

**Associate of Applied Science in**

**Diagnostic Medical Sonography**

**Academic Assessment Plan**

**Adopted by**

**The Diagnostic Medical Sonography faculty: 5/11/2020**

**Revised 4/9/2024**

Reviewed with curriculum by the college committee: 4/19/24

Reviewed with curriculum by the dean: 4/22/24

Reviewed with curriculum by the Academic Assessment Committee: 5/3/24

Reviewed by the Faculty Senate as an information item: 5/3/24

Reviewed with curriculum changes by the Academic Assessment Committee: 4/1/22

Reviewed by the Faculty Senate as an information item: 4/1/22

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# MISSION STATEMENT

The Diagnostic Medical Sonography (DMS) program prepares competent entry-level general sonographers in the cognitive, psychomotor, and affective learning domains to meet Alaska’s health needs while promoting excellence in the sonography profession through advocacy, education, and community partnerships.

# PROGRAM INTRODUCTION

The DMS program is seeking accreditation from the Joint Review Committee on Diagnostic Medical Sonography and Commission of Allied Health Education Programs. The DMS program’s curriculum must include clinical practice and didactic learning to enable students to meet competency requirements set forth by the JRCDMS. Ongoing program assessment is a required element for specialized accreditation, including annual assessment of student learning outcomes, programmatic outcomes, as well as graduate and employer satisfaction surveys to determine adequacy of the program in preparing graduates.

# ASSESSMENT PROCESS

1. Components: The UAA DMS assessment process involves two parts: programmatic evaluation and student learning outcome assessment.

* 1. Programmatic Evaluation

The JRCDMS/CAAHEP standards (Appendix A, Section II and IV) require DMS programs to provide programmatic evaluation that includes the program goals, program outcomes and student learning that align with the mission of the sponsoring institution. In addition, the programs must evaluate program retention, graduate satisfaction, employer satisfaction and national credentialing exam proficiency. Program curriculum must meet expectations of its community of interest as well as national proficiency standards. Minimum benchmarks are set by the accreditor for each area of evaluation. Programmatic data must be collected on an annual basis and reported to the accreditor. (Appendix B)

* 1. Student Learning Outcome Assessment

The JRCDMS/CAAHEP standards (Appendix A, Section II and IV) require DMS programs to identify appropriate student learning outcomes and evaluation of these outcomes in conjunction with programmatic evaluation. Student Learning Outcomes should be designed based on the needs of healthcare providers and employers as well as the educational needs of the students in the program. The program must regularly assess its goals and outcomes with the advisory committee to promote changes in the program to meet student learning and ensure student success.

In addition to the above, the accreditor also requires program resource assessment be evaluated on a yearly basis. (Appendix C)

1. Data collection, evaluation, and recommendation process

Data collection is completed throughout the academic year by the assigned program faculty. Assessment of outcomes are completed at the end of the academic year. Evaluation of data, program outcomes and assessment tools are completed by faculty and shared with the program advisory committee as per the JRCDMS accreditation standards. The DMS Advisory Committee conducts formal meetings annually to discuss program assessment data. The faculty meet with the DMS Advisory Committee to share data and to discuss student performance in each outcome area. Suggestions for improvement are also made at that time for implementation in the following academic year, or as soon as is practical. Recommendations are made in response to institutional changes, professional emphasis, student performance in the program and on national examinations, and changes in professional research data. Revisions are made as needed. An assessment report is then written after the meeting and sent out to faculty and the DMS Advisory Committee for review.

# PROGRAM GOALS

* To prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills) and affective (behavior) learning domains for Abdominal Sonography-Extended and Obstetrics and Gynecology Sonography.
* To develop competent sonographers who demonstrate proficiency in critical thinking and problem-solving skills.
* To develop competent sonographers who demonstrate proficiency in communication skills.
* To develop sonographers who model professionalism.

#  PROGRAM STUDENT LEARNING OUTCOMES

Students graduating with an Associate of Applied Science in Diagnostic Medical Sonography will be able to:

* Demonstrate appropriate technical and effective skills in the clinical setting.
* Demonstrate patient-centered age-specific skills.
* Analyze images to determine diagnostic quality.
* Demonstrate critical thinking and problem-solving skills in both the didactic and clinical setting.
* Apply written communication skills to the construction of documents of record that follow established professional guidelines.
* Apply oral communication skills to the explanation of ideas and scientific terminology.
* Explain cultural diversity and evaluate the role of cultural competency, values, and ethics in the patient care setting.
* Demonstrate proper work ethics.
* Examine the value of leadership, professional development, and growth.

# ASSESSMENT PLAN

**Program Name/College:** Diagnostic Medical Sonography / Allied Health Sciences **Program Contact for Program Assessment: Bridgett Mayorga**

| **Program Goals** | **Student Learning Outcomes** | **Measure/ Curriculum Mapping** | **Benchmark** | **Timeline** | **Responsible** | **Data Analysis Key Findings** | **Use of Results Action Items and Dissemination** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Please List program-level goals | Students will be able to: (task, capability, knowledge, skills, and dispositions) Use measurable verbs. | Assessment opportunity (course/experience) method/measures, assignment/rubric) | Standard, target, or achievement level (usually a %) Statement of student Success | Identify when and how data are collected, aggregated, and analyzed | Identify who is responsible  |  list key findings (data) | Identify how results are used and shared. List any recommendations or action items |
| 1. To prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills) and affective (behavior) learning domains for Abdominal Sonography-Extended and Obstetrics and Gynecology Sonography. | **PSLO 1**Demonstrate appropriate technical and effective skills in the clinical setting. | Fundamentals RUQ Lab competency (DMS A217) | 100% of students will score an 80 or higher  | Spring Semester (1st) | Course Faculty |  |  |
| Abdomen Complete Comp Part III | 100% of students will score a 50 or higher on Part III of the competency  | Summer Semester (2nd) | Clinical Coordinator |  |  |
|  | **PSLO 2**Demonstrate patient-centered age specific skills. | Patient Care Competency  | 100% of students will pass the competency with 1 or fewer errors | Fall Semester (2nd) | Clinical Coordinator |  |  |
| 2. To develop competent sonographers who demonstrate proficiency in communication skills. | **PSLO 5**Apply written communication skills to the construction of documents of record that follow established professional guidelines. | Literature Review (DMS A209) | 100% of students will score a 80 or higher using the written communication rubric | Spring Semester (1st) | Course Faculty |  |  |
| Capstone Evaluation(DMS 295B) Question 15 | 100% of students will score a 3 or higher on question 15 | Summer Semester (2nd) | Clinical Coordinator |  |  |
|  | **PSLO 6**Apply oral communication skills to the explanation of ideas and scientific terminology. | Renal Pathology Presentation (DMS A207) | 100% of students will score an 80 or higher using the oral communication rubric | Spring Semester (2nd) | Course Faculty |  |  |
| Pathophysiology Case Presentation (DMS A290) | 100% of students will score an 80 or higher using the oral communication rubric | Fall Semester (1st) | Course Faculty |  |  |
| 3. To develop competent sonographers who demonstrate proficiency in critical thinking and problem-solving skills. | **PSLO 3** Analyze images to determine diagnostic quality. | Fund. Lab Mid Term (DMS A217) | 100% of students will score a 80 or higher on the Mid Term | Spring Semester (1st) | Course Faculty |  |  |
| OB 2nd/3rd Comp | 100% of students will score a 50 or higher on Part III of the competency | Spring Semester (2nd) | Course Faculty |  |  |
|  | **PSLO 4** Demonstrate critical thinking and problem-solving skills in both the didactic and clinical setting. | Practical Sonography Lab (DMS A219) Final Exam grade | 100% of students will score an 80 or higher on the Final Exam | Summer (1st) | Course Faculty |  |  |
| Capstone Evaluation(DMS A295B) | 100% of students will score a 3 or higher on question  | Summer (2nd)  | Clinical Coordinator |  |  |
| 4. To develop sonographers who model professionalism. | **PSLO 7**Explain cultural diversity and evaluate the role of cultural competency, values, and ethics in the patient care setting. | Clinical Performance Evaluation: Quality of Work Section | 100% of students will achieve “Accomplished” or higher rating on this section | Spring Semester (2nd) | Clinical Instructor |  |  |
|  | **PSLO 8**Demonstrate proper work ethics. | Clinical Performance Evaluation: Attitude and Prof Behavior Section  | 100% of students will achieve “Developing” or higher rating on this section | Fall Semester (1st) | Clinical Instructor |  |  |
|  | **PSLO 9**Examine the value of leadership, professional development, and growth. | AKSUS Membership | 100% of students will be members of the AKSUS  | Spring Semester (2nd) | Program Director |  |  |
| National Certification Results | **First Attempt Exam Pass Rate** | ARRT Exam  | 90% Pass Rate | Annually (October) | Program Director |  |  |
| ARDMS Exam SPI Content | 90% Pass Rate | Annually (May) | Program Director |  |
| Program Completion Rate | **Retention numbers compared to enrollment numbers** | Enrollment/Graduation Data | 80% Retention Rate | Annually (August) | Program Director |  |  |
| Graduate Employment Rate | **Job Placement Rate** | Graduate Survey | 80% Job Placement Rate after 6 months | Annually (August) | Administrative Staff |  |  |
| Employer Satisfaction | **Employer Satisfaction**  | Employer Survey | 90% Employer Satisfaction | Annually (6 months post-graduation) | Administrative Staff |  |  |
| Clinical Education Site  | **Clinical Education Satisfaction**  | Clinical Site Evaluation | 90% Satisfaction  | Annually (August) | Clinical Coordinator |  |  |

# Appendix A

[**CAAHEP Standards for Diagnostic Medical Sonography**](https://www.caahep.org/CAAHEP/media/CAAHEP-Documents/DMSStandards.pdf)(follow this link)

# Appendix B



As of February 2019, the Annual Report template has undergone a number of changes. Review the instructions carefully and contact the office with questions.

1. Fill in all applicable cells of the tabs/worksheets. Highlight changes by making the font color red or use a text highlight color. Ensure all information is completed, correct and up to date.
2. **Informa on Tab**:
	1. Provide credential numbers for Clinical faculty in designated boxes.
	2. Program Director and Administrator/Dean e-signatures are now required.
	3. Administrator /Key Personnel changes must be provided in writing on Program letterhead to the JRC-DMS.
		* JRC-DMS Policy #807, requires notification of changes in key personnel in a timely manner. Failure to properly report key changes will result in a $500 administrative fee.
		* For individuals that have been appointed since the last report include a copy of the verification letter or e-mail with your Annual Report submission.
	4. Review and fill in the Program Design table at the bottom of the worksheet 3. **Outcomes Tab**: Enter outcomes for students who graduated in the year prior.
	5. Provide the link (URL) to the website page containing publicly posted outcomes for Retention, Job Placement and Credential Success Rates. Be sure the most current data appears on your program’s web page.
	6. Retention and several changes were made to the table including a row for reentry students and a row for reason codes.
	7. For cohorts with 9 or less students, refer to the instructions and table at bottom of the worksheet for adjusted acceptable retention percentages.
3. **Clinical Affiliates Tab**: For the concentration(s)/special es the program is seeking or is accredited in, list clinical sites, the current/existing Clinical Instructor(s) with their credential numbers.
	1. If any new clinical sites have been acquired since completion of the last annual report these sites must be added to the spreadsheet to be recognized by CAAHEP. Required for each new site to be submitted with Annual Report:
		* A copy of the completed and signed affiliation agreement for each added site.
		* Verification of clinical instructor credential (screen shot of web verification or copy pocket card).
		* The appropriate fee ([www.jrcdms.org/fees.htm](http://www.jrcdms.org/fees.htm) ). Refer to policy 703 of the JRC-DMS Policies & Procedures for Accreditation/Program fee information.
	2. In the Note Changes column under Change Y/Add/Delete indicate changes:
		* “DELETE” Clinical Affiliate Site: Enter the word DELETE after the Clinical Affiliate Site
		* “ADD” Clinical Affiliate Site: Enter the word A DD in the last column
		* “Y” to note changes to or within the Clinical Affiliate Site: Enter a Y then briefly note change (i.e., Y-site name change, Y-CI name change, Y-remove CI, Y-new CI).
	3. Use the full name for each clinical site. Do not use nicknames or abbreviations.
	4. Enter Y for yes or N for no in the last column indicating that you have a current contract/agreement.

1. **Supplemental Sites Tab**: Use of this worksheet is voluntary and the content provided is entirely up to the program's discretion. Review of this worksheet is not included in Annual Report review. The table is designed to allow programs to record inactive or observation sites.

1. Save your spreadsheet, titling it ProgramName2018AR. Example: UniversityofAmerica2018AR.xls

1. Send the Annual Report spreadsheet, any new clinical site affiliation agreement(s) and verification of all new or changed clinical instructor credentials via e-mail to howard@intersocietal.org.

Submission of hard copies will not be accepted. It is recommended that fees are sent via a traceable carrier (i.e. UPS, FedEx) to ensure on me delivery. Failure to return your completed annual report will result in Administrative Probation. See CAAHEP Policies & Procedures (October 2016) Sec on 208, Part B.

These instructions and the report form in Excel is available [here](https://www.jrcdms.org/maintain.htm)  .

# Appendix C: CAAHEP Resource Assessment

| #  | RESOURCE  | PURPOSE (S)  | MEASUREMENT SYSTEM  | DATE (S) OF MEASUREMENT  | RESULTS – ANALYSIS (COMPOSITE SUMMARY)  | ACTION PLAN  |
| --- | --- | --- | --- | --- | --- | --- |
| 1  | FACULTY  | Classroom, laboratory and clinical instruction that supports the program’s goals and PSLO  | Student surveys   | April each year    |     |   |
| 2  | MEDICAL DIRECTOR(s)  | To provide direction and medical oversite to insure current standards of practice are met  | Student surveys  | April each year  |   |   |
| 3  | SUPPORT PERSONNEL  | Provide clerical support  | Faculty surveys  | April each year  |    |   |
| 4  | FACILITIES  | Adequate classroom, laboratory and office space to ensure program goals  | Student Surveys  Faculty Surveys  | April each year  April each year  |    |   |
| 5  | LABORATORY EQUIPMENT AND SUPPLIES  | Provide equipment and ac vi es that adequately prepare students for clinical placements  | Student Surveys  Faculty Surveys  | April each year  |    |   |
| 6  | LIBRARY  | Support student needs for reference materials, electronic and computer resources  | Student surveys  | April each year  |    |   |
| 7  | FINANCIAL RESOURCES  | Provide adequate fiscal support for the retention of personal and the acquisition and maintenance of equipment and supplies  | Program Budget  Faculty surveys  | Annual  April each year  |   |     |
| 8  | CLINICAL RESOURCES  | Provide a sufficient variety of procedures for instruction that allow students to master the clinical requirements of the program  | Student Surveys  Faculty Surveys  | April each year  April each year  |    |   |
| 9  | PHYSICIAN INPUT  | Ensure that students can communicate and work effectively with physicians in a professional manner   | Student Surveys  Faculty Surveys  | April each year  April each year   |    |   |