

CNM ANNUAL STUDENT LEARNING ASSESSMENT REPORT

Due to the Student Academic Assessment Committee by October 15



PART 1: REPORT INFORMATION

Report Year and Contact Information			
<u>2017-2018</u> Academic Year	<u>Charles Fatta</u> Contact Person	<u>cfatta@cnm.edu</u> CNM Email	<u>50015</u> CNM Office Extension

Subject of this Report
HWPS--RT_AAS--Respiratory Therapy Degree

PART 2: CONTEXT IN WHICH THE ASSESSMENT TOOK PLACE

Program/Area Highlights and Successes (Wherever applicable, include course completion rates, job placement outcomes, and licensing examination pass rates. See the program information dashboard at https://livecnm.sharepoint.com/sites/Dashboards/SitePages/Program%20Information%20Dashboard.aspx (access restricted to CNM employees) and other reports at https://www.cnm.edu/depts/opie .)
<p>The Respiratory Program has won the 2018 Coarc Distinguish Program Award. This National award is for 3 years in a row of 90% or higher pass rate on the national RT board exams. The program continues to have high levels of student pass rates on board exams and a high level of job placement. Cohort 2017 -1 has 33/34 graduates passing all RRT exams. One student still to take exam. With our outcomes, the RT Program will win this award again in 2019.</p> <p>RT had 76 declared majors. In Spring 2017 RT has 20 graduates. In Fall 2017 RT had 14 graduates. This will be the only year with 2 graduating groups. We will not have a graduating class in 2018. Our retention rate is 100%.</p> <p>Extremely Successful conversion to new curriculum at this point. Award winning outcomes. Began to distribute the highly generous Dr. Klepper endowment. This is a \$500,000 gift to CNM from former program medical director. Funds used for program improvement and student scholarships.</p>

Changes Implemented During the Past Year in Support of Student Learning
<p>The program has initiated a new 4 semester RT curriculum plan in Fall of 2016. Current cohort (2019) has 18 students scheduled to graduate in April 2018. D This is the first cohort going through the 4 semester RT curriculum with your new January start. Evaluation of changes were conducted following Cohort 2017 – 2 graduation and the credentialing exams performance continues to be outstanding (13/14 passing all board exams.)</p>

PART 3: REPORT ON ASSESSMENT OF STUDENT LEARNING

Assessment Method	Type of Assessment Tool	Population or Course(s) Assessed	Graduate Learning Outcome(s) Assessed	Mastery Level (E.g., "Minimum score of 3 on a rubric scaled 0-4" or "Minimum score of 75%")	Targeted % Achieving Mastery	Outcome
Coarc Accreditation reports.	Direct & External	Program Graduates outcomes	Professional Knowledge.	Level 4. 33/34. 98+ % success rate. National distinguish recognition for success.	100%	Target partially met
Skills assessment.	Direct & Internal	Soon to graduate students.	Professional Skills. Scores from "Final evaluation" clinical rotation instructor evaluations, the expectation is all students will achieve a minimum of 80% on those questions which evaluate Skills domain.	90 to 95% above cut score.	100%	Target partially met
Final competencies exams.	Direct & Internal	Soon to graduate	Skills and Knowledge	100% student pass rate.	100%	Target met
NBRC exams.	Direct & External	Program graduates.	Knowledge and Critical Thinking.	98%	100%	Target partially met
NBRC exams.	Direct & External	Graduates.	Critical thinking is continuously embedded and reinforced in Simulations.	98%	100%	Target partially met

Summary of Assessment Findings
The CNM Respiratory Therapy Program is functioning at a level of excellence. Our performance in the past 5 years has been outstanding. The notion of "good to great" is focused on and being achieve.

Interpretation of Assessment Findings

Our dedicated faculty has been able to promote, practice and mentor to our students the highest level of commitment and success. Our outcomes and our strong brand, both locally and nationally, are things to be proud of.

Action Plan in Support of Student Learning (Describe changes to be made that are based at least in part on the assessment interpretation. If the assessment did not yield useful information, describe changes to be made in the assessment methodology and/or criteria.)

Continue to evaluate our student learning and success. Continue to evaluate our recent program updates. Implement upgrades to portions of our curriculum as they are identified. Promote and fund faculty education and development in targeted professional activities. (National RT educational meetings.)

Please select all of the following that characterize the types of changes described in the above action plan:

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| <input type="checkbox"/> Assessment criteria revision | <input type="checkbox"/> Assessment methodology revision | <input type="checkbox"/> Assignment revision |
| <input type="checkbox"/> Budgetary reallocation | <input type="checkbox"/> Change in teaching approach | <input checked="" type="checkbox"/> Course content revision |
| <input checked="" type="checkbox"/> Curricular Revision | <input checked="" type="checkbox"/> Faculty training/development | <input type="checkbox"/> Process revision |

Recommendations, Proposals, and/or Funding Requests	Budget Needed
My recommendation is to develop a student selection process which awards students of the highest caliber to enter the proper programs. Retention issues arise when unprepared or under motivated students enter a program in which that do not have enter the background or passion to succeed.	none

PART 4: REMAINING YEARS IN CURRENT ASSESSMENT CYCLE PLAN (including any revisions) – **OR -- UPCOMING ASSESSMENT CYCLE PLAN** (if this was the final year)

Years of Full Cycle	Next Year's Assessment Focus
2019-2025	(Describe how the next planned assessment is expected to provide information that can be used toward improving student learning.)

Graduate Learning Outcomes to Be Assessed	Years in which Assessment Is Planned	Population/Courses to Be Assessed	Planned Assessment Approach
Knowledge	all	All graduates.	Careful review of our accreditation reports.
Skills	all	Students approaching graduation.	Multiple exit exams given in last semester. Respiratory Therapy Program Technical Exit Competencies: Individual Student Performance DirectTesting done by the

			clinical coordinator and program director in a local hospital setting.
Behaviors.	all	All Students approaching graduation.	Exit competencies assessed by FT program faculty.
Program effectiveness.	all	All students approaching graduation in program.	Maintain methods of continuous evaluation of student progress. Continue to update curriculum as changes are identified.
Knowledge	all	All students approaching graduation in program.	NBRC practice exams. Consistent with the Certification/Licensing & Registry examination content matrixes. They describe competencies in the areas of Data Collection, Equipment Management and Clinical Practice Related to the roles of functions and duties of Respiratory Therapists. Students in their final term will have an 80% success pass rate on the final practice examination.
Behaviors	all	All students in program at all times.	Specifically, be a role model of exemplary professional behavior including: but not limited to, integrity, empathy, self-motivation, appearance/personal hygiene, self-confidence, communications, time management, teamwork/ diplomacy, respect, Patient advocacy and careful delivery of service.