## 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

**Division Name:** Biological and Health Sciences

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

| Name | Department | Position |
|---|---|---|
| Rachelle Campbell | RT | Program Director/Faculty |
| Jenene Key | RT | Clinical Coordinator/Faculty |
| Bonny Wheeler | RT | Radiation Safety Officer/Faculty |
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**Number of Full Time Faculty:** 3 **Number of Part Time Faculty:** 3

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

Claudia Flores, Health Careers Coordinator – BHS Division employee shared by all of the Allied Health Programs. Only a small percentage of Claudia's time is spent assisting the Radiologic Technology Program, approximately 15%.

## 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 an overall decline in enrollment from three years ago, but demonstrates steady enrollment over the last two years as 22 students have been accepted each year. The decline in enrollment was due entirely to the loss of several clinical sites in 2013-2014. The program is restricted regarding the number of students that can be accepted based on the number of clinical spots available. A great amount of work has been done over the past year to ensure stable clinical affiliations and to add new clinical sites. New clinical opportunities have been implemented over the last year with the addition of PAMF - Fremont as a stand alone rotation and PAMF-Sunnyvale as an add on rotation for another clinical site. PAMF-San Carlos will be added as a clinical site in 2017. To bring a clinical site on requires a multitude of steps, including contract negotiation, Department of Public Health Radiologic Health Branch pre-approval inspection, JRCERT approval, as well as orientation and training of clinical staff. On a positive note, the student success rate has remained high over the past several years, ranging from 98-99% annually. Non-success and withdrawals have continued to remain stable at 1%. The success rates for our targeted vs not targeted groups is extremely high at 97% and 98% respectively, surpassing the college's success rates of 71% and 81% respectively. Workforce data indicates that the program has maintained excellence in both the National Pass Rate and employment rate of our graduates. The pass rate for the national board exams on the first attempt is 100% for the graduates in 2015 and 2016. Graduates continue to be employed at a high rate post graduation. Out of 21 graduates in 2015, all 21 were employed within 6 months of graduating, 20 of them within 4 months. The class of 2016 is right on target as well with over 50% employed within 4 months of graduation. This is impressive as the national certification and state licensure process, both required prior to employment can take up to 90 – 120 days to complete due to delays in the state licensing department. The program went through accreditation site visits with our two accreditation 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 earned the highest accreditation award of 8 years by JRCERT.

**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. 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. Additional dedicated time is needed for the program director to promote the RT program and create/maintain clinical relationships. The recent addition of PAMF Fremont and PAMF San Carlos clinical sites will specifically address the lack of surgical imaging opportunities during the last 6 months for students assigned to a non-hospital clinical rotation.
Mobile imaging, a major part of the Radiologic Technologists role, has been an area of concern on the student exit survey for the past 10 years. A C-arm was donated by Stanford to address OR surgical imaging education. The program will be implementing c-arm simulation activities to increase student skills and critical thinking. A designated area for the simulation is needed to be able to replicate the OR suite. A portable machine is still needed to completely replicate industry standards. Interprofessional education opportunities to better prepare students to work on a healthcare team will continue to be a major focus this coming year during the AHS 50A and 50B courses and through additonal venipuncture education in conjunction with the Paramedic Program.

Areas related specifically to curriculum updates and improvements:

1. Address oral and written communication issues by teaming up with the library to address research and preparation deficiencies.
2. Roll out the clinical competency requirement changes in adherence to the new ARRT guidelines.
3. Increase critical thinking activities through the clinical image analysis project which was implemented three year ago. The image analysis project initially focused on anatomy identification and will now include open ended critical thinking questions for the RT63A, B, C clinical courses.
4. Altering the timing of summer didactic courses to promote better student time management and to reduce the stress of a major transition point during the program; specifically extending the RT72 course from 8 weeks to 10 weeks.
5. Incorporate Trajecsys, an online program management system. This online program would allow for increased transparency for both students and program faculty. Data collection and analysis takes a lot of the Director's time each quarter. The Trajecsys system will allow for more efficient data analysis. This system will also allow students to review clinical observations and evaluations from home. Currently, students only have access to their folders during designated meeting times in the clinical environment which does not allow them to fully contemplate and incorporate feedback.
6. The RT52A,B,C radiation physics series has been renumbered to RT55A-C and reordered to better align. The course that was taught in the spring will now be taught in the winter as the content aligns better to the fall course. The winter course will now be taught in the spring as the content is utilized in the summer Fluoroscopy course.
7. Implementation of pediatric activities in the RT53CL laboratory course utilizing the infant phantom purchased last year.
8. Implementation of digital radiography labs in RT52D utilizing the new DR and upgraded CR equipment.

**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 certification exam results, clinical affiliate management surveys, student exit 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. Data is collected regarding the 7 clinical courses, every student grade is compiled in a spreadsheet in 10 categories over the past four years to look for trends, not only within a cohort but across cohorts as well. 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 processes in place are what create an equitable learning environment for all of our students and allows the faculty in conjunction with each student to determine what they need for success. The data continues to indicate that the ethnicity of the program students is similar to both the division and campus ethnicity as a whole. As the admission process is a pure lottery system, the program will be attempting to collect data on not only who entered the program, but who applied. The goal is to move to an online application process which would allow for data collection through the college. This is essential as there were 265 applicants this year, but only 22 spots. The demographics of the applicant pool 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. | Fall 2019 | Accreditation mid-year report |

| | | |
|---|---|---|
| 2. Increase interprofessional education opportunities utilizing simulation scenarios. | Spring 2017 | Create scenarios to utilize the c-arm as well as the patient simulator. |
| 3. Expand program clinical sites. | Winter 2017 | Meet with two clinical sites to discuss student placement. |
| 4. Maintain faculty expertise in the Radiologic Technology field. | Winter 2017 | Attend ACERT conference as a program. |
| 5. Provide educational opportunities that mirror industry standards. | Summer 2017 | Obtain a portable machine. |
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**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 |

| | | | |
|---|---|---|---|
| Portable x-ray unit to be utilized in scenarios. Portable imaging requires additional layers of critical thinking that the program can not duplicate with the current stationary equipment in the RT lab. | $50,000 | 5 | |

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|---|---|---|
| Trajecsys – online application that will house the following information: student timesheets, clinical observations and assessments. This system will allow the program to move monitor and gather assessment data from our 14 clinical sites. This will allow faculty to spend less time on data entry and increase the transparency for the students. The program is requesting funding for the first two years after which students will purchase access upon entering the program. | $150 per student<br><br>$4200 for the 2016-2017 school year<br><br>$3450 for the 2017-2018 school year<br><br>Total requested: $7650 | 1 |

| | | |
|---|---|---|
| Anatomage Table to be shared by all of the allied health programs. This table can be used face to face as well as to create curriculum to be used in face to face or online applications. The table also has the capability of incorporating imaging provided by our affiliated clinical sites to expand its usefulness to a whole new level. | $78,000 | 1, 2, 5 |
| Professional development to maintain currency in a rapidly changing profession, to allow faculty to update curriculum changes required by accreditation, and to maintain faculty licensure (Perkins) | $7000 | 4 |

| | | |
|---|---|---|
| Close off the wall in the RT lab where the processor used to be, remove the darkroom to gain much needed square footage. | TBA | 1 |
| Imbedded tutor (Perkins) - works with students during off hours. Due to the rigor of the program additional support is crucial to maintain the high success rate the RT program has achieved. | $1500 | 1 |
| Lab supplies (venipuncture spnges, sponges, protective isolation equipmen). Venipuncture sticks are mandated by Title 17. | $1500 | 1 |

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|---|---|---|
| Dedicated room with no carpet for multi-program simulations which would allow the RT program to provide essential interprofessional education as well as opportunity for c-arm and portable imaging hands-on education. This training is crucial for our students ability to compete for jobs. | TBA | 2 |
| ASRT Safety Essentials Teaching Modules and Patient-Centered Care for Diverse Populations Teaching Modules | $2800 | 5 |
| C-arm laser for simulation. As the c-arm on campus is non-energized, the laser is essential to allow faculty to properly assess student skills and provide feedback for improvement. | $1200 | 5 |

| | | |
|---|---|---|
| Tables and chairs to replace desks in room 5210. The desks impede student learning and student engagement during interactive activities. | $5000 | 1 |
| Textbooks – create a lending library with the ethics, mammography and venipuncture textbooks. Reduce the number of books the students need to purchase over the two-year program. | $2000 | 1 |
| Gurney for c-arm OR simulation. The current gurney has a metal bar across the bottom and will not allow for the c-arm activity. | $2500 | 5 |
| Lead Aprons – two full-size lead aprons to be used during c-arm and portable imaging simulation. | $650 | 5 |

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

Currently the program director (a 12 month position) receives 33% release time. We are requesting an additional 17% release time for a total of 50%. This was requested through the Strong Workforce Proposals and is currently under review.

There are many duties the RT program director must manage such as secure clinical contracts, organize the advisory board meeting and secure members for the board, maintain program compliance with JRCERT accreditation standards and Title 17 of the California Code of Health and Safety, oversee TracDat, write the program review document, course curriculum editing, oversee incoming students and required paperwork, student counseling (conferences, warnings, probation and dismissal), scheduling of part-time and full-time faculty with quarterly course offerings, organize and attend community service activities (required by accreditation), organize interprofessional education opportunities, keeping track of budget from several accounts, order and submit payment for supplies and equipment, requesting one-time lottery, Perkins, and minigrant money, holding program information events, coordinating website postings, coordinating RHB licensure applications and verifying graduation, coordinate graduation ceremonies, coordinate quarterly, graduate and post-graduate surveys, maintaining faculty credentialing binder, maintaining outcomes assessment binder for accreditation, conduct regular staff meetings, and other duties not listed.

## SECTION 3: LEARNING OUTCOMES ASSESSMENT SUMMARY

**3A. Attach 2015-2016 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 2015-2016 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 an excellent program which consistently demonstrates extraordinary levels of student success independent of any aspect of student demographics. There are no achievement gaps in this program.

In addition to the success the students demonstrate in their coursework, the students pass their licensure exams at 100% and for the last two years are employed rapidly upon receiving their license.

According to LaunchBoard, 86% of Radiologic Technologists earn a living wage upon graduation. This profession enjoys a predicted job growth thru 2020 of 6.1%.

**4B. Areas of concern, if any:**

As described in detail above, the number of students in the program has declined since 2013-2014 due to the lack of clinical sites and the unpredictable nature of the clinical placements. The program director has worked diligently to identify new clinical affiliates, however, it is a very time consuming project and requires constant focus to make any progress. Additional release time has been requested and part of that time should be spent on continuing to identify new clinical affiliates.

**4C. Recommendations for improvement:**

The biggest challenge for this program is to continue at the high level of achievement currently in place. With consistently greater than 95% success in both targeted and non-targeted student populations, 100% pass rates on licensure exams and 100% employment within 6 months of graduation in jobs that provide living wages, the program's continual improvement will be in the area of curricular enhancement. The program director should work collaboratively with her fellow program directors in developing inter professional education (IPE) modules to refine the curriculum and establish Foothill College as the leader in IPE for Allied Health programs.

**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 1 - Job responsibilities - The student will demonstrate professionalism in a radiology patient care environment. (Created By Department - Radiologic Technology (R T))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>The student will be assessed using a Clinical Observation Form that evaluates the student's ability to demonstrate professionalism in a clinical environment.<br>**Assessment Method Type:**<br>Observation/Critique<br>**Target for Success:**<br>90% of students will receive a score of 35 on a 35-point scale | 10/31/2016 - 96% of the class received 35/35 on the clinical evaluation form.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**GE/IL-SLO Reflection:**<br>Communication, being prepared, following directions and being on time are very important traits to possess in the healthcare environment and go directly to an individual's professionalism. Community/Global Consciousness and Responsibility are also reflected in this assessment findings because professionalism directly affects patient care. | 10/31/2016 - The evaluation form revised last year based on feedback from the clinical instructors is working well. No changes at this time. |
| 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 radiololologic technologist in the health care environment. (Created By Department - Radiologic Technology (R T))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>The student will write a 3-page paper that reflects the student's perception of the role of a radiologic technologist<br>**Assessment Method Type:**<br>Essay/Journal<br>**Target for Success:**<br>100% of the students will write a subjective paper that demonstrates knowledge of the role and responsibilities of the radiologic technologist in the clinical environment. | 10/31/2016 - All but one student turned in their paper demonstrating their knowledge of the role of the radiologic technologist. The one student who didn't turn in her paper was a no-show on the last day of class and did not pass the course.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Multimedia classroom<br>**Resource Request:**<br>Multimedia classroom<br>**Resource Request:**<br>Multimedia classroom<br>**GE/IL-SLO Reflection:** | 10/31/2016 - These papers continue to show the reflective and subjective thinking that are demonstrated by the student. No changes at this time. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | This SLO aligns with the college ILOs of communication and critical 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.<br>**GE/IL-SLO Reflection:**<br>This SLO aligns with the college ILSs of communication and critical 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. | |
| Department - Radiologic Technology (R T) - R T 200L - RADIOLOGIC TECHNOLOGY AS A CAREER - SLO 3 Application of knowledge - After the hospital visitation, the student will demonstrate the importance of good communication in the healthcare environment. (Created By Department - Radiologic Technology (R T))<br>**Start Date:**<br>10/31/2016<br>**End Date:**<br>10/31/2017<br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>The student will deliver a five minute presentation on their hospital visitation using good communication skills as observed in the clinical setting and following the objectives on the presentation rubric.<br>**Assessment Method Type:**<br>Presentation/Performance<br>**Target for Success:**<br>90% of the students will deliver their presentation utilizing good communication skills by achieving 17/20 points on the presentation rubric. | 10/31/2016 - 95% of the class scored at least 17 points on their presentation. Those who did not score 17 points either did not follow the directions on the rubric or were clearly not comfortable speaking in front of the classroom.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Multimedia classroom<br>**GE/IL-SLO Reflection:**<br>This SLO is connected to the Four C's in the area of communication. The students have observed the level of communication required in the clinical setting and try to duplicate that level during their presentation based of their clinical observations and the presentation rubric. | 10/31/2016 - Requiring a graded presentation is a new tool that the faculty hopes will show potential applicants the importance of good communication in the medical profession. The program is considering requiring a college level speech class as a prerequisite to applying to the program. |
| Department - Radiologic Technology (R T) - R T 50 - ORIENTATION TO RADIATION SCIENCE TECHNOLOGIES - SLO 1 - Describe - Describe radiation science terms, program policies, accreditation, | **Assessment Method:**<br>On a multiple choice test the student will describe radiation science terms, program policies, accreditation, credentialing, certification, licensure, regulations, and | 08/26/2016 - 100% of the students received a grade of 72% or greater on the test (Summer 2016).<br>**Result:**<br>Target Met | 08/26/2016 - 1. Continue to update accreditation, certification, state and national requirements as changes occur. 2. Expand the digital radiology lecture to include more |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| credentialing, certification, licensure, regulations, and various specialties and imaging modalities. (Created By Department - Radiologic Technology (R T))<br><br>**Course-Level SLO Status:**<br>Active | various specialties and imaging modalities.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>100% of the students will receive a grade of 72% or greater on the test. | **Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>1. Faculty professional development (conferences) is required to maintain currency in the subject matter..<br>**GE/IL-SLO Reflection:**<br>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. | Direct Radiology (DR). 3. Develop review activities to reinforce radiation terms lecture material. |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>On a multiple choice test the student will explain the use of medical radiation, patient care techniques, anatomy identification and positioning of the abdomen.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>100% of the students will receive a grade of 72% or greater on the test. | 08/26/2016 - 100% of the students received a grade of 72% or greater on the test (Summer 2016).<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>1. Faculty professional development (conferences) is required to maintain currency in the subject matter.<br>**GE/IL-SLO Reflection:**<br>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. | 08/26/2016 - 1. Increase the positioning lab activity time. 2. Introduce the student to the DR system and imaging plate. 3. Demonstrate how to make an exposure during the scheduled laboratory practice session. 4. Have the students use their individual markers during the practice activity. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| Department - Radiologic Technology (R T) - R T 51A - FUNDAMENTALS OF RADIOLOGIC TECHNOLOGY I - SLO 1 - Assess - Assess proper patient positioning of the chest, abdomen, upper and lower extremities, in order to apply positioning skills in the clinical setting resulting in a diagnostic image. (Created By Department - Radiologic Technology (R T))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>On a multiple choice test, the student will identify proper positioning of the chest, abdomen, upper extremities, and lower extremities.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>100% of the class will score 72% or higher on the exam. | 07/16/2016 - 100% of the students scored 72% or higher on the exam.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>DICOM Image library access in the classroom, updated classroom multimedia to allow for wireless ipad connection, simulation room to increase interprofessional education opportunities, purchase an additional gurney, textbooks, remove darkroom in 5305.<br>**GE/IL-SLO Reflection:**<br>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. | 07/16/2016 - More time was spent on knee this year than in past years. Continued effort will be needed as the complexity of this body part requires as much time as possible. Supplemental lab opportunities will be created next year in the energized lab to allow for hands on learning. The activity will reinforce the student's ability to understand the relationship of anatomical structures when the part is rotated and subsequently how to correct the rotation. The protocol assignment was brought back, but modified to allow the student to not only connect their clinical protocols to the classroom content, but to critically think about the differences between the two. This will be utilized next year as well. |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>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.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>100% of the class will score 72% or higher on the exam. | 07/16/2016 - 100% of the class scored 72% or higher on the exam.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Dedicated simulation room, radiographic phantoms, textbooks, Dicom image library access, updated classroom multimedia<br>**GE/IL-SLO Reflection:**<br>This SLO is connected to the Four C's in the areas of Communication, Critical Thinking, and Community. The students are reading, | 07/16/2016 - Students did well on the anatomy identification and image analysis portion of the exam. The biggest issue is the ability of the student to see details on xrays during the test. Currently, images are printed out and shown via the projector in the classroom. This affects the student's ability to see small details. Computerized testing will be reviewed for test security and if this improves the situation. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | 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.<br>**GE/IL-SLO Reflection:**<br>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. | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>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.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>100% of the participants will achieve 72% or higher on the exam. | 11/07/2016 - 100% of the participants achieved 72% or higher on the exam.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Anatomage table to increase anatomy knowledge, room for simulation lab, textbooks, phantoms.<br>**GE/IL-SLO Reflection:**<br>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. | 11/07/2016 - Shoulder has been added to this section of the curriculum which has allowed for greater depth in the fall quarter. Urinary studies have greatly moved over to CT. Emphasis will be placed on studies that are currently still performed in the field. Clinical Instructors will be surveyed to verify which particular urinary studies are being performed in our affiliated hospitals. Though tomo has been removed from the physics section (RT52A-C),the national exam specs still include nephrotomograms. This requires a basic knowledge of tomo. UCSF, an affiliated hospital, just installed fluoroscopy units with tomo capability. This will be monitored and connected to the curriculum in an effort to ensure students attain a deeper level of understanding. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>On a multiple choice test, the student will identify proper positioning of the hip and pelvis, gastrointestinal tract, urinary system and biliary system.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>100% of the participants will achieve 72% or higher on the exam. | 11/07/2016 - 100% of the participants (21 out of 21) achieved 72% or higher on the exam.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Room for simulation to solidify workflow, textbooks, Trajectsis system to allow greater transparency for students.<br>**Resource Request:**<br>Room for simulation to solidify workflow, textbooks, Trajectsys system to allow greater transparency for students.<br>**GE/IL-SLO Reflection:**<br>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. | 11/07/2016 - Greater focus was placed on GI studies. Students need a strong understanding of spine and ribs to evaluate UGI and BE imaging. Spine and ribs are not taught until Spring Quarter. This issue will be brought to a Clinical Instructor meeting to evaluate if the GI content should be moved to Spring Quarter. The ramifications of waiting to teach the material: 1. Loss of 1 quarter to complete elective competency exams, one of which must be a UGI or BE study. 2. Not all clinical sites have robust GI studies scheduled. The pros and cons will be weighed. |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>On a written final, the student will identify proper positioning of the vertebral column, skull, bony thorax, and sub-special radiographic procedures.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>100% of the participants will achieve 72% or higher on the exam. | 11/07/2016 - 100% of the participants achieved 72% or higher on the exam.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Designated simulation lab for patient simulation activities. Equipment and supplies to replicate an Emergency Room Trauma Bay.<br>**GE/IL-SLO Reflection:**<br>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 | 11/07/2016 - Students did well with cervical and lumbar spine evaluation. Additional support was provided for thoracic spine, specifically identifying T12 on the lateral projection via labeled and inverted images. During lecture students were again broken up into groups to work on an assigned scenario. A full body phantom was brought into the classroom on a backboard and gurney. Sponges, cassettes, tape and cassette holders were supplied to the students. Each group had to present their scenario to the class regarding workflow and necessary |

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| | | 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. | alternative positioning based on the needs of their patient. Trauma content was supplemented by having a corresponding trauma activity in the RT53CL lab. During one of the labs, one of the EMT instructors came in to talk about mechanism of injury during the trauma activity. She has agreed to present to the entire class during the RT51C lecture next year. This was not possible this year due to the EMT/Paramedic programs accreditation visit. |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>On a practicum and written final, the student will identify the anatomy of the vertebral column, skull, bony thorax, and sub-special radiographic procedures.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>100% of the participants will achieve 72% or higher on the exam. | 11/07/2016 - 100% of the participants achieved 72% or higher on the exam.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Anatomage table to increase anatomy knowledge, room for simulation lab, textbooks, phantoms.<br>**GE/IL-SLO Reflection:**<br>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. | 11/07/2016 - Students were teamed up to utilize a skull model during the skull anatomy section. As each of the 8 cranial bones was reviewed, interactivity allowed students to achieve a deeper understanding of the anatomy. This will be continued next year. An area that will be focused on next year is myelography. This procedure is performed in combination with CT and MRI. This was an area that the class of 2016 struggled with in their mock national exam in June 2016. The 2017 mock exam will be examined to determine if this trend continues. |
| Department - Radiologic Technology (R T) - R T 52A - PRINCIPLES OF RADIOLOGIC | **Assessment Method:**<br>On a written test, the student will identify the | 10/31/2016 - 100% of the students passed the quiz on the parts of the x-ray tube with a 72% or | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| TECHNOLOGY I - SLO 1 - Knowledge - Describe the parts of the x-ray tube. (Created By Department - Radiologic Technology (R T))<br>**Course-Level SLO Status:**<br>Active | parts of the x-ray tube on a diagram. Additionally, the student will be able to describe these components through a multiple choice exam.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>100% of the students will pass the quiz with a score of 72% or higher. | higher.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>multimedia classroom, current textbook on reserve in the library, phantoms for experiments in the radiology lab.<br>**GE/IL-SLO Reflection:**<br>The ILO of communication fits this area of the curriculum as RT 52A students are required to read and analyze the functionality of the parts of the x-ray tube. | 10/31/2016 - A couple of students struggled with the type of questions that are used on my tests. One struggled with the vocabulary used and the other one had difficulty with critical thinking. Both wanted me to give them a resource where they could become familiar with these types of questions since they are of the type utilized on the ARRT exam. The Director and I discussed giving students access to an online question bank to see if this helped. Unfortunately, the students felt it required too much of their time. I will see if this same issue comes up with the next class. It may be an isolated event with these particular students. |
| 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))<br>**Assessment Cycles:**<br>End of Quarter<br>**Start Date:**<br>12/11/2013<br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>On a multiple choice test, the student will be able to accurately distinguish between the quantity factor, mAs and the quality factor, kV.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>100% of the students will pass the quiz with a score of 72% or higher. | 10/31/2016 - 100% of the class passed the quiz with a score of 72% or higher.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>multimedia classroom, current textbook on reserve in the library, phantoms for experiments in the radiology lab.<br>**GE/IL-SLO Reflection:**<br>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 | 10/31/2016 - 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. No changes at this time. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | the clinical setting. | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>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.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>100% of the students will pass the test with a score of 72% or higher. | 10/31/2016 - 100% of the students passed the test with a score of 72% or higher.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>multimedia classroom, current textbook on reserve in the library, phantoms for experiments in the radiology lab.<br>**GE/IL-SLO Reflection:**<br>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. | 10/31/2016 - This is the 2nd year of this new course devoted to radiation protection. All concepts could be expanded upon and I think this helped with students' understanding of the concepts. In addition, they loved the book! No changes at this time. |
| Department - Radiologic Technology (R T) - R T 52B - PRINCIPLES OF RADIOLOGIC TECHNOLOGY II - SLO 2 - Application of knowledge - Describe the fundamentals of radiobiology, radiation protection and radiation protection devices. (Created By Department - Radiologic Technology (R T)) | **Assessment Method:**<br>On a multiple choice test, the student will identify the fundamentals of radiobiology, radiation protection and radiation protective devices.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:** | 10/31/2016 - 100% of the students passed the test with a score of 72% or higher.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>multimedia classroom, current textbook on | 10/31/2016 - After teaching this class for two years, I feel that the chapter that deals with an overview of cell biology is not necessary for this course. This content was covered in depth in anatomy & physiology and reviewed in other |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| **Course-Level SLO Status:**<br>Active | 100% of the students will pass the test with a score of 72% or higher. | reserve in the library, phantoms for experiments in the radiology lab.<br>**GE/IL-SLO Reflection:**<br>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 and Responsibility also relates to this course<br>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. | chapters of the textbook. Based on student feedback and my own impressions, I plan to omit this chapter next year. |
| 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))<br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>On a diagram, identify the components of the x-ray circuit.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>100% of the students will pass the quiz with a score of 72% or higher. | 10/31/2016 - 100% of the students passed the quiz with a score of 72% or higher.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Multimedia classroom<br>**GE/IL-SLO Reflection:**<br>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. | 10/31/2016 - As last year, the students did<br>well in this area because they are not just memorizing the names of the components of the x-ray circuit on a chart, but 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. No changes at this time. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>On a multiple choice test, differentiate between step-up and step-down transformers.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>100% of the students will pass the quiz with a score of 72% or higher. | 11/02/2016 - 100% of the students passed the quiz with a score of 72% or higher.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Multimedia classroom<br>**GE/IL-SLO Reflection:**<br>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. | 11/02/2016 - This is some what of a difficult topic for about 50% of students. I have already beefed up the PowerPoint with more graphics and spent more time with explaining. The results have been very good with more A's and B's than C's. I will probably revise the assessment next year. |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>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.<br>**Assessment Method Type:**<br>Research Paper<br>**Target for Success:**<br>100% of the participants will score 18 out of 20 points possible. | 10/18/2016 - Benchmark not met. 78% of the students (15 out of 19) scored 18 out of 20 points. Four students scored 17, 16, 15, and 14 points respectively.<br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Additonal room for simulation beyond the current classroom and lab, textbooks, postioning mannequin, phantoms for the digital imaging lab.<br>**GE/IL-SLO Reflection:**<br>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 | 10/18/2016 - Of the 21% of the students who did not score 18 points or higher, the top 3 reasons for point deduction were due to proofreading/grammar, depth of reflection and organization of the paper. It has become apparent that formal intervention is needed. Next year, the students will have a dedicated two hour session with a Foothill librarian regarding resources, proper citation, and other tools the library has to offer. This will help not only with this paper, but also with clinical presentations and the winter quarter research project. Imbedding it into the course will allow for students to focus on the tools and not have the stress of one additional thing to do during the week when their schedules are already impacted. A sample paper |

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| | | 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. | will be shared from past students to demonstrate the level of reflection that is expected. ASRT membership will also be required to provide additional professional resources that they can utilize when researching their topic rather than relying solely on internet research. The ASRT publishes a journal that will be helpful to the students in all of the second year courses beyond this one. |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>On a multiple-choice test, the student will recognize the parts of both CR and DR equipment and their contribution to image formation.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>100% of the participants will achieve 72% or higher on the exam. | 10/18/2016 - 100% of the participants achieved 72% or higher on the exam. The average score was 68 out of 75 points, 90%.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Additonal room for simulation beyond the current classroom and lab, textbooks, postioning mannequin, phantoms for the digital imaging lab.<br>**GE/IL-SLO Reflection:**<br>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 | 10/18/2016 - The students did well overall. They had a better sense of the digital equipment due to better integration of material in earlier courses. The lab is being outfitted with DR equipment, which will be utilized in the digital labs next year. This will provide hands on opportunity for the students achieve a deeper understanding of the affect on dose and image formation. As the Radiologic Health Branch, part of the Dept of Public Health now requires technologists to obtain four hours of continuing education in digital imaging, it is essential that the students graduate with a deeper understanding. The mandate from the state was due to a lack of knowledge among professionals across the state. |

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| | | patients through understanding the inner workings of digital equipment. | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>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.<br>**Assessment Method Type:**<br>Field Placement/Internship<br>**Target for Success:**<br>100% of the students will receive a grade of 80% or greater on the clinical evaluation tool. | 09/09/2016 - 100% of the students received a grade of 80% or greater on the clinical evaluation tool (Summer 2016).<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>None.<br>**Resource Request:**<br>None.<br>**GE/IL-SLO Reflection:**<br>The institutional goals that relate to this SLO include: communication, creative, critical and analytical thinking, and community/global consciousness and responsibility. Accurate positioning involves effective communication with the patient and staff and the ability to safely manipulate the radiographic equipment. Problem solving is required for the student to adjust to changing clinical situations. | 09/09/2016 - 1. Overall, the students performed well on the mock abdomen procedure. Areas noted that need improvement include: using markers correctly, CR cassette placement, communication with patient, detente centering and setting technical factors. 2. Continue to offer additional open lab time during the on campus RT50 course, which will allow students practice time prior to the clinical rotation. 3. Continue to review radiographic anatomy in the RT50 course. |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>On a performance competency skills test the student will demonstrate proper medical asepsis techniques and perform safe patient transport in the radiology department.<br>**Assessment Method Type:**<br>Field Placement/Internship<br>**Target for Success:**<br>100% of the students will receive a grade of 80% or greater on the clinical evaluation tool. | 09/09/2016 - 100% of the students received a grade of 80% or greater on the clinical evaluation tool (Summer 2016).<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>None.<br>**GE/IL-SLO Reflection:**<br>The institutional goals that relate to this SLO include: communication, creative, critical and analytical thinking, and | 09/09/2016 - 1. Investigate the option of expanding the RT50 laboratory activity to include patient transport activities. 2. Expand the RT50 classroom patient transport discussion to include instructional videos that demonstrate proper patient transfer techniques. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | 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. | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>On a clinical competency evaluation, the student will demonstrate good positioning skills.<br>**Assessment Method Type:**<br>Presentation/Performance<br>**Target for Success:**<br>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. | 11/08/2016 - 100% of the students achieved an 8 or higher in the positioning category of the clinical competency evaluation.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Additonal room for simulation beyond the current classroom and lab, textbooks, postioning mannequin, venipuncture supplies, phantoms for the digital imaging lab.<br>**GE/IL-SLO Reflection:**<br>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. | 11/08/2016 - The reason for deductions was related to confidence and efficiency in positioning. An area that will be emphasized in the orientation course, RT50, to better prepare the student for clinical will be to utilize the CR/DR checklist (ImageGently) to emphasize the workflow of performing an exam. The energized x-ray room will also be utilized to demonstrate the steps outside of positioning necessary to have a positive outcome. The Clinical Instructors will be encouraged to provide as much hands on time during orientation (RT53) to better orient the student to performing exams. |
| 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)) | **Assessment Method:**<br>On a clinical competency evaluation, the student will be able to critique images for accuracy.<br>**Assessment Method Type:**<br>Presentation/Performance | 11/08/2016 - 100% of the students achieved 8 points or higher on the clinical evaluation form.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016 | 11/21/2016 - 20 out of 21 students scored 10 points and 1 student scored 8 points in this category. The deduction made was for anatomy identification. The program has worked diligently over |

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| **Course-Level SLO Status:**<br>Active | **Target for Success:**<br>Students will pass the image evaluation category of the clinical evaluation form with a score of 6 or higher on a 10 point scale. | **Resource Request:**<br>Additonal room for simulation beyond the current classroom and lab, textbooks, postioning mannequin, phantoms for the digital imaging lab.<br>**GE/IL-SLO Reflection:**<br>The communication, creative, critical, and analytical thinking and community/global consciousness & responsibility institutional goals relate to this SLO. Students must be able to verbally critique and trouble-shoot their radiographic images to ensure patients get the best radiographic with the least amount of radiation. | the past three years to implement resources that allow the students to gain a grasp of image critique at an earlier point in the curriculum. This area will be monitored for any issues. Students will be able to request additional review of specific analysis topics via VoiceThread. Examples of anatomy that requires deeper thought: Lateral Elbow, Humerus, Lateral Knee. This supplemental support in RT51A will allow students to better prepare themselves for clinical practice. |
| Department - Radiologic Technology (R T) - R T 53AL - APPLIED RADIOGRAPHIC TECHNOLOGY LABORATORY I - SLO 1 - Demonstrate - Demonstrate proper equipment manipulation and positioning criteria for selected radiographic procedures of the chest, abdomen and extremities, applying appropriate patient care and radiation protection principles in the laboratory setting. (Created By Department - Radiologic Technology (R T))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>On a performance competency skills test the student will demonstrate proper equipment manipulation and positioning criteria for selected radiographic procedures of the chest, abdomen and extremities, applying appropriate patient care and radiation protection principles in the laboratory setting.<br>**Assessment Method Type:**<br>Class/Lab Project<br>**Target for Success:**<br>100% of the students will successfully pass the skills test with 80% or greater. | 12/13/2016 - 100% of the students successfully passed the skills test with 80% or greater.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Additonal room for simulation beyond the current classroom and lab, textbooks, postioning mannequin, phantoms for the digital imaging lab.<br>**GE/IL-SLO Reflection:**<br>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 | 12/13/2016 - All mention of film will be removed from the lab activities. The new DR equipment will be incorporated into the lab to better replicate industry standards. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | situations. | |
| Department - Radiologic Technology (R T) - R T 53AL - APPLIED RADIOGRAPHIC TECHNOLOGY LABORATORY I - SLO 2 - Application of knowledge - Perform image evaluation and anatomy identification for selected radiographic procedures of the chest, abdomen and extremities. (Created By Department - Radiologic Technology (R T))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>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.<br>**Assessment Method Type:**<br>Class/Lab Project<br>**Target for Success:**<br>100% of the students will successfully pass the skills test will 80% or greater. | 12/13/2016 - 100% of the students successfully passed the skills test will 80% or greater.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Additonal room for simulation beyond the current classroom and lab, textbooks, postioning mannequin, Venipuncture supplies, anatomogage table, trajecsys, lead aprons.<br>**GE/IL-SLO Reflection:**<br>The institutional goal that relates to this SLO is communication and creative, critical and analytical thinking. The student must verbally identify anatomy criteria on a radiographic image. | 12/13/2016 - Emphasis will be placed on identifying anatomy from all projections. Increased discussion of hanging protocols and marker placement will also be initiated to increase students critical thinking skills. |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>On the clinical evaluation form, the student will demonstrate accurate knowledge of the anatomy of the upper and lower extremities.<br>**Assessment Method Type:**<br>Presentation/Performance<br>**Target for Success:**<br>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. | 11/21/2016 - 100% of the students passed the image evaluation section with a score of 8 or higher.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Additonal room for simulation beyond the current classroom and lab, textbooks, postioning mannequin, Venipuncture supplies.<br>**GE/IL-SLO Reflection:**<br>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 | 11/21/2016 - A lack of preparation resulted in deductions for three students in this category. 18/21 – 10s, 3/21 – 8, average score was 9.71 out of 10.<br>Due to the weeks off between Fall and Winter quarter, there has been a larger focus on ensuring that the momentum from the prior quarter is not lost during the break. Anatomy assignment was given to ensure that the students continued to practice implementing and practicing skills obtained in Fall Quarter. Lab started the first week as well to allow the students to return to hands on activities as |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | repeated. They must draw from their knowledge of anatomy and communicate to a supervisor if the exam is repeatable or not. | quickly as possible in order to get them ready for clinical during the second week. |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>On a clinical competency evaluation, the student will demonstrate good radiation protection skills.<br>**Assessment Method Type:**<br>Presentation/Performance<br>**Target for Success:**<br>100% of the students will pass the radiation protection section of the clinical competency evaluation with a score of 6 or higher on a 10 point scale. | 12/06/2016 - 100% of the students passed the radiation protection section of the clinical competency evaluation with a score of 8 or higher on a 10 point scale.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Venipuncture supplies, simulation room, textbooks, current Radiologic Technology journals, positioning phantom.<br>**GE/IL-SLO Reflection:**<br>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. | 12/06/2016 - There was an increase in the average scores in Radiation Protection this year in comparison to last year: 9.24 this year vs 8.27 last year. There were less issues related to collimation and repeats. The primary issues were related to dosimeters and personal protection. Four of the eight deductions were for not having their dosimeters with them at clinical. This is a required part of their clinical uniform and per state regulations, they may not be in the clinical setting without it. The program added a policy regarding the consequence for a student not having their dosimeter. The policy was adhered to in these four cases. Another issue that needs considerable focus is ensuring the students participate in radiation protection for themselves during portable and fluoroscopy exams. This will continue to be reinforced with students as well as clinical instructors. |
| Department - Radiologic Technology (R T) - R T 53BL - APPLIED RADIOGRAPHIC TECHNOLOGY LABORATORY II - SLO 1 - | **Assessment Method:**<br>On a performance competency skills test the student will demonstrate proper equipment | 12/13/2016 - 100% of the students successfully passed the skills test with 80% or greater.<br>**Result:** | 12/13/2016 - Focused emphasis will be on GI positioning as the students |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| 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))<br><br>**Course-Level SLO Status:**<br>Active | 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.<br>**Assessment Method Type:**<br>Class/Lab Project<br>**Target for Success:**<br>100% of the students will successfully pass the skills test with 80% or greater. | Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Additonal room for simulation beyond the current classroom and lab, textbooks, postioning mannequin, phantoms for the digital imaging lab.<br>**GE/IL-SLO Reflection:**<br>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 proper positioning and radiation protection techniques. Judgement and decision-making are also required for the student to adjust to diverse patient situations. | are not seeing as much in the clinical setting. This makes the time spent in positioning lab essential for the students to have reference points when they do encounter this type of imaging. |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>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.<br>**Assessment Method Type:**<br>Class/Lab Project<br>**Target for Success:**<br>100% of the students will successfully pass the skills test with 80% or greater. | 12/13/2016 - 100% of the students successfully passed the skills test with 80% or greater.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Additonal room for simulation beyond the current classroom and lab, textbooks, postioning mannequin, phantoms for the digital imaging lab.<br>**GE/IL-SLO Reflection:**<br>The institutional goals that relate to this SLO include: communication and creative, critical and analytical thinking. The students must verbally identify anatomy and evaluate | 12/13/2016 - Greater emphasis will be placed on identifying radiographic projections for UGI as well as anatomy. The program is working on increasing students knowledge regarding how body habitus effects GI anatomy. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | specific positioning criteria on a radiographic image. | |
| Department - Radiologic Technology (R T) - R T 53C - APPLIED RADIOGRAPHIC TECHNOLOGY III - SLO 1 - Demonstrate - The student will demonstrate proper positioning criteria in the clinical setting of the RT51C curriculum. (Created By Department - Radiologic Technology (R T))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>On the clinical evaluation form, the student will demonstrate good positioning skills of the spine.<br>**Assessment Method Type:**<br>Presentation/Performance<br>**Target for Success:**<br>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. | 12/06/2016 - 100% of the students passed the positioning category on the clinical evaluation form with a score of 8 or higher on a 10-point scale.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Room for simulation to solidify workflow, textbooks, Trajectsys system to allow greater transparency for students. | 12/06/2016 - A big increase in the average score was noted from last year, 8.38, to this year, 9.52. The three primary issues this year were communication, consistency and details. The communication issue is being addressed in the RT53CL course next year. Scenario type activities will be increased in that course to better support patient interactions. The lab is not ideal as equipment and space are lacking for these scenarios. A portable machine is needed to increase integration of positioning and communication. This is mocked in the lab, but a fixed xray tube and table can never substitute for a gurney and portable machine. The portable exams require communication, consistency and detail oriented focus due to the number of variables involved. A separate room along with the portable is needed to implement these scenarios. The c-arm would also be utilized in these scenarios as OR cases require the same three elements mentioned above. Some improvement was noted in comparison to last year for this clinical course, but from a programmatic viewpoint much work is still needed to be done in this area. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| 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, ribs or skull procedures. (Created By Department - Radiologic Technology (R T))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>During a clinical presentation, the student will demonstrate their knowledge of anatomy and pathology of the spine, ribs or skull procedures.<br>**Assessment Method Type:**<br>Presentation/Performance<br>**Target for Success:**<br>100% of the students will pass the presentation section of the clinical competency evaluation with a score of 8 or higher on a 10-point scale. | 12/06/2016 - 20 out of 21 students passed the clinical presentation section with 8 or higher on a 10-point scale.<br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Anatomage table to increase anatomy knowledge, room for simulation lab, textbooks, phantoms.<br>**GE/IL-SLO Reflection:**<br>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. | 12/06/2016 - The average score in the presentation section dropped a bit from 9.52 in 2015 to 9.33 in 2016. Out of the 6 deductions, 4 of them were directly related to anatomy and critique. It should be noted that this presentation is the third in a 3 quarter series and the second one at the same clinical site. Curricular support is essential in this area. The students need opportunity to review anatomical relationships. This is very different than simply memorizing anatomy. This is building knowledge of anatomy related to the location and response to movement. The Anatomage table is essential to the program. With this equipment modules can be built and provided to the students in an online format accessible anytime from anywhere. The Anatomage table could also be utilized during face to face and online lecture to reinforce analysis comprehension. The program will request the Anatomage table in the 16-17 Program Review cycle. |
| 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 | **Assessment Method:**<br>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. | 12/13/2016 - 100% of the students successfully passed the skills test with 80% or greater.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:** | 12/13/2016 - Infant, trauma and C-arm scenarios will be added/enhanced next year to increase critical thinking in these three areas. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| protection principles in the laboratory setting. (Created By Department - Radiologic Technology (R T))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method Type:**<br>Class/Lab Project<br>**Target for Success:**<br>100% of the students will successfully pass the skills test with 80% or greater. | Additonal room for simulation beyond the current classroom and lab, textbooks, postioning mannequin, venipuncture supplies, phantoms for the digital imaging lab.<br>**GE/IL-SLO Reflection:**<br>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. | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>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.<br>**Assessment Method Type:**<br>Class/Lab Project<br>**Target for Success:**<br>100% of the students will successfully pass the skills test with 80% or greater. | 12/13/2016 - 100% of the students will successfully passed the skills test with 80% or greater.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Additonal room for simulation beyond the current classroom and lab, textbooks, postioning mannequin, phantoms for the digital imaging lab.<br>**GE/IL-SLO Reflection:**<br>The institutional goals that relate to this SLO include: communication and creative, critical and analytical thinking. The students must verbally identify anatomy and evaluate specific positioning criteria on a radiographic image. | 12/13/2016 - Greater focus will be placed on spine to assist the students in identifying anatomy. This is very important in areas such as thoracic spine, as being able to identify the 12th rib is used to determine that all of the anatomy was included. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>On a performance competency skills test the student will demonstrate proper positioning criteria for selected radiographic procedures in the clinical setting.<br>**Assessment Method Type:**<br>Presentation/Performance<br>**Target for Success:**<br>Students will average 8.0 on a 10.0 point scale | 12/06/2016 - 19 out of 21 students scored a minimum of 8 out of 10 points.<br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Venipuncture supplies, simulation room, textbooks, current Radiologic Technology journals, positioning phantom, portable xray unit, Trajecsys tracking system, Anatomage table.<br>**GE/IL-SLO Reflection:**<br>This SLO aligns with the college ILOs of Communication, Creative, Critical, and Analytical Thinking and Community/Global Consciousness and Responsibility. The ability of the student to quickly and correctly position the patient requires critical thinking. Taking the image correctly the first time goes towards Community/Global Consciousness and Responsibility because of the radiation protection implications. | 12/06/2016 - The overall average score improved from 8.9 to 9.33. Out of 5 deductions, 3 students earned 8 points while 2 students earned 6 points. The primary issues were protocol knowledge and consistency. The class as a whole improved, but the issues demonstrated by a few were of greater deficiency than seen in the prior year. The program spent time in all of the clinical instructor as well as the Advisory Board meeting discussing the clinical rotation schedule and how it effects student success in the Winter quarter of the first year and the summer quarter moving into the second year. The clinical instructors supported moving to three rotations, but the advisory board was concerned out losing a clinical site which would decrease the students overall experience. The advisory board suggested flipping the rotations so the last quarter would stand alone instead of the first. This was discussed at a follow up CI meeting. Concerns regarding 12 weeks to demonstrate true understanding of an entire clinical rotation were raised. A suggestion was made to extend the orientation clinical course to 6 or 8 weeks. Currently, the students spend two weeks orienting and then are off for two weeks which eliminates the majority of positive gains. The program will explore this option at the next Advisory Board meeting. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| Department - Radiologic Technology (R T) - R T 53D - APPLIED RADIOLOGIC TECHNOLOGY IV - SLO 2 - Performance - The student will demonstrate knowledge of image evaluation, which includes anatomy, positioning, and technical factor usage for various radiographic procedures. (Created By Department - Radiologic Technology (R T))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>Students will be shown 40 radiographic images and must critique the images for correct anatomy, positioning, and technical factor usage.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>Students will average 34.0 on a 40.0 point scale | 12/06/2016 - 100% of the students achieved 34 or higher on a 40 point scale.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Room for simulation to solidify workflow, textbooks, Trajectsys system to allow greater transparency for students. Venipuncture supplies, Anatomage table, c-arm laser guide.<br>**GE/IL-SLO Reflection:**<br>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. | 12/06/2016 - The average score was 34.6/40, a decrease from last year's 36.57. The specific area of concern continues to be the GI projections for esophagram, UGI and BE. 7 or more students missed the questions relating to these three areas. On a positive note, identifying the directionality of rotation on a lateral knee dropped from 7 last year to 3 this year, and identifying proximal anatomy on a lateral humerus dropped from 6 to 2 students missing the question. A great deal of effort was focused on lateral knee and humerus. The same level of focus will be placed on GI exams. This will include inverted image identification during RT51B and RT53D. This information will be shared at the December CI meeting to develop strategies for Winter Quarter 2017. |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>On a multiple choice test, the student will describe the methods for the prevention of infection to the health care worker and patient.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>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).<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>1. PPE supplies for the radiology laboratory (gloves, gowns, mask and goggles). 2. Copies of the required textbook for library | 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 |
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| | | use (reserve and stacks).<br>**GE/IL-SLO Reflection:**<br>The institutional goals that relate to this SLO include: communication, creative, critical and analytical thinking and community /global consciousness and responsibility. Students are required to read the textbook and apply the knowledge to clinical situations. They are also required to use judgment when dealing with different types of PPE and infection situations. | |
| Department - Radiologic Technology (R T) - R T 54A - BASIC PATIENT CARE FOR IMAGING TECHNOLOGY - SLO 2 - Describe - Describe vital signs used to assess patient condition. (Created By Department - Radiologic Technology (R T))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>On a multiple choice test the student will describe vital signs used to assess the patient's condition.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>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).<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>1. Laboratory supplies to practice vital sign assessment. 2. Simulation model to practice patient assessment techniques.<br>**GE/IL-SLO Reflection:**<br>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 | **Assessment Method:**<br>The student will demonstrate this knowledge by analyzing a situation utilizing the ASRT Practice Standards.<br>**Assessment Method Type:**<br>Case Study/Analysis | 12/07/2016 - 14/21 students earned 8 points or higher out of 10 points. 7 out of 21 students did not earn at least 8 out of 10 points.<br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:** | 12/07/2016 - The students evaluated a scenario utilizing the ASRT Radiography Practice Standards. They discussed what elements of the practice standard and bioethical issues were violated |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| the Radiologic Technologist. (Created By Department - Radiologic Technology (R T))<br>**Assessment Cycles:**<br>End of Quarter<br><br>**Course-Level SLO Status:**<br>Active | **Target for Success:**<br>100% of the participants will achieve at least 8 out of 10 points. | 2015-2016<br>**Resource Request:**<br>Designated simulation lab for patient simulation activities. Equipment and supplies to replicate an Emergency Room Trauma Bay.<br>**GE/IL-SLO Reflection:**<br>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. | as well as what the technologist should have done to avoid the issue to begin with. The primary reason for deduction was lack of depth and reflection. A practice scenario will be administered in class to help illustrate what is expected. |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>The student will demonstrate this knowledge in a final exam with multiple choice, matching and short answer questions.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>100% of the participants will achieve 72% or higher. | 12/07/2016 - 100% of the participants achieved 72% or higher.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Room for simulation to solidify workflow, textbooks, Trajectsys system to allow greater transparency for students.<br>**GE/IL-SLO Reflection:**<br>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. | 12/07/2016 - The students continue to do well in this area. The Practice Standards are being added to expand the students role as a Radiologic Technologist, but the Rules of Ethics will be added to the RT63C course instead. RT63C is the final course in the program so students will have more experiences to apply the Rules of Ethics and it directly applies to the ARRT application in that class. This SLO will be evaluated next year to determine if a new one is needed. Additional research will be done to add cultural diversity and health equity topics to the course. The IHI module on health equity will be utilized as a starting point for discussion. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| Department - Radiologic Technology (R T) - R T 54C - RADIOGRAPHIC PATHOLOGY - SLO 1 - Application of Knowledge - Determine proper exposure factors, patient care and anatomical positioning based on manifestations of pathological conditions related to respiratory, osseous, fractures, urinary, gastrointestinal, hepatobiliary, central nervous, hemopoietic and endocrine systems (Created By Department - Radiologic Technology (R T))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>On a multiple choice test, the student will define the pathology of the respiratory, osseous, urinary, gastrointestinal, central nervous, and hemopoietic system.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>100% of participants will achieve 72% or higher on the exam. | 06/23/2016 - 100% of the students achieved 72% or higher on the exam.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>1. Pathology image software, 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)<br>**GE/IL-SLO Reflection:**<br>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<br>assessing radiation exposure to the patient through the selection of appropriate | 06/23/2016 - 1. Continue to update the lectures with more anatomy images (CT, MRI, US, NM). 2. Include more spot check questions throughout the weekly lectures. 3. Add more images to 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>On a multiple choice test, the student will describe the appearance of pathology of the respiratory, osseous, urinary, gastrointestinal, central nervous, and hemopoietic system.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>100% of the participants will achieve 72% or higher on the exam. | 06/23/2016 - 100% of the students achieved 72% or higher on the exam.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>1. Library reference books for the stack and reserve section. 2. Faculty professional development (conferences) is required to maintain currency in the subject matter.<br>**GE/IL-SLO Reflection:** | 06/23/2016 - 1. Include more radiographic images that demonstrate various pathologies; focusing on the central nervous system. 2. Increase the number of image examples (CT and MRI) on the weekly quizzes and final review activity. 4. Increase the number of fracture images on the final review activity. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | This SLO is connected to the Four C's in the areas of Communication, Critical Thinking and Community. The students are reading, analyzing and at all times relating the topic they are learning to the comfort, radiation safety as well as the potential diagnosis of each patient and the ramifications of the diagnosis. | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>The student's research project will be assessed using a project checklist.<br>**Assessment Method Type:**<br>Presentation/Performance<br>**Target for Success:**<br>100% of the student will receive a grade of 72% or greater on the overall project. | 11/08/2016 - 100% of the students earned a grade of 72% or greater on the overall project.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Venipuncture supplies, simulation room, textbooks, current Radiologic Technology journals, positioning phantom, portable xray unit, Trajecsys tracking system, Anatomage table.<br>**GE/IL-SLO Reflection:**<br>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. | 11/08/2016 - Overall the students did well. In an effort to expand teaching and learning opportunities, the students set up their research boards during open lab and presented their research to the first year students. Not only did this provide an additional venue for the students to present their research, but it also set the stage for future expectations. The students not only presented their research, but also provided insight into teamwork and collaboration as well as pitfalls to avoid. This activity will continue next year. |
| 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)) | **Assessment Method:**<br>The student's research project will be assessed using a project checklist.<br>**Assessment Method Type:**<br>Presentation/Performance<br>**Target for Success:**<br>100% of the student will receive a grade of | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | 72% or higher on the overall project. | | |
| **Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>The student's oral presentation will be assessed using a rubric.<br>**Assessment Method Type:**<br>Presentation/Performance<br>**Target for Success:**<br>100% of the students will achieve 72% or higher on the rubric. | 11/08/2016 - 100% of the students achieved 72% or higher on the rubric. The average score was 94%.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Venipuncture supplies, simulation room, textbooks, current Radiologic Technology journals, positioning phantom.<br>**GE/IL-SLO Reflection:**<br>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. | 11/08/2016 - Audience participation continued this year, which provided additional feedback for each group of presenters. Groups that may not have done so well creating the scientific display board, did an excellent job on the oral presentation. The boards were once again submitted for National Competition. One of the groups took first place for original research. Another group placed in the top three for informational display. Topics will be selected in late summer early fall to allow ample time for research. A discussion between the current instructor and the instructor for Winter 2017 indicated that a curriculum change might be worth investigating. Extending the research course to two quarters would allow for greater depth and collaboration. The faculty will discuss creating a 1 unit research course for Fall quarter of the second year and altering the 1 unit course in Winter to focus primarily on the oral presentation aspect. |
| 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 | **Assessment Method:**<br>On a multiple choice test the student will describe image production and basic system components in the computed tomography and magnetic resonance imaging process.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz | 12/14/2015 - 100% of the students received a grade of 72% or greater on the test (Fall 2015).<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016 | 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. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| Technology (R T))<br><br>**Course-Level SLO Status:**<br>Active | **Target for Success:**<br>100% of students will receive a grade of 72% or greater on the test. | **Resource Request:**<br>1. Library reference books for the stack and reserve section. 2. Faculty professional development is required to maintain currency in the subject matter.<br>**GE/IL-SLO Reflection:**<br>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. | Update lecture to include new imaging techniques. |
| Department - Radiologic Technology (R T) - R T 62A - ADVANCED MODALITIES IN IMAGING - SLO 2 - Knowledge - Recognize sectional anatomy of the head, neck, thorax, abdomen, spine, pelvis and extremities. (Created By Department - Radiologic Technology (R T))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>On a multiple choice test the student will recognize sectional anatomy of the head, neck, thorax, abdomen, spine, pelvis and extremities.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>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).<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>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.<br>**GE/IL-SLO Reflection:**<br>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. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>On a multiple choice test the student will describe the positioning, procedure, and structures demonstrated for projections involving the facial bones, sinuses, and cranium.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>100% of the students will receive a grade of 72% or greater on the test. | 03/24/2016 - 100% of the students received a grade of 72% or greater on the test (Winter 2016).<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Professional development for faculty is required to maintain currency in the specialized modality field.<br>**GE/IL-SLO Reflection:**<br>This outcome is related to the institutional goals of communication, creative, critical and analytical thinking. The students are required to read and analyze the textbook material and apply that information to a clinical situation. They must be able to evaluate, identify and critique the radiographic positions of the skull. Judgment must be used when evaluating different pathologic conditions. | 03/24/2016 - 1. Develop interactive group activities using skull models and images to support anatomy identification and critical thinking. 2. Include more skull images on the final review activity to reinforce technical and procedure-related concepts. 3. Expand the skull pathology lecture to include more examples. |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>On a multiple choice test the student will describe image production and related equipment components in the angiographic imaging process.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>100% of the students will receive a grade of 72% or greater on the test. | 03/24/2016 - 100% of the students received a grade of 72% or greater on the test (Winter 2016).<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Library reference books for the stack and reserve section. Faculty professional development is required to maintain currency in the subject matter.<br>**GE/IL-SLO Reflection:**<br>This outcome is related to the institutional goals of communication and creative, critical and analytical thinking. The students are | 03/24/2016 - 1. Update the angiographic equipment lecture by adding more clinical examples to support the topic. 2. Bring in examples of guidewires and catheters for class demonstration. 3. Include videos that demonstrate angiographic procedure techniques. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | reading and analyzing the lecture material that relates to angiographic equipment and the imaging process. Judgment and decision making are necessary when identifying the various angiographic components. | |
| Department - Radiologic Technology (R T) - R T 62C - PROFESSIONAL DEVELOPMENT IN RADIOLOGY - SLO 1 - Professional Development - Describe the process of professional development and outline the steps required for continuing education and life-long learning in radiology. (Created By Department - Radiologic Technology (R T))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>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.<br>**Assessment Method Type:**<br>Essay/Journal<br>**Target for Success:**<br>100% of the students will receieve a grade of 72% or greater on the reflection paper. | 12/13/2016 - 100% of the students received a grade of 72% or greater on the reflection paper.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Additonal room for simulation beyond the current classroom and lab, textbooks, postioning mannequin, Venipuncture supplies, anatomogage table, trajecsys, lead aprons.<br>**GE/IL-SLO Reflection:**<br>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. | 12/13/2016 - This assignment will continue as it provides an opportunity for students to thoughtfully consider their future educational aspirations. No changes at this time. |
| Department - Radiologic Technology (R T) - R T 62C - PROFESSIONAL DEVELOPMENT IN RADIOLOGY - SLO 3 - Application of Knowledge - The student will demonstrate knowledge of image evaluation, which includes anatomy, positioning, and technical factor usage for various radiographic procedures. (Created By Department - Radiologic Technology (R T)) | **Assessment Method:**<br>On an Image Analysis Assessment, 100% of the students will score = 36.0 on a 40.0 point scale.<br>**Assessment Method Type:**<br>Case Study/Analysis | 12/13/2016 - 100% of the students scored 36 points or higher.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Additonal room for simulation beyond the current classroom and lab, textbooks, | 12/13/2016 - The second year Image Analysis Assessment consisted of 40 images from across the program curriculum, asking for students to identify anatomical parts, identify projections and assess positioning. The benchmark for the assessment is an average of 36.0 or more points on a 40.0-point |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| **Start Date:**<br>06/06/2016<br>**Course-Level SLO Status:**<br>Active | | postioning mannequin, Venipuncture supplies, anatomogage table, trajecsys, lead aprons.<br>**GE/IL-SLO Reflection:**<br>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. | scale. The score this year was 36.65 out of 40. This is the first year in the last three years that the benchmark has been met. The score in 2015 was 35.85 and in 2014 was 35.73. The students struggled in four specific areas: fracture identification, elbow projection differentiation, artery identification, and skull positioning. Areas that improved from last year were shoulder anatomy and projection/position identification, skull projection identification, and lateral knee rotation evaluation. Data from the clinical quizzes will be utilized to update the assessment tool for the 2017 assessment period. |
| 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))<br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>The student will be given a 25-point test on patient care, one of the five content specifications on the ARRT exam.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>100% of the class will pass the test with a score of 75% or higher. | 11/02/2016 - 100% of the class will pass the test with a score of 75% or higher.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Multimedia classroom<br>**GE/IL-SLO Reflection:**<br>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 | 11/02/2016 - Upon reflection, I changed the target for success from 75% to 100% of students will pass with a 75% or better. It makes more sense since the minimum percentage to pass the national exam is 75%. |
| Department - Radiologic Technology (R T) - R T 63 - ADVANCED RADIOGRAPHIC | **Assessment Method:**<br>The student will be given a quiz that covers | 11/02/2016 - 89% of the students passed this quiz with a score of 75% or higher. | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| 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))<br><br>**Course-Level SLO Status:**<br>Active | all positioning skills covered in the radiography curriculum.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>100% of the students will pass this quiz with a score of 75% or higher. | **Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Multimedia classroom<br>**GE/IL-SLO Reflection:**<br>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. | 11/02/2016 - The target of success was increased this year from 75% passing to 100% passing to better reflect the percentage to pass the ARRT exam. Two students did not attain this goal. They attributed it to lack of preparation. No changes at this time. |
| Department - Radiologic Technology (R T) - R T 63A - RADIOGRAPHIC CLINICAL PRACTICUM I - SLO 1 - Demonstrate - Demonstrate proper equipment manipulation and positioning criteria for selected radiographic procedures, applying appropriate patient care and radiation protection principles in the clinical setting. (Created By Department - Radiologic Technology (R T))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>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.<br>**Assessment Method Type:**<br>Field Placement/Internship<br>**Target for Success:**<br>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. | 12/12/2016 - 100% of the participants achieved a minimum of 6 out of 10 points for the following categories: radiation protection, positioning, and equipment.<br>18 out of 19 students achieved a minimum of 6 out of 10 points for the Patient Care category.<br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Dedicated counselor, additonal room for simulation beyond the current classroom and lab, textbooks, postioning mannequin, venipuncture supplies, phantoms for the digital imaging lab, lead aprons, c-arm laser, culture and patient safety modules..<br>**GE/IL-SLO Reflection:**<br>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 | 12/12/2016 - The Radiation Protection average score dropped slightly from last year, 9.43 to 9.37. The primary issue was again collimation, specifically c-spine, female chest, trauma and DR portables. The equipment category also dropped slightly from 9.90 to 9.68. The primary issues were proficiency with the panel, detente and SID. The patient care category had the most notable drop from last year; from 10 (every student had a perfect score in this area at this time last year) to 9.37. It should be noted that only 2 of the 19 students earned deductions in this area. The primary issue was communication related to patient safety. The positioning category had an increase from 9.24 to 9.47. As this is the second quarter of the rotation, students will be encouraged to make their deficiencies in any of |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | each patient. | these areas a priority by identifying exams they struggle with and create an action plan to increase skill levels. |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>On a clinical competency evaluation the student will perform image evaluation, which includes anatomy and pathology identification for various radiographic procedures.<br>**Assessment Method Type:**<br>Field Placement/Internship<br>**Target for Success:**<br>100% of the participants will achieve a minimum of 6 out of 10 points for the Image Analysis category. | 12/12/2016 - 100% of the participants achieved a minimum of 8 out of 10 points for the Image Analysis category.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Additonal room for simulation beyond the current classroom and lab, textbooks, postioning mannequin, Venipuncture supplies, anatomogage table, trajecsys, lead aprons.<br>**GE/IL-SLO Reflection:**<br>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. | 12/12/2016 - Slight increase in average score of 9.37 compared to 9.24 last year. The primary areas that students struggled with were knee, elbow, wrist, shoulder and ankle. |
| 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)) | **Assessment Method:**<br>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.<br>**Assessment Method Type:**<br>Field Placement/Internship<br>**Target for Success:** | 12/12/2016 - 100% of the participants achieved a minimum of 6 out of 10 points for the following categories: radiation protection, patient care, positioning, and equipment.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Additonal room for simulation beyond the | 12/21/2016 - Radiation Protection – 100% scored 6 or higher. 9.05 average dropped from last year's 9.14, 8 deductions primarily due to collimation issues. The collimation issue is expected as this is the first quarter in that particular clinical setting. Clinical instructors were encouraged to discuss collimation when reviewing protocols with the |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| **Course-Level SLO Status:**<br>Active | 100% of the participants will achieve a minimum of 6 out of 10 points for the following categories: radiation protection, patient care, positioning, and equipment. | current classroom and lab, textbooks, postioning mannequin, Venipuncture supplies, anatomogage table, trajecsys, lead aprons.<br>**GE/IL-SLO Reflection:**<br>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. | students during the orientation period.<br>Equipment – 100% scored 6 or higher. The average was 9.79 a slight drop from last year's 9.81. Two deductions were due to the student's slow transition from DR to CR. This issue will be monitored as remediation can be held in the campus lab during open lab. This issue may resolve itself as in the next several years (2017 – 2022) the profession is moving away from a CR environment to DR. A bill was passed by Congress that reduces payment for film based imaging to zero by 2018. CR based imaging reimbursement will begin to decline as well in an effort to move all imaging to a DR platform. This is significant for students as many times they struggle moving from a DR facility to a CR facility and back again as the workflow is significantly different. One of the last clinical affiliates that had maintained their CR equipment as the primary platform will be moving to DR during 2017-2018.<br>Positioning – 100% scored 6 or higher. The average score dropped from 9.71 to 9.26. There were 5 deductions for details/protocols. Efforts have been redoubled earlier in the program to emphasize protocols. The Clinical Instructors were also encouraged to provide the students with written protocols that could be reviewed offsite.<br>Patient Care – 100% scored 6 or higher. A slight drop in the average |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | | score from 9.90 to 9.79 due to 1 deduction for communication. The program will be evaluating what changes can be made to assist students in the area of communication over the next year. Communication is essential in the RT profession and affects all areas of the program. Some discussion has been made around focusing efforts on soft skill attainment, increasing interprofessional education related to communication and evaluating the need for a speech class as a way to determine oral communication skills prior to entering the program. This issues will be discussed in Clinical Instructor meetings, faculty meetings and Program Director Meetings over the 2016-2017 school year. |
| Department - Radiologic Technology (R T) - R T 63B - RADIOGRAPHIC CLINICAL PRACTICUM II - SLO 2 - Performance - Perform image evaluation, which includes anatomy and pathology identification for various radiographic procedures. (Created By Department - Radiologic Technology (R T))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>On the clinical evaluation form the student will perform image evaluation, which includes anatomy and pathology identification for various radiographic procedures.<br>**Assessment Method Type:**<br>Field Placement/Internship<br>**Target for Success:**<br>100% of the participants will achieve a minimum of 6 out of 10 points for the Image Analysis category. | 12/12/2016 - 100% of the participants achieved a minimum of 6 out of 10 points for the Image Analysis category.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Additonal room for simulation beyond the current classroom and lab, textbooks, postioning mannequin, Venipuncture supplies, anatomogage table, trajecsys, lead aprons, PACS.<br>**GE/IL-SLO Reflection:** | 12/21/2016 - The average score in the image analysis category was 9.16, a decrease from last year's 9.24 as well as a decrease from Fall's 9.37. This reflects 8/19 students earning a deduction in this category. It should be noted that the content of the quizzes from Fall to Winter is very different. Fall focuses primarily on extremities while Winter includes spine and contrast procedures, which require more complex imaging. The two areas of concern were UGI images and spine |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | 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. | anatomy, specifically bony protuberances. The biggest detriment to achieving a true increase in the students' knowledge in this area 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 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. The program will gather information regarding hosting a PACS system on campus. It should be noted that the Respiratory, DMS and Dental Hygiene programs would also benefit from a shared PACS as the students in those programs need to perform image analysis, pathology review and assessment as well. Discussions will be held in the 16-17 Program Directors meeting to explore this opportunity. |
| Department - Radiologic Technology (R T) - R T 63C - RADIOGRAPHIC CLINICAL PRACTICUM III - SLO 1 - Demonstrate - | **Assessment Method:**<br>On the clinical evaluation form the student | 12/12/2016 - 100% of the participants achieved a minimum of 6 out of 10 points for the following | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| 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))<br><br>**Course-Level SLO Status:**<br>Active | will demonstrate proper equipment manipulation and positioning criteria for selected radiographic procedures, applying appropriate patient care and radiation protection principles in the clinical setting.<br>**Assessment Method Type:**<br>Field Placement/Internship<br>**Target for Success:**<br>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. | categories: radiation protection, patient care, positioning, and equipment.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Additonal room for simulation beyond the current classroom and lab, textbooks, postioning mannequin, Venipuncture supplies, anatomogage table, trajecsys, lead aprons, PACS.<br>**GE/IL-SLO Reflection:**<br>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. | 12/21/2016 - Radiation Protection –Average score was 9.47, increased from Fall's average score of 9.05, reduction of deductions from 8 to 4 in collimation.<br>Equipment – No deductions in this area. The students were able to acclimate to their environment within one quarter. This bodes well for employment opportunities as it signals to the clinical sites that the students are ready to graduate and would be a good fit with their site.<br>Positioning – 9.26 no change from winter, same 5 deductions. Will discuss this issue at a clinical instructor meeting during the 16-17 school year to ensure that assessment matches the expected level.<br>Pt care – 9.89, increase from 9.79 during Winter Quarter. Improvement noted in communication. |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>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.<br>**Assessment Method Type:**<br>Field Placement/Internship<br>**Target for Success:**<br>100% of the participants will achieve a minimum of 6 out of 10 points for the Image Analysis category of the Clinical Evaluation | 12/12/2016 - 100% of the participants achieved a minimum of 6 out of 10 points for the Image Analysis category of the Clinical Evaluation Tool.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Additonal room for simulation beyond the current classroom and lab, textbooks, postioning mannequin, Venipuncture supplies, anatomogage table, trajecsys, | 12/21/2016 - The average score was 9.79, a big improvement from last quarter's 9.16. Only 2 students earned deductions in this area, a large decrease from 8. A reason for this major improvement could be related to the RT63 course. This will be monitored. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | Tool. | lead aprons, PACS.<br>**Resource Request:**<br>Additonal room for simulation, c-arm laser, textbooks, postioning mannequin, Venipuncture supplies, anatomogage table, trajecsys, lead aprons, PACS.<br>**GE/IL-SLO Reflection:**<br>This SLO is connected to the Four C's in the areas of Communication, Computation, Critical Thinking, and Community. The students are evaluating anatomy to confirm the positioning, technical factors and equipment were correct in or to increase radiation safety as well as proper diagnosis of each patient. | |
| Department - Radiologic Technology (R T) - R T 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>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.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>100% of the class will pass the exam with a score of 72% or higher | 11/02/2016 - 100% of the class passed the exam with a score of 72% or higher<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Multimedia classroom, dedicated radiology room where the c-arm can be utilized to it's full, non-radiating capacity. This will take some square footage.<br>**GE/IL-SLO Reflection:**<br>This SLO aligns with the college ILO of Computation and Creative, Critical, and Analytical Thinking. Radiation protection requires mathematical problems and critical thinking to best understand how State and National regulations safeguard patients from unnecessary radiation. | 11/02/2016 - The target for success was increased from 95% will pass to 100% will pass with a score of 72% or higher to more align with the CA Fluoroscopy Exam that requires test takers to pass the exam with a minimum percentage of 72% or face failure of the test. No changes at this time. |
| Department - Radiologic Technology (R T) - R T 64 - FLUOROSCOPY - SLO 2 - Knowledge - Identify components and their | **Assessment Method:**<br>On a multiple choice test students will identify the components and their functions | 11/02/2016 - 94.7% of the class passed the test with a minimum score of 72%<br>**Result:** | 11/02/2016 - The target for success was increased from 95% will pass to 100% will pass with a score of 72% |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| functions of the x-ray image intensifier . (Created By Department - Radiologic Technology (R T))<br><br>**Course-Level SLO Status:**<br>Active | of the x-ray image intensifier.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>100% of the class will pass the test with a minimum score of 72% | Target Not Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Multimedia classroom, dedicated radiology room where the c-arm can be utilized to it's full, non-radiating capacity. This will take some square footage.<br>**GE/IL-SLO Reflection:**<br>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. | or higher to more align with the CA Fluoroscopy Exam that requires test takers to pass the exam with a minimum percentage of 72% or face failure of the test. No changes at this time. |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>On a multiple choice test the student will demonstrate knowledge of the human structure, function, pathology and radiographic positioning relating to the human breast.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>100% of the students will receive a grade of 72% or greater on the test. | 03/24/2016 - 100% of the students received a grade of 72% or greater on the test (Winter 2016).<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>1. Faculty professional development is required to maintain currency in the field. 2. Copies of the required textbook for library use (reserve and stacks).<br>**GE/IL-SLO Reflection:**<br>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. | 03/24/2016 - 1. Continue to update the curriculum as outlined by the ARRT Mammography content specifications (effective date: January 2016). 2. Expand the lecture on mammographic appearance and reporting terminology. 3. Expand the pathology lecture by including more digital examples. |
| Department - Radiologic Technology (R T) - R T 65 - MAMMOGRAPHY - SLO 2 - Application of knowledge - Explain image | **Assessment Method:**<br>On a multiple choice test the student will demonstrate knowledge of image production | 03/24/2016 - 100% of the students received a grade of 72% or greater on the test (Winter 2016).<br>**Result:** | 03/24/2016 - 1. Expand the instrumentation and equipment lecture by adding more digital |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| production and related equipment components to the mammography imaging process including quality assurance and quality control. (Created By Department - Radiologic Technology (R T))<br><br>**Course-Level SLO Status:**<br>Active | and equipment components related to the mammography imaging process including quality assurance and quality control.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>100% of the students will receive a grade of 72% or greater on the test. | Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Faculty professional development is required to maintan currency in the subject matter.<br>**GE/IL-SLO Reflection:**<br>The institutional goals that relate to this SLO include: communication, computation, creative, critical an analytical thinking. The students are reading and analyzing the lecture material relating to the mammography equipment and imaging process. Students are required to use problem solving skills when analyzing numerical data for quality control experiments. | equipment examples (photos). 2. Continue to update the equipment and QC lecture with any state and/or federal regulation changes. 3. Include more digital equipment questions on the comprehensive final examination. |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>On a multiple choice test the student will identify vascular anatomy, potential sites and equipment needed for venipuncture and intravenous infusion.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>100% of the participants will achieve 72% or higher on the exam. | 10/18/2016 - 100% of the participants achieved 72% or higher on the exam.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Additonal room for simulation beyond the current classroom and lab, textbooks, postioning mannequin, Venipuncture supplies.<br>**GE/IL-SLO Reflection:**<br>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 | 10/18/2016 - Due to the success of students volunteering to participate in live sticks withe paramedic program, this interprofessional opportunity will continue. Overall the students do very well with the venipuncture portion of the course. Next year, the course will be flipped so that the pharmacology portion comes first due to the difficulty the students have with it. The venipuncture portion will be presented in the second half of the quarter to correspond to lab time. This will be done in a 10 week timeframe as opposed to the 8 weeks the course was taught in. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | 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. | |
| 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))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>On a multiple choice test the student will identify chemical components of iodinated contrast, signs and symptoms of adverse reactions as well as treatment.<br>**Assessment Method Type:**<br>Exam - Course Test/Quiz<br>**Target for Success:**<br>100% of the participants will achieve 72% or higher on the exam. | 10/18/2016 - 85% (18 out of 21 students) achieved 72% or higher on the final exam.<br>**Result:**<br>Target Not Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Additonal room for simulation beyond the current classroom and lab, textbooks, postioning mannequin, Venipuncture supplies. | 10/18/2016 - The changes put into place last year regarding practice quizzes and more opportunities to apply knowledge were implemented. The patient simulator was engaged to review EKG rhythms and to discuss contrast reactions. This worked fairly well, but more access is needed with the simulator to formulate curriculum that applies real life scenarios. The main issue for the three students who did not pass the final exam was time mangement. The summer quarter is an enormous transition as the students move from two days a week in clinic to four days a week and spend 8 hours on Wednesdays in class. The students take RT64 and RT72 on the same day due to the clinical schedule. The final exams are also held on the dame day. In order to provide some relief to the schedule next year, the venpuncture course will have some major changes: 1. The content will be flipped so the content students have struggled with will taught first. 2. The course will be taught over a |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | | 10 week session that matches the clinical course to allow better time management by the students. 3. A book loan program will be attempted. The program will purchase enough venipuncture textbooks for the entire class and loan them out. Out of the three students who did not pass, only one of them owned the textbook. The other two were relying on fellow students as the library was not open during the latter half of the course so they could not access the books on reserve. Many of the students stopped working at the beginning of July in order to increase their opportunity for success which makes purchasing textbooks a major hardship. |
| Department - Radiologic Technology (R T) - R T 74 - ADVANCED CLINICAL EXPERIENCE: COMPUTED TOMOGRAPHY - SLO 1 - Demonstrate - Demonstrate proper equipment manipulation and assist in the performance of computed tomography procedures, applying appropriate patient care and radiation protection principles in the clinical setting. (Created By Department - Radiologic Technology (R T))<br><br>**Course-Level SLO Status:**<br>Active | **Assessment Method:**<br>The student will be assessed using a clinical evaluation tool that evaluates the student's ability to demonstrate proper equipment manipulation and assist in the performance of computed tomography procedures, applying appropriate patient care and radiation protection principles in the clinical setting.<br>**Assessment Method Type:**<br>Field Placement/Internship<br>**Target for Success:**<br>100% of the students will receive a grade of 80% or greater on the clinical evaluation tool. | | |
| Department - Radiologic Technology (R T) - R T 74 - ADVANCED CLINICAL | **Assessment Method:**<br>The student will be assessed using a clinical | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| EXPERIENCE: COMPUTED TOMOGRAPHY - SLO 2 - Critique - Critique and distinguish relevant sectional anatomy and pathology related to computed tomography. (Created By Department - Radiologic Technology (R T))<br><br>**Course-Level SLO Status:**<br>Active | evaluation tool that evaluates the student's ability to critique and distinguish relevant sectional anatomy and pathology related to computed tomography.<br>**Assessment Method Type:**<br>Field Placement/Internship<br>**Target for Success:**<br>100% of the students will receive a grade of 80% or greater on the clinical evaluation tool. | | |

# Unit Assessment Report - Four Column

## Foothill College

## Program (BHS-RT) - Radiological Technology AS

| PL-SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| Program (BHS-RT) - Radiological Technology AS - 1 - Graduates will pass the ARRT National Boards with a score of 75% or higher.<br>**Year PL-SLO implemented:**<br>End of Academic Year<br><br>**SLO Status:**<br>Active | **Assessment Method:**<br>HESI Exam<br>**Assessment Method Type:**<br>Exam - Standardized<br>**Target:**<br>100% of the students will pass the HESI Exam in RT63 with a score of 75% or higher. | 12/21/2016 - 100% of the students passed the HESI Exam in RT63 with a score of 81% or higher.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Additonal room for simulation beyond the current classroom and lab, textbooks, postioning mannequin, Venipuncture supplies, anatomogage table, trajecsys, lead aprons, PACS.<br>**GE/IL-SLO Reflection:**<br>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 Management, Pathology, Patient Care, Ethics and Medical Law, Imaging Procedures and Analysis. | 12/21/2016 - The class as a whole did better on the physics and QC portion of the exam in comparison to last year. Two specific areas of focus for next year will be Arthrography/Myelography and Ethical & Legal Aspects as these were the two areas of weakness on the test. The highest score was 99% and the lowest score on the exam was 81% well above 75% threshold to pass. |
| | **Assessment Method:**<br>ARRT National Board Exam<br>**Assessment Method Type:**<br>Exam - Standardized<br>**Target:**<br>100% of the students will pass the ARRT exam with a score of 75% or higher. | 12/14/2016 - 100% of the students passed the ARRT exam with a score of 75% or higher. (Class of 2016)<br><br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Additonal room for simulation beyond the current classroom and lab, textbooks, postioning mannequin, Venipuncture supplies, anatomogage table, tables/chairs for 5210, trajecsys, lead aprons, PACS. | 12/21/2016 - In comparison to last year, the program remains strong in the ARRT pass rate at 100%. The test is split up into five categories. Improvement was noted in three of the four categories, one remained the same and one had a slight decline.<br><br>Radiation Protection: 2016: 9.0/10 vs 2015: 8.8/10<br>Equipment Operation & QC: 2016: 8.8/10 vs 2015: 8.1/10<br>Image Acquisition & Evaluation: |

| PL-SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | **GE/IL-SLO Reflection:**<br>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. | 2016: 9.0/10 vs 2015 9.0/10<br>Imaging Procedures: 2016: 8.9/10 vs 2015: 8.8/10<br>Patient Care and Education: 2016: 9.0/10 vs 2015: 9.1/10<br>Mean Score: 2016: 89.4 vs 2015: 88.4<br><br>A great deal of effort went into improving the Equipment Operation and QC scores. Focused effort will be to improve the two categories that demonstrated no change/decreased. |
| Program (BHS-RT) - Radiological Technology AS - 2 - 75% of graduates will be employed within 6 months of graduation.<br><br>**SLO Status:**<br>Active | **Assessment Method:**<br>Clinical Instructor Survey during the December Clinical Instructor Meeting.<br>**Assessment Method Type:**<br>Data<br>**Target:**<br>75% of the graduates will be employed within 6 months of graduation. | 12/14/2016 - 84% of the graduates were employed within 5 months of graduation. (Class of 2016)<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Additonal carpetless room for simulation beyond the current classroom and lab, c-arm laser, gurney to simulate an OR table, textbooks, postioning mannequin, Venipuncture supplies, anatomogage table, trajecsys, lead aprons, PACS.<br>**GE/IL-SLO Reflection:**<br>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 | 12/21/2016 - 16 out of 19 of the graduates were employed as per diem, part-time or full-time employees within 5 months of graduation. Hospital based jobs continue to dominate job opportunities (10 hospital, 6 clinics). Five of the 16 employed were in full-time positions. It would be helpful in the future to determine how quickly the per diem positions that 9 of the graduates obtained morphed into full time positions. Surgical and portable imaging are both part of the scope of practice for a hospital-based Radiologic Technologist and continue to be important components for our graduates to obtain hospital based positions. The program will continue to focus on increasing c-arm education |

| PL-SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | ASRT Radiologic Technology Code of Ethics. | opportunities to build skills and mandate more time in the OR per student. A c-arm was donated by Stanford which will help close the skill gap in this area. Learning opportunities in both the first and second year courses are currently being developed to increase skill sets. In the past the only time a student trains to use c-arms and portables is during exams and procedures requiring them. This does not allow for building of foundation skills and knowledge. A portable machine is still needed to allow for it to be a dedicated part of the didactic/laboratory student experience. With this equipment emphasizes the need for additional classroom space to conduct scenario based learning, specifically with no carpet. These are large scale pieces of equipment that become almost impossible to move if not in the right environment. |
| | **Assessment Method:**<br>Online Graduate Survey given during Fall Quarter after the students graduate.<br>**Assessment Method Type:**<br>Data<br>**Target:**<br>75% of graduates will be employed within 6 months of graduation. | 12/14/2016 - 75% of graduates were employed within 6 months of graduation.<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Additonal room for simulation beyond the current classroom and lab, textbooks, postioning mannequin, Venipuncture supplies, anatomogage table, trajecsys, lead aprons, PACS. | 12/21/2016 - Only 84% were employed this year vs 95% employed last year. This explanation for this could be due to delays with the state licensing board. Once the graduates receive their national certification, they are required to mail it to the state licensing board to receive their state license. Once they have their state license, they are eligible to sit for the state fluoroscopy exam. Most |

| PL-SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | **GE/IL-SLO Reflection:**<br>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. | hospitals/clinics will not hire technologists that do not have their fluorosocopy permit due to liability and staffing issues. This coupled with delays in processing both CRT/fluroroscopy applications as well as fluoroscopy test scores resulted in delays in employment. Several graduates refrained from looking for employment until they were eligible as licensure is required to even obtain an interview. In order to better prepare graduates, increased focus on soft skills will be emphasized in the Ethics and Professionalism courses as this has become a major emphasis in the health care industry. Activities will be utilized in both courses to provide hands on critical thinking opportunities. Interprofessional education will also be increased as a method to increase leadership and communication skills when working in a team environment. |
| Program (BHS-RT) - Radiological Technology AS - 3 - 75% of students enrolled in Fall Quarter of the first year will graduate from the program.<br>**SLO Status:**<br>Active | **Assessment Method:**<br>First Year Fall Quarter Class Census<br>**Assessment Method Type:**<br>Data<br>**Target:**<br>75% of the students enrolled in the first year Fall Quarter will continue onto the Winter Quarter. | 12/21/2016 - 91% of the students (21/23) enrolled in the first year Fall Quarter (F14) continued onto the Winter Quarter (W15).<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Additonal room for simulation beyond the current classroom and lab, textbooks, postioning mannequin, Venipuncture supplies, anatomogage table, trajecsys, | 12/21/2016 - 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. Even with all of the embedded opportunities, they do not help for students leaving the program for personal reasons as was the case in the drop from 23 to |

| PL-SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | lead aprons, PACS.<br>**GE/IL-SLO Reflection:**<br>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. | 21 students. |
| | **Assessment Method:**<br>Second Year Spring Quarter Class Census<br>**Assessment Method Type:**<br>Data<br>**Target:**<br>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. | 12/21/2016 - 82% of the students (19/23) enrolled in the Fall Quarter of the first year (F2014) were still enrolled in the Spring Quarter of the Second Year (Sp2016).<br>**Result:**<br>Target Met<br>**Year This Assessment Occurred:**<br>2015-2016<br>**Resource Request:**<br>Additonal room for simulation beyond the current classroom and lab, textbooks, postioning mannequin, Venipuncture supplies, anatomogage table, trajecsys, lead aprons, PACS.<br>**GE/IL-SLO Reflection:**<br>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. | 12/21/2016 - The retention rate for this class was at 82%, a drop from last year's high of 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 other three stepped out of the program due to personal reasons. Non-academic reasons for leaving the program continue to revolve around finances. Though the program is the cheapest option for students pursuing a Radiologic Technology career, it should be noted that the inability of our students to work due to the rigor of the program takes a toll. Scholarship opportunities will continue to be shared with the students, increased discussion and education regarding financial aid as well as a textbook loan program will be explored to assist students with their financial burden. The 5-year |

| PL-SLOs | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | | average for program retention has been increasing since 2010. The five-year average for 2010-2014 was 80%. The five-year average for 2011-2015 was 87.6%, and remains at 87% for the 2012-2016 average. |