



EL CAMINO COLLEGE
RADIOLOGIC
TECHNOLOGY
PROGRAM

SELF STUDY REPORT
JUNE 2006

SITE VISIT
OCTOBER 2007

JRCERT Self Study Report Prepared by:

Dawn N. Charman, M.Ed, RT
Radiologic Technology Program Director

6/01/06

Kelly A. Clark, M.S.R.T.
Radiologic Technology Clinical Coordinator

6/01/06

Report Reviewed by:

Dr. Thomas Fallo
President, El Camino College

6/01/06

Dr. Francisco Arce
Vice President, Academic Affairs

6/01/06

Dr. Charles Irvin Drew
Interim Dean, Health Sciences and Athletics

6/01/06



Joint Review Committee on Education in Radiologic Technology
20 N. Wacker Drive, Suite 2050, Chicago, IL 60606-3182
Tel: (312) 704-5300 • Fax: (312) 704-5304 • Web Site: www.jrcert.org

8 YEAR ACCREDITATION!

Chair

Denise E. Moore, M.S., R.T.(R)
4360 Napa Valley Drive
Belbrook, OH 45305
(937) 848-5880

August 29, 2008

First Vice Chair

Barbara L. Dehner, M.S.R.S., R.T.(R)(CT),
FASRS
Morehead State University
Radiography Program
130 University Blvd., Reed Hall 427
Morehead, KY 40351
(606) 783-2631

Thomas M. Fallo, Ed.D.
President
El Camino College
16007 South Crenshaw Boulevard
Torrance, CA 90506

Second Vice Chair

Shawn T. Caldwell, M.S., R.T.(R)(T)
The University of Texas M.D. Anderson
Cancer Center
Radiation Therapy Program
1515 Holcombe Blvd., Unit 0190
Houston, TX 77030-4069
(713) 792-5453

RE: Program #0029
Previous Accreditation Status: 5 Years
Most Recent Site Visit: 10/07
Agenda: R-A5

Secretary/Treasurer

Timothy L. Ludwig, M.H.A., R.T.(R)(CT)
Crown Regional Medical Center
Radiology Department
2006 Meuse Boulevard
New Bern, NC 28561
(252) 633-8726

Dear Dr. Fallo:

After review of the requested progress report, the continuing accreditation status of the associate degree radiography program sponsored by El Camino College was considered by the Joint Review Committee on Education in Radiologic Technology. The JRCERT is the only agency recognized by the U.S. Department of Education for the accreditation of traditional and distance delivery educational programs in radiography, radiation therapy, magnetic resonance, and medical dosimetry. The program, was evaluated according to the Standards for an Accredited Educational Program in Radiologic Sciences (2002). The JRCERT took the following action:

EXTENSION OF ACCREDITATION FOR A PERIOD OF THREE YEARS.

This extension equates to an award of 8 years of accreditation effective from the date of the last site visit.

An interim report will be required. The projected date for submission of the interim report is the Fourth Quarter of 2011. The JRCERT will provide program officials adequate notice of the due date for submission of the interim report. Based on the interim report, the JRCERT will determine if the accreditation award of 8 years will be maintained or reduced and the continuing accreditation process expedited.

Based on this extension, the next site visit is tentatively scheduled for the Fourth Quarter of 2015.

The program is advised that consistent with JRCERT Policy 11.600, the JRCERT reserves the right to conduct unannounced site visits of accredited programs. The sponsoring institution would be responsible for the expenses of any on-site evaluation.

The JRCERT promotes excellence in education and enhances quality and safety of patient care through...

The Joint Review Committee on Education in Radiologic Technology Directors and staff congratulate you and the program faculty for achieving the maximum award of accreditation from the JRCERT and wish you continuing success in your efforts to provide a quality educational program. If we can be of further assistance, do not hesitate to contact us.

Sincerely,

Denise E. Moore, M.S., R.T.(R)
Chair

DEM/JH/jm

copy: Program Director: Dawn N. Charman, M.Ed., R.T.(R)(M)
Interim Dean: Irvin Drew, Ed.D.
Accreditation Services Coordinator

1.1 Does the program have a <u>mission statement</u> that defines the purpose and scope of the program?
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The El Camino College, Radiologic Technology Program's Mission Statement is as follows:

The mission of the Radiologic Technology Program is to prepare well qualified imaging practitioners who are committed to professional growth and life long learning, while supporting the highest standards of ethics, patient care, and technical practice.

The Radiologic Technology Program's mission statement is consistent with the El Camino College mission statement:

THE MISSION of El Camino College is to meet the educational needs of our diverse community and ensure student success by offering quality, comprehensive educational opportunities.

EL CAMINO COLLEGE is committed to being an open access institution and serving students of all ages, cultures and backgrounds.

Our exemplary faculty and professional staff recognize that individual, community and global needs are diverse and changing. In response to these needs the colleges offers comprehensive educational opportunities for:

- Achievement of Associate Degrees in Arts and Sciences
- Transfer to baccalaureate institutions
- Mastery of basic skills such as critical thinking, mathematics, written and oral communication
- Cultural enrichment and lifelong learning
- Acquisition of the necessary career education and skills to successfully participate in the workplace and global economy
- Development of the economy and jobs in the region and state

1.2 Are the program's goals measurable?

The Programs goals are measurable as demonstrated in the Outcomes Assessment Plan (1.4). The Program's goals are intended to support student learning outcomes and address the cognitive, affective, and psychomotor domains.

The Program's goals are as follows:

PROGRAM GOALS AND OBJECTIVES

- Provide competent Radiologic Technology graduates to the health care community, who are prepared to meet their career goals.
- Graduate ethical and caring practitioners who apply radiation safety principles on patients, self and others.
- Enhance communication skills and develop independent critical thinking to effectively participate in the health care environment.
- Instill in the student appreciation for the concept of life long learning and continued education along with the value of participation in professional organizations.
- Provide a guidance program, which will assist and motivate qualified students who are able to gain from the educational experience.

1.3 Are the <u>mission statement</u> and <u>goals</u> readily available to students, faculty, administrators, and the general public?
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The program's mission statement and goals are readily available to students, faculty, administrators and the general public through a multitude of ways:

The Program's mission statement and goals are available:

- Published on the Program's Web Page at:

http://www.elcamino.edu/academics/healthsciences/radiologictech/mission_goals.asp

- Published on the Program Director's Web Page at:

<http://www.elcamino.edu/faculty/dcharman>

- Posted in the Program Director's office
- Included in the Student Program Handbook
- Included on the Program Information brochure that is located:
 - Program Director's Office
 - Counseling Center
 - Division Office
 - Information Booth, Student Service Center

1.4 Has the program developed and implemented an assessment plan that identifies benchmarks for the measurement of outcomes in relation to its mission statement and goals?

- program completion rate;
- clinical performance and clinical competence;
- problem solving skills and critical thinking;
- communication skills;
- professional development and growth;
- graduate satisfaction; and
- employer satisfaction.

The Program has developed and implemented an assessment plan that identifies benchmarks for the for the measurement of outcomes in relation to its mission statement and goals – Please see the summary of the **Assessment Plan and Results in the:**

“OUTCOMES ASSESSMENT HANDBOOK”

Attached as evidence to this document is the Outcomes Assessment – Table of Contents

The program revised the Outcome Assessment Plan in 2002 in preparation for the interim report.

The Outcomes assessment plan is ever changing document that undergoes revision as needed.

From 2006 to present a more comprehensive plan was implemented and utilized.

The 1997 to 2002 version is included in the “OUTCOMES ASSESSMENT HANDBOOK” as well to verify the growth

1.5 Does the program document outcomes consistent with each of the following JRCERT policies?

- over the past five years, credentialing examination pass rate average of not less than 75 percent at first attempt
- over the past five years, job placement rate of not less than 75 percent within six months of graduation

Please see the summary of the Assessment Plan and Results in the:

“OUTCOMES ASSESSMENT HANDBOOK”

Attached as evidence to this document is the Outcomes Assessment – Table of Contents

Credentialing examination pass rate average :

2000	– 85%	91% - 5 yr average
2001	– 84%	
2002	– 92%	
2003	– 91%	
2004	– 94%	
2005	– 100%	

Job placement rate:

2000	– 100%
2001	– 100%
2002	– 100%
2003	– 100%
2004	– 100%
2005	– 100%

1.6 Does the program regularly solicit feedback from students, faculty, radiologists/radiation oncologists, graduates, employers, and other communities of interest?

The program regularly solicits feedback from students, faculty , radiologists, graduates and employers and other communities of interest through surveys and discussions are Advisory Committee Meetings.

Employer Surveys are distributed bi-annually.

- 2004 survey rated graduates 3.98 on a 5 point scale
- 2006 survey rated graduates 4.35 on a 5 point scale

Graduate Evaluations and Exit Surveys are distributed during the last semester

On a 5 point scale:

- 2005 rated 3.67 in Skills Knowledge and Abilities
4.9 in Program Evaluation
5.0 in Job readiness
- 2004 rated 3.70 in Skills Knowledge and Abilities
5.0 in Program Evaluation
5.0 in Job readiness
- 2003 rated 3.68 in Skills Knowledge and Abilities
3.5 in Program Evaluation
5.0 in Job readiness

Advisory Committee Program Evaluation Surveys are distributed bi-annually.

- 2006 15 surveys rated Program 4.98 on a 5 point scale
- 2004 22 surveys rated Program 4.92 on a 5 point scale

Please see “OUTCOMES ASSESSMENT HANDBOOK” for samples of surveys and results

1.7 Does the program analyze and use feedback from its communities of interest and outcome data for continuous improvement of its policies, procedures, and educational offerings?

As indicated in the Outcomes Assessment Plan, the program faculty perform continuous review and revision of program policies, procedures and curriculum to improve educational offerings.

In addition, the program shares the information with the Advisory committee members at annual meetings, and solicits feedback.

1.8 Does the program periodically evaluate its <u>mission statement</u>, <u>goals</u>, and <u>assessment plan</u> and make revisions as necessary to achieve continuous quality improvement?

The mission statement and goals were first developed in preparation for the last self study.

The programs mission statement and goals are presented each year to members of the Advisory Committee for any suggestions and revisions. The Advisory committee agreed that the current mission statement and goals of the Radiologic Technology Program are useful and appropriate. The goals are appropriate for measurement of student learning outcomes. The program is evaluating new measurement tools for some of the goals identified.

The current mission statement and goals are aligned well with the college's mission statement and goals

Summary for Standard One

1. Strengths:

- A. Comprehensive Outcomes Assessment Plan in place for Program Review and Student Learning Outcomes
- B. Strong substantiate and relevant Mission Statement
- C. Realistic program Goals and Objectives

2. Major Concerns

A . Program Outcomes Assessment Plan should research different measurement tools for some of the goals. These are specifically identified within the plan.

B. Streamline the data collection for a more efficient use of faculty's time

Plan

- Develop more specific templates for tracking individual data
- Clarify person responsible and timelines for each area of data collection

2.1 Does the program adhere to high ethical standards in relation to students, faculty, and staff?

The ethical standards with relation to the students begin with the College Catalogue. This is the official source of information for the students. It contains college information, (Programs, Schedules), policies (Grievance, Registration), procedures, (Admission, Dismissal, Tuition Refund), graduation requirements, (Degree & Program), etc. All students enrolled in the program are required to adhere to the College Catalogue policies.

The Student Handbook is the second document that provides program students, faculty and staff with detailed information about program requirements, grading criteria, policies and procedures. All students and staff are expected to follow the guidelines established in the Student Handbook with out exceptions, in order to treat all students equally. Further, in the Student Handbook there is published the ARRT Code of Ethics and Professional Rules of Ethics.

One of the elements of the El Camino College Mission Statement is to support highest standards of ethics. In order to support this goal the topic of professional ethics is introduced and evaluated in many of the courses offered as part of El Camino didactic curriculum. Professional ethics is included in Introduction to Radiologic Technology (RTEC A) and Clinical Experience I (RTEC 106). Further, during the summer clinical hours the students are scheduled to come to campus to attend a special instructional session on Ethics, Diversity and Discrimination. All students attend and staff is encouraged to attend.

The College/ Faculty Agreement is the instrument by with which all faculty related issues are addressed. Personnel policies and procedures are clearly stated.

SEE EXHIBITS:

1. College Catalogue
2. Program Mission Statement
3. Program Application
4. Human Resources documents

2.2 Does the program assure that faculty recruitment and employment practices are non-discriminatory with respect to any legally protected status such as race, color, religion, gender, age, disability, and national origin?

Faculty recruitment and employment practices at El Camino College follows district, state and federal mandates regarding non-discrimination policies. Faculty recruitment procedures adhere to recognized district approved guidelines and are consistent with equal opportunity employment practices.

The office of Staff and Student Diversity along with the Human Resources Department are responsible for ensuring compliance with all non-discriminatory policies and procedures.

SEE EXHIBITS: End of Section #2

1. Faculty Application
2. Human Resources Hiring Policies
3. College Catalogue
4. Faculty contract with hiring committee requirements

2.3 Do the program's published statements accurately reflect the program's offerings?
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Program information may be found in the college catalogue, program information handout, on the program web page, and class schedules. A schedule of classes is published each semester and is available on line to students and the community. A schedule of classes is also available in the bookstore for \$1.

All published information regarding the school and/or programs must adhere to policy and guidelines required by the district and academic senate and must accurately reflect offerings.

SEE EXHIBITS: End of Section #2

- 5. College Catalogue
- 6. Program Information Sheets
- 7. Class Schedule

In addition, all above listed information is available on the El Camino Web page @ www.elcamino.edu.

2.4 Does the program have <u>due process</u> procedures that are readily accessible, fair, and equitably applied?
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The Radiologic Technology program adheres to established student grievance procedures as outlined in the college catalogue.

The College Grievance Policy provide for a “Due Process” procedure for review and resolution of student grievances. The college is bound by the laws of the State of California, the California Education Code, and the policies and procedures of the El Camino Community College District.

Grievances within the program are generally resolved by meetings with student, faculty and/or clinical personnel. All such meetings are documented appropriately. The meetings documentation is kept securely in the students file in the Clinical Coordinators office. Students are provided time and opportunity to verbally and in writing document their thoughts about the grievance. The Program Director or the Clinical Coordinator chair such meetings. If no resolution occurs, the student may proceed with the next level which is to meet with the Dean of Health Sciences and Athletics.

The Student Grievance Policy is found in the El Camino College Catalogue, the course schedule published each semester, and the Student Handbook.

SEE EXHIBITS: End of Section #2

1. College Catalogue
2. Class Schedule
3. Student Grievance Policy

2.5 Does the program have a policy that assures timely and appropriate resolution of complaints regarding allegations of non-compliance with JRCERT STANDARDS and maintain a record of such complaints and their resolution?

The Radiologic Technology program has always promoted the rationale and value of programmatic accreditation. We have and will continue to support those ideals and principals of dedication to the training of professional competent practitioners. This philosophy is identified in our mission statement and goals.

The JRCERT STANDARDS are included in the Student Handbook for student review. The STANDARDS can be found by faculty in the Program Directors and Clinical Coordinators offices.

As part of the Student Grievance policy the students are instructed as to the steps required to file a complaint for non-compliance with JRCERT STANDARDS.

IF there were complaints or allegations, the resolution of complaints or allegations of non-compliance with JRCERT STANDARDS would be dealt efficiently and in accordance with college and program policy. Time lines for this process are clearly identified in the college grievance policy found in the college catalogue.

Any documentation regarding a complaint, investigation and resolution are maintained in a secured file in the Program Directors office.

SEE EXHIBITS: End of Section #2

1. Student Handbook table of contents JRCERT standards
2. Student Grievance Policy
3. College Catalogue

2.6 Does the program regularly evaluate program policies, procedures, and publications and revise as appropriate?
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All program policies, procedures, and publications are reviewed annually prior to the start of the new academic year. If deemed to be appropriate, changes in any of program policies may be made at any time throughout the year. Students will be notified in advance of any program policy changes.

Many of the procedural or program policy changes come as the result of situations, events or conditions at the clinical sites as related through various program meetings.

Clinical Instructors and program faculty meet at least twice during each semester and once during the eight week summer session. Faculty may meet more frequently as the need arises. The full committee of advisory members may meet only once a year.

Assessment of past performances is aided through Clinical site evaluations, Instructor evaluations, and Student Surveys.

Ongoing evaluations and outcome assessment also include external indicators such as ARRT results and follow-up Employer and Student surveys.

When recommendations are made or indications for change are identified from the above sources, they are taken under consideration by the program faculty for review, and when appropriate, implementation. Any curricular changes follow a specific academic process.

After review and approval, catalogue, student handbooks, etc., and program changes are implemented. Clinical changes are brought back to each affiliate Clinical Instructor for approval prior to implementation.

2.7 Does the program document the continuing accreditation of the sponsoring institution?

El Camino College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, a nationally recognized regional accreditation agency.

The college and its' instructional program are also approved by the Board of Governors of California Community Colleges.

The last accreditation site visit was conducted June 2002 by the Accrediting commission for Commission for Community and Junior Colleges, Western Association of Schools comprehensive evaluation visit is expected in 2007 – 2008.

SEE EXHIBITS: End of Section #2

1. ECC Certificate of Accreditation from WASC

2.8 Does the program document the continuing recognition of each clinical education setting by applicable regulatory agencies.

ECC Radiologic Technology Program currently maintains affiliation agreements with seven clinical education centers.

Clinical Education Centers:

Each of these facilities maintains recognition and accreditation by the JCAHO.

- | | |
|--|--------------------------|
| 1. Centinela Freeman Hospital Medical Center | Inglewood, California |
| 2. Little Company of Mary Hospital - Torrance | Torrance, California |
| 3. Little Company of Mary Hospital – San Pedro | San Pedro, California |
| 4. Memorial Hospital of Gardena | Gardena, California |
| 5. Santa Monica UCLA Medical Center | Santa Monica, California |

The following clinical affiliates are in the process of being recognized:

- | | |
|---------------------------------------|-------------------------|
| 6. California Hospital Medical Center | Los Angeles, California |
| 7. Torrance Memorial Medical Center | Torrance, California |

JRCERT forms 106 and 102, along with affiliations contracts and checks for recognition were sent originally in 2003. Through an oversight, it was not realized that these two sites were not listed on the JRCERT database until late 2005. JRCERT staff were notified, and the oversight will soon be rectified.

SEE EXHIBITS: End of Section # 2

1. JCAHO certificates for listed Clinical Education Centers

2.9 Does the program maintain JRCERT recognition of all clinical education settings?

ECC Radiologic Technology Program currently maintains affiliation agreements with seven clinical education centers.

Clinical Education Centers:

- | | |
|--|--------------------------|
| 1. California Hospital Medical Center | Los Angeles, California |
| 2. Centinela Freeman Hospital Medical Center | Inglewood, California |
| 3. Little Company of Mary Hospital | Torrance, California |
| 4. Little Company of Mary Hospital | San Pedro, California |
| 5. Memorial Hospital of Gardena | Gardena, California |
| 6. Santa Monica UCLA Medical Center | Santa Monica, California |
| 7. Torrance Memorial Medical Center | Torrance, California |

Each of these centers is documented on the JRCERT database report or as mentioned in 2.8 are pending recognition

SEE EXHIBITS – back of Section # 2

1. JRCERT current database report

2.10 Does the program maintain JRCERT recognition of all applicable faculty appointments?
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All current Clinical Faculty, the Program Director and Clinical Coordinator are documented on the JRCERT database report.

SEE EXHIBIT- back of Section # 2

1. JRCERT current database report

2.11 Does the program comply with requirements to achieve and maintain JRCERT accreditation?

No program response required.

Summary for Standard Two

1. Strengths:

- A. Institutional and Programmatic integrity
- B. The program provides faculty and students with clear expectations through precise, accurate, and current information in a variety of publications:
 - 1. College Catalogue
 - 2. Semester Class Schedules
 - 3. Student Handbook
 - 4. Program Information Sheets
 - 5. Program Web Page
- C. Policies developed to protect the rights of students, including due process are clearly stated and readily available. Time lines for grievances resolutions are clearly identified.
- D. An established clinical evaluation process assures fairness to the student while protecting the health care community.
- E. The program and their clinical affiliates foster an affirmative environment which diversity is embraced and every student is treated with respect.

2. Concerns:

N/A

3. Plan:

N/A

4. Progress:

N/A

5. Constraints:

N/A

3.1 Do the institution's and program's organizational and administrative structures support the program's mission and student learning outcomes?

El Camino College is a single campus community college district. It is governed by a five member board of trustees elected for a four year term of office by the five trustee areas which make up the college district. The mission of El Camino College is to meet the educational needs of the diverse community and ensure student success by offering quality comprehensive educational opportunities. This statement is supported by the college's history. In implementing its mission the institution had defined the constituencies it intends to serve as well as the parameters under which educational program can be offered and resources allocated. An established planning process involves all segments of the campus community and the governing board. The process used results of institutional research on subjects such as institutional effectiveness, student learning outcomes, and demographics.

The Radiologic Technology program along with the Respiratory Care and the Nursing programs are located with in the Division of Health Sciences and Athletics. The college has always supported programmatic accreditation. Even though specialized accreditation is costly, the college continues to recognize the value it brings to quality, consistency and credibility of each discipline.

SEE EXHIBIT End of Section # 3

1. College Organizational Chart

3.2 Does the program establish and maintain affiliation agreements with clinical education settings?

The program does establish and maintain affiliation agreements with all clinical educational setting. The agreements continue in force until written notification is provided by either party.

The contract is up dated on an as needed basis by each institution. A new signature page affirming the contract with current administration is drafted approximately every three years.

SEE EXHIBITS - End of Section # 3

1. All clinical affiliation agreements

3.3 Does the program assure the security and confidentiality of student records, instructional materials, and other appropriate program materials?
--

El Camino College adheres to student record confidentiality as outlined in the “ **Family Rights and Privacy Act of 1974**” and “**The Information Practices Act of 1977, California Civil Code Sections 1798 et. seq**”.

The document which contains institutional statements and policies addressing counseling services, testing, placement, financial aid, guidance procedures, tuition, fees and refund policies is the College Catalogue.

Student records begin with the application process which includes the program application form, transcripts, and recommendation letters. Additional records include physical exam results, immunization records, TB or chest x-ray results, background check and program to student correspondence. These records are kept in locked files, in the office of the program director. This office is locked and entrance is restricted. Students have access to their records upon request.

Clinical records which include time sheets, evaluations, experience logs, etc. are kept at the college in the clinical office. This office is locked and entrance is restricted. Students have access to their records upon request.

Radiation exposure records are maintained by the clinical education center. Copies of quarterly reports are forwarded to the college.

Grades of all courses are part of the students’ permanent record and are maintained through Admissions and Records according to college policy.

Program student applications are kept for 10 years. Clinical records are kept a minimum of one year. Additional records are kept as required by the Radiologic Health Branch of the California Department of Health Services.

SEE EXHIBIT – Back of Section # 3

1. Program Student Records Policy

3.4 Does the program assure an appropriate relationship between <u>program length</u> and the subject matter taught and the objectives for the degree or credential offered?

Program information regarding length and course requirements are available to students in the College Catalogue and Program Information Description. The current College Catalogue can be purchased in the book store or is available for free on the web @ www.elcamino.edu. The Program Information Description can be obtained from the Counseling Center, Division Office of Health Sciences and Athletics, the Program Directors Office, the Clinical Coordinators office or downloaded from the program web page.

El Camino College Curriculum Committed is appointed to review all course offerings. The Curriculum Committed is bound by the laws of the State of California, the California Education Code, and the policies and procedures of the El Camino Community College District. The college is required to provide 1 college unit for every 1 hour per week of lecture, 1 college unit for every 3 hours per week of lab. Hours spent in clinical educational setting are credited to the student as laboratory hours.

At El Camino College, the Radiologic Technology Program is designed as an Associate of Science (A.S.) program and a Certificate program. California requires a state license to practice as a Radiographer. In order to qualify for a C.R.T. licenses you must complete and accredited Radiography Program, complete between 2000 hours of clinical practice and pass a certification exam from the state of California or ARRT. The current practice is to accept the ARRT card with an application for the state license.

In order to insure the program's graduates succeed in becoming a Certified Radiographer practicing in California the program must be structured to require General Education courses that meet the requirements for an A.S. from ECC. The graduates must be prepared for the certification exam and must have completed the clinical practice hours required by the State of California.

To accomplish this, student requirements are:

1. Completion of all General Education requirements for an A.S. degree as required by ECC and the State of California
2. Completion of all Radiologic Technology courses as listed in the College Catalogue.
3. Completion of approximately 2100 hours of clinical practice.

Each course or lab class scheduled to meet the above listed requirements are documented in the students official transcripts based on the units assigned to the individual course as described in paragraph two of this page. Students interested in this program are offered a course worksheet to help them determine what General Education and Radiologic Technology courses are required to meet the program requirements. This worksheet is also available in the Counseling Center and on the program web page.

In addition to the prerequisite courses, it is highly recommended that program's applicants complete all general education and major program units before program entry. The rigors of the academic courses within the program, in addition to the considerable clinical hours experience required, does not leave much time to take other college courses.

SEE EXHIBITS – See back of section #3

1. College Catalogue Description of the program
2. Program Information Sheet
3. Course Requirement Worksheet

3.5 Does the program measure the length of all didactic and clinical courses in clock hours or credit hours?

All program courses correspond to college courses in that all didactic and clinical units of credit are based upon clock hours of attendance.

1. Didactic or Lecture courses receive one unit of credit per one hour of instruction per week in a sixteen week semester.
2. Clinical or Laboratory courses receive one unit of credit for every three hours of instruction per week in a sixteen week semester.

SEE EXHIBITS – Back of Section # 3

4. College Catalogue Description of the program
5. Program Information Sheet
6. Course Requirement Worksheet

Summary for Standard Three

1. Strengths:

- A. The Radiologic technology program administrative structure supports goals while meeting student needs.
- B. Communities of interest provide valuable input and support to the program's mission and goals
- C. The systematic and periodic review of curriculum to link the subject and course objective to the degree and certification offered. The curriculum was reviewed in 1998 and again in the Spring 2006 semester.

2. Concerns:

Faculty, Advisory Committee and student exit interview comments indicated that RTEC 122 (Radiographic Positioning I) was not meeting the course objectives. This was in large part due to the time frame this course was being offered. This course was being offered in one sixteen week semester. This course covered all Radiographic Positioning exams except Cranium Radiography.

Further, looking into the future curriculum requirements in deliberation by the ASRT, the programs current course objectives does not adequately cover areas of patient care, law and ethics. These areas are soon to be required component of an accredited Radiologic Technology Program. These areas of deficiency listed below will be incorporated as course objectives in the new course.

3. Plan:

Under went curriculum process required to divide RTEC 122 into two semester course. RTEC 123 & 124, to be offered in subsequent semesters.

4. Progress:

- A. RTEC 122 had been inactivated
- B. RTEC 123 offered first semester of the program (fall). This course includes areas of Patient Care, Medical Law, Medical Ethics and Radiographic Positioning (Chest, Upper & Lower Extremities).

- C. RTEC 124 will be offered second semester of the program (spring). This course includes areas of Radiographic Positioning, Fluoroscopy Exam, Portable Radiography, Trauma Radiography and Age Specific Examination Skills.

5. Constraints:

Extending and supplementing this course was in conjunction with the administrative approval of hiring a third full-time faculty member. However, concerns of the college budget due to low enrollment in the Spring 2006 semester, prompted administrations decision to enact a hiring freeze.

The addition of another 35% load for the new course, is in addition to loads that are already over normal for the current 2 full-time faculty members.

Hiring of additional Part-time faculty, if available, along with more over load for the full-time faculty ,will have to be scheduled until the hiring freeze is lifted.

4.1 Does the program maintain a master plan of education?

The program's master plan is a comprehensive document, which gives structure and direction to the program's operations. The various components of the master plan address the required elements of solid foundation while providing an operational road map for assuring the program's success. The master plan states the program's mission and describes how the program will achieve the stated goals. The aim of the master plan is to provide a comprehensive framework so new instructors can easily find courses requirements and standards.

Semester	Course Title
Required to Apply for the Program	RTEC A
1 st Fall Semester	RTEC 111 RTEC 123 RTEC 106
1 st Spring Semester	RTEC 124 RTEC 107
1 st Summer Semester	RTEC 108
2 nd Fall Semester	RTEC 233 RTEC 217 RTEC 244
2 nd Spring Semester	RTEC 255 RTEC 218 RTEC 91 RTEC 93
2 nd Summer Semester	RTEC 219
3 rd Fall Semester (Post session)	RTEC 328

4.2 Does the program follow a JRCERT recognized and accepted curriculum that prepares the student to practice in the professional discipline?

The curriculum model incorporates the recognized and accepted content areas endorsed by the American Society of Radiologic Technology as listed in their Curriculum Guide.

SEE EXHIBITS – Back of section 4

1. Radiography Curriculum Analysis – ASRT
2. Course Syllabi
3. Course Schedule and Reading Assignments

4.3 Does the program provide a curriculum that promotes professional values, life-long learning, and competency in critical thinking and problem solving skills?

As stated in the program mission statement, professionalism and the commitment to life-long learning is a guiding goal to the program. Our curriculum design acknowledges the importance of professional values. Beginning with RTEC A introductory course, elements of professionalism, ethical value systems, humanistic approach to patient care, and desirable characteristics for health care practitioners are introduced. These elements are explored in-depth using various instructional strategies to include:

1. video and journal article assignments
2. identification of professional organizations and their relationship to the field
3. class and group discussions on topics dealing with ethical patient care principles and medico-legal concepts

From this beginning, the elements of professional values are woven throughout the entire program sequence. In subsequent didactic courses, emphasis is placed on creating an attitude of pride in striving to always do one's best. The goal here is not to treat professionalism simply as a theoretical concept, but rather develop it into a philosophy which guides all facets of the student's behavior. In the clinical setting, this should be translated into the compassionate, care-giving professional. Program expectations require the student to embody elements of their own personal professionalism and quality patient care. All clinical competency evaluations forms include an area of performance assessment related to an ethical and humanistic approach to patient care.

Beyond the basic curriculum, students are encouraged to participate in professional organizations. Opportunities are provided to the students to attend professional conferences and seminars, and to develop leadership roles in the participation and organization of activities involving Radiologic Technology both on and off campus.

The program informs students of opportunities available in continuing education, advanced training, expanded skill opportunities via the program information bulletin board. Each year, the students are actively encouraged to attend the annual State Radiologic Technology, (CSRT) conference. The program has supported attendance at this conference through the Radiologic Technology Program Foundation.

Students are encouraged to participate in the political goal of the Radiologic Technology Profession. The faculty teaches and encourages the students to spread the information about the importance of the CARE bill. Further, as needed participate in signature gathering or letter writing campaigns.

Program faculty exemplify strong role models and the commitment to professionalism and life-long learning through their active involvement with college and professional activities.

SEE EXHIBITS - Back of section # 4

1. Course Outline RTEC A
2. Course Outline RTEC 111
3. Clinical Student Evaluation Forms
4. Outcomes Assessment Handbook – Goal # 4

4.4 Does the program provide a well-structured, competency based curriculum that supports the program's mission and goals?

The program's mission and goals are accomplished based on an integrated process where students will engage in didactic and clinical training concurrently. Assessment of the student's skill in this area occurs throughout the program and is documented by successful completion of each clinical course and specified competencies.

The course sequencing is arranged to maximize learning reinforcement, both in the didactic and clinical setting. The sequence of radiographic procedures, discussed in didactic and lab classes parallels those required as clinical competencies for that given semester.

Structure for a competency-based clinical curriculum descends from entry-level skills the student will need to competently perform the responsibilities of a staff radiographer. The necessary entry-level skills are solicited from ARRT mandated requirements, state mandated requirements, JRCERT, and community input through the advisory committee.

Our program requires the student to satisfactorily perform a minimum number of competencies per semester. In order to obtain a competency the student must have performed with direct supervision of a Registered Technologist the desired exam. When the student feels able to perform a procedure independently, they must be evaluated to determine technical competency. The evaluation can be done by either the clinical instructor, adjunct faculty, or a designated staff technologist with a minimum of one year experience post graduation. This evaluation summarizes the student's overall performance while providing critical feedback.

Although the clinical competency program contains a comprehensive list of examinations, there are minimum numbers required for each clinical course. For example RTEC 106 requires a minimum of 5 competencies for successful course completion.

Successful program completion requires the student to complete the following:

1. All clinical objectives and identified competencies which are derived from the programs established mission and goals
2. Program required clinical hours established by state mandates
3. All Rad Tech courses
4. All General Education requirements to El Camino College A.S. degree

SEE EXHIBITS

1. Clinical Competence Tracking Form

4.5 Does the program's curriculum reflect assessment of affective, cognitive, and psychomotor domains?

The curriculum is structured in such a way that objectives encompass the cognitive, affective and psychomotor domains. Specific classes, for example RTEC A and RTEC 111, emphasize the student's responsibility to quality patient care and their own professional development.

Competency evaluation forms are designed so that students must demonstrate progressive and continuous progress. Assessment of affective, cognitive, and psychomotor domains is documented by successful completion of lab practicum's, clinical evaluations, terminal clinical objectives, and required program courses. Knowledge gained through didactic components of the program should be reflected through the student's successful application of clinical skills.

SEE EXHIBITS – back of section # 4

1. Clinical Evaluation Form
2. Film Critique grading rubric

4.6 Does the program define and provide learning opportunities in current and developing imaging and/or therapeutic technologies?

The program encourages learning opportunities in current and developing imaging technologies by utilizing multiple instructional strategies. Such items as guest speakers, journal articles, and on line computer resources help to keep the program relevant, current, and abreast of emerging technologies. These additional resources provide the student with an opportunity to acquire knowledge of the changes impacting upon the field.

The campus utilizes two energized labs which greatly enhance the instructional program. El Camino College, through funding such as VTEA, and State P4E grants, was able to purchase and install the first computerized radiographic imaging system on a community college campus. The addition of Computerized Radiography equipment at ECC, along with the use of the conventional automatic processor, will give students hands-on opportunity to process images with current industry standards among the clinical education training facilities. The early exposure to digital equipment, provides students with an advantage to future employers. This had helped the students make a smoother transition from the artificial world of the classroom to the real world.

In RTEC 255, Special Procedures, course objectives include presenting and researching advanced modalities and current imaging practices. The course includes objective in Sectional anatomy, Computed Tomography, Magnetic Resonance Imaging, Ultrasound, Nuclear Medicine, Interventional Radiography, and Cardiac Radiography. Students on their own and in addition to course objective are required to complete a research project on an advanced modality including current trends in that field.

Our clinical education sites greatly support learning opportunities in emerging technologies and offer involvement in these whenever possible. Beyond the required clinical assignments in all phases of diagnostic radiology, the education sites provide access to such specialized areas as Special Procedures, Interventional Radiography, CT, MRI, US, T and PET. Our clinical program is structured so that students must be finished with all required clinical competencies before they can begin observation rotations to the specialized imaging modalities.

This area is also addressed within the Program's Outcomes Assessment Plan

4.7 Does the program provide equitable learning opportunities for all students?

El Camino College adheres to the non-discriminatory policies and practices. The college provides equal opportunities in its' educational programs and to all students enrolled in those program. The office of Student & Staff Diversity is charged with ensuring that non-discriminatory practices and policies are enforced.

The Radiologic Technology Program adheres to the non-discriminatory policies and practices. All students must have available to them equal opportunities for rotations, study materials and access to faculty instruction. Some of the examples employed at ECC to insure this are:

- Published rotation schedules from each clinical education center which submitted and reviewed by the Clinical Coordinator for equability among rotations. This is followed by documentation on the students' time sheets as to where they actually worked that day to verify that the student was working where they were scheduled.
- Weekly review of the students' patient exam logs by the Clinical Educator to insure each student is observing or participating in a variety of exams. Further review of the students' patient exam logs by the Program Director to check for equality and variety during film critique presentations. Film Critiques are scheduled approximately 3 times thought each semester.
- Monthly review of patient exam number total and variety of exams performed by the Clinical Coordinator.
- Special Modalities rotations are available to all students even if the clinical training site the student is assigned to does not offer the specific imaging modality. The student may apply for a special rotation. The Clinical Coordinator arranges rotation though community contacts that have been established. The only exception to this is Mammography at the current time no clinical training facility will allow male students to observe mammography, so none of the ECC Radiology Students are allowed to request a special rotation to a Mammography department.

The ECC Radiologic Technology Faculty makes equal opportunities an integral component of the program policy and decision making process at all levels of program policies and procedures.

SEE EXHIBITS

1. Clinical Monthly Clinical Exam Log
2. Sample: Department Rotation Schedule
3. Special Rotation Request Form

Summary for Standard Four

1. Strengths:

- A. Well structure, competency-based curriculum which includes content recognized by ARSRT.
- B. Curriculum design which promotes critical thinking and problem-solving skills thorough the program sequences.
- C. Effective assessment instruments to assess and validate program outcomes and required competencies.
- D. Program philosophy and curricular emphasis which stress professional values and promote life-long learning, professional responsibility and active professional involvement in political issues.

2. Concerns:

- A. Advisory committee recommended improving First Year First Semester clinical assessment rubric. The committee felt that when a student does not perform to a minimum level of competency that they should be at according to the course objectives that the form was very difficulty to show a failing score.

3. Plan

- A. Review and rewrite First Year First Semester clinical assessment rubric to better follow RTEC 106 course objective. Revise the Likert Scale to better reflect desired scoring total to skill level obtained by the student.

4. Progress

- A. Documented suggestion from advisory

5.1 Does the program provide classrooms, laboratories, <u>clinical education settings</u>, administrative and faculty offices, and other facilities to support its mission and <u>goals</u>?
--

The Radiologic Technology program provides accessible learning resources, materials, and services which support the achievements of student learning outcomes and program goals. This is done in part through the continuous funding process provided by the sponsoring institution, El Camino College. California Community Colleges are supported by funds allocated by the state of each college district. Additional funds are available through special grants and federal funding supplied through VATEA (Vocational and Applied Technology Education Act) and Title III grant.

The college environment includes three lecture classrooms and an adjacent laboratory facility with two energized radiographic units, a fully equipped radiographic darkroom, fully equipped Computerized Radiography scanner, laser printer, PACS manager, and CR viewing monitors.

Lecture Classrooms;

Physics 116

Located adjacent to the program directors office, and comfortably accommodates 25 students. This newly remodeled classroom is equipped with two 4/4 view boxes, one overhead projector, one ceiling mounted projector with attached VHS player, 4 veinpuncture arms, and a student resource library.

MCS 10, 11 & 12:

This classroom comfortably accommodates 25 students. The equipment in the room includes 3 computer stations. This classroom is equipped with 2, 4/4 view boxes, 3, 1 panel mobile view boxes, 3 panel wall mounted view box, one overhead projector, one ceiling mounted projector with attached VHS player, T.V. set, two energized radiographic units, a student resource library, radiographic film files.

Energized Laboratory;

The energized radiologic technology laboratory facility consists of two fully operational lead lined radiographic rooms with a control area/work area between. Each radiographic room is equipped with, a full-body Pixy phantom, appropriate positioning aids, protective aprons and other accessories.

Within the lab are various radiographic phantoms, (skull, pelvis/torso, foot/ankle, hand, knee) 2 articulated dry bone skeleton, QA/QC instruments, and view boxes. The darkroom housed an automatic (Pako) film processor. At the moment the processor is broken and can't be repaired. The administration has been notified and working out a way to find funding to replace the processor for the beginning of the Fall semester. At the moment we are relying solely on the Kodak Computerized Radiography system to produce radiographic images.

The energized radiographic equipment is registered with the California Department of Health and inspected by the Los Angeles County Department of Radiation Health and Safety in compliance with State Radiation Control laws. Circuit breakers are equipped with locks and energized equipment is operated by students only under direct supervision of an instructor or licensed laboratory assistant.

Library and Learning Center;

El Camino's Schauerman Library has more than 100, 000 volumes and hundreds of newspapers and periodicals, making it the research center on campus. The Reserve Room contains material required for all supplementary assignments and a collection of textbooks

The campus has 4 main computer labs with printing abilities at 10 cents per page. The computer labs are open to all ECC enrolled students.

The learning resource center located in the lower floor of the library became available in 1995. Emphasizing individualized instruction, staff members work with students in a laboratory atmosphere, using programmed materials, cassettes and other teaching aids. The learning resource center coordinates the campus tutorial program and the computer assisted instruction lab.

The special resource center provides assistance for orthopedically and other health impaired; visually impaired; deaf and hard of hearing, and learning disabled students.

In addition to the campus library, individual staff offices contain small libraries of current material available to students as reference texts.

5.2 Does the program provide clinical observation sites, as appropriate?

Clinical observation sites support learning opportunities in specialized modalities. Beyond the required clinical assignments in all phases of diagnostic radiology, the education sites associated with the El Camino Program provide access to such specialized areas as Special Procedures, Interventional Radiography, CT, MRI, US, T and PET. All the observation only sites that students rotate through to observe advanced modalities are Out Patient centers of Hospitals affiliated with El Camino or are specialized treatment areas located in a different part of the hospital.

Our clinical program is structured so that students must be finished with all required clinical competencies before they can begin observation rotations to the specialized imaging modalities. This special rotation is optional and the students all have equal access to all advanced modalities. In some case a student may have to travel to a different location to observe because the students normal clinical education site does not perform the desired advanced modality.

The Clinical Coordinator is responsible for arranging the special rotation. The student must request in these advance after they have completed all the clinical requirements for completion of the program. The student may then observe in an advanced modality for up to one week. There is a maximum of two week allotted for each student to be able to schedule observations in other areas of Radiologic Technology.

This area is also addressed in the Outcomes Assessment Handbook.

5.3 Do clinical education settings provide students with a variety and volume of procedures for competency achievement?

Students are assigned to one primary clinical education facility during the 25 month program. For approximately 4 months (one spring semester) the students rotate to another clinical education facility affiliated with El Camino College. At the Advisory Committee meeting in 2004 it was suggested that in order to be fair and equitable to all students the program should implement a second site rotation. The reasons for this was to further expose the students to imaging equipment. At the moment 3 the affiliated hospitals use film screen imaging, 3 hospitals use CR or DR, and the last hospital has both CR and film screen. Additional, reasons for rotating the students for one semester was to exposure the student to different hospital staff, Radiologists, patient populations, types of exams, and exam protocols.

The faculty decided, along with input from the advisory committee, that best time to rotate the students to a new facility would be the students second spring semester of the program. At first the students were very apprehensive to go to a new facility because they felt that they were just beginning to feel comfortable working as a student technologist. Upon completion of the rotation the students really appreciated the challenge and felt that the rotation was very beneficial, as indicated in their second rotation evaluations.

Students are given a rotation schedule within each clinical education center. These rotational schedules are prepared by the clinical instructor with the needs of the student in mind. Consideration is given to level of knowledge, clinical competency needs, or areas where the student needs additional experience.

All clinical educational experiences are documented utilizing appropriate forms from the student clinical manual. This documentation verifies the variety, volume of procedures and number of repeat exposures performed by the student. The students' assigned rotation is also documented on the students' time sheet to document any changes in the posted rotation schedule.

Clinical experience totals, repeat exposure records and clinical competencies are reviewed by the program staff weekly and the clinical coordinator monthly. If and when appropriate the student is counseled by the clinical coordinator or program director. If a deficiency is found as the result of department volume, students may schedule to use the on-campus radiographic unit for practice and/ or competency. If the reduction in clinical experience persists, a change in student clinical schedule would be changed. The energized radiographic units and on-campus simulations were designed to assist students in obtaining additional experiences.

5.4 Does the program review, evaluate, and maintain <u>learning resources</u> to assure the achievement of student learning <u>outcomes</u> and program <u>goals</u>?

The program periodically looks at its learning resources as well as the students services provided. Constrains in obtaining the latest and desired learning resources are linked directly to budget availability.

Instruction and learning resource materials are frequently assessed in order to maintain relevancy to the career. Faculty review course textbooks prior to each semester and replace outdated material. Lab equipment, phantoms, and other instructional aids are replaced depending upon availability of funds.

Funding sources such as VATEA and Title III grants are routinely applied for to support program learning resources costs. Recently, we were able to purchase new Computerized Radiology equipment along with a PACS archive system, image scanner, image duplicator and image review monitors. Additionally, the campus purchased web software to allow faculty to maintain instructional web pages that both faculty members utilize routinely to supplement classroom instruction. The main classroom has 3 new computers with web access for students who do not have computers at home. The radiology community at large is also a contributor of learning materials and equipment such as various types and sizes of film, cassettes, duplicating film, view boxes, and pathology file additions.

5.5 Does the program review, evaluate, and maintain student services to assure the achievement of student learning outcomes and program goals?

The Radiologic Technology program provides accessible learning services to assure the achievement of students.

Library and Learning Center;

El Camino's Schauerman Library has more than 100,000 volumes and hundreds of newspapers and periodicals, making it the research center on campus. The Reserve Room contains material required for all supplementary assignments and a collection of textbooks.

Student services at El Camino College are available and readily accessible to all students. The college offers the following student services:

Testing Center

Aptitude, interest, and personality testing

Child Development Center

Child development services available to the public, students, faculty and their families

Counseling Services to include:

- Resource and Information Desk
- Re-Entry
- Matriculation: orientation, counseling/advising and follow-up

Career Services

Pre-professional planning and evaluation

Extended Opportunity Programs & Services (EOP&S)

Support services in the areas of counseling, financial assistance, transferring to a four-year school and tutoring services.

Job Placement Center

Information regarding jobs

Learning Resources

Emphasizes individualized instruction in such subjects as vocabulary building, memory techniques, note and test taking skills

Fitness Center

Fitness equipment use to help students maintain their health

Student Health Center

Offering low cost health services, immunizations, screenings and social counseling

Summary for Standard Five

1. **Strengths:**

- A. Excellent learning resources
 On Campus Radiographic facilities
 Library
 Learning Resource Center
- B. Excellent Student Services Availability
- C. Up-to-date, modern Clinical Education Centers

2. **Concerns:**

N/A

3. **Plan:**

N/A

4. **Progress:**

N/A

5. **Constraints:**

N/A

6.1 Do all faculty and staff possess academic and professional qualifications appropriate for their assignments?

All program faculty possess the appropriate professional and academic qualifications as required by their instructional assignment.

Curriculum Vitae for the following program officials;

Dawn Charman	Program Director
Kelly Clark	Clinical Coordinator
Beth Burkhalter	Clinical instructor
Sivi Carson	Adjunct faculty
Al Cerda	Clinical instructor
Tina Cobham	Adjunct faculty
Devin Crawford	Clinical instructor
Roy Custodio	Adjunct faculty
Tiffany Duong	Clinical instructor
Naveed Hussian	Adjunct faculty
Paul Ichino	Adjunct faculty
Karen Ivory	Adjunct faculty
Laura Papdakis	Clinical instructor
Sandra Pedersen	Clinical instructor
Matt Trites	Adjunct faculty
Estella Turner	Adjunct faculty
Isabel Vasilescu	Clinical instructor

See Exhibits – Back of Section # 6

6.2 Are the responsibilities of administrative, faculty, and clinical staff delineated and do they support the fulfillment of the program's mission and goals?

Job responsibilities for all faculty and program related staff are clearly delineated and actively support the program's mission and goals.

PROGRAM OPERATION

A. Program Director: The Program Director is responsible for the overall operation of the Radiologic Technology Program. The Director shall have primary input with regards to student selection, program budget, program accreditation, faculty assignments, class schedules, student discipline and hospital affiliations. The Director shall have at least 5 years experience in the profession, one of which should have been with supervisory responsibilities and two of which should have been with formal instructional experience. Must be certified by the American Registry of Radiologic Technologists, holder of a current CRT and meet E.C.C. personnel requirements. This person must have a minimum of a baccalaureate degree in Radiological Sciences, or Allied Health Vocational Education, or other associated area. The Program Director must be a member of the American Society of Radiologic Technologists

B. Clinical Coordinator: The Clinical Coordinator (C.C.) shall be responsible for all aspects of the clinical education Program. The C. C. shall be the primary decision maker for student clinical schedules, evaluations, and all aspects of the clinical performance. The C.C. shall make Clinical Educators assignments and schedules, coordinate activities that involve the college and the affiliates, maintains documentation to meet program accreditation.

C. Instructional Staff (Faculty): Full-time and part-time instructors shall be A.R.R.T. and C.R.T. certified and possess any other E.C.C. required documentation. They shall have had at least 5 years experience in radiologic technology.

D. Clinical Instructor (Clinical Affiliate): Clinical instructors shall be A.R.R.T. and C.R.T. certified and have 2 years of post certification clinical experience. As adjunct faculty, they shall work cooperatively with college faculty in the clinical management of assigned students.

E. Curriculum: The **curriculum must meet the generally accepted curriculum recommendations by the American Society of Radiologic Technologists** approved by the Joint Review Committee and the California Department of Radiologic Health.

F. Counseling: It is the responsibility of the instructional staff to assist, students in industry orientation, job opportunities, and occupational counseling. Students may be counseled by staff members, on an individual basis. **Written records** of all conferences **shall be kept**. Permission for students to waive, substitute courses for certificate of completion is through the Program Director.

G. Program Faculty Will:

1. Strive to provide meaningful learning experiences for all students.
2. Maintain an ongoing evaluation of assigned students related to their aptitudes and performances.
3. Meet and assistance students when requested.
4. Provide guidance to students in their academic and professional career.

6.3 Does the program provide an adequate number of faculty to meet all educational, program, administrative, and accreditation requirements?

Program faculty and staff needs are determined by the number of students enrolled in the program.. The goal is to maintain an effective faculty/student ratio while adhering to district required hiring policies

Program administration along with the division dean, determine assignments and schedules for program faculty, including adjunct faculty.

The normal teaching load for full time instructors shall be calculated on a full-load equivalency, which shall be fifteen lecture hours or twenty laboratory hours.

The teaching load determination is contract negotiated. All Radiologic Technology program faculty teaching load requirements are consistent with the other faculty. At the current time the program director is out of compliance with contract guidelines due to the mandatory overload requirements. Further, over the last 3 years the clinical coordinator has been out of compliance with contract guidelines on some occasions due to the mandatory overload requirement. The reasons for this are:

- Recent loss of key part-time faculty coupled with the inability to recruit qualified faculty to replace the loss.
- Required course expansion to meet the upcoming changes/additions to the ASRT recommended curriculum requirements.
- Campus wide hiring freeze

The administrative structure of the college and collective bargaining agreement does not identify the responsibilities of health science program directors. However administration had identified those responsibilities as above and beyond the requirements of a typical faculty member. A “stipend” was mutually agreed upon by the previous Radiologic Technology Program Director as compensation for those responsibilities. Currently there is no release time or any form of compensation for the position of clinical coordinator. These conditions may be reexamined in the future.

For the 2005 – 06 school year, nine instructors are employed for the Radiologic Technology program. Two full time instructors and seven adjunct faculty (part time). Current staffing does provide adequate coverage to meet program requirements with mandatory overload for the two full time instructors. Each adjunct faculty member is assigned to a clinical educational center. The specific staffing schedule is determined by.

- A. The number of students assigned to a specific clinical site
- B. The competency level of students at a specific clinical site.
- C. The specific needs of a particular student as a clinical site.
- D. Any staffing irregularities at a specific clinical site.

There are currently seven clinical education centers affiliated with the Radiologic Technology program. Each clinical site has a designated Clinical Instructor(s) who are recommended to the program by the department head of that facility. This is an unpaid position and considered as part of the technologists' hospital employment responsibilities.

The Clinical Instructor has the responsibility for the student during his/her clinical assignment, when ECC faculty is not present. Additionally, appropriate clinical staff is available for supervision and instructional support. According to program policy, the clinical staff ration per student must be 1:1 before the student is competent on a give radiographic procedure or exam. This ratio is assured because general supervision is acceptable only after the student has proven competent. However, staffing must be readily available to supervise, in need of repeat exposures.

Time allocated for Clinical Instructors varies from one clinical site to another. However, each clinical site provides the Clinical Instructor with the necessary time to perform their clinical responsibilities according to the program's published job description.

6.4 Does the program provide support services to meet all educational, program, and administrative requirements?

Each functional component making up the Radiologic Technology program provides support services and play very important roles in meeting the educational, program, and administrative requirements.

Program faculty provides the academic and clinical guidance the student needs for successful completion of the program. In addition to on campus activities, the adjunct faculty are in direct contact with students in the clinical environment on a weekly basis. Each adjunct faculty member is assigned to a specific clinical education center for the semester. This semester assignment allows for continuous interaction between faculty, hospital staff and students. This somewhat permanent assignment instills an attitude of commitment and provides consistency for the student in performance expectations and evaluations.

Clinical Education Centers and the Clinical Instructors are the backbone to any program. It is here and with them the skills of Radiography are developed. Clinical Instructors act as adjunct faculty and as such represent the college and the program. Clinical Instructors have the authority to enact program policies and directives.

Administrative support begins with the Division office. All clerical needs (faculty/class schedules, curriculum changes etc.), budget requests, program activities, (graduation activities, fund raising, etc.) must first go through the division office and the dean. Division clerical staff is also responsible for providing information to students interested in the Radiologic Technology program.

The Division of Instruction Support Services offer support to the campus community. These services via the Media Skills Center, Library, and Career Center complete the educational experience and assist in the program meeting its instructional goals.

6.5 Does the program provide faculty with opportunities for continued professional development?
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El Camino College is committed to professional staff development. The Faculty and Staff Development Department provides a variety of opportunities throughout the year for faculty and staff to participate in continuing education events. These opportunities range from current and future technologies, teaching methodologies, self awareness, state and community interests, campus life and employee concerns. These opportunities range in presentations from a one hour lecture to a conference/workshop involving many meetings.

Staff development and district funds support sabbatical leave opportunities, travel, and conference attendance. For the 2005 – 06 school year, a total of three days were designated as staff development, flex credit days. Full time faculty must complete a minimum of 24 hours of professional development during non-duty hours. The Staff development department also offers at different times through out the week, 3 -5 on campus faculty development courses each month. The courses incorporate all aspects of teaching, classroom management, student retention, new technology, software use, etc.

All faculty are encouraged to participate in both on and off campus continued education activities. Professional development funds for conferences and workshops are available through each academic division and the office of academic affairs. These funds may be used for registration, travel and lodging expenses.

For faculty to remain current in their field of expertise, participation in continuing education activities is expected and mandatory for renewal of national and state certification.

6.6 Are didactic and clinical faculty performance regularly evaluated to assure instructional responsibilities are performed?

The program didactic and clinical faculty are evaluated on a regular basis.

Each contract (probationary) instructor is evaluated each semester for a four consecutive semesters. Student, Peer, Administrative, and Self evaluations are part of this process.

Regular (tenure) faculty members are evaluated once every three years by a team of one faculty member and the division dean. Student surveys are done for each course taught. Specific evaluation guidelines and procedures are outlined in the AFT/ECC Agreement.

Evaluation of Clinical Instructors and Clinical Sites are performed periodically. Students' participate in the evaluation of their Clinical Education Center and their Clinical Instructor. The results of these evaluations are discussed at Clinical Instructor/Faculty meetings.

Summary for Standard Six

1. Strengths:
 - A. Dedicated, competent faculty who are well qualified to meet their assigned instructional obligations, and strongly committed to provide quality education to the students they serve.
 - B. A faculty clinical assignment program that demonstrates support and commitment by the college as well as providing consistency and continuity in student performance evaluation.
 - C. A staff development program which offers opportunities for continuing education, enrichment and professional growth.
2. Concerns:
 - A. No non-instructional(release) time for program Clinical Coordinator.
 - B. Continuing non-compliance with the workload/responsibilities contract for program director and on occasion the clinical coordinator
 - C. The inability to recruit qualified part-time faculty
 - D. Hiring freeze campus wide
3. Recommendations:
 - A. Move forward with recruiting and hiring an additional full-time faculty member that has been approved prior to the hiring freeze.
 - B. Review the effectiveness of the “stipend” arrangement for the program directors position verses release time.
 - C. A minimum of three hours Non-instructional release time be allocated to the Clinical Coordinator to accomplish;
 1. Education and Evaluation of Clinical Instructors/Centers
 2. Clinical Scheduling of Students and Adjunct Faculty
4. Plan:
 - A. Remain vocal to administration about the severe need for additional faculty support for the Radiologic Technology Program.
 - B. Continue to recruit experienced part-time faculty to assist with the shortage.
 - C. Continue to mentor to current novice part-time faculty to improve their instructional skills.
 - D. Review release time for program director and clinical coordinator positions.
5. Constraints:
 - A. Full-time positions must not only be approved by administration but funded through the district. When the over all campus is showing declining enrollment all departments are treated equal with hiring policies, even if the need in one specific department is critical.
 - B. Due to college and district policy and faculty-district agreements, non-instructional time allocations are difficult to change.

7.1 Are the program's and institution's recruitment and admission practices consistent with published policies of the program and <u>sponsoring institution</u>?

The institution's and program's recruitment and admission policies are clearly defined and published.

The El Camino College catalogue provides students with a complete college and program admission criteria as well as a description of the Radiologic Technology program and each individual course within the program.

Radiologic Technology program information is also provided through the program web page, the Career Information & Counseling Center. The Division Office will provide information via mail upon request. Any program faculty will provide program information upon request.

As a California State and nationally accredited program, the El Camino College Radiologic Technology program is listed on various state and national publications. Through local, "Career Days" program at local high schools, hospitals and other community events, program displays and information are available. On campus advertising is accomplished through the College Public Relations Office, the school newspaper, "Career Fairs", "High School Day", and other college program events.

A recruitment video and Power Point presentation is available through the program director's office. This tape is shown at local high schools, and on campus in specific classes.

Exhibits:

College Catalogue, Admission Requirements & Program Information
Radiologic Technology Program Web Page

7.2 Does the program assure that student recruitment and admission practices are non-discriminatory with respect to any legally protected status such as race, color, religion, gender, age, disability, and national origin?
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El Camino College adheres to non-discriminatory policies and practices and provides equal opportunities in its' educational programs and to all students enrolled in those programs.

The office of Staff and Student Diversity is charged with ensuring that non-discriminatory practices and policies are enforced.

Student Selection into the Radiologic Technology Program requires the following;

1. High School Graduate or GED
2. Completion of the three prerequisite courses. (RTEC A, Anatomy # 32, Physiology #31)
3. Filing of application with the program director

Students are then placed on a "waiting list". A student enters the program when their name moves within the number of students to be admitted.

Student must maintain a grade of "C" (73%) or better to be accepted into the Radiologic Technology program or continue into the next Radiologic Technology course

7.3 Does the program make available to prospective students accurate information about admission policies, transfer credit, tuition and fees, refund policies, academic calendars, academic policies, graduation requirements, and student services?

7.4 Does the program make available to enrolled students accurate information about admission policies, transfer credit, tuition and fees, refund policies, academic calendars, academic policies, grading policies, graduation requirements, and student services?

Available to all prospective students is the College Catalog all information about admission, transfer, tuition, policies, calendars, graduation requirements and services can be located. This catalog can be purchased from the book store or is available on the college web page. Each student will be held to the requirements and policies contained in the current catalog upon enrollment into El Camino College.

The Student Handbook is available to all current and prospective students for review of all policies and procedures required for enrollment and completion of the Radiologic Technology Program.

Program information, (policies, admission requirements, costs/fees) are reviewed and updated on a routine basis prior to the new academic year. The college catalogue is previewed prior to each publication (spring) date.

A representative from the program, usually the program director is asked to speak to the students enrolled in each of the Introductory (RTEC A) classes. This is an opportunity to apprise potential applicants of any program changes.

Any program procedural or policy changes are brought to the enrolled students immediately via the program director or clinical coordinator in an on-campus environment. Changes are the implemented and placed into appropriate documents and manuals.

7.5 Are enrolled students provided timely and supportive academic, behavioral, and clinical advisement?

Program guidance by the instructional staff is available to all students regardless of background. The program's function is to help the student gain form the educational experience by motivation and orientation to the medical profession and its opportunities.

All first year students, by the 12th week of the first semester, shall be evaluated in the following radiology department service areas:

1. Front office and film library
2. Darkroom or CR processing
3. Transportation of patients

At this time, the students begin orientation to the radiography rooms. A check list is provided that will become the evaluation tool. This formal evaluation includes knowledge and operation of each radiographic room and the equipment within that room. This tool assists in the identification of areas of concern that could become barriers to success and becomes reinforcement of performances which are positive.

These early formative evaluations aid the student in making decisions regarding his or her career choice.

Students with identified problems will be counseled by program staff and clinical instructors on an individual need. Written records of all conference are kept in the student's file.

For all clinical courses, an informative mid-semester evaluation performed on an individual basis by the clinical instructor and a program faculty member. This evaluation performs four specific functions:

1. Current clinical progress in meeting course/program objectives
2. Identification of areas of strength
3. Identification of areas needing improvement
4. Identification of specific goals

The timing of this evaluation is crucial because it allows the student the remaining eight weeks to address any areas of concern identified, thereby providing the student an opportunity to successfully complete the course.

A summative evaluation and assessment is completed at the end of every clinical course. Using the same evaluation tool, the student is given specific information regarding their clinical progress for the semester. At this juncture, specific goals for the next clinical course are identified. This sets the sage for future success.

In didactic courses after each significant assessment (exam) the students are informed of their course standings. Each faculty member keeps track of the individual students' academic grade for their didactic course. At the mid- semester if any student is not passing the course a meeting with the student is scheduled. This meeting is designed to inform the student in writing their current course grade. To discuss reasons for the poor performance, offer additional assistance to the student and to set goals for the student to improve performance in the course. Documentation of the meeting is placed in the students file.

Counseling services are offered by the college in a number of ways, re-entry center, transfer center, matriculation services, and the instruction assessment center. The counseling division assigns a specific counselor from their department to provide appropriate academic counseling to students currently enrolled or interested in enrolling in the Rad Tech program.

At the beginning of the fourth semester, every student preparing for graduation will have their progress reviewed by the ECC graduation clerk to assist in the graduation check procedure. The student will receive written notification from the grad clerk of their status.

The student health center provides mental health counseling on a limited, on-campus basis, plus referrals to community agencies. A list of health related services can be found in the college catalogue.

Our program's philosophy is that all evaluation procedures are considered advisement procedures; therefore they occur as an integral part of the entire program sequence.

Exhibit:

- 1st Year Student – Ancillary Check-off
- First Room Rotation Check list
- Student Conference Documentation
- Mid-Semester Student Evaluation

7.6 Does the program assure that student academic and clinical activities are educationally valid and support attainment of student learning outcomes?

Student activities on campus (classroom and laboratory) and in the clinical education setting, are directly related to valid curricular requirements. Further, activities are linked directly to program mission and goals. Students are supervised directly by faculty for all on-campus program related activities. All didactic course provide the student with clear objectives in the course outline format, which adheres to the program curricular plan.

Students are assigned to their clinical education site only during times of adequate supervision. For example, first year first semester students are assigned to clinical education centers 12 hours per week, to be scheduled Monday through Friday. The exact days and times are worked out on an individual basis. Each clinical site has a designated clinical instructor responsible to the college as support faculty. This person is responsible for total supervision of the students during their clinical assignment when college faculty are not present.

During the first 500 hours of clinical education, all students will be directly supervised (state requirement). This supervision continues until the student demonstrates competency for a give radiographic procedure and has been signed off for such on the clinical competency check-off form. During clinical assignments when the clinical instructor is absent, student supervision becomes the responsibility of the shift supervisor.

The program supports the parameters of both direct and indirect supervision which requires a radiographer to be present during the exam or available to assist the student when needed. Each clinical course, like the didactic courses, have complete and clear objectives that the student must meet. All clinical activities performed by the student relate directly to their educational goals.

State regulations do not permit students to be employed as radiographers until they have obtained a state Certified Radiologic Technologist license. Issuance of the state required license to operate x-ray equipment is not made available until after successful program completion and verification of successful completion of the ARRT examination. This policy is required at each clinical site and is enforced through state requirements. Therefore, students cannot be used to replace technologist staff.

7.7 Does the program assure the health and safety of students associated with educational activities through implemented policies and procedures in regard to workplace hazards, harassment, communicable diseases, and substance abuse?

The health and safety of program students are assured through the implementation of four specific program policies:

1. Radiation Safety Policy
2. Communicable Disease Policy
3. Worker's Compensation and Professional Liability procedures
4. Drug Testing Policy

These policies are located in the student handbook. Discussion of these policies is done within the first 3 weeks of the program, prior to students going to the hospital environment for the first time.

After permanent placement at a primary clinical education center students are required to complete an orientation form and attend the new hire orientation for the hospital. This orientation is to help the students become aware of the policies a procedure of the hospital, hazards of the hospital environmental, and general employee rights and responsibilities.

Exhibits:

Radiation Safety Policy
Communicable Disease Policy
Workers Compensation
Professional Liability Policy
Drug Testing Policy
Orientation Check List

7.8 Does the program limit required clinical and academic involvement for students to not more than 40 hours per week?

The required clinical and didactic involvement by a student in the Radiologic Technology program does not exceed 40 hours per week.

Every semester each student under the supervision of the clinical coordinator develops a clinical schedule. This schedule is previewed to determine maximum clinical benefit and required hours. This maximum hours of involvement a student would be scheduled for is 40 hours per week (clinical and classes combined).

Exhibits :in back of section # 7

Program Attendance Policy

Sample Student Schedule

Summary for Standard Seven

1. Strengths:

- A. The program's admission policies are clearly defined and published.
- B. Appropriate program and institutional policies are clearly published and available to students through the college and student clinical manual as well as related program advertisements.
- C. Students are provided continuous academic, behavioral, and clinical advisement throughout the course of the program.
- D. Student assigned activities, both academically and clinically, are directly related to and derived from the educational goals and objectives of the program curriculum.
- E. Solid program policies are in place to protect the students from harm while participating in educational activities. Evaluation tools are designed and learning activities are created to protect the students from new hazardous situations unique to radiology and the health care environment.

2. Concerns:

None

3. Plan:

N/A

4. Progress:

N/A

5. Constraints:

N/A

8.1 Does the program assure the health and safety of students associated with educational activities through the implementation of published policies and procedures that are in compliance with Nuclear Regulatory Commission regulations and state law as applicable?

The program adheres to California Radiation Control Regulations, Title 17, and JRCERT recommendations regarding student radiation exposure. Program philosophy supports the ALARA concepts and requires strict adherence to radiation monitoring practices by all students.

A student must wear a radiation monitoring device, whole-body film badge, during all scheduled clinical assignments. A quarterly badge reading is made available to the student and posted at each clinical site. The college is provided a copy of the reports on a quarterly basis. All radiation dosimetry reports submitted to the college adhere to confidentiality standards. Only the names of current or very recent past ECC students are legible on the report. No other names of clinical staff or personal information of the ECC students are legible on the dosimetry reports.

This badge is strictly for the purpose of monitoring educational related exposure. The badges are monitored on a quarterly basis for excessive exposure and if found in excess the reason will be investigated by the Clinical Coordinator.

If an student is found to have an exposure over 25 mR in one quarter or over 100 mR in one year's time the Clinical Coordinator will begin an investigation with documentation. The student will be questioned as to the possible reasons for this high exposure reading. The Clinical Instructor will be questioned as to the possible reason for this high exposure reading. If the reading is found to be accurate the students' clinical practice will be evaluated and discussed with the student and the clinical instructor. If necessary, appropriate changes will be implemented.

Upon program completion, a terminal summary report indicating all educationally related exposure can be supplied to the student if requested in writing from the clinical education site or El Camino College.

All radiation monitoring products are provided at no cost to the student.

SEE EXHIBITS

1. Sample Dosimetry Reports submitted to ECC
2. Dosimetry Reading Over 100 mR form

8.2 Does the program have a published pregnancy policy that contains the following elements and is made know to accepted and enrolled female students?

- | |
|--|
| <ul style="list-style-type: none">▪ is consistent with applicable federal regulations and state laws▪ includes notice of voluntary disclosure▪ provides options for student continuance in the program |
|--|

OLD POLICY – CHANGES MAR 2007

The program's pregnancy policy adheres to the Nuclear Regulatory Commission regulations regarding the declared pregnant student (student worker). The pregnancy policy is explained to all students during the program's orientation process. The students' signature is required signifying understanding and compliance. This acknowledgment is then kept on file in the students' permanent record.

When pregnancy occurs, the student must, in writing, inform the program director as the earliest opportunity. The pregnancy must be verified by a physician to include expected date of delivery, physical capabilities, and whether any physical restrictions are necessary. At this time, the student has two options:

1. Withdraw from the program for the duration of the pregnancy
2. Continue the program on modified clinical basis. Understanding that this event may delay graduation until all clinical requirements are fulfilled.

A Pregnant student has the right to continue in the program if all guidelines outlined in the pregnancy policy are met. If the student selects program continuation, all proper radiation safety procedures will be reviewed with the student. The appropriate clinical personnel will be notified to insure adherence to proper safety standards at the clinical site. Any changes in clinical assignment deemed necessary will be implemented at this time. Student rotational schedule will be modified to reduce procedures with potentially high radiation exposure, i.e., portables, fluoroscopy, special procedures. In the event clinical reassignment compromised the students' clinical progress, the program will assess the extent of these changes and determine what steps will be taken. Program extension beyond the normal two year time frame could occur.

A fetal radiation monitoring badge will be furnished by the clinical setting. Radiation safety reports will be reviewed monthly by the clinical instructor in insure compliance with the recommended MPD.

If temporary program withdrawal is requested, each student will be individually assessed to make arrangements for completing all outstanding didactic and clinical courses. Program re-entry will occur at the appropriate time to accommodate the sequential nature of the course offerings. Program completion within two years will not occur under these circumstances.

8.2 Does the program have a published pregnancy policy that contains the following elements and is made know to accepted and enrolled female students?

- | |
|--|
| <ul style="list-style-type: none">▪ is consistent with applicable federal regulations and state laws▪ includes notice of voluntary disclosure▪ provides options for student continuance in the program |
|--|

NEW POLICY – CHANGED MAR 2007

The program's pregnancy policy adheres to the Nuclear Regulatory Commission regulations regarding the declared pregnant student (student worker). The pregnancy policy is explained to all students during the program's orientation process. The students' signature is required, signifying understanding and compliance. This acknowledgment is then kept on file in the students' permanent record.

When pregnancy occurs, the students are **advised** to declare their pregnancy in writing, to a program official (Director / Clinical Coordinator) as soon after conception as practical. This is a voluntary declaration and will not affect program status. If the pregnancy is declared, it must be verified by a physician to include expected date of delivery, physical capabilities, and whether any physical restrictions are necessary.

STUDENT OPTIONS:

1. Clinical schedules and rotational assignments shall remain unchanged. The student has the option not to make any changes in their clinical assignment.
2. Continue the program on modified clinical basis. Understanding that this event may delay graduation until all clinical requirements are fulfilled.
3. Withdraw from the program for the duration of the pregnancy and return following pregnancy.

A pregnant student has the right to continue in the program if all guidelines outlined in the pregnancy policy are met. If the student selects program continuation, all proper radiation safety procedures will be reviewed with the student. The appropriate clinical personnel will be notified to insure adherence to proper safety standards at the clinical site. Any changes in clinical assignment deemed necessary will be implemented at this time. Student rotational schedule will be modified to reduce procedures with potentially high radiation exposure, i.e., portables, fluoroscopy, special procedures. In the event clinical reassignment compromised the students' clinical progress, the program will assess the extent of these changes and determine what steps will be taken. Program extension beyond the normal two year time frame could occur.

A fetal radiation monitoring badge will be furnished by the clinical setting. Radiation safety reports will be reviewed monthly by the clinical instructor to ensure compliance with the recommended dose limits for pregnant personnel and fetal monitoring.

If temporary program withdrawal is requested, each student will be individually assessed to make arrangements for completing all outstanding didactic and clinical courses. Program re-entry will occur at the appropriate time to accommodate the sequential nature of the course offerings. Program completion within two years will not occur under these circumstances.

SEE EXHIBITS

Pregnancy Policy for Radiologic Technology Students

8.3 Does the program assure that students use equipment and accessories, employ techniques, and perform procedures in accordance with accepted equipment use and radiation safety practices to minimize radiation exposure to patients, selves, and others?

The program assures compliance with radiation safety practices and safe equipment utilization throughout program sequence. At the beginning of the didactic laboratory courses, ground rules for lab participation are discussed. Safe operation procedures for all lab equipment, including energized rooms, are outlined.

Required radiation safety procedures are presented within the first eight weeks of the program as part of RTEC 111, Fundamentals of Radiologic Technology. Cardinal rules of protection are identified before the students begin clinical experience as part of RTEC A, Introduction to Radiologic Technology and RTEC 111, Fundamentals of Radiologic Technology.

During the 1st, 2nd and 3rd semesters the students participate in RTEC 123, 124 and 233 Radiographic Positioning. These three courses focus learning objective around patient positioning for radiographic examinations. However, again safety practices with radiation is enforced because during the simulated assessments of patient positioning if the students fail to lead shield their patients during the lab assessment they fail the lab simulation and must repeat the assessment prior to performing the exam at the clinical site.

At the clinical setting, students' adherences to safe radiation practices are evaluated utilizing repeat film analysis. All students are required, as part of their clinical documentation, to track repeat films. Reasons(s) for any repeated film must be identified. Review of this documentation by either clinical educator or program faculty can indicate if a problem exists. Excess repeat rate can result in disciplinary actions or didactic remediation. Further, in the clinical education settings if the student requests a competency evaluation and does not shield the patient during the competency the student will not pass the competency.

Other policies designed to protect the patient from excess radiation exposure have also been identified as part of the evaluation instruments. There is a specific area to address radiation safety practices, on both the mid-semester evaluation form, and the end of semester evaluation form. The student must demonstrate knowledge of radiation protection for patients, self, and others. This form of assessment of the students' performance is guaranteed through the entire two years of the program.

8.4 Are all radiation therapy procedures performed under the direct supervision of a qualified practitioner?

N/A

8.5 Are all medical imaging procedures performed under the direct supervision of a qualified practitioner until a radiography student achieves competency?

8.6 Are all medical imaging procedures performed under the indirect supervision of a qualified practitioner after a radiography student achieves competency?

The program has very specific policies regarding student supervision while performing medical imaging procedures. For all on-campus program related activities, students are supervised directly by a faculty member. This includes didactic as well as lab learning activities. Both energized lab rooms on campus are equipped with locked circuit breaker boxes which can be accessed only by an instructor's key.

During the clinical education, there are two tiers of supervision. The first involves direct supervision only, which occurs with the first 500 hours of training and/or the first 20% of all new procedures or until competency under direct supervision has been demonstrated. This direct supervision can be under the clinical instructor or the staff radiographer to which the student is assigned. Parameters of direct supervision will also adhere to specific policies of the students' assigned clinical education setting.

Direct supervision is defined as having a registered radiographer physically present in the room during the entire procedure. As part of the exam scope, the radiographer will, prior to the exam, assess the student's ability to perform the procedure as well as the patient's condition to determine whether the student can proceed. If the conditions do not warrant "independent" but rather "supervised participation," the student then assists the radiographer in performing the procedure.

This philosophy of having a student perform exams comparable to their level of ability is further supported by the clinical instructor who assigns clinical rotations generally to coincide with required clinical competencies (exams) that have been covered in the didactic courses. These required exams are progressive in nature. This integrated approach provides a solid foundation for the student while maintaining appropriateness for any given procedure check-off. This is especially important because competency progress follows direct to indirect supervision parameters.

The second tier of supervision involves general or indirect supervision. This is achieved once the student has demonstrated competency status regarding any radiographic procedure as verified by the competency check-off form. This type of supervision allows the student to progress to a more independent practitioner level while still adhering to required clinical training policies. The same requirements for patient assessment versus student's technical ability are maintained. Indirect supervision is defined as general supervision when a qualified radiographer is readily available to assist the student if necessary. All clinical education settings have an identified clinical instructor who has the final responsibility for student supervision. This person will work with the clinical staff to assure adherence to all student supervision policies.

The position of clinical instructor is recognized as an adjunct faculty member and as such is considered an extension of the program.

During a clinical assignment, when the clinical educator may not be present, supervision of the student becomes the responsibility of the shift supervisor. This person would consult with the clinical instructor to determine the appropriate level of supervision.

Supervision policies, both direct and indirect levels, are located in the student clinical handbook and discussed before the student begins the clinical assignment and again when the students begin to perform exam at the clinic.

8.7 Are all unsatisfactory radiographs repeated by students performed under the direct supervision of a qualified practitioner?

Repeat radiograph policy is addressed with the student supervision policies and specifically identifies the required level of supervision.

According to the policy published in the student clinical handbook, all repeat radiographs must be directly supervised. This direct supervision is required regardless of the students' competency level or stage of supervision.

This policy complies with State of California Radiation Control Regulation (Title 17), which expressly forbids repeat radiographs to be performed by students except under direct supervision.

Responsibility for enforcement of the policy again lies with the clinical instructor or clinical faculty present during the exam at each of the clinical education settings. If, upon review of the finished radiograph, a repeat is deemed necessary, the clinical instructor or appropriate clinical staff would then be physically present with the student during the repeated film process.

In order to insure enforcement of this policy the student must document repeats in two places on their clinical paperwork.

1. Patient exam log has a column to indicate a repeat during the exam
2. The repeat log. The repeat log requires the student to indicate why the radiograph needed repeating and the student must get the signature of the supervising technologist verifying the repeat was supervised.

The Clinical Staff and Clinical Coordinator review the repeat log to insure student compliance with the repeat policy.

8.8 Are all clinical education settings and energized laboratories in compliance with applicable state and federal radiation safety laws?
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Energized radiographic machines, consisting of two units, are registered with the California Department of Health Services, Radiologic Health Branch (RHB) and implemented by the Los Angeles County Environmental Protection Offices in compliance with California Radiation Control laws (Title 17).

If the equipment does not perform to standards, the program can ask for an inspection before the next inspection date. For any equipment failures, the program has a contract with a radiology engineer who services our equipment.

SEE EXHIBIT

1. Machine Registration with the State of California

Summary for Standard Eight

1. Strengths:

A. Program has and complies with appropriate policies regarding student safety including radiation protection.

B. Energized laboratories and on-campus learning environments meet all applicable state and federal radiation regulations.

C. Clinical education settings are in compliance with applicable federal and state regulations.

D. Program policies related to student health and safety are reviewed early in the program and acknowledged with students' signature.

2. Concerns:

Lack of funding for equipment repair and replacement.

3. Plan:

N/A

4. Progress:

N/A

5. Constraints:

Budgetary funds for repair and maintenance.

9.1 Does the program have sufficient on-going financial resources to support the program's mission and <u>goals</u>?

Budget development at El Camino College is a year-round process involving all campus constituencies. The campus Budget and Planning Committee provides an avenue of communication among student, faculty, staff, and administration as it reviews and monitors the budgetary process and procedures, submits recommendations for improvement to the President's Cabinet, and identifies any budget problems that may have college-wide or district-wide implications.

The College has maintained its budgetary goal of maintaining reserves equal to 5% of total expenditures, has in the past, contributed to the financial stability of the district.

The Radiologic Technology Foundation Account was established in 1995. The fund has been a resource for student scholarships, and to help students in need of a loan for books or uniforms. The Foundation account contains approximately \$5000.00.

The fiscal stability of the Radiologic Technology Program is directly linked to budget allocation and related monetary decisions at the institutions' administrative level. The institution has historically provided adequate funding to maintain the program since its inception in 1970. On a yearly basis, budget allocations have been sufficient to meet the program's mission and goals.

EXIBITS: in the back of section # 9
Program Budget
Q-Builder Budget Planning Summary

9.2 Does the program director have an opportunity to participate in the budget planning process?

At the Division Level, budget and planning is done annually by the dean with input requested from the Program Director. The division's budget includes funds for the radiologic technology programs in the following areas: Supplies and books, equipment repair, instructional salaries, and student lab aides. In addition, the Program Director has input on the division's discretionary budget monies.

The budget no longer allows for travel expenses for the Clinical Coordinator for visiting the clinical education centers, or stipends money for the Clinical Instructors.

There \$ 150/yr /full time faculty member for conference attendance.

Budget allocation may vary slightly from year to year and is subject to available district funding by the state.

The division and program actively seek outside funding sources to augment instructional programs and services. The El Camino College Foundation and the Grants office work cooperatively to coordinate these efforts.

In 2001 /2002 the program was awarded close to \$500,000 from VTEA and State Funding for the purchase of the Computerized Radiography System.

Currently the program's budget is meeting the needs of our students. Block grant money has been promised to purchase reconditioned film processor.

The current concerns related to the college budget and enrollment should soon be alleviated with the higher enrollment numbers in the fall semesters.

9.3 For those institutions and programs for which the JRCERT or a mixed accreditor serves as gatekeeper for Title IV financial aid, does the institution and/or program maintain compliance with USDE policies and procedures?

Not Applicable

El Camino College does not have an outside gatekeeper for Title IV financial aid

Summary for Standard Nine

STRENGTHS:

- A. The Budget supports the program's mission and goals
- B. The institution is committed to offering high quality instructional programs and provides financial support to accomplish that goal. In support of that, the college approved purchase of the state of the art computerized radiographic imaging equipment to enable the students to obtain the broadest possible education, and be well prepared for the industry.
- C. Recent bond money has enabled the college to undertake a massive re-construction on campus. One of the first newly remodeled classrooms included the second classroom for Radiologic Technology. All Radiologic Technology classrooms have been brought into the 21st century with upgraded computers and state of the art projectors.

CONCERNS:

- A. Maintenance agreements for computerized equipment is too costly for the use time. It is difficult to find the funds for the repairs when something goes wrong.

PLAN:

- A. Program Director will seek alternative sources of funding

PROGRESS

N/A

CONSTRAINTS

N/A