

Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Radiologic Sciences Graduate program
Academic Year of Report: 2014/15
Date Submitted: 11-17-15
Report author: Robert Walker

Contact Information:
Phone: 801-626-7156
Email: rwalker2@weber.edu

A. **Brief Introductory Statement:**

Please review the Introductory Statement and contact information for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if this information is current, please place an 'X' below. No further information is needed. We will indicate "Last Reviewed: [current date]" on the page.

XX Information is current; no changes required.

Information is not current; updates below.

Update:

B. Mission Statement

Please review the Mission Statement for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If the information is not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below.

In support of the Weber State University five core values, the Master of Science in Radiologic Sciences has established the following:

1. Learning through personalized experiences and shared inquiry, the MSRS program will:
 - provide learning opportunities for students through a variety of instructional methodologies in multiple settings;
 - identify essential knowledge and skills for imaging graduate students;
 - engage students through a variety of strategies to ensure growth in knowledge, learning processes and research skills;
2. Engaged in the community, the MSRS program will:
 - provide appropriate technologies in order for graduate students to access, gather, organize, and present information related to clinical, educational and professional research.
3. Providing access and opportunity for all, the MSRS program will:
 - assist and support graduate students in professional development and research to improve clinical based research and foundational professional research;
 - provide student orientation to community/campus support services.
4. Respect for people and ideas, the MSRS program will:
 - promote the recruitment and support of students from diverse backgrounds;
 - promote the recruitment and support of faculty from diverse backgrounds;
 - promote appropriate professional behavior, ethics, diversity, and respect for self and others.
5. Nurturing the potential within every individual, the MSRS program will:
 - assist and encourage faculty and graduate students to develop collaborative relationships with other professionals;
 - support and assist with scholarship and grant writing;
 - provide appropriate, accurate, and timely advisement for students within the program

C. Student Learning Outcomes

Please review the Student Learning Outcomes for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if they are current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If they are not current, please provide an update:

 Information is current; no changes required.

XX **Information is not current; updates below.**

D. Curriculum

Please review the Curriculum Grid for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed: [current data]”. No further information is needed. If the curriculum grid is not current, please provide an update:

 Information is current; no changes required.

XX **Information is not current; updates below**

Curriculum Grid

<i>SIX departmental competencies used for direct measurements of learning in ALL programs in the Department</i>	Patient Care and Education	Professional Development and Research	Biologic Effects and Safety	Clinical Competency and Medical Ethics	Procedures, Anatomy and Pathophysiology	Instrumentation and Quality Control
Masters of Science						
MSRS	MSRS 6443	MSRS 6100	Covered in undergraduate programs	MSRS 6900	MSRS 6130	MSRS 6450
	MSRS 6463	MSRS 6120			MSRS 6140	
	MSRS 6130	MSRS 6200			MSRS 6473	
	MSRS 6120	MSRS 6999			MSRS 6863	

The above grid was utilized for all direct measures of learning. All courses are step lock curriculum and were pre and post tested utilizing CHI tester in each of the six measures. All students will complete the pre and post testing each semester in each of the 6 categories. The comprehensive posttest each semester will become the pretest for the next semester.

Each Student should score 70% or higher on the comprehensive posttest each semester. All students for the purposes of National Certification and/or State licensure must reach a 75% cut score to enter the work force in each of the six content areas listed below:

**Patient Care and Education
Professional Development and Research
Biologic Effects and Safety
Clinical Competency and Medical Ethics
Procedures, Anatomy and Pathophysiology
Instrumentation and Quality Control**

E. Assessment Plan

Please review the Assessment Plan for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if the plan current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

The site should contain an up-to-date assessment plan with planning going out a minimum of three years beyond the current year. Please review the plan displayed for your department at the above site. The plan should include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.).

Please be sure to include your planned assessment of any general education courses taught within your department. This information will be used to update the General Education Improvement and Assessment Committee’s planning documentation.

Assessment plan

Objective	Internal Measurement	External Measurement	Data Collection
Biologic effects of ionizing radiation.	Undergraduate education	Undergraduate education certification category scores 100 were 75% or higher	Certification required for admission into the MSRS program
Radiation protection procedures during diagnostic procedures.	Undergraduate education	Undergraduate education certification category scores 100 were 75% or higher	Certification required for admission into the MSRS program
Patient assessment, monitoring and management skills.	Successful completion of MSRS courses 6443, 6120 6230 and 6463	Graduate surveys and employer survey	Student course evaluations, graduate evaluations and employer evaluation
Patient education, safety and comfort skills.	Successful completion of MSRS courses 6443, 6120 6230 and 6463	Graduate surveys and employer survey	Student course evaluations, graduate evaluations and employer evaluation
Legal, professional and ethical responsibility.	Successful completion of MSRS Courses 6100, 6120,6200 and 6999	Completion of CITI, WSU IRB and Clinical institutional IRB if required. Data collection and research skills	Course papers and Master's Thesis and student professional publications
Knowledge of anatomy, physiology and pathophysiology	Successful completion of MSRS 6130, 6140, 6473 and 6863	Graduate surveys and employer survey	Student course evaluations, graduate evaluations and employer evaluation
Responses to diverse patient populations	Completion of MSRS 6200	Graduate surveys and employer survey. Student best practice radiology based research	Epidemiologic health management paper and research
Knowledge and application of federal regulations	Successful completion of MSRS Courses 6100, 6120,6200 and 6999	Completion of CITI, WSU IRB and Clinical institutional IRB if required. Data collection and research skills	Course papers and Master's Thesis and student professional publications
Professionalism and desire to learn	Completion of MSRS 6900	Graduate surveys and employer survey	Number of poster, presentations and publication that result from the student research. Professional and clinical changes that occur from the research
Continued competency through lifelong learning	Completion of MSRS 6900	Graduate surveys and employer survey	Number of students that enter Doctoral programs.

F. Report of assessment results for the most previous academic year:

a. Strengths and Weaknesses

Strengths

- Clinical-based curriculum
- Dedication of faculty and staff
- Strong undergraduate programs at Associate and Bachelor levels
- Strong support from community partners
- Collaborative student working groups
- Diverse student population

Weaknesses

- Current program is focused on cardiac imaging

Goal 2015-16 add course work in MSK ultrasound

- Need for additional faculty and resources

Goal 2015-16 hire adjunct faculty to develop and teach MSK courses

- Non-focused research agenda

Goal 2015-16 consider a research agenda for the department

- Lack of funding for graduate research and publication assistance

Goal 2015-16 create a 75 thousand endowed graduate publication and research fund

Goal 2015-16 add course work to for continued registration and publication assistance

Enhancing strengths 2014-15

- Expand the course offerings
 - in progress
- Hire new faculty as appropriate
 - adjuncts identified and working on course development
- Continue to expand partnerships around the country
 - comprehensive national recruitment plan
- Expand student recruitment for a diverse student population
 - comprehensive national recruitment plan

Ameliorating Weaknesses 2014-15

- Expand electives to include orthopedics and women & children imaging
 - orthopedics only at this time
- Create a style guide to be used by student and faculty
 - completed and a writing workshop/boot camp has been implemented

- Employ research assistant
- not done
- Employ statistician
- not done
- Consider a research agenda
- in progress
- Create an elective course in grant writing
- not done
- create a course for continued registration for students whom do not complete the thesis
- in progress
- Try to identify funding sources for graduate research
- m progress

We collect the following *measurements of student learning*:

- Graduates employment
- Employer surveys reporting on their impressions of Weber State graduates they employ
- Graduate surveys reporting on their experiences in the program
- Regular institutional program review
- Advisory board review
- Student course evaluations
- Student exit evaluations
- Collection of student artifacts of learning

In the MSRS 6900: Capstone: Clinical Fellowship & Portfolio, each of the five competencies listed above will be evaluated using course content from all other courses in the program. These evaluations will consist of case studies that will evaluate a student's critical thinking skills as it relates to research, problem patient management, appropriateness of imaging procedure, patient management and patient assessment. The student will complete a comprehensive examination in this course, 2014-15 was the first year that this was given and the students all scored 75% or higher on the cases studies and examination.

Appendix B

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

Faculty	
Headcount	
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	
Full-time Tenured	4
Full-time Non-Tenured (includes tenure-track)	
Part-time	
With Master's Degrees	
Full-time Tenured	2
Full-time Non-Tenured	1
Part-time	
With Bachelor's Degrees	
Full-time Tenured	
Full-time Non-tenured	
Part-time	
Other	
Full-time Tenured	
Full-time Non-tenured	
Part-time	
Total Headcount Faculty	7
Full-time Tenured	
Full-time Non-tenured	
Part-time	

Please respond to the following questions.

- 1) Based on your program's assessment findings, what subsequent action will your program take?
during the next year the program will add expand the course offerings as outlined in this report

- 2) Are there assessment strategies within your department or program that you feel are particularly effective and/or innovative? If so, what are those strategies and what do you learn about your students by using them?