

Program Learning Outcome Assessment Plan Template

General Information

Academic Year of Implementation: 2010 – 2011

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:

Respiratory Care

Planning Team:

Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
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Planning Team Members ²	Campus	E-mail Address	Phone Extension	Mail Code

¹ Planning Team Leaders assume the responsibility for coordinating activities associated with the expectations for the design, approval and implementation of Assessment Plans. See the attached documents entitled *Program Outcome Assessment Plan Approval and Improvement Process* and *Program Outcome Assessment Plan Approval and Improvement Process – Student Affairs*

² Planning Team membership, whenever possible, should reflect the *Principles for selection of members for assessment plan work teams*. For faculty teams the principles include: Collegewide representation where possible; Full-time faculty from the respective program / discipline (tenured, tenure track, and Non-Tenure Earning 4 / 8 / 10 month faculty); Adjunct faculty when an adequate number of full-time faculty do not teach in the program / discipline; Faculty from both disciplines or programs when an outcome is assessed in two programs or a program other than the primary discipline. For plans developed in Student Affairs planning teams should include the following: Collegewide representation where possible; Staff from the targeted program area; Part-time Student Affairs professionals when an adequate number of full-time staff do not work in the targeted program area; Faculty / staff from other program / discipline areas working on the same or similar outcomes; Students representation when possible.

Learning Outcomes and Performance Indicators

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: Respiratory Care	
Targeted Program Learning Outcome: Provide safe environment within the healthcare setting	Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: RET 1874L Clinical Practice I RET 1875L Clinical Practice II
	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: Each student will be able to demonstrate safe practice when caring for patients in a healthcare setting
Performance Indicators for the Program Learning Outcome(s) selected: The student will be able to demonstrate safe practice by appropriately providing treatment/medications to the right patient	Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected: The student will verify physicians orders The student will identify themselves The student will verify patient identity The student will communicate effectively The student will perform respiratory therapy
Common Assessment (What assessment method (written assignment, speech, test, etc.) will you use to assess student ability related to the program / course outcome(s) selected): We will utilize a grading rubric during clinical simulation to observe safe practice We utilize performance evaluations to verify that safe practice is being exercised in the community	
Description of the Proposed Common Assessment (Common assessments should be designed to ensure a balance between (1) the need for a consistency within the program in order to ensure comparable student artifacts and (2) the need for reasonable flexibility in order to encourage faculty judgment in the design and delivery of learning activities): The assessment tool is designed to clearly identify, through the use of a rubric during clinical simulation, that safe measures are being practice to insure the correct medication is being provided to the correct patient. A likert scale of 1 to 5 is offered to identify responses of agreement or disagreement to a statement pertaining to student performance as it relates to safe practice.	
Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests): Clinical simulation grading rubric Clinical Practice performance evaluation	

Implementation Process

Approval Process

Activities Associated with the Approval of Assessment Plans	Proposed Completion Date	Person Responsible
Draft assessment plan is circulated for input to reviewers appropriate to the program / discipline	Fall 2011 TBA end of each semester	Program Chair
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received	Fall 2011 TBA end of each semester	Program Chair, Clinical Coordinator, Clinical Faculty
Draft assessment plan is revised to reflect input	Spring 2012	Program Chair, Clinical Coordinator
Current voter eligibility list for curriculum will be used to vote on draft assessment plan	Spring 2012	Program Chair, Clinical Coordinator

Faculty / Professional Development Needs Associated with the Proposed Common Assessment

What training / preparation / information will faculty or staff need in order complete the proposed assessment plan?
 Faculty in-service training, assessment review and development.

Collection of Student Artifacts

What information needs to be communicated to students concerning the assessment process (informed consent, etc.)? Syllabus listing outcomes, Itinerary listing evaluation timeline, grading instrument/tool, bedside assessment of performance, remediation as needed
How will student artifacts or data associated with student performance be collected? Collected in simulation lab or provided online via blackboard
If student artifacts are to be collected based on a random sample of students registered for the course or participating in the program / activity, what characteristics should the sample include? N/A All data will be collected
How will information about faculty / staff participation in the assessment project be communicated? Via email and/or in-service training
Who will be responsible for coordinating the collection of student artifacts? The primary instructor
At what point in the academic year / semester will the student artifacts be collected? After successful completion of evaluation or end of the semester

Program Level Assessment / Evaluation of Student Artifacts and Analysis of Results

When will student artifacts be assessed / evaluated (Learning Day 2011 is scheduled for February 11, 2011, Assessment Day 2011 is scheduled for May 5, 2011)? End of each semester
Which faculty or staff from the program/discipline will evaluate student artifacts? Program Chair, Clinical Coordinator, and clinical faculty
What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected? Faculty in-service
When will the results / data associated with the assessment plan be analyzed? Annually or as needed
What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan? Faculty in-service and/or training in data analysis
What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan? Data trends, comparisons, and student feedback surveys

In order to ensure curricular and programmatic alignment, who else should be included in this conversation (e.g., faculty from related discipline areas in General Education)?

Program faculty, faculty from related discipline, and dean

How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)?

Results of assessment described and discussed:

- in annual faculty meeting to reflect and act on the assessment strategy/results

- in division meeting to address assessment results

- in bi-annual advisory board meeting report on results

Improvement Plan and the Use of Assessment Results

What do the results of this assessment plan suggest about changes / improvements needed within the curriculum (targeted course(s), co-curricular program or student activity)?

What changes to the common course outlines, if any, need to be considered?

What do the results of this assessment plan suggest about changes / improvements to the program assessment process?