

**2022 ANNUAL ACADEMIC ASSESSMENT REPORT FORM**  
**(Due October 15 to the dean)****PROGRAM SECTION (Due to the dean on October 15)****Submission date:** 9/9/2022**Submitted by:** Nicole Clementi, Program Director (Surgical Technology) nclementi@alaska.edu**Program(s) covered in this report:** Surgical Technology AAS

If you selected "Other" above, please identify. (100 characters or less)

**College:** College of Health**Campuses where the program(s) is delivered:** ☒ Anchorage ☐ KOD ☐ KPC ☐ MSC ☐ PWSC**Specialized accrediting agency (if applicable):** Commission on Accreditation of Allied Health Education Programs upon the recommendation of the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting**If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe:****INSTITUTIONAL STUDENT LEARNING CORE COMPETENCIES**

In 2020, UAA launched a consensus-based, deliberative process to identify the key skillsets that help students achieve academic and post-graduation success. After a year-long process that included students, faculty, staff, administrators, alumni, and employers, the UAA community identified four core competencies at the heart of a quality UAA education. Students develop mastery of these competencies through curricular (e.g., courses), co-curricular (e.g., internships, conferences), and extra-curricular (e.g., student clubs) learning experiences.

After the stakeholder-based process in AY20, UAA is phasing in the integration of the core competencies into ongoing processes, including program student learning outcomes assessment. Personal, Professional, and Community Responsibility (PPCR) was integrated into the AY21 Annual Academic Assessment Report. The AY22 Annual Academic Assessment Report now also integrates Effective Communication.

Question #1 below is designed to engage program faculty in thinking about how they can or already do promote student learning in these two core competencies.

**1. A. *Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.***

- If last year you provided your program's current or planned example of an intentionally designed course, assignment, or activity that develops and showcases the student learning in this core competency, please discuss that implementation and any observations you have regarding how well it is working. *(500 characters or less)*
- If last year you *did not* identify a current or planned example of an intentionally designed course, assignment, or activity that provides students the opportunity to develop and showcase this core competency, please identify one now. *(500 characters or less)* The surgical technology program will require students to write essays on chosen surgical procedures throughout their clinical rotation in order to attain a more proficient knowledge base and to better care for patients during surgery.

**B. *Effective Communication: The knowledge and skills necessary to engage in effective communication in diverse contexts and formats.***

- What would you hope a student would say if asked where in your program or support service they had the opportunity to develop proficiency in this core competency? *(500 characters or less)*

The program instituted several variations of role playing in the lab setting which includes surgical scenarios, patient interactions, staff interactions and surgeon interactions. This reinforces effective communication in various contexts and formats.

- Provide your program's current or planned example(s) of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency. *(500 characters or less)*

The surgical technology program utilizes a peer to peer discussion board as well as a weekly journal entry as an assignment where students comment on each other regarding lab skills they perform together as well as responding to selected questions about how their week went. This communication method encourages positive feedback as well as constructive and builds trust which is crucial in their career choice.

**PROGRAM STUDENT LEARNING OUTCOMES**

2. Please list the Program Student Learning Outcomes your program assessed in AY22. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.

***Example: Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations.***

Apply knowledge and skills of biological sciences in the perioperative setting. Communicate effectively with surgical team members, patients and their families. Apply the principles of aseptic techniques in the perioperative setting. Organize routine instrumentation and supplies within the perioperative environment. Demonstrate knowledge of pharmacology and math calculation principles related to the surgical environment. Collaborate with members of the surgical team to ensure quality patient care

with undivided attention to each individual's psychological and social needs. Surgical Tech students demonstrate skills and behaviors necessary to function as a member of a surgical team throughout their time in the program. Students exceeded faculty expectations

**3. Describe your assessment process in AY22 for these Program Student Learning Outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings. (750 characters or less)**

The surgical technology program utilizes several methods to gauge success of the program as well as to determine any changes that may be necessary. We receive feedback from our advisory board made up of professionals from the community, student feedback, exit surveys, employer and graduate surveys. The advisory board reviews programmatic data annually to determine if changes are necessary to promote student success, or for the growing and changing needs of the employers/stakeholders. We review enrollment capacity, resources, books, budget, retention, placement rates, working relationships, student professionalism, and job entry readiness, certification pass rates and areas for growth.

**4. What are the findings and what do they tell the faculty about student learning in your program? (750 characters or less)**

We are currently teaching our fifth cohort and to date all feedback has been quite positive. The data all supports the idea that students are meeting PSLOs and are receiving excellent entry-level education. The feedback of the students was mostly positive, but they would like to have more usable lab supplies and a more organized lab. The program has listened and we have open lab for students who would like to participate. The findings also show that we have 100% positive placement for graduates in their field of study, 66.6 % pass rate for the national certification, and a 100% retention rate for the program. The findings also show that we still have not met workforce needs as there is still a shortage of surgical technologists in Alaska.

**5. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes? Please describe the recommended action, what improvement in student learning the program hopes to see with this change, the proposed timeline, and how the program will know if the change has worked. If no recommendations for changes were made, please explain that decision. (750 Characters or less)**

Based on the findings, there were 2 recommendations for changes. Students requested more usable lab supplies, better lab organization. Our community stakeholders encouraged us to increase the enrollment capacity. We were initially allowed to accept twelve (12) students, but received approval from ARC/STSA - the Accreditation Review Committee for Surgical Technology and Surgical Assisting to increase from twelve (12) to fifteen (15) students. Implementing open lab hours has been a success and the program can see the positive benefit in the skill sets of the students. Thus far, students are anecdotally more focused, more prepared, more confident, and more knowledgeable because of more time in the lab to practice needed skills.

## PROGRAM IMPROVEMENTS AND ASSESSING IMPACT ON STUDENT LEARNING

**6. In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the Program Student Learning Outcomes? Please check all that apply.**

- ☐ Course curriculum changes
- ☐ Course prerequisite changes
- ☐ Changes in teaching methods
- ☐ Changes in advising
- ☐ Degree requirement changes
- ☐ Degree course sequencing
- ☐ Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
- ☐ Changes in program policies/procedures
- ☐ Changes to Program Student Learning Outcomes (PSLOs)
- ☐ College-wide initiatives (e.g., High-Impact Practices)
- ☒ Faculty, staff, student development
- ☐ Other
- ☐ No changes were implemented in AY22.

**If you checked "Other" above, please describe. (100 characters or less)**

**7. Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this. (750 characters or less)**

no

**8. PROGRAMS ARE NOT REQUIRED TO RESPOND TO QUESTION #8 FOR THEIR REPORT DUE ON OCTOBER 15, 2022. IT IS HERE JUST FOR THEIR REFERENCE.**

**9. Do you have any examples of post-graduate success you want to highlight? For example, major scholarships, the percent of students who pass licensure examinations, the percent of students accepted to graduate programs, the percent in post-graduation employment in the field or a related field. (750 characters or less)**

## DEAN SECTION (Due to the program on January 15)

**1. Based on the program's responses above, what guidance and support do you have for the program moving forward? (750 characters or less)**

The program identified a specific area of student feedback and identified a way to make programmatic adjustments to incorporate that. It is appreciated that the program was able to implement open lab hours. As part of the assessment process, it may be worthwhile to assess whether students are needing additional practice in specific areas/skills or if it is overall additional

time. This could help inform potential curriculum revisions if specific areas particularly need additional time.

The program is commended for its strong engagement with the professional community and is encouraged to continue using that engagement to inform program assessment and continuous improvement.

- 2. What is the program doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the achievement of the Program Student Learning Outcomes, the closing of equity gaps, or addressing the core competencies? (750 characters or less)** The program is commended on using a variety of assessment methods to evaluate PSLOs including student achievement in coursework, feedback from the advisory board, student/graduate surveys, employer surveys, national board exam pass rates, etc. The program clearly engages with the professional community and is responsive to those needs which is excellent. It is appreciated that the program has put forward a request for funding for lab supplies to help address the feedback received through the assessment process. As the program continues to build assignments and activities to assess both programmatic PSLOs and UAA Core Competencies, faculty are encouraged to utilize the Clinical Health Sciences Instructional Designer for assistance and input.

Dean's signature:

  
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Date: 1/9/2023