

# Program Learning Outcome Assessment Plan Template

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## General Information

Academic Year of Implementation: 2012 – 2013

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

Respiratory Care

Planning Team:

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

## Learning Outcomes and Performance Indicators

<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. See the attached documents entitled *Program Outcome Assessment Plan Approval and Improvement Process* and *Program Outcome Assessment Plan Approval and Improvement Process – Student Affairs*

<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: 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.

<b>Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:</b> Respiratory Care	
<b>Targeted Program Learning Outcome:</b> Provide safe environment within the healthcare setting	<b>Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program:</b> RET 12?? Clinical Care Techniques RET 1874L Clinical Practice I
	<b>Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above:</b> The student will be able to evaluate the proper technique to obtain an arterial blood gas sample.
<b>Performance Indicators for the Program Learning Outcome(s) selected:</b> The student will be able to safely perform the proper technique required to obtain an arterial blood gas sample.	<b>Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:</b> The student will be able to assess arterial blood gas sampling technique using a grading rubric for online videos. The student will be able to demonstrate arterial blood gas sampling techniques within the clinical lab setting. The student will be able to safely obtain at least 3 arterial blood gas samples within the clinical practice setting.
<b>Common Assessment</b> (What assessment method (written assignment, speech, test, etc.) will you use to assess student ability related to the program / course outcome(s) selected): Online formative assessment utilizing common grading rubric. Laboratory skills assessment demonstrating proper technique. Clinical practice assessment demonstrating proper technique on at least 3 patients.	
<b>Description of the Proposed Common Assessment</b> (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): This common assessment will be designed to provide students that opportunity to recognize, evaluate and safely demonstrate the appropriate technique to obtain an arterial blood gas sample.	
<b>Proposed Assessment Instrument</b> (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests): We want students to be able to utilize our assessment rubric to enhance learning in the area of arterial blood gas sampling. We will utilize grading rubric to determine if students learned how to proper techniques needed to obtain an arterial blood gas sample. We will utilize clinical performance evaluations to determine if proper techniques were demonstrated on at least 3 patients.	

# 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 2012	Program Chair
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received	Spring 2013	Program Chair, Clinical Coordinator, Clinical Faculty
Draft assessment plan is revised to reflect input	Spring 2013	Program Chair, Clinical Coordinator
Current voter eligibility list for curriculum will be used to vote on draft assessment plan	Spring 2013	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?

Training on inter-rater reliability for skills assessment  
 Production of online videos for alternative delivery  
 Creation of online assessments within blackboard

### Collection of Student Artifacts

What information needs to be communicated to students concerning the assessment process (informed consent, etc.)?

Assessment of videos  
 Student skills check off for arterial blood gas sampling  
 Clinical evaluation of performance on 3 patients

How will student artifacts or data associated with student performance be collected?

- Within blackboard
- Within clinical lab
- Within clinical practice evaluation

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?

Sampling all students

How will information about faculty / staff participation in the assessment project be communicated? Email Blackboard Video Live
Who will be responsible for coordinating the collection of student artifacts? Program Chair and Clinical Coordinator
At what point in the academic year / semester will the student artifacts be collected? Summer and Fall of 2013

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

When will student artifacts be assessed / evaluated? Summer and Fall of 2013
Which faculty or staff from the program/discipline will evaluate student artifacts? Program Chair, Clinical Coordinator, and Adjunct Faculty
What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected? Faculty in-service training using skills videos to enhance inter-rater reliability.
When will the results / data associated with the assessment plan be analyzed? Summer and Fall of 2013
What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan? Faculty in-service training on grading rubric using skills videos.
What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan? Student feedback survey of assessment
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.)? <i>Results of assessment described and discussed:</i> <ul style="list-style-type: none"> <li>- In annual faculty meeting to reflect and act on the assessment strategy/results</li> <li>- In division meeting to address assessment results</li> <li>- In bi-annual advisory board meeting report on results</li> </ul>

## 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?