



Planning and Evaluation Tracking

College Year: 2009-2010
Evaluating Class: 2008

Division of: Allied Health
Department of: Respiratory Care

Person Responsible: Bill Crawford, Chairman
Person Responsible: Valerie Hansen, Director

Purpose Statement: To prepare students as competent entry-level respiratory therapists through a comprehensive didactic, laboratory and clinical curriculum following the accreditation requirements of the Committee on Accreditation for Respiratory Care (CoARC). (revised May 2, 2006)

Goal Statements	Objectives/Outcomes (including assessment tools and standards)	Results	Use of Results (including improvements and revisions)																					
1. Upon completion of the program, the students will demonstrate the ability to comprehend, apply and evaluate information relevant to their role as an advanced respiratory therapist. (Cognitive domain)	1a. Comprehensive, summative program exam, administered at the end of program. 100% of the students will exceed the preset cut score.	<table border="0"> <tr> <td>1a. <u>Year</u></td> <td><u># Attempting/ # Passing</u></td> <td><u>% Passing</u></td> </tr> <tr> <td>2008</td> <td>(13/13)</td> <td>100%</td> </tr> <tr> <td>2007</td> <td>(13/13)</td> <td>100%</td> </tr> <tr> <td>2006</td> <td>(15/15)</td> <td>100%</td> </tr> <tr> <td>2005</td> <td>(13/13)</td> <td>100%</td> </tr> <tr> <td>2004</td> <td>(12/12)</td> <td>100%</td> </tr> <tr> <td>2003</td> <td>(3/3)</td> <td>100%</td> </tr> </table>	1a. <u>Year</u>	<u># Attempting/ # Passing</u>	<u>% Passing</u>	2008	(13/13)	100%	2007	(13/13)	100%	2006	(15/15)	100%	2005	(13/13)	100%	2004	(12/12)	100%	2003	(3/3)	100%	1a. Results by category. Will continue to monitor areas that may need improvement.
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	1b. NBRC <i>Entry Level Examination</i> , 100% of the graduates will obtain a passing score within one year from the time of graduation. This exam is validated by NBRC.	<table border="0"> <tr> <td>1b. <u>Year</u></td> <td><u># Attempting/ # Passing</u></td> <td><u>% Passing</u></td> </tr> <tr> <td>2008</td> <td>(13/13)</td> <td>100%</td> </tr> <tr> <td>2007</td> <td>(13/13)</td> <td>100%</td> </tr> <tr> <td>2006</td> <td>(15/14)</td> <td>93%</td> </tr> <tr> <td>2005</td> <td>(13/13)</td> <td>100%</td> </tr> <tr> <td>2004</td> <td>(12/12)</td> <td>100%</td> </tr> <tr> <td>2003</td> <td>(3/3)</td> <td>100%</td> </tr> </table>	1b. <u>Year</u>	<u># Attempting/ # Passing</u>	<u>% Passing</u>	2008	(13/13)	100%	2007	(13/13)	100%	2006	(15/14)	93%	2005	(13/13)	100%	2004	(12/12)	100%	2003	(3/3)	100%	1b. Results reviewed by category, will continue to monitor areas of weakness. Will compare with programs internal exams. Students are now be required to take NBRC-CRT Exam 30 days <i>prior</i> to graduation. Students have one year to take this exam. One student in the 2006 class did not pass the examination within the year, but did pass in 12/07.
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	<p>1c. NBRC <i>Registry Completion</i> 50% of all graduates will obtain the RRT credential within one year of graduation. The cut score is set by The Committee for Respiratory Care Accreditation (CoARC).</p>	<table border="1"> <thead> <tr> <th>1c. <u>Year</u></th> <th><u># Attempting/ # Passing</u></th> <th><u>% Passing</u></th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>(11/8)</td> <td>73%</td> </tr> <tr> <td>2007</td> <td>(13/11)</td> <td>85%</td> </tr> <tr> <td>2006</td> <td>(15/9)</td> <td>60%</td> </tr> <tr> <td>2005</td> <td>(13/8)</td> <td>62%</td> </tr> </tbody> </table>	1c. <u>Year</u>	<u># Attempting/ # Passing</u>	<u>% Passing</u>	2008	(11/8)	73%	2007	(13/11)	85%	2006	(15/9)	60%	2005	(13/8)	62%	<p>1c. Results reviewed by category will continue to monitor for areas of weakness. Although cut score is 50% the internal program goal is 70%. Continue to require CRT examination before graduation. Continue to urge students/graduates to complete advanced practitioner examinations. Students have three years to take this exam without penalty. Two students in the 2007 class did not pass the examination within the year, but did pass in 2008.</p>						
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<p>2. Upon completion of the program, the students will demonstrate the technical proficiency in all skills necessary to fulfill their role as an advanced respiratory therapist. (Psychomotor domain)</p>	<p>2a. Summative evaluation of clinical performance at the end of the program. Students will have good or better on all clinical performance ratings (3 on a Likert scale of 1-5).</p>	<table border="1"> <thead> <tr> <th>2a. <u>Year</u></th> <th><u># Attempting/ # Passing</u></th> <th><u>% Passing</u></th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>(13/13)</td> <td>100%</td> </tr> <tr> <td>2007</td> <td>(13/13)</td> <td>100%</td> </tr> <tr> <td>2006</td> <td>(15/15)</td> <td>100%</td> </tr> <tr> <td>2005</td> <td>(13/13)</td> <td>100%</td> </tr> <tr> <td>2004</td> <td>(12/12)</td> <td>100%</td> </tr> <tr> <td>2003</td> <td>(3/3)</td> <td>100%</td> </tr> </tbody> </table>	2a. <u>Year</u>	<u># Attempting/ # Passing</u>	<u>% Passing</u>	2008	(13/13)	100%	2007	(13/13)	100%	2006	(15/15)	100%	2005	(13/13)	100%	2004	(12/12)	100%	2003	(3/3)	100%	<p>2a. Analysis by item. Will continue to monitor student progress.</p>
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	<p>2b. Employer surveys administered after graduation to measure satisfaction with graduates' job performance. 100% or responding employers will rate the overall proficiency skills of the graduates as good or better (3 on a Likert scale of 1-5).</p>	<table border="1"> <thead> <tr> <th>2b. <u>Year</u></th> <th><u># Attempting/ # Passing</u></th> <th><u>% Passing</u></th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>(13/13)</td> <td>100%</td> </tr> <tr> <td>2007</td> <td>(13/13)</td> <td>100%</td> </tr> <tr> <td>2006</td> <td>(11/11)</td> <td>100%</td> </tr> <tr> <td>2005</td> <td>(9/9)</td> <td>100%</td> </tr> <tr> <td>2004</td> <td>(12/12)</td> <td>100%</td> </tr> <tr> <td>2003</td> <td>(3/3)</td> <td>100%</td> </tr> </tbody> </table>	2b. <u>Year</u>	<u># Attempting/ # Passing</u>	<u>% Passing</u>	2008	(13/13)	100%	2007	(13/13)	100%	2006	(11/11)	100%	2005	(9/9)	100%	2004	(12/12)	100%	2003	(3/3)	100%	<p>2b. All graduates evaluated received a 3 or better rating of clinical skills. Will continue to monitor and evaluate psychomotor skills of each class.</p>
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<p>3. Upon completion of the program, the students will demonstrate personal behaviors consistent with professional and employer expectations as an advanced respiratory therapist. (Affective domain)</p>	<p>3a. Summative evaluation of clinical performance at the end of the program. Students will be evaluated on their professional behavior. Students will have a good or better on all clinical performance ratings (3 on a Likert scale of 1-5).</p>	<table border="1"> <thead> <tr> <th>3a. <u>Year</u></th> <th><u># Attempting/ # Passing</u></th> <th><u>% Passing</u></th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>(13/13)</td> <td>100%</td> </tr> <tr> <td>2007</td> <td>(13/13)</td> <td>100%</td> </tr> <tr> <td>2006</td> <td>(6/6)</td> <td>100%</td> </tr> <tr> <td>2005</td> <td>(13/13)</td> <td>100%</td> </tr> <tr> <td>2004</td> <td>(12/12)</td> <td>100%</td> </tr> <tr> <td>2003</td> <td>(3/3)</td> <td>100%</td> </tr> </tbody> </table>	3a. <u>Year</u>	<u># Attempting/ # Passing</u>	<u>% Passing</u>	2008	(13/13)	100%	2007	(13/13)	100%	2006	(6/6)	100%	2005	(13/13)	100%	2004	(12/12)	100%	2003	(3/3)	100%	<p>3a. Analysis indicates that the students met clinical faculty's expectations. Review evaluation tool to assure it measures areas as intended.</p>
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3b. Employer surveys administered after graduation to measure satisfaction with graduate's professional behaviors on the job. 100% of responding employers will rate the overall behavioral skills as good or better (3 on a Likert scale of 1-5).

3b. Year	# Attempting/ # Passing	% Passing
2008	(13/13)	100%
2007	(13/13)	100%
2006	(11/11)	100%
2005	(9/9)	100%
2004	(12/12)	100%
2003	(3/3)	100%

3b. 13/13 (100%) graduates were evaluated by their employers. There were a total of 13 evaluations completed by lead therapists. 13/13 graduates evaluated received a 3 or better rating of professional behavior skills. Analysis indicates that graduates met employers' expectations. Review evaluation to assure it measures graduate performance as intended.