ACADEMIC PERIODIC PROGRAM REVIEW

Date: 10/20/2020

Name of degree(s) and/or certificate(s): A.A.S. in Radiologic Technology

Department: Instruction

Department Program Director or Lead: Richard M. Crabb, MPA, RT(R)(MR)(ARRT)

Review participant's names and affiliations: Click here to enter text.

1st Annual Update Date: Click here to enter text.

2nd Annual Update Date: Click here to enter text.

 3rd Annual Update Date: Click here to enter text.

I. Program Elements and Resources

How are you achieving your plan and purpose? How effectively are elements and resources being used?

A. BUDGET

1. Provide a summary of total budget revenues and program expenditures (salaries, benefits, operating expenses) for the last 2-3 years as available (Appendix C). Describe any significant increases or decreases in the cost of the program over the review period, noting factors that may be influencing costs. Include copies of annual budgets, as available. **The only increases seen are those influenced by the rising cost of living and the increased costs of goods and services. We see no immediate need for any large increases in budget needs. Most of our equipment is either fairly new or in relative good condition.**

2. How are decisions about program funding and expenditures made? Describe your department budget process and engagement of faculty in that process. **Since the RAD Program Administration is but 3 individuals, it is fairly easy to review needed revenues and expenses. Each year the Program Administration meets to discuss each course and any additional equipment/supplies needed. The Program Administration also discusses any career needs with the Advisory Committee at least once per year. All items discussed are then reviewed by the Program Director and sent to the Dean of Instruction for approval.**

B. FACULTY

1. Does the department assess and plan for the need for future faculty hires? What kind of challenges has the department faced in terms of recruitment, hiring, and retention? Describe the department's projected faculty hiring needs within the next four years. Reflecting on the teaching contributions, scholarship, service, and areas of expertise of the current faculty how well are the overall needs of the program being met? **The RAD Program could use one Full-Time Faculty member. This position has been advertised for almost 2 years. The main difficulty is salary. Qualified individuals cannot leave their current professional career to enter teaching. The Program Director is teaching 3 courses in the fall, 2 courses in the spring and 1 course during the summer. Since the program is limited in growth according to the county clinical sites, no additional growth is anticipated.**

C. FACILITIES, EQUIPMENT, AND INFORMATION RESOURCES

1. Facilities

    Describe any specialized facilities of the program. Do these facilities meet the current needs of the program? Describe any proposed changes and improvements to resources. **Facilities meet the current needs of the program. With the addition of a new radiographic unit as mentioned below, the facilities are of top quality.**

2. Equipment, Technology, and Information Resources
    a. Does the current equipment and technology meet program needs? What plans or funds exist for obtaining new resources, maintenance, repair, and replacement? Provide a ranked list of high-priority equipment needs. **The MCC Board of Governors approved the addition of a new**

radiographic unit at the end of 2020. This unit is will enable the students to practice and perform an additional 15-20 percent more of the required exam protocols of the ARRT. Maintenance funding is made available through the MCC Budget process and course fees. No additional equipment needs are foreseen for the next few years.

b. Describe key information and technology resources — books, journals, databases, etc. — used by the program. Do the resources meet program needs? Provide a ranked list of high-priority information-resource needs. **The current resources are: 1) Journal of the American Society of Radiologic Technologists; 2) Textbooks and online resources from Elsevier-Evolve; 3) CloverLearning & RADTECHBOODCAMP. No urgency for any additional resources.**

c. What is the role of the library in relation to your program? To what extent does your faculty interface with library faculty, CELT, IT? **Since the program is career oriented, few writing assignments are given the students. The program does, however, invite the Library Faculty to regularly visit the RAD courses for a review of writing styles, skills, research, and resources available at the LRC. The LRC has electronic version of the Radiologic Technology career journals for the students' use.**

II. Program Effectiveness

How Well Do You Achieve Your Plan and Purpose?

A. STUDENT LEARNING ASSESSMENT

1. Program Student Learning Outcomes
   a. State the Program Student Learning Outcomes (SLOs) as they exist on the degree Guided Pathway (Appendix A). Explain any changes that have been made during the last four years. Beyond the catalog and Guided Pathway, how are these expectations communicated to students? **SLO's are 1) Utilize evidence-based practice principles and skills to provide safe and effective care within the radiologic technology scope of practice (2, 3, 4, 5, 6). 2) Utilize communication and interpersonal relationship skills with patients and other members of the health care team. (1, 2, 3, 4). 3) Plan radiographic procedures and critique final radiographs. (1, 2, 3, 4, 5, 6). 4) Demonstrate professional, ethical, and legal standards within the radiologic technology scope of practice (2, 4). No changes other than some adjustments in vocabulary have been made. The students are made aware of these outcomes via orientation and in Schoology each semester.**

   b. Program SLO alignment to General Education Philosophies: Review the General Education Philosophies alignment to the Program SLOs. Are there any alignments that need to be addressed or modified? **The RAD Program is in process of creating an Assessment Plan that will fulfill both the HLC and JRCERT Requirements. With that being said, our Program SLO's are apt to change over the course of the 2020-2021 to 2021-2022 academic years. Again, this is a work in progress.**

   c. Provide an overview of your program-level assessment efforts (see Program Outcome map to determine where mastery and assessment take place) during the last four years. How comprehensive were your assessment efforts? Can you state with confidence that your graduates are achieving the Program SLOs at the expected levels? **The current Outcome Map is working within the boundaries set. Graduates over the last four years have met all the criteria set for both the HLC Assessment and the JRCERT Assessments. Moving forward with any changes to the Assessment Plans and the SLO's it becomes necessary to review the process for any deviation from the current successful path.**

   d. Review degree Program Outcome Map (Appendix B). If one has not been created. Create one from the template in Schoology with guidance from the Director of Assessment and Curriculum and attach as Appendix B. Analyze any patterns, imbalances, or gaps. Evaluate the SLOs in the context of the curriculum, assessment planning, and the student experience. Detail specific revisions that can be/have been made to strengthen your Program SLOs? **The current Map is working. Again, as time moves forward and the Assessment Plans are adjusted and combined, the Map will need to be adjusted and review and analyzed on a regular basis.**

2. Assessment Efforts
   Describe your Cycle of Learning assessment efforts. Include the Impact on Student Learning and Action plan of the last 3 Cycle of Learning Assessment reports for each in Appendix D. (Copies can be found in the Schoology Curriculum and Assessment group resources). Generally consider the following questions:

- Which General Education Philosophy(s) did the assessments address? **In the academic year 2016-2017, the program assessed Communication Skills. In the academic year 2017-2018, the program assessed Critical Thinking and Problem-Solving Skills, Techniques of Inquiry, and Technological Literacy. In the academic year 2018-2019, the program assessed Cultural Diversity and Global Awareness and Techniques of Inquiry. (see RAD Program Assessment Grid)**
- When and where in the curriculum did the assessment take place? **2016-2017: CIS110, ENG101, RAD120 fall, RAD150 spring, BIO100. 2017-2018: RAD115 fall, RAD125 spring, BIO100, END101, CIS110. 2018-2019: RAD205.**
- What form did the assessment take? **Meeting course objectives as documented with quizzes, exams, lab work, in class activities, and class discussions.**
- What were the results of the assessment? Did students meet expected levels of performance? **As students progressed through the RAD Program it was noted that each had met the required skills and/or skill level for advancement.**
- How were the results used to improve the program? **Over time, the results were brought before the Advisory Committee and discussed. Taking recommendations from the Advisory Committee, the program pursued paths that led to a better sought after, qualified graduates for employment within the community.**

3. Writing Across the Curriculum

   Describe your Writing Across the Curriculum assessment efforts. Include your WAC data worksheets in Appendix E. (located in the Schoology Curriculum and Assessment group resources). In each case, consider the following questions:

   - When and where in the curriculum did the assessment take place? **In courses RAD131-Fall I, RAD205-Fall II, RAD230-Fall II, & RAD260-Spring II.**
   - What form did the assessment take (portfolio, collection of smaller writing samples, large essay/term paper)? **Term papers & class presentations of those papers.**
   - What were the results of the assessment(s)? Did students meet expected levels of performance? **Yes, student met the levels of performance per the rubrics used.**
   - How were the results used to improve the program? **One main improvement was inviting the LRC faculty to visit the classroom and remind students of how the LRC can assist them.**
   - Will the Identified course change based on your analysis? **No. Stay the same.**

4. Assessment Planning
   a. Draft or revise the 4-year program assessment plan, drawing on the Program SLOs and their mapping to the curricula on the Program Outcome Map. Include this plan in Appendix F. If you don't have a current plan, contact the Director of Assessment and Curriculum for a template. Will the draft plan allow you to state with confidence that your graduates are achieving the Program SLOs at the expected levels? **The Program Assessment Plan is definitely a work in progress. Programmatic accreditation requires program assessment. That assessment includes goals, objectives, measurable outcomes, benchmarks, tools, responsibility parties, and outcome assessments. This is a tried and true assessment plan and approved by the Advisory Committee and the Joint Review Committee on Education in Radiologic Technology. As**

graduates meet these goals, they advance into the career. We survey the graduates and graduate employers post-graduation. The survey is adapted from the Assessment Plan. As of this date, the graduates and graduate employers approve of the assessment data and results.

B. CURRICULUM

1. Summarize the program degree requirements as published in the current catalog. What is the relationship between major and GE courses? Are there any free or defined electives? Are courses reliably offered in the required/recommended sequences? If not, why not? How does the overall curriculum compare with those of colleges in Arizona? **Program graduation requirements are derived from curriculum developed by the American Society of Radiologic Technologists. The required courses are approved by the programmatic accreditation of the Joint Review Committee on Education in Radiologic Technology. Due to the extreme requirements for the career as set forth by the American Registry of Radiologic Technologists and the State of Arizona, very little room for electives remain. Other programs in Arizona and across the United States follow the same or similar curriculum.**

2. Describe any significant changes made to the curriculum since the previous program review — delivery, mode, prerequisites, structure, etc. Have you adopted any new practices in course design such as "flipping," or the conversion of traditional face-to-face courses to online or hybrid modes? Have any of these changes been successful? How do you know? **Under accreditation standards, courses are taught as we were accredited. We may choose to teach via hybrid or online but only upon JRCERT approval and reaccreditation standards. Recently, due to the COVID outbreak, accrediting bodies have relaxed some polices and allowed online education without prior approval. This will end come January 2021. The program uses a great deal of Hands-On instructions with skill levels to be met. In class discussions, work groups, computer programs, etc. are used extensively to improve the skill level of the students. Again, as recommendations from the Advisory Committee come forward, the program evaluates these recommendations as any possibility of initiation. One such recommendation was the deletion of a Pharmacology course to make room for an Ethics course. Although students can learn much from each of these courses, Ethics is more important to the radiographer than is an entire course in Pharmacology.**

3. What process does the department use to revise and update curricular content? How does the department assure the currency of course documents, e.g., proposals, syllabi, and outlines? How do you provide for course alignment of the same course taught by multiple instructors? **The program staff discusses the course taught at each semester end. If a problem becomes evident, research ensures with possible alternatives. These alternatives are presented to the Advisory Committee. If approved, the program them involves the MCC Curriculum Committee for the college's input and authorized implementation. Since the program administration is but 3 staff members, it becomes easy to ensure that all documents are kept updated. Possible updates are reviewed each semester for course work and at the start of each student cohort for programmatic document. No courses are taught by more than one instructor. As for clinical courses, where the program has outside clinical instructors, the program**

has a clinical coordinator to help insure that the students' clinical works is as equal as humanly possible.

C. STUDENT SUCCESS: ENROLLMENT, PERSISTENCE, AND GRADUATION

1. Enrollment

   Analyze trends in enrollment data for each of the last four academic years (Appendix C). How does the student enrollment in your program compare to college enrollment? How does the quality of students enrolled (in looking at GPA, SAT, placement exam scores) compare to that of the college? **Since the RAD Program is a Limited-Access program, we have seen no decrease in actual enrollment. We start 15 students in each cohort, each fall semester. We have seen a large increase in those students interested in the radiologic technology program and the career. In the past two years, 2017-2018 & 2018-2019, we have had no less than 25 qualified applicants for the 15 limited openings. In the 2019-2020 application period we received applications from 37 qualified applicants. The program accepts TEAS scores of no less than 58. GPA for MAT101, BIO201, & BIO202 must be an average of a B (3.0) to be considered for program acceptance. Therefore, the students attempting to enroll in the RAD Program tend to be of a higher entrance level than many MCC students.**

2. Fail Rates

   Do you have any courses that have high fail rates (Ds, Fs, and Ws > 10%)? List courses and supporting data. Have you explored the reasons and possible solutions to improve student success? **Due to the nature of our program and its staff's commitment to our students' success, we do not have a fail rate. That is, we spend many hours working with and tutoring our students so failure is not an option. From time to time we do have students withdraw for other reasons: loss of interest, lack of funding, lack of family support, etc. We alert Student Services/Success to assist these students and have had many remain in the program with MCC's assistance.**

D. STUDENT ENGAGEMENT AND SATISFACTION

1. How are students engaged in the program review process (e.g. do reviewers have the opportunity to meet with students, is there a student review team, etc.)? **Students are surveyed each fall and spring semester ends. These results are discussed with the program administration. The students also have the opportunity to evaluate their clinical sites and clinical instructors. As for student input, the Advisory Committee meets twice per year and the Radiologic Technology Club President and President-Elect (or their representatives) are invited and encouraged to attend. The students' input if considered invaluable. Also, the program administration does indeed have an open-door policy and the students may contact us via email and/or text at almost any time.**

2. In what ways does the department engage students about their experience in the program or involve them in the development of the program? Are students involved in the operations and/or policy development for the department (e.g., committee membership, other formal and informal input)? What has been learned from student input? **The Advisory Committee meets twice per year and the Radiologic Technology Club President and President-Elect (or their representatives) are invited and encouraged to attend. The students' input if considered invaluable. Also, the program administration does indeed have an open-door policy and the students may contact us via**

email and/or text at almost any time. From the Advisory Meetings, we discover a great deal of what are the students' issues. We have discovered the need to tutoring, for more detailed explanation of difficult concepts, and just how difficult life can be as a student in this day and age.

3. How satisfied are students with their experience of the curriculum, faculty, learning resources and environment, and administration? Describe methods used to collect student input such as focus groups, surveys, etc. **Students complete course, clinical site, and clinical instructor surveys at the end of each semester. This information is discussed by the RAD faculty and staff for possible needs of change. After program completion, the program then surveys the graduates and graduates' employers for how well MCC and the RAD Program did to prepare said graduates.**

4. Co-Curriculum

   Describe any significant co-curricular opportunities for students in the major. How do these opportunities support student learning in the curriculum? **No Co-Curriculum opportunities for the RAD Program Students. This program is a two-year program that includes over 1800 clinical hours outside of classroom and study time. Co-curriculum opportunities would hamper most if not all of the student's abilities to achieve success in the RAD Program**

E. GRADUATE SUCCESS

1. Recent Graduates

   a. Describe the most recent program-level results of the completion rate (Appendix C). Consider the numbers and percentages of graduates employed full/part-time, seeking/not seeking employment, or transferred to the universities, as well as other information about their jobs or schools. How successful are students in obtaining jobs or university transfer after completion of their degree? **The Program Effectiveness Data is located on the MCC RAD Program Website. Since 2014, excluding 2016, every year the program has had a 100% job placement rate. The year 2016 was 80% for employment within the 6 months post-graduation. Since 2014, The program has had an 89% retention rate (54 students began the program; 4 dismissed, 2 withdrew).**

   b. Describe any other feedback from graduates or measures of graduate success used by the department, e.g., the results of professional exams, certification/ licensing/ registration rates, and numbers of graduate degrees awarded. What do these measures suggest about the program and its graduates? **The Program's Effectiveness Date table documents the following regarding graduates passing the ARRT Registry on their First Attempt: 2014 - 100%; 2015 - 100%; 2016 - 83%; 2017 - 100%; 2018 - 91%; 2019 - 100%. The MCC Radiologic Technology Program graduates are prepared to perform the ARRT Registry Exam.**

   c. Describe the results of any alumni surveys from the last four years. To what extent do respondents report that their experience of the program has helped them to succeed in their personal and professional lives? **As we hear back from the graduates we hear that they were pleased with the program. They offer constructive criticism that we take to our staff meetings and Advisory Committee for discussion. They state they have learned what they needed**

and suggest what we could do better. Some of the suggestions are improbable due to the graduates not knowing what is required of an educational facility.

d. Describe any other measures used to obtain feedback from alumni. What do these measures suggest about the program and its graduates? **Graduate surveys are used. We also make phone calls. We have a great respect for the students and they do us in return. We do receive some negative comments and some surveys are never returned, but we feel that most often the graduates are just busy and lose track of time.**

2. Employers
   a. Describe the results of any community employers' feedback. What does their feedback suggest about graduate success in terms of Program SLO achievement, industry readiness, employer values, salary scales, etc.? **The community of interest is happy with the graduates. The Program Administration surveys the employers of the program graduates and have not received any negative comments. Any recommendations are considered. If recommendations are deemed possible and educationally valid, the Program initiates an action plan.**

   b. Describe any other measures used to obtain feedback from employers. What do these measures suggest about the program and its graduates? **At least once per year and most often twice per year, the Advisory Committee meets. At the end of this meeting, all MCC associates leave the meeting and allow the non-MCC committee members to discuss any particulars. The committee has never brought to the Program's attention of any severe problems or any lack of responsibility on the program's part.**

F. S.W.O.T ANALYSIS

After assembling an Advisory Committee consisting of department resident faculty, associate faculty, non-discipline faculty, student, alumni, academic support staff, community/industry members (if applicable), and faculty from departments in which your courses feed into(if applicable), answer the following questions:

1. What are the strengths of your program according to advisory committee members? **The program administration and faculty are highly respected. The program graduates are well educated in the career of radiologic technology. The MCC facilities are of the highest quality. The curriculum if more than sufficient for the career at the present time.**

2. What are the weaknesses of your program according to the advisory committee members? **Lack of progressive modalities in which the graduates may increase their education, e.g, Medical Sonography or Computed Tomography.**

3. What opportunities exist according to the advisory committee members? **The committee feels that an advanced modality would be great. The problem seen by MCC is the viability of such a program in a small rural area.**

4. What threats exist for your program according to the advisory committee members? **One minor problem seen is the fact that students from California can come to Arizona for clinical experience, but our Program cannot place students in any California clinical sites. It would be nice to use Needles, CA for a clinical site but by California Law, we cannot.**

III. Future Trends and Capacity

How are current and future trends being taken into account by the program?

A. FUTURE OF THE FIELD AND CAREER OPPORTUNITIES

How is the program meeting the current and potential future needs and trends in the labor market, industry, and society? What is the bureau of labor statistics (as well as other sources) predicting? What other new areas/fields do you predict will be developing in the future related to your discipline? What will be the jobs of the future? **As technology increases, the MCC Program may have to invest in more advanced equipment. This is a 10-year process. Someday the ARRT will accept Computer Tomography as a routine part of what a radiologic technologist does. When this occurs, it would behoove MCC to being the process of having access to a Computed Tomography unit for training purposes. This training must include courses in Computed Tomography and Cross-Sectional Anatomy.**

B. PROGRAM CAPACITY

What is the program's capacity to educate more students? Are there adequate faculty, staff, facilities and other resources to meet the demand? If not, describe what additional resources are required. **The program is held to what clinical space is available. Being a more rural area, not many radiography departments exists for students' clinical rotations. As the area grows and maybe more healthcare facilities open, the program may be able to grow. Currently, the program is capped at 15 students in each cohort – 30 students in the program at a time.**

C. FACULTY PROFESSIONAL DEVELOPMENT

1. What continuing education and/or professional development activities have program/unit members attended during the current cycle? **The program strives to have the Program Director and the Clinical Coordinator attend annual meetings of the national radiography associations. The Director attends one year and the Clinical Coordinator attends another. The PD/CC also are expected to maintain continuing education requirements. The requirements equate to one continuing education hour per month over a two-year period. This education is reported every other year in order to maintain our licensure/registration. The continuing education may be obtained by attending approved conferences, directed readings, etc.**

2. How did this benefit your department and the College? **The RAD Program keeps updated on current career trends and how to better manage/instruct the RAD students.**

3. What are the plans for continuing education and/or professional development in the upcoming cycle?

   Same as before. To maintain licensure/registration, the RAD Staff must adhere to approved sources of continuing education.

IV. College Mission and Goals

What Are the Critical Issues? How Do They Impact the Department and Program?

A. COLLEGE MISSION AND VISION:

MISSION: MCC serves our communities, empowering students to succeed through innovative pathways and quality education.

VISION: Improving lives. Improving communities. Bridging possibility to purpose and prosperity.

1. How current and relevant is the mission and goals to your program? **Since MCC recently changed its MISSION, the program has yet to review its mission. The Program Mission is reviewed each year at the Spring Advisory Committee meeting. The Program will advise the Committee of the MCC change and request that the committee review the Program Mission for a possible update.**
2. How do the college mission and goals shape the decisions and direction of the department and program? **Since the Program is Programmatic Accredited by the Joint Review Committee on Education in Radiologic Technology, the program must demonstrate that Assessment meets the Goals and Mission of the Program. The JRCERT Assessment Plan is set up to do just that – follow the Program Mission and Goals. Each assessment is tied directly to a goal.**

B. PREVIOUS PROGRAM GOALS

Briefly describe the results of the previous program review -issues identified, recommendations made, and goals. Describe significant achievements and progress made since the last program review. What proposed changes have not been made and for what reasons? **The program has made several changes over the last four years. These changes were made mainly to curriculum and the changes were approved by the Advisory Committee and CASA. A good example would be the deletion of a Pharmaceutical course and an addition of an Ethics course. The Program and Advisory Committee agreed that Radiographers deal less with pharmaceutical situations and more with ethics. The required pharmaceutical subjects are taught in the Patient Care course so Pharmaceutics was deleted and a full course in Ethics was added.**

V. Looking Forward

What Are Your Findings? What Issues Need to Be Addressed During the Next Four Years?

A. TAKING STOCK: SIGNIFICANT FINDINGS

Based on the discussion and analysis in this Program Review:

1. What are the strengths of the program? **Current faculty and staff; curriculum; facilities; a very supportive Advisory Committee.**

2. What aspects of the program should be improved? **Hiring of an additional full-time faculty member.**

B. STRATEGIC THINKING

After reviewing this Program Review with your faculty:

What issues should be addressed by administration immediately? In the near future?

New program goals. Based on data, assessment, and curriculum analysis completed above, identify 2 or more Specific, Measurable, Attainable, Relevant, Timely (S.M.A.R.T) Goals, measurable outcomes, and

activities that you would anticipate resulting in improvements to the program in the next two years.

Setting SMART Goals

The research shows that specific and challenging goals lead to better performance (Locke, 1968). In this lesson we will be working on designing a plan and creating SMART goals to help us achieve a healthier lifestyle.

S Specific — You goal should be as specific as possible and answer the questions: **What** is your goal? **How** often or how much? **Where** will it take place?

M Measurable — **How** will you measure your goal? Measurement will give you **specific feedback** and hold you accountable.

A Attainable — Goals should push you, but it is important that they are **achievable**. Are your goals attainable?

R Realistic — Is your **goal and timeframe realistic** for the goal you have established?

T Timely — Do you have a **timeframe** listed in your SMART goal? This helps you be **accountable** and helps in **motivation**.

Complete the following table with your Program's ACTION PLAN, which must include a minimum of 3 goals

ACTION PLAN					
	GOAL	ALIGNMENT WITH MCC MISSION AND VISION	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	ALIGNMENT WITH OUTCOMES and ASSESSMENTS
#1			#1		
			#2		
			#3		
	Additional Information:				
#2			#1		
			#2		
			#3		
	Additional Information:				
#3			#1		
			#2		
			#3		
	Additional Information:				

C. Resources Required to Complete Action Plan

1. List all significant resources needed to achieve the objectives shown in the table above, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.
2. List any professional development resources or needs based on an assessment analysis.
   IMPORTANT: A BUDGET ALLOCATION PROPOSAL must be completed and submitted for EACH new resource requested.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required?	If No, indicate funding source

Appendices –attach the following documents

A. Guided Pathway(s): Attach all guided pathways for degrees and certificates under the review
   a. Radiologic_Technology_AAS_2019-20_GP_10.8.18 (1)

   PDF
   Radiologic_Technolo
   gy_AAS_2019-20_GP_1

B. Program Outcome Map – Attach an updated or created program outcome maps for each degree or certificate.
   a. RAD_Outcome_Map

   PDF
   RAD_Outcome_Map.p
   df

C. Institutional Research Data – Attached data provided by IR or other data to support the Budget, Enrollment, Course and Degree completion and success rates sections

   PDF **PDF** **PDF** **PDF** **PDF** **PDF**
   2020-2021   2020-2021 Budget   2020-2021 Budget   2019-2020   2019-2020 End of   2018-2019
   Transaction Detail.pdf Report to Date.pdf Detail to Date.pdf Transaction Detail.pdf Year Budget Report.p Transaction Detail.pdf

   a.

   PDF **PDF** **PDF**
   2018-2019 End of   2017-2018   2017-2018 End of
   Year Budget Report.p Transaction Detail.pdf Year Budget Report.p

D. Assessment Results & Closing the Loop – Attach last 3 years of Cycle of Learning reports' Impact and Action plan section review

   PDF **PDF**
   RAD_2017-2018_COL_ RAD_tech_Cycle_of_Le
   Report_-_Spring_2018 arning_Report_2015.p

E. Assessment Results & Closing the Loop – Writing Across the Curriculum Data analysis

   PDF **PDF** **PDF**
   RAD_260-131_Spring_ RAD_230-131_Spring_ WAC_Rubric_Data_W
   2019_WAC_Spreadshe 2018_WAC_Spreadshe orksheet_RAD260_Spr

F. Assessment Plans – Looking Ahead – Draft next 4-year Assessment plan

1st Year Annual Update

1. Summarize your course and programmatic level assessment efforts in the last year. Click here to enter text.

2. What updates have been made for the next assessment cycle? Click here to enter text.

3. Were there any curricular changes in the last year? Click here to enter text.

4. What progress have you made toward your stated goals? Click here to enter text.

5. If you received resources to accomplish goals, how has the resource contributed to the goal to this point? Click here to enter text.

6. Are additional, unexpected resources needed this year to complete your stated goals from last year? IMPORTANT: A BUDGET ALLOCATION PROPOSAL must be completed and submitted for EACH new resource requested. Click here to enter text.

2nd Year Annual Update

1. Summarize your course and programmatic level assessment efforts in the last year. Click here to enter text.

2. What updates have been made for the next assessment cycle? Click here to enter text.

3. Were there any curricular changes in the last year? Click here to enter text.

4. What progress have you made toward your stated goals? Click here to enter text.

5. If you received resources to accomplish goals, how has the resource contributed to the goal to this point? Click here to enter text.

6. Are additional, unexpected resources needed this year to complete your stated goals from last year? IMPORTANT: A BUDGET ALLOCATION PROPOSAL must be completed and submitted for EACH new resource requested. Click here to enter text.

3rd Year Annual Update

1. Summarize your course and programmatic level assessment efforts in the last year. Click here to enter text.

2. What updates have been made for the next assessment cycle? Click here to enter text.

3. Were there any curricular changes in the last year? Click here to enter text.

4. What progress have you made toward your stated goals? Click here to enter text.

5. If you received resources to accomplish goals, how has the resource contributed to the goal to this point? IMPORTANT: A BUDGET ALLOCATION PROPOSAL must be completed and submitted for EACH new resource requested. Click here to enter text.

6. Are additional, unexpected resources needed this year to complete your stated goals from last year? Click here to enter text.