

# Assessment: Course Four Column

Spring/Summer 2019



## El Camino: Course SLOs (HSA) - Respiratory Care

### ECC: RC 172: Fundamentals of Cardiopulmonary Physiology and Pharmacology in Respiratory Care

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<b>SLO #3 Comprehensive Final Exam on Physiology &amp; Pharmacology -</b> Students who stay in the course till the end of semester will take a comprehensive final multiple choice examination and 80% will obtain a grade of 70% or better. <b>Course SLO Status:</b> Active <b>Course SLO Assessment Cycle:</b> 2015-16 (Spring 2016), 2018-19 (Spring 2019) <b>Input Date:</b> 11/29/2013	<b>Exam/Test/Quiz -</b> A comprehensive written exam focusing on basic concepts of pharmacology and anatomy/physiology with their importance to respiratory care practitioners. <b>Standard and Target for Success:</b> 80% of class achieving minimum score of 70%.	<b>Semester and Year Assessment Conducted:</b> 2018-19 (Spring 2019) <b>Standard Met?</b> : Standard Met 86% of the class (12/14) achieved a minimum score of 70%. Adjustments to instructional methodology have helped improve final exam scores the last few years. (09/09/2019) <b>Faculty Assessment Leader:</b> Roy Mekar <b>Faculty Contributing to Assessment:</b> Doug Mizukami	<b>Action:</b> Student final exam performance monitored and showed that the continual adjustments to assisting students in final exam performance have been successful in helping maintain achievement of the standard. Will continue to monitor and continue to make appropriate teaching changes where indicated. (09/09/2019) <b>Action Category:</b> Teaching Strategies
		<b>Semester and Year Assessment Conducted:</b> 2015-16 (Spring 2016) <b>Standard Met?</b> : Standard Met 83% of the class (30/36) achieved a minimum score of 70%. Adjustments to instructional methodology have helped improve final exam scores the last few years. (05/24/2016) <b>Faculty Assessment Leader:</b> Roy Mekar <b>Faculty Contributing to Assessment:</b> Doug Mizukami	<b>Action:</b> Will monitor student final exam performance to help in the continual adjustments to assisting students in final exam performance. (05/24/2019) <b>Action Category:</b> Teaching Strategies <b>Follow-Up:</b> Student final exam performance monitored and showed that the continual adjustments to assisting students

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
--------------------	--------------------------------------	----------------	----------------

in final exam performance have been successful in helping maintain achievement of the standard. Will continue to monitor and continue to make appropriate teaching changes where indicated. (04/19/2017)

## ECC: RC 174:Intro Resp Care Equip/Procdres

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p><b>SLO #3 Comprehensive Final Exam on RC Equipment Operation</b> - Students who stay in the course till the end of semester will take a comprehensive final multiple choice examination and 80% will obtain a grade of 70% or better.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2016-17 (Fall 2016), 2018-19 (Spring 2019)</p> <p><b>Input Date:</b> 11/29/2013</p>	<p><b>Exam/Test/Quiz</b> - students will take a comprehensive final multiple choice examination</p> <p><b>Standard and Target for Success:</b> 80% will obtain a grade of 70% or better</p>	<p><b>Semester and Year Assessment Conducted:</b> 2018-19 (Spring 2019)</p> <p><b>Standard Met?</b> : Standard Met</p> <p>85% of class (17/20) achieving minimum score of 70%. This class is a pre-clinical class. Students enrolled in this class are in the process of establishing personal interest and identification of aptitude in the field of respiratory care. Therefore, the standard is based on those completing the class and their score on this exam indicating mastery of the learning objectives set down for the class. (09/09/2019)</p> <p><b>Faculty Assessment Leader:</b> Roy Mekar</p> <p><b>Faculty Contributing to Assessment:</b> Victoria Robertson Mike Desisto</p>	<p><b>Action:</b> 17/20 (85%) of the class achieving a minimum score of 100% when given a patient care scenario about FIO2 management of a patient in the Emergency department. This is within the success target. Will continue to monitor student success and adjust teaching methods to help maintain student success. (06/05/2020)</p> <p><b>Action Category:</b> Teaching Strategies</p>
		<p><b>Semester and Year Assessment Conducted:</b> 2016-17 (Fall 2016)</p> <p><b>Standard Met?</b> : Standard Met</p> <p>10 students took the final exam with 10/10 receiving at least a minimum grade of 70% (12/15/2016)</p> <p><b>Faculty Assessment Leader:</b> Roy Mekar</p> <p><b>Faculty Contributing to Assessment:</b> Doug Mizukami</p>	<p><b>Action:</b> will continue monitoring scores and adjust teaching strategies to maintain standard being met. (12/15/2017)</p> <p><b>Action Category:</b> Teaching Strategies</p> <p><b>Follow-Up:</b> Continue to monitor scores and adjust teaching strategies to maintain standard. (12/05/2018)</p>

# ECC: RC 176:Introduction to Respiratory Care of the Non-Critically Ill Patient

Course SLOs	Assessment Method Description	Results	Actions
<p><b>SLO #3 Comprehensive Final Exam on RC Procedures for Non-critical Patients</b> - Students who stay in the course till the end of semester will take a comprehensive final multiple choice examination and 80% will obtain a grade of 70% or better.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2015-16 (Summer 2016), 2018-19 (Summer 2019)</p> <p><b>Input Date:</b> 11/29/2013</p>	<p><b>Exam/Test/Quiz</b> - Students will take final exam and results will be analyzed to compare number of students taking the final against the number who received passing score of 70% or greater.</p> <p><b>Standard and Target for Success:</b> 80% of participants will achieve a passing score of 70% or greater.</p>	<p><b>Semester and Year Assessment Conducted:</b> 2018-19 (Summer 2019)</p> <p><b>Standard Met?</b> : Standard Met</p> <p>94% of class (16/17) achieving minimum score of 70%. Students did comment during the review of the examination that upgrades in software technology employed in the multimedia lab are now beginning to appear in the course of their research but the preponderance are still the ones here at the multimedia lab. Therefore, their overall grades were not affected at this time. (09/09/2019)</p> <p><b>Faculty Assessment Leader:</b> Roy Mekaru</p> <p><b>Faculty Contributing to Assessment:</b> Victoria Robertson Taryn Parker</p>	<p><b>Action:</b> Student performance associated with final examination was monitored to see if changes in software technology maybe affecting final examination performance including analytical ability which is a major key to success in future employment. Through the Strong Work Force Initiative, funding was received to upgrade the software technology associated with enhancing analytical ability. Not all equipment has been received as of yet, so assessment for effects on future employment needs to be further monitored. (09/09/2019)</p> <p><b>Action Category:</b> Program/College Support</p>
		<p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Summer 2016)</p> <p><b>Standard Met?</b> : Standard Met</p> <p>reviewed final exam scores and 20 students took the final and 20 students received a score of 70% or greater. (11/01/2016)</p> <p><b>Faculty Assessment Leader:</b> Roy Mekaru</p>	<p><b>Action:</b> Continue to search for funding to update the El Camino College Multimedia lab technology (08/21/2017)</p> <p><b>Action Category:</b> Program/College Support</p> <p><b>Follow-Up:</b> The students did report that during their preparation for the examination, newer technologies were mentioned in their researches that were not available in the RC Lab to help them prepare. The faculty was able to administer the examination successfully but may have difficulty in maintaining the standard in the future. Software</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
--------------------	--------------------------------------	----------------	----------------

such as Decision Simulation can assist students in technical skill portion of this class. The high standard of 100% on the examination is vital since these same students will be training clinically with actual patients at various clinical sites where the patients well-being is of the highest importance. The Program will continue to seek funds to purchase software to assist in the technical skills portion of this class. (10/24/2018)

# ECC: RC 280:Respiratory Care of the Critically Ill Patient II

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p><b>SLO #3 Comprehensive Final Exam on RC Life Support &amp; Rehab for RC Patients</b> - Students who stay in the course till the end of semester will take a comprehensive final multiple choice examination and 80% will obtain a grade of 70% or better.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2015-16 (Spring 2016), 2018-19 (Spring 2019)</p> <p><b>Input Date:</b> 11/29/2013</p>	<p><b>Exam/Test/Quiz</b> - A comprehensive written exam focusing on analysis and data gathering aspects of life support as administered by respiratory care practitioners.</p> <p><b>Standard and Target for Success:</b> 100% of class achieving minimum score of 70%</p>	<p><b>Semester and Year Assessment Conducted:</b> 2018-19 (Spring 2019)</p> <p><b>Standard Met?</b> : Standard Met</p> <p>100% of class (15/15) achieving minimum score of 70%. Students did comment during the review of the examination that newer models of the same ventilators employed in the multimedia lab are now beginning to appear in the clinical facilities but the preponderance of ventilators are still the ones here at the multimedia lab. Therefore, their overall grades were not affected at this time. (09/09/2019)</p> <p><b>Faculty Assessment Leader:</b> Roy Mekar</p>	<p><b>Action:</b> Student performance associated with final examination was monitored to see if changes in technology maybe affecting final examination performance including analytical ability which is a major key to success in future employment. Through the Strong Work Force Initiative, funding was received to upgrade the technology associated with enhancing analytical ability. Not all equipment has been received as of yet, so assessment for effects on future employment needs to be further monitored. (06/05/2020)</p> <p><b>Action Category:</b> Program/College Support</p>
		<p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Spring 2016)</p> <p><b>Standard Met?</b> : Standard Met</p> <p>100% of class(15/15) achieving minimum score of 70%. Students did comment during the review of the examination that newer models of the same ventilators employed in the multimedia lab are now beginning to appear in the clinical facilities but the preponderance of ventilators are still the ones here at the multimedia lab. Therefore, their overall grades were not affected at this time. (05/24/2016)</p> <p><b>Faculty Assessment Leader:</b> Roy Mekar</p>	<p><b>Action:</b> Will monitor student performance associated with life support administration to see if changes in technology maybe affecting overall didactic skills in the areas of analysis and data gathering. (one key to possible future employment) (05/24/2019)</p> <p><b>Action Category:</b> Program/College Support</p> <p><b>Follow-Up:</b> Students were able to continue success rate achieved last spring. Continue monitoring student success rates and continue seeking funding for updates in technology. (04/19/2018)</p>

## ECC: RC 282:Fund Perinatal/Pediatric RC

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p><b>SLO #3 Comprehensive Final Exam on RC Perinatal &amp; Peds Care</b> - Students who stay in the course till the end of semester will take a comprehensive final multiple choice examination and 80% will obtain a grade of 70% or better.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2015-16 (Spring 2016), 2018-19 (Spring 2019)</p> <p><b>Input Date:</b> 11/29/2013</p>	<p><b>Exam/Test/Quiz</b> - A comprehensive written exam focusing on analysis and data gathering aspects of Perinatal and pediatric respiratory care.</p> <p><b>Standard and Target for Success:</b> 100% of class achieving minimum score of 70%.</p>	<p><b>Semester and Year Assessment Conducted:</b> 2018-19 (Spring 2019)</p> <p><b>Standard Met?</b> : Standard Met</p> <p>100% of class (15/15) achieving minimum score of 70%. Students did comment during the review of the examination that newer models of the same neonatal and pediatric ventilators employed in the multimedia lab are now beginning to appear in the clinical facilities but the preponderance of neonatal and pediatric ventilators are still the ones here at the multimedia lab. Therefore, their overall grades were not affected at this time. (09/09/2019)</p> <p><b>Faculty Assessment Leader:</b> Roy Mekaru</p>	<p><b>Action:</b> Student performance associated with final examination was monitored to see if changes in technology maybe affecting final examination performance including analytical ability which is a major key to success in future employment. Through the Strong Work Force Initiative, funding was received to upgrade the technology associated with enhancing analytical ability. Not all equipment has been received as of yet, so assessment for effects on future employment needs to be further monitored (06/05/2020)</p> <p><b>Action Category:</b> Program/College Support</p>
		<p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Spring 2016)</p> <p><b>Standard Met?</b> : Standard Met</p> <p>100% of class (15/15) achieved minimum score of 70%. Students did comment during the review of the examination that newer models of the same ventilators employed in the multimedia lab are now beginning to appear in the clinical facilities but the preponderance of ventilators are still the ones here at the multimedia lab. Therefore, their overall grades were not affected at this time. (05/24/2016)</p> <p><b>Faculty Assessment Leader:</b> Roy Mekaru</p> <p><b>Faculty Contributing to Assessment:</b> Victoria Robertson</p>	<p><b>Action:</b> Will monitor student performance associated with life support administration to see if changes in technology maybe affecting overall didactic skills in the areas of analysis and data gathering. (one key to possible future employment) (05/24/2019)</p> <p><b>Action Category:</b> Program/College Support</p> <p><b>Follow-Up:</b> The students are still reporting that newer technologies/ventilators are increasing at all clinical sites that are not available in the RC Lab to help them prepare for clinical experiences. The Program will continue to seek funding to</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
--------------------	--------------------------------------	----------------	----------------

update technologies/ventilators.  
(10/24/2018)



## ECC: RC 284:Resp Care Crit-III Patient III

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p><b>SLO #3 Comprehensive Final Exam on Diseases &amp; Therapies for RC Patients</b> - Students who stay in the course till the end of semester will take a comprehensive final multiple choice examination and 80% will obtain a grade of 70% or better.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2015-16 (Summer 2016), 2018-19 (Summer 2019)</p> <p><b>Input Date:</b> 11/29/2013</p>	<p><b>Exam/Test/Quiz</b> - The assessment method is review of final exam results comparing number of students taking the exam and the number passing.</p> <p><b>Standard and Target for Success:</b> 80% will receive a passing score of 70%</p>	<p><b>Semester and Year Assessment Conducted:</b> 2018-19 (Summer 2019)</p> <p><b>Standard Met?</b> : Standard Met</p> <p>100% of class (15/15) achieving minimum score of 70%. Students did comment during the review of the examination that newer models of the same ventilators employed in the multimedia lab are now beginning to appear in the clinical facilities but the preponderance of ventilators are still the ones here at the multimedia lab. Therefore, their overall grades were not affected at this time. (09/09/2019)</p> <p><b>Faculty Assessment Leader:</b> Roy Mekaru</p> <p><b>Faculty Contributing to Assessment:</b> Victoria Robertson Taryn Parker</p>	<p><b>Action:</b> Student performance associated with final examination was monitored to see if changes in technology maybe affecting final examination performance including analytical ability which is a major key to success in future employment. Through the Strong Work Force Initiative, funding was received to upgrade the technology associated with enhancing analytical ability. Not all equipment has been received as of yet, so assessment for effects on future employment needs to be further monitored. (09/09/2019)</p> <p><b>Action Category:</b> Program/College Support</p>
		<p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Summer 2016)</p> <p><b>Standard Met?</b> : Standard Met</p> <p>15 students took the final exam with 15 receiving a score of 70% or better. (11/01/2016)</p> <p><b>Faculty Assessment Leader:</b> Roy Mekaru</p>	<p><b>Action:</b> Students identified newer ventilator technologies are being introduced into the clinical settings that are not available in the El Camino College multimedia lab. Will attempt to obtain funding to update the ventilator technology in the lab. (08/21/2017)</p> <p><b>Action Category:</b> Program/College Support</p>

## ECC: RC 286:Fund Pulmonary Rehab/Home RC

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p><b>SLO #3 Comprehensive Final Exam on Pulmonary Rehabilitation &amp; Home Respiratory Care</b> - Students who stay in the course till the end of semester will take a comprehensive final multiple choice examination and 80% will obtain a grade of 70% or better.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2015-16 (Spring 2016), 2018-19 (Spring 2019)</p> <p><b>Input Date:</b> 11/29/2013</p>	<p><b>Exam/Test/Quiz</b> - A comprehensive written exam focusing on analysis and data gathering aspects of pulmonary rehabilitation in respiratory care.</p> <p><b>Standard and Target for Success:</b> 80% of class achieving minimum score of 70%.</p>	<p><b>Semester and Year Assessment Conducted:</b> 2018-19 (Spring 2019)</p> <p><b>Standard Met?</b> : Standard Met</p> <p>100% of class (15/15) achieving minimum score of 70%. Students did comment during the review of the examination that newer models of the pulmonary function equipment employed in the multimedia lab are now beginning to appear in the clinical facilities. This has affected the time to perform the lung test and analytical abilities concerning the lung test exam results though the overall final exam scores were not affected. (09/09/2019)</p> <p><b>Faculty Assessment Leader:</b> Roy Mekaru</p> <p><b>Faculty Contributing to Assessment:</b> Raymund Adoc</p>	<p><b>Action:</b> Student performance associated with final examination was monitored to see if changes in technology maybe affecting final examination performance including analytical ability which is a major key to success in future employment. Through the Strong Work Force Initiative, funding was received to upgrade the technology associated with enhancing analytical ability. Not all equipment has been received as of yet, so assessment for effects on future employment needs to be further monitored. (06/05/2020)</p> <p><b>Action Category:</b> Program/College Support</p>
		<p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Spring 2016)</p> <p><b>Standard Met?</b> : Standard Met</p> <p>100% of class (15/15) achieving minimum score of 70%. Students did comment during the review of the examination that newer models of the same ventilators employed in the multimedia lab are now beginning to appear in the clinical facilities but the preponderance of ventilators are still the ones here at the multimedia lab. Therefore, their overall grades were not affected at this time. (05/24/2016)</p> <p><b>Faculty Assessment Leader:</b> Roy Mekaru</p> <p><b>Faculty Contributing to Assessment:</b> Raymund Adoc</p>	<p><b>Action:</b> Will monitor student performance associated with life support administration to see if changes in technology maybe affecting overall didactic skills in the areas of analysis and data gathering. (one key to possible future employment) (05/24/2019)</p> <p><b>Action Category:</b> Program/College Support</p> <p><b>Follow-Up:</b> Students were able to continue success rate achieved last spring. Continue monitoring student success rates and continue seeking funding for updates in technology. (04/19/2017)</p>

# ECC: RC 290:Adv Specialty Resp Gases

Course SLOs	Assessment Method Description	Results	Actions
<p><b>SLO #3 Demonstrate Cognitive Knowledge of RC Specialty Gases -</b> Students who stay in the course till the end of semester will take a comprehensive final multiple choice examination on use and administration of RC specialty gases and 80% will obtain a grade of 70% or better.</p> <p><b>Course SLO Status:</b> Active <b>Course SLO Assessment Cycle:</b> 2015-16 (Spring 2016), 2018-19 (Spring 2019) <b>Input Date:</b> 11/29/2013</p>	<p><b>Exam/Test/Quiz -</b> A comprehensive written exam focusing on analysis and data gathering aspects of the respiratory care class.</p> <p><b>Standard and Target for Success:</b> 80% of remaining students will achieve a minimum score of 70%</p>	<p><b>Semester and Year Assessment Conducted:</b> 2018-19 (Spring 2019) <b>Standard Met?</b> : Standard Met 100% of class (15/15) achieving minimum score of 70%. Students did comment during the review of the examination that newer models of the same specialty gas technology employed in the multimedia lab are now beginning to appear in the clinical facilities but the preponderance of specialty gas technology is still the ones here at the multimedia lab. Therefore, their overall grades were not affected at this time. (09/09/2019) <b>Faculty Assessment Leader:</b> roy mekaru <b>Faculty Contributing to Assessment:</b> victoria robertson</p>	<p><b>Action:</b> Student performance associated with final examination was monitored to see if changes in technology maybe affecting final examination performance including analytical ability which is a major key to success in future employment. Through the Strong Work Force Initiative, funding was received to upgrade the technology associated with enhancing analytical ability. Not all equipment has been received as of yet, so assessment for effects on future employment needs to be further monitored. (06/05/2020) <b>Action Category:</b> Program/College Support</p>
		<p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Spring 2016) <b>Standard Met?</b> : Standard Met 100% of class (11/11) achieved a minimum score of 70%. Students did comment during the review of the examination that newer models of the same ventilators employed in the multimedia lab are now beginning to appear in the clinical facilities but the preponderance of ventilators are still the ones here at the multimedia lab. Therefore, their overall grades were not affected at this time. (05/24/2016) <b>Faculty Assessment Leader:</b> Roy Mekaru <b>Faculty Contributing to Assessment:</b> Victoria Robertson</p>	<p><b>Action:</b> Will monitor student performance associated with specialty gas administration to see if changes in technology maybe affecting overall didactic skills in the areas of analysis and datagathering. (one key to possible future employment) (05/24/2019) <b>Action Category:</b> Program/College Support <b>Follow-Up:</b> Students were able to continue success rate achieved last spring. Continue monitoring student success rates and continue seeking funding for updates in technology and software. (04/19/2017)</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
--------------------	--	----------------	----------------

# ECC: RC 291:Adv Spclty Vent/Oxgn Dlvry Dev

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p><b>SLO #3 Demonstrate Cognitive Knowledge of RC Specialty Ventilators &amp; Gases</b> - Students who stay in the course till the end of semester will take a comprehensive final multiple choice examination on use and monitoring of prolonged artificial ventilation oxygen delivery devices and 80% will obtain a grade of 70% or better.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2015-16 (Spring 2016), 2018-19 (Spring 2019)</p> <p><b>Input Date:</b> 11/29/2013</p>	<p><b>Exam/Test/Quiz</b> - A comprehensive written exam focusing on analysis and data gathering aspects of specialty ventilators in respiratory care .</p> <p><b>Standard and Target for Success:</b> 80% of class achieving minimum score of 70%.</p>	<p><b>Semester and Year Assessment Conducted:</b> 2018-19 (Spring 2019)</p> <p><b>Standard Met?</b> : Standard Met</p> <p>100% of class (15/15) achieving minimum score of 70%. Students did comment during the review of the examination that newer models of the same ventilators employed in the multimedia lab are now beginning to appear in the clinical facilities but the preponderance of ventilators are still the ones here at the multimedia lab. Therefore, their overall grades were not affected at this time. (09/09/2019)</p> <p><b>Faculty Assessment Leader:</b> Roy Mekaru</p> <p><b>Faculty Contributing to Assessment:</b> Victoria Robertson and Taryn Parker</p>	<p><b>Action:</b> Student performance associated with final examination was monitored to see if changes in technology maybe affecting final examination performance including analytical ability which is a major key to success in future employment. Through the Strong Work Force Initiative, funding was received to upgrade the technology associated with enhancing analytical ability. Not all equipment has been received as of yet, so assessment for effects on future employment needs to be further monitored. (06/05/2020)</p> <p><b>Action Category:</b> Program/College Support</p>
		<p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Spring 2016)</p> <p><b>Standard Met?</b> : Standard Met</p> <p>100% of class (11/11) achieved a minimum score of 70%. Students did comment during the review of the examination that newer models of the same ventilators employed in the multimedia lab are now beginning to appear in the clinical facilities but the preponderance of ventilators are still the ones here at the multimedia lab. Therefore, their overall grades were not affected at this time. (05/24/2016)</p> <p><b>Faculty Assessment Leader:</b> Roy Mekaru</p> <p><b>Faculty Contributing to Assessment:</b> Victoria Robertson</p>	<p><b>Action:</b> Will monitor student performance associated with specialty ventilator usage to see if changes in technology maybe affecting overall didactic skills in the areas of analysis and datagathering. (one key to possible future employment) (05/24/2019)</p> <p><b>Action Category:</b> Program/College Support</p> <p><b>Follow-Up:</b> The students are still reporting that newer technologies/ventilators are increasing at all clinical sites that are not available in the RC Lab to help them prepare for clinical experiences. The Program will</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
			continue to seek funding to update technologies/ventilators. (10/24/2018)

# ECC: RC 293:Cardiac Monitrng Adv Resp Care

Course SLOs	Assessment Method Description	Results	Actions
<p><b>SLO #3 Demonstrate Cognitive Knowledge of Cardiac Monitoring -</b> Students who stay in the course till the end of semester will take a comprehensive final multiple choice examination on analyzing and interpreting cardiac monitoring data and 80% will obtain a grade of 70% or better.</p> <p><b>Course SLO Status:</b> Active <b>Course SLO Assessment Cycle:</b> 2015-16 (Spring 2016), 2018-19 (Spring 2019) <b>Input Date:</b> 11/29/2013</p>	<p><b>Exam/Test/Quiz -</b> A comprehensive written exam focusing on analysis and data gathering aspects of the respiratory care class.</p> <p><b>Standard and Target for Success:</b> 80% of class achieving minimum score of 70%.</p>	<p><b>Semester and Year Assessment Conducted:</b> 2018-19 (Spring 2019) <b>Standard Met?</b> : Standard Met 100% of class (15/15) achieving minimum score of 70%. Students did comment during the review of the examination that newer models of the same simulators used to aid in instruction of cardiac conditions employed in the multimedia lab are now beginning to appear in the clinical facilities but the preponderance of this equipment is still the ones here at the multimedia lab. Therefore, their overall grades were not affected at this time. (09/09/2019) <b>Faculty Assessment Leader:</b> Roy Mekar <b>Faculty Contributing to Assessment:</b> Ed Guerrero and Victoria Robertson</p>	<p><b>Action:</b> Student performance associated with final examination was monitored to see if changes in technology maybe affecting final examination performance including analytical ability which is a major key to success in future employment. Through the Strong Work Force Initiative, funding was received to upgrade the technology associated with enhancing analytical ability. Not all equipment has been received as of yet, so assessment for effects on future employment needs to be further monitored. (06/05/2020) <b>Action Category:</b> Program/College Support</p>
		<p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Spring 2016) <b>Standard Met?</b> : Standard Met 100% of class ( 11/11) achieved minimum score of 70%. Students did comment during the review of the examination that newer models of the same ventilators employed in the multimedia lab are now beginning to appear in the clinical facilities but the preponderance of ventilators are still the ones here at the multimedia lab. Therefore, their overall grades were not affected at this time. (05/24/2016) <b>Faculty Assessment Leader:</b> Roy Mekar</p>	<p><b>Action:</b> Will monitor student performance associated with life support administration and its effect on cardiac monitoring to see if changes in technology maybe affecting overall didactic skills in the areas of analysis and datagathering. (one key to possible future employment) (05/24/2019) <b>Action Category:</b> Program/College Support <b>Follow-Up:</b> Students were able to continue success rate achieved last spring. Continue monitoring student success rates and continue seeking funding for</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
--------------------	--------------------------------------	----------------	----------------

updates in technology and software. (04/19/2018)



## ECC: RC 294:Pulmnrly Tstng in Adv Resp Care

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p><b>SLO #3 Demonstrate Cognitive Knowledge of Advanced PFT in RC -</b> Students who stay in the course till the end of semester will take a comprehensive final multiple choice examination on conducting, using and interpreting Advanced PFT in RC and 80% will obtain a grade of 70% or better.</p> <p><b>Course SLO Status:</b> Active <b>Course SLO Assessment Cycle:</b> 2015-16 (Summer 2016), 2018-19 (Summer 2019) <b>Input Date:</b> 11/29/2013</p>	<p><b>Exam/Test/Quiz -</b> final exam will be given and scores reviewed <b>Standard and Target for Success:</b> 80% of students taking the exam will achieve a score of 70% or greater</p>	<p><b>Semester and Year Assessment Conducted:</b> 2018-19 (Summer 2019) <b>Standard Met? :</b> Standard Met 100% of class (15/15) achieving minimum score of 70%. Students did comment during the review of the examination that newer models of the pulmonary function equipment employed in the multimedia lab are now beginning to appear in the clinical facilities. This has affected the time to perform the lung test and analytical abilities concerning the lung test exam results though the overall final exam scores were not affected. (09/09/2019) <b>Faculty Assessment Leader:</b> Roy Mekaru <b>Faculty Contributing to Assessment:</b> Raymund Adoc Victoria Robertson</p>	<p><b>Action:</b> Student performance associated with final examination was monitored to see if changes in technology maybe affecting final examination performance including analytical ability which is a major key to success in future employment. Through the Strong Work Force Initiative, funding was received to upgrade the technology associated with enhancing analytical ability. Not all equipment has been received as of yet, so assessment for effects on future employment needs to be further monitored. (06/05/2020) <b>Action Category:</b> Program/College Support</p>
		<p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Spring 2016) <b>Standard Met? :</b> Standard Met 11 students took the final exam with 11 achieving a score of 70% or greater (11/01/2016) <b>Faculty Assessment Leader:</b> Roy Mekaru <b>Faculty Contributing to Assessment:</b> Raymund Adoc</p>	<p><b>Action:</b> Will continue to search for funding to update pulmonary function technology for the El Camino College Multimedia Lab (08/21/2017) <b>Action Category:</b> Program/College Support</p>

## ECC: RC 295:Phrmclgy in Advanced Resp Care

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p><b>SLO #3 Explain How to Apply Pharmacology Knowledge</b> - During classes students will be able to participate in Pharmacology mini simulations applying their knowledge of different RC drugs to patients with various pulmonary conditions requiring medication .</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2015-16 (Summer 2016), 2018-19 (Summer 2019)</p> <p><b>Input Date:</b> 11/29/2013</p>	<p><b>Exam/Test/Quiz</b> - Students will participate in various mini simulations regarding pulmonary conditions and usage of required medications</p> <p><b>Standard and Target for Success:</b> 80% of the students will achieve a score of 70% or greater</p>	<p><b>Semester and Year Assessment Conducted:</b> 2018-19 (Summer 2019)</p> <p><b>Standard Met?</b> : Standard Met</p> <p>94% of class (16/17) achieving minimum score of 70%. Students did comment during the review of the examination that newer models of the same types of medications in the multimedia lab are now beginning to appear in the clinical facilities but the preponderance of these types of medications are still the ones here at the multimedia lab. Therefore, their overall grades were not affected at this time. (09/09/2019)</p> <p><b>Faculty Assessment Leader:</b> Roy Mekar</p> <p><b>Faculty Contributing to Assessment:</b> Mike Desisto, Victoria Robertson, Taryn Parker</p>	<p><b>Action:</b> Student performance associated with final examination was monitored to see if changes in medications maybe affecting final examination performance including analytical ability concerning medications which is a major key to success in future employment. Through the Strong Work Force Initiative, funding was received to upgrade the software technology used with enhancing analytical ability concerning medications. Not all software has been received as of yet, so assessment for effects on future employment needs to be further monitored. (08/14/2020)</p> <p><b>Action Category:</b> Program/College Support</p>
		<p><b>Semester and Year Assessment Conducted:</b> 2015-16 (Spring 2016)</p> <p><b>Standard Met?</b> : Standard Met</p> <p>20 students participated in the mini simulations during the course and 20 students received scores of 70% or greater (11/01/2016)</p> <p><b>Faculty Assessment Leader:</b> Roy Mekar</p> <p><b>Faculty Contributing to Assessment:</b> Doug Mizukami</p>	<p><b>Action:</b> Will search for funding sources to update mini simulations via computer e.g. CTE grant, Ella rose madden Foundation, etc.) (08/21/2017)</p> <p><b>Action Category:</b> Program/College Support</p> <p><b>Follow-Up:</b> Through the Strong Work Force Initiative, funding was received to upgrade the technology associated with enhancing analytical ability. Not all technology has been received as of yet, so assessment for effects on future employment needs to be further monitored.</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
--------------------	--	----------------	----------------

(09/09/2019)