

Crafton Hills College - Outcomes Assessment Report

Program Learning Outcome 1:

Year Assessed: 2014-2015

Learning Outcomes Statement(s)

Demonstrate professional behaviors consistent with employer expectations as an advanced-level respiratory therapist

Comprehend, apply and evaluate clinical information relevant to their roles as an advanced-level therapist

Display the technical proficiency in all the skills necessary to fulfill their roles as an advanced-level therapist

Means of Assessment (Measurement Method)

On In-Service Day, August 17, 2015, the Institutional Effectiveness, Accreditation, and Outcomes Committee (IEAOC) with the Professional Development Committee (PDC) organized a campus wide meeting to discuss the results collected from the SLO Cloud tool by program. Approximately 20 faculty from multiple disciplines attended the session and reviewed the process for examining the results from the PLO assessments. Because of a technical glitch, rather than reviewing the results and generating proposed actions for the PLOs, faculty in each discipline that attended completed and emailed the results to the Office of Institutional Effectiveness, Research and Planning.

Summary of Evidence

The OIERP reviewed the process for accessing and discussing the PLO results and the proposed actions. The Respiratory Department reviewed the results of the PLO assessments, discussed the meaning of the results and developed the proposed actions.

Program SLOs

#	Program SLO Statement	# of Students Meeting SLO Rubric				# 3 or higher	% 3 or higher
		1	2	3	4		
1	Demonstrate professional behaviors consistent with employer expectations as an advanced-level respiratory therapist	2	2	4	57	61	93.85%
2	Comprehend, apply and evaluate clinical information relevant to their roles as an advanced-level therapist	183	7	22	893	915	82.81%

#	Program SLO Statement	# of Students Meeting SLO Rubric				# 3 or higher	% 3 or higher
		1	2	3	4		
3	Display the technical proficiency in all the skills necessary to fulfill their roles as an advanced-level therapist	64	45	34	557	591	84.43%
4	N/A	1	0	0	104	104	99.05%

[23 Reflection\(s\)](#)

[23 Section\(s\) Reporting](#)

[7 Section\(s\) Not Reporting](#)

Proposed Actions Developed during the Course Assessments

- The students were able to meet the target in all but one evaluated SLO. The threshold set up for the SLO's for this class was 80%. The SLO's were evaluated through short answer and multiple choice questions presented on the final exam. From the results I have found that the students need better instruction on the following SLO: The student will be able to explain in writing how to perform a minimal leak technique. This will be an item that will be stressed to class in Fall 2015. This item will also be discussed in lab class in the Spring 2015 semester as the students need an understanding of this SLO in order to pass their national exams following graduation from the Respiratory Care Program.
(RESP-131-01 for 2014FA)
- Students meet a minimum criteria of % demonstrated proficiency for tall SLO's in this class. Will continue to work on improvement as 100% proficiency is ultimate goal.
(RESP-235-15 for 2014FA)
- As this was the students last course of their clinical course series, all performance skills were completed in their clinical syllabus. There are no proposed actions at this time.
(RESP-236-95 for 2014FA)
- There was only one student who needed to compete this course. That student has met the target for all 3 student learning outcomes for this course. There are no proposed actions at this time as the student has passed the course.
(RESP-209B-95 for 2014FA)
- The third SLO was a question on PFT's with except in it.
(RESP-132-15 for 2014FA)
- The RCP has changed the requirements and the students seemed confused. I will address these issues and make a better effort to make it clearer.
(RESP-050-35 for 2014FA)
- The threshold set for each SLO for this course was 75%. As the results show above, the threshold was met for each SLO. I am a bit concerned by the results for the following SLO: Identify the physiologic effects of electrolyte disturbances caused by both elevated and reduced levels of various electrolytes and their relationship to acid-base balance interpretation. The overall percent

was only 76.9%. This indicates to me that the students did not fully understand/grasp this information when presented in lecture. My proposed action for future courses is to spend more time on this topic as well as distribute additional homework assignments related to this SLO for the students to gain a better understanding of the concept.

(RESP-234-05 for 2014FA)

- The above SLOs relate to the clinical setting and the clinical syllabus that the students must have completed when they finish the respiratory program. Each semester the SLOs are used to track the students progression in getting tasks completed in their syllabus. These SLOs are rated as follows: 1 = no practice attempts, 2 = less than 3 practice attempts, 3 = 3 or more practice attempts, 4 = signoff in syllabus. As seen above, the students are working towards getting the above tasks signed off in their clinical syllabus. The only SLO that the students have not yet completed the signoff is: The student will demonstrate how to assess a patient in an acute care or alternate care site. This is due to the fact that the students are still becoming familiar with the hospitals and the procedures they need to follow to complete an entire patient assessment. The students will be able to progress towards signoff for this SLO during the Spring 2015 semester. Overall I am satisfied with the results as all 30 of the students have met their minimum requirement of skills signoffs in their clinical syllabus in order to pass the course and move forward to the Spring 2015 semester.

(RESP-133-95 for 2014FA)

- All have met or exceeded threshold values except #1 Students will be able to identify what clinical findings would be most consistent with categorizing a patient with compensated shock. We will address this in PALS and stress the importance.

(RESP-237-01 for 2014FA)

- All SLO's are > 70% and they are meeting the program standard.

(RESP-130-05 for 2014FA)

- SLO #2 will be addressed to determine what other teaching methods can be used to improve results. I plan to revise my approach on teaching to improve outcomes for SLO #2.

(RESP-238-25 for 2014FA)

- Work on making sure the students understand changes in the requirements for entry and graduation. Perhaps quizzes rather than final.

(RESP-050-05 for 2015SP)

- The SLO's were done on the written final.

(RESP-138-55 for 2015SP)

- Good results. Maybe use different evaluation methods besides the final.

(RESP-134-35 for 2015SP)

- 70 % or greater of students meeting SLO's. Continue to work with students to improve measured outcomes.

(RESP-139-15 for 2015SP)

- All students are meeting all SLO's at this time.

(RESP-137-95 for 2015SP)

- None

(RESP-135-05 for 2015SP)

- We are satisfied with the student learning outcomes and will continue to challenge our students to perform at advanced level.
(RESP-231-01 for 2015SM)
- Continue to encourage the students to perform at the highest level capable during clinical practice. Identify the need to complete all clinical syllabus objectives by the end of the Fall semester in order to successfully complete the program requirements
(RESP-233-01 for 2015SM)
- The students all completed the SLO's with the goal percentage which was set at 75%. The students did score less than 80% on SLO #1 so this is an area that I could address to try to increase that percentage above 80% for the next assessed class. I will continue to work on improving outcomes.
(RESP-230-01 for 2015SM)
- Students are meeting or exceeding required minimum level of expectation. Minimum acceptable level is 75% of students meeting SLO's.
(RESP-232-01 for 2015SM)
- We have met and exceeded our target thresholds.
(RESP-050-01 for 2015SM)
- None required
(RESP-051-01 for 2015SM)

Use of Results/Proposed Actions (Implications for Program Improvement & Planning)

- Ensure that all SLO's are documented at the end of the semester. If it is a course with not students enrolled then document NA
- Encourage students to make sure of clinical time and progress towards completion of clinical signoffs applicable to SLO's
- Continue to maintain program requirements of a pass rate of 70%