

Orangeburg-Calhoun Technical College Radiography Program
Outcomes Analysis Summary 2019-2020
(The cycle of assessment for the plans below was August 2019-July 2020)

Mission Statement: The mission of Orangeburg-Calhoun Technical College Department of Radiologic Technology is to provide a comprehensive education in the science of radiography that will allow graduates to deliver efficient healthcare and contribute to the life of the communities of interest.

Goal 1: The student will possess problem solving and critical thinking abilities needed to function in the changing healthcare environment.

Outcomes	Measurement Tool	Benchmark	Results	Analysis/Action Plan
<p>1 The student will be able to achieve diagnostic radiographs on trauma patients.</p> <p>Scapula Y, Axillary shoulder, Pelvis, Hip, & X-table C-Spine</p>	<p>1a. Simulated Lab Psychomotor Evaluation Form</p>	<p>1a. On a 0-100% scale the Avg. score \geq 85 in RAD 130 and RAD 136. All student evaluations</p>	<p>1a. Met</p> <p><u>Results</u> RAD 130= 91.5 RAD 136= 95</p> <p>RAD 130: N = 24 RAD 136: N = 39</p> <p>Scapula Y, Axillary Shoulder, Pelvis, X-table Hip and C-Spine were used.</p>	<p>1a. <u>Results 2015-16</u> RAD 130= 93.25 RAD 136= 95.79</p> <p>RAD 130: N = 26 RAD 136: N = 24</p> <p><u>Results 2016-17</u> RAD 130= 94.84 RAD 136= 94.76</p> <p>RAD 130: N = 13 RAD 136: N = 26</p> <p><u>Results 2017-18</u> RAD 130= Not Evaluated RAD 136= 90.6</p> <p>RAD 130: N = 0 RAD 136: N = 45</p> <p><u>Results 2018-19</u> RAD 130= 93.95 RAD 136= 91.92</p> <p>RAD 130: N = 26 RAD 136: N = 38</p>

<p>1 The student will be able to achieve diagnostic radiographs on trauma patients.</p> <p>Scapula Y, Axillary shoulder, Pelvis, Hip, & X-table C-Spine</p>				<p>Benchmark was met but when comparing to previous years, there is only a slight fluctuation in results. The reason may be due to the variance in numbers of evaluations. The results indicate that 2015-20 the benchmark has been met with little variance in the results. Therefore, the benchmark should be increased for the 20-21 assessment.</p>
<p>1 The student will be able to achieve diagnostic radiographs on trauma patients.</p> <p>Scapula Y, Axillary shoulder, Pelvis, Hip, & X-table C-Spine</p>	<p>1b. Psychomotor Evaluation Form</p>	<p>1b. On a 0-100 % Scale the Avg. score ≥ 90. All student evaluations</p>	<p>1b. Met <u>Results</u> 96.64</p> <p>N = 39 Scapula Y, Axillary Shoulder, X-table C-Spine & Hip were used.</p>	<p>1b. <u>Results 2015-16</u> 96.79</p> <p><u>Results 2016-17</u> 97.74</p> <p><u>Results 2017-18</u> 97.80</p> <p><u>Results 2018-19</u> 97.23</p> <p>Benchmark was met. As you can see results indicate an increase for 2015-18. There is a slight decrease in 2018-19. Decrease is not significant. The results for 2019-20 indicate a greater decrease than 2018-19. Although there has been a decrease in 2019-20, an increase of the benchmark for 2020-21 should be considered.</p>

<p>2. The student will demonstrate ability to critique and analyze radiographic images.</p>	<p>2a. Image Critique</p>	<p>2a. On a 0-100 point scale the Avg. score ≥ 75 in RAD 175 and the Avg. score ≥ 80 in RAD 278 All student evaluations</p>	<p>2a. Met</p> <p><u>Results</u> RAD 175= 90.63 RAD 278= 89.11</p> <p>RAD 175: N = 13 RAD 278: N = 11</p>	<p>2a. <u>Results 2016-17</u> RAD 165= 82.57 RAD 268= 86.45</p> <p><u>Results 2017-18</u> RAD 175= 88.75 RAD 278= 81.10</p> <p><u>Results 2018-19</u> RAD 175= 88 RAD 278= 82.02</p> <p>Benchmark was met The Advisory Committee recommended that we change the assessment time frame from RAD 165 & RAD 268 used previously to RAD 175 & 278 for the 2017-18 Assessment. Results indicate that making the change in assessment time frame increased the scores in RAD 175, but decreased scores in RAD 278. Unsure as to the cause of these results. The results for 2018-19 indicates that scores for RAD 175 stayed the same but increased for RAD 278. The results for 2019-20 indicate a significant increase in scores for RAD 175 & RAD 278. We believe that this is due to faculty working with students more in class, lab and clinic reviewing images. We will evaluate again in 2020-21.</p>
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<p>2. The student will demonstrate ability to critique and analyze radiographic images.</p>	<p>2b. Continued Proficiency Evaluation Form</p>	<p>2b. On a 0-100% scale the Avg. score ≥ 85 in RAD 165 and the Avg. score ≥ 85 in RAD 268 All student evaluations</p>	<p>2b. Met <u>Results</u> RAD 165= 93.25 RAD 268= 91.81 RAD 165: N = 4 RAD 268: N = 6 There were a lower number of evaluations in both classes due to Covid.</p>	<p>2b. <u>Results 2015-16</u> RAD 165= 90.46 RAD 268= 92.2 <u>Results 2016-17</u> RAD 165= 91.67 RAD 268= 92.62 <u>Results 2017-18</u> RAD 165= 90.96 RAD 268= 91.79 <u>Results 2018-19</u> RAD 165= 93.87 RAD 268= 91.84 Benchmark was met. The Advisory Committee recommended changing the average score to ≥ 85 in RAD 165 and RAD 268 for 2017-18. The results from 2015-16 to 2016-17 show a slight increase in the scores when comparing the 2 years. The 2017-18 results show a slight decrease in RAD 165, and RAD 268 scores. The 2018-19 results indicate an increase in RAD 165 and a slight increase in RAD 268. The 2019-20 results remain basically the same as 2018-19 results but had a significant decrease in the number of evaluations due to Covid. We will re-evaluate in 2020-21.</p>

**Orangeburg-Calhoun Technical College Radiography Program
Assessment Plan 2019-2020**

Mission Statement: The mission of Orangeburg-Calhoun Technical College Department of Radiologic Technology is to provide a comprehensive education in the science of radiography that will allow graduates to deliver efficient healthcare and contribute to the life of the communities of interest.

Goal 2: The student will demonstrate academic & technical competence as an entry level radiographer.

Outcomes	Measurement Tool	Benchmark	Results	Analysis/Action Plan
1. Students will be able to produce a diagnostic quality image.	1a. Psychomotor Evaluation Form	1a. On a 0-100% scale the Avg. score ≥ 90 in RAD 165 and the Avg. score ≥ 95 in RAD 258 All student evaluations	1a. Met <u>Results</u> RAD 165= 96.64 RAD 258= 97.65 RAD 165: N = 161 RAD 258: N = 199	1a. <u>Results 2015-16</u> RAD 165= 97.29 RAD 258= 96.39 <u>Results 2016-17</u> RAD 165= 97.06 RAD 258= 98.20 <u>Results 2017-18</u> RAD 165= 97 RAD 258= 98.51 <u>Results 2018-19</u> RAD 165= 95.62 RAD 258= 97.64 Benchmark was met. When comparing the results there is little change in the overall scores for 2015-18 timeframes. The most noticeable change is the decrease in RAD 165 scores. RAD 258 indicates a slight decrease in scores for this assessment period. Although there is a decrease in results, the benchmark has been consistently met so we should increase the average scores for 2019-20. The Advisory Committee

<p>1. Students will be able to produce a diagnostic quality image.</p>				<p>recommended changing the benchmarks to ≥ 90 in RAD 165 and the Avg. score ≥ 95 in RAD 258. Benchmarks were increased for the 2019-20 evaluation period and met. There was only a slight change in the scores for both classes. We will re-evaluate in 2020-21.</p>
	<p>1b. Continued Proficiency Evaluation Form</p>	<p>1b. On a 0-100% scale the Avg. score ≥ 85 in RAD 165 and the Avg. score ≥ 90 in RAD 268 All student evaluations</p>	<p>1b. Met Results RAD 165= 93.25 RAD 268= 91.81 RAD 165: N = 4 RAD 268: N = 6 Decrease in evaluations due to Covid</p>	<p>1b. Results 2016-17 RAD 165= 90.46 RAD 258= 91.75 Results 2016-17 RAD 165= 91.67 RAD 258= 88.34 Results 2017-18 RAD 165= 90.96 RAD 268= 91.79 Results 2018-19 RAD 165= 93.87 RAD 268= 91.84 When comparing the results from 2015-16 to 2016-17 the benchmarks were met but there was decrease in the scores in 2016-17 in RAD 258 which falls below the benchmark. Faculty are unsure of the reason. The Advisory Committee recommended we change the assessment time frame to RAD 268 in 2017-18. They felt this may provide a better assessment. Results show an increase in the RAD 268 results when</p>

<p>1. Students will be able to produce a diagnostic quality image.</p>				<p>compared to RAD 258. RAD 165 results show a slight decrease in 2017-18 but benchmarks were met. The 2018-19 assessment shows an increase in both RAD 165 and RAD 268. The 2019-20 results remain basically the same as 2018-19 results but had a significant decrease in the number of evaluations due to Covid so this could account for the slight decrease. We will re-evaluate the benchmarks in 2020-21.</p>
<p>2. Students will apply positioning skills in lab and clinical setting.</p>	<p>2a. Simulated Lab Final Psychomotor Eval Form (Q4)</p>	<p>2a. On a 0-3-point scale the Avg. score ≥ 2 in RAD 136 and the Avg. score ≥ 2.5 in RAD 230 All student evaluations</p>	<p>2a. Met <u>Results</u> RAD 136 = Not evaluated due to Covid RAD 230 = 2.72 RAD 136: N = 0 RAD 230: N = 11</p>	<p>2a. <u>Results 2015-16</u> RAD 136= Not evaluated. Machine down. RAD 230: 2.5 <u>Results 2016-17</u> RAD 136 = 2.53 RAD 230 = 2.81 <u>Results 2017-18</u> RAD 136 = 2.15 RAD 230 = 2.5 <u>Results 2018-19</u> RAD 136 = 2.0 RAD 230 = 2.83</p>

<p>2. Students will apply positioning skills in lab and clinical setting.</p>				<p>When comparing the results from previous years, RAD 136 & 230 scores decreased significantly in 2017-18. Both benchmarks were met but faculty are unsure of the cause. The 2018-19 benchmarks were met but RAD 136 shows another decline in results. The RAD 230 show an increase in the 2018-19 scores. Faculty will encourage students to utilize the lab for additional practice time to see if scores will increase. For 2019-20 RAD 136 was not evaluated due to Covid. The results for RAD 230 Show a decrease when compared to 2018-19. The benchmark was met but faculty unsure of the cause. Faculty will encourage students to utilize the lab for additional practice time to see if scores will increase. Both classes will be evaluated in 2020-21.</p>
<p>2. Students will apply positioning skills in lab and clinical setting.</p>	<p>2b. Psychomotor Evaluation Form (Q4)</p>	<p>2b. On a 0-3-point scale the Avg. score ≥ 2.5 in RAD 165 and the Avg. score ≥ 2.75 in RAD 258 All student evaluations</p>	<p>2b. Met Results RAD 165= 2.73 RAD 258= 2.81 RAD 165: N = 142 RAD 258: N = 162</p>	<p>2b. Results 2015-16 RAD 165= 2.83 RAD 258= 2.72 Results 2016-17 RAD 165= 2.77 RAD 258= 2.83 Results 2017-18 RAD 165= 2.79 RAD 258= 2.88</p>

2. Students will apply positioning skills in lab and clinical setting.

Results 2018-19

RAD 165= 2.8

RAD 258= 2.84

When comparing the results, scores increased in RAD 165 and RAD 258 from 2016-17 to 2017-18. The number of evaluations changed in both classes which may have affected the results. The 2018-19 results indicate a slight increase in RAD 165 but a decrease in RAD 258. Faculty believe that these scores will continue to fluctuate with the variance in the number of evaluations calculated. The Advisory Committee recommended that the benchmark for Rad 165 be changed to ≥ 2.5 and RAD 258 remain the same. The 2019-20 results show the benchmark was met but there is a slight decrease in both classes. The benchmark was increased for RAD 165 but this had no impact on the results. Faculty will encourage students to practice more in lab and clinic to see if this has any impact on the 2020-21 results. We will re-evaluate in 2020-21.

<p>3. Students will demonstrate competence in the clinical & classroom environments.</p>	<p>3a. Continued Proficiency Evaluation Form</p>	<p>3a. On a 0-100% scale the Avg. overall score ≥ 85 in RAD 165 and the Avg. score ≥ 90 in RAD 268 All student evaluations</p>	<p>3a. Met Results RAD 165= 93.87 RAD 268= 91.84 RAD 165: N = 4 RAD 268: N = 6</p>	<p>3a. Results 2015-16 RAD 165= 90.46 RAD 258= 91.75 Results 2016-17 RAD 165= 91.67 RAD 258= 88.34 Results 2017-18 RAD 165= 90.96 RAD 268= 91.79 Results 2018-19 RAD 165= 93.87 RAD 268= 91.84</p> <p>When comparing the results, scores decreased in RAD 165 slightly in 2017-18. RAD 268 scores increased significantly when compared to RAD 258. We have continued to notice a variance in scores but are unsure of the reason. We have continued to review images in class and clinic and are seeking additional resources to help with improvement of scores. The Advisory Committee recommended we change the assessment time frame to RAD 268 in 2017-18 which we did. They felt this may provide a better assessment. The 2018-19 results showed an improvement since making the change to RAD 268. The 2019-20 results show a decrease in RAD 165 but remain the same for RAD</p>
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<p>3. Students will demonstrate competence in the clinical & classroom environments.</p>				<p>268. Due to Covid, fewer evaluations were done and so this may be the reasons for the results. We will re-evaluate in 2020-21.</p>
	<p>3b. Student Academic Evaluation</p>	<p>3b. On a 4-point scale the Average GPA of ≥ 3.0 All student evaluations</p>	<p>3b. Met <u>Results</u> 3.52 N = 11</p> <p>Met: 2015 – 3.51 Met: 2016 – 3.49 Met: 2017 – 3.41 Met: 2018 – 3.47 Met: 2019 – 3.42 Met: 2020 – 3.52</p>	<p>3b. Results have varied over the 5-year period but the benchmark has been met. The 5-year average is 3.46 for 2015-19. There has been little change in the 5 year average results during the last 2 assessment cycles. The 2020 results show an increase in the GPA results. The 5 year average remains at 3.46 for 2016-2020.</p>

**Orangeburg-Calhoun Technical College Radiography Program
Assessment Plan 2019-2020**

Mission Statement: The mission of Orangeburg-Calhoun Technical College Department of Radiologic Technology is to provide a comprehensive education in the science of radiography that will allow graduates to deliver efficient healthcare and contribute to the life of the communities of interest.

Goal 3: The student will communicate effectively in the classroom and clinical setting.

Outcomes	Measurement Tool	Benchmark	Results	Analysis/Action Plan
1. Students will demonstrate effective oral communication skills with patients.	1a. Psychomotor Evaluation Form (Q2, Q3, Q14)	1a. On a 0-3-point scale the Avg. score ≥ 2.5 in RAD 165 and the Avg. score ≥ 2.75 in RAD 258 All student evaluations	1a. Met Results RAD 165= 2.96 RAD 258= 2.97 RAD 165: N = 426 RAD 258: N = 143	<p>1a. Results 2015-16 Avg. Score: RAD 165= 2.95 RAD 258= 2.96</p> <p>Results 2016-17 RAD 165= 2.95 RAD 258= 2.97</p> <p>Results 2017-18 RAD 165= 3.0 RAD 258= 2.97</p> <p>Results RAD 165= 2.97 RAD 258= 2.97</p> <p>When comparing the results from 2015-18 the scores have remained consistent. The Advisory Committee recommended we increase the benchmark to 2.5 & 2.75 respectively. After making this change, RAD 165 scores increased while RAD 258 scores have remained constant. Benchmarks were met. The 2019-20 results once again demonstrate a consistent pattern for Rad 165 & 258. Will re-evaluate in 2020-21.</p>

<p>1. Students will demonstrate effective oral communication skills with patients.</p>	<p>1b. Clinical Evaluation Forms Fr. Form (Q14) Sr. Form (Q17)</p>	<p>1b. On a 0-3-point scale the Avg. score ≥ 2.5 in RAD 165 and the Avg. score ≥ 2.75 in RAD 258 All student evaluations</p>	<p>1b. Met <u>Results</u> RAD 165= 2.92 RAD 258= 2.96 RAD 165: N = 26 RAD 258: N = 55</p>	<p><u>1b. Results 2015-16</u> RAD 165= 2.96 RAD 258= 2.94 <u>Results 2016-17</u> RAD 165= 2.94 RAD 258= 2.98 <u>Results 2017-18</u> RAD 165= 2.81 RAD 258= 2.98 <u>Results 2018-19</u> RAD 165= 2.97 RAD 258= 2.91</p> <p>When comparing the results from previous years there is little change in the scores during 2015-17. There is a significant decrease in RAD 165 and RAD 258 remains consistent in 2017-18. The Advisory Committee recommended we increase the benchmark in RAD 258 to 2.75 for consistency. The 2018-19 scores increased in RAD 165 but decreased in RAD 258. Faculty are unsure of the reason for this change. The change in the benchmark did not have an impact on results but created continuity. The 2019-20 results show the opposite results. RAD 165 decreased but RAD 258 showed an increase. RAD 165 may have decreased because of the number of evaluations due to Covid.</p>
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<p>2. Students will demonstrate effective oral communication skills in the classroom.</p>	<p>2a. Paper/Presentation Grading Sheet Rubric (Presentation of Topic)</p>	<p>2a. On a 0-50% scale rubric The Average score $\geq 40\%$ All student papers</p>	<p>2a. Met <u>Results</u> RAD 101= 43.25 RAD 101: N = 12</p>	<p><u>2a. Results 2015</u> RAD 101: 45.4 <u>Results 2016</u> RAD 101= 46.38 <u>Results 2017</u> RAD 101= 45.35 <u>Results 2018</u> RAD 101= 47.69</p> <p>When comparing the results there is an increase in the 2016 scores. 2017 results show a decrease but unsure why. The 2018 results show an increase in scores. Student population may be a factor in the results. Some students are more comfortable speaking in front of a group than others. The Advisory committee recommended that the benchmark for this outcome be increased to an average score $\geq 40\%$ because benchmark has consistently been met. The benchmark for 2019-20 was increased to an average score $\geq 40\%$ but this did not have an impact on the results. The benchmark was met but showed a significant decrease in scores. Several students did not meet the time requirement and read their papers which impacted the overall grades. The guidelines</p>
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<p>2. Students will demonstrate effective oral communication skills in the classroom.</p>				<p>specifically say points will be deducted for both. Faculty will stress the importance of following the requirements to the 2020 class and hopefully scores will improve. Will re-evaluate in 2020.</p>
<p>3a. Students will demonstrate effective written communication skills.</p>	<p>3a. Paper/Presentation Grading Sheet Rubric (Educational Value/ Organization of Material)</p>	<p>3a. On a 0-50% scale rubric The Average score $\geq 40\%$ All student papers</p>	<p>3a. Met <u>Results</u> RAD 101= 46 RAD 101: N = 13</p>	<p>3a. <u>Results 2015</u> Avg. score: 44.4 <u>Results 2016</u> RAD 101= 43.23 <u>Results 2017</u> RAD 101= 46.64 <u>Results 2018</u> RAD 101= 45.38</p> <p>Scores have decreased from 2015 to 2016. The 2017 scores show an increase in scores. Faculty decided that students would be required to utilize and submit their papers to BrainFuse prior to submission for 2017. This may be the reason for the increase in the 2017 scores. The 2018 results show a decrease. Not sure the reason for these results. The Advisory committee recommended that the benchmark for this outcome be increased to an average score $\geq 40\%$ because benchmark has consistently been met. The benchmark for</p>

<p>3a. Students will demonstrate effective written communication skills.</p>				<p>2019-20 was increased to an average score $\geq 40\%$ but this did not have an impact on the results. The benchmark was met but showed a decrease in scores. Papers were submitted to Brainfuse for review prior to turning in but faculty noticed that students did not follow the advise given by Brainfuse. When questioned students did not give valid reasons for not taking the advise given from Brainfuse. Several students had points deducted because they did not submit Brainfuse results as this was part of the grading criteria. This could also be the reason for the decrease in results. Faculty will stress the importance of following the requirements to the 2020 class and hopefully scores will improve. Will re-evaluate in 2020.</p>
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<p>3b. Students will demonstrate effective written communication skills.</p>	<p>3b. Observation Paper Rubric</p>	<p>3b. On a 0-100% scale the Avg. score \geq 85 in RAD 258 and the Avg. score \geq 90 in RAD 268 All student papers</p>	<p>3b. Met</p> <p><u>Results</u> RAD 258= 94.9 RAD 268= Not evaluated due to Covid.</p> <p>RAD 258: N = 11 RAD 268: N = 0</p>	<p><u>3b. Results 2015-16</u> RAD 258= 95.5 RAD 268= 91.87</p> <p><u>Results 2016-17</u> RAD 258= 93.55 RAD 268= 92.33</p> <p><u>Results 2017-18</u> RAD 258= 94.81 RAD 268= 93</p> <p><u>Results 2018-19</u> RAD 258= 95.33 RAD 268= 97.75</p> <p>There is a significant decrease in RAD 258 in 2016 and slight increase in RAD 268 scores when compared to the previous years. Faculty discussed grading rubric in detail & scores improve for 2017-18. Scores continue to increase in 2018-19 assessment cycle. Faculty believe the improvement is the results of discussing the rubric in detail with students. Benchmark was met. The 2019-20 results show a decrease in RAD 258 but faculty are unsure of the reason. RAD 268 could not be evaluated due to Covid. Will re-evaluate in 2020-21.</p>
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**Orangeburg-Calhoun Technical College Radiography Program
Assessment Plan 2019-2020**

Mission Statement: The mission of Orangeburg-Calhoun Technical College Department of Radiologic Technology is to provide a comprehensive education in the science of radiography that will allow graduates to deliver efficient healthcare and contribute to the life of the communities of interest.

Goal 4: The student will demonstrate professional attitudes, behavior and ethics in the clinical and classroom environment as well as participate in professional development activities.

Outcomes	Measurement Tool	Benchmark	Results	Analysis/Action Plan
1. Students will demonstrate professional attitudes, behavior and ethics.	1a. Clinical Evaluations Fr. Form: 1, 7, 9, 10, 11, 13 Sr. Form: 5, 7, 8, 9, 11, 12	1a. On a 0-3-point scale the Avg. score ≥ 2.5 in RAD 165 and the Avg. score ≥ 2.75 in RAD 258 All student evaluations	1a. Met Results RAD 165= 2.99 RAD 258= 2.96 RAD 165: N =26 RAD 258: N = 55	1a Results 2015-16 RAD 165= 2.97 RAD 258= 2.98 Results 2016-17 RAD 165= 2.99 RAD 258= 2.98 Results 2017-18 RAD 165= 2.94 RAD 258= 2.98 Results 2018-19 RAD 165= 2.97 RAD 258= 2.95 The Advisory Committee recommended increasing benchmark for RAD 258 to 2.75 for consistency. 2017-18 results show a significant decrease in RAD 165. Unsure of the reason. RAD 258 scores remain consistent. The 2018-19 results show an increase in RAD 165 and a decrease in RAD 258. While the scores have fluctuated, the scores have remained constant overall. Benchmarks were met. The benchmark was met again in 2019-20. There was a

1. Students will demonstrate professional attitudes, behavior and ethics.				slight increase in RAD 165 & RAD 258. Will keep this benchmark in place and re-evaluate in 2020-21.
1. Students will demonstrate professional attitudes, behavior and ethics.	1b. Faculty Clinical Evaluations Fr. Form: 1, 7, 9, 10, 11, 13 Sr. Form: 5, 7, 8, 9, 11, 12	1b. On a 0-3-point scale the Avg. score ≥ 2.5 in RAD 165 and the Avg. score ≥ 2.75 in RAD 258 All student evaluations	1b. Met Results RAD 165= Not evaluated due to Covid RAD 258= 2.95 RAD 165: N =0 RAD 258: N = 11	1b. Results 2017-18 RAD 165= 2.79 RAD 258= 2.93 Results 2018-19 RAD 165= 2.80 RAD 258= 2.97 This was a new assessment in 2017, therefore, there is no data to compare. The 2018 scores remain constant for RAD 165 and there is an increase in RAD 258. The benchmark was met in 2019-20. RAD 165 was not evaluated due to Covid. There was a decrease in RAD 258. Faculty are unsure of the reason for this decrease. Will keep this benchmark in place and re-evaluate in 2020-21.
2. Students will apply radiation protection practices on patient's in clinical. (Collimation and Shielding factors)	2a. Psychomotor Evaluation Form (Q8,Q10)	2a. On a 0-3-point scale the Avg. score ≥ 2.5 in RAD 165 and the Avg. score ≥ 2.75 in RAD 258 All student evaluations	2a. Met Results RAD 165= 2.90 RAD 258= 2.94 RAD 165: N = 275 RAD 258: N = 139	2a. Results 2015-16 RAD 165= 2.87 RAD 258= 2.84 Results 2016-17 RAD 165= 2.87 RAD 258= 2.89 Results 2017-18 RAD 165= 2.85 RAD 258= 2.91

2. Students will apply radiation protection practices on patient's in clinical. (Collimation and Shielding factors)

Results 2018-19

RAD 165= 2.95

RAD 258= 2.88

The Advisory Committee recommended we increase the benchmark to 2.5 & 2.75 respectively. RAD 165 results show a decrease while RAD 258 increased in 2017-18. The 2018-19 results show the reverse but scores remain fairly consistent. The 2019-20 scores again demonstrate a reverse in results. The scores in RAD 165 decreased while the scores in RAD 258 increased. Faculty believe that the decrease in RAD 165 was the result of limited clinical time due to Covid. Will re-evaluate in 2020-21.

<p>2. Students will apply radiation protection practices on patient's in clinical. (Collimation and Shielding factors)</p>	<p>2b. Continued Proficiency Evaluation Form (Q8,Q10)</p>	<p>2b. On a 0-3-point scale the Avg. score ≥ 2.25 in RAD 165 and the Avg. score ≥ 2.5 in RAD 268 All student evaluations</p>	<p>2b. Met Results RAD 165= 3.0 RAD 268= 2.9 RAD 165: N = 4 RAD 268: N = 6</p>	<p>2b. Results 2015-16 Avg. Score: RAD 165= 2.52 RAD 258= 2.77 Results 2016-17 RAD 165= 2.56 RAD 258= 2.40 Results 2016-17 RAD 165= 2.67 RAD 268= 2.68 Results 2018-19 RAD 165= 2.96 RAD 268= 2.58</p> <p>The Advisory Committee recommended we change the assessment time frame to RAD 268. They felt this may provide a better assessment. RAD 165 scores have continued to increase. In RAD 258 senior scores significantly decreased and the benchmark was not met. In 2017-18 with the change in assessment timeframe, scores have increased significantly. In 2018-19 the scores increased significantly in RAD 165 but decreased in RAD 268. The 2019-20 results show a slight increase in RAD 165 & RAD 268. Due to Covid less evaluations were done therefore this could account for the increases. We will re-evaluate in 2020-21.</p>
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<p>3. Student will learn the importance of Professional Dev. for continuous learning.</p>	<p>3a. Professional Development Paper</p>	<p>3a. On a 0-100 point Scale rubric The Avg. score ≥ 90 All student papers</p>	<p>3a. Met <u>Results</u> RAD 175: = 93.07 N = 13</p>	<p><u>3a. Results 2016</u> RAD 175: 87 <u>Results 2017</u> RAD 175: = 91.41 <u>Results 2018</u> RAD 175: = 95 <u>Results 2019</u> RAD 175: = 90</p> <p>The scores in 2017 & 2018 demonstrated a significant increase. Faculty discussed the grading rubric with the students and the overall assignment requirements. In 2017 & 2018 students submitted their papers to BrainFuse prior to turning in. Faculty believe this made a difference in the overall grades for the assignment. The 2019 scores show a significant decrease but unsure why. The same rubric and instructions were given to the students. The results in 2020 show a significant increase in scores. Students submitted their papers to Brainfuse and made the suggested corrections which could have impacted the increase in scores.</p>
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<p>3. Student will learn the importance of Professional Dev. for continuous learning</p>	<p>3b. Observation Paper</p>	<p>3b. On a 0-100 point Scale rubric The Avg. score ≥ 85 All student papers</p>	<p>3b. Met <u>Results</u> RAD 268: = Not evaluated due to Covid. N = 0</p>	<p><u>3b. Results 2016:</u> RAD 268: = 91.87 <u>Results 2017</u> RAD 268: = 92.33 <u>Results 2018</u> RAD 268: = 93 <u>Results 2019</u> RAD 268: = 97.73</p> <p>There is a slight increase in RAD 268 scores from the previous years. Faculty discuss the grading rubric in detail & believe scores improved for 2018 as a result. 2019 continues to show an increase in scores. The benchmark was met. The Advisory committee recommended that the benchmark for this outcome be increased to an average score $\geq 90\%$ because benchmark has consistently been met. This outcome was not evaluated due to Covid. Therefore, the increase in the benchmark could not be evaluated. Will re-evaluate in 2020-21.</p>
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