



Cycle: 2018-2021

ASSOCIATE IN APPLIED SCIENCE WITH A MAJOR IN RADIOLOGY TECHNOLOGY

Program Mission Statement:

The FDTC Radiologic Technology Program is designed to provide entry-level Radiographers capable of delivering quality health care through a competency based clinical and didactic education.

Division: Health and Human Services

AVP: Dan Averette

Department Chair: Dawn Nelson

Director: Susan Williams

SACSCOC Standard: 8.2A

Accrediting Agency: Yes No

Name: Joint Review Committee on Education in Radiologic Technology (JRCERT)

Certification Exam(s): Yes No

Agency Name: American Registry of Radiologic Technologist

Credential: RT(R)

Program Student Learning Outcome	Monitoring Year
Preparedness: Student will develop competency in the theoretical knowledge necessary to prepare for the national certification examination.	2018-2019
Communication: Graduates will acquire appropriate communication skills among all members of the healthcare team and patients.	2019-2020
Professionalism: Graduates will model appropriate professionalism skills.	2019-2020
Critical Thinking: Graduates will acquire critical thinking skills in order to problem solve effectively in a changing healthcare environment.	2020-2021

STUDENT LEARNING OUTCOMES FOR AAS. RAD – 2018-2019

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
<p>Preparedness: Student will develop competency in the theoretical knowledge necessary to prepare for the national certification examination.</p>	ARRT Board scores	The artifact used for this PSLO is score that the students achieves on the first attempt of the national registry exam given by the ARRT upon graduation. The ARRT notifies the Program Director of scores.	80% of students will achieve 75% or higher	Summer 2019	<p>7 out of 18 students (39%) received a 75% or higher on the artifacts chosen for this assessment</p> <p>The lowest score for this artifact was 66% and the highest score was 88%</p>	<p>The benchmark was not met. It was determined that problems are twofold; students lacked the seriousness of passing boards and multiple faculty absences due to failing health and pending retirements. Faculty and program leadership changed to address faculty concerns. Students of the Class of 2020 will take the HESI predictor purchased by the school to identify weaknesses with meaningful assessment incorporated into RAD 236 to stress seriousness of early preparation.</p>

STUDENT LEARNING OUTCOMES FOR AAS.RAD -- 2019-2020

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
Communication: Graduates will acquire appropriate communication skills among all members of the healthcare team and patients.	RAD 165 Applied Radiography	Artifacts used for this PSLO are the Clinical Staff competency forms (questions 8,9,1,14) measuring preparation and patient care methods as relates to communication. Forms are completed by preceptors and instructors within the clinical setting.	100 % of students will receive 75% or higher	Spring 2020 (Second semester Spring of 1 st year Class of 2021)	95% 20 out of 21 students received 75% or higher resulting in 95% of the cohort.	Benchmark met. The new tool has continued to be used for evaluations. The students demonstrated excellent communication skills with patients. The tool is indicating an accurate representation of the evaluation. Will continue to monitor to determine consistency of the new tool.
	RAD 266 Advanced Radiography II	Artifacts used for this PSLO are the Clinical Staff competency forms (questions 8,9,1,14) measuring preparation and patient care methods as relates to communication. Forms are completed by preceptors and instructors within the clinical setting.	100% of students will receive 83% or higher	Spring 2020 (Fifth semester Spring of 2 nd year Class of 2020)	95% 20 out of 21 students received 75% or higher resulting in 95% of the cohort.	Benchmark met. The new evaluation tool was implemented. The students demonstrated excellent communication skills with patients. This is an improvement from 71% the previous year. Action plan included meeting with staff technologist to identify weakness and the new tool reflecting those areas. Will continue to monitor with new tool to determine consistency of new tool.

STUDENT LEARNING OUTCOMES FOR AAS.RAD – 2020-2021

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
<p>Critical Thinking: Graduates will acquire critical thinking skills in order to problem solve effectively in a changing healthcare environment.</p>	<p>RAD 257 Advanced Radiography I</p> <p>RAD 175 Applied Radiography III</p>	<p>Artifacts used for this PSLO are the Clinical Staff competency forms (questions 1,2,4,7,8) measuring students' ability to adapt positioning for geriatric examinations Forms are completed by preceptors and instructors within the clinical setting.</p> <p>Artifacts used for this PSLO are the Clinical Staff competency forms (questions 1,2,4,7,8) measuring students' ability to adapt positioning for geriatric examinations Forms are completed by preceptors and instructors within the clinical setting.</p>	<p>100% of students will receive 80% or higher.</p> <p>80% of students will receive 80% or higher.</p>	<p>Fall 2020 (4th semester, 2nd year Class of 2021)</p> <p>Summer 2021 End of 1st year, Class of 2020</p>	<p>19 out of 19 complete this artifact this semester with 95% of the cohort scoring 100% on competency markers.</p> <p>Ongoing Complete July 2021</p>	<p>Students were able to adapt to special considerations for geriatric patients with either physical or cognitive challenges. Students are allowed to begin this artifact early in the course sequence with expected completion this semester. Will continue to monitor for trends.</p> <p>Ongoing Complete July 2021</p>

CONTINUOUS STUDENT IMPROVEMENT

This Cycle's Results and Comparison to Last Cycle's and Recommended Actions:

Since the last cycle the Radiology Program identified two needs. The clinical learning management system, Trajecsys is now fully intergrated and is used to assess clinical time as well as program student learning outcomes. The system's use began with clinical time management only while parameters for competencies were set by the program. In addition, clinical preceptors were trained and given the opportunity to provide feedback prior to its implementation. This change required a 'buy in' from clinical site management as well as individual preceptors and was equated to transitioning to electronic medical records. First year students began using the system for competency documentation in the Fall of 2019. The system allows for all records to be entered, stored, and retrieved in from one central system and eliminated the need of paper evaluations forms being stored.

This system also identified the need for preceptors to engage in more meaningful and objective feedback to students. The program faculty met with clinical site leadership as well as individual preceptors explaining the need for meaningful and objective feedback. It was emphasized that these students are likely to become their coworkers upon graduation. This is an ongoing effort and collaboration between the program and clinical sites.

In addition, there has been a decline in board scores with a sharp decline in 2019. The low percentage of first-time takers (39%) was attributed to two factors. One contributing factor was identified as multiple absences of faculty due to unexpected illnesses and surgeries. This ultimately led to both a planned and unplanned retirement with new leadership beginning in early 2020. It is believed that the multiple faculty absences resulted in students not receiving critical information and/or lacking motivation for independent study. Additionally, it was discovered there was a lack of meaningful assessment regarding review material used in class. The new leadership restructured RAD 236 to include mock registries as Module Exams and the HESI predictor as the Final Exam. The 2020 first time takers of the registry percentage increased to 85%.

PROGRAM VITAL STATISTICS

Indicator	Trend Analysis	Action Plans										
<p style="text-align: center;">Program Enrollment</p> <table border="1"> <caption>Program Enrollment Data</caption> <thead> <tr> <th>Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>40.0</td> </tr> <tr> <td>2018-2019</td> <td>41.0</td> </tr> <tr> <td>2019-2020</td> <td>43.0</td> </tr> <tr> <td>2020-2021</td> <td>40.0</td> </tr> </tbody> </table>	Year	Enrollment	2017-2018	40.0	2018-2019	41.0	2019-2020	43.0	2020-2021	40.0	<p>The program has a maximum acceptance of 22 students. This is determined by the 1:1 ratio of registered technologist within the clinical settings and JRCERT standards.</p> <p>Students are allowed to reenter the program once into the semester they did not complete.</p>	<p>The program will continue to allow reentry into the program due to academic failure or other reasons. These students will be asked to refresh lab skills as well as didactic material prior to reentry.</p>
Year	Enrollment											
2017-2018	40.0											
2018-2019	41.0											
2019-2020	43.0											
2020-2021	40.0											
<p style="text-align: center;">Fall to Spring Persistence</p> <table border="1"> <caption>Fall to Spring Persistence Data</caption> <thead> <tr> <th>Year</th> <th>Persistence Rate</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>86%</td> </tr> <tr> <td>2018-2019</td> <td>91%</td> </tr> <tr> <td>2019-2020</td> <td>95%</td> </tr> <tr> <td>2020-2021</td> <td>95%</td> </tr> </tbody> </table>	Year	Persistence Rate	2017-2018	86%	2018-2019	91%	2019-2020	95%	2020-2021	95%	<p>The program retention from fall to spring had increased to 95%. Students have indicated both personal reasons for not returning and changing majors. In addition, some students were not academically successful in RAD 153.</p>	<p>Will continue to monitor this persistence rate to determine any immerging trends.</p>
Year	Persistence Rate											
2017-2018	86%											
2018-2019	91%											
2019-2020	95%											
2020-2021	95%											

Indicator	Trend Analysis	Action Plans										
<p style="text-align: center;">Fall to Fall Retention</p>  <table border="1" data-bbox="113 204 1062 760"> <caption>Fall to Fall Retention Data</caption> <thead> <tr> <th>Year</th> <th>Retention Rate</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>82.00%</td> </tr> <tr> <td>2018-2019</td> <td>86.00%</td> </tr> <tr> <td>2019-2020</td> <td>95.00%</td> </tr> <tr> <td>2020-2021</td> <td>-</td> </tr> </tbody> </table>	Year	Retention Rate	2017-2018	82.00%	2018-2019	86.00%	2019-2020	95.00%	2020-2021	-	<p>The fall-to-fall retention from first year students and second year students remains at an acceptable percentage. This is a combination of students not persisting from spring to summer and summer to fall. The spring semester of the first year is when students really begin to have an understanding of program clinical rotations in RAD 165. Students not persisting at this point have decided that a career in radiology is no longer a part of their plan or the combination of clinical and academic rigor are no longer sustainable.</p>	<p>The program will study the GPAs of those students that struggled in radiology courses to determine if acceptance GPA in prerequisite courses BIO 210, BIO 211, and Mat 110 should meet a higher minimum of 2.0.</p>
Year	Retention Rate											
2017-2018	82.00%											
2018-2019	86.00%											
2019-2020	95.00%											
2020-2021	-											
<p style="text-align: center;">Graduation Rates</p>  <table border="1" data-bbox="113 862 1129 1422"> <caption>Graduation Rates Data</caption> <thead> <tr> <th>Year</th> <th>Graduation Rate</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>64%</td> </tr> <tr> <td>2018-2019</td> <td>87%</td> </tr> <tr> <td>2019-2020</td> <td>95%</td> </tr> <tr> <td>2020-2021</td> <td>-</td> </tr> </tbody> </table>	Year	Graduation Rate	2017-2018	64%	2018-2019	87%	2019-2020	95%	2020-2021	-	<p>The graduation rate increase over the review period is due to the retention rates from semester to semester.</p>	<p>The program will continue to monitor this rate with emphasis on the need for remediation during later semesters.</p>
Year	Graduation Rate											
2017-2018	64%											
2018-2019	87%											
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2020-2021	-											

Indicator	Trend Analysis	Action Plans										
<p style="text-align: center;">Licensure Pass Rates</p> <table border="1" style="margin-top: 10px;"> <caption>Licensure Pass Rates Data</caption> <thead> <tr> <th>Year</th> <th>Pass Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>85%</td> </tr> <tr> <td>2018-2019</td> <td>39%</td> </tr> <tr> <td>2019-2020</td> <td>85%</td> </tr> <tr> <td>2020-2021</td> <td>0%</td> </tr> </tbody> </table> <p>*First time pass rates</p>	Year	Pass Rate (%)	2017-2018	85%	2018-2019	39%	2019-2020	85%	2020-2021	0%	<p>The introduction of meaningful registry prep review was successful for the 2020 cohort. There are two platforms that are used for registry review, Coretec and RadTech Bootcamp. These platforms are computer-based learning systems that assess the student’s overall understanding of the four major categories of the ARRT registry. Students were also given the HESI predictor exam that proved to be a great predictor of board scores. HESI serves as the final exam for RAD 236. The 2020 board scores were in line with the HESI predictor scores with the exception of one student. It served as a motivator and the student was successful on the registry. Students who were predicted by HESI to not be successful were not with the exception of the above example.</p>	<p>The program will continue to gather information from the most recent graduating class taking the registry regarding the overall effectiveness of platforms used for registry prep and adjust according. HESI will continue to be a meaningful assessment in the RAD 236.</p>
Year	Pass Rate (%)											
2017-2018	85%											
2018-2019	39%											
2019-2020	85%											
2020-2021	0%											