

## Instructional Program Review Sonography Review

This document addresses the following SACSCOC requirements: CR 2.5, CS 3.3.1, CS 3.5, and FR 4.1.

### Purpose

Amarillo College instructional programs consistently review data and strive for improvement.

The purpose of this review is to demonstrate how AC instructional areas support AC's mission by *"enriching the lives of our students and our community."*

On an annual basis the Program Review process will capture a holistic view of a department's/program's strengths, weaknesses, and improvement plans based on institutional data and assessment information.

The information collected on this form will also serve to help your division complete the information required by SACSCOC for Amarillo College's continued reaffirmation efforts.

**Response Length Suggestion: Most responses should be 2-3 sentences.**

**If available, you may also provide a link/reference to other documentation that answers each question.**

### I: Identification

1. **Department or Program Title(s)** (Department Chairs List Dept.; Coordinators List Program):

Sonography

2. **Department and/or Program(s) Purpose Statement:**

In keeping with the [Mission and Values of Amarillo College](#), the Sonography Program has as its mission "to provide a comprehensive educational environment that will prepare the sonography graduate to effectively engage in the daily challenges and responsibilities required of a competent and professional entry-level Sonographer."

3. **Program Review Year (i.e. Most Recent Academic Year)**

2013-2014

4. **Date of Submission:**

April 27th

5. **Lead Person Responsible for this Program Review:**

Name: Kerri Montgomery  
Title: Director of Sonography  
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6. **Additional Individuals (Name and Title) Responsible for Completing this Program Review:**

## II: Program Enrollment and Success Data

Use baseline data that will enable you to determine the status of your program (compare the most recent data to previous year data, compare your program to any existing state standards, or consider any other relevant factors). Please use Firefox or Chrome browser to open links.

### 1. Based on the most recent reported data, please evaluate your program(s).

**A. Overall Program Data** (Complete this section if your dept. produces any certificate and/or terminal degree.)

(Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards	Not Applicable
a. Employment Rates/Wages ( <a href="#">EMSI</a> , <a href="#">College Measures</a> , <a href="#">CREWS</a> , <a href="#">Perkins</a> )		X		
b. <a href="#">Completion</a>		X		
c. <a href="#">Licensure Pass Rates</a>		X		
d. Retention ( <a href="#">FA-SP</a> ) and ( <a href="#">FA-FA</a> )		X		
e. <a href="#">Grades A-C</a>		X		
f. <a href="#">Annual Enrollment</a>		X		
g. <a href="#">Survey, Focus Group, &amp; Related Data</a>		X		

Based on the data in Part A, respond to the following two questions:

- i. Identify one area in which your program(s) excel.

No data at this time, new program

- ii. Identify one area in which your program(s) need to most focus for the next few years.

No data at this time, new program

**B. Course-Specific Data** (Complete this section to evaluate the courses that fall under your dept./program.)

(Place an 'X' in each text box that corresponds to your evaluation.)

Student Data Reported/Collected	Needs Improvement	Meets Standards	Exceeds Standards
a. Grades A-C (IDS - Race/Ethnicity)		X	
b. Grades A-C (IDS - Age)		X	
c. Grades A-C (IDS - Gender)		X	
d. Grades A-C (IDS - First Generation)		X	
e. Grades A-C (IDS - Pell)		X	
f. Grades A-C (IDS - Full/Part-Time)		X	
g. Course-level Enrollment (IDS)		X	
h. Survey, Focus Group, & Related Data		X	

Based on the data in Part B, respond to the following two questions:

- i. Identify two courses that are doing well.

No data at this time, new program

- ii. Identify two courses in which your dept./program(s) needs to most focus for the next few years.

No data at this time, new program

**III: Institutional Initiatives**

**PART A – No Excuses:**

Each department/program is expected to support student success initiatives.

List 1 or more ways your program(s) most focus on any of the [No Excuses goals/initiatives](#) and how you have helped AC fulfill its No Excuses goal.

*Successful completion of a degree, certificate, or transfer-- Our entire program is based on the expectation that every student will complete the program, earn a degree, and earn national certification. Our five year pass rates on the registry are 95%*

**PART B – Strategic Planning:**

Each department/program is expected to support [AC's Strategic Planning](#) initiatives.

1. Identify at least one strategy or task from the Strategic Plan your area(s) currently addresses/evaluates.

Faculty and staff, in consultation with advisory committees suggested career cluster curricula, will map and continue to audit all degrees and certificates into career clusters and relevant pathways.

2. (If applicable) What additional item(s) should AC's Strategic Plan address?

**PART C– General Education Objectives**

SACSCOC requires that the College prove attainment of general education competencies by all students. AC has adopted the below objectives for our core curriculum assessment, but you may add additional objectives you teach. Additionally, AC expects that learning objectives are present and are being evaluated in all courses.

1. Provide a listing of which courses in your department/program(s) teach these general education objectives. For assistance in identifying educational objectives in non-core courses, refer to the [ACGM/WECM](#).

(List individual course prefix, state "all courses", state "N/A" for an objective, etc.):

Objective	Course(s)
Communication Skills	DMSO 1166, 1266,1267,2366,166,2267
Critical Thinking Skills	DMSO 1210,1405,2405,2353

Empirical & Quantitative Skills	DMSO 1302, 1305,2351
Teamwork	DMSO1405, 1210, 2405,2353, 1391
Personal Responsibility	DMSO 1405,1210,1166,1302,2405,1167,2351,2353,1266,1391,2366,
Social Responsibility	DMSO 1166,1266,1266,2266,2166,2267
Note: May Insert other Objective(s)	

2. Briefly explain how your department/program(s) have recently (i.e. past year) identified and ensured that these general education objectives are taught throughout each course section.

Each course only has one section per semester. So the teacher of record is responsible for ensuring objectives are met. Communication and critical thinking are assessed in several classes and used in our programs outcomes analysis as required by our programmatic accreditation. Empirical and quantitative skills are assessed in our radiographic physics class as well as our technical imaging class. Teamwork is assessed in every practicum course by the clinical personal. Personal and social responsibility are also assessed in every practicum course by the instructor of record.

3. What method(s) are your faculty using to assess the required objectives in your courses?

(List individual course prefix, state "all courses", state "N/A" for each method, etc.):

Method	Course(s)
Capstone Project/Exam	DMSO2257
Embedded Questions	
Licensure Exam	Post graduation test
Portfolios	
Projects/Essays	DMSO 1405,2405,1302,
Testing (i.e. course-based testing; finals)	DMSO 2130
Note: May Insert other Method	Practicum experience

4. Briefly address any improvements made in your department/program(s) based on your data findings.

No data at this time

5. In which course(s) have you implemented critical reading and thinking strategies? What strategies did you use? How would you evaluate your success in implementing these strategies? Are there strategies you discovered that you would like to share with your colleagues? Do you feel that your department/program could benefit from more professional development in this area?

Students demonstrate critical thinking skills in every practicum course, in their clinical settings.

#### PART D: Curriculum Assessment - Program Outcomes:

SACSCOC requires each program to provide quality student, customer, and/or client services.

Each program not directly responsible for core curriculum courses must still annually identify at

least one direct outcome within their program, provide results, analysis, and improvement plans related to that outcome.

1. For this review year, what were each program's **most important** goal(s) (i.e. broad goals you wanted to accomplish)?

No data at this time

2. For this review year, what is/were each program's **most important** measurable outcome(s) that helped you achieve your goals (referenced above)? Provide examples of 1-3 **outcome statements**. (An outcome provides observable, objective evidence that your student's or client's knowledge, skill, ability, attitude, or behavior has changed as a result of your efforts.)

No data at this time

3. Identify your results and analyze your data.

No data at this time

4. What key change(s) has your department/programs made in the past year or do you plan to make based on your assessment of any outcome?

No data at this time

5. Please provide supporting documentation with this review that relates to this outcome(s). For example, if you're using a rubric to assess student work, attach a copy of the rubric and five student samples. If you're focusing on licensure exam data, attach a copy of your pass rate results.

#### **IV: Conclusions**

1. How have you or your staff adjusted your pedagogy (method and practice of teaching) to improve your academic quality and/or aid in some other area related to student success?

No data at this time

2. What program improvement opportunities are available to your staff (e.g. external curriculum committees, trainings, etc.)?

No data at this time

3. What is the biggest issue/obstacle that your program currently faces? Please explain the issue, point to evidence supporting why your issue is important (addressed in this

document or elsewhere), explain how you would like to fix the issue, and explain any budgetary constraints.

Clinical sites, more room for students

4. Additional Comments Pertinent to this Review (Not Required):