

Assessment Report - Comprehensive Review

Program Assessment

Department:	Allied Health
Program:	Radiologic Technology
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A. List your Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs)

1 Students will be clinically competent.

- a) Students will apply positioning skills.
- b) Students will select exposure factors.
- c) Students will utilize radiation protection
- d) Students will demonstrate and employ knowledge of equipment operation.

2 Students will develop critical thinking skills.

- a) Students will demonstrate the ability to formulate technical factors.
- b) Students will adapt standard procedures for non-routine patients.
- c) Students will demonstrate independent judgment.
- d) Students will critique images to determine diagnostic quality.

3 Students will communicate effectively.

- a) Students will demonstrate effective communication.
- b) Students will use correct pronunciation

4 Students will model professionalism.

- a) Students will demonstrate knowledge of professional imaging organizations.
- b) Students will summarize the value of life-long learning.
- c) Students will demonstrate work ethics.

5 The Program will graduate entry-level radiographers.

- a) Program graduates will pass the ARRT exam on the 1st attempt.
- b) Graduates seeking employment will obtain employment within 12 months of graduation.
- c) Students will successfully complete each course

B. How did your outcomes assessment results during the past three years inform your program planning? Use the bullet points below to organize your response.

1. Programmatic accreditation mandates identify the framework for PLOs and SLOs. As a result, the program reviewed these extensively in 2015 through fall 2016 and revamped over 50% of its Assessment Plan. The plan now has fewer SLOs. Measured benchmarks are now more precise and understandable. The Program was awarded full accreditation in spring 2017 and the revision of the our assessment plan was critical to meeting one of the Standards of the JRCERT accrediting agency.
2. Post-graduate and employer surveys demonstrate student success and readiness for employment. The surveys have reinforced that the current program direction has met community

C. Describe how the program monitors and evaluates its effectiveness.

1. The program has a regular schedule for monitoring our effectiveness. Every semester the faculty assess their individual courses and these are discussed with the program director.
2. The program discusses the results of the SLO and PLO assessments at bi-weekly faculty meetings throughout the year. Action plans for program/course changes are made based on this review.
3. Program surveys including the graduate, employer and program completion survey are discussed each fall with the advisory committee.
4. The action plan for changes and results of these changes are recorded on the Program's Assessment Plan.

D. Describe how the program engages all unit members in the self-evaluation dialog and process.

All faculty engage regularly in assessment. First, all faculty complete assessment at the course level. Outcomes are summarized by the faculty and then reviewed by the program director. Next, course assessments are reviewed at faculty meetings with results and actions plans documented on the Radiologic Technology Assessment Plan (completed each year).

E. Provide recent data on the measurement of the PLOs/AUOs, as well as a brief summary of findings.

measurement tools and benchmarks. Benchmarks were revised to ensure that every member of a student cohort was included in the assessment so no student would be left behind. Program analysis also demonstrated that clinical case studies needed to be revised to ensure that all types of patients including geriatric, adult, pediatric, pathologic and trauma were included in the clinical education courses.

One trend/strength of the program as noted by the advisory committee was the addition of the new mobile C-arm fluoroscopy unit purchased in 2015. The ability for students to engage in learning on this imaging modality replicates the workplace environment in the operating room.

F. How do you engage in collegial dialog about student learning outcomes?

In addition to the faculty discussion of SLO's and PLO's under item "D", outcomes on the program's assessment plan are also discussed with the advisory committee annually. Revisions to curriculum, course objectives and forms used for student assessments have been made based upon engagement between program faculty and clinical education partners who are members of the advisory committee.

Institutional Learning Outcomes:

Think: Think critically and evaluate sources and information for validity and usefulness.

Communicate: Communicate effectively in both written and oral forms.

Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.

Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.

G. What have the program's PLOs/AUOs revealed or confirmed in the past three years?

PLOs have revealed that the program has been successful in meeting the employment needs in Kern County. Licensure exam pass rates remain excellent, program success and retention also remain excellent. Curricular review completed during the self-study continuing accreditation process in 2015-2016 demonstrated that the curriculum continues to meet the American Society of Radiologic Technologists (ASRT) national standards as well as the State of California's Title 17 requirements. Curriculum review standards are revised every 5-years at the national level and the program continues to regularly review these standards for currency. This has been especially important with faculty retirements and new faculty hired.

Faculty continue to work with at risk students on a regular basis. As improvement is needed in student persistence, the program continues to utilize a case management model that includes discussion of academic and clinical education progress. Faculty refer students regularly to campus services as needed to meet their academic growth but also their financial security through the financial aid office and also SGA services. PLO analysis has also reviewed the voluntary and involuntary (failure) withdrawals of the program. The program continues to be concerned about the length of time from completing program prerequisites to the time to enter the program. This length of time has been from 1-3 years during the past 5 years of annual program entry. Recency of learned information may be a contributing factor to academic withdrawals in the first 6-months of the program and the wait list period may also contribute to voluntary withdrawals because they may have actually changed their career direction.

H. If applicable, list other information, data feedback or metrics to assess the program's effectiveness (e.g., surveys, job placement, transfer rates, output measurements).

The program reviews multiple sources of data and metrics to assess the program's effectiveness. This includes a review of the trend data identified by KCCD, EMSI modeling reports, Launchboard/CalPassPlus, Bureau of Labor Statistics, licensure exam results for the State fluoroscopy exam, national ARRT licensing exam, annual graduate survey, annual employer survey and program completion survey.

I. a. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions I and J for one response (SLO/PLO/ILO). b. How do the program learning outcomes align with Institutional Learning Outcomes?

Program SLOs and PLOs have been mapped to the ILOs. This mapping has demonstrated that the student learning outcomes, action plans and results drive the outcomes for the program. The mapping also demonstrates how the mission of the program with these combined outcomes meet BCs ILOs and its mission.

J. Include the activities your program is planning to close the achievement gaps during the next three years

The Program exceeds the Core Indicators for skill attainment, completions and employment. However, the program does not meet the achievement gap in program persistence. This core indicator falls below district goals by 4.1%. The program will continue to emphasize student success strategies through workshops for our individual radiography student cohorts. This includes test taking, note taking, and emphasis on utilizing campus resources. The program tracks persistence by verifying why students lack persistence. The program will also revise how the Pre-Rad Tech Orientation annual workshops are conducted to assist students making informed career decisions. This will support the Guided Pathways initiative at BC.

