**Sinclair Community College**

**Continuous Improvement Annual Update 2016-17**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2017**

**After receiving feedback from your Division Assessment Coordinator, please revise accordingly and make the final submission to your dean and the Provost’s Office no later than May 1, 2017**

**Department:** **LHS - 0677-Respiratory Therapy Technology**

Year of Last Program Review: FY 2015-2016

Year of Next Program Review: FY 2020-2021

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

Below are the goals from Section IV part E of your last Program Review Self-Study. Describe progress or changes made toward meeting each goal over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **Goals** | **Status** | **Progress or Rationale for No Longer Applicable** |
| Establish a “clinical simulation preparation program” throughout the program to improve first attempts at the mock clinical simulation along with the actual NBRC clinical simulation examination. | In progress  Completed  No longer applicable | * We are currently in the process of utilizing adult clinical simulations in RET 1201. In addition, we are utilizing adult, pediatric and neonatal clinical simulations in RET 2201. * We are currently in the process of learning about and utilizing simulations provided through our newly purchased human patient simulator. |
| Since the department Chair is retiring, current faculty will need to become oriented to the organization and procedures that are currently performed by the current Chairperson. These responsibilities include becoming licensed to teach and organize ACLS, PALS, NRP, and disaster preparedness courses found in RET 2220/2222. | In progress  Completed  No longer applicable | * All current faculty is licensed to teach and organize ACLS * Michelle Abreu and Karen Woodard are licensed to teach and organize PALS. * Michelle Abreu has completed the basic disaster training course with the intent of teaching and organizing this component of RET 2220/2222. * Per new American Academy of Pediatrics 2017 guidelines, NRP can no longer be offered as a certification course for students. This will result in a course revision for RET 2220/2222. Since our board exams test heavily on neonatal resuscitation, components of this course will be incorporated in existing courses. |
| Implement new curriculum in fall 2016 with a reduction from 73 to 65 credit hours. Specifically, the program needs to closely monitor the oral communication general education outcome success rates as compared to college success rates and monitor NBRC pass rates to identify if the reduction of two RET credit hours impacted the program outcomes. | In progress  Completed  No longer applicable | * We will continue to keep a close eye on our oral communication general education outcome success rates. Our plan is to utilize Sinclair’s oral communication competency rubric in our courses, labs and clinical setting evaluations. |
| Continue to monitor TEAS data for a total of three to five years in anticipation of determining a minimum cut score required for entry into the RET program. | In progress  Completed  No longer applicable | * Based on TEAS data, The RET Program set an overall score of 50 or above for entry into the program. We will continue to monitor this data and hope to set minimum cut scores for Reading, Math, Science and English. |
| Pursue additional clinical sites for more pediatric and adult respiratory care as the current clinical limitations caps the number of RET students admitted annually. | In progress  Completed  No longer applicable | * Our DCE has established additional clinical sites for both freshman and sophomore students. These include freshman rotations at Cincinnati Children’s Hospital (Liberty Campus) and freshman and sophomore rotations at Grandview Hospital. |
| Seek to have some of the RET faculty participate in the program *Smoking Cessation* – A Nationwide “Train the Trainer” program. The goal of the program is to have faculty members from all over the nation collaborating on this newly developed plan. | In progress  Completed  No longer applicable | * One faculty member completed this program and is currently using this curriculum. |

Below are the Recommendations for Action made by the review team. Describe the progress or changes made toward meeting each recommendation over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **Recommendations** | **Status** | **Progress or Rationale for No Longer Applicable** |
| As mentioned in the commendations, the RET Mentorship program is a very impressive program that other departments would do well to emulate. The Review Team strongly recommends that the department work with the CTL to provide workshops in forums such as Fall Conference to allow other departments to learn about these exciting techniques the department is using. | In progress  Completed  No longer applicable | * The RET department has reached out to the CTL to potentially provide a workshop on the Mentor Program during FFPDD 2017. |
| The department should monitor the impact of the reduction in credit hours - it is thought the impact will be minimal, but the department should carefully monitor assessment data and exam scores to determine whether the curricular changes have had any negative impact. Similarly, the department should closely monitor Oral Communication assessment results to ensure there has been no negative impact from dropping the COM requirement. | In progress  Completed  No longer applicable | * We will continue to keep a close eye on our oral communication general education outcome success rates. Our plan is to utilize Sinclair’s oral communication competency rubric in our courses, labs and clinical setting evaluations. |
| The department does an outstanding job of collecting and using data, but it sounds as though much of its data collection and entry are done manually. Could the department work with RAR to determine whether more efficient methods of data collection, entry, and storage could be developed? | In progress  Completed  No longer applicable | * Our DCE is currently in the process of working with RAR to obtain data pertinent to our clinical education. * In addition, we are in the process of implementing an online management program for clinical education, which should provide us with accurate and updated data. * Our critical care instructor will be working with RAR to assess passing rates on the clinical simulation portion of our board exams. Since the new cohort program instruction will consist of clinical simulation training, we hope to see these numbers increase. |
| It doesn't appear that currently any work is done with students whose selective admissions rubric scores are so low that they are unlikely to ever get into the program. Perhaps the department could work with other departments in the division, or with the appropriate Career Community, to direct these students into other programs. There is a great potential for loss of enrollments of these students, since many of them will never gain entry to the program - could we save those enrollments through outreach and counseling to move these students into other fields of study? This would require the efforts of many outside the RET department. | In progress  Completed  No longer applicable | * The RET department is hosting an RET Open House. Everyone linked to RET as their major is invited to this open house. The goal is for RET faculty to offer program information to prospective students. An advisor from Health Sciences will be available to provide assistance to those students who may not be eligible for our program. The goal is to be able to direct these students into programs of study that they are eligible for. |
| The department has done well with tracking TEAS data - would it be appropriate to include TEAS as part of the selective admissions rubric? Currently it is listed on the rubric with the statement "no points designated at this time". Could the data the department is collecting inform the incorporation of TEAS data into the rubric? | In progress  Completed  No longer applicable | * Based on TEAS data, The RET Program set an overall score of 50 or above for entry into the program. The admissions rubric has been updated to reflect this change. |
| The new Health Sciences strategy should provide ample opportunity for team building and interdisciplinary education involving the simulation software the department is in the process of purchasing - by the next Program Review the department should be able to describe how this is occurring. | In progress  Completed  No longer applicable | * The RET department has been collaborating with the nursing, occupational therapy assistant, physical therapy assistant and emergency medical services departments on IPE. Respiratory students worked alongside nursing, PT/OT, and paramedics to collaborate on presentations for the health sciences fair.  They did an amazing job creating visual information as well as presenting their projects. IPE student surveys were administered to assure that learning took place. * We are excited to continue our collaboration with these departments, as well as additional disciplines as we move into the new HS building. |
| With the emerging requirement in the Respiratory Therapy field for a bachelor's for practitioners, the department may need to strengthen its existing articulation agreements and develop new ones with baccalaureate institutions where appropriate. How can we ensure that the pathways will be available that the students will need to gain so that they can find employment once they leave our two-year program? | In progress  Completed  No longer applicable | * We have invited universities to provide information on available baccalaureate degrees to our students upon graduation with their AAS degree. These include Kettering College of Medical Arts and University of Cincinnati. * We will continue to strengthen our existing articulation agreements to assure a smooth transition and will pursue additional agreements as necessary. |
| It was noted that once the chairperson retires, there will be no one among the remaining faculty who have ever participated in a CoARC site visit or served as a site visitor conducting a peer review. It is strongly recommended that the new program director become a site visitor for CoARC. The other faculty will also need training - what opportunities are there to lower the cost of that training by bringing consultants and experts to Sinclair to do training, rather than have the cost of sending several faculty elsewhere for training? | In progress  Completed  No longer applicable | * Based on CoARC’s qualification list, the current program director and DCE are not eligible to become site visitors. We will look into becoming site visitors at our first opportunity. * We will reach out to CoARC to obtain information on on-site training for all the faculty members. |

**Section II: Assessment of General Education & Degree Program Outcomes**

For the FY 2016-17 Annual Update, departments are asked to provide assessment results for **Information Literacy**.

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| **General Education Outcomes** | Year assessed or to be assessed. | Course identified by the department where this outcome could be assessed | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| Information Literacy | **2016-2017** | **RET2201** - Critical Care II | Rubric that assesses research methods, thesis formation, analyzing of multiple resources and how effectively the student integrated that information. | No assessment results available yet. This is assessed during B-term of our Spring Semester. |
| **NEXT YEAR:** | | | | |
| Computer Literacy | **2017-2018** | **RET2201** - Critical Care II |  |  |

The Program Outcomes for the degrees are listed below. Responses from previous years are provided below. **All program outcomes must be assessed at least once during the 5 year Program Review cycle, and assessment of program outcomes must occur each year**.

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| **Program Outcomes** | To which course(s) is this program outcome related? | | Year assessed or to be assessed. | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| Acknowledge the influence of diversity on patients, families and the health care team and be able to listen and effectively communicate both verbally and nonverbally. | All RET Courses | | 2016/2017 | Summative affective  evaluations by faculty members and an interactive  communication  scenario using a  rubric by the  program medical  director is given in RET 2204 | The evaluations include scenarios with diverse patients, families and health care teams. Typically, 100% pass on first attempt. |
| Demonstrate personal behaviors and attitudes consistent and appropriate to the advanced respiratory care professional. | All RET Courses, ALH 1101, ENG 1101, PSY 1100, | | 2016/2017 | Summative affective  evaluations by faculty members and an interactive  communication  scenario using a  rubric by the  program medical  director is given in RET 2204 | Typically, 100% pass on first attempt |
| Demonstrate the ability to comprehend, apply and evaluate information relevant to the job description of an advanced respiratory care practitioner. | All RET courses, CHE 1111, BIO 1107, MAT 1130 & HIM 1101 | | 2016/2017 | Summative mock  board examinations  for the certification  and registry  credentials | No assessment results available yet. This is assessed during B-term of our Spring Semester. |
| Perform all prescribed therapeutic modalities and diagnostic procedures relevant to the job description of advanced respiratory care practitioners. | RET 1102, 1202, 1203, 1303, 2102, 2103, 2202, 2203, & 2204 | | 2016/2017 | Successful  demonstration/evaluation of each skill proficiency in the laboratory by a  faculty member | 100% passed each laboratory  skill/proficiency within the first three attempts. During B-term of Spring Semester, each student will need to successfully repeat the proficiency in the clinical setting. |
| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?** | | No changes required. | | | | |
| **How will you determine whether those changes had an impact?** | |  | | | | |

**OPTIONAL:**

Please use the space below to keep track of any annual data that your department wishes to maintain. This section is completely optional and will not be reviewed by the Division Assessment Coordinators.