

# Bachelor of Science Respiratory Therapy Bridge/Completion Program, Macon

Semester reporting: Spring Semester 2020  
Academic Program Assessment

## Program and Assessment Report Information

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<b>In which college or school is this program located?</b>	Health and Natural Sciences
<b>Program Type:</b>	Undergraduate
<b>For which program is this assessment being submitted?</b>	Bachelor of Science Respiratory Therapy Bridge/Completion Program
<b>Reporting Cycle:</b>	Annual Reporting Cycle
<b>Which semester were the data collected and analyzed?</b>	Spring Semester 2020
<b>For which campus are these assessments being submitted?</b>	Macon
<b>Approximately how many students are in this program at this location?</b>	25

## Student Learning Outcomes

### SLO 1

<b>SLO 1: What is the first Student Learning Outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)</b>	Students will utilize peer-reviewed research in assessing cardiopulmonary best practices.
<b>SLO 1: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment)</b>	Article Critique Essay- RESP 3030 Respiratory Research
<b>SLO 1: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on....)</b>	80% of students who complete the assignment will score 75% or above.
<b>SLO 1: During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)</b>	100
<b>SLO 1: Evidence of changes based on an analysis of the results: What changes were implemented, if applicable, based on an analysis of the students' performance on this Student Learning Outcome? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years. Major changes to curriculum must go through the Academic Affairs process.)</b>	Critical review of peer reviewed literature is important for RTs. The students continue to meet this objective. No intervention at this time.

**Student Learning Outcomes**

**SLO 2**

<b>SLO 2: What is the second Student Learning Outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)</b>	ents will effectively communicate best practices in cardiopulmonary disease management.
<b>SLO 2: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment)</b>	Disease Management Case Presentation- RESP 4010 Case Management and Protocols
<b>SLO 2: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on.....).</b>	At least 80% of students who complete this assignment will earn a score of 75% or higher on the identified assessment.
<b>SLO 2: During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)</b>	100
<b>SLO 2: Evidence of changes based on an analysis of the results: What changes were implemented, if applicable, based on an analysis of the students' performance on this Student Learning Outcome? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years. Major changes to curriculum must go through the Academic Affairs process. )</b>	Students are meeting this learning outcome, which is important for RTs to assessment patient care needs in the continuum of care. No interventions at this time.

## Student Learning Outcomes

### SLO 3

<b>SLO 3: What is the third Student Learning Outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)</b>	Students will apply best practice principles in the development of cardiopulmonary management plans.
<b>SLO 3: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment)</b>	FMEA Presentation- RESP 4020 Quality Control
<b>SLO 3: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on.....).</b>	80% of students who complete an FMEA Project will score 75% or above.
<b>SLO 3: During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)</b>	100
<b>SLO 3: Evidence of changes based on an analysis of the results: What changes were implemented, if applicable, based on an analysis of the students' performance on this Student Learning Outcome? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years. Major changes to curriculum must go through the Academic Affairs process. )</b>	Students must learn good quality management practices. This assessment has demonstrated collaborative application of these objectives and continues to demonstrate student achievement in this SLO. No intervention at this time.

**Student Learning Outcomes**

**SLO 4**

<b>SLO 4: What is the fourth Student Learning Outcome for this academic program? Student Learning Outcomes should be stated in measurable terms (i.e. students will be able to.....)</b>	NA
<b>SLO 4: What instrument (assessment type) was used to measure student's ability to demonstrate mastery of this learning outcome? (i.e. exam, assignment with rubric, speech, demonstration of ability, lab assignment)</b>	NA
<b>SLO 4: What target performance level would a student need to achieve on the assessment instrument to demonstrate mastery of this learning outcome? (i.e. 80% of all students will earn an average grade of 75% or better on.....)</b>	NA
<b>SLO 4: During this assessment cycle, what percent of the students who participated in this assessment demonstrated mastery of this learning outcome? (this should be a number between 0-100)</b>	0
<b>SLO 4: Evidence of changes based on an analysis of the results: What changes were implemented, if applicable, based on an analysis of the students' performance on this Student Learning Outcome? (Evidence of the improvement must be kept and filed in the department or academic unit including but not limited to: changes in exam questions, reading assignments, syllabi, course instruction materials or assignments. Both old versions and new versions should be kept on file for 10 years. Major changes to curriculum must go through the Academic Affairs process. )</b>	NA

### Sampling

<b>How many students participated in the assessment of these learning outcomes, in this program, for this assessment cycle at this location?</b>	20
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### Open Box for Assessment Comments

<b>Open Text Box For Assessment Comments:</b>	
<b>If the COVID-19 pandemic impacted this assessment cycle, please provide specific details below. (Also submit any COVID-19 correspondence from your accrediting body to <a href="mailto:assessment@mga.edu">assessment@mga.edu</a> when you submit this form with your Department name and program in the subject line.)</b>	This program did transition to fully online in January 2020, prior to COVID; therefore, there was minimal impact to program delivery. There was however, several students challenged to complete work due to working overtime during critical patient need in hospitals due to COVID-19. We endeavored to be responsive to student needs/requests related to this.

