Education Council Symposium: Defining and Measuring Quality in Medical Physics Education – July 14, 2019

Assessment of Quality of Medical Physics Graduate Programs

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UNIVERSITY OF WISCONSIN-MADISON

Declaration of Financial Interests or Relationships

Speaker Name: Edward F. Jackson, PhD

I have no financial interests or relationships to disclose with regard to the subject matter of this presentation.

Disclaimer:
I currently serve as the Vice Chair of the AAPM Education Council. The views and opinions reflected in this presentation do not necessarily reflect those of the Education Council.

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Objectives

Learning Objectives:

1. To present several definitions of the phrase "quality of education"
2. To identify and evaluate methods for assessing quality of education.
3. To apply these methods to assess the quality of a didactic educational medical physics program.
4. To apply these methods to assess the quality of a clinical medical physics training program.

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How to Define & Measure "Quality"

- The definition of *quality* in graduate education is:
  - Ill-defined; no generally accepted standards
  - Program- and/or institutional-specific
  - Multi-dimensional
  - Dynamic (or should be)
- Quality assessment methodologies:
  - Program-specific longitudinal (*e.g.*, assessment evaluations, CQI initiatives)
  - Cross-program comparisons (*e.g.*, accreditation reviews, peer comparisons)

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Program-Specific CQI Approach

- Requires that a program defines quality and the measures it will consistently use to track it.
- First step: Defining the program's learning objectives
  - What, where, and when?
    - Knowledge and skills a student is expected to have mastered by completion of program.
    - Identifying where the expected learning takes place in the curriculum / training and by when.
- Second step: Defining the assessment plan
  - Evidence
    - How well are students, collectively, meeting the learning objectives?
- Third step: Assessing results and improving the program
  - Faculty engagement

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Program-Specific CQI Approach

- Quality assessment should rely on data, but which data?
- Common metrics for graduate programs:
  - student evaluations of courses
  - rubric scores and pass rates on qualifier, prelim, and defense examinations
  - percent of students who meet program milestones for all exams, *etc*.
  - number of publications (first author *vs*. contributing author)
  - time to degree and completion rates
  - rate of desired post-graduate employment or residency program acceptance
  - licensure or certification exam pass rates (*e.g.*, ABR Part 1 for individuals pursuing residency program)
  - *etc*.

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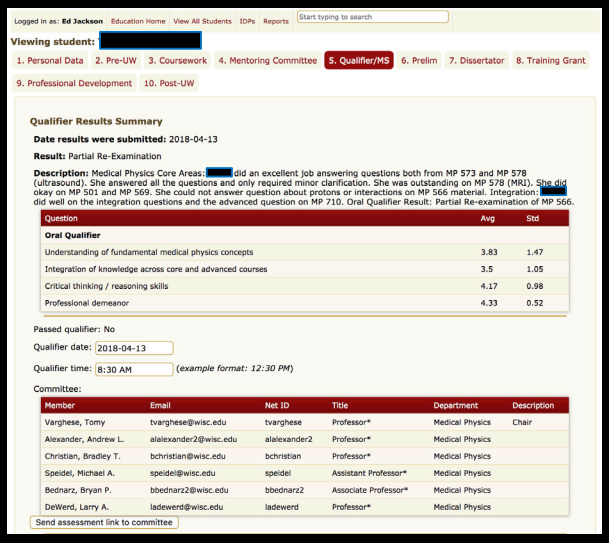
Program-Specific CQI Approach



Logged in as: **Ed Jackson** Education Home View All Students IDPs Reports Start typing to search

Viewing student: [redacted]

1. Personal Data | 2. Pre-UW | 3. Coursework | 4. Mentoring Committee | **5. Qualifier/MS** | 6. Prelim | 7. Dissertator | 8. Training Grant | 9. Professional Development | 10. Post-UW

Qualifier Results Summary

Date results were submitted: 2018-04-13

Result: Partial Re-Examination

Description: Medical Physics Core Areas: [redacted] did an excellent job answering questions both from MP 573 and MP 578 (ultrasound). She answered all the questions and only required minor clarification. She was outstanding on MP 578 (MRI). She did okay on MP 501 and MP 569. She could not answer question about protons or interactions on MP 566 material. Integration: [redacted] did well on the integration questions and the advanced question on MP 710. Oral Qualifier Result: Partial Re-examination of MP 566.

Question	Avg	Std
Oral Qualifier		
Understanding of fundamental medical physics concepts	3.83	1.47
Integration of knowledge across core and advanced courses	3.5	1.05
Critical thinking / reasoning skills	4.17	0.98
Professional demeanor	4.33	0.52

Passed qualifier: No

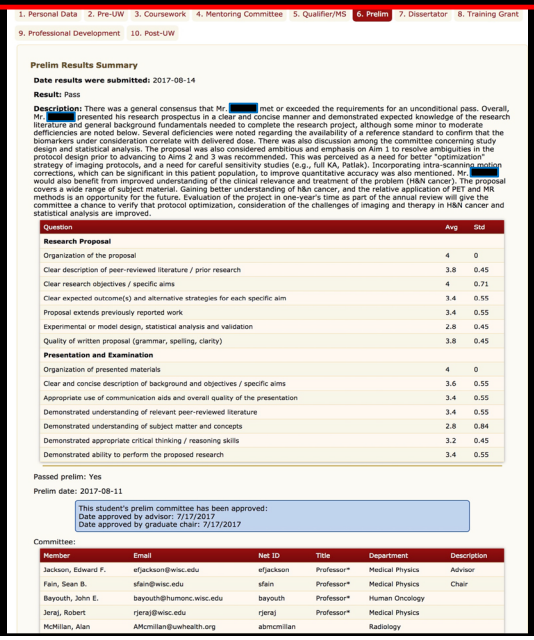
Qualifier date: 2018-04-13

Qualifier time: 8:30 AM (*example format: 12:30 PM*)

Committee:

Member	Email	Net ID	Title	Department	Description
Varghese, Tomy	tvarghese@wisc.edu	tvarghese	Professor*	Medical Physics	Chair
Alexander, Andrew L.	alalexander2@wisc.edu	alalexander2	Professor*	Medical Physics	
Christian, Bradley T.	bchristian@wisc.edu	bchristian	Professor*	Medical Physics	
Speidel, Michael A.	speidel@wisc.edu	speidel	Assistant Professor*	Medical Physics	
Bednarz, Bryan P.	bbednarz2@wisc.edu	bbednarz2	Associate Professor*	Medical Physics	
DeWerd, Larry A.	ladewerd@wisc.edu	ladewerd	Professor*	Medical Physics	

Send assessment link to committee



1. Personal Data | 2. Pre-UW | 3. Coursework | 4. Mentoring Committee | 5. Qualifier/MS | **6. Prelim** | 7. Dissertator | 8. Training Grant | 9. Professional Development | 10. Post-UW

Prelim Results Summary

Date results were submitted: 2017-08-14

Result: Pass

Description: There was a general consensus that Mr. [redacted] met or exceeded the requirements for an unconditional pass. Overall, Mr. [redacted] presented his research prospectus in a clear and concise manner and demonstrated expected knowledge of the research literature and general background fundamentals needed to complete the research project, although some minor to moderate deficiencies are noted below. Several deficiencies were noted regarding the availability of a reference standard to confirm that the biomarkers under consideration correlate with delivered dose. There was also discussion among the committee concerning study design and statistical analysis. The proposal was also considered ambitious and emphasis on Aim 1 to resolve ambiguities in the protocol design prior to advancing to Aims 2 and 3 was recommended. This was perceived as a need for better "optimization" strategy of imaging protocols, and a need for careful sensitivity studies (e.g., full KA, Patlak). Incorporating intra-scanning motion corrections, which can be significant in this patient population, to improve quantitative accuracy was also mentioned. Mr. [redacted] would also benefit from improved understanding of the clinical relevance and treatment of the problem (H&N cancer). The proposal covers a wide range of subject material. Gaining better understanding of h&n cancer, and the relative application of PET and MR methods is an opportunity for the future. Evaluation of the project in one-year's time as part of the annual review will give the committee a chance to verify that protocol optimization, consideration of the challenges of imaging and therapy in H&N cancer and statistical analysis are improved.

Question	Avg	Std
Research Proposal		
Organization of the proposal	4	0
Clear description of peer-reviewed literature / prior research	3.8	0.45
Clear research objectives / specific aims	4	0.71
Clear expected outcome(s) and alternative strategies for each specific aim	3.4	0.55
Proposal extends previously reported work	3.4	0.55
Experimental or model design, statistical analysis and validation	2.8	0.45
Quality of written proposal (grammar, spelling, clarity)	3.8	0.45
Presentation and Examination		
Organization of presented materials	4	0
Clear and concise description of background and objectives / specific aims	3.6	0.55
Appropriate use of communication aids and overall quality of the presentation	3.4	0.55
Demonstrated understanding of relevant peer-reviewed literature	3.4	0.55
Demonstrated understanding of subject matter and concepts	2.8	0.84
Demonstrated appropriate critical thinking / reasoning skills	3.2	0.45
Demonstrated ability to perform the proposed research	3.4	0.55

Passed prelim: Yes

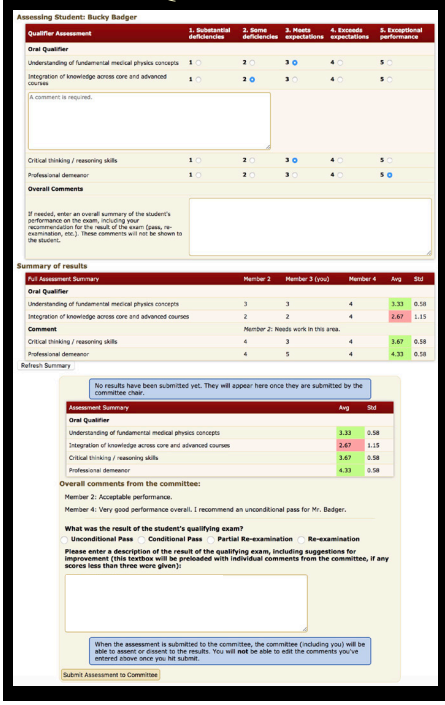
Prelim date: 2017-08-11

This student's prelim committee has been approved:
Date approved by advisor: 7/17/2017
Date approved by graduate chair: 7/17/2017

Committee:

Member	Email	Net ID	Title	Department	Description
Jackson, Edward F.	efjackson@wisc.edu	efjackson	Professor*	Medical Physics	Advisor
Fain, Sean B.	sfain@wisc.edu	sfain	Professor*	Medical Physics	Chair
Bayouth, John E.	bayouth@humonc.wisc.edu	bayouth	Professor*	Human Oncology	
Jeraj, Robert	rjeraj@wisc.edu	rjeraj	Professor*	Medical Physics	
McMillan, Alan	AMcmillan@uwhealth.org	abmcmillan		Radiology	

Qualifier



Assessing Student: Bucky Badger

Qualifier Assessment	1. Substantial deficiencies	2. Some deficiencies	3. Meets expectations	4. Exceeds expectations	5. Exceptional performance
Oral Qualifier					
Understanding of fundamental medical physics concepts	1	2	3 ●	4	5
Integration of knowledge across core and advanced courses	1	2 ●	3	4	5
Critical thinking / reasoning skills	1	2	3 ●	4	5
Professional demeanor	1	2	3	4	5 ●

A comment is required.

Overall Comments

If needed, enter an overall summary of the student's performance on the exam, including your recommendation for the result of the exam (pass, re-examination, etc.). These comments will not be shown to the student.

Summary of results

Full Assessment Summary	Member 2	Member 3 (you)	Member 4	Avg	Std
Oral Qualifier					
Understanding of fundamental medical physics concepts	3	3	4	3.33	0.58
Integration of knowledge across core and advanced courses	2	2	4	2.67	1.15
Comment	Member 2: Needs work in this area.				
Critical thinking / reasoning skills	4	3	4	3.67	0.58
Professional demeanor	4	5	4	4.33	0.58

Refresh Summary

No results have been submitted yet. They will appear here once they are submitted by the committee chair.

Assessment Summary	Avg	Std
Oral Qualifier		
Understanding of fundamental medical physics concepts	3.33	0.58
Integration of knowledge across core and advanced courses	2.67	1.15
Critical thinking / reasoning skills	3.67	0.58
Professional demeanor	4.33	0.58

Overall comments from the committee:

Member 2: Acceptable performance.

Member 4: Very good performance overall. I recommend an unconditional pass for Mr. Badger.

What was the result of the student's qualifying exam?

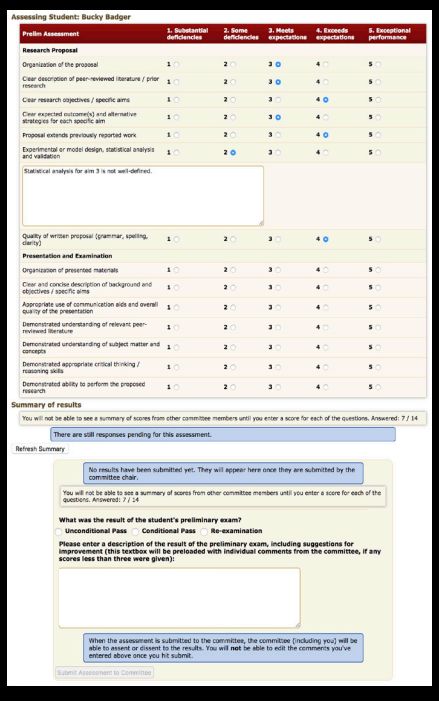
Unconditional Pass | Conditional Pass | Partial Re-examination | Re-examination

Please enter a description of the result of the qualifying exam, including suggestions for improvement (this textbox will be preloaded with individual comments from the committee, if any scores less than three were given):

When the assessment is submitted to the committee, the committee (including you) will be able to assent or dissent to the results. You will **not** be able to edit the comments you've entered above once you hit submit.

Submit Assessment to Committee

Prelim Exam



Assessing Student: Bucky Badger

Prelim Assessment	1. Substantial deficiencies	2. Some deficiencies	3. Meets expectations	4. Exceeds expectations	5. Exceptional performance
Research Proposal					
Organization of the proposal	1	2	3 ●	4	5
Clear description of peer-reviewed literature / prior research	1	2	3 ●	4	5
Clear research objectives / specific aims	1	2	3	4 ●	5
Clear expected outcome(s) and alternative strategies for each specific aim	1	2	3 ●	4	5
Proposal extends previously reported work	1	2	3	4 ●	5
Experimental or model design, statistical analysis and validation	1	2 ●	3	4	5
Quality of written proposal (grammar, spelling, clarity)	1	2	3	4 ●	5
Presentation and Examination					
Organization of presented materials	1	2	3	4	5
Clear and concise description of background and objectives / specific aims	1	2	3	4	5
Appropriate use of communication aids and overall quality of the presentation	1	2	3	4	5
Demonstrated understanding of relevant peer-reviewed literature	1	2	3	4	5
Demonstrated understanding of subject matter and concepts	1	2	3	4	5
Demonstrated appropriate critical thinking / reasoning skills	1	2	3	4	5
Demonstrated ability to perform the proposed research	1	2	3	4	5

Statistical analysis for aim 3 is not well-defined.

Summary of results

You will not be able to see a summary of scores from other committee members until you enter a score for each of the questions. Answered: 7 / 14

There are still responses pending for this assessment.

Refresh Summary

No results have been submitted yet. They will appear here once they are submitted by the committee chair.

You will not be able to see a summary of scores from other committee members until you enter a score for each of the questions. Answered: 7 / 14

What was the result of the student's preliminary exam?

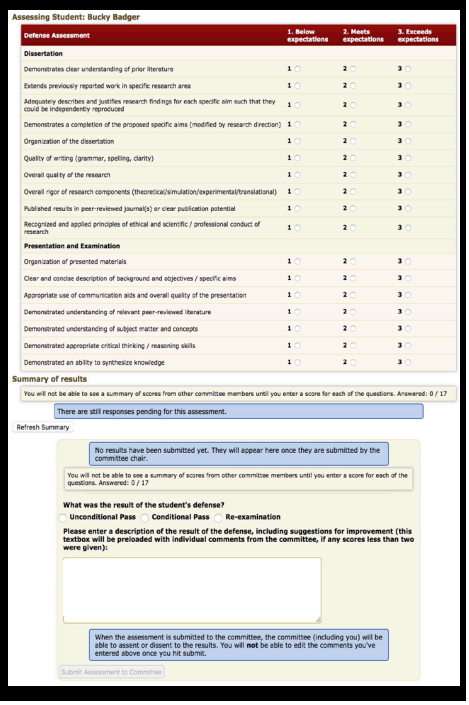
Unconditional Pass | Conditional Pass | Re-examination

Please enter a description of the result of the preliminary exam, including suggestions for improvement (this textbox will be preloaded with individual comments from the committee, if any scores less than three were given):

When the assessment is submitted to the committee, the committee (including you) will be able to assent or dissent to the results. You will **not** be able to edit the comments you've entered above once you hit submit.

Submit Assessment to Committee

Defense Exam



Assessing Student: Bucky Badger

Defense Assessment	1. Below expectations	2. Meets expectations	3. Exceeds expectations
Dissertation			
Demonstrates clear understanding of prior literature	1	2	3
Extends previously reported work in specific research area	1	2	3
Adequately describes and justifies research findings for each specific aim such that they could be independently reproduced	1	2	3
Demonstrates a completion of the proposed specific aims (modified by research direction)	1	2	3
Organization of the dissertation	1	2	3
Quality of writing (grammar, spelling, clarity)	1	2	3
Overall quality of the research	1	2	3
Overall rigor of research components (theoretical/simulation/experimental/translational)	1	2	3
Published results in peer-reviewed journal(s) or clear publication potential	1	2	3
Recognized and applied principles of ethical and scientific / professional conduct of research	1	2	3
Presentation and Examination			
Organization of presented materials	1	2	3
Clear and concise description of background and objectives / specific aims	1	2	3
Appropriate use of communication aids and overall quality of the presentation	1	2	3
Demonstrated understanding of relevant peer-reviewed literature	1	2	3
Demonstrated understanding of subject matter and concepts	1	2	3
Demonstrated appropriate critical thinking / reasoning skills	1	2	3
Demonstrated an ability to synthesize knowledge	1	2	3

Summary of results

You will not be able to see a summary of scores from other committee members until you enter a score for each of the questions. Answered: 0 / 17

There are still responses pending for this assessment.

Refresh Summary

No results have been submitted yet. They will appear here once they are submitted by the committee chair.

You will not be able to see a summary of scores from other committee members until you enter a score for each of the questions. Answered: 0 / 17

What was the result of the student's defense?

Unconditional Pass | Conditional Pass | Re-examination

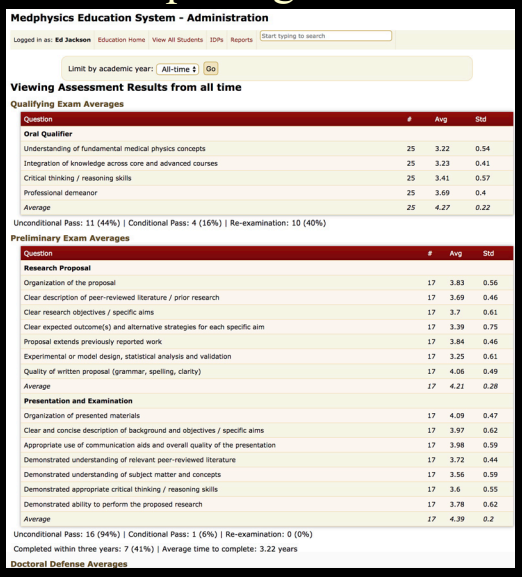
Please enter a description of the result of the defense, including suggestions for improvement (this textbox will be preloaded with individual comments from the committee, if any scores less than two were given):

When the assessment is submitted to the committee, the committee (including you) will be able to assent or dissent to the results. You will **not** be able to edit the comments you've entered above once you hit submit.

Submit Assessment to Committee

Program-Specific CQI Approach

Reporting Tools



Medphysics Education System - Administration

Logged in as: **Ed Jackson** | Education Home | View All Students | IDPs | Reports | Start typing to search

Limit by academic year: All-time ▾ Go

Viewing Assessment Results from all time

Qualifying Exam Averages

Question	#	Avg	Std
Oral Qualifier			
Understanding of fundamental medical physics concepts	25	3.22	0.54
Integration of knowledge across core and advanced courses	25	3.23	0.41
Critical thinking / reasoning skills	25	3.41	0.57
Professional demeanor	25	3.69	0.4
Average	*25*	*4.27*	*0.22*

Unconditional Pass: 11 (44%) | Conditional Pass: 4 (16%) | Re-examination: 10 (40%)

Preliminary Exam Averages

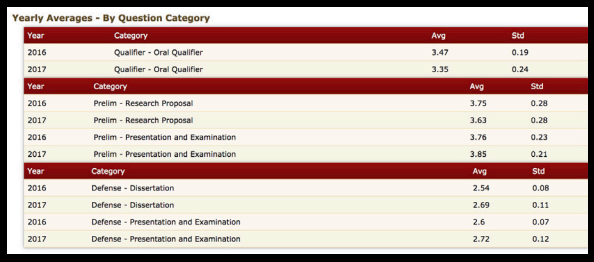
Question	#	Avg	Std
Research Proposal			
Organization of the proposal	17	3.83	0.56
Clear description of peer-reviewed literature / prior research	17	3.69	0.46
Clear research objectives / specific aims	17	3.7	0.61
Clear expected outcome(s) and alternative strategies for each specific aim	17	3.39	0.75
Proposal extends previously reported work	17	3.84	0.46
Experimental or model design, statistical analysis and validation	17	3.25	0.61
Quality of written proposal (grammar, spelling, clarity)	17	4.06	0.49
Average	*17*	*4.21*	*0.28*
Presentation and Examination			
Organization of presented materials	17	4.09	0.47
Clear and concise description of background and objectives / specific aims	17	3.97	0.62
Appropriate use of communication aids and overall quality of the presentation	17	3.98	0.59
Demonstrated understanding of relevant peer-reviewed literature	17	3.72	0.44
Demonstrated understanding of subject matter and concepts	17	3.56	0.59
Demonstrated appropriate critical thinking / reasoning skills	17	3.6	0.55
Demonstrated ability to perform the proposed research	17	3.78	0.62
Average	*17*	*4.39*	*0.2*

Unconditional Pass: 16 (94%) | Conditional Pass: 1 (6%) | Re-examination: 0 (0%)

Completed within three years: 7 (41%) | Average time to complete: 3.22 years

Doctoral Defense Averages

Assessment



Yearly Averages - By Question Category

Year	Category	Avg	Std
2016	Qualifier - Oral Qualifier	3.47	0.19
2017	Qualifier - Oral Qualifier	3.35	0.24
Year	**Category**	**Avg**	**Std**
2016	Prelim - Research Proposal	3.75	0.28
2017	Prelim - Research Proposal	3.63	0.28
2016	Prelim - Presentation and Examination	3.76	0.23
2017	Prelim - Presentation and Examination	3.85	0.21
Year	**Category**	**Avg**	**Std**
2016	Defense - Dissertation	2.54	0.08
2017	Defense - Dissertation	2.69	0.11
2016	Defense - Presentation and Examination	2.6	0.07
2017	Defense - Presentation and Examination	2.72	0.12

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Program-Specific CQI Approach

- Necessary, but is this sufficient?
- "Not everything that can be counted counts, and not everything that counts can be counted." --- William Bruce Cameron
- How do we objectively assess "softer", but highly important quality measures?
  - Frequency and outcomes of in-depth program reviews
  - Implementation and assessment of substantive curricular and pedagogical changes to remain current
  - Inter-disciplinary *vs*. disciplinary curricular and experiential offerings
  - Frequency of active *vs*. passive student learning opportunities
  - Quality of mentoring
  - Diversity, equity, and inclusion

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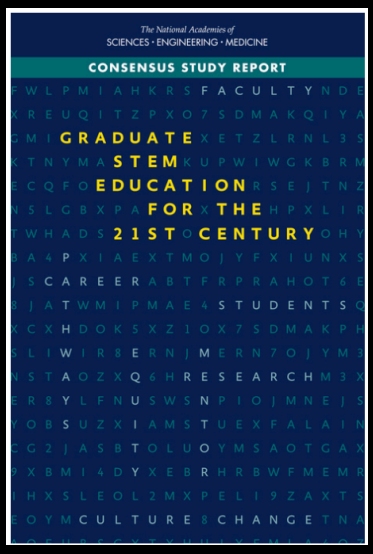
Program-Specific CQI Approach



Graduate STEM Education for the 21st Century (2018)

DETAILS

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SUGGESTED CITATION

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Program-Specific CQI Approach

"A Call for Systemic Change"

- Recommendations for federal and state government agencies, institutions of higher learning, and graduate schools / departments / programs.
- Agencies should, among other things:
  - Require institutions to develop policies that require data collection and public posting on demographics, funding mechanisms, career outcomes, etc.
  - Embed diversity and inclusion metrics in their funding criteria.
  - Require the use of individualized development plans.
  - Issue calls for proposals to better understand the graduate education system and outcomes of various policies and interventions.
  - Support studies on how different STEM disciplines can integrate the changing scientific enterprise into graduate education programs and curricula.

Program-Specific CQI Approach

"A Call for Systemic Change"

- Recommendations for federal and state government agencies, institutions of higher learning, and graduate schools / departments / programs.
- Institutions should, among other things:
  - Require the use of core competences.
  - Increase priority for and reward faculty that demonstrate high-quality teaching and inclusive mentoring practices.
  - Require faculty to undergo training in mentoring and teaching (with refreshers).
  - Develop a uniform model for data collection and dissemination, *e.g.*, time to degree, completion rates, career outcomes, disaggregated by gender, race, *etc*.
  - Develop comprehensive strategies to ensure a diverse, equitable, and inclusive environment.
  - Make available and advertise effective mental health services.

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Program-Specific CQI Approach

"A Call for Systemic Change"

- Graduate programs should:
  - Review and modify curricular and dissertation requirements on a periodic basis.
  - Scrutinize the curricular and program requirements for features that lie outside of the core competencies and learning objectives but add to time to degree without adding value.
  - Facilitate mentor relationships and create opportunities for students to develop additional mentor / advisor relationships with faculty within and outside of the home department / program.
  - Encourage students to involve dissertation committees more extensively.
  - Collect and make widely available information about degree completion rates, time to degree, and career outcomes, disaggregated with respect to demographics, including gender, race, ethnicity, and visa status.

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Program-Specific CQI Approach

– Graduate programs should (continued):

- Post publicly core competencies for the students, including milestones and metrics used for evaluation and assessment.
- Engage in discussions with professional societies, employers, and other stakeholders to develop innovative approaches and receive feedback on how to align curricular and other educational experiences with changes in the field.
- Incorporate full awareness of mental health issues into the training experience for both students and faculty, and assess services to ensure they are meeting needs.
- Develop, adopt, and regularly evaluate strategies to accelerate increasing diversity and improving equity and inclusion.
- Encourage students to engage as a group in activities outside the traditional academic settings.
- Encourage students to provide feedback on their experiences.

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Program-Specific CQI Approach

Core competencies for PhD degree:

– Develop Scientific & Technological Literacy and Conduct Original Research

1. Develop deep specialized expertise in at least one STEM discipline.
2. Acquire sufficient transdisciplinary literacy to suggest multiple conceptual and methodological approaches to a complex problem.
3. Identify an important problem and articulate an original research question.
4. Design a research strategy, including relevant quantitative, analytical, or theoretical approaches, to explore components of the problem and begin to address the question.
5. Evaluate outcomes of each experiment or study component and select which outcomes to pursue and how to do so through an iterative process.

National Academies of Sciences, Engineering, and Medicine 2018. Graduate STEM Education for the 21st Century. Washington, DC: The National Academies Press.

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Program-Specific CQI Approach

Core competencies for PhD degree:

- Develop Scientific & Technological Literacy and Conduct Original Research
  6. Adopt rigorous standards of investigation and acquire mastery of the quantitative, analytical, technical, and technological skills required to conduct successful research in the field of study.
  7. Learn and apply professional norms and practices of the scientific or engineering enterprise, the ethical responsibilities of scientists and engineers within the profession and in relationship to the rest of society, as well as ethical standards that will lead to principled character and conduct.

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Program-Specific CQI Approach

Core competencies for PhD degree:

- Develop Leadership, Communication, and Professional Competencies
  1. Develop the ability to work in collaborative and team settings involving colleagues with expertise in other disciplines and from diverse cultural and disciplinary backgrounds.
  2. Acquire the capacity to communicate, both orally and in written form, the significance and impact of a study or a body of work to all STEM professionals, other sectors that may utilize the results, and the public at large.
  3. Develop professional competencies, such as interpersonal communication, budgeting, project management, or pedagogical skills that are needed to plan and implement research projects.

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Program-Specific CQI Approach

- Such systemic change requires ongoing dedicated CQI efforts using not only standard institutional metrics, but novel metrics developed and implemented by the program.
- Assessment reviews should not always be positive
  - "Status quo" good reviews are always nice, but disruptive, positive changes in a program will often be associated with at least temporarily decreased rating in one or more categories.
    - Change in pedagogical approach or content => lower course evaluation scores
  - Graduate programs should always be undergoing CQI, with such disruptive changes occurring as needed.

Cross-Program Comparisons

- Even more non-standard and challenging than program-specific assessments.
- Most commonly recognized graduate program rankings
  - US News & World Report
  - National Research Council (NRC)

  do not specifically address medical physics graduate programs
- Required posting of common data driven by accreditation requirements
  - CAMPEP posting requirement for all accredited programs (very limited data)
  - Extensive CAMPEP annual survey data not publicly available (GPA, GRE, *etc*.)
- Limited standardized metrics for medical physics program comparisons
- More metrics exist for comparisons with other disciplines at a given institution

Cross-Program Comparisons

Data Required by CAMPEP to be Publicly Available

Table 1. Admission Statistics for MS applicants

Category	2014	2015	2016	2017	2018
Applicants*	60	56	62	68	54
Admitted	33	38	46	38	34
Matriculated	16	13	16	18	13

**May include some applicants who originally applied to PhD program*

Table 2. Admission Statistics for PhD applicants

Category	2014	2015	2016	2017	2018
Applicants	97	80	77	84	92
Admitted	9	8	8	7	7
Matriculated	5	6	6	4	6

Table 3. *Initial* Placement for MS Graduates

Category	2014	2015	2016	2017	2018	Cumulative
Clinical	2	4	2	2	2	**70**
Residency	6	3	4	6	5	**36**
PhD/MD	4	2	5	5	5	**37**
Academic	0	1	0	0	0	**1**
Industry	3	2	2	3	0	**14**
Other	1	4	3	1	1	**19**
TOTAL MS	**16**	**16**	**16**	**17**	13	**177**

Table 4. *Initial* Placement for PhD Graduates

Category	2014	2015	2016	2017	2018	Cumulative
Clinical	1	0	2	1	0	**9**
Residency	2	3	4	1	3	**17**
Academic	1	1	0	1	1	**7**
Industry	0	0	1	1	1	**6**
Other	0	0	0	0	2	**2**
TOTAL PhD	**4**	**4**	**7**	**4**	7	**37**

https://medicalphysics.duke.edu/stats

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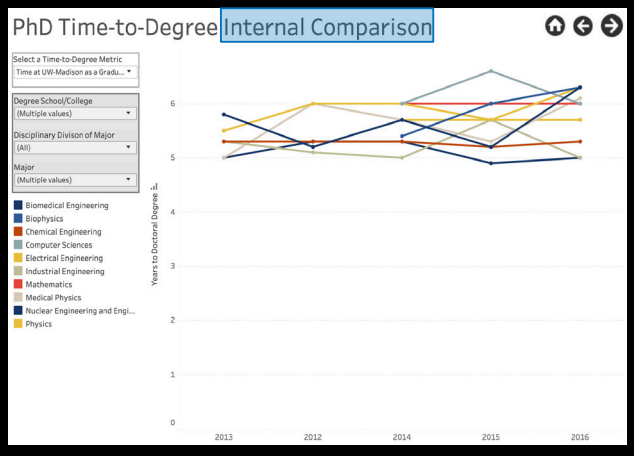
Cross-Program Comparisons



Phd Completion and Time-to-Degree Metrics for Medical Physics

AAU Peer Comparison - Time at UW-Madison as a Graduate Student

	# of Grads	UW-Madison (Years)	AAU Peer (Years)
2012	16	6.0	5.5
2013	19	5.0	5.4
2014	23	5.7	5.5
2015	17	5.3	5.4
2016	12	6.1	5.7

UW-Madison Retention/Completion Rates

Year In Program	% Completed	% Not Enrolled	% Enrolled
1	0.0%	15.0%	85.0%
2	0.0%	21.1%	78.9%
3	11.1%	16.7%	72.2%
4	26.1%	13.0%	60.9%
5	30.0%	25.0%	45.0%
6	80.0%	12.0%	8.0%
7	75.0%	21.4%	3.6%

AAU Peer Retention/Completion Rates

Year In Program	% Completed	% Not Enrolled	% Enrolled
1	1.6%	6.3%	92.2%
2	0.0%	2.2%	97.8%
3	3.4%	3.4%	93.1%
4	29.3%	17.3%	53.3%
5	47.1%	23.5%	29.4%
6	76.3%	10.5%	13.2%
7	78.8%	21.2%	0.0%

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Summary

- Comprehensive assessment of quality in graduate medical physics education is a complex issue.
- Commonly-available, *i.e.*, institutionally-mandated, metrics are convenient, but only address a limited range of easily-measured data.
- Accreditation processes establish the acceptable lower limit on quality; data posting required by such processes are limited in scope.
- The programs bear the responsibility to comprehensively assess quality.
  - Programs should consider the NAS recommendations for "systemic change" in the development of the full set of quality assessment metrics.
- SDAMPP and AAPM could play a significant role in establishing guidelines for more consistent and comprehensive cross-medical physics program quality assessment and dissemination of information.