



OAKLAND  
COMMUNITY  
COLLEGE®

## WELCOME TO THE CURRICULUM REVIEW SELF-STUDY PROCESS

Discipline/Program Respiratory Therapy Coordinator(s) Sue Work

CRC Mentor Theresa Wangler Review Date: March 7, 2007

Thank you for agreeing to coordinate the Curriculum Review in your area. As Discipline/Program Case Review Coordinator, it is your responsibility to make sure the steps detailed below are completed by the Review Date. Your packet includes instructions and forms for completing the Review. If needed, a CRC mentor is available to you. Your Dean will also be able to provide meaningful assistance in completing this important task.

In the Part I-Core Review, the College asks your discipline/program to analyze its curriculum from a variety of perspectives. These include course offerings and contents, enrollment/retention, transfer trends, and plans for the future. An additional section of activities is contained in Part II. The nature of these review activities will depend on whether you are a member of a Discipline or a Program.

Included in this document to help you work on your review are: 1) Data Collection forms to distribute to your Discipline/Program Case colleagues and 2) Data Analysis forms with summary sections. Allow two to three months for this work. Please send all completed forms to the Chair of CRC 3 weeks prior to your scheduled review.

Once again, thank you for agreeing to work on this very important process with your colleagues. Together we will constantly strive to ensure the excellence of instruction at OCC.

### College Curriculum Review Membership 2007-2008

Imogene Bailey (OR)  
Thomas Boozer (AH)  
Nadia Boulos (HL)  
Charlott Couch (RO/SF)

Diane Hill (OR)  
Tony Ingram (OR)  
Darlene Levinson (OR)  
Beverly Stanbrough (RO/SF)

Janet Peart (AH)  
Letyna Roberts (ex-officio)  
Gail Mays (AH)-Chair

**CRC**  
**PART I-CORE REVIEW**

*Coordinator: Data Collection and Data Analysis forms for the following review areas are attached. Please also attach a copy of your program requirements from the catalog and all course descriptions.*

**A. CATALOG COURSE DESCRIPTIONS**

- Please reproduce copies of all your Discipline/Program catalog course descriptions, and distribute them to the full-time members of the Discipline/Program with the Data Collection form asking the faculty to comment on whether the catalog course descriptions are accurate, clear, and current.
- Analyze the responses in order to determine where there is a need for revision.

**B. SYLLABUS REVIEW**

- Collect syllabi from all full-time and adjunct faculty for every section of each courses listed in the catalog under your Discipline/Program.
- Analyze where there are inconsistencies or omissions in the syllabi.

**C. ENROLLMENT TRENDS AND STUDENT RETENTION**

- Collect the Dashboard enrollment and retention data for the current and last academic year (available from the Office of Assessment & Effectiveness).
- Analyze areas of strength and weakness. Discuss, where applicable, student recruitment and student retention strategies that your Discipline/Program participates in currently or intends to implement in the future.

**D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES**

- Collect information on the Discipline/Program's current and anticipated needs and resources by distributing the Data Collection form to all full and adjunct faculty.
- Discuss what resources and staff development activities your Discipline/Program needs and also indicate necessary curriculum changes/revisions where appropriate.

DATA COLLECTION

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

FOR: RSP 1220

Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	X	<input type="checkbox"/>
Clear	X	<input type="checkbox"/>
Current	X	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	X	<input type="checkbox"/>

Please explain any NO answer:

Please return to \_\_\_\_\_ at \_\_\_\_\_ by \_\_\_\_\_  
Name Campus Date

**PART I**  
**CORE REVIEW**

**A: CATALOG COURSE**  
**DESCRIPTIONS**

DATA COLLECTION

CORE REVIEW

B. CATALOG COURSE DESCRIPTION

FOR: RSP 2230

*Course Number*

*Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.*

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	X	<input type="checkbox"/>
Clear	X	<input type="checkbox"/>
Current	X	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	X	<input type="checkbox"/>

Please explain any NO answer:

Please return to \_\_\_\_\_ at \_\_\_\_\_ by \_\_\_\_\_  
Name Campus Date

DATA COLLECTION

CORE REVIEW

C. CATALOG COURSE DESCRIPTION

FOR: RSP 2250

*Course Number*

*Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.*

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	X	<input type="checkbox"/>
Clear	X	<input type="checkbox"/>
Current	X	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	X	<input type="checkbox"/>

Please explain any NO answer:

Please return to \_\_\_\_\_ at \_\_\_\_\_ by \_\_\_\_\_.  
Name Campus Date

DATA COLLECTION

CORE REVIEW

D. CATALOG COURSE DESCRIPTION

FOR: RSP 2270

*Course Number*

*Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.*

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	X	<input type="checkbox"/>
Clear	X	<input type="checkbox"/>
Current	X	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	X	<input type="checkbox"/>

Please explain any NO answer:

Please return to \_\_\_\_\_ at \_\_\_\_\_ by \_\_\_\_\_  
Name Campus Date

DATA COLLECTION

CORE REVIEW

E. CATALOG COURSE DESCRIPTION

FOR: RSP 2290

Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	X	<input type="checkbox"/>
Clear	X	<input type="checkbox"/>
Current	X	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	X	<input type="checkbox"/>

Please explain any NO answer:

Please return to \_\_\_\_\_ at \_\_\_\_\_ by \_\_\_\_\_.  
Name Campus Date



DATA COLLECTION

CORE REVIEW

F. CATALOG COURSE DESCRIPTION

FOR: RSP 2310

*Course Number*

*Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.*

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	X	<input type="checkbox"/>
Clear	X	<input type="checkbox"/>
Current	X	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	X	<input type="checkbox"/>

Please explain any NO answer:

Please return to \_\_\_\_\_ at \_\_\_\_\_ by \_\_\_\_\_  
Name Campus Date

DATA COLLECTION

CORE REVIEW

G. CATALOG COURSE DESCRIPTION

FOR: RSP 2326

*Course Number*

*Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.*

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	X	<input type="checkbox"/>
Clear	X	<input type="checkbox"/>
Current	X	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	X	<input type="checkbox"/>

Please explain any NO answer:

Please return to \_\_\_\_\_ at \_\_\_\_\_ by \_\_\_\_\_  
Name Campus Date

DATA COLLECTION

CORE REVIEW

H. CATALOG COURSE DESCRIPTION

FOR: RSP 2350

*Course Number*

*Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.*

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	X	<input type="checkbox"/>
Clear	X	<input type="checkbox"/>
Current	X	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	X	<input type="checkbox"/>

Please explain any NO answer:

Please return to \_\_\_\_\_ at \_\_\_\_\_ by \_\_\_\_\_  
Name Campus Date

DATA COLLECTION

CORE REVIEW

I. CATALOG COURSE DESCRIPTION

FOR: RSP 2360

Course Number

Coordinator: Distribute this form to all full-time members of the discipline/program for every course listed in the catalog.

CATALOG COURSE DESCRIPTION:

	Yes	No
Accurate	X	<input type="checkbox"/>
Clear	X	<input type="checkbox"/>
Current	X	<input type="checkbox"/>
NUMBER OF CREDITS		
Appropriate	X	<input type="checkbox"/>

Please explain any NO answer:

Please return to \_\_\_\_\_ at \_\_\_\_\_ by \_\_\_\_\_  
Name Campus Date

**DATA ANALYSIS**

**CORE REVIEW**

**A. CATALOG COURSE DESCRIPTION**

*Coordinator: Complete this form after reviewing the Catalog Course Data Collection forms from members of your Discipline/Program on all of the courses listed in the Catalog. Please also attach a photocopy of all program requirements and course descriptions in the catalogue.*

List every course that is listed in the catalog. Check where revision is indicated or no revisions seem necessary. Please, add lines where needed.

	Revision needed	No Revision necessary
Course Number <u>RSP 1220</u>	_____	<u>X</u>
Course Number <u>RSP 2230</u>	_____	<u>X</u>
Course Number <u>RSP 2250</u>	_____	<u>X</u>
Course Number <u>RSP 2270</u>	_____	<u>X</u>
Course Number <u>RSP 2290</u>	_____	<u>X</u>
Course Number <u>RSP 2310</u>	_____	<u>X</u>
Course Number <u>RSP2326</u>	_____	<u>X</u>
Course Number <u>RSP 2350</u>	_____	<u>X</u>
Course Number <u>RSP 2360</u>	_____	<u>X</u>

**CATALOG COURSE DESCRIPTION REVIEW SUMMARY:**

Catalog course descriptions were revised in 2006.

# RESPIRATORY THERAPY

Associate in Applied Science (RSP.APP)



## Health Sciences

This program leads to an Associate in Applied Science Degree and is designated as an Extended Degree Program in that the student must complete a minimum of 73 or more required credit hours.

The first year consists of pre-respiratory therapy courses and the second year consists of both theory and clinical experience specific to respiratory care of patients in hospitals, extended care facilities, nursing homes or outpatient clinics. For admission to the second year of the program, see Program Admission Procedures below.

Respiratory Therapists who graduated from a program approved by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) but do not have the required college credit will be able to take these credits at OCC and be granted a degree upon completion.

### Program Admission Procedures:

Students must first be admitted to the college and must declare Respiratory Therapy (RSP) as their curriculum and request that the records department send their file to the Health Professions and Technologies Department, Southfield Campus, before **FEBRUARY 1** of each year. Each year a limited number of students are admitted to the program through a selection procedure. Basic admission requirements include:

- Graduation from high school or GED
- Declaration of Respiratory Therapy as the designated curriculum choice.
- Completion of all required supportive courses with a grade of "C" or higher.
- Completion of General Education Requirements with a grade of "C" or higher.
- Overall Grade point average (GPA) of 2.50 or better.
- Attendance at a record review session (Feb.).
- Completion of BIO 1570, or BIO 2710, BIO 2630, BIO 2640, CHE 1000, HPT 2210 and MAT 1100 with 2.0 or better grade point within five years of the start of the spring respiratory therapy courses. The five-year period dates from the session during which the course was taken and closes at the first session in which the student is enrolled in the respiratory therapy program.

Students who are eligible for the program are notified in writing no later than **APRIL 15**. All requirements and procedures for admission, as outlined at the Respiratory Therapy Information sessions, must be completed by **MAY 1** of the year in which the student is intending to enroll in the program.

In order to be eligible to take the national credential examinations administered by the National Board of Respiratory Care, students must obtain a "C" or better grade in all the currently required college and program courses for an Associate in Applied Science Degree.

The policies and regulations regarding admission, progression and retention in the respiratory therapy program, as well as certification, registry, and state licensure qualifications are outlined in the Respiratory Therapy Student Handbook which is provided to each student enrolled in the respiratory therapy program. In addition to the regular tuition, respiratory therapy students incur extra costs such as liability insurance, pre-admission health examination, uniforms, supplies, travel and registry application.

The Respiratory Therapy Program Traditional Model is designed as a full-time study. Supportive courses must be completed before entering the respiratory therapy training portion. However, students may elect part-time study by electing to enroll in the Integrated Model. The Integrated Model allows students to complete Respiratory Therapy core courses during the first year of the program.

A mandatory criminal history check will be conducted on all students selected to the Respiratory Therapy Program, prior to the start of the program. 1) Conviction of a felony or any attempt to commit a felony within the 15 years immediately preceding the date of the criminal history check; or 2) conviction of a misdemeanor within the 10 years immediately preceding the criminal history check, will preclude eligibility for admission. In addition, all selected students must have a drug screen test prior to the start of the program. For details contact the Respiratory Therapy Department at **248.233.2919**.

### Major Requirements

		Credits
RSP 1220	Introduction to Respiratory Care .....	4
RSP 2230	Cardio-Pulmonary Structure and Function.....	3
RSP 2250	Floor Therapy Equipment and Procedures.....	3
RSP 2270	Clinical Practice I .....	4
RSP 2290	Diagnostic Testing .....	3
RSP 2310	Critical Care Management and Procedures.....	4
RSP 2326	Clinical Practice II .....	6
RSP 2350	Advanced Clinical Applications.....	3
RSP 2360	Clinical Practice III.....	8

### Required Supportive Courses

BIO 2630	Human Anatomy and Physiology I .....	4
BIO 2640	Human Anatomy and Physiology II .....	4
BIO 1570*	Microbiology of Health Disease .....	3
or		
BIO 2710	Microbiology .....	4
CHE 1000*	Introductory Chemistry .....	4
or		
CHE 1510	General Chemistry I.....	4
CIS 1000	Computer Literacy.....	1
or		
CIS 1050	Personal Computer Productivity Tools .....	4
ENG 1510*	Composition I.....	3
ENG 1520*	Composition II.....	3
or		
ENG 2200*	Professional Communication .....	4
HPT 2210 <sup>1</sup>	Administration of Medications .....	3
MAT 1100 <sup>2</sup> *	Elementary Algebra.....	4
MDA 1350	Medical Law and Ethics .....	3
MED 1103	Medical Terminology .....	3
PSY 2510*	Introduction to Psychology .....	3

<sup>1</sup> HPT 2210 must be completed before continuing to the clinical portion of the RSP program, prerequisites are not required for RSP students taking this course.

<sup>2</sup> MAT 1100 or higher

• Course may be used to meet General Education Requirements.

See degree requirements for an Associate in Applied Science Degree on p. 81.

### General Education Requirement

See p. 69 or inside back cover.

**ROB 1660 .....4 Credits**

**Sensor Technology**

**Prerequisite:** ROB 1620

This course will give the student a working knowledge of the various types of industrial sensors that could possibly be incorporated into a complex work cell. The student will investigate how controllers are programmed to interact with the feedback devices and the types of signals the sensors will supply to the controller. Students will use robotic simulation for the interaction of sensor signals in applications. Programming and setup aspects of machine vision sensors will be studied. Course/lab fees.

**ROB 2040 .....4 Credits**

**Programmable Controller**

**Applications**

This class will present the fundamentals of Programmable Logic Controller (PLC) operations, including symbology and structure. After these fundamentals are understood, the student will write, enter and execute application programs using the programmable controllers. Course/lab fees.

**ROB 2140 .....4 Credits**

**Advanced Programmable Controllers**

**Applications**

**Prerequisite:** ROB 2040

The course will be structured to provide the student with an understanding of the relationship between "real time" control systems and industrial devices and machines. The advanced instruction set of programmable controllers will be studied in relevancy to concepts and structures of automated control systems. Various applications will be defined in which the student will develop the written programs for each hardware and soft-ware specification of the process problems. The use of the Robotics Lab equipment will give the student practical programming and troubleshooting skills that are used in the maintenance of automated systems. Course/lab fees.

**ROB 2400 .....4 Credits**

**Automated Systems Applications**

**Prerequisite:** ROB 1660

This is a course of study that will give the student an understanding of the various aspects of automated systems utilizing real-world applications. Topics such as automated materials handling systems, robotic systems, communication systems and computer information systems will be discussed. The student will gain practical information on how these systems are interfaced together mechanically, electrically and software-wise. Robotic simulation and machine vision sensors will be utilized by the students in robotic work cell applications. Course/lab fees.

**ROB 2500 .....4 Credits**

**Automated Controller Maintenance**

**Prerequisite:** ROB 1500 or consent of instructor.

This course will introduce the student to the techniques needed to troubleshoot robot controllers. Students will study the techniques and components involved in robotic maintenance including: maintenance programming; electrical theory; analysis and troubleshooting; and a detailed study of robot controllers. Development of these skills will enable the student to effectively maintain robotic systems currently used in industry. Course/lab fees.

**(RSP) RESPIRATORY THERAPY**

**RSP 1220 .....4 Credits**

**Introduction to Respiratory Care**

**Prerequisite:** Acceptance into the program and/or consent of the instructor.

The course will provide an overview of the historical development and current practice of Respiratory Care. The student will be familiarized with common abnormalities of the cardiopulmonary system and with the respiratory care modalities used to manage these problems. A brief review of the goals, indications, contraindications and potential hazards of respiratory care procedures will be introduced through class discussion, and outside research projects. Equipment related to Respiratory Care modalities will be demonstrated and floor therapy procedures will be introduced in the College Respiratory Therapy Lab. Current issues and controversies involving the field will be discussed. A tour of a local hospital Respiratory Care Department and a brief exposure to clinical practice is included. This course includes a weekly lab session. Course/lab fees.

**RSP 2230 .....3 Credits**

**Cardiopulmonary Structure and**

**Function**

**Prerequisites:** Acceptance into the program; RSP 1220, BIO 2640 or consent of the instructor.

The student will review in depth the normal structure and function of the cardiopulmonary systems of the human body and the interactions between these systems. The pathology and impact of common cardiopulmonary disorders will be reviewed through class discussion, outside research projects and verbal presentations. Diagnostic and therapeutic respiratory care procedures related to monitoring of cardiopulmonary status and treatment of cardiopulmonary disorders will be briefly introduced in this course.

**RSP 2250 .....3 Credits**

**Floor Therapy Equipment and Procedures**

**Prerequisites:** Acceptance in the program and completion of RSP 1220, or consent of instructor.

This course focuses on the operation, application, and monitoring of respiratory therapy devices used to deliver floor therapy in the clinical setting, including: medical gas therapy, aerosol and humidity therapy, aerosol drug administration, bronchial hygiene therapy and expansion therapy. Equipment related to these procedures will be studied in depth and floor therapy procedures will be practiced in the College Respiratory Therapy Lab. This course includes a weekly laboratory session. Course/lab fees.

**RSP 2270 .....4 Credits**

**Clinical Practice I**

**Prerequisites:** Acceptance into the program; and completion of RSP 1220 and RSP 2250 or consent of the instructor.

**Corequisite:** RSP 2310, or consent of the instructor.

The student will gain practical experience in the hospital of concentration will include: terminology, patient care arts, patient assessment, pharmacology of aerosol drugs, chart review, therapy documentation, infection control procedures, equipment cleaning and sterilization, medical gas therapy, aerosol and humidity therapy, aerosol drug administration, bronchial hygiene therapy, expansion therapy and cardiopulmonary resuscitation. Students will also complete a variety of case studies, critical thinking and patient care plan assignments as well as competency assessment of related clinical skills. A minimum of 16 hours per week of supervised clinical practice in a variety of settings will be included. Course/lab fees.

**RSP 2290 .....3 Credits**

**Diagnostic Testing**

**Prerequisites:** Acceptance into the program and completion of RSP 1220 and RSP 2230, or consent of instructor.

The student will become familiar with techniques and equipment used for diagnosis and monitoring of patients with cardiopulmonary disorders. Emphasis is placed on acid-base balance and blood gas studies, EKG monitoring/interpretation, chest X-ray interpretation and pulmonary function testing/interpretation. Other related diagnostic tests are reviewed through assigned student outside research projects.

**RSP 2310 .....4 Credits**

**Critical Care Equipment and Procedures**

**Prerequisites:** Acceptance into the program; and completion of RSP 1220.

**Corequisites:** RSP 2270, or consent of instructor.

This course focuses on the operation, application and monitoring of respiratory care procedures used in the adult critical care setting, including: artificial airways, CPR, secretion removal and mechanical ventilation. Equipment related to these procedures will be studied in depth and critical care procedures will be practiced in the College Respiratory Therapy Lab. Much of this course will concentrate on familiarizing the student with adult mechanical ventilators currently being utilized in the clinical setting and with the procedures the therapist uses to set up, monitor, maintain and wean the adult patient from mechanical ventilation. This course includes a weekly laboratory session. Course/lab fees.

**RSP 2326 .....6 Credits**

**Clinical Practice II**

**Prerequisites:** Acceptance into the program; and completion of RSP 2270 and RSP 2310 or consent of instructor.

**Corequisites:** RSP 2350, or consent of instructor.

The student will continue to gain experience in floor therapy procedures and will be exposed to respiratory care procedures of a more complex nature, including: adult critical care procedures (artificial airway insertion/monitoring/care, critical care CPR, arterial puncture and blood gas analysis, drawing blood from arterial lines, suctioning and others) emergency room care and adult mechanical ventilation (patient assessment, ventilator selection/preparation, initiation of ventilation, vent-patient monitoring, vent troubleshooting and vent weaning). Students will continue to complete related case studies, critical thinking and care plan worksheets and competency assessment of clinical skills. In addition, students will complete a variety of rotations in hospital or home care sites. A minimum of 24 hours per week of supervised clinical practice will be included. Course/lab fees.

**RSP 2350 .....3 Credits**

**Advanced Clinical Applications**

**Prerequisite:** Acceptance into the program and completion of RSP 2270 and RSP 2310, or consent of instructor.

**Corequisites:** RSP 2360, or consent of instructor.

This course focuses on the operation, application and monitoring of respiratory care procedures used in the neonatal and pediatric critical care setting, including: artificial airways, CPR, secretion removal, artificial surfactant administration and mechanical ventilation. Equipment related to these procedures will be studied in depth and critical care procedures will be practiced in the College Respiratory Therapy Lab. Advanced hemodynamic interpretation and monitoring, HFV, Nitric Oxide, ECMO and literature review of published research topics will be included. This course includes a weekly laboratory session. Course/lab fee.

**RSP 2360 .....8 Credits**

**Clinical Practice III**

**Prerequisite:** Acceptance into program; Grade of "C" or better in RSP 1220, RSP 2230, RSP 2250, RSP 2270, RSP 2290, RSP 2310.

**Corequisites:** RSP 2350 or consent of the instructor.

The student will continue to gain experience in performing respiratory therapy functions of a more advanced nature including: emergency care, adult/pediatric/neonatal mechanical ventilation and critical care and advanced monitoring techniques. Participation in patient care as a member of the medical team will be emphasized. A minimum of 32 hours per week of supervised clinical experience in hospital or clinic settings will be provided. Course/lab fees.

**(RUS) RUSSIAN**

**RUS 1510 .....4 Credits**

**Beginning Russian I**

General Education Attributes ..... 1, 4, 6, 8  
This is an introductory course with special emphasis on the fundamentals of speaking, reading, writing and understanding Russian language and culture. Students will be introduced to the Russian alphabet and the basic linguistic structure of Russian.

**RUS 1530 .....4 Credits**

**Beginning Russian II**

**Prerequisite:** RUS 1510, or equivalent, or dept. approval.

General Education Attributes ..... 1, 4, 6, 8

This course is a continuation of RUS 1510 where the students will refine the fundamentals of speaking, reading, writing and understanding the Russian language and culture.

**RUS 2610 .....4 Credits**

**Intermediate Russian I**

**Prerequisite:** RUS 1530 or equivalent, or dept. approval.

General Education Attributes ..... 1, 4, 6, 8, 10

This course covers intermediate conversation in contemporary Russian with continual review and refinement of Russian grammar and vocabulary building. The course will include writings which illustrate trends of life and thought in Russian culture.

**RUS 2620 .....4 Credits**

**Intermediate Russian II**

**Prerequisite:** RUS 2610, or equivalent, or dept. approval.

General Education Attributes ..... 1, 4, 6, 8, 10

This course is a continuation of RUS 2610 in which students will read and analyze contemporary Russian texts. Students will discuss Russian literature, geography and culture using the Russian language.

**(SFA) SURGICAL FIRST ASSISTANT**

**SFA 2600 .....2 Credits**

**Surgical Foundations**

**Prerequisite:** Acceptance into the program.

**Corequisites:** SFA 2650

This course is designed to introduce the student to the theory involved in surgical assisting. The course incorporates anatomy, surgical techniques, aseptic technique, draping, positioning, suturing safety, and duties of the surgical team. Course/lab fees.

**SFA 2650 .....7 Credits**

**Surgical Anatomy**

**Prerequisite:** Acceptance into the program.

**Corequisites:** SFA 2600

The Surgical Anatomy course is designed to provide accurate information about the structure and function of the human body. The course is planned for students who are pursuing a career as a surgical first assistant. Course instruction will include the relationship between anatomy and surgery. Course/lab fees

**SFA 2710 .....3 Credits**

**Principles of Surgical Assisting**

**Prerequisite:** SFA 2600, SFA 2650

**Corequisites:** SFA 2730

This course will also study wound healing, nutrition perioperatively, fluid and electrolyte balance and techniques in maintaining homeostasis. Ethical, moral and legal responsibilities are explored along with the role interaction of the surgical team members. The course incorporates anatomy, surgical techniques, aseptic technique, draping, positioning, and suturing safety. The duties of the surgical team to prevent wound complications, the understanding of diagnostic tests, the care and handling of surgical specimens, and the management of the critically ill patient will be emphasized. Also included in this course will be the use of hypo/hyperthermia, the importance of fluid balance, skin assessment, and hemostasis. Issues involved in unusual suturing techniques, dressing and drainage systems, and post-operative pain control methods will be explored. Course/lab fees.

**SFA 2730 .....5 Credits**

**Bioscience**

**Prerequisite:** SFA 2600, SFA 2650

**Corequisites:** SFA 2710

The course is designed to promote understanding of microbial physiology which precedes the understanding of disease transmission and/or prevention, including standard precautions and infection control. The pharmacology section of the course is designed to promote an understanding of the effects of pre, post and intra operative drugs. The anesthesia section of the course promotes an understanding of general principles/techniques and drugs used by anesthesia and their effects on the patient. Diagnostic testing such as radiology, laboratory and cardiography, as well as exploration of potentially life threatening conditions surrounding the critically ill patient will be addressed. Course/lab fees.

**SFA 2750 .....4 Credits**

**Clinical Practicum**

**Prerequisite:** SFA 2710, SFA 2730

In the clinical setting, the student will perform the duties of a surgical first assistant during assigned surgical procedures. The nature of the cases shall vary according to the requirements of the Association of Surgical Technologists' standards for certification and will meet the minimum 135 cases. Assignment of cases will be done by the clinical instructor and will consist of a variety of conditions in order to have the student gain broad experiences in the OR. Course/lab fees

**(SLS) SIGN LANGUAGE STUDIES**

**SLS 1000 .....3 Credits**

**American Sign Language (ASL) I**

The student will study basic sign language, fingerspelling, interpreting and reverse interpreting to achieve basic proficiency in sign language communication with Deaf/Hard of Hearing impaired. The student will also study the needs and problems of Deaf/Hard of Hearing in the context of a philosophy of total communication.



**PART I**  
**CORE REVIEW**

**B: SYLLABUS**  
**REVIEW**

**DATA COLLECTION**

**CORE REVIEW**

**B. SYLLABUS REVIEW**

FOR: RSP 1220  
Course Number

<b>INSTRUCTORS</b> ⇨	Sue Work
ADA Notification	X
Course Goals	X
Grading Standards and Practices	X
Tentative Schedule of Assignments and Tests	X
Course Name and Number	X
Instructor, Office Location, Method of Contact	X
Office Hours	X
Available Assistance	X
Course Catalog Description with Prerequisites	X
General Education Attributes (where pertinent)	N/A
Required Books and Supplies	X
Cost of Supportive Materials (where available)	X
Evaluation/Testing System & Policies	X
Attendance Policy	X
Safety Instructions	X
Disclaimer Allowing for Reasonable Revisions	X
Semester Meeting Times & Room	X
Teaching/Learning Strategies	X
Applicable Forms Pertinent to Course	X
Reference to Student Policies in OCC Catalog	X
Policy on Use of Computing Resources	NA
Description of Required Computing Skills	NA
Policy on Plagiarism	X
Student Bill of Responsibilities	X

*Coordinator: Ask all full-time and adjunct faculty to send you the syllabi for all of their courses by a given date. Use this form to collect information about their syllabi.*

DATA ANALYSIS

A. CORE REVIEW

B. SYLLABUS REVIEW

*Coordinator: Use a separate sheet for each course.*

Course Number	Number of Sections	Percent of Inclusion
<b>Mandatory Items (per FMA and Federal Law)</b>		
ADA Notification	1	100
Course Goals	1	100
Grading Standards and Practices	1	100
Tentative Schedule of Assignments and Tests	1	100
<b>Recommended Items (per Academic Senate)</b>		
Course Name and Number	1	100
Instructor, Office Location, Method of Contact	1	100
Office Hours	1	100
Available Assistance	1	100
Course Catalog Description with Prerequisites	1	100
General Education Attributes (where pertinent)	NA	NA
Required Books and Supplies	1	100
List of Supportive Materials (where available)	1	100
Evaluation/Testing System & Policies	1	100
Attendance Policy	1	100
Safety Instructions	1	100
Disclaimer Allowing for Reasonable Revisions	1	100
<b>Optional Items</b>		
Semester Meeting Times & Room	1	100
Teaching/Learning Strategies	1	100
Applicable Forms Pertinent to Course	1	100
Reference to Student Policies in OCC Catalog	1	100
Policy on Use of Computing Resources	NA	NA
Description of Required Computing Skills	NA	NA
Policy on Plagiarism	1	100
Student Bill of Responsibilities	X	100

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW, (CONTINUED)

*Coordinator: After reviewing the Data Analysis forms on all the courses in the Discipline/Program, please summarize your analysis of whether or not there are course syllabi in your Discipline/Program that need revision due to inconsistencies or omissions, or other issues.*

SYLLABUS REVIEW SUMMARY:

The syllabus is complete.

**DATA COLLECTION**

**COURSE REVIEW**

**B. SYLLABUS REVIEW**

FOR: RSP 2230  
Course Number

<b>INSTRUCTORS</b> ⇨	Sue Work
ADA Notification	X
Course Goals	X
Grading Standards and Practices	X
Tentative Schedule of Assignments and Tests	X
Course Name and Number	X
Instructor, Office Location, Method of Contact	X
Office Hours	X
Available Assistance	X
Course Catalog Description with Prerequisites	X
General Education Attributes (where pertinent)	N/A
Required Books and Supplies	X
List of Supportive Materials (where available)	X
Evaluation/Testing System & Policies	X
Attendance Policy	X
Safety Instructions	NA
Disclaimer Allowing for Reasonable Revisions	X
Semester Meeting Times & Room	X
Teaching/Learning Strategies	X
Applicable Forms Pertinent to Course	X
Reference to Student Policies in OCC Catalog	X
Policy on Use of Computing Resources	NA
Description of Required Computing Skills	NA
Policy on Plagiarism	X
Student Bill of Responsibilities	X

*Coordinator: Ask all full-time and adjunct faculty to send you the syllabi for all of their courses by a given date. Use this form to collect information about their syllabi.*

DATA ANALYSIS

CORE REVIEW

SYLLABUS REVIEW

*Coordinator: Use a separate sheet for each course.*

Course Number	Number of Sections	Percent of Inclusion
<b>Mandatory Items (per FMA and Federal Law)</b>		
ADA Notification	1	100
Course Goals	1	100
Grading Standards and Practices	1	100
Tentative Schedule of Assignments and Tests	1	100
<b>Recommended Items (per Academic Senate)</b>		
Course Name and Number	1	100
Instructor, Office Location, Method of Contact	1	100
Office Hours	1	100
Available Assistance	1	100
Course Catalog Description with Prerequisites	1	100
General Education Attributes (where pertinent)	NA	NA
Required Books and Supplies	1	100
List of Supportive Materials (where available)	1	100
Evaluation/Testing System & Policies	1	100
Attendance Policy	1	100
Safety Instructions	NA	NA
Disclaimer Allowing for Reasonable Revisions	1	0
<b>Optional Items</b>		
Semester Meeting Times & Room	1	100
Teaching/Learning Strategies	1	100
Applicable Forms Pertinent to Course	1	100
Reference to Student Policies in OCC Catalog	1	100
Policy on Use of Computing Resources	NA	NA
Description of Required Computing Skills	NA	NA
Policy on Plagiarism	1	100
Student Bill of Responsibilities	1	100

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW, (CONTINUED)

*Coordinator: After reviewing the Data Analysis forms on all the courses in the Discipline/Program, please summarize your analysis of whether or not there are course syllabi in your Discipline/Program that need revision due to inconsistencies or omissions, or other issues.*

SYLLABUS REVIEW SUMMARY:

**The syllabus is complete**

**DATA COLLECTION**

**CORE REVIEW**

**B. SYLLABUS REVIEW**

FOR: RSP 2250  
Course Number

<b>INSTRUCTORS</b> ⇨	Sue Work
ADA Notification	X
Course Goals	X
Grading Standards and Practices	X
Tentative Schedule of Assignments and Tests	X
Course Name and Number	X
Instructor, Office Location, Method of Contact	X
Office Hours	X
Available Assistance	X
Course Catalog Description with Prerequisites	X
General Education Attributes (where pertinent)	N/A
Required Books and Supplies	X
List of Supportive Materials (where available)	X
Evaluation/Testing System & Policies	X
Attendance Policy	X
Safety Instructions	X
Disclaimer Allowing for Reasonable Revisions	X
Semester Meeting Times & Room	X
Teaching/Learning Strategies	X
Applicable Forms Pertinent to Course	X
Reference to Student Policies in OCC Catalog	X
Policy on Use of Computing Resources	NA
Description of Required Computing Skills	NA
Policy on Plagiarism	X
Student Bill of Responsibilities	X

*Coordinator: Ask all full-time and adjunct faculty to send you the syllabi for all of their courses by a given date. Use this form to collect information about their syllabi.*



DATA ANALYSIS

**A. CORE REVIEW**

**B. SYLLABUS REVIEW**

*Coordinator: Use a separate sheet for each course.*

Course Number	Number of Sections	Percent of Inclusion
<b>Mandatory Items (per FMA and Federal Law)</b>		
ADA Notification	1	100
Course Goals	1	100
Grading Standards and Practices	1	100
Tentative Schedule of Assignments and Tests	1	100
<b>Recommended Items (per Academic Senate)</b>		
Course Name and Number	1	100
Instructor, Office Location, Method of Contact	1	100
Office Hours	1	100
Available Assistance	1	100
Course Catalog Description with Prerequisites	1	100
General Education Attributes (where pertinent)	1	100
Required Books and Supplies	1	100
List of Supportive Materials (where available)	1	100
Evaluation/Testing System & Policies	1	100
Attendance Policy	1	100
Safety Instructions	1	100
Disclaimer Allowing for Reasonable Revisions	1	100
<b>Optional Items</b>		
Semester Meeting Times & Room	1	100
Teaching/Learning Strategies	1	100
Applicable Forms Pertinent to Course	1	100
Reference to Student Policies in OCC Catalog	1	100
Policy on Use of Computing Resources	NA	NA
Description of Required Computing Skills	NA	NA
Policy on Plagiarism	1	100
Student Bill of Responsibilities	1	100

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW, (CONTINUED)

*Coordinator: After reviewing the Data Analysis forms on all the courses in the Discipline/Program, please summarize your analysis of whether or not there are course syllabi in your Discipline/Program that need revision due to inconsistencies or omissions, or other issues.*

SYLLABUS REVIEW SUMMARY:

The syllabus is complete.

**DATA COLLECTION**

**ORE REVIEW**

**B. SYLLABUS REVIEW**

FOR: RSP 2270  
Course Number

<b>INSTRUCTORS</b> ⇨	Tanya McFadden
ADA Notification	X
Course Goals	X
Grading Standards and Practices	X
Tentative Schedule of Assignments and Tests	X
Course Name and Number	X
Instructor, Office Location, Method of Contact	X
Office Hours	X
Available Assistance	X
Course Catalog Description with Prerequisites	X
General Education Attributes (where pertinent)	N/A
Required Books and Supplies	X
List of Supportive Materials (where available)	X
Evaluation/Testing System & Policies	X
Attendance Policy	X
Safety Instructions	X
Disclaimer Allowing for Reasonable Revisions	X
Semester Meeting Times & Room	X
Teaching/Learning Strategies	X
Applicable Forms Pertinent to Course	X
Reference to Student Policies in OCC Catalog	X
Policy on Use of Computing Resources	NA
Description of Required Computing Skills	NA
Policy on Plagiarism	N A
Student Bill of Responsibilities	X

*Coordinator: Ask all full-time and adjunct faculty to send you the syllabi for all of their courses by a given date. Use this form to collect information about their syllabi.*

**DATA ANALYSIS**

**A. CORE REVIEW**

**B. SYLLABUS REVIEW**

**Coordinator: Use a separate sheet for each course.**

<b>Course Number</b>	<b>Number of Sections</b>	<b>Percent of Inclusion</b>
<b>Mandatory Items (per FMA and Federal Law)</b>		
ADA Notification	1	100
Course Goals	1	100
Grading Standards and Practices	1	100
Tentative Schedule of Assignments and Tests	1	100
<b>Recommended Items (per Academic Senate)</b>		
Course Name and Number	1	100
Instructor, Office Location, Method of Contact	1	100
Office Hours	1	100
Available Assistance	1	100
Course Catalog Description with Prerequisites	1	100
General Education Attributes (where pertinent)	NA	NA
Required Books and Supplies	1	100
List of Supportive Materials (where available)	1	100
Evaluation/Testing System & Policies	1	100
Attendance Policy	1	100
Safety Instructions	1	100
Disclaimer Allowing for Reasonable Revisions	1	100
<b>Optional Items</b>		
Semester Meeting Times & Room	1	100
Teaching/Learning Strategies	1	100
Applicable Forms Pertinent to Course	1	100
Reference to Student Policies in OCC Catalog	1	100
Policy on Use of Computing Resources	NA	NA
Description of Required Computing Skills	NA	NA
Policy on Plagiarism	NA	NA
Student Bill of Responsibilities	1	100

**DATA ANALYSIS**

**CORE REVIEW**

**B. SYLLABUS REVIEW, (CONTINUED)**

*Coordinator: After reviewing the Data Analysis forms on all the courses in the Discipline/Program, please summarize your analysis of whether or not there are course syllabi in your Discipline/Program that need revision due to inconsistencies or omissions, or other issues.*

**SYLLABUS REVIEW SUMMARY:**

**DATA COLLECTION**

**CORE REVIEW**

**B. SYLLABUS REVIEW**

FOR: RSP 2290  
Course Number

<b>INSTRUCTORS</b> ⇨	Tanya McFadden/ Sue Work
ADA Notification	X
Course Goals	X
Grading Standards and Practices	X
Tentative Schedule of Assignments and Tests	X
Course Name and Number	X
Instructor, Office Location, Method of Contact	X
Office Hours	X
Available Assistance	X
Course Catalog Description with Prerequisites	X
General Education Attributes (where pertinent)	N/A
Required Books and Supplies	X
List of Supportive Materials (where available)	X
Evaluation/Testing System & Policies	X
Attendance Policy	X
Safety Instructions	X
Disclaimer Allowing for Reasonable Revisions	X
Semester Meeting Times & Room	X
Teaching/Learning Strategies	X
Applicable Forms Pertinent to Course	X
Reference to Student Policies in OCC Catalog	X
Policy on Use of Computing Resources	NA
Description of Required Computing Skills	NA
Policy on Plagiarism	X
Student Bill of Responsibilities	X

*Coordinator: Ask all full-time and adjunct faculty to send you the syllabi for all of their courses by a given date. Use this form to collect information about their syllabi.*

DATA ANALYSIS

**A. CORE REVIEW**

**B. SYLLABUS REVIEW**

**Coordinator: Use a separate sheet for each course.**

Course Number	Number of Sections	Percent of Inclusion
<b>Mandatory Items (per FMA and Federal Law)</b>		
ADA Notification	1	100
Course Goals	1	100
Grading Standards and Practices	1	100
Tentative Schedule of Assignments and Tests	1	100
<b>Recommended Items (per Academic Senate)</b>		
Course Name and Number	1	100
Instructor, Office Location, Method of Contact	1	100
Office Hours	1	100
Available Assistance	1	100
Course Catalog Description with Prerequisites	1	100
General Education Attributes (where pertinent)	NA	NA
Required Books and Supplies	1	100
List of Supportive Materials (where available)	1	100
Evaluation/Testing System & Policies	1	100
Attendance Policy	1	100
Safety Instructions	1	100
Disclaimer Allowing for Reasonable Revisions	1	1000
<b>Optional Items</b>		
Semester Meeting Times & Room	1	100
Teaching/Learning Strategies	1	100
Applicable Forms Pertinent to Course	1	100
Reference to Student Policies in OCC Catalog	1	100
Policy on Use of Computing Resources	NA	NA
Description of Required Computing Skills	NA	NA
Policy on Plagiarism	1	100
Student Bill of Responsibilities	1	100

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW, (CONTINUED)

*Coordinator: After reviewing the Data Analysis forms on all the courses in the Discipline/Program, please summarize your analysis of whether or not there are course syllabi in your Discipline/Program that need revision due to inconsistencies or omissions, or other issues.*

SYLLABUS REVIEW SUMMARY:

**The syllabus is complete.**



**DATA COLLECTION**

**CORE REVIEW**

B. SYLLABUS REVIEW

FOR: RSP 2310  
Course Number

<b>INSTRUCTORS</b> ⇨	Tanya McFadden
ADA Notification	X
Course Goals	X
Grading Standards and Practices	X
Tentative Schedule of Assignments and Tests	X
Course Name and Number	X
Instructor, Office Location, Method of Contact	X
Office Hours	X
Available Assistance	X
Course Catalog Description with Prerequisites	X
General Education Attributes (where pertinent)	N/A
Required Books and Supplies	X
List of Supportive Materials (where available)	X
Evaluation/Testing System & Policies	X
Attendance Policy	X
Safety Instructions	X
Disclaimer Allowing for Reasonable Revisions	X
Semester Meeting Times & Room	X
Teaching/Learning Strategies	X
Applicable Forms Pertinent to Course	X
Reference to Student Policies in OCC Catalog	X
Policy on Use of Computing Resources	NA
Description of Required Computing Skills	NA
Policy on Plagiarism	X
Student Bill of Responsibilities	X

*Coordinator: Ask all full-time and adjunct faculty to send you the syllabi for all of their courses by a given date. Use this form to collect information about their syllabi.*

DATA ANALYSIS

**ORE REVIEW**

**B. SYLLABUS REVIEW**

*Coordinator: Use a separate sheet for each course.*

Course Number	Number of Sections	Percent of Inclusion
<b>Mandatory Items (per FMA and Federal Law)</b>		
ADA Notification	1	100
Course Goals	1	100
Grading Standards and Practices	1	100
Tentative Schedule of Assignments and Tests	1	100
<b>Recommended Items (per Academic Senate)</b>		
Course Name and Number	1	100
Instructor, Office Location, Method of Contact	1	100
Office Hours	1	100
Available Assistance	1	100
Course Catalog Description with Prerequisites	1	100
General Education Attributes (where pertinent)	NA	NA
Required Books and Supplies	1	100
List of Supportive Materials (where available)	1	100
Evaluation/Testing System & Policies	1	100
Attendance Policy	1	100
Safety Instructions	1	100
Disclaimer Allowing for Reasonable Revisions	1	0
<b>Optional Items</b>		
Semester Meeting Times & Room	1	100
Teaching/Learning Strategies	1	100
Applicable Forms Pertinent to Course	1	100
Reference to Student Policies in OCC Catalog	1	100
Policy on Use of Computing Resources	NA	NA
Description of Required Computing Skills	NA	NA
Policy on Plagiarism	1	100
Student Bill of Responsibilities	1	100

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW, (CONTINUED)

*Coordinator: After reviewing the Data Analysis forms on all the courses in the Discipline/Program, please summarize your analysis of whether or not there are course syllabi in your Discipline/Program that need revision due to inconsistencies or omissions, or other issues.*

SYLLABUS REVIEW SUMMARY:

**The syllabus is complete.**

**DATA COLLECTION**

**SYLLABUS REVIEW**

B. SYLLABUS REVIEW

FOR: RSP 2326  
Course Number

<b>INSTRUCTORS</b> ⇨	Tanya McFadden
ADA Notification	X
Course Goals	X
Grading Standards and Practices	X
Tentative Schedule of Assignments and Tests	X
Course Name and Number	X
Instructor, Office Location, Method of Contact	X
Office Hours	X
Available Assistance	X
Course Catalog Description with Prerequisites	X
General Education Attributes (where pertinent)	N/A
Required Books and Supplies	X
List of Supportive Materials (where available)	X
Evaluation/Testing System & Policies	X
Attendance Policy	X
Safety Instructions	X
Disclaimer Allowing for Reasonable Revisions	X
Semester Meeting Times & Room	X
Teaching/Learning Strategies	X
Applicable Forms Pertinent to Course	X
Reference to Student Policies in OCC Catalog	X
Policy on Use of Computing Resources	NA
Description of Required Computing Skills	NA
Policy on Plagiarism	N A
Student Bill of Responsibilities	X

*Coordinator: Ask all full-time and adjunct faculty to send you the syllabi for all of their courses by a given date. Use this form to collect information about their syllabi.*

DATA ANALYSIS

A. CORE REVIEW

B. SYLLABUS REVIEW

*Coordinator: Use a separate sheet for each course.*

Course Number	Number of Sections	Percent of Inclusion
<b>Mandatory Items (per FMA and Federal Law)</b>		
ADA Notification	1	100
Course Goals	1	100
Grading Standards and Practices	1	100
Tentative Schedule of Assignments and Tests	1	100
<b>Recommended Items (per Academic Senate)</b>		
Course Name and Number	1	100
Instructor, Office Location, Method of Contact	1	100
Office Hours	1	100
Available Assistance	1	100
Course Catalog Description with Prerequisites	1	100
General Education Attributes (where pertinent)	NA	NA
Required Books and Supplies	1	100
List of Supportive Materials (where available)	1	100
Evaluation/Testing System & Policies	1	100
Attendance Policy	1	100
Safety Instructions	1	100
Disclaimer Allowing for Reasonable Revisions	1	100
<b>Optional Items</b>		
Semester Meeting Times & Room	1	100
Teaching/Learning Strategies	1	100
Applicable Forms Pertinent to Course	1	100
Reference to Student Policies in OCC Catalog	1	100
Policy on Use of Computing Resources	NA	NA
Description of Required Computing Skills	NA	NA
Policy on Plagiarism	NA	NA
Student Bill of Responsibilities	1	100

## DATA ANALYSIS

### CORE REVIEW

### B. SYLLABUS REVIEW, (CONTINUED)

*Coordinator: After reviewing the Data Analysis forms on all the courses in the Discipline/Program, please summarize your analysis of whether or not there are course syllabi in your Discipline/Program that need revision due to inconsistencies or omissions, or other issues.*

### SYLLABUS REVIEW SUMMARY:

**The syllabus is complete.**

DATA COLLECTION

**CORE REVIEW**

B. SYLLABUS REVIEW

FOR: RSP 2350  
Course Number

<b>INSTRUCTORS</b> ⇨	Sue Work/Tanya McFadden
ADA Notification	X
Course Goals	X
Grading Standards and Practices	X
Tentative Schedule of Assignments and Tests	X
Course Name and Number	X
Instructor, Office Location, Method of Contact	X
Office Hours	X
Available Assistance	X
Course Catalog Description with Prerequisites	X
General Education Attributes (where pertinent)	N/A
Required Books and Supplies	X
List of Supportive Materials (where available)	X
Evaluation/Testing System & Policies	X
Attendance Policy	X
Safety Instructions	X
Disclaimer Allowing for Reasonable Revisions	X
Semester Meeting Times & Room	X
Teaching/Learning Strategies	X
Applicable Forms Pertinent to Course	X
Reference to Student Policies in OCC Catalog	X
Policy on Use of Computing Resources	NA
Description of Required Computing Skills	NA
Policy on Plagiarism	X
Student Bill of Responsibilities	X

*Coordinator: Ask all full-time and adjunct faculty to send you the syllabi for all of their courses by a given date. Use this form to collect information about their syllabi.*

DATA ANALYSIS

**A. CORE REVIEW**

**B. SYLLABUS REVIEW**

*Coordinator: Use a separate sheet for each course.*

Course Number	Number of Sections	Percent of Inclusion
<b>Mandatory Items (per FMA and Federal Law)</b>		
ADA Notification	1	100
Course Goals	1	100
Grading Standards and Practices	1	100
Tentative Schedule of Assignments and Tests	1	100
<b>Recommended Items (per Academic Senate)</b>		
Course Name and Number	1	100
Instructor, Office Location, Method of Contact	1	100
Office Hours	1	100
Available Assistance	1	100
Course Catalog Description with Prerequisites	1	100
General Education Attributes (where pertinent)	NA	NA
Required Books and Supplies	1	100
List of Supportive Materials (where available)	1	100
Evaluation/Testing System & Policies	1	100
Attendance Policy	1	100
Safety Instructions	1	100
Disclaimer Allowing for Reasonable Revisions	1	100
<b>Optional Items</b>		
Semester Meeting Times & Room	1	100
Teaching/Learning Strategies	1	100
Applicable Forms Pertinent to Course	1	100
Reference to Student Policies in OCC Catalog	1	100
Policy on Use of Computing Resources	NA	NA
Description of Required Computing Skills	NA	NA
Policy on Plagiarism	1	100
Student Bill of Responsibilities	1	100



DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW, (CONTINUED)

*Coordinator: After reviewing the Data Analysis forms on all the courses in the Discipline/Program, please summarize your analysis of whether or not there are course syllabi in your Discipline/Program that need revision due to inconsistencies or omissions, or other issues.*

SYLLABUS REVIEW SUMMARY:

**The syllabus is complete.**

**DATA COLLECTION**

**CORE REVIEW**

**B. SYLLABUS REVIEW**

FOR: RSP 2360  
Course Number

<b>INSTRUCTORS</b> ⇨	Tanya McFadden
ADA Notification	X
Course Goals	X
Grading Standards and Practices	X
Tentative Schedule of Assignments and Tests	X
Course Name and Number	X
Instructor, Office Location, Method of Contact	X
Office Hours	X
Available Assistance	X
Course Catalog Description with Prerequisites	X
General Education Attributes (where pertinent)	N/A
Required Books and Supplies	X
List of Supportive Materials (where available)	X
Evaluation/Testing System & Policies	X
Attendance Policy	X
Safety Instructions	X
Disclaimer Allowing for Reasonable Revisions	X
Semester Meeting Times & Room	X
Teaching/Learning Strategies	X
Applicable Forms Pertinent to Course	X
Reference to Student Policies in OCC Catalog	X
Policy on Use of Computing Resources	NA
Description of Required Computing Skills	NA
Policy on Plagiarism	N A
Student Bill of Responsibilities	X

*Coordinator: Ask all full-time and adjunct faculty to send you the syllabi for all of their courses by a given date. Use this form to collect information about their syllabi.*

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW

*Coordinator: Use a separate sheet for each course.*

Course Number	Number of Sections	Percent of Inclusion
<b>Mandatory Items (per FMA and Federal Law)</b>		
ADA Notification	1	100
Course Goals	1	100
Grading Standards and Practices	1	100
Tentative Schedule of Assignments and Tests	1	100
<b>Recommended Items (per Academic Senate)</b>		
Course Name and Number	1	100
Instructor, Office Location, Method of Contact	1	100
Office Hours	1	100
Available Assistance	1	100
Course Catalog Description with Prerequisites	1	100
General Education Attributes (where pertinent)	NA	NA
Required Books and Supplies	1	100
List of Supportive Materials (where available)	1	100
Evaluation/Testing System & Policies	1	100
Attendance Policy	1	100
Safety Instructions	1	100
Disclaimer Allowing for Reasonable Revisions	1	0
<b>Optional Items</b>		
Semester Meeting Times & Room	1	100
Teaching/Learning Strategies	1	100
Applicable Forms Pertinent to Course	1	100
Reference to Student Policies in OCC Catalog	1	100
Policy on Use of Computing Resources	NA	NA
Description of Required Computing Skills	NA	NA
Policy on Plagiarism	NA	NA
Student Bill of Responsibilities	1	100

DATA ANALYSIS

CORE REVIEW

B. SYLLABUS REVIEW, (CONTINUED)

*Coordinator: After reviewing the Data Analysis forms on all the courses in the Discipline/Program, please summarize your analysis of whether or not there are course syllabi in your Discipline/Program that need revision due to inconsistencies or omissions, or other issues.*

SYLLABUS REVIEW SUMMARY:

**The syllabus is complete.**

**PART I**  
**CORE REVIEW**

**C: ENROLLMENT TRENDS AND  
STUDENT RETENTION**

## DATA ANALYSIS

### CORE REVIEW

#### C. ENROLLMENT TRENDS AND STUDENT RETENTION

*Coordinator: The Dashboard report on your Discipline/Program will collect the necessary data in regard to Enrollment Trends and Student Retention. Use this form to review that data in the following areas. Please also attach Dashboard Data.*

**Enrollment** (Use the Dashboard data on Average Section Size, Sections Filled to Capacity, Percent of Completed Sections, Percent Change in Headcount, and Percent Change in Credit Hours to discuss this area.)

**Program Dashboard Detail Report:**

Sections Filled to Capacity:	increased from 59.3% in 2003-04 to 79.4% in 2006-07
Percent of Completed Sections:	increased from 90% in 2003-04 to 100% in 2006-07
Headcount Trend Ratio:	1.33 in 2003-04 to 1.11 in 2006-07
Credit Hour Trend Ratio:	1.33 in 2003-04 to 1.11 in 2006-07

The annual report to the Committee on Accreditation for Respiratory Care (CoARC) details enrollment from 2002 to 2007.

Enrollment: 13 in 2002 to a high of 30 in 2006 (average each year is 20)

**Minority Students** (Use the Dashboard data on Minority Students to discuss this area.)

**Program Dashboard Detail Report:**

Increase from 37.3% in 2003-04 to 50.9% in 2006-07

**Student and Course Success** (Use the Dashboard data on Percent of Withdrawals, Percent of Incompletes, and Student Course Completion Rate to discuss this area.)

**Program Dashboard Detail Report:**

Percent of Withdrawals:	4.2% in 2003-04 to 0.0 in 2006-07
Percent of Incompletes:	0.7% in 2003-04 to 1.6% in 2006-07
Course Completion rate:	83.1% in 2003-04 to 95.3% in 2006-07

The annual report to CoARC:

- **Attrition:**
  - 66.7% in 2002 and 23.3% in 2006. We have remained below or slightly above the required threshold of 30% for the last four years. Previous years experienced a higher attrition percentage due to the low number of students enrolled in the program.
- **Retention:**
  - 33.3% in 2002 and 76.7% in 2007

## ENROLLMENT TRENDS AND STUDENT RETENTION

### REVIEW SUMMARY:

Stated from Major Highlights in the Dashboard report:

- The Respiratory Therapy program has consistently maintained a high composite dashboard score over the last four years and at 11.52 in 2006-07, it ranked the highest of all 100 curriculum offered at the college.
- Four out of the seven program dashboard measures exceeded the college benchmarks and the remaining three fell within the established benchmarks, which in total has contributed to the high composite score. The measures that exceeded expectations include the percent of completed sections, the percent of minority students, the percent of withdrawals, and the student course completion ratio.
- The percent of completed sections has been 100% for two consecutive years and with no canceled sections is well above the college-wide 91% average. The percent of minority students has been increasing over the last four years and in 2006-07 stood at 51%, which is also well above the college-wide 28% average.
- Additionally, Respiratory Therapy students experience a relatively high level of success. The percent of withdrawals over the last four years has been steadily decreasing and there were no withdrawals in 2006-07. In this same year, the student course completion rate was high at nearly 95%, well above the college-wide average of 68%.

Program enrollment and retention are detailed in the annual report to CoARC. Enrollment has risen from 5 students in 2000 to a high of 30 in 2006. Attrition is attributed mostly to non-academic reasons and has remained primarily below 30% (CoARC threshold) for the last four years. The program continues to support the students through our lab facilities, tutors, and strong clinical sites. We have added a supplemental instructor for students in our ventilator course, which seems to be the most difficult. We want to assist the student early in the course rather than wait for a failing grade and then refer them for tutoring. We now require transfer students to complete general education credits prior to their entry into the program.

The program faculty will continue to stress the demands of the respiratory therapy program in the mandatory information sessions, record interviews and on the first day of class. Changes were made to the program requirements last year, which require a five-year limit for all science, math, and medication courses.

## Oakland Community College Program Dashboard

The purpose of the program dashboard is to provide a data driven tool designed for the objective review of all curriculum offerings. Based on a common set of measures which apply to all programs/disciplines the dashboard facilitates the systematic identification of well performing as well as ailing curriculum so early intervention efforts can be undertaken.

In a rapidly changing economic and competitive environment it is necessary if not imperative to continually review curriculum offerings annually. Dashboard reports are a useful tool for monitoring program performance. In addition, they allow for an integrated approach for collecting, presenting, and monitoring data to meet long and short-term programmatic decision-making needs.

The Program Dashboard is based on seven measures which include:

- Sections Filled to Capacity
- Percent of Completed Sections
- Credit Hour Trend Ratio
- Percent of Minority Students
- Percent of Withdrawals
- Percent of Incompletes
- Student Course Completion Rate

The following report provides summative information for the most recent academic year as well as detailed trend data on each measure over the past several years.



# Program Dashboard

## Detail Report

**Prefix** RSP  
**Title** Respiratory Therapy

	<b>Program</b>				<b>College Wide</b>
	<b>2006-07</b>	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>	<b>2006-07</b>
<b>Sections Filled to Capacity</b>	79.4%	65.4%	76.5%	59.3%	84.4%
<b>Percent of Completed Sections</b>	100.0%	100.0%	92.3%	90.0%	90.7%
<b>Headcount Trend Ratio</b>	1.10	1.16	1.40	1.32	1.01
<b>Credit Hour Trend Ratio</b>	1.11	1.17	1.40	1.33	1.01
<b>Percent of Minority Students</b>	50.9%	47.3%	40.4%	37.3%	28.2%
<b>Percent of Withdrawals</b>	0.0%	3.1%	3.2%	4.2%	18.3%
<b>Percent of Incompletes</b>	1.6%	1.9%	1.1%	0.7%	1.5%
<b>Student Course Completion Rate</b>	95.3%	91.2%	93.0%	83.1%	67.7%
<b>Dashboard Score</b>	11.52	11.01	11.18	10.26	

## Sections Filled to Capacity

**Prefix** RSP

**Prefix Title** Respiratory Therapy

	<b>2006-07</b>	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Total Students</b>	193	159	186	144
<b>Total Capacity</b>	243	243	243	243
<b>Sections Filled To Capacity</b>	79.4%	65.4%	76.5%	59.3%

---

### Definition:

The percent of all available seats which are filled on the terms official census date. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

### Methodology:

Total number of sections (credit courses only) that are filled to their designated capacity e.g. allocated seats divided by the total number of available seats in all sections throughout the academic year (July 1 through June 30). In other words, how many sections are filled to their capacity on the sections 1/10 day out of all sections? Include sections that are more than filled / overflowing in calculation.

One-Tenth Day data shows the capacity filled numbers at approximately 3 weeks after the Fall and Winter terms begin; and 1 week after the Summer I and II terms begin. This data will not provide additional enrollment data if the sections begin after the one-tenth day.

While a section may only have a few students enrolled in it the college is able to designate some sections as 'full' so that they are not cancelled (per OCCFA Master Agreement). Therefore some disciplines may show low fill capacity rates, and the college never cancelled the sections or condense the students into fewer sections offering the same course.

## Percent of Completed Sections

**Prefix** RSP

**Prefix Title** Respiratory Therapy

	<b>2006-07</b>	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Active Sections</b>	9	9	12	9
<b>Cancelled Sections</b>	0	0	1	1
<b>Total Sections</b>	9	9	13	10
<b>Percent of Completed Sections</b>	100.0%	100.0%	92.3%	90.0%

---

**Definition:**

Of all offered sections, the percent of sections that are completed (not cancelled). Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session, after grades are posted.

**Methodology:**

Annually, the total number of offered credit sections that are completed. Formula = number of completed credit sections divided by the total number of offered credit sections. In other words, the percent of these sections that are not cancelled.

## Headcount Trend Ratio

**Prefix** RSP  
**Prefix Title** Respiratory Therapy

	2006-07	2005-06	2004-05	2003-04
<b>Headcount Year 1</b>	144	90	66	71
<b>Headcount Year 2</b>	185	144	90	66
<b>Headcount Year 3</b>	159	185	144	90
<b>Headcount Year 4</b>	193	159	185	144
<b>Headcount Period 1</b>	163	140	100	76
<b>Headcount Period 2</b>	179	163	140	100
<b>Headcount Ratio</b>	1.10	1.16	1.40	1.32

**Definition:**

Trend in student headcount based on a three year rolling average. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term. (Note: this measure is not used in the calculation of the Program Dashboard score since it parallels trends depicted in Credit Hours.)

**Methodology:**

In order to establish a meaningful enrollment statistic which applies to large as well as small disciplines/programs a "ratio" was calculated based on a three year rolling average of student headcount.

The formula used to calculate this measure involves three simple steps:

- a. Year 1 + Year 2 + Year 3 / 3 = Period 1
- b. Year 2 + Year 3 + Year 4 / 3 = Period 2
- c. Period 2 / Period 1 = Ratio

If the ratio is greater than "1" this means there has been an enrollment increase. On the other hand, if the ratio is less than "1" this translates into an enrollment decline. The larger the number the larger the enrollment increase. Likewise, the lower the number the greater the enrollment decline.

## Credit Hour Trend Ratio

**Prefix** RSP  
**Prefix Title** Respiratory Therapy

	2006-07	2005-06	2004-05	2003-04
<b>Credit Hour Year 1</b>	599	365	267	294
<b>Credit Hour Year 2</b>	758	599	365	267
<b>Credit Hour Year 3</b>	658	758	599	365
<b>Credit Hour Year 4</b>	813	658	758	599
<b>Credit Hour Period 1</b>	672	574	410	309
<b>Credit Hour Period 2</b>	743	672	574	410
<b>Credit Hour Ratio</b>	1.11	1.17	1.40	1.33

### Definition:

Trend in student credit hours based on a three year rolling average. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: One-tenth-day of each term.

### Methodology:

In order to establish a meaningful enrollment statistic which applies to large as well as small disciplines/programs a "ratio" was calculated based on a three year rolling average of student credit hours.

The formula used to calculate this measure involves three simple steps:

- Year 1 + Year 2 + Year 3 / 3 = Period 1
- Year 2 + Year 3 + Year 4 / 3 = Period 2
- Period 2 / Period 1 = Ratio

If the ratio is greater than "1" this means there has been an enrollment increase. On the other hand, if the ratio is less than "1" this translates into an enrollment decline. The larger the number the larger the enrollment increase. Likewise, the lower the number the greater the enrollment decline.

## Percent of Minority Students

**Prefix** RSP

**Prefix Title** Respiratory Therapy

	<b>2006-07</b>	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Minority Students</b>	29	26	23	19
<b>Total Students</b>	57	55	57	51
<b>Percent of Minority Students</b>	50.9%	47.3%	40.4%	37.3%

---

**Definition:**

The percent of students who are minority. Minority status is self-reported by the student and includes: African American, Asian, Hispanic, Native American Indian and Other. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: end of session for each term.

**Methodology:**

Percentages are based on known data and exclude missing information.

## Percent of Withdrawals

**Prefix** RSP

**Prefix Title** Respiratory Therapy

	<b>2006-07</b>	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Total Withdrawals</b>	0	5	6	6
<b>Total Grades</b>	193	159	186	142
<b>Percent of Withdrawals</b>	0.0%	3.1%	3.2%	4.2%

---

**Definition:**

The percent of students who withdraw from their course after the term begins. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

**Methodology:**

Percent of withdrawals is derived by dividing the total number of student initiated withdrawals by the total number of grades and marks awarded throughout the academic year. The Withdrawal-Passing (WP), and Withdrawal-Failing (WF) are considered Withdrawals (W). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), and Not Reported (NR).

## Percent of Incompletes

**Prefix** RSP

**Prefix Title** Respiratory Therapy

	2005-06	2005-06	2004-05	2003-04
<b>Total Incompletes</b>	3	3	2	1
<b>Total Grades</b>	193	159	186	142
<b>Percent of Incompletes</b>	1.6%	1.9%	1.1%	0.7%

---

### Definition:

The percent of students who receive an incomplete in their course. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

### Methodology:

Percent of incompletes is derived by dividing the total number of incompletes by the total number of grades and marks awarded throughout the academic year. The Continuous Progress (CP) grade is considered an Incomplete (I). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), and Not Reported (NR).



## Student Course Completion Rate

**Prefix** RSP

**Prefix Title** Respiratory Therapy

	<b>2006-07</b>	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>
<b>Successful Grades</b>	184	145	173	118
<b>Total Student Grades</b>	193	159	186	142
<b>Student Course Completion Rate</b>	95.3%	91.2%	93.0%	83.1%

---

**Definition:**

The percent of students who successfully complete a course with a grade of "C" or higher. Time Frame: Academic Year (Summer II, Fall, Winter, Summer I). Data Source: End of session files, after grades are posted.

**Methodology:**

Student success rates are based on end of session data after all grades have been posted. Data includes grades from the entire academic year (Summer II, Fall, Winter, and Summer I). The following grades/marks are excluded from the calculation: Audit (AU), Not Attended (N) and Not Reported (NR).

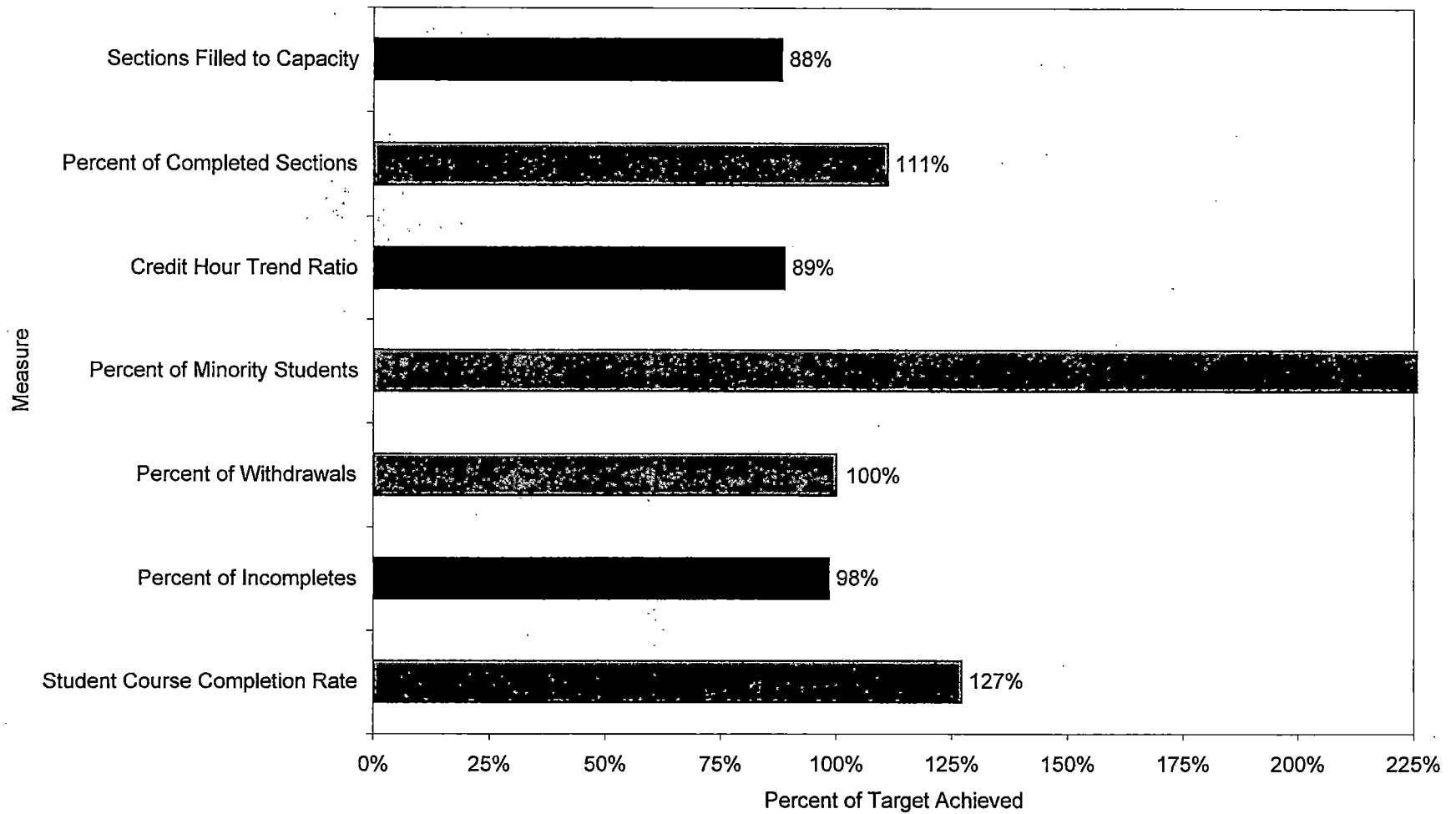
## **Oakland Community College Program Dashboard Percent of Targets Achieved**

The following graph and table depict the extent to which each of the seven Program Dashboard measures met established college-wide benchmarks. Benchmarks (targets and trouble scores) are based on historical data and reflect a range within which each measure is expected to perform.

Measures which exceed the established benchmark are depicted in green, while those that fall short of the benchmark are shown in red. This information is useful in identifying areas of excellence, as well as areas of concern. As a consequence, this report can help to identify specific areas which may require additional attention by program staff.

# Oakland Community College Program Dashboard Report 2006-07

## Respiratory Therapy RSP



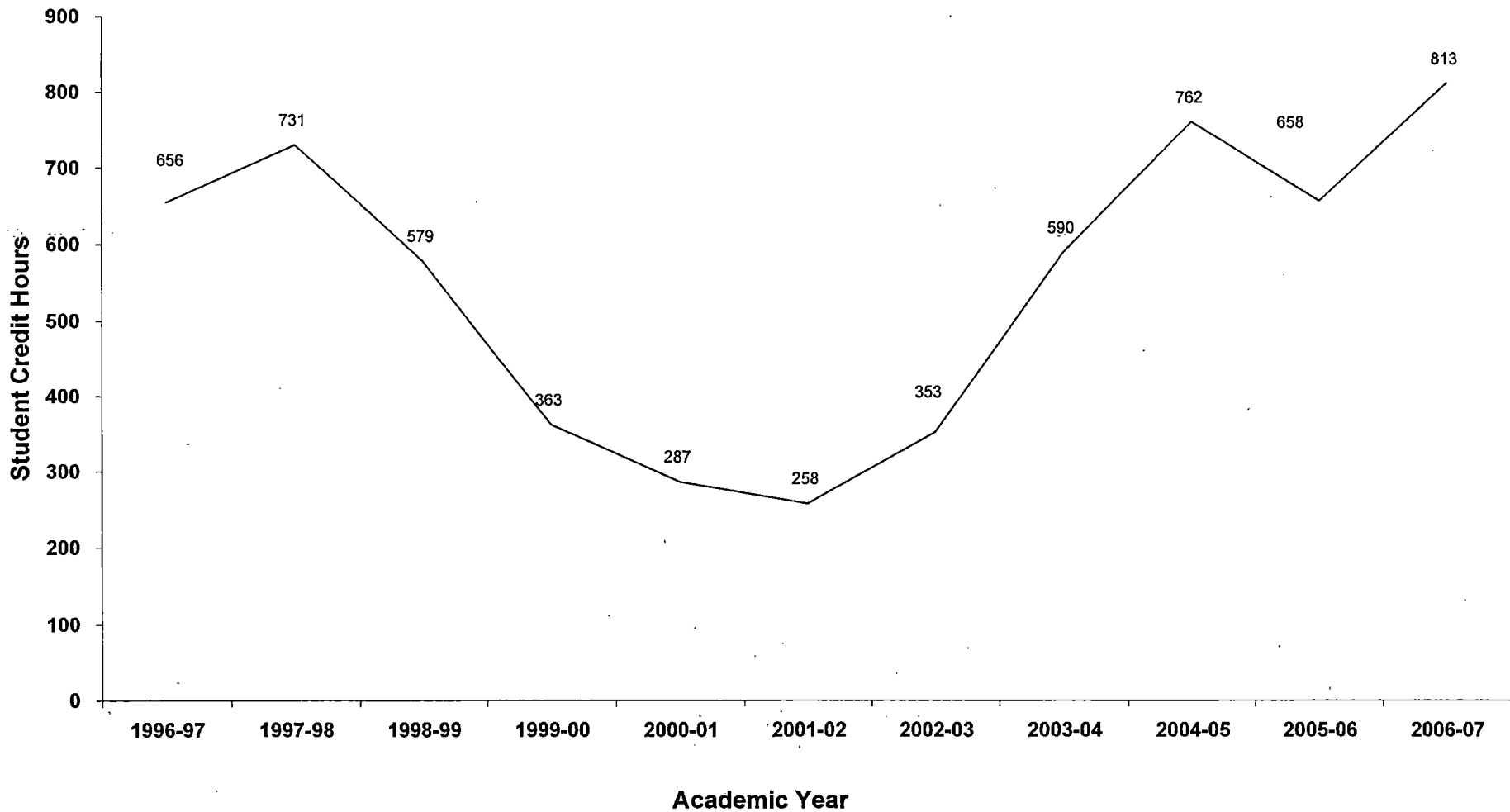
**Oakland Community College  
Program Dashboard Report  
2006-07**

**Respiratory Therapy RSP  
Dashboard Score: 11.52**

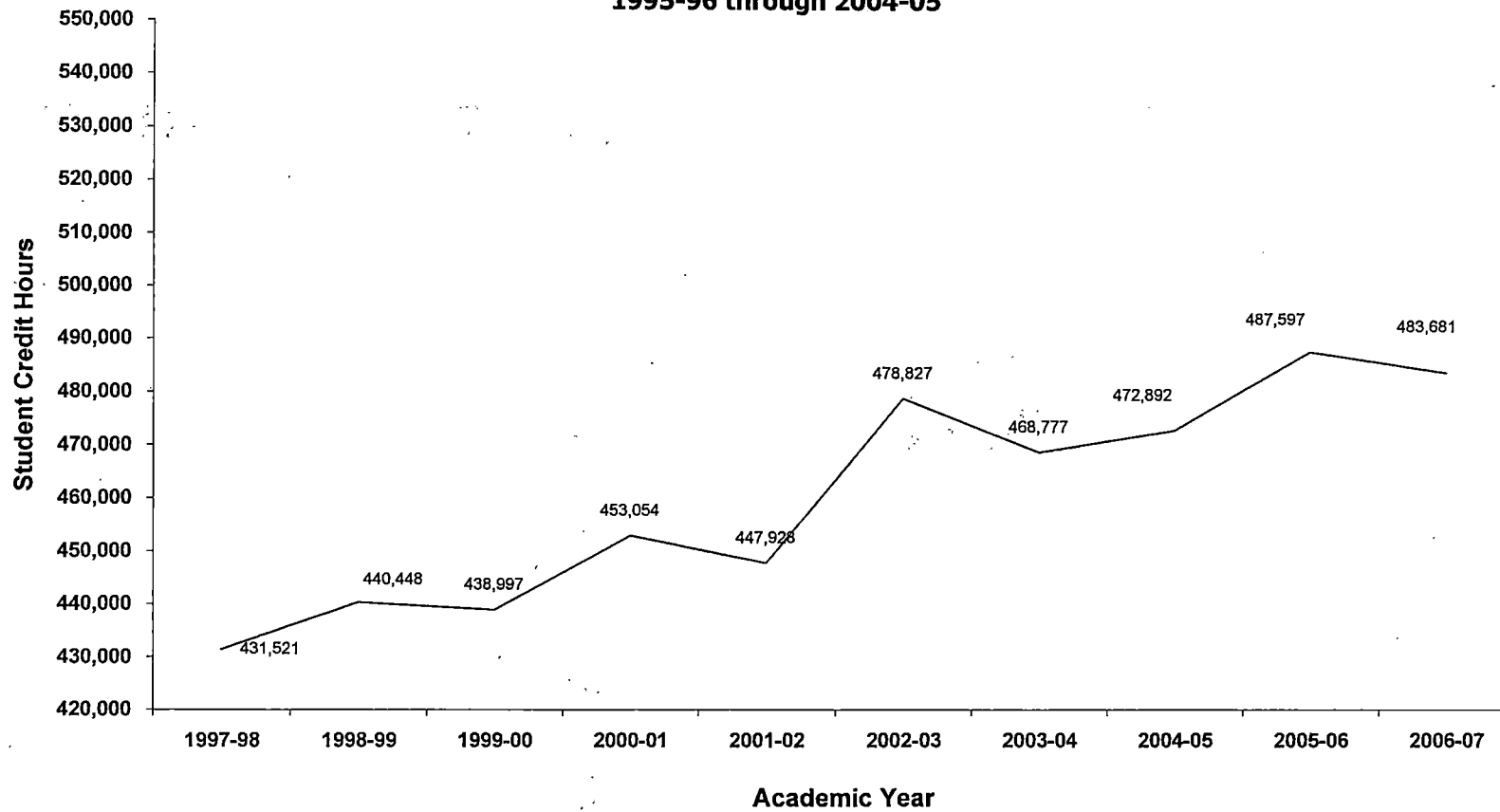
Measures	Benchmarks			Percent of Target Achieved	Weight	Weighted Score
	Current Score	Trouble Score	Target Score			
Sections Filled to Capacity	79.4%	75.0%	90.0%	88.2%	18.0%	1.59
Percent of Completed Sections	100.0%	75.0%	90.0%	111.1%	14.2%	1.58
Credit Hour Trend Ratio	1.11	0.71	1.25	88.8%	15.3%	1.36
Percent of Minority Students	50.9%	16.9%	18.8%	270.7%	6.1%	1.65
Percent of Withdrawals	0.0%	15.0%	0.0%	100.0%	12.0%	1.20
Percent of Incompletes	1.6%	3.0%	0.0%	98.4%	7.9%	0.78
Student Course Completion Rate	95.3%	60.0%	75.0%	127.1%	26.5%	3.37

**Oakland Community College  
Ten-Year Trend in Student Credit Hours  
Respiratory Therapy  
1996-97 through 2006-07**

	1996-97 SCH	1997-98 SCH	1998-99 SCH	1999-00 SCH	2000-01 SCH	2001-02 SCH	2002-03 SCH	2003-04 SCH	2004-05 SCH	2005-06 SCH	2006-07 SCH	5-Year % Change	10-Year % Change
Respiratory Therapy	656	731	579	363	287	258	353	590	762	658	813	215.1	23.9
College Wide Totals	443,471	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892	487,597	483,681	8.0	9.1

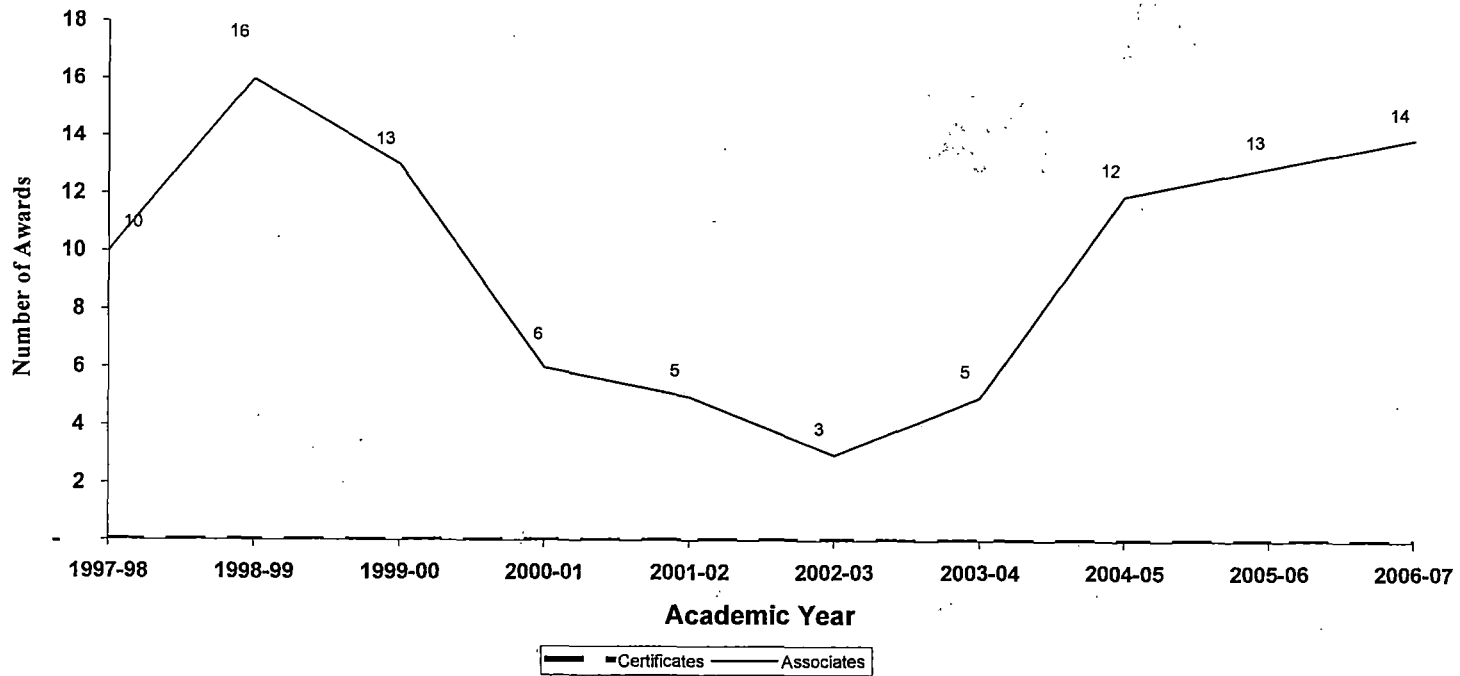


**Oakland Community College  
Ten-Year Trend in Student Credit Hours  
College-Wide  
1995-96 through 2004-05**



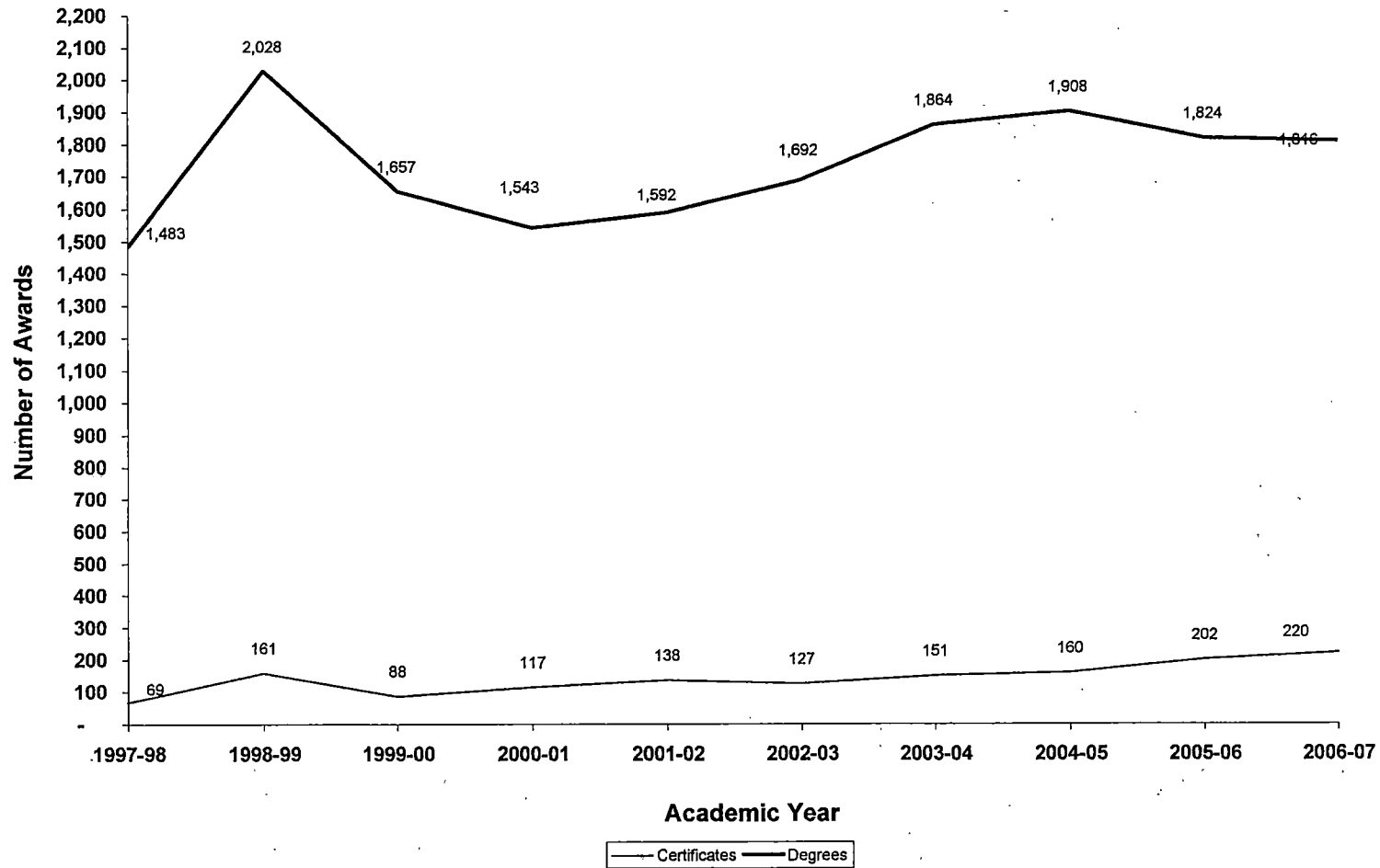
1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892	487,597	483,681

**Oakland Community College  
Associate Degrees and Certificates Awarded  
Respiratory Therapy  
1997-98 through 2006-07**



<u>Academic Yr.</u>	<u>Certificates</u>	<u>Associates</u>
1997-98	0	10
1998-99	0	16
1999-00	0	13
2000-01	0	6
2001-02	0	5
2002-03	0	3
2003-04	0	5
2004-05	0	12
2005-06	0	13
2006-07	0	14

**Oakland Community College**  
**Associate Degrees and Certificates Awarded**  
**College-Wide**  
**1997-98 through 2006-07**





**2007 Report of Current Status for an Education Program  
in  
Respiratory Therapy  
at  
Oakland Community College-Southfield  
CoA Program Reference:200238**

## **Sponsoring Institution and Personnel**

### **Sponsoring Institution**

Oakland Community College-Southfield  
22322 Rutland Drive  
Southfield, MI 48075 Phone: (248) 341-2116  
Institution Type: Junior or Community College

### **Dean/Administrator**

Nadia E Boulos PhD  
2480 Opdyke Road  
Bloomfield Hills, MI 48304-2266

### **Program Director**

Sue Work MSA, RRT  
2480 Opdyke Road  
(Bee Administration Bldg.)  
Bloomfield Hills, MI 48304

### **Director of Clinical Education**

Tanya McFadden RRT  
22322 Rutland Drive  
Southfield, MI 48075

### **President/CEO**

Clarence E. Brantley MA  
Bee Administration Center  
2480 Opdyke Road  
Bloomfield Hills, MI 48304

### **Billing Contact**

Nadia E Boulos PhD  
2480 Opdyke Road  
Bloomfield Hills, MI 48304-2266

### **Medical Director**

Alan Betensley MD  
Henry Ford Hospital-Pulmonary & Critical Care Medicine  
2799 West Grand Blvd.  
Detroit, MI 48202

## **Affiliates**

Henry Ford Health Systems - Clinical Affiliate - Detroit, MI  
Beaumont Hospital - Clinical Affiliate - Royal Oak, MI  
Beaumont Hospital - Clinical Affiliate - Troy, MI  
Crittenton Hospital Medical Center - Clinical Affiliate - Rochester, MI  
Botsford Hospital - Clinical Affiliate - Farmington Hills, MI  
DMC Harper University Hospital - Clinical Affiliate - Detroit, MI  
DMC Children's Hospital of Michigan - Clinical Affiliate - Detroit, MI  
Pontiac Osteopathic Hospital Medical Center - Clinical Affiliate - Pontiac, MI  
DMC Sinai-Grace Hospital - Clinical Affiliate - Detroit, MI  
St. Joseph Mercy Oakland - Clinical Affiliate - Pontiac, MI

## **Satellites**

## Examination Results

Evaluation System: NBRC CRT Credentialing  
Cut Score: 75  
Analysis: Threshold is met. Fourteen out of fourteen graduates have taken and obtained their CRT (100%)  
Action: Continue to monitor. State licensure has now mandated the CRT. Graduates continue to take this exam quickly either just before or right after graduation.

Evaluation System: NBRC RRT Credentialing  
Cut Score: 70  
Analysis: Threshold (50%) is met. Nine out of fourteen students (64%) have obtained their RRT. Fourteen graduates attempted the WRRT; thirteen passed (92.8%). Thirteen graduates attempted the CSE; nine passed (69%).  
Action: Continue to monitor. We continue to work with area respiratory therapy departments to require the RRT of all our graduates. We have been very successful. This change in addition to the changes in the NBRC (requiring the exams within three years of the CRT) has encouraged students to pursue their exams. We have also been very active with the area hospital respiratory departments in offering the services of the college (software, auditing courses, etc.). The state society, Michigan Society of Respiratory Care (MSRC), has also offered group discounts to departments if more staff attends the conference. The increase in educational offerings should also provide an incentive to our graduates.

Evaluation System: Comp Written RRT SAE  
Cut Score: 55  
Analysis: Threshold (80%) is met. The student pass rate was 100%. All students passed the exam.  
Action: Continue to monitor. The frequent testing of the students throughout the year continues to be very beneficial. The pass-rate for the class of 2007 was also 100%. We will continue to test the students frequently and work with them on both their cognitive ability as well as any test-taking problems they may exhibit.

## Surveys - Cognitive Domain

Evaluation System: Employer Surveys - Cognitive  
Cut Score: 3 or greater on a 5-point Likert scale  
Analysis: Threshold met, employers rate the graduates at a score of 3 or higher. Return rate has improved; eleven surveys were sent; two surveys were not returned (81.8%).  
Action: Continue to monitor. We continue to pursue a higher rate of return.

Evaluation System: Graduate Survey - Cognitive  
Cut Score: 3 or greater on a 5-point Likert scale  
Analysis: Threshold met, graduates rated the program at a score of 3 or higher. We continue to improve return rate. One graduate did not return the survey (92.8%)  
Action: Continue to monitor. We continue to review the graduate and employer survey with the students prior to graduation. We discuss the purpose and importance of the survey. We support survey return-rate via email and phone requests.

## Surveys - Psychomotor Domain

Evaluation System: Employer Surveys - Psychomotor

Cut Score: 3 or greater on a 5-point Likert scale  
Analysis: Threshold is met. The employers rated the graduates at a score of 3 or higher. Return rate continues to improve; eleven surveys were sent; two surveys were not returned (81.8%).  
Action: Continue to monitor. We continue to re-send surveys, contact employers by phone and email to improve our rate-of-return.

Evaluation System: Graduate Survey - Psychomotor  
Cut Score: 3 or greater on a 5-point Likert scale  
Analysis: Threshold is met. The graduates rated themselves at a score of 3 or higher. One graduate did not return the survey (92.8%)  
Action: Continue to monitor. We have improved survey return by following the surveys with email and telephone inquiries.

### **Surveys - Affective Domain**

Evaluation System: Employer Surveys - Affective  
Cut Score: 3 or greater on a 5-point Likert scale  
Analysis: Threshold met, employers rated the 2006 graduates at a score of 3 or higher. Return rate continues to improve; eleven surveys were sent; two surveys were not returned (81.8%).  
Action: Continue to monitor. We continue to phone employers to remind them of the surveys.

Evaluation System: Graduate Survey - Affective  
Cut Score: 3 or greater on a 5-point Likert scale  
Analysis: Threshold met, graduates rated the program at or above a cut score of 3 or higher. One graduate did not return the survey (92.8%)  
Action: Continue to monitor. We meet with each class just prior to graduation to discuss the purpose and importance of the graduate and employer surveys. We have sent out many duplicate surveys as well as email and telephone reminders. We continue to pursue a higher return rate.

### **Attrition / Retention**

Evaluation System: Attrition / Retention  
Analysis: Threshold (30%) is not met. Attrition was 31.58%; one academic, two who have not completed their general education (transfer students) and four non-academic. We increased the number of students entered into the program for one year to allow acceptance of several displaced auto workers. We have also increased the number of clinical affiliates.  
Action: Continue to monitor. The program faculty will continue to stress the demands of the respiratory therapy program in the mandatory information sessions, student interviews and on the first day of class. Changes were made to the program requirements last year, which require a five-year-limit for all science, math, and medication courses. The program continues to support the students through our lab facilities, tutors, and strong clinical sites. We have added a supplemental instructor for students in our ventilator course, which seems to be the most difficult. We want to assist the student early in the course rather than wait for a failing grade and then refer them for tutoring. We now require transfer students to complete general education credits prior to their entry into the program.

### **Positive Placement**

Evaluation System: Positive Placement

Analysis:

Threshold is met (70%). Job placement is at 78.6%

Action:

Continue to monitor. Most students secured employment prior to graduation. Students in the Class of 2006 were encouraged to keep the program director informed of their place of employment, address change or if they need help with finding employment. The job market remains strong in the Detroit area. Three students did not supply information about their employment and failed to inform me after inquiries were made.

## Current Program Statistics

CoA Reference: 200238

Program Enrollment and Attrition Table with Current and Past Five Years' Data(if available):

Enrollment Year	Enrollment Date	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	Non-Academic Attrition	General Education Courses Attrition	Professional Courses Attrition	Attrition	Percent Attrition	# Grads to Date
2007	5/8/2007	8/20/2008	48	22	20	1	21	21	0	0	0	0	0.0 %	0
2006	5/9/2006	8/15/2007	35	30	29	1	30	2	6	0	1	7	23.3 %	21
2005	5/10/2005	8/16/2006	18	22	18	1	19	1	4	1	1	6	31.6 %	12
2004	5/11/2004	8/17/2005	18	22	18	2	20	0	1	1	1	3	15.0 %	17
2003	5/6/2003	8/18/2004	16	22	16	4	20	0	4	0	0	4	20.0 %	16
2002	5/7/2002	8/13/2003	12	22	12	1	13	0	6	0	1	7	53.8 %	6
2001	5/8/2001	8/14/2002	12	22	12	3	15	0	10	0	0	10	66.7 %	5
2000	5/9/2000	8/15/2001	5	22	5	0	5	0	1	0	0	1	20.0 %	4

### Outcomes Summary

	Graduation Year, Class of...						Threshold	3 yr Total 2006 to 2004	5 yr Total 2006 to 2002
	2007	2006	2005	2004	2003	2002			
Graduates	21	14	18	14	6	5		46	60
Outcomes Assessments								3 yr Avg 2006 to 2004	5 yr Avg 2006 to 2002
Attrition	23.3 %	31.6 %	15.0 %	20.0 %	53.8 %	66.7 %	30%	22.0 %	34.5 %
Retention	76.7 %	68.4 %	85.0 %	80.0 %	46.2 %	33.3 %		66.3 %	66.3 %
Positive Placement	0.0 %	78.6 %	100.0 %	100.0 %	100.0 %	100.0 %	70 %	93.5 %	94.7 %
NBRC CRT Credentialing % grads Success	85.7 %	100.0 %	94.4 %	100.0 %	83.3 %	100.0 %	80 %	97.8 %	96.5 %
NBRC RRT Credentialing % grads Success	28.6 %	92.9 %	44.4 %	78.6 %	50.0 %	40.0 %	50 %	69.6 %	64.9 %
Comp Written RRT SAE % grads Success	100.0 %	100.0 %	83.3 %	0.0 %	0.0 %	0.0 %	80 %		
Employer Survey - % returned	0 %	81.8 %	0.0 %	0.0 %	0.0 %	0.0 %	50 %	25.7 %	19.6 %
Employer Survey - Cognitive - Success	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %		
Employer Survey - Psychomotor - Success	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %		
Employer Survey - Affective - Success	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %		
Graduate Survey - % returned	0.0 %	92.9 %	0.0 %	0.0 %	0.0 %	0.0 %	50 %	28.3 %	22.8 %
Graduate Survey - Cognitive - Success	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %		
Graduate Survey - Psychomotor - Success	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %		
Graduate Survey - Affective - Success	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %		

	Enrollment Year						Threshold	3 yr Total 2006 to 2004	5 yr Total 2006 to 2002
	2007	2006	2005	2004	2003	2002			
Enrollment	21	30	19	20	20	13		69	102



DATA COLLECTION

CORE REVIEW

D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES

*Coordinator: Distribute this form to all full-time and adjunct faculty.*

What resources or services does the Discipline/Program need in order to improve instruction? Please explain the reason you are requesting each resource.

What curriculum revisions or development would enhance instruction in your Discipline/Program?

NONE

Please return to \_\_\_\_\_ at \_\_\_\_\_ by \_\_\_\_\_  
Name Campus Date

## DATA ANALYSIS

### CORE REVIEW

#### D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES

*Coordinator: Please summarize the needs, resources, and curriculum actions indicated on the Data Collection forms.*

What resources or services does your Discipline/Program need?

The size of the Respiratory Therapy Lab and storage area is currently under-serving the student population. We have submitted an action plan to the SE Campus Academic Master Plan that would increase the size of the lab and storage areas. The action plan is stated below:

Renovation of the Respiratory Therapy Lab is designated in the SE Campus Academic Master Plan under 8.2.

*8.2 "Provide appropriate space for nursing and health technologies that meet safety and education needs of current and projected student populations."*

##### Action Plan to Goal 8.2.1:

The current size of the Respiratory Therapy lab is inadequate for the number of students in the RT program. The seating for students is very tight and contributes to cheating on lab exams. Current lab space is at 756 square feet. **The lab needs to be increased to at least 1250 square feet or 1025 without storage. Seating needs to be increased to accommodate 27 students.**

The air pressure piped into the lab is at 30 psi. Newer ventilators require 50 psi and will not work without supplemental compressors. The current air compressor supplies both the science labs and the RT lab. Pressure cannot be increased to 50 psi without interfering with the need of the science labs. The piped-in oxygen outlets are leaking and add to the lab costs. The spacing of the oxygen outlets prevents oxygen humidifiers from being placed onto a flowmeter. **The oxygen manifold and air compressor need to be placed next to the lab to decrease the length of necessary copper piping. The air compressor is loud and needs to be out of the lab space. The oxygen manifold needs to be in a secure area. Oxygen and air outlets need to be 16-20 inches from the counter.**

There is one bed for three practice manikins, which impedes student practice and learning. **Two new beds need to be purchased to increase the space for demonstration and student practice.**

The current television used for lab demonstration videos is small and cannot be seen well at the current distance from the students. **A larger television or smart board needs to be provided as well as a computer/ELMO for demonstration.**

Storage can be divided into three groups: disposable equipment, capital equipment and student records. The number of standing capital equipment has exceeded the current floor space of the locked storage room. Equipment is now being stored in the lab, which impedes traffic and is a tripping hazard. Capital equipment (both standing and shelved) should be in a locked area when not in use. Student records must be locked and stored for 10 years. Current storage space in the locked storage room is at 88 feet for both standing and shelved equipment and records. Standing equipment in the lab is currently 64 square feet. **Locked storage needs to be in one area at least 160 square feet.**

Storage of disposable equipment is inadequate causing boxes to also be stored in the lab on the floor. Access requires the use of a chair, which is not safe. Current disposable storage in the lab is in separate cupboards across the top of the counters. **Shelved locked storage needs to be increased to 155 square feet. Disposable equipment should be organized in one area where staff and students can have quick access. Disposables also need access for inventory and restocking by the Health Professions & Technologies parapro. Disposable equipment needs to be stored in one room using bins.**

Electrical circuit breaker box with 12 circuits and emergency oxygen and air shut off valves must also be provided for safety.

Computers and a printer are required to provide students access to respiratory therapy software for both theory and board exam practice. **Five computers and a printer need to be added to the lab.**

The lab currently has one sink for students and staff. Two sinks are required for easy access and practice of required hand-washing.

The current number of electrical outlets is not adequate or in areas where needed. Extension cords are now in use, which are presenting a tripping hazard. Install more electrical outlets in areas of high usage.

There are currently 10 stools in the lab for counter work. They do not have a back support and are difficult for long labs. Replace the stools with ten hi/lo backed chairs.

The respiratory lab expansion needs to incorporate lab (student and practice/demonstration) space, storage both locked and unlocked and oxygen/air systems in one area of the campus. The running of ventilators with alarms is very loud and needs to be away from classrooms.

The plans for the new lab presently call for the RT lab to be re-located to the current chemistry lab. The science labs are scheduled to be re-located to the new expanded area of the campus. The scheduled date for renovation is 2011-2012. The plans for the new lab include a classroom within the lab to facilitate demonstration during lecture. There will be piped oxygen and air from the locked storage room located next to the lab, which will also house student records and some equipment. There will be open storage where students may obtain the necessary equipment to practice in the lab. The RT lab is available for student practice when the college is open. The open storage area will also be an improvement for stocking and inventory control.

Please return to \_\_\_\_\_ at \_\_\_\_\_ by \_\_\_\_\_  
Name Campus Date

**PART II- PROGRAM REVIEW  
and  
PROGRAM REVIEW OF OCCUPATIONAL EVALUATION (PROE)**

Under the provisions of the Carl D. Perkins Vocational and Technical Education Act/Public Law 105-332, if a Program is of an occupational nature, a Program Review in Occupational Education (PROE) report is required by the State of Michigan every five (5) years and can be used for the purposes of the Curriculum Review process.

*Coordinator: Data Collection and Data Analysis forms for the following review areas are attached.*

**E. INPUT FROM INTERNAL & EXTERNAL COMMUNITY**

- Collect information from faculty, students and external community (e.g., advisory committees and accrediting agencies) on your Program curriculum. It is recommended that you send or personally distribute these survey forms in your classes, during your advisory committee meetings, and/or at your departmental/staff meetings. Return these survey forms to the Office of State and Federal Programs.

Required survey forms:

- Individual Faculty Perceptions of Occupational Programs Forms
- Individual Student Perceptions of Occupational Programs Forms
- Individual Advisory Committee/Industry Perceptions of Occupational Program Forms

- Analyze the data you have received from the internal and external community surveys. Record your findings on the PROE Data Analysis form and Final Review Summary

**F. COMPARABLE COURSES/PROGRAMS AND TRENDS**

- Collect information on transferability and articulation from the Counseling Department. Obtain labor market trends from the Office of Assessment & Effectiveness. Identify the job performance requirements with the aid of advisory committees, professional journals, along with student and employer feedback.
- Analyze and summarize these findings.

**G. OUTCOMES ASSESSMENT**

- Analyze the results of your most recent Program Assessment Plan, particularly evidence regarding the quality of student learning, and recommended action plans.

DATA COLLECTION

E. INPUT FROM INTERNAL & EXTERNAL COMMUNITY

CoARC Surveys used for data collection:

- Program Personnel Program Resource Survey
  - Advisory Committee & Faculty (Program Director, Director of Clinical Education & Medical Director)
- Program Resource Survey
  - Program Graduates (given in the last semester)
- Graduate Surveys
  - Given 6 months post graduation
- Employer surveys
  - Given 6 months post graduation

Survey summaries are attached

DATA ANALYSIS

F. COMPARABLE COURSES/PROGRAMS AND TRENDS

*Coordinator: Please use the data from the Comparable Courses/Programs and Trends Data Collection form to answer the following questions:*

1. Discuss how does your program serves transferring students.  
Our students may transfer to Sienna Heights University or Cleary University
2. Discuss the program's current articulation agreements. If your program does not transfer, discuss how the courses and/or program serve our students.  
Articulation agreements with Sienna Heights University and Cleary University
3. Discuss employment opportunities for students in both the current and future job market.  
High demand for our graduates. US Department of Labor Statistics projects the growth at: faster than average, which is from 18-26% growth.

Stated from Major Highlights in the Dashboard report:

The Respiratory Therapist occupation is expected to grow in the four-county region of southeast Michigan in the next five years, with an increase of 135 new jobs projected.

4. Discuss the changes that will be made in your program in response to current/future employer expectations and market trends.

The demand for respiratory therapists is projected to grow in Michigan over the next five years with an increase of 135 new jobs projected (Dashboard Report). The Detroit Free Press reported that "Michigan health care systems are erecting new hospitals and renovating old ones, pumping at least \$2.2 billion into their communities in 13 of the largest projects". (February 10, 2007).

All other respiratory therapy programs in SE Michigan graduate in May. Our program graduates in August. We are changing the start date and graduation date of the program from May/August to September/May in response to our advisory board and employer concerns. Our graduates cannot compete with other graduates due to the late date of graduation. Those graduates obtain jobs, which reduces the number of positions for our graduates. Our graduates obtain jobs but many times do not get the shift or the hospital that would have been available in May. We will accept another group of students fall semester 2008 to accomplish the transition.

We will possibly increase the number of students enrolled each year, which depends on the number of available clinical affiliates.

COMPARABLE COURSES/PROGRAMS AND TRANSFER REVIEW SUMMARY:

There are no comparable courses at OCC. Various Respiratory Therapy Programs are in available throughout the United States. Michigan has ten programs. The National Board for Respiratory Care (NBRC) and the Commission on Accreditation of Allied Health Education Programs (CAAHEP) regulates the necessary course content that must be achieved throughout the program. CAAHEP publishes the "Standards and Guidelines for the Profession of Respiratory Care", which provides guidelines to programs on the required general education and science courses. The publication also lists the "Specific Respiratory Care Content Areas".

We accept transfer students from other RT programs providing they take the prerequisite courses required for our program. RT programs are mandated by accreditation to teach the same curriculum but vary in how they combine it into each class. The primary difference between other programs and ours is that pharmacology is taught in the RT program and is specifically focused on cardiopulmonary disease and critical care. Students may transfer their RSP courses to colleges that have an affiliation agreement with OCC. Students who transfer to other colleges or universities cannot transfer RSP courses. The exception are those colleges that have articulation agreements.

## DATA ANALYSIS

### E. INPUT FROM INTERNAL & EXTERNAL COMMUNITY

*Coordinator: After reviewing the Data Collection forms on all the courses in the Program, along with the collated data summary, please analyze and summarize these findings.*

#### Faculty Perceptions of Occupational Programs Analysis

The Program Personnel Program Resource Survey was used for analysis. The Program Director and Director of Clinical Education teach as Adjunct Faculty in the program. Both perceived the program as excellent. Both have identified the laboratory as a problem for the program. The lab is too small and has inadequate storage for the current amount of equipment and students. Ventilation is a problem in the classrooms, which will be solved with the new HVAC system.

#### Student Perception of Occupational Programs Analysis

The Student Program Resource Surveys and Graduate Surveys were used for analysis. Students rated the program at "good", "very good" or "excellent" in the Student Program resource Survey summary. The students praised the teaching staff, the clinical experience, computer exams, homework and textbooks. The majority of students identified the lab as a needed improvement. They identified issues such as: lab space, updated equipment, and needing more than 2 instructors.

The Graduate Surveys rated the program as "good", "very good" or "excellent". Graduates praised the tutoring and individualized help, teamwork, good ventilator class, and preparation for clinical as well as the job. They reported areas of concern dealt more with program content in Neonatal and Hemodynamics. This content is taught in the Advanced Clinical Applications course, RSP 2350, which is divided into 8 weeks of Neonatal/Pediatrics and 5 weeks of Hemodynamics. Hemodynamics is also taught in Cardiopulmonary Structure and function, RSP 2230 and in Critical Care Management and Procedures, RSP 2310. Neonatal and Hemodynamics are reinforced again in the last summer during registry review sessions.

#### Advisory Committee/Industry Perceptions of Occupational Programs Analysis

The Program Personnel Program Resource Surveys and Employer Surveys were used for analysis. The Program Personnel Program Resource Surveys rated the program at "very good" or "excellent". They cited the excellent instruction, strong clinical sites and availability of program personnel. They recommended enlarging the lab and adding beds to increase student practice. They also identified the need for improved ventilation. It was suggested to include a classroom in the lab to improve visual learning and provide more demonstration during lecture.

The Employer Surveys rated the program as "very good" and "excellent". Comments included; "graduate is an exceptional addition to our department!" and "graduate is doing a wonderful job." There were two suggestions for improvement; "more comfort in the NICU & Pediatric setting" and "more proficient in non-invasive monitoring".

### INPUT FROM THE INTERNAL AND EXTERNAL COMMUNITY REVIEW SUMMARY

We have substituted the Data Collection Forms with the "required" surveys for accreditation by CoARC. Our surveys from the program personnel, students, graduates, and employers all reflect that our resources and outcomes are satisfactory. We have been rated consistently at a "3" or better on a Likert score of 1-5.

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



We continue to receive very positive feedback on the strengths of the program via our surveys and continued contact with the hospitals that employ our graduates.

The most common complaint is the size of the laboratory and the equipment. We will be enlarging the lab, which was discussed in section D; Program Needs and Resources. We will be purchasing more beds and will have more room for student practice. We will also be incorporating our classroom into the lab to facilitate teaching equipment that would benefit from demonstration.

We are consistently replacing outdated ventilators with new ones that are being used at our clinical sites. We are behind in replacing the of old ventilators with the new ones. These ventilators now cost \$50-60,000 and cannot be replaced at once.

We added an additional rotation to Children's Hospital last year to increase the exposure to the pediatric population.

DATA COLLECTION

F. COMPARABLE COURSES/PROGRAMS AND TRENDS

*Coordinator: Answer the following questions.*

1. List three institutions to which the courses in your Program transfer, and list the specific courses for each institution. (Consult with the Counseling Department)

Sienna Heights University-all courses  
Cleary College-all courses

2. List the institutions with which articulation agreements exist that include the courses in your Program. (Consult with the Counseling Department)

Sienna Heights University  
Cleary College

3. Provide information regarding labor market trends in your field. (Consult with the Office of Assessment & Effectiveness)

High demand for our graduates. US Department of Labor Statistics projects the growth at: faster than average, which is from 18-26% growth.

4. Identify changes in job performance and employer expectations that have occurred within your industry in the past 5 years. (Consult with advisory committees, professional organizations)

Increase demand for critical care beds increases the demand for respiratory therapists who primarily work in critical care. Providence Hospitals, Henry Ford

DATA ANALYSIS

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4. Discuss the changes that will be made in your program in response to current/future employer expectations and market trends.

The start date and graduation date of the program will be change from May/August to September/May in response to our advisory board and employer concerns. Our graduates cannot compete with other graduates due to the late date of graduation. All other respiratory therapy programs in SE Michigan graduate in May. Those graduates obtain jobs, which reduces the number of positions for our graduates. Our graduates obtain jobs but many times do not get the shift or the hospital that would have been available in May. We will accept another group of students fall semester 2008 to accomplish the transition.

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College Curriculum  
Review Committee

The demand for respiratory therapists is very high locally, state-wide and nationally. We obtain statistics from the US Department of Labor each year to track the demand for therapists. We will change the enrollment and graduation dates in alignment with advisory committee concerns. We are unable to meet the demand for therapists in SE Michigan due to the limited space for clinical rotations.

DATA ANALYSIS

G. OUTCOMES ASSESSMENT

*Coordinator: Complete this form after reviewing your most recent Program Assessment Plan. Obtain the most recent copy of your Program Assessment Plan from the Office of Assessment & Effectiveness. Please attach it your review.*

1. How have you used the findings from your Program Assessment to improve your program?

The findings from our Program Assessment and the accreditation annual report are used to improve student outcomes. We have added the mock-registry exams as outcomes for our students. Previous assessment was focused on our graduates.

2. What revisions to your Program Assessment Plan would you suggest?  
We are dropping some of the graduate surveys and replacing them with student outcomes. We are also revising some of our benchmarks.
3. Discuss the SAGE findings that apply to the instruction in your Program.  
Obtain these findings from the Office of Assessment & Effectiveness.

NA

OUTCOMES ASSESSMENT REVIEW SUMMARY:

We are meeting the majority of our benchmarks and developed action plans for those that need improvement. (See CoARC Annual Report and RT Benchmarks.) We are not meeting the benchmark for both our student Self-Assessment Clinical Simulation Exam and the graduate Clinical Simulation Exam (CSE). The CSE is a case-based examination required for the RRT credential. This exam requires critical thinking/decision making, which prove more difficult for our graduates and is frequently taken twice in order to obtain a passing grade. National statistics show that graduates throughout the country are also having taking this exam.

Critical thinking is an important part of decision making. We have developed a critical thinking project in conjunction with the health professions & technology programs. We have instituted pre/post critical thinking exams. We gave the first exam in July 2007. We now are requiring the students to complete online instruction in critical thinking as well as an analysis of three critical thinking videos. We will present case studies to the students. After each online video assignment we will help them break down each case using critical thinking. We gave a post test at the end of Fall Semester.

The critical thinking tests taken by students directly correlated with how well they did in their clinical course. We have identified that we need to provide more critical thinking learning opportunities. We have requested to purchase an audience response system, which should improve critical thinking. The system works with Power Point and will be used with clinical cases. The students' responses will identify problems in working with case-study type examinations such as the Clinical Simulation Exam.