

San Joaquin Valley College

COURSE ASSESSMENT PLAN

To be revised at each Curriculum Conference

Course: RT 4 Clinical Practice- Rotation 4	Date: April 2014
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1. Student Learning Outcomes (SLOs)	
Course level Student Learning Outcomes (CLOs) are statements describing what a student will be able to demonstrate upon completion of the course.	
Outcome 1	Demonstrate the competence to function as a professional Respiratory Therapist
Outcome 2	Demonstrate Respiratory Therapist functions in specialty areas of Respiratory Therapy including, adult intensive care, neonatal intensive care, home care, emergency care, cardiac surgery, sleep laboratory, Case Management, Patient Education and hospital laboratory services
Outcome 3	Demonstrate the competence to treat cardiopulmonary emergencies according to, Basic Cardiac Life Support (BCLS), Advanced Cardiac Life Support (ACLS), Pediatric Advanced Life Support (PALS) and Neonate Resuscitation Program (NRP)
Outcome 4	Function as member of the patient care team

2. Delivery of Outcomes: How are the outcomes taught?	
<ul style="list-style-type: none"> List the variety of methods used to deliver the content to students (lectures, field trips, readings, written assignments, research opportunities, group projects, lab work, presentations, article reviews, etc.) Describe <u>what students do</u> in the course to master the learning outcomes This area does not include assessment methods (tests, exams, skill offs, etc.) 	
	Delivery Methods
CLO 1	Case studies, skill performance, clinical externships, skills lab SIM Man
CLO 2	Clinical externships, skills performance, skills lab SIM man, critical care rounds, seminars, case stud
CLO 3	Skill check, video, problem-solving, case scenarios
CLO 4	Clinical externships, skills performance, skills lab SIM man intensive care rounds, case management, team participation, disease conference, community involvement, oral presentations, medical director seminars

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3. Assessment

Describe 2-4 tools and/or evaluation methods used to collect the evidence of student achievement of course SLOs.

- Criteria are rubrics, skill sheets or other tools used to determine whether the outcome has been met.
- Achievement level describes the expected mastery level of the course SLO (e.g. 85% or level 3 on a 4 point rubric); this is not the same as a passing grade.

	Assessment Tool or Evaluation Method	Criteria (Rubric)	Achievement Target	Data Collection Method (if not done through eCourses)
CLO 1	RT 4 Clinical Proficiency Manual	Clinical Proficiency Manual Rubric- Overall Score	Level 2 of 2 <i>Meets Standard</i>	
CLO 2	RT 4 Respiratory Specialty Completion	Respiratory Specialty Completion Rubric- Overall Score	Level 2 of 2 <i>Meets Standard</i>	
CLO 3	RT 4 Cardiopulmonary Emergency Competencies	Cardiopulmonary Emergency Competencies Rubric- Overall Score	Level 2 of 2 <i>Meets Standard</i>	
CLO 4	RT 4 Patient Care Team	Patient Care Team Rubric- Overall Score	Level 2 of 2 <i>Meets Standard</i>	

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PROGRAM ASSESSMENT PLAN

To be revised at each Program Review

Program	Respiratory Therapy	October 2015
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ALIGNMENT STATEMENTS

Mission Alignment Include a one-two sentence explanation of how this program's purpose aligns with SJVC's mission.
Mission Alignment: The Respiratory Therapy program supports the College Mission Statement by ensuring its graduates possess the knowledge, skills, critical thinking abilities and professionalism required to successfully pass the RRT credentialing exams and, throughout their career, provide safe, expert, timely appropriate patient-centered care to culturally diverse populations across the human life-span.
Values Alignment The Core Values at SJVC are: Success, Diversity, Community Involvement, Integrity, Excellence and Lifelong Learning. Include a one-two sentence explanation of how this program aligns with SJVC's values.
Values Alignment: The Respiratory Therapy program supports the core values of SJVC by promoting excellence in providing ethical and culturally diverse care congruent with our communities needs. Also, Respiratory Therapy students are expected to participate in events and projects that serve their communities and exemplify professional integrity through ongoing participation in professional activities that encourage lifelong learning.
Institutional Learning Outcomes The Institutional Learning Outcomes (ILOs) at SJVC apply to all students (and employees) regardless of program or position. Our ILOs include having graduates who are confident, educated, professional, skilled, citizens, and communicators. Include a one-two sentence explanation of how this program aligns with SJVC's ILOs.
ILO Alignment: The Respiratory Therapy program curriculum aligns with SJVC Institutional outcomes of <i>Professionalism</i> with respiratory students that demonstrate ethical accountability in patient care and applying critical thinking skills to determine health care needs of clients, <i>Communicators</i> , by utilizing therapeutic communication skills effectively with patient care teams, clients and families and the community, <i>Skilled</i> by providing hands-on evidence-based patient care, and <i>Confidence</i> by successfully challenging the NBRC RRT credential upon graduation.

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PROGRAM ASSESSMENT PLAN

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OUTCOMES

Program Outcomes	
Program Outcomes (PLOs) are the detailed and specific statements about what a student will be able to demonstrate upon completion of the program. <ul style="list-style-type: none">List your Program Outcomes below:	
PLO 1	Perform clinically as a competent advanced-level Respiratory Therapist
PLO 2	Exemplify critical thinking and judgment skills
PLO 3	Demonstrate personal and professional behavior consistent with a Respiratory Therapist
PLO 4	Earn Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS), Pediatric Advanced Life Support Provider (PALS), and Neonatal Resuscitation Provider (NRP) certifications
PLO 5	Become a Registered Respiratory Therapist
PLO 6	Characterize the philosophies of lifelong learning and professional growth by participating in continued education and community outreach
PLO 7	Demonstrate the social skills, professional appearance, attitudes and behavior that employers expect of all SJVC graduates
PLO 8	Relate and apply concepts of communication, reasoning, critical analysis, ethical behavior and appropriate interpersonal interaction to situations in his or her career and personal life

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ASSESSMENT PROCESS

Assessment Methods				
Describe 2-4 assessment methods and/or tools used to evaluate student achievement of PLOs. <ul style="list-style-type: none"> • Criteria are rubrics, skill sheets or other tools used to measure whether the outcome has been met. • Achievement target describes the expected mastery level of the PLOs (e.g. 85% or level 3 on a 4 point rubric). <p style="text-align: center;">Achievement target is not the same as a passing grade.</p>				
	Evaluation Method or Tool	Criteria (Rubric)	Achievement Target	Data Collection Method (if not done through eCourses)
Outcome 1 Perform clinically as a competent advanced-level Respiratory Therapist Outcome 2 Exemplify critical thinking and judgment skills Outcome 3 Demonstrate personal and professional behavior consistent with a Respiratory Therapist	NBRC: Registered RT credential exam		Target set by NBRC for RRT credential	NBRC School Exam Performance Data Report
	Clinical Performance	Clinical Preceptor Evaluation		
Outcome 4 Earn Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS), Pediatric Advanced Life Support Provider (PALS), and Neonatal Resuscitation Provider (NRP) certifications	BLS Certification		Target set by organization for BLS Certification	Campus records
	ACLS Certification		Target set by organization for ACLS Certification	Campus records
	PALS Certification		Target set by organization for PALS Certification	Campus records
	NRP Certification		Target set by organization for NRP Certification	Campus records

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Outcome 5 Become a Registered Respiratory Therapist	NBRC: Registered RT credential exam		Target set by NBRC for RRT credential	NBRC School Exam Performance Data Report
	RT 41 Supplemental Credential and License Checklist	RT 41 Supplemental Credential and License Checklist	Level 2 of 2 <i>Credential and License Checklist Complete</i>	eCourses
	RT41 Credential and License	RT41 Credential and License Rubric	Level 2 of 2 <i>Credential and License Process Complete</i>	eCourses
Outcome 6 Characterize the philosophies of lifelong learning and professional growth by participating in continued education and community outreach	Community event participation		75% of active students participate in community events	Attendance Records kept by each campus
	RT Graduate input	RT Graduate Survey		InfoZone Report
Outcome 7 Demonstrate the social skills, professional appearance, attitudes and behavior that employers expect of all SJVC graduates	Clinical Performance	Clinical Preceptor Evaluation		
Outcome 8 Relate and apply concepts of communication, reasoning, critical analysis, ethical behavior and appropriate interpersonal interaction to situations in his or her career and personal life	Career Readiness Speaking Assignment	Career Readiness Speaking Assignment Rubric: Overall Score	Level 3 of 4 Mastery or Above Average	eCourses

Program Review & Curriculum Conferences

This section outlines the cycle of the evaluation.

- Indicate which year your program reviews are held.
- Indicate which year your curriculum conferences are held.

Program Review Years	Every two years beginning in 2016
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COMMUNICATION

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Communication of Results
This section identifies how results will be disseminated and communicated to stakeholders:
<ul style="list-style-type: none">• A draft of the Program Review Report is completed by the Curriculum Technician or designee and made available to program constituents for evaluation. After the evaluation period, all documentation is uploaded to InfoZone where it is permanently housed.
<ul style="list-style-type: none">• A draft of the Biennial Report is completed by the Curriculum Technician or designee after a Curriculum Conference and made available to program constituents for evaluation. After the evaluation period, all documentation is uploaded to InfoZone where it is permanently housed.
<ul style="list-style-type: none">• Campus management and Program Directors forward information to Advisory Board members, employers, potential employers or other stakeholders who may be interested in the information.