

# Assessment: Course Four Column

SPRING / SUMMER 2016



## El Camino: Course SLOs (HSA) - Radiologic Technology

### ECC: MEDT 1:Medical Terminology

Course SLOs	Assessment Method Description	Results	Actions
<b>SLO #1 Formulate</b> - Students will formulate medical terms by properly arranging prefixes, suffixes, word roots and combining forms. <b>Course SLO Status:</b> Active <b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014), 2016-17 (Spring 2017) <b>Input Date:</b> 11/08/2013	<b>Exam/Test/Quiz</b> - Students will demonstrate their knowledge of medical terms by completing a multiple choice 15 question quiz.  <b>Standard and Target for Success:</b> It is expected that 85% of students will score 75% or above on this SLO.  <b>Related Documents:</b> <a href="#">Unit 14 Fall 2013.doc</a>		
<b>SLO #2 Identify Terms</b> - Students will identify medical terms as relates to the body systems, including Greek and Latin terms. <b>Course SLO Status:</b> Active <b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015) <b>Input Date:</b> 11/08/2013	<b>Exam/Test/Quiz</b> - Students will assess their knowledge of medical terms in either Greek or Latin through a fill in the blank 15 point exam. Students will provide the English definition of a medical term on 8 questions, will define 2 surgical abbreviations, and provide the Greek or Latin definition of 5 English medical terms. <b>Standard and Target for Success:</b> It is expected that 85% of students will score 75% or above on this SLO		
<b>SLO #3 Abbreviations</b> - Students will list appropriate medical abbreviations	<b>Exam/Test/Quiz</b> - Questions regarding abbreviations were	<b>Semester and Year Assessment Conducted:</b> 2015-16 (Spring 2016)	<b>Action:</b> Continue to recommend

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>and their usage.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2015-16 (Spring 2016)</p> <p><b>Input Date:</b> 11/08/2013</p>	<p>included on weekly quizzes.</p> <p><b>Standard and Target for Success:</b></p> <p>80% of the students should successfully answer the abbreviation questions correctly.</p>	<p><b>Standard Met? :</b> Standard Met</p> <p>40 students took the weekly quizzes. 35 (88%) of the students were able to correctly answer all of the abbreviation questions on the quizzes. (09/08/2016)</p> <p><b>Faculty Assessment Leader:</b> Jo Moore</p>	<p>utilizing the learning center. Group work has increased success, and will be recommended for those who need extra study methods. Extra points will be given for those who utilize the learning center or group work (02/22/2017)</p> <p><b>Action Category:</b> Teaching Strategies</p>

# ECC: RTEC 104: Clinical Education 1

Course SLOs	Assessment Method Description	Results	Actions
<p><b>SLO #1 Body Mechanic</b> - Students will demonstrate correct principles of body mechanics in the clinical setting.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Summer 2015)</p> <p><b>Input Date:</b> 11/08/2013</p>	<p><b>Essay/Written Assignment -</b></p> <p>Students were given 10 pictures, 5 of which were poor body mechanics and 5 were proper body mechanics. They also had 3 questions related to body mechanics on an assignment.</p> <p><b>Standard and Target for Success:</b></p> <p>Students will score 75% of 100% on proper body mechanics.</p>		
<p><b>SLO #2 Equipment</b> - Use Clinically</p> <p>Students will demonstrate the proper use of radiographic equipment in the clinical setting</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Summer 2014), 2016-17 (Summer 2017)</p> <p><b>Input Date:</b> 11/08/2013</p>	<p><b>Performance</b> - Clinical Evaluation Section D</p> <p><b>Standard and Target for Success:</b></p> <p>Students will score 3.5 out of 5 in section D of the Clinical Evaluation form.</p>		
<p><b>SLO #3 Ethical Behavior</b> - Students will demonstrate ethical behavior with patients, self and others.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2015-16 (Summer 2016)</p> <p><b>Input Date:</b> 11/08/2013</p>	<p><b>Performance</b> - Students are evaluated by clinical staff at the end of the semester. Evaluation includes assessment of ethical behavior. On the evaluation form, section A5 and section B7 will be assessed.</p> <p><b>Standard and Target for Success:</b> It is expected that students will average a total score of 81% for both these standards. This indicates that students will score an average of 3.25 out of 4 on the rubric.</p> <p><b>Reviewer's Comments:</b> Results will be tallied at the end of the semester</p>	<p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Summer 2016)</p> <p><b>Standard Met? :</b> Standard Met</p> <p>Student results were tallied. Students received a grade from the Clinical Educator and from the Clinical Instructor. For 19 students, that yielded 38 data points for each section (A5 and B7)( 76 data points in total). For the section B7, students averaged a grade of 3.7 out of 4 points from both the clinical educators and the clinical instructors for a 91% For section A5, students earned 90%, scoring an average of 3.6 from the two instructors combined. For both sections, the scores were 3.65 for a 91%. This surpasses the goal of 81%. Of note, for section A5, the clinical instructors scored the students slightly lower. This section states "protection of patient privacy" (07/25/2016)</p> <p><b>Faculty Assessment Leader:</b> Colleen McFaul</p> <p><b>Faculty Contributing to Assessment:</b> Dawn Charman, Naveed Hussein</p>	<p><b>Action:</b> Since the grades earned by the students is given by a cadre of instructors, staff will discuss the statements in both sections. To ensure consistency of grading, staff will discuss different criteria that they use to grade the students. After discussion, a consensus of criteria will be shared with all staff who grade the students in this area. Consider more instruction in the "patient privacy" section of Patient Care. (08/23/2017)</p> <p><b>Action Category:</b> Teaching Strategies</p>

## ECC: RTEC 107:Clinical Experience 2

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p><b>SLO #1 Universal Precautions -</b> Students will demonstrate the proper use of protective devices for patient safety during the radiographic procedures.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014), 2016-17 (Spring 2017)</p> <p><b>Input Date:</b> 11/08/2013</p>	<p><b>Performance -</b> Clinical Semester evaluation</p> <p><b>Standard and Target for Success:</b> First year students will score 3.0 out of 4 on sections G (Radiation Protection).</p> <hr/> <p><b>Exam/Test/Quiz -</b> Clinical final that will describe scenarios in which protective devices are needed. Students will have to choose which devices are appropriate for the given scenario.</p> <p><b>Standard and Target for Success:</b> Students will score 73% on 15 scenarios related to proper use of protective devices.</p>		
<p><b>SLO #2 Upper Extremity Techniques -</b> Students will identify appropriate exposure factors on a control panel for upper extremities.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015)</p> <p><b>Input Date:</b> 11/08/2013</p>	<p><b>Essay/Written Assignment -</b> A written assignment was given asking the students to identify appropriate techniques demonstrating former extremities. There were four upper extremities asking for techniques to include KVP and MAS for each.</p> <p><b>Standard and Target for Success:</b> Students will score an average of 73% on their section of proper techniques for upper extremities.</p> <p><b>Reviewer's Comments:</b> The students were given AP hand, Lateral wrist, AP forearm, and lateral finger and asked to choose appropriate KVP and MAS that meets the current criteria for DR and CR techniques. This standard involves increasing KVP and decreasing MAS to maintain ALARA.</p>		

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p><b>SLO #3 Infection Control Methods -</b> Students will apply basic infection control methods.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2015-16 (Spring 2016)</p> <p><b>Input Date:</b> 11/08/2013</p>	<p><b>Exam/Test/Quiz -</b> Students will be asked how to apply infection control questions on clinical final exam.</p> <p><b>Standard and Target for Success:</b> 75% of students will be able to accurately describe the appropriate application of infection control methods in the clinical setting.</p>	<p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Spring 2016)</p> <p><b>Standard Met? :</b> Standard Met</p> <p>On the clinical final all the question relating to infection control were averaged. The students scored an average 78% on the appropriate used of infection control methods. (09/16/2016)</p> <p><b>Faculty Assessment Leader:</b> Guillermina Colunga</p> <p><b>Faculty Contributing to Assessment:</b> Colleen McFaul</p>	<p><b>Action:</b> The method of assessments was two fold; clinical coordinator observations and questions on the final exam related to appropriate infection control methods. On both criteria the students met the standard. Based on the 78% they received on the final, I think the students should be remediated on infection control methods. Add a remediation session for current students on infection control. For new students add components of infection control to the clinical course. (09/16/2017)</p> <p><b>Action Category:</b> Teaching Strategies</p>
	<p><b>Performance -</b> The clinical coordinator made various visits to the clinical sites and observed first year students performing examinations. The rubric was 3= applied all appropriate infection control methods, 2= used some infection control methods, but not all, 1= used inappropriate infection control methods 0= did not use infection control methods.</p> <p><b>Standard and Target for Success:</b> Students will use infection control methods 91% of the time.</p>		

# ECC: RTEC 109: Clinical Experience 3

Course SLOs	Assessment Method Description	Results	Actions
<p><b>SLO #1 Contrast Routes</b> - Students will identify the routes of administering contrast media for fluoroscopic examinations.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Summer 2014)</p> <p><b>Input Date:</b> 11/08/2013</p>	<p><b>Exam/Test/Quiz</b> - Clinical Final Exam will have questions pertaining to contrast media.</p> <p><b>Standard and Target for Success:</b> 73% out of 100% on the contrast media related questions.</p>		
<p><b>SLO #2 Patient Care</b> - Students will apply patient care principles while positioning patients for radiographic examinations</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Summer 2014), 2016-17 (Summer 2017)</p> <p><b>Input Date:</b> 11/08/2013</p>	<p><b>Performance</b> - Clinical Evaluation Form</p> <p><b>Standard and Target for Success:</b> Students will score 3.5 out of 5 in Section A of the Clinical Evaluation Form</p>		
<p><b>SLO #3 Radiation Safety Beginning</b> - Students will apply radiation safety principles on patients, self, and other members of the health care team.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2015-16 (Summer 2016)</p> <p><b>Input Date:</b> 11/08/2013</p>	<p><b>Journal/Log</b> - Students keep a log of all exams they perform on patients. They also keep a log of all instances when they need to repeat a projection. One method of maintaining radiation safety so to keep the number of repeated projections to a minimum. Students are applying good radiation principles when the repeat rate is kept very low.</p> <p><b>Standard and Target for Success:</b> For 1st years students in RTEC109, the repeat rate logged by 100% students should be less than 6% of their total exams for the month.</p> <p><b>Reviewer's Comments:</b> The reliability of this statistic is dependent on the accuracy of</p>	<p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Summer 2016)</p> <p><b>Standard Met?</b> : Standard Not Met</p> <p>Out of 19 students, 17 recorded a repeat rate under 6% which meets the goal for those students. However, 2 students were at 6% or higher ( 6% and 6.1%). Both students are assigned to the same clinical site where the patient load is high. In this reviewer's opinion, the students that did not meet the goal show better quality exams that several students whose repeat rate was very low. This possibly could be reflected by poor record-keeping on the student's part. It could also reflect the reticent behavior of the poorer performing students. If they step back and only do exams they are not challenged on, then their repeat rate may be lower. The reverse could be true for more confident students. (07/25/2016)</p> <p><b>Faculty Assessment Leader:</b> Colleen McFaul</p> <p><b>Faculty Contributing to Assessment:</b> Dawn Charman, Naveed Hussein</p>	<p><b>Action:</b> Instructors will need to monitor the repeat log records. They will need to encourage students to be accurate and honest about their repeats. Instructors can also work with the staff technologists since they have more contact with students on their repeat projections. Staff can also consider correlating the repeat rate with Section G on the clinical evaluation. (08/23/2017)</p> <p><b>Action Category:</b> Teaching Strategies</p> <p><b>Action:</b> Instructors will need to monitor the repeat log records. They will need to encourage students to be accurate and honest about their repeats. Instructors can also work with the staff technologists</p>

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	students' record-keeping. Some students fear reprisals if they log too many repeats. Other times, students forget to log repeat projections or the work load is too busy to log properly.	<p><b>Reviewer's Comments:</b> Consider correlating the repeat rate with the grade given on the Clinical Evaluation form Section G.</p> <p><b>Related Documents:</b>  <a href="#">Repeat log with analysis 9_19_14 and reviewed July 14_2015 Sheet1.pdf</a></p>	<p>since they have more contact with students on their repeat projections. Staff can also consider correlating the repeat rate with Section G on the clinical evaluation. (08/23/2017)</p> <p><b>Action Category:</b> Teaching Strategies</p>

# ECC: RTEC 124:Radiographic Positioning 1B

Course SLOs	Assessment Method Description	Results	Actions																
<p><b>SLO #1 ALARA &amp; Shielding</b> - Students will apply ALARA principles of radiation safety by assessing patient risk to radiation exposure during a radiographic exam, and appropriately shield the patient during the simulated positioning lab evaluation.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2015-16 (Spring 2016)</p> <p><b>Input Date:</b> 11/08/2013</p>	<p><b>Presentation/Skill Demonstration</b> - During the on campus simulated lab evaluations, student were given 2 images to perform for each of the units of instruction of (Abdomen, Chest /Shoulder, Ribs, Bony Thorax /Cervical, Thoracic, Lumbar Spine, Pelvis, Hips, Sacrum, Coccyx, SI joints/ Gastrointestinal Studies, and a Comprehensive Final exam. There were a total of 12 simulations that were evaluated for competency and radiation protection. Included in the evaluation are the requirements to ascertain possible pregnancy and the provide radiation lead shielding whenever it will not obscure the area of interest. During the exposures on the lab phantoms, radiation protection must also be provided.</p> <p><b>Standard and Target for Success:</b> The simulation evaluation for for RT 1223/124 is used. The class must provide radiation shielding at least 90% of the time, meaning less than 10% of the students will fail to shield during the simulations and exposures.</p>	<p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Spring 2016)</p> <p><b>Standard Met?</b> : Standard Met</p> <p>RTEC 124 is a First year/ Second semester Radiographic Positioning course.</p> <p>There were 12 simulations performed per student, 19 student N= 228 s=Students</p> <p>Results are also compared to the First year, first semester Positioning Course - RTEC 123</p> <p>1st year Students will average: 10%</p> <p>Simulations: ( s=students)</p> <p>Number of evaluations now include exposures (N= # students x 12 Eval)</p> <table> <tr> <th>Trend 1st yr</th><th>RT 123</th><th>RT 124</th><th>(ave.)</th></tr> <tr> <td>2013 -14 (19 students)</td><td>3.2 % (21s)</td><td>1.2%</td><td>2.2 %</td></tr> <tr> <td>2014-2015 (19 students)</td><td>2.5 % (21s)</td><td>2.5%</td><td>2.5%</td></tr> <tr> <td>2015-2016 (19 students)</td><td>4.0 % (21s)</td><td>3.1%</td><td>2.5%</td></tr> </table> <p>As compared to the ave score of 5.8 % in 2013, and 4% in 2014 - Enforcing the constant practice of shielding and good collimation during all practice sessions has shown improvement in the overall results during the simulation testing in 2013-14 class &amp; 2014-15 class. Results dropped in 2015-16 class, as there were more students overall who struggled in the class.</p> <p>(09/19/2016)</p> <p><b>Faculty Assessment Leader:</b> Dawn Charman</p>	Trend 1st yr	RT 123	RT 124	(ave.)	2013 -14 (19 students)	3.2 % (21s)	1.2%	2.2 %	2014-2015 (19 students)	2.5 % (21s)	2.5%	2.5%	2015-2016 (19 students)	4.0 % (21s)	3.1%	2.5%	<p><b>Action:</b> Continue to address the importance of shielding and collimation during practice and lab simulations so students will not forget while under the stress of testing or at the clinical site. (06/09/2017)</p> <p><b>Action Category:</b> Teaching Strategies</p>
Trend 1st yr	RT 123	RT 124	(ave.)																
2013 -14 (19 students)	3.2 % (21s)	1.2%	2.2 %																
2014-2015 (19 students)	2.5 % (21s)	2.5%	2.5%																
2015-2016 (19 students)	4.0 % (21s)	3.1%	2.5%																
<p><b>SLO #2 Radiographic Positioning</b> - Students will demonstrate correct positioning of patients for quality radiographic exams of the Abdomen, Thorax, Pelvis, Spine and</p>	<p><b>Performance</b> - Simulated Lab Competency Evaluation - Students will randomly select radiographic positions from each category to demonstrate</p>																		



<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>Radiographic Contrast studies to include: BE,UGI, IVP, Cystography and ERCP.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014), 2016-17 (Spring 2017)</p> <p><b>Input Date:</b> 11/08/2013</p>	<p>competency</p> <p><b>Standard and Target for Success:</b></p> <p>90% of the class should demonstrate a passing grade for the simulated competency evaluations of selected radiographic positions. Two positions are randomly selected from each category of exams.</p> <p><b>Related Documents:</b></p> <p><a href="#">RTEC 123 Mar 6, 2013</a></p> <p><a href="#">13 14 SLO Stas RT 124.pdf</a></p> <p><a href="#">RT 123 124 233 SIM EVAL &amp; EXPOSURE FORM 2013 (Repaired).doc</a></p>		
<p><b>SLO #3 Modification for Patient Condition</b> - Students will assess patient's condition and pathology, and then make appropriate modifications to the procedures based on their condition.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015)</p> <p><b>Input Date:</b> 11/08/2013</p>	<p><b>Presentation/Skill Demonstration -</b></p> <p>Using the grading rubric for the simulated positioning test, and radiographic phantom exposures, students will assess patient's condition and pathology and make appropriate modifications to the procedures based on their condition. The are two evaluation tools used to measure this SLO:</p> <p>1) End of Semester Clinical Evaluation Section# A 3, B3, G2 - 5 (RTEC 109 &amp; 220) - which will measure results of both first year and second year students.</p> <p>2) RT 124 Simulated Evaluation for Critically Ill, Peds &amp; Geriatric patients – Section 1A-D – Patient Care</p> <p>For this SLO assessment cycle, the #2 evaluation tool will be used for the data, analysis and results</p> <p><b>Standard and Target for Success:</b></p> <p>Class will average &gt; 5/6 points possible (n= # of Students x 9 Evals)</p>		

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## ECC: RTEC 216:Clinical Education 2

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p><b>SLO #1 Trauma and ER</b> - Students will revise methods of performing a radiographic examination for trauma and emergency room patients.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Summer 2014), 2016-17 (Summer 2017)</p> <p><b>Input Date:</b> 11/08/2013</p>	<p><b>Case Study</b> - Students will be presented with two case studies in which they must revise the method to perform the examination for patients who are trauma and ER patients.</p> <p><b>Standard and Target for Success:</b> Students will score 80% out of 100 on the two case scenarios.</p>		
<p><b>SLO #2 Radiographic Analysis</b> - Students will evaluate radiographic images and make appropriate changes when necessary.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Summer 2015)</p> <p><b>Input Date:</b> 11/08/2013</p>	<p><b>Case Study</b> - Students will be presented with 3 radiographs that are not diagnostic. Students will need to describe the changes needed to render the images diagnostic.</p> <p><b>Standard and Target for Success:</b> Students will correctly evaluate and make appropriate changes on the radiographs scoring 75% out of 100%.</p>		
<p><b>SLO #3 Radiation Protection</b> - Students will apply ALARA (as low as reasonably achievable) radiation safety principles on patients, self and other members of the health care team.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2015-16 (Summer 2016)</p> <p><b>Input Date:</b> 11/08/2013</p>	<p><b>Performance</b> - Students are evaluated by the clinical staff at the end of each semester. The portion of the evaluation indicating assessment of Radiation Protection has 4 statements ( section F, #1-5, see Related Documents, Clinical Evaluation).</p> <p><b>Standard and Target for Success:</b> Students will score an average of 81% or higher for the entire section. This means students will need to score 3.25 or higher on the scale of 4.</p> <p><b>Reviewer's Comments:</b> Results will be tallied at the end of the semester.</p>	<p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Summer 2016)</p> <p><b>Standard Met?</b> : Standard Met</p> <p>Data was compiled at the end of the semester. Scores were recorded by both the clinical instructor and the clinical educator. For 19 students, 5 statements each with 2 grades yields 190 data points. This is more than enough data to assess the objective. The standard was met. The overall average earned by the students was 92.5% or 3.7. In two categories, clinical instructors scored all students 4 points. The categories were "protection of patients" and "protection of self and staff". Students were scored lowest by the clinical educators in one of those same categories. This appears to be a discrepancy in grading evaluation. Another interesting note is that statement 5 was not in</p>	<p><b>Action:</b> Since the grades earned by the students is given by a cadre of instructors, staff will discuss the statements in both sections. To ensure consistency of grading, staff will discuss different criteria that they use to grade the students. After discussion, a consensus of criteria will be shared with all staff who grade the students in this area. (08/23/2016) (08/23/2017)</p> <p><b>Action Category:</b> Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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complete compliance as it should be. Statement 5 is "radiation monitor used appropriately". (07/25/2016)

**Faculty Assessment Leader:** Colleen McFaul

**Faculty Contributing to Assessment:** Dawn Charman, Naveed Hussein

**Reviewer's Comments:** Clinical Instructors observe students on a daily basis whereas clinical educators observe students on a weekly basis. This may be the reason for the grading discrepancy.

**Related Documents:**

[Clinical\\_Eval\\_15doc \(1\).doc](#)

## ECC: RTEC 218: Clinical Experience 5

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<b>SLO #1 Adaptation in Clinical -</b> Students will adapt to changes in varying clinical situations. <b>Course SLO Status:</b> Active <b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015) <b>Input Date:</b> 11/08/2013	<b>Case Study -</b> Two case studies were presented to the students in which the circumstances require 7 modifications for the condition of the patient. <b>Standard and Target for Success:</b> Students will demonstrate 100% of the students will score 75% in successful adaptation for the condition of the patient.		
<b>SLO #2 Contrast Precautions -</b> Students will compare and contrast the precautions, use and handling associated with contrast agents. <b>Course SLO Status:</b> Active <b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014), 2016-17 (Spring 2017) <b>Input Date:</b> 11/08/2013	<b>Exam/Test/Quiz -</b> Clinical Final <b>Standard and Target for Success:</b> 73% on 15 questions related to precautions, use and handling of contrast agents.		
<b>SLO #3 ALARA -</b> Students will apply ALARA radiation safety principles on patients, self and others *ALARA = As Low As Reasonably Achievable <b>Course SLO Status:</b> Active <b>Course SLO Assessment Cycle:</b> 2015-16 (Spring 2016) <b>Input Date:</b> 11/08/2013	<b>Field Work/Internship -</b> Clinical performance evaluation section F questions 1-5. <b>Standard and Target for Success:</b> Students will score 3.5 out of 4 on radiation safety principles (ALARA). <b>Performance -</b> Clinical evaluation tool radiation protection section F. <b>Standard and Target for Success:</b> Students will score an average of 3.0 on section F.	<b>Semester and Year Assessment Conducted:</b> 2015-16 (Spring 2016) <b>Standard Met? :</b> Standard Met Students scored an average of 3.5 on section F which encompasses radiation protection and ALARA. (09/16/2016) <b>Faculty Assessment Leader:</b> Guillermina Colunga	<b>Action:</b> Review different methods of assessment. The clinical instructors are scoring the students too high when compared to the clinical educators assessment. Clinical coordinator will go out to sites to do random spot checks and establish a rubric to verify that radiation protection results are accurate. (09/16/2017) <b>Action Category:</b> SLO/PLO

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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Assessment Process

## ECC: RTEC 220: Clinical Experience 6

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p><b>SLO #1 Effective Communication -</b> Students will demonstrate effective communication in written, oral and non-verbal communication with patients, family and hospital</p> <p><b>Course SLO Status:</b> Active <b>Course SLO Assessment Cycle:</b> 2013-14 (Summer 2014), 2016-17 (Summer 2017) <b>Input Date:</b> 11/08/2013</p>	<p><b>Performance -</b> Clinical Evaluation form Sections A: 1-2, B: 1-8 and E. <b>Standard and Target for Success:</b> Students will score 3.5 out of 5 in the sections named above.</p>		
<p><b>SLO #2 Radiation Safety Advanced -</b> Students will apply ALARA (as low as reasonably achievable) radiation safety principles on patients, self and other members of health care team.</p> <p><b>Course SLO Status:</b> Active <b>Course SLO Assessment Cycle:</b> 2015-16 (Summer 2016) <b>Input Date:</b> 11/08/2013</p>	<p><b>Journal/Log -</b> Students keep a log of all exams they perform on patients. They also keep a log of all instances when they need to repeat a projection. One method of maintaining radiation safety so to keep the number of repeated projections to a minimum. Students are applying good radiation principles when the repeat rate is kept very low.</p> <p><b>Standard and Target for Success:</b> For 2nd years students in RTEC220, the repeat rate logged by the students should be less than 3% of their total exams for the month.</p> <p><b>Reviewer's Comments:</b> Results will be tallied during the month of July since that is the only complete month during the summer semester. The reliability of this statistic is dependent on the accuracy of students' record-keeping. Some students fear reprisals if they log too many repeats. Other times, students forget to log repeat or the work load is too busy to log properly.</p>	<p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Summer 2016) <b>Standard Met? :</b> Standard Not Met Out of 19 students, 16 recorded a repeat rate under 3% which meets the goal for those students. However, 3 students were at 3% or higher ( 3%, 3% and 4%). Two of the students are assigned to the same clinical site where the patient load is high. In this reviewer's opinion, the students that did not meet the goal show better quality exams that several students whose repeat rate was very low. This possibly could be reflected by poor record-keeping on the student's part. It could also reflect the reticent behavior of the poorer performing students. If they step back and only do exams they are not challenged on, then their repeat rate may be lower. The reverse could be true for more confident students. (07/25/2016) <b>Faculty Assessment Leader:</b> Colleen McFaul <b>Faculty Contributing to Assessment:</b> Dawn Charman, Naveed Hussein <b>Reviewer's Comments:</b> Consider correlating the repeat rate with the grade given on the Clinical Evaluation form Section G. <b>Related Documents:</b> <a href="#">Repeat log with analysis 9_19_14 and reviewed July 14_2015 Sheet1.pdf</a></p>	<p><b>Action:</b> Instructors will need to monitor the repeat log records. They will need to encourage students to be accurate and honest about their repeats. Instructors can also work with the staff technologists since they have more contact with students on their repeat projections. Staff can also consider correlating the repeat rate with Section G on the clinical evaluation. (08/23/2017) <b>Action Category:</b> Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p><b>SLO #3 Adapt to PT Condition -</b> Students will assess patient's condition and make appropriate modifications to the examination based on their condition.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Summer 2015)</p> <p><b>Input Date:</b> 11/08/2013</p>	<p><b>Field Work/Internship</b> - A clinical evaluation of the students abilities is was done, Section A was related to patient care and appropriate modifications based on patients' condition was used.</p> <p><b>Standard and Target for Success:</b> 75% out of 100% in Section A of the clinical evaluation</p>		



# ECC: RTEC 255:Advanced Imaging and Special Procedures

Course SLOs	Assessment Method Description	Results	Actions																																																																								
<p><b>SLO #1 Radiographic Special Procedures</b> - Students will analyze Radiographic Special Procedures and new trends in imaging modalities.nts will be able to research, write and give an oral presentation on a topic relating to “Special Imaging Modality” and new trends in imaging.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2015-16 (Spring 2016)</p> <p><b>Input Date:</b> 11/08/2013</p>	<p><b>Essay/Written Assignment -</b></p> <p>Students will demonstrate good communication skills through a class presentations. RTEC 255 students will research a "special modality" topic in medical imaging, then complete a written report and give an oral presentation according to the guidelines given to them.</p> <p><b>Standard and Target for Success:</b></p> <p>Students shall average for their Oral Report for RT 255 - 45/50 (90%)</p> <table><tr><td>Trend</td><td>255</td><td>N= # students</td></tr><tr><td>2012</td><td>45</td><td>90% N=16</td></tr><tr><td>2013</td><td>46</td><td>92% N=18</td></tr><tr><td>2014</td><td>47</td><td>94% N= 21</td></tr><tr><td>2015</td><td>46</td><td>92% N=20</td></tr><tr><td>2016</td><td>47</td><td>96% N-19</td></tr></table> <p>Students shall average for their Written Report for RT 255 - 180/200 (90%)</p> <table><tr><td>Trend</td><td>255</td><td>N= # students</td></tr><tr><td>2012</td><td>45</td><td>90% N=16</td></tr><tr><td>2013</td><td>46</td><td>90% N=18</td></tr><tr><td>2014</td><td>47</td><td>94% N= 21</td></tr><tr><td>2015</td><td>46</td><td>92% N=20</td></tr><tr><td>2016</td><td>47</td><td>93% N-19</td></tr></table>	Trend	255	N= # students	2012	45	90% N=16	2013	46	92% N=18	2014	47	94% N= 21	2015	46	92% N=20	2016	47	96% N-19	Trend	255	N= # students	2012	45	90% N=16	2013	46	90% N=18	2014	47	94% N= 21	2015	46	92% N=20	2016	47	93% N-19	<p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Spring 2016)</p> <p><b>Standard Met?</b> : Standard Met</p> <p>Standard and Target for Success Students shall average for their Oral Report for RT 255 - 45/50 (90%)</p> <table><tr><td>Trend</td><td>255</td><td>N= # students</td></tr><tr><td>2012</td><td>45</td><td>90% N=16</td></tr><tr><td>2013</td><td>46</td><td>92% N=18</td></tr><tr><td>2014</td><td>47</td><td>94% N= 21</td></tr><tr><td>2015</td><td>46</td><td>92% N=20</td></tr><tr><td>2016</td><td>47</td><td>96% N-19</td></tr></table> <p>Students shall average for their Written Report for RT 255 - 180/200 (90%)</p> <table><tr><td>Trend</td><td>255</td><td>N= # students</td></tr><tr><td>2012</td><td>45</td><td>90% N=16</td></tr><tr><td>2013</td><td>46</td><td>90% N=18</td></tr><tr><td>2014</td><td>47</td><td>94% N= 21</td></tr><tr><td>2015</td><td>46</td><td>92% N=20</td></tr><tr><td>2016</td><td>47</td><td>93% N-19</td></tr></table> <p>The Rubric was improved in 2014 which helped students better understand what was expected for their reports. They also started doing group reports in another class earlier in the semester, which improved their presentation skills for this report.</p> <p>(09/19/2016)</p> <p><b>Faculty Assessment Leader:</b> Dawn Charman</p>	Trend	255	N= # students	2012	45	90% N=16	2013	46	92% N=18	2014	47	94% N= 21	2015	46	92% N=20	2016	47	96% N-19	Trend	255	N= # students	2012	45	90% N=16	2013	46	90% N=18	2014	47	94% N= 21	2015	46	92% N=20	2016	47	93% N-19	<p><b>Action:</b> Continue to follow using new rubric. Other course will be changed to first 8 weeks which should alleviate the pressure students feel writing two papers in one semester. (06/09/2017)</p> <p><b>Action Category:</b> Teaching Strategies</p>
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<p><b>SLO #2 Communication Skills -</b></p> <p>Students will demonstrate effective communication skills related to the imaging modalities and equipment used for Radiographic Special Procedures.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014), 2016-17 (Spring</p>	<p><b>Presentation/Skill Demonstration -</b></p> <p>Students will give an oral presentation on a topic they have researched related to the imaging modalities and equipment used for Radiographic Special Procedures studies.</p> <p><b>Standard and Target for Success:</b></p> <p>Student will average a 45/50 points</p>																																																																										

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
2017) <b>Input Date:</b> 11/08/2013	(90%) on the rubric for their communication skill during the oral report. <b>Related Documents:</b> <a href="#">RT 255 Assesment Oral Report Results 2014.pdf</a>		
<b>SLO #3 Radiographic Quality Assurance</b> - Students will describe the purpose of Radiographic Quality Assurance and Quality Control and relate how it affects patient care. <b>Course SLO Status:</b> Active <b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015) <b>Input Date:</b> 11/08/2013	<b>Project</b> - Students will work in groups (teams) of 4 students to investigate one type of quality control tool, describe the purpose and how it affect quality assurance and relates to patient care. Students will give a 10 minute oral presentation to demonstrate the type of tool/equipment used and the results and outcome of the test. Their thesis, hypothesis and conclusion will also be submitted in a 2 to 3 page written report. The presentation and rubric will be graded on a 5 point rubric that totals 50 points. Students will also submit a confidential evaluation of their team members contribution in the project. <b>Standard and Target for Success:</b> Each group shall average 43/50 points (86%) or 4.3/5 on the rubric scale. Any group that scores less than 36 points (72%) will be required to repeat their presentation.		

# ECC: RTEC 91:Radiographic Pathology

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<b>SLO #1 Pathogenesis and Etiology -</b> Students will recall the pathogenesis and etiology of diseases commonly diagnosed with medical imaging. <b>Course SLO Status:</b> Active <b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015) <b>Input Date:</b> 11/08/2013	<b>Exam/Test/Quiz -</b> Students will take exams in each system of the body that includes pathogenesis and etiology of the diseases commonly diagnosed in medical imaging. <b>Standard and Target for Success:</b> Students will score 75% of 100% on the pathogenesis and etiology section of each exam throughout the semester.		
<b>SLO #2 Pathology Terminology -</b> Students will define common terminology associated with the study of disease. <b>Course SLO Status:</b> Active <b>Course SLO Assessment Cycle:</b> 2015-16 (Spring 2016) <b>Input Date:</b> 11/08/2013	<b>Exam/Test/Quiz -</b> Final exam with have terms common to pathology that students will define. <b>Standard and Target for Success:</b> 75% of students will be able to define the common pathologic terminology.	<b>Semester and Year Assessment Conducted:</b> 2015-16 (Spring 2016) <b>Standard Met? :</b> Standard Met The final exam had common pathologic terms they must be able to define. Out of 19 students the students scored an average of 85% on the final exam. (09/14/2016) <b>Faculty Assessment Leader:</b> Guillermina Colunga	<b>Action:</b> The students have consistently scored well in this area. I will consider assessing new data to be explored. This will be the last year I use this for assessment. (09/16/2017) <b>Action Category:</b> SLO/PLO Assessment Process <b>Follow-Up:</b> I have devised new SLO for this class to replace this one. (09/16/2016)
<b>SLO #3 Pathology Identification -</b> Students will identify pathologies that are common to the various body systems. <b>Course SLO Status:</b> Active <b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014) <b>Input Date:</b> 11/08/2013	<b>Exam/Test/Quiz -</b> Final Exam there will be pathologies from all body systems. <b>Standard and Target for Success:</b> Students will score an average of 73% on this portion.		

# ECC: RTEC 93:Venipuncture and Pharmacology for the Radiologic Technologist

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p><b>SLO #1 Contrast Media Reaction -</b> The student will analyze the current medical history of the patient and assess the safety of the patient to receive a contrast media injection and their risk level for an adverse reaction.</p> <p><b>Course SLO Status:</b> Active <b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015) <b>Input Date:</b> 11/08/2013</p>	<p><b>Performance -</b> During the skills check-off due at the end of semester, the instructor will take on the role of the patient. They will have a stack of 3x5 cards with specific patient data on them. These cards will describe a scenario that indicates the kidney function level, the allergy level, contraindication of other medications and the blood thinner level. The student will ask the patient history prior to doing the venipuncture. The instructor will answer the student's questions according to the scenario on the card. The student needs to assess whether to continue with the exam, consult the doctor or get further lab/blood work information. Students will do this for a butterfly venipuncture and for an angio cath venipuncture. Since there are two types of venipunctures for this class, there will be a total of 40 attempts at patient assessment.</p> <p><b>Standard and Target for Success:</b> The goal is for students to correctly assess the patient on the first attempt with a 95% success rate. Since our patient's lives can be impacted, the success rate needs to be high.</p>		
<p><b>SLO #2 Contrast Dose Calculations -</b> Students will formulate contrast dose calculations for adult and pediatric patients</p> <p><b>Course SLO Status:</b> Active</p>	<p><b>Project -</b> Students will read and participate in an interactive online module that presents sample problems calculating dose.</p>		

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014), 2016-17 (Spring 2017) <b>Input Date:</b> 11/08/2013	<p>Afterwards, they will complete a worksheet with dose calculation problems.</p> <p><b>Standard and Target for Success:</b> 90% of the students will successfully complete the worksheet.</p>		
<b>SLO #3 Proper Vein Locations -</b> Students will locate the common veins and sites of injection for a venipuncture injection of contrast media by demonstrating a “flash back” with a butterfly and angio catheter needle <b>Course SLO Status:</b> Active <b>Course SLO Assessment Cycle:</b> 2015-16 (Spring 2016) <b>Input Date:</b> 11/08/2013	<p><b>Performance -</b> Students will demonstrate a venipuncture procedure on a phantom arm and get a "flashback" on their first attempt.</p> <p><b>Standard and Target for Success:</b> 80% of the students demonstrate a venipuncture procedure and get a flashback on the first attempt, 100% of the students will get a flashback on their second attempt.</p> <p><b>Presentation/Skill Demonstration -</b> Students practice on performing a successful venipuncture by getting a flashback on the first attempt. There are two styles of venipuncture , a butterfly and an angio. Students keep track of their attempts when they approach the instructor for competency demonstration. The minimum number of attempts would be 2 (successful on 1st try for each style).</p> <p><b>Standard and Target for Success:</b> Target for success is for 80% of the students to get a “flashback” on the first attempt and 100% of the students get a flashback on the second attempt.</p>	<p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Spring 2016)  <b>Standard Met?</b> : Standard Not Met            The standard was not met since only 47% were successful on their first attempts. Since this was the first time assessing this, I feel the standard was set too high. Although it is critical for students to succeed on this skill, the practicing in lab does not always add the extra pressure of someone evaluating them. I think a better target would be 70% passing on their first time. The second of the target was to have 100% students pass on their second attempts. This goal was not met either. I think the students need more practice before they re-attempt. They frequently want to try again immediately but get flustered easily.            (07/25/2016)  <b>Faculty Assessment Leader:</b> Colleen McFaul  <b>Faculty Contributing to Assessment:</b> Joel Sanchez  <b>Related Documents:</b>  <a href="#">SLO RT93 Data Spring 2016.xlsx</a></p>	<p><b>Action:</b> During lab practice, students will be required to demonstrate 3 "clean" practices before attempting another venipuncture. (06/01/2017)  <b>Action Category:</b> Teaching Strategies</p>

# ECC: RTEC A:Introduction to Radiologic Technology

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p><b>SLO #1 Radiographic Protection -</b> Students will analyze different methods to reduce radiation dose to the patient in the radiology department.</p> <p><b>Course SLO Status:</b> Active <b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014), 2016-17 (Spring 2017) <b>Input Date:</b> 11/08/2013</p>	<p><b>Term/Research Paper -</b> After making an xray exposure, students write a research paper that includes a discussion of patient and technologist safety. Using the grading rubric, data was collected by collating the students scores for two areas on the grading rubric. The grading rubric allowed 4 points possible for a correct discussion of reducing patient radiation dose and 4 points possible for a correct discussion of reducing technologist dose. In three sections of RTEC-A, 10 students were selected at random from each section. Thirty students papers in total were collated for this.</p> <p><b>Standard and Target for Success:</b> 6.4 out of 8 point scale for the questions regarding patient radiation dose which is equivalent to 80%</p>		
<p><b>SLO #2 Radiographic Quality -</b> Students will explain the concepts of contrast and density of a radiograph.</p> <p><b>Course SLO Status:</b> Active <b>Course SLO Assessment Cycle:</b> 2014-15 (Spring 2015) <b>Input Date:</b> 05/06/2013</p>	<p><b>Exam/Test/Quiz -</b> Students were given a short 4 questions quiz at the end of the semester. There were two radiographs demonstrating different types of contrast and two radiographs demonstrating density. The radiographs were shown on the projector during class. Two questions addressed the contrast and two questions addressed density. This quiz was not applied to the student grades</p> <p><b>Standard and Target for Success:</b> Each question is worth two points for a total of 8 points. Half credit</p>		

Course SLOs	Assessment Method Description	Results	Actions
	<p>could be given if the answer was close to correct. A benchmark of 81% (an average of 6.5 of 8 points) was set for the class.</p> <p><b>Reviewer's Comments:</b> There are currently 3 sections of RT-A. All students quizzes were tallied in the total for a total of 39 quizzes.</p>		
<p><b>SLO #3 Radiation in Matter -</b> Students will differentiate between the 5 photon interactions in matter by describing the origin of the interaction and its effect on the body.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2015-16 (Spring 2016)</p> <p><b>Input Date:</b> 11/08/2013</p>	<p><b>Essay/Written Assignment -</b> Students will draw in all appropriate photons, electrons, neutrons and protons in an x-ray/biologic atomic interaction. Students will also explain their diagrams by describing the interaction in their own words. At the end of assessment, there are 4 critical thinking questions using information demonstrated by their drawing and explanation.</p> <p><b>Standard and Target for Success:</b> Target for success is for 80% of the students to score at least 80% on the assignment.</p> <p><b>Reviewer's Comments:</b> A grading rubric broke down the points for the assignment according to the following: 1 point for following directions, 5 points for correctly drawing the 5 interactions, 5 points for correctly explaining the interaction and 4 points for the questions at the end.</p>	<p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Spring 2016)</p> <p><b>Standard Met? :</b> Standard Met</p> <p>Overall, the average grade for this assignment was an 84% for all students. This does meet the benchmark. However upon further review, I noticed that the students were able to draw the diagrams successfully and explain the diagrams successfully but they did not answer the critical thinking questions successfully. The students averaged 86% on the drawing of the diagrams and 90% on their explanation. However, they scored a lowly 56% on the questions. The students need to be able to use the information to apply to radiation safety. (03/09/2016)</p> <p><b>Faculty Assessment Leader:</b> Colleen McFaul</p>	<p><b>Action:</b> Teachers will need to emphasize how we use this information about the interactions to ensure patient safety. This can be done during lectures. (06/16/2017)</p> <p><b>Action Category:</b> Teaching Strategies</p> <p><b>Follow-Up:</b> Instructors will meet to discuss the progress on students for this concept. (02/13/2017)</p>