Doisy College of Health Sciences Program-Level Assessment Plan

SAINT LOUIS UNIVERSITY

Program: Radiation Therapy Program	Degree Level (e.g., UG or GR certificate, UG major, master's program, doctoral program):
Department: Clinical Health Sciences	College/School: **Doisy College of Health Sciences**
Date (Month/Year): **Sept 2021 v1**	Primary Assessment Contact: Kathy Kienstra/Amy Harkins

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	**Student Learning Outcomes** What do the program faculty expect all students to know or be able to do as a result of completing this program? Note: These should be measurable and manageable in number (typically 4-6 are sufficient).	**Curriculum Mapping** In which courses will faculty intentionally work to foster some level of student development toward achievement of the outcome? Please clarify the level (e.g., introduced, developed, reinforced, achieved, etc.) at which student development is expected in each course.	**Program Target**	**Assessment Methods** **Student Artifacts (What)** 1. Which student artifacts will be used to determine if students have achieved this outcome? 2. In which courses will these artifacts be collected?	**Assessment Methods** **Evaluation Process (How)** 1. What process will be used to evaluate the student artifacts, and by whom? 2. What tools(s) (e.g., a rubric) will be used in the process? Note: Please include any rubrics as part of the submitted plan documents.	**Use of Assessment Data** 1. How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work? 2. How and when will the program evaluate the impact of assessment-informed changes made in previous years?	**Timeline** (any 12-month period is acceptable) Example: *Academic years ending in an odd number*
1	The radiation therapy student will be able to articulate ethical behaviors in clinical practice.	1a. XRT 4320 Rad Therapy Practice I: Knowledge, application 1b. XRT 4420 Rad Therapy Practice II: Knowledge, application, synthesis	1.a. An average of 85% will achieve a ranking of knowledge or higher using the corresponding assessment rubric. 1.b. An average of 85% will achieve a	1a. XRT 4320 Rad Therapy Practice I: Ethical Dilemma in class exercise 1b. XRT 4420 Rad Therapy Practice II: Ethical Dilemma reflection paper	1.a. and 1.b. Process/whom: Data Collection/ course instructor; Data Analysis/Program Director & Clinical Coordinator. Tools: Assignment rubric and assessment rubric used to evaluate student performance	**How will assessment data will be used**- Faculty members associated with each action item will examine it in the context of the associated courses or program as a whole. Review of course evaluations and course related documents is included in the review	Every PLO, every academic year.

			ranking of application or higher using the corresponding assessment rubric.		and knowledge gained.	process. After review, if changes are warranted, a plan for implementation is created and assigned to the faculty member responsible. **When will analyzed data be used for change–** Program faculty members review and discuss the results and findings of each assessment cycle early in September, in a dedicated assessment review meeting. Action items are identified as appropriate. **How does the program evaluate the impact of assessment related changes?** –They are discussed and evaluated during the annual faculty assessment meeting. If a negative impact is noted, an action plan is formulated, otherwise there will be no action. **When does the evaluation of the impact of assessment related changes occur?** – During the annual faculty assessment meeting.	
2	The radiation therapy student will evidence appropriate written communication for	2a. XRT 4420 Rad Therapy Practice II: Knowledge, application, synthesis	2a. An average of 85% will achieve a ranking of knowledge or higher using the corresponding	2a. XRT 4420 Rad Therapy Practice II : Clinical-Critical Reflection Paper	2.a, 2.b Process/whom: Data Collection/ course instructor; Data Analysis/Program Director & Clinical	**How will assessment data will be used**- Faculty members associated with each action item will examine it in the context of the associated courses	Every PLO, every academic year.

	the profession of radiation therapy.	2b. XRT 4350 Clinical Practicum I: Knowledge, application, synthesis	assessment rubric. 2b. An average of 85% will achieve a ranking of application or higher using the corresponding assessment rubric.	2b. XRT 4350 Clinical Practicum I: Poster Project Evaluation	Coordinator. Tools: Assignment rubric and assessment rubric used to evaluate student performance and knowledge gained.	or program as a whole. Review of course evaluations and course related documents is included in the review process. After review, if changes are warranted, a plan for implementation is created and assigned to the faculty member responsible. **When will analyzed data be used for change–** Program faculty members review and discuss the results and findings of each assessment cycle early in September, in a dedicated assessment review meeting. Action items are identified as appropriate. **How does the program evaluate the impact of assessment related changes?** –They are discussed and evaluated during the annual faculty assessment meeting. If a negative impact is noted, an action plan is formulated, otherwise there will be no action. **When does the evaluation of the impact of assessment related changes occur?** – During the annual faculty assessment meeting.	

3	The radiation therapy student will demonstrate complex radiation therapy treatment procedures.	3a. XRT 4440 Clinical Dosimetry: Knowledge, application, synthesis 3b. XRT 4960 Capstone: Knowledge, application, synthesis	3a. An average of 85% will achieve a ranking of knowledge or higher using the corresponding assessment rubric. 3b. An average of 85% will achieve a ranking of synthesis or higher using the corresponding assessment rubric.	3a. XRT 4440 Clinical Dosimetry: Calculation Competencies 3b. XRT 4960 Capstone: Case Study presentation	3.a. and 3.b. Process/whom: Data Collection/ course instructor; Data Analysis/Program Director & Clinical Coordinator. Tools: Assignment rubric and assessment rubric used to evaluate student performance and knowledge gained.	**How will assessment data will be used**- Faculty members associated with each action item will examine it in the context of the associated courses or program as a whole. Review of course evaluations and course related documents is included in the review process. After review, if changes are warranted, a plan for implementation is created and assigned to the faculty member responsible. **When will analyzed data be used for change–** Program faculty members review and discuss the results and findings of each assessment cycle early in September, in a dedicated assessment review meeting. Action items are identified as appropriate. **How does the program evaluate the impact of assessment related changes?** –They are discussed and evaluated during the annual faculty assessment meeting. If a negative impact is noted, an action plan is formulated, otherwise there will be no action. **When does the evaluation**	Every PLO, every academic year.

						of the impact of assessment related changes occur? – During the annual faculty assessment meeting.	
4	The radiation therapy student will present a complex radiation therapy treatment procedure to an audience.	4a. XRT 4420 Radiation Therapy Practice II: Knowledge, application, synthesis 4b. XRT 4960 Capstone: Knowledge, application, synthesis	4a. An average of 85% will achieve a ranking of application or higher using the corresponding assessment rubric. 4b. An average of 85% will achieve a ranking of synthesis or higher using the corresponding assessment rubric	4a. XRT 4420 Radiation Therapy Practice II: In class presentation 4b. XRT 4960 Capstone: Case Study presentation evaluated by rubric component #8: Treatment Planning and Dosimetry	4.a. and 4.b. Process/whom: Data Collection/ course instructor; Data Analysis/Program Director & Clinical Coordinator. Tools: Assignment rubric and assessment rubric used to evaluate student performance and knowledge gained.	**How will assessment data will be used**- Faculty members associated with each action item will examine it in the context of the associated courses or program as a whole. Review of course evaluations and course related documents is included in the review process. After review, if changes are warranted, a plan for implementation is created and assigned to the faculty member responsible. **When will analyzed data be used for change–** Program faculty members review and discuss the results and findings of each assessment cycle early in September, in a dedicated assessment review meeting. Action items are identified as appropriate. **How does the program evaluate the impact of assessment related changes?** –They are discussed and evaluated during the annual faculty	Every PLO, every academic year.

						assessment meeting. If a negative impact is noted, an action plan is formulated, otherwise there will be no action. **When does the evaluation of the impact of assessment related changes occur?** – During the annual faculty assessment meeting.	
5	The radiation therapy student will demonstrate professional behaviors in the clinical setting.	5**a.** XRT 4350 & 4450 Clinical Practicum I & II: Knowledge, application, synthesis 5b. XRT 4350/4450 Clinical Practicum I & II: Knowledge, application, synthesis	5a. An average of 85% will achieve a ranking of knowledge or higher using the corresponding assessment rubric. 5b. An average of 85% will achieve a ranking of synthesis or higher using the corresponding assessment rubric.	5**a.** XRT 4350 & 4450 Clinical Practicum I & II: Linear Accelerator Clinical Rotation Performance Evaluation Attitude Assessment Section, Professionalism 5b. XRT 4450 Clinical Practicum II – Site Visit Evaluation Summary	5.a, 5.b. Process/whom: Data Collection/ course instructor; Data Analysis/Program Director & Clinical Coordinator. Tools: Assignment rubric and assessment rubric used to evaluate student performance and knowledge gained.	**How will assessment data will be used**- Faculty members associated with each action item will examine it in the context of the associated courses or program as a whole. Review of course evaluations and course related documents is included in the review process. After review, if changes are warranted, a plan for implementation is created and assigned to the faculty member responsible. **When will analyzed data be used for change–** Program faculty members review and discuss the results and findings of each assessment cycle early in September, in a dedicated assessment review meeting. Action items are identified as appropriate. **How does the program**	Every PLO, every academic year.

						evaluate the impact of assessment related changes? –They are discussed and evaluated during the annual faculty assessment meeting. If a negative impact is noted, an action plan is formulated, otherwise there will be no action. **When does the evaluation of the impact of assessment related changes occur?** – During the annual faculty assessment meeting.	

Additional Questions

1. On what schedule/cycle will faculty assess each of the program's student learning outcomes? (Note: It is not recommended to try to assess every outcome every year.)

   Due to the Assessment Plan and Rubric covering the last (professional) year of the radiation therapy program, 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 of radiation therapy and is required for programmatic accreditation reporting.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

   The plan was formulated by the Program Director with collaboration by the Clinical Coordinator, who are the radiation therapy program's full time faculty members.

IMPORTANT: Please remember to submit any rubrics or other assessment tools along with this plan.

Radiation Therapy
Assessment Rubrics
September 2021

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 of a case study in radiation therapy.

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 in clinical practice.		
Knowledge**	**Application****	**Synthesis****
• Define professional characteristics expected of a radiation therapist.	• Demonstrate professional behaviors expected of a radiation therapist.	• Integrate professional behaviors into practice as a radiation therapist.