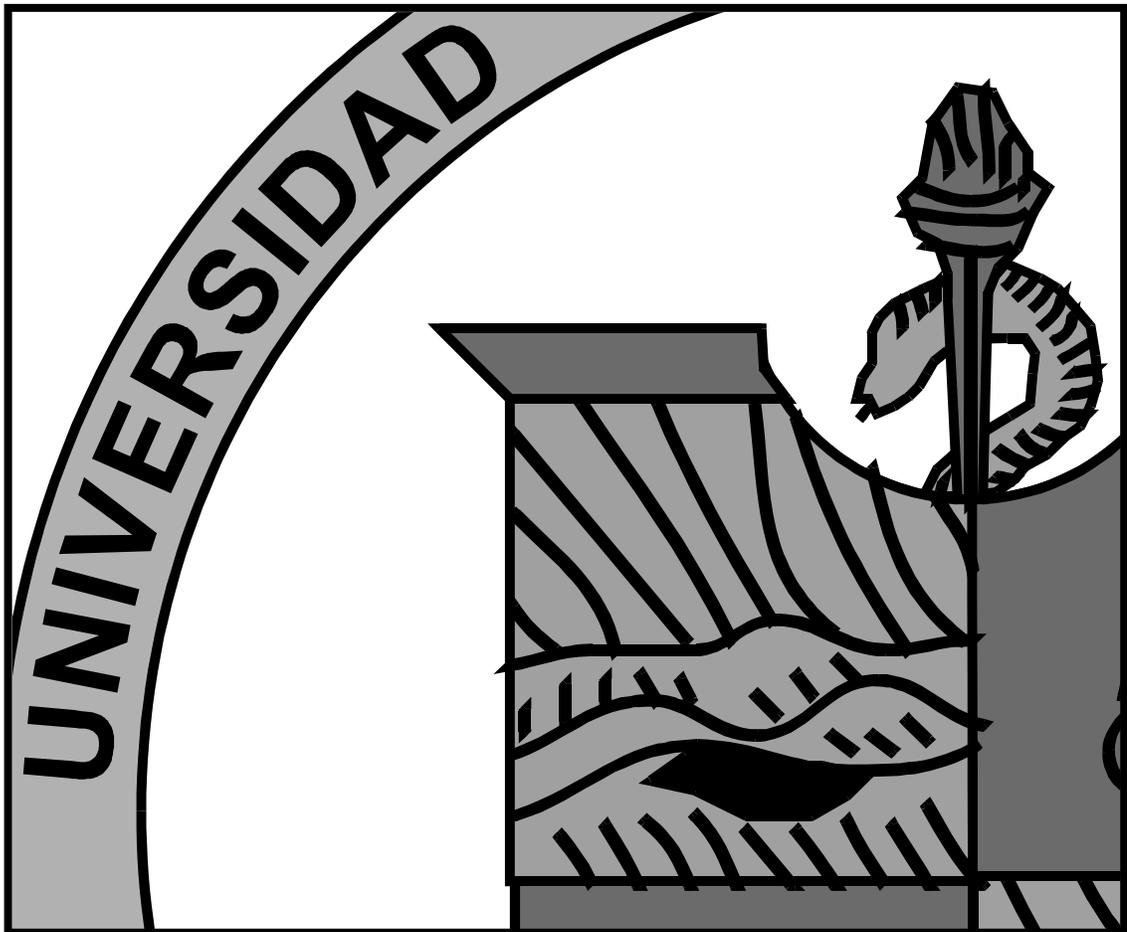


**UNIVERSIDAD CENTRAL DEL CARIBE**  
**Bayamón, Puerto Rico**

**Medical Images Technology Program**  
**Assessment Plan**  
**2013-2015**



## **INTRODUCTION**

The assessment plan for the **Medical Images Technology Program** allows us to know how well we are meeting our goals as an academic program and to maintain indicators that serve as a permanent monitoring system of our performance and that of our students.

Our plan is essentially designed to carry out an outcome-measure assessment. At the same time, it features a process-assessment component which helps us to evaluate the activities carried out to reach the goals.

## **RATIONALE FOR THE ASSESSMENT PLAN**

In order to have a coherent educational program, there must be goals that are clearly stated and accepted by the Program's constituency. Likewise, each component should have a clear idea of how it contributes to meet those goals, and what are the criteria to evaluate the work done. Commitment to the goals should produce a sense of purpose in our educational activities. Effective management of the curriculum is dependent on clear goals and priorities. As parts of this process, we should ask ourselves:

- do we know what the mission of the Program is?
- do we know what the Program's goals are?
- are those goals sufficiently clear, to avoid different interpretations of the ultimate purpose?
- is there an explicit commitment to reach those goals?
- do we know in what way our individual work contributes to achieving those goals?
- are there intermediate goals that are contrary to the Program's goal?
- are the goals reflected in the curriculum?
- is our teaching system adequate to reach the Program's goals?
- is our assessment system adequate to measure the attainment of the Program's goals?
- are we familiar with the profile of the medical images technologist that we want to graduate?
- what are we going to put into place to monitor this process and its results?

## **THE NEED FOR AN ASSESSMENT PLAN**

The fundamental need for an assessment plan comes from the fact that the Program has to know how well it is performing, and what actions to take in order to insure its continuous improvement. To this end, we need to have a database that serves as a feedback mechanism for the curriculum, answer all questions, and adequately support decision-making.

## **PURPOSE OF THE ASSESSMENT PLAN**

The assessment plan has two fundamental purposes:

- determine curriculum effectiveness in attaining the goals and objectives of Medical Images Technology Program's offerings and the Institutional Core Competencies.
- serve as a frame of reference for a continuously improving system, through constructive change.

## **ASSESSMENT PLAN ENVIRONMENT**

The following conditions are necessary to implement the assessment plan:

- it should be a continuous and systematic process.
- it should be a group process.
- the faculty should participate in all planning and implementation stages.
- the design chosen should be in accordance with the Program's specific characteristics.
- there should be an explicit commitment from the administration to implement this plan.
- the benefits obtained from this process should be shared with all parties with an interest in it.

## **BENEFITS DERIVED FROM THE ASSESSMENT PLAN**

The following are the benefits derived from the implementation of an assessment plan:

- it improves our understanding of what we are doing, what its effects are, and what we can do when our expectations are not fulfilled.
- it helps us to restructure existing processes.
- it gives us a sense of responsibility, as participants in a joint learning process.
- it provides us with the necessary tools for decision-making in the continuous improvement process.
- it gives us a sense of purpose for our activities.

**MISSION OF THE MEDICAL IMAGES TECHNOLOGY PROGRAM**

To educate and train qualified personnel in the field of medical imaging technology, to provide direct service to patients using the latest in medical imaging modalities, with pride for the profession, compassion and empathy for patients and enthusiasm for lifelong learning.

**GOALS OF THE MEDICAL IMAGES TECHNOLOGY PROGRAM**

The goals *provide the basis for specifying the measurement standards against which the elements and activities comprising the Program can be evaluated*

**Goal 1**

To provide the opportunity to every qualified individual, regardless of race, creed, national origin and gender to acquire the experiences, competencies, challenges, and knowledge that is required of a Medical Images Technologist.

**Goal 2**

To provide students with broad experiences and academic support in the didactic and clinical aspects to allow them to develop and integrate knowledge, and develop competencies and attitudes needed for the optimum performance of his/her skills.

**Goal 3**

To contribute to the students' personal, professional and humanistic development through academic counseling, support services and complementary activities.

**Goal 4**

To support Puerto Rico's Medical Images professionals through the development of continued education activities.

**CORE INSTITUTIONAL COMPETENCIES**

In addition to these goals, beginning in 2001, UCC implemented a comprehensive system which integrates all institutional assessment activities. The Institutional Effectiveness Program covers all institutional activities and attempts to develop a continuous improvement culture within all components of its constituency. This program has three main components: (1) academic, research and service activities, (2) academic support units, and (3) administrative support.

As part of the academic component, the Institutional program requires specific processes and particular indicators to determine effectiveness. Part of this process involves the comprehensive assessment of the development by each student of six core competencies, in all of the institution academic units:

1. Basic and specific knowledge inherent to his/her selected profession.
2. Clinical and technical skills particular to his/her specialization area.
3. Effective interpersonal communication skills, both in English and Spanish, written and spoken, to be able to communicate with patients and their family members, peers and community.
4. Skills and attitudes conducive to personal and professional development through life-long learning.
5. Skills and competencies in information systems as the basis for the effective search, evaluation, analysis and use of information.
6. Values, humanistic and ethical attitudes fundamental to the practice of his/her field of specialty, emphasizing professionalism, empathy, compassion, integrity and dedication to the profession.

**Integration of the MITP's Goals and the UCC's Institutional Core Competencies**

**Goal 1**

To provide the opportunity to every qualified individual, regardless of race, creed, national origin and gender to acquire the experiences, competencies, challenges, and knowledge that are required to perform as a entry level Medical Images Technologist.

**Goal 2**

To provide students with broad experiences and academic support in the didactic and clinical aspects to allow them to develop and integrate knowledge, and develop competencies and attitudes needed for the optimum performance of his/her skills.

- 2.1. Basic and specific knowledge inherent to his/her selected profession.
  - 2.1.1. Associate Degree in Radiologic Technology
  - 2.1.2. Post-Associate Certificate in Diagnostic Ultrasound
  - 2.1.3. Post-Associate Certificate in Mammography
  - 2.1.4. Post-Associate Certificate in Computerized Tomography
  - 2.1.5. Post-Associate Certificate in Magnetic Resonance
  - 2.1.6. Bachelor in Sciences in Diagnostic Images
- 2.2. Clinical and technical skills particular to his/her specialization area.
- 2.3. Skills and competencies in information literacy as the basis for the effective search, evaluation, analysis and use of information.
- 2.4. Effective interpersonal communication skills, both in English and Spanish, written and spoken, to be able to communicate with patients and their family members, peers and community.

**Goal 3**

To contribute to the students' personal, professional and humanistic development through academic counseling, support services and complementary activities.

- 3.1. Skills and attitudes conducive to personal and professional development through life-long learning.
- 3.2. Values, humanistic and ethical attitudes fundamental to the practice of his/her field of specialty, emphasizing professionalism, empathy, compassion, integrity and dedication to the profession.

**Goal 4**

To support Puerto Rico's Medical Images professionals through the development of continued education activities.

The Associate degree in Radiologic Technology is accredited by the Joint Review Committee in Education in Radiologic Technology (JRC-ERT; 20 North Wacker Drive - Suite 2850: Chicago, IL 60606-3182), as such, the Program is required to present outcomes to comply with accreditation status. These criteria are identified with a (\*) in the Indicators of Performance by Program' Goals, page 9.

## **MEDICAL IMAGES TECHNOLOGY PROGRAM'S Academic Offerings**

### **ASSOCIATE DEGREE IN RADIOLOGIC TECHNOLOGY**

#### **GRADUATE PROFILE**

The Medical Images Technology Program has developed a profile of our graduates in Radiologic Technology. An analysis of our graduate profile yields the following summary of characteristics for our students, as graduates and as professionals, in the future. A Radiologic Technologists utilizes radiation emitting equipment to produce diagnostic images of patients to identify normal anatomy or possible pathologic conditions. The Radiologic Technologists evaluates medical orders and follow prescribe protocols to position patient and radiographic equipment to produce high diagnostic quality images.

#### **Our graduate will:**

1. Possess the knowledge and academic skills necessary to practice radiography in the clinical setting.
2. Assess the clinical information of the patient in performing the prescribed radiographic procedures to facilitate medical diagnostic.
3. Operate the diagnostic equipment according to security requirements.
4. Practice radiation protection and radiation safety techniques in such ways that minimizes radiation exposure to self, patients, and all others.
5. Provide patient care and comfort as well as recognize emergency patient conditions and initiates emergency life saving first aid and basic life support when needed.
6. Think critically to act appropriately in solving problems of non routine and emergency situations.
7. Demonstrate an understanding of advanced imaging modalities.
8. Participate in professional activities and continuing education.
9. Utilize insights gained in the academic courses to promote continued professional and personal growth and lifelong learning.
10. Communicate effectively and professionally in the medical environment and function as a team member in the radiography department.
11. Document any incident that might occur before, during and after the procedure, in the patient's record and/or any form designed for this purpose.
12. Assist the patients with consideration and respect for their personal beliefs.

### **POST-ASSOCIATE DEGREE CERTIFICATE IN DIAGNOSTIC ULTRASOUND**

#### **GRADUATE PROFILE**

The Sonographer is the health professional that produces images for diagnosis by means of specialized equipment that use high frequency sound waves. He/She is responsible for gathering images and information using electronic means and submitting them to a physician for analysis and diagnosis. This technologist makes a preliminary assessment of the case while making the study and then discusses the case and findings with the Radiologist or other specialized physician. The sonographer is responsible for preserving the integrity of the patient/client under his/her charge and as a health professional has the responsibility of educating, supporting and serving his patient/client.

The Sonographer is a health professional capable of:

1. Evaluating medical and clinical information of the patient to determine the procedure to follow.
2. Performing sonographical procedures using specialized electronic equipment to gather anatomic information that facilitates the interpretation of findings and the diagnostic of pathological conditions.
3. Assisting the physician in gathering sonographic information by means of the integration of medical information, clinic background and the images obtained.
4. Using discretion and valorative judgement in the use of procedures and operation of the equipment.
5. Document any incident that might occur before, during and after the procedure, in the patient's record and/or any form designed for this purpose.
6. Providing orientation to the patient about the procedures made and as a health professional collaborates in the promotion of good and healthy life styles.

### **POST-ASSOCIATE DEGREE CERTIFICATE IN MAMMOGRAPHY**

#### **GRADUATE PROFILE**

The mammographer is the health professional who produces images of the human (female or male) breast. This procedure can be a screening or follow-up procedure of medical conditions related to this anatomical region. The mammographer other functions require him/her to effectively interact with the patient in such a way as to offer support and orientation regarding the importance of the procedure to be performed, the need to compress the breast during

the procedure and the ongoing breast screening procedures. Another important responsibility of the mammographer is the quality assessment of the films. The mammographer is a fundamental part to the effectiveness of the mammography quality assurance program implementation in his/her workplace.

A graduate from the Post-Associate Certificate in Mammography will be able to:

1. Evaluates patient's medical and clinical information to determine the procedure to perform, following the protocols established by his/her workplace and the accreditation agencies and according to the patient's medical and physical condition.
2. Perform mammography and sonomammography procedures acquiring the anatomical information, and integrating patient's medical and clinical information to facilitate diagnosis.
3. Perform any prescribe procedure, regardless of physical or mental condition of the patient and without any evidence of social, racial or cultural prejudice.
4. Provides comfort and support to the patient and clarify all doubts the patient might have regarding equipment and the importance of compressing the breast during the process to enhance the possibilities of early diagnosis of breast conditions.
5. Explains to the patient the Food and Drug Administration and the American College of Radiologists recommendations regarding: baseline and follow-up mammographies; how to perform breast self-exam; and the need to preserve the previous studies for comparison.
6. Presents and discuss with the Radiologists, his/her impressions about the patient's condition and of the resulting images.
7. Collaborate with the Radiologist in interventional procedures.
8. Document any incident that might occur before, during and after the procedure, in the patient's record and/or any form designed for this purpose.
9. Perform routine quality assurance procedures to evaluate: darkroom, processor, mammography equipment and accessories, image Beijing conditions and others require by the certifying and accrediting agencies.
10. Apply discretion and critical thinking to the performance of all procedures and the operation of the equipment.
11. Assume responsibility for his/her personal and professional development and enhancement through his/her participation in continued education activities and new procedures capacitating workshops.

## **POST-ASSOCIATE DEGREE CERTIFICATE IN COMPUTERIZED TOMOGRAPHY**

### **GRADUATE PROFILE**

The Imaging Technologist specialized in Computerized Tomography, is the health professional which operates very complex and sophisticate equipment which combines electronic elements with ionizing radiation producing equipment to produce images of the human body with the purpose of making or defining a medical diagnosis.

Because of the impression the equipment produces on patients, a Computerized Tomography technologist first task, before doing the procedure, it's the responsibility of the technologist to interact with the patient in an effective way to orient him on the procedure to be performed and lower the patient anxieties. Before the procedure, the technologist explains to the patient the importance of following the instructions he will receive during the procedure; of maintaining the proper positioning and the proper way of breathing so as to acquire optimum quality images.

A graduate from the Post-Associate Certificate in Computerized Tomography will be able to:

1. Evaluate patient's medical and clinical information to determine the procedure to perform, following the protocols established by his/her workplace and according to the medical and physical condition of the patient.
2. Perform Computerized Tomography procedures acquiring the anatomic information, and integrating patient medical information and clinical to facilitate the patient diagnosis.
3. Assume full responsibility for his/her patient's and accompanying person's safety during the procedure, avoiding unnecessary radiation exposures to them.
4. Accurately manipulate the Computerized Tomography equipment to produce optimum quality images.
5. Demonstrate his/her knowledge about the operation and physical principles related to the Computerized Tomography equipment.
6. Perform any Computerize Tomography procedure that it's required from him/her, regardless of the level of physical and/or mental condition of the patient and without any evidence of social, racial and cultural prejudice.
7. Educate patient and clarify any doubt the patient might have regarding the equipment; the need to use contrast media when indicated, and the importance of performing an optimum quality procedure to enhance diagnosis.
8. Document any incident that might occur before, during and after the procedure, in the patient's record and/or any form designed for this purpose.
9. Offer optimum quality services in a prudent and reasonable lapse of time.
10. Document any incident that might occur before, during and after the procedure, in the patient's record and/or any form designed for this purpose.
11. Evaluate the quality of the services, keeping control on the quality of the operations and functioning of the equipments and its accessories; image printing and post-processing routines and image viewing conditions,

- among others.
12. Acquire optimum quality images in all procedures performed.
  13. Apply discretion and critical thinking to the performance of all procedures and the operation of the equipment.
  14. Collaborate with the Radiologist in the performance of interventional procedures using Computerized Tomography.
  15. Assume responsibilities for his/her own personal and professional development and enhancement through his/her participation in continued education activities and in new procedures capacitating workshops.

## **POST-ASSOCIATE DEGREE CERTIFICATE IN MAGNETIC RESONANCE**

### **GRADUATE PROFILE**

The Imaging Technologist specialized in Computerized Tomography, is the health professional which operates very complex and sophisticate equipment which combines electronic elements with ionizing radiation producing equipment to produce images of the human body with the purpose of making or defining a medical diagnosis.

Because of the impression the equipment produces on patients, a Magnetic Resonance technologist first task, before doing the procedure, it's the responsibility of the technologist to interact with the patient in an effective way to orient him on the procedure to be performed and lower the patient anxieties. Before the procedure, the technologist explains to the patient the importance of following the instructions he will receive during the procedure; of maintaining the proper positioning and the proper way of breathing so as to acquire optimum quality images.

A graduate from the Post-Associate Certificate in Magnetic Resonance will be able to:

1. Evaluate patient's medical and clinical information to determine the procedure to perform, following the protocols established by his/her workplace and according to the medical and physical condition of the patient.
2. Perform Magnetic Resonance procedures acquiring the anatomic information, and integrating patient medical information and clinical to facilitate the patient diagnosis.
3. Assume full responsibility for his/her patient's and accompanying person's safety during the procedure, indicating the precautions to be taken around a strong magnetic field.
4. Interview patient to asses the possible risk of metal magnetization.
5. Accurately manipulate the Magnetic Resonance equipment to produce optimum quality images.
6. Demonstrate his/her knowledge about the operation and physical principles related to the Magnetic Resonance equipment.
7. Perform any Magnetic Resonance procedure that it's required from him/her, regardless of the level of physical and/or mental condition of the patient and without any evidence of social, racial and cultural prejudice.
8. Educate patient and clarify any doubt the patient might have regarding the equipment; the need to use contrast media when indicated, and the importance of performing an optimum quality procedure to enhance diagnosis.
9. Offer optimum quality services in a timely and reasonable time and manner.
10. Document any incident that might occur before, during and after the procedure, in the patient's record and/or any form designed for this purpose.
11. Evaluate the quality of the services, keeping control on the quality of the operations and functioning of the equipments and its accessories; image printing and post-processing routines and image viewing conditions, among others.
12. Acquire optimum quality images in all procedures performed.
13. Apply discretion and critical thinking to the performance of all procedures and the operation of the equipment.
14. Collaborated with the Radiologist in the performance of interventional procedures using Magnetic Resonance.
15. Assume responsibilities for his/her own personal and professional development and enhancement through his/her participation in continued education activities and in new procedures capacitating workshops.

## **BACHELOR IN SCIENCE IN DIAGNOSTIC IMAGES**

### **GRADUATE PROFILE**

The Medical Images professional possessing a Bachelor of Science degree is the health professional with the necessary competencies to produce images of the human body used in the diagnosis and treatment of disease. This professional is responsible for maintaining a level of excellence in the performance of the basic competencies of his/her discipline. Trained imaging professionals must also adapt to multiple technological advances and computerized systems and demonstrate consistent competence in the performance of professional duties in the process of assisting physicians and other healthcare professionals.

Professional responsibility at this level requires the ability to maintain patient integrity and teach, support and serve with the highest standards of service. A specialist in the diagnostic modalities must perform with a maximum level of efficiency and effectiveness in any of the imaging modalities in which he/she is trained.

A graduate from the Bachelor in Science in Diagnostic Images of the Medical Images Program of the Universidad Central del Caribe, will be able to:

1. Evaluating the referral and the patient's medical information and performing the required procedure in any of the selected modalities.
2. Recognizing medical terms, applying his knowledge of human topographic and sectional anatomy, pathology, and physiology to determine the most adequate protocols in the selected modality.
3. Performing diagnostic procedures that collect, through the use of electronic and sophisticated equipment, information to facilitate a diagnostic interpretation of the results of the procedure.
4. Offering patients appropriate information about the risks, secondary effects, indications and counter indications to the procedures, before, during and after performing the same.
5. Offering patients information about healthy life styles.
6. Presenting to the specialized physician, any information obtained during the procedures which facilitates the diagnosis through the integration of patient record information, clinical history and images obtained by means of the available modalities.
7. Participating in case discussion to determine any need for follow up or complementary procedures and perform the necessary procedures if requested.
8. Applying universal protection measures against infections during the performance of the requested procedures and in any emergency situation which may arise.
9. Using effective communication skills, in Spanish and English, written or verbal, with patients, patients' families, peers and community members.
10. Demonstrating a high level of respect for individuals, taking into consideration cultural and social diversity.
11. Integrating management concepts and strategies into the work, and participating in the development of coherent policies in risk management for the work area.
12. Continuously improving personal and professional knowledge and application of information systems and its applications to the medical images and diagnosis.
13. Applying problem solving, critical thinking and decision-making skills to improve services to patients while in the workplace.
14. Promptly identifying problems with the equipment used in the workplace and relating any such problems to those responsible for maintenance and repairs.
15. Developing assessment programs in order to continuously improve quality of services and recommended corrective measures as they are required.
16. Assuming leadership positions in the institutions where he/she is employed.
17. Acting as role models to those interested in continuing formal studies in the medical images field.

**ASSESSMENT LEVELS**

Assessment procedures will be addressed at two levels: the course level and the program level.

**Course level**

At the course level, procedures include:

- **Student Formative Assessment**  
Faculty members utilize a wide range of tools to assess student performance in each course. These tools include, but are not limited to: tests, quizzes, one minute paper, PRS (clicker) assisted assessment, individual or group discussions, individual or group laboratory assignments, workbook exercises, research papers, clinical evaluations, case presentations in video or Power Point, positioning laboratory, simulated procedures with video critic, etc.
- **Course Assessment by Students**  
Student's assessment of courses is carried out at mid-term and at the end of each course every time the course is offered. The current assessment form has been used for the last three years. Students are asked to evaluate varied course aspects such as: objectives, content organization, teaching activities, time distribution, assessment system, faculty performance, and self-assessment.
- **Clinical Practice Assessment by Students**  
Student assessments of clinical practice are carried out at the end of each course every time the course is offered. Clinical Practice courses have their own assessment form and includes items such as: clinical practice objectives, assessment criteria, educational activities and quality of clinical instructors.
- **Course/Clinical Practice Reports by faculty**  
The Course Reports includes data provided by Faculty members related to course organization, structure, and changes from previous years.
- **Course Completion Rates**  
The Course Completion Report is produced by the Registrar Office.
- **Focus groups report**  
Focus groups have been intermittently carried out in order to gather information for course and program improvement. Focus groups are expected to meet once a year. The resulting report are discussed with Program Director, Program Faculty and the Curriculum Committee to determine modifications for improvement.
- **Town Meetings with Students**  
Program Director and Faculty will meet regularly with students to assess satisfaction, problems or needs.

**Program level**

At the program level, procedures include:

- **Admission Report**  
Admissions reports are produced by the Admissions Office. It includes a profile of the entering class according to demographics deemed necessary to determine student services and academic support programs.
- **Assessment and Promotion reports by the Registrar Office**  
Assessment and promotion reports are produced yearly by the Registrar Office. They include: course completion rates, and program graduation and completion rates.
- **Employer Survey Report**  
Employer surveys are conducted every three years by the Academic Research and Assessment Office.
- **Graduation Questionnaire Report**  
Students fill out the Graduation Questionnaire before graduation to evaluate their profile as a result of the curriculum, student and academic services.
- **Curriculum Committee Annual Report**  
The Curriculum Committee report summarizes the curricular activities of the academic year.
- **Alumni Survey Report**  
The Alumni Survey is sent to the alumni every three years. It evaluates aspects related to: job placement and stability, license attainment, satisfaction with the program, and professional development and growth.
- **State Board Licensing Report**  
This report is produced and submitted by the Puerto Rico Licensing Examination Board every year. The report includes: number of graduates taking the licensing exams taking and passing rates. Its submittal is irregular.
- **American Registry of Radiologic Technologists Annual Report**  
This report is produced by the American Registry of Radiologic Technologists and can be downloaded from their webpage any moment. The report includes: number of graduates taking the licensing exams, and passing rates.
- **Faculty Development Report**  
This report is produced once a year by the Curriculum and Faculty Development Office including and classifying all internal and external faculty development and professional activities attended by our faculty.
- **Employers Survey**  
Every three years a survey will be administered to employers of our graduates and alumni to identify their satisfaction with the personal and professional competencies of our graduates.

**FREQUENCY OF THE REPORTS**

<b>Report</b>	<b>Frequency of the report</b>
First Year Assessment Report	Every year, at the end of the first year
Second Year Assessment Report	Every year, at the end of the second year
Student Survey reports	Every year, at the end of the academic year
Graduation Questionnaire Report	Every graduating class
Employer Survey Report	Every three years
Alumni Survey Reports	Every three years
Outcomes Summary Report	Every year
Professional activities assessment report	Every time an activity is offered Every year a summary of the activities assessment
Focus groups Report	Every year, at the end of the academic year

<b>Mission statement: To educate and train qualified personnel in the field of medical imaging technology, to provide direct service to patients using the latest in medical imaging modalities, with pride for the profession, compassion and empathy for patients and enthusiasm for lifelong learning."</b>							
<b>Indicators</b>	<b>Standards of Performance</b>	<b>Assessment Tool</b>	<b>In-Charge</b>	<b>Time Frame</b>	<b>Previous Achievement</b>	<b>Updated Goal</b>	<b>Comments</b>
<b>Goal 1: To provide the opportunity to every qualified individual, regardless of race, creed, national origin and gender to acquire the experiences, competencies, challenges, and knowledge that is required of an entry level professional in the medical images field.</b>							
<ul style="list-style-type: none"> <li>• First-rate student admitted for all offerings</li> </ul>	<ul style="list-style-type: none"> <li>• Average HS GPA above 2.00</li> <li>• Average CEEB scores above 2000</li> <li>• Average transfer students University GPA above 2.50</li> <li>• Admittees in numbers according to projection included in Institutional Strategic Development Plan 2008-2011 (ISDP).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Admission Report</li> </ul>	<ul style="list-style-type: none"> <li>▪ Admission Office</li> </ul>	<ul style="list-style-type: none"> <li>▪ Annual</li> </ul>	ASRT: <ul style="list-style-type: none"> <li>▪ HS GPA: 3.50</li> <li>▪ CEEB: 2324</li> <li>▪ U GPA: 2.80</li> <li>▪ Admission Goals: 91%</li> </ul> PAC-US: <ul style="list-style-type: none"> <li>▪ U GPA: 2.99</li> <li>▪ Admission Goals: 100%</li> </ul> PAC-MAM: <ul style="list-style-type: none"> <li>▪ U GPA: 3.30</li> <li>▪ Admission Goals: 117%</li> </ul> PAC-CT: <ul style="list-style-type: none"> <li>▪ U GPA: 3.05</li> <li>▪ Admission Goals: 98%</li> </ul> PAC-MR: <ul style="list-style-type: none"> <li>▪ U GPA: 3.08</li> <li>▪ Admission Goals: 95%</li> </ul> BSDI: <ul style="list-style-type: none"> <li>▪ U GPA: 3.02</li> <li>▪ Admission Goals: 100%</li> </ul>	<ul style="list-style-type: none"> <li>▪ Maintain the same Standard</li> </ul>	
<ul style="list-style-type: none"> <li>• Licensing Examination results for Radiologic Technologists(*)</li> </ul>	<ul style="list-style-type: none"> <li>• Passing rate of 75% for first-time takers in the PRRTEB of RT test (Last 5 year's average). (*)</li> </ul>	<ul style="list-style-type: none"> <li>▪ PRRTEB Annual Report</li> </ul>	<ul style="list-style-type: none"> <li>▪ P. Director</li> </ul>	<ul style="list-style-type: none"> <li>▪ Annual</li> </ul>	<ul style="list-style-type: none"> <li>▪ 61%</li> </ul>	<ul style="list-style-type: none"> <li>▪ No change</li> </ul>	<ul style="list-style-type: none"> <li>▪ This standard is required by the JRCERT.</li> </ul>
	<ul style="list-style-type: none"> <li>• Passing rate of 50% for first-time takers in the ARRT for students voluntarily taking this examination (Last five years average) (*)</li> </ul>	<ul style="list-style-type: none"> <li>▪ ARRT Annual Report</li> </ul>	<ul style="list-style-type: none"> <li>▪ P. Director</li> </ul>	<ul style="list-style-type: none"> <li>▪ Annual</li> </ul>	<ul style="list-style-type: none"> <li>▪ 48%</li> </ul>	<ul style="list-style-type: none"> <li>▪ No change</li> </ul>	<ul style="list-style-type: none"> <li>▪ This standard is required by the JRCERT.</li> </ul>
<ul style="list-style-type: none"> <li>• Job placement rate for all offerings(*)</li> </ul>	<ul style="list-style-type: none"> <li>• Job placement rate for those actively seeking employment of over 75% in six months after graduation(*)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Graduate Survey</li> </ul>	<ul style="list-style-type: none"> <li>▪ IEO</li> </ul>	<ul style="list-style-type: none"> <li>▪ Annual</li> </ul>	<ul style="list-style-type: none"> <li>▪ 83%</li> </ul>	<ul style="list-style-type: none"> <li>▪ Maintain the Standard</li> </ul>	<ul style="list-style-type: none"> <li>▪ This standard is required by the JRCERT. Only those actively seeking employment in the radiology field are to be considered.</li> </ul>
		<ul style="list-style-type: none"> <li>▪ Alumni Survey</li> </ul>	<ul style="list-style-type: none"> <li>▪ IEO</li> </ul>	<ul style="list-style-type: none"> <li>▪ Every three years</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pending</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>

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<b>Indicators</b>	<b>Standards of Performance</b>	<b>Assessment Tool</b>	<b>In-Charge</b>	<b>Time Frame</b>	<b>Previous Achievement</b>	<b>Updated Goal</b>	<b>Comments</b>
<b>Goal 2: To provide students with broad experiences and academic support in the didactic and clinical aspects to allow them to develop and integrate knowledge, and develop competencies and attitudes needed for the optimum performance of his/her skills.</b>							
<ul style="list-style-type: none"> <li>Program completion rate (Retention Rates) in all offerings (*)</li> </ul>	<ul style="list-style-type: none"> <li>Completion rate of above 90% in 150% of the expected time allowance (*)</li> </ul>	<ul style="list-style-type: none"> <li>Registrar Report</li> </ul>	<ul style="list-style-type: none"> <li>Registrar</li> </ul>	<ul style="list-style-type: none"> <li>Annual</li> </ul>	<ul style="list-style-type: none"> <li>ASRT: 80%</li> <li>PAC-US: 99%</li> <li>PAC-MAM: 94%</li> <li>PAC-CT: 96%</li> <li>PAC-MR: 96%</li> <li>BSDI: 83%</li> </ul>	<ul style="list-style-type: none"> <li>Lower Standard for Associate Degree to 75%, maintain for all other offerings.</li> </ul>	<ul style="list-style-type: none"> <li>AssRT students are subject to many external forces, including: higher education and career selection. Post Associate students are more centered in their goals and expectations.</li> </ul>
<ul style="list-style-type: none"> <li>Didactic Course completion rates in all offerings (5 years average) (*)</li> </ul>	<ul style="list-style-type: none"> <li>Course completion rate of over 75% (*)</li> </ul>	<ul style="list-style-type: none"> <li>Registrar report.</li> </ul>	<ul style="list-style-type: none"> <li>Registrar</li> </ul>	<ul style="list-style-type: none"> <li>Annual</li> </ul>	<ul style="list-style-type: none"> <li>ASRT: 86%</li> <li>PAC-US: 97%</li> <li>PAC-MAM: 92%</li> <li>PAC-CT: 88%</li> <li>PAC-MR: 86%</li> <li>BSDI: 90%</li> </ul>	<ul style="list-style-type: none"> <li>Maintain the Standard</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Clinical Practice course completion rates in all offerings.</li> </ul>	<ul style="list-style-type: none"> <li>Completion rate of 90%</li> </ul>	<ul style="list-style-type: none"> <li>Registrar Report</li> </ul>	<ul style="list-style-type: none"> <li>Registrar</li> </ul>	<ul style="list-style-type: none"> <li>Annual</li> </ul>	<ul style="list-style-type: none"> <li>ASRT: 90%</li> <li>PAC-US: 99%</li> <li>PAC-MAM: 90%</li> <li>PAC-CT: 89%</li> <li>PAC-MR: 90%</li> </ul>	<ul style="list-style-type: none"> <li>Maintain the Standard</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Clinical skills assessment results in all offerings.</li> </ul>	<ul style="list-style-type: none"> <li>100% of students with over 80% proficiency in Clinical Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>Report from Clinical Coordinators taken from the students' Clinical Handbook.</li> </ul>	<ul style="list-style-type: none"> <li>Certificate Coordinators</li> </ul>	<ul style="list-style-type: none"> <li>Annual</li> </ul>	<ul style="list-style-type: none"> <li>ASRT : 91%</li> <li>PAC-US: 100%</li> <li>PAC-MAM: 100%</li> <li>PAC-CT: 100%</li> <li>PAC-MR: 100%</li> </ul>	<ul style="list-style-type: none"> <li>Maintain the Standard</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>English and Spanish language courses (communication) completion rates(*)</li> </ul>	<ul style="list-style-type: none"> <li>Completion rate of over 90%</li> </ul>	<ul style="list-style-type: none"> <li>Registrar Report</li> </ul>	<ul style="list-style-type: none"> <li>Registrar</li> </ul>	<ul style="list-style-type: none"> <li>Annual</li> </ul>	<ul style="list-style-type: none"> <li>EN-101: 87%</li> <li>EN-102: 90%</li> <li>EN-201: Pending</li> <li>SP-101: 89%</li> <li>SP-102: 88%</li> <li>SP-201: Pending</li> </ul>	<ul style="list-style-type: none"> <li>Maintain the Standard</li> </ul>	<ul style="list-style-type: none"> <li>Students tend to not pay enough attention to these courses and emphasize in core courses.</li> </ul>
<ul style="list-style-type: none"> <li>Computer Literacy course completion rates</li> </ul>	<ul style="list-style-type: none"> <li>Completion rate of over 90% in RT-110.</li> </ul>	<ul style="list-style-type: none"> <li>Registrar Report</li> </ul>	<ul style="list-style-type: none"> <li>Registrar</li> </ul>	<ul style="list-style-type: none"> <li>Annual</li> </ul>	<ul style="list-style-type: none"> <li>RT-110: 85%</li> </ul>	<ul style="list-style-type: none"> <li>Maintain the Standard</li> </ul>	<ul style="list-style-type: none"> <li>Students tend to not pay enough attention to these courses and emphasize in core courses.</li> </ul>
<ul style="list-style-type: none"> <li>Mastery of Problem Solving and Critical Thinking skills (*)</li> </ul>	<ul style="list-style-type: none"> <li>90% of students will master problem solving and critical thinking skills in research projects (*)</li> </ul>	<ul style="list-style-type: none"> <li>Satisfactory Approval of RT-223; MA-405; CT-440; MR-415.</li> </ul>	<ul style="list-style-type: none"> <li>Certificate Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Annual</li> </ul>	<ul style="list-style-type: none"> <li>RT-223: 86%</li> <li>MA-405: 93%</li> <li>CT-440: 88%</li> <li>MR-415: 89%</li> </ul>	<ul style="list-style-type: none"> <li>Maintain the Standard</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

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<b>Goal 3: To contribute to the students' personal, professional and humanistic development through academic counseling, support services and complementary activities.</b>							
• Student satisfaction	• 90% of students satisfied with the program	▪ Graduate Survey	▪ IEO	▪ Every three years	▪ Pending	▪	▪
• Employer satisfaction	• 90% of employers satisfied with graduates	▪ Employer Survey	▪ IEO	▪ Every three years	▪ Pending	▪	▪
• Alumni satisfaction	• Respondents show satisfaction with program preparedness (over 75 % answered "Excellent" or "Very Good")	▪ Alumni Survey	▪ IEO	▪ Every three years.	Theoretical Knowl: 100% Clinical Skills: 100% Problem Solving: 100% Critical Thinking: 100% Commun. Skills: 100% Profess. Attit.: 94% Teamwork: 88%	▪ Maintain the Standard	▪
	• Respondents evaluate Program's areas (over 75 % answered "Excellent" or "Very Good")	▪ Alumni Survey	▪ IEO	▪ Every three years.	Program Faculty: 100% Academic Resources: 94% In-Depth Content: 100% GENERAL: 100%	▪ Maintain the Standard	▪
<b>Goal 4: To support Puerto Rico's Radiography professionals through the development of continued education activities.</b>							
• Number of professional development activities organized	• 4 activities per year for Clinical Instructors	▪ Continuing Education in Medical Images Unit's (MICEU) report	▪ P. Director	▪ Annual	▪ 3 (every two years)	▪ Maintain the Standard	▪
	• 2 activities per year open to all professionals	▪ Medical Images Continuing Education in Unit's (MICEU) report	▪ P. Director	▪ Annual	▪ 1.8 (average/year)	▪ Maintain the Standard	▪
• Participants satisfaction with the organized activities	• Satisfaction Index of over 2.6 in each activity.	▪ Continuing Education in Medical Images Unit's (MICEU) report of activities assessment.	▪ P. Director	▪ Annual	▪ 2.74 (average/years)	▪ Maintain the Standard	▪
* Outcomes required by JRC-ERT (Standard 1.4; Standards for an Accredited Educational Program in Radiologic Sciences, 2010)							

## **Evaluating the Assessment Plan**

As part of the process of development of this Assessment Plan, attention has been paid to insuring that the plan itself meets these general principles:

1. The plan should demonstrate the extent to which we are complying with our goals.
2. The plan should produce quantitative and qualitative data to be used in the improvement of the teaching-learning process.
3. The plan must incorporate multiple measures which can provide reliable outcomes information.
4. The implementation of the plan must comply with expected data collection intervals and timeframe.
5. As a result of its implementation, the plan must stimulate a program-wide assessment culture leading to continuing improvement.

This evaluation will be performed every two years by the Program Director and will be reviewed by the Program's Faculty, the External Advisory Committee, the Institutional Effectiveness Office, and the Dean of Academic Affairs.