Oregon TECH

On-Line Option: 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 Oregon Tech Diagnostic Medical Sonography degree completion program enables registered professionals in Diagnostic Medical Sonography to further their knowledge and skills necessary for career advancement, to become effective communicators, problem solvers, critical thinkers, responsible managers and leaders, and to value lifelong learning. The Bachelor of Science Degree Completion Program in Diagnostic Medical Sonography is delivered via distance education to Sonographers who are credentialed with American Registry for Diagnostic Medical Sonography (ARDMS). Students will complete required course work through the Oregon Institute of Technology Distance Education Department. Courses are

delivered via Blackboard, which serves as a virtual learning environment. The Sonography Degree Completion program is presented by the Department of Diagnostic Medical Sonography (DMS). The DMS program is in the Department of Medical Imaging Technology (MIT). DMS and MIT are contained within the College of Health, Arts, and Sciences (HAS) at Oregon Tech. The Diagnostic Medical Sonography Degree Completion program was implemented in fall 2011 as an online program. Students who are accepted into the Diagnostic Medical Sonography Degree Completion program are already registered Diagnostic Medical Sonographers working in the field who have passed their national registry exam in Diagnostic Medical Sonography. The distance delivery version began in 2011 and will expect to grow over time. The on campus Diagnostic Medical Sonography Program (DMS) began in 1997 and is one of the five Medical Imaging programs offered on the Klamath Falls campus.

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

The purpose of the Diagnostic Medical Sonography Degree Completion Program is to provide ARDMS registered Sonographers a Bachelor of Science degree from a distance education program that furthers the student's knowledge, clinical practice, and performance of examinations while practicing competent patient care and safety in the advanced modalities of Diagnostic Medical Sonography.The Diagnostic Medical Sonography faculty reviewed the program purpose, objectives, and learning outcomes during the Fall Faculty meeting in September 2017. The faculty reaffirmed the purpose and aligned the Programmatic Student Learning Outcomes assessments with Institutional Student Learning Outcomes.

Program Educational Objectives

- The program prepares students to:
- 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 contribution.
- Utilize diagnostic techniques, sound judgment and good decision making to provide
- patient services.
- Be leaders in the field of Diagnostic Medical Sonographers who contribute to the
- field on a local, regional or national level.
- Think critically, communicate effectively and exemplify professional ethics.
- Become lifelong learners and responsible citizens.

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.

Other Learning Opportunities

1. Annual professional meetings and conferences for sonography students include:
- Society of Diagnostic Medical Sonography (SDMS)
- American Institute of Ultrasound in Medicine (AIUM)
- American College of Educators in Radiologic Technology (ACERT)
- Eugene Ultrasound Society (EUS)
- Other smaller study groups located in San Francisco Bay Area
- Oregon Tech DMS Sonography Advisory Council annual meeting and
- Continuing Medical Education opportunity (CME)
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The location and financial responsibility remain a challenge for DMS students to attend national conferences. These meetings are held during regularly scheduled instructional terms. Students appreciate the networking and educational benefits of attending these meetings. Competition opportunities are components of the national conferences of SDMS and ACERT. Presently, international trips are unavailable to DMS students.

2. On-line 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 encourages students to participate in these offerings not only for educational benefits, but to develop and promote effective life-long learning behaviors.

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 2017-18 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 distance delivery version of the Diagnostic Medical Sonography program began in 2011. The on campus Diagnostic Medical Sonography Program (DMS) began in 1997 and is one of the five Medical Imaging programs offered on the Klamath Falls campus.

Industry Relationships:

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

Diagnostic Medical Sonography B.S. Cycle for PSLOs and ESLOs

PROGRAM STUDENT LEARNING OUTCOMES 3-Year Cycle	2016-17	2017-18	2018-19

Diagnostic Medical Sonography B.S.			
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

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

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

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

Assessment Measure #3	Indirect – Student Exit Survey
Criterion	N/A

Analysis of Results

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

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

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

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

Assessment Measure # 1- PSLO 2: DMS 370 Winter 2017 Written Pathology Exam

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	90%
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	100%

Assessment Measure # 2- PSLO 2: DMS 370 Winter 2017 Written Exam				
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	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	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%

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	100%
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 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	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	Student Survey	1-4 scale, % at 3 or 4	80% at 3 or 4	90%

Cultural Competency in Healthcare-Family				
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 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	Student Survey	1-4 scale, % at 3 or 4	80% at 3 or 4	100%

Senior Living Communities-Community Outreach				

Assessment Measure # 3- PSLO 9: DMS 430 Survey

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 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	Student Survey	1-4 scale, % at 3 or 4	80% at 3 or 4	100%

Competency in Healthcare-Organization				
Demonstrate knowledge of Diversity and Cultural Competency in Healthcare-Family	Student Survey	1-4 scale, % at 3 or 4	80% at 3 or 4	100%
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-	Student Survey	1-4 scale, % at 3 or 4	80% at 3 or 4	100%

Training and Education				
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.