YEARLY PLANNING DISCUSSION
TEMPLATE General Questions

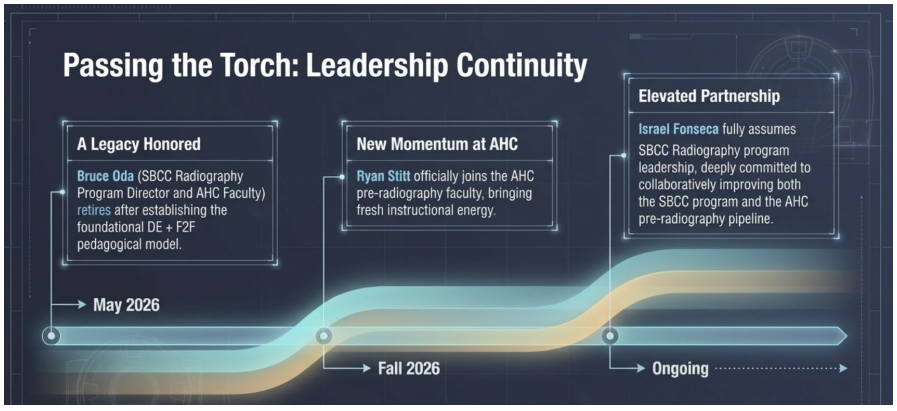
Program Name AS Pre-radiography **Academic Year** 2025-26

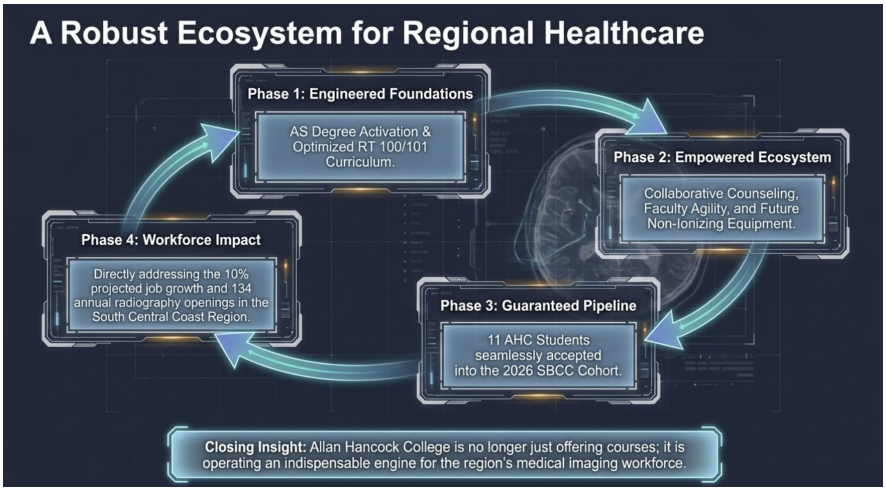
1. Has your program mission or primary function changed in the last year?

   This is the first program review for this program. Within the first year, the program had undergone remarkable changes from a certificate of achievement to an associate degree. This program was created to meet industry needs and is a multi-college collaboration between Allan Hancock College and Santa Barbara City College.

   No. The program mission is the same. It prepares students to transfer to the SBCC AS Radiography program to be eligible for licensure as a radiographic technologist. It is the first step in the Medical Imaging Career Pathway.

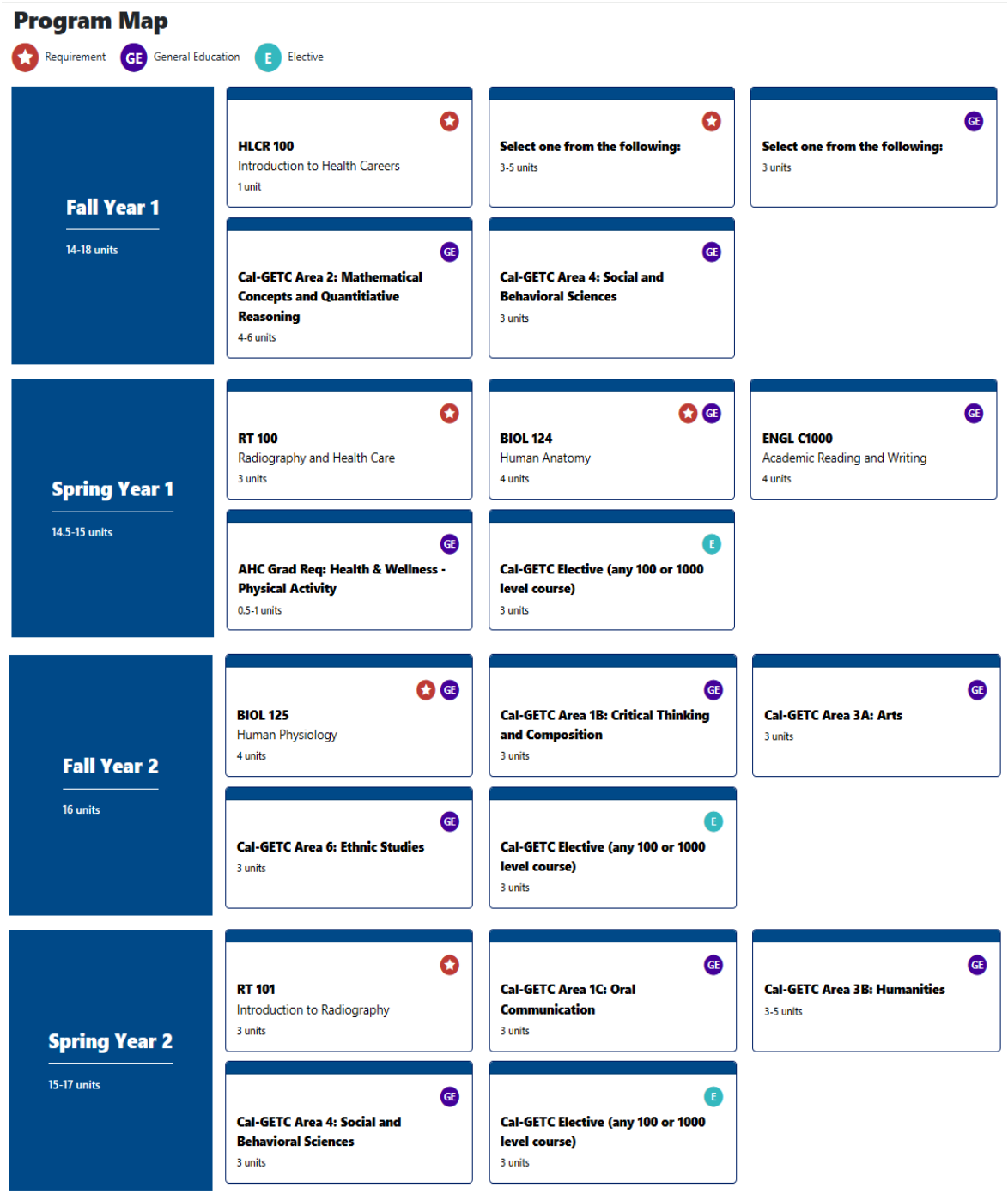
2. Were there any noteworthy changes to the program over the past year? (e.g. new courses, degrees, certificates, articulation agreements).





- Both RT 100 and RT 101 had changes in requisites and scheduling.
  - RT 100 will be offered every spring and fall.
  - RT 101 will require prerequisites BIOL 124 Human Anatomy and RT 100 Radiography and Health Care. It will be offered every spring semester.
  - RT 101 will be offered in fall 2026 due to a scheduling overlook. The scheduled course will be offered with enforcement of the course requisites.
  - The seats available for both RT courses are set at 30.
  - The proposal we have in this plan is to procure demonstration Radiography equipment in a classroom setting so AHC students can practice and prepare for industry requirements.
- HIT 135 continues to have successful offering. It will be offered in summer 2026 as a 8-week course. The instructor, Beth Conner, expressed concerns regarding student course completion due to the tight assignment deadlines.
  - The course has been substituted for medical terminology courses in offered in Cuesta College and Moorpark College.
- The AS Preradiography is active. Effective 2026-27 catalog. The associate degree program was designed to ensure that students have all the SBCC AS Radiography program requirements and associate degree requirements.
- Successful offering of RT 100 and RT 101 in fall 2025. Both Bruce Oda and Israel Fonseca conducted these courses as DE with three scheduled face-to-face sessions. Both instructors took time to screen the students for meeting the transfer requirements and accepted additional students.
- The student interest and follow-up on the courses and the transfer to SBCC program remain strong. There is a continued need to provide additional seats for every offering.
- The SBCC AS Radiography program accepted 11 students from AHC during the Dec 2025 – Jan 2026 intake process.
- The SBCC program leadership continues to collaborate with AHC counselor, Brooke Souza, and Health Sciences Department Co-chair, Larry Manalo Jr., regarding timelines and intake processes.
- Bruce Oda, SBCC Radiography Program Director and AHC Faculty, retired by May 2026. Ryan Stitt joins the AHC pre-radiography faculty for the Fall 2026 semester. Israel Fonseca assumes SBCC Radiography program leadership and is excited to help improve this program as well as the SBCC Radiography program.

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule?



4. Were there any staffing changes?
   - Retiring Faculty: Bruce Oda.
   - New Faculty: Ryan Stitt, Fall 2026
   - With the increase in student requests for HIT 135, Beth Conner anticipates teaching more sections in fall 2026.

5. What were your program successes in your area of focus last year?

   - Success: Continued partnership and collaboration with SBCC Radiography Program.
   - Success: AHC-SBCC discussions on equitable intake to SBCC Program processes, and balancing meeting student interest and demand with the industry and community partner needs.
     - Semester offering of RT courses to align with intake timelines.
     - Address strategic course offerings to reduce bottlenecks in the student academic journey.
     - Plans to offer Radiography demonstration equipment for future AHC students.
   - Success: Admission of AHC students in the 2026 cohort. Eleven (out of 33 completers) AHC students out of 200 applications.

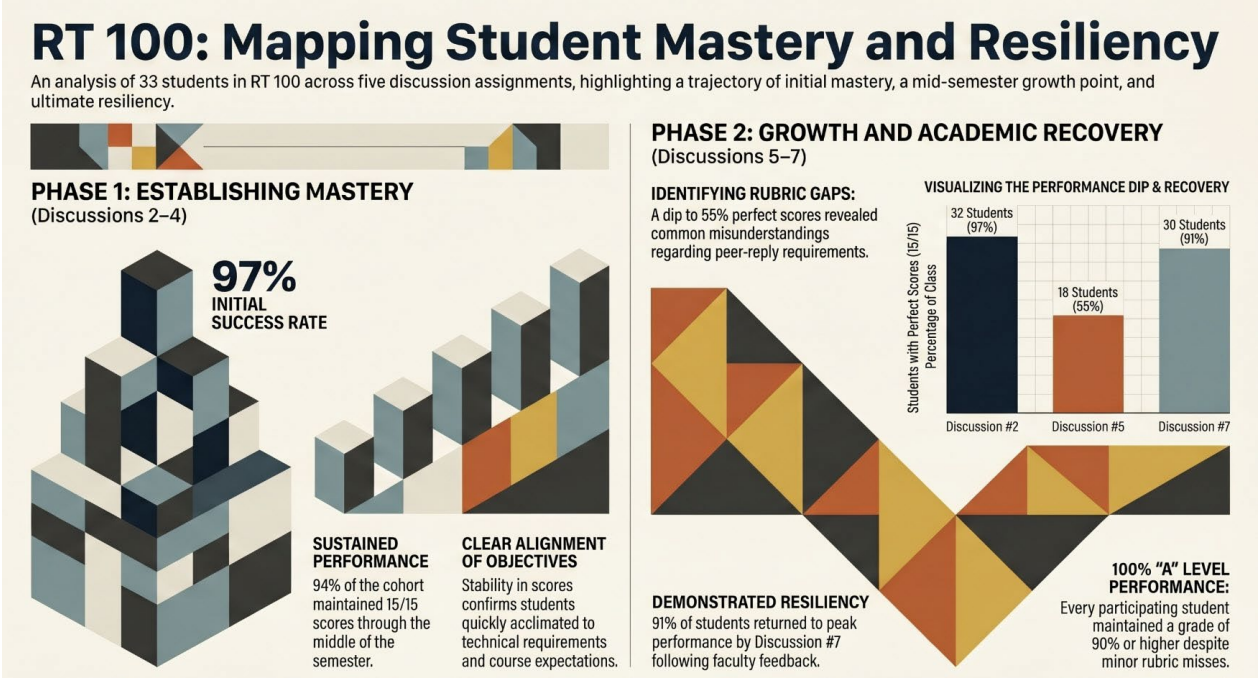
Learning Outcomes Assessment

1. Summarize key results from this year's assessment.
   Program Learning Outcomes.
   - Patient Care and Education: Identify and explain the theory and clinical requirements of the radiography programs as described in the policy and procedure documents.
   - Career Exploration: Describe the benefits and challenges of various career options in radiography.
   - Knowledge Application: Recognize the structural and functional characteristics of organ systems.

   Both RT 100 and RT 101 learning outcomes align with the program learning outcomes. The faculty deemed that completion of the courses constitute meeting the corresponding PLOs.

   RT 100 meets the learning outcome on career exploration.
   RT 101 meets the learning outcomes on knowledge application and patient care and education.
   HIT 135 meets the learning outcomes on knowledge application.
   HLCR 101 provides an overview of health-related careers and assistance with navigating intake processes.

2. Summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.
   The SPOL application is not set up for these courses and program.
   The course LO and program LO are aligned with each other.



RT 100 Course Level Learning Outcome Data Analysis

The students were asked to engage in and explore the various modalities in Medical Imaging including Radiography, Radiation Therapy, Magnetic Resonance Imaging, Medical Sonography, and Computed Tomography. The analysis and review of the data of the Discussion assignments follows.

Overview of Mastery and Engagement

Across the 33 students enrolled, the performance levels were exceptionally high, indicating a strong alignment between instructional delivery and the students' ability to meet the program's rigorous standards.

Discussion #2. Initial Mastery. Ninety seven percent (32 out of 33 students) achieved a perfect score of 15/15. This nearly universal success rate at the start of the series demonstrates that the students quickly acclimated to the course expectations and the technical requirements of the discussion platform.

Discussion #3 and #4. Sustained Excellence was achieved and the high standard of work continued through the middle of the semester.

Discussion #3. 31 students maintained a perfect score. I noted two students who did not submit the work (receiving zeros) and one student who achieved a partial score of 3, but the vast majority of the cohort (94%) displayed full mastery of the material.

Discussion #4. Mastery remained stable, with 31 students again earning 15/15. Only two students failed to participate, resulting in zeros. This consistency is a testament to the students' dedication and the clarity of the learning objectives.

Discussion #5. Identifying Areas for Growth. This specific discussion provided the most interesting data point regarding student learning. While the success rate remained high, I observed a distinct shift in the grade distribution:

- 18 students (55%) earned a perfect 15/15.
- 14 students (42%) earned a score of 13.5 out of 15.

The prevalence of the 13.5 score suggests a common minor misunderstanding or a specific rubric criterion (such as peer-reply requirement) that a large portion of the class missed. Despite this slight dip, 100% of participating students still performed at an "A" level (90% or higher).

Discussion #7: Resiliency and Recovery. I observed a return to peak performance levels. 30 students (91%) returned to a perfect 15/15 score. This indicates that the cohort is resilient and capable of adjusting their performance based on previous feedback. Two students received zeros and one received partial credit (7.5), but the core of the class has clearly maintained high-performance trajectory.

The data from these five discussions confirms that our students are not merely "getting by"; they are excelling. With median and mode scores consistently hitting the maximum of 15 points, I am confident that the cohort is effectively mastering the theoretical components of the Radiography curriculum. This high level of discussion-based success is a strong predictor of their continued performance in clinical applications and advanced coursework.

3. Summarize recommendations and/or accolades that were made within the program/department.
   - Recommendation: Continue meeting with SBCC Radiography Program regarding balancing student demand for the courses and ensuring transfer, program completion, and licensure.
   - Recommendation: Provide stipend for pre-radiography program liaison.
   - Recommendation: Collaborate with AHC counseling on scheduling courses and facilitating transfer agreements.

- Recommendation: Purchase non-ionizing equipment to provide hands-on learning experiences with no radiation exposure. This will help students prepare for industry related concepts.

4. Review and attach any ***changes*** to planning documentation, including PLO rubrics, associations, and cycles planning.
   - Awaiting inclusion of the AS Pre-radiography program in SPOL reporting app.
   - The faculty look forward to setting up the program learning outcome reporting and data analysis.

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Course*s)

1. Which courses were reviewed for regular and substantive interactions (RSI)?
   RT 100, RT 101, HIT 135, and HLCR 101.

2. What were some key findings regarding RSI? Some strengths? Some areas of possible improvement?
   These courses were first offered in fall 2025. All faculty were familiar with setting up the learning management system and have conducted distance education courses.

   RT 100 and RT 101. These courses ensured RSI by posting regular discussion boards and required submissions. These courses also scheduled three face-to-face panel discussions with faculty and partners in the industry.

3. What is the plan for improvement?
   Develop plans for regular review of these courses based on student responses.

CTE two-year review of labor market data and pre-requisite review

1. Does the program meet documented labor market demand?

   Yes. South Central Coast Center of Excellence provided these key findings:
   - In 2022, there were 1,368 jobs for radiography-related occupations in the South Central Coast Region.
   - This number is expected to increase by 10% through 2027.
   - Projections show approximately 134 annual openings in the region. There were 109 awards conferred in relevant programs, indicating a slight undersupply.
   - The typical entry-level education for the four occupations included in this report is an associate degree.

   The need for Radiologic Technologists is driven by a combination of projected **job growth, a regional labor undersupply, and high employer demand** for specialized diagnostic skills.
   Based on the labor market data for the South Central Coast region, the demand can be summarized through the following key factors:

   Projected Employment Growth
   The field is experiencing steady expansion. For Radiologic Technologists and Technicians specifically, the number of jobs is expected to **increase by 10%** between 2022 and 2027, growing from 692 to 762 positions. Across the broader category of radiography occupations, there are approximately **134 annual openings** expected through 2027.

Labor Supply Shortage
There is a documented gap between the number of trained professionals entering the workforce and the number of available positions. While there are 134 annual openings, regional programs only conferred an average of **109 awards** (certificates or degrees), indicating a **slight undersupply** of qualified candidates to fill these roles.

High Employer Demand
Real-time labor market data further highlights the urgency for these professionals: **Job Postings:** In 2023 alone, there were **674 employer postings** specifically for Radiologic Technologists and Technicians, making it the most in-demand occupation within the radiography group. **Top Titles:** Employers are frequently seeking "Radiology Technologists," "Travel Radiology Technicians," and specialized roles like "X-Ray Technicians" and "Mammographers". **Major Employers:** Large healthcare systems such as Common Spirit, Siemens, and HCA Healthcare are among the top entities actively recruiting for these positions.

Economic and Educational Requirements
The profession offers strong economic stability, with median hourly earnings for Radiologic Technologists at **$44.42**, which is well above the regional living wage for a single adult. The typical entry-level requirement is an **associate degree**, with employers prioritizing specialized skills such as **radiology, fluoroscopy, and radiography**

2. How does the program address needs that are not met by similar programs?
The AS Pre-radiography barely addresses the needs of northern Santa Barbara County for radiography-related occupations namely: radiation therapists (SOC 29-1124), cardiovascular technologists and technicians (SOC 29-2031), diagnostic medical sonographers (SOC 29-2032), and radiologic technologists and technicians (SOC 29-2034). The current focus is on radiologic technologists as the other occupations require different academic and clinical practice preparation.

Exhibit 2 – Five-Year Projections for Radiography Occupations in the South Central Coast Region

SOC	Occupation	2022 Jobs	2027 Jobs	2022-2027 Change	2022-2027 % Change	Annual Openings
29-1124	Radiation Therapists	31	34	3	8%	12
29-2031	Cardiovascular Technologists and Technicians	304	327	24	8%	29
29-2032	Diagnostic Medical Sonographers	341	379	38	11%	41
29-2034	Radiologic Technologists and Technicians	692	762	70	10%	52
		1,368	**1,502**	**134**	**10%**	**134**

Source: Lightcast™ Analyst 2023

Exhibit 10 – CCC Awards in the South Central Coast Region, 2019-2022 Average

CCC Programs	3-Year Average
Allan Hancock	12
Antelope Valley	9
Moorpark	16
Santa Barbara	26

Source: DataMart, 2023

AHC had added 12 graduates to the workforce and was not close to fixing the gap based on the top employers job postings In 2023. Note: Common Spirit Health and Adventist Health, both community partners in northern Santa Barbara County, continue to have job postings.

Exhibit 6 – Top Employers

Employer	Job Postings, Full Year 2023
Healthcare Employment Network	122
CommonSpirit Health	71
Siemens	61
Twin Cities Community Hospital	40
HCA Healthcare	33
Adventist Health	31
RadNet	31
LRS Healthcare	30
Cottage Health	25
Nomad Health	24

Source: Lightcast™ Analyst 2023

3. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

   The Certificate of Achievement in Pre-radiography posed challenges to the students that include meeting the associate degree requirements and financial aid. The faculty from both campuses decided that creating an associate degree would address both issues. The certificate was then replaced by the associate degree.

   The AS Pre-radiography program will be launched in summer 2026. There is no available data regarding program effectiveness at this point.

   - Successful offerings of RT 100, RT 101, HIT 135, and HLCR 101 in fall 2025 are promising.
   - There is a robust number of students interested in pursuing radiologic-related careers.
   - With the goal set for transfer to AS Radiography, there is a need to fully explore pathways for students to complete their career plans.

4. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 years for CTE programs and every 5 years for all others?

- Only RT 101 has prerequisites BIOL 124 Human Anatomy and RT 100 Radiography and Health Care. These were established in spring 2026.

5. Have recommendations from the previous report been addressed?
   Not applicable at this time. This is the first program planning report.

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics.** ***This section is only used if there are new planning initiatives and resources requested.***

Sample:

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	*ER Obj-2 Video Speeches for Student Learning and enhancement*
Planning years:	*(The academic years this will take to complete)* 2021-22 to 2024-25
Description: *(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)* The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student's speech provides a very constructive approach to review and improve their oratory skills.	
What college plans are associated with this Objective? (Please select from the list below): ☐ **Ed Master Plan** ☐ **Student Equity Plan** ☐ **Guided Pathways** ☐ **AB 705** ☐ **Technology Plan** ☒ **Facilities Plan** ☐ **Strong Workforce** ☐ **Equal Employment Opp.** ☐ **Title V**	

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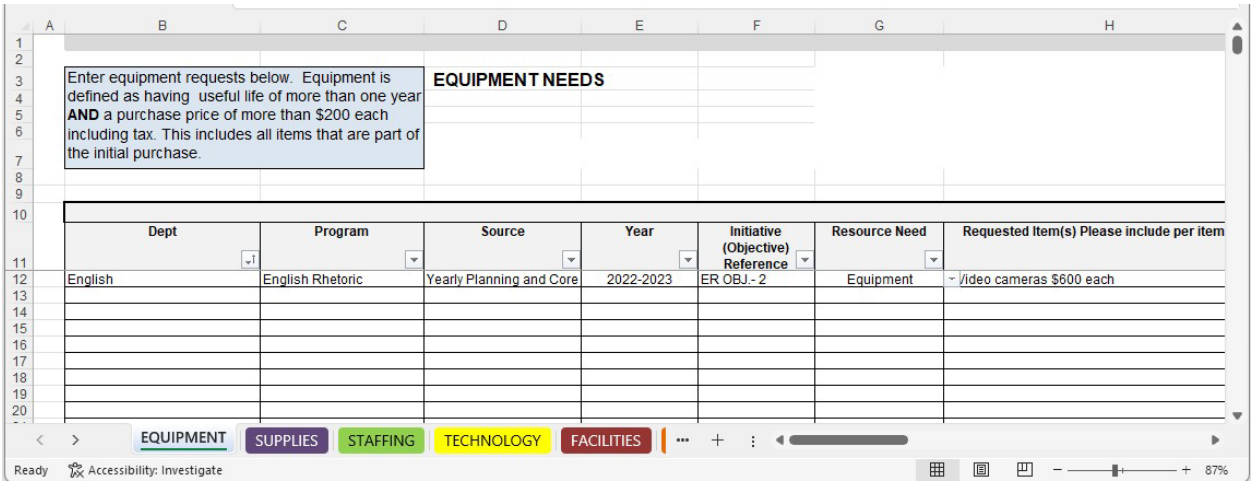

Enter equipment requests below. Equipment is defined as having useful life of more than one year **AND** a purchase price of more than $200 each including tax. This includes all items that are part of the initial purchase.

EQUIPMENT NEEDS

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item
English	English Rhetoric	Yearly Planning and Core	2022-2023	ER OBJ.- 2	Equipment	/ideo cameras $600 each

EQUIPMENT | SUPPLIES | STAFFING | TECHNOLOGY | FACILITIES

Ready | Accessibility: Investigate | 87%

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	Pre-radiography Program Liaison Faculty Stipend - 40 hours. PT Faculty rates. EMP Student Progression. C8 Expand student support services such as library, peer tutors, and counselors in high impact courses.
Planning years:	*(The academic years this will take to complete)* 2025 – 26 and ongoing.

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

The AS Pre-radiography program hinges on student transfer to the SBCC Radiography program. The liaison ensures that the students meet the SBCC program and associate degree requirements and is abreast of what is going on with the partner college.

What college plans are associated with this Objective? (Please select from the list below):

☐ **Ed Master Plan** ☐ **Student Equity Plan** ☐ **Guided Pathways** ☐ **AB 705/1705**

☐ **Technology Plan** ☐ **Facilities Plan** ☒ **Strong Workforce** ☐ **Equal Employment Opp.**

☐ **Title V**

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	Purchase non-ionizing radiographic teaching equipment. FWFC Xray System - Tubestand System. Spectrum Medical Imaging Company. Santa Monica, CA 91340 Technology MP. Goal 7. Instruction. Ensure currency and relevancy of

	technology in instructional spaces and support emerging technology to meet the needs of faculty and students. Cost: $9,870. Quantity: 1
Planning years:	*(The academic years this will take to complete)* 2025-26

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

It is a "model" radiographic equipment that does not require ionizing radiation. This provides hands-on experience with radiography equipment.

			
Floor to Wall / Floor to Ceiling Tubestand	X-ray Tube	VS 100 Wall Stand	Manual Collimator

What college plans are associated with this Objective? (Please select from the list below):

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☒ **Technology Plan** ☐ **Facilities Plan** ☐ **Strong Workforce** ☐ **Equal Employment Opp.**

☐ **Title V**

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	Designated Classroom EMP Student Progression. C8 Expand student support services such as library, peer tutors, and counselors in high impact courses.

Planning years:	*(The academic years this will take to complete)* 2025 – 26 and ongoing.

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

The AS Pre-radiography program continues to grow. The prospects of live face-to-face class offerings is a possibility as the program requires a more hands-on learning experience. The dedicated classroom forges commitment to growing the program.

What college plans are associated with this Objective? (Please select from the list below):

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☐ **Title V**

Area of Focus Discussion Template
ENROLLMENT TRENDS AND EFFICIENCY

Enrollment Trends and Efficiency – look for areas of growth or decline, relationship to the college and similar programs, and head count (enrollment and full-time equivalents for students and full-time equivalents faculty). Sample activities include the following:
Possible topics:

- Review FTES, headcount and enrollment trends disaggregated by population groups.
- Assess trends in productivity.
- Review retention and success rates by modality and disaggregated by population groups.
- Analyze the throughput of students from every completion and assess time to completion and disproportionate impact.
- Collaborate with guided pathways success teams to determine if programmatic barriers exist.
- Establish program goals for success rates.

1. What data were analyzed and what were the main conclusions?

   Review FTES, headcount and enrollment trends disaggregated by population groups.

	Enrollment	Retention	Success
RT 100	70	23 (47%)	46%
RT 101	30	27 (90%)	80%

HIT 135	89	27 (30%)	30%

Assess trends in productivity. Fall 2025 RT 100 and RT 101 had full enrollment. FTES:FTEF ratio is 30-40: 1 faculty.

Review retention and success rates by modality and disaggregated by population groups.

This data is not currently available.

Analyze the throughput of students from every completion and assess time to completion and disproportionate impact. By design, the AS Pre-radiography program schedules RT 100 every semester and RT 101 every spring semester. This preserves the career exploratory nature of RT 100 while RT 101 retains the foundational introduction to radiography knowledge, skills, and behaviors.

Collaborate with guided pathways success teams to determine if programmatic barriers exist. As a certificate, the pre-radiography students were in various levels of meeting the associate degree requirements for the SBCC Radiography program. This raised issues regarding program completion and eligibility for licensure since the students needed to successfully complete program requirements to be awarded a degree. Also, the certificate of achievement posed challenges with qualifying for financial aid.

The SBCC Radiography intake process in December overlooked provisions for course requirements that were in progress. The SBCC Radiography program continued to reviewed the application timeline and determined that:

- To reach the 60-unit threshold, HLCR 100 and prescribed electives were included in the AS Pre-radiography.
- The intake process needs to be carefully and consistently scheduled so students will be able to meet the program requirements.
- Establishing the prerequisites for RT 101 – BIOL 1224 Human Anatomy and RT 100 – ensures a course sequence in step with the SBCC program application cycle.

Establish program goals for success rates. It is the intent of SBCC Radiography Program to set a number of seats for AHC Pre-radiography completers. We want to mirror the national board examination standards benchmark of 75%.

2. Based on data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

   There are limited spaces available in the Radiologic Technology Program at SBCC based on Accreditation standards and clinical supervision. As a result, access for transfer entry into the Radiology program is limited. AHC and SBCC are investigating different strategies to increase clinical capacity as well as innovation of programs that could support students pursuing a career in Medical Imaging.

3. What are your plans for change or *innovation*?

- Change. Continue to assess and evaluate student completion and program transfer to SBCC. Collaborate with SBCC regarding intake process and timelines.
- Innovation. Outfit the classroom with non-ionizing equipment for hands-on learning experiences.
- Innovation. Continue DE modality with scheduled face-to-face class sessions.
- Innovation. Outfit a designated class space with non-ionizing teaching radiography equipment.
- Innovation. Provide AHC faculty oversight of students who have their clinical practicum in the northern Santa Barbara county and southern San Luis Obispo county clinical facilities.

4. How will you *measure* the results of your plans to determine if they are successful?
   - Student completion and persistence rates.
   - Student surveys.

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

1. Who have you identified to validate your findings? The SBCC Radiography Advisory Committee would serve as the committee to validate the finds in the future.
2. Are there specific recommendations regarding the core topic responses from the validation team?

This is the first topic for the program. No validation needed at this time.

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. ***This section is only used if there are new planning initiatives and resources requested that pertain to the Core Topic only.***

Sample:

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number:	*ER Obj-2 Video Speeches for Student Learning and enhancement*
Planning years:	*(The academic years this will take to complete)* 2021-22 to 2024-25
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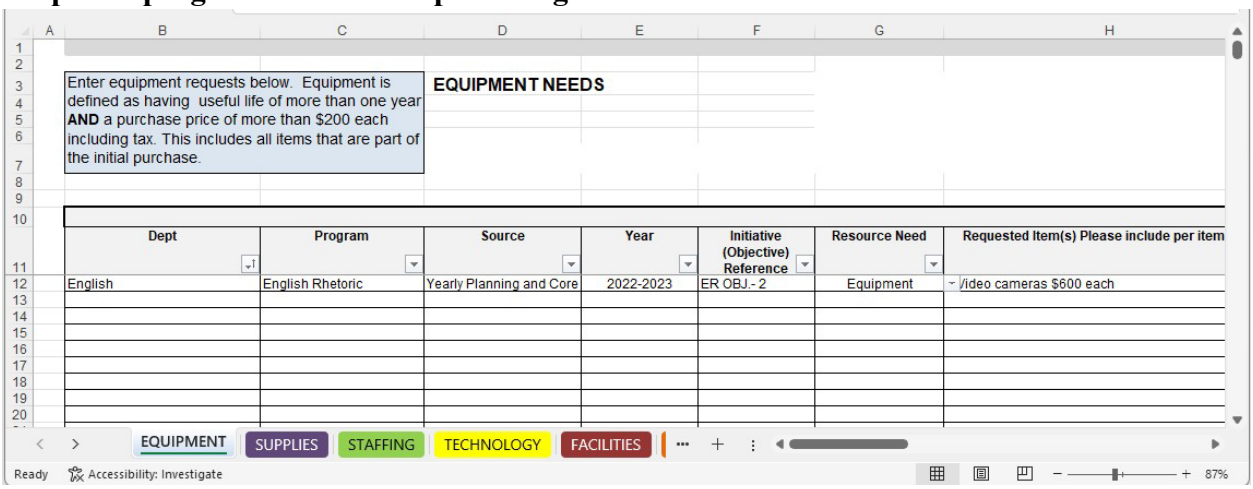
☐ **Technology Plan** ☒ **Facilities Plan** ☐ **Strong Workforce** ☐ **Equal Employment Opp.**

☐ **Title V**

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.



Enter equipment requests below. Equipment is defined as having useful life of more than one year **AND** a purchase price of more than $200 each including tax. This includes all items that are part of the initial purchase.

EQUIPMENT NEEDS

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item
English	English Rhetoric	Yearly Planning and Core	2022-2023	ER OBJ - 2	Equipment	video cameras $600 each

EQUIPMENT | SUPPLIES | STAFFING | TECHNOLOGY | FACILITIES

Ready Accessibility: Investigate 87%

Program Review Signature Page:

Israel Fonseca Israel Fonseca (Jun 1, 2026 15:45:14 PDT) Jun 1, 2026

Program Review Lead Date

Thomas Lamica Jun 1, 2026

Program Dean Date

Jun 4, 2026

Vice President, Academic Affairs Date

RT Program Review 2025-26_enrollment&efficiency

Final Audit Report 2026-06-04

Created:	2026-06-01
By:	Kara Mushegan (kara.mushegan@hancockcollege.edu)
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