

Program Assessment 2022-23

Vascular Degree Completion Assessment Report

Submitter: Janette Isaacson

2023-2024 Plan was submitted to Academic Excellence Office in Sept. 2023

Section 1 – Program Mission

- **Program Mission:** The Vascular bachelor's degree completion program enables registered professionals in echocardiography 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.
- **Mission Alignment:** [Core Theme 1: Applied Degree Programs](#) Oregon Tech offers innovative and rigorous applied degree programs. The teaching and learning model at Oregon Tech prepare students to apply the knowledge gained in the classroom to the workplace.
- **Changes to the Mission:** No changes have been made to the mission statement.
- **Program History & Description:** program. The Vascular Degree Completion Program averages 25 active students a quarter. The students are already registered, and all are working. The students typically take one to two classes a quarter while they work full time clinically. Most of the students need to complete courses in general education as well as in their major. On student exit surveys, 10 students reported increased confidence on the job and rated their experience at OIT as highly proficient and highly prepared. The salaries range from 50,000 to 120,000, with the median salary of \$60,000. 100% percent of the students are employed, some go on to graduate school and many report job promotions because of earning their bachelor's degree.

Student Quotes

Course Material was great, just that some assignments had hints for what page we could find the answer on but it was most likely for a different book or from a different edition. Which caused little confusion but I was able to navigate and figure out the correct pages.

The class was a fun journey. The course materials were engaging and sparked creativity.

Thank you for sharing all your echo knowledge and a great term!

I am so happy took this course because abdominal vasculature has been a challenge to me. This course took away that fear.

Dr. Isaacson is an excellent teacher, and probably the most influential in my career. I am thrilled to be able to take her courses and feel like all learning objectives are clear and I can relax and know that under her tutelage I will be able to be successful each term.

Excellent Instructor. Dr Isaacson teaching methods motives creativity growth and long-term success.

Dr. Isaacson is an exceptional instructor who is always ready to answers her student's questions. The weekly videos and weekly module materials were really helpful. Each week I learned new information even though I have been scanning for years. Thank you so much Dr. Isaacson for the knowledge you gave us. The textbook we used was very helpful. I will Never sell it. God Bless you, Dr. Isaacson.

I am so excited to apply my enhanced and new knowledge to my career and share with others. Thank you for another wonderful course in Vascular Sonography.

Dr. Isaacson is exceptional at leading students, communicating well, and truly caring about their progress. I have very much enjoyed taking classes under her direction as a new student. Nothing but wonderful things to say about her teaching methods.

Dr. Isaacson is exceptional at leading students, communicating well, and truly caring about their progress. I have very much enjoyed taking classes under her direction as a new student. Nothing but wonderful things to say about her teaching methods.

Dr. Isaacson is a fantastic instructor.

I have acquired a lot of knowledge during this course.

Thank you for another wonderful term, Dr. Isaacson. You are top in the field!

Dr Isaacson is an excellent instructor!

Dr Isaacson is the best professor I ever had! I wish every teacher would teach the way she does. She is always reachable and helps if necessary

Showcase Student Learning Opportunities in publishing, national speaking and attendance at national meetings.

As stated above the students in the degree completion programs are working licensed professionals already and are working toward completing their bachelors. There are many professional meetings but the one that most students attend is the Society for Vascular Ultrasound. Students get to participate in the scientific sessions and get to meet one another to develop a great learning community. The annual SVU meeting is in person now.

Students get an opportunity to look at the latest equipment and hear scientific sessions in all areas of the field. This is a large internal meeting that brings physicians and technologists together in large numbers. In the lab management course, students are asked to interview experts in human resources, lab management, workplace discrimination policy and practice. In the externship course students publish professional case studies in scientific journals. Students are writing at an advanced level and improving their communication skills.

There are many professional meetings but the one that most students attend is the Society for vascular ultrasound. Both the national SVU meeting, and the regional Pacific Northwest meeting are resuming in person meetings. These are large meetings that brings physicians and technologists together in large numbers. In the lab management course, students are asked to interview experts in human resources, lab management, workplace discrimination policy and practice. In the externship course students publish professional case studies in scientific journals. In the externship courses students are writing at an advanced level and improving their communication skills. Many of their case studies are accepted to present at the annual meeting, which is a great opportunity to advance their careers. In addition, many students go on to publish their work in scientific scholarly journals while still attending school. There is a big push in the degree completion program for students to enhance their scholarly literature review skills and to publish.

Online peer tutoring is available for students in this program.

There is a scope of practice and professional standards for this program and those are below (implemented into the PSLOs).

High Impact Practices in the form common intellectual experiences publishing case studies, writing intensive courses, culminating projects, and collaborative experiences in this program. HIPs are happening in the echo degree completion program in the 420 A and B courses. Students are preparing and submitting case studies for professional publications or presentations at national or regional meetings. Students work on team projects..

Program Faculty Review

Program Student Learning Outcomes and Objectives were reviewed by program faculty during Fall Convocation Program Assessment Meeting.

Vascular Faculty met in the fall and spring of 2022-2023 to review the program. The Vascular Faculty met with the advisory board to be able to get feedback in all learning outcomes and discuss the needs of industry. The Advisory Board met in September 2022 and June 2023 where the results of assessment and student learning were discussed. The Advisory Board consists of 5 OIT degree completion program graduates who serve the Echo and Vascular Degree Completion programs. In addition, there are 2 industry leaders that serve on the Board.

Board Members had a lot of thoughts on marketing the program and suggest attending the national meetings this year as an exhibitor.

Section 2 – Program Student Learning Outcomes- Measurable, Actionable, Aligned to ISLOs

Program Learning Outcomes are publicly available on the OIT website.

[Masters in Allied Health](#), [BS Online Echo](#) & [Vascular Technology](#)

PROGRAM STUDENT LEARNING OUTCOMES Vascular Technology B.S. Degree Completion	2022-2023	2023-2024	2024-2025
1. OIT-BVTO The student will demonstrate the ability to communicate effectively in oral, written and visual forms.			VAS 366 VAS 420A VAS 420B
2. OIT-BVTO The student will demonstrate the ability to work effectively in teams.			VAS 385
3. OIT-BVTO The student will demonstrate an ability to provide basic patient care and comfort.		VAS 420A VAS 420B	
4. OIT-BVTO The student will employ professional judgment and discretion.			VAS420A VAS420B
5. OIT-BVTO The student will demonstrate knowledge and understanding of human gross anatomy, sectional anatomy, and normal and abnormal vascular anatomy.	VAS 365 VAS 366		
6. OIT-BVTO The student will demonstrate knowledge and understanding of vascular physiology, pathology, and pathophysiology.		VAS 365 VAS 366	
7. OIT-BVTO The student will demonstrate knowledge and understanding of vascular physical principles and instrumentation.		VAS 365 VAS 385	
8. OIT-BVTO The student will demonstrate knowledge and understanding of clinical vascular diagnostic procedures and testing.		VAS420A VAS420B	
9. OIT-BVTO The student will demonstrate an understanding of diverse cultural and humanistic traditions in the global society.	VAS 385		
10. OIT-BVTO The student will be able to perform scholarly research and to contribute that knowledge to the field of vascular technology.	VAS20 A VAS420B		

Section 3 –

Curriculum Map

University	ISLO 1 - Communication	ISLO 2 – Inquiry & Analysis	ISLO 3 – Ethical Reasoning	ISLO 4 – Quantitative Literacy	ISLO 5 - Teamwork	ISLO 6 – Diverse Perspectives							
Program	PSLO 1	PSLO 2		PSLO3			PSLO4	PSLO5	PSLO6	PSLO7	PSLO8	PSLO9	PSLO10
COURSE													
VAS 337							F						
VAS 365							P	P	P	P			
VAS 366	P	P						P	P				
VAS 375													
VAS 385			F		F	F				F		F	
VAS 420A	C			C							C		C
VAS 420B	C			C							C		C

Section 4 – Assessment Cycle

		Act	Collect	Plan
ISLO	PSLO	2021-2022	2022-2023	2023-2024
Communication	PSLO 1	VAS 366 VAS 420 VAS 420A		
Teamwork	PSLO 2	VAS 385		
	PSLO 3	VAS 385		
Ethics	PSLO4	VAS 420 A & B		
	PSLO5		VAS 365 VAS 366	
Inquiry and Analysis	PSLO6			ISLO VAS 365 - Winter Term ISLO VAS 385- Spring Term
Quantitative Literacy	PSLO7			ISLO VAS 365 - Winter Term ISLO VAS 385- Spring Term
Quantitative Literacy	PSLO8			ISLO VAS 420 A- Winter Term ISLO VAS 420 B- Spring Term
Diversity	PSLO9		VAS 385	
	PSLO10		VAS 420 A & B	

Table 3 Assessment Cycle

Section 5 – Assessment Data Collection Processes

Program Faculty Review and Industry Advisory Board Review

Program Student Learning Outcomes and Objectives were reviewed by program faculty during Fall Convocation Program Assessment Meeting.

Degree Completion Vascular Faculty met in the fall of 2022-20223 to review the program. The Degree Completion Vascular Faculty met with the advisory board to be able to get feedback in all learning outcomes and discuss the needs of industry. The Advisory Board met in Sept and again in May, were the results of assessment and student learning were discussed. Most of the discussion centered on how to support the needs of students and retention. The Advisory Board consists of 5 OIT degree completion program graduates who serve the echo and vascular technology degree completion program. In addition, there are 2 industry leaders that serve on the Board.

Board Members had a lot of thoughts on marketing the program and suggest attendance to the national meetings this year as an exhibitor. The members would like more people to know about the program. Some members were interested in talking about an advanced practice degree but so far this has been thought to be too expensive to launch. Further suggestions will take place at the next meeting in the spring. All students in the echo degree completion program are healthcare workers and this pandemic has greatly impacted them. Many are in recovery from the pandemic, taking only one class at a time as they are working full time. We are seeing a lot of burn out of these healthcare workers.

Board members and Industry members are surveyed annually for input into industry needs at annual and regional meetings.

Direct Measures	Indirect Measures
Faculty Grades – Rubric	Faculty Grades- DFWI
Standardized tests, exams	Surveys and Reflections
Pre and Post Test Designs	Course Evaluations
Competency Based Demonstration	Graduation Rates
Portfolios	Retention Rates

Planning for next year: The Echo faculty are planning for next year's **(2023-2024)** ISLOs assessment in the areas:

- Planning: Communication Teamwork Ethical Reasoning
- Assessing: Inquiry and Analysis
- Acting: Diverse Perspectives, Cultural Sensitivity and Global Awareness
- PSLOs Assessment Plan
- PSLO#3
- PLSO#6
- PSLO#7

The 2022-23 Data that was assessed were the following.

- ISLO Diversity, Cultural Sensitivity and Cultural Awareness
- PSLO #5. The student will demonstrate knowledge and understanding of human gross anatomy sectional anatomy and normal and abnormal cardiovascular anatomy.
- PSLO #9 PLO#9: The student will demonstrate an understanding of diverse cultural and humanistic traditions in the global society.
- PSLO#10 The student will be able to perform scholarly research and to contribute that knowledge to the field of echocardiography.

Performance Target: Students need to score over 80% on the assignment, test or HIP to meet the mastery goals.

Direct Assessment:

Diversity ISLO: Students in Vascular 385 Fall and Spring term, a total of 31 students, were given two assignments on diversity related topics. They were to watch two separate you tube video and participate in an online discussion on both. The students were scored with the below rubric.

Assignment Rubric Details

Discussion Board Rubric				
Criteria	Ratings			Pts
Activity	6.7 pts Posted with adequate time for classmates to respond and engage in actual discussion.	4.02 pts Posted a response	0 pts No Marks	6.7 pts
Engagement	6.7 pts Frequently responsive to classmates with detailed remarks about their writing or discussion; presents relevant viewpoints for consideration by group; interacts freely.	4.02 pts Occasionally makes substantive posts responsive to classmates; marginal effort to become involved with group.	0 pts No postings respond to fellow student(s) or responses are not a substantive (e.g., "Good, I really liked your comment.")	6.7 pts
Content	6.7 pts Postings are characterized by clarity of argument, depth of insight into course content, relevance, and unusual insights. Arguments and facts are supported by resources / references.	4.02 pts Postings produce good general answers but may not always directly address discussion questions. Dominated by opinions rather than by analysis and scholarly thought. Assertions are not supported by evidence.	0 pts No Marks	6.7 pts
Total Points: 20.1				

Grading Rubric ISLO Diversity

Sample Size 31 students on 2 diversity assignment discussions.

ISLO Assessment Diversity continued

Diversity Discussion, Two Separate Assignments Echo 385 Fall and Spring Terms

- **Performance Target:** 80% mastery
- **Activity:** Diversity Assignments, Discussions Gender Violence, How Equal Do You Want it to Be, VAS 385
- **Sample:** 12 Fall Term and 19 Spring Term = 31 total students
- **Accountability:** Graders are the instructors for that class that quarter typically using a scoring rubric.
- **Representation:** . Dr. Isaacson
- **Rubric:** 80% on each criterion of the rubric

Direct Assessment Assignment 1: Diversity Discussion, Cultural Sensitivity, Global Awareness Discussion

Performance Criteria	Assessment Methods	Measurement Scale	Minimum Acceptable Performance	Results
Activity	Grading Rubric	1-6.7 scale	80% with 3.0 or higher	94%
Engagement	Grading Rubric	1-6.7 scale	80% with 3.0 or higher	94%
Content	Grading Rubric	1-6.7 scale	80% with 3.0 or higher	94%

ISLO Diversity, 31 students

Direct Assessment Assignment 2: Diversity Discussion, Cultural Sensitivity, Global Awareness Discussion

Performance Criteria	Assessment Methods	Measurement Scale	Minimum Acceptable Performance	Results
Activity	Grading Rubric	1-6.7 scale	80% with 3.0 or higher	94%
Engagement	Grading Rubric	1-6.7 scale	80% with 3.0 or higher	94%
Content	Grading Rubric	1-6.7 scale	80% with 3.0 or higher	94%

ISLO Diversity, 31 students

Direct Assessment PSLO #5. Vascular VAS 365 VAS 366

Direct Measurement #1

PSLO# 5: The student will demonstrate knowledge and understanding of human gross anatomy sectional anatomy and normal and abnormal cardiovascular anatomy.

- **Performance Target:** 80% mastery
- **Activity:** Students do a project VAS 365
- **Sample:** 7 students VAS 365 (21&22)
- **Accountability:** Graders are the instructors for that class that quarter typically using a scoring rubric.
- **Representation:** Dr. Isaacson
- **Rubric:** Each assignment is scored with a rubric

Direct Assessment VAS 365 & VAS 366

VAS 365

Performance Criteria	Assessment Methods	Measurement Scale	Minimum Acceptable Performance	Results
Essential View 1 Aorta	Rubric	1-4	80% 3 or 4	86%
Essential View 2 Iliacs	Rubric	1-4	80% 3 or 4	86%
Essential View 3 Celiac	Rubric	1-4	80% 3 or 4	86%
Essential View 4 SMA	Rubric	1-4	80% 3 or 4	86%
Essential View 5 IMA	Rubric	1-4	80% 3 or 4	86%
Essential View 6 Renal Arteries	Rubric	1-4	80% 3 or 4	86%
Essential View 7 Kidneys	Rubric	1-4	80% 3 or 4	86%
Essential View 8 Renal Arteries Flank	Rubric	1-4	80% 3 or 4	86%
Essential View 9 Renal Arteries Prone	Rubric	1-4	80% 3 or 4	86%
Essential View 10 Kidneys	Rubric	1-4	80% 3 or 4	86%
Essential View 11 Liver	Rubric	1-4	80% 3 or 4	86%
Essential View 12 Spleen	Rubric	1-4	80% 3 or 4	86%
Essential View 13 Hepatic	Rubric	1-4	80% 3 or 4	86%

VAS 366

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
Venous Anatomy	Grading Rubric	1-4 Scale	80% 3 or 4	86%
Transplant Anatomy	Grading Rubric	1-4 Scale	80% 3 or 4	86%
Bypass Graft Anatomy	Grading Rubric	1-4 Scale	80% 3 or 4	86%
TCD Anatomy	Grading Rubric	1-4 Scale	80% 3 or 4	86%

Direct Assessment PSLO #9 VAS 385 The student will demonstrate an understanding of diverse cultural and humanistic traditions in the global society.

The faculty assessed this outcome in Echo 385 on 12 students during fall and 19 during Spring quarters 2022-2023 using a cultural awareness assignment and grading rubric. The faculty rated the proficiency of students using the performance criteria described in Table #7 below.

- **Performance Target:** 80% of students scoring 3 or higher.
- **Activity:** Healthcare Recruitment Assignment
- **Sample:** 12 Fall Term and 19 Spring Term = 31 total students
- **Accountability:** Graders are the instructors for that class that quarter typically using a scoring rubric.
- **Representation:** Dr. Isaacson
- **Rubric:** 80% for each criterion

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
Appropriately works to gather patient history from patients from diverse backgrounds	Grading Rubric	1- 4 scale	80% at 3 or 4	94%
Avoids demonstration of prejudice	Grading Rubric	1- 4 scale	80% at 3 or 4	94%
Recognizes different cultures and traditions in medicine	Grading Rubric	1- 4 scale	80% at 3 or 4	94%
Recognize how cultural differences can influence hiring practices	Grading Rubric	1- 4 scale	80% at 3 or 4	94%

Direct Assessment PSLO#10

Student Learning Outcome #10: The student will be able to perform scholarly research and to contribute that knowledge to the field of echocardiography. VAS 420A VAS 420B

Direct Assessment

The Echocardiography Degree Completion faculty conducted an analysis of where this outcome is reflected in the degree completion curriculum. The student learning outcome was directly measured in assignments in Echo 420A and Echo 420B in the 2022-2023. Academic Year on 33 total students. The grading rubric was scored in the table below.

- **Performance Target:** 80% of students scoring 3 or higher.
- **Activity:** Case Studies
- **Sample:** 77 total students VAS 420
- **Accountability:** Graders are the instructors for that class that quarter typically using a scoring rubric.
- **Representation:** Dr. Isaacson.
- **Rubric:** 80% for each criterion

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
Ability to obtain good scholarly research information throughout the library databases (12 databases)	Grading rubric	1-4 scale	80%, at 3 or 4	97%
The ability to pull out and show knowledge of the important information including statistical Information	Grading rubric	1-4 scale	80%, at 3 or 4	97%
Apply the scholarly Information	Grading rubric	1-4 scale	80%, at 3 or 4	97%
Ability to interpret scholarly data	Grading rubric	1-4 scale	80%, at 3 or 4	97%
Ability to present/summary the scholarly information	Grading rubric	1-4 scale	80%, at 3 or 4	97%

Direct assessment SLO#10 2022-2023 Academic Year.

Indirect Assessment

The Echocardiography Degree Completion faculty sent 77 students surveys to self-rate their confidence on this learning outcome. The student learning outcome was directly measured in assignments in VAS 420A and VAS 420B in the 2022-2023 Academic Year on 77 total students. The survey was scored in the table below.

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
Ability to obtain good scholarly research information throughout the library databases (12 databases)	Survey	1-4 scale	80%, at 3 or 4	97%
The ability to pull out and show knowledge of the important information including statistical information	Survey	1-4 scale	80%, at 3 or 4	97%
Apply the scholarly information	Survey	1-4 scale	80%, at 3 or 4	97%
Ability to interpret scholarly data	Survey	1-4 scale	80%, at 3 or 4	97%
Ability to summarize the scholarly information	Survey	1-4 scale	80%, at 3 or 4	97%

Indirect assessment SLO#10 2022-23 Academic Year.

Indirect Measures Vascular Courses DFWI PSLO#5, PSLO#9, PSLO#10

SUBJECT	NUMBER	TITLE	COURSES	PASS_GRADE	NO_GRADE	DFWI	TOTAL	% DFWI
VAS	337	Survey of Echocardiography	1	9	0	0	9	0.0%
VAS	365	Abdominal Vascular Disease	1	6	0	1	7	14.3%
VAS	366	Special Circulatory Problems	1	4	0	0	4	0.0%
VAS	375	Survey Abdom Sonography	1	4	0	0	4	0.0%
VAS	385	Vascular Lab Management	2	9	0	1	10	10.0%
VAS	420A	Special Vas Tech Extern	1	2	0	3	5	60.0%
VAS	420B	Special Vas Tech Extern	1	3	0	1	4	25.0%
Total			21	185	0	13	198	6.6%

Reliability: The instructors who teaches these classes score the student's work and fill out the CLOs worksheet at the end of the term. There are core faculty and 8 adjuncts. Faculty are trained on scoring rubrics.

Rubrics: Assignments are scored using a rubric both for discussions and assignments included in this report.

Student Surveys: Students are asked to rate themselves.

Indirect Measures are also DFWI rates.

Student Exit surveys are completed for all students who graduate.

Section 6 – Assessment Data and Interpretations

Assessment Data, Interpretation and Analysis

Program Enrollments

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Online	50	54	37	25	23
Full-Time		7	1	1	1
Part-Time	50	47	36	24	22

Program Graduates

The data below is not separated out for the degree completion students. We graduate students every quarter and not just at the end of the year.

Employment Rates and Salaries

The data below is not separated out of the degree completion students. However, all the students in the program are employed and salaries range from \$60,000 to \$71,000, with the average at \$60,000. The students in this program are already licensed and working in the field prior to embarking in the degree completion programs.

Pass Rates on Board and Licensure Exam

All the degree completion students have passed their licensure exams prior to starting in the degree completion program.

Retention Trends (part time online students), Graduation Rates and DFWI

2021-22 (Retention)	20-21	2019-20	2018-19	2017-2018
75%	100%	75%	40%	76%
Disaggregated Data	Disaggregated Data	Disaggregated Data	Disaggregated Data	Disaggregated Data
1 st term stop out is not a factor from first generation.	1 st term stop out is not a factor from first generation.	1 st term stop out is not a factor from first generation.	1 st term stop out is not a factor from first generation.	1 st term stop out is highest for 1 st generation
1 st term stop out is highest for African American.	1 st term stop out is highest for African American.	1 st term stop out is highest African American, Asian and	1 st term stop out is highest for African American.	1 st term stop out is highest African American, Asian and

		the same for the other minority groups.		the same for the other minority groups.
Gender low number of males compared to females.	Gender low number of males compared to females.	Gender low number of males compared to females.	Gender low number of males compared to females.	Gender low number of males compared to females.
Socio-economic status is not a factor	Socio-economic status is not a factor	Socio-economic status is not a factor	Socio-economic status is not a factor	Socio-economic status is not a factor
Graduation Rates 2016-17	2015-16	2014-15	2013-14	2012-13
60.5%	73.8%	67.9%	72.7%	50%
DFWI 22-23,	21-22	20-21	19-20	18-19
23 (average) 3/5 incompletes DFWI avg over the 5 years is 7.4	2.5 (average)	5.4 (average)	0(average)	6.1 (average)
DFWI no specific minority group, not male, not first generation, not for low socio-economic status.	DFWI no specific minority group, not male, not first generation, not for low socio-economic status.	DFWI no specific minority group, not male, not first generation, not for low socio-economic status.	DFWI no specific minority group, not male, not first generation, not for low socio-economic status..	DFWI highest for first generation, not male, not first generation, not for low socio-economic status

Faculty Impressions

Six Year Graduation rates In this program are improving from 50 %(2012-2013) to 60.5% (2016-2017).

DFWI rates are improving from 6.2 average in 2018-19 down to 2.5 in 2021-22.

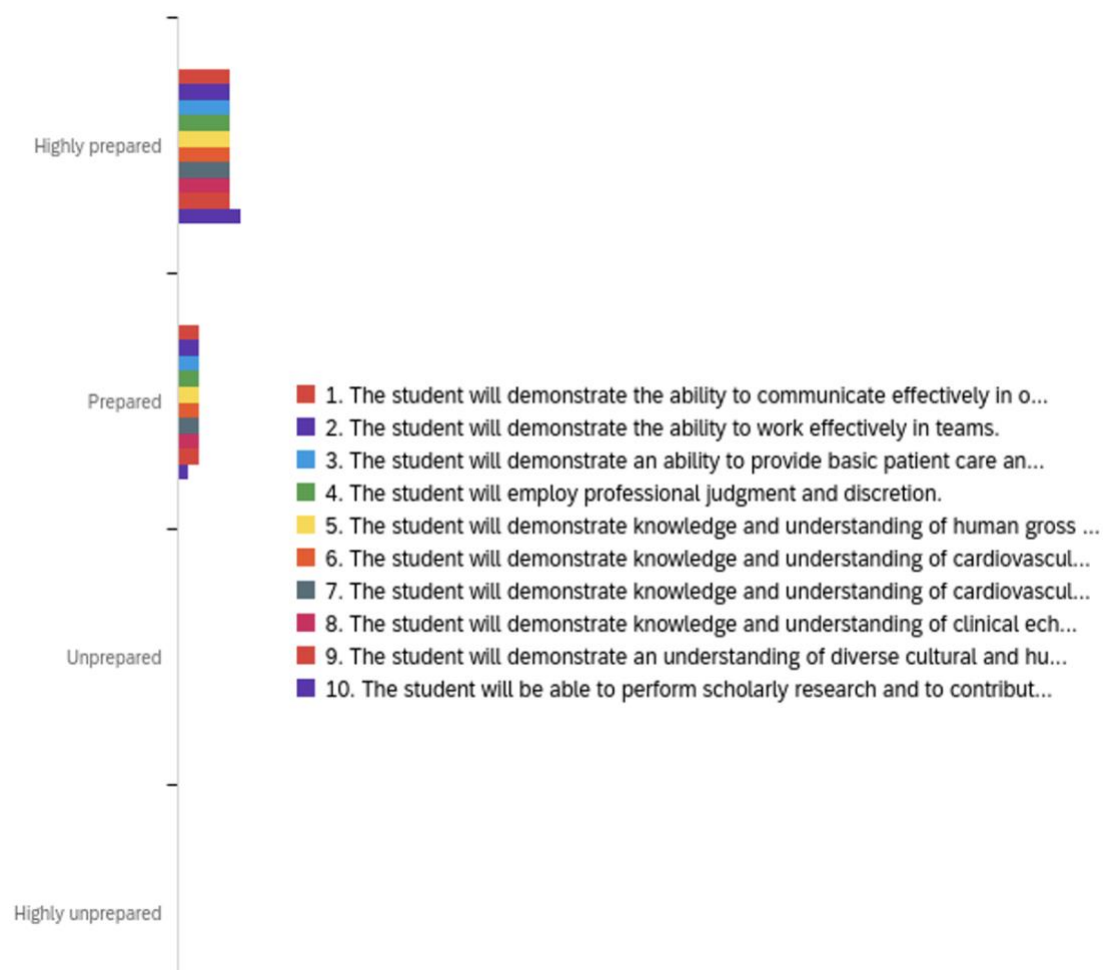
Students with higher DFWI are not showing an equity gap.

Retention has been stable overall high ranging from 40-100% across the years, with first term stop outs higher for African Americans, with no factor related to first generation, gender or low socio-economic status.

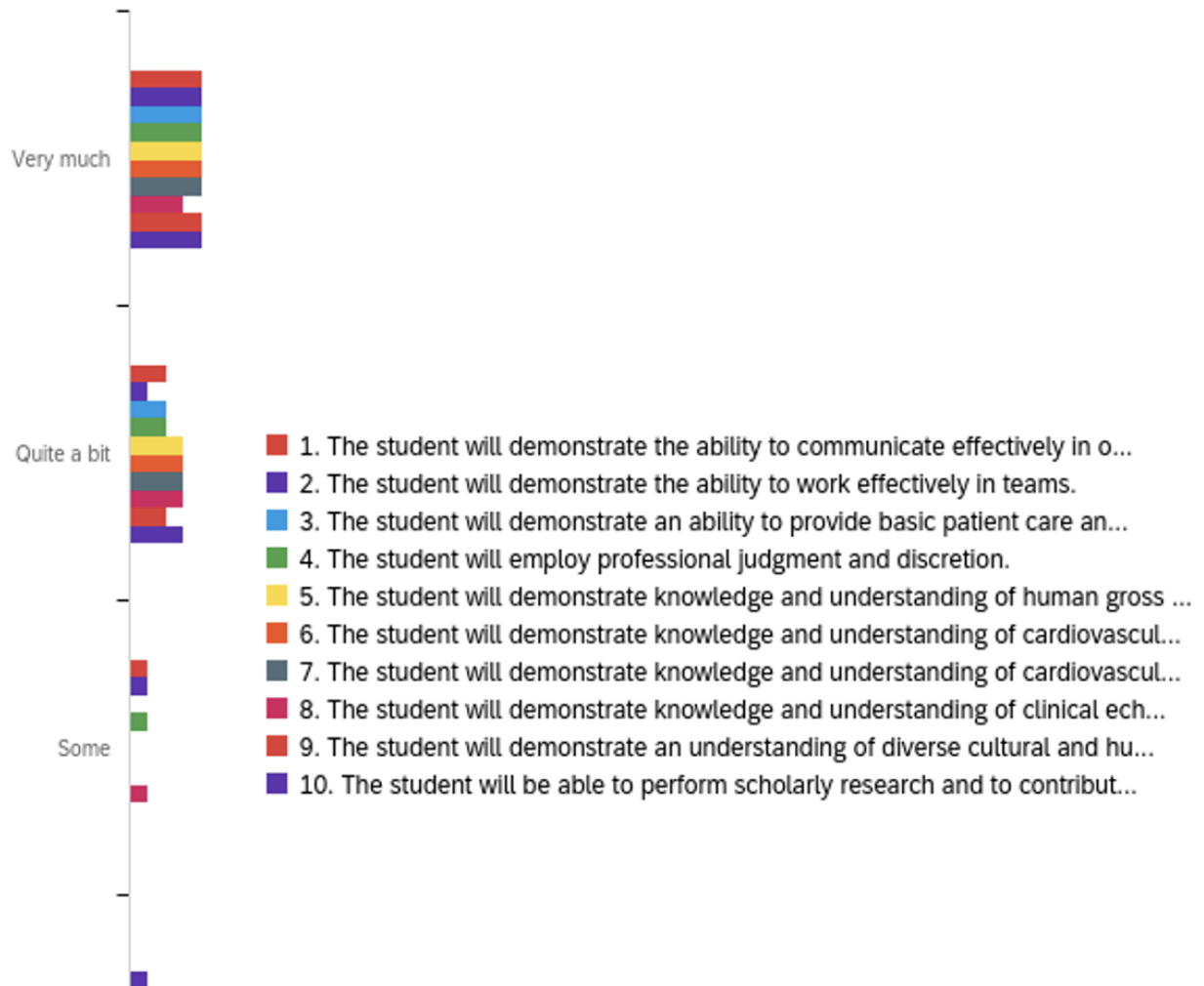
CLOs worksheets are completed on all courses that support PSLOs every quarter with new strategies being tried to lower equity gaps.

Student Exit Survey

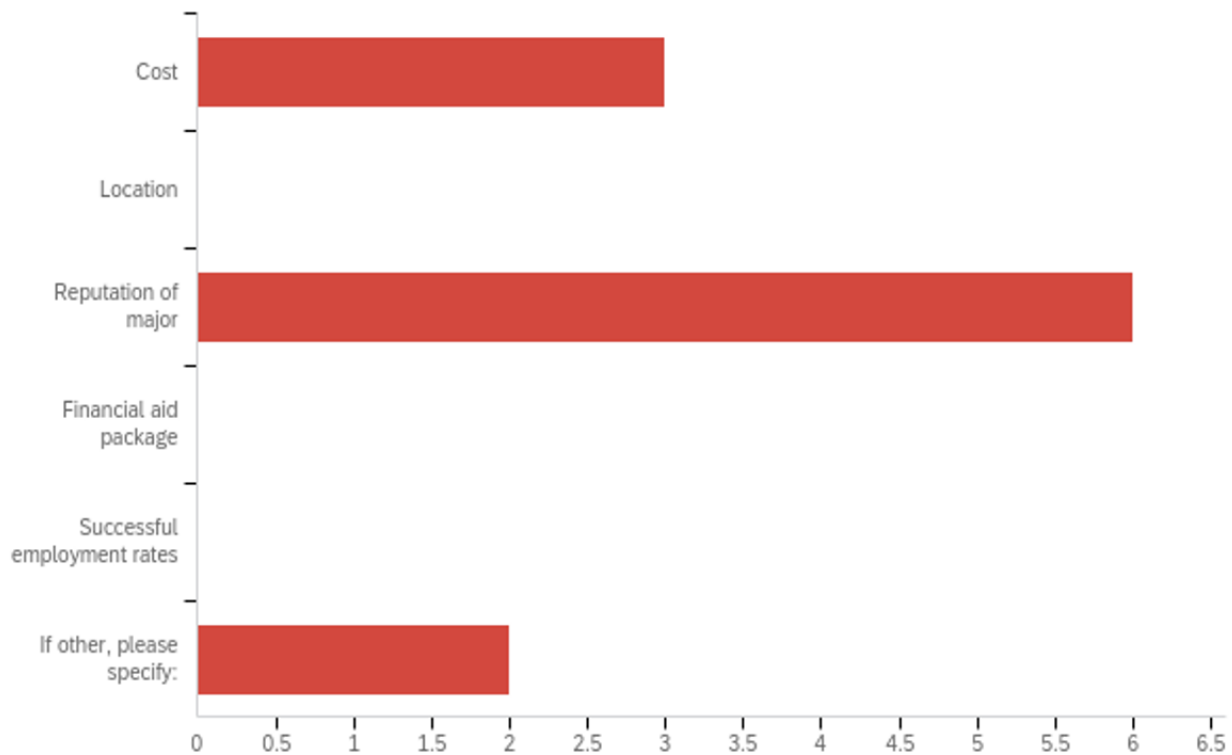
Q BVT0 1 - Program Student Learning Outcomes for Vascular Technology B.S. Degree Completion Please rate your proficiency in the following areas.



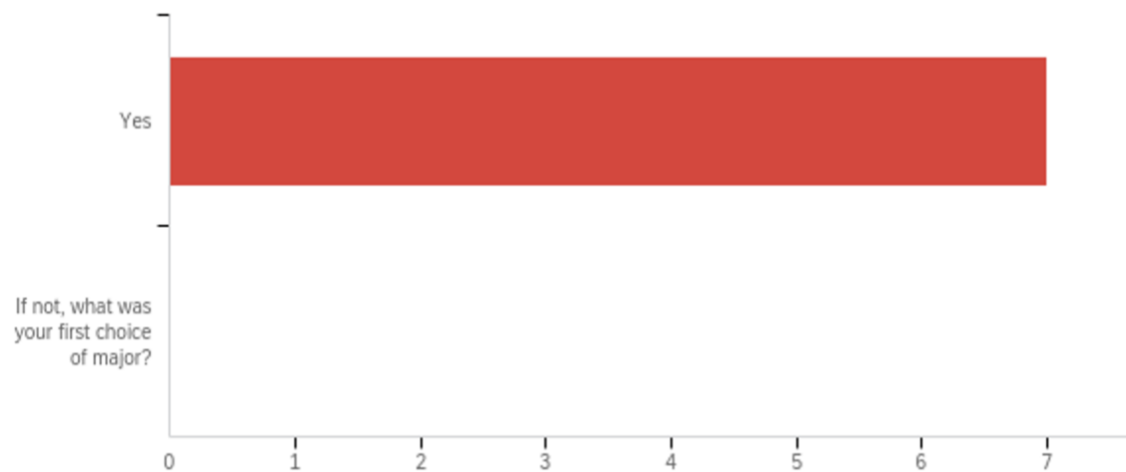
Q BVTO 2 - Program Student Learning Outcomes for Vascular Technology B.S. Degree Completion How much has your experience at Oregon Tech contributed to your knowledge, skills, and personal development in these areas?



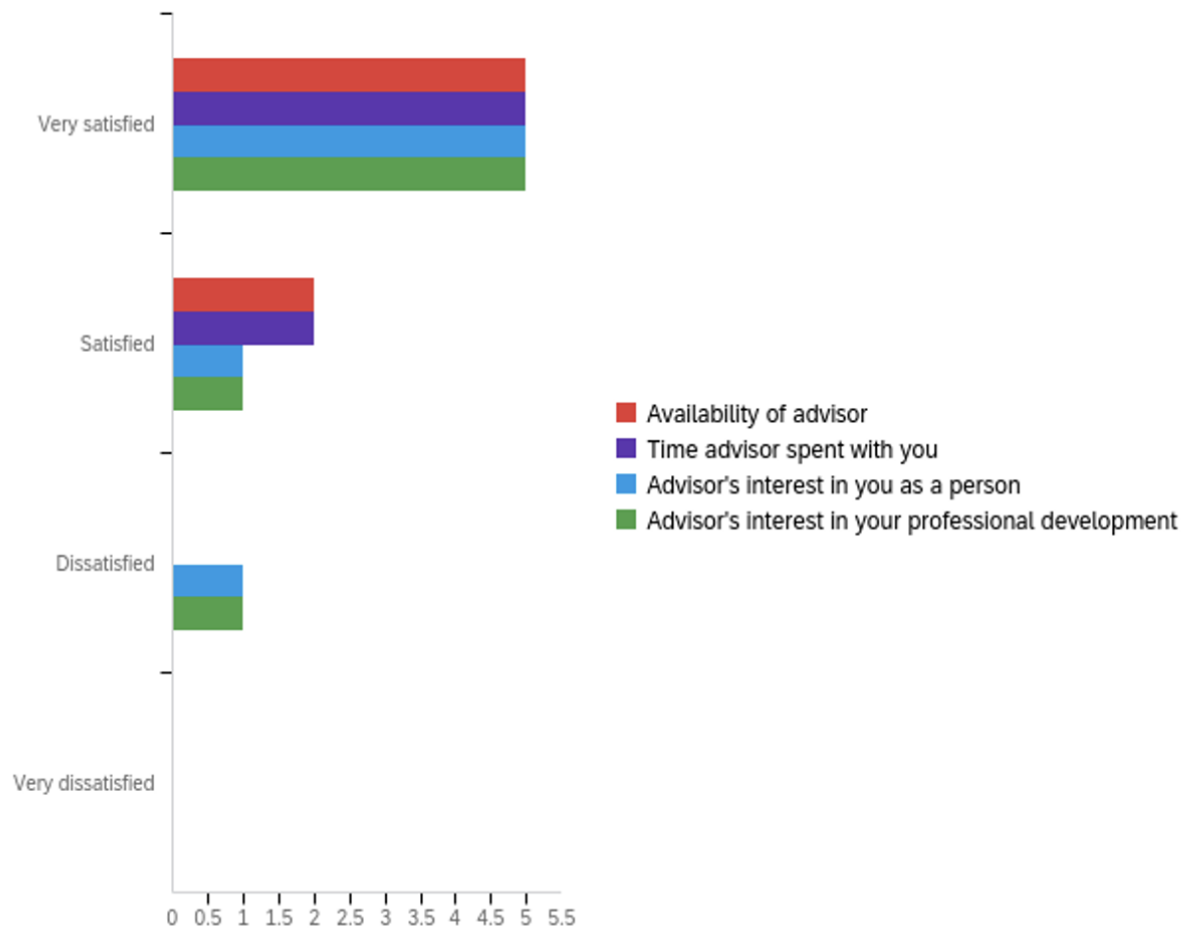
Q BVTO 3 - What attracted to you to Oregon Tech? Please check all that apply.



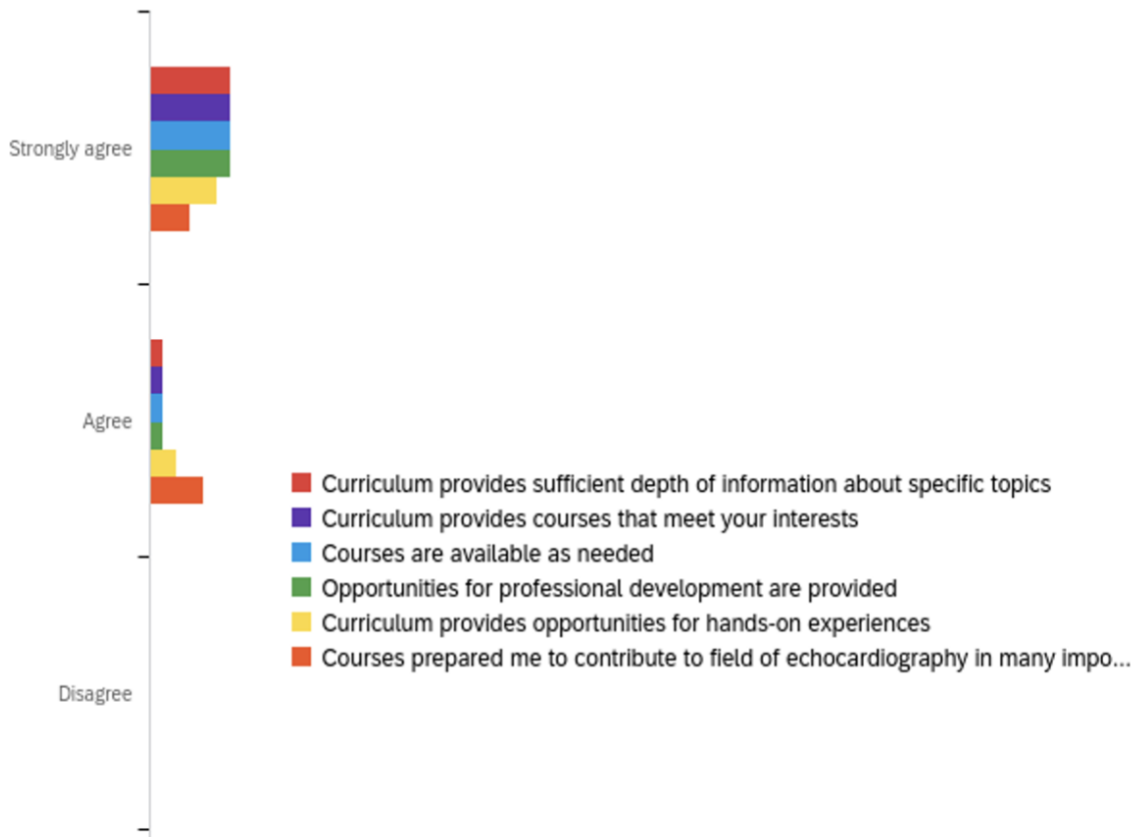
Q BVTO 5 - Was Vascular Technology Degree Completion your first choice of major?



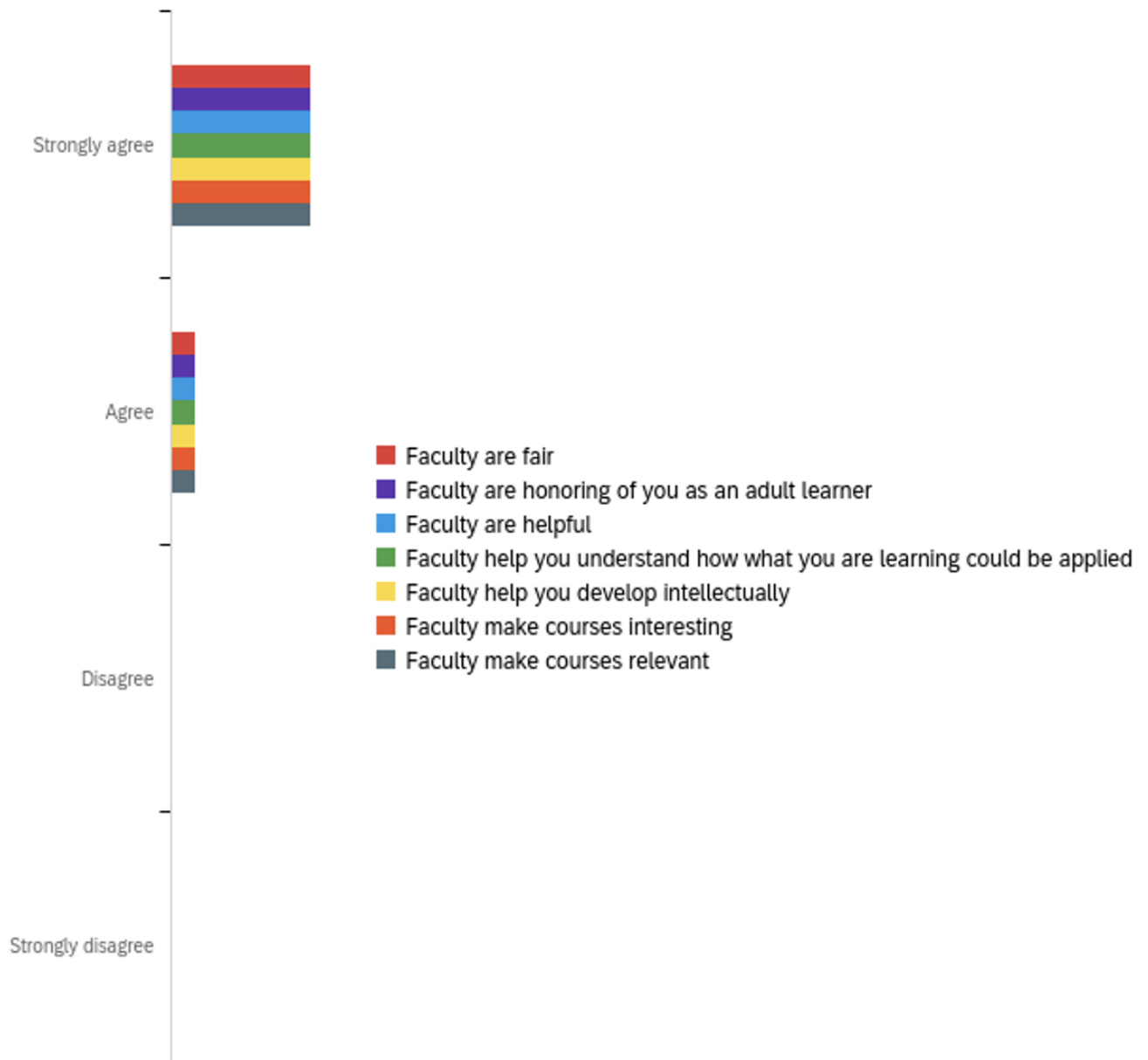
Q BVT0 7 - Please indicate your level of satisfaction with advising in the Vascular Technology Degree Completion program.



Q BVT0 9 - Please provide feedback about the Vascular Technology Degree Completion program by indicating how much you agree with each one of the following statements.



Q BVTO 10 - Please provide feedback on the Vascular Technology Degree Completion faculty.



Q BVTO 12 - Do you feel you are now a life long learner since you completed your degree?

Do you feel you are now a life long learner since you completed your degree?

Yes

Yes

Yes

Yes

Yes! Im even considering taking a small break and possibly pursuing my graduate degree. Im still on the fence but thinking really hard!

Yes

Q BVTO 13 - Has your confidence grown in yourself since completing your degree? If so, please explain.

Has your confidence grown in yourself since completing your degree? If so, please explain.

Completing my undergraduate education gives me the confidence that I am educated to a certain level.

Yes. I was nervous about starting back to school as an old lady :-). But, the way OIT does this completion program absolutely made it easy to reach my personal self development goal of finishing my degree with a bachelor's degree.

Yes. It makes me feel like I can continue in my educational journey.

My confidence in my field of vascular sonography has grown. I have a better understanding of different types of pathology.

Yes, I feel not only have I grown academically/scholarly I have grown as a person in my career. Knowledge is a powerful tool.

Absolutely

Q BVTO 14 - Do you feel you could contribute to the advancing of the field or your work environment in new ways with all that you have learned in your degree?

Do you feel you could contribute to the advancing of the field or your work environment in new ways with all that you have learned in your degree?

Yes

Yes

Yes

Yes

Yes, I feel as if I understand the disease process more to be able to image my patients more effectively for a more accurate diagnosis.

Absolutely

Q BVTO 15 - Has your degree given you greater opportunity in your career? If yes, please explain.

Has your degree given you greater opportunity in your career? If yes, please explain.

Yes, I will be pursuing my masters afterwards.

I am not sure yet. I have goals to become a manager and will pursue that as I go on to complete my Master degree in Allied Health. My hospital doesn't reward education much but, as a personal development goal, this has more than helped me.

Yea

Yes. I am better prepared to teach new sonography students.

Yes, I am hoping to gain an increase in salary as well as advancements.

Yes -promotion

Q BVTO 16 - What have been the three best things about your major? These might be experiences, particular courses or professors, general characteristics or features of the program--anything at all that was important to you.

What have been the three best things about your major? These might be experiences, particular courses or professors, general characteristics or features of the program--anything at all that was important to you.

Dr. Isaacson, the availability of my major as an online degree completion program, and the content of everything I've learned here.

I have really enjoyed getting to know the other students. I loved it when one of them would show up in one of my classes. It was nice to have commoradoree as we all went through the trenches together. I have enjoyed the coursework and learning. Some of the classes really stretched me and I learned so much. I LOVE the online aspect of the learning. I could do coursework early and get ahead which made it easy for planning through my extremely busy life and schedule. If it weren't for that, I am not sure I could have done as this as easily as I did.

The help And support I received from my instructors.

I enjoyed writing case studies, practicing public speaking, and making new friends.

1. Dr. Isaacson truly is compassionate and cares for the student and students' success. 2. Dr. Isaacson is more than accommodating to students especially non-traditional returning students. 3. There were many times that life/covid got in the way and Dr. Isaacson continued to encourage me even when I wanted to throw in the towel. Here it is my last term, and for that I am so grateful

Flexible and understanding professors through a pandemic -más a healthcare worker this was monumental.

PSLOs, ISLO and Equity Gap Assessment

Performance Criteria	Assessment Methods	Performance Target	Results	Interpretation Met	Equity Gap?
ISLO Diversity	Two Direct Measures Two Assignments 1 Indirect Measure Course DFWI	>80% <11%	>80% >80% <11%	Yes Yes Yes Yes	No
PSLO 5	Two Direct Measures Two Assignments One Indirect Measures	>80% <11%	>80% >80% <11%	Yes Yes Yes Yes	No
PSLO 9	Direct Assignment Indirect Evaluation	>80% <11%	>80% <11%	Yes Yes	No
PSLO10	Direct Assignment Indirect Assignment	>80% <11%	>80% <11%	Yes Yes	No
Graduation Rate	University Dashboard	6-year rate >44.7% part time	60.5%	Yes	No
DFWI	University Dashboard	Institutional Avg. <11%	Vascular averag <11%	Yes	No
Retention	University Dashboard	Online average 60%	VAS 75%	Yes	No

Benchmarking Peer Institutions, Institutional Average and Echo Program

Measure	Benchmark	OIT Benchmark parttime students	VAS Program Benchmark
Retention	Bemidji State U Part time 50% Fairmont State University Part Time 7.1% Midwestern State University Part Time 34.5%	44.7% part time	75%
Gender	Bemidji State U 42% Men 58% Women Fairmont State University 40% Male 60% Female Midwestern State University 35.4% Male, 64.6 Female	47.9% men 52.1% women	15% male 85% female
Graduation Rate	Bemidji State University Men 42.3, Women 52.2 Fairmont State University Men 44.8% , Women 45.9% Midwestern State University Men 39.8%, Women 52.4%	48.7% part time	60.5%

Program Target Goals are the same as University Performance Goals

Table 9 - Oregon Tech Current and Target Goals for Six-Year Graduation Rates

Race/Ethnic Background	Oregon Tech Current Indicator (%)	University Performance Targets (%)	Institution Selected to Set Indicator Target
American Indian	100.0	Highest*	Oregon Tech
Asian	50.0	55.0	Univ. of South Carolina-Upstate
African American	0.0	9.1	Shawnee State University
Hispanic	46.2	52.9	Univ. of South Carolina-Upstate
Hawaiian Pacific Islander	25.0	100	Fairmount State University Nicholls State University Shawnee State University
White	57.6	59.8	Montana Tech. University
Two or More	57.9	Highest	Oregon Tech
Unknown	75.0	Highest	Oregon Tech

Faculty Impressions

The students in this program take one or two classes at a time as they are already licensed and working full time. Most of these students are healthcare heroes through the pandemic and RSV epidemic last year. They suffer from high stress and burnout. Retention and Graduation rates are similar or better compared to peers. Minority enrollments are lower compared to peers. In general, male enrollment in healthcare is lower compared to females, but effort needs to be place to improve those enrollments. The other disadvantage this program has is it is online, so faculty must work extra hard to connect with students to develop a strong relationship, especially to those students who need extra effort. The program is more difficult for a few Asian students. Socio-economic status, first generation and gender do not seem to influence student achievement.

PSLOs are met and so are ISLOs for this program, over many years of data collection.

Marketing is desperately needed to increase minority and male enrollments as marketing has not been done to this target population for three years now.

English as a first language needs addressing to help the Hispanic students and tutoring geared toward students with English as a second language.

Evidence of Improvement in Student Learning

History of Results: Data from PSLOs #5, 8, 9, 10 historically are met and are met again this last year. The Industry Board members need to be surveyed again in the spring to get additional ideas to improve these skill sets in our students.

History of results are presented over the last 5 years in tables above.

- Enrollment was affected by the pandemic, and it has not bounced back yet, all students are healthcare workers.
- **Marketing has not been done for this program (mailed flyers) in several years.**
- Resources are needed to market this program, a booth at the national meeting to recruit.
- More male students and minorities need to be recruited for this healthcare program.
- English as a second language tutoring has not been addressed yet as an institution.

Evaluation of Past Actions: Curricular improvements have been completed on all courses in the program, including syllabi, content, power points, interactive activities, presence in the courses and more. Quick communication both for students in classes and out of class to improve retention has been implemented. Weekly surveys are implemented in the classes for feedback from students on areas of learning difficulty. Concerns are addressed each week. Retention Office (Inspire) are used to track and follow at risk students and to communicate with them. Great effort was made this last year to improve advising and to communicate more often with all students. New faculty have been recruited, hired and are being mentored.

English as a first language needs addressing to help the Hispanic students and tutoring geared toward students with English as a second language. This student population is not retaining well, and tutoring efforts are still not in place to help them.

Section 7 – Data-driven Action Plans:

Action: Communication, Teamwork, Ethical Reasoning Action Plans

1. To improve gender equity gaps, more male students and students of minority status need to be recruited.
2. Continue using backward design strategies to improve student learning.
3. Continue filling out the CLOs worksheet and trying different equity gap strategies.
4. Help low performing students with tutoring information and additional flexibility when needed.
5. Improve communication with quick turnaround on response to questions.
6. Stay active in the course and present for students.
7. Work with marketing to gather the resources to initiate a marketing goal for the program.
8. Using AAC&U rubrics for teamwork and having students create a team contract at the beginning of the quarter.
9. Using AAC&U rubric for ethical reasoning and applying this to additional assignments in more courses.
10. To target English as a second language students to help them bridge the gaps.
11. Survey students weekly in courses asking for suggestions for improvements (what worked well and what did not).
12. Address any concerns from IDEA evaluations and from student exit surveys, those typically score well.
13. Student Achievement targets include improving retention, graduation rates, DFWI rates for first generation, African American, Hispanic and Male Students.
14. Recruitment for minorities and male students are needed.
15. **English as a second language tutoring has not been addressed yet as an institution. Hispanic students are in the greatest need.**
16. Tilt assignment design and HIP's continue to be implemented.

Resources needed: \$10,000 is needed to properly market this program and recruit new students.

Section 8 – Closing the Loop: Reflection on previous work.

- **Discuss last year's Action Plans:** All action plans from the previous year were completed. We need more marketing, and we need to recruit more minorities and men into this healthcare program. Getting English as a second language tutors have not happened yet, the Hispanic students are in the greatest need. Additional efforts are needed to retain African American students.
- **Discuss programmatic Improvements** Additional adjuncts were recruited and hired to fill courses picking qualified people with real life experience that they share with students.
Improvements:
New faculty recruited, hired, and mentored. Salaries are low for adjuncts so difficult to recruit.
Additional qualified staff has been an issue, and it took 9 months but got them.
Rubric improvements and training of faculty.
Curricular improvements in all classes completed.
Retention and Equity gap elimination strategies are attempted every quarter with every class that supports a program learning out.
Timeline for retention and equity gaps issues are completed every quarter in all courses, documented in CLOs worksheet.
Continued effort on improvement of graduation rates, retention and DFWI (lowering).
Benchmarking efforts for the disaggregated data, comparing my scores with the institutional average, and other schools.
- **Improvements in Assessment Process:** Emails only go to Dept. Chairs; as a suggestion they need to go to whomever is working on the assessment reports as well. Incorrect information was given at convocation for the ISLO actions. Template changes need to be given to faculty a year in advance and not posted in a new Canvas shell a week before reports are due. New changes in template cannot be implemented at short notice.
Faculty Discussion: Strategies are attempted each quarter to improve equity for all students and to create a positive inclusive learning environment. The CLOs worksheets are being completed by all faculty and adjuncts in the program. Using TILT assignment design and HIPs in all courses. Faculty discussions are done every quarter, with the Board of Directors (twice a year) for the program and every with all involved fall at convocation. All courses are redesigned with backwards thinking strategies. . Recruitment for minorities and male students are needed.

Faculty resources needed to strengthen this program.

Justification for Resources \$5000 annually (purchase of mailing list, postcards, and cost of mailing)

- Marketing needs to recruit for more diversity, male students and we need marketing this online programs.
- Marketing for this online program has not been done in years now. New students are word of mouth.
- A flyer needs to be mailed to recruit new students each year, attendance at national meetings is helpful to recruit as well.
- More men and minorities need to be recruited.
- Marketing directly to those students who meet this program is wise.

Program Assessment Report Feedback Rubric

2022-23 Assessment Report

Program:

Department Chair:

Program Assessment Report Author:

Rubric Measure	Well Developed, Progressing or Not included.
Program mission is aligned to University Mission	Page 1
Educational Objectives Wording is Actionable	Page 1, 2
PSLO's are justified by Professional Standards	Page 2
PSLO'S are aligned to ISLO	Page 5
Curriculum Map: Scaffolding indicates Foundational, Practice, and Capstone Assessments by course	Page 4
Assessment Cycle is three years or less to cover all PSLO and ISLO	Page 4
Actions taken by programs on assessment during each year of the cycle are specified	Page 3
During collection year, courses/assignments are specified that align to PSLO at FP&C levels	Page 4, student exit surveys 17-23
Rubric: Criteria for grading the assignment is described (may include as an appendix)	Pages 7-18
Sample: Number of samples reviewed is specified	Pages 7-18
Accountability: Reviewer of the assignment are specified	Pages 7-18
Assessment data is collected across all locations and modalities	One modality and one location only online
Performance Targets of acceptability are indicated	Pages 7-18
Results include: Graduation, Retention, Persistence, DFWI, Post Grad Success, Equity Gaps, PSLO, ISLO	Page 15-18
Interpretation: Current results are compared against performance targets	Pages 7-18
Interpretation: Current results are compared against previous years of data	Page 15 -18
Interpretation: Current results are compared against some external comparator	Page 24-27
Action drivers: Items not meeting performance targets have actions planned	Page 24-27
Action drivers: Additional action plans for overall department improvement are indicated	Page 24-27
Action plans: Specifics of accountability and timelines are indicated	Page 24-27
Action plans: Actions are linked to identification of resources needed	Page 24-27
Faculty discuss trends in the data	Page 1, 24-27
Faculty discuss previous action plan success given new data	Page 1, 24-27
Faculty discuss the assessment process and make any improvements necessary	Page 1, 24-27
Resources are needed for marketing and English as a second language tutoring.	Page 24-27