

**Indiana University Kokomo Radiography Program: Assessment of Goal # 2      Classes of 2005-2007**

**Goal 2:** Students will demonstrate a life -long desire for professional excellence while displaying ethical behavior and professional judgment

<b>EXPECTED Outcomes:</b>	<b>MEASUREMENT TOOLS</b>	<b>Benchmarks</b>	<b>Frequency of Review</b>	<b>Responsible Individual(s)</b>
2.1 Students and graduates will exhibit ethical behavior and professional judgment	A. Student Semester Clinical Education Evaluation (SSCE) Q # 8 in R 182 and R 290	A. R182: 2.0 and R290: 3.0 (on a scale of 1.0 – 4.0)	A. Yearly in May	A. Clinical Coordinator Program Director
	B. Student Semester Clinical Education Evaluation (SSCE) Q# 9 in R182 and R290.	B. R182: 2.0 and R290: 3.0 (on a scale of 1.0 – 4.0)	B. Yearly in May	B. Clinical Coordinator Program Director
	C. Employer Survey (ES) Q #3.	C. 2.0 (on scale of 1.0-3.0)	C. Yearly in January	C. Program Director
	D. Employer Survey (ES) Q # 11.	D. 2.0 (on scale of 1.0-3.0)	D. Yearly in January	D. Program Director
	E. Quiz on ethics in R 100 Orientation	D. 75%	E. Yearly in December	E. Faculty

<b>Results A: SSCEE Q#8 Professional Judgment:</b>			
<b>Average score R 182:</b>	<u>2005</u> 2.63	<u>2006</u> 2.63	<u>2007</u> 3.00
<b>Average score R 290:</b>	<u>2005</u> 3.10	<u>2006</u> 3.09	<u>2007</u> 3.55

**Analysis /Action Plan A:**  
 2005 (R 182): All 11 students received a minimum score of 2 from affective domain tools used for semester evaluations.  
 (R 290): 9 of 11 students scored at least a 3 on professional judgment.  
 2006 (R 182): 11 of 11 students scored at least a 2 on professional judgment.  
 (R 290): 9 of 11 students scored at least a 3 on professional judgment.  
 2007 (R182): 11 of 12 students scored at least a 2 on professional judgment.  
 (R 290): 11 of 11 students scored at least a 3 on professional judgment.  
 Critical thinking skill exercises have been added to R101, R201 and R205. Clinical Portfolio exercise has also been revised to assist with the students' ability to evaluate patient situations as to increase students' awareness with problem solving. Role playing in R100 Orientation course is believed to have helped increase the scores. Dealing with ill / potentially ill patients is very different from interacting with the public in most situations. Professional judgment is discussed in all our courses trying to explain the difference between acceptable and professional. Details are important and can be demonstrated daily. Will continue to monitor for 5 year average.

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<b>Results B: <u>SSCEE Q # 9 Professional Ethics:</u></b>			
<b>Average Score R 182:</b>	<u>2005</u> 2.63	<u>2006</u> 3.35	<u>2007</u> 3.79
<b>Average Score R 290:</b>	<u>2005</u> 3.50	<u>2006</u> 3.64	<u>2007</u> 4.00
<b>Analysis/ Action Plan B:</b>			
<p><b>2005 (R 182):</b> 10 of the 11 students scored at least 3 on displaying professional ethics at all times.  <b>(R 290):</b> All 11 students scored a minimum of 3 on professional ethics during this semester. Half of the class receive 4 or outstanding scores.</p> <p><b>2006 (R 182):</b> All students scored a minimum score of 3 on displaying professional ethics at all times.  <b>(R290):</b> All students scored a minimum score of 3 on displaying professional ethics at all times.</p> <p><b>2007 (R 182):</b> 11 of the 12 students scored at least a 3 on displaying professional ethics at all times; 10 students receiving a score of 4.  <b>(R 290):</b> 11 of 11 students scored at least a 4 on displaying professional ethics at all times.</p> <p>As the program evolves, the students and staff at our clinical sites are becoming more aware of the need to display professional ethics always. Patients may not be aware of the technical aspects of patient care by radiographers, but almost anyone can observe ethical/ professional behavior. With the introduction of students in the clinical education sites, there was no “standard” that each site was held to, even though standard did exist through the ARRT and ASRT. The program, the clinical instructors and students emphasized ethical conduct and believe it has translated to clinical sites through our graduates populating these sites. In-turn, the technologists (program graduates) expect better ethical conduct / behavior. Will continue to monitor and see if this analysis is validated.</p>			
<b>Results C: <u>ES Q#3 Ethical Behavior: (scale 1.0 – 3.0)</u></b>			
Average scores:	<u>2005</u> 2.75	<u>2006</u> 2.75	<u>2007</u> Will be available in January 2008
<b>Analysis / Action Plan C: <u>ES Q#3; Ethical Behavior</u></b>			
<p><b>2005:</b> All returned surveys scored our graduates with a minimum of acceptable for ethical behavior.  <b>2006:</b> All returned employer surveys indicated our graduates were at least acceptable in their professional judgment.  <b>2007:</b> Will have available in January 2008.</p> <p>Graduates continue to display professional ethics above our benchmark. Will continue to monitor for at least 4 years to get a larger statistical value for validity and variety.</p>			
<b>Results D: <u>ES Q#11 Professional Judgment: (scale 1.0 – 3.0)</u></b>			
Average scores:	<u>2005</u> 2.38	<u>2006</u> 2.50	<u>2007</u> Will be available in January 2008
<b>Analysis / Action Plan D:</b>			
<p><b>2005: All returned surveys scored our graduates with a minimum of acceptable for ethical behavior and professional judgment.</b>  <b>2006: All returned employer surveys indicated our graduates were at least acceptable in their professional judgment.</b>  <b>2007: Will have available in January 2008.</b></p> <p>Although these numbers are within our benchmark, in R 205 (Radiographic Procedures III) will incorporated more image critique to help increase judgment</p>			

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of graduates in image analysis. 2006 scored slightly better on professional judgment. Perhaps this due to our efforts in class to increase the amount of image critique. Will continue to monitor and look for trends

**Results E. Quiz Professional Ethics:**

	<u><b>2005</b></u>	<u><b>2006</b></u>	<u><b>2007</b></u>
Average Scores:	88.5%	87.2%	88.1 %

**Analysis / Action Plan**

New professor taught the course beginning in 2006. Will be able to obtain averages in August when he returns from summer break. Scores may not have much correlations because of two different professors quizzing on professional ethics because of different emphasis in class. The standard deviation as a percentage in the three averages was less than the deviation as individuals, as one would expect. The deviation of no more than 3 % is acceptable range because different professors taught this course three consecutive years. The program hopes that the same professor will be teaching this class for at least the next three years.

<b>EXPECTED Outcomes:</b>	<b>MEASUREMENT TOOLS</b>	<b>Benchmarks</b>	<b>Frequency of Review</b>	<b>Responsible Individual(s)</b>
2.2 Students voluntarily will join ASRT or ISRT during the program.	Membership card	A. 75%	A. Yearly in May	A. Clinical Coordinator

**Results A: Student participation in ASRT or ISRT organizations:**

**2005:** 100% participation      **2006:** 91% participation      **2007:** 33% participation as of May

**Analysis / Action Plan A:**

**2005:** 8 out of 11 students joined the ASRT (72.72%); 5 out of 11 students joined the ISRT (45.45%)  
**2006:** 5 out of 11 students joined the ASRT (45.45%); 5 out of 11 students joined the ISRT (45.45%)  
**2007:** 1 out of 12 students joined the ASRT (8.3%); 3 out of 12 students joined the ISRT (25%)

This was monitored very closely this year as the ISRT has made major changes and have scholarships (financial and educational) available for students. This was discussed with the students and many of them planned to join the ISRT this Summer vs ASRT due to financial obligations. Two students are to apply to the ISRT Leadership Academy for September 2007 in Merrillville, IN at the Annual ISRT Conference. The cost of the ASRT is greater than ISRT. Most students state they plan on joining the ASRT closer to graduation so they will have ability to do CE in ASRT magazine after graduation. They perceive decrease benefit joining before the last semester of school. We have also given students greater means of achieving portfolio points through community service activities and the imaging club. The first year (2005) these options were not available.

<b>EXPECTED Outcomes:</b>	<b>MEASUREMENT TOOLS</b>	<b>Benchmarks</b>	<b>Frequency of Review</b>	<b>Responsible Individual(s)</b>
2.3 Students will participate in sponsorship of a CE event for District IV at IU Kokomo	Participation Form	75%	B. Yearly at District/Community Meeting	B. Clinical Coordinator

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**Results B: percentage of students participating in District IV, CE events at IUK :**

<u>2005</u>	<u>2006</u>	<u>2007</u>
22.75%	65.22%	86.96%

**Analysis / Action Plan B :**

**2005: 5 out of the 22 students aided in hosting a District IV ISRT Continuing Education Conference (22.72%).**

**2006: 15 out of the 23 students aided in hosting a District IV ISRT Continuing Education Conference (65.22%)**

**2007: 20 out of the 23 students aided in hosting a District IV ISRT Continuing Education Conference (86.96%).**

This is an event the students have taken great pride in for their community. The ISRT will be dissolving the District; however, the students will still continue to provide this opportunity, if approved, with the assistance of the ISRT. It is also a means of student's obtaining points for their portfolio. We believe it has replaced the ASRT / ISRT membership because it does not cost the students money to help with community events such as the District IV seminar. Also created an imaging club to make students more aware of these CE opportunities. The imaging club is sponsored by IU Kokomo and allows students to earn money for educational trips/ seminars. The Radiography faculty is mentors of the imaging club program. Anyone interested in any imaging field or radiation physics may join. There are no dues and to remain a member, students must attend at least two meetings per school year. The more participation from club members in community events, the greater the reimbursement from the university for the students to use for the education.

EXPECTED Outcomes:	MEASUREMENT TOOLS	Benchmarks	Frequency of Review	Responsible Individual(s)
2.4 Program graduates will demonstrate a desire for professional development.	A. Graduate Survey Q#14 will continue formal education	A. 50%	A. Yearly in January	A. Program Director
	B. Graduate Survey Q#15 "will participate in radiologic society"	B. 70%	B. Yearly in January	B. Program Director

**Results A: GS Q#14: Graduates will continue formal education**

<u>2005</u>	<u>2006</u>	<u>2007</u>
9%	9%	27%

**Analysis / Action Plan A:**

With the continued use of a variety of medical imaging modalities, the IU Kokomo Radiography program surveyed area employers to see where future of imaging modalities were headed in this area and did research on a national scope to see if there was correlation. As a result of the survey and research, the program began to establish a 4 year degree in Medical Imaging Technology here at the IU Kokomo campus. In 2006, the degree was recognized by the Indiana Higher Education Commission. It is hoped that this degree will help fulfill this outcome of the program, but provide qualified imaging technologist for patient care needs of the area and nation. Before the degree was approved, students had to travel a minimum of 50 miles to the nearest on campus, BS degree offering. As stated above, 3 of the 11 2007 graduates have enrolled for the 07-08 MIT degree. One more of te 2007 graduates have indicated they want to continue with their education, if only part-time this fall. It is hoped that the degree will allow students and graduates a place to continue their education.

**Results B: GS- Q#15: Graduates will participate in some radiologic society**

<u>2005</u>	<u>2006</u>	<u>2007</u>
82%	73%	will be available in January 2008 when graduates surveys are returned

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**Analysis / Action Plan B:**

**More graduates participate in the ASRT than the ISRT. This is most likely due to the ASRT ability to help keep track of CEs. Will monitor and see if having imaging club and BS degree offering will affect these results in B.**

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