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	Program Director
Jenene Key	Radiologic Technology	Clinical Coordinator
Bonny Wheeler	Radiologic Technology	Faculty

Total number of Full Time Faculty:	*3*
Total number of Part Time Faculty:	4

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	2011-2012	2012-2013	2013-2014	% Change
AS Degree	**25**	**28**	**30**	**+7%**

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	2011-2012	2012-2013	2013-2014	% Change
Example: Career Certificate				
ARRT National Board Certification Exam (Number of graduates passing on first attempt)	25	28	**29 (1 student passed on the second attempt, for a total of 30 passing)**	

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data.

N/A

If it does not have external certification, and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data.

N/A

b. Department Level Data:

	2011-2012	2012-2013	2013-2014	% Change
Enrollment	1058	1084	971	-10.4%
Productivity (College Goal 2013-14: 535)	564	587	615	4.7%
Success	1026	1067	958	-11%
Full-time FTEF	3.1	3.1	2.1	-32%

Part-time FTEF	0.8	0.9	1.3	44

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 discipline/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 State Chancellor's Office
	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.

N/A

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. Two hundred ninety-nine applicants applied to the program in the 2014 application cycle. Currently enrollment is down in our second year population due primarily to the loss of a clinical affiliate, Kaiser Santa Clara. The program was able to recoup two clinical spots allowing for an increase from 22 accepted students in 2013 to 24 accepted in 2014. Unfortunately the loss of Good Samaritan Hospital in September 2014 as well as the 50% reduction at Regional Medical Center due to remodeling has slowed the regrowth. Regional Medical Center is scheduled to resume full student placement in July 2015. The program has affiliated with UCSF, which will enhance the second year students' clinical opportunities. The program is also in the process of contracting with PAMF-San Carlos with the hope of not only recouping lost clinical spots but also to potentially expand the program in the future.

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 a slight drop in enrollment of Asian students with a slight increase in African American and Latino students. There has also been an overall increase in Filipino students, from 2 students in 2012-2013 to 5 students in 2013-2014. There has been a decrease in the male population from half to one-third of the class in comparison to last year. No noticeable changes in the ages of the students. A noticeable trend is regarding highest degree attained. Fewer individuals with Bachelor and/or Master Degrees continue to enter 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.

Overall productivity for the program increased from 587 to 615. Productivity is expected to decline next year due to fewer students total in the program. Due to accreditation restrictions, there are set number of students that can be placed at each clinical affiliate. This impacts the program's ability to accept students and therefore affects productivity. The goal is to steadily increase the number of clinical spots.

g. Course Offerings: Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how your program is addressing this issue.

As the program curriculum is dictated by the ASRT content required for our students to sit for the ARRT national exam, all courses are taught yearly and all accepted students are required to take all of them. Prerequisites were added to several of the entry courses to ensure the students were prepared to take on the rigorous program. The pre-requisites such as the BIOL 40A, 40B, and 40C series, CHEM 25 or 30A, ENG1A, MATH 105, AHS200, and RT200L are offered each quarter so no access issues are noted. Content review was performed for each pre-requisite added, vetted and approved by the division faculty.

h. Curriculum and SLOs: Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do all prerequisites and co-

requisites undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance (Please use reports from the Curriculum Office to help you complete this prompt)?

Curriculum is evaluated a minimum of every five years. As courses are reviewed and updated content review of prerequisites is performed. The SLO's and PLO's are up to date. This information is used in conjunction with our accreditation required assessment plan to continually improve the program.

i. **Curriculum and SLOs**: What are you doing to ensure that your curriculum is congruent with the most recent developments in your discipline?

To ensure content stays current, faculty attend several continuing education conferences per year, textbooks are updated, and faculty rotate to all of our clinical affiliates on a weekly basis. ASRT and ARRT both produce updates to content specs as well as test specs. Faculty use these updates to revise courses on a three-year cycle. The Radiologic Health Branch at the California state level also has curriculum requirements that the program must adhere to, such as Fluoroscopy, Venipuncture and Mammography. Changes to state regulations that affect curriculum are disseminated twice a year at RTCC meetings. The director attends both meetings to ensure the program remains in compliance.

j. **Innovation**: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

The program is currently working with the other allied health programs on the AHS50A, B and C series of courses. These courses allow for cross-collaboration and to cover similar material in all programs. This also allows for students to gain an interdisciplinary perspective. The program has also been approved for funding to purchase DR equipment, which will bring our RT lab up to date. This will allow for students to build skill and comprehension regarding dose reduction techniques in all three imaging platforms available today. Another area of collaboration is working with the Respiratory Therapy and EMS program and sharing equipment. We were recently awarded a CTE Enhancement grant for $100,000 for a high fidelity simulation manikin, which will be shared between these three departments. This allows for reduction in spending while increasing student-learning opportunities. The implementation of Supplemental Instruction hours in the Radiologic Technology laboratory has allowed for increased faculty and student interaction. The students can access the RT lab three days a week to work on equipment manipulation, radiographic image evaluation, or anatomic positioning.

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 Radiologic Technology 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. Another factor that likely contributes to the high completion rates is the fact that the students are progressing thru the program as a cohort and develop strong relationships with other students as well as the faculty. 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 three 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 28 in 2013 to 30 in 2014. For a student equity perspective, there are no discernable differences in completion rates by student demographics. 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, and open laboratory opportunities for first year students and continued utilization of peer tutoring.

c. Institutional Standard for Certificate Completion Number (Transcriptable): 325
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 Cal State University Northridge, which allows our graduates to obtain a B.S. Degree in Radiologic Sciences. The articulation agreement with San Jose State University has ended due to the discontinuation of the Option 5 Professions. The program faculty are currently working with Bernie Day to create one or two additional articulation agreements with accredited schools offering either a BS in Health Sciences or Radiologic Sciences. Institutional accreditation, on-line course completion and cost to the students are factors in this process. No data is available regarding how many graduates transfer to 4-year institutions.

Section 3: Core Mission and Support

Please address all prompts that apply to your program.

Basic Skills Programs (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

a. Please comment on progression in sequenced courses, including ladder programs, alternative pathways and supplemental instruction. How successfully do students progress through the course sequence or pathways?

N/A

b. Based on your analysis of student success in these pathways, what initiatives or strategies are being considered to increase student success?

N/A

Transfer Programs: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: http://foothill.edu/president/transfer.php

A very high proportion of our students enter the workforce after graduation. Transfer is not the goal for most students. Transfer data for our graduates is not currently being collected by the program or by the school. This is information that could be collected in the future using the 1-year post graduation survey by adding a question regarding continuing education. The only hindrance would be that no further collection is done after 1 year.

c. Please analyze and discuss the available Transfer data regarding your programs, and discuss strategies or initiatives to improve transfer rates.

See above

d. Please analyze and discuss Articulation data regarding this program.

Currently the program has only one articulation agreement with California State University, Northridge. The students who successfully transferred and completed the program would earn a Bachelor in Radiologic Sciences degree. The program was articulated with SJSU in the Health Sciences department, but that agreement has been cancelled as of September 2014. Bernie Day, Foothill's Articulation Officer, is working on putting together some tools to provide guidance to our graduates about various Bachelor degree completion program options. The faculty will review the options and may articulate with additional programs in the future.

Workforce Programs: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: http://www.foothill.edu/president/workforce.php

e. Discuss how this program continues to meet a documented labor market demand?

According to the US Bureau of Labor Statistics, Employment of radiologic technologists is projected to grow 21 percent from 2012 to 2022, 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.

Our program supplies entry level imaging professionals that fulfill the need of our local institutions due to growth, current employees advancing, retirement and individuals leaving institutions. Two of our affiliates, Stanford Healthcare and PAMF a subsidiary of Sutter, have experienced phenomenal growth in the past several years. This has led to a large portion of our graduates each year being hired by these two institutions. Stanford is in the process of building a new hospital and Neuroscience center as well as opening a Cancer Institute near Los Gatos. PAMF-Mountain View has opened clinics in Sunnyvale and Los Gatos, while PAMF-Palo Alto has expanded to the San Carlos area. Regional Medical Center is completing a multi-million dollar expansion this year, which will allow them to increase services offered and is expected to require an increase in workforce. This is supported through data retrieved from the BACCC. Job growth specifically in Santa Clara County is expected to increase 12.8% from 2013 to 2016, with an annual average growth rate of 4.3%. The average annual job openings in Santa Clara County according to the BACCC, is 43 positions, with a median hourly wage of $42.02. The Silicon Valley area is one of the highest paid regions in the entire US, along with San Francisco Bay Area. Foothill's RT Program is the only source of supply for Radiologic Technologists in Santa Clara County.

f. Analyze your program in relation to other programs in our region, defined as San Mateo and Santa Clara counties.

Foothill College is the only institution that provides education for Radiologic Technology in Santa Clara County. In San Mateo County, Canada and Mills-Peninsula Medical Center both have Radiologic Technology Programs. Canada has a similar pass rate to Foothill at 100% from 2009-2013. Their attrition rate is a 5-year average of 90%. The area that Foothill exceeds Canada in is in Job Placement. Canada's 5-year average is 86.84% after 12 months. Foothill's 5-year average is 92.5% 6 months after graduation. Due to changes in accreditation requirements, we will be gathering data 1-year post graduation instead of 6 months. Mills-Peninsula is a hospital-based program. Students accepted must have a degree prior to entering the program. They have accepted 6 students per year in the past three years. The statistics for Mills-Peninsula's program are: ARRT pass rate average during the past 5-years is 97.2%, employment rate is 100% within 12 months of graduating and retention is 100%.

g. Discuss any job placement and/or salary data available for your students after graduation.

Due to accreditation requirement changes, the formal graduate survey will not be conducted until 12 months post graduation. Informal data indicating employment at 6 months is collected to ensure the program is meeting the needs of our clinical affiliates as well as the job market. Of the 28 graduates from 2013, 92% were hired within 6 months of graduation. According to our graduate surveys from 2013, the average salary was between $32 – 48 per hour. According to the BACCC the mean hourly wage for a Radiologic Technologist in Santa Clara County is $42.02. Wage data will not be available for the class of 2014 until January 2015.

h. Please analyze and comment on average salary/wage data in the region, defined as San Mateo and Santa Clara counties.

The highest salary for the Radiologic Technology profession is found in California, specifically here in the bay area. According to the BACCC, the median wage in San Mateo County is slightly higher per hour than Santa Clara County at $45.28, but the job growth is much slower. San Mateo County is expected to increase in Radiologic Technologist jobs by 0.7% between 2013 to 2016, with an average annual job opening of 0.2%. Job growth specifically in Santa Clara County is expected to increase 12.8% from 2013 to 2016, with an annual average growth rate of 4.3%.

i. **Program accreditation:** If applicable, please describe your program accreditation: the agency, the frequency of the process and the current status of the program by the accrediting body.

The Radiologic Technology program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). The program was awarded the maximum allowable accreditation award of 8 years in 2007. In 2011, an Interim Report was completed demonstrating the programs compliance with accreditation standards and student success. The program was found to be in total compliance with no recommendations for improvement. Currently faculty are working on the Self Study demonstrating adherence to all 6 of the accreditation standards. This includes updating the master plan for the program. The self-study is due in February 2015 and the accrediting site visit will take place in August 2015.

j. **Service to the community:** Please describe community service, outreach and special projects or initiatives that the program provides.

Program faculty work individually with graduates who provide outreach in the form of both classroom presentations as well as school field trips to the Foothill campus RT laboratory. The program is an institutional member of ACERT, which allows program students to attend a national conference each February in Las Vegas. This opportunity allows for students to experience continuing education opportunities they could participate in as licensed technologists as well as to network with individuals from all over the country. Faculty volunteer to serve on committees at the state society level. This year one of the second year students was selected as a student volunteer for the California Society of Radiologic Technologists Annual Conference. Each year Graduate Mentors return to participate in RT50 Program Orientation, RT72 Venipuncture Labs and the RT 62C Professionalism class.

k. Outcomes assessments: If applicable, please describe additional means of outcomes assessment for the program, such as graduate surveys, alumni surveys, employer surveys, national and state licensing board exams, etc.

Additional means of outcomes assessment for the program include graduate surveys, employer surveys, and national and state licensing board exams. This information is collected yearly and posted on the Foothill Radiologic Technology website per accreditation requirements. The yearly data is analyzed and the five-year average is posted as well. Another data set collected is student retention. This data is also posted on the website. Benchmarks are set for all of the outcomes data. This information is shared with all of our communities of interest at our annual Advisory Board Meeting and quarterly Clinical Instructor Meetings. We are also required to submit an annual report to both JRCERT as well as the RHB. Any areas that are below the set benchmark are addressed with an action plan and monitored for improvement.

l. Please attach minutes from your advisory board meeting(s) and discuss key issues, outcomes and action plans as a result of these meetings.

Two key issues discussed at the 2014 Advisory Board Meeting were communication of radiation exposure and risk to patients as well as preparation of the graduates for interviews. An RT faculty member went on sabbatical in 2013-2014 to expand curriculum on Radiation Protection. This updated curriculum will be implemented in the RT52B course during Winter 2015. This will directly address concerns brought up during the advisory board to increase the students' knowledge in this area. The other resulting change from the advisory board meeting was the suggestion to perform mock interviews at the clinical affiliates during the Spring Quarter of the second year in the program.

Section 4: Learning Outcomes Assessment Summary

a. Attach 2013-2014 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.

See attached

b. Attach 2013-2014 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.

See attached

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 have been made:

1. RT51A-C series was increased from 3 units to 4 units and taught in a hybrid format.
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. RT62C has become a hybrid course.

All the above changes have been implemented and are in their second phase. Currently changes for Winter 2015 include increasing Radiation Protection content in RT52B.

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 assessing course level SLOs' and selecting those courses that provide opportunity for the students to demonstrate attainment of the goal.

PLOs will be revised in the 2015-2016 to focus on the outcomes assessment data. Currently the PLOs are a reflection of the assessment plan required by the accrediting agency. These will be streamlined to better reflect and connect to the SLO's.

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 over the past several years. A change that was implemented from last year's data evaluation was the use of Etudes during assessment to allow students more time and faculty greater data mining opportunities. Regarding curriculum changes, AHS 50B was added to the program to increase interdisciplinary learning as well as students' knowledge of geriatric and pediatric patient populations.

Data sharing at our quarterly Clinical Instructor meetings has led to discussions regarding active improvement of student deficiency areas. The program has been able to quantify transition periods where students typically struggle in the program. Efforts will focus on developing strategies to mitigate any negative impact from the transition periods.

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

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%	97%	29/30 students passed on the first attempt in 2014.
Of those pursuing employment, students will be gainfully employed within 6 months post-graduation.	Graduate Survey	90%	92%	Data is from 2013 Graduates. 2014 data pending.
Students will complete the program within 22 months.	Retention Rate	75% 5-year average	88%	Retention has been an issue for the past several years, but has increased due to the focused efforts of the faculty.
Students will be satisfied with their education.	Final Program Evaluation (Question 20)	90%	100%	Data is from the 2013 graduates. All students rated their overall experience as excellent or good. 2014 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 2013. All Employers rated their satisfaction as excellent or good. 2014 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.

f. Reviewing your most recent annual program reviews, discuss any emerging trends related to SLO reflections and any action taken.

The faculty focused on the three distinct areas of the RT Program when looking at the SLO's: didactic, lab and clinical. In the lab the transition from film to Computed Radiography has been completed. The last portion of the lab that focused on film was the experiments. The students understanding of digital imaging is a bit stronger due to this change. The concern is that film still needs to be taught as it is on the National Exam so the physics courses RT52A-C will be monitored for this issue. In clinic there has been a distinct downward trend in regards to the second year students usage of markers. Currently, first year students do not have their own markers. Clinical grades in the area of marker usage in the Summer Quarter were quite low. This issue is being monitored which may result in a change of policy for all RT students regarding when they will have their own markers. The didactic courses demonstrated a trend in the RT200L course. Before applying to the program, prospective students are required to attend a three-hour clinical visit at one of the program's affiliated hospitals. The trend that is becoming apparent is the lack of professionalism, timeliness and overall preparedness of the students. The RT200L evaluation tool is being revised to better assess and provide feedback to these individuals. In the RT72 Venipuncture course, there has been a trend established with the last few years of low scores on the Final Exam. Upon interviewing the students last summer, practice quizzes and online tools will be created to support student learning during the second half of the course. These tools will be made available on Etudes.

g. What summative findings can be gathered from the Program Level Assessments?

The current PLO's are a duplication of the program's JRCERT accreditation assessment report. Though all targets are being met under this assessment report, the faculty felt that this is not a true reflection of the outcomes of the program. The PLO's will be revised for next year to include the attrition rate, ARRT pass rate, employment rate, and graduate and employer satisfaction survey data. This will better reflect how the program is doing as a whole. This information is currently gathered, but utilizing TrakDat will allow for deeper reflection and evaluation of trends.

Annual Action Plan and Summary: Using the information above, list the program's action steps, the related Core Mission objective, SLO assessment data and the expected impact on student success.

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
1 Create quizzes and online learning tools to better support student learning of pharmacodynamics and chemistry of contrast media.	RT72 Course Level SLO 2, benchmark of 100% of all students will achieve 72% or higher on the final exam has not been met.	Work Force	Will allow for better understanding of the effects of contrast media on patients. This knowledge is required by California State law, specifically in the RT Act.
2. Increase marker utilization knowledge in the RT51A-C series and monitor the clinical performance data related to marker usage. If no improvement is noted, evaluate current policies regarding markers at Clinical Instructor Meeting.	Clinical grades in the area of Job Performance demonstrated that marker placement issues were prevalent.	Work Force	As markers are required by law on all radiographs and mismanagement of them can result in wrong side surgery/ incorrect diagnoses, the usage of them is imperative. This improvement in student skills will help alleviate medical errors.
3. Create patient assessment skills lab and increase the	RT53CL SLO number 2 action plan calls for increasing critical	Work Force	Increase opportunity for critical thinking in a safe environment

realism of the trauma labs utilizing a patient simulator.	thinking activities around trauma patients using full body phantoms.		outside of the medical facility. This will allow students to increase skills prior to applying them through direct patient care.

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/Outcomes are not resource requests.

List Previous Program Goals/Outcomes 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. Maintain an affective program and accreditation.	No	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.	No	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.	No	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 field.	No	RT Faculty requires funds to attend conferences/seminars to remain current in the subject matter.	This will be assessed using ARRT pass rates.

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 accredited program.	Long-term	The RT program directly aligns with the core mission of workforce and career technical education. JRCERT accreditation allows the students to sit for the national exam, which is required to work in the industry.	This goal will be measured by the success of the self-study and JRCERT site visit scheduled for 2015 along with compliance with all standards to maintain accreditation.
2. Provide educational opportunities that mirror industry standard.	Long-term	This goal will provide opportunity to introduce students to diverse equipment as well as advancements in the health care industry. This will increase student success in the clinical setting and make them more competitive in the workforce.	Program assessment surveys of the Radiology lab, and graduate and employer surveys.
3. Expand program clinical sites.	Long-term	This goal would allow the program to accommodate more students.	This will be measured using JRCERT accreditation and number of contracts maintained by the program.

4. Maintain faculty	Long-Term	RT faculty require	This will be assessed

expertise in the Radiologic Technology Field.		funds to attend conferences/seminars to maintain currency in subject matter. This translates directly to students being educated with the most accurate and up to date information.	using the ARRT pass rates.
5. Increase knowledge and expertise of pediatric population.	Long-term	Due to current industry awareness of unnecessary radiation exposure to pediatric populations, it is imperative that students are trained adequately to deal with unique pediatric population needs. This will allow graduates to be more competitive and competent in the clinical setting.	This will be assessed via feedback from clinical instructors at our affiliated institutions utilizing pediatric competency forms.

Section 7: Program Resources and Support

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

Full Time Faculty and/or Staff Positions

Position	$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
Non-Instructional Salaries/Employee Benefits	$1,650	Goal 1- RT students often need additional help with their studies outside of the	Yes, funded through Perkins funds only.

		normal faculty office hours. A class tutor will be hired with flexible hours to support our CTE students. This helps reduce attrition and increase student success.	
Dedicated Allied Health Counselor	Counselor's salary	Goal 1 – A dedicated allied health counselor, who is an expert in evaluating prospective student's transcripts and providing career guidance as needed. Due to the popularity of the RT program, approximately 299 applications were received in 2014, an additional 50 applications from 2013. Program student surveys indicate a deficiency in available counseling appointments.	No
Health Career Coordinator	Health Career Coordinator Salary	Goal 1 – With the current Health Career Coordinator retiring it is imperative that this position be staffed in the future. It is a JRCERT accreditation mandate that the program has sufficient clerical support to meet all educational, program, and administrative requirements.	Yes
Professional Development Funds for current faculty	$7,000	Goals 1, 2 and 4. Not only is professional development an accreditation mandate, but it allows the program to maintain currency. This leads to student success and allows our graduates to be highly competitive in the job market.	Yes, funded through Perkins funding.

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.**
Has the program used division or department B-budget to fund reassign time? (y/n) No	0.333

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
The program director maintains effective program operations overseeing ongoing program assessment, participating in budget planning, maintaining current knowledge of the professional discipline and methodologies though continuing professional development, maintaining contractual obligations with all affiliated clinical sites, and assuming the leadership role in the continued development of the program.	0.111 load per quarter as well as load during summer quarter.	Goal 1 and 3– this additional release time is imperative to afford the director time to perform the outlined responsibilities and duties related directly to accreditation. Obtaining and maintaining clinical setting opportunities takes a huge amount of time to ensure there are enough clinical spots for current and future students.	At a minimum 0.111 per quarter.	

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)

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)

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)
Newborn X-ray Phantom	$10,000	Goal 5. This phantom would allow students' hands on training in dose reduction to pediatric	No

		patients. This aligns with the Image Gently campaign to train technologists in pediatric imaging.	
Personal Protective Equipment Supplies	$500	Goal 2. These supplies would allow for increased training to deal with infectious diseases such as Ebola. This aligns with California Department of Public Health's recommendations.	No
ASRT Computed Tomography and Mammography Modules	$3,000	Goal 2. These modules would increase educational opportunities for students to learn the most up to date information regarding CT and Mammography equipment and procedures.	No
Venipuncture Supplies	$2,000	Goal 1 and 2 – The CDPH-RHB requires RT programs to provide the Venipuncture curriculum and laboratory training (10 sticks utilizing a phantom) by law. This requires arm manikins, needles, tourniquets and other supplies.	Yes from Perkins funding.
Instructional Supplies	$2,000	Goal 2 – Phantoms, sponges and software are needed for the Radiology Laboratory. Students use these items to practice making x-ray exposures without risk to patients.	Yes from Perkins funding
E*Value	$4,800 ($150/student)	Goal 1 – A cloud based documentation management system would allow the program to run more efficiently. Better communication could be achieved between all parties	No

		(program, clinical affiliates and students). Student success could be increased by allowing the student increased access to their evaluations and competencies.	

a. Please review the goals and resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

The primary goals have not changed over the past three years. A recent resource request that was granted is the upcoming purchase of DR equipment. This will potentially have a huge impact on the student's ability to reduce radiation exposure to patients and to increase their ability to compete in the workforce. Faculty professional development and Venipuncture equipment has been funded from Perkins. This has allowed the program to maintain currency and to meet California regulations.

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	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 and student success. Last years awarding of over $150,000 for new imaging equipment will significantly update the RT lab. Continued funding thru Perkins and Lottery provides sufficient resources for professional development and supplies. Recent implementation of supplemental instruction provides increased time for student learning.
2. Potential loss of clerical support	This would be an accreditation violation and would cause gridlock in our program. The Health Career Coordinator position must continue to be staffed as a full time classified position to meet accreditation mandates.
3. Available laboratory space for activities and storage.	This impedes efforts to provide current education to match industry standards as well as make our graduates highly competitive in the job market.

4. Loss of clinical affiliates.	This would have a direct negative impact on the number of students accepted into the program. More direct involvement from administration is required to obtain and maintain contracts. Effort by the faculty has been focused in the past year on maintaining current contracts as well as acquiring new clinical sites. The goal is to allow for growth of the program while carefully monitoring market demand. The program was able to recoup two clinical spots in 2014 allowing for an increase from 22 accepted students in 2013 to 24 accepted in 2014. Unfortunately the loss of Good Samaritan Hospital in September 2014 as well as the 50% reduction at Regional Medical Center due to remodeling has slowed the regrowth. Regional Medical Center is scheduled to resume full student placement in July 2015. The program has affiliated with UCSF, which will enhance the second year students' clinical opportunities. The program is also in the process of contracting with PAMF-San Carlos with the hope of not only recouping lost clinical spots but also to potentially expand the program in the future.

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

1. The program continues to receive more than 300 applications per year. This has grown each year in the past five years.
2. The Radiologic Technology profession continues to provide high wages and job security.
3. Our graduates have obtained a 99% pass rate on the National Board exams on average over the last five years.
4. Our employer surveys indicate satisfaction with our graduates.
5. More than 90% of our graduates obtain employment within 6 months of graduating which is higher than the state and national average.

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 Radiologic Technology Program is the most competitive program in our Division. This year, 42% of students were of targeted ethnicities (African American, Filipino and Latino/a). From a student equity perspective, there is no difference in success rates, retention or job placements of our targeted populations. These are extraordinary achievements and are largely the result from the fact that there are 3 experienced and dedicated full time faculty in this Department. The faculty work diligently discussing each students' progress in the classroom and in the clinic, identifying areas of weakness and implementing improvement plans. There is regular reflection on the curriculum and the program in general which is documented in this review.

b. Areas of concern, if any:

The primary area of concern for all of our Allied Health programs including RT continues to be our dependency on clinical sites for placements for our students. Hospitals and clinics regularly undergo changes in administrators, each of which have different sensitivities and commitments to training students on site. This leaves our programs consistently scrambling to find placements for students already enrolled in the program and regularly changing the number of students accepted in to the program each year to be aligned with the changing number of clinical positions available.
Another area of concern is the extraordinary amount of work and responsibility that the program director experiences to keep a program functioning at this level.

c. Recommendations for improvement:

The only way to mitigate the risk of losing clinical sites is continued relationship building and open communication with the current clinical sites. This requires a significant time commitment and in reality cannot be the job of a single person. A cohesive plan should be drawn up and implemented that leverages more of the colleges resources and relationships at the most senior level to begin to strengthen our ties with all potential clinical sites.

This section is for the Vice President/President to provide feedback.

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

This comprehensive program review provides evidence of academic excellence, student success, student equity, job placement, and thoughtful dialogue and reflection on student learning outcomes assessment, as well as data driven changes to curriculum and program based on these assessments.

e. Areas of concern, if any:

As indicated by the faculty and the dean, the primary concern is the need to have access to clinical sites for our students.

f. Recommendations for improvement:

None.

g. 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.

FOOTHILL COLLEGE
RADIOLOGIC TECHNOLOGY ADVISORY BOARD COMMITTEE
MEETING MINUTES
February 25, 2014

Dr. Volney Van Dalsem	Medical Director, Radiologic Technology Program & Diagnostic Medical Sonography Program & Outpatient Imaging Services, Stanford Hospital and Clinics
Judy Miner	President, Foothill College
John Mummurt	V.P. of Career and Workforce Education, Foothill College
Kimberlee Messina	V.P. of Instruction & Institutional Research, Foothill College
Nanette Solvason	Dean, Biological & Health Sciences Division, Foothill College
Kathleen Austin	Program Director, Diagnostic Medical Sonography Program
Rachelle Campbell	Acting Program Director, Radiologic Technology Program
Jenene Key	Acting Clinical Coordinator, Radiologic Technology Program
Tom Frick	Manager, Imaging Services, Palo Alto Med. Foundation, M.V.
Angela Hurlburt	Manager, Imaging Services, Palo Alto Med. Foundation, P.A.
Tomi Ramsour	Asst. Director Imaging Services, Valley Medical Center
Mark Porter	Clinical Instructor, Regional Medical Center
Patty Smith	Director, Imaging Services, El Camino Hospital
Darlene DeBrito	Director, Imaging Services, Hazel Hawkins Memorial Hospital
Bev Lustig	Manager, Diagnostic Imaging, Good Samaritan Hospital
Cindy Borges	Clinical Instructor, Imaging Services, O'Connor Hospital
Tobia D'Avino	2nd Year Student Representative, Foothill College RT Program
Ashley Gage	1st Year Student Representative, Foothill College RT Program
Karen Bachman	2nd Year Student Representative, Foothill College DMS Program
Anne Frane Frickes	1st Year Student Representative, Foothill College DMS Program
Kerry West	Health Career Coordinator, Foothill College

The meeting was called to order at 11:20 am by Rachelle Campbell, Acting Program Director, Radiologic Technology Program.

Welcome/Introductions

- Rachelle welcomed and thanked everyone for their time and support of the program.
- Judy Miner thanked the advisory members for the their strength, wisdom and the valuable role they play in the success of the Radiologic Technology program at Foothill College.
- Kimberlee Messina also thanked the advisory members for their time and the important role they play in the program.
- John Mummert thanked the board members and announced that in addition to all the credit classes that Foothill teaches, we have other means to help our clinics and hospitals. He stated that The Center for Training & Solutions at Foothill College could provide customized training to help clients solve their particular challenges.
  The Center can provide services that:
  1. Train employees to work more efficiently.
  2. Increase productivity and improve quality.
  3. Meet specific training objectives with customized curriculum.
  4. Keep employees equipped with current skills for competing in a changing business environment.

5. Prepare employees to fill the skills gaps created by changing business, market and customer demands.

John indicated that members should feel free to contact him if they have any questions about the center and the services offered. The website is http://www.foothill.edu/trainingcenter/index.php

Diagnostic Medical Sonography Program

- Kathleen Austin gave a short presentation regarding the DMS program statistics for 2013 and 2014. Please see attached sheet for details.

Program Effectiveness

Rachelle distributed a copy of the program's mission and goals to the attendees and asked if there needed to be any changes or updates. No changes or updates were suggested. Program Assessment Tools, Graduate Employment Rate, ARRT Pass Rate and Retention Rate were reviewed.

Program Assessment Tools

- The program assessment tools used each year include:
  - **Employer Survey** – mailed out 6 months post graduation.
  - **Graduate Survey** - mailed out 6 months post graduation. JRCERT now allows this survey to be conducted one year after graduation. The Program will continue to conduct this survey at 6 months post graduation.
  - **Clinical Rotation Assessment** – filled out by current students at end of rotation.
  - **Clinical Instructor Assessment**– filled out by current students at end of rotation.
  - **Laboratory Assessment** – filled out quarterly by 1st year students.
  - **Lecture Course Assessment –** administered by the instructor.
- The Program is now required by JRCERT to place the Graduate and Employer Survey results on the Radiologic Technology Program website.

- **2013 Employer Surveys**
  - The Employer Assessments received were positive and stated that the goals of the program have been met. One hundred percent of employers were satisfied with their graduates, rating them as good or excellent.

- **2013 Graduate Surveys**
  - The graduate surveys were also very positive. One hundred percent of responding graduates rated the education they received in the Radiologic Technology Program as good or excellent.
  - The strengths of the program were:
    - Amount of knowledge and compassion from the instructors.
    - Strong clinical affiliates.
    - Teacher's passion to help the students.
    - 9 out of the 17 of the graduate's comments regarding the strengths were related to these three comments.
  - Areas for improvement:
    - C-arm experience was mentioned but not as prevalent as past years. The program has implemented a C-arm competency and encouraged increased time for the OR rotations. The students have been provided with an online module to introduce them to the C-arm that they can refer back to later for review. The program will

continue to improve the C-arm rotation by developing a checklist to be used during the orientation.

- Another suggestion was more assistance with the job interview process. This topic was discussed in greater detail later on the agenda.

2013 Graduate Employment

- The JRCERT benchmark for student employment 6-months after graduation is 75%. Until 2008, the Program has maintained an employment benchmark of 100% 6-months after graduation. This benchmark had been difficult to meet during the last several years because of our State's current economic situation. As a result, the benchmark was lowered to read that 90% of graduates will be employed after 6-months. Of the graduates responding to the survey, the Class of 2013 achieved 92% employment within 6 months of graduation. The majority of graduates were hired per diem, with several of them having multiple per diem positions.

2013 ARRT Results

- The Program has an ARRT Exam Pass Rate Benchmark of 90%. The national pass rate average for the 2013 test was 89.6%. The Program had a 100% pass rate. The national ARRT mean test score was 84.1. The Foothill mean test score was 88.9.
- While a passing score of 75 will continue to be the score required for passing and the difficulty level of the questions is not increasing, ARRT is raising the bar. On a typical exam with 200 questions, examinees would need to correctly answer six more questions to meet the new standard. This was implemented in 2013. As there was a slight decline in the mean score from last year this may be directly connected to the increase in overall difficulty of the exam. This will continue to be monitored to evaluate for trends.

5-Year Retention Rate

- The Program's Retention Benchmark is an average of 75% of students will complete the program over a five-year period. The current 5-year average is 73.3%. We are still under our benchmark but definitely trending in the right direction. We expect to be at a 94% retention rate for our upcoming graduating class of 2014, which will bring our 5-year average to 80%.

Class of 2013	Class of 2014	Class of 2015
Applications – 225 Accepted – 32 Currently– 28 Reasons for Attrition – o Clinical – 1 o Personal – 2 o Medical - 1	Applications – 231 Accepted – 32 Currently– 30 Reasons for Attrition – o Clinical – 2 o Personal – 0 o Medical - 0	Applications – 281 Accepted – 22 Currently – 22 Reasons for Attrition: o Clinical – 0 o Personal – 0 o Medical - 0

2014 ACERT Conference

- On Feb. 5th – 7th, the faculty, clinical instructors and 27 first and second year students went to Las Vegas for the Association of Collegiate Educators in Radiologic Technology 39th annual conference. For many of them this was their first time at a professional conference and a glimpse into their future as a Radiologic Technologist seeking continuing education.

RT Digital Laboratory

- Last year the on campus Radiology Lab was updated in an effort to create a completely digital environment. With the help of the clinical affiliates, images were gathered to build an extensive image library. Two 60-inch monitors as well as three MAC computers were installed. Each computer has the image library as well as Visible Body, a 3D human anatomy computer application, to provide students with an opportunity to work at their own pace.
- In the future, the program would like to install a DR flat-panel wireless cassette system. This would allow both CR and DR platforms to be taught simultaneously as well as provide hands on opportunity for topics such as dose reduction by doing a direct comparison.

JRCERT Accreditation Update

- Joint Review Committee on Education in Radiologic Technology is the program's version of Joint Commission. In 2007 the program was awarded the maximum accreditation award of 8 years. In August of this year, a 6-month long self-study will commence in order to prepare for JRCERT's site visit in August of 2015. What does this mean for the clinical affiliates? CI's will be asked to provide affiliate accreditation documentation, resumes, and updated licensure as well as data on student performance in the clinical setting. As the site visitation draws near, additional meetings may be held to prepare the CI's and affiliates for what to expect during the site visitation process as well as all CI's will be needed on campus during the site visit.

Affiliate Update

- Rachelle announced that the program had lost Kaiser Santa Clara in 2013, as an affiliate.
- She asked the members to contact her if there were any possibilities of expanding with them.

Electronic Clinical Student Records

- Rachelle let the members know that currently, student records are paper-based, but the program is looking into incorporating an electronic-based clinical tracking system in the near future. She asked if it would be an issue for staff technologists to have access to computers at their facilities and/or if there were any other concerns.
- The responses were:
    - Inclusion of patient data would be a concern due to privacy issues.
    - Long distance facilities would benefit from the electronic-based system.
    - Question – would it be possible to keep paper-based for the techs and have the CI input the data?

RTCC Update

- Rachelle presented updates that were discussed at the last Radiologic Technology Certification Committee (RTCC) meeting held in Sacramento on October 23, 2013. The RTCC assists, advises, and makes recommendations for the establishment of regulations necessary to insure the proper administration and enforcement of the Radiologic Technology Act. Items presented included: RT Scope of Practice, the CRT Fluoroscopy examination, RCIS use of fluoroscopy and continuing education requirements for CRT's.

- As the current scope of practice for Radiologic Technologist's is not adequately defined by either regulation or statute, other states as well as the ASRT scope of practice is being reviewed in order to establish what a technologist can and can not do in the state of California.

- Since Radiologic Technology programs in California must include education on fluoroscopy, the RHB agreed to evaluate the continued necessity of a separate fluoroscopy examination for graduates of RHB/JRCERT accredited programs. As the additional examination requirement affects the graduates hiring dates, this issue will be closely monitored at the next RTCC meeting on April 2nd in Los Angeles.
- Registered Cardiovascular Invasive Specialists (RCIS), non-imaging personnel, presented the RTCC with a request for special dispensation to utilize fluoroscopy in the cardiac catheterization lab. Currently, once the procedure has begun, no one except the Radiologic Technologist or Cardiologist (possessing a Certified Supervisor and Operator Permit) may manipulate the equipment or move the patient. After much discussion, the committee agreed to review the feasibility of the RCIS being allowed to move the patient and alter the equipment settings (II angle, Magnification mode, etc.) as long as fluoroscopy was not active. This would necessitate the need to evaluate the RCIS education in fluoroscopy and radiation safety as well as implement requirements for taking the fluoroscopy examination.
- Due to the revision of the RT Act in October 2013, changes have been made to the Continuing Education Requirements for technologists. The new requirements will be enforced effective July 1, 2016. A CRT must still earn 24 CE credits every 2 years. For a CRT with a mammography certificate, 10 of the 24 must still be in mammography. The changes are as follows:
  - 4 of the 24 credits must be in digital radiography.
  - For a CRT with a fluoroscopy permit – 4 of the 24 credits must be in radiation safety for the clinical uses of fluoroscopy.
  - Any of the mammography or fluoroscopy CE credits obtained that are related to digital radiography may be used to satisfy the 4 digital radiography CE requirements.
  - For a Licentiate with a fluoroscopy supervisor and operator permit 4 of the 10 required CE credits must be in radiation safety for the clinical uses of fluoroscopy.
  - Proof of continuing education must be maintained for 4 years.
- Rachelle stated that the program could potentially offer continuing education in the areas of digital radiography and radiation safety in the use of fluoroscopy. The question was asked, "As educators, what are we doing to educate students?" Rachelle announced that next year one of the physics courses taught in the program is being converted into a stand-alone course on Radiation Safety. A discussion ensued regarding the development of the radiation safety curriculum for the program. Suggestions and recommendations to be implemented throughout the curriculum included:
  - Patients are now demanding technologists to be able to talk to them about dose and that we need to get better at being able to address patient concerns.
  - Need to increase student knowledge of radiation safety in the departments and inform them that each department has a radiation safety committee.

Professionalism Class

- Rachelle will be teaching the professionalism course this year and asked if it would be possible for the managers to perform mock interviews with the students currently rotating to their facility. She stated that this is a request that came directly from the Graduate Surveys and that the students would find it useful as a practice tool. All in attendance stated that they would make an attempt to comply with the request.

Qualities of a Successful New Graduate

- Rachelle asked the members what qualities they thought a new RT graduate should possess, and received the following responses:
  - They should be willing to take on additional roles after being hired.
  - Communication skills are important.
  - Be willing to take on other task in the department.
  - Remember that radiology is a small community.
  - Don't start complaining. Over time, they tend to lose professionalism and not be as receptive to taking on new responsibilities, etc.
  - It's good for students to have a relationship with their clinical instructor, so they can see what it's like at the hospital.
  - It's incumbent on staff to coach them into not being what they see around them. They should maintain their professionalism throughout.
  - Importance of positive role models and mentors.
  - Assign a positive mentor to each newcomer.

Health Care Market Trends/Affiliate News

- **Regional Medical** is currently going through a $300 million dollar renovation. RMC has a new ICU and the ER is half finished, with the rest to be completed next month. They have 2 new towers and the 4-story tower opened last week.
- **Palo Alto – Mountain View** will be opening a new facility in Los Gatos, by June 2015, adding general radiology, mammography and ultrasound.
- **Good Samaritan** has had a 25% increase in OR cases and they have a RT per diem positions available.
- **Hazel Hawkins** is developing a stroke and teleneurology unit. They need a per diem sonographer.
- **O'Connor** is getting a Phillips portable digital for the OR and may have a per diem position available soon.
- **El Camino** is renovating the Los Gatos site and putting in a mobile CT scan, new fluoro unit, with a radiation room coming.
- **Palo Alto Medical – Palo Alto** have hired 4 Foothill grads. With the new San Carlos site opening in 2014, they will need additional technologists. Redwood City will be moving into the new site.
- **Valley Medical Center** is under construction, with x-ray appointments being scheduled 4 month ahead. They currently have an opening for 1 RT, will have 2 more openings in July, and 4 Ultrasound positions at the end of March.
- **Stanford Hospital and Clinics** continues to experience growth. Dr. Van Dalsem described the new cancer center near Good Samaritan, scheduled to open in June 2015. Radiology will be on the first floor, along with MRI, PE, and CT. In September 2015, they will open a new Neuro Science building. Stanford also plans to expand in the East Bay. Redwood City (SMOC) is scheduled to open additional units, with 2 floors for orthopedics.

General Announcements/Other

- **Affiliate Informational Session:** The upcoming Spring Quarter Informational Session for Second Year Students is scheduled for May 14, 2014 at the Foothill College campus. Two representatives from each affiliate are invited to give a short talk on what their facility has to offer to potential employees. Invitations will be sent via email. All facilities are encouraged to attend even if they have no current openings.

- **Graduation Request:** Rachelle let the advisory board members know that she will be sending out the annual request for donations for the graduating class. Donations go towards diplomas, programs, invitations, decorations, etc. The Program appreciates whatever amount the affiliates feel they can give. The students have worked hard for the past 2 years, and look forward to the graduation celebration. Program Graduation is scheduled for June 26, 2014.

Meeting Adjourned at 1:15 pm. **Minutes submitted by Kerry West & Jenene Key**

Handouts:
Agenda
Diagnostic Medical Sonography Handout
Radiologic Technology Program Mission & Goals

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 radiolologic technologist in the health care environment. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** The student will write a 3-page paper that reflects the student's perception of the role of a radiologic technologist **Assessment Method Type:** Essay/Journal **Target 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	10/06/2014 - Target Met. Each quarter there is always a student(s) who don't do the paper or turn it in late. All summer quarter RT200L students turned in their papers and wrote excellent narratives on their hospital visitation. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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.	10/06/2014 - No changes are needed at this time. Instructor will continue to update course as changes in program polices are made. For example, changes were made to the application process and this was reflected in the summer RT200L course.
		12/14/2013 - 100% of the students completed the subjective paper required in the course (Fall 2013). **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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	12/14/2013 - The papers written by the students indicated that the class had a good perception of the job responsibilities for a radiologic technologist. The content of the paper included: different types of procedures, patient interactions, communication, co-worker interactions, and patient care. No changes at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		with patients and staff and assess the scope of practice of the RT.	
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	10/06/2014 - 100% of students received a score of 3 or higher in the professionalism section of the RT200L clinical evaluation form.As a matter of fact, all students received 4's or 5's in this section. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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 thisassessment and findings because professionalism directly affects patient care.	10/06/2014 - No changes are needed at this time. Instructor will continue to update course as changes in program polices are changes. For example, changes were made to the application process and this was reflected in the summer RT200L course.
		12/14/2013 - 99% of the students received a grade of 3 or higher in the professionalism section of clinical observation form. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Faculty professional development to maintain currency in the field. **GE/IL-SLO Reflection:** This SLO aligns with the college ILOs of Communication and Community/Global Consciousness and Responsibility. The students learn the importance of good communication in the health care profession	12/14/2013 - The issue of being on time and being prepared is still an issue for some of the students. The importance of being dependable and responsible will be highlighted in future offerings of the course.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		as well as the responsibility of the RT to demonstrate professionalism when taking care of patients in the community.	
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.	09/05/2014 - 100% of the students received a grade of 72% or greater on the test (Summer Qtr 2014). **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** 1. Faculty professional development is required to maintain currency in the field. **GE/IL-SLO Reflection:** This outcome is related to the Four Cs/General Education of communication and creative, critical and analytical thinking. Students are reading and analyzing the lecture information relating to radiographic terminology and program policies. Judgment and decision making are necessary in identifying the various modalities within a radiology department.	09/05/2014 - 1. Expand the lecture to include digital equipment terminology. 2. Update state and national regulations as changes occur. 3. Add more lecture examples for kVp and mAs conversions.
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.	09/05/2014 - 100% of the students received a grade of 72% or greater on the test (Summer Qtr 2014). **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** 1. Faculty professional development is required to maintain currency in the field. **GE/IL-SLO Reflection:** This outcome is related to the Four Cs/General Education of communication	09/05/2014 - 1. Continue to demonstrate the positioning of an abdomen in the classroom and laboratory setting. 2. Introduce the control panel during the initial laboratory introduction. 3. Divide students into their assigned lab groups for the mock abdomen practice sessions. 4. Review radiographic anatomy (digital format) during practice sessions.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		and community/global consciousness and responsibility. Students are reading and analyzing the lecture information in order to correctly identify anatomy on a radiographic image. Elements of respect, empathy and cultural awareness are required to apply appropriate patient care techniques during the positioning of the abdomen.	
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.	03/27/2014 - 95% of the class scored 72% or higher on the exam. 21 out of 22 students. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **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.	03/27/2014 - I met with the student to discuss not achieving a minimum score of 72%. During the discussion the student admitted that he did not spend much time studying and that he has a tendancy to rush through the exam and not reading the questions completely. The student has been encouraged to slow down, utilize study groups after reviewing material and even use a highlighter during testing to highlight important words in the question. This was the first time this course has been taught in a hybrid fashion. Practice quizzes were utilized for credit. If the student answered all the questions, they would receive credit. This will be altered in RT51B so that a student will only receive credit if they achieved 72% or higher.
Department - Radiologic Technology (R T) - R T 51A - FUNDAMENTALS OF	**Assessment Method:** On a short answer test, the student will	03/27/2014 - 100% of the students scored 72% or higher on the short answer exam.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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	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.	**Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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.	03/27/2014 - Etudes modules were implemented to provide the students with additional anatomy and positioning identification opportunities. No further changes at this time.
Department - Radiologic Technology (R T) - R T 51B - FUNDAMENTALS OF RADIOLOGIC TECHNOLOGY II - SLO 2 - Evaluate - Evaluate images for anatomy related to shoulder, 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.	09/08/2014 - 100% (22/22) of the students achieved 72% or higher on the final exam. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Phantoms for the on-campus lab, PACS system to store digital images, current textbooks in the library on reserve. **GE/IL-SLO Reflection:** This SLO is connected to the Four C's in the areas of Communication, Critical Thinking, and Community. The students are reading, analyzing and at all times relating the topics they are reviewing to the comfort, radiation safety as well as the potential diagnosis of each patient.	09/08/2014 - Through discussions with ETS, the Osirix application will be placed on the classroom monitor and an external harddrive will be utilized to bring DICOM images to the classroom for more in-depth anatomy review. Even though JPEG's of DICOM images were used, JPEGs are static images and therefore lose substantial value in the classroom. The Etudes component will be revamped to allow students to have specific access to the instructor once per week in the online environment.
Department - Radiologic Technology (R T) - R T 51B - FUNDAMENTALS OF	**Assessment Method:** On a multiple choice test, the student will	09/08/2014 - 100% (22/22) students achieved	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
RADIOLOGIC TECHNOLOGY II - SLO 1 - Application of Knowledge - Identify proper positioning of the shoulder, 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	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.	72% or higher on the final exam. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Phantoms for the on-campus lab, PACS system to store digital images, current textbooks in the library on reserve. **GE/IL-SLO Reflection:** This SLO is connected to the Four C's in the areas of Communication, Critical Thinking, and Community. The students are reading, analyzing and at all times relating the topics they are reviewing to the comfort, radiation safety as well as the potential diagnosis of each patient.	09/08/2014 - The target was met for this SLO. An updated image analysis rubric was implemented. Students were interviewed regarding the new process for image analysis and it was met with a high level of satisfaction. Online quizzes were implemented and not only allowed the students were hands-on application of knowledge, but also allowed for more in-depth analysis via Etudes by the instructor. Another change implemented this year, was the creation of review PowerPoints for each quiz. After each quiz the questions were displayed and then a visual representation of the correct answer as well as an explanation for why that was the correct answer was also displayed. This process met with a high level of positive feedback and will be continued.
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.	09/08/2014 - 100% of the students achieved 72% or higher on the written final exam. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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	09/08/2014 - Online component of hybrid course was fully implemented. Online activities helped to increase student knowledge and understanding of positioning errors. The class will be taught with no major changes next year.

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.	09/08/2014 - 100% of the students achieved 72% or higher on the practicum and written final exam. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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.	09/08/2014 - Online portion of course fully implemented to allow for additional learning and to provide more time face to face to focus on important topics. No changes will be made next year.
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)) **Course-Level SLO Status:**	**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. **Assessment Method Type:**	12/11/2013 - 100% of the students passed the quiz with a score of 72% or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:**	12/11/2013 - Hand out diagrams for students to analyze and use as a reference for studying for exam.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	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.	
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)) **Assessment Cycles:** End of Quarter **Start Date:** 12/11/2013 **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.	12/11/2013 - 100% of the students will pass the quiz with a score of 72% or higher. The students understood the difference between mAs and kV and their grasp of these concepts showed on their quiz. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** multimedia classroom, current textbook on reserve in the library, phantoms for physics experiments in the radiology lab, **GE/IL-SLO Reflection:** The communication, computation, creative, critical, and analytical thinking institutional goals relate to the understanding of the quantity and quality factors of radiographic technique. Students are reading and analyzing the information so that they may utilize this when setting technical factors in the clinical setting. This also involves some simple algebraic formulas and the ability to adapt these formulas when met with unconventional patient size and pathologies.	02/12/2014 - Next year more opportunities will be provided to practice in an effort to solidify concepts. This may include practice and working in small groups.
Department - Radiologic Technology (R T) - R T 52B - PRINCIPLES OF RADIOLOGIC	**Assessment Method:** On a multiple choice test, the student will	09/10/2014 - Target met, all students passed the test with a score of 72% or higher.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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	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.	**Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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:** 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.	09/18/2014 - Some students struggled with concepts in this area and were asked to attend faculty office hours. Through diligent review all students succeeded in mastering the material. No changes at this time.
Department - Radiologic Technology (R T) - R T 52B - PRINCIPLES OF RADIOLOGIC TECHNOLOGY II - SLO 2 - Application of knowledge - Describe the fundamentals of radiobiology, radiation protection and radiation 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.	09/10/2014 - Target met. All students passed the test with a score of 72% or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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:** All four institutional goals are reflected in the curriculum for radiobiology and radiation protection. Students must communicate well with patients to avoid unnecessary exposure. Sometimes they must perform computations to minimize radiation to the patient. This involves critical thinking and global consciousness to keep the dose to	09/18/2014 - 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
		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.	09/18/2014 - Target met. All students passed the quiz with a score of 72% or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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 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.	09/18/2014 - Though students did well in demonstrating their understanding of the material, a suggestion would be to provide additional resources to help facilitate student learning outside of class.
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.	09/18/2014 - Target met. All students passed the quiz with a score of 72% or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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 communication, computation, creative, critical, and analytical thinking institutional goals relate to the understanding of step-up and step-down transformers. Students are	09/18/2014 - Though students did well in demonstrating their understanding of the material, a suggestion would be to provide additional resources to help facilitate student learning outside of class.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		reading and analyzing the information so that they may understand how these transformers operate. This also involves math computations to determine if the transformer increases the kilovoltage or the milliamperage. The student must understand the principles and the math computations in order to determine & understand the functionality of transformers.	
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.	03/27/2014 - 96% of the students (29 out of 30) scored 18 points or higher. 4 earned an 18, 8 earned a 19, 17 earned a 20. 1 out of 30 students scored 17.5 out of 20. The paper was marked down due to a lack of depth, insufficient data and a quote not correctly referenced. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **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 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.	03/27/2014 - Overall the depth of knowledge reflected in the papers was quite high. Last year, students were asked for paper topics for this years students. Several options were added as options. The required elements were left open ended to inspire the students to explore the topics from different angles. Suggested aspects were listed on the assignment but not required. This will be done next year as well.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Radiologic Technology (R T) - R T 52D - DIGITAL IMAGE ACQUISITION & DISPLAY - SLO 2 - Evaluate - Describe the components of both computed radiography and direct radiography equipment in conjunction with the process of image formation. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a multiple-choice test, the student will recognize the parts of both CR and DR equipment and their contribution to image formation. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 100% of the participants will achieve 72% or higher on the exam.	03/27/2014 - 100% of the participants will achieve 72% or higher on the exam. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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 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.	03/27/2014 - New assignments were added, including having the students perform their own image analysis in an effort to incorporate their clinical experience and performance with the didactic course. This will be done next year as well, earlier in the quarter for a longer period of time in order to achieve 250 exams. This number is important for statistical accuracy.
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:**	**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	09/16/2014 - 100% of the students received a grade of 80% or greater on the clinical evaluation tool (Summer 2014). **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None.	09/16/2014 - Overall, the students performed well on the mock abdomen procedure. Areas noted that need improvement include: centering, setting technical factors and patient communication. Continue to offer additional open lab time during the on campus RT50 course, which will allow students

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	80% or greater on the clinical evaluation tool.	**GE/IL-SLO Reflection:** The institutional goals that relate to this SLO include: communication, creative, critical and analytical thinking, and community / global consciousness and responsibility. Accurate positioning involves effective communication with the patient and staff and the ability to safely manipulate the radiographic equipment. Problem solving is required for the student to adjust to changing clinical situations.	practice time prior to the clinical rotation.
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.	09/16/2014 - 100% of the students received a grade of 80% or greater on the clinical evaluation tool (Summer 2014). **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** None. **GE/IL-SLO Reflection:** The institutional goals that relate to this SLO include: communication, creative, critical and analytical thinking, and community / global consciousness and responsibility. Vital sign assessment and patient transport involves effective listening and speaking skills with diverse patients. Judgment and decision making are also required for the student to adjust to changing clinical situations.	09/16/2014 - Expand the RT50 classroom patient transport discussion. Include videos that demonstrate proper patient transfer techniques.
Department - Radiologic Technology (R T) - R T 53A - APPLIED RADIOGRAPHIC	**Assessment Method:** On a clinical competency evaluation, the	03/27/2014 - 100% of the students passed the positioning category of the clinical competency	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
TECHNOLOGY I - SLO 1 - Performance - The student will demonstrate proper positioning in the clinical setting. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	student will demonstrate good positioning skills. **Assessment Method Type:** Presentation/Performance **Target for Success:** 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.	evaluation with a score of 6 or higher on a 10 point scale. The average score was 9 points out of 10. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Additional radiographic phantoms that could be utilized in our clinical affiliate settings to provide additional opportunities for students to practice. **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.	03/27/2014 - Overall the students did well in positioning. The number one issue is recall and understanding of the positioning requirements at each clinical sites. The clinical instructors have been reminded to introduce the students to their protocols when the students first arrive. Creating a book was introduced in the RT51A class to help the students increase their protocol knowledge. This will continue to be monitored for trends.
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.	03/27/2014 - 100% of the students scored a 6 or higher on a 10 point scale. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Additional radiographic phantoms to be used in the clinical setting. **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	03/27/2014 - This area will be monitored for trends. Due to the changes in RT51A, effort has been made to disseminate what is being taught in the RT51A-C series to the clinical instructors and faculty who teach the RT53A-D series for increased cohesion and overall student knowledge.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		amount of radiation.	
Department - Radiologic Technology (R T) - R T 53AL - APPLIED RADIOGRAPHIC TECHNOLOGY LABORATORY I - SLO 1 - Demonstrate - Demonstrate proper equipment manipulation and positioning criteria for selected radiographic procedures of the chest, abdomen and extremities, applying appropriate patient care and radiation protection principles in the laboratory setting. (Created By Department - Radiologic Technology (R T)) **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 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.	12/14/2013 - 100% of the students successfully passed the skills text with 80% or greater (Fall 2013). **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** The radiology laboratory (Room 5305) will require ongoing equipment maintance and repair to remain operational. Laboratory supplies needed include gloves, hand sanitizer, 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 and reasoning in order to perform proper positioning and radiation protection techniques. Judgement and decision-making are also required for students to adjust to diverse patient situations.	12/14/2013 - Develop and monitor a weekly lab schedule that will correlate the lab content with the positioning lecture material. Develop positioning and digital labs to support the RT52A positioning course.
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))	**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	12/14/2013 - 100% of the students successfully passed the skills text with 80% or greater (Fall 2013). **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Purchase positioning phantoms to be used	12/14/2013 - Develop laboratory activities using the energized room, phantoms and digital equipment to facilitate image evaluation and critical thinking.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	**Target for Success:** 100% of the students will successfully pass the skills test will 80% or greater.	for laboratory activities. Purchase a high resolution display monitor for displaying and reviewing digital images. **GE/IL-SLO Reflection:** The institutional goal that relates to this SLO include: communication and creative, critical and analytical thinking. The student must verbally identify anatomy 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.	09/08/2014 - 100% of the students passed the image evaluation section of the clinical evaluation form with a score of 8 or higher on a 10-point scale. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Dicom image library accessable by all students and faculty. **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.	09/08/2014 - Five of the twenty-two students had a deduction in this category for either recall of anatomy or they struggled with positioning evaluation during film critique sessions. Clinical instructors and faculty continue to be the primary individuals reviewing anatomy knowledge for competencies. Some of the deductions also had to do with overall participation during film critique sessions. An idea to improve this area would be to create a dicom library of images that the students would be able to access both on and off campus. Research as to the logistics and cost would need to be done before such a project could be completed.
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))	**Assessment Method:** On a clinical competency evaluation, the student will demonstrate good radiation protection skills. **Assessment Method Type:** Presentation/Performance **Target for Success:**	09/08/2014 - 100% of the students passed the radiation protection section of the clinical competency evaluation with a score of 6 or higher on a 10 point scale. **Result:** Target Met **Year This Assessment Occurred:**	09/08/2014 - Seven out of twenty-two students had a deduction in this category primarily for lack of or too much collimation or not shielding at the right time during the exam. Increased discussions regarding collimation have been taking place

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 radiation protection section of the clinical competency evaluation with a score of 6 or higher on a 10 point scale.	2013-2014 **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:** 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.	during lab sessions as well as demonstrations by the clinical instructors during orientation to ensure the students know what is expected. Students are asked to take notes during all demonstrations to refer back to at a later date. An area that needs improvement and could be connected to RT51B is the workflow issue of when to shield. Students are successfully initially shielding, but if they move the patient's position are not remembering to move the shield as well. This will be reinforced during lab as well as an in-class assignment regarding workflow.
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.	03/29/2014 - 100% of the students successfully passed the skills test with 80% or greater. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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. 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	03/29/2014 - Continue to monitor and develop a weekly laboratory schedule that will correlate the lab content with the RT51B-Positioning course lecture content. Perform more lab activities (phantom) in the energized lab to reinforce positioning concepts.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		and interpersonal skills. Students work on applying technology skills and reasoning in order to perform proper positioning and radiation protection techniques. Judgment and decision-making are also required for the student to adjust to diverse patient situations.	
Department - Radiologic Technology (R T) - R T 53BL - APPLIED RADIOGRAPHIC TECHNOLOGY LABORATORY II - SLO 2 - Performance - Perform image evaluation and anatomy identification for selected radiographic procedures of the Shoulder, Clavicle, Hip, Pelvis, UGI, BE and IVU. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a performance competency skills test the student will critique images for proper positioning and identify anatomic structures of the Shoulder, Clavicle, Hip, Pelvis, UGI, BE and IVU. **Assessment Method Type:** Class/Lab Project **Target for Success:** 100% of the students will successfully pass the skills test with 80% or greater.	03/29/2014 - 100% of the students successfully passed the skills test with 80% or greater. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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. supplies. **GE/IL-SLO Reflection:** The institutional goals that relate to this SLO include: communication and creative, critical and analytical thinking. The students must verbally identify anatomy and evaluate specific positioning criteria on a radiographic image.	03/29/2014 - Continue to develop laboratory activities (phantom) to facilitate anatomy identification, image analysis and critical thinking. Update the competency skills evaluation tool as needed.
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	09/10/2014 - 100% of the students passed the positioning category on the clinical evaluation form with a score of 6 or higher on a 10-point scale. The average score was 9.09/10. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:**	09/10/2014 - Primary issues were speed, organization and details of the exam. This is slightly lower than what was observed last year at this time (9.0 compared with 9.2), but the issues are similar. Emphasis will continue to be on utilizing tools (positioning book) and practicing during open lab. A consideration

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	evaluation form with a score of 6 or higher on a 10-point scale.	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. **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 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. **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	would be to require struggling students to attend open lab, log the attendance and have the instructor work on specific issues identified by the clinical instructors.
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	09/10/2014 - 100% of the students passed the image quality section of the clinical competency evaluation with a score of 6 or higher on a 10-point scale. Average was 9.8 out of 10. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	09/10/2014 - Increased scores compared with same time last year. Only 2 students received deductions for anatomy knowledge. No changes at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	quality section of the clinical competency evaluation with a score of 6 or higher on a 10 -point scale.	**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 communication, creative, critical, and analytical thinking and community/global consciousness & responsibility institutional goals relate to this SLO. Students must be able to determine if their images have the quality required for the radiologist to make a diagnosis.	
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.	06/27/2014 - 100% of the students successfully passed the skills test with 80% or greater. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** The radiology laboratory (Room 5305) will require ongoing equipment maintance and repair to remain operational. Laboratory supplies needed include gloves, hand sanitizer, disinfectant, 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	06/27/2014 - Expand and develop laboratory activities in the energized room using the digital equipment. Perform phantom imaging of the spine, skull, and ribs in an effort to increase the students understanding of basic positioning concepts.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		and decision-making are also required for students to adjust to diverse patient situations.	
Department - Radiologic Technology (R T) - R T 53CL - APPLIED RADIOGRAPHIC TECHNOLOGY LABORATORY III - SLO 2 - Performance - Perform image evaluation and anatomy identification for selected radiographic procedures of the spine, ribs and skull. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a performance competency skills test the student will perform image evaluation and identify anatomy for selected radiographic procedures of the spine, ribs and skull. **Assessment Method Type:** Class/Lab Project **Target for Success:** 100% of the students will successfully pass the skills test with 80% or greater.	06/27/2014 - 100% of the students successfully passed the skills test with 80% or greater. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** The radiology laboratory (room 5305) will require ongoing equipment maintance and repair to remain operational. Laboratory supplies needed include gloves, hand sanitizer, gloves, processor chemicals, radiographic film and other misc supplies. **GE/IL-SLO Reflection:** The institutional goals that relate to this SLO include: communication and creative, critical and analytical thinking. The students must verbally identify anatomy and evaluate specific positioning criteria on a radiographic image.	06/27/2014 - Continue to develop laboratory activities using the energized lab, phantom and digital equipment. Activities should include group discussion to facilitate image analysis, critical thinking and anatomy identification. Increase activities that support trauma discussion using full body trauma phantoms.
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	09/21/2014 - Benchmark met. Students averaged 9.0 in the positioning category. 19/22 students scored an 8/10 or above. Three students had difficulty in this area bringing the score down from last year's 9.2. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Venipuncture supplies, phantom arms, PACS grade monitor, DR flatpanel	09/21/2014 - Overall the three students that struggled had difficulty with implementing all the necessary details required in positioning. The students who struggled in this area each had an educational plan to help work on their deficiencies. An area of consideration for the large change in the average score could also be influenced by the difference in number of students evaluated. There were 30 students in Summer

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		equipment, second x-ray lab, books for library reserve, software for classroom to enhance teaching such as Dosari. **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 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.	2013, but due to a reduction in clinical spots, only 22 students in Summer 2014. A final consideration is that when the Spring 2014 clinical grades were compared to Summer 2014, two of the three students demonstrated similar if not identical positioning issues which were emphasized due to their failure to adapt and progress in their new clinical environment. This issue will be analyzed next Summer for correlations.
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	09/20/2014 - The students exceeded the target of 34/40 and averaged 36.09/40 on the assessment. Specific areas of concern were obliquity identification for UGI both identifying which oblique as well as identifying what anatomical features comprise an oblique in comparison to AP and PA projections (13/22), identifying the directionality of rotation on a lateral knee (8/22 struggled), positioning of anatomy for humerus (6/22 struggled) and shoulder (5/22 struggled) specifically in the proximal humerus area. Finally 8/22 struggled to identify the Caldwell Skull projection. All 22 students were able to identify it was a skull x-ray, but struggled to decode which position was present. Overall the scores were increased from last year. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Venipuncture supplies, phantom arms, PACS grade monitor, DR flatpanel equipment, second x-ray lab, books for	09/21/2014 - The assessment was performed on the Online Classroom management platform, Etudes. The assessment was completed in one hour and then the images were reviewed with the students. Etudes provided each student the ability to evaluate the images more carefully and spend more time in specific areas. The assessment will continue to be performed on Etudes. This information will be shared at the CI meeting on September 23, 2014 so that the material can be reviewed. The clinical anatomy and positioning quiz scores in Fall Quarter will be evaluated to determine if this knowledge has improved. Skull will be reintroduced in Winter Quarter both didactically and in clinical labs.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		library reserve, software for classroom to enhance teaching such as Dosari. **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.	
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.	12/14/2013 - 100% of the students received a grade of 72% or greater on the test (Fall 2013). **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Radiology laboratory supplies for the prevention of infection to the health care worker. Copies of the required textbook for library use (reserve and stacks). **GE/IL-SLO Reflection:** The institutional goals that relate to this SLO include: communication, creative, critical and analytical thinking and community / global consciousness and responsibility. Students are required to read the textbook and apply the knowledge to clinical situations. They are also required to use judgment when dealing with different types of PPE and infection situations.	12/14/2013 - Provide examples of infection control policies from different clinical environments. Continue to update the infection control lecture material when data from the CDC becomes available.
Department - Radiologic Technology (R T) - R T 54A - BASIC PATIENT CARE FOR IMAGING TECHNOLOGY - SLO 2 - Describe - Describe vital signs used to	**Assessment Method:** On a multiple choice test the student will describe vital signs used to assess the patient's condition.	12/14/2013 - 100% of the students received a grade of 72% or greater on the test (Fall 2013). **Result:** Target Met	12/14/2013 - Bring in vital sign monitoring equipment to support the lecture discussion. Continue to require a vital sign skill activity in the

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
assess patient condition. (Created 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.	**Year This Assessment Occurred:** 2013-2014 **Resource Request:** Request funds to purchase equipment for assessing vital signs (stethoscopes and blood pressure cuffs). **GE/IL-SLO Reflection:** **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 changing patient situations.	RT53AL laboratory environment.
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 Cycles:** End of Quarter **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.	09/08/2014 - 100% students achieved 72% or higher on the final exam. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Phantoms,textbooks on reserve in the library, DR wireless detector in the 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.	09/08/2014 - Overall the students have a firm grasp of informed consent. As there are many elements involved, scenarios will be used in class discussion to increase situational knowledge. The advanced directive assignment will be brought back as a vehicle to link autonomy to informed consent.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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 final exam with multiple choice, matching and short answer questions. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 100% of the participants will achieve 72% or higher.	09/08/2014 - 100% students achieved 72% or higher on the final exam. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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.	09/08/2014 - The students demonstrated a firm grasp of the course content related to legal doctrines. Scenarios will be designed to help the students realize the role they play within the legal framework. The mini paper to evaluate the students writing skills was implemented. The malpractice paper was a much better product this year.
Department - Radiologic Technology (R T) - R T 54C - RADIOGRAPHIC PATHOLOGY - SLO 1 - Application of Knowledge - Determine proper exposure factors, patient care and anatomical positioning based on manifestations of pathological conditions related to respiratory, osseous, fractures, urinary, gastrointestinal, hepatobiliary, central nervous, hemopoietic and endocrine systems (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a multiple choice test, the student will define the pathology of the respiratory, osseous, urinary, gastrointestinal, central nervous, and hemopoietic system. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 100% of participants will achieve 72% or higher on the exam.	06/27/2014 - 100% of the students achieved 72% or higher on the exam. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Pathology models to support topic discussion. Faculty professional development is required to maintain currency in the subject matter. Copies of the required textbook for library use (reserve and stacks). **GE/IL-SLO Reflection:** This SLO is connected to the Four C's in the	06/27/2014 - Develop a new quiz that covers the nervous system. Give examples of how different imaging modalities serve to enhance diagnosis of common pathologies. Update the lecture material with radiographic images to support the topics.

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 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 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.	06/27/2014 - 100% of the students achieved 72% or higher on the exam. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Library reference books for the stack and reserve section. Faculty professional development is required to maintain currency in the subject matter. **GE/IL-SLO Reflection:** This SLO is connected to the Four C's in the areas of Communication, Critical Thinking and Community. The students are reading, analyzing and at all times relating the topic they are learning to the comfort, radiation safety as well as the potential diagnosis of each patient and the ramifications of the diagnosis.	06/27/2014 - Increase classroom discussion of pathology presentation requirements. Update the lecture material with images from different modalities. Develop a quiz that covers the nervous system that includes radiographic images.
Department - Radiologic Technology (R T) - R T 61B - RADIOLOGY RESEARCH PROJECT - SLO 1 - Research - Conduct extensive research on an assigned medical imaging topic and create a PowerPoint and scientific display utilizing the research.	**Assessment Method:** The student's research project will be assessed using a project checklist. **Assessment Method Type:** Presentation/Performance **Target for Success:**	09/08/2014 - 100% of the students received a grade of 72% or greater on the overall project. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014	09/09/2014 - A suggestion from the current class was to remove the scientific display requirement due to the time and financial strain this places on the student. To alleviate this strain students who lived farther

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	100% of the student will receive a grade of 72% or greater on the overall project.	**Resource Request:** Phantoms for the on-campus lab, PACS grade monitor to view images, current textbooks in the library on reserve. **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.	away were given the option of joining a team with individuals who lived close by. A Michael's gift card of $10 was provided to each team to cover the cost of the scientific board and some basic supplies. Feedback will be requested from next year's class. No other changes will be implemented at this time.
Department - Radiologic Technology (R T) - R T 61B - RADIOLOGY RESEARCH PROJECT - SLO 2 - Communication - Prepare an oral presentation and create a scientific display board on an assigned medical imaging topic. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** The student's research project will be assessed using a project checklist. **Assessment Method Type:** Presentation/Performance **Target for Success:** 100% of the student will receive a grade of 72% or higher on the overall project.	09/08/2014 - 100% of the students received 72% or higher on the overall project. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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 an oral presentation. This is a collaborative group research project, which require the students to use interpersonal skills while working as a team.	09/08/2014 - A group contract was implemented for each team as well as group discussions on what they felt made a cohesive team, barriers to teamwork and how to eliminate the effects of those barriers. The Above and Beyond Awards were given to those nominated within each group. More time will be spent on reviewing the oral presentation rubric to ensure that expectations are clear. This process will be continued next year to discern what additional changes are needed. The SLO will be updated to reflect a focus on the oral presentation portion utilizing a separate rubric for grading.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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.	12/14/2013 - 100% of the students passed the midterm will a grade of 72% or greater (Fall 2013). **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** 1. Faculty professional development is required to maintain currency in the field for both CT and MRI. 2. Copies of the required textbook for library use (reserve and stacks). **GE/IL-SLO Reflection:** This SLO is related to the following institutional goals - communication and creative, critical and analytical thinking. The students are reading and analyzing the lecture material relating to the CT and MRI equipment and imaging process. Judgment and decision-making are necessary when identifying and describing equipment components.	12/14/2013 - Update the lecture material with digital images to support the topics. Continue to revise the RT62A lecture material as it relates to new CT and MRI equipment advancements.
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.	12/14/2013 - 100% of the students passed the midterm will a grade of 72% or greater (Fall 2013). **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** 1. Faculty professional development is required to maintain currency in the field for both CT and MRI. 2. Copies of the required textbook for library use (reserve and stacks). 3. Sectional anatomy models to be used to support the anatomy discussion. **GE/IL-SLO Reflection:** This SLO is related to the following institutional goals - communication and creative, critical and analytical thinking. The	12/14/2013 - Continue to assign the activity that requires the student to locate a CT/MRI image from clinical setting. Have the student reflect on how the image was created and label ten different anatomic structures found on the image.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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.	
Department - Radiologic Technology (R T) - R T 62B - SPECIAL PROCEDURES & EQUIPMENT - SLO 1 - Describe - Describe the positioning, procedure and structures demonstrated for projections involving the facial bones, sinuses, and cranium. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a multiple choice test the student will describe the positioning, procedure, and structures demonstrated for projections involving the facial bones, sinuses, and cranium. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 100% of the students will receive a grade of 72% or greater on the test.	03/29/2014 - 100% of the students received a grade of 72% or greater on the test. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Professional development for faculty is required to maintain currency in the specialized modality field. **GE/IL-SLO Reflection:** This outcome is related to the institutional goals of communication, creative, critical and analytical thinking. The students are required to read and analyze the textbook material and apply that information to a clinical situation. They must be able to evaluate, identify and critique the radiographic positions of the skull. Judgment must be used when evaluating different pathologic conditions.	03/29/2014 - Continue to develop interactive group activities to support anatomy identification and positioning evaluation. Incorporate more digital images to reinforce critical thinking and image analysis.
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	03/29/2014 - 100% of the students received a grade of 72% or greater on the test. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Library reference books for the stack and reserve section. Faculty professional	03/29/2014 - Continue to update the equipment lecture by adding more equipment photos to support the topic. Include videos that demonstrate equipment applications.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	72% or greater on the test.	development is required to maintain currency in the subject matter. **GE/IL-SLO Reflection:** This outcome is related to the institutional goals of communication and creative, critical and analytical thinking. The students are reading and analyzing the lecture material that relates to angiographic equipment and the imaging process. Judgment and decision making are necessary when identifying the various angiographic components.	
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.	09/29/2014 - 100% of the students earned a grade of 72% or greater on the reflection paper. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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 outcome is related to the following institutional goals: communication, creative, critical and analytical thinking, community / global consciousness and responsibility. Students are required to write a reflection paper that requires writing, research and creativity skills. They demonstrate intellectual curiosity and interest in the pursuit of life-long learning opportunities.	09/29/2014 - All areas indicated on last years action plan have been initiated. No additional changes will occur through the next assessment cycle to gain a better understanding of what is working and what isn't. A guest speaker from Cedars-Sinai Medical Center in Los Angeles came to speak to the students regarding being a change agent in the Radiology Department and presented the concept of "drifting". The speaker will return in Spring 2015.
Department - Radiologic Technology (R T) - R T 62C - PROFESSIONAL	**Assessment Method:** Students will respond on a discussion board	09/29/2014 - 93% of the students fully participated in the discussion by posting two responses each.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
DEVELOPMENT IN RADIOLOGY - SLO 2 - Application of Knowledge - Describe the concept of compassion fatigue and the impact on healthcare workers ability to provide high quality patient care. (Created By Department - Radiologic Technology (R T)) **Assessment Cycles:** End of Quarter **Course-Level SLO Status:** Active	regarding how compassion fatigue can negatively impact patient care and how they can avoid it. **Assessment Method Type:** Discussion/Participation **Target for Success:** 90% of the students will post two responses each on the discussion board.	**Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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 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 for optimum patient care. Students must focus on identifying causes of compassion fatigue in an effort to avoid it and better serve the patient community as well as themselves.	09/29/2014 - The students watched the Chasing Zero documentary as the basis for discussion. Next year, additional options will be presented in addition to Chasing Zero as options for the students to discuss. This will allow the same type of discussion to occur, but will increase individual student's opportunity to have more choice and hopefully increased interest in the topic.
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.	09/18/2014 - 58% of the class passed the mock registry with a score of 72% or higher. As this class was taught be a part-timer while the instructor of record was on sabbatical, the SLO was not changed as indicated last year. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **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 computation and creative, critical and	09/18/2014 - As the course was taught by a new part-time faculty, the low scores will be monitored and compared to scores in the 2014-2015 course cycle. Changes to the SLO will be considered as previously indicated. A test taken with no preparation of content covering the prior 18 months is useful to set a baseline for the students. The students up until this point have taken 6 quarters of classes, but have not yet made all the connections between content areas. The low scores were not unexpected. This test helps set the tone and indicates to the student the

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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.	level of focus required to connect the information from all prior courses in the RT program.
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.	09/18/2014 - Target Met. 100% of the students passed the quiz with a score of 72% or higher. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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 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.	09/18/2014 - Overall students do quite well with the positioning aspects of the content area. No changes at this time.
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:** 100% of the participants will achieve a	03/27/2014 - 100% of the participants achieved a minimum of 6 out of 10 points for the following categories: radiation protection, patient care, positioning, and equipment. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Phantoms for the on-campus lab, DR equipment to mirror industry standard in the	03/27/2014 - The clinical evaluations were charted and analyzed to find out where the issues were for each catagory. There were 30 students total in the course. Under radiation protection 4 of the 30 students were marked down due to collimation issues. There were no issues in the equipment category. Under

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	minimum of 6 out of 10 points for the following categories: radiation protection, patient care, positioning, and equipment.	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, 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.	positioning 9 out of 30 students were marked down, the primary issues were paying attention to details and knowledge of protocols. The primary exams that students struggled with were cervical and lumbar spine. This is understandable as these exams are not done in there entirety on a regular basis so students have minimal exposure. Under patient care, 3 out of 30 students were marked down due to technical errors leading to repeats and patient discomfort and speed of the exam. No changes planned at this time. Statistics will be monitored for trends.
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.	03/27/2014 - 100% of the participants achieved a minimum of 6 out of 10 points for the Image Analysis category. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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, Computation, Critical Thinking, and Community. The students work on maximizing the comfort, radiation safety as well performing exceptional exams for proper diagnosis of	03/27/2014 - Anatomy identification quizzes conducted in the clinical setting are helping keep the stdents knowledge fresh and on point during their second year. Only 3 of the 30 students had their grade lowed due to anatomy knowledge. No changes at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		each patient.	
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.	09/08/2014 - 100% of the students (30 out of 30) achieved 6 or higher for the radiation protection, patient care, positioning and equipment categories. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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.	09/08/2014 - Overall the students did well in all categories. The average score for Radiation Protection was 9.6 out of 10. Deductions were taken primarily for collimation and repeats. The average score for Patient Care was 9.7. Deductions were taken for non-verbal communication (facial expression), getting patients to follow directions, speed of exams and touching the affected area. The average score for Equipment was 9.8. Only one deduction was taken regarding correcting red lights during the course of an exam. The average score for positioning was 9.4. Deductions were taken for speed, details of the exam, and protocol knowledge. The scores were higher than this time last year. We will continue to increase discussion and knowledge of protocols both at the didactic and clinical levels as the positioning category had the most deductions taken out of all the categories listed. Workflow will also be emphasized in the first year in order to avoid critical details.
Department - Radiologic Technology (R T) - R T 63B - RADIOGRAPHIC CLINICAL PRACTICUM II - SLO 2 - Performance - Perform image evaluation, which includes	**Assessment Method:** On the clinical evaluation form the student will perform image evaluation, which includes anatomy and pathology	09/08/2014 - 100% of the students (30 out of 30) achieved 8 points or higher out of 10 points for the Image Analysis category. **Result:**	09/08/2014 - The average score for the Image Analysis category was 9.46. The primary reason for

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
anatomy and pathology identification for various radiographic procedures. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	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.	Target Met **Year This Assessment Occurred:** 2013-2014 **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.	deductions was anatomy identification. This area has improved compared to this time last year, the average score was 9.071. The improvement has been primarily due to implementation of anatomy identification quizzes and enforcing that the clinical instructor or faculty will perform the radiographic anatomy assessment for all competencies. No changes at this time.
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.	09/18/2014 - 100% (30/30) achieved higher than 6 out of 10 points in the radiation protection, patient care, positioning and equipment categories. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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	09/20/2014 - Radiation Protection average was 9.8/10. This score rose in comparison to RT63B where the average was 9.6/10. The primary issues in Winter Quarter were collimation and repeats were each reduced by 50% in the Spring Quarter. This can be attributed to familiarity with protocols and collimation requirements at each facility. If the scores had not increased, that would be a cause for concern. Positioning average was 9.6/10 in comparison to RT63B which was 9.4/10. The primary concerns were details/protocol knowledge and anatomy knowledge. Deductions for details/protocols dropped from 5 deductions in Winter to three in Spring. Emphasis will

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		each patient.	continue to be placed on the students utilizing protocol manuals at each clinical site. For students who struggle they are asked to create their own positioning book for the specific institution. This is to increase students knowledge through the creation process as well as providing them with a tool to refer to. Clinical instructors will be encouraged to create hanging protocols accessible to the students in addition to their protocol manuals in an effort to convey what is required for each exam. The average score for Patient Care was 9.8/10. There were three deductions, 2 for speed and 1 for clinical history communication. This score rose in comparison to RT63B, which was 9.73. The incidence of deductions for lack of communication with the patient dropped from 3 to 1. A student suggestion from this class is to create empathy labs. This would allow students to practice their empathy and caring as well as their communication skills. This idea will be evaluated in the Fall Quarter by Faculty for possible implementation potential in future quarters. Another change that may impact this area is the addition of AHS50B, an interprofessional course focused on Pediatric and Geriatric patient needs. A pilot program was started in Winter Quarter 2014. The focus was on the use of interpreters. The final area is equipment. The average score was 9.86 for both

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			quarters. The change was in the type of equipment the students had issues with. In the Winter Quarter it appears that more focus was on the General Radiography rooms and Spring quarter on C-Arms. An upcoming change for the C-arm training is the creation of objectives as well as an orientation form to ensure their is consistency in the students education of this equipment. These forms will be ready for the Spring 2015 quarter when first years begin orientation to the C-Arm as part of RT51C curriculum.
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.	09/18/2014 - 100% of the participants achieved a minimum of 6 out of 10 points for the Image Analysis category of the Clinical Evaluation Tool. Data shows that 26 out of 30 students achieved 10 out of 10 points in this category, the other 4 out of 30 students total achieved an 8 out of 10. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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	09/20/2014 - The average score for image evaluation was 9.4 in the Winter Quarter to 9.7 this quarter. The number of deductions for anatomy recall was reduced by 50%. This is a significant change from last year's average score in Winter 2013 9.0/10 and 9.1/10 in Spring 2013. The next evolution will be to create a method for recording what type of exams the students struggle with. The quizzes given in the clinical setting would be the best way to collect this data. Effort will be made in the next cycle of assessment to collect specific student scores for each student and the specific anatomy they struggled with.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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 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	10/06/2014 - The pass rate on this quiz was 95.6%. The one fail was from a technologist who had been out of radiology school for 25 years. He had forgotten much of the basics this course is based on and had to drop right before the midterm. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Multimedia classroom and QC equipment for demonstrations. **GE/IL-SLO Reflection:** This SLO aligns with the college ILO of Computation and Creative, Critical, and Analytical Thinking. Radiation protection requires mathematical problems and critical thinking to best understand how State and National regulations safeguard patients from unnecessary radiation.	10/06/2014 - No changes are necessary at this time.
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%	10/06/2014 - The pass rate on this quiz was 95.6%. The one fail was from a technologist who had been out of radiology school for 25 years. He had forgotten much of the basics this course is based on and had to drop right before the midterm. All RT64 students currently in the program passed with a 100% pass rate. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:**	10/06/2014 - No changes are needed at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Multimedia classroom and QC phantoms for demonstrations. **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.	
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 human breast. (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 the human structure, function, pathology and radiographic positioning relating to the 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.	03/29/2014 - 100% of the students received a grade of 72% or greater on the test. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** 1. Faculty professional development is required to maintain currency in the field. 2. Copies of the required textbook for library use (reserve and stacks). **GE/IL-SLO Reflection:** The institutional goals that relate to this SLO include: communication and creative, critical and analytical thinking. The students must identify anatomy and evaluate specific positioning criteria on a mammographic image. Judgment must be used when evaluating pathologic breast anatomy.	03/29/2014 - 1. Continue to update the curriculum as outlined by the ARRT content specifications. 2. Develop the positioning lecture by adding more radiographic images.
Department - Radiologic Technology (R T) - R T 65 - MAMMOGRAPHY - SLO 2 - Application of knowledge - Explain image production and related equipment components to the mammography imaging 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	03/29/2014 - 100% of the students received a grade of 72% or greater on the test. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Request funds to purchase a Mammography QC (quality control kit) to support lecture material.	03/29/2014 - 1. Expand the instrumentation and equipment lecture by adding Digital Tomosynthesis. 2. Continue to update the equipment and QC lecture with any state and/or federal regulation changes.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	72% or greater on the test.	**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.	
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.	09/08/2014 - 100% of the students achieved 72% or higher on the midterm exam. **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Venipuncture supplies, textbooks on reserve in the library, Veinlite equipment for venipuncture lab. DR Flatpanel detector and PACS grade monitor for Rad Lab. **GE/IL-SLO Reflection:** This SLO directly links to three of the IL-SLO's, communication, critical thinking and community responsibility. Communication is essential in gathering the ascertaining information from the patient and physician so proper equipment selection can occur. Critical thinking skills are important in dealing with vessel selection, understanding what situations would prevent the use of one vessel over another as well as staying within the scope of practice as a technologist. These elements are essential to ensure patient safety which leads us to the IL-SLO, Community/Global Consciousness and Responsibility.	09/08/2014 - The students did exceptionally well during the venipuncture labs and on the midterm. They demonstrated mastery of the material. The only change to this portion of the class will be the purchase of hubs for next year. This will allow for an increase in the realism of the course.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Selecting the correct site and equipment are essential in avoiding adverse events which could cause harm to the patient.	
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.	09/08/2014 - 19 out of 22 students achieved a 72% or higher on the exam. **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Venipuncture supplies, 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 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.	09/08/2014 - As 3 students failed to meet the minimum passing score on the final exam several students were interviewed to get a deeper insight as to what can be done differently next year. One issue that came up was that the students have two exams on the same day as well as they underestimated the depth of knowledge being assessed. Suggestions that came directly from the students interviewed were: 1. Practice quizzes on Etudes, 2. putting some of the pharmacology content on the midterm to increase opportunity to demonstrate understanding, 3. utilize textbook written activities to allow the student more opportunities for practical application of knowledge. These three suggestions will be implemented in the Summer 2015 course.
Department - Radiologic Technology (R T) - R T 74 - ADVANCED CLINICAL EXPERIENCE: COMPUTED	**Assessment Method:** The student will be assessed using a clinical evaluation tool that evaluates the student's		

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

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.	09/30/2014 - 9.6 **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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.	09/30/2014 - The primary concerns were details/protocol knowledge. Emphasis will continue to be placed on protocol manual usage at each clinical site.
	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.	09/30/2014 - 20.3 **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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	09/30/2014 - Benchmark met. Score dropped from 20.7 to 20.3. This could be due to data taken from the entire quarter rather than just the month of August and also included all failed comps. Primary issues were due to aligning the part to the IR and centering for hips/pelvis/femur.

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.	09/30/2014 - 20.9 **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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.	09/30/2014 - Benchmark met. Out of 270 exams 12 exams had deductions for positioning. Of the 12 exams, 4 deductions were for UGI oblique positioning, 2 were lumbar spine obliques and 2 were rotation on AP Pelvis. These exams will be emphasized during winter and spring quarter positioning labs as well as during summer quarter clinical when students are eligible to comp them.
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.	09/30/2014 - 9.2 **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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	09/30/2014 - Benchmark met. Score went down from 9.4 to 9.2. Markdowns were due to collimation and repeats mainly for lateral and portable chests. Clinical Instructors were asked to include what the affiliate requires during the student orientation.

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.	09/30/2014 - 20.4 **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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.	09/30/2014 - Benchmark met. Score went down from 20.9 to 20.4. This could be due to the inclusion of all data from the entire quarter as well as failed competencies. Clinical Instructors will reinforce what is required at their facility during orientation.
	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.	09/30/2014 - 20.9 **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Library resources are requested as well as radiation protection supplies for the lab. In	09/30/2014 - Benchmark met. The score stayed the same in comparison to last year. The only issue that was mentioned was collimation and there was no correlation to any specific exam. Clinical instructors have been asked to orient new students to collimation

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		addition, the Program also requests software and radiation protection equipment 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.	expectations as well as protocol requirements. No changes at this time.
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%.	09/30/2014 - 91% **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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.	09/30/2014 - Benchmark met. Addition of critical thinking exercises improved the overall score.
	Assessment Method: Clinical Competency Form - (Patient Care Section)	09/30/2014 - 20.5 **Result:** Target Met **Year This Assessment Occurred:**	09/30/2014 - Benchmark met. Score went down from 20.9 to 20.5 due to inclusion of data from entire quarter as well as failed comps. Deductions

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 19.0 on a 21.0 point scale.	2013-2014 **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 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.	in this area were primarily attributed to poor or no instructions provided to the patient. An idea from a graduating student was to create interactive emphathy modules to help students embrace all aspects of well defined patient care earlier in the program. Statistically the students do increase their skills by Spring Quarter, but this would be an option to help students achieve that higher skill level sooner.
	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.	09/30/2014 - 20.9 **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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.	09/30/2014 - Benchmark met. No changes needed at this time. The graduating class did very well in this area.

Program (BHS-RT) - Radiological Technology AS - 4 - Students will

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
demonstrate oral communication skills. **SLO Status:** Active	**Assessment Method:** RT 54C Pathology Presentation Rubric - (Oral Communication Section) **Assessment Method Type:** Presentation/Performance **Target:** Students will average greater than or equal to 24.0 on a 30.0 point scale.	10/01/2014 - 28.7 **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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.	10/01/2014 - Benchmark was met. Areas of deficiency include: talking too fast, too much reading, exceeding time limit, distractions during presentation, delivery and format issues. In the future, more class time will be dedicated to reviewing presentation guidelines and rubric expectations. Deficiency examples will also be discussed.
	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.	09/30/2014 - 22.8 **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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.	09/30/2014 - Benchmark met. Overall score went up from last year. Biggest issue this year was eye contact during the presentation. Students will be encouraged to practice presenting next year in order to decrease the amount of reading that occurs. A change in the evaluation tool for Summer and Fall clinical presentations includes Organization and Communication. This may help the overall scores in the Winter Quarter. Data will be gathered from Fall 2014 regarding this portion of the rubric. Scores from Winter 2014 will be compared to Winter 2015 to see if there was any change noted.

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Program (BHS-RT) - Radiological Technology AS - 5 - Students will demonstrate written communication skills. **SLO Status:** Active	**Assessment Method:** RT52D Digital Analysis Rubric - (Written Communication Section) **Assessment Method Type:** Essay/Journal **Target:** Students will average greater than or equal to 18.0 on a 20.0 point scale.	09/30/2014 - 19.4 **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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.	09/30/2014 - Benchmark met. Score remained the same as last year. No changes at this time.
	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	09/30/2014 - 14.2 **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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 critical thinking, communication, community/global consciousness and responsibility on the part of the student	09/30/2014 - Benchmark met. Score increased from last year due to the short paper that was assigned for proofreading practice as well as the creation of the Foothill College Teaching and Learning Center which offers students time with English faculty to review their writing mechanics.

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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.	09/30/2014 - 35.3 **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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.	09/30/2014 - Benchmark met. The score rose slightly from 35.0 to 35.3. This change may be due to clinical faculty reinforcing image analysis during film critique. Another change that may have attributed to the higher score is that the Clinical Instructor's have taken on a more primary role in anatomy identification during competencies.
	Assessment Method: RT62C Image Analysis Assessment **Assessment Method Type:** Exam - Course Test/Quiz **Target:** Students will average greater than or equal to 36.0 on a 40.0 point scale.	09/30/2014 - 35.8 **Result:** Target Not Met **Year This Assessment Occurred:** 2013-2014 **Resource Request:** Faculty professional development, library resources to keep updated textbooks on	09/30/2014 - Benchmark not met. The score dropped slightly from 36.3 to 35.8. The assessment data demonstrated that the students' radiographic anatomy and projection/position knowledge had improved. The faculty believes this is a direct result of the image

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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.	analysis quizzes done in the clinical setting during the final three quarters of the program. Areas of strength discovered from the second year curriculum, were mammography positions, differentiation of CT vs. MRI and cross-sectional anatomy. Areas that still require work were identifying fracture types, anatomy orientation (anterior vs. posterior) and identification of vessels of the aorta. The assessment was performed on Etudes. This will continue in the 2014-2015 assessment cycle.
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:** 5th and 6th quarter students will average greater than or equal to 21.0 on a 25.0 point scale.	09/30/2014 - 24.2 **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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	09/30/2014 - Benchmark met. Score increased from 23.7 to 24.2. This may be due to the expanded data collection to include both Fall and Winter quarters due to change in competency schedule. Primary issue was technical factors. Clinical instructors will be asked to provide a more detailed orientation for portables in order to cover all applicable platforms (CR/DR).

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		patients.	
	Assessment Method: Trauma Competency **Assessment Method Type:** Presentation/Performance **Target:** 5th and 6th quarter students will average greater than or equal to 21.0 on a 25.0 point scale.	09/30/2014 - 24.9 **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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.	09/30/2014 - Benchmark met. Due to a small sample size, data collection will be expanded to include both Fall and Winter quarters. This change is primarily due to the change in competency schedule in an effort to yield more data.
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.	10/01/2014 - 68.8 **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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 as well as Venipuncture supplies. T **GE/IL-SLO Reflection:** The written final requires communication, critical thinking and community/global consciousness and responsibility on the part	10/01/2014 - Case analysis will be increased during the course next year to increase critical thinking on the exam. Utilization of Institute of Healthcare Improvement modules implemented this year to more fully address patient issues such as Dignity and Respect and Death & Dying.

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		of the student because students must be cognizant of the need of continuous education in the field and maintaining professional standards.	
	Assessment Method: RT62C Image Self Analysis **Assessment Method Type:** Case Study/Analysis **Target:** Students will average greater than or equal to 18 on a 20 point scale.	10/01/2014 - 19.2 **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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 as well as Venipuncture supplies. T **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.	10/01/2014 - Overall the students did well with this analysis. Changes for next year will include altering the image analysis worksheet for the "good" images produced by the student. This worksheet will ask the student to explain how they came to their conclusions.
	Assessment Method: RT52D Repeat Analysis **Assessment Method Type:** Case Study/Analysis **Target:** Students will average greater than or equal to 27 on a 30 point scale.	10/01/2014 - 28.4 **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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 as well as Venipuncture supplies. T **GE/IL-SLO Reflection:** The Repeat Analysis assessment requires	10/01/2014 - Benchmark met. The students did well on this assignment. Deductions were based on limited analysis by the student or incorrect calculations of the causal rate. Changes for next year will include sharing examples of a detailed analysis as well as providing calculation practice. This results from this information will be required for the RT62C Portfolio Assignment as well as provide the student with concrete data to discuss during an interview as it is a

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		communication, computation, 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. The student must also calculate their own repeat rate to create an action plan to reduce the amount of repeats by increasing their knowledge and performance in specific areas unique to each student.	reflection of their personal performance as assessed by them individually.
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.	10/01/2014 - 9.8 **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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 as well as Venipuncture supplies. T **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.	10/01/2014 - Benchmark met. Score increased slightly from last year. No issues in this area.

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	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.	10/01/2014 - 9.6 **Result:** Target Met **Year This Assessment Occurred:** 2013-2014 **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 as well as Venipuncture supplies. T **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 cognizant of their interactions with patients and medical professionals.	10/01/2014 - Benchmark met. Data is similar to last year. Four students had deductions in this area. The primary issue was communication in a professional manner. Though the benchmark was met, this topic will be discussed in the RT62C Professionalism course as well as the RT54B Ethics course.