PROGRAM NAME: Polysomnographic Technology	**AUTHORING TEAM CONTACT:** Amber Allen
PHONE: 214-491-6238	**EMAIL:** amberallen@collin.edu

GUIDELINES

Time Frames

1. **Scope:**

    The time frame of program review is five years, including the year of the review.

    Data being reviewed for any item should go back the previous four years, unless not available.

2. **Deadline Dates:**

    January 15th – Program Review Document due to Department Dean for review (Deans may require submissions at their own, earlier due date)

    February 1st – Program Review Document due to Program Review Steering Committee

3. **Years:**

    Years 1 & 3 – Implement Action Plan of (CIP) and collect data

    Years 2 & 4 – Analyze data and findings, Update Action Plan

    Year 5 – Write Program Review of past 5 years; Write Continuous Improvement Plan (CIP) and create new Action Plan

LENGTH OF RESPONSES: Information provided to each question may vary but should be generally kept in the range of 1-2 pages or 500-1,000 words.

EVIDENCE GUIDELINES: In the following sections, you will be asked to provide evidence for assertions made.

a. Sources: This evidence may come from various sources including professional accreditation reviews, THECB, Texas Workforce Commission's CREWS, Institutional Research Office (IRO), National Student Clearinghouse, IPEDS, JobsEQ, EMSI Career Coach, and may be quantitative and/or qualitative. If you are unfamiliar with any of these information sources, contact the Institutional Research Office at: effectiveness@collin.edu. Use of additional reliable and valid data sources of which you are aware is encouraged.

b. Examples of Evidence Statements:

    1. Poor example: Core values are integrated into coursework. (Not verifiable)
    2. Good example: Core values are integrated into coursework through written reflections. (Verifiable, but general)
    3. Better example: Core values are integrating into coursework through written reflections asking the student to describe how s/he will demonstrate each of the core values in his or her professional life and demonstrated through service learning opportunities. (Replicable, Verifiable)

FOR MORE INFORMATION: The Program Review Portal can be found at http://inside.collin.edu/institutionaleffect/Program_Review_Process.html. Any further questions regarding Program Review should be addressed to the Institutional Research Office (effectiveness@collin.edu, 972.599.3102).

Introduction/Preface

☐ EXECUTIVE SUMMARY

Briefly summarize the topics that are addressed in this self-study, including areas of strengths and areas of concern. (Information to address this Executive Summary may come from later sections of this document; therefore, this summary may be written after these sections have been completed.) Please do not include information in this section that is not already provided elsewhere in this submission. Using the questions in the template as headings in the Executive Summary can provide structure to the overview document (see below for suggested format).

EXECUTIVE SUMMARY (SUGGESTED SECTIONS/FORMAT-NOT REQUIRED FORMAT)

What does our program do?

Why do we do the things we do: Program relationship to the College Mission & Strategic Plan.

Why we do the things we do? Program relationship to student demand.

Why we do the things we do? Program relationship to market demand.

How effective is our curriculum and how do we know?

How effectively do we communicate, and how do we know?

How well are we leveraging partnership resources and building relationships, and how do we know?

How have past Continuous Improvement Plans contributed to success?

How will we evaluate our success?

Complete the Executive Summary below after you have completed your review.

The goal of the Polysomnographic Technology Program at Collin College is to prepare students in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to provide knowledgeable, skilled, and effective entry-level polysomnographic (sleep) technologists to the sleep medicine community. The Polysomnographic Technology Program accomplishes this by following the guidelines set by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), the Committee on Accreditation for Polysomnographic Technologist Education (CoA PSG), the Texas Higher Education Coordinating Board, Collin College mission and strategic plan, and the Advisory Committee to the Polysomnographic Technology Program.

The Polysomnographic Technology Program is a selective admission program that involves intensive classroom, lab, and clinical instruction. After completing the 12-month Certificate or 22-month Associate of Applied Science (AAS) degree, graduates are eligible to sit for the Registered Polysomnographic Technologist (RPSGT) credentialing exam through the Board of Registered Polysomnographic Technologists (BRPT). The RPSGT exam pass rate is 83.87%, averaged over the last five years, and the employment rate is 74%, averaged over the previous five years. The BRPT provides the program with RPSGT exam pass rates annually in September, but the employment rate reported is based upon program graduate response. The employment rate may be higher than reported, but the program does not have any way to validate job placement if graduates do not respond to program correspondence. The Polysomnographic Technology Program exceeds all CoA PSG benchmarks, which are 65% for the certification pass rate and 70% for positive placement.

The Polysomnographic Technology Program serves students with an excellent curriculum and robust clinical experiences in varied clinical settings, from hospital-based facilities to independent practices, from adult-focused to pediatric-focused, and from cardiopulmonary-based to neurology-based. The program serves the sleep medicine community by providing well-trained and capable Polysomnographic Technologists to area sleep centers.

Consistent engagement between employers, clinical sites, and other stakeholders keeps the program abreast of market needs and potential partnerships. Amidst a global shortage of sleep technologists recognized by the major national organizations in sleep medicine (the American Academy of Sleep Medicine, the American Association of Sleep Technologists, and the Board of Registered Polysomnographic Technologists), the need for qualified sleep technologists is high. The Collin College Polysomnographic Technology Program has built a reputation in the industry for producing quality employment candidates. Area employers and employers in other regions seek Collin students and graduates for their proficiency, advanced skillset, and knowledge of sleep technology standards and roles. The program director is the President of the Board of Registered Polysomnographic Technologists (BRPT), the credentialing body for this profession, and has spoken at state, national, and international sleep medicine conferences. This professional involvement has positioned the Collin program as a respected resource for polysomnographic technology education. The out-of-state and out-of-country demand for the program has led to the development of fully online continuing education (CE) course offerings recognized by the BRPT as Sleep Technologist Approved Resource (STAR) programs, which are listed on the BRPT's website. Through networked partnerships with large hospital networks, the online CE course offerings have received students from throughout the United States, Canada, and China.

The Year 2 Continuous Improvement Plan (CIP) focused on the clinical, troubleshooting, and data analytic components of the program to boost RPSGT exam scores and to ensure students were adequately prepared for the workforce. The program established an unrealistic benchmark for the clinical

Primary self-study questions were adopted from "Structuring the Six Self Study Questions", Michigan State University, 2008.

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assessment portion by setting a goal that aimed at perfection rather than proficiency, and only one student managed to achieve this goal. This benchmark was revised for the Year 4 CIP to reflect student proficiency, and the program will monitor student progress. The data analytic goal that focused on sleep study scoring and staging showed students meeting the established benchmark, but scoring and staging scores on the RPSGT exam remain low. So, the program moved the PSGT 2205 (Sleep Scoring and Staging) course from a 100% online format to a 100% in-person format in Fall 2023 to see if students can better retain these concepts. The program will analyze RPSGT exam performance after the current cohort takes the exam and see if these adjustment improved scores in this area. Student met the benchmark for the troubleshooting component, and the program continues to monitor student performance in this area.

Primary self-study questions were adopted from "Structuring the Six Self Study Questions", Michigan State University, 2008.

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Section I. *Are We Doing the Right Things?*

☒1. WHAT DOES OUR PROGRAM DO?

What is the program and its context?
This section is used to provide an overview description of the program, its relationship to the college and the community it serves. **Keep in mind the reviewer may not be familiar with your area**. Therefore, provide adequate explanation as needed to ensure understanding.

Suggested points to consider:
- *Program's purpose (Include the program's purpose/mission statement if one exists.)*
- *Program learning outcomes or marketable skills*
- *Brief explanation of the industry/industries the program serves*
- *Career paths and/or degree paths it prepares graduates to enter*
- *What regulatory standards must the program meet (THECB, Workforce, external accreditation)*

The Polysomnographic Technology Program at Collin College prepares students to conduct sleep studies that allow physicians to diagnose and treat patients suffering from sleep disorders. Through this program, Collin College students are prepared to enter the growing and challenging field of sleep medicine by being equipped with the skills and fundamental knowledge to effectively monitor, manage, and treat sleep disorders under medical supervision. A sleep technologist works under the general supervision of the medical director or designee to provide comprehensive evaluation and treatment of sleep disorders, including in-center and home sleep apnea testing, diagnostic and therapeutic interventions, comprehensive patient care, and direct patient education. A sleep technologist is credentialed in sleep technology and can oversee other sleep center staff, such as trainees and unregistered technologists.

The Polysomographic Technology Program's curriculum includes 864 hours of clinical rotations at hospitals and sleep centers in Collin, Denton, Dallas, and Grayson counties. Student clinical rotations include conducting nighttime and daytime adult and pediatric sleep studies and scoring sleep studies. Clinical rotations are performed under preceptor supervision at Carrus Specialty Hospital in Sherman, Children's Health Sleep Disorders Center in Dallas and Plano, Baylor, Scott, and White Lake Pointe Sleep Center in Rowlett, Medical City Lewisville Sleep Diagnostic Institute in Lewisville, Parkland Hospital Sleep Center in Dallas, Pediatric Sleep Institute in Plano, Sleep Trends & Diagnostic Centers in Mesquite, Star Sleep and Wellness in Dallas and Plano, and UT Southwestern Sleep and Breathing Disorders Clinic in Dallas.

Graduates of the program can work in hospital-based and private sleep centers, durable medical equipment sales, sleep diagnostic software equipment sales, sleep technology travel companies, and clinical sleep education. The Polysomnographic Technology Program consists of specialized training that positions these graduates to be utilized in multiple roles within the sleep center, including night shift sleep technologists, day shift sleep technologists, scoring technologists, and sleep educators. Graduates are also prepared for roles that expand the sleep center's purview, such as sleep health navigators working with admitted patients in the hospital and sleep coaches working with patients one-on-one in an outpatient setting. All

students are advised and encouraged to continue their education after graduation and to obtain higher degrees in complementary fields, such as a Bachelor of Applied Science in Clinical Operations Management from Collin College or a general Bachelor of Applied Science through the program's 2+2 partnerships with Texas Women's University (TWU) and the University of North Texas (UNT). Obtaining the Associate of Applied Science in Polysomnographic Technology is a degree pathway to the Bachelor of Applied Science in Clinical Operations Management at Collin College. Program graduates made up a small percentage of applicants for the October 2023 start of this new Bachelor's degree program offering.

The Polysomnographic Technology Program is accredited by The Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the Committee on Accreditation for Polysomnographic Technologist Education (CoA PSG). It follows regulatory standards set by both agencies (www.caahep.org/committees-on-accreditation/polysomnographic-technology). The program's curriculum is based on the standards and guidelines established by CAAHEP and CoA PSG. The program meets all Texas Higher Education Coordinating Board standards. Program assessments and competencies mirror skills and knowledge evaluated on the Registered Polysomnographic Technologist (RPSGT) certification exam, which students can take after graduation.

Program Mission Statement
The goal of the Polysomnographic Technology Program at Collin College is to prepare students in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to provide knowledgeable, skilled, and effective entry-level polysomnographic technologists to the sleep medicine community.

Program Learning Outcomes
1. Given the physician's orders for the sleep study, the student will be able to conduct all pre-study, study, and post-study procedures with 100% accuracy.

   Students are assessed through clinical capstone exercises performed in PSGT 2361 (AAS Clinical III – Polysomnography) that assess pre-study, study, and post-study procedures. 80% of students must achieve 97% accuracy or better on all clinical capstone competency exercises.

2. Given a patient's sleep study data, the student will be able to assess the patient's need for treatment and intervention of the sleep disorder, perform PAP titrations and oxygen administration when needed, and troubleshoot during sleep studies.

   Students are assessed through scenario-based questions on the RPSGT practice exam administered in PSGT 2272 (Polysomnography Exam Preparation) to assess the student's ability to critically think through treatment and intervention needs, performance of PAP titrations and oxygen administration, and troubleshooting during sleep studies. 100% of students must score 75% or better on these questions on the RPSGT practice exam.

3. The student will be able to analyze and critically score sleep study data that may be utilized by a licensed sleep medicine physician in the diagnosis and treatment of sleep disorders.

Students are assessed through scoring American Academy of Sleep Medicine (AASM) Interscorer Reliability (ISR) studies administered in PSGT 2205 (Sleep Scoring and Staging). ISR studies are the sleep medicine industry's standard of evaluating sleep technologists' assessment of sleep study data. 100% of students must score an average of 85% or better on ISR studies.

4. The student will be able to communicate effectively and professionally with peers, managers, patients, physicians, and other stakeholders and collaborate with these stakeholders to facilitate sleep disorder diagnosis and treatment for patients.

Students are assessed through an assignment in PSGT 2250 (Infant and Pediatric Polysomnography) in which students are required to research a pediatric sleep disorder and prepare and deliver a 30-minute oral presentation on the disorder to their peers and instructor. 100% of students must score 80% or better on this peer presentation.

Marketable Skills
1. Implement sleep study and treatment orders from a licensed sleep physician, including polysomnograms, titrations (positive airway pressure and oral appliances), cognitive behavioral therapeutic techniques, out-of-center testing, multiple sleep latency tests, maintenance of wakefulness test, and double studies (EEG + PSG).
2. Observe and respond to physical signs and symptoms, general behavior, and general physical response during polysomnographic evaluation.
3. Analyze and critically score sleep study data that may be utilized by a licensed sleep medicine physician in the diagnosis and treatment of sleep disorders.
4. Track and manage diagnosed patients to monitor patient outcomes and therapy compliance.
5. Educate patients and their caregivers in an age and learning-level-appropriate manner about the patient's sleep disorder and course of treatment.
6. Educate and collaborate with nurses, physicians, and other allied health professionals to facilitate sleep disorder diagnosis and treatment for patients.
7. Communicate effectively and professionally with peers, managers, patients, physicians, and other stakeholders.

☒2. WHY DO WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO THE COLLEGE MISSION & STRATEGIC PLAN.

- **Provide program-specific evidence of actions that document how the program supports the College's mission statement:** "*Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.*"

- **Provide program-specific evidence that documents how the program supports the College's strategic plan (2020-2025 Strategic Plan)**: https://www.collin.edu/aboutus/strategic_goals.html.

Suggested/possible points to consider:
- *What evidence is there to support assertions made regarding how the program relates to the mission and strategic plan?*
- *Think broadly-increasing completion, articulation agreements, pathways from high schools, etc.*
- *Analyze the evidence you provide. What does it show about the program?*

The Polysomnographic Technology Program supports the College's mission statement in its shared commitment to developing student skills, strengthening character, and challenging the intellect. It aligns with this mission by providing technical skills and fostering character development and intellectual growth. The program prepares students to enter the sleep medicine workforce with a strong foundation in patient care, ethics, and critical thinking while encouraging them to stay informed about the latest developments in their field.

Developing Skills
The program provides specialized training that equips students with the necessary skills and knowledge to become proficient polysomnographic technologists. These skills include setting up and operating sleep monitoring equipment, interpreting sleep study data, and providing patient care during sleep studies. Students gain hands-on experience by working with actual patients in the College's on-campus sleep studies lab running approximately 9-10 sleep studies per semester and the clinical setting at area sleep labs/centers running/observing approximately 30 sleep studies per semester. This practical experience helps the students apply their knowledge and develop essential technical and clinical skills.

Strengthening Character
Polysomnographic technologists play a vital role in the healthcare system, as they work directly with patients suffering from sleep disorders. This experience can help students develop empathy, compassion, and a commitment to patient well-being. The program instills ethical and professional values by emphasizing the importance of patient confidentiality, integrity, and accountability in healthcare. Clinical preceptors note in clinical evaluations and employers note in employer surveys that Collin College Polysomnographic Technology students/graduates demonstrate professionalism and excellent patient care.

Challenging the Intellect
The Polysomnographic Technology Program challenges students to think critically and problem-solve in various lab and clinical scenarios. They need to analyze sleep study data, adapt to changing patient conditions, and make informed decisions, which can stimulate intellectual growth.

Polysomnography is a field that continually evolves with advances in sleep medicine. This program encourages students to engage in research by preparing a 30-minute presentation in the Infant and Pediatric Polysomnography (PSGT 2250) course, keeping them intellectually challenged and helping them examine data to present to peers.

The Polysomnographic Technology Program supports the College's 2020-2025 Strategic Plan by improving student outcomes to meet or exceed local, state, and regional accreditation thresholds and goals; developing and implementing strategies to become a national exemplar in program and student outcomes; creating and implementing comprehensive integrated pathways to support student transitions; continuing to add 2+2 programs with university partners; developing and implementing a comprehensive staffing and succession model; and developing a coordinated and systematic approach to engaging external stakeholders. The program aims to demonstrate responsive and inclusive education and contribute to the institution's success and growth.

Improving student outcomes to meet or exceed local, state, and regional accreditation thresholds and goals
To meet or exceed local, state, and regional accreditation thresholds, the Polysomnographic Technology Program aligns its curriculum and training with the accreditation standards specific to sleep technology education. The curriculum encompasses the four domain areas of the Registered Polysomnographic Technologist (RPSGT) exam to ensure students receive a quality education that meets industry benchmarks. The program analyzes data provided annually by the Board of Registered Polysomnographic Technologists (BRPT) on graduate performance on the four domain areas of the RPSGT exam to identify areas of improvement to enhance student outcomes. The program also gathers feedback from graduates on subject matter areas encountered on the RPSGT exam that the program could improve for better performance in the future. The Polysomnographic Technology Program currently meets the Committee on Accreditation for Polysomnographic Technologist Education (CoA PSG) thresholds for RPSGT exam pass rates (>65%) and positive placement (>70%).

Developing and implementing strategies to become a national exemplar in program and student outcomes
While the national organizations representing Polysomnographic Technology do not have a national exemplar program to recognize programs demonstrating strong student outcomes, the Polysomnographic Technology Program is highly regarded by hospital systems in Texas, nationally, and abroad. The program director receives emails frequently from employers in other regions of Texas and other states eager to hire the program's graduates, and hospital systems in other states and abroad have contacted the program expressing interest in putting employees through the program's continuing education courses. The program is frequently recommended to prospective students on Facebook groups for sleep technologists and on LinkedIn by various members of the sleep technology profession throughout the country. The Polysomnographic Technology Program has maintained accreditation from the Commission on Accreditation for Allied Health Education Programs (CAAHEP) since May 2013.

Create and implement comprehensive integrated pathways to support student transitions
The program offers two credit offerings (Associate of Applied Science track and Certificate track) and continuing education courses, allowing students to transition into the college and out of the college into advanced education. The credit programs aim to help students within the state of Texas to become qualified sleep technologists. Upon completion of both tracks, graduates can sit immediately for the RPSGT exam. The program offers a bridge option allowing Certificate track students to complete the Associate degree. Graduates of the Associate degree can transition into the Bachelor of Applied Science degree in Clinical Operations Management (BAS-COM) at Collin College, as the program is one of the pathways to completion of

that degree. The fully online continuing education courses are helping address the current global shortage of sleep technologists by making program training available outside of Texas to help those states and countries without access to formal sleep technology training programs. The Board of Registered Polysomnographic Technologists (BRPT) recognizes the continuing education courses as Sleep Technologist Approved Resources (STAR) programs, making completers of those course series eligible for one of the BRPT's exam pathways. One of the STAR programs prepares students for the Registered Polysomnographic Technologist (RPSGT) exam, and the other prepares students for the Certification in Clinical Sleep Health (CCSH) exam. The program has seen students take these courses from across the United States, Canada, and China. Offering the various modalities allows a broader range of students, including working adults, to access the program, thereby expanding the College's reach.

Continuing to add 2+2 programs with university partners
The Polysomnographic Technology Program has 2+2 partnerships with the following institutions: Texas Women's University, University of North Texas, and the BAS-COM at Collin College. After students complete the two years of the Associate of Applied Science degree track for the Polysomnographic Technology Program, they can complete an additional two years through specialized degree tracks to receive a Bachelor of Applied Science at these three partnered universities/colleges.

Developing and implementing a comprehensive staffing and succession model
The Polysomnographic Technology Program effectively manages its hiring processes for faculty by forecasting load needs in advance and following human resources processes for effective hiring. The program hires well-qualified personnel to ensure high performance and continuity. Both full-time faculty and staff have been with the department since its inception and are each pursuing graduate degrees and leadership training. Adjunct faculty turnover has been low for the department, and the current adjunct faculty roster have been with the program between one to 11 years, with the current roster's average retention being 5.6 years.

Developing a coordinated and systematic approach to engaging external stakeholders
Collaborating with local hospitals and sleep clinics is essential to the Polysomnographic Technology Program. These partnerships provide students with clinical experience and create a bridge between the College and the sleep medicine community. Encouraging program alums and professionals from the polysomnography field to engage with the College provides valuable insights and resources. Alumni serve as adjunct professors and help students to understand from a graduate perspective what information they will carry with them throughout their sleep technology career. Industry experts on the program's advisory committee contribute to its curriculum design to ensure it remains up to date with industry needs. The program's director is the President of the globally recognized BRPT, which creates greater visibility for the program in the sleep medicine community nationally and abroad.

☒**3. WHY WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO STUDENT DEMAND**

Make a case with evidence to show that students want the certificate. Discuss whether or not there appears to be any disproportionate enrollment by gender, race, and ethnicity (compared to Collin College's overall student demographic distributions http://inside.collin.edu/iro/programreview/prfilehostpage.html). If any differences exist discuss possible reasons why the gap exists, and plans to address these issues to close gaps in enrollment rates between groups of students (refer to the Program Review portal for Enrollment Reports and Average Section Size data files for your program HTTP://INSIDE.COLLIN.EDU/INSTITUTIONALEFFECT/PROGRAM_REVIEW_PROCESS.HTML).

Suggested/possible points to consider:
- *What is the enrollment pattern? Declining, flat, growing, not exhibiting a stable pattern, please explain. For required program courses where there is a pattern of low enrollment (fewer than 15 students), explain your plan to grow enrollment and/or revise the curriculum.*
- *What are the implications for the next 5 years if the enrollment pattern for the past 5 years continues?*
- *Describe any actions taken to identify and support students enrolled in program-required courses early in the degree plan. If no actions are taken at the present, please develop and describe a plan to do so.*
- *How does your program support (or plan) to support attraction of a diverse student population?*
- *Check with Institutional effectiveness for Data Reports -names of reports*
- *Analyze the evidence you provide. What does it show about the program?*

The Polysomnographic Technology Program has experienced application and completion pattern fluctuations throughout this program review cycle. The program has a maximum enrollment of 16 students per track for the Certificate and Associate degree tracks. Over the last five years, enrollment numbers have ranged between 11 to 16 students per Associate degree cohort (Fall 2018 through Fall 2022), with the number of applicants ranging from 11 to 17. The Certificate track has failed to generate enough applicants to run a cohort over the last five years, with applicant numbers ranging from 0 to 9. The Certificate track's restrictive entrance requirements of being required to be board registered in a healthcare field or having at least one year of work experience in a sleep lab, coupled with its course offerings not being in sync with the Associate degree track, have been contributing factors to its failure to thrive. The program is now looking at removing the restrictive entrance requirements and examining how it can align the course sequences for both tracks to be in sync with one another to increase Certificate track enrollment and create a better bridge from the Certificate to the Associate degree.

There is currently a global shortage of sleep technologists, and the major organizations in sleep medicine have collaborated to create a task force to address this workforce shortage. Participating organizations include the American Academy of Sleep Medicine (the sleep medicine physicians' membership organization), the American Association of Sleep Technologists (the sleep technologists' membership organization), the Board of Registered Polysomnographic Technologists (the credentialing body for sleep technologists), and the Committee on Accreditation for Polysomnographic Technologist Education (the accrediting organization for sleep technologist education). The program director is one of the task force members and has had sleep labs from across the country inquire about Collin graduates for placement. If enrollment patterns continue over the next five years, the shortage currently experienced will continue to worsen.

Because of this global shortage of sleep technologists, the Polysomnographic Technology faculty and staff are working diligently towards increasing the number of applicants. The program has engaged in multiple initiatives to target diverse populations for recruitment into the program, from high school students to adults changing careers. Students in the program have ranged in age from 19 to 69 years old and represented a wide range of ethnicities. Recruiting efforts have included hosting program tables at multiple recruiting and community events, including college and career fairs at the local independent school districts (ISDs), Student Engagement resource fairs each semester, the iWork event, the Health and Safety Fair, and campus open houses. The program has also hosted multiple tours of the sleep lab each year for the ISDs, student groups, other departments at Collin, and the community. Each long semester (Fall and Spring), the program hosts four to five information sessions on Zoom. The program director utilizes Zogotech to identify prospective students who have taken the program's prerequisite courses, BIOL 2404 and HPRS 1204, and those who have taken allowed program prerequisite substitutions, BIOL 2401 and BIOL 2402. Between 2,000 and 3,000 students are identified each year between these courses. Students who have taken these courses and are not enrolled in a specific health science major are emailed about the program and the information sessions to raise awareness of the program with eligible students. The Health Sciences division will be adding a Perkins Grant-funded recruiter in Spring 2024 that will be focusing on recruiting students for the Polysomnographic Technology and Respiratory Care programs.

The Polysomnographic Technology Program has all first-year Fall semester courses (PSGT 1215, PSGT 1310, and RSPT 1240) available as open enrollment courses, allowing students not yet admitted to the program to take these courses. Suppose students complete the program's prerequisite courses and these open enrollment courses and all 16 available admission spots are not filled. In that case, the program can potentially move these students into the program in the second semester if they meet all program admission requirements. The program piloted this option starting in Fall 2022 and was able to move two students into vacant admission spots to fill the AAS Class of 2024 cohort. Two students have been identified in Fall 2023 as candidates for this enrollment option to fill admission vacancies in the AAS Class of 2025 cohort and have been admitted. The program also offers a Prior Learning Assessment option for on-the-job-trained sleep technologists to pursue the Associate degree, and currently, there is one student pursuing this option. This option gives credit by exam for specific courses within the Polysomnographic Technology Associate degree curriculum.

To help the shortage outside of the state of Texas, the program has launched a fully online option through Continuing Education, where students outside of Texas can take courses in a self-paced format over eight weeks and then couple that coursework with clinical training obtained on their own and unaffiliated with Collin College to fulfill the eligibility requirements for the Certified Polysomnographic Technician (CPSGT) and Registered Polysomnographic Technologist (RPSGT) exams. These Continuing Education courses are recognized by the Board of Registered Polysomnographic Technologists (BRPT) as a BRPT-designated Sleep Technologist Approved Resource (STAR) program that can provide education to meet the requirements of two eligibility pathways for the CPSGT exam, as well as two eligibility pathways for the RPSGT exam. These continuing education courses launched in October 2023, starting with four courses with 5-7 students enrolled per course. The program also has a fully online BRPT-designated STAR program course that supports Pathway 3 of the higher-level Certification in Clinical Sleep Health (CCSH) exam, PSGT 2074 (CCSH Exam Prep). The PSGT 2074 course launched in May 2021 and, to date, has had ten course offerings reaching 61 students.

The Program Director takes an active advisement role with program students and prospective students. Students are advised of the program's overnight and evening schedule and rigor. Each semester, program courses include lab competencies, quizzes, exams, and discussions to assess

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student understanding of the curriculum. Faculty quickly identify struggling students and meet with them to do grade counseling, offer assistance, and develop an action plan for improvement. Open lab opportunities and one-on-one tutoring are available through the faculty and Director. If a student is not able to meet the program's benchmark of 75% or higher and is dismissed from the program for academic reasons, they are provided with one opportunity to return the following year. The Director meets with the student to develop a re-entry plan and outlines what courses are recommended for auditing to prepare the student for their second attempt. Students may only re-enter the program once.

While program diversity shows growing diversity in the ethnicities represented, the gender demographic numbers show that the program primarily has a female population. The program's gender distribution follows the profession's overall gender distribution trend, according to Zippia, which shows a higher percentage of females (56%) working as polysomnographic technologists than males (46%). The program's demographic numbers from 2019 to 2023 for the AAS track reflected the following:

- 2019
  25% male, 75% female
  12.5% African American, 62.5% Caucasian, 12.5% Asian, 12.5% Other
- 2020
  17% male, 83% female
  58% Caucasian, 8% Asian, 25% Hispanic, 9% Other
- 2021
  36% male, 64% female
  9% African American, 55% Caucasian, 9% Asian, 27% Hispanic
- 2022
  27% male, 73% female
  45% African American, 27% Caucasian, 9% Asian, 9% Hispanic, 10% Other
- 2023
  6% male, 94% female
  43% African American, 25% Caucasian, 12.5% Asian, 7% Hispanic, 12.5% Other

The goal of the Polysomnographic Technology Program is to produce entry-level polysomnographic technologists who demonstrate key competencies and fulfill the role of a professional polysomnographic technologist as defined by the American Association of Sleep Technologists (AAST) and the Board of Registered Polysomnographic Technologists (BRPT). Program outcomes are measured through attrition, retention rates, and employer and graduate surveys. The Polysomnographic Technologist Program aims to exceed the Committee on Accreditation for Polysomnographic Technologist Education (CoA-PSG) thresholds, which include the following:

a. The Polysomnographic Technology Program must maintain a 65% pass rate on the Registered Polysomnographic Technologist (RPSGT) exam.
b. The Polysomnographic Technology Program must maintain a 65% retention rate.
c. The Polysomnographic Technology Program must maintain a 70% placement rate.

The program's RPSGT exam pass rate average for the last five years is 83.87%.

Retention percentages have ranged from 66.67% to 75%. The program meets the retention threshold for its programmatic accreditation through the Commission on Accreditation for Allied Health Education Programs (CAAHEP), which is 65%. Most attrition is due to non-academic reasons rather than failing the program's courses. As a result of attrition due to non-academic reasons, in 2022, the program instituted an interview as part of the selective admissions process to ensure students understood the overnight shifts for clinicals and the program's online course requirements, which were identified as contributing factors identified by students in exit interviews. The interviews ask five questions to gauge whether the student has experience working the night shift, doing online courses, and working as part of a team and their level of self-motivation to complete the program. Asking these questions helps the program to ensure incoming students know the overnight clinical expectation and are prepared for it, and the program has not had attrition due to the overnight clinical portion since the implementation of the interview process.

The Polysomnographic Technology Program has had a positive placement average of 82.2% over the last five years. Positive placement reflects job placement, continuing education, and military service, whereas the employment rate included in the Executive Summary is purely job placement. Graduates who actively sought employment in the profession were hired within six months of graduation. Some graduates did not opt to obtain jobs within the profession for personal reasons after graduation, even though jobs were available. The following table outlines positive placement over the last five years:

Graduation Year	Positive Placement Rate	Number Positively Placed	Number of Graduates
2019	67%	2	3
2020	81.82%	9	11
2021	100%	8	8
2022	62.5%	5	8
2023	57%	4	7

*Note: Positive placement results are for graduates reporting. Not all graduates have responded to program correspondence, so exact placement numbers are undetermined. Graduate response for the Classes of 2022 and 2023 have been 62.% and 57% respectively.

The program encourages graduates to continue their education, even though there is only one accredited Baccalaureate degree in Polysomnographic Technology in the entire country, located at The University of North Carolina at Chapel Hill. The Polysomnographic Technology Program does have 2+2 partnerships with Collin College, Texas Women's University, and the University of North Texas for students seeking a Baccalaureate degree. Several of the program's graduates have applied to the Bachelor of Applied Science in Clinical Operations Management at Collin College, showing that graduates are interested in pursuing additional education, and having an established pathway from the Polysomnographic Technology Program to that degree has been a well-received option for them. Having a Baccalaureate degree in Polysomnographic Technology has not demonstrated an increase in salary, though, for someone working as a polysomnographic technologist in this area. However, having this degree may offer a path for individuals to advance into healthcare management positions.

There is only one other CAAHEP-accredited Polysomnographic Technology program in Texas that offers an Associate degree: Alvin Community College near Houston. Temple College in Temple, TX, just started an Associate degree-level Polysomnographic Technology program and is seeking CAAHEP accreditation. Collin College is currently one of only 15 CAAHEP-accredited Associate degree-level Polysomnographic Technology programs in the country.

Primary self-study questions were adopted from "Structuring the Six Self Study Questions", Michigan State University, 2008.

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☒**4. WHY WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO MARKET DEMAND**

Make a case with evidence to show that employers need and hire the program's graduates. Some resources to utilize for information could be: JobsEQ http://inside.collin.edu/iro/programreview/202021/ProgramLaborMarketInfo_2020-21AY.pdf, Burning Glass, O-Net https://www.onetonline.org, Texas Labor Market Information https://www.twc.texas.gov/businesses/labor-market-information.

Suggested/possible points to consider:
- *How many program-related jobs are available in the DFW Metroplex for program graduates? If the majority of related jobs in the DFW Metroplex require a baccalaureate degree, provide evidence that you have a current signed articulation agreement with one or more transfer institutions or that you plan to develop one.*
- *What proportion of the program's graduates (seeking employment) found related employment within six months of graduation?*
- *What changes are anticipated in market demand in the next 5 years? Do program completers meet, exceed, or fall short of local employment demand? How will the program address under- or over-supply?*
- *Identify and discuss the program's strengths and weaknesses related to market demand.*

According to Indeed.com, approximately 43 sleep technologist jobs within a 100-mile radius of McKinney, TX, were listed on December 1, 2023. ZipRecruiter listed 96 sleep technologist jobs within a 100-mile radius of McKinney, TX, and 252 in the state of Texas on December 1, 2023. The Occupational Outlook Handbook does not list polysomnographic technology among the healthcare professions it tracks.

Texas does not require state licensure for the practice of polysomnographic technology. Therefore, graduates are not required to hold a specific degree in Polysomnographic Technology or the Registered Polysomnographic Technologist (RPSGT) credential to obtain employment. However, most job postings list a requirement of the RPSGT credential to work at their establishment. However, Associate and Baccalaureate degrees are preferred for management or education positions. Salary.com lists that salaries for polysomnographic technologists in the Dallas-Fort Worth Metroplex average $62,935 per year. Base salary does not include shift differentials for working nights and weekends, which can be significant.

Thus far, the program has had enough graduates to meet local market demand. In the DFW area, there is only one other Polysomnographic Technology program at Concorde Career College in Grand Prairie, a for-profit institution. There is only one other Associate-degree-level accredited Polysomnographic Technology program in Texas, Alvin Community College, located in the Houston area. Employers seek Collin College graduates for the demonstrated strength of the program's curriculum and training. The program gets requests for graduates from employers in other parts of the state and country and informs graduates of these employment opportunities via email.

The challenge the Polysomnographic Technology Program has faced is getting placement data from graduates to find out if they obtained a job in the profession. The average positive placement for the last five years is 73.66%, but this is primarily because the program has been unable to verify placement for several students in the previous two cohorts. Responses to graduate surveys have been less than optimal in the last two years, so the program has only been able to verify positive placement for five out of eight graduates in the Class of 2022 and four out of seven graduates in the Class of 2023. The Director continues to email graduates of this cohort to follow up but has yet to receive any return correspondence.

Primary self-study questions were adopted from "Structuring the Six Self Study Questions", Michigan State University, 2008.

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Section II. *Are We Doing Things Right?*

☒ 5. HOW EFFECTIVE IS OUR CURRICULUM, AND HOW DO WE KNOW?

A. Make a case with evidence that there are no curricular barriers to program completion. Review data related to course enrollments, course completion rates, course success rates, and the frequency with which courses are scheduled to identify barriers to program completion.

Suggested/possible points to consider:
- *Number of students who completed the program awards in each of the last 4 years? If the number of graduates does not average 5 or more per year, describe your plan to increase completions and address this issue in the Continuous Improvement Plan (CIP).*
- *At what point(s) are substantive percentages of students dropping out of the program? Use data in the "Program-Based Course Performance" tool to examine enrollment flow through the program curriculum. Does the data suggest any curricular barriers to completion? Address problems in the CIP.*
- *Analyze the course success rates and the course completion rates of each course in your program. Address problems in the CIP.*

The number of Polysomnographic Technology Program completers who received an Associate of Applied Science (AAS) degree in Polysomnographic Technology over the last four years are reflected below.

Class of 2020: 11
Class of 2021: 8
Class of 2022: 8
Class of 2023: 7

Retention rates have ranged from 66.67% to 75% per cohort over the program review cycle, which meets the CoA PSG accreditation requirement of 65% retention. Based on the data, the Polysomnographic Technology Program lost the most students during the first year of the program, most of which were for personal rather than academic reasons. Feedback from students was that the program's overnight clinical schedule was too difficult to adapt to, and students could not adequately balance that kind of schedule. Adapting to the night shift is a problem that is common in the polysomnography profession. Therefore, the Collin College Polysomnographic Technology Program emphasized this component in program information sessions for student awareness and instituted an interview process to assess student readiness for night shift clinicals and the student's ability to balance face-to-face and online classes offered in the program. This interview process was instituted in the cohort that began in Fall 2022. Sleep hygiene education is also incorporated into the curriculum during the first two semesters to educate students how to better prepare for the night shift. The program admitted 16 students in this cohort and has only lost one student to date from this cohort over four semesters due to personal reasons. The program admitted nine students in the cohort that began in Fall 2023 and has only lost one student over one semester due to personal reasons.

Because the state of Texas does not have licensure requirements for the field of polysomnography that require the Registered Polysomnographic Technologist (RPSGT) credential, not all Polysomnographic Technology program graduates attempt the RPSGT exam. Over the last four years, the average pass rate is 77.75% for the program's graduates on the RPSGT exam. This average pass rate exceeds the Committee on Accreditation for Polysomnographic Technologist Education (CoA PSG) threshold of 65%; it is on par with the RPSGT exam's overall first-time pass rate of 72%.

The data in the "Program-Based Course Performance" tool suggests that Polysomnographic Technology students are less successful in prerequisite courses. Biology 2404 (Human Anatomy and Physiology) has a success rate of 68-79%, which could impact enrollment numbers for programs such as ours that require this course. Success rates for the program's other prerequisite course, HRPS 1204 (Basic Health Profession Skills), ranged from 80-93% over the program review cycle. Success rates for the program's courses in the PSGT and RSPT rubrics were higher, ranging from 80-100%. The 80% in 2021 was due to withdrawals rather than students failing. Most program course success rates were in the 90th percentile or 100%. The program has a low number of students failing program courses. Of the program's 16 courses in the PSGT and RSPT rubrics, only three of the courses (PSGT 1215, PSGT 1310, and PSGT 1400) show any students obtaining a grade of F, and of those three courses, only a maximum of two students per any given year failed those courses. Students are very successful in the Polysomnographic Technology classes, and based on the success rates of program courses, the program's faculty and staff do not see any curricular barriers to completion.

The Polysomnographic Technology Program follows the guidelines set by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the Committee on Accreditation for Polysomnographic Technologist Education (CoA PSG). CAAHEP employer surveys indicate 100% satisfaction with Collin graduates. Students are admitted through a Selective Admissions process, start the program in the Fall semester, and progress through a logical sequence of courses over five semesters. Course content builds in complexity, so courses are taken in the order published in the college catalog. A student needs to succeed in program courses to continue in the program. If this occurs, students may return if:

(1) it is within one year of leaving the program,
(2) the student is in good standing,
(3) there is available space in the cohort, AND
(4) the student passes competency/skills exams.

All re-entry students must pass a skills exam at a competency level of 90%. Students must pass a comprehensive exam at a level of 75% over the previously taught lecture classes.

Due to the rigorous nature of the program, students are strongly encouraged to complete all prerequisite and core classes before starting the program. Students are directed to specific resources to assist them in achieving their academic goals. Availability of tutoring services and study skills workshops are communicated to students.

We believe the evidence shows that once students enter the Polysomnographic Technology Program, they have an excellent chance of successfully completing the program.

B. **Show evidence that the institutional standards listed below have been met. For any standard not met, describe the plan for bringing the program into compliance.**

   1. **Completers Standard: Average 25 completers over the last five years or an average of at least five completers per year.**
      Number of completers: 37 in last five years.
      If below the state standard, attach a plan for raising the number of completers by addressing barriers to completion and/or by increasing the number of students enrolled in the program. Definition of completer—Student has met the requirements for a degree or certificate (Level I or II)

   2. **Licensure Standard: 93% of test takers pass licensure exams.**
      If applicable, include the licensure pass rate: 89%
      For any pass rate below 93% (Collin College's standard), describe a plan for raising the pass rate.

   3. **Retention Standard: 78% of students enrolled in program courses on the census date should still be enrolled on the last class day (grades of A through F).**
      Include the retention rate: 90% average over the last 5 years
      If the retention rate is below 78%, describe a plan for raising the course completion rate.

   The only standard that did not meet Collin College's standards is the licensure standard. The COVID-19 pandemic factored into RPSGT exam performance for the cohorts since 2020. The Class of 2020 could not take the RPSGT exam immediately after their exam preparation course (PSGT 2272) in the program due to having to make up clinical hours due to sleep lab shutdowns during the pandemic. The Class of 2021 faced the same delay because their clinical start was pushed back a semester. The program feels these three-month delays factored into some students' ability to retain information from the exam preparation course and do well on their credentialing exams. The Class of 2022 and Class of 2023 had to take a couple of courses online that were normally offered in person before the pandemic. Not having face-to-face instruction in these courses, which have a lot of content on the RPSGT exam, factored into students' ability to retain and grasp this information, leading to poorer performance in the RPSGT exam domains tied to these courses. The program moved these courses back to a face-to-face format in Fall 2023 to see if returning to this format helps student performance on the RPSGT exam. The Polysomnographic Technology Program will evaluate RPSGT exam scores and exam domain performance for the Class of 2024 to see if this move helps to boost scores and pass rates to pre-pandemic levels.

C. **Make a case with evidence that the program curriculum is current.**

Primary self-study questions were adopted from "Structuring the Six Self Study Questions", Michigan State University, 2008.   20

Suggested/possible points to consider:

- *How does the program curriculum compare to curricula at other schools? Review programs at two or more comparable colleges. Discuss what was learned and what new ideas for improvement were gained.*
- *How does the program curriculum align with any professional association standards or guidelines that may exist?*
- *Is the curriculum subject to external accreditation? If so, list the accrediting body and the most recent accreditation for your program.*

If the program curriculum differs significantly from these benchmarks, explain how the Collin College curriculum benefits students and other college constituents.

The Associate degree program in Polysomnographic Technology contains 60 credits. It includes theory and clinical experience covering the four domains of the Registered Polysomnographic Technologist (RPSGT) exam to prepare students to pass that exam. The program's curriculum prepares students to enter the growing and challenging field of sleep medicine in Texas by equipping them with the skills and fundamental knowledge to monitor, manage, and treat sleep disorders effectively under medical supervision.

The Polysomnographic Technology Program is accredited by the Commission on Accreditation of Allied Health Programs (CAAHEP) upon the recommendation of the Committee on Accreditation for Polysomnographic Technologist Education (CoA PSG). The last accreditation site visit was in 2018 and approved by CAAHEP, with the next site visit due in 2028. Annual reports are due to CAAHEP on November 1 of each year, and the 2023 annual report was approved on November 6, 2023. The Polysomnographic Technology Program's curriculum follows the core curriculum standards set forth by CoA PSG. The CoA PSG core curriculum standards include core knowledge, polysomnographic methodology, procedural protocols, and data analysis. As part of the five-year review for CAAHEP in 2023, the program submitted a curriculum map showing which program courses cover the core curriculum standards outlined by CoA PSG, and all core curriculum standards are covered by the Polysomnographic Technology curriculum.

Comparing Collin College's Polysomnographic Technology curriculum to the two other Associate-degree level polysomnography programs in Texas, Alvin Community College (CAAHEP-accredited) and Temple College (not currently CAAHEP-accredited), the Collin College curriculum has 16 polysomnography courses compared to 13 in the other two programs. The three polysomnography-specific courses not contained in the other two programs are RSPT 1240 (Advanced Cardiopulmonary Anatomy and Physiology), PSGT 2272 (Polysomnography Exam Preparation), and PSGT 2374 (Clinical Sleep Education). Having these additional courses in the Collin College Polysomnographic Technology curriculum helps to better prepare students to take the RPSGT exam and the advanced level Certification in Clinical Sleep Health (CCSH) exam. Collin College is in the middle of the two programs for the number of clinical hours offered at 864 hours, with Alvin Community College at 1088 hours and Temple College at 672 hours. However, the feedback the program has received from employers is that the students' clinical training through the Collin College program is sufficient.

D. Present evidence from advisory committee minutes, attendance, and composition that the advisory committee includes employers who are actively engaged on the committee and who are representative of area employers.

1. How many employers does your advisory committee have? Five employer members
2. How many employers attended the last two meetings? Four were at the last two meetings

3. How has the advisory committee impacted the program over the last five years (including latest trends, directions, and insights into latest technologies)?

> See the attached advisory committee meeting minutes in Appendix A. The advisory committee provides the Polysomnographic Technology Program with insight into current testing and treatment trends in the field so that the program can incorporate those areas into the curriculum and skills training. They inform the program about what equipment is beneficial to add to the on-campus sleep lab and provide feedback on student performance at clinical rotations. Based on their recommendations, the program has updated three of its four diagnostic polysomnogram systems, added home sleep apnea testing devices, and added instructional components to the program curriculum. The program's medical director provides guest lectures to the students in the Fall and Spring semesters and ensures the program's curriculum stays current and compliant with industry requirements.

4. Briefly summarize the curriculum recommendations made by the advisory committee over the last five years.

> As a result of recommendations by the advisory committee over the last five years, the Polysomnographic Technology Program has added instruction on home sleep apnea testing, telemedicine, consumer sleep technology, artificial intelligence, and new treatments for sleep apnea, such as hypoglossal and phrenic nerve stimulation. The program has also updated its diagnostic sleep study systems based on recommendations from the advisory committee. The committee gives feedback on student performance in clinical rotations and graduates working for them. Program updates are provided at each meeting, including enrollment, program promotion, outcomes, professional development, curriculum modifications, accreditation actions, and equipment additions. The committee approved the program's marketable skills and provided feedback on how the program can better align the Certificate and Associate degree tracks.

E. **Make a case with evidence that the program is well managed.**

Suggested/possible points to consider (Data can be found at **http://inside.collin.edu/institutionaleffect/Program_Review_Process.html):**
- *Average class size*
- *Grade distributions*
- *Contact hours taught by full-time and part-time faculty*
- *Identify all courses that have a success rate below 75%. If any of these are core courses, visit with the discipline lead for the course(s) in question to determine whether or not the content of the course(s) is appropriate to the workforce program learning outcomes. Using assessment evidence and instructor observations, identify the student learning outcomes that are the greatest challenges for students in courses with low success rates. Explain what instructional and other intervention(s) might improve success rates for each identified course.*
- *How well are general education requirements integrated with the technical coursework?*
- *Student satisfaction: What evidence do you have that students are satisfied with the program? What kinds of complaints are made to the associate dean/director by program students?*

> The average starting cohort size for the Polysomnographic Technology Program is 11 students, with an average of 8 completers each year over the last five years. Success rates for the program classes range from 80-100%, with grades ranging from A's and B's with a few C's (please see grade distribution attachment in Appendix B). A "D" grade for the program is between 60-74% and is not considered passing for program classes. Students who receive a "D" grade in any class cannot continue in the program.

The success rate for prerequisite classes is lower, as previously noted. The success rate in BIOL 2404 ranges between 68-79%, which is higher than that of 60-80% in BIOL 2401, which both Alvin Community College and Temple College require in the curriculum outlines for their Polysomnographic Technology programs. BIOL 2404 is the only course in the program with a success rate of less than 75%. The success rate in HPRS 1204 is above 75% and is more comparable to the program courses' success rates, with ranges between 80-93%. The program agrees that the course content of the prerequisite courses is appropriate for the program. These two courses provide background knowledge and critical thinking that benefit student success in program courses.

General education requirements are well integrated into program coursework. All clinical sections of the program incorporate article critiques. Program courses, such as PSGT 1215, PSGT 1340, PSGT 1400, and PSGT 2271, include writing assignments incorporating research, case studies, and data analysis. PSGT 2250 includes a presentation project that integrates research, presentation composition, and verbal delivery skills. All writing and presentation assignments require APA formatting. Math skills are incorporated in PSGT 1215, PSGT 1400, and PSGT 2411 for measuring electrode placement for sleep studies and computing data for sleep study reports.

Program courses are taught primarily by full-time faculty (61%) compared to part-time adjunct faculty (39%). Part-time adjunct faculty are utilized primarily for lab and online instruction.

The Polysomnographic Technology program satisfaction is assessed through a CoA PSG-formulated "Graduate Satisfaction Survey" sent annually to each cohort about six months after graduation. These surveys have shown a positive response in the cognitive, psychomotor, and affective domains for the last five years, except 2019 shows one area of negative response in the cognitive area by one student. Since then, the graduate response has been completely positive. Graduate feedback has stated that the program's instructors are knowledgeable and passionate about polysomnography, and their instruction has been invaluable to the graduates' transition to the workforce. They also said the program prepared them well in the hands-on and practical training and for the credentialing exams.

The Polysomnographic Technology Program Handbook outlines a chain of command procedure for student complaints. Students are advised to go to the instructors first regarding any course complaints. If it cannot be resolved with the instructors, it is sent to the Director for evaluation and resolution. If the Director cannot resolve the situation, the complaint is sent to the Dean of Health Sciences and Emergency Services. Very few complaints are received by the Director, as faculty usually successfully manage problems and enforce program policies. The issues that arise are commonly due to grading practices or instruction by lab instructors or student disagreements. Faculty promptly communicate student issues to the Director, and together, they develop an action plan to resolve them effectively.

☒**6.** **H**OW EFFECTIVELY DO WE COMMUNICATE, AND HOW DO WE KNOW?

A. Make a case with evidence that the program literature and electronic sites are current, provide an accurate representation of the program, and support the program's recruitment plan, retention plan and completion plan.

Suggested/possible points to consider:
- *Demonstrate how the unit solicits student feedback regarding its website and literature and how it incorporates that feedback to make improvements.*
- *How does the program ensure that students are informed/aware of program literature? Is program literature made accessible to all students (i.e. can they obtain the information they need)?*
- *Designate who is responsible for monitoring and maintaining the unit's website, and describe processes in place to ensure that information is current, accurate, relevant, and available.*

> Students are surveyed regarding the program's website and literature at program information sessions. The Director and program faculty advise prospective students to attend a program information session, and students are awarded points for attendance at these sessions as part of the program's selective admissions process. The program's advisory committee is also asked to review the website and literature. Updates were made to the website based on the feedback received. The Director is responsible for monitoring and updating the program's website and literature and does so as often as updates are needed. All literature provides accurate information regarding the program, admissions processes, and completion rates. The program website is https://www.collin.edu/sleep.
>
> The Director annually updates the application forms and information packets on the program website. The Information Session page is updated at the beginning of each semester once information session dates are finalized. The program currently offers information sessions through Zoom and hosts 5-6 sessions per long semester (Fall and Spring). Information sessions are advertised on Cougar Connect and through direct marketing emails sent by the Director. In 2022-2023, 43 students attended information sessions. To expand recruitment efforts, the program's faculty visited Anatomy and Physiology courses, hosted tours of the on-campus sleep lab, participated in college and career fairs, and hosted program tables at the dual credit boot camp, campus open houses, the health and safety fair, and student resource fairs. The program has a Facebook page for social media, and the Director promotes program offerings on her personal LinkedIn page.

B. In the following Program Literature Review Table, document that the elements of information listed on the website and in brochures (current academic calendars, grading policies, course syllabi, program handouts, program tuition costs and additional fees, description of articulation agreements, availability of courses and awards, and local job demand in related fields) were verified for currency, accuracy, relevance, and are readily available to students and the public. Please fill out the table only for this prompt (B.), no analysis is necessary here.

Primary self-study questions were adopted from "Structuring the Six Self Study Questions", Michigan State University, 2008.   24

Program Literature Review Table

Title	Type (i.e. URL, brochure, handout, etc.)	Date of Last Review/Update		Responsible Party
2023-2024 Collin College Catalog	Online and Bound Paper https://www.collin.edu/academics/pdf/2023-2024%20Collin%20College%20Catalog.pdf#search=2023%20catalog	12/1/2023	☒ Current ☒ Accurate ☒ Relevant ☒ Available	A. Allen
Degrees, Certificates, and Areas of Study – Programs and Courses – Polysomnographic Technology	https://www.collin.edu/academics/programs/PSGT_1Overview.html	12/1/2023	☐ Current ☐ Accurate ☒ Relevant ☒ Available	A. Allen
Information Sessions	https://www.collin.edu/sleep/InformationSessions.html	12/1/2023	☒ Current ☒ Accurate ☒ Relevant ☒	A. Allen

Primary self-study questions were adopted from "Structuring the Six Self Study Questions", Michigan State University, 2008.

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			Availabl e	
Polysomnographi c Technology Web Page	https://www.collin.edu/sleep/	12/1/2023	☒ Current ☒ Accurate ☒ Relevant ☒ Availabl e	A. Allen
Polysomnographi c Technology Course Syllabi	https://collin.campusconcourse.com/search?timeframe=any	12/1/2023	☒ Current ☒ Accurate ☒ Relevant ☒ Availabl e	A. Allen
Polysomnographi c Technology Program Application	https://www.collin.edu/sleep/2023%20Polysomnography%20Application.p df	12/1/2023	☒ Current ☒ Accurate ☒ Relevant ☒ Availabl e	A. Allen

Primary self-study questions were adopted from "Structuring the Six Self Study Questions", Michigan State University, 2008.

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Polysomnographic Technology Salary, Gainful Employment Disclosure, Clinical Affiliations, Advisory Committee, Accreditation, Curriculum, Instruction Team, Positive Placement, and RPSGT Exam Pass Rates	https://www.collin.edu/sleep/aboutus.html	12/1/2023	☒ Current ☒ Accurate ☒ Relevant ☒ Available	A. Allen
Polysomnographic Technology Continuing Education Courses	https://www.collin.edu/sleep/continuingeducation.html	12/1/2023	☒ Current ☒ Accurate ☒ Relevant ☒ Available	A. Allen
Polysomnographic Technology Program Admission Steps	https://www.collin.edu/sleep/AdmissionSteps.html	12/1/2023	☒ Current ☒ Accurate ☒ Relevant ☒	A. Allen

Primary self-study questions were adopted from "Structuring the Six Self Study Questions", Michigan State University, 2008.

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Primary self-study questions were adopted from "Structuring the Six Self Study Questions", Michigan State University, 2008.

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☒ **7. HOW WELL ARE WE LEVERAGING PARTNERSHIP RESOURCES AND BUILDING RELATIONSHIPS, AND HOW DO WE KNOW?**

Partnership Resources: On the table below, list any business, industry, government, college, university, community, and/or consultant partnerships, including internal Collin departments, to advance the program outcomes.

The Polysomnographic Technology Program actively seeks partnerships with industry partners to allow students to see different sleep lab environments and understand the practices of varying sleep centers (pulmonology-based versus neurology-based and pediatric versus adult-based).

The program's director is the President of the Board of Registered Polysomnographic Technologists (BRPT), the credentialing body for sleep technologists. She also serves on two sleep technologist-focused committees for the American Academy of Sleep Medicine (AASM), the membership organization for sleep medicine physicians, researchers, and technologists. Director Allen has also spoken and chaired sessions at major national and international sleep medicine conferences, including SLEEP, World Sleep, and eSleep Europe. This national and international visibility has led to relationships with industry leaders through networking and volunteerism, including promoting the program's continuing education offerings through large US-based sleep center networks like MedBridge Healthcare and internationally through Metta Health International in China.

Collin's Polysomnographic Technology Program also partners with Collin College departments to offer tours of the on-campus sleep lab for students in Anatomy and Physiology, Nursing, Psychology, and Medical Terminology courses, as well as high school students from the local independent school districts (ISDs). The Polysomnographic Technology program assists students in Nursing, Diagnostic Medical Sonography, and Respiratory Care with earning service learning hours by allowing them to volunteer for sleep studies in the on-campus sleep lab. The program hosts tables at college-wide health fairs, campus open houses, and high school college and career fairs. Director Allen also speaks annually to 300 students in the HLTH 1100 (Career Explorations for the Health Professions) class at the University of Texas at Dallas and to classes at local ISDs upon request.

Program students have received scholarships from the Collin College Foundation and the BRPT. The Collin College Polysomnographic Technology Program is the only program nationally that has had multiple winners of the national scholarship issued by the BRPT for students enrolled in a Commission on Accreditation for Allied Health Education Programs (CAAHEP) accredited polysomnography program, with three winners since the program's inception in 2012.

This involvement in professional organizations and conferences, as well as partnerships within the industry, college, and area school districts, has positioned the Polysomnographic Technology Program with great visibility and a voice in the community and sleep technology profession. The program will continue to foster partnerships within the industry, college, and community and utilize available resources to assist with program goals and outcomes.

Partnership Resources Table**

Partner/Organization	Description	Formal Agreement Duration, if any.	How is it Valuable to the Program?
Carrus Specialty Hospital	Hospital	1 year automatic renewal	Clinical Site
Children's Health Sleep Disorders Center	Hospital	8 year contract	Clinical Site
Baylor, Scott, and White Lake Pointe Sleep Center	Hospital	5 year contract	Clinical Site
Medical City Lewisville Sleep Diagnostic Institute	Hospital	5 year contract	Clinical Site
Parkland Hospital Sleep Center	Hospital	5 year contract	Clinical Site
Pediatric Sleep Institute	Sleep Center	5 year contract	Clinical Site
Sleep Trends & Diagnostic Centers	Sleep Center	1 year automatic renewal	Clinical Site
Star Sleep & Wellness	Sleep Center	1 year automatic renewal	Clinical Site
UT Southwestern Sleep and Breathing Disorders Clinic	Hospital	5 year contract	Clinical Site

Primary self-study questions were adopted from "Structuring the Six Self Study Questions", Michigan State University, 2008.

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Primary self-study questions were adopted from "Structuring the Six Self Study Questions", Michigan State University, 2008.

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☒**8. WHAT PROFESSIONAL DEVELOPMENTAL OPPORTUNITIES ADD VALUE TO YOUR PROGRAM?**

Collin College supports and encourages the professional growth of the Program Director and Polysomnographic Technology faculty. The College provides a faculty development conference for full-time and adjunct faculty to learn and participate in new developments in instruction and technology. The College also funds professional development opportunities in polysomnographic technology for the Director and faculty. Professional development documents are attached for the Director and faculty (see Appendix C).

PROVIDE A LIST OF PROFESSIONAL DEVELOPMENT ACTIVITIES EMPLOYEES HAVE PARTICIPATED IN SINCE THE LAST PROGRAM REVIEW.

Employee Resources Table**

Employee Name	Role in Unit	Professional Development Summary	How is it Valuable to the Unit?
Amber Allen, BA, AAS, RPSGT, RST, CCSH	Director	Professional development and continuing education credit to support certifications Director, Secretary, President-Elect, and President for the Board of Registered Polysomnographic Technologists Service on committees for the American Academy of Sleep Medicine Speaker at state, national, and international sleep medicine conferences See attached PDF file	Continuing education activities help keep the program curriculum up-to-date. Speaking and serving within the profession's national and global organizations helps to create program awareness, leading to increased enrollment in the program's continuing education courses and additional job opportunities for program graduates.
Karen Peterson, MS, M.Ed., RPSGT	Full-time Faculty and Clinical Coordinator	Professional development and continuing education credit to support certifications	Continuing education activities in polysomnographic technology help keep the program curriculum up-to-date. Professional development in instruction and technology helps to

		Professional development in instruction and technology See attached PDF file	learn innovative and creative new ways to present classroom materials and better engage students.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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Primary self-study questions were adopted from "Structuring the Six Self Study Questions", Michigan State University, 2008.

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**For convenience, if providing a listing of professional development activities, this list may be included in this document as an appendix.

☐**9. ARE FACILITIES, EQUIPMENT, AND FUNDING SUFFICIENT TO SUPPORT THE PROGRAM? IF NOT, PLEASE EXPLAIN.**

[OPTIONAL—ONLY RESPOND TO PROMPT 9 IF YOU ARE REQUESTING IMPROVED RESOURCES FOR YOUR PROGRAM. IF CURRENT FACILITIES AND BUDGET ARE ADEQUATE, PLEASE PROCEED TO PROMPT 10.]

Make a case with evidence that current deficiencies or potential deficiencies related to facilities, equipment, maintenance, replacement, plans, or budgets pose important barriers to the program or student success. As part of your response, complete the resource tables, below, to support your narrative.

Possible points to consider:
- *The useful life of structure, technologies and equipment*
- *Special structural requirements*
- *Anticipated technology changes impacting equipment sooner than usual*

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Facilities Resources Table**

Significant Pieces of Equipment	Description (i.e. Special Characteristics)	Meets Needs (Y or N): Current	For Next 5 Years	Analysis of Equipment Utilization
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Primary self-study questions were adopted from "Structuring the Six Self Study Questions", Michigan State University, 2008.

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Equipment/Technology Table ($5,000 or more) **

Current Equipment Item or Budget Amount	Description	Meets Needs (Y or N): Current	For Next 5 Years	For any "N", justify needed equipment or budget change
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Financial Resources Table**

Source of Funds (i.e. college budget, grant, etc.)	Meets Needs (Y or N): Current	For Next 5 Years	For any "N", explain why	For any "N", identify expected source of additional funds if needed
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Primary self-study questions were adopted from "Structuring the Six Self Study Questions", Michigan State University, 2008.

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Primary self-study questions were adopted from "Structuring the Six Self Study Questions", Michigan State University, 2008.

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Section III. Continuous Improvement Plan (CIP)

☒ 10. HOW HAVE PAST CONTINUOUS IMPROVEMENT PLANS CONTRIBUTED TO SUCCESS?

Program Review at Collin College takes place for each unit or program every five years. During the last (fifth) year, the program evaluates the data collected during the CIP process.

Please describe how you have used your Continuous Improvement Plan (CIP) to make the following improvements to your program over the past 4 years (your last program review can be found on the Program Review Portal):
5. **Program Learning Outcomes/Program Competencies**
6. **Overall improvements to your program**

The Polysomnographic Technology Program analyzes student outcomes via reports from the Board of Registered Polysomnographic Technologists (BRPT) on student performance on the Registered Polysomnographic Technologist (RPSGT) exam. The program curriculum incorporates all content areas of the four domains of the exam matrix. Activities and competencies have been added to courses, labs, and clinicals when students fall near or below the global mean. Programs must implement action plans for the accrediting body if a program falls below the RPSGT exam pass rate threshold of 65%. Although Collin surpasses this threshold, the program would like to see the RPSGT exam pass rate be above 90%.

The Polysomnographic Technology Program's CIP, established in Year 4 of the previous program review cycle and analyzed at the beginning of this five-year review cycle (see Appendix D), focused on increasing enrollment and retention. This CIP helped the program establish innovative recruiting techniques by using Zogotech to identify prospective students and create targeted marking, as well as establish the interview process to identify students more likely to be successful and complete the program. This CIP also led to the expansion of the program into continuing education. The Year 2 CIP was aligned to the program's program-level outcomes, focusing on student performance clinically through the capstone clinical evaluation and analytically through capstone exam performance and scoring competencies. Through the continuous improvement plans, the program has refined evaluation methods and analyzed student performance in critical thinking and data analysis areas. Employer and graduate feedback is also considered throughout the improvement process. The program submits an annual report to the Committee on Accreditation for Polysomnographic Technologist Education (CoA PSG) that documents pass rates, employer and graduate satisfaction, and program resources. Feedback on graduate, employer, and program resource surveys allows the program to make improvements as needed.

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*Please attach previous CIP Tables in the appendix

☒11. HOW WILL WE EVALUATE OUR SUCCESS?

NOTE: PLEASE CONTACT THE INSTITUTIONAL EFFECTIVENESS OFFICE IF YOU NEED ASSISTANCE FILLING OUT THE CIP TABLES.

As part of the fifth year Program Review, the program should use the observations and data generated by this process along with data from other relevant assessment activities to develop the program's CIP and an action plan for the next two years. At the conclusion of the first two years, data collected from the first year, plus any other relevant data that was collected in the interim, should be used to build on the accomplishments of those first two years by developing another two-year action plan for the CIP to help the program accomplish the expected outcomes established in its CIP or by implementing one of your other plans.

Based on the information, analysis, and discussion that have been presented up to this point, summarize the strengths and weaknesses of this program. There should be no surprise issues here! This response should be based on information from prior sections of this document. Describe specific actions the faculty intends to take to capitalize on the strengths, mitigate the weaknesses, improve student success and program learning outcomes. Provide the rationale for the expected outcomes chosen for the CIP(s).

The Polysomnographic Technology Program prides itself on delivering robust, quality education. The positive feedback received by program graduates and employers demonstrates that graduates are leaving the program satisfied with their education, and employers comment on how highly sought after the program's graduates are for employment. Sleep lab managers have noted that they seek Collin College graduates because of the quality of the training provided in this program. Strengths of the program include exceptional lab resources, strong clinical and industry partnerships, and a dedicated instructional team. The on-campus sleep lab contains updated equipment that meets the current workforce trends.

An area where the program can improve is performance on the Registered Polysomnographic Technologist (RPSGT) exam. While the program meets the Committee on Accreditation for Polysomnographic Technologist Education (CoA PSG) threshold for the RPSGT exam pass rate of 65%, it fails to meet the College's certification pass rate of 90%. The program will continue to analyze domain performance by graduates on the RPSGT exam, create action plans, and modify the curriculum accordingly.

Expected outcomes for the CIP involve student performance on domain areas of the RPSGT exam. This performance is analyzed yearly, and faculty meet to discuss student performance every fall once these reports are received from the Board of Registered Polysomnographic Technologists (BRPT).

☒ 12. COMPLETE THE CONTINUOUS IMPROVEMENT PLAN (CIP) TABLES THAT FOLLOW.

Within the context of the information gleaned in this review process and any other relevant data, identify program priorities for the next two years, **including at least one program learning outcome (or program competency)**, and focus on these priorities to formulate your CIP. You may also add short-term administrative, technological, assessment, resource or professional development outcomes as needed.

See below.

Table 1. CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)

A. Expected Outcomes Results expected in this unit (e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services)	B. Measures Instrument(s)/process(es) used to measure results (e.g. sign-in sheets, surveys, focus groups, etc.)	C. Targets Level of success expected (e.g. 80% approval rating, 10 day faster request turn-around time, etc.)
Given the physician's orders for the sleep study, the student will be able to conduct all pre-study, study, and post-study procedures with 100% accuracy.	Clinical capstone evaluation competency exercises performed in PSGT 2361 will assess pre-study, study, and post-study procedures.	80% of students achieve an average score of 97% or higher on all clinical capstone competency exercises.
Given a patient's sleep study data, the student will be able to assess the patient need for treatment and intervention of the sleep disorder, perform PAP titrations and oxygen administration when needed, and troubleshoot during sleep studies.	Scenario-based questions on the Registered Polysomnographic Technologist (RPSGT) practice exam administered in PSGT 2272 and Certification in Clinical Sleep Health (CCSH) practice exam administered in PSGT 2374 will assess the student's ability to critically think through treatment and intervention needs, performance of PAP titrations and oxygen administration, and troubleshooting during sleep studies.	100% of students score 80% or better on each exam.
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Continuous Improvement Plan

Outcomes might not change from year to year. For example, if you have not met previous targets, you may wish to retain the same outcomes. *You must have at least one program learning outcome.* **You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed. Choose 1 to 2 outcomes from Table 1 above to focus on over the next two years.**

A. Outcome(s) - Results expected in this program (from column A on Table 1 above--e.g. Students will learn how to compare/contrast Conflict and Structural Functional theories; increase student retention in Nursing Program).

B. Measure(s) – Instrument(s)s/process(es) used to measure results (e.g. results of essay assignment, test item questions 6 & 7 from final exam, end of term retention rates, etc.).

C. Target(s) - Degree of success expected (e.g. 80% success rate, 25 graduates per year, increase retention by 2% etc.).

D. Action Plan - Implementation of the action plan will begin during the next academic year. Based on analysis, identify actions to be taken to accomplish outcome. What will you do?

E. Results Summary - Summarize the information and data collected in year 1.

F. Findings - Explain how the information and data has impacted the expected outcome and program success.

G. Implementation of Findings – Describe how you have used or will use your findings and analysis of the data to make program improvements.

Table 2. CIP Outcomes 1 & 2

A. Outcome #1 Given the physician's orders for the sleep study, the student will be able to conduct all pre-study, study, and post-study procedures with 100% accuracy.	
B. Measure (Outcome #1) Clinical capstone evaluation competency exercises performed in PSGT 2361 will assess pre-study, study, and post-study procedures.	**C. Target (Outcome #1)** 80% of students achieve an overall score of 97% on all clinical capstone competency exercises.
D. Action Plan (Outcome #1) Assess clinical capstone competency exercises for two years. Compare scores to the established benchmark. Determine if established benchmark is realistic.	
E. Results Summary (Outcome #1) TO BE FILLED OUT IN YEAR 2	
F. Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2	

G. **Implementation of Findings (Outcome #1)** **TO BE FILLED OUT IN YEAR 2**

Table 2. CIP Outcomes 1 & 2 (continued)

A. Outcome #2 Given a patient's sleep study data, the student will be able to assess the patient need for treatment and intervention of the sleep disorder, perform PAP titrations and oxygen administration when needed, and troubleshoot during sleep studies.	
B. Measure (Outcome #2) Scenario-based questions on the Registered Polysomnographic Technologist (RPSGT) practice exam administered in PSGT 2272 and Certification in Clinical Sleep Health (CCSH) practice exam administered in PSGT 2374 will assess the student's ability to critically think through treatment and intervention needs, performance of PAP titrations and oxygen administration, and troubleshooting during sleep studies.	**C. Target (Outcome #2)** 100% of students score 80% or better on each exam.

D. Action Plan (Outcome #2)   Evaluate exam scores for two years and identify what exam domains have the lowest performance. Improve review materials for poor performing domain areas.
E. Results Summary (Outcome #2) TO BE FILLED OUT IN YEAR 2
F. Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2
G. Implementation of Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2

WHAT HAPPENS NEXT? THE PROGRAM REVIEW REPORT PATHWAY

A. **Following approval by the Steering Committee,**

- Program Review Reports will be evaluated by the Leadership Team;
- After Leadership Team review, the reports will be posted on the Intranet prior to fall semester;
- At any point prior to Intranet posting, reports may be sent back for additional development by the unit.

B. **Unit responses to the Program Review Steering Committee recommendations received before July 31st will be posted with the Program Review Report.**

C. **Leadership Team members will work with program supervisors to incorporate Program Review findings into planning and activity changes during the next five years.**

Please make sure to go back and complete your Executive Summary at the start of the Review.

Appendix A

Health Professions Advisory Committee Meeting Minutes

CHAIRPERSON: Josh Isaacs		
MEETING DATE: 10/19/18	MEETING TIME: 2:00 p.m.	MEETING PLACE: CYC - 215
RECORDER: Cassie Peak		PREVIOUS MEETING: 4/20/2018

MEMBERS PRESENT: (Yes/No)   **OTHERS PRESENT:**

	Name and Title		Name and Title		Name and Title
N	Kate Nicholson, Alumni Member	N	Lindsey May, Independent Contractor, Employer PAC Member	Y	Amber Allen, Program Coordinator, Collin College
N	Vivian Dailey, Alumni Member	Y	Josh Isaacs, Dallas Sleep, Employer PAC Member (Chair)	Y	Araceli Solis, Program Director, Collin College
N	Thomas Abraham, Children's Health, Employer, PAC Member	Y	Dr. Rajdeep, Kakar, Medical Director	Y	Karen Peterson – Smart, Clinical Coordinator, Collin College
Y	Kimm Miller, Dallas Sleep, Alumni Member, (Co-Chair)	N	Donny Holman, ResMed, Employer PAC member	Y	Heather Petersen, 2nd Year Student, Collin College
N	Tim Ruse, Public Member	N	Jason Beard, Texas Neurology Sleep Center, Employer PAC Member	Y	Gary Hodge, Dean of Health Sciences & Emergency Services, Collin College
N	Chris Hamm, Public Member	N	Dr. Mohsin Maqbool, Texas Child Neurology, Physician member	Y	Chris Stevens, 1st Year, Collin College

Agenda Item	Action Discussion Information	Responsibility
Old Business:	**Approval of Old Minutes**	Amber Allen
Continuing Business:	**Dean's Update**	Gary Hodge
	Student Update	Heather Petersen (Class of 2019) Chris Stevens (Class of 2020)
	Graduate Update	Amber Allen
	Accreditation Update	Amber Allen
	College Update	Araceli Solis
	Program Update	Amber Allen
	Clinical Update	Karen Peterson-Smart
	Promotions and Publicity	Amber Allen
	Professional Development	Amber Allen
	Scholarships	Amber Allen
New Business	**Committee Feedback on State of Field**	Amber Allen
Other:	**Open Forum**	

MINUTES

Key Discussion Points	Discussion
Old Business:	**Approval of Old Minutes** ➢ Motioned by Josh Isaacs ➢ 2nd by Kimm Miller
Continuing Business:	**Dean's Update** ➢ Advisory Committee Member's recommendation on staying current on practices and equipment hold clout with the college. **Student Update** ➢ Heather Peterson (Class of 2019) – Clinical 1 was over the summer and helped her class build confidence with patient interactions and hookups. Speed and consistency have improved overall. Clinical 2 has been about prioritizing computer input and doing studies on their own. ➢ Chris Stevens (Class of 2020) – Currently 6 weeks into the program. Full class with 16, cohesion within the class and seem to be highly motivated. Very fortunate with having Professors Allen and Smart. Current concerns with application and hookups in the future but time will tell. The alumni experience during lab was fantastic. **Graduate Update** ➢ AAS Class of 2018 – 7 out of 8 have taken the RPSGT exam. All 7 have passed. Still waiting for the last one to take the exam. Have received reports that 5 are hired so far. ➢ Certificate Class of 2018 – 3 attempted and passed the RPSGT exam. 1 attempted and passed the CPSGT exam. 1 still has yet to take the exam. **Accreditation Update** ➢ CAAHEP voted to approve our reaccreditation, so our next reaccreditation will not be until 2028. ➢ The CoA PSG office was hit by Hurricane Florence, so we were sent communications that invoices for our annual dues will be delayed due to this. Not sure whether that will affect our annual report due date yet. **College Update** ➢ Sonography will start Spring 2019, application deadline is November 30th ➢ Career and Technical Education (CTE) Center will primarily be dual credit during the day and normal college courses during the evening. ➢ McKinney and Allen ISD both partnered with the college to help create the CTE Center ➢ CTE Center and Wylie Campus will be open Fall of 2020. **Program Update** ➢ 3 in AAS Class of 2019 – lost one for personal reasons beginning of September ➢ Full class of 16 in AAS Class of 2020 ➢ Certificate track did not run due to low enrollment ➢ Conducting Associate Faculty interviews within the next week, will need at least one for Spring and more for Fall 2019

> ➤ Dr. Kakar gave his fall semester physician lecture on October 9th.

> ➤ The Sleep Tech Club will be hosting bake sales/tables to celebrate Sleep Tech Appreciation Week on October 31st and November 1st.

> ➤ Program Review will be this year. 4 members of the Health Science team will prepare and review before submission to the Dean in January

Clinical Update

> ➤ Lab manager changes over the Summer

> ➤ Currently only 3 in clinicals

> ➤ Those 3 will be at one site in the Spring and rotating out to Children's

> ➤ Summer 2019 will be challenging with trying to get 16 students placed.

Promotions and Publicity

> ➤ Sleep lab tours conducted for Nursing Program students and ISDs

> ➤ Hosted program tables at college and community events

> ➤ Program information sessions being held at McKinney, Plano and Frisco Campuses

> ➤ Working with CE Medical Assistants programs on skills days.

> ➤ Hosting a program table at Collin's Super Saturday event and Health and Safety Fair, both in March

Professional Development
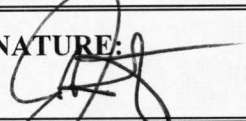
Amber

> ➤ is serving on Collin Online Advisory Board and Health & Safety Fair Committee

> ➤ is currently in year 2 of her BRPT BOD position

> ➤ was just named Chair of Education committee and still serving as a member of the Public Relations and Marketing committee

> ➤ may do lecture on new sleep technologies as part of the BRPT panel for World Sleep in September 2019 in Vancouver, Canada

> ➤ will be attending the standard setting session for the CCSH exam in Minnesota in April 2019

> ➤ spoke at first ever AASM – hosted Sleep Tech Track at SLEEP 2018 in Baltimore in June

> ➤ has been asked by the AASM to serve on the subcommittee to plan the Sleep Tech track for SLEEP 2019 in San Antonio in June 2019

> ➤ spoke at AAST Annual Meeting in Indianapolis in September

> ➤ also participated in the Educator's meeting at this conference

> ➤ plans to attend the Southern Sleep Society conference in March 2019 since it is in Fort Worth. Organizer said she would offer a student rate so that our students could attend if they wanted.

> ➤ is also taking IT classes this fall to understand the network in the sleep lab and be able to troubleshoot IT issues in the sleep lab for faculty.

Karen

> ➤ is serving as an Academic Advising Coach

> ➤ was named secretary of the Wellness committee and is an active member.

> ➤ will also be graduating with her 2nd Master's Degree in December.

	Scholarship
	➤ Amber will send the link out for donations
	Committee Feedback
	➤ Inspire Treatment (surgical option for OSA) -- students may start seeing more of these in the clinical setting.
Other	

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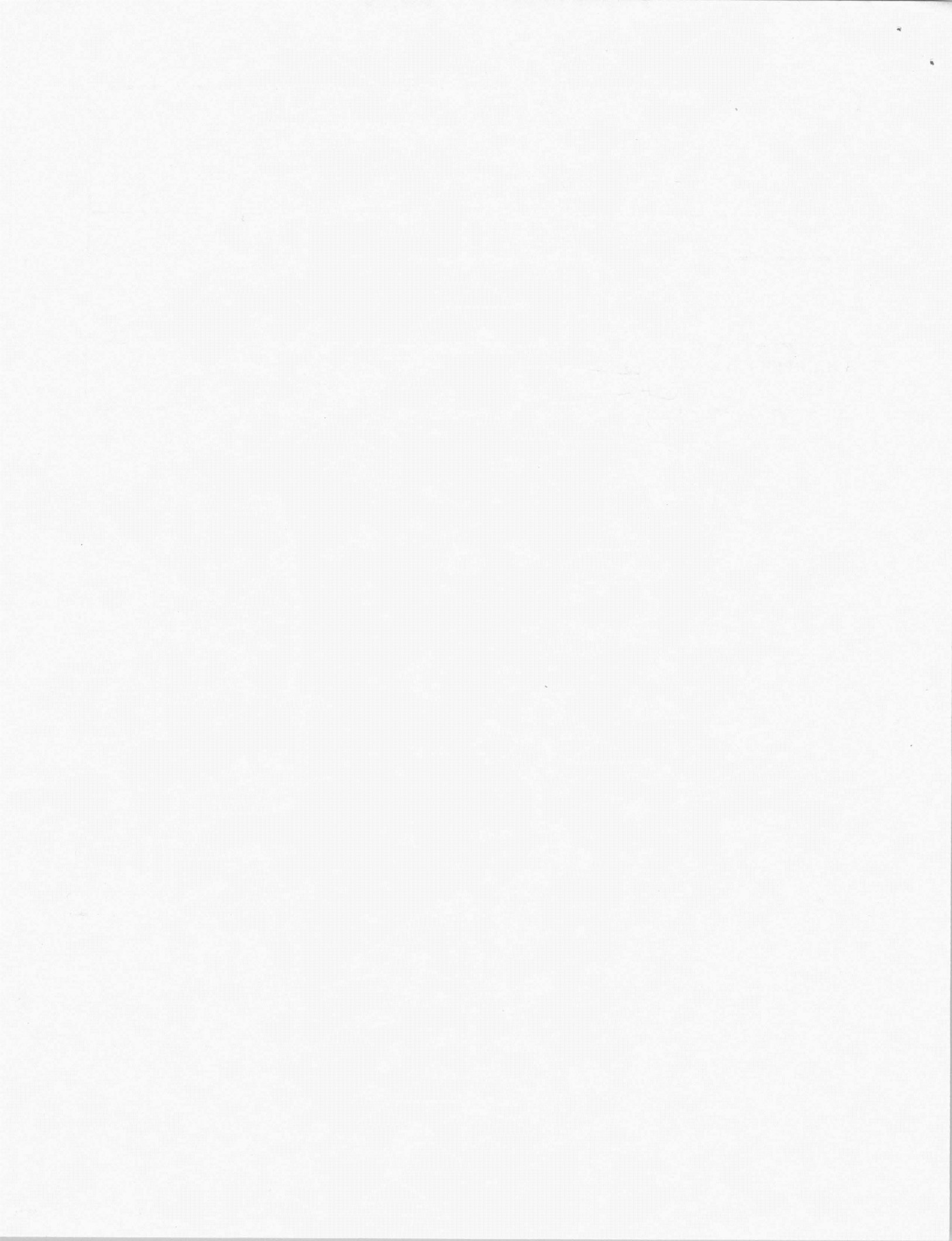
Health Professions Advisory Committee Meeting Minutes

CHAIRPERSON: Josh Isaacs		
MEETING DATE: 5/3/2019	**MEETING TIME: 2:00 p.m.**	**MEETING PLACE:** CYC - 209
RECORDER: Cassie Peak		**PREVIOUS MEETING:** 10/19/18

MEMBERS PRESENT: (Yes/No)   **OTHERS PRESENT:**

	Name and Title		Name and Title		Name and Title
Y	Kate Nicholson, Alumni Member	Y	Josh Isaacs, Dallas Sleep, Employer PAC Member (Chair)	Y	Amber Allen, Program Coordinator, Collin College
Y	Kimm Miller, Dallas Sleep, Alumni Member, (Co-Chair)	Y	Courtney Wittig, Supervisor, Baylor Scott and White Sleep Center, Employer PAC Member	Y	Araceli Solis, Program Director, Collin College
Y	Thomas Abraham, Children's Health, Employer PAC Member	Y	Lisa Boncan, Baylor Scott and White Sleep Center, Alumni Member	Y	Karen Smart, Clinical Coordinator, Collin College
Y	Chris Hamm, Public Member	N	Donny Holman, ResMed, Employer PAC member	Y	Heather Petersen, 2nd Year Student, Collin College
N	Tim Ruse, Public Member	N	Jason Beard, Texas Neurology Sleep Center, Employer PAC Member	Y	Michelle Millen, Dean of Health Sciences & Emergency Services, Collin College
N	Laura Linley, Advanced Sleep Management, Employer PAC Member	N	Dr. Mohsin Maqbool, Texas Child Neurology, Physician member	Y	Chris Stevens, 1st Year, Collin College
N	Desiree Barnard-Peterson, Employer PAC Member	N	Joshua Whitaker, Advanced Sleep Management, Employer PAC Member	Y	Dr. Rajdeep, Kakar, Medical Director
		N	Vivian Dailey, Alumni Member		

Agenda Item	Action Discussion Information	Responsibility
Old Business:	**Approval of Old Minutes**	Amber Allen
Continuing Business:	**Introduction of New Members**	Amber Allen
	Student Update	Heather Petersen (Class of 2019) Chris Stevens (Class of 2020)
	Graduate Update	Amber Allen
	Graduation and Allied Health Recognition Ceremony	Amber Allen
	Accreditation Update	Amber Allen
	College Update	Araceli Solis
	Program Update	Amber Allen
	Clinical Update	Karen Smart
	Promotions and Publicity	Amber Allen
	Professional Development	Amber Allen
	Scholarships	Amber Allen
	Annual Program Resource Surveys	Amber Allen
	Employer Satisfaction Surveys	Amber Allen
	Elections	Amber Allen
New Business	**Committee Feedback on State of Field**	Amber Allen
Other:	**Open Forum**	

MINUTES

Key Discussion Points	Discussion
Old Business:	**Approval of Old Minutes** ➘ Motioned by Dr. Kakar ➘ 2nd by Chris Hamm
Continuing Business:	**Introduction of New Members** ➘ Introduction of Lisa Boncan and Courtney Wittig from Baylor Scott and White Lake Pointe Center ➘ Michelle Millen, new Dean of Health Sciences and Emergency Services **Student Update** ➘ Heather Petersen (Class of 2019) – Currently taking Pharmacology for Polysom, Infant and Pediatric Polysom and Exam Prep courses. Had a specialty rotation at Children's for five weeks and at Medical City Lewisville for the remainder of the semester. Finished their capstone in exam prep and ready to take the boards. ➘ Chris Stevens (Class of 2020) – Feels prepared and ready for clinicals in the summer. Appreciate the lab time to make sure they are all prepared and will exceed this summer. Started doing sleep journals so that's been interesting. **Graduate Update** ➘ AAS Class of 2018 – 8 out of 8 have taken the RPSGT exam. All 8 have passed. All except 1 are working. ➘ Certificate Class of 2018 – No new updates. ➘ Two members of the AAS Class of 2016, Megan Mackay and Uzma Rashid, are scheduled to graduate from the UNC Neurodiagnostics and Sleep Science program with their Bachelor's degree in May. **Graduation and Allied Health Recognition Ceremony** ➘ College graduation is Fri, May 17 at 7pm at Allen Event Center. ➘ Allied Health Recognition Ceremony is Thurs, May 16 at 10am in Conference Center. All invited. **Accreditation Update** ➘ Annual report was submitted in February. **College Update** ➘ Career and Technical Education Center and the Wylie Campus will open Fall 2020. ➘ Public Safety Training Center opened this past September. **Program Update** ➘ 3 in AAS Class of 2019 ➘ 14 in AAS Class of 2020 – lost one before Spring semester started and one right before Spring Break ➘ Program Review was submitted in January and was approved with recommendations for us to do the next time. ➘ Added job posting for Skills Instructor (Instructor I) so that we can get assistance with labs. This job does not require an Associate degree minimum like the Associate Faculty position does.

> ➤ Looking to do Associate Faculty and Skills Instructor interviews within the next month as we will need more instructors for Fall 2019.
>
> ➤ Dr. Kakar gave his spring semester physician lecture on April 16.
>
> ➤ Students took their capstone exam on 4/22. All except one passed.
>
> ➤ Application deadline is May 10 for next cohort.
>
> ➤ Hoping to be able to run both tracks next year.
>
> ➤ Looking at distance learning opportunities for the program—both on the credit side and CE.
>
> ➤ CE – CCSH prep course for BRPT CCSH Pathway 3
>
> ➤ OJT option for Certificate track for credit side
>
> ➤ CEU Day – Friday, August 2 from 1-5pm at McKinney Campus Conference Center

Clinical Update

> ➤ Spring clinical rotations were at Medical Center of Lewisville with specialty rotations at Children's.
>
> ➤ All clinical sites will be used during the Summer semester.
>
> ➤ Currently in process of adding the VA as a clinical site.
>
> **Clinical Feedback**
>
> ➤ Children's – they all did very well at the site, the 2nd year student representative was not interested in continuing with pediatrics as she could not disassociate herself from the patients.

Promotions and Publicity

> ➤ Sleep lab tours: Nursing students, Plano ISD, Super Saturday, Leadership Allen, Williams HSA, McMillen HOSA, HOPE Prep, Wylie East, and Frisco ISD
>
> ➤ Program Tables: Student Resource Fair tables for New Student Orientations at McKinney, Plano, and Frisco campuses, Health and Safety Fair on 3/29
>
> ➤ Health Science Division Tables: Medical City Dallas College and Career Fair on November 9, Clark High School College & Career Fair on January 18, Plano Senior High School Career Fair on January 24, iWork College and Career Fair on 4/18
>
> ➤ Program info sessions at McKinney, Frisco, and Plano campuses
>
> ➤ Spoke to 2nd year Respiratory students about field for their Specialties class on 1/31
>
> ➤ Spoke to AVID students at Clark High School on 2/8 and 2/15 about sleep and the program
>
> ➤ Spoke to 300 students at the Health Careers Exploration Class at UTD on 3/7 about polysomnography and the program

Professional Development

Amber

> ➤ Serving on OAB and Health & Safety Fair Committee
>
> ➤ Completing year 3 of my BRPT BOD position
>
> ➤ Still chair of the Education and CSTE committees and still serving as a member of the Public Relations & Marketing committee

	➤ Spoke on "Unaccounted Disease Etiology in Asymptomatic HSAT Patients" at the Southern Sleep Society Conference on 3/21 in Fort Worth
	➤ Attended the CCSH Standard Setting Meeting in Bloomington, MN on 4/12-4/13
	➤ Serving on the AASM subcommittee planning the Tech Track at SLEEP 2019 in San Antonio in June
	➤ Chair of the "Technical Aspects of PSG" session at SLEEP 2019
	➤ Speaking on "ECG Considerations for the Post-HSAT Patient" on 6/10 at SLEEP 2019
	➤ Speaking as part of a BRPT panel at World Sleep in September in Vancouver, Canada on "Technology's Impact on PSG"
	Karen
	➤ Serving as an Academic Advising Coach
	➤ Was named secretary of the Wellness committee and is an active member.
	➤ Attending World Sleep in September to present her poster on the effects of sleep hygiene in college students. Collected data over Fall and Spring semester.
	Scholarship
	➤ Amber will send the link out for donations.
	Surveys
	➤ Handouts of the annual program resources survey from CoA PSG and Employer Satisfaction Survey from Collin
	Elections
	➤ Josh Issacs and Kimm Miller were re-elected as chair and co-chair.
	Committee Feedback
	➤ Need to work on CPAP mask fitting – measuring templates onto heads. Respironics template is online free to print.
	➤ Please remind students not to use any lubricant to make masks fit.
	➤ Vendors will also come to do a demo for proper mask fitting procedures.
Other	

CHAIRPERSON SIGNATURE:	DATE: 11/1/19	NEXT MEETING:

Polysomnography Advisory Committee Fall 2019 Meeting Minutes

CHAIRPERSON: Josh Isaacs		
MEETING DATE: 11/1/19	MEETING TIME: 2:00 p.m.	MEETING PLACE: CYC - 228
RECORDER: Shari Rueles		PREVIOUS MEETING: May 3, 2019

MEMBERS PRESENT: Yes/No   OTHERS PRESENT: EO

	Name and Title		Name and Title		Name and Title
Y	Josh Isaacs, Dallas Sleep, Employer PAC Member (Chair)	N	Kimm Miller, Parkland Hospital Sleep Disorders Center, Alumni Member, (Co-Chair)	Y EO	Amber Allen, Program Coordinator, Collin College
Y	Vivian Dailey, Alumni Member	Y	Jason Beard, Independent Sleep Technologist, Employer Member	Y EO	Michelle Millen, Dean of Health Sciences & Emergency Services, Collin College
N	Thomas Abraham, Children's Health, Employer Member	Y	Dr. Vikas Jain, Sleep Medicine Physician Member	Y EO	Karen Smart, Clinical Coordinator, Collin College
N	Josh Whitaker, Advanced Sleep Management, Employer Member	N	Dr. Mohsin Maqbool, Texas Child Neurology, Physician Member	Y EO	Shari Rueles, Admin. Assist. Health Science
N	Tim Ruse, Public Member	Y	Mir Ali, TX Allergy and Breathing Centers, Employer Member	Y EO	Chris Stevens, 2nd Year Student, Collin College
N	Chris Hamm, Public Member	N	Courtney Wittig, Baylor Scott & White Sleep Center, Employer Member	Y EO	Emma Paquette, 1st Year, Collin College
N	Laura Linley, Advanced Sleep Management, Employer Member	N	Desiree Barnard-Peterson, Adjunct Faculty, Employer Member		
Y	Lisa Boncan, Baylor Scott & White Sleep Center, Rowlett, Alumni Member				

Agenda Item	Action Discussion Information	Responsibility
Call to order & Welcome		Josh Isaacs
Old Business: Approval of May 3, 2019 Minutes	Minutes Approved	Amber Allen
New Business:	Introduction of new members	Amber Allen
Student Update:	➢ Chris: Classmates are enjoying Collin College. The sites are great. The class works well together, very social. ➢ Emma: She works well with her classmates, is excited about Scoring, raised $175 from the Bake Sale.	Emma Paquette (Class of 2021) Chris Stevens (Class of 2020)
Graduate Update:	➢ Class of 2019: 1 student has taken RPSGT and passed. 2 have jobs.	Amber Allen
Accreditation Update:	➢ The Annual Report is due January 31st. Will be waiting to hear from CoA PSG. Then sending out the surveys.	Amber Allen
College Update:	➢ Collin will open 2 campuses in Fall 2020: Wylie Campus will be some Health Science, General Education, Agriculture, and Vet Tech/Assistant. Technical Center in Allen will be: Automotive, HVAC, and Construction and other technical programs. ➢ And further down the road there will be 3 more centers in Farmersville, Celina and Frisco. ➢ Discussion on what the committee thought the community needed.	Michelle Millen

Program Update:	➢ 11 students in the Class of 2020
	12 students in the Class of 2021
	➢ For fall semester hired 1 new Adjunct Faculty.
	➢ Sleep Club raised $175 and had a table for Sleep Tech Appreciation Week.
	➢ The Program Review is approved with the recommendations.
	➢ Prior Learning Assessment Project--Ways to look at people who have life and work experience.
	    o Objective is to evaluate the person's experience to make sure they get college credit to put towards the program
	    o Looking at how to do it. Building outlines, looking at marketing strategies.
	    o Currently 1 student trying to do this in the program.
	    o Discussion on the committee's thoughts about this.
	    o At the spring meeting, we will have more information about cost.
	    o End of program exam, skills assessment, remediation.
		Amber Allen
		
		Karen Peterson-Smart

	➢ A change in the reporting structure is that now Amber reports to Dean Millen for all program matters.	

Marketable Skills:	➢ All members received a copy of the Marketable Skills list to vote on.
	   o Motion to approve this list
	      ▪ Josh moved to approve
	      ▪ Vivian seconded it
		Amber Allen

5 year Plan:	➢ The Continuous Improvement Plan
	   o Increase Student enrollment to 12-16 per year.
	   o Improve attrition rate
	      ▪ Will conduct student interviews next cohort.
	   o Prepare students to take CCSH exam and pass with 75% or better.
	   o Increase the employer partnerships, want 10 on Advisory committee and 50% employer member attendance at meetings.
		Amber Allen

Equipment Update:	➢ Microsoft 7 is ending, need to upgrade to 10.
	   o Nihon Kohden and Sandman need to be replaced.
	   o PAP units need to be replaced.
	   o HSAT units, Nomad and WatchPat are outdated.
	   o Discussion on options of systems that are viable replacements.
	➢ Amber asked committee what do they see that we need to have.
		Amber Allen

Continuing Education	➢ A module based certificate to support the Certification in Clinical Sleep Health exam. ➢ BRPT wants us to develop a Pediatrics Course to support the upcoming Pediatric Certificate Exam. ➢ Amber is working on developing an IT Troubleshooting 101 course for healthcare providers. o Can a Scoring update class be an opportunity to learn?	Amber Allen
Clinical Update	➢ A new site: Texas Sleep Clinic in Sherman ➢ Hopefully by summer: 8-10 beds in Parkland by summer. ➢ Clinical Affiliate Feedback: The students are great.	Karen Smart
Promotions and Publicity	➢ Have had a few sleep lab tours, more in Dec. & Jan. ➢ Set up Program tables for: New Student Orientation, Faculty roundtables. ➢ Program Information Sessions ➢ Represented at the Senior Summit ➢ Display of new promotional items	Amber Allen
Professional Development	➢ Amber: o Serving on OAB and Health & Safety Fair committee	Amber Allen

	○ Serving on Program Review for Respiratory Care ○ 3rd year of BRPT BOD position ▪ Chair of CSTE committee ▪ Serving on Education Committee, Public Relations & Marketing Committee, & Finance Committee ▪ Represented BRPT at booth at HOSA Conference in Orlando in June and at World Sleep in Vancouver in September ▪ Recipient of the BRPT President's Shining Star Award in October ○ Attended SLEEP in San Antonio in June ▪ Served as Chair of Technical Aspects of PSG session ▪ Gave lecture on "ECG Consideration for the Post-HSAT Patient" ○ Attended World Sleep in Vancouver, Canada, in September ▪ Gave 90-minute workshop on PAP Titration Guidelines ▪ Served on BRPT Panel Discussion on the Future of Sleep ▪ Karen gave a poster presentation on "Sleep Hygiene in Community College Students" ○ Invitation to speak at a Respiratory & Sleep Conference in Canada in 2020. And at SLEEP 2020 in Philadelphia in June. ○ Planning to attend Southern Sleep Society Meeting in March.	
Scholarships	➢ The Donation form has been given out.	Amber Allen
Committee Feedback on State of Field	➢ No discussion.	Amber Allen
Additional Comments	➢ Suggestion on the Spring Meeting ○ Location selected: Frisco Campus ○ Time: 3pm ○ Date: Friday, April 17th, 2020	Amber Allen
Adjournment:	No other business, Josh adjourned the meeting at 3:15pm	Josh Isaacs
Chairperson Signature		Date: 10/30/20

Polysomnography Advisory Committee Spring 2020 Meeting Minutes

CHAIRPERSON: Josh Isaacs		
MEETING DATE: April 17, 2020	MEETING TIME: 3:00 p.m.	MEETING PLACE: ZOOM
RECORDER: Shari Rueles		PREVIOUS MEETING: Nov. 1, 2019

MEMBERS PRESENT: Yes/No   OTHERS PRESENT: EO

	Name and Title		Name and Title		Name and Title
Y	Josh Isaacs, Sleep Technologist, Employer PAC Member (Chair)	N	Kimm Miller, Parkland Hospital Sleep Disorders Center, Alumni Member, (Co-Chair)	Y EO	Amber Allen, Program Coordinator, Collin College
N	Vivian Dailey, Medical City Lewisville Sleep Disorders Center, Alumni Member	N	Jason Beard, Sleep Technologist, Employer PAC Member	Y EO	Michelle Millen, Dean of Health Sciences & Emergency Services, Collin College
N	Thomas Abraham, Children's Health, Employer PAC Member	Y	Dr. Mohsin Maqbool, Texas Child Neurology, Physician member	Y EO	Karen Peterson-Smart, Clinical Coordinator, Collin College
N	Josh Whitaker, Advanced Sleep Management, Employer PAC Member	Y	Mir Ali, TX Allergy and Breathing Centers, Adjunct Faculty	Y EO	Shari Rueles, Administrative Assistant, Health Sciences
Y	Tim Ruse, Public Member	Y	Kate Thompson, Alumni Member	N EO	Chris Stevens, 2nd Year Student, Collin College
Y	Chris Hamm, Public Member	N	Desiree Barnard-Peterson, Adjunct Faculty	N EO	Emma Paquette, 1st Year Student, Collin College
N	Laura Linley, Advanced Sleep Management, Employer PAC Member	N	Courtney Wittig, Baylor Scott & White Sleep Center	Y EO	Dr. Vikas Jain, Program Medical Director, Collin College
N	Lisa Boncan, Baylor Scott & White Sleep Center, Rowlett, Alumni Member				

Agenda Item	Action Discussion Information	Responsibility
Call to order & Welcome	Josh welcomed all to the Zoom meeting and called the meeting to order.	Josh Isaacs
Old Business: Approval of Nov. 1, 2019 Minutes	• Motion to approve minutes from the Fall 2019 meeting, seconded and approved.	

New Business: COVID-19 Updates/College Updates	• The move to put classes online is going well.
	• Students are adjusting to ZOOM classes.
	• Two classes can't be done virtually and must be done face-to-face, so they will be listed as Incomplete.
	• No sleep studies are being done in the on-campus lab.
	• Per Chris Hamm, from an attorney's perspective, the problem with Zoom is it is not secure, so doing things like telemedicine virtually is not safe.
	• Affiliation agreements will need to be checked.
	   o College has to be careful of liability.
	• In future, can a private space be set up for telemedicine?
	• Mir is doing skills online.
	   o 32 hrs. need to be made up face-to-face
	   o The plan to accomplish the 32 hours is groups of five, two days per week for two weeks.
	   o How can a student protect a patient if not in a controlled space?
	• No Graduation Ceremony planned.
	• The semester ends May 15th.
		Amber Allen

Program Update:	• Dr. Vikas Jain is the new Medical Director. • One student took the CPSGT exam and scored 484 out of 500 on it. • 10 students in 1st year • 11 students in 2nd year	Amber Allen
Clinical Update:	• Waiting for open dates to schedule students. • No capstone evaluations will be done before this.	Karen Smart
Prior Learning Assessment Plan (PLA):	• Sent out the proposal list of classes we can give for credit and credentials. • Student with an RPSGT could get credit for up to 5 classes. • If they earned the RPSGT within 5 years, must take all A & P courses, Pharmacology, and could potentially test out of 4 classes. • For this PLA/OJT Option, we need the Advisory Committee's approval. • Karen will send out proposal for feedback. • This PLA could also be used for sleep techs in remote areas or areas without polysomnography programs nearby.	Karen Smart/Amber Allen

Equipment Update:	• Currently need to update all four systems in the sleep lab
	   o Two just need Windows updates from Windows 7 to Windows 10
	   o Two will need brand new equipment to update them
	• CPAP units will also need to be updated
	• Home sleep equipment research needed to get feedback and suggestions.
		Amber Allen

Accreditation Update:	• Annual report was completed just before shutdown in March.	Amber Allen

Promotions and Publicity	• We had two information sessions before the shutdown
	• Did a couple high school tours before the shutdown
	• Will try to do Zoom Info Sessions
	• No PSB testing on campus.
	   o We are dropping this test from program requirements
	   o Not a good indicator for the program anyhow
	• We have filmed commercials for prospective students, planning to release them in movie theaters. This was supposed to happen in Summer 2020, but postponed due to Covid.
		Amber Allen

Professional Development	• All speaking engagements have been cancelled. • Possible to do them again in summer.	Amber Allen
Scholarships	• We are still taking donations, will send out the link • We ordered pins and plaques.	Amber Allen
Annual Program Resource Survey for CoA PSG	• We put a survey on Survey Monkey to fill out for annual accreditation resource survey.	Amber Allen

Committee Feedback on State of Field	• Mir asks is there any protocol in place to come back to sleep labs.
	   o If by May 1st will there be guidance for patients and staff?
	   o Dr. Jain states it will be up to each lab to be responsible for stating their restrictions. Will there be testing?
	   o Discussion of testing
		Amber Allen

Additional Comments	• Michelle thanked everyone for their feedback, and sites can decide when they want our students to come back.	
Adjournment	• Josh adjourned meeting at 3:55 pm. • Meet again in Fall 2020.	
Chairperson Signature		

Polysomnography Advisory Committee Fall 2020 Meeting Minutes

CHAIRPERSON: Josh Isaacs		
MEETING DATE: November 13, 2020	MEETING TIME: 3:30 p.m.	MEETING PLACE: ZOOM
RECORDER: Shari Rueles		PREVIOUS MEETING: April 17, 2020

MEMBERS PRESENT: Yes/No   OTHERS PRESENT: EO

	Name and Title		Name and Title		Name and Title
Y	Josh Isaacs, Sleep Technologist, Employer PAC Member (Chair)	Y	Kimm Miller, Parkland Hospital Sleep Disorders Center, Alumni Member, (Co-Chair)	Y EO	Amber Allen, Program Director, Collin College
N	Vivian Dailey, Medical City Lewisville Sleep Disorders Center, Alumni Member	Y	Jason Beard, Sleep Technologist, Employer PAC Member	Y EO	Michelle Millen, Dean of Health Sciences & Emergency Services, Collin College
N	Tim Ruse, Public Member	N	Dr. Mohsin Maqbool, Texas Child Neurology, Physician member	Y EO	Dr. Mark Smith, VP Provost, McKinney Campus
N	Kate Thompson, Sleep Technologist, Alumni Member	Y	Mir Ali, TX Allergy and Breathing Centers, Employer PAC Member	Y EO	Karen Smart, Clinical Coordinator, Collin College
N	Lisa Boncan, Baylor Scott & White Sleep Center, Rowlett, Alumni Member			Y EO	Shari Rueles, Admin. Assist. Health Science
Y	Chris Hamm, Public Member			Y EO	Emma Paquette, 2nd Year, Collin College
				Y EO	Armando Ruiz, 1st Year Student, Collin College
				Y EO	Dr. Vikas Jain, Dream Sleep, Medical Director, Collin College

Agenda Item	Action Discussion Information	Responsibility
Call to order & Welcome	Josh welcomed all to the ZOOM and called the meeting to order.	Josh Isaacs
Old Business: Approval of April 17, 2020 Minutes	• Motion to approve minutes from Spring 2020 Advisory Committee meeting, seconded and unanimously approved.	

New Business: Student Update	• Emma Paquette reported there are 10 students in her cohort.
	  o She went to clinicals last night.
	  o Learning a lot, dealing with at-risk patients.
	• Armando Ruiz reported he has 11 students in his cohort.
	  o Learning basics, scoring, sensor placement, how to speak to patients, how important sleep is, excited to start clinicals
		Amber Allen

COVID-19 Updates/College Updates	• Program is Online or Blended
	  o Mask required, social distancing for seating, students only on campus for the Intro to Polysomnography course.
	  o We made up the 1st years' lab hours over 2 weeks in May, and the clinical hours for the 2nd year students in the summer.
	• Two new campuses opened in Fall 2020, Farmersville to open in Spring 2021.	

Graduate Update:	• We had a Recognition Parade in May 2020. • AAS Class of 2020 had 10 completed graduates. Only 1 needs to make up clinical hours to be complete. o 6 have taken the RPSGT exam, and 2 have taken and passed the CCSH exam.	Amber Allen

	• Lisa Boncan thanked us for teaching the 10/20 EEG hookup process as she is having to do that now in her job. • Chris Stevens is working full-time utilizing his CCSH certification.	
Accreditation Update:	• Awaiting notification for the annual report due date.	Amber Allen

Program Update:	• 10 students in the AAS Class of 2021 and 11 in the AAS Class of 2022, with 1 returning student.
	• No Certificate track due to low numbers.
	• In process of updating the Nihon Kohden system and updated the Alice 6 system to Windows 10.
	   o Next step is to update the PAP units and replace the Sandman system.
	      ▪ Suggestions: Natus-XLTEK, Alice 6. Compumedics was not recommended.
	• Dr. Jain gave his Spring semester physician lecture on April 28th and will give his Fall semester physician lecture on 11/17.
	• We have been having Guest Lecturers speak to the students, including a DME rep on 10/26. BRPT President-Elect Andrea Ramberg will speak on 11/9.	

5 year Plan:	• Goals for CIP:
	   o Increase the student enrollment
	      ▪ Enrollment goals higher than other institutions, cannot go over 16 due to clinical availability.
	      ▪ Started using an interview in the application process.
	   o Improve attrition to less than 20% attrition
	   o Get students better prepared for the CCSH exam
	      ▪ Get all students to pass the CCSH exam with a 75% or better
	   o Increase employer partnerships
	      ▪ Struggling with employer partnerships. Suggestions:
	         • Meeting time problem or people to invite
		Karen Smart/Amber Allen

PLA	• Sent it out in April, need to vote on it to take it to the review board. • Outlined the pathways. • A motion was made to approve the PLA proposal, seconded, and unanimously approved. • Karen to take PLA proposal to the Review Board.	Karen Smart

Continuing Education Opportunities	• Continuing Education opportunities
	   o Module-based CE program for Certification in Clinical Sleep Health exam is ready to go. Waiting for on-demand platform.
	   o Applying for CSTEs for Techs to get their CEUs
		Karen Smart

Clinical Update	• Added Sleep Trends as a clinical affiliate for Spring 2021 • No issues with students missing clinicals. • Students are excited with their clinical sites.	Karen Smart
Promotions and Publicity	• Have been doing the Information Sessions by ZOOM, might do them in person in Spring 2021 if allowed. • Revamped the program website • Feature stories in Sleep Review and RT Sleep World of BRPT officer elections. • Gave a quote to Sleep Lab Magazine cover story.	Amber Allen

Professional Development	• Serving on the OAB & Health & Safety Fair Committee
	• Serving on the Health Sciences Communication Committee & Telehealth Brainstorming Committee
	• Revamped HSES division website
	• Completed year 4 of BRPT BOD position
	   o Re-elected for another 4 year term.
	   o Elected Secretary starting in January 2021
	   o Chair of CSTE & Education Committee
	   o Serving on 2 other committees
	• Speaking at SLEEP 2020, Nebraska Sleep Society & JSM Forum virtual conferences.
	• Academic Advising Coach
	• Secretary of the Wellness Committee
	• Prior Learning Assessment Taskforce
		Amber Allen
		
		Karen Smart

Scholarships	• Amber will send out the donation form to all.	Amber Allen
Committee Feedback on State of Field	• Need more remote patient monitoring • Ramping up Policy/Procedures • COVID Patient retest • Insurance - help patients understand • Inspire titrations • Research at the college - trial studies discussion. Karen to look into. • Frustrated patients with the COVID testing requirements.	Amber Allen
Additional Comments	• NONE	
Adjournment	• Meeting adjourned at 4:50pm.	Josh Issacs
Chairperson Signature		

Polysomnography Advisory Committee Spring 2021 Meeting Minutes

CHAIRPERSON: Josh Isaacs		
MEETING DATE: April 9, 2021	MEETING TIME: 3:00 p.m.	MEETING PLACE: ZOOM
RECORDER: Shari Rueles		PREVIOUS MEETING: Nov. 13, 2020

MEMBERS PRESENT: Yes/No   OTHERS PRESENT: EO

	Name and Title		Name and Title		Name and Title
Y	Josh Isaacs, Public Member (Chair)	Y	Kimm Miller, Sleep Medicine Associates of Texas, Alumni Member, (Co-Chair)	Y EO	Amber Allen, Program Director, Collin College
Y	Mir Ali, Veristat LLC, Employer PAC Member	Y	Jason Beard, Hope Home Medical, Employer PAC Member	Y EO	Dr. Mark Smith, VP Provost, McKinney Campus, Collin College
Y	Thomas Abraham, Children's Health, Employer PAC Member	Y	Desiree Barnard-Peterson, Children's Health, Employer PAC Member	Y EO	Michelle Millen, Dean of Health Sciences & Emergency Services, Collin College
Y	Chris Hamm, Public Member	N	Dr. Mohsin Maqbool, Texas Child Neurology, Physician Member	Y EO	Karen Smart, Clinical Coordinator, Collin College
Y	Kate Thompson, Medic Sleep Care, Alumni Member	N	Vivian Dailey, Medical City Lewisville Sleep Diagnostic Institute, Alumni Member	Y EO	Shari Rueles, Admin. Assist. Health Sciences, Collin College
Y	Lisa Boncan, Baylor Scott & White Sleep Center, Lake Pointe, Alumni Member	N	Tim Ruse, Public Member	Y EO	Trinity McDaniel, 2nd year student
				Y EO	Gilda Sandifer-Rixner, 1st year student
				Y EO	Dr. Vikas Jain, Medical Director, Collin College

Agenda Item	Action Discussion Information	Responsibility
Call to order & Welcome	Josh welcomed all to the ZOOM meeting and called the meeting to order.	Josh Isaacs
Old Business: Approval of Nov. 13, 2020 Minutes	• A motion to approve the minutes from the Fall 2020 meeting was made, seconded, and unanimously approved.	Josh Isaacs

New Business: Student Update	• Trinity McDaniel, 2nd year student
	  ○ Class President for the Class of 2021
	  ○ Classes are going great, and they are ready for graduation.
	• Gilda Sandifer-Rixner, 1st year student
	  ○ Class President for the Class of 2022
	  ○ She is honored to be president and likes studying the disorders, doing the labs, and working with the faculty.
		Student Representatives

COVID-19 Updates/College Updates:	• The college is offering blended/online classes for Spring 2021. • Students are still wearing masks and social distancing. • The college will be having classes face-to-face in Fall 2021. • The Farmersville Campus will have their Open House on April 22, 2021. • The Allen Technical Campus will have their Open House on April 24, 2021. • The opening of the Celina Campus is TBA. • Health Science programs will now be on all Collin College campuses. • Michelle thanked everyone for participating on this committee.	Michelle Millen

Program Update:	• The program will have 8 students graduate at the end of summer due to COVID. • One student withdrew from the program. • There are 9 in the Class of 2022, and they are excited for clinicals. • We got the Nihon Kohden system upgraded in February and will gradually be upgrading the other systems. • The program would like feedback on whether we should invest more in home sleep apnea testing units or another diagnostic PSG system. • The discussion resulted in the suggestion to invest more in another diagnostic PSG system. • We have been in talks with Somnomedics about a wireless system. • Dr. Jain will do a Spring Lecture on May 3rd.	Amber Allen
Graduates Update:	• For the Class of 2020, all 11 have completed their required hours and graduated. • We have an 86% pass rate for the Class of 2020, as 7 have attempted the RPSGT exam with 1 failure. • One took and passed the CPSGT exam. • Three have taken and passed the CCSH exam so far. • The program is aware of seven securing job placement so far and is awaiting information on the remaining four.	Amber Allen
Graduation & Allied Health Recognition Parade:	• Graduation is a 3 day event rather than one big ceremony. • The Allied Health Recognition Parade will be on May 21 at 10am at the Conference Center parking lot.	Amber Allen
Clinical Update:	• We added Sleep Trends as a clinical site for the Spring 2021 semester. • We will need more sites for Summer. • Children's may take students.	Karen Smart
Prior Learning Assessment Plan Update:	• The approval meeting will be after the Spring semester ends. It was pushed back from its original date.	Karen Smart

Continuing Education Update:	• The CCSH Exam Prep Course was sent to the BRPT for approval as a STAR program supporting Pathway 3 for the exam.
	 • Students can do the modules at their own pace within an 8-week window.
	 • It is possible to do for continuing education credits and it will cost the same price as the STAR program.
	 • It will be 48 CEUs for $250.
	 • The program hopes to start this course in May 2021.
	 • There is a Telemedicine course in the works in CE, and Amber is developing a cybersecurity module for it.
	 • We will possibly offer a new Pediatric Exam prep course to support the new pediatric exam.
	 • We are also looking at an RPSGT Exam prep course for on-the-job-trained techs, if possible.
	 • Feedback
	     ○ Is there interest in scoring being done as a CE course?
	     ○ Discussion on Pathway 3 for the CCSH Exam.
		Amber Allen

Accreditation Update:	• CAAHEP launched a new platform for the annual report. ○ Had to resubmit the report for the Class of 2019 and then submit the report for the Class of 2020 by June 1, 2021.	Amber Allen
Promotions and Publicity:	• To promote the program easier, we are conducting Information Sessions on ZOOM. • The program also has a virtual information session available on demand. • Amber spoke to the advisors at the Technical Campus and the Wylie Campus. • The program participated in Plano Senior High's virtual college and career fair. • Public Relations filmed a video piece for a health sciences virtual lab tour. • The program is featured on the Collin College website homepage as part of the "Find Your Future" campaign.	Amber Allen
Professional Development	• Amber is serving on the Online Advisory Board and the Health and Safety Fair Committee.	Amber Allen/Karen Smart

	• Amber is serving on the Health Sciences Communication Committee and the Telehealth Brainstorming Committee. • Amber started her second term on the BRPT Board of Directors as well as the Secretary position on January 1, 2021. • Amber is still facilitating the CSTE Committee, but is stepping down as Chair of the Education Committee due to her responsibilities as Secretary. • Amber is the Collin College representative for the Healthcare and Public Health Sector Coordinating Council Joint Cyber Security Working Group. This is a federal advisory committee that collaborates with the Dept. of Health and Human Services and other federal agencies. Amber is serving on the Workforce Development Subgroup. • Amber will be completing the last class for the Leading for Excellence Academy on April 16, 2021. • Amber participated in the Sleep Medicine Disruptors conference on March 12-13, 2021, put on by AASM, and the Careers in Sleep Medicine Webinar on February 24, 2021 by EnsoData. • Amber is slated to graduate in December with an AAS in Cybersecurity. • Karen attended a conference at TX Commerce College for Teaching • Karen attended the Southern Sleep Society Conference in April.	
Scholarships	• Amber will send out the form for donations to the fund.	Amber Allen
Annual Program Resource Survey for CoA PSG	• Amber will send out the Google form in a link.	Amber Allen

Elections for Chairperson & Vice Chair for 2021-23	• Need to elect a Chair and Vice Chair
	  ○ Josh Issacs was nominated as Chair, and the committee voted to elect him unanimously.
	  ○ Kate Thompson was nominated as Vice Chair, and the committee voted to elect her unanimously.
		Voting Members of the Advisory Committee

Committee Feedback on State of Field	• Discussion on how interesting it is in sites due to COVID
	  ○ Members expressed how sites are being safe.
	  ○ There is a shift to do Home Studies and Telehealth.
	  ○ Patients must test before the appointment and show negative results.
	  ○ Sites are taking extra precautions and are not doing home visits or office visits.
	  ○ Students can still be at sites for clinicals.
	  ○ Sites are using more disposable equipment.
		Advisory Committee Members

Additional Comments	• Amber thanked everyone for attending and for their feedback.	
Adjournment	• Josh adjourned the meeting at 3:50 pm. • The committee will meet again in Fall 2021.	
Chairperson Signature		

Polysomnography Advisory Committee FALL 2021 Meeting Minutes

CHAIRPERSON: Josh Isaacs	

MEETING DATE: Nov.12, 2021	MEETING TIME: 3:00 p.m.	MEETING PLACE: Frisco Campus, Room J119
RECORDER: Shari Rueles		PREVIOUS MEETING: April 9, 2021
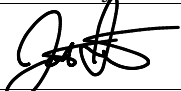
MEMBERS PRESENT: Yes/No   **OTHERS PRESENT: EO**

	Name and Title		Name and Title		Name and Title
Y	Josh Isaacs, Owner & Manager, Pro Image Salon, Employer PAC Member (Chair)	Y	Kate Thompson, Customer Service Rep., Medic Sleep Care, Alumni Member (Vice Chair)	Y EO	Amber Allen, Program Director, Collin College
Y	Mir Ali, Senior Clinical Coordinator, Veristat LLC, Adjunct Faculty Collin College	N	Kimm Miller, CPAP Specialist/Sleep Health Educator, Sleep Medicine Associates of TX, Alumni Member	N EO	Dr. Mark Smith, VP Provost, McKinney Campus
N / Y	Thomas Abraham, Children's Health, Employer PAC Member Proxy: Johnson George	Y	Jason Beard, PAP Therapy Tech, Hope Home Medical, Employer PAC Member	Y EO	Michelle Millen, Dean of Health Sciences & Emergency Services, Collin College
N	Chris Hamm, Public Member	N	Desiree Barnard-Peterson, ER Nurse, Children's Health, Adjunct Faculty Collin College	Y EO	Karen Smart, Clinical Coordinator, Collin College
Y	Lisa Boncan, Polysomnographic Technologist, Baylor Scott & White Sleep Center, Lake Pointe, Alumni Member	N	Dr. Mohsin Maqbool, Texas Child Neurology, Physician member	Y EO	Shari Rueles, Admin. Assist. Health Sciences
N	Tim Ruse, Public Member	Y	Vivian Dailey, Lead Poly Tech, Medical City Lewisville Sleep Diagnostic Institute, Alumni Member	Y EO	Jennifer Jochim, 1st year student
				N EO	Gilda Sandifer-Rixner, 2nd year student
				Y EO	Dr. Vikas Jain, Medical Director

Agenda Item	Action Discussion Information	Responsibility
Call to order & Welcome	• Josh welcomed all to the meeting and called the meeting to order.	Josh Isaacs

Student Update	• Jennifer Jochim, 1st year student
	  ○ Class President for the AAS Class of 2023
	  ○ Became interested in the program because her family had sleep issues
	  ○ Has learned a lot in 10 weeks
	  ○ There are 10 students in her class
	  ○ She hopes to be a Sleep Physician in the future.
	• Gilda Sandifer-Rixner, 2nd year student, was absent.
	  ○ Class President for the AAS Class of 2022
	  ○ Amber reported that her class is doing scoring/staging and Polysomnography II this semester
	  ○ There are 9 in her class
		Jennifer Jochim Amber Allen

Old Business: Approval of April 2021 Minutes	• Did not have a quorum at the start of the meeting to vote on the April 2021 minutes. See the Adjournment section for this vote when a quorum was reached.	Amber Allen
College Updates:	• Michelle thanked everyone for coming. • McKinney Campus construction is in final stages of completion. • IT Center is complete at the Frisco Campus.	Michelle Millen

	• Michelle would like everyone's thought about developing a Bachelor's degree.
	   o Possibly calling it Health Care Management
	   o Would encompass leadership and data
	   o An online program that would add 2 more years for the Bachelor's degree
	   o Committee likes the idea and is very interested
	   o Skills get you in the door, but education gets you paid
	   o Michelle can present this to the College Cabinet
	   o Could be at least 1 year out if selected to do the Bachelor's through this program.	

Program Update:	• We have 10 students in the class of 2023 • We have 9 in the class of 2022 • We launched the CCSH prep course in May 2021, with a second section in September. 10 have completed it. • Next section to start on January 10, 2022 • We submitted the CAAHEP annual report in June 2021 • Participated in the CoA PSG Program Directors virtual forum in October • Dr. Jain will give a lecture on November 22, 2021	Amber Allen

Graduates Update:	• The class of 2021 had 8 graduates.
	   o The Allied Health Parade was on May 21, 2021
	   o We have had 3 take the RPSGT, 2 passed
		Amber Allen

Promotions and Publicity	• Our program is on the college homepage as part of the "Find Your Future" campaign. • We hosted a table at the Resource Fair on August 31 • Participated in the tours of the Health Science building in October, with tours coming up for Wylie ISD students in December • Met with Public Relations to discuss social media options • Doing direct marketing through Zogotech. • Doing Information Sessions on Zoom	Amber Allen
Professional Development	• Amber participated in a number of conferences and committees • Amber did two panel discussions at a conference in September • Amber is going to World Sleep, Southern Sleep, & SLEEP 2022 in 2022 • Amber is on the committee for the Health & Safety Fair on March 18 • Amber will be graduating in December with an AAS in Cybersecurity • Karen is on the PLA Taskforce, will start marketing the program's PLA option • Karen is an Academic Advising Coach • Karen is the secretary for the Wellness Committee	Amber Allen/Karen Smart

New Program Initiative	• We will use Zogotech to reach students who have taken the program's prereqs
	• Do more Information Sessions
	• We have Open Enrollment for Fall 2021 for three courses
	• We revamped the Poly II lab class
	   o Guest Speakers
	   o Moved skills to the beginning of the semester
	   o We will have a Pediatric Exam Prep course through CE
	• Offering PLA to on-the-job-trained sleep techs
		Amber Allen

Clinical Update	• Karen adjusted the sites not having patients due to COVID
	   o Recall on Respironics
	   o New labs are now opening
	   o Sites added
	• Michelle met with Cook Children's. They want to get to know the program.
		Karen Smart

Clinical Affiliate Feedback	• Vivian has a Respironics machine and is not happy because they cannot do titrations on that machine o Our students need to be flexible, but have been doing awesome	Amber Allen

Emerging Trends	• Amber needs feedback from the committee about training on Inspire
	   o Contact company to do a demo or speak
	   o Invite Surgical Technology and Surgical First Assist to observe
	• Having a Sleep Coach or Sleep Navigator training
	   o Could be a possible CE class
		All

Committee Member comments & concerns	• What home sleep appliances do we still have?
	   o Nihon Kohden Nomad
	   o WatchPAT
		All

	o Use ApneaLink a lot. o Night Owl is a suggestion to add as Dr. Jain thinks this is pretty accurate	
Adjournment	• Amber thanked everyone for coming • Gave everyone a copy of the Advisory Meeting handbook • Looking at April or May for the next meeting • Now have a quorum, so there was a vote on the April 2021 minutes o Minutes voted on, seconded, and approved • Josh adjourned the meeting	Josh Isaacs Amber Allen
Chairperson Signature		

Collin College Advisory Committee
Polysomnographic Technology

SPRING 2022 MINUTES

CHAIRPERSON: Josh Isaacs		
MEETING DATE: 4/29/2022	MEETING TIME: 3:00 pm	MEETING PLACE: ZOOM
RECORDER: Shari Rueles		PREVIOUS MEETING: 11/12/2021

Members Present (Yes/No)		Ex-Officio Members Present (Yes/No)		Invited Guests Present (Yes/No)	
Name/Title		Name/Title		Name/Title	
Josh Isaacs, Owner/Manager	Y	Amber Allen, Director	Y	Jennifer Jochim, 1st year student	N
Mir Ali, Senior Clinical Coordinator	Y	Michelle Millen, Dean of Health Sciences and Emergency Services	Y	Gilda Sandifer-Rixner, 2nd year student	N
Jason Beard, PAP Therapy Technician	Y	Dr. Smith, VP/Provost	Y		
Reema Sheik-Hossein, Proxy for Thomas Abraham	Y	Karen Peterson, Clinical Coordinator	Y		
Desiree Barnard-Peterson, Registered Nurse Emergency Room	Y	Shari Rueles, Administrative Assistant/Recorder	Y		
Lisa Boncan, Polysomnographic Technologist	Y	Dr. Vikas Jain, Medical Director	N		
Kimm Miller, CPAP Specialist/Sleep Health Educator	Y				
Thomas Abraham, Senior Scoring Technologist	N				
Kate Thompson, Customer Service Representative	N				
Dr. Mohsin Maqbool, Physician/Neurologist	N				
Chris Hamm, Attorney	N				
Vivian Dailey, Lead Polysomnographic Technologist	N				

Agenda Item	Action Discussion Information	Responsibility
Student Update:	Class of 2022 is ready to graduate in 2 weeks. They took the Capstone two weeks ago. Class of 2023 is ready to start the Summer Clinical rotation.	Amber Allen
Old Business:		
Continuing Business:		

College Updates	• Dr. Smith says the Welcome Center will be ready for occupancy in June.
	• The parking lot is complete.
	• The Café will open on May 9.
	• Michelle is collecting feedback for the bachelor's degree being developed in Clinical Operations Management.
	    ○ Advanced operational skill sets
	    ○ Will the degree help students?
	    ○ General core will be 36 hours, primarily online
	    ○ Business specific
	    ○ Healthcare focus for 18 hours
	    ○ 45 hours are Technical
	    ○ Cost is the same per hour as the Associate degree
		Dr. Smith
		Michelle Millen

	○ 17 programs can feed into it	
New Business:		Amber Allen
Program Update	• There are 8 students in class of 2022 • There are 9 students in class of 2023	Amber Allen
CE Update	• Offering CCSH Exam Prep course, an 8-week online course to prepare students to sit for that exam. • Dr. Jain will lecture on May 2nd about Inspire.	Amber Allen
Graduate Update	• 4 students passed the RPSGT exam - 80% pass rate.	Amber Allen
Graduation	• Graduation parade for program students will be on May 12th and will be live streamed. • Collin Graduation will be on May 13th at the Credit Union of Texas Event Center.	Amber Allen
Promotion/Publicity	• We have been having ZOOM Information Sessions. • Doing Sleep Lab tours for High School students. • Amber attending numerous conferences and doing lectures. • Karen is a member of the Wellness Committee and attended a conference.	Amber Allen Karen Smart

New Program Initiatives	• We are planning to offer more CE courses soon:
	  ○ RPSGT Exam Prep
	  ○ Pediatric Polysomnography
	  ○ Sleep Coaching
	  ○ Scoring & Staging
	  ○ Pharmacology Impact on Sleep
	  ○ Cybersecurity 101 for Healthcare Professionals
	• Open Enrollment Courses for Fall semester – PSGT 1215, PSGT 1310, and RSPT 1240
	• Using college database to do targeted marketing
	• Prior Learning Assessment available now
		Amber Allen

Accreditation	• We are waiting to see if CoA PSG will be updating the Annual Report structure • Need the Committee to complete the Resource Survey	Amber Allen
Clinical Update	• Site visits to check on students	Karen Smart
Clinical Affiliate Feedback	• Reema is working with our students at Children's Health	Committee Members
Emerging Trends	• There is a shortage of CPAP units • There is talk of using AI for studies	Committee Members
Comments & Concerns		
Curriculum Decisions:		
Other:		

MINUTES			
Key Decision Points	**Discussion**	**Motion to Approve**	
Old Business:			
Approving minutes	Motion to approve minutes of last meeting	Second: X	Action: Approved
		Second:	Action:
Continuing Business:			
		Second:	Action:
		Second:	Action:
New Business:			
		Second:	Action:
		Second:	Action:
Curriculum Decisions:			
		Second:	Action:

		Second:	Action:
Other:			
	Meeting Adjourned 4:00 pm	Second:	Action:

CHAIRPERSON SIGNATURE:	DATE: 11-18-22	NEXT MEETING:

Polysomnography Advisory Committee FALL 2022 Meeting Minutes
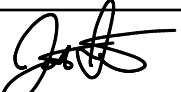
CHAIRPERSON: Josh Isaacs		
MEETING DATE: Nov.18, 2022	MEETING TIME: 3:00 p.m.	MEETING PLACE: Frisco Campus, Room J108
RECORDER: Shari Rueles		PREVIOUS MEETING: 4/29/2022

MEMBERS PRESENT: Yes/No   OTHERS PRESENT: EO

	Name and Title		Name and Title		Name and Title
Y	Josh Isaacs, Owner & manager, Pro Image Salon, Employer Member (Chair)	N	Kimm Miller, CPAP Specialist/Sleep Health Educator, Sleep Medicine Assoc. of TX Alumni Member	Y E O	Amber Allen, Program Director, Collin College
N	Mir Ali, Senior Clinical Coordinator, Veristat LLC, Employer Member	Y	Jason Beard, PAP Therapy Tech, Hope Home Medical, Employer Member	N E O	Dr. Mark Smith, VP Provost, McKinney Campus
N	Chris Hamm, Attorney, Public Member	Y	Dr. Vikas Jain, Medical Director	Y E O	Michelle Millen, Dean of Health Sciences & Emergency Services, Collin College
Y	Lisa Boncan, Polysomnographic Technologist, Baylor Scott & White Sleep Center Lake Pointe, Alumni Member	N	Desiree Barnard-Peterson, ER RN, Children's Health, Adjunct Faculty Collin College	Y E O	Karen Peterson, Clinical Coordinator, Collin College
N	Kate Thompson, Customer Service Rep., Medic Sleep Care, Alumni Member (Vice Chair)	N	Dr. Mohsin Maqbool, Texas Child Neurology, Physician member	Y E O	Shari Rueles, Admin. Assist. Health Science
Y	Diane Woods, Asst. Mgr. Sleep & Breathing Disorders Clinic, Employer Member	N	Vivian Dailey, Lead Polysomnographic Technologist, Medical City Lewisville Sleep Diagnostic Institute, Alumni Member	Y E O	Joshua Walker, 1st year student
				Y E O	Trinity Page, 2nd year student

Agenda Item	Action Discussion Information	Responsibility
Call to order & Welcome	• Josh welcomed all to the meeting and called the meeting to order.	Josh Isaacs

Student Update	• Trinity Page, 2nd year student
	  o Clinicals going very well.
	  o 7 students in her class.
	  o Using CPAP, applying what they learn on patients.
	  o Feels program is rewarding.
	• Joshua Walker, 1st year student
	  o 16 students in class.
	  o Karen has been a huge help.
	  o Likes doing the basics and is excited to do this work.
		Trinity Page Joshua Walker

New Business College Updates	• Café and Welcome Center complete
	• Michelle submitted to the State for the Bachelor's degree.
	  o Calling it Clinical Operations Management.
	  o Cost will still only be $62 per credit hour.
		Michelle Millen

	○ Mid December will have status of approval and March/April 2023 possible final decision. ○ It will be online hopefully Fall 2023.	
Program Update:	● We have a new member, Diane Woods from UT Southwestern. ● We have 7 students in the class of 2023. ● We have 13 in the class of 2024. ● 8 students graduated in May 2022. ● We have had 21 complete the CCSH exam, 7 currently in the course.	Amber Allen
Promotions and Publicity	● Doing direct emails to students. ● Promoted the CCSH Exam Prep course on LinkedIn. ● Doing ZOOM Information Sessions. Registration is required to capture the email addresses. ● Opening the CCSH exam Prep course to international students.	Amber Allen
Professional Development	● Amber is the President-Elect of the BRPT starting in January 2023. ● Amber participated in several conferences and committees. ● Amber serving on OAB and Health & Safety Fair Committee. ● Amber is Collin College Rep. for the Joint Cyber Security Working Group. ● Amber attended SLEEP 2022 in June. ● Karen will start her Doctorate program online starting in Jan. 2023. ● Karen is Secretary on the Wellness Committee. ● Karen teaching the RPSGT Exam Review course for CE.	Amber Allen/Karen Peterson
Clinical Update	● Karen would like to start to give incentives to preceptors. ○ Committee have any ideas: ▪ Sites require preceptors to use this as one of their goals. ▪ Sites give extra per hour. ▪ Other programs give CEUs as a reward. ▪ Some discussion about CEUs as a reward.	Karen Peterson
Clinical Affiliate Feedback	● No discussion	Amber Allen
Emerging Trends	● Amber needs feedback from the committee about the Inspire training. ○ Would like to do lectures about Inspire. ○ Lectures on AI. ● Discussion about sign-on bonuses. ● Doing more home sleep testing.	All
Curriculum Decisions New Initiatives	● CE CCSH Exam Prep in Spring 2023-48 CEUs. ● Sleep Coaching CE course coming. ● The Open Enrollment classes are going well.	All
Other	● No quorum, will do electronic voting on the minutes of the last meeting.	
Concluding Remarks/Adjournment	● Amber thanked everyone for coming. ● Josh adjourned the meeting.	Josh Isaacs Amber Allen
Chairperson Signature		

Polysomnography Advisory Committee Spring 2023 Meeting Minutes
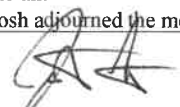
CHAIRPERSON: Josh Isaacs		
MEETING DATE: June 2, 2023	MEETING TIME: 3:00 p.m.	MEETING PLACE: ZOOM
RECORDER: Shari Rueles		PREVIOUS MEETING: 11/18/2022

MEMBERS PRESENT: Yes/No OTHERS PRESENT: EO

	Name and Title		Name and Title		Name and Title
Y	Josh Isaacs, Owner & manager, Pro Image Salon, Employer Member (Chair)	Y	Kimm Miller, CPAP Specialist/Sleep Health Educator, Sleep Medicine Assoc. of TX Alumni Member	Y EO	Amber Allen, Program Director, Collin College
Y	Mir Ali, Senior Clinical Coordinator, Veristat LLC, Employer Member	Y	Jason Beard, PAP Therapy Tech, Hope Home Medical, Employer Member	Y EO	Dr. Mark Smith, VP Provost, McKinney Campus
N	Chris Hamm, Attorney, Public Member	N	Desiree Barnard-Peterson, ER RN, Children's Health, Adjunct Faculty Collin College	Y EO	Michelle Millen, Dean of Health Sciences & Emergency Services, Collin College
Y	Lisa Boncan, Polysomnographic Technologist, Baylor Scott & White Sleep Center Lake Pointe, Alumni Member	N	Dr. Mohsin Maqbool, Texas Child Neurology, Physician member	Y EO	Karen Peterson, Clinical Coordinator, Collin College
Y	Kate Thompson, Customer Service Rep., Medic Sleep Care, Alumni Member (Vice Chair)	N	Vivian Dailey, Lead Polysomnographic Technologist, Medical City Lewisville Sleep Diagnostic Institute, Alumni Member	Y EO	Shari Rueles, Admin. Assist. Health Science, Collin College
Y	Diane Woods, Asst. Mgr. Sleep & Breathing Disorders Clinic, Employer Member			Y EO	Joshua Walker, 1st year student
Y	Cortney Pulliam, Scoring Tech/Student Coordinator			Y EO	Dr. Vikas Jain, Medical Director

Agenda Item	Action Discussion Information	Responsibility
Call to order & Welcome	• Josh Isaacs welcomed all to the meeting and called the meeting to order.	Josh Isaacs

Student Update	• Joshua Walker, Class President, 1st year student
	  o Excited for clinicals
	  o Starting the fine motor skills, case studies, learning about how the brain works.
		Joshua Walker

New Business	• Collin had a contest for the January All College Day, creating a commercial with a game day theme. Health Sciences & Emergency Services and Nursing teamed up and won a $1,500 scholarship to be awarded to a Health Sciences/Nursing student.
	• We are waiting for SACSCOC approval in June for the Bachelor's degree.
	  o Calling it Clinical Operations Management.
	  o Cost will still only be $62 per credit hour for in-county students.
	  o It will be online hopefully Fall 2023.
		Michelle Millen

College Updates:	• Physical Therapy Assistant has been awarded accreditation status at the Frisco campus, has 16 students. • Diagnostic Medical Sonography has a new Cardiac track with 16 students. • Medical Assisting has a new lab at the Plano campus. • Collin is approved for the Medical Massage program through CE.	
Program Update:	• We have a new member, Cortney Pulliam from Pediatric Sleep Institute.	Amber Allen

	• We had 7 students in the class of 2023, which graduated in May.
	    ○ 3 of the 7 have taken the RPSGT exam and passed.
	    ○ At least two have received job offers.
	    ○ This is the 10th AAS cohort.
	• We have 16 in the class of 2024.
	• We have 2 new Adjunct faculty that started this Spring.
	• One of our students was one of only two national scholarship award recipients.
	• We had two Physician lectures in November and May.
	• We updated equipment in lab with Cadwell and NOX A1.
	• Our Annual Report was received and approved.
	• Amber attended the CoA PSG Program Directors workshop.	

Promotions and Publicity	• We had a booth at the Health & Safety Fair in March. • Had 23 students at the Spring 2023 Information Sessions. • Amber sent 3743 emails to students about the program • Amber spoke to 300 students at UT Dallas • Program got a shout out on LinkedIn from Steven Miller at EnsoData for how the program trains students. • Gave student tours of the sleep lab	Amber Allen
Professional Development	• Amber started as the President-Elect of the BRPT • Amber participated in several conferences and committees. • Amber spoke on The Cost of Sleep Deprivation in April at the DFW HIMA Spring Workshop. • Amber and Karen attended the Southern Sleep Society Meeting • Amber starting MBA program in June. • Karen started her Doctorate program online. • Karen is Secretary on the Wellness Committee.	Amber Allen/Karen Peterson

Clinical Update	• Karen putting clinical checkoffs online with Trajecsys software.
	    ○ It will be an additional $100 cost to students, and it will work with systems.
	    ○ Student will have access after graduation.
	    ○ Discussion about communication between faculty & facility
	        ■ Preceptors can see it; other programs use it.
		Karen Peterson

Emerging Trends	• Discussion on AI and Telemedicine and Inspire ○ Introducing students to these, they like to see it happening.	All

Curriculum Decisions New Initiatives	• With Open Enrollment we moved 2 students into current cohort.
	• CE CCSH Exam Prep is going well, had 24 students complete the course this semester.
	    ○ The next course starts August 21st.
	• The RPSGT Exam Prep course will start June 5th
	• Infant & Pediatric Polysomnography starts on Aug. 21st.
	• The BRPT RPSGT STAR Program will start in the Fall 2023.
	    ○ Amber speaking to sleep labs about this program, positive feedback.
		All

Other	• We now have a quorum at this meeting, vote to approve last meeting minutes of Fall 2022, motion seconded. Approved.
	• Need to vote on new Chair and Vice Chair
	    ○ Josh Isaacs was nominated, seconded, and all voted yes.
	    ○ For Vice Chair, Kate Thompson was nominated, seconded, and all voted yes.	

Concluding Remarks/Adjournment	• Amber thanked everyone for the valuable feedback and for coming. • Everyone agreed that having the meeting on Fridays still works best for all. • Josh adjourned the meeting at 3:50pm.	Josh Isaacs Amber Allen
Chairperson Signature		11/17/23

Appendix B

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Collin County Community College District
Program Review 2023-2024

Grade Distribution in Courses by Year
Academic Years 2018-2019 through 2022-2023

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BIOL-2404		Human Anatomy and Physiology Basic														Completion	Success	Course
		Grade Assigned							Grade Distribution							Completion	Success	Course
Year	Enrollment	A	B	C	D	P	F	W	A	B	C	D	P	F	W	Rate	Rate *	GPA**
2019	357	113	85	53	22	0	51	33	32%	24%	15%	6%	0%	14%	9%	91%	76%	3.06
2020	330	119	86	35	18	0	35	37	36%	26%	11%	5%	0%	11%	11%	89%	78%	3.19
2021	400	163	98	35	21	0	56	27	41%	25%	9%	5%	0%	14%	7%	93%	79%	3.27
2022	445	90	126	59	27	0	86	57	20%	28%	13%	6%	0%	19%	13%	87%	68%	2.92
2023	335	78	82	47	21	0	50	57	23%	24%	14%	6%	0%	15%	17%	83%	68%	2.95
Averages……………………………………………………………………………………									30%	25%	12%	6%	0%	15%	11%	89%	74%	

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.
*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.
**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.
Sums of distributions may not equal 100 percent due to rounding.

HPRS-1204		Basic Health Profession Skills															Completion	Success	Course
		Grade Assigned							Grade Distribution										
Year	Enrollment	A	B	C	D	P	F	W	A	B	C	D	P	F	W		Rate	Rate *	GPA**
2019	156	70	51	12	6	0	5	12	45%	33%	8%	4%	0%	3%	8%		92%	89%	3.33
2020	147	66	41	9	10	0	9	12	45%	28%	6%	7%	0%	6%	8%		92%	86%	3.29
2021	107	64	30	4	2	0	3	4	60%	28%	4%	2%	0%	3%	4%		96%	93%	3.56
2022	158	69	49	6	7	0	12	15	44%	31%	4%	4%	0%	8%	9%		91%	83%	3.37
2023	122	45	41	5	7	0	9	15	37%	34%	4%	6%	0%	7%	12%		88%	80%	3.27
Averages…………………………………………………………………………									46%	31%	5%	5%	0%	5%	8%		92%	86%	

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

PSGT-1205		Neurophysiology of Sleep														Completion	Success	Course
		Grade Assigned							Grade Distribution									
Year	Enrollment	A	B	C	D	P	F	W	A	B	C	D	P	F	W	Rate	Rate *	GPA**
2019	15	13	1	0	0	0	0	1	87%	7%	0%	0%	0%	0%	7%	93%	93%	3.93
2020	11	6	2	2	0	0	0	1	55%	18%	18%	0%	0%	0%	9%	91%	91%	3.40
2021	10	6	3	0	0	0	0	1	60%	30%	0%	0%	0%	0%	10%	90%	90%	3.67
2022	9	6	2	1	0	0	0	0	67%	22%	11%	0%	0%	0%	0%	100%	100%	3.56
2023	15	9	5	1	0	0	0	0	60%	33%	7%	0%	0%	0%	0%	100%	100%	3.53
Averages…………………………………………………………………………………									66%	22%	7%	0%	0%	0%	5%	95%	95%	

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

PSGT-1215		Introduction to Polysomnography															Completion	Success	Course
		Grade Assigned							Grade Distribution										
Year	Enrollment	A	B	C	D	P	F	W	A	B	C	D	P	F	W	Rate	Rate *	GPA**
2019	16	10	6	0	0	0	0	0	63%	38%	0%	0%	0%	0%	0%	100%	100%	3.63
2020	12	6	6	0	0	0	0	0	50%	50%	0%	0%	0%	0%	0%	100%	100%	3.50
2021	11	7	2	0	1	0	1	0	64%	18%	0%	9%	0%	9%	0%	100%	91%	3.50
2022	11	8	3	0	0	0	0	0	73%	27%	0%	0%	0%	0%	0%	100%	100%	3.73
2023	16	11	3	1	0	1	0	0	69%	19%	6%	0%	6%	0%	0%	100%	100%	3.67
Averages………………………………………………………………………									64%	30%	1%	2%	1%	2%	0%	100%	98%	

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

PSGT-1310		Neuroanatomy and Physiology															Completion	Success	Course
		Grade Assigned							Grade Distribution										
Year	Enrollment	A	B	C	D	P	F	W	A	B	C	D	P	F	W		Rate	Rate *	GPA**
2019	16	10	5	1	0	0	0	0	63%	31%	6%	0%	0%	0%	0%		100%	100%	3.56
2020	12	9	2	0	1	0	0	0	75%	17%	0%	8%	0%	0%	0%		100%	100%	3.58
2021	11	7	1	1	0	0	2	0	64%	9%	9%	0%	0%	18%	0%		100%	82%	3.67
2022	13	5	6	1	0	0	0	1	38%	46%	8%	0%	0%	0%	8%		92%	92%	3.33
2023	20	10	6	1	2	0	1	0	50%	30%	5%	10%	0%	5%	0%		100%	95%	3.26
Averages…………………………………………………………………………………									58%	27%	6%	4%	0%	5%	2%		98%	94%	

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

PSGT-1340		Sleep Disorders															Completion	Success	Course
		Grade Assigned							Grade Distribution										
Year	Enrollment	A	B	C	D	P	F	W	A	B	C	D	P	F	W	Rate	Rate *	GPA**
2019	15	10	4	0	0	0	0	1	67%	27%	0%	0%	0%	0%	7%	93%	93%	3.71
2020	11	6	4	0	0	0	0	1	55%	36%	0%	0%	0%	0%	9%	91%	91%	3.60
2021	10	4	5	0	0	0	0	1	40%	50%	0%	0%	0%	0%	10%	90%	90%	3.44
2022	9	4	2	3	0	0	0	0	44%	22%	33%	0%	0%	0%	0%	100%	100%	3.11
2023	15	11	4	0	0	0	0	0	73%	27%	0%	0%	0%	0%	0%	100%	100%	3.73
Averages……………………………………………………………………									56%	32%	7%	0%	0%	0%	5%	95%	95%	

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

PSGT-1360		AAS Clinical I - Polysomnography														Completion	Success	Course
		Grade Assigned							Grade Distribution									
Year	Enrollment	A	B	C	D	P	F	W	A	B	C	D	P	F	W	Rate	Rate *	GPA**
2019	11	10	0	0	0	0	0	1	91%	0%	0%	0%	0%	0%	9%	91%	91%	4.00
2020	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	19	19	0	0	0	0	0	0	100%	0%	0%	0%	0%	0%	0%	100%	100%	4.00
2022	7	7	0	0	0	0	0	0	100%	0%	0%	0%	0%	0%	0%	100%	100%	4.00
2023	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Averages……………………………………………………………………………									97%	0%	0%	0%	0%	0%	3%	97%	97%	

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

PSGT-1400		Polysomnography I															Completion	Success	Course
		Grade Assigned							Grade Distribution								Rate	Rate *	GPA**
Year	Enrollment	A	B	C	D	P	F	W	A	B	C	D	P	F	W				
2019	15	8	6	0	0	0	0	1	53%	40%	0%	0%	0%	0%	7%		93%	93%	3.57
2020	11	5	4	1	0	0	0	1	45%	36%	9%	0%	0%	0%	9%		91%	91%	3.40
2021	10	3	4	2	0	0	0	1	30%	40%	20%	0%	0%	0%	10%		90%	90%	3.11
2022	9	1	5	1	1	0	1	0	11%	56%	11%	11%	0%	11%	0%		100%	89%	2.75
2023	16	6	9	1	0	0	0	0	38%	56%	6%	0%	0%	0%	0%		100%	100%	3.31
Averages……………………………………………………………………………									35%	46%	9%	2%	0%	2%	5%		95%	93%	

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

PSGT-2205		Sleep Scoring and Staging														Completion	Success	Course
		Grade Assigned							Grade Distribution							Completion	Success	Course
Year	Enrollment	A	B	C	D	P	F	W	A	B	C	D	P	F	W	Rate	Rate *	GPA**
2019	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2020	20	13	6	1	0	0	0	0	65%	30%	5%	0%	0%	0%	0%	100%	100%	3.60
2021	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2022	9	5	3	0	1	0	0	0	56%	33%	0%	11%	0%	0%	0%	100%	100%	3.33
2023	7	3	4	0	0	0	0	0	43%	57%	0%	0%	0%	0%	0%	100%	100%	3.43
Averages……………………………………………………………………………									54%	40%	2%	4%	0%	0%	0%	100%	100%	

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

PSGT-2250		Infant and Pediatric Polysomnography															Completion	Success	Course
		Grade Assigned							Grade Distribution								Rate	Rate *	GPA**
Year	Enrollment	A	B	C	D	P	F	W	A	B	C	D	P	F	W				
2019	3	3	0	0	0	0	0	0	100%	0%	0%	0%	0%	0%	0%		100%	100%	4.00
2020	11	11	0	0	0	0	0	0	100%	0%	0%	0%	0%	0%	0%		100%	100%	4.00
2021	10	7	1	0	0	0	0	2	70%	10%	0%	0%	0%	0%	20%		80%	80%	3.88
2022	8	8	0	0	0	0	0	0	100%	0%	0%	0%	0%	0%	0%		100%	100%	4.00
2023	7	7	0	0	0	0	0	0	100%	0%	0%	0%	0%	0%	0%		100%	100%	4.00
Averages……………………………………………………………………………									94%	2%	0%	0%	0%	0%	4%		96%	96%	

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

PSGT-2271		Pharmacology for Polysomnography															Completion	Success	Course
		Grade Assigned							Grade Distribution								Completion	Success	Course
Year	Enrollment	A	B	C	D	P	F	W	A	B	C	D	P	F	W		Rate	Rate *	GPA**
2019	3	2	1	0	0	0	0	0	67%	33%	0%	0%	0%	0%	0%		100%	100%	3.67
2020	10	9	0	1	0	0	0	0	90%	0%	10%	0%	0%	0%	0%		100%	100%	3.80
2021	10	7	1	0	0	0	0	2	70%	10%	0%	0%	0%	0%	20%		80%	80%	3.88
2022	8	7	1	0	0	0	0	0	88%	13%	0%	0%	0%	0%	0%		100%	100%	3.88
2023	7	5	2	0	0	0	0	0	71%	29%	0%	0%	0%	0%	0%		100%	100%	3.71
Averages……………………………………………………………………………									77%	17%	2%	0%	0%	0%	4%		96%	96%	

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

PSGT-2272		Polysomnography Exam Preparation														Completion	Success	Course
		Grade Assigned							Grade Distribution							Completion	Success	Course
Year	Enrollment	A	B	C	D	P	F	W	A	B	C	D	P	F	W	Rate	Rate *	GPA**
2019	3	1	1	1	0	0	0	0	33%	33%	33%	0%	0%	0%	0%	100%	100%	3.00
2020	10	6	3	1	0	0	0	0	60%	30%	10%	0%	0%	0%	0%	100%	100%	3.50
2021	10	1	6	1	0	0	0	2	10%	60%	10%	0%	0%	0%	20%	80%	80%	3.00
2022	8	3	4	1	0	0	0	0	38%	50%	13%	0%	0%	0%	0%	100%	100%	3.25
2023	7	0	7	0	0	0	0	0	0%	100%	0%	0%	0%	0%	0%	100%	100%	3.00
Averages……………………………………………………………………………									28%	55%	13%	0%	0%	0%	4%	96%	96%	

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

PSGT-2360		AAS Clinical II - Polysomnography															Completion	Success	Course
		Grade Assigned							Grade Distribution								Rate	Rate *	GPA**
Year	Enrollment	A	B	C	D	P	F	W	A	B	C	D	P	F	W				
2019	3	1	2	0	0	0	0	0	33%	67%	0%	0%	0%	0%	0%		100%	100%	3.33
2020	10	9	0	1	0	0	0	0	90%	0%	10%	0%	0%	0%	0%		100%	100%	3.80
2021	10	8	0	0	0	0	0	2	80%	0%	0%	0%	0%	0%	20%		80%	80%	4.00
2022	9	8	1	0	0	0	0	0	89%	11%	0%	0%	0%	0%	0%		100%	100%	3.89
2023	7	7	0	0	0	0	0	0	100%	0%	0%	0%	0%	0%	0%		100%	100%	4.00
Averages…………………………………………………………………									78%	16%	2%	0%	0%	0%	4%		96%	96%	

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

PSGT-2361		AAS Clinical III - Polysomnography															Completion	Success	Course
		Grade Assigned							Grade Distribution										
Year	Enrollment	A	B	C	D	P	F	W	A	B	C	D	P	F	W	Rate	Rate *	GPA**
2019	3	3	0	0	0	0	0	0	100%	0%	0%	0%	0%	0%	0%	100%	100%	4.00
2020	10	10	0	0	0	0	0	0	100%	0%	0%	0%	0%	0%	0%	100%	100%	4.00
2021	8	8	0	0	0	0	0	0	100%	0%	0%	0%	0%	0%	0%	100%	100%	4.00
2022	8	7	1	0	0	0	0	0	88%	13%	0%	0%	0%	0%	0%	100%	100%	3.88
2023	7	7	0	0	0	0	0	0	100%	0%	0%	0%	0%	0%	0%	100%	100%	4.00
Averages……………………………………………………………………………									98%	3%	0%	0%	0%	0%	0%	100%	100%	

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

PSGT-2374		Clinical Sleep Education															Completion	Success	Course
		Grade Assigned							Grade Distribution								Completion Rate	Success Rate *	Course GPA**
Year	Enrollment	A	B	C	D	P	F	W	A	B	C	D	P	F	W			
2019	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2020	10	4	3	3	0	0	0	0	40%	30%	30%	0%	0%	0%	0%	100%	100%	3.10
2021	10	2	4	2	0	0	0	2	20%	40%	20%	0%	0%	0%	20%	80%	80%	3.00
2022	8	5	3	0	0	0	0	0	63%	38%	0%	0%	0%	0%	0%	100%	100%	3.63
2023	7	1	3	3	0	0	0	0	14%	43%	43%	0%	0%	0%	0%	100%	100%	2.71
Averages…………………………………………………………………………									34%	38%	23%	0%	0%	0%	5%	95%	95%	

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

PSGT-2411		Polysomnography II														Completion	Success	Course
		Grade Assigned							Grade Distribution							Completion	Success	Course
Year	Enrollment	A	B	C	D	P	F	W	A	B	C	D	P	F	W	Rate	Rate *	GPA**
2019	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2020	11	7	3	1	0	0	0	0	64%	27%	9%	0%	0%	0%	0%	100%	100%	3.55
2021	10	8	2	0	0	0	0	0	80%	20%	0%	0%	0%	0%	0%	100%	100%	3.80
2022	9	4	5	0	0	0	0	0	44%	56%	0%	0%	0%	0%	0%	100%	100%	3.44
2023	7	4	3	0	0	0	0	0	57%	43%	0%	0%	0%	0%	0%	100%	100%	3.57
Averages………………………………………………………………………									61%	36%	2%	0%	0%	0%	0%	100%	100%	

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

RSPT-1237		Basic Dysrhythmia Interpretation														Completion	Success	Course
		Grade Assigned							Grade Distribution									
Year	Enrollment	A	B	C	D	P	F	W	A	B	C	D	P	F	W	Rate	Rate *	GPA**
2019	11	7	2	1	0	0	0	1	64%	18%	9%	0%	0%	0%	9%	91%	91%	3.60
2020	12	6	2	3	0	0	0	1	50%	17%	25%	0%	0%	0%	8%	92%	92%	3.27
2021	9	3	4	1	0	0	0	1	33%	44%	11%	0%	0%	0%	11%	89%	89%	3.25
2022	12	4	5	1	1	0	1	0	33%	42%	8%	8%	0%	8%	0%	100%	92%	3.09
2023	16	7	6	2	1	0	0	0	44%	38%	13%	6%	0%	0%	0%	100%	100%	3.19
Averages………………………………………………………………………………									45%	32%	13%	3%	0%	2%	6%	94%	93%	

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

RSPT-1240		Advanced Cardiopulmonary Anatomy and Physiology														Completion	Success	Course
		Grade Assigned							Grade Distribution							Completion Rate	Success Rate *	Course GPA**
Year	Enrollment	A	B	C	D	P	F	W	A	B	C	D	P	F	W	Rate	Rate *	GPA**
2019	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2020	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2022	12	5	4	3	0	0	0	0	42%	33%	25%	0%	0%	0%	0%	100%	100%	3.17
2023	20	14	4	0	0	0	1	1	70%	20%	0%	0%	0%	5%	5%	95%	90%	3.78
Averages……………………………………………………………………									56%	27%	13%	0%	0%	3%	3%	98%	95%	

Note: The program's course list is based on the 2022-2023 academic catalog. The data source is Collin College's ZogoTech Data System on 6/19/2023.

*Success Rate is calculated by adding A, B, C, and P grades and dividing the total by total enrollment.

**Course GPA is calculated by multiplying the counts of A, B, C, and D by 4, 3, 2, and 1, respectively. The results are summed and divided by the aggregated count of A, B, C, D, and F.

Sums of distributions may not equal 100 percent due to rounding.

Appendix C

Professional Development (PD) Reporting

Name: Amber Allen, BA, AAS, RPSGT, RST, CCSH

Title: Director of Polysomnographic Technology

Date(s) of Attendance	Activity/Course	Location
9/28-9/29/18	AAST Annual Meeting	Indianapolis, IN
10/12-10/13/18	BRPT Board of Directors Meeting	Philadelphia, PA
2/23/19	BRPT Board of Directors Meeting	Nassau, Bahamas
3/21-3/24/19	Southern Sleep Society Meeting	Fort Worth, TX
4/12-4/13/19	BRPT CCSH Standard Setting Meeting	Bloomington, MN
6/9-6/12/19	SLEEP 2019 Conference	San Antonio, TX
6/29/19	BRPT Board of Directors Meeting	Chicago, IL
9/21-9/26/19	World Sleep Conference	Vancouver, BC, Canada
10/25-10/26/19	BRPT Board of Directors Meeting	Washington, DC
2/1/20	BRPT Board of Directors Meeting	Las Vegas, NV
8/28/20	SLEEP 2020 Virtual Meeting	Zoom
10/16-10/17/20	BRPT Board of Directors Meeting	Fort Lauderdale, FL
10/30/20	Nebraska Sleep Society Virtual Meeting	Zoom
11/18/20	Jean S. Marx Memorial Education Forum	Zoom
3/6/21	BRPT Board of Directors Meeting	Washington, DC
6/26/21	BRPT Board of Directors Meeting	La Jolla, CA
9/10-9/11/21	BRPT Executive Committee Meeting	Fort Lauderdale, FL
9/15-9/18/21	Behavioral Sleep Medicine Conference	Nashville, TN
10/15-10/16/21	BRPT Board of Directors Meeting	Tampa, FL
2/19/22	BRPT Board of Directors Meeting	Amelia Island, FL
3/10-3/17/22	World Sleep Conference	Rome, Italy
4/1-4/2/22	AAST Summit	Chicago, IL
4/21-4/22/22	Southern Sleep Society Conference	Birmingham, AL

6/4/22	BRPT Board of Directors Meeting	Charlotte, NC
6/5-6/8/22	SLEEP 2022 Conference	Charlotte, NC
9/16-9/17/22	BRPT Executive Committee Meeting	Santa Barbara, CA
9/30-10/1/22	California Sleep Society Meeting	Sacramento, CA
10/14-10/15/22	BRPT Board of Directors Meeting	Toronto, ON, Canada
11/4-11/5/22	Behavioral Sleep Medicine Conference	Washington, DC
1/13-1/15/23	BRPT Exam Development Committee Meeting	Tampa, FL
2/11/23	BRPT Board of Directors Meeting	San Antonio, TX
4/27-4/29/23	Southern Sleep Society Conference	Houston, TX
6/4-6/7/23	SLEEP 2023 Conference	Indianapolis, IN
6/24/23	BRPT Board of Directors Meeting	Zoom
9/15/23	BRPT Executive Committee Meeting	Zoom
10/6-10/7/23	BRPT Board of Directors Meeting	Washington, DC
10/20-10/21/23	Texas Society of Sleep Professionals Meeting	Galveston, TX
11/16/23	Jean S. Marx Memorial Education Forum	Zoom

Professional Development (PD) Reporting

Name: Karen Peterson, MS, M.Ed., RPSGT

Title: Full-Time Faculty/Clinical Coordinator - Polysomnographic Technology

Date(s) of Attendance	Activity/Course	Location
August 2018	Faculty Development Conference	Collin College
December 2018	Completed M.Ed. in Curriculum Instruction and Design with a Science Emphasis	University of Texas at Arlington
January 2019	Faculty Development Conference	Collin College
August 2019	Faculty Development Conference	Collin College
September 2019	World Sleep Conference	Vancouver, BC, Canada
January 2020	Faculty Development Conference	Collin College
January 2021	Faculty Development Conference	Collin College
February 2021	74th Annual Texas Community College Teachers Association Conference	Virtual
April 2021	Southern Sleep Society Conference	Virtual
January 2022	Faculty Development Conference	Collin College
March 2022	75th Annual Texas Community College Teachers Association Conference	Frisco, TX
April 2022	Southern Sleep Society Conference	Birmingham, AL
August 2022	Faculty Development Conference	Collin College
Fall 2022	Began Doctorate in Education Program	American College of Education
April 2023	Southern Sleep Society Conference	Houston, TX

WORKFORCE PROGRAM REVIEW

COLLIN COLLEGE

A. Expected Outcome(s) Results expected in this program (e.g. Students will learn how to compare/contrast theories; Increase student retention in PSYC 2301)	B. Measure(s) Instrument(s)/process(es) used to measure results (e.g. surveys, end of term class results, test results, focus groups, etc.)	C. Target(s) Level of success expected (e.g. 80% success rate, 25 graduates, etc.)
• Increase student enrollment in the Polysomnographic Technology Program	• Higher initial student enrollment counts	• Have 12-16 students per incoming cohort per track
• Increase the number of students completing the Polysomnographic Technology Program	• Retention data showing decreases in attrition	• Less than 20% overall attrition in the Program
• Students will be prepared to take the Certification in Clinical Sleep Health (CCSH) exam after obtaining their Registered Polysomnographic Technologist (RPSGT) credential.	• Pass the practice CCSH exam in PSGT 2374 (Clinical Sleep Education) • Board of Registered Polysomnographic Technologists (BRPT) credential verification	• All students will pass the practice CCSH exam in PSGT 2374 with a grade of 75% or better. • Starting with the Class of 2020, see at least 40% of the cohort attempt the CCSH exam.
• Increase employer partnerships in the sleep medicine community by recruiting more employer involvement on the Program's Advisory Committee	• Higher number of employer representation on the Advisory Committee • Meeting attendance records showing greater employer attendance at Advisory Committee meetings	• Increase employer representation on the Advisory Committee to 10 members. • 50% of employer members attend every Advisory Committee meeting

Continuous Improvement Plan

Outcomes might not change from year to year. For example, if you have not met previous targets, you may wish to retain the same outcomes. *You must have at least one student learning outcome.* You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed. Choose up to 2 outcomes from Table 1 above to focus on over the next two years.

 A. Outcome(s) - Results expected in this program (from column A on Table 1 above--e.g. Students will learn how to compare/contrast Conflict and Structural Functional theories; increase student retention in Nursing Program).

B. Measure(s) - Instrument(s)/process(es) used to measure results (e.g. results of essay assignment, test item questions 6 & 7 from final exam, end of term retention rates, etc.).

C. Target(s) - Degree of success expected (e.g. 80% success rate, 25 graduates per year, increase retention by 2% etc.).

 D. Action Plan - Implementation of the action plan will begin during the next academic year. Based on analysis, identify actions to be taken to accomplish outcome. What will you do?

E. Results Summary - Summarize the information and data collected in year 1.

F. Findings - Explain how the information and data has impacted the expected outcome and program success.

 G. Implementation of Findings – Describe how you used your findings and analysis of the data to make improvements to your program.

Table 2. CIP Outcomes 1 & 2

A. Outcome #1 Increase student enrollment in the Polysomnographic Technology Program	
B. Measure (Outcome #1) Higher initial student enrollment counts than recent cohorts	**C. Target (Outcome #1)** Have 12-16 students per incoming cohort per track
D. Action Plan (Outcome #1) Increase Program visibility by: (1) attending more college and career fairs at area high schools, (2) hosting program tables at New Student Orientation and other Student Engagement events, (3) creating a virtual information session that can be accessed online for prospective students to learn about the program, and (4) hosting a sleep lab open house for prospective students.	
E. Results Summary (Outcome #1) TO BE FILLED OUT IN YEAR 2	
F. Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2	
G. Implementation of Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2	

Table 2. CIP Outcomes 1 & 2 (continued)

A. Outcome #2 Increase the number of students completing the Polysomnographic Technology Program	

B. Measure (Outcome #2) Retention data showing decreases in attrition	**C. Target (Outcome #2)** Less than 20% overall attrition in the Program

D. Action Plan (Outcome #2) Evaluate admissions criteria and introduce a new interview/discussion process to the current admissions process with prospective students to make them more aware of program expectations prior to admission and to be ready for the night shift.

E. Results Summary (Outcome #2) **TO BE FILLED OUT IN YEAR 2**

F. Findings (Outcome #2) **TO BE FILLED OUT IN YEAR 2**

G. Implementation of Findings (Outcome #2) **TO BE FILLED OUT IN YEAR 2**

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions ", Michigan State University, 2008.

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Continuous Improvement Plan

Outcomes might not change from year to year. For example, if you have not met previous targets, you may wish to retain the same outcomes. *If this is an academic, workforce, or continuing education program, you must have at least one student learning outcome.* You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed.

Date: 1/15/2021   **Name of Program/Unit:**   Polysomnographic Technology

Contact name: Amber Allen   **Contact email:** amberallen@collin.edu   **Contact phone:** 214-491-6238

Table 1: CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)

A. Expected Outcome(s) Results expected in this unit (e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services)	B. Measure(s) Instrument(s)/process(es) used to measure results (e.g. survey results, exam questions, etc.)	C. Target(s) Level of success expected (e.g. 80% approval rating, 10 day faster request turn-around time, etc.)
• Given the physician's orders for the sleep study, the student will be able to conduct all pre-study, study, and post-study procedures with 100% accuracy.	• Clinical capstone evaluation competency exercises performed in PSGT 2361 will assess pre-study, study, and post-study procedures.	• 80% of students achieve 100% accuracy on all clinical capstone competency exercises.
• Given a patient's sleep study data, the student will be able to assess the patient need for treatment and intervention of the sleep disorder, perform PAP titrations and oxygen administration when needed, and troubleshoot during sleep studies.	• Scenario-based questions on the Registered Polysomnographic Technologist (RPSGT) practice exam administered in PSGT 2272 and Certification in Clinical Sleep Health (CCSH) practice exam administered in PSGT 2374 will assess the student's ability to critically think through treatment and intervention needs, performance of PAP titrations and oxygen administration, and troubleshooting during sleep studies.	• 100% of students score 80% or better on each exam.
• The student will be able to analyze and critically score sleep study data that may be utilized by a licensed sleep medicine physician in the diagnosis and treatment of sleep disorders.	• Scoring American Academy of Sleep Medicine (AASM) Interscorer Reliability (ISR) studies administered in PSGT 2205. ISR studies are the sleep medicine industry's standard of evaluating sleep technologists' assessment of sleep study data.	• 100% of students score an average of 85% or better on ISR studies.

Description of Fields in the Following CIP Tables:
A. Outcome(s) - Results expected in this program (e.g. Students will learn how to compare/contrast conflict and structural functional theories; increase student retention in Nursing Program).
B. Measure(s) - Instrument(s)/process(es) used to measure results
(e.g. results of surveys, test item questions 6 & 7 from final exam, end of term retention rates, etc.)
C. Target(s) - Degree of success expected (e.g. 80% approval rating, 25 graduates per year, increase retention by 2% etc.).
D. Action Plan - Based on analysis, identify actions to be taken to accomplish outcome. What will you do?
E. Results Summary - Summarize the information and data collected in year 1.
F. Findings - Explain how the information and data has impacted the expected outcome and program success.
G. Implementation of Findings – Describe how you have used or will use your findings and analysis of the data to make improvements.

Table 2. CIP Outcomes 1 & 2 (FOCUS ON AT LEAST 1) from 2018 CIP.

A. Outcome #1 Increase student enrollment in the Polysomnographic Technology Program	
B. Measure (Outcome #1) Initial program admission numbers for Fall 2019	**C. Target (Outcome #1)** Have 12-16 students per incoming cohort per track
D. Action Plan (Outcome #1) Increase Program visibility by: (1) attending more college and career fairs at area high schools, (2) hosting program information tables at New Student Orientation and other Student Engagement events, and (3) creating a virtual information session that can be accessed online for prospective students to learn about the program.	
E. Results Summary (Outcome #1) The Program started with 12 students for the cohort beginning Fall 2019.	
F. Findings (Outcome #1) While the Program achieved the goal of a minimum of 12 students for the cohort beginning in Fall 2019, it was the lower end of the goal, and the program would like to continue to improve upon that through more active recruiting processes.	
G. Implementation of Findings With COVID-19, the Program has been exploring virtual options of promotion as normal routes of promotion have not been possible. The Program has developed a virtual information session that can be accessed on demand with a provided link. Live Zoom information sessions will take place in the Spring 2021 semester, as well as participation in virtual college/career fairs and other virtual events. The Program is also working with other departments, such as Biology, to do shared projects that will introduce students to the Program. It is the program's hope that these initiatives will help to boost enrollment.	

A. Outcome #2 Increase the number of students completing the Polysomnographic Technology Program	
B. Measure (Outcome #2) Retention data showing decreases in attrition	**C. Target (Outcome #2)** Less than 20% overall attrition in the Program

D. **Action Plan (Outcome #2)** Evaluate admissions criteria and introduce a new interview/discussion process to the current admissions process with prospective students to make them more aware of program expectations prior to admission and to be ready for the night shift.

E. **Results Summary (Outcome #2)** Attrition for the Class of 2021 is 17%. Of the students lost in the Class of 2021 cohort, both students have returned to the Program for the Class of 2022 cohort.

F. **Findings (Outcome #1)** With a 17% attrition rate, the Program has achieved the goal of under 20% attrition.

G. **Implementation of Findings** Although the Program has hit its goal, the Program would like to see the attrition number continue to decrease. A new interview process was introduced to evaluate program applicants for the cohort starting in Fall 2020, and the program is continuing to evaluate applicant data to identify target areas that help pinpoint student success.

Continuous Improvement Plan

Date: 2/16/2023   **Name of Program/Unit:**   Polysomnographic Technology

Contact name: Amber Allen   **Contact email:**   amberallen@collin.edu   **Contact phone:**   214-491-6238

Table 1: CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)

A. Expected Outcome(s) Results expected in this unit (e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services)	B. Measure(s) Instrument(s)/process(es) used to measure results (e.g. survey results, exam questions, etc.) Include Course Information and Semester in which assessment will occur	C. Target(s) Level of success expected (e.g. 80% approval rating, 10 day faster request turn-around time, etc.)
Given the physician's orders for the sleep study, the student will be able to conduct all pre-study, study, and post-study procedures with 100% accuracy.	Clinical capstone evaluation competency exercises performed in PSGT 2361 will assess pre-study, study, and post-study procedures.	80% of students achieve an overall score of 97% on all clinical capstone competency exercises.
Given a patient's sleep study data, the student will be able to assess the patient need for treatment and intervention of the sleep disorder, perform PAP titrations and oxygen administration when needed, and troubleshoot during sleep studies.	Scenario-based questions on the Registered Polysomnographic Technologist (RPSGT) practice exam administered in PSGT 2272 and Certification in Clinical Sleep Health (CCSH) practice exam administered in PSGT 2374 will assess the student's ability to critically think through treatment and intervention needs, performance of PAP titrations and oxygen administration, and troubleshooting during sleep studies.	100% of students score 80% or better on each exam.

Description of Fields in the Following CIP Tables:

A. Outcome(s) - Results expected in this program (e.g. Students will learn how to compare/contrast conflict and structural functional theories; increase student retention in Nursing Program).

B. Measure(s) - Instrument(s)/process(es) used to measure results
(e.g. results of surveys, test item questions 6 & 7 from final exam, end of term retention rates, etc.)

C. Target(s) - Degree of success expected (e.g. 80% approval rating, 25 graduates per year, increase retention by 2% etc.).

D. Action Plan - Based on analysis, identify actions to be taken to accomplish outcome. What will you do?

E. Results Summary - Summarize the information and data collected in year 1.
F. Findings - Explain how the information and data has impacted the expected outcome and program success.
G. Implementation of Findings – Describe how you have used or will use your findings and analysis of the data to make improvements.

Table 2. CIP Outcomes 1 & 2 (FOCUS ON AT LEAST 1)

A. Outcome #1	
Given the physician's orders for the sleep study, the student will be able to conduct all pre-study, study, and post-study procedures with 100% accuracy.	
B. Measure (Outcome #1)	**C. Target (Outcome #1)**
Clinical capstone evaluation competency exercises performed in PSGT 2361 will assess pre-study, study, and post-study procedures.	80% of students achieve 100% accuracy on all clinical capstone competency exercises.

D. Action Plan (Outcome #1)
Assess clinical capstone competency exercises scores for two years. Compare scores to the established benchmark. Determine if established benchmark is realistic.
E. Results Summary (Outcome #1)
The Class of 2021 did not see any students achieving a score of 100% (out of 8 students) on the clinical capstone competency exercises, and the Class of 2022 only saw 1 out of 8 students achieve the 100% benchmark.
F. Findings (Outcome #1)
We found the benchmark that we established was not realistic, as it focuses on perfection rather than proficiency. Only one student over the course of two years had a perfect score of 100%. On the clinical capstone competency exercises, students are scored on a scale of 1-4 on 66 different activities, with 4 being totally competent without errors and 1 being not competent. A score of 3 still shows proficiency, although the student has things to work on. If the student scores less than 4 in any single area, it will result in a score less than 100%, and we found most students have things they can improve over time with more workplace experience.
G. Implementation of Findings
The program will implement a more reasonable benchmark for the next CIP to assess student proficiency in pre-study, study, and post-study procedures on the clinical capstone competency exercises.

A. Outcome #2	
Given a patient's sleep study data, the student will be able to assess the patient need for treatment and intervention of the sleep disorder, perform PAP titrations and oxygen administration when needed, and troubleshoot during sleep studies.	
B. Measure (Outcome #2)	**C. Target (Outcome #2)**
Scenario-based questions on the Registered Polysomnographic Technologist (RPSGT) practice exam administered in PSGT 2272 and Certification in Clinical Sleep Health (CCSH) practice exam administered in PSGT 2374 will assess the student's	100% of students score 80% or better on each exam.

ability to critically think through treatment and intervention needs, performance of PAP titrations and oxygen administration, and troubleshooting during sleep studies.

D. Action Plan (Outcome #2)

Evaluate exam scores for two years and identify what exam domains have the lowest performance. Improve review materials on poor performing domain areas.

E. Results Summary (Outcome #2)

63% of the Class of 2021 scored an 80% or higher on the RPSGT practice exam administered in PSGT 2272, while 88% of the Class of 2022 scored an 80% or higher on this exam. 50% of the Class of 2021 scored an 80% or higher on the CCSH practice exam administered in PSGT 2374, while 63% of the Class of 2022 scored an 80% or higher on this exam.

F. Findings (Outcome #1)

We saw an improvement in scores on both exams in the Class of 2022 cohort. This aligned with each cohort's performance on the credentialing exams to which these two practice exams correlate. The Class of 2022 had a higher pass rate than the Class of 2021.

G. Implementation of Findings

We are utilizing student feedback on these exams in comparison to the actual credentialing exams to continue to revise review materials and exam questions in PSGT 2272 and PSGT 2374 to better align those materials with current exam practices.