COMMISSION ON ACCREDITATION FOR RESPIRATORY CARE
DA Expected Learning Outcomes (ESLOs) Form

Program Number: 510016

Program Name: Bachelor of Science in Respiratory Care

Reflection on the Continuous Improvement of Student Learning

1. List the changes and improvements your program planned to implement as a result of last year's student learning outcomes assessment data.
    a. **In response to the ESLO 2023 report, the following changes and improvements were implemented in August 2024:**
        i. **Plan and Goal #1 from 2023 Report**
            1. The Skyline BSRC program aimed to enhance written and verbal communication skills by incorporating diverse assignments and key concepts in every course, focusing on effective communication in the healthcare field.
        ii. **Action to Plan and Goal #1**
            1. As of August 2024, the many of BSRC courses have been modified to include communication skills and tools in the course descriptions and/or individual student learning outcomes.
        iii. **Plan and Goal #2 from 2023 Report**
            1. The Skyline BSRC program committed to adding the course "Communication in Healthcare" to its curriculum, beginning with the new cohort in Fall 2023.
        iv. **Action to Plan and Goal #2**
            1. COMM B10, Health Communication, has been officially added to the program. This course provides a critical exploration of health communication concepts, theories, research methods, cases, and other practices applied in addressing real-world health issues, administration, and decision-making. It addresses health communication approaches in the planning, implementation, and evaluation of health promotion and behavior change campaigns.
        v. **Plan and Goal #3**
            1. The Skyline BSRC program also aimed to increase flexibility and access by developing a carousel model allowing students to enter the program in any term during the academic year.
        vi. **Action to Plan and Goal #3**
            1. The Carousel with Flexible Schedule Model officially launched in August 2024. The institution's curriculum committee, advisory board, supporting staff, administration, and all BSRC faculty collaborated to develop and implement four unique tracks. These tracks offer students personalized pathways to program completion, providing flexibility and improved work-life balance, with the goal of increasing retention and enrollment.
2. Were all of the changes implemented? ✅Yes
    a. If not, please explain
3. What impact did the changes have on student learning?
    a. **Impact from the Action to Plan of Goals #1 and #2** Incorporating communication skills and tools across program courses and reintroducing the Health Communication course have led to improved and more sophisticated formal papers, as well as enhanced mentorship and feedback

during Capstone Projects. This was particularly observed in the Class of 2024. Further information will be detailed in the next report following their program completion in May 2025.

    b. **Impact from the Action to Plan of Goal #3** The impact of the Carousel and Flexible Schedule Model will be evaluated in the next annual report, which will include retention and enrollment data collected after the model's launch in August 2024.

<table>
<tr><td align="center">Student Learning Outcome 1
(Knowledge, skill or ability to be accessed)</td></tr>
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1. Explain Learning Outcome 1:
   a. **(ESLO/Program SLO #1)**
      i. Demonstrate the ability to evaluate, assess and apply interventions in areas of respiratory care including sleep medicine, neonatal and pediatric care, adult critical care, and respiratory case management.

2. **Changes to the Student Learning Outcomes Assessment Plan:** If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.
   a. The purpose of this ESLO is to emphasize the essential skills required in respiratory care. Respiratory care practitioners demonstrate their ability to evaluate, assess, and treat patients across various areas such as sleep medicine, pediatric care, critical care, and case management. This highlights the importance of their versatility and proficiency in addressing the diverse needs of respiratory patients, ultimately leading to improved health outcomes and quality of life.

3. **Effectiveness Measure:** Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome <u>and</u> explain how it assesses the desired knowledge, skill or ability.
   a. Peer reviews, Capstone Presentations, Group Discussions, Projects, Formal Papers.
   b. These assessment methods—capstone presentations, formal papers, peer reviews, and group discussions—were purposefully selected to evaluate students' ability to critically analyze and synthesize complex concepts, apply clinical reasoning and informed judgment, articulate their understanding with clarity, communicate ideas effectively and professionally, and collaborate efficiently within interdisciplinary teams, thereby demonstrating higher-order cognitive skills aligned with the program's expected competencies.
      i. **Peer Reviews** foster critical self-reflection and constructive feedback, encouraging students to evaluate their own and others' work through the lens of professional standards.
      ii. **Capstone Presentations** require students to synthesize and apply advanced knowledge and skills to real-world problems, demonstrating mastery of program learning outcomes in a high-stakes, professional context.
      iii. **Group Discussions** promote collaborative learning, communication, and the integration of diverse perspectives, all essential skills in team-based healthcare settings.
      iv. **Projects** (combining research, application, and reflection) require students to draw from multiple domains of knowledge, applying theory to practice in meaningful ways. **Formal Papers** assess written communication, critical thinking, and the student's

ability to build evidence-based arguments, reflect on healthcare challenges, and propose informed solutions.

4. **Methodology:** Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

   a. For ESLO/PSLO #1, the assessment occurs at the end of specific courses, including sleep medicine, neonatal and pediatric care, adult critical care, and respiratory case management, all structured similarly through the Canvas Learning Management System online. Data collection, analysis, and sharing involve various methods like peer reviews, capstone presentations, group discussions, projects, and formal papers. These findings are discussed during community meetings, enabling continuous improvement in the curriculum, teaching methods, and student support services.

   b. **ESLO/PSLO #1: Applied Specialized Interventions**
      i. Assessed through successful completion (≥70%) of the following courses:
         1. RPTH B10 – Advanced Cardiopulmonary Care
         2. RPTH B15 – Sleep Medicine and Respiratory Care
         3. RPTH B20 – Advanced Respiratory Case Management
         4. RPTH B60 – Advanced Neonatal and Pediatric Respiratory Care

5. **Performance Outcome:** Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome <u>and</u> the level of proficiency expected. *Example: 80% of the students assessed will achieve a score of "acceptable" or higher on the Oral Presentation Scoring Rubric.*

   a. 80% of students demonstrated the ability to evaluate, assess and apply interventions in areas of respiratory care including sleep medicine, neonatal and pediatric care, adult critical care, and respiratory case management, based on a threshold of 70% with the use of the program rubrics identifying strengths and weaknesses in specific learning outcomes during their final presentations.

6. Based upon your data included in this annual report, what changes/improvements will the program implement during the next year to improve performance on this student learning outcome?

   a. Based on the data presented in this annual report, planned improvements for this ESLO include the formal integration of ESLO/PSLO curriculum mapping into the program handbook and alignment with corresponding course syllabi. This initiative aims to enhance transparency and clarity regarding learning outcomes for key stakeholders, including the advisory committee and students. Additionally, evaluation data will be systematically collected throughout the upcoming academic year to monitor progress and inform ongoing refinements. Findings from this data will be incorporated into the subsequent annual report cycle in July 2026 to support continuous improvement of student performance on this learning outcome.

Student Learning Outcome 2
(Knowledge, skill or ability to be accessed)

1. Explain Learning Outcome 2
   a. **(ESLO/Program SLO #2)**

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      i.   Demonstrate the use of evidence-based-practice and respiratory driven protocols which enhance the critical thinking of the RCP and provide safe patient care.

2. **Changes to the Student Learning Outcomes Assessment Plan:** If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

    a. The rationale for this ESLO/PSLO #2 entails that the use of evidence-based practice and respiratory driven protocols not only enhances the critical thinking skills of respiratory care practitioners but also ensures the provision of safe and effective patient care.

3. **Effectiveness Measure:** Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome <u>and</u> explain how it assesses the desired knowledge, skill or ability.

    a. Peer reviews, Capstone Presentations, Group Discussions, Projects, Formal Papers.

    b. These assessment methods—capstone presentations, formal papers, peer reviews, and group discussions—were purposefully selected to evaluate students' ability to critically analyze and synthesize complex concepts, apply clinical reasoning and informed judgment, articulate their understanding with clarity, communicate ideas effectively and professionally, and collaborate efficiently within interdisciplinary teams, thereby demonstrating higher-order cognitive skills aligned with the program's expected competencies.

        i. **Peer Reviews** foster critical self-reflection and constructive feedback, encouraging students to evaluate their own and others' work through the lens of professional standards.

        ii. **Capstone Presentations** require students to synthesize and apply advanced knowledge and skills to real-world problems, demonstrating mastery of program learning outcomes in a high-stakes, professional context.

        iii. **Group Discussions** promote collaborative learning, communication, and the integration of diverse perspectives, all essential skills in team-based healthcare settings.

        iv. **Projects** (combining research, application, and reflection) require students to draw from multiple domains of knowledge, applying theory to practice in meaningful ways. **Formal Papers** assess written communication, critical thinking, and the student's ability to build evidence-based arguments, reflect on healthcare challenges, and propose informed solutions.

4. **Methodology:** Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

    a. For ESLO/PSLO #2, the assessment occurs at the end of specific courses, including Advanced Cardiopulmonary, Healthcare Research Design and Methodology, Respiratory Care Leadership and Management, and Principles of Health Education. These courses are all structured similarly through the Canvas Learning Management System online. Data collection, analysis, and sharing involve various methods such as peer reviews, capstone presentations, group discussions, projects, and formal papers. These findings are discussed during community meetings, enabling continuous improvement in the curriculum, teaching methods, and student support services.

    b. **ESLO/PSLO #2: Evidence-Based Respiratory Care**
       i. Assessed through successful completion (≥70%) of the following courses:
          1. RPTH B10 – Advanced Cardiopulmonary Care
          2. RPTH B15 – Sleep Medicine and Respiratory Care
          3. RPTH B20 – Advanced Respiratory Case Management
          4. RPTH B30 – Principles of Health Education
          5. RPTH B40 – Health Care Research Design and Methodology
          6. RPTH B60 – Advanced Neonatal and Pediatric Respiratory Care
          7. RPTH B90 – Respiratory Care Capstone Project

5. **Performance Outcome:** Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome <u>and</u> the level of proficiency expected. *Example: 80% of the students assessed will achieve a score of "acceptable" or higher on the Oral Presentation Scoring Rubric.*
    a. 80% of students demonstrated the ability to evaluate, assess and apply interventions in areas of respiratory care including sleep medicine, neonatal and pediatric care, adult critical care, and respiratory case management, based on a threshold of 70% with the use of the program rubrics identifying strengths and weaknesses in specific learning outcomes during their final presentations.

6. Based upon your data included in this annual report, what changes/improvements will the program implement during the next year to improve performance on this student learning outcome?
    a. Based on the data presented in this annual report, planned improvements for this ESLO include the formal integration of ESLO/PSLO curriculum mapping into the program handbook and alignment with corresponding course syllabi. This initiative aims to enhance transparency and clarity regarding learning outcomes for key stakeholders, including the advisory committee and students. Additionally, evaluation data will be systematically collected throughout the upcoming academic year to monitor progress and inform ongoing refinements. Findings from this data will be incorporated into the subsequent annual report cycle in July 2026 to support continuous improvement of student performance on this learning outcome.

Student Learning Outcome 3
(Knowledge, skill or ability to be accessed)

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1. Explain Learning Outcome 3:
    a. **(ESLO/Program SLO #3)**
       i. Develop and apply transformational leadership principles in healthcare that foster an environment of inclusion in decision making. Employing effective strategies to address various business aspects of healthcare particularly value efficacy and continuous quality improvement.

2. **Changes to the Student Learning Outcomes Assessment Plan:** If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.
    a. The rationale for ESLO/PSLO #3 is to highlight the importance of cultivating transformational leadership principles in healthcare. These principles foster inclusion, address business

challenges effectively, and promote value-driven care and continuous quality improvement. By embracing this leadership approach, healthcare professionals can help build a supportive, innovative environment where all team members are empowered to contribute toward achieving organizational goals and delivering high-quality care to both patients and the broader community.

3. **Effectiveness Measure:** Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome <u>and</u> explain how it assesses the desired knowledge, skill or ability.

   a. Peer reviews, Capstone Presentations, Group Discussions, Projects, Formal Papers.

   b. These assessment methods—capstone presentations, formal papers, peer reviews, and group discussions—were purposefully selected to evaluate students' ability to critically analyze and synthesize complex concepts, apply clinical reasoning and informed judgment, articulate their understanding with clarity, communicate ideas effectively and professionally, and collaborate efficiently within interdisciplinary teams, thereby demonstrating higher-order cognitive skills aligned with the program's expected competencies.

      i. **Peer Reviews** foster critical self-reflection and constructive feedback, encouraging students to evaluate their own and others' work through the lens of professional standards.

      ii. **Capstone Presentations** require students to synthesize and apply advanced knowledge and skills to real-world problems, demonstrating mastery of program learning outcomes in a high-stakes, professional context.

      iii. **Group Discussions** promote collaborative learning, communication, and the integration of diverse perspectives, all essential skills in team-based healthcare settings.

      iv. **Projects** (combining research, application, and reflection) require students to draw from multiple domains of knowledge, applying theory to practice in meaningful ways. **Formal Papers** assess written communication, critical thinking, and the student's ability to build evidence-based arguments, reflect on healthcare challenges, and propose informed solutions.

4. **Methodology:** Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

   a. Assessment for ESLO/PSLO #3 is systematically conducted at the culmination of key courses, including Leadership and Management I, Leadership and Management II in Respiratory Care, including Health Communication, and Public Health Policy. These courses are uniformly structured and delivered through the Canvas Learning Management System in an online modality. Data related to student performance are collected, analyzed, and disseminated through multiple evaluative instruments, including peer reviews, capstone presentations, group discussions, projects, and formal papers. The resulting findings are examined during structured community meetings, facilitating data-informed decision-making and promoting continuous enhancement of curricular content, pedagogical approaches, and student support mechanisms.

   b. **PSLO #3: Healthcare Leadership**

      i. Assessed through successful completion (≥70%) of the following courses:

1. RPTH B50 – Respiratory Care Leadership and Management I
2. RPTH B52 – Respiratory Care Leadership and Management II
3. COMM B10 – Health Communication
4. SOSC B10 – Public Health Policy

5. **Performance Outcome:** Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome <u>and</u> the level of proficiency expected. *Example: 80% of the students assessed will achieve a score of "acceptable" or higher on the Oral Presentation Scoring Rubric.*

   a. 80% of students demonstrated the ability to develop and apply transformational leadership principles in healthcare settings, fostering inclusive decision-making and addressing critical business dimensions such as value efficacy and continuous quality improvement. This outcome exceeded the established threshold of 70%, as measured by program-specific rubrics used to evaluate final presentations. The assessment process also facilitated the identification of strengths and areas for improvement across targeted student learning outcomes.

6. Based upon your data included in this annual report, what changes/improvements will the program implement during the next year to improve performance on this student learning outcome?

   a. Based on the data presented in this annual report, planned improvements for this ESLO include the formal integration of ESLO/PSLO curriculum mapping into the program handbook and alignment with corresponding course syllabi. This initiative aims to enhance transparency and clarity regarding learning outcomes for key stakeholders, including the advisory committee and students. Additionally, evaluation data will be systematically collected throughout the upcoming academic year to monitor progress and inform ongoing refinements. Findings from this data will be incorporated into the subsequent annual report cycle in July 2026 to support continuous improvement of student performance on this learning outcome.

Student Learning Outcome 4
(Knowledge, skill or ability to be accessed)

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1. Explain Learning Outcome 4:
   a. **(ESLO/Program SLO #4)**
      i. Develop and apply effective professional oral and written communication skills and tools that empower autonomy to be an effective member of the healthcare team.

2. **Changes to the Student Learning Outcomes Assessment Plan:** If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

   a. The rationale for ESLO/PSLO #4 is to underscore the critical importance of developing and applying effective communication skills and tools within healthcare settings to empower professional autonomy, facilitate interdisciplinary collaboration, and promote patient-centered care. By prioritizing the cultivation of advanced communication competencies, healthcare professionals can enhance their clinical effectiveness, improve patient outcomes, and contribute meaningfully to fostering a positive healthcare environment and broader community well-being.

3. **Effectiveness Measure:** Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome <u>and</u> explain how it assesses the desired knowledge, skill or ability.
    a. Peer reviews, Capstone Presentations, Group Discussions, Projects, Formal Papers.
    b. These assessment methods—capstone presentations, formal papers, peer reviews, and group discussions—were purposefully selected to evaluate students' ability to critically analyze and synthesize complex concepts, apply clinical reasoning and informed judgment, articulate their understanding with clarity, communicate ideas effectively and professionally, and collaborate efficiently within interdisciplinary teams, thereby demonstrating higher-order cognitive skills aligned with the program's expected competencies.
        i. **Peer Reviews** foster critical self-reflection and constructive feedback, encouraging students to evaluate their own and others' work through the lens of professional standards.
        ii. **Capstone Presentations** require students to synthesize and apply advanced knowledge and skills to real-world problems, demonstrating mastery of program learning outcomes in a high-stakes, professional context.
        iii. **Group Discussions** promote collaborative learning, communication, and the integration of diverse perspectives, all essential skills in team-based healthcare settings.
        iv. **Projects** (combining research, application, and reflection) require students to draw from multiple domains of knowledge, applying theory to practice in meaningful ways. **Formal Papers** assess written communication, critical thinking, and the student's ability to build evidence-based arguments, reflect on healthcare challenges, and propose informed solutions.

4. **Methodology:** Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.
    a. Assessment for ESLO/PSLO #4 is conducted at the conclusion of designated courses, including Health Communication, Principles of Health Education, Multicultural Human Relations, Public Health Policy, Respiratory Care Capstone Project, and Intersectionality and Citizenship. These courses are consistently structured and delivered through the Canvas Learning Management System in an online format. Data collection, analysis, and dissemination utilize multiple assessment methods, such as peer reviews, capstone presentations, group discussions, projects, and formal papers. The resulting findings are reviewed in community meetings, facilitating data-driven decision-making to support ongoing enhancements in curriculum design, instructional strategies, and student support services.
    b. **ESLO/PSLO #4: Respiratory Care Competency**
        i. Assessed through successful completion (≥70%) of the following courses:
            1. COMM B10 – Health Communication
            2. SOSC B10 – Public Health Policy
            3. COUN B10 – Multicultural Human Relations
            4. SOCI B10 – Intersectionality and Citizenship
            5. RPTH B30 – Principles of Health Education

6.   RPTH B90 – Respiratory Care Capstone Project

5.   **Performance Outcome:** Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome <u>and</u> the level of proficiency expected. *Example: 80% of the students assessed will achieve a score of "acceptable" or higher on the Oral Presentation Scoring Rubric.*

   a.   80% of students demonstrated proficiency in developing and applying effective professional oral and written communication skills that empower autonomy and support their role as effective members of the healthcare team. This performance exceeded the established threshold of 70%, as measured by program-specific rubrics used to evaluate strengths and areas for improvement across targeted learning outcomes during final presentations.

6.   Based upon your data included in this annual report, what changes/improvements will the program implement during the next year to improve performance on this student learning outcome?

   a.   Based on the data presented in this annual report, planned improvements for this ESLO include the formal integration of ESLO/PSLO curriculum mapping into the program handbook and alignment with corresponding course syllabi. This initiative aims to enhance transparency and clarity regarding learning outcomes for key stakeholders, including the advisory committee and students. Additionally, evaluation data will be systematically collected throughout the upcoming academic year to monitor progress and inform ongoing refinements. Findings from this data will be incorporated into the subsequent annual report cycle in July 2026 to support continuous improvement of student performance on this learning outcome.

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Date:	06/24/2025

THE INDIVIDUAL COMPLETING THIS FORM MUST <u>ATTACH THE ENTIRE DOCUMENT</u> TO THE EGNYTE LINK PROVIDED.
For questions concerning this form, please contact Shane Keene at
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