**Department/Program Review Summary**

**2017-18**

**Department:** Associate of Science/ Engineering University Transfer (AS/ESUP)

**Date of Review:** April 5, 2018

**Review Team Members and Titles:**

Dave Collins, Provost

Jim Badger, Senior Academic Advisor, Academic Advising

Stephanie Caracappa, Administrative Assistant II, Human Resources

Jared Cutler, Assistant Provost of Accreditation and Assessment

Gwen Helton, Chair/ Associate Professor, Human Services and Behavioral Health

Larraine Kapka, Division Assessment Coordinator, Science, Math and Engineering

Heather Johnson-Taylor, Assistant Professor, English

Beth Maurice, Senior Analyst, Research, Analytics and Reporting

Shari Rethman, Dean, Liberal Arts, Communication and Social Sciences

Melissa Struewing, Program Director, Allied Health Instruction

Christine Yancey, Coordinator of Community Engagement, Student and Community

 Engagement

**Department Members Present:**

Tony Ponder, Dean, Science, Math and Engineering

Eric Dunn, Assistant Dean, Science, Math and Engineering

**Commendations:**

* The Assistant Dean who currently oversees these programs, as well his two most recent predecessors have done an outstanding job with the administration of the Engineering University Transfer (ESUP) and Liberal Arts – Associate of Science (AS) programs. The support of the Science, Mathematics, and Engineering Division Dean has also been crucial to the success of these programs. There are no faculty assigned specifically to these programs, there is no budget associated with these programs, and yet in the past several years there have been several important improvements in the way these programs are administered. For the past several years these programs have benefitted from having a strong leader overseeing them, and the current and recent individuals who have served in that role deserve a great deal of credit.
* The ESUP program benefits from a robust Advisory Committee – the division leadership deserves a great deal of credit for developing and maintaining an Advisory Committee with such impressive representation from external stakeholders, particular stakeholders from local universities whose input into the program is crucial to the transfer success of our students.
* The increase in completions in the ESUP program for FY 2015-16 is attributable to the former Assistant Dean reviewing students who were close to completion and determining which ones could legitimately complete the program with their existing credits. While this was a tedious process, it made a substantial difference in terms of the number of graduates that year, and was highly commendable.
* The Assistant Deans who have overseen these programs have done an outstanding job of developing and maintaining relationships with universities that students transfer to most often from these programs. These relationships are crucial in facilitating smooth transfer of our graduates into their baccalaureate programs, and it appears that maintaining these relationships has been a priority.
* The articulation agreements that have been developed for these programs deserve special mention – given that these are transfer programs, having these articulation agreements with local transfer institutions is crucial to the success of these programs. Strong articulation agreements and close relationships with departments at transfer institutions have contributed greatly to the transfer success of students in these programs.
* Excellent feedback has been received from students who have graduated from these programs and transferred to four-year institutions. Likewise, university partners have publicly affirmed the quality of the graduates they receive from these programs. One of the most important indicators of the quality of an academic program is the feedback it receives from graduates after they have moved to the next stage of their education, and in this respect these programs really shine.
* The current efforts underway to develop multiple programs in ESUP shows a strong commitment to helping students and best serving their needs.
* While there are challenges with trying to build a sense of community among students in these programs, steps have been taken to accomplish this goal. Most noteworthy has been the “Engineering University Transfer – Community” eLearn shell, which is the primary tool used to communicate with EUT students.
* The fact that so much progress was made on the goals and recommendations from the last Program Review is quite impressive given that there are no faculty to rely on in working on them. The Assistants Deans who have overseen these programs in the past several years deserve high commendations for accomplishing so much with no one to delegate to in working on these goals and recommendations.
* Reverse transfer is becoming a focus in attempting to capture more completion in these programs. These efforts will increase in the future, but it is commendable that work has begun in this area.
* During the meeting with the Review Team, the Assistant Dean evidenced an openness to suggestions and a willingness to accept feedback that was indicative of a genuine desire to improve these programs.
* Some students in the program come only in the Summer to take courses as transient students – it is highly commendable that these programs are attracting students who may not complete at Sinclair, but who generate enrollment and success points by attending in the Summer to supplement the courses they are taking at their home institutions.

**Recommendations:**

* Section I of the Program Review self-study asks for Innovations and Accomplishments. While it is true that there are no faculty assigned to these programs, without question there were innovations and accomplishments in the departments and courses that support these programs. For the next Program Review, it is recommended that some of these innovations and accomplishments from these supporting departments and courses be collected and reported in Section I of the self-study.
* The previous efforts that identified students who could complete these programs but hadn’t, which led to a substantial increase in completers in FY 2015-16, should be replicated annually. There are currently available tools that should make this process substantially less burdensome than it was previously. Using the Degree Audit tool in SAS Visual Analytics, students who have completed this program and not been awarded the degrees, or who need substitutions of courses they have already taken to complete their degrees, should be identified and contacted. This work aligns with ongoing efforts in Academic Advising and RAR, and once students are identified Academic Advising and RAR should be consulted to avoid duplication of contacts with these students. Care should be taken to ensure awards are not made without student permission, in that this can impact their eligibility for financial aid, and may have other unintended consequences.
* During the discussion with the Review Team, the issue was raised regarding the COM requirement being a barrier to completion in these programs. Data should be collected to determine the extent of this problem. Using the SAS Visual Analytics Degree Audit Tool, students should be identified who completed most or all requirements in these programs except the COM requirement. The deliverable from this exercise should be report of the number of students from these programs who left Sinclair having completed all of the requirements in their programs with the exception of the COM requirement. Based on the results of this data gathering exercise, the department may want to make a case for a COM exception for these programs of study. In assessing this, consultation should be made with the Dean and the Provost’s Office once data has been gathered and analyzed.
* What more can be done to build a sense of cohesion among students in these programs? The course shell in eLearn has been an important step – what other ideas could be generated. One of the goals in the self-study is to “work to develop a bigger sense of community among “Engineering Transfer Students” – it is strongly encouraged that these efforts be a priority.
* Regarding the development of additional tracks or degrees within the current ESUP degree, the Assistant Dean should confer with the Manager of Curriculum, Transfer, and Articulation and the Assistant Provost of Accreditation and Assessment regarding how best to accomplish this goal.
* New articulation agreements should be explored, and existing ones should be maintained and updated where necessary.
* As previously mentioned, the Assistant Dean deserves credit for initiating work on reverse transfer. Efforts to increase reverse transfer for the purpose of capturing additional completions should be continued, in alignment with institutional efforts.
* The Review Team noted that a great deal appears to be known about ESUP students, but it was less clear that there is the same level of knowledge regarding AS students. More information regarding the demographics, transfer patterns, and outcomes of AS students should be made available.
* A Liberal Arts and Sciences – Associate of Science Advisory Committee composed of internal members from departments that support the program should be developed. If possible, representatives from Wright State University and the University of Dayton should also be included.

**Overall Assessment of Department’s Progress and Goals:**

The progress that was made on the goals and recommendations from the last Program Review was impressive – all the more so considering that a single individual oversees these programs. The individuals who have served in this capacity currently and in recent years deserve a great deal of praise for what they have been able to accomplish in this regard with limited resources.

What’s more, an ambitious list of goals has been set for the next five years, and the Review Team has no doubt that in five years the same level of progress on these goals will be evident. In working on these goals, the Dean’s office and the Provost’s Office can provide support where appropriate, and the Assistant Dean should not hesitate to request this support. Some of these goals provide natural opportunities for collaboration – the support of the Manager of Curriculum, Transfer, and Articulation in the Provost’s Office will be key in updating existing articulation agreements and developing new ones. Efforts are underway at the institution level to increase reverse transfer, and will support the efforts of the Assistant Dean in this regard. Academic Advising, RAR, and the Assistant Provost for Accreditation and Assessment can all assist efforts to identify students who can legitimately complete their programs of study with courses they have already taken in these programs. While the goals that have been set may appear daunting, it should not be the case that one individual alone is responsible for meeting them, and the Assistant Dean should utilize support from a variety of areas around campus in working on these goals.

The Review Team would again like to express its admiration for the current and former Assistant Deans who have overseen these programs, and who have done so much to improve success and completion for students. These programs have benefited from strong leadership, and the Review Team appreciates the work that has been done in this regard.

**Institutional or Resource Barriers to the Department’s Ability to Accomplish its Goals, if any:**

* Identification of students who could legitimately be completed is important across campus, not just for these programs. Sinclair has made great strides in this regard in recent years thanks to collaborative efforts between Academic Advising and Research, Analytics, and Reporting, and these efforts have been fruitful in terms of completions that otherwise would not have been captured. These efforts should continue, and should be supplemented if necessary by additional work in departments across campus as a failsafe to ensure we are capturing all legitimate completions. The SAS Visual Analytics Degree Audit Tool improves the efficiency of these efforts considerably.
* Reverse transfer for the purpose of completing students who have transferred to four-year institutions and there completed requirements for Sinclair programs will occur to a great extent in the future due to additional resources that have been devoted to this effort. While this is a goal for these two programs, it aligns with an institutional effort that will substantially increase instances of reverse transfer in the years to come.
* A common area where students in these programs could gather would go a long way in creating a sense of identity and cohesion among students. This is true, however, of most programs on campus, and there simply isn’t the available space to provide common areas for all programs Sinclair offers. Sinclair may want to devote resources for common spaces set aside for the students in departments and programs where it may be most beneficial to the greatest number of students. Departments and programs – including ESUP and AS – may want to build a case for why their students should be assigned limited space for a common meeting area. In the coming backfill plans, development of these kinds of common areas for specific programs/departments should be a consideration.
* Marketing remains a concern for many departments on campus. These, however, are high enrollment programs, and marketing resources for these programs letting potential Engineering students know of the opportunities at Sinclair may be warranted.