SAINT LOUIS UNIVERSITY.

Program-Level Assessment: *Annual Report*

Program(s): Radiation Therapy Program

Department: Clinical Health Sciences

College/School: Doisy College of Health Sciences

Date: September 28, 2018

Primary Assessment Contact: Kathy Kienstra, MAT, R.T.(R)(T)

1. Which program student learning outcomes were assessed in this annual assessment cycle?

Due to the Assessment Plan and Rubric covering the last (professional) year, the program learning outcomes are reviewed and assessed each year in their entirety. This process is necessary to accurately assess the interrelatedness and continuity of the learning objectives throughout the professional phase.

PLO #1-The radiation therapy student will be able to articulate ethical behaviors in clinical practice.
PLO #2- The radiation therapy student will evidence appropriate written communication for the profession of radiation therapy.
PLO #3 -The radiation therapy student will demonstrate complex radiation therapy treatment procedures.
PLO #4 - The radiation therapy student will present a complex radiation therapy treatment procedure to an audience.
PLO #5 - The radiation therapy student will demonstrate professional behaviors.

2. What data/artifacts of student learning were collected for each assessed outcome? Were Madrid student artifacts included?

1.a. XRT 4320 (Fall 2017) Rad Therapy Practice I: Ethical Dilemma Paper
1.b. XRT 4420 (Spring 2018) Rad Therapy Practice II: Ethical Dilemma Journal Entries

2.a. XRT 4330 (Fall 2017) Treatment Techniques: Clinical Reflection Paper
2.b. XRT 4350 (Spring 2018) Clinical Practicum I: Poster Project rubric item: Required Elements, Intro, Conclusion and Results

3.a. XRT 4330 (Fall 2017) Treatment Techniques: Course Assignment TBD
3.b. XRT 4960 (Spring 2018-SU 2018) Capstone: Case Study presentation

4.a. XRT 4350 (Spring 2018) Clinical Practicum I: Poster Project Rubric, Items: Abstract
4.b. XRT 4960 Capstone: Case Study presentation

5.a. XRT 4350 & 4450 (Spring 2018-SU 2018) Clinical Practicum I & II: Linear Accelerator Clinical Rotation Performance Evaluation Attitude Assessment Section, Question 9: Professionalism: Assumes responsibility for actions and exhibits professional confidence and honest behavior at all times.
5.b. XRT 4450 (SU 2018) Clinical Practicum II: Clinical Observation/Site Visit Assessment Notes

No Madrid artifacts were included.

3. How did you analyze the assessment data? What was the process? Who was involved?
NOTE: If you used rubrics as part of your analysis, please include them in an appendix.

Each course instructor was responsible for gathering results and data for each artifact and adding the data to the program rubric. Using the rubrics attached (Appendix), data for all PLOs were analyzed by the Program Director and the Clinical Coordinator and summarized in this report.

4. What did you learn from the data? Summarize the major findings of your analysis for each assessed outcome.
NOTE: If necessary, include any tables, charts, or graphs in an appendix.

PLO #1.a. 85% of students achieved a ranking of knowledge/assessment or higher using the corresponding assessment rubric for the measurement tool in XRT 4320.
1.b. 85% of students achieved a ranking of knowledge/assessment or higher using the corresponding assessment rubric for the measurement tool in XRT 4420.

PLO #2.a. 83% of students achieved a ranking of knowledge/assessment or higher using the corresponding assessment rubric for the measurement tool identified in XRT 4330, therefore the threshold of 85% was not met.
2.b. 85% of students achieved a ranking of assessment or higher using the corresponding assessment rubric for the measurement tool identified in XRT 4350.

PLO #3.a. A new measurement tool is being designed for XRT 4330, therefore no data exists at the time of this report.
3.b. 85% of students achieved a ranking of assessment or higher using the corresponding assessment rubric the measurement tool identified in XRT 4960.

PLO #4.a. 85% of students achieved a ranking of assessment/synthesis or higher using the corresponding assessment rubric for the measurement tool identified in XRT 4350.
4.b. 85% of students achieved a ranking of assessment or higher using the corresponding assessment rubric the measurement tool identified in XRT 4960.

PLO #5.a. 85% of students achieved a ranking of knowledge or higher using the corresponding assessment rubric for the measurement tool identified in XRT 4350.
5.b. 82% of students achieved a ranking of synthesis or higher using the corresponding assessment rubric for the measurement tool identified in XRT 4450, therefore the threshold of 85% was not met.

5. How did your analysis inform meaningful change? How did you *use the analyzed data to make or implement recommendations for change* in pedagogy, curriculum design, or your assessment plan?

The program is in the process of adding outcome measurement artifacts in several of the courses. Course changes will be made across the professional curriculum to explain critical reflection and compassionate care in more detail. Other changes include adding an emphasis in the area of professional behaviors.

6. Did you follow up ("close the loop") on past assessment work? If so, what did you learn? *(For example, has that curriculum change you made two years ago manifested in improved student learning today, as evidenced in your recent assessment data and analysis?)*

This assessment plan is new to the XRT program;, AY 17-18 this is the first year of its implementation. While the gathering of data is detailed work, this is a good format to readily identify areas of improvement. Because of this, identifying the outcomes and success of changes instituted as a result of this assessment plan will be examined with AY 18-19 data, and reported in Fall 2019. Since it is a new plan, a few revisions of the plan are being considered, but are not yet finalized.

IMPORTANT: Please submit any revised/updated assessment plans to the University Assessment Coordinator along with this report.

Appendix

Radiation Therapy
Assessment Rubrics

PLO #1

****IMPORTANT NOTES:** The ratings, identified by the column headings below, are of increasing complexity moving across the table (from left to right). Students who can demonstrate Jesuit values by articulating ethical behaviors as they perform radiation therapy treatment in clinical practice (that is, meet the "application" rating) must first be able to identify examples of ethical behaviors (the "knowledge" rating). Likewise, in order for students to articulate ethical behaviors in the clinical setting (the "synthesis" rating), they must describe ethical dilemmas and appropriate ethical behaviors (knowledge) and explain appropriate ethical behaviors observed the clinical setting (application).

Radiation Therapy (XRT)		
Program Learning Outcome (PLO #1): The radiation therapy student will be able to articulate ethical behaviors in clinical practice.		
Knowledge**	**Application****	**Synthesis****
Identify examples of ethical behaviors.	Explain ethical behaviors observed in the clinical setting.	Integrate didactic knowledge of ethics by interpreting ethical behaviors in clinical practice.

PLO #2

****IMPORTANT NOTES:** The ratings, identified by the column headings below, are of increasing complexity moving across the table (from left to right). Students who can demonstrate effective written communication in radiation therapy (that is, meet the "application" rating) must be able understand the components of clinical reflection (the "knowledge" rating). Likewise, in order for students to demonstrate appropriate written communicating in order to prepare a professional presentation in the form of a research poster (the "synthesis" rating), they must recognize the components of a critical reflection (knowledge) and demonstrate this by completing a professional poster. (application).

Radiation Therapy (XRT)		
Program Learning Outcome (PLO #2): The radiation therapy student will evidence appropriate written communication for the profession of radiation therapy.		
Knowledge**	**Application****	**Synthesis****
Recognize the components of a critical reflection.	Demonstrate appropriate written communication in a professional poster format.	Prepare a professional presentation in the form of a professional research poster.

PLO #3

****IMPORTANT NOTES:** The ratings, identified by the column headings below, are of increasing complexity moving across the table (from left to right). Students who can demonstrate complex radiation therapy treatment procedures (that is, meet the "application" rating) must be able to first identify the components of the radiation therapy treatment. (the "knowledge" rating). Likewise, in order for students to demonstrate a complex radiation therapy procedure in clinical practice (the "synthesis" rating), they must be able to identify and summarize a radiation therapy procedure (knowledge) and demonstrate the components of a complex procedure (application).

Radiation Therapy (XRT)		
Program Learning Outcome (PLO #3): The radiation therapy student will demonstrate complex radiation therapy treatment procedures.		
Knowledge**	**Application****	**Synthesis****
Identify the components of a radiation therapy treatment.	Demonstrate the components of a complex radiation therapy procedure.	Explain a complex radiation therapy procedure by case study.

PLO #4

****IMPORTANT NOTES:** The ratings, identified by the column headings below, are of increasing complexity moving across the table (from left to right). Students who can describe a complex radiation therapy treatment procedure (that is, meet the "application" rating) must be able to recite a radiation therapy treatment procedure (the "knowledge" rating). Likewise, in order for students to present a complex radiation therapy treatment procedure to an audience, (the "synthesis" rating), they must identify treatment procedure components (knowledge) and interpret the components of a complex treatment procedure. (application).

Radiation Therapy (XRT)		
Program Learning Outcome (PLO #4): The radiation therapy student will present a complex radiation therapy treatment procedure to an audience.		
Knowledge**	**Application****	**Synthesis****
Recite procedure components of a complex radiation therapy procedure.	Interpret the components of a complex radiation therapy procedure from a case study.	Interpret a complex radiation therapy procedure by presentation of a case study to a professional audience.

PLO #5

****IMPORTANT NOTES:** The ratings, identified by the column headings below, are of increasing complexity moving across the table (from left to right). Students who demonstrate professional behaviors of a radiation therapist (that is, meet the "application" rating) must be able to define professional characteristics of a radiation therapist (the "knowledge" rating). Likewise, in order for students to integrate professional behaviors into practice as a radiation therapist (the "synthesis" rating) they must recognize professional behaviors of a radiation therapist (knowledge) and demonstrate professional behaviors of a radiation therapist (application).

Radiation Therapy (XRT)		
Program Learning Outcome (PLO #5): The radiation therapy student will demonstrate professional behaviors.		
Knowledge**	**Application****	**Synthesis****
Define professional characteristics of a radiation therapist.	Demonstrate professional behaviors of a radiation therapist.	Integrate professional behaviors into practice as a radiation therapist.