Program Title: Radiologic Technology

Program Code: 1225 - RADIOLOGIC TECHNOLOGY

Review Type: Instructional

Does this review contain any career technical education (occupational) programs?
Yes

External Regulations:
Yes

Chaffey College Mission Statement
Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:
The Radiologic Technology Program's mission is consistent with the college mission in that it meets the needs of the community it serves by providing an education for individuals from diverse ethnic and cultural backgrounds that will enable them to acquire a high level of skill and professionalism necessary to become effective Registered Radiologic Technologists. The program has had an assessment plan in place for over 10 years to evaluate effectiveness. With the use of multiple assessment tools the program has met or exceeded benchmarks. For example, 100% of graduates have passed the state and national boards for the last five years. Successful graduates obtain an associate degree and obtain employment in the occupation and/or transfer for additional education.

Review Team Response
The team commends the writers for the clear and concise program overview. Program mission is in line with the mission of the college.
## Enrollment

Enrollment by Day, Evening, Online, Arranged (RADTEC)

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Enrollment</td>
<td>-3.05%</td>
<td>3.78%</td>
</tr>
<tr>
<td>Day</td>
<td>-3.05%</td>
<td>3.78%</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### PROGRAM DATA

<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>491</td>
<td>476</td>
<td>494</td>
</tr>
<tr>
<td>Day</td>
<td>491</td>
<td>476</td>
<td>494</td>
</tr>
<tr>
<td>Evening</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arranged</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.

We consistently accept the same number of students each year. However, due to personal reasons one or two students will decide to drop the program. This small change in enrollment has a large impact on the data because the program has only 56 students per year. Since the program only accepts students once a year, there is no opportunity to increase enrollment. Based on conversations with current students, their peers have dropped the program because they were not prepared for the comprehensiveness of the program and the length and they were looking for a replacement job. Students cannot take one class independently. They take the whole program. Per program policy, if they drop from one course, they must drop from the entire 2-year program. It is unduplicated enrollment.

Retention
<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Retention</td>
<td>1.45%</td>
<td>-4.05%</td>
</tr>
<tr>
<td>Day</td>
<td>1.45%</td>
<td>-4.05%</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.
The goal is to maintain high retention rates.
Success
<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Success</td>
<td>1.86%</td>
<td>-3.85%</td>
</tr>
<tr>
<td>Day</td>
<td>1.86%</td>
<td>-3.85%</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them. Continue with the high success rates by ethnicity/gender.

**Review Team Response**
Data and trends are interpreted properly. Implications for the program are included. Score: 3

**DEGREE/CERTIFICATE DATA**

<table>
<thead>
<tr>
<th>Term</th>
<th>Degrees</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/08</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>08/09</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>09/10</td>
<td>46</td>
<td></td>
</tr>
</tbody>
</table>

Given the data, is the number of majors and certificates what you would expect? Please comment. Has the number of majors and certificates increased or decreased over time? Why?
The data is incorrect it should read: 2008 51 degrees 2010 54 degrees The number of degrees awarded is constant.

<table>
<thead>
<tr>
<th>Radiologic Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term</strong></td>
</tr>
<tr>
<td>07/08</td>
</tr>
<tr>
<td>08/09</td>
</tr>
<tr>
<td>09/10</td>
</tr>
</tbody>
</table>

Given the data, is the number of majors and certificates what you would expect? Please comment. Has the number of majors and certificates increased or decreased over time? Why?
In 2005, the Vice President of Instruction discontinued the certificate designation.

**Review Team Response**
Information on the number of degrees awarded is consistent with the number of students enrolled in the program.

**STUDENT LEARNING OUTCOMES**
Students will demonstrate ethics, professionalism and lifelong learning.

Students will complete each course with high success/retention rates.

Students will properly identify the patient, interpret examine requests, and determine proper procedure to successfully complete the exam.

Students will demonstrate ethics, professionalism and life long learning. Faculty decided to begin the SLO cycle with courses required for accreditation: 16, 25L, 61, 66L & 85

Students will demonstrate ethics, professionalism, effective communication and critical thinking (problem solving).

**Discuss how the number, type, depth, and breadth of the courses support program SLO's.**
The program's courses are designed to set a strong foundation and develop in complexity. The first semester's curriculum introduces the basic theory and applications at a level that allows growth and mastery in later semesters.

**Discuss how courses in the program articulate with or complement each other.**
The program is competency based, therefore courses become more complex each semester. The curriculum has the 1st semester student learning how to properly identify the patient and interpret exam request. The 4th semester students demonstrate advanced positioning skills and select proper exposure factors.

**Discuss how courses in the program interact with other programs on campus (for example: cross-listing, overlapping content, or shared resources).**

The prerequisites for the RadTec program are anatomy, medical terminology, and chemistry or physics. All general education and graduation requirements must be completed prior to the start of the program. The program is off-campus located at RSAM.

**How and when has your department assessed Program SLO's' and how have you responded to the results?**

The programs SLO's were reviewed and revised to align with the core competencies and course SLO's in July 2010.

**What program or course changes have been made based on the result of the assessed outcome?**

Curriculum changes were made to decrease the number of hours in Radiographic Pathology and Venipuncture for Imaging Professionals.

**Review Team Response**

Overall Program Level Implementation of SLOs is Awareness. Due to a lack of space in the team response box, the SLO Rubric and a detailed reader's report will be emailed to you and your dean.

**Discuss how your services help maintain a high level of student satisfaction.**

**Discuss how you evaluate your effectiveness in meeting students’ needs.**

**How and when has your service reviewed or revised SLOs and/or AUO's.**

**How has your program utilized SLO/AUO assessment results for program improvement?**

**Review Team Response**

**CURRICULUM UPDATE**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td>RADTEC 66 Anatomy and Radiographic Positioning III - Active</td>
<td>02/11/2009</td>
</tr>
<tr>
<td>RADTEC 20 Radiologic Science and Protection - Active</td>
<td>04/15/2009</td>
</tr>
<tr>
<td>RADTEC 20L Laboratory for Radiologic Science and Protection - Active</td>
<td>04/15/2009</td>
</tr>
<tr>
<td>RADTEC 61 Radiographic Clinical Education IV - Active</td>
<td>01/21/2009</td>
</tr>
<tr>
<td>RADTEC 70 Radiographic Clinical Education V - Active</td>
<td>01/21/2009</td>
</tr>
<tr>
<td>RADTEC 66L Laboratory for Anatomy and Radiographic Positioning III - Active</td>
<td>02/11/2009</td>
</tr>
<tr>
<td>Program</td>
<td>Last Modified</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>RADTEC 10 Anatomy and Radiographic Positioning I - Active</td>
<td>10/08/2008</td>
</tr>
<tr>
<td>RADTEC 10L Laboratory for Anatomy and Radiographic Positioning I - Active</td>
<td>10/08/2008</td>
</tr>
<tr>
<td>RADTEC 16 Medical Procedures for Radiologic Technologists - Active</td>
<td>10/08/2008</td>
</tr>
<tr>
<td>RADTEC 16L Laboratory for Medical Procedures for Radiologic Technologists - Active</td>
<td>10/08/2008</td>
</tr>
<tr>
<td>RADTEC 25 Anatomy and Radiographic Positioning II - Active</td>
<td>10/15/2008</td>
</tr>
<tr>
<td>RADTEC 25L Laboratory for Anatomy and Radiographic Positioning II - Active</td>
<td>10/15/2008</td>
</tr>
<tr>
<td>RADTEC 31 Radiographic Clinical Education I - Active</td>
<td>10/15/2008</td>
</tr>
<tr>
<td>RADTEC 40 Radiographic Clinical Education II - Active</td>
<td>10/15/2008</td>
</tr>
<tr>
<td>RADTEC 50 Radiographic Clinical Education III - Active</td>
<td>10/15/2008</td>
</tr>
<tr>
<td>RADTEC 81 Radiographic Clinical Education VI - Active</td>
<td>11/19/2008</td>
</tr>
<tr>
<td>RADTEC 55 Radiographic Equipment and Clinical Application - Active</td>
<td>04/30/2008</td>
</tr>
<tr>
<td>RADTEC 34L Laboratory for Radiographic Imaging - Active</td>
<td>04/22/2009</td>
</tr>
<tr>
<td>RADTEC 460 Venipuncture for Imaging Professionals - Active</td>
<td>10/15/2008</td>
</tr>
<tr>
<td>RADTEC 76 Radiographic Pathology - Active</td>
<td>04/01/2009</td>
</tr>
<tr>
<td>RADTEC 34 Radiographic Imaging - Active</td>
<td>04/22/2009</td>
</tr>
<tr>
<td>RADTEC 85 Radiographic Review and Exam Preparation - Active</td>
<td>12/08/2008</td>
</tr>
<tr>
<td>RADTEC 77 Radiographic Pathology - Active</td>
<td>09/21/2011</td>
</tr>
<tr>
<td>RADTEC 470L Venipuncture Laboratory for Imaging Professionals - Active</td>
<td>04/13/2011</td>
</tr>
<tr>
<td>RADTEC 470 Venipuncture for Imaging Professionals - Active</td>
<td>04/13/2011</td>
</tr>
</tbody>
</table>

**Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:**
RadTec 460, 460L & 76 are currently under modification or revision.

**What steps has your program taken to proactively respond to changing and emerging student and community needs?**
Advisory Committees
Needs Assessment  
Demographic Trends  
Labor Market Studies/Projections

**Briefly explain:**
The RadTec Advisory committee meets bi-annually to discuss trends such as employer and graduate satisfaction, emerging technologies in the community such as digital imaging. Student financial hardships were alleviated through scholarships provided by clinical partners. The Labor Market Studies/Projections shows a 500 job increase over the next 2 years in the Inland Empire. We continue to graduate highly qualified technologists to meet the employment demand. See attachment from the EDD Labor Market division under the Advisory minutes section.

**Review Team Response**
All courses are current or in the process of revision. Program provided information regarding advisory committee with attached minutes and labor market trends with attached information. The program's faculty and staff are to be commended for their ongoing compliance with eight external regulatory agencies.

**ADVISORY COMMITTEE INFORMATION**

An occupational program is required to have an active advisory board. Describe the advisory board membership, how often it meets, its role and involvement with the program, and how the program responds to advisory board recommendations (give examples).

The RadTec Advisory committee is composed of 8 hospital managers, 4 RadTec students, 1 medical advisor, 3 counselors, radiology business members, program graduate, HS Dean, full-time and part-time faculty. The committee meets bi-annually to review and advise on policies and procedures. The advisory committee recommended the applicant hospital orientation be eliminated. They cited HIPPA patient confidentiality and privacy regulations.

**Review Team Response**

**EXTERNAL REGULATIONS**

Organization: Joint Review Committee on Education in Radiology Technology (JRCERT)  
Last Review: 07/13/2009  
Recommendations: In compliance with the 9 Standards and 61 objectives. Therefore, maintenance of accreditation of the associate degree RadTec program was awarded.  
Budgetary Recommendations: $1,500.00 annual fee to maintain accreditation. $5,840.00 for report development to address standards. In 2012 an additional $9,600.00 for the accreditation site visit.  
Addressed Satisfactorily: Yes  
Status of Recommendation: JRCERT is the only agency recognized by the US Dept. of Education and the Council on Higher Education Accreditation (CHEA) for the accreditation of program in radiography. The JRCERT awards accreditation to programs demonstrating substantial compliance with the Standards.  
Next Review: 07/01/2012

Organization: California Department of Health Services Radiologic Health Branch (CDHS-RHB) for Diagnostic
School
Last Review: 07/21/2010
Recommendations: Approval of Diagnostic RT School
Budgetary Recommendations: $190.00 annually
Addressed Satisfactorily: Yes
Status of Recommendation: No recommendations, however approval is contingent upon maintenance of regulations.
Next Review: 07/21/2011

Organization: CDHS-RHB for Fluoroscopy
Last Review: 07/30/2010
Recommendations: Approval of the Fluoroscopy School and curriculum
Budgetary Recommendations: $190.00 annually
Addressed Satisfactorily: Yes
Status of Recommendation: No recommendations, however approval is contingent upon maintenance of regulations.
Next Review: 07/30/2011

Organization: CDHS-RHB for X-Ray equipment inspection
Last Review: 06/12/2007
Recommendations: No items of noncompliance with the regulations were noted
Budgetary Recommendations: $500.00 for 1 fluoroscopy x-ray tube testing annually. $800.00 for the 2 diagnostic x-ray tubes testing tri-annually. $1,200.00 for registration of the 3 x-ray tubes bi-annually.
Addressed Satisfactorily: Yes
Status of Recommendation: Currently, there are no recommendations however, regulations Title 17 allow unannounced site visits at any time.
Next Review: 07/01/2011

Organization: CDHS-RHB for eight clinical education affiliates
Last Review: 07/31/2011
Recommendations: Authorizations to continue to offer clinical education at the eight community affiliates
Budgetary Recommendations: $1080.00 annually
Addressed Satisfactorily: Yes
Status of Recommendation: No recommendations, however approval is contingent upon maintenance of regulations for Diagnostic RT Schools.
Next Review: 07/31/2011

Organization: JRCERT; CDHS-RHB and the National Council on Radiation Protection and Measurement (NCRP) for the Radiation Safety Program
Last Review: 07/20/2010
Recommendations: Approval of the Radiation Safety Program
Budgetary Recommendations: none
Organization: American Registry of Radiologic Technology (ARRT)
Last Review: 07/15/2010
Recommendations: Radiography didactic and clinical competency requirements were met.
Budgetary Recommendations: None
Addressed Satisfactorily: Yes
Status of Recommendation: With the revisions of the curriculum JRCERT and CDHS-RHB would not grant approval and the program would not be in compliance.
Next Review: 07/21/2011

Organization: American Society of Radiologic Technologists (ASRT)
Last Review: 07/18/2008
Recommendations: 23 courses were revised to meet the ASRT national curriculum
Budgetary Recommendations: $13,800.00
Addressed Satisfactorily: Yes
Status of Recommendation: Without the revisions of the curriculum JRCERT and CDHS-RHB would not grant approval and the program would not be in compliance.
Next Review: 07/01/2013

Review Team Response

NON-INSTRUCTIONAL PROGRAM INFORMATION

How does your program improve, expand, or support student learning? How do you know?

Describe staff functions and services (these can include diversity, specialties, staff preparation and training, professional activities and committee participation, accomplishments, grants, new programs etc.)
How does your program evaluate its effectiveness?

Review Team Response

STUDENT SUPPORT - ACCESS

How do the services you provide to students facilitate access to learning? (e.g. - admissions applications, payment processing, pre-requisite clearances, assessment testing, adaptive technology, program applications, healthcare, student activities, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Description of Service</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
</table>
Additional information:

Review Team Response

**STUDENT SUPPORT - SUPPORT**

How do the services you provide to students support student learning? (e.g. 'counseling, orientations, workshops, financial assistance (scholarships, grants, etc'), career assessments, health education, service learning, advisory committees, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>What knowledge, skills, and/or abilities are learned?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

**STUDENT SUPPORT - OTHER**

How do the services you provide to students promote transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing employment, transcript requests, enrollment verification, conferring of degrees/certificates, scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>How does this contribute to student success?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

Additional information:

Review Team Response

**VISIONARY IMPROVEMENT PLAN (VIP)**

Please identify 1-3 program improvement goals for the next three years. Goals should state 'what' you plan to achieve and the rationale 'why' for doing so. 'How' you achieve your goals will be entered under Steps to Success. Keep in mind that your VIP should be SMART:

- Specific
Complete the self-study for JRCERT accreditation.

Program assessment plan contains a specific timeline to evaluate clinical competency skills for student success.

Align the student clinical competency skills with the ARRT/ASRT curriculum.

Accreditation approval will show that the program has aligned all curriculum.

Acquire digital equipment to meet our goal of being 100% digital instruction.

Success will be measured by the number of workstations that have been acquired. The program will be 70% digital by the end of the first year.

Acquire a second instructional digital imaging workstation.

Since the goal is to be "filmless" which supports the sustainability of the program, success can be measured by the 100% conversion to digital imaging.

All plans should improve or expand student learning.

Year Three Goal:
Review and revise curriculum to meet the upcoming ARRT/ASRT and JRCERT standards.

To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support
CTE pathway development
Sustainability

Year 1 Steps to Success (activities) and VIP Assessment:
Complete the self-study for JRCERT accreditation.
Program assessment plan contains a specific timeline to evaluate clinical competency skills for student success.

Year 2 Steps to Success (activities) and VIP Assessment:
Align the student clinical competency skills with the ARRT/ASRT curriculum.
Accreditation approval will show that the program has aligned all curriculum.

Year Three Goal:
Convert from x ray film to digital imaging. Digital imaging is state of the art in the workforce.

To which planning direction does this goal apply?
Excellence in teaching and learning
CTE pathway development
Connectedness
Sustainability

Year 1 Steps to Success (activities) and VIP Assessment:
Acquire digital equipment to meet our goal of being 100% digital instruction.
Success will be measured by the number of workstations that have been acquired. The program will be 70% digital by the end of the first year.

Year 2 Steps to Success (activities) and VIP Assessment:
Acquire a second instructional digital imaging workstation.
Since the goal is to be "filmless" which supports the sustainability of the program, success can be measured by the 100% conversion to digital imaging.
Year Three Goal:
Return to the Rancho campus. In order to increase student, faculty and classified staff connectedness. i.e. campus activities, student services

To which planning direction does this goal apply?
Excellence in teaching and learning
Flexible and continuous student support
CTE pathway development
Connectedness

Year 1 Steps to Success (activities) and VIP Assessment:
Have discussion at the Health Sciences Coordinator meetings to strategize for facilities accommodations for the RadTec program. HS minutes will reflect support from the HS Dean and coordinators for program relocation.

Year 2 Steps to Success (activities) and VIP Assessment:
Investigate various funding options within the community to provide RadTec facilities. Identify architectural plans for facilities have been developed. When relocation from RSAM to the main campus occurs the success can be measured

Review Team Response
The VIP goals are clear, concise, measurable, attainable and clearly tied to data and SLOs. Score: 3

PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM

List Recent departmental professional development activities connected to student learning.

<table>
<thead>
<tr>
<th>Recent activities</th>
<th>Recent workshops/courses taken</th>
<th>Recent conferences/training</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS,RT Faculty and Clinical Site Meetings</td>
<td>Each faculty member completed a minimum of 12 continuing education units in Radiology Sciences</td>
<td>Association of Collegiate Educators in Radiologic Technology</td>
<td>CDPH-RHB-RTCC</td>
</tr>
</tbody>
</table>

How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?
SLO are affected by expanding understanding of multicultural contributions in radiology; mentoring students on research topics; and enhancing the digital imaging. These are examples of how to enhance quality instruction and to determine the related evidence within a conceptual framework for student success.

Discuss departmental engagement on campus in connection to student learning.
How does your program benefit from your campus engagement?
Although located off campus, we remain connected. The information is communicated with faculty and students to promote student success.

Teaching/Years of Service

<table>
<thead>
<tr>
<th>Radiologic Technology</th>
<th>0-5 years</th>
<th>6-10 years</th>
<th>11-15 years</th>
<th>16-20 years</th>
<th>21+ years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Given the data how has your program been impacted?
The two full-time faculty members each have 21+ years service. In 2007 the third full-time faculty member quit and was replaced with a temporary one year contract and not replaced. With 3 full-time faculty members, the program was accredited. When only two faculty members were in place the program was placed on probation.

Does your program anticipate retirements within the next 3 years?
Yes, one retirement will occur in 2011.

Review Team Response
The program is to be commended for the ongoing professional development and commitment to the Chaffey College community. It concerns the review team that the program may not maintain their accreditation without the required number of faculty.

PROJECTED NEEDS

Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other means)? If yes, please identify the source, amount, and length of funding.
Carl Perkins grants have funded $76,008.59 in instructional equipment needs for the past three years.

After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

FT Faculty:
Year 1:
1 FTEF

Hiring Criteria:

Institutional Level Considerations
Student need for courses or programs for transfer or vocational certificate
Supports diversity of college offerings
New direction of the college (e.g., Tech Prep/Career Pathways/CTE, Middle High School College)
Supported by institutional data
Supports retraining to help students become employed or promoted in their professions

Department Concerns
Separation of a FT faculty member that creates hardship on the department. Additional consideration needs to be given to replacing the position due to factors such faculty specialization (e.g., not all remaining faculty members can teach all of the classes), seniority of remaining faculty members, etc.
Faculty required by state accrediting body (such as in nursing, rad tech, aero, etc).
Adjunct to FT ratio is extremely skewed (note: The 75/25 ratio state mandate is campus wide not per department)
Adjunct faculty are difficult to find (quality and qualified, high turnover, specific skill sets, external agency licensure requirements)
Department has one FT faculty and course load, outside reporting (e.g., advisory committees) & responsibilities, etc. requires another FT faculty member.
Programs that have extensive technical requirements which are evolving (e.g., software, complex and varied labs)
Supports diversity of program and course offerings

Year 2:
2 FTEF

Hiring Criteria:

Institutional Level Considerations
Student need for courses or programs for transfer or vocational certificate
Supports diversity of college offerings
New direction of the college (e.g., Tech Prep/Career Pathways/CTE, Middle High School College)
Supported by institutional data
Supports retraining to help students become employed or promoted in their professions

Department Concerns
Separation of a FT faculty member that creates hardship on the department. Additional consideration needs to be given to replacing the position due to factors such faculty specialization (e.g., not all remaining faculty members can teach all of the classes), seniority of remaining faculty members, etc.
Faculty required by state accrediting body (such as in nursing, rad tech, aero, etc).
Adjunct to FT ratio is extremely skewed (note: The 75/25 ratio state mandate is campus wide not per department)
Adjunct faculty are difficult to find (quality and qualified, high turnover, specific skill sets, external agency licensure requirements)
Programs that have extensive technical requirements which are evolving (e.g., software, complex and varied labs)
Supports diversity of program and course offerings

Year 3:

Hiring Criteria:
STAFF
Year 1
Year 2
Year 3

EQUIPMENT
Year 1
1 instructional digital imaging workstation at a cost of $29,995.08.
Year 2
1 instructional digital imaging workstation. With inflation the cost of the 2nd machine is projected to be closer to $35,879.49
Year 3

TECHNOLOGY
Year 1
Year 2
Year 3

SOFTWARE
Year 1
Year 2
Year 3

OTHER
Year 1
Year 2
Year 3

Review Team Response
Projected needs are related to the VIP and the requirements of the external regulatory agencies.

Review Team Response
The program contains excellent information and analysis and will be useful for planning, supporting and improving student achievement. The review is concise, clear and measurable. We appreciate the responsiveness and collaborative effort with the
primary writers. This review should be used as a model for future PSR. Score: 3