

Mission Statement:

To facilitate the development of highly competent radiographers inspired to provide excellent patient care as they meet the healthcare needs of our region.

To produce highly competent radiographers who exhibit essential interpersonal skills to meet the needs of a changing healthcare environment (stakeholders).

Essence Statement: Excellent

A state of the art, practitioner-based through strong, diverse clinical practice, leveraging from a rigorous (comprehensive??) academic base, who are job ready, client centered and service oriented.

To produce entry-level practitioner

Stakeholders: Who has complained, who has asked you to do something, who would be upset if the program went away, who as complimented??

Students: Regional Pacific NW, nontraditional & traditional, diversity

Healthcare system:

- Providers: Physicians/nurses, etc.
- Agencies: hospitals, clinics Regional Pacific NW and locally

Patients: high quality patient care when they want it

Community / businesses: viable economy, recruiting for their own business (good health care system)

College environment

- Faculty: part of excellence, uphold standards, model behavior of a professional, protect the public from poor practitioners
- Student affairs:

Regulatory Bodies

- **State Board – Legislators:** approval & funding, must have ongoing funding, economically viable
- **Professional Organizations:** ASRT, ISRT: quality programs in the membership, looks for membership
- **Accrediting board:** ensures / expects high standards, ARRT certify graduates

Equipment vendors: beta testing, test sites,

Graduate schools: admit highly qualified candidates

Boundaries of program & scope

Is	Is Not
Associate Degree Program	Bachelor’s Degree
Practitioner base	
Academic focused	Technical program
Prepares for Bachelor’s degree 3+1	
Meets regional needs	Not international or national
Exists at the request of stakeholders	
Under LCSC direction	Under hospital direction or agency
Strongly supported by the community in clinical sites	
General radiographers	Not imaging specialists

Goals: Students and Programs based

Current or ongoing

100% job placement (employment in the field within 6 months or pursue further formal education)

Have 100% of the students take the ARRT test/100% ARRT pass rate (Maintain curriculum currency)

Use an exit test for evaluation data

Regular academic testing of clinical skills and knowledge.

Future

Pursue J-Cert accreditation

Add clinical Bachelor's degree
Bachelor's degree in management
Cultivate more clinical sites

Products & Assets & Resources

Monetary support from the community
Job-ready graduates *Graduates who have been job ready*
ARRT driven curriculum
Qualified and certified faculty
Satisfied agencies that employ graduates
Satisfied graduates

Processes/systems/structures

100% of the students take the ARRT Test and 100% pass rate

- Explain the value of the credential: placement, jobs, monetary
- Provide samples of the test for practice to relieve test anxiety and for readiness (provide test blueprint_
- Curriculum related to ARRT
- Practice tests in ARRT test style throughout program
- Provide material to register for the test
- Strongly encourage to take the test
- Evaluate the annual report from ARRT for pass rate scores and number of testers for the school & state

Seeking J-cert accreditation

- Identify standards
- Seek college support and agency (\$\$) for accreditation
- Get stakeholder support
- Plan for meeting standards
- Adjust curriculum to standards
- Evaluation of compliance with standard annually
- Make a self-study for the accreditation

Add clinical Bachelor's & management Bachelor's

- ??Assess for need

- Stakeholder support: college & community & students & agencies
- Identify resources & request resources
- Collaborate with college departments
- Develop state of the art curriculum
- Develop assessment plan
- Approval (internal & external)
- Ensure resources
- Market & recruit students
- Implement program
- Implement assessment plan
- Report to community, etc.
- Make changes as identified

100% job placement (employment in the field within 6 months or pursue further formal education)

- Annually assess employment needs of regional agencies (how many vacancies)
- Report findings to students
- Graduate surveys (to locate graduates)
-

Life-long learning

Need to be current

Meet the imaging needs of the region

Cutting edge knowledge

Improve the quality of the radiographers

Local region vs larger region

Professionalism, confidentiality

Compassion, caring

Teamwork

Communication

Maintain standards (skills),

Psychomotor skills

Cognitive skills

Qualities of the program

Critical Thinking: Assessment, correct interventions, competence in providing views, apply knowledge, adapt to situations, apply knowledge in new ways to achieve desired outcome, analyzing situation, adapts and uses resources. adaptable

Therapeutic Clinical Interventions: correct views, quality views, privacy, patient safety, radiation safety, assessment

- Competence
- Courteous students
- Diverse clinical experiences
- Highly motivated students
- Current knowledge

Patient-Centered: caring, observant, proficient, competent, applies human dignity, culturally sensitive

Professionalism: respectful, confidentiality, effective communication, responsible, life-long learner, respectful of human diversity, follows professional standards, follows ARRT/ASRT code of ethics, follow policy and procedures of agency, follows scope of practice, maintaining competence, maintaining certification/licensure

Performance Criteria

<u>CRITERION</u>	<u>Professionalism:</u> effective communication, responsible, life-long learner, follows ARRT/ASRT code of ethics, follows professional and practice standards,	<u>Critical Thinking:</u> apply knowledge in new ways to achieve desired outcome, analyzing situation	<u>Technical pro</u> Technical comp patient safety, radiation safety
	A standard of effective communication, adherence to professional and practice standards, and commitment to life-long learning.	Analysis of situations and application of knowledge in new ways to achieve desired outcomes.	Technical comp focused on patie radiation safety detection of vari health status.

	The professional operates in an environment inclusive of effective communication, adherence to professional and practice standards, and commitment to life-long learning that generates mutual respect.		
ATTRIBUTES	Ethical practice Effective communicator	Ability to transfer academic & technical knowledge to new situations	Technical comp
MEANS	Peer assessment ASRT Code of Ethics Self assessment Faculty assessment Agency assessment		Competencies Agency satisfact

What aspects of this performance are most important to measure?

What does the performance look like when you see it?

What do you need to measure to convince others that the performance expectation was met?

Goal examples

Current or ongoing (within the current year)
Developing strong problem solvers

Future
Develop stronger independent learning
Producing the learning outcomes promised
Increase enrollment by 50%

Processes

Research Program

Research

Grant writing

Publishing

Workshops

Annually producing an updated research agenda, quarterly inventory opportunities, selecting the critical opportunities, building a grant writing team with PI's and coPI's brought early, an exploratory design of the project with outcomes, assignments for literature review, budgetary, narrative, project plan, evaluation and schedule , an external assessment committee pre-submittal and finally an assessment based upon the reviews sent back.

Performance Criteria

Clear, concise, clear understanding to all readers

Quality:

Rigorous – higher quality

high performance environment – constantly in a high performance state

Characteristics:

high quality writing,

improvement oriented,

communication expectation,

a lot of assessment,

high expectations,

Blooms' Tx – high level of learning,

greater breadth expectations,

richness of the core concepts

Describe:

High performance environment, with clear expectations, strong performance criteria, effective timely assessment where students perform through writing, research, and teamwork, resulting in high level learning outcomes.

5 learning outcomes

Competencies: what people can do at what level Level 4 on Blooms Tax
(performance skills) related to knowledge

Movement in writing: writing in disciplinary context (high level is at 3 to 5) use of skills,
transferable skills

Experience: practitioner ready (when you leave school you are job ready)

Accomplishment: Built a resume along the way, through service learning, capstone projects.

Integrative performance: knowledge & skill

Modeling Performance Criteria

Interdisciplinary

An integrative understanding of how different disciplines interact

Measure: Ability to transfer to new discipline contexts
Ability to converse in language of other disciplines
Creativity

Responsiveness

Meets the needs of constituencies

Measure: Client satisfaction
Needs analysis
Response time

Shared focus with autonomy

The world civilization's faculty has a shared focus and achieves program goals through different means.

Measure: Degree of consensus on outcomes
Degree of coercion.
Measure of academic freedom
Standard published outcomes and complete freedom in getting there.