**Sinclair Community College**

**Continuous Improvement Annual Update 2015-16**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2016**

**After receiving feedback from your Division Assessment Coordinator, please revise accordingly and make the final submission to your dean and the Provost’s Office no later than May 2, 2016**

**Department:** **LHS - 0630 - Surgical Technology**

Year of Last Program Review: FY 2014-2015

Year of Next Program Review: FY 2019-2020

**Section I: Progress Since the Most Recent Review**

Below are the goals from Section IV part E of your last Program Review Self-Study. Describe progress or changes made toward meeting each goal over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| Full implementation of the Sterilization Processing Technician short-term certificate program at Courseview in SP 15. | In progress  Completed  No longer applicable | Program is available for Fall registration, 2016. |
| Development and tentative implementation of the Perioperative Nursing short-term certificate program at Courseview in FA 15 or SP 16. | In progress  Completed  No longer applicable | Exploring feasibility of offering in both Cincinnati and Dayton markets at the Courseview Campus. |
| Development and tentative implementation of the Surgical First Assisting Program at Courseview in FA 16 / SP 17. | In progress  Completed  No longer applicable | Reviewing development requirements for full accreditation. |

Below are the Recommendations for Action made by the review team. Describe the progress or changes made toward meeting each recommendation over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| This is a dynamic department with a positive attitude and a high capacity for meeting stakeholder needs – how can this be modeled for other departments? It may be that workshops and presentations regarding the work of the department could help pass some of this positivity on to other departments. Specifically, the department is encouraged to develop a presentation on developing and implementing new programs, since the Vet Tech program is such an excellent example of how this can be done right. | In progress  Completed  No longer applicable | On-going. The department will work toward developing a CTL workshop on how to target, design, and implement new associate degrees and short-term certificate programs. |
| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| In many ways the assessment work that the department performs is very impressive – rubrics are used to assess program outcomes and General Education outcomes, and this data is supported by employer data that echoes the high level of achievement of its students. However, many of the assessment results show students achieving 100% levels, and while this indicates an extremely high level of achievement in terms of students meeting the outcomes, it provides limited data regarding where improvements can be made. The Review Team recommends that the department find ways to dig deeper into its assessment data to identify actionable improvements. This is clearly a high functioning department that does a stellar job of preparing its students to meet program outcomes – however, it may be that fine tuning the assessments would allow the department to collect actionable data that could lead to improvements. The Review Team recommends working with the Divisional Assessment Coordinator, who is a valuable resource for improving assessment practice. The department should not think that the Review Team finds its assessment work lacking – on the contrary, it is impressive. The Review Team is simply suggesting that even with an impressive assessment program there may be an opportunity to collect additional assessment data that could lead to program improvement. | In progress  Completed  No longer applicable | One area the department plans to target more directly is ‘oral communication’ and its importance in the operating room environment.  Communication is still a corner stone assessment outcome and is a theme that is threaded, assessed, and evaluated through-out the entire program.  The department plans to have several guest speakers, previous graduates from a variety of past co-horts, to have a panel discussion about communication and specific examples of how it is crucially important in the profession.  We will give the students an awareness ‘self-assessment’ before the panel discussion and then have them answer questions afterward in a reflective manner. We will encourage them to reflect on their own experiences thus far in the operating room where they have experienced positive or negative situations in which communication played a vital part. |
| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| The department noted the growing challenge of finding practicum placements for all of its graduates, and during the meeting with the Review Team the dean expressed an interest in helping to nurture relationships with practicum sites. The department is strongly encouraged to work with the dean’s office and secure their support in bringing about greater involvement in maintaining and enhancing relationships with practicum sites. | In progress  Completed  No longer applicable | The department is thinking outside the box on ways to not only increase enrollment, but to more effectively utilize the clinical placement of co-hort students.  We will trial this summer a different approach to clinical placements that, in theory, could allow us to greatly increase our program’s enrollment and clinical placements, without having to go outside our current region of reach.  By changing our model and current course structure that has been in place since the beginning of the program, we feel this new approach will be the answer to our current difficulties in placing students.  In addition, the department secured three new clinical sites with Soin, Miami Valley Hospital South, and the Ohio Valley Surgical Hospital. |
| As is the case for many Health Sciences departments diversity of students and faculty remains an issue. The department is strongly encouraged to explore ways of increasing diversity, particularly in terms of recruitment in areas with a high population of potential minority students. The department is also encouraged to seek out information on programs that might help them increase diversity. | In progress  Completed  No longer applicable | The department will continue to reach out to Tech Prep programs, especially those programs that have high numbers of minority students.  The department met and worked with every Tech Prep program that visited Sinclair in 2015-16. We will continue to reach out to Ponitz High School and other Dayton Public schools.  The program has an open admission policy that is blind to race and ethnicity. This year the program has a 29% minority make-up.  Since the year 2000, the program’s average minority enrollment has the following averages:  % Starting Program = 13.6% % Graduating = 12.5%  As in the past, the program still sees a very low number of male students, which is unusual for surgery related professions. This is also a concern to the department and the department is open to ideas on how to reach out to more male students as potential applicants. |
| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| The SUT program noted that a BIO 2205 prerequisite has been implemented – the department should carefully consider the possible impacts of this change based on available data. The Review Team recommends that the department meet with the Dean and the Division Assessment Coordinator to discuss possible impacts of this change, and whether it is supported by the available data. | In progress  Completed  No longer applicable | Based on the recommendations from the Department Review Committee in 2015, the department has taken the suggestions and revised the curriculum accordingly, removing BIO 2205 and BIO 1222 as prerequisites.  The department realized BIO 2205 & bio 1222 pre-requisites did indeed prevent students from completing the degree within 2 years.  When the department made the required credit hour reductions to meet the new ’65 hour’ curriculum, the department followed a traditional model that allows all students the opportunity to complete the AAS degree within 2 years.  Those curriculum changes are making their way through CMT and should be ready for implementation for the next co-hort. |
| The Health Sciences Strategy that Sinclair is developing and will soon be implementing calls for inter-professional strategies that acclimate students to working in teams with professionals from other disciplines. The SUT program lends itself well to these kinds of arrangements – the department is encouraged to consider how the Vet Tech program might also be incorporated into these inter-professional approaches. | In progress  Completed  No longer applicable | This past year the SUT department worked closely with the VET Tech program to provide instruction in both sterile technique, and suturing techniques. The VET students responded in a very positive manner and stated the hands-on approach with sterile supplies, actual skin, instruments, and suture allowed them to assimilate many skills that were abstract to them until the class we provided. They stated the hands-on class was invaluable in advancing their skills and they would feel much more confident in veterinary surgeries.  The department will also continue to work closely with the RAT Tech program in an inter-collaborative manner with topics important to both SUT and RAT practitioners. |
| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| The SUT program has set goals for developing three programs: full implementation of the Sterilization Processing Technician short-term certificate, the Perioperative Nursing short-term certificate, and the Surgical First Assisting Program, some of which are slated for within the next few terms. The departments should consider whether the staffing requirements of full implementation of these programs might be prohibitive, and whether additional efforts at recruiting and training adjunct faculty might be required. | In progress  Completed  No longer applicable | All are still in various stages of development. |

**Section II: Assessment of General Education & Degree Program Outcomes**

The Program Outcomes for the degrees are listed below. **All program outcomes must be assessed at least once during the 5 year Program Review cycle, and assessment of program outcomes must occur each year**.

**PLEASE NOTE – FOR THE PREVIOUS YEAR AND THIS YEAR, REPORTING OF GENERAL EDUCATION OUTCOME ASSESSMENT HAS BEEN TEMPORARILY POSTPONED. WE WOULD ASK THAT IN THIS ANNUAL UPDATE YOU IDENTIFY AT LEAST ONE COURSE IN YOUR DEGREE PROGRAM(S) WHERE ASSESSEMENT AT THE MASTERY LEVEL WILL OCCUR FOR THE FOLLOWING GENERAL EDUCATION OUTCOME:**

* **Cultural Diversity & Global Citizenship: Apply knowledge of cultural diversity to real world context by acknowledging, understanding, and engaging constructively within the contemporary world.**

**PLEASE RESPOND TO THE FOLLOWING QUESTIONS:**

**Do you have a required course in your program curriculum where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course: SUT 2120**

**If no, is there an elective course that is listed on your Preferred Program Pathway Template where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course:** Click here to enter text.

**If no, is there another elective course that is an option in your program curriculum where Cultural Diversity & Global Citizenship could be assessed for mastery?**

**Yes No If yes, please list the course:** Click here to enter text.

**If no, where do students master Cultural Diversity & Global Citizenship in your program? Do you need assistance incorporating this General Education outcome into your degree program?**

Although there is no specific course where Cultural Diversity & Global Citizenship is assessed, the ‘service project’ is where the opportunity exists for us to assess and evaluate this general education outcome.

The service project usually occurs in the Fall Semester (SUT 2120), but it can vary as the students decide as a class on their project and when it is best to implement it.

The assignment is a self-reflecting journal and the students are given questions to think about that cover three levels of reflection; mirror (a reflection of the self, the microscope (what makes the experience small), and the binoculars (what makes the issues appear closer or more distant).

A rubric is used for evaluation and it also give the student direction of what the desired expectations are for the project.

**NOTE THAT THERE WILL NEED TO BE AT LEAST ONE EXAM / ASSIGNMENT / ACTIVITY IN THIS COURSE THAT CAN BE USED TO ASSESS MASTERY OF THE COMPETENCY.**

**YOU MAY ALSO SUBMIT ASSESSMENT RESULTS FOR THIS GENERAL EDUCATION COMPETENCY IF YOU HAVE THEM, BUT IT WILL BE CONSIDERED OPTIONAL**.

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| **Program Outcomes** | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| 1.  Utilize critical thinking as a basis for clinical judgment and anticipatory decision making when providing perioperative care. | SUT 1110/1117, 1120/1127, 2110/2117, 2120/2127, 2200/2207,  BIO 1121,1222, 2205; ALH 1142, 1201; MAT 1130, SUT Elective | Assessed annually. | ‘End of Course’ Student Evaluation Rubric for 2200.  CST exam pass rate | 100% scored 3 or 4 in demonstration of critical thinking / clinical judgment portion of rubric.  Benchmark Pass rate of 70% met all years except 2012. |
| **2.**  Demonstrate safe performance of perioperative skills. | SUT 1110, 1117, 1120, 1127, 2110, 2120, 2127. 2200; 2207, COM 2206 or 2211; HIM 1101; MAT 1130; BIO 1121, 1122, 2205; ALH 1142 | Assessed annually. | ‘End of Course’ Student Evaluation Rubric for 2200.  Employer Satisfaction Survey | 100% scored 3 or 4 in demonstration of critical thinking / clinical judgment portion of rubric.  100% of employer responses showed 3 or above on 1 to 5 Likert scale responses on area concerning safe performance of periop skills. |

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| **3.**  Demonstrate professional behaviors of caring, accountability, responsibility, and respect for the patient’s rights of privacy, confidentiality, dignity, comfort, and quality of care. | SUT 1110, 1117, 1120, 1127, 2110, 2117, 2120, 2127, 2200; 2207, COM 2206 or 2211; ALH 1101; PSY 1100, HUM Elective, SUT Elective | Assessed annually. | ‘End of Course’ Student Evaluation Rubric for 2200.  Employer Satisfaction Survey | 100% scored 3 or 4 in demonstration of critical thinking / clinical judgment portion of rubric.  100% of employer responses showed 3 or above on 1 to 5 Likert scale responses on area professionalism. |
| **4.**  Utilize effective interpersonal communication and group process skills. | SUT 1110, 1117, 1120, 1127, 2110, 2117, 2120, 2127, 2200; 2207, COM 2206 or 2211; ALH 1101; ENG 1101, PSY 1100 | Assessed annually. | ‘End of Course’ Student Evaluation Rubric 2200.  Employer Satisfaction Survey | 100% scored 3 or 4 in demonstration of critical thinking / clinical judgment portion of rubric.  100% of employer responses showed 3 or above on 1 to 5 Likert scale responses on area concerning effective communication skills. |
| **5.**  Assume the role of an involved, supportive surgical team member. | SUT 1110, 1117, 1120, 1127, 2110, 2117, 2120, 2127, 2200; 2207, PSY 1100; COM 2206 or 2211; ALH 1101 | Assessed annually. | ‘End of Course’ Student Evaluation Rubric 2200.  Employer Satisfaction Survey | 100% scored 3 or 4 in demonstration of critical thinking / clinical judgment portion of rubric.  100% of employer responses showed 3 or above on 1 to 5 Likert scale responses on area concerning competent role performance. |
| **6.**  Provide for physiological safety and emotional security of patient and surgical team. | SUT 1110, 1117, 1120, 1127, 2110, 2117, 2120, 2127, 2200, 2207; COM 2206 or 2211; PSY 1100 | Assessed annually. | ‘End of Course’ Student Evaluation Rubric 2200.  Employer Satisfaction Survey | 100% scored 3 or 4 in demonstration of critical thinking / clinical judgment portion of rubric.  100% of employer responses showed 3 or above on 1 to 5 Likert scale responses on area concerning provision of safety. |

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| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?** | Targeted area will be ‘communication’ as discussed above on page 3. |
| **How will you determine whether those changes had an impact?** | As stated above on Page 3. |