

# End of the Academic Year 2012-2013 – End of This Cycle

## Results & Improvement Plan for Next Year

The template has 9 pages. Please return this completed form with the dean signatures or their E-mail approval(s) copied & pasted in at the end. by **May 10, 2013** to Jessica King in the Valencia Institutional Assessment (VIA) Office ([jking84@valenciacollege.edu](mailto:jking84@valenciacollege.edu)) Please see the VIA website for this form, your plans, and related materials: [www.valenciacollege.edu/via](http://www.valenciacollege.edu/via) --> left tab LOA)

**If you are working on several programs please submit a template for each one; each labeled for the specific program.**

Respiratory Care				
Planning Team Leader(s) <sup>1</sup>	Campus	E-mail Address	Phone Extension	Mail Code
Note from Planning Team Fall 2011: Please note, with respect to the designation of Planning Team Leaders: The Planning Team came to a consensus that Planning Team Leaders should include representation from each of the three major campuses (East, Osceola, and West). Those selected, or volunteering, for the role of Planning Team Leader are to be a non-tenure track full time faculty members (tenured or four-month). It was the determination of the Planning Team that tenure-track faculty should be encouraged to concentrate on the completion of their ILP.				
Jamy Chulak	West	<a href="mailto:jchulak@valenciacollege.edu">jchulak@valenciacollege.edu</a>	5477	4-44
Kim Harvey	West	<a href="mailto:Kharvey9@valenciacollege.edu">Kharvey9@valenciacollege.edu</a>	5628	4-44
Planning Team Members <sup>2</sup>	Campus	E-mail Address	Phone Extension	Mail Code
The Planning Team came to the consensus that all tenured, tenure-track, and full-time four-month faculty are considered members of the planning team. As the work being conducted for these Assessment Plans impacts all tenured and tenure-track faculty, they all should play an active role in the work being conducted.				

## Six Items Documenting Results

Please fill in the blue shaded areas with brief sentences. A second page is provided for longer comments.

<sup>1</sup> Planning Team Leaders assume the responsibility for coordinating activities associated with the expectations for the design, approval and implementation of Assessment Plans.

<sup>2</sup> Planning Team membership, whenever possible, should reflect the *Principles for selection of members for assessment plan work teams*. For faculty teams the principles include: College-wide 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: College-wide 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.

## Documenting the Assessment Process

1. In a sentence or two, what did you do and who was responsible for coordinating the collection of student artifacts / data? We assessed our ability to evaluate student competency to safely obtain an arterial blood gas sample. The program chair, Jamy Chulak, produced an instructional [video](#) with Valencia Productions on arterial blood gas sampling procedure. The Clinical Coordinator, Kim Harvey, evaluated the tool currently in use for assessment. The students and faculty reviewed both items in an online format.
2. At what point in the academic year / semester were the student artifacts / data collected? How many students were assessed? The instructional [video](#) was produced in Spring 2013 and shown to 28 students following an active learning lab. Student feedback was verbally collected following the initial viewing and [video](#) link imbedded into the course with a plan to include in summer courses as well. Student data will also be collected in the summer term within RET 1275C Clinical Care Techniques on the use of an assessment tool.

## Improvement Plan and Use of the Assessment Results – Next Year’s Cycle

3. What were your results? (Please e-mail the data and copies of instruments when you submit this form if possible, for example rubric scores in an Excel sheet.) How did this compare with any predictions that you made in the Fall? The existing tool for assessment was determined to be unclear to faculty and students, which may limit instructors, student performance and assessment. During post-production of the instructional [video](#), it was determined that many “styles” may exist that can be described as safe and effective ways to obtain an arterial blood gas. The variations in technique contributed to confusion among students and faculty when “leveling” an appropriate score during the procedure. It was thought that the success of students within lab and clinical practice was fully supported by the assessment tools used within the program. However, it required more “energy” spent by students and faculty to achieve positive outcomes within the program.
4. What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student activity over the next year? (Please use the following page if you need more space for your response.) We developed an assessment rubric to that can be more clearly followed by faculty and students. The rubric will be implemented in the summer course RET 1275C Clinical Care Technique. We have added an instructional [video](#) for students and faculty as leveling tools to clearly describe learning objectives for the arterial blood gas procedure.
5. What changes, if any, will be made to the common course outlines, the catalog, etc. No changes will be made to the common course outline nor catalog.

## Next Steps – Planning for Next Year’s Cycle— Academic Year 2013-2014 (see below for detailed planning)

6. What are your next steps – acting on the results? (These steps will guide others in the next cycle... moving the process forward.) If these steps include the development and implementation of a new assessment, include that information here. If you plan to change the current assessment or the program-learning outcome that you focus on, you will want to do that here. The next steps include assessment using the new rubric, imbedding the online [video](#) for instruction and using the [video](#) for faculty leveling strategies to improve inter-rater reliability.

Please include the name of the person completing this page and your program: Jamy Chulak

See next page...

### Additional Space for Comments Reporting on Prior Year (if needed)

3) *If you have additional comments for the following question, please share them here:* What were your results?

4) *If you have additional comments for the following question, please share them here:* What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student over the next year?

6) *If you have additional comments for the following question, please share them here:* What are your next steps – acting on the results? If these steps include the development and implementation of a new assessment, include that information here. If you plan to change the current assessment or the program learning outcome that you focus on, you will want to do that here.

See next page....

# Planning for AY 2013-2014 Learning Outcomes and Performance Indicators

**Complete only the sections that apply to your work.**

<b>Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:</b> Respiratory Care	
<b>Targeted Program Learning Outcome(s) (How many will you be assessing this coming year?):</b> 1. Provide a safe environment within the healthcare setting. 2. Perform entry-level skills competently as described by the scope of practice for Respiratory Care.	<b>Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program:</b> 1. RET 12875C Clinical Care Techniques and RET 1874L Clinical Practice I 2. All RET courses; competency driven curriculum redesign.
	<b>Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above:</b> 1. The students will be able to describe the proper technique to obtain an arterial blood gas sample. 2. The curriculum will be aligned to support student, course and program learning outcomes.
<b>Performance Indicators for the Program Learning Outcome(s) selected:</b> 1. The student will be able to safely perform the proper technique required to obtain an arterial blood gas sample. 2. Competencies of the respiratory therapists can be mapped throughout the Respiratory Care program to support program-learning outcomes.	<b>Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:</b> 1. The students will be able to describe the proper technique to obtain an arterial blood gas sample. 2. The curriculum will support competencies to support program-learning outcomes for entry-level Respiratory Care Practitioners.
<b>External Standard(s) in the field or discipline (please contact Laura Blasi lblasi@valenciacollege.edu with any questions about this):</b>	
<b>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):</b> 1. The student will be assessed in a laboratory check-off using modified rubric, mid-term simulation scenario and obtain 3 samples from patients in clinical practice. 2. The curriculum will be assessed by faculty, staff, students and advisory board members and recorded in a written document.	
<b>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):</b>	
<b>Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests):</b> 1. The student will be assessed in a laboratory check-off using modified rubric, mid-term simulation scenario and obtain 3 samples from patients in clinical practice.	

# Implementation Process

## Collection of Student Artifacts

What information needs to be communicated to students concerning the assessment process (informed consent, etc.)? N/A
How will student artifacts or data associated with student performance be collected? 1. Data will be collected on all students during and after assessment.
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
How will information about faculty / staff participation in the assessment project be communicated? 1. Faculty will be identified within the assessment tool. 2. Documentation of participation live or online and/or meeting minutes.
Who will be responsible for coordinating the collection of student artifacts? 1. Primary faculty member or Clinical Coordinator. 2. Program Chair.
At what point in the academic year / semester will the student artifacts be collected? 1. Summer 2013 in RET 1275C Clinical Care Techniques and Fall 2013 RET 1874L Clinical Practice I

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

When will student artifacts be assessed / evaluated? 1. At the end of each course; RET 1275C and RET 1874L.
Which faculty or staff from the program/discipline will evaluate student artifacts? 1. Program Chair and Clinical Coordinator.
What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected? 1. Faculty will need in-service training on the new assessment rubric and instructional video for leveling and inter-rater reliability. 2. Faculty will need to be trained to define appropriate learning outcomes in order to assist in mapping curriculum within and among RET courses.
When will the results / data associated with the assessment plan be analyzed? 1. Spring of 2014 2. Summer of 2014

<p>What are your predictions regarding student performance? (What do you expect to see when you analyze your results?)</p> <ol style="list-style-type: none"> <li>1. Student performance will likely remain high or improve.</li> <li>2. Student performance will likely be improved with clearer curricular alignment.</li> </ol>
<p>What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan?</p> <ol style="list-style-type: none"> <li>1. Uncertain</li> <li>2. Authoring learning outcomes for assessment.</li> </ol>
<p>What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan?</p> <ol style="list-style-type: none"> <li>1. None</li> <li>2. Uncertain</li> </ol>
<p>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)?</p> <ol style="list-style-type: none"> <li>1. Full time faculty, adjunct faculty, students and advisory board.</li> <li>2. Full time faculty, adjunct faculty, staff, students and advisory board.</li> </ol>
<p>How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)?</p> <p><i>Communication through meetings, surveys and/or results, advisory boards and online discussion will be utilized.</i></p>

### Approval Process

Activities Associated with the Approval of Assessment Plans	Completion Date	Person Responsible	Results
Draft assessment plan is circulated for input to reviewers appropriate to the program / discipline (including Deans / Directors responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan)	1. 5/2/2013 2. 5/2/2013	1. Jamy Chulak & Kim Harvey 2. Jamy Chulak	1. Redesigned assessment tool for implementation in RET 1275C Clinical Care Techniques. 2. Developed Design Principles for a process to review existing competencies within curriculum.
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed)	N/A	N/A	N/A
Draft assessment plan is revised to reflect input			
Faculty vote on the Assessment Plan using the Current voter eligibility list for curriculum ( <a href="http://valenciacollege.edu/faculty/forms/voterlists/">http://valenciacollege.edu/faculty/forms/voterlists/</a> )	5/2/2013	Jamy Chulak & Kim Harvey	Live vote during assessment meeting on 5/2/2013

## Dean / Director Support

The Dean(s) responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan need to indicate their support for the plan. Please copy and paste in E-mail approval (as applies) at the end of the document and then send the form complete to us or obtain, scan, and send handwritten signatures and then send.

Dean / Director East / Winter Park Campus	Signature
Dean / Director Osceola / Lake Nona Campus	Signature
Dean / Director West Campus	Signature

### Sign In Sheet for Assessment Day

Name	Dept.	Date	Event
Jamy Chulak	Respiratory Care	5/2/2013	Assessment Meeting
Kim Harvey	Respiratory Care	5/2/2013	Assessment Meeting