Santa Rosa Junior College

Program Resource Planning Process

Radiologic Technology 2024

1.1a Mission

Based on the major missions of the college, the faculty of the Radiologic Technology Program at Santa Rosa Junior College is dedicated to facilitating the growth and development of enrolled students in becoming competent entry-level radiologic technologists to function within the healthcare community they serve.

Program Objectives:

The major goals of the Santa Rosa Junior College Radiologic Technology Program are to assist the enrolled students:

- in performing positioning skills with accuracy, utilizing skills in radiation protection, and demonstrating proper equipment handling;

- in using critical thinking to recognize image quality and to adapt to non-routine patients and procedures;

- in demonstrating good communication in clinical environment, as well as demonstrating good oral and written communication;

- in demonstrating professionalism and understanding of ethical decision making.

1.1b Mission Alignment

Our program mission is based on the college mission. Therefore, we do believe that it is well aligned with the District's mission. From the Strategic plan listed below, the radiologic technology program embraces all, but is particularly invested in bulleted points #1, #3 and #4.

Mission

SRJC passionately cultivates learning through the creative, intellectual, physical, social, emotional, aesthetic and ethical development of our diverse community.

• 1. We focus on student learning by preparing students for transfer; **by providing responsive career and technical education**; and by improving students' foundational skills.

• 2. We provide a comprehensive range of student development programs and services that support student success and enrich student lives.

• 3. We support the **economic vitality, social equity and environmental stewardship** of our region.

• 4. We promote personal and professional growth and cultivate joy at work and in lifelong learning.

• 5. We foster critical and reflective civic engagement and thoughtful participation in diverse local and global communities.

• 6. We regularly assess, self-reflect, adapt, and continuously improve.

1.1c Description

The SRJC Radiologic Technology program serves the community in educating and graduating qualified students to become licensed health care professionals in Radiologic Technology.

1.1d Hours of Office Operation and Service by Location

The program's operational hours span as early as 07:00 and as late as 18:00 Monday through Friday. We do allow some limited "swing shift" hours as a part of their clinical experience, but only if there is adequate supervision for the student available, and only when specifically requested and authorized.

The Joint Review Committee in Education of Radiologic Technology (JRCERT) defines traditional program hours Monday - Friday within the hours of 05:00 through 19:00. The JRCERT will also allow evening and weekend experience on occasion. No night shift. (JRCERT standard 4.4)

1.2 Program/Unit Context and Environmental Scan

The American Registry of Radiologic Technologists (ARRT) requires that all applicants seeking to challange the national board certifying exam in radiography and radiation therapy, have achieved at minimum an associate level education (AA or AS) though not necessarily the degree in radiologic technology.

Regarding CTE certificates, the program has very good relationships with the various health care agencies.

Recent graduates are still finding employment although not always full time. Many have taken part time or per diem positions. Most recent survey (2022) indicates that our 5 year average employment rate for our graduates is 96% at 12 months post graduation. In compliance with a JRCERT mandate regarding transparency, we have posted our mission statement, program SLO's and Program Effectiveness data on the Radiologic Technology homepage. https://radtech.santarosa.edu

Currently, we are affiliated with 23 clinincal sites within an 120 mile radius of the college.

2.1a Budget Needs

2022-2023:

1. Faculty continue to visit students on a continued periodic basis, and we again request adequate funding for mileage reimbursement. Faculty have been directed to visit the students as often as necessary, with a minimum of four visits per semester. We have a full-time clinical coordinator as well as 5 Associate faculty coordinators. We have 23 clinical sites spanning over 5 counties: Sonoma, Napa, Marin, Lake, and Mendocino. It is not uncommon for faculty to drive up to 120 miles one way for student clinical visits. We are budgeted for \$21430.00 per year and expenses continue to exceed the amount allotted given the distances involved.

2. We request funding to affiliate with additional clinical sites as these opportunities become available. Any additional clinical placements nearby would be welcome additions and may also allow us to increase the size of our incoming cohort and grow our program.

3. The State of CA guidelines and our radiation protection policy here at SRJC mandates that we have our existing x-ray installation certified for operational safety by a physicist annually. This was last accomplished in April 2019 when the CareStream system was installed. Average costs for a physicist analysis up to \$2500.00 per visit.

4. To maximize the life of our X-ray equipment and keep repair costs as low as possible, periodic maintenance (PM) should be performed annually. This has not been done Carestream DR X-ray equipment since the equipment was installed in 2019. The last time this was done on the Quantum non-energized equipment was in March 2016. Average costs up to \$10,000.00.

5. There is an annual fee from the State of CA for affiliated clinical sites. Presently we are associated with 23 sites. At the new rate of \$284 + \$164 per clinical site (23) we are projecting an annual invoice for \$10,304.00 in August 2024. We anticipate this present rate to remain stable for the next few years. We appreciate the VPAA's office for shouldering this expense in support of our program.

6. There is an annual fee from our accrediting body, JRCERT. The 2023 annual fee was \$3190.00. Effective January 1, 2024, this fee increased to \$3445.00. In addition to the annual fee, there is an annual continuing accreditation fee of \$3975.00. We appreciate the VPAA's office for shouldering this expense in support of our program.

7. We need to have annual calibration performed on the Ray Safe X2 dosimeter which is used for radiation safety monitoring in our x-ray labs. There has not been a calibration done since it was purchased in May 2022. Estimated cost is \$2500.00.

Radiologic Technology - FY 2022-23

2.1 Fiscal Year Expenditures

Santa Rosa Campus

Expenditure Category	Unrestricted Funds	Change from 2021-22	Restricted Funds	Change from 2021-22	Total	Change from 2021-22
Faculty payroll	\$196,463.00	7.19%	\$0.00	0.00%	\$196,463.00	7.19%
Adjunct payroll	\$225,127.21	3.69%	\$0.00	0.00%	\$225,127.21	3.69%
Classified payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
STNC payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Student payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Management payroll (and Dept Chairs)	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Benefits (3000's)	\$107,988.63	19.26%	\$0.00	0.00%	\$107,988.63	19.26%
Supplies (4000's)	\$2,093.84	12.66%	\$0.00	0.00%	\$2,093.84	12.66%
Services (5000's)	\$4,192.33	92.72%	\$0.00	0.00%	\$4,192.33	92.72%
Equipment (6000's)	\$0.00	0.00%	\$17,862.58	350.14%	\$17,862.58	350.14%

Total Expenditures	\$535,865.01	8.26%	\$17,862.58	350.14%	\$553,727.59	10.98%

Expenditure Category	Unrestricted Funds	Change from 2021-22	Restricted Funds	Change from 2021-22	Total	Change from 2021-22
Faculty payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Adjunct payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Classified payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
STNC payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Student payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Management payroll (and Dept Chairs)	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Benefits (3000's)	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Supplies (4000's)	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Services (5000's)	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Equipment (6000's)	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Total Expenditures	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%

Petaluma Campus (Includes Rohnert Park and Sonoma)

Other Locations (Includes the PSTC, Windsor, and other locations)

Expenditure Category	Unrestricted Funds	Change from 2021-22	Restricted Funds	Change from 2021-22	Total	Change from 2021-22
Faculty payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Adjunct payroll	\$7,777.80	158.48%	\$0.00	0.00%	\$7,777.80	158.48%
Classified payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
STNC payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Student payroll	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Management payroll (and Dept Chairs)	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Benefits (3000's)	\$1,720.82	192.36%	\$0.00	0.00%	\$1,720.82	192.36%
Supplies (4000's)	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Services (5000's)	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Equipment (6000's)	\$0.00	0.00%	\$0.00	0.00%	\$0.00	0.00%
Total Expenditures	\$9,498.62	164.03%	\$0.00	0.00%	\$9,498.62	164.03%

Expenditure Totals

Expenditure Category	Amount	Change from 2021-22	District Total	% of District Total
Total Expenditures	\$563,226.21	12.08%	\$185,168,453.34	0.30%
Total Faculty Payroll	\$429,368.01	6.44%	\$53,655,688.06	0.80%
Total Classified Payroll	\$0.00	0.00%	\$22,828,190.99	0.00%
Total Management Payroll	\$0.00	0.00%	\$10,715,894.50	0.00%
Total Salary/Benefits Costs	\$539,077.46	9.01%	\$122,097,731.52	0.44%
Total Non-Personnel Costs	\$24,148.75	201.78%	\$21,838,250.05	0.11%

2.1b Budget Requests

Rank	Location	SP	М	Amount	Brief Rationale
0001	Santa Rosa	02	02	\$3,500.00	To cover travel cost for clinical instructors which has increased due to increased fuel costs and distance to some of our affiliated sites.
0002	Santa Rosa	04	02	\$3,500.00	Budget to affiliate with clinical sites as those opportunities become available.
0003	Santa Rosa	04	01	\$3,500.00	Annual X-ray room radiation safety and performance check to be accomplished yearly per State of CA guidleines.
0004	Santa Rosa	04	01	\$2,500.00	Annual RaySafe X2 Dosimeter calibration which is used for for radiation safety monitoring in our x-ray labs. Cost of calibration service was \$1640 in 2020.
0005	Santa Rosa	02	01	\$10,000.00	Maintenance on x-ray equipment (tube, image receptors and table) to maximize the life of the equipment and avoid high cost repairs.

2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
None needed	0.00	0.00	

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
None needed	0.00	0.00	

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Student Workers	0.00	0.00	The radiologic technology program is grateful to share the existing student workers in health sciences cluster. Incidently, although we are not too demanding on this work resource, when we do use them they do an EXCELLENT job.

2.2d Adequacy and Effectiveness of Staffing

UPDATED FOR 2022-2023;

Since 2019 I have requested one (1) additional instructor to participate in positioning labs 61A and 61B. When the new DR room became available in 2019, the students could make exposures on anatomical models and positioning phantoms as a part of lab. However, the state of California mandates the presence of a faculty member, who possesses a certification as a radiologic technologist, directly supervising. An additonal lab instructor would allow one instructor to work 1:1 with students making radiographic exposures, while the other instructor in the non-energized lab can be working with small groups of students practicing radiographic positioning.

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2.2 Fiscal Year Employee Data and Calculations

Employee Head Counts

Employee Category	Count	Change from 2021-22	District Total	% of District Total
Contract Faculty	2	0.00%	311	0.64%
Adjunct Faculty	9	28.57%	1025	0.88%
Classified Staff	0	0.00%	432	0.00%
STNC Workers	0	0.00%	558	0.00%
Student Workers	0	0.00%	251	0.00%
Mgmt/Admin/Dept Chair	0	0.00%	158	0.00%

Employee FTE Totals

FTE Category	FTE	Change from 2021-22	District Total	% of District Total
FTE-F - Faculty	5.3454	3.27%	3418.1867	0.16%
FTE-CF - Contract Faculty	2.0000	0.00%	3088.8330	0.06%
FTE-AF - Adjunct Faculty	3.3454	5.32%	329.3537	1.02%
FTE-C - Classified	0.0000	0.00%	381.3904	0.00%
FTE-ST - STNC	0.0000	0.00%	83.1336	0.00%
FTE-SS - Support Staff	0.0000	0.00%	543.0698	0.00%
FTE-SW - Student Workers	0.0000	0.00%	78.5458	0.00%
FTE-M - Management	0.0000	0.00%	103.3772	0.00%
FTE-DC - Department Chairs	0.0000	0.00%	0.0000	0.00%

Student Data

Data Element	Value	Change from 2021-22	District Total	% of District Total
FTES-CR - Credit	110.1066	3.29%	10435.3874	1.06%
FTES-NC - Non-Credit	0.0000	0.00%	2155.0610	0.00%
FTES - combined	110.1066	3.29%	12590.4484	0.87%
Students Enrolled/Served	712	7.55%	30000	2.37%

Calculations

		Change		% of
Data Element	Value	from	District Total	District
		2021-22		Total
FTE-S : FTE-F	20.5982	0.03%	3.6834	559.22%
FTE-AF : FTE-CF	1.6727	5.32%	0.1066	>1000%
FTE-F : FTE-SS	0.0000	0.00%	6.2942	0.00%
FTE-F : FTE-M	0.0000	0.00%	33.0652	0.00%
FTE-SS : FTE-M	0.0000	0.00%	5.2533	0.00%
FTE-ST : FTE-C	0.0000	0.00%	0.2180	0.00%
Average Faculty Salary per FTE-F	\$80,324.08	3.07%	\$15,697.12	511.71%
Average Classified Salary per FTE-C	\$0.00	0.00%	\$59,855.18	0.00%
Average Management Salary per FTE-M	\$0.00	0.00%	\$103,658.20	0.00%
Salary/Benefit costs as a % of total budget	95.71%	-2.74%	65.94%	145.15%
Non-Personnel \$ as a % of total budget	4.29%	169.26%	11.79%	36.35%
Restricted Funds as a % of total budget	3.17%	301.64%	22.27%	14.24%
Total Unit Cost per FTE-F	\$105,365.62	8.53%	\$54,171.54	194.50%
Total Unit Cost per FTE-C	\$0.00	0.00%	\$485,508.95	0.00%
Total Unit Cost per FTE-M	\$0.00	0.00%	\$1,791,192.38	0.00%
Total Unit Cost per FTE-S	\$5,115.28	8.50%	\$14,707.06	34.78%
Total Unit Cost per student served/enrolled	\$791.05	4.20%	\$6,172.28	12.82%

2.2a Classified Positions Employees paid from a Classified OBJECT code

Name Last	First	Position	Hours	FT E
<< No Employees >>				

2.2b Management/Confidential Positions Employees paid from a Management/Confidential OBJECT code

Name Last	First	Position	Hours	FTE
<< No Employees >>				

Name Last	First	Position	Hours	FTE
<< No Employees >>				

2.2d Student Employees Employees paid from a Student Employee OBJECT code

		· · ·		
Name Last	First	Position	Hours	FTE
<< No Employees >>				

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	М	Current Title	Proposed Title	Туре
0000	Santa Rosa	00	00	none	None	Classified

2.3a Current Contract Faculty Positions

Position	Description
Contract faculty positions	There are presently 2 contract faculty on the roster. 1 teaches in the classroom as well as lab and takes on program director responsibilites. 1 works as lead clinical coordiantor and teaches in the classroom as well as lab and clinical settings.
Associate faculty positions	There are presently 7 active associate faculty on the roster. 1 associate teaches in the classroom and takes clinical coordinator responsibilities. 4 associates work soley as clinical coordinators. 2 associates teach in class &/or lab only.

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
	0.0000	0.0000	0.0000	0.0000	
Radiologic Technology	1.8000	35.0000	2.4200	65.0000	43% Regular/ 57% Associate

2.3c Faculty Within Retirement Range

Of the core radiologic technology faculty, 8 of 9 (88.9% of the RT faculty) are within retirement age (over 55). Two are full time faculty and six are associate faculty.

2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

(B) Position: Additional instructor in RADT 61A and 61B positioning labs

In an effort to better accommodate the needs of our clinical facility partners over concerns of patient safety, more efficiently use our equipment in the lab setting and provide students with more thorough hands-on practice, I am requesting that an additional instructor be assigned to the positioning labs in the first and second semesters. By adding one additional instructor for each lab, we can maintain the small instructor to student ratio (1:5), and with the installation of a new DR x-ray room we can now allow students to make exposures on anatomical models and anthropomorphic phantoms to have hands on experience with positioning and technique. However, students making exposures are required by the state of California to have direct faculty supervision at all times, thus the presence of an additional instructor. This position can be assigned one of our existing, qualified associate instructors.

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Name Last	First	Position	Hours	HR FTE	DM FTE
Alander	Tammy	Faculty	0.00	1.0000	0.0000
McLarty	Christine	Faculty	0.00	1.0000	0.0000
Totals			0.00	2.0000	0.0000

2.3a Contract Faculty Positions Employees paid from a Contract Faculty OBJECT code

2.3b Adjunct Faculty Positions Employees paid from an Adjunct Faculty OBJECT code

Name Last	First	Position	Hours	FTE
Alander	Tammy		44.75	0.9505
Diehl	Keith		243.50	0.2833
Maslow	Rene		1.00	0.1921
McCann	Janet		448.00	0.1417
Olszewski	Paul		403.26	1.0000
Patterson	Bonnie		488.50	0.6088
Robertson	Joanne		457.75	0.0000
Totals			2086.76	3.1764

2.3e Faculty Staffing Requests

Rank	Location	SP	М	Discipline	SLO Assessment Rationale
0001	Santa Rosa	01	01	One additional instructor in positioning labs	Positioning lab for the incoming students is their only opportunity to learn how to manipulate radiographic equipment and to position their patient's body in a non-threatening laboratory environment. In the first year, there are 3.0 hour weekly labs associated with each of their Positioning 1 (RADT61A), Positioning 2 (RADT61B) and Positioning 3 (RADT 61C) courses. These are designed to give all students equitable opportunity to practice and to make mistakes while being guided by faculty and student proctors prior to interacting with actual patients in a hospital setting. The current ratio is 1 instructor to 11 students. The instructor demonstrates the "positions of the day" and then allows the students time to practice it. With 180 minutes in lab, and 45 minutes taken by demonstration, there is not adequate instructor per student time to obtain enough familiarity for each of the 58 positions taught in the fall, 63 positions in the spring semester and 35 positions in the summer. Additionally, in the fall, the students need to learn how to manipulate the equipment. I am requesting an additional instructor to participate in these labs which effectively takes the instructor to student ratio from 1:11 down to 1:6 as well as increases the hands on time with the students working in a more manageable and smaller group. The added benefit with the installation of the new DR x-ray room is the ability of students to make actual exposures on phantoms under direct supervision thereby observing the effects of positioning and technique changes.

2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

2022-2023- Priorities in descending order

Catella 6.0 software for xray lab PACS system update. (PACS system is how images that students and instructors produce are seen in the x-ray lab). The current software outdated and doesn't function optimally with the digital x-ray system. This software will ensure that students are able to view and critique their produced images in a manner compatible to what is seen in a clinical setting and in accordance with industry standards.

X-ray equipment radiation safety and and performance check. According to State of California guidelines, all equipment capable of prodicing ionizing radiation be assessed by a physicist annually. Budget has not allowed for this to be done since the room was installed in 2019.

RaySafe X2 Dosimeter calibration for monitoring radiation levels which are produced in the energized x-ray lab. This calibration should be performed annually. However, budget has not allowed for this since the dosimeter was purchased in 2022. It is critical for student and faculty safety that there are accurate readings of radiation levels safety in the energized x-ray lab.

Maintenance on x-ray equipment to maximize the life of equipment and avoid high cost repairs. Periodic maintenance is essential for any piece of equipement. This maintenance has not been performed in the energized lab (4047) since it was installed in 2019. I am unable to locate any records of periodic maintenance for the non-enrgized equipment in room 4046.

2.4c Instructional Equipment Requests

Rank	Location	SP	М	Item Description		Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	02	01	Catella 6.0 software for PACS System.	1	\$4,500.00	\$4,500.00	Tammy Alander	4047	Tammy Alander

2.4d Non-Instructional Equipment and Technology Requests

Rank	Location	SP	М	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	02	01	X-ray equipment radiation safety and performance check by pyhsicist per CA guidelines.	1	\$3,500.00	\$3,500.00	Tammy Alander	4047	Tammy Alander
0002	Santa Rosa	02	01	RaySafe X2 Dosimeter calibration for radiation safety monitoring in energized lab.	1	\$2,500.00	\$2,500.00	Tammy Alander	4047	Tammy Alander
0003	Santa Rosa	02	01	Maintenance on x-ray equipement to maximize life and avoid high cost repairs.	2	\$10,000.00	\$10,000.00	Tammy Alander	4046 and 4047	Tammy alander

2.4f Instructional/Non-Instructional Software Requests

Rank	Location	SP	М	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	02	01	Catella 6.0 PACS software	1	\$4,000.00	\$4,000.00	Tammy Alander	4047	Tammy Alander 4346

2.5a Minor Facilities Requests

Rank Location SP M Time Frame Building Room Number Est. Cost Description	umber Est. Cost Description	mber	Building	Time Frame	М	SP	Location	Rank
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2.5b Analysis of Existing Facilities

In an effort to utilize existing space efficently, Radiologic Technology has taken over rooms 4046, 4047 and 4049 in the Race Building. Although we are the only ones currently using it, we are open to other groups having access to these rooms as well. Please coordinate with the program director.

3.1 Academic Quality

In May of 2024 we applied for a Perkins/SWP grant to help offset the costs of training students and staff in a new online clinical reporting tool which we plan to implement in fall of 2024. This tool, called Trajecsys, will move the current paper records required by our accreditor (JRCERT) for documentation of student clinical experience, to an online platform. Students will experience the opportunity to clock in/out electronically in real time, similar to the requirements of a workplace they are training to work in. This record keeping system will provide a secure method of archiving student records, as well as provide us with the opportunity to download the records into our program storage. This assures both FERPA compliance and HIPAA compliance for medical records. The transition to this platform will require training of students, faculty and clinical instructors who supervise our students at their clinical sites.

It is unknown if we will be awarded this funding as the awards have not yet been announced.

3.2 Student Success and Support

Both the RT faculty and our enrolled students come from a wide variety of backgrounds and ethnicities that reflects the college community of interest. There is an increasing number of bilingual, re-entry, and first generation students in our program. Our program consistently demonstrates high enrollment and completion rates which provide immediate, well-paying careers. Our graduates will build a stronger workforce that is better equipped to provide quality, culturally competent care for all but, most especially, to the increasing number of non-English speaking patients in medical facilities.

Faculty have experience in the majority of the medical imaging disciplines; CT, MRI, radiation therapy, diagnostic imaging, mammography and fluoroscopy. Their knowledge and expertise comes from practical experience in truama hospitals, small hospitals, outpatient imaging facilities, orthopedic specialties, urgent care centers and the military. Additionally, we have faculty who have experience in management and supervising employees in these areas. Presently, we do not have facultywho are well-versed in sonography nor nuclear medicine. Faculty with experience in

these areas would be a welcome resource. The program continues to try to locate and recruit graduates or others who might be interested in teaching.

3.3 Responsiveness to Our Community

The FT faculty of the program actively support, coach, and encourage Associate faculty members to participate in professional development activities. The program director periodically disseminates educational and professional conference announcements to faculty. Additionally, each faculty member actively participates in Continuing Education, relevant to their individual areas of expertise, emerging educational technology as well as diagnostic and technological advances to Radiologic Sciences in general. In turn, faculty members share what they have learned by offering continuing education to our Clinical Instructors at our annual CI seminar.

3.4 Campus Climate and Culture

As	of	Apri	12024:

Building	BSC Area	ASC Area	Name	Department	Responsible Area	Management Support
Race	Х		Suzanne Allen	Health Sciences	Committee Chair	Tammy Sakanashi
Race		Х	Deanna Diaz	Health Sciences	1 st floor	Tammy Sakanashi
Race		Х	Yvette Davis	Health Sciences	1 st floor	Tammy Sakanashi

Race	Х	Tammy Alander	Health Sciences	2 nd floor	Tammy Sakanashi
Race	Х	Christine McLarty	Health Sciences	2 nd floor	Tammy Sakanashi
Race	Х	Clare Raymond	Health Sciences	3 rd floor	Tammy Sakanashi

3.5 Establish a Culture of Sustainability

The primary faculty communication tool between faculty and students has become e-mail.

Student records are scanned and electronically archived rather than copying paper documents to be archived. Additionally PowerPoint presentations can be electronically sent to students eliminating the necessity of print copies. The use of laptop and tablet computers in our classroom courses is advocated. Finally, most faculty use SRJC computer based LMS Canvas for testing and grading archives.

4.1a Course Student Learning Outcomes Assessment

All Rad Tech courses have been updated this academic year and have completed the approval process through the Curriculum Review Committe. These revisions are triggered by the accrediting agency, JRCERT, the national board certifying agency, ARRT, and the State of California Public Health Department- Radiologic Health Branch, (CDPH-RHB), and reflect current trends in our industry. SLO Assessment was done on all fall courses. SLO Assessments will be completed at the end of this semester for all spring courses.

4.1b Program Student Learning Outcomes Assessment

Our students are learning didactically and clinically. Didactically, students are mostly served with all available modes of learning (sensory, lecture sessions, lab activities, and library-like learning environment). Clinically, our students are gaining their hands-on experience at the local hospitals and clinics. Every semester, student learning outcomes are assessed with evaluation tools made available to health care providers in the community.

In addition, the program is under a constant assessment plan that evaluates whether the program is efficient in its teaching by assessing the outcomes of its students. This activity is completed by the employers and other members of the community of interest. The results of this assessment plan helps identify areas of improvement. This is a continual process, that is reviewed and revised each year. Student achievement is assessed in 10 areas of evaluation. The Bi-Weekly progress report identifies student goals in both short term and long range. Student assessment forms, are reviewed annually to ensure accurate reflection of student achievement and comply with the most recent JRCERT accreditation standards.

4.1c Student Learning Outcomes Reporting

Туре	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	Rad T 100	Spring 2013	Spring 2013	N/A
Course	Rad T 60	Fall 2013	Fall 2013	N/A
Course	Rad T 61.1 AL	Fall 2013	Fall 2013	N/A
Course	Rad T 61A	Fall 2013	Fall 2013	N/A
Course	Rad T 61B	Spring 2014	Spring 2014	N/A
Course	Rad T 61BL	Spring 2014	Spring 2014	N/A
Course	Rad T 61C	Summer 2014	Summer 2014	N/A
Course	Rad T 61CL	Summer 2014	Summer 2014	N/A
Course	Rad T 62AL	Fall 2012	Fall 2012	N/A
Course	Rad T 62BL	Spring 2013	Spring 2013	N/A
Course	Rad T 62CL	Summer 2013	Summer 2013	Summer 2015
Course	Rad T 63A	Spring 2014	Spring 2014	Spring 2015
Course	Rad T 63B	Fall 2012	Fall 2012	N/A
Course	Rad T 64	Fall 2013	Fall 2013	N/A
Course	Rad T 64L	Fall 2013	Fall 2013	N/A
Course	Rad T 65	Spring 2013	Spring 2013	N/A
Course	Rad T 66	Spring 2013	Spring 2013	N/A

Туре	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	Rad T 68	Summer 2013	Summer 2013	N/A
Certificate/Major	Radiologic Technology	Summer 2014	Summer 2014	N/A

4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
All clinical RADT courses	X	X	X	X	X	X	X	X	X	X	X	X	x	X	Х	X
All Didactic RADT courses	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	х	Х	Х	х

4.2b Narrative (Optional)

The performance of radiographic procedures requires the synthesis of the district institutional learning outcomes. In response to the college mandate for reviewing and reporting SLO's, Radiologic Technology is completely compliant with all courses as of this date.

Our students are learning didactically and in the clinical environment. In compliance with our accrediting body, JRCERT, our students are assessed on an annual basis.

Didactically, students have all available modes of learning (sensory, lecture sessions, lab activities, and library-like learning environment). The JRCERT requires that students be evaluated in areas of oral and written communication as well as professionalism and ethical decision making. Evaluations must contain a comparative analysis of student progress from year to year.

Clinically, our students are gaining their hands-on experience at the local hospitals and clinics. Student learning outcomes are assessed each semester in 10 areas of clinical competence. Each clinical course also requires completion of a Bi-Weekly progress to present a more fair and realistic view of student progress and also better identify student goals in both short term and long range. These evaluation tools are available to our clinical partners at each respective clinical site relevant to the student assigned within the community.

Annual analysis is sent to JRCERT and includes statistical data, narrative analysis and an action plan for each individual area of evaluation. Additionally, JRCERT requires that our program have a continual assessment plan, completed by employers and other members of the community of interest, to evaluate whether the program is efficient in its teaching. This continual process, is reviewed and revised each year to ensure that JRCERT standards are being met. Our clinical partners have supported the process and contributed to the overall effort as it evolves.

5.0 Performance Measures

The program did not meet all benchmarks of its most recent asessment plan. Data available in the analysis below. We will continue to monitor assessment plans and revise, as needed, on an ongoing basis, (annually at a minimum). Please refer to the chart below.

Program # 0028 Santa Rosa Junior College Radiologic Technology Assessment Plan Student Learning Outcomes with Narrative Analysis 2022 – 2023

Program	Goal 1:	Students	will be	clinically	competent.
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OUTCOME 1.1	Measurement Tool	Student Benchmark	Assessment Frequency	Responsible Authors
Students will perform	Area E of the clinical		- End of the 3 rd semester	- Clinical instructors and
positioning skills with	evaluation form		- End of the 6 th semester	staff

accuracy.	Students will receive an average ≥ 8.5 on the scale of 7.5 to 10.					
Outcome 1.1	Results	Comments/Action Plan				
	100% overall received 8.5 or above for cohort of 2023	Benchmark met				
	95.5% overall received 8.5 or above for cohort of 2022	2023 = 19	2022 = 22 students			
		students	16 students = 10.0			
		7 students = 10.0	4 students = 9.5			
		8 students = 9.5	1 student = 8.0			
		3 students = 9.0				
Area E		1 student = 8.5				
Analysis: Students in both overall scores for cohort 2	cohorts demonstrated clinical competence, and the benchn 2023 when compared to 2022, students in cohort 2022 score	hark was met. While the d higher in individual ran	re was a 4.5% improvement in the kings. It is apparent that individuals			

in the 2022 group were more competent simply because they were more experienced.

Action Plan: Monitor to ensure student competency continues to increase with more hands-on experience. Offer more "open labs" opportunities for practice on campus.

OUTCOME 1.2	Measurement Tool 1	Student Benchmark	Assessment Frequency	Responsible Authors	
Students will utilize	Area H of the clinical	Students will receive an average	- End of the 3 rd semester	- Clinical instructors	
skills in radiation	evaluation form	≥ 8.5 on the scale of 7.5 to 10.	- End of the 6 th semester	and staff	
protection					
Outcome 1.2 - Tool 1		Results	Comments/Act	on Plan	
	100% overall received 8.5	or above for cohort of 2023	Benchm	ark met	
	95.5% overall received 8.5	or above for cohort of 2022	2023 = 19 students	2022 = 22 students	
			11 students = 10.0	15 students = 10.0	
7 students = 9.5 4 students = 9.5 1 student = 8.5 2 students = 9.0					
					Area H 1 student = 8.0
Analysis: The 2023 cohort showed an increase, (4.5%), in practicing radiation protection skills compared to 2022 cohort. Students in 2022 cohort cite absence from clinical sites earlier in rotations, due to pandemic related school closures. Many in the 2022 cohort had lost some confidence, were fearful of collimating too tightly and unsure of precise technical factor selection during exams after returning from long absence in their					

first year. This group had to rebuild confidence and review technical factors for competence in hands-on skills. Students in 2023 cohort did not suffer these setbacks and did not have a break in clinical training. Additionally, when in-person learning resumed on campus, students were able to take advantage of more "open lab" time.

Action Plan: Continue to offer "open lab" times and monitor student scores.

OUTCOME 1.2	Measurement Tool 2	Student Benchmark	Assessment Frequency	Responsible Authors	
Students will utilize skills in radiation protection	Practical final positioning skills evaluation	All students will receive scores ≥75% on the scale based on 3 projections. (50 points possible).	End of the 3 rd semester	RT 61 C instructors	
Outcome 1.2 - Tool 2		Results	Comments/Actio	n Plan	
	100% of students overall	scored 75% or higher for cohort	Benchm	ark met	
	of 2023.		2023 =19 students		
			3 students = raw score 50 =	= 100%	
			2 students = raw score 49 = 98%		
			2 students = raw score 48 = 96%		
			2 students = raw score 47.5 = 95%		
			3 students = raw score 47 =	94%	
			1 student = raw score 46.5 =	= 93%	
			1 student = raw score 46 = 9	92%	
			2 students = raw score 45 =	90%	
			2 students = raw score 44.5	= 89%	
RADT 61C			1 student = raw score 42 = 8	34%	
Analysis: Students were offere	ed small group or 1:1 time	with instructors and proctors to pr	actice in labs. As demonstrat	ted by actual exam scores,	
those who took advantage of t	the opportunity scored hig	her on the practical final positionir	ng skills evaluation than those	e who did not.	
Action Plan: Continue to offer	r small group and 1:1 time,	when appropriate.			

OUTCOME 1.3	Measurement Tool 3	Student Benchmark	Assessment Frequency	Responsible Authors		
Students will	Area D of the clinical	Students will receive an	- End of the 3 rd semester	- Clinical instructors		
demonstrate proper	evaluation form	average ≥ 8.5 on the scale of	- End of the 6 th semester	and staff		
equipment handling.		7.5 to 10.				
Outcome 1.3- Tool 3	Results		Comments/Action	Plan		
	100 % overall received 8	.5 or above for cohort of 2023	23 Benchmark met			
	95.5% overall received 8.5 or above for cohort of 2022 2023 =19 students 2022 = 22 students			2022 = 22 students		
6 students = 10.0 13 students = 10.0						
9 students = 9.5 6 students = 9.5						
4 students = 9.0 1 student = 9.0						
1 student = 8.5						
Area D 1 student = 8.0						
Analysis: The 2023 cohort showed an increase, (4.5%), in demonstrating proper equipment handling when compared to the 2022 cohort. Similar						
to areas 1.1 and 1.2, 2022 cohort absence from clinical sites earlier in rotations, due to pandemic related school closures and absence from						
clinical sites contributed to	a lapse in repetition of ec	quipment use. This group had to	relearn using some equipment	in order to demonstrate		

competence. Students in 2023 cohort did not suffer these setbacks and did not have a break in clinical training. Additionally, since in-person learning resumed on campus, students were able to take advantage of more "open lab" time.

Action Plan: Monitor to ensure student competency does increase with more hands-on experience opportunities. Offer more "open labs" for practice on campus.

Program Goal 2: Students will demonstrate critical thinking and adaptability.

OUTCOME	Measurement Tool 1	Student Benchmark	Frequency	Responsible Authors
2.1: Students will adapt to non-routine patients.	Area F of the clinical evaluation form.	Students will receive an average ≥ 8.5 on the scale of 7.5 to 10.	- End of 3rd semester - End of the 6th semester	- Clinical instructors and staff
Outcome 2.1- Tool 1	Results		Comments	/Action Plan
Area F	100 % overall received 8.5 or above for cohort of 2023		Benchmark met	

	95.5% overall received 8.5 or above for cohort of 2022	2023 =19 students	2022 = 22 students	
		9 students = 10.0	13 students = 10.0	
		3 students = 9.5	5 students = 9.5	
		4 students = 9.0	2 students = 9.0	
		3 students = 8.5	1 students = 8.5	
			1 student = 8.0	
Analysis: The increase of 4	4.5% for cohort 2023 when compared to cohort 2022 that appe	ars to be a direct result c	of students' returning to clinical	
sites post COVID restrictio	ns. Although 2022 cohort students were given scenarios and op	oportunities to simulate e	exams for non-routine patients	
when in lab while unable t	to attend clinical training, it is clear that simulation was not an e	equal substitution for wo	rking in real-life situations as	
demonstrated by cohort 2	023.			
Action Plan: Continue to communicate with clinical instructors the importance that mentoring plays in this area and helps ensure that students				
are better able to adapt w	hen faced with real-life situations in clinical sites. Continue to r	eview trauma radiograph	ny in Patient Care, Positioning	

and Special Modalities courses.

OUTCOME	Measurement Tool 2	Student Benchmark	Frequency	Responsible Authors
2.2: Students will utilize	Radiation Physics lab final	An average rating of 85% in all	- End of the 2nd semester	- Rad T 63A Instructor
critical thinking in	exam	students' evaluations.		
recognizing image quality				
Outcome 2.2 – Tool 2.	F	Results	Comments/Act	ion Plan
	94.1% overall received average rating at or above 85% for		Benchmark met	
	cohort of 2023.		19 students	
			11 students = 100%	
			1 student = 95%	
			1 student = 94%	
			2 students = 90%	
			1 student = 89%	
			1 student = 80%	
RADT 63A section 5817			2 students = 75%	

Analysis: Average student score is 94.1% in this area. Credit for this is solely due to our Physics instructor, Keith Diehl. His expertise, practical experience and devotion to student success is demonstrated by how he presents abstract concepts in a way that students can easily understand and retain the information taught in RADT 63A, Radiation Physics and Medical Imaging Systems.

Action Plan: Continue to monitor methods and practices that are promoting student success. Provide additional mentoring and study sources for lower scoring students as needed.

OUTCOME	Measurement Tool 1	Student Benchmark	Frequency	Responsibility Authors
- 3.1: Students will	Area B of the clinical	-Students will receive an average ≥ 8.5	- End of 3rd semester	- Clinical instructor and
demonstrate good oral	evaluation form.	on the scale of 7.5 to 10.	- End of the 6th	staff
communication.			semester	
Outcome 3.1 – Tool 1		Results	Comments/	Action Plan
	100% overall received ra	ting at or above 8.5 for cohort of 2023	Benchn	nark met
	95.2% overall received a	rating at or above 8.5 for cohort of	2023 = 19 students	2022 = 21 students
	2022		13 students = 10.0	17 students = 10.0
			3 students = 9.5	3 students = 9.5
			2 students = 9.0	1 student = 8.0
Area B			1 student = 8.5	

Program Goal 3: Students will communicate effectively.

Analysis: Overall scores for students demonstrating good oral communication have increased 4.8% in the 2023 cohort as compared to 2022. Students were given more guidance in "soft skills" and effective oral communication in courses RADT 60, RADT 61A-C, RADT 64 & 64L. Students in these courses were provided higher quality instruction in diversity and age-appropriate care. Lesson plans were adapted to teach students more effective interpersonal communication skills and to use critical thinking to adapt to individual situations. **Action Plan:** In addition to course didactic instruction, continue to present students with varying scenarios in labs where their "patients" may have a barrier to understanding, such as speaking a different language or having a cognitive difference. Continue to monitor scores and build on current lesson plans to teach students more effective interpersonal communication interpersonal communication skills and to use critical thinking and to use critical thinking to adapt to individual stuations.

	OUTCOME	Measurement Tool 2	Student Benchmark	Frequency	Responsibility Authors
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-3.2: Oral 63B ALARA	Oral communication	An average rating of 85% in all	- End of 4th semester	- RT 63B instructor
project	grading of the classes'	students' evaluations.		
	project			
Outcome 3.2- Tool 2		Results	Comments/Ac	ction Plan
	91.4% class average rating score for cohort of 2022 -Fall 202		Benchr	nark met
	92.5% class average r	rating score for cohort of 2023 -Fall 2022	2023 = 19 students	2022 = 21 students
			13 students = 10.0	10 students = 100%
			3 students = 9.5	7 students = 95%
			2 students = 9.0	3 students = 85%
			1 student = 8.5	

Analysis: Again, full credit must go to instructor, Keith Diehl. He uses his experience and expertise to help students comprehend the importance of radiation safety. In addition to regulations and practice standards, students gain a true appreciation for the practice of ALARA in all situations. Students are asked to create a short presentation using the concepts of ALARA. Several of these presentations have been given to our community partners during our annual Clinical Instructors Seminar and are always well received. **Action Plan:** Continue to monitor student progress. Update lesson plans as needed. Encourage students to present their projects at the annual Clinical Instructors Seminar.

OUTCOME	Measurement Tool 3	Student Benchmark	Frequency	Responsibility Authors
- 3.3: Students will	Written communication	An average rating of 85% in all	End of the 5 th semester	- RT 65 instructor
demonstrate good written	grading of the classes'	students' evaluations.		
communication.	projects.			
Outcome 3.3 – Tool 3		Results	Comments	/Action Plan
RADT 65 written project	95.5% class average rati	ng score for cohort of 2022 -Fall 2021	Benchm	ark met
	97.4% class average rati	ng score for cohort of 2023 – Spring	2023 = 18 students	2022 = 22 students
	2023		3 students = 100%	1 student = 99%
			2 students = 99%	7 students = 97%
			5 students = 98%	4 students = 96%
			5 students = 96%	3 students = 95%
			3 students = 94%	4 students = 94%
				1 student = 92%
				1 student = 76.5%

Analysis: In the RADT 65 course, students are asked to begin a semester long research project on a focused pathology, including normal variations and abnormal changes due to diseases and trauma. Students research the topic extensively and write a professional paper that is of quality for publication. Students are encouraged to submit papers to the ASRT and other professional journals. Overall scores for students demonstrating good written communication have increased 1.9% in the 2023 cohort as compared to 2022. Students were given more guidance in effective writing and provided additional resources in the college Writing Center as well as provided with individual tutoring and proof-reading services. Lesson plans were adapted to teach students better analytic skills when researching and developing written communication.

Action Plan: Continue to present students with resources to improve effective written communication. Focus on use of analytical skills to vet information when creating written presentations. Continue to monitor scores and update lesson plans as needed.

Program Goal 4: Students will exhibit professionalism a	nd ethics.
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OUTCOME	Measurement Tool 1	Student Benchmark	Frequency	Responsibility Authors
- 4.1: Students will	Area C of the clinical	-Students will receive an average ≥ 8.5	-End of 3rd semester	- Clinical instructor and
demonstrate	evaluation form.	on the scale of 7.5 to 10.	-End of the 6th	staff
professionalism & ethical			emester	
decision making.				
Outcome 4.1 – Tool 1		Results	Comments	s/Action Plan
	100% overall received 8	3.5 or above for cohort of 2023	2023 = 19 students	2022 = 21 students
	95.2% overall received	8.5 or above for cohort of 2022	15 students = 10.0	18 students = 10.0
			2 students = 9.5	1 student = 9.5
			2 students = 8.5	1 student = 9.0
Area C				1 student = 8.0

Analysis: An increase in student scores, as well as what our clinical partners have reported, demonstrate that there is improvement in student "soft skills" with professionalism in the clinical environment. This increase can be attributed to similar areas seen in objective 3.1. Students were given more guidance in professionalism and ethics in RADT 60 and RADT 64 courses. Students were presented with legal case studies where they do not know the outcome. They were given the task of analyzing their case and must make ethical decisions, not only on patient care, but also medico-legal areas including issues surrounding post-processing images. Students presented their analysis, justified the reason for their conclusions and suggested what could be done to alleviate or rectify the situation. After discussion, students were given the actual outcome for comparison.

Action Plan: Continue to present students in didactic courses with legal case studies and outcomes, followed by discussions of ethical/legal issues. Continue to monitor scores and update lesson plans as needed. Consideration is being given to creation of Medical Law and Professional Ethics in Radiologic Technology as a stand-alone course as this is an area which our clinical partners tell us that students still lack professionalism abilities to make wise ethical decisions in the clinical environment.

OUTCOME	UTCOME Measurement Tool 2 Student Benchmark		Frequency	Responsibility Authors		
- 4.2: Students w ill	- RADT 60 ASRT Ethics	- An average rating of 85% in	- Annually	- RT 60 instructor		
demonstrate	Project & Test from an	all students' evaluations on the				
understanding of ethical	ASRT Directed Reading	Ethics exam of RADT 60.				
decision making.						
Outcome 4.2 – Tool 2		Results	Comments/A	Action Plan		
	100% overall received score	es above 85% for cohort of 2023	Benchmai	rk met		
	100% overall received score	es above 85% for cohort of 2022	2023 = 22 students	2022= 22 students		
			19 students = 100%	9 students = 100%		
			1 students = 92%	7 students = 96%		
			2 students = 88%	3 students = 92%		
RADT 60				3 students = 88%		
Analysis: Overall, students s	cored well on this particular	written examination. Cohort 2023	demonstrates improved inc	lividual scores.		
However, students still strug	ggle with several concepts du	ring this course. At this time, there	e appears a disconnect betw	veen didactic learning		
and practical application of concepts. Feedback from our clinical partners has also expressed a need for students to better recognize						
medicolegal/ethical issues and to expand comprehension of potential ramifications. Clinical partners and faculty agree that a more focused						
course in medicolegal/ethic	ourse in medicolegal/ethics would benefit students as opposed to the material being short portions of the RADT 60 and RADT 64 courses.					
Action Plan: Continue to monitor scores and update lesson plans as needed. Add more "scenarios" where students analyze, make						

hypothetical decisions based on real cases and compare their results to those of actual outcomes. Consider the addition of a medicolegal/ethics course in the future.

Outcome 4.3- Tool 3	Results	Comments/Action Plan		
	100% overall received scores at or above 8.5 for cohort of 2023 95.2% overall received scores at or above 8.5 for cohort of 2022	Benchmark met		
		2023 = 19 students	2022 = 21 students	
		17 students = 10.0	17 students = 10.0	
		1 student = 9.0	2 students = 9.5	
		1 student = 8.5	1 student = 9.0	
Area G			1 student = 7.5	

Analysis: An increase in student scores, as well as what our clinical partners have reported, demonstrate that there is improvement in student scores for accountability in the clinical environment. In clinical areas, students were asked to show bi-weekly progress reports that demonstrated improvement in behavior. This increase can be attributed to students being given more guidance in taking on more personal responsibility to comply with program and department policies as well as increased attendance.

Action Plan: Continue to mentor students to accept constructive criticism and take responsibility for personal actions in a professional environment. Continue to monitor scores and update as needed.

OUTCOME 4.4	Measurement Tool 4	Student Benchmark	Assessment Frequency	Responsible Authors		
Students will demonstrate	Area I of the clinical evaluation	Students will receive an average	- End of the 3 rd semester	- Clinical instructors and staff		
an organized & efficient	form	≥ 8.5 on the scale of 7.5 to 10.	- End of the 6 th semester			
work pattern during						
exams.						
Outcome 4.4 – Tool 4	Results		Comments/Action Plan			
	100% overall received scores at or above 8.5 for cohort of 2023		Benchmark met			
	97.6% overall received scores at	or above 8.5 for cohort of 2022				
			2023 = 19 students	2022 = 21 students		
			12 students = 10.0	16 students = 10.0		
				3 students = 9.5		
				1 student = 9.0		
Area I			1 student = 8.5	1 student = 7.5		
Analysis: An overall improvement of 2.4% is demonstrated in the 2023 cohort when compared to the 2022 cohort. 2023 students exhibit better						

Analysis: An overall improvement of 2.4% is demonstrated in the 2023 cohort when compared to the 2022 cohort. 2023 students exhibit better organizational skills, more efficient work patterns and the ability to work independently. A contributing factor to lower scores for 2022 cohort may be that students were training during COVID pandemic restrictions in their first year, which may have hindered them from gaining more experience and confidence to work independently sooner in their training.

Action Plan: Continue to monitor scores and mentor students to set goals for increased work efficiency which will lead to increased student confidence.

Program Goal 5: Students will exhibit quality patient care and sensitivity to patient needs.

OUTCOME 5.1	Measurement Tool 1	Student Benchmark	Assessment Frequency	Responsible Authors			
Students will correctly identify	Area A of the clinical evaluation	Students will receive an	- End of the 3 rd semester	- Clinical instructors and			
patients, protect patient modesty,	form	average ≥ 8.5 on the scale of	- End of the 6 th semester	staff			
safely transfer patients &		7.5 to 10.					
maintain confidentiality.							
Outcome 5.1- Tool 1	Resu	ılts	Comments/	Action Plan			
	100% overall received scores above 8.5 for cohort of 2023		Benchmark met				
	100% overall received scores abo	ove 8.5 for cohort of 2022					
			2023 = 19 students	2022 = 21 students			
			15 students = 10.0	18 students = 10.0			
			3 students = 9.5	3 students = 9.5			
Area A			1 student = 9.0				
Analysis: Students to act out simu	lations in courses RADT 61A-C	and RADT 64L. While this d	loes not replace valuable pat	tient interaction, these			
courses present opportunities in va	arying situations where students of	can be monitored and provide	d immediate feedback and t	ools for improvement to			
increase student learning. Our clinical partners have provided feedback and student scores reflect that students' patient care skills remain very strong.							
Students consistently use best practices for patient safety and take responsibility for maintaining confidentiality.							
Action Plan: Continue to monitor scores and update as needed. Continue to develop lesson plans to align with best practices.							

OUTCOME 5.2	Measurement Tool 2	Student Benchmark	Assessment Frequency	Responsible Authors			
Students will demonstrate	Area J of the clinical	Students will receive an average ≥	- End of the 3 rd semester	- Clinical instructors and staff			
empathy, tolerance, respect	evaluation form	8.5 on the scale of 7.5 to 10.	- End of the 6 th semester				
and adapt to patient needs.							
Outcome 5.2 – Tool 2	R	esults	Commen	ts/Action Plan			
	100% overall received scores above 8.5 for cohort of 2023		Benchmark met				
	100% overall received scores at or above 8.5 for cohort of 2022						
			2023 = 19 students	2022 = 21 students			
			16 students = 10.0	16 students = 10.0			
			2 students = 9.5	3 students = 9.5			
			1 student = 9.0	1 student = 9.0			
Area J			1 student= 8.5				
Analysis: Both cohorts consistently demonstrate being flexible and adapting to situations to best meet patient needs. Students treat patients, their families and staff with respect and are considerate of cultural differences.							

Action Plan: Continue to monitor scores and update as needed. Continue to develop lesson plans to align with these best practices.

Santa Rosa Junior College Radiologic Technology Assessment Plan Program Effectiveness Measures 2022 – 2023

Program Goal: To maintain the program effectiveness by reaching benchmarks set in these areas: completion and pass rates, employment rates, and employer satisfaction.

OUTCOME	Measurement Tool	Program Benchmark	Frequency	Responsibility
				Area
1: Consistent and acceptable completion rate.	Completion rate results	The program will graduate at least 80% of its students.	Annually at graduation	Program Director
Outcome 1	Results		Comments/Ac	tion Plan
Class of 2021 – 2023	18 of 22 (82%)	completed the program.	Benchmarl	k met
Class of 2020-2022	21 of 22 (95%)	completed the program.	Program graduated > 80%	of its students.

Analysis: Class of 2022: 21 of 22 students successfully completed the program. One student withdrew from the program in the fourth semester due to a medical condition. Class of 2023: 18 of 22 students successfully completed the program. Two students were dismissed for academic failure during the first semester. One student was suspended from the from the college for academic dishonesty at the end of the first semester. One student voluntarily withdrew for health reasons at the beginning of the fourth semester.

Action Plan: Continue mentor and support students. Continue to monitor attrition rates. Maintain high academic standards to ensure quality learning.

OUTCOME	Measurement Tool	Program Benchmark	Frequency	Responsibility	
				Area	
2: Graduates will pass the	ARRT exam results	85% of program graduates will pass	Annually	Program Director	
credentialing exam.		on the first attempt.			
Outcome 1	Results		Comments/Action Plan		
Class of 2021 -2023	15 of 18 passea	l on the first attempt = 83%	Benchmar	k met	
Class of 2020-2022	20 of 21 pass	ed on first attempt = 95%	>85% of program graduat	es passed the ARRT	
		exam on the first attempt			
Analysis: Class if 2022: 20 of 21 students successfully passed the ARRT exam on the first attempt. One student failed on the first attempt, but					
passed on the second attempt of the ARRT exam. The benchmark was exceeded in this class. Class of 2023: 15 of 18 students successfully passed					

the ARRT exam on the first attempt. This did not meet the benchmark. Of the three who did not pass, one student passed on the second attempt, one student failed on the second attempt and has not made another attempt, one student never attempted to take the exam again. All three students attributed having high levels of test anxiety as their reason for failing.

Action Plan: Continue to provide exam review courses and resources for students studying for the ARRT exam.

OUTCOME	Measureme	ent Tool	Progr	am Benchmark	Frequency	Responsibility Area
3: Graduates	ARRT exam s	scores	ARRT exam score will	be at or above the national	Annually	Program Director
will pass			average.			
credentialing						
exam at or						
above national						
average						
Outcome 3			Results		Comments/Action Plan	
Classes 2019 -	Year		All Programs	SRJC	Benchmark met 4 of 5 years.	
2023	2019		89.0	78.9	ARRT exam scores were at or above the	
	2020		88.2	100	national average in 2019, 2020, 2021,	
	2021		83.8	94.1	2022, and 2023.	
	2022		83.5	95.2	Benchmark was no	ot met in 2019 nor in
	2023		82.0	80.3	2023.	

Analysis: Students scored at or above the national average 3 of 5 years. Possible causes of decline for class of 2019 are Program Director's pending retirement, multiple wildfires, in evacuations, and power outages in the area. Additional study materials and resources were provided for students as well as faculty donating extra time to mentoring students who were struggling after personal losses. The college Student Services department also increased the number and types of support available in 2019. Based on 2020 student scores, students benefited from the extra support. The decline in pass rate (5.9%) from 2020 – 2021, was due to the upheaval and disruption to learning caused by the COVID pandemic. 2022 demonstrates an increase of 1.1% as students were able to return to traditional learning. Despite the disruptions, students still scored above the national average in these two most recent years. The decline in pass rate (14.9%) from 2022 – 2023 could possibly be due to a higher number of students reporting test anxiety and other mental health issues. Additionally, several students in this cohort did not take advantage of the resources that were offered and were, overall, not as strong academically as those in previous cohorts.

Action Plan: Continue to provide exam review courses and resources for students studying for the ARRT exam. Refer students to available workshops and mental health services through Student Health Services. Continue to monitor ARRT exam results as they are posted.

OUTCOME	Measurement	Program Benchmark	Frequency	Responsibility Area			
	Tool						
4: Graduates will become employed within 12 months of after graduation	Graduate survey results	Of those seeking employment, 75% of program graduates will become employed within 12 months after graduation	Annually for 5 years	Program Director			
(5-year average).							
Outcome 4		Results	Comments/Action Plan				
12 month	Responses for 202	3 cohort are pending and will be available in July 2024.	Benchmark met				
employment	18 responses rece	ived from polled class of 2022 = 100%	5-year average = 96%				
	12 responses recei	ived from polled class of 2021=100%					
	15 responses receiv	ed from polled class of 2020 = 94%					
	17 responses receiv	ed from polled class of 2019 = 94%					
	17 responses receiv						
Analysis: Five -year average is based on the number of responses received from polls sent to each class in the years 2018 – 2022. In total there							
were 93 surveys sent out during this period. There were 79 response received (85% responses rate). Of those graduates seeking employment:							
• 50.6% rep	• 50.6% reported working full time within 12 months post-graduation.						

- 3.8% reported working part time within 12 months post-graduation.
- 22.8% reported working per diem within 12 months post-graduation.
- 5.1% reported they did not seek employment within 12 months post-graduation.
- All graduates seeking employment were offered jobs.

Action Plan: Continue sending surveys to graduates and review responses at annual intervals. Monitor for changes.

OUTCOME	Measurement Tool	Program Benchmark	Frequency	Responsibility Area		
5. Graduates will be satisfied with their education	Graduate survey results	85% of graduates will be satisfied with their education	Annually - 12 months post- graduation survey	Program Director		
			graduation survey			
Outcome 5		Results	Comments/Action Plan			
Annual graduate	Responses 2023 c	ohort are pending and will be available in July 2024.	Benchmark met			
satisfaction	20 responses rece	ived from polled class of 2022 = 100%	5-year average = 98.4%			
survey.	15 responses rece	ived from polled class of 2021= 100%				
	12 responses rece	ived from polled class of 2020 = 100%				
	16 responses received from polled class of 2019 = 93.7%					
	0 responses received from polled class of 2018 = 0%					
Analysis: Five -year average is based on the number of responses received from polls sent to each class in the years 2018 – 2022. In total there						
were 64 responses to the question of whether graduates felt satisfied with their education. 63 graduates answered yes. One graduate in the class						
of 2019 was not satisfied with the education received, but did not elaborate why.						

Action Plan: Continue to send surveys to graduates and review responses at annual intervals. Monitor for changes.

OUTCOME	Measurement Tool	Program Benchmark	Frequency	Responsibility Area
6: Employers will be satisfied with their employee's education	Employer survey .	85% of employers will be satisfied with graduate employees education	Annually 12 months post - graduation survey	Program Director
Outcome 6	Results		Commen	ts/Action Plan
Employer survey 12 months post-graduation.	Responses from employers for 2023 cohort are pending and will be available in July 2024. 6 responses received from employers in 2022			

		Strongly	Agree	Neutral	No	Based on responses received, 83% of
		Agree			Response	employers hired graduates during the past
	Patient care	6				year.
	Ethics	3			3	There were no responses of "Disagree" or
	Professionalism	6				"Strongly Disagree."
	Communication	3	1		2	
	Critical Thinking	6				
	Clinical Competency	5			1	
	Reliability and Consistency	6				
	SRJC has effectively prepared graduates as entry-level technologists	4	1		1	
	Satisfied with the educational preparation of SRJC Radiologic Technology program	5		1		

Analysis: Number of graduates hired is based on the number of responses received that were sent out to all clinical partners. Hiring numbers can be broken down as follows:

- 1 employer hired 4 or more graduates.
- 1 employer hired 3 graduates.
- 3 employers each hired 1 graduate.
- 1 employer did not hire any graduates.

Of those who did, employers demonstrate satisfaction. No neutral, disagree or strongly disagree.

All respondents strongly agreed that these graduate employees demonstrate appropriate care commensurate of an entry-level technologist. 3 respondents strongly agreed that these graduate employees demonstrate appropriate medical ethics commensurate of an entry-level technologist. 3 employers did not respond to this question.

All respondents strongly agreed that these graduate employees demonstrate appropriate professionalism commensurate of an entry-level technologist.

3 respondents strongly agreed that these graduate employees demonstrate appropriate communication skills commensurate of an entry-level technologist. 1 respondent agreed. 2 employers did not respond to this question.

All respondents strongly agreed that these graduate employees demonstrate appropriate critical thinking commensurate of an entry-level technologist.

5 respondents strongly agreed that these graduate employees demonstrate exhibit clinical competency commensurate of an entry-level technologist. 1 employer did not respond to this question.

All respondents strongly agreed that these graduate employees demonstrate exhibit a high level of reliability and consistency.

4 respondents strongly agreed that SRJC has effectively prepared graduates as entry-level technologists. 1 respondent agreed. 1 employer did not respond to this question.

5 respondents strongly agreed that they are satisfied with the educational preparation of these graduates that is offered by the SRJC Radiologic Technology Program. 1 respondent agreed. 1 employer did not respond to this question.

Action Plan: Continue to send surveys to employers and review responses at annual intervals. Contact and follow up with employers to increase number of responses. Monitor for changes.

5.1 Effective Class Schedule: Course Offerings, Times, Locations, and Delivery Modes (annual)

The program is effective in its course offerings in terms of location and times. The program director has modified the schedule to regiment the first year and second year students to specific days on campus, and in clinical so that they do not compete with one another. This has also required modifying the timeframe when classes are scheduled with a goal of offering classes in the Race Building. For example: we moved the Pathology course from Spring semester to Fall. Our program has now re-written CORs for the Physics, Introduction to Radiologic Technology and Survey of Medical Imaging courses to directly reflect industry technological advances, promoting a filmless environment and eliminating references to the obsolete film-screen model that inculded use of a darkroom and harsh processing chemistry.

Radiologic Technology - FY 2022-23 (plus current FY Summer and Fall)

5.1 Student Headcounts The number of students enrolled in each Discipline at first census (duplicated headcount).

Santa Rosa Campus

Discipline	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Radiologic Technology	158	163	218	93	132	212	127	169	127	128	176	

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Radiologic Technology	0	0	0	0	0	0	0	0	0	0	0	

Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Radiologic Technology	34	0	0	39	76	40	40	87	112	37	85	

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Radiologic Technology	192	163	218	132	208	252	167	256	239	165	261	

5.2a Enrollment Efficiency

Radiologic Technology is ONLY taught on Santa Rosa campus.

Radiologic Technology - FY 2022-23 (plus current FY Summer and Fall)

5.2a Enrollment Efficiency The percentage of seats filled in each Discipline at first census based on class limit (not room size).

Santa Rosa Campus

Discipline	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Radiologic Technology	92.9%	102.5%	103.3%	98.9%	100.0%	101.2%	102.1%	92.9%	87.0%	97.9%	96.7%	
Petaluma Campus (Includes Rohr	nert Park and S	onoma)										
Discipline	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Radiologic Technology	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Other Locations (Includes the PST	C, Windsor, and	d other locatio	ns)									
Discipline	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Radiologic Technology	85.0%	0.0%	0.0%	88.6%	100.0%	100.0%	90.9%	90.9%	77.0%	84.1%	93.2%	

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Radiologic Technology	91.4%	102.5%	103.3%	95.7%	100.0%	100.9%	98.6%	92.5%	83.6%	93.5%	96.0%	

5.2b Average Class Size

The program's class size is limited to no more than 20. 20 students start at the beginning of each fall semester.

Radiologic Technology - FY 2022-23 (plus current FY Summer and Fall)

5.2b Average Class Size The average class size in each Discipline at first census (excludes cancelled classes).

Santa Rosa Campus

Discipline	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Radiologic Technology	17.6	18.2	27.3	23.3	18.9	28.5	24.0	21.1	25.4	23.0	22.0	

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Radiologic Technology	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	

Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Radiologic Technology	17.0	0.0	0.0	19.5	22.0	21.0	20.0	20.0	19.0	18.5	20.5	

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Radiologic Technology	17.5	18.2	27.3	22.0	19.6	26.6	22.7	20.9	23.0	21.5	21.7	

5.3 Instructional Productivity

Radiologic Technology - FY 2022-23 (plus current FY Summer and Fall)

5.3 Instructional Productivity The ratio of Full-Time Equivalent Students (FTES) to Full-Time Equivalent Faculty (FTEF) in each Discipline at first census.

Santa Rosa Campus

Radiologic Technology		X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
	FTES	11.78	38.93	45.31	7.05	17.01	21.49	8.49	21.12	11.77	8.02	21.65	
	FTEF	1.65	3.86	3.18	0.51	1.85	1.20	0.55	2.43	0.92	0.51	1.99	
	Ratio	7.15	10.08	14.25	13.88	9.20	17.88	15.42	8.68	12.73	15.79	10.87	

Petaluma Campus (Includes Rohnert Park and Sonoma)

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Radiologic Technology		X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
	FTES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	FTEF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
	Ratio	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	

Other Locations (Includes the PSTC, Windsor, and other locations)

Radiologic Technology		X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
	FTES	5.69	0.00	0.00	0.00	31.23	29.81	11.62	26.73	30.38	11.97	27.52	
	FTEF	1.48	0.00	0.00	1.02	2.62	2.20	1.01	2.19	2.23	1.01	2.21	
	Ratio	3.84	0.00	0.00	0.00	11.91	13.55	11.55	12.21	13.60	11.90	12.44	

ALL Locations (Combined totals from ALL locations in the District)

Radiologic Technology		X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
	FTES	17.47	38.93	45.31	7.05	48.24	51.30	20.11	47.85	42.15	20.00	49.17	

FTEF	3.13	3.86	3.18	1.53	4.47	3.40	1.56	4.62	3.16	1.51	4.21	
Ratio	5.58	10.08	14.25	4.62	10.79	15.08	12.92	10.35	13.34	13.21	11.69	

5.4 Curriculum Currency

Periodic revision and update of radiologic technology coursework has occurred most recently in the Fall 2023. All rad tech courses are within their approved limits of periodic review. Please refer to section 5.1 for a detailed descrpition.

5.5 Successful Program Completion

Radiologic Technology - FY 2017-23 (plus current FY Summer and Fall)

Coursework is only held at Santa Rosa Campus.

Santa Rosa Campus

Discipline	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Radiologic Technology	91.0%	98.2%	94.9%	0.0%	100.0%	88.5%	90.4%	94.6%	94.5%	93.8%	85.7%	

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Radiologic Technology	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	

Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Radiologic Technology	100.0%	0.0%	0.0%	0.0%	91.3%	95.2%	100.0%	92.0%	83.2%	100.0%	87.1%	

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Radiologic Technology	92.6%	98.2%	94.9%	0.0%	96.7%	89.6%	92.7%	93.7%	89.2%	95.2%	86.2%	

5.6b Successful Course Completion The percentage of students receiving a grade of A,B,C, or CR in each Discipline (duplicated headcount).

Santa Rosa Campus

Discipline	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Radiologic Technology	91.0%	98.2%	93.1%	0.0%	98.5%	87.2%	87.2%	93.4%	93.7%	91.4%	84.6%	

Petaluma Campus (Includes Rohnert Park and Sonoma)

Discipline	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Radiologic Technology	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	

Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Radiologic Technology	100.0%	0.0%	0.0%	0.0%	90.0%	95.2%	100.0%	92.0%	83.2%	100.0%	87.1%	

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Radiologic Technology	92.6%	98.2%	93.1%	0.0%	95.3%	88.5%	90.3%	92.9%	88.8%	93.3%	85.4%	

5.6c Grade Point Average The average GPA in each Discipline (UnitsTotal / GradePoints).

Santa Rosa Campus

Discipline	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Radiologic Technology	3.54	3.80	3.67	0.00	3.57	3.50	3.14	3.41	3.27	3.19	3.38	

Petaluma Campus (Includes Rohnert Park and Sonoma)

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Discipline	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Radiologic Technology	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	

Other Locations (Includes the PSTC, Windsor, and other locations)

Discipline	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Radiologic Technology	3.76	0.00	0.00	0.00	3.72	3.78	3.85	3.87	3.85	3.92	3.81	

ALL Locations (Combined totals from ALL locations in the District)

Discipline	X2020	F2020	S2021	X2021	F2021	S2022	X2022	F2022	S2023	X2023	F2023	S2024
Radiologic Technology	3.62	3.80	3.67	0.00	3.64	3.62	3.42	3.59	3.58	3.46	3.55	

	Total n	umber of Graduates	
2021	85%	17/20	
2020	80%	16/20	
2016	85%	17/20	
2015	80%	16/20	
2018	95%	19/20	
5 year average	90.6%	87/96	

5.6 Student Success

Radiologic Technology - FY 2018 - 2022 (2023 pending) Coursework is only held at Santa Rosa Campus.

Credentialing Ex	amination Rate	number passed on 1 st attempt divided by number attempted within 6 months of				
Program 5-Ye	ear Average	graduation				
Year	# Taking Exam	# Passing on 1 st Attempt	% Passing			
2018	18	16	89%			
2019	19	15	79%			
2020	16	16	100%			
2021	17	16	94%			
2022	21	20	95%			
TOTALS	91	83	83/91 = 91%			

There have been a small percentage of students who successfully passed the National Board Certifying Exam on the second attempt.

5.7 Student Access

Santa Rosa Junior College - Program Unit Review Radiologic Technology - FY 2022-23 (plus current FY Summer and Fall)

5.7a Students Served - by Ethnicity The number of students in each Discipline at first census broken down by ethnicity (duplicated headcount).

Radiologic Technology	Ethnicity	2020-21	Percent	2021-22	Percent	2022-23	Percent	2023-24	Percent
	White	153	28.1%	195	33.7%	202	32.6%	253	37.2%
	Asian	47	8.6%	35	6.1%	22	3.6%	33	4.9%
	Black	32	5.9%	16	2.8%	18	2.9%	12	1.8%
	Hispanic	248	45.5%	273	47.2%	296	47.8%	299	44.0%
	Native American	0	0.0%	0	0.0%	5	0.8%	0	0.0%
	Pacific Islander	2	0.4%	1	0.2%	3	0.5%	1	0.1%
	Filipino	4	0.7%	4	0.7%	2	0.3%	4	0.6%
	Other Non-White	28	5.1%	37	6.4%	36	5.8%	34	5.0%
	Decline to state	31	5.7%	17	2.9%	35	5.7%	44	6.5%
	ALL Ethnicities	545	100.0%	578	100.0%	619	100.0%	680	100.0%

ALL Locations (Combined totals from ALL locations in the District)

5.7b Students Served - by Gender The number of students in each Discipline at first census broken down by gender (duplicated headcount).

ALL Locations	(Combined totals from ALL locations in the District)
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Radiologic Technology	Gender	2020-21	Percent	2021-22	Percent	2022-23	Percent	2023-24	Percent
	Male	134	24.6%	146	25.3%	150	24.2%	121	17.8%
	Female	408	74.9%	421	72.8%	461	74.5%	554	81.5%
	Unknown	3	0.6%	11	1.9%	8	1.3%	5	0.7%
	ALL Genders	545	100.0%	578	100.0%	619	100.0%	680	100.0%

5.7c Students Served - by Age The number of students in each Discipline at first census broken down by age (duplicated headcount).

Radiologic Technology	Age Range	2020-21	Percent	2021-22	Percent	2022-23	Percent	2023-24	Percent
	0 thru 18	5	0.9%	16	2.8%	22	3.6%	37	5.4%
	19 and 20	22	4.0%	22	3.8%	32	5.2%	72	10.6%
	21 thru 25	201	36.9%	170	29.4%	147	23.7%	158	23.2%
	26 thru 30	150	27.5%	132	22.8%	142	22.9%	168	24.7%
	31 thru 35	80	14.7%	101	17.5%	113	18.3%	109	16.0%
	36 thru 40	39	7.2%	61	10.6%	77	12.4%	51	7.5%
	41 thru 45	25	4.6%	59	10.2%	57	9.2%	37	5.4%
	46 thru 50	10	1.8%	15	2.6%	16	2.6%	31	4.6%
	51 thru 60	9	1.7%	2	0.3%	13	2.1%	17	2.5%
	61 plus	4	0.7%	0	0.0%	0	0.0%	0	0.0%
	ALL Ages	545	100.0%	578	100.0%	619	100.0%	680	100.0%

ALL Locations (Combined totals from ALL locations in the District)

5.8 Curriculum Offered Within Reasonable Time Frame

The program curriculum and clincial instruction are offered during business hours. The clinical instruction portion adheres to strict student supervision under the State Law and JRCERT requirements.

5.9a Curriculum Responsiveness

The program curriculum reflects all current changes that are regulated by the State of California Minimum Standards in Radiologic Technology, as well as the curricular requirements of the American Registry and American Society of Radiologic Technologists. Please refer to section 5.1 for examples.

5.9b Alignment with High Schools (Tech-Prep ONLY)

The program curriculum is not directly articulated with the local High Schools. The program director does offer outreach to HS classes who request a presentation on the profession of radiologic technology.

5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

The program prerequisites are articulated with ten other community colleges, eighteen independent colleges and universities and nineteen out of state colleges and universities. Additionally, admissions and records can access any college data that any student may request.

5.11a Labor Market Demand (Occupational Programs ONLY)

The summary of the most recent employment statistics can be found in the chart below. Statistics for 2023 pending.

Credentialing Exa	amination Rate	number passed on 1 st attempt divided by number attempted within 6 months of				
Program 5-Ye	ear Average	graduation				
Year	# Taking Exam	# Passing on 1 st Attempt	% Passing			
2018	18	16	89%			
2019	19	15	79%			
2020	16	16	100%			
2021	17	16	94%			
2022	21	20	95%			
TOTALS	91	83	83/91 = 91%			

Data from Center for Excellence:

SUPPLY:

To view Supply data below, make selections in the boxes to the right.	REFRESH - Clear All Filters
For more detail, click on the "+"	*3 Yr Avg for CCs is 2018-19 through 2020-21.

TOP6 - Program Title	2018 -19	2019 -20	2020- 21	Latest 3 Yr Avg
122500 - Radiologic Technology	28	27	17	24
Grand Total	28	27	17	24

DEMAND:

2018-2028 Occupational Projections								
SOC Code 🖵	Occupational Title	Ţ	Entry Level Education	T	2018 Jobs	2018-2028 Total Job Openings	Annual Job Openings	Average Annual Earnings
29-2034	Radiologic Technologists		Associate's degree		18,000	13,570	1,357	\$87,967
Grand Total					18,000	13,570	1,357	\$87,967

5.11b Academic Standards

The JRCERT visited our program for our periodic site visit and accreditation renewal in May 2021. There were no infractions found. The RT program was awarded the maximum accreditation of 8 years.

An interim report will be required. The projected date for the interim report is the Second Quarter of 2025. The next site visit is tentatively scheduled for the Second Quarter of 2029.

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	М	Goal	Objective	Time Frame	Progress to Date	
0001	Santa Rosa	01	05	Secure addtional clinical site affiliations.	Enough clinical affiliated sites to allow for program expansion and increase enrollment for all students to be able to earn a living wage in the healthcare industry. Increasing the number of graduates who are earning a living wage will provide a stronger, more diverse, workforce to help alleviate the health care worker shortage which severely impacts our community.	2024 - ongoing.	Contract affiliation with two new clinical facilities.	

6.2b PRPP Editor Feedback - Optional

Healthcare needs in our community is expanding for all patient populations. There is currently a shortage of qualified workers to meet these needs. Our program can help alleviate this shortage, which greatly affects our community. Having an adequate amount of necessary training sites to help ensure our graduates are well-prepared and competent is essential to providing safe care for vulnerable patients.

Our goal is to secure contract affiliations with new clinical facility training sites that care for a wide variety of patient populations as they become available. Although this is currently an ongoing and evolving process, it is sometimes slowed by the state and federal regulatory process for site approval. Once contracts are in place, there will also be a need for additional, qualified, instructors because program enrollment and clinical rotation site training needs will increase to meet community needs.

Enough clinical affiliated sites to allow for program expansion and increase enrollment for all students. Our program will continue to have high enrollment and success rates which will provide our graduates with well-paying careers directly after graduation. Increasing the number of graduates, who are earning a living wage, will provide a stronger, more culturally diverse, workforce to help alleviate the health care worker shortage which severely impacts our community.

6.3a Annual Unit Plan

Rank	Location	SP	М	Goal	Objective	Time Frame	Resources Required
0001	Santa Rosa	03	05	Secure additional clinical site affiliations	Enough clinical affiliated sites to allow for program expansion and increase enrollment for all students to be able to earn a living wage in the healthcare industry. Increasing the number of graduates who are earning a living wage will provide a stronger, culturally diverse, workforce to help alleviate the health care worker shortage which severely impacts our community.	2024 - ongoing.	Contract affiliation with new clinical training site facilities as they become available. Additional instructors as program enrollment and clinical training sites increase to meet community needs.