

## Detailed Assessment Report

As of: 5/08/2015 04:02 PM EDT

### 2012-2013 Radiography AS

(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

## Mission / Purpose

The Radiography Science Program at Indiana University Kokomo upholds the mission statement of IU Kokomo by the preparation of highly qualified, entry level Radiographers. As a health related science, Radiography is dedicated to the health and welfare of the patient through the diagnosis of disease. The program will meet the radiologic health needs and expectations of the communities in its region through partnerships in clinical education with regional healthcare facilities.

### Vision Statement:

The Division is committed to its students and the community by offering programs which enrich, encourage growth, lead to success and promote life-long learning. This can be evidenced by:

In accordance with the mission statement, the AHLT subscribes to the following student outcomes:

1. 1. To prepare students to function as members of a health care team
2. 2. To provide effective didactic education that offers the student knowledge required of a health care professional.
3. 3. To provide the skills required to function as an allied health professional.
4. 4. To instill the attitudes and ethics required of an allied health professional.

## Goals

### **G 1:Goal 1: Entry level radiographers will display professionalism**

To provide the regional (north central Indiana) medical community with entry-level radiographers who display professionalism

### **G 2:Goal 2: Students will effectively communicate**

To provide students opportunities that will allow them to communicate effectively.

### **G 3:Goal 3: Critical thinking**

To provide students opportunities that will allow them to think critically and solve problems.

### **G 4:Goal 4: Educational experience reinforced in the clinical setting**

To provide educational experiences that produce clinically competent individuals prepared for employment as entry-level radiographers.

## Student Learning Outcomes/Components, with Any Associations and Related Artifacts/Objects, Benchmarks, Findings, and Action Plans

### **S 1:Comp#1.1.A: Students will demonstrate professional and ethical behaviors.**

Using the end of semester clinical evaluation question #9, the student will exhibit professional ethics.

#### Related Artifacts/Objects:

##### **A 1:Comp# 1.1.A: Internship Evaluation: Professional/Ethical Behavior**

Clinical evaluation Question # 9 end of semester evaluation based on professional ethics.

Source of Evidence: Field work, internship, or teaching evaluation

#### **Benchmark:**

The student will average 3.0/ 4.0 on liker score based on end of semester clinical evaluation question #9 (Professional Ethics).

#### **Findings (2012-2013) - Benchmark: Met**

In 2012-2013, The average score for R 290 for question #9 on End of Semester Student clinical evaluation was 3.85/ 4.0. All students scored above 3.0 on Q #9 for Evaluation in R 290.

#### **Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

#### **Goal 1: Comp 1.1 A) Professional and Ethical Behaviors**

*Established in Cycle: 2012-2013*

Will continue to monitor. We use this as an exit summation of the students' professional ethics. The scores exceeded the prog...

### **S 2:Comp#1.1.B: Students will demonstrate professional and ethical behaviors.**

Students will exhibit professionalism by being on time to the R 207 Seminars course in the Spring semester.

#### Related Artifacts/Objects:

##### **A 2:Comp# 1.1.B: Acad Dir: Punctuality to R 207 Seminars Spring Course**

Students will be punctual to the R207 Seminars Spring Course.

Source of Evidence: Academic direct measure of learning - other

#### **Benchmark:**

Students will be on time to the R 207 Seminars course 90% of the time during the Spring semester

#### **Findings (2012-2013) - Benchmark: Met**

The students who arrived to class on or before it was scheduled to start (8 AM Tuesdays) was 91%.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Goal 1: Comp 1.1 B) Professional and Ethical Behaviors**

*Established in Cycle: 2012-2013*

Continue to monitor. Do not recommend any changes at this time.

**S 3:Comp#1.2: Students will demonstrate a desire for life-long learning**

2nd year students will participate in some form of continuing education activities.

**Related Artifacts/Objects:**

**A 3:Comp# 1.2.A: Continuing education activity: Attend a professional conference**

Students will attend at least one professional conference.

Source of Evidence: Academic indirect indicator of learning - other

**Benchmark:**

At least, 80% of second years will attend at least one professional conference.

**Findings (2012-2013) - Benchmark: Met**

In 2013, all students participated in a professional development conference. All ten 2<sup>nd</sup> yr students went to the ISRT meeting and 8/ 10 actively participated in the student quiz bowl. Our students won 1<sup>st</sup> and 4<sup>th</sup> place (23 total teams). 9/ 10 students (90%) also attended the WCEC in Florida. It is a national conference for RT educators and Student radiographers.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Goal 1: Comp 1.2 A) Students exhibit life long learning through conferences**

*Established in Cycle: 2012-2013*

Will continue to monitor and encourage participation in these life –long learning opportunities

**A 4:Comp# 1.2.B:Continuing education activity: Join professional society**

Students will join radiologic science professional societies, ISRT or ASRT.

Source of Evidence: Academic indirect indicator of learning - other

**Benchmark:**

50% of second years will join either the ISRT or ASRT

**Findings (2012-2013) - Benchmark: Met**

In 2012-2013: 67% of students joined a professional organization.6/9

second year students joined either the ASRT or ISRT. Of those 4/9 joined both organizations

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Goal 1: Comp 1.2 B) Students exhibit life long learning by joining radiology societies**

*Established in Cycle:* 2012-2013

We will continue to monitor and encourage membership; as we see it benefiting the students with networking and it also helps the...

**A 5:Comp# 1.2.C:Applying to Medical Imaging Technology BS program**

A.S. Radiography students are encouraged to advance their knowledge in the radiological profession by continuing into a BS degree program, in a field of Medical Imaging Technology.

Source of Evidence: Academic indirect indicator of learning - other

**Benchmark:**

50% of A.S. students will apply to a B.S. degree program, in a field of Medical Imaging Technology.

**Findings (2012-2013) - Benchmark: Met**

8 of the 9 (89%) students in the A.S. Radiology Program entered into a BS degree program, in Medical Imaging Technology at IU Kokomo.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Goal 1: Comp 1.2 C) Students exhibit life long learning**

*Established in Cycle:* 2012-2013

Will continue to monitor and calculate 5 year moving average.

**S 4:Comp#2.1 A: Students will utilize professional verbal communication**

Students will use professional verbal skills exhibited in oral presentation, during R 205 course.

**Related Artifacts/Objects:**

**A 6:Comp# 2.1.A: Presentation: Verbal skills**

Students will utilize professional terminology during their image critique presentation, in the R 205 Fall course.

Source of Evidence: Presentation, either individual or group

**Benchmark:**

80% of the students will utilize professional terminology during their image critique presentations.

**Findings (2012-2013) - Benchmark: Met**

89% of students received 100% on their oral/written film critique presentations.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Goal 2: Comp 2.1 A) Professional verbal skills through image critique presentations**

*Established in Cycle: 2012-2013*

Will continue to monitor.

**S 5:Comp#2.1 B: Students will utilize professional verbal communication**

Students will demonstrate professional verbiage in the clinical setting.

**Related Artifacts/Objects:**

**A 7:Comp# 2.1.B: Presentation: Verbal skills**

In R 101, a team will give an oral presentation representing their team experiment.

Source of Evidence: Presentation, either individual or group

**Benchmark:**

Each team (6) will score 4.5 out of 6 or higher on the oral portion of the team experiments in R 101.

**Findings (2012-2013) - Benchmark: Met**

All teams scored at least 4.5 / 6.0 on the oral portion of their team experiment presentation.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Goal 2: Comp 2.1 B) Professional verbal skills with team experiment**

*Established in Cycle: 2012-2013*

Continue to monitor and compare to speech course taken as prerequisite S 121 or S 122. The program prefers S 122 Interpersonal ...

**S 6:Comp#2.2: Students will display appropriate written communication skills.**

The class average will be 80% on paper rubric for R 100.

**Related Artifacts/Objects:**

**A 8:Comp# 2.2.A:Clinical Competency: Written communication**

Students will display appropriate written communication skills, based on the clinical competency form, R 182, question # 10. Question #10: Completes all paper work including history, initials and availability of previous images. As well as, End of semester evaluations question #1: Student's comprehension of examinations.

Source of Evidence: Academic direct measure of learning - other

**Benchmark:**

80% of students will be able to write an appropriate clinical history. Question #10 on Clinical Comp form

**Findings (2012-2013) - Benchmark: Met**

96% of the submitted comp forms indicated students took appropriate history on Q# 10.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Goal 2: Comp 2.2 A) Written communication skills through clinical history**

*Established in Cycle: 2012-2013*

We will monitor since this is our 1st year of doing this type of total classroom scenarios.

**A 9:Comp# 2.2.B: Internship Evaluation: Written communication skills**

End of semester evaluation for the R 290 course, will measure the written communication skills of the students.

Source of Evidence: Field work, internship, or teaching evaluation

**Benchmark:**

75% of students will get a 3/4 on question #1 on their End of Semester evaluation

**Findings (2012-2013) - Benchmark: Met**

100% of students received a 3/4 on question #1 on their end of semester evaluation or greater.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Goal 2: Comp 2.2 A) Written communication skills through clinical history**

*Established in Cycle: 2012-2013*

We will monitor since this is our 1st year of doing this type of total classroom scenarios.

**S 7:Comp#3.1: Students will adapt radiographic procedures to non- routine situations.**

Score at least 2.5 of 3.0 on Mobile comps in Clinical Ed R 283.

**Related Artifacts/Objects:**

**A 10:Comp #3.1.A: Comprehensive Examination: Clinical situation questions**

Students will adapt radiologic procedures to non-routine situations by answering clinical situation type questions on the final examination in R 202 Spring course.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Benchmark:**

85% of students will correctly answer clinical situation type question on their final examination

**Findings (2012-2013) - Benchmark: Met**

98% of students were able to correctly answer these questions on their final examination.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Goal 3: Comp 3.1 A) Clinical situation questions on final**

*Established in Cycle: 2012-2013*

Will continue to monitor yearly.

**A 11:Comp #3.1.B: Procedure demonstration: Positioning skills Level 3**

Students will demonstrate positioning skills for trauma or level 3 procedures.

Emphasized in the R290 Spring course.

Source of Evidence: Academic direct measure of learning - other

**Benchmark:**

90% of students will be able to adjust their positioning skills for trauma/Level 3 procedures.

**Findings (2012-2013) - Benchmark: Met**

100% of students were able to complete Level 3 competencies in R290 in Spring 2013

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Goal 3: Comp 3.1 B) Students will adjust their positioning skills for Level 3 procedures/trauma**

*Established in Cycle: 2012-2013*

Will continue to emphasize this in R101 and R201 lab simulations and during film critique as students do not get their Level 3/T...

**A 12:Comp #3.1.C: Critique: Non-routine procedures during film critique**

Students will explain what adjustments need to be made for non-routine procedures during film critique.

Source of Evidence: Academic direct measure of learning - other

**Benchmark:**

75% of students will be able to explain what adjustments need to be made for non-routine procedures during film critique.

**Findings (2012-2013) - Benchmark: Met**

92% of students were able to give correct answers on how to image trauma/Level 3 images once they are looking at the image.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Goal 3: Comp 3.1 C) Students will critically think during non-routine procedures during film critique**

*Established in Cycle: 2012-2013*

Will continue to monitor and work with students so they understand they are multiple ways to correctly obtain needed projectio...

**S 8:Comp#3.2: Students will evaluate radiographic images for acceptable diagnostic quality.**

All students will score at least 80% on radiographic analysis quiz in R 201.

**Related Artifacts/Objects:**

**A 13:Comp # 3.2.A: Film critique: Evaluate images for diagnostic quality**

Students will correctly evaluate images for diagnostic quality during film critique.

Source of Evidence: Academic direct measure of learning - other

**Benchmark:**

80% of students will be correctly evaluate images for diagnostic quality during film critique

**Findings (2012-2013) - Benchmark: Met**

95% of students were able to correctly evaluate images for their diagnostic quality during in class film critique

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Goal 3: Comp 3.2 A) Acceptable diagnostic quality during film critique**

*Established in Cycle: 2012-2013*

Continued to be monitored

**A 14:Comp # 3.2.B:Competency: Image Evaluation portion**

Students will evaluate radiographic images for acceptable diagnostic quality. This is demonstrated on the Image Evaluation portion of the competency forms in the R 281 course.

Source of Evidence: Academic direct measure of learning - other

**Benchmark:**

Students will receive an average of 2.5 /3 on the **Image Evaluation** portion of their competency forms R 281 submitted comps



**Findings (2012-2013) - Benchmark: Met**

Students received an average of 2.85 / 3.0 on **Image Evaluation** portion of the competency forms for R 281 submitted comps

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Goal 3: Comp 3.2 B) Students will evaluate images for diagnostic quality through Image Evaluation on competency forms**

*Established in Cycle:* 2012-2013

Continue to monitor for 2012-2015 assessment period because this is an important data set for our program.

**S 9:Comp#3.3: Students and will manipulate exposure factors for each patient and technical variables.**

All students will score at least 80% on chapter 24 quiz concerning changing factors and effects on radiographic image.

**Related Artifacts/Objects:**

**A 15:Comp # 3.3:Quiz: Changes in exposure values with E.I. changes.**

Students will identify the changes in exposure values with E.I. changes, in the R 202 quiz over chapter 24 in Principles of Radiography II.

Source of Evidence: Standardized test of subject matter knowledge

**Benchmark:**

All Students will score at least 75% on questions 23 and 24 in Chapter 24 quiz concerning E.I. changes

**Findings (2012-2013) - Benchmark: Met**

8 / 10 students correctly answered all four correct. The other two students correctly answered 3/ 4 question correct.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Goal 3: Comp 3.3 Correlating changes in exposure values with E.I. changes**

*Established in Cycle:* 2012-2013

Suggest continue to monitor for at least two additional years. This understanding is fundamental to understanding changes to te...

**S 10:Comp#4.1.A: Entry level radiographer procedure and task performance**

Students will demonstrate positioning skills necessary to perform procedures and tasks as an entry level radiographer.

**Related Artifacts/Objects:**

**A 16:Comp # 4.1.A: Clinical Competency**

Using clinical competency forms, students will demonstrate positioning skills necessary to conduct entry level radiographer procedures and tasks.

Source of Evidence: Academic direct measure of learning - other

**Benchmark:**

75% of students will score an average of 2.5/3 on section- Patient/Equipment question #5 on general clinical competency form

**Findings (2012-2013) - Benchmark: Met**

92% of submitted comps forms in R 182 indicated the students achieved 3.0/3.0 for question #5. This created an average score of 2.972/ 3.0 for this outcome.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Goal 4: Comp# 4.1.A Patient/Equipment used for positioning skills**  
*Established in Cycle: 2012-2013*

Continue to monitor and compare next year. If the numbers remain high, we may consider raising the outcome % component.

**S 11:Comp#4.1.B: Entry level radiographer procedures and task performance.**

Students will pass their R 205 lab final demonstrating positioning skills necessary to perform tasks.

**Related Artifacts/Objects:**

**A 17:Comp#4.1.B: Lab Final Exam: Positioning skills**

Students will demonstrate positioning skills to perform procedures and tasks on the R205 lab final.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Benchmark:**

80% of second year students will pass their lab final with a score of 90% or higher in R 205

**Findings (2012-2013) - Benchmark: Met**

100% of students passed their lab final with a score of 90% or higher.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Goal 4: Comp# 4.1.B Lab final positioning skills**  
*Established in Cycle: 2012-2013*

Will continue to monitor R205- Fall course

**S 12:Comp#4.1.C: Entry level radiographer procedures and task performance.**

Students will be able to explain how to complete routine or trauma examinations.

### Related Artifacts/Objects:

#### **A 18:Comp # 4.1.C: Routine or trauma examinations**

On R201 final examination, students will demonstrate positioning skills on routine or trauma examinations.

Source of Evidence: Comprehensive/end-of-program subject matter exam

#### **Benchmark:**

80% of students will be able to explain how to complete examinations on their final examination, either routine or trauma.

#### **Findings (2012-2013) - Benchmark: Met**

. 95% of students were able to answer these questions correctly on their final examination.

#### **Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

#### **Comp#4.1.C: Routine or trauma positioning skills**

*Established in Cycle:* 2012-2013

Continued monitoring of the R201 course

#### **S 13:Comp#4.2.A: Radiation practices**

Students will employ correct radiation practices.

### Related Artifacts/Objects:

#### **A 19:Comp # 4.2.A: Radiation practices; dosimeters**

Students will exhibit radiation practices by turning in dosimeter badges.

Source of Evidence: Academic indirect indicator of learning - other

#### **Benchmark:**

100 % of students will turn their dosimeters in on time each quarter.

#### **Findings (2012-2013) - Benchmark: Partially Met**

2012 August -100 %

2012 November - 95% (21/22 students complied)

2013 - February - 100%

2013 - May - 100%

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Goal 4: Comp# 4.2.A Returned dosimeters**

*Established in Cycle:* 2012-2013

The program experienced some lax with students submitting dosimetry badges. In August of 2012 we changed dosimetry provides. Th...

**S 14:Comp# 4.2.B: Radiation Practices.**

Students will employ correct radiation practices.

**Related Artifacts/Objects:**

**A 20:Comp# 4.2.B: Competency: Image Evaluation: Question 5**

Question # 5: Image Evaluation, on the competency form, will be evaluated to determine evidence of radiation practices.

Source of Evidence: Academic direct measure of learning - other

**Benchmark:**

Students will demonstrate evidence of radiation protection by scoring a 2.5 / 3.0 or higher on Image Evaluation Q# 5 on General Comp form. For each comp submitted.

**Findings (2012-2013) - Benchmark: Met**

100 % of student submitted comp forms scored a minimum of 2.5/ 3.0 on Image Evaluation Q # 5

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Goal 4: Comp# 4.2.B Competency form radiation protection**

*Established in Cycle:* 2012-2013

Students will continued to be monitored as this is an important aspect of ALARA and professionalism

**S 15:Comp# 4.3: Patient assessments**

Students will be able to perform basic patient assessments in R282 (Summer) and R290 (Spring) courses.

**Related Artifacts/Objects:**

**A 21:Comp # 4.3: Competency: Patient Assessment**

Students will be able to perform patient assessments in the R 282 (Summer) and R290 (Spring) courses.

Source of Evidence: Academic direct measure of learning - other

**Benchmark:**

R 282: 75% of students will complete patient assessment competencies.

R 290: 90% of students will complete patient assessment competencies.

**Findings (2012-2013) - Benchmark: Met**

Both R282 and R290 students completed100% of patient assessment competencies.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Goal 4: Comp# 4.3 Patient Assessment Competency**

*Established in Cycle: 2012-2013*

Will continue to make sure students know this is a multiple semester competency.

Stressing the policy for competency “due date...”

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Comp#4.1.C: Routine or trauma positioning skills**

Continued monitoring of the R201 course

**Established in Cycle:** 2012-2013

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Artifact/Object | Outcomes/Components):**

**Artifact/Object:** Comp # 4.1.C: Routine or trauma examinations |

**Outcomes/Components:** Comp#4.1.C: Entry level radiographer procedures and task performance.

**Responsible Person/Group:** Course Instructor

**Goal 1: Comp 1.1 A) Professional and Ethical Behaviors**

Will continue to monitor. We use this as an exit summation of the students' professional ethics. The scores exceeded the program's expectations. Continue to monitor for the next year. If the results exceed our expectations each of the next two years, we may want to compare end of semester in R 181 (1<sup>st</sup> Clinical Experience 1 with Clinical Experience 6) to see if / how much of a difference exists.

**Established in Cycle:** 2012-2013

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Artifact/Object | Outcomes/Components):**

**Artifact/Object:** Comp# 1.1.A: Internship Evaluation: Professional/Ethical Behavior | **Outcomes/Components:** Comp#1.1.A: Students will demonstrate professional and ethical behaviors.

**Responsible Person/Group:** Clinical Instructor

**Goal 1: Comp 1.1 B) Professional and Ethical Behaviors**

Continue to monitor. Do not recommend any changes at this time.

**Established in Cycle:** 2012-2013

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Artifact/Object | Outcomes/Components):**

**Artifact/Object:** Comp# 1.1.B: Acad Dir: Punctuality to R 207 Seminars Spring Course | **Outcomes/Components:** Comp#1.1.B: Students will demonstrate professional and ethical behaviors.

**Responsible Person/Group:** Instructor of record

**Goal 1: Comp 1.2 A) Students exhibit life long learning through conferences**

Will continue to monitor and encourage participation in these life -long learning opportunities

**Established in Cycle:** 2012-2013

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Artifact/Object | Outcomes/Components):**

**Artifact/Object:** Comp# 1.2.A: Continuing education activity: Attend a professional conference | **Outcomes/Components:** Comp#1.2: Students will demonstrate a desire for life-long learning

**Responsible Person/Group:** Program Director

**Goal 1: Comp 1.2 B) Students exhibit life long learning by joining radiology societies**

We will continue to monitor and encourage membership; as we see it benefiting the students with networking and it also helps the program in networking and creating leadership opportunities for our graduates.

**Established in Cycle:** 2012-2013  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Artifact/Object | Outcomes/Components):**

**Artifact/Object:** Comp# 1.2.B:Continuing education activity: Join professional society | **Outcomes/Components:** Comp#1.2: Students will demonstrate a desire for life-long learning

**Responsible Person/Group:** Clinical Coordinator

**Goal 1: Comp 1.2 C) Students exhibit life long learning**

Will continue to monitor and calculate 5 year moving average.

**Established in Cycle:** 2012-2013  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Artifact/Object | Outcomes/Components):**

**Artifact/Object:** Comp# 1.2.C:Applying to Medical Imaging Technology BS program | **Outcomes/Components:** Comp#1.2: Students will demonstrate a desire for life-long learning

**Responsible Person/Group:** Program Director

**Goal 2: Comp 2.1 A) Professional verbal skills through image critique presentations**

Will continue to monitor.

**Established in Cycle:** 2012-2013  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Artifact/Object | Outcomes/Components):**

**Artifact/Object:** Comp# 2.1.A: Presentation: Verbal skills | **Outcomes/Components:** Comp#2.1 A: Students will utilize professional verbal communication

**Responsible Person/Group:** Course Instructor

**Goal 2: Comp 2.1 B) Professional verbal skills with team experiment**

Continue to monitor and compare to speech course taken as prerequisite S 121 or S 122. The program prefers S 122 Interpersonal Communications, but the campus general education requires Public Speaking S 121

**Established in Cycle:** 2012-2013

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Artifact/Object | Outcomes/Components):**

**Artifact/Object:** Comp# 2.1.B: Presentation: Verbal skills |

**Outcomes/Components:** Comp#2.1 B: Students will utilize professional verbal communication

**Responsible Person/Group:** Course Instructor

**Goal 2: Comp 2.2 A) Written communication skills through clinical history**

We will monitor since this is our 1<sup>st</sup> year of doing this type of total classroom scenarios.

**Established in Cycle:** 2012-2013

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Artifact/Object | Outcomes/Components):**

**Artifact/Object:** Comp# 2.2.A: Clinical Competency: Written communication |

**Outcomes/Components:** Comp#2.2: Students will display appropriate written communication skills.

**Artifact/Object:** Comp# 2.2.B: Internship Evaluation: Written communication skills

| **Outcomes/Components:** Comp#2.2: Students will display appropriate written communication skills.

**Responsible Person/Group:** Clinical Instructor

**Goal 3: Comp 3.1 A) Clinical situation questions on final**

Will continue to monitor yearly.

**Established in Cycle:** 2012-2013

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Artifact/Object | Outcomes/Components):**

**Artifact/Object:** Comp #3.1.A: Comprehensive Examination: Clinical situation questions | **Outcomes/Components:** Comp#3.1: Students will adapt radiographic procedures to non- routine situations.

**Responsible Person/Group:** Course Instructor



**Goal 3: Comp 3.1 B) Students will adjust their positioning skills for Level 3 procedures/trauma**

Will continue to emphasize this in R101 and R201 lab simulations and during film critique as students do not get their Level 3/Trauma competencies at the same time, but it is a continuous process.

**Established in Cycle:** 2012-2013

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Artifact/Object | Outcomes/Components):**

**Artifact/Object:** Comp #3.1.B: Procedure demonstration: Positioning skills Level 3  
| **Outcomes/Components:** Comp#3.1: Students will adapt radiographic procedures to non- routine situations.

**Responsible Person/Group:** Clinical Instructor

**Goal 3: Comp 3.1 C) Students will critically think during non-routine procedures during film critique**

Will continue to monitor and work with students so they understand they are multiple ways to correctly obtain needed projections on non-routine patients.

**Established in Cycle:** 2012-2013

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Artifact/Object | Outcomes/Components):**

**Artifact/Object:** Comp #3.1.C: Critique: Non-routine procedures during film critique | **Outcomes/Components:** Comp#3.1: Students will adapt radiographic procedures to non- routine situations.

**Responsible Person/Group:** Course Instructor

**Goal 3: Comp 3.2 A) Acceptable diagnostic quality during film critique**

Continued to be monitored

**Established in Cycle:** 2012-2013

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Artifact/Object | Outcomes/Components):**

**Artifact/Object:** Comp # 3.2.A: Film critique: Evaluate images for diagnostic quality | **Outcomes/Components:** Comp#3.2: Students will evaluate radiographic images for acceptable diagnostic quality.

**Responsible Person/Group:** Course Instructor

**Goal 3: Comp 3.2 B) Students will evaluate images for diagnostic quality through Image Evaluation on competency forms**

Continue to monitor for 2012-2015 assessment period because this is an important data set for our program.

**Established in Cycle:** 2012-2013

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Artifact/Object | Outcomes/Components):**

**Artifact/Object:** Comp # 3.2.B:Competency: Image Evaluation portion |

**Outcomes/Components:** Comp#3.2: Students will evaluate radiographic images for acceptable diagnostic quality.

**Responsible Person/Group:** Course Instructor

**Goal 3: Comp 3.3 Correlating changes in exposure values with E.I. changes**

Suggest continue to monitor for at least two additional years. This understanding is fundamental to understanding changes to technical factors and proper exposure/processing digital imaging.

**Established in Cycle:** 2012-2013

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Artifact/Object | Outcomes/Components):**

**Artifact/Object:** Comp # 3.3:Quiz: Changes in exposure values with E.I. changes.

| **Outcomes/Components:** Comp#3.3: Students and will manipulate exposure factors for each patient and technical variables.

**Responsible Person/Group:** Course Instructor

**Goal 4: Comp# 4.1.A Patient/Equipment used for positioning skills**

Continue to monitor and compare next year. If the numbers remain high, we may consider raising the outcome % component.

**Established in Cycle:** 2012-2013

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Artifact/Object | Outcomes/Components):**

**Artifact/Object:** Comp # 4.1.A: Clinical Competency | **Outcomes/Components:**

Comp#4.1.A: Entry level radiographer procedure and task performance

**Responsible Person/Group:** Course Instructor

**Goal 4: Comp# 4.1.B Lab final positioning skills**

Will continue to monitor R205- Fall course

**Established in Cycle:** 2012-2013

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Artifact/Object | Outcomes/Components):**

**Artifact/Object:** Comp#4.1.B: Lab Final Exam: Positioning skills |

**Outcomes/Components:** Comp#4.1.B: Entry level radiographer procedures and task performance.

**Responsible Person/Group:** Course Instructor

**Goal 4: Comp# 4.2.A Returned dosimeters**

The program experienced some lax with students submitting dosimetry badges. In August of 2012 we changed dosimetry providers. This prompted us to implement a demerit system for non-compliance of submitting on time to the CC. The incidence of tardy badge returns dropped to zero in 3/ 4 quarters 2012- 2013. We will continue to monitor. The students said they did not "lose" their badge but they left at home or clinical site. The students are told NOT to leave at clinical site when they begin clinical education.

**Established in Cycle:** 2012-2013

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Artifact/Object | Outcomes/Components):**

**Artifact/Object:** Comp # 4.2.A: Radiation practices; dosimeters |

**Outcomes/Components:** Comp#4.2.A: Radiation practices

**Responsible Person/Group:** Clinical Coordinator

**Goal 4: Comp# 4.2.B Competency form radiation protection**

Students will continued to be monitored as this is an important aspect of ALARA and professionalism

**Established in Cycle:** 2012-2013

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Artifact/Object | Outcomes/Components):**

**Artifact/Object:** Comp# 4.2.B: Competency: Image Evaluation: Question 5 |

**Outcomes/Components:** Comp# 4.2.B: Radiation Practices.

**Responsible Person/Group:** Course Instuctor

#### **Goal 4: Comp# 4.3 Patient Assessment Competency**

Will continue to make sure students know this is a multiple semester competency.

Stressing the policy for competency "due dates" has assisted this component this semester. Students still seem to have an issue with re-comps on an objective/examination.

**Established in Cycle:** 2012-2013

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Artifact/Object | Outcomes/Components):**

**Artifact/Object:** Comp # 4.3: Competency: Patient Assessment |

**Outcomes/Components:** Comp# 4.3: Patient assessments

**Responsible Person/Group:** Clinical Instructor

### **Analysis Questions and Analysis Answers**

**What did you learn about your students' learning from the assessment process in the most recent year?**

Assessment is a good tool to track learning outcomes. It also provides for a means to monitor effective learning and ways to affect changes and look for means of improvement.

**How widely and frequently have these results been discussed with your program faculty?**

Results are reviewed at regular intervals. Some yearly, some more often.

**What do these results mean for your program?**

We can stay abreast of trends and hopefully correct a negative trend before it becomes destructive to our students and their learning.

**What are your next steps going forward?**

Develop an analysis and action plan for all program goals and learning outcomes.