

## Sample Meeting Minutes

### Program Advisory Committee Meeting Minutes

January 19, 2023

12:00 pm – 3:00 pm

Present:	Willy Roentgen, Dean Winnie Fred, Program Director Suzie Queue, Clinical Coordinator Tommy E. Dison, Radiography Faculty Marie Curry, Nursing Faculty Nels Bohr, Admissions Counselor Radiography Program Betty Boope, General Education Department Dr. Stephanie York, Radiologist, St. Mary's Hospital George Costanzani, 2 <sup>nd</sup> Year Student Representative	Bebe LeFlour, Clinical Preceptor Presbyterian Hospital West Cocoa Puff, Clinical Preceptor General Hospital Zelda Zoo, Clinical Preceptor Park West Hospital Lucy Lou Leggette, Clinical Preceptor JRC Community Hospital Pete Piper, Clinical Preceptor Methodist Hospital L.B. FooFoo, Clinical Preceptor Edmundson General Hospital Cardi O. Logist, Clinical Preceptor Park West Imaging Center Ali J. Baba, Graduate Georgia Jefferson, 1 <sup>st</sup> Year Student Representative
----------	---	--

I. Welcome and Introductions	Following the luncheon, Winnie welcomed all committee members and introduced Zelda Zoo as the new clinical preceptor for Park West Imaging Center. Zelda has worked with Ms. Queue to become comfortable with the program's policies, requirements, competency requirements, etc.
II. Review of Minutes	The minutes from the July 2022 Advisory Meeting were reviewed and approved as amended.
III. Program Updates  <div style="border: 2px solid green; border-radius: 15px; padding: 10px; background-color: #e0f0e0; margin: 5px 0;">                     The following are good examples of <b>Objectives 6.3 and 6.4</b> -The program has a systematic assessment plan and facilitates ongoing program improvement by analyzing the data and sharing with its communities of interest. The first two examples were provided at the previous meeting and the minutes now document what action the program has taken to improve certain deficits. The last example shows how the program selected a new student learning outcome and benchmark for the assessment plan.                 </div>	In response to the last Advisory meeting, the college has purchased additional software to assist students in their digital imaging knowledge-base. The students are required to complete both DVDs prior to the end of the Image Acquisition II class. Clinical preceptors indicate that they have seen a marked improvement in the students' understanding to date.  The students will participate in a community health event that was suggested by Bebe LeFlour at the last meeting. The students will be allowed to perform vital signs on the participants as well as participant registration. This should help to increase their skills in assessing patients as well as working with various patient populations. This will continue to be assessed to measure its effectiveness.  The students continue to complain that the white lab jackets are hard to keep clean. With the colored college patch, the students cannot bleach the jackets. The program would like to suggest that the students purchase a matching maroon jacket in the future if this is not an issue with any of the sites. Additionally, current students would also be allowed to change from white to maroon or they can keep the current white jackets. The clinical affiliates see no issue with the change.
V. Student Progress	It was decided to add a student learning outcome to the assessment plan under the Goal of Communication. It is further discussed in section VII Assessment Process.  No other concerns were expressed. The clinical sites agreed that the students have a positive attitude, are adjusting well, and are obtaining excellent images. Dr. York also commented that the students' patient care skills are amongst the best in several years. Students continue to struggle with mathematical equations in Image Acquisition I and Physics courses. The faculty spends significant time reviewing basic algebraic equations. Ms. Boope commented that the cross-multiplying was something that was skimmed over in the Algebra course because the instructors felt that it was a remedial part of the course. Mr. Bohr agreed to meet with course faculty to review the emphasis placed on these concepts and to see if a different algebra course could be more beneficial. Course syllabi will be forwarded to the radiography faculty and a follow-up meeting will occur next month.

Additional example of meeting minutes in support of **Objective 6.4**.

VI. Curriculum Updates

All courses have been updated to reflect the most recent curriculum revision.

VII. Assessment Process

The assessment plan results and analysis were presented to the Advisory Committee and the following comments were noted:

In support of **Objective 6.4**: The meeting minutes in this section provide excellent documentation that the program and its communities of interest have reviewed outcomes data. As mentioned in the opening sentence, the program has already analyzed all actual outcome data and has that documented on another document. Additionally, the minutes indicate that the program will implement some changes in their plan and will continue to monitor unmet benchmarks.

The program has also provided a narrative that describes the various factors that have contributed to a met benchmark for the communication goal.

For unmet benchmarks in the critical thinking goal, the Committee has begun to outline a plan to increase the benchmarks in the future and to assure that current students are afforded the opportunity to improve also.

This is a good example of a met benchmark; however, the Committee agreed that a change was needed to assure that student learning was the focus.

**Clinical Competence** – The benchmarks for clinical competence (positioning skills, selection of technical factors, and radiation protection) were met. It was noted that the Clinical Preceptors and Medical Director feel that the students are positioning patients with ease. Their confidence levels seem to be higher than in the past two classes. This is consistent with the assessment results for positioning skills which have increased again for the past two years. It was also brought to the Committee’s attention that the student to faculty lab ratio was reduced this year (6:1). This was difficult for the administration to approve because the laboratory teaching load had to be increased. However, the early assessment results, student feedback, and clinical feedback indicate that this lower ratio appears to provide students with increased skills. Tom E. Dison indicated that the 12:1 ratio in his cohort did not allow enough time for independent practice with a lab instructor. The program will continue to monitor the positioning skills in relation to the new ratio and resulting student improvement.

**Communication Skills** – The benchmarks for communication skills, both oral and written, were also met for this reporting period. From the comments noted above, it appears that students are doing well with communicating with patients. The Clinical Preceptors also noted that the students’ repeat rates are much lower this year. This could be partially attributed to the students providing better instructions to patients. Ms. Queue implemented a new assignment in the Patient Care course that requires students to explain examination to a variety of patients (pediatrics, hearing impaired patients, adult patients with and without medical backgrounds, etc.). Data will continue to be collected for this measure to determine its effectiveness. Although the communication scores have been acceptable, it was decided to improve students skills in obtaining patient histories. An additional SLO was developed to measure this particular skill set and obtain quantitative data. The additional SLO reads, “Students will obtain appropriate patient histories during clinical rotations.” The measurement tool will be Question 2 on the Affective Behavior Clinical Form and will be collected semesters II and V by the Clinical Preceptors. The benchmark will be set at 80% and reviewed again after data has been collected and trends analyzed.

**Critical Thinking** – The benchmark for the student learning outcome, “Position trauma patients,” was not met. It appears that students are experiencing problems with trauma patients on stretchers --- especially when imaging the cervical spine. The clinical affiliates also noted that students sometimes have issues with completing the 90-degree beam to image-receptor alignment necessary for cross-table laterals. These concepts and laboratory assignments occur in Image Acquisition I; however, the students may need additional practice to feel comfortable. The faculty will review the laboratory assignments and talk with the students to see what additional practice may be warranted. This is the first time this benchmark has not been met; however, with the curricular changes over the past two years, there is a greater emphasis on higher order (cognitive and psychomotor) skills.

The benchmark for the student learning outcome, “Adapt technical factors for non-routine patients.” was met; however, we would like to see a marked increase in the actual results. Although the benchmark was met, it appears that students are still struggling with converting mAs and kVp for changes in distance and positioning. The Clinical Preceptors will continue to apprise the program of the students’ ability in this area. The faculty will be surveying other programs and researching the idea of mandating manual techniques for all procedures.

**Professional Growth and Development** – Both benchmarks were met. There is some concern that one of the student learning outcomes (SLO) is not a good measure of professional growth and development. The Committee reviewed the SLO and felt that “Students will attend a professional meeting” really does not reflect assessment of professional growth and development.

<p>This section of the meeting minutes document discussion of program effectiveness measures. This provides support for <b>Objectives 6.1 and 6.2</b>.</p> <p>Note that the program provides a narrative for all program effectiveness measures.</p>	<p>Additionally, the faculty felt that simply assessing attendance does not indicate any type of learning. The SLO will be revised in the next cycle to evaluate – “Students will employ ethical behaviors in the clinical settings”. Question 5 on the Affective Behavior Clinical Form and the rubric for case studies completed in Semester II will be used to measure the SLO.</p> <p><b>Program Effectiveness Measures –</b></p> <p><b>Pass Rates –</b> 100% for first-time pass rate for this year; the 5-Year average is 98% (147/150). The program continues to meet its benchmark. Exit and graduate surveys indicate that the one-week review seminar prior to graduation is a huge contributor to the students’ success. Although this is very time consuming for faculty and students, the seminar has proved beneficial foundational knowledge that students tend to forget from their foundational classes.</p> <p><b>Employment Rates –</b> 100% (20/20) employment rates for those graduates seeking employment this year; the 5-Year average is 93% (121/130). There were two students that decided to continue their education and not seek employment; otherwise, all additional students have full time or part-time employment.</p> <p><b>Program Completion Rates –</b> 85% (22/26). The program continues to seek methods to increase this rate. Although the benchmark has been met, the Committee reviewed the three students that did not graduate from the program. The three students failed due to low grades in Image Acquisition I. It appears that the mathematical equations continue to be an issue for students. As noted above, the program will work with the General Education Department to ensure that the program is requiring the most beneficial algebra course.</p>
<p>VIII. Assessment Plan Review</p> <p>This section of the meeting minutes document discussion of the program’s mission statement and goals. Additionally, it documents a review of the assessment plan. Note there were two changes to the assessment plan for the next cycle. This documentation provides evidence for <b>Objectives 4.1 and 6.5</b>.</p>	<p><b>Mission Statement –</b> The program mission statement was reviewed. No issues were identified and the statement continues to be consistent with the program’s offerings and in alignment with the College’s mission.</p> <p><b>Goals –</b> The goals were reviewed. The program revised the goals last year and the Committee felt that the goals were still applicable.</p> <p><b>Assessment Plan –</b> The following revisions to the assessment plan were made:</p> <ul style="list-style-type: none"> <li>• Changed SLO under Professional Growth and Development.</li> <li>• Increased benchmark for Positioning Skills under Clinical Competence to 3.6/4.0 (current benchmark is 3.5). The committee felt that an increase was necessary as the program has met this benchmark for the past two years. The program will continue to use the current tool but may consider an alternate or additional method of assessing positioning skills in the future.</li> <li>• Added SLO under Communication.</li> <li>• Reviews of the assessment methods show a good mix of direct/indirect tools. Timeframes seem appropriate.</li> </ul> <p>All faculty will be participating in an assessment research day at the university to learn more about current practices in the assessment literature and practices.</p>
<p>IX. Additional Comments</p>	<p>The faculty expressed their continued appreciation for the support from the Clinical Preceptors and staff technologists at the clinical sites.</p>
<p>X. Adjournment</p>	<p>2:50 p.m. The next meeting will be scheduled for July. Time and day will be announced in May.</p>