



## ANNUAL PROGRAM PLAN & REVIEW (INSTRUCTIONAL) ASGC ADOPTED SPRING 2011

The purpose of this document is to collect information to be used by the college planning bodies IPC (Instruction Planning Council), APC (Administrative Planning Council), SSPC (Student Services Planning Council), Budget Planning Committee, and CPC (College Planning Council) and may be used for Program Improvement and Viability (PIV). Through this process, faculty have the opportunity to review the mission and vision of their department/program. Then, using multiple measures and inquiry, faculty will reflect on and evaluate their work for the purposes of improving student learning and program effectiveness. This reflection will identify steps and resources necessary to work towards the program vision including personnel, professional development, facilities, and equipment. *Faculty should use their judgment in selecting the appropriate level of detail when completing this document.*

**The deadline for submission of the Annual Program Plan to the IPC is March 31.** Complete this document in consultation with your Dean who will then submit a copy to IPC. Members of the IPC review the document and return their comments to the author for use in the next annual program plan.

### Cañada College

#### **Mission Statement**

It is the mission of Cañada College to ensure that students from diverse backgrounds have the opportunity to achieve their educational goals by providing quality instruction in general, transfer, career, and basic skills education, and activities that foster students' personal development and academic success. Cañada College places a high priority on supportive faculty/staff/student teaching and learning relationships, responsive support services, and a co-curricular environment that contributes to personal growth and success for students. The College is committed to the students and the community to fulfill this mission.

#### **Vision**

Cañada College ensures student success through personalized, flexible, and innovative instruction. The College infuses essential skills and competencies throughout the curriculum and assesses student learning and institutional effectiveness to make continuous improvement. Cañada responds to the changing needs of the people it serves by being involved in and responsive to the community, developing new programs and partnerships and incorporating new technologies and methodologies into its programs and services.



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Document Map:

- 0) Key Findings
- 1) Planning group
- 2) Authors
- 3) Program
- 4) Responses to previous Annual Program Plan & Review (APP&R)
- 5) Curricular Offerings
- 6) Program Level Data
- 7) Action Plan
- 8) Resource Identification



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Note: To complete this form, **SAVE** it on your computer, then send to your Division Dean as an **ATTACHMENT to an e-mail message.**

**Department/Program Title:** Radiologic Technology

**Date submitted:** April 8, 2013

**0. Key Findings:** The Radiologic Technology program has completed its self-study for JRCERT and will have it's site visit later this spring. The complete accreditation self-study is available for review.

**1. Planning Group** (include PT& FT faculty, staff, stakeholders)

List of names and positions: Rafael Rivera, Pam Jones – coordinators of program  
Janet Stringer - Dean

**2. Writing Team and Contact Person:** Rafael Rivera – contact person  
Pam Jones

**3. Program Information**

**A. Program Personnel**

Identify all personnel (faculty, classified, volunteers, and student workers) in the program:

**FT Faculty** – Rafael Rivera, Pam Jones **PT Faculty** - Jennifer O'Laughlin, Theresa Bell, Steve Fontes,  
Louise Wightman, Irvin Rivera , Sandy Froejlin **FTE FT Classified** - none

**PT Classified (hrs/wk)** - none **Volunteers** – Ana Berumen **Student Workers** – Anne Santos, Vinny Sharma, Chip Chhen.

**B. Program mission and vision**

Include the purpose of the program, the ideals the program strives to attain, and whom the program serves. The program mission and vision must align with the college's mission and goals. (200 word limit)

The mission of the Radiologic Technology program at Cañada College is to provide a high quality vocational education to members of our diverse community who seek a career in the radiologic technology profession. The Radiologic Technology Program enables students to develop skills necessary for employment in the medical care community and provides a professional labor pool to match the needs of the community.

**C. Expected Program Student Learning Outcomes**

Tool: **TracDAT folders in the SLOAC sharepoint.** Click on the link below to access your folder and log in with your complete smccd e-mail account, ex:smithj@smccd.edu and password <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>



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List expected Program Student Learning Outcomes (PSLOs) (minimum of 3) and assessment tools for each.

Guideline: List knowledge, skills, abilities, or attitudes upon completion of program or significant discipline work and list assessment tools. Can be copied from Tracdat.

Students completing the radiologic technology program will:

1. be able to apply positioning skills
2. select appropriate technical factors for routine x-rays
3. use effective oral communication skills with clinical staff.
4. practice written communication skills
5. manipulate technical factors for non-routine examinations.
6. pass the ARRT national certification on the 1st attempt.
7. receive satisfactory evaluation from their employers.
8. be gainfully employed within 6 months post-graduation, if pursuing employment.

Assessment tools and outcomes of these assessments for the past 7 years are available in the JRCERT Program analysis document.

#### **4. Response to Previous Annual Program Plan & Review**

Tool: <http://sharepoint.smccd.edu/SiteDirectory/canio/ipc>

(log in with your complete smccd e-mail account, ex: smithj@smccd.edu and password)

List any recommendations for the program and your responses to these recommendations based on previous Annual Program Plan and/or CTE Professional Accreditation report.

Guideline: Original documents can be linked or attached, as needed.

- We are in the process of updating all radiologic technology courses. At this time there are only four courses left for updating.
- Program PLOs and assessments have been completed.

#### **5. Curricular Offerings (*current state of curriculum and SLOAC*)**

**All curriculum and SLOAC updates must be completed when planning documents are due.**

SLOAC = Student Learning Outcomes Assessment Cycle

Tools: **TracDAT folders in SLOAC** sharepoint <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

**Curriculum Committee** <http://sharepoint.smccd.edu/SiteDirectory/cancurriculum/>



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**A. Attach the following TracDat and Curriculum data in the appendix:**

- List courses, SLOs, assessment plans, and results and action plans (attach report from [TracDAT folders in SLOAC sharepoint](#)).

All courses in the radiologic technology program have SLOs and assessment methods in TracDat.

List courses with COR's over 6 years old (attach documents from [Curriculum Committee](#))

All courses have a recent COR in JRCERT format and they are being updated in CurricUnet with a target of summer 2013 to have all courses current in CurricUnet.

**B. Identify Patterns of Curriculum Offerings**

Guidelines: What is the planning group's 2-year curriculum cycle of course offerings by certificates and degrees? What is the ideal curriculum cycle? Discuss any issues.

There is only 1 degree for the radiologic technology program and the students go through the program in a cohort. Therefore, the program faculty (following JRCERT guidelines) have organized the curriculum to take the students from entering to graduating with increasing skills and responsibilities.

**6. Program Level Data**

**A. Data Packets and Analysis from the Office of Planning, Research & Student Success and any other relevant data.**

Tool: [http://www.canadacollege.edu/inside/research/programreview/info\\_packet/info\\_packet.html](http://www.canadacollege.edu/inside/research/programreview/info_packet/info_packet.html)

Guidelines: The data is prepared by the Office of Planning, Research & Student Success and is to be attached to this document. Include the following:

- Describe trends in the measured parameters.
- Reflect and analyze causes of trends.

The enrollment and load have been fairly constant for years. The enrollment is limited by the number of clinical training sites available for our students and the job market for graduates of the program. The success and retention is quite high. There is considerable competition to get into the program with 100-130 applications each year for the 20 spots in the class. This allows the program to select students most likely to be successful. In addition the students move through the program as a cohort, which also improves retention and success.



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There has been a significant decrease in the number of student planning to transfer after completion of the program. There are few BAS program or BS in RADT for the students to transfer into. Our recent collaboration with National University may reverse this trend. However, the program is not designed as a transfer program, but as a vocational program.

Student ethnicity – There has been a gradual increase in Hispanic students, although the percentage is still less than for the college as a whole. The cohort is becoming more ethnically diverse with an increase in the number of Asian and African-American students and a decrease in the number of white, non-Hispanic students. The average age of the entering class has been decreasing for the past few years. A significant percentage of the entering cohort already has a bachelor's degree, but this percentage has not been changing.

**B. Analyze evidence of Program performance. Explain how other information may impact Program (examples are business and employment needs, new technology, new transfer requirements)**

Tool: **TracDAT folders in SLOAC** sharepoint <http://sharepoint.smccd.edu/SiteDirectory/CANSLOAC>

**Guidelines:**

- Explain how the assessment plan for Program Student Learning Outcomes (listed on #3c) measures quality and success of each Program.
- Summarize assessment results of Program Student Learning Outcomes.
- Describe and summarize other data that reveals Program performance.
- Explain how changes in community needs, technology, and transfer requirements could affect the Program.

100% of our student who complete the program have passed the licensure exam on the first try. For the class of 2012 we had 16 students graduating; six months after graduation, an employment status survey was sent to them and the responses are as follow: 13 have found employment, 2 were unemployed and 1 did not respond to our survey.

**C. Other Considerations**

[Click here and type]

**7. Action Plan**

Include details of planning as a result of reflection, analysis and interpretation of data.

**Guidelines:**

- Describe data and assessment results for Program Student Learning Outcomes. Analyze and reflect on assessment results for Program Student Learning Outcomes and other measures of Program performance.
- Analyze and reflect on other evidence described in previous sections. Identify the next



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- steps, including any planned changes to curriculum or pedagogy.
- Identify questions that will serve as a focus of inquiry for next year.
    - > Determine the assessments; set the timeline for tabulating the data and analyzing results.
    - > Describe what you expect to learn from the assessment efforts.

There are no currently plans to change the core radiologic technology program. Our class size is meeting the demands of local employers and our students are passing the licensure exam and finding jobs.

Our plans for the program include: 1) increasing certification courses for continuing education, with a specific focus on offering computerized tomography (CT), magnetic resonance imaging (MRI), fluoroscopy for practicing technologists, PA and physicians, 2) Possibly expanding to include an ultrasound program.

## **8. Resource Identification**

### **A. Faculty and Staff hiring requests**

Guidelines:

- Explain clearly and with supporting data showing how hiring requests will serve Department/Division/College needs.
- Include information from the most recent Comprehensive Program Review or Annual Program Plan, whichever was last year's document.

None at this time. We will be hiring additional clinical instructors to replace retirements.

### **B. Professional Development needs**

Guidelines:

- List faculty and staff professional development activities.
- Describe faculty and staff professional development plans for next year.
- Explain how professional development activities improved student learning outcomes.

Pam Jones continues to be active at the state-level. Both Pam and Rafael have completed Master's degrees.

The program needs to develop regular trainings / meetings for the clinical instructors.

### **C. Classroom & Instructional Equipment requests**

Guidelines:

- List classroom & instructional equipment requested, including item description, suggested



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vendor, number of items, and total cost.

- Explain how it will serve Department/Program/Division/College needs.
- List the requests (item description, suggested vendor, number of items, and total cost).
- List special facilities and equipment that you currently use and require.

To develop the fluoroscopy program, a fluoroscopy machine is needed and a room for it's use and training. The detailed request is attached under facilities requests.

**D. Office of Planning, Research & Student Success requests**

Guidelines:

- List data requests for the Office of Planning, Research & Student Success.
- Explain how the requests will serve the Department/Program/Division/College needs.

We have no requests at this time.

**E. Facilities requests**

Guidelines:

- List facilities requests.
- Explain how the requests will serve the Department/Program/Division/College needs.

The following proposal has been submitted to the district office for potential funding.

**Cañada College Proposal**

Project: Renovation of 5-112 into a dedicate training room for fluoroscopy

Rationale:

1) There is a current need in the health field for fluoroscopy training courses. That need will increase when the physician assistants become eligible. We, at Cañada College, offer certification in fluoroscopy for our radiologic technology students using equipment at our partner clinical facilities. With fluoroscopy equipment on site at the college, we would be in a position to offer classes for continuing education students, including physicians and physician assistants. As a continuing education certification program, we would be able to generate enough income to, at a minimum, pay for the yearly maintenance and up keep of the equipment.





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2) Currently, physicians and certified radiologic technologists are the only ones permitted to carry out fluoroscopy. The state has passed a bill allowing physician assistants to be certified to do fluoroscopy in clinical settings. The curriculum requirements for this certification are still being developed, but it appears that the requirements will be intermediate between those required for physicians and for radiologic technologists. Therefore, physician assistants will need additional certification and this fluoroscopy facility would serve in that capacity. Additionally, we would be able to train current radiologic technologists and physicians.

**Scope of Project:**

We propose to convert a conference room into the fluoroscopy training facility. The room, 5-112, is on the ground floor with 3 sides either outside wall or concrete. Converting a conference room means that there is no loss of classroom space on campus. Classroom furniture and AV equipment are already present. The location is also near to the Center for International and University Studies (CIUS), which would be involved in managing the continuing education certification program.

**Costs:**

1) Portable fluoroscopy equipment – We have decided to equip this room with a portable machine, since this is the equipment used by physician and physician assistants. It also does not require as much shielding as a permanently installed machine, not does it need renovation of the ceiling to support the fixed equipment. We have obtained cost estimates for a portable fluoroscopy machine ranging from \$80,000 - \$200,000. The high end value is for a new machine with all of the extra features. We have an estimate of \$85,000 for a refurbished OEC 980 ESP C-Arm System machine that would be perfect for our purposes (see attached estimate).

2) Shielding – We have been in contact with the State and determined that no additional shielding is required for this equipment

3) Additional security will be needed for the room.

**Estimate:**

We estimate that \$100,000 will be needed to convert 5-112 into a functioning fluoroscopy training room including the refurbished machine, delivery, set up and security.