

FERRIS STATE UNIVERSITY

COLLEGE OF
HEALTH PROFESSIONS

**“Strengthening Partnerships for Academic and
Professional Excellence in Health”**

Accredited Program Academic Program Review Report

Respiratory Care AAS Degree Program
2018 -2019

Sue Waters, MST, RRT-ACCS | Program Coordinator | September, 2019

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SECTION 1 – QUALITY OF PROGRAM

History

The Respiratory Care AAS degree (RESP) program is accredited by the Commission on Accreditation for Respiratory Care (CoARC), #200108.

The RESP program at Ferris State University holds Continuing Accreditation and is conferred when 1) an established, currently accredited program demonstrates continued compliance with the Standards following submission of a continuing self-study report and completion of an on-site visit. Continuing Accreditation remains in effect until the program withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. Ferris State RESP program's accreditation expires December 31, 2024.

The RESP program initially included several off-campus cohorts and included a large percent of the program delivered online through these sites. After 2012, all but two locations had been closed due to accreditation limits. Between 2013 and 2019, the RESP program in Grand Rapids was a part-time afternoon/evening, blended delivery program. The RESP program in Big Rapids was a traditional full-time, face-to-face program. In 2019, administration decided to close the Grand Rapids program due to financial issues.

Evidence of Accreditation

The last accreditation review occurred in 2013 with the award of 10-year Continuing Accreditation with Progress Reporting. One citation was noted with the requirement of submission of an action plan addressing clinical preceptor training and records of participation by clinical preceptors, documentation of review and analysis of completed clinical evaluations, and evidence that the plan will reduce variability when identified. See [Appendix 1](#). The Progress Report was due before May 20, 2014, which was submitted and accepted with one follow-up report due January, 2015. The follow-up report was submitted and accepted with no further Progress Reporting needed for this citation. The accreditation process requires annual reporting of current status (RCS) due July 1 of each year. The 2014 RCS identified one citation for failure to comply with the Certified Respiratory Therapist (CRT) credentialing success threshold of 80%. The reported credentialing success for students graduating in 2011, 2012, and 2013 was 78.4%. Another progress report was required to respond to this citation submitted and accepted on January 19, 2015. The 2015 RCS identified continued citation for failure to comply with CRT credentialing success for students graduating 2012, 2013, and 2014 at 76.4%. Progress reporting continued with submission of the report in July, 2015 with improvement noted. The 2016 RCS identified continued citation for failure to comply with CRT credentialing success for students graduating 2013, 2014, and 2015 at 79.1%. A final progress report was required with submission on August 31, 2016 reporting an 85.7% success rate, therefore meeting the threshold. No further progress reports were required. Fall 2017 the entire RESP program was revised with deletion of two courses, addition of 6 courses, and revision of all other courses, with updated course objectives and increased clinical internship hours as recommended during the 2013 site visit. See [Appendix 1](#) CoARC Site Visit Report for citation, program strengths and suggestions for enhancement. The annual reports for 2017 and 2018 met all thresholds and were accepted with no citations and no progress reports required. See [Appendix 1](#) for detailed outcomes required for

continuing accreditation. [Appendix 1](#) details results of all required outcomes and includes the CoARC Annual Report of Current Status (RCS).

Faculty Qualifications

A faculty list and verification as highly qualified status for teaching in the Respiratory Care program are found below.

PROGRAM COORDINATOR

Margaret Sue Waters, MAT, RRT-ACCS
Master of Arts in Teaching
Registered Respiratory Therapist – Adult Critical Care Specialist
Holds current Respiratory Therapy State of Michigan License
Courses qualified to teach:
All RESP AAS degree courses
All RSTH BS degree courses

CLINICAL COORDINATOR

Emily Zyla, MS, RRT
Master of Science in Respiratory Care
Registered Respiratory Therapist
Holds current Respiratory Therapy State of Michigan License
Courses qualified to teach:
All RESP AAS degree courses
All RSTH BS degree courses

ADJUNCT INSTRUCTOR

Karen Richards, PhD, RRT
Master of Science in Respiratory Care
Registered Respiratory Therapist
Holds current Respiratory Therapy State of Michigan License
Courses qualified to teach:
All RESP AAS degree courses

ADJUNCT CLINICAL INSTRUCTORS

Joshua Gesselman, RRT
Jessica Gahan, RRT
Elizabeth Glasser, RRT
April Murray, RRT
Todd Cross, RRT
Diane Hightower, RRT
Jenni Koetji, RRT

Assessment of Equivalency

The Respiratory Care program does not accept transfer or dual credit courses for the professional sequence (RESP courses).

Graduate Success

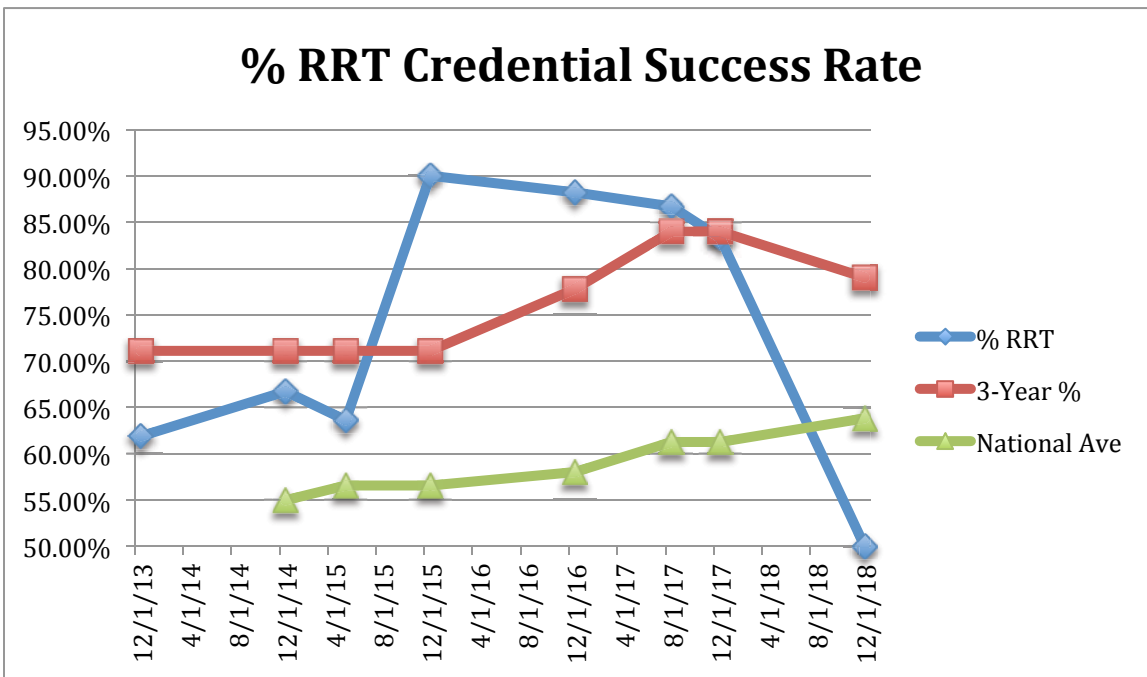
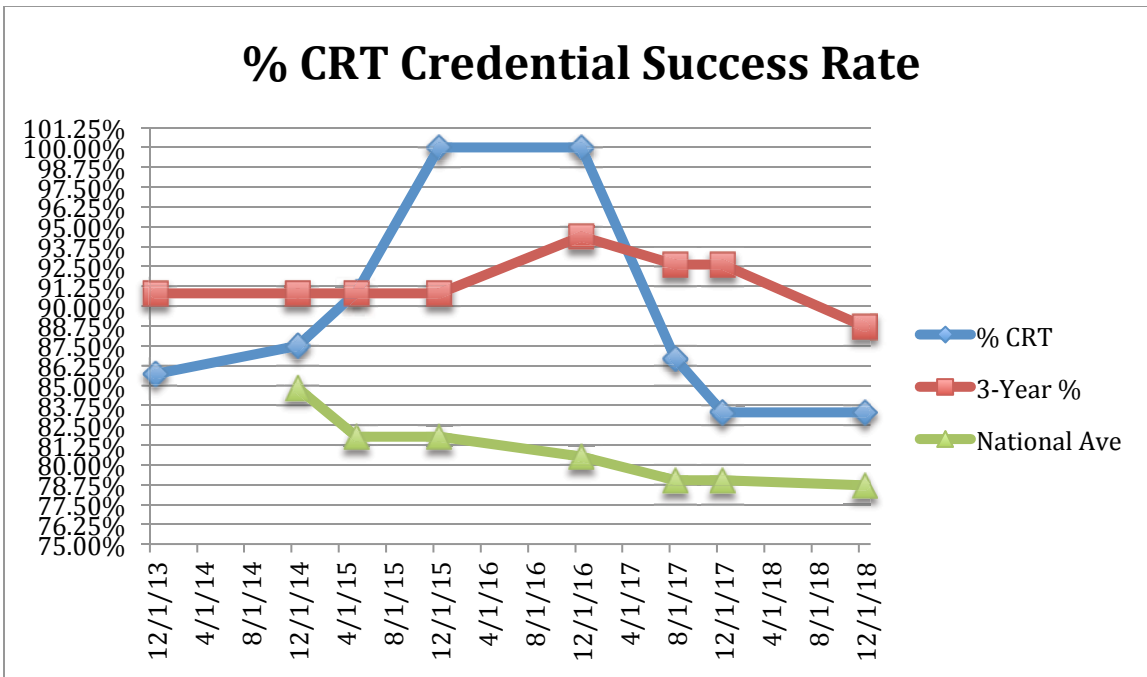
The Respiratory Care program assesses graduate success by evaluating employment in the field (Emp), enrollment in advanced study (BS), and special programs such as fellowships, internships, and participation in the military (Mil). CoARC does not require a set threshold, although it is monitored.

Enrollment Year	Graduation Date	Total Retention Graduation	Graduate Success			Percent Employed	3-Year by Grad Year CoARC
			Emp	BS	Mil		
2015	12/17/2016	17	14			82.5%	
2015	8/9/2017	15	12		1	85.7%	
2016	12/16/2017	18	8	8		88.9%	
2017	12/15/2018	12 – 5 IP	5	5		83.3%	85.2%
2017	8/14/2019	8	7			87.5%	
2018	12/14/2019	12 IP					
2019	12/19/2020	11 IP					

Credentialing Success Rate

AAS graduate Respiratory Therapy candidates must successfully pass the National Board for Respiratory Care (NBRC) Therapist Multiple Choice (TMC) exam at a high-cut score and the Clinical Simulation (CS) exam to be awarded the Registered Respiratory Therapist (RRT) credential. If an AAS graduate RT candidate passes the NBRC TMC exam at the low-cut score they are awarded the Certified Respiratory Therapist (CRT) credential. They must repeat the TMC exam and achieve the high-cut score before they are eligible to take the CS exam and become an RRT. To obtain a Michigan state license, only the CRT credential is required and have the ability to practice. Currently, there is no threshold required for the RRT credential. The CRT credential success rate threshold is 80%

Graduation Date	Site	Number Graduated	CRT Credential	% CRT Success	3-Year CoARC	National Average	RRT Credential	% RRT Success	National Average	National Average
12/14/2013	BR	21	18	85.7%			13	61.9%		
12/13/2014	BR	24	21	87.5%		84.82%	16	66.7%		54.94%
5/9/2015	GR	11	10	90.9%		81.75%	7	63.6%		56.58%
12/19/2015	BR	20	20	100%	90.8%	81.75%	18	90%	71.1%	56.58%
12/17/2016	BR	17	17	100%	94.4%	80.52%	15	88.2%	77.8%	58.02%
8/9/2017	GR	15	13	86.7%		79.01%	13	86.7%		61.22%
12/16/2017	BR	18	15	83.3%	92.6%	79.01%	15	83.3%	84%	61.22%
12/15/2018	BR	12 – 5 IP	10 – 5 IP	83.3%	88.7%	78.69%	6 – 5 IP	50%	79%	63.84%
8/14/2019	GR	8								
12/14/2019	BR	12 IP								
12/19/2020	BR	11 IP								



Since the employment of the new Program Coordinator in 2014, credentialing success has improved substantially and continues to be maintained above accreditation thresholds and national averages.

SECTION 2 – PROGRAM ASSESSMENT

Curriculum Mapping

The Respiratory Care program utilized Nuventive Improve to map all curriculum. See [Appendix 2](#).

Program Goals, Method and Timeframe/Plan for Assessment, Assessment Data, Improvement Plans

The Respiratory Care program utilizes assessment data for CoARC accreditation as previously mentioned, detailed in [Appendix 1](#). Program goals are assessed once a year. Nuventive Improve include goals assessed, method and timeframe for assessment, assessment data, and actions plans for improvement. See [Appendix 3](#).

Course Goals, Method and Timeframe/Plan for Assessment, Assessment Data, Improvement Plans

The Respiratory Care program utilizes Nuventive Improve to assess course goals, method and timeframe for assessment, assessment data, and actions plans for improvement. All program course goals are assessed after each offering. See [Appendix 4](#).

Plans to Improve Student Learning

The Respiratory Care program utilizes CoARC required student, graduate, and employer surveys to assess the overall program effectiveness. This data is found in the annual Resource Assessment Matrix (RAM) found in [Appendix 8](#). At this time there is no need to make changes to the program due to meeting all thresholds required.

Participation of Stakeholders

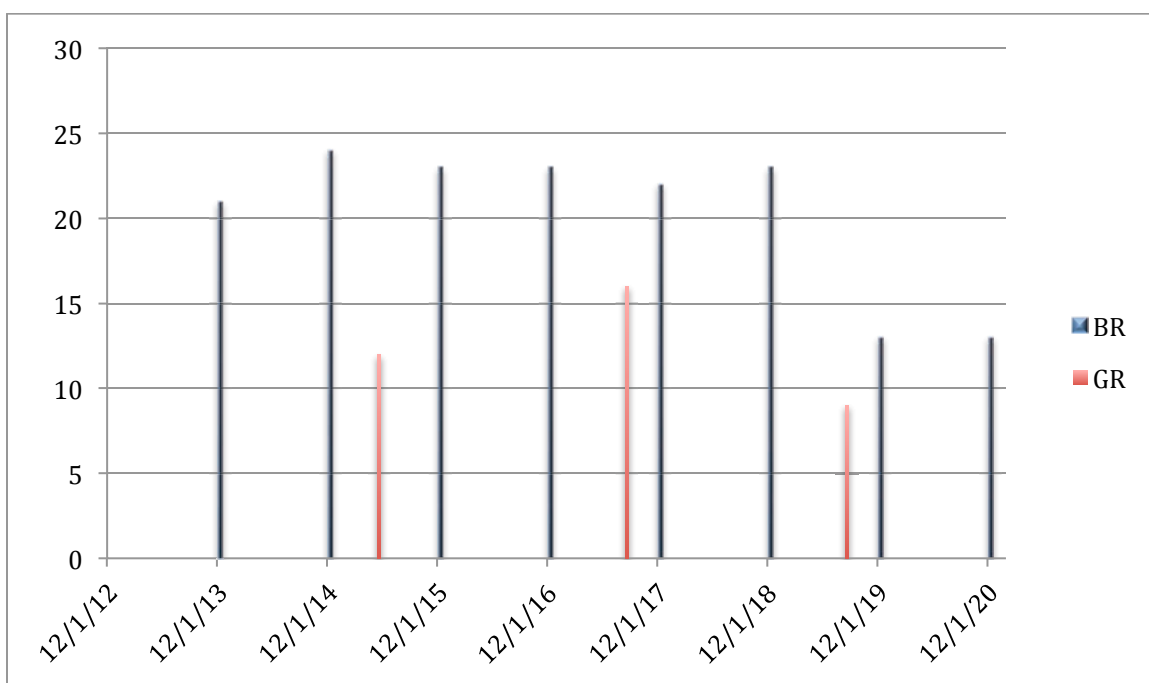
The Respiratory Care program, as required by CoARC, holds advisory board meetings twice a year. The advisory board is made up of the college dean, department chair, program coordinator, clinical coordinator, other faculty and instructors, employers, students, graduates, and a community member. The advisory board reviews all assessment outcomes and may make suggestions for improvement. See [Appendix 5](#).

SECTION 3 – ENROLLMENT, PERSISTENCE, RETENTION, GRADUATION RATES

Enrollment

The Respiratory Care program is accredited for admission of 50 students each year (cohort) and is limited by clinical internship seats and course caps of 24 students. Therefore, there is a maximum of 24 students at the Big Rapids (BR) main campus and 12 students at the Grand Rapids (GR) satellite campus. Enrollment data from graduating cohort 2013 through 2019 include both Big Rapids and Grand Rapids students. Beginning Fall 2019, the Grand Rapids program is no longer admitting students and accreditation has been withdrawn for that satellite only.

Enrollment Year	Graduation Date	Site	Number Initially Enrolled	Total Retention Graduation	Percent Retention Graduation	3-Year by Grad Year CoARC
2012	12/14/2013	BR	21	21	100%	
2013	12/13/2014	BR	24	24	100%	
2013	5/9/2015	GR	12	11	91.7%	
2014	12/19/2015	BR	23	20	87%	95%
2015	12/17/2016	BR	23	17	73.9%	87.8%
2015	8/9/2017	GR	16	15	93.8%	
2016	12/16/2017	BR	22	18	81.8%	84.4%
2017	12/15/2018	BR	23	12 - 5 IP		
2017	8/14/2019	GR	9	8	88.9%	
2018	12/14/2019	BR	13	12 IP		
2019	12/19/2020	BR	13	11 IP		

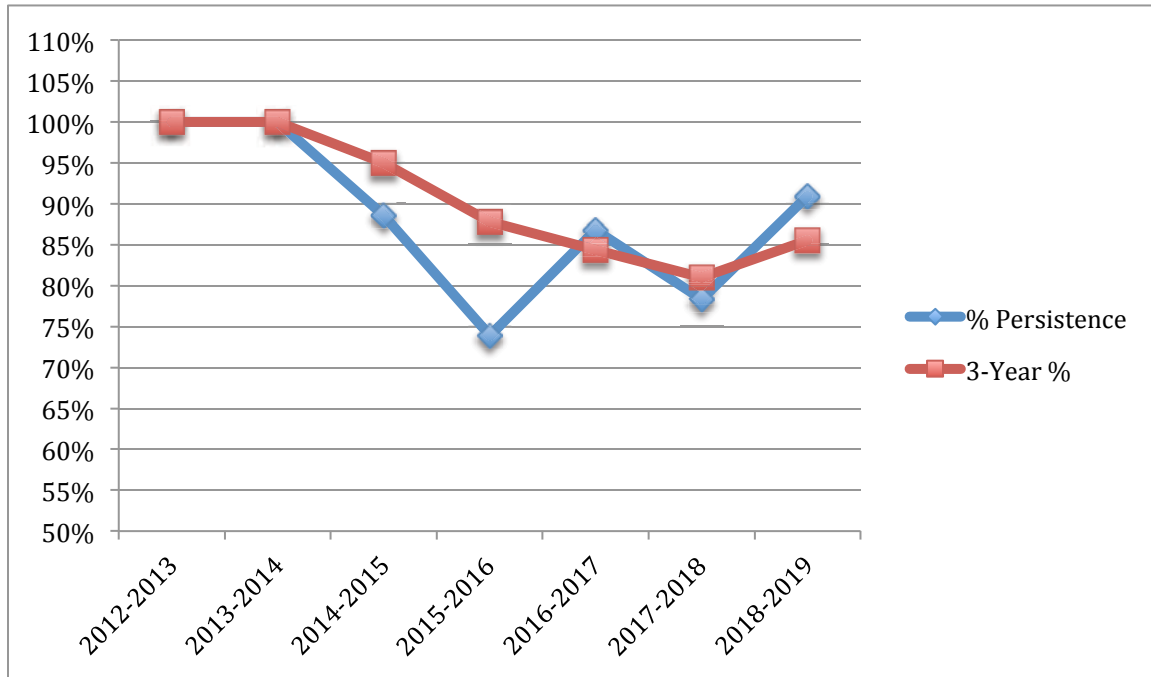


Enrollment in the Respiratory Care program has been trending with the overall decline in college admission across the country. Program faculty continue to participate in recruitment activities such as high school tours of the College of Health Professions, Dawg Days, new student orientation for those who are undecided, and community health fairs.

Persistence

The Respiratory Care program defines persistence as re-enrollment of students halfway through the program (beginning second year).

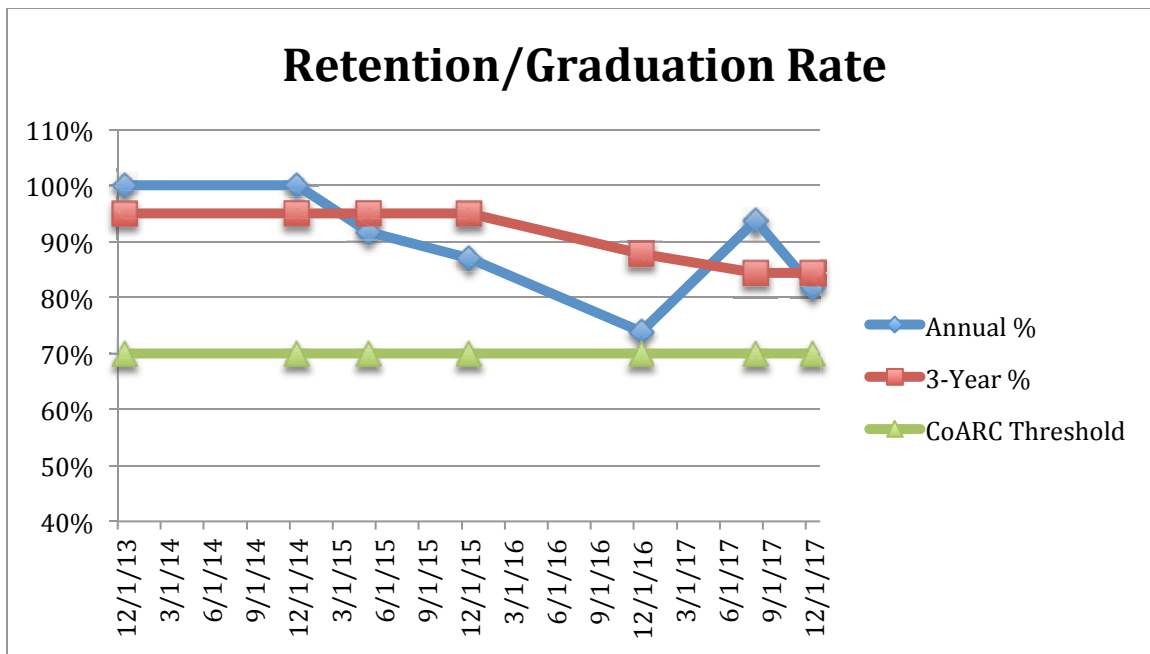
Cohort Year (6 continuous semesters)	Initial Program Enrollment (Semester 1)	2 nd Year Program Enrollment (Semester 4)	% Persistence	3-Year % Persistence
2012-2013	21	21	100%	100%
2013-2014	24	24	100%	100%
2014-2015	35	31	88.6%	95%
2015-2016	23	17	73.9%	87.8%
2016-2017	38	33	86.8%	84.4%
2017-2018	23	18	78.3%	81%
2018-2019	22	20	90.9%	85.5%



Persistence rates correlate with retention/graduation rates with little change from semester 4 to graduation.

Retention

The Respiratory Care program is required to maintain a threshold of 70% retention/graduation rate over a 3-year reporting period. As seen below, annual as well as 3-year retention/graduation rate has met the accreditation threshold.



On-Time Graduation

The Respiratory Care program is required to report annually on on-time graduation. This is an indication of retention beyond the expected graduation time (150%/200% time frames).

Enrollment Year	Graduation Date	Site	Number Initially Enrolled	On-Time Graduation	Percent On-Time Graduation	Graduated within 150%	Graduated within 200%
2013	12/13/2014	BR	24	22	91.6%	2	
2013	5/9/2015	GR	12	10	83.3%	1	
2014	12/19/2015	BR	23	20	87%		
2015	12/17/2016	BR	23	15	65.2%	2	
2015	8/9/2017	GR	16	13	81.3%	1	1
2016	12/16/2017	BR	22	16	72.7%	2	
2017	12/15/2018	BR	23	12 - 5 IP			
2017	8/14/2019	GR	9	8	88.9%		
2018	12/14/2019	BR	13	12 IP			
2019	12/19/2020	BR	13	11 IP			

While it would seem that a high retention/graduation rate is preferred, it directly relates to credential pass rates. The higher the retention/graduation rate the lower the credential pass rates. Please note both CRT and RRT credential rates in 2013 and 2014 where there was 100% retention. At the time credential rates were much lower due to reporting time frames. Credentialing success continues to improve the longer the graduate has to become credentialed. Therefore, in 2015 the 2012-2014 credentialing success rate was 76.4%, well below the national average. Since that time retention rates have dropped with appropriate credentialing success response.

On-Time graduation rates remain high with no more than 2 students each cohort graduating either the next semester or the next year (one exception of a part-time student at the Grand Rapids campus).

Participation of stakeholders

The Respiratory Care program, as required by CoARC, holds advisory board meetings twice a year. The advisory board is made up of the college dean, department chair, program coordinator, clinical coordinator, other faculty and instructors, employers, students, graduates, and a community member. The advisory board reviews all enrollment, retention, graduation, and on-time graduation and may make suggestions for improvement. See [Appendix 6](#).

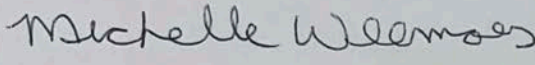
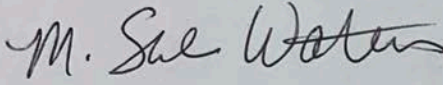
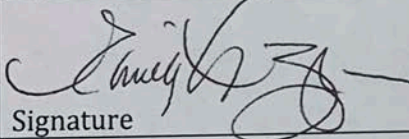
Resources Needed

The Respiratory Care program is able to utilize Perkins Grant awards for physical and technological infrastructure and has been able to obtain several large pieces of equipment necessary to provide hands-on experiences during course work. At this time there is no need for additional faculty or teaching personnel. The advisory board reviews any fiscal needs and has input on addition of new equipment. See [Appendix 7](#).

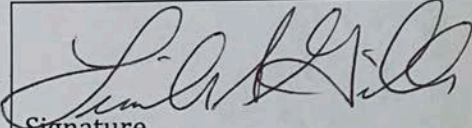
SECTION 4 – SIGNATURE PAGE

Respiratory Care Program – AAS Degree
 300A Victor F. Spathelf Building
 200 Ferris Drive
 Big Rapids, MI 49307 – 231.591.3186

My signature below indicates that I was a contributing member of the Program Review Panel responsible for completion of the final Academic Program Review report submitted for review by the Academic Program Review Council, Academic Senate, Provost, and President of Ferris State University and attest to its completeness and soundness:

 Signature	Date 10/7/19	Michelle Weemaes DLTS Department Chair 231.591.3071 MichelleWeemaes@ferris.edu
 Signature	Date 10/7/19	Sue Waters Program Coordinator 231.591.3186 MargaretWaters@ferris.edu
 Signature	Date 10/7/19	Emily Zyla Clinical Coordinator 231.591.2275 EmilyZyla@ferris.edu

My signature below indicates that I have reviewed the Academic Program Review report submitted for review by the Academic Program Review Council, Academic Senate, Provost, and President of Ferris State University and attest to its completeness and soundness. I also attest to the accuracy of the faculty list and qualifications for teaching in the program.

 Signature	Date 10/8/19	Dr. Lincoln Gibbs Dean College of Health Professions 231.591.2269 LincolnGibbs@ferris.edu
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APPENDICES

Appendix 1 – Accreditation Documentation



COMMISSION ON ACCREDITATION FOR RESPIRATORY CARE ON-SITE REVIEW REPORT (For Use with CSSR)

INSTRUCTIONS FOR USE OF ON-SITE REVIEW REPORT

The On-Site Review Report form (OSRR) is designed to allow for standardized review and reporting on Respiratory Care programs. The On-Site Review is an integral component of the accreditation review process. As such, the on-site review team should focus its review on the following:

1. The Evidence of Compliance required at time of on-site evaluation (specific evidence is listed in this report and relevant Standards are **highlighted**);
2. Standards identified as “Appear Not Met” or for which compliance could not be determined at time of self-study review;
3. Specific issues (Form X) identified by the Program Referee;
4. Findings from Self-Study Report questionnaires and on-site interviews.

In order to make the best use of the time available for the on-site review, the site visit team should refrain from reviewing Standards that have been previously determined to be compliant based on evidence submitted during the self-study, unless circumstances dictate. **However, should the site visit team identify deficiencies in Standards previously identified by the self-study review to be compliant, the site visit team should check “Not Met” on Form B with a rationale, and provide further comments to the Referee on the second page of Form X.**

How to Use the Form:

1. Meet as a team to discuss the agreement with each Standard. Complete the Summary Checklist (Form B) by noting “Standard Appears Met,” or “Standard Appears Not Met.” Include the Rationale as to how the findings of the Team support the citation. Be specific.
2. List program strengths (Form C).
3. Complete Suggestions for Enhancement (Form D) if appropriate.
4. Complete Additional Comments (Form E) if appropriate.
5. Complete Form X to provide to the Referee comments or possible remedies for each citation listed on Form B. Do not present these recommendations to the program.
6. Circulate Form A to have each Summation Conference attendee print his/her name, so you may type each name on the electronic report.

Communication of Findings:

The team should meet with the program personnel prior to the Summation Conference to discuss findings and to eliminate any potential misunderstandings.

Submitting the Report:

Typing in the names of each team member on Form A is considered an electronic signature and both are in agreement with the report findings and submission of the OSRR. The Team Captain is responsible for submitting the report electronically within 5 working days of the visit. All Forms must be returned to the Executive Office. Reimbursement for all trip expenses will not be paid until the report is submitted.



ON-SITE REVIEW REPORT

(For use with the CSSR)

Program Name: Ferris State University

Program #: 200108

On-Site Reviewer Check List:

Read Opening Script

Conduct interviews

- CEO, Dean/Division Chair
- Support Personnel
- Graduates
- Advisory Committee members
- _____

- Key Personnel (PD, DCE, MD)
- Faculty
- 1st year students
- 2nd year students
- _____

Review documentation

(Including Minimal Evidence of Compliance Available for On-Site Review Team)

Standards 1.04/1.09/5.09/5.11:

- Copies of duly executed agreement, contract or memorandum of understanding for each affiliate (e.g., institutions, clinics, or other health settings not under the authority of the sponsoring institution but that are used by the program for clinical experiences.)

Standards 2.05/2.10:

- State license and RRT verification.

Standards 2.08/2.13/2.15/2.16/5.12:

- Results of student course evaluations.

Standard 2.14:

- Appointment letter/Contractual agreement.
- Records of physician instructional input.

Standards 3.09/4.03/4.04/4.06/4.07:

- Course syllabi for all respiratory care courses. Each syllabus should, at a minimum, include the following: course description, learning goals/outcomes, specific instructional objectives, methods of evaluation, content outline, and criteria for successful course completion.

Standards 3.06/3.09/3.10:

- Student evaluations performed by faculty, supporting the uniform and equitable administration of the evaluations;



COMMISSION ON ACCREDITATION FOR RESPIRATORY CARE
ON-SITE REVIEW REPORT (For Use with CSSR)

- Student evaluations of instruction documenting the following:
 - (a) satisfaction with the uniform and equitable administration of evaluations;
 - (b) satisfaction with the frequency of evaluations and opportunities for remediation.

Results of student course and faculty evaluations by cohort groups separately for base programs and program options (if not applicable, check here).

Standard 3.11:

- Records of training participation by clinical evaluators;
- Results of a review of student evaluations for the purpose of determining inter-rater reliability.

Standard 3.16:

- Results of evaluations for all clinical sites and preceptors;
- Results of student evaluations of clinical courses, sites, and preceptors.

Standard 4.12:

- Clinical evaluation mechanisms that document the progressive independence of the student in the clinical setting;
- Clinical syllabi detailing student competencies;
- Program evaluation plan and results of these evaluations for all clinical sites and preceptors.

Standards 4.01/4.02:

- Documentation of competencies encompassing knowledge, technical proficiency, and behaviors expected of program graduates;
- Evaluation mechanisms designed to monitor knowledge, performance, and behavior.

Standards 3.12/4.08/4.09/4.12:

- Records of CoARC graduate and employer satisfaction surveys.

Standard 3.16/4.11/4.12:

- Records of CoARC Student-Program Resource Surveys and Program-Personnel Resource Surveys.

Standard 5.10:

- Student advanced placement and course equivalency documentation (if not applicable, check here).

Standard 5.12:

- Work study contracts (if not applicable, check here).

Standard 5.15:



- Documented Health Insurance Portability and Accountability Act of 1996 (HIPAA) training.

Standards 3.09/5.15/5.16:

- Documentation of academic advisement and counseling sessions with students.

Standards 5.18/5.19/5.20/5.21:

- Hard copy or electronic student records for at least the past five (5) years.

Standard 5.22:

Hard copy or electronic copy of each of the following (for at least the past five (5) years):

- Annual Report of Current Status and supporting documentation;
- Course syllabi;
- Resource assessment surveys;
- Clinical affiliate agreements and schedules;
- Advisory Committee minutes.

Additional Documentation:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Inspect facilities:

- Classrooms
- Laboratories (respiratory, computer)
- _____
- Student ancillary
- Offices
- _____

- Prepare preliminary site visit report on site
- Consultation Conference
- Summation Conference: read Summation Script, including strengths and deficiencies
- Finalize site visit report, if necessary
- File site visit report with CoARC Executive Office within 5 working days of visit



FORM B

Summary Checklist

FORM B

Program Name: Ferris State University

Program #: 200108

Instructions: Check the appropriate box indicating the team’s judgment of the compliance with each of the Standards based on the review of the evidence obtained from the on-site review. After the report is submitted to CoARC, the program Referee may add, delete, or modify the content of the report prior to sending the report to the program. The program is then allowed the opportunity to respond in writing before final action is taken by the CoARC Board.

Note: Evidence for compliance with highlighted Standards must be made available to on-site review team.

Standard	Standard Description	Standard Appears Met	Standard Appears Not Met , including Rationale (i.e., describe the findings that support the judgment that the Standard appears Not Met . Be specific about which elements of a Standard appear Not Met .)	Compliance determined at time of Self-Study Submission
I	PROGRAM ADMINISTRATION AND SPONSORSHIP			
	Institutional Accreditation			
1.01	Sponsor is accredited and authorized to award a minimum of an Associate’s degree.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input checked="" type="checkbox"/>
	Consortium			
1.02	Responsibilities of consortium formally documented. <input checked="" type="checkbox"/> check if not applicable	<input type="checkbox"/>	<input type="checkbox"/> Rationale:	<input checked="" type="checkbox"/>
1.03	Consortium capable of providing requisite instruction. <input checked="" type="checkbox"/> check if not applicable	<input type="checkbox"/>	<input type="checkbox"/> Rationale:	<input checked="" type="checkbox"/>
	Sponsor Responsibilities			
1.04	Sponsor (or consortium) responsibilities (a –i).	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input type="checkbox"/>
	Program Location			
1.05	Located in accredited postsecondary institution, consortium institution, or U.S. military facility.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input checked="" type="checkbox"/>



COMMISSION ON ACCREDITATION FOR RESPIRATORY CARE
ON-SITE REVIEW REPORT (For Use with CSSR)

Standard	Standard Description	Standard Appears Met	Standard Appears Not Met, including Rationale (i.e., describe the findings that support the judgment that the Standard appears Not Met. Be specific about which elements of a Standard appear Not Met.)	Compliance determined at time of Self-Study Submission
1.06	Sponsor provides equivalent academic support and resources to all program locations. <input checked="" type="checkbox"/> check if not applicable	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input checked="" type="checkbox"/>
1.07	Program academic policies apply to all locations.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input checked="" type="checkbox"/>
Substantive Changes				
1.08	Substantive Changes reported according to CoARC Policy 9.0 <input checked="" type="checkbox"/> check if not applicable	<input type="checkbox"/>	<input type="checkbox"/> Rationale:	<input checked="" type="checkbox"/>
Affiliate Agreements				
1.09	Formal agreement/MOU bw sponsor & affiliates.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input type="checkbox"/>
II INSTITUTIONAL AND PERSONNEL RESOURCES				
Institutional Resources				
2.01	Sponsor ensures that resources are sufficient to achieve program goals regardless of location.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input checked="" type="checkbox"/>
Personnel Resources				
2.02	Sponsor ensures sufficient number of qualified faculty, preceptors, and admin/tech support staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input checked="" type="checkbox"/>
Key Program Personnel				
2.03	Sponsor appoints FT PD and DCE, and MD.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input checked="" type="checkbox"/>
Program Director				
2.04	Responsibilities.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input checked="" type="checkbox"/>
2.05	Holds valid RRT and professional license/cert.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input type="checkbox"/>
2.06	Has at least a Baccalaureate degree.	Compliance with Standard verified by documentation previously received by EO.		
2.07	Has min 4 yrs RRT/2 yrs clinical/2 yrs teaching.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input checked="" type="checkbox"/>
2.08	Has regular/consistent contact w/fac & students.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input type="checkbox"/>



COMMISSION ON ACCREDITATION FOR RESPIRATORY CARE
ON-SITE REVIEW REPORT (For Use with CSSR)

Standard	Standard Description	Standard Appears Met	Standard Appears Not Met , including Rationale (i.e., describe the findings that support the judgment that the Standard appears Not Met . Be specific about which elements of a Standard appear Not Met .)	Compliance determined at time of Self-Study Submission
	Director of Clinical Education			
2.09	Responsibilities.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input checked="" type="checkbox"/>
2.10	Holds valid RRT and professional license/cert.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input type="checkbox"/>
2.11	Has at least a Baccalaureate degree.	Compliance with Standard verified by documentation previously received by EO.		
2.12	Has min 4 yrs RRT/2 yrs clinical/2 yrs teaching.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input type="checkbox"/>
2.13	Has regular/consistent contact w/fac, clin, students.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input type="checkbox"/>
	Medical Director			
2.14	MD responsibilities and qualifications.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input type="checkbox"/>
	Instructional Faculty			
2.15	Sufficient faculty; student to clin faculty ratio ≤ 6:1.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input type="checkbox"/>
2.16	Instructor qualifications.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input type="checkbox"/>
	Administrative Support Staff			
2.17	Sufficient administrative and clerical support.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input checked="" type="checkbox"/>
III	PROGRAM GOALS, OUTCOMES, AND ASSESSMENT			
	Statement of Program Goals			
3.01	Statements define minimum expectations.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input checked="" type="checkbox"/>
3.02	Statements reviewed annually by program faculty.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input checked="" type="checkbox"/>
3.03	Goals compatible w/ nationally accepted standards.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input checked="" type="checkbox"/>
3.04	Advisory committee composition & responsibilities.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input type="checkbox"/>
	Assessment of Program Goals			
3.05	Systematic assessment process instituted.	Reviewed at the time of the annual report submission for compliance.		



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3.06	Distance ed effectiveness/outcomes reported for base program and options. <input checked="" type="checkbox"/> check if not applicable	<input type="checkbox"/>	<input type="checkbox"/> Rationale:	<input checked="" type="checkbox"/>
Assessment of Program Resources				
3.07	Assessed at least annually by using RAM.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input checked="" type="checkbox"/>
3.08	Components documented for each resource.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input checked="" type="checkbox"/>
Student Evaluation				
3.09	Documented w/ sufficient frequency/remediation.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input type="checkbox"/>
3.10	Conducted uniformly and equitably.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input type="checkbox"/>
3.11	Inter-rater reliability for clinical evaluations.	<input type="checkbox"/>	<input checked="" type="checkbox"/> Rationale: There is no inter-rater reliability policy or training in place, and no relevant documentation. Some data has been collected, but requires analysis.	<input type="checkbox"/>
Assessment of Program Outcomes				
3.12	Assessed annually using CoARC surveys.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input type="checkbox"/>
3.13	Outcomes meet CoARC assessment thresholds.	Reviewed at the time of the annual report submission for compliance.		
3.14	Action plan developed for sub-threshold outcomes.	Reviewed at the time of the annual report submission for compliance.		
Reporting of Program Resources				
3.15	CoARC Annual RCS reporting tool submitted.	Reviewed at the time of the annual report submission for compliance.		
Clinical Site Evaluation				
3.16	Processes consistent, effective, and ongoing.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input type="checkbox"/>
IV CURRICULUM				
4.01	Prepares students to meet RRT competencies.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input type="checkbox"/>
4.02	Competencies defined, evaluated, & communicated.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input type="checkbox"/>



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4.03	Course syllabi provided for each RC course.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input type="checkbox"/>
	Minimum Course Content			
4.04	Curriculum includes and integrates specified areas.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input type="checkbox"/>
4.05	Curriculum includes and integrates specified areas.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input checked="" type="checkbox"/>
4.06	Curriculum includes and integrates specified areas.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input type="checkbox"/>
4.07	Reviewed/revised to ensure consistency with program-defined competencies.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input type="checkbox"/>
	Minimum Competencies			
4.08	Interpersonal and communication skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input type="checkbox"/>
4.09	Application of problem solving strategies.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input type="checkbox"/>
	Length of Study			
4.10	Sufficient to acquire knowledge/competencies.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input checked="" type="checkbox"/>
	Equivalency			
4.11	Course content, learning experiences, and access to learning materials regardless of location.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input type="checkbox"/>
	Clinical Practice			
4.12	Sufficient quality/duration to meet program goals.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input type="checkbox"/>
V	FAIR PRACTICES AND RECORDKEEPING			
	Disclosure			
5.01	Published info accurately reflects program offered.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input checked="" type="checkbox"/>
5.02	Required info made known to applicants & students.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input checked="" type="checkbox"/>
5.03	CoARC URL on program website/known to public.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input checked="" type="checkbox"/>



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Standard	Standard Description	Standard Appears Met	Standard Appears Not Met , including Rationale (i.e., describe the findings that support the judgment that the Standard appears Not Met . Be specific about which elements of a Standard appear Not Met .)	Compliance determined at time of Self-Study Submission
Non-discriminatory Practice				
5.04	Program activities are non-discriminatory and lawful.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input checked="" type="checkbox"/>
5.05	Appeal procedures ensure fairness/due process.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input checked="" type="checkbox"/>
5.06	Faculty grievance procedure made known to faculty.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input checked="" type="checkbox"/>
5.07	Policies are consistent with fed/state laws and regs.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input checked="" type="checkbox"/>
5.08	Students admitted according to published policies.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input checked="" type="checkbox"/>
5.09	Agreements with all clinical sites secured only by program; preceptors designated for each site.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input type="checkbox"/>
5.10	Advanced placement policies <input type="checkbox"/> check if not documented. <input type="checkbox"/> applicable	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input type="checkbox"/>
Safeguards				
5.11	Health and safety of patients, students, and faculty adequately safeguarded.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input type="checkbox"/>
5.12	Students are not substituted for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input type="checkbox"/>
5.13	Students do not receive remuneration in exchange for clinical coursework and experiences.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input checked="" type="checkbox"/>
Academic Guidance				
5.14	Program ensures availability to all students.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input checked="" type="checkbox"/>
5.15	Students have access to academic support services.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input type="checkbox"/>
5.16	Timely access to faculty for assistance/counseling.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input type="checkbox"/>
Student Identification				
5.17	Students are clearly identified in the clinical setting.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input checked="" type="checkbox"/>
Student Records				



**COMMISSION ON ACCREDITATION FOR RESPIRATORY CARE
ON-SITE REVIEW REPORT (For Use with CSSR)**

Standard	Standard Description	Standard Appears Met	Standard Appears Not Met , including Rationale (i.e., describe the findings that support the judgment that the Standard appears Not Met . Be specific about which elements of a Standard appear Not Met .)	Compliance determined at time of Self-Study Submission
5.18	Records/grades secure, safe, and accessible.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input type="checkbox"/>
5.19	Student evals maintained in sufficient detail/5 years.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input type="checkbox"/>
5.20	Specified student records kept by sponsor.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input type="checkbox"/>
Program Records				
5.21	Prog records maintained in sufficient detail/5 years.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input type="checkbox"/>
5.22	Specified program records kept by sponsor.	<input checked="" type="checkbox"/>	<input type="checkbox"/> Rationale:	<input type="checkbox"/>



FORM C

Strengths

FORM C

Program: Ferris State University

Program #:200108

Write the Strengths of the program.
1. Competent, organized, enthusiastic Department Head, Temporary Program Director, and Director of Clinical Education who provide outstanding direction and professional development of the program, students, and communities of interest. The current Temporary Program Director and Director of Clinical Education are fully dedicated to the ongoing success of the program.
2. All communities of interest are very supportive of the program and future growth and development.
3. The current Medical Director is very supportive of the program, and has expressed a desire to be more involved with direct student interaction in the clinical setting.
4. Clinical sites and instructors provide excellent opportunities for students to complete this component of the program of study. Representatives were very supportive and complimentary of graduates, who they actively seek out as potential employees on a regular basis.
5. Administrative staff at the university are very supportive of the program and future growth opportunities (baccalaureate degree).

*Duplicate as Necessary



FORM D

Suggestions for Enhancement

FORM D

Program: Ferris State University

Program #:200108

Standard (Reference)	Write the Suggestions for Enhancement. (Note: Programs are <u>not</u> required to respond to Suggestions for Enhancement).
4.12	Include more overall clinical hours and experiences in the curriculum as well as specialty areas. Specialty areas may include, but are not limited to, long-term care, home care, cardiopulmonary diagnostics, intubation/airway management, exercise testing, and cardiopulmonary rehabilitation.
4.10	Revise the curriculum to make it less compressed. The program either needs to convert to a BS or add an additional semester to the AAS degree. Four semesters seem to be too compressed - most AAS programs contain 5-6 semesters. This revision may allow students to better assimilate and retain information to improve outcomes, proficiencies, and test scores.
3.04	Add an advisory committee non-faculty chair. CoARC highly recommends a non-faculty chair to be elected to serve on the advisory committee.
2.01	The program and university should examine the coordination of advisement activities related to pre-respiratory therapy students. A number of current students expressed numerous issues and concerns with this process.
3.11 & 3.16	Develop clinical instructor handbook with inclusion of inter-rater reliability policy and processes.
2.14	Develop and implement a clinical rotation with the Medical Director. Program faculty should additionally ensure that the responsibilities of the position have been communicated to the Medical Director.
5.09	Develop and maintain a list of authorized clinical preceptors at all affiliate organizations and ensure that they are included in the inter-rater reliability training and ongoing activities.
3.13	Require students to attend a professional review seminar prior to graduation to enhance NBRC examination outcomes.

Duplicate as Necessary



FORM F Referee's Analysis of the On-Site Review Report -CSSR FORM F

Program: Ferris State University

Program #:200108

Dear Sponsor and Program Director,

I have reviewed the findings documented by the Site Visit team during the recent on-site review of your program and made revisions, as necessary. Please review the entire report. Stated below are required means by which the program must demonstrate compliance with the Standards cited.

In a separate communication, CoARC has informed you of the opportunity and deadline to verify/challenge the accuracy of this report as well as the deadline by which you may submit new information indicating the manner in which the citations have been addressed.

If you have any questions, please feel free to contact me or the Executive Director.

Standard (from Form B)	Rationale for Citation	Documentation to Address Compliance with Standard
3.11	There is no evidence of inter-rater policy or training, documentation is also lacking that data has been collected or analyzed.	Documentation of an inter-rater reliability plan that includes a description of evaluator training and records of training participation by clinical evaluators. Documentation of review and analysis of clinical evaluations completed by individuals performing clinical evaluations. Documentation of implementation of an action plan to reduce variability when variability is identified.

Duplicate as Necessary

Referee Signature Signifying Approval of Document Release to the Program:

Michael Prewitt, PhD, RRT

Date: **01/08/2014**

Note: Typing in the Referee's name represents an electronic signature of this document

Executive Director Signature Signifying Approval of Document Release to the Program:

Tom Smalling, PhD, RRT, RPFT, RPSGT, FAARC

Date: **01/15/2014**

Note: Typing in the Executive Director's name represents an electronic signature of this document

March 31, 2014

David Eisler, PhD, President
Ferris State University
Respiratory Care Program
1201 S State Street, CSS 301
Big Rapids, MI 49307

RE: Program Number 200108

Dear Dr. Eisler:

At its March 2014 meeting, the Commission on Accreditation for Respiratory Care (CoARC) voted to award **Continuing Accreditation** to the AAS Degree Respiratory Care Program at Ferris State University.

The recent accreditation review conducted by CoARC recognizes the Program's commitment towards compliance with the nationally established accreditation Standards. The next comprehensive evaluation of the Program and an on-site review is scheduled to occur no later than **2024**.

CoARC engages in an accreditation dialogue with the Program to identify any deficiencies and implement action plans to remediate such deficiencies (see Sections 3 and 4 of the CoARC Accreditation Policies and Procedures Manual). CoARC requires a Program to submit documentation addressing any Standard not met (i.e. citation) as a Progress Report. The Progress Report must be submitted within the specified period of time addressing the Standard(s) with which the Program has been found to be in non-compliance. The Progress Report will constitute the basis for Commission action. The action is either to accept the report, finding the Program in compliance with all CoARC Standards, or if the Program does not demonstrate compliance with the Standards within the specified time frame stated in the Program action letter, the Commission may either (1) request an additional Progress Report or (2) confer a Probationary Accreditation status.

The Commission voted to request a Progress Report to address the following Standard citation (for a copy of the Standards, check the CoARC website at www.coarc.com):

Standard Citation 1

Standard 3.11 Program Goals, Outcomes, and Assessment – Student Evaluation

The program must develop processes that facilitate the development of inter-rater reliability among those individuals who perform student clinical evaluations.

Rationale for Citation: The on-site evaluation in December 2013 revealed that the process of inter-rater reliability for individuals performing student clinical evaluations was not adequate.

Program Required Response (Evidence for Compliance):

- 1. Submit an action plan addressing clinical preceptor training and records of participation by clinical preceptors, documentation of review and analysis of completed clinical evaluations, and evidence that the plan will reduce variability when identified.*

The Progress Report must be sent electronically to CoARC on or before **May 20, 2014** by emailing lisa@coarc.com. CoARC will evaluate the Program's response at its July 2014 meeting. Failure to submit the required response above may result in Administrative Probation (see CoARC Policy 1.056).

In addition to the comprehensive evaluation, CoARC regularly monitors the Program's compliance with established outcomes assessment thresholds (Standard 3.13) through the Annual Report of Current Status submitted annually by the Program as well as other documentation that may be requested. The next Annual Report of Current Status is due July 1, 2014.

Based on the 2013 RCS, Ferris State University also currently meets its approved maximum annual enrollment of **50** students per calendar year or less. According to the CoARC Policy 9.10, the program has the flexibility to adjust its maximum annual enrollment of **50** students per calendar year by allowing **5** additional students to be enrolled per calendar year. In the future, if the program is eligible and wishes to exceed their maximum annual enrollment, a Request for Substantive Change (available at www.coarc.com) must be submitted to the CoARC Executive Office and approved prior to the implementation of this change.

Questions concerning the submission or content of the Progress Report should be directed to Lisa Collard (lisa@coarc.com or 817-283-2835 ext. 106).

The Commission commends you and your colleagues for your commitment to continuous quality improvement in education, as demonstrated by your participation in programmatic accreditation.

Sincerely,



Thomas R. Smalling, PhD, RRT, RPFT, RPSGT, FAARC
Executive Director

cc: Matthew Adeyanju, PhD, Dean
Emily Zyla, BS, RRT, Program Director
Michael Prewitt, PhD, RRT, FCCP, Referee (Emailed)



2018 Report of Current Status
Four-Year College or University
Base Entry
200108



Ferris State University - Base Entry

Address 1	200 Ferris Dr
Address 2	-
City	Big Rapids
Zip Code	49307
State/Territory	Michigan
Phone	231-591-2500
Program URL	http://catalog.ferris.edu/programs/
Outcomes URL	
CoARC Program ID	200108
Program Status	Accreditation
Degree Offered	AAS Degree
Degree Name	-
Institution Control	Public/Not-For-Profit
Institution Type	Four-Year College or University
Max Annual Enrollment	50
Curriculum Delivery	Traditional/Blended
Show CRT/RRT Exams on Outcomes	No
Baccalaureate Degree Eligible	No

Personnel

Program Director

Full Name	Ms. Margaret Sue Waters
Credentials	-
Highest Degree Earned	-
Email	margaretwaters@ferris.edu
Phone	(999) 999-9999

Program Director

Full Name	Ms. Margaret Waters
Credentials	RRT-ACCS
Highest Degree Earned	Master of Arts in Teaching
Email	margaretwaters@ferris.edu
Phone	(734) 673-4743

Director of Clinical Ed.

Full Name	Ms. Emily Zyla
Credentials	RRT
Highest Degree Earned	Master of Science
Email	emilyzyla@ferris.edu
Phone	(231) 591-3186

Dean/Administrator

Full Name	Dr. Lincoln Gibbs
Credentials	-
Highest Degree Earned	PhD
Email	lincolngibbs@ferris.edu
Phone	(231) 591-2269

Clinical Affiliates

Alpena General Hospital	Alpena	Michigan	49707
Gerber Memorial Hospital	Fremont	Michigan	49412
McLaren - Lansing	Lansing	Michigan	48910
Lakeland Regional Health System	St. Joseph	Michigan	49085
Spectrum Big Rapids Hospital	Big Rapids	Michigan	49307
Metro Health Hospital	Grand Rapids	Michigan	49519
Spectrum Health - Reed City	Reed City	Michigan	49677
Saint Mary's Health System	Grand Rapids	Michigan	49503
St. Mary's Medical Center	Saginaw	Michigan	48604
Spectrum Health - Butterworth	Grand Rapids	Michigan	49503
Spectrum Health - Blodgett	Grand Rapids	Michigan	49503
Spectrum Health - United Memorial	Greenville	Michigan	48838
Allegiance Hospital	Jackson	Michigan	49201
MidMichigan Medical Center-Gratiot	Alma	Michigan	48801
Pennock Healthcare Services	Hastings	Michigan	49058
Zeeland Community Hospital	Zeeland	Michigan	49464
Otsego Memorial Hospital	Gaylord	Michigan	49735
Mercy Hospital	Cadillac	Michigan	49601
Spectrum Health Diagnostics	Grand Rapids	Michigan	49503
Northern Michigan Hospital	Petoskey	Michigan	49770
Carson City Hospital	Carson City	Michigan	48811
Sparrow Health System	Lansing	Michigan	48915
Mercy Hospital - Grayling	Grayling	Michigan	49738
Ann Arbor VAMC	Ann Arbor	Michigan	48105
Spectrum Health DeVos Children's Hospital	Grand Rapids	Michigan	49503
Metron of Greenville	Greenville	Michigan	48838
Holland Hospital	Holland	Michigan	49423
St. Joseph Mercy Hospital	Ypsilanti	Michigan	48917

Current Program Statistics

Enrollment Year	Enrollment Date	On-Time Graduation Date	Estimated Number of Applicants	Maximum Number of Students	Number Initially Enrolled	Number Enrolled After Class Start	Total Enrollment Number	"In Progress" to-date	Number of Students that Dropped Out	Percent Retention	# Grads to Date
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2005	8/29/2005	5/9/2008	25	50	20	0	20	0	0	100%	20
2006	8/28/2006	8/15/2008	85	50	66	0	66	0	20	0%	46
2007	1/15/2007	12/12/2008	91	50	25	0	25	0	8	0%	17
2007	8/27/2007	12/19/2009	61	50	53	0	53	0	18	0%	35
2008	1/14/2008	12/12/2010	129	50	43	0	43	0	12	0%	31
2008	5/20/2008	8/13/2010	22	50	22	0	22	0	7	0%	15
2008	8/25/2008	12/18/2010	56	50	41	0	41	0	10	0%	31
2009	1/12/2009	12/11/2010	25	50	20	0	20	0	10	0%	10
2009	5/19/2009	8/9/2011	30	50	26	0	26	0	12	0%	14
2009	8/31/2009	12/17/2011	70	50	49	0	49	0	6	0%	43
2010	8/30/2010	12/17/2011	75	50	21	0	21	0	0	100%	21
2010	1/11/2010	5/4/2012	50	50	48	0	48	0	25	0%	23
2010	8/30/2010	12/15/2012	50	50	25	0	25	0	10	0%	15
2011	8/29/2011	12/15/2012	42	50	26	0	26	0	0	100%	26
2012	8/27/2012	12/14/2013	35	24	21	0	21	3	0	100%	18
2013	1/14/2013	5/9/2015	15	20	12	0	12	0	1	0%	11
2013	8/26/2013	12/13/2014	30	24	24	0	24	0	0	100%	24
2014	8/25/2014	12/19/2015	70	50	23	0	23	0	3	0%	20
2015	1/12/2015	8/9/2017	17	20	16	0	16	1	1	0%	14
2015	8/31/2015	12/17/2016	50	24	23	0	23	0	6	0%	17
2016	8/29/2016	12/16/2017	50	24	22	0	22	1	4	0%	17
2017	5/16/2017	12/15/2018	50	24	23	0	23	18	5	0%	0
2017	8/28/2017	8/14/2019	12	18	9	0	9	8	1	0%	0
2018	5/15/2018	12/14/2019	15	24	13	0	13	13	0	100%	0

Graduates by Enrollment Cohort

Enrollment Year	Enrollment Date	On-time Graduation Date	2018	2017	2016	2015	2014	2013	# Graduates to Date
2005	8/29/2005	5/9/2008							20
2006	8/28/2006	8/15/2008							46
2007	1/15/2007	12/12/2008							17
2007	8/27/2007	12/19/2009	1						35
2008	1/14/2008	12/12/2010	2						31
2008	5/20/2008	8/13/2010	3						15
2008	8/25/2008	12/18/2010	1						31
2009	1/12/2009	12/11/2010							10
2009	5/19/2009	8/9/2011	1						14
2009	8/31/2009	12/17/2011	3						43
2010	8/30/2010	12/17/2011							21
2010	1/11/2010	5/4/2012	2						23
2010	8/30/2010	12/15/2012							15
2011	8/29/2011	12/15/2012							26
2012	8/27/2012	12/14/2013						18	18
2013	1/14/2013	5/9/2015				11			11
2013	8/26/2013	12/13/2014				3	21		24
2014	8/25/2014	12/19/2015				20			20
2015	1/12/2015	8/9/2017	1	12	1				14
2015	8/31/2015	12/17/2016		2	15				17
2016	8/29/2016	12/16/2017	1	16					17
2017	5/16/2017	12/15/2018							0
2017	8/28/2017	8/14/2019							0
2018	5/15/2018	12/14/2019							0

Outcomes

CRT

	2018	2017	2016	2015
Graduates	15	30	16	34
Passed CRT	2	28	16	33
% Passed	13%	93%	100%	97%
Threshold	80%	80%	80%	80%

2015 - 2017 Avg: 96 %

Analysis

Action Plan

No action necessary

RRT

	2018	2017	2016	2015
Graduates	15	30	16	34
Passed RRT	2	22	13	27
% Passed RRT	13%	73%	81%	79%
Threshold	0%	10%	10%	10%

2015 - 2017 Avg: 77 %

Comments

One disadvantage for this score is that our cohorts graduate in December of each year. This reduces the amount of time to obtain this credential for the final year of the report.

TMC High Cut Score

	2018	2017	2016	2015
Graduates	15	30	16	34
Passed High Cut Score	0	27	15	29
% Passed	0%	90%	94%	85%
Threshold	0%	10%	16%	10%

2015 - 2017 Avg: 89 %

Comments

Note that the % passed is increasing.

TMC Sub Scores by Content Category

Completion of this section provides documentation towards demonstrating compliance with CoARC Standards 3.05 and 4.03.

Analysis

There were no sections with sub-scores less than 90% of the national mean on New Candidate Summary for those who graduated between 2015 and 2017.

Action Plan

No action necessary

Retention

	2018	2017	2016	2015
Students Enrolled	13	32	22	39
Dropped Out	0	5	4	4
% Retention	100%	85%	82%	90%
Threshold	70%	70%	70%	70%

2015 - 2017 Avg: 85 %

Analysis

Action Plan

No action necessary

Job Placement

	2018	2017	2016	2015
Graduates	15	30	16	34
Employed	0	27	16	33
% Placement	0%	90%	100%	97%
Threshold	0%	10%	10%	10%

2015 - 2017 Avg: 95 %

Comments

We have very good job placement in our area.

On-Time Graduation Rate

	2018	2017	2016	2015
Graduates	15	30	16	34
On-time Graduates	0	28	15	30
% On-time Grad Rate	0.00%	93.00%	94.00%	88.00%
Threshold	70%	70%	70%	70%

2015 - 2017 Avg: 91 %

Analysis

Action Plan

No action necessary

Employer Satisfaction

	2018	2017	2016	2015
Graduates	15	30	16	34
Employed	0	27	16	33
Surveys Returned	0	21	0	12
Positive Survey Items	0	21	0	11
% Positive Items	0%	100%	0%	92%
Threshold	80%	80%	80%	80%

2015 - 2017 Avg: 63 %

Analysis

Unable to input data for 2016. Otherwise average is above threshold. 92.9% to 100% scored 3 or higher in all areas.

Action Plan

No action necessary

Graduate Satisfaction

	2018	2017	2016	2015
Graduates	15	30	16	34
Employed	0	27	16	33
Surveys Returned	0	14	0	11
Positive Survey Items	0	14	0	11
% Positive Items	0%	100%	0%	100%
Threshold	80%	80%	80%	80%

2015 - 2017 Avg: 100 %

Analysis

Unable to input data for 2016. Otherwise all areas above threshold. 95.2% to 100% scored 3 or higher in every area.

Action Plan

No action necessary

Outcome Summary

	2018	2017	2016	2015	2014	2013	2012	2011	2010	Threshold	Current Period 3 year average 2017-2015	Previous Period 3 year average 2016-2014
Retention	100%	85%	82%	90%	92%	98%	100%	100%	78%	70%	85%	88%
Job Placement	N/A	90%	100%	97%	86%	89%	21%	58%	64%	0%	95%	94%
CRT Credentialing Success	13%	93%	100%	97%	85%	83%	85%	81%	83%	80%	96%	94%
RRT Credentialing Success	13%	73%	81%	79%	71%	61%	79%	60%	59%	0%	77%	77%
TMC High Cut Score Pass Rate	N/A	90%	94%	85%	81%	17%	N/A	N/A	N/A	0%	89%	86%
Overall Employer Satisfaction	N/A	100%	N/A	92%	100%	100%	100%	100%	100%	80%	96%	96%
Overall Graduate Satisfaction	N/A	100%	N/A	100%	92%	100%	100%	100%	95%	80%	100%	96%
On-Time Graduation Rate	N/A	93%	94%	88%	100%	100%	100%	49%	48%	70%	91%	94%

	2018	2017	2016	2015	2014	2013	2012	2011	2010	Total
Graduates	15	30	16	34	21	18	62	80	66	342
Enrollment	13	32	22	39	23	36	21	26	94	306

RAM Resources

Resource

Personnel

Purpose

To ensure the program has sufficient number of effective laboratory, classroom, and clinical instructors. (2.06/2.10/2.11/2.13)

Measurement System

- 1) Student resource surveys*
- 2) Personnel resource surveys *
- 3) Other

Date of Measurement

- 1) Nov-21-2017
- 2) Apr-16-2018
- 3)

Results & Analyses

1.A.1. 47 of 47 (100%) scored 3 or higher. 1.A.2. 46 of 46 (100%) scored 3 or higher, 1 NA. 1.A.3. 29 of 29 (100%) scored 3 or higher, 18 NA. 1.B.1. 47 of 47 (100%) scored 3 or higher. 1.B.2. 44 of 46 (95.7%) scored 3 or higher, 1 NA. 1.B.3. 29 of 29 (100%) scored 3 or higher, 18 NA. 1.C.1. 42 of 44 (95.5%) scored 3 or higher, 3 NA. 1.C.2. 40 of 41 (97.6%) scored 3 or higher, 6 NA.

1.A.1. 7 of 7 (100%) scored 3 or higher, 2 NA. 1.A.2. 7 of 7 (100%) scored 3 or higher, 2 NA. 1.A.3. 7 of 7 (100%) scored 3 or higher, 2 NA. 1.B.1 6 of 6 (100%) scored 3 or higher, 3 NA. 1.B.2. 6 of 6 (100%) scored 3 or higher, 3 NA. 1.B.3. 6 of 6 (100%) scored 3 or higher, 3 NA. 1.C.1. 8 of 8 (100%) scored 3 or higher, 1 NA. 1.C.2. 8 of 8 (100%) scored 3 or higher, 1 NA.

Action Plan & Follow-up

With scores of 95% or higher, no action is necessary. Surveys will continue to be assessed each year.

Resource

Facilities

Purpose

To provide adequate classroom, laboratory and accommodations to ensure effective instruction.(2.01)

Measurement System

- 1) Student resource surveys*
- 2) Personnel resource surveys *
- 3) Other

Date of Measurement

- 1) Nov-21-2017
- 2) Apr-16-2018
- 3)

Results & Analyses

2.A.1. 46 of 47 (97.9%) scored 3 or higher. 2.A.2. 45 of 47 (95.7%) scored 3 or higher. 2.A.3. 45 of 47 (95.7%) scored 3 or higher. 2.A.4. 46 of 46 (100%) scored 3 or higher, 1 missing. 2.B.1. 45 of 46 (97.8%) scored 3 or higher, 1 NA. 2.B.2. 44 of 46 (95.7%) scored 3 or higher, 1 NA. 2.B.3. 40 of 45 (88.9%) scored 3 or higher, 2 NA.

2.A.1. 7 of 7 (100%) scored 3 or higher, 2 NA. 2.A.2. 7 of 7 (100%) scored 3 or higher, 2 NA. 2.A.3. 7 of 7 (100%) scored 3 or higher, 2 NA. 2.A.4. 7 of 7 (100%) scored 3 or higher, 2 NA. 2.B.1. 6 of 6 (100%) scored 3 or higher, 3 NA. 2.B.2. 6 of 6 (100%) scored 3 or higher, 3 NA. 2.B.3. 6 of 6 (100%) scored 3 or higher, 3 NA.

Action Plan & Follow-up

With all but one score of 95% or higher, no action is necessary in those areas. 88.9% scored 3 or higher on 2.B.3. on student surveys, (seating in the laboratory) the plan includes adding seating. Surveys will continue to be assessed each year.

Resource

Laboratory

Purpose

To provide students with the equipment and exercises that will adequately prepare them for clinical practice.(2.01 / 4.08)

Measurement System

- 1) Student resource surveys*

2018 Report of Current Status, Four-Year College or University, Base Entry, 200108

12/14

- 2) Personnel resource surveys *
- 3) Other

Date of Measurement

- 1) Nov-21-2017
- 2) Apr-16-2018
- 3)

Results & Analyses

3.A. 42 of 46 (91.3%) scored 3 or higher, 1 NA. 3.B. 46 of 46 (100%) scored 3 or higher, 1 NA. 3.C. 46 of 46 (100%) scored 3 or higher, 1 NA. 3.D. 44 of 46 (95.7%) scored 3 or higher, 1 NA. 3.E. 43 of 46 (93.5%) scored 3 or higher, 1 NA. 3.F. 45 of 46 (97.8%) scored 3 or higher, 1 NA.

3.A. 7 of 7 (100%) scored 3 or higher, 2 NA. 3.B. 7 of 7 (100%) scored 3 or higher, 2 NA. 3.C. 7 of 7 (100%) scored 3 or higher, 2 NA. 3.D. 7 of 7 (100%) scored 3 or higher, 2 NA. 3.E. 7 of 7 (100%) scored 3 or higher, 2 NA. 3.F. 7 of 7 (100%) scored 3 or higher, 2 NA.

Action Plan & Follow-up

With scores of 91% or higher, no action is necessary. Surveys will continue to be assessed each year.

Resource

Academic Support

Purpose

To support student needs for supplemental reading, electronic and print reference materials, and research and computer resources. (2.01/2.15/5.11)

Measurement System

- 1) Student resource surveys*
- 2) Personnel resource surveys *
- 3) Other

Date of Measurement

- 1) Nov-21-2017
- 2) Apr-16-2018
- 3)

Results & Analyses

4.A. 47 of 47 (100%) scored 3 or higher. 4.B. 45 of 47 (95.7%) scored 3 or higher. 4.C. 46 of 47 (97.9%) scored 3 or higher. 4.D. 43 of 45 (95.6%) scored 3 or higher, with 2 NA. 4.E. 44 of 46 (95.6%) scored 3 or higher, with 1 NA. 4.F. 47 of 47 (100%) scored 3 or higher.

4.A. 7 of 7 (100%) scored 3 or higher, 2 NA. 4.B. 7 of 7 (100%) scored 3 or higher, 2 NA. 4.C. 7 of 7 (100%) scored 3 or higher, 2 NA.

Action Plan & Follow-up

With scores of 95% or higher, no action is necessary. Surveys will continue to be assessed each year.

Resource

Clinical

Purpose

To provide a sufficient variety of tasks and procedures for instruction to allow for student mastery of the program's required clinical competencies.(2.13 / 3.12 / 4.08 / 4.09)

Measurement System

- 1) Student resource surveys*
- 2) Personnel resource surveys *
- 3) Other

Date of Measurement

- 1) Nov-21-2017
- 2) Apr-16-2018
- 3)

Results & Analyses

5.A. 26 of 26 (100%) scored 3 or higher, 21 NA (did not attend clinical). 5.B. 25 of 25 (100%) scored 3 or higher, 22 NA (did not attend clinical). 5.C. 25 of 25 (100%) scored 3 or higher, 22 NA (did not attend clinical). 5.D. 25 of 25 (100%) scored 3 or higher, 22 NA (did not attend clinical). 5.E. 24 of 24 (100%) scored 3 or higher, 22 NA (did not attend clinical), 1 missing. 5.F. 24 of 24 (100%) scored 3 or higher, 22 NA (did not attend clinical), 1 missing. 5.G. 24 of 24 (100%) scored 3 or higher, 22 NA (did not attend clinical), 1 missing. 5.H. 23 of 24 (95.8%) scored 3 or higher, 22 NA (did not attend clinical), 1 missing.

6.A. 9 of 9 (100%) scored 3 or higher. 6.B. 9 of 9 (100%) scored 3 or higher. 6.C. 9 of 9 (100%) scored 3 or higher. 6.D. 9 of 9 (100%) scored 3 or higher. 6.E. 9 of 9 (100%) scored 3 or higher. 6.F. 9 of 9 (100%) scored 3 or higher. 6.G. 9 of 9 (100%) scored 3 or higher.

Action Plan & Follow-up

With scores of 95% or higher, no action is necessary. Surveys will continue to be assessed each year.

Resource

Financial

Purpose

To provide adequate fiscal support for the retention of personnel and the acquisition and maintenance of equipment and supplies.(2.01)

Measurement System

- 1) Student resource surveys*
- 2) Personnel resource surveys *
- 3) Other

Date of Measurement

- 1) Nov-21-2018
- 2) Apr-16-2018
- 3)

Results & Analyses

Faculty found budget for program insufficient to maintain laboratory in Grand Rapids for future cohorts. Budget adequate for Big Rapids campus.

5.A.1. 7 of 7 (100%) scored 3 or higher, 2 NA. 5.A.2. 7 of 7 (100%) scored 3 or higher, 2 NA. 5.A.3. 7 of 7 (100%) scored 3 or higher, 2 NA. 5.A.4. 7 of 7 (100%) scored 3 or higher, 2 NA. 5.A.5. 7 of 7 (100%) scored 3 or higher, 2 NA.

Action Plan & Follow-up

Program faculty and administration have recommended suspending admission to the Grand Rapids site (GR site will be a separate satellite site for next reporting period). Surveys and budget review will continue to be assessed each year.

Resource

Program Satellites Only

Purpose

To ensure that resources, services, and faculty at the satellite campus(es) are adequate and equivalent to those on the main campus. (1.05/2.14)

Measurement System

- 1) Student resource surveys*
- 2) Personnel resource surveys *
- 3) Other

Date of Measurement

- 1) Dec-27-2018
- 2) Dec-27-2018
- 3)

Results & Analyses

NA

NA

Action Plan & Follow-up

NA



COMMISSION ON ACCREDITATION
FOR RESPIRATORY CARE

April 15, 2019

Margaret Sue Waters, MAT, RRT-ACCS, Program Director
Respiratory Care Program
Ferris State University
200 Ferris Dr
Big Rapids, MI 49307

RE: Program Number 200108

Dear Ms. Waters:

Thank you for submitting your 2018 Annual Report of Current Status and Resource Assessment Matrix. The Commission on Accreditation for Respiratory Care (CoARC) reviews this information to determine ongoing compliance with accreditation Standards and CoARC Accreditation Policies and Procedures. Based on the outcomes you reported, your program has met or exceeded all currently set "thresholds" for success on each of the required outcome measures.

This is an accomplishment of which you, your staff, and institution should be proud. No further action is required on your part. Please continue your current program "Resource Assessment" and "Outcomes Assessment" activities in preparation for your next Annual Report due July 1, 2019.

Should you have specific questions or concerns involving the annual reporting process and/or the Commission's feedback on your Annual Report of Current Status, please do not hesitate to contact the CoARC Executive Office.

The Commission commends you and your colleagues for your commitment to continuous quality improvement in education, as demonstrated by your participation in programmatic accreditation.

Sincerely,

A handwritten signature in black ink, appearing to read "T. Smalling". The signature is fluid and cursive.

Thomas R. Smalling, PhD, RRT, RPFT, RPSGT, FAARC
Chief Executive Officer

cc: Lincoln Gibbs, EdD, Dean
David Eisler, PhD, President

Appendix 2 – Curriculum Mapping

Program - Respiratory Care (A.A.S.) - Mapping: Curriculum Mapping

Legend: (A) - Program Assessment, (I) - Introduced, (M) - Mastery, (R) - Reinforced

Outcomes	RESP 100	RESP 119	RESP 123	RESP 124	RESP 125	RESP 145	RESP 146	RESP 162	RESP 171	RESP 172	RESP 182	RESP 192	RESP 193	RESP 220	RESP 221	RESP 230	RESP 231	RESP 241	RESP 292	RESP 294	RESP 299
Graduates will utilize the knowledge/professional competencies to practice as an entry-level Respiratory Therapist - CHP Theme: Knowledge and professional competency	I, R	I, M, R			I, M	I, M	M, R	I, M	I, M	M, R			R	M, R	M, R	I, M	M, R		R	R	
Graduates will communicate effectively as a member of an interdisciplinary health care team. - CHP Theme: Communication	R	R											M, R	R	R				M, R		
Graduates will apply previously learned knowledge to the solution of new problems - CHP Theme: Critical thinking and problem-solving	I	I											M, R	R	R				M, R		
Graduates of the Respiratory Care Program will	I	I											M, R	R	R				M, R		

Outcomes	RESP 100	RESP 119	RESP 123	RESP 124	RESP 125	RESP 145	RESP 146	RESP 162	RESP 171	RESP 172	RESP 182	RESP 192	RESP 193	RESP 220	RESP 221	RESP 230	RESP 231	RESP 241	RESP 292	RESP 294	RESP 299
demonstrate professional and ethical behaviors - CHP Theme: Professional and ethical behaviors	I	I											M, R	R	R				M, R		
The Respiratory Program will meet standards of CoARC maintaining special accreditation. - CHP Theme: Special accreditation																					
Common Core Knowledge (Cognitive Domain) - Graduates will demonstrate the ability to recall, apply, and analyze the common core of knowledge required of an entry level registered respiratory therapist in the following areas: Patient data and clinical information, therapeutic modalities, diagnostic	I, M	I, M	I, M	R	I, M	R	R	I, M	I, M	R	I, M			I, M	R	I, M	R	R			R

Outcomes	RESP 100	RESP 119	RESP 123	RESP 124	RESP 125	RESP 145	RESP 146	RESP 162	RESP 171	RESP 172	RESP 182	RESP 192	RESP 193	RESP 220	RESP 221	RESP 230	RESP 231	RESP 241	RESP 292	RESP 294	RESP 299
procedures.	I, M	I, M	I, M	R	I, M	R	R	I, M	I, M	R	I, M			I, M	R	I, M	R	R			R
Apply Technical Skills (Psychomotor Domain) - Graduates will demonstrate the ability to apply technical skills in all prescribed therapeutic modalities and diagnostic procedures required of an entry level registered respiratory therapist.				I, M			I, M			I, M		M	M, R		I, M		I, M	R	M, R	M, R	R
Professional Behavior (Affective Domain) - Graduates will demonstrate the ability to display professional behaviors appropriate to the registered respiratory therapist.				I, M			I, M			I, M		M	M, R		I, M		I, M	R	M, R	M, R	R
Transition From Student to Therapist - Graduates will demonstrate the ability to													I						I, M	M, R	M, R

Outcomes	RESP 100	RESP 119	RESP 123	RESP 124	RESP 125	RESP 145	RESP 146	RESP 162	RESP 171	RESP 172	RESP 182	RESP 192	RESP 193	RESP 220	RESP 221	RESP 230	RESP 231	RESP 241	RESP 292	RESP 294	RESP 299
transition from the role of respiratory therapy student to entry level respiratory therapist.													I						I, M	M, R	M, R

Assessment: Program Four Column



Program - Respiratory Care (A.A.S.)

Mission Statement: The goals of the Respiratory Care program are to prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs).

Advisory Board/Committee Meetings: Twice per year

Next FSU Academic Program Review: 2019-2020

Accreditor: Commission on Accreditation for Respiratory Care (CoARC)

Accreditor Body: Commission on Accreditation of Respiratory Care (CoARC)

Accreditor - Academic Year of Next Review: 2023-2024

Accreditor - Academic Year of Last Review: 2013-2014

Summary of last visit conclusions: Fully accredited

College: CHP

Accreditor Body - Follow Up: Yes

Accreditor Body - Follow Up Due Date: 11/30/2018

Notes: Follow-up includes Annual Report of Current Status usually due July 1 of each year.

Outcomes	Assessment Methods	Results	Actions
Common Core Knowledge (Cognitive Domain) - Graduates will demonstrate the ability to recall, apply, and analyze the common core of knowledge required of an entry level registered respiratory therapist in the following areas: Patient data and clinical information, therapeutic modalities, diagnostic procedures. Outcome Status: Active Planned Year(s) of Assessment: 2017 - 2018 Start Date: 08/28/2017	Certification Exam - NBRC TMC exam Criterion for Success: 80% of students will pass the NBRC TMC exam at the CRT cut score level Assessment Schedule: Annually - Start of Fall term	Reporting Period: 2019 - 2020 Classification: Criterion Met sdf (09/26/2019)	
		Reporting Period: 2018 - 2019 Classification: Criterion Met According to the 2018 Report of Current Status for CoARC 96% of graduates passed the NBRC TMC exam at the CRT cut score level. 3-year aggregate result for 2015-2017 graduates. (08/23/2019)	Action: No Action Needed (08/23/2019)
		Related Documents: CoARC 2018 RCS 200108.pdf	
		Reporting Period: 2017 - 2018 Classification: Criterion Met 96% of students passed the NBRC TMC exam at the CRT cut score level. 3-year aggregate. (11/04/2018)	

Outcomes	Assessment Methods	Results	Actions
		100% of employers surveyed rate the area of clinical proficiency at or above 4. (11/04/2018)	
Professional Behavior (Affective Domain) - Graduates will demonstrate the ability to display professional behaviors appropriate to the registered respiratory therapist. Outcome Status: Active Planned Year(s) of Assessment: 2017 - 2018 Start Date: 08/28/2017	Survey - Graduate (Current Year) - CoARC Graduate Survey Criterion for Success: 80% of graduates will rate the area of behavioral skills (affective domain) at 4 or 5. Assessment Schedule: Annually - Start of Fall term	Reporting Period: 2018 - 2019 Classification: Criterion Met According to the 2018 Report of Current Status for CoARC 100% of graduates rated area of behavioral skills at 4 or 5. 3-year aggregate results for 2015-2017 graduates. (08/23/2019)	
	Survey - Employer - CoARC Employer Survey Criterion for Success: Employers will rate 80% of graduates at 4 or 5 in the area of behavioral skills (affective domain). Assessment Schedule: Annually - Start of Fall term	Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of graduates surveyed rate the area of behavioral skills at or above 4. (11/04/2018)	Reporting Period: 2018 - 2019 Classification: Criterion Met According to the 2018 Report of Current Status for CoARC 100% of employers rated area of behavioral skills at 4 or 5. 3-year aggregate results for 2015-2017 graduates. (08/23/2019)
Transition From Student to Therapist - Graduates will demonstrate the ability to transition from the role of respiratory therapy student to entry level respiratory therapist. Outcome Status: Active Planned Year(s) of Assessment: 2017 - 2018 Start Date: 08/28/2017	Survey - Graduate (Current Year) - Graduate survey Criterion for Success: 80% of graduates will be employed in the respiratory care profession, enrolled full- or part-time in another degree program, or serving in the military within 12 months of graduation. Assessment Schedule: Annually - Start of Fall term	Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of employers surveyed rate the area of behavioral skills at or above 4. (11/04/2018)	
	Survey - Graduate (Current Year) - CoARC Graduate Survey Criterion for Success: 80% of	Reporting Period: 2018 - 2019 Classification: Criterion Met According to the 2018 Report of Current Status for CoARC 95% of graduates were employed in the respiratory care profession, enrolled full- or part-time in another degree program, or serving in the military within 12 months of graduation. 3-year aggregate results for 2015-2017 graduates. (08/23/2019)	Reporting Period: 2018 - 2019 Classification: Criterion Met According to the 2018 Report of Current Status for CoARC 90% of graduates are employed in the respiratory care profession within 12 months of graduation. (11/04/2018)

Outcomes	Assessment Methods	Results	Actions
	<p>graduates will rate the overall program at 4 or 5. Assessment Schedule: Annually - Start of Fall term</p>	<p>95.2% of graduates rated the overall program at 4 or 5. 3-year aggregate results for 2015-2017 graduates. (08/23/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of graduates rate the overall program at or above 4. (11/04/2018)</p>	
	<p>Survey - Employer - CoARC Employer Survey Criterion for Success: 80% of employers will rate the overall program at 4 or 5. Assessment Schedule: Annually - Start of Fall term</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met According to the 2018 Report of Current Status for CoARC 100% of employers rated the overall program at 4 or 5. 3-year aggregate results for 2015-2017 graduates. (08/23/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of employers rate the overall program at or above 4. (11/04/2018)</p>	
	<p>Data Analysis - CoARC annual report Criterion for Success: The program will maintain retention at 80% or higher Assessment Schedule: Annually - Start of Fall term</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met According to the 2018 Report of Current Status for CoARC the program maintained retention at 85%. 3-year aggregate results for 2015-2017 graduates. (08/23/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met The program retention rate is 82% for the 3-year aggregate. (11/04/2018)</p>	

Outcomes	Assessment Methods	Results	Actions
	<p>Survey - Graduate (Current Year) - CoARC Graduate Survey Criterion for Success: 80% of graduates will rate the area of knowledge base (cognitive domain) at 4 or 5. Assessment Schedule: Annually - Fall term</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met According to the 2018 Report of Current Status for CoARC 95.2% of graduates rated area of knowledge base at 4 or 5. 3-year aggregate results for 2015-2017 graduates. (08/23/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of graduates surveyed rate the area of knowledge base at or above 4. (11/04/2018)</p>	
	<p>Survey - Employer - CoARC Employer Survey Criterion for Success: Employers will rate 80% of students at 4 or 5 in the area of knowledge base (cognitive domain). Assessment Schedule: Annual - Fall term</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met According to the 2018 Report of Current Status for CoARC 92.9% of employers rated area of knowledge base at 4 or 5. 3-year aggregate results for 2015-2017 graduates. (08/23/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of employers surveyed rate the area of knowledge base at or above 4. (11/04/2018)</p>	
<p>Apply Technical Skills (Psychomotor Domain) - Graduates will demonstrate the ability to apply technical skills in all prescribed therapeutic modalities and diagnostic procedures required of an entry level registered respiratory therapist. Outcome Status: Active Planned Year(s) of Assessment: 2017 - 2018 Start Date: 08/28/2017</p>	<p>Survey - Graduate (Current Year) - CoARC Graduate Survey Criterion for Success: 80% of students rate the area of clinical proficiency (psychomotor domain) at 4 or 5. Assessment Schedule: Annually - Start of Fall term</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met According to the 2018 Report of Current Status for CoARC 100% of graduates rated area of clinical proficiency at 4 or 5. 3-year aggregate results for 2015-2017 graduates. (08/23/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of graduates surveyed rate the area of clinical proficiency at or above 4. (11/04/2018)</p>	
	<p>Survey - Employer - CoARC Employer Survey Criterion for Success: Employers will rate 80% of students at 4 or 5 in the area of clinical proficiency (psychomotor domain). Assessment Schedule: Annually - Start of Fall term</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met According to the 2018 Report of Current Status for CoARC 100% of employers rated area of clinical proficiency at 4 or 5. 3-year aggregate results for 2015-2017 graduates. (08/23/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met</p>	

Assessment: Course Four Column



Program - Respiratory Care (A.A.S.)

Mission Statement: The goals of the Respiratory Care program are to prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs).

Advisory Board/Committee Meetings: Twice per year

Next FSU Academic Program Review: 2019-2020

Accreditor: Commission on Accreditation for Respiratory Care (CoARC)

Accreditor Body: Commission on Accreditation of Respiratory Care (CoARC)

Accreditor - Academic Year of Next Review: 2023-2024

Accreditor - Academic Year of Last Review: 2013-2014

Summary of last visit conclusions: Fully accredited

College: CHP

Accreditor Body - Follow Up: Yes

Accreditor Body - Follow Up Due Date: 11/30/2018

Notes: Follow-up includes Annual Report of Current Status usually due July 1 of each year.

RESP 100: Intro to Respiratory Care

Course Outcomes	Assessment Methods	Results	Actions
Personal Strengths - Determine personal strengths using Strengths Finder 2.0 from Gallup. Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017	External review (e.g. employer or expert) - Perform personal strength evaluation using Strengths Finder 2.0. Criterion for Success: 75% of students will complete the assessment. Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 100% of students performed personal strength evaluation using Strengths Finder 2.0. (08/23/2019)	
		Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of students completed the assessment (08/26/2018)	Action: No action necessary (08/26/2018)
		Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of the class completed the Strength Finder Assessment (12/09/2017)	
		Reporting Period: 2017 - 2018 Classification: Criterion Met	

Course Outcomes	Assessment Methods	Results	Actions
		100% of the class completed the Strength finder assessment (08/12/2017)	
History of Respiratory Care - Describe the history of the Respiratory Care profession to include the development and function of professional organizations and regulatory bodies. Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017	Test - Internally Developed - Pre/Post or Post - Quiz on the history of Respiratory Care Criterion for Success: 75% of students will score 75% or higher Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 77% of students passed the quiz on the history of Respiratory Care. (08/23/2019)	
		Reporting Period: 2017 - 2018 Classification: Criterion Not Met 70% of students scored 75% or higher (08/26/2018)	Action: Evaluate teaching method and re-evaluate next offering (08/26/2018)
		Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of the class scored 75% or greater on the quiz (12/09/2017)	
		Reporting Period: 2017 - 2018 Classification: Criterion Met 21/23 students scored 75% or higher on the quiz (08/12/2017)	
Scope of Practice - Describe the scope of practice of the Respiratory Care professional within the health care system. Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017	Test - Internally Developed - Pre/Post or Post - Exam that includes scope of practice Criterion for Success: 75% of students will score 75% or higher Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 75% of students passed the exam on scope of practice of the Respiratory Care professional within the health care system. (08/23/2019)	
		Reporting Period: 2017 - 2018 Classification: Criterion Met 92% of students scored 75% or higher (08/26/2018)	Action: No action necessary (08/26/2018)
		Reporting Period: 2017 - 2018 Classification: Criterion Met 8/9 or 89% of the class scored 75% or higher on this quiz (12/09/2017)	
		Reporting Period: 2017 - 2018 Classification: Criterion Met 22/23 96% of the class scored 75% or higher on the quiz (08/12/2017)	
Professional, legal and ethical issues - Discuss professional, legal and ethical issues pertaining to Respiratory Care.	Case Studies/Problem-based Assignments - Assignment on professional, legal and ethical issues	Reporting Period: 2018 - 2019 Classification: Criterion Met 100% of students passed the debate assignment on	

Course Outcomes	Assessment Methods	Results	Actions
Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017	Criterion for Success: 75% of students will score 75% or higher Assessment Schedule: End of each course offering	professional, legal and ethical issues pertaining to Respiratory Care. (08/23/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of students scored 75% or higher (08/26/2018)	Action: No action necessary (08/26/2018)
		Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of the students completed their ethics based case study (12/09/2017)	
		Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of the students completed their ethics based case study (08/12/2017)	
Collaboration - Describe collaboration with other health care team members. Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017	Test - Internally Developed - Pre/Post or Post - Exam that includes collaboration Criterion for Success: 75% of students will score 75% or higher Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 75% of students passed the exam that included collaboration. (08/23/2019)	Action: No action necessary (08/26/2018)
		Reporting Period: 2017 - 2018 Classification: Criterion Met 92% of students scored 75% or higher (08/26/2018)	
		Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of the students scored 75% or greater on the quiz (12/09/2017)	
		Reporting Period: 2017 - 2018 Classification: Criterion Met 22/23 or 96% of the class scored 75% or greater on the quiz (08/12/2017)	

RESP 119:Cardiopulmonary Anatomy-Phys

Course Outcomes	Assessment Methods	Results	Actions
<p>Gross Anatomy - Describe the gross anatomy of the respiratory system. Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017</p>	<p>Visual Displays (e.g. webpage, film, Concept maps, graphics, etc.) - Label diagram of respiratory system Criterion for Success: 75% of students will score 75% or higher on the assessment. Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 11/14 or 78% of the class scored 75% or higher on this assessment. (08/10/2019)</p>	
		<p>Reporting Period: 2017 - 2018 Classification: Criterion Not Met 11/15 or 73% of the class scored 75% or greater (08/08/2018)</p>	<p>Action: Retested this objective on the final exam for the class and the students improved. (08/08/2018)</p>
		<p>Reporting Period: 2017 - 2018 Classification: Criterion Met 8/9 or 89% of the students scored a C or higher on the quiz. (12/09/2017)</p>	
		<p>Reporting Period: 2016 - 2017 Classification: Criterion Not Met 5/23 or 22% of the class scored 75% or higher on the quiz. 7/23 students did not progress because this was a very weak class. (08/12/2017)</p>	<p>Action: Criteria for this portion of the class will be reviewed. 7/23 of the students in this section did not progress, it was a weak cohort. (08/12/2017)</p>
<p>Functions of Respiratory System - Describe the primary and secondary functions of the major components of the respiratory system. Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score 75% or higher on the assessment. Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 11/14 or 78% of the class scored 75% or higher on this assessment. (08/10/2019)</p>	
		<p>Reporting Period: 2017 - 2018 Classification: Criterion Met 13/15 or 86% of the class scored 75% or higher (08/08/2018)</p>	
		<p>Reporting Period: 2017 - 2018 Classification: Criterion Met 8/9 or 89% of the students score a passing grad on this exam. (12/08/2017)</p>	
		<p>Reporting Period: 2016 - 2017 Classification: Criterion Not Met 5/23 or 22% of the class scored a passing score on the post exam. (08/09/2017)</p>	<p>Action: Will review this area with the class and retest on it at a later date. Examination reviewed and lecture revised to further emphasize the important portions. (08/09/2017)</p>

Course Outcomes	Assessment Methods	Results	Actions
Histology of Respiratory System - Describe the histology of the respiratory system Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score 75% or higher on the assessment. Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 11/14 or 78% of the class scored 75% or higher on this assessment. (08/10/2019)	
		Reporting Period: 2017 - 2018 Classification: Criterion Met 13/15 or 86% of the class scored 75% or higher (08/08/2018)	
		Reporting Period: 2017 - 2018 Classification: Criterion Met 8/9 or 88% of the students scored a passing grade on this portion of the exam. (12/08/2017)	
		Reporting Period: 2016 - 2017 Classification: Criterion Not Met 5/23 or 22% of the students scored a passing grade in this portion of the exam (08/09/2017)	Action: Will review this area with the class and retest on it at a later date. Examination reviewed and lecture revised to further emphasize the important portions. (08/09/2017)
Role of Muscles During Respiratory Cycle - Compare the roles of the diaphragm, accessory muscles and abdominal muscles during the respiratory cycle. Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score 75% or higher on the assessment. Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 11/14 or 78% of the class scored 75% or higher on this assessment. (08/10/2019)	
		Reporting Period: 2017 - 2018 Classification: Criterion Met 13/15 or 86% of the class scored 75% or higher (08/08/2018)	
		Reporting Period: 2017 - 2018 Classification: Criterion Met 9/9 or 100% of the students scores a passing grade in this portion of the class. (12/08/2017)	
		Reporting Period: 2016 - 2017 Classification: Criterion Not Met 13/23 or 57% of the students scored a passing grade on this portion of the exam. (08/09/2017)	Action: Will review this area with the class and retest on it at a later date. Examination reviewed and lecture revised to further emphasize the important portions. (08/09/2017)

Course Outcomes	Assessment Methods	Results	Actions
Pressure Gradients - Differentiate between the pressures and pressure gradients required to create airflow during the respiratory cycle. Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score 75% or higher on the assessment. Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 12/14 or 86% of the class scored 75% or higher on this assessment. (08/10/2019)	
		Reporting Period: 2017 - 2018 Classification: Criterion Met 15/15 or 100% of the class scored 75% or higher (08/08/2018)	
		Reporting Period: 2017 - 2018 Classification: Criterion Met 7/9 or 79% of the students scored a passing grade on this exam. (12/08/2017)	
		Reporting Period: 2016 - 2017 Classification: Criterion Not Met 9/23 or 39% of the students scored a passing grade on this exam (08/09/2017)	
Resistance and Compliance - Describe the role of airway resistance and respiratory system compliance during the respiratory cycle. Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score 75% or higher on the assessment. Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 11/14 or 78% of the class scored 75% or higher on this assessment. (08/10/2019)	
		Reporting Period: 2017 - 2018 Classification: Criterion Not Met 11/15 or 73% of the class scored 75% or higher (08/08/2018)	Action: Class remediated on this objective (08/08/2018)
		Reporting Period: 2017 - 2018 Classification: Criterion Met 9/9 or 100% of the students scored a passing grade on this exam. (12/08/2017)	
		Reporting Period: 2016 - 2017 Classification: Criterion Not Met 10/23 or 44% of the students scored a passing grade on this exam (08/09/2017)	Action: Will review this area with the class and retest on it at a later date. Examination reviewed and lecture revised to further emphasize the important portions. (08/09/2017)
Nervous System Control - Explain the role of the nervous system in the control of ventilation and the role of the central and peripheral	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of	Reporting Period: 2018 - 2019 Classification: Criterion Met 11/14 or 78% of the class scored 75% or higher on this	

Course Outcomes	Assessment Methods	Results	Actions
chemoreceptors in the regulation of breathing. Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017	students will score 75% or higher on the assessment. Assessment Schedule: End of each course offering	assessment. (08/10/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 13/15 or 86% of the class scored 75% or higher (08/08/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 8/9 or 89% of the class scored a passing score on this exam (12/08/2017) Reporting Period: 2016 - 2017 Classification: Criterion Not Met 16/23 or 70% of the students scored a passing grade on this exam. (08/09/2017)	Action: Will review this area with the class and retest on it at a later date. Examination reviewed and lecture revised to further emphasize the important portions. (08/09/2017)
Regulation of Breathing - Differentiate the regulation of breathing in individuals with chronic hypercapnia versus healthy persons. Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score 75% or higher on the assessment. Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 11/14 or 78% of the class scored 75% or higher on this assessment. (08/10/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 13/15 or 86% of the class scored 75% or higher (08/08/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 9/9 or 100% of the class scored a passing grade on this exam. (12/08/2017) Reporting Period: 2016 - 2017 Classification: Criterion Not Met 13/23 or 57% of the class scored a passing grade on this portion of the exam. (08/09/2017)	Action: Will review this area with the class and retest on it at a later date. Examination reviewed and lecture revised to further emphasize the important portions. (08/09/2017)
Use of FiO2 in Chronic Hypercapnia - Justify the use of low FiO2 in patients with chronic hypercapnia. Course Outcome Status: Active	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score 75% or higher on	Reporting Period: 2018 - 2019 Classification: Criterion Met 11/14 or 78% of the class scored 75% or higher on this assessment. (08/10/2019)	

Course Outcomes	Assessment Methods	Results	Actions
Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017	the assessment. Assessment Schedule: End of each course offering	Reporting Period: 2017 - 2018 Classification: Criterion Not Met 9/15 or 60% of the class scored 75% or higher (08/08/2018)	
		Reporting Period: 2017 - 2018 Classification: Criterion Met 8/9 or 89% of the students scored a passing grade on this examination. (12/08/2017)	
		Reporting Period: 2016 - 2017 Classification: Criterion Not Met 14/23 or 61% of the class scored a passing grade on this exam. (08/09/2017)	Action: Will review this area with the class and retest on it at a later date. Examination reviewed and lecture revised to further emphasize the important portions. (08/09/2017)
Fetal Lung Development - List and describe the changes occurring during the four periods of fetal lung development. Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score 75% or higher on the assessment. Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 11/14 or 78% of the class scored 75% or higher on this assessment. (08/10/2019)	
		Reporting Period: 2017 - 2018 Classification: Criterion Met 14/15 or 93% scored 75% or higher (08/08/2018)	
		Reporting Period: 2017 - 2018 Classification: Criterion Met 8/9 or 89% of the students scored 75% or greater on the quiz (12/09/2017)	
		Reporting Period: 2016 - 2017 Classification: Criterion Not Met 3/23 or 13% of the class scored 75% or greater. This was the first test in their professional track and they were relearning how to study. (08/12/2017)	Action: Will review this area with the class and retest on it at a later date. Examination reviewed and lecture revised to further emphasize the important portions. (08/09/2017)
Fetal Lung Fluid - Describe how fetal lung fluid is removed from the lungs at birth. Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score 75% or higher on the assessment. Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 11/14 or 78% of the class scored 75% or higher on this assessment. (08/10/2019)	
		Reporting Period: 2017 - 2018 Classification: Criterion Met 15/15 or 100% of the students scored 75% or higher.	

Course Outcomes	Assessment Methods	Results	Actions
		(08/08/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 8/9 or 89% of the students scored 75% or higher on the quiz (12/09/2017)	
		Reporting Period: 2016 - 2017 Classification: Criterion Not Met 3/23 or 13% of the class scored 75% or greater. This was the first test in their professional track and they were relearning how to study. (08/09/2017)	Action: Will review this area with the class and retest on it at a later date. Examination reviewed and lecture revised to further emphasize the important portions. (08/09/2017)
Effects of Aging - Describe the effects of aging on the components of the respiratory system. Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score 75% or higher on the assessment. Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 12/13 or 92% of the class scored 75% or higher on this assessment. (08/10/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 13/15 or 86% of the class scored 75% or higher (08/08/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 9/9 or 100% of the class scored 75% or higher on this quiz. (12/09/2017) Reporting Period: 2016 - 2017 Classification: Criterion Not Met 16/23 or 70% of the class scored 75% or higher on this quiz. This was a very weak class and 7/23 did not progress. (08/12/2017)	Action: Will review this area with the class and retest on it at a later date. Examination reviewed and lecture revised to further emphasize the important portions. (08/09/2017)
Blood Test Relevant to Respiratory Care Plan - List and discuss the blood tests relevant to the development of a respiratory care plan. Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score 75% or higher on the assessment. Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 11/14 or 78% of the class scored 75% or higher on this assessment. (08/10/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 15/15 or 100% of the class scored 75% or higher (08/08/2018)	

Course Outcomes	Assessment Methods	Results	Actions
<p>COPD and Asthma - Define and describe the anatomical alterations, risk factors, and pathophysiology of COPD and asthma. Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score 75% or higher on the assessment. Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2017 - 2018 Classification: Criterion Met 8/9 or 89% of the students scored a passing grade on this examination. (12/08/2017)</p>	<p>Action: Will review this area with the class and retest on it at a later date. Examination reviewed and lecture revised to further emphasize the important portions. (08/09/2017)</p>
		<p>Reporting Period: 2016 - 2017 Classification: Criterion Not Met 14/23 or 61% of the class scored a passing grade on this exam. (08/09/2017)</p>	
		<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 11/14 or 78% of the class scored 75% or higher on this assessment. (08/10/2019)</p>	<p>Action: Will review this area with the class and retest on it at a later date. Examination reviewed and lecture revised to further emphasize the important portions. (08/09/2017)</p>
		<p>Reporting Period: 2017 - 2018 Classification: Criterion Met 13/15 or 86% of the class scored 75% or higher (08/08/2018)</p>	
<p>Reporting Period: 2017 - 2018 Classification: Criterion Met 8/9 or 89% of the students scored a passing grade on this examination (12/08/2017)</p>	<p>Reporting Period: 2016 - 2017 Classification: Criterion Not Met 14/23 or 61% of the class scored a passing grade on this exam. (08/09/2017)</p>		

RESP 123:Assessment & Gas Therapy

Course Outcomes	Assessment Methods	Results	Actions
Health History - Identify the major components of a health history. Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will earn a score of 75% or higher. Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 12/14 or 86% of the class scored 75% or higher on this assessment. (08/10/2019)	Action: No action necessary at this time. Will continue monitoring outcomes. (08/09/2019)
		Reporting Period: 2017 - 2018 Classification: Criterion Met 11/13 or 85% of the class obtained a score of 75% or greater. (08/08/2018)	Action: No action necessary at this time. Will continue monitoring outcomes. (08/10/2018)
		Reporting Period: 2017 - 2018 Classification: Criterion Met 8/9 or 89% of the class scored a passing grade on this exam. (12/08/2017)	Action: No action necessary at this time. Will continue monitoring outcomes. (12/08/2017)
		Reporting Period: 2016 - 2017 Classification: Criterion Met 22/26 or 85% of the class scored a passing grade on this exam. (08/09/2017)	Action: No action necessary at this time. Will continue monitoring outcomes. (08/09/2017)
Chest Examination - Define the four major chest examination techniques and the terms used to describe breathing patterns during inspection of the chest. Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will earn a score of 75% or higher. Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 12/14 or 86% of the class scored 75% or higher on this assessment. (08/10/2019)	
		Reporting Period: 2017 - 2018 Classification: Criterion Met 11/13 or 85% of the class obtained a score of 75% or greater. (08/08/2018)	
		Reporting Period: 2017 - 2018 Classification: Criterion Met 8/9 or 89% of the class scored a passing grade on this exam. (12/08/2017)	
		Reporting Period: 2016 - 2017 Classification: Criterion Met 22/26 or 85% of the class scored a passing grade on this exam. (08/09/2017)	
Vital Signs - Describe the components that make up a patient's vital signs. List the normal values for each of the	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of	Reporting Period: 2018 - 2019 Classification: Criterion Met 12/14 or 86% of the class scored 75% or higher on this	

Course Outcomes	Assessment Methods	Results	Actions
vital signs and common causes of deviation from normal in the adult. Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017	students will earn a score of 75% or higher. Assessment Schedule: End of each course offering	assessment. (08/10/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 11/13 or 85% of the class obtained a score of 75% or greater. (08/08/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 8/9 or 89% of the class scored a passing grade on this examination. (12/08/2017) Reporting Period: 2016 - 2017 Classification: Criterion Met 22/26 or 85% of the class scored a passing grade on this exam. (08/09/2017)	
Volumes and Capacities of the Lung - Define the volumes and capacities of the lung. Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will earn a score of 75% or higher. Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 12/14 or 86% of the class scored 75% or higher on this assessment. (08/10/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 13/13 or 100% of the class obtained a score of 75% or greater. (08/08/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 8/9 or 89% of the class scored a passing grade on this examination. (12/08/2017) Reporting Period: 2016 - 2017 Classification: Criterion Not Met 15/26 or 58% of the class scored a passing grade on this exam. (08/09/2017)	Action: Will review this area with the class and retest on it at a later date. Examination reviewed and lecture revised to further emphasize the important portions. (08/09/2017)
Lung Expansion - Describe cough, deep breathing, and incentive spirometry for the purpose of lung expansion. Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017)	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will earn a score of 75% or higher. Assessment Schedule: End of each	Reporting Period: 2018 - 2019 Classification: Criterion Met 12/14 or 86% of the class scored 75% or higher on this assessment. (08/10/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met	

Course Outcomes	Assessment Methods	Results	Actions
<p>Start Date: 05/08/2017</p>	<p>course offering</p>	<p>13/13 or 100% of the class obtained a score of 75% or greater. (08/08/2018)</p> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met</p> <p>8/9 or 89% of the class scored a passing grade on this examination. (12/08/2017)</p> <p>Reporting Period: 2016 - 2017 Classification: Criterion Not Met</p> <p>17/26 or 65% of the class scored a passing grade on this examination. (08/09/2017)</p>	<p>Action: Will review this area with the class and retest on it at a later date. Examination reviewed and lecture revised to further emphasize the important portions. (08/09/2017)</p>
<p>Pulse Oximetry - Discuss the operating principles, clinical usefulness, and limitations of pulse oximetry. Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will earn a score of 75% or higher. Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met</p> <p>12/14 or 86% of the class scored 75% or higher on this assessment. (08/10/2019)</p> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met</p> <p>11/13 or 85% of the class obtained a score of 75% or greater. (08/08/2018)</p> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met</p> <p>7/9 or 78% of the class scored a passing grade on this examination. (12/08/2017)</p> <p>Reporting Period: 2016 - 2017 Classification: Criterion Met</p> <p>21/26 or 81% of the class scored a passing grade on this examination. (08/09/2017)</p>	
<p>States of Matter - Contrast solids, liquids, and gases. Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will earn a score of 75% or higher. Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met</p> <p>12/14 or 86% of the class scored 75% or higher on this assessment. (08/10/2019)</p> <p>Reporting Period: 2017 - 2018 Classification: Criterion Not Met</p> <p>7/13 or 54% of the class passed with a score of 75% or higher. (08/08/2018)</p>	<p>Action: Will continue to review this area with the class and retest on it at a later date. This is a very difficult concept to understand. (08/08/2018)</p>

Course Outcomes	Assessment Methods	Results	Actions
		Reporting Period: 2017 - 2018 Classification: Criterion Not Met 1/9 or 11% of the students scored a passing grade on this examination. (12/08/2017)	Action: Will continue to review this area with the class and retest on it at a later date. (12/08/2017)
		Reporting Period: 2016 - 2017 Classification: Criterion Not Met 2/26 or 8% of the students scored a passing grade on this exam. (08/09/2017)	Action: Will review this area with the class and retest on it at a later date. Examination reviewed and lecture revised to further emphasize the important portions. (08/09/2017)
Weights and Measures - Compare and contrast common systems of weights and measurements. Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will earn a score of 75% or higher. Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 12/14 or 86% of the class scored 75% or higher on this assessment. (08/10/2019)	
		Reporting Period: 2017 - 2018 Classification: Criterion Met 11/13 or 85% of the class obtained a score of 75% or greater. (08/08/2018)	
		Reporting Period: 2017 - 2018 Classification: Criterion Not Met 1/9 or 11% of the students scored a passing grade on this examination. (12/08/2017)	Action: Will continue to review this area with the class and retest on it at a later date. The ability to change from pounds to kilograms or US Standard to metric is imperative in the hospital setting. (12/08/2017)
		Reporting Period: 2016 - 2017 Classification: Criterion Not Met 2/26 or 8% of the students scored a passing grade on this examination. (08/09/2017)	Action: Will review this area with the class and retest on it at a later date. Examination reviewed and lecture revised to further emphasize the important portions. (08/09/2017)
Dalton's Law - Describe Dalton's Law of partial pressures. Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will earn a score of 75% or higher. Assessment Schedule: End of each	Reporting Period: 2018 - 2019 Classification: Criterion Met 12/14 or 86% of the class scored 75% or higher on this assessment. (08/10/2019)	
		Reporting Period: 2017 - 2018 Classification: Criterion Met	

Course Outcomes	Assessment Methods	Results	Actions
	course offering	10/13 or 77% of the class obtained a score of 75% or greater. (08/08/2018) Reporting Period: 2017 - 2018 Classification: Criterion Not Met 1/9 or 11% of the students scored a passing grade on this examination. (12/08/2017)	Action: Will continue to reinforce this area with the class and retest on it at a later date. Worksheets developed to further emphasize this class. (12/08/2017)
		Reporting Period: 2016 - 2017 Classification: Criterion Not Met 2/26 or 8% of the students scored a passing grade on this examination. (08/09/2017)	Action: Will review this area with the class and retest on it at a later date. Examination reviewed and lecture revised to further emphasize the important portions. (08/09/2017)
Gas Laws - Identify combined gas law, Boyle's law, Charles' law, and Gay-Lussac's law. Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will earn a score of 75% or higher. Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 12/14 or 86% of the class scored 75% or higher on this assessment. (08/10/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 10/13 or 77% of the class obtained a score of 75% or greater. (08/08/2018) Reporting Period: 2017 - 2018 Classification: Criterion Not Met 1/9 or 11% of the students scored a passing grade on this examination. (12/08/2017) Reporting Period: 2016 - 2017 Classification: Criterion Not Met 2/26 or 8% of the class scored a passing grade on this examination (08/09/2017)	Action: Will continue to reinforce this area with the students and retest at a later date. Worksheets created to further reinforce this area of the objectives. (12/08/2017) Action: Will review this area with the class and retest on it at a later date. Examination reviewed and lecture revised to further emphasize the important portions. (08/09/2017)
Fluid Dynamics - Discuss fluid dynamics. Course Outcome Status: Active	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of	Reporting Period: 2018 - 2019 Classification: Criterion Met 12/14 or 86% of the class scored 75% or higher on this	

Course Outcomes	Assessment Methods	Results	Actions
<p>Planned Semester(s) of Assessment: 2016 - 2017 (Spring 2017) Start Date: 05/08/2017</p>	<p>students will earn a score of 75% or higher. Assessment Schedule: End of each course offering</p>	<p>assessment. (08/10/2019) Reporting Period: 2017 - 2018 Classification: Criterion Not Met 8/13 or 61% of the students scored 75% or higher (08/08/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 9/9 or 100% of the class scored a passing grade on this exam. (12/08/2017) Reporting Period: 2016 - 2017 Classification: Criterion Met 24/26 or 92% of the class scored a passing grade on this exam. (08/09/2017)</p>	<p>Action: Will reinforce this area with the class and retest on it at a later date. (08/08/2018)</p>
<p>Properties of Gases - Describe the physical properties, chemical symbols, and uses of air, carbon dioxide, helium, nitric oxide, nitrous oxide, and nitrogen. Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will earn a score of 75% or higher. Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 12/14 or 86% of the class scored 75% or higher on this assessment. (08/10/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 12/13 or 92% of the class obtained a score of 75% or greater. (08/08/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 9/9 or 100% of the class scored a passing grade on this exam (12/08/2017) Reporting Period: 2016 - 2017 Classification: Criterion Met 24/26 or 92% of the class scored a passing grade on this exam. (08/09/2017)</p>	
<p>Storage Systems - Compare and contrast gaseous and liquid storage methods. Describe the design, use, and troubleshooting of various bulk gas supply systems. Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will earn a score of 75% or higher. Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 12/14 or 86% of the class scored 75% or higher on this assessment. (08/10/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 11/13 or 85% of the students passed with a score of 75% or greater. (08/08/2018)</p>	

Course Outcomes	Assessment Methods	Results	Actions
		Reporting Period: 2017 - 2018 Classification: Criterion Met 9/9 or 100% of the class scored a passing grade on this exam (12/08/2017)	
		Reporting Period: 2016 - 2017 Classification: Criterion Met 24/26 or 92% of the class scored a passing grade on this exam. (08/09/2017)	
Safety Systems - Discuss the established safety systems for the various equipment connections to ensure the delivery of a specific medical gas. Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will earn a score of 75% or higher. Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 12/14 or 86% of the class scored 75% or higher on this assessment. (08/10/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 12/13 or 92% of the students passed with a score of 75% or greater. (08/08/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 9/9 or 100% of the class scored a passing grade on this exam (12/08/2017) Reporting Period: 2016 - 2017 Classification: Criterion Met 24/26 or 92% of the class scored a passing grade on this exam. (08/09/2017)	
Duration of Flow - Calculate the duration of flow for oxygen from a gas and liquid storage system. Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will earn a score of 75% or higher. Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 12/14 or 86% of the class scored 75% or higher on this assessment. (08/10/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 13/13 or 100% of the students passed with a score of 75% or greater. (08/08/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 9/9 or 100% of the class scored a passing grade on this exam (12/08/2017) Reporting Period: 2016 - 2017 Classification: Criterion Met	

Course Outcomes	Assessment Methods	Results	Actions
		24/26 or 92% of the class scored a passing grade on this exam. (08/09/2017)	
Regulators and Flow Meters - Describe the operation of pressure-reducing regulators and flow control devices Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will earn a score of 75% or higher. Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 12/14 or 86% of the class scored 75% or higher on this assessment. (08/10/2019) <hr/> Reporting Period: 2017 - 2018 Classification: Criterion Met 11/13 or 85% of the students passed with a score of 75% or greater. (08/08/2018) <hr/> Reporting Period: 2017 - 2018 Classification: Criterion Met 9/9 or 100% of the class scored a passing grade on this exam (12/08/2017) <hr/> Reporting Period: 2016 - 2017 Classification: Criterion Met 24/26 or 92% of the class scored a passing grade on this exam. (08/09/2017)	
Humidifiers - Compare the advantages and disadvantages of humidifiers for patient use. Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will earn a score of 75% or higher. Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 12/14 or 86% of the class scored 75% or higher on this assessment. (08/10/2019) <hr/> Reporting Period: 2017 - 2018 Classification: Criterion Met 13/13 or 100% of the students passed with a score of 75% or greater. (08/08/2018) <hr/> Reporting Period: 2016 - 2017 Classification: Criterion Met 7/9 or 78% of the students scored a passing grade on this exam. (12/08/2017) <hr/> Reporting Period: 2016 - 2017 Classification: Criterion Met 22/26 or 85% of the students scored a passing grade on this exam. (08/09/2017)	
Bland Aerosol - Describe the operation and utilization of bland aerosol delivery systems.	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of	Reporting Period: 2018 - 2019 Classification: Criterion Met 12/14 or 86% of the class scored 75% or higher on this	

Course Outcomes	Assessment Methods	Results	Actions
<p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017)</p> <p>Start Date: 05/08/2017</p>	<p>students will earn a score of 75% or higher.</p> <p>Assessment Schedule: End of each course offering</p>	<p>assessment. (08/10/2019)</p> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>12/13 or 92% of the students passed with a score of 75% or greater. (08/08/2018)</p> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>7/9 or 78% of the students scored a passing grade on this exam. (12/08/2017)</p> <p>Reporting Period: 2016 - 2017</p> <p>Classification: Criterion Met</p> <p>22/26 or 85% of the students scored a passing grade on this exam. (08/09/2017)</p>	
<p>Oxygen Delivery Devices -</p> <p>Recommend the appropriate oxygen delivery device given a variety of case studies.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017)</p> <p>Start Date: 05/08/2017</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will earn a score of 75% or higher.</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>12/14 or 86% of the class scored 75% or higher on this assessment. (08/10/2019)</p> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>11/13 or 85% of the students passed with a score of 75% or greater. (08/08/2018)</p> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>9/9 or 100% of the students scored a passing grade on this exam. (12/08/2017)</p> <p>Reporting Period: 2016 - 2017</p> <p>Classification: Criterion Not Met</p> <p>14/26 or 54% of the students scored a passing grade on this exam. (08/09/2017)</p>	<p>Action: Will review this area with the class and retest on it at a later date. Examination reviewed and lecture revised to further emphasize the important portions. (08/09/2017)</p>
<p>Humidity and Aerosol - Recommend the appropriate humidity or aerosol delivery system for patient use.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017)</p> <p>Start Date: 05/08/2017</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will earn a score of 75% or higher.</p> <p>Assessment Schedule: End of each</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>12/14 or 87% of the students passed this assessment. (08/10/2019)</p> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p>	

Course Outcomes	Assessment Methods	Results	Actions
	course offering	11/13 or 85% of the students passed with a score of 75% or greater. (08/08/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 7/9 or 78% of the students scored a passing grade not his exam. (12/08/2017) Reporting Period: 2016 - 2017 Classification: Criterion Met 22/26 or 92% of the students scored a passing grade on this exam. (08/09/2017)	
Home Oxygen Systems - Describe the types and use of home oxygen systems. Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will earn a score of 75% or higher. Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 12/14 or 87% of the students scored 75% or higher on this assessment. (08/10/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 11/13 or 85% of the students passed with a score of 75% or greater. (08/08/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 9/9 or 100% of the students scored a passing grade on this exam. (12/08/2017) Reporting Period: 2016 - 2017 Classification: Criterion Not Met 14/26 or 54% of the students scored a passing grade on this exam. (08/09/2017)	Action: Will review this area with the class and retest on it at a later date. Examination reviewed and lecture revised to further emphasize the important portions. (08/09/2017)
Oxygen Analysis - Describe the principles of oxygen analysis. Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will earn a score of 75% or higher. Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 12/14 or 87% of the students scored 75% or higher on this assessment. (08/10/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 11/13 or 85% of the students passed with a score of 75% or greater. (08/08/2018) Reporting Period: 2017 - 2018	

Course Outcomes	Assessment Methods	Results	Actions
		<p>Classification: Criterion Met 7/9 or 78% of the students scored a passing grade of this exam. (12/08/2017)</p>	
		<p>Reporting Period: 2016 - 2017 Classification: Criterion Met 21/26 or 81% of the students scored a passing grade on this exam. (08/09/2017)</p>	

RESP 124:Assessment & Gas Therapy Lab

Course Outcomes	Assessment Methods	Results	Actions
<p>Vital Signs - Demonstrate the techniques for obtaining vital signs. Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017</p>	<p>Performance (e.g. Music, Theatre) - Performance evaluation Criterion for Success: 75% of students will earn a score of 75% or higher. Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 13/14 or 93% of the students scored 75% or greater on this evaluation. (08/10/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 13/13 or 100% of the students passed with a score of 75% or greater. (08/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 10/10 or 100% of the students scored 75% or better on this competency. (12/08/2017)</p> <hr/> <p>Reporting Period: 2016 - 2017 Classification: Criterion Met 26/26 or 100% of the students scored 75% or higher on this competency. (08/09/2017)</p>	
<p>Minute Ventilation - Demonstrate the measurement and calculation of the components of minute ventilation. Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017</p>	<p>Performance (e.g. Music, Theatre) - Performance evaluation Criterion for Success: 75% of students will earn a score of 75% or higher. Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 13/14 or 93% of the students scored 75% or greater on this evaluation. (08/10/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 13/13 or 100% of the students passed with a score of 75% or greater. (08/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 10/10 or 100% of the students scored 75% or better on this competency. (12/08/2017)</p> <hr/> <p>Reporting Period: 2016 - 2017 Classification: Criterion Met 26/26 or 100% of the students scored 75% or higher on this competency. (08/09/2017)</p>	
<p>Directed Cough, Deep Breathing and Incentive Spirometry - Demonstrate the techniques of directed cough,</p>	<p>Performance (e.g. Music, Theatre) - Performance evaluation Criterion for Success: 75% of</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 13/14 or 93% of the students scored 75% or greater on this</p>	

Course Outcomes	Assessment Methods	Results	Actions
<p>deep breathing and incentive spirometry.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017)</p> <p>Start Date: 05/08/2017</p>	<p>students will earn a score of 75% or higher.</p> <p>Assessment Schedule: End of each course offering</p>	<p>evaluation. (08/10/2019)</p> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>13/13 or 100% of the students passed with a score of 75% or greater. (08/08/2018)</p> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>10/10 or 100% of the students scored 75% or better on this competency. (12/08/2017)</p> <p>Reporting Period: 2016 - 2017</p> <p>Classification: Criterion Met</p> <p>26/26 or 100% of the students scored 75% or higher on this competency. (08/09/2017)</p>	
<p>Flow Control Devices - Compare flow control devices.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017)</p> <p>Start Date: 05/08/2017</p>	<p>Performance (e.g. Music, Theatre) - Performance evaluation</p> <p>Criterion for Success: 75% of students will earn a score of 75% or higher.</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>13/14 or 93% of the students scored 75% or greater on this evaluation. (08/10/2019)</p> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>13/13 or 100% of the students passed with a score of 75% or greater. (08/08/2018)</p> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>10/10 or 100% of the students scored 75% or better on this competency. (12/08/2017)</p> <p>Reporting Period: 2016 - 2017</p> <p>Classification: Criterion Met</p> <p>26/26 or 100% of the students scored 75% or higher on this competency. (08/09/2017)</p>	
<p>Oxygen Delivery Devices - Compare low-flow and high-flow oxygen delivery systems.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017)</p> <p>Start Date: 05/08/2017</p>	<p>Performance (e.g. Music, Theatre) - Performance evaluation</p> <p>Criterion for Success: 75% of students will earn a score of 75% or higher.</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>13/14 or 93% of the students scored 75% or greater on this evaluation. (08/10/2019)</p> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>13/13 or 100% of the students passed with a score of 75% or greater. (08/08/2018)</p>	

Course Outcomes	Assessment Methods	Results	Actions
		Reporting Period: 2017 - 2018 Classification: Criterion Met 10/10 or 100% of the students scored 75% or better on this competency. (12/08/2017)	
		Reporting Period: 2016 - 2017 Classification: Criterion Met 26/26 or 100% of the students scored 75% or higher on this competency. (08/09/2017)	
Humidifiers - Compare the advantages and disadvantages of humidifiers for patient use. Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017	Performance (e.g. Music, Theatre) - Performance evaluation Criterion for Success: 75% of students will earn a score of 75% or higher. Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 13/14 or 93% of the students scored 75% or greater on this evaluation. (08/10/2019)	
		Reporting Period: 2017 - 2018 Classification: Criterion Met 13/13 or 100% of the students passed with a score of 75% or greater. (08/08/2018)	
		Reporting Period: 2017 - 2018 Classification: Criterion Met 10/10 or 100% of the students scored 75% or better on this competency. (12/08/2017)	
		Reporting Period: 2016 - 2017 Classification: Criterion Met 26/26 or 100% of the students scored 75% or higher on this competency. (08/09/2017)	
Oxygen Delivery Case-Study - Recommend the appropriate oxygen delivery device given a variety of case studies. Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017	Case Studies/Problem-based Assignments - Performance evaluation - case scenario Criterion for Success: 75% of students will earn a score of 75% or higher. Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 13/14 or 93% of the students scored 75% or greater on this evaluation. (08/10/2019)	
		Reporting Period: 2017 - 2018 Classification: Criterion Met 13/13 or 100% of the students passed with a score of 75% or greater. (08/08/2018)	
		Reporting Period: 2017 - 2018 Classification: Criterion Met 10/10 or 100% of the students scored 75% or better on this competency. (12/08/2017)	
		Reporting Period: 2016 - 2017 Classification: Criterion Met	

Course Outcomes	Assessment Methods	Results	Actions
		24/26 or 92% of the students scored 75% or higher on this competency. (08/09/2017)	
Humidity and Aerosol - Recommend the appropriate humidity or aerosol delivery system for patient use. Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017	Case Studies/Problem-based Assignments - Performance evaluation - case scenario Criterion for Success: 75% of students will earn a score of 75% or higher. Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 13/14 or 93% of the students scored 75% or greater on this evaluation. (08/10/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 13/13 or 100% of the students passed with a score of 75% or greater. (08/08/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 10/10 or 100% of the students scored 75% or better on this competency. (12/08/2017) Reporting Period: 2016 - 2017 Classification: Criterion Met 24/26 or 92% of the students scored 75% or higher on this competency. (08/09/2017)	
Oxygen Analysis - Demonstrate the procedure for oxygen analysis. Course Outcome Status: Active Planned Semester(s) of Assessment: 2016 - 2017 (Summer 2017) Start Date: 05/08/2017	Performance (e.g. Music, Theatre) - Performance evaluation Criterion for Success: 75% of students will earn a score of 75% or higher. Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 13/14 or 93% of the students scored 75% or greater on this evaluation. (08/10/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 13/13 or 100% of the students passed with a score of 75% or greater. (08/08/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 10/10 or 100% of the students scored 75% or better on this competency. (12/08/2017) Reporting Period: 2016 - 2017 Classification: Criterion Met 26/26 or 100% of the students scored 75% or higher on this competency. (08/09/2017)	

RESP 125: Pharmacology for Respiratory Care

Course Outcomes	Assessment Methods	Results	Actions
<p>Medications - Describe the mechanisms of action, indications, contraindications, side effects, strength, dosage, and route of administration for the following respiratory pharmacological agents: bronchodilators (sympathomimetics, parasympatholytics and methylxanthines), antiasthmatic agents (mast cell stabilizers and leukotriene modifiers), anti-inflammatory agents, anti-microbial agents, mucolytics.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017)</p> <p>Start Date: 08/28/2017</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will score a 75% or higher</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>12/13 or 92% of the students scored 75% or higher. (12/14/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>7/8 or 88% of the class scored 75% or greater on the examination. (05/04/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Not Met</p> <p>10/18 or 56% of the class achieved a score of 75% or greater (12/08/2017)</p>	<p>Action: Class remediated and warned of the importance of knowing these medications for clinical use. (12/08/2017)</p>
<p>Drug Dosages - Calculate drug dosages from solutions whose concentrations are expressed as % strengths.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017), 2018 - 2019 (Fall 2018), 2019 - 2020 (Fall 2019)</p> <p>Start Date: 08/28/2017</p>	<p>Case Studies/Problem-based Assignments - Calculation assignment</p> <p>Criterion for Success: 75% of students will score a 75% or higher</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>13/13 or 100% of the students scored 75% or higher. (12/14/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>7/8 or 88% of the class scored 75% or greater on the examination. (05/04/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>17/18 or 94% of the class scored 75% or higher on this portion of the class. (12/08/2017)</p>	
<p>Aerosol Deposition - Describe the factors that effect aerosol deposition in the lungs.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017)</p> <p>Start Date: 08/28/2017</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will score a 75% or higher</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>12/13 or 92% of the students passed with a score of 73% or higher. (12/14/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>4/8 or 50% of the class scored 75% or higher on this portion</p>	<p>Action: Aerosol deposition was reinforced in a concurrent class as well as remediation occurring in</p>

Course Outcomes	Assessment Methods	Results	Actions
		of the exam. (05/04/2018)	the class. (05/04/2018)
		Reporting Period: 2017 - 2018 Classification: Criterion Not Met 8/18 or 44% of the class scored 75% or higher on this portion of the class. (12/08/2017)	Action: Class remediated and the subject of aerosol deposition stressed in a concurrent class. (12/08/2017)
Aerosol Therapy - Discuss the indications, complications, and hazards of aerosol drug therapy. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017) Start Date: 08/28/2017	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score a 75% or higher Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 12/13 or 92% of the students passed with a score of 75% or higher. (12/14/2018) Reporting Period: 2017 - 2018 Classification: Criterion Not Met 4/4 or 50% of the class scored 75% or greater on this test. (05/04/2018) Reporting Period: 2017 - 2018 Classification: Criterion Not Met 8/18 or 44% of the students scored 75% or higher on this portion of the class. (12/08/2017)	Action: class remediated and the subject was stressed in a concurrent class. (05/04/2018) Action: Students remediated and aerosol therapy stressed during a concurrent class. (12/08/2017)
Aerosol Drug Administration - Compare and contrast jet nebulizers, ultrasonic nebulizers, pressurized metered dose inhalers, mist generators and dry powder inhalers for aerosol drug administration. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017) Start Date: 08/28/2017	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score a 75% or higher Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 12/13 or 92% of the students scored 75% or higher. (12/14/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 7/8 or 88% of the class scored 75% or greater on the examination. (05/04/2018) Reporting Period: 2017 - 2018 Classification: Criterion Not Met 8/18 or 44% of the class scored 75% or higher on this portion of the class. (12/08/2017)	Action: Class remediated and the subject of aerosol drug administration was stressed in a concurrent class. (12/08/2017)
MDI Reservoirs - Distinguish between spacers and valved holding chambers. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017) Start Date: 08/28/2017	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score a 75% or higher Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 13/13 or 100% of the students scored 75% or higher. (12/14/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met	

Course Outcomes	Assessment Methods	Results	Actions
		7/8 or 88% of the class scored 75% or greater on the examination. (05/04/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met	
		16/18 or 88% of the class scored 75% or higher on this portion of the exam. (12/08/2017)	
Selection of Aerosol Device - Discuss issues involved in the selection of a device for aerosol delivery. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017) Start Date: 08/28/2017	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score a 75% or higher Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 13/13 or 100% of the students scored 75% or higher. (12/14/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 7/8 or 88% of the class scored 75% or greater on the examination. (05/04/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 18/18 or 100% of the students scored 75% or higher on this portion of the testing. (12/08/2017)	
Components of Bronchodilator Protocols - Describe the components of Bronchodilator Protocols. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017) Start Date: 08/28/2017	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score a 75% or higher Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 13/13 or 100% of the students scored 75% or higher. (12/14/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 8/8 or 100% of the class scored 75% or higher on this test. (05/04/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 18/18 or 100% of the students scored 75% or higher on this portion of the test. (12/08/2017)	
Utilize Bronchodilator Protocol - Utilize a Bronchodilator Protocol to select a correct treatment regimen for a variety of case studies. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017)	Case Studies/Problem-based Assignments - Case study evaluation Criterion for Success: 75% of students will score a 75% or higher Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 13/13 or 100% of the students scored 75% or higher. (12/14/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 8/8 or 100% of the class scored 75% or higher on the case	

Course Outcomes	Assessment Methods	Results	Actions
		study. (05/04/2018)	
Start Date: 08/28/2017		Reporting Period: 2017 - 2018 Classification: Criterion Met 18/18 or 100% of the students scored 75% or higher on the case studies. (12/08/2017)	
Treatment of Asthma - Discuss the triggers, pathogenesis, clinical manifestations, and treatment of asthma. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017) Start Date: 08/28/2017	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score a 75% or higher Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 13/13 or 100% of the students scored 75% or higher. (12/14/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 8/8 or 100% of the class scored 75% or higher on this test. (05/04/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 18/18 or 100% of the students scored 75% or higher on this portion of the test. (12/08/2017)	
NAEPP Guidelines - Discuss asthma management according to the National Asthma Education Prevention Program (NAEPP) Guidelines. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017) Start Date: 08/28/2017	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score a 75% or higher Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 13/13 or 100% of the students scored 75% or higher. (12/14/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 8/8 or 100% of the class scored 75% or higher on this test. (05/04/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 14/18 or 78% of the students scored 75% or higher on this portion of the test. (12/08/2017)	
Manage a Patient with Asthma - Determine the best stepwise approach to manage a patient's asthma for a variety of case studies. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017) Start Date: 08/28/2017	Case Studies/Problem-based Assignments - Case study evaluation Criterion for Success: 75% of students will score a 75% or higher Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 13/13 or 100% of the students scored 75% or higher. (12/14/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 8/8 or 100% of the class scored 75% or higher on this test. (05/04/2018)	

<i>Course Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
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Reporting Period: 2017 - 2018
Classification: Criterion Met
 18/18 or 100% of the students scored 75% or higher on the case study (12/08/2017)

RESP 145:Respiratory Care Procedures

Course Outcomes	Assessment Methods	Results	Actions
<p>BLS - Complete the course requirements for Basic Life Support for Healthcare Providers in accordance with the American Heart Association.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017)</p> <p>Start Date: 08/28/2017</p>	<p>Test - External - Post or Pre/Post - Exam</p> <p>Criterion for Success: 75% of students will score a 75% or higher on the assessment.</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>13/13 or 100% of the students scored 75% or higher. (12/14/2018)</p>	
		<p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>7/8 or 88% of the students scored 75% or higher not his test. (05/04/2018)</p>	
		<p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Not Met</p> <p>11/17 or 65% of the class scored 75% or higher on this test. (12/08/2017)</p>	<p>Action: Student remediated and reviewed the material covered (04/21/2018)</p>
<p>Adjunct Airways - Describe the structure, function, clinical indications, hazards and care of patients with adjunct airways.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017)</p> <p>Start Date: 08/28/2017</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will score a 75% or higher on the assessment.</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Not Met</p> <p>7/13 or 54% scored 75% or higher on the assessment of adjunct airways (12/08/2018)</p>	
		<p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>8/8 or 100% of the students scored 75% or greater on this test. (05/04/2018)</p>	
		<p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Not Met</p> <p>6/17 or 35% of the students scored a passing grade on this test. (12/08/2017)</p>	<p>Action: Student remediated and retested on this material in the final exam. (12/08/2017)</p>
<p>Resuscitation Equipment - Describe the selection, function, use and care of resuscitation equipment including resuscitation bags.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017)</p> <p>Start Date: 08/28/2017</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will score a 75% or higher on the assessment.</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>10/13 or 77% scored 75% or higher on the assessment of resuscitation equipment (12/08/2018)</p>	
		<p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>8/8 or 100% of the students scored 75% or greater on this quiz (05/04/2018)</p>	
		<p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Not Met</p> <p>6/17 or 35% of the class scored a passing grade on this quiz.</p>	<p>Action: Student remediated and retested on this material in the final exam. (12/08/2017)</p>

Course Outcomes	Assessment Methods	Results	Actions
		(12/08/2017)	
Artificial Airways - Discuss the indications for artificial airways. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017) Start Date: 08/28/2017	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score a 75% or higher on the assessment. Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Not Met 7/13 or 54% scored 75% or higher on the assessment of artificial airways (12/08/2018) <hr/> Reporting Period: 2017 - 2018 Classification: Criterion Met 8/8 or 100% of the students scored a passing grade on this portion of the test. (05/04/2018) <hr/> Reporting Period: 2017 - 2018 Classification: Criterion Met 14/17 or 82% of the students scored a passing grade on this portion of the test. (12/08/2017)	
Intubation - Demonstrate the procedures for nasal and oral intubation. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017) Start Date: 08/28/2017	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score a 75% or higher on the assessment. Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Not Met 7/13 or 54% scored 75% or higher on the assessment of intubation (12/08/2018) <hr/> Reporting Period: 2017 - 2018 Classification: Criterion Met 8/8 or 100% of the students scored a passing grade on this portion of the quiz. (05/04/2018) <hr/> Reporting Period: 2017 - 2018 Classification: Criterion Met 17/17 or 100% of the students scored a passing grade on this portion. (12/08/2017)	
Endotracheal and Tracheostomy Tubes - Describe the physical aspects, indications, hazards and complications of endotracheal and tracheostomy tubes. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017) Start Date: 08/28/2017	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score a 75% or higher on the assessment. Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Not Met 7/13 or 54% scored 75% or higher on the assessment of airways (12/08/2018) <hr/> Reporting Period: 2017 - 2018 Classification: Criterion Met 8/8 or 100% of the students score a passing grade on this portion of the quiz (05/04/2018) <hr/> Reporting Period: 2017 - 2018 Classification: Criterion Met 13/17 or 77% of the students scored a passing grade on this portion of the quiz (12/08/2017)	

<i>Course Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
<p>Bronchial Hygiene - Describe the assessment process, indications, complications, and hazards for bronchial hygiene therapy.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017)</p> <p>Start Date: 08/28/2017</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will score a 75% or higher on the assessment.</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>12/13 or 92% scored 75% or higher on the assessment of bronchial hygiene (12/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>7/8 or 88% of the students scored a passing grade on this portion of the quiz. (05/04/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>15/17 or 88% of the class received a passing grade on this portion of the quiz. (12/08/2017)</p>	
<p>Lung Expansion - Discuss the indications, complications, and hazards of each lung expansion technique.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017)</p> <p>Start Date: 08/28/2017</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will score a 75% or higher on the assessment.</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>12/13 or 93% scored 75% or higher on the assessment of lung expansion (12/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>7/8 or 88% of the students scored a passing grade on this portion of the quiz. (05/04/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>15/17 or 88% of the students scored a passing grade on this portion of the quiz. (12/08/2017)</p>	
<p>Inhaled Medication Administration - Discuss the indications, complications, and hazards of each inhaled medication administration technique.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017)</p> <p>Start Date: 08/28/2017</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will score a 75% or higher on the assessment.</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>12/13 or 93% scored 75% or higher on the assessment of inhaled medications (12/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>8/8 or 100% of the students scored 75% or greater on this quiz. (05/04/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>17/17 or 100% of the students scored 75% or greater on this quiz. (12/08/2017)</p>	

Course Outcomes	Assessment Methods	Results	Actions
<p>Secretion Producing Disorders - Describe the anatomic alterations of the lungs caused by secretion producing disorders. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017) Start Date: 08/28/2017</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score a 75% or higher on the assessment. Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 12/13 or 93% scored 75% or higher on the assessment of secretion producing disorders (12/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 7/8 or 88% of the students scored 75% or higher on this quiz. (05/04/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 15/17 or 88% of the students scored 75% or greater on this quiz. (12/08/2017)</p>	
<p>Pathophysiologic Mechanisms - Explain the major pathophysiologic mechanisms activated throughout the respiratory system as a result of the anatomic alterations. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017) Start Date: 08/28/2017</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score a 75% or higher on the assessment. Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 13/13 or 100% scored 75% or higher on the assessment of pathophysiology mechanisms (12/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 7/8 or 88% of the students scored 75% or greater on this quiz. (05/04/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 15/17 or 88% of the students scored 75% or greater on this quiz. (12/08/2017)</p>	
<p>Clinical Manifestations - Identify the common clinical manifestations that develop as a result of the anatomic alterations and pathophysiologic changes. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017) Start Date: 08/28/2017</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score a 75% or higher on the assessment. Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 13/13 or 100% scored 75% or higher on the assessment of clinical manifestations (12/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 7/8 or 88% of the students scored 75% or greater on this quiz. (05/04/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 15/17 or 88% of the students scored 75% or greater on this quiz. (12/08/2017)</p>	
<p>Therapy Protocols - Describe the</p>	<p>Test - Internally Developed -</p>	<p>Reporting Period: 2018 - 2019</p>	

<i>Course Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
<p>components of bronchial hygiene, lung expansion and inhaled medication administration protocols. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017) Start Date: 08/28/2017</p>	<p>Pre/Post or Post - Exam Criterion for Success: 75% of students will score a 75% or higher on the assessment. Assessment Schedule: End of each course offering</p>	<p>Classification: Criterion Met 13/13 or 100% scored 75% or higher on the assessment of clinical manifestations (12/08/2018) <hr/> Reporting Period: 2017 - 2018 Classification: Criterion Met 7/8 or 88% of the students scored 75% or greater on this quiz. (05/04/2018) <hr/> Reporting Period: 2017 - 2018 Classification: Criterion Met 15/17 or 88% of the students scored 75% or higher on this quiz. (12/08/2017)</p>	
<p>Utilize Therapy Protocols - Utilize a bronchial hygiene, lung expansion and/or inhaled medication administration protocol to develop a correct treatment regimen for a variety of case studies. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017) Start Date: 08/28/2017</p>	<p>Case Studies/Problem-based Assignments - Case Study Evaluation Criterion for Success: 75% of students will score a 75% or higher on the assessment. Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 13/13 or 100% scored 75% or higher on the assessment of clinical manifestations (12/08/2018) <hr/> Reporting Period: 2017 - 2018 Classification: Criterion Met 8/8 or 100% of the students scored 75% or higher on the case study. (05/04/2018) <hr/> Reporting Period: 2017 - 2018 Classification: Criterion Met 17/17 or 100% of the students scored 75% or higher on the case study. (12/08/2017)</p>	

RESP 146:Respiratory Care Procedures Lab

Course Outcomes	Assessment Methods	Results	Actions
<p>BLS - Demonstrate requirements for Basic Life Support (BLS) for Healthcare Providers in accordance with the American Heart Association. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017) Start Date: 08/28/2017</p>	<p>Performance (e.g. Music, Theatre) - Performance evaluation Criterion for Success: 75% of students will score a 75% or higher on the assessment. Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 13/13 or 100% scored 75% or higher on the assessment (12/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 8/8 or 100% of the students scored 75% or higher on this competency (05/04/2018)</p>	
<p>Airway Adjuncts - Demonstrate proper utilization of airway adjuncts. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017) Start Date: 08/28/2017</p>	<p>Performance (e.g. Music, Theatre) - Performance evaluation Criterion for Success: 75% of students will score a 75% or higher on the assessment. Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 13/13 or 100% scored 75% or higher on the assessment of clinical manifestations (12/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 8/8 or 100% of the students scored 75% or higher on the case study. (05/04/2018)</p>	
<p>Resuscitation Equipment - Demonstrate proper utilization of resuscitation equipment including resuscitation bags. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017) Start Date: 08/28/2017</p>	<p>Performance (e.g. Music, Theatre) - Performance evaluation Criterion for Success: 75% of students will score a 75% or higher on the assessment. Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 13/13 or 100% scored 75% or higher on the assessment of clinical manifestations (12/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 8/8 or 100% of the students scored 75% or higher on the case study. (05/04/2018)</p>	
<p>Intubation - Demonstrate the procedures for nasal and oral intubation. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017) Start Date: 08/28/2017</p>	<p>Performance (e.g. Music, Theatre) - Performance evaluation Criterion for Success: 75% of students will score a 75% or higher on the assessment. Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 13/13 or 100% scored 75% or higher on the assessment of clinical manifestations (12/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 8/8 or 100% of the students scored 75% or higher on the case study. (05/04/2018)</p>	
<p>Airway Expansion - Demonstrate proper utilization of airway expansion</p>	<p>Performance (e.g. Music, Theatre) - Performance evaluation</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met</p>	

<i>Course Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
<p>techniques. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017) Start Date: 08/28/2017</p>	<p>Criterion for Success: 75% of students will score a 75% or higher on the assessment. Assessment Schedule: End of each course offering</p>	<p>13/13 or 100% scored 75% or higher on the assessment (12/08/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 8/8 or 100% of the students scored 75% or higher on the case study. (05/04/2018)</p>	
<p>Bronchial Hygiene - Demonstrate proper utilization of bronchial hygiene therapy techniques. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017) Start Date: 08/28/2017</p>	<p>Performance (e.g. Music, Theatre) - Performance evaluation Criterion for Success: 75% of students will score a 75% or higher on the assessment. Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 13/13 or 100% scored 75% or higher on the assessment (12/08/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 8/8 or 100% of the students scored 75% or higher on the case study. (05/04/2018)</p>	
<p>Inhaled Medication Administration - Demonstrate proper utilization of inhaled medication administration techniques. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017) Start Date: 08/28/2017</p>	<p>Performance (e.g. Music, Theatre) - Performance evaluation Criterion for Success: 75% of students will score a 75% or higher on the assessment. Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 13/13 or 100% scored 75% or higher on the assessment (12/08/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 8/8 or 100% of the students scored 75% or higher on the case study. (05/04/2018)</p>	
<p>Utilize Therapy Protocols - Utilize a bronchial hygiene, lung expansion and/or inhaled medication administration protocol to develop a correct treatment regimen for a variety of case studies. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017) Start Date: 08/28/2017</p>	<p>Case Studies/Problem-based Assignments - Case study evaluation Criterion for Success: 75% of students will score a 75% or higher on the assessment. Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 13/13 or 100% scored 75% or higher on the assessment (12/08/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 8/8 or 100% of the students scored 75% or higher on the case study. (05/04/2018)</p>	

RESP 162:Respiratory Pathyphysiology

Course Outcomes	Assessment Methods	Results	Actions
<p>Chest Physical Exam - Identify the components of the chest physical examination.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017)</p> <p>Start Date: 08/28/2017</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will score a 75% or higher on the assessment.</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>100% of students passed the assessment on components of the chest physical examination. (08/23/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>8/8 or 100% of the students scored above 75% of this assessment (05/04/2018)</p>	
<p>Changes in Physical Exam - Describe changes in the components of the physical exam associated with pulmonary dysfunction.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017)</p> <p>Start Date: 08/28/2017</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will score a 75% or higher on the assessment.</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>100% of students passed the assessment on changes in the components of the physical exam associated with pulmonary dysfunction. (08/23/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Not Met</p> <p>4/4 or 50% of the students scored 75% or higher on this portion of the exam. (05/04/2018)</p>	<p>Action: Remediation occurred with additional reinforcement in the lab. (05/04/2018)</p>
<p>Normal Chest X-Ray - Describe the normal chest radiograph (CXR).</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017)</p> <p>Start Date: 08/28/2017</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will score a 75% or higher on the assessment.</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Not Met</p> <p>31% of students passed the assessment on the normal chest radiograph (CXR). (08/23/2019)</p> <p>Change Assessment Strategy: Yes</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>8/8 or 100% of the class scored 75% or higher on this portion of the exam. (05/04/2018)</p>	<p>Action: Change assessment from written exam to visual identification. (08/23/2019)</p>
<p>Differentiate Diagnostic Tests - Differentiate between information provided by x-rays, CT scan, ultrasonography, MRI, pulmonary angiography and ventilation/perfusion scans.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017)</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will score a 75% or higher on the assessment.</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Not Met</p> <p>31% of students passed assessment on differentiating between information provided by x-rays, CT scan, ultrasonography, MRI, pulmonary angiography and ventilation/perfusion scans. (08/23/2019)</p> <p>Change Assessment Strategy: Yes</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p>	<p>Action: Focus discussions and activities on differentiating between the multiple exams. (08/23/2019)</p>

Course Outcomes	Assessment Methods	Results	Actions
Start Date: 08/28/2017		7/8 or 88% of the students scored 75% or higher on this portion of the exam. (05/04/2018)	
CXR for Thoracic Abnormalities - Describe the indications, clinical utility, and radiographic findings on CXR for thoracic abnormalities. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017) Start Date: 08/28/2017	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score a 75% or higher on the assessment. Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Not Met 31% of students passed the assessment on describing the indications, clinical utility, and radiographic findings on CXR for thoracic abnormalities. (08/23/2019) Change Assessment Strategy: Yes Reporting Period: 2017 - 2018 Classification: Criterion Met 8/8 or 100% of the students scored 75% or higher on this portion of the exam. (05/04/2018)	Action: Invite professors and students from Imaging to guest lecture and participate in IPE for this section. (08/23/2019)
Laboratory Studies - Analyze and interpret data in laboratory studies associated with cardiopulmonary disorders. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017) Start Date: 08/28/2017	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score a 75% or higher on the assessment. Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Not Met 43% of students passed the assessment on analyzing and interpreting data in laboratory studies associated with cardiopulmonary disorders. (08/23/2019) Change Assessment Strategy: Yes Reporting Period: 2017 - 2018 Classification: Criterion Met 7/8 or 88% of the students scored 75% or higher on this assessment (05/04/2018)	Action: Invite professors and students from Clinical Laboratory Services to lecture and participate in IPE for this section. (08/23/2019)
Problem-oriented Medical Record - Describe how a problem-oriented medical record is maintained by using a SOAP format to enter patient data. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017) Start Date: 08/28/2017	Case Studies/Problem-based Assignments - SOAP document examination Criterion for Success: 75% of students will score a 75% or higher on the assessment. Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 85% of students passed the assessment by maintaining a SOAP format to enter patient data. (08/23/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 8/8 or 100% of the students scored 75% or higher on the case study (05/04/2018)	
Anatomic Alterations - Describe the anatomic alterations of the lungs caused by disorders encountered by the respiratory therapist. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017)	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score a 75% or higher on the assessment. Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 85% of students passed the assessment on anatomic alterations of the lungs caused by disorders encountered by the respiratory therapist. (08/23/2019) Reporting Period: 2017 - 2018	

Course Outcomes	Assessment Methods	Results	Actions
Start Date: 08/28/2017		Classification: Criterion Met 7/8 or 88% of the students scored 75% or higher on this assessment (05/04/2018)	
Pathophysiologic Mechanisms - Explain the major pathophysiologic mechanisms activated throughout the respiratory system as a result of the anatomic alterations. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017) Start Date: 08/28/2017	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score a 75% or higher on the assessment. Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 85% of students passed the assessment on major pathophysiologic mechanisms activated throughout the respiratory system as a result of the anatomic alterations. (08/23/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 8/8 or 100% of the students scored 75% or higher on this assessment (05/04/2018)	
Clinical Manifestations - Identify common clinical manifestations that develop as a result of the anatomic alterations and pathophysiologic changes. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017) Start Date: 08/28/2017	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score a 75% or higher on the assessment. Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 85% of students passed the assessment on common clinical manifestations that develop as a result of the anatomic alterations and pathophysiologic changes. (08/23/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 8/8 or 100% of the students scored 75% or higher on this assessment (05/04/2018)	
Smoking Cessation - Identify and discuss components and methods utilized in smoking cessation programs. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017) Start Date: 08/28/2017	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score a 75% or higher on the assessment. Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 85% of students passed the assessment on components and methods utilized in smoking cessation programs. (08/23/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 6/8 or 76% of the students scored 75% or higher on this portion of the assessment (05/04/2018)	
Treatment Plan - Formulate a treatment plan for selected disorders encountered by the respiratory therapist. Course Outcome Status: Active Planned Semester(s) of Assessment:	Case Studies/Problem-based Assignments - Treatment Plan evaluation Criterion for Success: 75% of students will score a 75% or higher on the assessment.	Reporting Period: 2018 - 2019 Classification: Criterion Met 85% of students passed the assessment on formulating a treatment plan for selected disorders encountered by the respiratory therapist. (08/23/2019)	

Course Outcomes	Assessment Methods	Results	Actions
2017 - 2018 (Fall 2017) Start Date: 08/28/2017	Assessment Schedule: End of each course offering	Reporting Period: 2017 - 2018 Classification: Criterion Met 8/8 or 100% of the class scored 75% or higher on the case study (05/04/2018)	

RESP 171:Cardiorespiratory Diagnostics

Course Outcomes	Assessment Methods	Results	Actions
<p>Normal Values for Spirometry and Pulmonary Function - Define and give normal values for forced spirometry measurements, lung volumes, diffusion and gas distribution measurements.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p> <p>Start Date: 08/28/2017</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will score a 75% or higher on the assessment.</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored 75% or higher. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>9/9 or 100% scored 75% or greater on this examination. (08/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>14/17 or 82% of the class scored 75% or higher on this assessment. (05/04/2018)</p>	
<p>Techniques to Obtain Spirometry and Pulmonary Function - Describe the techniques used to obtain forced spirometry measurements, lung volumes, diffusion and gas distribution measurements.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p> <p>Start Date: 08/28/2017</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will score a 75% or higher on the assessment.</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored 75% or higher. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>9/9 or 100% scored 75% or greater on this examination. (08/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>14/17 or 82% of the class scored 75% or higher on this assessment. (05/04/2018)</p>	
<p>Lung Volumes - Compare and contrast lung volume measurements.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p> <p>Start Date: 08/28/2017</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will score a 75% or higher on the assessment.</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored 75% or higher. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>9/9 or 100% scored 75% or greater on this examination. (08/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>14/17 or 82% of the class scored 75% or higher on this</p>	

Course Outcomes	Assessment Methods	Results	Actions
		assessment. (05/04/2018)	
<p>Indirect Measurements - Compare and contrast how indirect methods are used to measure residual volume and capacities containing residual volume.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p> <p>Start Date: 08/28/2017</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will score a 75% or higher on the assessment.</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored 75% or higher. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>9/9 or 100% scored 75% or greater on this examination. (08/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>14/17 or 82% of the class scored 75% or higher on this assessment. (05/04/2018)</p>	
<p>Recommend Use of Pulmonary Function Testing - Recommend the use of pulmonary function testing including forced spirometry, lung volumes, and diffusing capacity.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p> <p>Start Date: 08/28/2017</p>	<p>Case Studies/Problem-based Assignments - Case scenario</p> <p>Criterion for Success: 75% of students will score a 75% or higher on the assessment.</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored 75% or higher. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>9/9 or 100% scored 75% or greater on this Case Study. (08/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>14/17 or 82% of the class scored 75% or higher on this Case Study. (05/04/2018)</p>	
<p>Recommend Specialized Pulmonary Function Testing - Recommend the use of specialized pulmonary function testing including pre-and post-bronchodilator testing, bronchial provocation challenge and cardiopulmonary exercise testing.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p> <p>Start Date: 08/28/2017</p>	<p>Case Studies/Problem-based Assignments - Case scenario</p> <p>Criterion for Success: 75% of students will score a 75% or higher on the assessment.</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored 75% or higher. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>9/9 or 100% scored 75% or greater on this Case Study. (08/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>14/17 or 82% of the class scored 75% or higher on this Case Study. (05/04/2018)</p>	

Course Outcomes	Assessment Methods	Results	Actions
<p>Accuracy and Reliability - Evaluate the accuracy and reliability of pulmonary function tests (PFT).</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p> <p>Start Date: 08/28/2017</p>	<p>Case Studies/Problem-based Assignments - Case scenario</p> <p>Criterion for Success: 75% of students will score a 75% or higher on the assessment.</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored 75% or higher. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>9/9 or 100% scored 75% or greater on this examination. (08/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>17/17 or 100% of the class scored 75% or higher on this Case Study assessment. (05/04/2018)</p>	
<p>Interpret Pulmonary Function Results - Interpret PFT results including normal, obstructive, restrictive and combined studies.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p> <p>Start Date: 08/28/2017</p>	<p>Case Studies/Problem-based Assignments - Case scenario</p> <p>Criterion for Success: 75% of students will score a 75% or higher on the assessment.</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored 75% or higher. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>9/9 or 100% scored 75% or greater on this examination. (08/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>17/17 or 100% of the class scored 75% or higher on this Case Study assessment. (05/04/2018)</p>	
<p>Function of ECG - Identify and describe the function of the electrocardiograph (ECG) and its components.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p> <p>Start Date: 08/29/2017</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will score a 75% or higher on the assessment.</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored 75% or higher. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>9/9 or 100% scored 75% or greater on this examination. (08/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>17/17 or 100% of the students passed this portion of the assessment with a score of 75% or greater. (05/04/2018)</p>	

Course Outcomes	Assessment Methods	Results	Actions
<p>Use of ECG - Explain the use of the ECG in the evaluation of cardiac function.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p> <p>Start Date: 08/28/2017</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will score a 75% or higher on the assessment.</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored 75% or higher. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>9/9 or 100% scored 75% or greater on this examination. (08/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>17/17 or 100% of the students passed this portion of the assessment with a score of 75% or greater. (05/04/2018)</p>	
<p>ECG Patterns - Identify the ECG pattern for each of the arrhythmias required in the study of AHA advanced life support (ACLS)</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p> <p>Start Date: 08/28/2017</p>	<p>Case Studies/Problem-based Assignments - Case scenario</p> <p>Criterion for Success: 75% of students will score a 75% or higher on the assessment.</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored 75% or higher. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>9/9 or 100% scored 75% or greater on this examination. (08/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>17/17 or 100% of the students passed this portion of the assessment with a score of 75% or greater. (05/04/2018)</p>	
<p>Interpret ECG Strips - Interpret ECG strips.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p> <p>Start Date: 08/28/2017</p>	<p>Case Studies/Problem-based Assignments - Case scenario</p> <p>Criterion for Success: 75% of students will score a 75% or higher on the assessment.</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored 75% or higher. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>9/9 or 100% scored 75% or greater on this examination. (08/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>17/17 or 100% of the students passed this portion of the assessment with a score of 75% or greater. (05/04/2018)</p>	
<p>Treatment of Cardiac Arrhythmias -</p>	<p>Test - Internally Developed -</p>	<p>Reporting Period: 2018 - 2019</p>	

<i>Course Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
Describe the use of drug therapy, pacemakers and defibrillators in the treatment of cardiac arrhythmias. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018) Start Date: 08/28/2017	Pre/Post or Post - Exam Criterion for Success: 75% of students will score a 75% or higher on the assessment. Assessment Schedule: End of each course offering	Classification: Criterion Met 14/14 or 100% of the students scored 75% or higher. (04/26/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 9/9 or 100% scored 75% or greater on this examination. (08/08/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 17/17 or 100% of the students passed this portion of the assessment with a score of 75% or greater. (05/04/2018)	

RESP 172:Cardiorespiratory Diagnostics Laboratory

Course Outcomes	Assessment Methods	Results	Actions
<p>Simple Bedside Spirometry - Demonstrate the ability to perform simple bedside spirometry testing. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018) Start Date: 08/28/2017</p>	<p>Performance (e.g. Music, Theatre) - Performance evaluation Criterion for Success: 75% of students will score a 75% or higher on the assessment. Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 14/14 or 100% of the students scored 75% or higher. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 9/9 or 100% scored 75% or greater on this examination. (08/08/2018)</p>	
<p>Accuracy and Reliability of PFT Equipment - Evaluate the accuracy and reliability of pulmonary function tests (PFT). Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018) Start Date: 08/28/2017</p>	<p>Performance (e.g. Music, Theatre) - Performance evaluation Criterion for Success: 75% of students will score a 75% or higher on the assessment. Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 14/14 or 100% of the students scored 75% or higher. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 9/9 or 100% scored 75% or greater on this assessment (08/08/2018)</p>	
<p>Interpret PFT Results - Interpret PFT results including normal, obstructive, restrictive and combined studies. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018) Start Date: 08/28/2017</p>	<p>Performance (e.g. Music, Theatre) - Performance evaluation Criterion for Success: 75% of students will score a 75% or higher on the assessment. Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 14/14 or 100% of the students scored 75% or higher. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 9/9 or 100% scored 75% or greater on this assessment (08/08/2018)</p>	
<p>Perform ECG Testing - Demonstrate the ability to perform 12 lead Electrocardiogram (ECG) testing. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018) Start Date: 08/28/2017</p>	<p>Performance (e.g. Music, Theatre) - Performance evaluation Criterion for Success: 75% of students will score a 75% or higher on the assessment. Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 14/14 or 100% of the students scored 75% or higher. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 9/9 or 100% scored 75% or greater on this assessment (08/08/2018)</p>	
<p>Cardiac Monitoring - Demonstrate the ability to perform continuous</p>	<p>Performance (e.g. Music, Theatre) - Performance evaluation</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met</p>	

<i>Course Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
cardiac monitoring Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018) Start Date: 08/28/2017	Criterion for Success: 75% of students will score a 75% or higher on the assessment. Assessment Schedule: End of each course offering	14/14 or 100% of the students scored 75% or higher. (04/26/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 9/9 or 100% scored 75% or greater on this assessment (08/08/2018)	
Interpret ECG Strips - Interpret ECG strips Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018) Start Date: 08/28/2017	Performance (e.g. Music, Theatre) - Performance evaluation Criterion for Success: 75% of students will score a 75% or higher on the assessment. Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 14/14 or 100% of the students scored 75% or higher. (04/26/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 9/9 or 100% scored 75% or greater on this assessment (08/08/2018)	

RESP 182:Blood Gases & Oxygenation

Course Outcomes	Assessment Methods	Results	Actions
<p>Standard Precautions - Discuss standard precautions required in the patient care setting and demonstrate the correct procedure for each precaution.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p> <p>Start Date: 08/28/2017</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will earn a score of 75% or higher.</p> <p>Assessment Schedule: end of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>13/14 or 92.3% of the students scored 75% or higher. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>89% of students scored 75% or higher (08/26/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>88.9% scored 75% or higher on Quiz 2 (05/04/2018)</p>	<p>Action: No action necessary (08/26/2018)</p>
<p>Infection Control - Discuss infection control procedures required in the patient care setting.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p> <p>Start Date: 08/28/2017</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will earn a score of 75% or higher.</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>13/14 or 93% of the students scored 75% or higher. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>89% of students scored 75% or higher (08/26/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>88.9% scored 75% or higher on Quiz 2 (05/04/2018)</p>	<p>Action: No action necessary (08/26/2018)</p>
<p>Organisms Causing Pneumonia - Describe the major organisms causing community-acquired, nosocomial, and ventilator-associated pneumonias.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p> <p>Start Date: 08/28/2017</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will earn a score of 75% or higher.</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>13/14 or 92.3% of the students scored 75% or higher. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>89% of students scored 75% or higher (08/26/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Not Met</p> <p>50% scored 75% or higher on Quiz 3 (05/04/2018)</p>	<p>Action: Revise teaching module on infection control (05/04/2018)</p>
<p>Interaction of Microorganisms and Human Body - Explain the different types of interactions that occur between microorganisms and the</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will earn a score of 75% or</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>13/14 or 92.3% of the students scored 75% or higher. (04/26/2019)</p>	

Course Outcomes	Assessment Methods	Results	Actions
<p>human body. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018) Start Date: 08/28/2017</p>	<p>higher. Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2017 - 2018 Classification: Criterion Met 89% of students scored 75% or higher (08/26/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Not Met 50% scored 75% or higher on Quiz 3 (05/04/2018)</p>	<p>Action: Revise teaching module on infection control (05/04/2018)</p>
<p>Human Body Defense - Describe how the human body defends itself against pathogenic microorganisms. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018) Start Date: 08/28/2017</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will earn a score of 75% or higher. Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 13/14 or 92.3% of the students scored 75% or higher. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 89% of students scored 75% or higher (08/26/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Not Met 50% scored 75% or higher on Quiz 3 (05/04/2018)</p>	<p>Action: Revise teaching module on infection control (05/04/2018)</p>
<p>Oxygenation and Ventilation - Explain the physiological basis of oxygenation and ventilation. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018) Start Date: 08/28/2017</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will earn a score of 75% or higher. Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 14/14 or 100% of the students scored 75% or higher. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 78% of students scored 75% or higher (08/26/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 88.9% scored 75% or higher on Final Exam (05/04/2018)</p>	
<p>Oxygen Transport - Describe the methods of oxygen transport. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018) Start Date: 08/28/2017</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will earn a score of 75% or higher. Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 14/14 or 100% of the students scored 75% or higher. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 78% of students scored 75% or higher (08/26/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 88.9% scored 75% or higher on Final Exam (05/04/2018)</p>	

Course Outcomes	Assessment Methods	Results	Actions
<p>Oxygen Dissociation Curve - Explain the significance and factors that affect the oxygen dissociation curve.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p> <p>Start Date: 08/28/2017</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will earn a score of 75% or higher.</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored 75% or higher. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>78% of students scored 75% or higher (08/26/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>88.9% scored 75% or higher on Quiz 1 (05/04/2018)</p>	
<p>Measuring Oxygenation - Describe the methods used to measure oxygenation.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p> <p>Start Date: 08/28/2017</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will earn a score of 75% or higher.</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored 75% or higher. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>89% of students scored 75% or higher (08/26/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>88.9% scored 75% or higher on Final Exam (05/04/2018)</p>	
<p>Acid-base Balance - Explain the principles relevant to acid-base balance in respiratory care.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p> <p>Start Date: 08/28/2017</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will earn a score of 75% or higher.</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored 75% or higher. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>89% of students scored 75% or higher (08/26/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>88.9% scored 75% or higher on Final Exam (05/04/2018)</p>	
<p>Procedure for Arterial Blood Sampling - Describe the correct procedure for obtaining arterial blood samples.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will earn a score of 75% or higher.</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored 75% or higher. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p>	

Course Outcomes	Assessment Methods	Results	Actions
Start Date: 08/28/2017		89% of students scored 75% or higher (08/26/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 88.9% scored 75% or higher on Quiz 2 (05/04/2018)	
Interpret Blood Gas Results - Interpret blood gas results, including oxygenation and acid/base results. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018) Start Date: 08/28/2017	Case Studies/Problem-based Assignments - Case scenario Criterion for Success: 75% of students will earn a score of 75% or higher. Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 14/14 or 100% of the students scored 75% or higher. (04/26/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of students scored 75% or higher (08/26/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 88.9% scored 75% or higher on Final Exam (05/04/2018)	
Work of Breathing - Describe compliance, elastance, and resistance and their relationship to work of breathing. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018) Start Date: 08/28/2017	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will earn a score of 75% or higher. Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 14/14 or 100% of the students scored 75% or higher. (04/26/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 78% of students scored 75% or higher (08/26/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 88.9% scored 75% or higher on Final Exam (05/04/2018)	
Indices of Oxygenation and Ventilation - Describe the indices of oxygenation and ventilation. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018) Start Date: 08/28/2017	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will earn a score of 75% or higher. Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 14/14 or 100% of the students scored 75% or higher. (04/26/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 89% of students scored 75% or higher (08/26/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 88.9% scored 75% or higher on Final Exam (05/04/2018)	
Equation of Motion - Use the equation of motion to describe	Case Studies/Problem-based Assignments - Case scenario	Reporting Period: 2018 - 2019	

<i>Course Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
<p>patient-ventilator interaction. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018) Start Date: 08/28/2017</p>	<p>Criterion for Success: 75% of students will earn a score of 75% or higher. Assessment Schedule: End of each course offering</p>	<p>Classification: Criterion Met 14/14 or 100% of the students scored 75% or higher. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 78% of students scored 75% or higher (08/26/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 88.9% scored 75% or higher on Quiz 1 (05/04/2018)</p>	

RESP 192: Clinical Practicum 1 - Basic Assessment and Therapy

Course Outcomes	Assessment Methods	Results	Actions
<p>Select and Administer Oxygen Therapy - Select the proper mode of administration, set-up and assure proper function of the selected oxygen delivery device.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017)</p> <p>Start Date: 08/28/2017</p>	<p>Observations (e.g. Clinical or Field) - Clinical evaluation</p> <p>Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>13/13 or 100% scored 75% or higher on this observation (12/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>8/8 or 100% of the students scored a minimum of 3 on the Likert scale. (08/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>18/18 or 100% of the students passed this portion of the assessment with a score of 3 or greater. (12/08/2017)</p>	
<p>Monitor Oxygen Therapy - Monitor the patient's response to the prescribed oxygen therapy and recommend changes in the approach taken according to individual patient needs.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017)</p> <p>Start Date: 08/28/2017</p>	<p>Observations (e.g. Clinical or Field) - Clinical evaluation</p> <p>Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>13/13 or 100% scored 75% or higher on this observation (12/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>8/8 or 100% of the students scored a minimum of 3 on the Likert scale. (08/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>18/18 or 100% of the students passed this portion of the assessment with a score of 3 or greater. (12/08/2017)</p>	
<p>Patient Assessment - Evaluate a patient's oxygenation and ventilatory status through the use of patient assessment skills, pulmonary mechanics, pulse oximetry and/or arterial blood gas (ABG) results.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017)</p> <p>Start Date: 08/28/2017</p>	<p>Observations (e.g. Clinical or Field) - Clinical evaluation</p> <p>Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>13/13 or 100% scored 75% or higher on this observation (12/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>8/8 or 100% of the students scored a minimum of 3 on the Likert scale. (08/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>18/18 or 100% of the students passed this portion of the</p>	

Course Outcomes	Assessment Methods	Results	Actions
		assessment with a score of 3 or greater. (12/08/2017)	
Recommend Aerosol and/or Bronchodilator Therapy - Recommend the appropriate aerosol and/or bronchodilator therapy. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017) Start Date: 08/28/2017	Observations (e.g. Clinical or Field) - Clinical evaluation Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 13/13 or 100% scored 75% or higher on this observation (12/08/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 8/8 or 100% of the students scored a minimum of 3 on the Likert scale. (08/08/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 18/18 or 100% of the students passed this portion of the assessment with a score of 3 or greater. (12/08/2017)	
Deliver Aerosol and/or Bronchodilator Therapy - Deliver aerosol and/or bronchodilator therapy according to departmental procedure. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017) Start Date: 08/28/2017	Observations (e.g. Clinical or Field) - Clinical evaluation Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 13/13 or 100% scored 75% or higher on this observation (12/08/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 8/8 or 100% of the students scored a minimum of 3 on the Likert scale. (08/08/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 18/18 or 100% of the students passed this portion of the assessment with a score of 3 or greater. (12/08/2017)	
Monitor Response to Therapy - Monitor the patient's response and alter the aerosol and/or bronchodilator treatment regimen according to the individual patient needs. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017) Start Date: 08/28/2017	Observations (e.g. Clinical or Field) - Clinical evaluation Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 13/13 or 100% scored 75% or higher on this observation (12/08/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 8/8 or 100% of the students scored a minimum of 3 on the Likert scale. (08/08/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 18/18 or 100% of the students passed this portion of the assessment with a score of 3 or greater. (12/08/2017)	

Course Outcomes	Assessment Methods	Results	Actions
Recommend Bronchial Hygiene - Recommend the appropriate bronchial hygiene therapy. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017) Start Date: 08/28/2017	Observations (e.g. Clinical or Field) - Clinical evaluation Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 13/13 or 100% scored 75% or higher on this observation (12/08/2018)	
		Reporting Period: 2017 - 2018 Classification: Criterion Met 8/8 or 100% of the students scored a minimum of 3 on the Likert scale. (08/08/2018)	
		Reporting Period: 2017 - 2018 Classification: Criterion Met 18/18 or 100% of the students passed this portion of the assessment with a score of 3 or greater. (12/08/2017)	
Perform Bronchial Hygiene - Deliver bronchial hygiene therapy according to departmental procedure. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017) Start Date: 08/28/2017	Observations (e.g. Clinical or Field) - Clinical evaluation Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 13/13 or 100% scored 75% or higher on this observation (12/08/2018)	
		Reporting Period: 2017 - 2018 Classification: Criterion Met 8/8 or 100% of the students scored a minimum of 3 on the Likert scale. (08/08/2018)	
		Reporting Period: 2017 - 2018 Classification: Criterion Met 18/18 or 100% of the students passed this portion of the assessment with a score of 3 or greater. (12/08/2017)	
Monitor Response to Bronchial Hygiene - Monitor the patient's response and alter the bronchial hygiene therapy according to the individual patient needs. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017) Start Date: 08/28/2017	Observations (e.g. Clinical or Field) - Clinical evaluation Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 13/13 or 100% scored 75% or higher on this observation (12/08/2018)	
		Reporting Period: 2017 - 2018 Classification: Criterion Met 8/8 or 100% of the students scored a minimum of 3 on the Likert scale. (08/08/2018)	
		Reporting Period: 2017 - 2018 Classification: Criterion Met 18/18 or 100% of the students passed this portion of the assessment with a score of 3 or greater. (12/08/2017)	

Course Outcomes	Assessment Methods	Results	Actions
<p>Recommend Lung Expansion - Recommend the appropriate lung expansion therapy. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017) Start Date: 08/28/2017</p>	<p>Observations (e.g. Clinical or Field) - Clinical evaluation Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 13/13 or 100% scored 75% or higher on this observation (12/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 8/8 or 100% of the students scored a minimum of 3 on the Likert scale. (08/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 18/18 or 100% of the students passed this portion of the assessment with a score of 3 or greater. (12/08/2017)</p>	
<p>Perform Lung Expansion - Deliver lung expansion therapy according to departmental procedure. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017) Start Date: 08/28/2017</p>	<p>Observations (e.g. Clinical or Field) - Clinical evaluation Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 13/13 or 100% scored 75% or higher on this observation (12/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 8/8 or 100% of the students scored a minimum of 3 on the Likert scale. (08/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 18/18 or 100% of the students passed this portion of the assessment with a score of 3 or greater. (12/08/2017)</p>	
<p>Monitor Lung Expansion - Monitor the patient's response and alter the lung expansion therapy according to the individual patient needs. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017) Start Date: 08/28/2017</p>	<p>Observations (e.g. Clinical or Field) - Clinical evaluation Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 13/13 or 100% scored 75% or higher on this observation (12/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 8/8 or 100% of the students scored a minimum of 3 on the Likert scale. (08/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 18/18 or 100% of the students passed this portion of the assessment with a score of 3 or greater. (12/08/2017)</p>	
<p>Provide Emergency Care - Provide</p>	<p>Observations (e.g. Clinical or Field) -</p>	<p>Reporting Period: 2018 - 2019</p>	

Course Outcomes	Assessment Methods	Results	Actions
<p>emergency care, cardiopulmonary resuscitation (CPR) or some portion of CPR as required in the clinical situation.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017)</p> <p>Start Date: 08/28/2017</p>	<p>Clinical evaluation</p> <p>Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation</p> <p>Assessment Schedule: End of each course offering</p>	<p>Classification: Criterion Met</p> <p>13/13 or 100% scored 75% or higher on this observation (12/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>8/8 or 100% of the students scored a minimum of 3 on the Likert scale. (08/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>18/18 or 100% of the students passed this portion of the assessment with a score of 3 or greater. (12/08/2017)</p>	
<p>Arterial Puncture - Demonstrate the proper procedure for obtaining an arterial blood sample through arterial puncture.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017)</p> <p>Start Date: 08/28/2017</p>	<p>Observations (e.g. Clinical or Field) -</p> <p>Clinical evaluation</p> <p>Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>13/13 or 100% scored 75% or higher on this observation (12/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>8/8 or 100% of the students scored a minimum of 3 on the Likert scale. (08/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Not Met</p> <p>0/18 or 0% of the students were able to complete this objective (12/08/2017)</p> <p>Change Assessment Strategy: Yes</p> <p>Curriculum Change: Requires UCC Approval</p>	<p>Action: This objective was left out of the RESP 145/146 classes and therefore the students were unable to complete during clinicals. (12/08/2017)</p>
<p>General Floor Assignment - Incorporate the general floor respiratory care techniques during a typical shift assignment.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017)</p> <p>Start Date: 08/28/2017</p>	<p>Observations (e.g. Clinical or Field) -</p> <p>Clinical evaluation</p> <p>Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>13/13 or 100% scored 75% or higher on this observation (12/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>8/8 or 100% of the students scored a minimum of 3 on the Likert scale. (08/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>18/18 or 100% of the students passed this portion of the assessment with a score of 3 or greater. (12/08/2017)</p>	

Course Outcomes	Assessment Methods	Results	Actions
<p>HIPAA - Demonstrate compliance with the Health Insurance Portability and Accountability Act (HIPAA) guidelines when dealing with patients and their medical records in the health care setting.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017)</p> <p>Start Date: 08/28/2017</p>	<p>Observations (e.g. Clinical or Field) - Clinical evaluation</p> <p>Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>13/13 or 100% scored 75% or higher on this observation (12/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>8/8 or 100% of the students scored a minimum of 3 on the Likert scale. (08/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>18/18 or 100% of the students passed this portion of the assessment with a score of 3 or greater. (12/08/2017)</p>	
<p>Professional Behaviors - Apply appropriate professional behaviors when dealing with physicians, hospital staff, fellow students, patients and patient families.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017)</p> <p>Start Date: 08/28/2017</p>	<p>Observations (e.g. Clinical or Field) - Clinical evaluation</p> <p>Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>13/13 or 100% scored 75% or higher on this observation (12/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>8/8 or 100% of the students scored a minimum of 3 on the Likert scale. (08/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>18/18 or 100% of the students passed this portion of the assessment with a score of 3 or greater. (12/08/2017)</p>	
<p>Standard Precautions and Infection Control - Utilize standard precautions and infection control procedures in the clinical setting.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017)</p> <p>Start Date: 08/28/2017</p>	<p>Observations (e.g. Clinical or Field) - Clinical evaluation</p> <p>Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>13/13 or 100% scored 75% or higher on this observation (12/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>8/8 or 100% of the students scored a minimum of 3 on the Likert scale. (08/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>18/18 or 100% of the students passed this portion of the assessment with a score of 3 or greater. (12/08/2017)</p>	
<p>Communicate Verbally -</p>	<p>Observations (e.g. Clinical or Field) -</p>	<p>Reporting Period: 2018 - 2019</p>	

Course Outcomes	Assessment Methods	Results	Actions
<p>Communicate verbally in language appropriate to patients and professional staff</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017)</p> <p>Start Date: 08/28/2017</p>	<p>Clinical evaluation</p> <p>Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation</p> <p>Assessment Schedule: End of each course offering</p>	<p>Classification: Criterion Met</p> <p>13/13 or 100% scored 75% or higher on this observation (12/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>8/8 or 100% of the students scored a minimum of 3 on the Likert scale. (08/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>18/18 or 100% of the students passed this portion of the assessment with a score of 3 or greater. (12/08/2017)</p>	
<p>Written Communication -</p> <p>Communicate appropriately and accurately in written form in appropriate notes and reports.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Fall 2017)</p> <p>Start Date: 08/28/2017</p>	<p>Observations (e.g. Clinical or Field) -</p> <p>Clinical evaluation</p> <p>Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>13/13 or 100% scored 75% or higher on this observation (12/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>8/8 or 100% of the students scored a minimum of 3 on the Likert scale. (08/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>18/18 or 100% of the students passed this portion of the assessment with a score of 3 or greater. (12/08/2017)</p>	

RESP 193: Clinical Practicum 2 - Advanced Therapy

Course Outcomes	Assessment Methods	Results	Actions
<p>Indications for Oxygen Therapy - . Determine the indications for oxygen therapy.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p> <p>Start Date: 08/28/2017</p>	<p>Observations (e.g. Clinical or Field) - Clinical evaluation</p> <p>Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored 3 or above on the Likert scale. (05/11/2019)</p> <hr/> <p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>8/8 or 100% scored 75% or higher on this observation (12/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored 3 or higher on the performance evaluation. (05/11/2018)</p>	
<p>Administer Oxygen Therapy - Select the proper mode of administration, set-up and assure proper function of the selected oxygen delivery device.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p> <p>Start Date: 08/28/2017</p>	<p>Observations (e.g. Clinical or Field) - Clinical evaluation</p> <p>Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored 3 or above on the Likert scale. (05/11/2019)</p> <hr/> <p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>8/8 or 100% scored 75% or higher on this observation (12/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored 3 or higher on the performance evaluation. (05/11/2018)</p>	
<p>Monitor Response to Oxygen Therapy - Monitor the patient's response to the prescribed oxygen therapy and recommend changes in the approach taken according to individual patient needs.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p> <p>Start Date: 08/28/2017</p>	<p>Observations (e.g. Clinical or Field) - Clinical evaluation</p> <p>Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored 3 or above on the Likert scale. (05/11/2019)</p> <hr/> <p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>8/8 or 100% scored 75% or higher on this observation (12/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored 3 or higher on the</p>	

Course Outcomes	Assessment Methods	Results	Actions
		performance evaluation. (05/11/2018)	
Evaluate Oxygenation and Ventilator Status - Evaluate a patient's oxygenation and ventilator status through the use of patient assessment skills, pulmonary mechanics, pulse oximetry and/or arterial blood gas (ABG) results. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018) Start Date: 08/28/2017	Observations (e.g. Clinical or Field) - Clinical evaluation Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 14/14 or 100% of the students scored 3 or above on the Likert scale. (05/11/2019) <hr/> Reporting Period: 2018 - 2019 Classification: Criterion Met 8/8 or 100% scored 75% or higher on this observation (12/08/2018) <hr/> Reporting Period: 2017 - 2018 Classification: Criterion Met 14/14 or 100% of the students scored 3 or higher on the performance evaluation. (05/11/2018)	
Those That Benefit From Aerosol and/or Bronchodilator Therapy - Determine those patients most likely to benefit from aerosol and/or bronchodilator therapy. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018) Start Date: 08/28/2017	Observations (e.g. Clinical or Field) - Clinical evaluation Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 14/14 or 100% of the students scored 3 or above on the Likert scale. (05/11/2019) <hr/> Reporting Period: 2018 - 2019 Classification: Criterion Met 8/8 or 100% scored 75% or higher on this observation (12/08/2018) <hr/> Reporting Period: 2017 - 2018 Classification: Criterion Met 14/14 or 100% of the students scored 3 or higher on the performance evaluation. (05/11/2018)	
Recommend Aerosol and/or Bronchodilator Therapy - Recommend and initiate the appropriate aerosol and/or bronchodilator therapy. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018) Start Date: 08/28/2017	Observations (e.g. Clinical or Field) - Clinical evaluation Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 14/14 or 100% of the students scored 3 or above on the Likert scale. (05/11/2019) <hr/> Reporting Period: 2018 - 2019 Classification: Criterion Met 8/8 or 100% scored 75% or higher on this observation (12/08/2018) <hr/> Reporting Period: 2017 - 2018 Classification: Criterion Met 14/14 or 100% of the students scored 3 or higher on the performance evaluation. (05/11/2018)	

Course Outcomes	Assessment Methods	Results	Actions
<p>Perform Aerosol and/or Bronchodilator Therapy - Deliver aerosol and/or bronchodilator therapy according to departmental procedure.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p> <p>Start Date: 08/28/2017</p>	<p>Observations (e.g. Clinical or Field) - Clinical evaluation</p> <p>Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored 3 or above on the Likert scale. (05/11/2019)</p> <hr/> <p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>8/8 or 100% scored 75% or higher on this observation (12/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored 3 or higher on the performance evaluation. (05/11/2018)</p>	
<p>Monitor Response to Aerosol and/or Bronchodilator Therapy - Monitor the patient's response and alter the aerosol and/or bronchodilator treatment regimen according to the individual patient needs.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p> <p>Start Date: 08/28/2017</p>	<p>Observations (e.g. Clinical or Field) - Clinical evaluation</p> <p>Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored 3 or above on the Likert scale. (05/11/2019)</p> <hr/> <p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>8/8 or 100% scored 75% or higher on this observation (12/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored 3 or higher on the performance evaluation. (05/11/2018)</p>	
<p>Those That Benefit From Bronchial Hygiene - Determine those patients most likely to benefit from bronchial hygiene therapy.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p> <p>Start Date: 08/28/2017</p>	<p>Observations (e.g. Clinical or Field) - Clinical evaluation</p> <p>Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored 3 or above on the Likert scale. (05/11/2019)</p> <hr/> <p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>8/8 or 100% scored 75% or higher on this observation (12/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored 3 or higher on the performance evaluation. (05/11/2018)</p>	

Course Outcomes	Assessment Methods	Results	Actions
<p>Recommend Bronchial Hygiene - Recommend and initiate the appropriate bronchial hygiene therapy. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018) Start Date: 08/28/2017</p>	<p>Observations (e.g. Clinical or Field) - Clinical evaluation Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 14/14 or 100% of the students scored 3 or above on the Likert scale. (05/11/2019)</p> <hr/> <p>Reporting Period: 2018 - 2019 Classification: Criterion Met 8/8 or 100% scored 75% or higher on this observation (12/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 14/14 or 100% of the students scored 3 or higher on the performance evaluation. (05/11/2018)</p>	
<p>Perform Bronchial Hygiene - Deliver bronchial hygiene therapy according to departmental procedure. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018) Start Date: 08/28/2017</p>	<p>Observations (e.g. Clinical or Field) - Clinical evaluation Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 14/14 or 100% of the students scored 3 or above on the Likert scale. (05/11/2019)</p> <hr/> <p>Reporting Period: 2018 - 2019 Classification: Criterion Met 8/8 or 100% scored 75% or higher on this observation (12/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 14/14 or 100% of the students scored 3 or higher on the performance evaluation. (05/11/2018)</p>	
<p>Monitor Response to Bronchial Hygiene - Monitor the patient's response and alter the bronchial hygiene therapy according to individual patient needs. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018) Start Date: 08/28/2017</p>	<p>Observations (e.g. Clinical or Field) - Clinical evaluation Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 14/14 or 100% of the students scored 3 or above on the Likert scale. (05/11/2019)</p> <hr/> <p>Reporting Period: 2018 - 2019 Classification: Criterion Met 8/8 or 100% scored 75% or higher on this observation (12/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 14/14 or 100% of the students scored 3 or higher on the performance evaluation. (05/11/2018)</p>	
<p>Those That Benefit From Lung</p>	<p>Observations (e.g. Clinical or Field) -</p>	<p>Reporting Period: 2018 - 2019</p>	

Course Outcomes	Assessment Methods	Results	Actions
<p>Expansion - Determine those patients most likely to benefit from lung expansion therapy</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p> <p>Start Date: 08/28/2017</p>	<p>Clinical evaluation</p> <p>Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation</p> <p>Assessment Schedule: End of each course offering</p>	<p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored 3 or above on the Likert scale. (05/11/2019)</p> <hr/> <p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>8/8 or 100% scored 75% or higher on this observation (12/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored 3 or higher on the performance evaluation. (05/11/2018)</p>	
<p>Recommend Lung Expansion - Recommend and initiate the appropriate lung expansion therapy.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p> <p>Start Date: 08/28/2017</p>	<p>Observations (e.g. Clinical or Field) - Clinical evaluation</p> <p>Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored 3 or above on the Likert scale. (05/11/2019)</p> <hr/> <p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>8/8 or 100% scored 75% or higher on this observation (12/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored 3 or higher on the performance evaluation. (05/11/2018)</p>	
<p>Perform Lung Expansion - Deliver lung expansion therapy according to departmental procedure.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p> <p>Start Date: 08/28/2017</p>	<p>Observations (e.g. Clinical or Field) - Clinical evaluation</p> <p>Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation</p> <p>Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored 3 or above on the Likert scale. (05/11/2019)</p> <hr/> <p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>8/8 or 100% scored 75% or higher on this observation (12/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored 3 or higher on the performance evaluation. (05/11/2018)</p>	
<p>Monitor Response to Lung Expansion - Monitor the patient's response and</p>	<p>Observations (e.g. Clinical or Field) - Clinical evaluation</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p>	

Course Outcomes	Assessment Methods	Results	Actions
alter the lung expansion therapy according to individual patient needs. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018) Start Date: 08/28/2017	Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation Assessment Schedule: End of each course offering	14/14 or 100% of the students scored 3 or above on the Likert scale. (05/11/2019) Reporting Period: 2018 - 2019 Classification: Criterion Met 8/8 or 100% scored 75% or higher on this observation (12/08/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 14/14 or 100% of the students scored 3 or higher on the performance evaluation. (05/11/2018)	
Emergency Care - Provide emergency care, cardiopulmonary resuscitation or some portion of CPR as required in the clinical situation. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018) Start Date: 08/28/2017	Observations (e.g. Clinical or Field) - Clinical evaluation Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 14/14 or 100% of the students scored 3 or above on the Likert scale. (05/11/2019) Reporting Period: 2018 - 2019 Classification: Criterion Met 8/8 or 100% scored 75% or higher on this observation (12/08/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 14/14 or 100% of the students scored 3 or higher on the performance evaluation. (05/11/2018)	
Arterial Puncture - Demonstrate the proper procedure for obtaining an arterial blood sample through arterial puncture. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018) Start Date: 08/28/2017	Observations (e.g. Clinical or Field) - Clinical evaluation Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 14/14 or 100% of the students scored 3 or above on the Likert scale. (05/11/2019) Reporting Period: 2018 - 2019 Classification: Criterion Met 8/8 or 100% scored 75% or higher on this observation (12/08/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 14/14 or 100% of the students scored 3 or higher on the performance evaluation. (05/11/2018)	
General Floor Assignment - Demonstrate the ability to incorporate the general floor	Observations (e.g. Clinical or Field) - Clinical evaluation Criterion for Success: 75% of	Reporting Period: 2018 - 2019 Classification: Criterion Met 14/14 or 100% of the students scored 3 or above on the	

Course Outcomes	Assessment Methods	Results	Actions
respiratory care techniques during a typical shift assignment. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018) Start Date: 08/28/2017	students will score a minimum of 3 (5-point Likert scale) on the performance evaluation Assessment Schedule: End of each course offering	Likert scale. (05/11/2019) Reporting Period: 2018 - 2019 Classification: Criterion Met 8/8 or 100% scored 75% or higher on this observation (12/08/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 14/14 or 100% of the students scored 3 or higher on the performance evaluation. (05/11/2018)	
HIPAA - Demonstrate compliance with the HIPAA guidelines when dealing with patients and their medical records in the health care setting. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018) Start Date: 08/28/2017	Observations (e.g. Clinical or Field) - Clinical evaluation Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 14/14 or 100% of the students scored 3 or above on the Likert scale. (05/11/2019) Reporting Period: 2018 - 2019 Classification: Criterion Met 8/8 or 100% scored 75% or higher on this observation (12/08/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 14/14 or 100% of the students scored 3 or higher on the performance evaluation. (05/11/2018)	
Professional Behaviors - . Apply appropriate professional behaviors when dealing with physicians, hospital staff, fellow students, patients and patient families. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018) Start Date: 08/28/2017	Observations (e.g. Clinical or Field) - Clinical evaluation Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation Assessment Schedule: End of each course offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 14/14 or 100% of the students scored 3 or above on the Likert scale. (05/11/2019) Reporting Period: 2018 - 2019 Classification: Criterion Met 8/8 or 100% scored 75% or higher on this observation (12/08/2018) Reporting Period: 2017 - 2018 Classification: Criterion Met 14/14 or 100% of the students scored 3 or higher on the performance evaluation. (05/11/2018)	
Standard Precautions and Infection Control - Demonstrate correct use of universal precautions and infection control procedures in the clinical	Observations (e.g. Clinical or Field) - Clinical evaluation Criterion for Success: 75% of students will score a minimum of 3	Reporting Period: 2018 - 2019 Classification: Criterion Met 14/14 or 100% of the students scored 3 or above on the Likert scale. (05/11/2019)	

Course Outcomes	Assessment Methods	Results	Actions
<p>setting. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018) Start Date: 08/28/2017</p>	<p>(5-point Likert scale) on the performance evaluation Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 8/8 or 100% scored 75% or higher on this observation (12/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 14/14 or 100% of the students scored 3 or higher on the performance evaluation. (05/11/2018)</p>	
<p>Critical Care Assignment - Correlate learned theory and techniques and apply that knowledge to direct patient care included in critical care assignment (ie. Ventilator support, equipment, managing patients, etc.) Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018) Start Date: 08/28/2017</p>	<p>Observations (e.g. Clinical or Field) - Clinical evaluation Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 14/14 or 100% of the students scored 3 or above on the Likert scale. (05/11/2019)</p> <hr/> <p>Reporting Period: 2018 - 2019 Classification: Criterion Met 8/8 or 100% scored 75% or higher on this observation (12/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 14/14 or 100% of the students scored 3 or higher on the performance evaluation. (05/11/2018)</p>	
<p>Verbal Communication - Communicate verbally in language appropriate to patients and professional staff. Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018) Start Date: 08/28/2017</p>	<p>Observations (e.g. Clinical or Field) - Clinical evaluation Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the performance evaluation Assessment Schedule: End of each course offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 14/14 or 100% of the students scored 3 or above on the Likert scale. (05/11/2019)</p> <hr/> <p>Reporting Period: 2018 - 2019 Classification: Criterion Met 8/8 or 100% scored 75% or higher on this observation (12/08/2018)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 14/14 or 100% of the students scored 3 or higher on the performance evaluation. (05/11/2018)</p>	
<p>Written Communication - Communicate appropriately and accurately in written form in appropriate notes and reports. Course Outcome Status: Active</p>	<p>Observations (e.g. Clinical or Field) - Clinical evaluation Criterion for Success: 75% of students will score a minimum of 3 (5-point Likert scale) on the</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 14/14 or 100% of the students scored 3 or above on the Likert scale. (05/11/2019)</p> <hr/> <p>Reporting Period: 2018 - 2019</p>	

<i>Course Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018) Start Date: 08/28/2017	performance evaluation Assessment Schedule: End of each course offering	Classification: Criterion Met 8/8 or 100% scored 75% or higher on this observation (12/08/2018) <hr/> Reporting Period: 2017 - 2018 Classification: Criterion Met 14/14 or 100% of the students scored 3 or higher on the performance evaluation. (05/11/2018)	

RESP 220:Adult Ventilation

Course Outcomes	Assessment Methods	Results	Actions
<p>Spontaneous Ventilation - Describe the normal mechanics by which spontaneous ventilation occurs.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p> <p>Start Date: 05/01/2018</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will score 75% or higher</p> <p>Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>84% of students passed the assessment on normal mechanics by which spontaneous ventilation occurs. (08/23/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Not Met</p> <p>38.9% of students scored 75% or higher on Quiz 1 (05/08/2018)</p>	<p>Action: Review learning module (05/08/2018)</p>
<p>Mechanics of Positive Pressure Breathing - Describe the mechanism of positive pressure breathing and its effect.</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p> <p>Start Date: 05/01/2018</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will score 75% or higher</p> <p>Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>84% of students passed the assessment on the mechanism of positive pressure breathing and its effect. (08/23/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Not Met</p> <p>38.9% of students scored 75% or higher on Quiz 1 (05/08/2018)</p>	<p>Action: Review learning module (05/08/2018)</p>
<p>Hazards of Positive Pressure Ventilation - Discuss the hazards associated with positive pressure ventilation, especially barotrauma and volutrauma</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p> <p>Start Date: 05/01/2018</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will score 75% or higher</p> <p>Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>84% of students passed the assessment on hazards associated with positive pressure ventilation, especially barotrauma and volutrauma. (08/23/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Not Met</p> <p>38.9% of students scored 75% or higher on Quiz 1 (05/08/2018)</p>	<p>Action: Review learning module (05/08/2018)</p>
<p>Volume versus Pressure Control Ventilation - Compare and contrast volume and pressure control ventilation</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p> <p>Start Date: 05/01/2018</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will score 75% or higher</p> <p>Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>84% of students passed the assessment on comparing and contrasting volume and pressure control ventilation. (08/23/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Not Met</p> <p>38.9% of students scored 75% or higher on Quiz 1 (05/08/2018)</p>	<p>Action: Review learning module (05/08/2018)</p>

<i>Course Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
<p>Traditional Modes of Ventilation - Discuss the traditional modes of ventilation, each of their uses, advantages and disadvantages Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018) Start Date: 05/01/2018</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score 75% or higher Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 84% of students passed the assessment on traditional modes of ventilation, each of their uses, advantages and disadvantages. (08/23/2019) <hr/> Reporting Period: 2017 - 2018 Classification: Criterion Not Met 38.9% of students scored 75% or higher on Quiz 1 (05/08/2018)</p>	<p>Action: Review learning module (05/08/2018)</p>
<p>Establish the Need for Mechanical Ventilation - Identify the criteria to establish the need for mechanical ventilation Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018) Start Date: 05/01/2018</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score 75% or higher Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 84% of students passed the assessment on criteria to establish the need for mechanical ventilation. (08/23/2019) <hr/> Reporting Period: 2017 - 2018 Classification: Criterion Not Met 50% of students scored 75% or higher on Quiz 2 (05/08/2018)</p>	<p>Action: Review learning module (05/08/2018)</p>
<p>Non-invasive Positive Pressure Ventilation - Discuss the use of non-invasive positive pressure ventilation Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018) Start Date: 05/01/2018</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score 75% or higher Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 84% of students passed the assessment on the use of non-invasive positive pressure ventilation. (08/23/2019) <hr/> Reporting Period: 2017 - 2018 Classification: Criterion Not Met 50% of students scored 75% or higher on Quiz 2 (05/08/2018)</p>	<p>Action: Review learning module (05/08/2018)</p>
<p>PEEP/CPAP - Describe the use of positive end expiratory pressure/continuous positive airway pressure (PEEP/CPAP) as methods to improve oxygenation Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018) Start Date: 05/01/2018</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score 75% or higher Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 84% of students passed the assessment on the use of positive end expiratory pressure/continuous positive airway pressure (PEEP/CPAP) as methods to improve oxygenation. (08/23/2019) <hr/> Reporting Period: 2017 - 2018 Classification: Criterion Not Met 38.9% of students scored 75% or higher on Quiz 1 (05/08/2018)</p>	<p>Action: Review learning module (05/08/2018)</p>
<p>Patient Assessment - Discuss the use</p>	<p>Test - Internally Developed -</p>	<p>Reporting Period: 2018 - 2019</p>	

Course Outcomes	Assessment Methods	Results	Actions
<p>of patient assessment and methods to improve ventilation</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p> <p>Start Date: 05/01/2018</p>	<p>Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will score 75% or higher</p> <p>Assessment Schedule: Every offering</p>	<p>Classification: Criterion Met</p> <p>84% of students passed the assessment on the use of patient assessment and methods to improve ventilation. (08/23/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Not Met</p> <p>50% of students scored 75% or higher on Quiz 2 (05/08/2018)</p>	<p>Action: Review learning module (05/08/2018)</p>
<p>Alarms - Discuss the appropriate use and setting of alarms in the patient ventilator system</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p> <p>Start Date: 05/01/2018</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will score 75% or higher</p> <p>Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>92% of students passed the assessment on appropriate use and setting of alarms in the patient ventilator system. (08/23/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Not Met</p> <p>38.9% of students scored 75% or higher on Quiz 1 (05/08/2018)</p>	<p>Action: Review learning module (05/08/2018)</p>
<p>Monitoring Patients - Explain the methods available to effectively monitor patients on life support</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p> <p>Start Date: 05/01/2018</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will score 75% or higher</p> <p>Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>92% of students passed the assessment on the methods available to effectively monitor patients on life support. (08/23/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>77.8% of students scored 75% or higher on Midterm Exam (05/08/2018)</p>	
<p>Waveform Patterns - Identify the waveform patterns utilized in mechanical ventilation and explain the information and troubleshooting capabilities of waveform patterns</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p> <p>Start Date: 05/01/2018</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will score 75% or higher</p> <p>Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>75% of students passed the assessment on waveform patterns utilized in mechanical ventilation and explain the information and troubleshooting capabilities of waveform patterns. (08/23/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>77.8% of students scored 75% or higher on Midterm Exam (05/08/2018)</p>	
<p>Evaluate Patient for Weaning -</p>	<p>Test - Internally Developed -</p>		

<i>Course Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
<p>Discuss the primary factors to consider when evaluating a patient for ventilator weaning and methods available in the weaning process including end of life management</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p> <p>Start Date: 05/01/2018</p>	<p>Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will score 75% or higher</p> <p>Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>75% of students passed the assessment on primary factors to consider when evaluating a patient for ventilator weaning and methods available in the weaning process including end of life management. (08/23/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>77.8% of students scored 75% or higher on Final Exam (05/08/2018)</p>	
<p>Advanced Modes - Discuss the advanced modes of mechanical ventilation, their uses, advantages, and disadvantages</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p> <p>Start Date: 05/01/2018</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will score 75% or higher</p> <p>Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>75% of students passed the assessment on advanced modes of mechanical ventilation, their uses, advantages, and disadvantages. (08/23/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>77.8% of students scored 75% or higher on Final Exam (05/08/2018)</p>	
<p>Recommend Ventilator Settings and Changes - Recommend initial ventilator settings and ventilator changes given patient scenarios</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p> <p>Start Date: 05/01/2018</p>	<p>Case Studies/Problem-based Assignments - Exam using case scenarios</p> <p>Criterion for Success: 75% of students will score 75% or higher</p> <p>Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>75% of students passed the assessment on recommending initial ventilator settings and ventilator changes given patient scenarios. (08/23/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>77.8% of students scored 75% or higher on Final Exam (05/08/2018)</p>	

RESP 221:Adult Medical Ventilation Laboratory

Course Outcomes	Assessment Methods	Results	Actions
<p>Operation of Adult Mechanical Ventilators - Demonstrate the operation of commonly utilized adult mechanical ventilators</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p> <p>Start Date: 05/01/2018</p>	<p>Performance (e.g. Music, Theatre) - Performance evaluation</p> <p>Criterion for Success: 75% of students will score 75% or higher</p> <p>Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Not Met</p> <p>64% of students passed the assessment on demonstrating the operation of commonly utilized adult mechanical ventilators. (08/23/2019)</p> <p>Change Assessment Strategy: Yes</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>94.4% of students scored 75% or higher on Final Lab Practical (05/08/2018)</p>	<p>Action: Provide more practice sessions on the operation of adult mechanical ventilators. (08/23/2019)</p>
<p>Setup of Mechanical Ventilators - Demonstrate the setup of mechanical ventilation and initial patient settings</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p> <p>Start Date: 05/01/2018</p>	<p>Performance (e.g. Music, Theatre) - Performance evaluation</p> <p>Criterion for Success: 75% of students will score 75% or higher</p> <p>Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Not Met</p> <p>64% of students passed the assessment on the setup of mechanical ventilation and initial patient settings. (08/23/2019)</p> <p>Change Assessment Strategy: Yes</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>94.4% of students scored 75% or higher on Final Lab Practical (05/08/2018)</p>	<p>Action: Provide more practice sessions on the setup of mechanical ventilation and initial patient settings. (08/23/2019)</p>
<p>Monitor Patient-ventilator System - Demonstrate monitoring of patient-ventilator system</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p> <p>Start Date: 05/01/2018</p>	<p>Performance (e.g. Music, Theatre) - Performance evaluation</p> <p>Criterion for Success: 75% of students will score 75% or higher</p> <p>Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Not Met</p> <p>64% of students passed the assessment on monitoring of patient-ventilator systems. (08/23/2019)</p> <p>Change Assessment Strategy: Yes</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>94.4% of students scored 75% or higher on Final Lab Practical (05/08/2018)</p>	<p>Action: Provide more practice sessions on the monitoring of patient-ventilator systems. (08/23/2019)</p>
<p>Troubleshooting - Demonstrate troubleshooting techniques in mechanical ventilation</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018)</p>	<p>Performance (e.g. Music, Theatre) - Performance evaluation</p> <p>Criterion for Success: 75% of students will score 75% or higher</p> <p>Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Not Met</p> <p>64% of students passed the assessment on troubleshooting techniques in mechanical ventilation. (08/23/2019)</p> <p>Change Assessment Strategy: Yes</p> <hr/> <p>Reporting Period: 2017 - 2018</p>	<p>Action: Provide more practice sessions on troubleshooting techniques in mechanical ventilation. (08/23/2019)</p>

<i>Course Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
Start Date: 05/01/2018		Classification: Criterion Met 94.4% of students scored 75% or higher on Final Lab Practical (05/08/2018)	
Recommend Settings and Changes - Recommend initial ventilator settings and changes given case studies Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Spring 2018) Start Date: 05/01/2018	Performance (e.g. Music, Theatre) - Performance evaluation Criterion for Success: 75% of students will score 75% or higher Assessment Schedule: Every offering	Reporting Period: 2018 - 2019 Classification: Criterion Not Met 64% of students passed the assessment on recommending initial ventilator settings and changes given case studies. (08/23/2019) Change Assessment Strategy: Yes Reporting Period: 2017 - 2018 Classification: Criterion Met 94.4% of students scored 75% or higher on Final Lab Practical (05/08/2018)	Action: Provide more opportunities to utilize case studies for recommending initial ventilator settings and changes. (08/23/2019)

RESP 230:Care of the Neonatal-Pediatric Patient

Course Outcomes	Assessment Methods	Results	Actions
<p>Growth and Development of Caprdiopulmonary System - Explain the development and growth of the cardiopulmonary system of the fetus from conception to birth</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018)</p> <p>Start Date: 05/25/2018</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will score 75% or higher</p> <p>Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>8/9 or 88.89% of the students scored 75% or higher. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>79% of students scored 75% or higher (08/26/2018)</p>	
<p>Blood Flow in Fetal Circulation - Describe the structures and the path of blood flow through fetal circulation</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018)</p> <p>Start Date: 05/25/2018</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will score 75% or higher</p> <p>Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>8/9 or 88.89% of the students scored 75% or higher. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>79% of students scored 75% or higher (08/26/2018)</p>	
<p>Changeover From Fetal to Adult Circulation - Identify and describe factors that cause the change from fetal to adult circulation</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018)</p> <p>Start Date: 05/25/2018</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will score 75% or higher</p> <p>Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>8/9 or 88.89% of the students scored 75% or higher. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>79% of students scored 75% or higher (08/26/2018)</p>	
<p>Initiation of Neonatal Breathing - Describe the factors that affect the initiation of neonatal breathing</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018)</p> <p>Start Date: 05/25/2018</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will score 75% or higher</p> <p>Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>8/9 or 88.89% of the students scored 75% or higher. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>79% of students scored 75% or higher (08/26/2018)</p>	
<p>Causes of Premature Birth - Discuss the various conditions that can lead to premature birth</p> <p>Course Outcome Status: Active</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam</p> <p>Criterion for Success: 75% of students will score 75% or higher</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>8/9 or 88.89% of the students scored 75% or higher. (04/26/2019)</p>	

<i>Course Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
<p>Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018) Start Date: 05/25/2018</p>	<p>Assessment Schedule: Every offering</p>	<p>Reporting Period: 2017 - 2018 Classification: Criterion Met 79% of students scored 75% or higher (08/26/2018)</p>	
<p>Complications of Birth - Discuss the development of complications during and after the birthing process Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018) Start Date: 05/25/2018</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score 75% or higher Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 8/9 or 88.89% of the students scored 75% or higher. (04/26/2019)</p> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 79% of students scored 75% or higher (08/26/2018)</p>	
<p>Neonatal Resuscitation - Describe and discuss each step of the neonatal resuscitation process Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018) Start Date: 05/25/2018</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score 75% or higher Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 8/9 or 88.89% of the students scored 75% or higher. (04/26/2019)</p> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 79% of students scored 75% or higher (08/26/2018)</p>	
<p>APGAR Score - When provided with patient data, assign an appropriate APGAR score Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018) Start Date: 05/25/2018</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score 75% or higher Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 8/9 or 88.89% of the students scored 75% or higher. (04/26/2019)</p> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of students scored 75% or higher (08/26/2018)</p>	
<p>Anatomical and Physiological Differences - State the anatomical and physiological differences between the infant, child, and adult Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018) Start Date: 05/25/2018</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score 75% or higher Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 8/9 or 88.89% of the students scored 75% or higher. (04/26/2019)</p> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of students scored 75% or higher (08/26/2018)</p>	
<p>Neonatal Physical Examination - Describe the components evaluated during the neonatal physical examination</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score 75% or higher</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 8/9 or 88.89% of the students scored 75% or higher. (04/26/2019)</p>	

<i>Course Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018) Start Date: 05/25/2018	Assessment Schedule: Every offering	Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of students scored 75% or higher (08/26/2018)	
Procedures and Treatment - Compare and contrast respiratory care procedures in the treatment of infants and children to the adult patient Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018) Start Date: 05/25/2018	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score 75% or higher Assessment Schedule: Every offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 8/9 or 88.89% of the students scored 75% or higher. (04/26/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of students scored 75% or higher (08/26/2018)	
Need for Mechanical Ventilation - Identify the criteria to establish the need for mechanical ventilation in neonates and children Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018) Start Date: 05/25/2018	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score 75% or higher Assessment Schedule: Every offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 8/9 or 88.89% of the students scored 75% or higher. (04/26/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of students scored 75% or higher (08/26/2018)	
Types and Modes of Mechanical Ventilation - Describe the types and modes of ventilation used to ventilate neonates and children Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018) Start Date: 05/25/2018	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score 75% or higher Assessment Schedule: Every offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 8/9 or 88.89% of the students scored 75% or higher. (04/26/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of students scored 75% or higher (08/26/2018)	
Ventilator Circuits - Describe the important elements of a neonatal and pediatric ventilator circuit Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018) Start Date: 05/25/2018	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score 75% or higher Assessment Schedule: Every offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 8/9 or 88.89% of the students scored 75% or higher. (04/26/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of students scored 75% or higher (08/26/2018)	
Alarms - Discuss the appropriate use and setting of alarms in the patient	Test - Internally Developed - Pre/Post or Post - Exam	Reporting Period: 2018 - 2019	

Course Outcomes	Assessment Methods	Results	Actions
ventilator system Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018) Start Date: 05/25/2018	Criterion for Success: 75% of students will score 75% or higher Assessment Schedule: Every offering	Classification: Criterion Met 8/9 or 88.89% of the students scored 75% or higher. (04/26/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of students scored 75% or higher (08/26/2018)	
Monitoring Patients - Explain the methods available to effectively monitor neonates and children on life support Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018) Start Date: 05/25/2018	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score 75% or higher Assessment Schedule: Every offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 8/9 or 88.89% of the students scored 75% or higher. (04/26/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of students scored 75% or higher (08/26/2018)	
Weaning - Describe the methods available in the weaning process Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018) Start Date: 05/25/2018	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of student will score 75% or higher Assessment Schedule: Every offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 8/9 or 88.89% of the students scored 75% or higher. (04/26/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of students scored 75% or higher (08/26/2018)	
Recommend Settings and Changes - Recommend initial ventilator settings and ventilator changes given case studies Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018) Start Date: 05/25/2018	Test - Internally Developed - Pre/Post or Post - Exam using case studies Criterion for Success: 75% of students will score 75% or higher Assessment Schedule: Every offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 8/9 or 88.89% of the students scored 75% or higher. (04/26/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of students scored 75% or higher (08/26/2018)	
Pressure Control Ventilation - Discuss pressure control ventilation, its uses, advantages, and disadvantages Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018) Start Date: 05/25/2018	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score 75% or higher Assessment Schedule: Every offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 8/9 or 88.89% of the students scored 75% or higher. (04/26/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of students scored 75% or higher (08/26/2018)	
New Modes of Ventilation - Discuss			

<i>Course Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
<p>the new modes of mechanical ventilation, their uses, advantages, and disadvantages Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018) Start Date: 05/25/2018</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score 75% or higher Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 8/9 or 88.89% of the students scored 75% or higher. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of students scored 75% or higher (08/26/2018)</p>	
<p>Anatomic Alterations of the Lung - Describe the anatomic alterations of the lungs caused by neonatal/pediatric disorders encountered by the respiratory therapist Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018) Start Date: 05/25/2018</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score 75% or higher Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 8/9 or 88.89% of the students scored 75% or higher. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 93% of students scored 75% or higher (08/26/2018)</p>	
<p>Major Pathophysiologic Mechanisms - Explain the major pathophysiologic mechanisms activated throughout the respiratory system as a result of the anatomic alterations Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018) Start Date: 05/25/2018</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score 75% or higher Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 8/9 or 88.89% of the students scored 75% or higher. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 93% of students scored 75% or higher (08/26/2018)</p>	
<p>Clinical Manifestations - Identify the common clinical manifestations that develop as a result of the anatomic alterations and pathophysiologic changes Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018) Start Date: 05/25/2018</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score 75% or higher Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 8/9 or 88.89% of the students scored 75% or higher. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 93% of students scored 75% or higher (08/26/2018)</p>	
<p>Treatment Plan - Formulate a treatment plan for selected neonatal/pediatric disorders</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam using case scenarios</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 8/9 or 88.89% of the students scored 75% or higher.</p>	

<i>Course Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
<p>encountered by the respiratory therapist</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018)</p> <p>Start Date: 05/25/2018</p>	<p>Criterion for Success: 75% of students will score 75% or higher</p> <p>Assessment Schedule: Every offering</p>	<p>(04/26/2019)</p> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>93% of students scored 75% or higher (08/26/2018)</p>	

RESP 231:Care of the Neonatal-Pediatric Patient Laboratory

Course Outcomes	Assessment Methods	Results	Actions
<p>Operation of Mechanical Ventilators and Non-invasive Systems - Demonstrate the operation of commonly utilized neonatal and pediatric mechanical ventilators including non-invasive ventilation Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018) Start Date: 05/25/2018</p>	<p>Performance (e.g. Music, Theatre) - Performance evaluation Criterion for Success: 75% of students will score 75% or higher Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 9/9 or 100% of the students scored 75% or higher on this performance. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 93% of students scored 75% or higher (08/26/2018)</p>	
<p>Setup and Initial Settings in Mechanical Ventilation - Demonstrate the setup of mechanical ventilation and initial patient settings Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018) Start Date: 05/25/2018</p>	<p>Performance (e.g. Music, Theatre) - Performance evaluation Criterion for Success: 75% of students will score 75% or higher Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 9/9 or 100% of the students scored 75% or higher on this performance. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 93% of students scored 75% or higher (08/26/2018)</p>	
<p>Monitoring Patients - Demonstrate monitoring of patient-ventilator system Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018) Start Date: 05/25/2018</p>	<p>Performance (e.g. Music, Theatre) - Performance evaluation Criterion for Success: 75% of students will score 75% or higher Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 9/9 or 100% of the students scored 75% or higher on this performance. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 93% of students scored 75% or higher (08/26/2018)</p>	
<p>Troubleshooting - Demonstrate troubleshooting techniques in mechanical ventilation Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018) Start Date: 05/25/2018</p>	<p>Performance (e.g. Music, Theatre) - Performance evaluation Criterion for Success: 75% of students will score 75% or higher Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 9/9 or 100% of the students scored 75% or higher on this performance. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 93% of students scored 75% or higher (08/26/2018)</p>	
<p>Recommend Settings and Changes - Recommend initial ventilator settings and changes given case studies</p>	<p>Performance (e.g. Music, Theatre) - Performance evaluation Criterion for Success: 75% of</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 9/9 or 100% of the students scored 75% or higher on this</p>	

<i>Course Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018) Start Date: 05/25/2018	students will score 75% or higher Assessment Schedule: Every offering	performance. (04/26/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 93% of students scored 75% or higher (08/26/2018)	

RESP 241:Respiratory Care Sim Review

Course Outcomes	Assessment Methods	Results	Actions
<p>Initial Settings Post-Op Patients - Describe the initial ventilator settings for post-operative patients with and without prior pulmonary disease Course Outcome Status: Active Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018) Start Date: 09/28/2018</p>	<p>Test - External - Post or Pre/Post - Simulation Exam Criterion for Success: 75% of students will score 75% or higher Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 100% of students passed the clinical simulation self-assessment examination. (08/23/2019)</p>	
<p>Weaning Post-op Patient - Discuss weaning of patients requiring post-operative ventilator support Course Outcome Status: Active Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018) Start Date: 09/28/2018</p>	<p>Test - External - Post or Pre/Post - Simulation Exam Criterion for Success: 75% of students will score 75% or higher Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 100% of students passed the clinical simulation self-assessment examination. (08/23/2019)</p>	
<p>Ventilator Settings for COPD and Restrictive Diseases - List the initial ventilator settings in obstructive and restrictive lung disease patients requiring acute application of mechanical ventilation Course Outcome Status: Active Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018) Start Date: 09/28/2018</p>	<p>Test - External - Post or Pre/Post - Simulation Exam Criterion for Success: 75% of students will score 75% or higher Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 100% of students passed the clinical simulation self-assessment examination. (08/23/2019)</p>	
<p>Monitoring and Weaning - Discuss the monitoring and weaning of chronic pulmonary disease patients from mechanical ventilation Course Outcome Status: Active Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018) Start Date: 09/28/2018</p>	<p>Test - External - Post or Pre/Post - Simulation Exam Criterion for Success: 75% of students will score 75% or higher Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 100% of students passed the clinical simulation self-assessment examination. (08/23/2019)</p>	
<p>Treatment of Neonatal and Pediatrics - Discuss the treatment regimens for neonatal and pediatric disorders commonly encountered by</p>	<p>Test - External - Post or Pre/Post - Simulation Exam Criterion for Success: 75% of</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 100% of students passed the clinical simulation self-</p>	

<i>Course Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
<p>the respiratory therapist Course Outcome Status: Active Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018) Start Date: 09/28/2018</p>	<p>students will score 75% or higher Assessment Schedule: Every offering</p>	<p>assessment examination. (08/23/2019)</p>	
<p>Appropriateness of Care - Evaluate all patient data to determine the appropriateness of a prescribed respiratory care plan Course Outcome Status: Active Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018) Start Date: 09/28/2018</p>	<p>Test - External - Post or Pre/Post - Simulation Exam Criterion for Success: 75% of students will score 75% or higher Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 100% of students passed the clinical simulation self-assessment examination. (08/23/2019)</p>	
<p>Modify Care Plan - Modify a prescribed respiratory care plan to achieve desired patient outcomes Course Outcome Status: Active Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018) Start Date: 09/28/2018</p>	<p>Test - External - Post or Pre/Post - Simulation Exam Criterion for Success: 75% of students will score 75% or higher Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 100% of students passed the clinical simulation self-assessment examination. (08/23/2019)</p>	
<p>Develop Care Plan - Develop respiratory care plans in a variety of settings (i.e. protocols) Course Outcome Status: Active Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018) Start Date: 09/28/2018</p>	<p>Test - External - Post or Pre/Post - Simulation Exam Criterion for Success: 75% of students will score 75% or higher Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 100% of students passed the clinical simulation self-assessment examination. (08/23/2019)</p>	

RESP 292: Clinical Practicum 3 - Adult Critical Care

Course Outcomes	Assessment Methods	Results	Actions
<p>Indication for Mechanical Ventilation - Determine the indication for mechanical ventilation Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018) Start Date: 05/25/2018</p>	<p>Observations (e.g. Clinical or Field) - Clinical competency Criterion for Success: 75% of students will score at an acceptable level Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 9/9 or 100% of the students scored 3 or above on the Likert scale. (05/11/2019)</p> <hr/> <p>Reporting Period: 2018 - 2019 Classification: Criterion Met 9/9 or 100% of the students scored 75% or higher on this performance. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 14/14 or 100% of the students scored a minimum of 3 on the Likert scale. (08/08/2018)</p>	
<p>Proper Function of Ventilator - Assemble and verify proper function of the ventilator before placement on the patient Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018) Start Date: 05/25/2018</p>	<p>Observations (e.g. Clinical or Field) - Clinical competency Criterion for Success: 75% of students will score at an acceptable level Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 14/14 or 100% of the students scored 3 or above on the Likert scale. (05/11/2019)</p> <hr/> <p>Reporting Period: 2018 - 2019 Classification: Criterion Met 9/9 or 100% of the students scored 75% or higher on this performance. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 14/14 or 100% of the students scored a minimum of 3 on the Likert scale. (08/08/2018)</p>	
<p>Initiate, Conduct and Modify Ventilator Settings - Initiate, conduct and modify prescribed ventilator settings including modes of ventilation to achieve adequate acid/base balance, ventilation and oxygenation while monitoring patient's response to respiratory therapy Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018)</p>	<p>Observations (e.g. Clinical or Field) - Clinical competency Criterion for Success: 75% of students will score at an acceptable level Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 14/14 or 100% of the students scored 3 or above on the Likert scale. (05/11/2019)</p> <hr/> <p>Reporting Period: 2018 - 2019 Classification: Criterion Met 9/9 or 100% of the students scored 75% or higher on this performance. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 14/14 or 100% of the students scored a minimum of 3 on the Likert scale. (08/08/2018)</p>	

Course Outcomes	Assessment Methods	Results	Actions
Start Date: 05/25/2018		the Likert scale. (08/08/2018)	
Evaluate Patient - Demonstrate the evaluation of a patient's ventilation/oxygenation status through the use of invasive and non-invasive monitoring including but not limited to: patient assessment skills, pulse oximetry, capnography, ECG, beside pulmonary mechanics, ABG results and/or hemodynamic parameters Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018) Start Date: 05/25/2018	Observations (e.g. Clinical or Field) - Clinical competency Criterion for Success: 75% of students will score at an acceptable level Assessment Schedule: Every offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 14/14 or 100% of the students scored 3 or above on the Likert scale. (05/11/2019)	
		Reporting Period: 2018 - 2019 Classification: Criterion Met 9/9 or 100% of the students scored 75% or higher on this performance. (04/26/2019)	
		Reporting Period: 2017 - 2018 Classification: Criterion Met 14/14 or 100% of the students scored a minimum of 3 on the Likert scale. (08/08/2018)	
Patient-ventilator System Check - Demonstrate a comprehensive patient-ventilator system check Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018) Start Date: 05/25/2018	Observations (e.g. Clinical or Field) - Clinical competency Criterion for Success: 75% of students will score at an acceptable level Assessment Schedule: Every offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 14/14 or 100% of the students scored 3 or above on the Likert scale. (05/11/2019)	
		Reporting Period: 2018 - 2019 Classification: Criterion Met 9/9 or 100% of the students scored 75% or higher on this performance. (04/26/2019)	
		Reporting Period: 2017 - 2018 Classification: Criterion Met 14/14 or 100% of the students scored a minimum of 3 on the Likert scale. (08/08/2018)	
Conduct Therapeutic Procedures - Conduct therapeutic procedures to achieve maintenance of a patent airway, removal of bronchopulmonary secretions, adequate spontaneous ventilation and/or arterial and tissue oxygenation according to individual patient needs Course Outcome Status: Active Planned Semester(s) of Assessment:	Observations (e.g. Clinical or Field) - Clinical competency Criterion for Success: 75% of students will score at an acceptable level Assessment Schedule: Every offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 14/14 or 100% of the students scored 3 or above on the Likert scale. (05/11/2019)	
		Reporting Period: 2018 - 2019 Classification: Criterion Met 9/9 or 100% of the students scored 75% or higher on this performance. (04/26/2019)	
		Reporting Period: 2017 - 2018 Classification: Criterion Met 14/14 or 100% of the students scored a minimum of 3 on	

Course Outcomes	Assessment Methods	Results	Actions
2017 - 2018 (Summer 2018) Start Date: 05/25/2018		the Likert scale. (08/08/2018)	
Provide Emergency Care - Provide emergency care, cardiopulmonary resuscitation or some portion of the procedures involving patient to include intubation, extubation, bronchoscopies, and transport for special procedures Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018) Start Date: 05/25/2018	Observations (e.g. Clinical or Field) - Clinical competency Criterion for Success: 75% of students will score at an acceptable level Assessment Schedule: Every offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 14/14 or 100% of the students scored 3 or above on the Likert scale. (05/11/2019) Reporting Period: 2018 - 2019 Classification: Criterion Met 9/9 or 100% of the students scored 75% or higher on this performance. (04/26/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 14/14 or 100% of the students scored a minimum of 3 on the Likert scale. (08/08/2018)	
Demonstrate Procedure for ABG Sampling - Demonstrate the proper procedure for arterial blood sampling through arterial puncture and arterial line sampling Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018) Start Date: 05/25/2018	Observations (e.g. Clinical or Field) - Clinical competency Criterion for Success: 75% of students will score at an acceptable level Assessment Schedule: Every offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 14/14 or 100% of the students scored 3 or above on the Likert scale. (05/11/2019) Reporting Period: 2018 - 2019 Classification: Criterion Met 9/9 or 100% of the students scored 75% or higher on this performance. (04/26/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 14/14 or 100% of the students scored a minimum of 3 on the Likert scale. (08/08/2018)	
Incorporate Respiratory Modalities - Demonstrate the ability to incorporate all respiratory modalities during a typical shift assignment Course Outcome Status: Active Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018) Start Date: 05/25/2018	Observations (e.g. Clinical or Field) - Clinical competency Criterion for Success: 75% of students will score at an acceptable level Assessment Schedule: Every offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 14/14 or 100% of the students scored 3 or above on the Likert scale. (05/11/2019) Reporting Period: 2018 - 2019 Classification: Criterion Met 9/9 or 100% of the students scored 75% or higher on this performance. (04/26/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 14/14 or 100% of the students scored a minimum of 3 on	

Course Outcomes	Assessment Methods	Results	Actions
		the Likert scale. (08/08/2018)	
<p>HIPAA - Demonstrate compliance with the HIPAA guidelines when dealing with patients and their medical records in the health care setting</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018)</p> <p>Start Date: 05/25/2018</p>	<p>Observations (e.g. Clinical or Field) - Clinical competency</p> <p>Criterion for Success: 75% of students will score at an acceptable level</p> <p>Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored 3 or above on the Likert scale. (05/11/2019)</p> <hr/> <p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>9/9 or 100% of the students scored 75% or higher on this performance. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored a minimum of 3 on the Likert scale. (08/08/2018)</p>	
<p>Professional Behaviors - Apply appropriate professional behaviors when dealing with physicians, hospital staff, fellow students, patients and patient families</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018)</p> <p>Start Date: 05/25/2018</p>	<p>Observations (e.g. Clinical or Field) - Clinical competency</p> <p>Criterion for Success: 75% of students will score at an acceptable level</p> <p>Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored 3 or above on the Likert scale. (05/11/2019)</p> <hr/> <p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>9/9 or 100% of the students scored 75% or higher on this performance. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored a minimum of 3 on the Likert scale. (08/08/2018)</p>	
<p>Universal Precautions and Infection Control - Demonstrate correct use of universal precautions and infection control procedures in the clinical setting</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018)</p> <p>Start Date: 05/25/2018</p>	<p>Observations (e.g. Clinical or Field) - Clinical competency</p> <p>Criterion for Success: 75% of students will score at an acceptable level</p> <p>Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored 3 or above on the Likert scale. (05/11/2019)</p> <hr/> <p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>9/9 or 100% of the students scored 75% or higher on this performance. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored a minimum of 3 on the Likert scale. (08/08/2018)</p>	

Course Outcomes	Assessment Methods	Results	Actions
<p>Correlate Theory and Techniques to Patient Care - Correlate learned theory and techniques and apply that knowledge to direct patient care included in a critical care assignment (i.e. ventilator support, equipment, monitoring, patients, etc.)</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018)</p> <p>Start Date: 05/25/2018</p>	<p>Observations (e.g. Clinical or Field) - Clinical competency</p> <p>Criterion for Success: 75% of students will score at an acceptable level</p> <p>Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored 3 or above on the Likert scale. (05/11/2019)</p> <hr/> <p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>9/9 or 100% of the students scored 75% or higher on this performance. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored a minimum of 3 on the Likert scale. (08/08/2018)</p>	
<p>Communicate Verbally - Communicate verbally in language appropriate to patients and professional staff</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018)</p> <p>Start Date: 05/25/2018</p>	<p>Observations (e.g. Clinical or Field) - Clinical competency</p> <p>Criterion for Success: 75% of students will score at an acceptable level</p> <p>Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored 3 or above on the Likert scale. (05/11/2019)</p> <hr/> <p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>9/9 or 100% of the students scored 75% or higher on this performance. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored a minimum of 3 on the Likert scale. (08/08/2018)</p>	
<p>Communicate in Written Form - Communicate appropriately and accurately in written form in appropriate notes and reports</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2017 - 2018 (Summer 2018)</p> <p>Start Date: 05/25/2018</p>	<p>Observations (e.g. Clinical or Field) - Clinical competency</p> <p>Criterion for Success: 75% of students will score at an acceptable level</p> <p>Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored 3 or above on the Likert scale. (05/11/2019)</p> <hr/> <p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>9/9 or 100% of the students scored 75% or higher on this performance. (04/26/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018</p> <p>Classification: Criterion Met</p> <p>14/14 or 100% of the students scored a minimum of 3 on the Likert scale. (08/08/2018)</p>	

RESP 294: Clinical Practicum 4 - Specialites

Course Outcomes	Assessment Methods	Results	Actions
<p>Indication for Mechanical Ventilation N/P, LTAC, Homecare - Determine the indication for mechanical ventilation N/P, LTAC, Homecare</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018)</p> <p>Start Date: 09/28/2018</p>	<p>Observations (e.g. Clinical or Field) - Clinical competency</p> <p>Criterion for Success: 75% of students will score at an acceptable level</p> <p>Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>13/14 or 92% of the students recorded a score of 3 on the Likert score or higher. 1 student did not hand in her clinical packet to know her scores. (12/08/2018)</p>	
<p>Proper Function of Ventilator N/P, LTAC, Homecare - Assemble and verify proper function of the ventilator N/P, LTAC, Homecare</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018)</p> <p>Start Date: 09/28/2018</p>	<p>Observations (e.g. Clinical or Field) - Clinical competency</p> <p>Criterion for Success: 75% of students will score at an acceptable level</p> <p>Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>13/14 or 92% of the students recorded a score of 3 on the Likert score or higher. 1 student did not hand in her clinical packet to know her scores. (12/08/2018)</p>	
<p>Initiate, Conduct and Modify Ventilator Settings N/P, LTAC, Homecare - Initiate, conduct and modify prescribed ventilator settings including modes of ventilation to achieve adequate acid/base balance, ventilation and oxygenation while monitoring patient's response to respiratory therapy: N/P, LTAC, Homecare</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018)</p> <p>Start Date: 09/28/2018</p>	<p>Observations (e.g. Clinical or Field) - Clinical competency</p> <p>Criterion for Success: 75% of students will score at an acceptable level</p> <p>Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>13/14 or 92% of the students recorded a score of 3 on the Likert score or higher. 1 student did not hand in her clinical packet to know her scores. (12/08/2018)</p>	
<p>Evaluation of Patient N/P, LTAC, Homecare - Demonstrate the evaluation of a patient's ventilation/oxygenation status through the use of invasive and non-invasive monitoring including but not limited to : patient assessment skills,</p>	<p>Observations (e.g. Clinical or Field) - Clinical competency</p> <p>Criterion for Success: 75% of students will score at an acceptable level</p> <p>Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>13/14 or 92% of the students recorded a score of 3 on the Likert score or higher. 1 student did not hand in her clinical packet to know her scores. (12/08/2018)</p>	

Course Outcomes	Assessment Methods	Results	Actions
<p>pulse oximetry, capnography, ECG, beside pulonry mechanics, ABG results and/or hemodynamic parameters: N/P, LTAC, Homecare</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018)</p> <p>Start Date: 09/28/2018</p>			
<p>Patient-Ventilator System Check N/P, LTAC, Homecare - Demonstrate a comprehensive patient-ventilator system check: N/P, LTAC, Homecare</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018)</p> <p>Start Date: 09/28/2018</p>	<p>Observations (e.g. Clinical or Field) - Clinical competency</p> <p>Criterion for Success: 75% of students will score at an acceptable level</p> <p>Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>13/14 or 92% of the students recorded a score of 3 on the Likert score or higher. 1 student did not hand in her clinical packet to know her scores. (12/08/2018)</p>	
<p>Recommend, Institute and Modify Weaning N/P, LTAC, Homecare - Recommend, institute and modify weaning procedures based on patient's response N/P, LTAC, Homecare</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018)</p> <p>Start Date: 09/28/2018</p>	<p>Observations (e.g. Clinical or Field) - Clinical competency</p> <p>Criterion for Success: 75% of students will score at an acceptable level</p> <p>Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>13/14 or 92% of the students recorded a score of 3 on the Likert score or higher. 1 student did not hand in her clinical packet to know her scores. (12/08/2018)</p>	
<p>Conduct Therapeutic Procedures N/P, LTAC, Homecare - Conduct therapeutic procedures to achieve maintenance of a patent airway, removal of bronchopulmonary secretions adequate spontaneous ventilation and/or arterial and tissue oxygenation according to individual patient needs: N/P, LTAC, Homecare</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018)</p> <p>Start Date: 09/28/2018</p>	<p>Observations (e.g. Clinical or Field) - Clinical competency</p> <p>Criterion for Success: 75% of students will score at an acceptable level</p> <p>Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>13/14 or 92% of the students recorded a score of 3 on the Likert score or higher. 1 student did not hand in her clinical packet to know her scores. (12/08/2018)</p>	

Course Outcomes	Assessment Methods	Results	Actions
<p>Recommend Modifications in Procedures N/P, LTAC, Homecare - Recommend and/or make necessary modifications in therapeutic procedures, and ventilator support based on patient's response: N/P, LTAC, Homecare</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018)</p> <p>Start Date: 09/28/2018</p>	<p>Observations (e.g. Clinical or Field) - Clinical competency</p> <p>Criterion for Success: 75% of students will score at an acceptable level</p> <p>Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>13/14 or 92% of the students recorded a score of 3 on the Likert score or higher. 1 student did not hand in her clinical packet to know her scores. (12/08/2018)</p>	
<p>Emergency Care N/P, LTAC, Homecare - Provide emergency care, cardiopulmonary resuscitation or some portion of the procedures involving patient to include intubation, extubation, bronchoscopies, and transport for special procedures: N/P, LTAC, Homecare</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018)</p> <p>Start Date: 09/28/2018</p>	<p>Observations (e.g. Clinical or Field) - Clinical competency</p> <p>Criterion for Success: 75% of students will score at an acceptable level</p> <p>Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>13/14 or 92% of the students recorded a score of 3 on the Likert score or higher. 1 student did not hand in her clinical packet to know her scores. (12/08/2018)</p>	
<p>Arterial Blood Sampling N/P, LTAC, Homecare - Demonstrate the proper procedure for arterial blood sampling through arterial puncture and arterial line sampling: N/P, LTAC, Homecare</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018)</p> <p>Start Date: 09/28/2018</p>	<p>Observations (e.g. Clinical or Field) - Clinical competency</p> <p>Criterion for Success: 75% of students will score at an acceptable level</p> <p>Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>13/14 or 92% of the students recorded a score of 3 on the Likert score or higher. 1 student did not hand in her clinical packet to know her scores. (12/08/2018)</p>	
<p>Incorporate Modalities N/P, LTAC, Homecare - Demonstrate the ability to incorporate all respiratory modalities during a typical shift assignment: N/P, LTAC, Homecare</p> <p>Course Outcome Status: Active</p> <p>Planned Semester(s) of Assessment:</p>	<p>Observations (e.g. Clinical or Field) - Clinical competency</p> <p>Criterion for Success: 75% of students will score at an acceptable level</p> <p>Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019</p> <p>Classification: Criterion Met</p> <p>13/14 or 92% of the students recorded a score of 3 on the Likert score or higher. 1 student did not hand in her clinical packet to know her scores. (12/08/2018)</p>	

Course Outcomes	Assessment Methods	Results	Actions
2018 - 2019 (Fall 2018) Start Date: 09/28/2018			
HIPAA N/P, LTAC, Homecare, Sleep, Rehab, ER - Demonstrate compliance with the HIPAA guidelines when dealing with patients and their medical records in the health care setting: N/P, LTAC, Homecare, Sleep, Rehab, ER Course Outcome Status: Active Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018) Start Date: 09/28/2018	Observations (e.g. Clinical or Field) - Clinical competency Criterion for Success: 75% of students will score at an acceptable level Assessment Schedule: Every offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 13/14 or 92% of the students recorded a score of 3 on the Likert score or higher. 1 student did not hand in her clinical packet to know her scores. (12/08/2018)	
Professional Behaviors N/P, LTAC, Homecare, Sleep, Rehab, ER - Apply appropriate professional behaviors when dealing with physicians, hospital staff, fellow students, patients and patient families: N/P, LTAC, Homecare, Sleep, Rehab, ER Course Outcome Status: Active Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018) Start Date: 09/28/2018	Observations (e.g. Clinical or Field) - Clinical Competency Criterion for Success: 75% of students will score at an acceptable level Assessment Schedule: every offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 13/14 or 92% of the students recorded a score of 3 on the Likert score or higher. 1 student did not hand in her clinical packet to know her scores. (12/08/2018)	
Universal Precautions and Infection Control N/P, LTAC, Homecare, Sleep, Rehab, ER - Demonstrate correct use of universal precautions and infection control procedures in the clinical setting: N/P, LTAC, Homecare, Sleep, Rehab, ER Course Outcome Status: Active Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018) Start Date: 09/28/2018	Observations (e.g. Clinical or Field) - Clinical competency Criterion for Success: 75% of students will score at an acceptable level Assessment Schedule: Every offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 13/14 or 92% of the students recorded a score of 3 on the Likert score or higher. 1 student did not hand in her clinical packet to know her scores. (12/08/2018)	
Correlate Theory and Techniques N/P, LTAC, Homecare - Correlate learned theory and techniques and apply that knowledge to direct	Observations (e.g. Clinical or Field) - Clinical competency Criterion for Success: 75% of students will score at an acceptable	Reporting Period: 2018 - 2019 Classification: Criterion Met 13/14 or 92% of the students recorded a score of 3 on the Likert score or higher. 1 student did not hand in her clinical	

Course Outcomes	Assessment Methods	Results	Actions
<p>patient care included in a critical care assignment (i.e. ventilator support, equipment, monitoring patients, etc.): N/P, LTAC, Homecare Course Outcome Status: Active Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018) Start Date: 09/28/2018</p>	<p>level Assessment Schedule: Every offering</p>	<p>packet to know her scores. (12/08/2018)</p>	
<p>Communicate Verbally N/P, LTAC, Homecare, Sleep, Rehab, ER - Communicate verbally in language appropriate to patients and professional staff: N/P, LTAC, Homecare, Sleep, Rehab, ER Course Outcome Status: Active Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018) Start Date: 09/28/2018</p>	<p>Observations (e.g. Clinical or Field) - Clinical competency Criterion for Success: 75% of students will score at an acceptable level Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 13/14 or 92% of the students recorded a score of 3 on the Likert score or higher. 1 student did not hand in her clinical packet to know her scores. (12/08/2018)</p>	
<p>Communicate in Written Form N/P, LTAC, Homecare, Sleep, Rehab, ER - Communicate appropriately and accurately in written form in appropriate notes and reports: N/P, LTAC, Homecare, Sleep, Rehab, ER Course Outcome Status: Active Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018) Start Date: 09/28/2018</p>	<p>Observations (e.g. Clinical or Field) - Clinical competency Criterion for Success: 75% of students will score at an acceptable level Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 13/14 or 92% of the students recorded a score of 3 on the Likert score or higher. 1 student did not hand in her clinical packet to know her scores. (12/08/2018)</p>	
<p>Professional Behaviors as a Registered Respiratory Therapist - Demonstrate professional behaviors appropriate to the registered respiratory therapist: N/P, LTAC, Homecare, Sleep, Rehab, ER Course Outcome Status: Active Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018) Start Date: 09/28/2018</p>	<p>Observations (e.g. Clinical or Field) - Clinical competency Criterion for Success: 75% of students will score at an acceptable level Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 13/14 or 92% of the students recorded a score of 3 on the Likert score or higher. 1 student did not hand in her clinical packet to know her scores. (12/08/2018)</p>	

RESP 299:Respiratory Care Capstone

Course Outcomes	Assessment Methods	Results	Actions
<p>Cardiopulmonary Homeostasis - Discuss the importance of cardiopulmonary homeostasis Course Outcome Status: Active Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018) Start Date: 09/28/2018</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score at an acceptable level Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 100% of students passed the assessment on the importance of cardiopulmonary homeostasis. (08/23/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of students scored at an acceptable level, passing Exam I. (11/04/2018)</p>	
<p>Hemodynamic Principles - Describe the hemodynamic principles of the cardiovascular system Course Outcome Status: Active Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018) Start Date: 09/28/2018</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score at an acceptable level Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 100% of students passed the assessment on hemodynamic principle of the cardiovascular system. (08/23/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of students scored at an acceptable level, passing Exam I. (11/04/2018)</p>	
<p>PA Catheter - Explain the components of the pulmonary artery catheter, its indications and complications Course Outcome Status: Active Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018) Start Date: 09/28/2018</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score at an acceptable level Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 100% of students passed the assessment on components of the pulmonary artery catheter, its indications and complications. (08/23/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of students scored at an acceptable level, passing Exam I. (11/04/2018)</p>	
<p>Measurements from the PA Catheter - Explain the importance of the measurements obtained and derived from the pulmonary artery (PA) catheter Course Outcome Status: Active Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018) Start Date: 09/28/2018</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score at an acceptable level Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 100% of students passed the assessment on the importance of the measurements obtained and derived from the pulmonary artery catheter. (08/23/2019)</p> <hr/> <p>Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of students scored at an acceptable level, passing Exam I. (11/04/2018)</p>	

<i>Course Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
Hemodynamic Calculations - Interpret hemodynamic calculations Course Outcome Status: Active Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018) Start Date: 09/28/2018	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score at an acceptable level Assessment Schedule: Every offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 100% of students passed the assessment on interpretation of hemodynamic calculations. (08/23/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of students scored at an acceptable level, passing Exam I. (11/04/2018)	
Pharmacological Influences on Hemodynamics - Discuss pharmacological influences on hemodynamic parameters Course Outcome Status: Active Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018) Start Date: 09/28/2018	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score at an acceptable level Assessment Schedule: Every offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 100% of students passed the assessment on pharmacological influences on hemodynamic parameters. (08/23/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of students scored at an acceptable level, passing Exam I. (11/04/2018)	
Pharmacological Agents - Discuss a variety of pharmacological agents influence on the cardiopulmonary system Course Outcome Status: Active Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018) Start Date: 09/28/2018	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score at an acceptable level Assessment Schedule: Every offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 100% of students passed the assessment on pharmacological agents that influence the cardiopulmonary system. (08/23/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of students scored at an acceptable level, passing Exam I. (11/04/2018)	
Recommend Therapeutic Plan - Recommend a therapeutic plan based on a patient's hemodynamic status Course Outcome Status: Active Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018) Start Date: 09/28/2018	Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score at an acceptable level Assessment Schedule: Every offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 100% of students passed the assessment on recommending a therapeutic plan based on a patient's hemodynamic status. (08/23/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of students scored at an acceptable level, passing Exam I. (11/04/2018)	
Goals and Objectives of Pulmonary	Test - Internally Developed -	Reporting Period: 2018 - 2019	

<i>Course Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
<p>Rehabilitation - Describe the goals and objectives pulmonary rehabilitation aims to achieve Course Outcome Status: Active Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018) Start Date: 09/28/2018</p>	<p>Pre/Post or Post - Exam Criterion for Success: 75% of students will score at an acceptable level Assessment Schedule: Every offering</p>	<p>Classification: Criterion Met 100% of students passed the assessment on the goals and objectives that pulmonary rehabilitation aims to achieve. (08/23/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of students scored at an acceptable level, passing Exam I. (11/04/2018)</p>	
<p>Indications for Pulmonary Rehab - Discuss the indications, contraindications, and hazards associated with pulmonary rehabilitation Course Outcome Status: Active Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018) Start Date: 09/28/2018</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score at an acceptable level Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 100% of students passed the assessment on the indications, contraindications, and hazards associated with pulmonary rehabilitation. (08/23/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of students scored at an acceptable level, passing Exam I. (11/04/2018)</p>	
<p>Selection to Pulmonary Rehab - Describe the evaluation and selection process of patients to a pulmonary rehabilitation program Course Outcome Status: Active Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018) Start Date: 09/28/2018</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score at an acceptable level Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 100% of students passed the assessment on the evaluation and selection process of patients to a pulmonary rehabilitation program. (08/23/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of students scored at an acceptable level, passing Exam I. (11/04/2018)</p>	
<p>Patient Education - State the rationale for patient education in the practice of respiratory care Course Outcome Status: Active Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018) Start Date: 09/28/2018</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score at an acceptable level Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 100% of students passed the assessment on the rationale for patient education in the practice of respiratory care. (08/23/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of students scored at an acceptable level, passing Exam I. (11/04/2018)</p>	
<p>Components of Patient Education - Identify the major components of the</p>	<p>Project/Model/Invention - Preparation of an educational plan</p>	<p>Reporting Period: 2018 - 2019</p>	

<i>Course Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
<p>patient education process Course Outcome Status: Active Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018) Start Date: 09/28/2018</p>	<p>Criterion for Success: 75% of students will score at an acceptable level Assessment Schedule: Every offering</p>	<p>Classification: Criterion Met 100% of students passed the assessment on identifying the major components of the patient education process. (08/23/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of students scored at an acceptable level, passing activity. (11/04/2018)</p>	
<p>High Frequency Ventilation - Discuss approaches to high frequency ventilation and the rationale for their use Course Outcome Status: Active Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018) Start Date: 09/28/2018</p>	<p>Test - Internally Developed - Pre/Post or Post - Exam Criterion for Success: 75% of students will score at an acceptable level Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 100% of students passed the assessment on approaches to high frequency ventilation and the rationale for their use. (08/23/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of students scored at an acceptable level, passing Exam I. (11/04/2018)</p>	
<p>New Research, Technology, and/or Procedures - Discuss the most recent research, technology, and/or procedures in the field of respiratory care Course Outcome Status: Active Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018) Start Date: 09/28/2018</p>	<p>Written Product (essay, research paper, journal, newsletter, etc.) - Paper on trends in Respiratory Care Criterion for Success: 75% of students will score at an acceptable level Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 100% of students passed the assessment on recent research, technology, and/or procedures in the field of respiratory care. (08/23/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 92% of students scored at an acceptable level, receiving passing score on paper. (11/04/2018)</p>	
<p>Resume - Prepare a resume and identify techniques to keep it current Course Outcome Status: Active Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018) Start Date: 09/28/2018</p>	<p>Project/Model/Invention - Prepare Resume Criterion for Success: 75% of students will score at an acceptable level Assessment Schedule: Every offering</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 100% of students passed preparing a resume. (08/23/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 85% of students scored at an acceptable level, receiving passing score on resume. (11/04/2018)</p>	
<p>Job Seeking Skills - Apply techniques that will increase job-seeking skills Course Outcome Status: Active Planned Semester(s) of Assessment:</p>	<p>Performance (e.g. Music, Theatre) - Role play job interview Criterion for Success: 75% of students will score at an acceptable</p>	<p>Reporting Period: 2018 - 2019 Classification: Criterion Met 100% of students passed on applying techniques that will</p>	

<i>Course Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
2018 - 2019 (Fall 2018) Start Date: 09/28/2018	level Assessment Schedule: Every offering	increase job-seeking skills. (08/23/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of students scored at an acceptable level, passing activity. (11/04/2018)	
Job Retention - Analyze factors that influence job retention Course Outcome Status: Active Planned Semester(s) of Assessment: 2018 - 2019 (Fall 2018) Start Date: 09/28/2018	Focus group - Group project Criterion for Success: 75% of students will score at an acceptable level Assessment Schedule: Every offering	Reporting Period: 2018 - 2019 Classification: Criterion Met 100% of students passed the assessment on factors that influence job retention. (08/23/2019) Reporting Period: 2017 - 2018 Classification: Criterion Met 100% of students scored at an acceptable level, passing activity. (11/04/2018)	

Appendix 5 – Participation of Stakeholders in Assessment

Ferris State University – Respiratory Care Program – Advisory Committee Meeting Minutes

Date: 2/24/17

Time: 1:00 p.m

Place: FSU – GR ATC Room 118

Attendees: Nancy Graff (Spectrum Health Butterworth), Michelle Pokora-Zyla (Community Member), Emily Zyla (Director of Clinical Education), Margaret Sue Waters (Program Director), Robert Joyce, D.O. (Medical Director), Paige Ferris (Spectrum Butterworth), Colette Tuck (1st year student), Christy Neve (Metro Health), Clare Hubbell (Metron Greenville).

Topic	Discussion Summary	Follow-Up Action	Person Responsible
Call to Order	Meeting called to order at 1pm.		Graff
Introductions	All members present were introduced.		Graff
Approval of Minutes	Minutes from previous meeting approved. Motion Dr. Joyce, 2 nd Paige, all accepted		Graff
CRHA Department update	Report from Sue Waters concerning College department reorganization.		Waters
Grand Rapids Accreditation – site coordinator	Site coordinator position discussed requirements of CoARC.		Waters
Goals – BR and GR	Group discussed program goals for both Big Rapids and Grand Rapids programs. Motion Paige, 2 nd Dr. Joyce, all accepted.		Waters
Outcomes – BR and GR	Group discussed program outcomes for both Big Rapids and Grand Rapids programs. Motion Paige, 2 nd Dr. Joyce, all accepted.		Waters
Curriculum – BR and GR	Group reviewed and discussed the current curriculum for the BR program and proposed curriculum for the GR program. Motion Paige, 2 nd Dr. Joyce, all accepted.		Waters
Capital Equipment	Sue announced that purchase of 4 new simulation infant manikins. A suggestion was made to purchase a Hamilton G5 for the GR campus. Another suggestion for IPV was made.		Waters
Needs Survey - GR	The needs survey was presented to the committee with all employers returning survey. Survey was sent electronically to those not present.		Waters
Letter of Intent - GR	The CoARC Letter of Intent was signed by all members present. Letter sent electronically to those not present.		Waters
Clinical Affiliate Affirmation Form	Clinical Affirmation Forms were distributed to all rotation sites present, with instructions to complete and return directly to CoARC. Forms sent electronically to those not present.		Waters
BSRT Completion Program - Goals	Group discussed program goals for BSRT program. Sue announced that the application should be up on the main website soon. Motion Collette,		Waters

	2 nd Dr. Joyce, all accepted.		
BSRT - Outcomes	Group discussed program outcomes for BSRT program. Motion Collette, 2 nd Dr. Joyce, all accepted.		Waters
BSRT - Curriculum	Group discussed program curriculum for BSRT program. Motion Collette, 2 nd Dr. Joyce, all accepted.		Waters
CoARC Annual Report	Sue presented the results of the annual report that was accepted by CoARC without further action. Credential rates are now within threshold.		Waters
NBRC Annual School Report	Sue presented the current NBRC results that showed positive movement of credentialing success.		Waters
PROE Survey	PROE surveys were distributed and collected. Electronic version sent to those not present.		Waters
CoARC Surveys	CoARC Advisory Board surveys were distributed and collected. Electronic version sent to those not present.		Waters
Employer Surveys	CoARC Employer surveys were distributed and collected. Electronic version sent to those not present.		Waters
Adjournment	Meeting was adjourned at 2:30pm		Graff

Appendix 6 – Participation of Stakeholders on Enrollment, Graduation Rates

Ferris State Respiratory Care Advisory Board Meeting

Grand Rapids Campus

4/6/2018 12:00 - 1:30 pm

Members Present: Margaret Waters, Theresa Potter (SH-Greenville) , Clare Hubbel (Metron), Michelle Pokora (Public member), Terry Lennon (SH Fremont), Dr. Bob Joyce (Medical Advisor), Josie Langlois (Holland), Jay Maiga (Sparrow-Carson City), Patty Da'Valentine (McLaren – Lansing), Elizabeth Glasser (Otsego Memorial), Emily Zyla, Greg Zimmerman (FSU Department Head).

Motion to approve minutes	Dr. Joyce moved to approve the minutes Theresa Potter seconded	Minutes approved by the Advisory Board
Departmental and College of Health Professions Report	Greg Zimmerman reviewed Dr. Adeyanju's report	Notes Attached.
Enrollment	Grand Rapids Campus – full enrollment at the start of the program Big Rapids – enrollment is down to 18 for the 2019 graduating year.	
CoARC Annual Report	CoARC scores have improved and are above national threshold right now.	Report attached
NBRC Report	FSU numbers are above national average	Discussion on the BS prepared students versus the AS degreed students.
Grand Rapids Accreditation	In the works and will have site visit in May of this year.	Site Coordinator hired Goals and outcomes approved
BSRT Accreditation	Happening at the same time as the Grand Rapids Program	List of courses and outcomes attached to packet.
Equipment	Have received some funding for more equipment. Need HFNC for both sites and Hamilton G5 for Grand Rapids	Need to know if the clinical sites have new equipment that we aren't teaching the students. Clinical sites are willing to send outdated disposables.
CoARC Site Visit	May 24 & 25 th Reviewed On-site agenda with the group CoARC minimum requirements are changing from the low cut score to the high cut score. This should not effect us as our students seem to be passing it at the higher level	

Appendix 7 – Resources Needed

Ferris State Respiratory Care Advisory Board Meeting Grand Rapids Campus 4/6/2018 12:00 - 1:30 pm

Members Present: Margaret Waters, Theresa Potter (SH-Greenville), Clare Hubbel (Metron), Michelle Pokora (Public member), Terry Lennon (SH Fremont), Dr. Bob Joyce (Medical Advisor), Josie Langlois (Holland), Jay Maiga (Sparrow-Carson City), Patty Da'Valentine (McLaren – Lansing), Elizabeth Glasser (Otsego Memorial), Emily Zyla, Greg Zimmerman (FSU Department Head).

Motion to approve minutes	Dr. Joyce moved to approve the minutes Theresa Potter seconded	Minutes approved by the Advisory Board
Departmental and College of Health Professions Report	Greg Zimmerman reviewed Dr. Adeyanju's report	Notes Attached.
Enrollment	Grand Rapids Campus – full enrollment at the start of the program Big Rapids – enrollment is down to 18 for the 2019 graduating year.	
CoARC Annual Report	CoARC scores have improved and are above national threshold right now.	Report attached
NBRC Report	FSU numbers are above national average	Discussion on the BS prepared students versus the AS degreed students.
Grand Rapids Accreditation	In the works and will have site visit in May of this year.	Site Coordinator hired Goals and outcomes approved
BSRT Accreditation	Happening at the same time as the Grand Rapids Program	List of courses and outcomes attached to packet.
Equipment	Have received some funding for more equipment. Need HFNC for both sites and Hamilton G5 for Grand Rapids	Need to know if the clinical sites have new equipment that we aren't teaching the students. Clinical sites are willing to send outdated disposables.
CoARC Site Visit	May 24 & 25 th Reviewed On-site agenda with the group CoARC minimum requirements are changing from the low cut score to the high cut score. This should not effect us as our students seem to be passing it at the higher level	



STUDENT PROGRAM RESOURCE SURVEY

Sponsoring Institution/Consortium Name: _____

CoARC Entry Base Program ID#: _____

CoARC Satellite Option Program ID# (if applicable): _____

The purpose of this survey instrument is to evaluate our program resources. The data compiled will aid the program in an ongoing process of program improvement.

5 = Excellent 4 = Above Average 3 = Average 2 = Below Average 1 = Poor

YOUR OVERALL RESOURCE RATING: 5 4 3 2 1

INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Check the rating that indicates the extent to which you agree with each statement. Please do not skip any rating. If you do not know about a particular area, please check N/A.

5 = Strongly Agree 4 = Generally Agree 3 = Neutral (acceptable) 2 = Generally Disagree 1 = Strongly Disagree
N/A = Not Applicable

NOTE: Please provide detailed comments for any item rated below 3.
(Relevant Standard is in parentheses)

1. PERSONNEL RESOURCES

A. FACULTY TEACH EFFECTIVELY IN THE:

- 1. classroom (2.13) 5 4 3 2 1 N/A
- 2. laboratory (2.13) 5 4 3 2 1 N/A
- 3. clinical area (2.13) 5 4 3 2 1 N/A

B. FACULTY NUMBERS ARE SUFFICIENT IN THE:

- 1. classroom (2.13) 5 4 3 2 1 N/A
- 2. laboratory (2.13) 5 4 3 2 1 N/A
- 3. clinical area (2.13) 5 4 3 2 1 N/A

C. PROGRAM KEY PERSONNEL:

- 1. Program Director is accessible (2.06) 5 4 3 2 1 N/A
- 2. Director of Clinical Education is accessible (2.10) 5 4 3 2 1 N/A

Comments: _____

2. FACILITIES

A. CLASSROOMS HAVE ADEQUATE:

- 1. lighting (2.01) 5 4 3 2 1 N/A
- 2. ventilation (2.01) 5 4 3 2 1 N/A
- 3. seating (2.01) 5 4 3 2 1 N/A
- 4. audiovisual equipment/materials/ technology to support effective instruction (2.01) 5 4 3 2 1 N/A

B. LABORATORIES HAVE ADEQUATE:

- 1. lighting (2.01) 5 4 3 2 1 N/A
- 2. ventilation (2.01) 5 4 3 2 1 N/A
- 3. seating (2.01) 5 4 3 2 1 N/A

Comments: _____

INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Check the rating that indicates the extent to which you agree with each statement. Please do not skip any rating. If you do not know about a particular area, please check N/A.
5 = Strongly Agree 4 = Generally Agree 3 = Neutral (acceptable) 2 = Generally Disagree 1 = Strongly Disagree
N/A = Not Applicable

3. LABORATORY RESOURCES

- A. The amount of equipment is sufficient for me to perform the required laboratory exercises (2.01) 5 4 3 2 1 N/A
- B. The variety of equipment is sufficient for me to perform the required laboratory exercises (2.01) 5 4 3 2 1 N/A
- C. The duration/quality of laboratory experiences are sufficient for me to acquire mandated competencies (4.08) 5 4 3 2 1 N/A
- D. The supply of disposables is sufficient for me to perform the required laboratory exercises (2.01) 5 4 3 2 1 N/A
- E. Equipment is sufficiently up-to-date for me to perform the required laboratory exercises (2.01) 5 4 3 2 1 N/A
- F. Laboratory resources are available/accessible to me when needed (2.01) 5 4 3 2 1 N/A

Comments: _____

4. ACADEMIC SUPPORT RESOURCES

- A. Learning resources (ex., textbooks, journals, reference materials, and computers) are sufficient to support the curriculum (2.01) 5 4 3 2 1 N/A
- B. Learning resources are available/accessible to me when needed (2.01) 5 4 3 2 1 N/A
- C. Academic support services (ex., advising, counseling, tutoring, and placement) are available/accessible to me when needed (5.11) 5 4 3 2 1 N/A
- D. Academic support services (ex., advising, counseling, tutoring, and placement) are sufficient to support the curriculum (5.11) 5 4 3 2 1 N/A
- E. The frequency of evaluations and opportunities for remediation are satisfactory (3.06) 5 4 3 2 1 N/A
- F. Evaluations performed by faculty are equitable and performed in a satisfactory fashion (3.06) 5 4 3 2 1 N/A

Comments: _____

5. CLINICAL RESOURCES

- A. Each clinical experience is of sufficient quality and duration for me to meet my clinical objectives (4.08) 5 4 3 2 1 N/A
- B. Clinical sites offer sufficient supervision for me to meet my clinical objectives (4.08) 5 4 3 2 1 N/A
- C. Clinical sites offer a sufficient variety of patient experiences for me to meet my clinical objectives (4.08) 5 4 3 2 1 N/A
- D. Clinical sites offer a sufficient variety of patient populations for me to meet my clinical objectives (4.08) 5 4 3 2 1 N/A

INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Check the rating that indicates the extent to which you agree with each statement. Please do not skip any rating. If you do not know about a particular area, please check N/A.

5 = Strongly Agree 4 = Generally Agree 3 = Neutral (acceptable) 2 = Generally Disagree 1 = Strongly Disagree
N/A = Not Applicable

5. CLINICAL RESOURCES (Continued)

- E. Time at clinical sites is sufficient for me to meet my clinical objectives (4.08) 5 4 3 2 1 N/A
- F. Clinical instructor to student ratio is adequate at all my clinical sites (2.13) 5 4 3 2 1 N/A
- G. Clinical instructors provide adequate feedback and mentoring during my clinical rotations (3.12) 5 4 3 2 1 N/A
- H. My overall clinical experiences were equivalent to those of the other students in my class (4.09) 5 4 3 2 1 N/A

Comments: _____

6. For Students at the Program’s Satellite Campus(es) Only

- A. The types of resources and services provided to me at the satellite campus appear to be equivalent to those on the main campus (1.05) 5 4 3 2 1 N/A
- B. The satellite coordinator (faculty member) was accessible to me (2.14) 5 4 3 2 1 N/A

Comments: _____

7. ADDITIONAL COMMENTS

Please provide any additional comments or recommendations for improvement:

How long have you been a student in the program? _____ Years _____ Months

Date: ____/____/____

Thank You!



GRADUATE SURVEY (ENTRY STANDARDS)

Sponsoring Institution/Consortium Name: _____

CoARC Base Program ID#: _____

CoARC PSG add-on or Satellite Option Program ID# (if applicable): _____

NOTE: Completion of this survey is required as part of outcomes assessment by the program's accreditation body (CoARC).

The purpose of this survey is to help faculty evaluate the Program's success in preparing graduates to function as competent respiratory therapists. Compiled data from all returned surveys will be used to evaluate program quality; data from individual surveys will be held in strict confidence.

BACKGROUND INFORMATION:

Grad month: _____ Grad Year: _____

Job Title: _____

Length of employment at time of evaluation: _____ years and _____ months.

Type of employment at time of evaluation: Full-Time Part-Time Per-Diem

Name (while enrolled in the Program): _____

Credential Status (check all that apply):

- CRT CPFT RPFT CRT-SDS RRT-SDS
 RRT NPS RPSGT Other _____

Were you a student at the program's satellite location? Yes No N/A

Were you a student in the program's sleep specialist certificate? Yes No N/A

5 = Excellent 4 = Above Average 3 = Average 2 = Below Average 1 = Poor

YOUR OVERALL RATING OF THE PROGRAM: 5 4 3 2 1

INSTRUCTIONS: Consider each item separately and rate it independently of all others. Check the rating that indicates the extent to which you agree with each statement. Please do not skip any rating.

5 = Strongly Agree 4 = Generally Agree 3 = Neutral (acceptable) 2 = Generally Disagree 1 = Strongly Disagree

NOTE: Please provide detailed comments for any item rated below 3.

(Relevant Standard is in parentheses)

1. KNOWLEDGE BASE (Cognitive Domain)

THE PROGRAM FACILITATED MY KNOWLEDGE OF HOW TO:

- A. Acquire and evaluate data to assess the appropriateness of prescribed respiratory care. (4.03) 5 4 3 2 1
B. Participate in the development and modification of respiratory care plans in a variety of settings. (4.03) 5 4 3 2 1
C. Initiate appropriate therapeutic interventions, monitor patient responses, and modify therapy to achieve goals. (4.03) 5 4 3 2 1
D. Promote cardiopulmonary wellness, disease prevention, and disease management in a variety of settings. (4.03) 5 4 3 2 1
E. Provide patient, family, and community education. (4.03) 5 4 3 2 1
F. Encourage evidence-based practice by using established clinical practice guidelines. (4.03) 5 4 3 2 1

Comments: _____



2. CLINICAL PROFICIENCY (Psychomotor Domain)

THE PROGRAM FACILITATED MY ABILITY TO:

- A. Acquire the clinical competencies required for entry into practice. (4.11) 5 [] 4 [] 3 [] 2 [] 1 []
B. Perform the therapeutic procedures and modalities required on the job in a safe and effective manner. (4.04) 5 [] 4 [] 3 [] 2 [] 1 []
C. Perform the diagnostic procedures required on the job in a safe and effective manner. (4.04) 5 [] 4 [] 3 [] 2 [] 1 []
D. Apply problem-solving strategies in the patient care setting (4.06). 5 [] 4 [] 3 [] 2 [] 1 []

Comments: _____

3. BEHAVIORAL SKILLS (Affective Domain)

THE PROGRAM FACILITATED MY ABILITY TO:

- A. Develop effective oral communication skills. (4.05) 5 [] 4 [] 3 [] 2 [] 1 []
B. Develop effective written communication skills. (4.05) 5 [] 4 [] 3 [] 2 [] 1 []
C. Communicate effectively in a variety of patient care settings. (4.05) 5 [] 4 [] 3 [] 2 [] 1 []
D. Interact effectively with other members of the healthcare team. (4.05) 5 [] 4 [] 3 [] 2 [] 1 []
E. Communicate effectively in diverse groups while respecting beliefs and values of all persons, regardless of cultural background, religion, age or lifestyle. (4.05) 5 [] 4 [] 3 [] 2 [] 1 []
F. Think critically (i.e., apply knowledge, provide appropriate patient care, and adapt to changes in clinical conditions). (4.06) 5 [] 4 [] 3 [] 2 [] 1 []
G. Conduct myself in an ethical and professional manner. (4.07) 5 [] 4 [] 3 [] 2 [] 1 []
H. Recognize the importance of earning the professional credential (i.e., CRT or RRT) required for entry into practice. (4.07) 5 [] 4 [] 3 [] 2 [] 1 []

Comments: _____

4. PROGRAM LENGTH

The program was of sufficient quality and duration for me to acquire the knowledge and competencies necessary for my job (4.08) 5 [] 4 [] 3 [] 2 [] 1 []

5. For Graduates from the Program's Satellite Campus(es) Only

The types of resources and services provided to me at the satellite campus appear to be equivalent to those on the main campus (1.05) 5 [] 4 [] 3 [] 2 [] 1 [] N/A []

Additional Comments: _____

Rater Name: _____ Date: ____/____/____

Phone Number: (____) - ____ - _____ Email: _____@_____

Thank You!



EMPLOYER SURVEY (ENTRY STANDARDS)

Sponsoring Institution/Consortium Name: _____

CoARC Base Program ID#: _____

CoARC PSG add-on or Satellite Option, Program ID# (if applicable): _____

NOTE: Completion of this survey is required as part of outcomes assessment by the program's accreditation body (CoARC).

The purpose of this survey is to help faculty evaluate the Program's success in preparing graduates to function as competent respiratory therapists. Compiled data from all returned surveys will be used to evaluate program quality; data from individual surveys will be held in strict confidence. The CoARC requests that this survey be completed by the graduate's immediate supervisor.

BACKGROUND INFORMATION:

Name of Graduate: _____

Length of employment at time of evaluation: _____ years and _____ months.

Type of employment at time of evaluation: Full-Time Part-Time Per-Diem

Name (while enrolled in the Program, if different than above): _____

Credential Status (check all that apply):

- CRT CPFT RPFT CRT-SDS RRT-SDS
 RRT NPS RPSGT Other _____

5 = Excellent 4 = Above Average 3 = Average 2 = Below Average 1 = Poor

YOUR OVERALL RATING OF THE GRADUATE: 5 4 3 2 1

INSTRUCTIONS: Consider each item separately and rate it independently of all others. Check the rating that indicates the extent to which you agree with each statement. Please do not skip any rating.

5 = Strongly Agree 4 = Generally Agree 3 = Neutral (acceptable) 2 = Generally Disagree 1 = Strongly Disagree

NOTE: Please provide detailed comments for any item rated below 3.

(Relevant Standard is in parentheses)

1. KNOWLEDGE BASE (Cognitive Domain)

THE GRADUATE KNOWS HOW TO:

- A. Acquire and evaluate data to assess the appropriateness of prescribed respiratory care. (4.03) 5 4 3 2 1
B. Participate in the development and modification of respiratory care plans in a variety of settings. (4.03) 5 4 3 2 1
C. Initiate appropriate therapeutic interventions, monitor patient responses, and modify therapy to achieve goals. (4.03) 5 4 3 2 1
D. Promote cardiopulmonary wellness, disease prevention, and disease management in a variety of settings. (4.03) 5 4 3 2 1
E. Provide patient, family, and community education. (4.03) 5 4 3 2 1
F. Encourage evidence-based practice by using established clinical practice guidelines. (4.03) 5 4 3 2 1

Comments: _____



2. CLINICAL PROFICIENCY (Psychomotor Domain)

THE GRADUATE IS ABLE TO:

- A. Demonstrate the clinical competencies required for entry into practice. (4.11) 5 [] 4 [] 3 [] 2 [] 1 []
B. Perform the therapeutic procedures and modalities required on the job in a safe and effective manner. (4.04) 5 [] 4 [] 3 [] 2 [] 1 []
C. Perform the diagnostic procedures required on the job in a safe and effective manner. (4.04) 5 [] 4 [] 3 [] 2 [] 1 []
D. Apply problem-solving strategies in the patient care setting (4.06). 5 [] 4 [] 3 [] 2 [] 1 []

Comments: _____

3. BEHAVIORAL SKILLS (Affective Domain)

THE GRADUATE IS ABLE TO:

- A. Demonstrate effective oral communication skills. (4.05) 5 [] 4 [] 3 [] 2 [] 1 []
B. Demonstrate effective written communication skills. (4.05) 5 [] 4 [] 3 [] 2 [] 1 []
C. Communicate effectively in a variety of patient care settings. (4.05) 5 [] 4 [] 3 [] 2 [] 1 []
D. Interact effectively with other members of the healthcare team. (4.05) 5 [] 4 [] 3 [] 2 [] 1 []
E. Communicate effectively in diverse groups while respecting beliefs and values of all persons, regardless of cultural background, religion, age or lifestyle. (4.05) 5 [] 4 [] 3 [] 2 [] 1 []
F. Think critically (i.e., apply knowledge, provide appropriate patient care, and adapt to changes in clinical conditions). (4.06) 5 [] 4 [] 3 [] 2 [] 1 []
G. Conduct his/herself in an ethical and professional manner. (4.07) 5 [] 4 [] 3 [] 2 [] 1 []
H. Recognize the importance of earning the professional credential (i.e., CRT or RRT) required for entry into practice. (4.07) 5 [] 4 [] 3 [] 2 [] 1 []

Comments: _____

4. PROGRAM LENGTH

The program appears of sufficient quality and duration for the graduate to acquire the knowledge and competencies necessary for his/her job (4.08) 5 [] 4 [] 3 [] 2 [] 1 []

Additional Comments: _____

Rater Name: _____

Date: ____/____/____

Title: _____

Phone Number: (____) - ____ - ____

Email: ____@____

Thank you!



PROGRAM PERSONNEL RESOURCE SURVEY

Sponsoring Institution/Consortium Name: _____

CoARC Entry Base Program ID#: _____

CoARC Satellite Option Program ID# (if applicable): _____

The purpose of this survey instrument is to evaluate our program resources. The data compiled will aid the program in an ongoing process of program improvement. Please complete all resources areas unless directed otherwise.

5 = Excellent 4 = Above Average 3 = Average 2 = Below Average 1 = Poor

YOUR OVERALL RESOURCE RATING: 5 [] 4 [] 3 [] 2 [] 1 []

INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Check the rating that indicates the extent to which you agree with each statement. Please do not skip any rating. If you do not know about a particular area, please check N/A. 5 = Strongly Agree 4 = Generally Agree 3 = Neutral (acceptable) 2 = Generally Disagree 1 = Strongly Disagree N/A = Not Applicable NOTE: Please provide detailed comments for any item rated below 3. (Relevant Standard is in parentheses)

1. PERSONNEL RESOURCES

PROGRAM FACULTY (Completed by Medical Directors & Advisory Committee Members only)

A. FACULTY TEACH EFFECTIVELY IN THE:

- 1. classroom (2.13) 5 [] 4 [] 3 [] 2 [] 1 [] N/A []
2. laboratory (2.13) 5 [] 4 [] 3 [] 2 [] 1 [] N/A []
3. clinical area (2.13) 5 [] 4 [] 3 [] 2 [] 1 [] N/A []

B. FACULTY NUMBERS ARE SUFFICIENT IN THE:

- 1. classroom (2.13) 5 [] 4 [] 3 [] 2 [] 1 [] N/A []
2. laboratory (2.13) 5 [] 4 [] 3 [] 2 [] 1 [] N/A []
3. clinical area (2.13) 5 [] 4 [] 3 [] 2 [] 1 [] N/A []

C. PROGRAM KEY PERSONNEL:

- 1. Program Director is accessible (2.06) 5 [] 4 [] 3 [] 2 [] 1 [] N/A []
2. Director of Clinical Education is accessible (2.10) 5 [] 4 [] 3 [] 2 [] 1 [] N/A []

MEDICAL DIRECTOR(S) (Completed by Program Faculty and Advisory Committee only)

- 1. Medical Director(s) ensures that didactic instruction and clinical experiences meet current practice guidelines (2.11) 5 [] 4 [] 3 [] 2 [] 1 [] N/A []

Comments:

2. FACILITIES

A. CLASSROOMS HAVE ADEQUATE:

- 1. lighting (2.01) 5 [] 4 [] 3 [] 2 [] 1 [] N/A []
2. ventilation (2.01) 5 [] 4 [] 3 [] 2 [] 1 [] N/A []
3. seating (2.01) 5 [] 4 [] 3 [] 2 [] 1 [] N/A []
4. audiovisual equipment/materials/ technology to support effective instruction (2.01) 5 [] 4 [] 3 [] 2 [] 1 [] N/A []

B. LABORATORIES HAVE ADEQUATE:

- 1. lighting (2.01) 5 [] 4 [] 3 [] 2 [] 1 [] N/A []
2. ventilation (2.01) 5 [] 4 [] 3 [] 2 [] 1 [] N/A []
3. seating (2.01) 5 [] 4 [] 3 [] 2 [] 1 [] N/A []

Comments:

3. LABORATORY RESOURCES

INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Check the rating that indicates the extent to which you agree with each statement. Please do not skip any rating. If you do not know about a particular area, please check N/A.

5 = Strongly Agree 4 = Generally Agree 3 = Neutral (acceptable) 2 = Generally Disagree 1 = Strongly Disagree N/A = Not Applicable

- | | | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|------------------------------|
| A. The amount of equipment is sufficient for students to perform the required laboratory exercises (2.01) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| B. The variety of equipment is sufficient for students to perform the required laboratory exercises (2.01) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| C. The duration and quality of laboratory experiences is sufficient for students to acquire the competencies (4.08) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| D. Supplies are sufficient for students to perform the required laboratory exercises (2.01) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| E. Technology is sufficient for students to perform the required laboratory exercises (2.01) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| F. Laboratory resources are available/accessible to students when needed (2.01) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |

Comments:

4. ACADEMIC SUPPORT RESOURCES

- | | | | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|------------------------------|
| A. Learning resources (ex., textbooks, journals, reference materials, and computers) are sufficient to support the curriculum (2.01) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| B. Learning resources are available/accessible to students when needed (2.01) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| C. Administrative and clerical support staff enable Program to meet its goals and objectives (2.15) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |

Comments:

5. FINANCIAL RESOURCES

A. PROGRAM BUDGET PROVIDES FOR:

- | | | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|------------------------------|
| 1. Sufficient access to functioning and up-to-date equipment to achieve program goals and objectives (2.01) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| 2. Supply purchases necessary to achieve program goals and objectives (2.01) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| 3. A sufficient number of faculty for didactic (classroom) and laboratory instruction (2.01) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| 4. A sufficient number of faculty for clinical instruction (2.01) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| 5. Adequate continuing professional development of program faculty (2.01) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |

Comments:

6. CLINICAL RESOURCES

INSTRUCTIONS: Consider each item separately and rate each item independently of all others. Check the rating that indicates the extent to which you agree with each statement. Please do not skip any rating. If you do not know about a particular area, please check N/A.

5 = Strongly Agree 4 = Generally Agree 3 = Neutral (acceptable) 2 = Generally Disagree 1 = Strongly Disagree N/A = Not Applicable

- | | | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|------------------------------|
| A. Each clinical experience is of sufficient quality and duration for students to meet clinical objectives (4.08) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| B. Clinical sites offer sufficient supervision for students to meet clinical objectives (4.08) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| C. Clinical sites offer a sufficient variety of patient experiences for students to meet clinical objectives (4.08) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| D. Clinical sites offer a sufficient variety of patient populations for students to meet clinical objectives (4.08) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| E. Clinical sites provide sufficient practice time for students to meet clinical objectives (4.08) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| F. Clinical instructor to student ratio is adequate (2.13) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| G. Clinical instructors provide feedback and mentoring during student's clinical rotations (3.12) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |

Comments: _____

7. For the Program's Satellite Campus(es) Only

- | | | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|------------------------------|
| A. The satellite coordinator (faculty member) ensures uniform implementation of the program on that site (2.14) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |
| B. The satellite coordinator (faculty member) was accessible to PD and DCE (2.14) | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | N/A <input type="checkbox"/> |

Comments: _____

8. ADDITIONAL COMMENTS

Please provide any additional comments or recommendations for improvement: _____

What position do you hold with this program? _____

How long have you been associated with the program? _____ Years _____ Months

Date: / /

Thank You!

RAM Resources

Resource

Personnel

Purpose

To ensure the program has sufficient number of effective laboratory, classroom, and clinical instructors. (2.06/2.10/2.11/2.13)

Measurement System

- 1) Student resource surveys*
- 2) Personnel resource surveys *
- 3) Other

Date of Measurement

- 1) Nov-21-2017
- 2) Apr-16-2018
- 3)

Results & Analyses

1.A.1. 47 of 47 (100%) scored 3 or higher. 1.A.2. 46 of 46 (100%) scored 3 or higher, 1 NA. 1.A.3. 29 of 29 (100%) scored 3 or higher, 18 NA. 1.B.1. 47 of 47 (100%) scored 3 or higher. 1.B.2. 44 of 46 (95.7%) scored 3 or higher, 1 NA. 1.B.3. 29 of 29 (100%) scored 3 or higher, 18 NA. 1.C.1. 42 of 44 (95.5%) scored 3 or higher, 3 NA. 1.C.2. 40 of 41 (97.6%) scored 3 or higher, 6 NA.

1.A.1. 7 of 7 (100%) scored 3 or higher, 2 NA. 1.A.2. 7 of 7 (100%) scored 3 or higher, 2 NA. 1.A.3. 7 of 7 (100%) scored 3 or higher, 2 NA. 1.B.1 6 of 6 (100%) scored 3 or higher, 3 NA. 1.B.2. 6 of 6 (100%) scored 3 or higher, 3 NA. 1.B.3. 6 of 6 (100%) scored 3 or higher, 3 NA. 1.C.1. 8 of 8 (100%) scored 3 or higher, 1 NA. 1.C.2. 8 of 8 (100%) scored 3 or higher, 1 NA.

Action Plan & Follow-up

With scores of 95% or higher, no action is necessary. Surveys will continue to be assessed each year.

Resource

Facilities

Purpose

To provide adequate classroom, laboratory and accommodations to ensure effective instruction.(2.01)

Measurement System

- 1) Student resource surveys*
- 2) Personnel resource surveys *
- 3) Other

Date of Measurement

- 1) Nov-21-2017
- 2) Apr-16-2018
- 3)

Results & Analyses

2.A.1. 46 of 47 (97.9%) scored 3 or higher. 2.A.2. 45 of 47 (95.7%) scored 3 or higher. 2.A.3. 45 of 47 (95.7%) scored 3 or higher. 2.A.4. 46 of 46 (100%) scored 3 or higher, 1 missing. 2.B.1. 45 of 46 (97.8%) scored 3 or higher, 1 NA. 2.B.2. 44 of 46 (95.7%) scored 3 or higher, 1 NA. 2.B.3. 40 of 45 (88.9%) scored 3 or higher, 2 NA.

2.A.1. 7 of 7 (100%) scored 3 or higher, 2 NA. 2.A.2. 7 of 7 (100%) scored 3 or higher, 2 NA. 2.A.3. 7 of 7 (100%) scored 3 or higher, 2 NA. 2.A.4. 7 of 7 (100%) scored 3 or higher, 2 NA. 2.B.1. 6 of 6 (100%) scored 3 or higher, 3 NA. 2.B.2. 6 of 6 (100%) scored 3 or higher, 3 NA. 2.B.3. 6 of 6 (100%) scored 3 or higher, 3 NA.

Action Plan & Follow-up

With all but one score of 95% or higher, no action is necessary in those areas. 88.9% scored 3 or higher on 2.B.3. on student surveys, (seating in the laboratory) the plan includes adding seating. Surveys will continue to be assessed each year.

Resource

Laboratory

Purpose

To provide students with the equipment and exercises that will adequately prepare them for clinical practice.(2.01 / 4.08)

Measurement System

- 1) Student resource surveys*

- 2) Personnel resource surveys *
- 3) Other

Date of Measurement

- 1) Nov-21-2017
- 2) Apr-16-2018
- 3)

Results & Analyses

3.A. 42 of 46 (91.3%) scored 3 or higher, 1 NA. 3.B. 46 of 46 (100%) scored 3 or higher, 1 NA. 3.C. 46 of 46 (100%) scored 3 or higher, 1 NA. 3.D. 44 of 46 (95.7%) scored 3 or higher, 1 NA. 3.E. 43 of 46 (93.5%) scored 3 or higher, 1 NA. 3.F. 45 of 46 (97.8%) scored 3 or higher, 1 NA.

3.A. 7 of 7 (100%) scored 3 or higher, 2 NA. 3.B. 7 of 7 (100%) scored 3 or higher, 2 NA. 3.C. 7 of 7 (100%) scored 3 or higher, 2 NA. 3.D. 7 of 7 (100%) scored 3 or higher, 2 NA. 3.E. 7 of 7 (100%) scored 3 or higher, 2 NA. 3.F. 7 of 7 (100%) scored 3 or higher, 2 NA.

Action Plan & Follow-up

With scores of 91% or higher, no action is necessary. Surveys will continue to be assessed each year.

Resource

Academic Support

Purpose

To support student needs for supplemental reading, electronic and print reference materials, and research and computer resources. (2.01/2.15/5.11)

Measurement System

- 1) Student resource surveys*
- 2) Personnel resource surveys *
- 3) Other

Date of Measurement

- 1) Nov-21-2017
- 2) Apr-16-2018
- 3)

Results & Analyses

4.A. 47 of 47 (100%) scored 3 or higher. 4.B. 45 of 47 (95.7%) scored 3 or higher. 4.C. 46 of 47 (97.9%) scored 3 or higher. 4.D. 43 of 45 (95.6%) scored 3 or higher, with 2 NA. 4.E. 44 of 46 (95.6%) scored 3 or higher, with 1 NA. 4.F. 47 of 47 (100%) scored 3 or higher.

4.A. 7 of 7 (100%) scored 3 or higher, 2 NA. 4.B. 7 of 7 (100%) scored 3 or higher, 2 NA. 4.C. 7 of 7 (100%) scored 3 or higher, 2 NA.

Action Plan & Follow-up

With scores of 95% or higher, no action is necessary. Surveys will continue to be assessed each year.

Resource

Clinical

Purpose

To provide a sufficient variety of tasks and procedures for instruction to allow for student mastery of the program's required clinical competencies.(2.13 / 3.12 / 4.08 / 4.09)

Measurement System

- 1) Student resource surveys*
- 2) Personnel resource surveys *
- 3) Other

Date of Measurement

- 1) Nov-21-2017
- 2) Apr-16-2018
- 3)

Results & Analyses

5.A. 26 of 26 (100%) scored 3 or higher, 21 NA (did not attend clinical). 5.B. 25 of 25 (100%) scored 3 or higher, 22 NA (did not attend clinical). 5.C. 25 of 25 (100%) scored 3 or higher, 22 NA (did not attend clinical). 5.D. 25 of 25 (100%) scored 3 or higher, 22 NA (did not attend clinical). 5.E. 24 of 24 (100%) scored 3 or higher, 22 NA (did not attend clinical), 1 missing. 5.F. 24 of 24 (100%) scored 3 or higher, 22 NA (did not attend clinical), 1 missing. 5.G. 24 of 24 (100%) scored 3 or higher, 22 NA (did not attend clinical), 1 missing. 5.H. 23 of 24 (95.8%) scored 3 or higher, 22 NA (did not attend clinical), 1 missing.

6.A. 9 of 9 (100%) scored 3 or higher. 6.B. 9 of 9 (100%) scored 3 or higher. 6.C. 9 of 9 (100%) scored 3 or higher. 6.D. 9 of 9 (100%) scored 3 or higher. 6.E. 9 of 9 (100%) scored 3 or higher. 6.F. 9 of 9 (100%) scored 3 or higher. 6.G. 9 of 9 (100%) scored 3 or higher.

Action Plan & Follow-up

With scores of 95% or higher, no action is necessary. Surveys will continue to be assessed each year.

Resource
Financial

Purpose
To provide adequate fiscal support for the retention of personnel and the acquisition and maintenance of equipment and supplies.(2.01)

Measurement System
1) Student resource surveys*
2) Personnel resource surveys *
3) Other

Date of Measurement
1) Nov-21-2018
2) Apr-16-2018
3)

Results & Analyses
Faculty found budget for program insufficient to maintain laboratory in Grand Rapids for future cohorts. Budget adequate for Big Rapids campus.

5.A.1. 7 of 7 (100%) scored 3 or higher, 2 NA. 5.A.2. 7 of 7 (100%) scored 3 or higher, 2 NA. 5.A.3. 7 of 7 (100%) scored 3 or higher, 2 NA. 5.A.4. 7 of 7 (100%) scored 3 or higher, 2 NA. 5.A.5. 7 of 7 (100%) scored 3 or higher, 2 NA.

Action Plan & Follow-up
Program faculty and administration have recommended suspending admission to the Grand Rapids site (GR site will be a separate satellite site for next reporting period). Surveys and budget review will continue to be assessed each year.

Resource
Program Satellites Only

Purpose
To ensure that resources, services, and faculty at the satellite campus(es) are adequate and equivalent to those on the main campus. (1.05/2.14)

Measurement System
1) Student resource surveys*
2) Personnel resource surveys *
3) Other

Date of Measurement
1) Dec-27-2018
2) Dec-27-2018
3)

Results & Analyses
NA

NA

Action Plan & Follow-up
NA

From: Jean M Inabinett <JeanInabinett@ferris.edu>
Date: Thursday, October 17, 2019 at 7:06 PM
To: Margaret S Waters <MargaretWaters@ferris.edu>
Subject: RE: Final RESP APR report with signatures

Thank you for your report. The committee had two questions regarding the information in your report.

1. Please explain the difference between your adjunct faculty and are all adjunct required to be licensed. Also, what are the educational and license requirements for adjunct and tenure/tenure track faculty?
2. On page 5 of your report, the last 2 columns are titled the same, what is the difference between the columns and on both page 5 and page 8 you have tables with rows that have no data. Can you explain why?

Thank you for your time.



Dr. Jean M. Inabinett, CPA, CGMA, CITP
Associate Professor of Accounting
Accounting, Finance, Information Systems Department
Ferris State University • 119 South Street, BUS 350
Big Rapids, MI 49307 • 231-591-3133
jeaninabinett@ferris.edu

From: Margaret S Waters <MargaretWaters@ferris.edu>
Sent: Thursday, October 17, 2019 8:12 PM
To: Jean M Inabinett <JeanInabinett@ferris.edu>
Subject: Re: Final RESP APR report with signatures

Jean,

Thank you for your questions.

1. Faculty and other instructional staff in the Respiratory AAS degree program are only required to have completed a bachelor's degree in the field of health care, but a master's degree is preferred. They are also required by the Commission on Accreditation for Respiratory Care (CoARC) to hold a current National Board for Respiratory Care (NBRC) Registered Respiratory Therapist (RRT) credential as well as a current state license. The Adjunct Clinical Instructors (ACIs) are working professionals that evaluate student performance in the clinical internships. These adjuncts are required to have completed an associate degree in Respiratory Care, as well as a current NBRC RRT credential and a current state license. All of our instructional staff and ACIs have earned all of these requirements.

2. The last two columns in the tables on page 5 were labeled incorrectly. The tenth column heading should read "3-Year CoARC" for the % RRT Success.

The group of students with a Graduation Date of 8/14/2019 have not taken their board exams at this time, therefore there is no exam results to report.

The table on page 8 has missing data due to the fact that the students have not graduated yet and are in progress. That is the same for data missing in tables on page 5 and page 10.

If you have any other questions, please feel free to contact me again.

Sue Waters

Sue Waters, MAT, RRT-ACCS
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FERRIS STATE UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS