

# Program Review – Assessment Report Instructions

## Program Review – Assessment Report

**Name of Program:**

Radiologic Technology

**Plan** – Describe the process used to assess the courses for this program.

Instructors were assigned the required SLO to assess as directed by the BC Assessment Committee. Instructors selected the correct assessment tool for their course to assess the selected SLO.

**Assess** – Fill in the table using the data from the report SLO Performance - By Department, Course, CSLO

Courses	% Students Exceed	% Students Meets	% Students Doesn't Meet	% Students N/A	Total
RADT B1A-Intro. to Radiologic Technology		100.00			100.00
RADT B1B-Patient Care		100.00			100.00
RADT B2A-Radiographic Anatomy & Positioning 1		100.00			100.00
RADT B2B-Radiographic Anatomy & Positioning 2		100.00			100.00
RADT B2C-Radiographic Anatomy & Positioning 3	100.00				100.00
RADT B3A-Radiographic Principles 1		95.83	4.17		100.00
RADT B3B-Radiographic Principles 2	25	70.45	4.55		100.00
RADT B4A-Intro. to Clinical Education		100.00			100.00
B4B- Clinical Education 1		100.00			100.00
RADT B5-Radiation Physics	100.00				100.00

RADT B6- Clinical Education 2		100.00			100.00
RADT B7- Clinical Education 3	2.5	97.5			100.00
RADT B9A- Sectional Anatomy	99.44	5.56			100.00
RADT B10- Clinical Education 4		100.00			100.00
RADT B11- Radiographic Pathology		94.4	5.56		100.00
RADT B12- Radiobiology & Radiation Protection		100.00			100.00
RADT B13- Clinical Education 5	55.56	44.44			100.00
RADT B30- Principles of Venipuncture	100.00				100.00

**Reflect** – Based on the SLO performance data listed in the table, describe both the strengths and weaknesses of the program.

Overall performance is excellent. RADT B3 courses (B3A, B3B and B5) continue to challenge students the most. These courses involve algebraic equations and fundamental physics content. Clinical Courses (B4, B6, B7, B10, B13) are the strongest performing classes. These courses are clinical courses in the outpatient and hospital settings.

**Refine** – Summarize the changes that discipline faculty plan to implement based on the program's strengths and weaknesses listed above.

New faculty are teaching the majority of our courses. To better assist students fundamental algebra functions should be stressed within program courses to improve student performance in RADT B3 A,B and B5.

**Dialogue – Explain when, or how often, discipline faculty meet to discuss the assessment process (e.g., planning, data collection, and results) for this program (e.g., department meeting).**

Assessment data will be discussed at faculty meetings. At this time we have discussed the categories of Program (PLO), Student (SLO) and Institution (ILO) learning objectives. Training in assessment tool development, selection and application are required. Transitioning into assessment analysis and goal-setting will also be part of faculty training.