**Sinclair Community College**

**Continuous Improvement Annual Update 2019-20**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2019**

**Please submit to your Division Dean for feedback no later than April 1, 2019**

**After receiving feedback from your Division Assessment Coordinator and Dean, please revise accordingly and make the final submission to the Provost’s Office no later than May 1, 2019**

**Department:** **HS - 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| **GOALS** | **Status** | **Previous Years’ Progress or Rationale for No Longer Applicable** | **FY 2019-20 Update** |
| 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 | In progress 🞏    Completed 🗷  No longer applicable 🞏 | Clinical Practicum courses in the Mammography STC were offered in 18/FA with one student participating. This student transferred in didactic coursework and transfer credit was awarded for the MAMMO.S.STC didactic course, and the student completed all required clinical competencies and exams. We are excited that this student became the department’s first MAMMO.S.STC completer and finished on time in December, 2018. She also went on to pass the American Registry of Radiologic Technologists (ARRT) mammography certification exam on the first attempt, which means this student earned two ARRT national credentials (Radiography and Mammography) in less than one year! There is currently one student enrolled in MAMMO.S.STC in 19/SP. | The Mammography STC has been up and running since 18/FA but we are currently enrolling only 1-2 students in the Mammography STC each year so it has not picked up as much as anticipated. In fact, enrollment in all of the RAT Department STC’s has declined significantly over the past couple of years. The department has consulted with the Advisory Board on the reasons why enrollment has declined, and decisions on continuing the STC’s will be made this year. |
| 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, and the group hopes that it will at some time be offered by Sinclair. Until that time, graduating students are encouraged to enroll in area Bachelor’s degree programs at other area institutions. Due to Sinclair not offering a RAT bachelor degree program option, we consider the feasibility and need study completed.”  In addition, the department is currently doing early research and is having discussions with the community regarding the need for an associate degree program in Sonography (Ultrasound.) Discussions are ongoing at this time. | Since Sinclair will not be pursuing a BS in RAT, we deem this goal no longer applicable. Should the college surface interest, we would then complete a needs assessment.  After working with a consultant and area imaging managers it was determined that there is no need for Sinclair and Edison to enter into a collaboration to offer a degree-program in Sonography. |
| 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) continues to be a great resource for faculty to answer student questions and concerns regarding the program, and faculty continue to stress the rigor and schedule of the program. The number of students in the Class of 2018 that left the program for personal reasons was seven (7) and the Class of 2019 had four (4) students leave for personal reasons, so the number of personal withdrawals decreased. Unfortunately, in the Class of 2019 the number of students that left the program for academic reasons increased, so the program will continue to evaluate entrance requirements. | After much discussion the RAT Department decided to make curricular and admission requirement changes to RAT.S.AAS. The entrance will be raised from 2.5 to 2.8, the BIO course requirement will be changed from BIO 1121/1222 to BIO 1107, and a minimum section score of 50 on the Reading section of the TEAS exam will be added to the current overall score of 50. The changes will be effective August 10, 2020. The department will continue to track retention based on these changes and will report in future annual updates/department review documents. |
| 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 🞏 | The programs for completion have changed since the time of this goal, the department considers this particular goal completed.  However, our faculty and staff routinely discuss student services 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. | No change from last year. |

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** | **Previous Years’ Progress or Rationale for No Longer Applicable** | **FY 2019-20 Update** |
| 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, however, a comprehensive review of admission criteria is planned for May, 2019. | The department still participates in all events possible on campus, and is still in compliance with the JRCERT Standards for Accredited Programs in Radiography.  The department is still satisfied with the current math course requirement for RAT.S.AAS.  Due to continued tracking needed for curricular and admission changes this goal was marked in progress. |
| 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. Regular meetings and communication with academic advisors help convey accurate information about the length of the wait list, and to answer any other questions they receive from students.  After completing a review of admission criteria in May 2019, if changes are made then faculty will discuss holding 1-3 RAT Town Hall/Open House events during the 2019-20 academic year to further reach out to students on campus and potentially market to interested students via Tech Prep, CCP, etc. | Due to extenuating circumstances the department was unable to hold the Town Hall/Open House events as planned. The plan is to host 1-3 events during the 2020-21 academic year. |
| 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 whenever needed to assist with study habits, clinical issues, etc. Students are very often referred to counseling services and when needed are tutored by program faculty.  An official student mentoring program was also implemented beginning in August, 2018 and each incoming first-year student is assigned a second-year student that helps students with advice for program success and when needed refers students to faculty for tutoring and/or advice. | The RAT.S.AAS Mentoring program has been a great success and now all incoming first-year students are assigned a second-year mentor. Students in both years of the program state this program is very valuable to them. The department faculty are also very happy with the mentoring program as well and have been able to offer assistance to “at risk” first-year students that were identified by their second-year mentors. This program will continue to build in the future and department faculty anticipate the ability to identify struggling students earlier and intervene to offer assistance, tutoring and/or counseling. |
| 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. | No change from last year. |
| 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, program faculty members participate in Tech Prep events and communicates with potential students and family members at these events. | No change from last year. |
| 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 🞏 | At this time, all graduating students are completing required clinical competencies with no problems. If needed new clinical education settings will be added in the future. | No change from last year. |
| 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 program Advisory Board has not recently suggested any additional short-term certificate programs or courses, however, a two-day Computed Tomography (CT) workshop will be piloted in May 2019 as an alternate delivery option to the CT.S.STC didactic course. If this option is successful then the MRI.S.STC didactic course will be evaluated with the potential to be offered in this format. | The CT seminar was offered in May 2019 and was attended by 20 imaging professionals and recent program graduates. The department is working on offering the CT seminar again in May 2020 and maybe adding MRI concepts as well. |

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

As many of you know, in FY 2017-18 the Computer Literacy General Education Outcome was discontinued. However, it is still expected that computer skills instruction will occur for the specific needs of a program. For the FY 2018-19 year, as part of the Annual Update each department is asked to describe how the computer skills education required for your graduates to be successful in their chosen field is addressed and assessed at the program level.

What computer skills will your students need to possess in order to be successful after graduation? Please provide answers to the questions in the 3 sections located below.

1. Do your program students need to be competent or proficient in word processing, spreadsheets, and/or presentation software (e.g. Office Suite-style programs such as Word, Excel, PowerPoint)?

Yes  No  (**If no, please proceed to question # 2**).

If Yes:

Program(s) contain BIS 1120 or MET 1131 where these skills will be acquired and assessed.  
 Program(s) do not contain BIS 1120 or MET 1131. These skills will be assessed in the following manner:

Course(s): RAT 1111, 1212, 2413, 2514

Assessment Method / Assignment(s) (Please be specific): Completion of clinical competencies includes exceptional skills on digital imaging equipment and PACS systems. Students cannot pass required clinical competencies without proving competency in imaging computer skills.

1. Upon graduation, all Sinclair students must be competent or proficient in Information Literacy (gathering, analyzing, and synthesizing information, which can often be digital in nature, and using that information effectively and ethically).

Program(s) contain ENG 1201 or PSY 1100 or ALH 1101 where these skills will be acquired and assessed.

Program(s) do not contain ENG 1201 or PSY 1100 or ALH 1101. These skills will be acquired and assessed in the following manner:

Course(s): Click here to enter text.

Assessment Method / Assignment(s) (Please be specific): Click here to enter text.

1. In order to be successful after graduation, our program students will need to be competent or proficient in computer skills beyond those listed above.

Yes  No  (If no, section is complete).

Please list additional computer skills program students will need to be successful after graduation: Detailed digital imaging computer skills must be demonstrated on various manufacturers’ equipment.

In which course(s) will these additional computer skills be assessed?

RAT 1111, 1212, 2413, 2514, RAT 1127, 1228.

Assessment Methods / Assignment(s) (Please be specific):

Clinical competencies as described above, as well as lab competencies .

The Program Outcomes for the degrees are listed 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**. Assessment results from previous years are in red font – if you assess those outcomes again this year, please add the additional assessment data in black font.

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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.S.AAS) | RAT 1111, 1212, 2413, 2514, 1121, 1131, 1222, 2423, 2442, 2543 | Assessed annually | Lab and clinical competencies, case studies and scenarios, clinical instructor evaluations | 8 out of 12 benchmarks were met. Faculty will evaluate all current measures with the potential to revised, delete and/or add new measures for the next assessment cycle. 6 out of 11 benchmarks were met. In many of these unmet benchmarks students showed improvement so these measures will be continued for the next assessment cycle. |
| Demonstrate critical thinking and problem-solving skills. (RAT.S.AAS) | 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, benchmarks were revised, and new assignments have been created for the 2018-19 assessment cycle. All four benchmarks went unmet this year. After much consideration, program faculty will re-evaluate all measures for this outcome and results for new measures will be reported next year. |
| Demonstrate effective communication. (RAT.S.AAS) | RAT 1111, 1212, 2413, 2514, 1131, 1222, 2423, 2526 | Assessed annually | Group presentations, case studies, and clinical communication | 3 out of 5 benchmarks were met, and 1 assignment was removed for the next assessment cycle. 5 benchmarks were met and a few others were not run and will be changed for the next assessment cycle. |
| Demonstrate professional and ethical attitudes and behaviors. (RAT.S.AAS) | RAT 1111, 1212, 2413, 2514, 2526 | Assessed annually | Ethical case studies and presentations, clinical instructor evaluations, capstone ethical and professionalism assignments | 7 out of 9 benchmarks were met. Several new assignments will be added for the next assessment cycle as professionalism continues to be somewhat difficult to assess accurately. Faculty continue to revise the assessment plan each year. 2 out of 4 benchmarks were met this year. Measures in this outcome were administered in different courses, and several new measures were created and will be run with revisions next assessment cycle. Program faculty are still working on new ways to assess this outcome. |

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| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?** | Yes, the program faculty evaluate the mission, goals and student learning outcomes each year and revise the assignments each year, adjust benchmarks each year, etc. |

**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.