

Program Assessment Report

Respiratory Therapy 14/15 Program Assessment Report					BASELINE YEAR
	Program outcome 1	Program outcome 2	Program outcome 3		Comments
Course RESP 2599 Assessment RRT Written Self Assessment Exam Benchmark 88/140 Faculty	57% of students met the benchmark on first attempt, 8 out of 14 students, 100% on second attempt				I will need to look at this assessment in its entirety to determine over time if this is the appropriate indicator of a successful outcome, I would obviously like the number to be greater. May look at giving the test later in the review class.
Course: RESP 2590 Assessment: Clinical Evaluation Benchmark: 75% Faculty		100% were satisfactory			May need to look at more specific data rather than the general evaluation which looks at several different areas besides technical ability
Course: RESP 2590 Assessment: Professionalism Section: Final Evaluation Benchmark: 75% Faculty:			100% were satisfactory		The data collected in this section is specific to professionalism, would be a good indicator for this outcome.
Course: Assessment: Benchmark: Faculty:					
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Reflection question to help you write your comment narrative and choose your benchmarks

BASIC PARAMETERS:

- Your benchmarks should coincide with benchmarks for any external agency you need to report to. DO NOT do double work.
- This first year we are only using two variables- your benchmark and % of students that met the benchmark. If you prefer your benchmark as a number (74% or higher vs. C or higher) obviously you are free to do that. Again, ESPECIALLY if your external accreditor has that benchmark.
- Each faculty member should assess at least one program outcome.
- First year of this you can use 1 assignment in 1 class to measure the outcome if you are allowed to do that from your accrediting agency.
- Subsequent years you will want to use the same assignment across multiple sections to get your numbers up to a data reliable level.

REFLECTION QUESTIONS: These are only given to help you to reflect, not for you to answer necessarily.

1. Does my accreditor need different benchmark numbers? SEE parameters above ☺
2. Is there anything unusual about this batch of students I used for the assessment? Example given above * for PSYC 2010 was actually experienced by a faculty member. Most of the students in a particular human growth and development section on quarters had taken the A & P sequence. It was a fluke; the success rates for the class were through the roof.
3. Do I see a trend on this particular outcome from the previous year? (this is assumed this form will be used in subsequent years)
4. In relation to question above - what did I do differently this year?
5. Is this an introduction class to our program- does that have any impact on success rates?
6. Was the sample size too small? Was it a bad night and all the good students stayed home? (Probably not, but this type of creative brainstorming actually helps us to see patterns that are right in front of our faces that we discount because of their simplicity.

