

Goal 1. Professionalism 2015-16 Academic Year

Goal 1 To provide the regional (north central Indiana) medical community with entry-level radiographers who display professionalism			
Outcomes	Components	Courses / Evidence by	Responsible Individual
1.1 Students will demonstrate professional and ethical behaviors.	1.1 a. Program Decorum: Follows Program Policies and Procedures without incidence.	1.1 Spring Semester, R182 and R290. Handbook P and P including TB, Drug Screen, Background and program physical completed by stated deadline	1.1 Clinical Coordinator
<p>Results: Meets program expectation for 1.1 Spring 2016: R182: All students (12/12) turned in their completed information by the stated deadline so as to be able to attend Clinical Education in the Summer of 2016 without issues. Certified Background merged with another organization to become Castle Branch. There was an issue with one student's background check because Castle Branch did not follow up in the delay of service issue with their investigator. However, the student did not have any negative reflections on their background check. Due to a service issue with Castle Branch the student was not able to start her clinical rotation on time. This was clearly an issue with the investigator used by Castle Branch and the student's money was refunded. R290: All students (12/12) turned in their completed information by the stated deadline and were able to complete Clinical Education in Spring of 2016 and graduate without issues.</p>			
<p>Analysis / Action Plan: Spring 2016: Ms. Sebastian was diligent in following up with Castle Branch to resolve issues with their system. Students have been told background screenings could take as long as 4 weeks to complete and deadlines have been adjusted accordingly.</p>			
	1.1 b. All students will score a minimum of 2.5/4 on question #9. Professional Ethics on their Student Semester Clinical Education Evaluation.	1.1b Spring Semester, R 182, and R 290 End of Semester Evaluations	1.1.b Clinical Coordinator
<p>Results: Meets program expectations for 2015-2016 Spring 2016: R182: All students (12/12) received higher than a minimum score of 2.5/4 on question #9. Professional Ethics Student Semester Clinical Education Evaluation. R290: All students (12/12) received higher than a minimum score of 2.5/4 on question #9. Professional Ethics Student Semester Clinical Education Evaluation.</p>			
<p>Analysis / Action Plan: Spring 2016: All students in R182 and R290 (24/24) received higher than a minimum 2.5/4 on question #9. Professional Ethics Student Semester Clinical Education Evaluation.</p>			

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<p>1.2. Employer survey of graduates indicate they exhibit Ethical and Professional behavior</p>	<p>1.2. Employer survey Question #3 Grad demonstrate ethical and professional behavior.</p>	<p>1.2 All scores on returned employer survey will be a minimum of 2.0 / 3.0 on a Likert score system</p>	<p>1.2 Program Director yearly</p>
<p>Results: Meets program expectations for 2015-2016 -2015 grads – Employers of five of the ten 2015 graduates completed our employer survey and returned it to the program. All five students were rated at 2.0 or higher for ethics and professional attitude. Three of the five had 3.0 and the other two received a 2.0. -2016 grads Employers from five of the nine grads who are presently working returned our employer survey. All employers gave our grads at least a 2.0 / 3.0. They also all indicated they would hire future graduates if they positions became available. This meets our program outcomes for employer feedback and qualitative values for our graduates on question #3 as well as Q# 14 about hiring future graduates. Returning employers” IU Health Arnett, Logansport; Community Howard and Community North; Witham Lebanon.</p>			
<p>Analysis / Action Plan: We will continue to monitor this area to assure the program continues to have graduates who are ethical and professional. This question is planned for the 2016-2020 assessment plan for the program.</p>			

Goal 2. Communication 2015-16 Academic Year

Goals 2 To provide student opportunities that will allow them to communicate effectively.			
Outcomes	Components / tool	Courses / Evidence by	Responsible Individual
2.1 Students will utilize professional interpersonal skills to communicate with professional staff.	2.1 All students will average a minimum of 2/3 on General Competency Form questions #9.	2.1 R 281 and R 290 – Interpersonal communication - “Communicates well with the technologist(s)” 2 nd year students final semester	2.1 Clinical Coordinator or faculty of record yearly
<p>Results: Summer 2016: R182: All students (12/12) received a minimum score of 2/3 on General Competency Form #9. “Communicates well with the technologist.” The average score for R182 was 2.71/3 Spring 2016: R290: All students (12/12) received a minimum score of 2/3 on General Competency Form #9. “Communicates well with the technologist.” The average score for R 290 was 2.84.</p>			
<p>Analysis / Action Plan: 2015-2016. The program is pleased with the over-all scores. The summer R 281 is a great clinical experience course being five days a week over the summer. It is a time when first year students learn to understand much more about what ever- day life of the technologist is and how important interpersonal communication is. This result does indicate that students are still learning how to communicate with professional staff. However they are doing it on a more consistent basis. The program believes for our students and graduates to have success they will need to continue to demonstrate positive communications with all professional staff involved in the patients’ care and acquisition of quality images.</p>			
2.2 Students will utilize professional verbal skills with patient	2. 2 All students will average a minimum of 2.5/3 on General Competency Form question 4. With no scores less than 2.0	Fall Semester, R 181 and R 283 - Patient communication “Patient or patient’s family understood explanation of instruction / procedure”	Clinical Coordinator
<p>Results: Meets program expectation. Fall 2015: R181: All students (12/12) scored at least a 2/3 on General Competency Form #4. “Patient or patient’s family understood explanation of instruction/procedure.” The average score for R181 was 2.58/3. R283: All students (12/12) scored at least a 2/3 on General Competency Form #4. “Patient or patient’s family understood explanation of instruction/procedure.” The average score for R 290 was 2.75.</p>			
<p>Analysis / Action Plan: The results from 2015-2016 seem to demonstrate an increased ability to verbally communicate with the patient as the students’ progress through the program. The program has increased the number of scenarios and team playing situations to increase the students’ awareness of the importance of verballing interaction as well as increasing the correlation between verbal history and image diagnosis</p>			

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by the radiologist. The program believes that with PACS and the fact the Radiologists are not as available in the department as in analog imaging times, having positive verbal skills becomes even more important.			
2.3 Student will utilize written and skills in the classroom	2.3 Written assignment in R 200 Pathology. No Student will not score less 80% on the major written assignment in this course.	R 200 – Radiographic Pathology	Faculty of Record yearly
<p>Results: Meets program expectations Spring 2016: R200: All students (12/12) scored between 88% to 98% on their Pathology Presentation assignment for this semester. The highest score was 49/50 and the lowest score was 44/50 due to being turned in late. The average score for this assignment was 47/50 or 94%.</p>			
<p>Analysis/Action Plan: This assignment was designed to allow the students an opportunity to explore a pathology they might find of interest. Students seems to appreciate the flexibility in the assignment and usually pick something related to a pathology someone they know has been diagnosed with in hopes of helping them understand the process.</p>			

Goal 3. Critical Thinking and Problem Solving 2015-16 School Year

Goal 3: To provide students opportunities that will allow them to think critically and solve problems			
Outcomes	Components / tools	Courses	Responsible Individual
3.1 Students will evaluate radiographic images for appropriate positioning and image quality	3.1.b. Students will be able to demonstrate proper alignment of anatomical areas of interest using general comp form Image Evaluation – Q #2 with at least a 2.0 / 3.0 score	R 182 and R 290 clinical experiences in spring each year for 1 st and 2 nd yr. students respectively	3.1 Clinical Coordinator yearly
<p>3.1.a. Results: Meets program expectations for 2015-2016 R 182 – all scores were at least a 2.0 on Q #2 –demonstrating anatomical area of interest. The average score on random competencies for spring R182 of the students first year was 2.48. R290 – all scores were at least a 2.0 on Q #2 –demonstrating anatomical area of interest. The average score on random competencies for spring R290, second year students was 2.71.</p>			
<p>3.1.a Analysis/Action Plan - This was a significant improvement as hoped/ to be expected since this was an outcome comparison not only for program expectations, but for knowledge and skills acquired in the twelve months of the outcome assessment. Recommend this outcome be continued until 2020 as planned due to its importance in our fields of imaging procedures and patient care/ safety.</p>			
3.1 Students will evaluate radiographic images for appropriate positioning and image quality	3.1.b. Students will be able to identify correct factor change and correlate to effect on image a minimum of 75% of the time. Final Examine “grid” in R 202	3.1.b Spring Semester R 202 Principles of Exposure II – Final Examination “grid” page 1.	3.1.b. Faculty of Record
<p>3.1.b. Results: spring 2016 – meets program outcome expectations for outcome 3.1.b., Goal 3 10 of 12 students taking the final in R 202 scored at least 85% on this changing technique factors “grid” on the final in R202. These Technical changes covered all changes that are typical under the control of the technologist. It also includes viewing of the digital image. The other two students scored 78% percent.</p>			
<p>3.1.b. Analysis/Action Plan 2016-2017: Continue to challenge students’ knowledge of changing technical factors and the effects these would have if the image was analog. The newer more powerful algorithms make it difficult for students to understand the impact changes on the control panel prior to exposure can</p>			

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<p>have on the radiograph. It is incumbent on the faculty to help the student not only understand the resultant image, but the impact changes have on patient dose.</p>			
<p>Goal 3: To provide students opportunities that will allow them to think critically and solve problems</p>			
Outcomes	Components / tools	Courses	Responsible Individual
<p>3.2 Students will comprehend examinations at their clinical site.</p>	<p>All students will score an average of 3.0 /4.0 on Student Semester Clinical Education Evaluation question #1:</p> <p><i>“Displays understanding of information, responsibilities, procedures, materials, equipment, and techniques needed to complete the exam.”</i></p>	<p>3.2 Spring Semester, R290 2nd year</p>	<p>3.2 Clinical Coordinator</p>
<p>3.2 Results: 2015-2016 --- meets program expectations All Students in R 290 (spring) 2016 scored at least a 3.0/ 4.0 on question #1 for their semester end evaluation. The average score was 3.34. A total of twelve students were evaluated by clinical professionals at each students’ respective clinical site. The Clinical Instructors at each site were included in these evaluation scores.</p>			
<p>3.2 Analysis/Action Plan: This is a crucial ability needed of all of our graduates. Many times new graduates are scheduled on weekends and nights with little or no supervision. Being able to comprehend and communicate will increase the likelihood of providing excellent patient care, acquiring high resolution images and complying with ALARA requirements. Continue to monitor outcome 3.2 as planned for 2016-2017.</p>			
<p>Goal 3: To provide students opportunities that will allow them to think critically and solve problems</p>			
Outcomes	Components / tools	Courses	Responsible Individual
<p>3.3 program graduates will be able to critically think</p>	<p>3.3 Returned Employer surveys will indicate on Q #8 “Critical thinking ability to include image analysis and critique” a score of at least 2.0 / 3.0 score and no scores of less than 2.0</p>	<p>3.3 Returned Employer Surveys each year</p>	<p>3.3 Program Director - yearly</p>

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3.3 Results: 2015-2016 – Meets program expectations

The program received employer surveys back of five students. All five returned surveys indicate the students are able to think critical by scoring at least a 2.0 on that question.

3.3 Analysis and Action Plan 2016-2017 Critical Thinking is a fundamental outcome of any radiography program. In that the technologist will encounter non-routine patients and situations on a daily basis. It is necessary for our program to graduate students who understand and can think critical to produce images that will result in a proper diagnosis. We recommend Continuing to monitor this outcome with no changes at this time.

Goal 4. Clinical Competent Entry Level Radiographers 2015-16 Academic Year

Goal 4: To provide educational experiences that produces clinically competent individuals prepared for employment as entry level Radiographers.			
Outcomes	Components / tool	Courses	Responsible Individual
4.1 Students will demonstrate knowledge of proper radiation practices for patients and technologists.	4.1 a. clinical comp form Image Evaluation Q #5 <i>“Evidence of radiation protection:</i> Student will score an average of 2.5 or greater and no score of less than 2.0 on a 3.0 Liker scale	4.1.a. R 182 and R 290 – clinical courses	4.1.a Clinical Coordinator
<p>4.1.a. Results: Spring 2016 Meets program expectations R182 – as second semester first year students, they scored a 2.68 / 3.00 average for the semester on Q #5 concerning radiation protection on images of completed competencies. No score was below 2.0. This is a compilation of all seven our clinical sites. R290 – the scores for our second year, second semester reflected what the program hopes each student who is about to graduate will exhibit – outstanding evidence of radiation protection for all our patients. The average score was 2.87. No score was below 2.5/ 3.00 scale.</p>			
<p>4.1.a. Analysis/Action Plan: Spring 2016 The program is pleased with the results of this outcome in 2015-2016. This is the first year for this outcome with goal 4. We chose this outcome to reflect the changes on the 2017 ARRT Radiography examination. We are going to use R 182 scores as a benchmark for R290 in 2016-2017 since it is those student graduates who take the new content version of the Radiography certification examination.</p>			
4.1 Students will demonstrate knowledge of proper radiation practices for patients and technologists.	4.1.b Radiation safety quiz – patient protection R 260, Chapter 12 Sherer text/ All students will score at least 80% on chapter quiz – “Management of Pat. Radiation dose during x-ray procedures.”	4.1.b. R 260 Radiobiology / Radiation Protection	4.1.b. Faculty of record
<p>4.1.b. Results: Spring 2016 Meets program expectations All students scored at least 80% (32/40) on quiz chapter 12 “<i>Management of Patient Dose During Diagnostic X-Ray Procedures</i>” The class average was 34.8 questions correct or 87%. Two of the twelve student did only score the minimum 32 to pass this quiz.</p>			

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<p>4.1.b. Analysis/Action Plan: for 2016 – 2017 I plan to review use the same metric for this outcome in the spring of 2017. However I divide the class into two section and have a Jeopardy type quiz the week prior to this examination / quiz.</p>			
<p>4.1 Students will demonstrate knowledge of proper radiation practices for patients and technologists.</p>	<p>4.1.c. Returned Employer surveys on question #2 “Radiation Safety knowledge and practices” our graduates will score at least a 2.0 / 3.0 and have no score less than 2.0.</p>		<p>4.1.c. Program Director</p>
<p>4.1.c. Results: 2016 Returned Employer surveys Question #2: “Radiation Safety Knowledge and Practice” --- Meets Program Expectations The program had five returned surveys from employers from 2016 graduating class. All returned surveys had scores at or above 2.0 for question #2;(returned scores = 3+3+2.5+3+2 = 13.5/5 = 2.7 average). We had two positive comments about following safety policies and always uses shielding.</p>			
<p>4.1.c. Analysis/Action Plan: 2016-2017 Plan to continue to monitor this important feedback back from our graduates’ employers. Radiation safety is extremely important to our program and we emphasize the need to demonstrate protection and especially with the public perceptions about radiation protection. The program teaches Image Wisely and Image Gently principles. We also emphasizes digital techniques of higher kVp and lower mAs on routine imaging to reduce the dose (following 15% rule). Assure students are following and practicing ALARA guidelines through development of technical factors, communications and positioning excellence.</p>			
<p>4.2 Students will demonstrate positioning skills necessary to perform procedures and tasks as an entry level radiographer.</p>	<p>4.2 All students will score a minimum of 3/4 on: End of Semester” - Student Semester Clinical Education Evaluation question 2 – “Accurate positioning, acknowledges proper radiographic image quality. Demonstrate room readiness, radiation protection, patient care, and organization of work.”</p>	<p>4.2 Spring Semester; R 281 and R290:</p>	<p>4.2 Clinical Coordinator</p>
<p>4.2 Results – 2015-2016 Meets program expectations for R 182, but not for R 290 R 182 – All first year, second semester students scored at least a 3.0 /4.0 on question 2, End of Semester evaluation for motor and cognitive skills in the clinical siting</p>			

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R 290 – The benchmark of 3.0 / 4.0 was not met. 11/ 12 students scored a 3.0 or higher on question 2, End of Semester evaluation for motor and cognitive skills in the clinical siting. One student did not score 3.0 on the final semester evaluation in R 290. This student did score high enough to pass the course however.

Analysis/ Action Plan for 2016-2017 academic year

The program will continue to monitor this outcome for Program goal 4. It is an excellent measure of motor and cognitive ability of students to translate didactic material to the clinical settings. This being the first year in our cycle we need to establish ways to help students better translate didactic material to clinical situations. We will review our time and material in the classroom and follow-up with end of semester clinical site evaluations to see if all students. The program will have more mandatory one-on-one sessions for any student not receiving at least a 3.0 on their midterm clinical evaluation. We offer an open office appointment for students who have a passing score, but do not make it mandatory. For students who are below passing (2.0/ 4.0), there are mandatory weekly meetings with the Clinical Coordinator.