

## Instructional Program Review NUCLEAR MEDICINE

This document addresses the following SACSCOC requirements: CR 2.5, CS 3.3.1, CS 3.5, and FR 4.1.

### Purpose

Amarillo College instructional programs consistently review data and strive for improvement.

The purpose of this review is to demonstrate how AC instructional areas support AC's mission by *"enriching the lives of our students and our community."*

On an annual basis the Program Review process will capture a holistic view of a department's/program's strengths, weaknesses, and improvement plans based on institutional data and assessment information.

The information collected on this form will also serve to help your division complete the information required by SACSCOC for Amarillo College's continued reaffirmation efforts.

**Response Length Suggestion: Most responses should be 2-3 sentences.**

**If available, you may also provide a link/reference to other documentation that answers each question.**

### I: Identification

1. **Department or Program Title(s)** (Department Chairs List Dept.; Coordinators List Program):

Nuclear Medicine Technology

2. **Department and/or Program(s) Purpose Statement:**

#### Purpose/Mission Statement:

The Amarillo College Nuclear Medicine Technology Program is committed to providing medical employers with entry-level nuclear medicine professionals through a comprehensive program that enables proof of competency via didactic and clinical curriculum, which complies with all requirements of the standards and guidelines of the Joint Review Committee on Educational Programs in Nuclear Medicine Technology accrediting organization and the Texas Higher Education Coordinating Board, therefore, enhancing the quality of patient care.

#### Goal Statements

Guide students to pass a nationally recognized professional certification or registry through the NMTCB or the ARRT.

Guide students to pass national certification/registry exams on the first try.

3. **Program Review Year (i.e. Most Recent Academic Year)**

2013-2014

4. **Date of Submission:**

04-10-1015

5. **Lead Person Responsible for this Program Review:**

Name: Tamra Rocsko

Title: Program Director  
E-mail: tlrocsko@actx.edu  
Phone Number: 806-354-6071

**6. Additional Individuals (Name and Title) Responsible for Completing this Program Review:**

**II: Program Enrollment and Success Data**

Use baseline data that will enable you to determine the status of your program (compare the most recent data to previous year data, compare your program to any existing state standards, or consider any other relevant factors). Please use Firefox or Chrome browser to open links.

**1. Based on the most recent reported data, please evaluate your program(s).**

**A. Overall Program Data** (Complete this section if your dept. produces any certificate and/or terminal degree.)  
(Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards	Not Applicable
a. Employment Rates/Wages ( <a href="#">EMSI</a> , <a href="#">College Measures</a> , <a href="#">CREWS</a> , <a href="#">Perkins</a> )		X		
b. <a href="#">Completion</a>		X		
c. <a href="#">Licensure Pass Rates</a>		X		
d. Retention ( <a href="#">FA-SP</a> ) and ( <a href="#">FA-FA</a> )		X		
e. <a href="#">Grades A-C</a>		X		
f. <a href="#">Annual Enrollment</a>		X		
g. <a href="#">Survey, Focus Group, &amp; Related Data</a>				X

**Based on the data in Part A, respond to the following two questions:**

- i. Identify one area in which your program(s) excel.

[Completion](#)

- ii. Identify one area in which your program(s) need to most focus for the next few years.

[Annual enrollment](#)

**B. Course-Specific Data** (Complete this section to evaluate the courses that fall under your dept./program.)  
(Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards
a. Grades A-C (IDS - Race/Ethnicity)		X	
b. Grades A-C (IDS - Age)		X	
c. Grades A-C (IDS - Gender)		X	
d. Grades A-C (IDS - First Generation)		X	
e. Grades A-C (IDS - Pell)		X	
f. Grades A-C (IDS - Full/Part-Time)		X	
g. Course-level Enrollment (IDS)		NA	
h. Survey, Focus Group, & Related Data		NA	

Based on the data in Part B, respond to the following two questions:

- i. Identify two courses that are doing well.

PET/CT, and Methodologies

- ii. Identify two courses in which your dept./program(s) needs to most focus for the next few years.

Introduction to Nuclear Medicine, and Radiopharmacy

### III: Institutional Initiatives

#### PART A – No Excuses:

Each department/program is expected to support student success initiatives.

List 1 or more ways your program(s) most focus on any of the [No Excuses goals/initiatives](#) and how you have helped AC fulfill its No Excuses goal.

- Referring students to Jordan Herrera, and the AC pantry.
- Including links for resources in syllabi.
- Course Redesign

#### PART B – Strategic Planning:

Each department/program is expected to support [AC's Strategic Planning](#) initiatives.

1. Identify at least one strategy or task from the Strategic Plan your area(s) currently addresses/evaluates.

First time pass rates.

2. (If applicable) What additional item(s) should AC's Strategic Plan address?

#### PART C– General Education Objectives

SACSCOC requires that the College prove attainment of general education competencies by all students. AC has adopted the below objectives for our core curriculum assessment, but you may add additional objectives you teach. Additionally, AC expects that learning objectives are present and are being evaluated in all courses.

1. Provide a listing of which courses in your department/program(s) teach these general education objectives. For assistance in identifying educational objectives in non-core courses, refer to the [ACGM/WECM](#).

(List individual course prefix, state "all courses", state "N/A" for an objective, etc.):

Objective	Course/s
Communication Skills	Intro to Nuclear Medicine, Radiopharmacy, Methodology III
Critical Thinking Skills	Intro to Nuclear Medicine, Radiopharmacy, PET/CT, Methodology II and III, Instrumentation, Physics, Seminar
Empirical & Quantitative Skills	Radiopharmacy, Methodology III,
Teamwork	Intro to Nuclear Medicine, Radiopharmacy, PET/CT, Methodology II and III
Personal Responsibility	Intro to Nuclear Medicine, Radiopharmacy, PET/CT, Methodology II and III, Instrumentation, Physics, Seminar
Social Responsibility	Intro to Nuclear Medicine
Note: May Insert other Objective/s	

2. Briefly explain how your department/program(s) have recently (i.e. past year) identified and ensured that these general education objectives are taught throughout each course section.

Students participate in research assignments, group presentations, case study presentations, scenario hands on driven assignments, discussion boards, and exam questions (which are scenario driven).

1. Student completes chapter objectives.
2. Each course objective is tied to an assignment or classroom discussion.
3. Assignments (discussion board, research paper, case study presentation, group presentations, and scenario hands on driven assignments) are graded utilizing a rubric to keep grading objective.

3. What method(s) are your faculty using to assess the required objectives in your courses?

(List individual course prefix, state "all courses", state "N/A" for each method, etc.):

Method	Course(s)
Capstone Project/Exam	Nuclear Medicine Technologist Seminar
Embedded Questions	All courses
Licensure Exam	All courses with emphasis in Nuclear Medicine Technologist Seminar
Portfolios	NA
Projects/Essays	All courses
Testing (i.e. course-based testing; finals)	All courses
Note: May Insert other Method	

4. Briefly address any improvements made in your department/program(s) based on your data findings.

Capstone course redesigned

5. In which course(s) have you implemented critical reading and thinking strategies? What strategies did you use? How would you evaluate your success in implementing these strategies? Are there strategies you discovered that you would like to share with your

colleagues? Do you feel that your department/program could benefit from more professional development in this area?

Scenario based questions, and hands on scenario demonstrations.  
Yes, more Professional Development. Perhaps something online so there are not as many time constraints (ex: training occurs during times faculty is teaching).

#### PART D: Curriculum Assessment - Program Outcomes:

SACSCOC requires each program to provide quality student, customer, and/or client services. Each program not directly responsible for core curriculum courses must still annually identify at least one direct outcome within their program, provide results, analysis, and improvement plans related to that outcome.

1. For this review year, what were each program's most important goal(s) (i.e. broad goals you wanted to accomplish)?

Increase first time pass rates.

2. For this review year, what is/were each program's most important measurable outcome(s) that helped you achieve your goals (referenced above)? Provide examples of 1-3 outcome statements. (An outcome provides observable, objective evidence that your student's or client's knowledge, skill, ability, attitude, or behavior has changed as a result of your efforts.)

The program accrediting body states that "Programs must maintain at least an 80% pass rate over consecutive five year periods for their graduates on national certification examinations. This pass rate is to include all examination attempts by program graduates." Students must fulfill and meet all requirements set forth by the JRCNMT before sitting for national board exams. This translates into attainment of AAS degree before program director allows student to take national exams; therefore they must pass the capstone course before proceeding to boards. Because first time pass rates dropped two years ago, the capstone course was redesigned to increase first time pass rates.

3. Identify your results and analyze your data.

2012-2013 Data: Numbers = 11 out of 15 and Percentage = 73%  
2013-2014 Data: Numbers = 13 out of 14 and Percentage = 93%

##### 2012-2013 Data:

73% of graduates passed the test within one year of graduation. Scores ranged from 64-83 with an average score of 75.5.

Total # of Graduates-15

Total # of Examinees-15

Pass NMTCB Reference Scores

Highest Distinction-85+

0 grads scored in this range

Pass w/Distinction-82-84

1 examinees passed in this range.

Pass-75-81

10 examinees passed in this range.  
 Fail-below 75  
 4 examinees failed the exam  
 87% pass rate over five years means the standard was met for 2013 data  
**2013-2014 Data:**  
 93% of graduates passed the test within one year of graduation. Scores ranged from 74-82 with an average score of 72.  
 Total # of graduates: 14  
 Total # of examinees: 14  
 Pass NMTCB Reference Scores  
 Highest Distinction-85+  
 0 examinees scored in this range  
 Pass w/Distinction-82-84  
 1 examinees scored in this range  
 Pass-75-81  
 12 examinees scored in this range  
 87% pass rate over five years means the standard was met for 2014 data

**4. What key change(s) has your department/programs made in the past year or do you plan to make based on your assessment of any outcome?**

1. Student completes chapter objectives.
2. Each course objective is tied to an assignment or classroom discussion.
3. Assignments (discussion board, research paper, case study presentation, group presentations, and scenario hands on driven assignments) are graded utilizing a rubric to keep grading objective.
4. Added (over 1000) new questions to the Capstone course.
5. Incorporated more research and case study assignments.

**5. Please provide supporting documentation with this review that relates to this outcome(s). For example, if you're using a rubric to assess student work, attach a copy of the rubric and five student samples. If you're focusing on licensure exam data, attach a copy of your pass rate results.**

**IV: Conclusions**

**1. How have you or your staff adjusted your pedagogy (method and practice of teaching) to improve your academic quality and/or aid in some other area related to student success?**

1. Have tried to incorporate some flipped classes.
2. Ask more questions in class versus giving students the information.
3. Revising the clinical evaluation forms to be more objective.
4. Added (over 1000) new questions to the Capstone course.

**2. What program improvement opportunities are available to your staff (e.g. external curriculum committees, trainings, etc.)?**

ACTS and AVID.

3. What is the biggest issue/obstacle that your program currently faces?  
Please explain the issue, point to evidence supporting why your issue is important (addressed in this document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.

Increase the programs capacity. The PD has started a list of students to call in the spring. FM90 and the Ranger have agreed to run articles. PD started a Facebook page and will pay to promote in the Spring of 2015 (cost \$100). The PD will also reach out to outlying clinical facilities as well as a few in town to recruit them to take students.

4. Additional Comments Pertinent to this Review (Not Required):