

## Basic Program Information

**Department Name:**

Respiratory Therapy Program

**Division Name:**

Biology and Health Sciences Division

**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.

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Brenda Hanning	Respiratory Therapy Program	Program Director

<b>Total number of Full Time Faculty:</b>	1(2 starting 1/2014)
<b>Total number of Part Time Faculty:</b>	11

**Please list all existing Classified positions:**

Example: Administrative Assistant I

List all Programs\* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
Respiratory Therapy Program		AS	

\* 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 (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

## Section 1: Data and Trend Analysis

### a. Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change
Respiratory Therapy Program	170	164	147	-10.4%

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2010-2011	2011-2012	2012-2013	% Change
Example: Career Certificate				

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data.

Not applicable

If it does not have external certification, and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data.

Not applicable

### b. Department Level Data:

	2010-2011	2011-2012	2012-2013	% Change
Enrollment	170	164	147	-10.4%
Productivity (College Goal 2013-14: 535)	524	577	548	-5.2%
Success	869	938	802	-15
Full-time FTEF	3.2	2.4	1.8	-25
Part-time FTEF	.3	.9	1.2	33

**b. Associate Degree Transfer (ADT)**

There is a fall 2014 legislated deadline for approval of ADTs (AA-T/AS/T degrees). **If there is a Transfer Model Curriculum (TMC) available in your discipline/program, you are required to offer an approved AA-T/AS-T.** Indicate the status of your program's ADT:

Check one	Associate Degree Transfer Status
	<b>State Approved</b>
	<b>Submitted to State Chancellor's Office</b>
	<b>Submitted to Office of Instruction</b>
	<b>In Progress with Articulation</b>
	<b>Planning Stage with Department</b>
X	<b>Not Applicable</b>

If you are required to offer an approved ADT and it has not been state-approved, please comment on the program's progress/anticipated approval date.

Not applicable

**Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).**

**d. 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 steady. We received over 150 applications similar to last year. 30 students were accepted. The field of Respiratory Therapy has been impacted by the economy and unemployment rates. The current job market may be a factor for the decline in applicants. The neighboring programs have seen similar decline or worse in the number of applicants. Student attrition has been primarily due to life situations and not academic .

**e. Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

The distribution of students by ethnicity and gender in the Respiratory Therapy program is comparable to the general Foothill student population (see Tables 1 and 2 below). One difference is a higher proportion of Filipino students in Respiratory Therapy than in the College.

<b>Table 1. Ethnicity</b>	<b>Respiratory Therapy</b>	<b>Foothill College</b>
African American	5	5
Asian	25	26
Declined to State	8	9
Filipino	12	4
Latino	19	20
Pacific Islander	1	1
White	39	33

<b>Table 2. Gender</b>	<b>Respiratory Therapy</b>	<b>Foothill College</b>
Female	56	54
Male	44	46

The biggest differences overall in student demographics were in age group and in education level (Tables 3 and 4). The Respiratory Therapy students are older and have a higher education level upon entry into the program than the general Foothill community.

<b>Table 3. Year</b>	<b>Respiratory Therapy</b>	<b>Foothill College</b>
20-24yr	15	39
25-39yr	66	26
40+yr	19	15

<b>Table 4. Highest Degree</b>	<b>Respiratory Therapy</b>	<b>Foothill College</b>
BA/BS	47	16
AA/AS	21	4
All Other	32	78

**f. Productivity:** Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

The productivity for the Respiratory Therapy Program is 548. The program has met the productivity goal for the college. The Respiratory Therapy Program has size restrictions due to clinical site availability and accreditation restrictions on enrollment.

**g. Course Offerings:** Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how your program is addressing this issue.

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.

**h. Curriculum and SLOs:** Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do all prerequisites and co-requisites undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance (Please use reports from the Curriculum Office to help you complete this prompt)?

All courses are in compliance with Title 5. The curriculum sheet is updated yearly. Content review was conducted for prerequisites.

**i. Curriculum and SLOs:** What are you doing to ensure that your curriculum is congruent with the most recent developments in your discipline?

All courses are reviewed and updated to ensure current industry standards are reflected. The department is currently working on a new certificate of achievement program within the field of respiratory therapy. This new program reflects new technology and changes within the field of interventional pulmonology.

**j. Innovation:** Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

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 discussions with the BHS Division Dean, Division Directors and the Foothill Chancellor have taken place. A new Committee is being formed in Sacramento to discuss having four year degrees awarded by community colleges. Our Chancellor, Linda Thor, is a member of this committee and we have provided the Chancellor with all the necessary information so that she understands the pressures on our program to meet this upcoming new accreditation requirement. There exists only one Respiratory Therapy BS program in California at Loma Linda University. There are no BS degrees offered in Respiratory Therapy by the CSU system.

The department is currently working on a new certificate of achievement program in Interventional Pulmonology. This is a fast growing field within respiratory therapy and a new subspecialty in Medicine. This new program addresses new technology and changes that are taking place. The certificate of achievement will comprise 18 Units of didactic and clinical work. The courses have been written and are currently being submitted to the state for approval. The program has been presented to the Workforce Work Group and is on the agenda for discussion at the upcoming BACCC meeting.

Foothill College Respiratory Therapy Department has collaborated with Ohlone College's Respiratory Therapy Program in an effort to share resources and promote professionalism through collaboration.

## Section 2: Student Equity and Institutional Standards

**As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)**

**a. Institutional Standard for Course Completion Rate: 55%**

Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

Targeted student populations in the Respiratory Therapy program have demonstrated extraordinarily high success rates over the last 3 years (96%, 98% and 91% in 2010-11, 2011-12 and 2012-13 respectively). In comparison, the success rates of targeted populations in the general Foothill student population has hovered at 70% for the last 3 years. Closer examination by ethnicities reveals a declining success rates for African Americans over the last 3 years (97%, 88% and 86%), however given the small number of grades represented in this group, it is difficult to know if this represents a meaningful trend. Success rates by gender and ethnicity exceeds the college's standard. Course completion was over 90% for all groups. Faculty meet regularly to identify students who are having difficulty. PT staff also contact me personally to discuss students who are not achieving a minimum grade of 70%. Tutoring is made available to those students and has helped many of them raise their grades and meets the requirements to remain in the program. A portion of Perkins funds is used for tutoring and has been critical to ensuring that we provide this support to our students.

**b. Institutional Standard for Retention: 50%**

Please comment on the course retention data for your program, including any differences in retention rates by student demographics as well as efforts to address these differences, should they exist.

Retention remains high with 90% or greater across all demographics.

**c. Institutional Standard for Degree Completion Number: 450**

Has the number of students completing degrees in your program held steady or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

The attrition for the graduating class of 2013 was 17% and for 2012 it was 13%, the lowest since I have been here and well below the 40% threshold set by the our accreditation agency (CoARC). Overall the number of students completing the degree has been well above the standard and remains steady. Due to the low number of students in each cohort, we cannot identify trends by student demographics for students who fail to complete their degree.

**d. Institutional Standard for Certificate Completion Number (Transcriptable): 325**

Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

Not applicable

**e. Institutional Standard for Transfer to four-year colleges/universities: 775**

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

The Respiratory Therapy Program prepares students to enter the workforce, therefore transfer is not the goal. 47% of the students who entered the program in 2012 already had a BA or BS degree.

### Section 3: Core Mission and Support

**Please address all prompts that apply to your program.**

**Basic Skills Programs** (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website:

<http://foothill.edu/president/basicskills.php>

**a. Please comment on progression in sequenced courses, including ladder programs, alternative pathways and supplemental instruction. How successfully do students progress through the course sequence or pathways?**

Basic skills are supported because they are required to achieve an AS in Respiratory Therapy and as prerequisites for some of our courses.

**b. Based on your analysis of student success in these pathways, what initiatives or strategies are being considered to increase student success?**

Not applicable

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

**c. Please analyze and discuss the available Transfer data regarding your programs, and discuss strategies or initiatives to improve transfer rates.**

Although many of our students already hold a BA or BS degree, Foothill College has a bridge with San Jose State University for those students wishing to complete their BS degree after graduation.

**d. Please analyze and discuss Articulation data regarding this program.**

Not applicable

**Workforce Programs:** For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://www.foothill.edu/president/workforce.php>

**e. Discuss how this program continues to meet a documented labor market demand?**

The National job market growth for Respiratory Therapy is projected to be 7.3% for 2013-2016, and 2.7% regionally. According to the Bureau of Labor Statistics the profession is projected to grow by 28% for the period 2010-2020. Our program has achieved 70% or greater placement which meets our accreditation threshold.

**f. Analyze your program in relation to other programs in our region, defined as San Mateo and Santa Clara counties.**

The program continues to provide a great service to the community by preparing and training students in the field of respiratory therapy. This program ranks in the top 8.5% of programs nationally for credentialing success and has been awarded for the last two consecutive years with the Credentialing success award. This is the only program to have received the award in both Santa Clara and San Mateo County and one of only two to have received it in California. The graduates continue to achieve over 95% pass rates on the Board examination CRT exam and 100% of those students who sat for the RRT advanced level credential passed the exam.

**g. Discuss any job placement and/or salary data available for your students after graduation.**

Job placement for graduates is a standard that is reported for our annual accreditation report. We have continually met the threshold of at least 70% placement 6-12 months after graduation. Current placement for students who graduated in June 2013 is at 69.6% as of 11/2013, less than 6 months after graduation. I anticipate the threshold will be met and superseded.

According to the recently published "Salary Surfer" published by the California Community Colleges Chancellor's Office, students who graduate with a degree in Respiratory Therapy have a median salary of \$63K 2 years after graduation and \$72.5K by 5 years post graduation.

**h. Please analyze and comment on average salary/wage data in the region, defined as San Mateo and Santa Clara counties.**

The average salary for San Mateo County is \$44.42 per hour and \$41.94 per hour for Santa Clara County. These are competitive salaries often times combined with excellent benefits packages.

**i. Program accreditation:** If applicable, please describe your program accreditation: the agency, the frequency of the process and the current status of the program by the accrediting body.

The program submits a yearly report of current status to the Committee on Accreditation for Respiratory Care or CoARC. The report was submitted 7/1/2013 and we met or exceeded all thresholds. The program is accredited on a 10 year cycle and will need to start completing the self-study report in 2014 for submission on 2015. We are scheduled for a site visit in 2016.

**j. Service to the community:** Please describe community service, outreach and special projects or initiatives that the program provides.

The program is involved in many community service activities. In October our students performed Pulmonary Function Tests to campus members and are currently making blankets to donate to Children's sub-acute hospital in Saratoga. Students are also involved with the Cystic Fibrosis Foundation and have participated in two fund raisers this quarter. Our students are also involved with many organizations including but not limited to Breathe California and the American Lung Assoc. Students must complete 8 community service activities before graduation.

**k. Outcomes assessments:** If applicable, please describe additional means of outcomes assessment for the program, such as graduate surveys, alumni surveys, employer surveys, national and state licensing board exams, etc.

The Respiratory Therapy program completes annual student surveys, graduate surveys, employer surveys, and staff and faculty surveys. The program will also be starting individual student course evaluations in 2014.

**I. Please attach minutes from your advisory board meeting(s) and discuss key issues, outcomes and action plans as a result of these meetings.**

**RESPIRATORY THERAPY ADVISORY COMMITTEE MEETING**  
Wednesday, March 27, 2013  
12:00 – 3:00 in the Toyon Room

**Members Present:**

Judy Miner -	Foothill College President
Kimberlee Messina	Foothill College Vice President
Nanette Solvason	FHC Biological & Health Sciences Division Dean
Brenda Hanning	Foothill College Respiratory Therapy Program Director
Larry Miller	FHC RSPT Director of Clinical Education
Kerry West	FHC Health Career Coordinator
Dr. Paul Mohabib	RSPT Program Medical Director (Stanford)
Bill Reid	Advisory Chair (O'Connor Hospital)
Gerry Achanzar	Kaiser, San Jose
Chris Anastacio	Kaiser, Santa Clara
Lacy Barnes	Dominican Hospital
Kelly Ho	San Francisco General Hospital
Dave Humphrey	El Camino Hospital
Milissa Knott	Stanford Hospital
Tracy Roberts	Lucile Packard Children's Hospital
Brad Wee Tom	V.A. Palo Alto
XiaoSu Zhang	Foothill College Part-time Respiratory Instructor

Brenda called the meeting to order at 12:10 pm.

- I. Introductions and Approval of 2012 Meeting Minutes**
  - A. **Introductions:** Brenda thanked all the members for giving so generously of their time to be part of the Advisory Board, and attend the meetings. She went on to introduce Nanette Solvason, the new Division Dean, who
  - B. **2012 Advisory Meeting Minutes:** Minutes were approved.
  
- II. Director's Report**
  - A. **Enrollment:**
    - Class of 2013 – There are currently 24 students who will graduate in June, 2013.
    - Class of 2014 – There are currently 23 students who will graduate in June, 2014.
    - Class of 2012 – Of the 28 graduates, close to 80% currently have jobs, with some not looking for employment; so the 70% mandated threshold has been met.
  - B. **Application Status:** Applications are still coming in for the 2013 cycle; the program deadline is always May 30<sup>th</sup>. New this year, Brenda and Kerry will offer an application workshop.
  - C. **Board Examination Scores:** The program currently has a 100% pass rate for the RRT and CRTT; the pass rate on the first time clinicals is 74%, with 100% pass rate on their retest.
  - D. **Surveys:** Employer surveys have been sent and will be processed through DataArc.
  - E. **Stop Out Changes:** CoARC has made the decision that there will no longer be a "Stop Out" classification.
  - F. **Faculty Vacancy and Changes:** Larry will retire at the end of the Spring, 2013 quarter, returning under Article 19 in Winter, 2014. The hiring committee is currently working to find a Director of Clinical Education replacement, with an application deadline of 5-10-13.

## Section 4: Learning Outcomes Assessment Summary

- a. **Attach 2012-2013 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

**Attached**

- b. **Attach 2012-2013 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.

**Attached**

## Section 5: SLO Assessment and Reflection

**Based on your assessment data and reflections, please respond to the following prompts:**

- a. **What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?**

Based on the program reflections I have decided to start testing the students on the comprehensive content earlier. Students use a comprehensive review web based program in their last quarter to prepare for their program final and board exams. I have decided to have the students start in Winter quarter and perhaps allow for earlier identification of areas that need to be reviewed before the program final.

- b. **How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?**

Because the program is comprehensive in nature, students have to gain and master their knowledge in each class in order to pass both the program final and later the board exams. By assuring that students meet individual course SLOs we build the content base necessary to achieve success in the program as seen by passing the program final and passing the board exams.

- c. **How has assessment of program-level student learning outcomes led to certificate/degree program improvements? Have you made any changes to your program based on the findings?**

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.

Objective structured clinical examinations (OSCE) were incorporated into the curriculum last year. These examinations provide an objective means of evaluating students on clinical skills an area that is difficult to evaluate.

Students will be able to demonstrate skills and receive valuable feedback that will help their performance in clinic.

**d. If your program has other outcomes assessments at the program level, comment on the findings.**

There are various assessments that are part of our annual report of current status reported to our accreditation agency each year. The thresholds include: CRT and RRT credentialing success, Retention, Job placement, and surveys.

**e. What do faculty in your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?**

The program holds monthly meetings to discuss content, assessments and learning outcomes. SLOs are periodically changed to reflect current practices. For example: achievement of completion certificates in several areas are no longer attainable by students due to a change in software. The measures will have to be changed to a passing score in order to gage success.

**learning outcomes?**

**f. Reviewing your most recent annual program reviews, discuss any emerging trends related to SLO reflections and any action taken.**

The program has very low attrition and students perform very well on National Board exams. The program is maintaining very good quality and trending positively, with continued credentialing success three years in a row.

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

The program has performed very well and continues to meet all accreditation thresholds. Assessments assure that necessary changes take place to improve further.

**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?
1Update 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. Content updates are necessary to assure student success in passing the National Board exams.	SLO assessment target was met and changes will be made to address earlier comprehensive review of content. 96% of the students passed the National entry level and advanced level exams.	We continue to prepare students to enter the workforce as competent Respiratory Therapists.	By continually updating the content to reflect the Matrix for Board exams, we ensure that students succeed on their board exams and are able to become licensed therapists.
2Provide tutoring	96% pass rate for graduates on board exams.	Workforce	By assuring that students get help when needed, we can help them succeed in passing the program and the board exams.
3Update equipment to reflect industry standards.	96% pass rate for graduates on board exams.	Workforce	By providing instruction using industry standard and working equipment we can ensure that students are achieving success within the program and after graduating.

## Section 6: Program Goals and Rationale

Program goals address broad issues and concerns that incorporate some sort of measurable action and connect to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs. Goals/Outcomes are not resource requests.

**List Previous Program Goals/Outcomes from last academic year:** check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
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. Content updates are necessary to assure student success in passing the National Board exams.	Y	Y	New evaluation techniques such as OSCE and earlier comprehensive review.
2. Provide tutoring	Y	Y	Ongoing
3. Update equipment to reflect industry standards.	Y	Y	Ongoing. The program received two donated ventilators and was able to attend Ohlone College to gain competency on equipment that we do not have. We currently are in need of a new ECG mannequin, and we need to purchase a therapy vest for the program. There are also 4 pieces of equipment that require repairs.
4. Replace the faculty position of Director of Clinical Education	Y and N	Y	A new DCE has been hired under a 6 month contract.
5. Update computers in the RSPT lab	Y	Y	Completed.
6. Increase reassign time to 50%	N	N	Not achieved. The lack of reassign time continues to make running the program a challenge.
7. Restore the B budget to 2010 level	Y	Y	Done

**New Goals:** Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
<b>1. Permanently replace the Director of Clinical education</b>	2015	This is an accreditation mandate	Personnel, hire a new DCE on a permanent basis
<b>2. Maintain lab equipment to industry standard</b>	2014 and ongoing	Workforce	Replace broken and outdated equipment as well as purchase necessary equipment to ensure student competency and success.
<b>3. Maintain adequate clerical support</b>	2014 and ongoing	Workforce	Maintain the health career coordinator position and add a designated counselor to support the programs.
<b>4. Maintain Program Accreditation</b>	Long term	This is required to ensure that students meet the standards and are able to pass their certification board exams	Board pass rates and accreditation process and reviews.
<b>5. Provide adequate Student Support</b>	Long term	We offer tutoring to our students to increase success rates and decrease attrition due to academic performance.	Board pass rates and accreditation process and reviews.

### Section 7: Program Resources and Support

**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

Position	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)

<b>Full time, permanent Director of Clinical Education</b>	68000-120000	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> .	Currently approved and open

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

Has the program received college funding for reassign time in the last three years? (y/n)Y	If yes, indicate percent of time. 0.33/year
Has the program used division or department B-budget to fund reassign time? (y/n)N	no

Indicate duties covered by requested reassign time:

Responsibility	Estimated \$	Related Goal from Table in section 6 and how this resource request supports this goal.	Est hours per month	% Time
Release time needs to be increased in order to adequately manage all Administrative duties, Application process, Curriculum, and Accreditation related responsibilities (self-study 2014-15)  <b>Additional release time is required as the new Interventional Pulmonology certificate is launched</b> <b>Additional release time is required to define and develop the curriculum required to be able to fulfill baccalaureate degree pilot program</b>	46000	Update curriculum including a managing and launching a new certificate of achievement certificate program in Interventional Pulmonology	Request that an additional 0.17 release time be granted. This would bring total release time to 0.5	

**One Time B Budget Augmentation**

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
<b>Non-instructional salaries</b>	3300	Goal 5. Use of tutors to reinforce concepts is a proven method to enhance student success	Yes Perkins

**Ongoing B Budget Augmentation**

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
<b>Mileage reimbursement</b>	3000	Goal 5. Clinical instructors monitor student progress	Y

### Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
<b>Replace expired porcine lungs</b>	150	Goal 4. Equipment must meet industry standards in order to ensure that student competency.	N
<b>Purchase an airway clearance vest system*</b>	10000	Goal 4. Equipment must meet industry standards in order to ensure that student competency.	N
<b>Purchase an Art line set up with vamp system</b>	300	Goal 4. Equipment must meet industry standards in order to ensure that student competency.	N
<b>Purchase an ECG machine with cart</b>	3000	Goal 4. Equipment must meet industry standards in order to ensure that student competency.	N
<b>Purchase of a transcutaneous monitor (TCCO2 and TCO)</b>	20000	Goal 4. Equipment must meet industry standards in order to ensure that student competency.	N
<b>Purchase of an ETCO2 monitor</b>	4000	Goal 4. Equipment must meet industry standards in order to ensure that student competency.	N
<b>V60 non-invasive ventilator **</b>	20000	Goal 4. Equipment must meet industry standards in order to ensure that student competency.	n

\*Specifically mentioned as a need at an Advisory Committee meeting.

\*\*Current in house model is obsolete. Students are begin trained on outdated equipment. Possible safety concern if students are not competent with this equipment in hospital setting when working with patients.

**a. Please review the goals and resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.**

Purchase of a new ventilator 2 years ago assured that we could train our students using industry standard and updated equipment. Students were able to enter clinic with experience on that ventilator which helped them become more competent and confident. Equipment allows faculty to train students in the lab before they are in a real life situation in clinic. Simulation using scenarios in lab allow us to address competency issues and to prepare, train and retrain as needed without having to compromise the safety of patients. Students gain knowledge about equipment, and competence by applying their knowledge and building their skills. All of the students passed their competency testing and lab final practicum exams. Equipment is vital to the program.

**b. Other Resource Requests Granted over last 3-years / Continuing Need / Justification**

**1. Non-Teaching Hourly Salary and Benefits**

Perkins Grant: \$3000 Essential for continued program operation. Support Instruction and Student Learning.

**2. Professional Development Funds**

Perkins Grant: \$8000 Required for Professional License Renewal and Continued Accreditation

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## Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
1. Feedback was very positive, no recommendations were made.	

**a. After reviewing the data, what would you like to highlight about your program?**

This program is the oldest College-based Respiratory Therapy Program in existence. It continues to provide a great service to the community by preparing and training students in the field of respiratory therapy. The program ranks in the top 10% and has a great reputation. Our program prepares students for a career that is rewarding and truly life changing. The new Certificate program in Interventional Pulmonology will benefit current licensed therapists looking to work in this exciting field and advance in their profession.

### **Section 9: Feedback and Follow Up**

**This section is for the Dean to provide feedback.**

**a. Strengths and successes of the program as evidenced by the data and analysis:**

Students graduating from the Respiratory Therapy program demonstrate extraordinarily high success rates in comparison to the general Foothill student population. This has been a consistent trend thru the last 3 years and is realized in targeted and non-targeted student populations equally. Thus, with regard to student equity, there is no disparity in student outcomes. Indeed, all students succeed and all students pass their national exams irrespective of their ethnicity. This is realized with students of comparable demographics to the unsegregated college population whose success rates have hovered around 70% for the last 3 years.

The energy and focus of the Program Director is the biggest strength of this program. Brenda is highly regarded in the Respiratory Therapy community as evidenced by her interactions with her colleagues at Ohlone and Skyline, where she regularly reaches out to share equipment, best practices and coordinate activities between these programs. Additionally, she has written curriculum for a new Certificate of Achievement (18Units) in Interventional Pulmonology which will put Foothill Respiratory Therapy at the forefront of this new subspecialty. Furthermore, the program ranks in the top 10% of programs nationally and has been awarded the Credentialing Success award for the last 2 years . This is the only program to have received the award in both Santa Clara and San Mateo County and one of only two to have received it in California. This type of recognition is a direct result of strong administrative skills of the Program Director.

**b. Areas of concern, if any:**

My biggest concern for this program is our inability to hire a Director of Clinical Education last year. Despite performing a year long search and interviewing multiple candidates, we were unable to identify an appropriate new hire. This appears to be a common problem at community colleges for this type of position, largely due to the pay differential of individuals working in the clinics versus the pay for community college faculty. Our experience mirrors the experience at Skyline College Respiratory Therapy program where they also searched for DCE for more than a year before they converted the position to an administrative level job which made the position more attractive. Although Brenda is doing a great job of managing everything without a FT Director of Clinical Education, we cannot proceed long term without identifying and hiring a FT DCE.

**c. Recommendations for improvement:**

Continue to search for DCE new hire.

**This section is for the Vice President/President to provide feedback.**

**d. Strengths and successes of the program as evidenced by the data and analysis:**

This highly successful program is an asset to Foothill College, our community, and the field. The efforts made by the faculty to constantly review and revise the curriculum based on authentic assessment of student learning is commendable. The program director and the advisory committee continue to surpass expectations.

**e. Areas of concern, if any:**

I am hopeful that the Director of Clinical Education will be hired this year. However, if this search is not successful, this presents a significant threat to the program.

**f. Recommendations for improvement:**

**g. Recommended Next steps:**

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

*Upon completion of section 9, the Program Review should be returned to department faculty and staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.*

# Unit Course Assessment Report - Four Column

## Foothill College

### Department - Respiratory Therapy Technology (RSPT)

**Mission Statement:** 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.

Course-Level SLOs	Means of Assessment & Targets for Success / 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 for Success:</b> Students must achieve a minimum score of 70%</p>	<p>01/17/2013 - Over 90% of the students were able to describe state licensing requirements for Respiratory Care Practitioners.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	01/17/2013 - Results were adequate, target outcome was met. Continue to provide necessary information on subject matter.
Course-Level SLO Status: Active			
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. 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>Target for Success:</b> Minimum passing grade of 70%</p>	<p>01/17/2013 - Over 90% of the students passed their lab exam with a grade of 70% or better.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p>	01/17/2013 - Maintain current practice outcomes and target has been met.
Course-Level SLO Status: Active			
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 for Success:</b> All students will complete all lab competencies with a letter grade of "B" or higher.</p>		
Course-Level SLO Status:			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	<p>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>	<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 for Success:</b> Two-thirds of the students will receive a letter grade of "B" or higher.</p>	
<p><b>Course-Level SLO Status:</b> Active</p>	<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 50B - INTRODUCTION TO PROCEDURES &amp; 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))</p>	<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 for Success:</b> Two-thirds of the students will receive a letter grade of "B" or higher.</p>	
<p><b>Course-Level SLO Status:</b> Active</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>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 for Success:</b> All students will complete all competencies with a letter grade of "B" or higher.</p>	
<p><b>Course-Level SLO Status:</b> Active</p> <p>Department - Respiratory Therapy</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Technology (RSPT) - RSPT 51A - INTRODUCTION TO RESPIRATORY ANATOMY &amp; PHYSIOLOGY - SLO 1 - Knowledge - State the structure of the upper and lower airways. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p><b>Course-Level SLO Status:</b> Active</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 for Success:</b> 70% or greater</p>	<p>11/26/2013 - All students passed with at least 70%.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> None</p> <p><b>Resource Request:</b> None</p> <p><b>Resource Request:</b> None</p> <p><b>Resource Request:</b> None</p> <p><b>Resource Request:</b> None</p> <p><b>Resource Request:</b> None</p> <p><b>GE/IL-SLO Reflection:</b> Weekly quizzes helped with better knowledge of content.</p> <p><b>GE/IL-SLO Reflection:</b> Weekly quizzes helped with better knowledge of content.</p> <p><b>GE/IL-SLO Reflection:</b> Weekly quizzes helped with better knowledge of content.</p> <p><b>GE/IL-SLO Reflection:</b> Weekly quizzes helped with better knowledge of content.</p> <p><b>GE/IL-SLO Reflection:</b> Weekly quizzes helped with better knowledge of content.</p> <p><b>GE/IL-SLO Reflection:</b> Weekly quizzes helped with better knowledge of content.</p>	<p>11/26/2013 - Update content as necessary.</p> <hr/>
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 51A - INTRODUCTION TO RESPIRATORY ANATOMY &amp; PHYSIOLOGY - SLO 2 -</p>	<p><b>Assessment Method:</b> weekly quizzes, midterm and final exams</p> <p><b>Assessment Method Type:</b></p>	<p>11/26/2013 - Weekly quizzes assisted with the student's ability to keep up with the course work and increased their level of knowledge.</p>	<p>11/26/2013 - Continue to evaluate content and update as necessary.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Describe - Describe the alveolar capillary membrane and gas diffusion. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70% or greater</p>	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> Students were able to show the required level of knowledge and application of the theories in various presented scenarios.</p>	
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 51C - PATIENT ASSESSMENT &amp; 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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Embedded multiple choice</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Over 70%</p>	<p>11/21/2013 - Students met the target of 70%. All students enrolled passed the course with a C or better.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> We need financial resources to replace broken ECG mannequin.</p> <p><b>Resource Request:</b> We need financial resources to replace broken ECG mannequin.</p> <p><b>GE/IL-SLO Reflection:</b> Students continue to demonstrate competence and content knowledge through their Board examination results. 23/24 students passed the board examination on the first time.</p> <p><b>GE/IL-SLO Reflection:</b> Students continue to demonstrate competence and content knowledge through their Board examination results. 23/24 students passed the board examination on the first time.</p>	<p>11/21/2013 - To secure financial resources to replace broken ECG mannequin. Continue to update software and equipment to reflect industry standards.</p>
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 51C - PATIENT ASSESSMENT &amp; PULMONARY DISEASE - SLO 2 - Analysis - Analyze physical exams</p>	<p><b>Assessment Method:</b> Embedded multiple choice</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p>	<p>11/21/2013 - All students achieved a minimum of 70% required to pass the course. Embedded questions on exams reflected an understanding of</p>	<p>11/21/2013 - Secure funding to continually update equipment as needed.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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>Target for Success:</b> Students must achieve a minimum score of 70%</p>	<p>the content. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013 <b>Resource Request:</b> Funding to replace broken ECG mannequin. <b>GE/IL-SLO Reflection:</b> Content was presented well and students showed competence on coursework.</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 <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 70% or higher average scores on tests</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 <b>Assessment Method Type:</b> Exam - Course Test/Quiz</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>Course-Level SLO Status:</b></p>	<p><b>Assessment Method:</b> weekly quizzes, midterm and final examination <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target for Success:</b> 70% or greater</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 70% or greater</p>		
<p><b>Course-Level SLO Status:</b> 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><b>Assessment Method:</b> Embedded multiple choice</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> Minimum score of 70%</p>	<p>11/21/2013 - Students continue to demonstrate competence and content knowledge through their examination results. The target was met. Attrition was not due to academic reasons.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> Target was met. Students were introduced to the content successfully.</p>	<p>11/21/2013 - Continue to provide current information on the subject matter.</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><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 for Success:</b> Minimum score of 80%</p>	<p>11/21/2013 - Students achieved 90% or better on their HIPAA test.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> Students were able to demonstrate that they gained the necessary knowledge.</p>	<p>11/21/2013 - Continue to provide HIPAA content in both AHS 50A and in RSPT 54.</p>
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 55A - DIRECTED STUDIES IN RESPIRATORY</p>	<p><b>Assessment Method:</b> Students must complete modules which include competencies for oxygen therapy</p>	<p>11/21/2013 - All students passed the course with 70% or better. Target was met. The course</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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><b>Course-Level SLO Status:</b> Active</p>	<p>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 for Success:</b> 70%</p>	<p>content has been changed to a module based system.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> Target was met. New modules provided an acceptable means of delivering the content.</p>	<p>11/21/2013 - Continue to update content and acquire with funding new software to reflect current industry standards.</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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Pre/Post Test</p> <p><b>Target for Success:</b> Minimum score of 70%</p>	<p>11/21/2013 - All students passed with at least 70%.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> The content was delivered through new online modules and proved to be an acceptable replacement of outdated software.</p>	<p>11/21/2013 - Secure funding to keep updating software.</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 for Success:</b> Minimum score of 70%</p>	<p>11/21/2013 - All students passed the course and achieved a grade of 70% or better.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> Target was met. Content was provided through new online modules on the content.</p>	<p>11/21/2013 - Competencies need to be evaluated to reflect curriculum changes.</p>
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 55B - DIRECTED STUDIES IN RESPIRATORY THERAPY II - SLO 2 - Application of knowledge - Support concurrent lecture and</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>11/21/2013 - All students met the target of achieving 70%</p> <p><b>Result:</b> Target Met</p>	<p>11/21/2013 - Update software as needed.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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 Type:</b> Pre/Post Test</p> <p><b>Target for Success:</b> Minimum score of 70%</p>	<p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> Students seem to have gained an understanding of the content as evidenced by their successful completion of the modules.</p>	
<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 for Success:</b> Minimum score of 70%</p>	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> Target met with new modules.</p>	<p><b>11/21/2013 - Replace software as needed.</b></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 for Success:</b> A minimum score of 70%</p>	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> Target met. Online modules added to computer based modules.</p>	<p><b>11/21/2013 - Replace software as necessary.</b></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></p>	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> Target was achieved. A combination of new</p>	<p><b>11/21/2013 - Replace software as necessary.</b></p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active	<b>Pre/Post Test</b> <b>Target for Success:</b> A minimum score of 70%	online modules was introduced with acceptable results.	
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 for Success:</b> A minimum score of 70%	<b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013 <b>GE/IL-SLO Reflection:</b> We will continue to use ICON waveform modules to meet the requirements.	11/21/2013 - Continue to work with ICON in order to provide content that is up to date and relevant.
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 for Success:</b> A minimum score of 75%	<b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013 <b>GE/IL-SLO Reflection:</b> Target was met. Content satisfies the current matrix for the NBRC exams.	11/21/2013 - Secure funding to replace content and all software to reflect the new Matrix for the board exams.
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))	<b>Assessment Method:</b> 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. <b>Assessment Method Type:</b>	11/21/2013 - All students met the threshold of 75% on the clinical exams that covered the content. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013 <b>GE/IL-SLO Reflection:</b> Content will need to be replaced next year to reflect the new Matrix.	11/21/2013 - Secure funding to update software that uses the new Matrix.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active	<b>Pre/Post Test</b> <b>Target for Success:</b> A minimum score of 75%		
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))	<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. <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> A minimum score of 75%	<b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013 <b>GE/IL-SLO Reflection:</b> Continue to use clinical simulation modules to prepare the students and to cover the necessary content. Software will need to be replaced to reflect the change in the Matrix.	<b>11/21/2013 - All students achieved a 75% or better with greater than 90% of the students achieving a 100%.</b> <b>11/21/2013 - Secure funding to update software.</b>
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))	<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. <b>Assessment Method Type:</b> Pre/Post Test <b>Target for Success:</b> A minimum score of 75%	<b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013 <b>GE/IL-SLO Reflection:</b> Target met with current module. Will continue to use next year.	<b>11/21/2013 - All students completed a module on chest tubes and passed with at least 75%.</b> <b>11/21/2013 - Secure funding to replace the chest tube module with a newer edition when available in the future.</b>
<b>Course-Level SLO Status:</b> 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))	<b>Assessment Method:</b> Students must complete written and clinical simulation exams in preparation for graduation and the Board exams. <b>Assessment Method Type:</b> Exam - Standardized <b>Target for Success:</b> A minimum score of 75%	<b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2012-2013 <b>GE/IL-SLO Reflection:</b> Greater than 95% of the students passed	<b>11/21/2013 - All students passed the required modules with at least a 75%. 23/24 students passed their board examinations.</b> <b>11/21/2013 - Secure funding to update content and software to the new available matrix.</b>
<b>Course-Level SLO Status:</b>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active		their board exams on the first attempt. The information in this SLO was directly linked to the board exams.	
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><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 for Success:</b> A minimum score of 75%</p>	<p>11/21/2013 - All students completed a mock clinical simulation board exam and achieved greater than 75%.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> Matrix was updated and software will need to be replaced for next year.</p>	11/21/2013 - Secure funding to update the software to reflect new Matrix.
<b>Course-Level SLO Status:</b>	Active		
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><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 for Success:</b> 70% or higher average scores on examinations</p>		
<b>Course-Level SLO Status:</b>	Active		
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><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 for Success:</b> 70% or greater</p>		
<b>Course-Level SLO Status:</b>	Active		
Department - Respiratory Therapy			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><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.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> Student must successfully pass all stations including Mega code.</p>	<p><b>11/21/2013 -</b> 100% of the students successfully passed all stations including the Mega code station.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> Students did well with team leader responsibilities. More lab time needs to be dedicated to practice.</p> <p><b>GE/IL-SLO Reflection:</b> Students did well with team leader responsibilities. More lab time needs to be dedicated to practice.</p>	<p><b>11/21/2013 -</b> Devote more time to team leader practice.</p> <hr/>
<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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students must pass the AHA standardized exam for ACLS (Advanced Cardiac Life Support)</p> <p><b>Assessment Method Type:</b> Exam - Standardized</p> <p><b>Target for Success:</b> A minimum score of 85%</p>	<p><b>11/21/2013 -</b> All students passed the AHA ACLS exam with at least 85%.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> Students performed well.</p>	<p><b>11/21/2013 -</b> Continue to work with the Stanford CE Center to make required changes in order to fit their format.</p> <hr/>
<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><b>Course-Level SLO Status:</b> Active</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 for Success:</b> 70% or higher passing scores</p>	<p><b>11/26/2013 -</b> 100% of students received a passing score of at least 70%.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Pulmonary Function lab equipment (micro spirometers, bed-side spirometers, etc.)</p> <p><b>GE/IL-SLO Reflection:</b> Weekly quizzes assisted students in keeping up with the material as well as improving their level of class participation.</p>	<p><b>11/26/2013 -</b> Continue to evaluate content and update as needed.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<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 for Success:</b> 70% or better on performance checklists</p>	<p>11/26/2013 - 100% of class passed with at least 70%.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> Pulmonary function lab equipment (bedside spirometer, micro spirometer, etc.)</p> <p><b>GE/IL-SLO Reflection:</b> Students were able to effectively learn and apply their knowledge by performing pulmonary function tests on each other.</p>	<p>11/26/2013 - Continue to evaluate content and update as necessary.</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 for Success:</b> A minimum score of 70%</p>	<p>11/21/2013 - All students passed their lab Final with 70% or better.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> All students passed their lab final and demonstrated an understanding of ABG, and lab values as it related to ventilator management. Students were evaluated with an OSCE.</p>	<p>11/21/2013 - Continue to test students using OSCE.</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><b>Course-Level SLO Status:</b> Active</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> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> A minimum score of 70%</p>	<p>11/21/2013 - 95% of the students were able to successfully pass the copurse final and course. 1 student did not achieve a passing score of 70% on the didactic portion of the class.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> The target needs to bechanged to allow for</p>	<p>11/21/2013 - Secure funding to update software.</p> <p>11/21/2013 - Secure funding to provide tutoring during the summer quarter.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>realistic outcomes. Greater than 95% of the class passed with 70% or better.</p> <p><b>GE/IL-SLO Reflection:</b> The target needs to be changed to allow for realistic outcomes. Greater than 95% of the class passed with 70% or better.</p> <p><b>GE/IL-SLO Reflection:</b> The target needs to be changed to allow for realistic outcomes. Greater than 95% of the class passed with 70% or better.</p> <p><b>GE/IL-SLO Reflection:</b> The target needs to be changed to allow for realistic outcomes. Greater than 95% of the class passed with 70% or better.</p>	
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 61B - PERINATAL RESPIRATORY CARE - SLO 1</p> <p>- 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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Embedded multiple choice questions related to airway management and ventilator management of neonates and infants.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> A minimum score of 70%</p>	<p>11/21/2013 - All students achieved a minimum score of at least a 70% when tested on airway management and ventilator management.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> Target met.</p>	<p>11/21/2013 - Collaborate with other programs to develop competencies on different ventilators.</p>
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 61B - PERINATAL RESPIRATORY CARE - SLO 2</p> <p>- 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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students shall complete the Neonatal resuscitation program and achieve a certificate of proficiency.</p> <p><b>Assessment Method Type:</b> Exam - Standardized</p> <p><b>Target for Success:</b> A minimum score of 80%</p>	<p>11/21/2013 - All students received their certificate after successfully completing their NRP.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> NRP certification went very well.</p>	<p>11/21/2013 - Continue to coordinate the NRP certification as it stands.</p>
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 61D - PEDIATRIC RESPIRATORY CARE - SLO1</p> <p>- to proper diagnoses and treatment of</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Embedded multiple choice questions related to proper diagnoses and treatment of</p>	<p>11/21/2013 - All students successfully completed the course and passed their assessments that included pulmonary system disorders and</p>	<p>11/21/2013 - Continue to adjust the content to improve the class. Try to get PALS Certification to return to</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Differentiates between common pulmonary system disorders of the pediatric patient and selects appropriate therapy. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p><b>Start Date:</b> 11/10/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>pediatric patients with pulmonary disorders.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> A minimum score of 70%</p>	<p>appropriate therapy.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> Target met.</p>	<p>campus.</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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will demonstrate competency during the mega code station as a team leader</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> Achievement of PALS certification</p>	<p>11/21/2013 - All students achieved PALS certification.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> Try to move PALS up to better accommodate the schedule.</p>	<p>11/21/2013 - Try to find an outside agency to certify the students on campus.</p>
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 62 - MANAGEMENT, RESUME &amp; NATIONAL BOARD EXAMINATION - SLO 1 - Job preparation - Create a Resume and a Cover Letter. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<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 for Success:</b> 70%</p>		
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 62 - MANAGEMENT, RESUME &amp; 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> <p><b>Course-Level SLO Status:</b> Active</p>	<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 for Success:</b> A minimum score of 70%</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 63A - ADVANCED PATHOPHYSIOLOGY &amp; 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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Embedded multiple choice questions</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> A minimum score of 70%</p>		
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 63A - ADVANCED PATHOPHYSIOLOGY &amp; PATIENT MANAGEMENT - SLO 2 - Application of knowledge - Select the appropriate treatment for various pulmonary disorders. (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Embedded multiple choice questions.</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> A minimum score of 70%.</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 simulations 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 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><b>Assessment Method Type:</b> Pre/Post Test</p> <p><b>Target for Success:</b> Students must achieve 100% on both information gathering and decision making categories.</p>		
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 65 -</p>	<p><b>Assessment Method:</b> Students must complete 10 clinical</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>COMPUTER PATIENT SIMULATIONS - SLO 2 - Application of knowledge - Employs learned knowledge to successfully pass all clinical simulation programs (Created By Department - Respiratory Therapy Technology (RSPT))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>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><b>Assessment Method Type:</b> Pre/Post Test</p> <p><b>Target for Success:</b> Students must achieve 100% on both information gathering and decision making sections.</p>		
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Successful completion of performance checklists by hospital preceptors</p> <p><b>Assessment Method Type:</b> Field Placement/Internship</p> <p><b>Target for Success:</b> Satisfactory overall scores on performance checklists</p>		
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Successful completion of performance checklists scored by hospital preceptors</p> <p><b>Assessment Method Type:</b> Field Placement/Internship</p> <p><b>Target for Success:</b> Satisfactory overall scores on performance checklists</p>		
<p>Department - Respiratory Therapy Technology (RSPT) - RSPT 70B - CLINICAL ROTATION II - SLO 1 - Demonstrate - Demonstrate proficiency in performing advanced respiratory therapy techniques in critical care (Created By Department - Respiratory Therapy Technology (RSPT))</p>	<p><b>Assessment Method:</b> Completion of 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 for Success:</b></p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active	Satisfactory ratings on competency checklists; and scores of 3 or higher (on a 1 to 5 scale) on daily evaluations.		
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))	<b>Assessment Method:</b> Completion of skills competency checklists by hospital preceptors; and daily evaluations of knowledge, skills and attitude by hospital preceptors. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> Satisfactory completion of performance checklists, with average scores of 3 out of 5 (on a 0-5 scale) as scored by hospital preceptors.		

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

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & 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><b>SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Exam - Standardized</p> <p><b>Target:</b> A minimum score of 70% must be achieved.</p>	<p>11/21/2013 - All students were successful in passing the Program final. 2 out of 24 students had to be remediated and passed on their retake.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> More emphasis needs to be placed on the comprehensive nature of the program final.</p>	<p>11/21/2013 - Secure funding for tutoring is an ongoing action plan.</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><b>SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students must complete a proctored advanced level Board exam prior to graduation</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> National average for students taking this exam after graduation is 66%. The graduates from our program average a passing rate of &gt;90%, most recently 96%. The target for our students is 70%.</p>	<p>11/21/2013 - 96% of the students passed the NBRC advanced level written exam and became RRT Certified.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>GE/IL-SLO Reflection:</b> Our students continue to perform well on National Board exams. The school has received the credentialing success award two years in a row, ranking the program among the top 7% nationwide.</p>	<p>11/21/2013 - Continue to emphasize the importance of mock exams as a means of practicing for the board exams.</p>