**Sinclair Community College**

**Continuous Improvement Annual Update 2016-17**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2017**

**After receiving feedback from your Division Assessment Coordinator, please revise accordingly and make the final submission to your dean and the Provost’s Office no later than May 1, 2017**

**Department:** **LHS - 0678-Radiologic Technology**

Year of Last Program Review: FY 2015-2016

Year of Next Program Review: FY 2020-2021

**Section I: Progress Since the Most Recent Review**

Below are the goals from Section IV part E of your last Program Review Self-Study. Describe progress or changes made toward meeting each goal over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **Goals** | **Status** | **Progress or Rationale for No Longer Applicable** |
| The Mammography short-term certificate will begin in 16/FA and other modalities are being investigated and will be discussed with advisory committee members. The program faculty members are always evaluating the need and ability for us to offer additional certificates, a higher degree, etc. and we will continue to do so. The advisory board members will be consulted with regard to which imaging modalities are in need at this time, which will guide us toward what new short-term certificates we may add in the future. | In progress  Completed  No longer applicable | We plan to start offering clinical practicum courses in the short-term certificate in Mammography (MAMMO.S.STC) in 17/FA. Once we see what the need is for additional clinicals and/or didactic instruction we will re-evaluate the feasibility of this STC and will make plans for future offerings accordingly. We also continue to survey the community for other potential STC and continuing education course offerings, and we will get some advice on these areas from our advisory board at our 2017 meeting in May, 2017. |
| We will also do a feasibility and need study in the area to gain additional information on interest in our department offering a bachelor’s degree and on which additional imaging modalities would be viable options. | In progress  Completed  No longer applicable | The community, including members of our advisory board, are in favor of bachelor degree offerings at Sinclair Community College. A degree specific to Radiologic Sciences seems to be the most supported degree, but a bachelor’s degree in Health Sciences would also be supported by the community as an affordable option for a BS degree. As mentioned earlier, we will continue to work with the community and our advisory board members to seek which advanced modality courses could be offered as STC’s or continuing education courses. |
| We will also increase the information provided to potential students regarding the rigor and schedule of the program in hopes of reducing the number of students that leave the program for non-academic reasons. | In progress  Completed  No longer applicable | The attrition in RAT.S.AAS due to non-academic reasons has reduced, so the program faculty members are happy about that. Beginning in 16/FA the Introduction to Radiologic Technology course (RAT 1101) was revised and more emphasis is now placed on entrance requirements, rigor and tempo of the program, study skills, time management, etc. This course is still being taught only by full-time faculty and supplemental retirees so a strong connection to the program is made during this course. During the RAT lab visit in the RAT 1101 course second-year students are brought in to speak with the potential students and they share their experiences, knowledge, etc. and answer questions. The department administrative assistant also comes in to the lab to meet and greet the potential students so they can meet the person that answers general program questions via phone and email. The revised curriculum for RAT 1101 will be re-evaluated at the end of 17/SP to see if any further revisions are necessary for 17/FA. |
| Once Connect for Completion has defined new student services opportunities, we will work with them to assist students with personal issues in hopes of keeping them in the program. | In progress  Completed  No longer applicable | We often refer students with non-academic issues to the Counselors and Student Services to assure students have access to resources outside Sinclair Community College. These items would include long-term counseling, housing and transportation assistance, etc. We will continue to try to find resources for our students so they can continue uninterrupted in the program curricular sequence. |

Below are the Recommendations for Action made by the review team. Describe the progress or changes made toward meeting each recommendation over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **Recommendations** | **Status** | **Progress or Rationale for No Longer Applicable** |
| In the discussion with the Review Team, it was noted that the diversity of students who make it into the program is not reflective of the diversity of students in the Introduction to Radiologic Technology course. How can the diversity of students who actually make it into the program be more representative of those who are interested in the program? Is the math requirement appropriate for this program, and is it an unnecessary barrier to program diversity? The department is strongly encouraged to have conversations with the math department to determine whether the math requirement is the appropriate one for this program, and whether students are unnecessarily being screened out of the program by the math requirement, or by any other program requirements. Sometimes the best radiographers are not the ones that have the highest scores in math, or the best grades in their classes. If the purpose of this particular math requirement is to encourage critical thinking, perhaps other means can be found to teach this valuable skill. The department is strongly encouraged to have conversations surrounding these issues. | In progress  Completed  No longer applicable | Programmatic accreditation standards state that “Non-discriminatory practices assure applicants have equal opportunity for admission. Statistical information such as race, color, religion, gender, age, disability, national origin, and any other protected class may be collected; however, this information must be voluntarily provided by the student. Use of this information in the student selection process is discriminatory.” Based on these accreditation standards the RAT.S.AAS admission criteria is clearly defined and all students are accepted based on objective criteria. The sooner a student meets the pre-requisite requirements, the sooner the student can enter the technical curriculum of the program.    The program is in compliance with the objectives set by the Joint Review Committee on Education in Radiologic Technology (JRCERT) and follows the national radiography curriculum. The national curriculum includes radiologic technology courses and general education courses such as algebra, biology, communication, etc. The JRCERT requires that the curriculum be well-structured, comprehensive and appropriately sequenced and our program curriculum meets curricular requirements.  The program is satisfied that the current math requirement is appropriate for the program curriculum.  Twice a year the program faculty members perform a comprehensive evaluation of assessment measures including critical thinking and problem-solving, communication, clinical competence and professionalism. Critical thinking and problem-solving skills are evaluated throughout the program in many courses, including all clinical practicum courses, radiographic procedure labs, patient care labs, and radiologic sciences labs. |
| The Review Team wondered who is responsible for students who are interested in the RAT program before they're actually admitted to the program. The department is keenly aware of and responsive to the responsibility it has for students who are admitted to the program. But who has responsibility for the students who are interested in the program but have not yet been admitted? That should probably be part of a wider campus discussion regarding students who are in the Health Sciences degree program but are waiting to get into other programs. Do they have adequate support? What additional support could the department provide? It was clear from the discussions with the department that the department's perception of the waitlist is different from student perceptions of the waitlist. The department is encouraged to discuss how it might help students who are interested in the program but have not yet been admitted, and come up with a brief list of recommendations. | In progress  Completed  No longer applicable | As previously mentioned, the Introduction to Radiologic Technology course (RAT 1101) has been revised for 16/FA offerings and more emphasis is now placed on entrance requirements, rigor and tempo of the program, study skills, time management, etc. This course is still being taught only by full-time faculty and supplemental retirees so a strong connection to the program is made during this course. During the RAT lab visit in the RAT 1101 course second-year students are brought in to speak with the potential students and they share their experiences, knowledge, etc. and answer questions. The department administrative assistant also comes in to the lab to meet and greet the potential students so they can meet the person that answers general program questions via phone and email. The revised curriculum for RAT 1101 will be re-evaluated at the end of 17/SP to see if any further revisions are necessary for 17/FA.  The rumors/misperceptions on the RAT.S.AAS waiting list are also discussed at length throughout the RAT 1101 course to further clarify to students the wait at the time they take RAT 1101. The department chair and administrative assistant also meet with the HS advisors regularly to answer questions and clarify the waiting list.  At this time we feel the knowledge of the waiting list for the students who have taken RAT 1101 is accurate, and we will continue to work with academic advisors to assure students have the most up-to-date information on our waiting list. We also welcome students to stop in the office or call the office to ask questions at any time. |
| To what extent could RAR help the program identify students who are at risk for non-success, both those were waiting to get into the program, and those who have already been admitted? Are there predictive analytics that could both help identify students who may not be adequately prepared to enter the program, and those in the program who may need additional resources in order to successfully complete? The department is strongly encouraged to meet with representatives from RAR to discuss what kinds of research might be done in this regard. Can we identify students who are in danger of withdrawing from the program before they do, and thereby improve retention? | In progress  Completed  No longer applicable | The department chairperson will work with the current RAR items to see if anything would be helpful but non-academic attrition is nearly impossible to predict. We feel we have made major progress in both course completion and in the program completion and we attribute that to the revisions to the RAT 1101 course, increased meetings with academic advising, and overall outreach to potential students via the RAT 1101 course.  RAR is working on some new reports, charts, data searches at this time so so hopefully some of these items will be helpful to review when evaluating student success. |
| While the department indicated the proprietary competitors are not currently a concern, the department is strongly encouraged to keep an eye out for potential competitors emerging in the area. | In progress  Completed  No longer applicable | We are eternally watching for competitors that could come in and poach our clinical sites. This is a never-ending process for a program director, especially with proprietary schools that are willing to pay hospitals and imaging centers for their clinical space. We are diligent at watching this and will continue to do so. |
| Do the local career centers present an opportunity for recruitment? The department is encouraged to discuss whether students from local career centers could be attracted to the program through focused efforts. | In progress  Completed  No longer applicable | We have a lot of interest in our program so at this time recruitment is not an issue. Even though we do not get a lot of students that enter the program via the direct Tech Prep route, the chairperson participates in all Tech Prep events and communicates with potential students and family members at these events. If in the future we are short on interested students then an increased focus on recruitment at local career centers would definitely be an avenue to pursue. |
| Having enough clinical sites was mentioned as a challenge for the department. Are there any opportunities to expand clinical sites beyond the immediate region? In Springfield, for example? | In progress  Completed  No longer applicable | We are always looking for additional clinical sites but with another program located within about 10 miles of Sinclair it is hard sometimes to secure sites. Once the programmatic accreditation site visit is completed in fall of 2017 the program will resume the search for additional clinical sites---particularly on the east side of town. Most east side clinical sites, including those in Springfield, already have affiliation agreements with the other radiologic technology program in town, but we will work with them as well to try to secure more sites in the future. An additional item that we have to consider is that the more clinical sites we have the more our annual accreditation costs. Program faculty members work hard to balance need vs. want when it comes to clinical sites. |
| The department has done a great job of developing short-term certificates to address industry needs where appropriate. They are strongly encouraged to continue this. Are there cases were single courses, rather than a certificate, could meet local industry need? What about the needs of radiographers who have continuing education requirements - are there any opportunities there? | In progress  Completed  No longer applicable | The short answer to this is yes, there may be some short-term certificates that we could offer that would be only one or two courses. Our current STC’s are 6 or 7 credit hours and they are easily finished in one semester. We also plan to work with our advisory board members and the community on potential continuing education offerings. Once we are relocated fully in the HS Center and all resources are on site we will be in a better position to decide which courses and/or continuing education offerings to pursue. |

**Section II: Assessment of General Education & Degree Program Outcomes**

For the FY 2016-17 Annual Update, departments are asked to provide assessment results for **Information Literacy**.

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| **General Education Outcomes** | Year assessed or to be assessed. | Course identified by the department where this outcome could be assessed | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| Information Literacy | **2016-2017** | **RAT2415** - Radiographic Pathology |  | \*We are still gathering data and will report information literacy next year with computer literacy. |
| **NEXT YEAR:** | | | | |
| Computer Literacy | **2017-2018** | **RAT2526** - Capstone in Radiologic Technology |  |  |

The Program Outcomes for the degrees are listed below. Responses from previous years are provided below. **All program outcomes must be assessed at least once during the 5 year Program Review cycle, and assessment of program outcomes must occur each year**.

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| **Program Outcomes** | To which course(s) is this program outcome related? | | Year assessed or to be assessed. | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| Demonstrate competence in the delivery of clinical practice with entry-level skills. |  | |  |  | \*See attached program assessment plans for detailed analysis on all program goals and student learning outcomes. |
| Demonstrate critical thinking and problem-solving skills. |  | |  |  |  |
| Demonstrate effective communication. |  | |  |  |  |
| Demonstrate professional and ethical attitudes and behaviors. |  | |  |  |  |
| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?** | | \*See attached program assessment plans. | | | | |
| **How will you determine whether those changes had an impact?** | | \*See attached program assessment plans. | | | | |

**OPTIONAL:**

Please use the space below to keep track of any annual data that your department wishes to maintain. This section is completely optional and will not be reviewed by the Division Assessment Coordinators.