

Annual Instructional Program Review Template for 2011-2012  
**Introduction to The Program Review Process for Instructional Programs**

Program Review at Foothill College

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English, Math My Way are reviewed annually using this template, with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator's comments/reflection/next steps

**Foothill College Program Review Cycle:**

2011-2012 All academic programs participate in an annual program review

2012-2013 1/3 of academic programs participate in comprehensive review, remaining 2/3 of programs update their annual program review

Contact: Office of Instruction and Institutional Research, 650-949-7240

Instructions: Complete this template with data on any degree, certificate, or pathway your department offers. Return the completed form to your Dean on the last day of Fall quarter.

Website: <http://foothill.edu/staff/irs/programplans/index.php>

2011-2012 Submission Deadline:

All program review documents are due to Deans by December 16

<b>Basic Program Information</b>
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**Department Name: Diagnostic Medical Sonography**

**Program Mission(s):**

The Diagnostic Medical Sonography Program of Foothill College is dedicated to the integration of didactic, laboratory, and clinical objectives with emphasis on the clinical aspect of Diagnostic Medical Sonography. These objectives are designed to successfully develop student's cognitive, psychomotor, and affective domains. The program strives to strengthen its role as a principal community resource by providing this program as well as continuing education to meet individual and collective needs. The program goals include:

1. Graduation of competent entry-level, ARDMS (American Registry of Diagnostic Medical Sonography) board eligible sonographer's.
2. To develop the student's communication and critical thinking skills in order to function as a competent and diligent member of the health care team.
3. To develop technical skills to provide for comprehensive quality care to individuals from a diverse socioeconomic, educational, and or cultural background.
4. To graduate health care professionals who are respectful of others as well as practice the principles of ethics including autonomy, beneficence, nonmaleficence, veracity, justice, fidelity, and recognize his/her responsibilities under the law.
5. To develop the student's awareness and commitment toward understanding and implementing the Code of Conduct & Code of Ethics as described by the Society of Diagnostic Medical Sonography.
6. To convey the importance of striving for continued improvement through education and active participation in this profession.

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**Program Scope:**

Foothill College offers an exciting opportunity for practicing diagnostic medical sonographer's who need formalized education to pass the sonography registry, and for those in recognized American Medical Association Allied Health occupations who wish to specialize in diagnostic medical sonography.

This 18-month certificate program consists of didactic and clinical preceptorship experience. This program will prepare students for the American Registry of Diagnostic Medical Sonographer's (ARDMS) examinations.

Formal academic and clinical lab course work is presented by experienced practicing sonographer's and other health science professionals. Emphasis is placed on physics of ultrasound, abdominal applications, superficial structures, obstetrics and gynecology, and vascular sonography.

Course work is enhanced while assigned for clinical preceptorship where the student must master clinical competency via hands-on experience under the supervision of practicing sonographer's.

**Additional Information:**

The DMS Program has been in operation since 1984 and is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS), and the college with the Western Association of Schools and Colleges.

Instruction begins in September and completes in March eighteen months later. All courses are completed in sequence. The preceptorship (clinical) courses require thirty-two hours per week. Didactic and clinical laboratory instruction is in addition to preceptorship assignment. Students are eligible to take the American Registry of Diagnostic Medical Sonographers (ARDMS) examinations in the concentrations of Ultrasound Physics, Abdominal Subjects, Obstetrics and Gynecology, and Vascular Physics. Students, pending additional competencies, will be eligible for specialties examinations for breast sonography, neurosonography, and vascular technology. The DMS program leads to a Certificate of Achievement and can lead to an Associate in Science degree pending this application. The curriculum is presented in six quarters.

**Career Opportunities**

Students typically pursue technical careers in the hospital, clinic, and office. With additional technical experience career positions may include supervisory positions and as a traveler or independent contractor. Most management, corporate, and education positions require four-year college degrees in a related field.

Program review team:

Name	Department	Position
Kathleen Austin	Biology & Health Science	Director

Programs\* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Diagnostic Medical Sonography	Associate of Science and/or Certificate of Achievement	96

\*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

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\*\*Certificates of 27 or more units must be state approved. If you have certificates that are 27 or more units that are not state approved, please indicate your progress on gaining state approval, with the tentative timeline for approval, or your plan for phasing out the certificate.

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**Section 1. Data and Trend Analysis**

1.1. Program Data will be posted on:

<http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
See attached institutional research data	All classes in the DMS program are transcriptable.	All classes in the DMS program are transcriptable.	All classes in the DMS program are transcriptable.	

Please provide any non-transcriptable completion data you have available.

Non-Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
	See attached research data	See attached research data	See attached research data	See attached research data

1.2 Department Data

Dimension	2008-2009	2009-2010	2010-2011	% Change
Enrollment	See attached research data	See attached research data	See attached research data	See attached research data
Productivity (Goal: 546)	See attached research data	See attached research data	See attached research data	See attached research data
Success	See attached research data	See attached research data	See attached research data	See attached research data
Full-time FTEF	See attached research data	See attached research data	See attached research data	See attached research data
Part-time FTEF	See attached research data	See attached research data	See attached research data	See attached research data
Full-time Staff	1	1	1	1
Part-time Staff	4-5	4-5	4-5	4-5

Department Course Data

Course	2008-2009			2009-2010			2010-2011		
	Enroll.	Prod.	Success	Enroll.	Prod.	Success	Enroll.	Prod.	Success
Ex. ART 1									
DMS Courses	See attached research data	See attached research data	See attached research data	See attached research data	See attached research data	See attached research data	See attached research data	See attached research data	See attached research data

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1.3 Using the data and prompts, provide a short narrative analysis of the following indicators.

✚ The institutional research data has **numerous errors**. I have attached this document and indicated the areas with errors by going back to the DMS program data. Of the 32 DMS courses the **error rate is over 56%** which is to render the data unreliable, not untrustworthy, and essentially worthless.

1. Enrollment trends over the last three years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

✚ **2008-2009** was the last year the DMS program was 15 months in length. This class of students began and completed as a single entry group of students without any other class of similar students in progress. Therefore the overall enrollment for numbers of students was higher. One must note the maximum of student to hospital for clinical preceptorship training is a 1:1. A large number of hospitals (clinical education partners) are needed to participate which in turn sets the number of students admitted into the DMS program each year. Private offices do not meet accreditation guidelines.

✚ In **2009-2010 & 2010-2011** the DMS program morphed into an 18-month program which created a unique new set of logistical issues. Given the need to meet employers expectations there was no alternative. However, this meant the maximum of students accepted into the DMS program each year was fewer but overall given the 2 quarter overlap of both classes the numbers of student per year actually increased. A greater number of hospitals are needed as clinical education partners. Many hospitals *could not or would not* allow for additional students. The results have been an acknowledged higher vs. lower enrollment in alternating years. This is expected and not a result of declining interest or qualified applicants.

2. Completion Rates (Has the number of degrees/certificates held steady, or increased or declined in the last three years? Please comment on the data and analyze the trends.

a. AA, AS, transcriptable certificates

✚ 2008-2009: 8/17 (80%) received the Associate degree in Diagnostic Medical Sonography. 17/17 (100%) received the Certificate of Achievement in Diagnostic Medical Sonography. Four students were foreign trained physicians with no interest to complete the GE requirements for the AS degree.

✚ 2009-2010: 13/18 (73%) received the Associate degree in Diagnostic Medical Sonography. 18/18 (100%) received the Certificate of Achievement in Diagnostic Medical Sonography. Three students were foreign trained physicians with no interest to complete the GE requirements for the AS degree.

✚ 2010-2011: 14/17 (82%) received the Associate degree in Diagnostic Medical Sonography. 17/17 (100%) received the Certificate of Achievement in Diagnostic Medical Sonography. Three students were foreign trained physicians with no interest to complete the GE requirements for the AS degree.

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- ✚ All DMS students complete the program with the Certificate of Achievement. The number of AS degrees in DMS has **increased**. Those receiving the AS degree could be high if the State of California implemented reciprocity between all schools for the GE package. The number of AS degrees is influenced by the number of foreign trained physicians enrolled as they 1) would need to complete the GE package and 2) have **no interest** nor would experience a benefit from doing so.
  
  - b. Local, non-State approved certificates
    - ✚ NA
  
  - c. Certificates less than 27 units: All certificates less than 27 units should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached.
    - ✚ NA
3. Productivity: The college productivity goal is 546. (Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, size restrictions)
- ✚ Size restriction has been a factor as the number of students selected is relevant to the number of students the educational training partners are willing to place in clinical facilities. With the 1:1 ratio and very few facilities willing to take an additional student the size of the student population will increase and decrease in alternating years.
  
  - ✚ The DMS Program also has the ability to expand and contract, within reason, to match market demands. Thus the DMS program is a responsible partner with regards to market demands requiring clinical competency and set of job skills unique to this profession. Class size and graduate competency is influenced by the hospital/clinical partner's management and their willingness to accept students for clinical preceptorship. The number of students assigned to the campus lab respective to instructor/equipment ratio guides the number of students accepted. The ratio of faculty to student is an accreditation requirement.
4. Course Offerings (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?)
- ✚ Not applicable as the prerequisite background for admittance must be met prior to submission of application. The DMS program has selective admissions.

5. Curriculum and SLOs

- a. Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance?

✚ All CORs are current and meet Title 5.

- b. Comment on program mapping and how it ties to the college Mission(s).

As a medical program focusing on obtaining the diagnostic information needed to diagnose a patients' condition in order for the patient to receive treatment or the next level of care the DMS program absolutely addresses the college mission statement. The DMS program is active with career preparation, transfer, and career education. It aligns with all of the PLO's for communication, computation, creative, critical and analytical thinking, as well as community and global consciousness and responsibility.

✚ The DMS Program is consistent with the college mission in that it provides student centered educational opportunity leading to a profession. It incorporates accountability and partnership. Student learning and achievement are measured through a variety of methods including national examinations. It adheres to **competency based** instruction. Furthermore, a close relationship exists with the educational training partners (hospitals and medical facilities) thus leading to a strong relationship with employers. Ongoing assessment and continued reassessment takes place to ensure graduates are competent and possess the skills including cognitive, psychomotor, and affective as evidenced by examination and employer, and graduate surveys. The goals align with the institution goals to deliver high quality programs, assessment of program effectiveness and to upgrade the program, capital equipment, support materials in order to meet employers and industry need.

✚ Students have a diverse background culturally, socioeconomically, gender, and ethnic backgrounds.

- c. Identify any other programs with which your program has overlap, and comment on the purpose of the overlap.

✚ There is no overlap with other programs of any college in northern California. In fact this is the only one of two accredited DMS program in northern California. The other accredited DMS program is proprietary. Clinical education training partners are located in multiple counties.

- d. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?

✚ None at this time.



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- e. Do all of the courses in your program have SLOs identified? Do all programs have program-level student learning outcomes? If not, what is your plan for completing these?
- All SLO's have been identified. Program-level student learning outcomes has been established.
6. Basic Skills Programs (Please describe your Program's connection to this core mission, if applicable):
- Prior to entry into the Diagnostic Medical Sonography program student must have completed another Allied Health program and may have included basic skills programs. Thus these Allied Health Education programs are feeders into the DMS program.
7. Transfer Programs: Articulation (Please describe your Program's connection to this core mission, if applicable)
- Some coursework is transferable.
8. CTE Programs: Labor/Industry Alignment (Please describe your Program's connection to this core mission, if applicable)
- The DMS program is a targeted profession with an optimistic future growth projection. A recent study indicated the need for registered sonographers to represent an 18% growth for the next 10 years.

Annual reports are submitted to the DMS programs accreditation agency (CAAHEP) Commission on Accreditation of Allied Health Education Programs. Included in the report are employer and graduate surveys. The results from many years of these surveys continue to be complimentary. Both graduates and employers enthusiastically commend the DMS program and state a high level of satisfaction.

An Advisory Committee helps to guide the DMS program toward its ability to stay on the "cutting edge" in order to meet labor needs. Clinical education partners (industry) meet to analyze and make recommendations toward future curriculum changes.

### Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2010-2011 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

2.2 Attach 2010-2011 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

See attached Trac dat reports: SLO's & PLO's

**Section 2 Continued: SLO Assessment and Reflection**

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO

What findings can be gathered from the Course Level Assessments?

The DMS courses are relevant. All courses are of sufficient substance and rigor to ensure a well trained qualified health care professional.

What curricular changes or review do the data suggest in order for students to be more successful in completing the program?

The coursework and sequence suggest the DMS program is right on target to meet employers needs. Graduates enjoy a high degree success on the national board examinations.

How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?

The CL-SLO's are accurate and provides sufficient insight.

How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

There has not been a need to make any changes to any of the program courses.

2.3.b Program-Level SLO

What summative findings can be gathered from the Program Level Assessments?

The DMS program Level Assessments are relevant. The program has sufficient substance and rigor to ensure a well trained qualified health care professional.

How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

The assessment of program-level student learning outcomes essentially as not led to improvements. Instead it validates what is already a quality program.

2.4 Annual Action Plan and Summary: Using the information above, list the program's action steps, the related Core Mission objective, SLO assessment data and the expected impact on student success.

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
<b>1 No action is required at this time</b>	As it relates to any SLO including its assessment.	The mission goals as outlined are being met.	Staying the course should continue to yield good results in student learning and success.

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### Section 3: Program Goals and Rationale

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs.

#### 3.1 Program relation to college mission/core missions

The DMS program is active with career preparation, transfer, and career education. It aligns with all of the COR's as communication, computation, creative, critical, and analytical thinking, as well as community/global consciousness and responsibility.

#### 3.2 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
<b>1 Prepare for accreditation site visitation. For 2011.</b>	January 2011	Complete the self-study documents, assessments, surveys, contractual agreements, etc. Collaborate with part time faculty.	Completed. CAAHEP accreditation granted for 5 year. Site visit report had only two minor suggestions which has been completed.
<b>2 Add phantoms for student practical skill development &amp; learning.</b>	2011	Program Directors of other programs gave up their funding so the DMS program could purchase this \$13,000. Phantom.	Completed
<b>3 Seek Director release time of 50%.</b>	2011	Part of last year's Program Summary of Planning Goals & Action Plans. Compliance with CAAHEP / JRC-DMS accreditation standards. Supports Strategic Initiative 1: Student success Supports Strategic Initiative 2: Community collaboration Supports Strategic Initiative 3: Nontraditional outreach	NO
<b>4 Replace Med Sim Simulation Trainer within 3 years</b>	By 2013	Part of last year's Program Summary of Planning Goals & Action Plans.	NO
<b>5. Software upgrades within 3 years</b>	By 2013	Part of last year's Program Summary of Planning Goals & Action Plans.	NO
<b>6. Continue to seek additional clerical support and many more...</b>	By 2011	Requested	NO
<b>7. Update library resources.</b>	ongoing	Looking for funding	ongoing
<b>8. Evaluator for Allied Health Science</b>	By 2011	To assist with transcript evaluations and all other division needs to prepare students for graduation and their degrees.	NO

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### 3.3 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	Supporting Action Steps from section 2.4 (if applicable)	How will this goal improve student success or respond to other key college initiatives
1. Replacement of outdated US equipment.	Estimate within 3-4 years for the first system and 5-6 years for 2 additional systems.		Career preparation/education. To meet patients needs.
2. Professional Development	For 2012-2013		To maintain professional credentials along with bringing up to date instruction to the classroom Compliance with ARDMS (American Registry of Diagnostic Medical Sonography) Professional credentials and CME (continuing medical education) mandates. Supports Strategic Initiative 1: Student success Supports Strategic Initiative 2: Community & Collaboration
3 Replace Med Sim Simulation Trainer within 3 years	By 2013	Part of last year's Program Summary of Planning Goals & Action Plans.	Meets student success as per college Mission and the COR's.
4. Software upgrades within 3 years	By 2013	Part of last year's Program Summary of Planning Goals & Action Plans.	Meets student success as per college Mission and the PLO's, etc.
5. Continue to seek additional clerical support and many more.....	By 2012	Requested	Meets student success as per college Mission and the COR's.
6. Update library resources.	ongoing	Looking for funding	ongoing
7. Evaluator for Allied Health Science	By 2011	To assist with transcript evaluations and all other division needs to prepare students for graduation and their degrees.	NO
8. Purchase AV support and supplies necessary for learning.	AV support and supplies is an integral part of this program. It is an integral part of didactic and campus lab learning.		Supports students learning & career preparation Supports Strategic Initiative 1: Student success Supports Strategic Initiative 2: Community collaboration Supports Strategic Initiative 3: Nontraditional outreach
9. Funding for faculty development, Clinical Instructor's meetings, and Advisory Board meetings.	The ARDMS mandates 36 hours of CME's completed in a triennium. Clinical instructor meetings and advisory board		Supports students learning & career preparation Supports Strategic Initiative 1: Student success Supports Strategic Initiative 2: Community collaboration

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	meetings are held on campus in the evening hours to accommodate the work schedule of its members.		
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<b>Section 4: Program Resources and Support</b>
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4.1 Using the tables below, summarize your program's resource requests.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
<b>No requests for additional full time faculty or support staff at this time.</b>			

Reassigned Time

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
<b>3 Seek Director release time of 50%.</b>	As per established salary.	Part of last year's Program Summary of Planning Goals & Action Plans.	Unknown at this time.

B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
<b>1. B Budget Augmentation</b>	Restore to optimal past years.	No, the B-budget allocation has declined for the past few years. It is insufficient to support this program, its students, and its operation. The annual report to the JRC-DMS asks this same question. There is no money for equipment repairs and at times no money for supplies to run the program. The director spends personal funds to support the program especially when urgently needed items must be purchased.	All of the above. One must first have sufficient funds and this is not the case. Lottery only offers a tiny amount of assistance. Often it is not worth the extensive and unfriendly Banner effort and paperwork to use lottery dollars.
<b>2. CAAHEP accreditation annual</b>	Ongoing at the current		This will maintain program integrity and reputation for

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<b>fee. (\$1,200 per yr)</b>	level of \$1,200 per yr		quality student graduates and a strong community identity. Supports Strategic Initiative 1: Student success Supports Strategic Initiative 3: Nontraditional outreach
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### Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Long range would be replacement of outdated sonography equipment. Likely one replacement system within 3-4 years.	\$160,000 each.		Any of the above.
Transducers as they are developed.	\$18,000 each.		Any of the above.
Lab Computers as replacement.	District costs		Any of the above.

### One-time/Other: (Release time, training, etc.?)

Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
None at this time.			

## Section 5: Program Strengths/Opportunities for Improvement

5.1 Use the matrix provided below and, reflect on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

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	INTERNAL FACTORS	EXTERNAL FACTORS
<b>Strengths</b>	<p>Strength is the mandated ratio of one student per hospital AKA clinical education partner. The student receives a great deal of clinical opportunity.</p> <p>Part-time instructors are some of the best leaders in this field and bring a great deal of expertise and currency to the classroom.</p> <p>The Diagnostic Medical Sonography Program is a medical profession using all senses including hand eye coordination, spatial recognition skills, all levels of communication skills, patient care and assessment skills, analytical thinking, critical thinking, understand disease and locate its presence in the human body and to alter the examination to reach a diagnosis.</p> <p>Learning includes but is not exclusive to critical thinking, analytical thinking, dexterity, spatial recognition, patient assessment, intervention in critical situations, the operating room, patient bedside and employed in numerous delivery settings.</p> <p>Students receive information from lecture, campus hands-on labs, practicing on student models, a variety of multimedia including CD/DVD's, actual performance with patients in a clinical setting, integration of phantom and simulation training.</p> <p>Ongoing Advisory Board meetings with membership consisting of the medical administrators, faculty, industry experts, etc advise the DMS program with the trends and employer needs.</p> <p>Ongoing Clinical Instructor's meetings are vital to know the direction of the profession and to assist with short and long range strategic planning.</p> <p>DMS faculty attends conferences to</p>	<p>Example: Program has an excellent reputation in the surrounding dental community. Graduates find employment easily.</p> <p>Part time instructors work for their primary employers (hospitals) and are not able to fully participate including ETUDES, curriculum development, filing of grades, class setup including ETUDES, etc. This falls to the director to do on their behalf adding to the workload of the program director.</p> <p>All DMS students have fulfilled the successful completion of a prior Allied Health profession of which the core program was a minimum of 2 years and/or a BS degree in a science (ex premed). General education courses have been completed in 90% of applicants. The remaining is advised to complete the outstanding coursework prior to entry. Approximately 40-60% of students have a BS degree or higher, remainder of the students holds 1-3 AS degrees prior to entry.</p> <p>There are many ways to measure the goals and objectives of the DMS Program. Given the goals of the program must meet accreditation standards of the Joint Review Committee for Diagnostic Medical Sonography under CAAHEP (Commission of Accreditation for Allied Health Education Programs). There are additional methods to measure goals including outcomes on the National Board Examinations under the ARDMS (American Registry of Diagnostic Medical Sonography). SLO's are also measurable.</p> <p><i>The DMS program exceeds national scores for board examinations and has high employer and graduate satisfaction rate.</i></p>

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	<p>further gain understanding of the trends. All ARDMS/RVT faculties are members of the SDMS (Society of Diagnostic Medical Sonography). Ongoing communication with industry and manufacturing keeps the DMS program current with the changing job market.</p> <p>Attending professional conferences allows faculty to remain current in this profession as well as to bring back cutting edge changes to the profession.</p> <p>Every year surveys are obtained from graduates, employers, clinical instructors and faculty to change or modify courses in order to better prepare students for the workforce. The DMS program requires an Allied Health degree or BS degree in a science such as premed student. Graduates of Foothill College Allied Health Programs such as Radiology Technology, Respiratory Therapy Programs, etc. enroll in FC general education courses. In addition graduates of other similar programs completed elsewhere Thus students who submit applications are already in the system and contribute to the district and college in terms of productivity.</p> <p>The prerequisites are appropriate leading to success with the ARDMS national board examination requirements for Prerequisite 2 qualification and the JRC-DMS standards. Retention rates, graduation rates, ARDMS board exam success rates are excellent and therefore it is validated the prerequisites are valid and sufficient at this time.</p> <p>The guiding principle is to keep the Diagnostic Medical Sonography Program vital and energized with the ability to produce competent job ready sonographer's with "cutting edge" experiences and competencies. It is not</p>	<p><i>In order to continue this excellent level of instruction and preparedness then ongoing sufficient funding and program support must take place.</i></p> <p><i>2010 data:</i> <i>The ARDMS National Board Examinations sets 70% as acceptable pass rate. The Class of 2010 pass rate was 100%. Graduate Surveys in all categories which includes Cognitive Domain, Psychomotor Domain, and Affective Domain scored 4.71, 4.8, 4.89 out of 5. Employer Surveys in all categories was which includes Cognitive Domain, Psychomotor Domain, and Affective Domain scored 4.72, 4.768, 4.9 out of 5.</i></p>
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	<p>enough to prepare the graduate for the job market which only addresses a narrow perspective of the profession or only trains for the user with limited needs or patient complications. It is our goal to train for the “high end” employer where patient’s medical needs and complications are substantial. Through feedback from surveys from employers and graduate surveys we will continue to know what is working and where modifications are needed.</p> <p><i>The ability to meet employment needs and requirements as determined by the employer, graduate and JRC-DMS.</i></p> <p><i>Outcomes assessment</i></p> <ol style="list-style-type: none"> <li>1. National Board Exam scores with the ARDMS</li> <li>2. Graduate Surveys</li> <li>3. Employer Surveys</li> </ol>	
<b>Weaknesses</b>	<p>Weakness as well as its strength includes the mandated ratio of one student per hospital AKA clinical education partner. The number of students accepted into the DMS program each year is directly proportional to the number of clinical education partners participating in any given year.</p> <p>This is a program with one full-time faculty. The work load is enormous. To maintain this program both in administrative and teaching obligation normally exceeds 55-60 hours or more per week. Much of the administration work and classroom preparation takes up the majority of weekends and what is considered private time.</p> <p>Clerical and program support is minimal to nonexistent.</p>	<p>The ratio of students to clinical education partner (hospital) is an up/down annual cycle. More recently some participants have been reluctant to participate as the need is not as great with the downsizing. Staff feels protective of their jobs and sees students as both in inconvenience and potential threat.</p> <p>While the program director does outreach by speaking annually to feeder schools within 100 miles other students of non allied health backgrounds are often unaware of the DMS program or given faulty or disinformation.</p>
<b>Opportunities</b>	<p>With additional funding enlarging on the distance learning model would be advantageous.</p>	<p>Ideally a community college would partner for distance learning facility without requesting funding from this program. The school should realize the</p>

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		benefit is to meet their community need and prior local coursework would have been completed with the partner.
<b>Threats</b>	The state of the budget, Perkins funds are threatened, and Diagnostic Medical Sonography Program has little to no supplies budget.	Proprietary Schools that offer DMS Programs but are not program accredited. They have a poor reputations, low hiring rates, little to no skills but high monetary gain from unsuspecting enrollees. Without Foothill College DMS program, one of only two nationally accredited programs in northern California every employee of this district and their families should be worried if all that is left is for their health care is the untrained and poorly skilled from the profit mills. One should realize the primary reason these business do not obtain accreditation is that they are not able to provide the technical skills to meet accreditation standards or employers needs.

5.2 Are there any critical issues you expect to face in the coming year? How will you address those challenges?

- ✚ Lack of sufficient funding especially B-budget. Continue to plead for operating funds. Wish for a magic genie?

5.3 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

- ✚ The program director is the only person participating and working on any of the reviews at any level. Therefore, the analysis is from the director alone.

5.4 Address the concerns or recommendations that were made in prior program review cycles.

- ✚ From the Director they are imbedded in 5.1 above.

5. After reviewing the data, what strengths or positive trends would you like to highlight about your program?

Positive strengths or positive trends as well as other data supplied by institutional research must be accurate. The high level of **errors** in the reports received needs to be addressed to ensure this does not happen in future years. It is difficult to reflect and analyze when the information is grossly inaccurate. I have attached the Review Data sheets with indications of wrongful data. I did not manually recalculate productivity as this would be an arduous task and better left to a computer to calculate.

Diagnostic Medical Sonography is a professional qualified by professional credentialing and academic and clinical experience to provide diagnostic patient care services using ultrasound

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and related diagnostic procedures. The scope of practice includes those procedures, acts and processes permitted by law, for which the individual has received education and clinical experience, has demonstrated competency, and has completed the appropriate credentialing which is the “*standards of practice*”.

Standards are designed to reflect behavior and performance levels to perform patient assessments and evaluation using effective communication and analytical skills. Standards include the ability to acquire and analyze data obtained using sonography, related diagnostic technologies, and integration of data. The sonographer provides preliminary reports of findings to the physician in accordance with established procedures. The sonographer will use independent judgment and systematic problem solving methods to produce high quality diagnostic information and optimize patient care and safety.

### **SUCCESS RATES**

As measured **by the college** demonstrated a per year achievement of 97%-99% with retention of 98-100%. Productivity exceeds the expected threshold. It should be noted the most recent data from institutional research conflicts somewhat with a report issued a couple of months ago. Success by gender and ethnicity groups is noted as 98%-100%. Health care is predominantly a female occupation as is reflected in the application pools and class makeup. Student's from targeted groups is 32% compared to whites at 42%. The typical age group most represented is the 30-34 years indicating this field is attractive to the adult learner with health care experience.

**ARDMS Board exams:** success rates as measured by successful completion of the Americana Registry of Diagnostic Medical Sonography (ARDMS) national board examinations is very high compared to the national average. National average for pass rates is 52—77% depending on the examination such as Physics, or Ob-Gyn, or vascular sonography, etc. For the past several years the Foothill College DMS Program pass rates has been 100%. Prior to the past four years and dating back some twenty seven years it has been steady at 95-100% pass rates.

Information from the **Bureau of Labor Statistics** state there will be “Faster-than-average employment growth is expected. Job opportunities should be favorable.” it further predicts an increase of 19% between 2006-2016. Another study from 2011 state an 18% increase in the next 10 years.

“Additional **job growth** is expected as sonography becomes an increasingly attractive alternative to radiologic procedures, as patients seek safer treatment methods. Unlike most diagnostic imaging methods, sonography does not involve radiation, so harmful side effects and complications from repeated use are less likely for both the patient and the sonographer. Given the recent controversy surrounding the high levels of radiation exposure and assumed overuse of CT scans physicians are encouraged to turn to sonography whenever feasible. This may be further supported by the federal government and insurance industry via reimbursement and approval of CT scans. Sonography is expected to evolve rapidly and to spawn many new sonography procedures, such as 3D- and 4D-sonography for use in obstetric and ophthalmologic diagnosis. The DMS program is proactive and is already onboard with these

## Draft Annual Program Review Template for 2011-2012

latest technologies. Recent equipment acquisition and updates now includes 3D, 4D and volume acquisition and reconstruction.

**Hospitals** will remain the principal employer of diagnostic medical sonographer's. However, employment is expected to grow more rapidly in offices of physicians and in medical and diagnostic laboratories, including diagnostic imaging centers. Healthcare facilities such as these are expected to grow very rapidly through 2016 because of the strong shift toward outpatient care, encouraged by third-party payers and made possible by technological advances that permit more procedures to be performed outside the hospital."

<http://www.bls.gov/oco/ocos273.htm#outlook>

**Employer and graduate student** survey indicate additional strengths for quality graduates and success in the job market.

The **quality of instruction** is program strength. All additional instructors are part time with employment at major hospitals including university medical centers. They are speakers, publishers, management, work closely with industry thus bringing a phenomenal amount of knowledge to the classroom and laboratory. They impart a high level of expertise including a high level of technical skills a high level of knowledge about anatomy, physiology, and pathophysiology. The diagnosis is within the perusal of a licensed physician, however, the Diagnostic Medical Sonographer as a health care professional must be knowledgeable to understand and apply this level of medical interpretation. Thus the knowledge and skills required is far beyond the skill level expected of allied health students in the typical community college. The diagnostic medical sonography profession is *not considered an entry level profession* and given the majority of each class who enter already has one, two or more associate degrees and a majority with baccalaureate degrees then the level of this health care professional specialty as defined by employers and the profession is on target.

**Accreditation** site visitation was completed in 2011 which was complimentary with no or very little recommendation for change. The DMS program was granted a 5 year extension.

**RETENTION RATES:** it should be noted the program length is 18 consecutive months at 40 hours per week. Students have a prior AS (often two AS/AA degrees) and/or BS degree level of health care background before entrance. Retention rates have been excellent with usually 1-3 students leaving the DMS program for personal reasons or for failure of competencies. Those leaving the DMS program have more recently cited the failing national economy and the necessity of going back to work in a different occupation as the reason for discontinuance. Program retention is 98-100%.

**DEGREES and CERTIFICATES AWARDED:** The DMS program awards a *Certificate of Achievement* to all students upon successful completion. Additionally, students who have completed the general education requirements or enter with a Baccalaureate or Master's degree will receive the *Associate of Science degree in Diagnostic Medical Sonography*. The number of students obtaining the AS degree is increasing.

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**DISTANCE LEARNING:** Collaboration with Santa Rosa Jr. College allows for students who live in Napa, Sonoma, Marin, Santa Rosa, etc. to attend and participate with live lectures via teleconference equipment.

Distance learning is conducted through the use of ETUDES as hybrid classes. The online presence provides the student with lecture schedules, no cost syllabus, access to grades, online tests, and a method to contact the instructor. This includes face-to-face, email, phone or through the use of the online communications called private messages.

**COURSEWORK:** includes use of sonography relevant to gynecology, obstetrics, abdominal subjects, superficial structures and vascular applications.

- .According to the District's Institutional Research and Planning office, the program demonstrates a healthy diversity of students, high success rates, and a very low withdrawal rates. Likewise there is a very high success rates for the national board examination. Typically pass rates is 100% and since 1984 has been between 95-100%. Contrast this with the national passrates of 52-77%.
- The Diagnostic Medical Sonography program maintains current curriculum and approval from the Commission on Accreditation of Allied Health Education Programs (CAAHEP), Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS), and the college with the Western Association of Schools and Colleges.
- No CAAHEP approved community college, university extension, or proprietary programs exist in San Mateo or Santa Clara counties or in Northern California other than the CAAHEP approved DMS program in Richmond, California. The Richmond, California CAAHEP approved DMS program is proprietary.
- The curriculum ensures the achievement of program goals and learning domains. Instruction is based on appropriate sequence of classroom, laboratory, and clinical activities. Instruction is based on clearly written course syllabi describing learning goals, course objectives, and competencies required for graduation.
- The campus laboratory is exceptional in its ability to adequately instruct student with the hands on and spatial recognition skills needed to succeed in the workplace.
- Selections of students is based on published criteria and in conjunction with programmatic accreditation standards (JRC-DMS), national board examinations requirements for prerequisite 2, 3A and 4B2 with the ARDMS (American Registry of Diagnostic Medical Sonography). Evidence of success is substantiated with ARDMS pass rates, program completion rates, employer and graduate surveys.

### Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

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### 6.1 Strengths and successes of the program as evidenced by the data and analysis:

The program has 100% pass rates on licensing registry boards, with scores far above the national average. Students are well prepared for employment as Diagnostic Medical Sonographers. The program is well managed by the director, Kathleen Austin and the part-time faculty members are dedicated to the success of their students. There is a high demand for sonographers. Our program is one of the few that is accredited & has an excellent reputation.

### 6.2 Areas of concern, if any:

6.3 Recommendations for improvement: Continue replacement of dated sonography equipment.

### 6.4 Recommended Next steps:

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review

Phyllis Spragge, Dean 1/6/12

## Unit Assessment Report - Four Column

### Foothill College

### Program (BHS-DMS) - Diagnostic Medical Sonography AS/CA

**Primary Core Mission:** Workforce  
**Secondary Core Mission:** Transfer

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>Program (BHS-DMS) - Diagnostic Medical Sonography AS/CA - 1 - Students will demonstrate the necessary knowledge, technical skills, analytical skills, interpersonal skills and diagnostic ability within the Scope of Practice for Diagnostic Medical Sonography.</p> <p><b>PL-SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Diagnostic Medical Sonography exam scores in the categories of US Physical Principles, Abdominal Subjects, and Obstetrics-Gynecology.</p> <p><b>Assessment Method Type:</b> Exam - Standardized</p>		
<p>Program (BHS-DMS) - Diagnostic Medical Sonography AS/CA - 2 - Students will demonstrate the necessary knowledge and values pertaining to professional demeanor including the implementation of confidentiality and privacy for the practice of Diagnostic Medical Sonography.</p> <p><b>Year PL-SLO implemented:</b> 2010-2011</p> <p><b>PL-SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Diagnostic Medical Sonography exam scores in the categories of US Physical Principles, Abdominal Subjects, and Obstetrics-Gynecology. Assessments are completed through DMS Program coursework and clinical preceptorship assignments.</p> <p><b>Assessment Method Type:</b> Exam - Standardized</p>		



# Unit Course Assessment Report - Four Column

## Foothill College

### Department - Diagnostic Medical Sonography (DMS)

**Mission Statement:** The Diagnostic Medical Sonography Program is dedicated to the integration of didactic, laboratory, and clinical objectives with emphasis on the clinical aspect of Diagnostic Medical Sonography. These objectives are designed to successfully develop student's cognitive, psychomotor, and affective domains. The program strives to strengthen its role as a principle community resource by providing this program as well as of continuing education to meet individual and collective needs.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Department - Diagnostic Medical Sonography (DMS) - DMS 290 - DIRECTED STUDY - SLO 1 - Attain comprehension and competency in learning skills. (Created By Department - Diagnostic Medical Sonography (DMS)) <b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Assess the substance of the project. <b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> 80% pass with 75%.	12/04/2011 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012	
Department - Diagnostic Medical Sonography (DMS) - DMS 290 - DIRECTED STUDY - SLO 2 - Improve skills in applying the principles & procedures in DMS. (Created By Department - Diagnostic Medical Sonography (DMS)) <b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Assess the substance of the project. <b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> 80% pass with 75%.	12/04/2011 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012	
Department - Diagnostic Medical Sonography (DMS) - DMS 290X - DIRECTED STUDY - SLO 1 - Attain Comprehension and competency in learning skills. (Created By Department - Diagnostic Medical Sonography (DMS))	<b>Assessment Method:</b> Assess the substance and detail of the project. <b>Assessment Method Type:</b> Case Study/Analysis <b>Target for Success:</b>	12/04/2011 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012	



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active	Passing scores of tests at 75% or higher.		
Department - Diagnostic Medical Sonography (DMS) - DMS 290X - DIRECTED STUDY - SLO 2 - Improve skills in applying the principles & procedures in DMS. (Created By Department - Diagnostic Medical Sonography (DMS))	<b>Assessment Method:</b> Assess the substance and completeness of the analysis. <b>Assessment Method Type:</b> Case Study/Analysis <b>Target for Success:</b>	12/04/2011 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012	
<b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active	Passing scores of tests at 75% or higher.		
Department - Diagnostic Medical Sonography (DMS) - DMS 290Y - DIRECTED STUDY - SLO 1 - Attain comprehension and competency in learning skills. (Created By Department - Diagnostic Medical Sonography (DMS))	<b>Assessment Method:</b> Assess the substance and detail of the project. This project is not duplicated. <b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b>	12/04/2011 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012	
<b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active	Passing scores of tests at 75% or higher.		
Department - Diagnostic Medical Sonography (DMS) - DMS 290Y - DIRECTED STUDY - SLO 2 - Improve skills in applying the principles & procedures in DMS. (Created By Department - Diagnostic Medical Sonography (DMS))	<b>Assessment Method:</b> Improve skills in applying the principles & procedures in DMS. Selected project is different from any other project previously submitted. <b>Assessment Method Type:</b> Research Paper	12/04/2011 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active	<b>Target for Success:</b> Passing scores of tests at 75% or higher.		
Department - Diagnostic Medical Sonography (DMS) - DMS 290Z - DIRECTED STUDY - SLO 1 - Attain comprehension and competency in learning skills. (Created By Department - Diagnostic Medical Sonography (DMS))	<b>Assessment Method:</b> Assessment of substance and accuracy of the portfolio project. <b>Assessment Method Type:</b> Portfolio Review <b>Target for Success:</b> Passing scores of tests at 75% or higher.	12/04/2011 - Course has not been used this year. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012	
<b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active			
Department - Diagnostic Medical Sonography (DMS) - DMS 290Z - DIRECTED STUDY - SLO 2 - Improve skills in applying the principles & procedures in DMS. (Created By Department - Diagnostic Medical Sonography (DMS))	<b>Assessment Method:</b> Assessment of the substance and accuracy of the portfolio project. <b>Assessment Method Type:</b> Portfolio Review <b>Target for Success:</b> Passing scores of tests at 75% or higher.	12/04/2011 - Course has not been used this year. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012	
<b>Assessment Cycles:</b> 2011-2012  <b>Course-Level SLO Status:</b> Active			
Department - Diagnostic Medical Sonography (DMS) - DMS 50A - DIAGNOSTIC MEDICAL SONOGRAPHY PRINCIPLES & PROTOCOLS - SLO 1 - Knowledge - Recognize normal and abnormal anatomical structures. (Created By Department - Diagnostic Medical Sonography (DMS))	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Standardized <b>Target for Success:</b> Passing scores of tests at 75% or higher.	12/04/2011 - 100% of students are passing Fall 2011 at week 11. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p><b>Assessment Cycles:</b> 2011-2012</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 50A - DIAGNOSTIC MEDICAL SONOGRAPHY PRINCIPLES &amp; PROTOCOLS - SLO 2 - Application of knowledge - Apply fundamental skills in the technique and diagnostic interpretation. (Created By Department - Diagnostic Medical Sonography (DMS))</p>	<p><b>Assessment Method:</b> Quizzes, simulated skills, midterm exam(s), final exam.</p> <p><b>Assessment Method Type:</b> Exam - Standardized</p> <p><b>Target for Success:</b> Passing scores of tests at 75% or higher.</p>	<p>12/04/2011 - 100% of students are passing Fall 2011 at week 11.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> <u>2011-2012</u></p>	
<p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 50B - SONOGRAPHY &amp; PATIENT CARE - SLO 1 - Application of Knowledge - Apply patient confidentiality/privacy as defined by HIPAA. (Created By Department - Diagnostic Medical Sonography (DMS))</p>	<p><b>Assessment Method:</b> Online quizzes and practical skills testing.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Passing scores of tests at 75% or higher.</p>	<p>12/04/2011 - 100% of students are passing Fall 2011 at week 11.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> <u>2011-2012</u></p>	
<p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 50B - SONOGRAPHY &amp; PATIENT CARE - SLO 2 - Application of knowledge - Demonstrate ethical &amp; professional demeanor as outlined in the SDMS Code of Conduct. (Created By</p>	<p><b>Assessment Method:</b> Online quizzes and practical skills testing.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Passing scores of tests at 75% or higher.</p>	<p>12/04/2011 - 100% of students are passing Fall 2011 at week 11.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> <u>2011-2012</u></p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Department - Diagnostic Medical Sonography (DMS)) <b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Online quizzes and practical skills testing. <b>Assessment Method Type:</b> Exam - Standardized <b>Target for Success:</b> Passing scores of tests at 75% or higher.	2011-2012	
Department - Diagnostic Medical Sonography (DMS) - DMS 51A - SECTIONAL ANATOMY - SLO 1 - Application of Knowledge - Define and use reference points, planes, and terminology related to medical imaging. (Created By Department - Diagnostic Medical Sonography (DMS)) <b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.	12/04/2011 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011	
Department - Diagnostic Medical Sonography (DMS) - DMS 51A - SECTIONAL ANATOMY - SLO 2 - Knowledge - Identify the anatomy of the body cavity and head in multiple anatomical planes. (Created By Department - Diagnostic Medical Sonography (DMS)) <b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.	12/04/2011 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011	
Department - Diagnostic Medical Sonography (DMS) - DMS 52A - PHYSICAL PRINCIPLES OF DIAGNOSTIC MEDICAL	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam.	12/04/2011 - 100% of students are passing Fall 2011 at week 11.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>SONOGRAPHY I - SLO 1 - Calculate - Calculate/solve mathematical equations related to ultrasound physics. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Passing scores of tests at 75% or higher.</p>	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 52A - PHYSICAL PRINCIPLES OF DIAGNOSTIC MEDICAL SONOGRAPHY I - SLO 2 - Describe - Describe propagation of sound waves characteristics. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Quizzes, midterm exam(s), final exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Passing scores of tests at 75% or higher.</p>	<p>12/04/2011 - 100% of students are passing Fall 2011 at week 11.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 52B - PHYSICAL PRINCIPLES OF DIAGNOSTIC MEDICAL SONOGRAPHY II - SLO 1 - Knowledge - Identify the various types of transducers and describe the differences. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Quizzes, midterm exam(s), final exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Passing scores of tests at 75% or higher.</p>	<p>12/04/2011 - 100% of students are passing Summer 2011.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 52B - PHYSICAL PRINCIPLES OF DIAGNOSTIC MEDICAL SONOGRAPHY II - SLO 2 - Knowledge - Identify the components of the image display. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Quizzes, midterm exam(s), final exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Passing scores of tests at 75% or higher.</p>	<p>12/04/2011 - 100% of students are passing Summer 2011.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 52C - PHYSICAL PRINCIPLES OF DIAGNOSTIC MEDICAL SONOGRAPHY III - SLO 1 - Knowledge - Identify quality control procedures utilized in diagnostic ultrasound systems. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Quizzes, midterm exam(s), final exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Passing scores of tests at 75% or higher.</p>	<p>12/04/2011 - 100% of students passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 52C - PHYSICAL PRINCIPLES OF DIAGNOSTIC MEDICAL SONOGRAPHY III - SLO 2 - Explain - Explain the principles of harmonic imaging and volume scanning. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012</p>	<p><b>Assessment Method:</b> Quizzes, midterm exam(s), final exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Passing scores of tests at 75% or higher.</p>	<p>12/04/2011 - 100% of students passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
2012-2013			
<b>Course-Level SLO Status:</b> Active			
Department - Diagnostic Medical Sonography (DMS) - DMS 53A - DIAGNOSTIC MEDICAL SONOGRAPHY I - SLO 1 - Recognition - Recognize normal and abnormal anatomical structures. (Created By Department - Diagnostic Medical Sonography (DMS))	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.	12/04/2011 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011	
<b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active			
Department - Diagnostic Medical Sonography (DMS) - DMS 53A - DIAGNOSTIC MEDICAL SONOGRAPHY I - SLO 2 - Describe - Describe related pathology , lab tests, and clinical symptoms (Created By Department - Diagnostic Medical Sonography (DMS))	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.	12/04/2011 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012	
<b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active			
Department - Diagnostic Medical Sonography (DMS) - DMS 53B - DIAGNOSTIC MEDICAL SONOGRAPHY II - SLO 2 - Describe - Describe related pathology , lab tests, and clinical symptoms (Created By Department - Diagnostic Medical Sonography (DMS))	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.	12/04/2011 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 53B - DIAGNOSTIC MEDICAL SONOGRAPHY II - SLO 1 - Recognition - Recognize normal and abnormal anatomical structures. (Created By Department - Diagnostic Medical Sonography (DMS))</p>	<p><b>Assessment Method:</b> Quizzes, midterm exam(s), final exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Passing scores of tests at 75% or higher.</p>	<p>12/04/2011 - 100% of students passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	
<p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 53C - DIAGNOSTIC MEDICAL SONOGRAPHY III - SLO 2 - Describe - Describe related pathology , lab tests, and clinical symptoms (Created By Department - Diagnostic Medical Sonography (DMS))</p>	<p><b>Assessment Method:</b> Quizzes, midterm exam(s), final exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Passing scores of tests at 75% or higher.</p>	<p>12/04/2011 - 100% of students are passed Summer 2011.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	
<p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 53C - DIAGNOSTIC MEDICAL SONOGRAPHY III - SLO 1 - Recognition - Recognize normal and abnormal anatomical structures. (Created By Department - Diagnostic</p>	<p><b>Assessment Method:</b> Quizzes, midterm exam(s), final exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b></p>	<p>12/04/2011 - 100% of students are passed Summer 2011.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b></p>	



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Passing scores of tests at 75% or higher.</p>	<p>2011-2012</p>	
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 54A - GYNECOLOGY - SLO 1 - Describe - Describe normal size and pathology of the female reproductive system. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.</p>	<p>12/04/2011 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011</p>	
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 54A - GYNECOLOGY - SLO 2 - Describe - Identify and describe reproductive anatomy and physiology. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.</p>	<p>12/04/2011 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011</p>	
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 54B - GYNECOLOGY &amp; OBSTETRICS - SLO 1 - Application of Knowledge - Identify and describe reproductive anatomy and physiology. (Created By Department -</p>	<p><b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.</p>	<p>12/04/2011 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 54B - GYNECOLOGY &amp; OBSTETRICS - SLO 2 - Describe - Describe normal size and pathology of the female reproductive system. (Created By Department - Diagnostic Medical Sonography (DMS))</p>	<p><b>Assessment Method:</b> Quizzes, midterm exam(s), final exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Passing scores of tests at 75% or higher.</p>	<p>12/04/2011 - 100% of students passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	
<p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 54B - GYNECOLOGY &amp; OBSTETRICS - SLO 3 - Describe - Describe embryology, normal and abnormalities in the first trimester (Created By Department - Diagnostic Medical Sonography (DMS))</p>	<p><b>Assessment Method:</b> Quizzes, midterm exam(s), final exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Passing scores of tests at 75% or higher.</p>	<p>12/04/2011 - 100% of students passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	
<p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 55A - OBSTETRICS I - SLO 1 - Application of Knowledge - Recite and apply the AIUM standards to obstetrical sonography.</p>	<p><b>Assessment Method:</b> Quizzes, midterm exam(s), final exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b></p>	<p>12/04/2011 - 100% of students are passed Summer 2011.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b></p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>(Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Passing scores of tests at 75% or higher.</p>	<p>2011-2012</p>	
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 55A - OBSTETRICS I - SLO 2 - Application of knowledge - Identify normal fetal anatomy and methods of fetal dating. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Quizzes, midterm exam(s), final exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Passing scores of tests at 75% or higher.</p>	<p>12/04/2011 - 100% of students are passed Summer 2011.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 55B - OBSTETRICS II - SLO 1 - Application of Knowledge - Recognize clinical and sonographic signs of the abnormal pregnancy. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Quizzes, midterm exam(s), final exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Passing scores of tests at 75% or higher.</p>	<p>12/04/2011 - 100% of students passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 55B - OBSTETRICS II - SLO 2 - Describe - Describe the sonographic findings of the</p>	<p><b>Assessment Method:</b> Quizzes, midterm exam(s), final exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p>	<p>12/04/2011 - 100% of students passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b></p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
fetus affected by maternal complications. (Created By Department - Diagnostic Medical Sonography (DMS)) <b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013 <b>Course-Level SLO Status:</b> Active	<b>Target for Success:</b> Passing scores of tests at 75% or higher.	2011-2012	
Department - Diagnostic Medical Sonography (DMS) - DMS 56A - VASCULAR SONOGRAPHY - SLO 1 - Identify - Identify and illustrate vascular anatomy. (Created By Department - Diagnostic Medical Sonography (DMS)) <b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.	12/04/2011 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012	
Department - Diagnostic Medical Sonography (DMS) - DMS 56A - VASCULAR SONOGRAPHY - SLO 2 - Knowledge - List pathological conditions altering vascular flow. (Created By Department - Diagnostic Medical Sonography (DMS)) <b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.	12/04/2011 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012	
Department - Diagnostic Medical Sonography (DMS) - DMS 56A - VASCULAR SONOGRAPHY - SLO 3 - Analysis - Analyze doppler spectral	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz	12/04/2011 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>waveforms of normal versus abnormal flow. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Target for Success:</b> Passing scores of tests at 75% or higher.</p>	<p>2011-2012</p>	
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 56B - ADVANCED APPLICATIONS OF VASCULAR TECHNOLOGY - SLO 1 - Knowledge - Describe imaging and non-imaging techniques for arterial, venous, and cerebrovascular studies. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.</p>	<p>12/04/2011 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012</p>	
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 56B - ADVANCED APPLICATIONS OF VASCULAR TECHNOLOGY - SLO 2 - Interpret - Interpret doppler information as it relates to normal and abnormal flow states. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.</p>	<p>12/04/2011 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2011-2012</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 60A - CRITIQUE &amp; PATHOLOGY I - SLO 1 - Recognition - Recognize normal and abnormal anatomical structures. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Quizzes, midterm exam(s), final exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Passing scores of tests at 75% or higher.</p>	<p>12/04/2011 - 100% of students passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 60A - CRITIQUE &amp; PATHOLOGY I - SLO 2 - Application of knowledge - List the differential diagnosis that is responsible for sonographic changes. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Quizzes, midterm exam(s), final exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Passing scores of tests at 75% or higher.</p>	<p>12/04/2011 - 100% of students passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 60B - CRITIQUE &amp; PATHOLOGY II - SLO 1 - Recognition - Recognize normal and abnormal anatomical structures. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Quizzes, midterm exam(s), final exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Passing scores of tests at 75% or higher.</p>	<p>12/04/2011 - 100% of students passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 60B - CRITIQUE &amp; PATHOLOGY II - SLO 2 - Application of knowledge - List the differential diagnosis that is responsible for sonographic changes. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Quizzes, midterm exam(s), final exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Passing scores of tests at 75% or higher.</p>	<p>12/04/2011 - 100% of students passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 60C - CRITIQUE &amp; PATHOLOGY III - SLO 1 - Recognition - Recognize normal and abnormal anatomical structures. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Quizzes, midterm exam(s), final exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Passing scores of tests at 75% or higher.</p>	<p>12/04/2011 - 100% of tudents passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 60C - CRITIQUE &amp; PATHOLOGY III - SLO 2 - Application of knowledge - List the differential diagnosis that is responsible for sonographic changes. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Quizzes, midterm exam(s), final exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Passing scores of tests at 75% or higher.</p>	<p>12/04/2011 - 100% of students passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 60D - CRITIQUE &amp; PATHOLOGY IV - SLO 1 - Recognition - Recognize normal and abnormal anatomical structures. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Quizzes, midterm exam(s), final exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Passing scores of tests at 75% or higher.</p>	<p>12/04/2011 - 100% of students are passed Summer 2011.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 60D - CRITIQUE &amp; PATHOLOGY IV - SLO 2 - Application of knowledge - List the differential diagnosis that is responsible for sonographic changes. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Quizzes, midterm exam(s), final exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Passing scores of tests at 75% or higher.</p>	<p>12/04/2011 - 100% of students are passed Summer 2011.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 60E - CRITIQUE &amp; PATHOLOGY V - SLO 1 - Recognition - Recognize normal and abnormal anatomical structures. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Quizzes, midterm exam(s), final exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Passing scores of tests at 75% or higher.</p>	<p>12/04/2011 - 100% of students passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 60E - CRITIQUE &amp; PATHOLOGY V - SLO 2 - Application of knowledge - List the differential diagnosis that is responsible for sonographic changes. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Quizzes, midterm exam(s), final exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Passing scores of tests at 75% or higher.</p>	<p>12/04/2011 - 100% of students passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 60F - CRITIQUE &amp; PATHOLOGY VI - SLO 1 - Recognition - Recognize normal and abnormal anatomical structures. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Quizzes, midterm exam(s), final exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Passing scores of tests at 75% or higher.</p>	<p>12/04/2011 - 100% of students passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 60F - CRITIQUE &amp; PATHOLOGY VI - SLO 2 - Application of knowledge - List the differential diagnosis that is responsible for sonographic changes. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Quizzes, midterm exam(s), final exam.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Passing scores of tests at 75% or higher.</p>	<p>12/04/2011 - 100% of students passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 70A - CLINICAL PRECEPTORSHIP I - SLO 1 - Recognition - Recognize normal and abnormal anatomical structures. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Critique of performed technical skills and performance through observation, targeted tasks, assessment of medical cases performed. Clinical case presentations with oral and written assignment. Behavioral objectives evaluated by written form and observation.</p> <p><b>Assessment Method Type:</b> Field Placement/Internship</p> <p><b>Target for Success:</b> 100% of students will pass these assessments.</p>	<p>12/04/2011 - 100% of students passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 70A - CLINICAL PRECEPTORSHIP I - SLO 2 - Application of knowledge - List the differential diagnosis for each disease process as related to the exam. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Critique of performed technical skills and performance through observation, targeted tasks, assessment of medical cases performed. Clinical case presentations with oral and written assignment. Behavioral objectives evaluated by written form and observation.</p> <p><b>Assessment Method Type:</b> Field Placement/Internship</p> <p><b>Target for Success:</b> 100% of students will pass these assessments.</p>	<p>12/04/2011 - 100% of students passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 70A - CLINICAL PRECEPTORSHIP I - SLO 3 - Performance - Perform ultrasound exams according to the Scope of Practice for sonographer's identified by the SDMS and according to recognized examination protocols. (Created By Department - Diagnostic Medical Sonography (DMS))</p>	<p><b>Assessment Method:</b> Critique of performed technical skills and performance through observation, targeted tasks, assessment of medical cases performed. Clinical case presentations with oral and written assignment. Behavioral objectives evaluated by written form and observation.</p> <p><b>Assessment Method Type:</b> Field Placement/Internship</p>	<p>12/04/2011 - 100% of students passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Target for Success:</b> 100% of students will pass these assessments.</p>		
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 70B - CLINICAL PRECEPTORSHIP II - SLO 1 - Recognition - Recognize normal and abnormal anatomical structures. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Critique of performed technical skills and performance through observation, targeted tasks, assessment of medical cases performed. Clinical case presentations with oral and written assignment. Behavioral objectives evaluated by written form and observation.</p> <p><b>Assessment Method Type:</b> Field Placement/Internship</p> <p><b>Target for Success:</b> 100% of students will pass these assessments.</p>	<p>12/04/2011 - 100% of students passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 70B - CLINICAL PRECEPTORSHIP II - SLO 2 - Research - Obtain pertinent studies, reports, lab values as they relate to the examination. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Critique of performed technical skills and performance through observation, targeted tasks, assessment of medical cases performed. Clinical case presentations with oral and written assignment. Behavioral objectives evaluated by written form and observation.</p> <p><b>Assessment Method Type:</b> Field Placement/Internship</p> <p><b>Target for Success:</b> 100% of students will pass these assessments.</p>	<p>12/04/2011 - 100% of students passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 70B - CLINICAL PRECEPTORSHIP II - SLO 3 - Performance - Perform ultrasound exams according to the Scope of Practice for sonographer's</p>	<p><b>Assessment Method:</b> Critique of performed technical skills and performance through observation, targeted tasks, assessment of medical cases</p>	<p>12/04/2011 - 100% of students passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b></p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>identified by the SDMS and according to recognized examination protocols. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>performed. Clinical case presentations with oral and written assignment. Behavioral objectives evaluated by written form and observation.</p> <p><b>Assessment Method Type:</b> Field Placement/Internship</p> <p><b>Target for Success:</b> 100% of students will pass these assessments.</p>	<p>2010-2011</p>	
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 70C - CLINICAL PRECEPTORSHIP III - SLO 1 - Recognition - Recognize normal and abnormal anatomical structures. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Critique of performed technical skills and performance through observation, targeted tasks, assessment of medical cases performed. Clinical case presentations with oral and written assignment. Behavioral objectives evaluated by written form and observation.</p> <p><b>Assessment Method Type:</b> Field Placement/Internship</p> <p><b>Target for Success:</b> 100% of students will receive a passing score.</p>	<p>12/04/2011 - 100% of students passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 70C - CLINICAL PRECEPTORSHIP III - SLO 2 - Research - Obtain pertinent studies, reports, lab values as they relate to the examination. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Critique of performed technical skills and performance through observation, targeted tasks, assessment of medical cases performed. Clinical case presentations with oral and written assignment. Behavioral objectives evaluated by written form and observation.</p> <p><b>Assessment Method Type:</b> Field Placement/Internship</p> <p><b>Target for Success:</b> 100% of students will pass this assessment.</p>	<p>12/04/2011 - 100% of students passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 70C - CLINICAL PRECEPTORSHIP III - SLO 3 - Performance - Perform ultrasound exams according to the Scope of Practice for sonographer's identified by the SDMS and according to recognized examination protocols. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Critique of performed technical skills and performance through observation, targeted tasks, assessment of medical cases performed. Clinical case presentations with oral and written assignment. Behavioral objectives evaluated by written form and observation.</p> <p><b>Assessment Method Type:</b> Field Placement/Internship</p> <p><b>Target for Success:</b> 100% of students will pass.</p>	<p>12/04/2011 - 100% of students passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 70D - CLINICAL PRECEPTORSHIP IV - SLO 1 - Recognition - Recognize normal and abnormal anatomical structures. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Critique of performed technical skills and performance through observation, targeted tasks, assessment of medical cases performed. Clinical case presentations with oral and written assignment. Behavioral objectives evaluated by written form and observation.</p> <p><b>Assessment Method Type:</b> Field Placement/Internship</p> <p><b>Target for Success:</b> 100% of students will pass these assessments.</p>	<p>12/04/2011 - 100% of students passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 70D - CLINICAL PRECEPTORSHIP IV - SLO 3 - Performance - Perform ultrasound exams according to the Scope of Practice for sonographer's identified by the SDMS and according to recognized examination protocols. (Created By Department - Diagnostic Medical Sonography (DMS))</p>	<p><b>Assessment Method:</b> Critique of performed technical skills and performance through observation, targeted tasks, assessment of medical cases performed. Clinical case presentations with oral and written assignment. Behavioral objectives evaluated by written form and observation.</p> <p><b>Assessment Method Type:</b> Field Placement/Internship</p> <p><b>Target for Success:</b></p>	<p>12/04/2011 - 100% of students passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active	100% of students will pass these assessments.		
Department - Diagnostic Medical Sonography (DMS) - DMS 70D - CLINICAL PRECEPTORSHIP IV - SLO 2 - Research - Obtain pertinent studies, reports, lab values as they relate to the examination. (Created By Department - Diagnostic Medical Sonography (DMS))  <b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Critique of performed technical skills and performance through observation, targeted tasks, assessment of medical cases performed. Clinical case presentations with oral and written assignment. Behavioral objectives evaluated by written form and observation.  <b>Assessment Method Type:</b> Field Placement/Internship  <b>Target for Success:</b> 100% of students will pass these assessments.	12/04/2011 - 100% of students passed.  <b>Result:</b> Target Met  <b>Year This Assessment Occurred:</b> 2011-2012	
Department - Diagnostic Medical Sonography (DMS) - DMS 70E - CLINICAL PRECEPTORSHIP V - SLO 1 - Recognition - Recognize normal and abnormal anatomical structures. (Created By Department - Diagnostic Medical Sonography (DMS))  <b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Critique of performed technical skills and performance through observation, targeted tasks, assessment of medical cases performed. Clinical case presentations with oral and written assignment. Behavioral objectives evaluated by written form and observation.  <b>Assessment Method Type:</b> Field Placement/Internship  <b>Target for Success:</b> 100% of students will pass these assessments.	12/04/2011 - 100% of students passed.  <b>Result:</b> Target Met  <b>Year This Assessment Occurred:</b> 2011-2012	
Department - Diagnostic Medical Sonography (DMS) - DMS 70E - CLINICAL PRECEPTORSHIP V - SLO 3 - Performance - Perform ultrasound exams according to the Scope of Practice for sonographer's	<b>Assessment Method:</b> Critique of performed technical skills and performance through observation, targeted tasks, assessment of medical cases	12/04/2011 - 100% of students passed.  <b>Result:</b> Target Met  <b>Year This Assessment Occurred:</b>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>identified by the SDMS and according to recognized examination protocols. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>performed. Clinical case presentations with oral and written assignment. Behavioral objectives evaluated by written form and observation.</p> <p><b>Assessment Method Type:</b> Field Placement/Internship</p> <p><b>Target for Success:</b> 100% of students will pass these assessments.</p>	<p>2011-2012</p>	
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 70E - CLINICAL PRECEPTORSHIP V - SLO 2 - Research - Obtain pertinent studies, reports, lab values as they relate to the examination. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Critique of performed technical skills and performance through observation, targeted tasks, assessment of medical cases performed. Clinical case presentations with oral and written assignment. Behavioral objectives evaluated by written form and observation.</p> <p><b>Assessment Method Type:</b> Field Placement/Internship</p> <p><b>Target for Success:</b> 100% of students will pass these assessments.</p>	<p>12/04/2011 - 100% of students passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p>	
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 72A - DIAGNOSTIC MEDICAL SONOGRAPHY PROCEDURES &amp; APPLICATIONS - SLO 1- Production - Produce diagnostic sonographic images, optimizing technical factors. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Demonstration of mastery of material and technical skills through oral, practical. laboratory exercises, clinical experiences, written forms.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 80% mastery of technical skills on first assessment, then 100% mastery of technical skills as final assessment. 100% mastery of laboratory exercises, written projects, oral exercises.</p>	<p>12/04/2011 - 100% mastery of technical skills was obtained as was exercises, written projects, oral exercises.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Scanning mannequins and phantoms for practical experience. Continued support for lab instructor's.</p> <p><b>IL-SLO Reflection:</b> The exam results are a good indicator and measurement of student learning outcomes and program learning outcomes. They link</p>	<p>12/04/2011 - Continue to monitor for improvement in teaching methodology, student learning, and use data for annual accreditation reports and program planning.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
		to the college 4 "Cs" also.	
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 72A - DIAGNOSTIC MEDICAL SONOGRAPHY PROCEDURES &amp; APPLICATIONS - SLO 2 - Analysis - Acquire and analyze data obtained using ultrasound and related diagnostic technologies. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Demonstration of mastery of material and technical skills through oral, practical. laboratory exercises, clinical experiences, written forms.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> Demonstration of mastery of material and technical skills through oral, practical. laboratory exercises, clinical experiences, written forms.</p>	<p>12/04/2011 - 100% mastery of technical skills was obtained as was exercises, written projects, oral exercises.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> Scanning mannequins and phantoms for practical experience. Continued support for lab instructor's.</p> <p><b>IL-SLO Reflection:</b> The exam results are a good indicator and measurement of student learning outcomes and program learning outcomes. They link to the college 4 "Cs" also.</p>	<p>12/04/2011 - Continue to monitor for improvement in teaching methodology, student learning, and use data for annual accreditation reports and program planning.</p>
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 72E - DIAGNOSTIC MEDICAL SONOGRAPHY PROCEDURES &amp; APPLICATIONS - SLO 1- Production - Produce diagnostic sonographic images, optimizing technical factors. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Assess advanced proficiency by observation and skills assessment of image acquisition, implementing technical quality, interpretation and case analysis.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 80% mastery of technical skills on the first assessment, then 100% mastery of technical skills as final assessment. 100% mastery to apply Standards of Practice and advanced interpretative analysis.</p>	<p>12/04/2011 - 100% of students passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> DVD programs and other AV materials to advance their skills. Lab instructor's to provide for 3D/4D instruction.</p> <p><b>IL-SLO Reflection:</b> The lab exercises and analytical analysis is a good way to determine program learning outcomes and student learning. This links to the college 4 "Cs" also.</p>	<p>12/04/2011 - 12/4/11 - Will continue to monitor the results annually and use in annual program accreditation reports as well as curriculum management.</p>
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 72E - DIAGNOSTIC MEDICAL SONOGRAPHY PROCEDURES &amp; APPLICATIONS - SLO 2 -</p>	<p><b>Assessment Method:</b> Assess advanced proficiency by observation and skills assessment of image acquisition, implementing technical quality, interpretation</p>		



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Analysis - Acquire and analyze data obtained using ultrasound and related diagnostic technologies. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>and case analysis.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 80% mastery of technical skills on the first assessment, then 100% mastery of technical skills as final assessment. 100% mastery to apply Standards of Practice and advanced interpretative analysis.</p>		
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 80A - ADVANCED SONOGRAPHIC PRINCIPLES - SLO 1 - Application of Knowledge - Employ interpretative and analytical skills with an emphasis on advanced techniques (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> American Registered Diagnostic Medical Sonography simulated board exams in the categories of US Physics, Abdominal Subjects, Ob-Gyn subjects.</p> <p><b>Assessment Method Type:</b> Exam - Standardized</p> <p><b>Target for Success:</b> 100% of DMS students will receive a passing score.</p>	<p>12/04/2011 - 100% of students passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>Resource Request:</b> DVD programs for ARDMS registry review exercises and preparation.</p> <p><b>IL-SLO Reflection:</b> DMS students are competent with board exam subjects, which relate to the SLO's and the college 4 "Cs".</p>	<p>12/04/2011 - 12/4/11 will continue to monitor these results annually and make data available to program accreditation body and annual report as well as for program management.</p>
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 80A - ADVANCED SONOGRAPHIC PRINCIPLES - SLO 2 - Application of knowledge - Prepare to pass the ARDMS board exams. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> American Registered Diagnostic Medical Sonography simulated board exams in the categories of US Physics, Abdominal Subjects, Ob-Gyn subjects.</p> <p><b>Assessment Method Type:</b> Exam - Standardized</p> <p><b>Target for Success:</b> 100% of DMS students will receive a passing score.</p>		

