

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Radiography	101	RAD 101 12/09/2019- Methods in Patient Care
Division	Department	Faculty Preparer
Health Sciences	Allied Health	William Nelson
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

Yes Spring/Summer 2010

2. Briefly describe the results of previous assessment report(s).

The report states that data from the final exam administered that semester indicates students understood the importance of therapeutic communication and patient assessment. No specific percentages were provided. For the practical lab evaluation, students were required to demonstrate competency in transferring patients as an individual and with a group. For this evaluation, 97% of the student body achieved 95% or higher for this competency.
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3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

The previous report states that the master syllabus was updated to change the assessment method for the first learning outcome.

II. Assessment Results per Student Learning Outcome

Outcome 1: Identify the components of therapeutic communication, patient assessment and quality patient care techniques that are used in the clinical setting.

- Assessment Plan
 - Assessment Tool: Departmental multiple choice final examination on Blackboard.

- Assessment Date: Spring/Summer 2013
- Course section(s)/other population: Only one section of this course is offered per year
- Number students to be assessed: Number of students to be assessed is approximately 34
- How the assessment will be scored: Two questions will be selected from the final exam based on content stated in the above learning outcome.
- Standard of success to be used for this assessment: 80% of the responses will be correct
- Who will score and analyze the data: Departmental Faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
		2019

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
31	31

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All enrolled students were assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students took the final exam during the designated assessment period.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The final exam was administered in the Testing Center using Blackboard.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

The initial scoring method was to use two questions from the final exam. For this learning outcome, I decided to use a sample of questions (10) from the final exam. The final exam was divided into random blocks based on subject material presented throughout the semester. Using the item analysis tool in Blackboard, I was able to view the questions related to the outcome, the exact number of students assigned these questions, and the average score. The average score for these questions was 90%. The standard was met.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Based on the results of this assessment, students demonstrated the ability to identify the important components associated with patient communication, steps in obtaining a clinical history and differentiate between therapeutic and non-therapeutic communication techniques.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

For future assessment reports, I will no longer use two questions from the final exam. I will continue to use a sample of questions to assess this learning outcome.

To improve this score, my plan is to focus more on this particular subject during my patient interaction lecture. My intent is not to "teach to the test", but to make sure my students comprehend the different elements of a clinical history.

Outcome 2: Perform basic patient care skills that are within the scope of practice for radiologic technologists.

- Assessment Plan
 - Assessment Tool: Lab evaluation - Establishing a sterile field
 - Assessment Date: Spring/Summer 2013
 - Course section(s)/other population: Only one section of this course is offered per year
 - Number students to be assessed: Number of students to be assessed is approximately 34
 - How the assessment will be scored: Students will be required to demonstrate the skills necessary to prepare and maintain a sterile field. An evaluation form will be used to score competency. Students must achieve a score of 90% or above to pass the evaluation.

- Standard of success to be used for this assessment: 80% of the students evaluated will achieve a score of 90% or above.
- Who will score and analyze the data: Departmental faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
		2019

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
31	31

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All students were assessed for this learning outcome.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Each student performed the lab evaluation.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The assessment tool designated for this outcome is no longer valid. Rather than using the lab evaluation for establishing a sterile field, I used the lab evaluation for performing a manual blood pressure.

For this practical evaluation, students were required to demonstrate competency in performing a manual blood pressure on another student. This task was scored using a departmentally developed rubric. Data collected would indicate if the student had acquired the necessary knowledge (cognitive) and skills (psychomotor) to perform the task.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

The standard of success for this outcome is 80% of the students evaluated will achieve a score of 90% or above.

31 students scored above 90% on the evaluation. The standard of success was met for this outcome and tool.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students demonstrated the basic skills in taking a manual blood pressure on an adult and recording systolic and diastolic data.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Although the benchmark for success was met, I plan to include more instructional material on measuring blood pressure and assessing clinical complications (i.e., hypertension and hypotension).

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

The new method for assessing the first learning outcome was valuable, but the number of questions used was insufficient.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

RAD 101 is taught in the first semester of the radiography program. This class is designed to introduce new radiography students to the importance of patient care prior to their first semester of clinical training. There are multiple topics taught in this course: patient communication, taking and assessing vital signs, pharmacology, medical emergencies, infection control, patient transfer, and medicolegal topics. I believe this course is meeting the students' needs by introducing them to these patient care topics prior to entering the clinical setting.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

This assessment will be shared with the radiography faculty during a regular faculty meeting.

4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	For learning outcome 1, increase the number of questions from the final exam used for the purpose of scoring the assessment. Change the standard of success to the following: 90% of the students will score 80% or above on the questions related to this outcome.	To provide a more accurate assessment of this learning outcome.	2020
Assessment Tool	Update the assessment tool used for the second learning outcome.	The lab evaluation for establishing a sterile field is no longer valid.	2020
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	Include additional instructional material on measuring blood pressure and assessing clinical complications.	To maintain continuous improvement in the areas covered by Outcome 2.	2020

5. Is there anything that you would like to mention that was not already captured?

6.

III. Attached Files

- [SLO 2: Rubric](#)
- [Question Details for Final Exam](#)
- [SLO 2: Data](#)

Faculty/Preparer:

William Nelson **Date:** 12/16/2019

Department Chair: Kristina Sprague **Date:** 12/17/2019
Dean: Valerie Greaves **Date:** 12/19/2019
Assessment Committee Chair: Shawn Deron **Date:** 01/29/2020

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: RAD 101
 Course Title: Methods in Patient Care
 Division/Department Codes: HAT/RAD

2. Semester assessment was conducted (check one):
 Fall 20__
 Winter 20__
 Spring/Summer 2010

3. Assessment tool(s) used: check all that apply.
 Portfolio
 Standardized test
 Other external certification/licensure exam (specify):
 Survey
 Prompt
 Departmental exam
 Capstone experience (specify):
 Other (specify): Practical Lab Evaluation (Patient Transfer)

4. Have these tools been used before?
 Yes
 No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.
 No alterations were necessary.

5. Indicate the number of students assessed/total number of students enrolled in the course.
 Thirty-six students were enrolled in the course.

6. Describe how students were selected for the assessment.
 Thirty-six students were used for the lab evaluation. Due to student withdraws thirty-three students were used for the final exam assessment.

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
 Questions used for this assessment were updated based on the last report submitted ('06). No changes were made to the lab evaluation form.

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.
1. Identify the components of therapeutic communication, patient assessment, and quality patient care techniques that are used in the clinical setting.

2. Perform basic patient care skills that are within the scope of practice for radiologic technologists.

3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. **Please attach a summary of the data collected.**

Data from the departmental exam administered on July 15th & 16th 2010 indicate students understood the importance of therapeutic communication and patient assessment.

For the practical lab evaluation, students were required to demonstrate competency in transferring patient as an individual health care worker and in a group. Data collected indicated students had acquired the necessary knowledge (cognitive) and skills (psychomotor) to perform the task.

COURSE ASSESSMENT REPORT

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. *Please attach the rubric/scoring guide used for the assessment.*

Based on the previous Master Syllabus, more than 80% of the students that took the final exam passed with a 70% or above.

For the lab evaluation, 97% of the student body achieved 95% or higher for this competency.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths: Based on the results from questions selected and the overall results from the final exam, students understand the importance of the assessed outcome in the area of communication and patient care techniques.

The results from the lab evaluation demonstrate students have the entry-level skills necessary to begin their clinical rotations.

Weaknesses: The main weakness of the assessment was the scoring and analysis requirement for the first learning outcome based on the previous master syllabus.

III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.

As stated in the updated master syllabus, two questions will be selected from the final exam based on the content stated in the appropriate learning outcome. The standard of success indicated – 80% of the responses to these questions will be correct.

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

- a. Outcomes/Assessments on the Master Syllabus

Change/rationale: Master syllabus updated to include new method for assessing first learning outcome.

- b. Objectives/Evaluation on the Master Syllabus

Change/rationale:

- c. Course pre-requisites on the Master Syllabus

Change/rationale:

- d. 1st Day Handouts

Change/rationale:

- e. Course assignments

Change/rationale:

- f. Course materials (check all that apply)

Textbook

Handouts

Other:

- g. Instructional methods

Change/rationale:

- h. Individual lessons & activities

Change/rationale:

3. What is the timeline for implementing these actions? This will be implemented in the '11 Sp/Su semester.

IV. Future plans

Please return completed form to the Office of Curriculum & Assessment, SC 247.

COURSE ASSESSMENT REPORT

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.

The lab evaluation was helpful in determining student preparedness to enter their first semester of clinical training.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments. Questions from the final exam will be selected to assess the first learning outcome.

3. Which outcomes from the master syllabus have been addressed in this report?

All X Selected _____

If "All", provide the report date for the next full review: **Spring/Summer 2013.**

If "Selected", provide the report date for remaining outcomes: _____

Submitted by:

Print: William Nelson Faculty/Preparer Signature [Signature] Date: 10-26-10

Print: Connie Foster Department Chair Signature [Signature] Date: 10/26/10

Print: Granville Lee Dean/Administrator Signature [Signature] Date: 10/26/10

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
 Course Discipline Code and Number: RAD 101
 Course Title: Methods in Patient Care
 Division/Department Codes: ALHD/RAD

2. Semester assessment was conducted (check one):
 Fall 20__
 Winter 20__
 Spring/Summer 2006

3. Assessment tool(s) used: check all that apply.
 Portfolio
 Standardized test
 Other external certification/licensure exam (specify):
 Survey
 Prompt
 Departmental exam
 Capstone experience (specify):
 Other (specify): **Practical Lab Evaluation (Patient Transfer)**

4. Have these tools been used before?
 Yes
 No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

5. Indicate the number of students assessed/total number of students enrolled in the course.
 45

6. Describe how students were selected for the assessment.
 I used the entire class for the assessment.

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
 This is the first assessment phase for this course.

2. State each outcome (verbatim) from the master syllabus for the course that was assessed.
 1. *Demonstrate an understanding of therapeutic communication, patient assessment, and quality patient care techniques that are used in the clinical setting.*
 2. *Demonstrate the ability to perform basic patient care skills that are within the scope of practice for radiologic technologists*

3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. ***Please attach a summary of the data collected.***
Outcome 1. Data from an exam given on June 12th, 2006 indicates the students understood the importance of knowing the difference between therapeutic and non-therapeutic communication. There were mixed results regarding patient history.

Outcome 2. Data from a competency evaluation assessing a practical demonstration of patient transferring techniques indicated students had acquired the appropriate knowledge for completing these tasks.

COURSE ASSESSMENT REPORT

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. *Please attach the rubric/scoring guide used for the assessment.*
 Data sheet and form provided for outcome 1.
 For outcome 2, 95% of the student body achieved 92% -100% on their competency evaluation.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.
 Strengths: Students understood the importance of therapeutic and non-therapeutic communication when performing radiographs in the clinical setting.
 Students were able to demonstrate the appropriate technique for patient transfer prior to entering their clinical rotations.

Weaknesses: There needs to be some improvement in the area of patient history.

III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.
 Increase lecture content in this area with additional homework questions prior to testing and handouts pertaining to this subject.
2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.
- a. Outcomes/Assessments on the Master Syllabus
 Change/rationale:
 - b. Objectives/Evaluation on the Master Syllabus
 Change/rationale:
 - c. Course pre-requisites on the Master Syllabus
 Change/rationale:
 - d. 1st Day Handouts
 Change/rationale:
 - e. Course assignments
 Change/rationale: Additional questions for homework
 - f. Course materials (check all that apply)
 - Textbook
 - Handouts
 - Other:
 - g. Instructional methods
 Change/rationale: Increase content area in lecture
 - h. Individual lessons & activities
 Change/rationale:
3. What is the timeline for implementing these actions? These changes will be implented this summer semester-'06

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.
 Both assessment tools were helpful in assessing the student's knowledge of these outcomes.
2. If the assessment tools were not effective, describe the changes that will be made for future assessments.
3. Which outcomes from the master syllabus have been addressed in this report?

COURSE ASSESSMENT REPORT

If "All", provide the report date for the next full review: Spring/Summer 09

If "Selected", provide the report date for remaining outcomes: _____

Submitted by:

Name: William Nelson Date: 11-22-06
Print/Signature

Department Chair: Lynnie Foster Date: 11/21/06
Print/Signature

Dean: [Signature] Date: 11/28/2006
Print/Signature