

Instructional Program Review Surgical Technology

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):

Surgical Technology : Program Director-Lisa Holdaway, Clinical Manager- Holly Bentley

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

The surgical technology program will provide a comprehensive educational environment that will prepare the surgical technology graduate to effectively engage in the daily challenges and responsibilities required of a competent and professional entry-level surgical technologist.

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

11/2017

4. **Date of Submission:**

05/2015

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

Name: Lisa Holdaway
Title: Program Director
E-mail: leholdaway@actx.edu
Phone Number: 806-356-3663

6. **Additional Individuals (Name and Title) Responsible for Completing this Program Review:**

N/A

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 (EMSI , College Measures , CREWS , Perkins)			X	
b. Completion		X		
c. Licensure Pass Rates	X			
d. Retention (FA-SP) and (FA-FA)		X		
e. Grades A-C			X	
f. Annual Enrollment		X		
g. Survey, Focus Group, & Related Data		X		

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

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

The surgical technology program exceeds the standard of graduates who gain employment upon completing programs.

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

Although our program met the benchmark of 70 percent for overall students passing the national certification exam. The program would like to see a 90 percent pass rate for all students sitting for the national exam. We are striving this year to meet this pass rate by implementing on-line practice tests and reviews.

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.

All of the didactic courses that are taught in Fall, Spring, and Summer, seem to be going quite well. During the fall semester, I teach Introduction to surgical Technology and Fundamentals of perioperative concepts and techniques. Both courses have a lot of new information that many students are not familiar with. With that said, we not only do class lecture, but post extra visuals and videos on line that help with the difficult material. We have a four hour lab that we can demonstrate skills and allow for students to do return demonstration. The students have the option to come in for two separate open labs to work on class material and skills. We encourage team work and study groups.

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

Due to the difficulty of teaching Surgical Procedures I and Surgical Procedures II, we are always seeking new material, videos, and guest lecturers to help the students understand. We have implemented, along with the educator at BSA, for students to attend in-services that will offer students a more realistic view prior to the actual procedures in the operating room. We are also looking at a new procedure book for the fall of 2015 that will hopefully help us to teach and the students to understand this difficult material.

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.

In the surgical tech program, we are not just instructors, we are encouragers. We work hard to help our students succeed throughout our program. We offer our students open labs to encourage team work and study groups. We work with our students one-on-one if they are not feeling confident. We teach our students what the real world is like, and we help them put it into action in the clinical setting. This is a difficult program for all students, we encourage all students to make it happen for themselves, taking responsibility for their own professional growth and development. We are proud to say that in every surgery department, we have many graduates working side by side with our surgeons! I want to add that if a student needs gas, we get them a gas card, if they need food, we either buy the food or send them to the AC pantry. We have had the homeless, the abused, the addicts, and the difficult students. Over the ten years I have been here at AC, I have learned that we can either make our students or we can break them! I choose to make them! We can send them to the social worker, Jordan Herrera as well.

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.

Goal Statement: Students will apply knowledge of basic entry level concepts necessary for the performance expected of the surgical technologist.

Outcome/Objective: Students will demonstrate the skills and knowledge sets as stated in the THECB learning outcome for each SRTG course. Learning outcomes will be measured by pass rates using MOCK certification exams and by assessing pass rates on the national certification exam. Data will be assessed and tracked by the surgical technology program director and the program annual report. 100% of students will complete the learning outcomes with a score of no less than 70%. (Strategic Plan 1.4) on the national exam.

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	SRTG 1405, 2130
Critical Thinking Skills	SRTG 1409, 1441, 1442, 1261, 2461, 2360
Empirical & Quantitative Skills	SRTG 1409, 1441, 1442, 1261, 2461, 2360
Teamwork	SRTG 1405, 1409, 1441, 1442, 1261, 2461, 2360
Personal Responsibility	SRTG 1405, 1409, 1441, 1442, 1261, 2461, 2360
Social Responsibility	SRTG 1405, 1409, 1441, 1442, 1261, 2461, 2360
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.

The Surgical Technology program uses each of general education objectives in each course throughout our program. We use skill assessments, quick writes, group think, games, and maintain a clinical notebook to ensure the general education requirements are met. Students attend clinical each semester using communication skills, critical thinking skills, teamwork and personal responsibility along with social responsibility. Students are evaluated in the clinical setting daily, weekly, and monthly by mentors at the hospitals and by clinical assistants. Students are graded on skill assessments, exams, short writings, term papers, and behavioral assessment to assure all these general education objectives are met.

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	Term paper – SRTG 1442
Embedded Questions	All Courses
Licensure Exam	SRTG 1442
Portfolios	Clinical Note Book –SRTG 1261, 2360, 2461
Projects/Essays	All Courses
Testing (i.e. course-based testing; finals)	All Courses
Note: May Insert other Method	

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

Course redesign in Surgical Procedures I and II

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?

Surgical Procedures I and II we use case studies to depict real life situations. The students read questions, discuss with each other, then we discuss as a class. The use of the case studies are also used in lab to demonstrate the procedures. I went to AVID and use many of the techniques I learned in my class. It has changed the way I teach and has helped me with increasing student success. Professional development is important to me, and helpful if plan and done well.

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)?

Prepare students for industry.

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.)

After change in instruction techniques, students will increase first-time pass rates from previous year.

The benchmark for the pass rate for the National Certification exam is set at 70%. The program has implemented new study guides, games with questions similar to exam, updated review exams and practice exams through the NBSTSA.

3. Identify your results and analyze your data.

Seventeen students took the National Certification Exam in July, 2014, twelve of the students passed on the first attempt showing a result of seventy-one percent pass rate. The prior year, July 2013, thirteen students took the exam with only six students passing the exam, showing as forty-six percent pass rate. With the increase in review, students scored higher than previous years.

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?

The program has increased the amount of practice test questions that students take on AC online. A review session has been added to the summer semester to review for the certification. A new study guide with over 1700 questions has been added and divided up for review prior to taking certification exam. Two mock exams will be given during beginning of summer semester to identify weaknesses and strengths.

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.

Pass Rates stated above.

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?

Use of AVID training in the classroom: quick writes, jigsaw, group think and two- pair-share increases student critical thinking as well as allows questions to arise. Demonstration and return demonstrations during lab sessions and utilizing skill assessments to improve skills. Program will continue to evaluate students daily, weekly and monthly in the clinical setting. The program has implemented a behavioral assessment form to increase student professionalism and accountability for student's responsibility for professional growth and development.

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

ACTS and AVID, we also attend workshops in Ft worth through Texas State Assembly, Association of Operating Room Nurses conference and in-services at area hospitals.

**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.

Money is an issue. Since surgical supplies are so expensive, we often have to use clinical sites to teach the operation of the equipment. It would be helpful if our lab was larger. We are putting up the desks and taking them down each lab to provide room for skills.

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