Diagnostic Medical Sonography Program Assessment Report Submission: October 31, 2018 to Office of Academic Excellence

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meetings. Competition opportunities are components of the national conferences of SDMS and ACERT. Presently, international trips are unavailable to DMS students.

- 2. Online professional learning opportunities for sonography students include:

 Monthly CME directed readings associated with student SDMS Memberships

 SDMS Webinars are available to students with SDMS Membership
- 3. All DMS students hold student SDMS memberships and are eligible for these opportunities. The DMS faculty encourage testents to participate in these offerings not only for educational benefits, but to develop and promote effective life-long learning behaviors.

D. Program Faculty Review Program Student Learning Outcomes and Objectives were reviewed by pfaguation during Fall Convocation Program Assessment Meeting.

The Faculty of the Diagnostic Medical Sonography program at Oregon Tech reviewed the following student learning Outcomes and Objectives during 2020020convocation week

Section III – Program Description and History

Program History

The Diagnostic Medical Sonography Program (DMS) began in 1997 and is one of the five Medical Imaging programs offered on the Klamath Falls campus. The DMS program is selective and admirectional Imaging students into the professional courses at the sophomore level. Due to this selectivity, the program has good graduation retention rates. The 2017 Oregon Tech graduate survey indicated a median entry salary for DMS graduates at \$66,924, with twelve graduates reporting. However, the Bureau of Labor Statictivww.bls.gov) identified Oregon as one of the top 5 paying states with an annual mean wage for Diagnostic Medical Sonographers of \$77,500 in June 2018. Oregon Institute of Technology currently offers baccalaureate degrees in three ultrasound programsstic Medical Sonography, Echocardiography and Vascular Technology. The Vascular Technology program was first estasa6 (a)-1. Employe donti nui ng Educai on

| American Registry of Diagnostic Medical SonographersA | bdomen |
|-------------------------------------------------------|---------------|
| 100% Pass Rate | Class of 2019 |
| | |

American Registry of Diagnostic Medical SonographersOB/GYN

100% Pass Rate Class of 2019

F. Industry Relationships

Since 1997 Oregon Tech has maintained a healthy relationship with industry partners. These relationships are support through externship visits, however 202920 impacted travel as a result of COVID. Below is a list of 2200229 externship clinical affliates.

| Name of Clinical Affiliate (AB, OB, GYN, VASC, AE, PE) that are performed at this affiliate (AB, OB, GYN, VASC, Instructor's Name are performed at this affiliate (AB, OB, GYN, VASC, Instructor's Name are performed at this affiliate |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Asante Three Rivers

| Legacy Salmon Creek | AB. OB, GYN | Jeff Plummer | RDMS (AB, OB/GYN) RVT |
|-------------------------|----------------|--------------------|-----------------------|
| Mat-Su Regional Medical | AB,OB, | | RDMS (AB, OB/GYN, BR) |
| Center | GYN | Jennifer Mikkelsen | RVT |



Tanja Coomes

Student, Class of 2019

Major(s): Diagnostic Medical Sonography

I love the handson experience I get here! As a DMS student we use the machines daily.

Veronica Norris

Student, Class of 018

Major(s): Diagnostic Medical Sonography

I think that general ultrasound best suits my skill set and I love the science behind ultrasound...

J. P

The Dagnostic Medical Sonography B.S. has **-cone**riculum programmatic changes from AY 202020 due to formal programmatic assessment data. The programmatic decision dropped the DMS 342 Adult Echocardiogram coufrom the DMS curriculm and add DMS 375 Fetah Ecardiogram course to satisfy industry skill necessities.

guidelines.

- 4. Knowledge and understanding of human gross and sectional anatomy relative to normal and abnormal sonographic imaging.
- 5. Knowledge and understanding of human physiology, pathology and pathophysiology.
- 6. Knowledge and understanding of ultrasound physical principles and instrumentation.
- 7. Knowledge of sonographic biological effects, proper application of sonographic instrumentation relative to imaging and image quality.
- 8. Appropriate ergonomic scanning applications.
- 9. An understanding of diverse cultural and humanistic traditions in the global society.

C. Origin and External Validation

The program objectives are reviewed annually by the programmatic advisory board. The JRQDIMS annual submission of outcomes report and a 5 year reaccreditation site visit and review is conducted to maintain accreditation status with CAAHEP.

The Joint Review Committee on Education in Diagnostic Medical Sonography (MRX) is anonprofit organization in existence to establish, maintain and promote quality standards for educational programs in Diagnostic Medical Sonography (DMS). Since 1983, the organization has provided a mechanism of committee review to recognize educational programs throughout the United States that instruct students in the disciplines related to DMS through education consistent with standards for entry into practice.



The JRGDMS is a member of the Commission on Accreditation of Allied Health Education Programs (CAAHEP), the largest programmatic accreditor in the health sciences field. CAAHEP assures oversight and due process to all programs that participate in its system of accreditation. The CAAHEP Board of Directors acts upon the recommendations of the JRDMS, confirming that appropriate procedures have been followed and that accreditation standards are being applied consistently and equitably when assessing

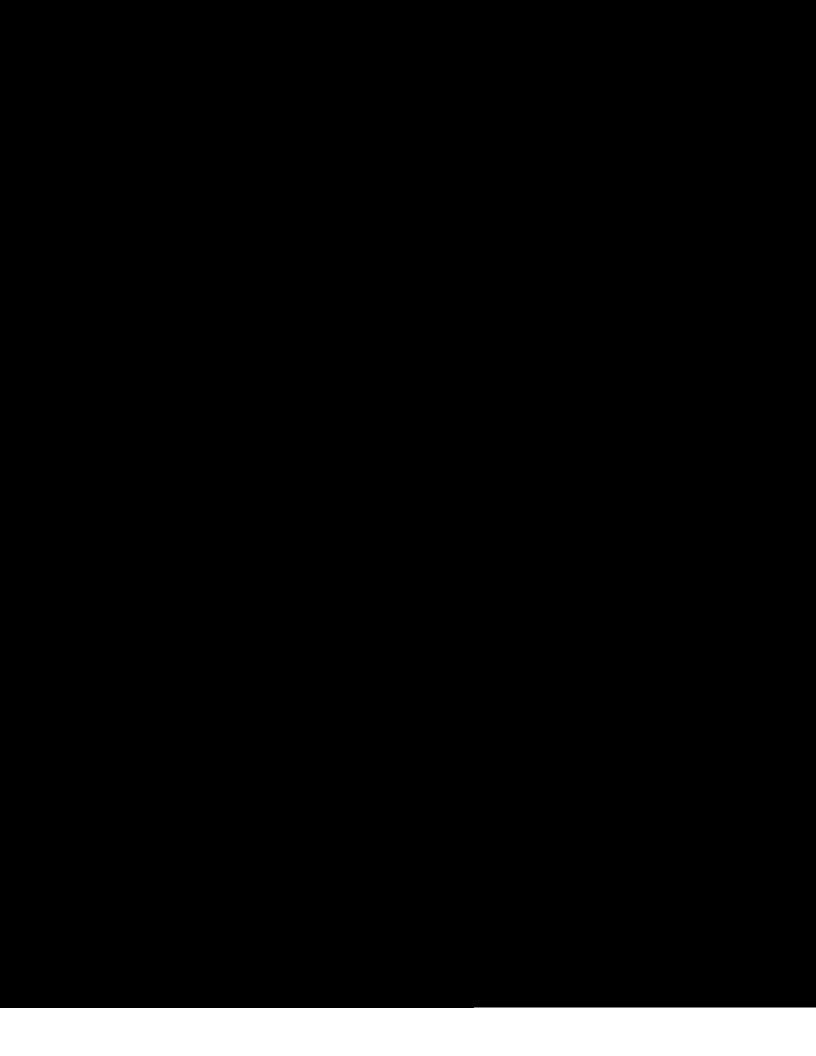
| PSLO 1 | PSLO 2 | PSLO 3 | PSLO 4 | PSLO 5 | PSLO 6 | PSLO 7 | PSLO 8 | PSLO 9 | ESLO 1 - Communication | ESLO 2 -Inquiry & Analysis | ESLO 3 – Ethical Reasoning | ESLO 4 – Quantitative Literacy | ESLO 5 - Teamwork | ESLO 6 – Diverse Perspectives |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------------------------|-------------------------------|-------------------------------|-----------------------------------|----------------------|----------------------------------|
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DMS 234

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Along with reassessing the triculum



| #1 Assessment Measure | Direct – Exam Questions Multiple Choice |
|-----------------------|-----------------------------------------|
| #2 Assessment Measure | Direct- Exam Questions Multiple Choice |
| Criterion | N/A |
| | |
| Course/Event | DMS 430 |
| Legend | C – Capstone |
| #3 Assessment Measure | Indirect – Student Exit Survey |
| Criterion | N/A |

| OIT-BSON 201920. 3The ability to provide basic patient care and comfort while utilizing ethical, professionalism and HIPAA guidelines. | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|--|--|--|--|--|
| Course/Event | DMS 335 | | | | | |
| Legend | F – Foundation | | | | | |
| #1 Assessment Measure | Direct – ExamQuestions Multiple Choice | | | | | |
| #2 Assessment Measure | Direct- Exam Questions Multiple Choice | | | | | |
| Criterion | N/A | | | | | |
| Course/Event | Student Exit Survey | | | | | |
| Legend | C – Capstone | | | | | |
| #3 Assessment Measure | Indirect – Student Survey | | | | | |
| Criterion | 80% with a rating of 4.0 deretter | | | | | |

Analysis of Results

| OIT-BSON 2011920.1 Effective oral, visual, and written communication skills. | | | | |
|------------------------------------------------------------------------------|-----------------|--|--|--|
| Criterion | Met | | | |
| Summary | Board pass 100% | | | |
| Improvement Narrative N/A | | | | |

| Performance Criteria | Assessment Methods | Measurement | Minimum Acceptable | Results |
|----------------------|--------------------|-------------------|--------------------|---------|
| | | Scale | Performance | |
| Oral | Grading Rubric | 1-4 Scale, % at 3 | 80% at 3 or 4 | 100% |
| | _ | or 4 | | |
| Written | Grading Rubric | 1- | • | |

| Communicates | OIT Team & Group | 1-4 Scale, % at 3 | 80% at 3 or 4 | 100% |
|--------------------|------------------|-------------------|---------------|------|
| effectively | Work Rubric | or 4 | | |
| Reconciles | OIT Team & Group | 1-4 Scale, % at 3 | 80% at 3 or 4 | 90% |
| disagreements | Work Rubric | or 4 | | |
| Shares work | OIT Team & Group | 1-4 Scale, % at 3 | 80% at 3 or 4 | 100% |
| appropriately | Work Rubric | or 4 | | |
| Develops | OIT Team & Group | 1-4 Scale, % at 3 | 80% at 3 or 4 | 100% |
| strategies/actions | Work Rubric | or 4 | | |
| Cultural adaption | OIT Team & Group | 1-4 Scale, % at 3 | 80% at 3 or 4 | 90% |
| | Work Rubric | or 4 | | |

Assessment Measure #-3PSLO 2: DMS 430 Student Exit Survey

OIT-BSON 201920. 2 The ability to work effectively in teams.

| Performance Criteria | Assessment Methods | Measurement | Minimum Acceptable | Results |
|-----------------------|--------------------|-------------------|--------------------|---------|
| | | Scale | Performance | |
| Achieves goal/purpose | OIT Team & Group | 1-4 Scale, % at 3 | 80% at 3 or 4 | 100% |
| | Work Rubric | or 4 | | |
| Assumes roles & | OIT Team & Group | 1-4 Scale, % at 3 | 80% at 3 or 4 | 100% |
| responsibilities | Work Rubric | or 4 | | |
| Communicates | OIT Team & Group | 1-4 Scale, % at 3 | 80% at 3 or 4 | 100% |
| effectively | Work Rubric . | or 4 | | |
| Reconciles | OIT Team & Group | 1-4 Scale, % at 3 | 80% at 3 or 4 | 100% |
| disagreements | Work Rubric | or 4 | | |

| Universal precautions and Infection Control | Final Exam | % scale per # of questions | 80% with 80% or higher | 100% |
|---------------------------------------------|------------|----------------------------|------------------------|------|
| Scope of Practice | Final Exam | % scale per # of questions | 80% with 80% or higher | 100% |

Assessment Measure #-2PSLO 3: DMS 335 Student Direct Observation

OIT-BSON 201920. 3 The ability toprovide basic patient care and comfort while utilizing ethical, professionalism

| Performance Criteria | Assessment Methods | Measurement Scale | Minimum Acceptable Performance | Results |
|----------------------|--------------------|------------------------|--------------------------------|---------|
| Knowledge of code | OIT Ethics Rubric | 1-4 scale, % at 3 or 4 | 80% at 3 or 4 | |

Rubric: The activities were scored and evaluated by the DMS faculty separate from course grade. The rubrics provides illustration of the performance criteria, assessment methods, measurement scale, minimum acceptable performance, a results.

Sample: 100% of the student cohort class was used to gather data.

Reliability: The data was gathered from multiple courses and means.

Multiple Sites: n/a

Performance Target: The results of our national registry have been 100% in the past 10 years, thus no performance targets have been modified.

Performance Level: Results are prested, and they directly relate to objectives. The desired results for objectives, are clearly presented, and were derived statistical analyses, as appropriate.

History of Results: Annual JRCDMS accreditation and 6 year reaccreditation validates the dails sourcess of the DMS program at Oregon Tech.

Faculty Discussion All qualitative and quantitative data/information was provided to all program faculty, mode and details of communication at conclusion of our programmatic convocation meeting. In additional affiliates and advisory board members as meeting minutes.

Interpretation: A complete and clear narration and analysis of the assessment results were found in the DMS faculty, advisory board, and annualnical instructors meeting minutes. Explanations of results seem practical and at time no changes are needed programmatically.

Section IX. Evidence of Improvement in Student Learning.

The 20192020assessment revealed no charges were necessary of the provide skilled teaching methods.

Section X Data-driven Action Plans: Changes Resulting from Assessmeration Closing the Loop A. Longitudinal Tracking

The outcomes data suggests that the DMS program is doing a greatrjotog compete sonographers. The assessment report suggests that we are in a process to track additional ways to improve our programmatic assessment using meaningful disciplinary methods.

Strengths: Students demonstrated outstanding perf (f)-]TJ 0 Tw s. u(d)10.8 (a9 (s t)-2.6 (i)8.2 (n)2.1 2 (i)-2vnt)-R2 (e) Sring

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