

# Program Assessment Report

## 15/16 Program Assessment Report

	Program outcome 1	Program outcome 2	Program outcome 3	Program outcome 4	Comments
<b>Course Assessment Benchmark Faculty</b>	Develop therapeutic goals for respiratory therapy appropriate for patient care	Perform patient care in a clinical setting in accordance with AARC guidelines for patient care (CPG)	Meet or exceed the minimum expectations of the NBRC certification examination for a RRT	Demonstrate professional behavior in the field of respiratory care	
<b>Course:</b> RESP 2599 <b>Assessment:</b> SAE Written, <b>Benchmark:</b> 80% hit cut score Written 94/140 <b>Faculty</b> K Robinette			4 of 7 or 57% passed the exam on the first attempt.		Only 4 out of 7 students passed the exam the first time for 57%. Several students were close. Need to evaluate test timing. Possibly make it more weighted in class grade so students take it more seriously.
<b>Course:</b> RESP 2590 <b>Assessment:</b> Evaluation/Professionalism <b>Benchmark:</b> Quest 1-13 >= 3 Affective Evaluation <b>Faculty:</b> T Winters				6 of 7 or 86% of students received => 3 on all Questions 1-13 on Affective Evaluation	The one student not receiving 3 or higher on her evaluation had several family members in car accidents during this rotation which affected her attendance – the only area she did not receive 3 or higher on her evaluation. Will continue to provide instruction, discussion, and projects on professionalism. As well as continue to encourage all clinical instructors to promote professionalism in all clinical situations. Additional stress on the importance of attendance as part of their professionalism has been added to seminar hour discussions.
<b>Course:</b> RESP 2590 <b>Assessment:</b> Competency Evaluations <b>Benchmark:</b> All competencies completed satisfactory		All students completed all competencies.			Having changed to DataArc system has helped to track and record all competencies students complete.

<b>Faculty:</b> T Winters					
<b>Course:</b> RESP 1220 <b>Assessment:</b> Competency Evaluations <b>Benchmark:</b> All competencies completed <b>Faculty:</b> K Robinette	All students completed all competencies with satisfactory marks				I would like to include another component of assessment for this outcome. Possibly a final SOAP assessment.

### 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.

