

Bachelor of Science Respiratory Therapy (Bridge/completion program), Online

Semester reporting: Spring Semester 2022

Reporting cycle: Annual Reporting Cycle

Academic Program Assessment Report Information

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In which college or school is this program located?	Health and Natural Sciences
Program Type:	Undergraduate
Approximately how many students are in this program at this location?	28

Student Learning Outcomes

SLO1

<p>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.....)</p>	<p>Students will utilize peer-reviewed research in assessing cardiopulmonary best practices.</p>
<p>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) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?</p>	<p>Article Critique Essay- RESP 3030 Respiratory Research</p>
<p>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....)</p>	<p>80% of students who complete the assignment will score 75% or above.</p>
<p>SLO 1: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)</p>	<p>Past performance</p>
<p>SLO 1: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome.</p>	<p>86%</p>
<p>SLO 1: Improvement Plans and Evidence of changes based on an analysis of the results: What changes were implemented 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.)</p>	<p>Critical review of peer reviewed literature is important for RTs. The students continue to meet this objective. No intervention at this time.</p>

SLO2

<p>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.....)</p>	<p>Students will effectively communicate best practices in cardiopulmonary disease management.</p>
<p>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) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?</p>	<p>Disease Management Case Presentation- RESP 4010 Case Management and Protocols</p>
<p>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....)</p>	<p>At least 80% of students who complete this assignment will earn a score of 75% or higher on the identified assessment.</p>
<p>SLO 2: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)</p>	<p>Past performance</p>
<p>SLO 2: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome.</p>	<p>70%</p>
<p>SLO 2: Improvement Plans and Evidence of changes based on an analysis of the results: What changes were implemented 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.)</p>	<p>This threshold not met- 70% of the students met this threshold, with one scoring 74% (very close). Students have surpassed this learning outcome in previous years. The course instructor was consulted and will assess and implement supplemental preparatory materials to support student success in this area.</p>

SLO3

<p>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.....)</p>	<p>Students will apply best practice principles in the development of cardiopulmonary management plans.</p>
<p>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) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?</p>	<p>FMEA Presentation- RESP 4020 Quality Control</p>
<p>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....)</p>	<p>80% of students who complete an FMEA Project will score 75% or above.</p>
<p>SLO 3: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)</p>	<p>Past performance</p>
<p>SLO 3: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome.</p>	<p>100%</p>
<p>SLO 3: Improvement Plans and Evidence of changes based on an analysis of the results: What changes were implemented 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.)</p>	<p>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.</p>

SLO4

<p>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.....)</p>	<p>NA</p>
<p>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) and provide specific details of the instrument (e.g. Exam 2, Course HLSA 3800; Final Group Project, HIST 3900) is learning outcome?</p>	<p>NANA</p>
<p>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....)</p>	<p>NA</p>
<p>SLO 4: Provide details for your target performance level established (i.e. accreditation requirement, past performance data, peer program review, etc.)</p>	<p>NA</p>
<p>SLO 4: During this assessment cycle, what percent of the students who participated in this assessment met the target performance level and demonstrated mastery of this learning outcome.</p>	<p>0</p>
<p>SLO 4: Improvement Plans and Evidence of changes based on an analysis of the results: What changes were implemented 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.)</p>	<p>NA</p>

Sampling

How many students participated in the assessment of these learning outcomes, in this program, for this assessment cycle at this location?	19
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Open Box for Assessment Comments

Required: In this field, please document the overall use of assessment results for continuous improvement (consider the past, present, and future and specifically address these in your narrative).	The identified student learning outcomes are consistent with what is expected in a degree advancement program such as ours. We have measured these consistently to assure our students in this program of study are meeting these, as this is currently not an accredited program and is not cohorted. We pay close attention to student success in these areas.
Optional Open Text Box For Assessment Comments:	We plan to work toward attaining CoARC accreditation in the year to come. These SLOs may be adjusted based on their guidelines once that occurs.
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 assessment@mga.edu when you submit this form with your Department name and program in the subject line.)	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 continue to be challenged to complete work due to working overtime during critical patient need in hospitals due to COVID-19 and low staffing issues. We seek to be responsive to student needs/requests related to this. Faculty have communicated that it has been a challenge to motivate students who are in classes and not applying themselves due to fatigue.

