



Radiography

<http://www.caspercollege.edu/assessment/index.html>

Instructions: To submit an assessment plan for a specified program, please respond to each of the questions below. *Use as much space as you need to describe the program assessment plan.* Once this form is completed, please email it as an attachment to kthatcher@caspercollege.edu. For guidelines and/or assistance in developing a plan for assessing student learning, please contact Kathleen Thatcher or consult resources on the Assessment website at <http://www.caspercollege.edu/assessment/index.html>.

CC MISSION:

With a mission of student success, Casper College provides educational opportunities to improve quality of life and sustainable community building and citizenship.

The college is a premier public comprehensive two-year institution that provides academic transfer, vocational, continuing education and basic skills education for the citizens of Casper, Natrona County, the State of Wyoming and the World.

1. **Program: Radiography**
2. **Department: Radiography**
3. **School: Health Science**
4. **Person(s) Responsible for Developing Plan: Laurie Weaver**
5. **Email: lweaver@caspercollege.edu**
6. **Phone: 307-268-2587**
6. **Date Submitted: 1-30-12**

1. Does this program offer distance learning ? Yes No

(*Note: Please complete a separate Assessment Plan form for each program.)

A. Conceptual Assessment Plan Components

Assessment enables an understanding of what students are learning as a result of the program. Assessment findings can be used for a variety of purposes including making decisions regarding curriculum and instruction as well as providing feedback to students.

1. *State the department or program mission in terms of educational purpose or goals*

Program Mission

The Associates of Science Radiography Program at Casper College provides education to produce competent medical radiographers eligible for immediate employment or advanced education, by offering high quality educational and clinical experiences.

Casper College Radiography Program Goals and Outcomes:

I. Clinical Performance and Competence

Students will produce high quality images by possessing the knowledge, clinical application, radiation safety practices and patient care skills needed to meet the needs of the radiography community as entry level radiographers.

Outcomes:

- A. Students will apply proper principles of radiation protection in regard to patient, self and others.

- B. Students will utilize knowledge of anatomy, positioning, and physiology to demonstrate proper structures on the IR
- C. Student will demonstrate a working knowledge of appropriate patient care skills for radiographic procedures.

II. Problem Solving and Critical Thinking

Students will demonstrate sound problem solving and critical thinking skills necessary to function effectively in the clinical setting.

Outcomes:

- A. Student will demonstrate the ability to compensate for varying patient conditions
- B. Student will be able to, while critiquing images identify and initiate changes needed to produce a quality image.

III. Communication

Students will communicate effectively with patients, peers, and other members of the healthcare team. Through effective communication students will function as a productive member of the healthcare team.

Outcomes:

- A. The student will provide effective patient education techniques for various imaging procedures through efficient communication skills.
- B. The student will communicate effectively with their peers and other health care professionals.

IV. Professional Growth and Development

Students will understand the purpose and importance of professional values, ethics, continuing education, leadership and lifelong learning.

Outcomes:

- A. The student will demonstrate an appropriate professional work ethic in the clinical setting.
- B. The student will demonstrate continued professional growth after graduation.

V. Program Effectiveness

Graduates will fulfill the needs of the health care community. The program will provide the community with graduates who are able to function as an active member of the health care team.

Outcomes:

- A. Students will complete the program.
- B. Graduates will pass the ARRT examination on the 1st attempt.
- C. Graduates who are seeking employment will find jobs within 6 months post graduation.
- D. Graduates will indicate satisfaction that the program adequately prepared them for the profession as an entry level radiographer.
- E. Employers will indicate satisfaction that graduates of the program were adequately prepared as entry level radiographers.

2. *List the student learning outcomes for the program addressed by this plan. (Note: Please complete a separate Assessment Plan form for each program.)*

See Above

3. *Explain the student learning outcomes relation to the unit mission and goals (i.e. Do the student learning outcomes reflect the unit goals and objectives, further the mission, are rooted in the academic discipline, etc.?)*

See Above

4. *Describe how and by whom assessment findings will be used.*

Faculty and program director assess program outcomes to improve student learning.

Accreditation reviews learning outcome results to be sure we are meeting their standards.

B. Implementation Assessment Plan Components

It is important to create a detailed implementation plan that aligns each student learning outcome with each of the following items:

- (A) how/where program outcomes are learned,
- (B) what evidence/indicator(s) will be collected, including both direct and indirect evidence,
- (C) how the evidence/indicator(s) will be collected and by whom,
- (D) how the evidence/indicator(s) will be analyzed and by whom, and
- (E) how assessment findings will be communicated back to the academic unit's faculty and students and used to improve the program.

Please note, it is important that the implementation plan collects useful information and that the collection and analysis methods are manageable given the resources available in your academic unit.

1. *Instructions:* For each program-level outcome (not course objectives), please provide information for each category listed below. Both direct and indirect evidence/indicators should be utilized in your assessment plan. You are encouraged to utilize existing evidence/indicators when feasible to keep the process manageable. You should also collect evidence/indicators throughout the program and not just at the end.

Program Learning Outcome	A How/Where is outcome learned?	B Evidence/ Indicator(s) of Learning	C Collection method(s) for each source of evidence	D Analysis method(s) for each source of evidence	E Feedback Procedures (Faculty, staff & students)
Students will apply proper principles of radiation protection in regard to patient, self and others.	a. 90% will pass the radiation protection category on the clinical comp exams. b. 90% will pass the collaborative assignment- Radiation Biology and Protection	a. Clinical competency exam radiation protection category d. Radiation protection course collaborative assignment	See column A	Faculty Meetings and Advisory Board	Graduate/ Employer Survey, exit Survey, Advisory Board, Faculty Meetings
Students will utilize knowledge of anatomy, positioning, and physiology to demonstrate proper structures on the IR	a. 90% will pass the clinical competency exam positioning category b. 90% will pass the final positioning assignment	a. Clinical competency evaluations positioning category b. Positioning II & III class final assignment	See column A	Faculty Meetings and Advisory Board	Graduate/ Employer Survey, exit Survey, Advisory Board, Faculty Meetings
Student will demonstrate a working	a. 90% will pass the patient care category of the	a. Clinical competency exam Patient	See column A	Faculty Meetings and	Graduate/ Employer

knowledge of appropriate patient care skills for radiographic procedures.	exam b. 90% of students will pass the Patient Care exam	Care category b. Patient Care Exam: Patient Care for Radiographers Written exam.		Advisory Board	Survey, exit Survey, Advisory Board, Faculty Meetings
Student will demonstrate the ability to compensate for varying patient conditions	a. 90% will pass the trauma competency exams b. 90% will pass the trauma lab final	a. Trauma clinical competency exams b. Trauma lab final exam: Clinical Education V	See column A	Faculty Meetings and Advisory Board	Graduate/ Employer Survey, exit Survey, Advisory Board, Faculty Meetings
Student will be able to, while critiquing images identify and initiate changes needed to produce a quality image	a. 90% will pass the film critique packets b. 90% will pass the film critique for clinical comp. exams evaluations	a. Positioning class II & III film critique packets b. Competency exam film critique evaluation	See column A	Faculty Meetings and Advisory Board	Graduate/ Employer Survey, exit Survey, Advisory Board, Faculty Meetings
The student will provide effective patient education techniques for various imaging procedures through efficient communication skills.	a. 90% will pass the communication section of the clinical competency b. 90% will score a 4 (scale of 1-5) on the communication section of the evaluation Q # 8- Communication with Pt.	a. Clinical Competency Exam communication category b. Semester end clinical evaluation by instructor	See column A	Faculty Meetings and Advisory Board	Graduate/ Employer Survey, exit Survey, Advisory Board, Faculty Meetings
The student will communicate effectively with their peers and other health care professionals.	a. 90% will receive a 4 (1-5 scale) in this category. Q # 5 & 10. b. 90% of employers will answer SA or A on # 10 of the survey.	a. Clinical rotation evaluations by instructor Q # 5 & 10 b. Employer Survey	See column A	Faculty Meetings and Advisory Board	Graduate/ Employer Survey, exit Survey, Advisory Board, Faculty Meetings
The student will demonstrate an appropriate professional work ethic in the clinical setting.	a. 90% of employers will mark SA or A on questions 2,13 b. 90% will receive a 4 (1-5 scale) in the ethics category Q # 1,2,3,4,5,6- Work ethic	a. Employer Survey b. Clinical rotation evaluations Ethics category instructor eval.	See column A	Faculty Meetings and Advisory Board	Graduate/ Employer Survey, exit Survey, Advisory Board, Faculty Meetings

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	Q 9- Prof. behavior and ethics				
The student will demonstrate continued professional growth after graduation.	a. 90% of respondents will indicate A/SA: Grad. Survey Q# 9&10 b. Employer Survey: Q# 9 c. Lifelong learning Goals assignment	a. Graduate Survey b. Employer Survey c. lifelong Learning Goals Assignment	See column A	Faculty Meetings and Advisory Board	Graduate/ Employer Survey, exit Survey, Advisory Board, Faculty Meetings
A. Students will complete the program. B. Graduates will pass the ARRT examination on the 1 st attempt. C. Graduates who are seeking employment will find jobs within 6 months post graduation. D. Graduates will indicate satisfaction that the program adequately prepared them for the profession as an entry level radiographer. E. Employers will indicate satisfaction that graduates of the program were adequately prepared as entry level radiographers	Program/admissions records ARRT summary report of exams taken by graduates Graduate Survey sent in May of each year Employer Survey sent in May of each year Exit Survey, Program records, faculty continuing education records		See column A	Faculty Meetings and Advisory Board	Graduate/ Employer Survey, exit Survey, Advisory Board, Faculty Meetings

2. Describe the responsibilities, timeline, and the process for implementing this assessment plan. **See assessment plan for accreditation, it outlines each of these areas for each individual outcome. Each faculty member and the program director have responsibility for different area. Time line is twice a semester for most outcomes.**

C. Global Design & Use

It is critical that program assessment plans be developed and approved by all faculty in the department. In addition, *include student input and external sources* (e.g., national standards, advisory boards, employers, alumni, etc.) in the development of the assessment plan(s).

1. *Describe the process through which your academic unit created this assessment plan. Include:*
 - a. *Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with your unit's departmental review schedule.) **Revised and reviewed every 6 months at faculty and advisory board meeting.***
 - b. *How students were included in the process and/or how student input was gathered and incorporated into the assessment plan. **Advisory Board member, graduate survey***
 - c. *What external sources were consulted in the development of this assessment plan? **Advisory Board***
 - d. *Assessment of the manageability of the plan in relation to departmental resources and personnel. **Having to do two plans one for accreditation and one for the college is time consuming. College should accept the format used for accreditation. The accreditation version addresses the desired areas and more.***

Q1. Faculty/Advisory Board Summary of Assessment and Graduate/Employer Survey:

Areas of Discussion and Improvement:

- Q1. 1. **Program needs new college lab equipment to reflect what the students and graduates are using in the clinical sites. This will help them not only be educated in what they will see but also to excel in the clinical setting and be better prepared for a variety of situations. We are pursuing possible grant funding as well as foundation donations as possible funding for the replacement.**
- Q1.
- Q1. 2. **Faculty is looking at a new clinical database for clinical testing and records. The current data base is good but we cannot revise it to fit our changing needs. We also need better quantitative assessment results that are easier to interpret and more available on a regular basis to review. A demonstration has been set up for faculty to preview the program.**
- Q1.
- Q1. 3. **Put Graduate and Employer Survey on-line to encourage better response rate. Laurie will meet with assessment department at college to start that process for next survey in May 2012.**
- Q1.
- Q1. 4. **New clinical objectives implemented last year. Reviewed to include more critical thinking and patient care. Also look at communication areas to assess if it is adequate. We will continue to review and revise objectives to address needed areas of improvement and reflect changes in the profession.**
- Q1.
- Q1. 5. **Emergency Department rotation was implemented this summer. Fred met with the ED Director after the completion of those rotations to address some**

areas that we would like to see more improvement. The goal of the rotation is to enhance patient care skills, teamwork among the departments and communication between students and other health care areas. We feel including this rotation has helped improve those listed areas and will continue to work with the ED Department to make it even better.

Q1.

Q1. 6. Communication and Critical thinking remain areas of improvement. Faculty have added many activities addressing these areas. We also feel that during clinical, lab and classroom situations we all constantly work on having students improve these important characteristics. We need to encourage the clinical sites to allow students to use critical thinking and problem solving skills.

Q1.

Q1. 7. Film Critique for clinical education: Form/assignment needs to be revised to be more in line with digital imaging.

Q1.

Q1. 8. Faculty discussed the importance of continuing to be good role models for students not only professionally and ethically but also in the technical and patient care areas such as radiation protection.

Q1.

Q1. 9. Faculty will define a trauma competency exam more clearly to ensure that students are truly doing the exam in a trauma situation.

Q1.

Q1. 10. Life Long learning- Goals paper has been a positive step. Faculty would like to see more graduates involved in professional organizations.

a.