

## Volume 10, Number 2, December 2005

### Critical Thinking: A Method for Program Evaluation

*Laura Aaron, M.S.R.S., R.T.(R)(M)(QM)*

*Kelli Haynes, M.S.R.S., R.T.(R)*

#### Abstract

Improving students' critical thinking skills is an integral part of radiologic sciences education. This study was conducted to assess the effectiveness of a general content critical thinking exam for measuring radiologic sciences students' critical thinking skills. Additionally, the study sought to determine if students' ability to think critically had improved over the duration of the clinical program. The study used a sample of three groups of radiologic sciences students enrolled in a baccalaureate program using a pre-test, post-test method. The results demonstrated a minimal statistical difference between the groups. More structured studies are needed to assess the effectiveness of general content critical thinking exams as a method of assessment.

### Retention of Knowledge by Graduate Radiographers

*James Johnston, M.S.R.S., R.T.(R)(CV)*

*Donna Lee Wright, Ed.D., R.T.(R),FAERS*

#### Abstract

This paper is a report of findings on a pilot study using a test-retest model to evaluate the retention of knowledge by graduate radiographers of a two-year associate degree radiography program. An "original" test was created using questions from comprehensive finals and test analysis data. This test was then administered 1 year post-graduation. Of the three content areas tested, one set of section scores improved post-graduation, one section remained relatively unchanged, and one set of scores declined. The reliability of the process is established as well as the validity of the test instrument. While no statistically significant results were found, qualitative interpretations are offered.

### Mentoring Among Faculty in Higher Education

*Christa Weigel, M.S.R.S., R.T.(R)(M)(BD)*

*Nadia Bugg, Ph.D., R.T., FAERS*

#### Abstract

Many new faculty members in higher education are faced with numerous issues and new experiences when entering academia. These problems range from acclimating to the organization to developing teaching strategies that will influence students at all levels. Mentoring programs have evolved over time and have become one avenue of integrating new faculty members into university circles. These programs can take on various shapes and forms and although they may have differences, many have proven to be effective at attaining and retaining junior faculty members. In radiologic science education, mentoring programs may be one option that will help recruit and retain new faculty while the instructor pool is on a decline because of the increase in retiring faculty.