

Report Generated by Taskstream

Workspace: Academic Program Assessment and Planning Workspace

Assessment Plan Template : IU Kokomo Academic Assessment Template [

Report Generated : Wednesday, October 26, 2022

Organizational Area	Summary Results	2021-2022 Reporting Year 2020-2021 Data - Action Plan Summary Results								
<p>Indiana University System AMS » Indiana University: Kokomo » Academic Affairs » School of Nursing & Allied Health Professions</p> <p>Radiography</p>	<p>Overall Statistics</p> <ul style="list-style-type: none"> • 100% (24/24) outcomes were included • 100% (24/24) of outcomes included have at least one measure specified • 100% (24/24) of outcomes included have measures with findings specified <table border="1"> <tr> <td colspan="2" style="text-align: center;">24 Total Measures (Includes measures that do not have findings)</td> <td colspan="2" style="text-align: center;">24 Total Measures with Findings</td> </tr> <tr> <td style="vertical-align: top;"> <p>Measure Type/Method</p> <p>Student Artifact 9 (38%)</p> <p>Exam 9 (38%)</p> <p>Portfolio 0 (0%)</p> <p>Other 2 (8%)</p> <hr/> <p>Total Direct 20 (83%)</p> <p>Survey 4 (17%)</p> <p>Focus Group 0 (0%)</p> <p>Interview 0 (0%)</p> <p>Other 0 (0%)</p> <hr/> <p>Total Indirect 4 (17%)</p> <p>Unspecified 0 (0%)</p> </td> <td style="vertical-align: top;"> <p>Measure Level</p> <p>Course 19 (79%)</p> <p>Program 5 (21%)</p> <p>Institution 0 (0%)</p> <p>Other 0 (0%)</p> <p>Unspecified 0 (0%)</p> </td> <td colspan="2" style="vertical-align: top;"> <p>Acceptable Target Achievement</p> <p>Not Met 8 (33%)</p> <p>Met 8 (33%)</p> <p>Exceeded 7 (29%)</p> <p>Unspecified 1 (4%)</p> </td> </tr> </table>	24 Total Measures (Includes measures that do not have findings)		24 Total Measures with Findings		<p>Measure Type/Method</p> <p>Student Artifact 9 (38%)</p> <p>Exam 9 (38%)</p> <p>Portfolio 0 (0%)</p> <p>Other 2 (8%)</p> <hr/> <p>Total Direct 20 (83%)</p> <p>Survey 4 (17%)</p> <p>Focus Group 0 (0%)</p> <p>Interview 0 (0%)</p> <p>Other 0 (0%)</p> <hr/> <p>Total Indirect 4 (17%)</p> <p>Unspecified 0 (0%)</p>	<p>Measure Level</p> <p>Course 19 (79%)</p> <p>Program 5 (21%)</p> <p>Institution 0 (0%)</p> <p>Other 0 (0%)</p> <p>Unspecified 0 (0%)</p>	<p>Acceptable Target Achievement</p> <p>Not Met 8 (33%)</p> <p>Met 8 (33%)</p> <p>Exceeded 7 (29%)</p> <p>Unspecified 1 (4%)</p>		<p style="text-align: center;">0 Total Actions with Status Report</p> <p style="text-align: center;"><i>No Status Reports have been specified</i></p>
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Report : Assessment Cycle Details for : Radiography

Report Generated by Taskstream

Workspace : Academic Program Assessment and Planning Workspace

Assessment Plan: 2021-2022 Assessment Cycle: Assessment Plan and Assessment Findings

Assessment Plan Template : IU Kokomo Academic Assessment Template

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Measures and Findings

2020-2025 Radiography Assessment Plan

❖ Goal 1: Professionalism

Goal 1: To provide the regional (north central Indiana) healthcare community with entry-level radiographers who display professionalism.

1.1.A. Demonstrate Professional & Ethical Behaviors: Knowledge

1.1 Students will demonstrate professional and ethical behaviors according to the ARRT Code of Ethics while in the clinical education system.

1.1. A. Students will score a minimum of 75% on the Ethics quiz in AHLT R100. (Ethical Behavior: Knowledge of the ARRT Code of Ethics)

Mapped to:

- **2020 - 2025 Radiography Goals & SLOs:** Goal 1 To provide the regional (north central Indiana) medical community with entry-level radiographers who display professionalism

Measure

AHLT-R 100 Ethics Quiz

COURSE LEVEL; DIRECT - EXAM

Details/Description:

Quiz contains material pertaining to medical & legal concepts in healthcare and ARRT Codes & Standards of Ethics.

Acceptable Target:

100% of the cohort will score a minimum of a 75% on this quiz.

Implementation Plan (timeline):

Fall Semester, First Year

Key/Responsible Personnel:

Professor of Record

Supporting Attachments:

- 1.1.A. R100 Ethics Quiz (Adobe Acrobat Document)

This was built in Canvas for the students to take through Quizzes in LockDown Browser.

Findings

for AHLT-R 100 Ethics Quiz

Summary of Findings:

AHLT – R100: Fall 2020: The average score on this quiz was 95% with the highest score being 100% and the lowest score being 82%. This quiz was administered through our LMS: Canvas during class time.

Acceptable Target Achievement:

Exceeded

Reflections/Notes:

Substantiating Evidence:

Action

in 2021-2022 Reporting Year | 2020-2021 Data - Action Plan

1.1 A Analysis/Action Plan

No Status Added to 1.1 A Analysis/Action Plan

Action details:

AHLT – R100: Fall 2020: This material was introduced at the beginning of the semester in the R181 Orientation Sessions, and in R101 Radiographic Procedures 1, and then was taught in the R100 Orientation course. Professor Sebastian utilized Canvas Quizzes for this examination, due to COVID and to limit contact with students. This section of the course combined ethics and medical law and is paired with homework and a group presentation. Students seemed to enjoy this section of the course, as it gave them an opportunity to apply things we were learning in the classroom to everyday practice. The questions for this exam were similar to the homework questions assigned for this section and things we had discussed during lectures for this section. The group project gave them an opportunity to take this material and apply it to a real case of their choosing. The material presented in this section was also included on the comprehensive final where the students continued to demonstrate retention of material. This is an area Professor Sebastian would like to develop a bit further with some more group

discussion should the ability to return to a more normal learning environment present itself in Fall 2021 by assigning the cohort the ARRT Code of Ethics and have them come up with a way to summarize for ease of use in everyday practice. This activity would help align with the IU Kokomo campus diversity goals a bit, as it would help demonstrate the need for the RT to ensure proper care is provided to all patients and physicians.

Implementation Plan

(timeline)^:

AHLT-R 101 Fall 2021

Key/Responsible Personnel:

Professor of Record

Measures:

Ethics Quiz and Ethics Presentations

Supporting Attachments:

1.1.B. Demonstrate Professional & Ethical Behaviors: Documentation

Students will demonstrate professional and ethical behaviors according to the ARRT Code of Ethics while in the clinical education system.

1.1.B. 1.1. B. 100% of students will turn in the required documentation in the Castle Branch Tracker by the assigned date each Fall Semester. (Professional Behavior)

Mapped to:

- **2020 - 2025 Radiography Goals & SLOs:** Goal 1 To provide the regional (north central Indiana) medical community with entry-level radiographers who display professionalism

Measure

Required Clinical Physical & Immunization Documentation Submission

COURSE LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description:

All required clinical physical & immunization documentation will be submitted into the student's CastleBranch portal by their assigned due date.

Acceptable Target:

100% of AHLT-R 181 and AHLT-R 283 cohort

Implementation Plan (timeline):

Fall Semester, Annually

Key/Responsible Personnel:

Clinical Coordinator

Supporting Attachments:

- ④ 1.1.B. CastleBranch Physical Info (Adobe Acrobat Document)

Instructions and physical form for students regarding clinical site requirements

Findings

for Required Clinical Physical & Immunization Documentation Submission

Summary of Findings:

AHLT – R181: Fall 2020: Did Not Meet program expectations for 2020 – 2021 academic year. 92% (11/12) of students in the AHLT-R181 cohort submitted the required information into Castle Branch Tracker by the assigned due date. One student was late on all of their immunizations because of COVID restrictions at their physician's office and another one was late with their TB only because their physician's office told them that one was the same as a 2-step and she had to have it repeated.

AHLT – R283: Fall 2020: Meets program expectations for 2020 – 2021 academic year. 100% (12/12) of students in the AHLT-R181 cohort submitted the required information into Castle Branch Tracker by the assigned due date.

Acceptable Target Achievement:

Not Met

Reflections/Notes:

Substantiating Evidence:

Action

in 2021-2022 Reporting Year | 2020-2021 Data - Action Plan

1.1 B Analysis/Action Plan

Action details:

AHLT – R181: Fall 2020: One student had difficulty getting an appointment with her physician to complete immunizations due to COVID-19 issues. One student had issues with being able to correctly obtain the necessary 2-step TB Screening process because the physician's office stated it was not necessary for her to undergo a 2-Step TB Screening. This created a delay in timing and the entire process had to be restarted. The program provides the students with a Physical Information sheet explaining the necessary immunizations, physical requirements, drug screening requirement, background, and CPR requirements at their Spring

No Status Added to 1.1 B Analysis/Action Plan

Orientation Session.
Students will be instructed to take the Physical Information sheet with them to their appoint for their Physical examination appointment. As far as a student being late on meeting the requirements, overall, Professor Bettegnies was pleased with the results that we were able to achieve. Due to the pandemic, students had a very difficult time securing appointments with physician's offices. Many offices were closed or had very limited access. This was also the first year for the program to use the Castle Branch Immunization Tracker. Professor Bettegnies has worked with several individuals at Castle Branch and with Hillarie Elkins, Nursing Administrative Secretary, to help facilitate a smoother transition in the Fall of 2021.

AHLT – R283: Fall 2020: This cohort did not have any issues adhering to the required deadlines for their required submissions in the Castle Branch Immunization Tracker. It appears the students in the program understand the need to be on top things to ensure timely submission for clinical placement. We will continue to talk with them early regarding these annual requirements and submissions.

Implementation Plan

(timeline)^:

Spring - Summer 2021

Key/Responsible Personnel:

Clinical Coordinator

Measures:

Annual Clinical Site Requirements CastleBranch Portal

Supporting Attachments:

1.1.C. Demonstrate Professional & Ethical Behaviors: Demonstration

1.1 Students will demonstrate professional and ethical behaviors according to the ARRT Code of Ethics while in the clinical education system.

1.1.C. 100% of employer surveys returned will receive a score of 2.0/3.0 on Q.#3 Ethical and Professional Behavior

Mapped to:

- **2020 - 2025 Radiography Goals & SLOs:** Goal 1 To provide the regional (north central Indiana) medical community with entry-level radiographers who display professionalism

Measure

Employer Survey Q#3 Ethical & Professional Behavior

PROGRAM LEVEL; INDIRECT - SURVEY

Details/Description:

Graduates provide contact information for their current employer. Employers are asked to provide the program feedback regarding graduate's ethical and professional behavior.

Acceptable Target:

100% of returned surveys will indicate graduates exhibit acceptable to above average ethical and professional behavior.


Implementation Plan (timeline):

Annually

Key/Responsible Personnel:

Program Director

Supporting Attachments:

 1.1.C. Employer Survey (Adobe Acrobat Document)

Survey tool sent to recent graduate's manager/supervisor.

Findings

for Employer Survey Q#3 Ethical & Professional Behavior

Summary of Findings:

Employer Survey: Spring 2021: The average score for Q.#3 was 3.0/3.0 with 4 of the returned surveys having a score of 3.0 and 1 of the returned surveys did not have any score for this question and no comment as to why it was not scored.

Acceptable Target Achievement:

Exceeded

Reflections/Notes:

Substantiating Evidence:

Action

in 2021-2022 Reporting Year | 2020-2021 Data - Action Plan

1.1 C Analysis/Action Plan

No Status Added to 1.1 C Analysis/Action Plan

Action details:

Employer Survey: Spring 2021: The Program Director sent out 8 surveys in February 2021 and 5 were returned. Only 1 of the surveys came from a clinical affiliate of the Radiography program. The program was pleased with the results of the surveys, especially since all the surveys returned were for graduates who were only working part time or PRN due to their pursuit of education in the Bachelor of Science in Medical Imaging Technology at IU Kokomo. This information correlates to what we saw demonstrated throughout their time as students within the program. With the issues we have seen during the pandemic in the SP20 semester, this group continued to remain focused on their education without getting discouraged. We are able to keep in touch with most of this cohort, even though they have limited on campus time while in the MIT program. To see them continue to display the level of ethical and professional behavior while in the MIT program working with our colleagues, reflects what the employers have selected on the returned surveys.

Implementation Plan

(timeline)^:

Fall 2021 - Spring 2022

Key/Responsible Personnel:

Program Director

Measures:

Employer Survey

Supporting Attachments:

**1.2. A. Life-long Learning:
Professional Development**

Measure

Professional Development Portfolio

1.2 Students will demonstrate a desire for life-long learning through completion of a portfolio and accumulation of professional development.

1.2.A. All students will obtain a minimum of 15 professional development points by the conclusion of AHLT-R290.

Mapped to:

- **2020 - 2025 Radiography Goals & SLOs:** Goal 1 To provide the regional (north central Indiana) medical community with entry-level radiographers who display professionalism

PROGRAM LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description:

Students are required to obtain professional development throughout the program. This assignment must be completed with a minimum of 15 points prior to graduation.

Examples of items which apply:

1. Course specific portfolio assignments
2. Campus/Community service
3. Conference/Workshop attendance

Acceptable Target:

100% of the AHLT-R 290 cohort will obtain a minimum of 15 points in their professional development portfolio.

Implementation Plan (timeline):

Annually, AHLT-R 290

Key/Responsible Personnel:

Clinical Coordinator

Supporting Attachments:

- 1.2.A. Portfolio Assignment (Adobe Acrobat Document)

This is the portfolio assignment from AHLT-R 181, AHLT-R 182, AHLT-R 281, AHLT-R 282, AHLT-R 283, and AHLT-R 290 which contributes to the Professional Development Portfolio.

Findings

for Professional Development Portfolio

Summary of Findings:

AHLT-R290: Spring 2021: The average score was 15 professional development points.

Acceptable Target Achievement:

Met

Reflections/Notes:

Substantiating Evidence:

Action

in 2021-2022 Reporting Year | 2020-2021 Data - Action Plan

1.2.A. Analysis/Action Plan

No Status Added to 1.2.A. Analysis/Action Plan

Action details:

AHLT-R290: Spring 2021: This cohort completed this assignment with 100% participation. Even with the challenging times of COVID,

the cohort was able to find meaningful learning opportunities and ways to give back to the community through service. Some students went beyond the required 15 points. The program received positive feedback from students on how these experiences helped to shape their future careers. Continue to look for opportunities and share with students as the challenges of COVID-19 loom in the community.

Implementation Plan

(timeline)^:

Monthly

Key/Responsible Personnel:

Clinical Coordinator

Measures:

Professional Portfolio

Supporting Attachments:

1.2. B. Life-long Learning: Continued Education

1.2 Students will demonstrate a desire for life-long learning through completion of a portfolio and accumulation of professional development.

1.2.B. 50% of Graduate Surveys returned will indicate continuing their education.

Mapped to:

- **2020 - 2025 Radiography Goals & SLOs:** Goal 1 To provide the regional (north central Indiana) medical community with entry-level radiographers who display professionalism

Measure

Graduate Survey Indicator

PROGRAM LEVEL; INDIRECT - SURVEY

Details/Description:

The graduate survey inquires about continuing education either formal or informal.

Acceptable Target:

50% of the returned graduate surveys will indicate some form of continuing education.

Implementation Plan (timeline):

Annually, at least 6 months post-graduation

Key/Responsible Personnel:

Program Director

Supporting Attachments:

- ④ 1.2.B Graduate Survey (Adobe Acrobat Document)

This is a paper copy of the Graduate Survey which has been built and distributed through Qualtrics

Findings

for Graduate Survey Indicator

Summary of Findings:

Graduate Survey: Spring 2021: 100% of the 2020 cohort did continue their education.

Acceptable Target Achievement:

Exceeded

Reflections/Notes:

Substantiating Evidence:

Action

in 2021-2022 Reporting Year | 2020-2021 Data - Action Plan

1.2.B. Analysis/Action Plan

No Status Added to 1.2.B. Analysis/Action Plan

Action details:

Graduate Survey: Spring 2021: While this question was not included in the survey, we do know that 10 of the 11 graduates from May 2020 continued into the BS MIT program at IU Kokomo. The 1 graduate that did not continue into the BS MIT program, obtained full time employment, and continued her education in on-the-job training in Mammography where she was able to qualify to take her ARRT Mammography certification exam in April 2021. The program is very satisfied with this 100% of the graduating cohort for 2020 continuing with their education after graduation in some capacity. Of the 5 completed graduate surveys the program received, 4 indicated they are members of at least 1 professional society. With the pandemic of 2020 – 2021, the program will be interested to see how the graduating cohort for 2021 will respond to their survey questions, as they have already indicated they have

“checked out” of the educational process a long time ago and are extremely burnt out. The survey has been tweaked for the 2021 cohort to include a question about continuation of their education.

Implementation Plan

(timeline)^:

Ongoing recruitment for MIT within the program and community

Key/Responsible Personnel:

Program Director

Measures:

Graduate Survey, Social Media Posts, and Clinical Visit Feedback from Graduates

Supporting Attachments:

1.3.A. Operate Complex Equipment: Simulations

1.3 Students will operate complex radiographic equipment to produce quality images.

1.3.A. Students will be able to correctly perform a lab simulation with a minimum score of 80%.

Mapped to:

- **2020 - 2025 Radiography Goals & SLOs:** Goal 1 To provide the regional (north central Indiana) medical community with entry-level radiographers who display professionalism

Measure

Lab Simulation

COURSE LEVEL; DIRECT - EXAM

Details/Description:

This lab demonstration evaluates the student's ability to properly position a patient for selected examinations they would routinely see in their clinical education courses.

Acceptable Target:

All students in the cohort will score a minimum of 80% on this examination.

Implementation Plan (timeline):

AHLT-R 101: Midterm and Final, Fall Semester, Year 1
AHLT-R 205: Final, Fall Semester, Year 2

Key/Responsible Personnel:

Professor of Record

Supporting Attachments:

[1.3.A R101 Lab Exam Info \(Adobe Acrobat Document\)](#)

Lab Final Rubric and Study Aids from AHLT-R 101. The rubric is built into the Canvas assignment and the sheet is used to provide feedback with pictures to the students.

Findings

for Lab Simulation

Summary of Findings:

AHLT – R101: Fall 2020: Meets program expectations for 2020 – 2021 academic year. The average scores on AHLT-R 101 Lab Exam 2: Upper Extremity for FA20 was 95.8% (23.94/25) with the lowest score being 84.4% (21.2/25) and the highest score being 98.2% (24.55/25). The area of the examination where all students seemed to struggle the most was with the use of technical factor settings for the projections being demonstrated which would be considered a reasonable challenge since they had not been in clinicals much at this point.

AHLT – R205: Fall 2020: Meets program expectations for 2020 – 2021 academic year. The average score on the AHTL-R101 Lab Final for FA20 was 96.33% (48.17/50) with the lowest score being 93% (46.5/50) and the highest score being 100% (50/50). A few students struggled with some “bad habits” they had learned while being at clinical during the semester regarding positioning of their patients (i.e., not raising the table to a proper working height) and this presented for good discussion.

Acceptable Target Achievement:

Met

Reflections/Notes:

Substantiating Evidence:

Action

in 2021-2022 Reporting Year | 2020-2021 Data - Action Plan

1.3.A. Analysis/Action Plan

No Status Added to 1.3.A. Analysis/Action Plan

Action details:

AHLT – R101: Fall 2020:
Students began attending clinical experience at Week 6 of FA20 due to COVID Contingency changes for the 2020 – 2021 Academic Year. Additional challenges provided by the COVID Contingency for 2020 – 2021 included the limitation of persons allowed in the laboratory for the lab section of this course. We attempted to overcome these challenges with the addition of optional open lab time and the use of Rad Tech Boot Camp. Lab Exam 2 was completed in Week 8 of FA20 with the cohort only having been in the clinical setting for 3 days prior. Overall, the program was pleased with

the amount of time the students have been devoting not only learning the didactic material, but also being able to demonstrate it properly in lab.

AHLT – R205: Fall 2020: One challenge we were faced with in FA20 was with the campus going to a virtual learning environment after Thanksgiving and this examination is typically given two weeks after Thanksgiving. This year we had to complete this examination the week before Thanksgiving. As the semester progressed, we had issues with students being placed in quarantine due to contact with COVID positive individuals outside of their IUK classes. Professor Sebastian was in quarantine during the time of this examination due to contact with students in the second-year cohort who had tested positive for a lab examination in AHLT-R205. Professor Bettegnies assisted with this examination allowing Professor Sebastian to observe these demonstrations with the use of Zoom. These sessions were recorded, and the recordings were used to support Professor Sebastian's comments for the students. This opportunity gave Professor Bettegnies a way to observe the students since clinical visits have been limited to phone/Zoom conferences again in Fall 2020. Both professors were able to discuss the issues the observed with the students which gave the students multiple viewpoints. We do feel the students were performing where they should be with the amount of clinical experience they have been given at this point in the semester and we do feel the

students will continue to improve their skills as they continue on with the program. Two students in the cohort were in quarantine during the Lab Exam 3 and Lab Final and had to make them up after Thanksgiving break. Those students had issues in clinical with motivation and doing things separate from their classmate and this was considered when looking at their overall scores from these examinations. We will continue to utilize recording mechanisms of lab examinations to help students see where they are struggling, as it did appear to help the students see what they were missing from just verbal comments in the past.

Implementation Plan

(timeline)^:

AHLT- R 101: Fall Semester, Year One

AHLT-R 205: Fall Semester, Year Two

Key/Responsible Personnel:

Professor of Record

Measures:

AHLT-R 101 Midterm Lab Exam and AHLT-R 205 Lab Final

Supporting Attachments:

1.3.B. Operate Complex Equipment: Competency

1.3 Students will operate complex radiographic equipment to produce quality images.

1.3.B. All students will score a minimum of 2.0/3.0 on General Competency Form Patient/Equipment Section: Q#3.

Measure

General Competency: Patient/Equipment

COURSE LEVEL; DIRECT - OTHER

Details/Description:

Students will be evaluated on their proper utilization of complex medical equipment on each competency attempted in the following courses: AHLT-R 182 and AHLT-R 290. Clinical staff will utilize the General Competency form to score students on their use of equipment on Q#3.

Mapped to:

- **2020 - 2025 Radiography Goals & SLOs:** Goal 1 To provide the regional (north central Indiana) medical community with entry-level radiographers who display professionalism

Acceptable Target:

100% of the cohort will score a minimum of 2.0/3.0 on Patient/Equipment Q#3

Implementation Plan (timeline):

AHLT-R 182 Spring Semester, Year One
AHLT-R 290 Spring Semester, Year Two

Key/Responsible Personnel:

Professor of Record and Clinical Coordinator

Supporting Attachments:

- 1.3.B General Competency Information (Adobe Acrobat Document)
General Competency Expectations Checklist and General Competency Form used in all radiography clinical courses

Findings

for General Competency: Patient/Equipment

Summary of Findings:

AHLT-R182: Spring 2021: Meets program expectations for 2020 – 2021 academic year. The average score for Q#2 was 3.0/3.0. There was a total of 238/239 competencies with the score of 3.0/3.0. One student scored a 2.0/3.0 on 1 competency.

AHLT-R290: Spring 2021: Meets program expectations for 2020 – 2021 academic year. The average score for Q#2 was 3.0/3.0. There was a total of 183/184 competencies with the score of 3.0/3.0. Once competency had the score of 2.0/3.0.

Acceptable Target Achievement:

Exceeded

Reflections/Notes:

Substantiating Evidence:

Action

in 2021-2022 Reporting Year | 2020-2021 Data - Action Plan

1.3.B. Analysis/Action Plan

Action details:

AHLT-R182: Spring 2021:
This cohort understands how to operate radiographic equipment when performing examinations. The students have used the knowledge they have learned in lab while in the clinical setting.

AHLT-R290: Spring 2021:

No Status Added to 1.3.B. Analysis/Action Plan

This cohort understood what was expected of them in terms operating radiographic equipment in order to produce quality images. Even during the challenging times of COVID, this cohort worked hard to make-up clinical hours lost over last summer and to strive to have as much hands on experience as possible.

Implementation Plan

(timeline)^:

AHLT-R 182, Spring Semester, Year One
AHLT-R 290, Spring Semester, Year Two

Key/Responsible Personnel:

Professor of Record Clinical Coordinator

Measures:

General Clinical Competency Form

Supporting Attachments:

❖ Goal 2: Effective Communication

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

2.1. A. Patient Assessment: Simulation

2.1 Students will be able to perform basic patient care skills and assessments.

2.1. A. Students will score a minimum of 80% on the Vital Signs and Patient Transportation lab in R100.

Mapped to:

- **2020 - 2025 Radiography Goals & SLOs:** Goal 2 To provide student opportunities that will allow them to communicate effectively.

Measure

Vital Signs & Patient Transportation Simulation Lab

COURSE LEVEL; DIRECT - OTHER

Details/Description:

Students will be required to obtain vital signs on a partner during the AHLT-R 100 Vital Signs and Patient Transportation lab. While working in a group of 3, the student will take the lead in transporting a simulated trauma victim from the Sonography lab to the Radiography lab during the AHLT-R 100 Vital Signs and Patient Transportation lab.

Acceptable Target:

Students will score a minimum of 80% on the Vital Signs and Patient Transportation lab in R100.

Implementation Plan (timeline):

AHLT-R 100, Fall Semester, Year One

Key/Responsible Personnel:

Professor of Record

Supporting Attachments:***Findings******for Vital Signs & Patient Transportation Simulation Lab***

Summary of Findings:

AHLT – R100: Fall 2020: 100% (12/12) students completed the vital signs and patient transportation with an average score of 99%. One student failed to follow submission instructions for these assignments.

Acceptable Target Achievement:

Exceeded

Reflections/Notes:**Substantiating Evidence:*****Action******in 2021-2022 Reporting Year | 2020-2021 Data - Action Plan***

***2.1.A Action
Plan/Analysis*****Action details:**

AHLT – R100: Fall 2020: Due to COVID Classroom Capacities, we had to get creative with holding these labs. Professor Sebastian utilized online lectures through Canvas with quiz questions built into each lecture. Each student had to complete this section of the module prior to attending their scheduled lab demonstration time for these sections. This portion of the course material was also moved from the second half of the semester to the first half of the semester to try and assist with getting the students up to speed with skills they would typically observe and begin to utilize in the clinical setting prior to the module on Safe Patient Interactions in this course. This lab was completed the

No Status Added to 2.1.A Action Plan/Analysis

Monday before students started in their clinical settings. This was one thing we believe could be of benefit to the students as they were beginning their clinical rotation a few weeks later than normal in the Fall semester. This did appear to have benefit for them, as the students seemed to feel more confident transporting patients once they were physically in the clinical setting, than in years past. Vital signs monitoring was something which was refreshed throughout the semester, as the students were required to complete daily monitoring of their temperatures through Qualtrics and at clinical settings. This was also something we discussed frequently throughout the semester. Students continue to have difficulty mastering manual blood pressure monitoring; however, we note there are not many of our clinical facilities utilizing manual blood pressure monitors. We do allow the students to utilize an automated blood pressure cuff at the beginning of this lab to ensure they have a base line for assessing with their patient's vitals through the use of a stethoscope and sphygmomanometer. Working with smaller cohorts this year did allow for a more effective work environment for the lab leader and the students.

Implementation Plan

(timeline)^:

AHLT-R 100, Fall Semester,
Year One

Key/Responsible Personnel:

Professor of Record

Measures:

Vital Signs & Patient

Supporting Attachments:

**2.1.B. Patient Assessment:
Competency**

2.1 Students will be able to perform basic patient care skills and assessments.

2.1. B. All students will successfully complete a Vital Signs Assessment Competency in AHLT-R281.

Mapped to:

- **2020 - 2025 Radiography Goals & SLOs:** Goal 2 To provide student opportunities that will allow them to communicate effectively.

Measure

Vital Signs Assessment Competency

COURSE LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description:

Successfully demonstration of Vital Signs Assessment on a patient, classmate, or technologist in the clinical setting.

Acceptable Target:

All students will successfully complete a Vital Signs Assessment Competency in AHLT-R281.

Implementation Plan (timeline):

AHLT-R 281, Summer I

Key/Responsible Personnel:

Professor of Record

Supporting Attachments:

- ④ 2.1.B Patient Assessment Competency (Adobe Acrobat Document)
Competency form for Patient Assessment

Findings

for Vital Signs Assessment Competency

Summary of Findings:

AHLT – R281: Summer 1 2021: Did not meet program expectations for 2020 – 2021 academic year at the end of Summer 1 2021. Meet program expectations for 2020 -2021 academic year at the end of Summer II 2021. 42% (5/12) of the cohort completed the vital signs assessment competency in AHLT-R281. 100% of the cohort (12/12) completed the vital signs assessment competency by the end of AHLT-R282.

Acceptable Target Achievement:

Not Met

Reflections/Notes:

Substantiating Evidence:

Action

in 2021-2022 Reporting Year | 2020-2021 Data - Action Plan

**2.1.B Action
Plan/Analysis**

No Status Added to 2.1.B Action Plan/Analysis

Action details:

AHLT – R281: Summer 1 2021: The students are given two (2) course competency lists at the beginning of AHLT-R281, Summer 1, and this includes the competency list for AHLT-R281 and AHLT-R282. The students are required to obtain a minimum of twenty-five (25) or the fifty (50) competencies from this list by the end of AHLT-R281, Summer 1. For AHLT-R281, Summer 1 2021, the vital signs assessment competency resided on the AHLT-R282 competency list which may account for why 58% (7/12) of the cohort did not successfully complete this competency in AHLT-R281. For Summer 1 2022, the vital signs assessment competency will be moved from the AHLT-R282 list to the AHLT-R281 list. I will inform the students in the AHLT-R281 Summer 1 2022 cohort that this is a competency which needs to be attempted in the AHLT-R281 course.

Implementation Plan

(timeline)^:

AHLT-R 281, Summer 1

Key/Responsible Personnel:

Professor of Record

Measures:

Competency List: Patient Assessment

Supporting Attachments:

2.2.A. Assessment & Knowledge Exchange: Knowledge

2.2 Students will be able to assess the patient's condition, interpret medical data, and assist the

Measure

AHLT-R 208 Emergency Management Quiz

COURSE LEVEL; DIRECT - EXAM

Details/Description:

radiologist/physician by communicating data and assisting with procedures.

2.2. A. All students will score a minimum of 75% on Emergency Management Quiz.

Mapped to:

- **2020 - 2025 Radiography Goals & SLOs:** Goal 2 To provide student opportunities that will allow them to communicate effectively.

Students will be given a quiz over pharmaceuticals used during medical emergencies within the Medical Imaging department.

Acceptable Target:

All students will score a minimum of 75% on Emergency Management Quiz.

Implementation Plan (timeline):

AHLT-R 208, Spring Semester, Year One

Key/Responsible Personnel:

Professor of Record

Supporting Attachments:

- 2.2.A Emergency Management Quiz (Adobe Acrobat Document)
- AHLT-R 208 Emergency Pharmaceuticals Quiz

Findings

for AHLT-R 208 Emergency Management Quiz

Summary of Findings:

AHLT-R208: Spring 2021: The scores for this quiz were 3 students received 14/15, 4 students received 15/15, 2 students received 12/15, 2 students received 13/15 and 1 student received 11/15. A total of 11/12 students received 75% or more on this quiz. This objective was not met at 100%. The student that did not receive 75%, received 73%. She stated she did not study for the quiz due to family issues that were going on at the time.

Acceptable Target Achievement:

Not Met

Reflections/Notes:

Substantiating Evidence:

Action

in 2021-2022 Reporting Year | 2020-2021 Data - Action Plan

2.2.A. Action Plan/Analysis

Action details:

AHLT-R208: Spring 2021: This unit covers a lot of material. I feel moving forward it might help to divide some of the material into two sections for better understanding. A few of the students in this cohort have issues with testing and learning disabilities, but

No Status Added to 2.2.A. Action Plan/Analysis

none of them have went through the Accessibility Center in order to received extended time for testing.

Implementation Plan

(timeline)^:

AHLT-R 208, Spring Semester, Year One

Key/Responsible Personnel:

Professor of Record

Measures:

Emergency Management
Lecture & Quiz

Supporting Attachments:

2.2.B. Assessment & Knowledge Exchange: Demonstration

2.2 Students will be able to assess the patient's condition, interpret medical data, and assist the radiologist/physician by communicating data and assisting with procedures.

2.2. B. All students will score an average score of 3.0/4.0 on Student Semester Clinical Education Evaluation Q.#1.

Mapped to:

- **2020 - 2025 Radiography Goals & SLOs:** Goal 2 To provide student opportunities that will allow them to communicate effectively.

Measure

Evaluation of Student's Knowledge Dissemination

COURSE LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description:

Students will be evaluated by clinical staff and preceptors regarding their ability to understand, perform, and adjust examinations based on patient's abilities and needs. Students will be measured at the end of semester one and the end of year one.

Acceptable Target:

All students will score an average score of 3.0/4.0 on Student Semester Clinical Education Evaluation Q.#1.

Implementation Plan (timeline):

AHLT-R 181, Fall Semester, Year One
AHLT-R 282, Fall Semester, Year Two

Key/Responsible Personnel:

Professor of Record
Clinical Coordinator

Supporting Attachments:

- ④ 2.2.B End of Semester Clinical Evaluation (Adobe Acrobat Document)
End of Semester Clinical Evaluation

Findings

for Evaluation of Student's Knowledge Dissemination

Summary of Findings:

AHLT – R181: Fall 2020: Did not meet program expectations for 2020 – 2021 academic

year. The average score on Q.#1. End of Student Semester Evaluations for AHLT-R181 in FA20 was 3.14. 83% of the cohort (10/12) achieved a minimum score of 3.0/4.0 on the Student Semester Clinical Education Evaluation Q#1. Two students scored 2.5 on this category, which brought down the average.

AHLT – R282: Summer 2021: Program Expectations were met for the 2020-2021 academic year. The average score on Q.#1 End of Student Semester Evaluations for AHLT-R282 in SU21 was 3.46. 100% of the cohort achieved a minimum score of 3.0/4.0 on the End of Student Semester Education Evaluation Q#1. 4/12 students received a score of 4.0/4.0, 5/12 students received a score of 3.0/4.0, and 2/12 students received a score of 3.5/4.0 on the End of Student Semester Education Evaluation Q#1.

Acceptable Target Achievement:

Not Met

Reflections/Notes:

Substantiating Evidence:

Action

in 2021-2022 Reporting Year | 2020-2021 Data - Action Plan

***2.2.B Action
Plan/Analysis***

Action details:

AHLT – R181: Fall 2020:
There were issues with the two students, as they had an established friendship prior to entering the program and this was not known to the program faculty prior to clinical placement. This friendship resulted in a lot of non-productive clinical time and inability for the two to work independent of each other while at clinical. Professor Bettegnies met with the students prior to midterm to discuss the problems addressed by the clinical preceptor. The students were spending more time being “social” with each other rather than showing initiative regarding working independently to develop skills necessary to be effective communicators. This problem was rectified and the students ending finishing the semester with a much stronger presence. We will be spending more time

No Status Added to 2.2.B Action Plan/Analysis

in AHLT-R181 Orientation to Clinical education and working with the students on the importance of spending the time at clinical for performing exams, positioning, practicing, observing, and asking questions, as there will be time for social discussions during breaks, lunch, and outside of the clinical environment.

AHLT – R282: Summer 2021: Professor Bettegnies will continue to perform clinical visits to evaluate the student's performance in the clinical setting. The clinical visits also allow time to work with students on areas they may be weak or have questions. Professor Bettegnies will also use clinical visits to discuss the student's progress with the clinical preceptors, as well as have continued communication with them throughout the semester.

Implementation Plan

(timeline)^:

Fall 2021

Key/Responsible Personnel:

Clinical Coordinator

Measures:

Student Semester Clinical Education Evaluation

Supporting Attachments:

❖ **Goal 3: Critical Thinking**

Goal 3. To provide students opportunities that will allow them to think critically and solve problems.

3.1.A. ALARA Principles in Practice: Basic Knowledge

3.1 Students will demonstrate knowledge and practice radiation

Measure

AHLT-R 100 Basic Radiation Protection Knowledge Quiz

COURSE LEVEL; DIRECT - EXAM

protection by applying ALARA principles in practice.

3.1. A. All students will score a minimum of 75% on AHLT – R100 Radiation Safety/Protection Post-test.

Mapped to:

- **2020 - 2025 Radiography Goals & SLOs:** Goal 3: To provide students opportunities that will allow them to think critically and solve problems

Details/Description:

Students are given a pre and post quiz over Basic Radiation Protection on the first day of the fall semester. The pre quiz is before the class lecture and the post quiz is given after the lecture.

Acceptable Target:

All students will score a minimum of 75% on AHLT – R100 Radiation Safety/Protection Post-test.

Implementation Plan (timeline):

AHLT-R 100, Fall Semester, Year One

Key/Responsible Personnel:

Professor of Record

Supporting Attachments:

- ④ 3.1.A Basic Radiation Safety Quiz (Adobe Acrobat Document)
General Pre-Post quiz questions from AHLT-R 100 Canvas Quiz

Findings

for AHLT-R 100 Basic Radiation Protection Knowledge Quiz

Summary of Findings:

AHLT – R100: Fall 2020: The average score on the AHLT-R100 Rad Safety/Protection Post-Test was 97% (14.55/15) with the lowest score being 86% (13/15).

Acceptable Target Achievement:

Exceeded

Reflections/Notes:

Substantiating Evidence:

Action

in 2021-2022 Reporting Year | 2020-2021 Data - Action Plan

3.1 A Analysis/Action Plan

Action details:

AHLT – R100: Fall 2020: The students were asked to take a Pre-Rad Safety/Protection Test prior to the class lecture where the average test score was 71% (10.65/15) with 2 students achieving a score of 93% and 1 student achieving a score of 80% before the start of the class lecture on

No Status Added to 3.1 A Analysis/Action Plan

day 1 of Fall 2020. Professor Sebastian reviewed the pre-quiz at the beginning of the lecture, lectured on Radiation Safety and Protection, and then provided them with 15 minutes at the end of the class to take a post-test through Canvas. The cohort finished with enough time for the post-test to be reviewed before leaving for the day. There was good discussion during the lecture and after the lecture to provide evidence they had been attentive for the material. The program believes this is a good introduction to the field of radiation safety and protection and a good assessment to utilize throughout the cohort's time in the program, as many get concerned with ALARA practices once they start receiving dose reports in their second semester of the program. Professor Sebastian does discuss ways to reduce dose with the students during Radiographic Procedures lectures, and both Professor Bettagnies and Professor Hughey discuss how the Inverse Square Law is best practice for examinations such as fluoroscopy and mobile procedures. The program faculty also utilize information presented in this lecture in courses where Radiation Safety and Protection are reinforced. The results from FA20 demonstrate the material was introduced properly.

Implementation Plan

(timeline)^:

AHLT-R 100, Fall Semester,
Year One

Key/Responsible Personnel:

Professor of Record

Measures:

Pre-Post Quiz for Basic
Radiation Safety & Lecture

Supporting Attachments:

3.1.B. ALARA Principles in Practice: Fluoroscopic Knowledge

3.1 Students will demonstrate knowledge and practice radiation protection by applying ALARA principles in practice.

3.1. B. All students will correctly identify ways to decrease radiation exposure for the technologist during fluoroscopy on Exam 3 in AHLT – R201.

Mapped to:

- **2020 - 2025 Radiography Goals & SLOs:** Goal 3: To provide students opportunities that will allow them to think critically and solve problems

Measure

AHLT-R 201 ALARA in Fluoroscopy Knowledge Demonstration

COURSE LEVEL; DIRECT - EXAM

Details/Description:

Exam 3 over imaging of the gastrointestinal system will contain questions regarding ways for the technologist to limit radiation exposure to the occupational worker and the patient.

Acceptable Target:

All students will correctly identify ways to decrease radiation exposure for the technologist during fluoroscopy on Exam 3 in AHLT – R201.

Implementation Plan (timeline):

AHLT-R 205, Spring Semester, Year One

Key/Responsible Personnel:

Professor of Record

Supporting Attachments:

Findings

for AHLT-R 201 ALARA in Fluoroscopy Knowledge Demonstration

Summary of Findings:

AHLT-R201: Spring 2021: Due to the COVID-19 pandemic, this examination was moved to the beginning of the course. This assessment was moved to become part of the final examination for AHLT-R201. All students were able to correctly identify ways to decrease the dose to the technologist during fluoroscopic examinations.

Acceptable Target Achievement:

Met

Reflections/Notes:

Substantiating Evidence:

Action

in 2021-2022 Reporting Year | 2020-2021 Data - Action Plan

3.1.B. Analysis/Action Plan

No Status Added to 3.1.B. Analysis/Action Plan

Action details:

AHLT-R201: Spring 2021: Examination 3
Gastrointestinal Imaging was the first exam given in the Spring 2021 semester. I honestly forgot this was an assessment that needed to be addressed on the examination. The cohort did provide good discussion in our lectures over means to reduce their exposure while in the fluoroscopy setting. They were also able to correctly identify ways to utilize time, distance, and shielding while working in fluoroscopy on their final examination in AHLT-R201.

Implementation Plan

(timeline)^:

AHLT-R 201, Spring Semester, Year One

Key/Responsible Personnel:

Professor of Record

Measures:

Exam 3 Imaging of the Gastrointestinal System

Supporting Attachments:

3.1.C. ALARA Principles in Practice: Equipment Knowledge

3.1 Students will demonstrate knowledge and practice radiation protection by applying ALARA principles in practice.

3.1. C. All students will score a minimum of 75% on AHLT – R260 Equipment Design and Radiation Protection quiz.

Mapped to:

- **2020 - 2025 Radiography Goals & SLOs:** Goal 3: To provide students opportunities that will allow them to think critically and solve problems

Measure

AHLT-R 260 Equipment Design for Radiation Safety

COURSE LEVEL; DIRECT - EXAM

Details/Description:

Students will be asked to provide their knowledge of how the radiographic and fluoroscopic equipment is designed for radiation safety.

Students will be asked to provide their knowledge about the utilization of lead aprons and shielding for both occupational worker and patient safety .

Acceptable Target:

All students will score a minimum of 75% on AHLT – R260 Equipment Design and Radiation Protection quiz.

Implementation Plan (timeline):

AHLT-R 260 Spring Semester, Year Two

Key/Responsible Personnel:

Supporting Attachments:

Findings

for AHLT-R 260 Equipment Design for Radiation Safety

Summary of Findings:

AHLT-R260: Spring 2021: 91% (10/11) of the cohort scored a minimum of 75% on this quiz. The average score for this assignment was 83% with the highest score being 96% and the lowest being 52% (96%:1; 92%:2; 85%: 1; 83%:2; 81%:2; 75%:1; 52%:1). This was the best distribution of scores for the cohort up to this point of the semester.

Acceptable Target Achievement:

Not Met

Reflections/Notes:

Substantiating Evidence:

Action

in 2021-2022 Reporting Year | 2020-2021 Data - Action Plan

3.1.C. Analysis/Action Plan

No Status Added to 3.1.C. Analysis/Action Plan

Action details:

AHLT-R260: Spring 2021:
This cohort has continued to struggle with test scores for the entire SP21 semester. They are not engaging with Professor Sebastian during lectures. Professor Sebastian has provided questions from the test bank to the cohort at the beginning of each module, with very few admitting they are using them. The utilization of Pop Quizzes was implemented when this was noticed early in the semester. Professor Sebastian would come up with 15 – 20 questions from previous lectures to be given at random times without student knowledge to see if they were keeping up with course material. These quizzes were not counted toward the students' grades, rather graded and given back

to the student so they would know where they are lacking in knowledge, as a study aid. Professor Sebastian also started using structured worksheets for notetaking which required the students to engage during the lecture period. Most of the cohort had their head buried in their laptop during course lectures, only to look up in wonderment while Professor Sebastian was awaiting a response to a question with which the answer was projected on the screen. Several of the cohort were flagged for poor test scores and participation in the student evaluation reports with most of them coming to talk with Professor Sebastian about why she was concerned. Some did have improvement after their meeting.

Several in the cohort relayed to her they were not engaging as they should and were burnt out due to the pandemic, even though they had been back on campus since August 2020. She crafted homework assignments relating to future test questions, assigned material in Rad Tech Boot Camp, and continued with structured note taking worksheets for lecture. This cohort has struggled academically prior to the SP2020 semester when the COVID Pandemic forced a change in the learning environment. The faculty have continued to assess their testing ability across multiple courses only to find similar struggles and issues in each course. The program anticipates a correlation to the struggles this cohort has had since August 2019 and their ARRT Certification Scores. Will continue with the structured worksheets for

notetaking and pop-quizzes over the material, even though the 2021 cohort felt these quizzes were not effective, as they did help Professor Sebastian assess weakness in the connection for the students with the readings, lecture, and course examinations.

Implementation Plan

(timeline)^:

AHLT-R 260, Spring Semester, Year Two

Key/Responsible Personnel:

Professor of Record

Measures:

Equipment Design & Radiation Protection Quiz

Supporting Attachments:

3.2.A. Technical Adjustments: Technique Grid

3.2 Students will select appropriate technical factors to assure quality images and patient care.

3.2. A. All students will score a minimum of 75% on the Effects of Technique Changes Grid on the final examination in AHLT – R102 and AHLT – R 202.

Mapped to:

- **2020 - 2025 Radiography Goals & SLOs:** Goal 3: To provide students opportunities that will allow them to think critically and solve problems

Measure

AHLT-R 102 and AHLT-R 202 Technical Factor Adjustment Grid Final Exam

COURSE LEVEL; DIRECT - EXAM

Details/Description:

Students will be evaluated on their knowledge of adjusting technical factors based on multiple changes.

This will be evaluated in two courses: AHLT-R 102, Fall Semester, Year One and AHLT-R 202, Spring Semester, Year Two as a comparison.

Acceptable Target:

All students will score a minimum of 75% on the Effects of Technique Changes Grid on the final examination in AHLT – R102 and AHLT – R 202.

Implementation Plan (timeline):

AHLT-R 102, Fall Semester, Year One
AHLT-R 202, Spring Semester, Year Two

Key/Responsible Personnel:

Professor of Record

Supporting Attachments:

Findings

for AHLT-R 102 and AHLT-R 202 Technical Factor Adjustment Grid Final Exam

Summary of Findings:

AHLT – R102: Fall 2020: Did not meet program expectations for 2020 – 2021 academic year. 92% (11/12) of the cohort managed to get a minimum score of 75% on the Effects of Technique Changes Grid on the AHLT-102 Final Examination. The average score was 97.01% for this cohort.

AHLT-R202: Spring 2021: Did not meet program expectations for 2020 – 2021 academic year. The average score on the Effects of Technique Changes Grid on the final examination in AHLT R202 was 83%. (2 students received 95%, 1 student received 100%, 2 students received 91%, 3 students received 86%, 1 student received 82%, 1 student received 73%, 1 student received 68%, and one student received 36%).

Acceptable Target Achievement:

Not Met

Reflections/Notes:**Substantiating Evidence:**

Action

in 2021-2022 Reporting Year | 2020-2021 Data - Action Plan

3.2.A. Analysis/Action Plan

No Status Added to 3.2.A. Analysis/Action Plan

Action details:

AHLT – R102: Fall 2020: The students most often missed the concepts of distortion and resolution. These two concepts of image properties are not an emphasis this semester. It is emphasized in R 202 spring semester. The second issue Professor Hughey addressed for this cohort and scores on this assessment outcome, was the lack of actual clinical experience. Due to Covid-19 contingency planning, the students were not in the clinical setting until week 6 of the semester. This limited student experiences that normally correlate didactic and clinical learning. Professor Hughey opines this contributed to a lack of understanding of this recognition and believed due to this delayed and limited clinical experience the one student who did not score

75% or higher would have under normal clinical experiences. The faculty learned in the beginning of Spring 2021, the student who did not score 75% or higher was having some mental health issues toward the middle – end of Fall 2020 semester and was in the process of receiving professional assistance to help them deal with things better during their continuance in the program. The students did have access to Rad Tech Boot Camp this semester which helped with some of the issues where students had struggled in the past. Students who took advantage of bonus experiment opportunities while in the clinical setting did relay a better grasp of these principles. We will continue to monitor this cohort and challenge their knowledge base to make sure they have a solid foundation of this material prior to graduation through the use of lab activities, principles worksheets, discussions, etc.

*Note that this was a distance final. Students could use resources for this final not typically allowed for in person final. Professor Hughey changed the policy for this year due to lack of clinical experience and correlation between classroom material and practical radiographic imaging at clinical sites. AHLT-R202: Spring 2021: This cohort had 3 students who did not reach the minimum of 75%. This class was given an extra assignment and an optional assignment for review that was added from last year's curriculum. The material was also reviewed in class. The majority of the class did

participate in the optional review assignment, which was reviewed by Professor Bettegnies, corrected, and returned prior to the final. A plan to utilize additional lecture time over the charts content will be added for the next cohort. A plan to also review this material in Principles III will be added as well.

Implementation Plan

(timeline)^:

AHLT-R 102, Fall Semester, Year One

AHLT-R 202, Spring Semester, Year One

Key/Responsible Personnel:

Professor of Record

Measures:

Technical Factor Adjustment Grid on Final Course Exams

Supporting Attachments:

3.2.B. Technical Adjustments: Inverse Square Law

3.2 Students will select appropriate technical factors to assure quality images and patient care.

3.2. B. All students will be able to correctly solve an inverse square law problem on at least 1 of the examinations in AHLT – R207.

Mapped to:

- **2020 - 2025 Radiography Goals & SLOs:** Goal 3: To provide students opportunities that will allow them to think critically and solve problems

Measure

AHLT-R 207 Inverse Square Law Mastery

COURSE LEVEL; DIRECT - EXAM

Details/Description:

Students will be provided with multiple opportunities to correctly solve an Inverse Square Law problem proving mastery of this concept.

This course is taught in the last semester of the program as an ARRT Certification Exam review course.

Acceptable Target:

All students will be able to correctly solve an inverse square law problem on at least 1 of the examinations in AHLT – R207.

Implementation Plan (timeline):

AHLT-R 207, Spring Semester, Year Two

Key/Responsible Personnel:

Professor of Record

Supporting Attachments:

Findings

for AHLT-R 207 Inverse Square Law Mastery

Summary of Findings:

AHLT – R207: Spring 2021: On simulated examination 2, 55% (6/11) of the students in this cohort were able to correctly solve the inverse square law question. On simulated examination 3, 64% (7/11) of the students in this cohort were able to correctly solve the inverse square law question. Professor Hughey provided a detailed analysis for AHLT-R207 pertaining to the material covered on these stimulated examinations.

Acceptable Target Achievement:

Not Met

Reflections/Notes:

Substantiating Evidence:

Action

in 2021-2022 Reporting Year | 2020-2021 Data - Action Plan

3.2.B. Analysis/Action Plan

No Status Added to 3.2.B. Analysis/Action Plan

Action details:

AHLT-R207: Spring 2021:
Four questions from three simulated registry examinations were utilized to measure the cohort's outcome. This cohort lacked basic understanding of radiobiology for this assessment. The scores indicated only 3 of 12 assessment objective were met or exceed. The scores did not reflect improvement as the semester continued. They take a concurrent course in Radiobiology/ Radiation Protection an hour prior to this course. I asked the students and instructor what they discussed and students if they understood or had questions. No one asked questions and many answered the 2-3 questions I would ask over the material. Professor Sebastian was nice enough to talk about material she wanted to students to learn. I thought asking them about the

important information, it would reinforce Professor's Sebastian's material and important information. The lack of positive assessment data does not indicate the thought process was correct, at least with this cohort. Professor Sebastian went into RadTech Boot Camp and found very similar results from the students who were using the registry simulator to help prepare for final examinations. The faculty expect to similar outcomes from the actual registry scores for this cohort. Professor Sebastian went into RadTech Boot Camp and found very similar results from the students who were using the registry simulator to help prepare for final examinations. The faculty expect to similar outcomes from the actual registry scores for this cohort. Professor Bettegnies had placed emphasis on inverse square law in both the AHLT-R202 course SP20 and AHLT-R250 course FA20. She spent extra time going over these with the students in this cohort and there were not any takers on needing assistance with this material. Professor Sebastian had given a Mock Registry Examination in AHLT-R282 SUI20 and in AHLT-R205 FA20. There were questions on these examinations pertaining to the inverse square law with which some of the cohort continued to struggle She also assigned the Math packet from RadTech Boot Camp in AHLT-R 260 SP21 and 100% of the cohort was able to correctly solve problems utilizing the inverse square law. Again, no students in this cohort presented to any of the faculty requesting help with these questions. We will continue to have

additional math homework and address the solving of these types of problems again in multiple courses.

Implementation Plan

(timeline)^:

AHLT-R 207, Spring Semester, Year Two

Key/Responsible Personnel:

Professor of Record

Measures:

Inverse Square Law Problems

Supporting Attachments:

3.2.C. Technical Adjustments: X-ray Production & Interaction

3.2 Students will select appropriate technical factors to assure quality images and patient care.

3.2. C. All students will score a minimum of 75% on AHLT – R250 Quiz over X-Ray Production, Emission, and Interactions with Matter.

Mapped to:

- **2020 - 2025 Radiography Goals & SLOs:** Goal 3: To provide students opportunities that will allow them to think critically and solve problems

Measure

AHLT-R 250 X-Ray Interaction with Matter Quiz Mastery

COURSE LEVEL; DIRECT - EXAM

Details/Description:

Students will provide their knowledge of how x-rays are produced and the different interactions with matter possible. This material will provide mastery level feedback, as this material has been introduced in several courses prior to this semester. Comprehension of this material is important for proper imaging of patients and proper radiation safety.

Acceptable Target:

All students will score a minimum of 75% on AHLT – R250 Quiz over X-Ray Production, Emission, and Interactions with Matter.

Implementation Plan (timeline):

AHLT-R 250, Fall Semester, Year Two

Key/Responsible Personnel:

Faculty of Record

Supporting Attachments:

Findings

for AHLT-R 250 X-Ray Interaction with Matter Quiz Mastery

Summary of Findings:

AHLT – R1250: Fall 2020: 91% (10/11) of the cohort did score higher than 75% on the AHLT-R250 quiz over X-Ray Production, Emission, and Interactions with Matter with 8/11 students achieving a score of 87% or higher and 2/11 achieving a score of 80%. Breakdown of the cohort: 4: 93%; 4: 86.6%; 2: 80%; and 1: 73.3%

Acceptable Target Achievement:

Not Met

Reflections/Notes:**Substantiating Evidence:*****Action***

in 2021-2022 Reporting Year | 2020-2021 Data - Action Plan

3.2.C. Analysis/Action Plan

No Status Added to 3.2.C. Analysis/Action Plan

Action details:

AHLT – R250: Fall 2020:
Overall, Professor Bettegnies was pleased with the results from this quiz, as this material can be difficult to comprehend, and most of the students did well. The one student not meeting the 75% threshold typically scores well on her exams and quizzes. This student expressed she did not study as much as is typical for her due to some time constraints. Professor Bettegnies plans on adding additional videos to help explain the emission and x-ray production, as she believes students can better understand a concept if they can what is being explained, rather than just hearing it in a lecture or reading it in their text. The students were assigned this section of Rad Tech Boot Camp as homework. Professor Bettegnies will also research additional study aids for this section and will review quiz results to see if there are trends.

Implementation Plan**(timeline)^:**

AHLT-R 250, Fall Semester,
Year Two

Key/Responsible Personnel:

Professor of Record

Measures:

X-ray Production &
Interactions with Matter Quiz

Supporting Attachments:

3.3.A. Organization & Thinking: Application

3.3 Students will develop organizational and critical thinking skills to increase efficiency in the performance of radiographic examinations.

3.3. A. 100% of employer surveys returned will receive a score of 2.0/3.0 on Q.#8 Critical Thinking Ability.

Mapped to:

- **2020 - 2025 Radiography Goals & SLOs:** Goal 3: To provide students opportunities that will allow them to think critically and solve problems

Measure

Employer Survey Q#8 Critical Thinking and Image Analysis

PROGRAM LEVEL; INDIRECT - SURVEY

Details/Description:

Employers will be asked to provide the program with feedback regarding the ability of recent graduates in the area of applied critical thinking regarding image analysis.

Acceptable Target:

100% of employer surveys returned will receive a score of 2.0/3.0 on Q.#8 Critical Thinking Ability.

Implementation Plan (timeline):

Annually

Key/Responsible Personnel:

Program Director

Supporting Attachments:

- 3.3.A. Employer Survey (Adobe Acrobat Document)
Employer Survey

Findings

for Employer Survey Q#8 Critical Thinking and Image Analysis

Summary of Findings:

Employer Survey: Spring 2021: The average score for the 5 returned surveys for Q.#8 was 2.6/3.0. The returned survey scores were 3,3,3,2,2 with no comments made for this question.

Acceptable Target Achievement:

Met

Reflections/Notes:

Substantiating Evidence:

Action

in 2021-2022 Reporting Year | 2020-2021 Data - Action Plan

3.3.A. Analysis/Action Plan

No Status Added to 3.3.A. Analysis/Action Plan

Action details:

Employer Survey: Spring 2021: This exceeds expectations for this benchmark. The program was pleased with this average, as this cohort was very eager to do almost every exam they could while in the clinical setting. They continued to display a great work initiative and had completed their necessary competencies prior to Spring Break 2020, so they did not have to petition the university and clinical setting for the ability to finish competencies and/or simulations during the phase of the COVID Pandemic when much of the country was locked down. Employers did not this group had an eagerness to learn, and they will make great technologists as they continue to develop their skills and confidence. Of the 5 surveys returned, 1 continued into CT, 1 in Echocardiography, 2 in Ultrasound, and 1 in MRI. Of those 5, 4 have taken and successfully completed at least 1 portion of an advanced imaging modality certification examination prior to graduation from the MIT Program. This reinforces their ability to think critically, as they are ensuring they have set themselves up to be successful. The program continues to look for ways in which to help foster critical thinking of the students. The faculty have begun utilization of some mapping tools which should be discussed in the Fall 2021 assessment data.

Implementation Plan

(timeline)^:

Spring 2022

Key/Responsible Personnel:

Program Director

Measures:

Employer Survey

Supporting Attachments:**3.3.B. Organization & Thinking: Competency**

3.3 Students will develop organizational and critical thinking skills to increase efficiency in the performance of radiographic examinations.

3.3. B. All students will be able to position patients properly according to department protocol and patient conditions with a minimum score of 2/3 on General Clinical Competency Form Patient/Equipment Q.#5.

Mapped to:

- **2020 - 2025 Radiography Goals & SLOs:** Goal 3: To provide students opportunities that will allow them to think critically and solve problems

Measure*General Competency: Patient Positioning***COURSE LEVEL; DIRECT - STUDENT ARTIFACT****Details/Description:**

Students will be evaluated by clinical staff and preceptors regarding their ability to properly position patients to meet the department's standard operating procedures and protocols.

Acceptable Target:

All students will be able to position patients properly according to department protocol and patient conditions with a minimum score of 2/3 on General Clinical Competency Form Patient/Equipment Q.#5.

Implementation Plan (timeline):

AHLT-R 182, Spring Semester, Year One

AHLT-R 283, Fall Semester, Year Two

Key/Responsible Personnel:

Professor of Record

Clinical Coordinator

Supporting Attachments:

[3.3.B. General Competency Criteria and Form \(Adobe Acrobat Document\)](#)

General Competency Criteria and Form for Clinical Courses

Findings*for General Competency: Patient Positioning***Summary of Findings:**

AHLT – R283: Fall 2020: Meets program expectations for 2020 -2021 academic year. 100% of the competencies completed for students in AHLT-R283 received a minimum score of 3/3 for the Fall 2020 semester.

AHLT-R182: Spring 2021: Meets program expectations for 2020 -2021 academic year. The average score for Q#5 was 3.0/3.0. 234/239 competencies had a score of 3.0/3.0 for Q#5. One student scored a 2.0/3.0 on 3 competency forms and another student scored a 2.0/3.0 on 2 competency forms.

Acceptable Target Achievement:

Met

Reflections/Notes:

Substantiating Evidence:

Action

in 2021-2022 Reporting Year | 2020-2021 Data - Action Plan

3.3.B. Analysis/Action Plan

No Status Added to 3.3.B. Analysis/Action Plan

Action details:

AHLT – R283: Fall 2020:
Overall the program is pleased with the outcome for this component, as the students had an extended absence from the clinical environment due to the COVID-19 Pandemic restrictions at our clinical affiliates. The program plans on changing some material in the AHLT-R205 Radiographic Procedures III course in Fall 2021 to include more emphasis on image critique and analysis, rather than just reviewing material from previous courses which students likely forget during their summer clinical experiences.

AHLT-R182: Spring 2021:
This cohort has done an excellent job of putting their knowledge they have learned in lab into the clinical setting. The cohort understands the correct way to properly position patients in accordance with the protocols for the facility in which they are rotating through. This cohort has learned how to adjust positions and positioning of the patient based on the patient's condition.

Implementation Plan

(timeline)^:

AHLT-R 182, Spring Semester, Year One
AHLT-R 283, Fall Semester,

Year Two

Key/Responsible Personnel:

Clinical Coordinator
Professor of Record

Measures:

General Competency Forms:
Q#5

Supporting Attachments:

3.3.C. Organization & Thinking: Demonstration of Knowledge

3.3 Students will develop organizational and critical thinking skills to increase efficiency in the performance of radiographic examinations.

3.3.C. All students will score a minimum of 75% on AHLT-R 281 Semester Portfolio.

Mapped to:

- **2020 - 2025 Radiography Goals & SLOs:** Goal 3: To provide students opportunities that will allow them to think critically and solve problems

Measure

AHLT-R 281 Semester Portfolio

COURSE LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description:

Students will demonstrate critical thinking, organization, and demonstration of knowledge through their AHLT-R 281 Portfolio as they critique their chosen examination.

Acceptable Target:

All students will score a minimum of 75% on AHLT-R 281 Semester Portfolio.

Implementation Plan (timeline):

AHLT-R 281, Summer 1 beginning Summer 1 2021

Key/Responsible Personnel:

Professor of Record

Supporting Attachments:

[AHLT=R 281 Portfolio Information \(Adobe Acrobat Document\)](#)

Information pertaining to the Clinical Course Portfolio Assignment with Rubric

Findings

for AHLT-R 281 Semester Portfolio

Summary of Findings:

No findings to report for the 2020 - 2021 Assessment Cycle

Acceptable Target Achievement:

Reflections/Notes:

Substantiating Evidence:

❖ Goal 4: Clinical Competence

Goal 4. To provide educational experiences that produce clinically competent individuals prepared for employment as entry-

level radiographers.

4.1.A. Timely & Effective Communication: Pathology

4.1 Students will be able to communicate effectively and apply interpersonal skills with patients, peers, physicians, and other vital members of the healthcare team.

4.1. A. All students will score a minimum of 75% on Pathology Presentation In-class quiz.

Mapped to:

- **2020 - 2025 Radiography Goals & SLOs:** Goal 4: To provide educational experiences that produces clinically competent individuals prepared for employment as entry level Radiographer

Measure

AHLT-R 200 Pathology Presentation Quiz

COURSE LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description:

Students will prepare a 10 - 15 question quiz to accompany their Pathology Presentation.

Acceptable Target:

All students will score a minimum of 75% on Pathology Presentation In-class quiz.

Implementation Plan (timeline):

AHLT-R 200, Spring Semester, Year Two

Key/Responsible Personnel:

Professor of Record

Supporting Attachments:

Findings

for AHLT-R 200 Pathology Presentation Quiz

Summary of Findings:

AHLT-R200: Spring 2021: The average score on the Pathology Presentation In-class quiz was a 92%.

Acceptable Target Achievement:

Met

Reflections/Notes:

Substantiating Evidence:

Action

in 2021-2022 Reporting Year | 2020-2021 Data - Action Plan

4.1 A. Analysis/Action Plan

Action details:

AHLT-R200: Spring 2021: The pathology presentation allows the students to research and present a pathology which they deem worthy of their time. Allowing

No Status Added to 4.1 A. Analysis/Action Plan

the students to prepare a presentation from a personally chosen pathology gives them the opportunity to learn about something they are interested in while presenting information outside of their required textbooks and lecture material. Each student is required to write a 10 – 15 question quiz which complements their presentation for this course. The quizzes were given to the cohort at the beginning of the first presentation. This quiz was added to the assignment as students have failed to pay attention during lectures and during their classmates' presentations in the past. At the end of each presentation, the presenter will go over the quiz, and the students respond with the correct answers. This has allowed for more interaction and has gotten the students to pay attention to each other instead of “surfing the net” or working on other homework. Most of the quizzes were well written and all of the students did cover the material asked in their quiz in their presentation in a clear and effective manner. The students do comment how challenging it is to come up with 10 – 15 quiz questions. I do not like to collect these quizzes, as they allow the students to take home information presented from their classmates. I simple access their work before they leave for the day. Room for improvement for this assessment would be to collect the quizzes, scan them in, and then return them after I have reviewed their work.

Implementation Plan

(timeline)^:

AHLT-R 200, Spring

Semester, Year Two

Key/Responsible Personnel:

Professor of Record

Measures:

Presentation Quiz

Supporting Attachments:

4.1.B. Timely & Effective Communication: Evaluation

4.1 Students will be able to communicate effectively and apply interpersonal skills with patients, peers, physicians, and other vital members of the healthcare team.

4.1. B. All students will score a minimum of 2.5/4.0 on Student Semester Clinical Education Evaluation Q.#7.

Mapped to:

- **2020 - 2025 Radiography Goals & SLOs:** Goal 4: To provide educational experiences that produces clinically competent individuals prepared for employment as entry level Radiographer

Measure

Student Semester Clinical Education Evaluation: Q#7 Interpersonal Communication

COURSE LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description:

Students will be evaluated by clinical staff and preceptors on their interpersonal communication skills with all members of the healthcare team.

Acceptable Target:

All students will score a minimum of 2.5/4.0 on Student Semester Clinical Education Evaluation Q.#7.

Implementation Plan (timeline):

AHLT-R 181, Fall Semester, Year One
AHLT-R 283, Fall Semester, Year Two

Key/Responsible Personnel:

Clinical Coordinator

Supporting Attachments:

- 4.1.B Student Semester Clinical Evaluation (Adobe Acrobat Document)
End of Semester Student Clinical Behavior Evaluation

Findings

for Student Semester Clinical Education Evaluation: Q#7 Interpersonal Communication

Summary of Findings:

AHLT – R181: Fall 2020: Meets program expectations for 2020 -2021 academic year. The average score for AHLT-R181 in the Fall 2020 semester was 3.79/4.0 with all students 12/12 meeting the minimum benchmark for Q.#7 on their Student Semester Clinical Education Evaluation.

AHLT – R282: Fall 2020: Meets program expectations for 2020 -2021 academic year. The average score for AHLT-R283 in the Fall 2020 semester was 3.9/4.0 with all students 11/11 meeting the minimum benchmark for Q.#7 on their Student Semester Clinical Education Evaluation.

Acceptable Target Achievement:

Met

Reflections/Notes:

Substantiating Evidence:

Action

in 2021-2022 Reporting Year | 2020-2021 Data - Action Plan

4.1. B Analysis/Action Plan

No Status Added to 4.1. B Analysis/Action Plan

Action details:

AHLT – R181: Fall 2020:
While the scores for this cohort were within the acceptable range for this outcome, the program believes the aforementioned clinical situation with the two students having difficulty separating social time from clinical time may have had an impact on the overall score. Reflecting on the score from Fall 2020, Goal 2.2.B and Fall 2020 Goal 4.1.B, the program believes it to be in the best interest of the students and clinical affiliates to stress the importance of clinical experience regarding setting priorities, initiative, and work ethic during their AHLT-R181 orientation to clinical experience material. We will be looking for potential resources and/or speakers to come and work with the students regarding these areas.

AHLT – R282: Fall 2020:
Again, most of the scores for this cohort were at or above the expected benchmark for this outcome. Professor Bettegnies continues to discuss these areas with the students during their periodic evaluations, providing them with ideas for continued professional growth. The clinical visits for Fall 2020 have been hampered due to COVID-19 Pandemic

restrictions which has not afforded the program faculty the ability to work with or see the students' performance during their clinical hours. With the lessening of restrictions, we should be able to be back in the clinical environment on a more routine schedule where we will be better equipped to help students in this area.

Implementation Plan

(timeline)^:

AHLT-R 181, Fall Semester, Year One
AHLT-R 283, Fall Semester, Year Two

Key/Responsible Personnel:

Clinical Coordinator

Measures:

Student Semester Clinical Education Evaluation

Supporting Attachments:

4.2.A. Positioning Skills: Evaluation

4.2. Students will demonstrate positioning skills in the clinical area which allows the students to work in routine, emergency, and trauma situations while completing the procedure with speed and accuracy.

4.2. A. All students will score a minimum score of 3.0/4.0 on Student Semester Clinical Education Evaluation Q.#2.

Mapped to:

- **2020 - 2025 Radiography Goals & SLOs:** Goal 4: To provide educational experiences that produces clinically competent individuals prepared for employment as entry level Radiographer

Measure

Student Semester Clinical Education Evaluation: Q#2 Quality of Work

COURSE LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description:

Students quality of work for the semester will be evaluated by clinical staff and preceptors.

Acceptable Target:

All students will score a minimum score of 3.0/4.0 on Student Semester Clinical Education Evaluation Q.#2.

Implementation Plan (timeline):

AHLT-R 181, Fall Semester, Year One
AHLT-R 283, Fall Semester, Year Two

Key/Responsible Personnel:

Clinical Coordinator
Professor of Record

Supporting Attachments:

- ④ 4.2.A Student Semester Clinical Evaluation (Adobe Acrobat Document)
End of Semester Student Clinical Behavior Evaluation

Findings

for Student Semester Clinical Education Evaluation: Q#2 Quality of Work

Summary of Findings:

AHLT-R282: Summer 2021: The average score for AHLT-R282 Q#2 on the End of the Student Semester Clinical Education Evaluation was 3.46/4.0. All students scored a minimum of 3.0/4.0 on the End of the Student Semester Clinical Education Evaluation. The scores for the evaluations were 1/12 received a 4.0/4.0, 2/12 received a 3.0/4.0, and 9/12 received 3.5/4.0 on the End of the Student Semester Clinical Evaluation.

Acceptable Target Achievement:

Met

Reflections/Notes:

Substantiating Evidence:

Action

in 2021-2022 Reporting Year | 2020-2021 Data - Action Plan

4.2. A Analysis/Action Plan

No Status Added to 4.2. A Analysis/Action Plan

Action details:

AHLT-R282: Summer 2021: Meets program expectations for 2020-2021 academic year. The average score for AHLT-R282 Q#2 on the End of the Student Semester Clinical Education Evaluation was 3.46/4.0. All students scored a minimum of 3.0/4.0 on the End of the Student Semester Clinical Education Evaluation. The scores for the evaluations were 1/12 received a 4.0/4.0, 2/12 received a 3.0/4.0, and 9/12 received 3.5/4.0 on the End of the Student Semester Clinical Evaluation.

Implementation Plan

(timeline)^:

AHLT-R 282, Summer II

Key/Responsible Personnel:

Professor of Record

Measures:

Student Semester Clinical

4.2.B. Positioning Skills: Application

4.2. Students will demonstrate positioning skills in the clinical area which allows the students to work in routine, emergency, and trauma situations while completing the procedure with speed and accuracy.

4.2.B. 100% of employer surveys returned will receive an average score of 2/3.

Mapped to:

- **2020 - 2025 Radiography Goals & SLOs:** Goal 4: To provide educational experiences that produces clinically competent individuals prepared for employment as entry level Radiographer

Measure

Employer Survey Overall Evaluation

PROGRAM LEVEL; INDIRECT - SURVEY

Details/Description:

The overall score of the returned employer surveys reflect evaluation of recent graduates in the clinical competency and educational preparation as an entry-level radiographer.

Acceptable Target:

100% of employer surveys returned will receive an average score of 2/3.

Implementation Plan (timeline):

Spring Semester, Annually

Key/Responsible Personnel:

Program Director

Supporting Attachments:

- 4.2.B. Employer Survey (Adobe Acrobat Document)
Employer Survey

Findings

for Employer Survey Overall Evaluation

Summary of Findings:

Employer Survey: Spring 2021: The overall average score for the 2020 Graduate Employer Survey was 2.67/3.00. The overall average score for the sections dealing specifically with positioning skills were as follows: General Radiography 2.75/3.00 and Surgery/Portable/Fluoroscopy 2.00/3.00.

Acceptable Target Achievement:

Exceeded

Reflections/Notes:

Substantiating Evidence:

Action

in 2021-2022 Reporting Year | 2020-2021 Data - Action Plan

4.2.B Analysis/Action Plan

No Status Added to 4.2.B Analysis/Action Plan

Action details:

Employer Survey: Spring 2021: The program is pleased with the overall scores and comments from the 2020 graduation cohort, especially since the cohort was not able to physically attend the last six (6) weeks of their AHLT-R290 Comprehensive Clinical Experience course due to COVID-19 restrictions. Two (2) of the surveys returned did not have a response for the Surgery/Portable/Fluoroscopy and one (1) of those surveys was returned from a student outpatient clinic. The faculty have discussed this and have engaged in conversation with an alumnus who had some concern about student confidence level for entry level technologists. The alumnus works for Indiana Spine Group which has a medical academic center, and they have connected us with the person responsible for scheduling groups to come in and take part in educational experiences at their hospital. We are actively working on trying to secure funding to take our second-year cohort in the fall semester and our first-year cohort in the spring semester to the medical academic center for a day where they can work with a technologist and a cadaver to get some more experience using the c-arm and possibly the o-arm.

Implementation Plan**(timeline)^:**

Spring Semester, 2022

Key/Responsible Personnel:

Program Director

Measures:

Employer Survey

Supporting Attachments: