

Annual Instructional Program Review Template for 2011-2012
Introduction to The Program Review Process for Instructional Programs

Program Review at Foothill College

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English, Math My Way are reviewed annually using this template, with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator's comments/reflection/next steps

Foothill College Program Review Cycle:

2011-2012 All academic programs participate in an annual program review

2012-2013 1/3 of academic programs participate in comprehensive review, remaining 2/3 of programs update their annual program review

Contact: Office of Instruction and Institutional Research, 650-949-7240

Instructions: Complete this template with data on any degree, certificate, or pathway your department offers. Return the completed form to your Dean on the last day of Fall quarter.

Website: <http://foothill.edu/staff/irs/programplans/index.php>

2011-2012 Submission Deadline:

All program review documents are due to Deans by December 16

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Basic Program Information

Department Name: Respiratory Therapy program

Program Mission(s): The program's mission is to provide an outstanding educational opportunity for students in their preparation for a career as respiratory therapists; and to meet or exceed the needs of the college's service area for highly qualified respiratory therapists.

Program review team:

Name	Department	Position
Brenda Hanning	Respiratory Therapy Program	Director
Larry Miller	Respiratory Therapy Program	Director of Clinical Education
Tiffany Rush	Respiratory Therapy Program	Faculty

Programs* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Respiratory Therapy Program	AS	109

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

**Certificates of 27 or more units must be state approved. If you have certificates that are 27 or more units that are not state approved, please indicate your progress on gaining state approval, with the tentative timeline for approval, or your plan for phasing out the certificate.

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Section 1. Data and Trend Analysis

1.1. Program Data will be posted on:

<http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
Respiratory Therapy Program 1 st yr	25	29	32	10%
Respiratory Therapy Program 2 nd yr	22	22	23	5%

Please provide any non-transcriptable completion data you have available.

Non-Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change

1.2 Department Data

Dimension	2008-2009	2009-2010	2010-2011	% Change
Enrollment	723	840	901	7%
Productivity (Goal: 546)	634	733	551	-25%
Success	100%	100%	100%	0
Full-time FTEF	1.2	1.3	3.1	133%
Part-time FTEF	40%	33%	9%	-55%
Full-time Staff	2	2	3	33%
Part-time Staff	3	2	2	33%

Department Course Data * See attached (Program Review Data Document)

Course	2008-2009			2009-2010			2010-2011		
	Enroll.	Prod.	Success	Enroll.	Prod.	Success	Enroll.	Prod.	Success

1.3 Using the data and prompts, provide a short narrative analysis of the following indicators.

1. Enrollment trends over the last three years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.
 Enrollment is holding strong. We received 162 applications for the Fall 2011 Program. 29 students were accepted 1 withdrew with a full refund and we currently have 28 students.
2. Completion Rates (Has the number of degrees/certificates held steady, or increased or declined in the last three years? Please comment on the data and analyze the trends.
 - a. AA, AS, transcriptable certificates
 - b. Local, non-State approved certificates

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- c. Certificates less than 27 units: All certificates less than 27 units should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached.

Attrition has been acceptable. For years 2009, 2010, 2011 attrition has been 18%, 18% and 23% respectively. We are looking at less than 15% attrition for the coming year. We are well below the threshold of 40% set by our accreditation agency.

3. Productivity: The college productivity goal is 546. (Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, size restrictions)

The productivity for the Respiratory Therapy Program is 551. The Respiratory Therapy Program has size restrictions. Our clinical site availability and resources do not allow the class enrollment to be above 30.

4. Course Offerings (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?)

Our program courses are sequential. All of the courses with the exception of 200L are part of the curriculum for the AS in Respiratory Therapy. RSPT 200L is highly recommended for those students wishing to apply to the Respiratory Therapy Program. RSPT 200L is a stand-alone course, stand-alone document has been submitted.

5. Curriculum and SLOs

- a. Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance?

100% of the curriculum has been updated and is in compliance with Title 5.

- b. Comment on program mapping and how it ties to the college Mission(s).
The Respiratory Therapy Programs ties into the College's mission by preparing and graduating students into the field and practice of Respiratory Therapy.

- c. Identify any other programs with which your program has overlap, and comment on the purpose of the overlap.

Currently our program students are required to take Anatomy and Physiology and Microbiology courses as part of the Curriculum.

- d. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?

Our department continues to develop new ways to make our students more competitive.

Starting in 2012 our students will review, prepare and certify in PALS (Pediatric advanced Life Support). In 2012 our graduates will graduate with more certifications than any other program graduates in the area. The added certifications will make them more competitive.

- e. Do all of the courses in your program have SLOs identified? Do all programs have program-level student learning outcomes? If not, what is your plan for completing these? Yes, our program and all of our courses have SLOs.

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- 6. Basic Skills Programs (Please describe your Program’s connection to this core mission, if applicable): N/A
- 7. Transfer Programs: Articulation (Please describe your Program’s connection to this core mission, if applicable) Program graduates can transfer to SJSU to complete their BS with an emphasis in Respiratory Therapy.
- 8. CTE Programs: Labor/Industry Alignment (Please describe your Program’s connection to this core mission, if applicable) Respiratory Therapy graduates are work ready.

Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2010-2011 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

2.2 Attach 2010-2011 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO

What findings can be gathered from the Course Level Assessments?

Students continue to meet our target goals. There is a direct parallel between our high performing students and their National Board exam results. CRT pass rates for our graduates were 96%, compared to National average of 78%. For our advanced Board examinations our student’s pass rates are 96% and 92%, compared to National average of 66% and 59% respectively.

What curricular changes or review do the data suggest in order for students to be more successful in completing the program?

We have identified 2 courses that prove to be very challenging for students without a strong background in math, RSPT 52 and RSPT51B. We have preemptively identified strong students to provide support to those that may need it. By planning ahead and identifying strong students from the second year class and providing tutoring we look forward to seeing improvement in overall class success.

How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?

We continue to reflect on our students and our courses to ensure that our SLO’s are in line with our program and curriculum.

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How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

Course level student learning outcomes have helped us identify course material and courses that proved to be challenging. Keeping in mind those outcomes we have addressed the needs of students by providing tutoring and learning resources to help them achieve a higher level of success in those courses. To date students who are utilizing the tutoring are passing those courses.

2.3.b Program-Level SLO

What summative findings can be gathered from the Program Level Assessments?

Our overall student performance on National Level Board exams is excellent. We continue to look at program final results and advanced level Board exam results to ensure that our Program students have gained the knowledge necessary to pass the Board exams and to be successful.

How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

Last year Program Final results were analyzed to identify areas where our students as a whole scored lower. There were a few areas that we identified, for example sterilization techniques and mesh nebulizers. We have incorporated that information into our curriculum and look forward to comparing the results and data.

2.4 Annual Action Plan and Summary: Using the information above, list the program’s action steps, the related [Core Mission objective](#), SLO assessment data and the expected impact on student success.

Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
1. Tutoring services		Workforce	By providing tutoring for our program students we can improve the overall success rate.
2. Resources for Faculty to stay current with new protocols and trends in the field of respiratory Therapy. New trend and protocol information needs to be incorporated into the	All apply	Workforce	Providing current and up to date information will enable the students to go into the workforce better prepared.

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curriculum in order to stay current in the field.			
3			

Section 3: Program Goals and Rationale

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill’s core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs.

3.1 Program relation to college mission/core missions

Both the college’s and program’s mission statements seek to provide outstanding educational opportunities for our students.

3.2 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
1. Increase Director Release time to 50%	2011	Director Release time was increased from 0.083 to .111	
2. Increase success rate for Hispanic students.	ongoing	Participating in more open house events to increase program awareness.	We have a significant increase in Hispanic applicants. This has translated into a higher number of students enrolled in the program who are underrepresented
3. Increase program service area to include outreach-distance education offerings in the Santa Cruz – Monterey area	2012	Due to budgetary restraints no action was taken	We will no longer be pursuing this goal. Anew Respiratory Therapy Program is in the process of starting in the aforementioned area.
4. Develop a continuing education component to the program	2012	We continue to offer some of our classes to professionals that are looking for review materials.	Ongoing

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3.3 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	Supporting Action Steps from section 2.4 (if applicable)	How will this goal improve student success or respond to other key college initiatives
<p>1 Update curriculum to reflect industry changes. Update content and supplies as well as ensure faculty has access to new trends in practice as well as evidenced based changes to our field.</p>	<p>2011-2012</p>	<p>2 Resources for Faculty to stay current with new protocols and trends in the field of respiratory Therapy. New trend and protocol information needs to be incorporated into the curriculum in order to stay current in the field.</p>	<p>Providing current and up to date information will enable the students to go into the workforce better prepared.</p>
<p>2 Tutoring services</p>	<p>2011-2012</p>	<p>Workforce</p>	<p>By providing tutoring for our program students we can improve the overall success rate.</p>
<p>3 Maintain lab equipment to industry standard</p>	<p>2011-2012</p>	<p>Workforce</p>	<p>Providing current and up to date lab equipment will enable the students to go into the workforce better prepared.</p>

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Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's resource requests.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
None requested			

Reassigned Time

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
None requested			

B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Maintain and repair lab equipment	2,000.00	Maintain lab equipment and replace outdated equipment	Perkins, Measure C
Update software for existing ventilators	3,000.00	Upgrade Servoi and PB840 ventilators' software to industry standard	Measure C

One-time/Other: (Release time, training, etc.?)

Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Tutoring	1,300.00	Tutoring services for students	Perkins
Staff development	5,000.00	Professional development	Perkins
Purchase a Transcutaneous PO2/TCO2 Monitor	14,000.00	Maintain lab equipment and replace outdated equipment	Perkins, Measure C

Draft Annual Program Review Template for 2011-2012

Section 5: Program Strengths/Opportunities for Improvement

5.1 Use the matrix provided below and, reflect on the program relative to students’ needs, briefly analyze the program’s strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	<p>The Respiratory Therapy Program continues to update content to stay in line with changing practices. We have acquired a new scanner and are in the process of scanning all student related work. This will allow for better tracking of student documents and better use of our resources.</p> <p>We have a new Medical Director who is highly regarded and respected in the medical field; we look forward to working together to improve our program and overall success.</p>	<p>We continue to have a very good reputation with our clinical affiliates. We currently have negotiated new contracts with 3 of our clinical sites. Some of our clinical sites have enabled us to place students on the night shift allowing for better and broader clinical rotations. We have also added 2 new clinical rotations that are specialized.</p>
Weaknesses	<p>We continue to update our content and curriculum to be in line with industry standards.</p>	<p>Programs from nearby colleges have started placing students in Hospitals that were historically only affiliated with our program. More and more demand by programs for clinical sites has made it difficult to place our students into rotations.</p>
Opportunities	<p>1) We will be preparing students to be certified in PALS starting next year.</p> <p>2) Offering an upgrade program in the future.</p>	
Threats	<p>Our aging equipment often does not pass safety screening and tests necessary before operating. We often have to bypass those tests in order to operate. This does not represent industry standard and is not adequate for teaching purposes.</p>	<p>Proprietary Schools and new CC based programs surfacing will compete directly with our program.</p>

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5.2 Are there any critical issues you expect to face in the coming year? How will you address those challenges?

Job placement continues to be a concern. We have added 2 new rotations for our students. We will continue to seek additional clinical opportunities that will allow the students more exposure and increase their chances of employment.

5.3 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

5.4 Address the concerns or recommendations that were made in prior program review cycles.

5.5 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

Enrollment, FTES and average class size have remained essentially unchanged from 2008 to 2011. These data suggest that the program is stable and student interest in the program is continuing or increasing. Students achieved a 97% passing score on first attempt for the National Certification Exam. National average for this exam is 78%. Students who went on to take the Registry exam achieved a 100% passing score on their first attempts. The National average on the National Board for Respiratory Therapy Registry is 66%.

Our program is highly regarded, as are our graduates. Program employer surveys have consistently demonstrated that employers believe our students to be well prepared and competent to practice Respiratory Therapy.

Foothill students have taken second place at the state level trivia competition "Sputum Bowl" two years in a row. Our staff of three full time instructors has helped our students and our program by providing more stability and consistency.

Section 6: Feedback and Follow Up

6.1 Strengths and successes of the program as evidenced by the data and analysis:

The RSPT program has a strong applicant pool, reasonable retention rates of admitted students & good passing rates on licensing board exams. The program faculty & director are committed to student success.

6.2 Areas of concern, if any:

6.3 Recommendations for improvement: aging equipment often does not pass safety screening and tests necessary before operating. We often have to bypass those tests in order to operate. This does not represent industry standard and is not adequate for teaching purposes.

6.4 Recommended Next steps:

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review

Phyllis Spragge, Dean 1/7/12

Unit Assessment Report - Four Column
 Foothill College
 Program (BHS-RSPT) - Respiratory Therapy AS

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>Program (BHS-RSPT) - Respiratory Therapy AS - 1 - Upon successful completion of the curriculum for the Respiratory Therapy Program the student will have acquired the necessary knowledge, skills and values for the practice of Respiratory Therapy.</p> <p>PL-SLO Status: Active</p>	<p>Assessment Method: Students completing the Respiratory Therapy Program must show competency in the field by successfully passing the National Board of Respiratory Care secure program final examination. This exam follows the same matrix as the Board exam they will need to pass as a requirement for licensure.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target: A minimum score of 70% must be achieved.</p>	<p>07/05/2011 - 96% of the students who took the program final passed with at least 70%</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Funding to provide tutoring for program students</p> <p>IL-SLO Reflection: We continue to prepare students to pass the Program final and subsequent Board exams. Going forward there needs to be a plan in place for ensuring that students who do not pass the program final can be remediated before they are allowed to retake the program final (currently a student can retake the final once). To ensure success, the student's graduation should be deferred until remediation is completed.</p>	<p>12/08/2011 - Students who do not pass the program final should be remediated before they are allowed to retake the program final (currently a student can retake the final once). To ensure success, the student's graduation should be deferred until remediation is completed.</p>
<p>Program (BHS-RSPT) - Respiratory Therapy AS - 2 - At the completion of this program students will be able to demonstrate appropriate critical thinking skills, time management skills, communication skills and technical skills necessary to provide competent respiratory care in multidisciplinary care settings.</p> <p>PL-SLO Status: Active</p>	<p>Assessment Method: Students must complete a proctored advanced level Board exam prior to graduation</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: National average for students taking this exam after graduation is 66%. The graduates from our program average a passing rate of >90%, most recently 96%. The target for our students is 70%.</p>	<p>10/03/2011 - Students achieved an average score of 70.8% on the advanced level RRT mock examination. After graduating all of the students who went on to take the RRT Board exam (22/23) achieved a remarkable passing rate of 100% on first attempt for this Board examination, compared to the National passing rate of 66%.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Funding for tutoring</p> <p>IL-SLO Reflection:</p>	<p>12/08/2011 - After graduating all of the students who went on to take the RRT Board exam (22/23) achieved a remarkable passing rate of 100% on first attempt for this Board examination, compared to the National passing rate of 66%. We will continue our</p>

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
		<p>The Respiratory Therapy program is achieving an excellent passing rate for this examination. We need to continue to offer the same level of preparation to help students transition into the workforce.</p>	

Unit Course Assessment Report - Four Column

Foothill College

Department - Respiratory Therapy Technology (RSPT)

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 200L - INTRODUCTION TO RESPIRATORY THERAPY - SLO 1 - Describe - Describe the state licensing requirements for respiratory care practitioners. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students must conduct a web search and complete a research paper.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: Students must achieve a minimum score of 70%</p>		
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 200L - INTRODUCTION TO RESPIRATORY THERAPY - SLO 2 - Application of knowledge - Students will be able to assemble, explain and perform key respiratory therapy skills. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will learn a series of lab skills and the related indications, contraindications as well as risk factors associated with each. Students will need to demonstrate understanding by assembling and performing the skills as well as by passing a post test with a minimum score of 70%</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Target for Success: Minimum passing grade of 70%</p>		
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 50A - RESPIRATORY THERAPY PROCEDURES - SLO 2 - Demonstrate - The student will perform lab competencies with a lab partner or solo and must complete all lab competencies with a score of 70% or higher. (Created By Department - Respiratory Therapy Technology (RSPT))</p>	<p>Assessment Method: Lab competencies which are performed during skills lab and a lab practical.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: All students will complete all lab competencies with a letter grade of "B" or</p>	<p>11/10/2011 - Students are completing at least 2 hours of skills lab in which lab competencies are performed.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	<p>11/10/2011 - Students are passing competencies with a 70% or higher.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Assessment Cycles: 2011-2012 2012-2013 Course-Level SLO Status: Active	higher.		
Department - Respiratory Therapy Technology (RSPT) - RSPT 50A - RESPIRATORY THERAPY PROCEDURES - SLO 1 - Explain - The student will be able to explain basic respiratory therapy concepts and procedures related to the fundamentals of respiratory therapy. (Created By Department - Respiratory Therapy Technology (RSPT)) Assessment Cycles: 2011-2012 2012-2013 Course-Level SLO Status: Active	Assessment Method: Multiple choice quizzes and exams. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Two-thirds of the students will receive a letter grade of "B" or higher.	11/10/2011 - Students are developing critical thinking skills and are performing well on quizzes. Result: Target Met Year This Assessment Occurred: 2011-2012	11/10/2011 - All students in RSPT 50A are passing the class with either an A or B grade.
Department - Respiratory Therapy Technology (RSPT) - RSPT 50B - INTRODUCTION TO PROCEDURES & HOSPITAL ORIENTATION - SLO 1 - Explain - Explain the indications, contraindications and hazards for invasive and noninvasive respiratory procedures administered. (Created By Department - Respiratory Therapy Technology (RSPT)) Assessment Cycles: 2011-2012 2012-2013 Course-Level SLO Status: Active	Assessment Method: Multiple choice quizzes and exams Assessment Method Type: Exam - Course Test/Quiz Target for Success: Two-thirds of the students will receive a letter grade of "B" or higher.		
Department - Respiratory Therapy Technology (RSPT) - RSPT 50B - INTRODUCTION TO PROCEDURES & HOSPITAL ORIENTATION - SLO 2 - Demonstrate - The student will be able to	Assessment Method: Lab competencies which are performed in skills lab and a lab practical. Assessment Method Type: Class/Lab Project		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>demonstrate both invasive and noninvasive respiratory procedures as lab competencies, and must complete all lab competencies with a score of 70% or higher. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Target for Success: All students will complete all competencies with a letter grade of "B" or higher.</p>		
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 50C - THERAPEUTICS & INTRODUCTION TO MECHANICAL VENTILATION - SLO 1 - Explain - The student will be able to explain concepts and theory related to the initiation, monitoring, and discontinuing of ventilatory support. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Multiple choice quizzes, exams, and presentations.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Two-thirds of the students will receive a letter grade of "B" or higher.</p>		
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 50C - THERAPEUTICS & INTRODUCTION TO MECHANICAL VENTILATION - SLO 2 - Demonstrate - The student will be able to perform procedures pertaining to mechanical ventilation by completing all lab competencies and a lab practical with a 70% or higher. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p>	<p>Assessment Method: Lab competencies which are performed in skills lab and a lab practical.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: All students will complete all competencies with a letter grade of "C" or higher.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p> <p>Department - Respiratory Therapy Technology (RSPT) - RSPT 51A - INTRODUCTION TO RESPIRATORY ANATOMY & PHYSIOLOGY - SLO 1 - Knowledge - State the structure of the upper and lower airways. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p>	<p>Assessment Method: Multiple choice quizzes, midterm and final examination</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 70% or greater</p>	<p>11/03/2011 - method was effective for determining student performance and competency.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: More anatomic manikins would be helpful</p>	<p>11/03/2011 - Students are performing well on quizzes and midterm examination</p>
<p>Course-Level SLO Status: Active</p> <p>Department - Respiratory Therapy Technology (RSPT) - RSPT 51A - INTRODUCTION TO RESPIRATORY ANATOMY & PHYSIOLOGY - SLO 2 - Describe - Describe the alveolar capillary membrane and gas diffusion. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p>	<p>Assessment Method: weekly quizzes, midterm and final exams</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 70% or greater</p>	<p>12/06/2011 - All students scored above 70% on average on quizzes and exams</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: none at this time</p> <p>IL-SLO Reflection: Students are meeting program expectations for this learning outcome.</p>	<p>12/06/2011 - Students appear to be meeting this learning outcome</p>
<p>Course-Level SLO Status: Active</p> <p>Department - Respiratory Therapy Technology (RSPT) - RSPT 51B - RESPIRATORY PHYSIOLOGY - SLO 1 - Describe - The student will be able to describe various mechanisms that control and effect ventilation and oxygenation. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2011-2012</p>	<p>Assessment Method: Multiple choice quizzes and exams.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Two thirds of the students will receive a letter grade of "B" or higher.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
2012-2013 Course-Level SLO Status: Active			
Department - Respiratory Therapy Technology (RSPT) - RSPT 51B - RESPIRATORY PHYSIOLOGY - SLO 2 - Interpret - The student will be able to interpret arterial blood gases and initiate therapy based on results. (Created By Department - Respiratory Therapy Technology (RSPT))	Assessment Method: Multiple choice questions and fill-in-the blank questions via exams and quizzes. Assessment Method Type: Exam - Course Test/Quiz Target for Success: Two-third of the students will receive a letter grade of "B" or higher.		
Assessment Cycles: 2011-2012 2012-2013 Course-Level SLO Status: Active			
Department - Respiratory Therapy Technology (RSPT) - RSPT 51C - PATIENT ASSESSMENT & PULMONARY DISEASE - SLO 1 - Analysis - To differentiate the major respiratory disorders according to etiology, clinical signs and symptoms, and treatment approaches. (Created By Department - Respiratory Therapy Technology (RSPT))	Assessment Method: Embedded multiple choice Assessment Method Type: Exam - Course Test/Quiz Target for Success: Over 70%		
Assessment Cycles: 2011-2012 2012-2013 Course-Level SLO Status: Active			
Department - Respiratory Therapy Technology (RSPT) - RSPT 51C - PATIENT ASSESSMENT & PULMONARY DISEASE - SLO 2 - Analysis - Analyze physical exams and chest x-rays and relate the data to the patient's condition and anticipate problems which may occur. (Created By Department - Respiratory Therapy Technology (RSPT))	Assessment Method: Embedded multiple choice Assessment Method Type: Exam - Course Test/Quiz Target for Success: Students must achieve a minimum score of 70%		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 52 - APPLIED SCIENCE FOR RESPIRATORY THERAPY - SLO 1 - Knowledge - Define and describe acids, bases and solutions. (Created By Department - Respiratory Therapy Technology (RSPT))</p>	<p>Assessment Method: Weekly quizzes, midterm and final examination Assessment Method Type: Exam - Course Test/Quiz Target for Success: 70% or higher average scores on tests</p>	<p>11/04/2011 - Method appears to be correctly identifying student competency Result: Target Met Year This Assessment Occurred: 2011-2012</p>	<p>11/04/2011 - perform quiz and exam item analysis on related questions</p> <hr/>
<p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 52 - APPLIED SCIENCE FOR RESPIRATORY THERAPY - SLO 2 - Application of knowledge - Describe the nature of forces in relation to the physical and physiologic realms. (Created By Department - Respiratory Therapy Technology (RSPT))</p>	<p>Assessment Method: Weekly quizzes, midterm and final examination Assessment Method Type: Exam - Course Test/Quiz</p>	<p>11/04/2011 - Methods appear to be correctly identifying student competency Result: Target Met Year This Assessment Occurred: 2011-2012</p>	<p>11/04/2011 - perform quiz and exam item analysis on related questions</p> <hr/>
<p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 53A - INTRODUCTION TO RESPIRATORY THERAPY PHARMACOLOGY - SLO 1 - Application of Knowledge - Describe the mechanism of bronchospasm and differentiate the pharmacologic effects of sympathomimetic bronchodilators,</p>	<p>Assessment Method: multiple choice quizzes, midterm and final examination Assessment Method Type: Exam - Course Test/Quiz Target for Success: 70% or higher</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>parasympatholytics, xanthine bronchodilators, mucus-controlling agents, surface-active agents, cold and cough agents, corticosteroids, and mediator antagonists. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 53A - INTRODUCTION TO RESPIRATORY THERAPY PHARMACOLOGY - SLO 2 - Application of knowledge - Describe the principles of drug action. (Created By Department - Respiratory Therapy Technology (RSPT))</p>	<p>Assessment Method: Multiple choice quizzes, midterm and final examination</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 70% or higher average scores on tests</p>		
<p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 53B - ADVANCED RESPIRATORY THERAPY PHARMACOLOGY - SLO 1 - Knowledge - Identify anti-infective agents. (Created By Department - Respiratory Therapy Technology (RSPT))</p>	<p>Assessment Method: weekly quizzes, midterm and final examination</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 70% or greater</p>	<p>11/04/2011 - method appears to be correctly identifying student competency</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	<p>11/04/2011 - perform quiz and exam item analysis on related questions</p> <hr/>
<p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 53B -</p>	<p>Assessment Method: weekly quizzes, midterm examination and</p>	<p>12/06/2011 - All students scored over 70% on quizzes and exams.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>ADVANCED RESPIRATORY THERAPY PHARMACOLOGY - SLO 2 - Application of knowledge - Compare and contrast the effects of sedatives, hypnotics, anti-anxiety agents, anti-psychotics, and analgesics. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p>	<p>final examination</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 70% or greater</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: none at this time</p> <p>IL-SLO Reflection: Students are meeting program expectations re this learning outcome</p>	<p>12/06/2011 - Students appear to be meeting this learning outcome</p>
<p>Course-Level SLO Status: Active</p>			
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 54 - ORIENTATION TO RESPIRATORY CARE - SLO 1 - Knowledge - State the differences between acute, preventative and supportive care. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Embedded multiple choice</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Minimum score of 70%</p>		
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 54 - ORIENTATION TO RESPIRATORY CARE - SLO 2 - Explain - Explain patient confidentiality, and consent. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students must complete a HIPAA course online, pass all course work with a minimum score of 80% to achieve a certificate</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Target for Success: Minimum score of 80%</p>		
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 55A -</p>	<p>Assessment Method: Students must complete modules which</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>DIRECTED STUDIES IN RESPIRATORY THERAPY I - SLO 1 - Application of Knowledge - To relate and strengthen concepts through media, topics include: Oxygen therapy and vital signs (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>include competencies for oxygen therapy and vital signs. A certificate of completion is granted once the student successfully passes the module post test.</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Target for Success: 70%</p>		
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 55A - DIRECTED STUDIES IN RESPIRATORY THERAPY I - SLO 2 - Application of knowledge - Support concurrent lecture and laboratory sessions through an alternative learning resource. Students will be able to explain key aspects of Pulmonary Anatomy and Physiology and Infection. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students must complete modules which include competencies on Pulmonary Anatomy and Physiology and infection control. A certificate of completion is granted once the student successfully passes the module post test.</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Target for Success: Minimum score of 70%</p>		
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 55B - DIRECTED STUDIES IN RESPIRATORY THERAPY II - SLO 1 - Application of Knowledge - Review different aspects of patient care including: suctioning and infection control through different media programs. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2011-2012</p>	<p>Assessment Method: Students must complete modules which include competencies for suctioning and infection control. A certificate of completion is granted once the student successfully passes the module post test.</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Target for Success: Minimum score of 70%</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
2012-2013 Course-Level SLO Status: Active			
Department - Respiratory Therapy Technology (RSPT) - RSPT 55B - DIRECTED STUDIES IN RESPIRATORY THERAPY II - SLO 2 - Application of knowledge - Support concurrent lecture and laboratory sessions through an alternative learning resource. Students will demonstrate knowledge of Nebulizer therapy and aerosol therapy. (Created By Department - Respiratory Therapy Technology (RSPT))	Assessment Method: Students must complete modules on Nebulizer and aerosol therapy. A certificate of completion is granted once the student successfully passes the module post test. Assessment Method Type: Pre/Post Test Target for Success: Minimum score of 70%		
Assessment Cycles: 2011-2012 2012-2013 Course-Level SLO Status: Active			
Department - Respiratory Therapy Technology (RSPT) - RSPT 55C - DIRECTED STUDIES IN RESPIRATORY THERAPY III - SLO 1 - Application of Knowledge - Identifies Breath sounds correctly. (Created By Department - Respiratory Therapy Technology (RSPT))	Assessment Method: Students must complete modules which include competencies for auscultation of breath sounds. A certificate of completion is granted once the student successfully passes the module post test. Assessment Method Type: Pre/Post Test Target for Success: Minimum score of 70%		
Assessment Cycles: 2011-2012 2012-2013 Course-Level SLO Status: Active			
Department - Respiratory Therapy Technology (RSPT) - RSPT 55C - DIRECTED STUDIES IN RESPIRATORY THERAPY III - SLO 2 - Analysis - Analyzes arterial blood gases. (Created By Department - Respiratory Therapy Technology (RSPT))	Assessment Method: Students must complete a module which includes competencies in analyzing arterial blood gas samples. A certificate of completion is granted once the student successfully passes the module post test. Assessment Method Type: Pre/Post Test		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Target for Success: A minimum score of 70%</p>		
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 55D - DIRECTED STUDIES IN RESPIRATORY THERAPY IV - SLO 1 - Application of Knowledge - Distinguishes between the different modes of ventilation. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students must complete modules which include competencies for weaning and management of ventilated patients. A certificate of completion is granted once the student successfully passes the module post test.</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Target for Success: A minimum score of 70%</p>	<p>12/08/2011 - Students achieved a minimum score of 70% on all modules assigned.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: Funding for tutoring</p> <p>IL-SLO Reflection: Students completed and achieved passing scores on all assigned work. Students went on to complete clinical rotations where they applied their knowledge of mechanical ventilators and related course content. Overall feedback from clinical sites was positive. However we received feedback on 2/28 students that they did not seem prepared for the ICU/Ventilator rotation. Those students were remediated and consequently finished their clinical assignments without incident.</p>	<p>12/08/2011 - Students were successful in achieving this SLO.</p>
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 55D - DIRECTED STUDIES IN RESPIRATORY THERAPY IV - SLO 2 - Interpret - Interprets waveforms accurately. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status:</p>	<p>Assessment Method: Students must complete modules which include competencies for interpretation of waveforms. A certificate of completion is granted once the student successfully passes the module post test.</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Target for Success: A minimum score of 70%</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Active</p> <p>Department - Respiratory Therapy Technology (RSPT) - RSPT 55E - DIRECTED STUDIES IN RESPIRATORY THERAPY V - SLO 1 - Application of Knowledge - Identifies and chooses the correct laboratory tests that lead to proper treatment in the clinical simulation scenarios. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p>	<p>Assessment Method: Students must complete clinical simulation programs in which the student must accurately diagnose, and treat patients with neonatal cardiopulmonary or respiratory conditions. A certificate of completion is granted once the student successfully passes the module post test.</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Target for Success: A minimum score of 75%</p>		
<p>Course-Level SLO Status: Active</p> <p>Department - Respiratory Therapy Technology (RSPT) - RSPT 55E - DIRECTED STUDIES IN RESPIRATORY THERAPY V - SLO 2 - Application of knowledge - Student will be able to recognize hemodynamic waveforms. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p>	<p>Assessment Method: Students must complete modules which include competencies for the interpretation, recognition, clinical application and monitoring of hemodynamic waveforms. A certificate of completion is granted once the student successfully passes the module post test.</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Target for Success: A minimum score of 75%</p>		
<p>Course-Level SLO Status: Active</p> <p>Department - Respiratory Therapy Technology (RSPT) - RSPT 55F - DIRECTED STUDIES IN RESPIRATORY THERAPY VI - SLO 1 - Analysis - Interprets information and accurately suggests treatment in clinical simulations for patients with cardiopulmonary and pulmonary conditions. (Created By Department - Respiratory Therapy Technology (RSPT))</p>	<p>Assessment Method: Students must complete clinical simulation programs in which the student must accurately diagnose, and treat patients with cardiopulmonary or respiratory conditions. A certificate of completion is granted once the student successfully passes the module post test.</p> <p>Assessment Method Type: Pre/Post Test</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Assessment Cycles: 2011-2012 2012-2013 Course-Level SLO Status: Active	Target for Success: A minimum score of 75%		
Department - Respiratory Therapy Technology (RSPT) - RSPT 55F - DIRECTED STUDIES IN RESPIRATORY THERAPY VI - SLO 2 - Application of knowledge - Student will be able to state indications, application and risks involved with the placement of Chest tubes. (Created By Department - Respiratory Therapy Technology (RSPT))	Assessment Method: Students must complete a Chest tube and Chest Drainage system module. A certificate of completion is granted once the student successfully passes the module post test. Assessment Method Type: Pre/Post Test Target for Success: A minimum score of 75%		
Assessment Cycles: 2011-2012 2012-2013 Course-Level SLO Status: Active			
Department - Respiratory Therapy Technology (RSPT) - RSPT 55G - DIRECTED STUDIES IN RESPIRATORY THERAPY VII - SLO 1 - Interpretation - Interprets data correctly and chooses correct treatments in the computer modules. (Created By Department - Respiratory Therapy Technology (RSPT))	Assessment Method: Students must complete written and clinical simulation exams in preparation for graduation and the Board exams. Assessment Method Type: Exam - Standardized Target for Success: A minimum score of 75%		
Assessment Cycles: 2011-2012 2012-2013 Course-Level SLO Status: Active			
Department - Respiratory Therapy Technology (RSPT) - RSPT 55G - DIRECTED STUDIES IN RESPIRATORY THERAPY VII - SLO 2 - Application of knowledge - Identifies respiratory problems based on information provided and chooses	Assessment Method: Students must complete a clinical simulation board exam. Assessment Method Type: Exam - Standardized Target for Success:		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>correct tests and procedures in the clinical simulations. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>A minimum score of 75%</p>		
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 60A - CARDIOLOGY FOR RESPIRATORY THERAPISTS - SLO 1 - Discuss - Discuss the electrophysiology of the heart and relate it to the electrocardiogram. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: weekly quizzes, midterm examination and final examination</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 70% or higher average scores on examinations</p>	<p>11/04/2011 - Method appears to be correctly measuring student competency</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	<p>11/04/2011 - perform quiz and exam item analysis on related questions</p> <hr/>
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 60A - CARDIOLOGY FOR RESPIRATORY THERAPISTS - SLO 2 - Application of knowledge - Identify normal and abnormal readings from pulmonary artery catheters, central venous pressure lines and arterial lines. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: weekly quizzes, midterm and final examination</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 70% or greater</p>	<p>11/04/2011 - method appears to be correctly measuring student competency</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	<p>11/04/2011 - perform quiz and exam item analysis on related questions</p> <hr/>
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 60B - ADVANCED CARDIAC LIFE SUPPORT -</p>	<p>Assessment Method: Students will be tested during a mock code. Students will need to show proficiency in</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>SLO 1 - Knowledge - Discuss airway care procedures and demonstrate cardiac life support proficiency. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p>	<p>assessment and performance of Advanced Cardiac Life Support.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: Student smust successfully pass all stations including Mega code.</p>		
<p>Course-Level SLO Status: Active</p>			
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 60B - ADVANCED CARDIAC LIFE SUPPORT - SLO 2 - Explain - Explain how defibrillators function and their effect on the heart. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p>	<p>Assessment Method: Students must pass the AHA standardized exam for ACLS (Advanced Cardiac Life Support)</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target for Success: A minimum score of 85%</p>		
<p>Course-Level SLO Status: Active</p>			
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 60C - PULMONARY DIAGNOSTICS - SLO 1 - Application of Knowledge - Relate results to disease process and recommends appropriate therapy. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p>	<p>Assessment Method: multiple choice quizzes, midterm and final examination</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 70% or higher passing scores</p>		
<p>Course-Level SLO Status: Active</p>			
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 60C - PULMONARY DIAGNOSTICS - SLO 2 - Performance - Perform selected cardio-</p>	<p>Assessment Method: Perform selected cardiopulmonary diagnostic tests in the college's lab section for this class</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>pulmonary diagnostic tests. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 70% or better on performance checklists</p>		
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 61A - ADULT MECHANICAL VENTILATION - SLO 1 - Application of Knowledge - Apply the principles of oxygen delivery and arterial blood gas analysis to patient case scenarios to determine appropriate ventilator therapy. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students must demonstrate appropriate ventilator management based on given lab and diagnostic data.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: A minimum score of 70%</p>	<p>12/06/2011 - Students successfully completed this outcome with over 70% on average on quizzes, midterm and final examinations.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: none at this time</p> <p>IL-SLO Reflection: Goal has been met or exceeded, students are on track to pass their national board examinations with a far-above average rate</p>	<p>12/06/2011 - Students appear to be meeting this learning outcome</p>
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 61A - ADULT MECHANICAL VENTILATION - SLO 2 - Identify - Identifies ventilator waveforms and suggests ventilator setting modifications. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students shall analyze ventilator waveforms and accurately make ventilator changes based on the information.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: A minimum score of 70%</p>	<p>12/06/2011 - Students passed with scores above 70% average on quizzes, midterm and final</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Resource Request: none at this time</p> <p>IL-SLO Reflection: Students are meeting this outcome.</p>	<p>12/06/2011 - Students appear to be meeting this learning outcome</p>
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 61B - PERINATAL RESPIRATORY CARE - SLO 1 - Explain - Explain the steps necessary to</p>	<p>Assessment Method: Embedded multiple choice questions related to airway management and ventilator management of neonates and infants.</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>place a newborn on an infant ventilator and applies the principles of airway management appropriately. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: A minimum score of 70%</p>		
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 61B - PERINATAL RESPIRATORY CARE - SLO 2 - Application of knowledge - Can demonstrate the appropriate steps and sequence for the resuscitation of a neonate. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students shall complete the Neonatal resuscitation program and achieve a certificate of proficiency.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target for Success: A minimum score of 80%</p>		
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 61C - HOME & REHABILITATIVE RESPIRATORY CARE - SLO 1 - Application of Knowledge - Create a patient care plan for a respiratory patient. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: multiple choice quizzes, midterm and final examination</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 70% or higher passing rate</p>		
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 61C - HOME & REHABILITATIVE RESPIRATORY CARE - SLO 2 - Application of knowledge - Compare</p>	<p>Assessment Method: Multiple choice quizzes, midterm and final examinations</p> <p>Assessment Method Type:</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>and contrast home positive pressure ventilators, negative pressure ventilators and ICU style positive pressure ventilators. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Exam - Course Test/Quiz</p> <p>Target for Success: 70% or higher passing rate on exams</p>		
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 61D - PEDIATRIC RESPIRATORY CARE - SLO1 - Differentiates between common pulmonary system disorders of the pediatric patient and selects appropriate therapy. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2012-2013</p> <p>Start Date: 11/10/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Embedded multiple choice questions related to proper diagnoses and treatment of pediatric patients with pulmonary disorders.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: A minimum score of 70%</p>		
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 61D - PEDIATRIC RESPIRATORY CARE - SLO2 - Assess patients and select proper treatment and or actions necessary for resuscitation of the pediatric patient (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will demonstrate competency during the mega code station as a team leader</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Achievement of PALS certification</p> <p>Assessment Method: Embedded multiple choice questions related to proper treatment and or actions necessary for the resuscitation of pediatric patients.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
	<p>Target for Success: A minimum score of 70%</p>		
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 62 - MANAGEMENT, RESUME & NATIONAL BOARD EXAMINATION - SLO 1 - Job preparation - Create a Resume and a Cover Letter. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students must successfully prepare their resume and cover letters.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 70%</p>		
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 62 - MANAGEMENT, RESUME & NATIONAL BOARD EXAMINATION - SLO 2 - Application of knowledge - Prepares the applications for licensure and board exam. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: A score of 70% or greater will be required to pass the program final. The program final will be a Nationally licensed secure and proctored exam.</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target for Success: A minimum score of 70%</p>		
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 63A - ADVANCED PATHOPHYSIOLOGY & PATIENT MANAGEMENT - SLO 1 - Application of Knowledge - Describe and identify the pathophysiology related to the signs and symptoms of pulmonary disorders. (Created By Department - Respiratory Therapy Technology (RSPT))</p>	<p>Assessment Method: Embedded multiple choice questions</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: A minimum score of 70%</p>		

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<p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 63A - ADVANCED PATHOPHYSIOLOGY & PATIENT MANAGEMENT - SLO 2 - Application of knowledge - Select the appropriate treatment for various pulmonary disorders. (Created By Department - Respiratory Therapy Technology (RSPT))</p>	<p>Assessment Method: Embedded multiple choice questions.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: A minimum score of 70%.</p>		
<p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 65 - COMPUTER PATIENT SIMULATIONS - SLO 1 - Demonstration of Knowledge - Selects appropriate tests and treatments to successfully pass all clinical simulation programs. (Created By Department - Respiratory Therapy Technology (RSPT))</p>	<p>Assessment Method: Students must complete 10 clinical simulation scenarios which will test their information gathering and decision making skills. Clinical simulation practice helps students succeed on the Clinical simulation Board exams.</p> <p>Assessment Method Type: Pre/Post Test</p> <p>Target for Success: Students must achieve 100% on both information gathering and decision making categories.</p>		
<p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 65 - COMPUTER PATIENT SIMULATIONS - SLO 2 - Application of knowledge - Employs learned knowledge to successfully pass all clinical simulation programs (Created By</p>	<p>Assessment Method: Students must complete 10 clinical simulation scenarios which will test their information gathering and decision making skills. Clinical simulation practice helps students succeed on the Clinical simulation</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
Department - Respiratory Therapy Technology (RSPT)) Assessment Cycles: 2011-2012 2012-2013 Course-Level SLO Status: Active	Board exams. Assessment Method Type: Pre/Post Test Target for Success: Students must achieve 100% on both information gathering and decision making sections.		
Department - Respiratory Therapy Technology (RSPT) - RSPT 70A - CLINICAL ROTATION I - SLO 1 - Application of Knowledge - State indications, contraindications, hazards, and methods of evaluating effectiveness of all therapies administered. (Created By Department - Respiratory Therapy Technology (RSPT)) Assessment Cycles: 2011-2012 2012-2013 Course-Level SLO Status: Active	Assessment Method: Successful completion of performance checklists by hospital preceptors Assessment Method Type: Field Placement/Internship Target for Success: Satisfactory overall scores on performance checklists	12/06/2011 - Student performance checklists were completed with average scores above 3 out of 5 on a 0-5 point scale Result: Target Met Year This Assessment Occurred: 2011-2012 Resource Request: none at this time IL-SLO Reflection: Students are meeting this outcome successfully.	12/06/2011 - Students appear to be meeting this learning outcome <hr/>
Department - Respiratory Therapy Technology (RSPT) - RSPT 70A - CLINICAL ROTATION I - SLO 2 - Application of knowledge - Relate basic diagnostic data to respiratory therapy techniques and the patient's illness. (Created By Department - Respiratory Therapy Technology (RSPT)) Assessment Cycles: 2011-2012 2012-2013 Course-Level SLO Status: Active	Assessment Method: Successful completion of performance checklists scored by hospital preceptors Assessment Method Type: Field Placement/Internship Target for Success: Satisfactory overall scores on performance checklists	12/06/2011 - All students successfully completed performance checklists, scoring over 3 on a 0-5 point scale. Result: Target Met Year This Assessment Occurred: 2011-2012 Resource Request: none at this time IL-SLO Reflection: Students are meeting program expectations for this learning outcome.	12/06/2011 - Students appear to be meeting this learning outcome <hr/>
Department - Respiratory Therapy Technology (RSPT) - RSPT 70B - CLINICAL ROTATION II - SLO 1 - Demonstrate - Demonstrate proficiency in performing advanced respiratory therapy techniques in	Assessment Method: Completion of competency checklists by hospital preceptors; and daily evaluations of knowledge, skills and attitude by hospital	11/04/2011 - Methods appear to be correctly identifying student competency, as determined by independent evaluations by college clinical coordinators.	11/04/2011 - Develop a qualitative survey form for college clinical coordinators to better assess student competency independently

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<p>critical care (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>preceptors.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Satisfactory ratings on competency checklists; and scores of 3 or higher (on a 1 to 5 scale) on daily evaluations.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	<p>of the assessment method, to help assess validity of the method.</p> <hr/>
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 70B - CLINICAL ROTATION II - SLO 2 - Application of knowledge - Apply data to respiratory therapy techniques and the patient's illness. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Completion of skills competency checklists by hospital preceptors; and daily evaluations of knowledge, skills and attitude by hospital preceptors.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Satisfactory completion of performance checklists, with average scores of 3 out of 5 (on a 0-5 scale) as scored by hospital preceptors.</p>	<p>11/04/2011 - Methods appear to be correctly identifying student competency, as determined by independent evaluations by college clinical coordinators.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	<p>11/04/2011 - Develop a college coordinator qualitative survey instrument to help independently assess this method.</p> <hr/>
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 70C - CLINICAL ROTATION III - SLO 1 - Performance - Perform respiratory therapy techniques relating to the management of neonate, pediatric, and adult intensive care unit patients. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Performance on performance checklists</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target for Success: Overall scores on performance checklists of 3 out of 5 (on a 0 - 5 scale), as rated by hospital preceptors.</p>		
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 70C - CLINICAL ROTATION III - SLO 2 - Evaluate - Evaluate and apply advanced diagnostic data to respiratory therapy techniques and the</p>	<p>Assessment Method: Performance checklists</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target for Success:</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>patient's illness. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Satisfactory performance with average of 3 out of 5 (on a 0-5 scale), as rated by hospital preceptors.</p>		
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 70D - CLINICAL ROTATION IV - SLO 1 - Application of Knowledge - Evaluate and apply advanced diagnostic data to respiratory therapy techniques and the patient's illness. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Performance checklists</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target for Success: Satisfactory ratings on performance checklists with average scores of 3 out of 5 (on a 0 -5 scale) as rated by hospital preceptors.</p>		
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 70D - CLINICAL ROTATION IV - SLO 2 - Application of knowledge - Identify indications, contraindications, hazards, and method of evaluating effectiveness of all therapies administered. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p>Assessment Cycles: 2011-2012 2012-2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Performance checklists</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target for Success: Overall satisfactory scores of at least 3 out of 5 (on a 0 - 5 scale) on performance checklists, as scored by hospital preceptors.</p>		