

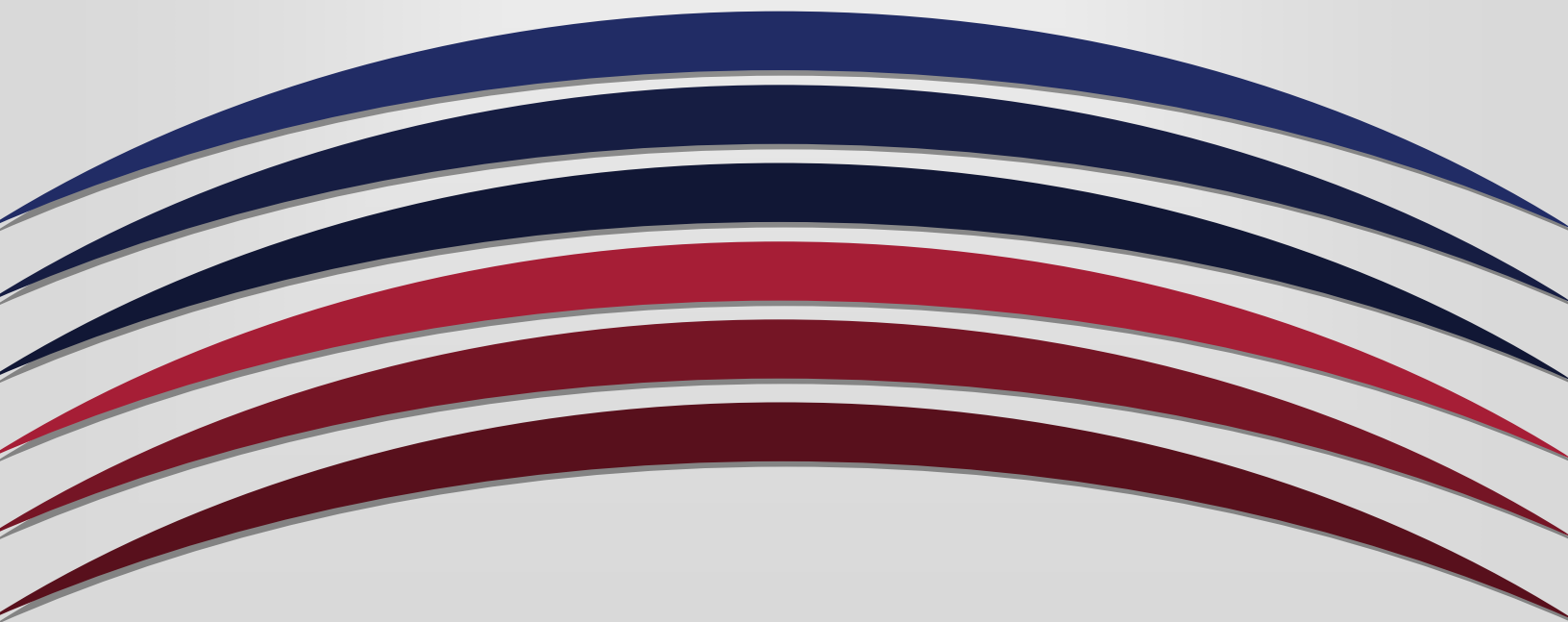
UNIVERSITY OF ARKANSAS
PULASKI TECH

Course-Level Assessment Report

Course: RESP 1403

Academic Year: 2023-2024

**Due to Chair/Program Director and Faculty Assessment Chair by
September 1**



1. Name of course: Mechanical Ventilation I
2. Name of individual(s) compiling report: Kelly Charleville
3. Date of submission: 10/27/2023
4. Academic year: 2022-2023

Course-Level Learning Outcomes

1. What are the Course-Level Outcomes (CLOs)?

1. Define and manage respiratory failure and the need for mechanical ventilation.
2. Describe the physiologic effects of PPV and its use in respiratory care.
3. Differentiate between various modes of invasive and noninvasive ventilation.
4. Understand the principles and application of PEEP and CPAP.
5. Troubleshoot mechanical ventilation situations such as inadequately delivered volumes, inspiratory flow, I: E ratios, ventilation, and inadequate oxygenation.
6. Describe the procedure for changing ventilation settings according to blood gas results to achieve the desired result.
7. Describe several measurements useful in determining a patient's readiness for weaning and state guidelines for ventilator discontinuance.

2. Which CLOs were addressed for the academic year?

All the CLOs were addressed and met this year.

3. Which CLOs are being addressed in your assessment plan in the upcoming academic year?

Numbers 1 and 2 will be addressed in the assessment plan for this year.

4. How does this report connect or map to program-level or institutional-level outcomes?

(ILO link: <https://uaptc.edu/college-academics/resources/student-learning-outcomes>
PLO list will vary depending on your Program.)

The CLOs listed most directly correlate to the ILO providing instructional methods that promote developing student critical thinking skills.

For each Course Level Outcome assessed this academic year, please complete the chart below, providing the assessment data for both fall and spring and then a total for the academic year.

Assessment Methods- How did you assess student learning (define direct assessment methods used) in relation to the course level outcome being reported?	<i>Students completed a comprehensive final exam. Questions were linked to specific course learning outcomes. Item analysis was performed to determine proficiency.</i>	
Were indirect assessment methods also used to assess students? If 'yes', please describe the method used.	Yes <i>Overall course grade.</i>	No
How do you define success for an individual student on the CLO assessment assignment or measure?	<i>Student scores 76% or better on the questions linked to the CLO</i>	
How do you define success for the course-level outcome? What is the benchmark for the course-level outcome?	<i>85% of students in the course achieve success on the CLO assessment assignment or measure</i>	
How many students completed the assessment, and how many were successful?	Fall <i>17 students assessed 17 students were successful</i>	Spring <i>Class is only offered in the fall.</i>
Academic Year Total (add the numbers from Fall and Spring)	<i>17 students assessed 17 students were successful 100% passed</i>	
Was the benchmark/goal for this academic year met?	Yes	
Were standardized rubrics, tests, or checklists used?	Yes	

4. What is your analysis of the findings?

For CLO 1 students will be able to define and manage respiratory failure and the need for mechanical ventilation, the semester had a pass rate of 100% for all methods of course delivery. Our goals were met for this learning objective. The assessment is largely

memorization and return demonstration.

For CLO 2 students will be able to describe the physiologic effects of positive pressure ventilation and its use in respiratory care, the semester had a pass rate of 100% for all methods of course delivery. Our goals were met for this learning objective. The assessment is largely memorization and students tend to do well with those types of assessments.

6. What is the action plan for the upcoming academic year?

Explain.

The program has been redesigned so that students will have RES 1503 Anatomy and Physiology in the summer. Students need to have a good understanding of human respiratory anatomy before starting Mechanical Ventilation. Redesigning the program will make it easier for students to succeed throughout the respiratory program.