Department/Program Assessment Plan

Department/Program: Respiratory Therapy

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Date Plan Submitted: 10/8/2020

1. Program Maps

Please include below or attach a curriculum map linking program outcomes to courses. Also include a map indicating where in the program College Learning Outcomes and High Impact Practices are addressed.

Curriculum Map

	PO 1: Practice as a registered respiratory therapist in the healthcare delivery system	PO 2: Comply with standards-of-practice, and ethical code of the American Association for Respiratory Care	PO 3: Apply critical thinking and problem-solving skills to patient care	PO 4: Demonstrate effective verbal and written communication as well as good interpersonal skills	PO 5: Safely and correctly utilize current technology and equipment in the practice of Respiratory Care
AHRC152		I			
AHRC155			IR		
AHRC170					
AHRC140					
AHRC171		I	IR		IR
AHRC180					
AHRC254					
AHRC 141		RP	R		R
AHRC262					
AHRC240	P	P	RP		RP
AHRC245					
AHRC251	P				

Course					
AHRC274					
AHRC241	P	P	RP		RP
AHRC246				R	
AHRC264					
AHRC273	R				R
AHRC280					

B= student ability to demonstrate the learning outcome is considered basic
I = student ability to demonstrate the learning outcome is considered introductory
R = student ability to demonstrate the learning outcome is reinforced, based on previous learning experiences
P= student ability to demonstrate the learning outcome is considered proficient

CLO/HIPs alignment

Course	CLOs			HIPs										
	Critical Thinking	Comm.	Prof.	FYS	CIE	LC	WIC	CAP	UR	DGL	eP	SL	IN	CCP
AHRC152			X		X									
AHRC155	X				X									
AHRC170	X				X									
AHRC140		X	X		X								X	
AHRC171	X				X									
AHRC180	X				X									
AHRC254	X				X									
AHRC 141		X	X		X								X	
AHRC262	X				X									
AHRC240		X	X		X								X	X
AHRC245		X	X						X			X		X
AHRC251	X				X									
AHRC274	X	X												X
AHRC241		X	X		X								X	X
AHRC246		X	X						X			X		X
AHRC264			X		X									
AHRC273	X							X						

AHRC280						X								

CLOs: Critical Thinking   Communication   Professionalism

HIPS: First-Year Seminars/Experiences (FYS) Common Intellectual Experiences (CIE)   Learning Community (LC) Writing-Intensive Courses (WIC)   Collaborative Assignments/Projects (CAP)   Undergraduate Research (UR)   Diversity/Global Learning (DGL)   ePortfolios (eP)   Service Learning (SL) Internships (IN)   Capstone Courses/Projects (CCP)

2. Assessment Plan and Schedule

Please provide a multi-year schedule indicating when program outcomes will be assessed and where. The assessment cycle should be 5 years or less.
*Programs with external accreditation should follow the assessment timeline and requirements of their accrediting body. Please share your assessment schedule (if applicable) below. Otherwise, please give a detailed response to item 3.

Course	Year(s) Reported	Program Outcomes Assessed
AHRC152	F2021	2
AHRC155	S2022	3
AHRC170	F2023	
AHRC140	S2022	
AHRC171	S2024	2, 3, 5
AHRC180	F2022	
AHRC254	F2023	
AHRC 141	Su2023	2, 3, 5
AHRC262	Su2023	
AHRC240	F2024	1, 2, 3, 5
AHRC245	F2024	
AHRC251	F2023	1
AHRC274	F2024	
AHRC241	S2021	1, 2, 3, 5
AHRC246	S2025	4
AHRC264	S2019	
AHRC273	S2024	1, 5
AHRC280	S2025	

3. Assessment Process

Individual faculty will be asked to follow the assessment plan and schedule as indicated above. Faculty will be expected to complete reflections for the courses indicated. Please note here 1) when reflections will be completed (e.g., end of block, end of semester, fall, spring, summer, etc.), and 2) any additional assessment processes your department/program will follow.

4. College Learning Outcomes Assessment

Please indicate here if CLOs will be assessed using any departmental/programmatic assessments or if they will be assessed by individual faculty using a tool of their choice.

Department/Program Assessment_____

What is the tool or assessment?

Individual Faculty Assessment_____X_

5. Opportunities for Change

Please indicate here any opportunities for change on which your department/program plans to work during the assessment cycle and how those changes will be assessed. Examples might include improving pass rates in a course, creating departmental assessments, etc.

Currently changing to an online modality. So many changes are being made. Lots of updates and modifications. It will take us a few years to level out.

Please return this completed form to Mandy Wright at assessment@gfcmsu.edu