

# **Respiratory Care Annual Assessment Report Bachelor of Science Program (Degree Completion) 2011-12**

## **I. Introduction**

The Respiratory Care degree completion program matriculated the first class at Oregon Institute of Technology in September 2005 with 13 students. The program focuses on offering degree completion to registered respiratory therapists who hold an associate's degree. The program was modified during the 2008-09 academic year to offer more varied course work opportunities for students in the program pursuing different paths within the field of respiratory care.

## **II. Program Purpose, Objectives and Student Learning Outcomes**

The program faculty reviewed and approved the program purpose, objective and student learning outcomes at a faculty meeting in fall 2011.

### **Respiratory Care Program Purpose**

The purpose of the Respiratory Care Degree Completion Program, a bachelor of science program, is to prepare graduates for upward and broadened mobility within the respiratory care profession.

### **Program Educational Objective**

The program assists the students in achieving advanced professional goals.

### **Expected Program Learning Outcomes**

Students in the program will demonstrate:

1. The ability to communicate effectively in oral, written and visual forms.
2. Advanced knowledge of management of respiratory care plans for adult, neonatal and pediatric patients.
3. The knowledge and skills necessary to obtain an additional credential or certification in an advanced practice.
4. Knowledge and skills in a specialized technical emphasis (advanced respiratory care, education, management, or polysomnography).
5. The ability to design and deliver instruction for undergraduate respiratory care students.

### III. Three-Year Cycle for Assessment of Student Learning Outcomes

The following table shows the three-year plan for assessing individual student learning outcomes.

Student Learning Outcome	2009-10	2010-11	2011-12
1. The ability to communicate effectively in oral, written and visual forms.		●	
2. Advanced knowledge of management of respiratory care plans for patients.	●		
3. The knowledge and skills necessary to obtain an additional credential or certification in an advanced practice.	●		
4. Knowledge and skills in a specialized technical emphasis (advanced respiratory care, education, management, or polysomnography).			●
5. The ability to design and deliver instruction for undergraduate respiratory care students.		●	

Table 1. Respiratory Therapy Education Assessment Cycle

### IV. Planned direct and indirect measures for 2011-12 SLOs

The respiratory care faculty met in fall 2011 to discuss assessment for the academic year. The Student Learning Outcomes (SLOs) for the year were discussed and multiple places where these are taught and measured in the curriculum were identified, as shown in Appendix A.

#### **PSLO #4: Knowledge and skills in a specialized technical emphasis (advanced respiratory care, education, management, or polysomnography).**

Currently passing an advanced credential is a graduation requirement. This graduation requirement assures that the student has acquired specialized knowledge and skill in a technical emphasis. Table 2 shows the credentials earned by current graduates demonstrating the special technical emphasis.

Graduate	NPS	CPFT	RPFT	AE
1	X			
2	X			
3				
4				
5				
6	X			
7	X	X	X	
8	X			
9	X			

Table 2. Credentials of graduates, fall 2011- summer 2012.

Strengths: Multiple graduates have acquired the Neonatal Pediatric Specialist (NPS) Credential offered by the National Board for Respiratory Care (NBRC).

Weaknesses: There is a lower success rate for students attempting the Asthma Educator credential. Attempting this credential is not required and we do not know if any of the above graduates attempted this examination. Few graduates demonstrate an interest in certification and registry in pulmonary function testing. It is difficult to determine the success or lack of success on examinations not offered by the NBRC because the information is not automatically logged and disseminated to the department by the instructor teaching the RCP 442 course.

Actions: The program is discontinuing this PSLO and changing the degree completion PSLOs to more closely match those of the on campus program.

## **V. Summary of Student Learning**

**SLO #4: Knowledge and skills in a specialized technical emphasis (advanced respiratory care, education, management, or polysomnography).**

Strengths: Neonatal and Pediatric Specialist skills.

Weaknesses: Asthma educator

Actions: Align the degree completion program curriculum and outcomes with those of the on campus program.

## **VI. Recommendations regarding Assessment and the Curriculum**

The Respiratory Care faculty are currently working on aligning the curriculum for the online degree completion program with the on-campus program. The work for this curriculum revision will be done within the 2011-12 academic year, implementing with the 2012-13 catalog.

## Appendix A-1

### Student Learning Outcomes-Course Matrix 2011-12

**SLO #4: Knowledge and skills in a specialized technical emphasis (advanced respiratory care, education, management, or polysomnography).**

Courses that are shaded below indicate that the SLO above is taught in the course, students demonstrate skills or knowledge in the SLO, and students receive feedback on their performance on the SLO.

I = Introduced  
R = Reinforced  
E = Emphasized

Course	Title	Emphasis
BIO 220	Cardiovascular Physiology	
BIO 336	Essentials of Pathophysiology	
CHE 210	Clinical Pharmacology	
COM 205	Intercultural Communication	
RCP 326	Disaster Preparedness	
RCP 440	Case Management/Credentials I	
RCP 441	Case Management/Credentials II	
RCP 442	Case Management/Credentials III	R
SPE 321	Small Group and Team Communication	
WRI 227	Technical Report Writing	
	Humanities elective	
	Social Science elective	
	Advanced Respiratory Care Studies: RCP 486, 487, 488	R, E
	Education: AHEAD 450, 451, 452, 460	I, R, E
	Management: BUS 316, 317	I, R, E
	Polysomnography: PSG 221, 231	I, R, E