SAU Tech Program Review Results

Program/Year of Review	Reviewer's Comments	Action	Status
AA General Education 2017-2018	Clarify process for assessing the program	Complete curriculum mapping and develop program assessment plan	Complete
	Provide more transfer options by increasing the number of electives offered and the number of transfer agreements	Increase elective courses available and increase the number of transfer agreements.	To date have added: American Lit I & II, Calculus I & II, Plane Trigonometry, Theatre Appreciation as elective options. Transfer agreements increased by more than 50%. Emphasis areas to be added: math, psychology, English
	Provide honors, awards, and scholarship opportunities to students.	The SAU Tech chapter of the Phi Theta Kappa honor society is being revitalized and will be an active campus organization in the 2018-19 academic year. Also, each year, a graduating student is awarded and recognized as the General Education Outstand Student of the Year. In addition, students that graduate from the General Education program, and meet specific requirements, are eligible for a transfer scholarship to SAU Magnolia. A new Scholars Program will begin fall 2018.	Complete
	Provide exposure to diverse cultures, ideas, beliefs, etc. in courses within the program.	Addressed in various courses within the program, including World Literature, World History, and courses with content that lends itself to the discussion and inclusion of cultural diversity.	Complete
	There is no mention of an identity verification process for online or distance courses	Random identity checks are attached to exams in the courses. All final exams have to be taken at an approved proctor site.	This process was in place at the time of the review but was not clearly explained in the self-study.

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AS Business Administration 2017-2018	Address declining enrollment and low retention rate	Develop plan to address	In work
	Remove the option allowing AS/BA students to take College Math in place of College Algebra. Remove Business Calculus from the degree plan. These revisions will better align this transfer program with SAU Tech's primary transfer institutions.	Revise degree plan	Complete
	The initial action taken in response to the review team's observations concerning faculty teaching loads has been to reduce the number of independent study courses.	Reduce number of independent student class offered	No independent study courses offered for fall 2018, spring 2019 and all 2019
	Increase faulty professional development	Schedule faculty professional development	In work
	Track AS/BA transfers to completion of BBA	Develop process	In work
AS Education	Improve program assessment	Completion of AS Education program and curriculum mapping and develop assessment plan	Complete
	More emphasis placed on acquiring library and technological resources specifically for the AS Education program	A record of purchases, expenses, etc. specifically made for the AS Education program will be kept.	In work
	Increase faculty professional development	Program instructor will seek out additional organizations, conferences, and/or other opportunities for professional development specifically related to the field of education.	In work

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CP Child Development Associate 2017-2018	Add intended program goals and learning outcomes for the CP: CDA to SAU TECH's website. These should also be identified in the syllabi of each of the three required courses.	Program goals and learning outcomes for the CP: CDA will be added to the SAU Tech website and the course syllabi for each of the three required courses. This task will be completed before the fall 2018 semester begins.	Complete
	Continue the process of aligning National CDA competency standards and function areas with SAU TECH's CP: CDA program goals and outcomes.	The program instructor will continue the process of aligning the National CDA competency standards and function areas with SAU Tech's CP: CDA program goals and outcomes.	Complete
	Industry demands project a 5% increase in growth of childcare workers over the next 10 years. Identify the CP: CDA on SAU TECH's website to promote the program. Also, clearly identify the CP courses that are included in the Paraprofessional Educator Associate degree.	CDA will be incorporated into the SAU Tech website to promote the program. This will be done before the fall 2018 semester begins. Additionally, the Paraprofessional Educator Associate degree plan will be edited so as to clearly identify the CP courses that are a part of that degree.	Complete
	Continue with the redesign (Fully online; alignment of CDA goals to program/course goals; consolidation of practicum hours with resource portfolio) that was explained in the interview, but not included in the self-study.	The program redesign (including details specified in the previous three responses) will continue, and the program will be fully online beginning with the fall 2018 semester.	Complete
	Create a CP: CDA advisory committee comprised of past students and potential early childhood education employers. The CP Faculty would be well served to become involved with state, regional and national early childhood organizations such as Arkansas Early Childhood Association, Southern Early Childhood Association and the National Association for the	Over the course of the next academic year, a CP: CDA advisory committee will be created. The program coordinator, will begin reaching out to previous students and potential employers to serve on the committee. The program will also become involved in early childhood organizations to help stay current.	In work

	Education of Young Children to keep current in the field.		
	On each CP: CDA course syllabus, align course requirements with CDA requirements. This alignment will allow students a better understanding of the requirements and how they meet CDA criteria. Align CP: CDA program goals and individual course goals and outcomes to CDA competency standards and function areas.	Throughout the next academic year, the program coordinator, will work to revise CDA course syllabi to better align course requirements with CDA requirements. Throughout the next academic year, the program coordinator, will work to align CDA program goals and individual course goals to CDA competency standards.	In work
	Create opportunities within the program requirements for students to observe in at least two different/diverse early childhood settings to broaden the student's vision of the field and early childhood professionals.	Throughout the next academic year, the program coordinator, will begin reaching out to more local childcare settings in order to develop a relationship that will provide more opportunities for students to observe in different/diverse settings.	Ongoing
	As the CP instructor is also the education coordinator, students from the two programs can be encouraged to participate in a mutual event such as a service learning project for the community, which in turn provides important recognition of the programs offered at SAUTECH.	Throughout the next academic year, the program coordinator will work to gather information and look for opportunities for students to participate in service learning projects for the community, with the possibility of implementing these projects in the future.	Ongoing
	Build diversity and tolerance training into the requirements of each CP: CDA course.	CDA courses will be revised to incorporate more diversity and tolerance training. These revisions will be completed by the beginning of the 2019 fall semester.	Complete
	As program moves to completely online in Fall 2018, a policy to utilize advisors, tutoring, mentoring and campus resources must be developed.	Beginning in the Fall 2018 semester, the program coordinator, will work to develop a policy for the CDA program that emphasizes and utilizes advisors, tutors, mentors, and/or other campus resources.	In work

	Clarify Faculty workload in documentation.	Before courses begin in the Fall 2018 semester, faculty workload will be clarified in documentation.	Complete
	Track purchases in the CP: CDA program and the teacher education program separately.	Beginning in the 2018-19 academic year, the program coordinator will begin keeping a record of purchases made specifically for the CP: CDA program.	Ongoing
	Large online class sizes affect the quality of faculty/student interactions. Cap online course enrollments to ensure high quality.	Beginning in the 2018-19 academic year, CDA class sizes will be capped at a reasonable number to ensure high quality interactions between faculty and students.	Class sizes for online courses is set to 25 students
	Keep accurate current records of enrolled students and graduates to assess the CP: CDA program's outcomes.	Beginning in the 2018-19 academic year, the program coordinator, will begin keeping current records of students that complete the CDA certification to better assess the program outcomes.	Ongoing