Assessment: Course Four Column

Spring/Summer 2017

El Camino: Course SLOs (HSA) - Radiologic Technology

ECC: MEDT 1:Medical Terminology

Course SLOs	*Assessment Method Description*	*Results*	*Actions*
SLO #1 Formulate - Students will formulate medical terms by properly arranging prefixes, suffixes, word roots and combining forms. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2013-14 (Spring 2014), 2016-17 (Spring 2017) **Input Date:** 11/08/2013 **Inactive Date:** **Comments::**	**Exam/Test/Quiz -** Students will demonstrate their knowledge of medical terms by completing a multiple choice 15 question quiz. **Standard and Target for Success:** It is expected that 85% of students will score 75% or above on this SLO. **Additional Information:** **Related Documents:** Unit 14 Fall 2013.doc	**Semester and Year Assessment Conducted:** 2016-17 (Spring 2017) **Standard Met? :** Standard Met A total of 37 students took a 15 point quiz of medical terminology word parts. 28 students received a grade of A and 9 students received a grade of B. Exceeding the 85% expected results. Utilizing flash cards, group work and lecture seems to be effective teaching techniques. (10/12/2017) **% of Success for this SLO:** 100 **Faculty Assessment Leader:** Josephine Moore **Faculty Contributing to Assessment:**	**Action:** Utilize more flash card with electronic flash cards and handwritten cards. Group work will also be emphasized. (05/12/2018) **Action Category:** Teaching Strategies **Follow-Up:** Utilized Quizlet (flash cards, pre-test)for student review at the beginning of class and the results were excellent! (09/12/2018)

ECC: RTEC 104:Clinical Education 1

Course SLOs	*Assessment Method Description*	*Results*	*Actions*
SLO #2 Equipment - Use Clinically Students will demonstrate the proper use of radiographic equipment in the clinical setting **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2013-14 (Summer 2014), 2016-17 (Summer 2017), 2019-20 (Summer 2020) **Input Date:** 11/08/2013 **Inactive Date:** **Comments::**	**Performance -** Clinical staff evaluate the students using a grading rubric on their use of the radiographic equipment. There is a section completely dedicated to equipment use. Students are evaluated by both ECC staff and the clinical staff since it is the clinic equipment. **Standard and Target for Success:** The students will earn 3.5 out of 4 points on the grading rubric. Although grading rubric has a score of 5, evaluators are only to use this score in exceptional instances. So the most students would normally earn is 4 points. The score of 3.5 out of 4 equates to an 87%This equates to a 87.5%. **Additional Information:**	**Semester and Year Assessment Conducted:** 2016-17 (Summer 2017) **Standard Met? :** Standard Met After collating all the scores from the evaluators, there were 156 data points (N=156). The total score possible was 624 points (4 x 156). The benchmark is 87.5% or 3.5 out of 4. The students scored 555 points out of 624 for a score of 89%. This meets the benchmark. (09/20/2017) **% of Success for this SLO:** **Faculty Assessment Leader:** Colleen McFaul **Faculty Contributing to Assessment:** Dawn Charman	**Action:** Although a score of 89% does meet the benchmark, improvements can be made. Some suggestions are that we increase the amount of itme spent in lab prior to sending the students to the clinical setting. (09/20/2017) **Action Category:** Teaching Strategies

ECC: RTEC 107:Clinical Experience 2

Course SLOs	*Assessment Method Description*	*Results*	*Actions*
SLO #1 Universal Precautions - Students will demonstrate the proper use of protective devices for patient safety during the radiographic procedures. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2013-14 (Spring 2014), 2016-17 (Spring 2017) **Input Date:** 11/08/2013 **Inactive Date:** **Comments::**	**Performance -** Clinical Semester evaluation **Standard and Target for Success:** First year students will score 3.0 out of 4 on sections G (Radiation Protection). **Additional Information:**	**Semester and Year Assessment Conducted:** 2016-17 (Spring 2017) **Standard Met? :** Standard Met There are a total of 53 students earning a score of 3 points, 159 points total. There are a total of 61 students earning a score of 4 points, 244 points total. 159 + 244 = 403. 403 is 88% of 456 which definitely meets our benchmark. Patient safety is a key element of patient care and is closely watched by hospital staff as well as ECC faculty. Although we meet the benchmark, we do not exceed it. I recommend continuing this SLO until students exceed this benchmark. F. RADIATION PROTECTION: SCORE: 1 2 29 4 5 #1 13 25 #2 12 26 #3 12 26 #4 29 9 #5 4 34 TOTALS: 0 0 70 120 0 (06/09/2017) **% of Success for this SLO:** **Faculty Assessment Leader:** Colleen McFaul **Faculty Contributing to Assessment:** Dawn Charman	**Action:** Continue to watch the results from this SLO. If student exceed benchmark at any time, then I would recommend we develop another SLO to evaluate the same or increase the benchmark to 90%. (07/19/2018) **Action Category:** Teaching Strategies **Follow-Up:** Students did meet the benchmark again but did not exceed it. I recommend we continue with this method of evaluation. (06/12/2018)

ECC: RTEC 109:Clinical Experience 3

Course SLOs	*Assessment Method Description*	*Results*	*Actions*
SLO #2 Patient Care - Students will apply patient care principles while positioning patients for radiographic examinations **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2016-17 (Summer 2017), 2019-20 (Summer 2020) **Input Date:** 11/08/2013 **Inactive Date:** **Comments::**	**Performance -** Clinical evaluation form used by the clinical educational staff assess the students perfomance in patient care. There are multiple sections that the students are evaluated on including communiation, infection control, privacy and safety. **Standard and Target for Success:** Students are expected to score 3.5 out of 4 in Section A of the Clinical Evaluation form. **Additional Information:**	**Semester and Year Assessment Conducted:** 2016-17 (Summer 2017) **Standard Met? :** Standard Met The scores were collated. The total points earned by students was 679 out of 724 for a percentage of 94%. This well exceeds the benchmark. (09/20/2017) **% of Success for this SLO:** **Faculty Assessment Leader:** Colleen McFaul **Faculty Contributing to Assessment:** Dawn Charman	**Action:** Since student exceed the benchmark, it would be best if the same SLO was evaluated again. If the benchmark is exceeded by the same margin, consider changing the SLO. (09/20/2017) **Action Category:** SLO/PLO Assessment Process

ECC: RTEC 124:Radiographic Positioning 1B

Course SLOs	*Assessment Method Description*	*Results*	*Actions*
SLO #2 Radiographic Positioning - Students will demonstrate correct positioning of patients for quality radiographic exams of the Abdomen, Thorax, Pelvis, Spine and Radiographic Contrast studies to include: BE,UGI, IVP, Cystography and ERCP. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2013-14 (Spring 2014), 2016-17 (Spring 2017) **Input Date:** 11/08/2013 **Inactive Date:** **Comments::**	**Performance -** Simulated Lab Competency Evaluation - Students will randomly select radiographic positions from each catagory to demonstrate competency **Standard and Target for Success:** 90% of the class should demonstrate a passing grade for the simulated compentency evaluations of selected radiographic positions. Two positions are randomly selected from each catagory of exams. **Additional Information:** **Related Documents:** RTEC 123 Mar 6, 2013 13 14 SLO Stas RT 124.pdf RT 123 124 233 SIM EVAL & EXPOSURE FORM 2013 (Repaired).doc	**Semester and Year Assessment Conducted:** 2016-17 (Spring 2017) **Standard Met? :** Standard Met 19 Students, 209 assessments, there were only 9 that did not pass the first time This results yields 200/209 = 95.6 % success The open and and volunteer (03/01/2017) **% of Success for this SLO:** **Faculty Assessment Leader:** Dawn Charman **Faculty Contributing to Assessment:**	**Action:** SLO assessed again for Spring 2017 - Results recorded - Standard was met (09/13/2017) **Action Category:** Teaching Strategies **Follow-Up:** The benchmark was lowered to 85%. This proved to be a better choice as first year students are still learning. The successive years results have varied, again depending on the student body of the class. Class of 2017 (22 students) showed a 87% success in positioning Class of 2018 (20 students) showed a 90% success in positioning Class of 2019 (19 students) showed a 86% success in positioning We reply on additional open lab hours and we have not received any additional funding to support this Students are encouraged to practice during downtime and after hours at their clinical sites as well. (10/22/2018)
	Performance - Simulated Lab Competency Evaluation - Students will randomly select radiographic positions from each catagory to demonstrate competency **Standard and Target for Success:** 90% of the class should demonstrate	**Semester and Year Assessment Conducted:** 2016-17 (Spring 2017) **Standard Met? :** Standard Met Spring 2017 - 19 students, 11 competency evaluations = 209 assessments/ 9 students were unsuccessful at their first attempt - yielding a 200/209 = 95.6% pass rate, well exceeding the 90% benchmark. In comparison to earlier assessment in	**Action:** The additional open lab time was only available because some of the part time donated their to work in the labs. More funding is needed to be able to pay faculty of student workers to help in the open labs, or this opportunity may not be available

Course SLOs	Assessment Method Description	Results	Actions
	a passing grade for the simulated compentency evaluations of selected radiographic positions. Two positions are randomly selected from each catagory of exams. **Additional Information:** **Related Documents:** RT 123 124 SIM EVAL 2017 REVISED.pdf	Spring 2013 = 23 students, 11 competency evaluations = 253 assessment/15 unsuccessful = 238 (94%) success (while a follow up assessment in Spring 2015 showed 198/27 = 86% success (not meeting benchmark) The improvement can be attributed to adding more exposure practice and testing, and more open lab hours for students to practice. The additional open lab time was only available because some of the part time donated their to work in the labs. More funding is needed to be able to pay faculty of student workers to help in the open labs, or this opportunity may not be available to future classes. (09/16/2017) **% of Success for this SLO:** **Faculty Assessment Leader:** Dawn Charman **Faculty Contributing to Assessment:** **Related Documents:** RT 123 124 SIM EVAL 2017 REVISED.pdf	to future classes. (09/16/2017) **Action Category:** Program/College Support **Follow-Up:** The benchmark was lowered to 85%. This proved to be a better choice as first year students are still learing. The successive years results have varied, again depending on the student body of the class. Class of 2017 (22 students) showed a 87% success in positioning Class of 2018 (20 students) showed a 90% success in positioning Class of 2019 (19 students) showed a 86% success in positioning (10/22/2018) (10/22/2018)

ECC: RTEC 218:Clinical Experience 5

Course SLOs	*Assessment Method Description*	*Results*	*Actions*
SLO #2 Contrast Precautions - Students will compare and contrast the precautions, use and handling associated with contrast agents. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2013-14 (Spring 2014), 2016-17 (Spring 2017) **Input Date:** 11/08/2013 **Inactive Date:** **Comments::**	**Performance -** Clinical Educators and Clinical Instructors observe and then evaluate each student several areas that involve contrast media, including patient safety, communication and adequate patient history. On the both the mid semester and the end of semester evaluations, the grades range from 0-4 with 4 being "very good" and 0 being "unacceptable". Results were gathered from each student's end of semester evaluation in several sections: A2, D4 and E1. For 18 students graded by both CE's and CI's, there are 36 data points. There are 3 graded questions so there is 108 (3 x 36) data points, N=108. If all students score a 4 on each skill, there will be a maximum of 432 points earned. **Standard and Target for Success:** Students earn an 85% or higher on all of the skills evaluated. **Additional Information:**	**Semester and Year Assessment Conducted:** 2016-17 (Spring 2017) **Standard Met? :** Standard Met Clinical Educators and Clinical Instructors observe and then evaluate each student in handling patients and contrast media. On the both the mid semester and the end of semester evaluations, the grades range from 0-4 with 4 being "very good" and 0 being "unacceptable". Results were gathered from each student's end of semester evaluation in several sections: A2, D4 and E1. For 18 students graded by both CE's and CI's, there are 36 data points. There are 3 graded questions so there is 108 (3 x 36) data points, N=108. If all students score a 4 on each skill, there will be a maximum of 432 points earned. Since contrast media can cause severe allergic reactions in some patients, the student benchmark needs to be set high. The benchmark of 85% relates to a B in class. If there are 432 points, 85% is 367 points. The benchmark was met and exceeded with a total of 415 points for 96%. Skill 1 2 3 4 5 #A2 7 28 1 #D4 5 31 #E1 6 30 (07/19/2017) **% of Success for this SLO:** **Faculty Assessment Leader:** Colleen McFaul **Faculty Contributing to Assessment:** Dawn Charman	**Action:** This demonstrates that the student have achieved competency in this skill. It is possible that there is room for improvement. I would suggest to keep the same SLO but change the method of assessment. It might be better to have direct observation instead of the general skill evaluation. The assessment could also be improved by using scenarios and assessing the student response to the scenario. (07/19/2018) **Action Category:** SLO/PLO Assessment Process **Follow-Up:** Clinical instructors were to directly observe the students handling of contrast media. The students are acting under the direction of the radiologist and the hospital protocol. This does not allow the students to make any errors. The clinical evaluation assessment remains the best tool to use for this skill. The technologist mentoring the students have an good idea about the student skill in this area. They pass that information along to the Clinical Instructor who records that in the evaluation tool. (06/12/2018)

ECC: RTEC 220:Clinical Experience 6

Course SLOs	*Assessment Method Description*	*Results*	*Actions*
SLO #1 Effective Communication - Students will demonstrate effective communication in written, oral and non-verbal communication with patients, family and hospital **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2013-14 (Summer 2014), 2016-17 (Summer 2017), 2019-20 (Summer 2020) **Input Date:** 11/08/2013 **Inactive Date:** **Comments::**	**Performance -** Clinical Evaluation form Sections A: 1-2, B: 1-8 and E. **Standard and Target for Success:** Students will score 3.5 out of 5 in the sections named above. **Additional Information:**	**Semester and Year Assessment Conducted:** 2016-17 (Summer 2017) **Standard Met? :** Standard Met Clinical staff evaluate the students using the semester evaluation grading rubric. Data was collected from the student clinical evaluations. Section A, statements 1 and 2, Section B, statements 1-8 and Section E, statements 1-4. Each data point has a possible of 4 points and there are 350 data points for a total of 1400 points possible. Students earned 1317 points on the rubric. This equates to a 94% or a 3.76 out of 4 points. This meets the benchmark. (09/20/2017) **% of Success for this SLO:** **Faculty Assessment Leader:** Colleen McFaul **Faculty Contributing to Assessment:** Dawn Charman	**Action:** Amazingly, the percentage be tween 2014 and 2017 are almost the same. This does meet the benchmark. Consider increasing benchmark or developing a new SLO (09/20/2017) **Action Category:** Teaching Strategies

ECC: RTEC 255:Advanced Imaging and Special Procedures

Course SLOs	*Assessment Method Description*	*Results*	*Actions*
SLO #2 Communication Skills - Students will demonstrate effective communication skills related to the imaging modalities and equipment used for Radiographic Special Procedures. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2013-14 (Spring 2014), 2016-17 (Spring 2017) **Input Date:** 11/08/2013 **Inactive Date:** **Comments::**	**Presentation/Skill Demonstration -** 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. **Standard and Target for Success:** Student will average a 45/50 points (90%) on the rubric for their communication skill during the oral report. **Additional Information:**	**Semester and Year Assessment Conducted:** 2016-17 (Spring 2017) **Standard Met? :** Standard Met Standard and Target for Success: Students shall average for their Oral Report for RT 255 - 45/50 (90%) 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 2017 48.5 97% N=18students/ 9 Oral reports (4 individual reports, 5 group reports) (09/16/2017) **% of Success for this SLO:** **Faculty Assessment Leader:** Dawn Charman **Faculty Contributing to Assessment:**	**Action:** Allowing students to select their modality of interest and work in teams showed improved communication skills that were equally shared among the group, as well as leadership, teamwork and collaboration skill, which are other areas that we want to build upon with the student. The proved very successful, as well, the students seem to approach the assignment more engaged and involved. With continue using this format in the next spring semester to see if it yields similar results (09/16/2017) **Action Category:** Teaching Strategies **Follow-Up:** The team/group approach to presenting has continued to improve the oral and written communication scores on the students presentations on special modialities. While the 2018 class was compressed to 8 weeks (due to instructor medical leave) the students still managed to do an excellent job on their reports. 2017 48.5 97% N=18 students/ 9 Oral reports (4 individual reports, 5 group reports) 2018 47 98% N=19 students 8 Oral reports (1 individual, 7 groups)

ECC: RTEC 93:Venipuncture and Pharmacolgy for the Radiologic Technologist

Course SLOs	*Assessment Method Description*	*Results*	*Actions*
SLO #2 Contrast Dose Calculations - Students will formulate contrast dose calculations for adult and pediatric patients **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2013-14 (Spring 2014), 2016-17 (Spring 2017) **Input Date:** 11/08/2013 **Inactive Date:** **Comments::**	**Project -** Students will read and participate in an interactive online module that presents sample problems calculating dose. Afterwards, they will complete a worksheet with dose calculation problems. **Standard and Target for Success:** 90% of the students will successfully complete the worksheet. **Additional Information:**	**Semester and Year Assessment Conducted:** 2016-17 (Spring 2017) **Standard Met? :** Standard Met Students were again given a worksheet containing multiple types of dose calculation problems. Prior to the work sheet, sample problems were reviewed in class. In previous years, problems are viewed in a interactive module. Instead, class time was devoted to sample problems. Although the students appeared to have the same troubles with the problems, when they attempted the worksheet there was much improvement. Students were able to do the worksheet multiple times until they were satisfied with their results. Students achieved acceptable results with much fewer attempts. All students (100%) were able to complete the worksheet as in previous years. (06/25/2017) **% of Success for this SLO:** **Faculty Assessment Leader:** Colleen McFaul **Faculty Contributing to Assessment:** Alex Felix	**Action:** To better determine the success of the teaching strategy, students should be allowed less opportunites to complete the worksheet. This will help determine their understanding of the concepts. (06/25/2018) **Action Category:** Teaching Strategies **Follow-Up:** Student were limited in the number of attempts to complete the worksheet correctly. They were still able to work in groups but each student was only allowed 2 attempts. This resulted in less success (91% instead of 100%) but probably a more honest result of instruction. (06/12/2018)

ECC: RTEC A:Introduction to Radiologic Technology

Course SLOs	*Assessment Method Description*	*Results*	*Actions*
SLO #1 Radiographic Protection - Students will analyze different methods to reduce radiation dose to the patient in the radiology department. **Course SLO Status:** Active **Course SLO Assessment Cycle:** 2013-14 (Spring 2014), 2016-17 (Spring 2017) **Input Date:** 11/08/2013 **Inactive Date:** **Comments::**	**Term/Research Paper -** 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. **Standard and Target for Success:** 6.4 out of 8 point scale for the questions regarding patient radiation dose which is equialent to 80% **Additional Information:**	**Semester and Year Assessment Conducted:** 2016-17 (Spring 2017) **Standard Met? :** Standard Met 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. There are 3 sections of RTEC-A. In past years, a sample from each section was taken into the data pool. This semester the Saturday section of RTEC-A did not assign a term paper so results were not available from that section. A sampling of 10 papers from each remaining section were used to tally results for a total of 20 students. So the maximum score for 20 students total would be 160 points. Student scored a total of 139 points out of 160 total for a percentage of 86%. This does meet the standard. (06/25/2017) **% of Success for this SLO:** **Faculty Assessment Leader:** Colleen McFaul **Faculty Contributing to Assessment:** Rosa Luna	**Action:** Consider either a new grading rubric or a differnt SLO. It appears the students are meeting the goal each year. (06/25/2017) **Action Category:** SLO/PLO Assessment Process **Follow-Up:** A new grading rubric was developed. The scoring was a bit different. But the new rubric allowed more consistency between instructors grading. It also gave the students a better idea of what was expected. (06/12/2018)