

Merritt College

2017-2018 Annual Program Update for Radiologic Science

Merritt College Data Profile: Fall 2016 and Spring 2017

*Note: Headcount is unduplicated number of students per term. Retention and Success is based on Enrollments, which are duplicated.

<i>Headcount by Gender</i>	<i>Fall 2016</i>		<i>Spring 2017</i>	
<i>Female</i>	4514	64%	4742	64%
<i>Male</i>	2396	34%	2485	34%
<i>Unknown/Unreported</i>	133	2%	132	2%
<i>Headcount by Race/Ethnicity</i>				
<i>American Indian</i>	29	0%	26	0%
<i>Asian</i>	1129	16%	1227	17%
<i>Black / African American</i>	1903	27%	1864	25%
<i>Hispanic / Latino</i>	2064	29%	2195	30%
<i>Pacific Islander</i>	47	1%	42	1%
<i>Two or More</i>	369	5%	384	5%
<i>Unknown / NR</i>	341	5%	381	5%
<i>White</i>	1161	16%	1240	17%
<i>Headcount by Age</i>				
<i>Under 16</i>	38	1%	100	1%
<i>16-18</i>	808	11%	764	10%
<i>19-24</i>	2430	35%	2552	35%
<i>25-29</i>	1186	17%	1255	17%
<i>30-34</i>	766	11%	775	11%
<i>35-54</i>	1296	18%	1401	19%
<i>55-64</i>	327	5%	315	4%
<i>65 & Above</i>	192	3%	197	3%
<i>Total Headcount</i>	7043		7359	

	<i>Fall 2016</i>		<i>Spring 2017</i>	
Gender	Retention %	Success %	Retention %	Success %
<i>Female</i>	78%	66%	79%	70%
<i>Male</i>	78%	65%	79%	68%
<i>Unknown/Unreported</i>	83%	72%	82%	75%
Race/Ethnicity	Retention %	Success %	Retention %	Success %
<i>American Indian</i>	83%	77%	74%	60%
<i>Asian</i>	83%	76%	84%	78%
<i>Black / African American</i>	73%	57%	74%	60%
<i>Hispanic / Latino</i>	76%	65%	80%	70%
<i>Pacific Islander</i>	79%	69%	80%	74%
<i>Two or More</i>	77%	65%	78%	66%
<i>Unknown / NR</i>	82%	69%	83%	72%
<i>White</i>	85%	78%	85%	78%
Age Range	Retention %	Success %	Retention %	Success %
<i>Under 16</i>	82%	82%	94%	89%
<i>16-18</i>	78%	65%	82%	74%
<i>19-24</i>	75%	62%	76%	65%
<i>25-29</i>	77%	66%	79%	70%
<i>30-34</i>	82%	71%	81%	71%
<i>35-54</i>	81%	70%	82%	74%
<i>55-64</i>	83%	71%	85%	73%
<i>65 & Above</i>	84%	78%	85%	72%

**Distance
Education**

Retention and Success by Distance Ed

100% online

Hybrid

Face to Face

Fall 2016

Retention %

Success %

Spring 2017

Retention %

Success %

70%

62%

74%

59%

69%

53%

74%

61%

80%

69%

81%

72%

I. Program Information

Purpose: This section will identify basic information about your program. 2015-2016 Program reviews and 2016-2017 APU can be found at:
<http://www.merritt.edu/wp/institutional-research/program-review/>

Program Name: Radiologic Science

Date: 9/20/17

Program Type (circle or highlight one): **Instructional** Non-Instructional Student Services or Special Programs Administrative Unit

College Mission Statement: The mission of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society and a global economy.

Program Mission: The purpose of the Radiologic Science Program at Merritt College is to prepare qualified practitioners for competency in the art and science of diagnostic medical imaging. The goals of the program are:

- 1. Students will be clinically competent**
- 2. Students will demonstrate effective communication skills**
- 3. Students will develop critical thinking and problem solving skills**
- 4. Students will demonstrate professionalism**

Date of Last Comprehensive Program Review: 9/19/15

Date of Comprehensive Program Review Validation: 12/2/15

II. Reporting Progress on Attainment of Program Goals

Purpose: In this section, you will look at your goals stated in the 2015-2016 program review and 2016-2017 APU, align the program goals with the District and College Goals, and report on the progress, revision, or completion of the program goals.

<p>Program Goal *Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal. These are suggested categories of goals.</p>	<p>Which institutional goals will be advanced upon completion? (PCCD and MC Goal Mapping)</p>	<p>Progress on Goal (indicate date next to the appropriate status for the goal)</p>	<p>Goal Detail and Measurement – How did you/will you evaluate this Goal? (If your goal was completed: How did you evaluate or determine the outcome? If your goal is ongoing: What is your measure and target? If your goal is new or revised: What is your measure and target?)</p>
<p><i>Assessment</i></p> <p>Complete SLO and PLO assessment in Taskstream for the current cycle (assess every course SLO at least every three years, assess every PLO every year).</p>	<p>1. PCCD Goal: __D__</p> <p>2. Merritt Goal __D__</p>	<p>Completed: _____ (date)</p> <p>Revised/New: _____ (date)</p> <p>Ongoing: __9/20/17__ (date)</p>	<p>Program faculty have made significant progress in course SLO assessment over the past year, and are now caught up on assessment. The Division III SLO coordinator, Heather Casale, has been an invaluable resource in our achievement of this goal. We understand the importance of compliance for course improvement as well as for both programmatic and college accreditation. We will continue to work with the SLO coordinator each Spring and Fall Semester to assure that we are continuing on track with our course SLO assessment plan. We hope that SLO assessment activities will continue to be supported by the SLO coordinators.</p>
<p><i>Curriculum (if applicable)</i></p> <p>Develop a new online fee-based course in Computed Tomography (for current second-year students and members of the medical imaging community).</p>	<p>1. PCCD Goal: __C__</p> <p>2. Merritt Goal __C__</p>	<p>Completed: _____ (date)</p> <p>Revised/New: _____ (date)</p> <p>Ongoing: __9/20/17__ (date)</p>	<p>We are on track to receive approval from Curriculum Committee in time to offer course in Spring 2017. W. Scott Wilson is in the process of developing the course through CurricUNET.</p>

<p>Program Goal *Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal. These are suggested categories of goals.</p>	<p>Which institutional goals will be advanced upon completion? (PCCD and MC Goal Mapping)</p>	<p>Progress on Goal (indicate date next to the appropriate status for the goal)</p>	<p>Goal Detail and Measurement – How did you/will you evaluate this Goal? (If your goal was completed: How did you evaluate or determine the outcome? If your goal is ongoing: What is your measure and target? If your goal is new or revised: What is your measure and target?)</p>
<p><i>Instruction (if applicable)</i></p> <p>Hire a part time instructor for the Positioning I course (previous instructor left the position at the end of Summer, 2017).</p>	<p>1. PCCD Goal: __C__</p> <p>2. Merritt Goal __C__</p>	<p>Completed: ____7/17____ (date)</p> <p>Revised/New: _____ (date)</p> <p>Ongoing: _____ (date)</p>	<p>Ms. Judy Phuong (2010 graduate of our program) was hired and began teaching Positioning I on August 21st, 2017. She is also currently working as an RT at Kaiser Permanente in Richmond, bringing expertise with current technology to our students.</p>
<p><i>Student Success and Student Equity</i></p> <p>Hire two Instructional Aides from recent graduating class to assist with Positioning I, Patient Care I, and Physics I labs.</p> <p>Continue to provide web-based preparation programs to ready students for the ARRT certification exam.</p>	<p>1. PCCD Goal: __A__</p> <p>2. Merritt Goal __A__</p>	<p>Completed: _____ (date)</p> <p>Revised/New: _____ (date)</p> <p>Ongoing: _____9/20/17____ (date)</p>	<p>Instructional Aides assist with Positioning I, Patient Care I, and Physics I labs. IA’s also provide tutoring and mentoring to new Radiologic Science students. Our retention rate for the most recent graduation class was 70%. So far, the retention rate for the class due to graduate in 2018 is 85%. We would like to continue to improve on this.</p> <p>We purchased Elsevier practice exams and Exit Exam to support students as they prepared to take the ARRT certification exam. All students who have taken the ARRT exam have passed to date.</p>

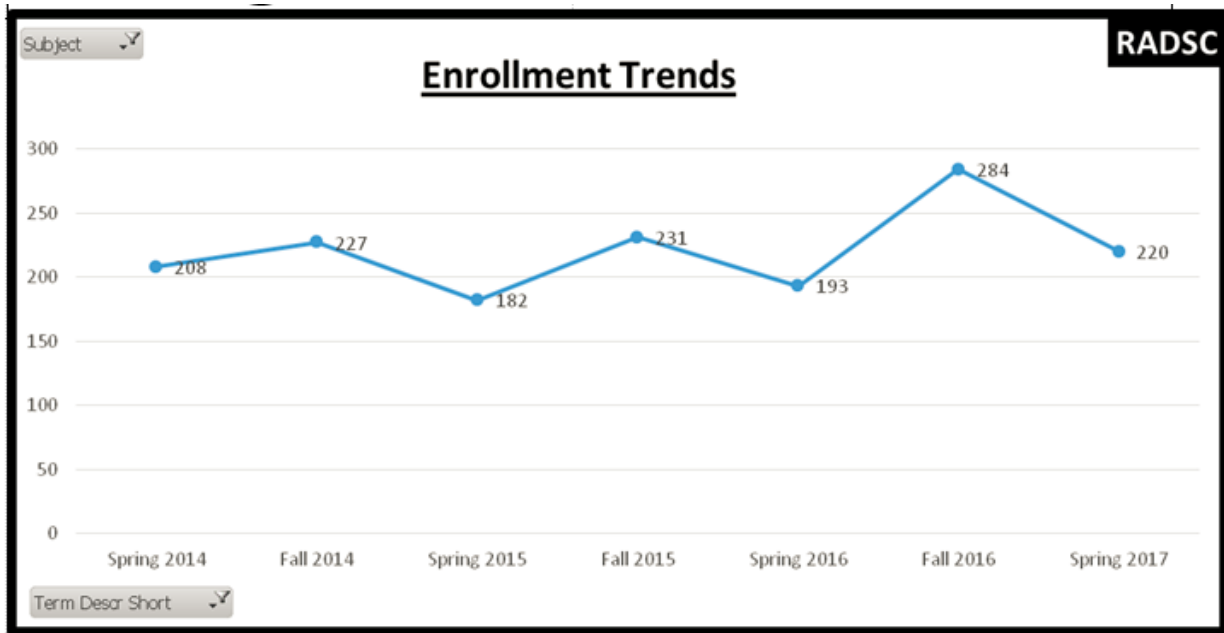
<p align="center">Program Goal</p> <p>*Copy the Goals Reported from Program Review Question 10 or Appendix B, or 16-17 APU Section II or input the new/revised goal. These are suggested categories of goals.</p>	<p align="center">Which institutional goals will be advanced upon completion? (PCCD and MC Goal Mapping)</p>	<p align="center">Progress on Goal (indicate date next to the appropriate status for the goal)</p>	<p align="center">Goal Detail and Measurement – How did you/will you evaluate this Goal? (If your goal was completed: How did you evaluate or determine the outcome? If your goal is ongoing: What is your measure and target? If your goal is new or revised: What is your measure and target?)</p>
<p><i>Professional Development, Institutional and Professional Engagement, and Partnerships</i></p>	<p>1. PCCD Goal: _____</p> <p>2. Merritt Goal _____</p>	<p>Completed: _____ (date)</p> <p>Revised/New: _____ (date)</p> <p>Ongoing: _____ (date)</p>	
<p><i>Other Goals</i></p> <p>Purchase equipment to improve safety in the Positioning Laboratory, enhance learning by updating image receptors to current technology and purchasing test tools to improve QA laboratory experience.</p>	<p>1. PCCD Goal: __C__</p> <p>2. Merritt Goal __C__</p>	<p>Completed: _____ (date)</p> <p>Revised/New: _____ (date)</p> <p>Ongoing: _9/20/17_____ (date)</p>	<ul style="list-style-type: none"> • Safety equipment that was ordered last Spring was never received (footstools with high handles for Positioning Lab). We will use this years fund’s to order again. • QA test tools to enhance learning in the QA Fluoroscopy course laboratory were ordered last year and never received. We will use this year’s funds to order again. • We successfully purchased CR cassettes to replace obsolete film screen cassettes. • We successfully purchased a wireless digital imaging plate with CTE Strong Workforce Funds.

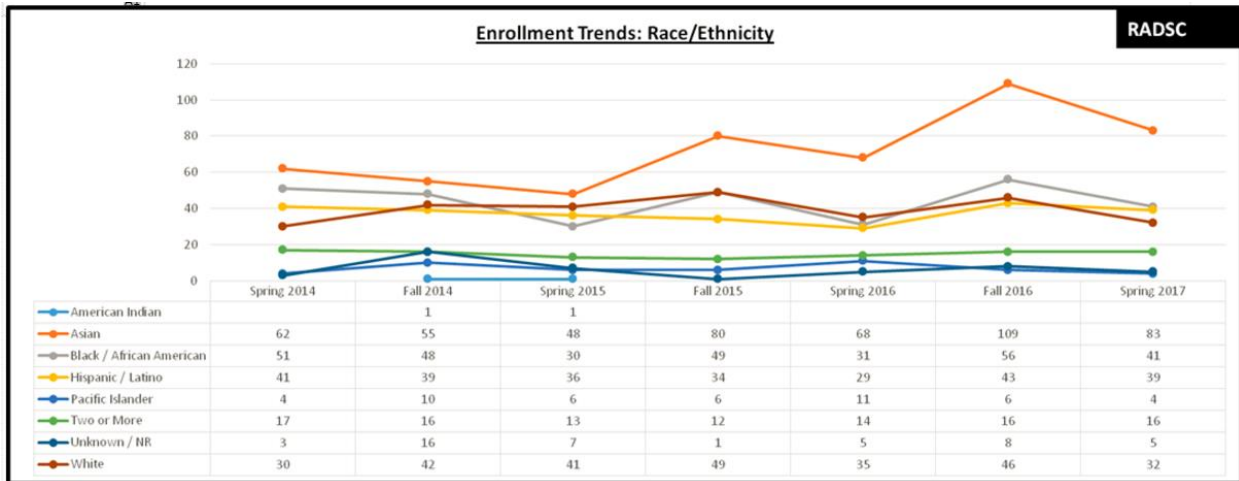
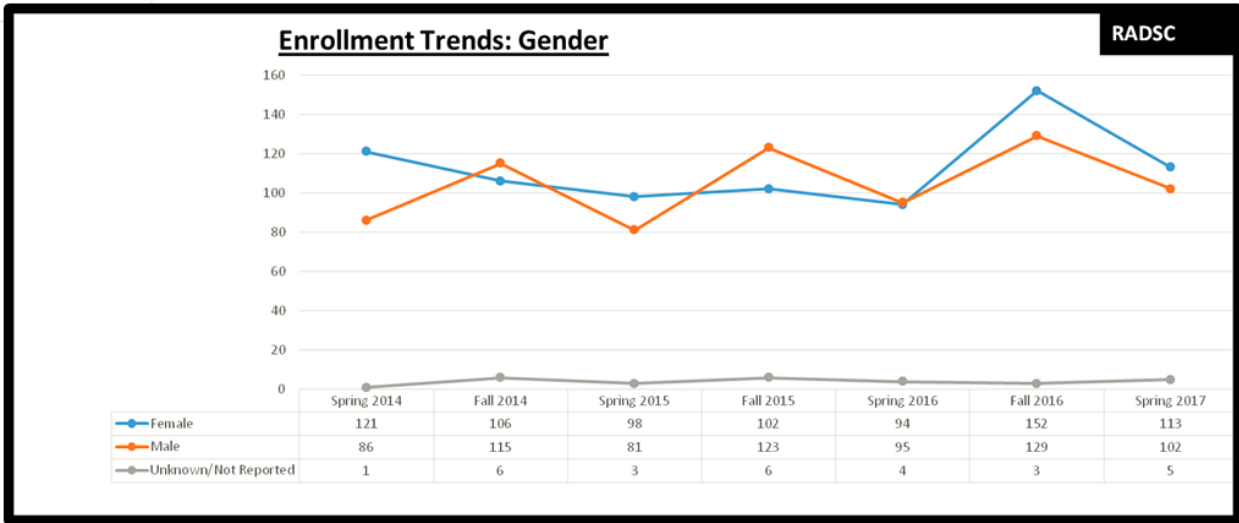
III. Data Trend Analysis

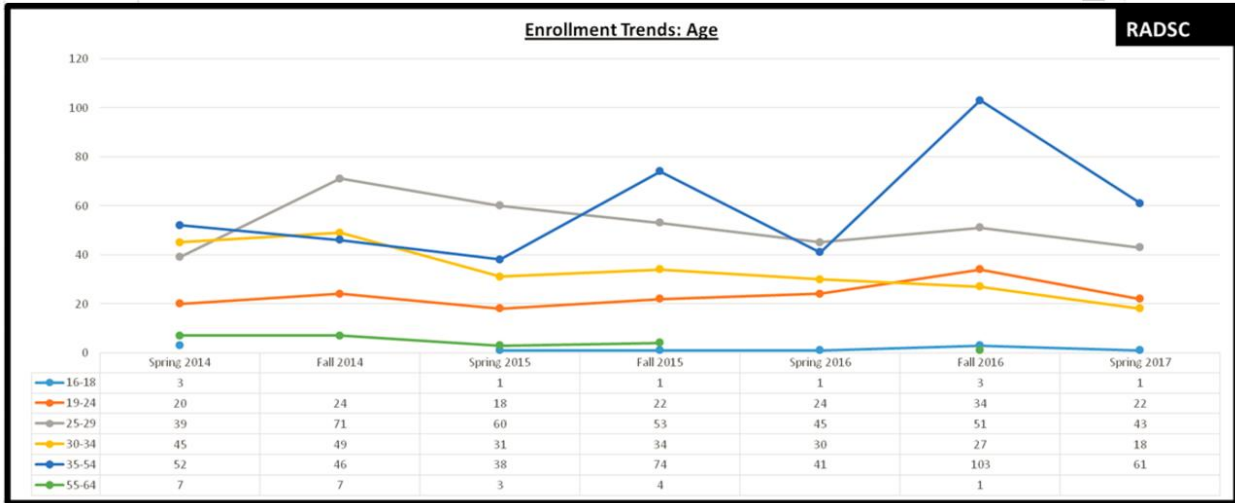
Purpose: In this section, you will report, review and reflect on your program data. You may copy and paste the tables that were provided to you in your data packet via email.

Please review and reflect upon the data for your program that was sent via email or Dropbox. You will be asked to comment on significant changes in the data and/or achievement gaps. Focus upon the most recent academic year and/or the years since your last comprehensive program review. *If you have questions or concerns regarding your data, please contact Samantha Kessler, Research and Planning Officer: skessler@peralta.edu.

Student Enrollment Demographics:







Special Populations Enrollments By Term RADSC

# Enrollments	Low Income						
Term	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Not Low Income	81	75	62	76	3	16	4
Undetermined	1	17	3	18	122	85	123
Low Income	84	105	86	94	16	118	18

# Enrollments	DSPS Status						
Term	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
DSPS Students	8	7	5	5	2	8	2
Non DSPS Students	158	190	146	183	139	211	143

# Enrollments	Foster Youth Status						
Term	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Not Foster Youth	165	196	150	188	141	219	145
Foster Youth	1	1	1				

# Enrollments	Veteran Students						
Term	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Non Veterans	164	191	146	174	136	214	145
Veterans	2	6	5	14	5	5	

1. What changes have occurred in enrollment since 2015-2016 program review?

In 2016, we accepted 30 students into the program to try to plan for attrition. Retention rate of the previous 2 graduating classes was 70%. This did result in increased retention, but also resulted in crowded labs and clinical sites. We adjusted down to 27 for the class entering in 2017. We will evaluate how well this strategy worked at the end of Fall Semester, 2017. Enrollment in the program is limited to the number of clinical placements we have available each Fall. The prerequisite course, RADSC 1A, is capped at 40 due to classroom size.

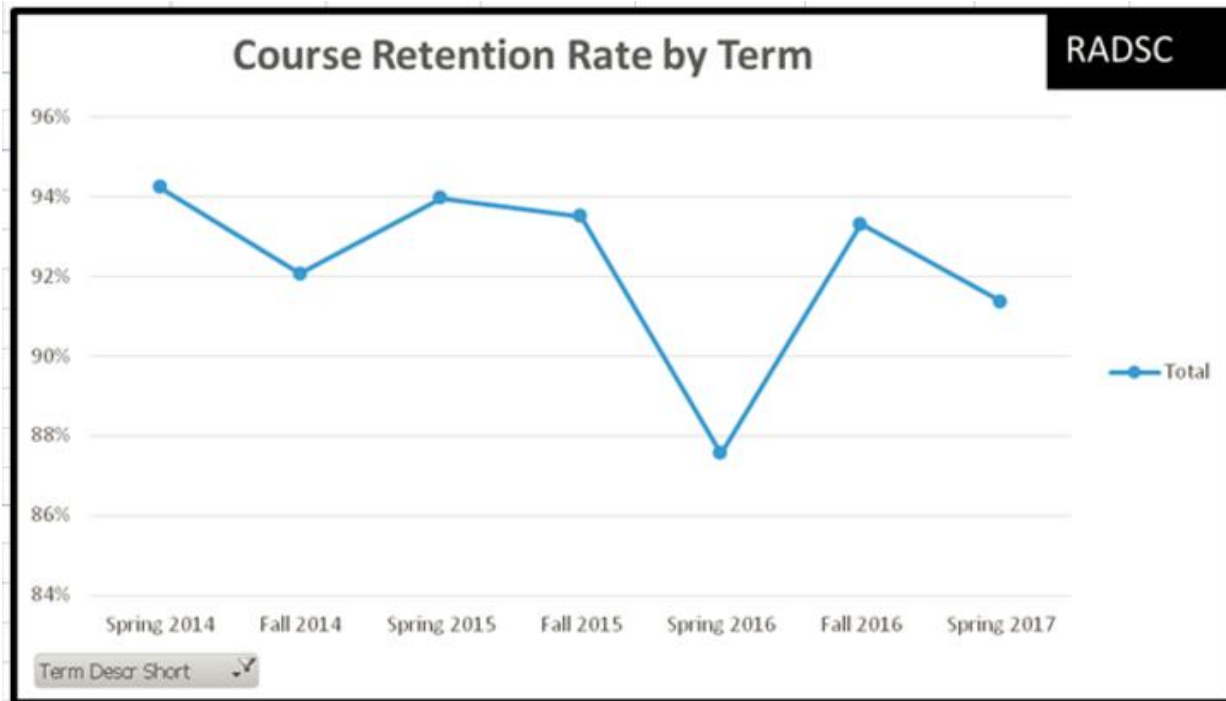
Course Sections and Productivity:

Subject	RADSC														
Course	Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016		Fall 2016		Spring 2017		
	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	# Sections	Prod.	
1A SURVEY/RAD SCIENCE	2	23.58	2	16.81	2	19.57	2	18.56	2	19.07	2	20.57	2	24.54	
1B INTRO/MEDICAL IMAGNG			1	11.62			1	12.14			1	15.84			
1C MEDICAL IMAGE/CLINIC			1	6.51			1	18.03			1	11.10			
2A RADIOGRAPHIC PHYS I			1	8.56			1	8.56			1	11.54			
2B RADIOGRAPHIC PHYS II	1	6.33			1	6.70			1	6.70			1	9.31	
2C DIGITAL APPLICATIONS			1	7.34			1	9.03			1	9.03			
3A POSITIONING I			1	8.81			1	8.81			1	11.87			
3B POSITIONING II	1	6.33			1	6.70			1	6.33			1	9.31	
5A PATIENT CARE I			1	10.50			1	10.50			1	14.15			
5B PATIENT CARE II			1	6.50			1	8.00			1	8.00			
6 QUALITY MANAGEMENT	1	7.31			1	7.22			1	6.15			1	6.15	
7 ADV IMAGING PROCEDUR	1	9.50			1	6.50			1	8.00			1	8.00	
8 SECTIONAL ANATOMY	1	9.50			1	6.50			1	8.00			1	8.00	
9A CLINICAL EXPR I	1	8.55			1	10.88			1	12.52			1	16.25	
9C CLINICAL EXPR III			1	10.30			1	12.18			1	19.32			
9D CLINICAL EXPR IV	1	14.60			1	10.18			1	16.55			1	14.93	
9M MAMMOGRAPHIC CLINIC			1												
Total Sections and Productivity by Subject and Term	9	10.04	11	9.16	9	9.12	10	11.59	9	10.57	10	M23 13.99	9	12.19	

1. **Please comment on changes that have occurred in productivity since the 2015-2016 program review.** (e.g. increase, decrease or no change)

The RADSC 1A course, Survey of Radiologic Science, is a prerequisite for the program. Hence, it has the highest productivity of all RADSC courses. In most program courses there has been an increase in retention and productivity since the last APU. We at least partially attribute this to the support provided by Instructional Aides in the lab classes.

Student Success:



Subject	RADSC
Row Labels	Total Retention %
Spring 2014	94%
Fall 2014	92%
Spring 2015	94%
Fall 2015	94%
Spring 2016	88%
Fall 2016	93%
Spring 2017	91%
Grand Total	92%
Subject	RADSC
Row Labels	Total Success %
<i>Spring 2014</i>	<i>87%</i>
Fall 2014	87%
Spring 2015	85%
Fall 2015	90%
Spring 2016	82%
Fall 2016	79%

1. Describe the course retention and successful course completion rates and any changes since the 2015-2016 program review

Because these data include students enrolled in the prerequisite course, RADSC 1A, Survey of Radiologic Technology, they do not reflect exactly what is happening in the program itself. The class that began in Fall of 2015 and graduated in 2017 had a retention rate of 70% (16/23). The class that began in Fall of 2016 (Class of 2018) have a retention rate so far of 85% (23/27). It is extremely

important for our students' success to provide Instructional Aide assistance in the labs and to offer tutoring and hands-on practice with the equipment outside of scheduled labs.

2. These are the demographics of students currently enrolled in the program:

Program Students	Class of 2018	Class of 2019
Female	17 (57%)	12 (52%)
Male	13 (43%)	11 (48%)
Non-native speakers of English	15 (50%)	10 (43%)
African/African American	7 (23%)	3 (13%)
Asian	13 (43%)	9 (39%)
Caucasian	5 (17%)	3 (13%)
Hispanic	3 (10%)	3 (13%)
Two or more races	1 (3%)	1 (4%)
Unknown	1 (3%)	2 (9%)

3. Describe any achievement gaps present in your disaggregated enrollment, retention and successful course completion data. (Your data is disaggregated by Gender, Race/Ethnicity, Age, and student populations: DSPTS, Low Income, Foster Youth and Veterans)

The number of non-native speakers of English enrolled in the program averages 47%. The majority of these students successfully complete the program. Non-native speakers of English who are not proficient in English, however, are generally not successful. Students must be able to follow instructions explicitly, and to communicate to patients, peers, and staff effectively. This is essential for the safety of patients in the clinical setting, where potentially hazardous ionizing radiation is applied for the purpose of medical imaging. We have been working with Diversity in Health to provide support to students who lack proficiency in English, in some cases before they enter the program.

Student Success in Distance Education/Hybrid classes versus face-to-face classes:

NA

1. Describe any difference in the Retention and Success of face-to-face and distance education courses.

NA

Other program specific data. Other data could include: departmental research via survey or special projects that significantly supports the goals or future plans for the program.

Merritt College Radiologic Science Program Effectiveness Data			
Class of:	Retention	ARRT Exam Pass Rate	Graduate Employment
2017	70% (16/23)	Pending	Pending
2016	70% (16/23)	88% (14/16)	94% (15/16 at one year)
2015	61% (13/21)	100% (13/13)	100% (at one year) (16/16 respondents)
2014	76% (19/25)	89% (17/19)	100% (at one year) (18/18 respondents)
2013	92% (23/25)	83% (19/23)	100% (at one year) 5/5 respondents
5 Yr Avg	73.8%	90%	98.5%

I have also attached the Fall 2017 Program Learning Outcome Assessment/Program Effectiveness Report required annually for JRCERT program accreditation.

IV. Aligning Program Goals, Activities and Planning

Purpose: In this section, you will align your program, department or unit goals with the Educational Master Plan goals. You will also be asked to comment on how your department, unit or program is helping the College to achieve the targets set by the Equity, SSSP and Basic Skills Plans.

1. Educational Master Plan Alignment: Please use the following matrix to demonstrate how your program goals align with the 2015-2020 Educational Master Plan Goals.

2015-2020 EMP Goals

Foundations:

1. Assess students' strengths and needs thoroughly to accelerate completion of certificates, degrees and transfer readiness.
2. Support and develop programs, curriculum and services that increase completion of courses, certificates, degrees and transfer.
3. Establish an organizational structure that promotes coordination, innovation, and accountability, and which embeds basic skills development across the campus.

Career Technical Education:

1. Develop opportunities for CTE students to engage in campus and community experiences that enhance learning and student success (program-level clubs/enterprises, activities that develop soft skills, etc.) by contextualizing and proactively engaging students.
2. Create a Merritt-wide infrastructure that streamlines and develops employer partnerships, including offering High quality internships, serving on advisory boards, and engaging in curriculum development.
3. Strengthen Merritt College's "on ramps" to our CTE pathways by enhancing distance education, dual enrollment, adult education, contract education, etc., and provide differentiated supports that ensure student success for targeted population.
4. Create proactive strategies to engage faculty, students, and employers to support program success and sustainability that increase student-level academic and career outcomes.

Transfer:

1. Establish fully functioning transfer center.
2. Acquire more and better data (Higher granularity) on transfer rates. Collect transfer data to include UC, State, and Private institutions.
3. Augment and strengthen specific partnerships with academic departments in CSUs, UCs, and privates to develop transfer pipelines.
4. Augment and strengthen support services for transfer students campus-wide.
5. Augment and strengthen support for transfer students within academic programs.

Directions: 1) input your program and department goals. 2) Identify which area of the Ed Master Plan this Goal aligns to – Foundations, Transfer and/or CTE. Describe the activities your department or program will complete to meet the goal. 5) What standard or goal do you think the activities will help the college achieve as a measurable outcome (Completion rate, degree/cert completion, transfer, remedial rates). Place and X in the standard(s) and/or goal(s) your program activity will impact.

Program/ department or unit Goal	Foundations	Transfer	CTE	How does this goal or the program activities align with the Educational Master Plan Strategic Directions and/or Goals?	Measurable Outcomes: Institution Set Standards and IE Goals					
					Successful Course Completion Rate	Retention Rate (F to F Persistence)	Degree or Cert. Completion	Transfer	Remedial Rate Math (Basic Skill Success)	Remedial Rate English (Basic Skills Success)
Assessment Complete SLO and PLO assessment in Taskstream for the current cycle (assess every course SLO at least every three years, assess every PLO every year).	1		Goal 1	In our assessment process, we are continually assessing and making changes based on student performance and feedback to ensure CTE students engagement in experiences that enhance learning and student success.	X	x	X			
Curriculum Develop a new online fee-based course in Computed Tomography (for current 2 nd -year students and members of the medical imaging community).	2		Goal 1	Provide students and community partners with an opportunity to become certified/registered in the Advanced Imaging Modality of Computed Tomography.	X		X			

<p>Instruction</p> <p>Hire a part-time instructor to replace the adjunct who left in August 2017.</p>			Goal 4	<p>First-year students are benefitting greatly by the hire of an experienced and competent instructor for the Positioning I course. This has also enabled the program director to carry a reasonable load to ensure that she has time to complete tasks such as the annual program update.</p>	X	X	X			
<p>Student Success and Student Equity</p> <p>Hire two Instructional Aides from recent graduating class to assist with Positioning I, Patient Care I, and Physics I labs</p> <p>Implement additional preparation programs to ready students for the ARRT certification exam.</p>			Goal 4	<p>Improve retention rate of program students.</p> <p>Better prepare students for passing the national licensing examination</p>	X	X	X			
<p>Professional Development, Institutional and Professional Engagement, and Partnerships</p>										
<p>Other Goals</p> <p>Purchase equipment to improve safety and enhance learning in the Positioning Laboratory. Purchase test tools to improve QA laboratory experience.</p>			Goal 4	<p>Supports hands-on mastery of industry skills with an emphasis on safety.</p>	X	X	X			

2. Student Equity, Student Success and Support Program (SSSP), and Basic Skills Target Groups: These plans analyzed student success outcomes and disproportionately impacted student populations. The chart below outlines the results of this analysis, and is a summary of the student populations and focused outcomes that the College indicated it would like to increase as a result of the Student Equity Plan (E), SSSP Plan (S), and Basic Skills Plan (B).
 - a. As a program, department or unit, review your data and describe any activities you are doing to address student equity gaps and special populations in the table below. Describe the target or focused student population, the problem/observation, the activity/intervention, and the intended outcome. How does your activity align with the College's Equity, SSSP and Basic Skills Goals (list the target group and indicator in the last box below)? In your description, please note if the activity or intervention was funded by one of these grants in the past academic year (15-16).

2015-16 Student Equity Plan, Student Success and Support Program Plan (SSSP), and Basic Skills Goal Summary

The Student Equity Plan, SSSP Plan, and Basic Skills Plans outlined goals and activities to increase the following indicators, with special focus on the student populations below:	Access (Headcount)	Successful Course Completion (All Subjects)				Basic Skills			Number of Degrees	Number of Certificates	Number of Transfers to UC and CSU
			Math Course Completion	English Course Completion	Fall to Spring Retention	BS Math Course Completion	BS English Course Completion	BS ESL Course Completion			
Males	E S	E	S								
African American	E S	E	E S	E	E			E	E S	E S	E S
Hispanic/Latino	E S	E			E			E	E	E S	E S
Native American								E	E S	E S	E
Hawaiian/Pacific Islander		E									
Foster Youth	E	E						E	E	E	E
Disabled	E										
Veterans	E										
Low Income		E									
All Students		S	B	B		E S B	E S B	S	S	S	

***S = SSSP, E=EQUITY, B=BASIC SKILLS**

Directions: 1) Describe a challenge, achievement gap or observation you made in your program data. 2) Describe an activity or intervention your program does to address the data. 3) Note which student populations this activity or intervention targets. 4) describe the intended measurable outcome of the activity. Think about which indicator, from the summary chart below, this activity will help to impact. 5) Note which Plan and Goal this activity aligns to (SSSP, Equity, or Basic Skills)

<u>Is your program planning for changes, improvements or initiatives that align with Student Equity, SSSP or Basic Skills Initiative? Please report on the PLANNING for 2017-2018.</u>				
<u>Problem, Achievement Gap or Observation (data)</u>	<u>Activity/Intervention</u>	<u>Target Student Population</u>	<u>Outcome (or intended outcome from the list of indicators above: access, course completion, retention, BS course completion, degree, cert. transfers)</u>	<u>Relevant College Equity/SSSP/BS Goal</u>
Non-English Proficient students who are unable to pass basic clinical communications practicals cannot advance to the clinical phase of the program.	Schedule a representative from Diversity in Health to make a presentation in all Survey RADSC 1A prerequisite courses. Recommend ESL classes to non-English proficient students in the Survey Class. We are considering adding basic communications practicals to the Survey class so that we can make recommendations for early intervention in preparation for applying to the program.	Non-English proficient students	Improve success in the program for foreign born students	SSSP and Equity Plan

b. Are additional resources required to facilitate the activities or interventions related to this area? If yes, make sure to discuss with your Dean.

No

3. Student Equity, Student Success and Support Program (SSSP), and Basic Skills Funding: In addition to identifying focused student populations and targets for improving student outcomes, these plans outlined activities the College would engage in to improve the indicators above. **Did your program receive funding from any of the sources below in 2016-2017? What was the outcome of this funding?**

Of these sources, the only one we received funding from was Strong Workforce

<u>Please report on the outcomes from 2016-2017 funding.</u>				
<u>Plan</u>	<u>What was funded?</u>	<u>Was this part of a larger activity or initiative?</u>	<u>What need did this address?</u>	<u>What measurable outcome resulted in this funding?</u>
<u>Student Equity Plan</u>				
<u>SSSP Plan</u>				
<u>Basic Skills Plan</u>				
<u>Strong Workforce</u>	<p>Computed Radiography Cassettes for the Positioning Class.</p> <p>Wireless Digital Imaging Plate for Positioning, Physics, QA courses.</p>	No	Brings program to industry standard technology.	<p>PLO #1: Produce diagnostic quality medical images in a competent, safe, and compassionate manner for all basic radiography examinations in a hospital work environment.</p> <p>a. Students will</p>

				<p>competently position patients.</p> <ul style="list-style-type: none">b. Students will select appropriate technical factors.c. Students will practice good patient care. <p>RADSC 2C, Digital Applications for Medical Imaging SLO #1: Perform digital quality control tests in a clinical environment; SLO #2: Utilize the Radiology Information System to retrieve patient demographics; SLO #3: Utilize Picture Archiving and Communications Systems [PACS] to transmit and store images.</p>
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V. Curriculum and Assessment Status

Purpose: In this section, you will plan for curriculum review and discuss assessment plans and findings. If your Program, Department or Unit does not have a curriculum component, please put N/A. You should reference the *CurricUNET META*, and *Taskstream*.

Curriculum Review Plan

In preparation for the implementation of structured curriculum review in the 2018-2019 academic year, departments and programs are being asked this year to submit curriculum review plans, indicating when all courses and programs shall be reviewed. One-third of non-CTE curriculum should be reviewed each year, resulting in all non-CTE courses and programs being reviewed within the three-year program review cycle. Half of CTE curriculum should be reviewed each year, resulting in all CTE courses and programs being reviewed every two years in conjunction with the program review/annual program update cycle.

Directions

All department chairs, program directors, and full-time faculty members should have access to CurricUNET META to view the active curriculum inventory. If you don't have access, contact LaShaune Fitch, Curriculum Specialist, at lfitch@peralta.edu.

- List all active courses, certificates, and degrees.
- Indicate which year each course, certificate, or degree shall be reviewed (including deactivations and reactivations).
- Add more rows to each table as needed.

Course Number	Course Name	2018-2019	2019-2020	2020-2021
RADSC 1A	Survey of Radiologic Science	X		
RADSC 1B	Introduction to Radiologic Science (Lecture)		X	
RADSC 1C	Introduction to Radiologic Science (Clinical)			X
RADSC 2A	Radiographic Physics I	X		
RADSC 3A	Positioning I		X	
RADSC 5A	Patient Care I			X
RADSC 2B	Radiographic Physics II	X		
RADSC 3B	Positioning II		X	
RADSC 9A	Clinical Experience I			X
RADSC 4A	Radiation Protection	X		
RADSC 4B	Radiobiology		X	

<i>RADSC 10A</i>	<i>Seminars in Radiologic Science I</i>			X
<i>RADSC 9B</i>	<i>Clinical Experience II</i>	X		
<i>RADSC 2C</i>	<i>Digital Applications for Medical Imaging</i>		X	
<i>RADSC 5B</i>	<i>Patient Care II</i>			X
<i>RADSC 9C</i>	<i>Clinical Experience III</i>	X		
<i>RADSC 6</i>	<i>Quality Management</i>		X	
<i>RADSC 7</i>	<i>Advanced Imaging Procedures</i>			X
<i>RADSC 8</i>	<i>Sectional Anatomy and Radiographic Pathology</i>	X		
<i>RADSC 9D</i>	<i>Clinical Experience IV</i>		X	
<i>RADSC 10B</i>	<i>Seminars in Radiologic Technology II</i>			X
<i>RADSC 9E</i>	<i>Clinical Experience V</i>	X		

Program Type	Program Name	2018-2019	2019-2020	2020-2021
<i>Associate of Science Degree in Radiologic Science</i>	<i>Radiologic Science</i>	X		

Student Learning Outcomes Assessment

Use the following table to document the results of the student learning outcomes assessment completed in 2016-2017. Please discuss which courses and PLO's were assessed, the results, changes that were made or plan to be made.

Learning Outcomes Assessed in 2016-2017		Results	Changes Made (or to be made)	Status (Completed or planned date)
Course/Program	Learning Outcome Assessed			
RADSC 9A	Communicate with Patients	Tool: Clinical Performance Evaluation (3 per semester, per student) Average score on this item was 95% (28 students) benchmark met	Continue to commit to high standards of communication between students and patients. Support with tutoring, partnering with Diversity in Health as needed to address individual student needs.	Ongoing
RADSC 9D	Produce Quality Images	Tool: Clinical Performance Evaluation (3 per semester, per student) Average score on this item was 99% (16 students) benchmark met	Continue to support students through one on one work with hospital clinical instructors and visiting college clinical instructors. Provide extra clinical visits to assist students as needed.	Ongoing
RADSC 3B	Radiation Protection	Tool: Practical Examination (3 per semester, per student) Of 24 students, 83% met the minimum score of 75%, 4 did not.	Students currently rotate through the Positioning Laboratory, but many students need additional hands-on practice outside of scheduled lab. Students will be provided with after-hours opportunities to practice with a peer tutor or instructor	Ongoing

1. What meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?
Program Advisory Committee meeting minutes, Faculty meeting minutes.
2. Attach the completed Fall Schedule Assessment Planning Template (due to CDCPD mid-September).

Course	Course Title	Course Status	# LOS	1	2	3	4	5	6	7	Assessed?	SLO NGTE	
RADSCI 001A	SURVEY/RAD SCIENCE	Active FALL 2017	3	16-17	15-16	15-16						IP	* will need results entered
RADSCI 1B	INTRO TO MED IMAGING	Active FALL 2017	5	15-16	15-16	15-16	15-16	15-16				y	
RADSCI 1C	INTRO TO MED IMAGING CLINIC	Active FALL 2017	2	15-16	15-16							y	
RADSCI 2A	RADIOGRAPHIC PHYS I	Active FALL 2017	2	15-16	15-16							y	
RADSCI 2B	RADIOGRAPHIC PHYS II		2	16-17*	16-17*							IP	NEED RESULTS
RADSCI 2C	DIGITAL APPLICATIONS	Active FALL 2017	4	14-15	14-15	0	0						
RADSCI 3A	POSITIONING I	Active FALL 2017	3	14-15	14-15	14-15						IP	will need results
RADSCI 3B	POSITIONING II		4	0	0	0	16-17					y	
RADSCI 4A	RADIATION PROTECTION		3	15-16	16-17*	16-17*							need results
RADSCI 4B	RADIO BIOLOGY		4										
RADSCI 5A	PT CARE I	Active FALL 2017	6	14-15	14-15					15-16			
RADSCI 5B	PT CARE II	Active FALL 2017	6	15-16	15-16	15-16	15-16	15-16	15-16	15-16			
RADSCI 6	QUALITY MANAGEMENT		3	0	0	15-16						y	

All 2014-2015 marked courses are scheduled to have SLO assessment 2017-2018

VI. Additional Questions for CTE, Counseling, Library and Student Services/Admin Units

Purpose: In this section, certain programs or departments will answer questions specific to the program. **Leave the section blank if your program, department or unit is not CTE, Counseling, Library or Student Services/Administration.**

For CTE:

1. Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review.
Last year the PAC voted to keep students who failed the exit exam from completing the program until a repeat exit exam was passed. The goal was to increase the pass rate on the licensing exam. Results are pending.
2. Did your program work with a Deputy Sector Navigator and if so, how did this lead to program changes or improvements?
No
3. Is your discipline/department/program currently participating in any grants specific to the program? Please discuss your progress in meeting the stated goals in the grant.
No

For Counseling:

1. What has the counseling department done to improve course completion and retention rates? What is planned for the future?
2. What has the counseling department done to improve SSSP counseling services? Please discuss your progress in improving SSSP counseling services.

For Library Services:

1. Please describe any changes in the library services, collections or instructional programs since the last program review or APU and fill in the information below:

	<u>This Academic Year</u>	<u>Previous Academic Year (s)</u>	<u>Explanation of Changes</u>
Library Open Hours Per Week			
Library Visits (gate count)			
Other Library Usage			
Total Library Materials Expenditures			
Total Print Book Collection (Titles)			
Total E-book Collection (Titles)			
Total Database Subscriptions			
Total Media Collection (Titles)			
Total Print Periodical Subscriptions			
General Circulation Transactions			
Reserve Circulation Transactions			
In-house circulation Transactions (optional)			
Media Circulation Transactions (optional)			
E-book Circulation Transactions Describe (optional)			

Other circulations Transactions – Describe – (optional)			
Total circulation Transactions			

For Student Services and/or Administrative Units:

1. Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your unit. How has this information informed unit planning and goal setting?

2. Briefly describe any changes that have impacted the work of your unit.

VII. New Resource Needs Not Covered by Current Budget

Purpose: In this section, programs will document new and repeat resource requests **not covered by current budget**, and document the support of the request with data or evidence.

Human Resources: If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success.

Human Resource Request(s)	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)
Application Evaluator					

*New faculty and staff requests must be listed here.

Technology and Equipment: How will the new technology or equipment contribute to student success?

Technology and Equipment	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)
Safety Equipment QA Test Tools					

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Facilities: Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success?

Facilities	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)

Professional Development or Other Requests: How will the professional develop activity contribute to student success? What professional development opportunities and contributions make to the college in the future?

Professional Development	Dollar Amount	Already Requested in Recent Program Review or APU? (yes/no)	What Program Goal does this request align to? (cut and paste from section II)	What data or evidence supports this request? (If discussed in a section above, please give a brief statement and page reference.)	How will this resource contribute to student success? (1-3 sentences)

Signatures

Discipline, Department or Program Chair

Print name

Signature

Date

Dean

Print name

Signature

Date