

PROGRAM REVIEW
Southern West Virginia Community and Technical College
Programs With Specialized Accreditation

Summary of Findings
2011-2012

Program Name: Respiratory Care Technology, Associate in Applied Science

Hours Required for Graduation: 70 currently, 60 beginning fall 2012

I. Synopses of significant findings, including findings of external reviewer(s)

A. Adequacy

- The curriculum has adequate requirements that meet the needs of the industry.
- The program has established goals and objectives.
- Provides skilled job pathways.
- Entrance abilities for the students meet or exceed community college standards.
- The program has appropriately trained faculty.
- The program maintains appropriate assessment tools.

Conclusion: Program meets and exceeds minimum adequacy requirements.

B. Viability

- The program has increasing enrollment.
- Graduates are within expectations for the program.
- Previous history of the program indicates future students seeking the degree will increase.
- The program is an associate degree program.

Conclusion: Program meets and exceeds minimum viability requirements.

C. Necessity:

- The program meets a validated industry demand.
- The graduates find successful and gainful employment.

Conclusion: The program meets minimum requirements for necessity.

D. Consistency with Mission:

- The program does support the mission and vision of the institution.
- The program and core courses support the compact.
- There is limited impact on other programs

Conclusion: The program is consistent with the mission of the college.

II. Plans for program improvement, including timeline.

The RCT program has many strengths and has identified weak areas for improvement. One weakness identified is the lack of laboratory space within the program itself. Current labs schedules are divided so each student has an opportunity to master each competency without impair. The college is working to improve the situation as plans are underway for a new building to house the Respiratory Care Technology program/laboratory.

III. Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished.

This is the initial program review for Respiratory Care Technology.

IV. Five year trend data on graduates and majors enrolled

The program continues to attract students in the underserved areas of Southern West Virginia and Eastern Kentucky. The location of the Respiratory Care Technology program on the Williamson Campus of Southern helps to attract a wide array of student population that serves all the area's needs. Recent trends in enrollment for Allied Health programs remain strong and are encouraging for future opportunity in the health care setting. Respiratory Therapy is no exception to that opportunity. Upon initial evaluation for the RCT program the advisory council concluded that over 50% of the population of Respiratory Therapist's in Southern's service area would reach retirement age within the next ten years. That evaluation was conducted over five years ago and today has been surpassed. The turnover rate for Respiratory Therapists has reached all-time highs in the Southern West Virginia area due to illness and aging populations of the current health care providers. This need to replace aging staff has created vast opportunities of employment throughout the region and continues to show signs of opportunity over the next 10-15 years. Government statistics show that the field of Respiratory Care will increase in need by 19% over the next 10 years. Past studies have shown that increased occupational lung injuries and high incidence of smoking rates in the area have proven that Southern West Virginia and Eastern Kentucky continue to be at a high risk for pulmonary impaired patients, therefore requiring a higher amount of Respiratory trained staff among their healthcare provider list. This need for qualified and trained staff support the continued need for the Respiratory Care Technology program at Southern.

V. Summary of assessment model and how results are used for program improvement

Students enrolled in associate degree programs are expected to participate in institutional, program, course and/or services assessment activities. This participation will most often be in the form of tests to determine the degree of student academic achievement within the basic skills, the general education core curriculum, or the academic major. Minimum standard goals have been identified and the faculty work to ensure the goals of the Respiratory Program are achieved upon completion of the two year program. The goals include preparing the students to function and interact as Respiratory Therapists, as well as gain successful employment in their chosen field. These programmatic goals cover the three learning domains encountered during the education of the Respiratory Therapy student. These domains include the cognitive, psychomotor, and affective learning domains.

VI. Data on student placement

Currently the program has seen a very low attrition rate which has been consistently maintained at an average of 26% over the past four years and has had a job placement rate of 93% over the past four years. Many students continue to work in their home areas after completion of this program. Students and employers are asked to survey the program after the graduates have been in their facility at least six months.

VII. Final Recommendation Approved by the Governing Board

See the attached resolution for Board of Governors Final Recommendation and signatures.

PROGRAM REVIEW
Southern West Virginia Community and Technical College
2011-2012
Program With Specialized Accreditation

Program: Respiratory Care Technology, Associate in Applied Science

I. Program Description

The Respiratory Care Technology Program of Southern West Virginia Community and Technical College is designed to meet the growing needs of the healthcare industry focusing on Respiratory Therapy. Respiratory Therapists work in various types of healthcare settings to evaluate, treat, and care for patients with breathing or other cardiopulmonary disorders. Practicing under the direction of a physician they will assume primary responsibility for all respiratory care therapeutic treatments and diagnostic procedures. The graduate of the Respiratory Care Technology program will be eligible to sit for the Certified Respiratory Therapist Exam and the Registered Respiratory Therapist exam offered by the National Board of Respiratory Therapy provided all eligibility requirements are met.

Students who complete the 70 credit hours required will receive an Associate in Applied Science degree. The minimum of an Associate degree is required by the National Board of Respiratory Care to be eligible for admission to the examination process. Minimum standard goals have been identified and the faculty work to ensure the goals of the Respiratory Program are achieved upon completion of the two year program. The goals include preparing the students to function and interact as Respiratory Therapists, as well as gain successful employment in their chosen field. These programmatic goals cover the three learning domains encountered during the education of the Respiratory Therapy student. These domains include the cognitive, psychomotor, and affective learning domains.

II. Special Accreditation Information

Official accreditation by the Commission on Accreditation of Respiratory Care (COARC) programs is a requirement of the National Board of Respiratory Care (NBRC) who administers the National Certification and Registry credentialing exam. Each state requires the Respiratory Therapist to be licensed by the NBRC before allowing the Respiratory Therapist to hold a state license. The Respiratory Care Technology Program at Southern West Virginia Community and Technical College now holds the accreditation status of Initial Accreditation awarded by the COARC in July of 2011.

The Respiratory Care Technology program went through a long process of accreditation over the past five years. An Approval of Intent status was awarded in 2007 which allowed the program to operate the initial phase of building and organization. Later in 2007, upon successful completion of the initial self-study, the program was awarded the status of "Letter of Review" which gave the official approval for admittance of students. The first group of students was accepted into the program in the fall 2007 semester.

The Respiratory Care Technology program completed the second self-study process in 2010 and underwent a lengthy site review process in February of 2011. After completion of the site visit, the accreditors made note that they were pleased with the progress and outcomes of the Respiratory Care Technology program and would be recommending initial accreditation status to the Commission on Accreditation for Respiratory Programs. The Commission's Board of Directors met in June of 2011 and awarded the official status of "Initial Accreditation" to the Respiratory Care Technology program. The award granted full operation of the Respiratory Care Technology program and does not require another site visit and self-study until the year 2016. (See Appendix VI).

III. Program Statement on Adequacy, Viability, Necessity, and Consistency with College Mission

Adequacy

The overall program quality is continuously monitored using several methods of evaluation. Student resource surveys are conducted annually which measure the student's perception of the ability, needs, and outcomes of the Respiratory Care Technology Program. The laboratory space, classroom, and research capacities are among the evaluation process. Respiratory students have continually rated the program quality at or above the minimum acceptable standards set forth by COARC for Respiratory Care programs. The program facilities and educational outcomes are measured using a standard 5-point Likert scale.

The program has also completed a process of accreditation awarded by the State of West Virginia Board of Respiratory Care (WVBORC). This process is only approved on an initial basis and is reviewed as deemed necessary by the WVBORC. The WVBORC found the Respiratory Care Technology Program to be in full compliance of the minimum standards set forth by the COARC and WVBORC for educating Respiratory Therapy students in the state of West Virginia.

1. Curriculum

The curriculum has been designed to first provide a knowledge base through support courses and introductory respiratory care theory so the student will be able to successfully complete more complex courses of study. The more complex succession of courses moves into the psychomotor stage of learning where the student actually begins the practice phase of their education in the skills laboratory. Integrating the course work from the beginning of the first semester, the student is introduced into the clinical setting where they can begin the affective phase of learning. The student is able to apply what they have learned and practice to see the whole picture come together in an actual patient situation. After successful completion of the program the students should be able to meet the minimum expectations of the program goals (See Appendix I).

Recently the Curriculum and Instruction committee approved several changes in the Respiratory Care Technology curriculum to meet the current guidelines of a maximum 60 credit hour limit for Associate Degree programs. These changes will be sent to the COARC for final approval. Introduction to College, OR 110, has been eliminated and the course content will be incorporated in the orientation information for this program. Microbiology, BS 127, has been eliminated from the program for fall 2012 and content will be incorporated in the core courses. Business Communications, BU 205, has also been eliminated from the curriculum. Communication for the Health Care Provider, AH 203, is a newly developed course and has been incorporated into the fall 2012 curriculum (See Appendix I).

2. Faculty

Southern currently employs two full time faculty who carry teaching loads in the Respiratory Care Technology program. There program has a full time program coordinator and full time clinical instructor. Several highly trained Respiratory Therapists within the community work as Adjunct Faculty when the need arises for extra help in didactic or clinical portions of the program. Faculty receive an annual evaluation of performance in all aspects of their teaching requirements. This process ensures that the faculty member is providing the knowledge base that is required to allow the students the opportunity to meet the minimum expected goals of the Respiratory Care Technology (RCT) program. (See Appendix II).

3. Students:

RCT students go through a rigorous process of admission standards. The RCT student must apply to take the National League for Nursing (NLN) Pre-RN/Allied Health Entrance Exam and receive a minimum completion score of at least 100 which is within a 50% ranking of all students who take the exam. Students are then selected from the highest scores cumulative of the entrance exam, ACT scores, and past academic and professional history.

Applicants meeting the above admission criteria are selected based on a scoring sheet that gives the applicant a point score and therefore ranks candidates highest qualified to lowest. Points are achieved for ACT scores, courses in the Allied Health core curriculum, other certifications or degrees, and composite score on the NLN Pre-RN/Allied Health Entrance Exam.

Students accepted into the Respiratory Care Technology program have varying degrees of ability. Even though students meet the above entrance requirements, students' abilities vary based on their individual backgrounds in science, biology, chemistry, math, and other areas. Also, a student's dedication and effort while in the Respiratory Care Technology program plays an important part in their success. Students are evaluated using the standards of cognitive, affective, and

psychomotor learning domains by evaluation of knowledge through oral, written, and hands on assessment in the classroom, laboratory, and clinical setting.

The average ACT composite score for students accepting positions in the Respiratory Care Technology program for the last five years was 18.98. See chart for individual year figures which also include Accuplacer averages as well.

Year	ACT Comp. Avg.	Accuplacer Averages			
		Reading	Sentence	Arithmetic	Elementary Algebra
2009	22	76	93	57	74
2007	21	111	111	95	85

4. Resources

A. Financial

The Respiratory Care Technology department receives an annual budget from the college to operate the program. Though the budget has not been sufficient to provide updated computer technology, software simulation programs, audio/visuals or new equipment, it has been sufficient to purchase disposable laboratory supplies, oxygen tanks, and required faculty travel for accreditation purposes. Library resources are improving and currently meet requirements of the COARC. Any new library resources acquired for Respiratory student use are purchased through the Respiratory Care Technology departmental budget and future needs will be submitted to the library for purchase through library funds.

B. Facilities

Adjunct clinical instructors are also provided to our department per the requirement of several clinical facilities. The Respiratory Care program presently utilizes seven facilities to provide clinical experiences for Respiratory students. Students receive excellent training and on-site supervision from personnel working for these affiliates and Southern Respiratory Care faculty. The facilities in West Virginia and Kentucky include:

1. Charleston Area Medical Center
2. Logan Regional Medical Center
3. Saint Francis Hospital
4. Thomas Memorial Hospital
5. Williamson Appalachian Regional Hospital
6. Williamson Memorial Hospital
7. Pikeville Medical Center

The Respiratory Care Technology courses are delivered on the Williamson campus. Although classroom space is accessible and adequate, the clinical laboratory is limited by space and design. Storage is a problem at this location.

Respiratory equipment is large and only one small storage closet for equipment exists.

5. Assessment Information

In an effort to provide more effective educational services for students and faculty, Southern West Virginia Community and Technical College's assessment program assists to identify a student's academic strengths and weaknesses. Accurate assessment is essential to the process of appropriate course placement for entering students. Entrance assessment provides information to assist in assessing present level of competencies, placing students in appropriate courses and developing instructional programs to meet the needs of entering students.

Students enrolled in associate degree programs are expected to participate in institutional, program, course and/or services assessment activities. This participation will most often be in the form of tests to determine the degree of student academic achievement within the basic skills, the general education core curriculum, or the academic major. As part of the academic calendar, a testing day is established during which students will be required to participate in assessment activities.

Assessment activities include entrance assessment for course placement as described in the section labeled "entrance abilities." Final evaluation occurs when the students take the appropriate national certification exam each year. Assessment Results are listed in Appendix V.

6. Previous Program Reviews

Initial program review

7. Advisory Committees

The Respiratory Care Technology program has an official Advisory Committee who meets at least once per year to discuss and review the overall quality, performance, and outcomes of the program. The program goals are reviewed annually to ensure the program remains in line with the foundation of the programs existence. The RCT program maintains a successful attendance and interest of committee members throughout the existence of the program.

8. Strengths/Weaknesses

The RCT program has many strengths and has identified weak areas for improvement. One strong point of the RCT program is that the previous graduating classes have performed consistently above COARC's threshold of accreditation standards and have never fallen into a category of unsatisfactory results. One weakness identified is the lack of laboratory space within the program itself. Current labs schedules are divided so each student has an opportunity to master each competency without impair. The college is working to improve the situation as plans are underway for a new building to house the Respiratory Care Technology program/laboratory.

Viability

The program continues to attract students in the underserved areas of Southern West Virginia and Eastern Kentucky. The location of the Respiratory Care Technology program on the Williamson Campus of Southern helps to attract a wide array of student population that serves all the area's needs. Recent trends in enrollment for Allied Health programs remain strong and are encouraging for future opportunity in the health care setting. Respiratory Therapy is no exception to that opportunity. Admission candidates from the last class of students accepted into the Respiratory Care Technology program was selected from 168 applicants who had increased from 40 applicants in the previous admission process. The past three admission cycles have continued to grow with each cycle and opportunities of employment have continued to support the need for more therapists in the area. (See Appendix III and Appendix IV).

Necessity

Upon initial evaluation for the RCT program the advisory council concluded that over 50% of the population of Respiratory Therapist's in Southern's service area would reach retirement age within the next ten years. That evaluation was conducted over five years ago and today has been surpassed. The turnover rate for Respiratory Therapists has reached all-time highs in the Southern West Virginia area due to illness and aging populations of the current health care providers. This need to replace aging staff has created vast opportunities of employment throughout the region and continues to show signs of opportunity over the next 10-15 years.

Government statistics show that the field of Respiratory Care will increase in need by 19% over the next 10 years. Past studies have shown that increased occupational lung injuries and high incidence of smoking rates in the area have proven that Southern West Virginia and Eastern Kentucky continue to be at a high risk for pulmonary impaired patients, therefore requiring a higher amount of Respiratory trained staff among their healthcare provider list. This need for qualified and trained staff support the continued need for the Respiratory Care Technology program at Southern.

Geography has been a barrier for this industry for many years. Until the program's initiation in 2007 students would have to drive over 150 miles a day to obtain an education in Respiratory Care. Many would leave this area and choose to stay in the highly populated cities of Charleston and Huntington rather than staying close to home. For that reason, many hospitals in the underserved rural areas of Logan and Williamson were not able to compete with bigger hospitals for staff and had trouble locating qualified Respiratory Therapists for their facilities. The Respiratory Care Technology program has been able to successfully meet the needs of the communities in the rural areas by training local students and allowing them to work close to home.

Currently the program has seen a very low attrition rate which has been consistently maintained at an average of 26% over the past four years and has had a job placement rate of 93% over the past four years. Many students continue to work in their home areas

after completion of this program. Students and employers are asked to survey the program after the graduates have been in their facility at least six months.

Consistency with Mission

The Respiratory Care Technology program continues to work with other programs throughout the college to provide a quality education to the students served. Like many other programs offered in Allied Health, the Respiratory Care Technology program allows the student to take flexible class scheduling opportunities for many of the support courses required even before acceptance into the actual program itself. The support courses are a general mix of education requirements set forth by the mission of the college.

The curriculum supports an array of educational opportunities including critical thinking, oral and written communication, mathematical skills, information technology, science, and cultural, artistic and global perspectives. This array of educational opportunity helps to achieve a well-rounded education for any student who seeks the Associate of Applied Science degree in Respiratory Care Technology. The ability to provide the essential skills required of the Southern RCT student supports the overall mission of a quality education while promoting lifelong learning.

Discontinuance of the program would have a negative impact on the entire community served by Southern. Students would again find themselves leaving the area to gain an education in Respiratory Therapy. The mission of Southern includes providing accessible educational opportunities to students and without the RCT program many would not have the accessibility to gain the education they so deserve. The healthcare industry would suffer from the lack of quality trained individuals to work in their facilities due to a historical deficit of Respiratory Therapists willing to relocate into Southern's area of service.

APPENDIX I

APPENDIX I

Name of Program: Respiratory Care Technology			
Course	Index Number	Course Title	Credit Hours
General Education Courses			
AH	200	Health Care Ethics and Law	1
BS	124	Human Anatomy and Physiology I	4
BS	125	Human Anatomy and Physiology II	4
BS	127	Microbiology for Allied Health	3
BU	205	Business Communications	3
CS	*	Choose 3 hours from any CS course or combination	3
EN	101	English Composition I	3
OR	110	Introduction to College	1
PY	218	Life Span Developmental Psychology	3
Major Courses			
RC	101	Assessment of the Cardiopulmonary Patient	4
RC	102	Respiratory Skills I	4
RC	103	Respiratory Sciences	2
RC	104	Respiratory Skills II	4
RC	106	Cardiopulmonary Pathology	2
RC	110	Cardiopulmonary Pharmacology	3
RC	120	Clinical Rotation I	1
RC	121	Clinical Rotation II	1
RC	122	Clinical Rotation III	1
RC	220	Clinical Rotation IV	2
RC	221	Clinical Rotation V	1
RC	201	Cardiopulmonary Diagnostics	3
RC	202	Cardiopulmonary Diagnostics II	3
RC	210	Mechanical Ventilation	4
RC	211	Mechanical Ventilation II	4
RC	230	Neonatal and Pediatric Therapy	3
RC	232	Respiratory Care Profession	3
Credit Hours Required:			
General Education			25
Major			45
Restricted Electives			
Free Electives			
Total Credit Hours Required For Graduation:			70

**Proposed Curriculum for Fall 2012
Respiratory Care Technology
Associate in Applied Science –
60 Semester Hours**

Recommended Program Sequence

First Year-First Semester			Credit Hours	Total Hours
Dept.	Course No.	Title		
RC	101	Assess the Cardiopulmonary Patient	4	
RC	102	Respiratory Skills I	4	
RC	110	Cardiopulmonary Pharmacology	3	
RC	120	Clinical Rotation I	1	
BS	124	Anatomy and Physiology I	<u>4</u>	
				16
First Year-Second Semester			Credit Hours	Total Hours
Dept.	Course No.	Title		
BS	125	Anatomy and Physiology II	4	
RC	104	Respiratory Skills II	4	
RC	106	Cardiopulmonary Pathology	2	
RC	121	Clinical Rotation II	1	
RC	103	Respiratory Sciences	3	
EN	101	English Composition I	3	
CS	103	Introduction to Applications	<u>1</u>	
				18
First Year-Summer Term				
Dept.	Course No.	Title		
RC	122	Clinical Rotation III	<u>1</u>	
			1	
Second Year-First Semester			Credit Hours	Total Hours
Dept.	Course No.	Title		
AH	203	Communication for the HC Provider	1	
PY	218	Life Span Psychology	3	
RC	201	Cardiopulmonary Diagnostics	3	
RC	210	Mechanical Ventilation I	4	
RC	220	Clinical Rotation IV	<u>2</u>	
				13
Second Year-Second Semester			Credit Hours	Total Hours
Dept.	Course No.	Title		
RC	211	Mechanical Ventilation II	4	
RC	230	Neonatal and Pediatric Therapy	3	
RC	232	Respiratory Care Profession	3	
AH	200	Health Care Ethics and Law	1	
RC	221	Clinical Rotation V	<u>1</u>	
				12
				<u>60</u>

APPENDIX II

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name Steven Hall Rank _____ Program Coordinator, Asst. Professor

Check one: Full-time X Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned MBA Date Degree Received 12/8/2008

Conferred by West Virginia University

Area of Specialization Business Administration

Professional registration/licensure 14

Years of employment at present institution 5

Years of employment in higher education 5

Years of related experience outside higher education 10

Non-teaching experience 10

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2010	RC 210, 220	14
Fall 2010	RC 101, 103, 110, 221, 211	14
Spring 2011	RC 106, 121	14
Fall 2011	RC 210, 220	14

- (b) If degree is not in area of current assignment, explain.

Graduate Degree is not available in the field of Respiratory Therapy.

- (c) Identify your professional development activities during the past five years.

WWSRC Winter and Fall Conference yearly, AARC Summer Forum July, 2007 and 2010.

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member)

Name Stephanie Daniel Rank Instructor

Check one: Full-time Part-time Adjunct Graduate Asst.

Highest Degree Earned BA Date Degree Received 8/8/2008

Conferred by Marshall University

Area of Specialization Regents BA

Professional registration/licensure 17

Years of employment at present institution 5

Years of employment in higher education 5

Years of related experience outside higher education 17

Non-teaching experience 17

To determine compatibility of credentials with assignment:

- (a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2010	RC 201, 220	14
Fall 2010	RC 102, 221, 211	14
Spring 2011	RC 104, 202, 121	14
Fall 2011	RC 201, 220	14

- (b) If degree is not in area of current assignment, explain.

Bachelor Degree is not available in the field of Respiratory Therapy.

- (c) Identify your professional development activities during the past five years.

WVSRC Winter and Fall Conference yearly, AARC Summer Forum July, 2007 and 2010.

APPENDIX III

Appendix III
Program Enrollment and Graduates

Program Enrollment and Graduates

Fall 2007

Applicants	27
Enrolled	16
Graduates	9

Spring 2009

Applicants	36
Enrolled	18
Graduates	13

Fall 2010

Applicants	168
Enrolled	19
Graduates	Will Complete in Spring 2012

Percentage Passage Rates

Year	Number of students taking exam	Number of students passing exam	Percentage of students passing exam
2009	9	9	100%
2010	13	10	77%

APPENDIX IV

Appendix IV
Program Course Enrollment
Respiratory Care Technology

Fall 2007	16
Spring 2008	10
Summer 2008	9
Fall 2008	9
Spring 2009	23
Summer 2009	0
Fall 2009	15
Spring 2010	14
Summer 2010	14
Fall 2010	30
Spring 2011	14

APPENDIX V

APPENDIX V

Divison: Allied Health

AAS

446- Respiratory Technology

Respiratory Technology					
Campus	Gender	Criteria: Applied Math Score	Criteria: Locating Information Score	Criteria: Reading For Information Score	Met All Three Criteria Standards
Williamson	F	5	4	4	U
Williamson	F	5	5	5	S
Williamson	F	6	5	6	S
Williamson	F	5	5	6	S
Williamson	F	5	4	5	U
Williamson	F	5	5	6	S
Williamson	F	5	4	7	U
Williamson	F	5	4	6	U
Williamson	F	6	4	5	U
	Summary	47	40	50	
	N=	9	9	9	
	Mean	5.22	4.44	5.56	
	Standard Set	5	5	5	
	Number Who Met Standard (% of Criteria)	9 (100%)	4 (44.4%)	8 (88.8%)	
	Number Who Scored <3 (% of Total for Each Criteria)	0	0	0	
	Number Who Scored 3 (% of Each Criteria)	0	0	0	
	Number Who Scored 4 (% of Each Criteria)	0	5	1	
	Number Who Scored 5 (% of Each Criteria)	7	4	3	
	Number Who Scored 6 (% of Each Criteria)	2	0	4	
	Number Who Scored 7 (% of Each Criteria)	0	0	1	
	Number Who Met All 3 Criteria Standards Satisfactorily (% of Overall Total)	4 (44.4%)			
	Number Who Met All 3 Criteria Standards Unsatisfactorily (% of Overall Total)	5 (55.5%)			

Respiratory Tech-AAS

Table 1

Major	Campus	Total Score	Skills Dimension Subscores				Context-Based Subscores		
			Critical Thinking	Reading	Writing	Mathematics	Humanities	Social Sciences	Natural Sciences
446	Williamson	410	103	109	104	104	106	106	109
446	Logan	417	109	108	104	106	110	112	105
446	Logan	424	102	111	110	111	106	103	112
446	Williamson	426	101	112	114	109	109	104	108
446	Williamson	434	105	117	112	112	110	109	114
Mean		422	104	111	109	108	108	107	110
		2111	520	557	544	542	541	534	548

Table 2

Major	Reading		Critical Thinking	Writing			Mathematics		
	N	N		N	N	N	N	N	N
446	N	N	N	N	N	N	N	N	N
446	N	N	N	N	N	N	N	N	N
446	P	N	N	M	N	N	P	M	N
446	M	N	N	P	N	N	M	N	N
446	M	N	N	M	N	N	M	N	N

Table 3

Major 446	Proficient	Marginal	Not Proficient
Reading Level I	20%	40%	40%
Reading Level II			100%
Critical Thinking			100%
Writing Level I	20%	40%	40%
Writing Level II			100%
Writing Level III			100%
Mathematics Level I	20%	40%	40%
Mathematics Level II		20%	80%
Mathematics Level III			100%

APPENDIX VI



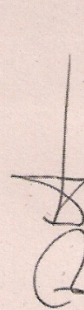
CERTIFICATE OF ACCREDITATION

Date of Issue: July 18, 2011

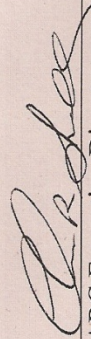
This Certificate of Accreditation is hereby issued by the Commission on Accreditation for Respiratory Care (CoARC), in accordance with the Accreditation Standards for the Profession of Respiratory Care and CoARC Accreditation Policies and Procedures.

Southern West Virginia Community College
Respiratory Care Program
Williamson, WV
AAS Degree
CoARC ID#: 200541

This Certificate of Accreditation is valid until 7/31/2016.


CoARC Chair




CoARC Executive Director

SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE