PROGRAM: *Rad Tech*

FY 2013: Instructional Five Year Program Review

What is a Program Review?

This program review is a comprehensive study of the quality and cost effectiveness of a particular student and/or academic support service program. The purpose of Sauk's program review process is to promote continuous improvement and to link those improvements to other internal processes, including curriculum development, assessment, budgeting, facility planning, and to the strategic plan through operational plans. Information provided in program reviews will be used in internal reports, reports to other agencies, and for institutional planning. The program review for each area is conducted once every five years as dictated by a schedule created by the Illinois Community College Board (ICCB).

Why is a Program Review necessary?

ICCB requires all academic & cross-disciplinary programs and all student and academic support services to conduct a program review at least once every five years. The program review process should:

- Examine the need for the program, its quality, and its cost of operation.
- Involve employees of the unit as well as individuals not employed within the unit.
- Examine current information and data on enrollment, persistence, retention, and other data.
- Produce results that are considered in operational planning and budget allocation decisions.

The College's annual required *Program Review Report* to the ICCB comes directly from the approved program reviews.

Also, as a part of accreditation, the Higher Learning Commission (HLC) requires institutions to have an established process to regularly review all programs. Each institution is allowed the latitude to develop and administer a review process that is suited to the institution's unique circumstances and needs.

Timeline for the Program Review Process	
April/May	Areas are informed that they are scheduled to conduct a program review in the fall of the next academic year
July-Early September	Optional "early start" is available to areas who want to get the Program Review process started sooner. Area leaders are designated Chair of their program review team. A mandatory orientation will be scheduled and hosted by the Dean of Institutional Research and Planning (IR).
Fall semester	Areas conduct their program reviews using this template. The Dean of IR is always available to answer questions during the review process. Occasionally, rough drafts of the PR document will be requested by the Dean of IR for review to stay apprised of progress.
December 20	**Program reviews and all other required forms are due.** Area leaders are responsible for having their Program Reviews submitted on-time or early.
Fall Semester-March	The college's Program Review Committee will evaluate area program reviews as they are submitted, request revisions, and approve final reviews. Finally, all program reviews must approved by the President.
April 1	Equipment Requests, Personnel Change Requests, and Major Project Requests from ***approved*** program reviews, will be forwarded for consideration using the budget allocation process.
Late April	Instructional areas will submit next year's operational plans, including action items identified in the program review.

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Instructions

- The area will form a program review team comprised of 5 to 10 individuals recommended from the following groups:
  - Area/department faculty or staff
  - Other employees that are outside the department
  - 1 or 2 students
  - Community members and/or industry representatives who are not SVCC employees
- The program review team will complete this template during the review process. Other formats will not be accepted.
- All form areas/questions must be completed (unless specifically noted otherwise).
- Resources needed before the Program Review process begins:
  - Past Operational Plans for your area (last five years)
  - Past Program Review for your area
  - Current FY Operational Plan (they will be modified as the PR process occurs)
  - Access to the College catalog (online)
- **The required ICCB form (found at the end of this template) MUST be completed for each degree or certificate being reviewed**. It is only one page in length. Make copies of the form as needed and insert into this template.
- The ICCB Best Practices Report is optional and may describe the entire unit or a specific practice. If you choose to complete this piece, you should discuss your best practice and supply evidence of its effectiveness.
- Type the names of the program review team on the SIGNATURES AND APPROVAL page and have the team members sign it during your area's first meeting.
- Submit the following by **December 20th** or earlier to the Dean of IR (Steve Nunez):
  - An electronic version of the completed program review template. Do not create a printed copy of the document.
  - The current FY Operational Plan with Program Review modifications added.
  - The completed Signatures and Approval page

- The approval process:
  - Submission of the completed PR template to the Program Review Committee alone does not constitute approval.
  - The Program Review Committee may request additional analysis, clarification, or information, and will not approve the review until it is satisfied that its requests have been addressed
    - Reviews must be approved by the committee and the President *by April 1st* in order for requests to be forwarded for budgetary consideration. Reports submitted after December 20th may not be approved by the Program Review committee by the April 1st deadline which may jeopardize area budgets.

Data forms supplied to you for the Program Review: DT1 (enrollment, completion, and persistence data), DT2 (# declared majors & declared major completions), DT3 (CTE follow-up study), DT4 (program income vs expenses), & DT5 (program staffing).

QUESTIONS: Contact the Program Review Committee Chair, Steve Nunez (ext. 263), with any questions regarding your program review.

PROGRAM: *Rad Tech*

FY 2013: Instructional Five Year Program Review

Alignment with the College Mission

College Mission *Tells who we are as an institution and what we do*

SAUK VALLEY COMMUNITY COLLEGE is an institution of higher education that provides quality learning opportunities to meet the diverse needs of its students and community.

College Vision *Tells where we want to go as an institution*

SAUK VALLEY COMMUNITY COLLEGE will be recognized as a benchmark institution of higher education that provides exceptional learning opportunities in response to the diverse needs of its students and community.

Program Mission

It is the mission of Sauk Valley Community College Program in Radiography to provide quality education in Radiography, to produce academically and clinically competent radiographers.

PART 1: PROGRAM NEED & VIABILITY

The viability component focuses on quantitative analysis for the need for the program(s)

Enrollment, completion, and persistence trends

Insert Data Table 1 here

DATA TABLE 1: Course Enrollment — **Discipline Group:** **Rad Tech**

Tutorials not included. Honors students included. Honors sections not included.

Row		FY08	FY09	FY10	FY11	FY12	5 Year Total
a	Total Sections Offered	78	74	80	77	77	386
b	Total Enrollment at 10th day	395	386	412	387	343	1923
c	Average enrollment for all sections offered at 10th day	5.1	5.2	5.2	5.0	4.5	5.0
d	Proportion of successful completions (A,B,C or P)	96.2%	99.0%	99.0%	96.9%	95.6%	97.3%
e	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	96.5%	99.5%	100.0%	97.7%	96.5%	98.0%
f	Course	RAD 184	RAD 184	RAD 184	RAD 184	RAD 184	
g	Sections	12	12	12	11	12	59
h	Enrollment at 10th day	27	28	26	26	23	130
i	Average enrollment per section at 10th day	2.3	2.3	2.2	2.4	1.9	2.2
j	Proportion of successful completions (A,B,C or P)	77.8%	96.4%	100.0%	92.3%	78.3%	89.0%
k	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	77.8%	96.4%	100.0%	92.3%	78.3%	89.0%
l	Course	RAD 185	RAD 185	RAD 185	RAD 185	RAD 185	

m	Sections	11	12	12	11	11	57
n	Enrollment at 10th day	21	27	25	22	18	113
o	Average enrollment per section at 10th day	1.9	2.3	2.1	2.0	1.6	2.0
p	Proportion of successful completions (A,B,C or P)	100.0%	96.3%	100.0%	90.9%	100.0%	95.7%
q	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	100.0%	100.0%	100.0%	90.9%	100.0%	97.0%
r	Course	RAD 186	RAD 186	RAD 186	RAD 186	RAD 186	
s	Sections	12	9	12	12	11	56
t	Enrollment at 10th day	25	20	26	23	20	114
u	Average enrollment per section at 10th day	2.1	2.2	2.2	1.9	1.8	2.0
v	Proportion of successful completions (A,B,C or P)	96.0%	100.0%	100.0%	100.0%	100.0%	99.2%
w	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	96.0%	100.0%	100.0%	100.0%	100.0%	99.2%
x	Course	RAD 191	RAD 191	RAD 191	RAD 191	RAD 191	
y	Sections	1	1	1	1	1	5
z	Enrollment at 10th day	27	28	26	26	24	131
aa	Average enrollment per section at 10th day	27.0	28.0	26.0	26.0	24.0	26.2
ab	Proportion of successful completions (A,B,C or P)	100.0%	100.0%	100.0%	92.3%	95.8%	97.6%
ac	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	100.0%	100.0%	100.0%	96.2%	95.8%	98.4%
ad	Course	RAD 192	RAD 192	RAD 192	RAD 192	RAD 192	
ae	Sections	1	1	1	1	1	5
af	Enrollment at 10th day	21	27	25	22	18	113
ag	Average enrollment per section at 10th day	21.0	27.0	25.0	22.0	18.0	22.6
ah	Proportion of successful completions (A,B,C or P)	100.0%	100.0%	100.0%	100.0%	94.4%	98.9%
ai	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
aj	Course	RAD 194	RAD 194	RAD 194	RAD 194	RAD 194	
ak	Sections	1	1	1	1	1	5
al	Enrollment at 10th day	28	28	26	26	24	132
am	Average enrollment per section at 10th day	28.0	28.0	26.0	26.0	24.0	26.4
an	Proportion of successful completions (A,B,C or P)	78.6%	96.4%	96.2%	88.5%	75.0%	86.9%
ao	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	78.6%	96.4%	100.0%	92.3%	79.2%	89.3%
ap	Course	RAD 195	RAD 195	RAD 195	RAD 195	RAD 195	
aq	Sections	1	1	1	1	1	5
ar	Enrollment at 10th day	21	27	25	22	19	114
as	Average enrollment per section at 10th day	21.0	27.0	25.0	22.0	19.0	22.8
at	Proportion of successful completions (A,B,C or P)	95.2%	100.0%	96.0%	90.9%	100.0%	96.4%
au	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	100.0%	100.0%	100.0%	90.9%	100.0%	98.2%
av	Course	RAD 196	RAD 196	RAD 196	RAD 196	RAD 196	
aw	Sections	1	1	1	1	1	5
ax	Enrollment at 10th day	25	20	26	23	20	114
ay	Average enrollment per section at 10th day	25.0	20.0	26.0	23.0	20.0	22.8

az	Proportion of successful completions (A,B,C or P)	96.0%	95.0%	96.2%	95.7%	95.0%	95.6%
ba	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	96.0%	100.0%	100.0%	100.0%	100.0%	99.2%
bb	Course	RAD 197	RAD 197	RAD 197	RAD 197	RAD 197	
bc	Sections	1	1	1	1	1	5
bd	Enrollment at 10th day	24	19	25	22	19	109
be	Average enrollment per section at 10th day	24.0	19.0	25.0	22.0	19.0	21.8
bf	Proportion of successful completions (A,B,C or P)	100.0%	100.0%	96.0%	100.0%	100.0%	99.2%
bg	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
bh	Course	RAD 200	RAD 200	RAD 200	RAD 200	RAD 200	
bi	Sections	1	1	1	1	1	5
bj	Enrollment at 10th day	24	19	25	21	19	108
bk	Average enrollment per section at 10th day	24.0	19.0	25.0	21.0	19.0	21.6
bl	Proportion of successful completions (A,B,C or P)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
bm	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
bn	Course	RAD 284	RAD 284	RAD 284	RAD 284	RAD 284	
bo	Sections	12	9	12	10	11	54
bp	Enrollment at 10th day	24	19	25	21	19	108
bq	Average enrollment per section at 10th day	2.0	2.1	2.1	2.1	1.7	2.0
br	Proportion of successful completions (A,B,C or P)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
bs	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
bt	Course	RAD 285	RAD 285	RAD 285	RAD 285	RAD 285	
bu	Sections	12	9	12	10	11	54
bv	Enrollment at 10th day	24	19	23	22	19	107
bw	Average enrollment per section at 10th day	2.0	2.1	1.9	2.2	1.7	2.0
bx	Proportion of successful completions (A,B,C or P)	100.0%	100.0%	100.0%	100.0%	94.7%	98.9%
by	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	100.0%	100.0%	100.0%	100.0%	94.7%	98.9%
bz	Course	RAD 286	RAD 286	RAD 286	RAD 286	RAD 286	
ca	Sections	8	12	9	12	10	51
cb	Enrollment at 10th day	16	24	19	23	22	104
cc	Average enrollment per section at 10th day	2.0	2.0	2.1	1.9	2.2	2.0
cd	Proportion of successful completions (A,B,C or P)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
ce	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
cf	Course	RAD 294	RAD 294	RAD 294	RAD 294	RAD 294	
cg	Sections	1	1	1	1	1	5
ch	Enrollment at 10th day	24	19	25	21	19	108
ci	Average enrollment per section at 10th day	24.0	19.0	25.0	21.0	19.0	21.6
cj	Proportion of successful completions (A,B,C or P)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
ck	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
cl	Course	RAD	RAD	RAD	RAD	RAD	

		295	295	295	295	295	
cm	Sections	1	1	1	1	1	5
cn	Enrollment at 10th day	24	19	23	22	19	107
co	Average enrollment per section at 10th day	24.0	19.0	23.0	22.0	19.0	21.4
cp	Proportion of successful completions (A,B,C or P)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
cq	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
cr	Course	RAD 296	RAD 296	RAD 296	RAD 296	RAD 296	
cs	Sections	1	1	1	1	1	5
ct	Enrollment at 10th day	24	19	23	22	19	107
cu	Average enrollment per section at 10th day	24.0	19.0	23.0	22.0	19.0	21.4
cv	Proportion of successful completions (A,B,C or P)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
cw	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
cx	Course	RAD 297	RAD 297	RAD 297	RAD 297	RAD 297	
cy	Sections	1	1	1	1	1	5
cz	Enrollment at 10th day	16	24	19	23	22	104
da	Average enrollment per section at 10th day	16.0	24.0	19.0	23.0	22.0	20.8
db	Proportion of successful completions (A,B,C or P)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
dc	Persistence Rate completions (A,B,C,D,F,P,Q, or I)	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

1. Using data table 1, *describe* the five-year enrollment trends in the program and in specific classes if different than the program as a whole. If possible, *explain* the enrollment trends.

Enrollment for radiology introductory courses/admission to the program is determined by Joint Review Committee on Education in Radiologic Technology (JRCERT) requirements for one student to one technologist ratio in the clinical setting and by job market demand. FY08 had the highest enrollment with 28 students, it has decreased slightly over the last few years with FY12 at 24 students. This mirrors the decline of technologists in the clinical setting. This may be the result of patient census decreases as people are not having imaging studies performed if they are not absolutely necessary. Also departments are decreasing staff to offset decreases in reimbursements being paid to the site.

Enrollment trends have remained consistent in the last five years through the post introductory courses of the program. FY12 was slightly lower due to lower student retention. A higher amount of students withdrew from the program for health or personal reasons. Enrollment is expected to remain consistent in the future.

Qualified applicants to the program: FY 08—67 applicants. FY 09- 62 applicants. FY 10—62 applicants. FY 11—71 applicants FY 12-- 80 applicants FY 13—65 applicants.

2. Use data table 1. For each class listed, is the average 10th day enrollment equal to or greater than 10 students? If the average enrollment is below 10 students, please *justify* the small class size.

Enrollment is greater than 10 students in each course. Course sections 184, 185, 186, 284, 285,

286 do have less than 10 students in each section. These sections are clinical sites and have limited student enrollment. This is determined by the number of technologists working in the department. The student to technologist ratio is 1:1.

3. Using data table 1, *describe* the five-year successful program completion trends (students pass the class with A, B, C or P grades) and course completion trends if different than the program as a whole. If possible, *explain* the completion trends.

95% or higher is the successful completions of all courses totaled.

The courses with the lowest successful completions are the introductory courses of the program—Rad 184 and Rad 194. Rad 184 course completions ranging from 77.8% to 100%. Rad 194 course completions ranging from 75% to 96.4%. Rad 184 is a clinical internship and exit interviews indicate that some students start this and realize that the job is not what they expected and withdraw for that reason. Rad 194 is a didactic course that runs concurrently with Rad 184. This accounts for most of the unsuccessful completions in Rad 194. Other student reasons for withdrawing have been time commitment and finances.

4. Using data table 1, *describe* the five-year persistence rate trends for the program (students remain in the class and receive grades of A-F, P, Q, or I) and course persistence trends if different than the program as a whole. If possible, *explain* the course persistence trends.

Overall persistence rate completions are 96.5% to 100%.

The introductory courses Rad 184 and Rad 194 have the lowest percentage for persistent trends 77.8% to 100%. These numbers are very similar to the completion rate numbers for these courses. From FY08 through FY12 three students have received a failing grade for Rad 184 or Rad 194 which reflects a higher persistence trend percentage compared to course completion percentage. Students in Rad 184 or Rad 194 rarely fail the course, but more often withdraw from the courses for personal reasons.

5. *Describe* what the area already did to improve completion and persistence trends (#3 & 4 above) since the last program review. *Indicate* how frequently each effort was conducted during the past five years.

Exit conferences were performed to improve completion rates. Students that withdraw from the program have an exit conference with the Clinical Coordinator and Program Director.

Students that have failed a course are offered the option to return the following year to continue the program. We have had four students in the last two years return to the program with this option. Three of the students are progressing well in the course work. One student has graduated from the program.

6. *Describe* what the area will do to improve completion and persistence trends (#3 & 4 above) during the next five years.

Informational meetings for prospective students will be changed. The meeting time will be

increased from 1 hour to 1 ½ hours. More information on the job requirements and description will be added to give the students a better idea of what the job entails.

The job shadowing/hospital observation requirement will be changed. The prospective student will be paired up with a current second-year student when they complete the hospital observation. This gives the prospective student the opportunity to ask more questions about the program and get information from a current student's point of view.

Include a midterm conference by Program Director or Clinical Coordinator with each student in Rad 184 to identify any issues they may have with adjustment to the clinical setting or concerns with expectations of the program or career.

The Early Alert System retention program will be utilized for students that are demonstrating academic or personal issues that may interfere with their completion of the program

→Retention & persistence plans were added to the area's Operational Plan? ☐x YES!

Declared Majors: Trends

Insert Data Table 2 here

DATA TABLE 2: Completion Data						Discipline Group: Rad Tech	
Row		FY08	FY09	FY10	FY11	FY12	5 Year Total
Totals for all Programs in Discipline							
a	Declared majors	27	28	26	26	24	131
b	Number of program completions	16	23	19	22	22	102
c	Average number of Fall & Spring terms to completion	4	4	4	4	4	4
Program:	**Radiologic Technology (AAS 0051)**						
d	Declared majors	27	28	26	26	24	131
e	Number of program completions	16	23	19	22	22	102
f	Average number of Fall & Spring terms to completion	4	4	4	4	4	4

7. Using data table 2, *describe* the five-year trends pertaining to the number of declared majors. If possible, explain the trend.

The number of declared majors accepted into the program has decreased slightly. Our accreditation requirement is to have a one student to one technologist ratio in the clinical setting. Some of our clinical sites have decreased their staff. We have decreased our new student admissions to the program to match the required ratio in the clinical setting.

8. Using data table 2, *describe* the five-year program declared major completion trends. If possible, explain the trend.

Completion trends average 78%. It has ranged from 60% to 92% with FY 09 - FY12 being fairly consistent; FY 08 was an aberrant year with a higher than usual number of withdraws due to health, financial, or personal reasons.

9. Use data table 2 to *verify* that students are not taking more than 6 fall/spring semesters to compete a degree or 4 fall/spring semesters to complete a certificate. *Explain* any discrepancies.

Every year has 4 fall/spring semesters for completion.

10. *Describe* what was already done by the area to increase the number of program completions since the last program review. Indicate how frequently each effort was conducted during the past five years.

Online publisher content has been added to Rad 194, Rad 195, Rad 196, Rad 197 to supplement lecture material and to aid in presenting content. Exit interviews were conducted with students withdrawing from the program to help resolve clinical issues.

11. *Describe* what will be done to increase the number of program completions during the next five years.

Rad program completion relies on course completions. If the introductory course completions are increased, it is expected that program completions will increase. We will increase informational meeting length and content. Mid-term and final evaluation conferences with each student will be performed. We will continue with exit interviews and continue with the option to return to the program the following year for students that have had an unsuccessful completion of a course.

→Was the plan to increase program completions added to the area's Operational Plan? ☐x YES!

Marketing
Systematic efforts aimed at attracting students to the program and increasing the numbers of declared majors.

12. Not including the catalog and program brochure, *describe* how the program has already been promoted and marketed *to increase program enrollment and the number of declared majors* during the past five years, and the frequency of each promotional or marketing activity. Examples included departmental website, high school visits by faculty/staff, community presentations, etc.

SVCC Radiology website was created to promote the program and create interest in the field. JRCERT requires Radiologic Technology programs to publish success rates, registry pass rates, and employment rates. The website was created 8 years ago. It contains information on career opportunities in the field, clinical locations, information sessions, success rates, registry pass rates, mission statement, admission process, program requirements, goals, course schedule, faculty, and equipment. The content on the website is updated yearly.

Freeport Health Fair is offered yearly and is an event focused toward high school students. High school students from the northwest area of the state attend information sessions and then visit college booths for information on offered programs. SVCC Radiography program has

been represented there for the last five years.

The radiography program has information available and a representative present at the yearly College night event held at SVCC.

13. *Describe* how the program's faculty/staff can promote and market the program AND additional ways the college can market the program in the future to *increase program enrollment and the number of declared majors.*

Faculty will attend Rockford Health Fair yearly to provide brochures and information. Program brochures will be distributed at clinical sites that have high school tours through the radiology departments. This currently includes St. Anthony Hospital in Rockford and KSB Hospital in Dixon.

The Radiography club will promote the program through participation in Sauk Fest, Rad Tech week activities, and community service participation.

First-year, first-semester enrollment is determined by clinical capacity and is not influenced by marketing. Retention of students influences enrollment. An increased applicant pool increases the number of highly qualified applicants that may have a better chance of success in the program.

→Was the PR/marketing coordinator contacted for suggestions? x☐ YES!

→Were the marketing suggestions added to the operational plan? x☐ YES!

Transferability ***Transfer Classes Only (if there are no transfer classes, skip to Question 17.***
Do the program's courses effectively transfer to 4-year institutions?

14. ICCB expects the college to maintain current articulation agreements for all 1.1 transfer courses. Use the following link to create a master table that shows the current articulation agreements for the program's courses. http://www.svcc.edu/students/equivale.pdf

SVCC Courses	Universities it articulates with
Rad Tech program	**The Rad Tech program transfers to the following universities located in Illinois: Southern Illinois University, University of St. Francis, Rush University. The program also transfers to several universities throughout the United States.

*To add more rows, right click on table and add rows.

15. If any course(s) does not transfer to at least four universities, indicate which course and what universities it does not transfer to or indicate "none."

→If there was a problem with transferability, was the transfer coordinator contacted to resolve the problem? ☐ YES! If NO, why?

16. Describe any other *recurring* problems related to IAI approved courses transferring to universities and what <u>needs</u> to be done to obtain resolution, ***OR*** if there were not any *recurring* problems, indicate "None."

→If there was a recurring problem, was the solution added to the Operational Plan? ☐ YES! If NO, why?

Career & Technical Programs (CTE)

Insert Data Table 3 here (CTE follow up study results)

Data Table 3 for CTE follow-up studies are not applicable, skip question 17

17. List any concerns identified in the *Career and Technical Follow-Up Study* and discuss solutions, ***OR*** if there were no concerns identified, indicate "No concerns."

18. <u>Occupational Wages</u>- LOCAL data: Use data from the *IDES (Illinois Department of Employment Security)* to answer the following question. Use this link to go to the IDES webpage for occupational wages: http://www.ides.illinois.gov/page.aspx?item=913

Once there, locate the section Economic Development Region Occupational Wages (PDF & Excel). Use Economic Development Region 6. Indicate Excel spreadsheet. Once the spreadsheet is loaded, click cursor over occupations. Find DATA in menu bar and sort A to Z. Find examples of occupational <u>entry wages</u> for your program. List them below. Supply relevant examples.

Occupation	Entry Wage
Radiologic Technologist	$18.31
	$
	$
	$

19. <u>Occupational Outlook</u>—LOCAL data: Use the data from the *IDES* to answer the following question. Use this link to go to the IDES webpage for employment outlook: http://www.ides.illinois.gov/page.aspx?item=911

Once there, locate the Local Workforce Area, Long Term section. Select region 6. Choose Excel. Once the spreadsheet is loaded, click cursor over occupations. Find DATA in menu bar and sort A

to Z. Find examples of employment outlook for the same occupations chosen above. List them in the table below. Supply relevant examples.

Occupation	# of jobs: 10 year long range forecast (use +/- to indicate growth or decline)	% projected change: 10 year long range forecast (use + or -)
Radiologic Technologists	+93	+16.26%

20. Occupational Wages & Outlook- NATIONAL data: Use data from the U.S. Bureau of Labor Statistics to answer the following questions. Use this link: http://www.bls.gov/ooh/home.htm Select occupational group and determine Entry level education. Then select occupation and answer median wage and job outlook question. List them below. Supply relevant examples.

Occupation	Entry Level Education	Median Wage ($ per hour)	"Job Outlook" or % projected growth (use +/-)
Radiologic Technologists	Associate's degree	$26.13	+28%
		$	
		$	
		$	

21. Summarize the information from the three tables above (local wages and long range jobs forecast & National wages and long range job forecast) and predict the future need for the programs under review.

Employment for Radiologic Technology is expected to grow faster than average for all occupations according to U.S. Bureau of Labor Statistics. The number of technologists is 220,000 and is expected to increase by 60,000 in the next eight years with a projected growth of 28%.

Data from Illinois Department of Employment Security for region 6 (Bureau, Carroll, Henry, Jo Daviess, La Salle, Lee, Mercer, Putnam, Rock Island, and Whiteside County) indicates that the need for technologists will expand from 572 to 665, a 16% increase.

Demand has dropped in our clinical sites in the past five years. Graduate employment is not immediate and sometimes takes months before graduates find employment. Many graduates are not willing to relocate. Some hospitals do anticipate growth in their departments which should maintain demand for new graduates.

Part 2: PROGRAM FINANCES & COST EFFECTIVENESS

Insert Data Table 4 here

DATA TABLE 4: Income and Expense Revenue Tutorials not included. Honors students included. Honors sections not included.					**Discipline Group:**	**Rad Tech**	
Row		**FY08**	**FY09**	**FY10**	**FY11**	**FY12**	**5 Year Total**
a	Direct income (Tuition & fees at 10th day)	$116,367	$116,669	$148,981	$153,733	$138,378	$674,128
b	Apportionment (Estimated)	$104,959	$114,581	$123,449	$113,153	$98,984	$555,126
c	**Total income** (Row a + b)	$221,326	$231,250	$272,430	$266,886	$237,362	$1,229,254
d	Employee expense (Salaries & benefits)[1]	$210,693	$242,966	$260,960	$240,197	$197,792	$1,152,608
e	Employees						
	Full time Faculty	2	2	2	2	2	
	Full time Faculty - non discipline	2	2	2	1	2	
	Adjunct Faculty	1	1	1	1	1	
	Off-campus (Dual Credit Faculty, Clinical supervisors, etc.)	2	2	2	2	3	
f	Supply expense (Purchases charged to budget supply line & software purchases)	$3,229	$5,632	$5,643	$4,631	$5,614	$24,749
g	Equipment expense (Purchases charged to budget equipment line)	$0	$0	$0	$118,500	$6,896	$125,396
h	Other expense (Any expense that does not fit into the above categories)	$9,524	$13,401	$18,342	$15,216	$14,885	$71,368
h	**Total expense** (Row d + f + g + h)	$223,453	$262,006	$284,952	$378,550	$225,195	$1,374,156
i	**Net income** (Row c - Row h)	-$2,127	-$30,756	-$12,522	-$111,664	$12,167	-$144,902

[1] Employee expense = Salaries (prorated by credits taught) + benefits (averaged across the College to eliminate penalties to programs due to dependent insurance coverage)

22. Using data table above, *describe* the five-year income and expense trends for each area.

The Radiography program has had a negative balance for four of the five years. FY11 included a one-time charge for a new digital x-ray unit purchase. All equipment for the department is now updated and no purchases should be necessary for several years.

FY12 was a cost effective year. This is anticipated to be the expected income or more for upcoming years. Employee expense was decreased by $42,000 due to a change in faculty longevity and scheduling.

There are several prerequisite courses for the program that students complete, which adds revenue to the college, but this revenue is not included in our income section. FY12 had a lower direct income from decreased student retention in the program.

23. *Describe* what your area did during the previous five years to improve the program's financial viability.

Adjustment of clinical hours for full and part time instructors was changed to 8 hour days to visit two sites per day in an effort to reduce mileage costs.

24. Describe what your area will do over the next five years to improve the financial viability of the program.

Computed tomography certificate program will be presented to the curriculum committee. This will be sent to ICCB for approval. Anticipated start date for this will be Fall 2013. The viability study for this program verified that it will be profitable. It will increase number of students enrolled and finances generated for the department. If ten students enrolled in the certificate program projected income would be $31,350.40 and projected expenses would be $8975.

Informational meetings will extended to better inform applicants of the profession. Student conferences at midterm will be implemented to increase student retention.

→Was the financial viability plan added to the area's Operational Plan?

[x] YES!

PART 3: PROGRAM QUALITY

The quality component focuses on qualitative analysis and issues

Course Scheduling

25. Use the Master Schedule to help you complete this table. Provide the program schedule by listing each course by course number and use an "X" to indicate each semester it is planned to be offered and whether the class was held at night or during the day and/or online. (e.g., IF a course is scheduled at night AND day in the Fall semester, then use an X to mark each box.)

COURSE NUMBER	DAY (BEFORE 4 PM) NIGHT (4 PM OR LATER) ONLINE	PREVIOUS FY: FALL SEMESTER	PREVIOUS FY: SPRING SEMESTER	PREVIOUS FY: SUMMER	CURRENT FY: FALL SEMESTER	CURRENT FY: SPRING SEMESTER	CURRENT FY: SUMMER SEMESTER
Rad 184	Day	[x]	[ ]		[x]	[ ]	
	Night	[ ]	[ ]		[ ]	[ ]	
	Online	[ ]	[ ]		[ ]	[ ]	
Rad 185	Day	[ ]	[x]		[ ]	[x]	
	Night	[ ]	[ ]		[ ]	[ ]	
	Online	[ ]	[ ]		[ ]	[ ]	

Rad 186	Day			x			x
Rad 194	Day	[x]	[ ]		[x]	[ ]	
	Night	[ ]	[ ]		[ ]	[ ]	
	Online	[ ]	[ ]		[ ]	[ ]	
Rad 195	Day	[ ]	[x]		[ ]	[x]	
	Night	[ ]	[ ]		[ ]	[ ]	
	Online	[ ]	[ ]		[ ]	[ ]	
Rad 196	Day	[ ]	[ ]	x	[ ]	[ ]	x
	Night	[ ]	[ ]		[ ]	[ ]	
	Online	[ ]	[ ]		[ ]	[ ]	
Rad 197	Day	[x]	[ ]		[x]	[ ]	
	Night	[ ]	[ ]		[ ]	[ ]	
	Online	[ ]	[ ]		[ ]	[ ]	
Rad 294	Day	[**x**]	[ ]		[**x**]	[ ]	
	Night	[ ]	[ ]		[ ]	[ ]	
	Online	[ ]	[ ]		[ ]	[ ]	
Rad 295	Day	[ ]	[**x**]		[ ]	[**x**]	
	Night	[ ]	[ ]		[ ]	[ ]	
	Online	[ ]	[ ]		[ ]	[ ]	
Rad 296	Day	[ ]	[**x**]		[ ]	[**x**]	
	Night	[ ]	[ ]		[ ]	[ ]	
	Online	[ ]	[ ]		[ ]	[ ]	
Rad 297	Day	[ ]	[ ]	**x**	[ ]	[ ]	**x**
	Night	[ ]	[ ]		[ ]	[ ]	
	Online	[ ]	[ ]		[ ]	[ ]	
Rad 191	Day	**x**			**x**		
Rad 192			**x**			**x**	
Rad 200		**x**			**x**		
Rad 284		**x**			**x**		

Rad 285			x			x	
Rad 286				x			x

*If more space is needed, you can add more rows to this table by "right clicking" on the last row and "inserting rows."

26. Use the table above to answer this question. For each degree and certificate under review, have courses been offered that are properly sequenced so a student could complete every degree and/or certificate in the number of semesters specified?

x ☐	Yes
☐	No

If no, please specify what degrees or certificates are problematic and the solution to the scheduling problem.

→If changes are necessary to solve the scheduling problem, was it added to the area's Operational Plan? ☐ YES!

27. Use the table above to answer this question. Has each class been offered at **night** at least once during every academic year (fall or spring semesters)?

☐	Yes
x ☐	No

If no, please specify what class has not been offered at night and justify if the class should or should not be offered at night.

Radiology classes are not offered at night. There have not been any indications from students that a night section would benefit them. The program has limited enrollment which matches clinical site technologist employment number and work schedule. Enrollment is also determined by market need. Class size is 24 maximum. Offering classes at night would increase faculty salaries and would not increase the number of students enrolled.

→If changes are necessary, was it added to the area's Operational Plan?
☐ YES!

28. Use the table above to answer this question. Has each class been offered **online** at least once during every academic year?

☐	Yes
x ☐	No

If no, please specify what class has not been offered online and justify if the class should or should not be offered online.

Radiology classes are not offered with any courses that are 100% online. Most radiology classes are designed as a hands-on approach and would not be able to be taught in an online environment.

Students are evaluated through observed demonstration of skills. Rad 192 and Rad 200 are hybrid courses and have online and classroom time required. Rad 196 and Rad 197 have online assignment requirements.

29. During the past five years, have scheduling conflicts been avoided by coordinating schedules with other required courses within your own area?

x ☐	Yes
☐	No

If no, what scheduling change can occur to reduce/avoid conflicts?

→If scheduling changes are necessary, was it added to the area's Operational Plan? ☐ YES!

30. During the past five years, have scheduling conflicts been avoided by coordinating schedules with other required courses outside of this area?

x ☐	Yes
☐	No

If no, what scheduling changes can occur to reduce/avoid conflicts?

→If scheduling changes are necessary, was it added to the area's Operational Plan?
☐ YES!

CURRICULUM: COURSE OUTLINES

31. ICCB requires that we maintain current articulation agreements. Therefore to help with this process, all course outlines for this area must be updated to the current Fiscal Year and a curriculum committee action form submitted for each course. Complete the appropriate Curriculum Committee Action Forms for each course and send electronically with this program review form. Action forms are found on FAST.

Course Number	Has the outline been updated to reflect current academic practices & current FY? Yes or No.	Has the Curriculum Committee Action Form been completed and sent electronically along with this program review? Yes or No.	Has an accompanying master syllabus been completed for each class and attached electronically along with this program review?
Rad 184	yes	yes	Student handbook is used for ALL clinical courses. Handbook was

			compared to syllabus template; all applicable material from syllabus template will be transferred to student handbook for Fall 2013 implementation.
Rad 185	yes	yes	Clinical course. Student handbook is used
Rad 186	yes	yes	Clinical course. Student handbook is used
Rad 191	yes	yes	yes
Rad 192	yes	yes	yes
Rad 194	yes	yes	yes
Rad 195	yes	yes	yes
Rad 196	yes	yes	yes
Rad 197	yes	yes	yes
Rad 200	yes	yes	yes
Rad 284	yes	yes	Clinical course. Student handbook is used
Rad 285	yes	yes	Clinical course. Student handbook is used
Rad 286	yes	yes	Clinical course. Student handbook is used
Rad 294	yes	yes	yes
Rad 295	yes	yes	yes
Rad 296	yes	yes	yes
Rad 297	yes	yes	yes

*If more space is needed, you can add more rows to this table by "right clicking" and "inserting rows."

CURRICULUM: ASSESSMENT
Additional resources: Assessment Summary Reports and Operational Plans

32. *List* all of your program/area objectives that have NOT been assessed in the previous five years and indicate whether these will be assessed in the future, eliminated, or replaced, ***OR*** indicate "All have been assessed." If they were never assessed, explain why?

All have been assessed.

33. *Describe* any major curricular changes ensuing from assessment, which were made during the past five years, and the positive and/or negative results due to those changes, ***OR*** indicate "None."
None.

→Were summaries of assessment activities placed within the Operational Plan?
☐x YES!

34. For the five years previous to this program review, have all full-time faculty contributed data to at least one Gen-Ed competency? At least one area objective? Use a "yes" to indicate 100% compliance and a "no" to indicate less than 100% compliance.

Academic Year (e.g., 2011-2012)	**Gen-Ed Competencies 100% full-time compliance (Yes or No)**	**Area Objectives 100% full-time compliance (Yes or No)**
2007-2008	yes	yes
2008-2009	yes	yes
2009-2010	yes	yes
2010-2011	yes	yes
2011-2012	yes	yes

→Has a permanent assessment goal of 100% compliance by full-time faculty been added to the Operational Plan? ☐x YES!

35. For the five years previous to this program review, have adjunct faculty contributed data to at least one Gen-Ed competency? At least one area objective? Supply the % of adjuncts that are contributing to academic assessment data.

Academic Year (e.g., 2011-2012)	**Gen-Ed Competencies** (Indicate % of adjuncts)	**Area Objectives** (Indicate % of adjuncts)
2007-2008	Yes. 100%.	Yes. 100%.
2008-2009	Yes. 100%.	Yes. 100%.
2009-2010	Yes. 100%.	Yes. 100%.
2010-2011	Yes. 100%.	Yes. 100%.
2011-2012	Yes. 100%.	Yes. 100%.

→Has a communication method been established and the method added to the Operational Plan to increase adjunct participation in the academic assessment process?
☐x YES!

CURRICULUM: CURRICULAR CHANGES
Additional resources: Assessment Summary Reports
Operational Plans

36. *Describe* any major curricular changes (outside of assessment) made during the past five years, and the positive and/or negative results of those changes, ***OR*** indicate "None."
None.

37. *Describe* possible changes in transfer requirements or content that may be ***imposed*** on the program during the next five years, ***OR*** indicate "None."

None.

→If changes are necessary, was it added to the area's Operational Plan?
☐ YES!

38. *Describe* anticipated curricular changes that the department will propose during the next five years and the accompanying needs that will be required, or indicate "None."

CURRICULAR CHANGES	EQUIPMENT AND/OR SUPPLY NEEDS	FACILITY NEEDS	PERSONNEL AND/OR TRAINING NEEDS	ESTIMATED EXPENSE
Addition of CT certificate program	None	None	Addition of 2 adjunct faculty are needed to teach 2 classes. Increase in teaching load for existing faculty for 1 class and an internship course.	$8975

→If changes are necessary, was it added to the area's Operational Plan?
☐ YES!

Professional Development & Staffing

Use Data Table 4 to answer the following questions

39. Using the data table 4, *describe* the current staffing trends in each area. Are they adequate and appropriate?

The program has 2 full time faculty employees and 2 adjunct faculty employees. The program consists of 18 courses to be covered by the 4 employees. Six of the courses are clinical internship that total 1600 hours total clinical time for the student. These clinical courses require faculty supervision. At this time, the staffing is adequate and appropriate.

40. If staffing changes are needed for this area within the next five years, please describe them along with a rationale or indicate "no staffing changes needed." Indicate any planned retirements and any staffing needs to fill the retiree. Complete the *personnel request form* found within FAST.

If the CT certificate is added to the program, an increase in personnel would be needed. Listed in the table above, question 38.

→If staffing changes are necessary, was it added to the area's Operational Plan?
☐ YES!

41. *Describe* the types and quality of communication between full-time faculty and adjunct faculty (including dual credit faculty) in each area.

Full-time faculty and adjunct faculty communicate on a regular basis throughout the semester. For the first five weeks of the semester, they meet every Tuesday and Thursday and work full days together to complete clinical simulation testing.

Written communication is completed by adjunct faculty and sent to full time faculty for midterm and final evaluations of students.

Clinical instructor meetings are four hours long and consist of discussion of program policies and issues. These meetings are attended by clinical instructors and SVCC adjunct faculty.

After the first five weeks of the semester, if any clinical issues arise throughout the semester, communication from adjunct to full time faculty is by email or phone. This is typically on a weekly basis.

42. How can the communication between full-time faculty and adjuncts (including dual credit faculty) be improved?

Communication between adjunct and full-time faculty is very good. Little improvement is needed, however, some meetings with the northern area clinical instructor supervisor will be scheduled after midterm of each semester. These meetings will be biweekly when the instructor is at SVCC.

→If changes are necessary, was it added to the area's Operational Plan?
☐x YES!

43. Has 100% of full-time faculty participated in some form of *professional development* during the past 5 years?

x ☐	Yes
☐	No

44. For <u>each</u> full-time employee, describe the anticipated professional development that he/she will participate in within the next 5 years?

Employee Name	**Description of Anticipated Professional Development Activity**	**Fiscal Year of Activity**
Dianna Brevitt	Yearly attendance at Radiologic Society of Northern America conference held in Chicago.	FY13 FY14 FY15

		FY16 FY17
	Yearly attendance at Illinois State Society of Radiologic Technologists.	FY13 FY14 FY15 FY16 FY17
	Attendance at one conference or seminar that relates to technology or advancements in the field of radiography.	FY13 FY14 FY15 FY16 FY17
Connie Salsbury	Yearly attendance at Radiologic Society of Northern America conference held in Chicago.	FY13 FY14 FY15 FY16 FY17
	Yearly attendance at Illinois State Society of Radiologic Technologists.	FY13 FY14 FY15 FY16 FY17
	Attendance at one conference or seminar that relates to technology or advancements in the field of radiography.	FY13 FY14 FY15 FY16 FY17

→Were the professional development activities added to the area's Operational Plan? ☐x YES!

45. Will any area employees (including part-time) need any *specialized* & *required* professional development within the next 5 years? If yes, then summarize the specialized professional development, the year of anticipated need, and what employee will need to participate in the professional development.

☐	Yes
☐ x	No

→If specialized professional development is necessary, was it added to the area's Operational Plan? ☐ YES!

Equipment and Supplies

46. *Identify* current deficiencies in equipment, software, and/or supplies that negatively impact the program (be as specific as possible), ***OR*** indicate "None."

[None.]

→If equipment is needed immediately, was it added to the area's Operational Plan? [☐] YES!

47. Identify *new and/or replacement* equipment, software, and/or supplies needed by the program within the next five years. Also supply cost estimates, the anticipated fiscal year needed, and a rationale for the purchase ***OR*** indicate "None." Do not include items associated with the curriculum changes noted in prior section.

[A new digital unit was installed this year. The computed radiography system in use is working well. No anticipated replacement equipment should be needed within the next five years. However, with rapidly changing technology, there is a possibility that new equipment may be required to keep up with advancements in the field of radiography.]

→If equipment is needed within the next five years, was it added to the area's Operational Plan? [☐] YES!

Student Support Services

Definition: College services that are ***specific to this program***, which are utilized by students outside of the classroom (i.e. tutoring in the LAC, special materials in the LRC, computer lab resources, etc.)

48. *Describe* the current support student services that are ***specific to this program*** that are available to students, ***OR*** indicate "None."

[Resource materials are up to date in the LRC. Videos and technology books are available that are specific to Radiology.

Opal software system is available to students in the classroom and in the main computer lab of the college. This software supplements digital lab experiments in which students can view, analyze, and complete digital experiments performed during class.

Centricity software system is available to students in the Radiology classroom. This software supplements the computed radiography system in the classroom.]

49. *Describe* any current gaps in the student support services that are ***specific to this program*** and identify possible solutions, ***OR*** indicate "None."

[None]

→Were changes/additions in support services specific to your area included in the area's Operational Plan? [x☐] YES!

50. *Describe* any changes in the need for student support services anticipated to occur during the next five years and the anticipated year it will be needed, ***OR*** indicate "None."

None.

→Were changes/additions in support services specific to your area included in the area's Operational Plan? ☐ YES!

STUDENT INPUT
Definition: Efforts aimed at obtaining student opinions and suggestions for improving the program.

51. Describe the efforts to obtain student input, the frequency of each effort, what was learned, and changes that were made during the previous five years ***OR*** indicate "Not applicable."

Source of Input	Efforts to obtain student input, the frequency of each effort, what was learned, and changes that were made
Assessment Activities	Not applicable.
Interviews	Exit interviews are given to students. These are only given when students withdraw from the program. Exit interviews have not indicated any needed program changes.
Surveys	Graduate surveys—given six months post graduation. Given every year. Information gained and changes made: rotation to more than one clinical site was suggested and was placed as a program requirement. Suggestion of less film experiments and course material was given and now more digital and computed experiments are done.
Other	Clinical instructor meetings have a student representative present at each meeting. Twice yearly. Several program changes have been implemented from student suggestions: uniform changes, evaluation forms, clinical instructor supervision, weekend shift hours, elective rotation options, clinical expectations more clearly defined, and clinical exam options.

52. Describe the efforts to obtain student input that **will be attempted** during the next five years and the years they will be attempted.

Exit interviews, student representation at clinical instructor meetings, and graduate surveys will continue to be part of student input every year for the next five years.

→Were the methods to attain student input added to the Operational Plan?
☐x YES!

NON-STUDENT INPUT
Definition: Formal efforts aimed at obtaining information regarding program content and improvement from informed sources other than students, for the purpose of keeping the program current and relevant (e.g. IAI, staying informed of changing transfer requirements, meeting with other departments, meeting with colleagues from other colleges).

53. *Describe* the efforts that were used within the last five years to obtain input, the frequency of each effort, what was learned, and changes that were made during the previous five years ***OR*** indicate "Not applicable. Your past operational plans may be of help here.

Method	**Efforts to obtain input, the frequency of each effort, what was learned, and any program/area changes that were made**
Conference attendance	Yearly attendance at Illinois State Society of Radiologic Technologists (ISSRT). This conference has an educators meeting, which has representation from Radiology schools in Illinois. A JRCERT meeting is included in this conference to cover program requirements. Radiologic Society of North America (RSNA) yearly attendance. At these meetings job outlook, program policies such as background checks, drug screening, clinical competency requirements, clinical exam requirements, admission criteria, and curriculum content have been discussed. Changes have been made in our program to match JRCERT and American Registry of Radiologic Technologists (ARRT) requirements.
IAI updates	
Networking with colleagues	Radiologic Educators of the Midwest (REM) meetings are offered four times per year. Attendance by full-time faculty to these meetings averages twice per year. Topics covered every meeting include: curriculum, courses, student motivation, clinical requirements, professional organizations, program management and any other topics submitted from educators before each meeting. Changes to the program have been made based on best practices recommended from other Radiography programs. Examples: hospital observation requirements, competency requirements, uniform requirements, background check policies, and textbook selection.
Professional association membership	Full time faculty: American Society of Radiologic Technologists (ASRT), ISSRT, Association of Educators in Imaging and Radiologic Sciences (AEIRS), Illinois Emergency Management Agency (IEMA), ARRT
Other	

54. *Describe* the formal efforts to obtain non-student input that will be attempted during the next five years and planned year of implementation.
Continued attendance at ISSRT and RSNA conference yearly for the next five years.
Continued attendance to REM meetings at least twice a year for the next five year.
Continued membership in ASRT, ISSRT, AEIRS, IEMA, ARRT.

→Were the efforts added to the Operational Plan? x☐ YES!

Additional Information

55. Use the space below to indicate any plans not carried out from the last program review and explain why they were not carried out OR put "none".
None.

56. Describe any possible changes (not already addressed) that may be imposed on your area or the College that will negatively or positively affect the efficiency of your area and the year of expected implementation. Examples may include changes in state or federal regulations, ICCB requirements, or a dramatic demographic change OR indicate "none."

Describe the "imposed change"	**Fiscal Year change will take affect**

57. Referring to the question above, what strategies will the area implement to address any concerns? If no concerns, indicate "none."

Describe the proposed strategies to deal with the issues above	**Fiscal Year of implementation**

→If applicable, were the strategies added to the Operational Plan? ☐ YES!

58. Use the space below to tell the PR committee about any program issue(s) not addressed within this program review or indicate "none". Indicate any possible solution to the program issue.

→Were the solution(s) added to the Operational Plan? ☐ YES!

PROGRAM: ***Rad Tech***

FY 2013: Instructional Five Year Program Review

ACADEMIC DISCIPLINE PROGRAM REVIEW SUMMARY REPORT

Required **ICCB Program Review Report**

Sauk Valley Community College **Academic Year 2012 - 2013**

Discipline Area	Radiology

Need, cost-effectiveness & quality. *Please create a short summary paragraph for each question below.*

Need: Is it expected that there will be a continuing need for courses in the academic discipline? Is the array of courses offered in the program appropriate to meet the needs of students and support academic programs?

Cost-effectiveness: What steps can be taken to offer courses more cost effectively? Are there needs for additional resources?

Quality: Based on the results of assessment and other information about courses and sequences of courses in the discipline, what steps need to be taken to update or improve instruction? Describe any programmatic achievements already achieved or are planned for the future.

PROGRAM: *Rad Tech*

FY 2013: Instructional Five Year Program Review

CTE PROGRAM REVIEW SUMMARY REPORT

***Required* ICCB Program Review Report**

Sauk Valley Community College **Academic Year 2012 - 2013**

Program Identification Information (only one CIP per template)

6-digit CIP	510911

Career Cluster	**Career Pathway**
Health Science Technology	Diagnostic Services

Program of Study	**SVCC's Program Title**
Radiologic Technology	Radiologic Technology

Degree or Certificate Type	**Check only one**
03 – AAS	x
20 – Occupational Certificate of 30-50 credits	
30 – Occupational Certificate of 29 or less credits	

SVCC Action

Possible Actions	**Check only one**
Continued with minor improvements	x
Significantly modified	
Discontinued/Eliminated	
Placed on inactive status	
Scheduled for further review	
Other, please specify:	

Need, cost-effectiveness & quality. *Create a short summary paragraph for each question below.*

Need: Is it expected that there will be a continuing need for courses in the academic discipline? Is the array of courses offered in the program appropriate to meet the needs of students and support academic programs? Employment for Radiologic Technology is expected to grow faster than average for all occupations according to U.S. Bureau of Labor Statistics—28% growth in the next eight years. This indicates a need to have technologists trained for the profession. Radiologic Technology is the basis for advancements into other imaging modalities such as Computerized Tomography, MRI, Ultrasound, special procedures such as cardiac catheterization, and Nuclear Medicine. These specialty areas are not included in the U.S. Bureau of Labor Statics for radiography of 28% growth; they represent an additional need.

The radiography courses meet the needs of the student. The courses are required by ARRT and JRCERT standards.

Cost-effectiveness: What steps can be taken to offer courses more cost effectively? Are there needs for additional resources? The program was cost effective in FY2012 and this is expected

to be the trend for upcoming years.
There is no need for additional resources.

Quality: Based on the results of assessment and other information about courses and sequences of courses in the discipline, what steps need to be taken to update or improve instruction? Describe any programmatic achievements already achieved or are planned for the future.
Based on ARRT pass rates, graduate assessments, and recent implementation of digital imaging lab, there is no need for updates or improvements in the program.

Pass rates for the ARRT registry exam have been 100% for the last twenty years. All equipment in radiology labs is up to date and utilizes the same technology that is used at clinical sites.

PROGRAM: *Rad Tech*

FY 2013: Instructional Five Year Program Review

BEST PRACTICES REPORT

***Optional* ICCB Program Review Report**

Sauk Valley Community College **Academic Year 2012 – 2013**

The ICCB Best Practices report is optional and may describe the entire unit or a specific practice. IF this piece is completed, discuss your best practice and supply quantitative and qualitative data as evidence of its effectiveness.

Title of Best Practice

Programmatic Area (use an X to mark appropriate area)

	Academic Discipline
	Career and Technical Education
	Cross-Disciplinary
	Student & Academic Support Services

Description of the innovation/best practice (150 word limit)

What is the quantitative and/or qualitative evidence to support the best practice?

Contact Information

Sauk Valley Community College Name & Title: Phone Number: E-mail Address:

PROGRAM: *Rad Tech*

FY 2013: Instructional Five Year Program Review

SIGNATURES and APPROVALS

NAMES AND SIGNATURES OF THE PROGRAM REVIEW TEAM Add lines if needed Signatures indicate that team members concur with the findings of the program review	
NAMES (Indicate chair/co-chairs)	**SIGNATURES**
Dianna Brevitt chair	
Connie Salsbury	
Janet Lynch	
Charles Atchley	
Brad Smith	
Gina Grennan	

PROGRAM REVIEW COMMITTEE	
This Program Review is complete and acceptable.	
This Program Review is complete but the conclusions ***are not*** fully substantiated.	
This Program Review is incomplete and unacceptable.	
Comments are attached (optional)	
Program Review Committee Chair; Date	
Program Review Committee Co-Chair; Date	

ADMINISTRATIVE APPROVALS Administrative signatures indicate an acceptance of the program review	
Academic Vice President	
President	