

Major Highlights

Program Dashboard

**Program Dashboard –
Percent of Targets
Achieved**

Credit Hour Trends

Degree Trends

Occupational Projections

**Occupational Skills
Analysis**

Program Assessment Plan

**Program Assessment
Results**

CRC Recommendations

CRC Follow-Up

Respiratory Therapy Major Highlights February 2008

Overview

The information contained in this binder represents supporting reports and data associated with the CRC's review of the Respiratory program. These reports are intended to provide a historical perspective, as well as an idea of current strengths and future challenges facing the program which may impact short and long term planning. As a point of reference each section begins with a brief synopsis of the data and information presented in the section.

Major Highlights

- 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 rate.
- 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%.
- Although Respiratory Therapy is not a "large" credit hour generating program, there has been a steady enrollment increase since 2001-02. The number of credit hours has reached its peak of 813 in 2006-07.
- The number of degrees awarded in Respiratory Therapy generally patterns the trend in credit hours. Over the past ten years, there have been 97 Associate Degrees awarded in the program, averaging nearly 10 degrees per academic year. In addition, in 2006-07 Respiratory Therapy was ranked the 16th highest in the number of Associate Degrees granted among all college programs.
- 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. The number of Respiratory Therapy Technicians is projected to decrease in this time period, and this is likely related to the elimination of this occupation, which is controlled by the accreditation and credentialing board.

- In terms of program assessment, the Respiratory Therapy assessment plan has five unique Learning Outcomes and has a total of 24 Benchmarks, which is in accordance with the guidelines established by the Student Outcomes Assessment Committee. Four of the learning outcomes have the same basic benchmarks, which includes an indirect measure of student performance on the National Board for Respiratory Care exams and two indirect measures involving the employer survey and graduate survey.
- Between January 2007 and February 2008, all 24 benchmarks were assessed, although two of these benchmarks were missing the raw data, hence the findings could not be stated. Overall, 83% of the 24 Benchmarks were met. For the unmet benchmark pertaining to the Clinical Simulation Exam, action will be taken by developing a critical thinking project as part of the Health Professions and Technologies Critical Thinking initiative. This involves instituting pre/post critical thinking exams, while students will be required to complete online instruction in critical thinking as well as an analysis of three critical thinking videos.
- Recommendations have been made by the assessment facilitator to refine the program assessment plan which will focus more on direct measures. This involves splitting the first benchmark of the first learning outcome into two benchmarks – one that deals with the CRT portion of the exam and one for the advanced portions of the exam (WRRT and CSE). Also, it has been suggested to split the third learning outcome into two separate learning outcomes – one that deals with the students understanding of the ethical and legal principles of respiratory care and one that deals with the students understanding of the implications of said principles on society. In addition, the third and fifth learning outcomes have two benchmarks and two assessment methods that are indirect measures, so it has been suggested to include more direct measures based on student performance on evaluations, case studies, role plays, etc. conducted as part of their course work.
- Two final suggestions for the assessment plan are to first consider revising the surveys to include more than one statement reflecting attainment of a learning outcome to give more educational weight to the use of the survey, and secondly a protracted time line is needed to make assessment activities more manageable.

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

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

Sections Filled to Capacity

Prefix RSP

Prefix Title Respiratory Therapy

	2006-07	2005-06	2004-05	2003-04
Total Students	193	159	186	144
Total Capacity	243	243	243	243
Sections Filled To Capacity	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

	2006-07	2005-06	2004-05	2003-04
Active Sections	9	9	12	9
Cancelled Sections	0	0	1	1
Total Sections	9	9	13	10
Percent of Completed Sections	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
Headcount Year 1	144	90	66	71
Headcount Year 2	185	144	90	66
Headcount Year 3	159	185	144	90
Headcount Year 4	193	159	185	144
Headcount Period 1	163	140	100	76
Headcount Period 2	179	163	140	100
Headcount Ratio	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
Credit Hour Year 1	599	365	267	294
Credit Hour Year 2	758	599	365	267
Credit Hour Year 3	658	758	599	365
Credit Hour Year 4	813	658	758	599
Credit Hour Period 1	672	574	410	309
Credit Hour Period 2	743	672	574	410
Credit Hour Ratio	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:

- a. $\text{Year 1} + \text{Year 2} + \text{Year 3} / 3 = \text{Period 1}$
- b. $\text{Year 2} + \text{Year 3} + \text{Year 4} / 3 = \text{Period 2}$
- c. $\text{Period 2} / \text{Period 1} = \text{Ratio}$

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

	2006-07	2005-06	2004-05	2003-04
Minority Students	29	26	23	19
Total Students	57	55	57	51
Percent of Minority Students	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

	2006-07	2005-06	2004-05	2003-04
Total Withdrawals	0	5	6	6
Total Grades	193	159	186	142
Percent of Withdrawals	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
Total Incompletes	3	3	2	1
Total Grades	193	159	186	142
Percent of Incompletes	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

	2006-07	2005-06	2004-05	2003-04
Successful Grades	184	145	173	118
Total Student Grades	193	159	186	142
Student Course Completion Rate	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).

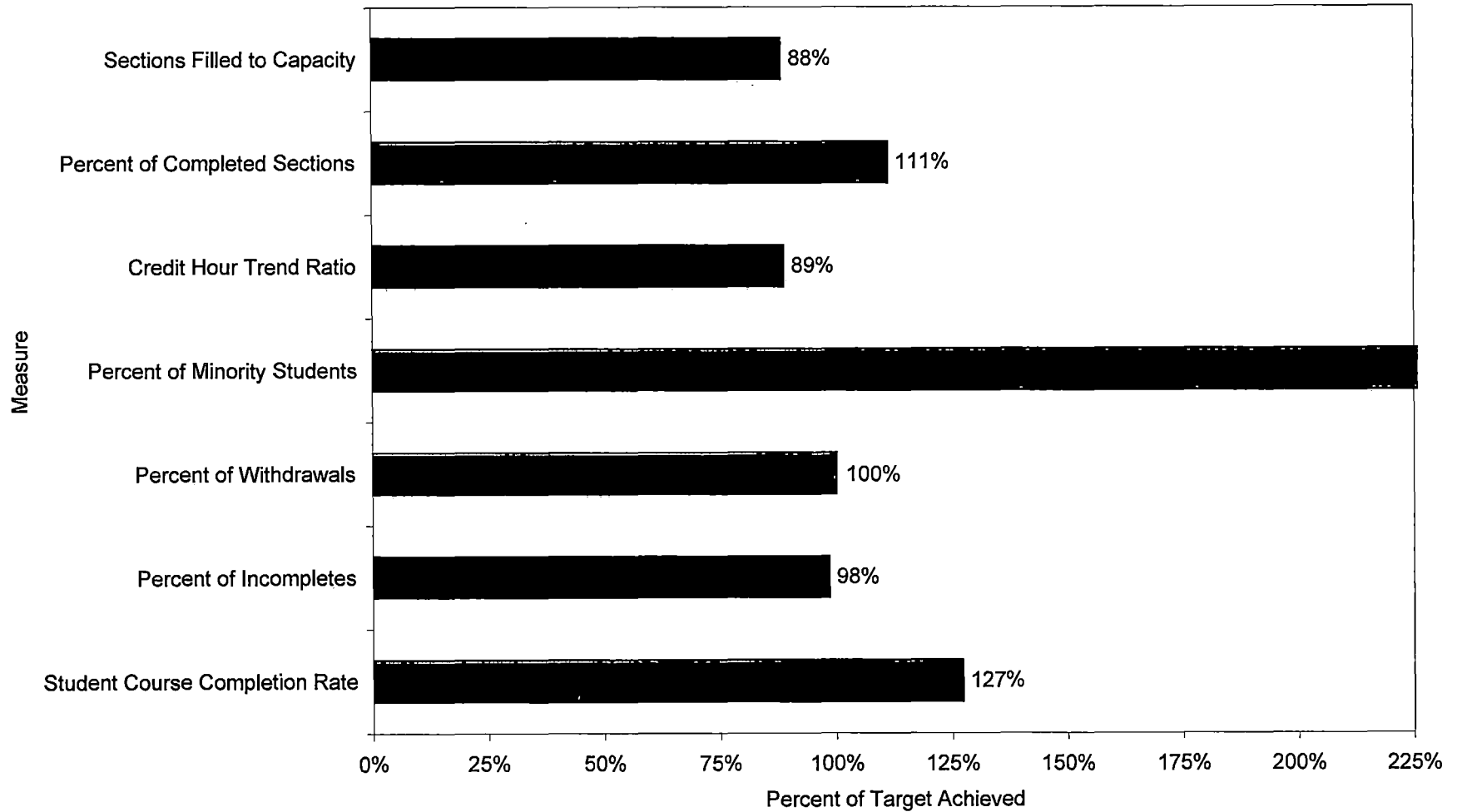
Oakland Community College Program Dashboard Percent of Targets Achieved

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



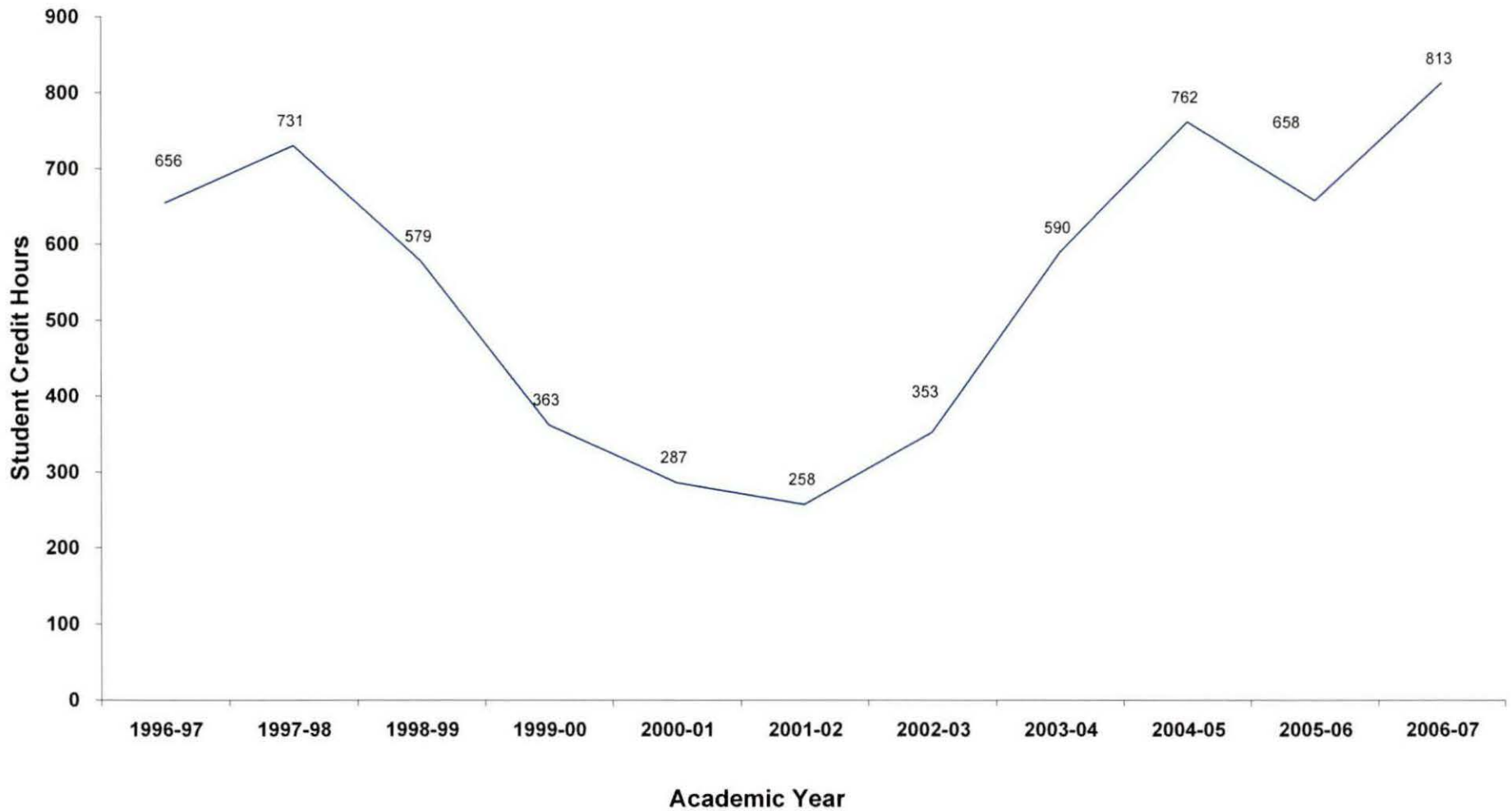
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**Credit Hour Trends Report
Respiratory Therapy
RSP
2006-07**

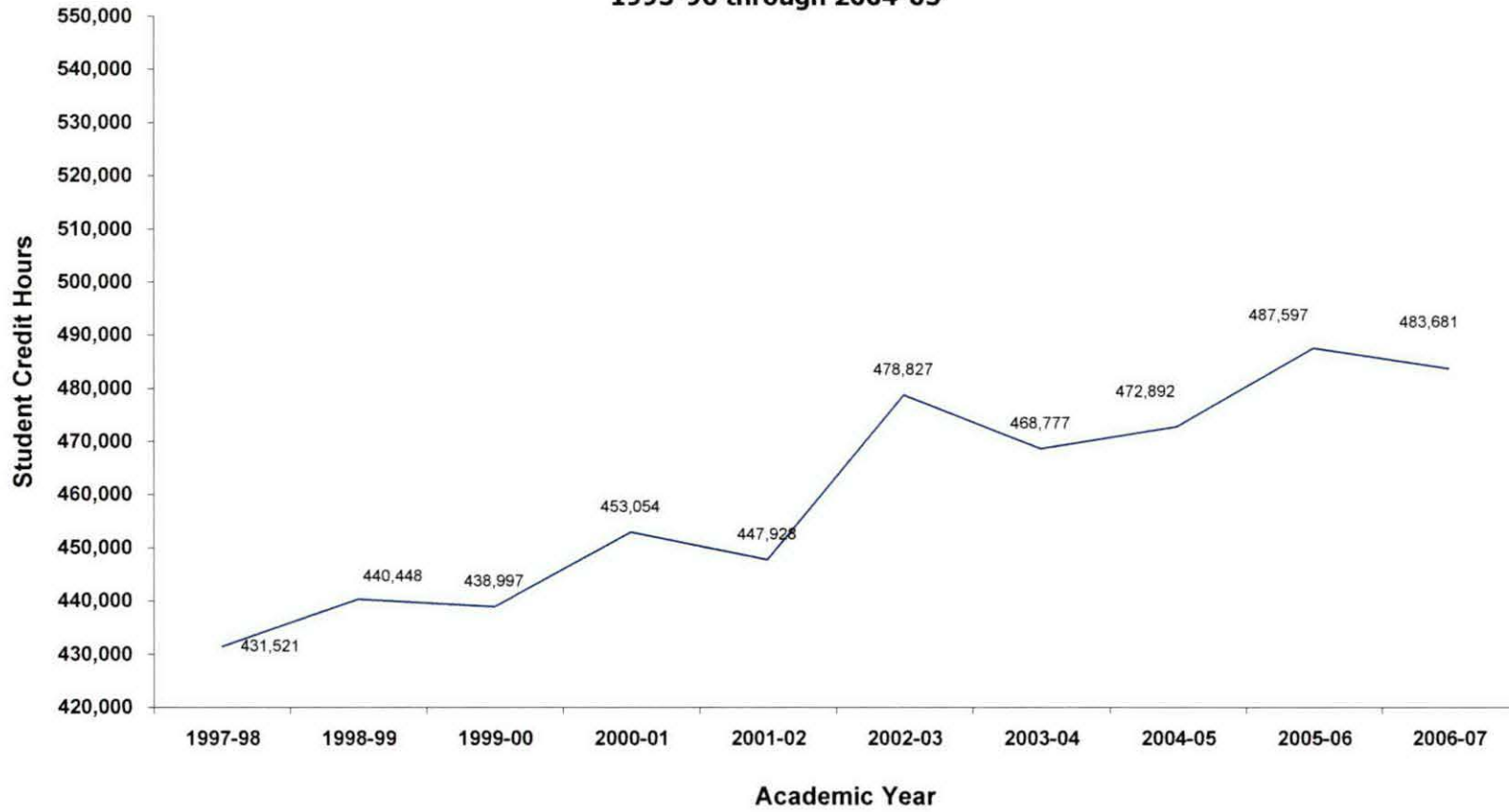
**Prepared by:
Oakland Community College
Office of Institutional Research
August 13, 2007**

**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

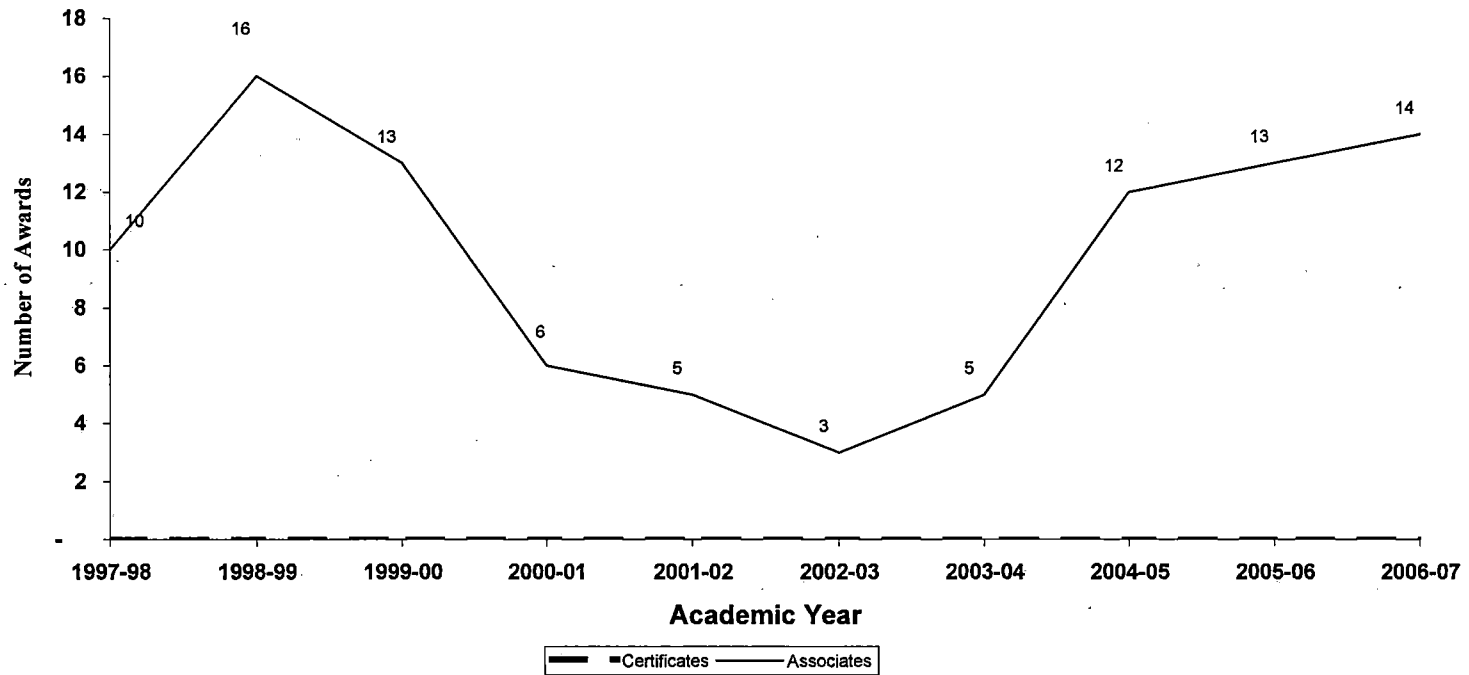


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Degree Trends Report
Respiratory Therapy
RSP
2006-07

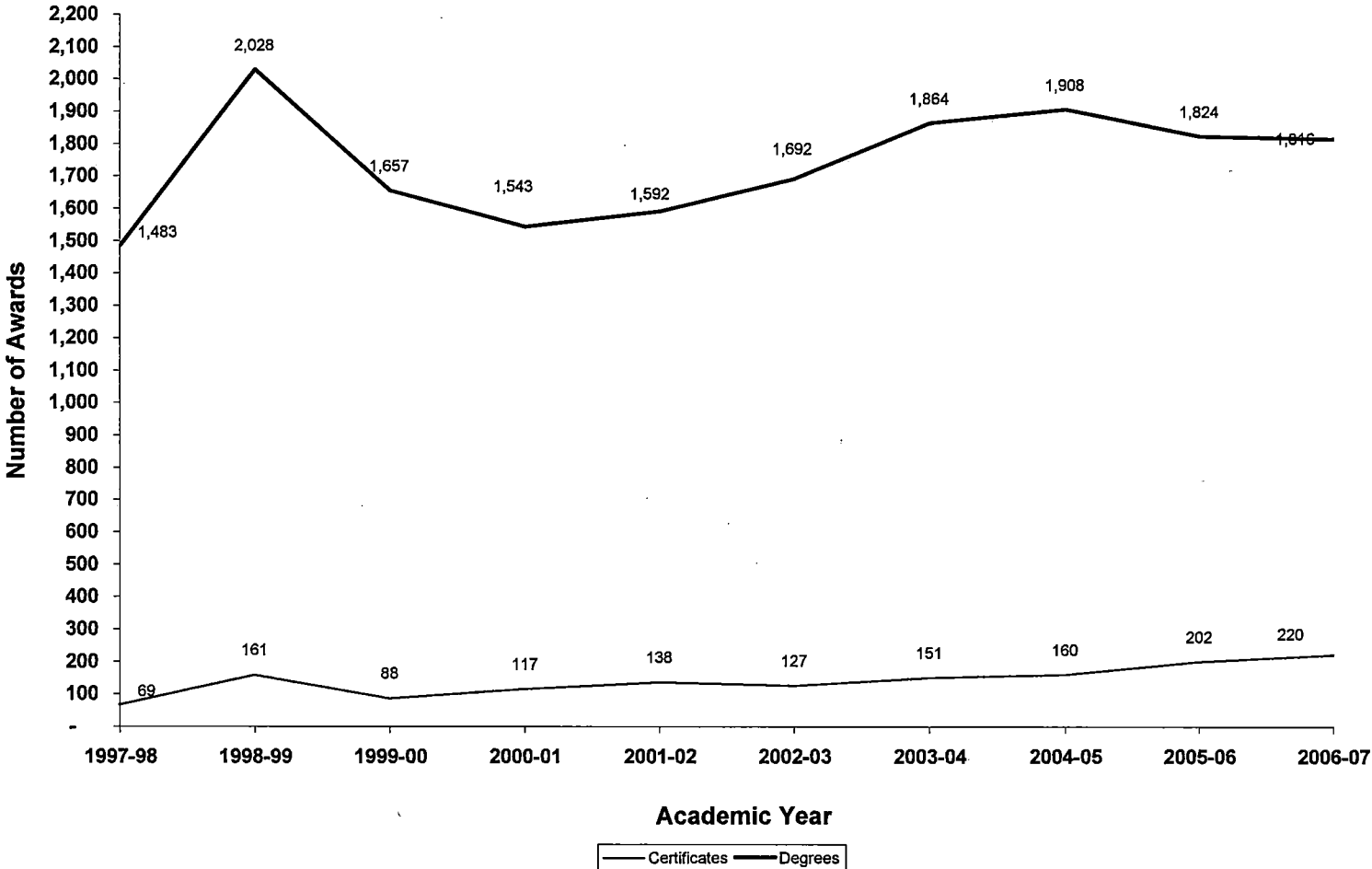
Prepared by:
Oakland Community College
Office of Institutional Research
November 14, 2007

**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**



Occupational Projections (2007 – 2012)

The following projections are for those occupations most closely associated with this program based on national and regional sources. However, the extent to which specific OCC programs lead to employment within a given Standard Occupational Code (SOC) is dependent upon the way in which the U.S. Department of Labor groups specific occupations.

Occupational projections are presented at the "Detailed Standard Occupational Code" level as defined by the U.S. Department of Labor.

Although based on sound well tested economic modeling procedures, projections are subject to change based on emerging economic, political and social forces.

These projections reflect the four county region of Oakland, Macomb, Livingston and Wayne counties.

Projections are based on data from 24 major data sources, including the U.S. Department of Commerce, Bureau of Labor Statistics (BLS), Internal Revenue Service (IRS), and Census data. To forecast occupational demand at the county level, BLS data are regionalized and adjusted for emerging technological changes, the age of workers by occupation, and other factors affecting occupational demand.

Occupational forecast data was obtained from CCbenefits Inc. Community College Strategic Planner (CCSP).

Respiratory Related Occupations (2007 – 2012)

SOC Code	Name	Base Year	Five Year	Job Change	Ind Mix Effect	Nat Gro Effect	Expct Chng	Compet Effect	Earnings Average	Earnings Median
29-1126	Respiratory therapists	1,661	1,796	135	117	114	231	-96	\$21.09	\$20.78
29-2054	Respiratory therapy technicians	222	216	-5	-11	15	5	-10	\$19.52	\$20.50
Totals:		1,883	2,012	130						

Job Change: Column represents the addition of new jobs due to growth over the projection period. Indicates how many jobs will be added in the region over the selected time frame.

Industry Mix Effect: Column indicates how many of those jobs are due to movement within the industry at the national level. If the industry is growing across the nation, this is what is expected in the local area.

National Growth Effect: Column shows how the national economy affects the industry or occupation. This operates on the "rising tide carries all ships" assumption. If the economy is doing well, it is expected that this field in the region would benefit from that effect.

Expected Change: Column combines the Industry Mix Effect column and the National Growth Effect column to indicate how much the field is expected to grow in the region, without the input of variables within the economy. This is what is expected to happen if the local economy merely followed national trends.

By netting the Expected Change result out of the Job Change result, the Competitive Effect column shows the jobs that have been added in a field in the region due to growth specific to the region. These are the jobs created locally which aren't merely following national trends. A high Competitive Effect number indicates that the region has found some way to foster growth beyond other regions or even perhaps in spite of decline at the national level.

SOC Code 29-1126

Name Respiratory therapists

Definition

Assess, treat, and care for patients with breathing disorders. Assume primary responsibility for all respiratory care modalities, including the supervision of respiratory therapy technicians. Initiate and conduct therapeutic procedures; maintain patient records; and select, assemble, check and operate equipment.

Examples: Inhalation Therapist, Respiratory Care Practitioner, Oxygen Therapist

SOC Code 29-2054

Name Respiratory therapy technicians

Definition

Provide specific, well defined respiratory care procedures under the direction of respiratory therapists and physicians.

Examples: Oxygen Therapy Technician

Occupational Skills Analysis

The following report provides detailed information on the knowledge, skills and abilities required for a given occupation. Consideration of these different competencies and levels of attainment while designing and reviewing curriculum will ensure that students enrolled in our programs are adequately prepared for employment.

In particular this report provides:

Importance of the competency to the occupation (in general terms)

- Not important
- Somewhat important
- Important
- Very important
- Extremely important

Importance of the competency to the occupation (in specific terms).

- 0 to 20 = not important
- 21 to 40 = somewhat important
- 41 to 60 = important
- 61 to 80 = very important
- 81 to 100 = extremely important

Level of Attainment in the competency required by the occupation:

- Basic = 0 to 24
- Intermediate = 25 to 49
- Advanced = 50 to 74
- Expert = 75 to 100

**Occupational Skills Analysis
Respiratory Therapists 29-1126**

Description: Assess, treat, and care for patients with breathing disorders. Assume primary responsibility for all respiratory care modalities, including the supervision of respiratory therapy technicians. Initiate and conduct therapeutic procedures; maintain patient records; and select, assemble, check, and operate equipment.

Occupational Knowledge

Knowledge	Importance	Imp (0-100)	Level	Lvl (0-100)
Customer and Personal Service	Very Important	92	Expert	90
Psychology	Very Important	81	Expert	78
Education and Training	Very Important	81	Expert	76
Medicine and Dentistry	Very Important	95	Advanced	70
Clerical	Important	64	Advanced	65
Biology	Important	74	Advanced	63
English Language	Very Important	80	Advanced	61
Chemistry	Very Important	75	Advanced	60
Mechanical	Important	69	Advanced	60
Mathematics	Important	68	Advanced	56
Administration and Management	Important	58	Advanced	56
Therapy and Counseling	Important	61	Advanced	56
Computers and Electronics	Important	64	Advanced	54
Personnel and Human Resources	Important	59	Advanced	53
Physics	Important	65	Advanced	52
Engineering and Technology	Important	50	Intermediate	49
Philosophy and Theology	Somewhat Important	44	Intermediate	47
Law and Government	Important	56	Intermediate	41
Sociology and Anthropology	Somewhat Important	41	Intermediate	39
Public Safety and Security	Important	52	Intermediate	37
Communications and Media	Somewhat Important	43	Intermediate	37
Production and Processing	Somewhat Important	35	Intermediate	35
Foreign Language	Somewhat Important	31	Intermediate	30
Geography	Not Important	13	Basic	19
History and Archeology	Not Important	16	Basic	18
Sales and Marketing	Not Important	21	Basic	18
Telecommunications	Somewhat Important	39	Basic	18
Transportation	Not Important	20	Basic	17
Economics and Accounting	Not Important	14	Basic	15
Design	Not Important	12	Basic	11
Building and Construction	Not Important	1	Basic	1
Food Production	Not Important	0	Basic	0
Fine Arts	Not Important	0	Basic	0

Source: O*NET Database 11

Occupational Skills

Skill	Importance	Imp (0-100)	Level	Lvl (0-100)
Reading Comprehension	Very Important	77	Expert	76
Active Learning	Important	67	Advanced	73
Instructing	Very Important	80	Advanced	70
Mathematics	Important	61	Advanced	66
Monitoring	Important	74	Advanced	64
Active Listening	Very Important	82	Advanced	64
Critical Thinking	Important	74	Advanced	64
Time Management	Important	73	Advanced	63
Writing	Important	64	Advanced	61
Speaking	Important	73	Advanced	61
Learning Strategies	Important	59	Advanced	61
Service Orientation	Important	62	Advanced	61
Science	Important	62	Advanced	59
Social Perceptiveness	Important	50	Advanced	57
Complex Problem Solving	Important	60	Advanced	57
Coordination	Important	57	Advanced	56
Troubleshooting	Important	67	Advanced	55
Persuasion	Somewhat Important	45	Advanced	52
Operation Monitoring	Important	69	Advanced	51
Equipment Selection	Somewhat Important	44	Intermediate	45
Quality Control Analysis	Important	52	Intermediate	44
Judgment and Decision Making	Important	50	Intermediate	43
Equipment Maintenance	Somewhat Important	40	Intermediate	39
Negotiation	Somewhat Important	30	Intermediate	33
Repairing	Somewhat Important	29	Intermediate	32
Operation and Control	Somewhat Important	38	Intermediate	32
Systems Evaluation	Somewhat Important	26	Intermediate	29
Systems Analysis	Somewhat Important	26	Intermediate	28
Technology Design	Not Important	24	Intermediate	27
Management of Material Resources	Somewhat Important	26	Intermediate	26
Operations Analysis	Not Important	21	Intermediate	25
Management of Personnel Resources	Somewhat Important	25	Basic	24
Installation	Not Important	23	Basic	23
Management of Financial Resources	Not Important	15	Basic	15
Programming	Not Important	8	Basic	9

Source: O*NET Database 11

Occupational Abilities

Ability	Importance	Imp (0-100)	Level	Lvl (0-100)
Problem Sensitivity	Very Important	81	Expert	75
Inductive Reasoning	Important	69	Advanced	73
Oral Expression	Very Important	85	Advanced	70
Oral Comprehension	Very Important	85	Advanced	70
Written Comprehension	Important	69	Advanced	66
Speed of Closure	Important	56	Advanced	61
Information Ordering	Important	69	Advanced	59
Deductive Reasoning	Important	66	Advanced	59
Category Flexibility	Important	53	Advanced	57
Flexibility of Closure	Important	56	Advanced	55
Speech Recognition	Important	72	Advanced	54
Written Expression	Somewhat Important	47	Advanced	52
Control Precision	Important	53	Advanced	52
Near Vision	Important	69	Advanced	52
Originality	Somewhat Important	38	Advanced	50
Manual Dexterity	Important	50	Intermediate	48
Perceptual Speed	Somewhat Important	47	Intermediate	48
Speech Clarity	Very Important	75	Intermediate	48
Arm-Hand Steadiness	Important	50	Intermediate	48
Time Sharing	Somewhat Important	41	Intermediate	46
Finger Dexterity	Important	60	Intermediate	45
Selective Attention	Important	56	Intermediate	45
Trunk Strength	Important	50	Intermediate	43
Memorization	Somewhat Important	44	Intermediate	43
Hearing Sensitivity	Somewhat Important	44	Intermediate	39
Far Vision	Somewhat Important	38	Intermediate	39
Auditory Attention	Somewhat Important	41	Intermediate	39
Fluency of Ideas	Somewhat Important	35	Intermediate	39
Response Orientation	Somewhat Important	38	Intermediate	39
Reaction Time	Somewhat Important	38	Intermediate	38
Extent Flexibility	Somewhat Important	28	Intermediate	38
Wrist-Finger Speed	Somewhat Important	28	Intermediate	36
Visual Color Discrimination	Somewhat Important	41	Intermediate	36
Visualization	Somewhat Important	35	Intermediate	36
Static Strength	Somewhat Important	38	Intermediate	34
Depth Perception	Somewhat Important	31	Intermediate	32
Multilimb Coordination	Somewhat Important	44	Intermediate	30
Gross Body Coordination	Somewhat Important	31	Intermediate	30
Stamina	Somewhat Important	31	Intermediate	29
Dynamic Strength	Somewhat Important	35	Intermediate	29
Number Facility	Somewhat Important	31	Intermediate	27
Rate Control	Somewhat Important	31	Intermediate	25
Mathematical Reasoning	Not Important	22	Basic	21
Speed of Limb Movement	Not Important	22	Basic	20
Gross Body Equilibrium	Not Important	16	Basic	13
Sound Localization	Not Important	9	Basic	9
Spatial Orientation	Not Important	13	Basic	5
Peripheral Vision	Not Important	3	Basic	5
Dynamic Flexibility	Not Important	6	Basic	4
Explosive Strength	Not Important	3	Basic	4
Night Vision	Not Important	0	Basic	0
Glare Sensitivity	Not Important	0	Basic	0

Source: O*NET Database 11

Program Assessment Plan

Respiratory Therapy

Statement of Purpose

Reflect College mission, values, and goals: prepare students to be competent registered respiratory therapists.

Catalog Description

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.

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.

Program Assessment Plan

Respiratory Therapy

Learning Outcomes

Students will integrate knowledge from respiratory therapy, the humanities, biological, behavioral, and social sciences, into the practice of respiratory therapy.

Benchmark	Assessment Method	Timeline
1. 80% of students will pass the Self-Assessment Certified Respiratory Therapist (CRT) exam, by a score of 90 or greater.	The National Board for Respiratory Care (NBRC) Self-Assessment Certified Respiratory Therapist (CRT) exam. This exam is a requirement of graduation from the Respiratory Therapy Program. The exam is given in the last semester of the program. The program director or director of clinical education will obtain exam results electronically from the NBRC self-assessment website every year and tally results.	09/08
2. 80% of students will pass the NBRC Comprehensive Secure Written Registered Respiratory Therapist (WRRT) exam by a score of 55% or greater.	The National Board for Respiratory Care Comprehensive Secure Written Registered Respiratory Therapist (WRRT) exam. This exam is a required as a graduation outcome and is reported in the annual report one year after graduation.	09/08
3. 75% of students will pass the NBRC Self-Assessment Clinical Simulation Exam (CSE) by a score of 55% or greater.	The National Board for Respiratory Care (NBRC) Self-Assessment Clinical Simulation Exam (CSE). Students will be given this exam in the last semester of the program. The program director will obtain exam results electronically from the NBRC website every year and tally results.	09/08
4. 80% of graduates will pass the NBRC board exams: Certified Respiratory Therapist (CRT) by a score of 75% or greater.	National Board for Respiratory Care (NBRC) entry-level exam; certified respiratory therapist (CRT). This exam is required as a graduate outcome of the respiratory therapy program. The credential, CRT, is required for a	09/08

Program Assessment Plan

Respiratory Therapy

state license to practice respiratory therapy. The program director will obtain exam results electronically from the NBRC website every year and tally results. Results are also reported annually to the accreditation agency via the annual report one year after graduation.

5. 80% of graduates will pass the NBRC Written Registered Respiratory Therapist (WRRT) exam by a score of 70% or greater.

The National Board for Respiratory Care Written Registered Respiratory Therapist (WRRT) exam. This exam is a required as a graduation outcome and is reported in the annual report one year after graduation.

09/08

Program Assessment Plan

Respiratory Therapy

Learning Outcomes

Students will utilize independent judgment and critical thinking the performance of respiratory care.

Benchmark	Assessment Method	Timeline
1. 75% of students will pass the NBRC Self-Assessment Clinical Simulation Exam (CSE) by a score of 55% or greater.	The National Board for Respiratory Care (NBRC) Self-Assessment Clinical Simulation Exam (CSE). The program director or director of clinical education will tally results from the NBRC Self-Assessment website. The CSE is scored in two ways: information gathering and decision making. The CSE is the last exam required for the RRT credential.	09/08
2. 80% of graduates will pass the CSE exams by a score of 70% or greater.	National Board for Respiratory Care (NBRC) Clinical Simulation Exam (CSE). Results will be obtained online, tallied, and submitted to the accreditation agency via annual report. The CSE is scored in two ways: information gathering and decision making. The CSE is the last exam required for the RRT credential.	09/08
3. 80% of students will successfully pass by a score of 75% or greater all critical thinking components of the final Clinical Summary Performance Evaluations.	The program director and director of clinical education will assess the critical thinking (cognitive, affective & psychomotor) components of the Clinical Summary Performance Evaluations at the end of the final clinical course. Results will be combined and tallied at the end of the class year.	09/08
4. 80% of students will successfully pass all critical thinking components of competency assessments with a score of good (3) or better (4, 5) on a Likert scale.	Clinical Course (RSP 2360) competency assessments. Students must receive a score of 3 or better out of 5 for each question in the competency. The program director and director of clinical education will review final competencies in this clinical course dealing with	09/08

Program Assessment Plan

Respiratory Therapy

knowledge, which includes the following question:
"Ability to identify problems or changes in standard &
devise practical solutions or modifications". Results will
be combined and tallied at the end of the class year.

5.

Program Assessment Plan

Respiratory Therapy

Learning Outcomes

Graduates will develop an understanding of the ethical and legal principles of respiratory care and their impact on society.

Benchmark	Assessment Method	Timeline
<p>1. 80% of graduates will be rated on their development of ethical and legal principles of respiratory care and their impact on society at satisfactory or higher by their employer.</p>	<p>The program director and director of clinical education will assess the Committee on Accreditation for Respiratory Care (CoARC), Employer Survey results of the behavioral skills question: "Conducts himself/herself in an ethical and professional manner" and determine if the rating is satisfactory or higher on a Likert scale of 1-5 with 3 equaling "satisfactory".</p>	<p>09/08</p>
<p>2. 80% of graduates will rate themselves on their development of ethical and legal principles of respiratory care and their impact on society at satisfactory or higher.</p>	<p>The program director and director of clinical education will assess the Committee on Accreditation for Respiratory Care (CoARC), Graduate Survey results of the behavioral skills question: "Conducts himself/herself in an ethical and professional manner" and determine if the rating is satisfactory or higher on a Likert scale of 1-5 with 3 equaling "satisfactory".</p>	<p>09/08</p>
<p>3. 80% or students will pass by a score of 75% or greater all ethical and professional behavior (affective) section on of the final Clinical Summary Performance Evaluations.</p>	<p>The program director and director of clinical education will assess the ethical and professional behavior (affective domain) of the final Clinical Summary Performance Evaluations. Results will be combined and tallied at the end of the class year. The components in the evaluation of affective behavior are: Affective Domain Receiving: Willingness to receive; is aware and willing (Asks, follows, shows alertness, tolerant). Responding: Active participation of the student; sufficiently motivated (cooperate, inquire, pursue,</p>	<p>09/08</p>

Program Assessment Plan

Respiratory Therapy

volunteer)

Valuing: Student sees worth or value in assignment; individual is committed to the underlying value guiding the behavior (accept, adopt, display)

Organization: Bringing together complex values, resolving conflicts; (integrate., adhere, compare, prepare, systemize).

Characterization: Internalization of values into behaviors, (behave, maintain, practice).by a Value

4. 80% of students will successfully pass, with a score of good (3) or better (4, 5) on a Likert scale, all competency assessments for each clinical course, which include assessment of ethical and professional behavior.

Clinical Course (RSP 2360) competency assessments. Students must receive a score of 3 or better out of 5 for each question in the competency. The program director and director of clinical education will assess student competency assessments dealing with ethics and professionalism, which includes the following question: "Understands important concepts as stated in the objectives." Results will be combined and tallied at the end of the class year.

09/08

- 5.

Program Assessment Plan

Respiratory Therapy

Learning Outcomes

Demonstrates skills required of a safe and competent respiratory therapist.

Benchmark	Assessment Method	Timeline
<p>1. 80% of students will successfully pass by a score of 75% or greater all performance evaluation sections (cognitive, psychomotor and behavior).</p>	<p>The program director and director of clinical education will review Clinical Summary Performance Evaluations (cognitive, psychomotor, and affective) at the end of the final clinical course. Results will be combined and tallied at the end of the class year.</p>	<p>09/08</p>
<p>2. 80% of graduates will successfully pass, with a score of good (3) or better (4, 5) on a Likert scale, all components of safe and competent behavior in competency assessments for each clinical course.</p>	<p>Clinical Course (RSP 2360) competency assessments. Students must receive a score of 3 or better out of 5 for each question in the competency. The program director and director of clinical education will review final competencies in this clinical course dealing with knowledge, which includes the following question: "Quality of being able to perform responsibilities in a competent manner and assumes responsibility for own behavior", Results will be combined and tallied at the end of the class year.</p>	<p>09/08</p>
<p>3. 80% of students will pass the Self-Assessment Certified Respiratory Therapist (CRT) exam, by a score of 90 or greater.</p>	<p>The program director and director of clinical education will obtain exam results electronically from the NBRC website every year and tally results. Questions on the Self-Assessment Certified Respiratory Therapist (CRT) exam are scored as:</p> <ul style="list-style-type: none"> •Correct •Acceptable •Unsatisfactory •Potentially harmful 	<p>09/08</p>

Program Assessment Plan

Respiratory Therapy

4. 80% of students will pass the NBRC Comprehensive Secure Written Registered Respiratory Therapist (WRRT) exam by a score of 55% or greater.

The National Board for Respiratory Care Comprehensive Secure Written Registered Respiratory Therapist (WRRT) exam. This exam is a required as a graduation outcome and is reported in the annual report one year after graduation. Questions on the Comprehensive Secure Written Registered Respiratory Therapist (WRRT) exam are scored as:

- Correct
- Acceptable
- Unsatisfactory
- Potentially harmful

09/08

5.

Program Assessment Plan

Respiratory Therapy

Learning Outcomes

Graduates will communicate effectively in the healthcare setting.

Benchmark	Assessment Method	Timeline
1. 80% of graduates will be rated at satisfactory or higher on the Employer Survey question about effective communication.	The program director and director of clinical education will assess the Committee on Accreditation for Respiratory Care (CoARC), Employer Survey results on a Likert scale of 1-5 with 3 equaling "satisfactory" dealing with communication, "Communicates effectively with a healthcare setting", and determine if the results are satisfactory or higher.	09/08
2. 80% of graduates will rate themselves at satisfactory or higher on the Graduate Survey question about effective communication.	The program director and director of clinical education will assess the Committee on Accreditation for Respiratory Care (CoARC), Graduate Survey results on a Likert scale of 1-5 with 3 equaling "satisfactory" for questions dealing with communication, "Prepared me to communicate effectively in the healthcare setting", and determine if the results are satisfactory or higher on a scale of 1-5.	09/08
3. 80% of students will successfully pass by a score of 75% or greater all Clinical Summary Performance Evaluations sections (cognitive, psychomotor and behavior) dealing with communication.	The program director and director of clinical education will assess the components of the Clinical Summary Performance Evaluations in the final clinical course dealing with dealing with communication (cognitive & affective). Results will be combined and tallied at the end of the class year.	09/08
4. 80% of graduates will successfully pass, with a score of good (3) or better (4, 5) on a Likert scale, all components of communication in competency	Clinical Course (RSP 2360) competency assessments. Students must receive a score of 3 or better out of 5 for each question in the competency. The program director	09/08

Q5

Program Assessment Plan

Respiratory Therapy

assessments for the final clinical course.

and director of clinical education will review final competencies in this clinical course dealing with knowledge, which includes the following question: "Quality of interpersonal relations with hospital personnel and staff". Results will be combined and tallied at the end of the class year.

5.

Program Assessment Plan

Respiratory Therapy

Learning Outcomes

(Repeated) Students will integrate knowledge from respiratory therapy, the humanities, biological, behavioral, and social sciences, into the practice of respiratory therapy.

Benchmark	Assessment Method	Timeline
1. 80% of graduates will pass the CSE exams by a score of 70% or greater.	National Board for Respiratory Care (NBRC) Clinical Simulation Exam (CSE). Results will be obtained online, tallied, and submitted to the accreditation agency via annual report. The CSE is scored in two ways: information gathering and decision making. The CSE is the last exam required for the RRT credential.	09/08
2. 50% of all graduates will pass both RRT exams.	National Board for Respiratory Care (NBRC) exams WRRT and CSE. These two exams are required as graduate outcomes of the respiratory therapy program. The program director will obtain exam results electronically from the NBRC website every year and tally results. Results are also reported annually to the accreditation agency via the annual report one year after graduation.	09/08
3. 50% of all graduates will pass both RRT exams.	National Board for Respiratory Care (NBRC) exams WRRT and CSE. These two exams are required as graduate outcomes of the respiratory therapy program. The program director will obtain exam results electronically from the NBRC website every year and tally results. Results are also reported annually to the accreditation agency via the annual report one year after graduation.	09/08

Program Findings Report

Respiratory Therapy

1/1/2007 to 1/31/2008

Statement of Purpose

Reflect College mission, values, and goals: prepare students to be competent registered respiratory therapists.

Catalog Description

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.

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.

Program Findings Report

Respiratory Therapy

1/1/2007 to 1/31/2008

Learning Outcome ID 911

Students will integrate knowledge from respiratory therapy, the humanities, biological, behavioral, and social sciences, into the practice of respiratory therapy.

Benchmark 1

80% of students will pass the Self-Assessment Certified Respiratory Therapist (CRT) exam, by a score of 90 or greater.

Assessment Method 1

The National Board for Respiratory Care (NBRC) Self-Assessment Certified Respiratory Therapist (CRT) exam. This exam is a requirement of graduation from the Respiratory Therapy Program. The exam is given in the last semester of the program. The program director or director of clinical education will obtain exam results electronically from the NBRC self-assessment website every year and tally results.

Findings 1

Questions on the Self-Assessment Certified Respiratory Therapist (CRT) exam are scored as: Correct; Acceptable; Unsatisfactory; Potentially harmful.
 We continue to stress the importance of attaining the RRT credential soon after graduation. Most of the students who obtained their RRT did so within 3 months of graduation. Fewer students have waited to take their advanced exams. We continue to work with the area hospitals to require the RRT and are now seeing many changes throughout the area. We continue to strive to improve test scores by holding exam reviews for the semester prior to graduation. During this semester we tested the students frequently; we utilized every Self-Assessment Exam available. We now give the mock WRRT exam. We have purchased more WRRT exams for our computer lab so that students will have even more opportunities for testing. We continue to test in every course. We now give a

Benchmark Met 1

Yes

Dates

Assessed 09/07
Received 10/07

Program Findings Report

Respiratory Therapy

1/1/2007 to 1/31/2008

quiz each class day. We have had an excellent response to this process. This process helps to identify students who need help very early in the semester so they can be referred for tutoring.

Learning Outcome ID 911

Students will integrate knowledge from respiratory therapy, the humanities, biological, behavioral, and social sciences, into the practice of respiratory therapy.

Benchmark 2

80% of students will pass the NBRC Comprehensive Secure Written Registered Respiratory Therapist (WRRT) exam by a score of 55% or greater.

Assessment Method 2

The National Board for Respiratory Care Comprehensive Secure Written Registered Respiratory Therapist (WRRT) exam. This exam is a required as a graduation outcome and is reported in the annual report one year after graduation.

Findings 2

Threshold (80%) is met. The student pass rate was 100%.

Benchmark Met 2

Yes

Dates

Assessed 09/07
Received 10/07

Learning Outcome ID 911

Students will integrate knowledge from respiratory therapy, the humanities, biological, behavioral, and social sciences, into the practice of respiratory therapy.

Benchmark 3

75% of students will pass the NBRC Self-Assessment Clinical Simulation Exam (CSE) by a score of 55% or greater.

Program Findings Report

Respiratory Therapy

1/1/2007 to 1/31/2008

Assessment Method 3

The National Board for Respiratory Care (NBRC) Self-Assessment Clinical Simulation Exam (CSE). Students will be given this exam in the last semester of the program. The program director will obtain exam results electronically from the NBRC website every year and tally results.

Findings 3

Raw data missing.

Benchmark Met 3

Unknown.

Dates

Assessed 09/07

Received 10/07

Learning Outcome ID 911

Students will integrate knowledge from respiratory therapy, the humanities, biological, behavioral, and social sciences, into the practice of respiratory therapy.

Benchmark 4

80% of graduates will pass the NBRC board exams: Certified Respiratory Therapist (CRT) by a score of 75% or greater.

Assessment Method 4

National Board for Respiratory Care (NBRC) entry-level exam; certified respiratory therapist (CRT). This exam is required as a graduate outcome of the respiratory therapy program. The credential, CRT, is required for a state license to practice respiratory therapy. The program director will obtain exam results electronically from the NBRC website every year and tally results. Results are also reported annually to the accreditation agency via the annual report one year after graduation.

Findings 4

State licensure has now mandated the CRT exam. Graduates continue to take this exam quickly either just before or right after graduation. We continue to strive to improve test scores by holding exam reviews for the semester prior to graduation. During this semester we tested the students frequently; we utilized every Self-Assessment Exam available. We continue to test in every course. We now give a quiz each class day. We have had an excellent response to this process. This process helps to identify

Benchmark Met 4

Yes

Dates

Assessed 09/07

Received 10/07

Program Findings Report

Respiratory Therapy

1/1/2007 to 1/31/2008

students who need help very early in the semester so they can be referred for tutoring.

Learning Outcome ID 911

Students will integrate knowledge from respiratory therapy, the humanities, biological, behavioral, and social sciences, into the practice of respiratory therapy.

Benchmark 5

80% of graduates will pass the NBRC Written Registered Respiratory Therapist (WRRT) exam by a score of 70% or greater.

Assessment Method 5

The National Board for Respiratory Care Written Registered Respiratory Therapist (WRRT) exam. This exam is a required as a graduation outcome and is reported in the annual report one year after graduation.

Findings 5

Benchmark Met 5

Yes

Dates

Assessed 09/07

Received 10/07

Program Findings Report

Respiratory Therapy

1/1/2007 to 1/31/2008

Learning Outcome ID 912

Students will utilize independent judgment and critical thinking the performance of respiratory care.

Benchmark 1

75% of students will pass the NBRC Self-Assessment Clinical Simulation Exam (CSE) by a score of 55% or greater.

Assessment Method 1

The National Board for Respiratory Care (NBRC) Self-Assessment Clinical Simulation Exam (CSE). The program director or director of clinical education will tally results from the NBRC Self-Assessment website. The CSE is scored in two ways: information gathering and decision making. The CSE is the last exam required for the RRT credential.

Findings 1

Data missing.

Benchmark Met 1

Unknown

Dates

Assessed 09/07

Received 10/07

Learning Outcome ID 912

Students will utilize independent judgment and critical thinking the performance of respiratory care.

Benchmark 2

80% of graduates will pass the CSE exams by a score of 70% or greater.

Assessment Method 2

National Board for Respiratory Care (NBRC) Clinical Simulation Exam (CSE). Results will be obtained online, tallied, and submitted to the accreditation agency via annual report. The CSE is scored in two ways: information gathering and decision making. The CSE is the

Findings 2

We continue to stress the importance of attaining the RRT credential soon after graduation. Students continue to wait to attempt their advanced exams. Students are given the self-assessment CSE prior to graduation; results show that decision making is the most difficult

Benchmark Met 2

No

Dates

Assessed 09/07

Received 10/07

Program Findings Report

Respiratory Therapy

1/1/2007 to 1/31/2008

last exam required for the RRT credential.

portion of the exam.

We have developed a critical thinking project in conjunction with the health professions & technology programs. We have instituted pre/post critical thinking exams. We will give 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.

Learning Outcome ID 912

Students will utilize independent judgment and critical thinking the performance of respiratory care.

Benchmark 3

80% of students will successfully pass by a score of 75% or greater all critical thinking components of the final Clinical Summary Performance Evaluations.

Assessment Method 3

The program director and director of clinical education will assess the critical thinking (cognitive, affective & psychomotor) components of the Clinical Summary Performance Evaluations at the end of the final clinical course. Results will be combined and tallied at the end of the class year.

Findings 3

Benchmark Met 3

Yes

Dates

Assessed 09/07
Received 10/07

Learning Outcome ID 912

Program Findings Report

Respiratory Therapy

1/1/2007 to 1/31/2008

Students will utilize independent judgment and critical thinking the performance of respiratory care.

Benchmark 4

80% of students will successfully pass all critical thinking components of competency assessments with a score of good (3) or better (4, 5) on a Likert scale.

Assessment Method 4

Clinical Course (RSP 2360) competency assessments. Students must receive a score of 3 or better out of 5 for each question in the competency. The program director and director of clinical education will review final competencies in this clinical course dealing with knowledge, which includes the following question: "Ability to identify problems or changes in standard & devise practical solutions or modifications". Results will be combined and tallied at the end of the class year.

Findings 4

Benchmark Met 4

Yes

Dates

Assessed 09/07

Received 10/07

Program Findings Report

Respiratory Therapy

1/1/2007 to 1/31/2008

Learning Outcome ID 913

Graduates will develop an understanding of the ethical and legal principles of respiratory care and their impact on society.

Benchmark 1

80% of graduates will be rated on their development of ethical and legal principles of respiratory care and their impact on society at satisfactory or higher by their employer.

Assessment Method 1

The program director and director of clinical education will assess the Committee on Accreditation for Respiratory Care (CoARC), Employer Survey results of the behavioral skills question: "Conducts himself/herself in an ethical and professional manner" and determine if the rating is satisfactory or higher on a Likert scale of 1-5 with 3 equaling "satisfactory".

Findings 1

Eleven surveys were sent to employers (2 graduates are not working) nine surveys were returned. Nine employers rated the graduates' on the behavioral skills question: "Conducts himself/herself in an ethical and professional manner" at a score of 3 or higher. We continue to improve survey return-rate.

Benchmark Met 1

Yes

Dates

Assessed 09/07

Received 10/07

Learning Outcome ID 913

Graduates will develop an understanding of the ethical and legal principles of respiratory care and their impact on society.

Benchmark 2

80% of graduates will rate themselves on their development of ethical and legal principles of respiratory care and their impact on society at satisfactory or higher.

Assessment Method 2

The program director and director of clinical education will assess the Committee on Accreditation for Respiratory Care (CoARC),

Findings 2

Thirteen graduates rated the behavioral skills question: "Conducts himself/herself in an ethical and professional manner" at a score of 3 or

Benchmark Met 2

Yes

Dates

Assessed 09/07

Received 10/07

Program Findings Report

Respiratory Therapy

1/1/2007 to 1/31/2008

Graduate Survey results of the behavioral skills question: "Conducts himself/herself in an ethical and professional manner" and determine if the rating is satisfactory or higher on a Likert scale of 1-5 with 3 equaling "satisfactory".

higher. We continue to improve survey return-rate.

Learning Outcome ID 913

Graduates will develop an understanding of the ethical and legal principles of respiratory care and their impact on society.

Benchmark 3

80% or students will pass by a score of 75% or greater all ethical and professional behavior (affective) section on of the final Clinical Summary Performance Evaluations.

Assessment Method 3

The program director and director of clinical education will assess the ethical and professional behavior (affective domain) of the final Clinical Summary Performance Evaluations. Results will be combined and tallied at the end of the class year. The components in the evaluation of affective behavior are:

Affective Domain

Receiving: Willingness to receive; is aware and willing (Asks, follows, shows alertness, tolerant).

Responding: Active participation of the student; sufficiently motivated (cooperate,

Findings 3

Benchmark Met 3

Yes

Dates

Assessed 09/07

Received 10/07

Program Findings Report

Respiratory Therapy

1/1/2007 to 1/31/2008

inquire, pursue, volunteer)

Valuing: Student sees worth or value in assignment; individual is committed to the underlying value guiding the behavior (accept, adopt, display)

Organization: Bringing together complex values, resolving conflicts; (integrate., adhere, compare, prepare, systemize).

Characterization: Internalization of values into behaviors, (behave, maintain, practice).by a Value

Learning Outcome ID 913

Graduates will develop an understanding of the ethical and legal principles of respiratory care and their impact on society.

Benchmark 4

80% of students will successfully pass, with a score of good (3) or better (4, 5) on a Likert scale, all competency assessments for each clinical course, which include assessment of ethical and professional behavior.

Assessment Method 4	Findings 4	Benchmark Met 4	Dates
Clinical Course (RSP 2360) competency assessments. Students must receive a score of 3 or better out of 5 for each question in the competency. The program director and director of clinical education will assess student competency assessments dealing with ethics and professionalism, which includes the following question: "Understands important concepts as stated in the objectives." Results		Yes	Assessed 09/07
			Received 10/07

Program Findings Report

Respiratory Therapy

1/1/2007 to 1/31/2008

will be combined and tallied at the end of the
class year.

Program Findings Report

Respiratory Therapy

1/1/2007 to 1/31/2008

Learning Outcome ID 914

Demonstrates skills required of a safe and competent respiratory therapist.

Benchmark 1

80% of students will successfully pass by a score of 75% or greater all performance evaluation sections (cognitive, psychomotor and behavior).

Assessment Method 1

The program director and director of clinical education will review Clinical Summary Performance Evaluations (cognitive, psychomotor, and affective) at the end of the final clinical course. Results will be combined and tallied at the end of the class year.

Findings 1

Benchmark Met 1

Yes

Dates

Assessed 09/07
Received 10/07

Learning Outcome ID 914

Demonstrates skills required of a safe and competent respiratory therapist.

Benchmark 2

80% of graduates will successfully pass, with a score of good (3) or better (4, 5) on a Likert scale, all components of safe and competent behavior in competency assessments for each clinical course.

Assessment Method 2

Clinical Course (RSP 2360) competency assessments. Students must receive a score of 3 or better out of 5 for each question in the competency. The program director and director of clinical education will review final competencies in this clinical course dealing

Findings 2

Benchmark Met 2

Yes

Dates

Assessed 09/07
Received 10/07

Program Findings Report

Respiratory Therapy

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with knowledge, which includes the following question: "Quality of being able to perform responsibilities in a competent manner and assumes responsibility for own behavior", Results will be combined and tallied at the end of the class year.

Learning Outcome ID 914

Demonstrates skills required of a safe and competent respiratory therapist.

Benchmark 3

80% of students will pass the Self-Assessment Certified Respiratory Therapist (CRT) exam, by a score of 90 or greater.

Assessment Method 3

The program director and director of clinical education will obtain exam results electronically from the NBRC website every year and tally results. Questions on the Self-Assessment Certified Respiratory Therapist (CRT) exam are scored as:

- Correct
- Acceptable
- Unsatisfactory
- Potentially harmful

Findings 3

We will continue to monitor. We continue to stress the importance of attaining the RRT credential soon after graduation. Most of the students who obtained their RRT did so within 3 months of graduation. Many students have waited to take their advanced exams. We continue to work with the area hospitals to require the RRT and are now seeing some changes throughout the area. We continue to strive to improve test scores by holding exam reviews for the semester prior to graduation. During this semester we tested the students frequently; we utilized every Self-Assessment Exam available. We have received funding to purchase more WRRT exams for our computer

Benchmark Met 3

Yes

Dates

Assessed 09/07
Received 10/07

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lab so that students will have even more opportunities for testing. We have also instituted more frequent testing in every course. We now give a quiz each class day. We have had an excellent response to this new process. This process helps to identify students who need help very early in the semester so they can be referred for tutoring.

Learning Outcome ID 914

Demonstrates skills required of a safe and competent respiratory therapist.

Benchmark 4

80% of students will pass the NBRC Comprehensive Secure Written Registered Respiratory Therapist (WRRT) exam by a score of 55% or greater.

Assessment Method 4

The National Board for Respiratory Care Comprehensive Secure Written Registered Respiratory Therapist (WRRT) exam. This exam is a required as a graduation outcome and is reported in the annual report one year after graduation. Questions on the Comprehensive Secure Written Registered Respiratory Therapist (WRRT) exam are scored as:

- Correct
- Acceptable
- Unsatisfactory

Findings 4

We will continue to monitor. We continue to stress the importance of attaining the RRT credential soon after graduation. Most of the students who obtained their RRT did so within 3 months of graduation. Many students have waited to take their advanced exams. We continue to work with the area hospitals to require the RRT and are now seeing some changes throughout the area. We continue to strive to improve test scores by holding exam reviews for the semester prior to graduation. During this semester we tested the students

Benchmark Met 4

Yes

Dates

Assessed 09/07
Received 10/07

Program Findings Report

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•Potentially harmful

frequently; we utilized every Self-Assessment Exam available. We have received funding to purchase more WRRT exams for our computer lab so that students will have even more opportunities for testing. We have also instituted more frequent testing in every course. We now give a quiz each class day. We have had an excellent response to this new process. This process helps to identify students who need help very early in the semester so they can be referred for tutoring.

Program Findings Report

Respiratory Therapy

1/1/2007 to 1/31/2008

Learning Outcome ID 915

Graduates will communicate effectively in the healthcare setting.

Benchmark 1

80% of graduates will be rated at satisfactory or higher on the Employer Survey question about effective communication.

Assessment Method 1

The program director and director of clinical education will assess the Committee on Accreditation for Respiratory Care (CoARC), Employer Survey results on a Likert scale of 1-5 with 3 equaling "satisfactory" dealing with communication, "Communicates effectively with a healthcare setting", and determine if the results are satisfactory or higher.

Findings 1

Eleven surveys were sent to employers (2 graduates are not working) nine surveys were returned). Nine employers rated the graduates' on the behavioral skills question: "Communicates effectively with a healthcare setting". Survey return-rate has improved.

Benchmark Met 1

Yes

Dates

Assessed 09/07

Received 10/07

Learning Outcome ID 915

Graduates will communicate effectively in the healthcare setting.

Benchmark 2

80% of graduates will rate themselves at satisfactory or higher on the Graduate Survey question about effective communication.

Assessment Method 2

The program director and director of clinical education will assess the Committee on Accreditation for Respiratory Care (CoARC), Graduate Survey results on a Likert scale of 1-5 with 3 equaling "satisfactory" for questions

Findings 2

Thirteen graduates rated the behavioral skills question: "Prepared me to communicate effectively in the healthcare setting". We continue to improve survey return-rate.

Benchmark Met 2

Yes

Dates

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dealing with communication, "Prepared me to communicate effectively in the healthcare setting", and determine if the results are satisfactory or higher on a scale of 1-5.

Learning Outcome ID 915

Graduates will communicate effectively in the healthcare setting.

Benchmark 3

80% of students will successfully pass by a score of 75% or greater all Clinical Summary Performance Evaluations sections (cognitive, psychomotor and behavior) dealing with communication.

Assessment Method 3

The program director and director of clinical education will assess the components of the Clinical Summary Performance Evaluations in the final clinical course dealing with dealing with communication (cognitive & affective). Results will be combined and tallied at the end of the class year.

Findings 3

Benchmark Met 3

Yes

Dates

Assessed	09/07
Received	10/07

Learning Outcome ID 915

Graduates will communicate effectively in the healthcare setting.

Benchmark 4

80% of graduates will successfully pass, with a score of good (3) or better (4, 5) on a Likert scale, all components of communication in competency assessments for the final clinical course.

Program Findings Report

Respiratory Therapy

1/1/2007 to 1/31/2008

Assessment Method 4

Clinical Course (RSP 2360) competency assessments. Students must receive a score of 3 or better out of 5 for each question in the competency. The program director and director of clinical education will review final competencies in this clinical course dealing with knowledge, which includes the following question: "Quality of interpersonal relations with hospital personnel and staff ". Results will be combined and tallied at the end of the class year.

Findings 4

Benchmark Met 4

Yes

Dates

Assessed 09/07

Received 10/07

Program Findings Report

Respiratory Therapy

1/1/2007 to 1/31/2008

Learning Outcome ID 916

(Repeated) Students will integrate knowledge from respiratory therapy, the humanities, biological, behavioral, and social sciences, into the practice of respiratory therapy.

Benchmark 1

80% of graduates will pass the CSE exams by a score of 70% or greater.

Assessment Method 1

National Board for Respiratory Care (NBRC) Clinical Simulation Exam (CSE). Results will be obtained online, tallied, and submitted to the accreditation agency via annual report. The CSE is scored in two ways: information gathering and decision making. The CSE is the last exam required for the RRT credential.

Findings 1

The analysis of the students' scores show that decision making is the problem. We continue to stress the importance of attaining the RRT credential soon after graduation. Students continue to wait to attempt their advanced exams. This exam is the most difficult of the three NBRC exams. Students must incorporate their knowledge into information gathering and decision making. The testing in this exam is beyond simple recall and requires that the student apply knowledge and analyze data.

Benchmark Met 1

No

Dates

Assessed	09/07
Received	10/07

Learning Outcome ID 916

(Repeated) Students will integrate knowledge from respiratory therapy, the humanities, biological, behavioral, and social sciences, into the practice of respiratory therapy.

Benchmark 2

50% of all graduates will pass both RRT exams.

Program Findings Report

Respiratory Therapy

1/1/2007 to 1/31/2008

Assessment Method 2

National Board for Respiratory Care (NBRC) exams WRRT and CSE. These two exams are required as graduate outcomes of the respiratory therapy program. The program director will obtain exam results electronically from the NBRC website every year and tally results. Results are also reported annually to the accreditation agency via the annual report one year after graduation.

Findings 2

We continue to stress the importance of attaining the RRT credential soon after graduation. Most of the students who obtained their RRT did so within 3 months of graduation. Fewer students have waited to take their advanced exams. We continue to work with the area hospitals to require the RRT and are now seeing many changes throughout the area. We continue to strive to improve test scores by holding exam reviews for the semester prior to graduation. During this semester we tested the students frequently; we utilized every Self-Assessment Exam available. We now give the mock WRRT exam. We have purchased more WRRT exams for our computer lab so that students will have even more opportunities for testing. We continue to test in every course. We now give a quiz each class day. We have had an excellent response to this process. This process helps to identify students who need help very early in the semester so they can be referred for tutoring.

Benchmark Met 2

Yes

Dates

Assessed 09/07
Received 10/07

Learning Outcome ID 916

(Repeated) Students will integrate knowledge from respiratory therapy, the humanities, biological, behavioral, and social sciences, into the practice of respiratory therapy.

Benchmark 3

50% of all graduates will pass both RRT exams.

Program Findings Report

Respiratory Therapy

1/1/2007 to 1/31/2008

Assessment Method 3

National Board for Respiratory Care (NBRC) exams WRRT and CSE. These two exams are required as graduate outcomes of the respiratory therapy program. The program director will obtain exam results electronically from the NBRC website every year and tally results. Results are also reported annually to the accreditation agency via the annual report one year after graduation.

Findings 3

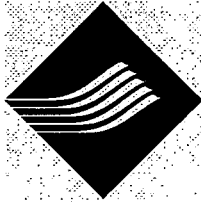
We continue to stress the importance of attaining the RRT credential soon after graduation. Most of the students who obtained their RRT did so within 3 months of graduation. Fewer students have waited to take their advanced exams. We continue to work with the area hospitals to require the RRT and are now seeing many changes throughout the area. We continue to strive to improve test scores by holding exam reviews for the semester prior to graduation. During this semester we tested the students frequently; we utilized every Self-Assessment Exam available. We now give the mock WRRT exam. We have purchased more WRRT exams for our computer lab so that students will have even more opportunities for testing. We continue to test in every course. We now give a quiz each class day. We have had an excellent response to this process. This process helps to identify students who need help very early in the semester so they can be referred for tutoring.

Benchmark Met 3

Yes

Dates

Assessed 09/07
Received 10/07



OAKLAND
COMMUNITY
COLLEGE

Curriculum Review Committee

Respiratory Therapy Review
Program Manager: Sue Work
March 7, 2008

- In order for the Respiratory Program to grow (more than 30-35 students) the number of clinical affiliations needs to expand. The Program Manager and Dean will work on this issue.
- To better serve students and continue growing the program there is a strong need for lab space. This request is part of the AMP for SF. (classroom in lab)
- The Program Manager might work with Wayne State to create a Bachelor Degree in Respiratory Therapy and an articulation agreement.
- Critical Thinking skills need to be enhanced in the students of this program. The Program Manager will discuss with departments of the required supportive classes how critical thinking skills can be encouraged and reinforced.
- There is a need for preceptor training programs. The Program Coordinator is awaiting a model from the National Board.