



## Planning and Evaluation Tracking

College Year: 2004  
Evaluating Class: 2003

**Division of:** Allied Health  
**Department of:** Respiratory Care

**Person Responsible:** Bill Crawford, Chairman  
**Person Responsible:** Bill Young, Director

**Purpose Statement:** To prepare students as competent advanced respiratory therapists.

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.	1a. <table><tr><th>Year</th><th># Attempting/</th><th># Passing</th></tr><tr><td>2003</td><td>(3/3)</td><td>100%</td></tr><tr><td>2002</td><td>(8/8)</td><td>100%</td></tr><tr><td>2001</td><td>(14/14)</td><td>100%</td></tr><tr><td>2000</td><td>(15/15)</td><td>100%</td></tr><tr><td>1999</td><td>(12/12)</td><td>100%</td></tr></table>	Year	# Attempting/	# Passing	2003	(3/3)	100%	2002	(8/8)	100%	2001	(14/14)	100%	2000	(15/15)	100%	1999	(12/12)	100%	1a. Results by category. Will continue to monitor areas which may need improvement.
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	1b. NBRC Entry Level Examination, 100% of the graduates will obtain a passing score within one year from the time of graduation. This exam is validated by NBRC.	1b. <table><tr><th>Year</th><th># Attempting/</th><th># Passing</th></tr><tr><td>2003</td><td>(3/3)</td><td>100%</td></tr><tr><td>2002</td><td>(8/8)</td><td>100%</td></tr><tr><td>2001</td><td>(14/14)</td><td>100%</td></tr><tr><td>2000</td><td>(15/15)</td><td>100%</td></tr><tr><td>1999</td><td>(12/12)</td><td>100%</td></tr></table>	Year	# Attempting/	# Passing	2003	(3/3)	100%	2002	(8/8)	100%	2001	(14/14)	100%	2000	(15/15)	100%	1999	(12/12)	100%	1b. Results reviewed by category, will continue to monitor areas of weakness. Will compare with programs internal exams. Proposed changes: Students will now be required to take NBRC-CRT Exam 30 days prior to graduation, effective 2005.
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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)	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).	2a. <table><tr><th></th><th><u>Year</u></th><th><u>#</u></th></tr><tr><th></th><th><u>Attempting/</u></th><th><u>% Passing</u></th></tr><tr><th></th><th><u>#</u></th><th><u>Passing</u></th></tr><tr><td>2003</td><td>(3/3)</td><td>100%</td></tr><tr><td>2002</td><td>(8/8)</td><td>100%</td></tr><tr><td>2001</td><td>(14/14)</td><td>100%</td></tr><tr><td>2000</td><td>(15/15)</td><td>100%</td></tr><tr><td>1999</td><td>(12/12)</td><td>100%</td></tr></table>		<u>Year</u>	<u>#</u>		<u>Attempting/</u>	<u>% Passing</u>		<u>#</u>	<u>Passing</u>	2003	(3/3)	100%	2002	(8/8)	100%	2001	(14/14)	100%	2000	(15/15)	100%	1999	(12/12)	100%	2a. Analysis by item. Will continue to monitor student progress.
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2. Continued	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).	2b. <table><tr><th></th><th><u>Year</u></th><th><u>#</u></th></tr><tr><th></th><th><u>Attempting/</u></th><th><u>% Passing</u></th></tr><tr><th></th><th><u>#</u></th><th><u>Passing</u></th></tr><tr><td>2003</td><td>(2/2)</td><td>100%</td></tr><tr><td>2002</td><td>(7/7)</td><td>100%</td></tr><tr><td>2001</td><td>(10/10)</td><td>100%</td></tr><tr><td>2000</td><td>No Data</td><td></td></tr><tr><td>1999</td><td>No Data</td><td></td></tr></table>		<u>Year</u>	<u>#</u>		<u>Attempting/</u>	<u>% Passing</u>		<u>#</u>	<u>Passing</u>	2003	(2/2)	100%	2002	(7/7)	100%	2001	(10/10)	100%	2000	No Data		1999	No Data		2b. 2/2 (100%) graduates were evaluated by their employers. There were a total of 2 evaluations completed by lead therapists. All graduates evaluated received a 3 or better rating of clinical skills. Will continue to monitor and evaluate psychomotor skills of each class.
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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)	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).	3a. <table><tr><th></th><th><u>Year</u></th><th><u>#</u></th></tr><tr><th></th><th><u>Attempting/</u></th><th><u>% Passing</u></th></tr><tr><th></th><th><u>#</u></th><th><u>Passing</u></th></tr><tr><td>2003</td><td>(3/3)</td><td>100%</td></tr><tr><td>2002</td><td>(8/8)</td><td>100%</td></tr><tr><td>2001</td><td>(14/14)</td><td>100%</td></tr><tr><td>2000</td><td>(15/15)</td><td>100%</td></tr><tr><td>1999</td><td>(12/12)</td><td>100%</td></tr></table>		<u>Year</u>	<u>#</u>		<u>Attempting/</u>	<u>% Passing</u>		<u>#</u>	<u>Passing</u>	2003	(3/3)	100%	2002	(8/8)	100%	2001	(14/14)	100%	2000	(15/15)	100%	1999	(12/12)	100%	3a. Analysis indicates that the students met clinical faculty's expectations. Review evaluation tool to assure it measures areas as intended.
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3b. Employer surveys administered after graduation to measure satisfaction with graduates 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	%
2003	(2/2)	100%
2002	(7/7)	100%
2001	(9/10)	90%
2000	No Data	
1999	No Data	

3b. 2/2 (100%) graduates were evaluated by their employers. There were a total of 2 evaluations completed by lead therapists. 2/2 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.