

Career & Technical Education

College Name:	Shawnee Community College
Academic Years Reviewed:	2018-2022

Program Identification Information

Program Title	Degree or Cert	Total Credit Hours	6-Digit CIP Code	List all certificate programs that are stackable within the parent degree
Surgical Technology	AAS	61.50	510909	N/A

Address all fields in the template. If there are certificates and/or other stackable credentials within the program, please be sure to specify and sufficiently address all questions regarding each stackable credential within this template or results may be reported within its own template. This is at the discretion of the college.

Program Objectives

What are the overarching objectives of the program? (*i.e. what are the program learning outcomes? What occupations is this program intended to prepare students for?*)

The Surgical Technology Program is designed to provide students with the knowledge, skills, and attitudes necessary to practice as certified surgical technologists. Students successfully completing the program will be able to utilize appropriate medical terminology; apply a basic understanding of human anatomy and physiology; demonstrate a basic understanding of the concepts of pharmacology; demonstrate theoretical and practical proficiency in surgical aseptic technique, surgical procedures and patient care; and identify and assume responsibility for patient care in their roles as surgical technologists. Program graduates will be eligible for employment in hospitals, surgical centers, clinics and physicians' offices.

The Surgical Technology Program is accredited by The Commission on Accreditation of Allied Health Education Programs (CAAHEP) by recommendation of the Accreditation Review Committee on Education in Surgical Technology. Graduates of an accredited surgical technology program are eligible to sit for the National Certifying Exam for Surgical Technologists. The exam is administered by the National Board of Surgical

	<p>Technology and Surgical Assisting (NBSTSA) which is accredited by the National Commission for Certifying Agencies (NCCA). Successful completion of this exam confers the title of Certified Surgical Technologist (CST).</p>
<p>To what extent are these objectives being achieved? Please detail how achievement of program objectives is being measured or assessed. How do you know if and how objectives are being achieved? <i>This may include employment rates of graduates, passing exam/licensure rates, assessment of students meeting Program Learning Outcomes, etc.)</i></p>	<p>Program objectives are being accomplished by the continued feedback given in the student and employer surveys. Students and employers have reported being satisfied with the competencies upon graduation. Additionally, students have been able to find employment placement before graduating the program or within a month after graduation for those students' pursuing employment. However, the program's National Board Examination passage rate has peaked at 80% in 2018 and has dropped to a low of 42%. Currently we are at 60% with the last graduating class in 2021, just below threshold. (Illinois does not currently require CST certification for employment, therefore students know they do not have to pass for employment) The National Board Exam threshold standard for accreditation is 70% to be in compliance.</p>
<p>Past Program Review Action What action was reported last time the program was reviewed? Were these actions completed?</p>	<p>Previous action was "action continued with minor improvements". The minor improvements were staying current with the new editions of all textbooks and study guides. Currently, the program has transitioned from a certificate program to an associates of applied science degree program. The first cohort started August 2021. The curriculum was revised to include more hands-on lab time and more clinical experience for students. All Surgical Procedures courses now incorporate lab time as well.</p>
<p>Review Team Please identify the names and titles of faculty and staff who were major participants in the review of this program. Also describe their role or engagement in this process.</p>	<p>Below is a list of departments and partners who were engaged in or participated in the review of the Surgical Technology Program.</p> <p>Jennifer Jordan, BS, CST – Surgical Technology Program Director Role – Writing Review Narrative</p> <p>Kayla Sauerbrunn, MSN, RN - Allied Health Department Chair Role – Writing Review Narrative</p>

<p>Stakeholder Engagement Please list other stakeholders and participants who were engaged in this process (i.e. Student Support Services, students, employers, etc.)</p> <p>Also describe their role or engagement in this process.</p>	<p>Below is a list of stakeholders and participants who were engaged in or participated in the review of the Surgical Technology Program.</p> <p>Pam Gibbs is the current interim executive director and chief financial officer at SICCM.</p> <p>The Program Advisory Committee provides valuable feedback that guides the program towards continuous improvement.</p>
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CTE Program Review Analysis

Complete the following fields and provide concise information where applicable. Please do not insert full data sets but summarize the data to completely answer the questions. Concise tables displaying this data may be attached. The review will be sent back if any of the below fields are left empty or inadequate information is provided.

<p>Were pre-requisites for this program (courses, placement scores, etc.) analyzed as part of this review? If yes, please elaborate on any findings or revisions moving forward.</p>	<p>In previous years there was a prerequisite of Intro to Human Anatomy (BIO 210). Since the programs transition to an AAS in 2021, there are no longer prerequisite courses.</p>
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<p>Provide a rationale for content/credit hours beyond 30 hours for a certificate or 60 hours for a degree.</p>	<p>The program is 61 credit hours (minimum). The current minimum credit hours are based on the need to meet the core requirements and standards that are dictated by the Accreditation Review Council in Surgical Technology and Surgical Assisting (ARCSTSA).</p>
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Indicator 1: Need	Response
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<p>1.1 What is the labor market demand for the program? Cite local and regional labor market information.</p>	<p>According to the U.S. Bureau of Statistics, overall employment of surgical technologists is projected to grow 6 percent from 2021 to 2031, about as fast as the average for all occupations. About 9,600 openings for surgical technologists are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.</p>
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	<p>O*NET data projects a growth rate of 7 percent from 2020-2030 with a projected annual 320 job openings. While the State of Illinois Department of Employment Security (IDES) projects 224 annual openings for Surgical Technologists between 2016 and 2026.</p>
<p>1.2 How has demand changed in the past five years and what is the outlook for the next five years?</p>	<p>The outlook has changed over the last five years from being consistent and stable, to being a large shortage and need for surgical technologists in both local and national levels. Many openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire. Demand has continued to increase in the program area due to the U.S. aging population which requires more medical services. The outlook is set to continue at this rate for the next ten years with projected growth in the profession of 6 percent nationally and 7 percent in Illinois.</p>
<p>1.3 What labor market information sources are utilized and how often are LMI data reviewed?</p>	<p>When reviewing labor market information, the college looks at southeast Missouri and western Kentucky, because our students either live in those areas or go there for employment.</p> <p>Upon request and annually for our advisory meetings, Dr. April Teske, Executive Director of Institutional Effectiveness, provides a labor market analysis.</p>
<p>1.4 How does the institution/program ensure that there is a sufficient “pipeline” or enrollment of students to fulfill the labor market need? (e.g. how/where are students recruited for this program?)</p>	<p>The program benefits from the general college recruitment activities and specific high school outreach activities. The College hosts two main on-campus recruiting events for district high schools. The Shawnee Experience in the fall and CTE Day in the spring, where students get hands-on experiences of SCC programs and courses.</p> <p>In addition to recruitment activities, the Marketing and Public Relations department is intentional in its efforts to promote programs via the College’s social media accounts, radio, and TV advertisements. Students are recruited within the counties making up the Shawnee Community College district – Alexander, Johnson, Massac, Pulaski, and Union.</p>

<p>1.5 How are needs/changes evaluated by the curriculum review committee and campus academic leadership?</p>	<p>Proposed needs/changes are brought to the Curriculum and Instruction Team for review. This team meets monthly throughout the academic year.</p>
<p>1.6 Did the review of program need result in actions or modifications (e.g. closing the program, expanded industry partnerships, revised recruitment, reducing/expanding program offerings)? Please explain.</p>	<p>No need for action or modification will be taken based on the answers provided in section 1.</p>
<p>Indicator 2: Cost Effectiveness (see ICCB and system resources for cost-effectiveness: https://www.iccb.org/academic_affairs/program-review/)</p>	<p style="text-align: center;">Response</p>
<p>2.1 How does the institution assess cost-effectiveness for CTE programming? Consider:</p> <ul style="list-style-type: none"> ● Costs to the institution associated with this program ● How costs compare to other similar programs on campus ● How the college is paying for this program and its costs (e.g. grants, tuition, fees (lab, technology, background checks, etc.). ● Revenue Analysis ● Student to faculty ratio ● Course/section fill rates ● Enrollment trends ● Credit hours earned year to year ● Scheduling efficiency 	<p>Costs to the institution: Under the consortium arrangement, SICCM is responsible for the cost of staffing, facilities, equipment and other operational costs. Member institutions are assessed for student seat fees for each program.</p> <p>How the college is paying for this program and its costs: The college makes annual contractual payments to SICCM. The following payments were made to SICCM since FY21 for THREE programs:</p> <ul style="list-style-type: none"> ● FY18: \$127,339.00 ● FY19: \$142,255.00 ● FY20: \$160,152.00 ● FY21: \$181,714 ● FY22: \$209,111 ● FY23: \$165,929 <p>How costs compare to other similar programs on campus: While the program costs are reasonable and in line with other CTE programs offered, low student numbers ultimately impact the program's overall cost-effectiveness.</p> <p>Revenue Analysis: With low overall enrollment in SICCM programs, an evaluation of revenue generated by this program and two other SICCM programs determines that this partnership is not currently generating enough revenue to cover its costs, which has led to a decision to withdraw from the SICCM consortium.</p>

	<p>Student to faculty ratio: There is 1 instructor to an average of 8 students.</p> <p>Enrollment Trends: Enrollment for 2018-2022 is a total unduplicated student count of 39 students. 15 unduplicated students were enrolled in the FY 22/ FY 23 AAS.</p> <p>For FY23, there are currently 3 “Year 1 students” enrolled and 6 “Year 2 Students” enrolled.</p> <p>Enrollment trends for the Surgical Tech AAS program have been monitored to determine if it is attracting enough students to make it financially viable over the long term. Given the low and declining enrollment, SCC determined the need to consider changes to the consortium partnership.</p> <p>Credit hours earned year to year: The Current Surgical Technology AAS Degree is 61 credit hours, of which 37 credit hours are Surgical Technology courses and 24 credit hours are general education courses.</p> <p>Scheduling efficiency: Scheduling of surgical technology courses is done through SICCM to align with schedules of both JALC and SCC students. General education courses are conveniently scheduled where students can attend courses at SICCM and also SCC for in-person courses or online courses.</p> <p>At this time, given the decreased enrollment in this program, SCC and JALC have made a decision to withdraw from the SICCM consortium. This will be effective 6/30/2024. At that time the Surgical Technology program will transition to John A. Logan College, and SCC students will continue to participate through the career agreement.</p>
<p>2.2 What are the findings of the cost-effectiveness analysis?</p>	<p>The cost-effectiveness analysis has aided in the decision to withdraw from the SICCM consortium as of 6/30/2024. The three SICCM programs will be divided upon the two remaining colleges (JALC and SCC).</p>
<p>2.3 If most of the costs are offset by grant funding, is there a sustainability plan in place in the absence of an outside funding source? Please explain.</p>	<p>Up until this year Perkins funding was utilized to assist in purchasing program equipment and instructional supplies. A Program of Study applications has been submitted and is awaiting approval.</p>

<p>2.4 How does the institution/program assess student affordability for this program? (Consider if program costs are reasonable, comparable to like programs)</p> <p>How does the institution/program assist students in overcoming financial barriers to participate in this program? (e.g. WIOA, Ability-to-Benefit, scholarships, grant funding, referral to services, apprenticeship programming)</p>	<p>The Financial Aid advisors at SCC guides students through the financial aid process and provide assistance with understanding grant, scholarship, and federal work-study opportunities.</p> <p>Students have access to Student Support Services (SSS). SSS is funded through the U.S. Department of Education TRiO programs and offers supplemental graft aid.</p> <p>Students have access to apply for assistance through the Workforce Innovation and Opportunity Act (WIOA).</p>
<p>2.5 How will the college increase the cost- effectiveness of this program?</p>	<p>SCC will withdraw from the SICCM consortium partnership by June 30, 2024. Enrollment into the SICCM programs, including Surgical Tech, has been held for the AY23/24. The second year students will continue in the program but no new enrollments will be accepted by either college for the upcoming academic year. Recruitment will begin again in the Spring 2024 for AY24/25. At which time, program enrollment into Surgical Tech will be completed through the Career Agreement.</p>
<p>2.6 Did the review of program cost result in any actions or modifications? Please explain.</p>	<p>An overall review of consortium costs have led to the decision to dissolve the consortium partnership.</p>
<p>Indicator 3: Quality</p>	<p>Response</p>
<p>3.1 What are the delivery methods of this program? (e.g. traditional format/online/hybrid/team-teaching/ competency-based education, etc.)?</p> <p>How do the success rates of each delivery system compare?</p>	<p>Course content is delivered through traditional form that is reinforced with student mastery demonstrated through completion of reading assignments, class participation, performance of hands-on activities, and satisfactory completion of daily quizzes, exams and comprehensive final. Clinical competency is also assessed through a series of three clinical rotations of 112.5 to 225 hours each.</p> <p>Course modality vs. success rate is a performance indicator measured in the college’s Strategic Plan. Data is readily available to faculty and administrators in the form of a data dashboard developed by the Office of Institutional Effectiveness.</p>

	<p>Only one teaching modality is used (traditional).</p> <p>In review of course-level success through the data dashboard, data suggests that there is no variance in course success among race or gender. It was noted that individuals in the age range of 51-61 had lower success rates, however, there were only 3 total students in that age range of all students enrolled in the past 5 years. From 2018-2022, course success rate averaged 96% or greater. It is important to note that the surgical technology program transitioned from a 1 year certificate to a 2-year associate of applied science degree in FY22.</p>
<p>3.2 How does the program ensure that quality, relevant, contextualized, and culturally responsive instruction is delivered?</p>	<p>The current CST examination content outline is obtained from the National Board of Surgical Technology and Surgical Assisting (NBSTSA) website and reviewed. Changes to improve curriculum are discussed at the Advisory Committee meetings and necessary steps are then followed to make improvements.</p>
<p>3.3 Is this program part of a Program of Study as defined by Perkins V and approved by the ICCB?</p> <p>If yes, describe any strengths or challenge to program of study implementation.</p>	<p>The Program of Study has been submitted, and SCC is currently awaiting approval. Documents for the Program of Study approval were completed and submitted in FY22.</p>
<p>3.4 Does this program meet the definition of a career pathway program? If so, please describe each career pathway element and identify how the college plans to improve the program as it relates to the career pathway system elements. Examples include connections to adult education including integrated education and training, prior learning assessment, dual credit, support services, career services). If no, please describe if and how the</p>	<p>The Surgical Technology program fits into Health Science: Therapeutic Services Career Cluster Career Pathway.</p> <p>The program has transitioned from a certificate program into an Associate of Applied Science degree program. Students completing the program have opportunities in continuing education in the operating room to become a Surgical First Assistant and/or in Nursing.</p> <p>Ongoing relationships are maintained with area hospitals and surgical centers through the advisory</p>

<p>college will improve the program based on the career pathway elements.</p>	<p>board committee meetings, clinical site visits, and employer surveys -- all providing valuable program feedback. Lab and clinical are incorporated throughout the curriculum.</p>
<p>3.5 What innovations, that contribute to quality or academic success, have been implemented within this program that other colleges would want to learn about?</p>	<p>The program has transitioned from a certificate program into an Associate of Applied Science degree program. Students completing the program have opportunities in continuing education in the operating room to become a Surgical First Assistant and/or in Nursing.</p>
<p>3.6 Describe dual credit implementation for this program (generally how many students, courses, participating high schools). In terms of strengthening the program, what dual credit courses are seen as a priority?</p>	<p>Core Surgical Technology courses are not offered dual credit. However, general education courses required for the AAS in Surgical Technology could be attained through dual credit. There are currently three courses within the Surgical Technology program curriculum that are taught as dual credit courses. These courses include HIT 100 - Medical Terminology, SCP - 111 Speech, and ENG 111 - English Composition I.</p> <p>Shawnee Community College partners with district high schools to offer these dual credit courses when possible.</p>
<p>3.7 Identify what work-based learning opportunities are available and integrated into the curriculum.</p> <p>How do these opportunities improve the quality of the program? In what ways can these opportunities be improved?</p>	<p>The program has a great working relationship with area hospitals that provide the clinical experience to our surgical technology students in the operating room environment. Students have three courses of clinical experience to enhance the learning and gain adequate hand-on training in real-time surgical cases.</p> <p>Secondary students also have the opportunity to take general education courses through SCC by enrolling in evening or online courses as well as taking dual credit courses. Many students can take other health science courses such as Medical Terminology for dual-credit. It is possible for secondary students to take enough</p>

	<p>courses from the time they are age 16 to graduate their secondary school with an Associate's Degree.</p> <p>IDFPR Surgical Technologist Web page</p> <p>Illinois Surgical Technologist Act</p>
<p>3.8 Is industry accreditation required for this program (e.g. nursing)? If so, identify the accrediting body. Please also list if the college has chosen to voluntarily seek accreditation (e.g. automotive technology, ASE).</p>	<p>The program is required to be accredited. The accreditation agency is the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARCSTSA) with collaboration from Commission on Accreditation of Allied Health Education Programs (CAAHEP).</p> <p>Commission on Accreditation of Allied Health Education Programs (CAAHEP) 9355 113th Street North #7709 Seminole, FL 33775 Telephone: (727) 210-2350 Website: www.caahep.org</p> <p>Accreditation Review Council for Surgical Technology and Surgical Assisting (ARCSTSA) 19751 East Mainstreet, Suite 339 Parker, CO 80138 Telephone: (303) 694-9262 Website: www.arcstsa.org</p>
<p>3.9 Are there industry-recognized credentials embedded within this program? If so, please list.</p>	<p>Students must sit for the CST (Certified Surgical Technologist) through the NBSTSA upon graduation as part of the completion of the program.</p>
<p>3.10 Are there apprenticeship opportunities available through this program? If so, please elaborate.</p>	<p>Apprenticeship opportunities are available through this program.</p>
<p>3.11 Please list all applicable licensure and industry/professional examinations. Include examination pass rates and the number of students who took each respective exam.</p>	<p>CST (Certified Surgical Technologist) credential is embedded in the program.</p> <p>Pass rates are as follows:</p> <ul style="list-style-type: none"> ● 2018 = 6/7 (86%) ● 2019 = 2/5 (40%) ● 2020 = 1/2 (50%) ● 2021 = 2/2 (100%) ● 2022 = no students were tested with transition to AAS from a certificate program

<p>3.12 What current articulation or cooperative agreements/initiatives are in place for this program?</p>	<p>No articulation or cooperative agreements are in place.</p>
<p>3.13 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? What opportunities exist for other partnerships?</p>	<p>No partnerships have been formed since last review.</p>
<p>3.14 What partnerships (internal or external) have been formed for the advancement of equitable access and outcomes for this program?</p>	<p>Advisory Committee meetings have given us the opportunity to work with employers and other institutions of higher education to improve the quality of our program.</p>
<p>3.15 <i>What professional development or training is offered to adjunct and full-time faculty that may increase the quality of this program?</i> <i>What additional professional development is needed?</i></p>	<p>The program director attends AST Educators Conference every 2 years at minimum and AST Illinois State Assembly Meetings 2 times per year. She attended the EdAccred Workshop 2022 and the AST National Conference yearly.</p>
<p>3.16 <i>What professional development is provided for faculty and staff in this program on Diversity, Equity, and Inclusion?</i></p>	<p>The College has a Diversity, Equity, Inclusion Council that meets once per month. The council frequently sends faculty and staff informational flyers and opportunities for professional development in the area of Diversity, Equity, and Inclusion.</p>
<p>3.17 <i>What is the status of the current technology and equipment used for this program?</i></p>	<p>The program offers a mock operating room and makes it the most realistic that it can be with the resources we have. We have one operating room table, several back tables, mayo stands, kick buckets and many instruments from different specialties to give the best mock experience possible.</p>
<p>3.18 What assessment methods are used to ensure student success?</p>	<p>Formative and summative examinations, course work, and hands-on skills labs that emulate real-life operating room scenarios are used to assess students. Additionally, clinical skills are assessed by preceptors during clinical rotations.</p> <p>In the past, there have not been procedures in place for collection and dissemination of SCC institutional core competency assessment data. Due to the</p>

dissolution of partnership of SICCM and a teach-out plan in place for the Surgical Technology program, discussion is in place to determine the need for collecting this data for one academic year.

For program outcomes, each year, eligible candidates enrolled in the Surgical Technology Program sit for their National Certification Exam administered by the National Board of Surgical Technology and Surgical Assisting (NBSTSA). Those candidates who pass their exam become Certified Surgical Technologists (CST). In accordance with the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA) and the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

CST -National Board Examination Certified Surgical Technologist (CST)Exam Pass Rate (Includes JALC students)

Year	# Students Tested	# Students Passed	Pass Rate	SCC Pass Rate
8/1/2017 – 7/31/2018 (2018)	10	8	80%	86%
8/1/2018 – 7/31/2019 (2019)	12	5	42%	40%
8/1/2019 – 7/31/2020 (2020)	7	4	57%	50%
8/1/2020 – 7/31/2021 (2021)	5	3	60%	100%

3.19 How are these results utilized and shared with others at the institution for continuous improvement?

The SICCM Surgical Technology program has not historically assessed SCC core competencies in each of the program courses, thus there have not been procedures in place for collection and dissemination of SCC institutional core competency assessment data. Due to the dissolution of partnership of SICCM and a teach-out plan in place for the Surgical Technology program, discussion is in place to determine the need for collecting this data for one academic year.

For program outcomes, the aforementioned accrediting body requires program pass rates and job placements rates results to be published for public knowledge. These help to guide program changes for

	<p>continuous improvement. These are found on the consortium website: https://www.siccm.com/st/program-effectiveness/</p>
<p>3.20 What curriculum revisions to improve program quality and learning outcomes have been made based on the assessment of student learning? (How do you use the information gained from the assessment to improve your program and students learning?)</p>	<p>The program has transitioned from a certificate program into an Associate of Applied Science degree program. Students completing the program have opportunities in continuing education in the operating room to become a Surgical First Assistant and/or in Nursing.</p>
<p>3.21 How satisfied are students with their preparation for employment?</p> <p>How is this student satisfaction information collected?</p>	<p>According to graduate surveys nearly 100% of students are satisfied with the education they received and felt the program prepared them for their job.</p> <p>According to the employer surveys given after employment has been established, almost 100% of employers are satisfied with the education and performance of the graduates from the program.</p>
<p>3.22 How does the program advisory committee contribute to the quality of the program? How can this engagement be improved?</p>	<p>The program advisory committee meets at least once per year and the program director interacts with members informally. The advice is used to make improvements to the program. Engagement could be improved with having more member attendance and more participation during meetings.</p>
<p>3.23 In what other ways are employers engaged in this program? (e.g. curriculum design, review, placement, work- based learning opportunities)</p>	<p>Employers are not engaged in any other way than through an advisory committee.</p>
<p>3.24 How satisfied are employers in the preparation of the program's graduates?</p> <p>How is employer satisfaction information collected?</p>	<p>According to the employer surveys that are given at the end of the program when graduates find jobs, we have had a 100% satisfaction rate over the past five years. It is reported that students are properly prepared for the workforce at the entry-level that is expected.</p>
<p>3.25 What are the program's strengths?</p>	<p>Program strengths are:</p> <ul style="list-style-type: none"> • Students are properly prepared with the basic skills to expand in clinical setting of the program

	<ul style="list-style-type: none"> ● Students can adapt quickly to different facilities and their environments ● Graduates have the needed entry-level skills for the workforce
3.26 What are the identified or potential weaknesses of the program?	<p>Program weaknesses are:</p> <ul style="list-style-type: none"> ● Students have limited draping skills ● Lower than national average of CST pass rate ● Lower attrition rates of students
3.27 Did the review of program quality result in any actions or modifications? Please explain.	<p>Program is now an associate's degree rather than a certificate program due to standard changes. With the changes it allows the courses to be taught at a slower pace and not so fast. This should allow students to comprehend the material and perform better within the program. We have also incorporated study time for the National Board Examination to assist students with passage of the CST at the end of the program.</p>

List any additional barriers encountered while implementing the program not detailed above. Please consider the following: retention, placement, support services, course sequencing, etc.

Retention rates have been lower in the last five years, and have been as high as 56% and low as 40%. This is a struggle for multiple reasons. Students in the past years have had a hard time with the fast track of the certificate program. Many students do not realize what the job entails to be a surgical technologist, while some students are just in the program because they didn't make it into the nursing program and do not seem to be committed.

Performance and Equity

Please complete for each program reviewed. Colleges may report aggregated data from the parent program or report on enrollment and completion data individually for each certificate within the program. Provide the most recent 5- year longitudinal data available. Each year may represent a cohort.

CTE Program	Surgical Technology Program (AAS)				
CIP Code	510909				
	2018	2019	2020	2021	2022
Number of Students Enrolled	9	7	4	3	12

Number of Completers	7	5	2	2	0
Other (Please identify)	N/A	N/A	N/A	N/A	AAS degree student graduate 2023
<p>What disaggregated data was reviewed? If program enrollment is low, programs may disaggregate data at the department or discipline level. Disaggregated may include, but is not limited to race, ethnicity, gender, age, part-time/full-time status.</p> <p>It may also be appropriate to analyze intersectionality among student demographics (e.g. gender & race, special population status & race, etc.)</p>	<p>Program enrollment and completion rates were reviewed by data that was disaggregated by full-time/part-time status, feeder high school, and semester. Enrollment was subdivided by gender, age, ethnicity, and county in order to know how to target recruiting efforts. That data was then cross referenced with the same demographic information for the entire college.</p>				
<p>How does the data support the program goals? Elaborate.</p>	<p>The data indicates minimal completion in the program. The primary reason is (1) students were not prepared for the rigor of the fast pace program (2) students did not fully understand what the job of a surgical technologist entails. Students who do not complete have not met the program goals.</p>				
<p>Were there gaps in the data (equity gaps, enrollment gaps, retention gaps, success gaps, etc.)? Please explain.</p>	<p>There were equity gaps in the data corresponding to gender. The range of males in the program during the Fall through Summer semesters ranged from a low of 0% in FY 2018 to a high of 30% in FY 2019. The majority of enrollment is mostly female with the lowest enrollment being 70% in FY 2019 and other years being 100% female participation.</p> <p>There were equity gaps in data corresponding to race. In FY 2018 and FY 2019, the percentage of minority students in the program averaged 4%. The average of minority students in the other years has been lower at 0% of minority students.</p> <p>Enrollment has declined within the last five years, the highest enrollment at the start of the program was 100% program</p>				

	capacity of 25 students in 2018, while the lowest enrollment at the start of the program was 36% program capacity of 9 students in 2021.
What is the college doing to overcome any identified gaps? If nothing is currently being done, explain what the college plans to do to close identified gaps.	All initiatives must be tied to the college's Strategic Plan, which relies on data metrics and bridging any identifiable gaps. The largest data gap comes in terms of not tracking demographic data such as financial need and transfer rates for program enrollment. The college is currently working to create a process for collecting this data, which should make data collection in the future easier and more readily available.
Are the students served in this program representative of the total student population? Please explain.	According to the disaggregated data, the students served in this program are prominently more female than the college as a whole when measured over the current 5-year program review.
Are the students served in this program representative of the district population? Please explain.	Students served in this program are representative of the district population. Students are from a wide geographical range within the college's district.
Review Results	
Action	<ul style="list-style-type: none"> Other (please specify)
Summary Rationale Please provide a brief rationale for the chosen action.	SCC will withdraw from the SICCM consortium partnership by June 30, 2024 to ensure current students are not affected by this change. SCC is currently collaborating with JALC through a Career Agreement beginning in Fall 2024 to allow students interested in Surgical Technology to take SCC general courses and enroll in their ST program.

<p>Intended Action Steps What are the action steps resulting from this review? Please detail a timeline and/or dates for each step.</p>	<p>SCC will ensure that current students are not affected by the withdrawal from the SICCM consortium through 6/30/2024. Plans for a career agreement with JALC will be discussed to go into effect Fall 2024.</p>
<p>Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?</p>	<p>Program objectives are being met. No action needed.</p>
<p>Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?</p>	<p>The program has been making efforts to overcome the retention equity gap. The program director is attending high school events at the community colleges to recruit students enrolled in healthcare career courses.</p> <p>The program has recently transitioned to an AAS program, to help alleviate the fast pace delivery of the program. This change should help students to have more time to digest the material, as well as allow more study time with the material. It is the Program Directors hope that this will be of benefit for all students and improve retention/completion rates and improve CST pass rates.</p> <p>All initiatives must be tied to the college's Strategic Plan, which relies on data metrics and bridging any identifiable gaps.</p> <p>The college is currently working to create processes for collecting this data, which should make data collection in the future easier and more readily available.</p>
<p>Resources Needed</p>	<p>N/A</p>
<p>Responsibility Who is responsible for completing or implementing the modifications?</p>	<p>Darci Cather Ed. D. - Vice President of Academic Affairs</p> <p>Amanda Hannan, MSN, RN - Dean of Allied Health and Nursing</p> <p>Jennifer Jordan, B.S., CST - Director, Surgical Technology Program (SICCM)</p>