Introduction

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English and Math My Way are reviewed annually, with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Dean's comments/reflection/next steps

2012-2013 Submission Deadline:

- Program review documents are due to Dean by December 14 for completion of Section 6.
- Dean completes section 6 and returns documents to program review team by January 7, 2013.
- Program review documents are due to the Office of Instruction by January 18, 2013.

Foothill College Program Review Cycle:

To see which template your department is scheduled to complete, check the Program Review Schedule: http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf

Questions?

Contact: Office of Instruction and Institutional Research (650) 949-7240
Website: http://foothill.edu/staff/irs/programplans/index.php

Basic Program Information

Department Name: Radiologic Technology Program

Program Mission(s): The Foothill College Radiologic Technology Program prepares students to function competently and effectively as radiologic technologists and provides a foundation for professionalism within healthcare communities.

Program Review team members:

Name	Department	Position
Bonny Wheeler	Radiologic Technology	Director
Jenene Key	Radiologic Technology	Faculty
Rachelle Campbell	Radiologic Technology	Clinical Coordinator

Total number of Full Time Faculty:	3
Total number of Part Time Faculty:	3

Existing Classified positions:
Example: Administrative Assistant I
Example: Program Coordinator

Programs* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Radiologic Technology Program	A.S.	124.5

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

**Certificates of 27 or more units must be state approved (transcriptable). A Certificate of Achievement is state approved (transcriptable).

Section 1. Data and Trend Analysis

1.1. Program Data:

Data will be posted on http://foothill.edu/staff/irs/programplans/programreviewdata.php for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

Transcriptable Programs	2010-2011	2011-2012	% Change
Example: A.S Degree	31	25	-20%
Example: Certificate of Achievement			

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data.

Non-Transcriptable Program	2010-2011	2011-2012	% Change
Example: Career Certificate			

1.2 Department Data

Dimension	2010-2011	2011-2012	% Change
Enrollment	1116	1058	-5%
Productivity (Goal: 546)	691	564	-18%
Success	1067	1025	0%
Full-time FTEF	2.9	3.1	9%
Part-time FTEF	.9	.8	-15%

Department Course Data (Attach data provided by IR or manually complete chart below)

	2010-2011			2011-2012		
Course	Enroll.	Prod.	Success	Enroll.	Prod.	Success
Ex. ART 1		Attached				
Ex. ART 2						

1.3 Using the data and prompts, provide a short, concise narrative analysis of the following indicators.

1. Enrollment trends over the last two years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends. Enrollment has shown a small decrease, -5%, over the past two years due to attrition. Reasons our students give for stepping out of our program include medical reasons, changed their mind, accepted into another allied health program, went back to a previous career, could not pass clinical component and other personal reasons. Our clinical affiliates and our accreditation agency dictate the number of interns that can be placed in each clinical facility so class capacity has a ceiling. The Radiologic Technology Program remains very popular in

the community with over 225 applications received every year. Employment in this high paying profession shortly after graduation results in the RT Program being very desirable in the student community.

2. Completion Rates (Has the number of students completing degrees/certificates held steady, or increased or declined in the last two years? Please comment on the data and analyze the trends. The course success rate for all radiolologic technology students has remained high at 97% for the last two years. The program continues to use CTE funds to support tutoring throughout the program.
    a. AA, AS, AA-T, AS-T, Certificates of Achievement
    b. Local, non-State approved certificates- Certificates less than 27 units: All certificates less than 27 units without state approval should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached.
3. Productivity: Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, seat count/facilities/accreditation restrictions. For reference, the college productivity goal is 546. The 2011 - 2012 trend shows a decrease in productivity by 18%. The program feels this % may be in error. The data show enrollment went up in the RT53CL course but productivity went down. The program believes this data is incorrect due to 24 student contact hours not being reflected in the productivity for this course. Admissions & Records has confirmed that 24 student contact hours were not factored in. Other factors that influence our productivity are attrition, clinical affiliates offering advanced modality internships and accreditation mandates. Another factor involves the three continuing education courses that are open to radiologic technologists requiring continuing education. RT enrollment varies from year to year based on the number of technologists that need continuing education.
4. Course Offerings: (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?) The RT Program does not encounter any issues with low enrollment or cancelled classes. We have a captured population for 22 months with each course averaging 25 - 30 students.
    a. Please comment on the data from any online course offerings.
    n/a
5. Curriculum and Student Learning Outcomes (SLOs)
    a. Comment on the currency of your curriculum, i.e. are all Course Outline of Record (CORs) reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance? Currently, all RT Program course outlines of record are Title V compliant, reflect required SLOs, and demonstrate yearly reflection. All prerequisites, co-requisites and advisories undergo content review at that time.
    b. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum? Last year the program modified the venipuncture curriculum per State mandate and has done so again this year as a result of a new piece of legislation. Our lab curriculum was modified to account for the implementation of digital multimedia. This year our clinical curriculum was modified to reflect changes from the ARRT, our national licensing agency. In the radiologic technology profession, curriculum must always be updated.

c. Discuss how the student learning outcomes in your courses relate to the program learning outcomes and to the college mission. The course SLOs all directly relate to the Program Learning Outcomes which include positioning skills, radiation protection principles, patient care, oral communication skills, written communication skills, radiographic image evaluation & critique, performance of non-routine procedures, professional growth and professional behavior. As a career program, we align with the core mission of the college through career prep, life-long learning and transfer.

d. As a division, how do you ensure that all faculty are teaching to the COR and SLOs? The instructor of record for each class is responsible for maintaining and updating the CORs and SLOs.

6. Basic Skills Programs (if applicable). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: http://foothill.edu/president/basicskills.php
   a. Please discuss current outcomes or initiatives related to this core mission.
   n/a
7. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: http://foothill.edu/president/transfer.php
   a. Please discuss current outcomes or initiatives related to this core mission.
   The Radiologic Technology Program has an articulation agreement with San Jose State University and Cal State University Northridge, which allows our graduates to obtain a B.S. Degree in Health Sciences.
8. Workforce/Career Technical Education Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website: http://foothill.edu/president/workforce.php
   a. Please discuss current outcomes or initiatives related to this core mission.
   Employment of radiologic technologists is expected to grow by 28 percent between 2010 and 2020, faster than the average for all occupations. An increasing aging population will have more medical conditions, such as breaks and fractures caused by osteoporosis, which require imaging to diagnose and treat. Radiologic technologists will be needed to maintain and use the diagnostic equipment.

   Although hospitals will remain the main employer of radiologic technologists, a number of new jobs will be in physicians' offices and in imaging centers. Employment in these healthcare settings is expected to increase because of the shift toward outpatient care whenever possible. Outpatient care is encouraged by third-party payers as a cost-saving measure and is made possible by technological advances, such as less expensive equipment, which allow for more procedures to be done outside of hospitals.

Employment projections data for radiologic technologists, 2010-20

Occupational Title	SOC Code	Employment, 2010	Projected Employment, 2020	Change, 2010-20		Employment by Industry
				Percent	Numeric	
Radiologic Technologists and Technicians	29-2037	219,900	281,000	28	61,000	[XLS]

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

b. Please attach minutes from your advisory board meeting(s).
   Attached

9. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website: http://foothill.edu/staff/irs/ESMP/index.php
   a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.
      The program utilizes Kerry West, the Health Career Coordinator, to represent the allied health programs at Foothill College by providing information to underrepresented populations. Faculty also participate in college sponsored events such as Day on the Hill and Program Preview Night.

      The program also requests and receives CTE funding which is used for a subject matter expert in radiologic technology to assist with tutoring all student populations. In addition, faculty maintain office hours and have an open door policy.

Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2011-2012 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Attached

2.2 Attach 2011-2012 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

Attached

Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO

1. What findings can be gathered from the Course Level Assessments?
   Each SLO and assessment is evaluated at the completion of each quarter. Any unmet benchmarks are addressed at faculty meetings. In 2011-2012 there were three benchmarks not met out of 60 total.

2. What curricular changes or review do the data suggest in order for students to be more successful in completing the program? The data suggested two areas of improvement were necessary. Our first change involved restructuring the curriculum. Curriculum was introduced sooner in the program to better prepare the students for clinical success. A trend was noticed where students' initial test scores were lower than we preferred. To help rectify this trend, better

reinforcement of program expectations has been implemented earlier in the first quarter and reinforced each quarter.

3. How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program? The didactic and clinical course level SLOs directly reflect skills and abilities students need in order to succeed in the program and in the work field.

4. How has assessment of course-level student learning outcomes led to improvement in student learning in the program? The data shows that students' test scores have improved, student retention of previously learned material has increased and students are more clinically competent in the categories of positioning, radiation protection and patient care.

5. If your program has other outcomes assessments at the course level, comment on the findings.
n/a

2.3.b Program-Level SLO

1. What summative findings can be gathered from the Program Level Assessments?
The summative findings indicate that all but one program-level benchmark was met. This occurred in the area of radiographic image analysis. The program responded by creating clinical anatomy quizzes. These quizzes are given to 2nd year students in the clinical setting quarterly.

2. How has assessment of program-level student learning outcomes led to certificate/degree program improvements?
Assessment of program-level SLO's has allowed the program to define benchmarks to identify strengths and weaknesses. Examples include the creation of a new digital image teaching file, curriculum changes, development of new laboratory experiments, and the creation of new assessment tools and courses.

2. If your program has other outcomes assessments at the program level, comment on the findings. See chart below. Data reflective of the June 2012 graduating class.

Outcome	Measurement Tool	Benchmark	Results	Analysis/Action Plan
Students will pass the ARRT national certification on the 1st attempt.	ARRT 1st Time Pass Rates	90%	100%	All students passed on the first attempt.
Of those pursuing employment, students will be gainfully employed within 6 months post-graduation.	Graduate Survey	90%	Data pending	Data is collected January 2013
Students will complete the program within 22 months.	Retention Rate	75% 5-year average	74.2%	Retention will continue to be monitored for improvement. Funds will continue to be requested for tutoring.
Students will be satisfied with their education.	Final Program Evaluation (Question 20)	90%	Data pending	Data is collected January 2013
Employers will be satisfied with the graduate's performance	Employer Survey Question 1	90% of respondent 's ratings will be good or excellent	Data pending	Data is collected January 2013

Section 3: Program Goals and Rationale

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill's core missions, Educational & Strategic Master Plan (ESMP), the division plan, and SLOs.

3.1 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
1. Faculty Professional Development	On-going	Funds were requested for all three faculty	Faculty require funds to attend conferences/seminars to remain current in the subject matter. This is an accreditation mandate. 100% of requested professional development funds were used.
2. State-of-the-art equipment that mirrors industry standards	2011-2012	The Program received Perkins funding to purchase one large monitor and one computer.	The monitor and computer have been installed in the Radiology Lab. An additional 60" monitor and 3 iMacs have been requested and will be installed winter 2013.
3. Instructional materials	On-going	Funds were requested for instructional materials.	Instructional supplies support and improve student learning. Updating program equipment ensures students will be entering the workforce trained on the equipment currently used in industry.

3.2 New Goals: Goals can be multi-year (in Section 4 you will detail resources needed)
Fill in this table after filling out Section 4 on next page.

Goal	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives	Action Steps
1. Faculty Professional Development	Yearly	Faculty require funds to attend conferences/ seminars to remain current in the subject matter. This is an accreditation mandate. Students will benefit from instructors	Perkins funds are requested.

		trained in the latest radiologic curriculum.	
2. State-of-the-art equipment that mirrors industry standards	2013-2016	The program's imaging suite uses computed radiography equipment. To mirror industry standards, the program requests DR imaging equipment to supplement the current CR equipment to better support learning of diverse imaging platforms.	Measure C funds are requested.
3. Instructional materials	2012 - 2013	- To meet the RHB State mandate SB1199, all graduates must be competent in performing venipuncture. The program is requesting prosthetic arms, needles and lab supplies to facilitate a foundation that prepares students for the live sticks they will be required to perform when working in the clinical setting. - Student Response Systems facilitate student learning when partnered with the classroom PowerPoint content and provides the instructor with instant feedback on the students' understanding difficult concepts. SRS's engage the student and make the classroom interactive. - Phantoms, sponges and software are needed for the radiology laboratory. Students use these items to practice making an x-ray exposure without having to radiate humans.	Request Perkins funds Request Perkins funds Request Perkins funds
4. Funds for equipment repair	On-going	Program's x-ray equipment must be serviced for routine	Program requests augmentation of its B-budget to pay for

		maintenance, repaired when needed (yearly) and licensed with the State of CA. When the equipment is down, students lose the ability to practice their skills.	equipment maintenance, repair and licensing.
5. Director release time	On-going	The director is ultimately responsible for the success and integrity of the program. With adequate release time to run the program, student success will increase.	Required for accreditation purposes
6. Funds for Tutoring	2012 - 2013	Program students often need additional help with their studies outside of the normal faculty office hours. A class tutor will be hired with flexible hours to support our CTE students.	Request Perkins funds

Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee website: http://foothill.edu/president/operations.php for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	$ Amount	Related Goal from Table in section 3.2 and/or rationale
Non-Instructional Salaries/ Employee Benefits	$1650.00	Goal 6 - Program students often need additional help with their studies outside of the normal faculty office hours. A class tutor will be hired with flexible hours to support our CTE students.
Health Career Coordinator	Health Career Coordinator salary	It is an accreditation mandate that the program has sufficient clerical support services to meet all educational, program, and administrative requirements.
Dedicated Evaluation Specialist	Counselor's salary	Allied Health programs need an onsite evaluation specialist who is an expert in evaluating prospective students' transcripts/applications with the

		curriculum of the program. FH counselors are overbooked with students having long delays to get an appointment. An onsite specialist would greatly reduce the number of complaints currently lodged against counseling.

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Position	$ Amount	Related Goal from Table in section 3.2 and/or rationale
Program Director	.111	Goal 5 - The program director must assure effective program operations, oversee ongoing program assessment, participate in budget planning, maintain current knowledge of the professional discipline and educational methodologies through continuing professional development, and assume the leadership role in the continued development of the program. At a minimum, .111 release time is essential.

One-time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 3.2 and/or rationale

Ongoing B Budget Augmentation

B Budget FOAP	$ Amount	Related Goal from Table in section 3.2 and/or rationale
Memberships/subscriptions	$325.00	An institutional membership is maintained with the ACERT to allow faculty and program students to attend the conference at a greatly reduced rate. An accreditation mandate requires that the program annually update the Barclay's CCRs Title 17 subscription.
Advisory Board Meetings	$400.00	The program hosts two advisory board meetings/year.
Machinery maintenance & repair	$1,000.00	Goal 4 - The program spends approx. $1000/yr. on repair and maintenance of its x-ray equipment. This *drastically* impacts our B-Budget.
Parking	$240.00	Faculty must pay $60/quarter for parking at one of our clinical affiliates.

Facilities and Equipment

Facilities/Equipment Description, Professional Development, Tutoring	$ Amount	Related Goal from Table in section 3.2 and/or rationale
Faculty Professional Development	$7000.00	Goal 1 - Faculty require funds to attend conferences/ seminars to remain current in the subject matter. This is an accreditation mandate. Students will benefit from instructors trained in the latest radiologic curriculum.
Funds for Tutoring	$1650.00	Goal 6 - Program students often need additional help with their studies outside of the normal faculty office hours. A class tutor will be hired with flexible hours to support our CTE students.
DR imaging equipment	$125 - $150,000	Goal 2 – 80% of the program's affiliates use DR imaging. The program's imaging lab uses computed radiography equipment. To mirror industry standards, the program requests DR imaging equipment to supplement the current CR equipment to better support learning of diverse imaging platforms. The Program is requesting a DR wireless detector for the radiology lab. In addition to the detector, this system requires a capture console and a battery charger. Estimated cost with installation is $125,000.00 - $150,000.00.
Venipuncture supplies	$2,000.00	Goal 3 – The CDPH-RHB requires RT schools to provide venipuncture curriculum to its students. This requires arm manikins, needles, tourniquets and other miscellaneous supplies, which cannot be funded through materials fees.
Instructional Supplies	$2000.00	Goal 3 - Phantoms, sponges and software are needed for the radiology laboratory. Students use these items to

		practice making an x-ray exposure without having to radiate humans.
Student Response System	$1800.00	Goal 3 - Student Response Systems facilitate student learning when partnered with the classroom PowerPoint content and provides the instructor with instant feedback on the students' understanding of difficult concepts. SRS's engage the student and make the classroom interactive.

Section 5: Program Strengths/Opportunities for Improvement

5.1 Address the concerns or recommendations that were made in prior program review cycles.
1. The threat of insufficient funds for equipment & supplies, tutoring, professional development remains a challenge. 2. The potential loss of our clerical support (Kerry West position) would go against our accreditation and would cause gridlock in our program 3. The threat of lack of funds to purchase equipment that aligns with the state-of-the-art equipment in the community
4. Potential loss of affiliates

5.2 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability? Our program meets the crucial need for skilled radiologic technologists both to replace the retiring technologists and add to the growing workforce. The 225 applications per year and the successful job placement rate within 6 months of graduation are compelling indicators of the program's viability.

5.3 After reviewing the data, what strengths or positive trends would you like to highlight about your program?
1. The program continues to have more than 225 applicants a year. The field of radiologic technology provides high paying jobs and job security. 2. Our graduates have obtained a 100% pass rate on the national board exam for the last five years. 3. Our advisory board reports every year that they are very satisfied with our graduates as entry-level employees. 4. Our students are happy with the education they receive in our program.

Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis: The Radiology Program is an excellent career program that directly supports the Workforce core mission of the college. The director and faculty are dedicated to excellence in education and the success of the students. Productivity is excellent and budgetary awareness is maintained.

6.2 Areas of concern, if any: None

6.3 Recommendations for improvement: None

6.4 Recommended next steps:
_x__ Proceed as planned on program review schedule
___ Further review/Out of cycle in-depth review

Upon completion of section 6, the Program Review should be returned to department faculty and staff for review, then submitted to Instruction and Institutional Research for public posting. See timeline on page 1.

Unit Course Assessment Report - Four Column

Foothill College

Mission Statement: A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Radiologic Technology (R T) - R T 200L - RADIOLOGIC TECHNOLOGY AS A CAREER - SLO 2 - Application of knowledge - The student will be able to appraise the role of a radiolologic technologist in the health care environment. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** The student will write a 3-page paper that reflects the student's perception of the role of a radiologic technologist **Assessment Method Type:** Essay/Journal **Target:** 100% of the students will write a subjective paper on what they observed was the role of the radiologic technologist in the clinical environment	04/12/2012 - All students turned in their papers. **Result:** Target Met **Reporting Year:** 2011-2012 **GE/IL-SLO Reflection:** Communication, Creative, Critical, and Analytical Thinking, and Community/Global Consciousness and Responsibility are reflected in the students' reflection of the qualities necessary to be a caring and knowledgeable healthcare worker in radiologic technology.	04/16/2012 - This paper serves its purpose well. Students were excited to put their thoughts in writing and to share what they had learned about the career of radiologic technology. For some, it educated them to know that this was not the career for them. No changes at this time.
		10/15/2011 - 100% of the class turned in this assignment. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Faculty professional development to maintain currency in the subject matter. **GE/IL-SLO Reflection:** This SLO aligns with the college ILOs of Communication and Creative, Critical, and Analytical Thinking. To understand the role of the radiologic technologist in the workplace the student must communicate with patients and staff and assess the scope of practice of the RT.	10/17/2011 - The papers written by the students indicated that the class had a good understanding and appreciation of the job responsibilities of a radiologic technologist.
Department - Radiologic Technology (R T) -			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
R T 200L - RADIOLOGIC TECHNOLOGY AS A CAREER - SLO 1 - Job responsibilities - The student will demonstrate professionalism in a radiology patient care environment. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** The student will be assessed using a Clinical Observation Form that evaluates the student's ability to demonstrate professionalism in a clinical environment. **Assessment Method Type:** Observation/Critique **Target:** 85% of students will receive a grade of 3 or higher on a 5-point scale	04/12/2012 - 100% of the students received a point total of 3 or higher on the 5-point scale. **Result:** Target Met **Reporting Year:** 2011-2012 **GE/IL-SLO Reflection:** Communication is essential in the healthcare environment to maintain professionalism. This is stressed in class and students are evaluated on their professionalism in the clinical evaluation form. Community/Global Consciousness and Responsibility are also reflected in this assessment and findings because professionalism directly affects patient care.	04/16/2012 - The instructor makes a very strong statement of the importance of professionalism in the patient care environment. This includes how to dress, tone of voice, being on time, etc. Those that don't do well in this are (very, very few) usually drop the class as they realize they do not choose to perform that way. No changes at this time.
		10/15/2011 - 98% of the students received a grade of 3 or higher in the professionalism section of the clinical observation form. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Faculty professional development to maintain currency in the subject matter. **GE/IL-SLO Reflection:** This SLO aligns with the college ILOs of Communication and Community/Global Consciousness and Responsibility. The students lean the importance of good communication in the health care profession as well as the responsibility of the RT to demonstrate professionalism when taking care of patients in the community.	10/17/2011 - The clinical observation forms filled out by the affiliates' clinical instructor indicates that the students had a good understanding and appreciation of the importance of professionalism in a radiology department.
Department - Radiologic Technology (R T) - R T 50 - ORIENTATION TO RADIATION SCIENCE TECHNOLOGIES - SLO 1 - Describe - Describe radiation science terms, program policies, accreditation,	**Assessment Method:** On a multiple choice test the student will describe radiation science terms, program policies, accreditation, credentialing, certification, licensure, regulations, and	09/12/2012 - 100% of the students passed the test with 72% or greater in the Summer 2012 quarter. **Result:** Target Met	09/12/2012 - 1. Update the radiographic terminology and imaging modality lectures with more graphics. 2. Continue to assign

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
credentialing, certification, licensure, regulations, and various specialties and imaging modalities. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	various specialties and imaging modalities. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 100% of the students will receive a grade of 72% or greater on the test.	**Reporting Year:** 2011-2012 **Resource Request:** Faculty professional development to maintain currency in the subject matter. **GE/IL-SLO Reflection:** This outcome is related to the Four Cs/General Education of communication and creative, critical and analytical thinking. Students are reading and analyzing the lecture information relating to radiographic terminology and program policies. Judgment and decision making are necessary in identifying the various modalities within a radiology department.	program policy reading assignments before reviewing the RT Student Handbook and Clinical Education Manuals. 3. Update state and national regulations as changes occur.
		11/19/2011 - 100% of the students passed the test with 72% or greater in Summer 2011. **Result:** Target Met **Reporting Year:** 2010-2011 **Resource Request:** Faculty professional development to maintain currency in the subject matter. **GE/IL-SLO Reflection:** This assessment is connected to communication (required reading and writing) and creative, critical and analytical thinking (required problem solving and creativity).	11/19/2011 - 1.Update the radiographic terminology material. 2. Continue to assign program policy homework reading assignments before covering the Student Handbook and Clinical Education Manuals.
Department - Radiologic Technology (R T) - R T 50 - ORIENTATION TO RADIATION SCIENCE TECHNOLOGIES - SLO 2 - Explain - Explain the use of medical radiation, patient care techniques, anatomy identification and positioning of the abdomen. (Created By Department - Radiologic Technology (R T))	**Assessment Method:** On a multiple choice test the student will explain the use of medical radiation, patient care techniques, anatomy identification and positioning of the abdomen. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 100% of the students will receive a grade of	09/12/2012 - 100% of the students passed the test with 72% or greater in the Summer 2012 quarter. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Faculty professional development to	09/12/2012 - 1. Expand anatomy identification requirement for the abdomen procedure. 2. Continue to demonstrate the positioning of an abdomen procedure in the laboratory setting. 3. Allow students to practice the positioning of abdomen (mock) during a

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	72% or greater on the test.	maintain currency in the subject matter. **GE/IL-SLO Reflection:** This outcome is related to the Four Cs/General Education of communication and community/global consciousness and responsibility. Students are reading and analyzing the lecture information in order to correctly identify anatomy on a radiographic image. Elements of respect, empathy and cultural awareness are required to apply appropriate patient care techniques during the positioning of the abdomen.	scheduled laboratory visit. 4. Increase the laboratory practice time by adding open lab sessions.
		11/19/2011 - 100% of the students received a grade of 72% or greater on the test in Summer 2011. **Result:** Target Met **Reporting Year:** 2010-2011 **Resource Request:** Faculty professional development to maintain currency in the subject matter. **GE/IL-SLO Reflection:** This assessment is connected to communication (required reading and writing) and community/global consciousness and responsibility (related to social perceptiveness and interpersonal skills).	11/19/2011 - 1. Demonstrate and allow the students to practice the positioning of an abdomen (mock) during the laboratory visit. 2. Increase the laboratory practice time.
Department - Radiologic Technology (R T) - R T 51A - FUNDAMENTALS OF RADIOLOGIC TECHNOLOGY I - SLO 1 - Assess - Assess proper patient positioning of the chest, abdomen, upper and lower extremities, in order to apply positioning skills in the clinical setting resulting in a diagnostic image. (Created By Department - Radiologic Technology (R T))	**Assessment Method:** On a multiple choice test, the student will identify proper positioning of the chest, abdomen, upper extremities, and lower extremities. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 100% of the class will score 72% or higher	01/19/2013 - 100% of the students scored 72% or higher on the final exam. **Result:** Target Met **Reporting Year:** 2012-2013 **Resource Request:** Phantoms for the on-campus lab, DR equipment to mirror industry standard in the	01/19/2013 - During this cycle, shoulder and clavicle were moved to the Winter Quarter as well as KUB positioning and basic principles were moved to the orientation class in the summer. As this was the first time this has been done, assessment of what the student understands must be done at the

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	on the exam.	on-campus lab, current textbooks in the library on reserve. **GE/IL-SLO Reflection:** This SLO is connected to the Four C's in the areas of Communication, Critical Thinking, and Community. The students are reading, analyzing and at all times relating the issue they are working on to the comfort, radiation safety as well as the potential diagnosis for each patient.	beginning of the quarter to verify what topics need to be revisited. This will avoid unnecessary repetition but will ensure a solid foundation of knowledge is present before proceeding. Another issue that affected the course is the Veteran's holiday landing on a Monday instead of a Friday. Though I had moved content out of the course it didn't allow me the extra time I needed in certain areas such as chest. This same occurrence will happen next year also. Lastly, one of the articulated skeletons was disassembled into parts that will allow me to utilize them during class discussion along with the multiple 3D model applications I have been using. Another change for next year will be the way image analysis is done. A maximum of three images out of 5 will be selected by the student to evaluate. The rubric has been updated to reflect this. Modules will be built on Etudes to assist the student in image analysis. This was attempted in Winter, RT51B with positive feedback from the students.
		01/17/2012 - 90% of the students (27 out of 30) passed the multiple choice portion of the final exam in RT51A. The students who did not pass had difficulty identifying positioning issues in regards to lower extremities. This class has been radically updated since last year. Positioning errors as well as how to recognize and correct them has been added to the curriculum. As this is the first quarter for this change it is expected that with streamlining of the material, 100% of the	01/17/2012 - The students who did not pass had difficulty identifying positioning issues in regards to lower extremities. The curriculum has been updated since last year. Positioning errors as well as how to recognize and correct them has been added to the curriculum. As this is the first quarter for this

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		students will pass Fall 2012. Another area that is being addressed is moving the introductory lectures into the Orientation class. This would allow more flexibility for review and additional time for complicated concepts. 100% of the students were able to identify positioning errors and corrections for all body parts taught on their weekly Etudes Image Analysis assignment. **Result:** Target Not Met **Reporting Year:** 2011-2012 **Resource Request:** Phantoms for the on-campus lab, upgrades to the on-campus lab in the form of multimedia equipment for viewing of digital images, PACS system to store digital images, current textbooks in the library on reserve. **GE/IL-SLO Reflection:** This SLO is connected to the Four C's in the areas of Communication, Critical Thinking, and Community. The students are reading, analyzing and at all times relating the issue they are working on to the comfort, radiation safety as well as the potential diagnosis for each patient.	change it is expected that with streamlining of the material, 100% of the students will pass Fall 2012. Another area that is being addressed is moving the introductory lectures into the Orientation class. This would allow more flexibility for review and additional time for complicated concepts. The test questions utilized will be evaluated for content and compared to those missed during the assessment.
Department - Radiologic Technology (R T) - R T 51A - FUNDAMENTALS OF RADIOLOGIC TECHNOLOGY I - SLO 2 - Evaluate - Evaluate radiographs for anatomical structures in order to assess for proper positioning which will aid in the diagnosis of disease. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a short answer test, the student will identify anatomy of the chest, abdomen, upper extremities, and lower extremities as well as evaluate radiographic images for proper positioning. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 100% of the class will score 72% or higher on the exam.	01/25/2013 - 100% of the class scored 72% or higher on the exam. **Result:** Target Met **Reporting Year:** 2012-2013 **Resource Request:** Phantoms for the on-campus lab, DR equipment to mirror industry standard in the on-campus lab, current textbooks in the library on reserve. **GE/IL-SLO Reflection:** This SLO is connected to the Four C's in the	01/25/2013 - During this cycle I instituted more radiographic anatomy identification during quizzes as well as midterms and final exams. Evaluation of students retention will be evaluated during the programs image analysis assessment during the summer quarter. Modules were also added to Etudes using colorized radiographs paired with non-colorized radiographs to help students decipher more precisely

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		areas of Communication, Critical Thinking, and Community. The students are reading, analyzing and at all times relating the issue they are working on to the comfort, radiation safety as well as the potential diagnosis for each patient.	where specific anatomy is located. I believe these modules assisted the students weaker in basic anatomy.
		01/17/2012 - 100% of the students scored 72% or higher on the short answer portion of the exam. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Phantoms for the on-campus lab, upgrades to the on-campus lab in the form of multimedia equipment for viewing of digital images, PACS system to store digital images, current textbooks in the library on reserve. **GE/IL-SLO Reflection:** This SLO is connected to the Four C's in the areas of Communication, Critical Thinking, and Community. The students are reading, analyzing and at all times relating the issue they are working on to the comfort, radiation safety as well as the potential diagnosis for each patient.	01/17/2012 - All the students did well in this area. The focus of this portion of the exam was evaluating images for proper positioning and identifying anatomy. The students have been doing this the entire quarter through the weekly ETUDES Image Analysis assignment. Unlike the multiple choice portion of the test, there are no answers to select from, and the wording was very clear.
Department - Radiologic Technology (R T) - R T 51B - FUNDAMENTALS OF RADIOLOGIC TECHNOLOGY II - SLO 2 - Evaluate - Evaluate images for anatomy related to hip and pelvis, gastrointestinal tract, urinary system and biliary system for the purposes of providing diagnostic images. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a short answer/fill-in-the-blank test, the student will evaluate images of the hip and pelvis, gastrointestinal tract, urinary system and biliary system for proper positioning. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 100% of the participants will achieve 72% or higher on the exam.	03/29/2012 - 100% of the students achieved 72% or higher on the exam. Images were provided for anatomy identification and evaluation. The students did quite well in this area. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Phantoms for the on-campus lab, PACS system to store digital images, current	03/29/2012 - Image analysis content has been updated throughout the entire course. Four Image analysis assignments were posted on Etudes during the quarter in order to assess critical thinking when applying textbook material to radiographs. Digital radiographs are being collected from clinical institutions to facilitate this process. Success of the changes to curriculum will be

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		textbooks in the library on reserve. **GE/IL-SLO Reflection:** This SLO is connected to the Four C's in the areas of Communication, Critical Thinking, and Community. The students are reading, analyzing and at all times relating the topic they are learning to the comfort, radiation safety as well as the potential diagnosis of each patient.	compared during the 2012-2013 reflection period. Addition of this content has shown to improve the student's ability to evaluate images both in RT51B, positioning labs as well as RT53B, the clinical component.
Department - Radiologic Technology (R T) - R T 51B - FUNDAMENTALS OF RADIOLOGIC TECHNOLOGY II - SLO 1 - Application of Knowledge - Identify proper positioning of the hip and pelvis, gastrointestinal tract, urinary and biliary system in order to create diagnostic images. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a multiple choice test, the student will identify proper positioning of the hip and pelvis, gastrointestinal tract, urinary system and biliary system. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 100% of the participants will achieve 72% or higher on the exam.	03/29/2012 - 100% of the students scored 72% or higher on the final exam. Students demonstrated mastery of the material through this assessment. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Phantoms for the on-campus lab, PACS system to store digital images, current textbooks in the library on reserve. **GE/IL-SLO Reflection:** This SLO is connected to the Four C's in the areas of Communication, Critical Thinking, and Community. The students are reading, analyzing and at all times relating the topics they are reviewing to the comfort, radiation safety as well as the potential diagnosis of each patient.	03/29/2012 - Questions will continually be altered as the content of the class is updated. More compound multiple choice questions are being added in an effort to test not only memorized knowledge, but also critical thinking skills as well.
Department - Radiologic Technology (R T) - R T 51C - FUNDAMENTALS OF RADIOLOGIC TECHNOLOGY III - SLO 1 - Evaluate - Evaluate proper positioning of the vertebral column, skull, bony thorax, and sub -special radiographic procedures in order to produce diagnostic images in the clinical setting. (Created By Department - Radiologic Technology (R T))	**Assessment Method:** On a written final, the student will identify proper positioning of the vertebral column, skull, bony thorax, and sub-special radiographic procedures. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 100% of the participants will achieve 72% or	07/09/2012 - 100% of the students achieved 72% or higher on the exam. The average was 91.9% **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Phantoms for the on-campus lab, wireless	07/09/2012 - The class will continue as it is currently structured and will be re-evaluated next year.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	higher on the exam.	integration with the lab computer in an effort to utilize Dicom Reader during lecture, current textbooks in the library on reserve. **GE/IL-SLO Reflection:** This SLO is connected to the Four C's in the areas of Communication, Computation, Critical Thinking, and Community. The students are reading, analyzing and at all times relating the topic they are learning to the comfort, radiation safety as well as the potential diagnosis of each patient. Computation is utilized by the student when assessing radiation exposure to the patient through the selection of appropriate technical factors.	
Department - Radiologic Technology (R T) - R T 51C - FUNDAMENTALS OF RADIOLOGIC TECHNOLOGY III - SLO 2 - Analysis - Analyzes anatomy related to vertebral column, skull, bony thorax, and sub -special radiographic procedures to assess images for proper positioning. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a practicum and written final, the student will identify the anatomy of the vertebral column, skull, bony thorax, and sub-special radiographic procedures. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 100% of the participants will achieve 72% or higher on the exam.	07/16/2012 - 100% of the students achieved 72% or higher on the exam. The average was 91.9% **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Phantoms for the on-campus lab, wireless integration with the lab computer in an effort to utilize Dicom Reader during lecture, current textbooks in the library on reserve. **GE/IL-SLO Reflection:** This SLO is connected to the Four C's in the areas of Communication, Critical Thinking, and Community. The students are reading, analyzing and at all times relating the topic they are learning to the comfort, radiation safety as well as the potential diagnosis of each patient.	07/16/2012 - Anatomy will be tested more often during the course of the quarter. Both midterms will have a written component to evaluate radiographic anatomy knowledge.
Department - Radiologic Technology (R T) - R T 52A - PRINCIPLES OF RADIOLOGIC TECHNOLOGY I - SLO 1 - Knowledge - Describe the parts of the x-ray tube.	**Assessment Method:** On a written test, the student will identify the parts of the x-ray tube on a diagram. Additionally, the student will be able to	01/07/2013 - Students did well identifying the parts of the x-ray tube. They were able to describe the functions of each part and their placement in the sequence of x-ray exposure. This class formed	01/08/2013 - Instructor will add updates to the curriculum as needed.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	describe these components through a multiple choice exam. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 100% of the students will pass the quiz with a score of 72% or higher.	study groups right away which seemed to help set the tone for good study habits. **Result:** Target Met **Reporting Year:** 2012-2013 **Resource Request:** multimedia classroom, current textbook on reserve in the library **GE/IL-SLO Reflection:** The communication institutional goal fits this area of the curriculum as RT52A students are required to read and analyze the functionality of the parts of the x-ray tube.	
		01/08/2012 - 85% of the students passed the quiz with a score of 72% or higher. **Result:** Target Not Met **Reporting Year:** 2011-2012 **Resource Request:** multimedia classroom, latest edition of the textbook on reserve in the library **GE/IL-SLO Reflection:** The communication institutional goal fits this area of the curriculum as RT52A students are required to read and analyze the functionality of the parts of the x-ray tube.	01/08/2012 - I may need to reevaluate this benchmark. As this is the first quiz of the course, students are still getting used to the radiology program's curriculum and radiation physics in particular. Of the 5 students that did not reach the benchmark, 100% of them said that they underestimated the time required to study for this quiz.
Department - Radiologic Technology (R T) - R T 52A - PRINCIPLES OF RADIOLOGIC TECHNOLOGY I - SLO 2 - Application of knowledge - Differentiate between the quality factors of mAs and kV. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a multiple choice test, the student will be able to accurately distinguish between the quantity factor, mAs and the quality factor, kV. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 100% of the students will pass the quiz with a score of 72% or higher.	01/07/2013 - This class seemed to have a better grasp of mAs and kV than classes in recent years. This should make it easier next quarter when these factors are expanded upon dramatically. **Result:** Target Met **Reporting Year:** 2012-2013 **Resource Request:** multimedia classroom, latest edition of the textbook on reserve in the library	01/07/2013 - Instructor will add updates to the curriculum as needed.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		GE/IL-SLO Reflection: The communication, computation, creative, critical, and analytical thinking institutional goals relate to the understanding of the quantity and quality factors of radiographic technique. Students are reading and analyzing the information so that they may utilize this when setting technical factors in the clinical setting. This also involves some simple algebraic formulas and the ability to adapt these formulas when met with unconventional patient size and pathologies.	
		01/08/2012 - 100% of the students passed the quiz with a score of 72% or higher. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** multimedia classroom, current textbook on reserve in the library **GE/IL-SLO Reflection:** The communication, computation, creative, critical, and analytical thinking institutional goals relate to the understanding of the quantity and quality factors of radiographic technique. Students are reading and analyzing the information so that they may utilize this when setting technical factors in the clinical setting. This also involves some simple algebraic formulas and the ability to adapt these formulas when met with unconventional patient size and pathologies.	01/08/2012 - This is what I would expect on the second quiz of the course. Students have come to terms with the study time required of this course.
Department - Radiologic Technology (R T) - R T 52B - PRINCIPLES OF RADIOLOGIC TECHNOLOGY II - SLO 1 - Demonstrate - Comprehend the interaction of x-ray and matter and the effect of radiographic quality factors on image production. (Created By Department - Radiologic Technology (R T))	**Assessment Method:** On a multiple choice test, the student will distinguish the interaction of x-ray and matter and the effect of radiographic quality factors on image production. **Assessment Method Type:** Exam - Course Test/Quiz	04/15/2012 - All students passed the test. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:**	04/16/2012 - Students did well on this section of the course and were able to recognize how density, contrast, detail and distortion affected image quality. A very lengthy review with lots of practice

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	**Target:** 100% of the students will pass the test with a score of 72% or higher.	Library reference books for the stacks and reserve. **GE/IL-SLO Reflection:** Creative, Critical, and Analytical Thinking is necessary when determining the quality of x -ray images. Students did well on this section of the course and were able to recognize how each factor affected image quality.	handouts is given prior to the test which has helped the students with these concepts. No changes at this time.
Department - Radiologic Technology (R T) - R T 52B - PRINCIPLES OF RADIOLOGIC TECHNOLOGY II - SLO 2 - Application of knowledge - Describe the fundamentals of radiobiology, radiation protection and radiation protective devices. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a multiple choice test, the student will identify the fundamentals of radiobiology, radiation protection and radiation protective devices. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 100% of the students will pass the test with a score of 72% or higher.	04/15/2012 - All students passed the test on radiation protection with a minimum score of 72%. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Library reference books for the stacks and reserve. **GE/IL-SLO Reflection:** All four institutional goals are reflected in the curriculum for radiobiology and radiation protection. Students must communicate well with patients to avoid unnecessary exposure. Sometimes they must perform computations to minimize radiation to the patient. This involves critical thinking and global consciousness to keep the dose to the patient as low as possible.	04/16/2012 - Students did well in this section of RT52B. A lot of the information is memorizing state regulations and the dose limits for each body part. The information was given to the students in a table format which helped them to separate each regulation. No changes will be made at this time.
Department - Radiologic Technology (R T) - R T 52C - PRINCIPLES OF RADIOLOGIC TECHNOLOGY III - SLO 1 - Knowledge - Identify the components of the x-ray circuit. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a diagram, identify the components of the x-ray circuit. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 100% of the students will pass the quiz with a score of 72% or higher.	07/21/2012 - 100% of the students passed this quiz with a score of 72% or higher. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Multimedia classroom, latest edition of book	07/21/2012 - Students did well identifying the components of the x-ray circuit. They have a good foundation in RT52A where they learn the parts of the x-ray tube. This quarter elaborated on the parts of the circuitry responsible for making x-rays in the x-ray tube.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		on reserve in library, classroom response system (Clickers) **GE/IL-SLO Reflection:** The communication institutional goal fits this area of the curriculum as RT52C students are required to read and analyze the functionality of the parts of the x-ray circuit. This knowledge base allows the student to understand all functions of the generator leading up to the production of x-ray photons.	
Department - Radiologic Technology (R T) - R T 52C - PRINCIPLES OF RADIOLOGIC TECHNOLOGY III - SLO 2 - Application of knowledge - Differentiate between step-up and step-down transformers. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a multiple choice test, differentiate between step-up and step-down transformers. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 100% of the students will pass the quiz with a score of 72% or higher.	07/21/2012 - 100% of the class passed this quiz with a score of 72% or higher. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Multimedia classroom, latest edition of book on reserve in library, classroom response system (Clickers) **GE/IL-SLO Reflection:** The communication, computation, creative, critical, and analytical thinking institutional goals relate to the understanding of step-up and step-down transformers. Students are reading and analyzing the information so that they may understand how these transformers operate. This also involves math computations to determine if the transformer increases the kilovoltage or the milliamperage. The student must understand the principles and the math computations in order to determine & understand the functionality of transformers.	07/21/2012 - Though all students passed this quiz the most common questions missed had to do with autotransformers. I did go over the final in detail and explained the answers to the questions most students missed but a little more time on this circuit element may be needed for future classes.
Department - Radiologic Technology (R T) - R T 52D - DIGITAL IMAGE ACQUISITION &	**Assessment Method:** In a written paper, the student will compare	01/25/2013 - 25 out of 28 students scored 18 out	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
DISPLAY - SLO 1 - Evaluate - Assess the application and components of a digital radiography system in order to maximize radiation protection of the patient in the clinical setting. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	and contrast the application and components of digital radiography system and PACS with analog systems of the past and how they impact radiation protection in the clinical setting. **Assessment Method Type:** Research Paper **Target:** 100% of the participants will score 18 out of 20 points possible.	of 20 points possible. The three students who did not score 18, scored 17, 17.5 and 17.5 respectively. **Result:** Target Not Met **Reporting Year:** 2012-2013 **Resource Request:** Phantoms for the on-campus lab, DR equipment enhancing learning in the digital lab, current textbooks in the library on reserve. **GE/IL-SLO Reflection:** This SLO relates to all four of the IL-SLO's. The students were expected to interview a technologist or Clinical instructor to gather data regarding this topic, they evaluated the computer systems for the digital systems to discuss dose reduction through technical factor selection, critical thinking was an important aspect through the comparison process and finally community is a enormous part of the students concern. They worked tirelessly in this process to understand how to reduce dose to their patients through understanding the inner workings of digital equipment.	01/25/2013 - Of the three students who scored lower than the target score of 18, one of them did not follow the assignment instructions regarding an interview, while the other two had grammatical errors, incorrect content and an incorrect bibliography. The students were given 4 topics to choose from as well as a rubric to inform them exactly how they would be graded. The assignment and rubric were provided in paper form and reviewed on the first day as well as posted on Etudes. Upon feedback from the students, they learned a lot from this assignment so no changes will be implemented at this time. Continual reiteration of proofreading and following instructions will occur next year.
		01/17/2012 - 92% (23 out of 25 students) of the participants scored 18 out of 20 points possible on the written paper. **Result:** Target Not Met **Reporting Year:** 2011-2012 **Resource Request:** Phantoms for the on-campus lab, upgrades to the on-campus lab in the form of multimedia equipment for viewing images and enhancing learning in the digital lab, PACS system to store digital images, current textbooks in the library on reserve. **GE/IL-SLO Reflection:**	01/17/2012 - In looking at the rubrics for the two students who did not score 18 or higher, the issues where they were downgraded were: paper turned in late, lack of proofreading, turned in less than the assigned number of pages, content lacking depth and not illustrating the knowledge of the student. I feel these issues are student specific. The assignment requirements along with the grading rubric are provided the first day of class and reviewed. Both of these students have been

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		This SLO relates to all four of the IL-SLO's. The students were expected to interview a technologist or Clinical instructor to gather data regarding this topic, they evaluated the computer systems for the digital systems to discuss dose reduction through technical factor selection, critical thinking was an important aspect through the comparison process and finally community is a enormous part of the students concern. They worked tirelessly in this process to understand how to reduce dose to their patients through understanding the inner workings of digital equipment.	urged to work on time management as a key component to improving their grades and reducing stress levels. As a way to continue integrating what is important to the students, this year, all 25 students submitted topics for this assignment. Four of those topics will be selected and offered as writing options for this assignment during the Fall 2012 class. The other area that will be evaluated in the coming months will be the flow of the class in order to combine the lecture and labs in a such a way to enhance student learning. I am also waiting for the publication in a revised book on the subject. Currently there are only two books solely dedicated to this topic and they are sorely lacking. The feedback from the students was the book currently being used was not easy to read nor understand.
Department - Radiologic Technology (R T) - R T 52D - DIGITAL IMAGE ACQUISITION & DISPLAY - SLO 2 - Evaluate - Describe the components of both computed radiography and direct radiography equipment in conjunction with the process of image formation. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a multiple-choice test, the student will recognize the parts of both CR and DR equipment and their contribution to image formation. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 100% of the participants will achieve 72% or higher on the exam.	01/25/2013 - 100% of the participants scored 72% or higher on the exam. **Result:** Target Met **Reporting Year:** 2012-2013 **Resource Request:** Phantoms for the on-campus lab, DR equipment enhancing learning in the digital lab, library books on reserve. **GE/IL-SLO Reflection:** This SLO relates to all four of the IL-SLO's. There is communication through reading and understanding the concepts, critical thinking to understand how equipment	01/25/2013 - Students did very well in this area. A way to enhance learning would be if we could acquire DR equipment for our on-campus lab. To have all three types of imaging that our students need to know about running simultaneously would allow the students to compare and contrast the characteristics of each. This would mean a more solid understanding of dose reduction opportunities depending upon the equipment available to them at their clinical settings.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		characteristics relate to radiation protection and whether your image is diagnostic, computation to understand exposure and how mAs calculations affect not only the density on your image but the dose to the patient and finally community as this leads to the understanding of how the innate characteristics of digital systems can be enhanced to protect the patient and produce a better product.	
		01/17/2012 - 100% of the participants achieved 72% or higher on the exam regarding this topic. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Phantoms for the on-campus lab, upgrades to the on-campus lab in the form of multimedia equipment for viewing of digital images, PACS system to store digital images, current textbooks in the library on reserve. **GE/IL-SLO Reflection:** This SLO relates to all four of the IL-SLO's. There is communication through reading and understanding the concepts, critical thinking to understand how characteristic curves relate to radiation protection and whether your image is diagnostic, computation to understand optical density and how mAs calculations affect not only the density on your image but the dose to the patient and finally community as this leads to the understanding of how the innate characteristics of film and digital systems can be enhanced to protect the patient and produce a better product.	01/17/2012 - Characteristic curves were utilized as a jumping off point to bridge analog systems to digital systems. This topic was introduced in RT52C in Spring 2011. This made it much easier to apply this concept and to understand how digital imaging is different. The content for this SLO will not be altered for next year as it also helps the student in comparing analog to digital systems if that is the topic they choose to write about for their written assignment referred to in SLO number 1.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Radiologic Technology (R T) - R T 53 - ORIENTATION TO RADIOLOGIC TECHNOLOGY - SLO 1 - Demonstrate - Demonstrate proper equipment manipulation, patient positioning, and anatomic image evaluation for the abdomen procedure in the clinical setting. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a performance competency skills test the student will demonstrate proper equipment manipulation, patient positioning, and anatomic image evaluation for the abdomen procedure in the clinical setting. **Assessment Method Type:** Field Placement/Internship **Target:** 100% of the students will receive a grade of 80% or greater on the clinical evaluation tool.	09/14/2012 - 100% of the students received a grade of 80% or greater on the clinical evaluation tool. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** None. **GE/IL-SLO Reflection:** The institutional goals that relate to this SLO include: communication, creative, critical and analytical thinking, and community / global consciousness and responsibility. Accurate positioning involves effective communication with the patient and staff and the ability to safely manipulate the radiographic equipment. Problem solving is required for the student to adjust to changing clinical situations.	09/14/2012 - 1. Continue to offer and develop a positioning lab activity in RT50 for student practice. 2. Review equipment, positioning and anatomy prior to the clinical rotation.
		11/19/2011 - 100% of the students received a grade of 80% or greater on the clinical evaluation tool. **Result:** Target Met **Reporting Year:** 2010-2011 **Resource Request:** None. **GE/IL-SLO Reflection:** This assessment requires listening, speaking, judgement/ decision making and problem solving.	11/19/2011 - Update clinical evaluation tool as needed.
Department - Radiologic Technology (R T) - R T 53 - ORIENTATION TO RADIOLOGIC TECHNOLOGY - SLO 2 - Performance - Perform proper assessment of vital signs and performance of safe patient transport in	**Assessment Method:** On a performance competency skills test the student will perform proper assessment of vital signs and performance of safe patient transport in the radiology department.	09/14/2012 - 100% of the students received a grade of 80% or greater on the clinical evaluation tool. **Result:** Target Met	09/14/2012 - 1. Continue to expand lecture/discussion on vital sign assessment and safe patient transport material in RT50. 2.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
the radiology department. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method Type:** Field Placement/Internship **Target:** 100% of the students will receive a grade of 80% or greater on the clinical evaluation tool.	**Reporting Year:** 2011-2012 **Resource Request:** None. **GE/IL-SLO Reflection:** The institutional goals that relate to this SLO include: communication, creative, critical and analytical thinking, and community / global consciousness and responsibility. Vital sign assessment and patient transport involves effective listening and speaking skills with diverse patients. Judgment and decision making are also required for the student to adjust to changing clinical situations.	Update lecture photos to include the current equipment being used in the clinical setting.
		11/19/2011 - 100% of the students received a grade of 80% or greater on the clinical evaluation tool. **Result:** Target Met **Reporting Year:** 2010-2011 **Resource Request:** None. **GE/IL-SLO Reflection:** This assessment requires listening, speaking, judgment/ decision making and problem solving.	11/19/2011 - Update the clinical evaluation tool as needed.
Department - Radiologic Technology (R T) - R T 53A - APPLIED RADIOGRAPHIC TECHNOLOGY I - SLO 1 - Performance - The student will demonstrate proper positioning in the clinical setting. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a clinical competency evaluation, the student will demonstrate good positioning skills. **Assessment Method Type:** Presentation/Performance **Target:** 100% of the students will pass the positioning category of the clinical competency evaluation with a score of 6 or higher on a 10 point scale.	01/07/2013 - All students passed the positioning category with a score of 6 or better with only 4% earning a 6 on the 10 point scale. **Result:** Target Met **Reporting Year:** 2012-2013 **Resource Request:** None **GE/IL-SLO Reflection:**	01/08/2013 - The two areas where students struggled the most are speed and confidence. This is very common with 1st quarter students. Students will be encouraged to attend the open labs on campus to home their positioning skills.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		The communication, creative, critical, and analytical thinking and community/global consciousness & responsibility institutional goals relate to this SLO. Good positioning involves effective communication with the patient and the ability to determine the patient's body habitus and pathology. These skills ensure the student gives the patient the best radiographic image with the least amount of radiation.	
		01/08/2012 - 100% of the students passed the positioning category of the clinical competency evaluation with a score of 6 or higher. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** None **GE/IL-SLO Reflection:** The communication, creative, critical, and analytical thinking and community/global consciousness & responsibility institutional goals relate to this SLO. Good positioning involves effective communication with the patient and the ability to determine the patient's body habitus and pathology. These skills ensure the student gives the patient the best radiographic image with the least amount of radiation.	01/08/2012 - Clinical instructor comments under the positioning category referred to the need for students to work on talking patients into the correct position instead of touching the patient so much. This can be reinforced in the RT53AL-CL series.
Department - Radiologic Technology (R T) - R T 53A - APPLIED RADIOGRAPHIC TECHNOLOGY I - SLO 2 -Performance - The students will be able to critique images for accuracy. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a clinical competency evaluation, the student will be able to critique images for accuracy. **Assessment Method Type:** Presentation/Performance **Target:** Students will pass the image evaluation category of the clinical evaluation form with a score of 6 or higher on a 10 point scale.	01/08/2013 - Grades in this category were very high; 94% scored 10's with the remaining 6% earning B's. This is very impressive for brand new students. **Result:** Target Met **Reporting Year:** 2012-2013 **Resource Request:**	01/08/2013 - Success in this category can be attributed to the expansion of image analysis in RT51A. The instructor continues to add new images and scenarios on the course Etudes site.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		None **GE/IL-SLO Reflection:** The communication, creative, critical, and analytical thinking and community/global consciousness & responsibility institutional goals relate to this SLO. Students must be able to verbally critique and trouble-shoot their radiographic images to ensure patients get the best radiographic with the least amount of radiation.	
		01/08/2012 - 100% of the students passed the image evaluation category of the clinical evaluation form with a score of 6 or higher. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** None **GE/IL-SLO Reflection:** The communication, creative, critical, and analytical thinking and community/global consciousness & responsibility institutional goals relate to this SLO. Students must be able to verbally critique and trouble-shoot their radiographic images to ensure patients get the best radiographic with the least amount of radiation.	01/08/2012 - The clinical instructors relayed to the faculty at the December 2011 CI Meeting that they have observed the students truly evaluating their images, not just regurgitating what the book says. A lot of the credit goes to the RT51A-C series instructor who has implemented image analysis into her course content.
Department - Radiologic Technology (R T) - R T 53AL - APPLIED RADIOGRAPHIC TECHNOLOGY LABORATORY I - SLO 1 - Demonstrate - Demonstrate proper equipment manipulation and positioning criteria for selected radiographic procedures of the chest, abdomen and extremities, applying appropriate patient care and radiation protection principles in the laboratory setting. (Created By Department - Radiologic Technology (R T))	**Assessment Method:** On a performance competency skills test the student will demonstrate proper equipment manipulation and positioning criteria for selected radiographic procedures of the chest, abdomen and extremities, applying appropriate patient care and radiation protection principles in the laboratory setting. **Assessment Method Type:** Class/Lab Project **Target:**	12/13/2012 - 100% of the students successfully passed the skills test with 80% or greater (Fall 2012). **Result:** Target Met **Reporting Year:** 2012-2013 **Resource Request:** Radiology laboratory in room 5305 will require ongoing equipment maintenance and repair to remain operational. Laboratory	12/13/2012 - The content for the shoulder and clavicle procedures were moved to Winter quarter. This allowed for more practice time which resulted in an increase in the average lab scores.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	100% of the students will successfully pass the skills test with 80% or greater.	supplies such as radiographic film, processor chemicals, cassettes, gloves, cleaner and misc lab supplies. **GE/IL-SLO Reflection:** The institutional goals that relate to this SLO include: communication, computation, creative, critical and analytical thinking, and community / global consciousness and responsibility. Accurate patient positioning involves effective communication, respect and interpersonal skills. Students work on applying technology skills and reasoning in order to perform proper positioning and radiation protection techniques. Judgment and decision-making are required for the student to adjust to diverse patient situations.	
		12/18/2011 - 100% of the students successfully passed the skills test with 80% or greater (Fall 2011). **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Radiology laboratory in room 5305 will require ongoing equipment maintance and repair to remain operational. Laboratory supplies such as radiographic film, processor chemicals, cassettes, gloves, cleaner and misc lab supplies. **GE/IL-SLO Reflection:** The institutional goals that relate to this SLO include: communication, computation, creative, critical and analytical thinking, and community / global consciousness and responsibility. Accurate patient positioning involves effective communication, respect and interpersonal skills. Students work on applying technology skills and reasoning in order to perform proper positioning and radiation protection techniques. Judgment	12/18/2011 - Continue to update the competency skills evaluation tool as needed.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		and decision-making are required for the student to adjust to diverse patient situations.	
Department - Radiologic Technology (R T) - R T 53AL - APPLIED RADIOGRAPHIC TECHNOLOGY LABORATORY I - SLO 2 - Application of knowledge - Perform image evaluation and anatomy identification for selected radiographic procedures of the chest, abdomen and extremities. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a performance competency skills test, the student will be able to perform image evaluation and anatomy identification for the radiographic procedures of the chest, abdomen and extremities in the laboratory setting. **Assessment Method Type:** Class/Lab Project **Target:** 100% of the students will successfully pass the skills test will 80% or greater.	12/13/2012 - 100% of the students successfully passed the skills test with 80% or greater (Fall 2012). **Result:** Target Met **Reporting Year:** 2012-2013 **Resource Request:** Purchase additional computers and a digital monitor to display radiographic images in digital format. **GE/IL-SLO Reflection:** The institutional goals that relate to this SLO include: communication and creative, critical and analytical thinking. The students must verbally identify anatomy and evaluate specific positioning criteria on a radiographic image.	12/13/2012 - Continue to develop the digital image library by collecting digital images from the clinical affiliates.
		12/18/2011 - 100% of the students successfully passed their skills test with 80% or greater. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Purchase a computer, digital monitor and multi-media to display radiographic images in digital format. **GE/IL-SLO Reflection:** The institutional goals that relate to this SLO include: communication and creative, critical and analytical thinking. The students must verbally identify anatomy and evaluate specific positioning criteria on a radiographic image.	12/18/2011 - Continue to update the competency skills evaluation tool as needed.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Radiologic Technology (R T) - R T 53B - APPLIED RADIOGRAPHIC TECHNOLOGY II - SLO 2 - Performance - The student will be able to identify anatomy of the upper and lower extremities. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On the clinical evaluation form, the student will demonstrate accurate knowledge of the anatomy of the upper and lower extremities. **Assessment Method Type:** Presentation/Performance **Target:** 100% of the students will pass the image evaluation section of the clinical evaluation form with a score of 6 or higher on a 10-point scale.	04/16/2012 - 100% of the students passed the image evaluation section of the clinical evaluation form with a score of 6 or higher on a 10-point scale. **Result:** Target Met **Reporting Year:** 2011-2012 **GE/IL-SLO Reflection:** Communication and Creative, Critical, and Analytical Thinking relate to the students' performance of extremity anatomy recognition. Students must critique images to determine if the image needs to be repeated. They must draw from their knowledge of anatomy and communicate to a supervisor if the exam is repeatable or not.	04/16/2012 - The students that scored the lowest in this category did so because of lack of recall of some the extremity anatomy. The clinical instructors and faculty are working with these students to give them the tips and tricks that will help their memorization of the human anatomy. No changes at this time.
Department - Radiologic Technology (R T) - R T 53B - APPLIED RADIOGRAPHIC TECHNOLOGY II - SLO 1 - Demonstrate - The student will demonstrate proper radiation protection during the performance of an extremity competency. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a clinical competency evaluation, the student will demonstrate good radiation protection skills. **Assessment Method Type:** Presentation/Performance **Target:** 100% of the students will pass the radiation protection section of the clinical competency evaluation with a score of 6 or higher on a 10 point scale.	04/16/2012 - 100% of the students passed the radiation protection section of the clinical competency evaluation with a score of 6 or higher on a 10 point scale. **Result:** Target Met **Reporting Year:** 2011-2012 **GE/IL-SLO Reflection:** Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility all pertain to the student's ability to demonstrate proper radiation protection during the performance of an x-ray examination. The student must do all of these institutional goals to ensure that patients do not receive excess radiation during the procedure.	04/16/2012 - Students did very well in the category of radiation protection on their extremity competency. Five students could have collimated more to better protect the patient. This is a skill that the student will improve upon as they get more and more practice and confidence working with patients. No changes needed at this time.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Radiologic Technology (R T) - R T 53BL - APPLIED RADIOGRAPHIC TECHNOLOGY LABORATORY II - SLO 1 - Demonstrate - Demonstrate proper equipment manipulation and positioning criteria for selected radiographic procedures of the Shoulder, Clavicle, Hip, Pelvis, UGI, BE and IVU, applying appropriate patient care and radiation protection principles in the laboratory setting. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a performance competency skills test the student will demonstrate proper equipment manipulation and positioning criteria for selected radiographic procedures of the Shoulder, Clavicle, Hip, Pelvis, UGI, BE and IVU, applying appropriate patient care and radiation protection principles in the laboratory setting. **Assessment Method Type:** Class/Lab Project **Target:** 100% of the students will successfully pass the skills test with 80% or greater.	03/28/2013 - 100% of the students successfully passed the skills test with 80% or greater. **Result:** Target Met **Reporting Year:** 2012-2013 **Resource Request:** The radiology laboratory (room 5305) will require ongoing equipment maintenance and repair to remain operational. Laboratory supplies needed include radiographic film, processor chemicals, cassettes, gloves, hand sanitizer and other misc. suppli **GE/IL-SLO Reflection:** The institutional goals that relate to this SLO include: communication, computation, creative, critical and analytical thinking, and community / global consciousness and responsibility. Accurate patient positioning involves effective communication, respect and interpersonal skills. Students work on applying technology skills and reasoning in order to perform proper positioning and radiation protection techniques. Judgment and decision-making are also required for the student to adjust to diverse patient situations.	03/28/2013 - Monitor and develop a weekly lab schedule that will correlate the lab content with the positioning course lecture material.
		03/29/2012 - 100% of the students successfully passed the skills test with 80% or greater. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** The radiology laboratory (room 5305) will require ongoing equipment maintenance and repair to remain operational. Laboratory supplies needed include radiographic film, processor chemicals, cassettes, gloves,	03/29/2012 - Develop a weekly lab schedule that will correlate the lab content with the course lecture. Continue to update the competency skills evaluation tool as needed.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		hand sanitizer and other misc. supplies. **GE/IL-SLO Reflection:** The institutional goals that relate to this SLO include: communication, computation, creative, critical and analytical thinking, and community / global consciousness and responsibility. Accurate patient positioning involves effective communication, respect and interpersonal skills. Students work on applying technology skills and reasoning in order to perform proper positioning and radiation protection techniques. Judgment and decision-making are also required for the student to adjust to diverse patient situations.	
Department - Radiologic Technology (R T) - R T 53BL - APPLIED RADIOGRAPHIC TECHNOLOGY LABORATORY II - SLO 2 - Performance - Perform image evaluation and anatomy identification for selected radiographic procedures of the Shoulder, Clavicle, Hip, Pelvis, UGI, BE and IVU. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a performance competency skills test the student will critique images for proper positioning and identify anatomic structures of the Shoulder, Clavicle, Hip, Pelvis, UGI, BE and IVU. **Assessment Method Type:** Class/Lab Project **Target:** 100% of the students will successfully pass the skills test with 80% or greater.	03/28/2013 - 100% of the students successfully passed the skills test with 80% or greater. **Result:** Target Met **Reporting Year:** 2012-2013 **Resource Request:** Purchase additional computers and a digital monitor to display radiographic images in digital format. **GE/IL-SLO Reflection:** The institutional goals that relate to this SLO include: communication and creative, critical and analytical thinking. The students must verbally identify anatomy and evaluate specific positioning criteria on a radiographic image.	03/28/2013 - Develop image evaluation lab activities to facilitate anatomy identification and critical thinking. Continue to update the competency skills evaluation as needed.
		03/29/2012 - 100% of the students successfully passed the skills test with 80% or greater. **Result:** Target Met **Reporting Year:** 2011-2012	03/29/2012 - Develop lab activities using the energized laboratory and phantoms to facilitate image evaluation and critical thinking. Continue to update the competency skills evaluation tool as needed.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Resource Request: Purchase a computer, digital monitor and multi-media display to radiographic images in digital format. **GE/IL-SLO Reflection:** The institutional goals that relate to this SLO include: communication and creative, critical and analytical thinking. The students must verbally identify anatomy and evaluate specific positioning criteria on a radiographic image.	
Department - Radiologic Technology (R T) - R T 53C - APPLIED RADIOGRAPHIC TECHNOLOGY III - SLO 1 - Demonstrate - The student will demonstrate proper positioning criteria in the clinical setting of the RT51C curriculum. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On the clinical evaluation form, the student will demonstrate good positioning skills of the spine. **Assessment Method Type:** Presentation/Performance **Target:** 100% of the students will pass the positioning category on the clinical evaluation form with a score of 6 or higher on a 10-point scale.	07/21/2012 - 100% of the students passed the positioning category on the clinical evaluation form with a score of 6 or higher. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** None **GE/IL-SLO Reflection:** The communication, creative, critical, and analytical thinking and community/global consciousness & responsibility institutional goals relate to this SLO. Good positioning involves effective communication with the patient and the ability to determine the patient's body habitus and pathology. These skills ensure the student gives the patient the best radiographic image with the least amount of radiation.	07/21/2012 - Of those students who scored the lowest in this category, the causes were a lack of recall, lack of speed and confidence and an inconsistency when positioning. For these students, reinforcement is necessary in the form of studying more, practicing on fellow students in the on-campus lab and making "books" to keep in their pockets in the clinic with positioning reminders.
Department - Radiologic Technology (R T) - R T 53C - APPLIED RADIOGRAPHIC TECHNOLOGY III - SLO 2 - Performance - The student will perform image evaluation, which includes anatomy and pathology identification for spine procedures. (Created	**Assessment Method:** On a clinical evaluation form, the student will demonstrate their knowledge of anatomy and pathology of the spine. **Assessment Method Type:** Presentation/Performance	07/21/2012 - 100% of the students passed the image quality section of the clinical competency evaluation with a score of 6 or higher. **Result:** Target Met	07/21/2012 - The students did well in the category of image analysis on the clinical evaluation form. The few students who did not receive a score of 10 had trouble recalling

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Target:** 100% of the students will pass the image quality section of the clinical competency evaluation with a score of 6 or higher on a 10 -point scale.	**Reporting Year:** 2011-2012 **Resource Request:** None **GE/IL-SLO Reflection:** The communication, creative, critical, and analytical thinking and community/global consciousness & responsibility institutional goals relate to this SLO. Students must be able to determine if their images have the quality required for the radiologist to make a correct diagnosis. Doing so also means minimizing radiation exposure to the patient.	some of the spine anatomy. This will be reinforced in the summer image analysis sessions in the clinical facilities.
Department - Radiologic Technology (R T) - R T 53CL - APPLIED RADIOGRAPHIC TECHNOLOGY LABORATORY III - SLO 1 - Demonstrate - Demonstrate proper equipment manipulation and positioning criteria for selected radiographic procedures of the spine, ribs and skull, applying appropriate patient care and radiation protection principles in the laboratory setting. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a performance competency skills test the student will demonstrate proper equipment manipulation and positioning criteria for selected radiographic procedures of the spine, ribs and skull, applying appropriate patient care and radiation protection principles in the laboratory setting. **Assessment Method Type:** Class/Lab Project **Target:** 100% of the students will successfully pass the skills test with 80% or greater.	06/28/2012 - 100% of the students successfully passed the skills test with 80% or greater. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Radiology laboratory in room 5305 will require ongoing equipment maintance and repair to remain operational. Laboratory supplies such as radiographic film, processor chemicals, cassettes, gloves, cleaner and misc lab supplies. **GE/IL-SLO Reflection:** The institutional goals that relate to this SLO include: communication, computation, creative, critical and analytical thinking, and community / global consciousness and responsibility. Accurate patient positioning involves effective communication, respect and interpersonal skills. Students work on applying technology skills and reasoning in order to perform proper positioning and radiation protection techniques. Judgment and decision-making are also required for the student to adjust to diverse patient	06/28/2012 - 1. Beta tested the trauma simulation labs that require critical thinking and discussion. Received positive feedback from the orientation students and clinical instructors. 2. Continue to develop a weekly lab schedule that will correlate the lab content with the course lecture.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		situations.	
Department - Radiologic Technology (R T) - R T 53CL - APPLIED RADIOGRAPHIC TECHNOLOGY LABORATORY III - SLO 2 - Performance - Perform image evaluation and anatomy identification for selected radiographic procedures of the spine, ribs and skull. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a performance competency skills test the student will perform image evaluation and identify anatomy for selected radiographic procedures of the spine, ribs and skull. **Assessment Method Type:** Class/Lab Project **Target:** 100% of the students will successfully pass the skills test with 80% or greater.	06/28/2012 - 100% of the students successfully passed the skills test with 80% or greater. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** The radiology laboratory (room 5305) will require ongoing equipment maintance and repair to remain operational. Laboratory supplies needed include gloves, hand sanitizer, gloves, processor chemicals, radiographic film and other misc supplies. **GE/IL-SLO Reflection:** The institutional goals that relate to this SLO include: communication and creative, critical and analytical thinking. The students must verbally identify anatomy and evaluate specific positioning criteria on a radiographic image.	06/28/2012 - Develop a digital image teaching file to support laboratory topics.
Department - Radiologic Technology (R T) - R T 53D - APPLIED RADIOLOGIC TECHNOLOGY IV - SLO 1 - Demonstrate - The student will demonstrate the proper positioning criteria for selected radiographic procedures in the clinical setting. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a performance competency skills test the student will demonstrate proper positioning criteria for selected radiographic procedures in the clinical setting. **Assessment Method Type:** Presentation/Performance **Target:** Students will average 8.0 on a 10.0 point scale	09/23/2012 - 9.2 - Areas of weakness were speed, confidence and remembering protocols. Most students did very well in this category. **Result:** Target Met **Reporting Year:** 2011-2012	09/23/2012 - These students (class of 2013) scored high in the positioning category of the clinical competency evaluation. All students received an A or B, with one student receiving a C in this category. The C student is receiving remediation. No other action is required at this time.
		10/15/2011 - Students averaged 9.2%. Areas of weakness were speed of positioning and confidence. **Result:** Target Met **Reporting Year:**	11/20/2011 - Faculty will reevaluate these areas during the spring 2012 assessment.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2010-2011 **Resource Request:** The program requires positioning supplies such as sponges, markers, phantoms and cleaner. **GE/IL-SLO Reflection:** This SLO aligns with the college ILOs of Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility. The success of the patients exam depends on the ability of the student to communicate and critical think.	
Department - Radiologic Technology (R T) - R T 53D - APPLIED RADIOLOGIC TECHNOLOGY IV - SLO 2 - Performance - The student will demonstrate knowledge of image evaluation, which includes anatomy, positioning, and technical factor usage for various radiographic procedures. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** Students will be shown 40 radiographic images and must critique the images for correct anatomy, positioning, and technical factor usage. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** Students will average 34.0 on a 40.0 point scale	11/26/2012 - The students' performance in identifying anatomy, positioning and technical factor usage was good and slightly improved over last year. The areas students had some trouble with were determining how to correct a rotated lateral knee, the anatomy of the hip and distinguishing UGI obliques. Students scored 35.3. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Additional large screen monitor and three iMac computers for room 5305, the radiology lab. **GE/IL-SLO Reflection:** This SLO aligns with the college ILOs of Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility. The ability of the student to critique images for quality requires critical thinking, being able to verbalize the findings and knowing the correct image analysis content to provide better patient care.	11/26/2012 - Weekly quizzes on anatomy and positioning in the clinical setting are being introduced into the 2nd year curriculum in fall 2012. The quizzes will not change the scores in RT53D since the quizzes happen after the fact. But, the students will graduate with stronger image analysis skills in this area at the end of the program.
		10/15/2011 - The students did well with spine and	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		most extremity identifications but scored lower when identifying anatomy and troubleshooting UGI images and shoulders. Students scored 34.8%. **Result:** Target Met **Reporting Year:** 2010-2011 **Resource Request:** Multimedia equipment in radiology lab to include large screen TV monitor and computer to view digital images for image analysis instead of the current method: film.	11/20/2011 - Faculty will modify clinical image analysis sessions to include more student interaction when troubleshooting patient images. Instructor also suggested that better images be obtained for this assessment. Program will ask affiliates for actual patient images from their PACS. A multimedia lab capable of displaying images with high resolution is a must for our program.
Department - Radiologic Technology (R T) - R T 54A - BASIC PATIENT CARE FOR IMAGING TECHNOLOGY - SLO 1 - Describe - Describe the methods for the prevention of infection to the health care worker and the patient. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a multiple choice test, the student will describe the methods for the prevention of infection to the health care worker and patient. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 100% of the students will receive a grade of 72% or greater on the test.	12/13/2012 - 100% of the students received a grade of 72% or greater on the test (Fall 2012). **Result:** Target Met **Reporting Year:** 2012-2013 **Resource Request:** Radiology laboratory supplies for the prevention of infection to the health care worker. **GE/IL-SLO Reflection:** The institutional goals that relate to this SLO include: communication, creative, critical and analytical thinking and community / global consciousness and responsibility. Students are required to read the textbook and apply the knowledge to clinical situations. They are also required to use judgment when dealing with different types of PPE and infection situations.	12/13/2012 - Continue to update the infection control lecture material when data is made available from the CDC.
		12/18/2011 - 100% of the students received a grade of 72% or greater on the test (Fall 2011). **Result:** Target Met **Reporting Year:**	12/18/2011 - Expand the cycle of infection lecture. Demonstrate the use of PPE and add a CDC assignment.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2011-2012 **Resource Request:** Copies of textbook for library use (reserve and stacks). **GE/IL-SLO Reflection:** The institutional goals that relate to this SLO include: communication, creative, critical and analytical thinking and community / global consciousness and responsibility. Students are required to read the textbook and apply the knowledge to clinical situations. They are also required to use judgment when dealing with different types of PPE and infection situations.	
Department - Radiologic Technology (R T) - R T 54A - BASIC PATIENT CARE FOR IMAGING TECHNOLOGY - SLO 2 - Describe - Describe vital signs used to assess patient condition. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a multiple choice test the student will describe vital signs used to assess the patient's condition. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 100% of the students will receive a grade of 72% or greater on the test.	12/13/2012 - 100% of the students received a grade of 72% or greater on the test (Fall 2012). **Result:** Target Met **Reporting Year:** 2012-2013 **Resource Request:** Radiology laboratory supplies for vital sign monitoring. **GE/IL-SLO Reflection:** The institutional goals that relate to this SLO include: communication, creative, critical and analytical thinking, and community / global consciousness and responsibility. Vital sign assessment involves effective listening and speaking skills with a diverse population of patients. Problem solving is also required for the student to adjust to changing patient situations.	12/13/2012 - Develop interactive group activities that will support the vital sign topic.
		12/18/2011 - 100% of the students received a grade of 72% or greater on the test (Fall 2011). **Result:** Target Met **Reporting Year:**	12/18/2011 - Increase lecture material on the assessment of vital signs.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2011-2012 **Resource Request:** Radiology laboratory supplies for vital sign monitoring. **GE/IL-SLO Reflection:** The institutional goals that relate to this SLO include: communication, creative, critical and analytical thinking, and community / global consciousness and responsibility. Vital sign assessment involves effective listening and speaking skills with a diverse population of patients. Problem solving is also required for the student to adjust to changing patient situations.	
Department - Radiologic Technology (R T) - R T 54B - LAW & ETHICS IN MEDICAL IMAGING - SLO 1 - Application of Knowledge - Describe the elements and implications of informed consent in relation to patient autonomy and nonmalficence of the Radiologic Technologist. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** The student will demonstrate this knowledge in a Case study exam. **Assessment Method Type:** Case Study/Analysis **Target:** 100% of the participants will achieve 72% or higher.	04/20/2012 - 100% of the students achieved 72% or higher on the case study exam. The class average was 96%. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Phantoms for the on-campus lab, PACS system to store digital images, current textbooks in the library on reserve. **GE/IL-SLO Reflection:** This SLO relates to all four of the IL-SLO's regarding communicating to the patient in a such a way to achieve understanding of the procedure and allowing them to make a fully informed decision. This requires analyzing of data, identifying and responding to the learning style of the patient as well as demonstrating ethical behaviors.	04/20/2012 - Though the benchmark was met, more scenarios and in-class discussions will be added to enhance the students learning of informed consent.
Department - Radiologic Technology (R T) - R T 54B - LAW & ETHICS IN MEDICAL IMAGING - SLO 2 - Knowledge - Define specific legal doctrines to include vicarious	**Assessment Method:** The student will demonstrate this knowledge in a Case study exam. **Assessment Method Type:**	04/20/2012 - 100% of the students scored 72% or higher on the case study exam. The class average was 96%. **Result:**	04/20/2012 - Though the benchmark was met, a guest lecturer from the legal profession will be utilized to

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
liability, repondeat superior, and res ispa loquitur and how they apply to the practice of Radiologic Technology. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	Case Study/Analysis **Target:** 100% of the participants will achieve 72% or higher.	Target Met **Reporting Year:** 2011-2012 **Resource Request:** Phantoms for the on-campus lab, PACS system to store digital images, current textbooks in the library on reserve. **GE/IL-SLO Reflection:** This SLO corresponds to all four of the IL-SLO's regarding an understanding of how the law affects the practice of Radiologic Technology as well as the roles and responsibilities of each member of the health care team. Judgment and personal integrity play a key role in providing appropriate and safe care in the health care environment. Communication skills as well as interpreting data are vital to reducing liability in the performance of procedures.	increase knowledge in this area.
Department - Radiologic Technology (R T) - R T 54C - RADIOGRAPHIC PATHOLOGY - SLO 1 - Application of Knowledge - Determine proper exposure factors, patient care and anatomical positioning based on manifestations of pathological conditions related to respiratory, osseous, fractures, urinary, gastrointestinal, hepatobiliary, central nervous, hemopoietic and endocrine systems (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a multiple choice test, the student will define the pathology of the respiratory, osseous, urinary, gastrointestinal, central nervous, and hemopoietic system. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 100% of participants will achieve 72% or higher on the exam.	07/16/2012 - 100% of the students achieved 72% or higher on the exam. The average was 92.2% **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Phantoms for the on-campus lab, wireless integration with the lab computer in an effort to utilize Dicom Reader during lecture, current textbooks in the library on reserve, iPads for students to evaluate pathology presented in applications. **GE/IL-SLO Reflection:** This SLO is connected to the Four C's in the areas of Communication, Computation, Critical Thinking, and Community. The students are reading, analyzing and at all times relating the topic they are learning to the comfort, radiation safety as well as the	07/16/2012 - The class will continue as it is currently structured and will be re-evaluated next year.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		potential diagnosis of each patient. Computation is utilized by the student when assessing radiation exposure to the patient through the selection of appropriate technical factors.	
Department - Radiologic Technology (R T) - R T 54C - RADIOGRAPHIC PATHOLOGY - SLO 2 - Application of knowledge - Evaluate radiographic images of pathology of the respiratory, skeletal, urinary, gastrointestinal, central nervous, hemopoietic and endocrine systems in order to recognize the clinical manifestations while in the clinical setting. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a multiple choice test, the student will describe the appearance of pathology of the respiratory, osseous, urinary, gastrointestinal, central nervous, and hemopoietic system. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 100% of the participants will achieve 72% or higher on the exam.	07/16/2012 - 100% of the students achieved 72% or higher on the exam. The average was 92.2% **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Phantoms for the on-campus lab, wireless integration with the lab computer in an effort to utilize Dicom Reader during lecture, current textbooks in the library on reserve. **GE/IL-SLO Reflection:** This SLO is connected to the Four C's in the areas of Communication, Critical Thinking, and Community. The students are reading, analyzing and at all times relating the topic they are learning to the comfort, radiation safety as well as the potential diagnosis of each patient and the ramifications of the diagnosis.	07/16/2012 - Next year applications from the iPad will be utilized in the classroom in an effort to increase students recognition of basic pathologies during clinical practice.
Department - Radiologic Technology (R T) - R T 61B - RADIOLOGY RESEARCH PROJECT - SLO 1 - Research - Conduct extensive research on an assigned medical imaging topic. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** The student's research project will be assessed using a project checklist. **Assessment Method Type:** Presentation/Performance **Target:** 100% of the student will receive a grade of 72% or greater on the overall project.	03/29/2012 - 100% of the student received a grade of 72% or greater on the overall project. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** None. **GE/IL-SLO Reflection:** The institutional goals that relate to this SLO include: communication, creative, critical and analytical thinking, and community /	03/29/2012 - Continue to assign topics that are related to current technology and advanced modalities.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		global consciousness and responsibility. Students are required to research a specific radiology topic using computer and technology skills. This is a collaborative group research project, which require the students to use interpersonal skills while working as a team.	
Department - Radiologic Technology (R T) - R T 61B - RADIOLOGY RESEARCH PROJECT - SLO 2 - Communication - Prepare an oral presentation and create a scientific display board on an assigned medical imaging topic. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** The student's research project will be assessed using a project checklist. **Assessment Method Type:** Presentation/Performance **Target:** 100% of the student will receive a grade of 72% or greater on the overall project.	03/29/2012 - 100% of the students received a grade of 72% or greater on the overall project. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** None. **GE/IL-SLO Reflection:** The institutional goals that relate to this SLO include: communication and creative, critical and analytical thinking. Students are required to develop and deliver a focused PowerPoint presentation, which require writing, reading and judgment skills. They must also use intellectual curiosity and creativity when creating a display board that supports the research topic.	03/29/2012 - Have an open discussion about different methods of development and material resources. Bring in examples of past projects as reference.
Department - Radiologic Technology (R T) - R T 62A - ADVANCED MODALITIES IN IMAGING - SLO 1 - Describe - Describe image production and basic system components in the computed tomography and magnetic resonance imaging process. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a multiple choice test the student will describe image production and basic system components in the computed tomography and magnetic resonance imaging process. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 100% of students will receive a grade of 72% or greater on the test.	12/13/2012 - 100% of the students passed the midterm will a grade of 72% or greater (Fall 2012). **Result:** Target Met **Reporting Year:** 2012-2013 **Resource Request:** 1. Faculty professional development is required to maintain currency in the field (CT and MRI). 2. Copies of required textbook for library use (reserve and	12/13/2012 - Update the CT and MRI lecture material as it relates to new equipment advancements.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		stacks). **GE/IL-SLO Reflection:** This SLO is related to the following institutional goals - communication and creative, critical and analytical thinking. The students are reading and analyzing the lecture material relating to the CT and MRI equipment and imaging process. Judgment and decision-making are necessary when identifying and describing the various equipment components.	
		12/18/2011 - 100% of the students passed the midterm will a grade of 72% or greater (Fall 2011). **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** 1. Faculty professional development is required to maintain currency in field (CT and MRI). 2. Copies of required textbook for library use (reserve and stacks). **GE/IL-SLO Reflection:** This SLO is related to the following institutional goals - communication and creative, critical and analytical thinking. The students are reading and analyzing the lecture material relating to the CT and MRI equipment and imaging process. Judgment and decision making are necessary when identifying and describing the various equipment components.	12/18/2011 - Continue to develop problem solving questions for the midterm.
Department - Radiologic Technology (R T) - R T 62A - ADVANCED MODALITIES IN IMAGING - SLO 2 - Knowledge - Recognize sectional anatomy of the head, neck, thorax, abdomen, spine, pelvis and extremities.	**Assessment Method:** On a multiple choice test the student will recognize sectional anatomy of the head, neck, thorax, abdomen, spine, pelvis and extremities.	12/13/2012 - 100% of students received a grade of 72% or greater on the test. **Result:** Target Met	12/13/2012 - Develop an assignment that requires the student to locate a CT/MRI image from the clinical setting. Have the student

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method Type:** Exam - Course Test/Quiz **Target:** 100% of students will receive a grade of 72% or greater on the test.	**Reporting Year:** 2012-2013 **Resource Request:** 1. Faculty professional development is required to maintain currency in field (CT and MRI). 2. Copies of required textbook for library use (reserve and stacks). **GE/IL-SLO Reflection:** This SLO is related to the following institutional goals - communication and creative, critical and analytical thinking. The students must be able to evaluate, identify and critique specific anatomic structures demonstrated on CT and MRI images. Judgment must be used when evaluating anatomy that appears different due to patient pathology.	reflect on how the image was created and require the labeling of basic sectional anatomy on the image.
		12/18/2011 - 100% of the students passed the midterm will a grade of 72% or greater (Fall 2011). **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** 1. Faculty professional development is required to maintain currency in the subject matter (sectional anatomy). 2. Copies of textbook for library use (reserve and stacks). **GE/IL-SLO Reflection:** This SLO is related to the following institutional goals - communication and creative, critical and analytical thinking. The students must be able to evaluate, identify and critique specific anatomic structures demonstrated on CT and MRI images. Judgment must be used when evaluating anatomy that appears different due to patient pathology.	12/18/2011 - Expand the sectional anatomy content to include more extremities.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Radiologic Technology (R T) - R T 62B - SPECIAL PROCEDURES & EQUIPMENT - SLO 1 - Describe - Describe the positioning, procedure and structures demonstrated for projections involving the facial bones, sinuses, and cranium. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a multiple choice test the student will describe the positioning, procedure, and structures demonstrated for projections involving the facial bones, sinuses, and cranium. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 100% of the students will receive a grade of 72% or greater on the test.	03/28/2013 - 100% of the students received a grade of 72% or greater on the test. **Result:** Target Met **Reporting Year:** 2012-2013 **Resource Request:** Professional development for faculty is required to maintain currency in the specialized modality field. **GE/IL-SLO Reflection:** This assessment requires reading, writing, problem solving, judgment and image evaluation.	03/28/2013 - Include more diagrams to support the positioning and anatomy discussion. Continue to develop classroom activities to reinforce critical thinking and image analysis.
		03/29/2012 - 100% of the students received a grade of 72% or greater on the test. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Professional development for faculty is required to maintain currency in the specialized modality field. **GE/IL-SLO Reflection:** This outcome is related to the institutional goals of communication, creative, critical and analytical thinking. The students are required to read and analyze the textbook material and apply that information to a clinical situation. They must be able to evaluate, identify and critique the radiographic positions of the skull. Judgment must be used when evaluating different pathologic conditions.	03/29/2012 - Develop a classroom activity to reinforce image evaluation and critical thinking. Continue to develop interactive group activities to support the lecture topic.
Department - Radiologic Technology (R T) - R T 62B - SPECIAL PROCEDURES & EQUIPMENT - SLO 2 - Describe - Describe	**Assessment Method:** On a multiple choice test the student will describe image production and related	03/28/2013 - 100% of the students received a grade of 72% or greater on the test. **Result:**	03/28/2013 - Show more videos to demonstrate and support equipment

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
image production and related equipment components in the angiographic imaging process. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	equipment components in the angiographic imaging process. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 100% of the students will receive a grade of 72% or greater on the test.	Target Met **Reporting Year:** 2012-2013 **Resource Request:** Library reference books for the stacks and reserve. **GE/IL-SLO Reflection:** This assessment requires reading, writing, evaluation and synthesis.	topics. Update test questions as it relates to new equipment development.
		03/29/2012 - 100% of the students received a grade of 72% or greater on the test. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Library reference books for the stacks and reserve. **GE/IL-SLO Reflection:** This outcome is related to the institutional goals of communication and creative, critical and analytical thinking. The students are reading and analyzing the lecture material that relates to angiographic equipment and the imaging process. Judgment and decision making are necessary when identifying the various angiographic components.	03/29/2012 - Continue to update the syllabus and lecture material with current information relating to the equipment and imaging procedures.
Department - Radiologic Technology (R T) - R T 62C - PROFESSIONAL DEVELOPMENT IN RADIOLOGY - SLO 1 - Professional Development - Describe the process of professional development and outline the steps required for continuing education and life-long learning in radiology. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:**	**Assessment Method:** In a reflection assignment paper the student will describe the process of professional development and outline steps required for continuing education and life-long learning in radiology. **Assessment Method Type:** Essay/Journal **Target:** 100% of the students will receieve a grade of 72% or greater on the reflection paper.	06/28/2012 - 100% of the students received a grade of 72% or greater on the reflection paper. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Faculty professional development is required to maintain currency in the subject matter. **GE/IL-SLO Reflection:**	06/28/2012 - 1. Develop lecture material on the topics of emotional intelligence and social media. 2. Add a portfolio assignment that requires the students to reflect on one of their terminal competencies. 3. Reduce the amount of trauma lecture material covered and develop an interactive CPR review activity. 4. Add more guest speakers

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active		This outcome is related to the following institutional goals: communication, creative, critical and analytical thinking, community / global consciousness and responsibility. Students are required to write a reflection paper that requires writing, research and creativity skills. They demonstrate intellectual curiosity and interest in the pursuit of life-long learning opportunities.	and role-play for the interview topic.
Department - Radiologic Technology (R T) - R T 62C - PROFESSIONAL DEVELOPMENT IN RADIOLOGY - SLO 2 - Application of knowledge - Describe the techniques involved when performing cardiopulmonary resuscitation and trauma radiography. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a multiple choice quiz the student will describe the techniques involved when performing cardiopulmonary resuscitation and trauma radiography. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 100% of the students will receive a grade of 72% or greater on the quiz.	06/28/2012 - 100% of the students received a grade of 72% or greater on the quiz. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** None. **GE/IL-SLO Reflection:** This outcome is related to the following institutional goals: communication, creative, critical and analytical thinking, community / global consciousness and responsibility. Communication, respect and cultural awareness are necessary skills required during trauma and emergency situations. Students must critically think when applying knowledge on how to effectively perform procedures during a trauma or emergency situation.	06/28/2012 - 1. Update the lecture material to include the most recent CPR guidelines. 2. Include a review of skull pathology to the trauma lecture.
Department - Radiologic Technology (R T) - R T 63 - ADVANCED RADIOGRAPHIC PRINCIPLES - SLO 1 - Application of Knowledge - The student will become familiar with test questions that are at the level of the national board examination and	**Assessment Method:** The student will be given a 100-point test on the first day of class that covers all five content areas on the ARRT exam. **Assessment Method Type:** Exam - Course Test/Quiz	07/21/2012 - 73% of the class passed the test with a score of 72% or higher. **Result:** Target Not Met **Reporting Year:**	07/21/2012 - Students fell slightly below the benchmark of 75%. This 2% difference is worth noting and following to see if there is a trend. Since the test is composed of

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
cover all aspects of the radiologic technology curriculum. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Target:** 75% of the class will pass the test with a score of 72% or higher.	2011-2012 **Resource Request:** Multimedia classroom, latest edition of book on reserve in library, classroom response system (Clickers) **GE/IL-SLO Reflection:** The computation and creative, critical, and analytical thinking institutional goals relate to this SLO. Students in the ARRT Registry Review class must critical think and compute 100 registry-like questions in preparation for the national exam.	questions that cover the entire radiology curriculum dating back to fall quarter 2010, it is not uncommon that students need a lot of review to get their knowledge base back where it should be to pass the national exam.
Department - Radiologic Technology (R T) - R T 63 - ADVANCED RADIOGRAPHIC PRINCIPLES - SLO 2 - Describe - The student will describe and explain all radiographic positioning procedures. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** The student will be given a quiz that covers all positioning skills covered in the radiography curriculum. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 100% of the students will pass this quiz with a score of 72% or higher.	07/21/2012 - 100% of the students passed this quiz with a score of 72% or higher. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Multimedia classroom, latest edition of book on reserve in library, classroom response system (Clickers) **GE/IL-SLO Reflection:** The communication institutional goal relates to the understanding of positioning skills in radiologic technology in the classroom and clinical setting. In this class, students need to read and analyze positioning problems from throughout the radiography curriculum.	07/21/2012 - Positioning is usually the category where student scores are the highest. This reflects the implementation and reinforcement of these skills every quarter in the program.
Department - Radiologic Technology (R T) - R T 63A - RADIOGRAPHIC CLINICAL PRACTICUM I - SLO 1 - Demonstrate - Demonstrate proper equipment manipulation and positioning criteria for selected radiographic procedures, applying appropriate patient care and radiation protection principles in the clinical setting.	**Assessment Method:** On a clinical competency evaluation the student will demonstrate proper equipment manipulation and positioning criteria for selected radiographic procedures, applying appropriate patient care and radiation protection principles in the clinical setting. **Assessment Method Type:**	01/25/2013 - 100% of the students achieved a minimum of 6 out of 10 points for all applicable categories. **Result:** Target Met **Reporting Year:** 2012-2013	01/25/2013 - Overall the students did quite well. Areas to continue working on are in the areas of organization/workflow and collimation. These areas have been discussed both throughout the curriculum at every step, but also

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	Field Placement/Internship **Target:** 100% of the participants will achieve a minimum of 6 out of 10 points for the following categories: radiation protection, patient care, positioning, and equipment.	**Resource Request:** Phantoms for the on-campus lab, upgrades to the on-campus lab in the form of DR equipment to reflect industry standards and enhance learning, current textbooks in the library on reserve. **GE/IL-SLO Reflection:** This SLO is connected to the Four C's in the areas of Communication, Computation, Critical Thinking, and Community. The students work on maximizing the comfort, radiation safety as well performing exceptional exams for proper diagnosis of each patient.	directly with the clinical instructors who have the biggest impact on our students at this stage. Students who demonstrated issues were met with weekly and an educational plan was formulated for each of these students helping them understand the expectations of the program and allowing each of them to meet if not exceed these expectations. Open field competencies will be implemented this summer allowing the students more autonomy in which examinations they will perform competencies on. The hope is that this new system will allow the students to increase their overall confidence.
		01/18/2012 - 100% of the students achieved a minimum of 6 out of 10 points for all applicable categories. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Phantoms for the on-campus lab, upgrades to the on-campus lab in the form of multimedia equipment for viewing images, PACS system to store digital images, current textbooks in the library on reserve. **GE/IL-SLO Reflection:** This SLO is connected to the Four C's in the areas of Communication, Computation, Critical Thinking, and Community. The students work on maximizing the comfort, radiation safety as well performing exceptional exams for proper diagnosis of each patient.	01/18/2012 - Though the students overall did very well, it is important to continue looking to improve. Some issues that were listed in the clinical competency evaluations were technical factors, equipment manipulation, positioning errors, and mis-marking images. Regarding the positioning and equipment errors, skills labs have been added to the first year curriculum to provide an opportunity for the student to position phantoms and x-ray them. This will help the students understand proper positioning. Due to mis-marking being a prevalent issue more investigation needs to be done to understand why it is occurring and how to address it. This topic will be presented at the March Clinical Instructor Meeting to

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			get a better sense of this issue and how best to approach it. Many times the students are working with a variety of equipment that dictates marker placement. This results in a less streamlined way of marking images than in the past.
Department - Radiologic Technology (R T) - R T 63A - RADIOGRAPHIC CLINICAL PRACTICUM I - SLO 2 - Performance - Perform image evaluation, which includes anatomy and pathology identification for various radiographic procedures. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a clinical competency evaluation the student will perform image evaluation, which includes anatomy and pathology identification for various radiographic procedures. **Assessment Method Type:** Field Placement/Internship **Target:** 100% of the participants will achieve a minimum of 6 out of 10 points for the Image Analysis category.	01/25/2013 - 100% of the students achieved a minimum of 8 out of 10 points in the Image Analysis category. **Result:** Target Met **Reporting Year:** 2012-2013 **Resource Request:** Phantoms for the on-campus lab, upgrades to the on-campus lab in the form of DR equipment to reflect industry standards and enhance learning, current textbooks in the library on reserve. **GE/IL-SLO Reflection:** This SLO is connected to the Four C's in the areas of Communication, Computation, Critical Thinking, and Community. The students are evaluating anatomy to confirm the positioning, technical factors and equipment were correct in or to increase radiation safety as well as proper diagnosis of each patient.	01/25/2013 - Due to the last few image analysis assessments done by the program during the final quarter of the second year, image identification quizzes were implemented in the clinical setting. Radiographic anatomy is identified by the students during their image analysis sessions with the clinical instructors. These quizzes are fill in the blank and graded weekly. The goal is to ensure increased knowledge of radiographic image analysis by graduation. These quizzes will continue during the winter and spring quarters of the second year. The image analysis assessment done in Spring quarter will be compared to last spring to ascertain in statistical difference in students knowledge.
		01/18/2012 - 100% of the students achieved 6 out of 10 points for the image analysis category on the competency evaluation. **Result:** Target Met **Reporting Year:** 2011-2012	01/18/2012 - First year curriculum changes have been implemented to increase the image evaluation skills demonstrated in the second year. Through lecture and a weekly image analysis assignment in the RT51A-C series, the students will have an

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Resource Request: Phantoms for the on-campus lab, upgrades to the on-campus lab in the form of multimedia equipment for viewing images and enhancing learning in the digital lab, PACS system to store digital images, current textbooks in the library on reserve. **GE/IL-SLO Reflection:** This SLO is connected to the Four C's in the areas of Communication, Computation, Critical Thinking, and Community. The students are evaluating anatomy to confirm the positioning, technical factors and equipment were correct in or to increase radiation safety as well as proper diagnosis of each patient.	opportunity to build the necessary knowledge and skill sets earlier in the program.
Department - Radiologic Technology (R T) - R T 63B - RADIOGRAPHIC CLINICAL PRACTICUM II - SLO 1 - Demonstrate - Demonstrate proper equipment manipulation and positioning criteria for selected radiographic procedures, applying appropriate patient care and radiation protection principles in the clinical setting. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a performance competency skills test the student will demonstrate proper equipment manipulation and positioning criteria for selected radiographic procedures, applying appropriate patient care and radiation protection principles in the clinical setting. **Assessment Method Type:** Field Placement/Internship **Target:** 100% of the participants will achieve a minimum of 6 out of 10 points for the following categories: radiation protection, patient care, positioning, and equipment.	04/20/2012 - 100% of the participants achieved a minimum of 8 out of 10 points for each category; radiation protection, patient care, positioning and equipment. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Phantoms for the on-campus lab, PACS system to store digital images, current textbooks in the library on reserve. **GE/IL-SLO Reflection:** This SLO is connected to the Four C's in the areas of Communication, Computation, Critical Thinking, and Community. The students work on maximizing the comfort, radiation safety as well performing exceptional exams for proper diagnosis of each patient.	04/20/2012 - Though our target was met, there are some areas to focus on. Under the radiation protection category, collimation is an area that requires improvement. A checklist is being circulated to all of the clinical sites that was developed by the Image Gently Campaign. This checklist allows the student to verify that every step has been performed and encourages them to think about the importance of collimation during the exam as well as after. Another way that collimation is being addressed is through the first years Image Analysis homework where they evaluate images for collimation. Further evaluation next year will help indicate if these changes are increasing the level of collimation occurring in the second year. Regarding positioning, the area to

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			focus on is trauma cases that require angulation of the tube rather than the patient. This is being addressed at the first year level through trauma scenarios in the RT53CL lab to increase critical thinking skills relating to trauma. Again data next year at this time will reveal if the changes in the first year curriculum have made an impact on the behavior and skill level in the second year.
Department - Radiologic Technology (R T) - R T 63B - RADIOGRAPHIC CLINICAL PRACTICUM II - SLO 2 - Performance - Perform image evaluation, which includes anatomy and pathology identification for various radiographic procedures. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a clinical competency evaluation the student will perform image evaluation, which includes anatomy and pathology identification for various radiographic procedures. **Assessment Method Type:** Field Placement/Internship **Target:** 100% of the participants will achieve a minimum of 6 out of 10 points for the Image Analysis category.	04/20/2012 - 100% of the participants scored a minimum of 8 out of 10 points in the Image Analysis category. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Phantoms for the on-campus lab, PACS system to store digital images, current textbooks in the library on reserve. **GE/IL-SLO Reflection:** This SLO is connected to the Four C's in the areas of Communication, Computation, Critical Thinking, and Community. The students are evaluating anatomy to confirm the positioning, technical factors and equipment were correct in or to increase radiation safety as well as proper diagnosis of each patient.	04/20/2012 - Though the benchmark was met, this area will be evaluated next year due to changes in the first year curriculum. Image Analysis curriculum has been added to the RT51A-C series.
Department - Radiologic Technology (R T) - R T 63C - RADIOGRAPHIC CLINICAL PRACTICUM III - SLO 1 - Demonstrate - Demonstrate proper equipment manipulation	**Assessment Method:** On a performance competency skills test the student will demonstrate proper equipment manipulation and positioning criteria for	07/16/2012 - 100% of the participants achieved a minimum of 8 out of 10 points for each category; radiation protection, patient care, positioning and equipment.	07/16/2012 - Although the benchmark was met, the area of positioning noted some issues with

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
and positioning criteria for selected radiographic procedures, applying appropriate patient care and radiation protection principles in the clinical setting. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	selected radiographic procedures, applying appropriate patient care and radiation protection principles in the clinical setting. **Assessment Method Type:** Field Placement/Internship **Target:** 100% of the participants will achieve a minimum of 6 out of 10 points for the following categories: radiation protection, patient care, positioning, and equipment.	**Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Phantoms for the on-campus lab, wireless integration with the lab computer in an effort to utilize Dicom Reader during lecture, current textbooks in the library on reserve. **GE/IL-SLO Reflection:** This SLO is connected to the Four C's in the areas of Communication, Computation, Critical Thinking, and Community. The students work on maximizing the comfort, radiation safety as well performing exceptional exams for proper diagnosis of each patient.	forgetting details (CR placement, angulation). Due to changes in the first year curriculum and more lab activities, this issue will be re-evaluated next year.
Department - Radiologic Technology (R T) - R T 63C - RADIOGRAPHIC CLINICAL PRACTICUM III - SLO 2 - Performance - Perform image evaluation, which includes anatomy and pathology identification for various radiographic procedures. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a performance competency skills test the student will demonstrate knowledge of image evaluation by verbally critiquing the image for anatomy and pathology in the clinical setting. **Assessment Method Type:** Field Placement/Internship **Target:** 100% of the participants will achieve a minimum of 6 out of 10 points for the Image Analysis category of the Clinical Evaluation Tool.	07/16/2012 - 100% of the participants scored a minimum of 8 out of 10 points in the Image Analysis category. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Phantoms for the on-campus lab, wireless integration with the lab computer in an effort to utilize Dicom Reader during lecture, current textbooks in the library on reserve. **GE/IL-SLO Reflection:** This SLO is connected to the Four C's in the areas of Communication, Computation, Critical Thinking, and Community. The students are evaluating anatomy to confirm the positioning, technical factors and equipment were correct in or to increase radiation safety as well as proper diagnosis of each patient.	07/16/2012 - Though the benchmark was met, this area will be evaluated next year due to changes in the first year curriculum. Image Analysis curriculum has been added to the RT51A-C series. Also, radioagraphic anatomy quizzes will be implemented in the clinical setting during the second year to increase recall of anatomy.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Radiologic Technology (R T) - R T 64 - FLUOROSCOPY - SLO 1 - Knowledge - Identify and describe various types of regulatory provisions and radiation safety measures associated with fluoroscopy. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a multiple choice test the student will be able to identify and describe various types of regulatory provisions and radiation safety measures associated with fluoroscopy. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 95% of the class will pass the exam with a score of 72% or higher	09/19/2012 - The class average on this exam was 88%. With the new State regulations going into effect 1/2013 regarding digital fluoroscopy, the curriculum was updated to reflect the regulatory provisions for digital fluoroscopy machines. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Professional development money is critical for the instructor to attend bi-annual State meetings where licensure for fluoroscopy is modified on a routine basis. This directly affects the course curriculum. **GE/IL-SLO Reflection:** This SLO aligns with the college ILO of Computation and Creative, Critical, and Analytical Thinking. Radiation protection requires mathematical problems and critical thinking to best understand how State and National regulations safeguard patients from unnecessary radiation.	11/26/2012 - New regulations are coming out again in 1/2014. No changes will be made until that time.
		10/15/2011 - 100% of the class passed the test with a minimum score of 72% **Result:** Target Met **Reporting Year:** 2010-2011 **Resource Request:** There is a continued need for professional development as this class is heading into a new area: digital fluoroscopy. **GE/IL-SLO Reflection:** This SLO aligns with the college ILO of Computation and Creative, Critical, and Analytical Thinking. Radiation protection requires mathematical problems and critical thinking to best understand how to protect	10/17/2011 - The method of content delivery and the tests given appear to adequately prepare the students to take the State Fluoroscopy Exam. All students passed the fluoro test as of this date.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		patients from unnecessary radiation.	
Department - Radiologic Technology (R T) - R T 64 - FLUOROSCOPY - SLO 2 - Knowledge - Identify components and their functions of the x-ray image intensifier . (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a multiple choice test students will identify the components and their functions of the x-ray image intensifier. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 95% of the class will pass the test with a minimum score of 72%	09/19/2012 - 95% of the class passed the quiz on the function and components of the image intensifier with a 72% or higher. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Professional development money is critical for the instructor to attend bi-annual State meetings where licensure for fluoroscopy is modified on a routine basis. This directly affects the course curriculum. **GE/IL-SLO Reflection:** This SLO aligns with the college ILO of communication. Students must be able to demonstrate analytical reading and writing skills when determining the function and components of the image intensifier.	11/26/2012 - New regulations are coming out again in 1/2014. No changes will be made until that time.
		10/15/2011 - 98% of the class passed the test with a minimum score of 72% **Result:** Target Met **Reporting Year:** 2010-2011 **Resource Request:** There is a continued need for professional development as this class is heading into a new area: digital fluoroscopy. **GE/IL-SLO Reflection:** This SLO aligns with the college ILO of communication. Students must be able to demonstrate analytical reading and writing skills	10/17/2011 - This quiz adequately tests the students' knowledge of the components of the image intensifier. The lone failure was due to the student not studying the content. No changes need to be made for next year.
Department - Radiologic Technology (R T) - R T 65 - MAMMOGRAPHY - SLO 1 -	**Assessment Method:** On a multiple choice test the student will	03/28/2013 - 100% of the students received a grade of 72% or greater on the test.	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Demonstrate - Demonstrate knowledge of the human structure, function, pathology and radiographic positioning relating to the human breast. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	demonstrate knowledge of the human structure, function, pathology and radiographic positioning relating to the human breast. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 100% of the students will receive a grade of 72% or greater on the test.	**Result:** Target Met **Reporting Year:** 2012-2013 **Resource Request:** Faculty professional development is required to maintan currency in the subject matter. **GE/IL-SLO Reflection:** The institutional goals that relate to this SLO include: communication and creative, critical and analytical thinking. The students must identify anatomy and evaluate specific positioning criteria on a mammographic image. Judgment must be used when evaluating pathologic breast anatomy.	03/28/2013 - Expand the BI-RADS lecture content and develop the pathology lecture by adding more pathology examples.
		03/29/2012 - 100% of the students received a grade of 72% or greater on the test. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Faculty professional development is required to maintain currency in the mammography field. **GE/IL-SLO Reflection:** The institutional goals that relate to this SLO include: communication and creative, critical and analytical thinking. The students must identify anatomy and evaluate specific positioning criteria on a mammographic image. Judgment must be used when evaluating pathologic breast anatomy.	03/29/2012 - Develop lab and classroom activities that require the student to evaluate and critique radiographic images.
Department - Radiologic Technology (R T) - R T 65 - MAMMOGRAPHY - SLO 2 - Application of knowledge - Explain image production and related equipment components to the mammography imaging	**Assessment Method:** On a multiple choice test the student will demonstrate knowledge of image production and equipment components related to the mammography imaging process including	03/28/2013 - 100% of the students received a grade of 72% or greater on the test. **Result:** Target Met **Reporting Year:**	03/28/2013 - Update the equipment and QC lecture with any new state and national regulations. Expand the digital equipment and QC course content.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
process including quality assurance and quality control. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	quality assurance and quality control. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 100% of the students will receive a grade of 72% or greater on the test.	2012-2013 **Resource Request:** Request funds to purchase a Mammography QC (quality control kit) to support lecture material. **GE/IL-SLO Reflection:** The institutional goals that relate to this SLO include: communication, computation, creative, critical an analytical thinking. The students are reading and analyzing the lecture material relating to the mammography equipment and imaging process. Students are required to use problem solving skills when analyzing numerical data for quality control experiments.	
		03/29/2012 - 100% of the students received a grade of 72% or greater on the test. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Request funds to purchase a Mammography QC (quality control kit) to support lecture material. **GE/IL-SLO Reflection:** The institutional goals that relate to this SLO include: communication, computation, and creative, critical and analytical thinking. The students are reading and analyzing the lecture material relating to the mammography equipment and imaging process. Students are required to use problem solving skills when analyzing numerical data for quality control experiments.	03/29/2012 - Continue to update the equipment and QC lecture with current information. Include more digital equipment and digital QC requirements.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Radiologic Technology (R T) - R T 71 - ADVANCED CLINICAL EXPERIENCE: MAGNETIC RESONANCE IMAGING - SLO 1 - Demonstrate - Demonstrate proper equipment manipulation and assist in the performance of magnetic resonance imaging procedures, applying appropriate patient care and magnetic safety principles in the clinical setting. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** The student will be assessed using a clinical evaluation tool that evaluates the student's ability to demonstrate proper equipment manipulation and assist in the performance of magnetic resonance imaging procedures, applying appropriate patient care and magnetic safety principles in the clinical setting. **Assessment Method Type:** Field Placement/Internship **Target:** 100% of the students will receive a grade of 80% or greater on the clinical evaluation tool.		
Department - Radiologic Technology (R T) - R T 71 - ADVANCED CLINICAL EXPERIENCE: MAGNETIC RESONANCE IMAGING - SLO 2 - Critique - Critique and distinguish relevant sectional anatomy and pathology related to magnetic resonance imaging. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** The student will be assessed using a clinical evaluation tool that evaluates the student's ability to critique and distinguish relevant sectional anatomy and related pathology to computed tomography. **Assessment Method Type:** Field Placement/Internship **Target:** 100% of the students will receive a grade of 80% or greater on the clinical evaluation tool.		
Department - Radiologic Technology (R T) - R T 72 - VENIPUNCTURE - SLO 1 - Knowledge - Identify vascular anatomy, potential sites and equipment needed for venipuncture and intravenous infusion. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a multiple choice test the student will identify vascular anatomy, potential sites and equipment needed for venipuncture and intravenous infusion. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 100% of the participants will achieve 72% or higher on the exam.	09/21/2012 - 100% of the students achieved 72% or higher on the midterm exam. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** Phantoms for the on-campus lab, wireless integration with the lab computer in an effort to utilize the digital teaching file during lecture, current textbooks in the library on reserve, venipuncture supplies for on-	10/03/2012 - The target was met for the SLO. Changes from last year included restructuring of the lab. This included increasing lab time to two hours, but decreasing the number of labs required. Graduate mentors were brought to provide one on one instruction as well as the number per lab was kept to 5 or less. A final change was the hospital stick policy where the students would be eligible to begin

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		campus laboratory. **GE/IL-SLO Reflection:** This SLO directly links to three of the IL-SLO's, communication, critical thinking and community responsibility. Communication is essential in gathering the ascertaining information from the patient and physician so proper equipment selection can occur. Critical thinking skills are important in dealing with vessel selection, understanding what situations would prevent the use of one vessel over another as well as staying within the scope of practice as a technologist. These elements are essential to ensure patient safety which leads us to the IL-SLO, Community/Global Consciousness and Responsibility. Selecting the correct site and equipment are essential in avoiding adverse events which could cause harm to the patient.	live sticks, required by the state of California for graduation, as soon as they successfully completed the on-campus lab component. This allowed the students more time than was provided for last year to get their 10 sticks. This same format will be replicated next year and reassessed in the fall.
		11/15/2011 - All 29 students (100%) successfully passed the midterm and final exam (scored 72% or higher). **Result:** Target Met **Reporting Year:** 2010-2011 **Resource Request:** A component of class requires mannequins that need to be replaced periodically, and purchase of necessary supplies. Location of lab also needs to allow for proximity to sinks to facilitate set-up. **GE/IL-SLO Reflection:** This SLO directly links to three of the IL-SLO's, communication, critical thinking and community responsibility. Communication is essential in gathering the ascertaining information from the patient and physician so proper equipment selection can occur.	11/15/2011 - Three venipuncture labs were held for each student to provide a hands on opportunity for the students to utilize the equipment used in venipuncture. Each student had to demonstrate competency with both a butterfly needle and angiocath while under instructor observation. This provided a higher level of understanding for the students. Due to new state mandates, students are now required to perform sticks on live people prior to graduation. The RT program will need to collaborate with other healthcare programs to ensure compliance with this new state mandate. Efforts will be made to collaborate with other healthcare programs to ensure the RT program

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Critical thinking skills are important in dealing with vessel selection, understanding what situations would prevent the use of one vessel over another as well as staying within the scope of practice as a technologist. These elements are essential to ensure patient safety which leads us to the IL-SLO, Community/Global Consciousness and Responsibility. Selecting the correct site and equipment are essential in avoiding adverse events which could cause harm to the patient.	is compliant with California state law mandating that each student perform 10 successful sticks on a live person prior to graduation. Venipuncture labs on campus with training arms will continue to be held during the quarter as an opportunity for the students to understand the equipment and the process. Small groups of students will be assigned to each lab (4/group) to ensure more one one one time with the instructor. Clinical instructors from the program's contracted hospitals have volunteered to help facilitate these training labs on campus.
Department - Radiologic Technology (R T) - R T 72 - VENIPUNCTURE - SLO 2 - Describe - Describe various contrast materials, signs, symptoms and treatment of adverse reactions during contrast injection. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a multiple choice test the student will identify chemical components of iodinated contrast, signs and symptoms of adverse reactions as well as treatment. **Assessment Method Type:** Exam - Course Test/Quiz **Target:** 100% of the participants will achieve 72% or higher on the exam.	09/21/2012 - 26 out of 28 students passed with 72% or higher on the final exam. **Result:** Target Not Met **Reporting Year:** 2011-2012 **Resource Request:** Phantoms for the on-campus lab, wireless integration with the lab computer in an effort to utilize Dicom Reader during lecture, current textbooks in the library on reserve.	10/03/2012 - The benchmark was not met for this SLO. 2 out of 28 students did not score 72% or higher on the final exam. Both students were interviewed and the test reviewed with them to discover why they were unsuccessful. One student stated he had not studied as much due to having two finals in the same day and the other student stated he was distracted due to the loud noises from construction. Last year, there were two midterm exams and a final. This year only one midterm and a final were given. Due to the complex subject matter a quiz will be added to ensure students understand the material prior to taking the final. A guest speaker in the form of a technologist currently performing contrast injections was not added in this year

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			as planned but will be added in next year to ensure understanding of adverse reactions and real world application of treatment for them.
		11/15/2011 - 100% of students passed the multiple choice test with 72% or higher. **Result:** Target Met **Reporting Year:** 2010-2011 **Resource Request:** A component of class requires mannequins that need to be replaced periodically, and purchase of necessary supplies. Location of lab also needs to allow for proximity to sinks to facilitate set-up. **GE/IL-SLO Reflection:** This SLO directly links to all four of the IL-SLO's. Communication is essential in gathering the pertinent history from the patient and discussing what contrast to use with the physician. Computation is used in assessing laboratory values and determining amount of contrast necessary based on body mass. Critical thinking is utilized when selecting the correct contrast agent for the patient based on the exam modality, lab results and any other pertinent patient information. These elements are essential to ensure patient safety which leads us to the IL-SLO, Community/Global Consciousness and Responsibility. The mis-administration of contrast materials can have deadly effects. Understanding the nature of the compounds and their effects on the human body is very important to the safe administration.	11/15/2011 - I will be attending RSNA, an international radiology conference in Chicago in November 2011. One of the courses I will be taking is best practices in contrast administration, dealing with adverse reactions and the most current recommendations in treatment. This information will integrated into the curriculum. In addition to further research regarding current best practices for adverse reactions, I intend to gather patient history forms and protocols for treating adverse reactions from each of our clinical affiliates. This is an opportunity to bring practical knowledge into the didactic setting. Another change for next summer's class will be to bring in a guest speaker such as a licensed, practicing CT, MRI or Angiography technologist to discuss the current issues facing technologists performing contrast injections in today's clinical environment.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Radiologic Technology (R T) - R T 74 - ADVANCED CLINICAL EXPERIENCE: COMPUTED TOMOGRAPHY - SLO 1 - Demonstrate - Demonstrate proper equipment manipulation and assist in the performance of computed tomography procedures, applying appropriate patient care and radiation protection principles in the clinical setting. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** The student will be assessed using a clinical evaluation tool that evaluates the student's ability to demonstrate proper equipment manipulation and assist in the performance of computed tomography procedures, applying appropriate patient care and radiation protection principles in the clinical setting. **Assessment Method Type:** Field Placement/Internship **Target:** 100% of the students will receive a grade of 80% or greater on the clinical evaluation tool.	12/18/2011 - 100% of the students received a grade of 80% or greater on the clinical evaluation tool. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** None. **GE/IL-SLO Reflection:** The institutional goals that relate to this SLO include: communication, creative, critical and analytical thinking, and community / global consciousness and responsibility. Performing an accurate computed tomography procedure involves effective communication with the patient and/or staff and the ability to safely manipulate the CT equipment. Problem solving is also required for the student to adjust to changing clinical situations and pathology.	12/18/2011 - Develop a more detailed outline for orientation to the equipment.
Department - Radiologic Technology (R T) - R T 74 - ADVANCED CLINICAL EXPERIENCE: COMPUTED TOMOGRAPHY - SLO 2 - Critique - Critique and distinguish relevant sectional anatomy and pathology related to computed tomography. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** The student will be assessed using a clinical evaluation tool that evaluates the student's ability to critique and distinguish relevant sectional anatomy and pathology related to computed tomography. **Assessment Method Type:** Field Placement/Internship **Target:** 100% of the students will receive a grade of 80% or greater on the clinical evaluation tool.	12/18/2011 - 100% of the students received a grade of 80% or greater on the clinical evaluation tool. **Result:** Target Met **Reporting Year:** 2011-2012 **Resource Request:** None. **GE/IL-SLO Reflection:** The institutional goals that relate to this SLO include: communication, creative, critical and analytical thinking. The student must be able to evaluate, identify and critique specific anatomic structures as seen on the CT image. Judgment must be used when evaluating anatomy that appears different	12/18/2011 - Continue to assess the student's anatomy identification skills throughout the rotation.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		due to patient's pathologic condition.	