

Volume 21, Number 1, June 2016

An Examination of the Efficacy of Non-traditional Admissions Criteria on Persistence to Graduation Among Radiography Students

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Abstract

The relationship between non-traditional (a.k.a. non-cognitive) admissions criteria and graduation rates of radiography students was investigated. The population for this study included all radiography program directors responsible for accredited programs in the United States and Puerto Rico ($N = 618$). All programs are required to maintain records on retention in accordance with the Joint Review Committee on Education in Radiologic Technology (JRCERT) (n.d.). A total of 737 radiography programs are recognized by the American Registry of Radiologic Technologists (ARRT) and of the 737 programs, 618 are programmatically accredited by the JRCERT. Of the 618 programs accredited, the institutions offer either an associate's degree, a bachelor's degree, or are considered certificate programs.

Two-year programs that utilized non-traditional admissions criteria had higher graduation rates. Admission criteria such as the use of prerequisite courses were positively related to student persistence to program completion, while criteria such as departmental observations were not. These conclusions were drawn from data submitted by program directors that encompassed two- and four-year radiography programs. An ANOVA demonstrated statistically significant differences ($p = .05$) between two-year programs that employ non-traditional admissions criteria and programs that rely more exclusively on traditional selection criteria such as GPA, standardized tests, reference letters, and interviews. Radiography program directors should be using prerequisite course performance to reformat their current admissions process to improve graduation rates in their programs.

Using the Flipped Learning Approach in an Introduction to Radiation Physics Course: A Qualitative Case Study of Student Beliefs and Perceptions

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Abstract

The purpose of this qualitative case study was to explore the beliefs and perceptions of radiation science students in regard to the use of the flipped learning approach in an introductory radiation physics course. Seventeen students participated in the study, with data being collected through an initial qualitative interview, focus groups, classroom observation, and course evaluations. The researcher followed Creswell's procedure for data analysis and representation. Assessment of student perceptions found the flipped learning approach to be a benefit to student learning.