|  | **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  10 |  |  | 10  10  10 | **DW:** 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.  **JM:**  **OE:** The program’s mission is clearly stated with both tracks identified. |
| 2. Program relationship to the college mission and strategic plan. | 4  4  4 | 3  3  3 | 3  3  3 | 10  10  10 | **DW:** 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.  **JM:**  **OE:** Program supports the Colleges’s strategic plan. Impressive 100% pass rate on the Sonographic Principles and Instrumentation Physics registry board exam. The 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%. |
| 3. Program relationship to student demand. | 4  4  4 | 3  3  3 | 3  3  3 | 10  10  10 | **DW:** 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.  **JM:** Good evidence of diversity within the program  **OE:** During this program review cycle, 891 enrolled in DMSO 1210 (the prerequisite course) and 52 students got into the program and graduated. This number is low due to accreditation standards restricting the size of DMA cohorts.  Question: Are there students with same scores and qualifications that don’t get into the program because of limited space?  Racial and ethnic diversity are appropriately represented within the program compared to the college’s data. |
| 4. Program relationship to market demand. | 4  4  4 | 3  3  3 | 3  3  3 | 10  10  10 | **DW:** 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.  **JM:** Addresses why the program can not meet the market demands  **OE:**  The is high demand for registered diagnostic sonographers in DFW. Over 90% of graduates were employed within six months post-graduation. |
| 5. How effective is the program’s curriculum? | 4  4  4 | 3  2  3 | 3  3  3 | 10  9  10 | **DW:** 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.  **JM:** Addresses the changes that were made to original curriculum sequence to better prepare students for clinicals (24)  Addresses some of the student negative comments and how they were addressed (27)  Does not include the Collin student evaluation scores or details about student comments  **OE:** The DMS program’s performance in offering and maintaining a highly effective curriculum is impressive. This is best demonstrated by comparing the DMS program with other comparable programs in the area. The DMS program is at or superior on most measures including students’ success, retention, and satisfaction. |
| 6. How well does program communicate? | 4  4  4 | 3  3  3 | 3  3  3 | 10  10  10 | **DW:** 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.  **JM:** Addresses updates to the website in response to feedback and loading issues (29)  **OE:** The DMS program has implemented and maintained a highly effective communication. They offer an improved website through which they provide information for the various aspects of the program for potential applicants as well as important information for existing students.  It is also encouraging that the program director continuously monitors the suggestions and implements changes to the DMS website to enhance the quality of the user experience. |
| 7. How well are partnership resources built & leveraged? | 4  4  4 | 3  3  3 | 3  2  3 | 10  9  10 | **DW:** 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.  **JM:** Mentions that the frontloaded didactics has a positive result, where in a previous section, it mentions the curriculum has changed (see pg. 24)  **OE:** Despite the challenges that exist in establishing partnership, the DMS program has been effective in obtaining numerous clinical partnerships with local hospitals. This has resulted in majority of students to be able to find employment upon completing the program. |
| 8. Are the faculty supported with professional development? | 4  4  4 | 3  3  3 | 3  3  3 | 10  10  10 | **DW:** 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.  **JM:** No dates for Professional Development for Melissa Morgan, but the other entries are complete  **OE:** It is noteworthy that the DMS faculty and staff actively pursue and participate in continuing education. This is evident by the wide variety of developmental activities they engaged in and the valuable contributions to the program. |
| 9. [Optional] Does the program have adequate facilities, equipment and financial resources? |  |  |  |  |  |
| 10. How have past CIPs contributed to success? | 4  4  4 | 3  3  3 | 3  3  3 | 10  10  10 | **DW:** 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.  **JM:**  **OE:** Continuous improvement plans have contributed to success by addressing identified deficiencies. |
| 11. How will program evaluate its success? | 4  4  4 | 3  3  3 | 3  3  3 | 10  10  10 | **DW:** 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.  **JM:**  **OE:** The program will evaluate its success through ongoing monitoring of retention rates, registry exam pass rates, employer feedback, and the proportion of male students enrolled in the program compared to previous years. |
| 12. Future Continuous Improvement Plan (CIP) | 10  10  10 |  |  | 10  10  10 | **DW:** 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.  **JM:**  **OE:** Students will engage in simulated scenarios to enhance their communication skills with patients and the healthcare team, while also focusing on technical accuracy and optimization techniques in diagnostic procedures. |

**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:**

**DW:** 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.

**JM:** Very complete and thorough evaluation. Although I gave a few point deductions, they are simply suggestions that would make the argument of the document stronger. No additional revisions are necessary.

**OE:** Great program! Clear and concise explanation of all the areas of the program.