Oregon TECH

On-Line Option: Diagnostic Medical Sonography Program Assessment Report
Submission: to Office of Academic Excellence

# Section 1-Program 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.

## Program Alignment with Oregon Tech Mission & Core Themes

The Oregon Tech Diagnostic Medical Sonography program constantly seeks new ways to implement the programs course load through means of highest quality higher education. This is reflected in the program outcomes report and programmatic accreditation.

## 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 2019. 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)
   -

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: 12/09/2020 |
| **Committee Members**<br>• 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
- Heidi Horton, 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.

## 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**<br>**3-Year Cycle**<br>**Diagnostic Medical Sonography B.S.** | **2019-20** | **2020-21** | **2021-22** |
|---|---|---|---|
| OIT-BSON 2019-20. 1 Effective oral, visual, and written communication skills. | DMS 343<br>2 Directs<br>1 Indirect Student Exit Survey | | |
| OIT-BSON 2019-20. 2 The ability to work effectively in teams. | DMS 370<br>2 Directs<br>1 Indirect Student Exit Survey | | |
| OIT-BSON 2019-20. 3 The ability to provide basic patient care and comfort while utilizing ethical, professionalism and HIPAA guidelines. | DMS 335<br>2 Directs<br>1 Indirect Student Exit Survey | | |
| OIT-BSON 2019-20. 4 Knowledge and understanding of human gross and sectional anatomy relative to normal and abnormal sonographic imaging. | | | DMS 354<br>2 Directs<br>1 Indirect Student Exit Survey |
| OIT-BSON 2019-20. 5 Knowledge and understanding of human physiology, pathology and pathophysiology. | | | DMS 365<br>2 Directs<br>1 Indirect Student Exit Survey |
| OIT-BSON 2019-20. 6 Knowledge and understanding of ultrasound physical principles and instrumentation. | MIT 231<br>2 Directs<br>1 Indirect Student Exit Survey | | |

| | | | |
|---|---|---|---|
| OIT-BSON 2019-20. 7 Knowledge of sonographic biological effects, proper application of sonographic instrumentation relative to imaging and image quality. | DMS 353<br>2 Directs<br>1 Indirect Student Exit Survey | | |
| OIT-BSON 2019-20. 8 Appropriate ergonomic scanning applications. | | | DMS 353<br>2 Directs<br>1 Indirect Student Exit Survey |
| OIT-BSON 2019-20. 9 An understanding of diverse cultural and humanistic traditions in the global society. | | | DMS 388<br>2 Directs<br>1 Indirect Student Exit Survey |
| ESLO 1- Communication | | | |
| ELSO 2 – Inquiry & Analysis | | | |
| ELSO 3 – Ethical Reasoning | | | |
| ELSO 4 – Quantitative Literacy | | | |
| ELSO 5 – Teamwork | X | | |
| ELSO 6 – Diverse Perspectives | | | |

## Section 7 – Methods for Assessment

| **OIT-BSON 2019-20. 1** Effective oral, visual, and written communication skills. | |
|---|---|
| **Course/Event** | DMS 343 |
| **Legend** | F/P– Foundation |
| **#1 Assessment Measure** | Direct – Exam Questions Multiple Choice Type |
| **#2Assessment Measure** | Direct – Exam Questions Multiple Choice Type |
| **Criterion** | N/A |
| | |
| **Course/Event** | Student Exit Survey |

| | |
|---|---|
| **Legend** | C – Capstone |
| **#3 Assessment Measure** | Indirect – Student Exit Survey |
| **Criterion** | N/A |

| **OIT-BSON 2019-20. 2 The ability to work effectively in teams.** | |
|---|---|
| **Course/Event** | DMS 370 |
| **Legend** | P – Practice |
| **#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 2019-20. 3 The 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 – Exam Questions 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 or better |

## Analysis of Results

| **OIT-BSON 20119-20.1** Effective oral, visual, and written communication skills. | |
|---|---|
| **Criterion** | Met |
| **Summary** | Board pass 100% |
| **Improvement Narrative** | N/A |

| **OIT-BSON 2019-20. 2 The ability to work effectively in teams.** | |
|---|---|
| **Criterion** | Met |
| **Summary** | Board pass 100% |
| **Improvement Narrative** | N/A |

| **OIT-BSON 2019-18. 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 2019-20.1 Effective oral, visual, and written communication skills.

| **Assessment Measure # 1- PSLO 1: DMS 343 Winter 2019 Written/Oral Exam** | | | | |
|---|---|---|---|---|
| OIT-BSON 2019-20. 1 Effective oral, visual, and written communication skills. | | | | |
| **Performance Criteria** | **Assessment Methods** | **Measurement Scale** | **Minimum Acceptable Performance** | **Results** |
| **Content**<br>A variety of credible and appropriate | **Project Rubric** | 1-4 Scale, % at 3 or 4 | 80% at 3 or 4 | 90% |

| | | | | |
|---|---|---|---|---|
| sources used. Supporting materials relate in an exceptional way to a focused thesis. Informs or persuades. | | | | |
| **Organization**<br><br>Organizational pattern is compelling and moves audience through speech with ease. Introduction draws in the audience and conclusion is satisfying. Main points are smoothly connected with transitions. | **Project Rubric** | 1-4 Scale, % at 3 or 4 | 80% at 3 or 4 | 100% |
| **Style**<br><br>Thorough understanding of audience regarding topic and purpose. Clear enthusiasm and passion for topic. Speech given within time constraints. | **Project Rubric** | 1-4 Scale, % at 3 or 4 | 80% at 3 or 4 | 90% |
| **Delivery**<br><br>Effective use of gestures, eye contact, vivid language, and voice to add interest to speech. Poised with use of notes for reference only. No oral fillers and nonverbal distractions. | **Project Rubric** | 1-4 Scale, % at 3 or 4 | 80% at 3 or 4 | 90% |
| **Visuals**<br><br>Well-designed and documented visuals that clarify speech, create interest, and | **Project Rubric** | 1-4 Scale, % at 3 or 4 | 80% at 3 or 4 | 95% |

| | | | | |
|---|---|---|---|---|
| hold attention of the audience. Visuals are sufficiently discussed and effectively integrated into speech. | | | | |

| **Assessment Measure # 2- PSLO 1: DMS 343 Winter 2019 Written Exam** | | | | |
|---|---|---|---|---|
| OIT-BSON 2019-20. 1 Effective oral, visual, and written communication skills. | | | | |
| **Performance Criteria** | **Assessment Methods** | **Measurement Scale** | **Minimum Acceptable Performance** | **Results** |
| **Style** | Project Rubric | 1-4 Scale, % at 3 or 4 | 80% at 3 or 4 | 100% |
| Grammar | Project Rubric | 1-4 Scale, % at 3 or 4 | 80% at 3 or 4 | 100% |
| Formatting | Project Rubric | 1-4 Scale, % at 3 or 4 | 80% at 3 or 4 | 100% |
| Content | Project Rubric | 1-4 Scale, % at 3 or 4 | 80% at 3 or 4 | 90% |
| Resources | Project Rubric | 1-4 Scale, % at 3 or 4 | 80% at 3 or 4 | 90% |
| References | Project Rubric | 1-4 Scale, % at 3 or 4 | 80% at 3 or 4 | 100% |
| Critical Thinking | Project Rubric | 1-4 Scale, % at 3 or 4 | 80% at 3 or 4 | 90% |
| **Assessment Measure # 3- PSLO 1: DMS 430 Student Exit Survey** | | | | |
| OIT-BSON 2019-20. 1 Effective oral, visual, and written communication skills. | | | | |
| **Performance Criteria** | **Assessment Methods** | **Measurement Scale** | **Minimum Acceptable Performance** | **Results** |
| Oral | Grading Rubric | 1-4 Scale, % at 3 or 4 | 80% at 3 or 4 | 100% |
| Written | Grading Rubric | 1-4 Scale, % at 3 or 4 | 80% at 3 or 4 | 100% |
| Visual | Grading Rubric | 1-4 Scale, % at 3 or 4 | 80% at 3 or 4 | 100% |

OIT-BSON 2019-20. 2 The ability to work effectively in teams.

| Assessment Measure # 1- PSLO 2: DMS 370 Winter 2019 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 2019 Written Exam | | | | |
|---|---|---|---|---|
| OIT-BSON 2019-20. 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 2019-20. 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 2019-20. 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 2019-20. 3 The ability to provide basic patient care and comfort while utilizing ethical, professionalism and HIPAA guidelines. | | | | |
| **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 Direct Observation**

OIT-BSON 2019-20. 3 The ability to provide basic patient care and comfort while utilizing ethical, professionalism and HIPAA guidelines.

| 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 2019-20. 3 The ability to provide basic patient care and comfort while utilizing ethical, professionalism and HIPAA guidelines.

| 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% |

## Section 8 – Assessment Activity

**Activity:** Throughout this assessment cycle the DMS faculty used all the objectives identified and provided program alignment with programmatic outcomes and mission.

**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, and 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 presented, 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 historical success 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 addition, the DMS program information shared with our clinical 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 annual clinical instructors meeting minutes. Explanations of results seem practical and at time no changes are needed programmatically.

## 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.