
Please submit report to your department chair or program coordinator, the Associate Dean of your College, and to james.solomon@csun.edu, Director of the Office of Academic Assessment and Program Review, by September 30, 2019. You may, but are not required to, submit a separate report for each program, including graduate degree programs, which conducted assessment activities, or you may combine programs in a single report. Please include this form with your report in the same file and identify your department/program in the file name.

College: Health and Human Development

Department: Health Sciences

Program: Radiologic Sciences

Assessment liaison: Jennifer Little

1. Please check off whichever is applicable:
   A. ___X___ Measured student work within program major/options.
   B. ___X__ Analyzed results of measurement within program major/options.
   C. ________ Applied results of analysis to program review/curriculum/review/revision major/options.
   D. ________ Focused exclusively on the direct assessment measurement of General Education Arts and Humanities student learning outcomes

2. Overview of Annual Assessment Project(s). On a separate sheet, provide a brief overview of this year’s assessment activities, including:

The Radiologic Sciences (RS) program has a multi-faceted assessment plan that is developed and revised annually to meet the requirement of national accreditation. The program measures and analyzes SLOs by calendar year and assessment methods required by the Joint Review Committee on Education in Radiologic Technology (JRCERT), the national accrediting body for Radiological Sciences. The current report for academic year 2018-2019 includes our assessment work from January to December 2018.

The RS program faculty and program director as a whole meet once a year to review, revise and update the outcome assessment plan. Faculty collect and summarize the data at the end of each calendar year. In order to obtain feedback from program stakeholders on program performance and “close the loop”, RS faculty present a summary to the RS advisory committee every February and incorporate the committee’s recommendations for changes to the curriculum and our assessment plans.
Summary of Program SLOs, Measurement, and Results, Jan.-Dec. 2018

Program SLOs and Assessment Plan

The RS program has five SLOs listed below. For each SLO, the program has a rigorous assessment strategy that includes both direct assessment (i.e., clinical supervisors observe students performing radiology specific tasks and rate their performance immediately after completion) and indirect assessment via student self-report surveys continuously throughout the program, upon exit, and follow up post-graduation (i.e., alumni survey). Please see attachment #1 “2018 CSUN Radiologic Sciences Outcome Assessment Plan” for a list of program SLOs, assessment tools, and performance benchmarks.

1. Demonstrate a mastery of basic radiographic and advanced medical-imaging skills in MRI, CT, and IR.

2. Demonstrate effective communication skills that provide compassionate, culturally competent and age-appropriate patient care.

3. Demonstrate problem-solving/critical thinking skills that provide ethical and safe patient care.

4. Demonstrate the value of professional development for patient care and medical imaging through life-long learning that meets the needs of the medical imaging community.

5. Maintain program effectiveness through continual assessment.

Summary of Assessment Results

The RS program continues to see a high level of achievement among its students. In 2018, students outperformed most benchmarks for SLOs 1-5.

For SLO 1, students average clinical competency scores must be at least higher than 27 for 1st year students and 30 for 2nd year students. The benchmarks were met. Graduates responded in their exit survey that they are prepared in advanced imaging (100%). Students also met the radiation protections assessment scores with receiving a score of 8 or higher on their clinical competencies (100% met).

One sections that did not meet the benchmark in SLO #1 where students self-reported that they were “weak” in basic and advanced imaging. The faculty decided to eliminate that question on the next assessment plan because the question is open-ended and is meant to measure if any one particular imaging modality had a trend of weaknesses. Additionally, the exit interview also asked the students if they felt prepared or very prepared to enter the radiological sciences field. This question really addressed what the faculty wanted to know, and this benchmark was met with an 88%. Please see attachments #2 “2018 Data Summary – CSUN Radiologic Sciences Outcome Assessment Data Summary” report and #3 “Exit Interviews 2018”
For SLO 2, All benchmarks regarding communication, patient care communication, ethical communication, culturally diverse communication, age appropriate communication, and professional communication were met (~92% with a benchmark of 80%)

For SLO 3, All benchmarks regarding critical thinking, problem solving, and patient safety were met, except in the area where there are scenario questions given on an exam in HSCI 285: radiographic anatomy and positioning. This was a new assessment item for the RS program and had a benchmark set at 80%. The score was 78% and the faculty will still continue to monitor this assessment item for 2019-2020 academic year.

SLO 4 had one assessment item not met. The outcome assessment plan stated the faculty were going to monitor students demonstrating the value of professional development by attending and participating in at least one professional conference. The benchmark for attending a professional conference was met with an 87%, however the number of participants who participated at the conference was not met with a 6% (benchmark 30%). There are a few reasons the faculty feel this benchmark was not met. The major reason may have been due to the lack of professional conferences where students could participate offered in southern California that year. Additionally, the cost to attend these professional conferences may be too expensive for students to attend. The faculty agreed on sponsoring a select number of students who have shown interest in submitting their high-level professional displays, papers, or oral presentations at a conference for the 2019-2020 academic year. The benchmark was also lowered to 20% for the upcoming academic year.

For SLO 5, All benchmarks regarding graduate passing the national registry exam, graduate employment within 12 months, and graduate satisfaction were met.

3. **Preview of planned assessment activities for 2019-20.** Include a brief description as reflective of a continuous program of ongoing assessment.

National accreditation requires annual assessment plan review. The program as a whole reviews and presents the plan to the advisory committee for feedback. The RS Program Director brings back the committee’s recommendations to the faculty for discussion and implementation. Any changes resulting from the feedback received from the advisory committee results in the collection of data that is simultaneously collected, analyzed, and reported back the following year to the advisory committee members.

Program faculty are still evaluating that data through this year (2019) and will not be able to compare until January 2020 when the 2019 cohort graduates and turns in an exit interview. No major changes in assessment methods took place in 2018. The program is currently collecting data to evaluate its outcomes for 2019.

The last report stated that RS faculty decided to assess students’ cultural competency levels via the clinical competency assessment form, the affective assessment form and class assignments that assessed effective cultural diversity skills. Students continue to meet the benchmark set for these
areas. The program has decided to continue to monitor these areas again for the 2019 year and will decide in March 2020 if these will remain in the outcome assessment plan.