



Cycle: 2018-2021

ASSOCIATE IN APPLIED SCIENCE WITH A MAJOR IN RESPIRATORY CARE

Program Mission Statement:

The FDTC Respiratory Care Program provides a high-quality educational experience that prepares graduates for entry-level respiratory therapist positions in acute care facilities, sleep centers, etc.

Division: Health and Human Services

AVP: Dan Averette

Department Chair: Dawn Nelson

Director: Lakeisha Johnson

SACSCOC Standard: 8.2A

Accrediting Agency: Yes No

Name: Commission on Accreditation for Respiratory Care (CoARC)

Certification Exam(s): Yes No

Agency Name: National Board for Respiratory Care (NBRC)

Credential:

CRT-Certified Respiratory Therapist

RRT-Registered Respiratory Therapist

Program Student Learning Outcome	Monitoring Year
Lifelong Learning: Demonstrate the ability to self-assess the knowledge that is required for life-long learning	2018-2019
Communication: Communicate effectively and professionally with a variety of patients from diverse backgrounds, in addition to peer and other health care providers	2019-2020
Critical Thinking: Integrate technical and conceptual knowledge to assess, plan, implement, evaluate, adapt, and document treatments to benefit individual patient needs	2019-2020
Quality and Safety: Demonstrate evidence-based, preventive, and therapeutic respiratory care in a safe manner.	2020-2021

STUDENT LEARNING OUTCOMES FOR AAS.RES – 2018-2019

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
Lifelong Learning: Demonstrate the ability to self-assess the knowledge that is required for life-long learning.	RES 101 Introduction to Respiratory Care	Artifacts used for this PSLO are the average of the three module exams.	80% of the students will score 76% or higher.	FALL 2018	7 out of the 9 students (77.8%) received a 76% or higher on the artifacts chosen for this assessment. The lowest score for this artifact was 74%, and the highest was 86%. The cohort average for the event was 79.9%	The expected level of learning was not met. Although the cohort size impacted the expected outcome, the program faculty will incorporate mini-review sessions at the beginning of each class to improve student recall of prior knowledge to aid in learning new concepts. This process will enhance long-term memory.

STUDENT LEARNING OUTCOMES FOR AAS.RES—2018-2019

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
<p>Lifelong Learning: Demonstrate the ability to self-assess the knowledge that is required for life-long learning.</p>	RES 204 Neonatal and Pediatric Respiratory Care	Artifacts used for this PSLO are the average of the four modules exams and the three case studies.	80% of the students will score 76% or higher.	SPRING 2019	<p>14 out of 14 students (100%) received a 76% or higher on the artifacts chosen for this assessment.</p> <p>The lowest score was 76.2%, and the highest score was 89%. The cohort average for this event was 83.3%.</p>	The expected level of learning was met. The case studies reinforce the current course concepts and require them to utilize their critical thinking and problem-solving skills.

STUDENT LEARNING OUTCOMES FOR AAS.RES– 2019-2020

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
<p>Communication: Communicate effectively and professionally with a variety of patients from diverse backgrounds, in addition to peer and other health care providers.</p>	<p>RES 151 Clinical Applications</p> <p>RES 275 Advanced Clinical Practice</p>	<p>Artifacts used for this PSLO are the average of the Report/SBAR rubric and the Professionalism and Communication rubric.</p> <p>Artifacts used for this PSLO are the average of the Report/SBAR rubric, the Continuing Competency rubric, and the Professionalism and Communication rubric.</p>	<p>90% of students will score 90% or higher.</p> <p>90% of students will score 90% or higher.</p>	<p>Summer 2020</p> <p>Fall 2019</p>	<p>8 out of 8 students (100%) received a 90% or higher on the artifacts chosen for this assessment.</p> <p>The cohort average was 100%.</p> <p>8 out of 8 students (100%) received a 90% or higher on the artifacts chosen for this assessment.</p> <p>The lowest score was 94.2%, and the highest score was 100%. The cohort average for this event was 99.1%.</p>	<p>The expected learning level of learning was met. The students demonstrated the ability to give bedside report and demonstrate adequate communication skills. Will continue to use performance metrics to evaluate results.</p> <p>The expected learning level of learning was met. The students demonstrated the ability to give bedside report, demonstrate adequate communication skills, and retain all acquired clinical skills. Will continue to use performance metrics to evaluate results.</p>

STUDENT LEARNING OUTCOMES FOR AAS.RES– 2019-2020

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
Critical Thinking: Integrate technical and conceptual knowledge to assess, plan, implement, evaluate, adapt, and document treatments to benefit individual patient needs.	RES 123 Cardiopulmonary Physiology	Artifacts used for this PSLO are the average of the three unit exams and the final exam.	80% of students will score 76% or above.	Fall 2019	7 out of 12 students (58.3%) received a 76% or higher on the artifacts chosen for this assessment. The lowest score for this artifact was 55.3%, and the highest was 98.9%. The cohort average for this event was 79.7%.	The expected learning level was not met. Of the five students that scored below 76%, three of the students demonstrated poor performance in two or more first-semester courses and did not proceed to the next semester. The course delivery method and assessments were changed during the fall 2020 semester under a new instructor, and 14 out of 15 students (93.3%) scored 76% or higher.
	RES 243 Mechanical Ventilation II	Artifacts used for this PSLO are the average of the three unit exams, case studies, and skill check-offs.	80% of students will score 76% or above.	Fall 2019	8 out of 8 students (100%) received a 76% or higher on the artifacts chosen for this assessment. The lowest score was 84.5%, and the highest score was 91.8%. The cohort average for this event was 88.4%	The expected level of learning was met. The students demonstrated retention of the concepts acquired in RES 141 and appropriate critical thinking, troubleshooting, and problem-solving skills. Will continue to use performance metrics to evaluate results.

STUDENT LEARNING OUTCOMES FOR AAS.RES– 2020-2021

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
Quality and Safety: Demonstrate evidence-based, preventive, and therapeutic respiratory care in a safe manner.	RES 121 Respiratory Skills I	Artifacts used for this PSLO are the average of the three unit exams, the four skill check-offs, and the final exam.	80% of students will score 76% or above.	Fall 2020	15 out of 15 students (100%) received a 76% or higher on the chosen artifacts for this assignment. The lowest score was 81.5%, and the highest score was 94.7%. The cohort average for this event was 89.2%.	TThe expected learning outcome was met. The students demonstrated competency in the clinical skills required to demonstrate evidence-based preventive and therapeutic respiratory care in a safe manner. Will continue to use performance metrics to evaluate results.

STUDENT LEARNING OUTCOMES FOR AAS.RES– 2020-2021

A. Program Student Learning Outcomes	B. What courses are PSLOs Assessed	C. Methods for Outcomes Assessment	D. Expected Level of Program Performance	E. Data Collection	F. Results	G. Plan For Improvement
What should the graduates of your program be able to do?	Where do you see evidence that the student can do these things?	How does your program evaluate student/graduate skills/abilities?	What is the expected level of student performance <u>for the program</u> ?	When will you collect the data needed to evaluate the performance of the program?	What are the results of the evaluation? NOTE: include student ratio with all results.	How will you use this information to improve the program
Quality and Safety: Demonstrate evidence-based, preventive, and therapeutic respiratory care in a safe manner.	RES 131 Respiratory Skills II	Artifacts used for this PSLO are the average of the three unit exams, the four skill check-offs, and the final exam.	80% of students will score 76% or above.	Spring 2021	14 out of 14 students (100%) received a 76% or higher on the chosen artifacts for this assignment. The lowest score was 82.2%, and the highest score was 94.1%. The cohort average for this event was 87.7%.	The expected learning outcome was met. The students demonstrated competency in the clinical skills required to demonstrate evidence-based preventive and therapeutic respiratory care in a safe manner. Will continue to use performance metrics to evaluate results.

CONTINUOUS STUDENT IMPROVEMENT

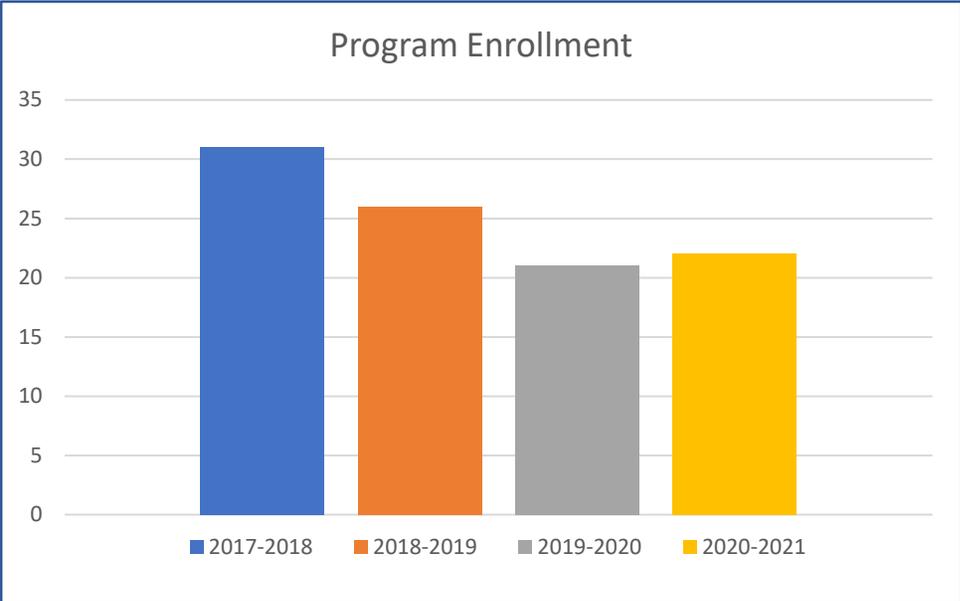
This Cycle's Results and Comparison to Last Cycle's and Recommended Actions:

The Respiratory Care Program during the last assessment cycle (2016-2018) underwent a complete change in the program's leadership. During the 2016-2017 term, the program had three program directors and completely overhauled the program faculty. As a result, upon entering the fourth semester of the program, the class of 2018 did not possess the foundational knowledge or clinical skills required for that stage of the program. Program faculty completed a comprehensive review of foundational knowledge concepts and clinical skills throughout the semester. The students improved their clinical skills, but the faculty found it difficult to provide a comprehensive review while teaching new advanced concepts. Program faculty revamped the curriculum to increase the program's rigor, improve on-time graduation rates, and improve first-time pass rates on the credentialing exams.

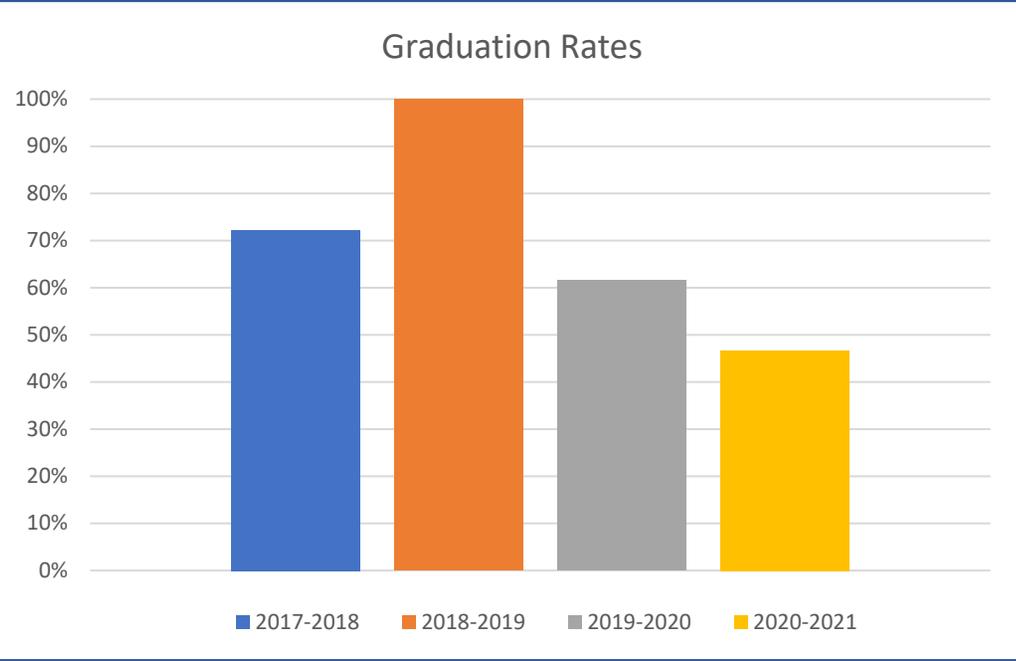
Before the summer of 2017, the program had staggering graduation dates due to the mock credentialing exam process. The students were not allowed to graduate from the program unless they passed the mock credentialing exams, resulting in improved first-time pass rates. Once this practice was discontinued in 2017, there was a decline in credentialing exam pass rates, especially with the class of 2018. Due to the change in curriculum and increased program rigor, the students graduate on time, and the first-time pass rates on the credentialing exams have improved tremendously. The class of 2020 had a 100% first-time pass rate on the TMC and CSE. The Therapist Multiple-Choice (TMC) Examination objectively measures essential knowledge required of respiratory therapists at entry into practice, as well as determine eligibility for the Clinical Simulation Examination (CSE). The TMC and CSE are required to earn the RRT credential. They objectively and uniformly measure essential knowledge, skills, and abilities required of advanced respiratory therapist.

The program curriculum changes have had a tremendous impact on the students' problem-solving, troubleshooting, and critical thinking skills. The addition of RES 241: Respiratory Care Transition has allowed faculty to complete a detailed, comprehensive review of critical respiratory care concepts, foster good test-taking skills, and provide remediation when necessary. The course prepares the student for their end-of-course mock exams that predict student success on the credentialing exams. The students take practice mock exams and receive remediation when they do not meet the expected thresholds. The addition of assessments, such as D2L case study quizzes and the continuing competency rubrics, have improved the students' critical thinking skills and improved the program pass rates.

PROGRAM VITAL STATISTICS

Indicator	Trend Analysis	Action Plans										
<div style="text-align: center;"> <p>Program Enrollment</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Program Enrollment Data</caption> <thead> <tr> <th>Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>31</td> </tr> <tr> <td>2018-2019</td> <td>26</td> </tr> <tr> <td>2019-2020</td> <td>21</td> </tr> <tr> <td>2020-2021</td> <td>22</td> </tr> </tbody> </table> </div>	Year	Enrollment	2017-2018	31	2018-2019	26	2019-2020	21	2020-2021	22	<p>The program has shown a downward trend in program enrollment during this assessment cycle—our AS.AS.RES students’ success in program prerequisite courses, specifically PHS 101 and BIO 112, directly impact student enrollment in the program.</p>	<p>The program has a max enrollment of 20 students. Program faculty will work to improve the program’s visibility and evaluate the necessity of PHS 101 as a prerequisite for the program.</p>
Year	Enrollment											
2017-2018	31											
2018-2019	26											
2019-2020	21											
2020-2021	22											

Indicator	Trend Analysis	Action Plans										
<p style="text-align: center;">Fall to Spring Persistence</p> <table border="1"> <caption>Fall to Spring Persistence Data</caption> <thead> <tr> <th>Year</th> <th>Persistence (%)</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>88</td> </tr> <tr> <td>2018-2019</td> <td>75</td> </tr> <tr> <td>2019-2020</td> <td>77</td> </tr> <tr> <td>2020-2021</td> <td>93</td> </tr> </tbody> </table>	Year	Persistence (%)	2017-2018	88	2018-2019	75	2019-2020	77	2020-2021	93	<p>The actual size of the cohorts impacted the fall-to-spring persistence data. There was lower enrollment during the 2018-2019 and 2019-2020 terms compared to the 2017-2018 and 2020-2021 terms.</p> <p>During the fall of 2018, three first-year students left the program for non-academic personal reasons, and one left due to academic reasons. During the fall of 2019, one student left due to academic reasons, one student failed a course, and one student failed all four courses.</p>	<p>We will continue to monitor student preparedness, improve our course delivery methods, and monitor student performance in all respiratory courses.</p>
Year	Persistence (%)											
2017-2018	88											
2018-2019	75											
2019-2020	77											
2020-2021	93											
<p style="text-align: center;">Fall to Fall Retention</p> <table border="1"> <caption>Fall to Fall Retention Data</caption> <thead> <tr> <th>Year</th> <th>Retention (%)</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>78</td> </tr> <tr> <td>2018-2019</td> <td>67</td> </tr> <tr> <td>2019-2020</td> <td>69</td> </tr> <tr> <td>2020-2021</td> <td>93</td> </tr> </tbody> </table>	Year	Retention (%)	2017-2018	78	2018-2019	67	2019-2020	69	2020-2021	93	<p>Like the fall-to-spring persistence, the fall-to-fall retention percentages were also impacted by the class size, student decisions to leave for non-academic reasons, and lack of adequate academic performance.</p>	<p>We will continue to monitor student preparedness, improve our course delivery methods, monitor student performance in all respiratory courses, and remediate when necessary.</p>
Year	Retention (%)											
2017-2018	78											
2018-2019	67											
2019-2020	69											
2020-2021	93											

Indicator	Trend Analysis	Action Plans										
<p style="text-align: center;">Graduation Rates</p>  <table border="1" data-bbox="113 159 1129 820"> <caption>Graduation Rates Data</caption> <thead> <tr> <th>Academic Year</th> <th>Graduation Rate</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>72%</td> </tr> <tr> <td>2018-2019</td> <td>100%</td> </tr> <tr> <td>2019-2020</td> <td>62%</td> </tr> <tr> <td>2020-2021</td> <td>47%</td> </tr> </tbody> </table>	Academic Year	Graduation Rate	2017-2018	72%	2018-2019	100%	2019-2020	62%	2020-2021	47%	<p>The graduation rates were impacted by the size of each cohort and the fall to spring persistence rates.</p>	<p>The faculty will continue to monitor student performance and progression towards graduation. Intervention strategies, such as mid-semester reviews and exam remediation, will be initiated for students at risk of course failure.</p>
Academic Year	Graduation Rate											
2017-2018	72%											
2018-2019	100%											
2019-2020	62%											
2020-2021	47%											

Indicator	Trend Analysis	Action Plans																				
<p style="text-align: center;">Licensure Pass Rates</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Licensure Pass Rates Data</caption> <thead> <tr> <th>Cohort</th> <th>TMC LOW CUT (%)</th> <th>TMC HIGH CUT (%)</th> <th>CSE (%)</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>61.00</td> <td>46.00</td> <td>45.00</td> </tr> <tr> <td>2018-2019</td> <td>54.00</td> <td>46.00</td> <td>20.00</td> </tr> <tr> <td>2019-2020</td> <td>84.00</td> <td>64.00</td> <td>66.00</td> </tr> <tr> <td>2020-2021</td> <td>100.00</td> <td>100.00</td> <td>100.00</td> </tr> </tbody> </table>	Cohort	TMC LOW CUT (%)	TMC HIGH CUT (%)	CSE (%)	2017-2018	61.00	46.00	45.00	2018-2019	54.00	46.00	20.00	2019-2020	84.00	64.00	66.00	2020-2021	100.00	100.00	100.00	<p>The increased program rigor and curriculum changes have increased the licensure pass rates. The last cohort (2020) achieved a 100% first-time pass rate on both exams.</p>	<p>The faculty will continue to prepare our students for the licensure exams diligently. Our goal is to maintain a first-time pass rate of 80% or greater on both the TMC (High Cut) and CSE.</p>
Cohort	TMC LOW CUT (%)	TMC HIGH CUT (%)	CSE (%)																			
2017-2018	61.00	46.00	45.00																			
2018-2019	54.00	46.00	20.00																			
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2020-2021	100.00	100.00	100.00																			