

CE Program Advisory Committee Meeting Radiologic Technology

September 23, 2020
Zoom Virtual Meeting Room
Meeting Convened at 4:30 p.m.
Meeting Adjourned at 6:05 p.m.
Facilitator: Loren Sachs

| <u>COMMITTEE MEMBERS</u> | <u>EX-OFFICIO</u> |
|---|---|
| Nadia Casarrubias-Garcia, Radiology Technologist Educator, CHOC Children's Hospital | Christina Anchondo, CE Outreach Specialist, OCC |
| Candace Maciel, Clinical Educator, West Anaheim Medical Center | Liz Barton, Faculty, OCC |
| Lesley Mercado, Radiology Tech & Clinical Instructor, CHOC Children's Hospital | Erika Cosmano, Student, OCC |
| Jessica Nazzario, Radiologic Tech & Clinical Coordinator, Mission Hospital | Joseph Carfango, Program Director and Assistant Professor, Long Beach City College |
| Jessica Patel, Radiology Operations Manager, CHOC Children's Hospital | Carla Cook, Student Rep., OCC |
| | Elaine Devlin, Staff Assistant, Career Education, OCC |
| | Rodney Foster, Interim Dean, Consumer Health Sciences, OCC |
| | Kelly Holt, Faculty, OCC |
| | Andy Mai, Student, OCC |
| | Scarlett Miramontes, Student, OCC |
| | Jimmy Nguyen, Faculty, SPLA, OCC |
| | Donna Pierce, Faculty, OCC |
| | Loren Sachs, Faculty, Program Coordinator, OCC |
| | Pam Walker, Interim VPI, OCC |
| | Alexia Wood, Allied Health Program Assistant, OCC |

ADVISORY COMMITTEE MEETING SUMMARY

1. Welcome & Introductions

- Committee members introduced themselves and confirmed their respective titles and roles at their respective companies.
- Loren Sachs reviewed the role and responsibilities of this meeting as follows:
 - Review and access the structure, program-level outcomes and curriculum of the radiologic technology program;
 - Ratify and recommend changes to program structure, PSLOs and curriculum so that the program and curriculum align to stated occupational outcomes and industry needs and requirements.

2. Program Outcome Data

- The Program Mission Statement was reviewed and no changes were suggested, review again next year.
- The following PLOs were reviewed and ratified. No changes were suggested.
 - Graduate students who are clinically competent and ready to begin a successful career in the radiologic sciences.
 - Students will be able to demonstrate professional and ethical behaviors.
 - Students will exhibit the communication skills necessary to effectively perform the duties of a radiographer in a variety of health care environments.
 - Students will demonstrate independent critical thinking skills to solve clinical practice related problems to optimize diagnostic outcomes.

- Biennial Program Review (See Attached)
 - Radiologic Technologists is the occupation/job title with TOP/SOC codes.
 - The Biennial Review data, which is pre-pandemic data, indicates a future growth of 15% in labor market demand for radiologic technicians. The percentile earnings within the market exceed the cost of living in Orange County.
 - Enrollment and Completer Status and Trends
 - Reviewed enrollment trends at OCC for the years 2014-2019 on the last page of the Biennial Review, and discovered that the program has a good FTES number which indicates instructional load efficiency needed for cost efficiency purposes.
 - Program Completion Rate last 5 years:
 - **2015:** 27 started, 20 completed; 4 dismissed for grades, 3 voluntary, 74% completion
 - **2016:** 27 started, 23 completed; 1 of which returned from 2015 to complete, 2 dismissed for grades, 3 voluntary withdrawals, 74% completion
 - **2017:** 27 started, 21 completed; 1 of which returned from class of 2016, 2 dismissed for grades, 5 voluntary, 75% completion
 - **2018:** 28 started, 23 completed, 1 of which returned from class of 2017, 4 dismissed for grades (1 was returning student), 2 voluntary, 79% completion
 - **2019:** 22 started, 21 completed, 3 of which returned from class of 2018, 3 voluntary, 84% completion
 - **2020:** started day 1 with 20, 1 not showing up, down to 19 (better to have smaller numbers with distancing and COVID)
 - Current wait list/ Interest list status given by Alexia Wood
 - 48 students program ready. 9 students deferred from this year's acceptance. Filled slots with alternates.
 - 68 students are one prerequisite away from being program ready.
 - 43 students with all general education units completed, but they do not have the pre-requisites completed
 - Approximately 2 ½ year waitlist
 - Due to COVID, students don't know what the list will look like even though they have a program ready date.
 - This year's class came from mostly the 2018 & 2019 lists, 1 student came from the 2020 list;
 - Getting students in the program quicker than previous 5 year wait.
- Licensure/certification exam pass rates:

| Program | Exam state/ national/other | Institution Set Standard (%) | Examination Pass Rate (%) | | |
|---------------------------------------|-------------------------------|------------------------------------|---------------------------|---------------|---------------|
| | | | 2016 - 2017 | 2017- 2018 | 2018- 2019 |
| Radiologic Technology: AART | State | 75% | 100% | 100% | 90% |
| Radiologic Technology: Fluoroscopy | State | 75% | NA | NA | NA |

- American Registry of Radiologic Technologists (AART) Certification Pass Rate
 - **2015:** 16 of 17 OCC students passed first attempt, 94%
 - **2016:** 22 of 22 OCC students passed first attempt, 100%
 - **2017:** 21 of 21 OCC students passed first attempt, 100%
 - **2018:** 20 of 23 OCC students passed first attempt, 87%
 - **2019:** 19 of 21 OCC students passed first attempt, 91%
 - **2020:** COVID affecting the ability to take exams and hear back about them
 - **5-year rate:** 94% NOTE: 100% pass after re-take

- Employment Outcome Data
 - Institution Set Standard

| Institution Set Standard (%) | Job Placement Rate (%) | | | |
|------------------------------|------------------------|-------|-------|-------|
| | 2016 | 2017 | 2018 | 2019 |
| 75% | 79.67 | 83.59 | 82.03 | 86.52 |

- Numbers Rad Tech Dept. has for placement rate of OCC grads for past 5 years
 - **2015:** 20 of 21 employed at 6 months, 95%
 - **2016:** 13 of 15 employed at 12 months (unable to contact 2), 87%
 - **2017:** 19 of 22 employed at 12 months (contacted all), 86%
 - **2018:** 15 of 18 employed or in another program at 12 months (unable to contact 4), 1 not seeking employment by JRCERT standard, 83%
 - **2019:** 83% employed
 - **2020:** hiring freezes due to COVID, starting to see recent grads getting jobs.
- Perkins Program Core Indicators (See Attached)
 - The core indicators and other success measures indicate radiologic technology is doing a good job in meeting the needs of its students.
 - One area the data would indicate as an area of concern is in persistence and transfer. OCC attracts many economically disadvantaged students, but the Perkins Core Indicators show a lack of transfer and persistence for this population. The committee discussed the data and these points were presented.
 - The Radiologic Technology Program has the following procedures/ideas to help economically disadvantaged students:
 - The faculty promotes and consistently informs students of all of scholarships and school services to help economically disadvantaged students (financial Aid, food assistance, child care, free laptops, etc.)
 - Program syllabi share an Instructional Innovation Center (IIC) link with an accessibility model that lists all the help offered by OCC to assist economically disadvantaged students.
 - This past year through Pirate's Promise the program was able to reimburse students for the cost of the certification exam, and give students a check for \$200 allowing them to have money for their first job. Hoping to make that happen again.
 - Working on offering an open lab time with a teacher's assistant to answer questions and help struggling students that are fiscally challenged.
 - Offer a hybrid program even after the pandemic to reduce travel time and cost for economically disadvantaged students that often work on top of going to school.
 - Before the pandemic, faculty was marketing the program to economically disadvantaged students on high school campuses. They will continue to do that again after the pandemic to encourage Pathways leading to economically sound careers that can start sooner rather than later.
 - Creating a system to give units of college credit for prior learning including work experience done after earning certain certifications through different programs such as a ROP program.
 - The data is effectively undercounted by the methodology used. For persistence, basically keeping with the program the completion numbers are fairly good as shown above; particularly, since the program introduced Rad Tech 100 in spring of 2017. As a CE (Career Education) program our transfer numbers suffer and there is no mechanism to capture the students who enroll in our CT and Mammography offerings after graduating. It's great for students to do these summer programs offered at OCC because they are waiting for certifications necessary for employment, and these programs help students earn a higher wage in the rad tech field. Mammo and CT certificates are often better than getting a 4 year degree in the field.

- 2018 – 23 graduates, 5 enrolled in Mammo (Mammography); 6 in CT (Committed Tomography); 47.8% of graduates enrolled in programming offering a 25% bump in salary.
- 2019 – 21 graduates, 3 enrolled in Mammo plus 1 alum and 1 other: 7 enrolled in CT, plus 4 alum and 2 others; 47.6% enrollment
- 2020 – 25 graduates, 3 enrolled in Mammo plus 1 other: 7 enrolled in CT plus 4 alum and 2 others; 40% enrollment. COVID affected this.
- Students that dropped out of the program and have returned the following year to complete it:
 - 2018- 1 student that dropped out in 2017 returned and finished the program
 - 2019- 3 students that dropped out in 2018 returned and finished the program
- Looking at AB 1348, it shows students have proficiency in languages other than English
 - Class of 2020; 12 of 25 graduates had proficiency in a language other than English.
 - Class of 2021; 16 of 25 students have proficiency in a language other than English.
- Allied health programs and rad tech are very good about informing students about the importance of filling out the CTE Outcome Survey used to gather data for indicators.
- Loren Sachs spoke of the importance of reviewing the Perkins Core Indicators and the Biennial Review to look at the needs of special populations & obtain Perkins monies that really help fund needed additions to the program.
- Link to JRCERT Program data; <https://portal.jrcertaccreditation.org/accredited-educational-programs/details/2ec3fbc7-6390-418a-a569-a6c0128b7bb3>
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3. Review of Last Advisory Committee Recommendations and Progress Report

Last Meeting Date: November 13, 2019

- New or Revision of Curriculum/Classes
 - Still developing a second clinical course for CT. Currently in curriculum awaiting approval because COVID slowed the process down. In the interim, the program is using the original course and the clinical only course.
- New Equipment/Technology
 - Acquired new wireless DR plates, several new CR plates and cassettes this past spring through Perkins funding,
 - Updated software that included Virtual Grid.
 - Obtained a 5 year service agreement with Fuji.
 - Purchased around \$250,000 of equipment for \$50,000 from Fuji film. The OCC faculty commends Fuji film's service agreement and pricing.
- Program Marketing/Recruitment Recommendations
 - Kelly Holt and Loren Sachs went out to high schools once a month and marketed the program until the pandemic.
 - Get back to marketing the program at high schools when it's appropriate. Resume targeting economically disadvantaged students as it offers them a way to make a living.
- Other recommendations for program improvement
 - Offer an open lab time with a teacher's assistant to help struggling students and students needing more time on labs.
 - Continue examining virtual products that are available for positioning practice and seek funding to purchase these.
 - It was helpful that Kelly Holt and Loren Sachs were involved in learning online methodology through a grant right before COVID and distance learning.
 - Look into offering a hybrid program for rad tech at OCC.

- Make dual enrollment happen at OCC. With dual enrollment agreements, students receive high school and college units at the same time.

4. Review of New Program Proposals/Development

- New Curriculum
 - Waiting for approval on a second clinical course for CT. In the interim, the program is using the original course and the clinical only course.
 - Allow credit (units) to be given to students with prior learning such as work experience from a medical assisting job done after receiving a certification.
 - If you know any Pathway that could have these types of students, please contact Loren Sachs, or Kelly Holt so they may reach out to those students.
 - Participate in a good faith working group effort during the spring to look into ways to discover students with previous experiences. Consider different ways to pre-screen onboard, and evaluate student experience in ways that are beneficial to the student.
 - Students would be able to skip mandatory classes with this option.
 - Reach out to Joseph Carfango to hear the policy procedure plan in place at Long Beach City College.
 - The longer it takes a student to get a degree on our campus, the less likely they are to finish and the more money they are costing and spending.
 - Units for work experience can save money for all students and helps level the playing field for fiscally challenged students getting certifications through ROP.
 - Do more classes online after COVID.
 - Offer a hybrid program
 - Reduce amount of lecture days on campus because during COVID students found having the online lecture easier. Proposed changes:
 - First year: one day less a month on campus = 10% less
 - Second year: students on campus 25% less
 - Reduces campus cost.
 - Saves students gas money and requires less of their time.
 - Use the COVID model of social distancing with less students in the lab at once giving students more individual time on lab equipment.
 - Emphasize time in lab for doing.
 - Drawbacks of a primarily hands-on lab time:
 - ◆ having enough time to complete work in allotted time
 - ◆ critical thinking piece would be separated from the lab
 - Open lab time with a TA would be needed to overcome drawbacks.
 - Pursue robust virtual lab experiences through Perkins funding.
 - Get an Interventional radiology (IR) post graduate opportunity up and running and model it on the Mammography and CT efforts.
 - DMS and cardiovascular technology programs are showing an interest in creating a vascular class that would be required for their programs. Rad tech students could take the course as an option rotation. It could be a stepping off point for IR.
 - Develop a course outline of record that is more generic where the program can put different modalities into the same course.
 - Equipment/Facilities
 - Ability to pursue and purchase robust virtual lab experiences.
 - Have an open lab for students to complete labs, get help from a teacher's assistant, and get the hands-on experience needed to be competent.

5. Work-Based Learning Opportunities

- Overview of existing work-based learning elements of program and gaps or needs
 - Industry has a need for students certified in IR.

- Need to figure out how to service the small student interest in IR at one time.
- Advisor recommendations and referrals for new internships or apprenticeship opportunities
 - Campus administration has expressed a desire to seek additional clinical sites.
 - Rad tech will continue to seek additional sites after COVID and the flu season.
 - Reach out to grad students working at sites not affiliated with any school and approach the sites to seek interest in working with OCC students.
 - Distribute students over a larger clinical pool to reach our fundamental goal of getting students jobs.

6. Industry Update & Employment Trends

- Emerging technologies and industry developments impacting instructional programs
 - The pandemic has negatively affected the financial situations of businesses within the industry.
 - The pandemic has impacted the way we operate the instructional programs as discussed throughout the meeting.
 - Smaller cohorts in Allied Health due to social distancing/COVID and job opportunities.
 - Only about 70% of our clinical sites have OCC students on board.
 - Long Beach City College does not have many students at clinical sites.
- Industry hiring practices and trends
 - CHOC wants OCC students. However, CHOC has limited hiring possibilities due to COVID.
 - Less job opportunities overall at present for graduating students due to the pandemic.

7. Summary of Recommendations

- New or Revision of Curriculum/Classes or Program Structure
 - Get approval on a second clinical course for CT.
 - Allow credit (units) to be given to students with prior learning such as work experience from a medical assisting job done after receiving certification.
 - Do more classes online after COVID.
 - Offer a hybrid radiologic technology program.
 - Use the current COVID lab structure of having students come in smaller groups to labs (rotations) when COVID is over.
 - Work with diagnostic medical sonography and cardiovascular technology to create a vascular class for students from all three programs.
 - Get an Interventional radiology (IR) post graduate opportunity up and running and model it on the Mammography and CT efforts.
 - Provide a teacher assistant during open lab hours for students to get more time to complete lab work, get questions answered, and to help struggling students.
- New Equipment/Technology/Facilities
 - Pursue and purchase robust virtual lab experiences through Perkins funding.
 - Have an open lab for students to complete labs, get help from a teacher's assistant, and get the hands-on experience they need.
- Other recommendations for program improvement
 - Make dual enrollment happen at OCC where students receive high school and college units at the same time for taking OCC courses while in high school.
 - Get back to marketing the program at high schools when it's appropriate, targeting economically disadvantaged students in the mix.
 - Look at the high school classes in guided pathways and discuss potential changes. Bring back recommendations to the next advisory meeting.
 - After the pandemic, get high school students back onto the OCC campus.

8. Closing Remarks