Dalton State College

Detailed Assessment Report
2015-2016 RESP 4140
As of: 5/04/2016 12:30 PM EDT
(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*.)

Course Description

This course presents topics related to the management of the Cardiopulmonary Department in a variety of clinical facilities ranging from acute to long-term care. Beyond basic principles of management, this course will explore the responsibilities of the Cardiopulmonary Department manager including appointment, direction and evaluation of personnel; policy and procedure development; budget and fiscal planning and negotiation of purchase and contracts for new equipment.

Program Outcomes

PO 1: Attainment of management skills will expand opportunities for more advanced levels of practice

Attainment of management skills will expand opportunities for more advanced levels of practice

Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

Outc. 1: Understand the evolving role of the Cardiopulmonary director
Understand the evolving role of the Cardiopulmonary Department Director.

Relevant Associations:

General Education Goals Associations

1.1 Students will determine forms of communication appropriate to particular audiences and purposes; organize and communicate knowledge and ideas in a logical and purposeful way; and use accepted patterns of grammar, punctuation, and sentence structure in written communication.
1.2 Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly.
2.1 Students will demonstrate an understanding of data presented graphically or mathematically.
2.2 Students will perform foundational mathematical operations and express and manipulate mathematical information or concepts in verbal, numeric, graphic, or symbolic forms while solving a variety of problems.
4.1 Students will articulate an understanding of individual and cultural differences and perspectives across the globe.
5.2 Students will demonstrate the ability to evaluate observations, inferences, or relationships in works under investigation.
6.2 Students will analyze social institutions, world religions, natural landscapes, or human behavior using appropriate disciplinary frameworks.
8.1 Students will articulate an understanding of individual and cultural differences and perspectives across the globe.
8.2 Students will analyze social institutions, world religions, natural landscapes, or human behavior using appropriate disciplinary frameworks.
9.1 Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments.
9.2 Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly.
9.3 Students will demonstrate an ability to evaluate observations, inferences, or relationships in works under investigation.

Institutional Mission Associations

2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.
4 Dalton State selects, supports, and develops a talented, caring faculty and staff dedicated to scholarship and creating an open, cooperative, technologically enhanced learning environment.
5 Dalton State provides excellence in a learning environment dedicated to serving a diverse student body, promoting high levels of student achievement, and providing a range of educational and student life opportunities and appropriate academic support services.

Strategic Plan Associations

Dalton State College
1.1.3 Shorten time to degree.
3.1 Goal I: Renew excellence in undergraduate education to meet students' 21st century educational needs.

Related Measures

M 1: Written exam on managing department

Students will complete a written exam on how to manage a respiratory care department.

Source of Evidence: Standardized test of subject matter knowledge

Target:

80% of students will score a B (80%) or better on a written exam that test student knowledge on how to manage a cardiopulmonary department.

Finding (2015-2016) - Target: Met

All students (100%) achieved a score of 80% or better on the written exam.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Additional hands-on budgeting exercises in class
Established in Cycle: 2015-2016
Because students were weak in understanding the budgeting role of the manager, instructor will include additional hands-on bud...

Outc. 2: Describe how hospitals are organized

Describe how hospitals are organized.

Related Measures

M 2: Written exam on how hospitals are organized

Students will be tested on their understanding of how hospitals are organized.

Source of Evidence: Standardized test of subject matter knowledge

Target:
80% percent of students will achieve a B (80%) or better on a written exam that test students knowledge on how hospitals are organized.

Finding (2015-2016) - Target: Met
100% of students passed with a B or better. A plurality of students earned an A.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

More visual aids of organizational charts will be used
Established in Cycle: 2015-2016
More visual aids of organizational charts will be used in class for students to better understand where departments fall in a ho...

Outc. 3: Understand how RT departments are structured

Understand how RT departments are structured.

Related Measures

M 3: Written exam on RT department metrics

Students will be tested on the RT department metrics covering finance, productivity, and business.

Source of Evidence: Standardized test of subject matter knowledge

Target:
80% of students will score a B or better on the three main RT department metrics.

Finding (2015-2016) - Target: Met
All students successfully answered questions on the RT metrics - earning a B or better.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

More class time on finance and business topics
Established in Cycle: 2015-2016
Because students come to the program familiar with productivity reports and not on the other metrics, more time will be spent on...

Outc. 4: Measure departmental performance by preparing a budget

Measure departmental performance by preparing a budget.

Related Measures

M 1: Written exam on managing department

Students will complete a written exam on how to manage a respiratory care department.

Source of Evidence: Standardized test of subject matter knowledge

M 4: Written exam on departemental budgeting

Students will successfully complete a test demonstrating knowledge on departmental budgeting.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
80% of students will score a B or better demonstrating knowledge and understanding on how to prepare a department budget.

Finding (2015-2016) - Target: Met
All students passed written exam with 80% or better on how to prepare a department budget. Students were able to successfully match the types of budget as capital and operating.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Additional time in class on how to prepare budgets
Established in Cycle: 2015-2016
Most students have no prior experience in budgeting; instructor will therefore spend additional time in class on how to prepar...

Outc. 5: Grasp concepts related to staffing
Grasp concepts related to staffing, staff development, reimbursement and billing systems.

Related Measures

M 5: Wriiten exam on staffing
Students will be tested on their knowledge on departmental staffing.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
80% of students will answer questions related to departmental staffing with a grade of B or better.

Finding (2015-2016) - Target: Met
100% of students earned a grade of B or better answering questions on departmental staffing.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Spend more time looking at staffing from a manager's perspective
Established in Cycle: 2015-2016
Most students are staff members with little or no experience staffing a department; instructor will thus spend more time looking...

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Additional hands-on budgeting exercises in class

Because students were weak in understanding the budgeting role of the manager, instructor will include additional hands-on budgeting exercises in class.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcome):
Measure: Written exam on managing department | **Student Learning Outcome:** Measure departmental performance by preparing a budget
| Understand the evolving role of the Cardiopulmonary director

Additional time in class on how to prepare budgets

Most students have no prior experience in budgeting; instructor will therefore spend additional time in class on how to prepare budgets.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcome):
Measure: Written exam on departemental budgeting | **Student Learning Outcome:** Measure departmental performance by preparing a budget

More class time on finance and business topics

Because students come to the program familiar with productivity reports and not on the other metrics, more time will be spent on the finance and business parts in class lectures.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcome):
Measure: Written exam on RT department metrics | **Student Learning Outcome:** Understand how RT departments are structured

More visual aids of organizational charts will be used

More visual aids of organizational charts will be used in class for students to better understand where departments fall in a hospital's organizational chart.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcome):
Measure: Written exam on how hospitals are organized | **Student Learning Outcome:** Describe how hospitals are organized

Spend more time looking at staffing from a manager's perspective

Most students are staff members with little or no experience staffing a department; instructor will thus spend more time looking at staffing from a manager's perspective.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcome):
Measure: Wriiten exam on staffing | **Student Learning Outcome:** Grasp concepts related to staffing

Analysis Questions and Analysis Answers

What strengths and weaknesses did your assessment results show? In addition, please describe 2 to 3 significant improvements or continuous improvement measures you'll put in place as a result of your

assessment findings.

On the whole, this class was successful. The students understood the overall concept of managing a Respiratory Care Department. The students were engaged, enthusiastic and willing to learn more about running a department. Most students have no formal experience in managing a department. Moving forward, as a way of improving the class lectures, I will spend more time discussing the budget, staffing and the structure of the organization and how the RT department fits into the organizational chart.