



UNIVERSITY OF ARKANSAS PULASKI TECH

Assessment Report: 2018-2019 – Program Level

The University of Arkansas – Pulaski Technical College calls for each program (AS, AA, AAS, CP, and TC) to have an assessment plan for each academic year that includes the following:

- Program Learning Objectives
- Procedures for assessing the achievement of student learning
- Procedures for analyzing and interpreting assessment results for the continuous improvement of the program.



A primary goal for each instructional department's assessment is to include at least one direct measure of student learning, which is accomplished usually through the use of locally developed tests, student portfolios, capstone assessment measures, embedded assignments, or through licensure exams and standardized national tests. In addition to direct measures, most areas may also use indirect methods to assess student achievement. Graduation rates and graduation and employer surveys are frequently used as indirect indicators of student achievement.

This form presents template of questions that must, at minimum, be addressed by instructional departments when filing an assessment plan. While an electronic version of this form will be made available, instructional departments may include additional information not specifically addressed in this form as long as the template questions are addressed.

Other Assessment Considerations:

- The College expects programs/departments/divisions to make curriculum changes and budget requests based in part upon assessment findings. Assessment of student learning should be a catalyst for quality instruction and improvement across the college community.
- All programs will be asked to submit an annual assessment report to the Assessment Committee by October 10th of each year. (If October 10th falls on a weekend, please submit reports on the following Monday.)
- For technical and occupational programs, please consider the role of your advisory committee in your student learning objectives.

This form must be completed by October 10 of each academic year. Complete each part of this form. Please follow highlighted instructions.

Part A: Identification and Assessment Plan

1. Name of program: Respiratory Therapy

2. Name of individual compiling report: Danah Beard, MEd, RRT-NPS, LRCP

3. Date of submission: 10/18/2019

4. Is the assessment plan (*Check one*)

☐ an initial plan for the
program

☐ a revision of an old plan

☒ unaltered from
previous year

5. Provide a brief description of the program and its purposes, to include a description of the jobs/careers for which students are being prepared.

The mission of the Respiratory Therapy Program is to prepare graduates with demonstrated competence in the cognitive knowledge, psychomotor skills, and affective behavior learning domains of respiratory care practice as performed by registered respiratory therapists.

The Respiratory Therapy program is a patient care field which deals primarily with patients who have respiratory problems. Professional opportunities are constantly increasing, and many areas of respiratory care are becoming specialized. Specialty areas in Respiratory Therapy are: pulmonary function testing, stress test, arterial blood gases, electrocardiograms, neonatal transport and intensive care, cardiovascular intensive care, respiratory intensive care, medical intensive care, administration, classroom instruction, clinical instruction, medical equipment and home care, rehabilitation, and polysomnography. The Respiratory Therapy program is accredited by the Commission on Accreditation for Respiratory Care (CoARC).

Acceptance into the Respiratory Therapy Program is highly competitive with 24 students accepted each year. The professional component of the program begins in the Summer Extended semester each year and ends in May. After graduation, students will be eligible to take national credentialing examinations and become a Registered Respiratory Therapist.

Part B: Student Learning Objectives, Assessment Methods, and Data Sources

In this section of the assessment plan, student learning objectives for the program will be defined. Also, assessment methods and data sources for each objective must be defined. Follow the instructions below to define and relate the program learning objectives.

1. Complete the chart below or attach documentation of the assessment process that includes the data included below. Also attach any assessment instruments and grading rubrics used at the program level if applicable.

| Program Learning Objectives |
|---|
| 1. Credentialing Success |
| 2. Patient Data and Evaluation Recommendations |
| 3. Equipment Manipulation, Infection Control, Quality Control |
| 4. Initiation and Modification of Therapeutic Process |

Assessment methods are all direct. All didactic examinations are paper/pencil and all competencies are performance evaluated one-on-one with students. Students complete two exams for the credentialing agency (NBRC) in preparation for licensing by the state of Arkansas after graduation.

2. For each program objective, if applicable, discuss any additional data sources that may be used to gauge success (e.g. charts, graphs, surveys, rates).

Our assessment cycle is to administer comprehensive finals at the end of each semester, continuous competency practice and evaluation in the laboratory throughout each semester on equipment and therapeutic modalities. Clinical practice and demonstration

are also provided on a continuous basis during the year by preceptors and students are evaluated for proficiency with actual patients once clinical practice is complete. Students take a total of three multiple choice exams during their final semester in addition to regular class exams. The first is a practice exam and the other 2 exams are for the credentialing agency (NBRC) in preparation for licensing by the state of Arkansas after graduation.

3. Describe the process of analyzing the assessment data for the last academic year. Success is measured by the assessment goal that 80% of graduates will demonstrate proficiency in respiratory therapy skills and competencies on the National Board for Respiratory Care (NBRC) Therapist Multiple Choice (TMC) Exam.
4. Complete the chart below or attach documentation of the assessment findings that includes the data included below.
Findings: 2018-2019 graduates passed TMC examination with 100% accuracy. Surveys by students and employers demonstrated satisfaction with skills obtained in respiratory program.
5. What is the action plan for assessment for the next academic year? Explain.
Action Plan: Continuation of current practice standards with an increase in the following:
 - A. One-on-one tutoring one day per week for an hour to increase retention rates
 - B. Daily review and practice of difficult material
 - C. Extra laboratory practice for equipment competencies
6. What changes were implemented this year based on last year's findings?
See the Action Plan above. We will continue to monitor and address all program learning outcomes to maintain high levels of student success in the program.
7. Please write any additional information here that you think is pertinent to the assessment process for your program that assists stakeholders (i.e. administrators and standing committees) in understanding your report.