**Sinclair Community College - Continuous Improvement Annual Update 2010-11**

**Program:** **Respiratory Care**

**Section I: Trend Data**

1. **Program Trend Data**

**Applications to the program remain high. Qualified applicants currently wait about one year after completing program prerequisites before being accepted to start the technical courses. An increase in the number of applicants with previous college degrees is noted.**

**Graduate performance on the national board examinations exceeds national average and typically 95-100% by graduating class on each of the three exams required to become a Registered Respiratory Therapist (RRT).**

**Employer surveys of graduate performance (as mandated by our accreditation agency) indicate satisfaction with the graduates’ knowledge, skills, and professional attributes.**

**Graduate surveys of the program (as mandated by our accreditation agency) indicate overall satisfaction with their learning experience.**

**Placement of graduates remains high, however, it took more time for the graduates to become employed following graduation in June, 2010.**

**Attrition continues to higher than desired despite multiple efforts by the program faculty to improve retention. Smaller class sizes in fall 2010 were attempted to improve retention with some success. However, it is too early to determine if retention over the two years of the cohort will be significantly improved.**

1. **Interpretation and Analysis of Trend Data** *Suggestions of questions that might be addressed in this section: What trends do you see in the above data? Are there internal or external factors that account for these trends? What are the implications for the program or department? What actions have the department taken that have influenced these trends? What strategies will the department implement as a result of this data?*

**With the exception of attrition, the outcomes of the program are exceptional.**

**Current economic conditions have probably contributed to the high demand for the program and the increase in degreed applicants.**

**Section II: Progress Since the Most Recent Review**

1. What was the fiscal year of the most recent Program Review for this program? **08-09**
2. Briefly summarize the goals that were listed in Section IV part E of the most recent Program Review Self-Study (this section of the Self-Study asks “What are the department’s/program’s goals and rationale for expanding and improving student learning, including new courses, programs, delivery formats and locations”)?

**Increase clinical affiliation/adding or increasing clinical rotations.**

**Improve retention.**

**Secure additional adjunct faculty.**

1. Have these goals changed since your last Program Review Self-Study?  If so, please describe the changes.

**N/A**

1. What progress has been made toward meeting any of the goals listed above in the past year?

**Atrium Medical Center has been added as an affiliate.**

**Admission requirements were changed in hopes of improving retention.**

**Additional classroom and clinical faculty have been hired.**

1. What Recommendations for Action were made by the review team to the most recent Program Review? What progress has been made towards meeting these recommendations in the past year?

* **As faculty retire and new faculty join the department, continued attention to maintaining the program’s relationships with clinical sites and professionals throughout the region will be essential.**
  + **Ongoing. Additional clinical affiliate has been secured and will be used Spring 2011.**
* **Given the anticipated retirements and the short supply of qualified faculty, the department may wish to mentor some of its current students who show promise for becoming excellent faculty in the future.**
  + **Additional adjunct faculty have been hired and are being mentored by the full-time faculty. Some of the adjuncts were previous graduates of our program.**
* **The department has worked diligently to reduce its high attrition rate. This attrition rate is not atypical among such programs at other institutions, but the department is strongly encouraged to seek new ways to retain more students. Identifying characteristics of students who persist versus those who leave may provide useful information for developing intervention strategies. Based on the reports of faculty, it appears that new approaches to helping students understand the rigor of the program prior to entry as well as the nature of professional practice in this field would be helpful.** 
  + **Attrition is continually addressed and strategies for improving retention have been implemented. The GPA for admission to the program has been raised from 2.0 to 2.5 effective fall 2010. The starting class of 2010 consisted of several students who met the program’s criteria for Accelerated Admission for Academic Achievement (AAAA). In July 2011, the 3-year average attrition threshold established by the Commission on Accreditation of Respiratory Care (CoARC) will be raised from 30% to 40%. Subsequently, the program expects to be in compliance with the accreditation requirement after that date.**

**Section III: Assessment of Outcomes**

The Program Outcomes for this program are listed below. **At least one-third of your program outcomes must be assessed as part of this Annual Update, and across the next three years all of these program outcomes must be assessed at least once**.

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| --- | --- | --- | --- |
| **Respiratory Therapy** Program Outcomes | In which courses are these program outcomes addressed? | Which of these program outcomes were assessed during the last fiscal year? | Assessment Methods  Used |
| **1)** Demonstrate personal behaviors and attitudes consistent and appropriate to the advanced respiratory care professional. | Assessed in all RET courses, but capstone course (RET 280) is the summative assessment |  | * Communication skills * Clinical evaluation |
| **2)** Demonstrate the ability to comprehend, apply, and evaluate information relevant to the job description of an advanced respiratory care practitioner. | RET 280 |  | * Mock board exams (CRT, RRT, CSE) |
| **3)** Perform all prescribed therapeutic modalities and diagnostic procedures relevant to the job description of advanced respiratory care practitioners. | RET 280 |  | * Skill proficiencies |

a) For the assessment methods listed in the table above, what were the results? What changes are planned as a result of the data? How will you determine whether those changes had an impact?

**For all the assessments listed above, the soon-to-be graduates met or exceeded program expectations. No changes are planned, but ongoing monitoring will occur with the conversion to semesters.**

b) What other changes have been made in past years as a result of assessment of program outcomes? What evidence is there that these changes have had an impact?

**There were no changes made based solely on assessment results. However, the curriculum under semesters was predicated on assessment data and new accreditation guidelines from CoARC and updated matrices of the national board examinations. An Introduction to Respiratory Care prerequisite course was added to the semester curriculum to improve applicants’ understanding of the profession and the rigors/expectations of the program.**

c) Describe general education changes/improvements in your program/department during this past academic year (09-10).

**An additional project was incorporated into the summer term between the two years of the curriculum that integrated the following:**

* **review of scientific literature,**
* **team work/collaboration,**
* **critical thinking/reasoning ,**
* **written communication, and**
* **computer application skills.**

**Section IV: Improvement Efforts for the Fiscal Year**

1. **FY 09-10:** What other improvement efforts did the department make in FY 09-10?  How successful were these efforts?  What further efforts need to be made? If your department didn’t make improvement efforts during the fiscal year, discuss the strengths and weaknesses of the department over the last year and how the department plans to address them in the coming year.

**An analysis of admission requirements was conducted and a decision made to increase the entry GPA to 2.5 was implemented effective fall 2010 and impacting the incoming class of 2011. It will take approximately five years to evaluate the effectiveness of this change in improving retention.**

1. **FY 10-11:** What improvement efforts does the department have planned for FY 10-11? How will you know whether you have been successful?

**Semester conversion and preparation of an accreditation self-study for an upcoming site visit were the main focus of the department this year. Following the site visit, the program will be able to formulate continuous improvement goals for the upcoming year.**

Questions regarding completion of the Annual Update? Please contact the Director of Curriculum and Assessment at 512-2789 to schedule a time to review the template and ask any questions.