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MISSION STATEMENTS

Kapi‘olani Community College’s Mission Statement 2003-2010
(Approved October 7, 2002 by KCC Faculty Senate)

Kapi‘olani Community College

- is a gathering place where Hawai‘i’s cultural diversity is celebrated, championed and reflected in the students, faculty, staff, administration and curriculum.
- is a nurturing workplace of choice for strong and caring faculty, staff, and administrators committed to a shared vision and set of values.
- strives to be the first choice for education and training for Hawai‘i’s people.
- provides open access, and promotes students’ progress, learning and success with low tuition and high quality instructional programs, student development and support services, and selective areas of excellence and emphasis.
- prepares students to meet rigorous baccalaureate requirements and personal enrichment goals by offering a high quality liberal arts program.
- prepares students to meet rigorous employment and career standards by offering 21st century career programs.
- prepares students for lives of ethical, responsible community involvement by offering opportunities for increased civic engagement.
- leads locally, nationally and internationally in the development of integrated international education through global collaborations.
- uses human, physical, technological and financial resources effectively and efficiently to achieve ambitious educational goals.
- builds partnerships within the University and with other educational, governmental, business, and non-profit organizations to support improved learning from preschool through college and lifelong.
- uses cycles of qualitative and quantitative assessment to document degrees of progress in achieving college goals and objectives.

Program Mission Statement

The mission of the Radiologic Technology program at Kapi‘olani Community College is to provide graduates with the entry-level skills and knowledge necessary for performing the tasks of a radiologic technologist in imaging centers, hospitals, clinics, and radiologists' offices and group practices. Further, as the only such program in Hawaii, it is the mission of this program to provide qualified radiologic technologists for the healthcare workforce in the state of Hawaii.
PART I. EXECUTIVE SUMMARY OF PROGRAM STATUS

This is the first report of the newly developed three-year program review, as the Radiologic Technology Program underwent a Program Accreditation at the time of the last 3-year review. There are no previous recommendations to discuss at this time.

PART II. PROGRAM DESCRIPTION

Description
This program includes a combination of subject matter and faculty-supervised clinical experiences designed to prepare a person for the safe operation of x-ray equipment in clinical settings under the supervision of a radiologist or other physician. Satisfactory completion of the requirements for the AS degree permits the student to take the qualifying examinations of the ARRT, which is accepted by the Hawaiʻi Board of Radiologic Technology for State licensure. This program is accredited by the JRCERT.

History
The Radiologic Technology Program began instruction in 1970. Since its first graduating class in 1972 to 2009, the first-time pass rate on the national certification examination given by the ARRT is 97%.

Program Goals
The goals of this program meet or exceed the guidelines of the Joint Review Committee for Education in Radiologic Technology. The program is designed to meet these goals through an intensive course of study and laboratory practice and supervised clinical practice in affiliated clinical hospitals. The goals of the Radiologic Technology program are:

Goal 1: Students will practice as entry-level radiologic technologists.
Goal 2: Students will demonstrate effective teamwork, problem-solving, and critical thinking skills.
Goal 3: Students will reflect the value of professional growth and development.
Goal 4: The program will meet workforce needs for radiographers in the state of Hawaiʻi.

Clinical practice is an essential component of the curriculum, and in order for students to succeed in this phase of instruction, they must demonstrate competence and professionalism in the hospital setting.

Program SLOs
Upon successful completion of the Associate in Science degree in Radiologic Technology, the student shall be able to:

- Take diagnostically acceptable radiographs of any or all parts of the body.
• Practice appropriate radiation safety measures.
• Communicate and interact appropriately and effectively with patients, patients’ family and friends, peers, staff, and supervisors.
• Work effectively as a team member with students, staff, and radiologists.
• Maintain professional and ethical behavior as a healthcare provider.
• Adapt patient positioning, projections, and technical factors based on patient condition.
• Discuss the value of life-long learning and being an active member of a professional society.

Admission Requirements

Additional information is listed in the “Special Requirements for programs in Health Career Education” section. Acceptance into the Radiologic Technology program is on a best-qualified, first-accepted basis. Qualifying English test score (13.0 or equivalent) and math placement (MATH 135) must be obtained prior to submitting an application. Satisfactory completion (grade of “C” or higher) of MATH 135, ENG 100, BIOL 130, BIOL 130L, and HLTH 125 is required prior to application.

Credentials and Licensures Offered

KapCC offers only the A.S. degree in Radiologic Technology. Graduates are eligible for national certification and may obtain state licensure following certification by the ARRT. There is a Certificate of Achievement for a noncredit Mammography training course that is also provided once a year by one of the Program faculty.

Faculty and Staff

Currently there are two full-time staff members teaching RAD courses.

Program Director: Jodi Ann T. Nakaoka, M.Ed., RT(R)(M), Assist. Prof.
Clinical Coordinator: Harry Nakayama, B.S., RT(R)(NM), Prof.

A part-time lecturer position is currently vacant.

Resources

Kauila 104 is used as the RAD classroom for all lecture-based courses. It is equipped with a Polycom unit that was used to teach distance courses to a cohort studying on Maui from 2007 through 2009. Prior to that, the Polycom was used to conduct distance courses to a cohort studying on the island of Hawaii from 2003 through 2007.

Kauila 101 A & B, and 102 A & B are laboratories containing fully-functional x-ray equipment and phantoms (simulations of an adult male patient). Two of the four x-ray units were replaced with new units in the summer of 2009. The remaining two units in this laboratory are scheduled for replacement, and will be replaced when funding is secured. There is also a portable x-ray unit which is not functional, and is currently not scheduled for replacement due to lack of funding.

Kauila 105 is a laboratory containing five x-ray units used for simulations only. Currently only one of the five units is functional.
The program uses program fees monies to maintain radiation dosimetry services, cover silver recovery costs, and purchase other items, such as positioning sponges, film, processing chemicals, and masking tape.

Articulation Agreements
The RAD program has no articulation agreements at this time, and is not currently looking to form any articulation agreements.

Advisory Committee
The Radiologic Technology Program’s Advisory Committee meets once per year to provide input regarding curriculum, student preparation, and other matters. The committee consists of Program faculty, Health Sciences counselors, Clinical Instructors, radiologists, and student representatives.

Internships
The Radiologic Technology Program’s Advisory Committee meets once per year to provide input regarding curriculum and provide feedback on current practices and policies.

PART III. QUANTITATIVE INDICATORS FOR PROGRAM REVIEW

Demand/Efficiency Tables
Annual Report of Program Data for Radiologic Technology
Kapiolani Community College Program Major(s): RAD

<table>
<thead>
<tr>
<th>Overall Program Health</th>
<th>Cautionary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demand Indicators</td>
<td>Academic Year</td>
</tr>
<tr>
<td>New &amp; Replacement Positions (State)</td>
<td></td>
</tr>
<tr>
<td>New &amp; Replacement Positions (County Prorated)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number of Majors</td>
</tr>
<tr>
<td>---</td>
<td>------------------</td>
</tr>
<tr>
<td>4</td>
<td>SSH Program Majors in Program Classes</td>
</tr>
<tr>
<td>5</td>
<td>SSH Non-Majors in Program Classes</td>
</tr>
<tr>
<td>6</td>
<td>SSH in All Program Classes</td>
</tr>
<tr>
<td>7</td>
<td>FTE Enrollment in Program Classes</td>
</tr>
<tr>
<td>8</td>
<td>Total Number of Classes Taught</td>
</tr>
</tbody>
</table>

### Efficiency Indicators

<table>
<thead>
<tr>
<th></th>
<th>Academic Year</th>
<th>08-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Average Class Size</td>
<td>12.4</td>
</tr>
<tr>
<td>10</td>
<td>Fill Rate</td>
<td>89%</td>
</tr>
<tr>
<td>11</td>
<td>FTE BOR Appointed Faculty</td>
<td>2.7</td>
</tr>
<tr>
<td>12</td>
<td>Majors to FTE BOR Appointed Faculty</td>
<td>22.5</td>
</tr>
<tr>
<td>13</td>
<td>Majors to Analytic FTE Faculty</td>
<td>11.2</td>
</tr>
<tr>
<td>13a</td>
<td>Analytic FTE Faculty</td>
<td>5.3</td>
</tr>
<tr>
<td>14</td>
<td>Overall Program Budget Allocation</td>
<td>C/P</td>
</tr>
<tr>
<td>14a</td>
<td>General Funded Budget Allocation</td>
<td>C/P</td>
</tr>
<tr>
<td>14b</td>
<td>Special/Federal Budget Allocation</td>
<td>C/P</td>
</tr>
<tr>
<td>15</td>
<td>Cost per SSH</td>
<td>C/P</td>
</tr>
<tr>
<td>16</td>
<td>Number of Low-Enrolled (&lt;10) Classes</td>
<td>32</td>
</tr>
<tr>
<td>Effectiveness Indicators</td>
<td>Academic Year</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>08-09</td>
<td></td>
</tr>
<tr>
<td>17 Successful Completion (Equivalent C or Higher)</td>
<td>97%</td>
<td></td>
</tr>
<tr>
<td>18 Withdrawals (Grade = W)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>19 Persistence (Fall to Spring)</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>20 Unduplicated Degrees/Certificates Awarded</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>20a Number of Degrees Awarded</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>20b Certificates of Achievement Awarded</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>20c Academic Subject Certificates Awarded</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>20d Other Certificates Awarded</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>21 Transfers to UH 4-yr</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>21a Transfers with degree from program</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>21b Transfers without degree from program</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

C/P denotes that the measure is provided by the college, if necessary.

Data current as of: 8/19/2009 - 3:30:PM

<table>
<thead>
<tr>
<th>Distance Education Completely On-line Classes</th>
<th>Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>08-09</td>
</tr>
<tr>
<td>22 Number of Distance Education Classes Taught</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Enrollment Distance Education Classes</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>24</td>
<td>Fill Rate</td>
</tr>
<tr>
<td>25</td>
<td>Successful Completion (Equivalent C or Higher)</td>
</tr>
<tr>
<td>26</td>
<td>Withdrawals (Grade = W)</td>
</tr>
<tr>
<td>27</td>
<td>Persistence (Fall to Spring Not Limited to Distance Education)</td>
</tr>
</tbody>
</table>

**Perkins IV Core Indicators**

<table>
<thead>
<tr>
<th>Perkins IV Measures 2007-2008</th>
<th>Goal</th>
<th>Actual</th>
<th>Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1P1 Technical Skills Attainment</td>
<td>90.00</td>
<td>100.00</td>
<td>Met</td>
</tr>
<tr>
<td>2P1 Completion</td>
<td>44.00</td>
<td>83.33</td>
<td>Met</td>
</tr>
<tr>
<td>3P1 Student Retention or Transfer</td>
<td>55.00</td>
<td>97.22</td>
<td>Met</td>
</tr>
<tr>
<td>4P1 Student Placement</td>
<td>50.00</td>
<td>96</td>
<td>Met</td>
</tr>
<tr>
<td>5P1 Nontraditional Participation</td>
<td>25.00</td>
<td>0</td>
<td>Did Not</td>
</tr>
<tr>
<td>5P2 Nontraditional Completion</td>
<td>25.00</td>
<td>0</td>
<td>Did Not</td>
</tr>
</tbody>
</table>

**Outcomes**

<table>
<thead>
<tr>
<th>Year</th>
<th># of Graduates</th>
<th>KapCC Pass Rate</th>
<th>National Pass Rate</th>
<th>KapCC Avg. Score</th>
<th>National Avg. Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>18</td>
<td>100.00%</td>
<td>90.50%</td>
<td>91.1</td>
<td>84.80</td>
</tr>
<tr>
<td>2007</td>
<td>27</td>
<td>100.00%</td>
<td>90.80%</td>
<td>91.9</td>
<td>84.70</td>
</tr>
<tr>
<td>2008</td>
<td>16</td>
<td>100.00%</td>
<td>91.00%</td>
<td>91.3</td>
<td>84.60</td>
</tr>
</tbody>
</table>

**PART IV. ASSESSMENT RESULTS CHART FOR PROGRAM SLOS**

The Radiologic Technology Program’s SLOs were passed in June 2009. The grid aligning program SLOs with course outcomes has been completed and shared with all members of the
Radiologic Technology Program faculty. The Assessment Plan is being drafted to assess three of the program SLOs by the end of 2009.

PART V. CURRICULUM REVIEW AND REVISION

All program courses, with the exception of RAD105, underwent a five-year review in 2008. RAD105 was a new course that was approved by faculty senate and first taught in Fall 2008.

PART VI. SURVEY RESULTS

Student Feedback Surveys
Student feedback surveys have been conducted each semester from 2006 – 2009. All surveys revealed an overall satisfaction with their training.

Employment Statistics
Of the 61 Radiologic Technology Program graduates in the period from 2006-2008, 59 were looking for employment following graduation. Two graduates decided to further their education on the mainland. Of those 59 graduates looking for employment, 58 of them were able to find employment within the state within six months of graduation. The one graduate unable to find employment was not living in the state during those six months following graduation.

Employer Satisfaction Surveys
Employer satisfaction surveys are conducted annually. All returned surveys revealed an overall satisfaction with their employee’s training from the Radiologic Technology Program at KapCC.

Graduate Satisfaction Surveys
Of the 46 graduate surveys received from 2006 to 2008, 100% were overall satisfied with their training they received from the Radiologic Technology Program at KapCC.

PART VII. ANALYSIS OF PROGRAM

Strengths Based on Analysis of Data
Although the Program Health Indicators indicate that the Program is in the “Cautionary” status, and the Demand Indicators indicate “Unhealthy” status, the Program’s assessments do not show the same health status. The Radiologic Technology Program continues to consistently fill the capacity of the Program, and has accepted more than 20 students each year. Attrition rates have been relatively low, and generally over 80% of students accepted have completed the Program. Graduates consistently pass the national registry examination on their first attempt, and are able to find employment within six months of graduation.
Weaknesses Based on Analysis of Data

Over the last ten to fifteen years, the equipment in the laboratories have declined, and some of them are no longer functional. Although two of the nonfunctional units were replaced with new units, there are still four other nonfunctional units, and the remaining three units are old and do not function well. Currently, we are relying on the hospitals to provide opportunities for the students to practice their examinations between performing examinations on patients due to the lack of equipment at the school for the students to practice on efficiently. We have extended the hours the students are allowed in the laboratory to practice since there are less units to practice with. This weakness does not show up on any of the health indicators because students are still able to acquire the skills they need by the time they graduate, but their training is not as efficient because of the poorly functioning, and nonfunctional, equipment.

Evidence of Quality

As discussed earlier, graduates consistently pass the national registry examination on their first attempt and find employment within six months of graduation. The employer and graduate satisfaction surveys indicate the graduates have the content knowledge and the skills to function as an entry-level radiographer. In addition, each semester students are assessed with regard to content knowledge and skill appropriate to their level of training, and students have progressed at a good pace.

Evidence of Student Learning

Students are assessed in three areas, the classroom, the laboratory, and the clinical setting. These assessments are done every semester for two years (fall, spring, and summer). Students are assessed with regard to content knowledge and critical thinking skills in the classroom, laboratory, and clinical setting. In addition, students are assessed on their skills in areas such as patient care, radiographic positioning and exposure factors, and radiation safety. Assessments in the classroom, laboratory, and clinical setting show evidence of student learning at levels coinciding with their level of training.

Resource Sufficiency

The Radiologic Technology currently has the bare minimum amount of x-ray equipment on campus needed to train its students effectively. However, the Radiologic Technology Program also includes practical experience for the students at affiliated clinical sites which help to strengthen the skills the students learn in the laboratory. Program faculty continue to pursue other funding for replacing old equipment.

Recommendations for Improving Outcomes

The Program faculty will continue to pursue funding for replacement of its old equipment. In addition, faculty will continue to give students access to the laboratory equipment for longer periods of time for practicing. Also, it has been evident that students’ writing skills tend to be weak. Effort has been made beginning last fall, to insert smaller writing assignments throughout
the first year and the second year, first semester, of training that will develop skills needed for
the writing intensive course that all students must take in the second spring semester.

PART VIII. ACTION PLAN
To address the issue of failing equipment, students in the Radiologic Technology participated in
a short video put together by Student Congress. The video was taken to Washington D.C. in the
fall 2009 semester to ask for special funding for the Health Sciences programs. Other sources of
funding will be investigated.

Changes will be made to the selection process. In addition to grades for coursework that students
have taken, a test conducted by a third party will be used in the selection process. This change in
the admission process is being implemented due to the large number of applicants applying to
the Program, with very little range on the rating scale. The cohort accepted to the Program for
the fall 2009 entry all had a score of 84 points of a total of 84 points possible.

PART IX. BUDGET IMPLICATIONS
The part-time lecturer position has been vacant for the past year. Program faculty are still
receiving significant amounts of overload pay due to this vacancy.

In addition, some of the major equipment should be budgeted for replacement within the next
two years. Failure to replace these units in a timely manner will result in increased overload for
an already overloaded faculty if laboratory times have to be extended to accommodate for lack of
resources.