BASIC PROGRAM INFORMATION

Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.

Program/Department Name: Radiologic Technology Program

Division Name: BHS

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

Name	Department	Position
Rachelle Campbell	RT	Program Director/Faculty
Jenene Key	RT	Faculty / Clinical Coordinator
Bonny Wheeler	RT	Faculty / Radiation Safety Officer

Number of Full Time Faculty: 3 **Number of Part Time Faculty:** 2

Please list all existing Classified positions: *Example: Administrative Assistant I*

Claudia Flores, Health Career Coordinator

SECTION 1: PROGRAM REFLECTION

1A. Program Update: Based on the program review data, please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

The data indicates a declining trend in enrollment due to the reduced number of clinical sites currently available. New opportunities are in the planning stages for clinical spots. Clinical spots are calculated based on a one to one ratio of technologist to student, not to exceed the number of x-rays rooms/equipment at each clinical site. Due to this calculation, current clinical sites can not be expanded further and new sites must be acquired. The reduction of clinical spots is also due to several factors outside of the program's control such as healthcare cost reimbursement variables that can influence the clinical affiliates ability and willingness to have a student program. Constant work has been done over the past year to ensure stable clinical affiliations. On a positive note, the student success rate has remained high over the past several years, ranging from 98-99% annually. Non-success and withdawals have also remained stable at 1% over the past three years as well. Workforce data indicateds that the program has improved in the past year in two areas. The pass rate for the national board exams went back up to 100% on the first attempt from 97% in 2014-2015. Graduates were also employed much sooner after graduation. Out of 21 graduates, all 21 were employed within 6 months of graduating, 20 of them within 4 months. This is impressive as the national certification and state licensure process, both required prior to employment can take anywhere from 1.5 - 2 months to complete. The program went through accreditation site visits with our two accrediation agencies, the California Department of Public Health's Radiologic Health Branch (RHB) and the Joint Review Committee on Education in Radiologic Technology (JRCERT). Both site visits included review of both campus and clinical areas. The results of the RHB site visit were positive and the program expects positive results from the JRCERT visit as well.

1B. Program Improvement: What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

The program is working on obtaining more clinical sites to maintain/increase program capacity. Due to new clinics opening in the past 6 months, contracting for clinical spots was put on hold until the clinical sites had stabalized. Obtaining clinical sites includes not only contracting with the site, but also obtaining recognition by both of our accrediting bodies. The RHB now requires that all new sites be inspected prior to approval adding another layer of complexity to this process. Another area of focus will be on the continual upgrade of our lab to mirror industry standards. The program purchased new DR equipment which will allow for advanced educational opportunities, but other equipment is needed to address the area of mobile imaging, a major part of the Radiologic Technologists role. The focus will be on increasing student education utilizing a c-arm. This particular piece of equipment is utilized in surgical procedures. Due to not having one on campus, the only time a student is learning to use it is during actul surgeries. In an effort to increase students knowledge and skill in this important area, the program is teaming up with El Camino Hospital to have GE, the manufacturer, come in and teach the students directly. This will benefit both the students and the technologists at the hospital who will receive continuing education units. The program will use this opportunity to determine how to replicate it in the future at a lower cost. Purchases made this fall included a phantom infant which will be used to increase educational opportunites in pediatrics, an underrepresented component of the program. This is an area that we have worked diligently to increase in the program. Interprofessional education will also be a major focus this coming year. In Fall 2015, the RT students joined the Paramedic program to increase their venipuncture skills. A patient simulator was purchased to be utilized by the Paramedic, Respiratory and Radiologic Technology programs to increase interprofessional education through simulations. This will also increase RT student assessment skills which are crtiical in the patient care environment.

1C. Measures of Success: What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

Program success is measured by job placement rates, national certifcation exam results, clinical affiliate management surveys, graduate surveys as well as our annual assessment plan. The assessment plan is required by our accrediting body and addresses our program goals:

1. Students will be clinically competent.
2. Students will communicate effectively as an active member of the health care team.
3. Students will apply critical thinking.
4. Students will demonstrate professionalism.

SLO's and PLO's for Foothill reflect elements of the assessment plan to reduce redundancy. The SLO's are more focused on individual didactic courses. Outcomes data is shared at our quarterly Clinical Instructor Meeting as well as our annual Advisory Board Meeting.

1D. EMP Goal: The 2015-2020 Educational Master Plan (EMP) includes the following goal:
"Create a culture of equity that promotes student success, particularly for underserved students."

Based on the program review data, tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

Based on the program review data, the Radiologic Technology program demonstrated no difference in

success between our targeted and non-targeted groups. The program will continue with our current efforts to achieve this same outcome. The program structure includes continual feedback to the students throughout the quarter, increased utilization of Etudes to support student learning outside of the classroom, supplemental instruction in our laboratory to support all aspects of the program from equipment to image analysis as well as the inclusion of an imbedded tutor. The program further integrates communication by assigning faculty to each clinical setting. This allows for consistent alignment with program goals. The data also indicated that the ethnicity of the program students was similar to both the division and campus ethnicity as a whole. As the admission process has changed to a pure lottery system, the program will be attempting to collect data on not only who entered the program, but who applied. This is essential as there were 343 applicants this year, but only 22 spots. Who applied will allow the program to determine what type of outreach needs to be done to ensure that underrepresented populations are aware of the profession, the program and the process to enter the program. Faculty will also continue working with RT Programs in our region to better align prerequisite requirements.

SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

2A. New Program Objectives: Please list any new objectives (do not list your resource requests).

Program Objective	Implementation Timeline	Progress Measures
Example: Offer 2 New Courses to Meet Demand	*Winter 2016 Term*	*Course Enrollment*
1. Maintain an affective program and accreditation.	Winter 2016	Maintain accreditation from recent site visit.
2. Increase interprofessional education opportunities utilizing simulation scenarios.	Winter 2016	Faculty education on patient simulator and creation of simulation activities.
3. Expand program clinical sites.	Winter/Spring 2016	Get approval for the clinical sites from both accrediting bodies.
4. Maintain faculty expertise in the Radiologic Technology field.	Winter 2016	Create scenarios to be utilized in lab.
5. Provide educational opportunities that mirror industry standards.	Summer 2016	Obtain a c-arm and portable x-ray machine.

2B. Resource Requests: Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) website for current guiding principles, rubrics and resource allocation information.

Resource Request	$	Program Objective (Section 2A)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
C-Arm	$100,000	5	☐	☐	☐	☒
Portable x-ray unit	$50,00	5	☐	☐	☐	☒

	0					
Professional development (Perkins)	$7000	4	☐	☐	☐	☐
Removal of processor and darkroom from RT lab and reconfiguration of the room including moving multimedia equipment & build out a cabinet in 5210 to accommodate the c-arm equipment	$5000 guesst-mate	5	☐	☐	☐	☒
Imbedded tutor (Perkins)	$1500	1	☐	☐	☐	☐
Lab supplies (venipuncture spnges, sponges, protective isolation equipment,	$1500	5	☐	☐	☐	☒
Radiographic Phantoms	$2500	2	☐	☐	☐	☒
Dedicated room for multi-program simulations		2	☐	☐	☐	☒
ASRT Safety Essentials Teaching Modules and Patient-Centered Care for Diverse Populations Teaching Modules	$2800	2	☐	☐	☐	☐
GE Dose Education On-Line Library Annual Subscription	$1500	4 and 5	☐	☐	☐	☐

2C. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

For Section 2 Objective Three listed above, additional release time is requested. Obtaining clinical sites takes time which is not available due to teaching loads and the needs of the program. This includes contract negotiation, assisting with the JRCERT approval process as well as preparing each site for an RHB visit to assess for any issues prior to approval.

SECTION 3: LEARNING OUTCOMES ASSESSMENT SUMMARY

3A. Attach 2014-2015 Course-Level Outcomes: Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

3B. Attach 2014-2015 Program-Level Outcomes: Four Column Report for PL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

SECTION 4: FEEDBACK AND FOLLOW-UP

This section is for the Dean/Supervising Administrator to provide feedback.

4A. Strengths and successes of the program as evidenced by the data and analysis:

The Radiologic Technology program is a model program in BHS. All students in the program succeed independent of ethnicity of any other demographic. Targeted and non-targeted populations succeed at greater than the 95% level. All Rad Tech students pass their licensure exams (most on the first attempt) and most obtain employment within the first 6 months of graduation. The program went thru two accreditation visits this year and received very high marks from both accrediting bodies. The program director is innovative, entrepreneurial and knows no boundaries in terms of improving the program.

4B. Areas of concern, if any:

The only area of concern is the dependency on clinical affiliates for clinical placements. This totally drives enrolment in the program. If we only have places for 20 students to do clinical rotations, then we can only accept 20 students. The hospitals are in constant flux due to acquisitions, change in personnel, change in the delivery of health care. The decision to have a "training" program for our students is impacted by each of these factors and is completely out of our control.

4C. Recommendations for improvement:

The idea to determine ethnicities of applicants is a good one and will help in guiding outreach efforts to ensure that all demographics are represented in the applicant pool.

4D. Recommended Next Steps:

☒ Proceed as Planned on Program Review Schedule

☐ Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 4, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.

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	09/12/2015 - 100% of the students did very well with writing their subjective paper about the role of the radiologic technologist in the healthcare environment. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **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.	09/12/2015 - These papers are very reflective and subjective of the students' true perspective about being an RT. No changes at this time.
Department - Radiologic Technology (R T) - R T 200L - RADIOLOGIC TECHNOLOGY AS A CAREER - SLO 1 - Job responsibilities - The student will demonstrate professionalism in a radiology patient care environment. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** The student will be assessed using a Clinical Observation Form that evaluates the student's ability to demonstrate professionalism in a clinical environment. **Assessment Method Type:** Observation/Critique **Target for Success:** 90% of students will receive a score of 25 or higher on a 35-point scale	09/12/2015 - 94% of the class received a score of 25 or higher on the professionalism section of the clinical evaluation. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **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	09/12/2015 - The clinical evaluation form was updated with feedback from our clinical instructors to better document objective areas of improvement in professionalism. The previous evaluation was more subjective and the instructors felt uncomfortable writing down comments that the students would read in front of them. The new form has yes or no answers with points associated with each objective. Either the student performed the objective or they didn't. This seems

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		professionalism in the clinical evaluation form. Community/Global Consciousness and Responsibility are also reflected in this assessment and findings because professionalism directly affects patient care.	to work much better as the students are being held more accountable.
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.	09/26/2015 - 100% of the students received a grade of 72% or greater on the test (Summer 2015). **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** 1. Faculty professional development is required to maintain currency in the subject matter. **GE/IL-SLO Reflection:** This outcome is related to the Four Cs/General Education of communication and creative, critical and analytical thinking. Students are reading and analyzing the lecture information relating to radiographic terminology and program policies. Judgment and decision making are necessary in identifying the various modalities within a radiology department.	09/26/2015 - 1. Continue to update accreditation, certification, state and national requirements as changes occur. 2. Expand the MRI Safety discussion by adding a safety video and have each student complete a MR screening sheet prior to their clinical rotation.
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:**	**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.	09/26/2015 - 100% of the students received a grade of 72% or greater on the test (Summer 2015). **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** 1. Faculty professional development is required to maintain currency in the subject	09/26/2015 - 1. Divide the positioning lab activity into smaller groups. 2. Display several KUB images for the student to practice anatomy identification. 3. Demonstrate how to set the control panel during the scheduled laboratory practice sessions.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active		matter. **GE/IL-SLO Reflection:** This outcome is related to the Four Cs/General Education of communication and community/global consciousness and responsibility. Students are reading and analyzing the lecture information in order to correctly identify anatomy on a radiographic image. Elements of respect, empathy and cultural awareness are required to apply appropriate patient care techniques during the positioning of the abdomen.	
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.	07/15/2015 - 100% of the students scored 72% or higher on the exam. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** DR equipment, digital image access in the classroom, textbooks on reserve. **Resource Request:** DR equipment, digital image access in the classroom, textbooks 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. **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	07/15/2015 - Students struggled more with knee. As this is a major joint, next year, I will spend more time going over the various positions. I will also bring back the protocol assignment done last year. This forces the students to link the didactic course to the clinical education and students last year had a much better understanding of protocols.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		safety as well as the potential diagnosis for each patient.	
Department - Radiologic Technology (R T) - R T 51A - FUNDAMENTALS OF RADIOLOGIC TECHNOLOGY I - SLO 2 - Evaluate - Evaluate radiographs for anatomical structures in order to assess for proper positioning which will aid in the diagnosis of disease. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a short answer test, the student will identify anatomy of the chest, abdomen, upper extremities, and lower extremities as well as evaluate radiographic images for proper positioning. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 100% of the class will score 72% or higher on the exam.	07/15/2015 - 100% of the students scored 72% or higher on the exam. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **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.	07/15/2015 - Students did very well on the anatomy identification portion of the test. I will continue to incorporate additional learning opportunities on Etudes to practice identifying anatomy as well as continue to have anatomy identification on each quiz.
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.	07/15/2015 - 100% of the students scored 72% or higher on the written portion of the exam. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** hantoms 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. **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	07/15/2015 - Overall the students did well in identifying anatomy and projections. An area that I will focus on next year is GI anatomy identification. I will create a handout on etudes to supplement learning as well as increase opportunities to test their knowledge. The second area to focus on is urinary procedures. I need to create a methodology to ensure they remember the material in the second year of the program. This is an issue as the material is on the national board exam, but the procedures are not performed very much at all to provide reference and further learning for the students.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		they are reviewing to the comfort, radiation safety as well as the potential diagnosis of each patient.	
Department - Radiologic Technology (R T) - R T 51B - FUNDAMENTALS OF RADIOLOGIC TECHNOLOGY II - SLO 1 - Application of Knowledge - Identify proper positioning of the 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	**Assessment Method:** On a multiple choice test, the student will identify proper positioning of the hip and pelvis, gastrointestinal tract, urinary system and biliary system. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 100% of the participants will achieve 72% or higher on the exam.	07/15/2015 - 100% of the students achieved 72% or higher on the exam. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Phantoms for the on-campus lab, PACS system to store digital images, current textbooks in the library on reserve. **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. **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. **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	07/15/2015 - No changes at this time. I will continue utilizing the practice quizzes and the review powerpoints. Those seemed to help the students solidify their knowledge.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		they are reviewing to the comfort, radiation safety as well as the potential diagnosis of each patient.	
Department - Radiologic Technology (R T) - R T 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.	07/15/2015 - 100% of the students achieved 72% or higher on the exam. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Designated simulation lab for patient simulation activities. Equipment and supplies to replicate an Emergency Room Trauma Bay. **GE/IL-SLO Reflection:** This SLO is connected to the Four C's in the areas of Communication, Computation, Critical Thinking, and Community. The students are reading, analyzing and at all times relating the topic they are learning to the comfort, radiation safety as well as the potential diagnosis of each patient. Computation is utilized by the student when assessing radiation exposure to the patient through the selection of appropriate technical factors.	07/15/2015 - Overall the hybrid portion of the course is providing a lot of support to the learning process. Next year, the major change will be to the trauma section of the course. My plan is to continue with the interactive trauma team activity that was implemented this year. Students were put into teams and give a scenario. They then had to present their actions to the rest of the class using a patient simulator to demonstrate what they would do. I will add to this next year by inviting Dave Huseman, the Paramedic Program Director to present on trauma and patient assessment, this includes mechanisms of injury. Not only will this provide students with important education, but will also present a unique opportunity for interdisplinary education.
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))	**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	07/15/2015 - 100% of the students achieved 72% or higher on the exam. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Designated simulation lab for patient	07/15/2015 - Students did very well on this portion of the exam. One change I made this year was to try and use bony models that the students can position as well as the iPad anatomy applications to increase students understanding of anatomic structures and their relationships. This will be continued

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	higher on the exam.	simulation activities. Equipment and supplies to replicate an Emergency Room Trauma Bay. **Resource Request:** Designated simulation lab for patient simulation activities. Equipment and supplies to replicate an Emergency Room Trauma Bay. **Resource Request:** Designated simulation lab for patient simulation activities. Equipment and supplies to replicate an Emergency Room Trauma Bay. **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.	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:** Active	**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:** Exam - Course Test/Quiz **Target for Success:** 100% of the students will pass the quiz with a score of 72% or higher.	05/20/2015 - 100% of the students passed the quiz with a score of 72% or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** multimedia classroom, current textbook on reserve in the library **GE/IL-SLO Reflection:** The communication institutional goal fits this area of the curriculum as RT52A students are required to read and analyze the functionality of the parts of the x-ray tube.	05/20/2015 - This year a diagram was created as a handout, in addition to the diagram in the book and PowerPoint lecture, that students took home and filled out as homework. This seemed to improve their recollection of the parts and functions of the x-ray tube.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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.	05/20/2015 - 100% of the class passed the quiz with a score of 72% or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **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.	05/20/2015 - mAs and kV are introduced in RT52A and reinforced in RT52B and RT52C and again in the summer with RT 64. The theories are also implemented on every patient in the clinical setting. I believe the base of knowledge delivered in this class is adequate and a good foundation for subsequent quarters and classes.
Department - Radiologic Technology (R T) - R T 52B - PRINCIPLES OF RADIOLOGIC TECHNOLOGY II - SLO 1 - Demonstrate - Comprehend the interaction of x-ray and matter and the effect of radiographic quality factors on image production. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a multiple choice test, the student will distinguish the interaction of x-ray and matter and the effect of radiographic quality factors on image production. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 100% of the students will pass the test with a score of 72% or higher.	06/05/2015 - 100% of the students passed the test with a score of 72% or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** multimedia classroom, current textbook on reserve in the library, phantoms for experiments in the radiology lab **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. The GE/IL-SLO of Community/Global Consciousness & Responsibility also relates to this course and SLO. As this is a radiation protection	06/05/2015 - RT 52B is a new course devoted 100% to the radiation protection of patients and healthcare workers from unnecessary exposure to ionizing radiation. The interaction of x-rays and matter was expanded upon so students had a very good understanding of the concepts. No changes at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		course designed to educate students on how to minimize radiation exposure to patients and healthcare workers, students will be responsible for having the social perceptiveness of respect and integrity so they can provide the best care by doing all they can to minimize dose during each and every x-ray exam.	
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.	06/05/2015 - 100% of the students passed the text with a score of 72% or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** multimedia classroom, current textbook on reserve in the library, phantoms for experiments in the radiology lab **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. The GE/IL-SLO of Community/Global Consciousness & Responsibility also relates to this course and SLO. As this is a radiation protection course designed to educate students on how to minimize radiation exposure to patients and healthcare workers, students will be responsible for having the social perceptiveness of respect and integrity so they can provide the best care by doing all they can to minimize dose during each and every x-ray exam.	06/05/2015 - RT 52B is a new course devoted 100% to the radiation protection of patients and healthcare workers from unnecessary exposure to ionizing radiation. The new textbook and the expanded curriculum greatly helped cement these concepts with the new students. A change for next year is to pare down the digital section somewhat because there was too much curriculum to cover in the 12 weeks. Student feedback on the book was very positive. They loved it much more so than the Bushong text. They also said they thoroughly enjoyed the new and improved radiation protection class.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Radiologic Technology (R T) - R T 52C - PRINCIPLES OF RADIOLOGIC TECHNOLOGY III - SLO 1 - Knowledge - Identify the components of the x-ray circuit. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a diagram, identify the components of the x-ray circuit. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 100% of the students will pass the quiz with a score of 72% or higher.	07/26/2015 - 100% of the students passed the quiz with a score of 72% or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **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 institutional goal fits this area of the curriculum as RT52C students are required to read and analyze the functionality of the parts of the x-ray circuit. This knowledge base allows the student to understand all functions of the generator.	07/27/2015 - Students tend to do well in this area because they are not just memorizing the names of the components of the x-ray circuit on a chart. They have been given lecture notes and have had class discussions on the function of each electrical component of the circuitry. This reinforces their knowledge of the circuit when asked to identify each component.
Department - Radiologic Technology (R T) - R T 52C - PRINCIPLES OF RADIOLOGIC TECHNOLOGY III - SLO 2 - Application of knowledge - Differentiate between step-up and step-down transformers. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a multiple choice test, differentiate between step-up and step-down transformers. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 100% of the students will pass the quiz with a score of 72% or higher.	07/27/2015 - 100% of the students passed the transformer quiz with a score of 72% or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Multimedia classroom, current textbook on reserve in the library **GE/IL-SLO Reflection:** The communication, computation, creative, critical, and analytical thinking institutional goals relate to the understanding of step-up and step-down transformers. Students arereading 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 &	07/27/2015 - Continue using the transformer animations as well as examples of transformers found in everyday life to enhance student understanding of this concept.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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.	07/26/2015 - 11/21 students scored 18 or higher on the research paper for a 52.3%. Major reasons for deductions: 42% of students lacked basic proofreading, only 19% had no grammatical errors; 62% had improperly cited references, 38% were perfectly cited. Even with web resources given to students, many citations were not formatted correctly. There were many incidences of run-on sentences. Strengths: 86% followed all formatting criteria, 67% of papers were well organized, 71% showed strong evidence of reasoned reflection, 100% of students' papers contained all required elements. **Result:** Target Not Met **Year This Assessment Occurred:** 2014-2015 **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.	07/26/2015 - The students are supplied with citation examples but it may not be enough for them. In the future, the instructor may have to discuss in depth, how to write citations for research papers. The grammatical errors or inexcusable. Next year the class needs to be sure they understand the point consequence poor grammar and not following directions.

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.	07/26/2015 - 100% of the students achieved 72% or higher on the exam. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **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.	07/26/2015 - Students performed well in the recognition of parts of the CR and DR imaging systems and the corresponding equipment. Digital radiography has been slowly introduced in RT52A, RT52B and RT64 as well as clinically from the first day in the clinical facility. Students may have an easier time handling this knowledge since they have physically used the equipment and the companion courses have laid the groundwork. No changes at this time.
Department - Radiologic Technology (R T) - R T 53 - ORIENTATION TO RADIOLOGIC TECHNOLOGY - SLO 1 - Demonstrate - Demonstrate proper equipment manipulation, patient positioning, and anatomic image evaluation for the abdomen procedure in the clinical setting. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a performance competency skills test the student will demonstrate proper equipment manipulation, patient positioning, and anatomic image evaluation for the abdomen procedure in the clinical setting. **Assessment Method Type:** Field Placement/Internship **Target for Success:** 100% of the students will receive a grade of 80% or greater on the clinical evaluation tool.	09/26/2015 - 100% of the students received a grade of 80% or greater on the clinical evaluation tool (Summer 2015). **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** None. **GE/IL-SLO Reflection:** The institutional goals that relate to this SLO	09/26/2015 - 1. Overall, the students performed well on the mock abdomen procedure. Areas noted that need improvement include: correct marker placement, gonadal shielding, patient centering, centering the CR to the IR and setting technical factors. 2. 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
		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. 3. Continue to invite mentors to participate in the positioning lab activity.
Department - Radiologic Technology (R T) - R T 53 - ORIENTATION TO RADIOLOGIC TECHNOLOGY - SLO 2 - Performance - On a performance competency skills test the student will demonstrate proper medical asepsis techniques and perform 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.	09/26/2015 - 100% of the students received a grade of 80% or greater on the clinical evaluation tool (Summer 2015). **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **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. Proper patient assessment and transport involves judgement, effective listening and speaking skills with diverse patients. Judgment and decision making are also required for the student to adjust to changing clinical situations.	09/26/2015 - Continue to expand the RT50 classroom patient transport discussion. Include instructional videos that demonstrate proper patient transfer techniques.
Department - Radiologic Technology (R T) - R T 53A - APPLIED RADIOGRAPHIC TECHNOLOGY I - SLO 1 - Performance - The student will demonstrate proper positioning in the clinical setting. (Created By Department - Radiologic Technology (R T))	**Assessment Method:** On a clinical competency evaluation, the student will demonstrate good positioning skills. **Assessment Method Type:** Presentation/Performance **Target for Success:**	09/30/2015 - 100% of the students passed the positioning category of the clinical competency evaluation with a score of 6 or higher on a 10 point scale. **Result:** Target Met **Year This Assessment Occurred:**	09/30/2015 - Six of the nine deductions in this category were due to protocols and understanding what to do with them. The Clinical Instructors have continued to make this a priority. Activities will be

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	100% of the students will pass the positioning category of the clinical competency evaluation with a score of 6 or higher on a 10 point scale.	2014-2015 **Resource Request:** Professional development funds for full-time and part-time faculty to stay current, updated textbooks in the library, lab supplies for venipuncture and patient assessment labs. **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.	added to the RT51A course to assist the students in understanding protocols earlier by adding a question in the weekly practice quiz regarding the clinical protocol. The Clinical Instructors and faculty are also reminded at the quarterly Clinical Instructor meeting that these are brand new students and the expectations can not be greater in positioning than the exams they have been taught in the didactic and lab courses.
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.	09/30/2015 - 100% of the students passed the image evaluation category of the clinical evaluation form with a score of 8 or higher on a 10 point scale. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Professional development funds for full-time and part-time faculty to stay current, updated textbooks in the library, lab supplies for venipuncture and patient assessment labs.	09/30/2015 - As the primary issue in this category is anatomy identification and marker placement, Etudes material will be revised to allow for further anatomy practice. The marker placement guide will also be updated and shared with the lab instructors and clinical instructors. There were only three deductions in this area.
Department - Radiologic Technology (R T) - R T 53AL - APPLIED RADIOGRAPHIC TECHNOLOGY LABORATORY I - SLO 1 - Demonstrate - Demonstrate proper	**Assessment Method:** On a performance competency skills test the student will demonstrate proper equipment manipulation and positioning criteria for	04/13/2015 - 100% of students successfully passed the skills test with 80% or greater (Fall 2014). **Result:**	04/13/2015 - A reoccurring issue for some RT students is the need for more time to practice positioning for the skills tests. The faculty will

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
equipment manipulation and positioning criteria for selected radiographic procedures of the chest, abdomen and extremities, applying appropriate patient care and radiation protection principles in the laboratory setting. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	selected radiographic procedures of the chest, abdomen and extremities, applying appropriate patient care and radiation protection principles in the laboratory setting. **Assessment Method Type:** Class/Lab Project **Target for Success:** 100% of the students will successfully pass the skills test with 80% or greater.	Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** The radiology lab (Room 5305) will require ongoing equipment maintenance and repair to remain operational. Additionally, laboratory supplies are needed for students to practice with. These supplies include x-ray film and processor chemicals. **GE/IL-SLO Reflection:** The institutional goals related 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.	reinforce the importance for these students to attend the open labs that are offered three days/week and staffed by RT faculty. At this time approximately 50% take advantage of these open labs.
Department - Radiologic Technology (R T) - R T 53AL - APPLIED RADIOGRAPHIC TECHNOLOGY LABORATORY I - SLO 2 - Application of knowledge - Perform image evaluation and anatomy identification for selected radiographic procedures of the chest, abdomen and extremities. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a performance competency skills test, the student will be able to perform image evaluation and anatomy identification for the radiographic procedures of the chest, abdomen and extremities in the laboratory setting. **Assessment Method Type:** Class/Lab Project **Target for Success:** 100% of the students will successfully pass the skills test will 80% or greater.	04/13/2015 - 100% of the students successfully passed the skills text with 80% or greater (Fall 2014). **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Purchase software that students can use on the lab computers that reinforce the anatomy of the human body and the analysis of x-ray images. **GE/IL-SLO Reflection:** The institutional goal that relates to this SLO is communication and creative, critical and	04/13/2015 - The RT51A instructor continues to augment her anatomy and image analysis curriculum through the introduction of modules and assignments on the Etudes course site. This content is also reinforced in RT 53A, the clinical component of fall quarter, first year.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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.	09/30/2015 - 100% of the students passed the image evaluation section of the clinical evaluation form with a score of 6 or higher on a 10-point scale. The average score in this area was 9.9 out of 10. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Professional development funds for full-time and part-time faculty to stay current, updated textbooks in the library, lab supplies for venipuncture and patient assessment labs. **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.	09/30/2015 - Only 1 out of 21 students had deductions in this area. There was also one issue of low participation during film critique. Increased effort was made to provide opportunities during open lab for anatomy review. The Dicom image project for students to access both on and off campus is still in the planning phase.
Department - Radiologic Technology (R T) - R T 53B - APPLIED RADIOGRAPHIC TECHNOLOGY II - SLO 1 - Demonstrate - The student will demonstrate proper radiation protection during the performance of an extremity competency. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a clinical competency evaluation, the student will demonstrate good radiation protection skills. **Assessment Method Type:** Presentation/Performance **Target for Success:** 100% of the students will pass the radiation protection section of the clinical competency	09/30/2015 - 19 out of 21 or 90% 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 Not Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:**	09/30/2015 - The two students that failed to achieve a minimum of 6 both had a high number of repeats due to clipped anatomy, mis-marking, SID issues. The two students have been provided with an educational plan in an effort to assist them in improving their performance. There were four other

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	evaluation with a score of 6 or higher on a 10 point scale.	Professional development funds for full-time and part-time faculty to stay current, updated textbooks in the library, lab supplies for venipuncture and patient assessment labs. Dicom image library accessble on and off campus by both faculty/students **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.	students with deductions in this area primarily due to collimation issues. The energized lab was opened during the open lab sessions on Mondays in hopes to provide students with opportunties to xray phantoms. This allowed direct hands on practice with collimation and technical factor selection. Another part-time faculty needs to be hired so that this can be done on a consistent basis during all open lab sessions. Scenarios will be created to assist students in furthering their educational opportunities.
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.	04/22/2015 - 100% of the students successfully passed the skills test with 80% or greater. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Radiology lab, rm. 5305, requires ongoing equipment maintenance and repair to remain operational. Lab supplies must be replenished each year. The program would like to tear out the darkroom & use the space for digital endeavors. Funds will be needed **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	05/13/2015 - A reoccurring issue for some RT students is the need for more time to practice positioning for the skills tests. The faculty will reinforce the importance for these students to attend the open labs that are offered three days/week and staffed by RT faculty. At this time approximately 50% take advantage of these open labs.

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 proper positioning and radiation protection techniques. Judgement 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.	04/22/2015 - 100% of the students successfully passed the skills test with 80% or greater. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Radiology lab, Rm. 5305, requires ongoing equipment maintenance and repair to remain operational. Lab supplies must be replenished each year. The program would like to tear out the darkroom & use the space for digital endeavors. Funds will be needed. **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. **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.	05/13/2015 - The RT51A instructor continues to augment her anatomy and image analysis curriculum through the introduction of modules and assignments on the Etudes course site. This content is also reinforced in RT 53B, the clinical component of winterquarter, first year.
Department - Radiologic Technology (R T) - R T 53C - APPLIED RADIOGRAPHIC	**Assessment Method:** On the clinical evaluation form, the student	10/08/2015 - 100% of the students passed the positioning category on the clinical evaluation form	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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	will demonstrate good positioning skills of the spine. **Assessment Method Type:** Presentation/Performance **Target for Success:** 100% of the students will pass the positioning category on the clinical evaluation form with a score of 6 or higher on a 10-point scale.	with a score of 6 or higher on a 10-point scale. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Dedicated patient simulation room for use by the RT, Respiratory and Paramedic programs. This will allow for increased interprofessional education and focused educucation utilizing senarios. **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.	10/08/2015 - A drop in scores was noted this quarter in comparison to last year. Last year's average score was 9.02, while this year the average score in the positioning category was 8.76. One of the primary causes noted for the deductions was a lack of skill with patient assessment. Patient assessment is an essential skill for the radiographer to have. This includes technical aspects of the exam as well as patient safety issues. Scenario education needs to be incorporated into the program education both earlier and in a realistic setting. A patient simulator was purchased and will be used to work on some of the key elements of assessment. The environment that the patient simulator is in will need to be comparable to the clinical environment in order to achieve the highest possible results.
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)) **Course-Level SLO Status:** Active	**Assessment Method:** On a clinical evaluation form, the student will demonstrate their knowledge of anatomy and pathology of the spine. **Assessment Method Type:** Presentation/Performance **Target for Success:** 100% of the students will pass the image quality section of the clinical competency evaluation with a score of 6 or higher on a 10 -point scale.	10/08/2015 - 100% of the students passed the image quality section of the clinical competency evaluation with a score of 8 or higher on a 10-point scale. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Dedicated patient simulation room for use by the RT, Respiratory and Paramedic programs. Dedicated classroom space in 5210 to allow for additional student/faculty	10/08/2015 - The only issue for this quarter for this particular area on the clinical competency evaluation was two deductions, one for preparation and one for anatomy recall. Overall no issues in this area this quarter. This SLO will be changed for the next assessment cycle.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		workshops to provide support to at promise students in the program. **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.	07/27/2015 - 100% of the lab students passed their lab skills test at 80% or greater. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **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, needles and syringes 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. Judgmentand decision-making are also required for students to adjust to diverse patient situations.	07/27/2015 - As this is the students 3rd quarter in the positioning lab we do not see as many errors with equipment manipulation anymore. The positioning skills presented this quarter however, were challenging. Some students concentrated so much on the positioning that they would forget little details like proper marker placement. These labs run like a fine oiled machine. Instructors should continue to encourage students to attend open lab to get more practice time in. Instructors should encourage those students who catch on quickly to practice the protocols from their particular hospital and.or help their classmates who may need additional help.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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.	07/27/2015 - 100% of the students passed the lab skills test with 80% or greater. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **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, needles and syringes 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.	07/27/2015 - There were a few students in a couple of the labs that would forget one piece of anatomy on every other skills test. This tended to occur the more tasks they had in the queue such as classroom tests or quizzes or presentations in the clinic. Instructors should discuss time management with these students who may be spending more time on the positioning criteria and not as much time on anatomy. Anatomy is reinforced in the classroom and clinical setting as well as the lab.
Department - Radiologic Technology (R T) - R T 53D - APPLIED RADIOLOGIC TECHNOLOGY IV - SLO 1 - Demonstrate - The student will demonstrate the proper positioning criteria for selected radiographic procedures in the clinical setting. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a performance competency skills test the student will demonstrate proper positioning criteria for selected radiographic procedures in the clinical setting. **Assessment Method Type:** Presentation/Performance **Target for Success:** Students will average 8.0 on a 10.0 point scale	10/08/2015 - 100% of students averaged 8.0 on a 10.0 point scale. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Professional development funds for full-time and part-time faculty to stay current, updated textbooks in the library, lab supplies for venipuncture and patient assessment labs. **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	10/08/2015 - The score this year is slightly lower than last year, dropping from 9.0 to 8.92. 10 out of the 19 students assessed had a deduction taken for various reasons. Protocol knowledge and communication were the two primary reasons for the deductions. This is a major transition point in the program. Students move from spending two days a week in clinic to four days a week in clinic. This paired with a move to a new clinical site makes for a lot of adjustment. An idea that has been discussed at our quarterly Clinical Instructor Meetings is to move from four

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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.	clinical rotations to three. Currently, students enter the clinical setting during a 6 day orientation and one quarter (2 days/week) at their first clinical site. The next clinical site is for 2 quarters (2 days/week). The 3rd rotation is for two quarters, 22 weeks total for 32 hours per week. The last rotation is two quarters (24 weeks) at 32 hours per week. In order to provide more acclimation and knowledge building time as well as to allow for a decrease to the effects of the summer transition period, reducing the rotations to three was suggested. The orientation and two quarters (2 days per week) would comprise the first rotation, the second rotation would be the 3rd quarter (2 days per week), Summer and Fall both of which are 32 hours per week. This would allow a student to acclimate during the third quarter so they should be able to accomplish more during the summer and fall quarters. No change would occur to the final rotation. If this proposal is approved it will be implemented in Fall 2016 for the new incoming class. Data would be collected to evaluate if this change has any effect.
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	**Assessment Method:** Students will be shown 40 radiographic images and must critique the images for correct anatomy, positioning, and technical factor usage.	10/08/2015 - 100% of the students scored 34 or higher on the assessment. The average score was 36.57/40. Specific areas of concern were similar to last year: obliquity identification for UGI (5/19), identifying the directionality of rotation on a	10/08/2015 - The three areas of concern will be reinforced in the RT51A and 51B courses as well as the corresponding lab classes RT53AL and BL. To address the

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
various radiographic procedures. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** Students will average 34.0 on a 40.0 point scale	lateral knee (7/19 struggled), and identifying proximal anatomy on a lateral humerus (6/19 struggled). Overall the scores were increased from last year. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Professional development funds for full-time and part-time faculty to stay current, updated textbooks in the library, lab supplies for venipuncture and patient assessment labs. **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.	students who recently took the assessment, the Clinical Instructors will be informed of the deficiencies so they can be aware of them during the Fall Quarter quizzes. These quizzes only address the bony anatomy deficiencies. The UGI exam is covered in the Winter Quarter quizzes. The quiz scores will be reviewed to determine if there has been any improvement.
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.	12/14/2015 - 100% of the students received a grade of 72% or greater on the test (Fall 2015). **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** 1. PPE supplies for the radiology laboratory (gloves, gowns, mask and goggles). 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, creative, critical and analytical thinking and community /global consciousness and responsibility.	12/14/2015 - Develop a PPE activity to be performed in the radiology laboratory (RT53AL) during the Fall quarter. This activity will reinforce proper donning of PPE as outlined by the CDC.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Students are required to read the textbook and apply the knowledge to clinical situations. They are also required to use judgment when dealing with different types of PPE and infection situations.	
Department - Radiologic Technology (R T) - R T 54A - BASIC PATIENT CARE FOR IMAGING TECHNOLOGY - SLO 2 - Describe - Describe vital signs used to assess patient condition. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a multiple choice test the student will describe vital signs used to assess the patient's condition. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 100% of the students will receive a grade of 72% or greater on the test.	12/14/2015 - 100% of the students received a grade of 72% or greater on the test (Fall 2015). **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** 1. Laboratory supplies to practice vital sign assessment. 2. Simulation model to practice patient assessment techniques. **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.	12/14/2015 - 1. Develop a group problem solving activity based on clinical situations. 2. Purchase basic medical equipment for instruction, demonstration and practice (sphygmomanometers, etc.).
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:**	**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.	07/22/2015 - 100% of the participants achieved 72% or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Simulation room. Patient simulator. Designated classroom to be shared by respiratory, radiology and paramedic programs. **GE/IL-SLO Reflection:**	07/22/2015 - Students did very well discussing informed consent. SLO will be changed next year to focus on practice standards. Students will evaluate a scenario utilizing the ASRT Radiography Practice Standards. They will discuss what elements of the practice standard and bioethical issues were violated as well as what the technologist should have done to avoid the issue to begin with.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active		This SLO relates to all four of the IL-SLO's regarding communicating to the patient in a such a way to achieve understanding of the procedure and allowing them to make a fully informed decision. This requires analyzing of data, identifying and responding to the learning style of the patient as well as demonstrating ethical behaviors.	
Department - Radiologic Technology (R T) - R T 54B - LAW & ETHICS IN MEDICAL IMAGING - SLO 2 - Knowledge - Define specific legal doctrines to include vicarious liability, repondeat superior, and res ispa loquitur and how they apply to the practice of Radiologic Technology. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** The student will demonstrate this knowledge in a 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.	07/22/2015 - 100% of the participants achieved 72% or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Simulation room. Patient simulator. Designated classroom to be shared by respiratory, radiology and paramedic programs. **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.	07/22/2015 - Students were able to successfully demonstrate their knowledge regarding legal doctrines on a test. This year I expanded this area to include practice standards which govern standard of care in the field of Radiologic Technology. Next year I would like to include the ARRT Rules of Ethics to enhance students understanding of their role in relation to the law.
Department - Radiologic Technology (R T) - R T 54C - RADIOGRAPHIC PATHOLOGY - SLO 1 - Application of Knowledge - Determine proper exposure factors, patient care and anatomical positioning based on	**Assessment Method:** On a multiple choice test, the student will define the pathology of the respiratory, osseous, urinary, gastrointestinal, central nervous, and hemopoietic system.	06/25/2015 - 100% of the students achieved 72% or higher on the exam. **Result:** Target Met **Year This Assessment Occurred:**	06/25/2015 - 1. Update the lectures with more sectional anatomy images (CT and MRI). 2. Include more spot check questions throughout the

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
manifestations of pathological conditions related to respiratory, osseous, fractures, urinary, gastrointestinal, hepatobiliary, central nervous, hemopoietic and endocrine systems (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 100% of participants will achieve 72% or higher on the exam.	2014-2015 **Resource Request:** 1. Pathology models and posters to support topic discussion. 2. Faculty professional development is required to maintain currency in the subject matter. 3. 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 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	weekly lectures. 3. Increase the number of questions on the final review activity.
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.	06/25/2015 - 100% of the students achieved 72% or higher on the exam. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** 1. Library reference books for the stack and reserve section. 2. 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	06/25/2015 - 1. Include more radiographic images that demonstrate various pathologies. 2. Increase the number of image examples on the weekly quizzes and final review activity.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		each patient and the ramifications of the diagnosis.	
Department - Radiologic Technology (R T) - R T 61B - RADIOLOGY RESEARCH PROJECT - SLO 1 - Research - Conduct extensive research on an assigned medical imaging topic and create a PowerPoint and scientific display utilizing the research. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** The student's research project will be assessed using a project checklist. **Assessment Method Type:** Presentation/Performance **Target for Success:** 100% of the student will receive a grade of 72% or greater on the overall project.	07/22/2015 - 100% of the student earned 72% or greater on the overall project. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Dedicated simulation room. Patient simulator, c-arm and portable equipment to simulate ER and ICU environments. **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.	07/22/2015 - Overall the students did very well this year. A major change was that all students were able to pick their groups and their topics. 100% of the groups presented their scientific display boards at a national conference as well. This will continue next year. The displays will be due a week prior to shipping to Las Vegas to ensure that the content and overall appearance meets a specific standard. The initial project grade will be performed by the instructor prior to shipping the boards. Additional assessments will be performed by the clinical instructors to provide groups with additional perspectives regarding their work.
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.		
	Assessment Method: The student's oral presentation will be assessed using a rubric. **Assessment Method Type:** Presentation/Performance **Target for Success:**	07/22/2015 - 100% of the students achieved 72% or higher on the rubric. The average score for the class was 92%. **Result:** Target Met **Year This Assessment Occurred:**	07/22/2015 - The students did extremely well on the oral presentation portion of their project. A new addition this year was audience participation. Each student

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	100% of the students will achieve 72% or higher on the rubric.	2014-2015 **Resource Request:** Dedicated simulation room. Patient simulator, c-arm and portable equipment to simulate ER and ICU environments. **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.	in the class was required to evaluate each groups performance and provide constructive feedback for improvement. This feedback was typed up and provided to each group with their grading rubric. This inspired a continued commitment to the course after a students particular speaking engagement was completed. Each student also had to evaluate and reflect on their team's as well as their personal performance.
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.	12/14/2015 - 100% of the students received a grade of 72% or greater on the test (Fall 2015). **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** 1. Library reference books for the stack and reserve section. 2. Faculty professional development is required to maintain currency in the subject matter. **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.	12/14/2015 - 1. Continue to show a MR safety video. 2. Develop a MR safety quiz to reinforce safety lecture material. 3. Continue having the students complete a MR screening sheet for individuals. 4. Update lecture to include new imaging techniques.
Department - Radiologic Technology (R T) -			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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.	12/14/2015 - 100% of the students received a grade of 72% or greater on the test (Fall 2015). **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** 1. Faculty professional development is required to maintain currency in the field for both CT and MRI. 2. Sectional anatomy textbooks for library use (reserve and stacks) 3. Sectional anatomy software (images) to support the anatomy lecture. **GE/IL-SLO Reflection:** This SLO is related to the following institutional goals - communication and creative, critical and analytical thinking. The students must be able to evaluate, identify and critique specific anatomic structures demonstrated on CT and MRI images. Judgment must be used when evaluating anatomy that appears different due to patient pathology.	12/14/2015 - 1. Update the take home assignment with a variety of new images. 2. Include more sectional images that display pathology in the lecture discussion.
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.	03/26/2015 - 100% of the students received a grade of 72% or greater on the test. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **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, criticaland analytical thinking. The students are required to read and analyze the textbookmaterial and apply that information	03/26/2015 - 1. Continue to develop the interactive group activities to include ipad and computer applications of the skull to support anatomy identification and positioning evaluation. 2. Incorporate more digital images from the clinics to reinforce critical thinking and image analysis.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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	
Department - Radiologic Technology (R T) - R T 62B - SPECIAL PROCEDURES & EQUIPMENT - SLO 2 - Describe - Describe image production and related equipment components in the angiographic imaging process. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a multiple choice test the student will describe image production and related equipment components in the angiographic imaging process. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 100% of the students will receive a grade of 72% or greater on the test.	03/26/2015 - 100% of the students received a grade of 72% or greater on the test. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **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 outcome is related to the institutional goals of communication and creative, critical and analytical thinking. The students are reading and analyzing the lecture material that relates to angiographic equipment and the imaging process. Judgment and decision making are necessary when identifying the various angiographic components.	03/26/2015 - 1. Continue to update the angiographic equipment lecture by adding more clinical photos to support the topic. 2. Include videos that demonstrate angiographic procedures.
Department - Radiologic Technology (R T) - R T 62C - PROFESSIONAL DEVELOPMENT IN RADIOLOGY - SLO 1 - Professional Development - Describe the process of professional development and outline the steps required for continuing education and life-long learning in radiology. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** 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.	07/22/2015 - 100% of the students receieved a grade of 72% or greater on the reflection paper. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Dedicated simulation room. Patient simulator, c-arm and portable equipment to simulate ER and ICU environments. **GE/IL-SLO Reflection:**	07/22/2015 - Students completed a reflection paper on what they will accomplish in the next five years, how they best learn and listed three continuing education opportunities. This assignment has been rolled into the course portfolio. No changes to this particular area at this time. The portfolio was due earlier in the quarter. This allowed the last portion of the quarter to

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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.	involve visitors from hospitals and past graduates to provide insight and guidance to the students. This will be done next year as well.
Department - Radiologic Technology (R T) - R T 62C - PROFESSIONAL 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	**Assessment Method:** Students will respond on a discussion board 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.		
Department - Radiologic Technology (R T) - R T 63 - ADVANCED RADIOGRAPHIC PRINCIPLES - SLO 1 - Application of Knowledge - The student will pass a 25-point test on patient care with a score of 75% or higher. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** The student will be given a 25-point test on patient care, one of the five content specifications 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 75% or higher.	07/27/2015 - 100% of the students passed the patient care test with a score of 75% or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Multimedia classroom,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:**	07/27/2015 - The SLO was changed this year to accommodate an SLO that can be measured. The class average on this test was 95%. This demonstrates that the reading assignments, online assignments and in class preparation is adequate at this time. No changes.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		The computation and creative, critical and analytical thinking institutional goals relate to this SLO. Students in the ARRT Registry Review class must critical think and compute 100 registry-like questions in preparation for the national exam.	
Department - Radiologic Technology (R T) - R T 63 - ADVANCED RADIOGRAPHIC PRINCIPLES - SLO 2 - Application of Knowledge - The student will pass a 15-point quiz on imaging procedures with a score of 75% or higher. (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 75% or higher.	07/27/2015 - 100% of the class scored 75% or higher on the imaging procedures quiz. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Multimedia classroom, current textbook on reserve in the library **GE/IL-SLO Reflection:** The communication institutional goal relates to the understanding of positioning skills in radiologic technology in the classroom and clinical setting. In this class, students need to read and analyze positioning problems from throughout the radiography curriculum.	07/27/2015 - The SLO was changed this year to an SLO that is measurable. The class average of this quiz was 94% which demonstrates that the preparation the students are receiving and the work they are putting in is reflective of their scores. No other 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)) **Course-Level SLO Status:** Active	**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 minimum of 6 out of 10 points for the following categories: radiation protection, patient care, positioning, and equipment.	10/03/2015 - 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:** 2014-2015 **Resource Request:** Dedicated program counselor, dedicated simulation lab space to increase patient assessment techniques, emergency procedures and increase interprofessional education. Equipment; C-Arm and portable that students struggle with in clinic.	10/03/2015 - 100% of the students scored an 8 or higher in the four categories. This quarter represents the second half of a clinical rotation so the expectation is that the students should do better in comparison to the Summer Quarter. The average score out of 10 was 9.43 which was higher than the previous quarter where the average score was 9.0. The primary issues noted were 4 deductions for collimation and 1 for shielding. The average score for patient care was 10 out of 10. This was a vast

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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.	improvement from the Summer Quarter average score of 9.09. No deductions in this category. The average score in positioning was 9.24/10 an improvement from 9.09. Eight deductions were taken in this category. The primary issues were related to recalling proper protocols and exam details. The common link amongst five of the deductions was directly related to spine exams and 2 were related to scapular Y exams. The average for equipment was 9.90 an increase from 9.82. The only deduction taken was due to detente. Overall the students are doing well in all categories. The increase in scores is expected in the latter half of a clinical rotation as the students become more familiar with the specifics of their clinical site. Efforts will be increased during the summer quarter to increase students knowledge and get them into their comfort zone quicker.
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.	10/04/2015 - 100% of the participants achieved a minimum of 8 out of 10 points for the Image Analysis category. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015	10/04/2015 - The average score for this category was 9.24 a drop from the Summer average of 9.55. The primary reason for the change is that Image Analysis Quizzes are given during this quarter that are not conducted over the Summer. Eight students scored an 8 out of 10 in this category due to their performance on the quizzes. Wrist, elbow, calcaneus and sunrise were noted as the exams these students

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			struggled the most with. Quiz scores in the Winter Quarter will be used to evaluate for improvement in this area. These exams were taught didactically, in lab and in clinic during the students first quarter of the program, Fall 2013. This demonstrates what they are able to recall.
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.	10/04/2015 - 100% of the participants achieved a minimum of 8 out of 10 points for the following categories: radiation protection, patient care, positioning, and equipment. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Lab supplies including venipuuncture supplies to meet California Dept. of Public Health mandates, removal of the film processor from 5305 to gain room in the lab and revise workflows, radiographic phantoms. **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.	10/04/2015 - The average score for the Radiation Protection category was 9.14. This is a drop from Fall's 9.43. The primary reason for the lower score was the students started a new clinical rotation. The interesting thing to note is that the scores were higher than the Summer Quarter's average of 9.0 indicating a higher level of skill had been achieved. Of the 9/21 deductions, 8 were due to collimation. It should be noted that collimation varies from clinical site to clinical site. This score is a direct reflection of the students attempt to assimilate to their new clinical environment. The average score for equipment was 9.81, again a drop from Fall's 9.90 and equal to Summer. There were only two deductions in this category, one for switching from table top to bucky, the other for c-arm knowledge. The average score for positioning was 9.71 a large increase from the average score in Fall of 9.24. Only 3/21 had deductions in this category

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			and it was due to speed and protocol knowledge. Patient care had an average score of 9.90. There was 1/21 students that had a deduction due to lack of assertiveness. This is a slight drop from Fall. The students are doing well in these areas and we will continue to monitor for trends. The faculty is looking into ways to increase educational opportunities with c-arm equipment.
Department - Radiologic Technology (R T) - R T 63B - RADIOGRAPHIC CLINICAL PRACTICUM II - SLO 2 - Performance - Perform image evaluation, which includes anatomy and pathology identification for various radiographic procedures. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On the clinical evaluation form the student will perform image evaluation, which includes anatomy and pathology identification for various radiographic procedures. **Assessment Method Type:** Field Placement/Internship **Target for Success:** 100% of the participants will achieve a minimum of 6 out of 10 points for the Image Analysis category.	10/04/2015 - 100% of the participants achieved a minimum of 8 out of 10 points for the Image Analysis category. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Dicom images stored on the lab computers available to students off-site as well as in the classroom for instructor use. Simulation lab, faculty continuing education, radiographic phantoms, GE OEC University to increase students C-Arm knowledge. **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.	10/04/2015 - The average score in the image analysis category was 9.33, an increase from the Fall' 9.24. This reflects 7/21 students having a deduction in this category. The primary focus is contrast exams which are not performed as often in the clinical setting as in the past. These quizzes are an excellent way to revive what the students are taught during the second quarter of the program, one year ago from this point. Primary areas of weakness were UGI, IVU, Hip anatatomy, BE projections, and c-spine obliques. The biggest detriment to achieving a true increase in the students knowledge is the lack of off-hour review opportunities. Dicom images of these exams are needed for students to review. We have these images stored on computers in 5305, but they are not available to these students. In the second year these students are in the clinical

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			environment 32 hours per week and in didactic course 8 hours per week. Due to accreditation restrictions, no additional hours can be added. The only answer is to provide off-hour and off-site opportunities for individual student enrichment. This would require internet access to the content stored on the lab computers.
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.	10/05/2015 - 100% of the participants achieved a minimum of 8 out of 10 points for the following categories: radiation protection, patient care, positioning, and equipment. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Professional development funds for full-time and part-time faculty to stay current, updated textbooks in the library, lab supplies for venipuncture and patient assessment labs. **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.	10/05/2015 - The average score for the Radiation Protection category was 9.53. This is an increase from Winter's 9.14. Of the 5/21 deductions, 3 were due to collimation, 2 during the exam and 1 post exam and 2 were due to wrong exams performed. The incorrect exams will be monitored carefully. The students are very close to graduation and work under indirect supervision. The average score for equipment was 10.0, an increase from Winter's 9.81. There were no deductions in this category. The average score for positioning was 9.52 a drop from Winter's 9.71. 6/21 had deductions in this category and it was due to speed and protocol knowledge for more complex and rare exams. Patient care had an average score of 9.90. There was 1/21 students that had a deduction due to lack of assertiveness. No change from Winter Quarter. The students are doing well in these areas and we will continue to

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			monitor for trends. Overall the scores improved with the exception of positioning. This will be presented at the December Clinical Instructor Meeting to determine if there were any unrecognized causes.
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.	10/05/2015 - 100% of the participants achieved a minimum of 8 out of 10 points for the Image Analysis category of the Clinical Evaluation Tool. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Internet access from off-campus to the dicom image library housed in 5305 to continue expanding opportunities for student learning. Simulation lab to integrate student learning as well as interprofessional education, continuing education for faculty **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.	10/05/2015 - The average score in this category was 9.71 an increase from Winter Quarter's average score of 9.33. 3/21 students had deductions in this category primarily due to: BE, Skull, c-spine, upper extremity. These exams are taught didactically during the first three quarters of the program. In order to support continued review and expand critical thinking opportunities, it is important that DICOM images be made available to the students during off-hours. The program has a large collection of DICOM images, but they are only available in person in the 5305 lab. During the second year, students are only on campus Wednesdays and are scheduled all day in didactic courses. Due to accrediting language, students can not be required to be on campus or in clinic beyond 40 hours per week. The clinical and didactic load alone equals 40 hours. This review is essential as Spring Quarter is utilized for National Board preparation. Having access to the images would provide a boost to the

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			students educational pursuits. This could also increase the overall scores on the ARRT exam which have dropped in the individual categories over the past three years.
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	09/12/2015 - 100% of the class passed the exam with a score of 72% or higher. This is good since 75% is needed overall to pass the ARRT exam in radiography. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Multimedia classroom, QC phantoms & equipment for demonstration purposes **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.	09/12/2015 - This is an extremely important component of the ARRT Fluoroscopy Exam. The students do well so no changes 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%	09/12/2015 - 100% of the class passed the test with a minimum score of 72%. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Multimedia classroom, QC phantoms & equipment for demonstration purposes **GE/IL-SLO Reflection:**	09/12/2015 - No changes at this time. This course runs very well with the lecture material to introduce the subject matter and lab component to reinforce with hands on experience.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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.	03/26/2015 - 100% of the students received a grade of 72% or greater on the test. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **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.	03/26/2015 - 1. Continue to update the curriculum as outlined by the ARRT Mammography content specifications. 2. Expand the pathology lecture by including more digital images. 3. Continue to develop the comprehensive laboratory activity by adding more pathology examples.
Department - Radiologic Technology (R T) - R T 65 - MAMMOGRAPHY - SLO 2 - Application of knowledge - Explain image production and related equipment components to the mammography imaging process including quality assurance and quality control. (Created By Department - Radiologic Technology (R T)) **Course-Level SLO Status:** Active	**Assessment Method:** On a multiple choice test the student will demonstrate knowledge of image production and equipment components related to the mammography imaging process including quality assurance and quality control. **Assessment Method Type:** Exam - Course Test/Quiz **Target for Success:** 100% of the students will receive a grade of 72% or greater on the test.	03/26/2015 - 100% of the students received a grade of 72% or greater on the test. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Request funds to purchase a Mammography QC (quality control kit) to support lecture material **GE/IL-SLO Reflection:** The institutional goals that relate to this SLO include: communication, computation,	03/26/2015 - 1. Expand the instrumentation and equipment lecture by adding Digital Tomosynthesis (images and video). 2. Continue to update the equipment and QC lecture with any state and/or federal regulation changes. 3. Include more QC questions on the comprehensive lab activity.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		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.	09/29/2015 - 100% of the participants achieved 72% or higher on the exam. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Dedicated simulation room. Patient simulator, c-arm and portable equipment to simulate ER and ICU environments. **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.	09/29/2015 - The students did very well on the midterm and the venipuncture labs. Hubs unfortunately were not purchased. Stopcocks were purchased instead which did not have the same result. In an effort to not just meet state regulations, but to exceed them, all students who wish to participate, live patient sticks will be performed in conjunction with the Paramedic Program. As the course objectives have been met with the labs, this activity will be limited to those that wish to participate.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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.	09/29/2015 - 18 out of 19 students achieved 72% or higher on the final exam. **Result:** Target Not Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Dedicated simulation room. Patient simulator, c-arm and portable equipment to simulate ER and ICU environments. **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.	09/29/2015 - Many changes were made this year to enhance this course. Most notably were the weekly practice tests on Etudes to inspire students to utilize the textbook during the second half of the quarter as well as mini quizzes at the beginning of each class. This helped reduce the amount of procrastination that has been observed in prior years. All of the changes came directly from the last class in the Summer of 2014. A target group of students were interviewed to determine what would have helped them succeed. The one student that did not pass the final exam admitted that he/she did not study the material. Due to the requirement that all students pass the final exam in order to move onto the next quarter the student took a similar exam a week later and passed with no issues. Feedback from the students in the Summer 2015 course indicated that the practice quizzes were helpful and should remain. The textbook should be revised in the coming year so this should be helpful as well. A major impediment to 100% of students achieving competency in the past 4 years is the lack of hands on opportunities to simulate contrast reactions and how to deal with them. A simulation lab is not only an effective way to allow students to gain understanding it is vital in a program like ours. The majority of the RT students are kinesthetic

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			learners. During AHS50A, students are required to take the VARK to find out how they learn best. The RT/Respiratory Therapy and Paramedic Programs were awarded a grant to purchase a patient simulator. Having a dedicated lab space that would not interfere with any other program courses is vital to the success of this endeavor. Dr. Van Dalsem, the RT Program Medical Director has been approached regarding creating patient simulation opportunities focusing on medication reactions. This is a vital part of training that could save someones life. Our students need to be able to assess a patient for symptoms as well as what action to take. Research has shown that simulations of real events is the best way to prepare for the real event.

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 - Graduates will pass the ARRT National Boards with a score of 75% or higher. **Year PL-SLO implemented:** End of Academic Year **SLO Status:** Active	**Assessment Method:** HESI Exam **Assessment Method Type:** Exam - Standardized **Target:** 100% of the students will pass the HESI Exam in RT63 with a score of 75% or higher.	09/29/2015 - 100% of the students passed the HESI exam in RT63 with a score of 88% or higher. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Dedicated simulation room. Patient simulator, c-arm and portable equipment to simulate ER and ICU environments. **GE/IL-SLO Reflection:** The HESI Exam requires critical thinking, computation, and community/global consciousness and responsibility on the part of the student because students must be cognizant of all aspects of the Radiologic Technology Profession from Radiation Protection, to Dose Mangement, Pathology, Patient Care, Ethics and Medical Law, Imaging Procedures and Analysis.	09/29/2015 - The HESI Exam is a mock exam given to the students two weeks before they sit for the ARRT National Boards. It provides information directly to the program and the student regarding areas of strength and weakness in the individual student as well as the program as a whole. Student did better on the HESI overall in comparison to last year, but have scored higher than the National Average for the past 5 years. Due to the primary physics instructors not teaching for part of the last two years, the scores next year will be evaluated to see if the primary instructor teaching all of physics courses has any impact. The topics were shared with each of the faculty for assessment as to what changes in the curriculum may be warranted in the future.
	Assessment Method: ARRT National Board Exam **Assessment Method Type:** Exam - Standardized **Target:** 100% of the students will pass the ARRT exam with a score of 75% or higher.	09/29/2015 - 100% of the students passed the ARRT exam with a score of 75% or higher on the first attempt (21/21). **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Simulation room. Patient simulator. Designated classroom to be shared by respiratory, radiology and paramedic	09/29/2015 - All 21 students passed the ARRT National Boards the first time taking it. This is an improvement from last year when 29 out of 30 passed on the first attempt. The individual who did not pass on the first attempt, passed on their second attempt. Due to the lower number of students taking the test (30 in 2014 in comparison to 22 in 2015) the data needs to be

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		programs. **GE/IL-SLO Reflection:** The ARRT National Exam requires critical thinking, computation, community/global consciousness and responsibility on the part of the student because students are tested on every aspect of the education they received in the Radiologic Technology Program. This includes Radiation Protection, Patient Care, Positioning, physics, and pharmacology to name a few.	evaluated very carefully. The faculty has decided not to make any changes to the curriculum until the Class of 2016 takes the exam. The exam results will be compared to the Class of 2016 due to the similar size of the classes. The other issue that needs to be kept in mind is that the scoring for the test changed in 2013. Six additional questions need to be answered correctly for the graduate to achieve the 75% pass rate.
Program (BHS-RT) - Radiological Technology AS - 2 - 75% of graduates will be employed within 6 months of graduation. **SLO Status:** Active	**Assessment Method:** Clinical Instructor Survey during the December Clinical Instructor Meeting. **Assessment Method Type:** Data **Target:** 75% of the graduates will be employed within 6 months of graduation.	12/15/2015 - 100% of the graduates were employed within 6 months of graduation. Last year employment at 6 months was around 85%. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** C-arm, portable machine, simulation room, GE Tips Access, ASRT modules on Patient Safety **GE/IL-SLO Reflection:** Employment rates relates to all aspects of the institutional SLOs. A graduate must demonstrate critical thinking, computation, communication and community consciousness and responsibility. These are all core attributes of a Radiologic Technologist and speak directly to the ASRT Radiologic Technology Code of Ethics.	12/15/2015 - At the quarterly Clinical Instructor meeting on Dec. 8th, the Clinical Instructors representing all of our clinical affiliates were surveyed. 21 out of 21 of the graduates were employed as per diem, part-time or full-time employees within 6 months of graduation. The majority of those employed were at hospitals, which is different from last year, where the majority were employed at clinics. This is a key aspect in planning to ensure that future graduates are competent. Surgical and portable imaging are both part of the scope of practice for a hospital-based Radiologic Technologist. That means that ensuring competence in these two areas is key to ensuring employment. Major efforts will be made in the coming year to increase student access to training opportunities both with c-arm and

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			portable machines. The only time a student trains to use both of these pieces of equipment is during exams and procedures requiring them. This does not allow for building of foundation skills and knowledge. Purchasing both of these types of equipment and utilizing them on campus is crucial to this mission. Opportunities teaming up with our affiliates and the manufacturer GE are short term interventions when there is money available. Purchasing this equipment would allow for it to be a dedicated part of the didactic/laboratory student experience.
	Assessment Method: Online Graduate Survey given during Fall Quarter after the students graduate. **Assessment Method Type:** Data **Target:** 75% of graduates will be employed within 6 months of graduation.	10/04/2015 - 95% of the graduates were employed within 3 months of graduation. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Professional development funds for full-time and part-time faculty to stay current, updated textbooks in the library, lab supplies for venipuncture and patient assessment labs. **GE/IL-SLO Reflection:** Employment rates relates to all aspects of the institutional SLOs. A graduate must demonstrate critical thinking, computation, communication and community consciousness and responsibility. These are all core attributes of a Radiologic Technologist and speak directly to the	10/04/2015 - 20 of the 21 graduates were employed within 3 months of graduation. This is very impressive as it takes anywhere from 1-3 months to take the ARRT National Boards, submit proof of passing the boards to the RHB, and have their license listed on the online certification page. A second test is required for fluoroscopy, so many institutions will not hire new grads until they have taken this test. The state of California is considering not requiring the 2nd test to become permitted in fluoroscopy.

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		ASRT Radiologic Technology Code of Ethics.	
Program (BHS-RT) - Radiological Technology AS - 3 - 75% of students enrolled in Fall Quarter of the first year will graduate from the program. **SLO Status:** Active	**Assessment Method:** First Year Fall Quarter Class Census **Assessment Method Type:** Data **Target:** 75% of the students enrolled in the first year Fall Quarter will continue onto the Winter Quarter.	09/29/2015 - 100% of (22/22) Students enrolled in the First Year Fall Quarter 2013 continued on to the Winter Quarter. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Dedicated simulation room. Patient simulator, c-arm and portable equipment to simulate ER and ICU environments. **GE/IL-SLO Reflection:** The student retention rate speaks directly to the Workforce portion of Foothill College's Mission. The Radiologic Technology Program prepares students to graduate and obtain high paying jobs that will allow them to improve their lives and serve their communities by working at hospitals and clinics in Santa Clara County and other surrounding counties.	09/29/2015 - Student retention rate very high at this time during the program. Open lab hours, imbedded tutors and educational plans continue to be the bedrock of ensuring that students have the support they need, and that interventions are taking place early enough in the program to help students succeed.
	Assessment Method: Second Year Spring Quarter Class Census **Assessment Method Type:** Data **Target:** 75% of the students enrolled in the Fall Quarter of the first year will still be enrolled in the Spring Quarter of the Second Year.	09/29/2015 - 95% (21/22) Students enrolled in the Fall Quarter of the first year were still enrolled in the Spring Quarter of the Second Year. **Result:** Target Met **Year This Assessment Occurred:** 2014-2015 **Resource Request:** Dedicated simulation room. Patient simulator, c-arm and portable equipment to simulate ER and ICU environments. **GE/IL-SLO Reflection:** The student retention rate speaks directly to the Workforce portion of Foothill College's Mission. The Radiologic Technology	09/29/2015 - Overall the retention rate for this class is quite high at 95%. One student was dismissed due to poor performance in the clinical setting. Opportunities continue to be explored to simulate clinical settings and allow students to gain important skills that are necessary to be successful as a Radiologic Technologist. The 5 year average for program retention has been increasing on a yearly since 2010. The five year average for 2010-2014 was 80%. The five year average for 2011-2015 will be

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		Program prepares students to graduate and obtain high paying jobs that will allow them to improve their lives and serve their communities by working at hospitals and clinics in Santa Clara County and other surrounding counties.	87.6%.