

Des Moines Area Community College

Comprehensive Program Evaluation

Surgical Technology Diploma

For the Years

2011 - 2015

GENERAL INFORMATION Part I

Program Name:

Degrees/Diplomas Awarded: Diploma

Certificates Offered:

Campus(es): Urban

Program Chair: Betty Baker

Faculty: John Hadley

Academic Dean/Provost: Arthur Brown/ Laura Douglas

ACCREDITATION INFORMATION:

Accrediting Agency: CAHEEP

Year of Last Reaffirmation of Accreditation: May 2011

Year of Next Reaffirmation of Accreditation: Fall 2017

Date of Last Visit: Fall 2007

Date of Next Visit: Fall 2017

Attachment #1 – Certificate and letter of Accreditation

IOWA CAREER AND TECHNICAL PROGRAM COMPLIANCE

This Program Evaluation is intended to provide support for career and technical program compliance with 281– IAC 46.7(4) as listed below:

- Compatible with educational reform efforts.
- Capable of responding to technological change and innovation.
- Meet the educational needs of the students and employment community including students with disabilities, both male and female students, from diverse racial and ethnic groups.
- The competencies in the program are mastered by students enrolled.
- The curriculum is articulated and integrated with other educational offerings required of all students.
- The program permits students with secondary career and technical education backgrounds to pursue other educational interests in a postsecondary setting, if desired.
- The program removes barriers for both traditional and nontraditional students to access educational and employment opportunities.

In addition Program Evaluation is intended to provide support in meeting the additional expectations of the Department of Education Program Review Process noted in the Program Approval Guidelines for Iowa Community Colleges issued 11.01.2010:

- The costs of the program are proportionate to educational benefits received.
- Program standards and curricula address new and emerging technologies.
- Program standards and curricula address job seeking/job/keeping and other employment skills including self-employment, and entrepreneurship skills, entrepreneurial and labor market needs.
- Program standards and curricula address strengthening of basic academic skills.

PROGRAM OVERVIEW

Please provide a brief history and/or overview of the program: Catalog program description, when it started; Campus or campuses it is offered on; How the demands or needs of the community have influenced its evolution; what milestones have been achieved; etc.

The surgical technology program is designed to prepare students to be entry level employee in a hospital or surgery center. As a skilled health professional, the surgical technologist is able to circulate with a registered nurse and scrub independently for a variety of surgical specialties and procedures.

Students gain a basic knowledge of anatomy, physiology, microbiology, aseptic technique, surgical techniques and procedures, and patient care techniques. These subjects are presented in the classroom, through laboratory experience and in a supervised clinical setting.

The DMACC Surgical Technology Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

The surgical technology program was re-established the fall of 2006 on the Urban Campus. The program has been established for ten years. The program accepts 16 students per year. The demand for surgical technologists are high, especially in the smaller communities. Some smaller facilities are offering to pay a student's full tuition if a student will commit to a 3 year employment. Other facilities are also offering sign on bonuses.

The program now has students in the following communities & facilities:

Des Moines (Methodist Main Hospital, Iowa Lutheran Hospital, Broadlawn's Medical Center, Veterans Affairs Hospital, Mercy River Hills -Iowa Ortho Surgery Center)

West Des Moines (Methodist West Hospital, Lakeview Surgery Center, Surgery Center of Des Moines – West),

Newton (Skiff Medical Center – Mercy)

Marshalltown (Central Iowa Healthcare)

Ames (Mary Greeley Medical Center)

Boone (Boone County Hospital)

Carroll (St. Anthony Hospital)

Iowa City (University of Iowa Hospital)

The program had difficulties in the first 6 years with retention. But the program has established entry requirements to improve a student's success rate for graduation.

Entry Requirements:

1. Complete an application for admission
2. Attend required Surgical Technology information Session
3. Satisfy DMACC's Assessment Requirement
4. Satisfy TEAS AH Assessment requirement or TEAS V Assessment (August 1, 2016 - only 1 TEAS Assessment for all programs)
5. Submit evidence of grade "C" or better in one year of high school biology or equivalent (DMACC Academic Achievement Center Biology I & II or BIO 156 – Human Biology w/lab).
6. Submit proof of high school graduation or GED prior to enrollment
7. Submit evidence of grade "C" or better in BIO 186 – Microbiology or BIO 732 – Health Science Microbiology
8. Submit evidence of grade "C" or better in BIO 733 – Health Science Anatomy AND BIO 734 – Health Science Physiology OR BIO 168 - Anatomy & Physiology I AND BIO 173 – Anatomy & Physiology II

The students are required to take the compass for DMACC, but the surgical technology program requires another admission exam (TEAS AH or TEAS V/Nursing entrance exam) that closely matches the assessments needed for healthcare programs. Beginning in September all healthcare programs will be taking the ATI TEAS exam, then each program will have specific cut scores that are required for their specific programs.

Retention, certification exam pass rate, and graduation & employment rates were a problem in the first 6 years. The establishment of new entry requirements and the establishment of team-based learning have assisted in the dramatic rise in retention, certification exam pass rate and graduation and employment rates over the last four years.

| Graduating Class | 2011 | 2012 | 2013 | 2014 | 2015 |
|-------------------------|------|------|------|------|------|
| | | | | | |
| Retention Rate | 63% | 50% | 73% | 94% | 73% |
| Graduation Rate | 63% | 50% | 73% | 94% | 73% |
| Certification Pass Rate | 40% | 85% | 100% | 87% | 91% |
| Employment Rate | 90% | 85% | 91% | 100% | 100% |

INDICATORS OF EFFECTIVENESS

Part II

AQIP Category Seven, **MEASURING EFFECTIVENESS**, focuses collects, using data, information, and knowledge to manage and drive performance improvement.

Assessment at the program level focuses on how effectively students have acquired the skills and abilities to successfully enter employment after graduation.

Providing the right courses, right mix of courses and right sequence of courses is critical to quality programming and student learning. In addition programs of study have to look at the program goals, courses offered, course sequencing and indirect evidence as well as professional standards. These are some of the resources that should be used for analysis and instructional programming enhancement:

- Course level assessment
- Program level assessment
- Surveys: Student, Graduate, Employer, Advisory Board
- National & State Certification Data
- Five Year Program Assessment
- Institutional Research: course/term retention, fall-spring persistence and GPA

Responses to the questions should encompass the assessment process; how it is implemented; what data are collected; how they are used; what questions are raised; and what improvements in teaching/learning processes are or have happened as a result.

The implementation of systematic assessment leads towards professional collaboration; enhance an environment for experimental practices and programs; and focused discussion of student development and curriculum revision.

A. PROGRAM/COURSE ASSESSMENT:

1. For assessment of student learning **at the course level**, what formal assessment tools and plans are in place? What courses have been assessed over the past five years? What data have been collected? What improvements were implemented based on the data? (*Provide copies of Annual Course Assessment Summaries.*)

The students take assessment tests over their course material on a daily & weekly basis.

Over the last five years we have assessed the program in several different didactic courses:

2011 – SUR 140, SUR 420

2012 – SUR 130, SUR 140, SUR 200, SUR 420

2013 – SUR 140, SUR 420

2014 – SUR 140

2015 – SUR 140, SUR 420

Attachment #2 – Course Assessments – 2011, 2012, 2013, 2014, 2015

2. What **external assessments** do you use to measure student occupational knowledge, and assure industry currency and professional development of your students? (*Internships, licensure exams, practicums, etc. What type of data are collected?*)

Two clinical practicums @ two different clinical sites, students are assessed during their clinical practicum on a bi-weekly basis & at end of term evaluation by the clinical instructors. A clinical preceptor evaluation is also used to evaluate each students. Students are required (by ARCSTSA) to complete 120 cases in general surgery and in five different specialties. Most students complete well over the 120 surgical cases.

The students also take a national certification examination at the end of the program through the National Board for Surgical Technologists & Surgical Assistants. The passing of this certification allows the students the opportunity to get employment anywhere in the nation.

There are accreditation requirements for the program pertaining to the national certification examination, we are required to have a 100% participation rate and a 70% pass rate. If you look at the outcome numbers, you can see the certification outcomes have significantly risen over the last few years.

Attachment #3 – Weekly Clinical Evaluation, Weekly Clinical Surgical Summary, Weekly Time Card, Preceptor Clinical Competency, Clinical Competency Performance Evaluation (Clinical Instructors Weekly, or Bi-weekly Evaluation), End of Term Clinical Competency Performance Evaluation.

3. How have the assessment activities conducted over the past five years (*both the external assessments and the course level assessments*) been used to improve the program?

When we evaluate the Didactic courses, we examine the information collected, in some cases we have gone over the course questions the next term to find out where the students had difficulty and why they got the question wrong. In many instances the students knew the correct answer and could not tell us why they were not able to get the answer correct on the final exam.

We have 150 - 200 question final exams to simulate the certification exam that they will be taking at the end of the program. We would like all of our exams to be taken on blackboard as this would simulate the exams exactly as the students would be taking the national certification exam.

We have implemented team-based learning in all of the courses for the surgical technology program. Our main issues at our last DMACC evaluation was retention of students. It seems that when the students come to class prepared to participate, it makes a big difference. When the students first take an exam, they take it first individually, the test is collected. They then turn around and take the exams as a part of a team where they will discuss the questions within their team and as a team will answer each question. Because of this discussion they seem to learn the information again from fellow students. Most of the time they come to class prepared because they do not want to let their team members down.

Program Competencies Iowa Code – Must be revalidated every 3 years

Iowa Code 258.4(8) Establish a minimum set of competencies and core curriculum for approval of a vocational program sequence that addresses the following: new and emerging technologies; job-seeking, job-keeping, and other employment skills, including self-employment and entrepreneurial skills that reflect current industry standards, leadership skills, entrepreneurial, and labor-market needs; and the strengthening of basic academic skills.

Iowa Code 281.46.7(1,2) ... Revalidation for minimum competencies will be completed and authorized for the state board at least every three years, commencing with the 1992-93 school year.

While the direct assessment of courses is a critical component it is only one factor. In addition, assessing the program develops key inquiry-based resources to track, synthesize, and implement program modifications that are based on sound inquiry and research.

One of the first steps in initiating a program assessment is to look at the program competencies. Map the courses in your program to the appropriate program competencies. Complete the template for visualization. Expand as needed.

4. Are the program competencies and curriculum aligned with the following? (*as relevant to your program*)

The competencies are reviewed when we assess each class in the didactic and clinical portions of the program.

The surgical technology program continually uses industry as our partnership clinical practicum sites. The program maintains strong relationships within each clinical practicum site and uses the accreditation outcomes data to continually improve the surgical technology program. Because the students are enrolled in two clinical practicums, they are able to be a part of the new & emerging technologies (such as robotics, and laser), as well as keep up with current industry standards. The students are also required to have a total of 120 surgical cases completed within at least six different surgical specialty areas, as required by our accreditation.

During the second term the student have an assignment that requires the students to make a resume, reference page and cover letter. This assignment is due the first part of April. We also have the students do mock interviews which will help the students know the areas that they need to work on for an interview. We give students interview questions that they need to be prepared to answer when going to an interview and we also encourage the students to have questions to ask during the interview process. We have been told by surgical directors that 90% of our students are very well prepared for the interview process.

The students develop their leadership skills during team examinations and during their didactic lab that prepare them for the work environment as well as in the didactic classroom. Each student is expected to stand up in front of the class and present presentations to their classmates. In the clinical environment, the student is encouraged to speak up (be more assertive) when they need a specific supply, when surgical counts need to be completed, etc.

Attachment #12 – Course Competencies – SUR 130, SUR 140, SUR 150, SUR 200, SUR 202, SUR 420, SUR 805, SUR 810

5. Were the program competencies reviewed, and updated as needed within the last 3 years?

The program evaluates the competencies when we do our assessments in the didactic courses, but they have not been updated.

The advisory committee will assist us with our competency review at the fall advisory meeting.

6. List the pre-requisites for entry into your program.

ALEKS Math Exam

DMACC Assessment Exam

TEAS AH or TEAS V Exam

Submit evidence of grade of "C" or better in the following courses:

BIO 156 Human Biology w/lab

BIO 186 Microbiology OR BIO 732 Health Science Microbiology

BIO 168 Anatomy & Physiology I and BIO 173 Anatomy & Physiology II OR

BIO 733 Health Science Anatomy

BIO 734 Health Science Physiology

7. What are the graduation requirements for successful completion of your program?

To earn a Surgical Technology Diploma, a student must complete all coursework prescribed in Semester 1-3 and have a "C" or better in all Surgical Technology courses and support courses. In order to progress to the next semester, these courses must be successfully completed in the semester identified or in a previous semester.

8. Review the term-term course sequence model for completion of the program in the PIB.

Attachment 4 – Program Information Brief

9. How do you monitor **program competencies and student learning** at the program level?

The program is accredited by: Commission on Accreditation of Allied Health Education Programs (CAHEEP).

We have standards that are required by Accreditation Review Committee on Education in Surgical Technology/Surgical Assisting (ARC-ST/SA), see attached copy of the SIG (Standard Interpretive Guide)

Attachment #5 – SIG – Standard Interpretive Guide

10. Which specific DMACC General Education Competencies does the program emphasize for student acquisition of lifelong learning skills?

| DMACC Gen Ed Competency: | Applicable: | DMACC Gen Ed Competency: | Applicable: |
|---|--------------------|---|--------------------|
| 1. Understanding & demonstrating effective communication. | X | 4. Developing an understanding of fundamental mathematical principles & their application. | X |
| 2. Understanding & demonstrating logical & critical thinking. | X | 5. Developing an understanding of human society & cross-cultural variation & perspective. | X |
| 3. Developing & understanding of fundamental scientific principles & their application. | X | 6. Developing knowledge of & appreciation for the human condition as expressed in works of human imagination & thought. | X |

| Program: | | Program Course Acronyms | | | | | | | | | | | | | | | | | | | |
|--|--------|-------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--|--|
| Program Competencies <i>(List program competencies below, the program courses across and place an "X" in the column under the corresponding course acronym that applies to the program competency.)</i> | SUR130 | BIO733 | SUR140 | SUR150 | MAT772 | BUS112 | ENG105 | COM703 | SUR420 | BIO734 | SUR805 | SUR200 | MGT145 | PSY111 | PSY102 | SOC110 | BIO732 | SUR202 | SUR810 | | |
| | | | | | | | | | | | | | | | | | | | | | |
| Practice effective oral and written communication. | X | | X | X | | | | X | X | | X | X | | | | | | X | X | | |
| Adhere to ethical guidelines and maintain the rules of confidentiality related to patient care. | X | | X | X | | | | | X | | X | X | | | | | | X | X | | |
| Demonstrate workplace skills, including: problem solving, maintaining interpersonal relationships and displaying initiative. | X | | X | | | | | | X | | X | X | | | | | | X | X | | |
| Participate in surgical procedures. | | | X | | | | | | | | X | X | | | | | | X | X | | |
| Handle instruments in an appropriate manner. | | | X | | | | | | | | X | X | | | | | | X | X | | |
| Demonstrate proper use and care for instruments. | X | | X | | | | | | | | X | X | | | | | | X | X | | |
| Prepare medications. | | | | | | | | | X | | X | X | | | | | | X | X | | |
| Practice aseptic technique. | X | | X | | | | | | X | | X | X | | | | | | X | X | | |
| Use equipment according to established policies and procedures. | X | | X | | | | | | X | | X | X | | | | | | X | X | | |
| Demonstrate professionalism. | X | | X | X | | | | | X | | X | X | | | | | | X | X | | |
| Work effectively as a part of the surgical team. | X | | X | X | | | | | X | | X | X | | | | | | X | X | | |
| Provide safe and empathetic patient care. | X | | X | X | | | | | X | | X | X | | | | | | X | X | | |

| | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|--|
| Plan and prepare for surgical procedures in a multitude of specialty areas. | X | | X | X | | | | | X | | X | X | | | | | | X | X | | | |
| Function productively in both scrub and circulating roles. | | | X | | | | | | X | | X | X | | | | | | X | X | | | |
| Demonstrate the skills necessary to prepare supplies, equipment, and instruments; maintain aseptic conditions, prepare patients for surgery and assist surgeons during operations. | X | | X | | | | | | X | | X | X | | | | | | X | X | | | |
| Apply theoretical knowledge to the care of patients undergoing surgery. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | | |

B. ASSURANCES

By indicating a "yes" for each of the following items you are assuring that you complete these reviews on an annual basis. For each "no" response explain and provide a plan for change.

1. Are all program specific career/technical course competencies reviewed annually, updated as needed and published in the course competency web page?

No

2. Are all program specific career/technical course descriptions reviewed annually, updated as needed, and published in the catalog?

No, did not realize that this was something that needed to be reviewed and do not know who to report this information to when it is updated.

3. Is the catalog description reviewed annually?

No, did not realize that this was something that needed to be reviewed and do not know who to report this information to when it is updated. The competencies, course descriptions and catalog description will be reviewed at the next advisory meeting.

4. Are all program specific career/technical course syllabi reviewed annually?

Yes

5. Is the program curriculum current and meeting business & industry standards?

Yes

6. Are current course competencies & syllabi for program courses on file in the Dean's office?

They are on file in the Provost's Office @ the Urban Campus

7. Are course competencies & course syllabus for each course provided to students at the beginning of each course?

Yes, they are placed with the syllabus and the syllabus is placed on the blackboard system.

8. Is the length of each program award appropriate and in compliance with the DMACC and Dept. of Ed requirements as listed below?

Yes

Attachment 12 – Course Competencies – SUR 130, SUR 140, SUR 150, SUR 200, SUR 202, SUR 420, SUR 805, SUR 810

- **AA degree**
 - 64 credits
 - Able to be completed in 2 calendar years (4 regular terms & 2 summer terms)
 - Meets DMACC general education requirements
- **AS-CO degree**
 - 66 to 70 credits (including program pre-requisite credit courses, not remedial)
 - Able to be completed in 2 calendar years (4 regular terms & 2 summer terms)
 - Meets DMACC general education requirements
 - Articulation agreements on file with 3 baccalaureate degree programs (list Colleges below)
 - 1. _____
 - 2. _____
 - 3. _____
- **AAS degree**
 - 60 to 86 credits (including program pre-requisite credit courses, not remedial)
 - 50% of program courses are career/technical Meets DMACC general education requirements
- **Diplomas**
 - 30 to 48 credits (including program pre-requisite credit courses, not remedial)
 - Able to be completed in 1 calendar year (52 weeks maximum)
 - Meets DMACC general education requirements
- **Certificates**
 - 48 credits max (including program pre-requisite credit courses, not remedial)
 - Able to be completed in 1 calendar year (52 weeks maximum)
 - Includes only career/technical courses

C. STUDENT INFORMATION AND DEMOGRAPHICS

AQIP Category Three, **UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS**, focuses on understanding student and other stakeholder needs.

1. Are the numbers of students starting appropriate for the program?

Yes, we are required to have a clinical practicum site established prior to allowing students into the program, so we allow sixteen students in the program. If we acquire more clinical practicum sites (with allowance of more than one student), then we can have more students in the program.

The difficulty is that some years some facilities only allow us to have only one student where in previous years they have allowed 2 or 3 students. So we can only count on a facility for one student. We have had a facility not allow us to send any students at all.

2. Is there a waiting list? How long? Is this a new trend or has it been ongoing?

No

3. Have enrollment patterns changed over the past five years? Why?

No.

When the program first started there were a lot of students wanting to get into the program, and they would apply. We still have a lot of student that apply for the program (115 – 230), but the problem is the students do not follow through. So each term I print out the list and I look at the students to see what they have completed. Students that I see are working on classes, I call them personally each term and ask them how they are doing in their classes, are they planning on starting the program in the fall (because we have openings), and is there anything I can do to assist them in reaching their goal of getting into the fall program. So basically I am recruiting/courting the students to complete what they need to get done for the program. Because of this, the students seems to be better prepared, ready and know that someone is looking out for them.

4. Does enrollment reflect balanced diversity in gender, age and ethnicity?

Yes, we have male and female students, and students of different ages. We have also had students with different ethnicity that enter into the program.

5. What efforts are being made to promote diversity in the program?

We have information sessions that allow all students to come and see what the program is about. We also go to all of the high school CNA & health occupation classes. We provide information to the student in the ESL classes offered on the Urban campus.

6. Is the program capable of meeting the needs of all students including students with disabilities, both male and female students, and from diverse racial and ethnic groups?

We are able to meet some of the needs of students with disabilities, those students that are in need of accommodations, but if a student has a physical disability, they must be able to perform the surgical technology job, which requires that they stand on their feet for long periods of time and be physically able. We have had students in the program from Liberia-Africa, Ghana-Africa, Vietnam, Philippines & India.

7. Provide a brief analysis of the **Student/ Graduate Satisfaction Survey**.

What insight have you derived from the results?

All students are awarded a diploma

2011 - 10

2012 - 7

2013 - 11

2014 - 14

2015 - 10

The graduate surveys have shown that the students are very happy after they have graduated from the program. For some of the students it has made a big difference in their lives. One student was a very young single mother, who now has a fulltime surgical technologist position (with benefits), has a dog and has purchased a home as well.

8. Do you project any expansion or decrease in graduation rates during the next five years?
A continued increase is our goal.
9. What challenges do you face in retaining students to graduation/completion?
80% of the students need to work fulltime in order to keep their insurance coverage. This can be very difficult for them.
10. Are there specific program courses available to part-time students looking for licensure, improvement of skills, to obtain or maintain certification, or career exploration? *(list the courses)*

No

Attachment 6 - Graduate Survey Results – 2011, 2012, 2013, 2014, 2015

D. PROGRAM VIABILITY

AQIP Category Seven, **MEASURING EFFECTIVENESS**, focuses collects, using data, information, and knowledge to manage and drive performance improvement.

1. Are students required to complete any external certification or licensure exams for industry employment?

Yes, a national certification examination. But not all employers require it, I would say approximately 80% do require the certification. The program is required by accreditation that we have a 100% participation taking the exam and a 70% pass rate.

2. Provide certification/licensure data for the previous five years if it is applicable to the program. What trends are provided in the data? *(Attach documents in Appendix if appropriate.)*

2011- 40%
2012 – 85%
2013 – 100%
2014 – 87%
2015 – 91%

Attachment 11 – Certification Examination Pass Results, 2011, 2012, 2013, 2014, 2015

E. EMPLOYMENT OUTLOOK/ANALYSIS

Graduate Placement

| Year | Grads | Employed Related | Employed Unrelated | Further Education | Job Seeking | Unknown | Working in IA |
|------|-------|------------------|--------------------|-------------------|-------------|---------|---------------|
| 2011 | 9 | 8 | | | | | 8 |
| 2012 | 7 | 7 | | | | | 7 |
| 2013 | 11 | 11 | | | | | 11 |
| 2014 | 15 | 15 | | | | | 12 |
| 2015 | 11 | 11 | | | | | 11 |

1. How have placement rates changed or have they?

Job placement outcomes have changed, because anytime we hear of a job, we call any student that is not employed to let them know that there is a job out there. We continue calling them until the student gets a job or we realize they are never going to interview in this job position.

2. What is the employment outlook for program graduates? *(Potential sources available for your analysis)*

There has been quite a demand for surgical technologists in central Iowa, especially in the smaller communities, where the demand is higher. There are some facilities that are offering to pay a student's full program tuition, with a minimum requirement of three years employment. There are also some facilities that are also offering a sign on bonus upon employment.

Association of Surgical Technology Website: <http://careercenter.ast.org/jobseekers/>

3. Are there other similar programs offered in the state? How do they compare? *(List programs and locations.)*

Attachment 7 – State of Iowa Surgical Technology Programs

[Iowa Lakes Community College - Spencer, IA](#) – Diploma, Associates

[Iowa Western Community College - Council Bluffs, IA](#) - Associates

[Kirkwood Community College - Cedar Rapids, IA](#) - Associates

[Mercy College of Health Sciences - Des Moines, IA](#) – Certificate, Associates

[Scott Community College - Bettendorf, IA](#) –Diploma, Associates

[Western Iowa Tech Community College - Sioux City, IA](#) – Diploma, Associates

DMACC's surgical technology program is a diploma program at the current time, with the requirement by 2021 to be an associate degree program by ARCSTSA.

4. Does the program use national skill standards as a resource? (*Identify standards used*)

They take a national certification examination, but there are no set skills standards.

5. What has been done in the last five years to keep the program curriculum relevant to current employment needs? (*What has been done to ensure that students will be competitive in the industry?*)

The students are sent to two clinical practicum sights to get a perspective on two different clinical sites. At each clinical practicum they differ in the type of surgical cases offered. The ARCSTSA surgical requirement changed to 120 surgical cases with cases in general surgery and 5 other surgical specialties.

Attachment 8 – Employer Surveys – 2011, 2012, 2013, 2014, 2015

6. Provide a brief analysis of the **Employer Satisfaction Survey** results. What insight have you derived from the survey results?

We have had a very difficult time receiving employer satisfaction results. Two years ago, I sent a letter to each of the employers stating that this employer satisfaction was a requirement of ARCSTSA. I stated that it was similar to the Joint Commission coming to their facilities for their accreditation. We still have not received the required employer satisfaction rate for the program.

F. STAFF ANALYSIS

AQIP Category Four, **VALUING PEOPLE**, focuses on to the development of faculty since the efforts of all are required for organizational success.

1. List all full-time Program faculty members and their professional qualifications.

Betty Baker, BSN, RN, CST
John Hadley, RN, CST

- G.** Briefly discuss the use of adjunct faculty in the program (*number and expertise*).

We used adjunct faculty for one year, but had difficulties keeping instructors and they were not engaged with the students like a fulltime instructor is. They would come & teach the class and leave. They were never a part of the student's hands on learning experience. It was very, very difficult.

G. Discuss/list any identified faculty/staff development needs (*coursework, licensure, certifications, conferences, etc.*)

By the year of 2021, the program will need to be an associate degree program, so the next program chair will need to have a Bachelor's degree.

The program needs to send each year the program chair and instructors to the educators meeting each year so the program chair can keep current in everything that is new with accreditation as well as in the surgical field.

All faculty will need to keep current in their licensures and certifications.

3. What additional human resources are required to meet the needs of the program?
 1. Flex time for the program chair to develop the associate degree program.
 2. Private office for program chair and instructors, not in the classroom, but in close proximity.
 3. More fulltime instructors.
 4. Computers for each student to use during the year or a computer for each student in the classroom.
 5. Bigger lab room, storage area.

G. INDUSTRY WORKFORCE CONNECTIVITY

AQIP Category Nine, **BUILDING COLLABORATIVE RELATIONSHIPS**, focuses on community relationships and collaborations and how they contribute to the organization's accomplishing its mission.

PROGRAM ADVISORY COUNCIL/COMMITTEE MEMBERSHIP

Attachment 9 – Advisory Committee Minutes & Members – 2011, 2012, 2013, 2014, 2015

1. Does membership reflect diversity and strong community support? (*If not please document plans to address that or validate limitations.*)

The surgical technology program is a diverse group with male & female members, a certified surgical technologist originally from the country of Ghana, a female single African American, a current student, a graduate student, supervisors and directors from clinical affiliates, faculty members, administrators, physicians, public representative.

The surgical technology advisory committee changes each year as we need to add a new student member each year. Some members have been on the committee for many, many years.

2. Is organized labor represented on the Advisory Committee or is it not applicable to this industry?

No

3. Does the Advisory Committee meet a minimum of two times per academic year?

No, did not realize that it was a DMACC requirement to meet two times per year. Surgical Technology Accreditation require that we meet only one time per calendar year for the current class year. The accreditation also requires that we have a current student as a member of the advisory committee as well. We have some members that have been on the committee since we started the program, but we also have members that have changed throughout the years.

4. Are program competencies, and changes or modifications reviewed by the Advisory Committee and documented in meeting minutes?

No, did not realize that the advisory committee members were to review competencies, it will be addressed at the next advisory meeting.

5. Does the Advisory Committee review enrollment and graduation rates?

Yes, we review the outcomes each year.

6. Provide a brief analysis of the **Advisory Committee Survey**. What insight have you derived from the survey results?

There are a few surveys, but I do not know who sent them out. Have never sent an advisory committee survey, did not know I was required to do that. The program will establish the criteria that a survey be filled out at each advisory meeting beginning the October advisory meeting.

See Attachment 10 – Advisory Committee Surveys – 2011, 2012, 2013, 2014, 2015

H. FACILITY ANALYSIS

Evaluate the program in regards internal DMACC infrastructure, availability of space, resources, etc. Think about the current and projected facility needs and instructional support. Focus on classroom/equipment resources, day, time usage, class size vs. room size capacity, budget, etc:

1. Is the equipment current according to the standards of business and industry?

Yes

2. Is the equipment sufficient in quantity to meet the needs of department?

Yes

3. Is the supply budget adequate? (*Document unmet needs.*)

We are in need of laparoscopic equipment and instrumentation. We have many donations (from clinical affiliates), but we would like to purchase a laparoscopic system that we could use for the students in the lab and also use it also for information sessions, and sessions with prospective students etc. The system costs approximately \$7000. We have part of the equipment needed, but need the electronics for inside of it.

4. Are the classroom and lab facilities sufficient and conducive to learning?

We could use a bigger lab. As we have added more equipment to each of our three labs and the sterile processing area, we are running out of room. We could use an area that has the supplies that the students could pick for their practice surgical cases. We could use a large storage area for the extra supplies that the facilities give to us.

It would also be nice if the students had the availability to take all of their exams on the computer. So either require that the students all have a computer when they come into the program or have a computer lab available for them to take their exams in. That is one of the things that have kept us from going completely paperless.

I. COMMUNICATIONS/SERVICES ANALYSIS

AQIP Category Six, **SUPPORTING ORGANIZATIONAL OPERATIONS**, addresses the variety of organizational support processes that help to provide an environment in which learning can thrive.

1. What Student Support Services provided by the college are used by your program students?

| Service | Yes/No | Service | Yes/No |
|-----------------------------|--------|---|--------|
| Counseling Services | Yes | Student Health | ? |
| Academic Advising | Yes | Services for Students with Disabilities | Yes |
| Academic Achievement Center | No | Vocational Rehabilitation Counseling | No |
| Tutoring | No | Career & Transfer Resource Center | No |
| Computer Lab | Yes | Campus Recreation Programs | No |
| Library | Yes | Child Care | No |

2. What additional needs have you identified that would enhance/support students' learning experience?

More laboratory space, computer availability for every student, financial assistance (80% of the students work fulltime).

3. How are the students informed of college grievance processes and special needs services available?

Students are each given a DMACC student handbook at the beginning of the program (fall term) and are also give a copy of the surgical technology student handbook.

Since the DMACC student handbook is no longer printed, we will refer the students to the online version.

4. List student professional groups are available to program students. Are they equitable and non-discriminatory?

N/A

5. Optional: List any special accomplishments and activities of students in professional organizations.

The students as a group work with their instructors in helping prepare supplies for a mission group called Outreach International. This particular group does mission surgical work in Africa as well as other countries.

SUMMARY CONCERNS/COMMENTS:

1. What additional data would have been useful to have in conducting this program review?

A friendly reminder each year to the program chair of the type of information that you will be needing for the five year review. A blank copy of the DMACC assessment review so as each year go by, you can make notes to yourself about each year. My goal is to make a notebook that the next group leader will have available so they can just put the information in as each term/year ends.

FIVE-YEAR STRATEGIC PLANNING Part III

AQIP Category Eight, **PLANNING CONTINUOUS IMPROVEMENT**, focuses on the planning, strategies and action plans employed to help you achieve your vision. As you plan for the next five years think about your goals for the program as well as the necessary short and long term strategies needed to help achieve them.

1. Briefly list your program strengths.

Dedicated instructors that really care how well the students are doing and want the students to succeed.

Excellent lab resources in a small space; open lab time for students to practice.

Wonderful clinical practicum facilities for the students to do their clinical practicums.

2. Identify any significant challenges over the past five years that have impacted the program.

Team-Based Learning, more positive reinforcement to the students on a daily basis. We let them know how difficult it is for them, but that with continued perseverance they can do it and they will succeed!

3. What are your overall target objectives for the next five years?

Associate degree program

Continue the upward swing with retention, graduation rates, certification exam pass rates and successful employment.

Complete all assessments online (paperless).

4. Define your strategies to achieve those target objectives.

John Hadley is working on finding out the different associate degree programs in the state of Iowa as well as in other states.

5. What resources are needed to reach the objectives?

Each student needs to have a computer that they bring to class each day.

Des Moines Area Community College

2015-2016 Course Catalog

Surgical Technology Diploma

The Surgical Technology program is designed to prepare students to be employed in a hospital or surgery center. As a skilled health professional, the surgical technologist is able to circulate with a Registered Nurse and scrub independently for a variety of specialties and procedures.

Students gain a basic knowledge of anatomy, physiology, microbiology, aseptic technique, surgical techniques and procedures, and patient care techniques. These subjects are presented in the classroom, through laboratory experience and in a supervised clinical setting.

Criminal background checks will be completed on each student. Criminal convictions or documented history of abuse may delay or prevent students from participation in clinical education experience. Students unable to participate in clinical education will be unable to complete the Surgical Technology program. Most employers perform criminal history and dependent adult/child abuse background checks.

The DMACC Surgical Technology program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), 1361 Park Street, Clearwater, FL 33756, Phone 727-210-2350, Fax 727-210-2354, www.caahep.org.

Accreditation allows students to be eligible to take a certification examination after program completion.

For more information about the Surgical Technology program, please visit our website at www.dmacc.edu/programs/surgicaltech.

Location: Urban

Selected courses in this program are offered at other campuses.

Program Entry Requirements

1. Complete an application for admission.
2. Attend required Surgical Technology information session. Contact advisor for dates.
3. Satisfy DMACC's assessment requirement.
4. Satisfy TEAS AH assessment requirement or TEAS V assessment.
5. Submit evidence of grade "C" or better in one year of high school biology or equivalent (DMACC Academic Achievement Center Biology I & II or [BIO 156 - Human Biology w/lab](#)).
6. Submit proof of high school graduation or GED prior to enrollment.
7. Submit evidence of grade "C" or better in [BIO 186 - Microbiology](#) or [BIO 732 - Health Science Microbiology](#).
8. Submit evidence of grade "C" or better in [BIO 733 - Health Science Anatomy](#) AND [BIO 734 - Health Science Physiology](#) OR [BIO 168 - Anatomy & Physiology I](#) AND [BIO 173 - Anatomy & Physiology II](#).

Students start Fall semester.

Graduation Requirements

To earn a Surgical Technology diploma, a student must complete all coursework as prescribed in Semesters 1-3 and have a "C" or better in all Surgical Technology courses and support courses. In order to progress to the next semester, these courses must be successfully completed in the semester identified or in a previous semester.

Required Courses

Semester 1

Required Course(s)

- [SUR 130 - Intro to Surgical Technology](#) Credits: 2
- [SUR 140 - Fundamentals of Surgical Tech](#) Credits: 5
- [SUR 150 - Med Terminology for Surg Tech](#) Credits: 2

Option 1 - Select 1 Course

- [MAT 772 - Applied Math](#) Credits: 3
- [BUS 112 - Business Math](#) Credits: 3

Option 2 - Select 1 Course

- [ENG 105 - Composition I](#) Credits: 3
- [COM 703 - Communication Skills](#) Credits: 3

Semester 2

Required Course(s)

- [SUR 420 - Pharmacology for the Surg Tech](#) Credits: 2
- [SUR 805 - Clinical Practicum I](#) Credits: 5
- [SUR 200 - Surg Procedures/Techniques I](#) Credits: 5

Option 3 - Select 1 Course

- [MGT 145 - Human Relations in Business](#) Credits: 3
- [PSY 111 - Introduction to Psychology](#) Credits: 3
- [PSY 102 - Human and Work Relations](#) Credits: 3
- [SOC 110 - Introduction to Sociology](#) Credits: 3

Semester 3

- [SUR 202 - Surg Procedures/Techniques II](#) Credits: 3
- [SUR 810 - Clinical Practicum II](#) Credits: 5

Total Credits Required to Complete the Diploma - 38

Fixed Costs

Tuition.....\$143.00 per credit

The costs for each program are estimates and subject to change.

Varied Costs

| | Before | Semester 1 | Semester 2 | Semester 3 |
|--|--------|------------|------------|------------|
| Books (approximate) | | 574.25 | 167 | 95.50 |
| Class-related supplies | | 50 | 30 | |
| Lab Fees | | 100 | 100 | 100 |
| Uniforms, shoes, equipment | | | 150 | |
| Health Exams, X-rays/Drug Screen/Immunizations | 450 | | | |
| CPR Class | | 75 | | |
| Background Check/Health Immunization Record (Approx) | 68 | | | |
| Luxel X-Ray Badge | | | 20 | |
| Hobet V Exam | | 25 | | 30 |
| AST Student Membership | | 90 | | |
| Certification Exam | | 190 | | |

Approximate total for the program: \$7,748.75*

* Program entry requirements are not included in the total approximate cost. Costs for health exams and background checks listed above are included in this total.

Other Costs

Transportation, gas, parking expenses, lodging, childcare, and possibly other expenses depending on the location of clinical assignments and individual student circumstances. Health insurance may be required at clinical sites (students will need to provide documentation of health insurance coverage).

The Surgical Technology program utilizes a background check service, www.certifiedbackground.com, to conduct criminal background/abuse checks and to track immunizations, health records and CPR certification for each student after their acceptance into the program. Students are responsible for the cost of this service (approximately \$68).

DMACC Surgical Technology Outcomes Report

| | | |
|-------------------------------------|------|------|
| Graduating Class | 2013 | 2014 |
| Retention Rate | 73% | 94% |
| Graduation Rate | 73% | 94% |
| Certification Examination Pass Rate | 100% | 87% |
| Employment Rate | 91% | 100% |

Accreditation

The Des Moines Area Community College (DMACC) Surgical Technology program is accredited by:

Commission on Accreditation of Allied Health Education Programs (CAAHEP)

1361 Park Street

Clearwater, FL 33756

Phone: 727-210-2350

Fax: 727-210-2354

www.caahep.org

What Kind of Work Will You Do?

- Prepare instruments for surgical procedures.
- Clean instruments, rooms and equipment following surgical procedures.
- Stand for long periods of time.
- Assist surgeon with minor and major surgical procedures.
- Assist in preparation of patient for surgical procedures

What Skills and Abilities Will You Need?

- Perform activities in an organized and detailed manner.
- Apply knowledge from the biological and social sciences.
- Must have physical and emotional stamina necessary to meet demands of a rigorous schedule.
- Must have self-discipline and ability to take initiative.

What Else Should I Consider about this Program or Career Choice?

- Individuals who have been found guilty of a felony, or have pleaded guilty to a felony, are not eligible for the national certification exam.
- You will be required to communicate easily and clearly with patients and staff.
- You must accept responsibility for your actions.
- You will stand and walk most of the day.
- Working under pressure requires good physical health and emotional stability.
- You must be comfortable being in contact with blood and body fluids.

- Students may not receive pay for clinical rotation.
- Average starting salary \$32,669 (2010-2011 Placement Report).

Nondiscrimination Policy

Des Moines Area Community College shall not engage in or allow discrimination covered by law. This includes harassment based on race, color, national origin, creed, religion, sex (including pregnancy and marital status), sexual orientation, gender identity, age, disability and genetic information. Veteran status in educational programs, activities, employment practices, or admission procedures is also included to the extent covered by law. Individuals who believe they have been discriminated against may file a complaint through the College Discrimination Complaint Procedure. Complaint forms may be obtained from the Campus Provost's office, the Academic Deans' office, the Judicial Officer, or the EEO/AA Officer, Human Resources. For information about the ADA, the Section 504/ADA Coordinator can be contacted at 515-964-6857. For Title IX questions and concerns contact 515-964-6850.

Program Evaluation Data for SURGTECH-DPL - Enrollment and Graduate Data
Source: DMACC, Banner Database

| | | Fiscal Year | | | | | | | | | |
|---------------------------|-----------------------------|-------------|-------|------|-------|------|-------|------|-------|------|-------|
| | | 2011 | | 2012 | | 2013 | | 2014 | | 2015 | |
| | | N | % | N | % | N | % | N | % | N | % |
| Fall Term Students | All | 19 | 100.0 | 21 | 100.0 | 19 | 100.0 | 17 | 100.0 | 17 | 100.0 |
| Annual Students | All | 19 | 100.0 | 20 | 100.0 | 20 | 100.0 | 30 | 100.0 | 34 | 100.0 |
| Graduates (annual) | All | 8 | 100.0 | 8 | 100.0 | 11 | 100.0 | 15 | 100.0 | 11 | 100.0 |
| Fall Term Students | Asian | 2 | 10.5 | 6 | 28.6 | 1 | 5.3 | . | . | 1 | 5.9 |
| | Black | 2 | 10.5 | . | . | 2 | 10.5 | 2 | 11.8 | 1 | 5.9 |
| | Hispanic | 2 | 10.5 | 1 | 4.8 | . | . | 1 | 5.9 | 2 | 11.8 |
| | Unknown | . | . | . | . | . | . | 1 | 5.9 | 1 | 5.9 |
| | White | 13 | 68.4 | 14 | 66.7 | 16 | 84.2 | 13 | 76.5 | 12 | 70.6 |
| | RACE TOTAL | 19 | 100.0 | 21 | 100.0 | 19 | 100.0 | 17 | 100.0 | 17 | 100.0 |
| | Female | 15 | 78.9 | 18 | 85.7 | 15 | 78.9 | 14 | 82.4 | 14 | 82.4 |
| | Male | 4 | 21.1 | 3 | 14.3 | 4 | 21.1 | 3 | 17.6 | 3 | 17.6 |
| | SEX TOTAL | 19 | 100.0 | 21 | 100.0 | 19 | 100.0 | 17 | 100.0 | 17 | 100.0 |
| | 18-22 Years Old | 4 | 21.1 | 2 | 9.5 | 6 | 31.6 | 5 | 29.4 | 3 | 17.6 |
| | 23-29 Years Old | 5 | 26.3 | 10 | 47.6 | 5 | 26.3 | 6 | 35.3 | 9 | 52.9 |
| | 30-39 Years Old | 8 | 42.1 | 4 | 19.0 | 1 | 5.3 | 5 | 29.4 | 3 | 17.6 |
| | 40-59 Years Old | 2 | 10.5 | 5 | 23.8 | 7 | 36.8 | 1 | 5.9 | 2 | 11.8 |
| | AGE GROUP TOTAL | 19 | 100.0 | 21 | 100.0 | 19 | 100.0 | 17 | 100.0 | 17 | 100.0 |
| | Full-time | 9 | 47.4 | 9 | 42.9 | 4 | 21.1 | 5 | 29.4 | 3 | 17.6 |
| | Part-time | 10 | 52.6 | 12 | 57.1 | 15 | 78.9 | 12 | 70.6 | 14 | 82.4 |
| | FULL/PART-TIME TOTAL | 19 | 100.0 | 21 | 100.0 | 19 | 100.0 | 17 | 100.0 | 17 | 100.0 |
| Annual Students | Asian | 2 | 10.5 | 5 | 25.0 | 1 | 5.0 | 1 | 3.3 | 2 | 5.9 |
| | Black | 2 | 10.5 | 2 | 10.0 | 3 | 15.0 | 2 | 6.7 | 2 | 5.9 |
| | Hispanic | 2 | 10.5 | 1 | 5.0 | . | . | 1 | 3.3 | 3 | 8.8 |
| | Unknown | . | . | . | . | . | . | 1 | 3.3 | 2 | 5.9 |
| | White | 13 | 68.4 | 12 | 60.0 | 16 | 80.0 | 25 | 83.3 | 25 | 73.5 |
| | RACE TOTAL | 19 | 100.0 | 20 | 100.0 | 20 | 100.0 | 30 | 100.0 | 34 | 100.0 |
| | Female | 15 | 78.9 | 17 | 85.0 | 16 | 80.0 | 25 | 83.3 | 29 | 85.3 |
| | Male | 4 | 21.1 | 3 | 15.0 | 4 | 20.0 | 5 | 16.7 | 5 | 14.7 |
| | SEX TOTAL | 19 | 100.0 | 20 | 100.0 | 20 | 100.0 | 30 | 100.0 | 34 | 100.0 |
| | 18-22 Years Old | 3 | 15.8 | 1 | 5.0 | 5 | 25.0 | 6 | 20.0 | 7 | 20.6 |
| | 23-29 Years Old | 6 | 31.6 | 11 | 55.0 | 7 | 35.0 | 15 | 50.0 | 15 | 44.1 |
| | 30-39 Years Old | 8 | 42.1 | 4 | 20.0 | 1 | 5.0 | 6 | 20.0 | 9 | 26.5 |
| | 40-59 Years Old | 2 | 10.5 | 4 | 20.0 | 7 | 35.0 | 3 | 10.0 | 3 | 8.8 |
| | AGE GROUP TOTAL | 19 | 100.0 | 20 | 100.0 | 20 | 100.0 | 30 | 100.0 | 34 | 100.0 |
| | Full-time | 13 | 68.4 | 10 | 50.0 | 13 | 65.0 | 11 | 36.7 | 5 | 14.7 |
| | Part-time | 6 | 31.6 | 10 | 50.0 | 7 | 35.0 | 19 | 63.3 | 29 | 85.3 |
| | FULL/PART-TIME TOTAL | 19 | 100.0 | 20 | 100.0 | 20 | 100.0 | 30 | 100.0 | 34 | 100.0 |

Program Evaluation Data for SURGTECH-DPL - Enrollment and Graduate Data
Source: DMACC, Banner Database

| | | Fiscal Year | | | | | | | | | |
|---------------------------|-----------------------------|-------------|-------|------|-------|------|-------|------|-------|------|-------|
| | | 2011 | | 2012 | | 2013 | | 2014 | | 2015 | |
| | | N | % | N | % | N | % | N | % | N | % |
| Graduates (annual) | Asian | 1 | 12.5 | 1 | 12.5 | 1 | 9.1 | . | . | . | . |
| | Black | 1 | 12.5 | . | . | . | . | 2 | 13.3 | . | . |
| | Hispanic | 2 | 25.0 | 1 | 12.5 | . | . | 1 | 6.7 | 1 | 9.1 |
| | Unknown | . | . | . | . | . | . | 1 | 6.7 | . | . |
| | White | 4 | 50.0 | 6 | 75.0 | 10 | 90.9 | 11 | 73.3 | 10 | 90.9 |
| | RACE TOTAL | 8 | 100.0 | 8 | 100.0 | 11 | 100.0 | 15 | 100.0 | 11 | 100.0 |
| | Female | 8 | 100.0 | 8 | 100.0 | 10 | 90.9 | 12 | 80.0 | 10 | 90.9 |
| | Male | . | . | . | . | 1 | 9.1 | 3 | 20.0 | 1 | 9.1 |
| | SEX TOTAL | 8 | 100.0 | 8 | 100.0 | 11 | 100.0 | 15 | 100.0 | 11 | 100.0 |
| | 18-22 Years Old | 1 | 12.5 | . | . | 3 | 27.3 | 5 | 33.3 | 2 | 18.2 |
| | 23-29 Years Old | 3 | 37.5 | 4 | 50.0 | 7 | 63.6 | 3 | 20.0 | 5 | 45.5 |
| | 30-39 Years Old | 4 | 50.0 | 2 | 25.0 | . | . | 6 | 40.0 | 2 | 18.2 |
| | 40-59 Years Old | . | . | 2 | 25.0 | 1 | 9.1 | 1 | 6.7 | 2 | 18.2 |
| | AGE GROUP TOTAL | 8 | 100.0 | 8 | 100.0 | 11 | 100.0 | 15 | 100.0 | 11 | 100.0 |
| | N/A | 8 | 100.0 | 8 | 100.0 | 11 | 100.0 | 15 | 100.0 | 11 | 100.0 |
| | FULL/PART-TIME TOTAL | 8 | 100.0 | 8 | 100.0 | 11 | 100.0 | 15 | 100.0 | 11 | 100.0 |

Program Evaluation Data for SURGTECH-DPL- Course Retention, Pass and Success Rates, Term Persistence and Graduation Rate

Source: DMACC, Banner Database

Note: Graduation rate "All Others" Refers to all other CTE programs.

| | | Course Retention | Pass Rate | Success Rate | Fall-to-spring Persistence | Fall-to-fall Persistence | Grad Rate: Any Program | Grad Rate: In Program |
|------|--------------|------------------|-----------|--------------|----------------------------|--------------------------|------------------------|-----------------------|
| 2011 | SURGTECH-DPL | 78.1% | 76.0% | 76.0% | 98.3% | 90.0% | . | . |
| | All Others | 86.1% | 72.5% | 66.5% | 73.8% | 51.9% | 15.9% | 11.8% |
| 2012 | SURGTECH-DPL | 70.4% | 64.0% | 62.7% | 95.3% | 65.6% | . | . |
| | All Others | 86.5% | 73.5% | 67.6% | 72.4% | 48.7% | 14.2% | 8.9% |
| 2013 | SURGTECH-DPL | 89.7% | 85.5% | 85.5% | 91.1% | 76.8% | . | . |
| | All Others | 85.9% | 75.9% | 69.8% | 73.6% | 49.1% | 17.8% | 10.9% |
| 2014 | SURGTECH-DPL | 98.5% | 94.4% | 92.7% | 100.0% | 94.5% | . | . |
| | All Others | 86.7% | 74.1% | 68.0% | 75.4% | 53.0% | . | . |
| 2015 | SURGTECH-DPL | 92.8% | 88.5% | 88.5% | 95.8% | 89.6% | . | . |
| | All Others | 87.9% | 75.2% | 69.3% | 75.7% | 51.6% | . | . |

PORTFOLIO ATTACHMENTS:

- **Attachment 1:** Accreditation Information – Certificate & letter
- **Attachment 2:** Course Assessment – 2011, 2012, 2013, 2014, 2015
- **Attachment 3:** Weekly Clinical Evaluation, Weekly Clinical Surgical Summary, Weekly Time Card, Preceptor Clinical Competency, Clinical Competency Performance Evaluation (Clinical Instructors, weekly, or bi-weekly), End of term Clinical Competency Performance Evaluation.
- **Attachment 4:** Program Information Brief
- **Attachment 5:** SIG – Standard Interpretive Guide
- **Attachment 6:** Graduate Survey – 2011, 2012, 2013, 2014, 2015
- **Attachment 7:** State of Iowa - Surgical Technology Programs
- **Attachment 8:** Employer Surveys – 2011, 2012, 2013, 2014, 2015
- **Attachment 9:** Advisory Committee Minutes & Members – 2011, 2012, 2013, 2014, 2015
- **Attachment 10:** Advisory Committee Surveys
- **Attachment 11:** Certification Examination Pass Rate
- **Attachment 12 :** Course Competencies – SUR 130, SUR 140, SUR 150, SUR 200, SUR 202, SUR 420, SUR 805, SUR 810