**Date:** 1/4/2017 **Name of Administrative or Educational Support Unit:**  Araceli Solis

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**Mission:**

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| The goal of the Respiratory Care Program at Collin College is to provide safe, effective, and competent respiratory care practitioners to our community of interest. |

**PART I: Might not change from year to year. If this is an academic or workforce program, you must have 3-4 long-term student learning outcomes. You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed.**

| A. Outcomes(s)  Results expected in this department/program | B. Measure(s)  The instrument or process used to measure results | C. Target(s) The level of success expected |
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| Given patient information, the student gathers relevant clinical information including patient interview data, assessment of a patient’s general appearance, presence of cough, sputum amount and character, pulse rhythm and force, accessory muscle use, breath sounds, and chest assessment to evaluate a patient’s cardiopulmonary status. | National Board for Respiratory Care Therapist Multiple-Choice Examination Section I: Patient Evaluation and Recommendation  Sub-Section B: Gather Clinical Information | Meet or exceed the national average in Section IB of the National Board for Respiratory Care Therapist Multiple-Choice Exam. |
| Given the task of ensuring quality control of equipment and infection control, the student ensures the proper handling of biohazardous materials, selects appropriate agent and technique for surface disinfection, and monitors the effectiveness of sterilization procedures. | National Board for Respiratory Care Therapist Multiple-Choice Examination Section II: Troubleshooting and Quality Control of Equipment and Infection Control.  Sub-Section B: Ensuring Infection Control | Meet or exceed the national average in Section IIB of the National Board for Respiratory Care Therapist Multiple-Choice Exam. |
| Given patient information, the student utilizes evidence-based medicine principles to determine a patient’s pathophysiological state and recommends changes in their therapeutic plan when indicated while using application of evidence-based or clinical guidelines. | National Board for Respiratory Care Therapist Multiple-Choice Examination Section III: Initiation and Modification of Interventions  Sub-Section F: Utilize Evidence-Based Medicine Principles | Meet or exceed the national average in Section IIIF of the National Board for Respiratory Care Therapist Multiple-Choice Exam. |
| Given a patient scenario, the student will provide respiratory care techniques during cardiopulmonary emergencies, disaster management, and patient transport. | National Board for Respiratory Care Therapist Multiple-Choice Examination Section III: Initiation and Modification of Interventions  Sub-Section G: Provide Respiratory Care Techniques in High-Risk Situations | Meet or exceed the national average in Section IIIG of the National Board for Respiratory Care Therapist Multiple-Choice Exam. |
| Identify students on target to complete a Bachelor of Science Degree post-graduation. | Survey Monkey on all students enrolled in the 2016-2017 academic year. | At least 25% of the 2nd year cohort will begin to take classes post-graduation. |

**PART II: For academic year 2016-2017 (enter year i.e. 2011-12)**

**From Part I**

| A. Outcomes(s)  Results expected in this department/program | D. Action Plan Years 5 & 2  Based on analysis of previous assessment, create an action plan and include it here in the row of the outcomes(s) it addresses. | E. Implement Action Plan  Years 1 & 3  Implement the action plan and collect data | F. Data Results Summary  Years 2 & 4  Summarize the data collected | G. Findings  Years 2 & 4  What does data say about outcome? |
| --- | --- | --- | --- | --- |
| Given patient information, the student gathers relevant clinical information including patient interview data, assessment of a patient’s general appearance, presence of cough, sputum amount and character, pulse rhythm and force, accessory muscle use, breath sounds, and chest assessment to evaluate a patient’s cardiopulmonary status. | No action plan needed as students in the Class of 2015 and 2016 scored above the national mean. |  | National Board for Respiratory Care school summary reports indicate that program mean scores for the class of 2015 were at 113% of the national mean while the class of 2016 were at 108% of the national mean. Further analysis does however show that when individual scores were reviewed, there was an increase in the number of students that scored just below the national mean from one year to the next. | Data indicates that as a whole, students are performing well in this content area. The program will monitor this content area and develop an action plan if there continues to be an increase in individual students scoring below the national mean causing the program mean to fall below the national mean as well. |
| Given the task of ensuring quality control of equipment and infection control, the student ensures the proper handling of biohazardous materials, selects appropriate agent and technique for surface disinfection, and monitors the effectiveness of sterilization procedures. | No action plan needed as students in the Class of 2015 and 2016 scored above the national mean. |  | National Board for Respiratory Care school summary reports indicate that the class of 2015 scored 115% of the national mean and the class of 2016 scored 110% of the national mean. | Data indicates that as a whole, students are performing well in this content area. |
| Given patient information, the student utilizes evidence-based medicine principles to determine a patient’s pathophysiological state and recommends changes in their therapeutic plan when indicated while using application of evidence-based or clinical guidelines. | Students will complete a written assignment during their first semester in RSPT 1410 Lab on lab procedures and how evidence-based medicine and clinical practice guidelines are incorporated into practice.  The grading rubric for article critiques will be modified to include grading criteria for inclusion of evidence-based data.  Students will distinguish between protocols and orders and indicate why hospitals follow different protocols.  Evidence Based Guidelines will be emphasized in RSPT 2310. |  | In reviewing the National Board for Respiratory Care school summary reports, this was the only content area where the program mean score fell just under the national mean in 2016. The national mean was 4.5 and the group of students averaged 4.4 in this content area. This was a decrease when compared to the previous year where the group in 2015 was at the national average. | Although the group in 2016 was a tenth of a point under the national mean, this indicates there is improvement needed in this content area. |
| Given a patient scenario, the student will provide respiratory care techniques during cardiopulmonary emergencies, disaster management, and patient transport. | No action plan is necessary. |  | In reviewing the National Board for Respiratory Care school summary reports, data indicates that the program mean fell above the national mean. Further analysis indicated that all students in 2016 scored above the national mean. This was an improvement from the previous year where one student scored below the national mean in this content area. | These findings indicate that the program curriculum has been sufficient for students to be successful in this area. |
| Identify students on target to complete a Bachelor of Science Degree post-graduation. | Students were surveyed on the intent to continue their education post Collin.  As the program finalizes an articulation agreement with Midwestern State University, the program will begin to track students concurrently enrolled to complete a Bachelor of Science in Respiratory Care. |  | Of the 42 first and second year students in 2016, 76% responded to the survey. 68% expressed the intent to continue towards a Bachelors post-graduation. | There is a large interest in students furthering their education.  The program will begin tracking students once students are eligible to concurrently enroll at Midwestern State University. |