

Annual Program Assessment Report

Academic Year Assessed: 2019-2020

Department/Program: Surgical Technology

1. Program Map

A curriculum map linking courses to program outcomes has been completed.

Yes

No: Please contact Mandy if you need support with this.

If completed, does your program map need to be updated?

Yes: Please send your updated map to Mandy.

No

2. Assessment Plan and Schedule

Please review your draft assessment plan & schedule and update as needed.

3. Courses Assessed

AHST 215

4. Program Outcomes Assessed

Work with surgeons, anesthesiologists, nurses, and other health professionals in providing direct or indirect patient care while demonstrating positive workmanship, ethics, professionalism and effective communication skills in the surgical setting.	Practice critical thinking with professional, value directed actions based on didactic and clinical knowledge, ethical principles and legal standards as a member of the surgical team.	Organize surgical instrumentation, supplies and equipment in an efficient manner while utilizing principles of aseptic technique for physical preparation and maintenance of the surgical environment.	Demonstrate understanding of technical literacy and biomedical sciences and technology as it applies to the patient focused events that occur in the operating room.	Promote lifelong learning fostering the development of professional and personal growth, engaged citizenship and leadership.	Perform under pressure in stressful and emergency surgical situations.	Meet the Accreditation Review Council on Surgical Technology and Surgical Assisting (ARCSTSA) benchmark pass rate for the CST exam.
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5. Faculty Data and Course Perceptions

a) Percentage of full-time faculty participating in assessment

50%

b) What went well?

Rearrangement of lab skills curriculum to better align with lecture curriculum

c) What might have gone better?

- Overall knowledge of key concepts, such as sutures, was subpar
- Students did not use open lab effectively

6. Overall Assessment of Student Learning

a) Areas of strength demonstrated in student learning.

- Students sought instructor feedback
- Students used multiple resources for the suture project
- Students who practiced for the comprehensive skill exam performed well

b) Areas that need improvement in student learning.

- Students who did not spend sufficient time on the suture project submitted sub-standard work
- Fewer resources used on the suture project resulted in missing information
- Students who did not attend open lab were more stressed and performed poorly on the comprehensive skills exam

c) Measures of student feedback/indirect learning used

Assessment Measure	Where
Anecdotal/informal conversations with students	AHST 215
Instructor-created feedback forms	
Institutional student course evaluations	AHST 215
Student success rates in your course	AHST 215
Other indirect measures of student learning (surveys, exit interviews, focus groups, job placement, etc)	

d) Planned changes and measures of success.

Course	Planned Change	Reason for Change	Success Measure
AHST 215	-Create additional curriculum for suture project to provide additional practice -Create skills check-off sheets for open lab -Integrate de-escalation exercises	Student performance & student feedback	-At least 70% of the students will score a B or better on the Suture Project. -At least 70% of the students will demonstrate confidence while performing the Final Comprehensive Skills Exam.

			-Improved engagement in de-escalation exercises and better confidence
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e) Changes resulting from previous assessments: What was changed and what drove those changes? How was success measured?

- Students asked for more warning on the Role Orientation times, which vary from regular lab hours. Went to their last class the semester before Lab II and explained the upcoming schedule the following Fall. Students were better able to attend.
- Students asked for more draping practice. Extended class, time for draping, asked a guest to come in and demonstrate shoulder draping, created a practical draping quiz. Students were better able to drape patients without assistance.

f) What previous departmental or program-level changes have led to outcome improvements? Explain.

n/a

7. College Learning Outcomes Assessed

a) CLOs assessed and tools used

CLOs	Course	Assessment Tools	Rating	Average Rating
Communication				
Critical Thinking	AHST 215	Final comprehensive skills exam	3	3
Professionalism				

Average assessment of student CLO attainment:

- | | |
|-----------------------------|------------------------------|
| 4) Exceeded expectations | 3) Met expectations |
| 2) Approaching expectations | 1) Did not meet expectations |

b) Discussion of student CLO attainment.

All of the students have to meet the expectation of an 80% or higher on the Comprehensive Skills Exam in Lab II, or they cannot pass this course or go into the Clinical Sites.

c) Areas of strength demonstrated in student CLO attainment.

- Able to achieve an 80% or better on the Comprehensive Skills Exam.
- Able to perform at 80% or better for each individual skill learned in Lab II.
- Able to achieve an 80% or better for the final course grade.
- Ability to give and accept feedback.
- Ability to perform under stressful situations.

d) Areas that need improvement in student CLO attainment.

- Students need extra practice before taking the comprehensive skills exam

e) Planned changes to CLO assessment and measures of success.

- Revise comprehensive skills exam based on student clinical performance; higher overall student performance on exam

8. High Impact Practices

a) High Impact Practices and integration methods

HIP	Where	How
First-Year Seminars and Experiences		
Common Intellectual Experiences		
Learning Communities	Lab	Form study groups and practice lab skills together after scheduled class time.
Writing-Intensive Courses		
Collaborative Assignments and Projects		
Undergraduate Research		
Diversity/Global Learning		
ePortfolios		
Service Learning/Community-Based Learning		
Internships		
Capstone Courses and Projects		

b) Impact on student success and discussion.

c) Planned changes to HIPs integration and success measures.

9. Response to Assessment

a) Based on the analysis of the data, what was learned from this assessment period?

We continue to meet the learning needs of our students by making changes to better prepare them for the profession they have chose.

b) Will there be any program-level curricular or assessment changes (such as plans for measurable improvements, or realignment of learning outcomes)?

YES _____ NO _____

If yes, when will these changes be implemented and how (if applicable) will they be measured?

c) If other criteria are used to recommend program changes (such as exit surveys, or employer satisfaction surveys) please explain how the responses are driving department, or program decisions.

Our accreditation requires that we hold an annual advisory board meeting, made up of health professionals. Here we review outcomes and discuss program changes that may need to be made to

meet the needs of the facilities.

Please return this completed form to assessment@gfcmu.edu