

**REPORT ON AY2022-2023 ACADEMIC ASSESSMENT**

**Submission date:** 11/14/2023

**Assessment Plan covered in the report:** Diagnostic Medical Sonography AAS

**College:** College of Health

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

**Submitted by:** Bridgett Mayorga Program Director DMS, blmayorga@alaska.edu

*After responding to the questions below, the program should email this form to the dean, with a copy to the appropriate community campus director(s) if the program is delivered on a community campus.*

- 1. Please list and number the Program Student Learning Outcomes your program assessed in AY23. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

***Example: 1. Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations; 2. Adopt critical perspectives for understanding the forces of globalization and diversity – Met 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.

**2. Describe your assessment process in AY23 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. (1000 words or less)**

The DMS program collects and analyzes data for each student learning outcome to evaluate learning across the entire program. Each PSLO has a measurement tool for both the first year and second year cohorts in the program. This allows the program to evaluate student learning across the entire program. The program uses both formative and summative assessment to monitor learning. Program faculty and clinical site instructors are involved in scoring the various assessment tools. This allows multiple perspectives on student learning to be provided, giving a well rounded evaluation of student achievement and program learning success. Assessment tools used include: 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 are reviewed by the program faculty and all outcomes are discussed with the program's Advisory Committee.

**3. What are the findings and what do they tell the faculty about student learning in your program? (1000 words or less)**

The data collected demonstrates the PSLOs are being met. 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 at 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 as well as evaluation data from each clinical site instructor. This demonstrates that all faculty across the curriculum are contributing to student learning. Students continue to build skills essential to post graduation employment. The program has exceeded the current benchmarks for all PSLO's for this assessment cycle. The program achieved a 90% pass rate on the ARDMS SPI (physics) exam with 8 out of 9 students passing on the first attempt far exceeding the national average pass rate of 68%. The program has a 95% on the SPI over the past 4 years. The ARRT reports a 100% pass rate for the sonography exam with 5 out of 9 students attempting the exam. Students reported a 100% pass rate for the ARDMS Abdomen content specialty exam and 100% pass rate on the OB/GYN content specialty exam. The program also had a 90% graduation rate (9 out of 10 students graduated). First year retention rate was 90% with 9 out of 10 students continuing onto the second year of the program.

**4. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes? Yes**

- i. Please describe the recommended action(s), what improvements in student learning the program hopes to see, the proposed timeline, and how the program will know if the change(s) has worked. If no recommendations for changes were made, please explain that decision. (1000 words or less)**

The program has exceeded the established benchmarks for each PSLO for the academic year. The program made a revision to its assessment plan in AY 20-21 and wanted a few additional assessment cycles before making any changes. Faculty have discussed changing measurement tools for some PSLO's after this assessment cycle. Using new measurement tools will allow the program to access the same PSLO learning but from a different content area of the program. This ensures that benchmark achievement is taking place in all content areas of the program. Further discussion will be had to decide which PSLO's would benefit from a new analysis tool. A final decision will be made after the Fall 2023 Advisory committee meeting.

**5. 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 AY23. *(If no options above were selected)*

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

**6. 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. (1000 words or less)**

The assessment plan revision has proven essential in providing measurable data to support

achievement of the PSLO over the past two years. The program has increased retention, registry exam performance and clinical skill development. The curriculum revision that was implemented in AY 2022-23 is still being evaluated as the program is just starting the second year under the revised curriculum. Limited data suggests improved scores on student scanning outcomes in the laboratory as well as skill advancement as evaluated by clinical instructors. The program will continue to evaluate the effect of the curriculum changes to ensure that student learning outcomes are met and the program continues to produce competent sonographers that are highly recruited by healthcare facilities in Alaska.

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### **DEAN SECTION (Due to the program on January 15)**

*After completing the Dean Section and signing it, the dean should email this form to the program, and copy [uaa\\_oaa@alaska.edu](mailto:uaa_oaa@alaska.edu) for posting. If the program is delivered on one or more community campus, the dean should consult with the appropriate community campus director(s) on the response and copy the appropriate community campus director(s) when emailing the response to the program.*

**1. Based on the program's responses above, what guidance and support do you have for the program moving forward? (200 words or less)**

The DMS program continues to demonstrate excellent outcomes as evidenced by program completion rates, pass rates on the national exam, and job placement rates. Assessment of all student learning outcomes on a biennial basis is both noteworthy and offers valuable insights on a regular occurring basis. The program is commended for undertaking a curriculum review process in AY 22-23 and subsequent evaluation efforts in upcoming assessment cycles. The program is poised for growth and expansion in future years and this growth is supported by a well organized assessment plan committed to continual improvements. The COH is committed to ongoing support for the DMS program and the preparation of diagnostic medical sonographers.

**2. Discuss what the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the use of a common rubric or prompt, a signature assignment, etc. (200 words or less)**

The DMS program demonstrates exemplary efforts in its comprehensive assessment process. The measurement of PLSO's early in the program and across the curriculum provides supports student retention and ensures ongoing evaluation of program outcomes. The efforts to develop and implement changes to curriculum and the assessment process, with involvement from the advisory committee, demonstrate the program's commitment to ongoing improvement. The DMS program is valued and appreciated within the COH.

**Dean's signature:**

*Cary C Moore*

**Date:** 1/8/2024