

PROGRAM INFORMATION	Program	Radiation Therapy
	Submitted by:	Paula Freeman
	Year	2021-2022
	Date of Review	2022-01-06
	Form Key	5752867d-dcf8-4d10-b232-f8d13661defb
PROGRAM OUTCOMES	Explain how program outcomes were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any:	Program outcomes were reviewed in WIDS, and on the program web page by faculty in preparation for the JRCERT interim report as well as updating the program assessment plan. No changes were made to the program outcomes.
	Outcomes are up to date in WIDS and on the program's web page	Yes
SYLLABI	ADA Statement	Yes
	Competencies	Yes
	Course Description	Yes
	Course Title and Number	Yes
	Credit Hours	Yes
	Freedom of Expression Statement	Yes
	Grading Criteria	Yes
	Instructor	Yes
	Academic Integrity Policy	Yes
	Nondiscrimination Statement	Yes
	Office Hours/Contact Information	Yes
	Prerequisites	Yes
	Required Text(s)	Yes
	Syllabi Up to Date in WIDS	Yes
Explain which syllabi were reviewed this year; input received from advisory board, instructors, students, etc. regarding course objectives and textbooks used; and changes made, if any.	Course objectives were updated for RTH 200, 205,206, and 209 to reflect changes indicated in the updated edition of Washington and Leaver's Principles and Practice of Radiation therapy textbook. Both Clinical Syllabi were updated to reflect changes in the ARRT clinical requirements. In addition, the advisory board recommended combining the orientation and clerical rotation. The checklist items were combined as well.	
PROGRAM COMPETENCIES	Explain how competencies were reviewed this year (i.e., input from advisory board, instructors, students, etc.) and changes made, if any:	Our competencies are aligned with those required by ARRT, ASRT and JRCERT curriculum requirements.
	WIDS Up to Date	Yes
COURSE ASSESSMENTS USED IN PROGRAM CHECKLIST	Capstone	No
	Class Participation	No
	Clinical/internship observations	Yes
	Examinations	Yes
	Comprehensive Final Exams	Yes
	Journals	No
	Lab Demonstrations	Yes
	Oral Examinations/Presentations	No
	Other Projects	Yes
	Peer Evaluations	No
	Portfolio Projects	No
	Quizzes	Yes
	Self Evaluations	Yes
	Simulations	Yes
Videos of Student Mastery	Yes	
Written Essays	Yes	
Written Reports	Yes	
ALIGNED AND APPROPRIATE ASSESSMENTS	Assessments used in the program are matched to the outcomes/competencies for the program.	Yes
	Give examples of how assessments used in the program reflect higher-level thinking skills, such as applications, analysis, synthesis, and evaluation.	Recognizing that individual differences in learning exist in every classroom and adjusting the curriculum accordingly is essential for the success of each learner. In the example above, students are evaluating, collaboration and using media literacy to learn.

	Explain changes in the assessments used in your program since your last review (include input received and rationale)	The Health Literacy unit in RTH 200 was revised to include three formative assessment strategies. The additional strategies included an exit ticket, case study discussion, reflective writing, and the creation of a health information brochure.
INDUSTRY CERTIFICATIONS	Explain any changes made or planned in the program based on assessment of industry certifications used in the program.	Program faculty noted that there were two sub-scores on the ARRT exam where the 2020 cohort averaged lower than in the past (Radiation Physics, Equipment, and Quality Assurance and Prescription and Dose Calculation). These students faced many challenges in 2020 due to the pandemic. COVID-19 interrupted clinicals and delayed graduation for this cohort. It also delayed taking the ARRT exam for students. We have not implemented changes to the program at this time, as faculty believed that the lower scores for this cohort were attributed to the pandemic and would rebound for the 2021 cohort. The 2021 cohort sub-scores were just made available; analysis of this cohort shows that these two same areas continue to lag behind other content areas. Thus, the program will implement a strategy previously discussed by the advisory board to add physics review sessions in the final semester.
INTERNSHIPS/CLINICALS	How do you evaluate program competencies or learning objectives during internship/externship experiences?	Specific treatment machine, simulation and dosimetry competencies are completed. Portions of these competencies are tied to the program assessment plan benchmarks. Benchmarks are evaluated for needed changes. Trajecsys, a cloud based paperless clinical tracking software and report system is in place to aid in the tracking of data. In addition, clinical staff complete monthly evaluation on student performance in the area of treatment delivery and simulation. The clinical preceptor completes a bi-semester professional development evaluation which focuses on the affective dimension.
	Do you reviewed results of internship/externship evaluations, what curriculum changes were made or are planned in your program?	None at this time.
ENROLLMENT	Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.	Enrollment was at 100% following the 10-day count. Benchmark was met.
RETENTION	Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.	Retention was at 100% following the 10-day count. Benchmark was met.
GRADUATION	Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.	Benchmark met.
PLACEMENT	Does the most recent year's data meet this benchmark? If not, explain a single-year anomaly or explain what strategies your program will implement to address a pattern (two or more years) of not reaching this benchmark.	Benchmark met, 100% placement for the 2020-2021 cohort.
STUDENT SATISFACTION	If this benchmark is not met, what strategy or strategies will be implemented to address this measure?	A gap of 1.33 was noted on question #3, The quality of instruction I receive in most of my classes is excellent. During the fall 2021 semester, faculty implemented several teaching techniques related to brain base learning while utilizing less PowerPoint driven lecture. Incidentally, only 4/10 students responded to the survey.
ALUMNI SATISFACTION	If this benchmark is not met, what strategy or strategies will be implemented to address this measure?	100% alumni satisfaction (results may be skewed due to small size).
EMPLOYER SATISFACTION	If this benchmark is not met, what strategy or strategies will be implemented to address this measure?	100% satisfaction.

PROFESSIONAL DEVELOPMENT	What professional development activities have instructors in this program completed in the last year?	The program director, Paula Freeman, will complete her Master's program at Southwest Minnesota State University in Education with an emphasis in Teaching, Learning, & Leadership.
	How were these activities used to improve this program?	Teaching theory and strategies learned in the master's program are being added to the curriculum to better serve each learner.
PROFESSIONAL ORGANIZATIONS	Do faculty members belong to professional organizations associated with this program?	Yes
	If no, explain why.	
	Are students made aware of the professional organizations for their career field?	Yes
All	What changes were or will be made to this program based on feedback provided at the past year's advisory board meeting(s)?	1. After discussion regarding the value of a clerical rotation at each clinical site , the advisory board recommended changing the rotation to one 2- hour rotation and waiting until the third week to complete. The board members felt the rotation is important and the information needed to stay. The clerical rotation requirements were updated in the clinical handbook and on Trajecsys. 2. The clinical handbook was updated to reflect the January 2022 ARRT requirements. 3. The nursing rotation was updated to include observation of a new patient consultation.
	Implementation Date	2022-01-10
	Indicate the personnel responsible for implementing the change(s):	Clinical handbook revision committee and Paula Freeman
PROGRAM IMPROVEMENT PLANS AND BUDGET	As you review this past year, what changes do you propose for the next school year that will affect the program's budget?	No significant budget changes are anticipated at this time.
	Cost	