

## Introduction

### 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 and Math My Way are reviewed annually, 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. Dean's comments/reflection/next steps

### 2012-2013 Submission Deadline:

- Program review documents are due to Dean by December 14 for completion of Section 6.
- Dean completes section 6 and returns documents to program review team by January 7, 2013.
- Program review documents are due to the Office of Instruction by January 18, 2013.

### Foothill College Program Review Cycle:

To see which template your department is scheduled to complete, check the Program Review Schedule: <http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf>

### Questions?

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

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

### 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 members:

Name	Department	Position
<b>Brenda Hanning</b>	Respiratory Therapy Program	Director

<b>Total number of Full Time Faculty:</b>	2
<b>Total number of Part Time Faculty:</b>	8

**Existing Classified positions: 2, Administrative Assistant and Program Coordinator**

Example: Administrative Assistant I

Example: Program Coordinator

Programs\* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
<b>Respiratory Therapy Program</b>	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 (transcriptable). A Certificate of Achievement is state approved (transcriptable).

## Section 1. Data and Trend Analysis

### 1.1. Program Data:

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 Programs	2010-2011	2011-2012	% Change
Example: A.S Degree			
Example: Certificate of Achievement			

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data.

Non-Transcriptable Program	2010-2011	2011-2012	% Change
Example: Career Certificate			

### 1.2 Department Data

Dimension	2010-2011	2011-2012	% Change
Enrollment			
Productivity (Goal: 546)			
Success			
Full-time FTEF			
Part-time FTEF			

Department Course Data (Attach data provided by IR or manually complete chart below)

Course	2010-2011			2011-2012		
	Enroll.	Prod.	Success	Enroll.	Prod.	Success
Ex. ART 1						
Ex. ART 2						

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

1. Enrollment trends over the last two 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 steady. We received over 150 applications. 28 students were accepted.

2. Completion Rates (Has the number of students completing degrees/certificates held steady, or increased or declined in the last two years? Please comment on the data and analyze the trends.

a. AA, AS, AA-T, AS-T, Certificates of Achievement

Completion rates have been declining over the last few years. The attrition for the graduating class of 2012 was 13%, the lowest since I have been here and well below the 40% threshold set by the accreditation agency (CoARC).

b. Local, non-State approved certificates- Certificates less than 27 units: All certificates less than 27 units without state approval 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.

3. Productivity: Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, seat count/facilities/accreditation restrictions. For reference, the college productivity goal is 546.

The productivity for the Respiratory Therapy Program is 549. The program has met the productivity goal for the college. The Respiratory Therapy Program has size restrictions due to clinical site availability.

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?)

a. Please comment on the data from any online course offerings.

The Respiratory Therapy Program courses are all sequential. All of the courses except for RSPT 200L are part of the curriculum and required for the degree. The RSPT 200L course is a stand-alone course, form on file.

5. Curriculum and Student Learning Outcomes (SLOs)

a. Comment on the currency of your curriculum, i.e. are all Course Outline of Record (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?

All courses are in compliance with Title 5. The curriculum sheet is updated yearly.

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

The field of Respiratory Therapy has been impacted by the economy and unemployment rates. The program strives to prepare students and to make them more marketable. The program now facilitates the Pediatric Advanced Life Support certification and is looking at certifications in COPD and Asthma.

c. Discuss how the student learning outcomes in your courses relate to the program learning outcomes and to the college mission.

The Respiratory Therapy Program ties into the college's mission by preparing students for the workforce as Respiratory Therapists.

d. As a division, how do you ensure that all faculty are teaching to the COR and SLOs?

The Respiratory Therapy Program has weekly staff meetings to discuss department issues and to discuss COR and SLOs.

6. Basic Skills Programs (if applicable). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>

a. Please discuss current outcomes or initiatives related to this core mission.

N/A

7. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>

a. Please discuss current outcomes or initiatives related to this core mission. The field of Respiratory Therapy is expected to require a minimum of a BS degree by the year 2020. This requirement will have implications for our program and discussion must be initiated. Currently approximately 55% of the students accepted into the program hold a BA or BS degree. Students who wish to complete their BS degree may transfer to SJSU, Health Science Program Option 5.

8. Workforce/Career Technical Education Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website:  
<http://foothill.edu/president/workforce.php>

a. Please discuss current outcomes or initiatives related to this core mission. Respiratory Therapy graduates are work ready.

b. Please attach minutes from your advisory board meeting(s).

9. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website:  
<http://foothill.edu/staff/irs/ESMP/index.php>

a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.

Program attrition is very low and student success is very high. Our program achieved an outstanding achievement award based on core outcomes including student success on the National board examinations. Our program was one of 30 programs Nationwide who achieved this goal (7% of Respiratory Therapy programs). Our program has a very diverse student body including 19% Latino, 2% African American, 9% Filipino, and 38% Asian. The program will continue to participate in outreach and community wide events to promote the program.

## Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2011-2012 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 2011-2012 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.

The Respiratory Therapy Program is achieving an excellent passing rate for entry and advanced level board examinations. The program needs to continue to prepare students and strive for excellence.

### 2.3.a Course-Level SLO

#### 1. What findings can be gathered from the Course Level Assessments?

Students continue to meet our target goals. There is a direct parallel between the program student success rates and the results on the board examinations. 2012 graduates achieved a 100% pass rate on the CRT examination, first attempt. The students continue to achieve scores above the National average.

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

Objective structured clinical examinations (OSCE) were incorporated into the curriculum this year. These examinations provide an objective means of evaluating students on clinical skills. Students will be able to demonstrate skills and receive valuable feedback that will help their performance in clinic.

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

The program continues to reflect on student success, and on the curriculum to ensure that our SLOs are in line with the Mission of the Program.

#### 3. 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. By analyzing those outcomes we can better allocate tutoring resources and help students succeed.

#### 5. If your program has other outcomes assessments at the course level, comment on the findings.

### 2.3.b Program-Level SLO

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

The program has very low attrition and students have performed very well on National Board exams. The program ranks in the top 7% nationally.

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

The 2012 graduates achieved a 100% passing score on the program final and went on to receive a 100% score on the National Board entry level exam. Areas where students performed poorly on the program final will be reviewed and incorporated into the curriculum if not already present. For example, sterilization techniques continue to be an area where students did not perform as well in.

#### 3. If your program has other outcomes assessments at the program level, comment on the findings.

### 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 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
<b>1 Update curriculum to reflect industry changes. Update content and supplies as well as ensure faculty has access to new trends in practice and evidence based changes to the field.</b>	2011-2012	Participation in State and National conferences to ensure access to changes in the field.	New OSCE incorporated into the curriculum.
<b>2 Tutoring services</b>	2011-2012	Arranged for tutoring through the tutoring center and with student volunteers.	Ongoing
<b>3 Maintain lab equipment to industry standard</b>	2011-2012	Replaced outdated ventilator (Drager Babylog 800) with the most current version VN500.	The new ventilator will ensure that the students enter clinic better prepared.

#### 3.2 New Goals: Goals can be multi-year (in Section 4 you will detail resources needed)

Goal	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives	Action Steps
<b>1 Replace the faculty position of Director of Clinical Education</b>	Fall 2013	Workforce	Hire a new DCE, as mandated by CoARC, our accreditation agency.
<b>2 Maintain lab equipment to industry standard</b>	2013 and ongoing	Workforce	Replace broken and outdated equipment.
<b>3 Maintain adequate clerical support</b>	2013 and ongoing	Workforce Adequate clerical assistance by the Health Career coordinator is essential for the success of the	Maintain the Health Career coordinator position

		students and of the program.	
<b>4 Update non-functioning computers in the RSPT lab</b>	Ongoing	Workforce Students will have access to computer programs that will prepare them for the National board examinations.	Replace outdated and broken computers in the RSPT lab
<b>5 Increase reassign time to 50%</b>	2013	Workforce Release time needs to be increased in order to adequately manage all Administrative program related duties and meet all accreditation related responsibilities.	Increase reassign time to 50%
<b>6 Restore the B budget to level in 2010</b>	2013	Necessary for the functioning of the program and its related costs	Restore B Budget to 5,238.00 yearly

#### **Section 4: Program Resources and Support**

4.1 Using the tables below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

##### Full Time Faculty and/or Staff Positions

<b>Position</b>	<b>\$ Amount</b>	<b>Related Goal from Table in section 3.2 and/or rationale</b>
<b>Fulltime Faculty-Director of Clinical Education</b>	120,000	Mandated by CoARC. Director of Clinical Education: Programs must have a Director of Clinical Education who is full-time and qualified as defined by <i>Standards 2.03, 2.10-2.12</i> .

##### Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

<b>Position</b>	<b>\$ Amount</b>	<b>Related Goal from Table in section 3.2 and/or rationale</b>
<b>Reassign time increased to 50%</b>	46,000	Release time needs to be increased in order to adequately manage all Administrative program related duties and

		meet all accreditation related responsibilities.

One-time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
<b>Replacement of broken AED trainer</b>	585	Goal 2
<b>Replacement of laryngoscope blades</b>	590	Goal 2
<b>Replace expired porcine lungs</b>	100	Goal 2
<b>Replace broken intubation heads (neonate)</b>	1100	Goal 2
<b>Replace broken laptop computer for the lab</b>	500	Goal 2 and 4

Ongoing B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
<b>Praxair Oxygen services</b>	3,500 yearly	Necessary for the day to day operation of lab equipment and training Goal 2

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
<b>Replace and update all computers and media equipment in the lab</b>	10 PC computers 1 MAC market cost	Goals 2 and 4
<b>Purchase of a Transcutaneous monitor (TCO, and TCCO2)</b>	19,000	Goal 2

**Section 5: Program Strengths/Opportunities for Improvement**

5.1 Address the concerns or recommendations that were made in prior program review cycles.  
None

5.2 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?

Computers are outdated and need to be replaced. The Director of Clinical Education (DCE) will be retiring and will need to be replaced to be in compliance with accreditation.

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

The program continues to provide a great service to the community by preparing and training students in the field of respiratory therapy. This program was ranked in the top 7% of programs nationally and received an outstanding achievement award in 2012. The graduates continue to achieve 100% pass rates on the Board examination CRT exam.

#### **Section 6: Feedback and Follow Up**

This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis: The Respiratory Therapy Program is dedicated to student success demonstrated by the high completion rates and ranking in the top 10% pass rate on National boards. The program prides itself on excellence in education.

6.2 Areas of concern, if any: By accreditation mandate the full-time position of Clinical Education Coordinator must be filled when the current faculty member retires. Computers are scheduled to be replaced under Measure C.

6.3 Recommendations for improvement: None

6.4 Recommended next steps:

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review

Upon completion of section 6, the Program Review should be returned to department faculty and staff for review, then submitted to Instruction and Institutional Research for public posting. See timeline on page 1.

# Unit Course Assessment Report - Four Column

## Foothill College

**Mission Statement:** A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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><b>Assessment Method:</b> Students must conduct a web search and complete a research paper.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> Students must achieve a minimum score of 70%</p>	<p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2012-2013</p> <p>01/17/2013 - Over 90% of the students were able to describe state licensing requirements for Respiratory Care Practitioners.</p>	<p>01/17/2013 - Results were adequate, target outcome was met. Continue to provide necessary information on subject matter.</p>
<b>Course-Level SLO Status:</b> Active		<p>01/24/2012 - 92% of the enrolled students were able to conduct a research on the topic of licensing requirements and field of Respiratory Therapy and achieve a passing score. 3 students failed to turn in the final research paper and ultimately failed the class.</p> <p><b>Result:</b> Target Not Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>Resource Request:</b> Funds for lab equipment</p> <p><b>GE/IL-SLO Reflection:</b> This SLO ties in to IL-SLO of workforce.</p>	<p>01/24/2012 - One student claimed that she thought she had dropped the class, while the other two students never showed up. Going forward I will follow up with more reminders to insure that students don't forget deadlines as presented on the class syllabus.</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><b>Assessment Method:</b> Students will learn a series of lab skills and the related indications, contraindications as well as risk factors associated with each.</p> <p>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><b>Assessment Method Type:</b> Pre/Post Test</p>	<p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2012-2013</p> <p>01/17/2013 - Over 90% of the students passed their lab exam with a grade of 70% or better.</p>	<p>01/17/2013 - Maintain current practice outcomes and target has been met.</p>
<b>Course-Level SLO Status:</b>		<p>01/24/2012 - Overall success was 94%. 34/36 students achieved a passing grade. 2 students did not show up to lab, therefore did not pass the lab assigned test.</p>	<p>01/24/2012 - 2/36 students did not attend the mandatory lab or contact me therefore they failed the class. Going forward, I will send out more</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	<p><b>Target:</b> Minimum passing grade of 70%</p>	<p><b>Result:</b> Target Not Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>Resource Request:</b> Funds for lab equipment</p> <p><b>GE/IL-SLO Reflection:</b> This SLO ties in to IL-SLO of workforce.</p>	reminders for students.
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><b>Assessment Method:</b> Lab competencies which are performed during skills lab and a lab practical.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> All students will complete all lab competencies with a letter grade of "B" or higher.</p>	<p>11/10/2011 - Students are completing at least 2 hours of skills lab in which lab competencies are performed.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p>	<p>01/20/2012 - All students completed all competencies with a "C" or better.</p> <p>11/10/2011 - Students are passing competencies with a 70% or higher.</p>
Course-Level SLO Status: Active			
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))	<p><b>Assessment Method:</b> Multiple choice quizzes and exams.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> Two-thirds of the students will receive a letter grade of "B" or higher.</p>	<p>11/10/2011 - Students are developing critical thinking skills and are performing well on quizzes.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p>	<p>01/20/2012 - All students demonstrated development of critical thinking skills by passing the course with a "B" or higher.</p> <p>11/10/2011 - All students in RSPT 50A are passing the class with either an A or B grade.</p>
Course-Level SLO Status: Active			
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	<p><b>Assessment Method:</b> Multiple choice quizzes and exams</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> Two-thirds of the students will receive a</p>	<p>09/24/2012 - All students successfully completed the course with a grade of 70% or better. The target of 2/3 receiving B or better was achieved.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b></p>	09/24/2012 - We will request funding to replace outdated equipment and computer software.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>respiratory procedures administered. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>letter grade of "B" or higher.</p>	<p>2011-2012</p> <p><b>Resource Request:</b> Funding to replace aging equipment and to replace computer software programs and instructional aids.</p> <p><b>GE/IL-SLO Reflection:</b> The target was met and students were successful in passing the class. More equipment is needed and outdated material should be replaced with industry standard materials.</p>	
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 50B - INTRODUCTION TO PROCEDURES &amp; HOSPITAL ORIENTATION - SLO 2 - Demonstrate - The student will be able to 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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Lab competencies which are performed in skills lab and a lab practical.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> All students will complete all competencies with a letter grade of "B" or higher.</p>	<p>09/24/2012 - All students were successful in demonstrating competency in non invasive and invasive ventilation. All students passed the lab portion with at least 70%.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>Resource Request:</b> Funding to replace aging equipment and to replace computer software programs and instructional aids.</p> <p><b>GE/IL-SLO Reflection:</b> Students had limited time and exposure to equipment. Students could benefit from new industry standard equipment and software.</p>	<p>09/24/2012 - We will request funding to replace aging equipment and software.</p>
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 50C - THERAPEUTICS &amp; 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><b>Course-Level SLO Status:</b></p>	<p><b>Assessment Method:</b> Multiple choice quizzes, exams, and presentations.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> Two-thirds of the students will receive a letter grade of "B" or higher.</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active 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))	<b>Assessment Method:</b> Lab competencies which are performed in skills lab and a lab practical. <b>Assessment Method Type:</b> Class/Lab Project <b>Target:</b> All students will complete all competencies with a letter grade of "C" or higher.		
<b>Course-Level SLO Status:</b> Active			
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))	<b>Assessment Method:</b> Multiple choice quizzes, midterm and final examination <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b> 70% or greater	11/03/2011 - method was effective for determining student performance and competency. <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012 <b>Resource Request:</b> More anatomic manikins would be helpful	11/03/2011 - Students are performing well on quizzes and midterm examination
<b>Course-Level SLO Status:</b> Active			
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))	<b>Assessment Method:</b> weekly quizzes, midterm and final exams <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b> 70% or greater	12/06/2011 - All students scored above 70% on average on quizzes and exams <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012 <b>Resource Request:</b> none at this time <b>GE/IL-SLO Reflection:</b> Students are meeting program expectations for this learning outcome.	12/06/2011 - Students appear to be meeting this learning outcome
<b>Course-Level SLO Status:</b> Active			
Department - Respiratory Therapy Technology (RSPT) - RSPT 51B - RESPIRATORY PHYSIOLOGY - SLO 1 - Describe - The student will be able to	<b>Assessment Method:</b> Multiple choice quizzes and exams. <b>Assessment Method Type:</b>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
describe various mechanisms that control and effect ventilation and oxygenation. (Created By Department - Respiratory Therapy Technology (RSPT))	Exam - Course Test/Quiz <b>Target:</b> Two thirds of the students will receive a letter grade of "B" or higher.		
<b>Course-Level SLO Status:</b> 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))	<b>Assessment Method:</b> Multiple choice questions and fill-in-the blank questions via exams and quizzes. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b> Two-third of the students will receive a letter grade of "B" or higher.		
<b>Course-Level SLO Status:</b> 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))	<b>Assessment Method:</b> Embedded multiple choice <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b> Over 70%	08/15/2012 - 100% of the students passed the course with at least a 70%. The highest grade was 99.2, the lowest recorded grade for the class was 77.2. Embedded questions in the final resulted in all students achieving at least 70% correctly, with the majority of the students receiving grades above 85% <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012 <b>Resource Request:</b> Resource request: funding to replace outdated equipment and digital radiology films. <b>GE/IL-SLO Reflection:</b> The students seemed to complete all assignments adequately. Review of data should be conducted to evaluate and increase minimum standard to 75%.	08/15/2012 - Plan to replace outdated radiology films to meet industry standards.
<b>Course-Level SLO Status:</b> Active			
Department - Respiratory Therapy Technology (RSPT) - RSPT 51C - PATIENT	<b>Assessment Method:</b> Embedded multiple choice	08/15/2012 - All students passed their lab exercises with at least 70%. They also passed	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>ASSESSMENT &amp; 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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> Students must achieve a minimum score of 70%</p>	<p>their skills assessments.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>Resource Request:</b> Funding to replace outdated equipment and purchase digital radiology films</p> <p><b>GE/IL-SLO Reflection:</b> We need to replace outdated films with digital forms to stay current with industry standards.</p>	<p>08/15/2012 - Plan to purchase new digital films.</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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Weekly quizzes, midterm and final examination</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 70% or higher average scores on tests</p>	<p>11/04/2011 - Method appears to be correctly identifying student competency</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p>	<p>11/04/2011 - perform quiz and exam item analysis on related questions</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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Weekly quizzes, midterm and final examination</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p>	<p>11/04/2011 - Methods appear to be correctly identifying student competency</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p>	<p>11/04/2011 - perform quiz and exam item analysis on related questions</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</p>	<p><b>Assessment Method:</b> multiple choice quizzes, midterm and final examination</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 70% or higher</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>sympathomimetic bronchodilators, 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><b>Course-Level SLO Status:</b> 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><b>Assessment Method:</b> Multiple choice quizzes, midterm and final examination <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b> 70% or higher average scores on tests</p>		
<p><b>Course-Level SLO Status:</b> 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><b>Assessment Method:</b> weekly quizzes, midterm and final examination <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b> 70% or greater</p>	<p>11/04/2011 - method appears to be correctly identifying student competency <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012</p>	<p>11/04/2011 - perform quiz and exam item analysis on related questions</p>
<p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 53B - 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><b>Assessment Method:</b> weekly quizzes, midterm examination and final examination <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b> 70% or greater</p>	<p>12/06/2011 - All students scored over 70% on quizzes and exams. <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012 <b>Resource Request:</b> none at this time <b>GE/IL-SLO Reflection:</b> Students are meeting program expectations re this learning outcome</p>	<p>12/06/2011 - Students appear to be meeting this learning outcome</p>
<p><b>Course-Level SLO Status:</b> Active</p>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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><b>Assessment Method:</b> Embedded multiple choice</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> Minimum score of 70%</p>	<p>01/24/2012 - Students were successful in scoring a minimum score of 70%. 100% pass rate for this assessment period.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>Resource Request:</b> None</p> <p><b>GE/IL-SLO Reflection:</b> This SLO ties in to IL-SLO of workforce.</p>	01/24/2012 - Students were very successful in achieving a passing score on both Midterm, and Final exams. No changes will be implemented at this time.
Course-Level SLO Status: Active			
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><b>Assessment Method:</b> Students must complete a HIPAA course online, pass all course work with a minimum score of 80% to achieve a certificate</p> <p><b>Assessment Method Type:</b> Pre/Post Test</p> <p><b>Target:</b> Minimum score of 80%</p>	<p>01/24/2012 - 28/28 students completed the HIPAA certification with a passing score.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>Resource Request:</b> None</p> <p><b>GE/IL-SLO Reflection:</b> This SLO ties in to IL-SLO of workforce.</p>	01/24/2012 - Target met. No changes will be implemented at this time.
Course-Level SLO Status: Active			
Department - Respiratory Therapy Technology (RSPT) - RSPT 55A - 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><b>Assessment Method:</b> Students must complete modules which 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><b>Assessment Method Type:</b> Pre/Post Test</p> <p><b>Target:</b> 70%</p>	<p>01/24/2012 - 100% of the students passed this class with 70% or better. Modules were all above 70%. Target met.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>Resource Request:</b> Funds to replace outdated software.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO ties in to IL-SLO of workforce.</p>	01/24/2012 - All enrolled students completed all modules with a passing score of at least 70%. No changes will take place at this time.
Course-Level SLO Status: Active			
Department - Respiratory Therapy Technology (RSPT) - RSPT 55A -	<b>Assessment Method:</b> Students must complete modules which	01/24/2012 - 100% of enrolled students completed this course with a passing score of at least 70%.	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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><b>Course-Level SLO Status:</b> Active</p>	<p>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><b>Assessment Method Type:</b> Pre/Post Test</p> <p><b>Target:</b> Minimum score of 70%</p>	<p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>Resource Request:</b> Allocation of funds to replace outdated software.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO ties in to IL-SLO of workforce.</p>	<p>01/24/2012 - Target was met, no changes at this time.</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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Pre/Post Test</p> <p><b>Target:</b> Minimum score of 70%</p>	<p>09/24/2012 - 100% of the students passed this course with 70% or better.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>Resource Request:</b> Funding to replace computer software.</p> <p><b>GE/IL-SLO Reflection:</b> Some of the media was very hard to find and out of date. Students had to be given instructions and assistance in finding the modules and accessing them.</p>	<p>09/24/2012 - We will continue to look for media that is more current and replace as funds become available.</p>
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students must complete modules on Nebulizer and aerosol therapy. A certificate of completion is granted once the student successfully passes the module post test.</p> <p><b>Assessment Method Type:</b> Pre/Post Test</p> <p><b>Target:</b> Minimum score of 70%</p>	<p>09/24/2012 - 100% of the students achieved a passing grade, with the majority earning an A.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>Resource Request:</b> Funding to replace computer software.</p> <p><b>GE/IL-SLO Reflection:</b> Unavailability of the media made it difficult for students to access the software. The computers have been on schedule to be replaced but have not. The few available computers that work are under high demand.</p>	<p>09/24/2012 - We will request funding for newer software and follow up with IT about replacing existing computers.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Pre/Post Test</p> <p><b>Target:</b> Minimum score of 70%</p>	<p><b>Result:</b> 09/24/2012 - 100% of the students passed this course with at least a 70%.</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>Resource Request:</b> Funding to replace computer software.</p> <p><b>GE/IL-SLO Reflection:</b> Students were able to use 2 new CD's we purchased. Ideally we should have 4-6 available to accommodate students.</p>	<p>09/24/2012 - We will continue to ask for funds needed to replace the current software. Follow up with IT regarding replacing of old computers.</p>
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Pre/Post Test</p> <p><b>Target:</b> A minimum score of 70%</p>	<p><b>Result:</b> 09/24/2012 - 100% of the students completed the assigned module and passed it with at least a 70%.</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>Resource Request:</b> Funding to replace computer software.</p> <p><b>GE/IL-SLO Reflection:</b> The computer software needs to be replaced with more updated software and ideally be available as web based. Students had a hard time completing the modules due to the lack of computers and programs.</p>	<p>09/24/2012 - Funding will be requested to replace outdated computer software. Follow up with IT regarding the replacement of old computers.</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><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Funding for tutoring</p>	<p><b>Result:</b> 12/08/2011 - Students achieved a minimum score of 70% on all modules assigned.</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>Resource Request:</b> Funding for tutoring</p>	<p>12/08/2011 - Students were successful in achieving this SLO.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active	<b>Pre/Post Test</b> <b>Target:</b> A minimum score of 70%	<b>GE/IL-SLO Reflection:</b> 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.	
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))	<b>Assessment Method:</b> 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. <b>Assessment Method Type:</b> Pre/Post Test <b>Target:</b> A minimum score of 70%		
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))	<b>Assessment Method:</b> 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. <b>Assessment Method Type:</b> Pre/Post Test <b>Target:</b> A minimum score of 75%	01/24/2012 - 100% of enrolled students achieved a passing score of at least 75%. <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012 <b>Resource Request:</b> funding to replace outdated software. <b>GE/IL-SLO Reflection:</b> This SLO ties in to IL-SLO of workforce.	01/24/2012 - No changes at this time, current modules are achieving the desired goal.
Department - Respiratory Therapy Technology (RSPT) - RSPT 55E -	<b>Assessment Method:</b> Students must complete modules which	01/24/2012 - This SLO ties in to IL-SLO of	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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><b>Course-Level SLO Status:</b> Active</p>	<p>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><b>Assessment Method Type:</b> Pre/Post Test</p> <p><b>Target:</b> A minimum score of 75%</p>	<p>workforce.100% of the students achieved a passing score of at least 75% on the related modules.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>Resource Request:</b> Funding to replace outdated software.</p> <p><b>GE/IL-SLO Reflection:</b> This SLO ties in to IL-SLO of workforce.</p>	<p>01/24/2012 - No changes at this time. Current modules and assessments are meeting the target.</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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Pre/Post Test</p> <p><b>Target:</b> A minimum score of 75%</p>	<p>09/25/2012 - The students all passed with a minimum score of 75%. Students scored above National average on their Clinical Simulation exam after graduation</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>Resource Request:</b> Funding to replace computer software.</p>	<p>09/25/2012 - Funding will be requested to replace out of date computer software.</p>
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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.</p> <p><b>Assessment Method Type:</b> Pre/Post Test</p> <p><b>Target:</b> A minimum score of 75%</p>	<p>09/25/2012 - All students completed the required modules and scored 75% or greater.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>Resource Request:</b> Funding to replace computer software.</p>	<p>09/25/2012 - Will continue to request funds to replace and update software.</p>
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 55G - DIRECTED STUDIES IN RESPIRATORY THERAPY VII - SLO 1 - Interpretation -</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students must complete written and clinical simulation exams in preparation for</p>	<p>08/15/2012 - All students achieved a minimum of 75% in all of the required modules.</p> <p><b>Result:</b></p>	<p>09/25/2012 - Request funds to replace and update computer software.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Interprets data correctly and chooses correct treatments in the computer modules. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>graduation and the Board exams.</p> <p><b>Assessment Method Type:</b> Exam - Standardized</p> <p><b>Target:</b> A minimum score of 75%</p>	<p><b>Target Met</b></p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>Resource Request:</b> Funding to purchase new modules.</p> <p><b>GE/IL-SLO Reflection:</b> Students continue to excel on their Board examinations. Module and simulation practice plays an integral part in their success. No changes warranted at this time.</p>	
<p>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 correct tests and procedures in the clinical simulations. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students must complete a clinical simulation board exam.</p> <p><b>Assessment Method Type:</b> Exam - Standardized</p> <p><b>Target:</b> A minimum score of 75%</p>	<p>08/15/2012 - 100% of the students completed a simulated Board examination and passed with a minimum score of 75%.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>Resource Request:</b> Funding to purchase new modules.</p> <p><b>GE/IL-SLO Reflection:</b> Modules continue to play an important role in preparing the students for their board exams. No changes warranted at this time.</p>	<p>09/25/2012 - Request funding to replace and update computer software.</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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> weekly quizzes, midterm examination and final examination</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 70% or higher average scores on examinations</p>	<p>11/04/2011 - Method appears to be correctly measuring student competency</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p>	<p>11/04/2011 - perform quiz and exam item analysis on related questions</p>
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 60A - CARDIOLOGY FOR RESPIRATORY</p>	<p><b>Assessment Method:</b> weekly quizzes, midterm and final examination</p>	<p>11/04/2011 - method appears to be correctly measuring student competency</p> <p><b>Result:</b></p>	<p>11/04/2011 - perform quiz and exam item analysis on related questions</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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))	<b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b> 70% or greater	<b>Target Met</b> <b>Reporting Year:</b> 2011-2012	
<b>Course-Level SLO Status:</b> Active			
Department - Respiratory Therapy Technology (RSPT) - RSPT 60B - ADVANCED CARDIAC LIFE SUPPORT - SLO 1 - Knowledge - Discuss airway care procedures and demonstrate cardiac life support proficiency. (Created By Department - Respiratory Therapy Technology (RSPT))	<b>Assessment Method:</b> Students will be tested during a mock code. Students will need to show proficiency in assessment and performance of Advanced Cardiac Life Support. <b>Assessment Method Type:</b> Discussion/Participation <b>Target:</b> Students must successfully pass all stations including Mega code.	04/30/2012 - 100% of the Students passed their Mega Code stations. All students received certification after completion <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012 <b>Resource Request:</b> Funding requested for the purchase of a Zoll defibrillator <b>GE/IL-SLO Reflection:</b> Students felt they needed more time practicing with a defibrillator, however all of the students succeeded in passing their certification Mega codes and written exams.	05/14/2012 - I will request funding for an additional defibrillator during program planning review. An additional defibrillator will ensure that all students have access to practice before their actual certifications.
<b>Course-Level SLO Status:</b> Active			
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))	<b>Assessment Method:</b> Students must pass the AHA standardized exam for ACLS (Advanced Cardiac Life Support) <b>Assessment Method Type:</b> Exam - Standardized <b>Target:</b> A minimum score of 85%	04/30/2012 - Students scored above the required 85% to pass their exam. <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012 <b>Resource Request:</b> Funding requested for the purchase of a Zoll defibrillator <b>GE/IL-SLO Reflection:</b> Students did well on the written exam portion, 100% pass rate.	05/14/2012 - I will request funding for an additional Zoll defibrillator to enable the students to have more hands on practice.
<b>Course-Level SLO Status:</b> Active			
Department - Respiratory Therapy Technology (RSPT) - RSPT 60C -	<b>Assessment Method:</b> multiple choice quizzes, midterm and final	09/25/2012 - 100% of the class received a passing score of at least 70%.	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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><b>Course-Level SLO Status:</b> Active</p>	<p>examination</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 70% or higher passing scores</p>	<p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>Resource Request:</b> Funding requested for the purchase of a bedside spirometer.</p>	<p>09/25/2012 - Include budget request on annual program review.</p>
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 60C - PULMONARY DIAGNOSTICS - SLO 2 - Performance - Perform selected cardio-pulmonary diagnostic tests. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Perform selected cardiopulmonary diagnostic tests in the college's lab section for this class</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> 70% or better on performance checklists</p>	<p>09/25/2012 - 100% of the students attended and completed their assigned labs with a grade of 70% or better.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>Resource Request:</b> Funding requested for the purchase of a bedside spirometer.</p>	<p>09/25/2012 - Include budget request in annual program review.</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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students must demonstrate appropriate ventilator management based on given lab and diagnostic data.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 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><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>Resource Request:</b> none at this time</p> <p><b>GE/IL-SLO Reflection:</b> 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.</p>	<p><b>Assessment Method:</b> Students shall analyze ventilator waveforms and accurately make ventilator changes based on the information.</p> <p><b>Assessment Method Type:</b></p>	<p>12/06/2011 - Students passed with scores above 70% average on quizzes, midterm and final</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b></p>	<p>12/06/2011 - Students appear to be meeting this learning outcome</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(Created By Department - Respiratory Therapy Technology (RSPT))  <b>Course-Level SLO Status:</b> Active	Exam - Course Test/Quiz <b>Target:</b> A minimum score of 70%	2011-2012 <b>Resource Request:</b> none at this time <b>GE/IL-SLO Reflection:</b> Students are meeting this outcome.	
Department - Respiratory Therapy Technology (RSPT) - RSPT 61B - PERINATAL RESPIRATORY CARE - SLO 1 - Explain - Explain the steps necessary to place a newborn on an infant ventilator and applies the principles of airway management appropriately. (Created By Department - Respiratory Therapy Technology (RSPT))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Embedded multiple choice questions related to airway management and ventilator management of neonates and infants. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b> A minimum score of 70%	01/24/2012 - 100% of enrolled students passed this course, the Midterm and Final with a minimum score of 70%. Embedded questions related to mechanical ventilation were correctly answered and students were able to demonstrate proficiency on all lab exercises. <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012 <b>Resource Request:</b> None <b>GE/IL-SLO Reflection:</b> This SLO ties in to IL-SLO of workforce.	01/24/2012 - Current assessment tools have demonstrated students were able to comprehend and manage ventilator settings for neonates and infants. No changes are required at this time.
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students shall complete the Neonatal resuscitation program and achieve a certificate of proficiency. <b>Assessment Method Type:</b> Exam - Standardized <b>Target:</b> A minimum score of 80%	01/24/2012 - Students achieved a min. score of 80% as required to become certified in the Neonatal Resuscitation Program. 28/28 students passed the course exams and Mega Code stations and became certified. <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012 <b>GE/IL-SLO Reflection:</b> This SLO ties in to IL-SLO of workforce.	01/24/2012 - Starting with 2012-2013 year students will be taking the examinations online. Mega code station check offs will remain the same.
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	<b>Assessment Method:</b> multiple choice quizzes, midterm and final examination <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Therapy Technology (RSPT))	70% or higher passing rate		
<b>Course-Level SLO Status:</b> Active			
Department - Respiratory Therapy Technology (RSPT) - RSPT 61C - HOME & REHABILITATIVE RESPIRATORY CARE - SLO 2 - Application of knowledge - Compare and contrast home positive pressure ventilators, negative pressure ventilators and ICU style positive pressure ventilators. (Created By Department - Respiratory Therapy Technology (RSPT))	<b>Assessment Method:</b> Multiple choice quizzes, midterm and final examinations <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b> 70% or higher passing rate on exams		
<b>Course-Level SLO Status:</b> Active			
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))  <b>Start Date:</b> 11/10/2011	<b>Assessment Method:</b> Embedded multiple choice questions related to proper diagnoses and treatment of pediatric patients with pulmonary disorders. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b> A minimum score of 70%	09/25/2012 - All students passed the class with at least 70%. <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012 <b>Resource Request:</b> Funding to purchase a pediatric simulation mannequin.	09/25/2012 - Request funds to purchase a pediatric mannequin.
<b>Course-Level SLO Status:</b> Active			
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))	<b>Assessment Method:</b> Students will demonstrate competency during the mega code station as a team leader <b>Assessment Method Type:</b> Presentation/Performance <b>Target:</b> Achievement of PALS certification	09/25/2012 - All students passed PALS and received certification. <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012 <b>Resource Request:</b> Funding to purchase a pediatric simulation mannequin.	09/25/2012 - Request funds to purchase equipment to be used during PALS practice.
<b>Course-Level SLO Status:</b> Active			09/25/2012 - Request funds to purchase a pediatric mannequin that will allow students to practice PALS related skills.
	<b>Assessment Method:</b> Embedded multiple choice questions related		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>to proper treatment and or actions necessary for the resuscitation of pediatric patients.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> A minimum score of 70%</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><b>Assessment Method:</b> Students must successfully prepare their resume and cover letters.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> 70%</p>	<p>08/15/2012 - All students prepared acceptable resumes and cover letters and distributed them at the job fair.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>Resource Request:</b> None</p> <p><b>GE/IL-SLO Reflection:</b> Research will be conducted as to the possible implementation of a student portfolio. A student portfolio may increase the student's chances of finding employment after graduation.</p>	<p>08/15/2012 - Will continue to explore ways in which to make our students more marketable.</p>
Course-Level SLO Status: Active			
Department - Respiratory Therapy Technology (RSPT) - RSPT 62 - MANAGEMENT, RESUME & NATIONAL BOARD EXAMINATION - SLO 2 - Application of knowledge - Passes the program final with a minimum score of 70% (Created By Department - Respiratory Therapy Technology (RSPT))	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Exam - Standardized</p> <p><b>Target:</b> A minimum score of 70%</p>	<p>08/15/2012 - All students passed the program final with a minimum score of 70%. Lowest score 70.9.</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>Resource Request:</b> Funding to purchase new modules to prepare the students for the Board exams.</p> <p><b>GE/IL-SLO Reflection:</b> The students were prepared and passed the exam. No students required remediation.</p>	<p>08/15/2012 - Our school was recognized for high achievement in exam results. We will continue with the current plan.</p>
Course-Level SLO Status: Active			
Department - Respiratory Therapy Technology (RSPT) - RSPT 63A -	<p><b>Assessment Method:</b> Embedded multiple choice questions</p>	<p>09/25/2012 - All students mastered the embedded question pertaining to pathology and disease</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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))	<b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b> A minimum score of 70%	processes. All students passed the course with at least a 70%. <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012 <b>Resource Request:</b> None	09/25/2012 - None at this time. _____
<b>Course-Level SLO Status:</b> Active			
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))	<b>Assessment Method:</b> Embedded multiple choice questions. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b> A minimum score of 70%.	09/25/2012 - All students mastered the treatment questions embedded in the Final exam. All students passed the course with at least a 70%. <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012 <b>Resource Request:</b> None	09/25/2012 - None at this time. _____
<b>Course-Level SLO Status:</b> Active			
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 simulations programs. (Created By Department - Respiratory Therapy Technology (RSPT))	<b>Assessment Method:</b> 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. <b>Assessment Method Type:</b> Pre/Post Test <b>Target:</b> Students must achieve 100% on both information gathering and decision making categories.	09/25/2012 - Students passed their clinical simulations and over 85% achieved a score of 100%. <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012 <b>Resource Request:</b> Funding to replace computer software.	09/25/2012 - Request funding to replace and update computer software. Continue to assign modules in clinical simulation. _____
<b>Course-Level SLO Status:</b> Active			
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	<b>Assessment Method:</b> 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	09/25/2012 - All students completed the clinical simulations and passed the class. Over 85% of the students scored 100%. <b>Result:</b> Target Met <b>Reporting Year:</b>	09/25/2012 - Continue to request funding to replace and update computer software programs. _____

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Respiratory Therapy Technology (RSPT))  <b>Course-Level SLO Status:</b> Active	Board exams. <b>Assessment Method Type:</b> Pre/Post Test <b>Target:</b> Students must achieve 100% on both information gathering and decision making sections.	2011-2012 <b>Resource Request:</b> Funding to replace computer software.	
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Successful completion of performance checklists by hospital preceptors <b>Assessment Method Type:</b> Field Placement/Internship <b>Target:</b> 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 <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012 <b>Resource Request:</b> none at this time <b>GE/IL-SLO Reflection:</b> Students are meeting this outcome successfully.	12/06/2011 - Students appear to be meeting this learning outcome
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Successful completion of performance checklists scored by hospital preceptors <b>Assessment Method Type:</b> Field Placement/Internship <b>Target:</b> Satisfactory overall scores on performance checklists	12/06/2011 - All students successfully completed performance checklists, scoring over 3 on a 0-5 point scale. <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012 <b>Resource Request:</b> none at this time <b>GE/IL-SLO Reflection:</b> Students are meeting program expectations for this learning outcome.	12/06/2011 - Students appear to be meeting this learning outcome
Department - Respiratory Therapy Technology (RSPT) - RSPT 70B - CLINICAL ROTATION II - SLO 1 - Demonstrate - Demonstrate proficiency in performing advanced respiratory therapy techniques in	<b>Assessment Method:</b> Completion of competency checklists by hospital preceptors; and daily evaluations of knowledge, skills and attitude by hospital preceptors.	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

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>critical care (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target:</b> Satisfactory ratings on competency checklists; and scores of 3 or higher (on a 1 to 5 scale) on daily evaluations.</p>	<p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p>	<p>of the assessment method, to help assess validity of the method.</p>
<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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Completion of skills competency checklists by hospital preceptors; and daily evaluations of knowledge, skills and attitude by hospital preceptors.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target:</b> 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><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p>	<p>11/04/2011 - Develop a college coordinator qualitative survey instrument to help independently assess this method.</p>
<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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Performance on performance checklists</p> <p><b>Assessment Method Type:</b> Field Placement/Internship</p> <p><b>Target:</b> 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 patient's illness. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Performance checklists</p> <p><b>Assessment Method Type:</b> Field Placement/Internship</p> <p><b>Target:</b> Satisfactory performance with average of 3 out of 5 (on a 0-5 scale), as rated by hospital preceptors.</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Performance checklists</p> <p><b>Assessment Method Type:</b> Field Placement/Internship</p> <p><b>Target:</b> 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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Performance checklists</p> <p><b>Assessment Method Type:</b> Field Placement/Internship</p> <p><b>Target:</b> Overall satisfactory scores of at least 3 out of 5 (on a 0 - 5 scale) on performance checklists, as scored by hospital preceptors.</p>		