

Academic Assessment Result (Summer 2022)

MSOM and DATM Program

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DULA MISSION AND PROGRAM EDUCATIONAL OBJECTIVES

The Mission of Dongguk University of Los Angeles (DULA)

1. Explore and embody the principles and practices of traditional East Asian medicine;
2. Develop a community of skilled medical practitioners; and
3. Provide accessible health care services to the local community

DULA MSOM Program Educational Objectives (PEOs)

DULA has established a series of measurable program educational objectives (PEOs). These PEOs are consistent with the institutional mission.

Master's Program Educational Objectives are:

To train healers who are able to:

1. Demonstrate an understanding of the theoretical and historical contexts of Oriental Medicine;
2. Apply this understanding to accurately diagnose patients;
3. Utilize biomedical diagnostic methods and refer to other practitioners as appropriate;
4. Competently plan, perform, assess and adjust acupuncture treatments for common conditions and patterns;
5. Competently prescribe and modify herbal formulas for common conditions and patterns;
6. Embody and advise on healthy lifestyle choices; and
7. Identify, define and model best practices for professional success.

DULA DATM Program Statement of Purpose and Goals

To fulfill the mission, DULA has also established the following Statement of Purpose and Goals for the Doctor of Acupuncture and Traditional Medicine Program:

1. To develop competent traditional medicine practitioners through advanced academic and clinical programs.
2. To develop healthcare professionals with clinical competencies, including collaborative care.
3. To develop healthcare professionals with skills and competencies to contribute to the community and to the field.

DULA DATM Program Educational Objectives (PEOs)

DULA's DATM Core Committee has also established program educational objectives (PEOs) for the DATM program. These PEOs subsume those of the foundational MSOM program, and are consistent with the institutional mission.

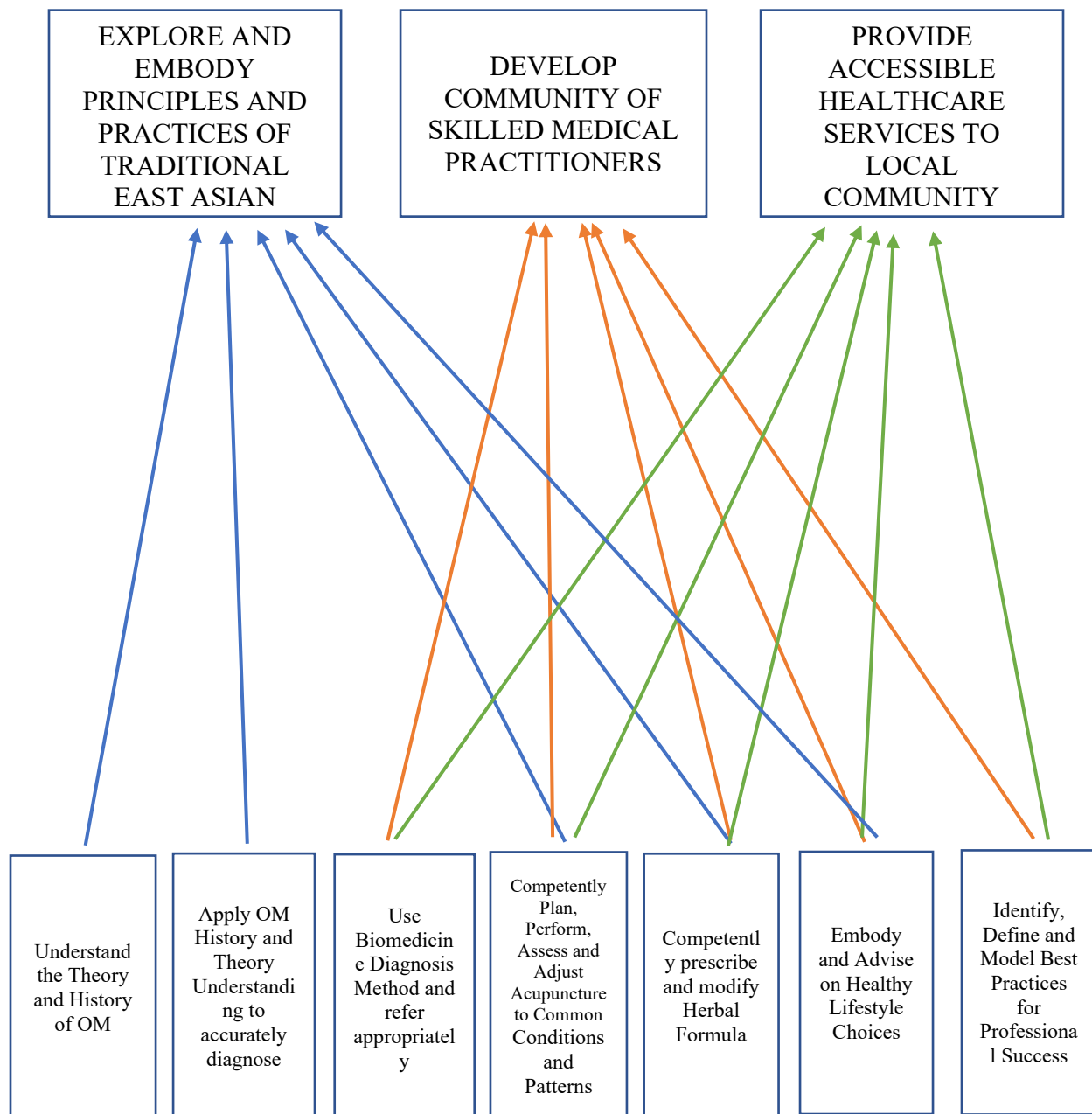
DATM Program Educational Outcomes (PEOs) are:

To train healers who are able to:

1. Demonstrate an understanding of the theoretical and historical contexts of oriental medicine.
2. Apply this understanding to accurately diagnose patients.
3. Utilize biomedical diagnostic methods and refer to other practitioners as appropriate.
4. Competently plan, perform, assess, and adjust acupuncture treatments for common conditions and patterns.
5. Competently prescribe and modify herbal formulas for common conditions and patterns.
6. Embody and advise on healthy lifestyle choices, and
7. Identify, define, and model best practices for professional success.
8. Apply integrative diagnostic skills to provide effective patient care
9. Obtain familiarity with the contemporary community healthcare systems
10. Conduct collaborate care with other healthcare professionals
11. Develop and implement systems and plans for professional development
12. Assess and integrate scholarship, research, and evidence-based medicine, or evidence-informed practice to enhance patient care

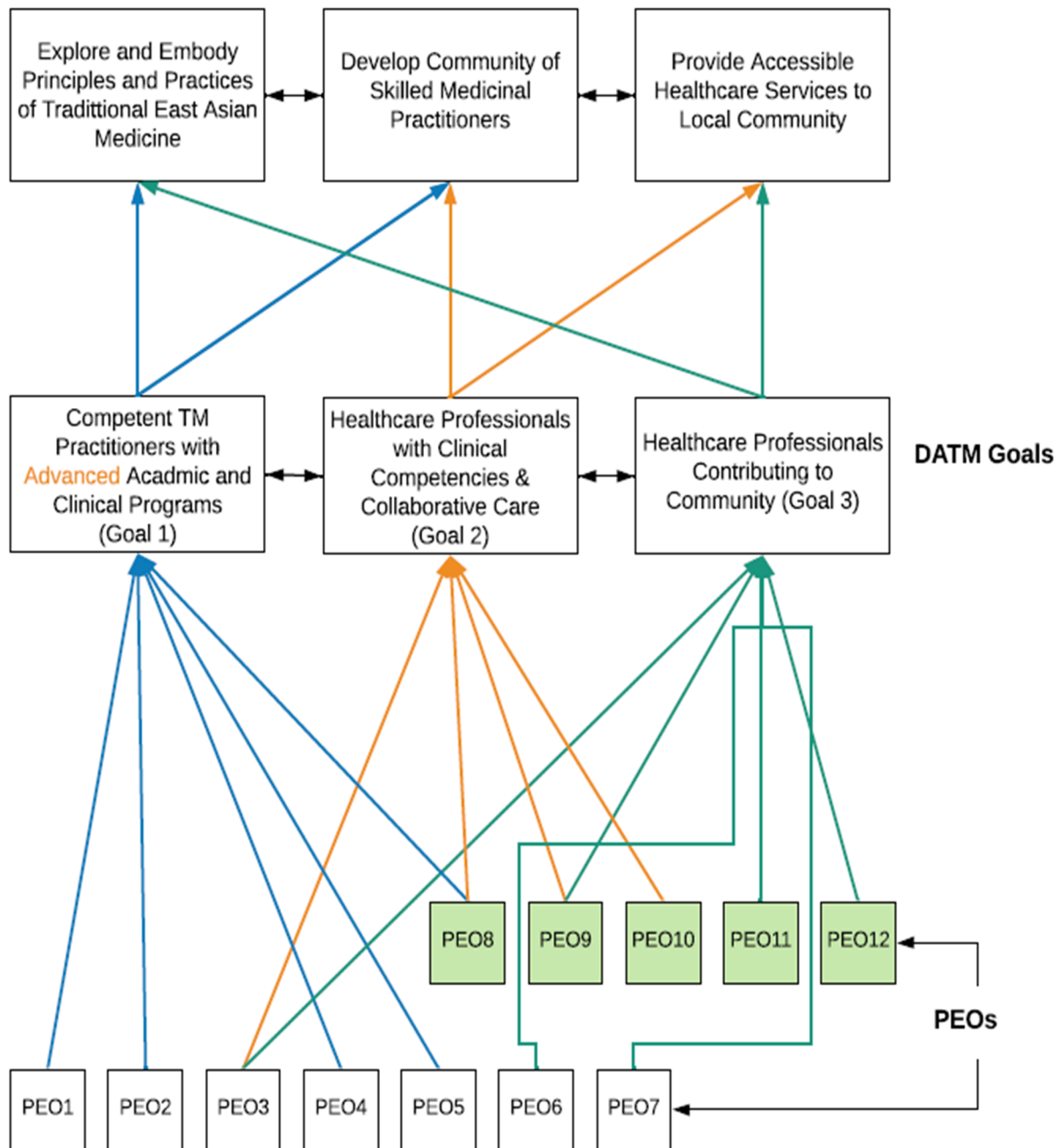
PEOs 1-7 concerns foundation level competencies, and PEOs 8 to 12 address advanced doctoral level Professional Doctorate competencies. As per ACAOM's requirements, all Master's level competencies are fully enclosed within the Professional Doctorate program competencies.

ASSESSMENT TOOLS FOR MISSION STATEMENT (MSOM Program)



ASSESSMENT TOOLS FOR MISSION STATEMENT AND GOALS (DATM Program)

DULA Mission Statement



ASSESSMENT TOOLS FOR MSOM PROGRAM EDUCATION OBJECTIVES

EDUCATION OBJECTIVE

Understand the Theory and History of OM

DIRECT ASSESSMENT

Didactic Class Grade Evaluation
Mid-curriculum Examination
CPX
Graduation Examination
CALE Exam
NCCAOM Exam

INDIRECT ASSESSMENT

Clinic Intern Evaluations
Student Evaluation to Faculty Members
Exit Graduation Survey
CALE Survey

Apply OM History and Theory
Understanding to accurately diagnose

Didactic Class Grade Evaluation
Mid-curriculum Examination
CPX
Graduation Examination
CALE Exam
NCCAOM Exam

Clinic Intern Evaluations
Student Evaluation to Faculty Members
Exit Graduation Survey
CALE Survey

Use Biomedicine Diagnosis Method
and refer appropriately

Didactic Class Grade Evaluation
Mid-curriculum Examination
CPX
Graduation Examination
CALE Exam
NCCAOM Exam

Clinic Intern Evaluations
Student Evaluation to Faculty Members
Exit Graduation Survey
CALE Survey

Competently Plan, Perform, Assess and
Adjust Acupuncture to Common
Conditions and Patterns

Didactic Class Grade Evaluation
Mid-curriculum Examination
CPX
Graduation Examination
CALE Exam
NCCAOM Exam

Clinic Intern Evaluations
Student Evaluation to Faculty Members
Exit Graduation Survey
CALE Survey

Competently prescribe and modify
Herbal Formula

Didactic Class Grade Evaluation
Mid-curriculum Examination
CPX
Graduation Examination
CALE Exam
NCCAOM Exam

Clinic Intern Evaluations
Student Evaluation to Faculty Members
Exit Graduation Survey
CALE Survey

Embody and Advise on Healthy
Lifestyle Choices

Didactic Class Grade Evaluation
CPX

Clinic Intern Evaluation
Exit Graduation Survey
Alumni Survey

Identify, Define and Model Best
Practices for Professional Success

CPX
CALE Exam
NCCAOM Exam

Clinic Intern Evaluation
Clinic Supervisor Evaluation
Exit Graduation Survey
Alumni Survey

ASSESSMENT TOOLS FOR DATM PROGRAM EDUCATION OBJECTIVES

EDUCATION OBJECTIVES	DIRECT ASSESSMENT	INDIRECT ASSESSMENT
PEO 1: Demonstrate an understanding of the theoretical and historical context of Oriental medicine	<ul style="list-style-type: none"> • Didactic Grade Evaluation • Mid-Curricular Exam • Clinic Exam • Graduation Exam • CALE • NCCAOM 	<ul style="list-style-type: none"> • Clinic Intern Evaluation • Student Faculty and Course Evaluation • Exit Survey • CALE Survey • Annual Institutional Survey • Alumni Survey
PEO 2: Apply the understanding of the theory and historical context of OM to accurate diagnosis of patients	<ul style="list-style-type: none"> • Didactic Grades • Mid-Curricular Exam • Clinic Exam • Graduation Exam • CALE • NCCAOM 	<ul style="list-style-type: none"> • Clinic Intern Evaluations • Student Faculty and Course Evaluation • Exit Survey • CALE Survey • Annual Institutional Survey • Alumni Survey
PEO 3: Use Biomedicine Diagnosis Method and refer appropriately	<ul style="list-style-type: none"> • Didactic Grades • Mid-Curricular Exam • Clinic Exam • Graduation Exam • CALE • NCCAOM 	<ul style="list-style-type: none"> • Clinic Intern Evaluations • Student Faculty and Course Evaluation • Exit Survey • CALE Survey • Annual Institutional Survey • Alumni Survey
PEO 4 Competently plan, perform, assess and adjust acupuncture treatments for common conditions	<ul style="list-style-type: none"> • Didactic Grades • Mid-Curricular Exam • Clinic Exam • Graduation Exam • CALE • NCCAOM 	<ul style="list-style-type: none"> • Clinic Intern Evaluations • Student Faculty and Course Evaluation • Exit Survey • CALE Survey • Annual Institutional Survey • Alumni Survey
PEO 5 Competently prescribe and modify herbal formulas	<ul style="list-style-type: none"> • Didactic Grades • Mid-Curricular Exam • Clinic Exam • Graduation Exam • CALE • NCCAOM 	<ul style="list-style-type: none"> • Clinic Intern Evaluations • Student Faculty and Course Evaluation • Exit Survey • CALE Survey • Annual Institutional Survey
PEO 6 Embody and advise healthy lifestyle choices	<ul style="list-style-type: none"> • Didactic Grades • Clinic Exams 	<ul style="list-style-type: none"> • Clinic Intern Evaluation • Exit Survey • Alumni Survey • Annual Institutional Survey • Alumni Survey
PEO 7 Identify, define and model best practices for professional success	<ul style="list-style-type: none"> • Clinic Exam • CALE • NCCAOM 	<ul style="list-style-type: none"> • Clinic Intern Evaluation • Clinic Supervisor Evaluation • Exit Survey • Alumni Survey • Annual Institutional Survey • Alumni Survey
PEO 8 Apply integrative diagnosis for effective patient care	<ul style="list-style-type: none"> • Didactic Grades 	<ul style="list-style-type: none"> • Student Faculty and Course Evaluation • Exit Survey • Annual Institutional Survey • Alumni Survey
PEO 9	<ul style="list-style-type: none"> • Didactic Grades 	<ul style="list-style-type: none"> • Student Faculty and Course Evaluation • Exit Survey

Familiarity with contemporary community health system		<ul style="list-style-type: none"> • Annual Institutional Survey • Alumni Survey
PEO 10 Collaborate care with other healthcare professionals	<ul style="list-style-type: none"> • Didactic Grades 	<ul style="list-style-type: none"> • Student Faculty and Course Evaluation • Exit Survey • Annual Institutional Survey • Alumni Survey
PEO 11 Systems and plans for professional development	<ul style="list-style-type: none"> • Didactic Grades 	<ul style="list-style-type: none"> • Student Faculty and Course Evaluation • Exit Survey • Annual Institutional Survey • Alumni Survey
PEO12 Research and scholarship to enhance patient care	<ul style="list-style-type: none"> • Didactic Grades 	<ul style="list-style-type: none"> • Student Faculty and Course Evaluation • Exit Survey • Annual Institutional Survey • Alumni Survey

DIDACTIC ASSESSMENT

I. Didactic Class Grade Evaluation (MSOM Program)

There were 89 students that were actively enrolled in MSOM program in Summer2022.

Following are the classes that were offered by DULA in Summer 2022 for the MSOM program:

English Program

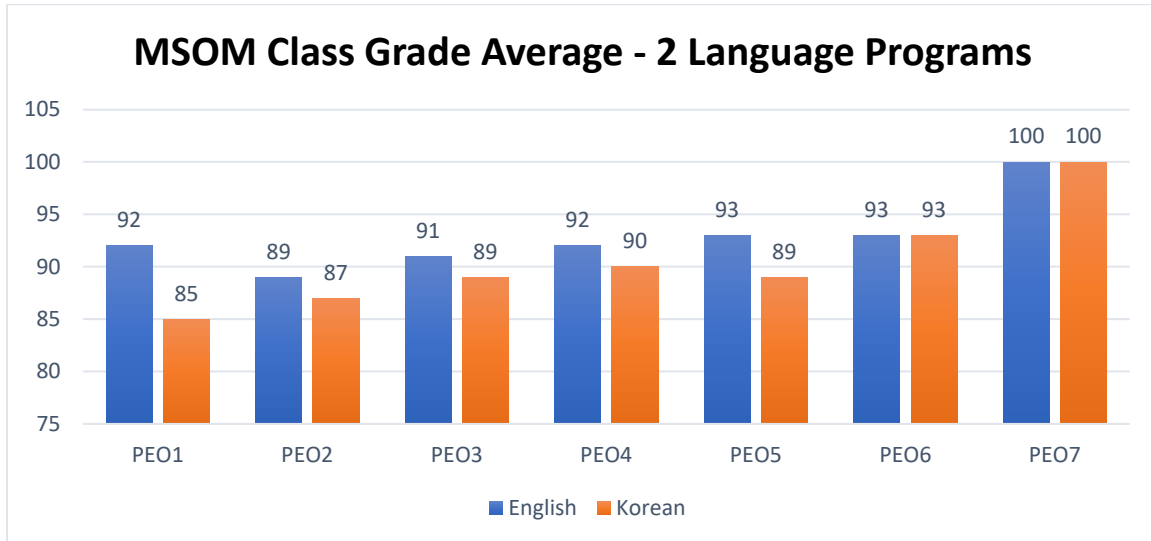
Course	Name	Primary Faculty	Average Score	Average Grade
AC112	Acupuncture Anatomy II	Pamela Maloney	95	A
AC411	Acupuncture Therapeutics I	David Twicken	93	A-
AC422	Acupuncture Orthopedics	Seung Deok Lee	88	B+
BS122	Chemistry & Biochemistry	Xiao Yang Wu	91	A-
BS141	Psychology	Seong Choi	87	B
BS214	Anatomy & Physiology IV	Mahmoud Yeganeh	90	A-
BS313	Pathology III	Mahmoud Yeganeh	88	B+
HB214	Herbs: Category IV	Seung Choi	90	A-
HB311	Herbs: Formula I	Meredith Qian	96	A
HB414	Herbal Treatment in Dermatological Diseases	Qiwei Zheng	92	A-
ME312	Medical Ethics	Marilyn Allen	100	A
OM312	Oriental Medicine Diagnosis II	Seung Choi	89	B+
OM413	OM Internal Medicine III	Meredith Qian	93	A-
OM434	Wen Bing	Qiwei Zheng	92	A-
TB111	Tai Chi Chuan	Sarita See	93	P
TB121	Qi Gong	Doris Johnson	94	P
WM110	Western Medical Terminology	Xiao Yang Wu	96	A
WM313	Western Internal Medicine III	Mahmoud Yeganeh	92	A-

Korean Program

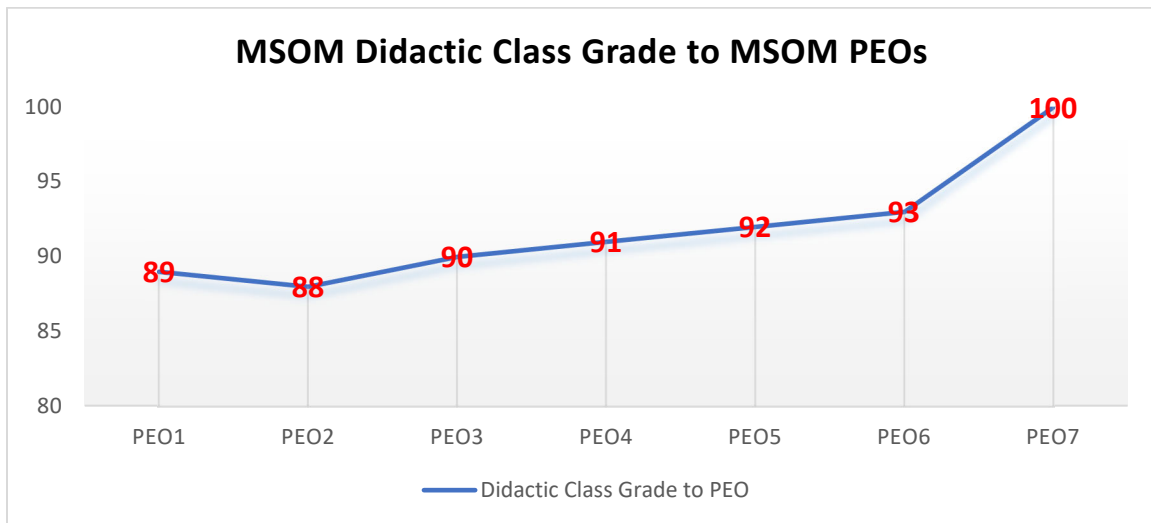
Course	Name	Primary Faculty	Average Score	Average Grade
AC112	Acupuncture Anatomy II	Stephan Seo	95	A
AC211	Meridian Theory	Chan Ho Kim	88	B+
AC311	Acupuncture Physiology I	Heiwon Lee	92	A-
AC322	Acupuncture Techniques II	Seung Deok Lee	90	A-
BS141	Psychology	Seong Bark	80	C+
BS171	Microbiology & Immunology	Suhkyung Kim	77	C
BS212	Anatomy & Physiology II	Yong Ji Zhao	95	A
BS313	Pathology III	Kap Seung Kong	92	A-
EL108	Topics in Herbology	Dong Yoon	85	B
HB110	Introduction to Botany & Herbology	Seung Choi	91	A-
HB213	Herbs: Category III	Seung Choi	92	A-
HB313	Herbs: Formula III	Bon Hwang	88	B+
HB412	Herbal Treatment in Pediatric Diseases	Hyungsuk Choi	90	B+
OM211	Basic Theory of Oriental Medicine II	Yae Jin Chang	82	B-
OM311	Oriental Medicine Diagnosis III	Yae Jin Chang	87	B
OM413	OM Internal Medicine III	Hyungsuk Choi	91	A-
OM434	Wen Bing	Ok Hee Kim	81	B-
WM181	Western Pharmacology	Kap Seung Kong	91	A-
WM224	Physical Exam in Western Medicine	Hyungsuk Choi	93	A-
WM313	Western Internal Medicine III	Yong Ji Zhao	93	A-

Chinese Program

Dongguk University Los Angeles has voluntarily suspended enrolling students in the Master of Acupuncture program with a Chinese herbal medicine specialization delivered in Chinese language and ACAHM has placed the program on “inactive” status. No regular classes were opened in MSOM Chinese program during Summer 2022. We have petitioned the ACAHM for an extension on the suspension of our MSOM Chinese program and are awaiting ACAHM’s decision.



PEO1: OM Theory PEO2: OM Diagnosis PEO3: Biomedicine PEO4: Acupuncture PEO5: Herbology PEO6: Healthy life PEO7: Successful Practice



PEO1: OM Theory PEO2: OM Diagnosis PEO3: Biomedicine PEO4: Acupuncture PEO5: Herbology PEO6: Healthy life PEO7: Successful Practice

II. Didactic Class Grade Evaluation (DATM Program)

There were 7 students that were actively enrolled in DATM completion track program and 2 students in dual degree track in Summer 2022.

DATM Program

Course	Name	Primary Faculty	Average Score	Average Grade
PD701	Integrative Diagnostics	Yae Jin Chang	98	A
PD704	Integrative Practice II	Yae Jin Chang	95	A
PD705	Collaborative Practice	Yae Jin Chang	93	A-
PD710	Advanced Case Analysis and Clinical Research	Hyungsuk Choi	95	A
PD805	Complementary Medicine in Anti-aging Application	Pamela Maloney	94	A

III. Student evaluation to Faculty Members (MSOM Program)

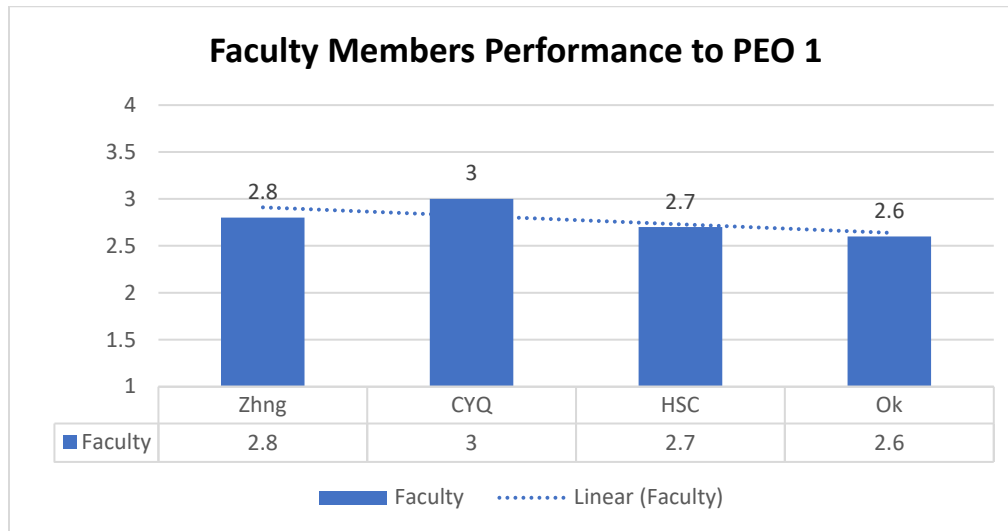
All DULA Students in MSOM program are requested to evaluate each of their Class Instructors in form of survey.

The questions for the survey are consisted as follow:

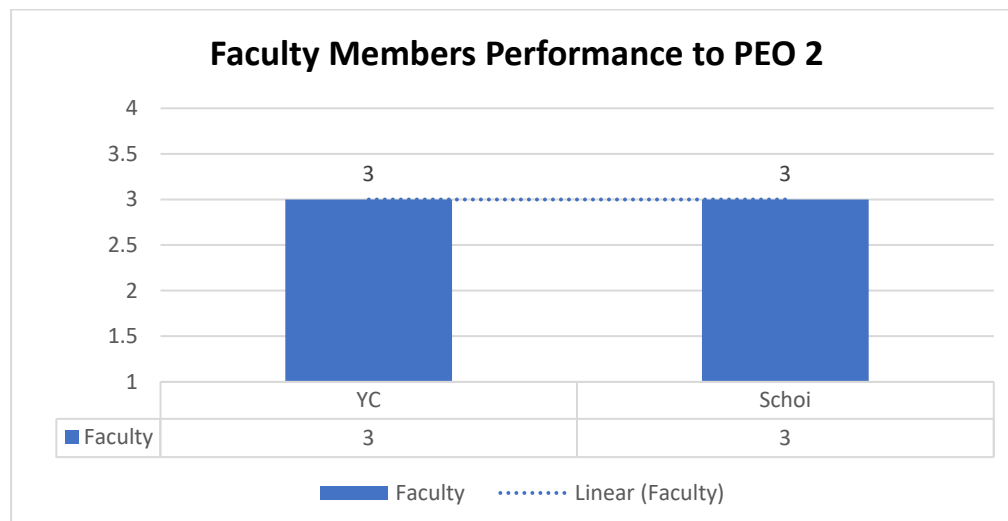
The general climate of this course was good to learn.
The general climate of this course was good to learn.
The evaluation method used in this course were fair and appropriate.
The course objectives were clearly explained by the instructor.
The instructor was well-prepared to his/her course.
The instructor was knowledgeable to his/her course content.
The instructor presented and explained the learning concept related to the course clearly and understandably.
The instructor showed interest and enthusiasm in teaching the course.
Instructor provided constructive and timely feedback on tests, assignments and performance.
The instructor answered the student's questions appropriately.
The instructor encouraged students to actively participate in the learning.
The instructor was available to students outside of class.
The instructor presented his/her course session in an organized and timely manner.
The instructor's use of teaching technology (ie: audio-visual presentation, powerpoint, etc) was effective and appropriate.
I was able to access my online class including class materials easily and effectively.
The instructor was effective in delivering the online course to meet the course objectives.
The online class provided enough interactive between instructor and students to focus on the course session.
The instructor was able to manage his/her class time and internet connection effectively while conducting online course.
Overall, I am satisfied and would recommend this course to be delivered via online / distance learning.
Overall, my rating to this instructor is:

Survey Score Reference:

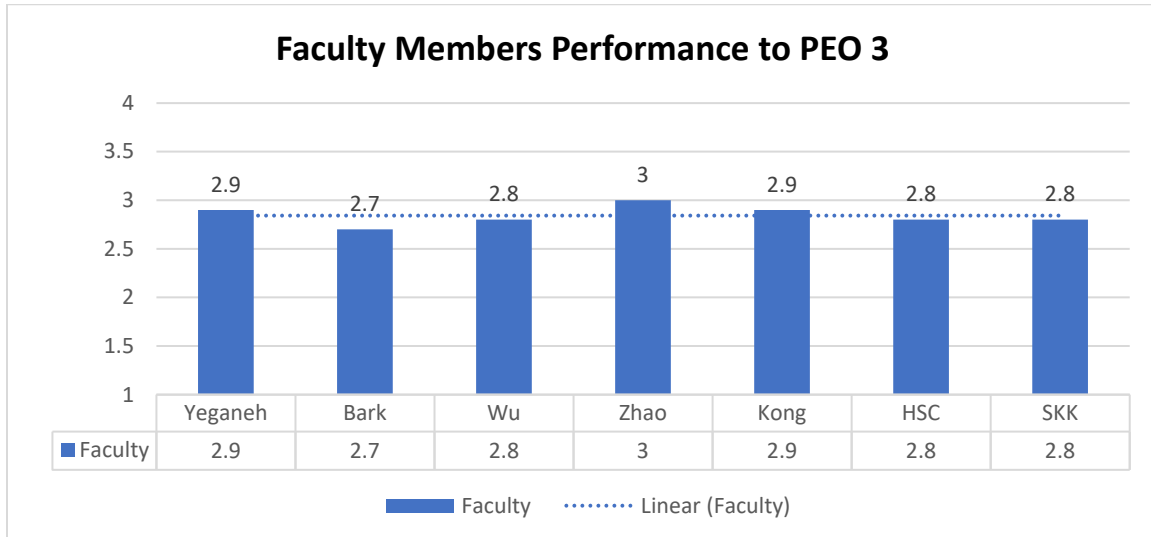
0-1.50 = Poor; 1.50-2.50= Average; 2.50-3.00 =Excellent



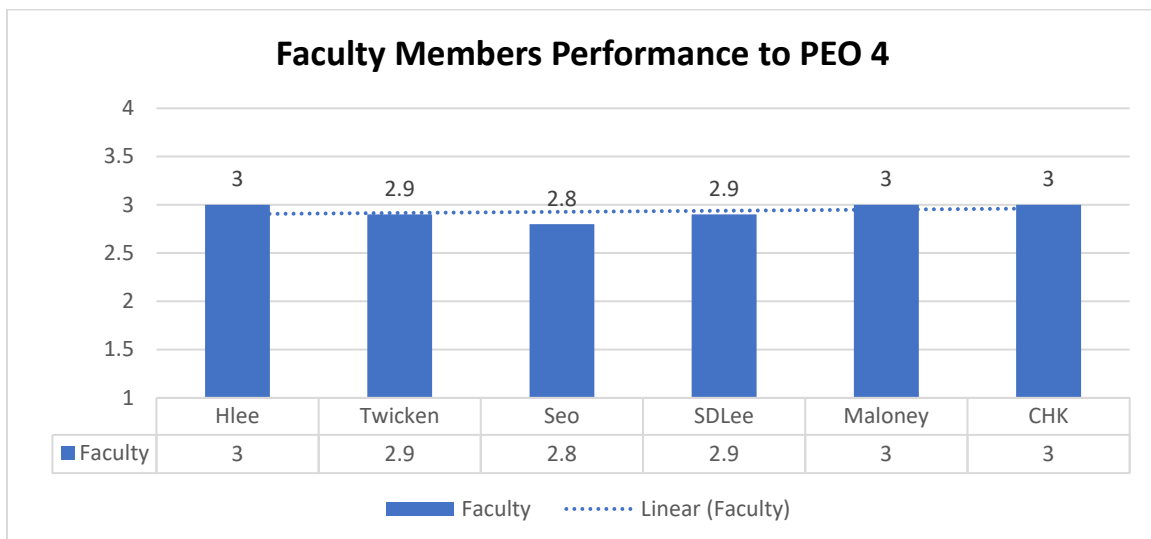
PEO1: OM Theory PEO2: OM Diagnosis PEO3: Biomedicine PEO4: Acupuncture PEO5: Herbology PEO6: Healthy life PEO7: Successful Practice
Average: 2.8 (Excellent)



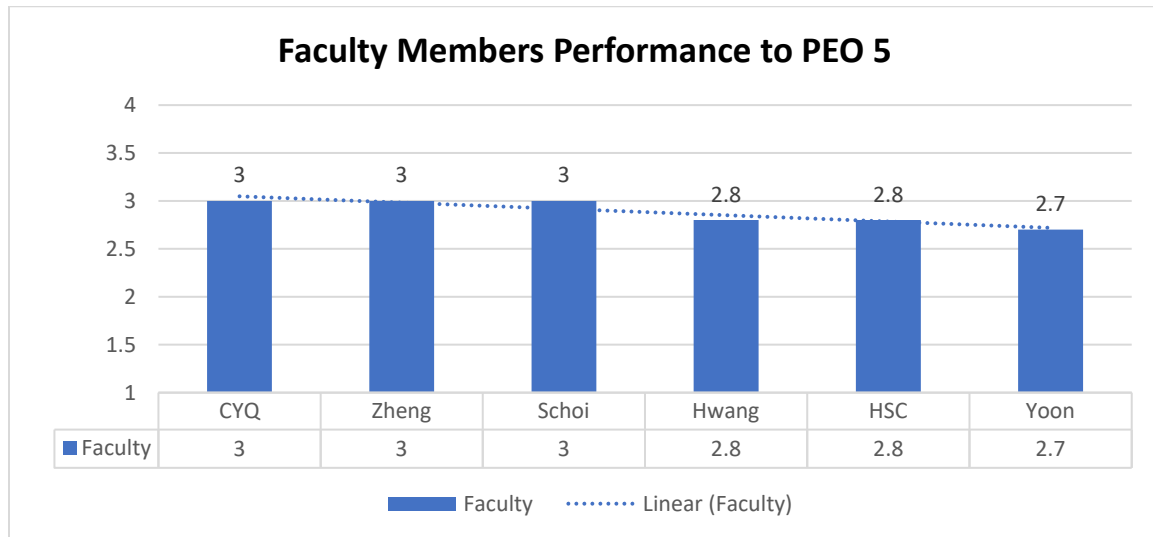
PEO1: OM Theory PEO2: OM Diagnosis PEO3: Biomedicine PEO4: Acupuncture PEO5: Herbology PEO6: Healthy life PEO7: Successful Practice
Average: 3 (Excellent)



PEO1: OM Theory PEO2: OM Diagnosis PEO3: Biomedicine PEO4: Acupuncture PEO5: Herbology PEO6: Healthy life PEO7: Successful Practice
Average: 2.8 (Excellent)



PEO1: OM Theory PEO2: OM Diagnosis PEO3: Biomedicine PEO4: Acupuncture PEO5: Herbology PEO6: Healthy life PEO7: Successful Practice
Average: 2.9 (Excellent)



PEO1: OM Theory PEO2: OM Diagnosis PEO3: Biomedicine PEO4: Acupuncture PEO5: Herbology PEO6: Healthy life PEO7: Successful Practice
Average:2.9 (Excellent)

IV. Student evaluation to Faculty Members (DATM Program)

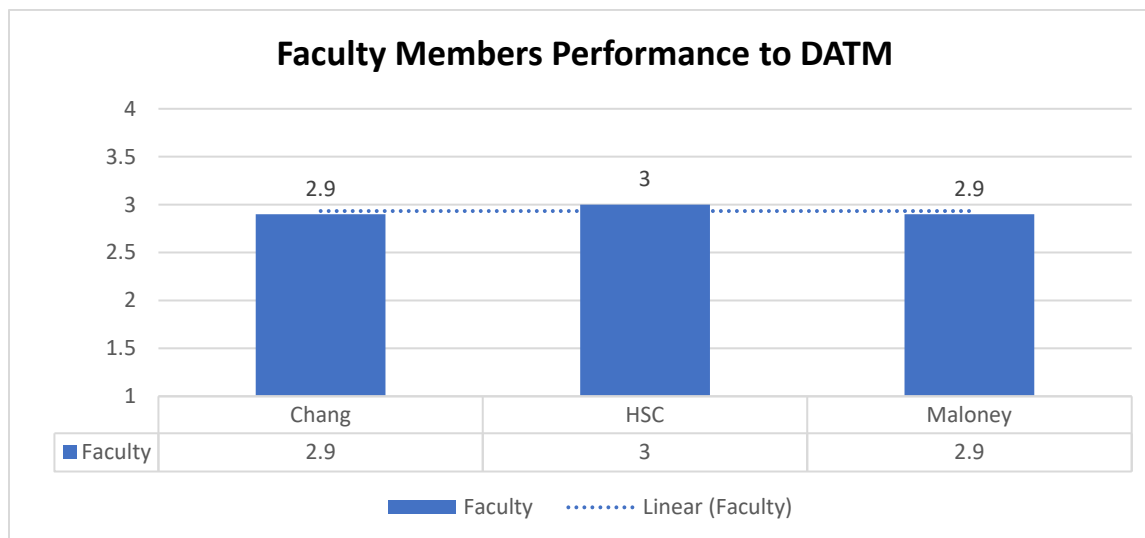
The questions for the survey are consisted as follow:

The objective of the class was clearly defined by the instructor.
The syllabus was well thought out and the classes followed the schedule accordingly.
The textbook(s)/handouts/lecture materials are appropriate for this course.
The instructor makes efforts to answer students' questions and provide explanations.
The instructor is organized and well-prepared for each class.
The instructor communicates effectively and the course materials are clearly defined.
The instructor provides an active learning, discussion and critical thinking in students through the whole class session.
The instructor presented a high-quality education through a variety of references, resources, current updates, clinical experiences and improved the students' learning that leads to scientific thinking, program specialty, integrative healthcare model and best practices.

The instructor gives an adequate amount of assignments/projects/oral presentations/exams to facilitate students' learning.
Exams/projects/student oral presentations/assignments are fair with respect to what has been presented in class.
The instructor starts the lectures on time.
The instructor gives adequate breaks (10 - 15 minutes total).
The instructor ends the class on time.
The instructor is available before/after class to discuss students' concerns.
I would recommend this instructor to another student.

Survey Score Reference:

0-1.50 = Poor; 1.50-2.50= Average; 2.50-3.00 =Excellent



Average: 2.9 (Excellent)

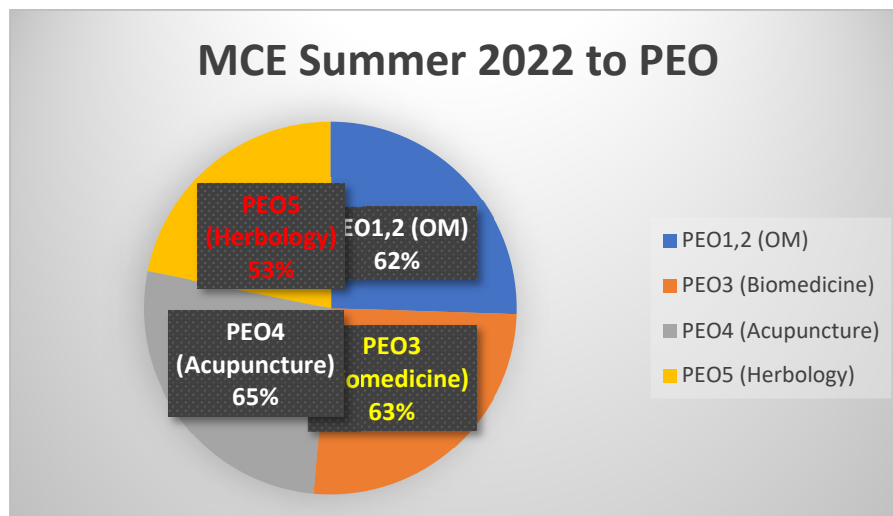
III. Mid-Curriculum Exam (MCE)

MSOM Students in MCE Summer 2022:

- Number of Test-takers → English: 1, Korean: 5, Chinese: 0
 - Korean → Pass: 1, Fail: 3, Passing Rates: 25%
 - English → Pass: 0, Fail: 1, Passing Rates: 0%
 - Chinese → N/A
- Pass% → 16.6%, Fail% → 83.4%

MCE to MSOM Program Education Objectives:

- OM (PEO1 and 2) : 62%
- Acupuncture (PEO4) : 65%
- Herbology (PEO5) : 53%
- Biomedicine (PEO3) : 63%



PEO1: OM Theory PEO2: OM Diagnosis PEO3: Biomedicine PEO4: Acupuncture PEO5: Herbology PEO6: Healthy life PEO7: Successful Practice
PEO8: Integrative Diagnosis PEO9: Community Healthcare System PEO10: Collaborative Care PEO11: Professional Development PEO12:
Research and Evidence Based Practice

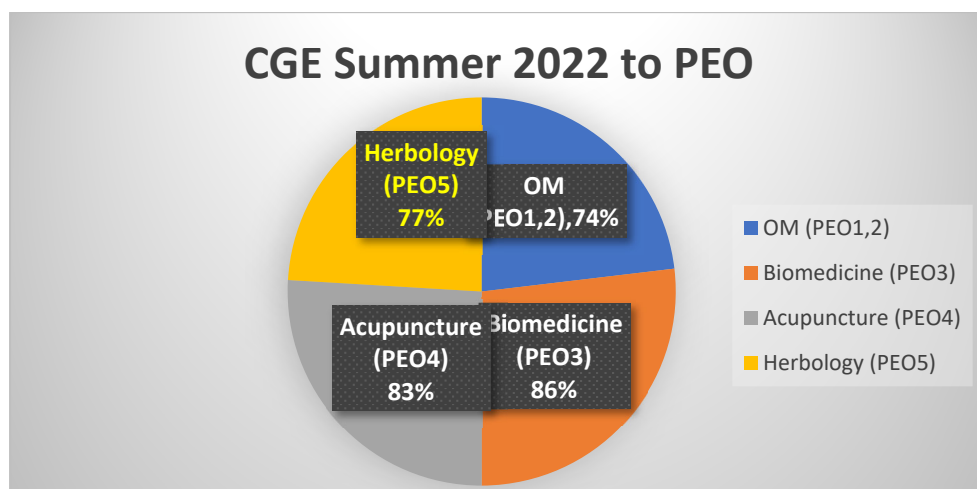
IV. Comprehensive Graduation Examination (CGE)

MSOM Students in CGE Summer2022:

- Number of Test-takers → English:4, Korean: 7, Chinese: 1
 - English → Pass: 3, Fail: 1, Passing Rates: 75%
 - Korean → Pass: 6, Fail: 1, Passing Rates: 86%
 - Chinese → Pass: 1, Fail:0, Passing Rates: 100%
- Pass% → 83%, Fail% → 17%

CGE to MSOM Program Education Objectives:

- OM (PEO1 and 2) : 74%
- Acupuncture (PEO4) : 83%
- Herbology (PEO5) : 77%
- Biomedicine (PEO3) : 86%



PEO1: OM Theory PEO2: OM Diagnosis PEO3: Biomedicine PEO4: Acupuncture PEO5: Herbology PEO6: Healthy life PEO7: Successful Practice
PEO8: Integrative Diagnosis PEO9: Community Healthcare System PEO10: Collaborative Care PEO11: Professional Development PEO12:
Research and Evidence Based Practice

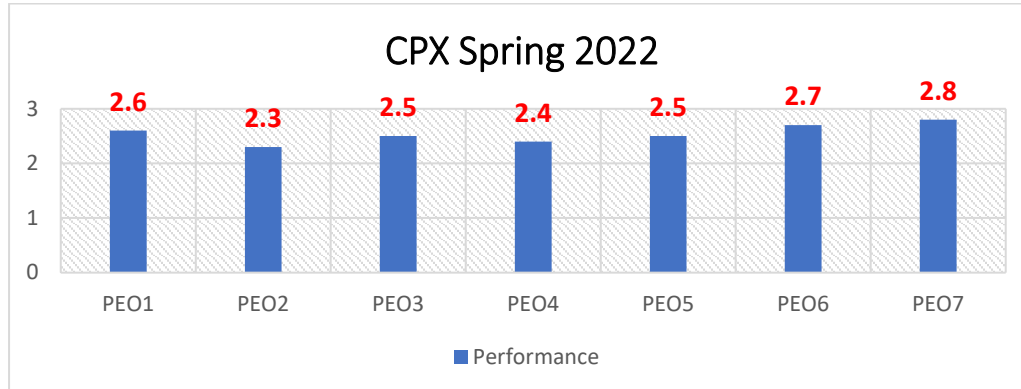
CLINIC ASSESSMENT

I. CPX

There are 7 MSOM students took CPX in Summer 2022. The final grades for CPX in Summer 2022 Quarter was still being calculated by the time of this report. The CPX analysis below is from the previous quarter (Spring 2022) and is linked to MSOM Program Educational Objectives 1 – 7. In averages, students performed at 2.5 (excellent).

Score Reference:

0-1.50 = Poor; 1.50-2.50= Average; 2.50-3.00 =Excellent



PEO1: OM Theory PEO2: OM Diagnosis PEO3: Biomedicine PEO4: Acupuncture PEO5: Herbology PEO6: Healthy life PEO7: Successful Practice

II. Clinic Intern Evaluation

In Summer 2022, all the students that underwent the clinical training were from MSOM program. All the following assessment for the clinical internship training section will be aimed for program educational objectives of MSOM program.

Based on MSOM Curriculum Map, Internship in DULA is consisted of 3 Level as follow: Internship Level 1 (Observer), Internship Level 2 (Junior Intern), Internship Level 3 (Senior Intern)

Intern Clinical Skill Level 1 Herbal Practicum is evaluated based on the following criteria:

1. HBM1: the student correctly identifies herbs
2. HBM2: the student demonstrates knowledge of herbal quality and safety
3. HBM3: the student categorizes and organizes herbs and check the herb inventory in herbal dispensary
4. HBM4: the student learns how to assemble granule, bulk herb formulas and herbal decoction
5. PRO1: the student is respectful to clinical faculties
6. PRO2: the student follows pharmacy standard operating procedures
7. PRO3: the student completes assigned tasks when asked
8. PRO4: the student cooperates and communicates well with clinic personnel
9. PRO5: the student is knowledgeable of pharmacy rules and regulations
10. PRO6: the student exhibits positive attitude
11. PRO7: the student is consistently punctual
12. PRO8: the student maintains cleanliness in herbal dispensary and applies sanitary procedures for pharmacy work
13. PRO9: the student communicates well with patient and provides accurate information to the patient
14. PRO10: the student demonstrates efficient time management

Intern Clinical Skill Level 1 OB Theater and OB Round are evaluated based on the following criteria:

1. AOM1: the student assists clinic faculty in taking and recording patient's history and physical exams

2. AOM2: the student describes beginning level of skills in tongue diagnosis and pulse diagnosis
3. AOM3: the student understands “10 questions” protocol
4. BIO1: the student understands “OPQRST” protocol
5. BIO2: the student demonstrates beginning level of skills in performing a physical examination
6. ACU1: the student understands basic diagnosis and treatment plan
7. ACU2: the student locates commonly used acupuncture points
8. PRO1: the student is respectful to clinical faculties
9. PRO2: the student observes whole treatment procedures in professional manner
10. PRO3: the student writes a medical chart with completeness of components in documentation
11. PRO4: the student learns and is knowledgeable about clinic rules and regulations including CNT, HIPAA, OSHA protocol
12. PRO5: the student learns and is knowledgeable about emergency procedures and CPR protocol
13. PRO6: the student maintains cleanliness in treatment rooms with stocking medical equipment and supplies for treatment

Intern Clinical Skill Level 2 and 3 are evaluated based on various criteria as follow:

1. AOM1: gathers information necessary to form an adequate diagnosis.
2. AOM2: formulates a differential diagnosis based on chief complaint, major symptoms and knowledge of pattern identification
3. AOM3: formulates treatment principle and strategy based upon differential diagnosis
4. BIO1: understand western medical indications and diagnosis
5. BIO2: perform complete physical examinations and explain relevance of findings
6. BIO3: demonstrates appropriate referral processes for integrative medicine

7. ACU1: perform acupuncture treatment based on professional safety standards and CNT protocol
8. ACU2: demonstrates acupuncture treatment with accurate point location and technique
9. ACU3: develops effective acupuncture point prescriptions
10. ACU4: demonstrates effective use of adjunctive therapies
11. HBM1: demonstrates knowledge of herbal quality and safety
12. HBM2: demonstrates effective use of single herbs for desired therapeutic effect
13. HBM3: develops a comprehensive herbal treatment plan based on patient's presentation and diagnosis
14. HBM4: practices effective patient management of herbal prescriptions
15. PRO1: demonstrates effective counseling on proper diet/nutrition and healthy life style
16. PRO2: demonstrates professionalism and dress properly in accordance with the regulation
17. PRO3: demonstrates effective time management
18. PRO4: is respectful and cooperative to clinic supervisor in a professional manner

Score Reference:

5 = Excellent; 4 = Good; 3 = Average; 2 = Need Improvement; 1 = Poor; N/A = Not Applicable

Clinic Intern Level 3 Performance in Average (Summer 2022)

	<u>AOM 1</u>	<u>AOM 2</u>	<u>AOM 3</u>	<u>Bio 1</u>	<u>Bio 2</u>				
L3	4.8	4.6	4.5	4.8	4.8				
	<u>Acu 1</u>	<u>Acu 2</u>	<u>Acu 3</u>	<u>Acu 4</u>	<u>HBM 1</u>	<u>HBM 2</u>	<u>HBM 3</u>	<u>HBM 4</u>	
L3	4.9	4.8	4.8	4.8	4.6	4.5	4.6	4.5	
	<u>PRO 1</u>	<u>PRO 2</u>	<u>PRO 3</u>	<u>PRO 4</u>					
L3	4.8	4.9	4.9	5.0					

Clinic Intern Level 2 Performance in Average (Summer 2022)

	<u>AOM 1</u>	<u>AOM 2</u>	<u>AOM 3</u>	<u>Bio 1</u>	<u>Bio 2</u>			
L2	3.8	3.8	3.5	4.7	4.7			
	<u>Acu 1</u>	<u>Acu 2</u>	<u>Acu 3</u>	<u>Acu 4</u>	<u>HBM 1</u>	<u>HBM 2</u>	<u>HBM 3</u>	<u>HBM 4</u>
L2	4.8	4.3	4.2	4.2	4.0	3.8	3.8	3.8
	<u>PRO 1</u>	<u>PRO 2</u>	<u>PRO 3</u>	<u>PRO 4</u>				
L2	4.7	4.8	4.8	4.7				

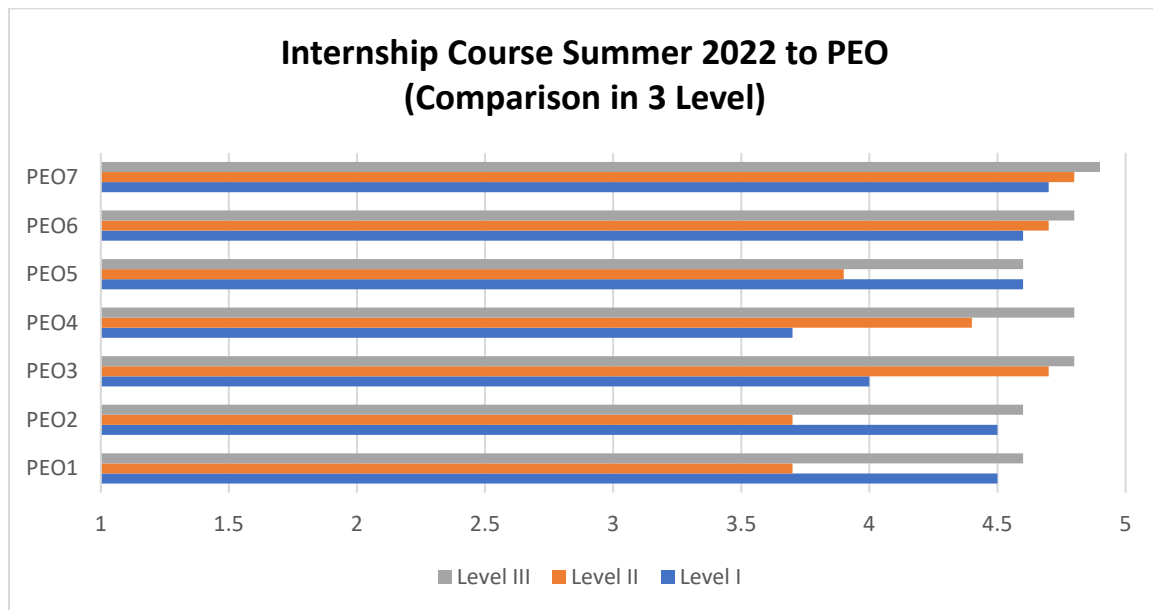
Clinic Intern Level 1 OB Theatre Performance in Average (Summer 2022)

<u>AOM 1</u>	<u>AOM 2</u>	<u>AOM 3</u>	<u>Bio 1</u>	<u>Bio 2</u>	<u>Acu 1</u>	<u>Acu 2</u>
4.3	4.3	5	4.3	3.7	3.7	3.7
<u>PRO 1</u>	<u>PRO 2</u>	<u>PRO 3</u>	<u>PRO 4</u>	<u>PRO 5</u>	<u>PRO 6</u>	
4.3	5	5	4.3	5	4.3	

Clinic Intern Level 1 Herbal Pharmacy in Average (Summer 2022)

<u>HBM 1</u>	<u>HBM 2</u>	<u>HBM 3</u>	<u>HBM 4</u>	<u>PRO 1</u>	<u>PRO 2</u>	<u>PRO 3</u>
4.4	4.8	4.6	4.6	4.8	4.6	5.0
<u>PRO 4</u>	<u>PRO 5</u>	<u>PRO 6</u>	<u>PRO 7</u>	<u>PRO 8</u>	<u>PRO 9</u>	<u>PRO 10</u>
5.0	4.6	4.4	4.8	4.6	4.6	5.0

Internship Courses to MSOM Program Education Objectives (PEO):



PEO1: OM Theory PEO2: OM Diagnosis PEO3: Biomedicine PEO4: Acupuncture PEO5: Herbology PEO6: Healthy life PEO7: Successful Practice

According to the above result, interns level 3 performed the highest in Summer 2022 followed by level 1 then level 2 interns. Successful practice had the highest points. Level 3 interns performed good-excellent in all PEO. Level 1 was weakest in Biomedicine and Acupuncture while Level 2 was weakest in OM Theory and Diagnosis and Herbology.

Based on the result of Summer 2022 , in the internship focus of improvement should be aimed to the following area:

- Improving self-memorization and induces more repetition of memory regarding herbs and formula.
- Understanding basic pathophysiology of disease to support the diagnosis analysis in Biomedicine.
- Remind the professors in clinic internships to fill out the rubric when grading interns.

In order to support the above suggestions, DULA supervisor should spend more of his/her time with individual interns for discussing actual cases if present (and mock cases if not possible). Discussion will focus on giving questions to induces student's analytical thinking and recalling their self-memorization. The discussion will aim on the underlying pathogenesis of disorders from WM and then leading to integration with OM. Then followed with more intensive of herbs prescription discussion, in which supervisor can induces more questions recalling student's memory in single herbs and formula function and indication, including contraindication and modification.

DATM interns are assessed for their internship performance in PC700 Integrated Clinical Rounds by Clinical Faculty as follows:

- PRO1: Demonstrate professionalism, a positive attitude, and appropriate befitting manner to patients during the times in the clinic
- PRO2: Evaluate patient's condition for referral to other healthcare practitioners, and consult with them
- PRO3: Demonstrate fluency in written and oral communication skills with patients, colleagues, clinic staff and other healthcare providers
- PRO4: Demonstrate understanding and competency in AOM practice incorporating to the evidence-informed integrative practice
- PRO5: Understand, able to collaborate and apply AOM treatment among the various healthcare disciplines

However, no DATM internships took place during Summer 2022 Quarter.

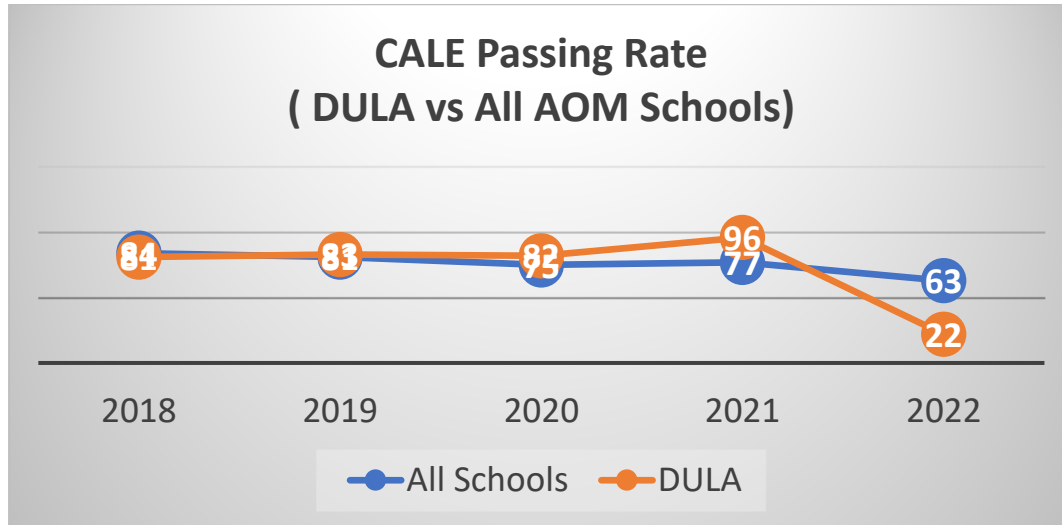
Score Reference:

5 = Excellent; 4 = Good; 3 = Average; 2 = Need Improvement; 1 = Poor; N/A = Not Applicable

GRADUATES ASSESSMENT

I. CALE

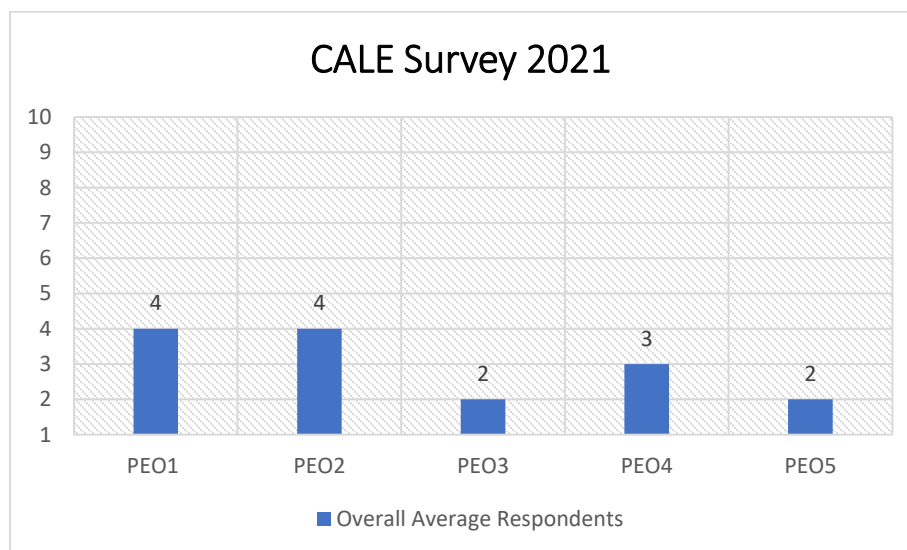
CALE	Overall CALE passing rates among OM Schools in USA	Number of DULA students who took CALE for the first time	Number of DULA students who passed CALE for first time	DULA CALE passing rates
Apr 2018	78%	15	10	67%
Oct 2018 – Jun 2019	89%	16	15	94%
CALE Passing Rates in 2018 : 84%			DULA CALE Passing Rates in 2018 : 81%	
Oct 2018 – Jun 2019	89%	16	15	94%
Jul 2019 – Dec 2019	73%	14	10	71%
CALE Passing Rates in 2019 : 81%			DULA CALE Passing Rates in 2019: 83%	
Oct 2018 – Jun 2019	89%	16	15	94%
Jul 2019 – Dec 2019	73%	14	10	71%
CALE Passing Rates in 2019 : 81%			DULA CALE Passing Rates in 2019: 83%	
Jan 2020-June 2020	78%	2	2	100%
June 2020-Dec 2020	71%	8	5	63%
CALE Passing Rates in 2020 : 75%			DULA CALE Passing Rates in 2020: 82%	
Jan 2021-June 2021	77%	3	3	100%
July 2021-Dec 2021	74%	12	11	92%
CALE Passing Rates in 2021 : 77%			DULA CALE Passing Rates in 2021: 96%	
Jan 2022-June 2022	63%	7	2	29%
CALE Passing Rates in 2022 : 63%			DULA CALE Passing Rates in 2022: 22%	



II. CALE Survey

DULA created a survey questions for all DULA Graduates who took CALE as first-time takers in 2022. The survey was sent to potential CALE takers, but no response was received. Our data remains the same from 2021.

Following are the results from the CALE test-takers in 2021:



1: Very Easy 5: Neutral 10: Very Difficult

PEO1: OM Theory PEO2: OM Diagnosis PEO3: Biomedicine PEO4: Acupuncture PEO5: Herbology PEO6: Healthy life PEO7: Successful Practice

Discussion:

Since statistics from CAB and NCCAOM are published semiannually and annually, our data from CAB has been updated for 2022 and NCCAOM remains the same as that of the last quarter.

In the period of Jan2022-June 2022 overall passing rate dropped to 63%, but DULA had an abnormally low performance with passing rate of only 22%.

Based on the above data, we can see that in CALE 2021, DULA graduates considered that the difficulty level is at easy to medium in all main categories. In average, the difficulty level is at 3 (easy). With the most difficult on OM Theory and Diagnosis (4) and the easiest on Biomedicine and Herbology (2). Based on this result, the current standard and difficulty in DULA MCE and CGE should be maintained and re-compared with CALE survey result in 2023. The aim is to continue to make the consideration of difficulty felt among graduates who took CALE to be at or below neutral level.

III. NCCAOM

Year	Acupuncture		Biomedicine		Herbology		Foundation of OM	
	#IN	Average Score	#IN	Average Score	#IN	Average Score	#IN	Average Score
2018	5	79.4	9	68.7	6	75.3	4	83.5
2019	6	77.17	2	77	4	77.75	4	80.5
2020	0	N/A	1	73	1	75	1	84
2021	0	N/A	1		2		1	
Average	5	78.28	4	72.9	5	76.02	3	82.67

#IN: Number of First time Test-Takers

Year	Acupuncture		Biomedicine		Herbology		Foundation of OM	
	#RT	Average Score	#RT	Average Score	#RT	Average Score	#RT	Average Score
2018	1	75	2	61	2	68.5	0	0
2019	0	N/A	1	80	2	68.5	0	N/A
2020	0	N/A	0	N/A	1	75	0	N/A
2021								
Average	1	75	1	70.5	2	70.67	0	N/A

#RT: Number of Re-takers

Year	Number of CALE First-time Test-takers	Number of NCCAOM First-time Test-takers
2018	April: 15 Fall 2018: 0	Acupuncture: 5 Biomedicine: 8 Herbology: 6 Foundation of OM: 6
2019	First-time Takers: 30 Re-takers: 46 Total: 76	Acupuncture: 6 Biomedicine: 3 Herbology: 6 Foundation of OM: 4
2020	First-time Takers: 2 Re-takers: 4 Total: 6	Acupuncture: 0 Biomedicine: 1 Herbology: 2 Foundation of OM: 1
2021	First-time Takers: 2 Re-takers: 4 Total: 6	Acupuncture: 0 Biomedicine: 1 Herbology: 2 Foundation of OM: 1

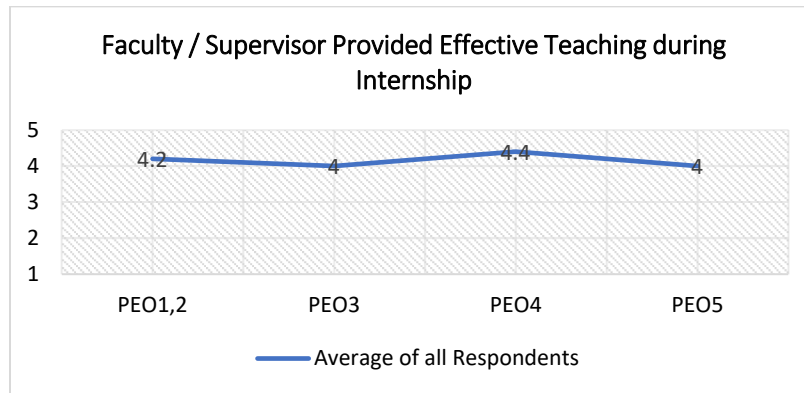
Discussion:

- In 2021, there was a very low number of DULA graduates taking CALE or NCCAOM. Only 6 graduates in total (2 initial-takers and 4 re-takers) took each NCCAOM exam module (no graduates took the Acupuncture module exam) and only 1-2 students took a module for the NCCAOM exam.
- Comparing the NCCAOM results in 4 modules, both DULA initial-takers and re-takers performed at above 70% in all 4 modules (with the highest on Foundation of OM module).
- It should also be noticed that NCCAOM pass rate until now is 70%.
- It should also be noticed that in DULA, students usually prepare more for CALE, which means that the percentage level of difficulty in specific modules will be different than NCCAOM, where tests are given in a specific module which may give a more comprehensive level to the subject itself. However, based on the result in 2021, DULA graduates were able to perform above the required standard at above 70% in all NCCAOM modules.

IV. Exit Graduation Survey

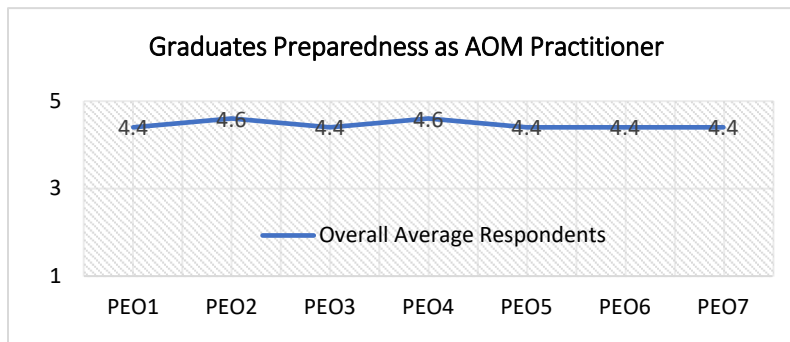
All of the Graduates from MSOM and DATM programs in Summer 2022 were all sent a survey question. All the exit graduation survey assessment below were all linked to PEOs.

Following are the result of the survey for MSOM program:



1: Very Poor 2: Poor 3: Fair 4: Good 5: Excellent

PEO1: OM Theory PEO2: OM Diagnosis PEO3: Biomedicine PEO4: Acupuncture PEO5: Herbology PEO6: Healthy life PEO7: Successful Practice

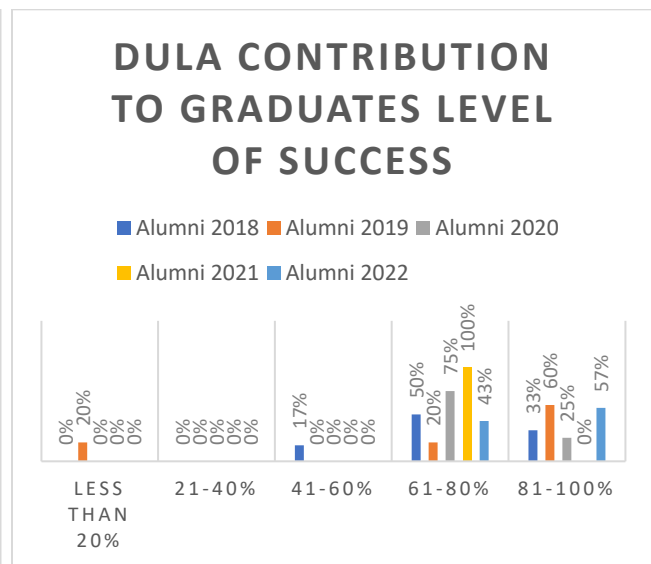
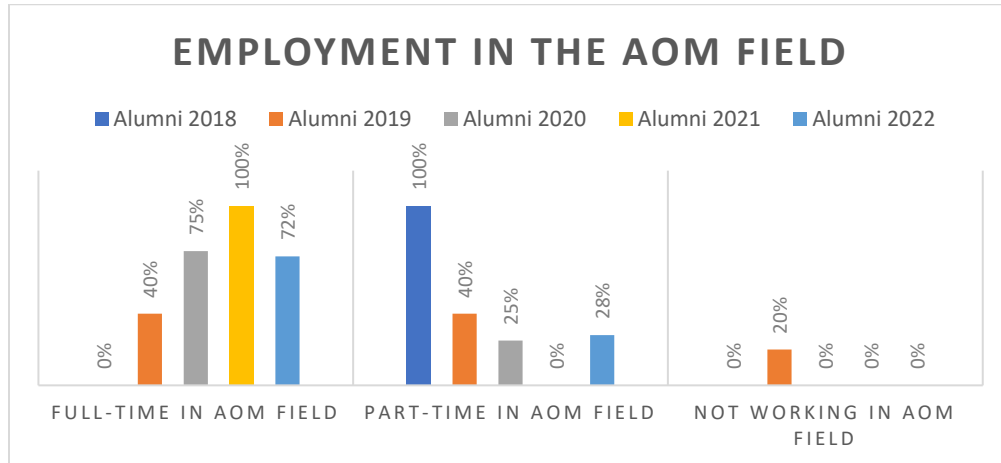


1: Strongly Disagree 2: Disagree 3: Neutral 4: Agree 5: Strongly Agree

PEO1: OM Theory PEO2: OM Diagnosis PEO3: Biomedicine PEO4: Acupuncture PEO5: Herbology PEO6: Healthy life PEO7: Successful Practice

V. Alumni Survey

DULA has sent survey questions for MSOM Alumni 2022. The following assessment for alumni survey were all linked to MSOM PEOs. The main purpose of Alumni Survey is to serves DULA to assess the graduates' achievements, as well as to gain the information for current social needs in AOM field.

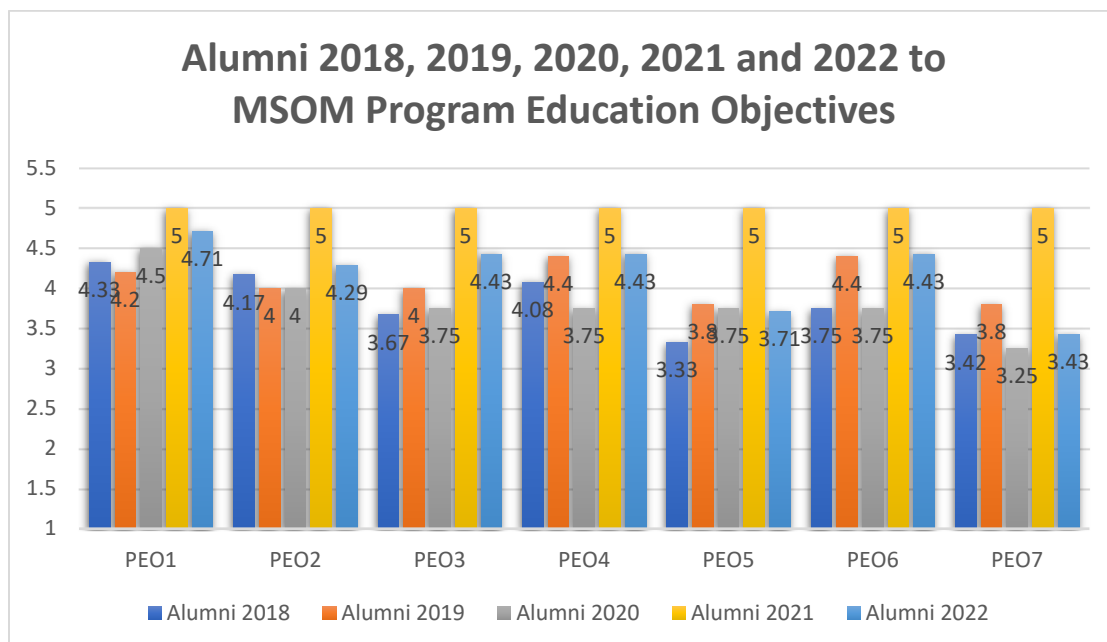


Following are the data that showed how Graduates think about DULA:

Comment	Alumni 2018	Alumni 2019	Alumni 2020	Alumni 2021	Alumni 2022
My Curiosity for knowledge and skills has persisted beyond my years at DULA	Agree	Strongly Agree	Agree	Strongly Agree	Agree

My Experience at DULA gave me a desire to maintain my professional competency	Agree	Strongly Agree	Agree	Strongly Agree	Agree
DULA prepared me to become a competent acupuncturist	Agree	Strongly Agree	Agree	Strongly Agree	Agree
My clinical experience at DULA is the same as in my private practice	Agree	Strongly Agree	Agree	Strongly Agree	Agree

Rate : Strongly disagree – Disagree – Agree – Strongly agree



1: Not at all --- 2: Very Little --- 3: Somewhat --- 4: Moderate --- 5: High

PEO1: OM Theory PEO2: OM Diagnosis PEO3: Biomedicine PEO4: Acupuncture PEO5: Herbology PEO6: Healthy life PEO7: Successful Practice

From the above data, it can be seen that there is a significant improvement in the satisfaction level among the 2022 alumni compared to the 2018-2020 alumni. One of the main area of the improvement can be seen in the graduates' consideration of level of success and DULA contributions to their successful. All alumni also mentioned that they would refer DULA to any future potential students.

Starting from 2018 to present, DULA has implemented individual career counselling with the academic department as part of the graduation checklist. This is to support DULA graduates by giving them any option available for employment and for successful career. This procedure also will open a door for DULA graduates to improve their academic field through the upper level by enrolling in Doctorate program.

DULA administration also maintained the job opening page through the DULA main website. The employment opportunity at DULA administration, academic position and including clinical acupuncturist in DULA OMC have also been implemented since early 2019. This implementation was enacted in DULA to support the career of its graduates and creating an opportunity to advance their career in AOM field.

Career development lectures through regular 1-hour free lectures as well as Continuing Education (CEU) courses are all been regularly coordinated to the graduates. During 2019 – 2020, DULA alumni from various year of graduates have also been invited and participated in this lecture event. This activity not only to increase the interest among graduates in the academic field but also to give more relationship and networking communication among current students and DULA graduates, which eventually may help for their employment placement later when they graduate.

DULA also implemented the annual alumni survey to keep maintain its institutional communication and assess its graduates' achievements to keep improving its current program and curriculum.

SOCIAL NEEDS IN AOM

The following are the suggestions based from the MSOM 2022 alumni survey:

1. Integration with Western medical practice
2. Functional Medicine
3. Practice Management
4. Korean Acupuncture
5. Active Formula making for patients
6. Dongguk Korea Externship (Il San Hospital)
7. Free CEU classes
8. Program for students to shadow alumni

DULA will implement the possibility to add freer lecture and CEU related specialty skill development and externship opportunities to Dongguk, Korea in the future to accommodate the educational demands and needs of students and graduates.

MEASUREMENT OF MSOM PROGRAM EDUCATIONAL OBJECTIVES AND DULA MISSION STATEMENT

Measurement of MSOM Program Education Objectives (PEOs) of Summer 2022

	NOT AT ALL	LOW	AVERAGE	GOOD	HIGH
PEO1					
PEO2					
PEO3					
PEO4					
PEO5					
PEO6					
PEO7					

PEO1: OM Theory PEO2: OM Diagnosis PEO3: Biomedicine PEO4: Acupuncture PEO5: Herbology PEO6: Healthy life PEO7: Successful Practice

Measurement of DULA Mission Statement

(According to MSOM PEOs Achievement of Spring 2022)

	NOT AT ALL	LOW	AVERAGE	GOOD	HIGH
Explore and Embody Principle and Practice of Traditional East Asian Medicine					
Develop Community of Skilled Medical Practitioner					
Provide Accessible Healthcare Services to Local Community					

MEASUREMENT OF DATM PROGRAM EDUCATIONAL OBJECTIVES, GOALS AND DULA MISSION STATEMENT

Measurement of DATM Program Education Objectives (PEOs) of Summer 2022

In the DATM program for Summer 2022. The average grade for all course was an A and student evaluation of professors' performance was excellent (2.9/3).

ANALYSIS AND CONCLUSION

MSOM Program

Based on the result of the academic assessment of MSOM Program in Summer 2022, the result of achievement in the program educational objectives in general were above good level, with the same or slight improvement compared to Spring 2021 in all in all PEOs. Summer 2022 had an extreme of performance results. MCE exam performance was abnormally low while CGE exam performance was particularly well with all subject areas above 70% performance.

Based on each component that were analyzed in the academic assessment, there are several areas that need improvement:

1. MCE

- a. Compared to the performance in Spring 2022, there were fewer students taking the MCE (6 compared to 7). The performance levels decreased in all subject areas. All subject areas performance was under 70% with the lowest being Herbology at 53%. Spring 2022 passing rate was 67% but Summer 2022 passing rate was only 16.6%.
- b. Following are the area that students need to improve based on MCE Summer 2022:
 - i. Improving knowledge of indication, function, category of single herbs
 - ii. Improving knowledge of each system in anatomy and physiology of human
- c. It should be noticed that MCE assessed mostly the first and beginning of 2nd year students' performance (due to preparation entering internship Level 2).

2. CGE

- a. Compared to the result in Spring 2022, there were more exam takers (12 compared to 10). Pass rate increased from 50% to 83%. Performance in subject areas improved to above 70%. The lowest was OM at 74%.
- b. Following are the specific areas that students need to improve based on CGE Summer 2022:
 - Herbs:
 - a. Function and indication of Herbs and Formula
 - b. Case based question of selecting Formula
 - c. Case based question of modifying Herbs treatment
 - OM:
 - a. TCM Pattern Diagnosis
 - b. TCM Treatment Principles
- c. Improvement should be focused on the following classes for 3rd year students:
 - i. Formula 1-4: Reviewing Herbs category, function and indication; induces more case-based questions
 - ii. Western Internal Medicine classes:
 - Review TCM Pattern Diagnosis
 - Review treatment plan (medication) based on cases
- d. It should be noticed that CGE mostly assessed third – fourth year students' performance.

For the area of clinical internship focus of improvement should be aimed to the following area:

- Improving self-memorization and induces more repetition of memory regarding herbs and formula.
- Understanding basic pathophysiology of disease to support the diagnosis analysis in Biomedicine. Understanding this will lead to the ability of integrative diagnostic skill with OM.

It is encouraged that faculty to give more attention to interns in building their analytical thinking by using their knowledge in pathogenesis of disease according to Biomedicine in integrating on their case. This discussion then will lead to how student can integrate their findings to the OM diagnosis. Then followed with more intensive of herbs prescription discussion, in which faculty can induce more questions recalling student's memory in single herbs and formula function and indication, including contraindication and modification.

The current academic assessment as well as the communication process with students and faculty should be kept maintained. With the current assessment method, the academic department can assess and create improvement as needed in every quarter. Regular academic assessment will be kept presented in every quarter with the annual result to be evaluated by the end of the academic year.

DATM Program

The results of the assessment of DATM program are from the didactic class grade evaluation, faculty performance evaluation by students and exit graduation survey evaluation

During Spring 2022, Dongguk University Los Angeles was granted a seven-year accreditation for its DATM program from ACAHM. In the DATM program for Summer 2022. The average grade for all course was an A and student evaluation of professors' performance was excellent (2.9/3).

The current academic assessment for DATM should be maintained regularly. The comprehensive academic assessment for 2022 will be conducted to comprehensively measure DULA achievement in the mission statement and goals. Result from annual academic assessment will be used for DULA academic administration to analyze and implement any necessary changes to its current academic activities and resolution plans for future years. The result from institution assessment in conjunction with the result of academic assessment will be used to update DULA strategy plan for future years.