

Basic Program Information

Department Name:
Diagnostic Medical Sonography
Division Name:

Biology & Allied Health Science

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. Graduate competent entry-level, ARDMS (American Registry of Diagnostic Medical Sonography) board eligible sonographer's.
2. To develop 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 in order to provide 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, no maleficence, 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.

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Kathleen Austin	Biology & Health Science	Director

Total number of Full Time Faculty:	1, the Director
Total number of Part Time Faculty:	6

Please list all existing Classified positions:

Program Coordinator: 1 shared with all division programs.

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
Diagnostic Medical Sonography	√	√	

* 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 (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

Section 1: Data and Trend Analysis

a. Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2011-2012	2012-2013	2013-2014	% Change
A.S. Degree	16*	17*	17	0%
Certificate of Achievement	18*	17*	18	5%

* This represents correct data not reflected on institutional research report.

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2011-2012	2012-2013	2013-2014	% Change
Example: Career Certificate	0	0	0	0

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data.

NA

If it does not have external certification, and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data.

NA

b. Department Level Data:

	2011-2012	2012-2013	2013-2014	% Change over 3 years
Enrollment	17	17	18	9.4%
Productivity (College Goal 2013-14: 535)	684	516*	618	-9.6%
Success	98%	99%	99%	0%
Full-time FTEF	1.1	1.3	1.2	8%
Part-time FTEF	2.6	2.7	2.6	0%

* 2012----2013 data is inaccurate, refer to PR Data pgs 3 & 4

c. Associate Degree Transfer (ADT)

There is a fall 2014 legislated deadline for approval of ADTs (AA-T/AS/T degrees). **If there is a Transfer Model Curriculum (TMC) available in your discipline/program, you are *required* to offer an approved AA-T/AS-T.** Indicate the status of your program's ADT:


Check one	Associate Degree Transfer Status
<input checked="" type="checkbox"/>	State Approved
<input type="checkbox"/>	Submitted to State Chancellor's Office
<input type="checkbox"/>	Submitted to Office of Instruction
<input type="checkbox"/>	In Progress with Articulation
<input type="checkbox"/>	Planning Stage with Department
<input type="checkbox"/>	Not Applicable


If you are required to offer an approved ADT and it has not been state-approved, please comment on the program's progress/anticipated approval date.


NA

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

- d. 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.

 *2010-2013:* the decision to expand the DMS program to an increased 18-month program meets programmatic recommendations but creates logistical issues. This means the maximum of students accepted into the DMS program each year was slightly fewer but overall given now 2 quarter overlap of both classes the numbers of students overall has 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 a reduction of qualified applicants.

 Enrollment trends as noted will increase/decrease in alternating years due to the distribution of students to clinical education partners (see above). Attrition usually occurs in the first quarter of the program with a net graduation rate which has been steady.

 The phase-out of the Directed Studies courses had a negative impact on the 2012-2013 WSCH & productivity but a positive impact on 2013-2014 year.

- e. Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

College success rates for targeted groups and non-targeted groups is 69% - 81%.
 DMS program success rates for targeted groups and non-targeted groups is 99% & 98%.
 Distribution by ethnicity is similar to college data. Enrollment for the DMS program is 27% Asian/F/PI in contrast to the college stats of 30% and DMS white enrollment of 51% compared to the college of 31%. The DMS enrollment stats are similar to the applicant pools. The director is involved in considerable outreach to feeder schools and encourages all qualified students to apply stating the need for a more diverse health care professional population.

College female to males is 51% and 49%.
 DMS program female to males is 91% and 9%. This is somewhat reflective of the health care industry's DMS data.
 Success rates by gender for the college is 100%.
 DMS success rates by gender is 100%.

College highest degree BA/BS is 15%.
 DMS program highest degree BA/BS is 67%.

College AA/AS degrees is 4%.
 DMS program AA/AS degrees is 31%.

Overall the DMS program exceeds the college success rates for the various demographics.
 Student equity is part of the program mission to ensure all students have opportunity to succeed. The percentage of entering students with a BA/BS degree is reflective upon the national board examination requirements and admission.

While student demographics exceed college success rates in nearly all categories there is one area which is less than desired. Males are underrepresented. The Diagnostic Medical Sonography profession tends to attract more females especially in the specialty areas of the female reproductive tract including vaginal examinations, breast examinations and obstetrics. This report does not take into account the current 2014 fall quarter incoming class. The director can report the present incoming class has a significant increase in male students. It is believed due to outreach efforts.

- f. Productivity:** Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

2011-2012 productivity was 684 exceeds college productivity goal
 2012-2013 productivity was 516 * exceeds college productivity goal
 2013-2014 productivity was 618 exceeds college productivity goal

For the 3 cycles the number of students is stable as is the number of classes/curriculum required by the DMS program. The difference is attributed to the elimination of the Directed Studies courses accelerating in 2012-2013. *It is believed the cited productivity numbers for 2012-2013 is *understated* even with the demise of the Directed Studies courses.

It is the desire of the DMS program to expand class size though there are constraints. The number of students to educational training partners (medical facilities) remains at a 1:1 ratio. For 6 months out of a twelve month year there is overlap of students resulting in a need for up to 38-40 different hospital training partners during this cycle. Another constraint is the finite number of students the campus lab is able to accommodate.

- g. Course Offerings:** Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting

sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how your program is addressing this issue.

NA as all DMS courses is required for all DMS students.

- h. Curriculum and SLOs:** Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do all prerequisites and co-requisites undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance (Please use reports from the Curriculum Office to help you complete this prompt)?

All SLO's are current. This will be reviewed in the near future.
All thirty (30) course curriculum has undergone review and updates in each of the past two years.

- i. Curriculum and SLOs:** What are you doing to ensure that your curriculum is congruent with the most recent developments in your discipline?

SLO's and PLO's are reviewed to ensure current goals are met and are reflective of the disciplines goals and objectives. It takes into account objective and subjective feedback from employers, graduates and industry to ensure a cutting edge program.

- j. Innovation:** Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

2014 the DMS program collaborated with the Veterinary Technician program for the purpose of obtaining a portable ultrasound machine which will serve both program needs. The DMS program is looking to add new areas to the curriculum which is elastography, a method to assist with the definition of malignant versus benign mass(es)/tumors.

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%

Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

Course completion rate is 98-99%. The institutional course completion rate is 55%. (See above).
The program would prefer 100% course and program completion rates. Historically, 1-2 students will leave the program usually within the first quarter. The student typically cites external factors as the reason for the withdrawal. In spite of pre-entry counseling and discussion the attrition does not appear to change.

b. Institutional Standard for Degree Completion Number: 450

Has the number of students completing degrees in your program held steady or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

Most if not all students enter with a BS and/or one or more AS degrees. All successfully completing the DMS program students are issued the Certificate of Achievement. Most receive the AS degree in Diagnostic Medical Sonography.

There has been an increase in the number of AS degrees issued from previous years.

2010-2012 class had 16 of 17 were granted the AS Degree. 1 student, declined to complete the GE coursework.

2011-2013 class was 18 of 18 were granted the AS Degrees.

2013-2014 class 17 of 18 was granted the AS Degree. 1 student, a physician had no interest to pursue the AS degree.

c. Institutional Standard for Certificate Completion Number (Transcriptable): 325

Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

All students successfully completing the DMS program (100%) for each year receive the Certificate of Achievement.

See data above for AS degree completion rate.

d. Institutional Standard for Transfer to four-year colleges/universities: 775

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

Graduating students who have not earned the BS degree prior to entry into the DMS program are encouraged to pursue the degree. Note: for example in 2013-2014 67% entered the DMS program with a BS/BA degree. 31% entered the DMS program with one to three (1-3) AA/AS degrees. The student's goal is to pursue a successful professional career in a well-paying field. Students often cite the BS degree he/she obtained previously did not provide for a viable career.

It is strongly believed entering DMS students with an AS/AA degrees) are prepared for the rigor of the 4-year college/university. They are encouraged to do so.

An interesting trend has been an increase in applications from those with a BS degree in Kinesiology with the original goal of becoming a physical therapist. Since Physical Therapy has evolved to the PhD level the only positions available are entry level physical therapy assistants thus the number of applications to the DMS program has spiked. The impetus for these students to enroll in the DMS program is to develop new skills to become competitive in the workforce.

Section 3: Core Mission and Support

Please address all prompts that apply to your program.

Basic Skills Programs (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>

- a. Please comment on progression in sequenced courses, including ladder programs, alternative pathways and supplemental instruction. How successfully do students progress through the course sequence or pathways?

NA

- b. Based on your analysis of student success in these pathways, what initiatives or strategies are being considered to increase student success?

NA

Transfer Programs: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>

- c. Please analyze and discuss the available Transfer data regarding your programs, and discuss strategies or initiatives to improve transfer rates.

The 33% of each graduating class not in possession of a BA/BS degree are encouraged to transfer and complete a baccalaureate degree. This would allow for the health care professional to pursue additional career paths in management, manufacturing, sales, education, etc. It is unknown how many follow through though not likely many as this career yields a well-paying professional career.

- d. Please analyze and discuss Articulation data regarding this program.

CSU transfer agreement. See course outlines. As previously mentioned many of the DMS students have a BS/BA degree prior to entering. A few are physicians.

Workforce Programs: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://www.foothill.edu/president/workforce.php>

e. Discuss how this program continues to meet a documented labor market demand?

- Employer Surveys

Score: 4.750 out of 5.0

- Graduate Surveys

Score: 4.9 out of 5.0

- Course Assessment by Student: overwhelmingly satisfied
- Course Assessment by Faculty: feels courses are on target to meet employer needs; constantly reassessing for improvement
- Clinical Preceptorship Site Evaluation by Student: very satisfied to satisfied; some desire more time with MD's
- Clinical Preceptorship Site Evaluation of Student by Faculty: ongoing assessment with the majority performing good to excellent, very few with deficits
- ARDMS Board Exam Pass Rates (100% X's past 7 years) & (95-100% x's previous 25 years)
- Program Assessment by Students: 95-100% satisfied
- Annual Reports to CAAHEP with assessment info: surpassing thresholds
- Resource Assessment to Accreditation Agency by Students (of Program Faculty, Physical, Learning Resources, Clinical Resources, MD Interaction)

Scores: 4.8 out of 5.0

- Resource Assessment to Accreditation Agency by Clinical Preceptors (of Program Faculty, Physical, Learning Resources, Clinical Resources, MD Interaction)

Scores: 4.8 out of 5.0

- Resource Assessment to Accreditation Agency by Advisory Board, MD, Faculty (of Program Faculty, Physical, Learning Resources, Clinical Resources, MD Interaction)

Score: 4.7 out of 5.0

- Exit Interviews: overall program performing to expectations, occasional comments about too much homework, program is impacted.

Individual course assessment by students.

"Our Mission: Foothill College offers educational excellence to diverse students seeking transfer, career preparation and enhancement, and basic skills mastery. We are committed to innovation, ongoing improvement, accessibility and serving our community."

The Diagnostic Medical Sonography Program is one of two accredited DMS programs in northern California with the other a private non degree granting program through Kaiser Permanente School of Allied Health Sciences in Richmond, CA. Accreditation is programmatic. The only industry recognized organization in the U.S. known as CAAHEP (Commission on Accreditation of Allied Health Education Programs) with review by the JRC-DMS (Joint Review Committee for Diagnostic Medical Sonography). www.caahep.org

The program continues to graduate **competency-based** job ready professionals. Measurements are not exclusive to graduation rates, graduate and employer satisfaction surveys, national board examination pass rates, hiring rates, etc. All of this data is reported annually to the national organizations. Results are outstanding.

2011-2012: 91% received the AS DMS degree (1 did not want to complete the remaining GE coursework}.
100% received the Certificate of Achievement.
100% pass rate for the National Board exams. (ARDMS American Registry of Diagnostic Medical Sonography)

2012-2013: 100% received the AS DMS degree.
100% received the Certificate of Achievement.
100% pass rate for the National Board exams. (ARDMS American Registry of Diagnostic Medical Sonography)

2012-2014: 91% received the AS DMS degree (1 foreign trained MD's had no interest in the AS degree).
100% received the Certificate of Achievement.
100% pass rate for the National Board exams. (ARDMS American Registry of Diagnostic Medical Sonography)

Ultrasound Makes #6 on the Bureau of Labor Statistics Employment Projections list

Diagnostic Medical Sonographers are projected to increase from 59 thousand to 86 thousand by 2022, a 46% increase over the period, which makes it the #6 highest growth profession. Median annual wage for sonographers in 2012 was pegged at \$65,860. (December 19, 2013)

<http://www.bls.gov/news.release/pdf/ecopro.pdf>

Diagnostic medical sonography predicted to be 6th fastest growing job over the next 5 years

Ranking #6 in the CareerBuilder and Economic Modeling Specialists recent projections of new jobs, Sonography is expected to grow 15%. (2013-2017) (November 18, 2013)

<http://www.beckershospitalreview.com/workforce-labor-management/26-healthcare-jobs-among-50-projected-fastest-growing.html>

Local salaries: as reported in 2014

2013 median national salary is \$67,170. 10% earned more than \$92,070.

Cited average mean salaries* for the local areas include:

Francisco/San Mateo/Rwd City	\$111,700
San Jose/Santa Clara	\$110,150
Oakland/Fremont/Hayward	\$107,450
Salinas region	\$ 90,930
Sacto/Roseville/Arden-Arcada	\$ 85,760
Santa Rosa/Petaluma region	\$ 97,090

* <http://www.bls.gov/oes/current/oes292032.htm>

f. Analyze your program in relation to other programs in our region, defined as San Mateo and Santa Clara counties.

There is one CAAHEP accredited DMS program in the region. This is a private employer based program known as Kaiser Permanente School of Allied Health Sciences in Richmond, CA. There are no accredited (CAAHEP) DMS programs in northern California in the community college sector.

g. Discuss any job placement and/or salary data available for your students after graduation.

Salary data is listed above in section E page 9. The salary figures do not represent call pay. Most sonographers are employed in the hospital setting which requires the sonographer to be on call nights and weekends. Call usually adds approximately 20% or more to the annual salary.

The DMS program has had successful job placement even during the Great Recession.

2013 & 2014: All were employed within 30 days. (Benchmark is 75% within 6 months).

h. Please analyze and comment on average salary/wage data in the region, defined as San Mateo and Santa Clara counties.

San Francisco/San Mateo/Rwd City	\$111,700 *
San Jose/Santa Clara	\$110,150 *

* hospital call can add 20% or more

- i. **Program accreditation:** If applicable, please describe your program accreditation: the agency, the frequency of the process and the current status of the program by the accrediting body.

CAAHEP (Commission on Accreditation of Allied Health Education Programs) administered by JRC-DMS (Joint Review of Diagnostic Medical Sonography). The DMS program is currently preparing the self-study with an anticipated onsite visitation by Fall 2015. Length of granted accreditation cycles vary from 1 -10 years. It is rare to be granted a 10 year cycle. The last accreditation was granted in 2010.

- j. **Service to the community:** Please describe community service, outreach and special projects or initiatives that the program provides.

The Director as part of outreach speaks annually to a significant number of feeder medial programs senior students. This is ongoing from fall to late spring. In addition, the director serves on the Advisory Board of another medical program located with another community college. The director serves as chair for a scholarship program which benefits the medical program students of this district.

- k. **Outcomes assessments:** If applicable, please describe additional means of outcomes assessment for the program, such as graduate surveys, alumni surveys, employer surveys, national and state licensing board exams, etc.

Refer to Section 3: Core Mission and Support e. page 8

- l. **Please attach minutes from your advisory board meeting(s) and discuss key issues, outcomes and action plans as a result of these meetings.**

New policy of the ARDMS (American Registry of Diagnostic Medical Sonography) now allows impending graduates to take his/her national board examinations up to 60 prior to graduation. This only applies to CAAHEP accredited DMS programs. The director had jointed with others to encourage this change. This now allows graduates to seek employment immediately upon graduation as opposed to waiting 30-60 days for board exams to be completed.

There is a need for clinical sites with obstetrics offerings to work with the DMS program. This area of competency has become a concern. The director is meeting with new practices for the purpose of a partnership.

Section 4: Learning Outcomes Assessment Summary

- a. **Attach 2013-2014 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed. See attached for both
- b. **Attach 2013-2014 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.

Section 5: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts:

- a. What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?**

The DMS courses are relevant and meet employer's needs. All courses ensure sufficient substance and rigor to advance to a highly trained qualified health care professional. For many years the DMS program has engaged in course level assessments predating the Program Review process.

The coursework and sequence suggest the DMS program is positioned to meet employer's needs. Graduates enjoy a high degree success on the national board examinations. Data acquired for programmatic accreditation and outside of the program review process demonstrates that graduates meet or exceed employer needs.

The coursework and sequence suggest the DMS program is right on target to meet employer's needs. Graduates enjoy a high degree success on the national board examinations. Data acquired for program accreditation and outside of the program review process demonstrates that graduates meet or exceed employer needs. Concurrently the college mission is fulfilled.

The DMS program and faculty actively seek comment and advice from past and current students, clinical education partners, physicians, hospital management, manufacturing and more in order to remain "cutting edge" and to engage other experts to seek ongoing improvement and innovation.

Other outcomes assessments are found in Section 3c and 5b.

- b. How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?**

Objectives stated are cornerstones for the outcomes of each course and the progression through the entire DMS program. In turn, they align with the college mission of career preparation. Evidence is seen via employer surveys and satisfaction rates as well as other measureable outcomes.

- c. How has assessment of program-level student learning outcomes led to certificate/degree program improvements? Have you made any changes to your program based on the findings?**

Program level and student learning outcomes are viable and sufficient in scope to meet the needs of employers and the graduates. The DMS program continually meets with physicians, hospital directors, clinical instructors, manufacturing and other stakeholders to ensure quality of courses and relevancy to the job skills needed.

Change is implemented via updating of curriculum and course instruction. Perceived improvements in topics already part of the curriculum can be trialed in the lab prior to making substantive curriculum change.

Improvements are ongoing including updating of texts in a timely manner. The ability to gauge effectiveness can be seen with grades, skills attained student, graduate, employer and clinical instructor assessment.

d. If your program has other outcomes assessments at the program level, comment on the findings.

Both PL-SLO's continue to be met. The question asks how assessments of PL- SLO outcomes led to certificate/degree program improvements. There is no obvious correlation between student learning outcomes or PL-SLO's and the number of certificates/degrees issued. The PLO and SLO structure has not led to improvements in and of itself. All PLO/SLO documents reflect a structure and curriculum that have been in place prior to the implementation of SLO/PL-SLO programs. The PLO/SLO process merely articulates a practice employed for a few decades with an overall goal of career training to both the graduate and employer needs. Industry demand for specific skill sets is the primary considerations for program change. This information is obtained during advisory committee meetings, clinical instructor meetings, student surveys, local and national meetings, programmatic accreditation changes, etc.

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

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 statement as it provides student centered educational opportunity leading to a profession. It incorporates accountability and partnership. Student learning and achievement is measured through a variety of methods and is competency based instruction. 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.

e. What do faculty in your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?

All program faculty are part-time. To the extent they are able to participate with discussions they do so. They are under no contractual obligations to assist in this area. The ultimate responsibility and burden falls to the program director.

f. Reviewing your most recent annual program reviews, discuss any emerging trends related to SLO reflections and any action taken.

None at this time.

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

The DMS program continues to graduate Diagnostic Medical sonographers of quality and with the competency for today's employment market. This is substantiated via employer and graduate surveys as well as national board examinations results. This success is reflected in the program level assessments.

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?
1 Hone planned at this time.			
2			
3			

Section 6: Program Goals and Rationale

Program goals address broad issues and concerns that incorporate some sort of measurable action and connect to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs. Goals/Outcomes are not resource requests.

List Previous Program Goals/Outcomes from last academic year: check the appropriate status box & provide explanation in the comment box.

The DMS program actively prepares the graduate for a career in a specialty area of health care, 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.

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
Continue to seek additional clerical support and many more	No	Unknown	Part of last four year's Program Summary of Planning Goals & Action Plans.
Evaluator for Allied Health Science students transcripts, course planning, etc.	No	No	Part of past four years Program Summary of Planning Goals & Action Plans.
Continue to add new clinical preceptorship	Both Previous & New	Meets college mission of workforce, career and technical	Ongoing annual venture requiring contacts and

facilities as educational training partners.		education preparation to meet needs of business and industry.	meetings with the principles of the medical facilities.
Outreach to feeder schools to enhance the applicant pool.	Both Previous & New	Outreach to selected feeder schools encourages qualified potential applicants to pursue this career. Thus will meet accreditation/board exam requirements and the college mission of workforce, career and technical education preparation to meet the needs of business and industry.	Ongoing annual venture providing presentations to feeder schools student populations within a 100 mile radius.
Outreach to increase males and underrepresented populations into this profession.	Both Previous & Ongoing	See above.	Measured via demographics of DMS program cohorts per year.
Explore ways to identify earlier those students with spatial recognition difficulties along with possible intervention.	Both Previous & Ongoing	Meets college mission of workforce, career and technical education preparation to meet needs of business and industry.	This is difficult to assess. It is known those with problems with spatial recognition do not perform as well. It is not known how test results could be used or if poor skills could be remedied.

Continue to explore ways to have volunteers from the public to serve as lab “patients”.	Ongoing	Meets college mission of workforce, career and technical education preparation to meet needs of business and industry.	Improvement in campus lab scores and access to diverse “live” patient populations. The greatest argument against this is liability issues.
Engage dialog with administration as to how to meet hospitals mandates for faculty including issues of time/costs.	Ongoing	Programmatic accreditation states the needs to be adequate clinical instruction and assessment. This is completed through onsite evaluation and dialog with the student and hospital clinical instructor.	Medical partners are mandating training, medical records, immunizations, background checks for college faculty. Not meeting the mandates means faculty cannot assess students at his/her medical assignment.
Additional clerical support requested since 2011.	Ongoing	Programmatic accreditation states the need for adequate support including clerical.	Freeing the director from clerical duties and reallocate the workload would allow the director to decrease the number of hours impinging upon personal time and vacation time.
Evaluator for Allied Health Science Division to assist with transcript’s, evaluation’s, etc.	Ongoing	A dedicated evaluator to improve access and create an educational plan for incoming students. Work with students with his/her transcripts, input records, assist students with pre and in-progress career classes as well as develop an educational path.	With the more recent increase of the counselor “generalist” leading to the loss of counselors with a more specialized knowledge of the medical programs this position would decrease the time to complete the process, increase the accuracy and

			efficiency and measured accordingly. It would assist counselor's heavy workloads and decrease the number of misinformation especially to prospective students.
To continue to integrate distance learning.	Ongoing	Distance learning is an integral part of the college mission. Nearly all DMS courses are hybrids. There exists a partnership with Santa Rosa Jr College for TV DL. The DMS program would like to seek additional partners. A long term goal would be for all students to be able to listen and have a live interaction from his/her home.	One class is fully online. Almost all other classes are hybrids. There is a desire to continue to expand the ETUDES model to other classes pending solving proprietary concerns. Long range is the ability to have students interact with "live" lectures from his/her home.
Provide any assistance to articulate the baccalaureate degree in health care and taught at FC or local 4-year college.	Most likely long range.	This would meet the college desire to increase transfer.	Any role the DMS program director would play would be in concert with other stakeholders. If implemented it would be easily measured.
CAAHEP (Commission on Accreditation for Allied Health Education Programs) annual fee.	Ongoing	Accreditation is a goal of the college.	The fee paid is an excellent measurement.

New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
Add 1 full time faculty	2015-2016	The DMS program has 1 full time faculty (director) and a number of part time faculty. The scope and enormous hours required of the director far exceeds a single full time position. With the impending retirement of the director and the likely depletion of the PT instructors leaves the DMS program vulnerable.	Current FTEF is 2.6-2.7 and in 2015-2016 it will increase. Viability of the DMS program is the measurable. As the only accredited community college program in northern California sustainability is of significant concern.
To instruct with state of the art equipment and support materials to support graduates with job ready skills. Includes replacement ultrasound machines, phantoms, simulators, AV materials, etc.	2015-2016	Meets college mission of workforce, career and technical education preparation to meet needs of business and industry.	Student success rates as well as employer and graduate satisfaction rates. Successful employment rates.

Outreach to feeder schools to enhance the applicant pool.	Both New & Ongoing	Outreach to selected feeder schools encourages qualified potential applicants to pursue this career. Thus will meet accreditation/board exam requirements and the college mission of workforce, career and technical education preparation to meet the needs of business and industry.	Ongoing annual venture providing presentations to feeder schools student populations within a 100 mile radius.
Outreach to increase males and underrepresented populations into this profession.	Both New & Ongoing	See above.	Measured via demographics of DMS program cohorts per year.
Explore ways to identify earlier those students with spatial recognition difficulties along with possible intervention.	Both New & Ongoing	Meets college mission of workforce, career and technical education preparation to meet needs of business and industry.	This is difficult to assess. It is not known how test could be used or if relevant to issue(s) within the program and/or profession.
Continue to add new clinical preceptorship facilities as educational training partners.	Both New & Ongoing	Meets college mission of workforce, career and technical education preparation to meet needs of business and industry.	Ongoing annual venture requiring contacts and meetings with the principles of the medical facilities.

Section 7: Program Resources and Support

Using the tables below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
Full-time additional faculty 11-month position	\$60,000.	Current FTEF is 2.6-2.7 and in 2015-2016 it will increase. The DMS program has 1 full time faculty (director) and a 5 part time faculty. The scope and enormous hours required of the director far exceeds a single full time position. With the impending retirement of the director and the likely depletion of all PT instructors leaves the DMS program vulnerable.	No

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Has the program received college funding for reassign time in the last three years? (y/n) No	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n)No	No

Indicate duties covered by requested reassign time:

Responsibility	Estimated \$	Related Goal from Table in section 6 and how this resource request supports this goal.	Est hours per month	% Time
Seek Director release time of 50%.	As per established salary structure.	This is part of the last four year's Program Summary of Planning Goals & Action Plans. The Program Director is a full time classroom instructor and clinical site evaluator and administrator. Most administrative work and classroom prep/research work is completed during most weekends and vacations. Teaching and classroom prep has taken a backseat to the continual additions of projects such as Program Review, TracDat, SLO's, PLO's, and	To 50%	

		much more. Clinical education partners (the hospital's) are increasing their demands to the program directors workload as is accreditation, etc. Adequate time to complete assignments and projects on time and during working hours would be truly a novel experience. The position has evolved to more of a reactionary as opposed to proactive due to workload.	
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One Time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
B Budget Augmentation	<i>Request augmentation of an additional \$2,500 for 2015-2016.</i>	Medical Education Partners who provide the student with hospital clinical preceptorship training is mandating college faculty present medical records and go through the hospitals internal employee training. Medical includes but not specific to immunizations, titers, background check, CPR clearance, DMV, etc. Costs for completing this must be borne by the college and/or program.	No
Funding for faculty development, Clinical Instructor's meetings and Advisory Board meetings.	\$1,000.	<ul style="list-style-type: none"> Advisory board meetings and hospital clinical instructor meetings are mandated by program accreditation Clinical instructor meetings and advisory board meetings are held during day and evening hours to accommodate the work schedule of its members. In addition, national ARDMS mandates 36 hours of CME's per triennium is required to maintain continuing medical education credits. Food service along with print materials and handouts is needed. <p>Supports students learning & career preparation Supports Strategic Initiative 1: Student success Supports Strategic Initiative 2: Community collaboration</p>	No Funds were previously drawn from accounts no longer eligible for this purpose.

Ongoing B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Professional Development	\$3,000.	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 CME's are required by accreditation. Serves to improve curriculum design/structure/ and direct to the classroom.	Yes through Perkins.

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Replace outdated US equipment & transducers. Has been requested since 2010. Request first replacement for 2014 and one per year for 3 years. Average life expectancy is 8-9 years. 3 of the 5 major ultrasound equipment is severely outdated. Dates of US equipment is 2002, 2003, 2004, 2010 & 2010. Simulation trainer: 1997 (18 years old).	Approx. \$155,000. per system. Request two machines to replace the oldest ones for 2015-2016.	Equipment is the crux of the DMS program. It is lab equipment to train our future sonographers which are highly skilled and sought after. Career preparation/education. To meet patient's needs. Supports students learning & career preparation Supports Strategic Initiative 1: Student success	No
Install lockable cabinet for storage including student's valuables.	Est. \$5,000-	When 6707 building was built a cabinet from the original design was eliminated citing budget cuts. Lockable storage is an	No

		issue. An additional use would be to store students valuables as purses, wallets, backpacks are in clear view through an open entry door next to public restrooms/traffic. Door to the lab is open due to poor ventilation.	
Purchase AV materials such as training DVD's, books, lab supplies, etc.	Ongoing \$1,800.	Success demonstrated with skills testing, general knowledge reinforcement, national board exam pass rates. Supports students learning & career preparation Supports Strategic Initiative 1: Student success Supports Strategic Initiative 2: Community collaboration Supports Strategic Initiative 3: Nontraditional outreach.	Yes, few items purchased through Perkins 2 years ago, small items through B-budget.
Purchase training phantoms.	Large body phantom is \$21,000. Other organ specific smaller one for other purposes range \$2,000-\$13,000.	Supports students learning & career preparation Supports Strategic Initiative 1: Student success Supports Strategic Initiative	3 years ago an upper body phantom was purchased through Perkins
Replace Med Sim Simulation Trainer	A couple of companies sell a similar product for approximately \$40-60,000. Each.	Meets student success as per college Mission Statement and the COR's.	Continue to keep on PR list Part of the last 3 years Program Summary.
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 Statement and the COR's.	Continue to keep on PR list

a. Please review the goals and resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

Granted requests included low-cost task specific phantoms and DVD's. New topics and updated topics via DVD support have led to continued student success. Low cost phantoms such as the vaginal phantom provides for basic skills and confidence prior students examining "real" patients. Without the initial skills using these phantoms the students would be denied clinical experience with these sensitive examinations.

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
1. Cited from a previous report spoke to areas of concern "Clearly the program director has developed an excellent and highly regarded program with minimal administrative support. The director has a full teaching load while overseeing the community outreach, online class preparation, monitoring and maintenance. Furthermore, significant time is required to coordinate the mandated ratio of one student per hospital. . . ."	<p>As the only full time instructor/director the cited tasks from the left hand column is a portion of the responsibilities. Not mentioned is a greater level of administrative tasks, overseeing all part time instructors, all hybrid and online ETUDES development, grade filing, book orders, curriculum development, total program course oversight, tracdat, 3CMS, banner, program review, procurement of materials & supplies, hospital and clinical education partners assessments, student onsite clinical assessments, student document development, tracking, programmatic accreditation annual reports, tracking and issuing CME's for over 50 hospital clinical instructors, student counseling, meeting with prospective candidates, advisory, clerical duties, faculty and hospital clinical instructor training and intervention, outreach, and much more. There continues to be minimal to nearly nonexistent administrative support.</p> <p>Much of the administrative tasks including state and college mandates are completed on personal time and during vacations/breaks. The position exceeds a full time position.</p> <p>The only way this can be addressed is through the will of administration with the hire of a second full time faculty.</p>
2. There were no recommendations for improvement from the previous PR cycle.	

a. After reviewing the data, what would you like to highlight about your program?

As one of two CAAHEP (Commission on Accreditation of Allied Health Education Programs) accredited Diagnostic Medical Sonography programs in northern California there is considerable support from the medical community. Internal and external assessments, surveys, and board examination outcome continue to show a program which is highly regarded with excellent student obtainment of a well-paying job. Graduates demonstrate competencies and skill sets that meet and exceed industry standards. It should be noted the other CAAHEP accredited DMS Program is an internal program through Kaiser Hospital in the east bay and *not* what is reflected in the EMSI report.

The program is well represented by gifted part-time instructors who are highly regarded in his/her fields and brings to the classroom cutting edge knowledge. On the flip side their limited interaction beyond the classroom places a greater level of responsibility on the single full time director/instructor.

DMS students have a higher level of prior educational and medical backgrounds as to meet accreditation and national board examination requirements. This is positive as the profession demands a higher level of skills and knowledge. Nearly 70% of incoming students have a BS degree and others enter with 1-3 AA/AS degrees or a combination of both. Overall success is part of this equation.

The hard won respect and relationship with clinical education partners, employers, industry, manufacturing, management, and physicians who often cite the quality of the DMS program and its graduates and welcomed and serve to validate the rigor of the program. On the flip side some of the clinical education partners feel comfortable to "sit out" from student training as they believe the program will always be available. This requires ongoing conversations conversation to encourage continued and uninterrupted clinical training for students.

There are two significant primary areas needing to be addressed outside of the more common operational items such as AV materials, minor phantoms, and sufficient financial resources for the day to day operations. They are (1) a much needed immediate program to replace outdated and nearly unusable equipment. The replacement machines have been part of program review for many years and now it is more critical. (2) The need to move toward a more sustainable instructional staff with the addition of a full time 11- month faculty member. The DMS program has had one full-time director and a 30+ year history depending on the generosity of experts from the professional serving as part-time faculty. It is unlikely this team will continue. As the only CAAHEP accredited DMS program in northern California other than one hospital-based program and the *only* CAAHEP accredited community college program in northern California it is imperative this program continue and thrive. You and I as patients deserve no less than well qualified professionals.

Jobs are well paying as evidenced by the report below which does not take into account the call and stand-by pay often adding \$20,000 + to the salary scale.

2013 median national salary is \$67,170. 10% earned more than \$92,070.

Cited average mean salaries* for the local areas include:

Francisco/San Mateo/Rwd City	\$111,700
San Jose/Santa Clara	\$110,150
Oakland/Fremont/Hayward	\$107,450
Salinas region	\$ 90,930
Sacto/Roseville/Arden-Arcada	\$ 85,760
Santa Rosa/Petaluma region	\$ 97,090

* <http://www.bls.gov/oes/current/oes292032.htm>

Outreach is an important role of the program director. Presentations to students are part of the direct onsite outreach to the “feeder” programs such as the various radiology technology programs within a 150 mile radius. Often these students are first in their families to go to college, have a varied cultural background, and a history of completion of ESL classes.

The DMS program has a long history for *distance learning partnership* with Santa Rosa Jr. College. DMS students of FC have the opportunity to participate with distance learning lectures via live TV. Grant funding for the in classroom specialist expired several years ago. There is concern funding support from SRJC may be problematic in the future. The DMS program supports more distance learning opportunities and welcomes conversation to establish new relationships.

Challenges include concerns about the budget and an ongoing attempt to recapture funding lost during the past few years. Another concern is the volume of work creep/increase placed upon program directors without adequate release time. This is particularly difficult in programs with a single full time faculty/program director.

Another challenge is the increasing demands and expectations placed upon medical programs, its faculty, and students. There is an uptick to require college faculty to meet the hospitals immunizations, background check, and to provide other personal data as if the college faculty is an employee of the hospital. In addition, there is a requirement college faculty complete the hospitals employee training onsite or in some cases online. Individual hospital training can range from 7 hours to specific days and/or up to 3 days in length. Costs to updating immunizations, background checks, and other requirements need to be considered. Some are annual requirements. This is true of medical program faculty at DeAnza College and other schools. It is not unique to Foothill College.

It is exciting to read the Bureau of Labor Statistics Employment Projects as well as Career Builder and Economic Modeling Specialist reports published in December and November 2013. Citation is listed below.

Ultrasound Makes #6 on the Bureau of Labor Statistics Employment Projections list

Diagnostic Medical Sonographers are projected to increase from 59 thousand to 86 thousand by 2022, a 46% increase over the period, which makes it the #6 highest growth profession. Median annual wage for sonographers in 2013 was pegged at \$67,170. December 19, 2013. <http://www.bls.gov/news.release/pdf/ecopro.pdf>

Diagnostic medical sonography predicted to be 6th fastest growing job over the next 5 years

Ranking #6 in the CareerBuilder and Economic Modeling Specialists recent projections of new jobs, Sonography is expected to grow 15%. (2013-2017) November 18, 2013.

<http://www.beckershospitalreview.com/workforce-labor-management/26-healthcare-jobs-among-50-projected-fastest-growing.html>

Section 9: Feedback and Follow Up

This section is for the Dean to provide feedback.

a. Strengths and successes of the program as evidenced by the data and analysis:

The DMS program is a well managed program with 100% pass rates on national licensure exams and extraordinary success rates for all students independent of ethnicity. Students graduate well positioned for a career in a high growth area making living wages.

b. Areas of concern, if any:

Like all of the Allied Health programs, the DMS program enrolment is always limited by clinical placements. Strong positive relationships with local clinics and hospitals must be maintained to ensure enrolment is stable over time.

Maintaining a program at this level of excellence requires significant time from the program director. Stress and fatigue for all of program directors is a constant complaint and genuine concern for the dean.

c. Recommendations for improvement:

Continued outreach to increase the proportions of targeted students is warranted.

This section is for the Vice President/President to provide feedback.

d. Strengths and successes of the program as evidenced by the data and analysis:

The DMS program has an exemplary student success rate. The labor market data regarding job openings, placement and salaries is also excellent. Our students are well prepared to enter and excel in this job market. The curriculum is up to date and is responsive to industry needs.

e. Areas of concern, if any:

There seems to be a lack of reflection on student learning outcomes at the course and program level, and no evidence of departmental dialogue. The program review emphasizes external benchmarks rather than commenting on their own assessments of student learning.

f. Recommendations for improvement:

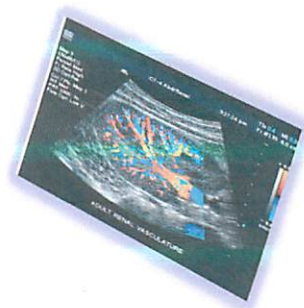
In order to meet accreditation standards , the department should include discussion of SLOs at their meetings, and ensure that all faculty, full and part time, participate in the dialogue. There is at least one opportunity for this, at opening day, when all faculty are paid to attend.

g. Recommended Next steps:

- ☒ Proceed as planned on program review schedule
☐ Further review/Out of cycle in-depth review

Upon completion of section 9, the Program Review should be returned to department faculty and staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

DMS Program
Advisory Board Meeting Minutes 2014



FOOTHILL COLLEGE
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DMS ADVISORY BOARD COMMITTEE
MINUTES
March 24, 2014

Members Present:

Dr. Volney Van Dalsem	Medical Director, Radiologic Technology Program & Diagnostic Medical Sonography Program & Outpatient Imaging Services, Stanford
Judy Miner	President, Foothill College
John Mummurt	V.P. of Career and Workforce Education, Foothill College
Kimberlee Messina	V.P. of Instruction & Institutional Research, Foothill College
Nanette Solvason	Dean, Biological & Health Sciences Div., Foothill College
Kathleen Austin	Prog. Director, Diagnostic Medical Sonography Prog., Foothill College
Jenene Key	Acting Clinical Coordinator, Radiologic Technology, Foothill College
Rachelle Campbell	Acting Program Director, Radiologic Technology
Tom Frick	Manager, Imaging Services, Palo Alto Med. Foundation, M.V.
Angela Hurlburt	Manager, Imaging Services, Palo Alto Med. Foundation, P.A.
Tomi Ramsour	Asst. Director Imaging Serv. Valley Med.
Mark Porter	Clinical Instructor, Regional Med. Center
Patty Smith	Director, Imaging Services, El Camino Hospital
Darlene DeBrito	Director, Imaging Services, Hazel Hawkins Memorial Hospital
Sue Marklein	Director, Diagnostic Imaging, Good Samaritan Hospital
Bev Lustig	Manager, Diagnostic Imaging, Good Samaritan Hospital
Cindy Borges	Clinical Instructor, Imaging Serv., O'Connor Hospital
Tobia D'Avino	2nd Year Student Representative, Foothill College RT Program
Ashley Gage	1st Year Student Representative, Foothill College RT Program
Karen Bachman	2 nd Year Student Representative, Foothill College DMS Program
Anne Frane Frickes	1 st Year Student Representative, Foothill College DMS Program
Kerry West	Health Career Coordinator - Foothill College

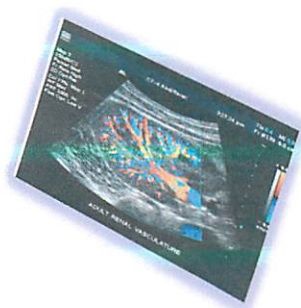
I. Graduates & Employment Trends

2013: 17 students graduated. All employed within 3 months. 3 unknown.

2014: 18 will graduate in March.

II. ARDMS Results for 2013 (American Registry of Diagnostic Medical Sonography)

<u>National Pass Rate ('13 Stats)</u>			<u>FC DMS Program Class of 2013 (50 exams taken & 50 passed)</u>
Physics	72%	↓ 5%	100%
Abdomen	60%	↓ 4%	100%
Ob-Gyn	78%	↓ 4%	100%



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Vascular Technology	59% ↓ 17%
Breast Sonography	75% ↓ 1%
Neurosonography	78% ↑ 8%

* Special boards may now be taken up to 60 days prior to graduation.

III. Current Class Information

2013-2015: 19 entered /currently 18 enrolled (1st qtr. Fall 2013 (2 WD for external reasons, 1 returned from maternity leave).

Non-RT student: 13 (65%) several with multiple degrees

Average number of college units completed *prior to* entrance to the DMS program for class 2014: **186.75 SU**.

Average GPA of all *prior* college coursework completed for class of 2013: **3.55**

- IV. Measure C funding request for 2013 include big screen TV with connections to US machine; computer CD/DVD player. Longer range is US machine(s) replacement.

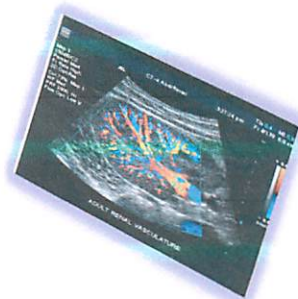
Santa Rosa Jr. College affiliation in 8th year.

- V. New ARDMS policy 2013/2014: CAAHEP accredited DMS programs now allows CAAHEP DMS students to take specialty board exams up to 60 days prior to graduation. To date: 10/10 passed Abdomen, 1/1 passed Ob, and 2/2 passed physics.

- VI. Some clinical education partners have made decisions to sit out for a time. We welcomed Saint Rose Medical Center of Hayward as they became a new clinical facility. Advanced Practice Rotation for 3 Maternal Fetal Medicine continues to be successful. Two located in east bay and one in Santa Clara County. Additional Advanced Practice rotations with Lucille Packard Children's Hospital.

- VII. Marilyn Rose is the newest faculty member. She is the instructor for Sectional Anatomy. She is a former DMS graduate, sonographer for Lucille Packard's Children's Hospital and faculty for City College San Francisco Radiology Technology Program.

- VIII. Graduate and Employer surveys will be mailed within a week. Please see they are completed and returned soon. JRC-DMS accreditation requires a minimum of an 80% return.



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The tables below is data of class background prior to program entry. Two graduating classes of traditional Allied Health backgrounds (ex RT, RSPT, RN) as well as the nontraditional background students.

Class Makeup for 2012-2014:

Background	Success	Non Completion
RT backgrounds = 6 (1 is RT + BS Biology)	6/6	
Non traditional Backgrounds = 12 (68% accepted)		
MD background x's 2	2	1 WD family reasons
BS Kinesiology	7/7	
BS Biology x's 4 (all worked as PTA's)	6	1 WD health reasons
BS + Masters	1/1	
% success of Allied Health (RT/RSPT)	6/6	100%
% success of MD* already counted under RT	1/2	50%
% success non-traditional	12/13	92%

Class Makeup for 2011-2013:

Background	Success	Non Completion
RT backgrounds = 7	7/7	
RSPT =1	1/1	
Non traditional Backgrounds = 12 (60%)		
MD background	1/0	1 failed clinical preceptorship
BS Kinesiology incl PTA experience, Phleb, VT	6/5	1 failed clinical preceptorship
BA Child Development + CAN (hospital)	1/1	
BS Bio or Molecular Biology + MA; PreVet	4/4	
{20 entering owned 10 AS degrees; 12 BS degrees)		
% success of Allied Health (RT/RSPT)	8/8	100%
% success of MD	1/0	0%
% success non-traditional	11/12	92%

Unit Course Assessment Report - Four Column
Department – Diagnostic Medical Sonography
(DMS)

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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))	Assessment Method: Quizzes, midterm exam(s), final exam. Assessment Method Type: Exam - Standardized Target for Success: Passing scores of tests at 75% or higher.	12/15/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	12/15/2014 - Goal was reached. No action plan at this time. 12/15/2014 - Goal was reached. No action plan at this time.
Course-Level SLO Status: Active			
Department - Diagnostic Medical Sonography (DMS) - DMS 50A - DIAGNOSTIC MEDICAL SONOGRAPHY PRINCIPLES & PROTOCOLS - SLO 2 - Application of knowledge - Apply fundamental skills in the technique and diagnostic interpretation. (Created By Department - Diagnostic Medical Sonography (DMS))	Assessment Method: Quizzes, simulated skills, midterm exam(s), final exam. Assessment Method Type: Exam - Standardized Target for Success: Passing scores of tests at 75% or higher.	12/15/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	12/15/2014 - Goal was reached. No action plan at this time. 12/15/2014 - Goal was reached. No action plan at this time.
Course-Level SLO Status: Active			
Department - Diagnostic Medical Sonography (DMS) - DMS 50B - SONOGRAPHY & PATIENT CARE - SLO 1 - Application of Knowledge - Apply patient confidentiality/privacy as defined by HIPAA. (Created By Department - Diagnostic Medical Sonography (DMS))	Assessment Method: Online quizzes and practical skills testing. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Passing scores of tests at 75% or higher.	12/15/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	12/15/2014 - Goal was reached. No action plan at this time.
Course-Level SLO Status: Active			
Department - Diagnostic Medical Sonography (DMS) - DMS 50B - SONOGRAPHY & PATIENT CARE - SLO 2 - Application of knowledge - Demonstrate ethical & professional demeanor as outlined in the SDMS Code of Conduct. (Created By Department - Diagnostic Medical	Assessment Method: Online quizzes and practical skills testing. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Passing scores of tests at 75% or higher.	12/15/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	12/15/2014 - Goal was reached. No action plan at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Sonography (DMS)) Course-Level SLO Status: Active	Assessment Method: Online quizzes and practical skills testing. Assessment Method Type: Exam - Standardized Target for Success: Passing scores of tests at 75% or higher.		
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))	Assessment Method: Quizzes, midterm exam(s), final exam. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Passing scores of tests at 75% or higher.	11/26/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	04/25/2012 - Goal was reached. No action plan at this time.
Course-Level SLO Status: Active			
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))	Assessment Method: Quizzes, midterm exam(s), final exam. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Passing scores of tests at 75% or higher.	11/26/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	11/26/2014 - Goal was reached. No action plan at this time.
Course-Level SLO Status: Active			
Department - Diagnostic Medical Sonography (DMS) - DMS 52A - PHYSICAL PRINCIPLES OF DIAGNOSTIC MEDICAL SONOGRAPHY I - SLO 1 - Calculate - Calculate/solve mathematical equations related to ultrasound physics. (Created By Department - Diagnostic Medical Sonography (DMS))	Assessment Method: Quizzes, midterm exam(s), final exam. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Passing scores of tests at 75% or higher.	11/26/2014 - 100% of students passed the course with a C or better for Spring 2014. Result: Target Met Year This Assessment Occurred: 2013-2014	11/26/2014 - Goal has been met. No action plan needed at this time.
Course-Level SLO Status: Active			
Department - Diagnostic Medical Sonography (DMS) - DMS 52A - PHYSICAL	Assessment Method: Quizzes, midterm exam(s), final exam.	11/26/2014 - 100% of students passed the course with a C or better for Spring 2014.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
PRINCIPLES OF DIAGNOSTIC MEDICAL SONOGRAPHY I - SLO 2 - Describe - Describe propagation of sound waves characteristics. (Created By Department - Diagnostic Medical Sonography (DMS))	Assessment Method Type: Exam - Course Test/Quiz Target for Success: Passing scores of tests at 75% or higher.	Result: Target Met Year This Assessment Occurred: 2013-2014	11/26/2014 - Goal has been met. No action plan needed at this time.
Course-Level SLO Status: Active			
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))	Assessment Method: Quizzes, midterm exam(s), final exam. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Passing scores of tests at 75% or higher.	09/17/2014 - 100% of students are passing Summer 2014. Result: Target Met Year This Assessment Occurred: 2013-2014	11/26/2014 - Goal has been met. No action plan needed at this time.
Course-Level SLO Status: Active			
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))	Assessment Method: Quizzes, midterm exam(s), final exam. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Passing scores of tests at 75% or higher.	09/17/2014 - 100% of students are passing Summer 2014. Result: Target Met Year This Assessment Occurred: 2013-2014	11/26/2014 - Goal has been met. No action plan needed at this time.
Course-Level SLO Status: Active			
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))	Assessment Method: Quizzes, midterm exam(s), final exam. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Passing scores of tests at 75% or higher.	12/15/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	
Course-Level SLO Status: Active			
Department - Diagnostic Medical Sonography (DMS) - DMS 52C - PHYSICAL	Assessment Method: Quizzes, midterm exam(s), final exam.	12/15/2014 - 100% of students passed. Result:	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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))	Assessment Method Type: Exam - Course Test/Quiz Target for Success: Passing scores of tests at 75% or higher.	Target Met Year This Assessment Occurred: 2013-2014	
Course-Level SLO Status: 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))	Assessment Method: Quizzes, midterm exam(s), final exam. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Passing scores of tests at 75% or higher.	11/26/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	11/26/2014 - Goal reached. No change to action plan at this time. 04/25/2012 - Goal was reached. No action plan at this time.
Course-Level SLO Status: 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))	Assessment Method: Quizzes, midterm exam(s), final exam. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Passing scores of tests at 75% or higher.	11/26/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	11/26/2014 - Goal was reached. No action plan at this time.
Course-Level SLO Status: 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))	Assessment Method: Quizzes, midterm exam(s), final exam. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Passing scores of tests at 75% or higher.	11/26/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	11/26/2014 - Goal has been met. No action plan needed at this time.
Course-Level SLO Status: Active			
Department - Diagnostic Medical Sonography (DMS) - DMS 53B -	Assessment Method: Quizzes, midterm exam(s), final exam.	11/26/2014 - 100% of students passed. Result:	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
DIAGNOSTIC MEDICAL SONOGRAPHY II - SLO 1 - Recognition - Recognize normal and abnormal anatomical structures. (Created By Department - Diagnostic Medical Sonography (DMS))	Assessment Method Type: Exam - Course Test/Quiz Target for Success: Passing scores of tests at 75% or higher.	Target Met Year This Assessment Occurred: 2013-2014	11/26/2014 - Goal has been met. No action plan needed at this time.
Course-Level SLO Status: Active			
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))	Assessment Method: Quizzes, midterm exam(s), final exam. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Passing scores of tests at 75% or higher.	09/16/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	11/26/2014 - Goal has been met. No action plan needed at this time.
Course-Level SLO Status: Active			
Department - Diagnostic Medical Sonography (DMS) - DMS 53C - DIAGNOSTIC MEDICAL SONOGRAPHY III - SLO 1 - Recognition - Recognize normal and abnormal anatomical structures. (Created By Department - Diagnostic Medical Sonography (DMS))	Assessment Method: Quizzes, midterm exam(s), final exam. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Passing scores of tests at 75% or higher.	09/17/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	11/26/2014 - Goal has been met. No action plan needed at this time.
Course-Level SLO Status: Active			
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))	Assessment Method: Quizzes, midterm exam(s), final exam. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Passing scores of tests at 75% or higher.	11/26/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	11/26/2014 - Goal was reached. No action plan at this time.
Course-Level SLO Status: Active			
Department - Diagnostic Medical Sonography (DMS) - DMS 54A - GYNECOLOGY - SLO 2 - Describe - Identify and describe reproductive anatomy and	Assessment Method: Quizzes, midterm exam(s), final exam. Assessment Method Type: Exam - Course Test/Quiz	11/26/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred:	11/26/2014 - Goal was reached. No action plan at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
physiology. (Created By Department - Diagnostic Medical Sonography (DMS))	Target for Success: Passing scores of tests at 75% or higher.	2013-2014	
Course-Level SLO Status: Active			
Department - Diagnostic Medical Sonography (DMS) - DMS 54B - GYNECOLOGY & OBSTETRICS - SLO 1 - Application of Knowledge - Identify and describe reproductive anatomy and physiology. (Created By Department - Diagnostic Medical Sonography (DMS))	Assessment Method: Quizzes, midterm exam(s), final exam. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Passing scores of tests at 75% or higher.	11/26/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	11/26/2014 - Goal has been met. No action plan needed at this time.
Course-Level SLO Status: Active			
Department - Diagnostic Medical Sonography (DMS) - DMS 54B - GYNECOLOGY & OBSTETRICS - SLO 2 - Describe - Describe normal size and pathology of the female reproductive system. (Created By Department - Diagnostic Medical Sonography (DMS))	Assessment Method: Quizzes, midterm exam(s), final exam. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Passing scores of tests at 75% or higher.	11/26/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	11/26/2014 - Goal has been met. No action plan needed at this time.
Course-Level SLO Status: Active			
Department - Diagnostic Medical Sonography (DMS) - DMS 54B - GYNECOLOGY & OBSTETRICS - SLO 3 - Describe - Describe embryology, normal and abnormalities in the first trimester (Created By Department - Diagnostic Medical Sonography (DMS))	Assessment Method: Quizzes, midterm exam(s), final exam. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Passing scores of tests at 75% or higher.	12/15/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	
Course-Level SLO Status: Active			
Department - Diagnostic Medical Sonography (DMS) - DMS 55A - OBSTETRICS I - SLO 1 - Application of Knowledge - Recite and apply the AIUM standards to obstetrical sonography. (Created By Department - Diagnostic Medical Sonography (DMS))	Assessment Method: Quizzes, midterm exam(s), final exam. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Passing scores of tests at 75% or higher.	09/17/2014 - 100% of students are passed Summer 2014. Result: Target Met Year This Assessment Occurred: 2013-2014	11/26/2014 - Goal has been met. No action plan needed at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active			
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))	Assessment Method: Quizzes, midterm exam(s), final exam. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Passing scores of tests at 75% or higher.	09/17/2014 - 100% of students are passed Summer 2014. Result: Target Met Year This Assessment Occurred: 2013-2014	11/26/2014 - Goal has been met. No action plan needed at this time.
Course-Level SLO Status: Active			
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))	Assessment Method: Quizzes, midterm exam(s), final exam. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Passing scores of tests at 75% or higher.	12/15/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	12/15/2014 - Continue to monitor.
Course-Level SLO Status: Active			
Department - Diagnostic Medical Sonography (DMS) - DMS 55B - OBSTETRICS II - SLO 2 - Describe - Describe the sonographic findings of the fetus affected by maternal complications. (Created By Department - Diagnostic Medical Sonography (DMS))	Assessment Method: Quizzes, midterm exam(s), final exam. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Passing scores of tests at 75% or higher.	12/15/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	12/15/2014 - Continue to monitor.
Course-Level SLO Status: Active			
Department - Diagnostic Medical Sonography (DMS) - DMS 56A - VASCULAR SONOGRAPHY - SLO 1 - Identify - Identify and illustrate vascular anatomy. (Created By Department - Diagnostic Medical Sonography (DMS))	Assessment Method: Quizzes, midterm exam(s), final exam. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Passing scores of tests at 75% or higher.	12/15/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	12/15/2014 - Continue to monitor.
Course-Level SLO Status: Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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))	Assessment Method: Quizzes, midterm exam(s), final exam. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Passing scores of tests at 75% or higher.	12/15/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	12/15/2014 - Continue to monitor.
Course-Level SLO Status: Active			
Department - Diagnostic Medical Sonography (DMS) - DMS 56A - VASCULAR SONOGRAPHY - SLO 3 - Analysis - Analyze doppler spectral waveforms of normal versus abnormal flow. (Created By Department - Diagnostic Medical Sonography (DMS))	Assessment Method: Quizzes, midterm exam(s), final exam. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Passing scores of tests at 75% or higher.	12/15/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	
Course-Level SLO Status: Active			
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))	Assessment Method: Quizzes, midterm exam(s), final exam. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Passing scores of tests at 75% or higher.	04/07/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	
Course-Level SLO Status: Active			
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))	Assessment Method: Quizzes, midterm exam(s), final exam. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Passing scores of tests at 75% or higher.	04/07/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active			
Department - Diagnostic Medical Sonography (DMS) - DMS 60A - CRITIQUE & PATHOLOGY I - SLO 1 - Recognition - Recognize normal and abnormal anatomical structures. (Created By Department - Diagnostic Medical Sonography (DMS))	Assessment Method: Quizzes, midterm exam(s), final exam. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Passing scores of tests at 75% or higher.	12/15/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	12/15/2014 - Goal reached. No change to action plan at this time.
Course-Level SLO Status: Active			
Department - Diagnostic Medical Sonography (DMS) - DMS 60A - CRITIQUE & PATHOLOGY I - SLO 2 - Application of knowledge - List the differential diagnosis that is responsible for sonographic changes. (Created By Department - Diagnostic Medical Sonography (DMS))	Assessment Method: Quizzes, midterm exam(s), final exam. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Passing scores of tests at 75% or higher.	12/15/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	12/15/2014 - Goal reached. No change to action plan at this time.
Course-Level SLO Status: Active			
Department - Diagnostic Medical Sonography (DMS) - DMS 60B - CRITIQUE & PATHOLOGY II - SLO 1 - Recognition - Recognize normal and abnormal anatomical structures. (Created By Department - Diagnostic Medical Sonography (DMS))	Assessment Method: Quizzes, midterm exam(s), final exam. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Passing scores of tests at 75% or higher.	11/26/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	11/26/2014 - Goal was reached. No action plan at this time.
Course-Level SLO Status: Active			
Department - Diagnostic Medical Sonography (DMS) - DMS 60B - CRITIQUE & PATHOLOGY II - SLO 2 - Application of knowledge - List the differential diagnosis that is responsible for sonographic changes. (Created By Department - Diagnostic Medical Sonography (DMS))	Assessment Method: Quizzes, midterm exam(s), final exam. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Passing scores of tests at 75% or higher.	11/26/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	11/26/2014 - Goal was reached. No action plan at this time.
Course-Level SLO Status: Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Diagnostic Medical Sonography (DMS) - DMS 60C - CRITIQUE & PATHOLOGY III - SLO 1 - Recognition - Recognize normal and abnormal anatomical structures. (Created By Department - Diagnostic Medical Sonography (DMS))	Assessment Method: Quizzes, midterm exam(s), final exam. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Passing scores of tests at 75% or higher.	11/26/2014 - 100% of student's passed. Result: Target Met Year This Assessment Occurred: 2013-2014	11/26/2014 - Goal has been met. No action plan needed at this time.
Course-Level SLO Status: Active			
Department - Diagnostic Medical Sonography (DMS) - DMS 60C - CRITIQUE & PATHOLOGY III - SLO 2 - Application of knowledge - List the differential diagnosis that is responsible for sonographic changes. (Created By Department - Diagnostic Medical Sonography (DMS))	Assessment Method: Quizzes, midterm exam(s), final exam. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Passing scores of tests at 75% or higher.	11/26/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	11/26/2014 - Goal has been met. No action plan needed at this time.
Course-Level SLO Status: Active			
Department - Diagnostic Medical Sonography (DMS) - DMS 60D - CRITIQUE & PATHOLOGY IV - SLO 1 - Recognition - Recognize normal and abnormal anatomical structures. (Created By Department - Diagnostic Medical Sonography (DMS))	Assessment Method: Quizzes, midterm exam(s), final exam. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Passing scores of tests at 75% or higher.	09/17/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	11/26/2014 - Goal has been met. No action plan needed at this time.
Course-Level SLO Status: Active			
Department - Diagnostic Medical Sonography (DMS) - DMS 60D - CRITIQUE & PATHOLOGY IV - SLO 2 - Application of knowledge - List the differential diagnosis that is responsible for sonographic changes. (Created By Department - Diagnostic Medical Sonography (DMS))	Assessment Method: Quizzes, midterm exam(s), final exam. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Passing scores of tests at 75% or higher.	09/17/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	11/26/2014 - Goal has been met. No action plan needed at this time.
Course-Level SLO Status: Active			
Department - Diagnostic Medical Sonography (DMS) - DMS 60E - CRITIQUE & PATHOLOGY V - SLO 1 - Recognition - Recognize normal and abnormal anatomical	Assessment Method: Quizzes, midterm exam(s), final exam. Assessment Method Type: Exam - Course Test/Quiz	12/15/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred:	12/15/2014 - Continue to monitor.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
structures. (Created By Department - Diagnostic Medical Sonography (DMS))	Target for Success: Passing scores of tests at 75% or higher.	2013-2014	
Course-Level SLO Status: Active			
Department - Diagnostic Medical Sonography (DMS) - DMS 60E - CRITIQUE & PATHOLOGY V - SLO 2 - Application of knowledge - List the differential diagnosis that is responsible for sonographic changes. (Created By Department - Diagnostic Medical Sonography (DMS))	Assessment Method: Quizzes, midterm exam(s), final exam. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Passing scores of tests at 75% or higher.	12/15/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	12/15/2014 - Continue to monitor.
Course-Level SLO Status: Active			
Department - Diagnostic Medical Sonography (DMS) - DMS 60F - CRITIQUE & PATHOLOGY VI - SLO 1 - Recognition - Recognize normal and abnormal anatomical structures. (Created By Department - Diagnostic Medical Sonography (DMS))	Assessment Method: Quizzes, midterm exam(s), final exam. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Passing scores of tests at 75% or higher.	04/07/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	
Course-Level SLO Status: Active			
Department - Diagnostic Medical Sonography (DMS) - DMS 60F - CRITIQUE & PATHOLOGY VI - SLO 2 - Application of knowledge - List the differential diagnosis that is responsible for sonographic changes. (Created By Department - Diagnostic Medical Sonography (DMS))	Assessment Method: Quizzes, midterm exam(s), final exam. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Passing scores of tests at 75% or higher.	04/07/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	
Course-Level SLO Status: Active			
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))	Assessment Method: 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.	11/26/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	11/26/2014 - Goal was reached. No action plan at this time.
Course-Level SLO Status:			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	Assessment Method Type: Field Placement/Internship Target for Success: 100% of students will pass these assessments.		
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)) Course-Level SLO Status: Active	Assessment Method: 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. Assessment Method Type: Field Placement/Internship Target for Success: 100% of students will pass these assessments.	11/26/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	11/26/2014 - Goal was reached. No action plan at this time.
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)) Course-Level SLO Status: Active	Assessment Method: 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. Assessment Method Type: Field Placement/Internship Target for Success: 100% of students will pass these assessments.	11/26/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	
Department - Diagnostic Medical Sonography (DMS) - DMS 70B - CLINICAL PRECEPTORSHIP II - SLO 1 - Recognition - Recognize normal and abnormal anatomical	Assessment Method: Critique of performed technical skills and performance through observation, targeted tasks, assessment of medical cases	11/26/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred:	11/26/2014 - Goal has been met. No action plan needed at this time.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
structures. (Created By Department - Diagnostic Medical Sonography (DMS))	performed. Clinical case presentations with oral and written assignment. Behavioral objectives evaluated by written form and observation.	2013-2014	
Course-Level SLO Status: Active	Assessment Method Type: Field Placement/Internship Target for Success: 100% of students will pass these assessments.		
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))	Assessment Method: 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.	11/26/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	11/26/2014 - Goal has been met. No action plan needed at this time.
Course-Level SLO Status: Active	Assessment Method Type: Field Placement/Internship Target for Success: 100% of students will pass these assessments.		
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 identified by the SDMS and according to recognized examination protocols. (Created By Department - Diagnostic Medical Sonography (DMS))	Assessment Method: 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.	11/26/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	
Course-Level SLO Status: Active	Assessment Method Type: Field Placement/Internship Target for Success: 100% of students will pass these assessments.		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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)) Course-Level SLO Status: Active	Assessment Method: 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. Assessment Method Type: Field Placement/Internship Target for Success: 100% of students will receive a passing score.	09/17/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	11/26/2014 - Goal has been met. No action plan needed at this time.
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)) Course-Level SLO Status: Active	Assessment Method: 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. Assessment Method Type: Field Placement/Internship Target for Success: 100% of students will pass this assessment.	09/17/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	11/26/2014 - Goal has been met. No action plan needed at this time.
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)) Course-Level SLO Status: Active	Assessment Method: 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. Assessment Method Type: Field Placement/Internship Target for Success: 100% of students will pass.	11/26/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<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>Course-Level SLO Status: Active</p>	<p>Assessment Method: 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>Assessment Method Type: Field Placement/Internship</p> <p>Target for Success: 100% of students will pass these assessments.</p>	<p>12/15/2014 - 100% of students passed.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	<p>12/15/2014 - Continue to monitor.</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>Course-Level SLO Status: Active</p>	<p>Assessment Method: 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>Assessment Method Type: Field Placement/Internship</p> <p>Target for Success: 100% of students will pass these assessments.</p>	<p>12/15/2014 - 100% of students passed.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	<p>12/15/2014 - Continue to monitor.</p>
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 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>Assessment Method Type: Field Placement/Internship</p>	<p>12/15/2014 - 100% of students passed.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	Target for Success: 100% of students will pass these assessments.		
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)) Course-Level SLO Status: Active	Assessment Method: 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. Assessment Method Type: Field Placement/Internship Target for Success: 100% of students will pass these assessments.	04/07/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	
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 identified by the SDMS and according to recognized examination protocols. (Created By Department - Diagnostic Medical Sonography (DMS)) Course-Level SLO Status: Active	Assessment Method: 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. Assessment Method Type: Field Placement/Internship Target for Success: 100% of students will pass these assessments.	04/07/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	
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))	Assessment Method: 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	04/07/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	observation. Assessment Method Type: Field Placement/Internship Target for Success: 100% of students will pass these assessments.		
Department - Diagnostic Medical Sonography (DMS) - DMS 70R - INDEPENDENT STUDY IN DIAGNOSTIC MEDICAL SONOGRAPHY - Course has not been activated. Nothing to report at this time. - Course has not been activated. Nothing to report at this time. (Created By Department - Diagnostic Medical Sonography (DMS))			
Department - Diagnostic Medical Sonography (DMS) - DMS 72A - DIAGNOSTIC MEDICAL SONOGRAPHY PROCEDURES & APPLICATIONS - SLO 1- Production - Produce diagnostic sonographic images, optimizing technical factors. (Created By Department - Diagnostic Medical Sonography (DMS)) Course-Level SLO Status: Active	Assessment Method: Demonstration of mastery of material and technical skills through oral, practical. laboratory exercises, clinical experiences, written forms. Assessment Method Type: Presentation/Performance Target for Success: 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.	12/15/2014 - 100% mastery of technical skills was obtained as was exercises, written projects, oral exercises. Result: Target Met Year This Assessment Occurred: 2013-2014 Resource Request: Scanning mannequins and phantoms for practical experience. Continued support for lab instructor's. GE/IL-SLO Reflection: 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.	12/15/2014 - Continue to monitor for improvement in teaching methodology, student learning, and use data for annual accreditation reports and program planning. 12/15/2014 - Continue to monitor for improvement in teaching methodology, student learning, and use data for annual accreditation reports and program planning.
Department - Diagnostic Medical Sonography (DMS) - DMS 72A - DIAGNOSTIC MEDICAL SONOGRAPHY PROCEDURES & APPLICATIONS - SLO 2 - Analysis - Acquire and analyze data obtained using ultrasound and related	Assessment Method: Demonstration of mastery of material and technical skills through oral, practical. laboratory exercises, clinical experiences, written forms.	12/15/2014 - 100% mastery of technical skills was obtained as was exercises, written projects, oral exercises. Result: Target Met	12/15/2014 - Continue to monitor for improvement in teaching methodology, student learning, and use data for annual accreditation reports and program planning.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
diagnostic technologies. (Created By Department - Diagnostic Medical Sonography (DMS)) Course-Level SLO Status: Active	Assessment Method Type: Presentation/Performance Target for Success: Demonstration of mastery of material and technical skills through oral, practical, laboratory exercises, clinical experiences, written forms.	Year This Assessment Occurred: 2013-2014 Resource Request: Scanning mannequins and phantoms for practical experience. Continued support for lab instructor's. GE/IL-SLO Reflection: 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.	12/15/2014 - Continue to monitor for improvement in teaching methodology, student learning, and use data for annual accreditation reports and program planning.
Department - Diagnostic Medical Sonography (DMS) - DMS 72E - DIAGNOSTIC MEDICAL SONOGRAPHY PROCEDURES & APPLICATIONS - SLO 1- Production - Produce diagnostic sonographic images, optimizing technical factors. (Created By Department - Diagnostic Medical Sonography (DMS)) Course-Level SLO Status: Active	Assessment Method: Assess advanced proficiency by observation and skills assessment of image acquisition, implementing technical quality, interpretation and case analysis. Assessment Method Type: Presentation/Performance Target for Success: 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.	12/15/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014 Resource Request: DVD programs and other AV materials to advance their skills. Lab instructor's to provide for 3D/4D instruction. GE/IL-SLO Reflection: 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.	12/15/2014 - Will continue to monitor the results annually and use in annual program accreditation reports as well as curriculum management.
Department - Diagnostic Medical Sonography (DMS) - DMS 72E - DIAGNOSTIC MEDICAL SONOGRAPHY PROCEDURES & APPLICATIONS - SLO 2 - Analysis - Acquire and analyze data obtained using ultrasound and related diagnostic technologies. (Created By Department - Diagnostic Medical Sonography (DMS)) Course-Level SLO Status: Active	Assessment Method: Assess advanced proficiency by observation and skills assessment of image acquisition, implementing technical quality, interpretation and case analysis. Assessment Method Type: Presentation/Performance Target for Success: 80% mastery of technical skills on the first assessment, then 100% mastery of technical skills as final assessment. 100% mastery to		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	apply Standards of Practice and advanced interpretative analysis.		
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)) Course-Level SLO Status: Active	Assessment Method: American Registered Diagnostic Medical Sonography simulated board exams in the categories of US Physics, Abdominal Subjects, Ob-Gyn subjects. Assessment Method Type: Exam - Standardized Target for Success: 100% of DMS students will receive a passing score.	04/07/2014 - 100% of students passed. Result: Target Met Year This Assessment Occurred: 2013-2014 Resource Request: DVD programs for ARDMS registry review exercises and preparation. GE/IL-SLO Reflection: DMS students are competent with board exam subjects, which relate to the SLO's and the college 4 "Cs".	04/07/2014 - 4/7/14 will continue to monitor these results annually and make data available to program accreditation body and annual report as well as for program management.
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)) Assessment Cycles: End of Quarter Course-Level SLO Status: Active	Assessment Method: American Registered Diagnostic Medical Sonography simulated board exams in the categories of US Physics, Abdominal Subjects, Ob-Gyn subjects. Assessment Method Type: Exam - Standardized Target for Success: 100% of DMS students will receive a passing score.	04/07/2014 - Target for Success met. Result: Target Met Year This Assessment Occurred: 2013-2014 GE/IL-SLO Reflection: 4/7/14 will continue to monitor these results annually and make data available to program accreditation body and annual report as well as for program management.	04/07/2014 - 4/7/14 will continue to monitor these results annually and make data available to program accreditation body and annual report as well as for program management.

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/Reflections	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))	Assessment Method: Assess the substance of the project. Assessment Method Type: Research Paper Target for Success: 80% pass with 75%.		
Course-Level SLO Status: Inactive			
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))	Assessment Method: Assess the substance of the project. Assessment Method Type: Research Paper Target for Success: 80% pass with 75%.		
Course-Level SLO Status: Inactive			
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))	Assessment Method: Assess the substance and detail of the project. Assessment Method Type: Case Study/Analysis Target for Success: Passing scores of tests at 75% or higher.		
Course-Level SLO Status: Inactive			
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))	Assessment Method: Assess the substance and completeness of the analysis. Assessment Method Type: Case Study/Analysis		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Medical Sonography (DMS))	Target for Success: Passing scores of tests at 75% or higher.		
Course-Level SLO Status: Inactive			
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))	Assessment Method: Assess the substance and detail of the project. This project is not duplicated. Assessment Method Type: Research Paper Target for Success: Passing scores of tests at 75% or higher.		
Course-Level SLO Status: Inactive			
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))	Assessment Method: Improve skills in applying the principles & procedures in DMS. Selected project is different from any other project previously submitted. Assessment Method Type: Research Paper Target for Success: Passing scores of tests at 75% or higher.		
Course-Level SLO Status: Inactive			
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))	Assessment Method: Assessment of substance and accuracy of the portfolio project. Assessment Method Type: Portfolio Review Target for Success: Passing scores of tests at 75% or higher.		
Course-Level SLO Status: Inactive			
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))	Assessment Method: Assessment of the substance and accuracy of the portfolio project. Assessment Method Type: Portfolio Review Target for Success: Passing scores of tests at 75% or higher.		
Course-Level SLO Status: Inactive			

Program Assessment Report - Four Column
Department – Diagnostic Medical Sonography
(DMS)

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/Reflections	Action Plan & Follow-Up
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.	Assessment Method: Diagnostic Medical Sonography exam scores in the categories of US Physical Principles, Abdominal Subjects, and Obstetrics-Gynecology. Assessment Method Type: Exam - Standardized	11/26/2014 - Current students and graduates are meeting this SLO and national board exams demonstrate this fact. Result: Target Met Year This Assessment Occurred: 2013-2014 GE/IL-SLO Reflection: Met	11/26/2014 - None at this time. All DMS graduates successfully completed national board examinations.
SLO Status: Active	Assessment Method: 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. Assessment Method Type: Exam - Standardized		
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.	Assessment Method: 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. Assessment Method Type: Exam - Standardized	11/26/2014 - Current students and graduates are meeting this SLO and national board exams demonstrate this fact. Result: Target Met Year This Assessment Occurred: 2013-2014 GE/IL-SLO Reflection: Met	11/26/2014 - None needed at this time. All DMS graduates successfully completed the national board examinations.
SLO Status: Active			