2018-19 Respiratory Care
Annual Institutional Assessment

On-Campus Respiratory Care Baccalaureate Program and Degree Completion Bachelor of Science Program (On Line)

Mission, Objectives & Learning Outcomes Oregon Tech Mission:

Oregon Institute of Technology, an Oregon public university, offers innovative and rigorous applied degree completion programs in the areas of engineering, engineering technologies, health technologies, management, and the arts and sciences. To foster student and graduate success, the university provides an intimate, hands-on lea Respiratory Care (CoARC) and the Northwest Regional Accreditation Agency. -0.004 Tc 0.006 Tw -4

On Line Program Goals:

The goals for on-line education for respiratory care are in line with the CoARC ambition of elevating

their practices with higher education. Here are our commitments to our students who choose to move forward obtaining each individuals degree completion goals:

- Provide an excellent experience in obtaining a bachelor degree offering extra credentials given by the NBRC and to assure job security/leverage within their profession.
- To facilitate education by communicating with on campus students as well as networking with others in their class learning regional differences in the career of respiratory care.
- In addition to higher level of patient quality care, we like to graduate leaders, managers, community works and education. Our program offers learning opportunities in all of these areas.
- Offering alternative work environments such as rural health and mid-level providers for our students to be aware of.
- Encourage our students to graduate coursework as it will provide a spring board into a variety of opportunities within respiratory care.

Core Theme 1:

Applied Degree Programs Oregon Tech offers innovative and rigorous applied degree programs. The teaching and learning model at Oregon Tech prepare students to apply the knowledge gained in the on line classroom to the current workplace resulting in a higher quality employee.

Core Theme 2:

Student and Graduate Success Oregon Tech foster student and graduate success by providing an intimate, hands-

Accreditation:

The on-campus Respiratory Therapy Baccalaureate Degree Program is, and has been, accredited for many years during its existence; even in its infancy when the program was with Rogue Community College. This includes both CoARC and The NW Regional Accrediting agencies. Our standards have been recognized as high value education and job placement through accreditation with CoARC. We have been ranked within the top five programs in the United States, receiving multiple 'Distinguished Awards' for a well ran program in consecutive years, and with the latest accreditation done almost ten years ago (2011) with no flaws documented as well as given the maximum time between site visits by CoARC. Our students are recognized for high pass rates, employer satisfaction and student satisfaction with their educational outcomes employed as a job entry level employee after graduation. Out goals for our on-campus students are as follows:

- To be able to work and lead successfully in a team building environment within the health care industry.
- To provide the best Laboratory experience by using equipment that is currently used in the field of respiratory care.
- To provide may hours of clinical experience (over 1,000 hours) prior to graduation. Other than general and acute care skills, these clinical experiences also offers a variety of rotations that include diagnostics, home e cde

"The Bachelor of Science Degree in Respiratory Care from Oregon Tech graduating students will be well integrated in theory, to build skills with laboratory experiences and to conclude with over 1,000 hours of clinical experience and bedside manner. The goal is to meet the demands in the State of Oregon and the region of the medical industry respiratory care positions needing to be fulfilled with confident knowledgeable respiratory care practitioners. Along the way we build professional and leaders that are highly desired in the medical arena."

The goals and purposes for the On-Line Respiratory Care Program are:

"The purpose of the On-Line Respiratory Care Program, a Bachelor of Science Degree, is to offer continuing education in our profession, advancement or new options in our career and the bachelor's degree required for entry into master's degree programs. Many of the students go on to advanced degrees in business, education and more."

The purpose of the Respiratory Care Program, a Bachelor of Science Degree overall, is to provide for the regional needs for respiratory care practitioners prepared at an advanced level of a Registered Respiratory Therapist through higher education recognized by the National Board of Respiratory Care (NBRC). The secondary purpose is to meet the CoARC goals of recruiting associates to baccalaureate to elevate the profession in line with other like medical disciplines. It is a unique opportunity to build leaders and educators to promote this profession to a higher standard of care within the healthcare industry. The On-Line Respiratory Care Program highlights two factors of our successful program that includes:

- Falls under the Best On-Line College in Oregon.

- Best Buy for Bachelors Health Professions as well as Most Affordable On-Line Respiratory Programs.

Institutional Essential Educational Objectives:

The Essential Student Learning Outcomes (ESLOs) support Oregon Tech's institutional Mission and Core Themes. The assessment structure is to have three pathways (foundation, essential practice, and capstone) for each of the six ESLOs.

The scaffolding assessment in essential learning is a process that is designed to integrate the desires of what employers are looking for in graduates for entry level jobs. It is also designed to for student growth, aside from the program needs, to allow students to interact successfully now and in their future career. Over the period in which the student is pursuing a program at Oregon Institute of Technology there is a process in which the institution instills these learning objectives and are measured through an assignment or activity. The On-Line Respiratory Care Program cannot be assessed in the same way as our non-transfer on-campus students as many of their credits are transf-0.0014l(t)-3 (ran)2.aA1n2S.8 (r)2.3 (s)-enr1ys5 (i

ESLO 5: Quantitative Literacy – OIT students will demonstrate quantitative literacy.

Assessed in students' MATH 243, Introductory Statistics or MATH 361 Statistical Methods course
transferred from previous college and/or takenkrβ.2 (k)-2.5 (rβ (dr (r t)-2u(o)-26 (e)7.8 (rβ (d O Tc 0 Tw 12.57622)-57(I)Tj

Program Student Learning Outcome	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ESLO 4: Teamwork. The student will demonstrate the ability to work in a teambuilding environment in health care.				**RCP 366 Clinical Simulation** ● **Simulation Project**		
ESLO 5: Quantitative Literacy. The ability for the student to apply safe settings, interpret data and make clinical decisions for life saving devices based on mathematical computations.					**RCP 353 Adv. Mech Ventilation** ● **Simulations**	

ESLO #3

refuting other

					standards and is well written.	fashion. Paper meets standards and is well written.	

Table 4. Video Production Assignment.

ESLO #3: Ethical Reasoning Video Quality Measured.

This assignment was targeted for both On-Line RCP 389, International Neonatology. This same assignment was used for on campus students to be measured in RCP 387, Critical Care II. These assignments did not differ as to assure consistency among students in both similar programs, both on-line and On-Campus The assignments goal was to target a higher level of understanding Ethical Reasoning and being able to present to their peers their understanding of ethical reasoning and allowed for questions and answers at the end of each student's presentations. This experience creating this video assignment

c. Please express your experience or the impact you believe this may have had on you and others who assisted you in this video production on how you were able to express the logic of this exercise.
d. Please describe how your judgment for ethical reasoning in this exercise came about. Include any past work, academia experience or professional relationships that have helped to form a better judgement about ethical reasoning.
e. The conclusion will also be submitted to the video for the viewer to read as well as the presenter speaking directly into the camera and verbalizing its contents. This should include references used for this exercise. Please use at least two references on ethical reasoning to support your claims. **A Rubric for ethical reasoning will be sent and used for grading this assignment.**

Video Instructions

I. Video clarity:

a. Obvious attempts to edit for the best scene possible created is welcomed and will be graded accordingly.
b. Please assure good visuals that include close ups, like for the use of equipment and patient evaluations.
c. Please assure video that also captures the whole scene during general verbalization or communication.
d. Please add detail to your room scene and patient environment for a realistic approach to production.

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between Scene I of a mild sloppy look versus Scene II looking sharp. Again, please keep it within reason.

c. Show this video to others prior to the due date to assure feedback can be given for choices to edit certain parts or roles. **A video Rubric will be given for grading criteria.**

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Heylea	Theory: 3 Recognition: 4 Logic: 3 Judgement: 4	90	86

Update: The update for ESLO's are implemented recently. As far as Program Outcomes, this was given in the last cycle to improve the approach of ethical reasoning. I believe this change in assessment for this program has accomplished that.

Student Learning Summary: Each student not only had to write a document that addresses each ethical reasoning criteria to be embedded into the video for evaluators to view, but performing the video to support their documentation gave the student a sense of commitment by playing out the parts of an ethical scenario that they each created for themselves based on experiences. Another note made was that the video production rubric coincided in respects to the effort that was put in each one. My conclusion that there is also a correlation between ethical reasoning and work ethic with accountability.

Appendix A-1

			Credentials II
PSY 201 or 202 or 203 Psychology Series	RCP 235 Arterial Blood Gas Interpretations	RCP 386 Critical Care I	RCP 451 Clinical Care II
HUM Humanities Elective	RCP 236 Cardiopulmonary Dynamics	RCP 389 International	

		Clinical Simulations	
MATH Elective		**RCP 440 Case Management Credentials I**	
HUM Humanities Elective			
SOC Social Science Elective			

Appendix A-2

Student Learning Outcomes-Course Matrix 2018-2019 PSLO #3: . . The ability to function effectively in the health care setting as a member of the healthcare team. Courses that are shaded below indicate that the PSLO above is taught in the course, students demonstrate skills or knowledge in the PSLO, and students receive feedback on their performance on the SLO.

F = Foundation **E = Essential Practice** **C = Capstone**

Freshman	Sophomore	Junior	Senior
FALL	FALL	FALL	FALL
BIO 231			

Anat & Phys II	**Microbiology**	**Mechanical Ventilation II**	**Case Management Credentials II**
PSY 201 or 202 or 203 Psychology Series	**RCP 235 Arterial Blood Gas Interpretations**	**RCP 386 Critical Care I**	**RCP 451 Clinical Care II**
HUM Humanities Elective	**RCP 236 Cardiopulmonary Dynamics**	**RCP 389 International Neonatology**	
SOC Social Science Elective	**RCP 241 Gas Therapeutics**		
WRI 122 English Composition II			
SPRING	**SPRING**	**SPRING**	**SPRING**

WRI 227 Technical Writing		**RCP 366 Clinical Simulations**	
MATH Elective		**RCP 440 RCP 442 Case Management Credentials II**	

HUM Humanities Elective

Anat & Phys II	**Microbiology**	**Mechanical Ventilation II**	**Case Management Credentials II**
PSY 201 or 202 or 203 Psychology Series	**RCP 235 Arterial Blood Gas Interpretations**	**RCP 386 Critical Care I**	**RCP 451 Clinical Care II**
HUM Humanities Elective	**RCP 236 Cardiopulmonary Dynamics**	**RCP 389 International Neonatology**	
SOC Social Science Elective	**RCP 241 Gas Therapeutics**		
WRI 122 English Composition II			
SPRING	**SPRING**	**SPRING**	**SPRING**