Basic Program Information

Department Name:

Radiologic Technology

Division Name:

Biological & Health Sciences

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.

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Rachelle Campbell	Radiologic Technology	Interim Program Director
Jenene Key	Radiologic Technology	Interim Clinical Coordinator

Total number of Full Time Faculty:	*3*
Total number of Part Time Faculty:	5

Please list all existing Classified positions:
Example: Administrative Assistant I
Health Career Coordinator

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
Radiologic Technology Program		✔	

*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 (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

Section 1: Data and Trend Analysis

a. Program Data:

Data will be posted on http://foothill.edu/staff/irs/programplans/programreviewdata.php for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change
AS Degree	**31**	**25**	**28**	**+12%**

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2010-2011	2011-2012	2012-2013	% Change
Example: Career Certificate				

b. Department Level Data:

	2010-2011	2011-2012	2012-2013	% Change
Enrollment	1116	1058	1084	+2.5%
Productivity (College Goal 2013-14: 535)	691	564	587	+4.2%
Success	1068	1026	1067	+2%
Full-time FTEF	2.9	3.1	3.1	0%
Part-time FTEF	0.9	0.8	0.9	+10%

c. Associate Degree Transfer (ADT)

There is a fall 2014 legislated deadline for approval of ADTs (AA-T/AS/T degrees). **If there Is a Transfer Model Curriculum (TMC) available in your program, you are *required* to offer an approved AA-T/AS-T.** Indicate the status of your program's ADT:

Check one	Associate Degree Transfer Status
	State Approved
	Submitted to CCCC
	Submitted to Office of Instruction
	In Progress with Articulation
	Planning Stage with Department
✔	**Not Applicable**

If you are required to offer an approved ADT and it has not been state-approved, please comment on the program's progress/anticipated approval date.

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

d. Enrollment trends: Over the last three 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.

The Radiologic Technology Program continues to maintain a high level of popularity. Over 250 applicants per year apply to the program. Currently enrollment is up in our second year population due to a higher level of retention this past year. There is lower enrollment in the first year population due to taking less students. The decision to take less students was due primarily to the loss of two clinical affiliates, Kaiser Santa Clara and Valley Radiology. The program is in the process of contracting with several institutions with the hope of not only recouping lost clinical spots but also to potentially expand the program in the future. The institutions are UCSF, El Camino, Los Gatos and additional Sutter Clinics.

e. Student Demographics: Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

There has been no noticeable change in ethnicity in the program student population in comparison to the school. There has been an increase in the male population in comparison to last year as well as in students age 40 to 55. A noticeable trend is regarding highest degree attained. Fewer individuals with Bachelor and/or Master Degrees are entering the program compared to the last few years.

f. Productivity: Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

Productivity has increased 4.2% over last year primarily due to less attrition than in the past. Productivity is expected to decline next year due to fewer students accepted into the program this year.

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%

Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

Students in the Radiology Technology program have consistently demonstrated extraordinarily high success rates. Specifically, the success rates have been >95% for both targeted and non-targeted student populations for each of the previous three academic school years. This is particularly impressive given that the student demographics in Rad Tech are comparable to the college demographics, yet the students exhibit a very high level of academic achievement compared to the college success data. Reasons for the consistent levels of success revolve primarily around high involvement of faculty in both the didactic and clinical courses and dedicated clinical instructors in each clinical setting. Faculty members are assigned to each clinical site to interact directly with both first and second year students and the clinical instructors. A midpoint evaluation is conducted on each student as an opportunity to create educational plans for improvement or to provide feedback for continued success. Faculty members meet with first year students weekly in the clinical setting to review content in conjunction with the RT51A-C and RT53AL-CL series during the first four quarters of the program. This allows for reinforcement of material. Didactically, if a student is not doing well, faculty members meet with individual students to create plans and pathways to success. Students are asked to come to office hours where strategies such as utilizing the class tutor, attending open lab for hands on practice and study methods are discussed.

b. Institutional Standard for Degree Completion Number: 450

Has the number of students completing degrees in your program held steady or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

An Associates Degree is required for program completion. Also, the profession is moving toward requiring an Associate's Degree as a prerequisite for sitting for the National Certification exam effective 2015.

The number of students achieving AS Degrees in Radiologic Technology has seen a small improvement from 25 in 2012 to 28 in 2013. The 25 students completing the program in 2012 was a drop from the 31 students completing in 2011. This was primarily due to either students deciding that the profession was not for them or not being successful in the clinical component. Program evaluation and improvement efforts have focused primarily on better preparing students for the clinical setting as this is historically where students struggle the most. Examples of this are the RT50 orientation course, RT53AL-CL lab courses, open laboratory opportunities for first year students and continued utilization of peer tutoring.

Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

No certificates are offered in Radiologic Technology.

d. Institutional Standard for Transfer to four-year colleges/universities: 775
Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

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. No data is available regarding how many graduates transfer to 4-year institutions.

Section 3: Core Mission and Support

The College's Core Missions are reflected below. Please respond to each mission using the prompts below.

a. Basic Skills: (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: http://foothill.edu/president/basicskills.php
If your program is categorized as a basic skills program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

The Radiologic Technology Program is not classified as a Basic Skills Program.

If your program is NOT categorized primarily as a basic skills program, comment about how your program/classes supports Foothill's basic skills mission and students.

All students coming to Foothill with the intention of entering the Radiologic Technology Program must take prerequisites in Math, English and Science. Any student could start out in the Basic Skill level courses in order to increase knowledge and skills required to be successful in the prerequisite courses, which then leads to success in the core program courses.

b. Transfer: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: http://foothill.edu/president/transfer.php
If your program is classified as a transfer program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

The Radiologic Technology Program is not classified as a transfer program.

If your program is NOT categorized primarily as a transfer program, please comment about how your program/classes support Foothill's transfer mission and students.

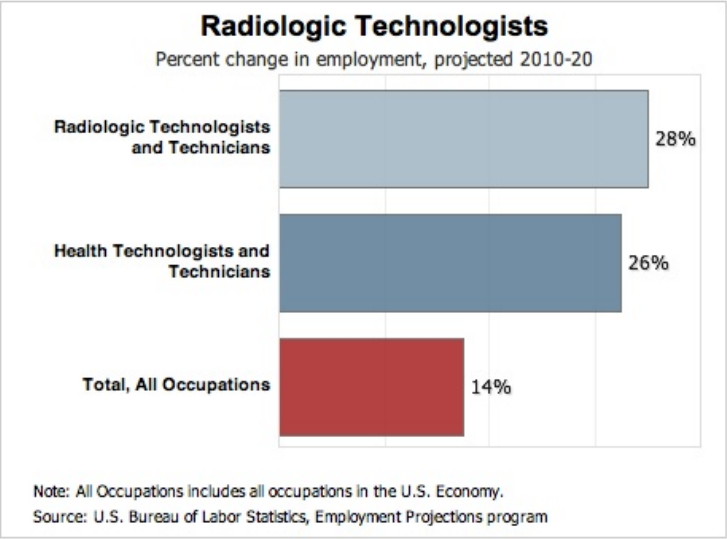
All courses in the Radiologic Technology Program are CSU transferrable. The Radiologic Technology Program has an articulation agreement with San Jose State University and Cal State University Northridge, which allows our graduates to obtain a B.S. Degree in Health Sciences.

c. Workforce: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: http://www.foothill.edu/president/workforce.php
If your program is classified as a workforce program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

According to the US Bureau of Labor Statistics, 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.

Another consideration is the healthcare marketplace enacted by the *Patient Protection and the Affordable Care Act* (PPACA). It will provide access to as many as 41.3 million Americans in 2014. With so many people being affected, there is potential for major changes to the demand for care, and subsequently, the demand for jobs within the industry.



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

If your program is NOT categorized as a workforce program, please comment about how your program/classes support Foothill's workforce mission and students.

Section 4: Learning Outcomes Assessment Summary

a. Attach 2012-2013 Course-Level – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

b. Attach 2012-2013 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.

Section 5: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts.

a. **What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?**

As a result of our CL-SLO assessments, the following changes to the curriculum has been made:

1. RT51A-C series was increased from 3 units to 4 units.
2. RT72 Venipuncture Lab restructured to meet California State requirements.
3. RT50 – Positioning terminology expanded to better prepare the students for success in the clinical course.
4. RT53AL-CL series curriculum was rearranged to better meet the needs of the students.
5. RT63A-C quizzes added to the second year clinical courses to reinforce knowledge.
6. The RT51A-C series and RT62C have become hybrid courses.

b. How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?

The Program Learning Outcomes represent specific goals set by the program. Each goal is evaluated by looking at course level SLOs' and selecting those courses that provide opportunity for the students to demonstrate attainment of the goal.

c. How has assessment of program-level student learning outcomes led to certificate/degree program improvements? Have you made any changes to your program based on the findings?

A few of the Program Learning Outcomes have led to the evaluation of how and when we collect data. Due to changes in the program structure students have more freedom to select when they will perform specific exam competencies. Due to this change when our data collection activities occur needs to be altered. Another change that resulted from the PLO assessment is the format utilized to perform assessments. This year clickers were utilized in one of the assessment activities to gather data. Next year Etudes will be utilized to allow students more time per question and faculty greater data mining opportunities. Regarding curriculum changes, AHS 50 was added to the program to increase interdisciplinary learning as well as students' introduction to college level support services as they proceed into a rigorous 22-month program.

d. **If your program has other outcomes assessments at the program level, comment on the findings.**

See chart below. Data reflective of the June 2012 and 2013 graduating classes.

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 2013 Graduates passed on the first attempt.
Of those pursuing employment, students will be gainfully employed within 6 months post-graduation.	Graduate Survey	90%	92%	Data is from 2012 Graduates. 2013 data pending.
Students will complete the program within 22 months.	Retention Rate	75% 5-year average	73%	Retention will continue to be monitored for improvement. Current retention rates for the past two years indicate that the benchmark will be met in the next one to two years if retention remains strong.
Students will be satisfied with their education.	Final Program Evaluation (Question 20)	90%	100%	Data is from the 2012 graduates. All students rated their overall experience as excellent or good. 2013 data pending.
Employers will be satisfied with the graduate's performance	Employer Survey Question 1	90% of respondent 's ratings will be good or excellent	100%	Data is from the Employer Survey regarding the graduates from 2012. All Employers rated their satisfaction as excellent or good. 2013 data pending.

e. What do faculty in your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?

Meaningful dialogue of the Program Learning Outcomes occurs during the following:

1. Weekly faculty meetings.
2. Quarterly Clinical Instructor Meetings.
3. Yearly Program Advisory Meetings
4. Yearly Assessment Committee Meetings.

Section 6: Program Goals and Rationale

Program goals address broad issues and concerns that incorporate some sort of measurable action and connect to Foothill's core missions, Educational & Strategic Master Plan (ESMP), the division plan, and SLOs. Goals are not resource requests.

List Previous Program Goals from last academic year: check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1. Faculty Professional Development	Yes	No	All faculty development funds from Perkins funding were utilized.
2. State-of-the-art equipment that mirrors industry standard.	Yes	No	60-inch monitor and three i-Macs were installed.
3. Instructional Materials	Yes	No	Equipment ordered, received and being utilized.
4. Funds for equipment repair	Partial	Yes	On-going repairs were done, but not equipment.
5. Director release time	Yes	Yes	Release time required for accreditation purposes.
6. Funds for tutoring	Yes	No	Perkins funds for tutoring were utilized.

New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. Maintain an affective program and accreditation.	Long-term	The RT program directly aligns with the core mission of workforce and career technical education. The Joint Review Committee on Education in Radiologic Technology (JRCERT) promotes excellence in education and elevates the quality and safety of patient care through the accreditation of educational programs in radiography.	Our program does on-going assessment surveys and JRCRT self-study and site visit scheduled for 2014-2015.
2. Provide educational opportunities that mirror industry standard.	Short-term	This goal would provide opportunity to introduce the students to a diverse platform of equipment thereby increasing student success in the clinical setting.	Our program on-going assessment surveys of the lab, graduate and employer surveys. These instruments are currently being utilized in our Program Learning Outcomes.
3. Expand program clinical sites.	Long-term	This goal allows the program to accommodate more students in the program.	Based on increasing the number of active clinical site contracts as well as maintaining all current sites at a very high level. This will be measured utilizing the Student Rotation Assessment Tool as well as JRCERT accreditation of the program.
4. Maintain faculty expertise in the Radiologic Technology	Long-term	RT Faculty require funds to attend conferences/seminars	This will be assessed using ARRT pass rates.

field.		to remain current in the subject matter.	

Section 7: Program Resources and Support

Using the tables below, summarize your program's <u>unfunded</u> 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 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
Non-Instructional Salaries/ Employee Benefits	$1650.00	Goal 1 - RT 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.	Yes funded through Perkins funds only.
Dedicated Allied Health Counselor	Counselor's salary	Goal 1 - A dedicated allied health counselor, who is an expert in evaluating prospective students' transcripts and providing career guidance is needed. Due to the popularity of the RT program, approximately 250 applications are received each year. Student surveys indicate a deficiency in available counseling appointments.	No

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

Has the program received college funding for reassign time in the last three years? (y/n) Yes	**If yes, indicate percent of time. 0.333**
Has the program used division or department B-budget to fund reassign time? (y/n)	No

Indicate duties covered by requested reassign time:

Responsibility	**Estimated $**	**Related Goal from Table in section 6 and how this resource request supports this goal.**	**Est hours per month**	**% Time**
Preparation for accreditation visit.	Additional 0.111 Load for 2015	Goal 1 – This additional release time is imperative to afford the director time to perform duties related directly to accreditation. The required JRCERT program self-study and site visit will be a priority during the 2014-2015 school year.	At a minimum, an additional .111 release time in the 2014-2015 school year.	
The program director maintains effective program operations overseeing ongoing program assessment, participating in budget planning, maintain current knowledge of the professional discipline and educational methodologies through continuing professional development, and assuming the leadership role in the continued development of the program. Work on innovative new ideas and identify ways to grow the program	Additional 0.222 permanent increase	Goal 1. This additional release time is imperative to afford the director time to perform the outlined responsibilities as well as duties related directly to accreditation.	0.222 release time permanent	

One Time B Budget Augmentation

Description	**$ Amount**	**Related Goal from Table in section 6 and how this resource request supports this goal.**	**Previously funded in last 3 years? (y/n)**
none			

Ongoing B Budget Augmentation

Description	**$ Amount**	**Related Goal from Table in section 6 and how this resource request supports this goal.**	**Previously funded in last 3 years? (y/n)**

Faculty Development	$8000	Goal 1. This supports student learning by maintaining currency and faculty knowledge of the subject matter.	
Non-Instructional Salaries	$1650	Goal 6. Program students often need additional help outside of faculty office hours to be sucessful in the RT classes.	

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
DR imaging equipment	$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 $150,000.00.	No
Venipuncture supplies	$2,000.00	Goal 1 – The CDPH-RHB requires RT schools to provide venipuncture	Yes from Perkins funding.

		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 2 - 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.	Yes from Perkins funding.
E*Value	$4,800 ($150/student)	Goal 1 and Goal 3 – A cloud based documentation management system would allow the program to utilize program information more easily. The E*Value system would be used to increase student success by pinpointing areas of concern as well as streamlining the documentation process. This also alleviates the paperwork burden at our clinical sites and allows the program to be more effective in making decisions for the future.	No
Collimator Replacement Box Radiology Lab	$2100	New Goal #1. This update will allow students to practice in an environment that mirrors industry standards	No

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation/Concerns	Comments
1. Threat of insufficient funds for equipment and supplies, tutoring, and professional development	This would have a direct negative effect on our program effectiveness.
2. Potential loss of clerical support	This would be an accreditation violation and would cause gridlock in our program.
3. Inability to upgrade radiographic laboratory equipment	This impedes efforts to provide current education to match industry standards.
4. Loss of clinical affiliates	This would have a direct negative impact on the number of students accepted into the program.

a. After reviewing the data, what would you like to highlight about your program?

1. The program continues to receive more than 250 applicants per year.
2. The Radiologic Technology profession continues to provide high wages and job security.
3. Our graduates have obtained a 100% pass rate on the national board exam for the last five years.
4. Our employer surveys indicate satisfaction with our graduates.
5. Our student exit survey and the graduate surveys indicate a high level of satisfaction with their education.

Section 9: Feedback and Follow Up

This section is for the Dean to provide feedback.

a. Strengths and successes of the program as evidenced by the data and analysis:

The Rad Tech program has an exceptional track record for high student success rates (>95%). This has been a consistent trend thru the last 3 years and is realized in targeted and non-targeted students equally. Thus, with regard to student equity, there is no disparity in student outcomes. Indeed, all students succeed and all students pass their national exams irrespective of their ethnicity. This is realized with students of comparable demographics to the unsegregated college population whose success rates hover around 70% for the last 3 years. The success of the Rad Tech students therefore likely is a reflection of best practices within the Department and careful evaluation of those practices is warranted.

The program experienced a disappointment last year when two of their affiliates, Kaiser Santa Clara and Valley Radiology, declined to continue training our students. Without these affiliates, the number of students accepted into the subsequent year program was decreased thereby affecting the subsequent productivity and enrollment. Due to the strong reputation of the Foothill Radiologic Technology Program there is a possibility that UCSF will become an affiliate. Contracts enabling this affiliation are in process and the program will expand back to original or larger student population next year.

b. Areas of concern, if any:

As we saw last year, our enrollment is dependent on strong, stable and long lasting relationships with our affiliates. As personnel turn over at these sites, their commitments to teaching and training the next generation of RTs can wax and wane. One area of concern is the inherent vulnerability regarding our dependence on community hospitals for accepting and training our students.

The three full time faculty in Rad Tech devote incredible energy and time outside of their normal working hours to the program. The beneficiaries of this commitment are the students and their impressive success rates. However, faculty burn out due to fatigue and the pressure inherent in maintaining a program at this highly successful level is a constant concern.

c. Recommendations for improvement:

Continue evaluating all possible sites as program affiliates to ensure that enrollment can be restored to 2012 levels or increased.

d. Recommended next steps:

_X__ Proceed as planned on program review schedule
___ Further review/Out of cycle in-depth review

Upon completion of section 9, the Program Review should be returned to department faculty and staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

Unit Course Assessment Report - Four Column

Foothill College

Department - Radiologic Technology (R T)

Mission Statement: 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.

Course-Level SLOs	Means of Assessment & Targets for Success / 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 radiololgic 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 for Success:** 100% of the students will write a subjective paper on what they observed was the role of the radiologic technologist in the clinical environment	07/22/2013 - Target met. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Multimedia classroom **GE/IL-SLO Reflection:** This SLO aligns with the college ILO's 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.	07/22/2013 - The papers are genuinely insightful portals into the students' visitation experiences. Their reflection of what they observed in the patient care environment helps to ensure that they are aware of the duties, responsibilities and challenges facing the radiologist technologist. No changes at this time.
Department - Radiologic Technology (R T) - 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 for Success:** 85% of students will receive a grade of 3 or higher on a 5-point scale	07/22/2013 - Target met. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Multimedia classroom **Resource Request:** Multimedia classroom **GE/IL-SLO Reflection:** Communication and being on time are very important 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	07/22/2013 - The issues that prevail in this course are tardiness and wanting to leave early or miss a day that the class meets. This is difficult for some students who are use to a less professional college environment than the environment of radiology classes. No changes at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		assessment and findings because professionalism directly affects patient care.	
Department - Radiologic Technology (R T) - R T 50 - ORIENTATION TO RADIATION SCIENCE TECHNOLOGIES - SLO 1 - Describe - Describe radiation science terms, program policies, accreditation, credentialing, certification, licensure, regulations, and various specialties and imaging modalities. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a multiple choice test the student will describe radiation science terms, program policies, accreditation, credentialing, certification, licensure, regulations, and various specialties and imaging modalities. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 100% of the students will receive a grade of 72% or greater on the test.	08/29/2013 - 100% of the students received a grade of 72% or greater on the test (Summer 2013). **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Faculty professional development to maintain currency in the field. **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).	08/29/2013 - 1. Continue to update the radiation science terms lecture material. 2. Update accreditation, certification, state and national regulations as changes occur. 3. Update the imaging modalities equipment lecture with current digital photos.
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)) **Course-Level SLO Status:** Active	**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 for Success:** 100% of the students will receive a grade of 72% or greater on the test.	08/29/2013 - 100% of the students received a grade of 72% or greater on the test (Summer 2013). **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Faculty professional development to maintain currency in the field. **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).	08/29/2013 - 1. Continue to demonstrate the positioning of an abdomen procedure in the laboratory setting. 2. Demonstrate how to set the control panel (kVp and mAs) during the scheduled laboratory practice sessions. 3. Divide open lab practice sessions into smaller groups.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active	**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 for Success:** 100% of the class will score 72% or higher on the exam.	01/19/2013 - 100% of the students scored 72% or higher on the final exam. **Result:** Target Met **Year This Assessment Occurred:** 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 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.	01/19/2013 - 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 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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			positive feedback from the students.
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 for Success:** 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 **Year This Assessment Occurred:** 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 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.	01/25/2013 - 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 where specific anatomy is located. I believe these modules assisted the students weaker in basic anatomy.
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 for Success:** 100% of the participants will achieve 72% or higher on the exam.	04/24/2013 - 100% of the students scored 72% or higher on the final exam. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **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	04/24/2013 - Although the target was met, new images will be brought in to allow better visualization of the anatomy in question. Currently the images are JPEGs from the textbook. JPEGs of DICOM images will be more easily visualized in the classroom setting and allow for greater success in anatomy identification.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		they are reviewing to the comfort, radiation safety as well as the potential diagnosis of each patient.	
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 for Success:** 100% of the participants will achieve 72% or higher on the exam.	04/24/2013 - 100% of the students achieved 72% or higher on the exam. Class average was 88%. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **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 topic they are learning to the comfort, radiation safety as well as the potential diagnosis of each patient.	04/24/2013 - The target was met for this SLO. A new rubric for formulated for the 4 image analysis assignments. This assignment has increased the student's level of knowledge for proper positioning and identifying errors which contributed to the overall success on the final exam. On-line practice quizzes will be added next year to help increase the practical application of knowledge.
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)) **Course-Level SLO Status:** Active	**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 for Success:** 100% of the participants will achieve 72% or higher on the exam.	09/07/2013 - 100% of the students achieved 72% or higher on the final exam. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Venipuncture supplies, phantom arms, PACS grade monitor, DR flatpanel equipment, second x-ray lab, books for library reserve, software for classroom to enhance teaching such as Dosari. **GE/IL-SLO Reflection:** This SLO is connected to the Four C's in the	09/07/2013 - Practice quizzes were added via Etudes to increase overall knowledge. Increase of online component next year will allow for more in-depth study of positioning errors and anatomy identification.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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 for Success:** 100% of the participants will achieve 72% or higher on the exam.	09/07/2013 - 100% of the students achieved 72% or higher on the final exam. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Venipuncture supplies, phantom arms, PACS grade monitor, DR flatpanel equipment, second x-ray lab, books for library reserve, software for classroom to enhance teaching such as Dosari. **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.	09/07/2013 - Practice quizzes were added to this course. More online activities will be implemented next year to support active learning of material in an effort to increase critical thinking skills.
Department - Radiologic Technology (R T) - R T 52A - PRINCIPLES OF RADIOLOGIC TECHNOLOGY I - SLO 1 - Knowledge - Describe the parts of the x-ray tube. (Created By Department - Radiologic Technology (R T))	**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 describe these components through a multiple choice exam.	12/04/2013 - 244 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:**	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	**Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 100% of the students will pass the quiz with a score of 72% or higher.	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.	
		01/07/2013 - 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 study groups right away which seemed to help set the tone for good study habits. **Result:** Target Met **Year This Assessment Occurred:** 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.	01/08/2013 - Instructor will add updates to the curriculum as needed.
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 for Success:** 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 **Year This Assessment Occurred:** 2012-2013 **Resource Request:** multimedia classroom, latest edition of the textbook on reserve in the library **GE/IL-SLO Reflection:** The communication, computation, creative, critical, and analytical thinking institutional	01/07/2013 - Instructor will add updates to the curriculum as needed.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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.	
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)) **Course-Level SLO Status:** Active	**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 **Target for Success:** 100% of the students will pass the test with a score of 72% or higher.	07/22/2013 - Target met. All students passed the test with a 72% or higher. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Multimedia classroom, textbook on reserve in the library. **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.	07/22/2013 - A few students had difficulties with these concepts. They were very much visual learners who needed practical demonstrations of the concepts. Some of the labs did not get performed in RT53BL which may have contributed to the confusion of these students.
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 protection 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 for Success:** 100% of the students will pass the test with a score of 72% or higher.	07/22/2013 - Target met. All students passed the test with a score greater than 72%. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Multimedia classroom, textbooks books on reserve in library. **GE/IL-SLO Reflection:** All four institutional goals are reflected in the curriculum for radiobiology and radiation	07/22/2013 - Radiation protection is a primary foundation in our field. A stand alone course will be created during the 2013-2014 academic year for implementation in winter 2015.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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.	
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 for Success:** 100% of the students will pass the quiz with a score of 72% or higher.	07/22/2013 - Target met. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Multimedia classroom, textbooks books on reserve in library. **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.	07/22/2013 - The practice of lecturing with images of the x-ray circuit components and then having the students identify them on a schematic seems to be working fine. No changes at this time.
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 for Success:** 100% of the students will pass the quiz with a score of 72% or higher.	07/22/2013 - Target met. Most students scored well above the 72% minimum. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Multimedia classroom, textbook on researve in library **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	07/22/2013 - Continue to show as many applications of transformers in everyday life to bring relevancy to this topic. No changes at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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.	
Department - Radiologic Technology (R T) - R T 52D - DIGITAL IMAGE ACQUISITION & 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	**Assessment Method:** In a written paper, the student will compare 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 for Success:** 100% of the participants will score 18 out of 20 points possible.	01/25/2013 - 25 out of 28 students scored 18 out of 20 points possible. The three students who did not score 18, scored 17, 17.5 and 17.5 respectively. **Result:** Target Not Met **Year This Assessment Occurred:** 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.
Department - Radiologic Technology (R T) -			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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 for Success:** 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 **Year This Assessment Occurred:** 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 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.	01/25/2013 - 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.
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 for Success:** 100% of the students will receive a grade of 80% or greater on the clinical evaluation tool.	09/21/2013 - 100% of the students received a grade of 80% or greater on the clinical evaluation tool (Summer 2013). **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **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.	09/21/2013 - 1. Overall, the students performed well on the required mock abdomen procedure. This is a direct result of offering a positioning lab in the RT50 course. 2. Continue to offer positioning labs and develop an interactive anatomy identification activity. 3. Offer additional open labs in the RT50 course, which will allow the students practice time prior to the clinical rotation.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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.	
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 the radiology department. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**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. **Assessment Method Type:** Field Placement/Internship **Target for Success:** 100% of the students will receive a grade of 80% or greater on the clinical evaluation tool.	09/21/2013 - 100% of the students received a grade of 80% or greater on the clinical evaluation tool (Summer 2013). **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Request funds to purchase equipment for assessing vital signs (stethoscopes and blood pressure cuffs). **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. **GE/IL-SLO Reflection:**	09/21/2013 - 1. Continue to offer and expand a vital sign lab activity in the RT50 course. Allow the students to practice on multiple partners the proper technique for vital sign assessment. 2. Purchase updated equipment for assessing vital signs.
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))	**Assessment Method:** On a clinical competency evaluation, the student will demonstrate good positioning skills. **Assessment Method Type:** Presentation/Performance **Target for Success:**	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 **Year This Assessment Occurred:** 2012-2013	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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	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.	**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.	home their positioning skills.
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 for Success:** 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 **Year This Assessment Occurred:** 2012-2013 **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.	01/08/2013 - 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.
Department - Radiologic Technology (R T) - R T 53AL - APPLIED RADIOGRAPHIC TECHNOLOGY LABORATORY I - SLO 1 - Demonstrate - Demonstrate proper	**Assessment Method:** On a performance competency skills test the student will demonstrate proper equipment manipulation and positioning criteria for	12/13/2012 - 100% of the students successfully passed the skills test with 80% or greater (Fall 2012). **Result:**	12/13/2012 - The content for the shoulder and clavicle procedures were moved to Winter quarter. This

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) **Course-Level SLO Status:** Active	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 for Success:** 100% of the students will successfully pass the skills test with 80% or greater.	Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Radiology laboratory in room 5305 will require ongoing equipment maintenance 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 required for the student to adjust to diverse patient situations.	allowed for more practice time which resulted in an increase in the average lab scores.
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 for Success:** 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 **Year This Assessment Occurred:** 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	12/13/2012 - Continue to develop the digital image library by collecting digital images from the clinical affiliates.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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 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 for Success:** 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.	07/22/2013 - Target met. Class average was 9.8/10 in this category. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **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.	07/22/2013 - Only two students had a point deduction in this category and that was for anatomy recall and determining proper s# when viewing an image. 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 for Success:** 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.	07/22/2013 - Target met. The class average for radiation protection was 9.6/10. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **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.	07/22/2013 - Most students did very well in this category. Students needing improvement involved over or under collimating and having too many repeat exams. No changes are required at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / 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 for Success:** 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 **Year This Assessment Occurred:** 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.
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	**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	03/28/2013 - 100% of the students successfully passed the skills test with 80% or greater. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Purchase additional computers and a digital	03/28/2013 - Develop image evaluation lab activities to facilitate anatomy identification and critical thinking. Continue to update the competency skills evaluation as needed.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Technology (R T)) **Course-Level SLO Status:** Active	**Target for Success:** 100% of the students will successfully pass the skills test with 80% or greater.	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.	
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 for Success:** 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.	07/22/2013 - Target met. The class average in the positioning category was 9.2/10. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** The communication, creative, critical, and analytical thinking and community/global consciousness & responsibility institutional goals relate to this SLO. Good positioninginvolves 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.	07/22/2013 - The two primary deductions in this category were speed and accuracy. This is expected at this point in the RT students' education. In the 2nd year, the numbers are higher. No changes at this time.
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 By Department - Radiologic Technology (R T))	**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 **Target for Success:** 100% of the students will pass the image quality section of the clinical competency	07/22/2013 - Class average was 9.6/10. All students had at least a point value of 6 out of 10 points. Target met. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **GE/IL-SLO Reflection:** The communication, creative, critical, and	07/22/2013 - The number one deduction in this category was students not recognizing the positioning errors demonstrated on images but only three students were marked down for this. Sometimes this can be due to images that are too compromised in the positioning

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	evaluation with a score of 6 or higher on a 10 -point scale.	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 diagnosis.	criteria that the 1st year students lacks the experience to reflect on what it could be. No changes at this time.
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 for Success:** 100% of the students will successfully pass the skills test with 80% or greater.	06/28/2013 - 100% of the students successfully passed the skills test with 80% or greater. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **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, 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 students to adjust to diverse patient situations.	06/28/2013 - Develop positioning and technique labs to support the RT52C positioning course using phantoms and digital equipment. Continue to monitor and develop a weekly lab schedule that will correlate the lab content with the positioning lecture material. Expand the trauma role play activities.
Department - Radiologic Technology (R T) - R T 53CL - APPLIED RADIOGRAPHIC TECHNOLOGY LABORATORY III - SLO 2 -	**Assessment Method:** On a performance competency skills test the student will perform image evaluation and	06/28/2013 - 100% of the students successfully passed the skills test with 80% or greater. **Result:**	06/28/2013 - Continue to develop lab activities using the energized

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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	identify anatomy for selected radiographic procedures of the spine, ribs and skull. **Assessment Method Type:** Class/Lab Project **Target for Success:** 100% of the students will successfully pass the skills test with 80% or greater.	Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Purchase additional positioning phantoms to be used for lab experiments. Purchase digital software that covers anatomy and physiology for all the body systems. Purchase a high resolution display monitor for displaying and reviewing digital images. **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.	laboratory, phantoms and digital equipment to facilitate image evaluation and critical thinking.Evaluate and update the competency skills evaluation tool as needed.
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 for Success:** Students will average 8.0 on a 10.0 point scale	10/09/2013 - 9.2 - same score as last year. Areas of weakness are inconsistency in recall of positioning criteria, difficulty recalling clinical protocols, being too slow and communication issues. These were also the issues that a few students had last summer. Most students however, did very well in this category. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Additional adjunct facuty needed for 2014 to meet the increase of clinical affiliates that are expected. **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 quickly and correctly	10/09/2013 - Four students this year received Cs in the positioning category. This is up from last year where only one student received a C. This increase in Cs is not an indication of program ineffectiveness but more of an indication that this particular class had more students that have difficulty recalling previously learned material under pressure. Faculty continue to work with these students on an individual basis to help them to improve in this area.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		position the patient requires critical thinking. Taking the image correctly the first time goes towards Community/Global Consciousness and Responsibility because of the radiation protection implications.	
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 for Success:** Students will average 34.0 on a 40.0 point scale	10/27/2013 - Student averaged 35, slightly down from 35.3 last year. The areas of weakness identified were difficulty recognizing stomach and esophagus views and recognizing the lesser trochanter on the cross-table lateral hip view. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Computer lab so students can identify anatomy & positioning on etudes. **GE/IL-SLO Reflection:** 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.	10/27/2013 - The format of the analysis will be changed to Etudes to allow for more time per individual question. Analysis will be proctored on campus in a computer lab. At the fall clinical instructor meeting, the instructors will be advised of the areas of weakness (hip, stomach & esophagus) so these areas can be reviewed with the students when they return to clinic in September.
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 for Success:** 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 **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Radiology laboratory supplies for the prevention of infection to the health care worker. **GE/IL-SLO Reflection:**	12/13/2012 - Continue to update the infection control lecture material when data is made available from the CDC.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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 for Success:** 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 **Year This Assessment Occurred:** 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.
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))	**Assessment Method:** The student will demonstrate this knowledge in a Case study exam. **Assessment Method Type:** Case Study/Analysis **Target for Success:** 100% of the participants will achieve 72% or higher.	04/24/2013 - 100% of the students achieved 72% or higher. The class average was 91%. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Phantoms,textbooks on reserve in the library, DR wireless detector in the	04/24/2013 - More in-class discussions were held to enhance student learning. A short essay assignment will be introduced next year to help prepare the students for the essay portion of the final exam and to increase writing skills.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Assessment Cycles: End of Quarter **Course-Level SLO Status:** Active		Radiology lab to mirror industry standards. **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.	
Department - Radiologic Technology (R T) - R T 54B - LAW & ETHICS IN MEDICAL IMAGING - SLO 2 - Knowledge - Define specific legal doctrines to include vicarious 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	**Assessment Method:** The student will demonstrate this knowledge in a Case study exam. **Assessment Method Type:** Case Study/Analysis **Target for Success:** 100% of the participants will achieve 72% or higher.	04/24/2013 - 100% of the students achieved 72% or higher. The class average was 91%. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **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.	04/24/2013 - Though the benchmark was met, continued research into Malpractice and it's affects on the Radiologic Profession will be done to enhance student knowledge. The malpractice paper was expanded this year to increase critical thinking when evaluating why something occurred and how to avoid malpactice issues rather than just who is to blame.
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	**Assessment Method:** On a multiple choice test, the student will define the pathology of the respiratory, osseous, urinary, gastrointestinal, central nervous, and hemopoietic system.	06/28/2013 - 100% of the students achieved 72% or higher on the exam. **Result:** Target Met **Year This Assessment Occurred:**	06/28/2013 - Due to the overall volume of material, a more extensive final review will be added at the end of the quarter. New pathology topics that support the

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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 Type:** Exam - Course Test/Quiz **Target for Success:** 100% of participants will achieve 72% or higher on the exam.	2012-2013 **Resource Request:** Current textbooks in the library on reserve. Faculty professional development is required to maintain currency in the subject matter. Phantoms and digital sofware for the on-campus laboratory. **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 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.	lecture material will be selected for group presentations.
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 for Success:** 100% of the participants will achieve 72% or higher on the exam.	06/28/2013 - 100% of the students achieved 72% or higher on the exam. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Current textbooks in the library on reserve. Faculty professional development is required to maintain currency in the subject matter. Phantoms and digital sofware for the on-campus laboratory. **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	06/28/2013 - Due to the overall volume of material, a more extensive final review will be added at the end of the quarter. This review will include a variety of radiographic images to facilitate the evaluation and recognition of basic pathologies.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		each patient and the ramifications of the diagnosis.	
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 for Success:** 100% of the student will receive a grade of 72% or greater on the overall project.	09/07/2013 - 100% of the students received a grade of 72% or greater on the overall project. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Venipuncture supplies, phantom arms, PACS grade monitor, DR flatpanel equipment, second x-ray lab, books for library reserve, software for classroom to enhance teaching such as Dosari. **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 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.	09/07/2013 - This course will be completely revamped Winter 2014. The research project will still consist of the PowerPoint, board and CD cover put together by a team of students. The change will be in the discussion and activity sessions done prior to the assignment of the actual research project. Topics will include team process, working in teams, communication techniques and group dynamics. Another change that was implemented this year included each student being graded separately on their oral presentation skills as well as creating an Above and Beyond Recognition Award that teams could present to each other. Feedback from the class participants during the last class session will be utilized to make additional changes as needed. In order to increase equity, teams will be assigned their project according to a staggered schedule. Each team will have 4 weeks out of the quarter to prepare and present their project.
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	**Assessment Method:** The student's research project will be assessed using a project checklist. **Assessment Method Type:** Presentation/Performance	09/07/2013 - 100% of the students received a grade of 72% or greater on the overall project. **Result:** Target Met **Year This Assessment Occurred:**	09/07/2013 - This course will be completely revamped Winter 2014. The research project will still consist of the PowerPoint, board and CD cover put together by a team of

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
medical imaging topic. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Target for Success:** 100% of the student will receive a grade of 72% or greater on the overall project.	2012-2013 **Resource Request:** Venipuncture supplies, phantom arms, PACS grade monitor, DR flatpanel equipment, second x-ray lab, books for library reserve, software for classroom to enhance teaching such as Dosari. **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.	students. The change will be in the discussion and activity sessions done prior to the assignment of the actual research project. Topics will include team process, working in teams, communication techniques and group dynamics. Another change that was implemented this year included each student being graded separately on their oral presentation skills as well as creating an Above and Beyond Recognition Award that teams could present to each other. Feedback from the class participants during the last class session will be utilized to make additional changes as needed. In order to increase equity, teams will be assigned their project according to a staggered schedule. Each team will have 4 weeks out of the quarter to prepare and present their project.
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 for Success:** 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 **Year This Assessment Occurred:** 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 stacks). **GE/IL-SLO Reflection:** This SLO is related to the following	12/13/2012 - Update the CT and MRI lecture material as it relates to new equipment advancements.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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.	
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. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a multiple choice test the student will recognize sectional anatomy of the head, neck, thorax, abdomen, spine, pelvis and extremities. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 100% of students will receive a grade of 72% or greater on the test.	12/13/2012 - 100% of students received a grade of 72% or greater on the test. **Result:** Target Met **Year This Assessment Occurred:** 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.	12/13/2012 - Develop an assignment that requires the student to locate a CT/MRI image from the clinical setting. Have the student reflect on how the image was created and require the labeling of basic sectional anatomy on the image.
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	**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.	03/28/2013 - 100% of the students received a grade of 72% or greater on the test. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	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.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 100% of the students will receive a grade of 72% or greater on the test.	**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.	
Department - Radiologic Technology (R T) - R T 62B - SPECIAL PROCEDURES & EQUIPMENT - SLO 2 - Describe - Describe image production and related equipment components in the angiographic 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 related equipment components in the angiographic imaging process. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 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 **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Library reference books for the stacks and reserve. **GE/IL-SLO Reflection:** This assessment requires reading, writing, evaluation and synthesis.	03/28/2013 - Show more videos to demonstrate and support equipment topics. Update test questions as it relates to new equipment development.
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:** Active	**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 for Success:** 100% of the students will receieve a grade of 72% or greater on the reflection paper.	06/28/2013 - 100% of the students received a grade of 72% or greater on the reflection paper. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Faculty professional development is required to maintan currency in the subject matter. **GE/IL-SLO Reflection:** 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	06/28/2013 - 1. Add a portfolio assignment that requires the student to reflect on their terminal competency performance. 2. Develop lecture material on the topic of soft skills. 3. Expand the topic of radiology administration to include organization charts, patient surveys, HCAHPS and CMS information. 4. Increase classroom discussion on interview techniques. 5. Request the clinical affiliates to organize mock student employment interviews at their assigned facility.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		paper that requires writing, research and creativity skills. They demonstrate intellectual curiosity and interest in the pursuit of life-long learning opportunities.	
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 for Success:** 100% of the students will receive a grade of 72% or greater on the quiz.	06/28/2013 - 100% of the students received a grade of 72% or greater on the quiz. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **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.	06/28/2013 - 1. Coordinate a re-certification class in BLS - Healthcare Provider CPR skills. 2. Include a review of basic skull pathology and fractures in the trauma lecture material.
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 cover all aspects of the radiologic technology curriculum. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**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 **Target for Success:** 75% of the class will pass the test with a score of 72% or higher.	10/28/2013 - 60% of the class passed the mock registry exam with a percentage of 72 or higher. As low as this seems, it is more of the norm when students are given an exam without studying and asked to recall 18 months of information. This SLO should be revised for next year to assess something where the students have the ability to improve. **Result:** Target Not Met **Year This Assessment Occurred:** 2012-2013	10/28/2013 - SLO will be revised to assess one of the five content specifications of the ARRT exam.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Resource Request: Computer classroom, latest edition of the book on reserve in the library. **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.	
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 for Success:** 100% of the students will pass this quiz with a score of 72% or higher.	10/28/2013 - As last year, 100% of the class passed this quiz with a percentage of at least 72. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Computer classroom, latest edition of the book on reserve in the library. **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.	10/28/2013 - This SLO will be changed for next year to reflect another area of the five content specifications other than positioning, since this is a strong area. Possible areas to assess would be physics or radiation protection.
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. (Created By Department - Radiologic Technology (R T))	**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:** Field Placement/Internship **Target for Success:**	01/25/2013 - 100% of the students achieved a minimum of 6 out of 10 points for all applicable categories. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Phantoms for the on-campus lab, upgrades to the on-campus lab in the form of DR	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 directly with the clinical instructors who have the biggest impact on our students at this stage. Students

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	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.	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.	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.
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 for Success:** 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 **Year This Assessment Occurred:** 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.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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 the clinical evaluation form 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 for Success:** 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.	09/07/2013 - 100% or 28 out of 28 students achieved a minimum of 6 out of 10 points in the radiation protection and equipment categories. 96.4% or 27 out of 28 achieved a minimum of 6 out of 10 points in the positioning and patient care categories. **Result:** Target Not Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Venipuncture supplies, phantom arms, PACS grade monitor, DR flatpanel equipment, second x-ray lab, books for library reserve, software for classroom to enhance teaching such as Dosari. **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.	09/07/2013 - Overall average score for each category were as follows: Radiation Protection 9.5/10, Equipment 9.5/10, Patient Care 9.14/10 and positioning 9.37/10. Only one student did not meet the minimum standards for these ares and was placed into remediation. The primary issues were speed, communication, consistency & accuracy. One way we will be working on these issues is to increase efforts during the RT51A-C classes. Recall and retention of materials will be emphasized by implementing mind maps and having the students create their own positioning books. The idea it to increase the base knowledge and allow the students to access this knowledge more easily during stressful situations.
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 the clinical evaluation form the student will perform image evaluation, which includes anatomy and pathology identification for various radiographic procedures. **Assessment Method Type:** Field Placement/Internship **Target for Success:** 100% of the participants will achieve a minimum of 6 out of 10 points for the Image	09/07/2013 - 100% of the students achieved a minimum of 6 out of 10 points in the Image Analysis Category. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Venipuncture supplies, phantom arms, PACS grade monitor, DR flatpanel	09/07/2013 - The average score for this category was 9.071 out of 10. This was the second of a three quarter cycle for implementing image analysis quizzes in the clinical setting. We will compare the results next year to determine if there has been an improvement in student knowledge and critical thinking skills.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Analysis category.	equipment, second x-ray lab, books for library reserve, software for classroom to enhance teaching such as Dosari. **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.	
Department - Radiologic Technology (R T) - R T 63C - RADIOGRAPHIC CLINICAL PRACTICUM III - 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 the clinical evaluation form 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 for Success:** 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.	09/07/2013 - 100% or 28 out of 28 students achieved a minimum of 6 out of 10 points in the patient care and equipment categories. 96.4% or 27 out of 28 achieved a minimum of 6 out of 10 points in the positioning and radiation protection categories. **Result:** Target Not Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Venipuncture supplies, phantom arms, PACS grade monitor, DR flatpanel equipment, second x-ray lab, books for library reserve, software for classroom to enhance teaching such as Dosari. **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.	09/07/2013 - Average scores in the categories were: 9.5/10 in radiation protection, 9.9/10 equipment, 9.57/10 positioning, 9.5/10 patient care. An overall higher performance was noted in the positioning and patient care categories compared to RT63B. The issues were speed, communication, consistency & accuracy in positioning, the same as RT63B, but there were less instances of these issues over all. This could be attributed to the students having already been at the same clinical site for the previous quarter. This will be evaluated next year for correlation.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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 the clinical evaluation form 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 for Success:** 100% of the participants will achieve a minimum of 6 out of 10 points for the Image Analysis category of the Clinical Evaluation Tool.	09/07/2013 - 100% of the students achieved a minimum of 6 out of 10 points for the Image Analysis category of the Clinical Evaluation Tool. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Venipuncture supplies, phantom arms, PACS grade monitor, DR flatpanel equipment, second x-ray lab, books for library reserve, software for classroom to enhance teaching such as Dosari. **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.	09/07/2013 - This was the final quarter for the image analysis quiz implementation in the second year clinical courses. Average score in this category was 9.13/10. Comparison will be made next year to see if scores increase.
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 for Success:** 95% of the class will pass the exam with a score of 72% or higher	10/09/2013 - 100% of the class was able to pass the multiple choice test on regulatory radiation protection safety measures. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Professional development funds are 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	10/09/2013 - On 1/1/2013 a new fluoroscopy exam was implemented by the ARRT. This exam has updated curriculum with a concentration on digital fluoroscopy. This course was updated summer 2012 in preparation for this exam. The June 2013 graduates are passing the eam. No changes are needed at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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.	
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 for Success:** 95% of the class will pass the test with a minimum score of 72%	10/09/2013 - 100% of the class passed the multiple choice test by accurately identifying the components & functions of the image intensifier. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Professional development funds are 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.	10/09/2013 - This course was revised to adhere to the new ARRT curriculum for digital fluoroscopy and fluoroscopic radiation protection. Graduates of the program are successfully passing the new exam implemented 1/1/2013. No changes will be needed at this time.
		10/09/2013 - 100% of the class passed the multiple choice test on identifying the components & functions of the image intensifier. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	
Department - Radiologic Technology (R T) - R T 65 - MAMMOGRAPHY - SLO 1 - Demonstrate - Demonstrate knowledge of the human structure, function, pathology and radiographic positioning relating to the	**Assessment Method:** On a multiple choice test the student will demonstrate knowledge of the human structure, function, pathology and radiographic positioning relating to the	03/28/2013 - 100% of the students received a grade of 72% or greater on the test. **Result:** Target Met **Year This Assessment Occurred:**	03/28/2013 - Expand the BI-RADS lecture content and develop the pathology lecture by adding more pathology examples.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
human breast. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	human breast. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 100% of the students will receive a grade of 72% or greater on the test.	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.	
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 process including quality assurance and quality control. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**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 quality assurance and quality control. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 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 **Year This Assessment Occurred:** 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.	03/28/2013 - Update the equipment and QC lecture with any new state and national regulations. Expand the digital equipment and QC course content.
Department - Radiologic Technology (R T) -			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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 for Success:** 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 for Success:** 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 for Success:** 100% of the participants will achieve 72% or higher on the exam.	09/07/2013 - 100% of the students scored 72% or higher on the midterm exam. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Venipuncture supplies, phantom arms, PACS grade monitor, DR flatpanel equipment, second x-ray lab, books for library reserve, software for classroom to enhance teaching such as Dosari. **GE/IL-SLO Reflection:**	09/07/2013 - Changes were again made to the lab portion of this class due to new regulations implemented by the state of California. RT Program students can perform the required 10 sticks on live humans or phantoms. When the students graduate their skills will be reassessed by the institution they work for. The same format was utilized as last year with longer lab times and graduate mentors to provide one on one learning. Due to

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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.	the required 10 sticks, additional supplies had to be purchased half way through the quarter. This information will be utilized when purchasing supplies.
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 for Success:** 100% of the participants will achieve 72% or higher on the exam.	09/07/2013 - 97% or 31 out of 32, students achieved 72% or higher on the final exam. **Result:** Target Not Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Venipuncture supplies, phantom arms, PACS grade monitor, DR flatpanel equipment, second x-ray lab, books for library reserve, software for classroom to enhance teaching such as Dosari. **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	09/07/2013 - Additional activity was added this year to increase students knowledge of the contrast materials utilized in their clinical sites. This helped connect the students to the material in a more hands on manner. The student who did not do well was interviewed as to why. He stated that he underestimated the depth of the content and admitted he spent very little time reviewing. He also stated he utilized a study group as his sole method of reviewing the material. We discussed the pros/cons of study groups and ways to prepare for them. This issue will be addressed in the AHS 50 course that has been added to the program. One of the topics is study habits and

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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.	learning styles. Helping the student connect with how they learn best may prevent this issue next year. Hands on activity will be developed to illustrate hypertonicity vs hypotonicity.
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 for Success:** 100% of the students will receive a grade of 80% or greater on the clinical evaluation tool.		
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 for Success:** 100% of the students will receive a grade of 80% or greater on the clinical evaluation tool.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up

Unit Assessment Report - Four Column

Foothill College

Program (BHS-RT) - Radiological Technology AS

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Program (BHS-RT) - Radiological Technology AS - 1 - Students will apply positioning skills. **SLO Status:** Active	**Assessment Method:** Clinical Evaluation Form - Category VII (Positioning Section) **Assessment Method Type:** Presentation/Performance **Target:** 7th quarter students will average greater than or equal to 9.0 on a 10.0 point scale.	11/02/2013 - 9.2 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Faculty professional development, library resources to keep updated textbooks on reserve, software/hardware for 5210 classroom to allow for wireless utilization of an iPad, DR flat panel imaging system and PACS monitor for the RT Lab. **GE/IL-SLO Reflection:** The Clinical Evaluation Form assessment requires critical thinking, communication, community/global consciousness and responsibility on the part of the student because students must be cognizant of body habitus, pathology, and cultural differences.	11/02/2013 - Benchmark was met. The area that needs the most improvement was the need to increase exam speed. Timed exams will be reinforced in the first year lab component. Mind maps will also be introduced in the first year curriculum.
	Assessment Method: Clinical Competency Form - (Positioning Section) **Assessment Method Type:** Presentation/Performance **Target:** 4th quarter students will average greater than or equal to 19.0 on a 21.0 point scale.	11/02/2013 - 20.7 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Faculty professional development, library resources to keep updated textbooks on reserve, software/hardware for 5210 classroom to allow for wireless utilization of an iPad, DR flat panel imaging system and PACS monitor for the RT Lab. **GE/IL-SLO Reflection:** The Clinical Competency Form assessment requires critical thinking, communication, community/global consciousness and	11/02/2013 - 1st years - Benchmark met. Positioning patient to IR, part to IR, poor patient positioning (bent vs. straight), poor centering, imaged wrong side, not removing unwanted anatomy. Because the scores have been consistently high in this category over the last few cycles the assessment committee will draw data from the entire summer quarter instead of the month of August.

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		responsibility on the part of the student because students must be cognizant of body habitus, pathology, and cultural differences.	
	Assessment Method: Terminal Competency - (Positioning Section) **Assessment Method Type:** Presentation/Performance **Target:** 7th quarter students will average greater than or equal to 20.0 on a 21.0 point scale.	11/02/2013 - 20.7 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Faculty professional development, library resources to keep updated textbooks on reserve, software/hardware for 5210 classroom to allow for wireless utilization of an iPad, DR flat panel imaging system and PACS monitor for the RT Lab. **GE/IL-SLO Reflection:** The Clinical Competency Form assessment requires critical thinking, communication, community/global consciousness and responsibility on the part of the student because students must be cognizant of body habitus, pathology, and cultural differences.	11/02/2013 - Benchmark was met. More data was available due to data collection during the month of April instead of May. No trends were noted.
Program (BHS-RT) - Radiological Technology AS - 2 - Students will employ radiation protection principles. **SLO Status:** Active	**Assessment Method:** Clinical Evaluation Form - Category I (Radiation Protection Section) **Assessment Method Type:** Presentation/Performance **Target:** 4th quarter students will average greater than or equal to 8.0 on a 10.0 point scale.	11/02/2013 - 9.4 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Library resources are requested as well as radiation protection supplies for the lab. In addition, the Program also requests software and radiation protection equipment for demonstration in the didactic courses, RT52B and RT64. **GE/IL-SLO Reflection:** The Clinical Evaluation Form assessment	11/02/2013 - Benchmark was met. The primary areas for mark down were needing more collimation and having fewer repeats. This data is the same as last year's data.

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		requires critical thinking, computation, communication, community/global consciousness and responsibility on the part of the student because students must be cognizant of biologic effects of ionizing radiation, the technical factor selection and the equipment specifications.	
	Assessment Method: Clinical Competency Form - (Radiation Protection Section) **Assessment Method Type:** Presentation/Performance **Target:** 4th quarter students will average greater than or equal to 19.0 on a 21.0 point scale.	11/02/2013 - 20.9 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Library resources are requested as well as radiation protection supplies for the lab. In addition, the Program also requests software and radiation protection equipment for demonstration in the didactic courses, RT52B and RT64. **GE/IL-SLO Reflection:** The Clinical Evaluation Form assessment requires critical thinking, computation, communication, community/global consciousness and responsibility on the part of the student because students must be cognizant of biologic effects of ionizing radiation, the technical factor selection and the equipment specifications.	11/02/2013 - Benchmark met. Collimation was still mentioned. Because the scores have been consistently high in this category over the last few cycles the assessment committee will draw data from the entire summer quarter instead of the month of August.
	Assessment Method: Terminal Competency - (Radiation Protection Section) **Assessment Method Type:** Presentation/Performance **Target:** 7th quarter students will average greater than or equal to 20.0 on a 21.0 point scale.	11/02/2013 - 20.9 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Library resources are requested as well as radiation protection supplies for the lab. In addition, the Program also requests software and radiation protection equipment	11/02/2013 - Benchmark was met. The only issue noted was collimation.

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		for demonstration in the didactic courses, RT52B and RT64. **GE/IL-SLO Reflection:** The Terminal competency assessment requires critical thinking, computation, communication, community/global consciousness and responsibility on the part of the student because students must be cognizant of biologic effects of ionizing radiation, the technical factor selection and the equipment specifications.	
Program (BHS-RT) - Radiological Technology AS - 3 - Students will provide appropriate patient care. **SLO Status:** Active	**Assessment Method:** RT54A Patient Care written final exam **Assessment Method Type:** Exam - Course Test/Quiz **Target:** Students will average greater than or equal to 90%.	11/02/2013 - 90% **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Program requires library resources to keep updated textbooks on reserve in our library for students who cannot afford textbooks. Additionally, faculty professional development is required to maintain currency in subject matter. **GE/IL-SLO Reflection:** The Course Test/Quiz assessment requires critical thinking, communication, community/global consciousness and responsibility on the part of the student because students must be cognizant of patient's capabilities, pathology, and cultural differences.	11/02/2013 - Benchmark met. Scores were consistent with last year. The area students struggled with were critical thinking type questions that were introduced this year on the final. Samples of critical thinking questions will be introduced throughout the quarter.
	Assessment Method: Clinical Competency Form - (Patient Care Section) **Assessment Method Type:** Presentation/Performance **Target:**	11/02/2013 - 20.9 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Program requires library resources to keep	11/02/2013 - Benchmark met. Deductions in this category fell under speed of performing the procedure and touching the injured part. Because the scores have been consistently high in this category over the last few cycles the

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	4th quarter students will average greater than or equal to 19.0 on a 21.0 point scale.	updated textbooks on reserve in our library for students who cannot afford textbooks. Additionally, faculty professional development is required to maintain currency in subject matter. **GE/IL-SLO Reflection:** The Clinical Competency Form assessment requires critical thinking, communication, community/global consciousness and responsibility on the part of the student because students must be cognizant of patient's capabilities, pathology, and cultural differences.	assessment committee will draw data from the entire summer quarter instead of the month of August.
	Assessment Method: Terminal Competency - (Patient Care Section) **Assessment Method Type:** Presentation/Performance **Target:** 7th quarter students will average greater than or equal to 20.0 on a 21.0 point scale.	11/02/2013 - 20.9 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Program requires library resources to keep updated textbooks on reserve in our library for students who cannot afford textbooks. Additionally, faculty professional development is required to maintain currency in subject matter. **GE/IL-SLO Reflection:** The Terminal Competency Form assessment requires critical thinking, communication, community/global consciousness and responsibility on the part of the student because students must be cognizant of patient's capabilities, pathology, and cultural differences.	11/02/2013 - Benchmark was met. Excellent data.
Program (BHS-RT) - Radiological Technology AS - 4 - Students will demonstrate oral communication skills. **SLO Status:**	**Assessment Method:** RT 54C Pathology Presentation Rubric - (Oral Communication Section)	11/02/2013 - 29.6 **Result:** Target Met **Year This Assessment Occurred:**	11/02/2013 - Benchmark was met. Students lost points in the following areas: time limit, format issues and delivery. No changes at this time,

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	**Assessment Method Type:** Presentation/Performance **Target:** Students will average greater than or equal to 8.0 on a 10.0 point scale.	2012-2013 **Resource Request:** Program requires library resources to keep updated textbooks on reserve in our library for students who cannot afford textbooks. Additionally, faculty require professional development to remain current in the field. These are accreditation mandates. **GE/IL-SLO Reflection:** The Pathology Presentation Rubric requires critical thinking, communication, community/global consciousness and responsibility on the part of the student because students must be cognizant of patient history, patient safety, and cultural differences.	faculty will monitor for trends.
	Assessment Method: RT61B Research Project Rubric - (Oral Communication Section) **Assessment Method Type:** Presentation/Performance **Target:** Students will average greater than or equal to 22.0 on a 25.0 point scale.	11/02/2013 - 22.0 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Program requires library resources to keep updated textbooks on reserve in our library for students who cannot afford textbooks. Additionally, faculty require professional development to remain current in the field. These are accreditation mandates. **GE/IL-SLO Reflection:** The Research Project Rubric requires critical thinking, communication, community/global consciousness and responsibility because students must research specified topics, create scientific display boards and apply social sensitivity.	11/02/2013 - Benchmark was met. Students lost points due to too much reading of their presentation, not making reference to their slides and lack of eye contact. A new assessment tool was utilized this time, which may have contributed to the lower scores. Faculty will utilize the same tool in 2013 to evaluate for trends.
Program (BHS-RT) - Radiological Technology AS - 5 - Students will demonstrate written communication skills.	**Assessment Method:** RT52D Digital Analysis Rubric - (Written	11/02/2013 - 19.4 **Result:**	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
SLO Status: Active	Communication Section) **Assessment Method Type:** Essay/Journal **Target:** Students will average greater than or equal to 18.0 on a 20.0 point scale.	Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Program requires library resources to keep updated textbooks on reserve in our library for students who cannot afford textbooks. Additionally, faculty require professional development to remain current in the field. These are accreditation mandates. **GE/IL-SLO Reflection:** The Digital Analysis Rubric requires critical thinking, communication, community/global consciousness and responsibility on the part of the student because students must interview a technologist and synthesize data to minimize radiation protection to the community.	11/02/2013 - Benchmark was met. Student suggested topics were implemented with positive feedback from the students. Reasons for deductions: not conducting required interview, grammar, incorrectly written bibliography. Planning on compiling library resources for proper referencing next year. Topics will continue to be procured from each class for the following year.
	Assessment Method: RT 54C Pathology Presentation Rubric - (Written Communication Section) **Target:** Students will average greater than or equal to 18.0 on a 20.0 point scale.		
	Assessment Method: RT 54B Ethics Research Paper Rubric - (Written Communication Rubric) **Assessment Method Type:** Research Paper **Target:** Students will average greater than or equal to 13.0 on a 15.0 point scale	11/02/2013 - 13.7 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Program requires library resources to keep updated textbooks on reserve in our library for students who cannot afford textbooks. Additionally, faculty require professional development to remain current in the field. These are accreditation mandates. **GE/IL-SLO Reflection:** The Ethics Research Paper Rubric requires	11/02/2013 - Benchmark met. Primary point deductions had to do with grammar and proof reading. A short paper will be assigned next year prior to the malpractice paper to reinforce grammar skills.

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		critical thinking, communication, community/global consciousness and responsibility on the part of the student because students must be cognizant of patient safety issues in the healthcare environment, evaluate communication breakdowns between healthcare workers when safety issues arise and the legal consequences of the healthcare workers actions.	
Program (BHS-RT) - Radiological Technology AS - 6 - Students will critique images to determine diagnostic quality. **SLO Status:** Active	**Assessment Method:** RT53D Image Analysis Assessment **Assessment Method Type:** Exam - Course Test/Quiz **Target:** Students will average greater than or equal to 34.0 on a 40.0 point scale.	11/03/2013 - 35.0 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Faculty professional development, library resources to keep updated textbooks on reserve, software/hardware for 5210 classroom to allow for wireless utilization of an iPad, DR flat panel imaging system and PACS monitor for the RT Lab. **GE/IL-SLO Reflection:** The Course Test/Quiz assessment requires critical thinking, computation and community/global consciousness and responsibility on the part of the student because students must be cognizant of patient positioning, patient pathology, technical factors, artifacts, and marking the images.	11/03/2013 - Student averaged 35, slightly down from 35.3 last year. The areas of weakness identified were difficulty recognizing stomach and esophagus views and recognizing the lesser trochanter on the cross-table lateral hip view. The format of the analysis will be changed to Etudes to allow for more time per individual question. Analysis will be proctored on campus in a computer lab. At the fall clinical instructor meeting, the instructors will be advised of the areas of weakness (hip, stomach & esophagus) so these areas can be reviewed with the students when they return to clinic in September.
	Assessment Method: RT62C Image Analysis Assessment **Assessment Method Type:** Exam - Course Test/Quiz **Target:** Students will average greater than or equal	11/03/2013 - 36.3 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Faculty professional development, library	11/03/2013 - There was an increase in the score from last year, from 34.7 to 36.3. Deficiencies noted were in lateral knee, skull pathology, fractures and oblique elbow. Positive results were due in large part to the two plans implemented in

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	to 36.0 on a 40.0 point scale.	resources to keep updated textbooks on reserve, software/hardware for 5210 classroom to allow for wireless utilization of an iPad, DR flat panel imaging system and PACS monitor for the RT Lab. **GE/IL-SLO Reflection:** The Course Test/Quiz assessment requires critical thinking, computation and community/global consciousness and responsibility on the part of the student because students must be cognizant of patient positioning, patient pathology, technical factors, artifacts, and marking the images.	the Fall of 2012: 1). The CI's performed the anatomy portion of all competencies. 2). CI's implemented anatomy quizzes in the weekly 2nd year image analysis sessions.
Program (BHS-RT) - Radiological Technology AS - 7 - Students will perform non-routine procedures. **SLO Status:** Active	**Assessment Method:** Portable Competency **Assessment Method Type:** Presentation/Performance **Target:** 6th quarter students will average greater than or equal to 21.0 on a 25.0 point scale.	11/03/2013 - 23.7 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Faculty professional development, library resources to keep updated textbooks on reserve, software/hardware for 5210 classroom to allow for wireless utilization of an iPad, DR flat panel imaging system and PACS monitor for the RT Lab. **GE/IL-SLO Reflection:** The performance of non-routine procedures (portable competency) requires critical thinking, communication, community/global consciousness and responsibility on the part of the student because students must be cognizant of alternatives to standard positioning and assessment of extremely ill patients.	11/03/2013 - Data suggests students are able to perform non-routine procedures. The most common reasons for deductions were technical factors and distance. Other reasons include tube/IR alignment, collimation and positioning. To address technical factors the program competency evaluation form will be updated where the student must verbally identify appropriate technique prior to exposure.
	Assessment Method: Trauma Competency	11/03/2013 - 23.9 **Result:**	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Assessment Method Type: Presentation/Performance **Target:** 4th quarter students will average greater than or equal to 21.0 on a 25.0 point scale.	Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Faculty professional development, library resources to keep updated textbooks on reserve, software/hardware for 5210 classroom to allow for wireless utilization of an iPad, DR flat panel imaging system and PACS monitor for the RT Lab. **GE/IL-SLO Reflection:** The performance of non-routine procedures (Trauma Competency) requires critical thinking, communication, community/global consciousness and responsibility on the part of the student because students must be cognizant of alternatives to standard positioning and assessment of traumatically injured patients.	11/03/2013 - Areas where students were marked down were in the categories of positioning, collimation and technique. These areas will be focused on in the trauma scenario lab for spring 2013. Secondary markdowns were in positioning ankle & forearm, proper cassette position and correct marker placement.
Program (BHS-RT) - Radiological Technology AS - 8 - Students will understand professional growth. **SLO Status:** Active	**Assessment Method:** RT54B Ethics Final Exam Grade **Assessment Method Type:** Exam - Course Test/Quiz **Target:** Students will average greater than or equal to 68.0 on a 75.0 scale point scale.		
	Assessment Method: RT62C Life Learning Reflection Assignment **Assessment Method Type:** Exam - Course Test/Quiz **Target:** Students will average greater than or equal to 27.0 on a 30.0 point scale.		
	Assessment Method: RT54B Ethics Final Exam Grade	11/03/2013 - 63.7 **Result:**	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Assessment Method Type: Exam - Course Test/Quiz **Target:** Students will average greater than or equal to 60.0 on a 70.0 point scale	Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Program requires library resources to keep updated textbooks on reserve in our library for students who cannot afford textbooks. Additionally, faculty require professional development to remain current in the field. These are accreditation mandates. **GE/IL-SLO Reflection:** The written final requires communication, critical thinking and community/global consciousness and responsibility on the part of the student because students must be cognizant of the need of continuous education in the field and maintaining professional standards.	11/03/2013 - Benchmark met. Due to a change in test format, scores will be monitored for trends during the next evaluation cycle.
	Assessment Method: RT62C Competency Self Reflection Analysis **Assessment Method Type:** Case Study/Analysis **Target:** Students will average greater than or equal to 27 on a 30 point scale.	11/04/2013 - 29.0 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Program requires library resources to keep updated textbooks on reserve in our library for students who cannot afford textbooks. Additionally, faculty require professional development to remain current in the field. These are accreditation mandates. **GE/IL-SLO Reflection:** The Competency Self Reflection Analysis assessment requires communication, critical thinking and community/global consciousness and responsibility on the part of the student because students must analyze and critique their own clinical performance in order to understand and determine their own areas of professional growth.	11/04/2013 - Benchmark was met. This was the first time this assignment was used as an assessment for professional growth. Areas of markdown were relating to the following of instructions. This assignment and assessment will be used again next year.

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Program (BHS-RT) - Radiological Technology AS - 9 - Students will demonstrate professional behavior. **SLO Status:** Active	**Assessment Method:** Clinical Evaluation Form - Category III (Punctuality & Dependability) **Assessment Method Type:** Presentation/Performance **Target:** 7th quarter students will average greater than or equal to 9.0 on a 10.0 point scale.	11/03/2013 - 9.7 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Program requires library resources to keep updated textbooks on reserve in our library for students who cannot afford textbooks. Additionally, faculty require professional development to remain current in the field. These are accreditation mandates. **GE/IL-SLO Reflection:** The Clinical Evaluation Form assessment requires communication, critical thinking and community/global consciousness and responsibility on the part of the student because students must be punctual, dependable, communicate their whereabouts and be cognizant of their interactions with patients and medical professionals.	11/03/2013 - Benchmark was met. No further action is needed at this time.
	Assessment Method: Clinical Evaluation Form - Category IV (Co-Worker, Hospital Relationship) **Assessment Method Type:** Presentation/Performance **Target:** 7th quarter students will average greater than or equal to 9.0 on a 10.0 point scale.	11/03/2013 - 9.6 **Result:** Target Met **Year This Assessment Occurred:** 2012-2013 **Resource Request:** Program requires library resources to keep updated textbooks on reserve in our library for students who cannot afford textbooks. Additionally, faculty require professional development to remain current in the field. These are accreditation mandates. **GE/IL-SLO Reflection:** The Clinical Evaluation Form assessment requires communication, critical thinking and	11/03/2013 - Benchmark was met; according to the data the biggest issue was inappropriate communication and behavior.

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		community/global consciousness and responsibility on the part of the student because students must be cognizant of their interactions with patients and medical professionals.	