

Section 1- Program Mission, Objectives & Learning Outcomes

Oregon Tech Mission

Oregon Institute of Technology, an Oregon public university, offers innovative and rigorous applied degree programs in the areas of engineering, engineering technologies, health technologies, management, and the arts and sciences. To foster student and graduate success, the university provides an intimate, hands-on learning environment, focusing on application of theory to practice. Oregon Tech offers statewide educational opportunities for the emerging needs of Oregonians and provides information and technical expertise to state, national and international constituents.

Core Theme 1: Applied Degree Programs

Oregon Tech offers innovative and rigorous applied degree programs. The teaching and learning model at Oregon Tech prepare students to apply the knowledge gained in the classroom to the workplace.

Core Theme 2: Student and Graduate Success

Oregon Tech fosters student and graduate success by providing an intimate, hands-on learning environment, which focuses on application of theory to practice. The teaching and support services facilitate students' personal and academic development.

Core Theme 3: Statewide Educational Opportunities

Oregon Tech offers statewide educational opportunities for the emerging needs of Oregon's citizens. To accomplish this, Oregon Tech provides innovative and rigorous applied degree programs to students across the state of Oregon, including high-school programs, online degree programs, and partnership agreements with community colleges and universities.

Core Theme 4: Public Service

Oregon Tech will share information and technical expertise to state, national, and international constituents.

Program Alignment to Oregon Tech Mission and Core Themes

The OIT vascular technology degree completion program enables registered professionals in vascular technology to further their knowledge and skills necessary for career advancement, to become effective communicators, problem solvers, critical thinkers, responsible managers, and leaders, and to value lifelong learning.

Program Mission

The Vascular Technology bachelor's degree completion program enables registered professionals in Vascular Technology further their knowledge and skills necessary for career advancement, to become effective communicators, problem solvers, critical thinkers, responsible managers, and leaders, and to value lifelong learning.

Section 2: Program Description and History

The Vascular Degree Completion Program averages 25 active students a quarter. The students are already registered, and all are working. The students typically take one to two classes a quarter while they work full time clinically. Most of the students need to complete courses in general education as well as in their major. On student exit surveys, 10 students reported increased confidence on the job and rated their experience at OIT as highly

proficient and highly prepared. The salaries range from 50,000 to 120,000, with the median salary of \$60,000. 100% percent of the students are employed, some go on to graduate school and many report job promotions because of earning their bachelor's degree.

Student Quote from the Course Evals

Dr. Isaacson has great knowledge on the subject matter and is very willing to work with adult students. I always enjoying taking courses being taught by Dr. Isaacson. She is amazing!

I enjoy Dr. Isaacson's classes! My favorite portion are the discussions, which always draw meaningful conversations amongst my peers. I hope Dr. Isaacson continues to be on staff as the Echo director, as she is a great asset to the university.

Thank you for a great and informative course!

Dr. Isaacson is very understanding and explains everything in detail. I enjoy her classes and learning new things.

I feel like I learned a lot from this course and that I am now prepared to submit a paper to journal which I could not have done before taking the class.

Excellent professor. She provided every tool needed to succeed in this course.

Dr Isaacson has been great! I enjoyed watching and learning from all the video presentations. I have greatly improved my writing skills.

She's a wonderful, caring Professor.

thank you for everything, you are a role model for the rest of the instructors.

I had a pleasant experience and an instructor/ advisor who made every effort to keep me on track.

Showcase Learning Opportunities

As stated above the students in the degree completion programs are working licensed professionals already and are working toward completing their bachelors. There are many professional meetings but the one that most students attend is the Society for Vascular Ultrasound which met in August virtually due to COVID. Students get to participate in the scientific sessions and get to meet one another to develop a great learning community. Most meetings are still virtual in this pandemic. The annual SVU meeting is in person now.

Students get an opportunity to look at the latest equipment and hear scientific sessions in all areas of the field. This is a large internal meeting that brings physicians and technologists together in large numbers. In the lab management course, students are asked to interview experts in human resources, lab management, workplace discrimination policy and practice. In the externship course students publish professional case studies in scientific journals. Students are writing at an advanced level and improving their communication skills.

Program Enrollment

There are approx. 25 active students in the degree completion program every quarter in 2021-2022.

Program Graduates

The data below is not separated out for the degree completion students. We graduate students every quarter and not just at the end of the year (see Appendix).

Employment Rates and Salaries

However, all the students in the program are employed and salaries range from \$50,000 to \$70,000, with the average at \$60,000. The students are employed prior to starting the degree completion program.

Pass Rates on Board and Licensure Exam

All the degree completion students have passed their licensure exams prior to starting in the degree completion program.

Section 3 – Program Learning Outcomes

- The student will demonstrate the ability to communicate effectively in oral, written and visual forms.
- The student will demonstrate the ability to work effectively in teams.
- The student will demonstrate an ability to provide basic patient care and comfort.
- The student will employ professional judgment and discretion including ethics.
- The student will demonstrate knowledge and understanding of human gross anatomy, sectional anatomy, and normal and abnormal vascular anatomy.
- The student will demonstrate knowledge and understanding of vascular physiology, pathology, and pathophysiology.
- The student will demonstrate knowledge and understanding of vascular physical principles and instrumentation.
- The student will demonstrate knowledge and understanding of clinical vascular diagnostic procedures and testing.
- The student will demonstrate an understanding of diverse cultural and Humanistic traditions in the global society.
- The student will be able to perform scholarly research and to contribute that knowledge to the field of vascular technology.

Program Faculty Review

Program Student Learning Outcomes and Objectives were reviewed by program faculty during Fall Convocation Program Assessment Meeting.

Vascular Faculty met in the fall and spring of 2021-2022 to review the program. The Vascular Faculty met with the advisory board to be able to get feedback in all learning outcomes and discuss the needs of industry. The Advisory Board met in September 2021 and June 2022 where the results of assessment and student learning were discussed. The discussion centered around COVID. The Advisory Board consists of 5 OIT degree completion program graduates who serve the Echo and Vascular Degree Completion programs. In addition, there are 2 industry leaders that serve on the Board.

Board Members had a lot of thoughts on marketing the program and suggest attending the national meetings this year as an exhibitor. The pandemic put a halt to that as the conferences went virtual. They would like more people to know about the program. Some members were interested in talking about an advanced practice degree but so far this has been thought to be too expensive to launch. Further suggestions will take place at the next meeting in the spring.

PROGRAM STUDENT LEARNING OUTCOMES Vascular Technology B.S. Degree Completion	2021-2022	2022-2023	2023-2024
1. OIT-BVTO The student will demonstrate the ability to communicate effectively in oral, written and visual forms.	VAS 366 VAS 420A VAS 420B		
2. OIT-BVTO The student will demonstrate the ability to work effectively in teams.	VAS 385		
3. OIT-BVTO The student will demonstrate an ability to provide basic patient care and comfort.			VAS 420A VAS 420B
4. OIT-BVTO The student will employ professional judgment and discretion.	VAS420A VAS420B		
5. OIT-BVTO The student will demonstrate knowledge and understanding of human gross anatomy, sectional anatomy, and normal and abnormal vascular anatomy.		VAS 365 VAS 366	
6. OIT-BVTO The student will demonstrate knowledge and understanding of vascular physiology, pathology, and pathophysiology.			VAS 365 VAS 366
7. OIT-BVTO The student will demonstrate knowledge and understanding of vascular physical principles and instrumentation.			VAS 365 VAS 385
8. OIT-BVTO The student will demonstrate knowledge and understanding of clinical vascular diagnostic procedures and testing.			VAS420A VAS420B
9. OIT-BVTO The student will demonstrate an understanding of diverse cultural and humanistic traditions in the global society.		VAS 385	
10. OIT-BVTO The student will be able to perform scholarly research and to contribute that knowledge to the field of vascular technology.		VAS20 A VAS420B	

Section 4 –

Curriculum Map - Included in the Appendix

V. Summary of Assessment Activities

The Vascular Technology Degree Completion Program faculty conducted formal assessment of four student learning outcomes during 2020-2021. Our Institution changed in 2020-2021 to a three-year cycle of assessment, so below you will see Planning, Assess and Action. Below are the data taken from the institutional dashboards on disaggregated data for equity gaps, retention, persistence, DFWI & graduation rates. These are measured across, gender, first generation, all races, and low-income students.

Assessment Three Year Cycle Part A: Planning for next year 2022-2023 Academic Year:

Direct Measures	Indirect Measures
Faculty Grades – Rubric	Faculty Grades- DFW
Standardized tests, exams	Surveys and Reflections
Pre and Post Test Designs	Course Evaluations
Competency Based Demonstration	Graduation Rates
Portfolios	Retention Rates

CLOSING THE LOOP ACTIONS: Action: Inquiry and Analysis 2021-2022

The faculty chose to focus inquiry and analysis efforts on scholarly research, literacy skills and helping students in 420A and B cases on clinical cases and publication skills. Students were coached in research, writing literature reviews, and publishing clinical case studies. This advances the students career opportunities along with their inquiry and analysis skills. Students are encouraged to take statistics and epidemiology courses at the undergraduate and graduate levels as well. Students are asked to present their clinical case studies to their peers and discuss them. These clinical cases have an impact on the field.

The Vascular faculty are planning for next year's (2023-2024) ISLOs assessment in the areas:

- Planning: Inquiry and Analysis
- Assessing: Cultural Sensitivity and, Global Awareness
- Action: Communication, Teamwork, Ethical Reasoning

The Vascular faculty are planning for program assessment (2022-2023) assessment in the following PLOs:

- PLO# 5 OIT-BVTO The student will demonstrate knowledge and understanding of human gross anatomy, sectional anatomy, and normal and abnormal vascular anatomy.
- PLO#9 OIT-BVTO The student will demonstrate an understanding of diverse cultural and humanistic traditions in the global society.
- PLO#10 OIT-BVTO The student will be able to perform scholarly research and to contribute that knowledge to the field of vascular technology.

VI. Evidence of Student Learning

The Echocardiography Degree Completion faculty conducted an analysis of where this outcome is reflected in the degree completion curriculum. The mapping of this outcome in the Echocardiography Degree Completion courses can be found in Appendix A1.

Student Learning Outcome #1. The student will demonstrate the ability to communicate effectively in oral, written, and visual forms.

This also applies to the ESLO/ISLO this year on Communication.

Direct Assessment PLO#1 ESLO Communication

Faculty assessed 75 students' direct assignments in 420A, 420B in the 2021-2022 Academic year. The rubric is designed for the student learning outcome for written communication was given to the students and used to grade the assignment. The faculty rated the proficiency of students using the rubric in the table below.

Performance Criteria	Assessment Methods	Measurement Scale	Minimum Acceptable Performance	Results
Purpose and Ideas	Grading Rubric	1-4 scale	80% with 3.0 or higher	80%
Organization	Grading Rubric	1-4 scale	80% with 3.0 or higher	93%
Support	Grading Rubric	1-4 scale	80% with 3.0 or higher	87%
Style	Grading Rubric	1-4 scale	80% with 3.0 or higher	81%
Conventions	Grading Rubric	1-4 scale	80% with 3.0 or higher	81%
Documentation	Grading Rubric	1-4 scale	80% with 3.0 or higher	100%

Table 1: Written Communication 2021-2022 students 420A & B **PLO#1 ESLO Communication**

Strengths: Students were able to demonstrate >80% proficiency in these 400 level senior courses on written communication.

Weaknesses: None

Improvements: Find ways for students to practice even more to grow proficiency throughout the curriculum.

Indirect Assessment PLO#1 ESLO Communication

Students were sent a survey and asked to rate themselves on a scale of 1-4, their confidence in their written communication skills, specifically purpose and idea, organization, support, style, convention, and documentation. 93% (70/75) indirect surveys in 420A, 420B in the 2021-2022 Academic year were returned.

Performance Criteria	Assessment Methods	Measurement Scale	Minimum Acceptable Performance	Results
Purpose and Ideas	Grading Rubric	1-4 scale per rubric proficiency criteria	80% with 3.0 or higher	87%
Organization	Grading Rubric	1-4 scale per rubric proficiency criteria	80% with 3.0 or higher	100%
Support	Grading Rubric	1-4 scale per rubric proficiency criteria	80% with 3.0 or higher	87%
Style	Grading Rubric	1-4 scale per rubric proficiency criteria	80% with 3.0 or higher	87%
Conventions	Grading Rubric	1-4 scale per rubric proficiency criteria	80% with 3.0 or higher	81%
Documentation	Grading Rubric	1-4 scale per rubric proficiency criteria	80% with 3.0 or higher	81%

Table 2: Students Surveyed on their confidence in their written communication skills 2021-2022 students 420A & B **PLO#1 ESLO Communication**

Strengths: Only 93% of the surveys were returned but nearly 100% of them rated student confidence at or near 100% in each category of written communication. The students surveyed rated their confidence in each category of written communication well over 80% in each category. The students are confident that they can write well.

Weaknesses: None

Improvements: Find ways for students to practice throughout the years (throughout the curriculum) even more to grow proficiency throughout the curriculum.

B. Program Learning Outcome#2: The student will demonstrate the ability to work effectively in teams.

The purpose of this assessment was to determine if students feel they have good team working skills and if their employers think they are good team members as well.

[This also applies for the ESLO/ ISLO this year on teamwork.](#)

Direct Measures PLO#2 ESLO Teamwork

Twenty-Five Students in 385 Fall and Spring 2021-2022 were placed in teams and had to pick a specialized topic in echo and present a PowerPoint at the end of the quarter as a team. They had to research as a team and develop the presentation as a team. They are assigned their teams at the beginning of the term and the project is due at the end of the term. They are allowed to work in a virtual classroom to share files and to have discussions. They are randomly assigned into teams.

Performance Criteria	Assessment Methods	Measurement Scale	Minimum Acceptable Performance	Results
1. Identify and achieve goal/purpose	Grading Rubric	1-4 scale per rubric proficiency Criteria	80% with 3.0 or higher	80%
2. Assume Roles and Responsibilities	Grading Rubric	1-4 scale per rubric proficiency Criteria	80% with 3.0 or higher	100%
3. Interact Appropriately	Grading Rubric	1-4 scale per rubric proficiency Criteria	80% with 3.0 or higher	92%
4. Reconcile Differences	Grading Rubric	1-4 scale per rubric proficiency Criteria	80% with 3.0 or higher	100%
5. Share Appropriately	Grading Rubric	1-4 scale per rubric proficiency Criteria	80% with 3.0 or higher	81%
6. Develop Strategies for Effective Action	Grading Rubric	1-4 scale per rubric proficiency Criteria	80% with 3.0 or higher	100%

Table 3: 385 Team Assignment **PLO#2 ESLO Teamwork**

Strengths: Students performed overall well, above 80% in all criteria.

Weaknesses: Students have the hardest time picking the topic to do their projects on.

As a result, faculty will provide more instruction on topic choices including a list of possibilities for the students to pick from to make that section easier as a team.

Indirect Measures PLO#2 ESLO Teamwork

For student learning outcome #2, two indirect measurements were conducted on 25 students / employers in 385 courses during Fall and Spring Terms 2021-2022. Surveys were completed by the students and by their employers to assess the quality of teamwork they are providing on the job. It should be noted that the students are all board registered and are already professionally employed full time echo techs. 90% of the student surveys were returned and 50% of the employer surveys were returned.

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
Works Well with Team Members	Student Survey	1- 4 scale	80% at 3 or 4	100%
Communicates Well / Non Hostile	Student Survey	1- 4 scale	80% at 3 or 4	100%
Strategy Formulation	Student Survey	1- 4 scale	80% at 3 or 4	100%
Works well with patients	Student Survey	1- 4 scale	80% at 3 or 4	100%
Trains and Helps Others	Student Survey	1- 4 scale	80% at 3 or 4	100%
Passion for their work	Student Survey	1- 4 scale	80% at 3 or 4	100%
Timely	Student Survey	1- 4 scale	80% at 3 or 4	100
Honest Integrity Good Attitude	Student Survey	1- 4 scale	80% at 3 or 4	100%
Innovative	Student Survey	1- 4 scale	80% at 3 or 4	100%
Goal Oriented	Student Survey	1- 4 scale	80% at 3 or 4	100%
Systems Monitoring	Student Survey	1- 4 scale	80% at 3 or 4	100%

Table 4: PLO #2: Teamwork Student Survey: 385 PLO#2 ESLO Teamwork

Strengths: Students Self-Ranked their team working skills and rated themselves high.

Weakness: Students do not feel they lack in team working skills

Indirect Measure #2 Student Survey

A survey was sent to 25 employers in 385 and only 50% employers returned the survey. The results are shown in Table #4 below.

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
Works Well with Team Members	Employer survey	1- 4 scale	80% at 3 or 4	100%
Communicates Well / Non-Hostile	Employer survey	1- 4 scale	80% at 3 or 4	100%
Strategy Formulation	Employer survey	1- 4 scale	80% at 3 or 4	100%
Works well with patients	Employer survey	1- 4 scale	80% at 3 or 4	100%
Trains and Helps Others	Employer survey	1- 4 scale	80% at 3 or 4	100%
Passion for their work	Employer survey	1- 4 scale	80% at 3 or 4	100%
Timely	Employer survey	1- 4 scale	80% at 3 or 4	100%

Honest Integrity Good Attitude	Employer survey	1- 4 scale	80% at 3 or 4	100%
Innovative	Employer survey	1- 4 scale	80% at 3 or 4	100%
Goal Oriented	Employer survey	1- 4 scale	80% at 3 or 4	100%
Systems Monitoring	Employer survey	1- 4 scale	80% at 3 or 4	100%

Table 5: PLO #2: Team Work on the job: 385 Employers self-ranked in all categories **PLO#2 ESLO Teamwork**

Strengths: Employers feel the students have good team working skills on the job and they have been working clinically prior to joining this program.

Weaknesses: This survey was done with the job setting in mind and students overall do well. They are already working professionally.

C. Student Learning Outcome #4: The student will employ professional judgement and discretion including ethics.

This also applies to the ESLO/ISLO on Ethical Reasoning.

Direct Measure #1 PLO#4 ESLO Ethical Reasoning

The students in 420A and 420B were new to the program. During winter and spring quarters 2021-2022 there were 75 students who completed case studies. The students were required to apply what they had learned in previous course work to actual case studies. The students were asked to support their arguments with material from their reading and the discussion section of the class. A grading rubric was used to assess the students' work. The following 6 areas were measured in the grading rubric. 1) the ability to perform the tasks and roles required (competency), 2) integrating all data, 3) attention to detail- attending to fine detail (which included writing skills) 4) seeing the whole- getting the bigger picture, 5) developing expertise, 6) problem solving using logic and reasoning (see Table 6 below).

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
the ability to perform the tasks and roles	Grading Rubric	1- 4 scale	80% at 3 or 4	93%
integrating all data	Grading Rubric	1- 4 scale	80% at 3 or 4	100%
attention to detail- attending to fine detail	Grading Rubric	1- 4 scale	80% at 3 or 4	87%
seeing the whole- getting the bigger picture,	Grading Rubric	1- 4 scale	80% at 3 or 4	100%
developing expertise,	Grading Rubric	1- 4 scale	80% at 3 or 4	87%
problem solving using logic and reasoning	Grading Rubric	1- 4 scale	80% at 3 or 4	93%

Table 6: PLO #4: Professional Judgment: 420A and 420B Winter and Spring Terms. **PLO#4 ESLO Ethical Reasoning**

Strengths: The students either met benchmark or surpassed it in terms of their professional judgement, discretion, and ethical standards on clinical cases.

Weakness: None

As a result of the data, program faculty feel students do a good job on deciding the facts of case and employ professional judgement, discretion, and ethical standards. These are students who have already been working in the field for some time

before they start this program. They are already experienced on clinical cases.

Direct Measure #2. PLO#4 ESLO Ethical Reasoning

Twenty-Five students in Echo 385 Echo Lab Management were new to the program. During winter and spring quarters 2021-2022 there were new students who completed the final projects. A grading rubric was used on a complex final project. The following 6 areas were measured in the student survey. 1) the ability to perform the tasks and roles required (competency), 2) integrating all data, 3) attention to detail- attending to fine detail (which included writing skills) 4) seeing the whole- getting the bigger picture, 5) developing expertise, 6) problem solving using logic and reasoning (see Table 7 below).

Performance Criteria	Assessment Method	Measurement Scale	Minimum Acceptable Performance	Results
the ability to perform the tasks and roles	Grading Rubric	1- 4 scale	80% at 3 or 4	100%
integrating all data	Grading Rubric	1- 4 scale	80% at 3 or 4	100%
attention to detail- attending to fine detail	Grading Rubric	1- 4 scale	80% at 3 or 4	92%
seeing the whole- getting the bigger picture,	Grading Rubric	1- 4 scale	80% at 3 or 4	87%
developing expertise,	Grading Rubric	1- 4 scale	80% at 3 or 4	93%
problem solving using logic and reasoning	Grading Rubric	1- 4 scale	80% at 3 or 4	87%

Table 7: PLO #4: Professional Judgment: 385. **PLO#4 ESLO Ethical Reasoning**

Strengths: Students completed a complex final project which involved interviewing, research and studying their textbook and either met or surpassed the benchmark to show that they have good professional judgement and ethical decision skills.

Weakness: None

As a result of the data, program faculty decided the students are good at professional development. We know from past assessments when students self-rate their professional judgement skill, that they rate it very high.

Equity Gap Report

CLOs Worksheet Report

CLOs Worksheet: CLOs worksheet was completed for all Courses that demonstrated the Program Learning Outcomes.

Findings: Students met all PLOs in courses at 80% or higher. All DFWI rates were below 12%. No equity gaps were found but I have low numbers of students across races. I need to recruit more students of color. I need to recruit more male students.

Equity Gap Report

Equity Gap Dashboards: Student Success Dashboard Reflection Questions Retention Dashboard

- What is the retention rate for all students in your program?

Retention in the Vascular Degree Completion Program 75%

In 2019, there were 9 transfer students and 3 students stopped and all students are part time. One student is first generation almost all female. Of the three, 2 were white and 1 was African American. Only 1 student was low income.

Retention 75%	Action Plans
2/3 students were white with 1 African American	Recruit more male students
1 student is low income	Recruit more students of color
1 first generation	Offer more financial aid options
Most students were white that left at 4 th term or took classes locally.	Survey and hang onto African American and all Races of Students Survey and hang onto first generation students.
Minorities are very low in number so losing any of them has a large impact.	ESL Tutors Better Financial Aid Options Mentors that check in with students weekly Most students leave after the first quarter, survey them and plan interventions for that first quarter. Most drop in the first week.

- How do the retention rates compare across gender, racial groups, first-generation students and low socio- economic students?

Minorities are very low in number so losing any of them has a large impact. Most of the students that were not retained were white.

- What opportunities do you see for improvements? What actions do you plan to take to improve the retention rates in this coming quarter and year?



- Offer more financial aid options
- Recruit more students of color
- Recruit more male students and retain them
- Survey and hang onto African American and all Races of Students
- Survey and hang onto first generation students.
- ESL Tutors
- Better Financial Aid Options
- Mentors that check in with students weekly
- Most students leave after the first quarter, survey them and plan interventions for that first quarter. Most drop in the first week.
- Make assignments clearer with better alignment
- Have more advising appointments the first quarter for transfer students
- Survey students who dropped first quarter

Graduation Dashboard

- What is the 6-year graduation rate for students in your program? 50.8%, is the institutional graduation rate at 6 years, Vascular Technology is 66.7%

- How do graduation rates compare across gender, racial groups, first-generation students and low socio-economic students? These are all low numbers. Numbers across races are low.

- What opportunities do you see for improvements? What actions do you plan to take to improve the graduation rates in this coming quarter and year? DFWI Dashboard D= D grade, F= Fail grade, W=Withdrew, I= Incomplete Vascular 365 DFWI 0%, Vascular 366 DFWI 0%, Vascular 375 DFWI 0%, Vascular 385 DFWI 0%

- What are your DFWI rates across the courses in your program and are they above >12%. How do the DFWI rates in your programmatic courses compare across gender, racial groups, first-generation students and low socio- economic students? None are above 12%. The students of race are so low in number.

- What are your gatekeeper courses in your program? What actions do you plan to take to improve (strategies) the DFWI rates in courses in your program this coming quarter and year? Pharmacology, WRI 122 and A&P

After looking at the disaggregated data from all three dashboards, list the top three equity gaps within your program and discuss plans (strategies) to try to close them. What input and/or suggestions for actions or initiatives do you think your college or the university as a whole can do that might help with closing a gap?

The majority of students who defaulted are white. The problem is in general there are low numbers of students of color. We need to recruit and retain students of color.

Section 8 – Curriculum Map

F – Foundation – introduction of the learning outcome, typically at the lower-division level, P – Practicing – reinforcement and elaboration of the learning outcome, or
 C – Capstone – demonstration of the learning outcome at the target level for the degree

Curriculum Map for Vascular Degree Completion Program

Student Learning Outcome #1. The student will demonstrate the ability to communicate effectively in oral, written, and visual forms.

		Vascular Degree Completion Courses		Fall	Winter	Spring	Summer
BIO	220*	Cardiovascular Physiology	4				
BUS	316	Total Quality in Health Care	3				
BUS	317	Health Care Management	3				
CHE	210*	Clinical Pharmacology	3				
SPE	321*	Small Group & Team Comm	3				
VAS	335*	Radiographic Vascular Anatomy	3				
VAS	337*	Survey of Echocardiography**	3	FP		FP	
VAS	365*	Abdominal Vascular Disease	4	FP	FP	FP	FP
VAS	366*	Special Circulatory Problems	4	FP		FP	
VAS	375*	Survey of Abdominal Sonography**	3				
VAS	385*	Vascular Laboratory Management	3				
VAS	420A*	Special Vascular Technology Externship	8	C	C	C	C
VAS	420B*	Special Vascular Technology Externship	7	C	C	C	C
	*	Communication elective (from Gen Ed list) ***	3				

Curriculum Map for Vascular Degree Completion Program

Program Learning Outcome#2: The student will demonstrate the ability to work effectively in teams.

		Vascular Degree Completion Courses		Fall	Winter	Spring	Summer
BIO	220*	Cardiovascular Physiology	4	C			
BUS	316	Total Quality in Health Care	3				
BUS	317	Health Care Management	3				
CHE	210*	Clinical Pharmacology	3				
SPE	321*	Small Group & Team Comm	3				
VAS	335*	Radiographic Vascular Anatomy	3				
VAS	337*	Survey of Echocardiography**	3				
VAS	365*	Abdominal Vascular Disease	4	FP	FP	FP	FP
VAS	366*	Special Circulatory Problems	4	FP		FP	
VAS	375*	Survey of Abdominal Sonography**	3		FP		
VAS	385*	Vascular Laboratory Management	3				
VAS	420A*	Special Vascular Technology Externship	8	C	C	C	C
VAS	420B*	Special Vascular Technology Externship	7	C	C	C	C
	*	Communication elective (from Gen Ed list) ***	3				

Curriculum Map for Vascular Degree Completion Program

Student Learning Outcome #4: The student will employ professional judgement and discretion including ethics.

		Vascular Degree Completion Courses		Fall	Winter	Spring	Summer
BIO	220*	Cardiovascular Physiology	4				
BUS	316	Total Quality in Health Care	3				
BUS	317	Health Care Management	3				
CHE	210*	Clinical Pharmacology	3				
SPE	321*	Small Group & Team Comm	3				
VAS	335*	Radiographic Vascular Anatomy	3				
VAS	337*	Survey of Echocardiography**	3				
VAS	365*	Abdominal Vascular Disease	4	FP	FP	FP	FP
VAS	366*	Special Circulatory Problems	4	FP		FP	
VAS	375*	Survey of Abdominal Sonography**	3		FP		
VAS	385*	Vascular Laboratory Management	3				
VAS	420A*	Special Vascular Technology Externship	8	C	C	C	C
VAS	420B*	Special Vascular Technology Externship	7	C	C	C	C
	*	Communication elective (from Gen Ed list) ***	3				