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| **PROGRAM NAME:** Surgical Assisting Program | **AUTHORING TEAM CONTACT:** Donna R Smith |
| **PHONE:** 972-548-6854 | **EMAIL:** drsmith@collin.edu |

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| GUIDELINES  Time Frames   1. Scope:   The time frame of program review is five years, including the year of the review.  Data being reviewed for any item should go back the previous four years, unless not available.   1. Deadline Dates:   January 15th – Program Review Document due to Department Dean for review (Deans may require submissions at their own, earlier due date)  February 1st – Program Review Document due to Program Review Steering Committee   1. Years:   Years 1 & 3 – Implement Action Plan of (CIP) and collect data  Years 2 & 4 – Analyze data and findings, Update Action Plan  Year 5 – Write Program Review of past 5 years; Write Continuous Improvement Plan (CIP) and create new Action Plan  LENGTH OF RESPONSES: Information provided to each question may vary but should be generally kept in the range  of 1-2 pages or 500-1,000 words.  **EVIDENCE GUIDELINES**: In the following sections, you will be asked to provide evidence for assertions made.   1. Sources: This evidence may come from various sources including professional accreditation reviews, THECB, Texas Workforce Commission’s CREWS, Institutional Research Office (IRO), National Student Clearinghouse, IPEDS, JobsEQ, EMSI Career Coach, and may be quantitative and/or qualitative. If you are unfamiliar with any of these information sources, contact the Institutional Research Office at: [effectiveness@collin.edu](mailto:effectiveness@collin.edu). Use of additional reliable and valid data sources of which you are aware is encouraged. 2. Examples of Evidence Statements: 3. Poor example: Core values are integrated into coursework. (Not verifiable) 4. Good example: Core values are integrated into coursework through written reflections. (Verifiable, but general) 5. Better example: Core values are integrating into coursework through written reflections asking the student to describe how s/he will demonstrate each of the core values in his or her professional life and demonstrated through service learning opportunities. (Replicable, Verifiable)   **FOR MORE INFORMATION:** The Program Review Portal can be found at <http://inside.collin.edu/institutionaleffect/Program_Review_Process.html>*.* Any further questions regarding Program Review should be addressed to the Institutional Research Office ([effectiveness@collin.edu](mailto:effectiveness@collin.edu), 972.599.3102). |

**Introduction/Preface**

EXECUTIVE SUMMARY

**Briefly summarize the topics that are addressed in this self-study, including areas of strengths and areas of concern. (Information to address this Executive Summary may come from later sections of this document; therefore, this summary may be written after these sections have been completed.)** Please do not include information in this section that is not already provided elsewhere in this submission. Using the questions in the template as headings in the Executive Summary can provide structure to the overview document (see below for suggested format).

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| **Executive Summary (suggested sections/format-not required format)**  What does our program do?  Why do we do the things we do: Program relationship to the College Mission & Strategic Plan.  Why we do the things we do? Program relationship to student demand.  Why we do the things we do? Program relationship to market demand.  How effective is our curriculum and how do we know?  How effectively do we communicate, and how do we know?  How well are we leveraging partnership resources and building relationships, and how do we know?  How have past Continuous Improvement Plans contributed to success?  How will we evaluate our success? |

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| **Complete the Executive Summary below after you have completed your review.** The Surgical Assisting Program is unique in that it is the only Advanced Technical Certificate program at Collin College, diligently blending Collin College’s Core Values with the inherent ethics, principles, and morality needed to properly care for patients in the surgical environment. The Collin College Surgical Assisting Program was started in the 2018-2019 school year and is currently the only one of such programs in Texas. The accredited Program is a selective admission program that requires students to meet elevated academic, clinical, and professional standards to be accepted into the program.  Surgical assisting students are skilled healthcare practitioners, trained to provide hands-on assistance to surgeons in all phases of surgical procedures. As defined by the American College of Surgeons (ACS), surgical assistants provide aid in exposure, hemostasis, closure, and other intraoperative technical functions that help the surgeon carry out a safe operation with optimal results for the patient. In addition to intraoperative duties, the surgical assistant also performs preoperative and postoperative duties to better facilitate proper patient care. Recognizing the need for safe, effective patient care accrediting and oversight entities for hospitals have deemed the role of a surgical assistant as a requirement for surgical procedures, especially technologically advanced robotic procedures.  As experienced OR surgical professionals, the staff and faculty of the SA Program support and acknowledge the unique role of the SA Program student by providing profession specific encouragement and understanding. All SA Program staff and faculty will remain approachable, accommodating, and flexible with office hours, communication, and feedback. The SA Program is building a reputation for creating strong, capable surgical assistants, prepared to be an immediate asset to any operating room.  Employment opportunities are available for the surgical assistant via a number of pathways and with a variety of work schedule options. Not only do online employment websites have a multitude of jobs posted daily, program faculty and staff routinely receive requests from surgeons, physician groups, and recruiters requesting the opportunity to hire upcoming, new, or recent graduates of the program.  Admission criteria for Certified Surgical Technologists (CST) include possessing a minimum of an associate degree. This challenge was created by students attending surgical technology programs that only offered a certificate upon graduation. The SA Program has created CST Bridge Opportunity to provide a prior learning assessment option to CSTs who have some college credits, but do not possess an associate degree. Other challenges, such as the impact of the Covid-19 pandemic and lack of program faculty have been overcome and addressed. Addressing these challenges have also positively affected the CIP regarding increasing the number of qualified program candidates. |

Section I. *Are We Doing the Right Things?*

**1. WHAT DOES OUR PROGRAM DO?**  
 **What is the program and its context?**This section is used to provide an overview description of the program, its relationship to the college and the community it serves. **Keep in mind the reviewer may not be familiar with your area**. Therefore, provide adequate explanation as needed to ensure understanding.

*Suggested points to consider:*

* *Program’s purpose (Include the program’s purpose/mission statement if one exists.)*
* *Program learning outcomes or marketable skills*
* *Brief explanation of the industry/industries the program serves*
* *Career paths and/or degree paths it prepares graduates to enter*
* *What regulatory standards must the program meet (THECB, Workforce, external accreditation)*

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| **Program’s Purpose & Mission Statement** <https://www.collin.edu/department/surgicalassisting/>  The Advanced Technical Certificate (ATC) Surgical Assisting Program teaches the student to “speak the language” of the surgeon and to see the surgical procedure through the eyes of the surgeon in order to provide advanced surgical skills to consistently deliver quality surgical patient care.  **Program Overview**  The Advanced Technical Certificate in Surgical Assisting is a one-year program that begins in the summer semester and continues in the fall and spring semesters. Classes are offered at the McKinney Campus and online. Enrollment is limited and competitive. Admission to Collin College does not guarantee admission to the Surgical Assisting Program. Upon successful completion of the program the student is awarded an Advanced Technical Certificate in Surgical Assisting and is eligible to sit for the NBSTSA national Certified Surgical First Assist (CSFA) exam.  Surgical assistants are skilled healthcare practitioners, trained to provide hands-on assistance to surgeons in all phases of surgical procedures. This Advanced Technical Certificate is designed for Surgical Technologists who hold their Certified Surgical Technologist (CST) credential, possess a minimum of an Associate of Applied Science (AAS) Degree in Healthcare, and have two years of recent clinical experience as a Surgical Technologist. In addition, Operating Room Nurses with a current CNOR (Certified Nurse Operating Room) certification, and Physician Assistants (PA-C), may also apply.  The Collin College Surgical Assisting Program was started in the 2018-2019 school year and is currently the only one of such programs in Texas. The Surgical Assisting Program is a selective admission program that requires students to meet the following elevated academic, clinical, and professional standards to be accepted into the program:   * Overall GPA of 2.5 or higher from all college degrees completed and submit official copies of all college transcripts denoting degrees earned to both Collin College and to the Surgical Assisting Department * Current Basic Life Support Certification provided by the American Heart Association. * Show proof of health insurance. * Consent to criminal background check (note that negative results may compromise clinical placement) * Consent to drug screening (note that negative results may compromise clinical placement) * Submit a handwritten, well-developed, one- to two-page essay discussing why Surgical Assisting as a career has been chosen and why attendance at the Collin College program is desired. * Respond via email to the three-question survey that will be emailed to upon receipt of program application to the program. * Request two letters of reference from employers and/or professors (not friends or family) that can attest to character and aptitude in a healthcare career. * Complete all immunizations required by the Texas Department of State Health Services (TDSHS)   According to the National Institute of Health (NIH.gov), upwards of 50 million surgeries are performed each year in the United States. Of those surgeries, more than 95% require the surgical skills of an individual acting in the assistant role.  As defined by the American College of Surgeons (ACS), surgical assistants provide aid in exposure, hemostasis (cessation of bleeding from a blood vessel), closure, and other intraoperative technical functions that help the surgeon carry out a safe operation with optimal results for the patient. In addition to intraoperative duties, the surgical assistant also performs preoperative and postoperative duties to better facilitate proper patient care. The surgical assistant performs these functions during the operation under the direction and supervision of the surgeon and in accordance with hospital policy and appropriate laws and regulations.  **Program Learning Outcomes**   |  |  | | --- | --- | | Program-Level Learning Outcomes | | | Program Learning Outcome 1: | a) Compare and contrast normal anatomy to the pathophysiology as it relates to surgical procedures and **b)** demonstrate an understanding of evaluating diagnostic images as related to surgical anatomy. | | Program Learning Outcome 2: | Demonstrate ability to choose the appropriate method of hemostasis and apply as appropriate. | | Program Learning Outcome 3: | Demonstrate an understanding and application of the techniques involved in surgical knot tying and suturing. | | Program Learning Outcome 4: | Describe the scope of practice for the surgical assistant, analyze and demonstrate an understanding of building effective surgical staff teams. |   **Marketable Skills** <https://www.collin.edu/academics/programs/MrktSkills_SurgicalAsst.html>  Surgical Assisting Program Marketable Skills   * Verify accuracy of patient information. * Demonstrate knowledge of aseptic technique in relation to the procedure and the operating field. * Position patients for treatment or examination. * Operate diagnostic or therapeutic medical instruments or equipment safely. * Prep and drape of the surgical site within surgeon’s guidelines. * Assist in maintaining hemostasis by direct pressure, use and application of appropriate surgical instruments for the task, placement of ties and suture ligatures, application of chemical hemostatic agents, or use of electrocautery both monopolar and bipolar as directed by the surgeon. * Clamp, ligate and cut tissue, per surgeon’s directive. * Assist in placement and suturing of surgical drains. * Perform closure of all wound layers (fascia, subcutaneous and skin) as per surgeon’s directive. * Apply bandages, dressings, or splints. * Communicate effectively and efficiently to direct the flow of surgical cases as required by the surgeon. * Consistently perform all patient-centric duties ethically, responsibly, and conscientiously.   **Degrees and Certificates/Degree Pathways**  Students of Collin College’s only Advanced Technical Program (ATC), enter the program as degreed healthcare professionals seeking to climb the surgical operating room clinical ladder. The students receive didactic educational and hands-on skill training in preparation for their critical role as a surgical assistant. Upon successful completion of the program the student is awarded an Advanced Technical Certificate in Surgical Assisting and is eligible to sit for the NBSTSA national Certified Surgical First Assist (CSFA) exam. The Surgical Assisting Program also informs the students about the post-graduate option of petitioning the Texas Medical Board (TMB) for licensure once all the required criteria of the TMB has been met as a professional.  **Regulatory Standards**  The Collin College Surgical Assisting Program is accredited through the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA), a collaborative effort of the National Board of Surgical Technology and Surgical Assisting (NBSTSA) and the Commission on Accreditation of Allied Health Education Programs (CAAHEP). CAAHEP is a recognized accreditation agency of the Council for Higher Education Accreditation (CHEA). In addition, surgical assisting programs are located in educational institutions that are institutionally accredited by agencies recognized by the United States Department of Education (USDE), the Joint Commission, or a state agency acceptable to CAAHEP and the ARC/STSA. The ARC/STSA is also a member of the Association of Specialized and Professional Accreditors (ASPA). The Collin College Surgical Assisting Program meets all Texas Higher Education Coordinating Board (THECB) standards. The competencies mirror tasks evaluated on the NBSTSA Certified Surgical First Assistant (CSFA) exam. |

**2. WHY DO WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO THE COLLEGE MISSION & STRATEGIC PLAN.**

* **Provide program-specific evidence of actions that document how the program supports the College’s** [**mission statement**](https://www.collin.edu/aboutus/)**:** “*Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.”*
* **Provide program-specific evidence that documents how the program supports the College’s strategic plan (2020-2025 Strategic Plan)**: <https://www.collin.edu/aboutus/strategic_goals.html>.

*Suggested/possible points to consider:*

* *What evidence is there to support assertions made regarding how the program relates to the mission and strategic plan?*
* *Think broadly-increasing completion, articulation agreements, pathways from high schools, etc.*
* *Analyze the evidence you provide. What does it show about the program?*

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| **Support of the Collin College Mission Statement**  **Strengthening Character**  The Surgical Assisting Program recognizes that on-the-job training without a formal education has proven unsatisfactory for healthcare credentialing and accreditation entities, while providing employment restrictions for employers. Ensuring a solid foundation of completion of healthcare industry degree coursework is vital for employment and professional growth in the surgical setting. The SA Program clinical student gains surgical assistant role specific hands-on skills, abilities, and surgical procedure experience and knowledge as professional practice experience. Successful Surgical Assisting Program students embark upon their professional careers with the innate ability to holistically perform the role in the surgical environment exhibiting safe, effective patient care, OR leadership, strong communication skills, and critical thinking/troubleshooting skills.  ***The student must complete 140 documented surgical procedures in the role of the surgical assistant. A minimum of 20 cases must be performed in general surgery with the remaining cases assigned as appropriate to the student and level of experience. Those students with extensive experience in a specific surgical area may document the remaining cases as approved by the program. Cases counted must be those that require a surgical assistant and are approved by the program. Source: Collin College Surgical Assisting Program Handbook***  **Developing Skills/Challenging Intellect**  Students of Collin College’s only Advanced Technical Certificate (ATC) Program, are degreed healthcare professionals seeking to climb the surgical operating room clinical ladder. The students receive didactic educational and hands-on skill training in preparation for their critical role as a surgical assistant. Collin College recognizes the successful completion of the Surgical Assisting Program requirements by awarding an Advanced Technical Certificate in Surgical Assisting once the student has successfully completed the Surgical Assisting Program after documenting the successful completion of 140 cases in the required surgical specialties. This includes accomplishing a passing grade of 75% in all didactic course work and 80% in all clinical course work, demonstrating clinical competencies and proficiencies as outlined by the Association of Surgical Assisting (ASA) Core Curriculum. Additionally, the Student is required to sit for the national Certified Surgical First Assist (CSFA) exam administered by the National Board of Surgical Technology/Surgical Assisting (NBSTSA).  **Strategic Goals – Collin College: 2020-2025**  The Collin College Surgical Assisting Program has enjoyed the academic, clinical, graduate, and post-graduate success it has achieved since its inception in 2018. As part of Collin College’s goal to ***Inspire learning that will transform lives and enhance communities,*** the SA Program has strived to improve upon its success, aligning the internal discussions regarding growth and expansion by the program director, faculty, advisory board, and clinical partners, with Collin’s current strategic goals.  Develop and implement a comprehensive staffing and succession model.  The Surgical Assisting Standards Interpretive Guide (SIG) as keyed to the Commission on Accreditation of Allied Health Education Programs (CAAHEP) Standards and Guidelines for the Accreditation of Educational Programs in Surgical Assisting and the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA), outlines the follow criteria for the staff and faculty of SA Programs:   * Director – Must hold CSFA or CSA credential, possess proficiency in instructional methodology, curriculum design, and program planning. * Faculty - Must hold CSFA or CSA credential, be proficient in evaluating, directing, and reporting student progress towards course objectives, and perform periodic review and updating of course material   As previously the only person (faculty and staff) of the SA Program, the Director is capable and qualified through credentials and experience, to teach should the Full-time Faculty member resign or move to another position within the College. The SA Program full-time and adjunct faculty hold the required credentials, education, and shared leadership knowledge to lead the Surgical Assisting Program should the need arise. |

**3. Why we do the things we do: Program relationship to student demand**

**Make a case with evidence to show that students want the certificate. Discuss whether or not there appears to be any disproportionate enrollment by gender, race, and ethnicity (compared to Collin College’s overall student demographic distributions** [**http://inside.collin.edu/iro/programreview/prfilehostpage.html**](http://inside.collin.edu/iro/programreview/prfilehostpage.html)**). If any differences exist discuss possible reasons why the gap exists, and plans to address these issues to close gaps in enrollment rates between groups of students (refer to the Program Review portal for Enrollment Reports and Average Section Size data files for your program** **<http://inside.collin.edu/institutionaleffect/Program_Review_Process.html>).**

*Suggested/possible points to consider:*

* *What is the enrollment pattern? Declining, flat, growing, not exhibiting a stable pattern, please explain. For required program courses where there is a pattern of low enrollment (fewer than 15 students), explain your plan to grow enrollment and/or revise the curriculum.*
* *What are the implications for the next 5 years if the enrollment pattern for the past 5 years continues?*
* *Describe any actions taken to identify and support students enrolled in program-required courses early in the degree plan. If no actions are taken at the present, please develop* *and describe a plan to do so.*
* *How does your program support (or plan) to support attraction of a diverse student population?*
* *Check with Institutional effectiveness for Data Reports -names of reports*
* *Analyze the evidence you provide. What does it show about the program?*

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| **Program Relationship to Student Demand**  The Collin College ATC Surgical Assisting Program provides surgical knowledge, skills, and abilities to a very specific demographic – degreed operating room (OR) healthcare professionals - Certified Surgical Technologists (CST), OR Nurse with a CNOR, and Physician Assistants Certified (PA-C). The enrollment pattern since the inception of the program is contributed to the following:   * The majority of interested applicants are CSTs that due to the Surgical Technology school/program attended, do not possess a degree. * Early program information sessions were encouraged to be held on Collin College campuses when the target audience for the SA Program is OR Surgical Department of hospital facilities (location of degreed OR healthcare professionals). * As the only Surgical Assisting Program in Texas, many clinical facilities were unfamiliar with the expectations and clinical scope of practice of the SA Program clinical student * There was only one faculty/staff member of the SA Program until summer 2020, the ability to initiate/conduct clinical recruiting site visits was limited by the responsibilities of being both the only faculty/staff. * The SA Program didactic and clinical courseware focuses on teaching life and death cognitive, psychomotor, and affective knowledge, abilities, and skills. It is vital to provide assurances across the board that students are up to the tasks.   The Surgical Assisting Program has made the following adjustments to support growth projections for upcoming cohorts:   * Since pandemic restrictions relaxed early in 2022, SA Program Director and Faculty have conducted program information sessions in multiple OR Surgical Departments speaking directly to qualified candidates. * The SA Program has created a CST Bridge Opportunity to provide a prior learning assessment option to CSTs who have some college credits, but do not possess an associate degree. * The SA Program hired a Full-time Faculty member in 2020, and an Adjunct Faculty member in 2022. * A joint effort of all three SA Program Faculty/Staff has enabled many new affiliation agreements with hospitals and surgical facilities; which has greatly increased knowledge of the SA Program clinical.   **The Next Five Years**  All the information provided above outlines a very positive future for the continued success and growth of the Surgical Assisting Program. As experienced OR surgical professionals, the staff and faculty of the SA Program support and acknowledge the unique role of the SA Program student by providing profession specific encouragement and understanding. All SA Program staff and faculty will remain approachable, accommodating, and flexible with office hours, communication, and feedback.  Improve student outcomes to meet or exceed local, state, and regional accreditation thresholds and goals.  Outcome Year Percentage # of Students  Student Graduation 2019 100% 7  CSFA Exam Pass Rate 2019 100% 6\*  Student Graduation 2020 100% 6  CSFA Exam Pass Rate 2020 100% 6  Student Graduation 2021 100% 5  CSFA Exam Pass Rate 2021 100% 5  Student Graduation 2022 100% 9  CSFA Exam Pass Rate 2022 100% 9  \*Student successfully completed the program (didactic and clinical), personal issues interfered with sitting for the national exam  Source: <https://www.collin.edu/department/surgicalassisting/Program%20Outcome%20Nov%202020.pdf>  The SA Program received the input of the Surgical Assisting Program Advisory Board regarding the student and future employment aspects of the surgical assisting profession. Assured that the same didactic and clinical rigor can be maintained, the Program is encouraged to grow student enrollment. A Full-time Faculty member was added in the summer of 2020 to ensure a continuation of student support and educational strength when the Covid-19 pandemic facilitated a move to 100% online curriculum. The new competencies did not reveal a weakening and also provided an unexpected opportunity to explore program expansion. The enrollment pattern of the SA Program was the same for the first few years, but with the exponential increase in program applications, it is expected that the Program will admit twice as many students into the next cohort as it did for the 2021-2022 class. |

**4. Why we do the things we do: Program relationship to market demand**

**Make a case with evidence to show that employers need and hire the program’s graduates. Some resources to utilize for information could be: JobsEQ** [**http://inside.collin.edu/iro/programreview/202021/ProgramLaborMarketInfo\_2020-21AY.pdf**](http://inside.collin.edu/iro/programreview/202021/ProgramLaborMarketInfo_2020-21AY.pdf)**, Burning Glass, O-Net** [**https://www.onetonline.org**](https://www.onetonline.org)**, Texas Labor Market Information** [**https://www.twc.texas.gov/businesses/labor-market-information**](https://www.twc.texas.gov/businesses/labor-market-information)**.**

*Suggested/possible points to consider:*

* *How many program-related jobs are available in the DFW Metroplex for program graduates? If the majority of related jobs in the DFW Metroplex require a baccalaureate degree, provide evidence that you have a current signed articulation agreement with one or more transfer institutions or that you plan to develop one.*
* *What proportion of the program’s graduates (seeking employment) found related employment within six months of graduation?*
* *What changes are anticipated in market demand in the next 5 years? Do program completers meet, exceed, or fall short of local employment demand? How will the program address under- or over-supply?*
* *Identify and discuss the program’s strengths and weaknesses related to market demand.*

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| **Program Relationship to Market Demand**  Hospital and healthcare facility accreditors and oversight committees and organizations such as The Joint Commission and The Center for Medicare and Medicaid Services (CMS) demands and enforces accountability and proof of education/licensing for OR surgical staff and Allied Health personnel to meet required standards. The Surgical Assisting Program ensures adherence to all industry and healthcare facility standards in readying students for the dynamic and diverse surgical assisting job market. Employment opportunities are available for the surgical assistant via any or a combination of the following pathways:   * Hospital entities and facilities hire surgical assistants on staff to provide ready assistance to surgeons/surgical groups that do not have an assistant. Surgeons greatly appreciate the ability to provide safe, effective patient care in add-on or emergent cases if they are without an assistant. Hospital assistants are considered staff and are paid and file taxes as an employee. * An independent assistant may form an LLC or work as a Sole Provider and work with as many surgeons/surgical groups as their schedule permits. Independent assistants are responsible for acquiring professional CPA/Billing or performing those services for themselves. * An assistant may join a Surgical Assisting Agency, with all accounting/billing duties performed by the agency. Agency assistants sign term contract agreements and are sent to assist surgeons/surgeon groups on the days they have determined themselves available. * An assistant may remain an employee of a hospital as a CST (FT or PT) and assist a surgeons/surgical groups as much as their availability will allow as either an independent or an agency employee.   Surgical Assisting Program Faculty and Staff routinely receives requests from surgeons, physician groups, and recruiters requesting the opportunity to hire upcoming, new, or recent graduates of the program. Included are a couple of emailed requests.  *My name is Jordan Toney and I am the Shared Services Recruiter for OMS360 which includes Texas Oral Surgery Group. We currently have a position open for a surgical assistant for our Plano practice. We would love for the opportunity to potentially hire one of your graduates. Would it be possible to get this position in front of them?*    *You can find the posting here:*[*https://workforcenow.adp.com/mascsr/default/mdf/recruitment/recruitment.html?cid=983249f9-03d2-40e8-9533-edfbd6699552&ccId=19000101\_000001&jobId=455770&lang=en\_US&source=EN*](https://workforcenow.adp.com/mascsr/default/mdf/recruitment/recruitment.html?cid=983249f9-03d2-40e8-9533-edfbd6699552&ccId=19000101_000001&jobId=455770&lang=en_US&source=EN)    *Please feel free to email me or give me a call if you have any questions.*    *Thank you for your time!*    *Jordan Toney*  *Shared Services Recruiter, OMS360*    [C:\Users\drsmith\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\846FD1C2.tmp](https://twitter.com/oms360)[C:\Users\drsmith\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\EDBC9720.tmp](https://www.facebook.com/oms360)[C:\Users\drsmith\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\A6E8AA2E.tmp](https://www.instagram.com/oms360team/)[C:\Users\drsmith\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\28EA466C.tmp](https://www.linkedin.com/company/oms360)  C:\Users\drsmith\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\4FB0B35A.tmp***FOCUSED ON YOUR SUCCESS***  And:  ***Surgical Assistant Program Employment Opportunities***  ***GL***  *Grafft, Dana L. <Grafft.Dana@mayo.edu>*  *To: Donna Smith*   * *Grafft, Dana L. <Grafft.Dana@mayo.edu>*   *Tue 10/4/2022 10:36 AM*  *My name is****Dana Grafft****, CST, BOE, FAST, and I would like to introduce myself as a Surgical Services Sourcing Specialist, and your new****Mayo Clinic******Liaison****. In my new role, I hope to continue to partner with you to ensure your students are as informed as possible about opportunities that exist for them after graduation, specifically at Mayo Clinic, where we are working to attract employees who wish to enroll in a life-changing career.*    ***Therefore, as you finalize your classroom calendars and syllabi for this academic year, I would love the opportunity to formally connect with your students, virtually, or in-person, for a quick 30-minute presentation about the innovative and complex surgeries performed at Mayo Clinic, and to encourage them to add Mayo Clinic to their list of GREAT places they may want to work after graduation!***    ***If this is something you would like to move forward with, I would love to discuss how we can partner together.  In the meantime, here is a link to our current CSFA/CSA openings (if you’d be so kind to pass these on to your students):***    [*Search our Job Opportunities at Mayo Clinic*](https://jobs.mayoclinic.org/search-jobs/surgical%20assistant/33647/1)    *Lastly,****please subscribe (and share this link with students)****to our Mayo Department of Nursing Newsletter to follow along with surgical services news at Mayo. We have several great webinars scheduled for this fall that you will not want to miss!*    *Sign up here:*  [*https://links.e.response.mayoclinic.org/nursingrecruitment*](https://links.e.response.mayoclinic.org/nursingrecruitment)    *Welcome back, thank you for your consideration, and****have an AMAZING academic year****!*    *Sincerely,*    ***Dana Grafft*** *(she, her)**| Sourcing Specialist-Surgical Services | Human Resources |*    *Mayo Clinic is the No. 1 hospital in the world, according to Newsweek’s 2022 list of “World’s Best Hospitals” and in the U.S. on U.S. News & World Report’s 2022-23 “Best Hospitals Honor Roll.”*  Salary amounts, along with the number of positions that are regularly posted, are an indication of the market demand for Surgical Assistants.  An initial query for Surgical Assistant jobs in Texas yielded 127 jobs on Indeed.com, January 20, 2023.  Source: <https://www.indeed.com/q-Surgical-Assistant-l-Texas-jobs.html?vjk=74a061b364ac7f0d>  **Salary and Wage Information for Surgical Assisting**  **Surgical First Assistant Salary in McKinney, TX**  Table View   |  | **Annual Salary** | **Monthly Pay** | **Weekly Pay** | **Hourly Wage** | | --- | --- | --- | --- | --- | | **Top Earners** | $186,205 | $15,517 | $3,580 | $90 | | **75th Percentile** | $99,184 | $8,265 | $1,907 | $48 | | **Average** | $98,842 | $8,236 | $1,900 | $48 | | **25th Percentile** | $58,481 | $4,873 | $1,124 | $28 |   **How much does a Surgical First Assistant make in McKinney, Texas?**  As of Jan 15, 2023, the average annual pay for a Surgical First Assistant in McKinney is $98,842 a year. That works out to be approximately $47.52 an hour. This is the equivalent of $1,900/week or $8,236/month.  While ZipRecruiter is seeing salaries as high as $189,013 and as low as $39,767, the majority of Surgical First Assistant salaries currently range between $58,481 (25th percentile) to $99,184 (75th percentile) with top earners (90th percentile) making $186,205 annually in McKinney.  **National Average - Surgical First Assistant Salary**  Table View   |  | **Annual Salary** | **Monthly Pay** | **Weekly Pay** | **Hourly Wage** | | --- | --- | --- | --- | --- | | **Top Earners** | $198,500 | $16,542 | $3,817 | $95 | | **75th Percentile** | $106,000 | $8,833 | $2,038 | $51 | | **Average** | $97,396 | $8,116 | $1,873 | $47 | | **25th Percentile** | $62,000 | $5,167 | $1,192 | $30 |     Source: <https://www.ziprecruiter.com/Salaries/Surgical-First-Assistant-Salary-X>  **Internal Strengths Related to Market Demand**  There are many strengths internal to market demand for the Collin College Surgical Assisting Program including the SA Program is only one of such programs in Texas, and all SA Program Faculty and Staff are experienced, currently credentialed OR surgical professionals with an insider’s knowledge of surgical procedures, processes, and employment opportunities.  **Internal Weaknesses Related to Market Demand**  The Surgical Assisting Program weaknesses related to market demand are directly correlated to the amount of program exposure received thus far and the lack of a minimum of an associate degree by a segment of the program CST candidate population. |

Section II. *Are We Doing Things Right?*

**5. How effective is our curriculum, and how do we know?**

**A. Make a case with evidence that there are no curricular barriers to program completion. Review data related to course enrollments, course completion rates, course success rates, and the frequency with which courses are scheduled to identify barriers to program completion.**

*Suggested/possible points to consider:*

* *Number of students who completed the program awards in each of the last 4 years? If the number of graduates does not average 5 or more per year, describe your plan to increase completions and address this issue in the Continuous Improvement Plan (CIP).*
* *At what point(s) are substantive percentages of students dropping out of the program? Use data in the “Program-Based Course Performance” tool to examine enrollment flow through the program curriculum. Does the data suggest any curricular barriers to completion? Address problems in the CIP.*
* *Analyze the course success rates and the course completion rates of each course in your program. Address problems in the CIP.*

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| **How Effective is Our Curriculum and How Do We Know?**  Number of Students Who Completed the Program Awards in Each of the Last Four Years  Outcome Year # of Students  Advanced Technical Certificate 2019 7  Advanced Technical Certificate 2020 6  Advanced Technical Certificate 2021 5  Advanced Technical Certificate 2022 9 Source: ZogoTech  Since the inception of the Surgical Assisting Program in 2018, five students have dropped after admission to the program. Three of students dropped in the first semester as a result of personal family and/or financial difficulties during the height of Covid-19 pandemic quarantines/restrictions. The other two students, who were doing well in the program at the time of their withdrawal in the first semester, also had to drop due to personal family issues. It should be noted that one of the students later reapplied and was accepted back into the SA Program, successfully completing in 2022. The data does not suggest any curricular barriers to completion.  Progressing and graduating from the Surgical Assisting Program is contingent upon the student passing every course of the ATC Certificate curriculum. This information is noted in all course syllabi and the Collin College Surgical Assisting Program Student Handbook, which is also found in every program course in Canvas.  ***Surgical Assisting Program students must pass all didactic courses with a 75% or higher (grade of "C" or better) in order to progress to the next sequence of*** ***classes and to progress in the program. Students must also pass clinical courses with an 80% or higher (grade of “B” or better) in order to progress to the next sequence of classes and to progress in the program.***Source: Collin College Surgical Assisting Program Student Handbook  As evidenced in the success rates of Surgical Assisting Program completers, students are not experiencing any curricular barriers to completion. |

**B. Show evidence that the institutional standards listed below have been met. For any standard not met, describe the plan for bringing the program into compliance.**

1. **Completers Standard: Average 25 completers over the last five years or an average of at least five completers per year.**  
   Number of completers: Click or tap here to enter number of completers in last five years.  
   If below the state standard, attach a plan for raising the number of completers by addressing barriers to completion and/or by increasing the number of students enrolled in the program. Definition of completer—Student has met the requirements for a degree or certificate (Level I or II)
2. **Licensure Standard: 93% of test takers pass licensure exams.**If applicable, include the licensure pass rate: Click or tap here to enter licensure pass rate  
   For any pass rate below 93% (Collin College’s standard), describe a plan for raising the pass rate.
3. **Retention Standard: 78% of students enrolled in program courses on the census date should still be enrolled on the last class day (grades of A through F).**Include the retention rate: Click or tap here to enter retention rate  
   If the retention rate is below 78%, describe a plan for raising the course completion rate.

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| 1. 27 in four years, first class graduated in 2019. 2. The Surgical Assisting Program does not require a licensing exam. However, SA Program graduates who pass the national Certified Surgical First Assistant (CSFA) exam, may petition the Texas Medical Board (TMB) for licensure after meeting the Board’s mandated requirements. Since petitioning the Texas Medical Board for licensure is something that a former student may choose to do after graduating the SA Program, it is not an action that is tracked by the Program. 3. All Surgical Assisting Program controlled courses have a completion (retention) rate at 91%, well above the College’s 78% retention standard. |

**C. Make a case with evidence that the program curriculum is current.**

*Suggested/possible points to consider:*

* *How does the program curriculum compare to curricula at other schools? Review programs at two or more comparable colleges. Discuss what was learned and what new ideas for improvement were gained.*
* *How does the program curriculum align with any professional association standards or guidelines that may exist?*
* *Is the curriculum subject to external accreditation? If so, list the accrediting body and the most recent accreditation for your program.*

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| *If the program curriculum differs significantly from these benchmarks, explain how the Collin College curriculum benefits students and other college constituents.*  Although the course names and assigned credit hours may vary, course curriculum for the Surgical Assisting Program is uniformly taught/represented in the course curriculum of all thirteen Surgical Assisting programs nationwide. The Core Curriculum for Surgical Assisting, Fourth Edition is utilized as the national standard and is developed by the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA) and enforced by a collaborative effort of the Association of Surgical Assistants (ASA) and the Commission on Accreditation of Allied Health Education Programs (CAAHEP).  **Peer Surgical Assisting Program Curriculum Comparison**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Surgical Assisting Program ATC** | **Collin College** | **Delta College, University City, MI** | **Madisonville Community College, Madisonville, KY** | | **CSFA 1371** | **Fundamentals & Surgical Safety** | **X** | **X** | **X** | | **CSFA 2371** | **Surgical Procedures** | **X** | **X** | **X** | | **CSFA 2472** | **Suturing, Knot Tying, Hemostasis & Wound Healing** | **X** | **X** | **X** | | **CSFA 1172** | **Pharmacology & Anesthesia** | **X** | **X** | **X** | | **CSFA 1173** | **Principles of Surgical Assisting Lab I** | **X** | **X** | **X** | | **CSFA 1175** | **Perioperative Microbiology & Bioscience** | **X** | **X** | **X** | | **CSFA 2372** | **Operative Anatomy & Pathophysiology I** | **X** | **X** | **X** | | **CSFA 2473** | **Surgical Assisting Clinical I** | **X** | **X** | **X** | | **CSFA 1176** | **Complications in Surgery** | **X** | **X** | **X** | | **CSFA 2171** | **Role Definition, Ethical, Legal & Moral Obligations** | **X** | **X** | **X** | | **CSFA 2173** | **Principles of Surgical Assisting Lab II** | **X** | **X** | **X** | | **CSFA 2373** | **Operative Anatomy & Pathophysiology II** | **X** | **X** | **X** | | **CSFA 2474** | **Surgical Assisting Clinical II** | **X** | **X** | **X** | | **HITT 2435\*** | **Coding & Reimbursement Methodologies** | **X** | **X** | **X** |   \*This course is currently taught by Health Information Management (HIM) Faculty. The curriculum information is also taught in other Surgical Assisting Programs as part of the required Core Curriculum for Surgical Assisting, Fourth Edition. |

**D. Present evidence from advisory committee minutes, attendance, and composition that the advisory committee includes employers who are actively engaged on the committee and who are representative of area employers.**

1. How many employers does your advisory committee have? Click or tap here to enter number of employers on advisory committee.

2. How many employers attended the last two meetings? Click or tap here to enter number of employers at last two advisory meetings.

3. How has the advisory committee impacted the program over the last five years (including latest trends, directions, and insights into latest technologies)?

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| Several Surgical Assisting Program Advisory Board members are direct clinical observers and future employers of SA Program students and program, providing profession specific guidance and regularly assessing overall goals and learning domains. The advisory committee is regularly consulted and provides applicable feedback regarding the latest surgical trends and technologies. The SA program has added hands-on Davinci Robotic in-hospital workshops with Intuitive/Davinci representatives and experienced robotic surgeons at the recommendation of the advisory board. This action has strengthened the robotic assisting skills of the SA Program student ahs increased the number of student assistant requests received from robotic general surgeons. |

4. Briefly summarize the curriculum recommendations made by the advisory committee over the last five years.

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| The continued input of the advisory committee has strengthened the methods and approach of teaching the surgical assisting courses, adding the benefit of real-world experience and feedback from surgeons on in the surgical environment. For example, the advisory committee provided valuable surgeon perspective input prompting the SA Program to add an assignment and assessment for strengthening the assistant’s non-dominant hand, a vital skill for a strong assistant. |

**E**. **Make a case with evidence that the program is well managed.**

*Suggested/possible points to consider (Data can be found at* [**http://inside.collin.edu/institutionaleffect/Program\_Review\_Process.html**](http://inside.collin.edu/institutionaleffect/Program_Review_Process.html)**):**

* *Average class size*
* *Grade distributions*
* *Contact hours taught by full-time and part-time faculty*
* *Identify all courses that have a success rate below 75%. If any of these are core courses, visit with the discipline lead for the course(s) in question to determine whether or not the content of the course(s) is appropriate to the workforce program learning outcomes. Using assessment evidence and instructor observations, identify the student learning outcomes that are the greatest challenges for students in courses with low success rates. Explain what instructional and other intervention(s) might improve success rates for each identified course.*
* *How well are general education requirements integrated with the technical coursework?*
* *Student satisfaction: What evidence do you have that students are satisfied with the program? What kinds of complaints are made to the associate dean/director by program students?*

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| Average Class/Program Size  The Surgical Assisting Program is conducted as a singular cohort, each student in the cohort registers for and attends all program courses. The average class size since 2019 is 6.75 students, with the largest completing class thus far occurring in 2022, 9.  Grade Distribution  ***Surgical Assisting Program students must pass all didactic courses with a 75% or higher (grade of "C" or better) in order to progress to the next sequence of classes and to progress in the program. Students must also pass clinical courses with an 80% or higher (grade of “B” or better) in order to progress to the next sequence of classes and to progress in the program.******Grades are determined by the following:***  **90 – 100 A**  **80 – 89 B**  **75 – 79 C**  **0 - 74 F**  Source: Collin College Surgical Assisting Program Student Handbook  **CSFA 1172**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | A | B | C | F | W | | 2019 | 100% | 0% | 0% | 0% | 0% | | 2020 | 33% | 67% | 0% | 0% | 0% | | 2021 | 80% | 20% | 0% | 0% | 0% | | Averages | 72% | 28% | 0% | 0% | 0% |   **CSFA 1173**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | A | B | C | F | W | | 2019 | 100% | 0% | 0% | 0% | 0% | | 2020 | 67% | 17% | 17% | 0% | 0% | | 2021 | 60% | 40% | 0% | 0% | 0% | | Averages | 78% | 17% | 6% | 0% | 0% |   **CSFA 1175**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | A | B | C | F | W | | 2019 | 100% | 0% | 0% | 0% | 0% | | 2020 | 100% | 0% | 0% | 0% | 0% | | 2021 | 80% | 20% | 0% | 0% | 0% | | Averages | 94% | 6% | 0% | 0% | 0% |   **CSFA 1176**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | A | B | C | F | W | | 2019 | 100% | 0% | 0% | 0% | 0% | | 2020 | 50% | 50% | 0% | 0% | 0% | | 2021 | 60% | 40% | 0% | 0% | 0% | | Averages | 72% | 28% | 0% | 0% | 0% |   **CSFA 1371**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | A | B | C | F | W | | 2019 | 100% | 0% | 0% | 0% | 0% | | 2020 | 100% | 0% | 0% | 0% | 0% | | 2021 | 32% | 65% | 0% | 0% | 3% | | Averages | 86% | 11% | 0% | 0% | 3% |   **CSFA 2171**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | A | B | C | F | W | | 2019 | 100% | 0% | 0% | 0% | 0% | | 2020 | 100% | 0% | 0% | 0% | 0% | | 2021 | 100% | 0% | 0% | 0% | 0% | | Averages | 100% | 0% | 0% | 0% | 0% |   **CSFA 2371**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | A | B | C | F | W | | 2019 | 86% | 14% | 0% | 0% | 0% | | 2020 | 100% | 0% | 0% | 0% | 0% | | 2021 | 47% | 47% | 6% | 0% | 0% | | Averages | 67% | 30% | 3% | 0% | 0% |   **CSFA 2372**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | A | B | C | F | W | | 2019 | 100% | 0% | 0% | 0% | 0% | | 2020 | 100% | 0% | 0% | 0% | 0% | | 2021 | 60% | 40% | 6% | 0% | 0% | | Averages | 89% | 11% | 3% | 0% | 0% |   **CSFA 2373**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | A | B | C | F | W | | 2019 | 100% | 0% | 0% | 0% | 0% | | 2020 | 33% | 67% | 0% | 0% | 0% | | 2021 | 20% | 80% | 6% | 0% | 0% | | Averages | 56% | 44% | 3% | 0% | 0% |   **CSFA 2472**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | A | B | C | F | W | | 2019 | 100% | 0% | 0% | 0% | 0% | | 2020 | 100% | 0% | 0% | 0% | 0% | | 2021 | 83% | 6% | 6% | 0% | 5% | | Averages | 90% | 3% | 3% | 0% | 3% |   **CSFA 2473**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | A | B | C | F | W | | 2019 | 100% | 0% | 0% | 0% | 0% | | 2020 | 100% | 0% | 0% | 0% | 0% | | 2021 | 100% | 0% | 0% | 0% | 0% | | Averages | 100% | 0% | 0% | 0% | 0% |   **CSFA 2474**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | A | B | C | F | W | | 2019 | 100% | 0% | 0% | 0% | 0% | | 2020 | 100% | 0% | 0% | 0% | 0% | | 2021 | 100% | 0% | 0% | 0% | 0% | | Averages | 100% | 0% | 0% | 0% | 0% |   Source: <http://inside.collin.edu/iro/programreview/202122/GradeDistribution-SurgicalProfessions.pdf>  Faculty Contact Hours Fall Term 2019 – 2021  Full-Time Faculty Number Percent Total   |  |  |  |  | | --- | --- | --- | --- | | 2019 | 1,056 | 100% | 1,056 | | 2020 | 1,056 | 100% | 1,056 |   2021  Full-Time Faculty Part-Time Faculty   |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1,408 | 31% | 3,168 | 69% | 4,576 |   Number % Number % Total    General Education Courses  The Collin College Surgical Assisting Program ATC curriculum includes HITT 2435 Coding & Reimbursement Methodologies in the course certificate plan. It is required for completion of the program.  Student Satisfaction  **Scale of 1 to 4**   |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  | |  | **Fall 2020** | **Spring 2021** | **Fall 2021** | | The course was well managed | 4.00 | 3.50 | 3.93 | | The instructor communicated effectively | 4.00 | 3.60 | 4.00 | | The instructor provided sufficient feedback regarding the quality of work | 4.00 | 3.60 | 3.93 | | The instructor treated students with respect | 4.00 | 3.70 | 4.00 | | The instructor created an environment that facilitated learning | 4.00 | 3.60 | 4.00 | | **Semester Average** | 4.00 | 3.60 | 3.97 |   Source: Collin College IRO  The Surgical Assisting Program student satisfaction surveys indicates a consistently high level of specific and overall satisfaction with program faculty. The students respond well to faculty teaching methods and communication skills. |

**6. How effectively do we communicate, and how do we know?**

**A. Make a case with evidence that the program literature and electronic sites are current, provide an accurate representation of the program, and support the program’s recruitment plan, retention plan and completion plan.**

*Suggested/possible points to consider:*

* *Demonstrate how the unit solicits student feedback regarding its website and literature and how it incorporates that feedback to make improvements.*
* *How does the program ensure that students are informed/aware of program literature? Is program literature made accessible to all students (i.e. can they obtain the information they need)?*
* *Designate who is responsible for monitoring and maintaining the unit’s website, and describe processes in place to ensure that information is current, accurate, relevant, and available.*

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| The Surgical Assisting Program is an Advanced Technical Certificate (ATC) program that requires interested individuals to already possess a minimum of an associate degree to apply. The Program’s new student applicants are not current Collin College students. The SA Program routinely conducts information sessions in the OR/Surgery Departments at hospitals and surgical facilities, speaking directly with qualified Certified Surgical Technologists and OR Nurses who possess a Certified Nurse Operating Room (CNOR) certification. This interactive method of soliciting feedback regarding the effectiveness of the SA Program web site and program literature is very effective. Sharing program information in this setting connects and promotes information to qualified candidates who are unaware of the Collin College Surgical Assisting Program as a clinical ladder in the surgical setting. |

**B. In the following Program Literature Review Table, document that the elements of information listed on the website and in brochures (current academic calendars, grading policies, course syllabi, program handouts, program tuition costs and additional fees, description of articulation agreements, availability of courses and awards, and local job demand in related fields) were verified for currency, accuracy, relevance, and are readily available to students and the public. Please fill out the table only for this prompt (B.), no analysis is necessary here.**

**Program Literature Review Table**

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| --- | --- | --- | --- | --- |
| Title | Type (i.e. URL, brochure, handout, etc.) | Date of Last Review/Update |  | Responsible Party |
| Surgical Assisting Program - Website | <https://www.collin.edu/department/surgicalassisting/> | 12/5/2022 | Current Accurate Relevant Available | Program Director |
| Surgical Assisting Program Marketable Skills - Website- | <https://www.collin.edu/academics/programs/MrktSkills_SurgicalAsst.html> | 1/3/2022 | Current Accurate Relevant Available | Mari Lopez, Curriculum Specialist |
| Surgical Assisting Program – Admission Packet | <https://www.collin.edu/department/surgicalassisting/SA%20Program%20Admission%20Packet%20June%202022.pdf> | 2/21/2022 | Current Accurate Relevant Available | Program Director;Tina Butterfield, Program AA |
| Surgical Assisting Program Accreditation - CAAHEP | <https://www.caahep.org/students/find-an-accredited-program> | Click or tap to enter a date. | Current Accurate Relevant Available | Program Director; CAAHEP |
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**7. How well are we leveraging partnership resources and building relationships, and how do we know?**

**Partnership Resources: On the table below, list any business, industry, government, college, university, community, and/or consultant partnerships, including internal Collin departments, to advance the program outcomes.**

|  |
| --- |
| The Surgical Assisting Program enjoys an amazing reciprocal relationship with surgical clinical and technology industry partners within Collin College and with several hospital entities across North Texas. As evidenced by graduates of the program currently working as surgical OR professionals alongside surgeons who directly participated in their clinical training, surgeons and hospital entities lend valuable credence to the strength of the SA Program, literally trusting the students and graduates with patient’s lives.  Students and Faculty of the SA Program also benefit from membership in the educational and profession specific affiliations of the Association of Surgical Assistants (ASA) and the Association of Surgical Technology (AST). Both organizations are respected and appreciated foundations that promote educational events for the members within the profession; legislatively advocate for practitioner recognition; support state-level constituent organizations; and commit to students as the future of the profession.  Both Faculty and Director of the SA Program are current and active members of the Association of Surgical Assistants (ASA) and the Association of Surgical Technology (AST). They also consistently attend, participate in AST annual business meeting and elections, AST and Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA) workshops and educator forms, and the annual AST Conference that highlights and educates on the latest in surgical technologies.  The SA Program Director has been appointed by the Vice President of Academic Affairs at Collin College to serve as member of the Academic Policies & Procedures Committee. The committee’s duties are to undertake consideration of significant procedural or policy change proposals that affect the operation of Academic Affairs across the district. This committee sanctioned the College’s Prior Learning Assessment (PLA) initiative which has benefitted surgical assisting program students in achieving the goals.  The SA Program Director serves on Certified Surgical First Assistant Examination Review Committee {CSFA-ERC). The Board of Directors of NBSTSA has appointed her to serve on the CSFA-ERC for a term of three years, ending June, 2025. The CSFA-ERC National Committee consists of eight appointed surgical professional member including surgeons and one surgical first assistant educator (the Collin College SA Program Director), and is responsible for the content, relevancy, and accuracy of the NBSTSA CSFA Exam.  Source: <https://www.nbstsa.org/sites/nbstsa/files/pdf/CSFA-ERC-Position-Description.pdf> |

**Partnership Resources Table\*\***

|  |  |  |  |
| --- | --- | --- | --- |
| Partner/Organization | Description | Formal Agreement Duration,  if any. | How is it Valuable to the Program? |
| Texas Health Presbyterian Hospital Plano | Professional Practice Clinical Site | Yes, through 2027 | Provides students real-world opportunities to elevate and hone surgical skills/abilities alongside talented surgeons. |
| Texas Health Presbyterian Hospital Dallas | Professional Practice Clinical Site | Yes, through 2027 | Provides students real-world opportunities to elevate and hone surgical skills/abilities alongside talented surgeons. |
| Baylor University Medical Center | Professional Practice Clinical Site | Yes, through 2025 | Provides students real-world opportunities to elevate and hone surgical skills/abilities alongside talented surgeons. |
| HCA Medical City Plano | Professional Practice Clinical Site | Yes, through 2030 | Provides students real-world opportunities to elevate and hone surgical skills/abilities alongside talented surgeons. |
| Texas Health Presbyterian Hospital Allen | Professional Practice Clinical Site | Yes, through 2027 | Provides students real-world opportunities to elevate and hone surgical skills/abilities alongside talented surgeons. |
| Baylor Scott & White McKinney Medical Center | Professional Practice Clinical Site | Yes, through 2025 | Provides students real-world opportunities to elevate and hone surgical skills/abilities alongside talented surgeons. |
| HCA Medical City McKinney | Professional Practice Clinical Site | Yes, through 2030 | Provides students real-world opportunities to elevate and hone surgical skills/abilities alongside talented surgeons. |
| HCA Medical City Frisco | Professional Practice Clinical Site | Yes, through 2030 | Provides students real-world opportunities to elevate and hone surgical skills/abilities alongside talented surgeons. |
| Texas Health Presbyterian Hospital Fort Worth | Professional Practice Clinical Site | Yes, through 2027 | Provides students real-world opportunities to elevate and hone surgical skills/abilities alongside talented surgeons. |

**8. What professional developmental opportunities add value to your program?**

|  |
| --- |
| All Surgical Assisting Program faculty and staff are also current credentialed OR surgical professionals who continually attend and participate in surgical, education, and surgical educational professional development opportunities. The SA Program brings over forty years of combined OR surgical experience/precepting into the classroom and curriculum. In addition, SA Program faculty and staff strive to consistently serve all communities – Collin students, Collin College at large, and the greater healthcare community at large.  Please see attached. |

**Provide a List of professional development activities employees have participated in since the last program review.**

**Employee Resources Table\*\***

|  |  |  |  |
| --- | --- | --- | --- |
| Employee Name | Role in Unit | Professional Development Summary | How is it Valuable to the Unit? |
| Christopher Scott, CSFA, CST, AAS | Adjunct Faculty | Please see attached | Please see attached |
| Isabel Reyes, CSFA, CST, BS, AAS | Full-time Faculty | Please see attached | Please see attached |
| Donna R Smith, LSA, CSFA, CST, BAAS, AAS | Program Director | Please see attached | Please see attached |
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\*\*For convenience, if providing a listing of professional development activities, this list may be included in this document as an appendix.

**9. Are facilities, equipment, and funding sufficient to support the program? If not, please explain.**

**[OPTIONAL—Only respond to prompt 9 if you are requesting improved resources for your program. If current facilities and budget are adequate, please proceed to prompt 10.]**

**Make a case with evidence that current deficiencies or potential deficiencies related to facilities, equipment, maintenance, replacement, plans, or budgets pose important barriers to the program or student success.** As part of your response, complete the resource tables, below, to supportyour narrative.

*Possible points to consider:*

* *The useful life of structure, technologies and equipment*
* *Special structural requirements*
* *Anticipated technology changes impacting equipment sooner than usual*

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**Facilities Resources Table\*\***

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| --- | --- | --- | --- | --- |
| Significant Pieces of Equipment | Description  (i.e. Special Characteristics) | Meets Needs (Y or N):  Current For Next 5 Years | | Analysis of Equipment Utilization |
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**Equipment/Technology Table ($5,000 or more) \*\***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Current Equipment Item or Budget Amount | Description | Meets Needs (Y or N):  Current For Next 5 Years | | For any “N”, justify needed equipment or budget change |
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**Financial Resources Table\*\***

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| --- | --- | --- | --- | --- |
| Source of Funds (i.e. college budget, grant, etc.) | Meets Needs (Y or N):  Current For Next 5 Years | | For any “N”, explain why | For any “N”, identify expected source of additional funds if needed |
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Section III.Continuous Improvement Plan (CIP)

**10. How have past Continuous Improvement Plans contributed to success?**

Program Review at Collin College takes place for each unit or program every five years. During the last (fifth) year, the program evaluates the data collected during the CIP process.

**Please describe how you have used your Continuous Improvement Plan (CIP) to make the following improvements to your program over the past 4 years (your last program review can be found on the Program Review Portal):**

* 1. **Program Learning Outcomes/Program Competencies**
  2. **Overall improvements to your program**

|  |
| --- |
| The Program’s past CIP addresses the overall improvement efforts for the SA Program that are directly related to increasing program cohort size. The continuous improvement plan targets increasing program awareness by increasing the frequency of on-site (hospital facility) program information sessions. As the program has recently shown incremental growth, it the goal of the SA Program CIP to increase the number of qualified applicants by 20% annually. To support program growth and maintain its didactic and clinical successes, a Full-time and an Adjunct faculty member have been added.  The implementation of the CIP, boosted by the ease in Covid-19 restrictions regulating surgical traffic in the OR, exponentially increased the number of qualified applicants in 2022. The SA Program Faculty and Director have been able to increase the number of Surgical Department information sessions. By the submission date of this Program Review, the SA Program had accepted its largest cohort of 21 students. |

**\*Please attach previous CIP Tables in the appendix**

**11. How will we evaluate our success?**

**NOTE: Please contact the institutional effectiveness office if you need assistance filling out the CIP tables.**

As part of the fifth year Program Review, the program should use the observations and data generated by this process along with data from other relevant assessment activities to develop the program’s CIP and an action plan for the next two years. At the conclusion of the first two years, data collected from the first year, plus any other relevant data that was collected in the interim, should be used to build on the accomplishments of those first two years by developing another two-year action plan for the CIP to help the program accomplish the expected outcomes established in its CIP or by implementing one of your other plans.

**Based on the information, analysis, and discussion that have been presented up to this point, summarize the strengths and weaknesses of this program. There should be no surprise issues here! This response should be based on information from prior sections of this document. Describe specific actions the faculty intends to take to capitalize on the strengths, mitigate the weaknesses, improve student success and program learning outcomes.** **Provide the rationale for the expected outcomes chosen for the CIP(s).**

|  |
| --- |
| The Surgical Assisting Program has consistently exhibited strengths related to Program Learning Outcomes and Program Competencies. The didactic and clinical curriculum prepares students for success on the Certified Surgical First Assist (CSFA) credentialing exam through the National Board of Surgical Technology & Surgical Assisting (NBSTSA). The SA Program Faculty and Director are members of and attend annual surgical education sessions/conferences to remain knowledgeable in the latest technological surgical advances. Remaining knowledgeable in the latest surgical trends allows the Faculty to adapt and grow to skills and update/teach the curriculum acoordingly.  The Program Director launched the Collin College SA Program in 2018 and it is the only one in the state of Texas. The success of the early program cohorts, graduation and national exam, indicated a solid foundation for growing the program, while maintining those same successes. The primary obstacle (weakness) to growing the cohort was access to the “target audience” SA Program student, working Certified Surgical Technologist (CST). Adding Faculty increased the number of individuals leading information sessions, sharing information about the existence of and knowledge about the Program.  As noted in the CIP, the Covid-19 pandemic limited traffic in Surgical areas to essential on duty personnel only. Fortunately, the access limitations did not affect the SA Program’s student clinical access (the clinical success of the cohort was not affected), but it did severly limit the gathering of individuals for information sessions. Implementing the CIP, increasing the number of SA Program Faculty, and organizing more “target audience” information sessions has already yielded positive results for Program. |

**12. Complete the Continuous Improvement Plan (CIP) tables that follow.**

Within the context of the information gleaned in this review process and any other relevant data, identify program priorities for the next two years, **including at least one program learning outcome (or program competency)**, and focus on these priorities to formulate your CIP. You may also add short-term administrative, technological, assessment, resource or professional development outcomes as needed.

|  |
| --- |
| There were four Program Learning Outcomes created during this review period. The Surgical Assisting Program will focus on holistically strengthening the surgical knowledge and skills of the SA Program student, focusing on connecting operative anatomy with hands-on skills. |

**Table 1. CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)**

|  |  |  |
| --- | --- | --- |
| **A. Expected Outcomes**  Results expected in this unit  (e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services) | **B. Measures**  Instrument(s)/process(es) used to measure results  (e.g. sign-in sheets, surveys, focus groups, etc.) | **C. Targets**  Level of success expected  (e.g. 80% approval rating, 10 day faster request turn-around time, etc.) |
| Students demonstrate ability to choose the appropriate method of hemostasis and apply as appropriate. | Ligation/Suturing Skills scenarios that require students to analyze surgical anatomy/procedural situation and choose the most appropriate hemostasis and coagulation method, requiring students to demonstrate an understanding andpractical practical skills application of the principles. | 90% of students score 75% or better on anatomy specific ligation/suturing skills scenarios exams |
| Demonstrate an understanding and application of the techniques involved in surgical knot tying and suturing. | Mid-term and course final exam suturing and knot tying skills assessments of all suturing techniques introduced. | 90% of students score 80% or better – on rubric for suturing and knot tying exams with practical and content knowledge application |
| Describe the scope of practice for the surgical assistant, analyze and demonstrate an understanding of building effective surgical staff teams. | Scope of practice/surgical staff specific scenario exam and final exam discussion post. | 90% of students score 80% or better – on rubric for scope of practice/surgical staff specific scenario exam and final exam discussion post. |
| a) Compare and contrast normal anatomy to the pathophysiology as it relates to surgical procedures and b) demonstrate an understanding of evaluating diagnostic images as related to surgical anatomy. | Research Project/Presentation – Surgical Procedure  a) The research project and corresponding presentation requires the student to explain/show a surgical procedure in a step-by-step fashion, paying particular attention to how, when, and why the procedural steps and affect specific and systemic physiological functions.  b) The research project and corresponding presentation requires the student to demonstrate an understanding of evaluating diagnostic images as related to surgical anatomy, highlighting the importance of correct pre-surgical diagnoses and effective knowledge of the tools utilized to support the diagnosis. | 90% of students score 80% or better on rubric’s content knowledge portion |

**Continuous Improvement Plan**

**Outcomes might not change from year to year. For example, if you have not met previous targets, you may wish to retain the same outcomes. *You must have at least one program learning outcome.* You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed. Choose 1 to 2 outcomes from Table 1 above to focus on over the next two years.**

**A. Outcome(s)** -Results expected in this program (from column A on Table 1 above--e.g. Students will learn how to compare/contrast Conflict and Structural Functional theories; increase student retention in Nursing Program).

**B. Measure(s)** –Instrument(s)s/process(es) used to measure results (e.g. results of essay assignment, test item questions 6 & 7 from final exam, end of term retention rates, etc.).

**C. Target(s)** -Degree of success expected (e.g. 80% success rate, 25 graduates per year, increase retention by 2% etc.).

**D. Action Plan** -Implementation of the action plan will begin during the next academic year. Based on analysis, identify actions to be taken to accomplish outcome. What will you do?  
**E. Results Summary** - Summarize the information and data collected in year 1.  
**F. Findings** - Explain how the information and data has impacted the expected outcome and program success.   
**G. Implementation of Findings** – Describe how you have used or will use your findings and analysis of the data to make program improvements.

**Table 2. CIP Outcomes 1 & 2**

|  |  |
| --- | --- |
| 1. **Outcome #1** Students demonstrate ability to choose the appropriate method of hemostasis and apply as appropriate. | |
| 1. **Measure (Outcome #1)**   Ligation/Suturing skills scenarios | 1. **Target (Outcome #1)**   90% of students score 75% or better on anatomy specific ligation/suturing skills scenarios exams |
| 1. **Action Plan (Outcome #1)**   Rrepeated exposure to various compromised hemostasis situations and administration of regular skills assessments | |
| 1. **Results Summary (Outcome #1) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Implementation of Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2** | |

**Table 2. CIP Outcomes 1 & 2 (continued)**

|  |  |
| --- | --- |
| 1. **Outcome #2** a) Compare and contrast normal anatomy to the pathophysiology as it relates to surgical procedures and b) demonstrate an understanding of evaluating diagnostic images as related to surgical anatomy. | |
| 1. **Measure (Outcome #2)**   Research Project/Presentation of a surgical procedure | 1. **Target (Outcome #2)**   90% of students score 80% or better on rubric’s content knowledge portion |
| 1. **Action Plan (Outcome #2)**   Students will be assigned a specific surgical procedure to research and present a comprehensive presentation demonstrating content knowledge | |
| 1. **Results Summary (Outcome #2) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Implementation of Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2** | |

**What happens next? The Program Review Report Pathway**

1. **Following approval by the Steering Committee,**

* Program Review Reports will be evaluated by the Leadership Team;
* After Leadership Team review, the reports will be posted on the Intranet prior to fall semester;
* At any point prior to Intranet posting, reports may be sent back for additional development by the unit.

1. **Unit responses to the Program Review Steering Committee recommendations received before July 31st will be posted with the Program Review Report.**
2. **Leadership Team members will work with program supervisors to incorporate Program Review findings into planning and activity changes during the next five years.**

**Please make sure to go back and complete your Executive Summary at the start of the Review.**