Learning Outcomes**:**   * It is stated that the AAS degree evaluates the CSLOs in a capstone class….what about the other degree and certificates? * How is data collected on the learning opportunities throughout the program and what is done with that data to make improvements? * Give an example of subject-wide common assessments that are given and the data from them? What specific improvements been made based on the results of the data? What CSLO’s are addressed? All? Do the subject-wide common assessments assess the identified 6 MSLO’s addressed in the degree and certificates? |
| Success of Students in Completing CAC Program:   * There is a high head count and low graduation numbers. There was a noted headcount of 2,591 with only 14 graduates. * Is there any data on the number of ABUS students transfer to the universities? |
| Success of Students Upon Departure from CAC:   * No information available for this? Can data be attained for the 4 year universities as to how many CAC grads end up getting a 4 year degree? Can surveys be given to students who graduate with a certificate or the ABUS? * Can conversations occur at the community advisory board meetings to get feedback on students who have acquired the business AAS degree and certificate? |
| **Evaluation of Program Viability** |
| Evaluation of Enrollment Trends:   * Like the college in general, the business division is acknowledging a downward trend in enrollment and has actively worked to alleviate this through increased ITV/hybrid classes. The course delivery methods are references throughout this report but it is not clear what they are doing…ie %of online, % ITV, 5 hybrid, etc. * Increased course modalities offered was noted as a strength in increasing enrollment, but also noted as a weakness for not being able to offer more. Are efforts being made to address this? * Is there data to support that increased ITV classes has made a difference in enrollment? I.e have they surveyed students? * What is the reason for the degree/certificate decrease from 466.79 in 2013-14 to 419.87 in 2015-16? Did the program anticipate a greater loss of enrollment if the changes in course delivery had not been implemented? |
| Evaluation of Need for Program Based on Economic/Job Market Conditions or Transfer Opportunities:   * Given the number of students in this program and the projected growth of business operations employment, it is clear there is a need for this program |
| Evaluation of Program Viability Based on Adequacy of Resources:   * Resources do not seem to be a concern. How many adjuncts are presently employed, and what is the breakdown of how many course are offered each semester? How quickly students typically move through their program? |

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| **Indicate Panel Reviewers Recommendation for Program:** |
| **2 - The committee feels the program is viable. However, the program did not address all of the criteria on the self-study in regards to assessment and data presented to support statements.** |
| **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 noted the strengths of the program, and would like to recommend the following actions to be considered when working with the dean to develop an action plan as a result of the Academic Program Review process.  STRENGTHS:   * The ABUS Degree is articulated so that all 60-64 credit hours transfer to all three Arizona Universities * Continuous improvement efforts are being made * Course delivery methods are being added to make courses available to all students throughout Pinal County * The department has 5 full time faculty     ACTION PLAN SUGGESTIONS:   * A mission statement and vision should be developed for the program * The establishment or re-establishment of business partnerships and internships would be beneficial * Additional data should be collected by the Business Program such as: * Explanation of howDoes ITV offset declining enrollment? * Explanation ofHow much time it takes for students to move through each of the stackable programs? * What happens to graduates in regards to success in transferring or employment? * What are the learning opportunities within each area that support the CSLO’s? Conduct a common CSLO assessment to be given by all professors to analyze the results across the discipline to determine whether they are being met. * Explain the program’s process for Continuous Quality Improvement? Is it a formal process or just anecdotal by each individual faculty? * Explore hiring a new internship coordinator? Can partnerships with local businesses be established? * Provide specific data to support continuous improvement efforts for the Operational Plans, Learning Outcomes and CSLO’s * Develop post-graduation surveys to be sent to program graduates to determine if they are finding employment, if they went on to a 4 year college, etc. |
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