

PROGRAM NAME: Diagnostic Medical Sonography	AUTHORING TEAM CONTACT: Megan Chambers
PHONE: 214.491.6250	EMAIL: MLChambers@collin.edu

GUIDELINES

Time Frames

1. Scope:

The time frame of program review is five years, including the year of the review.
Data being reviewed for any item should go back the previous four years, unless not available.

2. Deadline Dates:

January 15th – Program Review Document due to Department Dean for review (Deans may require submissions at their own, earlier due date)
February 1st – Program Review Document due to Program Review Steering Committee

3. Years:

Years 1 & 3 – Implement Action Plan of (CIP) and collect data
Years 2 & 4 – Analyze data and findings, Update Action Plan
Year 5 – Write Program Review of past 5 years; Write Continuous Improvement Plan (CIP) and create new Action Plan

LENGTH OF RESPONSES: Information provided to each question may vary but should be generally kept in the range of 1-2 pages or 500-1,000 words.

EVIDENCE GUIDELINES: In the following sections, you will be asked to provide evidence for assertions made.

- a. Sources: This evidence may come from various sources including professional accreditation reviews, THECB, Texas Workforce Commission’s CREWS, Institutional Research Office (IRO), National Student Clearinghouse, IPEDS, JobsEQ, EMSI Career Coach, and may be quantitative and/or qualitative. If you are unfamiliar with any of these information sources, contact the Institutional Research Office at: effectiveness@collin.edu. Use of additional reliable and valid data sources of which you are aware is encouraged.
- b. Examples of Evidence Statements:
 - 1. Poor example: Core values are integrated into coursework. (Not verifiable)
 - 2. Good example: Core values are integrated into coursework through written reflections. (Verifiable, but general)
 - 3. Better example: Core values are integrating into coursework through written reflections asking the student to describe how s/he will demonstrate each of the core values in his or her professional life and demonstrated through service learning opportunities. (Replicable, Verifiable)

FOR MORE INFORMATION: The Program Review Portal can be found at http://inside.collin.edu/institutionaleffect/Program_Review_Process.html. Any further questions regarding Program Review should be addressed to the Institutional Research Office (effectiveness@collin.edu, 972.599.3102).

Introduction/Preface

☒ EXECUTIVE SUMMARY

Briefly summarize the topics that are addressed in this self-study, including areas of strengths and areas of concern. (Information to address this Executive Summary may come from later sections of this document; therefore, this summary may be written after these sections have been completed.) Please do not include information in this section that is not already provided elsewhere in this submission. Using the questions in the template as headings in the Executive Summary can provide structure to the overview document (see below for suggested format).

EXECUTIVE SUMMARY (SUGGESTED SECTIONS/FORMAT-NOT REQUIRED FORMAT)

What does our program do?

Why do we do the things we do: Program relationship to the College Mission & Strategic Plan.

Why we do the things we do? Program relationship to student demand.

Why we do the things we do? Program relationship to market demand.

How effective is our curriculum and how do we know?

How effectively do we communicate, and how do we know?

How well are we leveraging partnership resources and building relationships, and how do we know?

How have past Continuous Improvement Plans contributed to success?

How will we evaluate our success?

Complete the Executive Summary below after you have completed your review.

Aligning with programmatic accreditation standard requirements and with the use of the College Mission, Core Values, and internal and external stakeholders' input as guides, the Diagnostic Medical Sonography (DMS) program at Collin College prepares students to be exemplary sonographers in the cognitive, psychomotor, and affective learning domains.

The DMS program is highly competitive and in demand for students and market needs. The addition of a cardiac sonography track in the fall of 2023 helps to offer additional opportunities for students wishing to pursue sonography as a profession, doubling enrollment in the program. Both general and cardiac sonographers are in high need within the DFW area. Due to the regional population increase, the need for sonographers is still ongoing.

Programmatic accreditation-mandated reportable outcomes provide evidence of the efficiency of the program's curriculum. Superlative registry board examination pass rates and course success rates speak to the education and skills provided to students of the DMS program. Additionally, elevated target measures documented within the program's CIP spotlight demonstrate the level of the program's expectations of students.

Program information, application process, and professional information are shared within various websites hosted by Collin. Live information sessions are hosted monthly by program staff to interested applicants. Information shared with students before program application results in knowledgeable and informed applicants. This is evident when reviewing program applications.

Strong relationships with clinical partnerships are a strength of the DMS program. Evidence of these relationships is seen in the preference of Collin DMS students over neighboring programs for clinical rotations and the employment of Collin DMS graduates within these facilities.

While the program is aware of the student successes assessed through programmatic accreditation standards, PLOs developed for the program's CIP concentrate on the skills that can be overlooked. The development of stricter student assessments for technical optimization and the building of soft skills are two areas that have seen improvement and will continue to be built upon.

The most critical measure of success for the DMS program comes from the student's perspective. Six months post-graduation, program graduates are asked to complete a survey to document their experience as a student and given the chance to provide feedback for future program feedback. Program reportable outcomes exceed standards and will continue to do so. Receiving favorable ratings of the program from graduates will be the measure used to determine how the program as a whole is serving students.

Section I. *Are We Doing the Right Things?*

☒ 1. WHAT DOES OUR PROGRAM DO?

What is the program and its context?

This section is used to provide an overview description of the program, its relationship to the college and the community it serves. **Keep in mind the reviewer may not be familiar with your area.** Therefore, provide adequate explanation as needed to ensure understanding.

Suggested points to consider:

- *Program's purpose (Include the program's purpose/mission statement if one exists.)*
- *Program learning outcomes or marketable skills*
- *Brief explanation of the industry/industries the program serves*
- *Career paths and/or degree paths it prepares graduates to enter*
- *What regulatory standards must the program meet (THECB, Workforce, external accreditation)*

Program Overview

The Diagnostic Medical Sonography Program was developed in 2018 following a needs assessment that supported the need for Diagnostic Medical Sonographers within our service area. The program admitted the first cohort in 2019. For four years, the program offered only one track for an Abdominal Sonography - Extended AAS degree. In response to employer and advisory committee needs, the program developed a Cardiovascular track, which started in Fall 2023. Both tracks have maximum enrollment established at 16. This is based on program resources and clinical availability. Both tracks base admission using a selective scoring process where applicants earn points for their prerequisite GPA and HESI scores. Additional bonus points are awarded for healthcare certifications, patient care experience, previously earned degrees, and completion of courses and supplemental courses. Applicants with the highest application point total are invited for an on-campus interview. Points received for the interview are combined with the application point total. Applicants with the overall highest point totals are offered acceptance.

See Appendix A for Selective Scoring criteria.

The DMS-General and DMS-Cardiac tracks are both 65 credit hours in length, resulting in an Associate in Applied Science degree. Both tracks are completed within five semesters and are front-loaded didactically, with 1128 clinical hours completed in local medical facilities during the final three semesters of the program. DMS students are required to meet the following standards to remain in good academic standing:

- Completion of all DMS-specific courses with a grade of 75% or higher
- Completion of 41 sonographic competencies to be completed in a clinical setting
- Successful passing of the American Registry for Diagnostic Medical Sonography's (ARDMS) Sonographic Physics and Instrumentation registry exam
- Successful passing of one specialty register exam administered by ARDMS or another approved professional credentialing agency

Upon completion of the program, DMS students will graduate as registered sonographers and be prepared to enter the workforce as competent sonographers in the specialty of their preference.

Program's Purpose

The goal of the Diagnostic Medical Sonography Program is to prepare competent entry-level general sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

Of the fifty-two students that have graduated from the DMS program, 100% are registered sonographers, 100% are employed within the field of sonography, and 99% of all American Registry for Diagnostic Medical Sonography (ARDMS) registry exam attempts were passed on the first attempt.

Marketable Skills

- Perform diagnostic quality studies.
- Identify and document normal and abnormal sonographic findings.
- Assist in invasive procedures while maintaining a sterile field.
- Analyze images obtained to provide detailed preliminary reports.
- Communicate effectively with the patient, the patient's family, peers, and providers.
- Communicate effectively and professionally with peers, managers, customers, and other stakeholders.
- Analyze data critically to reach sound conclusions.
- Work productively with others to achieve group goals.
- Engage effectively and respectfully with people from many communities and with many perspectives.
- Work ethically, responsibly, and conscientiously.

Program Learning Outcomes

- Students will be able to demonstrate effective communication and professionalism with patients and the healthcare team.

- Students will demonstrate proficiency in obtaining diagnostic images per exam protocol.
- Students will demonstrate proficiency in compiling a written report using appropriate terminology.
- Students will be able to demonstrate proficiency in understanding Doppler principles.

Industries the Program Serves

Registered sonographers aid in diagnosing and treating patients in various clinical, research, and therapeutic settings within the healthcare field. Sonography is a radiological modality needed 24 hours a day, seven days a week. Collin's DMS program graduates are helping to fill the need for registered sonographers in various healthcare institutes including hospitals, imaging centers, private practices, and mobile services.

Career Path and Degree Pathways

In addition to clinical and research positions, registered sonographers can pursue opportunities in Technology Applications, sales, and education. Collin's DMS program graduates are typically employed in our neighboring communities within inpatient and outpatient clinical settings.

An associate's degree is a standard requirement for positions in clinical sonography, but higher degrees are required for opportunities in management, research, education, applications, and sales. All Collin DMS program graduates are encouraged to continue their education beyond the Associate Degree, with Collin's new BAS in Clinical Operations Management being one pathway available to graduates. Bachelor's degrees in Sonography, Radiation Sciences, Diagnostic Imaging, and Healthcare Administration are also commonly suggested degree options.

Regulatory Standards

The DMS program at Collin College adheres to the following regulatory standards:

- THECB <https://www.highered.texas.gov/>
- CAAHEP Accreditation Standards <https://www.caahep.org/>
- National Education Curriculum (NEC) <https://www.jrcdms.org/nec.htm>

The DMS curriculum was developed using the NEC-recommended curricular competencies for DMS programs per CAAHEP accreditation standards. As approved by THECB, Collin's DMS program uses the full 65 credit hours allowed.

Per CAAHEP programmatic accreditation standards, the DMS program is required to publish graduate outcomes annually to the department's website, submit an annual report to assess required outcome thresholds, and reapply for programmatic accreditation every 5 years. The program has exceeded all required outcome thresholds successfully.

See Appendix B for Annual Reports

☒ 2. WHY DO WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO THE COLLEGE MISSION & STRATEGIC PLAN.

- **Provide program-specific evidence of actions that document how the program supports the College’s mission statement:** “Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.”
- **Provide program-specific evidence that documents how the program supports the College’s strategic plan (2020-2025 Strategic Plan):** https://www.collin.edu/aboutus/strategic_goals.html.

Suggested/possible points to consider:

- *What evidence is there to support assertions made regarding how the program relates to the mission and strategic plan?*
- *Think broadly-increasing completion, articulation agreements, pathways from high schools, etc.*
- *Analyze the evidence you provide. What does it show about the program?*

Support of the College’s Mission

Developing Skills

The DMS program fulfills the college's mission statement by providing the rigorous didactic and practical education needed to obtain an Associate Degree in Applied Science in Diagnostic Medical Sonography and to become credentialed as Registered Diagnostic Medical Sonographers.

AAS Degrees Awarded					
Academic Year					
	2019-2020	2020-2021	2021-2022	2022-2023	Total
Diagnostic Medical Sonography	10	14	14	14	52

Source: ZogoTech

Strengthening Character

Integrating practical experience through clinical rotations requires students to apply practical knowledge mastered in a simulated experience on campus to the clinical setting for live patients. Navigating emotionally charged scenarios in trauma, critical care, and even the outpatient setting allows the student to build on interpersonal and soft skills required of today’s healthcare professionals. Collin College’s DMS program students complete more than 1100 hours in the clinical setting.

Challenging Intellect

The DMS program is highly competitive and rigorous. Instead of the typical didactic and clinical integrated DMS program, Collin’s DMS front-loaded didactic program is challenging for students. This unique design requires students to demonstrate competency in all the program’s mandated and

expected standards within three semesters, as opposed to the full five to six semesters of other programs. The benefit of this design is that it allows students to complete full-time clinical rotations at the end of the program, allowing them to demonstrate and practice all of the skills taught previously.

A monitored grade counseling system for early detection of academic struggles helps to ensure that all students are successful. This system, in combination with the faculty’s service and student determination, Collin’s DMS program far exceeds outcome expectations. A notable mention of academic success that supports the program’s dedication to challenging DMS students is documented by the program’s 100% pass rate on the Sonographic Principles and Instrumentation Physics registry board exam. This registry board exam universally has a pass rate of only 68%. Not only do the program’s students hold a 100% pass rate on the registry board exam, but the average score of all cohorts received is 654, which computes to 94%.

ARDMS Sonography Physics & Instrumentation Registry Examination Scores			
Examination Passing Scores Range Between 555-700			
Cohort	Lowest Score	Highest Score	Average Score
2020	587	690	645
2021	643	700	678
2022	598	675	644
2023	613	690	659
2024	569	690	646
Total Averages	654 (94%)		

Source: Program Reporting Data, A.Luebbers

Support of the College’s Strategic Plan

Improve student outcomes to meet or exceed local, state, and regional thresholds and goals.

As seen in the data of program reportable outcomes, the program’s students have continuously exceeded all regional and programmatic accreditation standards. As documented within the program’s current CIP, focusing on non-mandated and reportable outcomes, such as increased development in soft skills, will continue to be a program goal as the program graduates well-rounded and academically and technically superb sonographers.

Develop and implement strategies to become a national exemplar in program and student outcomes.

The DMS program’s curriculum aligns with programmatic accreditation standards, which require students to prove competency in various assessments. Through a carefully designed curriculum and a grade counseling system with an early alert system, the program’s dedication to ensuring that students exceed the minimum required of them is evident in the course success and registry board examination pass rates. The DMS’s program retention and job placement rates also exceed the mandated outcome percentages.

Diagnostic Medical Sonography Graduate Outcomes

Graduates of	Program Retention Rate	Job Placement Rate	ARDMS Sonography Physics & Instrumentation Examination Pass Rate	ARDMS Abdomen Examination Pass Rate	ARDMS Obstetrics & Gynecology Examination Pass Rate	ARDMS Vascular Technology Examination Pass Rate
2020	83%	90%	100% (10/10)	100% (8/8)	100% (5/5)	100% (8/8)
2021	88%	93%	100% (14/14)	100% (12/12)	100% (9/9)	100% (11/11)
2022	88%	100%	100% (14/14)	93% (13/14)	92% (11/12)	100% (8/8)
2023	88%		100% (15/15)			
2024			100% (15/15)			

Source: <https://www.collin.edu/department/sonography/index.html> and ARDMS External Report

Create and implement comprehensive, integrated pathways to support student transitions.

The DMS profession is unique in that an associate degree is all that is required for work in the clinical setting. Additionally, for sonographers who continue their education, a higher degree in sonography is not recommended as it limits the sonographer to one modality. Graduates who do not already have a higher degree are encouraged to seek one, but the type of degree they obtain is not specific.

The population of Collin DMS students is unique in that many already have degrees before entering the program. From health science associate degrees in differing disciplines to master's degrees, Collin's DMS program students and alums hold various degrees and credentials outside of those earned through the program.

Selectively integrated pathways in the form of 2 + 2 programs are not as needed with the DMS population of students and have yet to be pursued.

Implementing the new BAS in Clinical Operations Management is now an option for program graduates who do not want to pursue a higher degree in clinical medicine.

Develop and implement a comprehensive staffing and succession model.

Programmatic accreditation standards have specific requirements for instructors to directors of accredited programs. To ensure that all staff and faculty hired meet the job requirements specified by accreditation standards, the program director maintains records of credentials and qualifications needed for each position. Clinical coordinators and full-time professors must maintain the credentials necessary to hold their respective positions and that of the program director. Adjunct faculty hired must have and maintain credentials to meet the minimum standards required for the clinical coordinator position. In the event that a full-time position would retire or resign, interim coverage and hiring of the position from internal personnel would be possible.

All program files, data, coursework and assessments, and essential documentation are housed within Teams files for all full-time employees of the program to obtain.

☒ 3. WHY WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO STUDENT DEMAND

Make a case with evidence to show that students want the certificate. Discuss whether or not there appears to be any disproportionate enrollment by gender, race, and ethnicity (compared to Collin College’s overall student demographic distributions <http://inside.collin.edu/iro/programreview/prfilehostpage.html>). If any differences exist discuss possible reasons why the gap exists, and plans to address these issues to close gaps in enrollment rates between groups of students (refer to the Program Review portal for Enrollment Reports and Average Section Size data files for your program HTTP://INSIDE.COLLIN.EDU/INSTITUTIONALEFFECT/PROGRAM_REVIEW_PROCESS.HTML).

Suggested/possible points to consider:

- *What is the enrollment pattern? Declining, flat, growing, not exhibiting a stable pattern, please explain. For required program courses where there is a pattern of low enrollment (fewer than 15 students), explain your plan to grow enrollment and/or revise the curriculum.*
- *What are the implications for the next 5 years if the enrollment pattern for the past 5 years continues?*
- *Describe any actions taken to identify and support students enrolled in program-required courses early in the degree plan. If no actions are taken at the present, please develop and describe a plan to do so.*
- *How does your program support (or plan) to support attraction of a diverse student population?*
- *Check with Institutional effectiveness for Data Reports -names of reports*
- *Analyze the evidence you provide. What does it show about the program?*

Enrollment Patterns

Sonography is a high-demand profession, with the program at Collin being exceptionally competitive and sought after. During this program review cycle, 52 students have graduated from the DMS program, earning the AAS-DMS degree. This number is low due to accreditation standards restricting the size of DMS cohorts. As demonstrated in the enrollment numbers for the prerequisite course DMSO 1210, 200+ students register for the course each year in preparedness to apply to the program. The number of students enrolled in DMSO 1210 is controlled by the sections offered each semester. Additional sections may be required in the upcoming years to accommodate learners interested in the newly added cardiac sonography track.

AAS Degrees Awarded					
Academic Year					
	2019-2020	2020-2021	2021-2022	2022-2023	Total
Diagnostic Medical Sonography	10	14	14	14	52

Source: ZogoTech

Preprogram Course Enrollment					
Academic Year					
	2020	2021	2022	2023	Total
DMSO 1210	125	219	260	287	891

Source: ZogoTech

Current Enrollment and the Next Five Years

While we cannot accommodate more learners per cohort due to accreditation standards, the cardiac sonography track in the fall of 2023 will double the number of students accepted into the program each year. As they relate to the addition of the cardiac track, trends in enrollment and outcomes will be updated within the next program review cycle. We do not anticipate a decline in interest or enrollment in the program within the next five years.

DMS Current Enrollment (Spring 2022- Fall 2023)			
	DMS-General	DMS-Cardiac	Total
DMS Students	43 (3 cohorts)	12 (1 cohort)	54

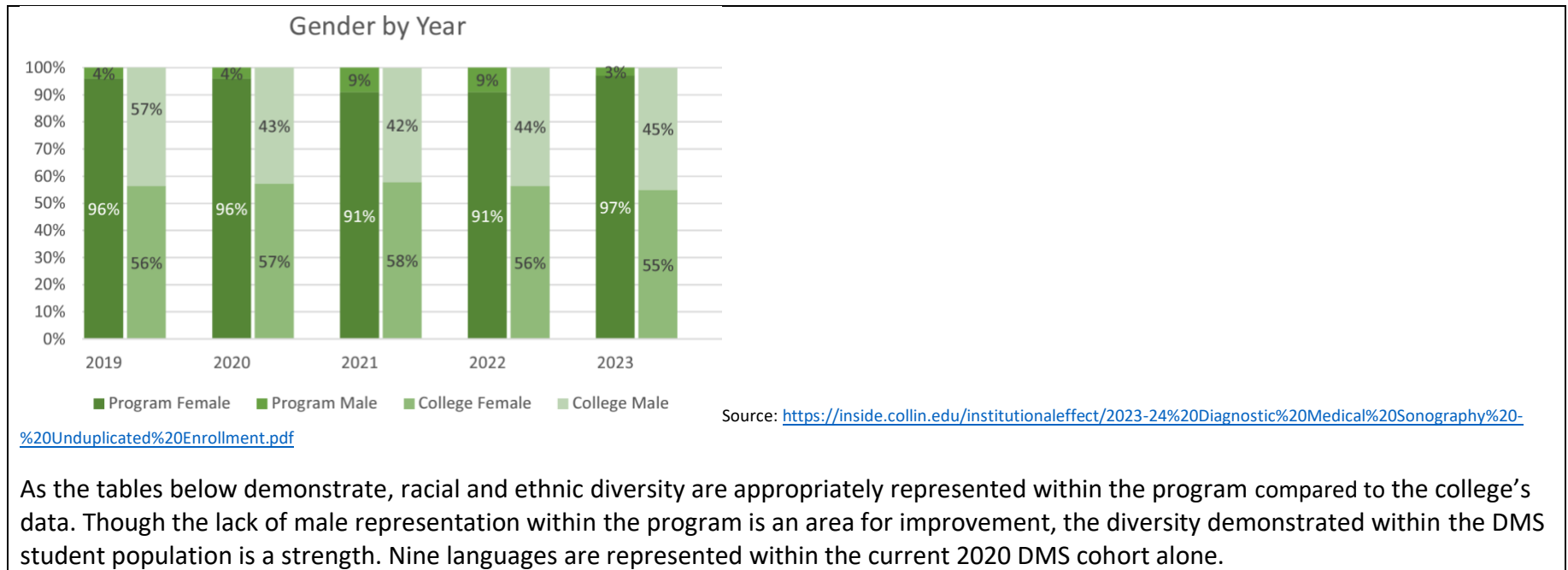
Student Support – Degree Planning

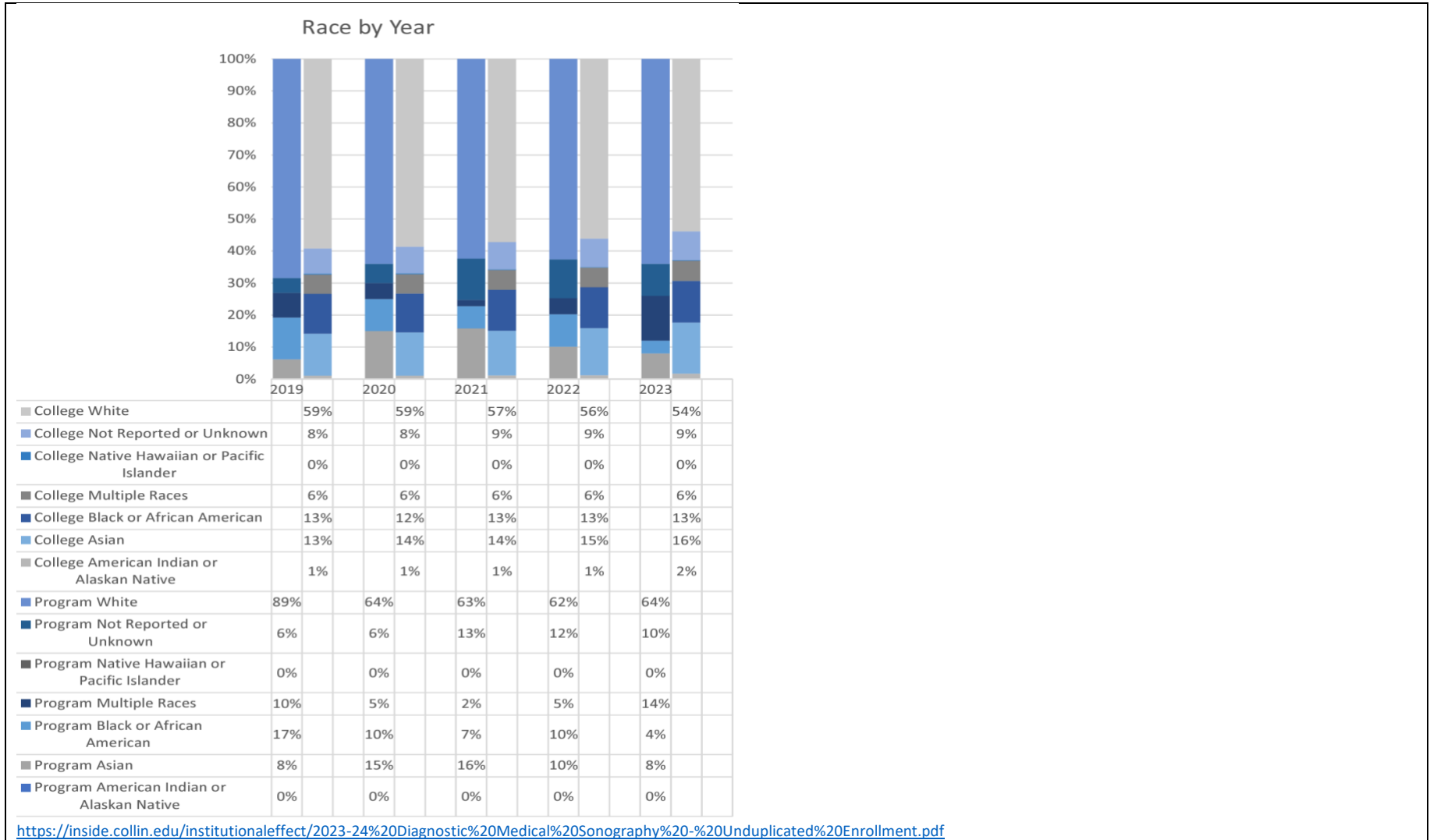
The DMS program is cohort-based, with all selected students completing the program in sequence over five semesters. Upon acceptance into the program, the program director runs degree audits for each student and informs the student of outstanding credits needed to be completed before program completion. Each student meets individually with the director during the third semester of the program to re-evaluate degree audits and to verify that all non-core courses have been completed and that the student is on track to graduate on time.

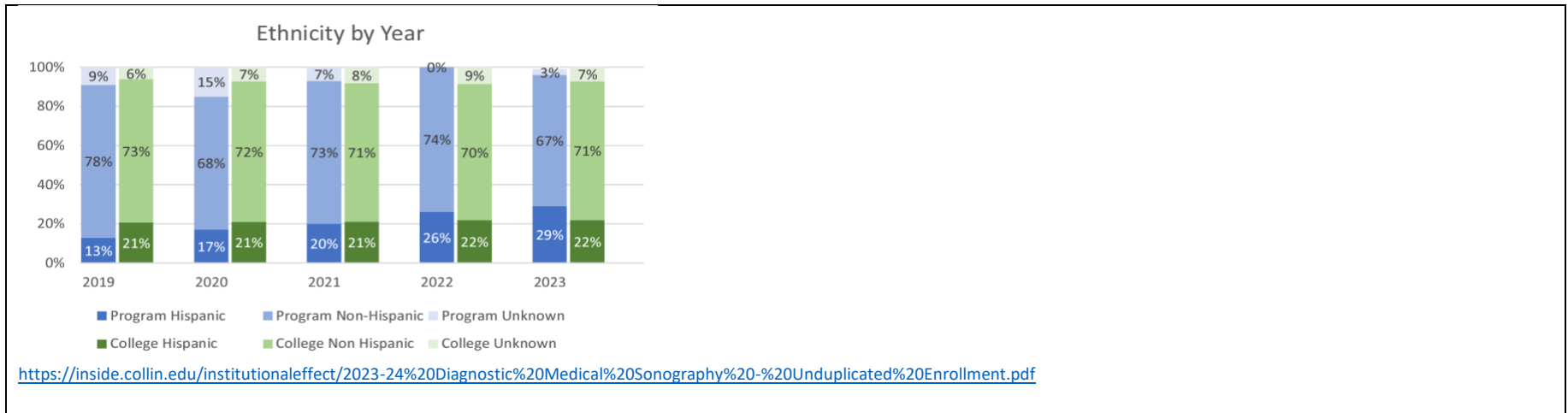
With the rigorous program being front-loaded didactically, a comprehensive grade counseling system is in place for early recognition of academic struggle. Depending on course-specific criteria, mandatory tutoring, remedial labs, or assistance with study techniques are required for students to demonstrate competency and work towards improving grades. This system has contributed to the low occurrence of students not completing DMS courses and the program.

Diverse Populations

Sonography as a profession is a female-dominated field. As demonstrated through the population data of Collin DMS students, the lack of gender diversity within the applicant pool and accepted cohorts align appropriately with the profession’s population. Continuing program promotion to male-dominated programs (i.e., Emergency Medical Services), in addition to the cardiac track, which does have a higher representation of male professionals, could increase the percentage of male learners within the program.







4. WHY WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO MARKET DEMAND

Make a case with evidence to show that employers need and hire the program’s graduates. Some resources to utilize for information could be: JobsEQ http://inside.collin.edu/iro/programreview/202021/ProgramLaborMarketInfo_2020-21AY.pdf, Burning Glass, O-Net <https://www.onetonline.org>, Texas Labor Market Information <https://www.twc.texas.gov/businesses/labor-market-information>.

Suggested/possible points to consider:

- *How many program-related jobs are available in the DFW Metroplex for program graduates? If the majority of related jobs in the DFW Metroplex require a baccalaureate degree, provide evidence that you have a current signed articulation agreement with one or more transfer institutions or that you plan to develop one.*
- *What proportion of the program’s graduates (seeking employment) found related employment within six months of graduation?*
- *What changes are anticipated in market demand in the next 5 years? Do program completers meet, exceed, or fall short of local employment demand? How will the program address under- or over-supply?*
- *Identify and discuss the program’s strengths and weaknesses related to market demand.*

Employment Opportunities for Collin DMS Graduates

The need for registered diagnostic sonographers within the DFW area and the nation is significant, as demonstrated in the data below. Additionally, there are 78 jobs currently posted on Indeed.com for sonographers within a 25-mile radius of McKinney. Clinical sonography only requires the sonographer to be credentialed, which can be pursued after completing a certificate or degree program. A bachelor's degree is optional for the clinical setting. Graduates of Collin’s DMS program meet the requirements of all entry-level clinical positions.

Texas Employment Trends

29-2032.00 - Diagnostic Medical Sonographers 👉 Bright Outlook

View trends for state:

In Texas:

Employment (2020)	5,370 employees
Projected employment (2030)	6,900 employees
Projected growth (2020-2030)	29%
Projected annual job openings (2020-2030)	590

In the United States:

Employment (2022)	83,800 employees
Projected employment (2032)	95,800 employees
Projected growth (2022-2032)	■ ■ ■ ■ 14% Much faster than average
Projected annual job openings (2022-2032)	5,700

Texas source: Projections Central [2020-2030 long-term projections](#). United States source: Bureau of Labor Statistics [2022-2032 employment projections](#). "Projected growth" represents the estimated change in total employment over the projections period. "Projected annual job openings" represent openings due to growth and replacement.

Graduate Employment

Programmatic accreditation standards require us to report job placement rates for graduates six months post-graduation. The table below shows that job placement rates ranged from 90% to 100% over the first three cohorts. However, the two graduates who were not employed within the six months (as depicted within the rate percentages) were not seeking employment during the six-month reporting period. They and all the program graduates are working as sonographers, giving the Collin DMS program a job placement rate of employment-seeking graduates 100%.

Graduates of	Program Retention Rate	Job Placement Rate	ARDMS Sonography Physics & Instrumentation Examination Pass Rate
2020	83%	90%	100% (10/10)
2021	88%	93%	100% (14/14)
2022	88%	100%	100% (14/14)
2023	88%		100% (15/15)
2024			100% (15/15)

Source: <https://www.collin.edu/departement/sonography/index.html>

Market Demand Changes and Program Employment Strengths and Weaknesses

As predicted in the above data, sonographer employment is expected to grow faster than average. As seen within the employment opportunities and availability of contract positions within the DFW area, our program currently cannot meet the market’s needs. The cardiac sonography program was added due to the need for cardiac sonographers in our community. While the need for sonographers in the area will continue to grow, the program’s commitment to graduating clinically competent and job-ready sonographers will help ease the shortages.

The most notable strength of the program about market demand is the job placement rate. It is common for Collin DMS students to be hired before graduation, with multiple area employers sharing that Collin DMS graduates are preferred for employment. Current graduates are obtaining employment in a market that has high wages, and they are successful in their positions.

The program's market demand weaknesses include the inability to provide sonographers for all the open positions in Collin County. Accreditation standards restrict cohort sizes. As long as the population growth continues in the area and preceptor-to-student mandate ratios are upheld, the need for more sonographers will remain constant. Another weakness related to the program’s ability to support local

market needs is the percentage of graduates that prefer part-time to full-time employment. While all graduates are currently active as employed sonographers, the need or desire for full-time employment from Collin's DMS graduates is unique in comparison to programs outside of our immediate area.

Section II. *Are We Doing Things Right?*

☒ 5. HOW EFFECTIVE IS OUR CURRICULUM, AND HOW DO WE KNOW?

A. Make a case with evidence that there are no curricular barriers to program completion. Review data related to course enrollments, course completion rates, course success rates, and the frequency with which courses are scheduled to identify barriers to program completion.

Suggested/possible points to consider:

- *Number of students who completed the program awards in each of the last 4 years? If the number of graduates does not average 5 or more per year, describe your plan to increase completions and address this issue in the Continuous Improvement Plan (CIP).*
- *At what point(s) are substantive percentages of students dropping out of the program? Use data in the “Program-Based Course Performance” tool to examine enrollment flow through the program curriculum. Does the data suggest any curricular barriers to completion? Address problems in the CIP.*
- *Analyze the course success rates and the course completion rates of each course in your program. Address problems in the CIP.*

Number of students who completed the program awards in each of the last 4 years?

Number of Students Who Completed Program Awards in Each of the Last 4 Years				
Award type	2020	2021	2022	2023
AAS-DMS	9	14	14	14

Source: ZogoTech

At what point are substantive percentages of students dropping out of the program?

Program completion has not been a significant concern for the DMS program. The majority of the “drops” that occur do so during the prerequisite course DMSO 1210. This is an online two-credit hour, eight-week course with a high enrollment rate. Drops from this course predominately occur early in the semester. They are related to course material costs and the workload required of an 8-week course from students not necessarily interested in pursuing the program. However, completion rates for DMSO 1210 are still within acceptable standards.

DMSO-1210		Introduction to Sonography																	
		Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**	
Year	Enrollment	A	B	C	D	P	F	W	A	B	C	D	P	F	W				
2019	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2020	125	62	41	7	0	0	7	8	50%	33%	6%	0%	0%	6%	6%	94%	88%	3.50	
2021	219	110	50	31	0	0	20	8	50%	23%	14%	0%	0%	9%	4%	96%	87%	3.41	
2022	260	151	55	9	0	0	27	18	58%	21%	3%	0%	0%	10%	7%	93%	83%	3.66	
2023	219	120	45	19	0	0	16	19	55%	21%	9%	0%	0%	7%	9%	91%	84%	3.55	
Averages.....									53%	24%	8%	0%	0%	8%	6%	94%	85%		

Source: ZogoTech

Once students are accepted into the program, drops are rare and are usually related to personal reasons.

Does the data suggest any curricular barriers to completion?

No.

See Appendix C for Program Course Completion and Success Rates

Analyze the course success rates and the course completion rates of each course in your Program. Address problems in the CIP.

Course completion and success rates for the DMS program continue to exceed standards. This success is also reflected in the pass rates for all national registry board exams. Collin's DMS students have a 99% national credentialing pass rate, with 153 out of 155 registry board exam attempts being successful.

While didactically, the DMS students exceed standards, improvement within practical skills will be addressed and improved upon with the CIP.

B. Show evidence that the institutional standards listed below have been met. For any standard not met, describe the plan for bringing the program into compliance.

1. Completers Standard: Average 25 completers over the last five years or an average of at least five completers per year.

Number of completers: 52 in last five years.

If below the state standard, attach a plan for raising the number of completers by addressing barriers to completion and/or by increasing the number of students enrolled in the program. Definition of completer—Student has met the requirements for a degree or certificate (Level I or II)

2. Licensure Standard: 93% of test takers pass licensure exams.

If applicable, include the licensure pass rate: 99%

For any pass rate below 93% (Collin College's standard), describe a plan for raising the pass rate.

3. Retention Standard: 78% of students enrolled in program courses on the census date should still be enrolled on the last class day (grades of A through F).

Include the retention rate: 87%

If the retention rate is below 78%, describe a plan for raising the course completion rate.

See the tables with supporting data below for Section 5.B questions 1, 2, and 3.

Number of Students Who Completed Program Awards in Each of the Last 4 Years				
Award type	2020	2021	2022	2023
AAS-DMS	9	14	14	14

Source: ZogoTech

Graduates of	Program Retention Rate	Job Placement Rate	ARDMS Sonography Physics & Instrumentation Examination Pass Rate	ARDMS Abdomen Examination Pass Rate	ARDMS Obstetrics & Gynecology Examination Pass Rate	ARDMS Vascular Technology Examination Pass Rate
2020	83%	90%	100% (10/10)	100% (8/8)	100% (5/5)	100% (8/8)
2021	88%	93%	100% (14/14)	100% (12/12)	100% (9/9)	100% (11/11)
2022	88%	100%	100% (14/14)	93% (13/14)	92% (11/12)	100% (8/8)
2023	88%		100% (15/15)			
2024			100% (15/15)			

Source: <https://www.collin.edu/departments/sonography/index.html>, ARDMS External School Report

Course retention rates are documented in Appendix C

C. Make a case with evidence that the program curriculum is current.

Suggested/possible points to consider:

- *How does the program curriculum compare to curricula at other schools? Review programs at two or more comparable colleges. Discuss what was learned and what new ideas for improvement were gained.*
- *How does the program curriculum align with any professional association standards or guidelines that may exist?*
- *Is the curriculum subject to external accreditation? If so, list the accrediting body and the most recent accreditation for your program.*

If the program curriculum differs significantly from these benchmarks, explain how the Collin College curriculum benefits students and other college constituents.

Peer College Curriculum Comparison Chart			
Diagnostic Medical Sonography Degree (AAS-DMS)	Collin College	Dallas College	Weatherford College
BIOL 2401 - Anatomy and Physiology I	X	X	X
BIOL 2402 - Anatomy and Physiology II	X	X	X
DMSO 1210 - Introduction to Sonography	X	X (1110)	X (1110)
ENGL 1301 - Composition I	X	X	X
MATH 1314 - College Algebra	X	X	X
PHYS 1405 - Elementary Physics I	X	X (SCIT 1420)	X
DMSO 1202 - Basic Ultrasound Physics	X		X (1302)
DMSO 1441 - Abdominopelvic Sonography	X	X	X
DMSO 1455 - Sonographic Pathophysiology	X	X (1355)	X (1355)
DMSO 2353 - Sonography of Superficial Structures	X	X (2253)	X (2253)
PSYC 2301 - General Psychology	X	X	X
DMSO 2243 - Advanced Ultrasound Physics	X	X (2343)	X
DMSO 2405 - Sonography of Obstetrics/Gynecology	X	X	X (2305)
DSVT 1300 - Principles of Vascular Technology	X	X (1200)	X
DMSO 1167 - Practicum 1 - Diagnostic Medical Sonography/Sonographer and Ultrasound Technician	X	X (1367)	X (1267)
DMSO 1201 - Techniques of Medical Sonography	X	X (1101)	
DMSO 2342 - Sonography of High Risk Obstetrics	X		X (2242)
DSVT 2200 - Vascular Technology Applications	X	X	
DMSO 1466 - Practicum 2 - Diagnostic Medical Sonography/Sonographer and Ultrasound Technician	X	X (2366)	X (1367)
GEN ED - Humanities/Fine Arts course	X	X	X
DMSO 1366 - Practicum 3 - Diagnostic Medical Sonography/Sonographer and Ultrasound Technician	X	X (2367)	X
DMSO 2230 - Advanced Ultrasound and Review	X	X (2130)	X (2130)
SPCH 1311 Public Speaking		X	
DSVT 1103 Introduction to Vascular Technology			X
DMSO 1266 – Practicum			X
DSVT 1364 – Practicum			X

DSVT 2335 Advanced Vascular Technology			X
--	--	--	---

How does the program curriculum compare to curricula at other schools?

National programmatic accreditation standards per the Commission on Accreditation of Allied Health Education Programs (CAAHEP) outline curricular requirements for programs that align with the mandatory educational competencies required of each accredited program. Combined with the Texas Higher Education Coordinating Board’s course offerings published within the Workforce Education Course Manual, accredited DMS programs in the state will have similar degree plans.

Comparing our curriculum outline to the programs offered at Dallas College and Weatherford College, all three programs include OBGYN, abdominal, superficial structures, ultrasound physics, and vascular sonography courses. Small, noted differences would be Weatherford's inclusion of three vascular courses, with Dallas College only including one course and Collin’s including two. Weatherford’s program is the only one in the DFW area accredited in vascular sonography. Discussions are being held as to whether our program will seek vascular accreditation. If so, we may need to add an additional vascular course to meet all competencies.

The main curricular difference between the program at Collin and the other accredited programs in our area is that our program is front-loaded didactically. In contrast, the other programs integrate their practicum courses throughout the program. Our program was initially designed this way, but due to feedback from clinical sites, our advisory board requested that students wait to enter clinical until didactic work was near completion and lab competencies had been met. All clinical sites, preceptors, and employers have seen this change favorably.

Peer Program Effectiveness Data Comparison Chart						
5-year average	Student Retention	Job Placement	SPI Pass Rate	AB Pass Rate	OBGYN Pass Rate	VT Pass Rate
Collin College	87%	96%	100%	98%	98%	100%
Weatherford College	90%	98%	N/A	100%	100%	98%
Dallas College	100%	90%	90%	93%	100%	100%

Comparison of peer program outcomes show similar outcomes for all programs.

How does the program curriculum align with any professional association standards or guidelines that may exist?

Upon completion of our degree program, the goal is for our graduates to become registered sonographers. Credentialing bodies, such as the American Registry for Diagnostic Medical Sonography, require that applicants meet strict educational and practical guidelines before

being eligible to apply for credentialing exams. CAHEEP's program curriculum recommendations and requirements align with the requirements of the credentialing bodies.

Is the curriculum subject to external accreditation?

Yes, Collin's DMS program is programmatically accredited by CAAHEP. The program was awarded its initial accreditation in September 2021. The program will apply for reaccreditation in 2026.

D. Present evidence from advisory committee minutes, attendance, and composition that the advisory committee includes employers who are actively engaged on the committee and who are representative of area employers.

1. How many employers does your advisory committee have? 8
2. How many employers attended the last two meetings? 8 attended the Fall 2023 meeting. 10 attended the Summer 2022 meeting.
3. How has the advisory committee impacted the program over the last five years (including latest trends, directions, and insights into latest technologies)?

How has the advisory committee impacted the program over the last five years?

The most impactful change to our program that our advisory committee significantly contributed to was our curriculum change in 2020. Our program was initially designed with the traditional didactic and practical courses integrated throughout all semesters. Feedback from clinical sites and the advisory committee encouraged changes to be made, allowing students to enter clinical prepared to provide diagnostic studies immediately for patients.

Discussions of new techniques and contrast within specific departments have also benefitted students, with those topics being added to courses.

Discussions and support for adding the cardiac track are also noted contributions from our advisory committee. Implementing the cardiac degree program was a progress that took several years to see through. Feedback and suggestions from the advisor committee significantly helped through development and start-up.

See Appendix D for Advisory Committee Member Roster and Most Recent Minutes

4. Briefly summarize the curriculum recommendations made by the advisory committee over the last five years.

The advisory committee (with recommendations from clinical sites) recommended and worked to redesign the program's curriculum and outline. The curriculum resulted in students completing didactic work before entering full-time clinical rotations. This change resulted in students being able to enter departments ready to provide diagnostic studies immediately and work towards optimizing imaging techniques.

In addition to moving the practical courses to the end of the program, a medical techniques course was recommended to increase image optimization for students before entering clinical rotations. This course addition has significantly increased student confidence and skill set. The most recent discussions regarding curriculum involve the timeline of the physics courses within the cardiac track. The advisory committee recommended revisiting the topic after the first cohort is completed.

E. Make a case with evidence that the program is well managed.

Suggested/possible points to consider (Data can be found at http://inside.collin.edu/institutionaleffect/Program_Review_Process.html):

- *Average class size*
- *Grade distributions*
- *Contact hours taught by full-time and part-time faculty*
- *Identify all courses that have a success rate below 75%. If any of these are core courses, visit with the discipline lead for the course(s) in question to determine whether or not the content of the course(s) is appropriate to the workforce program learning outcomes. Using assessment evidence and instructor observations, identify the student learning outcomes that are the greatest challenges for students in courses with low success rates. Explain what instructional and other intervention(s) might improve success rates for each identified course.*
- *How well are general education requirements integrated with the technical coursework?*
- *Student satisfaction: What evidence do you have that students are satisfied with the program? What kinds of complaints are made to the associate dean/director by program students?*

Average Class Size

Programmatic accreditation standards and clinical site availability limit the size of our cohorts. The current maximum cohort size is 16 students per track. While industry needs and student demand could warrant increased cohort size, the limited student-to-instructor ratio contributes to the academic and practical success our students demonstrate.

See Appendix E for the Average Section Size.

Grade Distributions

The average course GPA for DMS courses ranges from a low of 2.57 for DMSO 2253 in 2020 to a high of 4.0 for DMSO 1366 in 2022.

The DMS program uses a grade counseling system that requires students to attend 1:1 tutoring with their professor for any course in which they are not meeting grade expectations as outlined per course. Early recognition of a student struggling with course content and then helping them with tutoring and assistance with study techniques helps to keep our course success rates high and course GPA above standards.

See Appendix E for all DMS Course Grade Distributions.

Faculty Contact Hours

DMS Faculty Contact Hours 2019-2023					
Full-Time Faculty			Part-Time Faculty		
	Number	%	Number	%	Total Hours
2019	NA		5760		5760
2020	1408	19%	5888	81%	7296
2021	1344	17%	6656	83%	8000
2022	0	0%	9152	100%	9152
2023	3264	40%	4896	60%	8160

To explain the discrepancy in the percentages of hours taught, two of the three full-time instructors within the DMS department are classified as staff with teaching responsibilities. We also rely on adjunct faculty to staff lab sections and our full-time faculty and staff to meet the instructor-student ratios recommended by accreditation standards.

Identify all courses that have a success rate below 75%.

NA

How well are general education requirements integrated with the technical coursework?

As documented in our AAS-DMS degree outline, the general education requirements and technical coursework are integrated, as seen in Appendix E.

Student Satisfaction

JRC-DMS graduate surveys are sent to graduates six months post-graduation. Feedback provided by the graduates demonstrates overall program satisfaction with a rating of “Excellent” from the 2021 and 2022 cohorts. Student complaints are rare, but comments regarding a need for improved communication from an instructor have been addressed previously. Comments regarding commute time from a student’s home to a clinical site have also been received, but this is something that the student acknowledges as being necessary for adequate clinical exposure.

Examples of student comments received are listed below.

“Fantastic lab, well-equipped, intelligent patient lab instructors, thorough feedback in all competency exams”

“I would have appreciated more time spent learning and scanning vascular exams in lab. Specifically, upper extremities, liver Dopplers, transplants, stents, shunts, etc”

“Qualified instructors, organized curriculum

Excellent academic and practical preparation to work as a sonographer.

The program displays and encourages a high degree of professionalism, has an excellent facility and equipment, and employs not only experts in the field but terrific educators, as well”

“I would say OB more exposure to OB but I under it is difficult for everyone to rotate through MFM facilities since they are not so many”

See Appendix E for JRCDMS Graduate Surveys

☒ 6. HOW EFFECTIVELY DO WE COMMUNICATE, AND HOW DO WE KNOW?

A. Make a case with evidence that the program literature and electronic sites are current, provide an accurate representation of the program, and support the program’s recruitment plan, retention plan and completion plan.

Suggested/possible points to consider:

- *Demonstrate how the unit solicits student feedback regarding its website and literature and how it incorporates that feedback to make improvements.*
- *How does the program ensure that students are informed/aware of program literature? Is program literature made accessible to all students (i.e. can they obtain the information they need)?*
- *Designate who is responsible for monitoring and maintaining the unit’s website, and describe processes in place to ensure that information is current, accurate, relevant, and available.*

Current staff, students, related program personnel, and advisory committee members are periodically requested to review our department website for feedback. Before the website update in the fall of 2023, minimal suggestions were made (and corrected). After the new website launch, reports of loading issues and obtaining information due to the search result function not working efficiently are common complaints. I (program director) have had an increase in email and meeting requests for basic program information that can be found on the website due to issues resulting from the new website. Updating and continuing to streamline program information for easily obtainable information will continue to help with this issue, as the Collin website as a whole works through the issues related to the update.

Changes made to the department website that were prompted by suggestions include adding a FAQ section, adding a tab for information regarding immunizations, and separating the cardiac and general tracks within tabs.

The department website and information sessions are available for potential applicants. The student handbook and clinical documents are provided to students once they are accepted into the program.

The program director maintains and monitors the website. A review and update of information session dates and application deadlines are updated biannually.

B. In the following Program Literature Review Table, document that the elements of information listed on the website and in brochures (current academic calendars, grading policies, course syllabi, program handouts, program tuition costs and additional fees, description of articulation agreements, availability of courses and awards, and local job demand in related fields) were verified for currency, accuracy, relevance, and are readily available to students and the public. **Please fill out the table only for this prompt (B.), no analysis is necessary here.**

Program Literature Review Table

Title	Type (i.e. URL, brochure, handout, etc.)	Date of Last Review/Update		Responsible Party
Website – DMS Program	https://www.collin.edu/department/sonography/index.html	12/11/2023	<input checked="" type="checkbox"/> Current <input checked="" type="checkbox"/> Accurate <input checked="" type="checkbox"/> Relevant <input checked="" type="checkbox"/> Available	Program Director
DMS Program Overview	https://www.collin.edu/academics/programs/DMSO_1Overview.html	2023	<input checked="" type="checkbox"/> Current <input checked="" type="checkbox"/> Accurate <input checked="" type="checkbox"/> Relevant <input checked="" type="checkbox"/> Available	Collin College

DMS Info Sheet	chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.collin.edu/academics/info/sonographyInfoSheet.pdf	6/1/2019	<input type="checkbox"/> Current <input checked="" type="checkbox"/> Accurate <input checked="" type="checkbox"/> Relevant <input checked="" type="checkbox"/> Available	Public Relations
DMS	https://www.collin.edu/academics/programs/DMSO_AAS.html	2023	<input checked="" type="checkbox"/> Current <input checked="" type="checkbox"/> Accurate <input checked="" type="checkbox"/> Relevant <input checked="" type="checkbox"/> Available	Collin College
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	<input type="checkbox"/> Current <input type="checkbox"/> Accurate <input type="checkbox"/> Relevant <input type="checkbox"/> Available	Click or tap here to enter text.
Click or tap here	Click or tap here to enter text.	Click or tap to enter a date.	<input type="checkbox"/> Current <input type="checkbox"/> Accurate	Click or tap here

to enter text.			te <input type="checkbox"/> Relevant <input type="checkbox"/> Available	to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	<input type="checkbox"/> Current <input type="checkbox"/> Accurate <input type="checkbox"/> Relevant <input type="checkbox"/> Available	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	<input type="checkbox"/> Current <input type="checkbox"/> Accurate <input type="checkbox"/> Relevant <input type="checkbox"/> Available	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	<input type="checkbox"/> Current <input type="checkbox"/> Accurate <input type="checkbox"/> Relevant <input type="checkbox"/> Available	Click or tap here to enter text.

☒ 7. HOW WELL ARE WE LEVERAGING PARTNERSHIP RESOURCES AND BUILDING RELATIONSHIPS, AND HOW DO WE KNOW?

Partnership Resources: On the table below, list any business, industry, government, college, university, community, and/or consultant partnerships, including internal Collin departments, to advance the program outcomes.

Historically, obtaining and retaining quality clinical partnerships and rotations for sonography students is a stressor for DMS programs nationally. The DMS program at Collin is fortunate that most of our surrounding hospitals and clinics seek to have Collin’s DMS students within their departments. The structure of the program’s frontloaded didactics has resulted in the program’s students being advanced in practical skills within the clinical setting compared to the other area DMS programs.

The program’s graduates are also actively recruited for employment from area facilities. All but one graduate was hired before or shortly after graduation for positions within the DFW area. The graduate who was not working in our area chose to relocate out of state for employment.

Interdepartmental collaboration with Collin programs is an important partnership that our students value. SIM workshops and Trauma Day allow DMS students to evaluate patient care skills while collaborating with staff and students from different healthcare disciplines. Collin DMS students also collaborate with other local and national DMS students at events hosted through various conferences.

Partnership Resources Table**

Partner/Organization	Description	Formal Agreement Duration, if any.	How is it Valuable to the Program?
Medical City	Hospital	Yes	Clinical site. Allows students practical experience throughout all clinical rotations.

Primary self-study questions were adopted from “Structuring the Six Self Study Questions”, Michigan State University, 2008.

Baylor Scott & White	Hospital	Yes	Clinical site. Allows students practical experience throughout all clinical rotations.
Texas Health Resources	Hospital	Yes	Clinical site. Allows students practical experience throughout all clinical rotations.
Carrolton Regional Medical Center	Hospital	Yes	Clinical site. Allows students practical experience throughout all clinical rotations.
Alliance Health Durant	Hospital	Yes	Clinical site. Allows students practical experience throughout all clinical rotations.
Children’s Medical Center	Hospital	Yes	Clinical site. Allows students practical experience throughout all clinical rotations.
Hunt Regional	Hospital	Yes	Clinical site. Allows students practical experience throughout all clinical rotations.
Parkland	Hospital	Yes	Clinical site. Allows students practical experience throughout all clinical rotations.
Envision Imaging	Outpatient Imaging Center	Yes	Clinical site. Allows students practical experience throughout all clinical rotations.
Collin College SIM Lab	Simulated Workshops	NA	Simulated labs held on campus for student training.

☒ 8. WHAT PROFESSIONAL DEVELOPMENTAL OPPORTUNITIES ADD VALUE TO YOUR PROGRAM?

As a workforce program, with faculty entering education directly from diagnostic imaging, professional development for growth as educators has been invaluable for our department. Faculty Development Conference and other faculty development resources offered through Collin notably have been vital in developing and growing DMS faculty and instructors.

Continuing education requirements specific to the profession of Diagnostic Medical Sonography also provide opportunities for faculty and staff of the DMS program to stay current within the profession, especially for those who no longer work in the clinical setting. All full-time and part-time faculty and staff must document at least 30 continuing medical education hours every triennially.

PROVIDE A LIST OF PROFESSIONAL DEVELOPMENT ACTIVITIES EMPLOYEES HAVE PARTICIPATED IN SINCE THE LAST PROGRAM REVIEW.

Employee Resources Table**

Employee Name	Role in Unit	Professional Development Summary	How is it Valuable to the Unit?
Audri Luebbers	Full Time Faculty	<ul style="list-style-type: none"> a. Sonographic Confirmation of Intracapsular and Extracapsular Breast Implant Rupture (4/9/19) b. Natural Breast Augmentation of Fat Transfer the Mammographic and Sonographic Correlation (4/9/19) c. Breast Papillomas: A Comprehensive Review (4/9/19) d. Physiologic Testing: Vascular Technology (9/22/21) 	<ul style="list-style-type: none"> 1. Continuing education specific to profession 2. Continuing education specific to profession 3. Professional development for educators 4. New credential that allows more courses to be taught within the program 5. Professional development for educators 6. Professional development for educators 7. Professional development for educators 8. Professional development for educators

		<ol style="list-style-type: none"> 2. Maternal Fetal Imaging Conference – San Antonio, TX (January 18th-20th, 2019) 3. SDMS Educators Panel: COVID-19 and your DMS Program– 5/14/2020 4. American Registry for Diagnostic Medical Sonography (ARDMS) Fetal Echo Certification Examination – Nov. 30th, 2020 5. International Foundation for Sonography Research and Education (IFSER) Virtual Conference (July 24th, 2021) 6. Professional Development Collin College Center for Teaching and Learning <ol style="list-style-type: none"> a. Students Cheating - Academic Dishonesty Discussion Panel (Oct 27, 2021) b. Engaging Students Outside of Lecture (Nov 22, 2021) c. When Tensions Boil over: Fiery Moments in the Classroom (March 18, 2022) d. What the Best Collin Professors Do - 	
--	--	---	--

		<p>Discussion Panel (April 4, 2022)</p> <ol style="list-style-type: none"> 7. Faculty Development Conference (January 5th, 2023) – Collin Higher Education Center (CHEC) 8. International Foundation for Sonography Research and Education (IFSER) Conference – Fort Worth, TX (July 14th - 15th, 2023) 	
Melissa Morgan	Full Time Staff, Clinical Coordinator	<ol style="list-style-type: none"> 1. American Registry for Diagnostic Medical Sonography (ARDMS) OBGYN Certification Examination. 2. Cervical Insufficiency CME 3. Epididymitis CME 4. First Trimester Ultrasound Interesting Cases CME 5. Placental Abnormalities and Variations CME 6. Common and Rare Pathologies Seen on Ultrasound of the Female Pelvis CME 7. Diagnostic Ultrasound: Examination Techniques, Pathology, and Physics CME 8. Attended IFSER 2023 9. SDMS Virtual Conference 2021 	<ol style="list-style-type: none"> 1. New credential that allows more courses to be taught within the program 2. Continuing education specific to profession 3. Continuing education specific to profession 4. Continuing education specific to profession 5. Continuing education specific to profession 6. Continuing education specific to profession 7. Professional development for educators

		<ul style="list-style-type: none"> 10. Linked-In Course – Communication within Teams 11. Linked -In Course – Human Leadership 12. Linked – In Course – Teaching with Technology 13. Preventing Harassment and Discrimination Course 14. FERPA Basics Course 15. CTL Training for Workforce Faculty 	<ul style="list-style-type: none"> 8. Professional development for educators 9. Professional development for staff 10. Professional development for staff 11. Professional development for educators 12. Professional development for staff 13. Professional development for staff 14. Professional development for educators 15. Professional development for educators
Julie Taylor	Full Time Faculty, Clinical Coordinator	<ul style="list-style-type: none"> 1. New Faculty Academy, 2023 2. CTL Training for Workforce Faculty, 2023 3. eLC webinar: Canvas Tools Top 10, 2023 4. Faculty Starting Line, 2023 5. CTL: Active Learning and Student Engagement: Key Principles and Why it Matters, 2023 	<ul style="list-style-type: none"> 1. Professional development for educators 2. Professional development for educators 3. Professional development for educators

		<p>6. CTL Quick take Webinar: Jumpstart your Class: The First Ten Minutes, 2023</p> <p>7. A Practical Approach to Echocardiographic Imaging in Patients With Hypertrophic Cardiomyopathy, 2023</p> <p>8. American Society of Echocardiography: E-Case Learning – Cardiac Masses, 2023</p> <p>9. Society of Diagnostic Medical Sonography: The Effectiveness of a Patient’s Bedside Ultrasound in Diagnosing a Pulmonary Embolism, 2023</p>	<p>4. Professional development for educators</p> <p>5. Professional development for educators</p> <p>6. Professional development for educators</p> <p>7. Continuing education specific to profession</p> <p>8. Continuing education specific to profession</p> <p>9. Continuing education specific to profession</p>
<p>Megan Chambers</p>	<p>Program Director</p>	<p>1. International Foundation for Sonography Research and Education (IFSER) , 2022</p> <ul style="list-style-type: none"> a. Importance of Healthcare Literacy in Course Curriculum b. Remote Advanced Practice Sonographers c. The Critical Role of Cross-Sectional Anatomy in US Scanning 	<p>1. Professional development for educators and continuing education specific to profession</p> <p>2. Professional development for educators and continuing education specific to profession</p>

		<ul style="list-style-type: none"> d. Volume Sweep Imaging in the Amazon Jungles of Peru e. US Contrast and Blood Flow in the Abdomen and Pelvis f. Reaching the Underserved Through Sonography g. Uterine Transplants h. US Education and Training in Low Resource Context i. What is an Entry Level Sonographer? j. The Learning Never Stops k. Rethinking Negativity l. The Gap Between Faculty and Students <p>2. Society of Diagnostic Medical Sonography</p> <ul style="list-style-type: none"> a. Teaching a Series of Mind-Body Techniques to Address the Risk of Work-Related Musculoskeletal Disorders Among Sonography Students: A Pilot Study, 2022 b. Work Related Musculoskeletal 	
--	--	--	--

		<ul style="list-style-type: none"> Disorders (WRMSDs) in Sonography, 2022 c. Sonographer Scanning Practices and Musculoskeletal Injury: Evaluation of an Occupational Health Issue Using the Health Belief Model, 2022 d. Assessing the Educational Climate: Transgender Content in Medical Imaging Curricula, 2022 e. Testicular Phantom Use in Sonography Education: Bridging the Classroom and Clinical Experience, 2022 f. Understanding Sonography Clinical Decision-Making Learning Through Student Voices, 2022 g. Competency-Based Methods in Adult Cardiac Sonography and its Application to Credentialing, 2022 h. Short- and Long-Term Effects on Knowledge, Skills, and Attitudes 	
--	--	--	--

		<p>About a Sonography Training Concept for Medical Students, 2022</p> <ul style="list-style-type: none"> i. Are your Faculty Onboard With Interprofessional Education (IPE)? , 2022 j. Assessment of OB/Gyn Residents' Knowledge of Basic Obstetric Sonography and Psychomotor Skills Posttraining on a Computer-Based Simulator, 2022 k. Make Your Sonography Impact and Expand Your Resume: Write or Review for the JDMS, 2022 l. Introducing Mindful Pause Practice in Sonography Education: A Strategy to Improve Classroom Presence, 2022 m. Sonography Simulators: Use and Opportunities in CAAHEP-Accredited Programs, 2022 	
--	--	---	--

		<ul style="list-style-type: none"> n. All Rise: The Sonographer as an Expert Witness, 2020 o. Learning in the Lab, 2020 p. Hear My Voice: Why Learning to Listen to Your Patient's Story is Central to Providing Patient Centered Care, 2020 q. Self-Evaluation Exercise in Doppler Principles, 2020 r. SDMS Educators Panel: COVID-19 and Your DMS Program, 2020 	
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

****For convenience, if providing a listing of professional development activities, this list may be included in this document as an appendix.**

☒ 9. ARE FACILITIES, EQUIPMENT, AND FUNDING SUFFICIENT TO SUPPORT THE PROGRAM? IF NOT, PLEASE EXPLAIN.

[OPTIONAL—ONLY RESPOND TO PROMPT 9 IF YOU ARE REQUESTING IMPROVED RESOURCES FOR YOUR PROGRAM. IF CURRENT FACILITIES AND BUDGET ARE ADEQUATE, PLEASE PROCEED TO PROMPT 10.]

Make a case with evidence that current deficiencies or potential deficiencies related to facilities, equipment, maintenance, replacement, plans, or budgets pose important barriers to the program or student success. As part of your response, complete the resource tables, below, to support your narrative.

Possible points to consider:

- *The useful life of structure, technologies and equipment*
- *Special structural requirements*
- *Anticipated technology changes impacting equipment sooner than usual*

Click or tap here to enter text. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

Facilities Resources Table**

Significant Pieces of Equipment	Description (i.e. Special Characteristics)	Meets Needs (Y or N):		Analysis of Equipment Utilization
		Current	For Next 5 Years	
	Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.
Click or tap here to enter text.		Choose an item.	Choose an item.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.

Equipment/Technology Table (\$5,000 or more) **

Current Equipment Item or Budget Amount	Description	Meets Needs (Y or N):		For any "N", justify needed equipment or budget change
		Current	For Next 5 Years	

Primary self-study questions were adopted from "Structuring the Six Self Study Questions", Michigan State University, 2008.

Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.

Financial Resources Table**

Source of Funds (i.e. college budget, grant, etc.)	Meets Needs (Y or N):		For any "N", explain why	For any "N", identify expected source of additional funds if needed
	Current Years	For Next 5		
Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.

Primary self-study questions were adopted from "Structuring the Six Self Study Questions", Michigan State University, 2008.

Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Choose an item.	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.

Section III. Continuous Improvement Plan (CIP)

☒ 10. HOW HAVE PAST CONTINUOUS IMPROVEMENT PLANS CONTRIBUTED TO SUCCESS?

Program Review at Collin College takes place for each unit or program every five years. During the last (fifth) year, the program evaluates the data collected during the CIP process.

Please describe how you have used your Continuous Improvement Plan (CIP) to make the following improvements to your program over the past 4 years (your last program review can be found on the Program Review Portal):

- a. **Program Learning Outcomes/Program Competencies**
- b. **Overall improvements to your program**

DMS's Continuous Improvement Plan (CIP) highlighted the need for students to revisit and demonstrate previously completed sonographic study competencies before entering their clinical rotations. Previously, students would complete all abdominal and superficial structure studies within the program's first semester. After demonstrating competency, students would not be required to practice the competency until entering the third semester, when those studies would be performed on live patients in the clinical setting. We recognized that skills previously mastered were no longer able to be demonstrated. As the result of this observation, Outcome #2 required that DMSO 1201 be restructured so that students would be needed again to demonstrate competencies previously passed before entering clinical rotations in semester three. Results of Outcome #2 reported that 100% of students successfully passed the required competencies.

PLO #1 (Students will be able to demonstrate effective communication and professionalism with patients and the healthcare team) was the only PLO with a target not met. PLO #1 is the sole outcome that is not associated with a programmatic accreditation standard. This PLO spotlights the need for more attention to building soft skills. Attention to this deficiency will be critical in the upcoming CIP. Incorporating the use of simulated labs for practicing soft skills within the DMS lab and adding clinical competencies that assess skills within the clinical setting will be important components as we work to improve this PLO.

***Please attach previous CIP Tables in the appendix**

☒ 11. HOW WILL WE EVALUATE OUR SUCCESS?

NOTE: PLEASE CONTACT THE INSTITUTIONAL EFFECTIVENESS OFFICE IF YOU NEED ASSISTANCE FILLING OUT THE CIP TABLES.

As part of the fifth year Program Review, the program should use the observations and data generated by this process along with data from other relevant assessment activities to develop the program's CIP and an action plan for the next two years. At the conclusion of the first two years, data collected from the first year, plus any other relevant data that was collected in the interim, should be used to build on the accomplishments of those first two years by developing another two-year action plan for the CIP to help the program accomplish the expected outcomes established in its CIP or by implementing one of your other plans.

Based on the information, analysis, and discussion that have been presented up to this point, summarize the strengths and weaknesses of this program. There should be no surprise issues here! This response should be based on information from prior sections of this document. Describe specific actions the faculty intends to take to capitalize on the strengths, mitigate the weaknesses, improve student success and program learning outcomes. Provide the rationale for the expected outcomes chosen for the CIP(s).

Strengths and Weaknesses of the Program

As demonstrated in the program's exceptional retention and registry exam pass rates, the DMS students are academically prepared to be successful throughout and after completion of the program. A notable mention of academic success documented by the program's students is the 100% pass rate of the Sonographic Principles and Instrumentation Physics registry board exam, which universally has a pass rate of only 68%. Additionally, not only do the program's students hold a 100% pass rate on the registry board exam, but the average score of all cohorts received for the exam is 654, which computes to 93%.

Additional strengths are demonstrated in the availability of local facilities willing and eager to host our students for clinical rotations and employers who prefer Collin's DMS graduates. The academic and clinical standards the program's graduates demonstrate reflect the outstanding students who seek and are accepted into the program.

Weaknesses of the program can be seen within assessments of soft skills, as reflected within PLO #1 and retaining clinical skills taught early within the program. Additional remedial labs and action plans have recently been developed as we continue to work towards our CIP PLO targets and maintain those targets within future cohorts.

Partnering with the SIM department to integrate scenarios using simulation will be developed to help build confidence and knowledge using soft skills in patient care areas currently lacking for program students. Through repetitive practice of simulated exposure, the goal will be for students to become comfortable in settings where soft skills are vital.

Gender inequality is also an issue that the program would like to address. While the proportion of female to male students represents that of those employed within the profession, increasing the number of male students interested in the profession is a task that will be undertaken. Sharing program information with BIOL 2401 and 2402 students who may be seeking a career related to health sciences and graduates of male-dominated programs, such as Emergency Medical Services, could help target male students.

☒ 12. COMPLETE THE CONTINUOUS IMPROVEMENT PLAN (CIP) TABLES THAT FOLLOW.

Within the context of the information gleaned in this review process and any other relevant data, identify program priorities for the next two years, **including at least one program learning outcome (or program competency)**, and focus on these priorities to formulate your CIP. You may also add short-term administrative, technological, assessment, resource or professional development outcomes as needed.

Click or tap here to enter text. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

Table 1. CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)

<p>A. Expected Outcomes Results expected in this unit (e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services)</p>	<p>B. Measures Instrument(s)/process(es) used to measure results (e.g. sign-in sheets, surveys, focus groups, etc.)</p>	<p>C. Targets Level of success expected (e.g. 80% approval rating, 10 day faster request turn-around time, etc.)</p>
<p>PLO #1 Students will be able to demonstrate effective communication and professionalism with patients and the healthcare team</p>	<p>Patient Assessment and Preliminary Reporting- Communicate with patient prior to, during, and after patient exam and then effectively report findings to reading physician. Students will be evaluated on their ability to obtain patient history, ability to correlate</p>	<p>80% of students will score a 92% or higher on first attempt in DMSO 1201.</p>
<p>PLO #2 Students demonstrate technical accuracy within diagnostic optimization and measurements per exam protocol.</p>	<p>Students will successfully demonstrate a high level of technical optimization within three lab assessments. These assessments will be conducted in DMSO 1210</p>	<p>80% of students will successfully demonstrate mastery of technical optimization of three lab assessment rubrics.</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

Continuous Improvement Plan

Outcomes might not change from year to year. For example, if you have not met previous targets, you may wish to retain the same outcomes. You must have at least one program learning outcome. You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed. Choose 1 to 2 outcomes from Table 1 above to focus on over the next two years.

- A. Outcome(s)** - Results expected in this program (from column A on Table 1 above--e.g. Students will learn how to compare/contrast Conflict and Structural Functional theories; increase student retention in Nursing Program).
- B. Measure(s)** – Instrument(s)/process(es) used to measure results (e.g. results of essay assignment, test item questions 6 & 7 from final exam, end of term retention rates, etc.).
- C. Target(s)** - Degree of success expected (e.g. 80% success rate, 25 graduates per year, increase retention by 2% etc.).
- D. Action Plan** - Implementation of the action plan will begin during the next academic year. Based on analysis, identify actions to be taken to accomplish outcome. What will you do?
- E. Results Summary** - Summarize the information and data collected in year 1.
- F. Findings** - Explain how the information and data has impacted the expected outcome and program success.
- G. Implementation of Findings** – Describe how you have used or will use your findings and analysis of the data to make program improvements.

Table 2. CIP Outcomes 1 & 2

A. Outcome #1 Students will be able to demonstrate effective communication and professionalism with patients and the healthcare team	
B. Measure (Outcome #1) Patient Assessment and Preliminary Reporting- Communicate with patient prior to, during, and after patient exam and then effectively report findings to reading physician. Students will be evaluated on their ability to obtain patient history, ability to correlate clinical findings specific to exam ordered, and ability to competently provide a preliminary report to the interpreting physician. This assessment is conducted during DMSO 1201 final practical.	C. Target (Outcome #1) 80% of students will score a 92% or higher on first attempt in DMSO 1201.
D. Action Plan (Outcome #1) In collaboration with SIM, students will participate in simulated scenarios to practice appropriate and diagnostic communication and reporting.	
E. Results Summary (Outcome #1) TO BE FILLED OUT IN YEAR 2	

F. Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2

G. Implementation of Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2

Table 2. CIP Outcomes 1 & 2 (continued)

A. Outcome #2 PLO #2 Students demonstrate technical accuracy within diagnostic optimization and measurements per exam protocol.	
B. Measure (Outcome #2) Students will successfully demonstrate a high level of technical optimization within three lab assessments. These assessments will be conducted in DMSO 1210	C. Target (Outcome #2) 80% of students will successfully demonstrate mastery of technical optimization of three lab assessment rubrics.
D. Action Plan (Outcome #2) More rigorous standards will be required within all lab courses, requiring that students be more mindful of optimization techniques.	
E. Results Summary (Outcome #2) TO BE FILLED OUT IN YEAR 2	
F. Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2	
G. Implementation of Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2	

WHAT HAPPENS NEXT? THE PROGRAM REVIEW REPORT PATHWAY

A. Following approval by the Steering Committee,

- Program Review Reports will be evaluated by the Leadership Team;
- After Leadership Team review, the reports will be posted on the Intranet prior to fall semester;
- At any point prior to Intranet posting, reports may be sent back for additional development by the unit.

B. Unit responses to the Program Review Steering Committee recommendations received before July 31st will be posted with the Program Review Report.

C. Leadership Team members will work with program supervisors to incorporate Program Review findings into planning and activity changes during the next five years.

Please make sure to go back and complete your Executive Summary at the start of the Review.

Appendix A

Diagnostic Medical Sonography Selective Scoring Form

Student Name:

1. Prerequisites

Grade

AP 1

AP 2

English

Math

Physics

2. Prerequisite GPA (10 pts)

GPA

Points

3.76-4.00 10 pts

3.66--3.75 9 pts

3.51-3.65 8 pts

3.36 – 3.50 5 pts

3.25 – 3.35 2 pts

3.00 – 3.25 1 pt

3. AAS Core Courses (4 pts)

Grade

Points

PSYC or SOCI (2 pts)

Humanities/Fine Arts (2pts)

4. HESI Exam (15 pts)

Score

Points

A&P

90-100% 2 pts

75-89% 1 pt

Biology

90-100% 2 pts

75-89% 1 pt

Grammar

90-100% 2 pts

75-89% 1 pt

Reading Comprehension

90-100% 2 pts

75-89% 1 pt

Vocab and General Knowledge

90-100% 2 pts

75-89% 1 pt

Math

90-100% 2 pts

75-89% 1 pt

Critical Thinking

90-100% 3 pts

75-89% 1 pt

5. Bonus Points (10 pts)

DMSO 1210 ("C" or >) 2 pts

BIOL 1406 ("C" or >) 1 pt

HITT 1305 ("C" or >) 1 pt

HPRS 1206 ("C" or >) 1 pt

BS or > degree 1 pt

Current Healthcare Certification 2 pts

1+ yrs paid direct pt care experience 2 pts

Grade/Type Points

Appendix B

Annual Report 2021 (December Group)

Collin College

INFORMATION

JRC-DMS Policies and Procedures

209 Alternative Models of Education

Satellite/Multi Campus/Distance Learning

Does the institution have an accredited satellite or multi campus <i>Diagnostic Medical Sonography</i> component?	No
Does the institution provide Distance Learning related to the <i>Diagnostic Medical Sonography</i> program? (This distance learning question is not referring to Covid-19 specific education plans. See help for additional information.)	No

Program Demographics Information

Review the program's demographics information (**Institution name, addresses, phones and institutional accreditation**) in the account profile and then select the statement that applies. When reviewing the **Profile** tab this data appears on the **Contact Information** and **Additional Info** sub tabs. Refer to Help for more information.

All of the listed program demographics information is complete, correct and up to date.

CAAHEP Program Director Standards

III.B.1.

III.B.1.a. Program Director Responsibilities

III.B.1.b. Program Director Qualifications

Program Director

Enter or edit the Program Director information (*indicates required fields).

*First and Last Name:	Megan Chambers	*Highest Degree:	MEd
*Enter the Program Director's Credential/Registry Number(s):	*Indicate all applicable or Not Applicable Credential(s):	*ARDMS	*CCI *ARRT
140159	<input checked="" type="checkbox"/> RDMS(AB) <input checked="" type="checkbox"/> RDMS(OB/GYN) <input checked="" type="checkbox"/> RDMS(AE) <input checked="" type="checkbox"/> RVT (VT)	<input checked="" type="checkbox"/> Not Applicable	<input checked="" type="checkbox"/> Not Applicable
*Date Appointed: MM/DD/YYYY	07/05/2018	*E-mail Address:	michambers@collin.edu
*Telephone Number:	2144916250	Fax Number:	
Is the Program Director's correspondence address the same as the institution's main address?		Yes	
Is this a new Program Director since the last Annual Report?		No	
Indicate if any information changed since the last Annual Report:		No Program Director changes	
Is there more than one Program Director?		No	

Program Director Attestation

Enter the Program Director's name and date signed. The **DONE** button must be clicked to save the signature. Clicking **ADD** allows the addition of another Program Director signature. It is not necessary to add more than one signature for an individual Program Director.

By entering/signing a name and date below, the Program Director;

1.) Confirms they have personally reviewed this Annual Report and verified its accuracy and;

2.) Attests that they have reviewed the Annual Report with their immediate supervisor, the Dean or an appropriate Administrator.

Program Director's Signature	Date Signed by Program Director
Megan Chambers	12/14/2022

RESPONSE - 1

Enter the Program Director's name and date signed. The **DONE** button must be clicked to save the signature. Clicking **ADD** allows the addition of another Program Director signature. It is not necessary to add more than one signature for an individual Program Director.

By entering/signing a name and date below, the Program Director;

1.) Confirms they have personally reviewed this Annual Report and verified its accuracy and;

2.) Attests that they have reviewed the Annual Report with their immediate supervisor, the Dean or an appropriate Administrator.

Program Director's Signature:

Date Signed:

Megan Chambers

12/14/2022

Administration/Faculty/Personnel

Enter or edit the information for the Chief Administrative Officer. The role/title, name, degree and email address are required fields (indicated by *).

*Select the role or title:		President	
*Enter the Chief Administrative Officer First and Last Name:	H. Neil Matkin	Ed.D.	*Enter the Degree and/or credential abbreviation separated by comma as it would typically appear (i.e. PhD)
Date Appointed: MM/DD/YYYY	03/01/2015	*E-mail Address:	nmatkin@collin.edu
Telephone Number:		Fax Number:	
Is the correspondence address the same as the institution's main address?			No
Is this appointment new since the last Annual Report?			No
Indicate if any information changed since the last Annual Report:			No Changes for the Chief Administrative Officer

Chief Administrative Officer Address

Enter or edit the the Chief Administrative Officer's professional correspondence address (*indicates required fields):

*Address Line 1:	3452 Spur 399 McKinney		
Address Line 2:			
*Enter city name and *Select a state from the list:	McKinney	Texas	
*Zip Code:	75069		
Has this address changed since the last Annual Report?			No

Academic Officer/Supervisor

Provide the information for the Academic Officer, Dean or appropriate department head. The title/role, name, degree, date appointed, email address and telephone number are required fields (indicated by *).

*Enter or edit the official title or role of the Academic Officer/Supervisor:	Dean of Health Sciences and Emergency Services		
*Enter or edit the Academic Officer's First and Last Name:	Michelle Millen	MSCPM, RHIA	*Enter or edit the Degree and/or credential abbreviation separated by comma as it would typically appear (i.e. MEd)
*Date Appointed: MM/DD/YYYY	03/01/2019	*E-mail Address:	Mmillen@collin.edu
*Telephone Number:	972-548-6677	Fax Number:	
Is the correspondence address the same as the institution's main address?			Yes
Is this appointment new since the last Annual Report?			No
Indicate if any information changed since the last Annual Report:			No Changes to the Academic Officer/Supervisor/Dean

CAAHEP Clinical Coordinator Standards

III.B.2.

III.B.2.a. Clinical Coordinator Responsibilities

III.B.2.b. Clinical Coordinator Qualifications

Clinical Coordinator Information

Enter or update the Clinical Coordinator(s) information (*all fields required). The **DONE** button must be clicked to save personnel or changes to personnel.

*Name	*Cred/Registry # (s)	*ARDMS	*CCI	*ARRT	*Appointed On	*Email	*Telephone #	*Degree	*Changes?
Melissa Morgan	147092	RDMS(AB), RDMS(OB/GYN)	Not Applicable	Not Applicable	01/15/2019	mgmorgan@collin.edu	9725496365	BS	No changes for Clinical Coordinator

RESPONSE - 1

Enter or update the Clinical Coordinator(s) information (*all fields required). The **DONE** button must be clicked to save personnel or changes to personnel.

*Enter First & Last Name:	Melissa Morgan				*Select Highest Degree:	BS
*Enter Credential/Registry Number(s):	*Indicate all applicable or Not Applicable Clinical Coordinator credential(s):	*ARDMS		*CCI	*ARRT	
147092		<input checked="" type="checkbox"/> RDMS(AB) <input checked="" type="checkbox"/> RDMS(OB/GYN)		<input checked="" type="checkbox"/> Not Applicable	<input checked="" type="checkbox"/> Not Applicable	
*Date Appointed: MM/DD/YYYY	01/15/2019	*E-mail Address:	mgmorgan@collin.edu		*Telephone Number:	9725496365
Indicate if any information changed since the last Annual Report:			No changes for Clinical Coordinator			

CAAHEP Concentration Coordinator Standards

III.B.3.

Concentration Coordinator

Does the Program have a Concentration Coordinator? No

CAAHEP Medical Advisor Standards

III.B.4.

Medical Advisor Information

Enter Medical Advisor(s) information (*indicates required fields). The **DONE** button must be clicked to save personnel. Note that the *Changes? question must be indicated annually, as it is not prepopulated.

*Name	*Degree	*License #	*Specialty	*Appointed On	*Email	*Telephone #	*Changes?
Jeannie Kwon	MD	M6244	Radiology	03/01/2020	Jeannie.Kwon@childrens.com	214-456-2826	No changes for Medical Director

RESPONSE - 1

Enter Medical Advisor(s) information (*indicates required fields). The **DONE** button must be clicked to save personnel. Note that the *Changes? question must be indicated annually, as it is not prepopulated.

*Enter the Medical Advisor's First and Last Name:	Jeannie Kwon		MD	*Enter Degree and credential abbreviation(s) separated by a comma as would typically appear (i.e. MD, FACC)		
*License Number(s):	M6244		*What is the Medical Advisor's (medical) specialty?		Radiology	
*Date Appointed: MM/DD/YYYY	03/01/2020	*E-mail Address:	Jeannie.Kwon@childrens.com		*Telephone Number:	214-456-2826
Indicate if any information changed since the last Annual Report:			No changes for Medical Director			

JRC-DMS Policies and Procedures

807 Notifying the JRC-DMS on Key Personnel Vacancies

New Key Personnel Appointment

Were any new key clinical personnel/faculty (Clinical Coordinator, Concentration Coordinator and/or Medical Advisor) **changed** or **added** since the last Annual Report? No

JRC-DMS Policies and Procedures

902.A Public Reporting of Outcomes

Outcomes URL

Copy and paste the Program's URL(s) to retention, job placement and credential success rate outcomes in the box below:

The posted retention, job placement and credential success rate outcomes are expected to be up to date at time of Annual Report submission.

https://www.collin.edu/department/sonography/

OUTCOMES: Retention & Job Placement

JRC-DMS Policies and Procedures

902.B Definition of a Cohort

902.C Outcomes Thresholds

902.C.4j Failure to Meet Established Thresholds

Cohorts

In order to proceed, select an option to indicate how many cohorts graduated from the program in 2021:

1 cohort

JRC-DMS Policies & Procedures

902.C.2 Student Retention

902.C.3 Job Placement

Cohort 1

Please answer all questions for cohort #1.

Enter a name or label for cohort #1:	Enter the program length (in months) and ending month (i.e., 18 months, April):	Provide the cohort start date:
Collin College DMS Class of 2021	19 months, August	01/21/2020

Indicate the specialty track by selecting only the program's accredited concentration(s) for this cohort: Abdomen OB/GYN

More than one concentration may apply. For General programs please select both Abdomen and OB/GYN.

Retention: Enter all information requested in the fields below. The total # of students in cohort and retention rate will be automatically calculated.

Enter the total # of students ADMITTED:	Enter the # of REENTRY students added to cohort:	Calculated total # of students in cohort (ADMITS+REENTRY):	Enter the total # of 2021 GRADUATES in cohort 1:
16	0	16	14
	88		

= % Calculated Retention Rate

Explanation and Action Plan If the calculated retention rate is less than 70%, provide an explanation and action plan in the box below. Enter NA if not applicable. *For cohorts with 9 or less students, refer to the instructions and table at bottom of this Outcomes page for adjusted acceptable retention percentages.

NA

(P) Personal

Job Placement: Enter graduation and employment information for Cohort 1. Job placement rate will calculate automatically.

Total # GRADUATES:	# graduates EMPLOYED:	= % Calculated Job Placement
14	13	93

If Calculated Job Placement rate is below 75%, enter an explanation and action plan in the box below. For Calculated Job Placement of 75% or greater, enter NA.

NA

*This Adjusted Percent Retention Table is not applicable to programs with zero cohorts/no graduates.

***Adjusted Percent Retention (cohorts with 9 or less students)**

For programs with low student enrollment per year (N ≤9) the table below can be used to adjust the number of students required to meet the criteria. The resulting adjusted acceptable retention rate is entered in the Student Retention table at the top of the worksheet with the "criteria met" statement entered in the explanation box.

Total Number (N) of students in cohort (including reentry students)	2	3	4	5	6	7	8	9
Number of Students Graduating	1	2	3	3	4	5	6	6
Adjusted Percent Successful (acceptable Retention)	50%	67%	75%	60%	67%	71%	75%	67%

The explanation and action plan box include the following statement: Due to a low number of admitted students, the benchmark for Criteria Met has been adjusted to __% (N = _). For example, a cohort with 6 students admitted and 4 graduates would enter: "Due to a low number of student admissions, the benchmark for Criteria Met has been adjusted to 67% (N = 6)."

OUTCOMES: Credentialing Success

JRC-DMS Policies & Procedures

902.C.4a-h Credentialing Success

902.C.4i Pass Rate

Success Rates for Specialty Exams

Enter the required information for each **2021 graduating cohort** (all boxes are required). Credential success rates for the specialty exam will be calculated automatically.

If any of the credential success rates are below 60%, an explanation and action plan must be provided. The explanation and action plan box at the bottom of this page is to be used for explanation and action plan(s) for any/all cohorts.

C1 Abdomen Specialty Exams

Enter the Abdomen credential information for individual graduates. Do not count separate attempts. For example, Student A sat and passed test on first attempt, Student B sat for exam twice and passed after second attempt. The total # graduates taking the credential =2, total number earning the credential =2.

Cohort #	Total Graduate Test Takers		Earned from ARDMS		Earned from ARRT		Calculated Success Rate	
	Enter the TOTAL # of graduates taking the Abdomen credential:		Enter the # of graduates earning the AB credential from ARDMS:		Enter the # of graduates earning the RT(S) credential from ARRT:		100	= Abdomen Success Rate %
1. (AB)	12		12		0			

C1 OB/GYN Specialty Exams

Enter the OB/GYN credential information for individual graduates. Do not count separate attempts. For example, Student A sat and passed test on first attempt, Student B sat for exam twice and passed after second attempt. The total # graduates taking the credential =2, total number earning the credential =2.

Cohort #	Total Graduate Test Takers		Earned from ARDMS		Earned from ARRT		Calculated Success Rate	
	Enter the TOTAL # of graduates taking the OB/GYN credential:		Enter the # of graduates earning the OB/GYN credential from ARDMS:		Enter the # of graduates earning the RT(S) credential from ARRT:		100	= OB/GYN Success Rate %
1. (OB)	10		9		1			

JRC-DMS Policies & Procedures

902.C.4j Failure to Meet Established Thresholds

Explanation and Action Plan

For **any** of the cohorts and/or **any** specialty exams with a success rate less than 60% please enter the explanation and action plan in the box below. Provide the specialty and cohort number with the explanation. Enter NA if success rate was at or greater than 60% for all cohorts or if the program had no cohorts for the reporting year.

NA

OUTCOMES: Graduate & Employer Surveys

JRC-DMS Policies & Procedures

902.C.1 Surveys

Graduate Survey Return Rate

Enter graduate survey information for **all** classes/cohorts graduating in **2021**. Graduate survey return rate will calculate automatically.

Enter the total # of graduates: Enter total # of graduate surveys returned: **= % Calculated Graduate Survey Return Rate**
 14 12 86

Was the composite score for the graduate surveys a three or greater on a five-point rating scale? YES, the composite score of the graduate surveys was three or greater

Explanation and Action Plan - Graduate Surveys

If the graduate survey return rate is below 50% and/or the composite score is less than three, provide an explanation and action plan in the box below. Enter NA if threshold was met and composite score was three or greater.

NA

Employer Survey Return Rate

Enter employer survey information for **all** classes/cohorts graduating in **2021**. Employer survey return rate will calculate automatically.

Enter the total # of employed graduates: Enter total # of employer surveys returned: **= % Calculated Employer Survey Return Rate**
 14 7 50

Was the composite score for the employer surveys a three or greater on a five-point rating scale? YES, the composite score of the employer surveys was three or greater

Explanation and Action Plan - Employer Surveys

If the employer survey return rate is below 50% and/or the composite score is less than three, provide an explanation and action plan in the box below. Enter NA if threshold was met and composite score was three or greater.

NA

CLINICAL AFFILIATES

Resources - Clinical Affiliates Standards

III.A.2. Clinical Affiliates

When preparing to complete the program's Clinical Affiliate Site List(s), please download the appropriate Clinical Affiliates for AR2021 spreadsheet from the documents library. To view and access the documents library, [Exit] the instrument and then select the 'Documents' tab in the account profile. You must click on the Past Annual Reports & Clinical Affiliate Spreadsheets folder to view and download the file. The Clinical Affiliate List Confirmation* refers to the spreadsheet and uploading it on the next page (SUPPORTING DOCUMENTATION UPLOADS) of the instrument.

Clinical instructor names and credential numbers are provided on the spreadsheet that is uploaded on the SUPPORTING DOCUMENTATION UPLOADS page. When a program has an add on site, the current, signed agreement (contract, MOU) is required. A question will prompt completer to upload the agreement on the SUPPORTING DOCUMENTATION UPLOADS page.

Clinical Affiliate Site List

Enter each site into the table including system and campus information as applicable. For sites that were marked as Delete Site on the previous year's list, the completer will need to remove the row/site by clicking the circle with the minus sign (in first column adjacent to Affiliate Site Name). Additional rows may be added for more sites.

Enter Site Name. Please do not abbreviate. (Put abbreviation/nickname in Site Identifier field) <u>Affiliate Site Name</u>	(OPTIONAL i.e., city, out pt clinic, MFM, street, nickname) <u>Site Identifier</u>	Enter 5 or 9 digits <u>Zip Code</u>	Indicate specialty(ies) <u>Specialties</u>	Choose contract status (REQUIRED annually) <u>Agreement Status</u>	Check at least one (REQUIRED annually) <u>Site Changes</u>
Baylor Scott & White – McKinney		75071	<input checked="" type="checkbox"/> AB <input checked="" type="checkbox"/> OB <input checked="" type="checkbox"/> GYN <input checked="" type="checkbox"/> VASC	YES, signed & current agreement on file	<input checked="" type="checkbox"/> None/Other
Baylor Scott & White – Frisco		75034	<input checked="" type="checkbox"/> AB <input checked="" type="checkbox"/> OB <input checked="" type="checkbox"/> GYN <input checked="" type="checkbox"/> VASC	YES, signed & current agreement on file	<input checked="" type="checkbox"/> CI Changes
Baylor Scott & White – Centennial		75035	<input checked="" type="checkbox"/> AB		<input checked="" type="checkbox"/> None/Other

			<input checked="" type="checkbox"/> OB <input checked="" type="checkbox"/> GYN <input checked="" type="checkbox"/> VASC	YES, signed & current agreement on file	
Baylor Scott & White – Irving		75061	<input checked="" type="checkbox"/> AB <input checked="" type="checkbox"/> OB <input checked="" type="checkbox"/> GYN <input checked="" type="checkbox"/> VASC	YES, signed & current agreement on file	<input checked="" type="checkbox"/> CI Changes
Texas Health Resources – Dallas		75231	<input checked="" type="checkbox"/> AB <input checked="" type="checkbox"/> OB <input checked="" type="checkbox"/> GYN	YES, signed & current agreement on file	<input checked="" type="checkbox"/> CI Changes
Texas Health Resources – Arlington		76012	<input checked="" type="checkbox"/> AB <input checked="" type="checkbox"/> OB <input checked="" type="checkbox"/> GYN <input checked="" type="checkbox"/> VASC	YES, signed & current agreement on file	<input checked="" type="checkbox"/> CI Changes
Texas Health Resources – Frisco		75034	<input checked="" type="checkbox"/> AB <input checked="" type="checkbox"/> OB <input checked="" type="checkbox"/> GYN <input checked="" type="checkbox"/> VASC	YES, signed & current agreement on file	<input checked="" type="checkbox"/> None/Other
Medical City Plano		75075	<input checked="" type="checkbox"/> AB <input checked="" type="checkbox"/> OB <input checked="" type="checkbox"/> GYN <input checked="" type="checkbox"/> VASC	YES, signed & current agreement on file	<input checked="" type="checkbox"/> None/Other
Children's Hospital – Dallas		75235	<input checked="" type="checkbox"/> AB <input checked="" type="checkbox"/> GYN <input checked="" type="checkbox"/> VASC	YES, signed & current agreement on file	<input checked="" type="checkbox"/> None/Other
Children's Hospital– Plano		75024	<input checked="" type="checkbox"/> AB <input checked="" type="checkbox"/> GYN <input checked="" type="checkbox"/> VASC	YES, signed & current agreement on file	<input checked="" type="checkbox"/> None/Other
Parkland Hospital		75235	<input checked="" type="checkbox"/> AB <input checked="" type="checkbox"/> OB <input checked="" type="checkbox"/> GYN <input checked="" type="checkbox"/> VASC	YES, signed & current agreement on file	<input checked="" type="checkbox"/> CI Changes
Alliance Health Durant		74701	<input checked="" type="checkbox"/> AB <input checked="" type="checkbox"/> OB <input checked="" type="checkbox"/> GYN <input checked="" type="checkbox"/> VASC	YES, signed & current agreement on file	<input checked="" type="checkbox"/> None/Other
Hunt Regional Medical Center		75401	<input checked="" type="checkbox"/> AB <input checked="" type="checkbox"/> OB <input checked="" type="checkbox"/> GYN <input checked="" type="checkbox"/> VASC	YES, signed & current agreement on file	<input checked="" type="checkbox"/> None/Other
Carrollton Regional Medical Center		75010	<input checked="" type="checkbox"/> AB <input checked="" type="checkbox"/> OB <input checked="" type="checkbox"/> GYN <input checked="" type="checkbox"/> VASC	YES, signed & current agreement on file	<input checked="" type="checkbox"/> None/Other
Envision Imaging - Allen		75013	<input checked="" type="checkbox"/> AB <input checked="" type="checkbox"/> OB <input checked="" type="checkbox"/> GYN <input checked="" type="checkbox"/> VASC	YES, signed & current agreement on file	<input checked="" type="checkbox"/> None/Other
Envision Imaging - McKinney		75071	<input checked="" type="checkbox"/> AB <input checked="" type="checkbox"/> BR <input checked="" type="checkbox"/> VASC	YES, signed & current agreement on file	<input checked="" type="checkbox"/> CI Changes
Envision Imaging - Plano		75093	<input checked="" type="checkbox"/> AB <input checked="" type="checkbox"/> VASC	YES, signed & current agreement on file	<input checked="" type="checkbox"/> None/Other
Envision Imaging - Frisco		75034	<input checked="" type="checkbox"/> AB <input checked="" type="checkbox"/> OB <input checked="" type="checkbox"/> GYN <input checked="" type="checkbox"/> VASC	YES, signed & current agreement on file	<input checked="" type="checkbox"/> CI Changes
Texas Health Resources - Allen		75013	<input checked="" type="checkbox"/> AB <input checked="" type="checkbox"/> OB <input checked="" type="checkbox"/> GYN <input checked="" type="checkbox"/> VASC	YES, signed & current agreement on file	<input checked="" type="checkbox"/> None/Other
Texas Health Resources - Plano		75093	<input checked="" type="checkbox"/> AB <input checked="" type="checkbox"/> OB <input checked="" type="checkbox"/> GYN <input checked="" type="checkbox"/> VASC	YES, signed & current agreement on file	<input checked="" type="checkbox"/> CI Changes

***Clinical Affiliate List Confirmation**

Prior to uploading the program's Clinical Affiliate spreadsheet (.xls or .xlsx file) on the SUPPORTING DOCUMENTATION UPLOADS page, please review list(s) above to ensure consistency of sites provided above with the edited spreadsheet that will be uploaded.

Checking this box indicates that all sites were reviewed for accuracy and completeness and are consistent with the program's Clinical Affiliate/Supplemental Sites Spreadsheet.

SUPPORTING DOCUMENTATION UPLOADS

Clinical Affiliates Spreadsheet Upload

The spreadsheet from the previous year's Annual Report is saved in the Organization Document library. Retrieve the Clinical Affiliates spreadsheet (.xls file type) and edit it for upload on this page of the Annual Report instrument. Click Help in the right-hand side bar for additional information.

- Be sure each **active** clinical affiliate site that is listed on the spreadsheet is entered on the CLINICAL AFFILIATES page of the Annual Report instrument.
- Clinical instructors' credential verification is **required** for any clinical instructors that are new or had any changes (name change, credential change, etc.).
- Add sites an affiliation agreement(s) and clinical instructors' credential verification is **required**.
- Sites that are inactive or used for student observation are only listed on the Supplemental Sites tab of the Clinical Affiliates spreadsheet (do not enter inactive/supplemental sites on the CLINICAL AFFILIATES page).

Note to Satellite/Multi Campus programs: The Clinical Affiliates spreadsheet for your main and satellite campus is now combined with separate worksheets listing the MAIN and SATELLITE clinical affiliates.

Upload the edited, updated **Clinical Affiliate/Supplemental Sites spreadsheet (.xls or .xlsx only)** file here:

 [CollinCollege_AR2021.xlsx](#)

Clinical Instructor Credential Verification

Upload the credential verification file(s) for any new or changed clinical instructors to the Credential Verification Upload section below or check the box if there are no new or changed clinical instructors.

Credential Verification Upload

Upload the credential verification for any new clinical instructors or those who have changes here:

Note: Either a single file upload (with more than one clinical instructors' verification) or individual upload(s) for each new clinical instructor are acceptable.

Credential Verification Upload
CI Credential Verification 2021.pdf Download

RESPONSE - 1

Upload the credential verification for any new clinical instructors or those who have changes here:

Note: Either a single file upload (with more than one clinical instructors' verification) or individual upload(s) for each new clinical instructor are acceptable.

 CI Credential Verification 2021.pdf

Clinical Affiliate Agreements Standard

V. Fair Practices

V.F.

Add On Clinical Affiliate Sites

Have any clinical affiliate sites been added since the last Annual Report? No

You have reached the end of the Annual Report instrument. Upon completion of all required questions you may click the [Submit] button. If you missed a required question, clicking [Submit] will indicate where the remaining questions are located in the instrument.

Annual Report 2022 (June Group)

Collin College

INFORMATION

JRC-DMS Policies and Procedures

901. Annual Reports

Annual reports must be submitted annually by the 15th day of the month in which the program has been assigned (March, June, September and December). The report must be submitted electronically on the current JRC-DMS forms with the applicable annual dues.

[Show More](#)

JRC-DMS Multi-Campus/Satellites Policies and Procedures

209. Alternative Models of Education

Satellite/Multi Campus/Distance Learning

Does the institution have an accredited satellite or multi campus <i>Diagnostic Medical Sonography</i> component?	No
Does the institution provide Distance Learning related to the <i>Diagnostic Medical Sonography</i> program? (This distance learning question is not referring to Covid-19 specific education plans. See help for additional information.)	No

Program Demographics Information

Review the program's demographics information (**Institution name, addresses, phones and institutional accreditation**) in the account profile and then select the statement that applies. When reviewing the **Profile** tab this data appears on the **Contact Information** and **Additional Info** sub tabs. Refer to Help for more information.

All of the listed program demographics information is complete, correct and up to date.

CAAHEP Program Director Standards

III.B.1. Program Director

III.B.1.a. Responsibilities

III.B.1.b. Qualifications

Program Director

Enter or edit the Program Director information (*indicates required fields).

*First and Last Name:	Megan Chambers	*Highest Degree:	MEd	
*Enter the Program Director's Credential/Registry Number(s):	*Indicate all applicable or Not Applicable Credential(s):	*ARDMS	*CCI	*ARRT
140159	RDMS(AB) , RDMS(OB/GYN) , RDCS(AE) , RVT (VT)	Not Applicable	Not Applicable	
*Date Appointed: MM/DD/YYYY	07/05/2018	*E-mail Address:	mlchambers@collin.edu	
*Telephone Number:	2144916250	Fax Number:		
Is the Program Director's correspondence address the same as the institution's main address?		Yes		
Is this a new Program Director since the last Annual Report?		No		
Indicate if any information changed since the last Annual Report:		No Program Director changes		
Is there more than one Program Director?		No		

Program Director Attestation

Enter the Program Director's name and date signed. The **DONE** button must be clicked to save the signature. Clicking **ADD** allows the addition of another Program Director signature. It is not necessary to add more than one signature for an individual Program Director.

By entering/signing a name and date below, the Program Director;

1.) Confirms they have personally reviewed this Annual Report and verified its accuracy and;

2.) Attests that they have reviewed the Annual Report with their immediate supervisor, the Dean or an appropriate Administrator.

Program Director's Signature	Date Signed by Program Director
	--

Enter the Program Director's name and date signed. The **DONE** button must be clicked to save the signature. Clicking **ADD** allows the addition of another Program Director signature. It is not necessary to add more than one signature for an individual Program Director.

By entering/signing a name and date below, the Program Director;

1.) Confirms they have personally reviewed this Annual Report and verified its accuracy and;

2.) Attests that they have reviewed the Annual Report with their immediate supervisor, the Dean or an appropriate Administrator.

Program Director's Signature:

Date Signed:

Administration/Faculty/Personnel

Enter or edit the information for the Chief Administrative Officer. The role/title, name, degree and email address are required fields (indicated by *).

*Select the role or title: President			
*Enter the Chief Administrative Officer First and Last Name:	H. Neil Matkin	Ed.D.	*Enter the Degree and/or credential abbreviation separated by comma as it would typically appear (i.e. PhD)
Date Appointed: MM/DD/YYYY	03/01/2015	*E-mail Address:	nmatkin@collin.edu
Telephone Number:		Fax Number:	
Is the correspondence address the same as the institution's main address?			No
Is this appointment new since the last Annual Report?			No
Indicate if any information changed since the last Annual Report:			No Changes for the Chief Administrative Officer

Chief Administrative Officer Address

Enter or edit the the Chief Administrative Officer's professional correspondence address (*indicates required fields):

*Address Line 1:	3452 Spur 399 McKinney		
Address Line 2:			
*Enter city name and *Select a state from the list:	McKinney	Texas	
*Zip Code:	75069		
Has this address changed since the last Annual Report?			No

Academic Officer/Supervisor

Provide the information for the Academic Officer, Dean or appropriate department head. The title/role, name, degree, date appointed, email address and telephone number are required fields (indicated by *).

*Enter or edit the official title or role of the Academic Officer/Supervisor: Dean of Health Sciences and Emergency Services			
*Enter or edit the Academic Officer's First and Last Name:	Michelle Millen	MSCPM, RHIA	*Enter or edit the Degree and/or credential abbreviation separated by comma as it would typically appear (i.e. MEd)
*Date Appointed: MM/DD/YYYY	03/01/2019	*E-mail Address:	Mmillen@collin.edu
*Telephone Number:	972-548-6677	Fax Number:	
Is the correspondence address the same as the institution's main address?			Yes
Is this appointment new since the last Annual Report?			No
Indicate if any information changed since the last Annual Report:			No Changes to the Academic Officer/Supervisor/Dean

CAAHEP Clinical Coordinator Standards

III.B.2. Clinical Coordinator(s)

III.B.2.a. Responsibilities

III.B.2.b. Qualifications

Clinical Coordinator Information

Enter or review and update the Clinical Coordinator(s) information (*all fields required). The **DONE** button must be clicked to save personnel or changes to personnel. **The *Changes? question for each Clinical Coordinator must be answered annually, as programs are required to review all personnel, and the question is not prepopulated from the previous year.**

*Name	*Cred/Registry #(s)	*ARDMS	*CCI	*ARRT	*Appointed On	*Email	*Telephone #	*Degree	*Changes?
Melissa Morgan	147092	RDMS(AB), RDMS(OB/GYN)	Not Applicable	Not Applicable	01/15/2019	mgmorgan@collin.edu	9725496365	BS	

RESPONSE - 1

Enter or review and update the Clinical Coordinator(s) information (*all fields required). The **DONE** button must be clicked to save personnel or changes to personnel. **The *Changes? question for each Clinical Coordinator must be answered annually, as programs are required to review all personnel, and the question is not prepopulated from the previous year.**

*Enter First & Last Name:	Melissa Morgan			*Select Highest Degree:	BS
*Enter Credential/Registry Number(s):	*Indicate all applicable or Not Applicable Clinical Coordinator credential(s):	*ARDMS		*CCI	*ARRT
147092	RDMS(AB), RDMS(OB/GYN)	Not Applicable		Not Applicable	Not Applicable
*Date Appointed: MM/DD/YYYY	01/15/2019	*E-mail Address:	mgmorgan@collin.edu	*Telephone Number:	9725496365
Indicate if any information changed since the last Annual Report:					

CAAHEP Concentration Coordinator Standards

III.B.3. Concentration Coordinator(s)

III.B.3.a. Responsibilities

III.B.3.b. Qualifications

Concentration Coordinator

Does the Program have a Concentration Coordinator? No

CAAHEP Medical Advisor Standards

III.B.4. Medical Advisor

III.B.4.a. Responsibilities

III.B.4.b. Qualifications

Medical Advisor Information

Enter or review and update the Medical Advisor(s) information (*indicates required fields). The **DONE** button must be clicked to save personnel. **The *Changes? question for each Medical Advisor must be answered annually, as programs are required to review all personnel, and the question is not prepopulated from the previous year.**

*Name	*Degree	*License #	*Specialty	*Appointed On	*Email	*Telephone #	*Changes?
Jeannie Kwon	MD	M6244	Radiology	03/01/2020	Jeannie.Kwon@childrens.com	214-456-2826	

RESPONSE - 1

Enter or review and update the Medical Advisor(s) information (*indicates required fields). The **DONE** button must be clicked to save personnel. **The *Changes? question for each Medical Advisor must be answered annually, as programs are required to review all personnel, and the question is not prepopulated from the previous year.**

*Enter the Medical Advisor's First and Last Name:	Jeannie Kwon		MD	*Enter Degree and credential abbreviation(s) separated by a comma as would typically appear (i.e. MD, FACC)	
*License Number(s):	M6244	*What is the Medical Advisor's (medical) specialty?		Radiology	
*Date Appointed: MM/DD/YYYY	03/01/2020	*E-mail Address:	Jeannie.Kwon@childrens.com	*Telephone Number:	214-456-2826
Indicate if any information changed since the last Annual Report:					

JRC-DMS Policies and Procedures

807. Notifying the JRC-DMS on Key Personnel Vacancies

This policy outlines the process when there is a change in the Program's administration and key personnel.

[Show More](#)

New Key Personnel Appointment

Were any new key clinical personnel/faculty (Clinical Coordinator, Concentration No Coordinator and/or Medical Advisor) **changed** or **added** since the last Annual Report?

JRC-DMS Policies and Procedures

902.A. Public Reporting of Outcomes

In accordance with CAAHEP standard V.A.4. Fair Practices, Publications and Disclosures, "The sponsor must maintain, and make available to the public current and consistent summary information about student/graduate achievement that includes the results of one or more of the outcomes assessments required in these Standards."

[Show More](#)

Outcomes URL

Copy and paste the Program's URL(s) to retention, job placement and credential success rate outcomes in the box below:

The posted retention, job placement and credential success rate outcomes are expected to be up to date at time of Annual Report submission and review. Please ensure the URL being provided in the box below can be copied and pasted into a browser search engine to view the posted outcomes.

<https://www.collin.edu/department/sonography/>

OUTCOMES: Retention & Job Placement

JRC-DMS Policies and Procedures

902. Outcomes

JRC-DMS uses a number of criteria for outcome measures, which includes, but is not limited to, placement rate, employer surveys, graduate surveys and student retention. JRC-DMS also evaluates the number of graduates taking and passing national credentialing exams. The current accepted credentials include: RDMS (AB, BR, OB/GYN, RMSKS), RVT, RDCS (AE, PE), RT(S),RCS, and RVS.

902.B. Definition of a Cohort

Cohort is defined as a group of students who begin on the same date, follow a similar education plan, and share a designated completion date. Cohort is further defined based on designated groupings, such as, but not limited to, program track, multi-campus group, and/or award at completion.

[Show More](#)

Cohorts

In order to proceed, select an option to indicate how many **cohorts** graduated from the program in **2022**:

1 cohort

JRC-DMS Policies and Procedures

902.C. Outcomes Thresholds

Cohort 1

All questions are required.

Enter a name or label for **cohort #1**:

Program length & end month (i.e., 18 months, April): Cohort 1 start date:

Collin College DMS Class of 2022

19 months, August

01/19/2021

Indicate the specialty track (concentrations studied) by checking the boxes applicable to this cohort. Select only the program's **accredited** concentration(s). More than one concentration may apply. For General programs please select **both** Abdomen and OB/GYN.

Abdomen , OB/GYN

Retention: Enter all information requested in the fields below. The total number (#) of students in cohort (cohort size), and the retention rate will be automatically calculated.

Total # of students ADMITTED:

of REENTRY students:

Cohort size (auto-calculated):

of 2022 cohort 1 GRADUATES:

16

0

16

14

% Calculated Retention Rate =

--

Explanation and Action Plan: If the calculated retention rate is less than 70%, provide an explanation and action plan in the box below. Enter NA if not applicable. *For cohorts with 9 or less students, refer to the instructions and table at bottom of this Outcomes page for adjusted acceptable retention percentages.

Attrition Reason Codes: In the box above, indicate the applicable attrition reason code(s) for any students in the cohort who did not graduate from the program with their cohort (hold Ctrl+click to choose multiple codes).

(D) Academic Dismissal

NA

Job Placement: Enter graduation and employment information for Cohort 1. Job placement rate will calculate automatically.

Total number of GRADUATES:	Number of graduates EMPLOYED:	% Calculated Job Placement =
14	14	100

If calculated Job Placement rate is below 75%, enter an **explanation and action plan** in the box below. For Job Placement of 75% or greater, enter NA.

NA

*This Adjusted Percent Retention Table is not applicable to programs with zero cohorts/no graduates.

***Adjusted Percent Retention (cohorts with 9 or less students)**

For programs with low student enrollment per year (N ≤9) the table below can be used to adjust the number of students required to meet the criteria. The resulting adjusted acceptable retention rate is entered in the Student Retention table at the top of the worksheet with the "criteria met" statement entered in the explanation box.

Total Number (N) of students in cohort (including reentry students)	2	3	4	5	6	7	8	9
Number of Students Graduating	1	2	3	3	4	5	6	6
Adjusted Percent Successful (acceptable Retention)	50%	67%	75%	60%	67%	71%	75%	67%

The explanation and action plan box include the following statement: Due to a low number of admitted students, the benchmark for Criteria Met has been adjusted to __% (N = _). For example, a cohort with 6 students admitted and 4 graduates would enter: "Due to a low number of student admissions, the benchmark for Criteria Met has been adjusted to 67% (N = 6)."

OUTCOMES: Credentialing Success

Success Rates for Specialty Exams

Enter the required information for each **2022 graduating cohort** (all boxes are required). Credential success rates for the specialty exam will be calculated automatically.

If any of the credential success rates are below 60%, an explanation and action plan must be provided. The explanation and action plan box at the bottom of this page is to be used for explanation and action plan(s) for any/all cohorts.

C1 Abdomen Specialty Exams

Enter the Abdomen credential information for individual graduates. Do not count separate attempts. For example, Student A sat and passed test on first attempt, Student B sat for exam twice and passed after second attempt. The total # graduates taking the credential =2, total number earning the credential =2.

Cohort #	Total Graduate Test Takers		Earned from ARDMS		Earned from ARRT		Calculated Success Rate	
	Enter the TOTAL # of graduates taking the Abdomen credential		Enter the # of graduates earning the AB credential from ARDMS:		Enter the # of graduates earning the RT(S) credential from ARRT:			= Abdomen Success Rate %
1. (AB)	14		13		0		93	

C1 OB/GYN Specialty Exams

Enter the OB/GYN credential information for individual graduates. Do not count separate attempts. For example, Student A sat and passed test on first attempt, Student B sat for exam twice and passed after second attempt. The total # graduates taking the credential =2, total number earning the credential =2.

Cohort #	Total Graduate Test Takers		Earned from ARDMS		Earned from ARRT		Calculated Success Rate	
	Enter the TOTAL # of graduates taking the OB/GYN credential:		Enter the # of graduates earning the OB/GYN credential from		Enter the # of graduates earning the RT(S) credential from ARRT:			= OB/GYN Success Rate %
1. (OB)	12		11		0		92	

Explanation and Action Plan

For **any** of the cohorts and/or **any** specialty exams with a success rate less than 60% please enter the explanation and action plan in the box below. Provide the specialty and cohort number with the explanation. Enter NA if success rate was at or greater than 60% for all cohorts or if the program had no cohorts for the reporting year.

NA

OUTCOMES: Graduate & Employer Surveys**Graduate Survey Return Rate**

Enter graduate survey information for **all** classes/cohorts graduating in **2022**. Graduate survey return rate will calculate automatically.

Enter the total # of graduates:	Enter total # of graduate surveys returned:	= % Calculated Graduate Survey Return Rate
15	11	73

Was the composite score for the graduate surveys a three or greater on a five-point rating scale? YES, the composite score of the graduate surveys was three or greater

Explanation and Action Plan - Graduate Surveys

If the graduate survey return rate is below 50% and/or the composite score is less than three, provide an explanation and action plan in the box below. Enter NA if threshold was met and composite score was three or greater.

NA

Employer Survey Return Rate

Enter employer survey information for **all** classes/cohorts graduating in **2022**. Employer survey return rate will calculate automatically.

Enter the total # of employed graduates:	Enter total # of employer surveys returned:	= % Calculated Employer Survey Return Rate
15	12	80

Was the composite score for the employer surveys a three or greater on a five-point rating scale? YES, the composite score of the employer surveys was three or greater

Explanation and Action Plan - Employer Surveys

If the employer survey return rate is below 50% and/or the composite score is less than three, provide an explanation and action plan in the box below. Enter NA if threshold was met and composite score was three or greater.

NA

CLINICAL AFFILIATES**Resources - Clinical Affiliates Standards**

III.A.2. Clinical Affiliates

Please [download the appropriate Clinical Affiliates for AR2022 spreadsheet](#) from the documents library. To view and access the documents library, [Exit] the instrument and then select the 'Documents' tab in the account profile. You must click on the folder named Past Annual Reports & Clinical Affiliate Spreadsheets, to view and download the file. Be sure to choose the correct file (will have "AR2022" in the file name).

Clinical instructor names and credential numbers are provided on that downloaded spreadsheet that is then uploaded on the SUPPORTING DOCUMENTATION UPLOADS page. When a program has an add on site, the current, signed agreement (contract, MOU) **is required**. A question will prompt completer to upload the agreement on the SUPPORTING DOCUMENTATION UPLOADS page.

The Clinical Affiliate List Confirmation* refers to the spreadsheet and uploading it on the next page (SUPPORTING DOCUMENTATION UPLOADS) of the instrument.

Clinical Affiliate Site List

Enter each site into the table including system and campus information as applicable. For sites that were marked as Delete Site on the previous year's list, the completer will need to remove the row/site by clicking the circle with the minus sign (in first column adjacent to Affiliate Site Name). Additional rows may be added for more sites.

Enter Site Name. Please do not abbreviate. (Put abbreviation/nickname in Site Identifier field) <u>Affiliate Site Name</u>	(OPTIONAL i.e., city, out pt clinic, MFM, street, nickname) <u>Site Identifier</u>	Enter 5 or 9 digits <u>Zip Code</u>	Indicate specialty(ies) <u>Specialties</u>	Choose contract status (REQUIRED annually) <u>Agreement Status</u>	Check at least one (REQUIRED annually) <u>Site Changes</u>
Baylor Scott & White – McKinney		75071	AB , OB , GYN , VASC	YES, signed & current agreement on file	None/Other
Baylor Scott & White – Frisco		75034	AB , OB , GYN , VASC	YES, signed & current agreement on file	None/Other
Baylor Scott & White – Centennial		75035	AB , OB , GYN , VASC	YES, signed & current agreement on file	CI Changes
Baylor Scott & White – Irving		75061	AB , OB , GYN , VASC	YES, signed & current agreement on file	CI Changes
Texas Health Resources – Dallas		75231	AB , OB , GYN	YES, signed & current agreement on file	None/Other
Texas Health Resources – Arlington		76012	AB , OB , GYN , VASC	YES, signed & current agreement on file	None/Other
Texas Health Resources – Frisco		75034	AB , OB , GYN , VASC	YES, signed & current agreement on file	None/Other
Medical City Plano		75075	AB , OB , GYN , BR , VASC	YES, signed & current agreement on file	None/Other
Children's Hospital – Dallas		75235	AB , GYN , VASC	YES, signed & current agreement on file	None/Other
Children's Hospital– Plano		75024	AB , GYN , VASC	YES, signed & current agreement on file	None/Other
Parkland Hospital		75235	AB , OB , GYN , VASC	YES, signed & current agreement on file	None/Other
Alliance Health Durant		74701	AB , OB , GYN , VASC	YES, signed & current agreement on file	None/Other
Hunt Regional Medical Center		75401	AB , OB , GYN , VASC	YES, signed & current agreement on file	None/Other
Carrollton Regional Medical Center		75010	AB , OB , GYN , VASC	YES, signed & current agreement on file	None/Other
Envision Imaging - Allen		75013	AB , OB , GYN , VASC	YES, signed & current agreement on file	None/Other
Envision Imaging - McKinney		75071	AB , OB , GYN , BR , VASC	YES, signed & current agreement on file	CI Changes
Envision Imaging - Plano		75093	AB , OB , GYN , VASC	YES, signed & current agreement on file	CI Changes
Envision Imaging - Frisco		75034	AB , OB , GYN , VASC	YES, signed & current agreement on file	None/Other
Texas Health Resources - Allen		75013	AB , OB , GYN , VASC	YES, signed & current agreement on file	None/Other
Texas Health Resources - Plano		75093	AB , OB , GYN , VASC	YES, signed & current agreement on file	None/Other

***Clinical Affiliate List Confirmation**

Prior to uploading the program's Clinical Affiliate spreadsheet (.xls or .xlsx file) on the SUPPORTING DOCUMENTATION UPLOADS page, review list(s) above to ensure consistency of sites entered on this screen with the edited spreadsheet to be uploaded. The order of the sites listed and the site names must match.



Checking this box indicates that all sites were reviewed for accuracy and completeness and are consistent with the program's Clinical Affiliate/Supplemental Sites Spreadsheet.

SUPPORTING DOCUMENTATION UPLOADS

Clinical Affiliates Spreadsheet Upload

The spreadsheet from the previous year's Annual Report is saved in the Organization Document library. Retrieve the Clinical Affiliates spreadsheet (.xls file type) and edit it for upload on this page of the Annual Report instrument. Click Help in the right-hand side bar for additional information.

- Be sure each **active** clinical affiliate site that is listed on the spreadsheet is entered on the CLINICAL AFFILIATES page of the Annual Report instrument.
- Clinical instructors' credential verification is **required** for any clinical instructors that are new or had any changes (name change, credential change, etc.).
- Add sites an affiliation agreement(s) and clinical instructors' credential verification is **required**.
- Sites that are inactive or used for student observation are only listed on the Supplemental Sites tab of the Clinical Affiliates spreadsheet (do not enter inactive/supplemental sites on the CLINICAL AFFILIATES page).

Note to Satellite/Multi Campus programs: The Clinical Affiliates spreadsheet for your main and satellite campus is now combined with separate worksheets listing the MAIN and SATELLITE clinical affiliates.

Upload the edited, updated **Clinical Affiliate/Supplemental Sites spreadsheet (.xls or .xlsx only)** file here:

[CollinCollege ClinAff for 2022.xlsx](#)

JRC-DMS Policies and Procedures

805. Clinical Instructor

Clinical Instructor Credential Verification

Upload the credential verification file(s) for any new or changed clinical instructors to the Credential Verification Upload section below or check the box if there are no new or changed clinical instructors.

Credential Verification Upload

Upload the credential verification for any new clinical instructors or those who have changes here:

Note: Required form of evidence is either a screen capture from credentialing website, or a copy of the instructor's pocket card. Although multiple uploads are acceptable, a single file upload (with more than one clinical instructors' verification) is preferred. Refer to help for additional details.

Credential Verification Upload
Download

RESPONSE - 1

Upload the credential verification for any new clinical instructors or those who have changes here:

Note: Required form of evidence is either a screen capture from credentialing website, or a copy of the instructor's pocket card. Although multiple uploads are acceptable, a single file upload (with more than one clinical instructors' verification) is preferred. Refer to help for additional details.

CI Verification.pdf

CAAHEP Clinical Affiliate Agreements Standard

V.F. Agreements

Add On Clinical Affiliate Sites

Have any clinical affiliate sites been added since the last Annual Report? No

You have reached the end of the Annual Report instrument. Upon completion of all required questions you may click the [Submit] button. If you missed a required question, clicking [Submit] will indicate where the remaining questions are located in the instrument.

Appendix C

Course	DMSO-1167 Practicum 1 – Diagnostic Medical Sonography/Sonographer and Ultrasound Technician			
	Year	Enrollment	Completion Rate	Success Rate
	2019	-		
	2020	-		
	2021	14	100%	100%
	2022	14	100%	100%
	2023	15	100%	100%
Average			100%	100%
Barriers to Program Completion	None			

Course	DMSO-1201 Techniques of Medical Sonography			
	Year	Enrollment	Completion Rate	Success Rate
	2019	-		
	2020	-		
	2021	14	100%	100%
	2022	14	100%	100%
	2023	15	100%	100%
Average			100%	100%
Barriers to Program Completion	None			

Course	DMSO-1201 Techniques of Medical Sonography			
	Year	Enrollment	Completion Rate	Success Rate
	2019	-		
	2020	-		

	2021	14	100%	100%
	2022	14	100%	100%
	2023	15	100%	100%
Average			100%	100%
Barriers to Program Completion	None			

Course	DMSO-1202 Basic Ultrasound Physics			
	Year	Enrollment	Completion Rate	Success Rate
	2019	-		
	2020	26	96%	96%
	2021	16	100%	100%
	2022	16	100%	100%
	2023	16	94%	94%
Average			98%	98%
Barriers to Program Completion	None			

Course	DMSO-1366 Practicum 3 – Diagnostic Medical Sonography/Sonographer and Ultrasound Technician			
	Year	Enrollment	Completion Rate	Success Rate
	2019	-		
	2020	10	100%	100%
	2021	14	100%	100%
	2022	14	100%	100%
	2023	14	100%	100%
Average			100%	100%
Barriers to Program Completion	None			

Course	DMSO-1441 Abdominopelvic Sonography			
	Year	Enrollment	Completion Rate	Success Rate
	2019	-		
	2020	16	88%	88%
	2021	16	100%	88%
	2022	16	100%	94%
	2023	16	94%	94%
Average			96%	91%
Barriers to Program Completion	None			

Course	DMSO-1455 Sonographic Pathophysiology			
	Year	Enrollment	Completion Rate	Success Rate
	2019	-		
	2020	16	94%	94%
	2021	16	100%	100%
	2022	16	100%	94%
	2023	16	94%	94%
Average			97%	97%
Barriers to Program Completion	None			

Course	DMSO-1466 Practicum 2 – Diagnostic Medical Sonography/Sonographer and Ultrasound Technician			
	Year	Enrollment	Completion Rate	Success Rate
	2019	-		
	2020	-		
	2021	14	100%	100%

	2022	14	100%	100%
	2023	15	93%	93%
Average			98%	98%
Barriers to Program Completion	None			

Course	DMSO-2230 Advanced Ultrasound and Review			
	Year	Enrollment	Completion Rate	Success Rate
	2019	-		
	2020	-		
	2021	14	100%	100%
	2022	14	100%	100%
	2023	14	100%	100%
Average			100%	100%
Barriers to Program Completion	None			

Course	DMSO-2243 Advanced Ultrasound Physics			
	Year	Enrollment	Completion Rate	Success Rate
	2019	-		
	2020	25	100%	100%
	2021	14	100%	100%
	2022	15	100%	100%
	2023	15	100%	100%
Average			100%	100%
Barriers to Program Completion	None			

Course	DMSO-2342 Sonography of High Risk Obstetrics			
	Year	Enrollment	Completion Rate	Success Rate
	2019	-		
	2020	10	100%	100%
	2021	14	100%	100%
	2022	14	100%	100%
	2023	15	100%	100%
Average			100%	100%
Barriers to Program Completion	None			

Course	DMSO-2353 Sonography of Superficial Structures			
	Year	Enrollment	Completion Rate	Success Rate
	2019	-		
	2020	15	93%	93%
	2021	16	100%	100%
	2022	16	100%	94%
	2023	15	100%	100%
Average			98%	97%
Barriers to Program Completion	None			

Course	DMSO-2405 Sonography of Obstetrics/Gynecology			
	Year	Enrollment	Completion Rate	Success Rate
	2019	-		
	2020	25	96%	96%
	2021	14	100%	100%
	2022	15	100%	100%

	2023	15	100%	100%
Average			99%	99%
Barriers to Program Completion	None			

Course	DSVT-1300 Principles of Vascular Technology			
	Year	Enrollment	Completion Rate	Success Rate
	2019	-		
	2020	25	96%	96%
	2021	14	100%	100%
	2022	15	100%	100%
	2023	15	100%	100%
Average			99%	99%
Barriers to Program Completion	None			

Course	DSVT-2200 Vascular Technology Applications			
	Year	Enrollment	Completion Rate	Success Rate
	2019	-		
	2020	10	100%	100%
	2021	14	100%	100%
	2022	14	100%	100%
	2023	15	100%	100%
Average			100%	100%
Barriers to Program Completion	None			

Source:ZogoTech

**Collin College Advisory Committee
Diagnostic Medical Sonography
Summer 2022**

MINUTES

CHAIRPERSON: Megan Chambers		
MEETING DATE: July 12, 2022	MEETING TIME: 12:30 pm	MEETING PLACE: CPC-H230
RECORDER:		PREVIOUS MEETING: July 9, 2021

Members Present (Yes/No)		Ex-Officio Members Present (Yes/No)		Invited Guests Present (Yes/No)	
Name/Title		Name/Title		Name/Title	
Cory Larew,	Y	Megan Chambers, Director	Y	Cassidy O'Neill, student	Y
Danielle Thomas,	Y	Michelle Millen, Dean	Y		
Eric Kallstrom, Manager Parkland	Y	Melissa Morgan, Clinical Coordinator	Y		
Rene Sydney, Manager Envision	Y	Jeannie Kwon, Medical Director	Y		
April Castellon, Manager BSW	Y	Audri Luebbers, Faculty	Y		
Samantha Lewis, Director Childrens	Y	Shari Rueles, Recorder	Y		
Jesus Soto, Sonographer, Collin	Y	Dr. Mark Smith, VP	N		
Kylene Carrejo, Sonographer, Childrens	Y				
Kristina Wells, Sonographer, Childrens	Y				
Christina Rykens, Community Member	N				
Elizabeth Kallus, Tech. Director BSW	N				

Agenda Item	Action Discussion Information	Responsibility
Old Business:		
	<ol style="list-style-type: none"> Accredited, students sit for exams, CE for Preceptors Still looking for flexible instructors. Guest speakers welcome-transcranial, contrast. 	Megan Chambers
Student Update:		
	Excited to continue in program, learned about abdominal scans, Cardio, Advanced Physics and the SPI exam	Cassidy O'Neill, class of 2023
New Business:		
Program Update	<p>We have 14 students to graduate, 13 of them are working. 100% pass rate.</p> <p>Graduation Surveys got a 4 out of 4</p> <ul style="list-style-type: none"> Suggestions: Adding more material covering fetal echocardiography More specific clinical rotations for vascular and OB <p>Accepted 16 students for class of 2023.</p> <p>Since last meeting, had our site visit.</p> <ul style="list-style-type: none"> Follow guidelines Now offer CEU's for Preceptors Still need instructors Megan will send out link to apply. <p>Developing a Radiology Tech program</p> <ul style="list-style-type: none"> Cross training Sonographers 	Megan Chambers

	<ul style="list-style-type: none"> • Billing for all the different skills sonographer can do • Invite for Trauma Day to teach us in different situations. 	
College Update	<ul style="list-style-type: none"> • Trying to develop Cardiovascular component with 2 pathways • Need more resources-lab space • 13 ISD's have High School initiatives • 7 of our campuses have classes for HS students • Considering new program spaces, possibly a 4th floor • Developing another BA in Clinical Operations Management, offered completely online. 	Michelle Millen
New Program Initiative	<p>New cardiac track moving forward, plan start for Fall 2023</p> <ul style="list-style-type: none"> • Meeting with CAB for approval • Marketable Skills plan <ul style="list-style-type: none"> ◦ Need feedback • New curriculum 	Megan Chambers
Accreditation Needs	<ul style="list-style-type: none"> • Need an OB split, more sites • More Butterflies so students can take home • Financial help with SDMS membership for students 	Megan Chambers
Clinical Update	The students feel more well rounded and exposed to more.	Audri Luebbers
Clinical Feedback	Cory Larew spoke to students having more professionalism, more engaged.	Committee members
Discussion of Emerging Trends/Technology	On 3D Imaging, it is not being used much in the field. Not many relying on High technology	Committee members
Approval of minutes	Everyone read last minutes, need to approve <ul style="list-style-type: none"> • Motion to approve and seconded 	Megan Chambers
New Chair/Co-Chair	<p>Kristina Wells volunteered to be Chair</p> <ul style="list-style-type: none"> • Motion made and seconded <p>Cory Larew volunteered to be Vice Chair</p> <ul style="list-style-type: none"> • Motion made and seconded 	Megan Chambers
Committee Member Comments & Concerns	<ul style="list-style-type: none"> • Providers are not asking for Contrast • Noticing a lot of liver reflux • Here we are starting students on how to start IV's 	Megan Chambers
Other: Meeting Adjourned		
	Motion made and seconded	Megan Chambers

Appendix E

Collin County Community College District Program Review 2023-2024

Average Section Size in Courses by Term
Academic Years 2018-2019 through 2022-2023

	2019			2020			2021			2022			2023		
	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
BIOL-2401	12	12	11	12	12	12	11	11	9	10	11	8	10	11	8
BIOL-2402	12	11	11	10	11	12	11	11	9	9	8	10	10	10	7
DMSO-1167	-	-	-	-	-	-	14	-	-	14	-	-	15	-	-
DMSO-1201	-	-	-	-	-	-	7	-	-	7	-	-	8	-	-
DMSO-1202	-	-	-	5	16	-	-	16	-	-	16	-	-	16	-
DMSO-1210	-	-	-	-	31	32	25	24	25	24	24	23	24	25	23
DMSO-1366	-	-	-	10	-	-	-	-	14	-	-	14	-	-	14
DMSO-1441	-	-	-	-	5	-	-	4	-	-	4	-	-	4	-
DMSO-1455	-	-	-	-	8	-	-	8	-	-	8	-	-	8	-
DMSO-1466	-	-	-	-	-	-	-	14	-	-	14	-	-	15	-
DMSO-2230	-	-	-	-	-	-	-	-	14	-	-	14	-	-	14
DMSO-2243	-	-	-	-	5	15	-	-	14	-	-	15	-	-	15
DMSO-2342	-	-	-	-	3	-	5	-	-	5	-	-	5	-	-
DMSO-2353	-	-	-	-	5	-	-	5	-	-	5	-	-	4	-
DMSO-2405	-	-	-	5	-	3	-	-	5	-	-	5	-	-	4
DSVT-1300	-	-	-	5	-	5	-	-	5	-	-	5	-	-	4
DSVT-2200	-	-	-	-	3	-	5	-	-	5	-	-	5	-	-
PHYS-1405	11	10	8	11	8	11	10	9	9	9	10	4	9	11	5

Collin IRO kr; 06/28/2023; page 1; j:\IRO\Robinson\Data\2023-24\Diagnostic Medical Sonography\Diagnostic Medical Sonography – Average Section Size

Grade Distributions

DMSO-1167		Practicum 1 – Diagnostic Medical Sonography/Sonographer and Ultrasound Technician																			
Year	Enrollment	Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**			
		A	B	C	D	P	F	W	A	B	C	D	P	F	W						
2019	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2020	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	14	13	1	0	0	0	0	0	93%	7%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.93	
2022	14	14	0	0	0	0	0	0	100%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	
2023	15	14	0	1	0	0	0	0	93%	0%	7%	0%	0%	0%	0%	0%	0%	100%	100%	3.87	
Averages.....									95%	2%	2%	0%	0%	0%	0%	0%	100%	100%			

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

DMSO-1201		Techniques of Medical Sonography															Completion Rate	Success Rate *	Course GPA**
Year	Enrollment	Grade Assigned							Grade Distribution										
		A	B	C	D	P	F	W	A	B	C	D	P	F	W				
2019	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2020	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2021	14	9	5	0	0	0	0	0	64%	36%	0%	0%	0%	0%	0%	100%	100%	3.64	
2022	14	11	3	0	0	0	0	0	79%	21%	0%	0%	0%	0%	0%	100%	100%	3.79	
2023	15	11	2	2	0	0	0	0	73%	13%	13%	0%	0%	0%	0%	100%	100%	3.60	
Averages.....									72%	23%	4%	0%	0%	0%	0%	100%	100%		

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

DMSO-1202		Basic Ultrasound Physics															Completion Rate	Success Rate *	Course GPA**
Year	Enrollment	Grade Assigned							Grade Distribution										
		A	B	C	D	P	F	W	A	B	C	D	P	F	W				
2019	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2020	26	11	14	0	0	0	0	1	42%	54%	0%	0%	0%	0%	4%	96%	96%	3.44	
2021	16	6	9	1	0	0	0	0	38%	56%	6%	0%	0%	0%	0%	100%	100%	3.31	
2022	16	11	5	0	0	0	0	0	69%	31%	0%	0%	0%	0%	0%	100%	100%	3.69	
2023	16	13	2	0	0	0	0	1	81%	13%	0%	0%	0%	0%	6%	94%	94%	3.87	
Averages.....									57%	38%	2%	0%	0%	0%	3%	97%	97%		

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

DMSO-1210		Introduction to Sonography															Completion Rate	Success Rate *	Course GPA**
Year	Enrollment	Grade Assigned							Grade Distribution										
		A	B	C	D	P	F	W	A	B	C	D	P	F	W				
2019	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2020	125	62	41	7	0	0	7	8	50%	33%	6%	0%	0%	6%	6%	94%	88%	3.50	
2021	219	110	50	31	0	0	20	8	50%	23%	14%	0%	0%	9%	4%	96%	87%	3.41	
2022	260	151	55	9	0	0	27	18	58%	21%	3%	0%	0%	10%	7%	93%	83%	3.66	
2023	219	120	45	19	0	0	16	19	55%	21%	9%	0%	0%	7%	9%	91%	84%	3.55	
Averages.....									53%	24%	8%	0%	0%	8%	6%	94%	85%		

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

DMSO-1366		Practicum 3 – Diagnostic Medical Sonography/Sonographer and Ultrasound Technician															Completion Rate	Success Rate *	Course GPA**
Year	Enrollment	Grade Assigned							Grade Distribution										
		A	B	C	D	P	F	W	A	B	C	D	P	F	W				
2019	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2020	10	9	0	1	0	0	0	0	90%	0%	10%	0%	0%	0%	0%	100%	100%	3.80	
2021	14	13	0	1	0	0	0	0	93%	0%	7%	0%	0%	0%	0%	100%	100%	3.86	
2022	14	14	0	0	0	0	0	0	100%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	
2023	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Averages.....									94%	0%	6%	0%	0%	0%	0%	100%	100%		

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

DMSO-1441		Abdominopelvic Sonography															Completion Rate	Success Rate *	Course GPA**
Year	Enrollment	Grade Assigned							Grade Distribution										
		A	B	C	D	P	F	W	A	B	C	D	P	F	W				
2019	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2020	17	3	11	0	0	0	0	3	18%	65%	0%	0%	0%	0%	18%	82%	82%	3.21	
2021	16	7	6	1	0	0	2	0	44%	38%	6%	0%	0%	13%	0%	100%	88%	3.43	
2022	16	6	9	0	0	0	1	0	38%	56%	0%	0%	0%	6%	0%	100%	94%	3.40	
2023	16	5	8	2	0	0	0	1	31%	50%	13%	0%	0%	0%	6%	94%	94%	3.20	
Averages.....									33%	52%	5%	0%	0%	5%	6%	94%	89%		

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

DMSO-1455		Sonographic Pathophysiology															Completion Rate	Success Rate *	Course GPA**
Year	Enrollment	Grade Assigned							Grade Distribution										
		A	B	C	D	P	F	W	A	B	C	D	P	F	W				
2019	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2020	16	12	3	0	0	0	0	1	75%	19%	0%	0%	0%	0%	6%	94%	94%	3.80	
2021	16	3	12	1	0	0	0	0	19%	75%	6%	0%	0%	0%	0%	100%	100%	3.13	
2022	16	7	8	0	0	0	1	0	44%	50%	0%	0%	0%	6%	0%	100%	94%	3.47	
2023	16	9	6	0	0	0	0	1	56%	38%	0%	0%	0%	6%	0%	94%	94%	3.60	
Averages.....									48%	45%	2%	0%	0%	2%	3%	97%	95%		

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

DMSO-1466		Practicum 2 – Diagnostic Medical Sonography/Sonographer and Ultrasound Technician															Completion Rate	Success Rate *	Course GPA**
Year	Enrollment	Grade Assigned							Grade Distribution										
		A	B	C	D	P	F	W	A	B	C	D	P	F	W				
2019	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2020	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2021	14	14	0	0	0	0	0	0	100%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	
2022	14	7	6	1	0	0	0	0	50%	43%	7%	0%	0%	0%	0%	100%	100%	3.43	
2023	15	13	1	0	0	0	0	1	87%	7%	0%	0%	0%	0%	7%	93%	93%	3.93	
Averages.....									79%	17%	2%	0%	0%	0%	2%	98%	98%		

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

DMSO-2230		Advanced Ultrasound and Review															Completion Rate	Success Rate *	Course GPA**
Year	Enrollment	Grade Assigned							Grade Distribution										
		A	B	C	D	P	F	W	A	B	C	D	P	F	W				
2019	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2020	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2021	14	4	10	0	0	0	0	0	29%	71%	0%	0%	0%	0%	0%	100%	100%	3.29	
2022	14	13	1	0	0	0	0	0	93%	7%	0%	0%	0%	0%	0%	100%	100%	3.93	
2023	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Averages.....									61%	39%	0%	0%	0%	0%	0%	100%	100%		

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

DMSO-2243		Advanced Ultrasound Physics															Completion Rate	Success Rate *	Course GPA**
Year	Enrollment	Grade Assigned							Grade Distribution										
		A	B	C	D	P	F	W	A	B	C	D	P	F	W				
2019	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2020	25	6	19	0	0	0	0	0	24%	76%	0%	0%	0%	0%	0%	100%	100%	3.24	
2021	14	5	8	1	0	0	0	0	36%	57%	7%	0%	0%	0%	0%	100%	100%	3.29	
2022	15	13	2	0	0	0	0	0	87%	13%	0%	0%	0%	0%	0%	100%	100%	3.87	
2023	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Averages.....									49%	49%	2%	0%	0%	0%	0%	100%	100%		

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

DMSO-2342		Sonography of High Risk Obstetrics															Completion Rate	Success Rate *	Course GPA**
Year	Enrollment	Grade Assigned							Grade Distribution										
		A	B	C	D	P	F	W	A	B	C	D	P	F	W				
2019	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2020	10	2	8	0	0	0	0	0	20%	80%	0%	0%	0%	0%	0%	100%	100%	3.20	
2021	14	1	12	1	0	0	0	0	7%	86%	7%	0%	0%	0%	0%	100%	100%	3.00	
2022	14	4	9	1	0	0	0	0	29%	64%	7%	0%	0%	0%	0%	100%	100%	3.21	
2023	15	10	4	1	0	0	0	0	67%	27%	7%	0%	0%	0%	0%	100%	100%	3.60	
Averages.....									31%	64%	5%	0%	0%	0%	100%	100%			

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

DMSO-2353		Sonography of Superficial Structures															Completion Rate	Success Rate *	Course GPA**
Year	Enrollment	Grade Assigned							Grade Distribution										
		A	B	C	D	P	F	W	A	B	C	D	P	F	W				
2019	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2020	15	1	6	7	0	0	0	1	7%	40%	47%	0%	0%	0%	7%	93%	93%	2.57	
2021	16	4	10	2	0	0	0	0	25%	63%	13%	0%	0%	0%	0%	100%	100%	3.13	
2022	16	4	11	0	0	0	1	0	25%	69%	0%	0%	0%	6%	0%	100%	94%	3.27	
2023	15	7	8	0	0	0	0	0	47%	53%	0%	0%	0%	0%	0%	100%	100%	3.47	
Averages.....									26%	56%	15%	0%	0%	2%	2%	98%	97%		

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

DMSO-2405		Sonography of Obstetrics/Gynecology															Completion Rate	Success Rate *	Course GPA**
Year	Enrollment	Grade Assigned							Grade Distribution										
		A	B	C	D	P	F	W	A	B	C	D	P	F	W				
2019	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2020	25	10	13	1	0	0	0	1	40%	52%	4%	0%	0%	4%	4%	96%	96%	3.38	
2021	14	7	6	1	0	0	0	0	50%	43%	7%	0%	0%	0%	0%	100%	100%	3.43	
2022	15	9	5	1	0	0	0	0	60%	33%	7%	0%	0%	0%	0%	100%	100%	3.53	
2023	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Averages.....									50%	43%	6%	0%	0%	1%	99%	99%			

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

DSVT-1300		Principles of Vascular Technology															Completion Rate	Success Rate *	Course GPA**
Year	Enrollment	Grade Assigned							Grade Distribution										
		A	B	C	D	P	F	W	A	B	C	D	P	F	W				
2019	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2020	25	16	8	0	0	0	0	1	64%	32%	0%	0%	0%	4%	4%	96%	96%	3.67	
2021	14	4	9	1	0	0	0	0	29%	64%	7%	0%	0%	0%	0%	100%	100%	3.21	
2022	15	8	7	0	0	0	0	0	53%	47%	0%	0%	0%	0%	0%	100%	100%	3.53	
2023	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Averages.....									49%	48%	2%	0%	0%	1%	99%	99%			

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

DSVT-2200		Vascular Technology Applications															Completion Rate	Success Rate *	Course GPA**
Year	Enrollment	Grade Assigned							Grade Distribution										
		A	B	C	D	P	F	W	A	B	C	D	P	F	W				
2019	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2020	10	6	4	0	0	0	0	0	60%	40%	0%	0%	0%	0%	0%	100%	100%	3.60	
2021	14	2	11	1	0	0	0	0	14%	79%	7%	0%	0%	0%	0%	100%	100%	3.07	
2022	14	12	2	0	0	0	0	0	86%	14%	0%	0%	0%	0%	0%	100%	100%	3.86	
2023	15	15	0	0	0	0	0	0	100%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	
Averages.....									65%	33%	2%	0%	0%	0%	100%	100%			

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

Curriculum Outline

AAS – Diagnostic Medical Sonography

65 Credit Hours

https://www.collin.edu/academics/programs/DMSO_AAS.html

PREREQUISITES

- [BIOL 2401 - Anatomy and Physiology I](#)
- [BIOL 2402 - Anatomy and Physiology II](#)
- [DMSO 1210 - Introduction to Sonography](#)
- [ENGL 1301 - Composition I](#)
- [MATH 1314 - College Algebra \(see Mathematics options\)](#)
- [PHYS 1405 - Elementary Physics I - Conceptual Physics¹](#)

FIRST YEAR

First Semester (Spring)

- [DMSO 1202 - Basic Ultrasound Physics](#)
- [DMSO 1441 - Abdominopelvic Sonography](#)
- [DMSO 1455 - Sonographic Pathophysiology](#)
- [DMSO 2353 - Sonography of Superficial Structures](#)
- [PSYC 2301 - General Psychology\(See Social/Behavioral Sciences options\)](#)

Second Semester (Summer)

- [DMSO 2243 - Advanced Ultrasound Physics](#)
- [DMSO 2405 - Sonography of Obstetrics/Gynecology](#)
- [DSVT 1300 - Principles of Vascular Technology](#)

SECOND YEAR

First Semester (Fall)

- [DMSO 1167 - Practicum 1 - Diagnostic Medical Sonography/Sonographer and Ultrasound Technician](#)
- [DMSO 1201 - Techniques of Medical Sonography](#)
- [DMSO 2342 - Sonography of High Risk Obstetrics](#)
- [DSVT 2200 - Vascular Technology Applications](#)

Second Semester (Spring)

- [DMSO 1466 - Practicum 2 - Diagnostic Medical Sonography/Sonographer and Ultrasound Technician](#)
- [GEN ED - Humanities/Fine Arts course](#)

Third Semester (Summer)

- [DMSO 1366 - Practicum 3 - Diagnostic Medical Sonography/Sonographer and Ultrasound Technician](#)
- [DMSO 2230 - Advanced Ultrasound and Review\(Capstone\)](#)

TOTAL CREDIT HOURS: 65

Student Satisfaction

Student Satisfaction			
Student Evaluation of Instruction	Scale of 1 to 5		
	1- Strongly Disagree, 2- Disagree, 3-Neutral, 4- Agree, 5- Strong Agree		
	2020	2021	2022
Cognitive Domain (Trained me to use sound judgment while functioning in a healthcare setting. Prepared me to evaluate diagnostic findings in order to perform appropriate diagnostic procedures. Prepared me to interpret patient data. Prepared me to collect data from charts and patients. Helped me acquire the general medicine knowledge base necessary to function in a healthcare setting. Helped me acquire the sonography care knowledge necessary to function in a health care setting)	4.6	4.6	4.8
Psychomotor Domain	4.2	4.1	4.8

(Prepared me to to perform a broad range of GENERAL sonography examinations. Prepared me to perform a broad range of VASCULAR sonography examinations. Prepared me with the skills to perform patient assessments. Prepared me to perform up-to-date sonography procedures. Prepared me to perform and interpret diagnostic procedures.)			
Affective Domain (Prepared me to communicate effectively within a health care setting. Prepared me to conduct myself in a ethical and professional manner. Prepared me to manage my time efficiently while functioning in a health care setting)	4.2	4.9	5
Overall Rating of the Program (Poor, Fair, Satisfactory, Good, Excellent)	4.1 (Good)	4.8 (Excellent)	4.9 (Excellent)

Source: Joint Review Committee on Education in DMS (JRC-DMS) Graduate Survey

Continuous Improvement Plan

Outcomes might not change from year to year. For example, if you have not met previous targets, you may wish to retain the same outcomes. *If this is an academic, workforce, or continuing education program, you must have at least one student learning outcome.* You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed.

Date: 3/17/2023

Name of Program/Unit: Diagnostic Medical Sonography

Contact name: Megan Chambers

Contact email: MLChambers@Collin.edu

Contact phone: 214.491.6250

Table 1: CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)

A. Expected Outcome(s) Results expected in this unit (e.g. Authorization requests will be completed more quickly; Increase client	B. Measure(s) Instrument(s)/process(es) used to measure results (e.g. survey results, exam questions, etc.)	C. Target(s) Level of success expected (e.g. 80%)
PLO #1 Students will be able to demonstrate effective communication and professionalism with patients and the healthcare team	Patient Assessment and Preliminary Reporting- Communicate with patient prior to, during, and after patient exam and then effectively report findings to reading physician. Students will be evaluated on their ability to obtain patient history, ability to correlate clinical findings specific to exam ordered, and ability to competently provide a preliminary report to the interpreting physician. This assessment is conducted during DMSO 1201 final practical.	80% of students will score a 92% or higher on first attempt in DMSO 1201.
PLO #2 Students will demonstrate proficiency in obtaining diagnostic images per exam protocol	Students will successfully demonstrate 20 of the mandatory sonographic competencies before entering DMSO 1466. These assessments are conducted within DMSO 1201.	75% of students will successfully attempt competencies on first attempt in DMSO 1201.
PLO #3 Students will demonstrate proficiency in compiling a written report using appropriate terminology	Study Assessment and Preliminary Documentation- Students will be evaluated on their ability to competently document findings of a sonographic exam. Use of appropriate sonographic terms, reporting accurate measurements, and ability to provide differential diagnoses will be evaluated. This assessment is conducted within DMSO 1201.	80% of will score a 92% or higher this assessment.

<p>PLO #4 Students will be able to demonstrate proficiency in understanding Doppler principles</p>	<p>Students will successfully demonstrate knowledge of Doppler principles and how it aids in providing diagnostic studies.</p>	<p>80% of students will correctly answer targeted question within DMSO 2243.</p>
---	--	--

Description of Fields in the Following CIP Tables:

A. Outcome(s) - Results expected in this program (e.g. Students will learn how to compare/contrast conflict and structural functional theories; increase student retention in Nursing Program).

B. Measure(s) - Instrument(s)/process(es) used to measure results (e.g. results of surveys, test item questions 6 & 7 from final exam, end of term retention rates, etc.)

C. Target(s) - Degree of success expected (e.g. 80% approval rating, 25 graduates per year, increase retention by 2% etc.).

D. Action Plan - Based on analysis, identify actions to be taken to accomplish outcome. What will you do?

E. Results Summary - Summarize the information and data collected in year 1.

F. Findings - Explain how the information and data has impacted the expected outcome and program success.

G. Implementation of Findings – Describe how you have used or will use your findings and analysis of the data to make improvements.

Table 2. CIP Outcomes 1 & 2 (FOCUS ON AT LEAST 1)

<p>A. Outcome #1 PLO #1 Students will be able to demonstrate effective communication and professionalism with patients and the healthcare team</p>	
<p>B. Measure (Outcome #1) Patient Assessment and Preliminary Reporting- Communicate with patient prior to, during, and after patient exam and then effectively report findings to reading physician. Students will be evaluated on their ability to obtain patient history, ability to correlate clinical findings specific to exam ordered, and ability to competently provide a preliminary report to the interpreting physician. This assessment is conducted during DMSO 1201 final practical</p>	<p>C. Target (Outcome #1) 80% of students will score a 92% or higher on first attempt in DMSO 1201.</p>
<p>D. Action Plan (Outcome #1) Skills being measured for this outcome are taught in the program's first semester. Students demonstrate this outcome in the clinical setting in the fourth semester. These skills will be reviewed and evaluated during DMSO 1201 within the third semester to reinforce the skills and ensure competency before entering a clinical setting.</p>	
<p>E. Results Summary (Outcome #1) The Target for Outcome #1 was not met, with only 73% of students (11/15) scoring 92% or higher.</p>	
<p>F. Findings (Outcome #1)</p>	

This outcome was recognized as being a weakness within the lab setting. While the target for this outcome was not met, program success was not affected due to these skills being further demonstrated within the clinical setting the following semesters. All students within the cohort completed this competency before program completion. The outcome will stay in place to strengthen these skills within the lab setting.

G. Implementation of Findings

Repeat assessments will be conducted throughout subsequent didactic and lab courses to reinforce these skills before being evaluated during the DMSO 1201 final practical.

A. Outcome #2

PLO #2 Students will demonstrate proficiency in obtaining diagnostic images per exam protocol

B. Measure (Outcome #2)

Students will successfully demonstrate 20 of the mandatory sonographic competencies before entering DMSO 1466. These assessments are conducted within DMSO 1201

C. Target (Outcome #2)

75% of students will successfully attempt competencies on first attempt in DMSO 1201.

D. Action Plan (Outcome #2)

These competencies are demonstrated during the first two semesters of the program but are often not revisited until the student is in the clinical setting. To ensure that students are able to master competencies before performed on live patients, students will practice and test on each competency within DMSO 1201.

E. Results Summary (Outcome #2)

15/15 students (100%) scored 92% or higher.

F. Findings (Outcome #1)

After recognizing student weaknesses in mastering competencies early within practicum, concentrating on students applying these skills within the lab setting as a priority resulted in success for the cohort as a whole.

G. Implementation of Findings

No changes or improvements are needed at this time.