Discipline	Course Number	Title
Radiography	125	RAD 125 04/05/2023- Radiographic Procedures and Related Anatomy
College	Division	Department
	Health Sciences	Allied Health
Faculty Preparer		Jim Skufis
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

No

2. Briefly describe the results of previous assessment report(s).

3.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Identify related anatomy according to the radiographic positioning for exams of the gastrointestinal, biliary, and urinary system.

- Assessment Plan

    o   Assessment Tool: Outcome-related departmental final examination questions on Blackboard

    o   Assessment Date: Winter 2022

    o   Course section(s)/other population: All sections

    o   Number students to be assessed: All students

    o   How the assessment will be scored: Answer key

- o   Standard of success to be used for this assessment: 80% of the students will achieve a score of 70% or above.

- o   Who will score and analyze the data: Faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2022		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
29	27

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Two students withdrew.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Only one section of RAD125 was offered, and all students were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

An outcome-related departmental final examination with questions concerning the identification of structures in the radiographic positioning for exams of the gastrointestinal, biliary, and urinary system was given via Blackboard. The exam had 87 multiple-choice and true/false questions. A score minimum, maximum, average, and median were calculated.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes
On this assessment, the minimum score was 57 points (66%), the maximum score was 81 points (93%), the average was 73 points (84%), and the median score was 74 (85%). Twenty-five of the twenty-seven students (93%) scored above a 70%. Therefore, the benchmark for the standard of success was met and exceeded.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

> Based on these results, students are able to identify related anatomy according to the radiographic positioning for exams of the gastrointestinal, biliary, and urinary system. This is an important skill area for all radiographers to excel in.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

> Two of the twenty-seven students did not score above a 70% on this assessment. It would be important to identify which areas of related anatomy these students had issues with to improve instruction for all students.

Outcome 2: Perform basic care skills associated with a radiographic examination of the large intestine (barium enema).

- Assessment Plan

  o Assessment Tool: Practical lab evaluation

  o Assessment Date: Winter 2022

  o Course section(s)/other population: All sections

  o Number students to be assessed: All students

  o How the assessment will be scored: Lab skill checklist (yes or no)

  o Standard of success to be used for this assessment: 80% of the students will achieve a score of 100% for the practical skills evaluation.

  o Who will score and analyze the data: Faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2022		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
29	27

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Two students withdrew.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Only one section of RAD 125 was offered, and all 27 students were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Students were assessed during a practical lab evaluation during which they perform basic care skills associated with a radiographic examination of the large intestine (barium enema). A Lab Skill Checklist indicating "yes" or "no" for the ten basic care skill observed by the instructor was used to score the evaluation.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

All 27 students received a score of 100% for the practical skills evaluation. The standard of success for this outcome and tool was met and exceeded.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Based on the results of this assessment, students could perform basic care skills associated with a radiographic examination of the large intestine, which is important to the delivery of care.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Because 100% of students met this benchmark with a perfect score, a different or more defined scoring rubric may need to be developed.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

> There is no previous assessment report. I've only recently begun teaching this course, and it is the first time I'm assessing it.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

> I feel that this course is definitely meeting the needs of students in the area of radiographic procedures. I was surprised by their level of proficiency in identifying anatomy this early in their training.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

> The information gained from this assessment will be shared with departmental faculty during our faculty meetings.

4.
   Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Other: rubric	Revise rubric for Outcome #2.	100% of students met the standard of success in the current assessment. A revised rubric may help better identify strengths and weaknesses in student learning related to this outcome.	2023

5. Is there anything that you would like to mention that was not already captured?

> 6.

III. Attached Files

RAD125 Outcome 1 statistical analysis
RAD125 Outcome 2

Faculty/Preparer: Jim Skufis   **Date:** 04/05/2023

Department Chair: Kristina Sprague **Date:** 04/07/2023
Dean: Shari Lambert **Date:** 04/28/2023
Assessment Committee Chair: Jessica Hale **Date:** 10/10/2023