



Penn State – New Kensington  
Radiological Sciences Program  
Assessment Report & Meeting Minutes  
2020-2021

COVID-19

We did not have an Assessment Committee Meeting in 2020 because of COVID -19. The clinical preceptors, because of staffing concerns, were unable to attend the meeting in person or via zoom. Debra Majetic and Marcia Curler reviewed the assessment plan. The assessment will remain the same for 2020-2021. The 2021-2022 Assessment has been revised and reviewed after the faculty meeting in December of 2021.

1. Reviewed mission & goals.
  - Will keep mission & goals as is for the next assessment period.
2. Assessment Committee Meeting was cancelled in 2020.
3. Had meeting in December of 2021
4. Clinical preceptors will continue to gather data for assessment and give to Marcia Curler for additions to the Assessment Plan.
5. The 2020 data is included in this report.

**Goal #1: Practice as entry level technologists**

**1.1 The student will provide proper radiation protection.**

**1.1a**

- ✓ Met benchmark in 2<sup>nd</sup> Spring but did not meet benchmark in 5<sup>th</sup> Spring
  - When should a student fail a comp? (Reviewed again for this assessment period because of addition of new Clinical Preceptors.
    - CP asked about shielding, marking etc. an image – if only look at points for the question the student would pass the competency. How do we grade the student if the competency is failed.
    - Shielding, using lead markers are extremely to the legality of the image. CI can fail the competency even if the tech passed the student on the initial exam.
    - Failed competency – student gets an automatic 80% for the failed competency. Once the student re – comps the exam the two scores are averaged.
    - We all need to be consistent when grading competencies. Any questions – give Marcia or me a call.

### 1.1b

- ✓ Met benchmark
  - Although met benchmark students were confused with Inverse Square Law, shielding requirements in rooms & kVp in relationship to scatter.
    - Will review in RADSC 204 & 205 Exposure I & II.
    - Added RADTech bootcamp modules. (Modules were supplements to course materials. Students had to receive a 95% on each module on first attempt. 95% of students completed the modules with the required 95%)
      - Inverse Square Law
      - kVp
      - Scatter
      - Radiation Protection & Biology

## 1.2 The student will demonstrate proper positioning skills.

### 1.2a

- ✓ Met benchmark.

### 1.2b

- Students met benchmark in all categories.
- Each proficiency's grade is included in assessment plan with data.
- Met benchmark with 2,3,5 & 6 proficiencies. Fell short with 1,4.
- A list of all competencies is included in the clinical handbook all students are given before the program begins. Video review of all handbooks and question & answer sessions are completed before the program begins and during orientation.
- CC reviews proficiency procedure at the beginning of RADSC 295D & is included in syllabus.
- 1<sup>st</sup> set of proficiencies CP's reported students were not prepared almost surprised by exam. 4<sup>th</sup> set of proficiencies students were not prepared because of demands of semester. Utilized RADTech Bootcamp & Bontrager modules to supplement information for proficiencies.

## 1.3 The student will evaluate diagnostic images.

### 1.3a

- ✓ Met benchmark for both 1<sup>st</sup> & 2<sup>nd</sup> yrs. (Image Analysis)
  - Did students attend review sessions?
  - We were not able to have Wednesday tutor day due to campus Covid restrictions.
  - We did have 2 students leave the program and these students performance lowered the ave. score. Without these 2 students scores the benchmark would have been met.

### 1.3b

- ✓ Essay questions are given at the end of the semester. PD fx. Wrist and had a long arm cast for 8 wks. Not able to complete all materials for the class. Did add missed materials to RADSC 205.
  - Met Benchmark in 2 of 3 questions.
  - Confusion with positioning erect abd, change of technical factors with digital imaging & decreased area & tissue thickness exposed.
  - Used RADTech bootcamp modules to review and synthesize materials in RADSC 207. Students must receive a 95% on each module on first attempt.

### **1.3c**

- ✓ Did not meet benchmark.
  - 2 students scored below the benchmark with a 50% & 65% which brought the average down. Those 2 students withdrew from the program.

## **2.1 The student will demonstrate effective written communication skills.**

### **2.1a**

- ✓ Met benchmark
  - Continued with diversity project.
  - Changed syllabus and put hard deadlines for students.
  - Added to assignments to Canvas to give students alerts on calendar for deadlines.
  - Students were able to meet deadlines more consistently.

### **2.1b**

- ✓ Met benchmark.
  - Students not following instructions or meeting deadlines.
  - Difficult yr. for students to meet deadlines because of COVID restrictions on campus.
  - Most communication was through email. Students had difficulty meeting deadlines because difficult to schedule review & citation sessions.
  - Students consistently do well with oral presentations but have consistently not done well with requirements for research paper.

## **2.2. The student will provide effective oral communication.**

### **2.2a**

- ✓ Met benchmark.
  - Will not change benchmarks in this category.
  - Two tools to insure students communicate effectively.
  - Should be 1.0 in all categories.
    - This was not realistic to have students perfect in any category. Will change for new assessment plan.

### **2.2b**

- ✓ Met benchmark.

- Suggested students use one button studio for assigned project for uniformity with the presentation.
- Will help prepare students for writing intensive course during summer semester.
- Substance of project improved as students evolve in the program from RADSC 110 to RADSC 210W.
- Most problems are students not meeting hard deadlines. All requirements are in syllabus with assignments posted on Canvas calendar.
- Problems with COVID restrictions on campus and students meeting deadlines.
- Project completed via zoom. Students did well with presenting on zoom.
- Documented improvements with final research paper in 210W due to increase scores.

**2.3 The student will treat all patients with compassion.**

**2.3a**

- ✓ Met benchmark.
  - Changed question #11 to include care, kindness & empathy in previous assessment plan.

**Goal #3: Think critically and apply problem solving skills in the healthcare environment.**

**3.1 The student will manipulate technical factors to produce diagnostic images.**

**3.1a**

- ✓ Met benchmark.
  - Scores improved in spring (2) for this outcome.
  - Consider using Question 3 on Image Evaluation for this outcome?
  - Added question #3 to assessment plan 2020 -2021
    - Students were above benchmark in summer semesters queried.

**3.1b**

- ✓ Met benchmark.
  - Student's understand technical factors set for exams.

**3.2 The student will modify procedures to meet patient needs.**

**3.2a**

- ✓ Met benchmark.
  - Students met all requirements
  - Switched to geriatric competency

**3.2b**

- ✓ Met benchmark with both questions.
  - This is a blended course and some students need to get used to that format.
  - Students' scores represent synthesis of materials on multiple choice questions.
  - Essay questions Students understand to modify the exam but do not have all the qualifiers to answer the question.

**Goal #4: Understand and promote the importance of professional growth and development.**

**4.1 The student will demonstrate professional behavior and participate in professional organizations.**

**4.1a**

- ✓ Did not meet benchmark in the fall (1<sup>st</sup> & 2<sup>nd</sup> yrs.) but did meet in the spring for 2<sup>nd</sup> yrs..
  - Students are encouraged to join a professional organization.
  - Cost is a factor for many students.
  - Most students are members in the second year of the program.
  - Largest number of students attended the fall PSRT meeting – 75% of students attended virtual meeting via zoom.
  - 3 students reported membership in ASRT.
  - No change to reporting.

**4.1b**

- ✓ Met benchmark.
  - Technologists continue to evaluate students objectively.
  - Positive outcome after change for evaluation form. Students may view form but will not see the tech who completed the form. Any discrepancies will result in a meeting with the CI for clarification. Additional meetings will be conducted if warranted.
  - Made change to question #10 – acts in a professional manner toward staff.

**4.2a**

- ✓ Met benchmark.
  - Student's attention to detail has improved.
  - Although benchmark was met students consistently do not follow instructions. The portfolio specifics are posted on Canvas that all students have access to. Portfolio timeline has also been added to syllabi beginning in the first semester. Hopefully constant reminders will help students to begin portfolio preparation throughout the program and will meet established deadlines with all content included.
  - Gave students hard deadlines to meet.
  - Students did meet deadlines but did not include all information in portfolio.
  - Set up dates for review of resume & cover letter with Academic success center.
  - Mandatory information is not always included in portfolio.
  - Will continue to monitor. Portfolio is important for students' job seeking.

**4.2b**

- ✓ Met benchmark.
  - Changed delivery of RADSC 207. 2 credits in spring (5<sup>th</sup> semester) and 2 credits in summer (6<sup>th</sup> semester). This was voluntary for students however all 1 students attended in spring and summer. We were able to take time to review all sections on boards.
  - Positive feedback from students. Didn't feel rushed.
  - This change to RADSC 207 will be officially changed in should be in place by the fall of 203. This is not changing total credits for the program just the delivery of the course.

**Program Effectiveness. (Do not have all statistics as of this date). Once complete surveys statistics will be added.**

Program effectiveness is reported to the JRCERT and is also posted on the RADSC website.

- ✓ Websites for reportable statistics:
  - <https://newkensington.psu.edu/academics/2-year-radiological-sciences/program-accreditation-2-year-radiological-sciences> Scroll to bottom of page and click of program effectiveness
  - <http://www.jrcert.org/> - JRCERT Website
    - Under student section on left
      - Click on Program Effectiveness Data
- ✓ Completed employer survey using Qualtrics (see employer survey for specifics)
  - Scores were in the good to excellent for all categories the exception of the following
    - Evaluates radiographic images for appropriate positioning, anatomy and image quality – rated good in this category.
    - As an entry level radiographer, performs imaging procedures in an organized and timely manner – rated good to fair in this category.
    - Determines radiographic exposure factors to assure quality diagnostic images – rated good to fair in this category.
  - Comments
    - Needed a little additional help at first but is doing well as time goes on,
    - Great tech. Good knowledge base to build on.
    - Easily adapted to the department routine.
    - Shows much potential.
    - Will be a great employee given some time. Need to work on understanding technique and non-routine positioning.
- ✓ Graduate survey (see graduate survey for specifics)
  - Completed survey using Qualtrics.
  - Put online survey and distributed through messenger on facebook. Survey was anonymous and got a much better return. Will continue to use online survey.
  - Student comments: (copied exactly as students recorded on survey)
    - I get praised on a daily basis for my work ethic and my skills for x-ray!
    - This was honestly a good program, and I feel like I came out very prepared. During the program there was times when I think everyone got discouraged or confused with certain lessons, rules etc. but I believe that everything together helped mold competent, hardworking techs. \*changing folders to online version was a very good idea! It made it a lot easier. \*maybe include more external rotations for students to get more adapted to other working environments.
    - I loved this program!!!!
- ✓ Exit Interviews
  - Most student reported satisfied with program.
  - Would like to see RADSC 230 (Physics) in more detail. Some parts were geared to RADSC and some parts were geared to BET.
  - Would like to have more OR labs and rotations.

- Do not think music is a necessary course but understand will satisfy degree requirements.
- Likes change to online folders but need more explanation to complete so students do not get demerits.
- ✓ Comments from Students:
  - None at this meeting.

DM:12/2019, dm12/2021