

Surgical Technologist 1st Quarter Program Effectiveness Plan

Technological developments have enhanced the sophistication of surgery and the role of the surgical technologist. The ongoing changes have made it a necessity for surgical technologists to have appropriate education and certification for employment, but also contributed to a growing need for educational programs that prepare individuals with entry-level skills in the surgical technology profession. The objective of the Associate of Applied Science Degree program in Surgical Technology is to provide students with a solid foundation of knowledge and skills that will enable them to seek an entry-level position on a healthcare team. The Surgical Technologist serves as a vital member of the healthcare team, and the Surgical Technology program provides students with the required knowledge base and technical skills to function competently in the operating room. The curriculum provides a study in aseptic techniques, anatomy and physiology, medical terminology, general and specialty surgical procedures and techniques. Through the program courses, the student learns in simulated situations to be an integral member of the surgical team, working closely with the surgeon, anesthesiologist, and registered nurse to deliver direct patient care before, during, and after surgery. Students in this program also take a set of general education courses that help build their knowledge and skills in critical thinking and problem-solving, verbal and written communication, mathematics, and natural and social sciences.

The purpose of this analysis is to review the effectiveness of the Campus's practices programmatically. Quarterly analysis allows the Program to make necessary adjustments in the hopes of reaching—and possibly exceeding—the various goals set by the Campus Effectiveness Committee for the fiscal year. Reaching these goals helps ensure that the Program is effectively educating its students.

This document will analyze the following elements:

- Student Retention Rates
- Graduate Placement Rates
- Student Learning Outcomes
- Student Satisfaction
- Graduate Satisfaction
- Employer Satisfaction
- Graduation Rates

Surgical Technologist 1st Quarter Program Effectiveness Plan

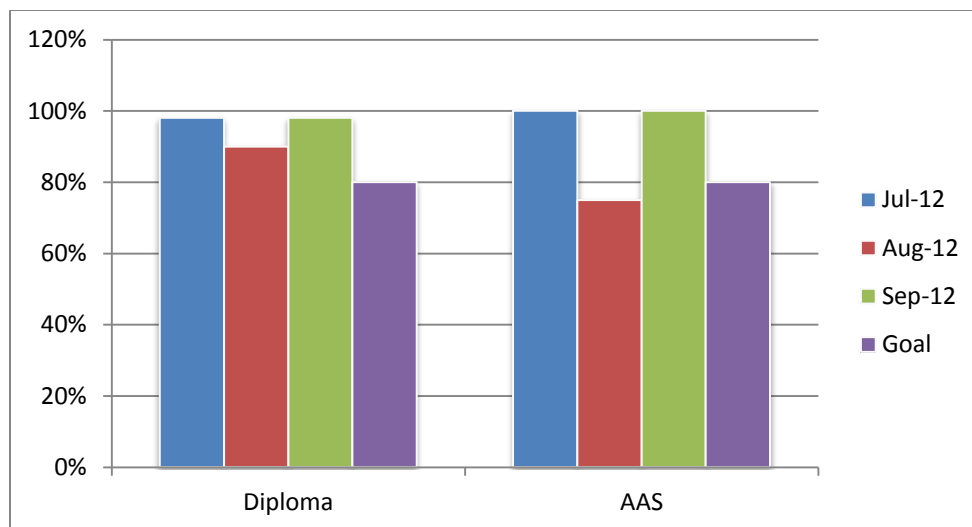
Student Retention

Student retention is an inherent concern of all faculty and staff members while carrying out the daily activities of the Program. It is the Program's goal to foster student success and facilitate student program completion.

Retention activities can be broadly defined as efforts or practical applications that are motivated by the desire to benefit students. As a result of that benefit, we ensure that students remain in their educational programs through graduation.

This outcome is monitored consistently by the Director of Education and the Program Head and is periodically presented to the faculty and staff during all-school meetings.

	July 2012	August 2012	September 2012
Diploma	98%	90%	98%
AAS	100%	75%	100%



Findings:

Student retention for FY 2012 was 80.00% for the diploma program and 42.11% for the associate of applied science degree program. The diploma program met with the minimum internal standard; however, retention for the degree program is substantially below the benchmark. The degree program lost several students to those who preferred the diploma program. For the current fiscal year, the Program's retention rate fell during August 2012; however, retention has now stabilized in both the diploma and Associate of Applied Science programs. The Program continues to remain above the accreditation minimum threshold requirements and above the internal benchmark. As the Program is not currently accepting enrollments, it is imperative to keep the students currently enrolled engaged and active in their

Surgical Technologist 1st Quarter Program Effectiveness Plan

education. The Program will continue to increase efforts to engage students in their education and minimize drops from the program.

Actions:

The Program will continue to employ the following actions:

- Conduct quarterly product knowledge with the Admissions team. Product knowledge training is scheduled for October 12, 2012.
- The Education Department will work collectively with the Financial Aid Department to assist students in a timely manner with requested documents. The instructors will send students to Financial Aid as needed.
- The Program Head will meet with students to inform them about their attendance and academic progress on a weekly basis.
- Faculty members will continue to contact students who are absent on a daily basis and document their efforts in Moodle and/or CampusVue.
- Consistently recognize students amongst their peers on a monthly basis, including achievements such as academic excellence and perfect attendance.
- Continue to develop community relationships by establishing and promoting community-related events in order to establish/install in students a sense of community on campus.
- Promote campus-wide student activities such as attendance competitions, student ambassadors, National Technical Honor Society, etc.

The Program fully understands that there are cases when the drop cannot be avoided (i.e. medical reasons), but faculty and staff will continue to offer students alternative solutions to halting their education (i.e. creating action plans, assisting with finding resources, etc.).

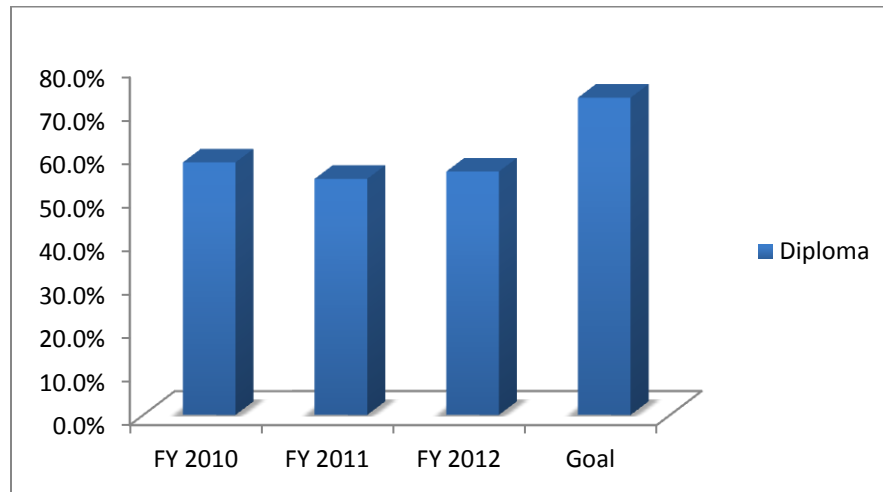
Graduate Placement Rates

Career planning and placement is an on-going process beginning with the admissions process and continuing through graduation and the employment of the graduate. Everyone in the school is invested in the ultimate goal of placing the graduates in jobs in their respective fields of study.

The Program Head and the Career Center monitor this outcome and periodically present it to the faculty and staff during an all-school meeting.

	FY 2010	FY 2011	FY 2012	Goal
Diploma	58.1%	54.3%	56.0%	73%

Surgical Technologist 1st Quarter Program Effectiveness Plan



Findings:

Placement for ST students continues to be a challenge. At this time, no students from the Associate of Applied Science program are eligible for graduation, so placement efforts focus on those students who completed the ST diploma program.

Actions:

In order to ensure placement of its graduates in the upcoming year the Program will continue to employ the following actions:

- The Education Department will work collectively with the Career Center advisors by hosting workshops, career fairs, and job search engines (Monster, Indeed, Career Builder, etc.) to make students aware of employment opportunities.
- The Career Center will visit classrooms to educate students on professionalism and career preparation.
- Faculty will demonstrate the importance of soft skills and expectations in the field by being a direct representation through their actions in the classroom setting.
- Continue to provide competent entry-level graduates.
- The Program Head and/or Career Center will personally touch base with each unemployed graduate to follow up on the progress of their job search, offering assistance when needed.

In addition to the aforementioned actions, the program will focus on developing relationships with more externships sites, preferably those that are in the process of hiring, to increase the conversion rates.

Student Learning Outcomes

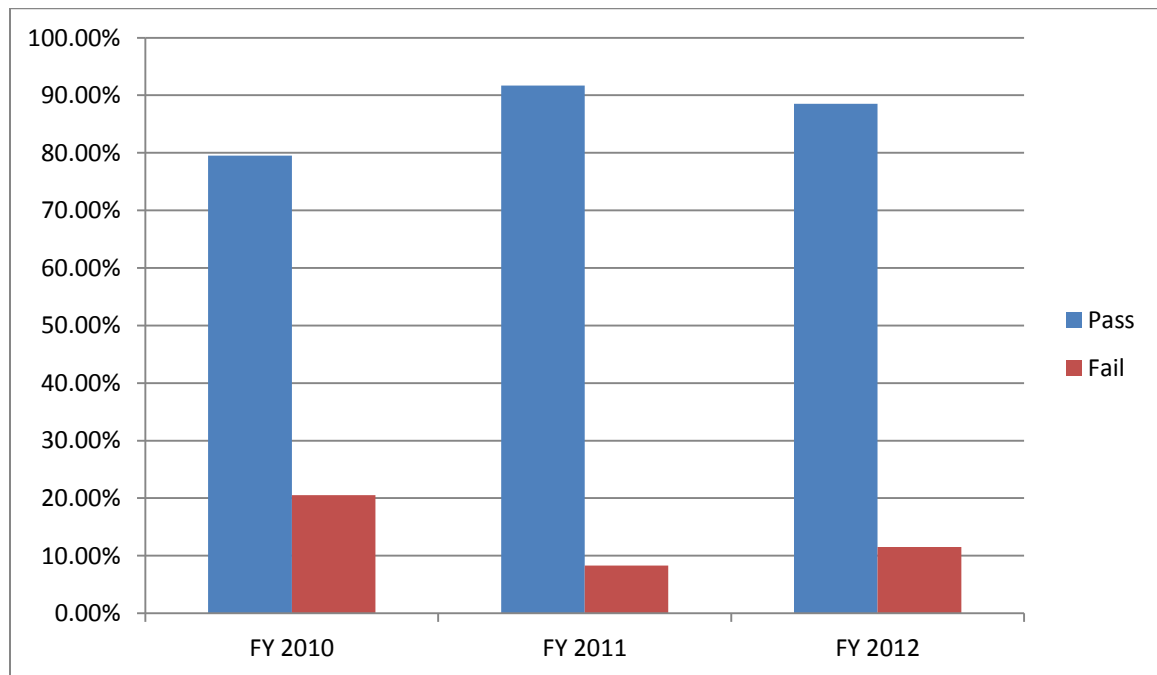
A. Credentialing Examination Rates

Surgical Technologist 1st Quarter Program Effectiveness Plan

The pass rate of the NCCT Tech in Surgery examination offers the Program an opportunity to analyze its effectiveness as validated by an outside source.

The results of the exam are provided to the Program Head directly from the National Center for Competency Testing. The Program Head monitors and presents results to the faculty. Feedback is gathered from these meetings and action plans are developed as necessary.

FY 2010	FY 2011	FY 2012
79.5%	91.7%	88.5%



Findings:

Based on the strong pass rate, it is evident that students perform well with this exam. We will continue to strive for higher numbers with this pass rate. Upon analyzing the pass rates, the Program has begun to develop new actions to improve the results with the following actions.

Actions:

- Utilize Fridays as time allows to prepare for the Tech in Surgery examination. The Program Head will use the Surgical Technology exam prep book, allowing for critical thinking of operating room scenarios.
- Moving forward, the Surgical Technology program will consider the use of a comprehensive final to assess strengths and weaknesses.
- Continue to encourage students to create peer study groups for the examination.

Surgical Technologist 1st Quarter Program Effectiveness Plan

Credentialing Examination Participation Rate:

The state of Texas requires Surgical Technologists to be certified to work; therefore, participation for the exam is 100%.

B. Program Assessment/Comprehensive Exams

Surgical technology students are evaluated monthly using the assigned monthly student skill evaluation. There is linear progression from basic hand washing skills to different levels of surgical cases. Although, it is a wheel system, at every lab module, students all start basic aseptic technique and progress from there. No student begins an invasive case without first mastering basic aseptic technique. Those cases will consist of a breast biopsy, inguinal hernias, appendectomies, exploratory laparotomies, and continued progress into more invasive procedures. Within the first concentration course, the students must accomplish basic aseptic technique skills that prepare the operating room for surgery. These basic skills consist of wiping down a room, opening sterile items on a back table, draping a mayo stand, aseptic scrub, gowning, and gloving, along with gowning and gloving other surgical team members. In addition, as they progress through the program, students are required to complete a procedure case analysis before they are allowed to first scrub various cases. Each procedure cases analysis encompasses more skills that will be needed as an entry-level surgical technologist.

Findings:

Based on the results above, the students continue to have a mastery of their field of study. These results also show that the instructors are effective in the classroom.

Actions:

In order to continue the positive trend, the Program Chair and Instructor will continue to follow its current processes to prepare the students.

C. Extern/Preceptor Evaluations

Currently, preceptor evaluations are conducted twice during a student's externship period. During this time, the Program Head or Clinical Coordinator visits the site and conducts a review of the student's performance. The evaluations are utilized not only to determine the student's progress, but, when analyzed as a whole, the areas of strength and weakness in the Program itself.

Findings:

Upon analyzing the data from the extern evaluations, it was found the feedback was not properly being discussed or utilized on a consistent basis to improve the program.

Actions:

Surgical Technologist 1st Quarter Program Effectiveness Plan

In order to improve its external evaluations, the Program plans to employ the following actions:

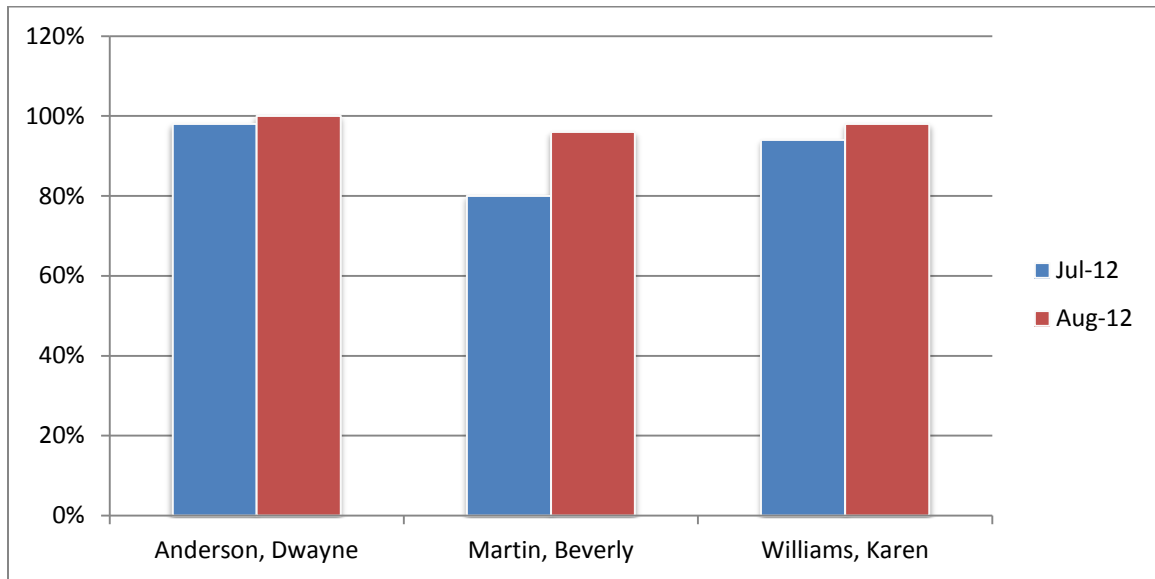
- Moving forward, the Program will adopt new curriculum with more detailed surveys for the preceptor.
- Educate students on their evaluation period and what they will be evaluated on.

Student Satisfaction

Student satisfaction surveys are performed monthly. The students are asked to evaluate the instructor. The instructor is rated on a scale of 1 to 5, with 5 being excellent and 1 being poor. There is also a section for comments. The students are asked to be honest, and it is not necessary to report their names. The instructor is rated on the course, instruction, and student relations through the following questions:

- The course syllabus was distributed to student and explained clearly.
- Exams or quizzes were relevant to the subject matter.
- The instructor was prepared and well-organized.
- The instructor made good use of classroom time.
- The instructor demonstrated knowledge of the subject matter.
- The instructor explained complex topics in understandable terms.
- The instructor used examples to get his/her point across.
- The instructor created an interactive and engaging classroom experience.
- The instructor demonstrated control of the classroom discussions and activities.
- The instructor used relevant, real world examples to connect the subject matter to the career field.
- The instructor was responsive to student questions.
- The instructor provided regular feedback to students on how to improve.
- The instructor returned graded work in a timely manner.
- The instructor encouraged students to ask questions and express ideas.
- The instructor displayed self-confidence in the classroom.
- The instructor showed respect for the students.
- The instructor was fair and impartial in dealing with me.
- The instructor demonstrated interest in me as a student.
- The instructor stimulated my desire to learn.

Surgical Technologist 1st Quarter Program Effectiveness Plan



Findings:

When comparing the faculty, overall students are satisfied with the instruction during the didactic portion.

Actions:

- Continue to work towards improvement in all areas of satisfaction for students.
- Utilize student instructor observations to provide feedback to faculty to continue to improve on strengths and weaknesses.
- In order to continue the overall improvement in satisfaction, the Program will continue to emphasize the importance of professional development for its instructors (i.e. CBSD/PBTE modules, webinars, etc.).

Graduate Satisfaction

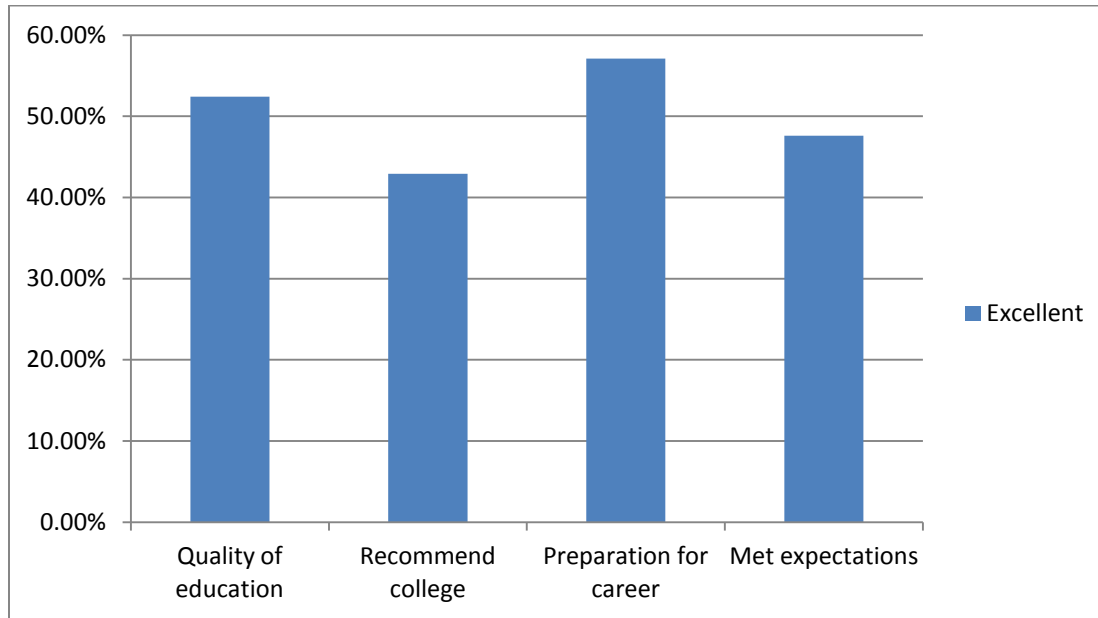
A student's satisfaction and sense of accomplishment upon earning their degree or diploma is the product of all of the Program's efforts. Graduates complete the Graduate Satisfaction Survey after finishing their program of study. These surveys are used as a means of identifying the graduate's satisfaction. The content of the survey covers whether the student is satisfied with their education, as well as their satisfaction level with the various departments of the school.

The first portion of the survey evaluates satisfaction level with the program/school through the following questions:

- I was satisfied with the quality of education from this college.
- I would recommend this college to my friends and family.
- The college has helped me to prepare for my future career.
- The college has met my expectations.

Surgical Technologist 1st Quarter Program Effectiveness Plan

The second portion of the survey rates the front/reception area, admissions, financial aid, business office, educational administration, faculty/teachers, career services, library, facilities/classrooms, and equipment.



Survey Participation Rate:

The Program had one graduate participate in the survey during the first quarter.

Findings:

Overall, the College's graduates are satisfied with their program. The majority of graduates found their educational experience to be excellent. In addition, most graduates rated the school departments overall as either excellent or very good.

Actions:

In order to continue to evaluate graduate feedback that will allow us to assess the satisfaction level of the graduate, the school will:

- Increase in-school opportunities to practice basic skills with activities such as tutoring and/or workshops on specific specialties required in the field to ensure students master the specialty.
- Reach out to the community (local businesses, hospitals, ambulatory surgical centers, doctors' offices, and clinics) to encourage exposure.
- Increase in-school opportunities to practice job-seeking skills. The institution now has in place a segment that is part of the externship course that focuses on job-seeking and interviewing skills.

Surgical Technologist 1st Quarter Program Effectiveness Plan

- Increase exposure to laparoscopic and orthopedic instruments in the lab and utilize instrument textbooks in the classroom.

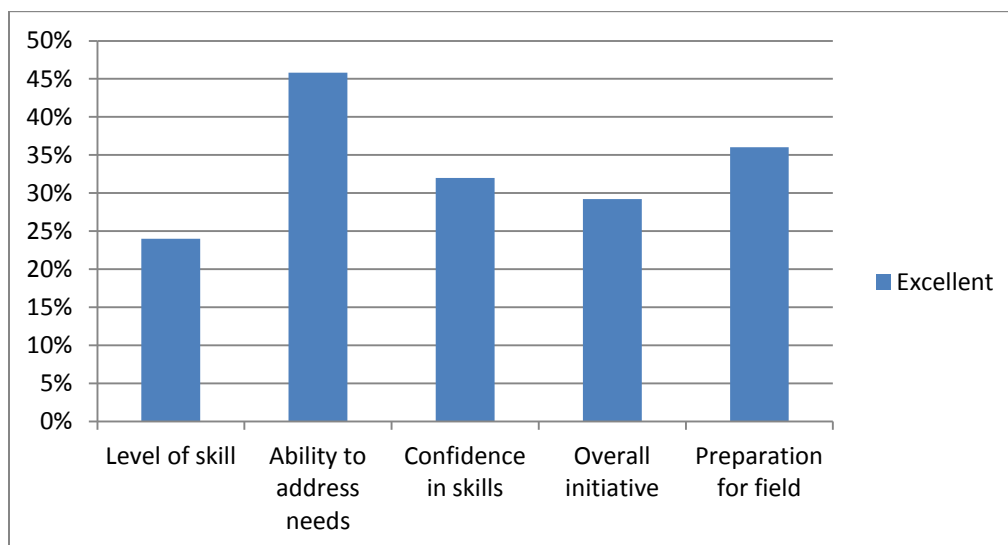
Employer Satisfaction Surveys

Employer satisfaction is a key component in measuring placement percentages. An Employer Survey is sent to all employers after a graduate has been on site for a period of a few weeks. The purpose of this survey is to discover how the facility feels the graduate has been prepared for the workforce. The goal for effectively training and positively empowering students toward successful career placement is one of the foundational benchmarks targeted by Anthem College. Each month an employer who has employed a graduate during that month will receive a follow-up phone call to ensure the graduate's skill and knowledge level is appropriate for the workplace.

The employer rates the graduate in the following areas:

- Level of skill demonstrated in areas related to academic preparation
- Ability to address customer/patient needs appropriately
- Confidence in job-related skills
- Overall initiative
- Preparation for an entry-level position in the field

Employer satisfaction is important in order to offer our students opportunities within the community on a continuous basis. Ongoing surveys and evaluation of employer can address issues.



Survey Participation Rates:

The Program has a goal of 100% survey participation. For the first quarter, one ST employer participated in the survey.

Surgical Technologist 1st Quarter Program Effectiveness Plan

Findings:

Overall, the Program's employers are satisfied with their graduates. The majority of employers found that their graduates had suitable skill levels; however, there were more responses of "fair" students.

Actions:

In order to continue to evaluate employer feedback that will allow us to assess the satisfaction level of the employers, the school will:

- To increase the number of employer surveys returned, the Extern Coordinator and Program Head will take surveys to sites during site visits.

Faculty Professional Growth and In-Service Activities

Each faculty member has a Faculty Development Plan that outlines development activities that are scheduled to be completed during the course of a year. The activities—which include in-services, continuing education activities and instructional development activities—promote continuous instructional growth and leadership development.

The development plans and evidence of completion of the activities listed on the plan can be found in each faculty member's faculty personnel file.

Graduation Rates¹

An Institution's graduation rate is one of the most important statistics that can be analyzed because it provides hard evidence of the effectiveness of the education provided and of the services that are offered to the students (i.e. counseling, tutoring, etc.). Also, monitoring the number of students who started school compared to the number of students who graduated from a program helps the institution evaluate its programs and uphold its mission.

	FY 2010	FY 2011	FY 2012	Q1 2013
ST Diploma	48.89%	52.75%	49.15%	100%

*Graduation rates are not available for the AAS program, as these students are not yet eligible to graduate from their program.

The goal of the Program is to increase the graduation rate by 3% during FY 2013. In addition, the school hopes to demonstrate a comparable graduation rate for the associate of applied science degree program; currently, no students are eligible for graduation. While the graduation rate for FY 2012 was low, the current graduation rate is 100%, which indicates the continued success of the Program. The Program Head and instructors will continue to work closely with students to encourage engagement in the Program and continue successful student learning outcomes.

¹ The rates are calculated by dividing total graduates of the program by the inactive members of the cohort. The cohort's inactive population is found by adding the beginning enrollment, new starts, and reentries, then subtracting the number of students still active in the program at the end of the reporting period.