DAS.ORT	Surgical Technology			
COURSE	**Course SLOs**	**Program Goal (PSLO)**	**Didactic or Lab/Clinical**	**Sem./Yr. in Assessment Cycle**
SUR 101 Introduction to Surgical Technology	1. Demonstrate professional behavior.	Professionalism: Exhibit a commitment to evidence based practice, exemplifying characteristics of professionalism, integrity, advocacy, and ethical behavior by adhering to the AST Code of Ethics.	D/C	Fall 2016
SUR 101 Introduction to Surgical Technology	2. Function actively as a contributing member of a health care team.	Professionalism: Exhibit a commitment to evidence based practice, exemplifying characteristics of professionalism, integrity, advocacy, and ethical behavior by adhering to the AST Code of Ethics.	C	Fall 2016
SUR 101 Introduction to Surgical Technology	3. Identify and implement safe practices, and correct unsafe practices.	Quality & Safety: Adhere to state and federal laws, recommendations and regulations in providing safe, quality patient care in addition to maintaining a strict surgical conscience.	C	Fall 2017
SUR 101 Introduction to Surgical Technology	4. Identify different specialty instruments, including general, laparoscopic, OB/GYN, genitourinary, ENT, and orthopedic, and understand when to use each appropriately.	Critical Thinking: Assess, plan, and implement the case preparation for a variety of surgical procedures using the knowledge acquired from the surgeon's preference card and clinical experience.	D	Fall 2017
SUR 101 Introduction to Surgical Technology	5. Identify Maslow's Hierarchy of Needs and be able to prioritize each need accordingly.	Critical Thinking: Assess, plan, and implement the case preparation for a variety of surgical procedures using the knowledge acquired from the surgeon's preference card and clinical experience.	D	Fall 2018
SUR 101 Introduction to Surgical Technology	6. Understand the aspects of the technological sciences to include: robotics, computers, and electricity.	Life-long Learning: Demonstrate the ability to continuously adapt to the new advances in surgical care.	D	Fall 2018
SUR 102 Applied Surgical Technology	1. Correspond with fellow peers using case management knowledge obtained in lecture and laboratory sessions.	Communication: Communicate effectively with the surgical team and support staff as to allow for effective teamwork and collaboration.	D/C	Fall 2016
SUR 102 Applied Surgical Technology	2. Characterize proper operating room etiquette as based on the AST code of ethics.	Professionalism: Exhibit a commitment to evidence based practice, exemplifying characteristics of professionalism, integrity, advocacy, and ethical behavior by adhering to the AST Code of Ethics.	D/C	Fall 2016
SUR 102 Applied Surgical Technology	3. Construct an organized sterile field as demonstrated in the laboratory setting.	Critical Thinking: Assess, plan, and implement the case preparation for a variety of surgical procedures using the knowledge acquired from the surgeon's preference card and clinical experience.	D/C	Fall 2017
SUR 102 Applied Surgical Technology	4. Differentiate between sterile and unsterile job duties as it pertains to the operating room setting.	Quality & Safety: Adhere to state and federal laws, recommendations and regulations in providing safe, quality patient care in addition to maintaining a strict surgical conscience.	D/C	Fall 2017
SUR 102 Applied Surgical Technology	5. Identify and adhere to sterile boundaries within the surgical environment.	Quality & Safety: Adhere to state and federal laws, recommendations and regulations in providing safe, quality patient care in addition to maintaining a strict surgical conscience.	D/C	Fall 2018
SUR 102 Applied Surgical Technology	6. Link surgical positions to corresponding surgical procedures.	Critical Thinking: Assess, plan, and implement the case preparation for a variety of surgical procedures using the knowledge acquired from the surgeon's preference card and clinical experience.	D	Fall 2018
SUR 103 Surgical Procedures I	1. Summarize and explain the necessary supplies and equipment for a given procedure.	Critical Thinking: Assess, plan, and implement the case preparation for a variety of surgical procedures using the knowledge acquired from the surgeon's preference card and clinical experience.	D	Fall 2016

SUR 103 Surgical Procedures I	2. Demonstrate the necessary communication skills required for effective teamwork and collaboration.	Communication: Communicate effectively with the surgical team and support staff as to allow for effective teamwork and collaboration.	D	Fall 2016
SUR 103 Surgical Procedures I	3. Demonstrate the ability to identify emergent situations and the ability to act instinctively perioperatively.	Quality & Safety: Adhere to state and federal laws, recommendations and regulations in providing safe, quality patient care in addition to maintaining a strict surgical conscience.	D	Fall 2017
SUR 103 Surgical Procedures I	4. Demonstrate ability to practice independent clinical judgments.	Professionalism: Exhibit a commitment to evidence based practice, exemplifying characteristics of professionalism, integrity, advocacy, and ethical behavior by adhering to the AST Code of Ethics.	D	Fall 2017
SUR 103 Surgical Procedures I	5. Incorporate knowledge of human anatomy and physiology as it is related to surgical procedures in diagnostic, general, obstetric and gynecologic, otorhinolaryngologic, genitourinary, and orthopedic specialties.	Life-long Learning: Demonstrate the ability to continuously adapt to the new advances in surgical care.	D	Fall 2018
SUR 103 Surgical Procedures I	6. Apply knowledge of safe practice techniques to the various roles of the surgical technologist in the perioperative environment.	Quality & Safety: Adhere to state and federal laws, recommendations and regulations in providing safe, quality patient care in addition to maintaining a strict surgical conscience.	D	Fall 2018
SUR 104 Surgical Procedures II	1. Explain anatomy and physiology within ophthalmic, oral and maxillofacial, plastic & reconstructive, cardiothoracic, peripheral vascular, and neuro specialties.	Life-long Learning: Demonstrate the ability to continuously adapt to the new advances in surgical care.	D	Spring 2017
SUR 104 Surgical Procedures II	2. Summarize and explain the necessary supplies and equipment needed for a given procedure in ophthalmic, oral and maxillofacial, plastic & reconstructive, cardiothoracic, peripheral vascular, and neuro specialties.	Critical Thinking: Assess, plan, and implement the case preparation for a variety of surgical procedures using the knowledge acquired from the surgeon's preference card and clinical experience.	D	Spring 2017
SUR 104 Surgical Procedures II	3. Link anatomy to surgical intervention in ophthalmic, oral and maxillofacial, plastic & reconstructive, cardiothoracic, peripheral vascular, and neuro specialties.	Life-long Learning: Demonstrate the ability to continuously adapt to the new advances in surgical care.	D	Spring 2018
SUR 104 Surgical Procedures II	4. Identify pathology associated with surgical procedures in ophthalmic, oral and maxillofacial, plastic & reconstructive, cardiothoracic, peripheral vascular, and neuro specialties.	Life-long Learning: Demonstrate the ability to continuously adapt to the new advances in surgical care.	D	Spring 2018
SUR 104 Surgical Procedures II	5. Summarize and explain prep boundaries for surgical procedures in ophthalmic, oral and maxillofacial, plastic & reconstructive, cardiothoracic, peripheral vascular, and neuro specialties.	Critical Thinking: Assess, plan, and implement the case preparation for a variety of surgical procedures using the knowledge acquired from the surgeon's preference card and clinical experience.	D	Spring 2019

SUR 104 Surgical Procedures II	6. Summarize and explain patient positions and positioning aids for surgical procedures in ophthalmic, oral and maxillofacial, plastic & reconstructive, cardiothoracic, peripheral vascular, and neuro specialties.	Critical Thinking: Assess, plan, and implement the case preparation for a variety of surgical procedures using the knowledge acquired from the surgeon's preference card and clinical experience.	D	Spring 2019
SUR 111 Basic Surgical Practicum	1. Link proper operating room etiquette to the practicing CST's role.	Professionalism: Exhibit a commitment to evidence based practice, exemplifying characteristics of professionalism, integrity, advocacy, and ethical behavior by adhering to the AST Code of Ethics.	C	Spring 2017
SUR 111 Basic Surgical Practicum	2. Summarize and describe a surgical procedure.	Critical Thinking: Assess, plan, and implement the case preparation for a variety of surgical procedures using the knowledge acquired from the surgeon's preference card and clinical experience.	C	Spring 2017
SUR 111 Basic Surgical Practicum	3. Assist the precepting CST with surgical counts.	Communication: Communicate effectively with the surgical team and support staff as to allow for effective teamwork and collaboration.	C	Spring 2018
SUR 111 Basic Surgical Practicum	4. Assist the precepting CST with constructing a sterile field.	Critical Thinking: Assess, plan, and implement the case preparation for a variety of surgical procedures using the knowledge acquired from the surgeon's preference card and clinical experience.	C	Spring 2018
SUR 111 Basic Surgical Practicum	5. Demonstrate donning of sterile attire without contamination with the assistance of the precepting CST.	Quality & Safety: Adhere to state and federal laws, recommendations and regulations in providing safe, quality patient care in addition to maintaining a strict surgical conscience.	C	Spring 2019
SUR 111 Basic Surgical Practicum	6. Apply sterile technique and identify breaks.	Quality & Safety: Adhere to state and federal laws, recommendations and regulations in providing safe, quality patient care in addition to maintaining a strict surgical conscience.	C	Spring 2019
SUR 113 Advanced Surgical Practicum	1. Perform surgical counts with the circulator.	Communication: Communicate effectively with the surgical team and support staff as to allow for effective teamwork and collaboration.	C	Summer 2017
SUR 113 Advanced Surgical Practicum	2. Demonstrate proper operating room etiquette.	Professionalism: Exhibit a commitment to evidence based practice, exemplifying characteristics of professionalism, integrity, advocacy, and ethical behavior by adhering to the AST Code of Ethics.	C	Summer 2017
SUR 113 Advanced Surgical Practicum	3. Perform a given surgical procedure without assistance.	Critical Thinking: Assess, plan, and implement the case preparation for a variety of surgical procedures using the knowledge acquired from the surgeon's preference card and clinical experience.	C	Summer 2018
SUR 113 Advanced Surgical Practicum	4. Construct a sterile field without assistance.	Critical Thinking: Assess, plan, and implement the case preparation for a variety of surgical procedures using the knowledge acquired from the surgeon's preference card and clinical experience.	C	Summer 2018
SUR 113 Advanced Surgical Practicum	5. Demonstrate donning of sterile attire without contamination without assistance.	Quality & Safety: Adhere to state and federal laws, recommendations and regulations in providing safe, quality patient care in addition to maintaining a strict surgical conscience.	C	Summer 2019
SUR 113 Advanced Surgical Practicum	6. Apply sterile technique and correct breaks without assistance.	Quality & Safety: Adhere to state and federal laws, recommendations and regulations in providing safe, quality patient care in addition to maintaining a strict surgical conscience.	C	Summer 2019

SUR 113 Advanced Surgical Practicum	7. Apply proper sharp safety.	Quality & Safety: Adhere to state and federal laws, recommendations and regulations in providing safe, quality patient care in addition to maintaining a strict surgical conscience.	C	Summer 2019
SUR 120 Surgical Seminar	1. Summarize and explain the necessary supplies and equipment needed for surgical procedures.	Critical Thinking: Assess, plan, and implement the case preparation for a variety of surgical procedures using the knowledge acquired from the surgeon's preference card and clinical experience.	D	Summer 2017
SUR 120 Surgical Seminar	2. Interpret information presented in question form as it pertains to surgery.	Critical Thinking: Assess, plan, and implement the case preparation for a variety of surgical procedures using the knowledge acquired from the surgeon's preference card and clinical experience.	D	Summer 2017
SUR 120 Surgical Seminar	3. Explain anatomy and physiology related to surgical procedures.	Life-long Learning: Demonstrate the ability to continuously adapt to the new advances in surgical care.	D	Summer 2018
SUR 120 Surgical Seminar	4. Identify surgical procedures.	Life-long Learning: Demonstrate the ability to continuously adapt to the new advances in surgical care.	D	Summer 2018
SUR 120 Surgical Seminar	5. Identify the most appropriate plan of action in a given surgical scenario.	Critical Thinking: Assess, plan, and implement the case preparation for a variety of surgical procedures using the knowledge acquired from the surgeon's preference card and clinical experience.	D	Summer 2019
SUR 120 Surgical Seminar	6. Identify and link medications to their surgical use.	Critical Thinking: Assess, plan, and implement the case preparation for a variety of surgical procedures using the knowledge acquired from the surgeon's preference card and clinical experience.	D	Summer 2019

Florence-Darlington Technical College
Assessment-Systematic Evaluation Plan Detailed Report

Course Name: SUR 101 **HSC**

Faculty: A. Jill Boney, CST

Semester(s) Reported: Fall 2016

Course Category: ☒ Traditional ☐ Hybrid/Blended ☐ Online ☐ Web Facilitated ☐ Dual Enrollment ☐ DL

Program Student Learning Outcome:
Quality and Safety: The graduate will adhere to state and federal laws, recommendations and regulations in providing safe, quality patient care in addition to maintaining a strict surgical conscience.

Course Student Learning Outcome:
The student will be able to implement the 5-minute surgical scrub sterilely.

Analysis of Results:
Strengths in student performances:
The purpose of the five-minute surgical scrub is to remove debris and transient microorganisms from the nails, hands, and forearms, reduce the resident microbial count to a minimum, and inhibit rapid rebound growth of microorganisms. The students exhibited strength in the actual scrubbing technique itself.

Weaknesses in student performances:
The greatest weakness shown, in the initial surgical scrub check-off and mid-term check-off, was maintaining sterility. Several of the students were known to touch the faucet and/or sink area, as well as their unscrubbed arm, with the break in sterile technique not identified.

Recommended Action(s):
The instructor will provide students with the evaluation rubric and assess student progress when practicing, while providing constructive criticism using the evaluation rubric.

When Action will be implemented:
Fall 2017

Data Comparison:

	2016 Spring- Startup	**2016 Fall**	**2017 Fall**	**20__**
Measurement Instrument	**Benchmark**	**Benchmark**	**Benchmark**	**Benchmark**
-Mid-Term check-off -Final check-off		90% satisfactory scores on 1st attempt **Mid-Term:** 16 out of 20 students **(80%)** were successful on the first attempt; 20 out of 20 students (100%) were successful on the second attempt. **Final:** 20 out of 20 students **(100%)** were successful on the first attempt.	90% satisfactory scores on 1st attempt	
**Note Benchmark based on National Pass rate of boards.				

Impact of Changes Implemented As a Result of Previous Assessment Cycle:
Fall 2017 will mark the first implementation of actions to improve on the weaknesses noted above.

Florence-Darlington Technical College
Assessment-Systematic Evaluation Plan Detailed Report

Course Name: SUR 101 **HSC**

Faculty: A. Jill Boney, CST

Semester(s) Reported: Fall 2016

Course Category: ☒ Traditional ☐ Hybrid/Blended ☐ Online ☐ Web Facilitated ☐ Dual Enrollment ☐ DL

Program Student Learning Outcome:
Professionalism: The graduate will exhibit a commitment to evidence-based practice, exemplifying characteristics of professionalism, integrity, advocacy, and ethical behavior by adhering to the AST Code of Ethics.

Course Student Learning Outcome:
The student will describe the roles of the surgical technologist and the OR team.

Analysis of Results:
Strengths in student performances:
The students exhibited strength in their knowledge of the role of the surgical technologist and other sterile personnel. They were knowledgeable with the first and second scrub roles, in that the first scrub sets up the sterile field, while the second scrub assists the surgeon at the field.

Weaknesses in student performances:
The greatest weakness shown was the role of the circulator and other non-sterile personnel of the operating room. There was some confusion regarding the roles of patient transportation and intraoperative record.

Recommended Action(s):
The instructor will differentiate between the roles of the circulator and the surgical technologist by implementing a role-playing activity.

When Action will be implemented:
Fall 2017

Data Comparison:

	2016 Spring- Startup	**2016 Fall**	**2017 Fall**	**20__**
Measurement Instrument	**Benchmark**	**Benchmark**	**Benchmark**	**Benchmark**
Unit 1 exam – questions 5, 6, 9, 12, 13, 18, 21, 37, 44		80% will answer correctly (5) 70%; (6) 95%; (9) 60%; (12) 95%; (13) 100%; (18) 90%; (21) 80%; (37) 100%; (44) 75%	80% will answer correctly	
**Note Benchmark based on National Pass rate of boards.				

Impact of Changes Implemented As a Result of Previous Assessment Cycle:
Fall 2017 will mark the first implementation of actions to improve on the weaknesses noted above.

Florence-Darlington Technical College
Assessment-Systematic Evaluation Plan Detailed Report

Course Name: SUR 102 **[HSC]**
Faculty: Chelsea Rickenbaker, CST
Semester(s) Reported: Fall 2016
Course Category: ☒ Traditional ☐ Hybrid/Blended ☐ Online ☐ Web Facilitated ☐ Dual Enrollment ☐ DL
Program Student Learning Outcome:
Quality and Safety: The graduate will adhere to state and federal laws, recommendations and regulations in providing safe, quality patient care in addition to maintaining a strict surgical conscience.
Course Student Learning Outcome:
The student will demonstrate the correct procedure for surgical counts.

Analysis of Results:
Strength in student performances: Students exhibited strength when performing preoperative counts with 95% of students receiving satisfactory scores on their first attempt. Students demonstrated the ability to count aloud with the circulator in the correct order starting with sharps and sponges then instrumentation. Identification of instruments and supplies was a strength that was noted. Prior to performing the required skill the student was presented with the evaluation rubric to utilize during practice sessions with the instructor as well as peers which allowed them to better prepare for the evaluation. The final skills practical revealed an improvement of 5% to the preoperative counts, resulting in 100% satisfactory scores.

Weaknesses in student performances: 95% of students received satisfactory scores meeting the benchmark; however, the students exhibited a weakness when handling and controlling the instrumentation. The lack of control when counting instruments can lead to a disruption in the counting procedure. It was also noted that 5% of students had difficulty remembering to include the bovie tip in the sharps counts. 35% of students received satisfactory scores on intraoperative and closing counts falling below the benchmark of 90%. It was noted that 30% of students had difficulty remembering the sequence in which a count is performed (patient, mayo, back table, off the field). 35% of students had difficulty remembering to identify all required sharps and instruments within the counts.

Recommended Action(s):
The instructor is to provide the student with the evaluation rubric for both the mid-term and final skills practical. The proper handling technique of instruments should be emphasized when providing the students with a demonstration on the counting procedures by allowing more hands on experience. It is recommended that the instructor critiques the students prior to the skills evaluation using the assigned rubric and provides additional help when skill is found to be below acceptable ranges. A list of items to be counted within the sharps count will be made and distributed to the students. A picture illustrating the correct order in which the intraoperative and closing count should be done will be created and distributed to the students.

When Action will be implemented: Fall 2017

Data Comparison:

	2016 Spring- Startup	**2016 Fall**	**2017 Fall**	**2018 Fall**
Measurement Instrument	**Benchmark**	**Benchmark**	**Benchmark**	**Benchmark**
Mid-term skills practical rubric -Perform Counts (Preoperative)		90% satisfactory evaluation -95% first attempt		
Final skills practical rubric -Perform Counts (Preoperative, Intraoperative, and Closing)		90% satisfactory evaluation -100% preoperative -35% intraoperative, closing		

Impact of Changes Implemented As a Result of Previous Assessment Cycle:
Fall 2017 will mark the first implementation of actions to improve the weaknesses noted above.

Florence-Darlington Technical College
Assessment-Systematic Evaluation Plan Detailed Report

Course Name: SUR 102 **[HSC]**

Faculty: Chelsea Rickenbaker, CST

Semester(s) Reported: Fall 2016

Course Category: ☒ Traditional ☐ Hybrid/Blended ☐ Online ☐ Web Facilitated ☐ Dual Enrollment ☐ DL

Program Student Learning Outcome:
Critical Thinking: The graduate will be able to assess, plan, and implement the case preparation for a variety of surgical procedures using the knowledge acquired from the surgeon's preference car and clinical experience.

Course Student Learning Outcome:
The student will identify patient positions for surgical procedures.

Analysis of Results:
Strength in student performances: Various patient positions are implemented to provide optimal exposure of the operative site. The student's exhibited strength identifying the following positions: Kraske, lithotomy, and supine variations such as Trendelenburg. This resulted in 80% or more students identifying the positions on the exam meeting the benchmark.

Weaknesses in student performances: Students exhibited weakness when identifying the Sims', Fowler's, lateral kidney, and reverse Trendelenburg positions resulting is 75% or less of students correctly identifying these positions on the exam. The students struggled with identifying the position in relation to the anatomical area to be exposed for the procedure and the variations of such positions. The greatest weakness noted was identifying the position that would be utilized for providing exposure during a laparoscopic cholecystectomy.

Recommended Action(s):
The instructor is to emphasize on the Sims', Fowler's, lateral kidney, and reverse Trendelenburg positions by providing supplemental material related to surgical positions during lecture. The students will also be given surgical position labeling activities to increase their understanding of the variations.

When Action will be implemented: Fall 2017

Data Comparison:

	2016 Spring- Startup	**2016 Fall**	**2017 Fall**	**20__**
Measurement Instrument	**Benchmark**	**Benchmark**	**Benchmark**	**Benchmark**
Unit 2 Exam- Questions 2, 10, 15, 23, 25, 26, 48, 50. -Patient positions for various procedures.		80% of students answered correctly -100% (2), 75% (10), 95% (15), 70% (23), 80% (25), 30% (26), 85% (48), 20% (50).		
**Note Benchmark based on National Pass rate of boards.				

Impact of Changes Implemented As a Result of Previous Assessment Cycle:
Fall 2017 will mark the first implementation of actions to improve on the weaknesses noted above.

Florence-Darlington Technical College
Assessment-Systematic Evaluation Plan Detailed Report

Course Name: SUR 103 **HSC**

Faculty: A. Jill Boney, CST

Semester(s) Reported: Fall 2016

Course Category: ☒ Traditional ☐ Hybrid/Blended ☐ Online ☐ Web Facilitated ☐ Dual Enrollment ☐ DL

Program Student Learning Outcome:
Critical Thinking: The graduate will be able to assess, plan, and implement the case preparation for a variety of surgical procedures using the knowledge acquired from the surgeon's preference card and clinical experience.

Course Student Learning Outcome:
The surgical technology student will be able to summarize and explain the necessary supplies and equipment needed for a given procedure in diagnostic, general, OB/GYN, ENT, GU, and orthopedic specialties.

Analysis of Results:

Strengths in student performances:
The knowledge of necessary equipment and supplies is important, in that the surgical technologist must be able to adequately prepare, at times, in a moment's notice for any given procedure that they may encounter. The students exhibit great strengths in their knowledge of most major instruments necessary within each specialty and the appropriate techniques to utilize those instruments.

Weaknesses in student performances:
There was an overall weakness exhibited throughout the knowledge of suture materials and suturing techniques, as well as intraoperative radiography. Although they show strength in most major instruments necessary as a foundation for procedures, there was slight weakness noted in their knowledge of the additional instruments needed for specific procedures.

Recommended Action(s):
The instructor will provide the students with materials pertaining to individual sutures within a given procedure, including providing them with a visual of the actual suture material for each procedure taught. The instructor will emphasize the importance of any additional instruments for a given procedure by requiring students to participate in a group matching activity within the classroom, in order to help them better match instruments and supplies with their respective procedures.

When Action will be implemented:
Fall 2017

Data Comparison:

	2016 Spring- Startup	**2016 Fall**	**2017 Fall**	**20__**
Measurement Instrument	**Benchmark**	**Benchmark**	**Benchmark**	**Benchmark**
Unit 1 exam – questions 5, 6, 11, 19, 20, 21, 22, 23, 26, 36, 41, 44, 45, 49		80% answer correctly (5) 85%; (6) 95%; (11) 60%; (19) 55%; (20) 90%; (21) 100%; (22) 90%; (23) 10%; (26) 75%; (36) 90%; (41) 95%; (44) 90%; (45) 80%; (49) 90%	80% answer correctly	
Unit 2 exam – questions 12, 13, 29, 44		80% answer correctly (12) 40%; (13) 95%; (29) 45%; (44) 85%	80% answer correctly	

Unit 3 exam – questions 1, 3, 7, 12, 14, 15, 18, 20, 22, 38, 39, 41, 44		80% answer correctly (1) 90%; (3) 60%; (7) 85%; (12) 100%; (14) 100%; (15) 100%; (18) 90%; (20) 75%; (22) 60%; (38) 85%; (39) 100%; (41) 80%; (44) 95%	80% answer correctly	
Unit 4 exam – questions 5, 8, 9, 11, 12, 18, 21, 25, 29, 36, 37, 38, 39, 43, 44		80% answer correctly (5) 90%; (8) 65%; (9) 75%; (11) 70%; (12) 100%; (18) 85%; (21) 75%; (25) 95%; (29) 95%; (36) 95%; (37) 90%; (38) 85%; (39) 70%; (43) 95%; (44) 55%	80% answer correctly	
Unit 5 exam – questions 11, 13, 18, 22, 23, 24, 29, 34, 35, 36, 42, 43, 44		80% answer correctly (11) 80%; (13) 90%; (18) 75%; (22) 95%; (23) 85%; (24) 55%; (29) 80%; (34) 60%; (35) 100%; (36) 90%; (42) 80%; (43) 80%; (44) 90%	80% answer correctly	
Unit 6 exam – questions 18, 19, 21, 22, 25, 26, 36, 39, 42		80% answer correctly (18) 100%; (19) 65%; (21) 85%; (22) 100%; (25) 45%; (26) 90%; (36) 95%; (39) 100%; (42) 100%	80% answer correctly	
Unit concept maps		90% scoring 95% or higher U1 – 95%; U2 – 80%; U3 – 90%; U4 – 95%; U5 – 45%; U6 – 85%	90% scoring 95% or higher	
Concept map project		85% scoring 90% or higher 85% scored 90% or higher	85% scoring 90% or higher	
**Note Benchmark based on National Pass rate of boards.				

Impact of Changes Implemented As a Result of Previous Assessment Cycle:

Fall 2017 will mark the first implementation of actions to improve on the weaknesses noted above.

Florence-Darlington Technical College
Assessment-Systematic Evaluation Plan Detailed Report

Course Name: SUR 103 **HSC**

Faculty: A. Jill Boney, CST

Semester(s) Reported: Fall 2016

Course Category: ☒ Traditional ☐ Hybrid/Blended ☐ Online ☐ Web Facilitated ☐ Dual Enrollment ☐ DL

Program Student Learning Outcome:
Life Long Learning: The surgical technology student will be able to adapt to new procedures using the knowledge obtained during lecture.

Course Student Learning Outcome:
The student will be able to explain anatomy and physiology within the diagnostic, general, OB/GYN, ENT, GU, and orthopedic specialties.

Analysis of Results:
Strengths in student performances: Anatomy and physiology of each specific region of the body is necessary to perform adequate procedures. The students exhibited great strengths in their knowledge of anatomy and physiology related to Obstetrics and Gynecology.

Weaknesses in student performances: The students show an overall weakness in their knowledge related to the genitourinary region of the body. The students struggled with noting the surrounding structures involved throughout the region. The greatest weakness noted includes renal glands and their respective secretions.

Recommended Action(s):
The instructor will provide supplemental material regarding the relationship between anatomy and ultrasonography. The instructor will emphasize the correct anatomy of each body system, and surrounding structures by providing matching activities. Emphasis on muscles and ligaments will also be applied by requiring in-class group sessions and activities, as well as providing an in-depth class-wide activity regarding the anatomy related to each body system, respectively.

When Action will be implemented:
Fall 2017

Data Comparison:

	2016 Spring- Startup	**2016 Fall**	**2017 Fall**	**20__**
Measurement Instrument	**Benchmark**	**Benchmark**	**Benchmark**	**Benchmark**
Unit 1 exam – questions 1, 18, 28, 30		80% of students answer correctly (1) 90%; (18) 100%; (28) 35%; (30) 100%	80% of students answer correctly	
Unit 2 exam – questions 3, 4, 5, 7, 8, 16, 19, 21, 32, 36, 43		80% of students answer correctly (3) 90%; (4) 85%; (5) 35%; (7) 35%; (8) 80%; (16) 95%; (19) 95%; (21) 95%; (32) 85%; (36) 80%; (43) 60%	80% of students answer correctly	
Unit 3 exam – questions 8, 13, 25, 26, 30, 31, 32, 40, 42		80% of students answer correctly (8) 90%; (13) 90%; (25) 100%; (26) 100%; (30) 100%; (31) 90%; (32) 95%; (40) 85%; (42) 100%; (49) 100%; (50) 85%	80% of students answer correctly	

Unit 4 exam – questions 1, 3, 4, 10, 17, 22, 23, 33, 35, 41, 42, 47, 48, 49		80% of students answer correctly (1) 100%; (3) 85%; (4) 95%; (10) 95%; (17) 95%; (22) 100%; (23) 85%; (33) 75%; (35) 80%; (41) 90%; (42) 100%; (47) 90%; (48) 60%; (49) 90%	80% of students answer correctly	
Unit 5 exam – questions 3, 4, 6, 7, 12, 17, 26, 31, 37, 39		80% of students answer correctly (3) 55%; (4) 70%; (6) 70%; (7) 80%; (12) 90%; (17) 45%; (26) 55%; (31) 55%; (37) 100%; (39) 75%	80% of students answer correctly	
Unit 6 exam – questions		80% of students answer correctly (1) 100%; (2) 90%; (4) 80%; (5) 85%; (6) 95%; (7) 85%; (23) 75%; (24) 100%; (32) 100%; (33) 95%; (34) 90%; (37) 100%; (38) 75%; (43) 95%; (46) 80%	80% of students answer correctly	
**Note Benchmark based on National Pass rate of boards.				

Impact of Changes Implemented As a Result of Previous Assessment Cycle:

Fall 2017 will mark the first implementation of actions to improve on the weaknesses noted above.