|  | **Responsiveness to the Component** | **Evidence** | **Analysis: Explanation/ Rationale of Assertions Supported by Evidence** | **Overall Judgment** | **Comments** |
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| 1. What does the workforce program do? | 10 |  |  | 10 | Well written. Provides sufficient details and examples for the reader to understand what the program does, its operational success, and the external regulatory standards with which it is in compliance. |
| 2. Program relationship to the college mission and strategic plan. | 4 | 3 | 3 | 10 | 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. Keys to fulfillment include strengthening character and challenging intellect. The program supports the College’s Strategic Plan by improving student outcomes, developing and implementing strategies to become a national exemplar in program and student outcomes, by creating and implementing comprehensive, integrated pathways to support student transitions into the profession, and by developing and implementing a comprehensive staffing and succession model. |
| 3. Program relationship to student demand. | 4 | 3 | 3 | 10 | Sonography is a high-demand profession, with the program at Collin being exceptionally competitive and sought after. 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. The cardiac sonography track in the fall of 2023 will double the number of students accepted into the program each year. The program does not anticipate a decline in interest or enrollment in the program within the next five years. |
| 4. Program relationship to market demand. | 4 | 3 | 3 | 10 | Graduates of Collin’s DMS program meet the requirements of all entrylevel clinical positions. Job placement rates ranged from 90% to 100%. The most notable strength of the program regarding market demand is the job placement rate. 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. |
| 5. How effective is the program’s curriculum? | 4 | 3 | 3 | 10 | 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. The data suggest no curricular barriers to completion. 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. 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. |
| 6. How well does program communicate? | 4 | 3 | 3 | 10 | Changes made to the department website that were prompted by suggestions from Current staff, students, related program personnel, and advisory committee members. 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. |
| 7. How well are partnership resources built & leveraged? | 4 | 3 | 3 | 10 | 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. Partnership resources include nine hospitals and health care providers. |
| 8. Are the faculty supported with professional development? | 4 | 3 | 3 | 10 | All full-time and part-time faculty and staff must document at least 30 continuing medical education hours every triennially. Evidence presented to confirm compliance. |
| 9. [Optional] Does the program have adequate facilities, equipment and financial resources? |  |  |  |  |  |
| 10. How have past CIPs contributed to success? | 4 | 3 | 3 | 10 | 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. 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. 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 to improve this PLO. |
| 11. How will program evaluate its success? | 4 | 3 | 3 | 10 | 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%. Additional strengths are demonstrated in the availability of local facilities willing and eager to host Collin’s students for clinical rotations and employers who prefer Collin’s DMS graduates. 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. Gender inequality is also an issue that the program would like to address. |
| 12. Future Continuous Improvement Plan (CIP) | 10 |  |  | 10 | Students will be able to demonstrate effective communication and professionalism with patients and the healthcare team. Students will participate in simulated scenarios to practice appropriate and diagnostic communication and reporting.  Students demonstrate technical accuracy within diagnostic optimization and measurements per exam protocol. More rigorous standards will be required within all lab courses, requiring that students be more mindful of optimization techniques. |

**Overall Decision:**

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| Accepted Without Recommendations | Accepted With Recommendations | Accepted with Required Recommendations | Revisit and Revise |

**General comments about the submission or rationale for the conclusion:**

Diagnostic Medical Sonography is an important and robust program that strengthens Collin College’s reputation within the specific target sector, with the residents of Collin County, and beyond.