

OA Newsletter #3: Cycle 1 2014-2017 WC & CT Gen. Ed. Assessment

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Radiologic Technology Assessment

It has long been a standard for accreditation that the radiologic technology program provide information regarding student assessment. Years ago rubrics were developed specifically for measuring the key components of the program that need assessment.

Student Learning **Outcomes** (SLOs) for an academic **program** are **defined** as: the knowledge, skills, or behaviors that a **program's** students should be able to demonstrate upon **program** completion.

https://www.uc.edu/content/dam/uc/cetl/docs/ProgramBased_SLOmodules1.pdf

Each year all students are evaluated through a variety of activities and assignments. Each year we share that information with the advisory committee to determine if changes or improvements need to be made to the program. Several changes have been made in recent years: addition of medical terminology course as a pre-requisite, new course added to the curriculum which gives students a “preview” of the program, and an expanded review course has been added as well.

Changes have also been made in some courses within the program such as student mentorship, course assignment improvement, and extensive clinical evaluation/observation form overhaul.

Each semester we assess students using both the developed SSC general education rubrics as well as specialized radiologic technology rubrics. Below is a sample rad tech rubric created for LiveText.

Goal #3: Evaluative & Critical Thinking Skills To provide an entry level comprehension of image quality

	3-Exceptional (3.000 pts)	2-Proficient, Meets Standards (2.000 pts)	1-Needs Improvement (1.000 pt)	0-Does Not Meet Standards (0.000 pt)
Ability to Evaluate Quality of Radiograph (1.000, 33%)	Student will evaluate radiographs for quality including density, contrast, artifacts, and positioning. The student will be able to explain what changes need to be made, if any.	Student will evaluate radiographs for quality including density, contrast, artifacts, and positioning. The student is not able to explain what changes need to be made, if any.	Student will evaluate radiographs for quality including density, contrast, artifacts, and positioning. The student is not able to recognize poor quality.	Student does not have an understanding of what constitutes a quality radiograph.
Determines What Technical Factors Are Set on Patient	Student evaluates the patient properly and selects the most appropriate technical factors. The student explains why the option	Student uses relevant criteria to select the most appropriate option but does not completely explain why	Student selects technical factors that are not appropriate given the criteria.	Student does not have an understanding of technical factors.
Body Habitus (1.000, 33%)	selected is the most appropriate.	the option selected is the most appropriate.		
Performance of NonRoutine Examinations (1.000, 33%)	Student selects the solution that is the most effective for overcoming the obstacle or constraint and accurately explains why it is the most effective of the possible solutions.	Student selects the solution that is the most effective for overcoming the obstacle or constraint but does not completely explain why it is the most effective of the possible solutions.	Student selects a solution that overcomes the obstacle or constraint but is not the most effective solution given the options.	Student selects a solution that does not overcome the obstacle or constraint.

Outcomes Assessment is an essential part of the radiologic technology program, not only for accreditation, but for program/course improvement and student success! Outcomes is not only important for programs, but individual courses as well! Make Outcomes Assessment part of your routine!