

Category 3: Problem Solving and Critical Thinking

Goal 3: Students will possess problem solving and critical thinking skills.

Outcome

Tool

Benchmark

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Category 4: Communication Skills						
Goal 4: Students will communicate and interact effectively with patients and staff.						
Outcomes	Tools	Benchmark	Time Frame	Responsibility	Result	Action
1. Students will engage in radiography-related discussions with patients, staff and						

3. Students will communicate effectively orally.	Clinical Education Grade	A-1.	A-1	A-1	A-1	A-1, None
	Determination Form Part 2: K-4 3 rd and 4 th semester and #5 during 5 th semester.	satisfactory rating. A-2.	Third semester.	Clinical Coordinator	Yes 11/11=100%	A-2, None A-3, None
		satisfactory rating. A-3.	A-2. Fourth semester.	A-2. Clinical Coordinator	Yes 10/10=100%	Note: combine 4-4-3 and 4-4-
		satisfactory rating.	A-3. Fifth semester.	A-3. Clinical Coordinator	Yes 11/11=100%	

Category 5: Professional Growth and Development						
Goal 5: Students and graduates will behave ethically.						
Outcomes	Tools	Benchmark	Tim Frame	Responsibility	Result	Action
1. Students will apply the values, ethics and compassion of a radiographer.	A. Final Grade Determination Form B.	A-1. 90 % Combined satisfactory rating.	A-1 Third semester.	A-1 Clinical Coordinator	A-1 Yes 11/11=100%	A-1. None
		A-2. 90 % Combined satisfactory rating.	A-2. Fourth semester.	A-2. Clinical Coordinator	A-2 Yes 10/10=100%	A-2. None
		A-3. satisfactory rating.	A-3. Fifth semester.	A-3. Clinical Coordinator.	A-3 Yes 11/11=100%	A-3. None
2. Graduates will apply the values, ethics and compassion of a radiographer.	Employer's Survey # 1	satisfactory rating of those surveys returned.	Six months post graduation.	Program Director	Yes 9/9=100%	None
3. Students will develop a five year career development plan.	Five Year Career Development Plan	satisfactory rating.	Fifth semester	Clinical Coordinator	Yes 96.4 %	None

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	<p>the students. Students were suppose to be writing their exposure techniques down and RT evaluators and clinical instructors were suppose to be ensuring this was done. Karen Roberts, Clinical Coordinator corrected this issue by communicating this need to students, RT evaluators and clinical instructors. She is monitoring the situation for ongoing compliance.</p>
Communication Skills	<p>Summary: Gary and Karen feel the program is effective in providing problem solving and critical thinking skills. Students learn how to set fixed and variable exposure techniques in the production of quality images. They learn how to evaluate image quality and demonstrate this understanding during competency evaluations.</p> <p>The benchmarks for communication skills related to students communicating and interacting effectively</p>

Employment Rates	<p>100% employment of those seeking employment of those surveys returned. Eleven (11) surveys were sent out and 6 returned data. Of those 6 surveys returned 6 students were employed. Informally, we learned that all graduates obtained work after graduation. We are learning that even after following up with phone calls and additional questionnaires to collect data, some students simply ignore the request. They are done with</p> <p style="text-align: center;">The program continues to meet its benchmark.</p>
Graduate Satisfaction	<p>4.4 on a scale of 1 to 5 of those surveys returned. Six (6) of the 6 surveys returned indicated that graduates felt they received</p> <p style="text-align: center;">This benchmark is met.</p>
Employer Satisfaction	<p>100% of the employers are satisfied with the performance of graduates. Nine (9) out of 9 surveys returned indicated that 9 employers of 9 graduates are satisfied with their performance. All would consider rehiring our graduates if they left. All would hire another of our graduates. Requests for ways to improve the program ranged from consideration of longer clinical rotations for added learning, to more OR time, to more lab time prior to clinical education. All of which are under consideration. This benchmark is met.</p>
<p>Assessment Plan Review</p>	
Mission Statement	<p>The mission statement was reviewed by Gary Lauer, Program Director and Karen Roberts, Clinical offering.</p>
Goals Assessment Plan	<p>The goals were reviewed by Gary and Karen and felt to be still applicable.</p> <div style="background-color: black; width: 100%; height: 100%; min-height: 150px;"></div> <p style="text-align: right;">For</p> <p>. Students will be eligible for (instead of just the 5th semester). For B and provides clinical instructors addressing employability skills. 9 to assess</p>

process for continued program improvement. After working with JRCERT staffer, Ms. Barbara Burnham, BS, RT (R), FASRT, FAHRA, in the development and approval of this plan from programmatic accreditation site visit in Fall of 2007, we find two challenges: (1) getting organized for data collection and (2) managing the process. With Karen Roberts coming on board as our new clinical coordinator in the Fall of 2007 (at the time of our JRCERT site visit), conditions have improved and we have established a better tracking of tools and data. Also, we have defined the Summer Session (our administration period) as the appropriate time to conduct the outcome assessment for the previous graduation appropriate time to conduct to 7.