

IU South Bend Radiography Programs Assessment Plan Spring 2006

I. Educational Goals

- A. To provide the radiography student with satisfactory instruction in both didactic and clinical radiographic course work including the cognitive [problem solving and critical thinking], psychomotor, and affective domains.
- B. To prepare the student to meet the demands of an entry-level position in radiography, including adequate clinical and oral and written communication skills.
- C. To expose the student to adequate instructional content in radiography to pass the American Registry Examination.
- D. To provide the regionally served medical community with qualified individuals who can function as a competent entry level radiographer.

II. Assessment Tools

In order to meet the educational goals of the program, benchmarks have been established for all of the Assessment Techniques listed below. These benchmarks are included in the: *Radiography Program – Assessment Data Collection, Frequency and Distribution Plan*. [Appendix A]

- A. Bontrager Problem Solving Questions for Technical and Positioning Errors – (Goals A, B, D)
Questions presented in the R201 Radiographic Procedures II Course are intent upon developing the critical thinking and problem solving skills of the students to solve various procedural dilemmas. The student's performance on test questions of this type assesses the quality of instruction.
- B. Image Evaluation Exercise Questions – (Goals A, B, D)
One of the most challenging tasks facing a medical imaging professional is evaluating the diagnostic quality of a medical image and when necessary making the necessary technological corrective action(s) to produce a diagnostic study following image evaluation instruction in the R101 Radiographic Procedures I and R201 Radiographic Procedures II Courses. The overall level of instruction is evaluated by the student's performance on image evaluation review questions from R201 Radiographic Procedures II tests.
- C. Clinical Performance Evaluation – (Goals A, B, D)
Clinical Communication Skills
The effectiveness of program development of student clinical communication skills is appraised by the ability of the student to communicate, interact, and deal effectively with patients and staff in the clinical environment.
- D. Radiobiology and Radiation Protection Research Project – (Goals A, B, C, D)
Communication Skills – Oral and Written
The development of the student's oral and written communication skills are evaluated during the final year of the clinical/professional program in the R260 Radiobiology and Radiation Protection Course. The student assignment involves research in an approved area of radiation, completion of a research paper, poster, and presentation of research findings.

- E. Profession Skills Development Evaluation – (Goals A, B, C, D)
Professional Development and Growth
Twice a semester at midterm and end of the semester, the development of the student's clinical/professional skill are evaluated by the clinical instructor. The assessment vehicle is the *Professional Skills Development Evaluation* which assesses the student's level of skill development in 13 separate categories which in turn documents the didactic and clinical instructional performance of the program.
- F. Membership in Professional Organizations – (Goals A, B)
Professional Growth and Development
From feedback gathered on the *Exit Interview Survey* and *Graduate Technologist One-Year Post-Graduate Survey*, the student's membership involvement is documented. It is the opinion of the program that one aspect of the student's professional growth and development includes maintaining membership in professional organizations.
- G. Clinical Performance Recheck Evaluation – (Goals A, B, D)
Clinical Performance/Clinical Competency
The clinical/professional portion of the program is based upon the clinical competency ideal which incorporates didactic instruction, clinical laboratory instruction with documented laboratory competency through simulation, and clinical experience with attainment of clinical competency on an actual patient during a radiographic examination. The *Clinical Performance Recheck Evaluation* involves an unannounced recheck clinical competency evaluation on a patient in an anatomical area that the student has previously met clinical competency in. The evaluation is performed by the clinical instructor to insure that clinical competency has been maintained as part of the clinical education skills development process.
- H. Professional Clinical Preparation – (Goals B, D)
The level of professional clinical preparation which is directly related to the level of professional clinical preparation of the graduate student which is also connected to the program's quality of instruction is assessed on the professional preparation category of the *Employer Survey*.
- I. Program Completion and Retention Report – (Goal A)
Yearly upon graduation in June, the program's completion and retention performance is measured.
- J. Graduate Technologist Exit Survey Report – (Goals A, B, D)
In June, the student evaluates the program's instructional performance in 14 categories. The student also assesses the program's performance in the area of professional and certification preparation.
- K. Graduate Technologist Post Graduate One Year Survey- (Goals A, B, D)
This survey contains the same questions as the *Exit Survey Report*.
- L. American Registry Results/Pass Rate – (Goals A, C)
Upon graduation, students are required to pass a national certification examination in order to practice in the medical imaging profession as a registered radiographer (R.T.)
- M. Employer Survey Report – (Goals B, D)
Each year, an assessment survey form is sent to the employers of the graduates of each class. The *Employer Survey* form contains one section which evaluates the program's instructional performance in 19 specific categories. The employers are

also asked to evaluate the student's level of professional preparation in addition to a comparative assessment to other radiographers at the healthcare facility with a similar experience level.

N. Course Completion Rate Report – (Goal A)

An overall assessment of student performance for the entire course curriculum for an academic year is collected and analyzed to evaluate the instructional performance of the faculty as it relates to student performance.

O. Accreditation Process with the Joint Review committee on Education in Radiologic Technology (JRCERT) – (goals A, B, C, D)

All established standards (benchmarks) for the program's assessment vehicles are established based on our accrediting agency's guidelines. Formal reporting of the program's assessment performance is required as part of the continuing accreditation process.

III. Process for using assessment information to improve programs

A. Faculty meets formally one or two times per year to evaluate all assessment data. Assessment results are sent to Clinical sites for posting; Clinical site administrators; and the Dean of Nursing and Health Professions.

B. Changes are made to facilities, curriculum, scheduling and advising based on assessment results. Changes are also made to the assessment plan based on evaluation of the results.

C. Plans to include assessment results and data on the departmental website are underway.

IV. Participation of all constituencies

A. Faculty – Formal meeting with all faculty to discuss assessment at least once a year.

B. Students

1. Formal feedback is given by students on *Exit Interview* and *Graduate Technologist One-Year Post-Graduate Surveys*.

2. Students informally give feedback to faculty on the quality, usefulness and convenience of courses.

3. Educational goals for each course are identified on the syllabus.

4. Plans are underway to make assessment information available on the departmental website.

C. Alumni, employers and community participate in the assessment process through surveys and informal contact.

V. Record Keeping

A. Departmental assessment files are maintained by and kept with the program director.

B. The program director is responsible for filing annual and third year reports with the Assessment Committee

C. The program plans to include assessment goals and data on its website.

D. Each year, the program director will submit assessment reports to the campus Assessment Committee and the Dean of Nursing and Health Professions as soon as the data needed to complete the reports are available.