

**Carl Albert State College**  
**AAS Applied Technology Program Review**  
**3.7 Academic Program Review**

Based on the thorough internal or external program review addressing all criteria in policy, a comprehensive report should be possible within ten or fewer pages. This program review template is provided to assist institutions in compiling the program review information, which is to be presented to the institutional governing board prior to submission to the State Regents. Executive Summaries should be possible within two pages using the provided template (Program Review Executive Summary Template).

Description of the program's connection to the institutional mission and goals:

The Applied Technology AAS at CASC provides pathways to provide affordable, accessible, and exceptional education. The Applied Technology program has no authority to set the cost of the programs but our tuition is the lowest in the state and compared to our closest institutions can be considered affordable. We provide accessible education opportunities through scheduling flexibility including mornings, afternoons, evenings, online, hybrid coursework and continuing education. Faculty provide an exceptional education experience based on students surveys, departmental questionnaires, faculty evaluations. Faculty are also committed to providing opportunities for success to each and every one of our customers and are excellent at finding strategies to work with each student's particular learning styles.

**3.7.5 Process (Internal/External Review):**

Previous Reviews and Actions from those reviews:

Analysis and Assessment (including quantitative and qualitative measures) noting key findings from internal or external reviews and including developments since the last review:

The Higher Learning Commission evaluation was completed in February of 2013. We had previously self-identified Analysis and Assessment as one area that needed organization and improvement. Recognizing this weakness in 2012, Carl Albert State College acquired a license for use of WEAVE online software, an online tool used by faculty to organize course outcomes and objectives, assessment strategies, and measurements.

WEAVE online training was launched in August of 2012, and faculty members worked together to create outcomes and objectives for all courses. Individual faculty members then worked to input measurement strategies for individual course sections. At the end of the semester, faculty entered measurement data to assess course outcomes. The Office of Academic Affairs generated a real-time audit report for faculty and division chair review.

At this point in time we have approximately three years of assessed courses and the WEAVE program has facilitated the centralized collections of the appropriate data. Through the leadership of our Vice President of Academic Affairs and the full time Assessment Director we have re-doubled our efforts to streamline our assessment process

increase our quality assurance of programs and courses. Incidentally we are scheduled for review by the Higher Learning Commission in 2018 to monitor progress and improvements since their last visit.

#### **A. Centrality of the Program to the Institution's Mission:**

The Applied Technology Program prepares students to meet the challenges of a globally connected society. In addition part of our mission is also to provide the pathways to four year institutions. Carl Albert Applied Technology Faculty are active in the Regents course equivalency projects working with other institutions to facilitate seamless course transfer. This division also supports the institutions general education mission and prepares students for success in the computer proficiency requirement.

#### **B. Vitality of the Program:**

##### **B.1. Program Objectives and Goals:**

###### Program Goals

- Prepare students for employment
- Provide Pathways for Naval Veterans
- Provide individual instruction
- Enable students to develop the networking and human interaction skills necessary for success in the academic and real world sector
- Students will master computer and technology skills required in most technology areas and in all sectors of society
- Students will achieve employable skills and effective communication skills based on current state of practice requirements

We are in the process of revitalizing/revising each program's goals and objectives to fall more in line with the model that the Higher Learning Commission has suggested through their assessment academy. Work on this is progressing and scheduled for completion in December of 2018.

#### **B. Vitality of the Program:**

##### **B.1. Program Objectives and Goals:**

###### Program Goals

- Prepare students for employment
- Provide Pathways for Naval Veterans
- Provide individual instruction
- Enable students to develop the networking and human interaction skills necessary for success in the academic and business sector
- Students will master computer and technology skills required in most business areas and

in all sectors of society

- Students will achieve employable skills and effective communication skills based on current business requirements

### **B.2 Quality Indicators (including Higher Learning Commission issues):**

Program goals for the Applied Technology Degree are clearly stated and are currently being tied to a refreshed set of student learning outcomes. As stated before, our institution has a renewed interest in assessment and this is evidenced by the addition of a full time assessment coordinator.

The Applied Technology Degree supports an environment of effective teaching and values. Our general divisional operating practice requires a high level of customer service to our students in and out of the classroom. Faculty support this philosophy of support to students and colleagues and this creates an environment of high values which leads to effective teaching.

There are many learning resources that are available to our students. These include individual tutoring by instructors during office hours and also a learning resource center is available for tutoring. We recently made online tutoring available through a product called Upswing. This provides our online students with 24/7 tutoring availability. Instructors have at their disposal a supporting structure that provides in-service training along with many opportunities for professorships. Along with these items support in the form of equipment and technology is also provided by grants and e and g funding.

Curricular evaluation comes from instructor knowledge base along with input from various professionals and employers. The Applied Technology program does not currently have a formal advisory board. Input from various professionals along with employers helps keep our curriculum at current state of practice.

Our programs are stakeholder driven and we strive to gather as much information from the area we serve to adjust programs to needs and expectations.

### **B.3. Minimum Productivity Indicators:**

Time Frame (e.g.: 5 year span)	Head Count	Graduates
2012-2013	6	1
2013-2014	5	0
2014-2015	1	0
2015-2016	1	1
2016-2017	1	1

**B.4. Other Quantitative Measures:**

a. Number of courses taught exclusively for the major program for each of the last five years and the size of classes:

There are no courses taught exclusively for the Applied Technology Associate of Applied Science. The courses for this degree are a mixture of course offerings from our Business Administration and Computer Information Systems Associate Programs.

b. Student credit hours by level generated in all major courses that make up the degree program for five years:

<b>CS 1103</b>	<b>Microcomputer Applications</b>	<b>3.00 Credits</b>
2012-2013	868 Credit Hours 2604	
2013-2014	880 Credit Hours 2640	
2014-2015	700 Credit Hours 2100	
2015-2016	666 Credit Hours 1998	
2016-2017	641 Credit Hours 1923	
<b>BUS 1013</b>	<b>Introduction to Business</b>	<b>3.00 Credits</b>
2012-2013	73 Credit Hours 219	
2013-2014	64 Credit Hours 192	
2014-2015	60 Credit Hours 180	
2015-2016	90 Credit Hours 270	
2016-2017	85 Credit Hours 255	
<b>BUS 1113</b>	<b>Business Mathematics</b>	<b>3.00 Credits</b>
2012-2013	69 Credit Hours 207	
2013-2014	54 Credit Hours 162	
2014-2015	60 Credit Hours 180	
2015-2016	90 Credit Hours 270	
2016-2017	85 Credit Hours 255	

### Survey of Contemporary Math

2012-2013	37	Credit Hours	111
2013-2014	22	Credit Hours	66
2014-2015	26	Credit Hours	78
2015-2016	39	Credit Hours	117
2016-2017	22	Credit Hours	66

c. Direct instructional costs for the program for the review period:

<b>Account # 0111110</b>		
<b>Account #</b>		<b>Transaction Amt.</b>
1-11110-1311-510000	Teaching Salaries	51,068.00
1-11110-1311-513000	Fringe	23,774.36
<b>Total Salaries/Fringe for 12/13 Year</b>		<b>74,842.36</b>
1-11110-1411-510000	Teaching Salaries	50,380.64
1-11110-1411-513000	Fringe	20,283.38
<b>Total Salaries/Fringe for 13/14 Year</b>		<b>70,664.02</b>
1-11110-1511-510000	Teaching Salaries	50,880.64
1-11110-1511-513000	Fringe	20,638.41
<b>Total Salaries/Fringe for 14/15 Year</b>		<b>71,519.05</b>
1-11110-1611-510000	Teaching Salaries	52,300.64
1-11110-1611-513000	Fringe	20,857.85
<b>Total Salaries/Fringe for 15/16 Year</b>		<b>73,158.49</b>
1-11110-1711-510000	Teaching Salaries	50,753.99
1-11110-1711-513000	Fringe	19,251.55
<b>Total Salaries/Fringe for 16/17 Year</b>		<b>70,005.54</b>
<b>Total Salaries/Fringe for last 5 years</b>		<b>360,189.46</b>



**B.5. Duplication and Demand:**

In cases where program titles imply duplication, programs should be carefully compared to determine the extent of the duplication and the extent to which that duplication is unnecessary. An assessment of the demand for a program takes into account the aspirations and expectations of students, faculty, administration, and the various publics served by the program. Demand reflects the desire of people for what the program has to offer and the needs of individuals and society to be served by the program.

**B.5. Duplication and Demand Issues:**

*Address Duplication:*

I am not aware of other Applied Technology Degrees across the state. This degree plan was placed in to operation to mainly serve Naval Veterans and to provide a pathway to an AAS Degree. We have had success interfacing with most of our regional institutions in part thanks to the course equivalency project which allows institutions the input to transfer courses more seamlessly.

*Address Demand:*

The demand for this program has continually declined during the reporting period. This is evidenced by the minimal numbers of students in the program and numbers of graduates. This program has been continued in the past to support Naval Veterans, The Veterans Administration has changed the requirements for Veterans and we are seeing those students directed towards Associate of Arts Degrees. This makes our Associate of Applied Science in Applied Technology obsolete.

**B.5.a. Detail demand from students, taking into account the profiles of applicants, enrollment, completion data, and occupational data:**

2012-2013	6
2013-2014	5
2014-2015	1
2015-2016	1
2016-2017	1

Student inquiry and ultimately their enrollment is based on many factors. Typically we will see the non-traditional/veteran student enrolling in the Applied Technology area to either improve current skills or obtain needed skills for employment. The traditional student is looking to this program for an introductory skill set with the idea being that they will further their education at a four year institution. Veterans are looking for a pathway to a degree that can be completed quickly. This program has been continued in the past to support Naval Veterans, The Veterans Administration has changed the requirements for Veterans and we are seeing those students directed towards Associate of Arts Degrees. This makes our Associate of Applied Science in Applied Technology obsolete.

**B.5.b.** Detail demand for students produced by the program, taking into account employer demands, demands for skills of graduates, and job placement data:

Data concerning employer demands, demands for skills, and job placement data is not collected at our level.

**B.5.c.** Detail demand for services or intellectual property of the program, including demands in the form of grants, contracts, or consulting:

Carl Albert State College currently does not have a structure in place that is designed to provide the above mentioned services. These are typically the types of operations that can be expected of research universities and typically is not practical for the community college level. We do however have knowledgeable and talented staff that able to refer stakeholders to other institutions in the state that would provide these services.

**B.5.d.** Detail indirect demands in the form of faculty and student contributions to the cultural life and well-being of the community:

Applied Technology Faculty participate in a variety of projects that add to the cultural lifestyle we enjoy in our community and translate to real world examples:

Faculty members organize and participate in running competitions (example Vike Hike, 5K) throughout the year and students are encouraged to volunteer.

Faculty members dedicate time to local high schools and work directly with students on special projects

Faculty members participate in Rotary and Kiwanis clubs.

Faculty members volunteer in Main Street Matters projects.

**B.5.e.** The process of program review should address meeting demands for the program through alternative forms of delivery. Detail how the program has met these demands:

The Applied Technology Program supports the institution in efforts to provide alternate delivery of course content. Realizing that not all students are traditional, support structures have been put in place to give students a wide variety of participation opportunities. The Applied Technology Program offers one week accelerated courses if course content is appropriate for this type of delivery. In addition some portions of the Applied Technology Program are

available online using Blackboard and proprietary course frameworks (My Lab Series). Future plans include eight week courses both in the traditional classroom and online. There has been success using a hybrid in class/online delivery method and this has been embraced by our students. We also have been giving some consideration to the traditional evening class model. The Applied Technology Program continues to meet demands for alternate forms of delivery and has an excellent grasp on future trends and models.

#### B.6. Effective Use of Resources:

Resources include financial support, (state funds, grants and contracts, private funds, student financial aid); library collections; facilities including laboratory and computer equipment; support services, appropriate use of technology in the instructional design and delivery processes, and the human resources of faculty and staff.

Education budgets are limited. This is why it is important to have faculty and staff that are not only judicious with funds but also have an innovative spirit and the ability to do much with less. Budget shortfall and creative forms of finance are a fact of life in education. I believe it is obvious that we are effective with the use of resources. We still exist and our programs are high quality. With that said the faculty have many forms of support at their disposal. Faculty has received professorships from the CASC Development Foundation. This program has allowed faculty to write for and receive funds that will enhance projects related to a particular faculty member's field of instruction. A list below details some of those projects and the benefits to the institution:

- Laptop computers were purchased for each faculty member.
- FlipVideo cameras provided for faculty members.
- Classroom software updates.
- Upgrades of instructional equipment in classrooms.
- Two mobile computer labs were provided for use in business and technology courses.
- Attended ASCUE conference in South Myrtle Beach, SC.
- Oklahoma Association of Community Colleges annual conference.
- Photoshop training in Dallas, TX attended by faculty and fifteen students.
- Customer Service Training provided by the institution.
- Multiple WEAVE training sessions provided on campus.

In addition our computer labs are continually updated along with instructional presentation equipment. Partial funding is provided by E&G funds and also Title III.

The Carl Albert State College Library proves excellent support by providing materials that are program specific along with training in research methods to our students. In addition to the many residential resources, the CASC Library also provides E-Library services including many online databases. Applied Technology students and faculty also have at their disposal the Library computer network which includes wireless connectivity and desktop computers with current state of practice software.

\*Low Producing Program Reviews follow a different format and template.

**Institutional Program Recommendations:** (describe detailed recommendations for the program as a result of this thorough review and how these recommendations will be implemented, as well as the timeline for key elements)

Recommendations	Implementation Plan	Target Date
Program Outdated. Obsolete due to changes by the Veterans Administration.		

**Summary of Recommendations:**

	Department	School/College	Institutional
<b>Possible Recommendations:</b>			
Expand program (# of students)			
Maintain program at current level			
Reduce program in size or scope			
Reorganize program			
Suspend program			
Delete program	Applied Technology AAS		

Department/  
Program Head WJm  
(Signature)

Date 11/16/17

Dean Maura Wilkins  
(Signature)

Date 11-16-17