

**BASIC PROGRAM INFORMATION**

*Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.*

**Program/Department Name:**

**Division Name:**

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

Name	Department	Position
Kathleen Austin	DMS	Director

**Number of Full Time Faculty:**

**Number of Part Time Faculty:**

**Please list all existing Classified positions:** *Example: Administrative Assistant I*

One program assistant is shared for numerous division programs and deans projects and assignments. Admin Assistant reports to the Dean.

**SECTION 1: PROGRAM REFLECTION**

**1A. Program Update:** Based on the program review [data](#), please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

Student Success:

College success rates for targeted groups and non-targeted groups is 72% - 82%.

DMS program success rates for targeted groups and non-targeted groups is 99% & 99%.

Distribution by ethnicity is similar to college data.

Enrollment for the DMS program has increased from 27% Asian/F/PI to 62%. The college stats are 32%.

DMS white enrollment has declined from 51% to 35% compared to the college of 30%. The DMS enrollment stats are similar to the applicant pools. The director is involved in considerable outreach to feeder schools. During outreach sessions the director 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 of female to males is 84% and 16%. The targeted group of males has increased by 7% as compared to the previous PR cycle.

Success rates by gender for the college is 79%.

DMS success rates by gender is 99%.

The greatest age group is between age 29-39 at 83% of the DMS enrollment. It is further believed there is correlation of the "adult learner" and program/national board examination success.

College highest degree BA/BS is 15%.

DMS program highest degree BA/BS is 68%.

College AA/AS degrees is 4%.

DMS program AA/AS degrees is 27%. Two (2) students who are physicians by training had no interest in completing the GE package in order to receive the AS degree. Their interest was obtaining employment ready skills.

College productivity levels are established as 518. The DMS program was 592. Though a bit less than the previous year the difference is attributed to curriculum changes.

Overall the DMS program exceeds the college success rates for the various demographics.

Student equity is a program mission to ensure all students have opportunity to succeed. The high percentage of entering students with a BA/BS/AA/AS degrees is driven by national board examination requirements. It is also reflected by the 100% pass rates for all national board examinations. In contrast national pass rates range from 60 - 82%.

While student demographics exceed college success rates in nearly all categories there is one area which is less than desired but has made great strides this past year. Males are underrepresented in part due to the nature of health care and in part due to the sensitivity of examinations including the female reproductive tract such as vaginal examinations, breast examinations and obstetrics. This report does not take into account the current 2015 fall quarter incoming class. The director reports the percentage of males for 2015-2016 has achieved even higher levels. This is believed due to outreach efforts.

We are particularly proud of the quality of graduates and the respect this program has with employers. We understand the growing need for sonographer graduates cited by the US Dept of Labor as 46% through 2022 one of the highest growth projections for medical professions and is set at #6 overall in terms of need. We are proud these well qualified students cite satisfaction with graduate salaries mirroring the US Dept of Labor.

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\*\*:

San 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>

\*\* not reflected is the major employers are hospitals and sonographers must be available on call. Call can increase the annual salary by \$20-30,000.

We are proud 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 graduates meet or exceed employer needs. 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 engages other experts to seek ongoing improvement and innovation. 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.

We are proud the investment tools to teach are being met. The lab will soon be brought up to date with the investment of new sonography machines. Supporting instructional materials are being maintained. During the past year funds have been available to purchase AV materials such as DVD's, etc. We anticipate this trend to support this successful program will continue.

We are proud the DMS program aligns with all of PLO's for communication, computation, creative, critical and analytical thinking, as well as community and global consciousness and responsibility.

We are proud to be asked back each year for outreach purposes to feeder schools as well as the positive relationships with employers and clinical instructor's.

We are proud targeted groups such as males has increased and past practices of student selections has led to outstanding successful graduates. We are proud a high number of incoming students arrive with a BS/BA degrees and numerous A/AS degrees and a prior medical background. This is a proven successful model and reflects the ability to meet the rigor and substance required by this profession. There has been an increase of qualified candidates from a variety of ethnic distribution. Success rates remain high.

**1B. Program Improvement:** What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

1. The JRC-DMS accreditation (Joint Review Committee for Diagnostic Medical Sonography under the direction of CAAHEP (Commission on Accreditation for Allied Health Education Programs) requires DMS programs have a faculty member serving in the role of Clinical Coordinator. The DMS program needs to invest in this position. This is one of the major reasons the DMS program is requesting a full time position be approved. The DMS program has a total of 2.6-2.7 FTE for part-time instructor(s) but only one full time position. This has been an ongoing request. In addition to meeting accreditation requirements the addition would offer stability. Past experiences has shown the difficulty to hire qualified part time faculty as they are usually employed full time in his/her hospital and is unable or unwilling to take the day off without pay to teach a class or two. Please refer to the salary schedule cited in 1A.

2. The hours the DMS program director puts in as a single FTE is enormous. The administrative side has grown tremendously over time. This director has had the privilege of founding the DMS program. It has grown from a single FT faculty with 1 part time instructor and substantial clerical support to a program to still a single faculty and 4-6 part time instructor's and limited clerical support.

CAAHEP (JRC-DMS) programmatic accreditation continues to expand and add layers of responsibility and reporting as does the district and college with its PLO's, SLO's, program reviews, resource allocation, and much more. Complexity of accreditation has grown as has the steep increase of responsibility required

by the hospitals and clinical facilities. In past years students would be assigned with conversation and medical requirements handled by the local department accepting the student. This has been removed from the local level and taken over in different levels of bureaucracy of various corporate departments areas and or other areas within their health care system. The result is a huge increased workload for the program director to meet the new student "onboarding" requirements. The onboarding experience is better explained elsewhere in this report but note it now exceeds 1 1/2 months of a 12 month contract to this outside responsibility.

There are numerous student tracking and reporting requirements for accreditation, the college and state. There is online everything for anything. The college decision to move toward CANVAS comes with faculty training and the creation of DMS online class presence. The DMS program has approximately 30 classes with some form of online activity. There is the need to roll into CANVAS, a huge task.

Clinical Instructor's are employees of the hospitals and medical facilities who are charged with on site instruction. Each CI is able to obtain continuing medical education credits which they apply to requirements for their professional credentials. It is the director who trains the students in the process, generates the tracking forms, enters and tracks data and has administrative permission to issue CME certificates via the Societies website. It is a process that is active throughout the year.

Several years ago the Division Dean at that time created the "Director's Meetings". This voluntary activity was to work on projects of mutual interest and collaborate with the budget process. This director recognizes the benefit of the Director's monthly meetings but knows each one will come with additional tasks and deadlines increasing the workload.

Other activities such as ensuring all books are ordered and stocked as well as supplies for the lab. Pursuing support educational materials and work on the procurement of capital equipment. Ensuring part time instructors needs are met and ensuring their forms and data including grades are returned in order to be analyzed by numerous parties and stakeholders. There is a desire to reconnect with distance learning partners such as Santa Rosa Jr. College and to expand beyond. Somehow find the time to ensure the director's CME of 30 hours are met to remain viable as required by accreditation. Clinical instructor's meetings, advisory committee meetings, program graduation details, student fund account, letters for scholarship and board examinations etc., etc. The director is responsible for student counseling, drop in visits, discipline, remedial and assist with his/her needs as well as resume writing, graduation and assist with post graduation employment. The director meets with prospective candidates and is involved in speaking to potential candidates through outreach to feeder schools in outlying areas. There is so much more than stated here.

Sixty (60) hour workweeks are the norm and a weekend or vacation without work a rarity. It is not sustainable. In order to be manageable and sustainable the program director must have the time to complete all that is needed. There must be a mechanism to move from a reactionary position to one which can be creative and grow the DMS program. A change to the teaching load to include additional administrative release time would best address the needs of the students, state, district, college, division, program faculty and all stakeholders to ensure sustainability.

3. As mentioned the move to CANVAS will require training and work to bring to fruition the 30 DMS classes. It is unlikely a new incoming DMS director will have the time to receive training and then the time to complete the creation of the online class sites to include materials, tests, communication,

assignments, grading, etc. Yet it must be done. The more pressing responsibilities will be integrating into the position as a director and to build additional clinical sites as this relates directly to student selection. It may be reasonable to allocate this task to another. Part time faculty are employed by their various hospitals and do not have the training or interest in online development and yet the program relies on the online classes especially given the distances in which students reside. An initial perusal of CANVAS has some indication it may be robust and to expand the DMS program into outlying regions thus increasing student enrollment.

4. There is an ongoing need to meet with prospective clinical educational training partners. The timeline to establish a prospect, to discuss areas of interest and compliance, vetting the facility/clinical instructor(s) and complete contract negotiations. It is often a 6-12 month process per new facility.

5. Onboarding is the new term and refers to the requirements by which students are vetted prior to beginning his/her clinical preceptorships with the hospitals and medical facilities. This dramatic and escalating shift has moved from a fairly simple system handled by the local department to a complex evolution run by the medical centers third parties. Each facility's requirements are different from one another. The amount of time and energy has grown tremendously with the burden landing on the director.

Onboarding is vetting the students required immunizations, in-house training some of which are up to 7 hours per student, respiratory fit testing and certification, CPR, hospital based confidentiality forms, background reports, DMV reports, and much more. For example this director spent 146 hours with student onboarding for their clinical rotations in August and early September 2015. It is likely another 30 hours were directed toward this process by early October for the 37-40 students assigned to over 25+ different medical facilities. Onboarding takes place 3-4 times per year. This huge shift of hours in this direction has to come at the expense of all other administrative responsibilities of the director.

The DMS Director and part time faculty are required by accreditation to assess students in his/her medical facility. Onboarding is extended to the districts employees. Each faculty member is now required to go through the same process and provide evidence of the same to nearly each medical facility. This is a cost and time issue. Costs of receiving immunizations, the background check, hospitals orientation needs to be covered. While the majority of cost is up front some of the requirements are annual. It is not reasonable to think the employees insurance will cover this out of pocket expenses given co-insurance and deductible requirements. In part, this is the role of the clinical coordinator. The addition of a second program FTE would decrease the costs over the long term.

6. The DMS (Society of Diagnostic Medical Sonography) allows the on site clinical instructor's to receive CME (continuing medical education) credits. This can provide up to 50% of the total CME's each hospital Clinical Instructor needs to maintain his/her credentials to practice. The goal is to renew the ability for the DMS director to continue to provide these credits as a thank you for the hard work the CI's provide in teaching the students as they are not financially compensated for the 32 hours per week the student is onsite. It is an incentive to attract clinical instructors. It does come at a cost of time for the director. Currently the director manages the entire process from creating the tracking forms for the students to use, training the student, ensure the forms are returned in a timely manner and then via an administrative role creates the certificates and deliver the to each clinical instructor and enter the data into each clinical instructors ARDMS tracker. This year nearly 70 clinical instructors are receiving CME's. A second full time faculty position be approved.

7. The addition of a second full-time faculty would meet program accreditation mandate for the required faculty clinical coordinator position. This faculty member would also carry a teaching load for classroom, lab and clinical site assessments. This is a person who should meet the requirements to be a subject matter expert in subjects difficult to fill with part time faculty. The full time faculty member would participate with SLO's, program reviews, accreditation annual reports, curriculum development and review, online course development to CANVAS and much more. All activities that are valuable to the college, district and DMS program. This would allow the Program Director to reduce the work week from 60+ hrs/week including weekends to a reasonable structure.

**1C. Measures of Success:** What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

There are 28 classes with the DMS designation and 2 classes with the AHS designation for a total of 30 classes leading to successful completion of the Diagnostic Medical Sonography program. There are multiple forms to measure success. This occurs throughout and beyond the duration of the DMS program enrollment.

SLO's and PLO's are just two of the many forms to measure success. Typical measures for SLO's include meeting or exceeding benchmarks for tests, quizzes, midterms, final exams, practical performance testing, role play, reports, patient case presentations of analysis and reviews, understanding the diagnosis and differential diagnosis, command of disease etiology along with incorporation of concurrent laboratory data, patient management, oral testing, and much more. They are designed to review student success in areas mandated by program accreditation and valued by employers. All SLO's in all classes have been met usually exceeding the benchmarks.

Enrollment trends will increase and decrease usually in alternating years due to the assignment of students to the clinical education partners. A unique factor is the 1:1 ratio of student to clinical education partner. Attrition usually occurs in the first quarter of the program with net graduation rate holding steady. One of the problems with the medical facilities onboarding process is the longer timeline needed to complete. For example in the past if an accepted student elected not to start a week or two prior to the start of the first quarter it was not an issue as backfill from the alternate list could take place. Since onboarding typically requires 4-6 weeks it is difficult to impossible to backfill a vacancy.

Additional measures of success include

- students evaluation of individual classes which are overwhelmingly positive.
- student evaluations of the DMS program demonstrate a high level of satisfaction prior to completion.
- graduate surveys demonstrates satisfaction as 4.7 - 4.9 out of 5.0 for areas including resource assessment, physical & clinical resources, MD interaction, and exit interviews.
- employer surveys demonstrates satisfaction as 4.75 out of 5.0 for same areas assessed by the graduate surveys and including applicable skills.
- successful credentialing with the ARDMS (American Registry of Diagnostic Medical Sonography) national board examinations. Again, during this cycle the pass rate for all board examinations is 100% for a total of 54 Board exams. Contrast with national pass rates of 60-82%.
- Resource Assessment by faculty, clinical instructor's, and medical director as 4.8 out of 5.
- The annual CAAHEP (Commission on Accreditation for Allied Health Education Programs) reports including statistical data demonstrates high levels of achievement.
- Advisory Board feedback and recommendations
- Clinical Instructor assessment of the DMS program including feedback, guidance, and

recommendations. The DMS program has over 70 clinical instructor's who are employees of the hospitals and clinics volunteering for the role of teaching, assessing and counseling students as well as closely work with the program director.

**1D. EMP Goal:** The 2015-2020 Educational Master Plan (EMP) includes the following goal:  
*"Create a culture of equity that promotes student success, particularly for underserved students."*

Based on the program review [data](#), tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

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 national board examinations, employer and graduate surveys and much more. Please refer to 1C.

## SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

**2A. New Program Objectives:** Please list any new objectives (do not list your resource requests).

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Offer 2 New Courses to Meet Demand</i>	<i>Winter 2016 Term</i>	<i>Course Enrollment</i>
Full-time faculty. This is an ongoing request. Currently there is one FT which is the director and 2.6-2.7 FTES with part time instructors who are limited as what he/she can accept for a teaching assignment. Meets accreditation requirements for clinical coordinator.	Spring 2016	Could increase enrollment as responsibility would be to reach out for new clinical education partners as well as program stability.
Increase the release time for the program director. Refer to 1B Item 2.	Summer 2016	Ability to ensure sustainability and success. Over time the ability to increase student numbers.
Increase budget funding for faculty to meet health, immunization, background reports, etc in order to work with & assess students in their assigned clinical facility. This is a requirement of accreditation and are costs currently not covered by the college or district. Costs will not likely be covered by insurance due to deductable and co-insurance clauses.	Spring 2016	Meets program and hospital and clinical education partners mandates.
Create 30 classes on CANVAS.	Fall 2015 & Winter 2016	Complete training and create robust

		classes for the DMS program. 30 such classes exist with ETUDES. It appears this platform is more robust and may be better able to expand into other regions with the goal of expanding program enrollment.
Instructional support materials such as DVDs, phantoms, electronically movable hospital type bed, simulators, etc.	Ongoing each quarter.	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.
To add input from part-time faculty for tasks such as program review, PLO's and SLO's. The reality is that part time instructors are not available as they work nearly full time for his/her hospital(s) including opening days. Often the demand on their schedule allows for little dialog beyond his/her immediate needs to teach their class(es).	As soon as a full time position can be implemented.	Having another full time employee would benefit this goal.
To have the opportunity to more fully engage with all parts to PLO's & SLO's including reflection and application in order to advance this area. As explained in other parts of this document there is no time to do so.	As soon as a full time position can be implemented.	Increasing the release time for the director as well as adding a full time employee would allow this to happen,
To balance a personal life and maintaining/growing an excellent program. At issue is the stress & fatigue factor compromising one's health.	As soon as a full time position can be implemented.	Increasing the release time for the director as well as adding a full time employee would allow this to happen,

**2B. Resource Requests:** Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information.



## ANNUAL PROGRAM REVIEW TEMPLATE for 2015-2016

Resource Request	\$	Program Objective (Section 2A)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Full time faculty.	as per salary schedule relevant to contract length, and salary placement	Meet ongoing accreditation requirement as clinical coordinator, assist with onboarding of students, reports, in classroom teaching, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meet accreditation requirements of onsite student assessment by faculty as required by the medical facilities requirements for immunizations, background report, etc. are complete and updated annually.	Initially could be \$1,100 per visiting faculty . Then est. at \$100-150. per annum .	Increase budget funding for faculty to meet health, immunization, background reports, etc in order to work with & assess students in their assigned clinical facility. This is a requirement of accreditation and are costs currently not covered by the college or district. Costs will not likely be	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

		covered by insurance due to deductable and co-insurance clauses.				
Train and then create 30 classes on CANVAS.	Difficult to estimate costs. Possibly to \$25,000.	All 30 classes will need to be created and transitioned to CANVAS. It appears this robust platform may be able to expand the program into outlying regions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increase Program Director's release time.	Increase release time to a minimum of 50%.	Currently insufficient. refer to details under 1B Item 2.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**2C. Unbudgeted Reassigned Time:** Please list and provide rationale for requested reassign time.

The position responsibilities has grown beyond the scope and ability of a single full time Program Director. There are numerous citations throughout the report addressing this request. Please refer to 1B section 1, 2, 3, 5, 6, 7 pages 3-6. The responsibilities and workload has grown significantly over the past 32 years. It is not a sustainable workload without a second full-time faculty to help shoulder the workload. As noted it is difficult to find and hire part-time qualified instructors for classes requiring a specific level of expertise. Part time faculty do not have the time or ability to assist with day to day operations or with tasks such as program review, SLO/PLO, accreditation annual reports, accreditation self study etc. Current part time faculty are employees of his/her hospitals and are not able to participate or to be able to attend program meetings during opening day.

### SECTION 3: LEARNING OUTCOMES ASSESSMENT SUMMARY

**3A. Attach 2014-2015 Course-Level Outcomes:** Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

**3B. Attach 2014-2015 Program-Level Outcomes:** Four Column Report for PL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

#### SECTION 4: FEEDBACK AND FOLLOW-UP

This section is for the Dean/Supervising Administrator to provide feedback.

**4A. Strengths and successes of the program as evidenced by the data and analysis:**

Students in the DMS program succeed at >95% level in both targeted and non-targeted populations. Therefore there are no student equity issues. All students pass their licensure exams, most are employed within 6 months of graduation and earn living wages immediately upon graduation. The DMS graduates are among the highest paid graduates from Foothill College Allied Health Programs. The student population

**4B. Areas of concern, if any:**

Clinical placement continues to be an issue for all of our AH programs and limits enrolment growth. The program director does a good job of building relationships with local and regional hospitals, but ultimately, the decision to train students lies with each individual hospital/clinic. Our programs expand and contract based on the number of students our clinical affiliates are willing to take.

Another concern is the imminent retirement of the program director, Kathleen Austin. Because of the salary scale of individuals in the DMS field, it is difficult to find individuals who are interested in teaching full time. This is a recurring challenge for all of our Allied Health programs.

**4C. Recommendations for improvement:**

Continue to build relationships with local and regional hospitals to expand the number of sites for clinical training.

**4D. Recommended Next Steps:**

- ☒ Proceed as Planned on Program Review Schedule
- ☐ Further Review / Out-of-Cycle In-Depth Review

*Upon completion of Section 4, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.*

**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
<p><b>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.</b></p> <p><b>SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Diagnostic Medical Sonography exam scores in the categories of US Physical Principles, Abdominal Subjects, and Obstetrics-Gynecology.</p> <p><b>Assessment Method Type:</b> Exam - Standardized</p>	<p>12/07/2015 - Current students and graduates are meeting this SLO. Results from the national board exams (ARDMS) validates the findings.</p> <p><b>Result:</b> Target Met Year This Assessment Occurred: 2014-2015</p> <p><b>GEIL-SLO Reflection:</b> Met</p>	<p>12/07/2015 - None at this time. All DMS graduates successfully completed national board examinations.</p>
<p><b>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.</b></p> <p><b>SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Diagnostic Medical Sonography exam scores in the categories of US Physical Principles, Abdominal Subjects, and Obstetrics-Gynecology. Assessments are completed through DMS Program coursework and clinical preceptorship assignments.</p> <p><b>Assessment Method Type:</b> Exam - Standardized</p>	<p>12/07/2015 - Current students and graduates are meeting this SLO. Results from the national board exams (ARDMS) validates the findings.</p> <p><b>Result:</b> Target Met Year This Assessment Occurred: 2014-2015</p> <p><b>GEIL-SLO Reflection:</b> Met</p>	<p>12/07/2015 - None needed at this time. All DMS graduates successfully completed the national board examinations.</p>
Program (BHS-DMS) - Diagnostic Medical			

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Sonography AS/CA - 3 - To prepare competent entry-level Diagnostic Medical sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.</p> <p><b>Start Date:</b> 04/01/2015</p> <p><b>SLO Status:</b> Active</p>			

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

## 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))	<b>Assessment Method:</b> Assess the substance of the project. <b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> 80% pass with 75%.		
<b>Course-Level SLO Status:</b> 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))	<b>Assessment Method:</b> Assess the substance of the project. <b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> 80% pass with 75%.		
<b>Course-Level SLO Status:</b> 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))	<b>Assessment Method:</b> Assess the substance and detail of the project. <b>Assessment Method Type:</b> Case Study/Analysis <b>Target for Success:</b> Passing scores of tests at 75% or higher.		
<b>Course-Level SLO Status:</b> 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	<b>Assessment Method:</b> Assess the substance and completeness of the analysis. <b>Assessment Method Type:</b> 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.		
<b>Course-Level SLO Status:</b> 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))	<b>Assessment Method:</b> Assess the substance and detail of the project. This project is not duplicated. <b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> Passing scores of tests at 75% or higher.		
<b>Course-Level SLO Status:</b> 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))	<b>Assessment Method:</b> Improve skills in applying the principles & procedures in DMS. Selected project is different from any other project previously submitted. <b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> Passing scores of tests at 75% or higher.		
<b>Course-Level SLO Status:</b> 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))	<b>Assessment Method:</b> Assessment of substance and accuracy of the portfolio project. <b>Assessment Method Type:</b> Portfolio Review <b>Target for Success:</b> Passing scores of tests at 75% or higher.		
<b>Course-Level SLO Status:</b> 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))	<b>Assessment Method:</b> Assessment of the substance and accuracy of the portfolio project. <b>Assessment Method Type:</b> Portfolio Review <b>Target for Success:</b> Passing scores of tests at 75% or higher.		
<b>Course-Level SLO Status:</b> Inactive			

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))	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Standardized <b>Target for Success:</b> Passing scores of tests at 75% or higher.	12/14/2015 - 100% of students passed. <b>Result:</b> Target Met Year This Assessment Occurred: 2014-2015	12/07/2015 - Goal was reached. No action plan at this time. 12/07/2015 - Goal was reached. No action plan at this time.
<b>Course-Level SLO Status:</b> 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))	<b>Assessment Method:</b> Quizzes, simulated skills, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Standardized <b>Target for Success:</b> Passing scores of tests at 75% or higher.	12/07/2015 - 100% of students passed. <b>Result:</b> Target Met Year This Assessment Occurred: 2014-2015	12/07/2015 - Goal was reached. No action plan at this time. 12/07/2015 - Goal was reached. No action plan at this time.
<b>Course-Level SLO Status:</b> 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))	<b>Assessment Method:</b> Online quizzes and practical skills testing. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.	12/07/2015 - 100% of students passed. <b>Result:</b> Target Met Year This Assessment Occurred: 2014-2015	12/07/2015 - Goal was reached. No action plan at this time.
<b>Course-Level SLO Status:</b> 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	<b>Assessment Method:</b> Online quizzes and practical skills testing. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.	12/07/2015 - 100% of students passed. <b>Result:</b> Target Met Year This Assessment Occurred: 2014-2015	12/07/2015 - 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
<b>Sonography (DMS)</b>  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Online quizzes and practical skills testing. <b>Assessment Method Type:</b> Exam - Standardized <b>Target for Success:</b> Passing scores of tests at 75% or higher.		
<b>Department - Diagnostic Medical Sonography (DMS) - DMS 51A - SECTIONAL ANATOMY - SLO 1 -</b> Application of Knowledge - Define and use reference points, planes, and terminology related to medical imaging. (Created By <b>Department - Diagnostic Medical Sonography (DMS)</b>	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.	03/31/2015 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	03/31/2015 - Goal was reached. No action plan at this time.
<b>Course-Level SLO Status:</b> Active			
<b>Department - Diagnostic Medical Sonography (DMS) - DMS 51A - SECTIONAL ANATOMY - SLO 2 -</b> Knowledge - Identify the anatomy of the body cavity and head in multiple anatomical planes. (Created By Department - Diagnostic Medical Sonography (DMS))	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.	03/31/2015 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	03/31/2015 - Goal was reached. No action plan at this time.
<b>Course-Level SLO Status:</b> Active			
<b>Department - Diagnostic Medical Sonography (DMS) - DMS 52A - PHYSICAL PRINCIPLES OF DIAGNOSTIC MEDICAL SONOGRAPHY I - SLO 1 - Calculate -</b> Calculate/solve mathematical equations related to ultrasound physics. (Created By <b>Department - Diagnostic Medical Sonography (DMS)</b>	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.	06/30/2015 - 100% of students passed the course with a C or better for Spring 2015. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	06/30/2015 - Goal has been met. No action plan needed at this time.
<b>Course-Level SLO Status:</b> Active			
<b>Department - Diagnostic Medical Sonography (DMS) - DMS 52A - PHYSICAL</b>	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam.	06/30/2015 - 100% of students passed the course with a C or better for Spring 2015.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>PRINCIPLES OF DIAGNOSTIC MEDICAL SONOGRAPHY I - SLO 2 - Describe -</b> Describe propagation of sound waves characteristics. (Created By Department - Diagnostic Medical Sonography (DMS))	<b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.	<b>Result:</b> Target Met Year This Assessment Occurred: 2014-2015	06/30/2015 - Goal has been met. No action plan needed at this time.
<b>Course-Level SLO Status:</b> Active			
<b>Department - Diagnostic Medical Sonography (DMS) - DMS 52B - PHYSICAL PRINCIPLES OF DIAGNOSTIC MEDICAL SONOGRAPHY II - SLO 1 - Knowledge -</b> Identify the various types of transducers and describe the differences. (Created By Department - Diagnostic Medical Sonography (DMS))	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.	12/07/2015 - 100% of students are passing Summer 2014. <b>Result:</b> Target Met Year This Assessment Occurred: 2014-2015	12/07/2015 - Goal has been met. No action plan needed at this time.
<b>Course-Level SLO Status:</b> Active			
<b>Department - Diagnostic Medical Sonography (DMS) - DMS 52B - PHYSICAL PRINCIPLES OF DIAGNOSTIC MEDICAL SONOGRAPHY II - SLO 2 - Knowledge -</b> Identify the components of the image display. (Created By Department - Diagnostic Medical Sonography (DMS))	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.	12/07/2015 - 100% of students are passing Summer 2014. <b>Result:</b> Target Met Year This Assessment Occurred: 2014-2015	12/07/2015 - Goal has been met. No action plan needed at this time.
<b>Course-Level SLO Status:</b> Active			
<b>Department - Diagnostic Medical Sonography (DMS) - DMS 52C - PHYSICAL PRINCIPLES OF DIAGNOSTIC MEDICAL SONOGRAPHY III - SLO 1 - Knowledge -</b> Identify quality control procedures utilized in diagnostic ultrasound systems. (Created By Department - Diagnostic Medical Sonography (DMS))	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.	12/07/2015 - 100% of students are passing Summer 2014. <b>Result:</b> Target Met Year This Assessment Occurred: 2014-2015	
<b>Course-Level SLO Status:</b> Active			
<b>Department - Diagnostic Medical Sonography (DMS) - DMS 52C - PHYSICAL</b>	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam.	12/07/2015 - 100% of students passed. <b>Result:</b>	

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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>PRINCIPLES OF DIAGNOSTIC MEDICAL SONOGRAPHY III - SLO 2 - Explain -</b> Explain the principles of harmonic imaging and volume scanning. (Created By Department - Diagnostic Medical Sonography (DMS))	<b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.	<b>Target Met</b> Year This Assessment Occurred: 2014-2015	
<b>Course-Level SLO Status:</b> Active			
<b>Department - Diagnostic Medical Sonography (DMS) - DMS 53A - DIAGNOSTIC MEDICAL SONOGRAPHY I -</b> SLO 1 - Recognition - Recognize normal and abnormal anatomical structures. (Created By Department - Diagnostic Medical Sonography (DMS))	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.	03/31/2015 - 100% of students passed. <b>Result:</b> Target Met Year This Assessment Occurred: 2014-2015	03/31/2015 - Goal reached. No change to action plan at this time.
<b>Course-Level SLO Status:</b> Active			
<b>Department - Diagnostic Medical Sonography (DMS) - DMS 53A - DIAGNOSTIC MEDICAL SONOGRAPHY I -</b> SLO 2 - Describe - Describe related pathology, lab tests, and clinical symptoms (Created By Department - Diagnostic Medical Sonography (DMS))	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.	03/31/2015 - 100% of students passed. <b>Result:</b> Target Met Year This Assessment Occurred: 2014-2015	03/31/2015 - Goal was reached. No action plan at this time.
<b>Course-Level SLO Status:</b> Active			
<b>Department - Diagnostic Medical Sonography (DMS) - DMS 53B - DIAGNOSTIC MEDICAL SONOGRAPHY II -</b> SLO 2 - Describe - Describe related pathology, lab tests, and clinical symptoms (Created By Department - Diagnostic Medical Sonography (DMS))	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.	06/30/2015 - 100% of students passed. <b>Result:</b> Target Met Year This Assessment Occurred: 2014-2015	06/30/2015 - Goal has been met. No action plan needed at this time.
<b>Course-Level SLO Status:</b> Active			
<b>Department - Diagnostic Medical Sonography (DMS) - DMS 53B - DIAGNOSTIC MEDICAL SONOGRAPHY II -</b> SLO 2 - Describe - Describe related pathology, lab tests, and clinical symptoms (Created By Department - Diagnostic Medical Sonography (DMS))	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.	06/30/2015 - 100% of students passed. <b>Result:</b> Target Met Year This Assessment Occurred: 2014-2015	06/30/2015 - 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
SLO 1 - Recognition - Recognize normal and abnormal anatomical structures. (Created By Department - Diagnostic Medical Sonography (DMS))	Exam - Course Test/Quiz Target for Success: Passing scores of tests at 75% or higher.	Year This Assessment Occurred: 2014-2015	
<b>Course-Level SLO Status:</b> 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))	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.		
<b>Course-Level SLO Status:</b> 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))	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.		
<b>Course-Level SLO Status:</b> 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))	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.	03/31/2015 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	03/31/2015 - Goal was reached. No action plan at this time.
<b>Course-Level SLO Status:</b> Active			
Department - Diagnostic Medical Sonography (DMS) - DMS 54A - GYNECOLOGY - SLO 2 - Describe - Identify and describe reproductive anatomy and physiology. (Created By Department -	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b>	03/31/2015 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	03/31/2015 - 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
<b>Diagnostic Medical Sonography (DMS))</b>			
<b>Course-Level SLO Status:</b>			
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))	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.	06/30/2015 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	06/30/2015 - Goal has been met. No action plan needed at this time.
<b>Course-Level SLO Status:</b>			
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))	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.	06/30/2015 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	06/30/2015 - Goal has been met. No action plan needed at this time.
<b>Course-Level SLO Status:</b>			
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))	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.	06/30/2015 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	06/30/2015 - Continue to monitor.
<b>Course-Level SLO Status:</b>			
Active			
Department - Diagnostic Medical Sonography (DMS) - DMS 55A - OBSTETRICS I - SLO 1 - Application of Knowledge - Recite and apply the AUM standards to obstetrical sonography. (Created By Department - Diagnostic Medical Sonography (DMS))	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.	12/07/2015 - 100% of students are passed Summer 2014. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	12/07/2015 - 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
<b>Course-Level SLO Status:</b> 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))	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.	12/07/2015 - 100% of students are passed Summer 2014. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	12/07/2015 - Goal has been met. No action plan needed at this time.
<b>Course-Level SLO Status:</b> 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))	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.	12/07/2015 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	12/07/2015 - Continue to monitor.
<b>Course-Level SLO Status:</b> 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))	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.	12/07/2015 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	12/07/2015 - Continue to monitor.
<b>Course-Level SLO Status:</b> 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))	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.	12/07/2015 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	12/07/2015 - Continue to monitor.
<b>Course-Level SLO Status:</b> Active			



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.</p>	<p>12/07/2015 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015</p>	<p>12/07/2015 - Continue to monitor.</p>
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.</p>	<p>12/07/2015 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015</p>	
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 56B - ADVANCED APPLICATIONS OF VASCULAR TECHNOLOGY - SLO 1 - Knowledge - Describe imaging and non-imaging techniques for arterial, venous, and cerebrovascular studies. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.</p>	<p>12/07/2015 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015</p>	
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 56B - ADVANCED APPLICATIONS OF VASCULAR TECHNOLOGY - SLO 2 - Interpret - Interpret doppler information as it relates to normal and abnormal flow states. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.</p>	<p>12/07/2015 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> 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))	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.	12/07/2015 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	12/07/2015 - Goal reached. No change to action plan at this time.
<b>Course-Level SLO Status:</b> 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))	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.	12/07/2015 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	12/07/2015 - Goal reached. No change to action plan at this time.
<b>Course-Level SLO Status:</b> 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))	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.		
<b>Course-Level SLO Status:</b> 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))	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.	03/31/2015 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	03/31/2015 - 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
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))	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.	<b>Result:</b> 06/30/2015 - 100% of students passed. <b>Target Met</b> Year This Assessment Occurred: 2014-2015	06/30/2015 - Goal has been met. No action plan needed at this time.
<b>Course-Level SLO Status:</b> 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))	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.	<b>Result:</b> 06/30/2015 - 100% of students passed. <b>Target Met</b> Year This Assessment Occurred: 2014-2015	06/30/2015 - Goal has been met. No action plan needed at this time.
<b>Course-Level SLO Status:</b> 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))	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.	<b>Result:</b> 12/07/2015 - 100% of students passed. <b>Target Met</b> Year This Assessment Occurred: 2014-2015	12/07/2015 - Goal has been met. No action plan needed at this time.
<b>Course-Level SLO Status:</b> 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))	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.	<b>Result:</b> 12/07/2015 - 100% of students passed. <b>Target Met</b> Year This Assessment Occurred: 2014-2015	12/07/2015 - Goal has been met. No action plan needed at this time.
<b>Course-Level SLO Status:</b> Active			
Department - Diagnostic Medical Sonography (DMS) - DMS 60E - CRITIQUE & PATHOLOGY V - SLO 1 - Recognition - Recognize normal and abnormal anatomical	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz	<b>Result:</b> 12/07/2015 - 100% of students passed. <b>Target Met</b> Year This Assessment Occurred:	12/07/2015 - 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.	2014-2015	
<b>Course-Level SLO Status:</b> 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))	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.	12/07/2015 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	12/07/2015 - Continue to monitor.
<b>Course-Level SLO Status:</b> 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))	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.	12/07/2015 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
<b>Course-Level SLO Status:</b> 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))	<b>Assessment Method:</b> Quizzes, midterm exam(s), final exam. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> Passing scores of tests at 75% or higher.	12/07/2015 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
<b>Course-Level SLO Status:</b> 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))	<b>Assessment Method:</b> Critique of performed technical skills and performance through observation, targeted tasks, assessment of medical cases performed. Clinical case presentations with oral and written assignment. Behavioral objectives evaluated by written form and observation.	03/31/2015 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	03/31/2015 - Goal was reached. No action plan at this time.
<b>Course-Level SLO Status:</b> Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	<p><b>Assessment Method Type:</b> Field Placement/Internship</p> <p><b>Target for Success:</b> 100% of students will pass these assessments.</p>		
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 70A - CLINICAL PRECEPTORSHIP I - SLO 2 - Application of knowledge - List the differential diagnosis for each disease process as related to the exam. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Critique of performed technical skills and performance through observation, targeted tasks, assessment of medical cases performed. Clinical case presentations with oral and written assignment. Behavioral objectives evaluated by written form and observation.</p> <p><b>Assessment Method Type:</b> Field Placement/Internship</p> <p><b>Target for Success:</b> 100% of students will pass these assessments.</p>	<p>03/31/2015 - 100% of students passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	<p>03/31/2015 - Goal was reached. No action plan at this time.</p>
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 70A - CLINICAL PRECEPTORSHIP I - SLO 3 - Performance - Perform ultrasound exams according to the Scope of Practice for sonographer's identified by the SDMS and according to recognized examination protocols. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Critique of performed technical skills and performance through observation, targeted tasks, assessment of medical cases performed. Clinical case presentations with oral and written assignment. Behavioral objectives evaluated by written form and observation.</p> <p><b>Assessment Method Type:</b> Field Placement/Internship</p> <p><b>Target for Success:</b> 100% of students will pass these assessments.</p>	<p>03/31/2015 - 100% of students passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	<p>03/31/2015 - Continue to monitor.</p>
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 70B - CLINICAL PRECEPTORSHIP II - SLO 1 - Recognition - Recognize normal and abnormal anatomical</p>	<p><b>Assessment Method:</b> Critique of performed technical skills and performance through observation, targeted tasks, assessment of medical cases</p>	<p>06/30/2015 - 100% of students passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b></p>	<p>06/30/2015 - Goal has been met. No action plan needed at this time.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Structures. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>performed. Clinical case presentations with oral and written assignment. Behavioral objectives evaluated by written form and observation.</p> <p><b>Assessment Method Type:</b> Field Placement/Internship</p> <p><b>Target for Success:</b> 100% of students will pass these assessments.</p>	<p>2014-2015</p>	
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 708 - CLINICAL PRECEPTORSHIP II - SLO 2 - Research - Obtain pertinent studies, reports, lab values as they relate to the examination. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Critique of performed technical skills and performance through observation, targeted tasks, assessment of medical cases performed. Clinical case presentations with oral and written assignment. Behavioral objectives evaluated by written form and observation.</p> <p><b>Assessment Method Type:</b> Field Placement/Internship</p> <p><b>Target for Success:</b> 100% of students will pass these assessments.</p>	<p>06/30/2015 - 100% of students passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	<p>06/30/2015 - Goal has been met. No action plan needed at this time.</p>
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 708 - 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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Critique of performed technical skills and performance through observation, targeted tasks, assessment of medical cases performed. Clinical case presentations with oral and written assignment. Behavioral objectives evaluated by written form and observation.</p> <p><b>Assessment Method Type:</b> Field Placement/Internship</p> <p><b>Target for Success:</b> 100% of students will pass these assessments.</p>	<p>06/30/2015 - 100% of students passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	<p>06/30/2015 - Continue to monitor.</p>

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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Critique of performed technical skills and performance through observation, targeted tasks, assessment of medical cases performed. Clinical case presentations with oral and written assignment. Behavioral objectives evaluated by written form and observation.  <b>Assessment Method Type:</b> Field Placement/Internship <b>Target for Success:</b> 100% of students will receive a passing score.	12/07/2015 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	12/07/2015 - 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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Critique of performed technical skills and performance through observation, targeted tasks, assessment of medical cases performed. Clinical case presentations with oral and written assignment. Behavioral objectives evaluated by written form and observation.  <b>Assessment Method Type:</b> Field Placement/Internship <b>Target for Success:</b> 100% of students will pass this assessment.	12/07/2015 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	12/07/2015 - 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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Critique of performed technical skills and performance through observation, targeted tasks, assessment of medical cases performed. Clinical case presentations with oral and written assignment. Behavioral objectives evaluated by written form and observation.  <b>Assessment Method Type:</b> Field Placement/Internship <b>Target for Success:</b> 100% of students will pass.	12/07/2015 - 100% of students passed. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	

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 anatomical structures. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Critique of performed technical skills and performance through observation, targeted tasks, assessment of medical cases performed. Clinical case presentations with oral and written assignment. Behavioral objectives evaluated by written form and observation.</p> <p><b>Assessment Method Type:</b> Field Placement/Internship</p> <p><b>Target for Success:</b> 100% of students will pass these assessments.</p>	<p>12/07/2015 - 100% of students passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	<p>12/07/2015 - 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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Critique of performed technical skills and performance through observation, targeted tasks, assessment of medical cases performed. Clinical case presentations with oral and written assignment. Behavioral objectives evaluated by written form and observation.</p> <p><b>Assessment Method Type:</b> Field Placement/Internship</p> <p><b>Target for Success:</b> 100% of students will pass these assessments.</p>	<p>12/07/2015 - 100% of students passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	<p>12/07/2015 - 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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Critique of performed technical skills and performance through observation, targeted tasks, assessment of medical cases performed. Clinical case presentations with oral and written assignment. Behavioral objectives evaluated by written form and observation.</p> <p><b>Assessment Method Type:</b> Field Placement/Internship</p>	<p>12/07/2015 - 100% of students passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 70E - CLINICAL PRECEPTORSHIP V - SLO 1 - Recognition</p> <p>- Recognize normal and abnormal anatomical structures. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Critique of performed technical skills and performance through observation, targeted tasks, assessment of medical cases performed. Clinical case presentations with oral and written assignment. Behavioral objectives evaluated by written form and observation.</p> <p><b>Assessment Method Type:</b> Field Placement/Internship</p> <p><b>Target for Success:</b> 100% of students will pass these assessments.</p>	<p>12/07/2015 - 100% of students passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 70E - CLINICAL PRECEPTORSHIP V - SLO 3 - Performance</p> <p>- Perform ultrasound exams according to the Scope of Practice for sonographer's identified by the SDMS and according to recognized examination protocols. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Critique of performed technical skills and performance through observation, targeted tasks, assessment of medical cases performed. Clinical case presentations with oral and written assignment. Behavioral objectives evaluated by written form and observation.</p> <p><b>Assessment Method Type:</b> Field Placement/Internship</p> <p><b>Target for Success:</b> 100% of students will pass these assessments.</p>	<p>12/07/2015 - 100% of students passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 70E - CLINICAL PRECEPTORSHIP V - SLO 2 - Research</p> <p>- Obtain pertinent studies, reports, lab values as they relate to the examination. (Created By Department - Diagnostic Medical Sonography (DMS))</p>	<p><b>Assessment Method:</b> Critique of performed technical skills and performance through observation, targeted tasks, assessment of medical cases performed. Clinical case presentations with oral and written assignment. Behavioral objectives evaluated by written form and</p>	<p>04/07/2014 - 100% of students passed.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method Type:</b> Field Placement/Internship <b>Target for Success:</b> 100% of students will pass these assessments.</p>		
<p>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))</p>			
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 72A - DIAGNOSTIC MEDICAL SONOGRAPHY PROCEDURES &amp; APPLICATIONS - SLO 1- Production - Produce diagnostic sonographic images, optimizing technical factors. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Demonstration of mastery of material and technical skills through oral, practical, laboratory exercises, clinical experiences, written forms.</p> <p><b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> 80% mastery of technical skills on first assessment, then 100% mastery of technical skills as final assessment. 100% mastery of laboratory exercises, written projects, oral exercises.</p>	<p>12/07/2015 - 100% mastery of technical skills was obtained as was exercises, written projects, oral exercises.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> Scanning mannequins and phantoms for practical experience. Continued support for lab instructor's.</p> <p><b>GE/L-SLO Reflection:</b> The exam results are a good indicator and measurement of student learning outcomes and program learning outcomes. They link to the college 4 "Cs" also.</p>	<p>12/07/2015 - Continue to monitor for improvement in teaching methodology, student learning, and use data for annual accreditation reports and program planning.</p>
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 72A - DIAGNOSTIC MEDICAL SONOGRAPHY PROCEDURES &amp; APPLICATIONS - SLO 2 - Analysis - Acquire and analyze data obtained using ultrasound and related</p>	<p><b>Assessment Method:</b> Demonstration of mastery of material and technical skills through oral, practical, laboratory exercises, clinical experiences, written forms.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>diagnostic technologies. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> Demonstration of mastery of material and technical skills through oral, practical, laboratory exercises, clinical experiences, written forms.</p>		
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 72E - DIAGNOSTIC MEDICAL SONOGRAPHY PROCEDURES &amp; APPLICATIONS - SLO 1 - Production - Produce diagnostic sonographic images, optimizing technical factors. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Assess advanced proficiency by observation and skills assessment of image acquisition, implementing technical quality, interpretation and case analysis.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 80% mastery of technical skills on the first assessment, then 100% mastery of technical skills as final assessment. 100% mastery to apply Standards of Practice and advanced interpretative analysis.</p>		
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 72E - DIAGNOSTIC MEDICAL SONOGRAPHY PROCEDURES &amp; APPLICATIONS - SLO 2 - Analysis - Acquire and analyze data obtained using ultrasound and related diagnostic technologies. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Assess advanced proficiency by observation and skills assessment of image acquisition, implementing technical quality, interpretation and case analysis.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 80% mastery of technical skills on the first assessment, then 100% mastery of technical skills as final assessment. 100% mastery to apply Standards of Practice and advanced interpretative analysis.</p>		
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 80A - ADVANCED SONOGRAPHIC PRINCIPLES - SLO 1 - Application of Knowledge - Employ</p>	<p><b>Assessment Method:</b> American Registered Diagnostic Medical Sonography simulated board exams in the</p>	<p>12/07/2015 - 100% of students passed. <b>Result:</b> Target Met</p>	<p>12/07/2015 - 4/7/14 will continue to monitor these results annually and make data available to program</p>

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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Interpretative and analytical skills with an emphasis on advanced techniques (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>categories of US Physics, Abdominal Subjects, Ob-Gyn subjects.</p> <p><b>Assessment Method Type:</b> Exam - Standardized</p> <p><b>Target for Success:</b> 100% of DMS students will receive a passing score.</p>	<p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>Resource Request:</b> DVD programs for ARDMS registry review exercises and preparation.</p> <p><b>GEIL-SLO Reflection:</b> DMS students are competent with board exam subjects, which relate to the SLO's and the college 4 "Cs".</p>	<p>accreditation body and annual report as well as for program management.</p>
<p>Department - Diagnostic Medical Sonography (DMS) - DMS 80A - ADVANCED SONOGRAPHIC PRINCIPLES</p> <p>- SLO 2 - Application of Knowledge - Prepare to pass the ARDMS board exams. (Created By Department - Diagnostic Medical Sonography (DMS))</p> <p><b>Assessment Cycles:</b> End of Quarter</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> American Registered Diagnostic Medical Sonography simulated board exams in the categories of US Physics, Abdominal Subjects, Ob-Gyn subjects.</p> <p><b>Assessment Method Type:</b> Exam - Standardized</p> <p><b>Target for Success:</b> 100% of DMS students will receive a passing score.</p>	<p><b>12/07/2015 - Target for Success met.</b></p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GEIL-SLO Reflection:</b> 12/7/15 will continue to monitor these results annually and make data available to program accreditation body and annual report as well as for program management.</p>	<p>12/07/2015 - 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.</p>