2022 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)

Submission date: 10/7/2022

Submitted by: Bridgett Mayorga Program Director DMS

Program(s) covered in this report: Diagnostic Medical Sonography AAS
If you selected "Other" above, please identify. *(100 characters or less)*

College: College of Health

Campuses where the program(s) is delivered: ☒Anchorage ☐KOD ☐KPC ☐MSC ☐PWSC

Specialized accrediting agency (if applicable): Select Specialized Accrediting Agency or N/A.
   If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe: The DMS program has initiated an approval from the Dean of the College of Health and OAA to begin the specialized accreditation from the JRCDMS for the UAA sonography program.

INSTITUTIONAL STUDENT LEARNING CORE COMPETENCIES

In 2020, UAA launched a consensus-based, deliberative process to identify the key skillsets that help students achieve academic and post-graduation success. After a year-long process that included students, faculty, staff, administrators, alumni, and employers, the UAA community identified four core competencies at the heart of a quality UAA education. Students develop mastery of these competencies through curricular (e.g., courses), co-curricular (e.g., internships, conferences), and extra-curricular (e.g., student clubs) learning experiences.

After the stakeholder-based process in AY20, UAA is phasing in the integration of the core competencies into ongoing processes, including program student learning outcomes assessment. Personal, Professional, and Community Responsibility (PPCR) was integrated into the AY21 Annual Academic Assessment Report. The AY22 Annual Academic Assessment Report now also integrates Effective Communication.

Question #1 below is designed to engage program faculty in thinking about how they can or already do promote student learning in these two core competencies.

1. A. *Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.*

- **If last year you provided your program's current or planned example of an intentionally designed course, assignment, or activity that develops and showcases the student learning**

in this core competency, please discuss that implementation and any observations you have regarding how well it is working. *(500 characters or less)*

The sequence of courses provided last year provided student learning opportunities and skill development in the application of patient care, sonography professional responsibilities and the healthcare community. The PSLO revealed that student learning in the classroom was successfully applied to hands-on learning in the lab and also translated to professional excellence in the clinical setting. Students were evaluated highly in clinical with regards to skill, knowledge and community engagement.

- **If last year you *did not* identify a current or planned example of an intentionally designed course, assignment, or activity that provides students the opportunity to develop and showcase this core competency, please identify one now.** *(500 characters or less)*

B. *Effective Communication: The knowledge and skills necessary to engage in effective communication in diverse contexts and formats.*

- **What would you hope a student would say if asked where in your program or support service they had the opportunity to develop proficiency in this core competency?** *(500 characters or less)*

Students develop proficiency in the Core Competency in several course across the curriculum ;Intro to Sonography and Patient Care, Abdominal Sonography I and II, Fundamentals and Practical Lab as well as Clinical I, II and III. All courses provide learning opportunities and skill development to engage in effective communication, both written and oral in the sonography profession and healthcare setting.

- **Provide your program's current or planned example(s) of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency.** *(500 characters or less)*

Introduction to Sonography: students will be asked to learn new terminology and begin describing images using the appropriate terms. This initial learning will be advanced in Fundamentals and Practical Lab courses were students beginning producing their own images and are asked to describe, evaluate and discuss those images in class. Finally, students are required to produce written worksheets as well as orally present images and case findings to the physicians and sonographers during Clinic.

PROGRAM STUDENT LEARNING OUTCOMES

2. **Please list the Program Student Learning Outcomes your program assessed in AY22. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

   Example: Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations.

   •Demonstrate appropriate technical and effective skills in the clinical setting. -Exceeded Faculty Expectations

   •Demonstrate patient-centered age-specific skills. -Exceeded Faculty Expectations

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

3. **Describe your assessment process in AY22 for these Program Student Learning Outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings.** *(750 characters or less)*

The program collects and analyzes data for each student learning outcome to evaluate learning across the entire program. Each PSLO has a measurement tool from a first year and a second year course.

Assessment tools included student clinical competency scores, student clinical evaluations, renal pathology presentations, Lab practical exams, and Pathophysiology case presentations. The program also collects data from the American Registry of Radiologic Technologists (ARRT) and the American Registry of Diagnostic Medical Sonographers (ARDMS) regarding registry examination performance. Assessment outcomes have been reviewed by the program faculty and all outcomes have, or will be, discussed with the program's Advisory Board.

4. **What are the findings and what do they tell the faculty about student learning in your program?** *(750 characters or less)*

The data collected demonstrates the SLOs for the program are being meet. For each PSLO, the program collects data for both the first year and second year cohort. This enables the program to ensure that student learning has occurred across the program curriculum. Student learning begins as entry level and progress can be demonstrated to a mastery level at program completion. In addition, measurement tools from each faculty member contribute to evaluating the PSLO's . This demonstrates that all faculty across the curriculum are contributing to student learning. Students continue to building skills essential to post graduation employment. The program has exceeded the current benchmarks for all PSLO's for this assessment cycle.

5. **Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes? Please describe the recommended action, what improvement in student learning the program hopes to see with this change, the proposed timeline, and how the program will know if the change has worked. If no**

recommendations for changes were made, please explain that decision. *(750 Characters or less)*
The program has exceeded the established benchmarks for each PSLO for the academic year. Faculty discussed the possibility of increasing several benchmarks for the PSLO. Program faculty also discussed using a different tool to assess several of the PSLO. The program recently made a revision to its assessment plan and at this time would like to have a few more assessment cycles before making any changes to the benchmarks or evaluation tools. This will be discussed with the Advisory Board at the next meeting for further input.

PROGRAM IMPROVEMENTS AND ASSESSING IMPACT ON STUDENT LEARNING

6. **In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the Program Student Learning Outcomes? Please check all that apply.**
   ☒Course curriculum changes
   ☒Course prerequisite changes
   ☒Changes in teaching methods
   ☐Changes in advising
   ☐Degree requirement changes
   ☐Degree course sequencing
   ☐Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
   ☐Changes in program policies/procedures
   ☐Changes to Program Student Learning Outcomes (PSLOs)
   ☐College-wide initiatives (e.g., High-Impact Practices)
   ☐Faculty, staff, student development
   ☐Other
   ☐No changes were implemented in AY22.

   If you checked "Other" above, please describe. *(100 characters or less)*

7. **Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this.** *(750 characters or less)*
   The program began conducting 60 day student surveys of all incoming first year students to better access student preparedness, concerns and resources that new students felt were needed to be successful. The data from the surveys has been used to improve student readiness, learning and resources. The goal was to improve student learning and early program retention. The curriculum and prerequisite changes were approved at the end of AY22. The changes were made to better align credit hours with Board of Regents standards. The advisory board did express concern over changing the prereqs. The first cohort was admitted in Fall 2022. The program will look to evaluate the effects of the curriculum and prerequisite changes in coming years.

Academic Affairs
UNIVERSITY of ALASKA ANCHORAGE

8. **PROGRAMS ARE NOT REQUIRED TO RESPOND TO QUESTION #8 FOR THEIR REPORT DUE ON OCTOBER 15, 2022. IT IS HERE JUST FOR THEIR REFERENCE.**

9. **Do you have any examples of post-graduate success you want to highlight? For example, major scholarships, the percent of students who pass licensure examinations, the percent of students accepted to graduate programs, the percent in post-graduation employment in the field or a related field.** *(750 characters or less)*

    Spring 2022- 100% pass rate on the ARDMS SPI (physics exam). Spring/Summer 2022- 100% pass rate on the ARRT Sonography exam. The program achieved a 90% retention rate. All graduates from the 2022 cohort are employed in the field and many have received employment offers months prior to graduation. This reflects excellent preparation and a positive clinical education experience. Many graduates were offered employment at one or both of their clinical placement sites.

DEAN SECTION (Due to the program on January 15)

1. **Based on the program's responses above, what guidance and support do you have for the program moving forward?** *(750 characters or less)*

    The DMS program continues to demonstrate excellent outcomes as evidenced by program completion rates, pass rates on national exams, and job placement rates. The College of Health will continue to support the DMS program in seeking external accreditation, further establishing the program as one of excellence. The program is commended for its work in curriculum revisions, leading to the most streamlined path possible to degree completion. Given the recent curriculum updates and plans for external accreditation, the program's plan for continuing with existing outcome measures for the time being is appropriate and supported.

2. **What is the program doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the achievement of the Program Student Learning Outcomes, the closing of equity gaps, or addressing the core competencies?** *(750 characters or less)*

    The DMS program is commended for its comprehensive assessment process which includes subjective input from students, faculty, and their advisory board as well as objective data from courses and national exams. It is particularly noteworthy that the program has included mechanisms to assess student needs early in the program in order to promote retention and success. Assessing the progression in achievement of PSLOs across the program, instead of one time summative assessment, is also a strength of this program's assessment process.

Dean's signature: _____   **Date:** 1/9/2023