**Academic Program Review: Self-Study**

***Instructions:*** *The following pages will guide your submission of your comprehensive self-study. Please type your responses directly into the document. The completed self-study instrument and all attachments must be submitted to the Academic Program Review Coordinator by September 1.*

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| **Program Under Review** |
| Degree(s):  AAS Radiologic Technology |
| Certificate(s):  none |
| Contact Information for lead on Self-Study:  Name:Frank Mollica  Campus:SMC  Phone: 480 677-7746  Email: frank.mollica@centralaz.edu |

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| **Program Mission** |
| What is the mission of the program:  To provide an intellectually stimulating and challenging environment where competency based education in radiography is focused on the needs of the patient and intended to produce competent and progressive imaging professionals of the highest caliber. |
| Describe how the program mission aligns with the College’s Mission:  The program embraces the organization's mission and core objectives. In service to students and in support of the college’s mission, the program focuses on service, leadership, development of superior student skills and support of diversity. |
| What are the outcomes for the degree or certificate:  Goal: Graduates will be clinically competent.    Student Learning Outcomes:    Students will demonstrate competency in radiographic positioning    Students will demonstrate competency in radiation protection    Students will demonstrate appropriate patient care    Goal: Graduates will communicate in an effective manner.    Student Learning Outcomes:    Students will demonstrate effective written communication skills    Students will demonstrate effective oral communication skills    Students will demonstrate effective communication skills with patients    Goal: Graduates will apply critical thinking skills.    Student Learning Outcomes:    Students will demonstrate appropriate image analysis competency    Students will adapt to changing workloads and complete assignments on time    Students will demonstrate an ability to perform non-routine procedures    Goal: Graduates will demonstrate professionalism.    Student Learning Outcomes:    Students will present a professional appearance in the clinical education settings    Students will accept constructive criticism and guidance in a manner to aid their professional growth    Employers will indicate that graduates conduct themselves in an ethical and professional manner |
| Who is responsible for reviewing and updating the outcomes:  Frank Mollica |

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| **Program Enrollment and Graduation Trends** |
| Summarize the program enrollment trends for the past 3 years:  The target population of this degree is women returning to the workforce, high school seniors, people in the general public looking for a new job, people looking for a more secure job, semi-skilled health care workers seeking advancement in the health care environment through education and training, veterans and adults looking for a second career.  Enrollment is limited to 20 students per cohort. A new cohort is granted admission once per annum. The selective admission process is highly competitive. Students must meet the minimum admission requirements of the program and those required for admission to Central Arizona College. Admission to the program is based on a point value system. Points are calculated by a formula related mainly to grade point average, residency, work experience, and other criteria. Achieving a high level of success on the courses taken before applying to the program will improve a student’s chance for admission to the radiography program. |
| What factors are influencing enrollment trends:  The program was granted an enrollment of 40 students for 2 years by the JRCERT (Joint Review Committee on Education in Radiologic Technology) which limits an annual enrollment to 20 students each year. |
| How has the program typically recruited students:  The program has a marketing plan (attached). The program uses news releases to establish a presence in the local market for radiography education. Information sessions are offered on a regular schedule, the public is given an opportunity to visit the campus, receive and overview of the program, inspect the radiography laboratories and interact with current students. The program director participates in local civic and professional activities in an effort to market the program. These civic activities include rotary and chamber of commerce meetings. The program director has served as the president of collegiate affairs for the ASSRT (Arizona State Society of Radiologic Technologists) to promote public and professional awareness of the radiologic technology program at Central Arizona College. The program director has served as conference chair for the ASSRT mid-year conference 2 of the last 3 years and these conferences were sponsored and held at Central Arizona College campuses. The program maintains relationships with Imaging vendors and distributors, representatives of the corporations also serve on the program’s advisory committee. Other efforts have included direct marketing to medical centers in both Pinal and Maricopa counties, in-hospital information sessions.  The program currently has about 100 radiologic technologist graduates employed in the regional market. This presence, above any other marketing strategies has boosted public awareness and admission applications.  Typically, in the last 5 years the program has received between 100-400 applicants per year. |
| Discuss the program graduation rate trends for the past 3 years:  The program maintains Program Effectiveness Measures as an integral component of its Assessment Plan (attached). The 3 year average retention rate of 90.3% exceeds the program’s benchmark, retention rates at all other program’s in the state and national comparisons. |

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| **Program Curriculum** |
| **Discuss the strengths and weaknesses of the current program curriculum for each degree/certificate. Compare the CAC program to three other similar programs (ideally a program in Arizona, but out of state if necessary).** |
| Discuss how the program gets feedback on its program and curriculum from external **sources, such** as advisory boards or employers.  The program is committed to giving everyone an opportunity to be heard in an effort to improve outcomes. The program regularly solicits feedback from students, faculty, radiologists, graduates, employers, and other communities of interest through a variety of formats. Methods to solicit feedback include individual communications, meetings, small group discussions, evaluations, and surveys.  Feedback tools are designed as essential elements of the program’s Assessment Plan. Instruments to gather data have been created in both print and electronic form. The program makes use of a third party facilitator to obtain feedback through an online tool which is part of a systematic, end of semester evaluation procedure used by students and clinical instructors.  The program solicits feedback from students by means of evaluations of clinical instructors, clinical education settings, and didactic instructional staff. By program guideline, it is the student’s responsibility to provide this specific type of feedback.  Relevant communities of interest are given opportunities to share insights, address concerns, propose changes, and steer the program in new directions. The program maintains the Central Arizona College Medical Imaging Advisory Committee. The Advisory Committee membership includes industry leaders, non-industry community members, graduates and currently enrolled students. Non- industry communities of interest include local government representatives, persons in education and the general public. The Advisory Committee meets on a regular basis for program updates, to solicit feedback, review educational activities and assess efforts in meeting program outcomes.  The program director and clinical coordinator regularly meet with clinical instructors in support of the program’s clinical education plan and to solicit feedback. These meetings include training and strategies outlined by the clinical coordinator to assist clinical instructors in their responsibilities to supervise, instruct and evaluate students. The clinical coordinator meets with the program director monthly to review and document clinical progress, activities, and feedback on program revisions. The program embraces the philosophy that well informed clinical instructors serve to enhance the student’s clinical education experience. These meetings also serve as a feedback forum for affiliate representatives, who are in the “trenches” so to speak, giving them the opportunity to raise concerns and offer valuable viewpoints.  A vital part of the educational process is feedback from the campus community. The sponsoring institution offers multiple opportunities to assess accomplishments and measure outcomes through a series of periodic program reviews which focus on curriculum, learning outcomes, program objectives and other imperatives.  The program has designed and utilized survey instruments to facilitate solicitations of graduate and employer feedback. Results of the surveys are incorporated into the Assessment Plan and are communicated at the Medical Imaging Advisory Committee meetings.  The scope and schedule of data collection outlined in the Assessment Plan demonstrates the genuine desire of the program to maintain an inclusive approach with its communities of interest in the solicitation of feedback. The program recognizes that professional and programmatic development cannot occur without feedback.  The program has made efforts to create an inclusive culture that embraces the tenants of continuous quality improvement. Development of the program’s guidelines and educational offerings has been a collaborative endeavor utilizing feedback generated from both internal and external customers. This feedback has been reviewed and analyzed by the staff to modify and improve program considerations.  Within the college community several interested parties have contributed feedback during training exercises and development activities. During the program curriculum development and recent revision process, numerous college community members offered feedback in an effort to improve measurable course outcomes.  The Medical Imaging Advisory Committee has taken an active role steering the program. The program solicits the committee for guidance and direction in multiple areas including revisions to various segments of the admissions selection process, changes in general education requirements, course offerings and affiliation relations.  The program director continues to participate in face to face meetings, email exchanges and telephone communications with local educators to take advantage of their feedback. The program director developed and organized the Radiography Educators Forum of Arizona (REFA) in 2010 to facilitate communication among competing programs and to offer educators an opportunity to share best practices in order to enhance the program.  The Central Arizona College Radiologic Technology program maintains a warm and collaborative relationship with the Arizona State Society for Radiologic Technologists (ASSRT). In 2010, 2011, 2012 the program hosted the Midyear State Conference. The program director has served as chair and co-chair of the Midyear State Conference. The program director attends meetings of the ASSRT Board of Directors and has fulfilled the role of Collegiate Chairman in the past. These meetings and events give the program director and the staff of the program a unique opportunity to solicit feedback and develop connections with a network of professionals in the industry and have led to a better understanding of the educational and workforce needs of the local community.  The program maintains open lines of communication with its communities of interest. Solicitation of feedback is ongoing and an integral part of the program’s assessment plan and central to continuous quality improvement activities. The program engages stakeholders through a variety of informal processes supported by a solid foundation of formal feedback instruments. Analysis of feedback is purposeful and the main driver of program revisions and improvements.  The program follows a recognized and accepted curriculum designed in compliance with the American Society of Radiologic Technologists (ASRT) Radiography Curriculum. The curriculum also incorporates the most updated American Registry of Radiologic Technologists (ARRT) requirements for competency in didactic coursework and clinical procedures for primary certification. The curriculum gives the student a solid foundation of traditional core knowledge in addition to the development of other skills acquired through the general education courses of the program which are required for the Associate of Applied Science Degree in Radiologic Technology. Further, the curriculum offers a foundation to support lifelong learning through the ability to transfer credit toward a baccalaureate degree program.  Review of the Curriculum Analysis Grid, Master Academic Plan and course syllabi found in the Master Plan of Education demonstrates adherence to the curriculum blueprint set forth by the ASRT. The major course of study is designed to encompass required content in a balanced and sequential approach to guide the student through a progression of learning activities which start with an introduction of foundational knowledge. Subsequent content builds upon prior knowledge in a slow progression toward the more complex elements of the curriculum and a focus on expansion of the student’s cognitive, affective and motor skills. Critical analysis and reasoning skills are integrated in the curriculum as well as meaningful assessment. The Radiography Curriculum of the ASRT was followed to develop appropriate learning outcomes for each course and the Compendium of Learning Objectives forms the basis of all course standards to insure proper alignment of program content and goals. Clinical and didactic competencies are correlated through a functional model of didactic and laboratory activities that culminate in clinical application of skills learned.  Advanced imaging content includes the theoretical principles and practical applications of various specialties within medical imaging. The curriculum is characterized by both didactic and clinical rigor as well as other essential skills appropriate with the program’s mission to provide competency based education in radiography focused on the needs of the patient and intended to produce competent and progressive imaging professionals of the highest caliber. |
| Discuss any external accreditations which the program has. Are there any available accreditations which the program does not have, but maybenefit from seeking?  The program is accredited by JRCERT (Joint Review Committee on Education in Radiologic Technology) and approved by ARRT (American Registry of Radiologic Technologists), there are no other accreditations available. |
| Discuss how the program meets current or future needs for the job market in the county or state of Arizona:  The program has a solid reputation for graduating entry level practitioner of the highest caliber employed in the regional job market. The program has a 5 year average of employment after graduation of 100%. |
| If your degree is a transfer degree please answer the following question:  Identify specific baccalaureate programs for which this program is intended for transfer to:  The program generally transfers to institutions that offer a BS in Imaging. Most graduates that pursue a BS degree attend NAU (Northern Arizona University) |

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| **Program Resources** |
| Discuss the adequacy of the financial and budgetary resources available to the program over the past 3 years:  The sponsoring institution, Central Arizona College, is a rapidly growing and financially stable educational institution in Pinal County, Arizona. The college is overseen by a Governing Board and Administration committed to enhancing and preserving financial resources to provide quality, state-of-the-art education to their students.  The college has pledged its financial support for the radiological program and has invested substantial funds to sustain the program. Anually, the college has commited funding for equipment and accessories as well as an operating budget which includes provisions for instructional materials, supplies and services. Central Arizona College is committed to the financial support of the radiological technology program and has the financial resources and facilities to sustain the achievement of the program’s mission, goals and student learning outcomes.  A yearly A-133 audit is conducted by the Office of the Auditor General, State of Arizona and adheres to generally accepted accounting principles, Governmental Accounting Standards Board (GASB) applicable to public educational institutions. Central Arizona College also abides by the rules and regulations set forth by the State of Arizona Department of Education. |
| Discuss the adequacy of the human resources available to the program over the past 3 years:  The program receives adequate Human Resources support. The college’s Policy & Procedures are available and explained to each employee upon their initial hire and orientation. Additionally, all new employees are required to attend the Learning College Academy.  This three day training session includes Human Resources policies and procedures, Harassment in the Workplace, and department specific processes with subject-matter experts providing orientations during the academy.    Human Resources offers opportunities to participate in ongoing training sessions. Schedules are coordinated on a semester basis, topics include but are not limited to communication issues, conflict resolution and stress management. The college also offers training in Blackboard and online teaching tools.  Annually the college sponsors Employee Development Day, various educational opportunities are afforded all employees. Participation in Employee Development Day activities are mandatory. Staff participate in other activities that may include but are not limited to supervisory and leadership training, software courses, and curriculum development instruction including the assignment of a curriculum mentor for assistance and guidance.  The college provides funds in the program budget and other college budgets to support professional development. The program staff are offered opportunities to participate in continuing education activities that include both national and regional conferences. |
| Discuss the adequacy of the technological resources available to the program over the past 3 years:  Communications infrastructure is a vital part of the laboratory complex in support of the program's focus on digital radiography. The program also maintains a Picture Archive Communication System (PACS) for image distribution and review.  The image review area was designed to provide a flexible workspace. Important design factors included functionality, lighting, traffic patterns and other considerations. An area with conventional view boxes for the analysis of films is also included but rarely used.  The two energized laboratoies are outfitted with new modern radiographic floor/wall mounted systems, four way float tables and wall buckeys. The laboratory facility also contains a table top computed radiography unit and PACS. Other equipment utilized in teaching activities include a C-arm unit and a mobile x ray unit. Additional spaces are available within the facility for patient care lessons and other learning activities. Teaching tools contained in the laboratory area include a full body phantom, anatomy models, image library, additional software and other accessories.  The main classroom space is equipped with various built in multimedia that include an overheard projector system, internet access, video capabilities and standard eraser boards. The room affords generous seating, comfortable furniture and conveniently located restrooms.  Additionally, the program has access to other technological resources and facilities on the campus sufficient to the accomplishment of its objectives. These include, but are not restricted to, a learning center, computer commons and a library with reserve materials committed to the program.  The physical facilities, clinical and other resources provide the program with a functional learning environment focused on student and faculty success; enhance the opportunities for teaching, communication; and promote efficient and effective administration in support of its mission,goals and student learning outcomes. |
| Discuss the adequacy of the physical (building space, classrooms, labs, etc) resources available to the program over the past 3 years:  The program is located on the Central Arizona College’s Superstition Mountain Campus. The physical plant provides an excellent learning environment and enhanced opportunities to meet the instructional challenges of the radiologic technology program. The facility was designed to specifically support the program’s mission to provide an intellectually stimulating and challenging environment intended to produce competent and progressive imaging professionals of the highest caliber. Modifications to the single-story structure accommodate two laboratories, a digital image review suite, multiple staff and faculty offices, and ample storage. The program also has a dedicated classroom. The program director and clinical coordinator’s offices are adjacent to the programs energized laboratories in a configuration designed to improve oversight, encourage open communication and facilitate faculty-student interaction. |
| Discuss the adequacy of the academic support resources available to the program and its students over the past 3 years:  Proper and timely advisement is important to student success. Academic advising is open on both a walk-in basis for quick questions and by appointment for more in-depth advising. The advising department also offers resources for online consultations.  Students meet with an academic college advisor before admitted to the program to discuss program requirements and admissions procedures (both college and program). Academic advisors assist new students (pre-admissions to Radiology) in the selection of appropriate courses to work toward admissions. Academic advisors assist transfer students in the informal evaluation of transfer units to determine what courses are still necessary in order to apply to the program. They also assist student in the selection of coursework, other than radiology courses, which are required for the student to graduate from Central Arizona College with their AAS in Radiological Technology. This includes the general educational requirements and the institutional “other” requirements for graduation.  Academic advisors assist transfer students in asking for credits to be re-evaluated if the student feels the credits are degree applicable, but were not evaluated properly, or obtaining a course substitution if the course is genuinely applicable to the general education requirement, but did not transfer into Central Arizona College as a direct equivalence to an existing Central Arizona College course.  Academic advisors make appropriate internal and external referrals to students surrounding education and personal student issues when brought to the advisors attention. The advising department assists students in institutional procedures and with registration procedures each semester to ensure proper enrollment in the program required courses.  Additionally, the library has funds for the purchasing and maintenance of online resources, and for the purchasing of print materials. It is ensured that funds are made available for the purchase of print materials related to the program. A special collection of print titles specifically selected for the program that is reviewed by the Director of Medical Imaging is held on reserve at the Superstition Mountain Campus library branch.  All of the library’s online resources are available to students 24 hours a day from any location including home by logging into the College’s BlackBoard system. Students have access to computers on all campuses.  The librarian works with the Director of Medical Imaging in the collection development process. The program director may suggest titles to the library for purchase. Also, *Doody’s Core Titles* (formerly the *Brandon-Hill List*) and other library selection resources Including medical journal reviews are consulted by librarians to build title lists that are presented to the program director for review before purchasing.  Librarians are available in-person, by text messaging, online chat, email, and phone to assist students in locating resources and with the research process. Librarians are also available to assist with composing bibliographies, formatting papers, and computer issues |
| Discuss the adequacy of the student support resources available to the program and its students over the past 3 years:  Central Arizona College offers an extensive array of student services which may be found in the college catalog both in print and online. Some of the areas addressed by student services include but are not limited to the following:  1. Academic Tutoring  2. Academic Advising and Testing Services  3. Financial Aid  4. Career and Job Placement  5. Services for Students with Disabilities  Additionally, students receive personal counseling and referrals to additional student services as determined. |

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| **Program Effectiveness** |
| Describe how well degree program graduates achieve the college’s general education outcomes during the past 3 years:  The program’s graduates are well served by the college’s academic offerings. Students generally complete most general education requirements prior to entering the program.  Radiologic Technology  GraduatingClass (2009) (2010) (2011) (2012) (2013) (2014)  Grade Point Average (Core) 3.03 3.40 3.76 3.64 3.55 3.77  Highest Student GPA (Core) 3.75 4.00 4.00 4.00 4.00 4.0  Lowest Student GPA (Core) 2.33 2.53 3.37 3.21 3.1 3.33  Academic Credits (completed) 16/24 18/24 23/24 14/28 25.5/28 23.7/24 |
| Describe how you measure the success of degree and certificate program graduates in achieving the program outcomes and how well students have achieved these outcomes during the past 3 years.  The program takes a comprehensive approach to the analysis of learning outcomes and program effectiveness data contained in the formal framework of the assessment plan and other systematic review structures. Data within the assessment plan is reviewed and analyzed as a tool to drive program decisions. The program considers benchmarks and compares recent outcomes with those from previous assessment cycles. Analysis of outcome data examines central tendencies and trends. The program uses various tools for analysis including spreadsheets and graphical presentations to examine data distributions and outliers to suggest areas requiring program development.  Other criteria for analysis are exemplified by comparisons performed on data collected from affective skills evaluations used as assessment plan tools. Results within a cohort were compared based on age, gender and other characteristics.  Further, effectiveness results including the program completion rates, pass rates on the ARRT examination, employment and several satisfaction measures are used in a comparative analysis of individual cohorts. The program has also compared outcomes with outcomes of similar programs where data has been available. Results of individual cohorts are used in a comparison against national and state benchmarks available from the ARRT (American Registry of Radiologic Technologists).  The program staff shares outcome and effectiveness data both formally and informally in various formats and forums. Data is related to clinical partners on a continual basis during the clinical visits and at program meetings or events. Comparisons of outcomes, policies, procedures and activities to support learning outcomes are often discussed with clinical staff in an effort to learn and incorporate best practices in the industry. Effectiveness measures are related within the college community in the form of updates and at the various meetings that staff attend throughout the year. The program shares the program effectiveness data with it communities of interest at the Medical Imaging Advisory Committee.  Actual detailed student learning outcome data is documented in the program assessment plan (attached) |
| **If your degree is a transfer degree please answer the following questions:** |
| What percentage of the program enrollees transfer to a baccalaureate level institution?  No data available |
| Describe the level of success programs students achieve at transfer institutions.  No data available |
| Describe the success of students who do not transfer to baccalaureate level institution in obtaining a job in the field of study upon graduation:  No data available |
| **If you degree or certificate leads directly in to the work place please answer the following questions:** |
| Describe the success of students in obtaining a job in the field of study upon graduation:  Outcome: Those graduates seeking employment will obtain a position in the field within 6 months.  **Year Employment Percentage Graduate Survey Response Rate**  2009 100%  2010 100%  2011 100%  2012 100%  2013 Available 7/1/14 (6 months post-graduation) |
| How many certificate completers continue their studies at CAC:  No certificates |
| How many degree completers continue their studies another institution:  No data available |

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| **Program Continuous Quality Improvement** |
| Discuss how the program has used learning outcome assessment results to improve instruction over the past 3 years:  There are numerous examples of changes to the program based on the analysis of student learning outcome data and program effectiveness data. The program looked at scores on the ARRT examination, in one instance in the patient care area noting that results were slightly below the national averages; these scores coincided with a change of instructors and a change in delivery format from face to face to online. The program director decided to offer the course to a new instructor and move the course back to a face to face format.  The program is relatively young, established in 2008; only 5 cohorts have completed the course of study. In the first cohort, a student was unable to complete the course of study in the prescribed 24 month timeline. Upon analysis of the data it became apparent that the program would be able to ensure a 100% completion rate within the 24 months with the implementation of a graduation protocol and procedure.  Effectiveness data regarding graduate and employer satisfaction indicated an opportunity to improve on back office medical skills, especially noted for graduates that obtained employment in the urgent care setting. Analysis of employer comments over two successive years indicated employer’s needs. The program responded with increasing education in the area of medical assisting skills and venipuncture.  Analysis in a previous assessment cycle regarding various effectiveness measures related to operative radiography indicated an opportunity for improvement. The program procured a mobile X-ray unit and a C-arm unit to augment learning activities and to enhance learning outcomes. |
| Discuss how the program has used operational planning goals to achieve quality improvement over the past 3 years:  Each year during the past 3 years the program has utilized the college’s Annual Operational Plan to establish 5 operational plan goals:  1. Students will complete the major core courses of the program within 24 months.  2. Students will pass the American Registry of Radiologic Technologists national certification examination.  3. Those graduates seeking employment will obtain a position in the field within 6 months of graduation from the program.  4. Employers will indicate satisfaction with the graduates of the program as entry level practitioners in radiologic technology.  5. Graduates of the program will indicate that the program of education provided adequate preparation to practice in the field as an entry level practitioner in radiologic technology  The program has met or exceeded all goals and benchmarks established through the annual operational plan in the past 3 years therefore any recent quality improvements implemented were initiated by other performance improvement processes. |
| Describe other ways the program has engaged in continuous quality improvement:  The program embraces the tenets of continuous quality improvement as an over-arching philosophy. Reviews of program learning resources to assure the achievement of student learning occur both in formal formats and informally in daily discussions. Although the staff strives to be innovative, we don’t necessarily try to “re-invent the wheel” so to speak. A powerful driver of improvement is the adoption of best practices from other successful radiography programs. The program strives to maintain a dynamic environment centered on student learning though the implementation of improvements in curriculum, scheduling and the innovative delivery of course offerings |

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| **Program Alignment with Institutional Goals** |
| Describe how the program has directly or indirectly is helping the College achieve each of its current strategic goals. If you believe the goal is inapplicable to the program indicate so. |
| Strategic Goal 1: Ensure broad access to high-quality innovative educational programs, services and training opportunities for Pinal County residents:  The recruitment and admissions practices of Central Arizona College and the Radiologic Technology Program are consistent with published policies. The published admission requirements to Central Arizona College are clear and concise. The admission criteria to the program are straightforward and include a list of minimum standards. Students must meet the published minimum admission requirements of the program and those required for admission to Central Arizona College.  The program director maintains an equitable admissions policy that includes identification of qualified applicants and a well-defined process to acceptance.  Enrollment in the Radiologic Technology Program is limited and the selective admission process is highly competitive. Admission to the program is based on a point value system. The point system is designed to assist current Central Arizona College students and Pinal county residents gain admission. Published materials in the Information and Admission Packet accurately reflect the admission process of the program. The program also maintains a Frequently Asked Questions webpage that provides the same information included in the Information and Admission Packet merely presented in a different format, prospective students find the FAQs to be a helpful resource. Further, the program also maintains a Curriculum webpage that again presents the same information included in the Information and Admission Packet regarding general education requirements, program prerequisites, course sequencing by semester and credit calculations.  The program also offers information sessions on the first Thursday of each month. The program director reviews the published admission requirements and process in detail with prospective students. Further a representative from the advising department attends the sessions to address the general requirements of the sponsoring institution and to offer applicants one on one counseling after the formal session. |
| Strategic Goal 2: Improve student retention, persistence, completion and job placement:  Outcome: Students will complete the major core courses of the program within 24 months (Retention Rate).  **Year Retention Percentage Number of Students**  2009 80.9% 17 of 21 students  2010 95.2% 20 of 21 students  2011 95.0% 19 of 20 students  2012 95.2% 20 of 21 students  2013 80.9% 17 of 21 students  **5 Year Average 89.42% 93 of 104 students** |
| Strategic Goal 3: Ensure a safe, sustainable environment that promotes learning, communication, diversity and satisfaction among students, faculty and staff:  The program maintains guidelines to assure the health and safety of staff and students associated with educational activities. Guidelines include monitoring radiation, equipment maintenance, radiation safety practices, health standards and related infection control topics. The content of the program guidelines related to health and safety is published in the student handbook. Students complete a signature form to acknowledge receipt of the student handbook and the guidelines therein.  The Radiation Safety Program (RSP) at the Central Arizona College Radiologic Technology Program establishes guidelines to maintain safe radiological conditions and ensure compliance with the requirements of applicable Nuclear Regulatory Commission (NRC) and Arizona Radiation Regulatory Agency (ARRA) regulations. The program currently maintains two (2) energized laboratories. The x-ray tubes are registered with the Arizona Radiation Regulatory Agency (ARRA). The program’s facility meets the state standards for the control of ionizing radiation.  Students are apprised of the program’s health requirements prior to admission to the program. Immunizations are mandated and records are maintained in the program’s online tracking application. Immunizations are monitored by the clinical coordinator to assure students update their records as needed. Also, the online tracking application sends out alerts to both the student and program to assure immunizations are kept current.  The program requires drug testing prior to a student participation in clinical education. Drug testing is initiated by the program and conducted with local laboratories through the program’s contracted background check provider. The program maintains a drug testing guideline. The Radiologic Technology Program supports a drug free learning environment. As outlined in the code of conduct impairment from the abuse of illegal/legal substances is strictly forbidden. Students must be drug tested prior to their first clinical practicum course. After admission to the program all students are subject to drug testing on demand for cause. Refusal to submit to a drug test is grounds for immediate dismissal from the program. The program may ask a student to submit to a drug test at any time it feels that the student’s conduct indicates impairment. This may include but is not limited to unusual behavior that suggests impairment, accidents, excessive and unexplained absenteeism or tardiness. Students suspected of being impaired will be removed from the classroom or clinical education setting, asked to sign a drug testing consent form and accompanied to the drug testing facility. After completing the drug test the student must make transportation arrangements from the drug testing facility to their home. The student will meet with the program director or designee on the following work day to discuss the circumstances surrounding the request for drug screening and to review the finding of the drug test. A student’s drug test results are considered confidential. Students with a positive drug screen are treated in accordance with the college’s Code of Conduct, Due Process Policy and Zero Tolerance Guideline. The Zero Tolerance Guideline forbids the unauthorized use, distribution, or possession of any controlled substances or illegal drug for any purpose (i.e. distribution, personal use) on the campus or at a clinical site.  The program recognizes that students may be at risk for infectious disease including blood-borne pathogens during clinical assignments. The program has several guideline that address health safety issues including the Infectious Disease Guideline; the guideline in part mandates that students should routinely assume all patients to be infectious; failure to maintain universal precaution will be considered a safety hazard and grounds for disciplinary action. The Tuberculosis Exposure Guideline is compliant with CDC standards.  The program adheres to the harassment policy of the sponsoring institution. The policy is comprehensive and includes a clearly delineated procedure to follow through the human resources department.  Central Arizona College promotes and supports a culture of mutual respect and diversity. The College’s recruitment and admissions practices are published and provide equal opportunities for all qualified applicants. The student demographics of the program mirror those of Pinal County. |
| Strategic Goal 4: Enhance our physical and technological infrastructure to support changes in the learning and work environment:  The program maintains a sole and separate computer network. The network supports a Picture Archive and Communication system. |
| Strategic Goal 5: Expand partnerships with Universities to provide advanced degrees to Pinal County residents:  The program supports its students that pursue advanced degrees through NAU. Each year the program invites representatives from NAU to recruit in the classroom. |
| Strategic Goal 6: Obtain approval from the state and regional accreditation body to offer baccalaureate degrees at CAC:  N/A |
| Strategic Goal 7: Optimize fiscal resources that support the needs and expectations of students and the community:  The program maintains an annual budget for the purchase of learning aids that include software and laboratory accessories. The program receives a generous annual budget of $10,000 per year for instructional supplies. |
| Strategic Goal 8: Contribute to the economic vitality, workforce development, and job training needs of Pinal County and surrounding region:  Effectiveness results regarding employment and several satisfaction measures are used in a comparative analysis of individual cohorts. The program has also compared outcomes with outcomes of similar programs where data has been available. Results of individual cohorts are used in a comparison against national and state benchmarks available from the ARRT.  Outcome: Those graduates seeking employment will obtain a position in the field within 6 months.  **Year Employment Percentage Graduate Survey Response Rate**  2009 100%  2010 100%  2011 100%  2012 100% |