ACADEMIC PERIODIC PROGRAM REVIEW

Date: January 25, 2020

Name of degree(s) and/or certificate(s): Substance Abuse Counseling (SACD)

Department: Substance Abuse Counseling

Department Program Director or Lead: Lori A. Howell, MC LISAC

Review participant's names and affiliations: Jennifer Rodriguez, Academic Success Coach

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. Over the course of the review period SACD revenue increased from $12,190 in 2016 to $41,576. Program expenditures also increased during this cycle, from $76,292 in 2016 to $146,989 in 2018. It was during this review cycle the SACD made significant changes in delivery of services for our students, becoming an online competency-based program. This includes the addition of an Academic Success Coach to the department. The result of these changes is growth, in both the department and student population, as this program is now easily accessible.

2. How are decisions about program funding and expenditures made? Describe your department budget process and engagement of faculty in that process. SACD has no budget so there is no decision-making on funding and expenditures. Funding for this program is blended into the LHC General Education Instruction budget. Discussions with the LHC AD requesting funding for travel are the only budgetary communications in which this department is involved.

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? As enrollment grows the SAC Academic Success Coach will assume instructional responsibilities as she is a licensed substance abuse technician, a requirement for her position.

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. SACD is an online degree program so no facilities other than employee offices, phones and computers are required. This appears to be working successfully, as employee offices are side by side, making for effective communication.

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 current equipment and technology currently meet employee needs. No plans exist for equipment updates at this time. SACD has no budget in which to make such

plans. Computers are on the basic replacement schedule at MCC or on demand when problems arise with existing equipment.

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. Curriculum is driven by Addiction Counseling Competencies which is accessible in a free publication, Addiction Counseling Competencies. The Knowledge, Skills, and Attitudes of Professional Practice. Technical Assistance Publication (TAP) Series 21. HHS Publication No. (SMA) 08-4171, Rockville, MD: Substance Abuse and Mental Health Services Administration, 2006; reprinted 2007, 2008, and 2009.

Program resource needs:

Full Title: *The ASAM Criteria: Treatment Criteria for Addictive, Substance-Related, and Co-Occurring Conditions*
Publication Date: October 24, 2013
Price: $95.00 ($85.00 members)
Editor: David Mee-Lee, MD
ISBN: 978-1-61702-197-8
Order: Call 1-888-889-8866 or order online

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? SACD utilizes embedded librarian in SAC 101. IT is utilized frequently to resolve computer and connection issues. CELT is utilized as needed, with plans to utilize CELT more to incorporate more diversity in instruction and assessment.

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? 1. Graduates will have a basic understanding of addiction that includes knowledge of current models and theories, appreciation of the multiple contexts within which substance use occurs, and awareness of the effects of psychoactive drug use. (1, 2, 3, 4, 5) 2. Graduates will be knowledgeable about the continuum of care and the social contexts affecting the treatment and recovery process. (1, 3, 4, 5) 3. Graduates will identify a variety of helping strategies that can be tailored to meet the needs of individual clients. (1, 2, 3, 4, 5, 6) 4. Graduates will be prepared to adapt to an ever-changing set of challenges and constraints. (1, 2, 3, 4, 5, 6) 5. Graduates present attitudes reflecting openness to alternative approaches, appreciation of diversity, and willingness to change. (1, 3, 4, 5). Updates were made to PLOs when CHD converted to SACD to be in alignment with the Addiction Counseling Competencies and practice dimensions within. When students declare SACD the ASC provides students with the PLOs in the form of the Guided Pathway. These PLOs are communicated once again in a required Welcome video for their first course, SAC 101.

    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? No changes needed at this time.

    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? Yes, we able to demonstrate students are learning/achieving PLOs at the expected levels. This is easy to identify and align content to specific competencies and objectives fulfilling the PLOs given the this is a competency-based program.

    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? We believe we have a solid representation of our SLOs being met which can be clearly demonstrated through the alignment of our competencies.

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? 4.3. Describes his or her own civic and cultural background, including its origins and development, assumptions and predispositions.
- When and where in the curriculum did the assessment take place? SAC 221 Cultural Diversity
- What form did the assessment take?
  Students were assigned to listen to a radio interview of a researcher exploring implicit bias. They were to respond to questions in the assessment to explore their reactions to these concepts plus their own experience of bias. Finally, students were directed to complete a minimum of two Implicit Association Tests to explore their bias of the groups for which they tested. This assignment directly addressing the development of bias and predispositions, raising one's self-awareness, affording them the opportunity to grow and change personally and professionally. Unrecognized bias can seep into the work we do with clients if we are not aware of their existence.
- What were the results of the assessment? Did students meet expected levels of performance? The assessment being evaluated is in a self-paced online course of which there is only one section. During this assessment period seven students advanced into and completed this course. All seven students achieved Mastery, six of them initially and one student had an intervention to raise her score from 2 to 3 in critical thinking.
- How were the results used to improve the program? Based on the results and analysis, the following will be put into place to improve students' learning in the upcoming semester(s):
  1. An instructional video will precede this assignment explaining permissions and confidentiality to allow students a more thorough exploration.
  2. Assignment questions will be revised so students will be more specifically directed to explore their cultural background and experience of bias prior to the last item on the assessment.
  3. Redesign the scoring rubric to more accurately reflect evaluation into bias/diversity topics rather than using critical thinking as the evaluation tool.

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? Assessment took place in Module 14 SAC 241 Disorders Co-Occurring with Substance Abuse.
- What form did the assessment take (portfolio, collection of smaller writing samples, large essay/term paper)? Assessment was in the form of a final essay for the SAC 241 course.
- What were the results of the assessment(s)? Did students meet expected levels of performance? As reflected by the distribution of scores for the applied rubric (see below) there were a number of strengths displayed as 100% of students Met the goal, 0% Met with Concern, and 0% did not meet the goal. All three earned perfect scores on this assessment. Students did well in identifying strategies for assessment of co-occurring disorders, recognizing the complexity of substance use disorders and mental illness interacting. The writing was strong, reflecting college level reasoning to identify cause and effect scenarios.

- How were the results used to improve the program? This provided an opportunity to review preparation for the essay in learning materials and assignments presented in the early stages of the course.
- Will the Identified course change based on your analysis? No changes in course required.

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? Yes.

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? The SACD requires eight SAC courses, a choice between NUT 203 and PSY 135, and the AGEC-A, with a requirement to take PSY101 and SOC131 as part of the AGEC. The program learning outcome goals all align with at least one General Education philosophy. The major is supported by GE courses by not only providing supporting educational material, but also rounding out the student knowledge by helping them become a more well-rounded professional, better able to represent themselves and their future clients. No free electives are available for this degree. All SAC courses are offered each semester so students are always able to register for the next course in sequence, regardless of the semester. Many colleges in AZ offer a human services degree or the substance abuse education as a selected direction to go within a broader program. While there are degrees specific to substance abuse counseling we appear to be the only one with competency-based coursework. At least one other online addiction studies program offers different levels of certification for completion of groups of courses.

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? This entire program changed since the last program review, including the name. We are now 100% online and the SAC coursework is competency-based. Coursework was rewritten using a backward design with program learning outcomes starting the process. All competencies were taken from the Addiction Counseling Competencies book published by the USDHHS SAMHSA, which is the same list of competencies utilized for accreditation from NASAC. We have added an Academic Success Coach to facilitate student engagement and completion.

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? All SAC courses are taught by the single resident faculty regardless of how many sections are created. Curriculum is tracked for revision needs by a notebook the instructor keeps on her desk for logging course needs/updates

based on poor results, student confusion or locating new or improved educational materials or resources. We proofread our materials with in the department.

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? SAC enrollment has increased over the years in review, with significant increases between 2016AY and 2017AY, with 2018 reflecting increased numbers also, whereas MCC gained between 2016AY and 2017AY but then decreased 2018AY. SAC has been able to maintain our numbers and continue growing over this review period. We took a hit in our numbers when we converted to the new program but are steadily recovering.

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? There are no high fail courses in the SACD program with the percent of student success 100% in 2016, 95% in 2017 and 99% in 2018.

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 provide the academic work for review. There is no student review team.

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? Students are not involved in any special processes. Student feedback is sought out and logged in the curriculum notebook as feedback on assignments is always taken seriously and oftentimes leads to updates. Students like the consistent structure of the course modules and the specific instructions for assignments and such. They are very pleased with the grading turn-around time and having the ability to accelerate through their coursework. Students like the specific feedback provided on assignments.

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. Regular student surveys reflect appreciation for course delivery. Student emails during the semester and casual comments reflect student appreciation for the collaboration between the faculty and Academic Success Coach (ASC). Students cannot say enough how much they appreciate having most of their courses as OERs, keeping their costs down. They also express appreciation for the additional resources provided by the faculty and ASC, such as Electric Lunch Series where local substance abuse providers are interviewed by the faculty about their organization and employment options, as well as the new advising series where the ASC interviews advisors from 4yr colleges about what they have to offer our students as they move

forward in their education. Both video series are posted in the SAC group page for students to view at their convenience.

4. Co-Curriculum

   Describe any significant co-curricular opportunities for students in the major. How do these opportunities support student learning in the curriculum? Students are encouraged to participate in local drug prevention coalitions, supported by the faculty and ASC being co-chairs of a local drug prevention coalition by their local campus. The prevention and treatment principles learned in coursework are applied by these groups, giving deeper understanding to their application in the real world.

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? In the past three years there has been a total of 7 students that have transferred and/or graduated with a bachelor degree. We do have contact with students that are currently working in the field following graduation but we currently do not have a tracking method in place for all graduates.

   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? We have not been tracking graduate success up to this point.

   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? We are not sending alumni surveys at this time.

   d. Describe any other measures used to obtain feedback from alumni. What do these measures suggest about the program and its graduates? There are no measures currently in place to obtain feedback from alumni.

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.? No feedback provided, though the flow of students from our program is often cited at a reason for the ability to expand services.

   b. Describe any other measures used to obtain feedback from employers. What do these measures suggest about the program and its graduates? NA

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? Program led by trained and licensed substance abuse professionals with no adjunct faculty to oversee.-Mostly OER materials, making updates/enhancements to curriculum easier each year/semester to reflect the latest developments and practices as they occur.-Competency-based education (CBE) program. CBE allow employers to know our graduates were competent in all their substance abuse studies, without exception, to enhance confidence in our graduates. This format affords students the ability to work at their own pace, most effectively allowing them to speed up their completion of coursework which is beneficial to the student and their employer while also benefiting the program's completion rates. CBE also invites the utilization of an Academic Success Coach who works with students to support completion through personal assistance throughout their degree. -This degree is offered 100% online, reducing educational disparities and thereby increasing the diversity in the substance abuse treatment workforce.

2. What are the weaknesses of your program according to the advisory committee members? -Utilize technology to increase automation of assignments to free time for increased direct contact/engagement with students and enhance curriculum.-Increase academic assignments requiring direct contact with Instructor to include participation in Instructor facilitated Discussion Groups. -Develop systematic technology preparedness screening system with enhanced tech support for those students marked at-risk to address threat presented by the lack of technological knowledge of student base.

3. What opportunities exist according to the advisory committee members? Continue to pursue CBE program as a whole, beyond program content. Currently the only CBE coursework for the AA is in SAC courses; there are no CBE courses offered in the AGEC-A component of this degree. -Expanding curriculum options to reflect adaptability for out of state license/certification requirements. For example, add options to the "Additional Program Requirements" that will allow more psychology or sociology courses such as Lifespan Development.-The development of national standards for educational requirements and career ladders would afford us the opportunity to easily meet the requirements of any student seeking a career in substance abuse counseling.

4. What threats exist for your program according to the advisory committee members? The lack of technical knowledge by our student base is an early threat to student success.-Part time enrollment in the SAC program. The majority of our students only attend part time which results in low graduation rates. -ASU having an on-ground campus in LHC and increasing their degree options. This creates an environmental issue in the context of value for education.

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? Recent NASAC accreditation is evidence of our program meeting market and labor trends. While I cannot give employment stats for Mohave county, I can say that nationally there is about a 25% job growth outlook through 2029 based on the US Bureau of Labor Statistics: https://www.bls.gov/ooh/community-and-social-service/substance-abuse-behavioral-disorder-and-mental-health-counselors.htm

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. As an online program, we have ample opportunity to facilitate program growth from all aspects.

C. FACULTY PROFESSIONAL DEVELOPMENT

1. What continuing education and/or professional development activities have program/unit members attended during the current cycle? Through the Arizona Board of Behavioral Health Examiners: The Academic Success Coach has earned licensure as Substance Abuse Technician and the Program Coordinator has renewed licensure as an Independent Substance Abuse Counselor which required 30 CEUs.

2. How did this benefit your department and the College? It provided for licensure which in turn provided the foundation for the SAC program to be accredited and the required CEUs in cultural diversity support MCC's General Education philosophies.

3. What are the plans for continuing education and/or professional development in the upcoming cycle? Continue participation in Continuing Educational activities, as substance abuse licensure in AZ requires renewal every two years with 30 hours of education in substance abuse, ethics and cultural diversity. Focus will be on learning updates in the field to incorporate into instruction.

IV. College Mission and Goals

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

A. COLLEGE MISSION AND VISION:

MISSION: of Mohave Community College is to be a learning-centered institution, serving all constituencies, inspiring excellence through innovation and empowering students to succeed.

VISION: Mohave Community College strives to provide high quality, affordable and accessible higher education to all who seek it. Educational: Mohave Community College supports an academic learning-

centered community through implementation of quality teaching initiatives, professional development, integration of learning technology, development of partnerships, delivery of effective student support services, and by providing accurate information and advising. Cultural: Become a conduit between businesses, organizations, foundations and the arts to strengthen understanding of the world through education. Civic: Promote active citizenship within the college community.

1. How current and relevant is the mission and goals to your program? Our program is one of the more innovative at MCC, being online and having competency-based course work. Having recently applied for accreditation we had the chance to review and ensure our program was relevant in all aspects.
2. How do the college mission and goals shape the decisions and direction of the department and program? Being in support of the college mission and goals it is easy to incorporate them into decision-making. If education is not affordable and accessible we will not have to trained professionals needed in our occupational field. So for us, MCC's mission, vision and goals allow us to make the decisions we need to make in order to meet the needs of our student population. I feel they liberate us as a department.

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? We had implementation of the CBE format as an initial goal with a target date of 2016 and we did not roll it out until 2017. This set all other goals back. We also had set a goal to gain pre-approval for our curriculum through the AZBBHE prior to seeking national accreditation and along the way realized it would be best to gain national accreditation first. We have recently gained national accreditation through NASAC (National Addition Studies Accreditation Commission) and the next step is applying for curriculum pre-approval by AZBBHE. We are still working to achieve a long-term goal we had established of having 200 students enrolled by 2022. Our enrollment numbers slipped when we began the CBE online format but have steadily increased so we are still set on achieving that goal as established.

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? The strengths of our program are based on the foundation of having two licensed professionals leading it. We are an online, competency-based program which utilizes many Open Educational Resources, making this education accessible, affordable, and pertinent. Our recent Accreditation is an additional strength.

2. What aspects of the program should be improved? We would like to enhance curriculum to incorporate more technology in processing case studies. Extending the Options selections so those from other states would be easily able to select that which reflects their needs.

B. STRATEGIC THINKING

After reviewing this Program Review with your faculty:

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

Our Academic Success Coach (ASC) needs proper authorization in our systems so she may do her job with students seamlessly. Not having the authorizations impedes with our goal of seamlessly and efficiently meeting student needs. Authorization in this regard refers to being the designated Advisor for our students so when they have a need they may be directed to the ASC rather than calling in and having to interact with someone who either then refers them to our ASC (additional step) or helps them, in which case there may ultimately be problems for the student due to other Advisors not understanding our program (many additional steps).

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.

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	Earn Pre-approval for curriculum with the AZ Board of Behavioral Health	*Yes*	**#1**	Apply for pre-approval	Requests funds	
			#2		Complete application	
			#3			
	Additional Information:					
#2	Maintain accreditation	*Yes*	**#1**	Track any curriculum updates	Create folder to track changes	
			#2	Pay fees	Complete a Budget Allocation Proposal	
			#3			
	Additional Information:					
#3	Expand curriculum to include more case studies	*Yes*	**#1**	Create case study assignments	Identify areas of improvement	
			#2		Find appropriate existing case studies	
			#3		Adapt selected case studies to our course needs	
	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
1	1	Funds	$500	Yes	
1	1	Personnel			
2	1	Funds	$500	Yes	
2	1	Personnel			
3	1	Personnel			

Appendices –attach the following documents

A. Guided Pathway(s): Attach all guided pathways for degrees and certificates under the review

SAC_AA_CBE_2018-1
9_GP.docx

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

SAC Program
Outcome Map.docx

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

SAC Test Scores
200213 b.xlsx

Copy of 2018AY
Program Review 1905

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

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

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.
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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.

Appendix A

Appendix B

Appendix C

Appendix D