

## Assessment Cycle 2020-2021

### Bachelor of Science in Radiologic Sciences

#### College: Nursing and School of Allied Health

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**Northwestern State University Mission Statement:** Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

**College of Nursing and School of Allied Health Mission Statement:** Northwestern State University College of Nursing and School of Allied Health serves an increasingly diverse student population while advancing the mission of the University by offering excellent and innovative undergraduate, graduate, certificate, and continuing education programs that are designed to assist individuals in achieving their goal to become responsible and contributing members of an interprofessional global community that improves the health of our region, state, and nation.

#### Bachelor of Science in Radiologic Sciences Purpose and Objectives:

**BSRS Program Purpose.** To provide students with the education and skills to function as an integral part of the health care community and the opportunity for advancement in the allied health professions.

- To provide opportunities which will enhance the development of roles in the radiologic sciences professions.
- To provide a foundation for radiologic science professionals to become lifelong learners and to strive for continued professional growth.

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**BSRS Program Objectives.** Graduates of the BSRS program should be able to:

- Perform quality radiographic procedures.
- Develop assessment skills of a radiographer.
- Evaluate a clinical situation and perform accordingly using critical thinking skills.
- Propose a plan to respond to imaging department scenarios.
- Demonstrate service to the profession and the community.
- Integrate adherence to professional behaviors.
- Develop oral communication skills.
- Develop written communication skills.

### Methodology

1. Data from assessment tools are collected and sent to the program director.
2. Data is collected during the spring, summer, and fall semesters of a calendar year.
2. The program director enters the data into the tables for each SLO.
3. The results are shared with the BSRS Assessment Committee. The committee discusses data analysis, interpretation, actions, trends, results, and future plans.
4. The BSRS Assessment committee findings are discussed in the School of Allied Health faculty meetings. Additional insights and actions are added to the assessment plan as necessary.

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Goal 1: Students will be a <b>CLINICALLY COMPETENT</b> radiologic technologist.								
Student Learning Outcomes	Tool	Benchmark	Results					
1.1 Students will perform quality radiographic procedures.	A. <b>RADS 4611</b> (Clinic 5): Clinical Instructor Evaluation of Student Q16: Quality of work and performance	100% of students will score at least 3.5/5 on the quality of work and performance question.		<b>2020</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>
			N	28	33	41	24	25
			Met	28	33	41	24	24
			Mean	3.962	4.77	4.56	5	3.96
			Range	3.5-4.25	4.25-5	3.5-5	5	3-4
	%	100	100	100	100	96		
	B. <b>RADS 3820</b> (Positioning II): Comprehensive Lab Final Exam	100% of students will score 85 or higher.		<b>2020</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>
			N	44	31	33	43	26
			Met	29	13	15	14	21
			Mean	87	82.5	83.03	80.6	81.76
Range			69-98	71-99	70-95	37-92	43-100	
%	66	42	45	32	81			
1.2 Students will develop assessment skills of a radiographer.	A. <b>ALHE 3840</b> (Advanced Patient Care): Overall Assessment Tests	100% of students will score 80 or higher.		<b>2020</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>
			N	45	32	32	43	21
			Met	38	32	30	30	17
			Mean	87	97	95	88	90
			Range	63-99	80-100	60-100	45-83	65-96
	%	84	100	94	69	81		
	B. <b>RADS 3820</b> (Positioning 2): Trauma lab scenario	100% of students will score 85 or higher.		<b>2020</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>
			N	44	31	33	43	26
			Met	42	29	30	38	22
			Mean	92.1	89.5	97	93	92
Range			78-100	63-100	77-100	75-100	82-100	
%	95	94	91	88	91			

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**SLO: 1.1 Students will perform quality radiographic procedures.** Throughout clinical and didactic courses, students will learn about the importance of performing quality radiographic procedures. Each student is required to pass RADS 4611 to progress to the next semester. The target is to have 100% of students score 3.5/5.0 on the clinical instructor evaluation for the first measure and score an 85% or higher on the comprehensive lab final exam in RADS 3820.

**Findings:** Target was met for Measure A and unmet for, Measure B.

<b>Analysis: SLO: 1.1 Students will perform quality radiographic procedures.</b>	
<b>Measure A: RADS 4611 (Clinic 5): Clinical Instructor Evaluation of Student Q16: Quality of work and performance</b>	<b>Measure B: RADS 3820 (Positioning II): Comprehensive Lab Final Exam</b>
2020: Met—100% of students achieved 3.5 or higher	2020: Unmet—only 66% of students achieved 85% or higher
2019: Met—100% of students achieved 3.5 or higher.	2019: Unmet—only 42% of students achieved 85% or higher.
2018: Met—100% of students achieved 3.5 or higher.	2018: Unmet—only 45% of students achieved 85% or higher.
2017: Met—100% of students achieved 3.5 or higher.	2017: Unmet—only 32% of students achieved 85% or higher.
2016: Unmet—only 96% of students achieved 3.5 or higher.	2016: Unmet—only 81% of students achieved 85% or higher.

**Measure A: RADS 4611: Clinical Instructor Evaluation of Student Q16: Quality of work and performance:** In 2020, the target was met, indicating that all students demonstrated a suitable quality of work and performance. 100% of students scored 3.5/5.0 on the clinical instructor evaluation of student performance. This measure is obtained from clinical student’s evaluation and quantifies the students’ quality of work and performance in the clinical setting. This measure has been met for 4 of the past 5 years.

Based on the analysis of the 2019 results, the faculty made the following changes in 2020 to drive the cycle of improvement; frequent interaction between faculty members and students to reinforce to the student the importance of producing quality work. In addition to the typical student/faculty interaction, the faculty created a discussion board post in Moodle. This post asked about clinical procedures and created a dialog about performing quality procedures. This discussion board provided another mechanism for students to discuss their work and performance with both faculty and peers. Positive dialogue and constructive criticism can then be offered to help the student perform better in the clinical setting. Faculty will review submitted evaluations, and any student scoring below a 4.0 on an evaluation will be called in for a counseling session regarding the quality of work and performance.

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As a result of these changes, in 2020, the target was met, 100% of students scored 3.5/5.0 on the clinical instructor on a 5-point Likert scale referring to student work and performance, indicating that all students were demonstrating a suitable quality of work and performance. These changes had a direct impact on the student's ability to produce quality work and performance.

**Measure B: RADS 3820 (Positioning II): Comprehensive Lab Final Exam:** In 2020, the target was unmet. The target is to have 100% of the students score 85% or higher on the comprehensive lab final exam. In 2020, only 66% of the students scored an 85 or higher, specifying that 44% of the students did not successfully display quality radiographic procedures during the comprehensive lab final exam. This measure focuses on the students' ability to perform quality radiographic procedures through a simulated positioning lab exam in the students' second level of radiographic procedures course.

Based on the analysis of the 2019 results, the faculty made the following changes in 2020 to drive the cycle of improvement. The faculty implemented RadTech BootCamp as a learning resource. Students must purchase RadTech BootCamp, review the material posted, and take the quizzes and exams for a course grade. As additional content is added to RadTech BootCamp, this tool will continue to be helpful. Also, additional "open lab" sessions were added for practice sessions.

As a result of these changes, in 2020, the target was still unmet; 100% of students did not score 85% or higher on the comprehensive lab final exam. Only 66% of the students scored an 85% or higher, which is an improvement over the previous years; in 2019, only 42% achieved an 85% or higher. While there is still room for improvement, these changes had a direct impact on the student's ability to perform quality radiographic procedures.

**Decisions:** In 2020, the target was met for measure A but was unmet for measure B.

**Measure A:** Based on the analysis of the 2020 assessment cycle results, the faculty will implement the following changes in 2021 to drive the cycle of improvement;

1. Frequent interaction between faculty members and students will continue to be utilized. This interaction will reinforce to the student the importance of producing quality work.
2. Create a discussion board post in Moodle. This post will ask about clinical procedures and create dialog regarding performing quality procedures. Faculty members will post prompts to encourage discussion. This discussion board will provide students with another mechanism to discuss their work and performance with both faculty and peers. Positive dialog and constructive criticism can then be offered to help the student perform better in the clinical setting.
3. Faculty will review evaluation scores and counsel any student scoring below a 4.0 on work and performance quality.

**Measure B:** Based on the analysis of the 2020 assessment cycle results, the faculty will implement the following changes in 2021 to drive the cycle of improvement;

1. The ASRT professional video series on positioning and image critique was purchased.
2. Students will complete assignments in RadTech Bootcamp.
3. Additional "open lab" practice opportunities
4. Faculty will create image critique videos, and the videos will be posted in Moodle for the students to review.

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5. Due to the class size, the lab will be reconfigured into two sections to have fewer students in each section. This should increase student's opportunities to practice during lab time.

These changes will improve the students' ability to perform quality radiographic procedures, thereby pushing the cycle of improvement forward.

**SLO: 1.2 Students will develop assessment skills of a radiographer.** Throughout the clinical and didactic courses, students will learn the assessment skills needed for a radiographer. Each student is required to pass the classes to progress to the next semester. The target is to have 100% of the students score 80% or higher on the multiple assessment tests for measure A and score 77% or higher on the trauma lab scenario test in RADS 3820.

**Findings:** Target was unmet for Measure A and for Measure B.

<b>Analysis: SLO: 1.2 Students will develop assessment skills of a radiographer.</b>	
<b>Measure A: ALHE 3840 (Advanced Patient Care): Overall Assessment Tests</b>	<b>Measure B: RADS 3820 (Positioning 2): Trauma lab scenario</b>
2020: Unmet—only 84% of students achieved 80% or higher	2020: Unmet—only 95% of students achieved 85% or higher
2019: Met—100% of students achieved 80% or higher.	2019: Unmet—only 94% of students achieved 85% or higher.
2018: Unmet—only 94% of students achieved 85% or higher.	2018: Unmet—only 91% of students achieved 85% or higher.
2017: Unmet—only 69% of students achieved 85% or higher.	2017: Unmet—only 88% of students achieved 85% or higher.
2016: Unmet—only 81% of students achieved 85% or higher.	2016: Unmet—only 91% of students achieved 85% or higher.

**Measure A: ALHE 3840 (Advanced Patient Care): Overall Patient Assessment Tests:** In 2020, the target was unmet; only 84% of students achieved an 80% or higher on the assessment tests.

Based on the analysis of the 2019 results, the faculty made the following changes in 2020 to drive the cycle of improvement: the measure was changed from one comprehensive final exam to an evaluation of multiple patient assessment exams. The exams cover each body system separately. Also, the discussion forums were revised to focus on patient assessment. The open resource material used in the course was updated with the most current information, including links to multiple online resources, video demonstrations, and material specific to the radiologic sciences profession.

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As a result of these changes, in 2020, the target was unmet; only 84% of students scored 80% or higher on the overall patient assessment tests in ALHE 3840. These changes directly impacted the student's ability to develop the patient assessment skills of a radiographer.

**Measure B: RADS 3820 (Positioning II): Trauma Lab Scenario:** In 2020, the target was unmet. The target is to have 100% of the students score 85% or higher on the trauma lab scenario exam. Only 95% of students scored 85% or higher on the trauma lab. This measure focuses on the students' ability to perform quality radiographic procedures through a simulated positioning lab exam in the students' second level of radiographic procedures course.

Based on the analysis of the 2019 results, the faculty made the following changes in 2020 to drive the cycle of improvement. Supplemental videos were added to the course to demonstrate proper trauma assessment. Students are required to view the videos before the trauma lab exam. The faculty recorded the trauma practice labs so students could evaluate their assessment skills. The faculty reviewed and critiqued the videos with the students. They have added additional "open lab" for practice sessions.

Even with these changes, in 2020, the target was unmet; 95% of students scored 77% or higher on the trauma lab scenario exam. These changes had a direct impact on the student's ability to develop the patient assessment skills of a radiographer.

### Decisions:

In 2020, the target was unmet for measure A and measure B.

**Measure A:** Based on the analysis of the 2020 assessment cycle results, the faculty will implement the following changes in 2021 to drive the cycle of improvement:

1. The open resource material in the course will be updated with the most current information. It will include links to multiple online resources, including video demonstrations and material specific to the radiologic science profession.
2. Discussion forums revised to focus on patient assessment.

**Measure B:** Based on the analysis of the 2020 assessment cycle results, the faculty will implement the following changes in 2021 to drive the cycle of improvement:

1. The ASRT professional video series on positioning and image critique was purchased.
2. Due to the class size, the lab will be reconfigured into two sections to have fewer students in each section. This should increase student's opportunities to practice during lab time.
3. The faculty will record the trauma practice labs so students can evaluate their assessment skills. The faculty will review and critique the videos with the students.
4. Added additional "open lab" for practice sessions.

These changes will improve the students' ability to develop assessment skills of a radiographer.

## Assessment Cycle 2020-2021

Goal 2: Students will demonstrate CRITICAL THINKING skills.								
Student Learning Outcomes	Tool	Benchmark	Results					
2.1 Students will evaluate a clinical situation and perform accordingly using critical thinking skills.	A. <b>RADS 3820</b> (Positioning 2): Trauma lab scenario	100% of students will score 85 or higher.		<b>2020</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>
			N	44	31	33	43	26
			Met	42	29	30	38	22
			Mean	92.1	89.5	97	93	92
			Range	78-100	70-99	77-100	75-100	82-100
			%	95	94	91	88	91
	B. <b>RADS 4510</b> (Professional Imaging Practices): Clinical Scenario Assignment	100% of students will score 85 or higher.		<b>2020</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>
			N	29	33	41	24	33
			Met	29	33	41	24	33
			Mean	98	100	99.8	100	98
			Range	88-100	100	95-100	100	95-100
%			100	100	100	100	100	
2.2 Students will propose a plan to respond to imaging department scenarios.	A. <b>ALHE 4610</b> (Healthcare Quality): QC project	100% of students will score 80 or higher.		<b>2020</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>
			N	29	35	41	24	32
			Met	28	34	33	23	23
			Mean	85.69	90.25	88.7	93.4	88.8
			Range	55-100	73-100	0-100	51-100	0-100
			%	97	97	80	96	72
	B. <b>ALHE 4630</b> (Healthcare Organization and Management): Mgmt. Case Study Project	100% of students will score 80 or higher.		<b>2020</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>
			N	33	41	25	32	31
			Met	33	41	25	31	31
			Mean	96.39	92.9	88	95	93
			Range	80-100	85-100	85-100	42-100	88-100
%			100	100	100	97	100	

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**SLO: 2.1 Students will evaluate a clinical situation and perform accordingly using critical thinking skills.** Throughout the clinical and didactic courses, students will learn to evaluate a clinical situation and perform accordingly using critical thinking skills. Each student is required to pass the course in order to progress to the next semester. The target is to have 100% of students score a 77% or higher on the trauma lab simulation exam and an 85% or higher on the clinical scenario assignment.

**Findings:** Target was unmet for Measure A and met for Measure B.

Analysis: SLO: 2.1: Students will evaluate a clinical situation and perform accordingly using critical thinking skills.	
Measure A: RADS 3820 (Positioning 2): Trauma lab scenario	Measure B: RADS 4510 (Professional Imaging Practices): Clinical Scenario Assignment
2020: Unmet—only 95% of students achieved 85% or higher	2020: Met—100% of students achieved 85% or higher.
2019: Unmet—only 94% of students achieved 85% or higher.	2019: Met—100% of students achieved 85% or higher.
2018: Unmet—only 91% of students achieved 85% or higher.	2018: Met—100% of students achieved 85% or higher.
2017: Unmet—only 88% of students achieved 85% or higher.	2017: Met—100% of students achieved 85% or higher.
2016: Unmet—only 91% of students achieved 85% or higher.	2016: Met—100% of students achieved 85% or higher.

**Measure A: RADS 3820 (Positioning II): Trauma lab scenario:** In 2020, the target was unmet. The target is to have 100% of the students score 85% or higher on the trauma lab scenario exam. Only 95% of students met the benchmark. This measure focuses on the students' ability to perform quality radiographic procedures through a simulated positioning lab exam in the students' second level of radiographic procedures course.

Based on the analysis of the 2019 results, the faculty made the following changes in 2020 to drive the cycle of improvement. Supplemental videos were added to the course to demonstrate proper trauma assessment. Students are required to view the videos before the trauma lab exam.

As a result of these changes, in 2020, the target was not met; only 95% of students scored 77% or higher on the trauma lab scenario exam. These changes had a direct impact on the student's ability to evaluate a clinical situation and perform accordingly using critical thinking skills.

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**Measure B: RADS 4510 (Professional Imaging Practices): Clinical Scenario Assignment:** In 2020, the target was met; 100% of students scored 85% or higher on the clinical scenario assignment.

Based on the analysis of the 2019 assessment results, and even though this measure was met, faculty made the following changes in 2020 to drive the cycles of improvement. The faculty reviewed and revised the guidelines for the clinical scenario assignment.

As a result of these changes, in 2020, the target was met; 100% of students scored 85% or higher on the clinical scenario assignment. These changes had a direct impact on the student's ability to evaluate a clinical situation and perform accordingly using critical thinking skills.

### Decisions:

In 2020, the target was unmet for measure A and was met for measure B.

**Measure A:** Based on the analysis of the 2020 assessment cycle results, the faculty will implement the following changes in 2021 to drive the cycle of improvement:

1. The faculty will record the trauma practice labs so students can evaluate their assessment skills. The faculty will review and critique the videos with the students.
2. Added additional "open lab" for practice sessions.

**Measure B:** Based on the analysis of the 2020 assessment cycle results, the faculty will implement the following changes in 2021 to drive the cycle of improvement:

1. Provide a discussion board in a forum to allow students to post questions related to the assignment.
2. A short video was created to describe the expectations of the assignment.

These changes will improve the students' ability to evaluate a clinical situation and perform accordingly using critical thinking skills, thereby continuing to push the cycle of improvement forward.

**SLO: 2.2 Students will propose a plan to respond to imaging department scenarios.** Throughout the clinical and didactic courses, students will learn to evaluate a clinical situation and perform accordingly using critical thinking skills. Each student is required to pass the course in order to progress to the next semester. The target is to have 100% of students score an 80% or higher on the quality control project and an 80% or higher on the case study project.

**Findings:** Target was unmet for Measure A and met for Measure B.

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Analysis: SLO: 2.2 Students will propose a plan to respond to imaging department scenarios.	
Measure A: ALHE 4610 (Healthcare Quality): QC Project	Measure B: ALHE 4630 (Healthcare Organization Management: (Case Study Project)
<b>2020:</b> Unmet—only 97% of students achieved 80% or higher	<b>2020:</b> Met—100% of students achieved 80% or higher
<b>2019:</b> Unmet—only 97% of students achieved 80% or higher	<b>2019:</b> Met—100% of students achieved 80% or higher
<b>2018:</b> Unmet—only 80% of students achieved 80% or higher	<b>2018:</b> Met—100% of students achieved 80% or higher
<b>2017:</b> Unmet—only 96% of students achieved 80% or higher	<b>2017:</b> Unmet—only 97% of students achieved 80% or higher
<b>2016:</b> Unmet—only 72% of students achieved 80% or higher	<b>2016:</b> Met—100% of students achieved 80% or higher

**Measure A: ALHE 4610 (Healthcare Quality): QC Project:** In 2020, the target was unmet. The target is to have 100% of the students score 80% or higher on the quality control project. Only 97% of the students scored 80% or higher.

Based on the analysis of the 2019 assessment cycle results, the faculty made the following changes in 2020 to drive the cycle of improvement. The faculty reassessed the guidelines for this assignment. Writing examples were also added to the guidelines. Additionally, faculty posted recurrent announcements and reminders regarding the due dates of assignments, and a forum was added for students' questions regarding projects. The course, and all assignments, were adjusted to coincide with the changes made in the profession.

As a result of these changes, in 2020, the target was still unmet; 100% of students did not score 80% or higher on the quality control project.

**Measure B: ALHE 4630 (Healthcare Organization and Management): Case Study Project:** In 2020, the target was met. The target is to have 100% of students achieve an 80% or higher on the case study project. This measure asks students to generate a plan and respond to a simulated healthcare management scenario in an imaging department.

Based on the analysis of the 2019 assessment cycle results, the faculty made the following changes in 2020 to drive the cycle of improvement. Faculty made frequent announcements and reminders in the class about the due dates of assignments and created a discussion forum for questions related to assignments. The guidelines for the project were reviewed and revised.

As a result of these changes, in 2020, the target was met; 100% of students scored 80% or higher on the case study project.

**Decisions:** In 2020, the target was unmet for measure A and was met for measure B.

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**Measure A:** Based on the analysis of the 2020 assessment cycle results, the faculty will implement the following changes in 2021 to drive the cycle of improvement:

1. Add examples and more precise explanations of expectations for the assignment.
2. Create a video to explain the assignment in detail.
3. Examples of projects will be added to Moodle.

**Measure B:** Based on the analysis of the 2020 assessment cycle results, the faculty will implement the following changes in 2021 to drive the cycle of improvement:

1. Provide a discussion board forum to allow students to post questions related to the assignment.
2. Create a video to explain the assignment in detail.
3. Increase the number of case studies offered to students.

These changes will improve the students' ability to propose a plan to respond to imaging department scenarios.

Goal 3: Students will demonstrate an understanding of PROFESSIONALISM.								
Student Learning Outcomes	Tool	Benchmark	Results/Findings					
3.1 Students will demonstrate service to the profession and the community.	A. <b>ALHE 3840</b> (Advanced Pt. Care): Charitable Organization Project	100% of students will score 80 or higher.		<b>2020</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>
			N	42	32	32	32	21
			Met	42	32	29	30	100
			Mean	95	97	98	99	99
			Range	82-100	80-100	80-100	80-100	90-100
			%	100	100	91	94	100
	B. <b>RADS 3320</b> (Patient Care): Reflection of Service-Learning Event	100% of students will score 85 or higher.		<b>2020</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	
			N	No data due to Covid 19	33	New Measure for 2019		
			Met		33			
			Mean		99.0			
			Range		95-100			
%				100				
3.2 Students will integrate adherence to professional behaviors.	A. <b>RADS 4611</b> (Clinic 5): Clinical Instructor Evaluation of Student Q2: Professional Behavior	100% of students will score an average of at least 4/5.		<b>2020</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>
			N	28	33	41	24	33
			Met	25	29	40	24	33
			Mean	4.22	4.83	4.71	4.79	4.74
			Range	3.91-5	3.6-5	3-5	4-5	4.14-5.0
			%	89	88	98	100	100

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<b>B. RADS 3911</b> (Clinic 3): Clinical Instructor Evaluation of Student Q2: Professional Behavior	100% of students will score an average of at least 4/5.						
			<b>2020</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>
		N	29	30	41	32	24
		Met	24	30	40	32	24
		Mean	4.48	4.68	4.88	5	5
		Range	3.99-5	4-5	3-5	5	5
%	83	100	97	100	100		

**SLO: 3.1 Students will demonstrate service to the profession and the community.** Throughout the clinical and didactic courses, students will learn to demonstrate service to the profession and the community. Each student is required to pass the course in order to progress to the next semester. The target is to have 100% of students score an 80% or higher on the charitable organization project in Advanced Patient Care and an 85% or higher on the reflection of the service-learning event.

**Findings:** Target was met for Measure A, and due to Covid 19, Measure B was not completed.

<b>Analysis: SLO: 3.1 Students will demonstrate service to the profession and the community.</b>	
<b>Measure A: ALHE 3840 (Advanced Pt. Care): Charitable Organization Project</b>	<b>Measure B: 3320 (Patient Care): Reflection of Service-Learning Event</b>
<b>2020:</b> Met—100% of students achieved 80% or higher	<b>2020:</b> No data due to Covid 19
<b>2019:</b> Met—100% of students achieved 80% or higher	<b>2019:</b> Met—100% of students achieved 85% or higher
<b>2018:</b> Unmet—only 91% of students achieved 80% or higher	<b>2018:</b> Data not available
<b>2017:</b> Unmet—only 94% of students achieved 80% or higher	<b>2017:</b> Data not available
<b>2016:</b> Met—100% of students achieved 80% or higher	<b>2016:</b> Data not available

**Measure A: ALHE 3840 (Advanced Pt. Care): Charitable Organization Project:** In 2020, the target was met; 100% of students scored 80% or higher on the charitable organization project. The project is completed during the ALHE 3840 Advanced Patient Care class. For the project, students research a charitable organization and create a PowerPoint to understand the importance of giving back to the community.

Based on the analysis of the 2019 assessment cycle results, the faculty made the following changes in 2020 to drive the cycle of improvement. Due to restrictions of visiting long-term care facilities, the assignment was changed from a service-learning project to the research of a charitable organization. Changes included creating guidelines for the assignment with clear, concise instructions.

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As a result of these changes, in 2020, the target was met. 100% of students scored 80% or higher on the charitable organization assignment. These changes had a direct impact on the student's ability to demonstrate service to the profession and community.

**Measure B: RADS 3320 (Patient Care): Reflection of Service Learning:** In 2020, due to the Covid 19 pandemic, the assignment was not performed; therefore, there is no data to report.

Based on the analysis of the 2019 results, the faculty made the following changes in 2020 to drive the cycle of improvement. The faculty revised the guidelines for the assignment and added a video with the expectations of the assignment.

As a result of these changes, in 2019, the target was met. 100% of students scored 80% or higher on the assignment. These changes had a direct impact on the student's ability to demonstrate service to the profession and community.

**Decisions:** In 2020, the target was met for measure A, and due to the Covid 19 pandemic, there is no data for measure B.

**Measure A:** Based on the analysis of the 2020 assessment cycle results, the faculty will implement the following changes in 2021 to drive the cycle of improvement:

1. Revisit guidelines for the new assignment, charitable organization presentation.
2. Create a video to explain the assignment in detail.

**Measure B:** Based on the analysis of the 2020 assessment cycle results, the faculty will implement the following changes in 2021 to drive the cycle of improvement:

1. Due to the covid 19 pandemic, the assignment was not completed. Therefore, no changes were made.

These changes will improve the students' ability to demonstrate service to the profession and community and thereby continuing to push the cycle of improvement forward.

**SLO: 3.2 Students will integrate adherence to professional behaviors.**

**Findings:** Target was unmet for Measure A and Measure B.

**Analysis: SLO: 3. 2 Students will integrate adherence to professional behaviors.**

**Measure A: RADS 4611 (Clinic 5): Clinical Instructor Evaluation of Student Q2: Professional Behavior**

**Measure B: RADS 3911 (Clinic 3): Clinical Instructor Evaluation of Student Q2: Professional Behavior**

## Assessment Cycle 2020-2021

2020: Unmet—only 89% of students achieved 4.0 or higher	2020: Unmet—only 83% of students achieved 4.0 or higher
2019: Unmet—only 88% of students achieved 4.0 or higher	2019: Met—100% of students achieved 4.0 or higher
2018: Unmet—only 98% of students achieved 4.0 or higher	2018: Unmet—only 97% of students achieved 4.0 or higher
2017: Met—100% of students achieved 4.0 or higher	2017: Met—100% of students achieved 4.0 or higher
2016: Met—100% of students achieved 4.0 or higher	2016: Met—100% of students achieved 4.0 or higher

**Measure A: Students will integrate adherence to professional behaviors (RADS 4611).** In 2020, the target was unmet; 89% of students scored 4.0/5.0 or higher on the clinical instructor evaluation of student professional behavior.

Based on the analysis of the 2019 results, the faculty made the following changes in 2020 to drive the cycle of improvement. Frequent interaction between faculty members and students to reinforce to the student the importance of producing quality work. Faculty will review submitted evaluations, and any student scoring below a 4.0 on an evaluation will be called in for a counseling session regarding the quality of work and performance.

As a result of these changes, in 2020, the target was still unmet. 89% of students scored 4.0 or higher on question 2 of the clinical instructor evaluations of student professional behavior. These changes had a direct impact on the student's ability to adhere to professional behaviors, thereby continuing to push the cycle of improvement forward.

**Measure B: Students will integrate adherence to professional behaviors (RADS 3911).** In 2020, the target was unmet; 83% of students scored 4.0/5.0 or higher on the clinical instructor evaluation of student professional behavior.

Based on the analysis of the 2019 results, the faculty made the following changes in 2020 to drive the cycle of improvement. Frequent interaction between faculty members and students to reinforce to the student the importance of producing quality work. Faculty will review submitted evaluations, and any student scoring below a 4.0 on an evaluation will be called in for a counseling session regarding the quality of work and performance.

As a result of these changes, in 2020, the target was still unmet. 83% of students scored 4.0 or higher on question 2 of the clinical instructor evaluation of student professional behavior. These changes had a direct impact on the student's ability to adhere to professional behaviors, thereby continuing to push the cycle of improvement forward.

**Decisions:** In 2020, the target was unmet for measure A and measure B.

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**Measure A: RADS 4611 (Clinic 5): Clinical Instructor Evaluation of Student Q2: Professional Behavior.** Based on the analysis of the 2020 assessment cycle results, the faculty will implement the following changes in 2021 to drive the cycle of improvement:

1. Frequent interaction between faculty members and students will continue to be utilized. This interaction will reinforce to the student the importance of producing quality work.
2. Faculty will review evaluation scores and counsel any student scoring below a 4.0 on quality of work and performance.
3. Accentuate the importance of adherence to the American Society of Radiologic Technologists (ASRT) and the American Registry of Radiologic Technologists (ARRT) Codes of Conduct in class and clinical settings.

**Measure B: RADS 3911 (Clinic 3): Clinical Instructor Evaluation of Student Q2: Professional Behavior.** Based on the analysis of the 2020 assessment cycle results, the faculty will implement the following changes in 2021 to drive the cycle of improvement:

1. Frequent interaction between faculty members and students will continue to be utilized. This interaction will reinforce to the student the importance of producing quality work.
2. Faculty will review evaluation scores and counsel any student scoring below a 4.0 on quality of work and performance.
3. Accentuate the importance of adherence to the American Society of Radiologic Technologists (ASRT) and the American Registry of Radiologic Technologists (ARRT) Codes of Conduct in class and clinical settings.

These changes will improve the students' ability to adhere to professional behaviors, thereby continuing to push the cycle of improvement forward.

Goal 4: Students will demonstrate the ability to COMMUNICATE effectively.								
Student Learning Outcomes	Tool	Benchmark	Results/Findings					
4.1 Develop oral communication skills.	A. <b>RADS 4611</b> (Clinic 5): Clinical Instructor Evaluation of Student Q4: Communication with patients	100% of students score an average of at least 4/5.		<b>2020</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>
			N	28	33	41	24	33
			Met	26	33	39	23	32
			Mean	4.09	4.85	4.64	4.62	4.93
			Range	3.88-4.24	4-5	2-5	3.2-5	3.86-5
	%	93	100	95	96	97		
	B. <b>RADS 4611</b> (Clinic 5): Clinical Instructor Evaluation of Student Q5:	100% of students will score an average of at least 4/5.		<b>2020</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>
			N	28	33	41	24	33
			Met	27	33	41	24	33
			Mean	4.22	4.79	4.56	4.66	4.86
Range			3.91-4.34	4.4-5.0	4-5	4-5	4-5	

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	Communication with technologists		%	96	100	100	100	100		
4.2 Develop written communication skills.	<b>A. RADS 4510</b> (Professional Imaging Practices): Senior Research paper	100% of students will score 85 or higher.		<b>2020</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>		
			N	29	33	41	24	33		
			Met	28	22	38	17	25		
			Mean	94	88	93	90	91		
			Range	75-100	77-100	83-99	73-100	38-100		
			%	96	66	95	71	88		
	<b>B. RADS 4530</b> (Radiation Protection): Brochure Assignment	100% of students will score 85 or higher.		<b>2020</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>		
			N	29	41	42	24	35		
			Met	28	40	42	23	34		
			Mean	94.5	93.7	88	97	98		
			Range	70-100	80-100	85-100	80-100	80-100		
			%	96	98	100	96	97		

**SLO: 4.1 Students will develop oral communication skills.** Students will learn to effectively communicate orally with patients and fellow radiologic technologists throughout the clinical and didactic courses. Each student is required to pass the course in order to progress to the next semester. The target is to have 100% of students score a 4.0 or higher on question 4 (Measure A) and question 5 (Measure B) of the clinical instructor evaluation of student performance.

**Findings:** Target was met for Measure A and met for Measure B.

Analysis: SLO: 4.1 Students will develop oral communication skills.	
<b>Measure A: RADS 4611 (Clinic 5): Clinical Instructor Evaluation of Student Q4: Communication with patients</b>	<b>Measure B: RADS 4611 (Clinic 5): Clinical Instructor Evaluation of Student Q5: Communication with technologists</b>
2020: Unmet—Only 93% of students achieved 4.0 or higher	2020: Unmet—Only 96% of students achieved 4.0 or higher
2019: Met—100% of students achieved 4.0 or higher	2019: Met—100% of students achieved 4.0 or higher
2018: Unmet—only 95% of students achieved 4.0 or higher	2018: Met—100% of students achieved 4.0 or higher

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2017: Unmet—only 96% of students achieved 4.0 or higher	2017: Met—100% of students achieved 4.0 or higher
2016: Unmet—only 97% of students achieved 4.0 or higher	2016: Met—100% of students achieved 4.0 or higher

**Measure A: RADS 4611 (Clinic 5): Clinical Instructor Evaluation of Student Q4: Communication with patients:** In 2020, the target was unmet; only 93% of students score 4.0/5.0 or higher on the clinical instructor evaluation of students oral communication skills with patients.

Based on the analysis of the 2019 results, the faculty made the following changes in 2020 to drive the cycle of improvement. The faculty added an online resource regarding the importance of oral communication in the clinical setting. Faculty reviewed submitted evaluations, and any student scoring below a 4.0 on an evaluation was called in for a counseling session regarding the quality of work and performance.

As a result of these changes, in 2020, the target was unmet. 93% of students scored 4.0 or higher on question 4 of the clinical instructor evaluation of student's oral communication skills with patients. These changes had a direct impact on the student's ability to communicate with patients in the clinical environment, thereby continuing to push the cycle of improvement forward.

**Measure B: RADS 4611 (Clinic 5): Clinical Instructor Evaluation of Student Q5: Communication with technologists:** In 2020, the target was unmet; 96% of students scored 4.0/5.0 or higher on the clinical instructor evaluation of student professional behavior.

Based on the analysis of the 2019 results, the faculty made the following changes in 2020 to drive the cycle of improvement. The faculty added an online resource regarding the importance of oral communication in the clinical setting. Faculty reviewed submitted evaluations, and any student scoring below a 4.0 on an evaluation was called in for a counseling session regarding communication with radiologic technologists in the clinical setting.

As a result of these changes, in 2020, the target was unmet. 96% of students scored 4.0 or higher on question 5 of the clinical instructor evaluation of student's oral communication skills with technologists. These changes had a direct impact on the student's ability to communicate with patients in the clinical environment, thereby continuing to push the cycle of improvement forward.

**Decisions:** In 2020, the target was met for measure A and was met for measure B.

**Measure A:** Based on the analysis of the 2020 assessment cycle results, the faculty will implement the following changes in 2021 to drive the cycle of improvement:

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1. Faculty will review evaluation scores and counsel any student scoring below a 4.0 on oral communication skills with patients.
2. Accentuate the importance of adherence to the American Society of Radiologic Technologists (ASRT) and the American Registry of Radiologic Technologists (ARRT) Codes of Conduct in class and clinical settings.

**Measure B:** Based on the analysis of the 2020 assessment cycle results, the faculty will implement the following changes in 2021 to drive the cycle of improvement:

1. Faculty will review evaluation scores and counsel any student scoring below a 4.0 on quality of work and performance.
2. Accentuate the importance of adherence to the American Society of Radiologic Technologists (ASRT) and the American Registry of Radiologic Technologists (ARRT) Codes of Conduct in class and clinical settings.

These changes will improve the students' ability to orally communicate with patients and radiologic technologists in the clinical setting, thereby continuing to push the cycle of improvement forward.

**SLO: 4.2 Students will develop written communication skills.** Throughout the clinical and didactic courses, students will develop written communication skills. Each student is required to pass the course in order to progress to the next semester. The target is to have 100% of students score 85% or higher on the senior research paper and score 85% or higher on the brochure assignment in radiation protection.

**Findings:** Target was unmet for Measure A and unmet for Measure B.

<b>Analysis: SLO: 4.2 Students will develop written communication skills.</b>	
<b>Measure A: RADS 4510 (Professional Imaging Practices): Senior paper</b>	<b>Measure B: RADS 4530 (Radiation Protection): Brochure Assignment</b>
2020: Unmet—only 96% of students achieved 85% or higher	2020: Unmet—only 97% of students achieved 85% or higher
2019: Unmet—only 66% of students achieved 85% or higher	2019: Unmet—only 98% of students achieved 85% or higher
2018: Unmet—only 95% of students achieved 85% or higher	2018: Met—100% of students achieved 85% or higher
2017: Unmet—only 71% of students achieved 85% or higher	2017: Unmet—only 96% of students achieved 85% or higher
2016: Unmet—only 88% of students achieved 85% or higher	2016: Unmet—only 97% of students achieved 85% or higher

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**Measure A: Senior Research Paper:** In 2020, the target was unmet; 100% of students did not score 85% or higher on the senior research paper. Only 96% of the students met the benchmark.

Based on the analysis of the 2019 results, the faculty made the following changes in 2020 to drive the cycle of improvement. The faculty continued the proactive approach to improve student engagement in improving their writing skills. Additional electronic APA format resources have been added to the course. These additional resources include OWL (online writing lab) and Turnitin. Faculty revised research paper guidelines to aid students in their writing. A peer-review process, submission of papers through Turnitin will be mandatory. ALHE 4520 (Research Methods) course in the curriculum has been revised. These additional requirements should have a positive impact on student writing skills. Lastly, advising students to enroll in the special section of ENGL 2110, which incorporates APA format instead of MLA, will continue for allied health and nursing students. This practice should show results in the coming years.

As a result of these changes, in 2020, the target was unmet; however, it was greatly improved. 100% of students did not score 85% or higher on the senior research paper. 96% of students met the benchmark. These changes had a direct impact on the student's ability to develop written communication skills, thereby continuing to push the cycle of improvement forward.

**Measure B: RADS 4530 (Radiation Protection): Brochure Assignment:** In 2020, the target was unmet; 100% of students did not score an 85% or higher on the brochure assignment. 97% of students met the benchmark. The one student who did not meet the benchmark submitted a project that demonstrated a poor effort.

Based on the analysis of the 2019 results, the faculty made the following changes in 2020 to drive the cycle of improvement. The faculty provided examples of professional brochures to students. The faculty reviewed and revised the guidelines for the assignment.

As a result of these changes, in 2020, the target was unmet. 97% of students scored 85% or higher on the brochure assignment. These changes had a direct impact on the student's ability to develop written communication skills, thereby continuing to push the cycle of improvement forward.

**Decisions:** In 2020, the target was unmet for measure A and was unmet for measure B.

**Measure A:** Based on the analysis of the 2020 assessment cycle results, the faculty will implement the following changes in 2021 to drive the cycle of improvement:

1. The peer-review process will be mandatory for all student paper submissions.
2. Further revision of ALHE 4520 (Research Methods) to include additional resources and writing assignments.
3. The faculty will continue to advise students to enroll in the special section ENGL 2110 that incorporates APA format. It is projected that students will enter the program more prepared and with better writing and APA skills.

**Measure B:** Based on the analysis of the 2020 assessment cycle results, the faculty will implement the following changes in 2021 to drive the cycle of improvement:

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1. The faculty will provide examples of brochures in the classroom setting.
2. The faculty will discuss in class the importance of the assignment.

These changes will improve the students' ability to develop written communication skills, thereby continuing to push the cycle of improvement forward.

### Comprehensive summary of key evidence of improvements based on analysis of the results.

Continuous improvement is an emphasis for the radiologic sciences program. The focus of continual improvement has brought forth many changes that have been executed, throughout the program, to positively affect student learning to meet the needs of the radiologic sciences student while preparing them for the future as radiologic technologists. Many of these changes were initiated from the assessment process. Below is the summary of changes that have occurred during the 2020 AY related to the student learning outcomes for the BSRS program.

### Summary of Goal 1: Students will be **CLINICALLY COMPETENT** radiologic technologists.

**1.1 Summary:** It is imperative that radiologic science students can perform radiographic procedures in a quality manner. This SLO focuses on this skill through two methods, one in the classroom and the other in the clinical environment. While there was an improvement in one of the measures for this outcome, signifying that students are developing in their skills to complete radiographic procedures with quality, it is vital that both measures are constantly met. To meet that goal, the following activities will be implemented in the 2021 AY:

**Measure A:** Based on the analysis of the 2020 assessment cycle results, the faculty will implement the following changes in 2021 to drive the cycle of improvement:

1. Frequent interaction between faculty members and students will continue to be utilized. This interaction will reinforce to the student the importance of producing quality work.
2. Create a discussion board post in Moodle. This post will ask about clinical procedures and create dialog regarding performing quality procedures. Faculty members will post prompts to encourage discussion. This discussion board will provide students with another mechanism to discuss their work and performance with both faculty and peers. Positive dialog and constructive criticism can then be offered to help the student perform better in the clinical setting.
3. Faculty will review evaluation scores and counsel any student scoring below a 4.0 on work and performance quality.

**Measure B:** Based on the analysis of the 2020 assessment cycle results, the faculty will implement the following changes in 2021 to drive the cycle of improvement:

1. Purchased ASRT professional video series on positioning and image critique.
2. Students will complete assignments in RadTech Bootcamp.
3. Additional "open lab" practice opportunities
4. Faculty will create image critique videos, and the videos will be posted in Moodle for the students to review.

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5. Due to the class size, the lab will be reconfigured into two sections to have fewer students in each section. This should increase student's opportunities to practice during lab time.

**1.2 Summary:** For students to become clinically competent radiologic technologists, they must develop patient assessment skills. This SLO assesses this occurrence using two measures. One of the measures was met for 2019 AY, while the other was not. Therefore, a series of actions will occur before AY 2021 to ensure that students develop the essential assessment skills. These actions include:

**Measure A:** Based on the analysis of the 2020 assessment cycle results, the faculty will implement the following changes in 2021 to drive the cycle of improvement:

1. The open resource material in the course will be updated with the most current information. It will include links to multiple online resources, including video demonstrations and material specific to the radiologic science profession.
2. Discussion forums revised to focus on patient assessment.

**Measure B:** Based on the analysis of the 2020 assessment cycle results, the faculty will implement the following changes in 2021 to drive the cycle of improvement:

1. Purchased ASRT professional video series on positioning and image critique.
2. Due to the class size, the lab will be reconfigured into two sections to have fewer students in each section. This should increase student's opportunities to practice during lab time.
3. The faculty will record the trauma practice labs so students can evaluate their assessment skills. The faculty will review and critique the videos with the students.
4. Added additional "open lab" for practice sessions

### **Summary of Goal 2: Students will demonstrate CRITICAL THINKING skills.**

Regarding students' ability to think critically, there was an indication that most students have developed critical thinking skills. Despite the inspiring results obtained from the measures used to evaluate these outcomes, additional strategies will be adopted to refine these needed skills further.

### **2.1 Summary**

**Measure A:** Based on the analysis of the 2020 assessment cycle results, the faculty will implement the following changes in 2021 to drive the cycle of improvement:

1. Faculty will record the trauma practice labs so students can evaluate their assessment skills. The faculty will review and critique the videos with the students.
2. Added additional "open lab" for practice sessions.

**Measure B:** Based on the analysis of the 2020 assessment cycle results, the faculty will implement the following changes in 2021 to drive the cycle of improvement:

1. Provide a discussion board in a forum to allow students to post questions related to the assignment.

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2. A short video was created to describe the expectations of the assignment.

### 2.2 Summary

**Measure A:** Based on the analysis of the 2020 assessment cycle results, the faculty will implement the following changes in 2021 to drive the cycle of improvement:

1. Add examples and more precise explanations of expectations for the assignment.
2. Create a video to explain the assignment in detail.
3. A forum was added for student's questions regarding assignments

**Measure B:** Based on the analysis of the 2020 assessment cycle results, the faculty will implement the following changes in 2021 to drive the cycle of improvement:

1. Provide a discussion board forum to allow students to post questions related to the assignment.
2. Create a video to explain the assignment in detail.
3. Increase the number of case studies offered to students.

### Summary of Goal 3: Students will demonstrate an understanding of PROFESSIONALISM.

Regarding students' ability to demonstrate professionalism and based on the analysis of the 2020 assessment cycle results, there was an indication that most students do understand the importance of professionalism. Findings illustrate the benchmark was met for one measure. Unfortunately, there is no data for measure B due to the Covid 19 pandemic. However, there continues to be room for improvement. The following strategies will be applied in the 2021AY:

### 3.1 Summary

**Measure A:** Based on the analysis of the 2020 assessment cycle results, the faculty will implement the following changes in 2021 to drive the cycle of improvement:

1. Revisit guidelines for the new assignment, charitable organization presentation.
2. Create a video to explain the assignment in detail.

**Measure B:** Based on the analysis of the 2020 assessment cycle results, the faculty will implement the following changes in 2021 to drive the cycle of improvement:

2. No changes were made.

### 3.2 Summary

**Measure A: RADS 4611 (Clinic 5): Clinical Instructor Evaluation of Student Q2: Professional Behavior.** Based on the analysis of the 2020 assessment cycle results, the faculty will implement the following changes in 2021 to drive the cycle of improvement:

1. Frequent interaction between faculty members and students will continue to be utilized to reinforce to the student the importance of producing quality work.

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2. Review evaluation scores and counsel any student scoring below a 4.0 on quality of work and performance.
3. Accentuate the importance of the adherence to the American Society of Radiologic Technologists (ASRT) and the American Registry of Radiologic Technologists (ARRT) Codes of Conduct in class and clinical settings.

**Measure B: RADS 3911 (Clinic 3): Clinical Instructor Evaluation of Student Q2: Professional Behavior.** Based on the analysis of the 2020 assessment cycle results, the faculty will implement the following changes in 2021 to drive the cycle of improvement:

1. Frequent interaction between faculty members and students will continue to be utilized. This interaction will reinforce to the student the importance of producing quality work.
2. Review evaluation scores and counsel any student scoring below a 4.0 on quality of work and performance.
3. Accentuate the importance of the adherence to the American Society of Radiologic Technologists (ASRT) and the American Registry of Radiologic Technologists (ARRT) Codes of Conduct in class and clinical settings.

### **Summary: Goal 4: Students will demonstrate the ability to communicate effectively.**

Effective communication is essential in all allied health professions. Oral and written communication is used to evaluate the communication skills of an individual. Goal 4 assesses students' ability to communicate effectively and utilizes two SLOs to evaluate the goal. The events used to assess the SLO comprise communication with patients and technologists—two indispensable abilities in any clinical setting.

#### **4.1 Summary:**

**Measure A:** Based on the analysis of the 2020 assessment cycle results, the faculty will implement the following changes in 2021 to drive the cycle of improvement:

1. Review evaluation scores and counsel any student scoring below a 4.0 on oral communication skills with patients.
2. Accentuate the importance of the adherence to the American Society of Radiologic Technologists (ASRT) and the American Registry of Radiologic Technologists (ARRT) Codes of Conduct in class and clinical settings.

**Measure B:** Based on the analysis of the 2020 assessment cycle results, the faculty will implement the following changes in 2021 to drive the cycle of improvement:

1. Review evaluation scores and counsel any student scoring below a 4.0 on quality of work and performance.
2. Accentuate the importance of the adherence to the American Society of Radiologic Technologists (ASRT) and the American Registry of Radiologic Technologists (ARRT) Codes of Conduct in class and clinical settings.

#### **4.2 Summary:**

**Measure A:** Based on the analysis of the 2020 assessment cycle results, the faculty will implement the following changes in 2021 to drive the cycle of improvement:

1. Peer-review process will be mandatory for all student paper submissions.

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2. Further revision of ALHE 4520 (Research Methods) to include additional resources and writing assignments.
3. Faculty will continue to advise students to enroll in the special section ENGL 2110 that incorporates APA format. It is projected that students will enter the program more prepared and with better writing and APA skills.

**Measure B:** Based on the analysis of the 2020 assessment cycle results, the faculty will implement the following changes in 2021 to drive the cycle of improvement:

1. Faculty will provide examples of brochures in the classroom setting.
2. Faculty will discuss in class the importance of the assignment.

### Plan of action moving forward.

Based on the evidence provided from the 2020 AY, the BSRS program will make the following changes for continuous program improvement:

#### **Goal 1: Students will be clinically competent radiologic technologists.**

- SLO 1.1: Students will perform quality radiographic procedures.
  1. Frequent interaction between faculty members and students will continue to be utilized.
  2. Create a discussion board post in Moodle.
  3. Faculty will review evaluation scores and counsel any student scoring below a 4.0.
  4. Students will complete assignments in RadTech Bootcamp.
  5. Additional “open lab” practice opportunities
  6. Faculty will create image critique videos, and the videos will be posted in Moodle for the students to review.
  7. The lab will be reconfigured into two sections to have fewer students in each section.
- SLO 1.2: Students will develop assessment skills of a radiographer.
  1. The open resource material in the course will be updated with the most current information.
  2. Discussion forums revised to focus on patient assessment.
  3. The lab will be reconfigured into two sections to have fewer students in each section.
  4. The faculty will record the trauma practice labs so students can evaluate their assessment skills.
  5. Added additional “open lab” for practice sessions.

#### **Goal 2: Students will demonstrate critical thinking skills.**

- SLO 2.1: Students will evaluate a clinical situation and perform accordingly using critical thinking skills.
  1. Faculty will record the trauma practice labs so students can evaluate their assessment skills. Faculty will review and critique the videos with the students.
  2. Added additional “open lab” for practice sessions.
  3. Provide a discussion board in a forum to allow students to post questions related to the assignment.
  4. A short video was created to describe the expectations of the assignment.
- SLO 2.2: Students will propose a plan to respond to imaging department scenarios.
  1. Add examples and more precise explanations of expectations for the assignment.
  2. Create a video to explain the assignment in detail.

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3. A forum was added for student's questions regarding assignments
4. Provide a discussion board forum to allow students to post questions related to the assignment.
5. Create a video to explain the assignment in detail.
6. Increase the number of case studies offered to students.

### **Goal 3: Students will demonstrate an understanding of professionalism.**

- SLO: 3.1: Students will demonstrate service to the profession and the community.
  1. Revisit guidelines for the new assignment, charitable organization presentation.
  2. Create a video to explain the assignment in detail.
- SLO: 3.2: Students will integrate adherence to professional behaviors.
  1. Frequent interaction between faculty members and students will continue to be utilized.
  2. Review evaluation scores and counsel any student scoring below a 4.0 on quality of work and performance.
  3. Accentuate the importance of adherence to the ASRT and ARRT Codes of Conduct and Ethics.

### **Goal 4: Students will demonstrate the ability to communicate effectively.**

- SLO: 4.1: Students will develop oral communication skills.
  1. Frequent interaction between faculty members and students will continue to be utilized.
  2. Review evaluation scores and counsel any student scoring below a 4.0 on quality of work and performance.
  3. Accentuate the importance of adherence to the ASRT and ARRT Codes of Conduct and Ethics.
- SLO: 4.2: Students will develop written communication skills.
  1. Peer-review process will be mandatory for all student paper submissions.
  2. Further revision of ALHE 4520 (Research Methods) to include additional resources and writing assignments.
  3. Faculty will continue to advise students to enroll in the section ENGL 2110 that incorporates APA format.
  4. Faculty will provide examples of brochures in the classroom setting.
  5. Faculty will discuss in class the importance of the assignment.