

Respiratory Care Annual Assessment Report Bachelor of Science Program (Degree Completion) 2013-14

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 | 2012-13 | 2013-14 | 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 2013-14 SLOs

The program director for the degree completion program has identified infrastructure challenges that hamper the ability of the program to collect ongoing assessment data on the student learning outcomes. The assessment efforts this year will focus on identifying strategies to improve how we accomplish this basic function.

PSLO #1: The ability to communicate effectively in oral, written and visual forms.

V. Summary of Student Learning

Strengths: One student was encouraged to apply as faculty members at an area community college program

Weaknesses: One student has demonstrated recurrent poor writing in multiple courses and in email. Working with this student has been frustrating for program faculty members and writing faculty members

Actions: 1. Include a writing paper in the application process. 2. Submit a revision of the prerequisites for the RCP 440 Case Management series of courses.

PSLO #5: The ability to design and deliver instruction for undergraduate respiratory care students.

Strengths: One student was encouraged to apply as faculty members at an area community college program

Weaknesses: The program director has difficulty evaluating program outcomes because he does not teach many degree completion course. (It is easier to assess program outcomes within the structure of a course.)

Actions: Increase the number of on-line courses taught by the program director.

VI. Evaluation of program operational infrastructure

On May 2, 2014 at 12:00 the degree completion program director met with the Director of Assessment and identified the following challenges:

1. Difficulty developing and maintaining distance education faculty with academic qualifications beyond a BS degree. In the past the program has lost previous faculty hires who held MS or PhD degrees. Contributing to this has been the long training period and then the low number of enrolling students in courses. Accreditation standards for degree completion programs are being developed and these will require advanced degrees.
2. Difficulty for the program director to focus on the distance education program when on campus faculty and students, administration and staff come to meet with him face-to-face. It is hard to turn away face-to-face encounters to serve distance students.
3. Distance education students entering the program have lower communication prerequisites than the on campus program. The program director has noticed that they are less able to complete the Case Management courses with this lower level of writing ability at the onset.
4. A chronic problem in which insufficient numbers of students are enrolled in respiratory care courses. This presents a disincentive to the on-line faculty member to teach the course. When the course is cancelled it presents various problems to on-line students who need that course.
5. The on-campus respiratory care program receives no FTE for classes taught on-line. The on-campus respiratory care faculty do not receive work load recognition for courses taught on-line. This structure causes the on-line program to be competing with the on-campus program for faculty attention without any benefit to the on-campus program.
6. Because most of the admissions and operations of the on-line program has been administered by the distance education staff the program director has not been acquainted with the degree completion students to the degree that is considered desirable.
7. Because the off-campus degree completion faculty administer a number of courses there is not the development of a healthy student faculty professional relationship.

On May 2, 2014 at 3:00 PM the three on-campus full-time faculty members met with the Provost and the Director of Distance Education and went over the same challenges. The on-campus faculty recommended that the program be changed from an all distance education program to a hybrid program that included required on-campus face-to-face components. The Provost and the Director of Distance Education recommended against this plan. They did provide a tangible commitment to the program by approving a scale up of the recruitment mailing for the program.

On June 10, 2014 at 10:00 AM the program director met with two outgoing directors of distance education and two remaining staff members to plan for program improvements.

The plan to address problems stemming from low course enrollment included:

1. A scaling up of recruitment mailings.
2. A revision of course offerings so that they are offered less frequently. The idea is that when they are offered they will have a higher enrollment.

Recommendations were made to improve the preparation of students for the on-line coursework. Those approved that will be implemented include:

1. Submitting to CPC a revision of prerequisite WRI 227 coursework for the Case Management series RCP 440, RCP 441, RCP 442.
2. Including an assigned writing paper to be evaluated as part of the admissions process.
3. Reinstating the requirement that the applicant has attained the RRT credential.

Recommendations were made to improve the familiarity of the Program Director with the students entering the on-line program. These included:

1. The program director will review the application and make the writing paper assignments.
2. The program will consider using a different initial course RCP 100 Introduction to Respiratory Care 2 cr. hours to orient the students to familiarize them with the Program Director and the expectations of the on-line program.

A recommendation to better the professional communication and ethical standards and expectations of the program was to produce a hand-book for on-line students.

Appendix A-1
Student Learning Outcomes-Course Matrix
2013-14

SLO #1: The ability to communicate effectively in oral, written and visual forms.

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 |
|---------------|-----------------------------------------|-----------------|
| COM 205 | Intercultural Communication | |
| SPE 321 | Small Group and Team Communication | |
| WRI 227 | Technical Report Writing | |
| RCP 335 | Exercise Physiology and Education | |
| RCP 389 | International Neonatal Respiratory Care | R |
| RCP 440 | Case Management/Credentials I | |
| RCP 441 | Case Management/Credentials II | |
| RCP 442 | Case Management/Credentials III | R |
| | Humanities Electives | |
| | Social Science Electives | |

SLO #5: The ability to design and deliver instruction for undergraduate respiratory care students.

I = Introduced
R = Reinforced
E = Emphasized

| Course | Title | Emphasis |
|---------------|-----------------------------------------|-----------------|
| RCP 389 | International Neonatal Respiratory Care | R |
| RCP 442 | Case Management/Credentials III | R |