



Comprehensive Program Review and Analysis

(2007 - 2014)

Radiologic Technology

March 31, 2014

Committee Chair: Rafael Rivera

Committee Members: Pamela D. Jones



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

The Comprehensive Program Review and Analysis builds upon five years of program annual planning, providing a framework for faculty to use to review program information and to articulate direction for the future. The purposes of the Comprehensive Program Review and Analysis is well described by past Academic Senate presidents Jim Locke and Bill Scroggins (Academic Senate for California Community Colleges):

The principal purposes of the review process are to recognize and acknowledge good performance, to enhance satisfactory performance and help programs which are performing satisfactorily further their own growth, and to identify weak performance and assist programs in achieving needed improvement,...

The program review process shall promote professionalism, enhance performance, and be effective in yielding a genuinely useful and substantive process for determining program effectiveness, the program review process shall provide 1) an articulation of clear, relevant criteria upon which reviews will be based; 2) the establishment of reasonable and timely intervals; 3) the establishment of the specific purposes for which program reviews are conducted and articulation of those purposes to everyone involved,...

This document is to collect information to be used by the college planning bodies IPC, SSPC, Budget, and CPC and may be used for Program Improvement and Viability (PIV). Through this process, faculty have the opportunity to review the mission and vision of their program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, instructional equipment, and facilities needs. *Faculty should use their judgment in selecting the appropriate level of detail when completing this document.*

The deadline for submission of the Comprehensive Program Review and Analysis is due to the Dean/VPI (Learning Center, Library, University Center) by the end of March. Complete this document in consultation with your Dean/VPI. Documents will be reviewed by the Dean/VPI and uploaded to the Curriculum Committee and the IPC SharePoint sites. The College will hear faculty reports on their Comprehensive Program Review and Analysis during the Spring semester in a Curriculum Committee meeting.

Cañada College Mission Statement

It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

Vision

Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

Note: To complete this form, **SAVE** it on your computer, then send to your Division Dean/VPI as an **ATTACHMENT on an e-mail message.**

Program Title Radiologic Technology **Date Submitted** March 31, 2014

1. Planning Group Participants: Rafael Rivera, Program Coordinator
Pamela D. Jones, Clinical Coordinator/Instructor

2. Contact Person: Rafael Rivera riverar@smccd.edu; 650-306-3283

3. Program Information

A. Program Personnel

FT Faculty

Rafael Rivera, Program Coordinator
Pamela D. Jones, Clinical Coordinator/Instructor

PT Faculty FTE

Jennifer O'Laughlin, Adjunct Clinical Coordinator/Instructor
Theresa Bell, Adjunct Instructor
Steve Fontes, Adjunct Clinical Coordinator/Instructor
Louise Wightman, Adjunct Clinical Coordinator/Instructor
Sandra Frojelin, Adjunct Instructor
Ervin Rivera, Adjunct Clinical Coordinator/Instructor
Yonas Hagos, Adjunct Clinical Coordinator/Instructor

FT Classified

None

PT Classified (hrs/wk)

None

Volunteers

None

Student Workers

None



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

B. Program mission and vision

The mission of the Radiologic Technology Program at Canada College is to provide a high quality vocational education to members of our diverse community who seek a career in the Radiologic Technology profession.

The Radiologic Technology program enables students to develop the skills necessary for gainful employment through clinical training, fosters students' academic success through lectures and laboratory exercises, and provides a professional labor pool to match the needs of our community.

C. Program Student Learning Outcomes

GOAL 1: Students will be clinically competent.

SLOs

Students will apply positioning skills.

Students will select appropriate technical factors.

Students will practice radiation protection.

GOAL 2: Students will communicate effectively.

SLOs

Students will use effective oral communication skills with clinical staff.

Students will use effective oral communication skills with patients.

Students will practice written communication skills.

GOAL 3: Students will demonstrate critical thinking and problem solving skills.

SLOs

Students will manipulate technical factors for non-routine examinations.

Students will adapt positioning for trauma patients.

GOAL 4: Students will evaluate importance of professional growth and development.

SLOs

Students will determine the importance of continued professional development.

Students will summarize the importance of attendance at professional meetings.

GOAL 5: The program will graduate entry-level technologists.

SLOs

Students will pass the ARRT on the first attempt.

Students will be gainfully employed within six months of graduation.

Students will complete the program within twenty-five months

Students will be satisfied with their education.

Employers will be satisfied with the graduates' performance.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

Tool: <https://sanmateo.tracdat.com/tracdat/>

Reflections:

- Review 5-year data and identify changes that have occurred in your program as a result of annual SLO assessment cycle.
- Explain how the assessment plan for Program Student Learning Outcomes measures quality and success of each Program.
- Summarize assessment results of Program Student Learning Outcomes.
- Describe and summarize other data that reveals Program performance.

- Please see attached Joint Review Committee on Education in Radiologic Technology (JRCERT) required annual assessment plan, results and action plan.
- The assessment plan for Program Student Learning Outcomes (PSLOs) measures Program quality through the assessment of benchmarks set by the Program. The measurement of assessments indicate three possibilities: 1) positive results encourages us to continue utilizing current methodology, 2) negative results require review of curriculum, curriculum delivery, application of measuring tool, and then we look for possible solutions; and 3) results that are difficult or impossible to measure are revised, replaced or removed.
- In summary assessment results of PSLOs are good in demonstrating strengths and weaknesses of the program.
- Other data that reveals Program performance is the State of California Department of Public Health Radiologic Health Branch (RHB) Fluoroscopy examination success rate of 100%.

<http://www.cdph.ca.gov/certlic/radquip/Pages/X-raySchoolPassRates.aspx>

4. Curricular Offerings and Student Learning Outcomes and Assessment Cycle

Tools:

TracDAT <https://sanmateo.tracdat.com/tracdat/>

CurricUNET <http://www.curricUNET.com/smcccd>

All curriculum and SLOAC updates must be completed when planning documents are due.

A. Attach the following TracDat and CurricUNET data in the appendix:

- List courses, SLOs, assessment plans, and results and action plans (attach report from TracDat for the CURRENT year only. The others will be in your previous annual plans).
- List courses with CORs over 6 years old (data from CurricUNET)
- RADT 474 is on the 3/28/14 curriculum agenda and RADT 415, 420, and 430 are on the 4/11/2014 Curriculum Committee agenda.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

- The radiologic technology program is a Career and Technical Education program and all curriculum must be updated every two years.

B. Identify Patterns of Curriculum Offerings

Reflections:

- Review the 2-year curriculum cycle of course offerings to ensure timely completion of certificates and degrees.
- Identify strengths of the curriculum.
- Identify issues and possible solutions.
- Discuss plans for future curricular development and/or program modification.

There is only one (1) degree for the radiologic technology program. Students' progress through the program as a cohort. Therefore, the curriculum is organized in a progressive manner from entrance in the program through graduation. Each semester student skills and responsibility increases to ensure employment readiness after graduation and passage of board examination. The curriculum is based on American Society Radiologic Technology (ASRT) guidelines and is accepted by accreditation organization Joint Review Committee on Education in Radiologic Technology (JRCERT).

Identify strengths of curriculum.

1. The curriculum is logically organized in such a way to lay a strong foundation for future courses.
2. We provide an in depth look at key aspects of the radiologic technology including; communication skills, critical thinking, radiation physics, protection and effects, radiographic positioning and image creation.
3. Our curriculum provides a well-rounded clinical experience which includes pediatric, high volume outpatient clinics and general hospital. This applied knowledge allows the student to practice in any hospital environment.
4. Providing laboratory experience on campus with two non-producing x-ray units and one producing x-ray unit allows students more individualized practice.
5. All courses have a critical thinking component that prepares students for their future career in radiologic technology.

The strength of the curriculum is further demonstrated by our retention rate, the California Department of Public Health, Radiation Health Branch Fluoroscopy and Mammography examination results and American Registry of Radiologic Technologists national examination results.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

Identify issues and possible solutions.

1. San Mateo County does not have a trauma one Hospital; therefore, the program is not affiliated with such a facility and our students do not have the opportunity to participate in a trauma rotation.

A solution that we have found in our program is to incorporate simulated trauma situations in our lab experience. The request for a trauma PIXY Phantom will allow students to further their trauma skills.

2. It appears that students are overloaded during the first spring semester.

A possible solution that program official will investigate in to change courses to 3 days per week.

3. Program faculty has found some students are weak in anatomy; even though, the program requires that anatomy and human physiology must have a recency of at least three years.

One possible solution is to incorporate a comprehensive anatomy review in Radiographic Positioning one (RADT 410) during the first fall semester.

4. It appears that students are overloaded in the spring semester of the second year.

Program faculty will be investigating course content in Radiographic Pathology (RADT 442) to ensure content is appropriate for a 1.5 unit course.

Discuss plans for future curricular development and/or program modification.

1. Due to students overload during Monday and Wednesday in the spring semester of the first year, program officials will look at the possibility of extending this course to three (3) days per week.
2. Possibility of converting RADT 415 and RADT 440 to online or hybrid courses.
3. Program officials are reviewing course content in Clinical Observation (RADT 408) that could be incorporated into Clinical Education I (RADT418).
4. Revise course content in Radiographic Pathology (RADT 442).

5. Program Level Data

A. Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

Tool:

http://www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html

Reflections:

- **Review 5-year data to describe trends in student success, retention, demographics.**
- **Analyze trends and discuss plans to address significant findings.**

Student success has been measured by: student completion rate, examination (ARRT) pass rates, and employment rate.

The program has set a benchmark of 85% for student retention. For the past five years the retention percentage has been 91.94%, with the lowest completion of 84.2% for the class that graduated in 2012 and the highest completion rate was 100% for the class that graduated in 2010. Although we are meeting our benchmark, program faculty believes there is room for improvement.

Examination pass rate for the past 12 years has been 100% in the ARRT national examination. We will continue to strive to maintain this level of success.

Employment rate measured 6 months after graduation has been 86.18%. It should be noted that California licensing takes approximately 4 months to complete after graduation. In addition, considering the job market in the greater Bay Area, we are satisfied with the employment rate.

Student ethnicity – There has been a gradual increase in Hispanic students, although the percentage is still less than for the college as a whole. The cohort is becoming more ethnically diverse with an increase in the number of Asian and African-American students and a decrease in the number of white, non-Hispanic students. The average age of the entering class has been decreasing for the past few years. A significant percentage of the entering cohort already has a bachelor's degree, but this percentage has not been changing.

The enrollment and load have been consistent for the past decade. The enrollment is limited by the number of training site available for students and the job market for graduates of the program. The success and retention is quite high. There is considerable competition to get into the program with 100-130 applications each year for the 20 spots in the class. This allows the program to select students most likely to be successful. In addition the students move through the program as a cohort, which also improves retention and success.

There has been a significant decrease in the number of student planning to transfer after completion of the program. There are few BAs programs or BS in Radiologic Technology for the students to transfer into. However, as a program we would like to explore the possibility to develop a Bachelor's Degree Program in Radiologic Technology.

Note. At the state level they are looking at the likelihood to allow some community colleges to award Bachelor's Degrees.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

We have not had good result from hospitals' managers in responding to our graduate satisfaction surveys. This survey could be helpful to the program to determine employer satisfaction with the level of graduates' competency.

B. Future Program Expectations

Tools: San Mateo County's Largest

Employers <http://www.labormarketinfo.edd.ca.gov/majorer/countymajorer.asp?CountyCode=000081>

Staffing Patterns in Local Industries &

Occupations <http://www.labormarketinfo.edd.ca.gov/iomatrix/staffing-patterns1.asp>

Reflection: Describe how changes in health care related to employment needs, new technology, and new transfer requirements could affect the Program.

Uncertainty – Effect of Obamacare on the health care industry

Businesses increasing wellness incentives in their health care plans offered to employees

Aging population and health care needs

Radiologic technologists continued delay of retirement

Trends – Health care systems replacement of buildings

Increase in outpatient facilities and outpatient procedures

Change in continuing education requirements for radiologic technologists

Equipment – Health care facilities replacing old equipment with state-of-the art digital imaging systems

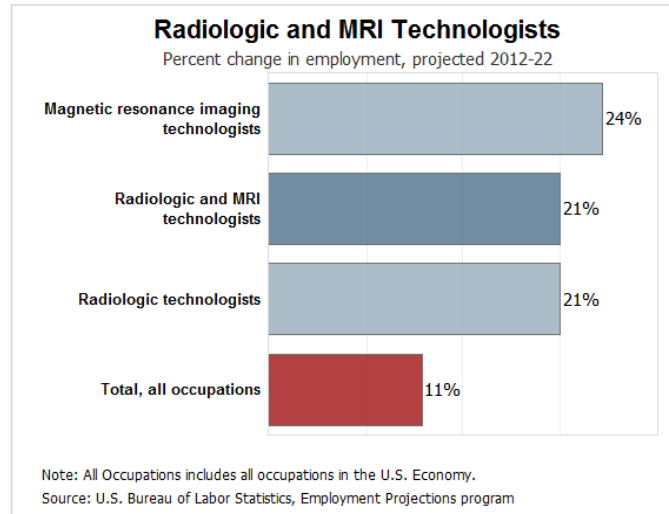
Increase in public awareness of the need for radiation safety

Health care and specifically imaging technologies have evolved dramatically the last few years. This evolution effects how and what we teach our students. To be able to stay current, our faculty regularly attend conferences and seminars, but more importantly most members of our faculty work in health care, where they are exposed to new technologies, new equipment and overall new trends.

According to Bureau and Labor Statistics Occupation Outlook Handbook 2014 – 15 Edition, the expected increase between 2012 and 2022 is 21%, better than the average for all occupations.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS



“An increasing aging population will have more medical conditions, such as breaks and fractures caused by osteoporosis, which require imaging to diagnose and treat. Radiologic technologists will be needed to maintain and use the diagnostic equipment.

Although hospitals will remain the main employer of radiologic technologists, a number of new jobs will be in physicians' offices and in imaging centers. Employment in these healthcare settings is expected to increase because of the shift toward outpatient care whenever possible. Outpatient care is encouraged by third-party payers as a cost-saving measure and is made possible by technological advances, such as less expensive equipment, which allow for more procedures to be done outside of hospitals.

Radiologic technologists with multiple certifications will have the best job prospects.”
<http://www.bls.gov/ooh/healthcare/radiologic-technologists.htm>

6. Action Plan

Provide your action plan based on the analysis and reflections provided in the previous sections.

Actions:

- Identify next steps to be taken and timelines.
- Identify questions that will serve as a focus of inquiry for the next year.
 - Determine the assessments; set the timeline for tabulating the data and analyzing results.
 - Describe what you expect to learn from the assessment efforts.



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1. Improve retention rate through early intervention and remediation.
 - Is there a relationship of prerequisite course grades and student performance in the program?
 - The assessment will review grades in anatomy, chemistry and physiology and compare to course grades in radiographic positioning, radiation biology and image production.
 - Assessment will begin in the first semester (Fall) and completed at the end of the second semester (Spring).
 - If there is a relationship between prerequisites and student performance that affects attrition rate, then it may be helpful to review our admission process or develop early intervention tools to assist students previously identified.
 - Is there a relationship between the numbers of hours a student works outside of the program and student performance?
 - We will review grades of all students and compare working to non-working students' performance.
 - This survey will be performed at the end of the second semester of the first year.
 - If there is a negative relationship between the number of hours students work and performance, we will share this information with students and refer them to financial aid.
 - If RADT 430 is offered 3 days per week rather than 2 days per week, will this improve retention?
 - The assessment will review retention of the past three (3) years and compare retention rate.
 - If there is a positive relationship between offering the course three (3) days per week, the course will be changed to three (3) days per week.
2. Determine employer satisfaction with Cañada College radiologic technology graduates.
 - How can we encourage managers to respond to employment satisfaction survey?
 - We will do surveys by mail, email and on-line surveys
 - Survey will be completed 1 year after graduation.
 - If we receive a higher number of responses, we expect to have clear results of the work that is done by our graduates.
3. Investigate the feasibility of a Bachelor's Degree program.
 - Survey hospitals' managers in the greater bay area.
 - Survey graduates
 - Consult with professional associations, such as the American Society of Radiologic Technology (ASRT).



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7. Resource Identification

A. Faculty and Staff hiring requests

Actions:

- Explain how hiring requests will serve the Program/Division/College needs
- Use supporting data.

There has been a substantial increase in the clerical requirements of both the program coordinator and clinical coordinator/instructor. The Joint Review Commission on Education in Radiologic Technology (JRCERT) has on-site program review has stated that the program is not in compliance with Objective 2.4 of the Standards for an Accredited Educational Program in Radiology. A request for clerical assistance has been submitted to the college.

B. Professional Development needs

Actions:

- *List the professional development activities the faculty and staff participated in this year.
- *Explain how professional development activities in the past six years have improved student learning outcomes.
- *Describe professional development plans for next year.

1. By having completed a Master's program in Radiation Health Physics by the program director, the depth and understanding has improved in subjects such as radiobiology, radiographic image production, quality management and radiation protection.
2. The clinical coordinator also completed a Master's program in education which has helped improve the quality of clinical education. This has revealed an improvement in student employment readiness.
3. Program faculty attended California Society of Radiologic Technologists (CSRT) and Radiologic Technology Educators of California (RTEC) conference and Flex Days. These conferences keep us current with developments in the profession which we incorporate into our curriculum.

Note: The clinical coordinator has also mentored adjunct faculty and clinical instructors in assessing students. This has helped the program identify early, students who need assistance. The clinical coordinator is also president of the Radiologic Technology Educators of California (RTEC).

1. Faculty will continue to attend California Society of Radiologic Technologists (CSRT) and Radiologic Technology Educators of California (RTEC) conferences and Flex Days.



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2. Program director will be attending a JRCERT workshop on program analysis
3. Clinical coordinator and adjunct clinical staff will participate in-services at our clinical affiliates to learn a variety new state-of-the-art equipment.

C. Instructional Equipment requests

Actions:

- List instructional equipment requests (include item description, suggested vendor, number of items, and total cost).
- Explain how it will serve the Program/Division/College needs.

- Fluoroscopy unit – this unit will provide “live” x-ray for the teaching of RHB fluoroscopic requirements to our students, as well as for physician assistants and radiologic technologists looking for continuing education. Approximate cost is \$85,000.
- PIXY® radiographic phantom. PIXY is made of tissue-equivalent materials and has life-like articulations. Students have no difficulty in maneuvering PIXY into most desired positions. PIXY is used to demonstrate anatomy and evaluate positioning and imaging techniques, including kVp, mAs, contrast, optical density, OFD and TFD. Radiographs of PIXY are optically equivalent in density and contrast to human patients. PIXY permits unlimited exposures and tolerates trainee errors. Approximate value \$35,000.00
- Test Tools for digital imaging. This equipment will be helpful to teach students about quality control with state of the art digital systems. Approximate value \$5000.00 from various venders.
- Ionization Chamber. This equipment is utilized to measure radiation exposure and to calculate radiation dose. Approximate cost \$5,000.00 from various venders.
- High resolution projector for classroom with appropriate cables. High resolution is necessary to view radiographic images especially for pathology identification. Approximate cost \$2500.00 from various venders.

Note: All of the above will allow us to better prepare our students for the current and future job market, as well as offering continuing education courses to the working radiologic technologist. Explanation for specific use is included in the above equipment request.

D. Facilities requests

Actions:



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- List facilities requests (include custodial, repairs, maintenance, new building/lab/classroom, utility needs)
- Explain how the requests will serve the Program/Division/College needs.

The greatest need is space for the fluoroscopy unit. See the 2013 proposal below:

Cañada College Proposal

Project: Renovation of 5-112 into a dedicate training room for fluoroscopy

Rationale:

- 1) There is a current need in the health field for fluoroscopy training courses. That need will increase when the physician assistants become eligible. We, at Cañada College, offer certification in fluoroscopy for our radiologic technology students using equipment at our partner clinical facilities. With fluoroscopy equipment on site at the college, we would be in a position to offer classes for continuing education students, including physicians and physician assistants. As a continuing education certification program, we would be able to generate enough income to, at a minimum, pay for the yearly maintenance and up keep of the equipment.
- 2) Currently, physicians and certified radiologic technologists are the only ones permitted to carry out fluoroscopy. The state has passed a bill allowing physician assistants to be certified to do fluoroscopy in clinical settings. The curriculum requirements for this certification are still being developed, but it appears that the requirements will be intermediate between those required for physicians and for radiologic technologists. Therefore, physician assistants will need additional certification and this fluoroscopy facility would serve in that capacity. Additionally, we would be able to train current radiologic technologists and physicians.

Scope of Project:

We propose to convert a conference room into the fluoroscopy training facility. The room, 5-112, is on the ground floor with 3 sides either outside wall or concrete. Converting a conference room means that there is no loss of classroom space on campus. Classroom furniture and AV equipment are already present. The location is also near to the Center for International and University Studies (CIUS), which would be involved in managing the continuing education certification program.

Costs:

- 1) Portable fluoroscopy equipment – We have decided to equip this room with a portable machine, since this is the equipment used by physician and physician assistants. It also does not require as much shielding as a permanently installed machine, not does it need renovation of the ceiling to support the fixed equipment. We have obtained cost estimates for a portable fluoroscopy



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machine ranging from \$80,000 - \$200,000. The high end value is for a new machine with all of the extra features. We have an estimate of \$85,000 for a refurbished OEC 980 ESP C-Arm System machine that would be perfect for our purposes (see attached estimate).

- 2) Shielding – We have been in contact with the State and determined that no additional shielding is required for this equipment
- 3) Additional security will be needed for the room.

Estimate:

We estimate that \$100,000 will be needed to convert 5-112 into a functioning fluoroscopy training room including the refurbished machine, delivery, set up and security.

E. Office of Planning, Research & Student Success requests

Actions:

- List data requests for the Office of Planning, Research & Student Success.
- Explain how the requests will serve the Program/Division/College needs.

Program Review Department Data packets provides sufficient information. No additional information from the Office of Planning, Research & Student Success is required at this time.



**COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS
EXECUTIVE SUMMARY
TO BE SUBMITTED TO THE SMCCCD BOARD OF TRUSTEES
(2 page maximum)**

Program Title: Radiologic Technology

Program Vision and Mission (refer to #3B)

The mission of the Radiologic Technology Program at Canada College is to provide a high quality vocational education to members of our diverse community who seek a career in the Radiologic Technology profession.

The Radiologic Technology program enables students to develop the skills necessary for gainful employment through clinical training, fosters students' academic success through lectures and laboratory exercises, and provides a professional labor pool to match the needs of our community.

Program Strengths

1. The curriculum is logically organized in such a way to lay a strong foundation for future courses.
2. We provide an in depth look at key aspects of the radiologic technology including; communication skills, radiation physics, protection and effects, radiographic positioning and image creation.
3. Our curriculum provides a well-rounded clinical experience which includes pediatric, high volume outpatient clinics and general hospital. This applied knowledge allows the student to practice in any hospital environment.
4. Providing laboratory experience on campus with two non-producing x-ray units and one producing x-ray unit.
5. All courses have a critical thinking component that prepares students for their future career in radiologic technology.

The strength of the curriculum is further demonstrated by our retention rate, the California Department of Public Health, Radiation Health Branch Fluoroscopy and Mammography examination results and American Registry of Radiologic Technologists national examination results.

Program Challenges

1. There is not a level one trauma facility in San Mateo County, therefore we are not affiliated with such a facility.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS

A partial solution is to incorporate simulated trauma situations in our lab experience. The request for a trauma PIXY Phantom will allow students to further their trauma skills.

2. It appears that students are overloaded in the spring semester of the first year.

A possible solution that program official will investigate in to change courses to 3 days per week.

3. The program has found the students are weak in anatomy. Prerequisite requires within past 3 years; by the second year in the program, it is up to 5 years since students have completed anatomy.

One possible solution is to incorporate a comprehensive anatomy review in RADT 410.

4. It appears that students are overloaded in the spring semester of the second year.

A possible solution that program officials will review course content in RADT 442 Pathology to ensure the content is the appropriate level.

5. Substantial increase in the clerical requirements of both the program coordinator/faculty and clinical coordinator/faculty.

A clerical position has been requested to the college.

Action Plan Summary (refer to #6)

1. Program faculty will assess the relationship between prerequisites and students' performance in the program.
2. Investigate the relationship between the number of hours students work outside of the performance and student performance.
3. Assess if moving RADT 430 to three days per week improves student retention.
4. Encourage managers to participate in our surveys. A higher rate of responses will provide us with a more accurate graduate performance in a job setting.
5. Program faculty will investigate the feasibility for a Bachelor's Degree program.



COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS EVALUATION OF THE PROCESS

To improve the Comprehensive Program Review and Analysis process your help and suggestions are instrumental. We ask that all parties responsible for preparation of this review have input into the evaluation. After completion of this process, please take a few moments to complete and return this evaluation to the chair of the Curriculum Committee.

Program Title: Radiologic Technology

Estimate the total number of hours to complete your Program Review. approximately 80 to 100 hours

1. Was the time frame for completion of the Comprehensive Program Review and Analysis adequate? If not, explain.

Yes

2. Was the instrument clear and understandable? Was it easy to use? If not, explain and offer suggestions for improvement.

Yes

3. Were the questions relevant? If not, please explain and offer specific suggestions.

Yes, questions were generally relevant.

4. Did you find the Comprehensive Program Review and Analysis process to have value? If not, please explain and offer suggestions.

The Comprehensive Program Review and Analysis provided some additional information that that was not revealed in our accreditation process.

5. Was the data you received from administration complete and presented in a clear format? Would you like additional data?

Yes

6. Please offer any comments that could improve and/or streamline Comprehensive Program Review and Analysis process.

For programs that have an outside accreditation process, such as the Radiologic Technology Program, it would be simpler to submit accreditation assessment plans with additional information if requested.



**COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS
CHECKLIST**

- ☐ All Annual Program Plans since the last Comprehensive Program Review process
- ☐ Completed Executive Summary page
- ☐ Completed Evaluation of the Process page
- ☐ Additional data

Program Title: Radiologic Technology Program **Date Submitted:** 31 March 2014

Review Committee Chair Rafael Rivera

Review Committee Member Pamela D. Jones



**COMPREHENSIVE PROGRAM REVIEW AND ANALYSIS
INSTITUTIONAL RESPONSE SHEET**

Program Title: [Click here and type]

Thank you for your time and effort in preparing this Comprehensive Program Review and Analysis. Your Executive Summary, with recommendations, will be forwarded to the College Planning Council.

1. Division Dean Signature: _____ **Date:** _____

Comments:

2. Curriculum Committee Chair: _____ **Date:** _____

Comments:

3. College Vice President: _____ **Date:** _____

Comments: