

**College of Southern Idaho**  
**Radiologic Technology Program Outcome Assessment Plan—Class of 2013**

<p>3. Graduates will be employed within 6 months.</p>	<p>Alumni Survey Question # 2.</p>	<p>80 % of those seeking employment of those surveys returned. (Excludes military and continuing education</p>				
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C. All competency evaluation forms.  
D. All unsatisfactory competency exams. #1,2,9.

evaluations.  
D. 2% first time unsatisfactory rate of patient care tasks of all comps.  
(Note: We are counting comps, not tasks because it only takes one unsatisfactory to fail a comp. And, students may fail i78 :





<b>Category 5: Professional Growth and Development</b>
<b>Goal 5: Students and graduates will behave ethically.</b>

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**exam. One passed the Registry exam on the second attempt. Corrective actions for 1.1.2.A and 1.1.2.C include dealing with test anxiety, improved study / review methods, increased reinforcement of knowledge and skills in lectures, labs, demos; and seek higher self-motivated and academically stronger students.) (NOTE: Class of 2014 with 12 out of 14 having taken the Registry exam has a 91.6% annual first time pass rate, evidencing a significant improvement from the annual first time pass rate of 78% for the Class of 2013.) (NOTE: The program historically has enjoyed a high first time program pass rate as reflected in the 5 year first time pass rate of 92%.)**



Performance	<b>Nov. 2012.</b>
Summary	8 out of 11 benchmarks reflecting 4 outcomes for Category II: Clinical Performance was met. The program appears effective in preparing students to become clinically competent as entry level radiographers. Students seem to be evidencing an understanding of professional communications, safety and transfer of patients, patient care and assessment, infection control, how to deal with acute situations and exam prep. They are demonstrating quality positioning skills for both entry level noninvasive and invasive procedures in class and in clinical education. They are applying appropriate radiation safety measures in protecting the patient, themselves and others. They are correctly evaluating images on non-routine patients.
Category III: Problem Solving and Critical Thinking	3 out of 4 benchmarks for this goal were met. The benchmark of 7 combined average normalized mock section score was <b>not</b> met for 3-3-3 again this year. The mock operations and quality control (radiologic science) 2. <b>(NOTE: We assessed the math backgrounds of the four lowest scoring students for this section and found three individuals with “C” grades in high school and college math; a strong indication why these students struggled with RADT 101 Rad Science concepts. The fourth individual had decent math grades but during the middle of her training it became obvious that her studies became less of a priority; an indication why students need to be strongly committed to achieving the highest possible Registry exam score.) (NOTE: The actual ARRT Registry section score for “equipment operations and quality control” for the Class of 2013 was 7.5, which exceeded the 6.62 normalized section score by .88 points.) (NOTE: For the Class of 2014 who will be assessed in summer of 2015, their combined mock section score was 7.8 - -a significant improvement by 1.18 points.)</b>
Amendments to Category III: Problem Solving and Critical Thinking	None
Summary	3 out of 4 benchmarks reflecting 3 outcomes for Category III: Problem Solving and Critical Thinking were met. The program appears 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. ALARA exposure techniques are being selected by the students and monitored by RT evaluators, clinical instructors



