

## Jefferson State Community College - Radiography

### **2021 Standard One: Accountability, Fair Practices, and Public Information**

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#### **List the major strengths of this standard in order of importance**

1. The program has dedicated advisors in the advising center that assist students with interest in the health-related professions. They are knowledgeable of program admission requirements and are an integral part of program admission. Program faculty and pre-RAD advisors meet several times annually to discuss changes in program admission criteria or ways to improve the application process. Pre-admission information sessions have been developed to provide students with program admission information as well as information regarding the profession of radiologic technology. 2. The program has a transparent admission process that is objective, nondiscriminatory, fair, and readily available on the program's website. The program publishes a check list, ranking sheet and information sessions schedules on its website so that students may work towards making themselves as competitive as possible for program admission. The check list provides the students with the requirements for application. The ranking sheet gives students a view of their program admission points. Attending an information session assist students at planning a pathway to improve their overall ranking score. The highest ranked students are accepted based on the number of clinical slots available.

#### **List the major concerns of this standard in order of importance**

There are no areas of improvement related to this standard at this time.

#### **Provide the program's plan for addressing each concern identified**

There are no areas of improvement related to this standard at this time.

#### **Describe any progress already achieved in addressing each concern**

There are no areas of improvement related to this standard at this time.

#### **Describe any constraints in implementing improvements**

There are no additional comments at that time.

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### **2021 Objective 1.1**

**The sponsoring institution and program provide students, faculty, and the public with policies, procedures, and relevant information. Policies and procedures must be fair, equitably applied, and readily available.**

Students, faculty, and the public may access all policies and procedures and relevant information via the college website. An e-mail reminder is sent to student and employees once each term (fall, spring, summer) to direct them to these resources and encourage them to review the information. Policies and procedures on the institution and program level adhere to the following: “that no person shall, on the grounds of race, color, disability, sex, religion, creed, national origin, or age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program, activity, or employment.” This is carried out in all phases of the application process for both the institution and the RAD program. Reasonable accommodations are made for those who request consideration under the Americans with Disabilities Act, in so much as those accommodations do not pose a health or safety risk in the clinical environment. Administrators, professional staff, faculty, and support staff adhere to the highest ethical standards to ensure a professionally functioning institution and to guarantee equal educational opportunities for all students. Should an instance(s) of harassment be reported, it is treated with respect, investigated thoroughly and corrective and preventative actions are taken where necessary. The institution and the program adhere to a strict Academic Honesty Policy, whereby students are addressed for any issue of dishonesty by the instructor, the Program Director, Associate Dean/Dean of the group, as well as the Dean of Instruction. A remediation of loss of grade up to being dismissed from the program and/or institution are carried out in an effort to stop all further occurrences. The above policies, along with the program’s guidelines for conduct in the didactic, lab and clinical setting promote and expect the highest degree of professionalism at all levels. Issues that may arise are immediately addressed and a plan of action given for correction. Follow-up with instructors and clinical preceptors is made throughout the program and improvements acknowledged. The program has no formal grievance. In the event Jefferson State Community College should experience the need for all in-person classes to transition to remote instruction due to a pandemic or other event warranting the need for such plans, an addendum to the syllabus will be provided to students. This addendum will provide details pertaining to the college, department, and/or program’s remote instructional plan to complete the necessary theory, lab, and/or clinical to meet the course objectives necessary for successful course completion in a remote environment. For further information concerning this, please contact your course instructor.

[E-mail to student regarding policies.pdf](#)

[Website-Compliance-Checklist-1.pdf](#)

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## 2021 Objective 1.2

### **The sponsoring institution and program have faculty recruitment and employment practices that are nondiscriminatory.**

Jefferson State does not discriminate on the basis of race, color, national origin, sex, disability, or age in its recruitment and employment practices. To support the college with nondiscriminatory recruitment practices, Human Resources posts vacancies on its website (<https://www.jeffersonstate.edu/about-jscc-2/human-resources/>) to provide access to prospective employees. Human Resources also posts vacancies on the Alabama Community College System (ACCS) website. <https://www.accs.edu/about-accs/job-postings/> To support the college with nondiscriminatory employment practice, Human Resources uses a search committee process that is based solely on the qualifications advertised for the specific position. Also, Human Resources uses a salary schedule placement and subsequent rank advancement policy based on credentials, experience, and/or demonstrated competencies to establish compensation for employees. Policies and procedures governing faculty hiring, advancement, and dismissal are published in the JSCC Faculty and Staff Handbook and is accessible and available internally, and/or virtually via faculty/staff college access. A full copy of the JSCC Faculty and Staff Handbook will be available on site for site visitors. Examples of ACCS and college policies are included as supporting documents.

[4.3-Faculty-Credentials-update-2021.pdf](#)

[Applicant-Packet-Review.pdf](#)

[Chancellors-Procedure-602.02-Posting-and-Hiring.pdf](#)

[EducationPlanForRankAdvancementFaculty.pdf](#)

[Policy-602.02-Posting-and-Hiring-Revised-9-29-20.pdf](#)

[Policy-605.02-Faculty-Qualifications.pdf](#)

[Position vacancy example.pdf](#)

[Search-Committee-Code-of-Ethics.pdf](#)

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## 2021 Objective 1.3

**The sponsoring institution and program have student recruitment and admission practices that are nondiscriminatory and consistent with published policies.**

Institutional admission policies are implemented fully in compliance with the published policies and procedures in the Jefferson State Community College Catalog and Student Handbook, which is updated annually and publicly available on the college's web site at <https://www.jeffersonstate.edu/catalogs/>. Students may apply to the college at no cost using an online admission application or paper admission application (upon request). Staff members in the college's Admissions Office process all applications in keeping with the published policies and procedures. Though voluntary statistical information is collected via the college admission application, it is used for informational purposes only and has no bearing on student selection. The college's admission policies are applied consistently for all applicants. Once admitted to the college, the program uses a nondiscriminatory point ranking system that ranks students on three components, ACT scores, academic course grading and general education course completion. Once ranked the program selects the number of candidates from the highest points acquired according to the number of clinical slots available. The points system provides a non-biased method for admission ranking. The program's admission application follows the college's non-discrimination policies. The program's application does include an Essential Functions section. This section is designed to ensure that interested students are aware of some of the physical requirements associated with working as a radiographer. Students are asked to review the Essential Function section and place a check mark in the appropriate space to document that the student has read and understands the Essential Functions associated with this field. This helps both the student and the program in assessing the likelihood of the student's ability to complete the tasks required of a radiographer. With regard to age, the program maintains that the applicants are at least 18 years of age by the application deadline to comply with state standards regarding radiation protection. The program also publishes a pre-admission checklist which assist students with the requirements for admission as well as a ranking sheet that allows applicants to determine their ranking for program admission.

[Radiologic-Technology-Ranking-Sheet-2020.pdf](#)

[Rad-Tech-2022-Checklist-11.pdf](#)

[Supporting Documents links 1.3.pdf](#)

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## 2021 Objective 1.4

**The program assures the confidentiality of student educational records.**

The office of Enrollment Services maintains official student records in accordance with the Family Educational Rights and Privacy Act (FERPA). Faculty are given access to student's records based upon faculty's responsibility in grading, student advisement and program administration. Faculty are given access only for those JSCC areas for which they have been approved. All records pertaining to the radiologic technology program are kept in a secured location with only program faculty having access. Each faculty member has an office which locks and filing cabinets which lock in order to keep records secure. Once a student has graduated, files are kept for five years in the program's secure filing and then sent to an off-campus area for long term storage. As the clinical coordinator and or program coordinator visits the clinical affiliates, assurance that in the clinical setting, student records as well as individual student competency grades, are housed in a secured locked location only for the semester in which the students are currently enrolled. Information about security of records is shared at Advisory Committee Meetings and/or Clinical Preceptor meetings. It is the student's responsibility to turn in their clinical timecard and daily report of clinical experience monthly to program faculty on campus. Clinical competency books and evaluation of clinical performance are also turned in by students on campus at the end of each semester. Students are instructed to keep all personal information and records in their personal possession in the clinical setting. The end of the semester grading tally sheet is sent via secure e-mail by the clinical preceptors to confirm the competency and evaluation grades turned in by students.

[Advisory meeting minutes 2022.pdf](#)

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## 2021 Objective 1.5

**The program assures that students and faculty are made aware of the JRCERT Standards for an Accredited Educational Program in Radiography and the avenue to pursue allegations of noncompliance with the Standards.**

Students are made aware of the JRCERT Standards in the first semester of learning. Information regarding the JRCERT standards and compliance with these standards are located in the Radiography Student Handbook page 3. The Radiography Student Handbook is published on the RAD program's webpage from the college website. [https://www.jeffersonstate.edu/wp-content/uploads/2022/03/RAD-SHB\\_2022-2024.pdf](https://www.jeffersonstate.edu/wp-content/uploads/2022/03/RAD-SHB_2022-2024.pdf) Contact information for the JRCERT and information regarding non-compliance suggesting the students follows the college policies and procedures before contacting the JRCERT are located here. Students are also educated and tested on the standards in the RAD 111 Introduction to Radiography course in the first semester. An Acknowledgment of receipt of all policies and procedures in the RAD Student Handbook on page 80 is documented in the first few days after program admission. The Program Coordinator is made aware of the Standards by communications with the JRCERT via e-mail or its website. Full-time Faculty may utilize their individual action plan to obtain funding to attend workshops sponsored by the JRCERT to assist in maintaining a current knowledge base for the Standards. Faculty meetings held each semester provide an opportunity to review compliance with the standards. Any changes and or updates form information obtained are shared in advisory committee meetings with all program faculty, college administration, clinical preceptors, and any other advisory committee members. The program and the college have fair and well-defined complaint/appeals process policies in place for the resolution of grievances or complaints <https://www.jeffersonstate.edu/about-jscc-2/complaintappeal-process/> . If an individual is unable to resolve the complaint with the institution or program, they may submit allegations of non-compliance directly to the JRCERT as outlined in the RAD Student Handbook page 3.

[Advisory meeting minutes 2022.pdf](#)

[Bolton IAP.pdf](#)

[Bolton JRCERT Standards Workshop.pdf](#)

[Faculty meeting minutes Spring 2022.pdf](#)

[Ferguson IAP.pdf](#)

[Ferguson JRCERT workshop certificate 2.pdf](#)

[Ferguson JRCERT workshop certificate.pdf](#)

[SHB2022-2024.pdf](#)

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## 2021 Objective 1.6

**The program publishes program effectiveness data (credentialing examination pass rate, job placement rate, and program completion rate) on an annual basis.**

The program reviews its Program Effectiveness Data with its advisory committee bi-annually with updates completed after each cohort graduates and completes the certification exam. Program Effectiveness Data with at least 5 years of data is published on the program's website with direct links via the JRCERT URL address. <https://www.jeffersonstate.edu/programs/radiologic-technology/program-effectiveness-data-rad/>

[Program Effectiveness Data link.pdf](#)

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## 2021 Objective 1.7

**The sponsoring institution and program comply with requirements to achieve and maintain JRCERT accreditation.**

All clinical preceptors and program administration is accurate on JRCERT website.

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## 2021 Standard Two: Institutional Commitment and Resources

**List the major strengths of this standard in order of importance**

The college is very supportive in meeting any financial need of the program as related to equipment, and other budgetary needs. The program has plenty of classroom and lab space as well as state of the art radiographic equipment in its procedure's lab. All faculty, full or part-time are provided with secure and adequate office space.

**List the major concerns of this standard in order of importance**

There are no areas of improvement related to this standard at this time.

**Provide the program's plan for addressing each concern identified**

There are no areas of improvement related to this standard at this time.

**Describe any progress already achieved in addressing each concern**

There are no areas of improvement related to this standard at this time.

**Describe any constraints in implementing improvements**

There are no additional comments at that time.

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## 2021 Objective 2.1

**The sponsoring institution provides appropriate administrative support and demonstrates a sound financial commitment to the program.**

The college is committed to continuing to provide the financial support necessary to maintain a high-quality RAD program. College administration attend the program's advisory committee held bi-annually and provide support by keeping the committee informed about college plans, give feedback when appropriate and assisting to maintain program requirements through the budgeting process. In the college organization, the RAD program is under the Health Related Professions programs and reports directly to the Associate Dean of Health-Related Programs as noted in the Organizational chart. The executive secretary to the Associate Dean of Health-Related Programs is available to assist in clerical services and support as needed. The RAD program also has access to a Work-Study position to assist with general clerical tasks. Not only does the program have adequate clerical support, but it also has support from the Pre-program Advisors housed in the Enrollment Services Advising Center. These advisors field many calls from prospective students, assist with the radiology program admission process, and distribute program information to the students. The college operates on a 2-year budget, called the Strategic Plan. Each department's budget proposal is submitted to the appropriate associate dean or dean and approved by the college budget committee. A goals progress report is completed halfway through the budget cycle and if needed the strategic plan for the last half of the budget cycle is revised. At the end of the cycle, a goals progress report is completed, and a new strategic plan assessment cycle begins. If unexpected additional funds are needed during the strategic plan cycle, they may be requested to the appropriate dean and presented to the budget committee. The program budget is sufficient to meet the needs of the program. Both institutional funds and special funds such as Carl Perkins Vocational Education Basic Grant and others as applicable are used to support the program. The program's current staff consists of two full-time faculty, a part-time, 30 hour per week lab instructor, and is sufficient to meet the administrative as well as educational needs of the program. The college has an avenue for program faculty to meet educational and programmatic needs through funding for travel and participation in professional development via its Individual Action Plan. During the budgeting cycle annually, faculty submit an Individual Action Plan which lays out a plan for faculty professional development as well as allotting specific budget funds for professional development. See standard 3.1.

[College organizational charts.pdf](#)

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## **2021 Objective 2.2**

**The sponsoring institution provides the program with the physical resources needed to support the achievement of the program's mission.**

The classrooms, technology, office space, energized laboratories and patient care labs are all learning environments necessary for the program to prepare graduates for entry-level employment as a radiologic technologist in the healthcare community. The radiologic technology program has two designated classrooms in the Health Science Building on the Shelby Campus of Jefferson State Community College. The primary classroom has 2 energized radiographic procedure suites. Room 1 is equipped with a Pinnacle tube, table and upright Bucky. This is a DR, cassette-based system. Room 2 is equipped with a Medlink tube, table and upright Bucky. This room was designed for radiographic film but has been retrofitted with a DR cassette. The program also has a mobile unit that is a GE AMX 4 which has been retrofitted with a DR cassette. All radiographic units are capable of a fully energized working mode. Faculty members have key access to energize the radiographic labs. The energized laboratory is designed so that it may be used in a non-energized mode when an instructor is not available. This allows students freedom to practice in the labs at any time the campus is open. For the mobile unit, exposures may not be made unless an instructor is present. For practice times, the lab instructor removes the exposure switch to prevent unsupervised exposures. The RAD lab can accommodate all program admissions by scheduling student's lab instruction and practice at specific times. The second classroom is available for didactic instruction. All classrooms are equipped with computers and access to the Internet and Intranet. These computers allow instructors to utilize the internet in classroom instruction as well as the ability to utilize power point and other virtual presentations. Ancillary devices such as anthropomorphic phantoms, skeletons, positioning sponges, calipers, gloves, radiation safety aprons, and phlebotomy demonstration models are utilized in appropriate semesters of learning. Each faculty member has an office which is furnished with lockable file cabinets and drawers to secure student records, computers which are able to access the Internet for availability of online teaching methods and Intranet for program to college communication, phones and other office resources. Students also have facilities which serve them in the radiography program. The program provides a radiography student library that includes journals, textbooks, and radiographic films. A learning lab which is equipped with several computers and digital workstations is also available for classroom projects and/or enhancement, as well as program remediation and additional student tutorials. Lastly students have access to a patient care lab with true to life venipuncture models, vital sign assessment devices, and patient transfer equipment.

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## 2021 Objective 2.3

### **The sponsoring institution provides student resources.**

Jefferson State and the RAD program are committed to ensuring that students admitted have a viable opportunity to succeed. The following student support services are available to assist students in successful completion of the program: Enrollment Services Advising Center, New Options, ADA Accommodations office, High School Outreach and Testing, Computer Lab resources, Learning Success Center, Career and Job Resource Center, Adult Education/GED Preparation, International Students organization, Testing Services, Financial Aid, Learning Success Center, One Stop Career Center, Bridges to Baccalaureate Degree Program, and New Student Orientation for the College. The college has set up a StudentHub from its website where students may find a wealth of information regarding personal counseling, ADA accommodation services and financial aid. Information is available for prospective students, new students or returning students. Other programs such as JeffCoach are newly implemented by the college, and assist identified students in building a strong foundation through mentorship and motivation for academic success. Program faculty were instrumental in the establishment of this program through the college's Leadership Academy. In addition to options offered by the college, the program offers a pre-admission information session where students may obtain information from pre-RAD advisors regarding program admission. Students are also informed about program and clinical requirements as well as information regarding the field of radiologic technology. It gives students a chance to connect with program faculty prior to program admission. This information may also be found on the college website or in the College Catalog and Student Handbook.

[Supporting links for 2.3.pdf](#)



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## 2021 Objective 2.4

**The sponsoring institution and program maintain compliance with United States Department of Education (USDE) Title IV financial aid policies and procedures, if the JRCERT serves as a gatekeeper.**

The JRCERT is not the gatekeeper for Title IV funding. Jefferson State Community College complies with all rules and regulations governing the administration of Title IV financial aid programs. The College is approved to participate in all federal aid programs as demonstrated by the Program Participation Agreement. All financial aid programs are audited annually by the Examiners of Public Accounts of the State of Alabama as indicated by the State Board Policy 318.01. Copies of the College's complete audits are available on site.

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## 2021 Standard Three: Faculty and Staff

**List the major strengths of this standard in order of importance**

1. The college has provided adequate full-time and part-time faculty to meet the needs of the program. An increase in the number of work hours from 19 to 30 hours per week of the part-time faculty have met many program needs. 2. Full time faculty are offered opportunities for professional development via the college's Individual Action Plan. Financial resources are allotted and approved in the annual budgeting process.

**List the major concerns of this standard in order of importance**

Identifying new clinical preceptors at new clinical affiliates that could partner with the program and provide clinical placement opportunities for students and increase the overall admission enrollment of the program.

**Provide the program's plan for addressing each concern identified**

The program faculty will connect with the new clinical facility to establish what program needs may be met by the facility. If the facility can meet programmatic needs, the program will draw up a contract between the two organizations and determine a start date for student rotations. A clinical preceptor will also need to be appointed and trained prior to student rotations.

**Describe any progress already achieved in addressing each concern**

A new clinical facility willing to provide clinical placement for students has reached out to the college administration. Program faculty are waiting for instructions from college administration concerning this potential clinical affiliate partnership.

**Describe any constraints in implementing improvements**

There are no additional comments at that time.

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## 2021 Objective 3.1

**The sponsoring institution provides an adequate number of faculty to meet all educational, accreditation, and administrative requirements.**



There are two full time faculty members for the RAD program. The program coordinator has the overall responsibilities for program coordination and administration as well as teaching didactic courses. The clinical coordinator's primary responsibility is for clinical education coordination and teaching didactic courses. Qualifications for a clinical coordinator are met in that there are more than 15 students enrolled in the clinical component at one time. Both program faculty teach at least 15 credit hours in the Fall and Spring semesters and at least 12 credit hours in the Summer with release time provided as indicated by college policies 4.10 and 4.11 from the Faculty and Staff handbook. Policy 4.10 is related to Instructor Workload and Office hours and 4.11 involves release time. Both policies are included as an attachment. Faculty teaching loads and additional release time are consistent with other health related programs and indicated by these policies. Both program coordinator and clinical coordinator have been granted release time when requested. In addition to the two full time faculty members, the program utilizes a part time instructor which works 30 hours per week for lab instruction. The lab instructor is utilized to supervise students in the energized lab during practice and competency validation. This position is also utilized to ensure release time for the program coordinator and clinical coordinator. Student supervision during clinical education experiences is a primary consideration. During the performance of radiographic procedures student to clinical staff ratio is never less than 1:1 before or after student competency achievement. There are never more students at a clinical facility than are approved by the JRCERT. At some facilities more than one clinical preceptor has been approved by the JRCERT due to the nature of the clinical environment or the number of students housed at one facility. See standard 3.3 for faculty position description with job description.

[Policy 4.10-Instructor-Workload-and-Office-Hours-1.pdf](#)

[Policy 4.11-Release-Time.pdf](#)

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## 2021 Objective 3.2

**The sponsoring institution and program assure that all faculty and staff possess the academic and professional qualifications appropriate for their assignments.**

All program faculty both didactic and clinical meet the requirements and are recognized in the database of the JRCERT to hold their respective positions.

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## 2021 Objective 3.3

**The sponsoring institution and program assure the responsibilities of faculty and clinical staff are delineated and performed.**

The program meets the criteria for a full time Program Coordinator and Clinical Coordinator. The job description for both positions clearly delineate responsibilities for each position. Both the program coordinator and clinical coordinator work together effectively, making sure all program needs, student needs, and college requirements are met. In addition to the required JRCERT responsibilities for the Program Coordinator and Clinical Coordinator, college employees and faculty participate in college committees as assigned by college administrators, assist students with advising and career preparation, as well as maintaining knowledge and carry out operations for program effectiveness. A part-time faculty member who is responsible for on campus simulation labs allows the program coordinator and clinical coordinator with enough release time to fulfill other program and college responsibilities. To validate the needs of the program and fulfill the JRCERT requirements, both the program coordinator and clinical coordinator positions are required year-round. College contracts for the program coordinator and clinical coordinator are 9-month and 3-month contracts for a completion of the entire academic year. Both program positions work both the 9-month and 3-month contracts. The part-time faculty member's position has been changed from a temporary part time position to a permanent part-time position. This position is also approved to work a year-round contract so that there is adequate release time and continuous coverage of all program responsibilities. Clinical preceptors are provided a clinical preceptor job description when accepting the position as well as an in-person orientation by the clinical coordinator. A Clinical Instructor's handbook was developed in 2005 to assist with delineation of roles of the clinical instructor. It is reviewed annually and revised as needed. The latest revision was in 2022 which included the change of the term clinical instructor to clinical preceptor as indicated in the 2021 JRCERT standards. The new document is called the Clinical Preceptor's Handbook. All Clinical preceptors were given an updated copy via e-mail.

[CLINICAL Preceptor Handbook 2022.pdf](#)

[Clinical Preceptor job description 2022.pdf](#)

[Job Description Clinical Coordinator RAD Tech 2022.pdf](#)

[Job Description Program Coordinator RAD Tech 2022.pdf](#)

[RAD lab instructor job description 2022.pdf](#)

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## **2021 Objective 3.4**

**The sponsoring institution and program assure program faculty performance is evaluated and results shared regularly to assure responsibilities are performed.**

All full-time faculty members complete a comprehensive performance evaluation annually by the faculty member's supervisor. The performance evaluation includes a self-evaluation, evaluation of teaching including instructor evaluations by the students, service, and information from the faculty member's professional development or professional activity and growth (Individual Action Plan (IAP)). Once faculty members have completed the self-evaluation, they submit the information to the supervisor. The supervisor then takes the information and completes the final evaluation of the faculty member. Once completed, the supervisor reviews all the information on the performance evaluation with the faculty member giving both the opportunity to reflect on areas to improve instruction or performance. After the review, the supervisor and faculty member sign the evaluation form. Once all evaluation materials are completed, the evaluation is sent to Human Resources and becomes a part of the faculty member's personnel file. In addition to the instructor evaluation form, the Program Coordinator's position is evaluated on administrative responsibilities, supervision of faculty and staff, student related responsibilities, program related responsibilities classroom and laboratory responsibilities, institutional responsibilities, professional development, and procedural responsibilities using the evaluation of program coordinator form. The program hired a permanent, part-time faculty member in the Summer of 2020. Evaluations for part-time faculty initially are at the 90-day period and 180-day period. If the part-time faculty is retained, then an annual evaluation is completed in the next evaluation period. Once the evaluation is completed by the faculty members supervisor, it is reviewed in person with the faculty member, opportunities are given for comments and signed by both parties. The evaluation is then sent to Human Resources and becomes part of the part-time faculty member's personnel file. Clinical Preceptors and clinical facilities are evaluated annually by the graduating cohort of students at the end of program completion on the Clinical Facilities Evaluation form. The information is first shared with the clinical preceptors and any areas of deficiency addressed. Afterward, the information is shared with the clinical facility's medical imaging administrative staff to promote program and clinical performance enhancement. The evaluation process is made known to Clinical Preceptors in their orientation for the clinical preceptor position by program faculty, in advisory committee meetings or clinical preceptor meetings.

[Bolton IAP.pdf](#)

[Clinical Facility Evaluation Example.pdf](#)

[Ferguson IAP.pdf](#)

[Instructor Self Evaluation.pdf](#)

[Lab instructor 90 day and 180 day evaluation.pdf](#)

[Program coordinator evaluation.pdf](#)

[RAD Instructor Evaluation.pdf](#)

[Student eval of instructor sample.pdf](#)

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## **2021 Objective 3.5**

**The sponsoring institution and/or program provides faculty with opportunities for continued professional development.**

JSCC is committed to provide faculty with necessary means for continued professional development. As part of the budget and planning process, all faculty are required to develop an Individual Action Plan (IAP) describing their plans for growth and development for the coming year (JSCC Faculty and Staff Handbook, Policy 4.23 Professional Development). IAPs must be approved by the Program Coordinator or Director, Associate Dean and appropriate Dean. The plans must adhere to the following guidelines as noted in the JSCC Faculty and Staff Handbook: A. Goals: The IAP describes professional development goals reflecting individual priorities for development during the coming year. These goals must be directly related to professional responsibilities as outlined in the individual's job description. They should take into consideration, not only personal interests and needs, but also college goals and department activities. Any development need identified on the previous year's employee evaluation must be addressed in the IAP. B. Activities: The activities to be undertaken in achieving the goals should be listed in sufficient detail to be self-explanatory. C. Timetable: Timeframes for accomplishment of each activity should be included. In some cases, more than a year may be required. If a date cannot be determined by the deadline for IAP submittal, the date can be supplied later. Once approved, the IAP will become part of the department's plan and be included in institutional planning. If circumstances necessitate a change during implementation of the plan, the IAP must be renegotiated with the supervisor. Evaluation of progress on the IAP will be a part of each employee evaluation. The college also supports professional development for faculty through its travel and requested leave with pay policy 5.4 and funding to the extent permitted by available funds. Policies regarding leave and funding for professional development are addressed in the College Faculty and Staff Handbook and available on site. RAD faculty participates in workshops, seminars, or other professional development activities to maintain continuing education documentation for continued certification. Recently with the COVID crisis, faculty were educated through college avenues such as Quality Matters, on virtual teaching and preparing course content that may be accessed by students virtually. This instruction and preparation expanded and enhanced the teaching methodologies for faculty. Information for learner success, content accessibility, teaching support and learner support were a few of the topics covered. This gave faculty the tools needed to adapt their course work into a virtual format. Faculty also develops workshops annually for clinical and part-time staff for professional development as well as program enhancement. The college uses both institutional funds and special funding as available, to support the program's professional development and enhancement needs.

[Bolton IAP.pdf](#)

[Ferguson IAP.pdf](#)

## 2021 Standard Four: Curriculum and Academic Practices

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### List the major strengths of this standard in order of importance

1. The program's mission statement supports both the program, the health-related professions, and the college. Recently the college's restructuring has placed the radiologic technology program under the department of Health-Related Programs. This division has developed its own mission statement that will further support all health-related programs and the college. During the development of the health-related programs mission statement, the program coordinator was consulted in the development process. The new mission of the health-related programs will be published in the Fall 2022-2023 College Catalogue. 2. Jefferson State Community College is a part of the Alabama Community College System (ACCS). In this system there are 8 radiography programs which are on a common curriculum. As the JRCERT standards or ASRT curriculum guide changes, these programs' faculty come together and discuss ways that the programs' common curriculum need to be changed to meet the new needs. This group is a great resource for program coordinators and faculty to gain feedback for ideas to assist in program assessment or any program related information.

### List the major concerns of this standard in order of importance

Since the ASRT 2021 curriculum guide draft is available, the RAD programs in the ACCS are planning a meeting to discuss the new guide and how these changes will affect overall program curriculum.

### Provide the program's plan for addressing each concern identified

Once the ACCS group meets and discuss changes, the program will follow college policies and procedures to implement the changes needed.

**Describe any progress already achieved in addressing each concern**

The meeting for the ACCS group has a goal of meeting in early Summer 2022.

**Describe any constraints in implementing improvements**

There are no additional comments at that time.

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## **2021 Objective 4.1**

**The program has a mission statement that defines its purpose.**

The faculty and advisory committee of the Radiologic Technology Program has developed the following mission statement that may be found on the program's webpage. <https://www.jeffersonstate.edu/programs/radiologic-technology/mission-statement-rad/> The mission of the Radiologic Technology Program at Jefferson State Community College is to prepare graduates for entry-level employment as a radiologic technologist in the healthcare community. This program mission is consistent with the colleges mission, vision and statement of philosophy and purpose found in the Jefferson State Community College Catalog and Student Handbook and available on its website. <https://www.jeffersonstate.edu/about-jscc-2/mission-statement/> The Colleges mission statement is as a member of the Alabama Community College System, Jefferson State Community College serves and enhances its communities by providing affordable, accessible, quality educational and workforce development opportunities. Since the greater Birmingham area is a great resource for medical opportunities, the radiologic technology program serves the community by providing them with entry-level graduates that may fill their needs and supports the College's mission. The college provides a pathway for students to obtain an Associate of Applied Science degree, which is defined by the ASRT, as the entry level educational requirements for radiographers. The program mission statement as well as program goals are evaluated annually in the program's outcomes assessment cycle. First by the program faculty who review and make any updates needed to meet the college, program or accreditation needs. Then the updates are sent to the Radiologic Technology Advisory Committee for review. The information is discussed and approved in the next Advisory Committee meeting. The current goals were modified and adopted in 2018.

[Advisory meeting minutes 2018.pdf](#)

[Advisory meeting minutes 2021.pdf](#)

[Advisory meeting minutes 2022.pdf](#)

[Supporting Links for 4.pdf](#)

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## **2021 Objective 4.2**

**The program provides a well-structured curriculum that prepares students to practice in the professional discipline.**

The RAD program utilizes a JRCERT adopted curriculum as defined by the 2017 ASRT professional curriculum. The curriculum is structured to allow students to start with simpler content, beginning with basic theoretical concepts, and progress to that which is more complex and difficult. In the clinical setting, students begin with simple exams and tasks and progress to the more difficult as the level of knowledge builds. Competency begins on campus in an energized lab with phantom demonstration as well as patient interaction scenarios. Skills then progress to the clinical environment where competences are transitioned from simulations to real world application settings. The curriculum grid analysis and course plan of instruction and syllabi demonstrates qualities such as competent practice, ethical decision making, assessing situations, providing appropriate patient care, effective communication, and advancements within the profession through the entirety of the program. Curriculum mapping demonstrates how the program goals and student learning outcomes are introduced, practiced, or mastered in RAD courses as well as whether the information is covered in the first or second year of learning. The program is designed with a variety of learning options from didactic only courses, those which include hands-on lab, web-based learning, and clinical rotations for hands-on experiences. All courses have a web-based component. Some courses have more web assisted content than others. During the Covid crises program faculty used virtual learning tools such as Collaborate and/or zoom to provide face to face interactions with students. The use of the virtual tools was an innovative approach for the RAD program. Another innovate approach was the development of demonstration videos of competencies by the lab instructor for the procedure's lab. The videos allowed students to experience instruction on the college lab equipment prior to their competency demonstration. The program currently does not participate in part-time options, evening options or distance learning for program completion. Each course has a plan of instruction and course syllabus which gives an in-depth view of the course. The college is part of the Alabama Community College System (ACCS) which assist in establishing the plan of instruction for each approved RAD course. Current program faculty and radiography instructors that are part of ACCS developed each plan of instruction which is consistent with the JRCERT and ASRT professional curriculums.

[Curriculum Map.pdf](#)

[Master Plan Table of Contents.pdf](#)

[RAD 112 POI and Syllabus 2022.pdf](#)

[RAD 114 POI and Syllabus 21.pdf](#)

[RAD 122- POI and Syllabus 2022.pdf](#)

[RAD224-POI and Syllabus 2022.pdf](#)

[Radiography Curriculum Grid Analysis 2022.pdf](#)

[Semester Curriculum Sequence.pdf](#)

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## 2021 Objective 4.3

**All clinical settings must be recognized by the JRCERT.**

All of the clinical education settings utilized by the program are approved by the JRCERT and recognized on their database. At least one clinical preceptor is recognized by each site. There are no ancillary facilities utilized at this time. There are no observation sites utilized at this time.

[ClinicalSettingSummary.pdf](#)

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## 2021 Objective 4.4

**The program provides timely, equitable, and educationally valid clinical experiences for all students.**

The program utilizes clinical facilities that provide students with educationally valid opportunities to obtain all required competencies in the home hospital placement for program completion with the exception of pediatric imaging. All students rotate through a pediatric imaging facility to obtain pediatric competencies. Variety and volume of procedures is evaluated by program faculty by daily log sheets and clinical facilities and clinical preceptors' evaluation form. Pre-clinical instruction begins in the first semester to prepare students for the clinical setting. Items of instruction include but are not limited to radiation protection, HIPAA, medical emergencies and CPR. Once students are assigned to their home hospital, departmental and organizational policies, pertaining to the home hospital, are completed by the facility. Policies include but are not limited to fire safety, code identification and blood borne pathogens. After the student has rotated through multiple clinical facilities during clinical orientation in the first semester, students provide feedback with personal pros and cons to the clinical coordinator. With feedback and consideration of the student's driving distance to clinical facilities, the clinical coordinator places each student in a "home hospital" assignment. As noted in the contract between the school and the clinical facility student's clinical rotations are such that they may not be used as replacements for employees. All clinical courses in the program are a 3:1 contact to semester hour ratio which limits daily clinical involvement ranging from 6-8 hours per day which is less than the 10 hour limit. Students are not assigned clinical rotations or make up time on holidays or when the college is closed. Make up time is scheduled during the semester in which the student is currently enrolled. Before any student is assigned to a clinical facility the required documentation is obtained and sent to the JRCERT for approval. The number of students assigned does not exceed the number approved by the JRCERT in the ratio of 1:1 student to radiographer.

[Childrens Schedule Class of 2022.pdf](#)

[Class of 2023 Home Hospital Assignments.pdf](#)

[Clinical Facility Evaluation Summary Sample.pdf](#)

[Daily log example.pdf](#)

[Fall Fast Fact sheet - Class of 2022 003.pdf](#)

[RAD 114 POI and Syllabus 21.pdf](#)

[Rad Tech Student Schedule.pdf](#)

[RAD224-POI and Syllabus 2022.pdf](#)

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## **2021 Objective 4.5**

**The program provides learning opportunities in advanced imaging and/or therapeutic technologies.**



The program introduces didactic concepts and learning opportunities in advanced imaging modalities starting in the first term and progresses through the term of program completion. In the first term during the clinical orientation semester, students are allowed the opportunities to observe in advance imaging modalities to explore potential interest in the modality. A home-based hospital is assigned to students in the second semester of the program where the students will finish the remainder of their clinical rotations. As student's progress, they are encouraged to seek additional assignments in areas of interest. Clinical rotations cover most of the imaging areas including mobile, surgery, routine, trauma, pediatrics, geriatrics and fluoroscopy. RAD 214 has a cross-sectional anatomy component providing students with a greater understanding of cross-sectional radiographic anatomy prior to the CT and elective rotations. All students are required to complete a rotation in CT with a competency. In an elective rotation as noted in the RAD student handbook page 62, students have an opportunity to observe and assist in areas of interest such as MRI, nuclear medicine, radiation therapy, interventional lab, special procedures, ultrasound and mammography. Students must complete all required competencies and the majority of the elective competencies in order to be eligible for the elective rotation. The curriculum grid analysis and semester curriculum sequence list all courses in which the advanced imaging modalities are introduced and taught in the program sequence. The clinical facilities deemed home hospitals utilized by the program provide a variety and adequate volume of radiographic procedures and advanced imaging technologies.

[4.2 Semester Curriculum Sequence.pdf](#)

[Childrens Schedule Class of 2022.pdf](#)

[Rad Tech Student Schedule.pdf](#)

[Radiography Curriculum Grid Analysis 2022.pdf](#)

[SHB2022-2024.pdf](#)

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## 2021 Objective 4.6

**The program assures an appropriate relationship between program length and the subject matter taught for the terminal award offered.**

The State of Alabama Community College System has adopted a maximum number of credit hours for an associate degree. The curriculum for the program, consisting of 75 semester hours which may be completed in twenty-one months or five semesters, follows these guidelines. The RAD program's terminal degree award is an associate of applied science. All classes, labs and clinical hours are consistent in most community college radiography program within the state. Most community colleges in the state follow the same curriculum; accept students at the same time of the year, in the same manner and graduate students at approximately the same time. The curriculum has a Plan of Instruction (POI) for each course taught which has clearly stated objectives, professional competencies, and course content outline. All program syllabi are developed using the POI for each course. All Plan of Instructions and course syllabi are in the Master plan and available on site. Assessment data such as employer surveys and graduate surveys reveal that the length of the program is appropriate to allow students to gain knowledge and skills needed for entry level employment as radiologic technologist.

[Employer survey 21 summary.pdf](#)

[graduate survey 21 summary.pdf](#)

[Semester Curriculum Sequence.pdf](#)

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## 2021 Objective 4.7

**The program measures didactic, laboratory, and clinical courses in clock hours and/or credit hours through the use of a consistent formula.**

The Jefferson State Community College Faculty and Staff Handbook policy 2.5 defines credit hour production. This policy is found as an attachment. The college adheres to the policies and procedures of the Alabama Community College System (ACCS) and the ACCS Board of Trustees for determining credit hours awarded for courses and programs as outlined in 705.01. Jefferson State Community College operates on a semester system. A semester system is defined as having a fall semester, spring semester and summer term. Both the fall and spring semesters have 15 weeks of instruction plus an exam period, the summer term consists of 10 weeks of instruction plus an exam period. According to ACCS guidelines, RAD classroom didactic courses have a 1:1 ratio, experimental labs such as the radiographic procedures courses have a 2:1 ratio and clinical courses have a 3:1 or 5:1 ratio. Each credit hour should have at least 50 minutes of instructor/student contact in the Fall and Spring semesters and 80 minutes of instruction for the Summer for the credit hour obtained. The RAD program operates within these guidelines. The Plan of Instruction and course outlines in the Master Plan of Education, available on site, contains all of the information regarding credit hours and the appropriate ratios related.

[2.5-Credit-Hour-Definition.pdf](#)

[RAD 135- POI and Syllabus 2022.pdf](#)

[RAD125-POI and Syllabus 2022.pdf](#)

[Semester Curriculum Sequence.pdf](#)

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## 2021 Objective 4.8

**The program provides timely and supportive academic and clinical advisement to students enrolled in the program.**

All students admitted to the RAD program are advised by program faculty. The Program coordinator review student transcripts each term to provide registration information and provide academic advising. RAD courses are not given access to virtual registration unless the student has been assigned a RAD advising code. In the didactic portion of the program all courses have final exams which are comprehensive allowing for summative evaluation of course content. After each exam, students who did not receive a passing grade are asked to meet with the instructor to review study materials, study techniques and assist with program success. Formative advisement is utilized to identify strengths and weakness and target areas that need work. The evaluation of clinical performance tool is both formative and summative. On the form located on page 70 of the RAD Student Handbook, students are evaluated at the mid-rotation period and end rotation period. During the mid-rotation evaluation, constructive criticism is provided by the evaluator to assist the student in enhancing performance. The same standards are evaluated at the end rotation period which allows students to attempt to improve performance. This evaluation tool is also considered a formative evaluation because it gives students the ability to evaluate strengths and weakness and enhance learning for their level of knowledge. Faculty also schedule conferences with students who are performing poorly in RAD courses or who are experiencing behavioral problems related to the program. A Professional disciplinary warning is utilized when an undesirable behavior is noted to make students aware of the unwanted behavior. If the behavior is not corrected, probation or suspension may be warranted as noted in policies in the Radiology Student Handbook page 33.

[4.8-Fair-Labor-Standards.pdf](#)

[Disciplinary Warning Form sample.pdf](#)

[e-mail academic advising Ferguson.pdf](#)

[E-mail advising registration sample.pdf](#)

[E-mail student advising.pdf](#)

[SHB2022-2024.pdf](#)

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## 2021 Objective 4.9

### **The program has procedures for maintaining the integrity of distance education courses.**

The program does not offer distance education in the radiologic technology curriculum however the college does offer distance education courses. Distance education information may be accessed through the college's website at <https://www.jeffersonstate.edu/programs/distance-education/> Distance education courses follow the same course outlines as courses delivered in the traditional manner and are taught by qualified Jefferson State instructors. Upon successful completion of these courses, students receive credit equivalent to traditional courses. Upon admission to Jefferson State Community College, students receive a system generated username and password for the College's web portal. Students are prompted to change the default password at initial login. The College uses the Blackboard Learning Management System to deliver course content in distance education courses. The students must log in to the College's web portal using their secure username and password to gain access to Blackboard. Further, as published in the College Catalog & Student Handbook, for admission to an Alabama Community College System institution an applicant must follow the Board of Trustees policy and procedures for 801.01 and provide:  One primary form of documentation such as an unexpired Alabama driver's license; an unexpired Alabama identification card; an unexpired U. S. passport; an unexpired U.S. permanent resident card; an unexpired resident alien card; an I-797 form with expiration date. An applicant who fails to satisfy the requirements above will not be admitted to the institution. Guidelines associated with this policy provide a complete list of acceptable primary forms of identification and VISA information. Applicants must submit the documentation in person by the end of the institution's published drop/add period. Jefferson State Community College complies with the Family Educational Rights Privacy Act (FERPA) of 1974, which relates to that section of Public Law 93-380 (H.R. 69) entitled "Protection of the Rights of Privacy of Parents and Students." In complying with FERPA, the College does not differentiate between those students enrolled in distance courses or programs and traditional classroom students.

[801.01-Admission-General.pdf](#)

[JSCC-2021-2022-Catalog-and-Student-Handbook.pdf](#)

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## 2021 Standard Five: Health and Safety

### **List the major strengths of this standard in order of importance**

The radiographic equipment on campus is designed so that it may be operated in an energized or non-energized mode. Being able to operate the radiographic equipment in a non-energized mode assist students with flexibility in scheduling practice with the equipment for competencies. The students may practice anytime the college is open without direct supervision of an instructor because no ionizing radiation is permitted when the equipment is not energized. When energized lab competencies are required, instructors may turn it on or energize it with a key switch.

### **List the major concerns of this standard in order of importance**

New policies for specific clinical sites need to be developed to address shielding in the clinical environment with relation to student competencies that may meet both program and student needs as well as facility needs.

### **Provide the program's plan for addressing each concern identified**

The clinical coordinator will reach out to clinical facilities asking for their shielding policies. Communication with the JRCERT or other professional organizations will be established to re-evaluate old shielding policies and develop new policies that will meet the need of the program. Revisiting this item with the advisory committee and getting input from them prior to establishing and implementing new policies will also be completed.

### **Describe any progress already achieved in addressing each concern**

The next advisory committee meeting is scheduled for Fall 2022. The clinical coordinator has asked the clinical facilities for a copy of their policies regarding shielding on radiological examinations.

### **Describe any constraints in implementing improvements**

There are no additional comments at that time.

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## 2021 Objective 5.1

## **The program assures the radiation safety of students through the implementation of published policies and procedures.**

In the first semester of enrollment, all policies and procedures are reviewed with enrolled students. Course Plan of Instruction and syllabi for RAD 111 and RAD 114 indicate education in radiation protection and radiation safety. The program has published radiation safety policies and procedures. These include measures to help assure that student radiation exposure is kept as low as reasonably achievable and include radiation safety policies and practices of the declared pregnant student. Policies and procedures concerning radiation safety for students and declared pregnant students are listed in the Radiography Student Handbook given and reviewed with students in the first semester of learning and posted on the program's website. [https://www.jeffersonstate.edu/wp-content/uploads/2022/03/RAD-SHB\\_2022-2024.pdf](https://www.jeffersonstate.edu/wp-content/uploads/2022/03/RAD-SHB_2022-2024.pdf) Policies include payment, use and wear of monitors, fetal monitors and recommended radiation dose limits, radiation protection practice and pregnancy policies. In the on campus energized lab, students are required to wear a radiation dosimetry monitor to perform all competencies and practice as indicated on the plan of instruction and course syllabi for RAD 112, RAD 122, RAD 135 and in the Radiology Student Handbook page 51. This information is reviewed with students in the first semester of learning in the appropriate course simulation lab. In the clinical environment, the radiation monitor is a part of the complete student uniform and must be worn properly to attend the clinical rotation also indicated in the Radiology Student Handbook. The program provides policies in relation to Radiation Safety and the review of dosimetry records in the Radiography Student Handbook page 51. The clinical coordinator, who is the radiation safety officer, reviews all radiation exposure reports with each individual student within 30 days of receipt. Each student initials or signs the dosimetry report acknowledging the review of the radiation exposure with the radiation safety officer. Once the student has reviewed and initialed their report, the radiation safety officer files the report in a secure location. The information is not posted, only reviewed with each enrolled student, one at a time. Also included in the Radiology Student Handbook, beginning on page 48 is the Pregnancy Policy. The Pregnancy Policy provides written notice of voluntary declaration, options for written withdrawal of declaration and an option for student continuance in the program with and without modification. The pregnancy policies are compliant with the Title IX regulations. Students acknowledge review and receipt of the pregnancy policy in the first semester of learning. Once all policies and procedures have been reviewed with the students in the first semester of enrollment, an acknowledgment of student handbook document is signed by the student. Radiology Student Handbook page 80.

[Blinded Radiation Dosimetry Report.pdf](#)

[RAD 112 POI and Syllabus 2022.pdf](#)

[RAD 114 POI and Syllabus 21.pdf](#)

[RAD 122- POI and Syllabus 2022.pdf](#)

[RAD 135- POI and Syllabus 2022.pdf](#)

[RAD111-POI and Syllabus 2021.pdf](#)

[Radiation Dosimetry Report.pdf](#)

[SHB2022-2024.pdf](#)

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## **2021 Objective 5.2**

### **The program assures each energized laboratory is in compliance with applicable state and/or federal radiation safety laws.**

The program maintains compliance with state and federal radiation safety laws by having the energized laboratory inspected by the State of Alabama Department of Public Health. The program also has the equipment inspected annually by an external source in which a service contract is purchased. Any problem areas are immediately reported for repair to meet current standards.

[Equipment Inspection Certificate.pdf](#)

[State Certificate of Inspection.pdf](#)

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## 2021 Objective 5.3

**The program assures that students employ proper safety practices.**

The Program Faculty evaluates student's appropriate safety practices by incorporating radiation safety practices and evaluation into many of the course plan of instructions and syllabi. The course sequence allows for radiation protection and safety guidelines to be taught to students prior to entering the clinical setting in a role of care provider. The curriculum sequence is listed in the Radiography Student Handbook page 65, which is also on the program's website. [https://www.jeffersonstate.edu/wp-content/uploads/2022/03/RAD-SHB\\_2022-2024.pdf](https://www.jeffersonstate.edu/wp-content/uploads/2022/03/RAD-SHB_2022-2024.pdf) Policies and procedures concerning radiation safety are also included in the RAD Student Handbook as noted in Standard 5.1. Student clinical objectives and clinical competencies have specific references to radiation safety of the worker, patient, and others. Students are evaluated in the clinical setting accordingly. The energized lab requires an instructor be available while students are practicing or utilizing the energized portion of the lab. Policies regarding the use of the equipment are in the Radiography Lab Competency Book and is posted on all of the radiographic equipment consoles and portable. The radiographic practice labs are designed so that they may be energized with a key from an instructor. Mobile units are designed with a removable exposure switch so that the students may practice but are unable to make an exposure without the switch. The students may use the radiography lab, un-energized, without the supervision of an instructor. When students are utilizing the radiographic lab, they are required to wear their personal dosimetry badges to reinforce the importance of radiation safety monitoring as in Standard 5.1. Each student is required to sign in, to document who and when the radiographic lab is being utilized without the presence of an instructor. In the lab setting as well as the clinical setting, competency forms evaluate the use of proper radiation protection for the patient, the student, and the general public. The Clinical Performance Assessment tool, page 68 in the Radiography Student Handbook, is used in the first semester and the Evaluation of Clinical Performance tool, page 70 in the Radiography Student Handbook, is used in the second through fifth semesters. Radiation protection is identified as a critical skill and if not provided, will result in failure of the competency in both lab and clinic. The program has also established an MRI safety policy which includes a safety screening protocol. The policy was updated in 2022 to include a section which reflected students notifying the program should their status change while enrolled in the program. Enrolled students were notified via e-mail in their clinical education course site. Clinical facilities were notified via e-mail and reminded at the annual advisory committee meeting. This policy is explained to students in the first semester of learning and reviewed in consecutive semesters as needed.

[Advisory meeting minutes 2022.pdf](#)

[CCB 2022 1.pdf](#)

[e-mail MRI safety policy.pdf](#)

[Lab Comp book updated 2022.pdf](#)

[Lab Practice Sign in.pdf](#)

[MRI Safety Policy 2022.pdf](#)

[Semester Curriculum Sequence.pdf](#)

[SHB2022-2024.pdf](#)

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## 2021 Objective 5.4

## **The program assures that medical imaging procedures are performed under the appropriate supervision of a qualified radiographer.**

The RAD program has specific policies regarding supervision of students. These policies are identified in the RAD Student Handbook page 40. In the first semester of learning, each section of the handbook is reviewed by program faculty in RAD 114. Direct and indirect supervision, as well as repeat policies, are reviewed with the student at this time and at the beginning of each consecutive semester with the Clinical Coordinator via the Fast Fact sheet. The student must have direct supervision on all exams until competency has been demonstrated with the exception of surgical and mobile radiography, including mobile fluoroscopy which will remain under the direct supervision in the clinical setting. Students may work in the energized on-campus lab only under the direct supervision of a RAD faculty member as indicated on the plan of instruction and course syllabi for RAD 112 and RAD 122 and in the Radiology Student Handbook page 63. All radiography labs are designed so that they may only be energized with a key turn from a faculty member. Otherwise, students may operate the units un-energized in practice without supervision. The clinical coordinator reviews the definitions regarding supervision guidelines and repeat policies with clinical preceptors, staff and students. Clinical preceptors are given a copy of the policy and educated in preceptors meetings, clinical educator's workshops or advisory committee meetings. Policies are posted in the clinical facility to educate all clinical staff. Students receive all policies and procedures in the first semester of learning. Students also complete a Daily Report of clinical experience sheet which documents whether a procedure was observed, assisted or performed independently. An example of the Daily Report of Clinical experience may be found in the Radiology Student Handbook page 66. The repeat policy, as noted in the supervision of student's policy, is monitored and enforced in the clinical facility as evidenced by the clinical competency repeat form in the clinical competency book page 2. This form identifies the technologist that was present during the repeat exam. Also confirming the monitoring and enforcing of the supervision policies is the student's Daily report of clinical experience form. It identifies the technologist who was present, whether the procedure was observed or assisted, the technologist signature present and identifies what type of exam is completed. In addition, all competency forms completed by students document a technologist signature that was present for clinical and or lab competencies. Clinical visits from the Clinical Coordinator and or Program Coordinator also confirm the monitoring and enforcing of these policies in the clinical setting. This direct and indirect supervision and repeat policy was reviewed and revised in 2022. Enrolled students, clinical preceptors and the advisory committee were sent a copy of the new policy via email once approved.

[Advisory meeting minutes 2022.pdf](#)

[CCB 2022 1.pdf](#)

[CI and Advisory meeting minutes 2021.pdf](#)

[Fall Fast Fact sheet - Class of 2022 003.pdf](#)

[RAD 112 POI and Syllabus 2022.pdf](#)

[RAD 122- POI and Syllabus 2022.pdf](#)

[SHB2022-2024.pdf](#)

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## **2021 Objective 5.5**

**The sponsoring institution and/or program have policies and procedures that safeguard the health and safety of students.**



Policies regarding campus safety, emergency preparedness, harassment, communicable diseases, and substance abuse are published in the Jefferson State Community College Catalog and Student Handbook, which is updated annually and publicly available on the college's web site at <https://www.jeffersonstate.edu/catalogs/>. The college also sends an email to all student and employees once each term (fall, spring, summer) to direct them to these resources and encourage them to review the information. The college is manned by commissioned, sworn police officers in its Campus police department. They are available to meet the many diverse needs of faculty, staff and students and can offer the necessary assistance in emergencies. The college participates in a system wide emergency system called e2 campus emergency alert system. Jefferson State students, faculty and staff can receive school closing information and other emergency messages via email and text messaging by enrolling in the program. Information regarding emergency notifications may be found on the Student Hub <https://www.jeffersonstate.edu/studenthub/> which all students and general public may have access from the college's website. The following link is for sexual harassment complaint policies and procedures <https://www.jeffersonstate.edu/title-ix-sexual-harassment-complaint-procedures/> The college has a program called CARE. <https://www.jeffersonstate.edu/jeffcare/> The Jefferson State CARE Team (Communicate, Assess, Refer, Educate) is committed to maintaining individual and overall faculty, staff, and student safety and well-being through pro-active and collaborative prevention, assessment, and intervention. As required by Section 22 of the Drug Free Schools and Communities Act of 1989 (Public Law 101-226) and in recognition of this institution's responsibility to serve as a beneficial influence on its students, its employees, and the community at large, Jefferson State Community College is designated as a drug and alcohol-free campus and will comply with all the provisions of Public Law 101-226: [https://www.jeffersonstate.edu/wp-content/uploads/2020/01/drug\\_and\\_alcohol\\_abuse\\_prevention1.pdf](https://www.jeffersonstate.edu/wp-content/uploads/2020/01/drug_and_alcohol_abuse_prevention1.pdf) College policies with regards to communicable diseases may be found in the College Catalog and Student Handbook. The radiology program also has specific policies concerning various communicable diseases and substance abuse which may be found in the radiology student handbook. Students are subject to drug screens and background checks prior to attending clinical rotations. Random drug screens are performed each semester on ten percent of the RAD student population or on an as needed basis for reasonable suspicion.

[E-mail to student regarding policies.pdf](#)

[JSCC-2021-2022-Catalog-and-Student-Handbook.pdf](#)

[SHB2022-2024.pdf](#)

[Supporting Links 5.5.pdf](#)

## **2021 Standard Six: Programmatic Effectiveness and Assessment: Using Data for Sustained Improvement**

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### **List the major strengths of this standard in order of importance**

1. The program's advisory committee is active and supportive in providing feedback during meetings regarding the program's outcome assessment plan. Innovative ideas such as modifying the student OR rotation to include a less invasive view of C-arm technology, such as the GI lab or pain clinic, prior to the students OR rotation has assisted in improving scores on graduate satisfaction surveys. 2. The RAD outcomes assessment plan assist the program in evaluation of materials for program success.

### **List the major concerns of this standard in order of importance**

1. The outcome assessment plan is always evolving. During the review for the self-study the program coordinator and clinical coordinator realized that assessing interpersonal skills would be a useful tool for the program. Feedback on Employer surveys indicate that professional demeanor for graduates could be improved which could be tied to interpersonal skills. Developing a means of assessment for interpersonal skills with the advisory committee would meet the need. 2. In the self-study review and review of the JRCERT's updated website, the program recognized that the suggested outcomes assessment plan format has been changed. The program will need to develop an outcome assessment plan to follow the new format.



## **Provide the program's plan for addressing each concern identified**

1. The program faculty will introduce developing a means of assessment of interpersonal skills to the radiology advisory committee and get feedback prior to the implementation of the assessment. 2. The revision of the RAD outcomes assessment plan format to be reflective of the new JRCERT examples beginning with the 2023 cohort.

## **Describe any progress already achieved in addressing each concern**

1. The next advisory committee meeting is not scheduled until Fall 2022. Program faculty are in the process of evaluating means of assessment ideas for interpersonal skills to present to the advisory committee. 2. When updating the RAD outcomes assessment plan, the new format will be followed beginning with the 2023 cohort.

## **Describe any constraints in implementing improvements**

There are no additional comments at that time.

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## **2021 Objective 6.1**

**The program maintains the following program effectiveness data: • five-year average credentialing examination pass rate of not less than 75 percent at first attempt within six months of graduation, • five-year average job placement rate of not less than 75 percent within twelve months of graduation, and • annual program completion rate.**

Program Effectiveness Data is posted on the Program's website for the public and other communities of interest. This data as well as student learning outcomes analysis is shared with Advisory Committee in the Advisory Committee meeting as well as with the clinical faculty in the Clinical Preceptor's meetings. Benchmarks are noted and if deficiencies or changes need to be made, the Advisory Committee's input is acknowledged.

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## **2021 Objective 6.2**

**The program analyzes and shares its program effectiveness data to facilitate ongoing program improvement.**

The program collects information for its program effectiveness data as part of its outcomes assessment plan. The outcomes assessment plan follows a cohort of students from admission to program completion. The plan also evaluates the program goals and student learning outcomes in relation to its mission statement. Goal #5 from the plan analyses the program effectiveness data, employer satisfaction and graduate satisfaction. As stated in standard 1.6, the program reviews its Program Effectiveness Data with its advisory committee bi-annually with updates completed as needed. Since the plan follows a cohort of students, the cohort assessment is finalized after each cohort completes the program and completes the certification exam. Program Effectiveness Data with at least 5 years of data is published on the program's website with direct links via the JRCERT URL address making access to the information public to all communities of interest. Any deficiencies in the data are evaluated by the advisory committee, a plan implemented and follow up on the data is collected. The plan will continue to be revised until benchmarks are met. Part of the program effectiveness data is certification pass rates. For the last 20 years the program has had a greater than benchmark score on ARRT certification pass rates. For the 2021 program completion cohort ARRT certification pass rates were well below benchmark standards. It is noted on the RAD outcomes assessment plan that this cohort of students received 4 out of 5 semesters of learning virtually due to the COVID crisis. Some measures that were put into place for the 2022 graduating cohort included reorganizing the Review Seminar course and changing grading rubric for the course. Information will be collected and evaluated once the assessment cycle has ended.

[Program Effectiveness Data Website 2018.pdf](#)

[Program Effectiveness Data Website 2019.pdf](#)

[Program Effectiveness Data Website 2020.pdf](#)

[Program Effectiveness Data Website 2021.pdf](#)

[RAD Outcome Assessment 2020.pdf](#)

[RAD Outcomes Assessment 2018.pdf](#)

[RAD Outcomes Assessment 2019.pdf](#)

[RAD Outcomes Assessment 2021.pdf](#)

[RAD Outcomes Assessment Plan 2022 in progress.pdf](#)

[Supporting Links 6.2.pdf](#)

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## 2021 Objective 6.3

**The program has a systematic assessment plan that facilitates ongoing program improvement.**

The program has a systematic assessment plan which includes a mission statement, program goals, students learning outcomes (SLO), and assessment tools for each SLO which facilitates ongoing program improvement. The systematic assessment plan begins with a review of the radiologic technology program's mission statement to ensure that it is consistent with and supportive of those of the institution and the division within which it is located. Next, the Program Coordinator and program faculty review the JRCERT and ASRT curriculum standards for programmatic accreditation for a radiography program to determine program goals. Lastly, Student Learning Outcomes (SLO) with assessment tools are developed to assist in meeting the goals. The program goals and SLOs are sent to the radiologic technology advisory committee for discussion and approval before implementation. The systematic outcomes assessment plan follows a cohort of students from admission to program completion and certification attempt. The plan also includes graduate and employer satisfaction survey information. Each goal and SLO has measurement tools, benchmarks, timeframe, responsible party for collecting data, results of the data and analysis or action plan. Once data is collected, the plan is reviewed annually by the Program Coordinator in conjunction with program faculty and the advisory committee and revised as needed. If an item of review is identified as deficient, measures to address the item are discussed with faculty, clinical preceptors and the advisory committee and an action plan is developed. The college also has an outcome assessment plan called the Assessment Record. The College Assessment Record is an in-depth plan which analyses many aspects of program outcomes. In addition to the information in the RAD Outcomes Assessment Plan the College Assessment Record documents SLO assessments for each radiography course that is taught in the curriculum. The Assessment Record follows a format provided by the college and is part of its assessment cycle completed annually. All three entities requirements, the JRCERT, ASRT and the College triangulate and provide in depth material for determining overall program outcomes assessment and student learning outcomes assessment.

[JSCC Assessment 2020-2021 .pdf](#)

[RAD Outcomes Assessment 2021.pdf](#)

[RAD Outcomes Assessment Plan 2022 in progress.pdf](#)

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## 2021 Objective 6.4

### **The program analyzes and shares student learning outcome data to facilitate ongoing program improvement.**

The program collects information for student learning outcomes as part of its outcomes assessment plan. The outcomes assessment plan follows a cohort of students from admission to program completion. Once the information is collected, it is analyzed by cohort and reported to the advisory committee. Faculty meetings, clinical educators' workshops, clinical preceptor meetings and advisory committee meetings assist in developing an action plan for any item that falls below the established benchmark. If benchmarks are met for several assessment cycles, faculty then analyzes the information and the outcomes assessment plan for changes that need to be made. Changes will follow a new cohort of students. Faculty meet at least once per semester; the advisory committee meets bi-annually, and clinical educator's workshops and clinical preceptors' meetings are held annually. There are many examples of evidence-based change on the Outcomes Assessment plan. One example of evidence-based change is noted on Goal 1, Outcome 2, Students will select appropriate technical factors. In 2019 Outcomes Assessment plan noted that a change would be made in the 2020 cycle. In 2020 the assessment was delayed due to the COVID crisis, in 2021 adding breathing techniques were changed in the assessment and in 2022 the changes will be assessed. Another example of change is noted on Goal 5, Outcome 3, This assessment pertains to the program retention rate. The retention rate for the program has had a rise and fall over the last 5 years with an overall 5-year average falling below benchmarks. The Outcomes assessment plan indicates that several items have been put into place to address this deficiency including faculty serving on the leadership academy and retention committee and adding pre-admission information sessions about program requirements. For the 2020-2022 assessment cycle, updating the calculation of program retention to accurately reflect the JRECERT standards which are: "When calculating the total number of students enrolled in the program (denominator) programs need not consider students who attrite due to nonacademic reasons such as - Financial, medical/mental health, or family reasons - Military deployment - Change in major/course of study - Other reasons an institution may classify as a nonacademic withdrawal."

[Advisory meeting minutes 2022.pdf](#)

[CI and Advisory meeting minutes 2021.pdf](#)

[Faculty meeting minutes Fall 2021.pdf](#)

[Faculty meeting minutes Spring 2021.pdf](#)

[Faculty meeting minutes Spring 2022.pdf](#)

[Faculty meeting minutes Summer 2021.pdf](#)

[RAD Outcome Assessment 2020.pdf](#)

[RAD Outcomes Assessment 2018.pdf](#)

[RAD Outcomes Assessment 2019.pdf](#)

[RAD Outcomes Assessment 2021.pdf](#)

[RAD Outcomes Assessment Plan 2022 in progress.pdf](#)

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## 2021 Objective 6.5

### **The program periodically reevaluates its assessment process to assure continuous program improvement.**

# Self Study Report



The RAD program re-evaluates its mission statement, goals, student learning outcomes and outcomes assessment plan annually. Review and revisions are made from any changes in ASRT curriculum, JRCERT standards or college policies and procedures. Changes are reviewed and approved by the advisory committee and updated in the next cohort. During the self-study for JRCERT accreditation the program has developed a curriculum map to assist with assuring that curricular content is well-integrated. The program also utilizes the JRCERT curriculum grid analysis to evaluate course content in relation to the 2017 ASRT curriculum standards. The program is aware of the draft of the 2022 ASRT curriculum standards and will be revising its curriculum when the draft is approved.

[Advisory meeting minutes 2022.pdf](#)

[Curriculum Map.pdf](#)

[Faculty meeting minutes Spring 2022.pdf](#)

[Radiography Curriculum Grid Analysis 2022.pdf](#)