

PROGRAM INFORMATION

Academic Program Review *College of Health Professions*

Program
Radiography

Accrediting Agency
Joint Review Committee on Education in Radiologic Technology
(JRCERT)

Accreditation Expiration
2022

EVIDENCE OF ACCREDITATION IN GOOD STANDING

**FINAL RESPONSE FROM JRCERT re: ACCREDITATION SITE VISIT JANUARY 17-17, 2014
EIGHT YEAR APPROVAL: next site visit is tentatively scheduled for the First Quarter of 2022.**



Joint Review Committee on Education in Radiologic Technology
20 N. Wacker Drive, Suite 2850
Chicago, IL 60606-3182
312.704.5300 • (Fax) 312.704.5304
www.jrcert.org

November 6, 2014

David L. Eisler, Ph.D. President
Ferris State University
200 Ferris Drive, BIS-421 E Big
Rapids, MI 49307

RE: Program #0082

Previous Accreditation Status: 8 Years
Most Recent Site Visit: 01/14

Dear Dr. Eisler:

The Joint Review Committee on Education in Radiologic Technology (JRCERT) appreciated the opportunity to evaluate the associate degree radiography program, including the distance education delivery option, sponsored by Ferris State University. The JRCERT is the only agency recognized by the United States Department of Education (USDE) for the accreditation of traditional and distance delivery educational programs in radiography, radiation therapy, magnetic resonance, and medical dosimetry. Specialized accreditation awarded by the JRCERT offers institutions significant value by providing peer evaluation and by assuring the public of quality professional education in the radiologic sciences.

The continuing accreditation status of the program was considered at the October 24, 2014 meeting of the Joint Review Committee on Education in Radiologic Technology. The program was evaluated according to the Standards for an Accredited Educational Program in Radiography (2011). The JRCERT awards:

ACCREDITATION FOR A PERIOD OF EIGHT YEARS.

The maximum duration that may be awarded by the Joint Review Committee on Education in Radiologic Technology in this category is eight years.

An interim report will be required. The projected date for submission of the interim report is the First Quarter of 2018. The JRCERT will provide program officials adequate notice of the due date for submission of the interim report. Based on the interim report, the JRCERT will determine if the accreditation award of eight years will be maintained or reduced and the continuing accreditation process expedited.

If the accreditation award is maintained, the next site visit is tentatively scheduled for the **First Quarter of 2022**.

The program is advised that consistent with JRCERT Policy 11.600, the JRCERT reserves the right to conduct unannounced site visits of accredited programs. The sponsoring institution would be responsible for the expenses of any on-site evaluation.

The Joint Review Committee on Education in Radiologic Technology Directors and staff congratulate you and the program faculty for achieving the maximum award of accreditation from the JRCERT and wish you continuing success in your efforts to provide a quality educational program. If we can be of further assistance, do not hesitate to contact the office.

Sincerely,

Debra J. Poelhuis, M.S.,
R.T.(R)(M) Chair

DJPffBL/jm

copy: Program Director: Daniel A Sleeper, M.S., R.T.(R)
Department Head: Theresa Raglin, M.S.
Site Visitors: Timothy J. Skaife, M.A., R.T.(R)
Alice K. Pyles, M.S.R.S., R.T.(R)
Nadine D. Wilson, B.S.R.S., R.T.(R)
Accreditation Services Coordinator

The JRCERT promotes excellence in education and elevates the quality and safety of patient care through the accreditation of educational programs in radiography, radiation therapy, magnetic resonance, and medical dosimetry.

FINAL RESPONSE FROM JRCERT Annual Report 2013



Joint Review Committee on Education in Radiologic Technology
20 N. Wacker Drive, Suite 2850
Chicago, IL 60606-3182
312.704.5300 • (Fax) 312.704.5304
www.jrcert.org

December 16, 2014

Daniel A. Sleeper, MS, RT(R)
Radiography Program Director
Ferris State University
200 Ferris Drive
Big Rapids, MI 49307-2740

RE: Program #0082

Dear Mr. Sleeper:

Thank you for submitting the additional and/or clarifying information in support of the 2013 Annual Report for the radiography program sponsored by Ferris State University.

After review of the additional information, the following is noted:

The program has reported a program completion rate of 83%, which is below the program-defined benchmark of 95%.

The information submitted in support of the completion rate for the program has been reviewed. The program has analyzed the issues/concerns related to this unmet benchmark and has developed an action plan. The information will be added to the program's file.

The program is advised to track the implementation of the plan and document the program's progress in meeting the established benchmark in detailed meeting minutes. The JRCERT will review the program's progress toward meeting this program effectiveness benchmark at the time of the next program review.

The annual report is now complete; no further action is required.

If I can be of further assistance, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read 'Barbara A. Burnham', is written over a light blue horizontal line.

Barbara A. Burnham, B.S., R.T.(R), FASRT, FAHRA
Accreditation Specialist BAB/js

copy: Theresa A. Raglin, M.Ed.

The JRCERT promotes excellence in education and elevates the quality and safety of patient care through the accreditation of educational pro

ENROLLEMNT TRENDS

Enrollment Trends

Pre-Radiography Application Numbers and Enrollment

Application Year	2011	2012	2013	2014	2015
Total Applications	142	137	101	81	75
Completed Applications	131	117	87	70	65
Number First Time Admits	50	50	50	50	50
Number not Admitted	81	67	37	20	15
Estimated Wait	1-2 years	1-2 years	1 year	0-1 year	0-1 year

Program Response and Action Plan

While the applications to the professional sequence have decreased over the last few years, the numbers are now manageable for an associate degree program. It has been difficult to justify the time to degree and expense of an associate degree which included one prerequisite semester and six semesters in the professional sequence when students had to wait at least two years to start their professional associate degree program.

Enrollment Numbers/Attrition/Graduation Rates

Year admitted:	2008	2009	2010	2011	2012	past 5 year AV.
Graduating class of:	2010	2011	2012	2013	2014	
Admission # includes 50 first time admits + returning students	56	55	53	52	50	53.2
Attrition	12	7	10	9	9	9.4
# Students grad.	44	50	45	44	43	45.2
% retention or Grad Rate	79%	87%	81%	83%	82%	82.33371

Reasons for Attrition rates						
Year admitted:	2008	2009	2010	2011	2012	past 5 year AV.
Graduating class of:	2010	2011	2012	2013	2014	
Attrition rate	12	7	10	9	9	9.4
Not passing RADI courses	7	2	3	5	6	4.6
Dismissed from Program	0	1	0	0	0	0.2
Medical withdrawal	0	0	1	0	0	0.2
Student program Change	5	4	6	4	3	4.4

Program Response and Action Plan

The enrollment trends or cohort size has remained constant for the last five years. In 2008, the radiography program decreased enrollment from 60 students to 50 students. A flooded market of technologists made it more difficult for graduates to gain employment. The most ethical decision was to decrease the starting enrollment or cohort size to counteract this trend. In addition, this reduction in cohort size allowed room for the program to readmit and accommodate students who had difficulty progressing in year one or who had to withdraw for personal reasons. Reenrollment provided those students one more opportunity to achieve their professional goal.

The action plan for addressing our relatively low retention rate was to raise the standards for admission. Students are now required to score higher on their prerequisite courses for admission into the program. We should begin to see an increase in retention within the next couple of years as the new standards were not fully implemented until the fall 2015 application cycle.

Certification Exam Pass Rates

Year	Mean Score	% passing	# examinees	Rad Prot.	Equip.	Image	Rad Proc.	Pt. Care
2014 program	87	94	35	8.8	8.6	8.6	8.8	8.4
2014 national	83.8	88.9	11831	8.5	8.1	8.2	8.5	8.5
2013 program	86.8	100	44	9.0	8.4	8.6	8.7	8.6
2013 national	84.1	89.6	11684	8.6	8.2	8.1	8.5	8.6
2012 program	85.4	100	37	8.6	8.5	8.5	8.7	8.2
2012 national	85.3	93.0	12338	8.6	8.4	8.4	8.7	8.6
2011 program	84.9	98	49	8.7	8.1	8.4	8.5	8.5
2011 national	85.1	92.7	12542	8.7	8.2	8.3	8.5	8.8
2010 program	85.7	96	46	8.7	8.3	8.5	8.7	8.6
2010 national	84.9	92.4	13550	8.7	8.2	8.3	8.5	8.7
Average program	86	97.6	42.2	8.8	8.4	8.5	8.7	8.5

Program Response and Action Plan

As the chart above clearly demonstrates, the Ferris State Radiography program has outperformed the national average of passing applicants during the last 5 years. In 2010, the program added RADI 299, Radiology Review Seminar, to the final semester of the curriculum sequence which has resulted in a dramatic improvement in our students' ability to pass the national registry. The program will continue with the current plan of action.

Strategic Plan



FERRIS STATE UNIVERSITY

COLLABORATION • DIVERSITY • ETHICAL COMMUNITY • EXCELLENCE • LEARNING • OPPORTUNITY

DHMI Department Action Plan 2015-2017

College of Health Professions

Department's Program Strategies Supporting College Initiatives (2015-2017).

College Initiatives	Unit Strategies
1. CHP Online Programs are competitive.	<ol style="list-style-type: none"> 1. Develop marketing plan for the new Vascular Certificate. 2. Increase advertising and recruitment efforts for the degree completion programs in Nuclear Medicine and Dental Hygiene. 3. Monitor online survey data for all students.
2. CHP global initiatives reflect relevance & collaboration.	<ol style="list-style-type: none"> 4. Market Study Aboard opportunity for Nuclear Medicine.
3. Interprofessional Education (IPE) is an integral component for all CHP students.	<ol style="list-style-type: none"> 5. Develop educational opportunities amongst CHP faculty to educate each other about our practice modalities before developing future IPE activities with students. 6. Look for additional opportunities within CHP for Inter-professional activities i.e. Nursing, Respiratory, HIT/HIM 7. Increase exposure and educational opportunities with EMR for the imaging students and nursing. 8. Explore the opportunity to develop an inter-disciplinary CT course for imaging programs
4. CHP is an engaged partner with local health agencies to promote healthy communities.	<ol style="list-style-type: none"> 9. Increase opportunities for participation in the COHP Health Fair 10. Expand community dental health opportunities with local health department.
5. CHP programs reflect relevance and value to the health care industry.	<ol style="list-style-type: none"> 11. Launch new entry level BS degree in Dental Hygiene. 12. Explore viability of MSK certificate SONO 13. Investigate opportunities for additional CT theory and content in Radiography 14. Investigate opportunities for additional PET CT MR theory and content in Nuclear Medicine. 15. Maintain accreditation for all DHMI programs 16. Annual Assessment Data is collected, analyzed and documented in TracDat 17. Comply with Academic Program Review Cycle. 18. Conduct a full review of current DHMI programs regarding long term viability and/or expansion opportunities
6. CHP Faculty & Staff engage in professional development that results in professional growth	<ol style="list-style-type: none"> 19. Increase opportunities for attendance at national meetings

to support the goals of the College.

7. CHP strives for Operational Excellence.

8. CHP faculty, staff & students reflect and embrace the diversity desired in the healthcare workforce.

20. Work collaboratively to recruit and retain a more diverse population.

9. CHP has an intentional approach to increase student retention & graduation rates and to reduce student debt.

21. Investigate bundling of textbooks or compilation of several textbooks/handouts to reduce expenses to students.

22. Investigate reduction in student credit hours and time to degree.

23. Develop program strategies to address the extensive waiting periods for admission to the professional sequence ie competitive admission

24. Develop strategies to improve student retention and graduation rates.

10. CHP is an active & engaged academic health partner in the Roosevelt Park Project.

25. Continue to participate in development activities

26. Investigate opportunities for involvement with the imaging programs.

Initiative 1: CHP Online Programs are competitive				
1. Strategy	Target Date	Responsible	Collaboration Needed	Status
a. Action Steps				
1. Develop marketing plan for the new Vascular Certificate.	Fall 15	M. Weemans	Ferris Off-campus/ Online	Development stages
2. Increase advertising and recruitment efforts for the degree completion programs in Nuclear Medicine and Dental Hygiene.	Spring 16	K. Beistle T. VanderLaan T. Raglin	Ferris Off-campus/ Online	In-progress
3. Monitor online survey data for all students.	On-going	K. Beistle T. VanderLaan T. Raglin	Program Faculty	Annually

Initiative 2: CHP global initiatives reflect relevance & collaboration.				
1. Strategy	Target Date	Responsible	Collaboration Needed	Status
a. Action Steps				
1. Market Study Aboard opportunity for Nuclear Medicine	Summer 2016	S. MacEachron	Office of International Education	In-progress

Initiative 3: Interprofessional Education (IPE) is an integral component for all CHP students.				
1. Strategy	Target Date	Responsible	Collaboration Needed	Status
a. Action Steps				
1. Develop educational opportunities amongst CHP faculty to educate each other about our practice modalities before developing future IPE activities with students.	Fall 2016	Program Coordinators	Other CHP Departments	

Initiative 3: Interprofessional Education (IPE) is an integral component for all CHP students.				
1. Strategy	Target Date	Responsible	Collaboration Needed	Status
a. Action Steps				
2. Look for additional opportunities within CHP for inter-professional activities i.e. Nursing, Respiratory, HIT/HIM.	Fall 2016	Program Coordinators	Other CHP Departments	
3. Increase exposure and educational opportunities with EMR for the imaging students and nursing.	Fall 2016	Program Coordinators	School of Nursing	
4. Explore the opportunity to develop an interdisciplinary CT course for imaging programs.	Spring 2016	D. Sleeper T. VanderLaan M. Weemaes	Program Faculty	

Initiative 4: CHP is an engaged partner with local health agencies to promote healthy communities.				
1. Strategy	Target Date	Responsible	Collaboration Needed	Status
a. Action Steps				
1. Increase opportunities for participation in the COHP Health Fair.	Spring 2016	D. Sleeper T. VanderLaan M. Weemaes	Program Faculty	
2. Expand community dental health opportunities with local health department.	Spring 2016	K. Beistle C. Archer		

Initiative 5: CHP programs reflect relevance and value to the health care industry.

1. Strategy a. Action Steps	Target Date	Responsible	Collaboration Needed	Status
1. Launch new entry level BS degree in Dental Hygiene.	Fall 2017	K. Beistle	Program Faculty	Curriculum Template complete
2. Explore viability of MSK certificate SONO	Fall 2017	M. Weemaes	Program Faculty	
3. Investigate opportunities for additional CT theory and content in Radiography	Spring 2016	D. Sleeper	Program Faculty	
4. Investigate opportunities for additional PET CT MR theory and content in Nuclear Medicine	Spring 2016	T.VanderLaan	Program Faculty	
5. Maintain accreditation for all DHMI programs	On-going	K. Beistle D. Sleeper T.VanderLaan M. Weemaes	Program Faculty	
6. Annual Assessment Data is collected, analyzed and documented in TracDat	On-going	K. Beistle D. Sleeper T.VanderLaan M. Weemaes	Program Faculty	
7. Comply with Academic Program Review Cycle	On-going	K. Beistle D. Sleeper T.VanderLaan M. Weemaes	Program Faculty	
8. Conduct a full review of current DHMI programs regarding long term viability and/or expansion opportunities	AY 2015-16	K. Beistle D. Sleeper T.VanderLaan M. Weemaes	Program Faculty	

Initiative 6: CHP Faculty & Staff engage in professional development that results in professional growth to support the goals of the College

1. Strategy a. Action Steps	Target Date	Responsible	Collaboration Needed	Status
1. Increase opportunities for attendance at national meetings	Fall 2016	T. Raglin	Program Faculty	

Initiative 7: CHP strives for Operational Excellence.

1. Strategy a. Action Steps	Target Date	Responsible	Collaboration Needed	Status

Initiative 8: CHP faculty, staff & students reflect and embrace the diversity desired in the healthcare workforce.

1. Strategy a. Action Steps	Target Date	Responsible	Collaboration Needed	Status
1. Work collaboratively to recruit and retain a more diverse population.	AY 2015-16	T. Raglin	Program Faculty	

Initiative 9: CHP has an intentional approach to increase student retention & graduation rates and to reduce student debt.

1. Strategy a. Action Steps	Target Date	Responsible	Collaboration Needed	Status
1. Investigate bundling of textbooks or compilation of several textbooks/handouts to reduce expenses to students.	Spring 2016	K. Beistle D. Sleeper T.VanderLaan M. Weemaes	Program Faculty	
2. Investigate reduction in student credit hours and time to degree.	Spring 2016	K. Beistle D. Sleeper T.VanderLaan M. Weemaes	Program Faculty	
3. Develop program strategies to address the extensive waiting periods for admission to the professional sequence ie competitive admission.	Spring 2016	K. Beistle D. Sleeper T.VanderLaan M. Weemaes	Program Faculty	
4. Develop strategies to improve student retention and graduation rates.	Spring 2016	K. Beistle D. Sleeper T.VanderLaan M. Weemaes	Program Faculty	

Initiative 10: CHP is an active & engaged academic health partner in the Roosevelt Park Project.

1. Strategy a. Action Steps	Target Date	Responsible	Collaboration Needed	Status
1. Continue to participate in development activities.	On-going	T. Raglin K. Beistle		
2. Investigate opportunities for involvement with the imaging programs.	On-going	T. Raglin		

Program Level Student Learning Outcomes
Outcomes Assessment Plan
Ferris State University
Fall 2011-Fall 2014

Mission Statement:

Building upon the mission, visions, and values of the College of Health Professions, the Radiography program's mission is to provide the highest quality instruction and to prepare the student to excel in the professional challenges and responsibilities of an entry-level radiographer.

Goal #1: Students will be clinically competent.					
Outcome	Measurement Tool	Benchmark	Timeframe	Responsible Party	Results
Outcome 1-1: Students will demonstrate knowledge of radiation protection.	Radiation Protection Rubric- Final score average	Average score of 77% out of 100%	First year- Spring Semester	Instructor- RADI 122	<p>2011 Results:</p> <ul style="list-style-type: none"> • 89% of students scored a 77% or higher on the Radiation Protection Brochure. • Benchmark Met No Action Needed <p>2012 Results:</p> <ul style="list-style-type: none"> • 88% of students scored a 77% or higher on the Radiation Protection Brochure. • Benchmark Met No Action Needed <p>2013 Results:</p> <ul style="list-style-type: none"> • 100% of students scored a 77% or higher on the Radiation Protection Brochure. • Benchmark Met No Action Needed <p>2014 Results:</p> <ul style="list-style-type: none"> • 100% of students scored a 77% or higher on the Radiation Protection Brochure. • Benchmark Met No Action Needed
	Clinical Student Evaluation Form- Question 5	Average score of 4 or higher (Second Year- Spring Summer	Clinical Coordinator	<p>2011 Results:</p> <ul style="list-style-type: none"> • 100% of students scored a 4 or higher on the Clinical Student Evaluation Form. • Benchmark Met No Action Needed

		5 point scale)	- Final Eval		<p>2012 Results:</p> <ul style="list-style-type: none"> • 100% of students scored a 4 or higher on the Clinical Student Evaluation Form. • Benchmark Met No Action Needed <p>2013 Results:</p> <ul style="list-style-type: none"> • 100% of students scored a 4 or higher on the Clinical Student Evaluation Form. • Benchmark Met No Action Needed <p>2014 Results:</p> <ul style="list-style-type: none"> • 100% of students scored a 4 or higher on the Clinical Student Evaluation Form. • Benchmark Met No Action Needed
<p>Outcome 1-2: Students will apply radiographic positioning skills.</p>	<p>Final Laboratory Evaluation Form, Random sampling, 3 simulations per student</p>	<p>Average score 1.5 or higher (3 point scale, 0-2)</p>	<p>First Year-Summer Semester</p>	<p>Instructor-RADI 109</p>	<p>2011 Results:</p> <ul style="list-style-type: none"> • 100% of students scored an average score of 1.5 or higher on the Radiation Positioning Skills. • Benchmark Met No Action Needed <p>2012 Results:</p> <ul style="list-style-type: none"> • 100% of students scored an average score of 1.5 or higher on the Radiation Positioning Skills. • Benchmark Met No Action Needed <p>2013 Results:</p> <ul style="list-style-type: none"> • 100% of students scored an average score of 1.5 or higher on the Radiation Positioning Skills. • Benchmark Met No Action Needed

	Clinical Student Evaluation Form- Question 3	Average score of 4 or higher (5 point scale)	Second Year- Summer Semester- Final Eval	Clinical Coordinator	<p>2011 Results:</p> <ul style="list-style-type: none"> • 100% of students scored an average score of 4 or higher on the Radiation Positioning Skills. • Benchmark Met No Action Needed <p>2012 Results:</p> <ul style="list-style-type: none"> • 100% of students scored an average score of 4 or higher on the Radiation Positioning Skills. • Benchmark Met No Action Needed <p>2013 Results:</p> <ul style="list-style-type: none"> • 100% of students scored an average score of 4 or higher on the Radiation Positioning Skills. • Benchmark Met No Action Needed <p>2014 Results:</p> <ul style="list-style-type: none"> • 100% of students scored an average score of 4 or higher on the Radiation Positioning Skills. • Benchmark Met No Action Needed
Outcome 1-3: Students will select appropriate technical factors for various clinical exams.	Final Laboratory Evaluation Form, Random sampling, 3 simulations per student	Average score 1.5 or higher (3 point scale, 0-2)	First Year- Summer Semester	Instructor- RADI 109	<p>2011 Results:</p> <ul style="list-style-type: none"> • 100% of students scored an average score of 1.5 or higher on technical factors for various exams. • Benchmark Met No Action Needed <p>2012 Results:</p> <ul style="list-style-type: none"> • 100% of students scored an average score of 1.5 or higher on technical factors for various exams. • Benchmark Met No Action Needed <p>2013 Results:</p> <ul style="list-style-type: none"> • 100% of students scored an average score of 1.5 or higher on technical factors for various exams. • Benchmark Met No Action Needed

	Clinical Student Evaluation Form- Question 4	Average score of 4 or higher (5 point scale)	Second Year- Summer Semester- Final Eval	Clinical Coordinator	<p>2011 Results:</p> <ul style="list-style-type: none"> 95% of students scored an average score of 4 or higher on technique factors for various clinical exams. Benchmark Met No Action Needed <p>2012 Results:</p> <ul style="list-style-type: none"> 95% of students scored an average score of 4 or higher on technique factors for various clinical exams Benchmark Met No Action Needed <p>2013 Results:</p> <ul style="list-style-type: none"> 97% of students scored an average score of 4 or higher on technique factors for various clinical exams Benchmark Met No Action Needed <p>2014 Results:</p> <ul style="list-style-type: none"> 100% of students scored an average score of 4 or higher on technique factors for various clinical exams Benchmark Met No Action Needed
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Goal 2: Students will communicate effectively and professionally.

Outcome	Measurement Tool	Benchmark	Timeframe	Responsible Party	Results
Outcome 2-1: Students will use effective oral	Poster Debate Rubric- Final Score Average	Average score of 80% out of 100%	First Year- Spring Semester	Instructor- RADI 143	<p>2011 Results:</p> <ul style="list-style-type: none"> 100% of students scored an 80% or higher on the Poster Debate for Oral Communication Skills. Benchmark Met No Action Needed <p>2012 Results:</p>

communication skills.

<ul style="list-style-type: none"> • 100% of students scored an 80% or higher on Poster Debate for Oral Communication Skills. • Benchmark Met No Action Needed <p>2013 Results:</p> <ul style="list-style-type: none"> • 100% of students scored an 80% or higher on the Poster Debate for Oral Communication Skills. • Benchmark Met No Action Needed <p>2014 Results:</p> <ul style="list-style-type: none"> • 100% of students scored an 80% or higher on the Poster Debate for Oral Communication Skills. • Benchmark Met No Action Needed 				
<p>2011 Results:</p> <ul style="list-style-type: none"> • 100% of students scored an average score of 4 or higher on the clinical evaluation form for communication skills. • Benchmark Met No Action Needed <p>2012 Results:</p> <ul style="list-style-type: none"> • 100% of students scored an average score of 4 or higher on the clinical evaluation form for communication skills. • Benchmark Met No Action Needed <p>2013 Results:</p> <ul style="list-style-type: none"> • 100% of students scored an average score of 4 or higher on the clinical evaluation form for communication skills. • Benchmark Met No Action Needed 	Clinical Coordinator	Second Year-Summer Semester-Final Eval	Average score of 4 or higher (5 point scale)	Clinical Student Evaluation Form- Question 8 and 15

<p>Outcome 2: Students will demonstrate effective written communication skills.</p>	<p>Patient Scenario/Case Study Rubric-Final Score Average</p>	<p>Average score of 85% out of 100%</p>	<p>First Year-Summer Semester</p>	<p>Instructor-RADI 108</p>	<p>2014 Results:</p> <ul style="list-style-type: none"> 100% of students scored an average score of 4 or higher on the clinical evaluation form for communication skills. Benchmark Met No Action Needed
	<p>Patient Scenario/Case Study Rubric-Final Score Average</p>	<p>Average score of 85% out of 100%</p>	<p>First Year-Summer Semester</p>	<p>Instructor-RADI 108</p>	<p>2011 Results:</p> <ul style="list-style-type: none"> 100% of students scored an 85% or higher on the Patient Scenario/Case Study for written communication Skills. Benchmark Met No Action Needed <p>2012 Results:</p> <ul style="list-style-type: none"> 100% of students scored an 85% or higher on the Patient Scenario/Case Study for written communication Skills. Benchmark Met No Action Needed <p>2013 Results:</p> <ul style="list-style-type: none"> 100% of students scored an 85% or higher on the Patient Scenario/Case Study for written communication Skills. Benchmark Met No Action Needed <p>2014 Results:</p> <ul style="list-style-type: none"> 100% of students scored an 85% or higher on the Patient Scenario/Case Study for written communication Skills. Benchmark Met No Action Needed
	<p>Case Study Rubric-Final Score Average</p>	<p>Average score of 85% out of 100%</p>	<p>Second Year-Spring Semester-Second Case Study</p>	<p>Instructor-RADI 292</p>	<p>2011 Results:</p> <ul style="list-style-type: none"> 100% of students scored an 85% or higher on the Pathology/Case Study for written communication Skills. Benchmark Met No Action Needed

						<p>2012 Results:</p> <ul style="list-style-type: none"> 100% of students scored an 85% or higher on the Pathology/Case Study for written communication Skills. Benchmark Met No Action Needed <p>2013 Results:</p> <ul style="list-style-type: none"> 100% of students scored an 85% or higher on the Pathology/Case Study for written communication Skills. Benchmark Met No Action Needed <p>2014 Results:</p> <ul style="list-style-type: none"> 100% of students scored an 85% or higher on the Pathology/Case Study for written communication Skills. Benchmark Met No Action Needed
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Goal 3: Students will use critical thinking and problem solving skills.						
Outcome	Measurement Tool	Benchmark	Timeframe	Responsible Party	Results	
<p>Outcome 3-1:</p> <p>Students will adapt positioning for trauma situations.</p>	Trauma Lab Rubric-Final Score Average	Average score of 80% out of 100%	First Year-Summer Semester	Instructor-RADI 109	<p>2011 Results:</p> <ul style="list-style-type: none"> 98% of students scored an 80% or higher on the trauma lab for critical thinking skills. Benchmark Met No Action Needed <p>2012 Results:</p> <ul style="list-style-type: none"> 98% of students scored an 80% or higher on the trauma lab for critical thinking skills. Benchmark Met No Action Needed <p>2013 Results:</p> <ul style="list-style-type: none"> 98% of students scored an 80% or higher on the trauma lab for critical thinking skills. Benchmark Met No Action Needed 	

	Trauma Evaluation Form- Average Score	Average score: 81% (13/16)	Second Year- Summer Semester	Clinical Coordinator	<p>2014 Results:</p> <ul style="list-style-type: none"> 96% of students scored an 80% or higher on the trauma lab for critical thinking skills. Benchmark Met No Action Needed <p>2011 Results:</p> <ul style="list-style-type: none"> 100% of students scored an 85% or higher on the trauma evaluation for critical thinking skills. Benchmark Met No Action Needed <p>2012 Results:</p> <ul style="list-style-type: none"> 100% of students scored an 85% or higher on the trauma evaluation for critical thinking skills. Benchmark Met No Action Needed <p>2013 Results:</p> <ul style="list-style-type: none"> 100% of students scored an 85% or higher on the trauma evaluation for critical thinking skills. Benchmark Met No Action Needed <p>2014 Results:</p> <ul style="list-style-type: none"> 100% of students scored an 85% or higher on the trauma evaluation for critical thinking skills. Benchmark Met No Action Needed
<p>Outcome 3-2: Students will adjust exposure factors for non-routine examinations</p>	Technical Challenge Rubric- Final Score Average	Average score of 80% out of 100%	First Year- Spring Semester- Second Technical Challenge	Instructor- RADI 144	<p>2011 Results:</p> <ul style="list-style-type: none"> 86% of students scored an 80% or higher on the technical challenge for critical thinking skills. Benchmark Met No Action Needed <p>2012 Results:</p> <ul style="list-style-type: none"> 82% of students scored an 80% or higher on the technical challenge for critical thinking skills. Benchmark Met No Action Needed <p>2013 Results:</p> <ul style="list-style-type: none"> 95% of students scored an 80% or higher on the technical challenge for critical thinking skills. Benchmark Met No Action Needed

Clinical Student Evaluation Form- Question 4 and 16	Average score of 4 or higher (5 point scale)	Second Year- Spring Semester- Final Eval	Clinical Coordinator	<p>2014 Results:</p> <ul style="list-style-type: none"> 90% of students scored an 80% or higher on the technical challenge for critical thinking skills. Benchmark Met No Action Needed
				<p>2011 Results:</p> <ul style="list-style-type: none"> 98% of students scored an average score of 4 or higher on exposure factors for non-routine exams. Benchmark Met No Action Needed
				<p>2012 Results:</p> <ul style="list-style-type: none"> 98% of students scored an average score of 4 or higher on exposure factors for non-routine exams. Benchmark Met No Action Needed
				<p>2013 Results:</p> <ul style="list-style-type: none"> 96% of students scored an average score of 4 or higher on exposure factors for non-routine exams. Benchmark Met No Action Needed
				<p>2014 Results:</p> <ul style="list-style-type: none"> 96% of students scored an average score of 4 or higher on exposure factors for non-routine exams. Benchmark Met No Action Needed

Goal 4: Students will evaluate the importance of professional growth and development.

Outcome	Measurement Tool	Benchmark	Timeframe	Responsible Party	Results
<p>Outcome 4-1: Students will determine the importance of continued professional development .</p>	<p>Political Engagement Rubric- Final Score Average</p>	<p>Average score of 80% out of 100%</p>	<p>First Year- Spring Semester</p>	<p>Instructor- RADI 143</p>	<p>2011 Results:</p> <ul style="list-style-type: none"> • 100% of students scored an 80% or higher on the political engagement assignment. • Benchmark Met No Action Needed <p>2012 Results:</p> <ul style="list-style-type: none"> • 100% of students scored an 80% or higher on the political engagement assignment. • Benchmark Met No Action Needed <p>2013 Results:</p> <ul style="list-style-type: none"> • 100% of students scored an 80% or higher on the political engagement assignment. • Benchmark Met No Action Needed <p>2014 Results:</p> <ul style="list-style-type: none"> • 100% of students scored an 80% or higher on the political engagement assignment. • Benchmark Met No Action Needed
	<p>Continuing Education Paper - Rubric- Average Score</p>	<p>Average score of 90% out of 100%</p>	<p>Second Year- Summer Semester</p>	<p>Instructor- RADI 212</p>	<p>2011 Results:</p> <ul style="list-style-type: none"> • 100% of students scored an 90% or higher continuing education paper. • Benchmark Met No Action Needed <p>2012 Results:</p> <ul style="list-style-type: none"> • 100% of students scored an 90% or higher continuing education paper. • Benchmark Met No Action Needed <p>2013 Results:</p> <ul style="list-style-type: none"> • 100% of students scored an 90% or higher on continuing education paper. • Benchmark Met No Action Needed

					<p>2014 Results:</p> <ul style="list-style-type: none"> • 100% of students scored an 90% or higher on continuing education paper. • Benchmark Met No Action Needed
<p>Outcome 4-2: Students will summarize the importance of attendance at professional meetings.</p>	<p>Professional Societies Rubric- Final Score Average</p>	<p>Average score of 80% out of 100%</p>	<p>First Year- Spring Semester</p>	<p>Instructor- RADI 143</p>	<p>2011 Results:</p> <ul style="list-style-type: none"> • 100% of students scored an 80% or higher on professional societies assignment. • Benchmark Met No Action Needed <p>2012 Results:</p> <ul style="list-style-type: none"> • 100% of students scored an 80% or higher on professional societies assignment. • Benchmark Met No Action Needed <p>2013 Results:</p> <ul style="list-style-type: none"> • 100% of students scored an 80% or higher on professional society's assignment. • Benchmark Met No Action Needed <p>2014 Results:</p> <ul style="list-style-type: none"> • 100% of students scored an 80% or higher on professional society's assignment. • Benchmark Met No Action Needed
	<p>Professional Societies Conferences Paper- Rubric- Average Score</p>	<p>Average score of 90% out of 100%</p>	<p>Second Year- Summer Semester</p>	<p>Instructor- RADI 212</p>	<p>2011 Results:</p> <ul style="list-style-type: none"> • 100% of students scored an 90% or higher on professional societies paper. • Benchmark Met No Action Needed <p>2012 Results:</p> <ul style="list-style-type: none"> • 100% of students scored an 90% or higher on professional societies paper. • Benchmark Met No Action Needed <p>2013 Results:</p> <ul style="list-style-type: none"> • 100% of students scored an 90% or higher on professional societies paper. • Benchmark Met No Action Needed

<p>Outcome 5-3 Students will complete the Radiography program within 24 months.</p>	<p>Retention Rates</p>	<p>95% or higher</p>	<p>6 months after graduation</p>	<p>Program Coordinator</p>	<p>2011 Results:</p> <ul style="list-style-type: none"> 87% of students completed the Radiography Program within 24 months. Benchmark Not Met will continue to monitor. <p>2012 Results:</p> <ul style="list-style-type: none"> 81% of students completed the Radiography Program within 24 months. Benchmark Not Met Action Needed: Program to strengthen Pre-reqs by requiring a B- in Math and Science. This should bring in a stronger student academically. Also, adding co-reqs with lab and lecture classes for fall of 2013 for any student that returns to the program after failing one course. <p>2013 Results:</p> <ul style="list-style-type: none"> 83% of students completed the Radiography Program within 24 months. Benchmark Not Met Action Needed: Program strengthened Pre-reqs by requiring a B- in Math and Science. Will continue to monitor with the Fall 2014 incoming class.
<p>Outcome 5-4 Students will be satisfied with their education.</p>	<p>Graduate Survey- Question 10</p>	<p>95% or higher will indicate adequately prepared</p>	<p>6 months after graduation</p>	<p>Program Coordinator</p>	<p>2011 Results:</p> <ul style="list-style-type: none"> 100% of students indicated they are satisfied with their education. Benchmark Met No Action Needed <p>2012 Results:</p> <ul style="list-style-type: none"> 100% of students indicated they are satisfied with their education. Benchmark Met No Action Needed <p>2013 Results:</p> <ul style="list-style-type: none"> 100% of students indicated they are satisfied with their education. Benchmark Met No Action Needed

<p>Outcome 5-5 Employers will be satisfied with the graduate's performance.</p>	<p>Employer Survey- Question 14</p>	<p>95% or higher will indicate a performance rating of very good or higher</p>	<p>6 months after graduation</p>	<p>Program Coordinator</p>	<p>2011 Results:</p> <ul style="list-style-type: none"> • 100% of employers indicated they are satisfied with the graduate's performance. • Benchmark Met No Action Needed <p>2012 Results:</p> <ul style="list-style-type: none"> • 100% of employers indicated they are satisfied with the graduate's performance. • Benchmark Met No Action Needed <p>2013 Results:</p> <ul style="list-style-type: none"> • 100% of employers indicated they are satisfied with the graduate's performance. • Benchmark Met No Action Needed
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Perceptions of Overall Quality

Perceptions of Overall Quality – Dan Sleeper, Program Coordinator

I rate the Radiography program 95% for overall quality based on the following:

Relationship of Program's Mission to Department, College, and University

The Radiography program strives to uphold the University and Program Mission Statement. The Program uses the most innovative teaching and learning techniques available to remain competitive in the field. The program continually assesses and makes improvements upon the current curriculum and program structure.

Program Visibility and Distinctiveness

The Radiography program is unique in the respect that students complete their first year on campus and may branch out to all areas in Michigan for their second year for clinical internship. The program also allows the students the ability to take classes on-line. Students may also complete a Bachelor's degree at Ferris which is appealing to employers. Ferris graduates are sought after because of their demonstrated skill level upon graduation as compared to other program graduates in the state. The program has a very good reputation nationwide and Ferris Radiography students are often hired over other programs.

Enrollment

Enrollment in the Radiography program remains strong. Although the number of pre-students has declined, we have no difficulty filling the available seats in the program.

Characteristics, Quality and Employment of Students

Ferris graduates are very well prepared. Radiographers also have a high job placement rate. Ferris graduates fair very well against graduates from other programs. Employers rate Ferris Radiography students as very well prepared for the job market. One hundred percent of employers responding are very happy with the FSU graduate they have employed. Graduates are also scoring higher and a larger number are passing the national registry.

The FSU RADI students and graduates:

- Display ethical and professional behavior
- Demonstrate strong psychomotor skills
- Demonstrate strong critical thinking skills
- Practice around the country

Quality of Curriculum and Assessment

The program continuously assesses and makes changes based on these findings. Faculty are confident that the program revisions will help to retain students in the program and keep the program current in regards to industry standards and specialized accreditation.

Composition and Quality of the Faculty

The Ferris State University Radiography program employs three dedicated radiographers each having over ten years of radiography experience and one lab assistant. Each faculty member has prior teaching experience and has worked in a variety of areas in the field of radiography. The faculty members are determined to make this program a national leader in radiography education.

Composition and Quality of Program Administration

The program has a dedicated program coordinator and clinical coordinator who are provided release time from teaching to oversee curriculum and program effectiveness. The College of Health Professions administrative structure provides support via a dean, associate dean, and department head. This ensures appropriate oversight for faculty support.

Overall Value of Program to Stakeholders including Ferris State University

The value of the Ferris Radiography Program is to provide high quality radiographers to meet the national shortage of technologist. Employer surveys reflect that Ferris Radiography graduates are filling the needs of their community.

Perceptions of Overall Quality – Theresa Raglin, Department Head

I rate the Radiography program 92% for overall quality based on the following:

The Associate of Applied Science degree in Radiography underwent a site visit from the Joint Review Committee on Education in Radiologic Technology (JRCERT) on January 16-17, 2014. The outcome was very positive and the program received the maximum duration that may be awarded by JRCERT accreditation of eight years.

Relationship of Program's Mission to Department, College, and University

The radiography program fits both the Ferris State University and the College of Health Professions mission to become a leader in providing opportunities for innovative teaching and learning techniques in a career-oriented, technological, and professional education. The radiography program provides a hands-on approach to preparing the students for a skill-oriented career.

Program Visibility and Distinctiveness

The Radiography program is the largest program in the State of Michigan. The Ferris program is known for its high quality of graduates.

Unlike our competitors at the community college, our students have the ability to earn a BS degree at Ferris during their time spent on campus qualifying and completing their associate degree. This is very appealing to graduates, parents, and employers alike who support BS education.

Enrollment

There continues to be a demand and interest for enrollment in the Radiography Program. The number of pre-radiography students or program applicants has declined slightly over the past several years. The program increased their admission criteria in order to attract and retain a higher qualified students so a slight decrease was expected.

Characteristics, Quality and Employment of Students

Ferris graduates are very well prepared. Radiography students have a high job placement rate and many are hired after completion of their internship. Employers rate Ferris Radiography students as very well prepared for the job market.

Quality of Curriculum and Assessment

The curriculum and methods of instruction is based upon the required educational competences of the American Registry of Radiologic Technologists (ARRT), and the accreditation standards of the Joint Review Committee on Education in Radiologic technology (JRCERT). The quality of the curriculum is strong and meets or exceeds the requirements of ARRT and JRCERT. It is also designed and revised with input from the advisory committee. Employer, student, and graduate survey results also indicate that the quality of lecture, clinical, and lab instruction is very good.

We have only one area where we are not meeting a JRCERT benchmark and that is in retention. The program has analyzed our data/results and implemented a higher admission criteria to attract a better qualified students who should be able to withstand the rigors of the program. This was not fully implemented until the fall 2015 applicants but an increase in retention is expected to occur in the next year.

Composition and Quality of the Faculty

The Radiography program employs three tenured faculty members. In addition to their teaching experience, they bring a wide variety of professional experience to the program and students. Each faculty member has advanced degrees and is appropriately credentialed to hold faculty positions.

Composition and Quality of Program Administration

The Radiography program has a dedicated program coordinator whose main responsibility is oversight of curriculum including assessment and accreditation. The program also has a dedicated clinical coordinator who maintains relationships with over 25 clinical sites that provide internship or clinical training in the hospital or clinical setting. In the College of Health Professions our administrative structure includes the Dean, Associate Dean, and Department Head who works directly with the faculty and program coordinators. This structure has worked well for our college especially because of the large number of programs and multi-disciplinary specialties within our college.

Overall Value of Program to Stakeholders including Ferris State University

The value of the associate degree program is to provide high quality entry level radiographers. Employer surveys reflect that the Ferris graduates are filling that need for the professional community.



FERRIS STATE UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS


September 2, 2015.

DEAN'S LETTER OF SUPPORT FOR THE RADIOGRAPHY PROGRAM.

The fact that the Program Accreditor (the Joint Review Committee on Education in Radiologic Technology (JRCERT) approved the program during their 2014 site visit for the maximum 8 years allowed till 2022 is a testament of the quality and academic excellence of the Radiography program in the College of Health Professions at Ferris State University. Based on this fact, I thereby wholeheartedly support this program report as submitted to the Academic Program Review Committee at Ferris State University. I endorse the action plan to address the program's relatively low retention rate and I promise to provide needed resources in sustaining the program.

My support is based entirely on the comprehensiveness of the program while considering the overall program quality in the areas of:

1. Relationship of program's mission to the Department, College and Ferris State University
2. Program visibility and distinctiveness
3. Enrollment
4. Characteristics, quality and students' employment
5. Quality of curriculum and assessment
6. Composition and quality of the faculty
7. Composition and quality of program administration
8. Overall value of program to stakeholders including Ferris State University


Matthew Adeyanju, PhD, MPH, FAAHE, FASHA, FRC.

Dean & Professor

Radiography – AAS
200 Ferris Dr.
Big Rapids, MI 49307
231-591-2261

Matthew Adeyanju 9/9/15
Signature and Date

Matthew Adeyanju, PhD, MPH
Dean, College of Health Professions
231-591-2342

Theresa A. Raglin 8/27/15
Signature and Date

Theresa A. Raglin, MEd.
Department Head, DHMI
231-591-2261

Daniel Sleeper 8/10/15
Signature and Date

Daniel Sleeper, MS
Program Coordinator, Radiography
231-591-2732