

AC 2025-2026 Assessment

Bachelor of Science in Radiologic Sciences (BSRS) Program: Radiologic Technologist to Bachelor of Science in Radiologic Sciences (RT to BSRS) Concentration (615A)

Division or Department: School of Allied Health

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Northwestern State University's (NSU) Mission. Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

NSU College of Nursing and School of Allied Health (CONSAH) Mission. Northwestern State University's College of Nursing and School of Allied Health advances the mission of the University through innovative teaching, experiential service learning, and scholarship. The College of Nursing and School of Allied Health offers quality healthcare education to a diverse student population to achieve their goal of becoming responsible healthcare providers who improve the health of our region, state, and nation.

BSRS Program Mission Statement. The BSRS Program follows the mission of the College of Nursing and School of Allied Health.

RT to BSRS Concentration Goals:

1. Provide students with the education to promote success, professionalism, and opportunity in the radiologic sciences.
2. Provide opportunities which will encourage the professional development of radiologic science professionals.
3. Provide a foundation for radiologic science professionals to become lifelong learners and to strive for continued professional growth.

Methodology: The assessment process for the RT to BSRS Concentration is as follows:

1. Course reports are completed by lead faculty at the end of each term in which the course is taught. Course reports include enrollment and completion data, aggregate grade distributions, relevant Student Learning Outcome (SLO) measures, actual results, and identified trends.
2. Course reports are stored electronically in the BSRS Teams Assessment folder and reviewed by the RT to BSRS Concentration Coordinator.
3. BSRS faculty review and analyze assessment results annually by calendar year. Faculty compare actual results with established expected outcomes and identify actions for the following assessment cycle.
4. Course reports and related curriculum matters are reviewed by the School of Allied Health (SAH) Program Curriculum Committee. Faculty may provide

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feedback regarding course delivery, student learning, assessment findings, and opportunities for improvement.

5. Student Learning Outcome measures, results, analyses, and decisions are incorporated into the annual RT to BSRS Concentration assessment report and submitted to the CONSAH Director of Assessment, Evaluation, and Planning for review.
6. BSRS faculty review the annual assessment findings, identify needed revisions or additional actions, and forward recommendations to the SAH Program Curriculum Committee. The SAH Program Curriculum Committee reviews significant findings and discusses proposed curricular or programmatic changes.
7. The completed assessment report is submitted to the CONSAH Dean for review and approval. Following approval, the report is forwarded for institutional assessment review. Significant findings and actions requiring broader programmatic consideration are presented to the CONSAH Academic Leadership Council.

Program Assessment Note: Beginning with the 2025 assessment cycle, the RT to BSRS Concentration is being assessed and reported separately from the broader BSRS program for consistency and clarity in program-level assessment reporting. Prior assessment results were not disaggregated specifically for RT to BSRS students; therefore, the 2025 results establish the baseline for future trend analysis. Because 2025 represents the first year of separate reporting, no comparable prior-year trend data are available for the measures included in this report.

Student Learning Outcomes

SLO 1. Synthesize communication strategies in a healthcare environment.

Measure 1.1. Students will demonstrate the ability to synthesize communication strategies in a healthcare environment through completion of the Portfolio Project in ALHE 4900: Directed Study. The project requires students to organize, integrate, and communicate professional experiences, educational achievements, and career goals using written and electronic communication strategies. The expected outcome (target) is for 100% of students to achieve a score of 70% or higher on the Portfolio Project.

Finding. Target was met.

Analysis. Measure 1.1 was implemented as part of the RT to BSRS Concentration assessment process and establishes a baseline for future trend analysis. Because prior assessment results were not reported separately for RT to BSRS students, no comparable trend data were available.

In 2025, faculty assessed student achievement using the Portfolio Project in ALHE 4900: Directed Study. The project provided students with an opportunity to organize, integrate, and communicate professional experiences, educational achievements, and career goals using written and electronic communication strategies.

In 2025, the target was met. All 31 students assessed (100%) achieved a score of 70% or higher on the Portfolio Project, with a mean score of 94.79%. The results

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demonstrated that students were able to synthesize communication strategies and communicate professional information effectively within a healthcare environment.

Decision. In 2025, the target was met, with 100% (31/31) of students achieving a score of 70% or higher on the Portfolio Project.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) provide concise instructional videos that clearly demonstrate the expected quality and quantity of work required for future submissions; 2) conduct a virtual meeting in ALHE 4900 to answer student questions and provide assistance throughout the course; 3) provide example projects for students to review; 4) increase communication regarding assignment expectations, deadlines, and timely submission; and 5) continue collecting data during the spring, summer, and fall semesters to provide additional evidence for program improvement.

These actions will strengthen students' ability to organize, synthesize, and communicate professional information effectively, thereby continuing to advance the cycle of improvement.

Measure 1.2. Students will demonstrate the ability to synthesize communication strategies in a healthcare environment through completion of the Proposal Presentation in ALHE 4610: Introduction to Health Care Quality. The presentation requires students to communicate healthcare quality-improvement concepts, present evidence-based information, and deliver a professional presentation using appropriate communication strategies. The expected outcome (target) is for 100% of students to achieve a score of 70% or higher on the Proposal Presentation.

Finding. Target was met.

Analysis. Measure 1.2 was implemented as part of the RT to BSRS Concentration assessment process and establishes a baseline for future trend analysis. Because prior assessment results were not reported separately for RT to BSRS students, no comparable trend data were available.

In 2025, faculty assessed student achievement using the Proposal Presentation in ALHE 4610: Introduction to Health Care Quality. The assignment provided students with an opportunity to communicate healthcare quality-improvement concepts, present evidence-based information, and demonstrate professional presentation skills.

In 2025, the target was met. All 32 students assessed (100%) achieved a score of 70% or higher on the Proposal Presentation, with a mean score of 95.15%. The results demonstrated that students were able to communicate healthcare quality concepts effectively and present information in a professional format.

Decision. In 2025, the target was met, with 100% (32/32) of students achieving a score of 70% or higher on the Proposal Presentation.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) continue using the structured three-part assignment submission process to support completion of all required assignment components; 2) provide examples of successful presentations for students to review; 3) clarify assignment expectations and grading criteria; 4) increase communication

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regarding assignment requirements and timely submission; and 5) continue collecting data during the spring and fall semesters to provide additional evidence for program improvement.

These actions will strengthen students' ability to communicate healthcare information effectively, present evidence-based concepts professionally, and synthesize communication strategies within healthcare environments, thereby continuing to advance the cycle of improvement.

SLO 2. Demonstrate the ability to utilize research skills for the practice of evidence-based healthcare.

Measure 2.1. Students will demonstrate the ability to utilize research skills for the practice of evidence-based healthcare through completion of the Research Proposal in ALHE 4520: Research in Healthcare. The assignment requires students to identify a healthcare-related problem, review and evaluate relevant literature, synthesize evidence, and develop a research proposal using evidence-based principles. The expected outcome (target) is for 100% of students to achieve a score of 70% or higher on the Research Proposal.

Finding. Target was met.

Analysis. Measure 2.1 was implemented as part of the RT to BSRS Concentration assessment process and establishes a baseline for future trend analysis. Because prior assessment results were not reported separately for RT to BSRS students, no comparable trend data were available.

In 2025, faculty assessed student achievement using the Research Proposal in ALHE 4520: Research in Healthcare. The assignment provided students with an opportunity to identify a healthcare-related problem, review and evaluate relevant literature, synthesize evidence, and develop a research proposal using evidence-based principles.

In 2025, the target was met. All 31 students assessed (100%) achieved a score of 70% or higher on the Research Proposal, with a mean score of 93.86%. The results demonstrated that students were able to apply research skills, synthesize evidence, and develop proposals that support evidence-based healthcare practice.

Decision. In 2025, the target was met, with 100% (31/31) of students achieving a score of 70% or higher on the Research Proposal.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) continue refining ALHE 4520 based on faculty assessment and student feedback; 2) incorporate interactive activities to assist students in meeting course objectives; 3) use additional online open-access resources to support student learning; and 4) increase communication efforts to ensure students complete assignments and remain engaged throughout the course.

These actions will strengthen students' ability to apply research skills, evaluate evidence, and utilize evidence-based principles in healthcare practice, thereby continuing to advance the cycle of improvement.

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Measure 2.2. Students will demonstrate the ability to utilize research skills for the practice of evidence-based healthcare through completion of Module 2 Quiz: Introduction to Quantitative and Qualitative Research in ALHE 4520: Research in Healthcare. The quiz assesses students' understanding of research methodologies, ethical considerations, quantitative and qualitative research approaches, and the application of research concepts to healthcare practice. The expected outcome (target) is for 100% of students to achieve a score of 70% or higher on the quiz.

Finding. Target was met.

Analysis. Measure 2.2 was implemented as part of the RT to BSRS Concentration assessment process and establishes a baseline for future trend analysis. Because prior assessment results were not reported separately for RT to BSRS students, no comparable trend data were available.

In 2025, faculty assessed student achievement using Module 2 Quiz: Introduction to Quantitative and Qualitative Research in ALHE 4520: Research in Healthcare. The quiz provided students with an opportunity to demonstrate understanding of research methodologies and the role of research in evidence-based healthcare practice.

In 2025, the target was met. All 31 students assessed (100%) achieved a score of 70% or higher on the quiz, with a mean score of 98.18%. The results demonstrated that students were able to differentiate between quantitative and qualitative research approaches and apply foundational research concepts to healthcare practice.

Decision. In 2025, the target was met, with 100% (31/31) of students achieving a score of 70% or higher on Module 2 Quiz: Introduction to Quantitative and Qualitative Research.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) continue refining ALHE 4520 based on faculty assessment and student feedback; 2) incorporate interactive activities to assist students in meeting course objectives; 3) use additional online open-access resources; and 4) increase communication efforts to ensure students complete assignments and remain engaged throughout the course.

These actions will strengthen students' understanding of research methodologies, evidence-based practice principles, and the application of research skills in healthcare settings, thereby continuing to advance the cycle of improvement.

SLO 3. Utilize critical-thinking skills to resolve healthcare-related problems.

Measure 3.1. Students will demonstrate the ability to utilize critical-thinking skills to resolve healthcare-related problems through completion of the Case Study Assignment in ALHE 4630: Healthcare Organization and Management. The assignment requires students to analyze healthcare-related problems, evaluate relevant information, identify appropriate solutions, and apply critical-thinking strategies to support decision-making. The expected outcome (target) is for 100% of students to achieve a score of 70% or higher on the Case Study Assignment.

Finding. Target was met.

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Analysis. Measure 3.1 was implemented as part of the RT to BSRS Concentration assessment process and establishes a baseline for future trend analysis. Because prior assessment results were not reported separately for RT to BSRS students, no comparable trend data were available.

In 2025, faculty assessed student achievement using the Case Study Assignment in ALHE 4630: Healthcare Organization and Management. The assignment provided students with an opportunity to analyze healthcare-related problems, evaluate available information, identify potential solutions, and apply critical-thinking skills to management and organizational challenges within healthcare settings.

In 2025, the target was met. All 29 students assessed (100%) achieved a score of 70% or higher on the Case Study Assignment, with a mean score of 96.04%. The results demonstrated that students were able to apply critical-thinking skills to analyze healthcare-related problems and develop appropriate solutions.

Faculty implemented assignment-guideline revisions and rubric modifications to improve congruence between assignment expectations and evaluation criteria. Additional video conferences and research resources were also incorporated to support student learning and engagement.

Decision. In 2025, the target was met, with 100% (29/29) of students achieving a score of 70% or higher on the Case Study Assignment.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) continue revising assignment guidelines and rubrics to improve clarity and alignment; 2) continue incorporating video conferences to support student engagement and understanding of assignment expectations; 3) provide additional learning resources and interactive activities to strengthen critical-thinking skills; and 4) collect data during the spring, summer, and fall semesters to provide additional evidence for program improvement.

These actions will strengthen students' ability to analyze healthcare-related problems, evaluate relevant information, and apply critical-thinking skills to healthcare management and organizational challenges, thereby continuing to advance the cycle of improvement.

Measure 3.2. Students will demonstrate the ability to utilize critical-thinking skills to resolve healthcare-related problems through completion of the Leadership/Critical Thinking Challenge Assignment in ALHE 4600: Teamwork and Leadership Challenges for the Healthcare Professional. The assignment requires students to analyze leadership challenges, evaluate alternative solutions, apply critical-thinking skills, and develop strategies for addressing complex issues in healthcare environments. The expected outcome (target) is for 100% of students to achieve a score of 70% or higher on the Leadership/Critical Thinking Challenge Assignment.

Finding. Target was met.

Analysis. Measure 3.2 was implemented as part of the RT to BSRS Concentration assessment process and establishes a baseline for future trend analysis. Because prior

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assessment results were not reported separately for RT to BSRS students, no comparable trend data were available.

In 2025, faculty assessed student achievement using the Leadership/Critical Thinking Challenge Assignment in ALHE 4600: Teamwork and Leadership Challenges for the Healthcare Professional. The assignment provided students with an opportunity to evaluate leadership challenges, analyze complex situations, and apply critical-thinking skills to identify effective solutions within healthcare environments.

In 2025, the target was met. All 24 students assessed (100%) achieved a score of 70% or higher on the Leadership/Critical Thinking Challenge Assignment, with a mean score of 97.71%. The results demonstrated that students were able to apply leadership concepts and critical-thinking skills to address healthcare-related challenges effectively.

Faculty reviewed and revised assignment guidelines and the grading rubric to improve congruence, clarify expectations, and support student success. Additional interactive learning activities were incorporated to promote student engagement and reinforce critical-thinking skills.

Decision. In 2025, the target was met, with 100% (24/24) of students achieving a score of 70% or higher on the Leadership/Critical Thinking Challenge Assignment.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) continue aligning the assignment rubric with assignment guidelines to ensure consistency and clarity; 2) continue incorporating interactive learning activities to strengthen critical-thinking and leadership skills; 3) increase communication efforts to encourage assignment completion and student engagement; and 4) continue monitoring student performance to identify additional opportunities for improvement.

These actions will strengthen students' ability to analyze complex healthcare situations, apply leadership principles, and utilize critical-thinking skills to resolve healthcare-related problems, thereby continuing to advance the cycle of improvement.

Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results

Analysis of the 2025 assessment results led BSRS faculty to identify multiple opportunities for program improvement. Because 2025 represents the first year the RT to BSRS Concentration was assessed and reported separately from the broader BSRS program, the results establish the baseline for future trend analysis. Faculty reviewed assessment findings across all Student Learning Outcomes and identified actions intended to strengthen student learning, improve assignment completion, clarify expectations, and enhance the consistency and usefulness of assessment data.

Communication and Professional Presentation

Faculty identified opportunities to strengthen students' communication skills through increased use of instructional videos, virtual meetings, assignment examples, and enhanced communication regarding assignment expectations and deadlines. Faculty also implemented a structured assignment-submission process to improve student engagement and assignment completion. These actions supported student success in

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portfolio development and professional presentations and contributed to achievement of both communication measures.

Research and Evidence-Based Healthcare

Faculty continued refining ALHE 4520: Research in Healthcare through interdisciplinary collaboration and ongoing course evaluation. Interactive learning activities, online open-access resources, and increased communication regarding assignment expectations were incorporated to strengthen students' understanding of research methodologies and evidence-based healthcare concepts. These actions contributed to strong student performance on both research measures.

Critical Thinking and Healthcare Problem-Solving

Faculty revised assignment guidelines and grading rubrics in ALHE 4600 and ALHE 4630 to improve congruence, clarify expectations, and support student success. Additional video conferences, interactive learning activities, and research resources were incorporated to strengthen student engagement and critical-thinking skills. These actions supported achievement of both critical-thinking measures.

Assessment and Data Collection

Beginning with the 2025 assessment cycle, the RT to BSRS Concentration was assessed and reported separately from the broader BSRS program. Faculty established baseline data for all Student Learning Outcomes and identified opportunities to strengthen future assessment processes through expanded data collection, improved assignment tracking, enhanced communication, and ongoing review of assessment measures.

Overall Evidence of Improvement

Because 2025 represents the first year of separate assessment reporting for the RT to BSRS Concentration, the results establish a baseline for future evaluation and trend analysis. Students met the established target for all six measures reported during the assessment cycle. Evidence of achievement included strong performance in communication, professional presentation, research, evidence-based healthcare, leadership, and critical-thinking activities. Collectively, these findings demonstrate faculty's commitment to using assessment results to strengthen student learning and support continuous program improvement.

Plan of Action Moving Forward

Based on analysis of the 2025 assessment results, RT to BSRS faculty will implement the following actions during the 2026 assessment cycle to strengthen student learning and continue the cycle of improvement.

Communication and Professional Presentation

Faculty will continue providing instructional videos, virtual meetings, assignment examples, and increased communication regarding assignment expectations and deadlines. Faculty will continue using structured assignment-submission processes to support student success and assignment completion.

Research and Evidence-Based Healthcare

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Faculty will continue refining ALHE 4520 based on faculty assessment and student feedback. Faculty will incorporate interactive learning activities, expand the use of online open-access resources, and increase communication efforts to support student engagement and assignment completion.

Critical Thinking and Problem-Solving

Faculty will continue revising assignment guidelines and rubrics as needed to improve clarity and alignment. Faculty will continue incorporating video conferences, interactive learning activities, and additional learning resources to strengthen critical-thinking skills and student engagement.

Assessment and Program Evaluation

Faculty will continue collecting assessment data across all applicable semesters, review findings annually, and evaluate the effectiveness of implemented improvement strategies. Faculty will also continue monitoring student performance and identifying opportunities to strengthen student learning and program effectiveness.

Expected Impact

These actions are expected to improve assignment clarity, increase student engagement, strengthen communication and presentation skills, enhance research and critical-thinking abilities, improve assignment completion, and increase the usefulness of assessment data. The planned actions will also support students' ability to communicate effectively, apply evidence-based healthcare principles, and utilize critical-thinking skills to address healthcare-related challenges.

Collectively, these actions will strengthen student learning, improve consistency in assessment practices, and support continued improvement in the RT to BSRS Concentration.