# Cañada College
# Radiologic Technology Program

**Advisory Committee Meeting Minutes**
**Date: 9/29/25**
**Time: 12:30 PM**

## Present:

| Member Representative | Affiliated Clinical Site |
|---|---|
| Denise Del Rio, Imaging Department Manager | Lucille Packard Children Hospital |
| Cecilia Lantz, Clinical Instructor | VA Palo Alto Health Care |
| Heidi Quadra, Imaging Department Manager | Redwood City Kaiser Medical Center |
| Jacqueline Pelka, Imaging Department Manager | San Mateo Medical Center |
| Helen Monk, Radiology / Nuclear Medicine Manager | Sequoia Hospital |
| Michael Marzan, Radiology Department Manager | Sequoia Hospital |
| Sharene Law, Imaging Department Supervisor | Lucille Packard Children Hospital |
| Paul Yoshida, Radiology Department Manager | South San Francisco Kaiser Medical Center **(Absent)** |
| Alysen Lin, Radiology Department Supervisor | VA Palo Alto Health Care **(Absent)** |
| Andy Jacobson, Radiology Department Director | Kaiser MOB, Union City **(Absent)** |
| Anita Accristo, Radiology Department Manager | Santa Clara Valley Medical System **(Absent)** |
| Zandy Inderbitzen, Radiology Department Manager | Kaiser MOB, Milpitas **(Absent)** |
| | **Cañada College** |
| Michelle Weivy | First Year student |
| Megan Ho | Second year student |
| Dr. Ameer Thompson | Dean of Science and Technology |
| Rafael Riveray | Program Director |
| Lezlee Inman | Clinical Coordinator |
| Alejandra Valencia | Program Assistant |
| Soraya Sohrabi | Academic Counselor |

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| I. Welcome and Introductions by Rafael | Following the luncheon, Rafael welcomed all committee members. Afterward, the members each introduced themselves. |
| II. Review of Minutes | The minutes from the November 19th, 2024, Advisory Meeting were reviewed and approved as amended. |
| III. Program Updates | A. JRCERT accreditation award. The committee members were made aware that the program has been placed on probationary status. The JRCERT determined that the program is in non-compliance with Standard four, objectives 4.4 and 4.7 and Standard six, objective 6.4. We assured the committee that the program and the college are working on resolving these issues.<br>B. The Program Effectiveness Data for 2020 – 2024 was presented and reviewed. It was noted that national exam pass rates are looking like the scores before the COVID-19 pandemic.<br>The five year averages for exam pass rates is at 93.8% and the passing rate for the class of 2024 was 100%<br>The five year average for job placement is 94.5% and for the class of 2024 is 100%.<br>The program completion rate for 2024 is 90%.<br>C. Radiology Equipment. The fluoroscopy system is in need of repair. |
| IV. Student Progress | **First year class.** We have accepted sixteen new students and everyone was placed at their clinical facilities on time.<br><br>**Second year class.** Everyone has rotated to their new clinical facilities and they are progressing very well. |
| V. Curriculum Updates | All courses are up to date. |
| VI. Assessment Process | The assessment plan results and analysis were presented to the Advisory Committee and each of the following goals were reviewed: |

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| | Goal 1: Students will be clinically competent.<br>Goal 2: Students will communicate effectively<br>Goal #3. Students will use critical thinking and problem-solving skills.<br>Goal #4: Students will evaluate the importance of professional growth and development.<br>Please see attached notes for full committee comments and reconmendations. |
| VII. Assessment Plan Review | **Mission Statement –** The mission of the Radiologic Technology Program at Canada College is to provide a high-quality vocational education to members of our diverse community who seek a career in the Radiologic Technology profession.<br>The Radiologic Technology program enables students to develop the skills necessary for gainful employment through clinical training, fosters students' academic success through lectures and laboratory exercises, and provides a professional labor pool to match the needs of our community.<br>The missiom statement is relevant, as its contents continue to reflect current program offerings while remaining in alignment with Cañada College mission.<br><br>Please see attached notes for full committee comments and reconmendations. |
| VIII. Additional Comments | The faculty expressed gratitude for the support and input provided in the analysis of the assessment plan. |
| IX. Adjournment | 3:00 PM<br>Next meeting is schedule for September 17, 2026. At Cañada College, building 23, room 145. |

Revised – January 2020

**Plan was reviewed on September 24, 2025 by: Lezlee Inman, Alejandra Valencia and Rafael Rivera.**
**Plan was analyzed on September 29, 2025 by the Advisory Committee, see notes for details.**

**Outcomes Assessment Plan**
**Cañada College**
**Radiologic Technology Program**

## Goal 1: Students will be clinically competent.

| SLO | Assessment Tool | Benchmark | Timeframe | 2021-2022 | 2022-2023 | 2023-2024 |
|---|---|---|---|---|---|---|
| **1.1 Students will apply positioning skills.** | **1.1.1 RADT 420.** Final Lab Practical Rating Form. Question 2 | Average score of 12 or higher. (15-point scale) or 80% | 1st Year – Spring Semester | 13.1<br><br>87% | 13.4<br><br>89% | 87 |
| | **1.1.2 Clinical Coordinator Observation Form** (Question 11 and 12) – Random Sampling of three observation per student | Average score of 3.6 or higher (4-point scale) | 2nd Year – Spring Semester | 3.65 | 3.9 | 3.8 |

# Analysis

## 1.1.1

Benchmark met. Determined to be accurate measure that covers all aspects of positioning.

## 1.1.2

Benchmark met. Determined questions 11 and 12 accurately represent measure of students applying positioning skills.

### Discussion: 1.1.1

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- The committee noted that program performance remains above average. Although COVID-19 initially caused a decline in numbers, performance has been steadily improving.
- The group reviewed the benchmark of 80%. Students agreed that this standard is appropriate and that lowering it could result in decreased effort.
- The use of rating forms from technologists (specific to Cañada College) was discussed. It was noted that this benchmark is already being utilized in another assessment area.
- The committee acknowledged that only two measurement tools are required per goal.

**Decisions/Action Items:**

- Maintain the benchmark at 80%.
- No change to the number of tools per goal; continue with two.

- **Discussion: 1.1.2**
- Clinical Coordinators reported that they conduct direct observations of students, focusing on specific competency sections to determine whether performance standards are being met. Notes are recorded for each observation based on the student and their performance.

**Decisions/Action Items:**

- Continue direct observation by Clinical Coordinators during the 5th semester as the standard evaluation method.
- These assessments are scheduled to take place during the fifth semester, in the spring of the second year.

| SLO | Assessment Tool | Benchmark | Timeframe | 2021-2022 | 2022-2023 | 2023-2024 |
|---|---|---|---|---|---|---|
| **1.2 Student will select appropriate technical factors** | **1.2.1 RADT 430**. Principles of Radiation Exposure. Exam 4. | Average score of 80% or higher | 1st Year – Spring Semester | 88 | 88 | 84 |
| | **1.2.2 Clinical Coordinator Observation Form** (Question 22) – Sampling entire Cohort- Final Observation | Average score of 3.6 or higher (2.8 – 4 scale) | 2nd Year. Summer Intersession | 3.6 | 3.8 | 3.9 |

# Analysis

## 1.2.1

Benchmark was met. Everything that was included in exam 4 is related to appropriate technical formulation. *Noted that this benchmark is lower and we will observe this benchmark for the following year

## 1.2.2

Wording should have been Sampled entire cohort- Final Observation
Benchmark was met. Student successfully demonstrate image evaluation at entry tech level. The average is very close to our highest point on the scale which is 4. We will observe this benchmark this year to see if there is an increment on the lowest score.

### Discussion: 1.2.1

- Benchmark for 1st-year, 2nd-semester students was originally set at 75%.
- Denise stated that the program should strive for a higher benchmark while ensuring it remains realistic and attainable.
- Michael commended the physics instructor for doing an excellent job.
- Cecilia noted that student board exam scores are typically about 10% higher than class scores, which provides reassurance once students take the boards.
- Megan commented that RADT 430 is the most challenging class. She added that it motivates students to push harder on exams and to focus on understanding concepts rather than memorization.

**Decisions/Action Items:**

- Consider adjusting the benchmark upward from the original 75%, while keeping expectations realistic.
- Continue supporting strong instruction in physics, as it contributes positively to student outcomes.
- Reinforce the value of conceptual understanding in challenging courses like RADT 430 to better prepare students for board success.

**Discussion: 1.2.2**

- Student evaluations occur in the summer session right before graduation.
- Students are expected to demonstrate knowledge of technical factors and are observed closely during this process.
- Lezlee commented that if the first image is out of range for EI or DI, the second image will not be optimal. Students must be able to observe the issue and determine how to correct it.
- Cecilia raised a question regarding when students begin positioning. She noted that in RADT 420 (2nd semester) positioning begins to make more sense. She also reported feedback from the VA, where students are observed as early as possible. The VA noted that students appear not to have mastered positioning until the 2nd year.

**Decisions/Action Items:**

- Reinforce the importance of students demonstrating competency in technical factors before graduation.
- Ensure faculty emphasize corrective action strategies (EI/DI adjustments) during image review.
- Clarify curriculum timeline: positioning instruction does not begins in RADT 420 (2nd semester). It starts in RADT 410 but requires continued reinforcement through 2nd year clinicals.

| SLO | Assessment Tool | Benchmark | Timeframe | 2021-2022 | 2022-2023 | 2023-2024 |
|---|---|---|---|---|---|---|
| **1.3 Students will practice radiation protection** | **1.3.1 RADT 420.** Lab Practical Rating Form. (Questions 4 and 5) | Average score of 11 or higher (14 points possible) | 1st Year. Spring | 12.4 | 13 | 13 |
| | **1.3.2 RADT 415.** Radiation Protection and Biology. Exam 4. | Average score of 80% or higher. | 1st Year. Spring Semester. | 85 | 88 | 86 |

## Analysis

## 1.3.1

Bench was met. Measuring tool is still relevant as lab instructor can observe students actually using shields during lab practicals.

## 1.3.2

Benchmark was met. Measurement tool is good as this section incorporates all radiation protection information. Health Physics, Designing for Radiation Protection, and Radiation Protection Procedures

**Discussion:1.3.1**

- Shielding practices were addressed in relation to lab practices, particularly through collimation and shielding.
- It was noted that shielding is applied in some situations and not at all in others. The group discussed how shielding should be assessed in lab practicals.
- The program supports the use of shielding, but concerns were raised about fairness in assessment if practices are inconsistent.

- The rationale for maintaining shielding was reviewed: The State of California continues to recommend shielding when it can be done without interfering with the anatomy being imaged.
- Sharene recommended keeping shielding in the curriculum, even if it is not universally practiced, so students are prepared to work in any setting.
- Denise supported retaining shielding, emphasizing that students should know how to perform it. She noted it is better to comply and understand the workflow than to be unprepared.
- Michael agreed shielding should remain, stating it reinforces compliance, even if it becomes more procedural than practical in some sites.
- Michelle expressed interest in being taught shielding so she could apply the knowledge in the field.
- Megan highlighted variation in clinical sites, noting that shielding is required at KUC but not at SMMC. She said it is important for students to be knowledgeable about both approaches.
- Heidi added that shielding does not cause harm, and it contributes to preparedness and safety.

**Decisions/Action Items:**

- Reaffirm the program's position that shielding should be used when appropriate.
- Determine consistent criteria for assessing shielding in lab practicals.
- Align lab expectations with California state recommendations to ensure compliance and fairness.
- Shielding will remain in the program curriculum and practical assessments.
- Faculty will continue to emphasize compliance and safe workflow practices, even if clinical sites vary in application.
- Students will be taught to adapt to differing site policies while maintaining a strong knowledge base in shielding.

**Discussion: 1.3.2**

- The last exam before the final covers' details of lead, wall, and window shielding.
- Rafael emphasized that knowledge of radiation protection is critical for safe practice.
- Megan noted that having a higher percentage requirement is a useful way to test knowledge, as the ultimate goal is to prepare students to pass the boards. She emphasized that being over-prepared is better than under-prepared, especially since clinical situations often involve non-standard patients.
- Sharene suggested including radiation protection concepts specifically for pediatric imaging. She proposed hypothetically asking students where shielding would be placed for each image to encourage clinical application. Sharene plans to discuss implementation with Jessica.
- Megan agreed this approach would be helpful, noting that practical's currently do not include pediatric cases.

**Decisions/Action Items:**

- Continue to include detailed coverage of lead, wall, and window shielding on exams prior to the final.
- Reinforce the critical importance of radiation protection knowledge throughout the curriculum.
- Explore incorporating pediatric shielding scenarios into teaching and assessment, with Sharene coordinating with Jessica.
- Emphasize clinical application of shielding practices, particularly for non-standard patients.

## Goal #2. Students will communicate effectively

| SLO | Assessment Tool | Benchmark | Timeframe | 2021-2022 | 2022-2023 | 2023-2024 |
|---|---|---|---|---|---|---|
| 2.1 Students will use effective oral communication skills with clinical staff. | 2.1.1 **Personal and professional Growth Assessment Form. Final Eval. RADT418** Professionalism Sections (b, c, e) | Average of 3.6 (Scale from 2.6 to 4) | ~~1st Year Fall Semester~~ 1st year summer semester (RADT 438) - | 3.6 | 3.6 | 3.7 |
| | 2.1.2 **Personal and professional Growth Assessment Form. Final Eval. RADT418** Sections: f and j | Average of 3.6 (Scale from 2.6 to 4) | 1st year summer semester RADT 438 | 3.5 | 3.5 | 3.7 |

# Analysis

## 2.1.1 and 2.1.2

Benchmark consistently met, however, to improve accuracy of assessment, students should be evaluated at the end of RADT 438 1st year summer.
Suggested change to Summer RADT 438
As stated during November, 2024 meeting 2.1.1 was separated into two assessment tools:

- 2.1.1. include sections: B, C, E
- 2.1.2 includes sections: F and J

### Discussion: 2.1.1

- Lezlee asked whether the committee agreed to push the assessment date 6 months later. She noted that when assessments occur at the end, students tend to perform at a higher level due to having more time to develop skills. She also explained that this still appears in the PPG, but is not counted in the benchmark until that later point.
- Cecilia supported pushing the date back, noting that while skills are introduced early, they are revisited throughout the program. Allowing more time strengthens competency.
- Heidi commented that since 1st-year, 1st-semester students are not in clinical rotations, it may be better to delay further to align with their progression.
- Helen added that feedback is provided regardless of when the assessment takes place.

**Decisions/Action Items:**

- Committee agreed to push the assessment date back 6 months to allow students more time for skill development.
- Feedback will continue to be provided consistently at all stages, regardless of formal assessment timing.
- Program benchmarks and PPG documentation will be updated to reflect the change in assessment timing.

### Discussion: 2.1.2

- It was noted that many students are very young, and communication may be a skill they need to continue developing throughout the program.

**Decisions/Action Items:**

- Faculty will emphasize professional communication skills as part of student development.
- Opportunities for students to practice communication in both classroom and clinical settings will be reinforced.

| SLO | Assessment Tool | Benchmark | Timeframe | 2021-2022 | 2022-2023 | 2023-2024 |
|---|---|---|---|---|---|---|
| 2.2 Students will use effective oral communication skills with patients | 2.2.1 **Personal and professional Growth Assessment Form.** Protection, Safety and comfort of patients Section (f and g) | Average of 3.6 (Scale from 2.6 to 4) | 1st year Summer semester | 3.6 | 3.6 | 3.55 |
| | 2.2.2 **RADT 410.** Final Laboratory Practical Rating Form. Question 1 | 80% of our students will be successful in this skill. Average of 4 (6pts.) ~~points~~ (Scale from 1 – 6) | 1st year Fall Semester | 100% | 100% | 100 |

# Analysis

## 2.2.1

1. Benchmark not met, however, to improve accuracy of assessment, students should be evaluated at the end of RADT 438 1st year summer.

## 2.2.2

2. Benchmark was met.
3. Questions for advisory committee- is this a good assessment tool, should we keep using this assessment tool, reason we are asking is that this has been consistently 100% for the last 3 years.
4. Suggest moving the scale to suggest 80% of our students will be successful in this skill. Average of 6 points (Scale from 1 – 6)

**Discussion: 2.2.1**

- The committee noted that results are very close to the benchmark, though assessment has been more difficult in this area. Members expressed interest in raising the numbers and questioned whether the current tool is appropriate or if the benchmark may be set too high.
- Helen emphasized that the benchmark is not too high, as communication with patients is essential. She stated that without effective communication, technologists cannot perform their jobs effectively.

**Decisions/Action Items:**

- Maintain the current benchmark for communication skills, given their critical importance in patient care.
- Review assessment tools to ensure they accurately measure communication competency.
- Explore strategies to further support student development in communication to raise performance above benchmark.

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**Discussion: 2.2.2**

- Examples of communication include proper patient identifiers, hand hygiene, maintaining privacy, and explaining the exam in understandable terms.
- The committee discussed whether the current benchmark is an appropriate tool. Some noted that if all students are scoring 100%, the tool may be too easy.
- Lezlee emphasized the importance of observing how students specifically explain procedures and communicate with patients.
- Jacqueline suggested including scenarios such as calling the wrong patient into the room, recommending raising the standard to better assess competency.
- Heidi proposed converting lab practicals into lab practical observations, potentially incorporating weekly rating forms. Lezlee noted that Clinical Instructors (CIs) mainly check boxes and may be reluctant to fail students outright.
- CIs are encouraged to reflect on communication sections during PPG evaluations.
- It was proposed to make communication an observation form question at the end of RADT 418.
- Lezlee suggested raising the benchmark to 5 or adding a third assessment point during the year to track results.
- Cecilia supported an observation-based approach due to the numbers seen in current assessments.
- Observation metrics from RT 418 include:
    - **F** – communicated procedures
    - **I** – ensured comfort and safety
    - **X** – final instructions to the patient
    - High: 5, Low: 2.8, Average: 3.8
- Michael noted that how students present questions to patients impacts the assessment.

**Decisions/Action Items:**

- Convert the final RT 418 assessment into an observation form to better capture communication skills.
- Incorporate communication assessment into weekly rating forms where feasible.
- Consider raising the benchmark or adding additional assessment points to more accurately track competency.
- Faculty and CIs will focus on students' ability to explain procedures in understandable terms, ensuring comfort, safety, and proper final instructions.

| SLO | Assessment Tool | Benchmark | Timeframe | 2021-2022 | 2022-2023 | 2023-2024 |
|---|---|---|---|---|---|---|
| 2.3 Students will Practice written communication skills. | 2.3.1 **RADT 440. Advance Imaging Modalities**. Students write a research paper on the Radiographic subspecialty of their choice | 80% or higher. Utilizing scoring rubric. Based on scale from 1 to 100 | 2nd Year. Fall Semester | 91.4% | 90.2% | 90.7 |
| | 2.3.2 **RADT 442.Radiographic Pathology.** Students write a research paper on a pathology of their interest. Rubric categories Content #2 and #3 and Mechanics #1-#4 | 80% or higher. Utilizing scoring rubric. Based on scale from 1to 100 | 2nd Year. Spring Semester | 93.14% | 90.7% | 93.4 |

# Analysis

## 2.3.1

- Benchmark met.
- The majority of students demonstrated academic-level research paper writing skills. Students who show insufficient writing skills will be encouraged to attend a library workshop on research paper writing techniques.

## 2.3.2

- Benchmark met.
- Again students are demonstrating college-level writing skills.

**Discussion: 2.3.1 and 2.3.2**

- Sharene highlighted that the assignment is important for helping students practice communication, workflow improvement, professional email writing, and completing an incident report.
- Michael inquired whether the assignment included a presentation; it was clarified that this specific assignment does not include one.

**Decisions/Action Items:**

- Continue using this assignment to strengthen student skills in communication, workflow, and documentation.
- Consider opportunities for future assignments to include presentations to further develop student communication skills.

## Goal #3. Students will use critical thinking and problem-solving skills.

| SLO | Assessment Tool | Benchmark | Timeframe | 2021-2022 | 2022-2023 | 2023-2024 |
|---|---|---|---|---|---|---|
| 3.1 Students will manipulate technical factors for non-routine examinations. | **3.1.1 Clinical Coordinator Observation Form** FINAL observation per student | Average score of 3.6 or higher (2.6 – 4 scale) | 2nd Year. Spring semester | 3.7 | 3.9 | 3.8 |
| | **3.1.2 Critique Form for Exam with Modify Projections** due to patient's condition. Section Technical Factors | Average score of ~~7.2~~ (7.5) or higher (1 – 9 scale) | 2nd Year. Spring semester | 7.3 | 8.5 | 8.9 |

# Analysis

**3.1.1** Suggest use final observation/ Benchmark met, consistently no change recommended. Confirm students are using manual techniques on these procedures.

**3.1.2** Benchmark met, based on past performance on this tool consider raising benchmark to 7.5.

**Discussion: 3.1.1**

- Students are entering their final summer before graduation.
- Lezlee emphasized that evaluation should consider the entire student group. Since clinical cases vary daily, assessments may not always follow a standard exam format. Observations should focus on unusual adjustments, such as angling the tube for the elbow or performing modified projections.
- Lorena noted that at SCVMC, students encounter these types of exams daily. They must monitor patient conditions and coordinate with other healthcare providers involved in patient care.
- Rafael highlighted that these assessments reflect the critical skills students have been developing throughout the program.

**Decisions/Action Items:**

- Continue evaluating students during the final summer using real-world, variable clinical cases.
- Focus assessments on critical thinking and the ability to adapt to unusual imaging situations.
- Emphasize coordination with patient care teams and patient safety during evaluations.

**Discussion: 3.1.2**

- The committee reviewed the current practices and benchmarks and agreed that no changes are necessary at this time.

**Decisions/Action Items:**

- Maintain existing procedures, benchmarks, and assessment methods as currently implemented.

| SLO | Assessment Tool | Benchmark | Timeframe | 2021-2022 | 2022-2023 | 2023-2024 |
|---|---|---|---|---|---|---|
| 3.2 Students will adapt positioning for trauma patients. | 3.2.1 **RADT 440. Advance Imaging Modalities**. **Exam #1** | Average score ~~80%~~ 85% or higher (100% scale) | 2nd Year. Fall Semester | 84% | 93% | 91% |
| | 3.2.2 **RADT 420. Laboratory Practical** -Trauma situations *Per 2024 use Final Exam | ~~Average score of 12 or higher. (15 point scale)~~ Change to 80% | 1st Year Spring Semester | 13.3 | 14 | 89.25% |

# Analysis

**3.2.1** Suggest use final observation/ Benchmark met, consistently no change recommended. Confirm students are using manual techniques on these procedures.

**3.2.2** Benchmark met, based on past performance on this tool consider raising benchmark to 80%.

**Discussion: 3.2.1**

- The committee discussed the Zoom COVID-era class, which was fully online with little to no interaction. It was noted that the low engagement may have been due to the online format, though this was not consistent across other COVID classes.
- Michelle shared that during her time at Davis, extended online learning was exhausting, suggesting that one year online is likely the maximum students can tolerate effectively.
- Lezlee noted that in-lab sessions were permitted with very small groups (4–5 students) wearing full protective gear, allowing hands-on experience with pulling images and x-raying patients.
- Lorena suggested that since student performance is consistently in the 90s, an 85% benchmark should be appropriate.
- Michael inquired about modality rotations.
    - RR previously allowed students a week in all modalities, but students gave negative feedback.
    - At his school, students experienced multiple modalities initially, with the last month focused on a specific modality of interest.

    - California requires that most of the 1,850 clinical hours be completed in general radiology rather than specific modalities.
- Lezlee noted that students can spend 1–2 days in specialty modalities as long as they are performing well in general radiography.
- Michael emphasized that exposure to multiple modalities helps students understand the variety in the field and get excited about their future options.
- Prior to taking RADT 470 (Mammography) it was suggested that students spend 4 hours observing in Mammography to ensure that the modality fits their interests.
- The committee agreed that an 85% benchmark is appropriate for this assessment.

**Decisions/Action Items:**

- Set the benchmark for student performance in general and specialty modalities at 85%.
- Continue allowing limited exposure to specialty modalities, ensuring students maintain competency in general radiography.
- Committee agrees a four hour observation is Mammography is a good idea. Instructor will confirm that all sites can provide this experience.

**Discussion: 3.2.2**

- The committee discussed grading methods for assessments. It was suggested to replace the point scale with an 80% benchmark.
- It was noted that the final exam practical should require a 100% standard for successful completion.

**Decisions/Action Items:**

- Implement an 80% benchmark for general assessments in place of a point scale.

## Goal #4: Students will evaluate the importance of professional growth and development

| SLO | Assessment Tool | Benchmark | Timeframe | 2021-2022 | 2022-2023 | 2023-2024 |
|---|---|---|---|---|---|---|
| 4.1 Students will determine the importance of continued professional development. *(Use average of final paper)* | **4.1.1 RADT. 468 Specialty Rotation** Students write a research paper on the importance of professional development. | Benchmark 3.5 Scale from 0 – 4 *(change scale 0-100 goal 80%)* | At the conclusion of the specialty rotation (Summer 2024) **(Class of 2024)** | 3.8 | 3.5 | 95.4 |
| | **4.1.2 RADT 440. Student Survey** after interviewing 1 technologists working in advance modalities. | Benchmark = 7 Scale of 0 - 10 | 2nd year Fall Semester (Fall 2023) **(Class of 2024)** | 9.3 | 9.0 | 9.9 |

## Analysis

### Faculty requests of Goal #4: *Students will recognize and evaluate the importance of professional growth and ongoing development.*

GOAL-for wording with committee. It is ambiguous.

**4.1.1** Consider options "professional advancement, professional expansion/growth options, career paths**.**
Benchmark met- Changed to use average of paper based on last year's committee assessment.

### 4.1.2

Benchmark met.
Will ask committee about interviewing one working technologist in advanced modalities. specialty it is difficult for student to access three. Consider options here.? Canvas discussion, how to set benchmark.

### Discussion: 4.1.1

- The committee discussed professional growth and career development for 2nd-year students approaching graduation.
- Concerns were raised regarding wording in the current paper, as it focuses on career paths and understanding specialties rather than professional growth.
- Rafael emphasized evaluating overall professional growth and development.

- Jacqueline noted the challenges in hiring and cross-training, stating that exposure to multiple specialties helps students succeed in other organizations and grow within their facilities.
- Michael shared that his main research project included breast imaging, MRI, and nuclear medicine, which provided a foundation for understanding various modalities and the benefits of broader education. He noted that not all companies provide cross-training.
- Heidi highlighted that managers look for candidates capable of training across modalities, allowing them to understand different roles and supporting management growth.
- Denise stated that students should still be exposed to specialties to set goals and plan their five-year career paths. Realistically, x-ray technology graduates should focus primarily on 3–4 general radiography areas. If cross-training is offered, it should be prioritized for senior technologists. Cross-training creates opportunities and sets expectations; some modalities require further schooling, while others can be learned on the job.
- Soraya emphasized the importance of career development planning for students.

**Decisions/Action Items:**

- Continue incorporating professional growth and career development into the curriculum for 2nd-year students.
- Encourage exposure to multiple specialties while prioritizing foundational skills in general radiography.
- Offer cross-training opportunities to second year students to prepare students for diverse clinical environments.
- Maintain guidance on goal setting and career planning, including discussions around five-year plans and long-term professional growth.

**Discussion: 4.1.2**

- The committee discussed the value of student interviews with technologists to explore career interests, pay differences, and understanding the engineering/physics of modalities, which can help students seek advancement.
- Heidi supported this approach.
- Rafael suggested students interview two technologists in the same modality (one newer, one seasoned).
- Lezlee recommended trying two different modalities, allowing approximately 20 minutes to interview each technologist.
- Helen noted that interviews with students should focus on the student's expectations and experiences rather than the interviewers input.
- Lorena highlighted that conducting two interviews allows students to identify their interests, and if neither modality is appealing, they can explore other options.
- Michelle and Megan agreed that two interviews are beneficial. Megan added that speaking with CT and MRI technologists helps students understand what they like and do not like about specific modalities.

**Decisions/Action Items:**

- Implement two student interviews with technologists in different modalities to enhance career exploration and understanding of various fields.

- Maintain a focus on student reflections and expectations during interviews rather than evaluating technologist input.
- Allow approximately 20 minutes per interview session.

| SLO | Assessment Tool | Benchmark | Timeframe | 2021-2022 | 2022-2023 | 2023-2024 |
|---|---|---|---|---|---|---|
| 4.2 Students will summarize the importance of attending professional meetings, participating in guest lectures, and visiting off-site specialized facilities as part of their professional growth. | **4.2.1 Survey evaluation of the importance of CSRT conference Or other radiologic technology professional organization conference.** | Benchmark = 3<br>Scale of 0 - 5 | 2nd year Fall Semester (Fall 2023)<br><br>**(Class of 2024)** | | | |
| | **4.2.2 Survey evaluation of expert guest speaker in RADT 440. Or visiting off-sites specialized facilities.**<br>**New tool.** | Benchmark = 3<br>Scale of 0 - 5 | 2nd year Fall Semester | | | |

## Analysis

**4.2.1** Students will summarize the importance of professional engagement via meeting or seminar attendance**.** Students will complete survey. Review with committee.
-CSRT- In person in Los Angeles.
- Nuclear med visiting
- 3D Lab at Stanford.

## 4.2.2

New assessment tool.

### Discussion: 4.2.1

- Students **have not been** able to attend the CSRT conferences. Did Covid played a role for poor or no attendance?
- Rafael asked whether requiring students to attend the conference is financially too much. or if having a speaker present locally is sufficient.
- Helen confirmed that not attending the conference doesn't negatively impact students.
- Lezlee noted that CSRT involvement, including student committee participation, encourages engagement at the student level.
- Lorena shared that traveling to conferences can be difficult and expensive, particularly for students with families or work commitments, so having a local or virtual option is valuable.

- Heidi suggested offering online participation or an essay alternative.
- Cecilia mentioned that the honor society could organize a separate fundraiser to support student attendance.
- Rafael emphasized that conferences provide networking opportunities with potential employers, though costs can be a barrier.
- Lezlee suggested having students complete four professional readings and comment on them.
- Megan noted that readings help students understand CE requirements. She emphasized that online options are beneficial due to financial constraints and work commitments, and guest speakers who accommodate schedules are highly valued.
- Dean noted that ASCC funds are available to support students attending conferences.
- Michael shared that while attendance was optional as a radiologic technology student, he attended as a nuclear medicine student when it was free.
- Lorena highlighted opportunities for exposure to PAX and OR experiences.
- Michael mentioned gaps in MRI safety education and noted upcoming opportunities in PET/CT and PET/MR.
- Other areas of interest include pediatric radiology and radiation therapy.
- The committee agreed to leave conference attendance flexible, allowing students to use any available tools for learning rather than mandating a specific method.

**Decisions/Action Items:**

- Maintain flexibility in conference participation, allowing students to attend in person, virtually, or complete alternative assignments (e.g., readings or essays).
- Encourage student engagement through CSRT or honor society activities, including potential fundraising to support attendance.
- Ensure students have exposure to emerging modalities and safety practices, including MRI, PET/CT, PET/MR, pediatric radiology, and radiation therapy.
- Emphasize networking and professional development opportunities, even if attendance is optional.
- **Data is needed for next assessment cycle**.

## Discussion: 4.2.2

- The committee suggested including at least one activity or assignment that involves clinical visits to provide students with hands-on exposure.

**Decisions/Action Items:**

- Ensure that clinical visits to specialty areas are incorporated into the curriculum or professional development activities to enhance experiential learning.

# Explanation of Measuring Tools

## Goal 1: Students will be clinically competent.

1. **Students will apply positioning skills.**

    1. **RADT 420. Lab**/ PATIENT CARE – POSITIONING AND PATIENT SAFETY. Question 2

    2. **RADT 458 5th semester- Clinical Coordinator Observation Form**. Question 11 & 12
        a. Palpates and positions patient and anatomy appropriately
        b. Correctly adjusts CR to anatomy

2. **Student will select appropriate technical factors**
    1. **RADT 430-** Exam 4
        a. Prime factors
        b. Radiographic Technique
        c. Image viewing PACS
        d. Digital display devices

    2. **RADT 468 6TH semester- Clinical Coordinator Observation Form**. Question 22
        a. Properly identifies and evaluates images including technical factors

3. **Students will practice radiation protection.**
    1. **RADT 420.** Lab Practical Rating Form. Questions 4 & 5
        a. RADIATION PROTECTION- SHIELDING
        b. RADIATION PROTECTION – COLLIMATION

    2. **RADT 415-Exam 4**
        a. Health physics
        b. Designing for radiation protection
        c. Radiation protection procedures
        d.

## Goal #2: Students will communicate effectively.

1. **Students will use effective oral communication skills with clinical staff.**

    1. **RADT 418- 1st semester PPG (B,C,E,F,J)-Professionalism**
        e. B- Expresses personal opinions, feelings or assessments in a professional manner.
        f. C-Recognizes when to obtain help or clarification of instruction and requests assistance when appropriate.
        g. E-Demonstrates a cooperative, courteous attitude toward co-workers (students and staff).

h. F- Accepts supervision (assignments, suggestions and corrections) and follows through.
i. J- Demonstrates motivation toward clinical experience and maintains interest in clinical assignments.

2. **Students will use effective oral communication skills with patient**
    1. **RADT 418-1st semester Personal and professional Growth Assessment Form. Protection, Safety and comfort of patients Section (d & g)**
        j. F- Maintains confidentiality, follows HIPAA standards and ARRT Code of Ethics.
        k. G- Provides for patient safety and comfort

    2. **RADT 410-Question 1 Patient Care and Communication. Question 1**
        a. Patient Care - Introduction and Communication

3. **Students will practice written communication skills.**
    1. **RADT 440. Advance Imaging Modalities**.
        a. Students write a research paper on the radiographic subspecialty of their choice

    2. **RADT 442.Radiographic Pathology.**
        b. Students write a research paper on a pathology of their interest.

**Goal #3: Students will use critical thinking and problem solving skills.**

**1. Students will manipulate technical factors for non-routine examinations.**

1. **RADT 458 5TH semester- Clinical Coordinator Observation Form** (Question 8)
    a. Demonstrates proficiency in equipment operation

2. **RADT 458 5TH semester Critique Form for Exam with Modify Projections due to patient's condition**.
    a. Section Technical Factors

**2. Students will adapt positioning for trauma patients.**

1. **RADT 440. Advance Imaging Modalities**.
    a. Exam #1
        i. Trauma radiography
        ii. Mobile radiography
        iii. Surgical radiography

2. **RADT 420. Laboratory Practical**
    a. Trauma situations

**Goal #4: Students will evaluate the importance of continued professional growth and development.**

1. **Students will determine the importance of continued professional development.**

    1. **RADT. 468- 6$^{TH}$ semester- Specialty Rotation**
        a. Students write a research paper on the importance of professional development

    2. **RADT 440. Student Survey**
        a. **Interview 3 Technologists working in advance modalities**.

2. **Students will summarize the importance of attendance at professional meetings.**
    1. Survey evaluation of the importance of CSRT conference.