**Sinclair Community College**

**Continuous Improvement Annual Update 2017-18**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2018**

**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, 2018**

**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| **Goals** | **Status** | **Progress or Rationale for No Longer Applicable** |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 | In progress  Completed  No longer applicable | Clinical Practicum courses in the Mammography STC were offered in 17/FA. There was only one enrolled student, who withdrew on Day 2 of the term and over the past year there has been very little interest in MAMMO.S.STC. We will discuss the STC at our spring 2018 Advisory Board Meeting and see if it’s worth continuing in the future. We will continue will look to add or remove STC’s according to community needs. |
| 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 | In progress  Completed  No longer applicable | The community and Advisory Board members are still in support of a Bachelor’s Degree that would help Radiologic Technologists gain an advanced degree. Potential imaging modality options will be discussed at the 2018 Advisory Board Meeting to be held May 3, 2018. |
| 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 | Introduction to Radiologic Technology (RAT 1101) was revised for 17/FA to include x-ray production, x-ray tube design, and a direction-following eLearn shell scavenger hunt assignment. The rigor of the program continues to be discussed at length with all students prior to entering the program. The Department Chair and Administrative Assistant meet regularly with the Academic Advisors to share changes with them and to answer any questions they have about the program. |
| 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 | Student services are routinely discussed with students and links to services are included in the program policy book. The department continues to investigate ways to assist students who leave the program for academic and personal reasons. |

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 | The program participates in recruitment activities such as Tech Prep events, high school student tours, etc. Students of all backgrounds are recruited and the current graduating class and the current first-year class are much more diverse than in past years. The program will continue to recruit students via many activities.  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 still satisfied that the current math requirement is appropriate for the program curriculum. |
| 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 | Department offices are always open and available for students to drop in or call and ask questions. As mentioned above, regular meetings with academic advisors are held to convey accurate information about the length of the wait list, and to answer any other questions they receive from students.  Faculty will discuss the potential of hosting an information session for interested RAT students in the 2018-19 academic year. While in the past these events have not been well attended, this type of event will be investigated again. Academic advisors will also be included in the discussion to get their input on how to reach interested students. |
| 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 program will continue to review RAR reports as needed to assist predicting at risk students. Accepted students have the program faculty open-door policy reviewed regularly and the Department Chair meets with students struggling in the first term to assist with study habits, clinical issues, etc. Students are often referred to counseling services and when needed are tutored by program faculty. |
| 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 | The program is always looking out for competitors that may encroach on clinical sites. |
| 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. All recruitment events will be attended as faculty and chair schedules allow. |
| 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 | The program is looking to affiliate with 1-2 additional clinical education settings in hopes that clinical rotations can begin at these new sites in 18/FA. With the closing of Good Samaritan Hospital the program will need to relocate several students no later than 18/FA so new clinical education settings will help with that relocation process along with providing students with new rotations. (pediatric, orthopedic, east side of town, etc.) |
| 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 | Even though they are already one semester certificates, the department is reviewing CT.S.STC and MRI.S.STC to see if there is a way to alter the timeframe in which they are offered, which could possibly increase enrollment. Continuing education opportunities will be discussed at the spring 2018 Advisory Board meeting to see what offerings could help radiographers in the community. |

**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) |
| **THIS YEAR’S ASSESSMENT RESULTS** | | | | |
| Computer Literacy | **2017-2018** | **RAT2526** - Capstone in Radiologic Technology | Professional e-mail assignment | The results for Criterion 1 and 2 were both 100% for the Class of 2018 RAT.S.AAS graduates. This measure was administered in RAT 2526 Capstone in Radiologic Technology, but faculty members will discuss whether this is the correct course in which to assess this general education measure. |
| **LAST YEAR’S ASSESSMENT RESULTS** | | | | |
| Information Literacy | **2016-2017** | **RAT2415** - Radiographic Pathology | Literacy review | The results for each Criterion for the Class of 2018 RAT.S.AAS graduates are listed below: Criterion 1-80% proficient, 12% competent, 8% developing; Criterion 2-32% proficient, 64% competent, 4% developing; Criterion 3-96% proficient, 4% competent; Criterion 4-68% proficient, 28% competent, 4% developing; Criterion 5-48% proficient, 40% competent, 12% developing. |

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. | RAT 1111, 1212, 2413, 2514, 1121, 1131, 1222, 2423, 2442, 2543 | | Assessed annually | Lab and clinical competencies, case studies and scenarios, clinical instructor evaluations | 10 out of 11 benchmarks were met. The measure where the benchmark was not met was for an 8-week course. The course was changed to a 12-week format for this year in hopes that the benchmark will be met. Faculty will evaluate all current measures with the potential to revised, delete and/or add new measures for the next assessment cycle. | |
| Demonstrate critical thinking and problem-solving skills. | RAT 1111, 1212, 2413, 2514, 1121, 1222, 2442, 2526 | | Assessed annually | Trauma case studies, procedure competencies in lab and clinical, capstone assignment | 1 out of 4 benchmarks were met. Assignments have been changed this year, and instructions and demonstrations were added to the trauma case study to help improve student understanding of the assignment. The scores for the complex exposure problem in imaging lab greatly improved this year so faculty are happy with this improvement. Faculty will evaluate all current measures with the potential to revised, delete and/or add new measures for the next assessment cycle. | |
| Demonstrate effective communication. | RAT 1111, 1212, 2413, 2514, 1131, 1222, 2423, 2526 | | Assessed annually | Group presentations, case studies, and clinical communication | 4 out of 6 benchmarks were met. Several assignments will be revised to improve student understanding, and additional communication measures are being investigated at this time. Faculty will evaluate all current measures with the potential to revised, delete and/or add new measures for the next assessment cycle. | |
| Demonstrate professional and ethical attitudes and behaviors. | RAT 1111, 1212, 2413, 2514, 2526 | | Assessed annually | Ethical case studies and presentations, clinical instructor evaluations, capstone ethical and professionalism assignments | 2 out of 3 benchmarks were met, and 1 assignment was not administered this year. Faculty members are always looking for new ways to assess professionalism and ethical behavior and attitudes. Faculty will evaluate all current measures with the potential to revised, delete and/or add new measures for the next assessment cycle. | |
| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?** | | Yes, the program does a comprehensive review of the program mission, goals and student learning outcomes annually. A summary of changes for the next assessment cycle is presented in each goal of the provided programmatic assessment plan. | | | |
| **How will you determine whether those changes had an impact?** | | By completing another detailed analysis of each measure and results, and incorporating changes to benchmarks, assignments, forms, etc. Data is entered and analyzed at the completion of fall semester and spring semester, with a comprehensive review of the entire plan including mission statement and goals at the end of spring semester. Course and/or curriculum changes are made when necessary based on the data review and analysis. | | | |

**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.