

Outcomes Assessment Plan – AY 2023-2024

Goal 1: Students will demonstrate CLINICAL COMPETENCE

Student Learning Outcomes	Assessment Tool	Timeframe	Benchmark	AY 2022-2023	AY 2022-2023	AY 2023-2024
1.1: Student will apply positioning skills	1.1.1: DMI 51A Lab, final positioning practical, section 5	2nd Semester (formative)	90%	96.2%	91.2%	91.67%
	1.1.2: DMI 68, Student Clinical Evaluation, section 2.2	Final Semester (summative)	2.7	2.89	2.81	2.675
1.2: Students will practice radiation protection	1.2.1: DMI 51A Lab, final positioning practical, section 9	2nd Semester (formative)	90%	96.7%	94.9%	93.94%
	1.2.2: DMI 68, Student Clinical Evaluation, section 5	Final Semester (summative)	2.7	3.00	2.98	2.98

Analysis

1.1.1: Benchmark met. Student learning was enhanced by having two instructors available during positioning labs, allowing for more individualized attention and achievement of program-level SLOs.

1.1.2: Benchmark not met. The new teaching method used in the Patient Care course may have resulted in insufficient training on patient comfort techniques. This gap may have led to a lack of confidence and skill in minimizing patient discomfort during positioning.

1.2.1: Benchmark met. To support student learning, we encouraged the use of shielding with every position. Consequently, students consistently used lead shielding throughout the lab, achieving program-level SLOs.

1.2.2: Benchmark met. Preceptors consistently emphasized and adhered to radiation protection protocols, even as two clinical sites modified their lead shielding requirements, ensuring continued student learning.

Action Plan

1.1.1: Faculty will continue to monitor this outcome. As this SLO has been met for three consecutive academic years, the Assessment Committee will consider developing a new SLO for AY 2025-2026.

1.1.2: Faculty will integrate additional training modules focused on patient comfort techniques into the curriculum. Hands-on labs and **simulations will also be provided to enhance students' practical skills and confidence in positioning patients with minimal discomfort.**

1.2.1: Faculty will continue to monitor this outcome. As this SLO has been met for three consecutive academic years, the Assessment Committee will consider developing a new SLO for AY 2025-2026.

1.2.2: Faculty will continue to monitor this outcome. As this SLO has been met for three consecutive academic years, the Assessment Committee will consider developing a new SLO for AY 2025-2026.

Re-Evaluation Date

At the conclusion of the Spring 2025 semester

Goal 2: Students will demonstrate CRITICAL THINKING

Student Learning Outcomes	Assessment Tool	Timeframe	Benchmark	AY 2021-2022	AY 2022-2023	AY 2023-2024
2.1: Students will analyze radiographic images	2.1.1: DMI 51B, final exam, image critique questions	2nd Semester (formative)	90%	80.5%	84.5%	88.00%
	2.1.2: DMI 68, Student Clinical Evaluation, section 2.7	Final Semester (summative)	2.7	2.83	3	2.635
2.2: Students will manipulate technical factors	2.2.1: DMI 50A, written lab, Three-Dimensional Thinking – Part Two	1st Semester (formative)	90%	100.0%	99.1%	100.00%
	2.2.2: DMI 68, Student Clinical Evaluation, section 2.3	Final Semester (summative)	2.7	2.76	2.875	2.635

Analysis

2.1.1: Benchmark not met. The assessment committee will continue to closely monitor the data. Both the faculty and the assessment committee agree that the current score is consistent with similar scores from the past 20 years. If a significant change occurs, they will discuss potential adjustments.

2.1.2: Benchmark not met. The Assessment Committee believes that students did not reach the benchmark due to insufficient guidance from technologists at the clinical site and a lack of initiative from the students. This combination may have hindered the development of critical evaluation skills.

2.2.1: Benchmark met. Student learning was supported by a mini-lecture prior to the lab exercise. Students achieved program-level SLOs by critically thinking about how to visualize objects using various technical factors.

2.2.2: Benchmark not met. Some clinical students had limited opportunities to practice manual technique selection, possibly due to a greater emphasis on Automatic Exposure Control (AEC) during their training at certain clinical sites.

Action Plan

2.1.1: The assessment committee will continue to monitor the data. The faculty and the assessment committee agree that the current score is appropriate when compared to similar scores over the past 20 years. If there is a significant change, they will discuss the adjustment.

2.1.2: Faculty will collaborate with clinical site technologists to ensure they provide more structured and consistent feedback to students. Additionally, the Clinical Coordinators will increase the number of official image critiques per semester and discuss image critiques with students during site visits.

2.2.1: Faculty will continue to monitor this outcome. As this SLO has been met for three consecutive academic years, the Assessment Committee will consider developing a new SLO for AY 2025-2026.

2.2.2: Faculty will work with clinical sites to ensure students have more opportunities to practice manual technique selection by reducing reliance on AEC during training. Additionally, more manual technique exercises and assessments will be incorporated into site **visits to strengthen students' skills in this area.**

Re-Evaluation Date

At the conclusion of the Spring 2025 semester

Goal 3: Students will demonstrate an understanding of PROFESSIONALISM

Student Learning Outcomes	Assessment Tool	Timeframe	Benchmark	AY 2021-2022	AY 2022-2023	AY 2023-2024
3.1: Students will demonstrate professional ethics	3.1.1: DMI 52: ethics exam	2nd Semester (formative)	90%	90.0%	82.3%	82.50%
	3.1.2: DMI 68, Student Clinical Evaluation, section 3	Final Semester (summative)	2.7	2.855	2.79	2.785
3.2: Students will demonstrate an appreciation for radiologic sciences	3.2.1: Number of DMI graduates who continue to a Bachelor's degree program	Post-Graduation	20%	11.1%	31.7%	No data
	3.2.2: Number of current students who are members of a professional radiologic society	All students	25%	52.1%	43.75%	39.01%

Analysis

3.1.1: Benchmark not met. We believe students did not reach the benchmark due to insufficient emphasis on ethical decision-making and professional conduct within the curriculum. This may have led to a lack of understanding and application of ethical principles in clinical practice.

3.1.2: Benchmark met. Student learning was supported through supplementary orientations that reinforced policies and procedures essential for maintaining high professional ethics. By adhering to these standards, students successfully met program-level SLOs through consistently ethical care.

3.2.1: Benchmark unknown. We are awaiting data from Spring 2024.

3.2.2: Benchmark met. Faculty supported student learning by encouraging registration in professional organizations and highlighting the benefits and significance of radiologic societies. By becoming student members of the CSRT and ASRT, students successfully met program-level SLOs.

Action Plan

3.1.1: Faculty will integrate more comprehensive ethics training into the curriculum, including case studies and discussions on real-world scenarios.

3.1.2: Faculty will continue to monitor this outcome. As this SLO has been met for three consecutive academic years, the Assessment Committee will consider developing a new SLO for AY 2025-2026.

3.2.1: Faculty will gather the data in Spring 2025.

3.2.2: Faculty will continue to monitor this outcome. As this SLO has been met for three consecutive academic years, the Assessment Committee will consider developing a new SLO for AY 2025-2026.

Re-Evaluation Date

At the conclusion of the Spring 2025 semester

Goal 4: Students will demonstrate effective COMMUNICATION skills in the medical environment

Student Learning Outcomes	Assessment Tool	Timeframe	Benchmark	AY 2021-2022	AY 2022-2023	AY 2023-2024
4.1: Students will demonstrate oral communication skills	4.1.1: DMI 51A Lab, final positioning practical, section 1	2nd Semester (formative)	90%	100.0%	100.0%	99.45%
	4.1.2: DMI 68, Student Clinical Evaluation, section 1.1, 1.2, and 1.3	Final Semester (summative)	2.7	2.86	2.75	2.775
4.2: Students will practice written communication skills	4.2.1: DMI 50A, Research paper	1st Semester (formative)	90%	88.7%	87.8%	90.50%
	4.2.2: DMI 66, Research paper	Rotation Semester (summative)	90%	78.0%	78.00%	No data

Analysis

4.1.1: Benchmark met. Student learning was maintained by requiring students to practice their introductions at every lab. Students achieved program-level SLOs by reviewing AIDET.

4.1.2: Benchmark met. Student learning was maintained through patient communication. Students achieved program-level SLOs by using AIDET in the clinical setting.

4.2.1: Benchmark not met. A new faculty member took over the research paper in the academic year 2022-2023; however, the scores remained about the same.

4.2.2: Benchmark unknown. The research paper in DMI 66 has been moved to DMI 56. Data will be collected in Fall 2024.

Action Plan

4.1.1: Faculty will continue to monitor this outcome. As this SLO has been met for three consecutive academic years, the Assessment Committee will consider developing a new SLO for AY 2025-2026.

4.1.2: Faculty will continue to monitor this outcome. As this SLO has been met for three consecutive academic years, the Assessment Committee will consider developing a new SLO for AY 2025-2026.

4.2.1: Faculty will continue to monitor this outcome. As this SLO has been met for three consecutive academic years, the Assessment Committee will consider developing a new SLO for AY 2025-2026.

4.2.2: Upon reviewing previous assessment data, faculty observed no significant improvement in students' writing skills. They attributed this to students feeling overwhelmed by the volume of research papers required. Consequently, faculty decided to utilize data from DMI 56, where students were already engaged in writing a pathology research paper. By reducing the overall number of research papers, faculty aim to enable students to concentrate on producing higher quality work rather than focusing on quantity.

Re-Evaluation Date

At the conclusion of the Spring 2025 semester