



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

### Mission, Objectives & Learning Outcomes

#### Oregon Tech Mission

Oregon Institute of Technology, an Oregon public university, offers innovative and rigorous applied degree programs in the areas of engineering, engineering technologies, health technologies, management, and the arts and sciences. To foster student and graduate success, the university provides an intimate, hands-on learning environment, focusing on application of theory to practice. Oregon Tech offers statewide educational opportunities for the emerging needs of Oregonians and provides information and technical expertise to state, national and international constituents.

#### Core Theme 1: Applied Degree Programs

Oregon Tech offers innovative and rigorous applied degree programs. The teaching and learning model at Oregon Tech prepares students to apply the knowledge gained in the classroom to the workplace.

#### Core Theme 2: Student and Graduate Success

Oregon Tech fosters student and graduate success by providing an intimate, hands-on learning environment, which focuses on application of theory to practice. The teaching and support services facilitate students' personal and academic development.

#### Core Theme 3: Statewide Educational Opportunities

Oregon Tech offers statewide educational opportunities for the emerging needs of Oregon's citizens. To accomplish this, Oregon Tech provides innovative and rigorous applied degree programs to students across the state of Oregon, including high-school programs, online degree programs, and partnership agreements with community colleges and universities.

#### Core Theme 4: Public Service

Oregon Tech will share information and technical expertise to state, national, and international constituents.

#### Program Alignment to Oregon Tech Mission and Core Themes

To prepare competent entry-level general sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains

### Section 1 – Program Mission

The mission of the Bachelor of Science in Diagnostic Medical Sonography (DMS) program at Oregon Institute of Technology to provide the residents of Oregon, the Pacific Northwest and surrounding regions with graduates possessing knowledge and behaviors to earn Bachelor of Science degrees in Diagnostic Medical Sonography, the clinical skills necessary to become competent, ethical and caring imaging professionals, and the foundation for life-long learning.

To prepare competent entry-level general sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

The mission, objectives, and student learning outcomes for the DMS program are reviewed annually by the department at the fall retreat during convocation. They are also reviewed annually by the program's Diagnostic Medical Sonography Advisory Council.

## Section 2 – Program Educational Objectives

### Program Educational Objectives

The following objectives are what the faculty expects graduates from the DMS program to be able to accomplish.

- Employ diagnostic sonographic imaging techniques, critical thinking skills, effective communication skills, and professional judgment.
- Effectively apply ergonomically correct scanning techniques.
- Successfully complete nationally recognized credential examinations.
- Develop a dedication to independent life-long learning and professional contributions.

### Program Student Learning Outcomes

- Effective oral, visual, and written communication skills.
- The ability to work effectively in teams.
- The ability to provide basic patient care and comfort while utilizing ethical, professionalism and HIPAA guidelines.
- Knowledge and understanding of human gross and sectional anatomy relative to normal and abnormal sonographic imaging.
- Knowledge and understanding of human physiology, pathology and pathophysiology.
- Knowledge and understanding of ultrasound physical principles and instrumentation.
- Knowledge of sonographic biological effects, proper application of sonographic instrumentation relative to imaging and image quality.
- Appropriate ergonomic scanning applications.
- An understanding of diverse cultural and humanistic traditions in the global society.

### Program Faculty Review

Program Student Learning Outcomes and Objectives were reviewed by program faculty 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 201-18 convocation.

- Effective oral, visual, and written communication skills.
- The ability to work effectively in teams.
- The ability to provide basic patient care and comfort while utilizing ethical, professionalism and HIPAA guidelines.
- Knowledge and understanding of human gross and sectional anatomy relative to normal and abnormal sonographic imaging.
- Knowledge and understanding of human physiology, pathology and pathophysiology.
- Knowledge and understanding of ultrasound physical principles and instrumentation.

- Knowledge of sonographic biological effects, proper application of sonographic instrumentation relative to imaging and image quality.
- Appropriate ergonomic scanning applications.
- An understanding of diverse cultural and humanistic traditions in the global society.

### Showcase Learning Opportunities

Oregon Institute of Technology is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Oregon Tech graduates have a high pass rate board certification American Registry of Diagnostic Medical Sonographers (ARDMS) board exams. Additionally, the Diagnostic Medical Imaging (DMS) program is accredited by CAAHEP (Commission on Accreditation of Allied Health Educational Programs <http://www.caahep.org/>).

- Students are able to join the following professional societies:
- American Registry for Diagnostic Medical Sonography (ARDMS)
- Society of Diagnostic Medical Sonography

Our DMS students are granted a yearlong externship, students in which they function in the capacity of a student sonographer. They may have the opportunity to attend educational presentations, such as lectures, grand rounds and seminars, relevant to a wide array of conditions and professional development of healthcare providers. By providing such opportunities, we hope to contribute to the students' professional growth, education and competence.

## Section 3 – 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 admits pre-Medical 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 Statistics ([www.bls.gov](http://www.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 2017. The graduation rate is presented below.

### Program Location: Klamath Falls Campus

### Program Graduates:

2014-15	2015-16	2016-17	2017-18
24	24	24	24

### Employment Rates and Salaries:

Employed	Continuing Education	Looking for Work	Not Seeking	Median Salary	Success Rate
100%	0	0	0	\$34.00 hr.	100%

## Board and Licensure Exam Results:

### American Registry of Diagnostic Medical Sonographers- Physics

100% Pass Rate

Class of 2017

### American Registry of Diagnostic Medical Sonographers- Abdomen

100% Pass Rate

Class of 2017

### American Registry of Diagnostic Medical Sonographers- OB/GYN

100% Pass Rate

Class of 2017

## Industry Relationships:

### Oregon Tech DMS Advisory Board Meeting

Date: 5/08/2018

#### Committee Members

- Robyn Cole, MS, RDMS, RVT, Diagnostic Medical Sonography Instructor and Program Director, Oregon Institute of Technology, Klamath Falls, OR [robyn.cole@oit.edu](mailto:robyn.cole@oit.edu)
- Bobbi Kowash, M.Ed., RDMS, RVT, Diagnostic Medical Sonography Instructor and Clinical Coordinator, Oregon Institute of Technology, Klamath Falls, OR [bobbi.kowash@oit.edu](mailto:bobbi.kowash@oit.edu)
- Dr. Arielle Metz, MD, Heartfelt OB/GYN, Klamath Falls, OR [arielle.metz@gmail.com](mailto:arielle.metz@gmail.com)
- Andrea Hampson, RDMS, Diagnostic Medical Sonographer, Sky Lakes Medical Center  
[Ahampson@skylakes.org](mailto:Ahampson@skylakes.org)
- Carol Mick, AA, Owner, Mick Insurance Agency Inc., Klamath Falls, OR [bc@mickinsagency.com](mailto:bc@mickinsagency.com)
- Madison Bean, Student in the Diagnostic Medical Sonography Program, Oregon Institute of Technology, Klamath Falls, OR [madison.bean@oit.edu](mailto:madison.bean@oit.edu)

#### Meeting with Advisory Board

Program faculty held a meeting with their Advisory Board during the academic year.

### Showcase Learning Experiences

Met to view the previous 2016-2017 assessment conclusions items and discussed how to integrate suggestions from industry.

### Success Stories – Quotes From Success Students



Ryann Cuthbertson  
Student, Class of 2019

**Major(s):** Diagnostic Medical Sonography

I am so grateful for the small class sizes, and our close relationship to our instructors and classmates.



Tanja Coomes  
Student, Class of 2019

**Major(s):** Diagnostic Medical Sonography

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



Veronica Norris  
Student, Class of 2018

**Major(s):** Diagnostic Medical Sonography

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

## Section 4 – Program Student Learning Outcomes

From these objectives stem a number of specific and measurable outcomes. In addition to being more specific, the outcomes state what students should be able to demonstrate while in the DMS program and provide evidence that the objectives are also being met. Upon graduating from the DMS program at Oregon Tech, students should possess:

- a) an ability to use effective oral, visual, and written communication skills
- b) an ability to work effectively in teams
- c) an ability to provide basic patient care and comfort while utilizing ethical, professionalism and HIPAA guidelines
- d) an ability to provide basic patient care and comfort while utilizing ethical, professionalism and HIPAA guidelines
- e) an ability to gain the knowledge and understanding of human gross and sectional anatomy relative to normal and abnormal sonographic imaging
- f) an understanding and knowledge of human physiology, pathology and pathophysiology
- g) knowledge and understanding of ultrasound physical principles and instrumentation
- h) knowledge of sonographic biological effects, proper application of sonographic instrumentation relative to imaging and image quality
- i) an ability to apply appropriate ergonomic scanning applications.
- j) an ability to understand of diverse cultural and humanistic traditions in the global society

## Section 5 – Curriculum Map

Please complete a table with entire program curriculum with selection for PSLO and ESLO assessment at the Foundation, Practice and Capstone levels. This content should remain relatively static from year to year, but should be updated as the program curriculum map changes.

Resources to Guide Creation of Curriculum Maps:

- <https://manoa.hawaii.edu/assessment/howto/mapping.htm>

**Diagnostic Medical Sonography B.S. Student Learning Outcomes Table**

**F – Foundation**

**P – Practice**

**C – Capstone**

COURSE	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
BIO 231					F										
CHE 101															
CHE 104															
MATH 111															
MIT 103															
BIO 232												F			
MATH 112															
WRI 121															
HUM															
SOC															
BIO 200															
BIO 233															
PSY 201/02/03															

SPE 111	F								F					
WRI 122														
BIO 335			P											
DMS 223	P								P	F	P			
DMS 252		P												
PHY 217														
DMS 224		F		F									F	
DMS 235														F/P
DMS 253														
MIT 231					F									
WRI 227														
DMS 225			F			F						F	P	
DMS 234														
DMS 254														
MIT 232						P								
DMS 346												P		
DMS 352								F						
DMS 365				P			P				P			
DMS 337					P									
SPE 321														
BUS 316/17/13														
DMS 342														
DMS 353								P						
DMS 370		P	P											
DMS 343														
DMS 354									P					
DMS 373														

DMS 388									F/P						
DMS 430	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C

**Section 6 – Assessment Cycle**

<b>Diagnostic Medical Sonography B.S. Cycle for PSLOs and ESLOs</b>			
<b>PROGRAM STUDENT LEARNING OUTCOMES</b> <b>3-Year Cycle</b> <b>Diagnostic Medical Sonography B.S.</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
OIT-BSON 2017-18.1 Effective oral, visual, and written communication skills.			DMS 343 2 Directs 1 Indirect Student Exit Survey
OIT-BSON 2017-18.2 The ability to work effectively in teams.		DMS 370 2 Directs 1 Indirect Student Exit Survey	
OIT-BSON 2017-18.3 The ability to provide basic patient care and comfort while utilizing ethical, professionalism and HIPAA guidelines.		DMS 335 2 Directs 1 Indirect Student Exit Survey	
OIT-BSON 2017-18.4 Knowledge and understanding of human gross and sectional anatomy relative to normal and abnormal sonographic imaging.	DMS 354 2 Directs 1 Indirect Student Exit Survey		
OIT-BSON 2017-18.5 Knowledge and understanding of human physiology, pathology and pathophysiology.			DMS 365 2 Directs 1 Indirect Student Exit Survey
OIT-BSON 2017-18.6 Knowledge and understanding of ultrasound physical principles and instrumentation.	MIT 231 2 Directs 1 Indirect Student Exit Survey		
OIT-BSON 2017-18.7 Knowledge of sonographic biological effects, proper application of sonographic instrumentation relative to imaging and image quality.	DMS 353 2 Directs 1 Indirect Student Exit Survey		
OIT-BSON 2017-18.8 Appropriate ergonomic scanning applications.			DMS 353 2 Directs 1 Indirect Student Exit Survey



OIT-BSON 2017-18.9 An understanding of diverse cultural and humanistic traditions in the global society.		DMS 388 2 Directs 1 Indirect Student Exit Survey	
ESLO 1- Communication			
ELSO 2 – Inquiry & Analysis			
ELSO 3 – Ethical Reasoning			
ELSO 4 – Quantitative Literacy			
ELSO 5 - Teamwork			
ELSO 6 – Diverse Perspectives			

## Section 7 – Methods for Assessment

<b>OIT-BSON 2017-18.2 The ability to work effectively in teams.</b>	
<b>Course/Event</b>	DMS 370
<b>Legend</b>	P – Practice
<b>Assessment Measure #1</b>	Direct – Exam Questions Multiple Choice
<b>Assessment Measure #2</b>	Direct- Exam Questions Multiple Choice
<b>Criterion</b>	N/A
<b>Course/Event</b>	DMS 430
<b>Legend</b>	C – Capstone
<b>Assessment Measure #3</b>	Indirect – Student Exit Survey
<b>Criterion</b>	N/A

<b>OIT-BSON 2017-18.3 The ability to provide basic patient care and comfort while utilizing ethical, professionalism and HIPAA guidelines.</b>	
<b>Course/Event</b>	DMS 335
<b>Legend</b>	F – Foundation
<b>Assessment Measure #1</b>	Direct – Exam Questions Multiple Choice
<b>Assessment Measure #2</b>	Direct- Exam Questions Multiple Choice
<b>Criterion</b>	N/A
<b>Course/Event</b>	Student Exit Survey
<b>Legend</b>	C – Capstone
<b>Assessment Measure #3</b>	Indirect – Student Survey
<b>Criterion</b>	80% with a rating of 4.0 or better

<b>OIT-BSON 2017-18.9 An understanding of diverse cultural and humanistic traditions in the global society.</b>	
<b>Course/Event</b>	DMS 388
<b>Legend</b>	F/P– Foundation
<b>Assessment Measure #1</b>	Direct – Exam Questions Multiple Choice Type
<b>Assessment Measure #2</b>	Direct – Exam Questions Multiple Choice Type
<b>Criterion</b>	N/A

<b>Course/Event</b>	Student Exit Survey
<b>Legend</b>	C – Capstone
<b>Assessment Measure #3</b>	Indirect – Student Exit Survey
<b>Criterion</b>	N/A

## Analysis of Results

<b>OIT-BSON 2017-18.2 The ability to work effectively in teams.</b>	
<b>Criterion</b>	Met
<b>Summary</b>	Board pass 100%
<b>Improvement Narrative</b>	N/A

<b>OIT-BSON 2017-18.3 The ability to provide basic patient care and comfort while utilizing ethical, professionalism and HIPAA guidelines.</b>	
<b>Criterion</b>	Met
<b>Summary</b>	Board pass 100%
<b>Improvement Narrative</b>	N/A

<b>OIT-BSON 2017-18.9 An understanding of diverse cultural and humanistic traditions in the global society.</b>	
<b>Criterion</b>	Met
<b>Summary</b>	Board pass 100%
<b>Improvement Narrative</b>	N/A

OIT-BSON 2017-18.2 The ability to work effectively in teams.

<b>Assessment Measure # 1- PSLO 2: DMS 370 Winter 2017 Written Pathology Exam</b>				
OIT-BSON 2017-18.2 The ability to work effectively in teams.				
<b>Performance Criteria</b>	<b>Assessment Methods</b>	<b>Measurement Scale</b>	<b>Minimum Acceptable Performance</b>	<b>Results</b>
Achieves goal/purpose	OIT Team & Group Work Rubric	1-4 Scale, % at 3 or 4	80% at 3 or 4	100%
Assumes roles & responsibilities	OIT Team & Group Work Rubric	1-4 Scale, % at 3 or 4	80% at 3 or 4	90%
Communicates effectively	OIT Team & Group Work Rubric	1-4 Scale, % at 3 or 4	80% at 3 or 4	95%
Reconciles disagreements	OIT Team & Group Work Rubric	1-4 Scale, % at 3 or 4	80% at 3 or 4	90%
Shares work appropriately	OIT Team & Group Work Rubric	1-4 Scale, % at 3 or 4	80% at 3 or 4	80%
Develops strategies/actions	OIT Team & Group Work Rubric	1-4 Scale, % at 3 or 4	80% at 3 or 4	100%
Cultural adaption	OIT Team & Group Work Rubric	1-4 Scale, % at 3 or 4	80% at 3 or 4	90%

<b>Assessment Measure # 2- PSLO 2: DMS 370 Winter 2017 Written Exam</b>	
OIT-BSON 2017-18.2 The ability to work effectively in teams.	

Performance Criteria	Assessment Methods	Measurement Scale	Minimum Acceptable Performance	Results
Achieves goal/purpose	OIT Team & Group Work Rubric	1-4 Scale, % at 3 or 4	80% at 3 or 4	100%
Assumes roles & responsibilities	OIT Team & Group Work Rubric	1-4 Scale, % at 3 or 4	80% at 3 or 4	100%
Communicates effectively	OIT Team & Group Work Rubric	1-4 Scale, % at 3 or 4	80% at 3 or 4	100%
Reconciles disagreements	OIT Team & Group Work Rubric	1-4 Scale, % at 3 or 4	80% at 3 or 4	90%
Shares work appropriately	OIT Team & Group Work Rubric	1-4 Scale, % at 3 or 4	80% at 3 or 4	90%
Develops strategies/actions	OIT Team & Group Work Rubric	1-4 Scale, % at 3 or 4	80% at 3 or 4	100%
Cultural adaption	OIT Team & Group Work Rubric	1-4 Scale, % at 3 or 4	80% at 3 or 4	90%

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

OIT-BSON 2017-18.2 The ability to work effectively in teams.

Performance Criteria	Assessment Methods	Measurement Scale	Minimum Acceptable Performance	Results
Achieves goal/purpose	OIT Team & Group Work Rubric	1-4 Scale, % at 3 or 4	80% at 3 or 4	100%
Assumes roles & responsibilities	OIT Team & Group Work Rubric	1-4 Scale, % at 3 or 4	80% at 3 or 4	100%
Communicates effectively	OIT Team & Group Work Rubric	1-4 Scale, % at 3 or 4	80% at 3 or 4	100%
Reconciles disagreements	OIT Team & Group Work Rubric	1-4 Scale, % at 3 or 4	80% at 3 or 4	100%
Shares work appropriately	OIT Team & Group Work Rubric	1-4 Scale, % at 3 or 4	80% at 3 or 4	100%
Develops strategies/actions	OIT Team & Group Work Rubric	1-4 Scale, % at 3 or 4	80% at 3 or 4	100%
Cultural adaption	OIT Team & Group Work Rubric	1-4 Scale, % at 3 or 4	80% at 3 or 4	100%

OIT-BSON 2017-18.3 The ability to provide basic patient care and comfort while utilizing ethical, professionalism and HIPAA guidelines.

**Assessment Measure # 1- PSLO 3: DMS 335 Exam Questions**

OIT-BSON 2017-18.2 The ability to work effectively in teams.

Performance Criteria	Assessment Methods	Measurement Scale	Minimum Acceptable Performance	Results
HIPAA	Final Exam	% scale per # of questions	80% with 80% or higher	100%
Anticipate patient needs	Final Exam	% scale per # of questions	80% with 80% or higher	100%
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%
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**Assessment Measure # 2- PSLO 3: DMS 335 Student Survey**

OIT-BSON 2017-18.2 The ability to work effectively in teams.

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	90%
Describes issues	OIT Ethics Rubric	1-4 scale, % at 3 or 4	80% at 3 or 4	100%
Describes parties	OIT Ethics Rubric	1-4 scale, % at 3 or 4	80% at 3 or 4	100%
Describes alternatives	OIT Ethics Rubric	1-4 scale, % at 3 or 4	80% at 3 or 4	100%
Benefits/risks of choice	OIT Ethics Rubric	1-4 scale, % at 3 or 4	80% at 3 or 4	100%

**Assessment Measure # 3- PSLO 3: DMS 430 Extern Site Survey**

OIT-BSON 2017-18.2 The ability to work effectively in teams.

Performance Criteria	Assessment Methods	Measurement Scale	Minimum Acceptable Performance	Results
Quality of Work	Extern Site Survey	1-4 scale, % at 3 or 4	80% at 3 or 4	100%
Comprehension of Examinations (Procedures)	Extern Site Survey	1-4 scale, % at 3 or 4	80% at 3 or 4	100%
Performance Under Pressure	Extern Site Survey	1-4 scale, % at 3 or 4	80% at 3 or 4	100%
Interpersonal Relationships: Patients	Extern Site Survey	1-4 scale, % at 3 or 4	80% at 3 or 4	100%
Knowledge of Policies, Procedures, Protocol	Extern Site Survey	1-4 scale, % at 3 or 4	80% at 3 or 4	90%

OIT-BSON 2017-18.9 An understanding of diverse cultural and humanistic traditions in the global society.

**Assessment Measure # 1 & 2- PSLO 9: DMS 388 Exam Questions**

OIT-BSON 2017-18.2 The ability to work effectively in teams.

Performance Criteria	Assessment Methods	Measurement Scale	Minimum Acceptable Performance	Results
Demonstrate knowledge of Diversity and Cultural Competency in Healthcare-Beliefs	Student Survey	1-4 scale, % at 3 or 4	80% at 3 or 4	100%
Demonstrate knowledge of	Student Survey	1-4 scale, % at 3 or 4	80% at 3 or 4	100%

Diversity and Cultural Competency in Healthcare-Attitudes				
Demonstrate knowledge of Diversity and Cultural Competency in Healthcare-Behaviors	Student Survey	1-4 scale, % at 3 or 4	80% at 3 or 4	100%
Demonstrate knowledge of Diversity and Cultural Competency in Healthcare-Rituals	Student Survey	1-4 scale, % at 3 or 4	80% at 3 or 4	100%
Demonstrate knowledge of Diversity and Cultural Competency in Healthcare-Residents	Student Survey	1-4 scale, % at 3 or 4	80% at 3 or 4	90%
Demonstrate knowledge of Diversity and Cultural Competency in Healthcare-Organization	Student Survey	1-4 scale, % at 3 or 4	80% at 3 or 4	80%
Demonstrate knowledge of Diversity and Cultural Competency in Healthcare-Family	Student Survey	1-4 scale, % at 3 or 4	80% at 3 or 4	90%
Demonstrate knowledge of Diversity and Cultural Competency in Healthcare-Community	Student Survey	1-4 scale, % at 3 or 4	80% at 3 or 4	90%
Demonstrate knowledge of Diversity and Cultural Competency in Senior Living Communities-Cultural Awareness	Student Survey	1-4 scale, % at 3 or 4	80% at 3 or 4	100%
Demonstrate knowledge of Diversity and Cultural	Student Survey	1-4 scale, % at 3 or 4	80% at 3 or 4	90%

Competency in Senior Living Communities- Leadership				
Demonstrate knowledge of Diversity and Cultural Competency in Senior Living Communities- Workplace Practices	Student Survey	1-4 scale, % at 3 or 4	80% at 3 or 4	90%
Demonstrate knowledge of Diversity and Cultural Competency in Senior Living Communities- Training and Education	Student Survey	1-4 scale, % at 3 or 4	80% at 3 or 4	90%
Demonstrate knowledge of Diversity and Cultural Competency in Senior Living Communities- Community Outreach	Student Survey	1-4 scale, % at 3 or 4	80% at 3 or 4	90%

<b>Assessment Measure # 3- PSLO 9: DMS 430 Survey</b>				
OIT-BSON 2017-18.2 The ability to work effectively in teams.				
<b>Performance Criteria</b>	<b>Assessment Methods</b>	<b>Measurement Scale</b>	<b>Minimum Acceptable Performance</b>	<b>Results</b>
Demonstrate knowledge of Diversity and Cultural Competency in Healthcare-Beliefs	Student Survey	1-4 scale, % at 3 or 4	80% at 3 or 4	100%
Demonstrate knowledge of Diversity and Cultural Competency in Healthcare-Attitudes	Student Survey	1-4 scale, % at 3 or 4	80% at 3 or 4	100%
Demonstrate knowledge of Diversity and Cultural Competency in Healthcare-Behaviors	Student Survey	1-4 scale, % at 3 or 4	80% at 3 or 4	100%

Demonstrate knowledge of Diversity and Cultural Competency in Healthcare-Rituals	Student Survey	1-4 scale, % at 3 or 4	80% at 3 or 4	100%
Demonstrate knowledge of Diversity and Cultural Competency in Healthcare-Residents	Student Survey	1-4 scale, % at 3 or 4	80% at 3 or 4	100%
Demonstrate knowledge of Diversity and Cultural Competency in Healthcare-Organization	Student Survey	1-4 scale, % at 3 or 4	80% at 3 or 4	100%
Demonstrate knowledge of Diversity and Cultural Competency in Healthcare-Family	Student Survey	1-4 scale, % at 3 or 4	80% at 3 or 4	90%
Demonstrate knowledge of Diversity and Cultural Competency in Healthcare-Community	Student Survey	1-4 scale, % at 3 or 4	80% at 3 or 4	100%
Demonstrate knowledge of Diversity and Cultural Competency in Senior Living Communities-Cultural Awareness	Student Survey	1-4 scale, % at 3 or 4	80% at 3 or 4	100%
Demonstrate knowledge of Diversity and Cultural Competency in Senior Living Communities-Leadership	Student Survey	1-4 scale, % at 3 or 4	80% at 3 or 4	90%
Demonstrate knowledge of Diversity and Cultural Competency in Senior Living Communities-Workplace Practices	Student Survey	1-4 scale, % at 3 or 4	80% at 3 or 4	100%

Demonstrate knowledge of Diversity and Cultural Competency in Senior Living Communities- Training and Education	Student Survey	1-4 scale, % at 3 or 4	80% at 3 or 4	100%
Demonstrate knowledge of Diversity and Cultural Competency in Senior Living Communities- Community Outreach	Student Survey	1-4 scale, % at 3 or 4	80% at 3 or 4	100%

**Section 8. Evidence of Improvement in Student Learning.**

The 2017-2018 assessment revealed no charges were necessary. Based on this assessment knowledgebase baselines continue to improve. The program will continue its mission to provide skilled teaching methods.

**Section 9. Data-driven Action Plans: Changes Resulting from Assessment**

Strengths: Students demonstrated outstanding performance in all criteria for this assessment year.

Weakness: None at this time.

Actions: No action is needed at this time.