

Operating Room Patient Care Technician

 Program-63

Annual Update

Answer these questions based on the last academic year.

1. How do you use the information gained from assessment to improve student learning? What curriculum revisions have you made to improve program/discipline quality that has been based on the assessment of student learning?

Last year we began to make revisions to our curriculum based on our assessment of student learning results from our Introduction to Operating Room Patient Care, ORP 101 course. We set a target for all three outcomes for students to meet at an 80% pass rate on our final skill demonstrations which occur during the last in class meeting. We continue to meet and exceeded our first two outcomes, however Outcome #3-to describe the role of the operating room tech for common hospital codes, did not meet our target goal. We have been monitoring this outcome for the past three semesters. Looking at our data from the past two years and a closer look at the curriculum, we determined that more time to individual codes is needed. We decided that for the first course, we should introduce the all codes, but focus on three most common codes for the course outcomes. We will scaffold the additional concepts and codes in the ORP102 and OPR103 courses. This will provide time for students to be introduced to concepts and an opportunity for reinforced in future courses. These curriculum changes to improve the quality of our curriculum included updates to our outcomes, course descriptions and topic changes that will go to curriculum council this fall. We will begin teaching our updated curriculum this spring and look at our assessment results to confirm student learning improved.

2. Describe Professional Development offered at Waubonsee that you found beneficial last year. What additional suggestions do you have for future offerings?

Last year we found the ACUE series on the Effective Practice Framework beneficial. There was a noticed improvement in student engagement. We would recommend additional sessions on topics around inclusive teaching for equitable learning. We really want to make sure we are creating the most inclusive learning environments for our students.

For future offerings, we would like to understand how to interpret and use our student learning outcome data to improve learning for our students.

3. Review the Course Reports, Equity Data, and Comparison Reports attached in "Manage Artifacts" (top-right corner) also saved in your X: APR files. Create or list your student success and retention goals. CTE programs, also list program completion goals. Summarize your findings and indicate if these goals were met for success, retention, and completion. Also, summarize your equity report. Visit our [Program Review](#) webpage for a sample report.

OPR Course Success goal: 80% of our students will receive a C or higher.

Summary: Course success data indicates that 67-99% of our student earn a C or higher in courses. Two of our courses OPR 200 and OPR 230 did not meet this goal. This year's efforts will focus on these two courses.

Course retention goal: 75% of our students will persist to the end of the course.

Summary: We exceeded our goal. Our highest withdrawal rate is 11% in OPR 102. Retention in our courses ranges from 89% to 100%. We will continue to monitor our persistence.

Program Completion goal: 60% of our students will graduate with the AAS in 3 years.

Summary: This year our total program enrollment was 39 AAS students and 57 certificate students. At the end of this year we had 12 certificate graduates and 1 AAS graduate. Over the last five years the data shows that our 3-year certificate completion percentage ranges from 50% to 73%. AAS completion ranges from 33% to 67%. We continue to work on our curriculum, assessment, and internship opportunities to improve completion. This year we had 96 total students and we are hopeful to see larger completion numbers next year.

4. What innovations have been implemented or brought to this discipline/program in the last year that other colleges would want to learn about? (High Impact practices, equipment, partnerships, etc.)

This year we partnered with the hospital staff and offered guest lectures for our students and potential students. During the guest lectures, we provided an overview of our program and graduates shared their experiences. This outreach helped us increase participation on our program advisory board and we saw a small increase in enrollment. We assume that the increase in enrollment was from the lecture series. We will continue to monitor in the future to determine if there is a correlation.

5. List any barriers encountered last year that impeded student success.

The pandemic has been a challenge for us as we continue to navigate new modalities. We were able to provide some of our lecture based courses in flex classrooms. This provided our students with a lot of flexibility. There are still clinical courses that require in person meetings and we were able to be successful with changing some of the courses to hybrid.

6. Describe actions that can be implemented to reduce barriers.

We can continue to improve our new modality offerings. Although the pandemic has been a barrier to all, we learned that many of our students preferred the flex format. They said they were able to balance their work and families better by watching lectures around some of their other responsibilities. We would like to offer more courses in the flex classrooms and see if our persistence increases.

Goal Planning

7. Program/Discipline Goals: Indicate progress made on last year's measurable Program / Discipline goals aligned with the educational affairs plan.

If a goal was completed, indicate a new goal in its place.

1. Develop and implement assessments for all course outcomes.

Progress made: Over the last two years we completed OPR101, 102, 103 and 115. This years focus will be on 200 and 230. These two courses did not meet our success rate goal and we will take a closer look at the curriculum and review current assessments and make updates if necessary.

2. Implement High Impact Practices in OPR 100 and OPR 230.

Progress made: Last year we researched High-Impact Educational Practices. We read "High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter by George D. Kuh (AAC&U, 2008) We would like to start this year with our first course in the program by developing collaborative assignments and projects. According to our research this approach will help students learn to work and solve problems in the company of others. We are hopeful that by adding this practice to our introduction course students will be more engaged going forward and since collaboration is an accreditation standard, this will contribute to professionalism in field. We would also like add a culminating experience or assignment in one of our 200 level courses. The culminating experience is a long term goal to implement after we complete our high impact practices efforts in OPR100.

3. Continue to build our Program Advisory Committee (PAC) and create an employment survey.

Progress made: We continue to network with health care professionals at our clinical settings. This year we have a new clinical site and were able to make connections with an ORPC tech director who will be joining our PAC. We have not made progress this year on the employment survey and plan to continue our efforts this year.



8. Resources and Support: List and describe the resources and support needed to implement the goals listed above and other needs to sustain improvements to your program. (Example: Tutoring, software, professional development).

Goal 1: We will continue to need support from the Outcomes Assessment Liaisons and our division OAC members. We will also look to Faculty Development and Engagement for assessment workshops.

Goal 2: Waubonsee received a grant from AAC&U called Strengthening Guided Pathways and Career Success by Ensuring Students Are Learning. Two of our faculty have been engaged in this work and this is where we initially learned about High Impact Practices (HIPS). We will continue to attend the AAC&U grant meetings to support our development of HIPS practice. We also have found that the ACUE sessions at Faculty Development Days helped us with this goal. We will also need our Office of Faculty Development and Engagement support.

Goal 3: We will need support from our Institutional Effectiveness office to help us build our survey.

9. Intended Action Steps

What are the action steps to meet the goals listed above? **Please detail a timeline and/or dates for each step.**

Goal 1: We have three meetings scheduled this fall with an Outcomes Assessment Liaison to begin assessment development. We are meeting on September 13th, October 11, and November 15th. Prior to the meeting, discipline faculty will meet to discuss our current assessments in OPR200 and OPR230. Our first meeting with the Liaison will be to review our outcomes and alignment to our current assignments. We will work collectively as a team to determine steps to create meaningful, effective and equitable assignments/assessments aligned to course outcomes. In our second meeting we will bring our first drafts for review and calibration. Our final meeting we will review the final assignment and assessment with the goal to begin to use the assignments and assessment for the first time in the spring.

Goal 2: We plan to attend the October AAC&U workshop on our campus. During the all day workshop we will have the opportunity to meet and collaborate with faculty from other community colleges to learn about their practices. We set a meeting a week later to review and discuss next steps for OPR101 HIPS implementation. We will continue to work over the fall. We plan to implement this new practice in spring or next fall.

Goal 3: We will put in a datarequest@waubonsee.edu to request time to discuss creating an employers survey and work with IE to implement by May.

10. Responsibility

Who is responsible for completing or implementing the action steps?

Goal 1: Faculty (list names of faculty) that teach OPR200 and OPR 230 will be leading these efforts.

Goal 2: Faculty (list names of faculty) that teach OPR100 will be leading this effort.

Goal 3: (name) will lead the survey effort.

CONTINUE LATER

SUBMIT THE FORM